

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD MEETING AGENDA

Wednesday, May 15, 2019

5:30 pm

MEETING LOCATION:

American River College
Student Center Board Room
4700 College Oak Drive
Sacramento, CA 95841

1. CALL TO ORDER

Board President

2. ORAL COMMUNICATIONS

The public may comment on any items within the Board's jurisdiction, even if the items are not on the agenda only during this portion of the meeting. However, the law prohibits action by the Board on non-agenda items. A yellow "Speaker's Card" must be submitted to the clerk of the board and comments are limited to three (3) minutes.

3. CONSENT CONSIDERATIONS

A member of the Board may request that an item be removed for further discussion and separate action.

A. Board Meeting Minutes: April 10, 2019 (page 3)	Brian King
B. Curriculum Proposals: ARC/FLC (page 14)	Jamey Nye
C. Vision for Success Goal Setting (page 20)	Jamey Nye
D. Resolution No. 2019-04 Authorizing Execution of a Contract from the Department of Rehabilitation (Workability) (page30)	Theresa Matista
E. Board Policy Revision: P-8611 Conflict of Interest Code (page 33)	JP Sherry
F. District Quarterly Financial Status Report (311Q) (page 38)	Theresa Matista
G. Los Rios Foundation – Quarterly Investment Report (page 42)	Theresa Matista
H. Disposition of Surplus Equipment (page 45)	Theresa Matista
I. Ratify: Bid Transactions (page 46)	Theresa Matista
J. Ratify: Grants and Contracts Awarded (page 47)	Brian King
K. Ratify: Affiliation and Other Agreements (page 49)	Theresa Matista
L. Purchase Orders, Warrants, Checks and Electronic Transfers (page 52)	Theresa Matista
M. Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2018-2019 (page 54)	Theresa Matista
N. Special Rate Salary Schedule – New Job Classification (page 68)	Theresa Matista
O. Regular Human Resources Transactions (page 70)	Theresa Matista

4. FIRST READING

A. Five Year Construction Plan and Final Project Proposals (page 90)	Theresa Matista
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5. ACTION

A. American River College Commemorative Namings for the ARC STEM Innovation Center (page 92)	Thomas Greene
B. Resolution No. 2019-05: Recognizing Classified Employees (page 97)	Brian King
C. Equal Employment Opportunity Plan (page 99)	Theresa Matista
D. Agreement with the City of Sacramento: New Market Drive Project (page 158)	Theresa Matista

E. Public Hearing: Dual Enrollment Memorandum of Understanding: El Dorado Union High School District (page 163)	Whitney Yamamura
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6. INFORMATION	
A. The Future of Career Education & Workforce Development at American River College (page 176)	Thomas Greene
B. AB 705 Update (page 177)	Jamey Nye

7. BOARD MEMBER REPORTS

8. FUTURE AGENDA ITEMS

9. REPORTS and COMMENTS <ul style="list-style-type: none"> ▪ Student Association ▪ Classified Senate ▪ Academic Senate ▪ Other Recognized Constituencies ▪ Chancellor’s Report
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10. ADJOURNMENT

LOS RIOS BOARD OF TRUSTEES			
John Knight President ▪ Area 3	Robert Jones Vice President ▪ Area 2	Dustin Johnson ▪ Area 1 Ruth Scribner ▪ Area 4 Pamela Haynes ▪ Area 5	Deborah Ortiz ▪ Area 6 Tami Nelson ▪ Area 7 Danny Thirakul ▪ Student Trustee
Regular Board Meetings are generally held every second Wednesday of the month at 5:30 pm ▪ <i>Note:</i> Meeting times and locations are subject to change. For current information, call the District Office at (916) 568-3021.			
Next Meeting: June 12, 2019 ▪ Regular Board Meeting ▪ Location: SCC-Davis Center			
Public records provided to the Board for the items listed on the open session portion of this agenda are available at the District Office located at 1919 Spanos Court, Sacramento, CA, during normal business hours. The Board agenda is posted on the District’s website: www.losrios.edu			
Help Us Help You			
Los Rios Community College District strives to make reasonable accommodations in all of its programs, services and activities for all qualified individuals with disabilities. Notification (568-3021) 48 hours in advance will enable the District to make arrangements to ensure meeting accessibility. When you arrive, please contact a staff member if you need assistance (Pursuant to Govt Code § 54954.2).			

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Board Meeting Minutes: April 10, 2019	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King, Chancellor <i>Brian King</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

STATUS:

The minutes of the Board of Trustees meeting held on April 10, 2019 are attached for Board review and consideration.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the minutes of the meeting held on April 10, 2019.

LOS RIOS COMMUNITY COLLEGE DISTRICT
Board Meeting Minutes
Wednesday, April 10, 2019

1. CALL TO ORDER

The board meeting was called to order by President Knight at 5:30 p.m., in the Tiff Martinez Board Room at Los Rios Community College District, 1919 Spanos Court, Sacramento, California.

Present:

Mr. John Knight, President
Mr. Robert Jones, Vice President
Ms. Pamela Haynes
Mr. Dustin Johnson
Ms. Tami Nelson
Ms. Deborah Ortiz
Ms. Ruth Scribner

Mr. Danny Thirakul, Student Trustee

Dr. Brian King, Chancellor

2. ORAL COMMUNICATIONS

There were no oral communications.

3. CONSENT CONSIDERATIONS

A motion was made by Trustee Haynes, seconded by Trustee Thirakul, that the Board of Trustees approve Consent Consideration items A through I.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner

No: None

Absent: None

Student Trustee: Aye

Motion carried; 7:0

A. *Board Meeting Minutes: March 20, 2019*

That the Board of Trustees approve the minutes of the meetings held on March 20, 2019.

B. Curriculum Proposals: American River, Cosumnes River, Folsom Lake and Sacramento City Colleges

That the Board of Trustees approve the curriculum proposals for American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College.

C. Disposition of Surplus Equipment

That the Board of Trustees approve the disposal of the items listed in the March board agenda packet per Education Code section 81452.

D. Ratify: Bid Transactions

That the Board of Trustees ratify and/or approve the bid transactions herein listed.

CHANGE ORDERS					
Bid No	Description	Change Amount	Change Number	Vendor	New Contract Total
17025	Multi Campus Year 4 Lighting Prop 39. Replace defective Lunera lights in CRC high bay room 106.	\$2,971.00	8	Big Valley Electric	\$922,622.62
17026	SCC Union Stadium Concrete Decking Repair. Add concrete curb and threshold to avoid water penetration into electrical closet.	\$1,269.00	9	Pro Builders	\$1,176,741.00

BID AWARDS					
Bid No	Description	No of Responses	Award Date	Successful Vendor	Contract Amount
19012	ETW Parking Lot Asphalt Repair	5	3/20/19	Anthem Builders Inc.	\$198,000.00

Bidders	Total Bid
Anthem Builders Inc.	\$198,000.00
Sierra Asphalt Inc.	\$216,500.00
MBC Engineering	\$236,480.00
BRCO Constructors Inc.	\$246,000.00
B & M Builders Inc.	\$249,477.00

E. Ratify: Grants and Contracts Awarded

Title, Description, Term, Project Administrator	College/Unit	Amount	Source
Student Leadership and Capacity Building for Umoja Diop Scholars <ul style="list-style-type: none"> Funding to build capacity for Umoja Diop Scholars and to develop student leaders among students of African descent by providing professional development, leadership skills, a 	CRC	\$16,000	California Community College Chancellor's Office

<p>rich cultural experience, and exposure to the African diaspora.</p> <ul style="list-style-type: none"> • 1/01/2019 through 12/31/2019 • Administrator: Shannon Cooper / Dean, Counseling 			
<p>Foster and Kinship Care Education</p> <ul style="list-style-type: none"> • Funding to provide classes to caregivers of children and youth so that these providers may meet the educational, emotional, behavioral and developmental needs of children and youth in the foster care system. • 7/01/2018 through 6/30/2019 • Administrator: Christine Thomas /Vice President of Student Services 	FLC EDC	\$101,385	California Community College Chancellor's Office
<p>Foster & Kinship Care Education Program</p> <ul style="list-style-type: none"> • Funding to provide classes to caregivers of children and youth so that these providers may meet the educational, emotional, behavioral and developmental needs of children and youth in the foster care system. • 7/0/2018 through 6/30/2019 • Administrator: Diana Hicks / Dean, Humanities 	ARC	\$210,925	California Community College Chancellor's Office
<p>Student Leadership and Capacity Building for Umoja Diop Scholars</p> <ul style="list-style-type: none"> • Funding to build capacity for Umoja Diop Scholars and to develop student leaders among students of African descent by providing professional development, leadership skills, a rich cultural experience, and exposure to the African diaspora. • 1/01/2019 through 12/31/2019 • Administrator: Kimberley McDaniel / AVP, Enrollment and Student Services 	SCC	\$16,000	California Community College Chancellor's Office
<p>CALPIA Culinary Arts Program</p> <ul style="list-style-type: none"> • Funding to provide a culinary arts program to inmates at Folsom Women's Facility • 7/01/2019 through 6/30/2020 • Administrator: Tarence Powell / AVP, Instruction and Student Services 	CRC	\$50,000	California Prison Industry Administration
<p>Strong Workforce Regional Allocation</p> <ul style="list-style-type: none"> • Funding to enhance and/or expand existing Career and Technical Education (CTE) programs and identify new programs and opportunities for collaboration with colleges and other partners within the region, including but not limited to K-12, adult education, workforce and local industry. • 7/01/2018 through 12/31/2020 • Administrator: Tammy Montgomery / AVC, Instruction 	WED	\$3,392,401	NFN Regional Consortium

F. Ratify: Affiliation and Other Agreements

That the Board of Trustees Ratify and/or approve the agreements as listed.

- Below is a list of Allied Health Agreements for clinical placements and Internships for Los Rios students. While the District is obligated under these agreements to cooperate and provide educational services pursuant to these agreements, none of them require payment or receipt of funds.

ALLIED HEALTH AGREEMENTS FOR CLINICAL PLACEMENTS

Agency	Clinical Program	Campus	Contract Date	Term
Oroville Hospital	PTA/OTA	SCC	12/3/18	EXP: 12/3/2020

* PTA/OTA – Physical Therapy Assistant/Occupational Therapy Assistant

- Below is a list of Facility Use Agreements for events where the facilities are provided free of charge or events where the District has or will receive payment from the user.

ON-CAMPUS FACILITY USE AGREEMENTS

Campus	Type of Agreement	Permit Number
EDC	Facility Use	EDC-2019-005
EDC	Facility Use	EDC-2019-007
FLC	Facility Use	FLC 19-026
FLC	Facility Use	FLC 19-028
FLC	Facility Use	FLC 19-029
FLC	Facility Use	FLC 19-030
FLC	Facility Use	FLC 19-031
FLC	Facility Use	FLC 19-032
FLC	Facility Use	FLC 19-033
FLC	Facility Use	FLC 19-034
CRC	Facility Use	C19-0072
CRC	Facility Use	C19-0073
CRC	Facility Use	C19-0074
CRC	Facility Use	C19-0075
CRC	Facility Use	C19-0076
CRC	Facility Use	C19-0077
CRC	Facility Use	C19-0078
CRC	Facility Use	C19-0079
SCC	Facility Use	S19-0076
SCC	Facility Use	S19-0077
SCC	Facility Use	S19-0085
SCC	Facility Use	S19-0086
SCC	Facility Use	S19-0088
SCC	Facility Use	S19-0103
SCC	Facility Use	S19-0104
SCC	Facility Use	S19-0106
SCC	Facility Use	S19-0109
Harris Center	Facility Use	12812
Harris Center	Facility Use	13214
Harris Center	Facility Use	13546
Harris Center	Facility Use	13562
Harris Center	Facility Use	13563
Harris Center	Facility Use	13584

Harris Center	Facility Use	13617
Harris Center	Facility Use	13660
Harris Center	Facility Use	13972
ARC	Facility Use	1040
ARC	Facility Use	1041
ARC	Facility Use	1042
ARC	Facility Use	1043

G. Purchase Orders, Warrants, Checks and Electronic Transfers

That the Board of Trustees approve the numbered purchase orders, warrants, checks and electronic transfers that are reflected on schedule below.

PURCHASE ORDERS		
General Fund	0001103941-0001104394 B119819-B119826	\$ 2,883,588.35
Capital Outlay Fund	0003018143-0003018203	
Child Development Fund	0006000857-0006000860	
Self-Insurance Fund	0009000424-0009000424	
WARRANTS		
General Fund	775512-776855	\$ 10,881,674.73
General Fund-ARC Instructional Related	009487-009572	
General Fund-CRC Instructional Related	023282-023327	
General Fund-FLC Instructional Related	031497-031525	
General Fund-SCC Instructional Related	47557-47604	
Capital Outlay Fund	833624-833721	
Student Financial Aid Fund	900436-900438	
Child Development Fund	954656-954672	
Self-Insurance Fund	976518-976525	
Payroll Warrants	426363-427948	
Payroll Vendor Warrants	65241-65378	
February Leave Process	427949-429510	
CHECKS		
Financial Aid Disbursements (E-trans)	-	\$ 3,240,679.00
Clearing Checks	2805-2806	\$ 6,055.38
Parking Checks	3134-3137	\$ 599.00
Bookstore Fund – ARC	33546-33615	\$ 738,856.16
Bookstore Fund – CRC	28495-28535	
Bookstore Fund – FLC	-	
Bookstore Fund – SCC	50909-50984	
Student Clubs Agency Fund – ARC	5792-5820	\$ 89,193.35
Student Clubs Agency Fund – CRC	5019-5046	
Student Clubs Agency Fund – FLC	2632-2650	
Student Clubs Agency Fund – SCC	4169-4188	
Foundation – ARC	6204-6212	\$ 86,825.11
Foundation – CRC	2685-2691	
Foundation – FLC	1715-1735	
Foundation – SCC	4851-4889	
Foundation – DO	1048-1055	
Associated Students Trust Fund – ARC	1010-1011	\$ 2,755.82
Associated Students Trust Fund – CRC	0881-0881	

Associated Students Trust Fund – FLC	0733-0735	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 6484-6574	\$ 551,020.41
ELECTRONIC TRANSFERS		
Board of Equalization	-	\$
PARS	-	\$ 93,277.51
Vendors	-	\$
Backup Withholding	-	\$ -
Retiree Health Trust	-	\$ -
Self-Insurance	-	\$ 87,639.20
Bookstore	-	\$ 71,252.07
Payroll Direct Deposit Advices	960455-965378	\$ 13,192,783.34
Other Payroll Transactions	-	\$ 4,986.00

H. 2019-20 Sabbaticals/Professional Development Leaves

That the Board of Trustees approve the sabbatical/professional development leaves referenced in the April board agenda packet.

I. Human Resources Transactions

That the Board of Trustees approve the human resources transactions listed in the April board agenda packet.

4. FIRST READING

A. Board Policy Revision: P-8611 Conflict of Interest Code

Revisions to board policy P-8611, Conflict of Interest Code were presented to the board for first reading and discussion.

B. Board Policy Revision: P-9414 Retirement Benefits

Revisions to board policy P-9414, Retirement Benefits were presented to the board for first reading and discussion.

5. ACTION

A. Resolution No. 2019-02: Authorizing the Sale of General obligation Bonds: Measure M, Series D

A motion was made by Trustee Scribner, seconded by Trustee Johnson, that the Board of Trustees approve Resolution No. 2019-02: Authorizing the Sale of General Obligation Bonds: Measure M, Series D, in the aggregate principal amount of not to exceed \$80,000.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner

No: None

Absent: None

Student Trustee: Aye

Motion carried; 7:0

B. Contract Award: FLC Veneer Repair Rebid

A motion was made by Trustee Ortiz, seconded by Trustee Johnson, that the Board of Trustees award the contract for Bid 19009R to TNT Industrial Contractors Inc. for a total bid award of \$1,076,767, for the base bid and five alternates.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner

No: None

Absent: None

Student Trustee: Aye

Motion carried; 7:0

C. Board Policy Revision: P-8321 Contracts and Contract Procedures

A motion was made by Trustee Haynes, seconded by Trustee Scribner, that the Board of Trustees approve the proposed revisions to Board Policy: P-8321 Contracts and Contract Procedures.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner

No: None

Absent: None

Student Trustee: Aye

Motion carried; 7:0

D. Resolution No. 2019-03: Authorizing Election Under Public Contract Code Section 22030

A motion was made by Trustee Scribner, seconded by Trustee Nelson, that the Board of Trustees approve resolution 2019-03 establishing the election of the District under Public Contract Code section 22030 to become subject to the Uniform Public Construction Cost Accounting Procedures and the Commission's policies and procedures manual and cost accounting.

Roll Call Vote:

Aye: Haynes, Johnson, Jones, Knight, Nelson, Ortiz, Scribner

No: None

Absent: None

Student Trustee: Aye

Motion carried; 7:0

6. INFORMATION

A. Dual Enrollment Memorandum of Understanding: El Dorado Union High School District

The Dual Enrollment Memorandum of Understanding between Folsom Lake College and El Dorado Union High School District was presented to the Board of Trustees for information and discussion. A public hearing will be scheduled on May 15, 2019 to allow for public input regarding the joint MOU submitted by the District and El Dorado Union High School District.

B. District Veteran Resource Services

District staff presented an update on Veteran Services in Los Rios—which make it easier to obtain information, transition to college, and have access to critical student and instructional supplemental support services—and highlighted several experiences by students who have benefited from these services.

7. BOARD MEMBER REPORTS

Trustee Haynes was recruited to review scholarship applications for the Los Rios Foundation and shared how challenging it was to narrow down the selections out of the overwhelmingly deserving students who applied.

Trustee Scribner acknowledged the sabbaticals and curriculum development on this month's board agenda.

8. FUTURE AGENDA ITEMS

No future agenda items were discussed.

9. REPORTS AND COMMENTS

The following constituency representatives presented reports to the Board:

Zachary Watson, Folsom Lake College Student Senate
Courtnee Mack, President, Sacramento City College Classified Senate
Carlos Lopez, President, Districtwide Academic Senate
Dean Murakami, President, LRCFT

Chancellor's Report:

ARC: ARC's Hugh Howard, GIS & Geography Professor, has received the prestigious Lifetime Achievement Award in Geospatial Two-year College Education from the National Geospatial Technology Center of Excellence. Hugh was praised for his many contributions to his field. The award recognizes that "Your geospatial technology program at American River is one of the outstanding and shining examples of geospatial technology in the two-year college arena."

CRC: A new “Music Bus” is making its way around the region to provide music lessons to students who otherwise don't have access to music. CRC Work Study students and alumni teach in the bus as part of a new partnership with the Elk Grove School of Music. CRC Music Professor Kurt Erickson said the Music Bus has several keyboards, iPads, and computers and stops at area schools and community centers across Sacramento to give children an opportunity to experience music. He said this is the kind of innovative teaching experience he envisioned when the Music Department set up the Work Study program this semester. Research shows that music has a profound impact on young students that follows them throughout life.

FLC: On March 25, the new Folsom Lake College website went live. The FLC site, along with the Los Rios Colleges Foundation site and the Los Rios Police Department site, were pilots for a coordinated, district-wide web approach. New websites for American River College and the district will launch later this spring. Feedback from students, faculty/staff, and the community has been overwhelmingly positive. In addition to the visual overhaul which will help better promote the colleges to new and returning students, the site includes a wide array of new features, including: mobile-friendly responsiveness; page translations into dozens of languages; syndicated content that is universal across all sites; an integrated class search feature; and easy to navigate college catalog information. The FLC Public Information Services Office (PISO) team, along with the web teams at the district and ARC, are to be commended for their dedication to this two-year project that will provide a significant improvement in the user experience for students. In other outstanding news for PISO, they were recently awarded two silver Paragon Awards for publication design on behalf of the National Council for Marketing & Public Relations, which represents marketing and public relations professionals at more than 650 community and technical colleges across the United States and Canada.

SCC: A group of seven SCC students, two professors and LRPD Chief Larry Savidge were in D.C. last week for the Hispanic Association of Colleges and Universities' (HACU) 24th Annual National Capitol Forum on Hispanic Higher Education. It was a wonderful way for the students to meet legislators (including Doris Matsui and Alexandria Ocasio-Cortez), tour the U.S. Capitol and advocate for higher education. They presented key issues that affect community colleges, such as HEA Title V—Part C and the extension of HEA Title III—Part F STEM grants for HSIs and increasing appropriations funding for HSIs in fiscal year 2020. They also discussed co-sponsoring the American Dream and Promise Act of 2019 in the House of Representatives or the Dream Act of 2019 in the Senate.

The Chancellor announced the following retirements:

Retirement			Years of Service
Tim McHargue	Disabled Students Programs & Services (DSPS) Coordinator	FLC	17+
Stacia Thiessen	Technical Services Librarian	FLC	24+
Deborah Hix	Student Personnel Assistant – Counseling	ARC	31

10. CLOSED SESSION

General Counsel Sherry announced closed session as listed below. The following board members went into closed session at 7:25 pm: Ms. Haynes, Mr. Johnson, Mr. Jones, Mr. Knight, Ms. Ortiz, Ms. Nelson and Ms. Scribner.

A. Pursuant to Government Code section 54957; Complaint against Public Employee

Closed Session Adjourned: 7:30 pm

Open Session: 7:31 pm

11. OPEN SESSION: REPORT OF ANY ACTION TAKEN IN CLOSED SESSION

On the item identified as 10.A on the board agenda, the Board of Trustees voted by a vote of 7 to 0 to deny the appeal of the employee.

12. ADJOURNMENT

A motion was made by Trustee Scribner, seconded by Trustee Johnson, that the meeting be adjourned.

President Knight adjourned the meeting at 7:32 pm.

BRIAN KING


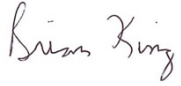
Chancellor and Secretary to the Board of Trustees

Draft minutes presented to the Board of Trustees: May 15, 2019

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Curriculum Proposals: American River and Folsom Lake Colleges	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Jamey Nye, Vice Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

STATUS:

The District Curriculum Coordinating Committee reviews college proposals for new, modified, or deleted courses and programs; general education guidelines, graduation competencies, grading policies, course placement into disciplines, and discusses and acts on other curriculum related issues. The attached curriculum was approved at the April 26, 2019 meeting.

The District Curriculum Coordinating Committee membership includes the following representatives: American River College –Joe Gilman, Valerie Rose, Al Ahmadi, Lisa Lawrenson; Cosumnes River College –Brian Noel, Amanda Wolcott-Paskey, Torrence Powell; Folsom Lake College – Eric Wada, Carlos Lopez, Monica Pactol; Sacramento City College – Dyan Pease (Chair), Richard Yang, Don Button, Renee Medina, Albert Garcia; District Senate – Alisa Shubb; Articulation Officer – Lynn Fowler; District Office – Tammy Montgomery; and Student Representative: TBA.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the curriculum proposals for American River College and Folsom Lake College.

Los Rios Community College District

Recommendation for Adoption by the Board of Trustees

May 15, 2019

COURSE PROPOSALS

Course Deletions

American River College

1. **AT 307 Biodiesel Technology (4.00 units)**

Justification: The bio-diesel market has changed considerably in the past few years making this AT307 class obsolete in its current form. The automotive department has decided to focus other alternative fuel sources and does not feel a 4 unit course on home-brew biodiesel production is necessary. This decision is based upon feedback from students and our advisory committee. The relevant topics of biodiesel will be covered in our AT 316 Alternative Fuels course. In addition the diesel technology program will continue to offer this class through their DCDT102 course code for students who are interested in large scale and home-brew bio-diesel production.

2. **PMED 240 Pediatric Advanced Life Support-Recertification (0.50 units)**

Justification: Upon review of our programs, the department has determined that this course no longer serves the needs of our students, given changes from the American Heart Association. We will still maintain PMED 140 and PMED 142 for full certification.

3. **PMED 242 Advanced Cardiac Life Support-Recertification (0.50 units)**

Justification: Upon review of our programs, the department has determined that this course no longer serves the needs of our students, given changes from the American Heart Association. We will still maintain PMED 140 and PMED 142 for full certification.

Folsom Lake College

1. **GEOL 347 Geologic Mining History of the Mother Lode (3.00 units)**

Justification: This course is not program-applicable, and no longer meets the needs of our students.

2. **TA 310 Introduction to Film (3.00 units)**

Justification: This course has now reached catalog status in new designator TAFILM.

3. TA 339 Screenwriting (3.00 units)

Justification: This course has now reached catalog status in new designator TAFILM.

New to District Courses

American River College

1. ELEVA 100 Elevator New Hire Program (4.00 units)

Prerequisite: None.

72.00 hours lecture

The course is intended to introduce probationary employees to National Elevator Industry Educational Program (NEIEP). NEIEP is structured to provide students with an opportunity to become acquainted with the different learning approaches available to them as students in the program. This course provides the fundamental tools required of an apprenticeship to become successful in their career as an elevator constructor.

Justification: American River College is becoming the local education agency for the elevator apprenticeship program. This is one of the courses that will be taught in this program. It provides the fundamental tools required of an apprenticeship to become successful in their career as an elevator constructor.

2. ELEVA 101 Elevator Trade Skills (3.00 units)

Prerequisite: None.

45.00 hours lecture, 27.00 hours laboratory

This course introduces the responsibilities of an elevator apprentice. It includes the elevator apprenticeship rules and regulations, record keeping, evaluations and advancement, work ethic, safety, and basic tools. It acquaints the elevator apprentice with specifications that constitute a safe working environment under the Occupational Safety and Health Administration (OSHA); including an introduction to the rights and obligations that OSHA imposes. In addition, this course provides an orientation and overview of the history of the elevator trade.

Justification: American River College is becoming the local education agency for the elevator apprenticeship program. This is one of the courses that will be taught in this program. This course introduces the responsibilities of an elevator apprentice. It includes the elevator apprenticeship rules and regulations, record keeping, evaluations and advancement, work ethic, safety, and basic tools.

3. **ELEVA 102 Elevator Hoistway Structures (3.00 units)**

Prerequisite: None.

45.00 hours lecture, 27.00 hours laboratory

This course reinforces the responsibilities of an elevator apprentice. It includes the elevator apprenticeship rules and regulations, and proper use of tools used in the elevator trade. This course helps the elevator apprentice understand how to build and install essential elevator hoistway, pit, and machine room structures.

Justification: American River College is becoming the local education agency for the elevator apprenticeship program. This is one of the courses that will be taught in this program. This course helps the elevator apprentice understand how to build and install essential elevator hoistway, pit, and machine room structures.

4. **ELEVA 103 Elevator Electrical Fundamentals (4.00 units)**

Prerequisite: None.

72.00 hours lecture

This course covers an in-depth review of mathematics needed for electrical fundamentals and the basic theory of DC electrical, AC electrical, circuits, electromagnetism, and testing equipment.

Justification: American River College is becoming the local education agency for the elevator apprenticeship program. This is one of the courses that will be taught in this program. This course covers an in-depth review of mathematics needed for electrical fundamentals and the basic theory of DC electrical, AC electrical, circuits, electromagnetism, and testing equipment.

5. **ELEVA 104 Elevator Electrical Theory and Application (3.00 units)**

Prerequisite: None.

45.00 hours lecture, 27.00 hours laboratory

This course teaches theory of electrical components, applications, and real testing procedures. It provides instruction in electrical applications and electrical measurements that are required for an apprentice to be successful in their career as an elevator constructor.

Justification: American River College is becoming the local education agency for the elevator apprenticeship program. This is one of the courses that will be taught in this program. This course provides instruction in electrical components, electrical applications, and electrical measurements that are required for an apprentice to be successful in their career as an elevator constructor.

6. ELEVA 105 Elevator Installation (4.00 units)

Prerequisite: None.

72.00 hours lecture

This course takes the apprentice from a simple platform and bare hoistway to the piping, planning, and wiring of the elevator system. It also provides the information needed to install and type of door system. It finishes with an overview of preventative and scheduled maintenance.

Justification: American River College is becoming the local education agency for the elevator apprenticeship program. This is one of the courses that will be taught in this program. This course takes the apprentice from a simple platform and bare hoistway to the piping, planning, and wiring of the elevator system.

7. ELEVA 106 Elevator Solid State Electronics (4.00 units)

Prerequisite: None.

72.00 hours lecture

This course covers advanced electrical and solid state electronics. It emphasizes solid state components and hands-on labs to build the apprentice's electrical knowledge.

Justification: American River College is becoming the local education agency for the elevator apprenticeship program. This is one of the courses that will be taught in this program. This course covers advanced electrical and solid state electronics.

8. ELEVA 107 Elevator Power and Logic (3.00 units)

Prerequisite: None.

45.00 hours lecture, 27.00 hours laboratory

This course covers the fundamental circuits found in elevators control systems. It also covers basic control logic through complex logic and troubleshooting.

Justification: American River College is becoming the local education agency for the elevator apprenticeship program. This is one of the courses that will be taught in this program. This course covers the fundamental circuits found in elevators control systems.

9. ELEVA 108 Advanced Topics in Elevators (4.00 units)

Prerequisite: None.

72.00 hours lecture

This course covers hydraulic elevators and non-traditional types of elevators. It also covers escalators, residential, and rack and pinion systems.

Justification: American River College is becoming the local education agency for the elevator apprenticeship program. This is one of the courses that will be taught in this program. This course covers hydraulic elevators and non-traditional types of elevators.

10. MUIVI 411 Applied Music-Group (1.00 unit)

Prerequisite: None.

Corequisite: Enrolled in one of the following; MUIVI 340, MUFHL 321, 400, 401, 410, 411, 420, or 421; AND Enrolled in one of the following; MUP 310, 320, 323, 330, 340, 350, 360, or 400.

Enrollment Limitation: Performance assessment

18.00 hours lecture

This course focuses on the development of individual performance skills and repertoire. It includes instrumental, composition, or vocal instruction in a group setting. It also includes solo performance, recital participation, masterclasses, and a final juried performance.

Justification: The American River College music department currently has a four-semester sequence of applied music instruction for music majors. These courses require an audition that meets college-level standards. As these courses require an audition, the department must also offer a non-audition alternative for students who wish to be music majors since these courses are required for our local degrees and the AA-T. This course meets the needs of these students.

PROGRAM PROPOSALS

Program Deletion(s)

Folsom Lake College


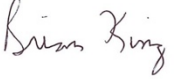
1. Interdisciplinary Studies

Justification: This Interdisciplinary Studies program once held the course lists for several different programs. It has been replaced with the individual program descriptions and course lists for the following: INDIS - Arts and Humanities, INDIS Communication and English, INDIS - Social and Behavioral Sciences and INDIS - Math and Science. The degree isn't actually being deleted, it has been reentered into SOCRATES in a different format.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Vision for Success Goal Setting	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item C	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Jamey Nye, Vice Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

In the 2017 Vision for Success the California Community College Chancellor’s Office and Board of Governors established systemwide goals for improved student outcomes. The five overarching goals are: Completion, Transfer, Unit Accumulation, Workforce, and Equity. Local colleges have the opportunity to establish how they will contribute to reaching the systemwide goals by adopting and reporting on local goals.

STATUS:

By May 2019 colleges must report their aligned and measurable goals in a board public meeting agenda. District boards must adopt goals and submit them to the Chancellor’s Office by May 31, 2019. The detailed local goals for each of the Los Rios colleges are attached.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the 2019 Vision for Success goals for American River, Cosumnes River, Folsom Lake, and Sacramento City Colleges.

Goal 5.1A: Increase All Students Who Earned an Associate Degree (including ADTs)

American River College will increase the All Students Who Earned an Associate Degree (including ADTs) from 2,157 in 2016-17 to 2,580 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: Black or African American	144	196	36%
Ethnicity: American Indian/Alaska Native	11	16	45%
Ethnicity: Hispanic	449	548	22%

Goal 5.1B: Increase All Students Who Earned a Chancellor's Office Approved Certificate

American River College will increase the All Students Who Earned a Chancellor's Office Approved Certificate from 1,389 in 2016-17 to 1,670 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: Black or African American	87	122	40%
Ethnicity: American Indian/Alaska Native	11	13	18%
Ethnicity: Hispanic	322	387	20%

Goal 5.1C: Increase All Students Who Attained the Vision Goal Completion Definition

American River College will increase the All Students Who Attained the Vision Goal Completion Definition from 2,528 in 2016-17 to 3,025 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: American Indian/Alaska Native	15	18	20%
Ethnicity: Black or African American	172	232	35%
Ethnicity: Hispanic	524	641	22%

Goal 5.2A: Increase All Students Who Earned an Associate Degree for Transfer

American River College will increase the All Students Who Earned an Associate Degree for Transfer from 577 in 2016-17 to 780 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: American Indian/Alaska Native	Not Entered	4	0%
Ethnicity: Black or African American	37	58	57%
Ethnicity: Hispanic	136	178	31%

Goal 5.2B: Increase All Students Who Transferred to a CSU or UC Institution

American River College will increase the All Students Who Transferred to a CSU or UC Institution from 2,066 in 2016-17 (students last enrolled in 2015-16) to 2,790 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Increase
Ethnicity: American Indian/Alaska Native	14	18	29%
Ethnicity: Black or African American	118	188	59%
Ethnicity: Hispanic	409	560	37%

Goal 5.3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners

American River College will decrease the Average Number of Units Accumulated by All Associate Degree Earners from 94.96 in 2016-17 to 79 in 2021-22.

DI Student Group	# in 2016-17	Expected # in 2021-22	% Decrease
Ethnicity: American Indian/Alaska Native	90	79	12%
Ethnicity: Black or African American	91	79	13%
Ethnicity: Hispanic	95	79	17%

Goal 5.4B: Increase All Students Who Attained the Living Wage

American River College will increase the All Students Who Attained the Living Wage from 65% in 2016-17 (students last enrolled in 2015-16) to 75% in 2021-22.

DI Student Group	% in 2016-17	Expected % in 2021-22	% Increase
Ethnicity: American Indian/Alaska Native	73%	79%	8%
Ethnicity: Black or African American	52%	67%	29%
Ethnicity: Hispanic	62%	73%	18%

CRC's Context for Goal-Setting Methodology

- Goal-Setting Method Approved by CRC Institutional Effectiveness Committee and presented to Academic Senate in March 2019.
- Method is similar to how Indicators of Achievement goals were calculated in CRC's Strategic Plan 2017-2021.
- Local Vision for Success goals were added to CRC's Strategic Plan as Indicators of Achievement in April 2019.

CRC's Method for Vision for Success Goals

- Calculate the standard deviation for each metric using data for all years up to and including the baseline year.
- Multiply the standard deviation by 1.96 (the criterion for statistical significance)
- Add to the baseline year to produce a "local goal".
- If the local goal was:
 - Higher than the CCCCCO's goal, then the local goal was adopted
 - Lower than the CCCCCO's goal, then the average of the two was adopted
- Equity: CRC adopted the CCCCCO three-year goals (To reduce equity gaps for disproportionate impacted groups by 40%).
- Recalculate goals when they are achieved.

Publicly Accessible Student Success Metrics:

<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

Vision for Success			
Metric	From	A Change Of	To
Goal 1			
<i>CCCCO Approved Certificate</i>	154	36%	209
<i>Associate + Associate for Transfer</i>	715	17%	840
<i>Vision Goal</i>	764	20%	915
Goal 2			
<i>Associate Degree for Transfer</i>	275	35%	371
<i>CSU or UC</i>	1033	25%	1296
Goal 3			
<i>Number of Units</i>	91	-5	86
Goal 4			
<i>Median Annual Earnings</i>	\$25,344.00	4.6%	\$26,504.08
<i>Living Wage</i>	53%	4.5%	57.5%
Goal 5			
<i>Equity</i>	Reduced Disproportionate Impacted Groups' Equity Gaps by 40%		

Folsom Lake College - Draft Local Goal Alignment

Goal 1: Completion

Systemwide goal: Increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

	2014-15	2015-16	2016-17 (Baseline)	2017-18	2021-22 (Goal)	Percent Change	
Completed Associate Degrees	400	450	455	444		-100.0%	Not in NOVA
Completed Associate Degrees for Transfer (ADT)	105	183	253	267		-100.0%	Not in NOVA
1A. Completed Associate and ADT	505	633	708	711	855	20.8%	
1B. Completed CCCCO-approved certificates	137	156	182	335	380	108.8%	
1C. Attained VFS Goal Completion Definition	557	643	690	662	760	10.1%	

Comments: Internal baseline for unduplicated count of students who receive AA/AS is 436, certificates is 179. There are duplicate students in the AA + ADT cohort. we agreed to set goals for 1A and 1B. FLC set a goal for 1C. Our numbers for 1B exceed 20% due to the increase between 2016-17 and 2017-18.

Goal 2: Transfer

Systemwide goal: Increase by 35 percent the number of CCC students systemwide transferring annually to a UC or CSU.

	2014-15	2015-16	2016-17 (Baseline)	2017-18	2021-22 (Goal)	Percent Change	
2A. Completed ADTs	105	183	253	267	345	36.4%	
2B. Number of transfers to UC/CSU	N/A	504	672	745	900	33.9%	
Transferred to Private College in-state	66	91	98	N/A		-100.0%	Not in NOVA
Transferred to any Out of State Institution	439	390	219	N/A		-100.0%	Not in NOVA

Comments: Internal baseline for unduplicated count of students who receive AA-T/AS-T is 253, and 2017-18 transfer data is not available yet and we cannot replicate since students only need to complete 12 units at a CCC, and must have attended FLC. We agreed to set goals for 2A and 2B at ~35%.

Goal 3: Unit Accumulation

Systemwide goal: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units—a decrease of 10 percent.

	2014-15	2015-16	2016-17 (Baseline)	2017-18	2021-22 (Goal)	Percent Change	
3A. Average units earned per completed associate degree	84.16	83.91	86.33	84.75	79	-8.5%	
Average units earned per completed ADT	85.62	85.01	87.16	82.96			Not in NOVA

Comments: We cannot replicate this since this unit accumulation includes units taken anywhere in the system. We agreed to set goals for 3A. With guided pathways, we feel we should be able to align with the VFS goal of 79 units.

Goal 4: Workforce

Systemwide goal: Increase the percent of exiting students who report being employed in their field of study, from the most recent statewide average of 69 percent to 76 percent, an increase of 10 percent.

	2014-15	2015-16 (Baseline)	2016-17	2017-18	2021-22 (Goal)	Percent Change	
4A. Median annual earnings of exiting students	\$26,536	\$27,696	\$28,536	N/A	\$31,000	11.9%	
4B. Percentage of exiting students earning a living wage	55.76%	56.88%	58.09%	N/A	68.0%	19.5%	
Median change in earnings	42.77%	44.78%	54.32%	N/A	N/A	N/A	Not in NOVA We will not set a goal for this item.
4C. Percent reporting employment in field of study	71.43%	75.32%	N/A	N/A	N/A	N/A	

Comments: NOVA and SSM timeframes don't match. Per Stacy Fischer - 2015-16 in SSM is equal to 2016-17 in NOVA. We agreed to set goals for 4A and 4B.

Goal 5: Equity

We applied a ~40% reduction to all DI groups.

	2014-15	2015-16	2016-17 (Baseline)	2017-18	2021-22 (Goal)	Percent Change
Goal 1: Completion						
1A. Completed Associate and ADT	505	633	708	711	855	20.8%
Ethnicity: Asian			48		67	39.6%
Goal 2: Transfer						
2A. Completed ADTs	105	183	253	267	345	36.4%
Ethnicity: Asian			14		19	35.7%
Ethnicity: Two or More Races			12		17	41.7%
2B. Number of transfers to UC/CSU	N/A	504	672	745	900	33.9%
Ethnicity: Black/African American			20		28	40.0%
Veteran			22		31	40.9%
Disabled			45		63	40.0%
Goal 3: Unit Accumulation						
3A. Average units earned per completed ass	84.16	83.91	86.33	84.75	79	-8.5%
None						
Goal 4: Workforce						
4A. Median annual earnings of exiting student	\$26,536	\$27,696	\$28,536	N/A	\$31,000	11.9%
None						
4B. Percentage of exiting students earning a	55.76%	56.88%	58.09%	N/A	68.0%	19.5%
Disabled			40%		56%	40.0%
Not First Generation			56%		79%	41.1%
Ethnicity: Two or More Races			54%		76%	40.7%

Sacramento City College – Draft Local Goals – Reviewed by College Council March 27, 2019

The College Council subcommittee on locally required goals met on March 7, 2019. The group discussed the data provided by the CCCCO and considered the current activities of the college directed toward the measures described by those data. Following that meeting the resulting recommendations were modified based on new baseline data.

Goal 1: Completion

System-wide goal: Increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets.

	2014-15	2015-16	2016-17 (Baseline)	2017-18	2021-22 (Goal)	Percent Change
1A. Completed Associate or ADT	1216	1185	1308	1231	1880	44%
1B. Completed CCCCO-approved certificates	456	356	294	254	637	117%

Comments: LRCCD colleges agreed to set goals for 1A and 1B. SCC used previously determined ACCJC stretch goals for the degree and certificate goals. The SCC goal for VFS goal completion definition is set at the same percentage increase as for degrees.

Goal 2: Transfer

System-wide goal: Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.

	2014-15	2015-16 (2B Baseline)	2016-17 (2A Baseline)	2017-18	2021-22 (Goal)	Percent Change
2A. Completed ADTs	268	391	464	487	626	35%
2B. Number of transfers to UC/CSU	1643	1867	2001	N/A	2333	25%

Comments: LRCCD colleges agreed to set goals for 2A and 2B. After considering current work to increase the number of ADTs, SCC followed the VFS goal of a 35% increase in ADTs. The percentage increase for UC/CSU transfers is somewhat lower as the number of transfers is determined by UC and CSUS. 2017-18 transfer data is not yet available.

Goal 3: Unit Accumulation

System-wide goal: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units to 79 total units—a decrease of 10 percent.

	2014-15	2015-16	2016-17 (Baseline)	2017-18	2021-22 (Goal)	Percent Change
3A. Average units earned per associate degree	98	96	97	97	79	-19.0%

Comments: LRCCD colleges agreed to set goals for 3A. After considering the work we are doing on Guided Pathways and AB705, SCC followed the VFS goal of reducing unit for an associate degree to 79.

Goal 4: Workforce

No VFS goals for 4A or 4B. Related system-wide goal: Increase the percent of exiting students employed in their field of study, from 69 percent to 76 percent, an increase of 10%

	2014-15	2015-16 (Baseline)	2016-17	2017-18	2021-22 (Goal)	Percent Change
4A. Median annual earnings of exiting students	\$25,172	\$25,214	\$27,636	N/A	\$30,200	20%
4B. Percentage of exiting students earning a living wage	52%	52%	57%	N/A	623%	21%

Comments: LRCCD colleges agreed to set goals for 4A and 4B.

Goal 5: Equity

System-wide goal: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.


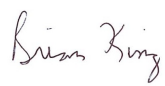
SCC Goal: For the metrics chosen by LRCCD for goal-setting, we are required to set equity goals for DI groups identified by the CCCCCO data for Goals 1A, 1B, 2A, 2B, and 4B. After considering the work the colleges is doing on student equity, SCC decided to set a **40% reduction in equity gaps** as our goal for each DI group. Note that increasing the overall rate for a metric (e.g. number of degrees awarded) and also reducing the equity gaps leads to goals that reflect large increases for some DI groups.

Goal 5: Sacramento City College Vision for Success Equity Goals		
<i>DI groups were identified by data from the CCCCCO.</i>		
<i>x - Groups with a small N do not show up in the NOVA Vfs equity goal setting form</i>		
<i>Equity goals were not required for Goal 3 or Goal 4A</i>		
	Baseline (2016-17)	Goal for 2021-22
Goal 1A. Completed Associate or ADT		
Black or African American	104	185
Foster Youth x	Small N	
LGBT	15	38
Goal 1B. Completed CCCCCO-approved certificates		
American Indian or Alaskan Native x	Small N	
Filipino x	Small N	
Foster Youth x	Small N	
LGBT x	Small N	
Goal 2A. Completed ADTs		
American Indian or Alaskan Native x	Small N	
Filipino x	Small N	
Foster Youth x	Small N	
LGBT x	Small N	
Goal 2B. Number of transfers to UC/CSU		
Black or African American	94	168
Disabled	110	162
Native Hawaiian or other Pacific Islander x	Small N	
Goal 4B. Percentage of exiting students earning a living wage		
Black or African American	40%	56%
Disabled	42%	57%
Economically Disadvantaged	49%	61%
Hispanic	49%	61%
More than one race	47%	60%
Foster Youth x	Small N	
LGBT	35%	53%

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Resolution No. 2019-04: Authorizing Execution of a Contract from the Department of Rehabilitation (Workability III)	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item D	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The State of California, Department of Rehabilitation (DOR) is requiring contractors to provide a Board resolution authorizing a person or position to sign and execute any and all documents required by the DOR in the execution of the Workability III program, Contract No. 31070. The purpose of the contract is to provide coordinated activities designed to produce tangible outcomes that promote movement from college to competitive integrated employment for students with intellectual disabilities at Sacramento City College.

STATUS:

Sacramento City College is serving as a contractor for the Workability III program.

<u>Contract Name</u>	<u>Contract Number</u>	<u>Contract Amount</u>
Workability III	31070	\$634,395

RECOMMENDATION:

It is recommended that the Board of Trustees approve Resolution No. 2019-04 authorizing the Chancellor or his designee(s) to execute the contract and any future augmentations, amendments, renewals, extensions, or other modifications to the agreement.



LOS RIOS COMMUNITY COLLEGE DISTRICT

American River ▪ Cosumnes River ▪ Folsom Lake ▪ Sacramento City Colleges

RESOLUTION

No 2019-04

Authorizing Execution of a Contract from the Department of Rehabilitation (Workability III)

WHEREAS, the Los Rios Community College District, a California local governmental entity (hereinafter referred to as “Contractor”), desires to enter into a contract with the Department of Rehabilitation (“DOR”) for the purpose of providing coordinated activities designed to produce tangible outcomes that promote movement from college to competitive integrated employment for students at Sacramento City College (Contract number 31070), and authorize the designated personnel to sign contract documents pursuant to Standard Agreement Contract No 31070 (Standard Agreement): Now, therefore

BE IT RESOLVED, that the Los Rios Board of Trustees hereby authorizes the execution of contract number 31070 by and between Contractor and DOR; and

BE IT FURTHER RESOLVED, that any individual employed by a contractor in the positions of: Vice Chancellor of Education and Technology, or Vice Chancellor of Finance and Administration, or Deputy Chancellor are hereby authorized on behalf of and in the name of Contractor and as its official act and deed to sign any and all documents required by DOR to effectuate execution of Contract No. 31070 with DOR and all amendments thereto; and

BE IT FURTHER RESOLVED, that any individual employed by a contractor in the positions of: President, Vice President, Associate Vice President and Dean shall be authorized to act on on behalf of Contractor with respect to Contract No. 31070 by and between Contractor and DOR and that DOR may rely upon any communication or act, including telephone communication, made by the individuals authorized act on behalf of Contractor pursuant to this resolution; and

BE IT FURTHER RESOLVED, that the following individuals comprise the entire Los Rios Community College District Board of Trustees, 1919 Spanos Court, Sacramento, California, 95825: Pamela Haynes, Dustin Johnson, Robert Jones, John Knight, Tami Nelson, Deborah Ortiz, and Ruth Scribner; and

BE IT FURTHER RESOLVED, that the authority conferred pursuant to this resolution and the representations contained herein shall remain in full force and effect until written notice of the revocation thereof shall have been received by DOR.

PASSED AND ADOPTED as Los Rios Community College District Resolution No. 2019-04 this fifteenth day of May, 2019, by the following called vote:

AYES:	NAYES:	ABSENT:
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John Knight, Board President

Attest:

Brian King
Chancellor and Secretary to the Board

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Board Policy Revision: P- 8611 Conflict of Interest Code	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item E	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	JP Sherry, General Counsel <i>JP Sherry</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

Every two years, the Fair Political Practices Commission (FPPC) requires the District to review its Conflict of Interest Code policy, P-8611, and update it with new positions and job title changes.

STATUS:

In compliance with our required biennial review, non-substantive revisions have been made to Policy 8611. These changes have been approved by the FPPC. The position title “Associate Vice Chancellor, Economic Development” is removed and “Associate Vice Chancellor, Education Services and Student Success” is added. Also, the FPPC decided they needed to amend Appendix A to clarify it; but the changes are not substantive. All other changes in the Policy are related to style and formatting.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the proposed revisions to the attached policy.

[Policy - 8000 Business](#) || [Table of Contents](#) || [Back](#) || [Next](#)

1.0 General Provisions

- 1.1 The Political Reform Act (~~Gov. Government~~ Code, ~~§ Section~~ 81000, et seq.) requires state and local government agencies to adopt and promulgate ~~Conflict~~~~conflict~~ of ~~Interest Codes~~~~interest codes~~. The Fair Political Practices Commission has adopted a regulation (2 ~~Cal. California~~ Code of ~~Regs. [CCR], §~~ ~~Regulations~~ §18730) that contains the terms of a standard ~~Conflict~~~~conflict~~ of ~~Interest Code~~~~interest code~~, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 ~~CCR, section~~ ~~California Code of Regulations~~ ~~Section~~ 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the ~~Conflict~~~~conflict~~ of ~~Interest Code~~~~interest code~~ for the Los Rios Community College District: ~~(District)~~.
- 1.2 Individuals holding designated positions shall file ~~Statements~~~~statements~~ of ~~Economic Interests (Form 700)~~~~economic interests~~ with the District's Office of General Counsel, which ~~shall~~~~will~~ make the statements available for public inspection and reproduction. (~~Gov. Government~~ Code, ~~§ Section~~ 81008.) All statements will be retained by the District.

LRCCD

Policy Adopted: 8/12/92

Policy Revised: 10/5/94; 3/3/99; 10/6/04; 5/17/06; 12/13/06; 10/15/08; 11/16/11; 3/13/13;
1/14/15; 1/11/17

Policy Reviewed: 1/11/17

Adm. Regulation: None

[Draft 2/13/19](#)

APPENDIX A
DESIGNATED POSITIONS

<u>Designated Positions</u>	<u>Disclosure Category</u>
Vice Chancellor/Education and Technology	1, 2
General Counsel	1, 2
Director/General Services	1, 2
Director/Facilities Planning and Construction	1, 2
Director/Facilities Maintenance	1, 2
Associate Vice Chancellor/Human Resources	2
Associate Vice Chancellor/Communications and Media Relations	2
Associate Vice Chancellor/Facilities Management	2
Associate Vice Chancellor/Information Technology	2
Associate Vice Chancellor/ Economic Development	2
Associate Vice Chancellor/Student Educational Services <u>and Student Success</u>	2
Associate Vice Chancellor/Instruction-	2
Vice Presidents of Student Services-	2
Vice Presidents of Instruction	2
Directors (not listed above)	2
Chief of Police	2
Manager VII, Business Consultant	2
Supervisor, General Services	2
Purchasing Supervisor	2
Buyers (all levels)	3
Bookstore Managers	3
Food Service Managers	3
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Chancellor or designee may determine in writing that a particular consultant/new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant/new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chancellor’s or designee’s determination is a public record and shall be retained for public inspection in the

same manner and location as this ~~Conflict~~conflict of ~~Interest~~interest code. (~~Government Code-~~ ~~(Gov. Code, § Section~~ 81008).)

Officials Who Manage Public Investments

The following positions are not covered by the code because they must file under Government Code, ~~section~~ Section 87200 and, therefore, are listed for informational purposes only:

- Members of the Board of Trustees
- Chancellor
- Deputy Chancellor
- Vice Chancellor/Finance and Administration
- College Presidents
- Associate Vice Chancellor/Finance
- Associate Vice Chancellor/Resource Development
- Vice Presidents/Administration

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe their position has been categorized incorrectly. The Fair Political Practices Commission makes the final determination whether a position is covered by Government Code, ~~section~~ Section § 87200.

APPENDIX B
DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole, in part, or within ~~two miles of~~ the boundaries of the District, or of any land owned or used by the District, including any leasehold, beneficial, or ownership interest or option to acquire such interest in real property.
- b. Investments and business positions in business entities or income (including gifts, loans, and travel payments) from sources that engage in the acquisition or disposal of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- c. Investments and business positions in business entities or income (including gifts, loans, and travel payments) from sources: (1) engaged in the performance of work or services, or which ~~manufacture, sell, repair, rent~~ manufactures, sells, repairs, rents or ~~distribute~~ distributes school supplies, books, materials, furnishings, or equipment of the type used by the District; or (2) engaged in the performance of the same type of work or services provided by the District.

Category 3



Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or income (including gifts, loans, and travel payments) from sources: (1) engaged in the performance of work ~~or services~~, or which ~~manufacture, sell, repair, rent or distribute~~ manufactures, sells, repairs, rents or distributes school supplies, books, materials, furnishings, or equipment of the type used by the employee's department (this includes all Colleges); (2) engaged in the performance of the same type of work or services provided by the employee's department (~~this~~ includes all Colleges).

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	District Quarterly Financial Status Report (311Q)	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item F	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

Pursuant to the provisions of AB 2910, Chapter 1486, Statutes of 1986, each quarter districts must report their financial condition on forms prescribed by the California Community Colleges Chancellor’s Office. This prescribed report (form CCFS-311Q) must be submitted to the Chancellor’s Office and to the County Superintendent of Schools within forty-five (45) days following the end of each quarter for the first three quarters. The fourth quarter report is due no later than August 31. The Chancellor’s Office staff will then review the prescribed quarterly reports and notify districts if further action is necessary.

STATUS:

In accordance with AB 2910, the Governing Board should review the enclosed prescribed report (CCFS-311Q) at a regularly scheduled meeting and enter the report as part of the minutes of the meeting. As required, the District’s Chief Executive Officer (Chancellor) and Chief Business Officer have certified that the information for the quarter ended March 31, 2019 contained in this report is correct.

RECOMMENDATION:

It is recommended that the Board of Trustees receive the March 31, 2019 Quarterly Financial Status Report (CCFS-311Q) and the related financial statements.

LOS RIOS COMMUNITY COLLEGE DISTRICT
GENERAL FUND
STATEMENT OF APPROPRIATIONS, REVENUE & EXPENDITURES
FOR THE QUARTER ENDED MARCH 31, 2019
UNAUDITED

	Revised Budget	YTD Activity
BEGINNING FUND BALANCE, JULY 1		
Uncommitted	\$ 20,808,150	\$ 20,808,150
Committed	32,883,156	32,883,156
Restricted	6,856,255	6,856,255
TOTAL BEGINNING FUND BALANCE	60,547,561	60,547,561
REVENUE:		
GENERAL PURPOSE		
Total Computational Revenue	318,832,036	223,757,920
Lottery Funds	6,816,912	1,118,462
Apprentice/Other General Purpose/Interfund Transfers	30,347,608	17,746,451
TOTAL GENERAL PURPOSE	355,996,556	242,622,833
SPECIAL PROGRAMS	116,436,754	83,980,577
TOTAL REVENUE AND TRANSFERS IN	472,433,310	326,603,410
TOTAL REVENUE, TRANSFERS AND BEGINNING FUND BALANCE	\$ 532,980,871	\$ 387,150,971
APPROPRIATIONS/EXPENDITURES:		
Academic Salaries	\$ 162,458,408	108,543,939
Classified Salaries	99,739,110	64,615,982
Employee Benefits	114,567,392	68,170,902
Supplies and Materials	24,521,785	4,457,564
Other Operating Expenses and Services	76,381,022	33,414,762
Capital Outlay	12,372,148	4,724,176
Payments to Students	1,739,927	1,321,313
Other Outgo	15,624,771	12,585,040
TOTAL APPROPRIATIONS/EXPENDITURES AND TRANSFERS OUT	507,404,563	297,833,678
ENDING FUND BALANCE		
Uncommitted	17,147,700	
Committed	6,383,156	
Restricted	2,045,452	
TOTAL ENDING FUND BALANCE	25,576,308	
TOTAL APPROPRIATIONS/EXPENDITURES AND ENDING FUND BALANCE	\$ 532,980,871	

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

Quarterly Financial Status Report, CCFS-311Q

VIEW QUARTERLY DATA

CHANGE THE PERIOD

Fiscal Year: 2018-2019

District: (230) LOS RIOS

Quarter Ended: (Q3) Mar 31, 2019

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2015-16	Actual 2016-17	Actual 2017-18	Projected 2018-2019
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	345,267,515	329,809,249	344,870,123	355,199,143
A.2	Other Financing Sources (Object 8900)	933,839	2,156,313	3,105,267	797,413
A.3	Total Unrestricted Revenue (A.1 + A.2)	346,201,354	331,965,562	347,975,390	355,996,556
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	300,086,778	312,256,799	327,092,528	374,056,870
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	29,535,622	11,336,001	26,906,850	12,100,136
B.3	Total Unrestricted Expenditures (B.1 + B.2)	329,622,400	323,592,800	353,999,378	386,157,006
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	16,578,954	8,372,762	-6,023,988	-30,160,450
D.	Fund Balance, Beginning	34,763,578	51,342,532	59,715,294	53,691,306
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	34,763,578	51,342,532	59,715,294	53,691,306
E.	Fund Balance, Ending (C. + D.2)	51,342,532	59,715,294	53,691,306	23,530,856
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	15.6%	18.5%	15.2%	6.1%

II. Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)	52,177	52,477	44,648	51,949
-----	---	--------	--------	--------	--------

III. Total General Fund Cash Balance (Unrestricted and Restricted)

	Description	As of the specified quarter ended for each fiscal year			
		2015-16	2016-17	2017-18	2018-2019
H.1	Cash, excluding borrowed funds		81,423,864	73,834,778	67,044,724
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	57,236,956	81,423,864	73,834,778	67,044,724

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I. Revenues:					
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	352,010,450	355,199,143	241,845,815	68.1%
I.2	Other Financing Sources (Object 8900)	700,482	797,413	777,018	97.4%
I.3	Total Unrestricted Revenue (I.1 + I.2)	352,710,932	355,996,556	242,622,833	68.2%
J. Expenditures:					
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	366,693,755	374,056,870	233,568,445	62.4%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	12,517,177	12,100,136	10,554,261	87.2%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	379,210,932	386,157,006	244,122,706	63.2%

K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-26,500,000	-30,160,450	-1,499,873
L	Adjusted Fund Balance, Beginning	53,691,306	53,691,306	53,691,306
L.1	Fund Balance, Ending (C. + L.2)	27,191,306	23,530,856	52,191,433
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	7.2%	6.1%	

V. Has the district settled any employee contracts during this quarter? **NO**

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify) YYYY-YY	Management		Academic				Classified	
			Permanent		Temporary			
	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:								
Year 1:								
Year 2:								
Year 3:								
b. BENEFITS:								
Year 1:								
Year 2:								
Year 3:								

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)? **NO**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

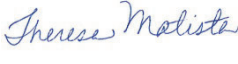
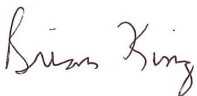
VII. Does the district have significant fiscal problems that must be addressed? **This year? NO**
Next year? NO

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Los Rios Foundation – Quarterly Investment Report	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item G	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

In 1998, the District and Foundation adopted a Master Agreement whereby the Foundation became an auxiliary organization of the District. All college foundation investment activities were combined under the Los Rios Foundation. Morgan Stanley is the investment consultant for the Foundation.

As an auxiliary organization, the Foundation is not required to operate under GC 53600 investment restrictions. The Foundation Board has a Statement of Rules, Objectives and Guidelines to govern the investment of funds, last revised June 2018. The funds should be invested with care, skill, prudence and diligence with the goal of producing returns equal to or exceeding prevailing standards among foundations of similar asset size, as well as for the protection of funds held in perpetual duration. The Statement defines the investment guidelines for specified asset classes for endowed funds as follows: equities, defined as common stock, convertible preferred stock, convertible bonds, and convertible stock, shall represent 25-60% of the total fund assets; fixed-income securities, defined as investments with maturities greater than one year that pay a fixed rate of return, shall represent 17-50% of the total assets; alternative investments, defined as fund-of-fund investments, shall represent up to 20% of the total fund assets; and cash, defined as maturities shorter than one year, shall represent 2-10% of the total fund assets. In addition, the Statement provides guidelines for investing non-endowed funds based upon the purpose of the donation and the horizon of time for the use of funds. The three non-endowed portfolio funds available are cash management, fixed income and balanced funds.

STATUS:

This report represents the investment activity for the quarter ended March 31, 2019. The investments are directed by the Los Rios Foundation Finance Committee and realized and unrealized earnings are shown in the accompanying schedules. The return for the quarter ended March 31, 2019 for the endowed portfolio of \$10.2 million was 8.34% compared to 8.10% for the composite benchmark. The return for the quarter ended March 31, 2019 for the total managed portfolio of \$13.7 million was 6.78% compared to 6.63% for the composite benchmark. In accordance with generally accepted accounting principles, investments are restated to market value as of each fiscal year-end.

RECOMMENDATION:

It is recommended that the Board of Trustees receive the Foundation Quarterly Investment Report for the quarter ended March 31, 2019.

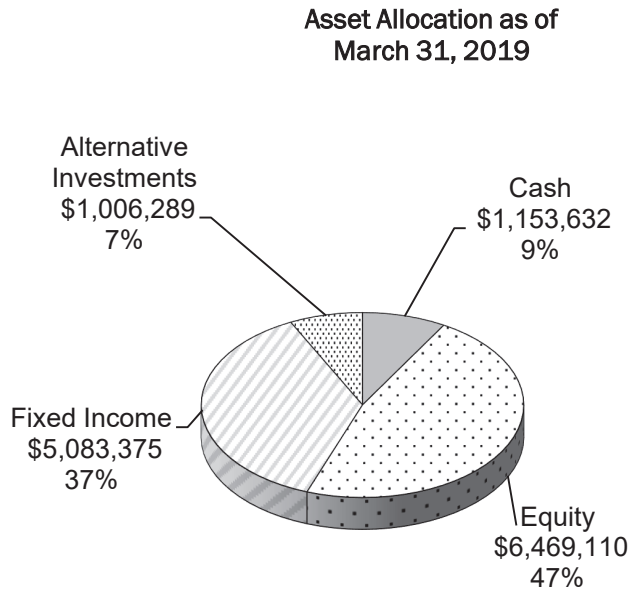
**Los Rios Foundation
Investment Portfolio**
For the Period July 1, 2018 - March 31 2019

TOTAL PORTFOLIO	Guidelines	Opening Balance July 2018	Net Deposits/ Withdrawals	Unrealized Gains/(Losses)	Realized Gains/(Losses)	Interest / Dividends	Total YTD Earnings	YTD Fees	Market Value (a)	% of Total Current Market Value
Managed (Endowed):										
Cash (Scholarship)	2-10%	214,939	100,212			490	490		315,641	3%
Fixed Income										
Breckinridge*		2,526,782	(243,210)	61,332	(3,013)	47,663	105,982	(10,777)	2,378,777	23%
Total Fixed Income	17-50%	2,526,782	(243,210)	61,332	(3,013)	47,663	105,982	(10,777)	2,378,777	23%
Equities										
Parametric Portfolio		1,912,355	(321,404)	55,231	(3,523)	24,692	76,400	(6,212)	1,661,139	16%
Snow		686,773	35,000	(62,026)	10,884	8,394	(42,748)	(3,994)	675,031	7%
NFJ International (Formerly: JP Morgan International)		648,071	98,000	(11,667)	(12,524)	14,565	(9,626)	(4,056)	732,389	7%
Hansberger International		1,436,166	60,000	(71,580)	8,852	18,364	(44,364)	(4,801)	1,447,001	14%
DTD - ETF		492,687		19,188		10,580	29,768	(1,665)	520,790	5%
MLP (Master Limited Partnership)		279,175	120,000	(10,161)	(7,055)	20,972	3,756	(889)	402,042	4%
Brandes International Small Cap		262,786		(28,789)		3,708	(25,081)	(827)	236,878	2%
Brandes EM		673,984	107,881	(16,370)	17,922	15,202	16,754	(4,779)	793,840	9%
Total Equities	25-60%	6,391,997	99,477				4,859	(27,223)	6,469,110	64%
Alternative Investments										
Liquid Alternatives		868,606	130,983	15,806	(27,573)	24,860	13,093	(6,393)	1,006,289	10%
Total Managed (Endowed)		10,002,324	87,462	(49,036)	(16,030)	189,490	124,424	(44,393)	10,169,817	100%
Managed (Non-endowed):										
Madison Short Duration Fixed Income*		2,624,810		53,402	(5,064)	46,308	94,646	(14,858)	2,704,598	
Total Managed (Endowed & Non-endowed)		12,627,134	87,462	4,366	(21,094)	235,798	219,070	(59,251)	12,874,415	
Non-Endowed:										
Cash Management - Money Market		157,390	676,147			4,425	4,425		837,962	
Cash Clearing Account										
Gift Receipt		78	(78)	(10,465)	10,465	29	29		29	
TOTAL PORTFOLIO		12,784,602	763,531	(6,099)	(10,629)	240,252	223,524	(59,251)	13,712,406	

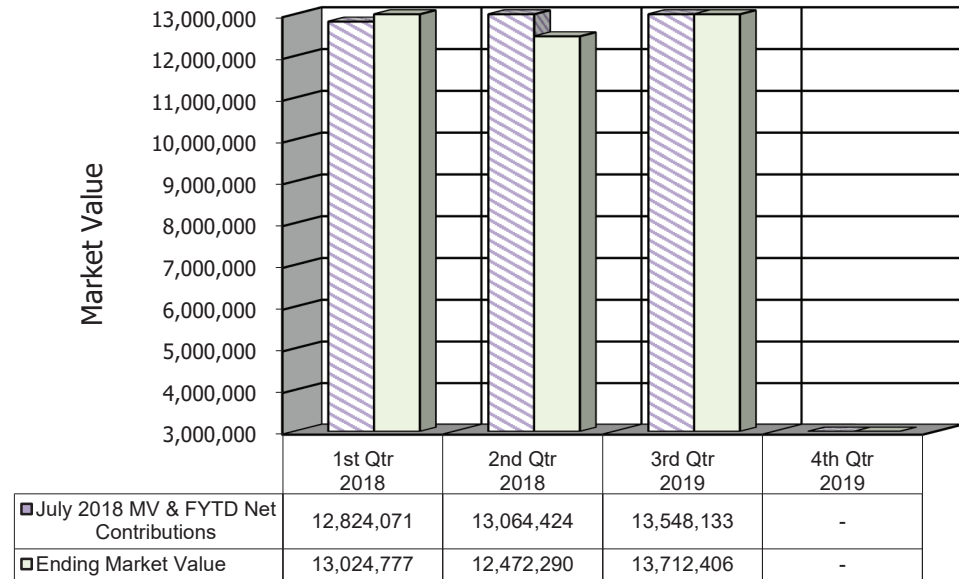
(a) Market Value from Morgan Stanley statement dated 3-31-19

*Includes accrued interest

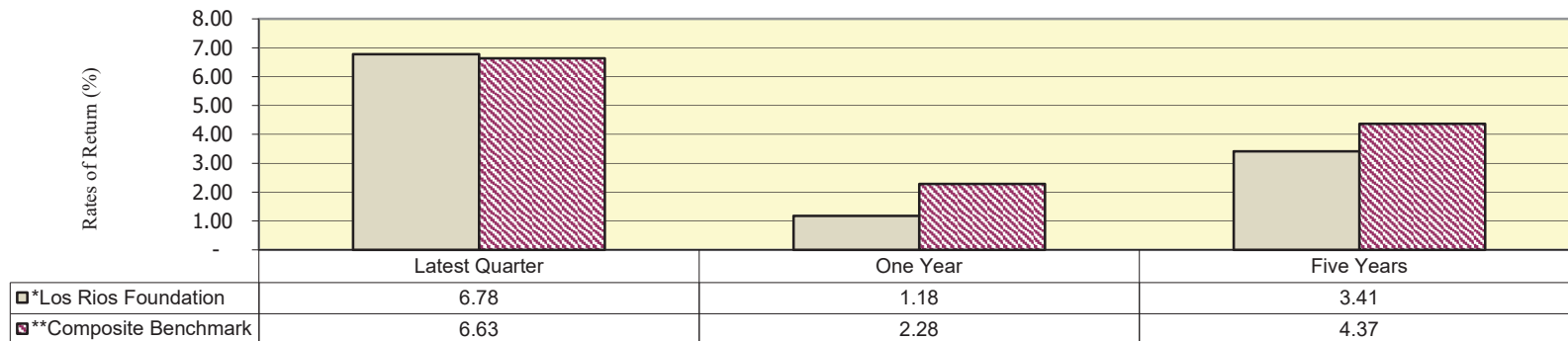
**Los Rios Foundation
Account Summary
as of March 31, 2019**



Portfolio Change July 2018 through March 2019



Performance Analysis as of March 31, 2019




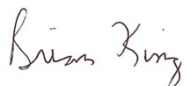
*The definition of Los Rios Foundation Return is Managed Portfolio Net Time Weighted Returned which is net of fees.

**Provided by Morgan Stanley. Composite benchmark is composed of various market indices selected by Morgan Stanley to approximate the Foundation's asset allocation.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Disposition of Surplus Equipment	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item H	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The Education Code regulates the procedures by which a Community College District can dispose of real and personal property. Education Code section 81452 provides that the governing board may, by unanimous vote, dispose of items valued at \$5,000 or less by private sale without advertising or selling the items at public auction. The District has held previous auctions, but they have generally cost more than they have netted for the District.

STATUS:

The District has a quantity of surplus materials that needs to be disposed of, such as outdated desks and computers. The District has located a scrap dealer who will take selected surplus items for recycling. Any items remaining will be disposed.

The surplus items to be recycled or disposed of are either irreparable, obsolete, in poor condition or not needed for district/college operations and include the following: 21 computers; 2 CRT monitors; 1 desk; 1 iMac; 3 laptops; 2 microtowers; 18 monitors; 2 notebook PC's; 3 printers; 1 smart UPS; 27 switches; 5 televisions and 5 towers.

These items have a value of less than \$5,000.


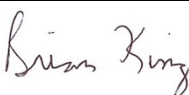
RECOMMENDATION:

It is recommended that the Board of Trustees approve the disposal of the listed items per Education Code section 81452.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Ratify: Bid Transactions	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item I	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	x
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

Pursuant to Board Policy 8315 the bid transactions herein listed are presented for approval and/or ratification.

CHANGE ORDERS					
Bid No	Description	Change Amount	Change Number	Vendor	New Contract Total
16017	SCC Davis Center Phase 2, reprogram set points in the lab and revise domestic water heater controls	\$5,343.87	5	Broward Builders Inc.	\$11,519,972.41

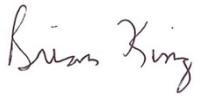

RECOMMENDATION:

It is recommended that the Board of Trustees ratify and/or approve the bid transactions herein listed.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Ratify: Grants and Contracts Awarded	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item J	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Brian King, Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

Pursuant to Board Policy 8315, executed agreements for the following grant and/or contract awards are hereby presented for approval and/or ratification.

Title, Description, Term, Project Administrator	College/Unit	Amount	Source
Nursing Curriculum Revision <ul style="list-style-type: none"> • Funding for activities to revise the nursing curriculum. • 11/26/2018 through 6/30/2019 • Administrator: Jim Collins / Dean, Science and Allied Health Division 	SCC	\$5,000	California Community College Chancellor's Office / Butte Glenn Community College District
Academy Instructor Certification Course <ul style="list-style-type: none"> • Funding to present one Plan V Academy Instructor Certification Course for the fiscal year ending 6/30/2019 • 5/14/2019 through 5/17/2019 • Administrator: Frank Kobayashi / AVP, ARC Workforce Economic Development 	ARC	\$9944.50	Commission on Peace Officers Standards and Training
CDC Block Grant <ul style="list-style-type: none"> • Funding to increase the number of children in low-income areas with opportunities to attend high-quality preschool programs. • 7/19/2018 through 6/40/2020 • Administrator: Diana Hicks / Dean, Humanities 	ARC	\$30,164	Sacramento County Office of Education
CDC Block Grant <ul style="list-style-type: none"> • Funding to increase the number of children in low-income areas with opportunities to attend high-quality preschool programs. • 7/01/2019 through 6/30/2019 • Administrator: Frank Kobayashi / AVP, ARC Workforce Economic Development 	ARC	\$43,083	Sacramento County Office of Education

<p>UMOJA Sakhu Learning Community</p> <ul style="list-style-type: none"> • Funding to build capacity for Umoja Diop Scholars and to develop student leaders among students of African descent by providing professional development, leadership skills, a rich cultural experience, and exposure to the African diaspora. • 3/01/2019 through 12/31/2019 • Administrator: Jeffrey Stephenson / VP, Student Services 	ARC	\$16,000	Umoja Community
<p>Re-Emerging Scholars Program Expansion</p> <ul style="list-style-type: none"> • Funding for program development and implementation of educational support services for reentry of currently and formerly incarcerated students. • 7/01/2019 through 12/31/2021 • Administrator: Kasey Gardner/ Dean, Behavioral & Social Sciences 	SCC	\$113,636	California Community College Chancellor's Office

RECOMMENDATION:

It is recommended that the Board of Trustees ratify and/or approve the grant and contract awards listed herein, pursuant to Board Policy 8315.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Ratify: Affiliation and Other Agreements	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item K	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	<i>Theresa Matista</i>	CONSENT/ROUTINE	X
	Theresa Matista, Deputy Chancellor	FIRST READING	
APPROVED FOR CONSIDERATION:	<i>Brian King</i>	ACTION	
	Brian King, Chancellor	INFORMATION	

BACKGROUND:

Pursuant to Education Code section 81655, and Board Policy 8315, all agreements to which the District is party must be approved by or ratified by the Board of Trustees. Where agreements are not authorized or ratified by other means, this board agenda item is used to ensure compliance with this obligation.

STATUS:

Pursuant to Board Policy 8315, the agreements and/or extensions for the contracts listed as attached are hereby presented for approval/ratification.

RECOMMENDATION:

It is recommended that the Board of Trustees ratify and/or approve the agreements as listed.

- Below is a list of Allied Health Agreements for clinical placements and Internships for Los Rios students. While the District is obligated under these agreements to cooperate and provide educational services pursuant to these agreements, none of them requires payment or receipt of funds.

ALLIED HEALTH AGREEMENTS FOR CLINICAL PLACEMENTS

Agency	Clinical Program	Campus	Contract Date	Term
Sunrise Orthodontics	Dental Asst.	SCC	04/05/19	Evergreen
Barton Health	MLT	FLC	10/28/18	Evergreen
Roseville City School District	SLPA	ARC	01/11/19	Evergreen
Marconi Dental Group	Dental Asst.	SCC	04/22/19	Evergreen
Sam Suliman, DDS	Dental Asst.	SCC	04/25/19	Evergreen
Sunrise Orthodontics	Dental Asst.	SCC	04/05/19	Evergreen

- * MLT – Medical Lab Technician
- * SLPA – Speech Language Pathology Assistant

- Below is a list of Facility Use Agreements for events where the facilities are provided free of charge or events where the District has or will receive payment from the user.

ON-CAMPUS FACILITY USE AGREEMENTS



Campus	Type of Agreement	Permit Number
EDC	Facility Use	EDC-2019-008
FLC	Facility Use	FLC 19-005
FLC	Facility Use	FLC 19-008
FLC	Facility Use	FLC 19-022
FLC	Facility Use	FLC 19-025
FLC	Facility Use	FLC 19-026
FLC	Facility Use	FLC 19-027
FLC	Facility Use	FLC 19-028
FLC	Facility Use	FLC 19-029
FLC	Facility Use	FLC 19-030
FLC	Facility Use	FLC 19-031
FLC	Facility Use	FLC 19-032
FLC	Facility Use	FLC 19-033
FLC	Facility Use	FLC-19-034
FLC	Facility Use	FLC-19-035
CRC	Facility Use	C19-0080
CRC	Facility Use	C19-0081
CRC	Facility Use	C19-0082
CRC	Facility Use	C19-0083
CRC	Facility Use	C19-0084
CRC	Facility Use	C19-0085
CRC	Facility Use	C19-0086
CRC	Facility Use	C19-0087
CRC	Facility Use	C19-0088
CRC	Facility Use	C19-0089
CRC	Facility Use	C19-0090
CRC	Facility Use	C19-0091
CRC	Facility Use	C19-0092
CRC	Facility Use	C19-0093
CRC	Facility Use	C19-0094
CRC	Facility Use	C19-0095
CRC	Facility Use	C19-0096
SCC	Facility Use	S19-0068
SCC	Facility Use	S19-0080
SCC	Facility Use	S19-0102

SCC	Facility Use	S19-0104
SCC	Facility Use	S19-0105
SCC	Facility Use	S19-0106
SCC	Facility Use	S19-0110
SCC	Facility Use	S19-0112
SCC	Facility Use	S19-0117
SCC	Facility Use	S20-0004
SCC	Facility Use	S20-0006
SCC	Facility Use	S20-0007
SCC	Facility Use	S20-0008
SCC	Facility Use	S20-0009
Harris Center	Facility Use	12900
Harris Center	Facility Use	12961
Harris Center	Facility Use	13215
Harris Center	Facility Use	13504
Harris Center	Facility Use	13549
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Harris Center	Facility Use	13567
Harris Center	Facility Use	13568
Harris Center	Facility Use	13570
Harris Center	Facility Use	13604
Harris Center	Facility Use	14149
Harris Center	Facility Use	14150
Harris Center	Facility Use	14151
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Harris Center	Facility Use	14157
Harris Center	Facility Use	14158
Harris Center	Facility Use	14191
Harris Center	Facility Use	14192
ARC	Facility Use	1044
ARC	Facility Use	1045
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ARC	Facility Use	1053
ARC	Facility Use	1054

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Purchase Orders, Warrants, Checks and Electronic Transfers	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item L	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

A listing of purchase orders, warrants, checks and wires issued during the period of March 16, 2019 through April 15, 2019 is on file in the District Business Services Office for review.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the numbered purchase orders, warrants, checks and electronic transfers that are reflected on the attached schedule.

PURCHASE ORDERS		
General Fund	0001104247-0001105022 B119827-B119841	\$ 7,174,991.29
Capital Outlay Fund	0003018199-0003018243	
Child Development Fund	0006000861-0006000865	
Self-Insurance Fund	0009000425-0009000426	
WARRANTS		
General Fund	776856-778177	\$ 12,392,144.92
General Fund-ARC Instructional Related	009573-009694	
General Fund-CRC Instructional Related	023328-023360	
General Fund-FLC Instructional Related	031526-031548	
General Fund-SCC Instructional Related	47605-47673	
Capital Outlay Fund	833722-833818	
Student Financial Aid Fund	900439-900444	
Child Development Fund	954673-954690	
Self-Insurance Fund	976526-976534	
Payroll Warrants	429511-431162	\$ 8,611,653.16
Payroll Vendor Warrants	65379-65513	
April Leave Process	431163-432808	
CHECKS		
Financial Aid Disbursements (E-trans)	-	\$ 18,503,705.99
Clearing Checks	2808-2808	\$ 5,997.75
Parking Checks	3138-3139	\$ 299.00
Bookstore Fund – ARC	33616-33659	\$ 478,695.51
Bookstore Fund – CRC	28536-28561	
Bookstore Fund – FLC	10565-10621	
Bookstore Fund – SCC	50985-51035	
Student Clubs Agency Fund – ARC	5821-5826	\$ 129,486.06
Student Clubs Agency Fund – CRC	5047-5072	
Student Clubs Agency Fund – FLC	2651-2665	
Student Clubs Agency Fund – SCC	4189-4211	
Foundation – ARC	6213-6233	\$ 102,128.79
Foundation – CRC	2692-2697	
Foundation – FLC	1736-1742	
Foundation – SCC	4890-4901	
Foundation – DO	1056-1064	
Associated Students Trust Fund – ARC	1012-1015	\$ 6,199.09
Associated Students Trust Fund – CRC	0882-0882	
Associated Students Trust Fund – FLC	0736-0737	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 6575-6665	\$ 753,026.48
ELECTRONIC TRANSFERS		
Board of Equalization	-	\$ 7,012.00
PARS	-	\$
Vendors	-	\$
Backup Withholding	-	\$ -
Retiree Health Trust	-	\$ -
Self-Insurance	-	\$ 64,008.64
Bookstore	-	\$ 60,943.22
Payroll Direct Deposit Advices	970443-975696	\$ 13,603,045.86
Other Payroll Transactions	-	\$ 4,436.00

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Equal Employment Opportunity Fund Multiple Method Allocation Model Certification Form, Fiscal Year 2018-2019	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item M	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	<i>Theresa Matista</i> Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	x
		FIRST READING	
APPROVED FOR CONSIDERATION:	<i>Brian King</i> Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

Each year, districts receive money from the California Community College Chancellor’s Office (CCCCO) Equal Employment Opportunity (EEO) Fund. The allocation of monies is determined by compliance with the CCCCCO EEO Fund model. This model was established to increase compliance with legal EEO requirement and provide our students with the educational benefits of a diverse workforce. The CCCCCO has identified nine best-practice areas for success in promoting EEO. These nine areas will serve as the “multiple methods” for allocating the EEO Fund to districts.

The District’s EEO Advisory Committee, chief human resources officer, chief executive officer and governing board must certify on the EEO Fund Multiple Method Allocation Model Certification Form (EEO Fund Certification Form) that the District met a minimum of the multiple method requirements in order to receive EEO funds.

STATUS:

The Human Resources office prepared and presented the 2018-2019 EEO Fund Multiple Method Allocation Model Certification Form to the District’s EEO Advisory Committee. The District’s EEO Advisory Committee certified the 2018-2019 EEO Certification Form during their April 23, 2019, meeting, indicating that the District met each of the nine multiple method requirements. The chief human resources officer and chancellor have certified the EEO Fund Certification Form. The EEO Fund Certification Fund Multiple Method Allocation Model Certification Form is attached, with the associated District and college documents available for review in the Human Resources office.

RECOMMENDATION:

It is recommended that the Board of Trustees approve and certify the 2018-2019 EEO Fund Certification Form.

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2018-2019**

District Name: Los Rios Community College District

The district met Multiple Method #1 (Mandatory for Funding): District's EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance Reports for prior year.

- Yes
- No

The district met at least 6 of the remaining 8 Multiple Methods? (Please mark your answers.)

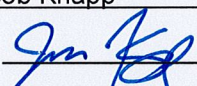
- Yes

- Method 2 (Board policies and adopted resolutions)
- Method 3 (Incentives for hard-to-hire areas/disciplines)
- Method 4 (Focused outreach and publications)
- Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
- Method 6 (Consistent and ongoing training for hiring committees)
- Method 7 (Professional development focused on diversity)
- Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
- Method 9 (Grow-Your-Own programs)

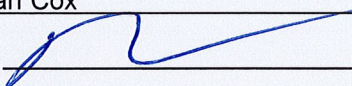
- No

I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda of when District's EEO Advisory Committee certified this report form.

Chair, Equal Employment Opportunity Advisory Committee.

Name: Jacob Knapp Title Director, Human Resources
Signature:  Date: 5/6/19

Chief Human Resources Officer

Name: Ryan Cox Title: Associate Vice Chancellor, Human Resources
Signature:  Date: 5/6/19

Chief Executive Officer (Chancellor or President/Superintendent)

Name: Brian King Title: Chancellor
Signature: _____ Date: _____

***President/Chair, District Board of Trustees
Date of governing board's approval/certification:***

Name: John Knight Title: President, Board of Trustees
Signature: _____ Date: _____

Date Due at the Chancellor's Office: June 1, 2019
Return to: Tanya Bosch (tbosch@cccco.edu), Chancellor's Office California Community Colleges
1102 Q Street, 6th Floor, Sacramento, CA 95811

Equal Employment Opportunity Fund *Multiple Method* Allocation Model Certification Form, Fiscal Year 2018-2019

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 *Multiple Methods*.

When providing explanation(s) and evidence of your district's success in implementing the *Multiple Methods*, please keep narrative to no more than one page per Multiple Method. If you reference an attachment, please ensure it is attached to your submittal.

Nine (9) Multiple Methods

Mandatory for Funding

1. District's EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance Reports for prior year.

Pre-Hiring

2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

Does district meet Multiple Method #1 (District's EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance Reports for prior year)?

Yes

No

Under the *Multiple Method* allocation model, districts must minimally have an operational District EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, Section 53003).
- EEO Plans are considered active for three years from the date of when the District's Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, Section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).

Equal Employment Opportunity Fund *Multiple Method* Allocation Model Certification Form, Fiscal Year 2018-2019

Please provide an explanation and evidence of meeting this Multiple Method, #1.

- In compliance with Title 5 section 53005, the District has an established EEO District-wide Advisory Committee that meets at least twice a year (agendas attached, 1.1).
- The District has submitted the Expenditure/Performance Reports for 2017-2018 (Annual EEO expenditure report attached, 1.2).
- The District approved a new EEO Plan on May 15, 2019. The District's new EEO Plan takes a different and more detailed approach than prior versions. The District's goal was to not only meet the legal requirements for an EEO Plan, but to put forth a practical plan for the next three years for the District's EEO program. The EEO Plan takes stock of the District's existing EEO efforts, and proposes potential areas for improvement for existing programs. The EEO Plan proposes new programmatic goals to consider over the next three years, and sets forth a new comprehensive data analysis program which will allow the District to evaluate the efficacy of its EEO efforts and ensure that its hiring processes afford all candidates a full and fair opportunity to obtain employment with the District (attached, 1.3).

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2018-2019**

Does the District meet Method #2 (Board policies and adopted resolutions)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #2.

- The Los Rios CCD Strategic Plan addresses diversity, changing student demographics, and closing the equity gap.(attached, 2.1).
- The District’s Mission Statement addresses a commitment to diversity. Several of the colleges’ individual statements also include statements referencing cultural competence/responsiveness and social justice. (attached, 2.2). These statements are published on district and campus websites and physically posted at prominent locations at each site.
- The Los Rios CCD Faculty Hiring Manual addresses the importance of a diverse workforce and diverse hiring committees. The District Faculty Hiring Manual was updated in March of 2019 (attached, 2.3). The Los Rios Equity Hiring Handbook for Hiring Process is a resource for equity officers and equity representatives who serve to ensure an equitable screening and selection process. (attached, 2.4.)
- Los Rios CCD Board Policies and Regulations require that a trained Equity Representative serve on each hiring committee. Equity Representatives must receive training updates by campus EEO’s at least every two years per the Los Rios CCD Equity Hiring Manual (See 2.4). This training is *in addition* to the Equity training required of all committee members.
- Los Rios Board Polices and Regulations address equal opportunity and non-discrimination for students, staff, faculty and managers and states: “The District and its Colleges in their human resource practices guarantee that staff members, applicants, and persons involved in employment relations with the District shall not be unlawfully discriminated against, harassed, or excluded from any benefits, activities, or programs on the grounds of ethnic group identification, race, color, sex, gender, gender identity, gender expression, pregnancy or childbirth-related condition, sexual orientation, sexual identity, religion or religious creed, age (over forty), national origin, ancestry, physical or mental disability, medical condition, political affiliation or belief, military and veteran status, or marital status.”, and that the “...District shall take appropriate steps to halt any unlawful discrimination, harassment, or exclusion and prevent its recurrence and the District shall take appropriate steps to remedy the effects of any unlawful discrimination, harassment, or exclusion”. (attached, 2.5: Students: Policies: 2113, 2114, 2423, 2424 & Regulations: 2113, 2423, 2425
Faculty: Policies: 5111, 5172, 5173 & Regulations: 5111, 5121, 5172, 5176
Classified: Policies: 6111, 6161, 6163 & Regulations: 6111, 6122, 6163, 6165
Management/Confidential: Policies: 9111, 9152, 9153 & Regulations: 9111, 9121, 9152, 9157)
- The District timely and thoroughly investigates all complaints of discrimination and harassment and takes appropriate action where a violation is found (Board Regulation 5172 Discrimination and Harassment Complaints) (attached, 2.6).

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2018-2019**

Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #3.

- The District provides travel reimbursement for faculty and management positions, as well as the option to conduct first stage interviews remotely via Skype or CCC Confer for interviewees, which includes hard-to-hire areas/disciplines such as Nursing, Sciences, Mathematics, Career Technical, etc. The procedure/guideline on travel reimbursement for candidates is attached, as well as a faculty job advertisement which addresses candidate travel reimbursement. (attached, 3.1.)
- Los Rios has developed a detailed four-part framework by which to evaluate the qualifications of hard-to-hire and uniquely qualified faculty applicants using an Equivalency Verification Form. (attached, 3.2). This framework takes into consideration varying degrees of specialized training, work experience, recognized accomplishments and education.

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2018-2019**

Does the District meet Method #4 (Focused outreach and publications)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #4.

- The District uses a variety of diversity- related advertisement/recruitment resources for focused outreach to diverse groups and publications (attached, 4.1).
- The District also utilizes focused outreach and diverse publications for advertising its Faculty Diversity Internship Program (FDIP) (flyer attached, 4.2). The goal of the FDIP is to attract and train diverse individuals to become Adjunct and Full-Time Professors with the Los Rios CCD.
- The District maintains a “Pathways to Los Rios” website, which includes information on the District, demographics, application tips and techniques, and a detailed breakdown of the hiring process. (<http://losrios.edu/hr/Pathways/Faculty&Administrative.pdf>) The purpose of this link is to ensure transparency and equal access for all interested applicants.
- The District employs a Recruitment Officer who actively networks and forms partnership with external agencies to enhance recruitment of diverse applicants. Examples of those agencies include: the Latina Leadership Network of the California Community Colleges, the Sacramento African American Chamber of Commerce, the Sacramento Asian Chamber of Commerce, the Sacramento Hispanic Chamber of Commerce and the Sacramento Rainbow Chamber of Commerce. The Recruitment Officer ensures that positions are advertised to maximize inclusivity for diverse populations. She also attends recruitment outreach events.
- The District maintains updated job descriptions per collective bargaining agreements (LRCEA contract Section 15.3 Job Classification Review and LRSA contract Section 5.12, attached, 4.3). Inclusive faculty job descriptions are developed on an ongoing basis and in coordination with the College/District division and Human Resources per the Faculty Hiring Manual.
- The District participates in the California Community Colleges Registry Job Fair for Faculty and Administrators in Los Angeles and the CCC Registry’s Northern California job fair in Oakland, California.
- The District’s recruitment department has initiated a Northern California Colleges/Universities Graduate Division Outreach Program, identifying and building relationships with graduate programs with diverse students in Los Rios hard-to-fill disciplines.

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2018-2019**

Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #5.

- Los Rios has partnered with the Center for Urban Education (CUE) in an effort to address diversity throughout the hiring process, and has made significant changes to job announcements, interview questions, and hiring procedures to ensure that equity and diversity are at the forefront of our efforts. (January 2019 CUE Institute for Equity in Faculty Hiring Report, attached 5.1)
- Human Resources reviews the diversity of applicant and interview pools for each position/recruitment, and takes appropriate measures if/when concerns occur. Applicant and employee demographics are reviewed annually with the Board of Trustees.
- Per the District's EEO Plan and Board Regulations/Policies on Hiring Committees (R-5121 and R-5122 attached, 5.2) each hiring committee member is required to receive Title 5 training and each committee must include a trained Equity Representative.
- Salary information requests have been removed from all employment applications and employment reference check forms in consideration of efforts towards gender pay equality.
- The Los Rios CCD Faculty Hiring Manual requires hire committees to include screening and interview criteria on a candidate's ability/experience with diversity. (Faculty Hiring Manual - Sections VI - A, VI - B, and VII - A). (see 2.3.)
- Per the Equity Manual on Hiring, applicant pools may not be released for review by hiring committees until both the screening criteria and interview questions have been finalized.
- Upon a recommendation for hire, the Equity Representative completes an EEO Checklist (attached, 5.3), which addresses the District's commitment to equity, fairness and inclusion/diversity.

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2018-2019**

Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #6.

- On October 5th, 2018, the Los Rios CCD hosted an institute for equity in faculty hiring that was facilitated by CUE for representatives from the district's four colleges and district office employees. (See CUE Institute for Equity in Faculty Hiring Report, attached 5.1) The institute consisted of three separate sections. The first was a one-hour meeting with leadership from the district and the colleges. The second was a four-hour meeting with college and district administrators, supervisors, and administrative assistants. The third session was a four hour meeting with college faculty. The purpose of these meetings was to give an introduction to racial equity in faculty hiring at Los Rios CCD, present overall data, and facilitate discussions about racial equity in the hiring process as well as the matriculation process for new faculty. Each participant received a workbook titled, "Equity in Faculty Hiring: Faculty Hiring Toolkit" containing information, resources, and tools to further conversation and action for improving or addressing racial equity in faculty hiring.
- The Los Rios EEO Plan requires each hiring committee representative to receive hiring committee training at least every two years, which meets the requirements of Title 5. This training is conducted at each college and the District Office by the campus and District Equity Officers respectively. The training is tracked by Human Resources.
- Any employee may attend these trainings on any campus or at District Office irrespective of which site they work on (training documents attached, 6.1).

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2018-2019**

Does the District meet Method #7 (Professional development focused on diversity)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #7.

- The District and each college's Center for Professional Development offers a broad variety of workshops, trainings and activities designed to increase knowledge and understanding of cultural competency and diversity.
- On October 5th, 2018, the Los Rios CCD hosted an institute for equity in faculty hiring facilitated by CUE for representatives from the district's four colleges and district office employees (detailed above, see CUE Institute for Equity in Faculty Hiring Report, attached 5.1).
- On February 26, 2019, the Los Rios Management Association hosted a professional development event titled, "The Benefits of Diversity and the Effects of Unconscious Bias on the Hiring Process" for managers, supervisors, confidential employees, and faculty. (attached, 7.1)
- ARCs "Diversity in the Classroom: A Reaching and Learning Institute" is a series created to address the professional development needs of ARC and LRCCD faculty. This Institute is designed to offer an opportunity to deepen all faculty's practices of diversity, cultural competence, and cultural humility in the classroom and workplace.
- FLC offers various Flex professional development workshops, including *Infusing Equity into Interview Questions*; *College Connections: Recruiting Underrepresented Students*; and *English Writing Acceleration*.
- SCC has a Cultural Awareness Center (CAC), which sponsors educational and intercultural programs that benefit the College's diverse student population and the community of Sacramento and "are designed to promote advocacy, inquiry and inclusion" via speakers, films, community forums, book reviews and diversity workshops. The goal of the CAC is to advance intercultural understanding and education through programs and activities that reflect the diversity of students, faculty, staff and the community. (attached, 7.2.)
- CRC has a very active Center for Professional Development which provides various professional development workshops focused on diversity and equity.

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2018-2019**

Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #8.

- Los Rios faculty performance evaluation documents include specific criteria by which faculty are evaluated relative to diversity including, “Adjusts methodologies for students/clientele with diverse and/or special needs and/or different learning styles” and “Fosters an inclusive environment that is free from harassment, prejudice or bias.” In addition, on the Faculty Self Study, under Efforts Taken to Stay Current, “These would include workshops attended, research undertaken, conference presentation, service on advisory or departmental committees, service or professional development related to diversity and equity in your field, speaking engagements...”.

- Standard language in classified job postings include a qualification which requires sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, including those with physical or learning disabilities as it relates to differences in learning styles. In addition, the classified evaluation instrument includes a section where additional factors, including diversity, may be addressed.

- The Management and Supervisor evaluation process Self-Evaluation/Staff Feedback Survey includes, in the Human Relations Component, “Demonstrates a commitment to the diversity of staff and students.” Additionally, managers are able to address diversity in their own self- study document as well as in their annual goals statement.

**Equal Employment Opportunity Fund *Multiple Method* Allocation Model
Certification Form, Fiscal Year 2018-2019**

Does the District meet Method #9 (Grow-Your-Own programs)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #9.

- The District runs a very successful Faculty Diversity Internship Program (FDIP). The FDIP has traditionally included approximately 40 Interns per year who receive approximately thirty-five hours of training on community colleges and instruction during each fall semester. This year, Los Rios has increased the incoming FDIP class to approximately 50 interns. In the spring, the Interns are matched with a Faculty Mentor to assist in teaching a discipline related class. This program has resulted in many interns being hired as adjunct and/or tenure-track faculty (FDIP handbook is attached, 9.1).
- The District's most diverse category of employees, classified, may also teach as adjunct faculty per Board Regulation 6326, Section 7.0 – Adjunct Faculty Assignment (attached, 9.2).
- The Classified employee union contract includes educational leave, which provides employees the opportunity to take paid leave (85% pay and full benefits) for up to five months to further their education. (Article 7.21 LRCEA Contract Staff Development Leave is attached, 9.3). Regular and ongoing Professional Development activities are also offered to classified personnel at no cost on each campus and at District.
- The District's Doctoral Release Program offers administrators and confidential staff release time to work on advanced studies. Roughly 75% of enrollees in this program are of a diverse background. (Policy 9236; attached, 9.4).
- Regular employees may also receive tuition reimbursement for Los Rios CCD classes and external college courses per their union contract and District Regulations (Article 16 LRCEA Agreement: Professional Growth and Career Development, Article 16.2 SEIU Agreement: Professional Growth, Article 5.9.1 – 5.9.3 LRSA Agreement: Professional Growth, Regulation 9236, Section 4.0: Reimbursement for Classes – Management Employees and Section 5.0: Reimbursement for Classes – Confidential Employees, attached as 9.5).
- The District provides a Classified Leadership Academy, which consists of 16 four-hour sessions geared toward developing the skills and abilities of classified employees who have the potential for leadership and advancement.

AGENDA
LOS RIOS
EQUAL EMPLOYMENT OPPORTUNITY ADVISORY COMMITTEE
Tuesday, April 23, 2019 (1:00 p.m. – 2:30 p.m.)

- I. Introductions & Meeting Purpose**
- II. Spring 2019 EEO Plan Revision**
 - a. Overview of Draft EEO Plan
 - b. New Sections
 - i. Discuss existing EEO programs and proposed improvements
 - ii. Role of the EEO Advisory Committee in implementing the Plan
 - iii. Data (static v. longitudinal analyses)
 - iv. Other ideas
 - c. Approval of EEO Plan in concept – move forward to board of trustees
- III. Multiple Methods Submissions**
 - a. Overview of Multiple Methods Requirements
 - i. Nine Best Practice Areas
 - ii. Required for Receipt of EEO Funds
 - b. Review proposed submission for 2019
 - c. Certification/Approval of Multiple Methods
- IV. Recruitment Update**
- V. Other Items**
- VI. Future Committee Meetings**
 - a. How often would we like to convene?
 - i. One or two meetings in the Fall
 - b. Availability over the summer for special projects/subcommittees?

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Special Rate Salary Schedule – New Job Classification	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item N	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	<i>Theresa Matista</i>	CONSENT/ROUTINE	X
	Theresa Matista, Deputy Chancellor	FIRST READING	
APPROVED FOR CONSIDERATION:	<i>Brian King</i>	ACTION	
	Brian King, Chancellor	INFORMATION	

RECOMMENDATION:

The District historically has difficulty recruiting for temporary Athletic Trainers. Temporary athletic trainers provide support for athletic events when regular athletic trainers are not available or additional staffing is necessary. Athletic Trainers must have two years of experience as an athletic trainer, in addition to the bachelor’s degree and athletic trainer certificates required by the National Athletic Trainers Association Board of Certification (NATABOC).

An entry level, temporary only job description has been developed for an Assistant Athletic Trainer position. This position removes the two years of experience requirement, and provides an entry level position to attract athletic trainers who are building their experience, while addressing the District’s athletic events staffing needs.

STATUS:

Effective July 1, 2019, the Special Rate Salary Schedule will be updated to include the new temporary Assistant Athletic Trainer position with the hourly rate of \$22.54.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the attached salary schedule effective July 1, 2019, to add the position of Assistant Athletic Trainer.

**Los Rios Community College District
Salary Schedule for Special Rate - Temporary Classified Employees**

DRAFT

Effective: July 1, 2019

Job Code Number	Miscellaneous Services	Part Time Hourly Rate
0080	Art Model	\$17.50
0068	Bookstore Aide	\$12.60
0044	College Reserve Police Officer*	\$33.51
0042	Police Communication Dispatcher*	\$19.03
0045	Reader/Tutor I	\$12.60
0052	Reader/Tutor II	\$13.60
Community Swimming/Sports Programs		
0021	Assistant Athletic Trainer*	\$22.54
0043	Assistant Coach	\$16.00
0025	Assistant Sports Program Director	\$15.25
0041	Athletic Trainer*	\$23.54
0085	Intercollegiate Game Technician	\$12.60
0030	Lifeguard I (Lifeguard Training)	\$12.60
0035	Lifeguard II (Community Water Safety)	\$13.60
0050	Specialty Coach	\$21.00
0020	Sports Program Director	\$26.25
0005	Swimming Instructor I (CPR, First Aid, Community Water Safety)	\$12.60
0010	Swimming Instructor II (Lifeguard Training)	\$13.25
Special Projects		
0077	Special Projects - Range I **	\$12.60 to \$49.99
0077	Special Projects - Range II ***	\$50.00 to \$100.00

* *Position is subject to the minimum qualifications as noted on the job description.*

** *Must be approved by Vice President of Administration.*


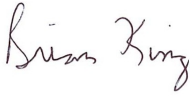
*** *Must be approved by HR administrator.*

Board Approved:

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Human Resources Transactions	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item O	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

RECOMMENDATION:

It is recommended that the Board of Trustees approve the Human Resources transactions on the attached pages.

MANAGEMENT

APPOINTMENT(S) TO CATEGORICALLY FUNDED POSITION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Sommer, Cynthia (Ph.D., University of California, Davis)	Director (VI), of Workforce Development	05/16/19-06/30/19

APPOINTMENT(S) TO TEMPORARY POSITION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Sacramento City College</u>	
Coleman, Andre	Special Project Dean of Intervention From Dean of Counseling and Student Services	05/06/19-05/15/21
	<u>District Office</u>	
Sosa, Kirk R. (M.B.A., Brandman University)	Interim Director (II) of Information Technology Production Services	04/08/19-06/01/19 (Revised)

RETIREMENT(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Sacramento City College</u>	
Styer, Daniel L. (After 16+ years of service)	Dean, Mathematics, Statistics & Engineering	10/05/19

FACULTY

APPOINTMENT(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Cosumnes River College</u>		
Atkins, Andrea M. (D.V.M., University of California, Davis)	Veterinary Technology Assistant Professor (60%) / Program Director (40%)	07/01/19
Awad, Veneece (M.S., DeVry University)	Pharmacy Technology Assistant Professor (80%) / Program Director (20%)	07/01/19
Blankenship, Thomas A. (M.S., California State University, Sacramento expected May 31, 2019)	Mathematics Assistant Professor	08/22/19
Howard, Wyatt (Ph.D., University of California, Santa Cruz)	Mathematics Assistant Professor	08/22/19
Markalanda, Piyali D. (M.S., California State University, Long Beach)	Mathematics Assistant Professor	08/22/19
<u>Folsom Lake College</u>		
Armbrust, Kimberly A. (M.S., San Diego State University)	Mathematics Assistant Professor	08/22/19
Cohen, Sara E. (M.S., University of Texas at Austin)	Mathematics Assistant Professor	08/22/19
<u>Sacramento City College</u>		
Alvarado Alcivar, Claudio G. (M.S. Equivalency)	Nursing (Registered Nurse – RN) Assistant Professor	08/22/19
Bazos, Andreas L. (M.A., University of California, Davis)	Mathematics Assistant Professor	08/22/19
Cantillo, Fernando F. (M.S., University of Maryland University College)	Computer Information Science Assistant Professor (Programming/Web Development / Applications)	08/22/19
Caton, Haynalka (M.E., University of California, Santa Barbara)	Mathematics Assistant Professor	08/22/19
Gales, Marques J. (M.S., Springfield College)	Kinesiology, Health, and Athletics Assistant Professor and Head Wrestling Coach	08/22/19
Jue, Jordan C. (M.L.I.S., University of Washington)	Public Service Librarian	08/22/19

FACULTY

APPOINTMENT(S) - CONTINUED

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Sacramento City College</u>		
Phillips, Matthew W. (M.S., DePaul University)	Computer Information Science Assistant Professor (Programming/Web Development/Applications)	08/22/19
Poliseno, Michelle C. (M.S. Equivalency)	Mathematics Assistant Professor	08/22/19
Ramsey, Robert A. (M.S., California State University, Hayward)	Mathematics Assistant Professor	08/22/19
Shewa, Wondimagegn T. (Ph.D., University of California, Davis expected May 31, 2019)	Chemistry Assistant Professor	08/22/19

APPOINTMENT TO TEMPORARY POSITION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Folsom Lake College</u>		
Bliss, Kellie C. (M.A., Pacific Oaks College)	Early Childhood Education Assistant Professor, L.T.T.	08/22/19 – 12/20/19

LEAVE(S) OF ABSENCE

<u>Name</u>	<u>Subject/Position</u>	<u>Type</u>	<u>Effective Date(s)</u>
<u>American River College</u>			
Niedzinski, Edmund J.	Chemistry Professor	Type C	01/16/20 – 05/20/20
<u>Sacramento City College</u>			
Reaume, Carlin D.	Occupational Therapy Assistant (OTA) Assistant Professor	Maternity	04/01/19 – 06/03/19
Reaume, Carlin D.	Occupational Therapy Assistant (OTA) Assistant Professor	Child Care	06/04/19 – 08/21/19

FACULTY

REASSIGNMENT(S) / TRANSFER(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Sacramento City College</u>	
Hussey, Susan M.	Health Occupations Coordinator From Deputy Sector Navigator Coordinator	01/02/18 (Revised)
Lepe, Leonela G.	EOPS Counselor From Counselor	04/11/19 (Revised)

REASSIGNMENT(S) / TRANSFER(S) – RESCISSION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Sacramento City College</u>	
Times, Kenneth J.	Counselor From EOPS Coordinator	03/21/19

RESIGNATION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Sacramento City College</u>	
Thompson, Irwin S.	Physical Therapist Assistant (PTA) Assistant Professor (60%)/Coordinator (40%)	07/01/19

RETIREMENT(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Sacramento City College</u>	
Kiernan, Timothy C. (After 37+ years of service)	Kinesiology, Health and Athletic Professor	05/23/19
LaChica, Juan L. (After 44+ years of service)	Counselor	07/01/19

FACULTY

TEMPORARY REASSIGNMENT(S) / TRANSFER(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Sacramento City College</u>	
Bahhur, Riad N.	History Professor From History Professor (40%) / International Studies Coordinator (60%)	07/01/19 – 12/31/19
Hussey, Susan M.	Deputy Sector Navigator Coordinator From Allied Health Learning Community (AHLC) Grant and High School Articulation Coordinator	07/01/17 - 01/02/18

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2018**American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Martinez, Marlene M.	Zoology, General	25 %
** (B1) Nordell, Randall L.	Database Design and Administration	23 %

TEMPORARY, PART-TIME EMPLOYEES Spring 2019**American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Bastian, Gregory A.	Real Estate	20 %
Boling, Patrick V.	Diesel Technology	55 %
Boyd, Rebecca M.	Librarian	1 %
Doan, Nicholes S	Diesel Technology	40 %
Duval, Beverly K.	Librarian	38 %
Ghuman, Maninder K.	Librarian	13 %
Jay, Susan M.	General Work Experience	27 %
Kalman, Mikalai	Diesel Technology	54 %
Marmer, Richard	Human Services	2 %
Nielsen, Ruth C.	Counselor	10 %
Peterson, Susan E.	Registered Nursing	23 %
Sharma, Krishneel A.	Diesel Technology	45 %
** (A3) Shearer, Tracy F.	Dramatic Arts	53 %
Sheldon, Jennifer L	Nutrition, Foods, and Culinary Arts	26 %
Van Arkel, John R.	Diesel Technology	15 %

TEMPORARY, PART-TIME EMPLOYEES Spring 2019**Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
** (A5) Adams, Jon M.	Physical Education	26 %
Ghuman, Maninder K.	Librarian	45 %
Graves, Emon Jabar	Business and Commerce, General	8 %
Perkins, Deirdre S.	Software Applications	27 %

TEMPORARY, PART-TIME EMPLOYEES Spring 2019**Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Barela, Jesus A.	Art	6 %
Barela, Jesus A.	Painting & Drawing	15 %
Nielsen, Ruth C.	Counselor	44 %

TEMPORARY, PART-TIME EMPLOYEES Spring 2019**Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Braun, Regina J	Counselor	37 %
Cecil, Susan R.	Dental Assistant	20 %
Chave, Joshua J.	Counselor	14 %
Crawford, Robert L.	Mathematics, General	6 %
Delgado, Julio C	Counselor	1 %
Delgado, Julio C	Counselor	4 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. * = New Employee ** = Returning Employee

Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

TEMPORARY, PART-TIME EMPLOYEES Spring 2019
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Gambrell,Deborah M.	Counselor	14 %
Ganas,Josephine I.	Dental Hygienist	27 %
Garboushian,Maida Y.	Counselor	56 %
Geddis,Maurice A.	Counselor	42 %
Hung,Gary W.	Counselor	9 %
Jones,Amy Rebecca	Counselor	17 %
Labensohn,Daniel J.	Counselor	42 %
Lee,Pao	Counselor	27 %
Maningo,Rita A.	Counselor	30 %
McDaniel,Arrickia R.	Counselor	5 %
McGhee,Kelly F.	Counselor	15 %
Oehler,Dylan Olivia	English	20 %
Peterson,Mark B.	Dental Assistant	3 %
Reach,Lorna J.	Counselor	60 %
** (B5) Rodriguez,Julie M.	Dental Assistant	50 %
Saffold,Stephen P.	Dental Assistant	4 %
Sandoval,Phillip A	Computer Electronics	37 %
Suy,Shaun	Counselor	14 %
Walker,Sarah E.	Community Health Care Worker	11 %
Wheeldon,Sandra M.	Dental Assistant	65 %
** (A1) Wright,Tatyana N.	Counselor	25 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2019
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Arellano,Catherine	English	13 %
Bell,John T.	English	7 %
Birchall,Jill K.	Sign Language	20 %
Casale,Kristin G.	Chemistry, General	20 %
Cooper,Michaela B.	English	3 %
Domokos,Cristina I.	Mathematics, General	20 %
Fong,Angela J.	Counselor	8 %
Garvey,Andrea P.P.	Psychology, General	40 %
Haarala,Erik M.	ESL Writing	27 %
** (A4) Heeren,Christopher P.	Mathematics, General	33 %
Jurach,Pamela DeCew	Speech Communication	40 %
Koskelo,Ilkka J.	Physics, General	20 %
Lehmann,Sarah R.	Library Science, General	20 %
** (A5) Leung,Noue Y.	Reading	2 %
Limmaneeprasert,Oranit	ESL Integrated	27 %
Loving,Janay N.	English	22 %
Machado,Geraldine M.	Human Services	20 %
Martin,Eric E.	Nursing	20 %
Martinez,Marlene M.	Biology, General	8 %
Martinez,Marlene M.	Physiology (Includes Anatomy)	20 %
McCarroll,Sharleen M.	Mathematics, General	27 %
Morgan,Roxanne	Reading	33 %
Nelson,Jessica B.	Counselor	8 %
Roy,Deboleena	Chemistry, General	15 %

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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2019
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Wheaton,Veronica E.	Chemistry, General	20 %
** (A4) Zhang,Lingling	Accounting	30 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2019
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Bahm,Naomi I.	Psychology, General	30 %
Barkley,Michelle P.	Nurse	6 %
Feindert,Kerstin	English	20 %
Hom,Norman	English	20 %
Huffman,Elizabeth A.	Political Science	20 %
Leung,Amy M.	Economics	40 %
Panagakos,Anastasia N.	Anthropology	20 %
Phan,Man	Business and Commerce, General	20 %
Samaniego,Celia S.	Spanish	27 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2019
Folsom Lake College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Brinkley,Amy E.	Librarian	7 %
Cook,Elizabeth B.	Study Skills	20 %
** (B2) Ellerman,Curtis H.	Real Estate	9 %
Griffin,Nicole P	English	4 %
Jones,Kalinda	Human Services	7 %
Kroencke,Mikael D.	Mathematics, General	33 %
Lagala,David L.	Physiology (Includes Anatomy)	30 %
Lagala,David L.	Physiology (Includes Anatomy)	20 %
Pedro,Jason R.	Medical Laboratory Technology	39 %
Pitts,Lorilie A.	Librarian	7 %
Schmid,Heike G.	Painting & Drawing	13 %
Swithenbank,Elizabeth A.Z.	Information Technology, General	5 %
Swithenbank,Elizabeth A.Z.	Information Technology, General	7 %
Tinoco,Diana Chang	ESL Reading	53 %
Tran,Kieuchinh T.	Accounting	27 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2019
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Austin,Grace W.	Psychology, General	20 %
Bahhur,Riad N.	Social Sciences, General	7 %
Carbary,Kathleen	Psychology, General	13 %
Chubbic,Dena J.	Chemistry, General	7 %
Dibble,Cindy C.	Mathematics, General	27 %
DuVernay,Tara N.	Mathematics, General	33 %
Fitzpatrick,Kenneth E.	Drafting Technology	20 %
Freas,Adam C.	Counselor	14 %
Herlihy,John E.	Intercollegiate Athletics	23 %

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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2019
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Huang,Ling	Chemistry, General	15 %
Huang,Ling	Chemistry, General	33 %
Hwang,Joel	Chemistry, General	33 %
Lambert,Angelena	Mathematics, General	5 %
Logan,Shane P.	Sociology	40 %
Miller,Nicholas B.	Sociology	60 %
** (A1) Miller,William J. W.	Chemistry, General	25 %
** (A5) Walker,Dannie E.	Intercollegiate Athletics	23 %
** (A2) Wu,Tsz Yan P.	Mathematics, General	40 %
Xiao,Alex H.	Political Science	20 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2019
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
** (B2) Aguilar,Gary L.	Drafting Technology	20 %
Allen,John E.	History	20 %
Andronas,Jennifer L.	Automotive Technology	33 %
** (A2) Angelone,Michael A.	English	40 %
Arnfeld,Rebecca J.	Fine Arts, General	20 %
Aubert,John E.	Geography	35 %
Ayers,Harold R.	Administration of Justice	0 %
Hanstad,Janet A.	Biology, General	20 %
Harvey,David B.	Administration of Justice	0 %
** (A5) Hayes,David V.	Administration of Justice	0 %
Hellesen,Richard S.	Film Studies	20 %
Hoban-Higgins,Tana M.	Physiology (Includes Anatomy)	50 %
Holmes,Michael W.	Biology, General	15 %
Howard,Hugh H.	Geographic Information Systems	7 %
Hudson,Michael R.	Administration of Justice	0 %
Huerta,Teresa A.	Administration of Justice	0 %
Huggins,Ross R.	Administration of Justice	0 %
Hughes,Ralph E.	Music	40 %
Hughes,Tori	Administration of Justice	0 %
Iannone,Albert J.	Fire Technology	20 %
James,Mary E.	Administration of Justice	0 %
Jameson,Richard L.	Administration of Justice	0 %
Jimenez,Jorge I.	Chemistry, General	57 %
Jungkeit,James J.	Administration of Justice	0 %
Kalman,Mikalai	Diesel Technology	35 %
Kalman,Mikalai	Cross Term	2 %
Kalman,Mikalai	Cross Term	4 %
Kitching,Dale E.	Administration of Justice	0 %
Kiteck,Peter J.	Mathematics, General	60 %
Knirk,Brian D.	Culinary Arts	20 %
Knirk,Brian D.	Restaurant and Food Services Management	33 %
Koenig,Barry S	Administration of Justice	0 %
Kubo,Kenneth M.	Biotechnology & Biomedical Technology	13 %
Lapierre,Arthur	Music	60 %
Lester,Katherine M	Administration of Justice	0 %
Lievens,Sarah C.	Chemistry, General	50 %
Lin,Ching Han	Physics, General	15 %
Lindgren,Erica	Physiology (Includes Anatomy)	50 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2019
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Lommori,Michael L.	Administration of Justice	0 %
Long,Jackie R.	Administration of Justice	0 %
Long,Jason S.	Dramatic Arts	40 %
Marion,Derrick T.	Administration of Justice	0 %
** (B5) McCormack,John J.	Automotive Technology	13 %
** (B2) McCormack,Nicole Elizabeth	Automotive Technology	7 %
McKee,Steven C.	Administration of Justice	0 %
Messier,Christopher D	Welding Technology	22 %
Michaels,Craig	Administration of Justice	0 %
Montoya,Sally	Administration of Justice	0 %
Mueller,Robert G.	Administration of Justice	0 %
Neale,Jennifer C.	Natural Resources	18 %
Nedorezov,Svetlana	Mathematics, General	33 %
Njoku,Portia Onyenachi	Music	20 %
** (B4) O'Brien,Roxanne	Culinary Arts	43 %
O'Neal-Watts,Jennifer Lee	Librarian	0 %
Parks,Judith	Culinary Arts	22 %
Payne,Michael D.	Chemistry, General	50 %
Ramones,Susan F.	Biology, General	20 %
Ramos,Gabriel F.	Administration of Justice	0 %
Reed,Arthur L.	Geology	35 %
Reed,Diana M.	History	9 %
Reese,Mark A.	Welding Technology	28 %
Regan,Debra Sue	Physiology (Includes Anatomy)	35 %
Rennie,Sharilyn M.	Physiology (Includes Anatomy)	50 %
Reynolds,Tera L.	Counselor	9 %
Rink,Shelley F.	Music	18 %
Robinson,Donna L.	Administration of Justice	0 %
Romo,Angela S.	Chemistry, General	57 %
** (B4) Rose,David A.	Administration of Justice	0 %
Rowe,Harold E.	Administration of Justice	0 %
Sacha,Jeffrey O.	Sociology	40 %
Schuster,Randall O.	Drafting Technology	33 %
Scott,Margaret L.	Psychology, General	40 %
Scott,Steven	Microbiology	40 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2019
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Abeid,Trang G.	Reading	20 %
** (A5) Adams,Jon M.	Physical Education	15 %
** (A5) Adams,Jon M.	Health Education	20 %
Ahearn,Thomas T.	English	20 %
Allen,Cheryl A.	Family Studies	20 %
Aly,Mohamed A. E.	Physiology (Includes Anatomy)	50 %
Hall,Laura Marie	Nutrition, Foods, and Culinary Arts	20 %
Hancock,Sarah	English	20 %
Hannan,Everett J.	Psychology, General	20 %
Hansen,Priscilla S.	English	20 %
Harding,Matthew James	English	20 %
Harrell,Kim E.	Sign Language	20 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2019
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Harrell, Kim E.	Sign Language Interpreting	20 %
Harrington, Beverly J.	English	20 %
Hoang, Frank A.	Chemistry, General	50 %
Horrell, Eldean J.	Office Technology/Office Computer Applicati	13 %
Houck, Ronald E.	Painting & Drawing	28 %
Huang, Chao-Jen	Computer Programming	55 %
Huang, Zhi Hua	Accounting	27 %
Inoue, Faye S.	Health Occupations, General	13 %
Jackson, Hiram	Geology	35 %
James, Jonathan B.	Intercollegiate Athletics	19 %
James, William J.	Spanish	20 %
Knudsen, Mark James	Chemistry, General	57 %
Kor, Samra Z.	ESL Writing	20 %
Lam, Nam Hai	Mathematics, General	33 %
Lawlor, Michael J.	Physics, General	35 %
Le, Phuong M.	Mathematics, General	33 %
Le, Phuong M.	Mathematics Skills	15 %
Lensky, Renata	General Work Experience	40 %
Lewis, Melanie A.	English	20 %
Li, Xiaozhu	Mathematics, General	60 %
Limon, Kimberly T.	English	40 %
Lugo, Donnisha C.	Sociology	40 %
Mahmood, Ghazanfar B.	Health Occupations, General	60 %
Mapeso, Ray	Human Services	20 %
Marchak, Taras R.	English	40 %
Markalanda, Piyali D.	Mathematics, General	33 %
Marslek, Michael R.	Accounting	27 %
McDowell, Stephen C.	Chemistry, General	50 %
McNee, Shay D.	History	20 %
Mederos, Lisa-Marie	Business and Commerce, General	20 %
Mederos, Lisa-Marie	Management Development & Supervision	20 %
Miller, Casey R.	English	20 %
Miller, Nathan D.	Speech Communication	40 %
Morales, Martin F.	Political Science	40 %
Moraru, Lyudmila E.	English	20 %
Moreno, Camille	Mathematics, General	20 %
Mulhern, Jeannette L.	Child Development/Early Care and Educatio	20 %
Murakami-Smith, Lynne M.	Physical Fitness and Body Movement	15 %
Nahlen, Kari P.	Physical Education	43 %
Navarro, Murray F.	Mathematics, General	33 %
Neil, Richard R.	Geography	20 %
Newman, Jason C.	History	40 %
** (A5) Nguyen, Dameon Van	Sociology	20 %
Nguyen, Yen Thi	Vietnamese	27 %
Nguyen-Vo, Loi M.	Mathematics Skills	15 %
Ninh, Thien-Huong T	Sociology	40 %
Noel, Brian E	Automotive Technology	49 %
Oliver, Julie A.	Biology, General	20 %
Osman, Mohammed	Information Technology, General	13 %
Osman, Mohammed	Software Applications	7 %
Paez, Alexander	Speech Communication	60 %
Pandey, Rajeev R.	Chemistry, General	57 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2019**Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Parks,Lance M.	Computer Networking	48 %
Paskey,Amanda M.	Anthropology	35 %
Reed,Diana M.	History	40 %
** (A5) Reeves, Erica N.	English	20 %
Riese,Kelly L.	Speech Communication	20 %
Risenhoover,Dale T.	Health Occupations, General	40 %
Roberts,Jason M.	Welding Technology	28 %
Saake,Miranda S.	English	20 %
Sage,Leslie C.	Fitness Trainer	20 %
Sage,Leslie C.	Intercollegiate Athletics	19 %
Sands-Pertel,Judith A.	Music	38 %
Schroeder,Kristy Howard	Health Education	20 %
Seamons,John E.	Reading	20 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2019**Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Aghabeigi, Farah	Accounting	27 %
Al Juboori, Suha H	Computer Programming	40 %
Hale, Daniel R.	Astronomy	40 %
Hanrahan, Molly P.	Intercollegiate Athletics	15 %
Hart, Aleris E.	Painting & Drawing	28 %
Haug, Paula R.	Speech Communication	20 %
Howery, Matthew D	Philosophy	20 %
Johnson, Justin Louis	Intercollegiate Athletics	15 %
Johnston, Erin L.	Physical Education	15 %
Jordan, Denis M.	Mathematics, General	58 %
Knudson, Anita L.	English	40 %
Knudson, Anita L.	History	20 %
Koch, Kristen V.	Fine Arts, General	20 %
Kraemer, Jennifer L.	Child Development/Early Care and Educatio	20 %
Lacy, David J.	English	40 %
Lagala, David L.	Physiology (Includes Anatomy)	59 %
Laird, Michelle L.L.	Psychology, General	20 %
Lewis, Barbara R.	Study Skills	20 %
Lynch, Blair N.	Psychology, General	20 %
Maddock, Robert A.	History	40 %
Mahoney, Maximillian E.	Chemistry, General	30 %
Marlow, Edward L.	Water and Wastewater Technology	20 %
McNeal, Nicole M.	English	20 %
Mohrmann, Peter R.	Film History and Criticism	20 %
Mollet, Alison V.	Intercollegiate Athletics	15 %
Mowrer, Richard P.	History	20 %
Nguyen, Bi V.	Mathematics, General	60 %
Osorio, Cecilia G.	Biology, General	20 %
Reese, David A.	Political Science	20 %
Ribaudo, Donald N.	Health Education	20 %
** (A1) Rodriguez, Julie L.	Psychology, General	20 %
** (A2) Royer, Tina L.	English	20 %
Rush, John A.	Anthropology	20 %
** (A2) Salluzzo, Michelle Anne	Child Development/Early Care and Educatio	20 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2019
Folsom Lake College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Samples,Marjorie Sue	Chemistry, General	50 %
Schall,Erin	Radiologic Technology	35 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2019
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Adams,Stephen J.	History	20 %
Albmalalah,Aoss H.	Physiology (Includes Anatomy)	30 %
Allen,Randy K.	Applied Photography	28 %
Anderson,Catherine	Classics-Humanities	20 %
Anderson,Jared A.	Speech Communication	40 %
Anderson,Kevin M.	Computer Information Systems	7 %
Anderson,Kevin M.	Software Applications	18 %
Anderson,Kevin M.	Computer Networking	24 %
Andrews,Dean S.	Accounting	53 %
Armbruster,Marilyn A.	Occupational Therapy Technology	4 %
Armstrong,Dana	English	20 %
Asuncion,Robert J.	Physical Therapy Assistant	8 %
** (A5) Avendano,Marisa	Intercollegiate Athletics	8 %
Hanson,Jon	English	20 %
Hanson,Jon	Reading	20 %
Hanson,Luther E.	Dramatic Arts	30 %
Haroyan,Satenik	Mathematics, General	27 %
Harris-Jenkinson,Patricia M.	Speech Communication	40 %
Heisinger,Kurt D.	Accounting	47 %
Herlihy,John E.	Intercollegiate Athletics	17 %
** (A5) Hoerl,Ada Boone	Health Occupations, General	20 %
** (A5) Hoerl,Ada Boone	Occupational Therapy Technology	3 %
Holland,Gina D.	Microbiology	20 %
Huang,Ling	Chemistry, General	57 %
Hwang,Joel	Chemistry, General	27 %
Imagine,Eve M.	English	20 %
** (A2) Imai,Stephen T.	Chemistry, General	35 %
Iredale,Michael J.	Health Occupations, General	7 %
Ishchuk,Alexandr A.	Chemistry, General	50 %
Jackson,Jillian J	Geography	20 %
Jahanshahloo,Hoda	Mathematics, General	27 %
Johansen,Trine B.	Anthropology	20 %
Johnson,Illana	Anthropology	35 %
Johnson,Samuel D.	Speech Communication	40 %
Jones,Andrew B.	Physical Education	15 %
Jones,Christine M.	Dental Hygienist	46 %
Jones,Yuriko	Physics, General	50 %
Kaina,Abdelaziz	Information Technology, General	11 %
Kalar,Barry D.	Administration of Justice	40 %
Kaneko-Hutton,Patricia K.	Occupational Therapy Technology	4 %
Kaufman,Cheryl A.	Business and Commerce, General	40 %
Kaufman,Cheryl A.	Office Technology/Office Computer Applicati	20 %
Kehl,Anthony J.	Physical Fitness and Body Movement	25 %
Keys,Alan S.	Psychology, General	40 %
Khoshsefat,Joshua R.	Nursing	13 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2019
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
** (A5) Kiehn, Kenneth	English	40 %
Kinney, Sasha M	Library Technician (Aide)	10 %
Koch, Kristen V.	Fine Arts, General	20 %
Kolesnikov, Veronika	Family Studies	20 %
Korp, Diana R.	Dental Hygienist	27 %
Korp, Norbert Gunter	Dental Hygienist	24 %
Krueger, Kristen E.	Physiology (Includes Anatomy)	20 %
La Puma, Wendy D	Psychology, General	20 %
Laird, Hayley Kantor	English	40 %
Lambert, Angelena	Mathematics, General	47 %
Leek, Laura C.	ESL Writing	27 %
Leininger, Tim J.	Geography	20 %
Lemoine, Florence A.	History	20 %
Leonard, Patti A.	Speech Communication	40 %
Limon Guzman, Jesus A.	English	40 %
Lisuk, Mieke N	History	40 %
Little, Myra M.	Website Design and Development	35 %
Little, Myra M.	Information Technology, General	20 %
Logan, Jason K.	Sociology	20 %
Lothrop, Joshua L	Nursing	63 %
Lynch, Blair N.	Psychology, General	20 %
Manna, Wendy	Occupational Therapy Technology	29 %
Manriquez, Paul M.	Mathematics, General	53 %
Marshall, Doris F.	Nursing	7 %
Marshall, Doris F.	Licensed Vocational Nursing	15 %
Martinez, Jesus E.	Mathematics, General	53 %
Martinez, Jesus R.	History	40 %
McClain, Jimmie Jo	Dental Hygienist	9 %
McHenry, Jennifer L.	Geography	20 %
Mehadi, Ahmed	Chemistry, General	40 %
Mendez-Nunez, Luis R.	Mathematics, General	53 %
Miller, Nicholas B.	Sociology	60 %
Moore, Thomas G.	Information Technology, General	28 %
Moore, Thomas G.	Software Applications	18 %
Mukherjee, Sharmila	Chemistry, General	57 %
** (A2) Myers, Linda B.	English	40 %
Nash, Laurie J.	Physical Education	15 %
Nasiri, Melekeh	Chemistry, General	30 %
Neil, Richard R.	Geography	35 %
Neilson, Wendy N.	Occupational Therapy Technology	18 %
Ngassam, Valery N.	Physics, General	50 %
Niyati, Fatemeh	Chemistry, General	57 %
** (A1) Oh, Jang-Ha	Physical Education	15 %
** (A1) Oh, Jang-Ha	Intercollegiate Athletics	8 %
Otto, Anna M.	Family Studies	20 %
Parks, Karen D.	Software Applications	18 %
Passal, Steven R.	English	40 %
Paulson, Daniel I.	Music	20 %
Randolph, Megan K.	History	40 %
** (B3) Randolph, Melodi L.	Dental Assistant	21 %
Regalado, Maria Carmen	Psychology, General	40 %
Rice, Helen M.	Licensed Vocational Nursing	15 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2019
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Richmond,Pamela R.	English	27 %
Roberts,Joshua M.	English	53 %
Rodriguez,Hector	Mathematics, General	27 %
Roggli,Kurt W.	Philosophy	20 %
Rohret,Valerie A.	Fine Arts, General	60 %
Rojas,Karla P.	Mathematics, General	27 %
Ros,Barbara J.	Library Technician (Aide)	10 %
Roundtree,Wanda J.	Child Development/Early Care and Educatio	20 %
Rowland,Martha E.	Library Technician (Aide)	20 %
Royal,Joy R.	Software Applications	35 %
Saffold,Stephen P.	Dental Hygienist	7 %
Sanchez,Rafael	English	27 %
Sanford,Tricia L.	Mathematics, General	33 %
Scherer,Robert E.	Mathematics, General	27 %
Schumacher,Robert J.	Painting & Drawing	28 %
** (A2) Schutte,Matthew L.	Mathematics, General	53 %
Screechfield,Rosalie M.	Mathematics, General	27 %

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CLASSIFIED

APPOINTMENT(S)

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Bainbridge, Jennifer M.	Administrative Assistant I, 50%	DO	05/20/19
Banks, Callid	Instructional Assistant – Health & Education Simulation Lab	SCC	04/15/19
Karokhy, Azizullah	Clerk III, 50%	SCC	04/22/19
Lopez, Anna B.	Account Clerk II	CRC	04/24/19
McDowell, Steven C.	Research Analyst	DO	05/13/19
Robinson, Yolanda D.	Child Development Center Clerk, 70%, 10 months	SCC	05/08/19
Sloan, Sandy L.	Event Services Supervisor - Harris Center for the Arts	FLC	05/08/19
Tinoco-Martinez, Karina	Student Personnel Assistant – Outreach Services	ARC	05/01/19
Vuong, My N.	Clerk III	CRC	05/01/19

PROMOTION(S)

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Larsen, Rachel C.	Confidential Administrative Assistant III (College Development Officer)	CRC SCC)	05/01/19
Proshak, Dimitry S.	Financial Aid Supervisor (Financial Aid Officer)	CRC CRC)	04/18/19
Wood, Richard C.	Senior Information Technology Technician - Lab/Area Microcomputer Support, 10 months (Instructional Assistant - Campus Computer Laboratory, 12 months)	SCC ARC)	05/08/19

REASSIGNMENT(S)/TRANSFER(S)

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Knowles, Deborah J. F.	Student Life Supervisor (Counseling Supervisor)	SCC SCC)	05/01/19

CLASSIFIED

REASSIGNMENT(S)/TRANSFER(S), CONTINUED

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Slater, Shauna R.	Clerk III, 75% (Clerk III, 100%)	CRC ARC)	05/06/19
Tuzza, Pamela J.	Financial Aid Officer (Financial Aid Officer	ARC SCC)	04/29/19

RESIGNATION(S)

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Bravo, Anel B.	Student Personnel Assistant – Student Services	SCC	04/13/19
Douglas, Rachel A.	Lead Laboratory Technician - Science	ARC	04/27/19
Hackworth, Daniel S.	Facilities Management Operations Supervisor	FM	04/19/19
Lam, Elizabeth	Administrative Assistant II	SCC	04/26/19
Molina, Zelene A.	Student Support Specialist	SCC	04/13/19
Nakatomi, Douglas J.	Groundskeeper	SCC	04/25/19

RETIREMENT(S)

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Manaseryan, Tereza	Custodian (After 11 years of service)	ARC	04/05/19

Temporary Classified Employees
 Education Code 88003 (Per AB 500)
The individuals listed below are generally working in short term, intermittent or interim assignments during the time frame designated,


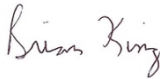
<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>American River College</u>			
Butler, Juanita N.	Special Projects	04/01/2019	06/30/2019
Canton, Stuart L.	Instructional Assistant	03/28/2019	06/30/2019
Chu, Wulandari L.	Outreach Specialist	03/25/2019	06/30/2019
Contreras, Miabella M	Clerk I	04/01/2019	06/30/2019
Couch, Joshua L	Child Dev Ctr Assoc. Teacher	04/01/2019	06/30/2019
Foss, Israel I	Special Projects	03/28/2019	06/30/2019
Garcia Aldana, Erick	Student Personnel Assistant	03/25/2019	06/30/2019
Graham, Kelley A.	Child Dev Ctr Assoc. Teacher	04/22/2019	06/30/2019
Hall, Paige C	Bookstore Aide	04/09/2019	06/30/2019
Han, Peter M.	Special Projects	05/01/2019	06/30/2019
Huezo, Alma M.	Student Support Specialist	03/25/2019	06/30/2019
Karpova, Tetiana	Student Personnel Assistant	03/18/2019	06/30/2019
Kaur, Damanpreet	Student Personnel Assistant	05/17/2019	06/30/2019
Keith, Jennifer L.	Special Projects	04/01/2019	06/30/2019
Kempster, Steven M.	Student Personnel Assistant	04/17/2019	06/30/2019
Lee, Nick W.	Instructional Svcs Assist. II	04/22/2019	06/30/2019
Loucks, Alexis I.	Clerk III	04/22/2019	06/30/2019
McArdle, Jack A.	Clerk I	04/16/2019	06/30/2019
Mccafferty, Sheilagh R	Instructional Assistant	03/25/2019	06/30/2019
Mekki, Reem T	Special Projects	04/25/2019	06/30/2019
Rainey, Sydney J.	Special Projects	04/15/2019	06/30/2019
Saldivar, Vinson J.	Student Personnel Assistant	04/15/2019	06/30/2019
Shirzad, Mohammad Faiq	Clerk III	07/01/2019	06/30/2020
Tyson, Nicole M.	Instructional Assistant	04/16/2019	06/30/2019
Vanderveen, Caitlin D.	Special Projects	04/01/2019	06/30/2019
<u>Cosumnes River College</u>			
Aldrich, Megan M	Instructional Assistant	03/04/2019	06/30/2019
Batool, Farva	Clerk III	04/08/2019	06/30/2019
Hacker Jr, Michael L.	Groundskeeper	03/26/2019	06/30/2019
Lee, Carol H.	Special Projects	03/12/2019	06/30/2019
Longland, Corena Marie	Administrative Asst. I	04/08/2019	06/30/2019
Williams, Bobbi L.	Special Projects	03/18/2019	06/30/2019

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>District Office / Business and Economic Development Center / Facilities Management / Police Services</u>			
Aguilar, Marbella L.	Campus Patrol	04/24/2019	06/30/2019
Ansari, Gamal S.	Campus Patrol	04/25/2019	06/30/2019
Batista, Tyler B.	Campus Patrol	04/25/2019	06/30/2019
Daoud, John A.	Campus Patrol	04/25/2019	06/30/2019
Dibrov, Nikolay	Police Comm Dispatcher	04/26/2019	06/30/2019
Grechev, Roman I.	Campus Patrol	04/01/2019	06/30/2019
Reyna, Maricela I.	Campus Patrol	05/03/2019	06/30/2019
Umodu, Deborah A.	Clerk III	07/01/2019	06/30/2020
<u>Folsom Lake College</u>			
Eitel, Kelie A.	Special Projects	04/05/2019	06/30/2019
Herrera-Trejo, Natalie	Reader/Tutor	04/05/2019	06/30/2019
Jackson, Iesha R.	Assistant Coach	03/08/2019	06/30/2019
Lent, Nancy A.	Special Projects	04/12/2019	06/30/2019
Miller, Jazmine O.	Assistant Coach	04/08/2019	06/30/2019
Reed, Tyreece	Reader/Tutor	04/26/2019	06/30/2019
Repec, Trisha M.	Special Projects	04/25/2019	06/30/2019
Spring Wenzel, Susan M.	Clerk II	07/01/2019	06/30/2020
<u>Sacramento City College</u>			
Alonzo, Veronica A.	Special Projects	04/01/2019	06/30/2019
McDonald, Audrey K.	Special Projects	03/12/2019	06/30/2019
Mora, Laura V.	Student Personnel Assistant	04/15/2019	06/30/2019
Sah, Pavan K.	Clerk I	04/01/2019	06/30/2019
Xiong, Shondor Z.	Clerk I	04/25/2019	06/30/2019

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Five Year Construction Plan and Final Project Proposals	ATTACHMENT: Yes	
		ENCLOSURE: Five Year Plan	
AGENDA ITEM:	First Reading Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	
		FIRST READING	X
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The State Chancellor’s Office has a prescribed capital outlay process and calendar for requesting State funds for capital outlay projects. Each year, the District must file a Five Year Construction Plan listing all proposed projects whether State funded or not. Final Project Proposals (FPPs), prepared to request State funding for certain projects listed in the Five Year Construction Plan, are also submitted with the Five Year Construction Plan. The Five Year Construction Plan and associated FPPs are due by July 1.

Although a district may qualify for State funding, all districts are competing with each other for the limited funds available. There is currently a backlog of funding requests for capital projects on file with the State. Facility capacity/load ratios (enrollment growth) and local contribution of funds are key elements in the State’s prioritization of funding capital projects.

STATUS:

This year, the Chancellors Office continues to carry forward previously approved, yet unfunded FPPs submitted in previous years. These projects include FLC Instructional Building 2.1, Natomas Phase 2 and 3, CRC Elk Grove Center Phase 2 and Rancho Cordova Center Phase 2. The new FPP submitted this year is the American River College Davies Hall project. All FPPs submitted will compete for potential State funding in the Governor’s budget.

This report is a first reading of the draft Five Year Construction Plan and information on the Davies Hall FPP. The recommendation to approve the plan and FPP will be on the June agenda. The attached executive summary describes the Five Year Construction Plan and FPP.

Drafts of this year’s Five Year Construction Plan and FPP are included as an enclosure to the agenda.

RECOMMENDATION:

This item is presented to the Board of Trustees for first reading and discussion.

**State Five Year Construction Plan
And
Final Project Proposals**

Executive Summary

State Five Year Construction Plan:

The basic intent and purpose of the Plan is to analyze enrollment forecasts to determine the amount and type of spaces needed to meet increases in enrollment and changes in the educational program. The Plan is used to determine overall estimated costs and identify possible funding sources.

The major components of the Plan are: forecasted student load (enrollment/WSCH), facilities capacity to handle load, proposed new space, proposed modernizations and possible funding sources. The first three components are compiled into “capacity/load ratios”. Capacity/load ratios represent, as a percentage, the facilities capacity to handle forecasted student load (or demand). These capacity/load ratios are the primary factor used by the State to determine which projects to fund. The State’s prioritization process includes points for local contribution toward the project. Because of this, many of the projects have a local contribution indicated to make our projects more competitive for scarce State funding.

This year’s State Five Year Construction Plan lists 15 projects, comprised mainly of new construction projects and modernization projects.

Possible Sequencing of State Funded Projects

In November 2016, the voters passed Proposition 51 authorizing \$7 billion in general obligation bonds for new construction and modernization of K–12 public school facilities; charter schools and vocational education facilities; and \$2 billion for California Community Colleges facilities. This influx of bond dollars has eased the backlog of FPPs somewhat. The current funding schedule for Los Rios FPPs could be as follows:

FPPs previously submitted and scheduled for 2019-20 State funding

- ARC Technical Education Building Modernization

FPPs previously submitted and scheduled for State funding in 2020-21

- ARC Natomas Center Phase 2 & 3
- CRC Elk Grove Center Phase 2
- FLC Instructional Building Phase 2.1
- FLC Rancho Cordova Phase 2

FPPs to be submitted this year for potential State funding in 2020-21

- ARC Davis Hall Modernization



Following is a brief Description of this FPP:

ARC Davies Hall Modernization This project replaces (modernizes) the 42,185 assigned square footage Davies Hall with a brand new building. Davies Hall is primarily classroom and office space. The estimated total cost of this project is \$34,550,482. The total request for State funding is \$17,275,244 to pay for portions of the Preliminary Plans, Working Drawings and Construction of this project. Los Rios would fund with bond proceeds the remaining cost, to include portions of the Preliminary plans, Working drawings and Construction and all of the Equipment; for a total District contribution of \$17,275,238.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	American River College Commemorative Namings for the ARC STEM Innovation Center	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Thomas Greene President, American River College	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	X
		INFORMATION	

BACKGROUND:

Board Policy 8341 calls for the Board of Trustees to approve the naming of college facilities and areas. Such facilities and areas may be named in honor of persons who have made significant contributions to the college or distinguished themselves in the work of the college. Subunits of a building may be named separately to recognize an outstanding individual or donor wishing to contribute the cost of a portion of a building, a room in a building, a major equipment item, a major art feature or water feature and the like.

STATUS:

In 2017, ARC embarked on a campaign to raise \$2.5M in private support to establish a margin of excellence as part of the creation of it’s STEM Innovation Center. Comprised of some of the most modern equipment and technology and reflecting the latest in educational design, the Center will serve as a state-of-the art, interdisciplinary learning space that will contribute significantly to the development of our region’s STEM workforce for decades to come.

Business leader John Frisch and retired ARC President Marie Smith serve as co-chairs of a campaign cabinet comprised of an outstanding group of community volunteers and college employees;

- Gary Bradus, Weintraub Tobin
- Sheila Carroll, Carroll & Associates
- Susan Wheeler, SMUD
- Julie Hayes, Intel
- Nancy Reitz, Dean, ARC Math (retired)
- Michael Chapman, MD, UC Davis Medical Center (retired)
- Rina Roy, Dean, ARC Science & Engineering
- Kirsten DuBray, ARC Director of Donor Relations
- Debra Hildred, Donor Relations Specialist
- Ann Lucas, Campaign Counsel
- Thomas Greene, President, ARC

With support from the Los Rios Colleges Foundation and Chancellor King, this team is well on their way to achieving their \$2.5M goal, having raised over \$1.7M (70%) to-date.

RECOMMENDATION:

It is recommended the Board of Trustees approve the the attached commemorative naming opportunities for the American River College STEM Innovation Center.

Los Rios Community College District Board Agenda
ARC STEM Innovation Center Request for Naming Approvals
May 15, 2019

Donor Name/Commemorative Naming	Location	Commemorative Naming Amount	Background
Richard C. Dorf and Joy M. Dorf	First floor engineering space	\$100,000	This is the second commemorative naming at ARC for Richard and Joy Dorf. They previously named an interior design classroom in the Art and Science building in memory of their daughter Christine Dorf.
Kaiser Permanente	First floor STEM gathering space and entrance	\$100,000	Kaiser Permanente Vice President and ARC alumnus, Sandy Sharon, helped direct Kaiser Permanente's philanthropic and community giving to support the STEM Campaign and Ms. Sharon made a personal gift.
Arthur Mark	First floor faculty offices	\$25,000	Art Mark is both an ARC alum and a Los Rios emeriti having taught at both SCC and ARC.
Fred and Molly Evangelisti	First floor business and computer science learning space	\$25,000	Fred and Molly have been generous supporters of culinary arts and ARC's scholarship program. The ARC culinary arts building bears their name in commemoration of their generosity and leadership during the Building Careers of

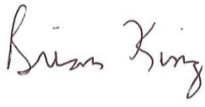
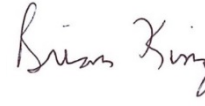
			Distinction Capital Campaign.
Marie Smith, Linda Dixon and Joan Brenchley-Jackson	Second floor STEM gathering space	\$170,000	Marie Smith is a retired ARC president and district Vice Chancellor who is serving as co-chair for the STEM Campaign. Linda Dixon is a retired ARC biology professor, former board chair of the ARC Foundation and the brainchild behind the STEM campaign. Joan Brenchley-Jackson is a retired biology professor. Marie, Linda and Joan are long-standing consistent and very generous donors to ARC. This is a combined gift to share a named commemorative space in the STEM building with the option of a future named space in the ARC Science building.
John and Maggie Frisch	Second floor business and computer science learning space	\$50,000	John and Maggie Frisch are generous community donors and active volunteers. John serves as co-chair of the ARC STEM Capital Campaign.
Schools Financial Credit Union	Second and third floor faculty offices	\$50,000	Through CEO Tim Marriott, Schools Financial Credit Union has sponsored and donated to support many ARC events and programs over the years. This is a combined personal and corporate gift.

Frank M. Booth	Second floor math learning space	\$25,000	Larry is President of Frank M. Booth, Inc., a 107-year-old Design/Build mechanical contracting company. His company Frank M. Booth is committed to building leaders by supporting educational experiences for youth and adults alike.
Richard Shipp, DDS <i>Commemorative name: H. Richard Shipp and Eleanor Shipp</i>	Second floor business and computer science conference room	\$10,000	Dr. Shipp is an ARC alum and local dentist who named this space in honor of his parents.
Tim and Cindy Burke	Third floor business and computer science computer lab	\$100,000	Tim and Cindy Burke, all three of their children and Tim's mom are ARC alums. Tim is the President and CEO of Quest Technology Management.
Shashi Gupta	Third floor math learning space	\$25,000	Shashi Gupta is a retired ARC math professor. During her tenure, she spent countless hours assisting students struggling with math and statistics.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Resolution No. 2019-05: Recognizing Classified Employees	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Brian King, Chancellor	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	<input checked="" type="checkbox"/>
		INFORMATION	<input type="checkbox"/>

STATUS:

Pursuant to Education Code § 88270, a resolution has been prepared to recognize the contributions that classified employees make to the Los Rios Community College District educational community.

RECOMMENDATION:

It is recommended that the Board of Trustees adopt Resolution No. 2019-05 recognizing classified staff contributions to the District.



LOS RIOS COMMUNITY COLLEGE DISTRICT

American River ▪ Cosumnes River ▪ Folsom Lake ▪ Sacramento City Colleges

RESOLUTION

№ 2019-05

RECOGNIZING CLASSIFIED EMPLOYEES

WHEREAS, the Los Rios Community College District employs over 2,000 classified employees in diverse areas of professional support from fiscal services, clerical and administrative support, to specialized areas in human resources, information technology and telecommunications, campus security and emergency services, health care, food services, grounds keeping, custodial services, energy and utility resources, engineers and electrical maintenance, construction and facilities management, and food service workers; and

WHEREAS, the third week of May has been recognized as Classified School Employee Week; and

WHEREAS, classified staff endeavors and support are critical to the District’s ongoing strategic plan framework of vision, mission, and values for developing, maintaining and promoting organizational effectiveness, community, economic and workforce development and student success: Now, therefore,

BE IT RESOLVED that the Board of Trustees of the Los Rios Community College District extends sincere appreciation to all classified staff districtwide for their unparalleled service, notable enthusiasm, distinguished professionalism, and ongoing remarkable contributions to our entire District and college service communities.

PASSED AND ADOPTED as Los Rios Community College District Resolution № 2019-05 this fifteenth day of May, 2019, by the following called vote:

AYES	NOES	ABSENT
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John Knight, Board President


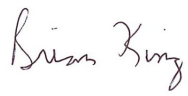
Attest:

Brian King
Chancellor and Secretary to the Board

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Equal Employment Opportunity Plan	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item C	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	<input checked="" type="checkbox"/>
		INFORMATION	<input type="checkbox"/>

BACKGROUND:

California Community College Districts are responsible for the preparation of an Equal Employment Opportunity (EEO) plan to be submitted and approved by the California Community College Chancellor’s Office every three years, per California Education Code and title 5 regulations, other applicable state and federal non-discrimination statutes, and best practices for improving the equality of employment opportunity.

STATUS:

The Los Rios Community College District (LRCCD) maintains its commitment to equal opportunity and diversity in education, hiring and employment practices. The LRCCD EEO plan has been reviewed, revised and updated in accordance with title 5 EEO regulations, the most recent Chancellor’s Office advisories and directives, and was approved by the shared governance appointed District EEO Advisory Committee on April 23, 2019.

This EEO plan goes beyond the minimum requirements for compliance with title 5 and puts forth a practical plan for the next three years related to the District’s EEO efforts, including areas of improvement for the District’s existing EEO programs. This EEO plan also sets forth a comprehensive new data analysis program which will allow the District to evaluate the efficacy of its EEO efforts and ensure that our hiring processes afford all candidates a full and fair opportunity to obtain employment with the District.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the Los Rios Community College District Equal Employment Opportunity Plan.

Los Rios Community College District Equal Employment Opportunity Plan

Approved by the Los Rios CCD Board of Trustees
[insert date]

Approved by EEO Advisory Committee
April 23, 2019



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Introduction

The Los Rios Strategic Plan establishes the goal of “equitable academic achievement across all racial, ethnic, socioeconomic and gender groups” and the recruitment of faculty, staff and administrators to reflect the demographics of the District’s service area. The Los Rios Community College District is an *Equal Opportunity Employer* and we encourage applications from all groups which reflect diversity. To that end, the District utilizes nondiscriminatory employment practices and promotes workforce diversity. The achievements and accomplishments within the District are the products of highly talented, productive, motivated, flexible, and diverse staff that are committed to the District’s mission, goals and values.

Studies have clearly shown the educational benefits of diverse workforce on student success. A recent study conducted at a California Community College found that underrepresented minority students who were taught by an underrepresented minority instructor were able to close the equity gap by as much as 20-50%.¹ Our Equal Employment Opportunity programs are essential to ensure that all applicants have a full and fair opportunity to gain employment at Los Rios and serve our diverse student body.

Data will continue to play an increased role in measuring outcomes at our colleges. Los Rios is committed to fostering the use of data, inquiry and evidence to meet our District’s full potential. Data analysis should be a regular practice used for improving services at all levels, and our EEO programs are no exception.

This Equal Employment Opportunity (EEO) Plan consists of three parts: (1) an overview of the District’s existing EEO programs and the District’s plan to improve these programs over the next three years; (2) a new EEO Longitudinal Data Program that will allow the District to effectively monitor its hiring practices and identify barriers to employment; and (3) components required by title 5 and applicable laws to be included in this plan.

Purpose of the EEO Plan

The Los Rios Community College District’s EEO Plan addresses the requirements of title 5 regulations on equal employment opportunity hiring and applicable state and federal nondiscrimination statutes, and provides guidance in improving equal employment opportunity at the District.

California community college districts are responsible for the preparation of an equal employment opportunity plan to be submitted and approved by the Chancellor’s Office. “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 listed in

¹ Fairlie, Robert W., Florian Hoffmann, and Philip Oreopoulos. 2014. "A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom." *American Economic Review*, 104 (8): 2567-91.

California Code of Regulations, title 5, section 53004(a)². Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to all individuals. An “Equal Employment Opportunity Plan” is a written document that sets forth a process for the analysis of a district’s workforce and specific plans and procedures are identified for ensuring equal employment opportunity.

Objectives of EEO Plan

The objectives of the District’s Equal Employment Opportunity Plan include:

- Address the legal requirements for the District’s Equal Employment Opportunity Plan, pursuant to title 5, section 53003.
- Identify and assist in the development of EEO programs designed to broaden applicant pools, recruit equity-minded employees, and retain those employees once hired.
- Establish a process for the collection and use of longitudinal EEO data, including analyses designed to identify whether over multiple job searches, a monitored group is disproportionately failing to move through the stages of the hiring/employment process.
- Provide guidance that will assist in the goal of achieving a diverse workforce.

Adoption of District Equal Employment Opportunity Plan

The District’s Equal Employment Opportunity Plan (*Plan*) was adopted by the governing board on [insert date]. 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, promote excellence and provide a positive student learning experience.

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. The *Plan* also includes a EEO Longitudinal Data Program; 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*. Studies have shown the educational benefits of a diverse faculty for the students that we serve. To properly serve a growing diverse population, the District will endeavor to hire and retain a richly diverse workforce that is sensitive to, and knowledgeable of, the needs of our continually changing student body and community.

The Los Rios Community College District has maintained its commitment to equal employment opportunity and diversity processes and practices which were in place prior to the passage of Proposition 209, and thereafter. Los Rios continues to affirm equal employment opportunity and diversity as part of the District’s core values.

² All references in this plan are to title 5, unless otherwise noted.

CHANCELLOR'S MESSAGE

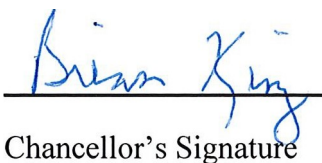
We are proud of the diversity of our student body at the Los Rios Colleges, and it is vital to our students' success that our faculty and staff reflect that diversity and cultural awareness and competence both inside and outside the classroom. Through our recent partnership with the Center for Urban Education, the District has placed a renewed emphasis on the importance of a diverse workforce for our employees and the students we serve.

This EEO Plan takes a different and more detailed approach than previous versions. This EEO Plan takes stock of our existing EEO efforts, and proposes potential areas for improvement of our existing programs. Additionally, this EEO Plan proposes new programmatic goals to consider over the next three years. Finally, this EEO Plan sets forth a comprehensive new data analysis program which will allow the district to evaluate the efficacy of our EEO efforts and ensure that our hiring processes afford all candidates a full and fair opportunity to obtain employment at our colleges and District.

Our colleges and District have embraced a long-standing commitment to hiring and nurturing a faculty and staff that are sensitive to and embrace an understanding of the diverse academic, socioeconomic, ethnic, cultural, gender identity and sexual orientation backgrounds of community college students – including those with physical and learning disabilities. We want our workforce to mirror the diversity of our community and our student body.

By offering our students a stellar educational experience in an inclusive environment, they will be better prepared to work and live in an increasingly global and complex society. We continue to explore all avenues to attract to and retain the best and most diverse employees at our colleges and District.

Looking ahead, the District and the Los Rios Colleges will continue to focus on providing a supportive learning environment where *all* students can find their success. Our vision is a learning environment enriched by a diverse faculty, staff and student body that promote personal and professional enrichment, leadership, innovation, responsibility and a sense of community through the principles and practices of EEO.



Chancellor's Signature

Section 1: Existing EEO Programs and Proposed Enhancements

1. Partnership with the Center for Urban Education

In the fall of 2018, the district hosted an institute for equity in faculty hiring that was facilitated by the Center for Urban Education (CUE). The institute consisted of three separate sessions. The first was a one-hour meeting with leadership from the district and the colleges. The second session was a four-hour meeting with college and district administrators, supervisors, and administrative assistants. The third session was a four-hour meeting with college faculty.

The purpose of these meetings was to give a focused introduction to racial equity in faculty hiring at Los Rios, present overall data, and facilitate discussions about racial equity in the hiring process as well as the matriculation process for new faculty. Each participant received a workbook titled, “Equity in Faculty Hiring: Faculty Hiring Toolkit” containing information, resources, and tools to further conversation and action for improving or addressing racial equity in faculty hiring. CUE issued a report in the spring of 2019 with a series of recommendations and proposed areas of focus for Los Rios moving forward. Los Rios intends to provide additional CUE-facilitated training to faculty, staff, supervisors, and managers over the three years covered by this EEO Plan.

Los Rios intends to implement the CUE recommendations identified below, beginning in the first year under this EEO Plan. The EEO Advisory Committee shall monitor the progress of, and make recommendations to the Associate Vice Chancellor of Human Resources related to, the following EEO activities:

a. Prioritize Equity in Job Descriptions, Screening Criteria, and Interview Questions

Raising the likelihood that new hires are equity-minded requires making equity a priority in the interview process. The Los Rios Human Resources Department, in coordination with representatives at our colleges, shall continue to revise job announcements district-wide in an effort to ensure that equity is prioritized from the moment an applicant first seeks employment with Los Rios. Starting no later than year one under this plan, the district intends to revise job announcements for all vacant full time and adjunct faculty, manager, and supervisor positions. Starting no later than year two under this plan, the district intends to revise job announcements for all vacant classified positions.

Similarly, Los Rios intends to utilize equity-minded language in interview questions. Starting no later than year one under this plan, the district intends to expand the use of equity minded interview questions – including questions that name race and specific disproportionately impacted groups – for all faculty recruitments. This will require departments and selection committees to be aware of the gaps in outcomes for underrepresented student groups.

Starting no later than year one under this plan, Los Rios shall explore making publicly available a repository of approved interview questions for full time faculty interviews. A public repository of approved interview questions would ensure that all hiring committees are using equity-minded interview questions, demonstrate Los Rios’ commitment to equity to potential candidates, and ensure that all candidates receive a full and fair opportunity to gain employment with the district.

Starting no later than year two under this plan, the district intends to evaluate screening criteria for full time faculty positions in an effort to ensure that equity is prioritized and employment opportunities are expanded. Starting no later than year three under this plan, the district intends to evaluate screening criteria for all Los Rios job classifications.

Consistent with title 5, section 53024(e), whenever possible, screening committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications.

b. Provide Multiple Professional Development Opportunities About the Role of Race in Education

Increasing knowledge about education as a racialized experience is helpful as a member of a hiring committee who is looking for candidates that are representative and equity-minded. Understanding equity-mindedness requires committee members to grow their knowledge about concepts such as implicit and explicit bias, stereotype threat, and micro aggressions.

Throughout the life of this plan, Los Rios shall continue to provide professional development opportunities to faculty, staff, and administrators related to student equity and equity in hiring. The EEO Advisory Committee shall make recommendations to the Associate Vice Chancellor of Human Resources and the college Equity Officers regarding potential professional development opportunities.

c. Increase Access to Data on Racial Equity at All Levels of the Institution

It is important to know as much as possible about the patterns in outcomes for underrepresented students and applicants at our colleges, in our departments, and in our classrooms. Data on student outcomes and demographic employment data at the college and department level, over a period of time, may reveal patterns in equity gaps that were previously unknown. When hiring committees are well informed about existing gaps, it allows committees to make better decisions about the questions they would like to ask interviewees in order to assess their potential to contribute to closing those gaps.

Starting no later than year one under this plan, Los Rios shall implement a new Longitudinal EEO Data program to provide colleges, departments, and selection committees with important and detailed information about the district's hiring practices. The Longitudinal EEO Data Program is described in detail in Section 2 below.

2. The Faculty Diversity Internship Program

Through faculty training and classroom internship, the Los Rios Faculty Diversity Internship Program (FDIP) is instrumental in developing a talented and dynamic pool of community college instructors who mirror the diversity of our student population. FDIP interns are required to participate, in-person, in eight Saturday workshops in the fall emphasizing community college teaching in preparation for completing a spring 16-week semester internship. The FDIP is committed

to providing opportunities for faculty interns to learn and practice teaching strategies appropriate for diverse community college students as a means of recruiting qualified faculty that mirror our student population and are committed to a diversity of perspectives.

Starting no later than year one under this plan, the EEO Advisory Committee will work with the Los Rios Human Resources department to monitor and track graduates of the FDIP as they apply for and obtain employment with Los Rios and other employers. The purpose of monitoring data on the placement of FDIP graduates is to analyze the efficacy of the program, understand where FDIP graduates are having successes and challenges, and to provide continued support to those FDIP graduates who are having difficulty obtaining employment with the district. Starting no later than year two under this plan, the Associate Vice Chancellor of Human Resources, in consultation with the EEO Advisory Committee, shall implement appropriate measures to increase the placement, retention, and promotion of FDIP graduates. Starting no later than year three under this plan, the Associate Vice Chancellor of Human Resources, in consultation with the EEO Advisory Committee, shall explore the development of a program designed to encourage and incentivize Los Rios students to consider a career as a community college instructor, and incorporate the FDIP as part of a pathway to teaching at Los Rios.

3. Hiring the Best Program

The Los Rios Hiring the Best program ensures that all district employees who participate on a screening or selection committee receive training, prior to their participation, on at least the following: (1) state and federal nondiscrimination and equal employment opportunity requirements; (2) the educational benefits of workforce diversity; (3) the elimination of bias in hiring decisions; (4) district and college student and employee demographic data; and (5) best practices in serving on a screening or selection committee. Hiring the Best training is required by the district prior to service on a screening or selection committee to meet the requirements of title 5, section 53003(c)(4), and to ensure that committee members are properly prepared for their role in the hiring process.

The content of the Hiring the Best program shall be reviewed and updated at least once per year under this plan by the Associate Vice Chancellor of Human Resources in consultation with the college Equity Officers. College Equity Officers are responsible for offering the Hiring the Best training regularly at each Los Rios college, and the appropriate Director of Human Resources is responsible for offering the training to staff at the district office. College Equity Officers and the district Human Resources department are responsible for tracking employee participation in the required training, and the chair of each selection or screening committee is responsible for ensuring that each member of the committee has received the training within the last two years. Starting no later than year three under this plan, the EEO Advisory Committee shall explore changes to the frequency and scope of the Hiring the Best program, including a requirement that all District employees participate in Hiring the Best training. EEO Advisory Committee recommendations, if any, shall be presented to the Associate Vice Chancellor of Human Resources prior to the adoption of the District's next EEO plan.

a. Online Format for Hiring the Best Training

Starting no later than year two under this plan, the Associate Vice Chancellor of Human Resources, in consultation with the college Equity Officers and the EEO Advisory Committee, shall explore the creation of an online version of the Hiring the Best training. An online version of the Hiring the Best training, if created, will supplement the existing on-ground training program. The Associate Vice Chancellor of Human Resources, in consultation with the college Equity Officers and the EEO Advisory Committee, shall ensure that any online version of the Hiring the Best training meets the requirements of title 5 and this plan.

b. Implicit Bias Video Module

Starting no later than year two under this plan, the Associate Vice Chancellor of Human Resources, in consultation with the EEO Advisory Committee, shall begin the production of a short online video that provides a refresher on implicit bias and its potential impact on the hiring process. The efficacy of implicit bias training diminishes with the passage of time between the receipt of the training and the time the individual participates in a decision-making process. The purpose of the implicit bias refresher is to raise awareness of unconscious biases at the beginning of each hiring process.

Starting no later than year three under this plan, the members of each Los Rios hiring committee shall be required to receive the implicit bias refresher at the beginning of each individual Los Rios hiring process. This implicit bias training requirement is in addition to the Hiring the Best training requirement identified above.

As an interim measure prior to the creation of the implicit bias video module described above, the EEO Advisory Committee, in consultation with the campus equity officers, shall explore the creation of written implicit bias refresher materials for distribution to the members of each Los Rios hiring committee.

4. Targeted Recruitment Efforts

Throughout the life of this plan, the Los Rios Human Resources Department shall provide updates to the EEO Advisory Committee on the district's targeted recruitment efforts designed to increase the diversity of applicant pools. These updates shall include data that demonstrates the efficacy of the targeted recruitment efforts, if available. The EEO Advisory Committee shall monitor the district's targeted recruitment efforts and advise the Los Rios Human Resources Department on additional recruitment opportunities that may lead to an increase in underrepresented applicants for district positions.

5. Support for Affinity Groups

The district acknowledges that a successful EEO program includes not only the recruitment of diverse candidates for employment and equitable selection processes, but also the retention of

underrepresented employees once hired at the district. In furtherance of that effort, the district intends to support mentorship programs and affinity groups for underrepresented employees.

Starting no later than year two under this plan, the EEO Advisory Committee shall consider and recommend to the Associate Vice Chancellor of Human Resources, a process to engage various Los Rios affinity groups in the recruitment and retention of underrepresented employees in the district.

Section 2: EEO Longitudinal Data Program

1. What is Longitudinal Data?

A dataset is longitudinal if it tracks the same type of information on the same subject over a period of time. The primary advantage of longitudinal databases is that they can identify patterns and measure change.

In the context of our EEO programs, an analysis of district recruitment, hiring, retention, and promotion data over a period of years may help identify when non job-related factors result in the significant underrepresentation of a monitored group. A longitudinal analysis of EEO data serves as a powerful tool to ensure that district policies and procedures do not have an adverse impact on a protected class of individuals. Longitudinal EEO data may also demonstrate the impact of changes in local policies on the phases of the employment process.

2. Why Analyze District Longitudinal EEO Data?

The purpose of Los Rios' EEO program is to ensure 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.

Title 5, Section 53003(c)(6) requires each local EEO Plan to include: a process for gathering information and periodic, longitudinal analysis of the district's employees and applicants, broken down by number of persons from monitored group status, in each identified job category, to determine whether additional measures are required to ensure full and fair employment opportunities for qualified individuals. Section 53006(a) requires the district to review the longitudinal information gathered about the district's employees and applicants "to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process." The phases of the employment process "include, but are not limited to recruitment, hiring, retention and promotion."

Data is a powerful tool that allows Los Rios to measure the impact of its hiring practices on specific monitored groups over a period of years. An analysis of EEO and employment data allows the district, including the Los Rios EEO Advisory Committee, and the Associate Vice Chancellor of Human Resources, to monitor specific hiring practices, and proactively identify and eliminate any barriers to employment at Los Rios.

A longitudinal analysis of Los Rios employment data will enable the district to identify potentially

problematic policies and processes that serve as barriers to employment. The elimination of these barriers, over time, will lead to broader pools of qualified applicants and a faculty and staff that reflects the diverse students that we serve.

3. How will the District Analyze Longitudinal EEO Data?

Los Rios will review applicant and employee longitudinal data related to the entire employment process, including recruitment, hiring, retention, and promotion (title 5, section 53006(a).) Los Rios intends to analyze employment data at each step along the hiring process – as applicants move from the initial applicant pool to the qualified applicant pool, from the qualified applicant pool to interview selections, and from interviews to offers of employment. For example, the district will review and compare the composition of the initial applicant pool with the composition of the qualified applicant pool. If the longitudinal analysis of job applicant data shows that a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool due to non-job related factors in the employment process, the district will reevaluate its hiring processes and implement additional measures to ensure equal employment opportunity (title 5, section 53006(a)(1).)

The Associate Vice Chancellor of Human Resources, in consultation with the Los Rios EEO Advisory Committee, is responsible for determining the methodology for the statistical analysis of district longitudinal employment data. Los Rios intends to utilize a statistical measure recognized in title 5, authorized by the State Chancellor’s Office, or otherwise widely accepted for these purposes.

There are two specific types of analyses related to the district’s use of longitudinal employment data that are referenced in title 5. Under the “80 Percent Rule,” the district is required to identify any “significantly underrepresented groups,” where actual representation of a group is below 80 percent of its projected representation. Title 5, section 53001(l) defines “significantly underrepresented group” as “any monitored group for which the percentage of persons from that group employed by the district in any job category is below eighty percent (80%) of the projected representation for that group in the job category in question.” In an “80 Percent Rule” analysis, the district compares the percentage of individuals from a monitored group in a job category with the district’s projected representation for the same group. Title 5 does not define “projected representation” for purposes of the 80 Percent Rule – it is a local decision. Los Rios has the discretion and authority to establish projected representation based on one or more factors, including student demographics at the college or district, community demographics in the district’s service area, labor market availability for the job category or previous demographics of job applicants. The Associate Vice Chancellor of Human Resources, in consultation with the Los Rios EEO Advisory Committee, is responsible for identifying “projected representation” for purposes of the 80 Percent Rule.

Los Rios may also determine whether employment selection procedures have an “adverse impact” on a monitored group based on existing federal Equal Employment Opportunity Commission (EEOC) guidelines. Title 5, section 53001(a) defines “adverse impact” as “a statistical measure (such as those outlined in the Equal Employment Opportunity Commission’s ‘Uniform Guidelines on Employee Selection Procedures’) applied to the effects of a selection procedure and demonstrat[ing] a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940.” The EEOC’s “Uniform Guidelines on Employee Selection

Procedures” were established as guidance for employers to monitor, identify and eliminate potentially discriminatory hiring practices. Generally, an adverse impact exists when a selection process works to the disadvantage of members of a race, sex, or ethnic group. Adverse impact is measured under the EEOC’s 4/5ths “rule of thumb” (Adverse Impact Test).

Under the EEOC’s Adverse Impact Test, an adverse impact occurs when the selection rate for any group is less than 4/5ths (80 percent) of the selection rate for the group with the highest selection rate. The EEOC has established a four-step process for employers to follow when conducting the EEOC’s Adverse Impact Test: (1) Calculate the rate of selection for each group (divide the number of persons selected from a group by the number of applications from that group); (2) Observe which group has the highest selection rate; (3) Calculate the impact ratios, by comparing the selection rate for each group with that of the highest group (divide the selection rate for a group by the selection rate for the highest group); and (4) Observe whether the selection rate for any group is substantially less (i.e., less than 4/5ths or 80 percent) than the selection rate for the highest group.

Los Rios intends to apply the EEOC’s Adverse Impact Test, or a similar statistical analysis, to each step along the hiring process - as applicants move from the initial applicant pool to the qualified applicant pool, from the qualified applicant pool to interview selections, and from interviews to offers of employment. The purpose of these statistical analyses is to identify when non job-related factors result in the significant underrepresentation of a monitored group and to ensure that district policies and procedures do not have an adverse impact on a protected class of individuals.

4. What will the District do with the Results of EEO Data Analyses?

The Associate Vice Chancellor of Human Resources, as coordinated through the Los Rios Human Resources Department, will analyze employee applicant processes at least each semester. It is the intent of the district to conduct an analysis, as identified in this section, of each full time faculty hiring process starting in the first year of this plan. Starting no later than year two under this plan, the district intends to conduct an additional analysis of each supervisory and managerial position hiring process. Starting no later than year three under this plan, the district intends to conduct an additional analysis of at least fifty percent of hiring processes for classified positions. Each analysis will track the progression of each hiring process from initial applicant pool, to qualified applicant pool, to interview selection, to offer of employment, at least each semester.

The results of EEO data analyses will be routinely shared with the Chancellor, the College Presidents, and the EEO Advisory Committee. The EEO Advisory Committee shall monitor the progress of the district’s analysis of employment data under this section, make recommendations to the Associate Vice Chancellor of Human Resources for improvements to the program, and help proactively identify and eliminate any barriers to employment at Los Rios.

5. District use of Static Demographic Employment Data.

Los Rios shall continue to evaluate its static demographic employment data, including district-wide and college specific employment data, at least annually over the period covered by this plan. This static employment data is reported to the Board of Trustees and to the State Chancellor’s Office consistent with Board Policies and legal requirements. In addition, the district intends to provide

hiring committees with information regarding the demographics of existing employees within the relevant department, classification, or job-area, along with college or district-level student demographics, at the beginning of each new employee recruitment effort. Data provided pursuant to this section shall be aggregated to ensure that personally identifiable employee data is not disclosed.

It is the intent of the district to provide the existing employee and student demographic data identified in this section to the Hiring Chair and members of each full time faculty hiring committee starting in the first year under this plan. Starting no later than year two under this plan, the district intends to provide similar data to the Hiring Chair and members of each supervisory and managerial hiring committee. Starting no later than year three under this plan, the district intends to provide similar data, to the extent feasible, to individuals involved in hiring processes for adjunct faculty and classified positions.

Section 3: Legal Compliance - Required Components

Legal Component 1: Definitions

The Los Rios Community College District uses the following definitions to provide clarification and understanding of specific terms used to help define EEO vocabulary. These definitions are taken from Title 5, section 53001.

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. 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.

Diversity: means a condition of broad inclusion in an employment environment that offers equal employment opportunity and respect 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 socio-economic backgrounds.

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 within 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 non-faculty, 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 both women and men, persons with disabilities, and individuals from all ethnic, racial and other groups

protected from discrimination pursuant to Government Code section 12940.

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.

Equal Employment Opportunity Programs: all the various methods by which equal employment opportunity is promoted and 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.

Ethnic or Racial Group Identification: means an individual's identification in one or more of the ethnic or racial 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.

In-house or Promotional Only Hiring: means that only existing district employees are allowed to apply for a position.

Monitored Group: means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a). The employee groups to be monitored include: (1) executive/administrative/managerial; (2) faculty and other instructional staff; (3) professional non-faculty; (4) secretarial/clerical; (5) technical and paraprofessional; (6) skilled crafts; and (7) service and maintenance.

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.

Reasonable Accommodation: the efforts made on the part of the district in compliance with Government Code section 12926.

Screening or Selection Procedures: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

Significantly Underrepresented Group: 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.

Legal Component 2: Policy Statement

The Los Rios Community College District is committed to the principles of equal employment opportunity 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 one or more of the following actual or perceived characteristics, or due to the association with a person or group with one or more of the following actual or perceived characteristics: ethnic group identification, race, color, sex, gender, gender identity, gender expression, pregnancy or childbirth-related condition, sexual orientation, sexual identity, religion or religious creed, age (over forty), national origin, ancestry, physical or mental disability, medical condition, political affiliation or belief, military and veteran status, or marital status. The district will strive to achieve a workforce that is welcoming to both women and men, persons with disabilities and individuals from all races, 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. This Equal Employment Opportunity Plan is established to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

Legal Component 3: Delegation of Responsibility, Authority and Compliance

It is the goal of the Los Rios Community College 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 Governing Board is ultimately responsible for proper implementation of the District's *Plan* at all levels of district and college operation, and for ensuring equal employment opportunity as described in the *Plan*.

Chief Executive Officer: The Governing Board 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 Chief Executive Officer shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges. The Chief Executive Officer 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 Associate Vice Chancellor Human Resources 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 Legal Component 5 and for ensuring that applicant pools and selection procedures are properly monitored.

Application of Plan: 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 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 its *Plan*.

Legal Component 4: Advisory Committee

The District has established an Equal Employment Opportunity Advisory Committee as the advisory body to the District in accordance with this plan. The committee is responsible for assisting the District in developing and implementing this plan. The committee assists in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The 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 committee shall include a diverse membership when possible.

The committee shall be composed of at least four faculty representatives, four classified representatives, the campus Equity/ADA Officers, two students, community members as appointed by the Chancellor, and the District Human Resources Director/Equal Employment Officer (Committee Chair). The Equal Employment Opportunity Advisory Committee will hold a minimum of two (2) meetings per year (fall and spring), with additional meetings as needed to review EEO and diversity efforts, programs, policies, and progress. Appointments shall follow the principals of shared governance and include bargaining unit members whenever possible. A member from each college's Cultural Competence, Equity & Diversity Committee, or similar committee, should be included in the District EEO Advisory Committee.

The District EEO Advisory Committee shall work with each college's Cultural Competence, Equity and Diversity committees, or similar committees, in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures.

The committee shall receive training on all of the following: (a) legal requirements related to nondiscrimination and title 5 provisions related to equal employment opportunity; (b) identification and elimination of bias in hiring; (c) the educational benefits of workforce diversity; and (d) the role of the advisory committee in carrying out the District's EEO Plan. (title 5, section 53005)

Legal Component 5: Complaints

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.

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.

Complaints alleging violations of the equal employment opportunity regulations in title 5 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 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 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 Legal

Division: <http://extranet.cccco.edu/Divisions/Legal/EEO.aspx>

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.

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.

Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.) The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Associate Vice Chancellor of Human Resources and the Director of Diversity, Compliance & Title IX are responsible for receiving such complaints and for coordinating their investigation in accordance with established policies. Campus Equity Officers or third party investigators may be assigned investigation responsibilities, as appropriate. The District's discrimination and sexual harassment complaint policies and procedures are stated in the following policies and regulations located at the District website: www.losrios.edu

Certificated

Discrimination Complaint Policy – P-5172, Regulation - R-5172 Sexual Harassment Policy – P-5173

Classified

Discrimination Complaint Policy – P- 6163, Regulations – R-6163
Sexual Harassment Policy – P-6161

Management and Confidential

Discrimination Complaints Policy – P-9152, Regulation – R-9152
Sexual Harassment Policy – P-9153

Legal Component 6: Notification to District Employees

The commitment of the Governing Board and the Chancellor to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the *Plan*. The policy statement is printed in the college catalogs and class schedules. The *Plan* and subsequent revisions are distributed to the District's governing board, the Chief Executive Officer, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The *Plan* is available on the District's website, and when appropriate, may be distributed by e-mail. Twice a year the District Office Human Resources provides all employees with a *Bi-Annual Rights and Responsibility* notice in which the District's Equal Employment Opportunity policy statement is summarized, which is also available on the Human Resources website at: <http://www.losrios.edu/hr/Resources/Memos/RightsandResponsibilitiesMemo.pdf>

Legal Component 7: Training for Screening/Selection Committees

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state 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. Human resources and campus equal employment opportunity officers are responsible for providing and tracking the required training, which is effective for a two year period. Any individual 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. This provision includes any individuals who are not employees of the District but are acting on behalf of the District. The training is facilitated by campus equal employment opportunity officers at each campus location and the human resource directors at the District office location. The District has established a practice that the training must be updated every two years. A tracking database has been established to track and monitor individuals who have been trained. The training program entitled, *Hiring the Best*, undergoes a regular review led by the college’s equity and Title IX officers and District personnel, and is discussed in more detail in Section 1(3) above.

Legal Component 8: Annual Written Notice to Community Organizations

The District’s Human Resources Department will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The annual written notice is also available at the District’s website. 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. A list of organizations, which will receive this notice, is attached to this *Plan*. This list may be revised from time to time, as necessary. “Written” notice may include mailings and electronic communications.

Following is a partial list of organizations, institutions, and agencies with whom the District promotes its employment opportunities:

Advertising Resources	Chambers/Community Organizations	Other
<ul style="list-style-type: none"> • California Community Colleges Registry • CareerBuilder • Chronicle of Higher Ed (Vitea.com) • CommunityCollegeJobs • Craigslist 	<ul style="list-style-type: none"> • 100 Black Men • American Indian Training Institution • American Lutheran Church-Cross • Asian Pacific Chamber of Commerce • BWOPA Sacramento 	<ul style="list-style-type: none"> • College department • Facebook • Instagram • LinkedIn • Professional Networks • Twitter

- EdJoin
- Glassdoor
- HigherEdJobs
- HispanicsinHigherEd
- Indeed
- SacramentoWorks
- ScholarlyHires
- ZipRecruiter

- California Black Chamber of Commerce
- Capital Christian Center
- Cathedral of Blessed Sacramento
- Center De Alabanza
- Center of Praise
- Chinese American Counsel of Sacramento
- First Baptist Church
- Greater Sacramento Urban League
- Greek Orthodox Church
- Hispanic Chamber of Commerce
- Holy Ascension Russian Orthodox Church of Sacramento
- Lambda Community Center (Sac LGBT Community Center)
- Metro Chamber
- NorCal Center on Deafness
- PRIDE Industries Headquarters
- Sac NAACP
- Sacramento Black Chamber of Commerce
- Sacramento Rainbow Chamber of Commerce
- Sacramento Sister Circle
- Sacred Heart Parish
- St. Michaels Episcopal Church
- St. Paul Baptist Church
- The Sacramento Observer
- Vietnamese Buddhist Association Of Stockton
- Vietnamese Chamber of Commerce
- Westminster Presbyterian
- Youth Together
- Sacramento African American Chamber of Commerce
- Sacramento Asian Chamber of Commerce

- YouTube

	<ul style="list-style-type: none"> • Sacramento Hispanic Chamber of Commerce • Latina Leadership Network of the California Community Colleges 	
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Legal Component 9: Analysis of District Workforce and Applicant Pools

The Human Resources Department will annually review the District’s workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District’s progress in implementing the *Plan*, to provide data needed for the reports required by this *Plan*, to determine any needed additional measures to support diversity and ensure equal employment opportunity, and to determine if significant underrepresentation of a monitored group may be the result of non job-related factors in the employment process. Monitored groups are men, women, American Indians/Alaskan Natives, Asians, Native Hawaiian/Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Two or More Races, Caucasians, and persons with disabilities.

Each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification or race and, if applicable, her or his disability. Persons may designate as many ethnicities and races with which they identify. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). This survey will be done for each college in the District and the District Office. The District will annually report to the CCC Chancellor the results of its annual review of employees. At least every three years the *Plan* will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, race, gender, and disability composition of existing staff and of those who have applied for employment in each of the seven identified job categories listed³.

- 1) Executive/Administrative/Managerial
- 2) Faculty and other Instructional Staff: Instructional and Support Services, Career Education, Mathematics, English, Natural Sciences, Health and Physical Education, Social Sciences, Humanities, and Adjunct (Part time).
- 3) Professional Non-faculty
- 4) Secretarial/Clerical
- 5) Technical and Paraprofessional
- 6) Skilled Crafts
- 7) Service and Maintenance

The analysis of the District’s current workforce and most recent applicant pools are reported in the following tables and charts.

The following is an analysis of the District’s workforce:

³ Title 5 section 53004(a) does not require the Plan to breakdown the “Faculty and other Instructional Staff” category into discipline and part-time subcategories. However, since these are the categories the CCC Chancellor’s Office will likely use when providing availability data, the District has chosen to use the same categories.

**Los Rios Community College District
Race & Ethnicity
Annual Comparison of Permanent Employees**

			American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
2018	Total	Total from Under-represented groups	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Full-time Faculty	1,012	354 36.5%	11 1.1%		106 10.5%		66 6.5%		43 4.2%		137 13.5%		5 0.5%		29 2.9%		615 60.8%	
Classified	1,135	509 45.9%	13 1.1%		154 13.5%		95 8.4%		27 2.4%		196 17.3%		7 0.6%		44 3.9%		599 52.8%	
Management	137	65 48.1%	1 0.7%		10 7.3%		17 12.4%		2 1.5%		30 21.9%		0 0.0%		7 5.1%		70 51.1%	
Totals	2,284	928 42.0%	25 1.1%		270 11.8%		178 7.8%		72 3.2%		363 15.9%		12 0.5%		80 3.5%		1,284 56.2%	
2017	Total	Total from Under-represented groups	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Full-time Faculty	1,028	352 35.8%	12 1.2%		106 10.3%		63 6.1%		46 4.5%		136 13.2%		5 0.5%		30 2.9%		630 61.3%	
Classified	1,100	490 45.7%	13 1.2%		156 14.2%		86 7.8%		28 2.6%		184 16.7%		7 0.6%		44 4.0%		582 52.9%	
Management	122	53 43.8%	1 0.8%		8 6.6%		15 12.3%		1 0.8%		25 20.5%		0 0.0%		4 3.3%		68 55.7%	
Totals	2,250	895 41.1%	26 1.2%		270 12.0%		164 7.3%		75 3.3%		345 15.3%		12 0.5%		78 3.5%		1,280 56.9%	
2016	Total	Total from Under-represented groups	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Full-time Faculty	1,018	332 34.9%	11 1.1%		99 9.7%		63 6.2%		67 6.6%		125 12.3%		4 0.4%		30 2.9%		619 60.8%	
Classified	1,078	464 44.9%	13 1.2%		146 13.5%		88 8.2%		44 4.1%		167 15.5%		6 0.5%		44 4.1%		570 52.9%	
Management	119	49 41.5%	1 0.8%		8 6.7%		15 12.6%		1 0.8%		21 17.7%		0 0.0%		4 3.4%		69 58.0%	
Totals	2,215	845 40.2%	25 1.1%		253 11.4%		166 7.5%		112 5.1%		313 14.1%		10 0.5%		78 3.5%		1,258 56.8%	
2015	Total	Total from Under-represented groups	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Full-time Faculty	978	317 34.7%	11 1.1%		89 9.1%		58 5.9%		65 6.7%		124 12.7%		5 0.5%		30 3.1%		596 60.9%	
Classified	1,083	462 44.1%	11 1.0%		142 13.1%		88 8.1%		36 3.3%		176 16.3%		4 0.4%		41 3.8%		585 54.0%	
Management	113	45 40.2%	0 0.0%		9 8.0%		12 10.6%		1 0.9%		20 17.7%		0 0.0%		4 3.5%		67 59.3%	
Totals	2,174	824 39.8%	22 1.0%		240 11.0%		158 7.3%		102 4.7%		320 14.7%		9 0.4%		75 3.5%		1,248 57.4%	

			American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
2014	Total	Total from Under-represented groups	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Full-time Faculty	948	307 34.8%	12 1.3%		83 8.8%		58 6.1%		66 7.0%		116 12.2%		5 0.5%		33 3.5%		575 60.6%	
Classified	1,060	444 43.5%	13 1.2%		138 13.0%		86 8.1%		39 3.7%		162 15.3%		4 0.4%		41 3.9%		577 54.4%	
Management	111	40 36.7%	0 0.0%		8 7.2%		9 8.1%		2 1.8%		19 17.1%		0 0.0%		4 3.6%		69 62.2%	
Totals	2,119	791 39.3%	25 1.2%		229 10.8%		153 7.2%		107 5.1%		297 14.0%		9 0.4%		78 3.8%		1,221 57.6%	
2013	Total	Total from Under-represented groups	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Full-time Faculty	968	323 35.9%	14 1.5%		84 8.7%		62 6.4%		68 7.0%		121 12.5%		5 0.5%		37 3.8%		577 59.6%	
Classified	1,065	438 42.9%	12 1.1%		137 12.9%		83 7.8%		43 4.0%		159 14.9%		5 0.5%		42 4.0%		584 54.8%	
Management	112	41 37.6%	0 0.0%		10 8.9%		9 8.0%		3 2.7%		16 14.3%		0 0.0%		6 5.4%		68 60.7%	
Totals	2,145	802 39.5%	26 1.2%		231 10.8%		154 7.2%		114 5.3%		296 13.8%		10 0.5%		85 3.9%		1,229 57.3%	
2012	Total	Total from Under-represented groups	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Full-time Faculty	973	305 35.1%	13 1.3%		82 8.4%		57 5.9%		104 10.7%		109 11.2%		5 0.5%		39 4.0%		564 58.0%	
Classified	1,076	436 42.8%	11 1.0%		138 12.8%		85 7.9%		58 5.4%		156 14.5%		4 0.4%		42 3.9%		582 54.1%	
Management	118	40 35.7%	0 0.0%		9 7.6%		10 8.5%		6 5.1%		15 12.7%		0 0.0%		6 5.1%		72 61.0%	
Totals	2,167	781 39.1%	24 1.1%		229 10.6%		152 7.0%		168 7.8%		280 12.9%		9 0.4%		87 4.1%		1,218 56.2%	
2011	Total	Total from Under-represented groups	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Full-time Faculty	994	307 35.0%	14 1.4%		84 8.5%		57 5.7%		116 11.7%		107 10.8%		5 0.5%		40 4.0%		571 57.4%	
Classified	1,105	440 42.6%	12 1.1%		138 12.5%		87 7.9%		72 6.5%		158 14.3%		4 0.4%		41 3.7%		593 53.6%	
Management	119	44 38.9%	0 0.0%		8 6.7%		14 11.8%		6 5.0%		16 13.5%		0 0.0%		6 5.0%		69 58.0%	
Totals	2,218	791 39.1%	26 1.2%		230 10.4%		158 7.1%		194 8.7%		281 12.7%		9 0.4%		87 4.0%		1,233 55.6%	

Full-time faculty includes regular and Categorically-funded faculty

Data source: CCCC MIS Database for the reporting periods Fall 2018, 2017, 2016, 2015, 2014, 2013, 2012, 2011.

Race & Ethnicity By Employee Type - Fall 2018

	Race & Ethnicity	Total	%
Faculty	American Indian or Alaska Native	11	1%
	Asian	106	10%
	Black or African American	66	7%
	Hispanic or Latino	137	14%
	Native Hawaiian or Pacific Islander	5	0%
	Two or More Races	29	3%
	White	615	61%
	Declined to State	43	4%
	Faculty Total	1,012	100%
Classified	American Indian or Alaska Native	13	1%
	Asian	154	14%
	Black or African American	95	8%
	Hispanic or Latino	196	17%
	Native Hawaiian or Pacific Islander	7	1%
	Two or More Races	44	4%
	White	599	53%
	Declined to State	27	2%
	Classified Total	1,135	100%
Management	American Indian or Alaska Native	1	1%
	Asian	10	7%
	Black or African American	17	12%
	Hispanic or Latino	30	22%
	Two or More Races	7	5%
	White	70	51%
	Declined to State	2	2%
	Manager Total	137	100%
	Total	American Indian or Alaska Native	25
Asian		270	12%
Black or African American		178	8%
Hispanic or Latino		363	16%
Native Hawaiian or Pacific Islander		12	1%
Two or More Races		80	3%
White		1,284	56%
Declined to State		72	3%
Grand Total		2,284	100%

Data source: CCCCCO MIS Database for the reporting period Fall Term 2018.

Statewide CCD / Regional Workforce Comparison

Los Rios CCD *

American Indian or Alaska Native	33	0.9%
Asian	411	11.0%
Black or African American	255	6.8%
Hispanic/Latino	515	13.8%
Native Hawaiian or Pacific Islander	20	0.5%
Two or More Races	142	3.8%
White	2,248	60.0%
Declined to State	119	3.2%
Grand Total*	3,743	100.0%
Female Employees	2,068	55.2%
Under-represented Employees		38.0%

Los Rios CCD *

American Indian or Alaska Native	33	0.9%
Asian	411	11.0%
Black or African American	255	6.8%
Hispanic/Latino	515	13.8%
Native Hawaiian or Pacific Islander	20	0.5%
Two or More Races	142	3.8%
White	2,248	60.0%
Declined to State	119	3.2%
Grand Total*	3,743	100.0%
Female Employees	2,068	55.2%
Under-represented Employees		38.0%

California Community Colleges Statewide *

American Indian or Alaska Native	457	0.6%
Asian	8,479	11.3%
Black or African American	4,786	6.4%
Hispanic/Latino	14,795	19.8%
Native Hawaiian or Pacific Islander	430	0.6%
Two or More Races	1,080	1.4%
White	39,369	52.7%
Declined to State	5,367	7.2%
Grand Total*	74,763	100.0%
Female Employees	41,269	55.2%
Under-represented Employees		43.3%

Civilian Labor Force

Greater Sacramento Metropolitan Area **

American Indian or Alaska Native	6,362	0.7%
Asian	118,785	11.6%
Black or African American	65,628	6.4%
Hispanic/Latino	185,333	18.1%
Native Hawaiian or Pacific Islander	7,838	0.8%
Two or More Races	25,695	2.5%
White	608,926	59.6%
Other Race	2,973	0.3%
Grand Total*	1,021,540	100.0%
Female Labor Force	488,398	47.8%
Under-represented Labor Force		40.4%

* Includes Adjunct Faculty

Data Source: CCCC MIS Database for reporting period Fall Term 2018; statewide data reflects data reported through 2-1-2019 for Fall Term 2018.

** Data Source: EDD data for affirmative action/EEO plans derived from US Census bureau's EEO tabulation (5 year ACS data) 2006-2010.

www.labormarketinfo.edd.ca.gov/geography/demaaa.html

Sacramento - Roseville-Arden Arcade Metropolitan statistical area comprises El Dorado, Placer, Sacramento and Yolo counties.

**Los Rios Community College District
Workforce Analysis (District-Wide)
Fall 2018**

				American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
	F	M	Total	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	63	74	137	1	0.7%	10	7.3%	17	12.4%	2	1.5%	30	21.9%	0	0.0%	7	5.1%	70	51.1%
Faculty - Career Education	79	89	168	2	1.2%	17	10.1%	5	3.0%	13	7.7%	17	10.1%	1	0.6%	2	1.2%	111	66.1%
Faculty - English	79	40	119	1	0.8%	9	7.6%	10	8.4%	6	5.0%	15	12.6%	2	1.7%	3	2.5%	73	61.4%
Faculty - Health and PE	59	43	102	1	1.0%	10	9.8%	6	5.9%	1	1.0%	15	14.7%	0	0.0%	3	2.9%	66	64.7%
Faculty - Humanities	66	67	133	2	1.5%	8	6.0%	7	5.3%	7	5.3%	27	20.3%	1	0.7%	1	0.7%	80	60.2%
Faculty - Instructional Support Services	138	66	204	2	1.0%	26	12.7%	23	11.3%	4	2.0%	34	16.7%	1	0.5%	6	2.9%	108	52.9%
Faculty - Math	41	57	98	1	1.0%	17	17.4%	4	4.1%	2	2.0%	13	13.3%	0	0.0%	5	5.1%	56	57.1%
Faculty - Natural Sciences	56	64	120	2	1.7%	13	10.8%	4	3.3%	8	6.7%	6	5.0%	0	0.0%	9	7.5%	78	65.0%
Faculty - Social Science	37	31	68	0	0.0%	6	8.8%	7	10.3%	2	3.0%	10	14.7%	0	0.0%	0	0.0%	43	63.2%
Regular Faculty Subtotal	555	457	1,012	11	1.1%	106	10.5%	66	6.5%	43	4.2%	137	13.5%	5	0.5%	29	2.9%	615	60.8%
Faculty - Part Time	776	683	1,459	8	0.5%	141	9.7%	77	5.3%	47	3.2%	152	10.4%	8	0.5%	62	4.3%	964	66.1%
All Faculty Subtotal *	1,331	1,140	2,471	19	0.8%	247	10.0%	143	5.8%	90	3.6%	289	11.7%	13	0.5%	91	3.7%	1,579	63.9%
Clerical and Secretarial	345	62	407	7	1.7%	55	13.5%	42	10.3%	3	0.7%	84	20.7%	5	1.2%	15	3.7%	196	48.2%
Professional Non-Faculty	59	55	114	1	0.9%	27	23.7%	5	4.4%	2	1.7%	3	2.6%	0	0.0%	2	1.8%	74	64.9%
Service/Maintenance	34	131	165	2	1.2%	15	9.1%	21	12.7%	6	3.7%	31	18.8%	1	0.6%	5	3.0%	84	50.9%
Skilled Crafts	0	44	44	1	2.3%	4	9.1%	1	2.3%	3	6.8%	8	18.2%	0	0.0%	2	4.5%	25	56.8%
Technical and Paraprofessional	236	169	405	2	0.5%	53	13.1%	26	6.4%	13	3.2%	70	17.3%	1	0.3%	20	4.9%	220	54.3%
Classified Subtotal	674	461	1,135	13	1.1%	154	13.5%	95	8.4%	27	2.4%	196	17.3%	7	0.6%	44	3.9%	599	52.8%
Totals	2,068	1,675	3,743	33	0.9%	411	11.0%	255	6.8%	119	3.2%	515	13.8%	20	0.5%	142	3.8%	2,248	60.0%
Persons with Disabilities			106																

* Includes Adjunct Faculty

**Los Rios Community College District
American River College
Workforce Analysis
Fall 2018**

				American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
	F	M	Total	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	21	14	35	0	0.0%	5	14.3%	2	5.7%	0	0.0%	10	28.6%	0	0.0%	3	8.6%	15	42.8%
Faculty - Career Education	24	37	61	1	1.6%	5	8.2%	2	3.3%	5	8.2%	7	11.5%	0	0.0%	1	1.6%	40	65.6%
Faculty - English	30	17	47	1	2.1%	4	8.5%	2	4.3%	3	6.4%	5	10.6%	1	2.1%	0	0.0%	31	66.0%
Faculty - Health and PE	28	15	43	0	0.0%	4	9.3%	1	2.3%	0	0.0%	9	21.0%	0	0.0%	1	2.3%	28	65.1%
Faculty - Humanities	27	23	50	0	0.0%	1	2.0%	4	8.0%	4	8.0%	10	20.0%	1	2.0%	0	0.0%	30	60.0%
Faculty - Instructional Support Services	55	23	78	1	1.3%	11	14.1%	10	12.8%	0	0.0%	14	17.9%	1	1.3%	2	2.6%	39	50.0%
Faculty - Math	13	22	35	1	2.9%	3	8.6%	2	5.7%	0	0.0%	4	11.4%	0	0.0%	1	2.8%	24	68.6%
Faculty - Natural Sciences	26	25	51	0	0.0%	6	11.8%	1	2.0%	5	9.8%	3	5.9%	0	0.0%	1	1.9%	35	68.6%
Faculty - Social Science	15	6	21	0	0.0%	2	9.5%	1	4.8%	2	9.5%	3	14.3%	0	0.0%	0	0.0%	13	61.9%
Regular Faculty Subtotal	218	168	386	4	1.0%	36	9.3%	23	6.0%	19	4.9%	55	14.2%	3	0.8%	6	1.6%	240	62.2%
Faculty - Part Time	300	292	592	1	0.2%	40	6.7%	27	4.6%	22	3.7%	62	10.5%	3	0.5%	17	2.9%	420	70.9%
All Faculty Subtotal *	518	460	978	5	0.5%	76	7.8%	50	5.1%	41	4.2%	117	12.0%	6	0.6%	23	2.3%	660	67.5%
Clerical and Secretarial	108	22	130	3	2.3%	13	10.0%	14	10.8%	2	1.5%	16	12.3%	2	1.5%	2	1.6%	78	60.0%
Professional Non-Faculty	4	11	15	0	0.0%	3	20.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	80.0%
Service/Maintenance	8	30	38	1	2.6%	1	2.6%	6	15.8%	0	0.0%	5	13.2%	1	2.6%	0	0.0%	24	63.2%
Skilled Crafts	0	2	2	0	0.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
Technical and Paraprofessional	100	63	163	2	1.2%	15	9.2%	14	8.6%	6	3.7%	22	13.5%	0	0.0%	8	4.9%	96	58.9%
Classified Subtotal	220	128	348	6	1.7%	32	9.2%	34	9.8%	9	2.6%	43	12.3%	3	0.9%	10	2.9%	211	60.6%
Totals	759	602	1,361	11	0.8%	113	8.3%	86	6.3%	50	3.7%	170	12.5%	9	0.7%	36	2.6%	886	65.1%
Persons with Disabilities			42																

* Includes Adjunct Faculty

**Los Rios Community College District
Cosumnes River College
Workforce Analysis
Fall 2018**

				American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
	F	M	Total	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	8	13	21	0	0.0%	2	9.5%	7	33.3%	1	4.8%	2	9.5%	0	0.0%	1	4.8%	8	38.1%
Faculty - Career Education	13	21	34	0	0.0%	5	14.7%	1	2.9%	3	8.8%	2	5.9%	0	0.0%	1	3.0%	22	64.7%
Faculty - English	15	7	22	0	0.0%	4	18.2%	2	9.1%	2	9.1%	4	18.2%	0	0.0%	1	4.5%	9	40.9%
Faculty - Health and PE	7	7	14	0	0.0%	2	14.3%	1	7.1%	1	7.1%	1	7.2%	0	0.0%	0	0.0%	9	64.3%
Faculty - Humanities	10	17	27	1	3.7%	3	11.1%	1	3.7%	2	7.4%	7	25.9%	0	0.0%	0	0.0%	13	48.2%
Faculty - Instructional Support Services	24	13	37	1	2.7%	6	16.2%	5	13.5%	0	0.0%	7	18.9%	0	0.0%	2	5.4%	16	43.3%
Faculty - Math	13	8	21	0	0.0%	8	38.1%	1	4.8%	0	0.0%	4	19.0%	0	0.0%	2	9.5%	6	28.6%
Faculty - Natural Sciences	7	12	19	1	5.3%	0	0.0%	0	0.0%	0	0.0%	2	10.5%	0	0.0%	2	10.5%	14	73.7%
Faculty - Social Science	8	7	15	0	0.0%	2	13.3%	3	20.0%	0	0.0%	3	20.0%	0	0.0%	0	0.0%	7	46.7%
Regular Faculty Subtotal	97	92	189	3	1.6%	30	15.9%	14	7.4%	8	4.2%	30	15.9%	0	0.0%	8	4.2%	96	50.8%
Faculty - Part Time	124	123	247	1	0.4%	34	13.8%	16	6.5%	6	2.4%	21	8.5%	2	0.8%	15	6.1%	152	61.5%
All Faculty Subtotal *	221	215	436	4	0.9%	64	14.7%	30	6.9%	14	3.2%	51	11.7%	2	0.4%	23	5.3%	248	56.9%
Clerical and Secretarial	54	11	65	0	0.0%	16	24.6%	6	9.3%	0	0.0%	21	32.3%	0	0.0%	3	4.6%	19	29.2%
Professional Non-Faculty	8	4	12	0	0.0%	4	33.3%	1	8.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	58.3%
Service/Maintenance	9	15	24	0	0.0%	6	25.0%	0	0.0%	1	4.2%	9	37.5%	0	0.0%	0	0.0%	8	33.3%
Skilled Crafts	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Technical and Paraprofessional	35	35	70	0	0.0%	10	14.3%	4	5.7%	3	4.3%	16	22.9%	1	1.4%	2	2.8%	34	48.6%
Classified Subtotal	106	65	171	0	0.0%	36	21.1%	11	6.4%	4	2.3%	46	26.9%	1	0.6%	5	2.9%	68	39.8%
Totals	335	293	628	4	0.6%	102	16.2%	48	7.7%	19	3.0%	99	15.8%	3	0.5%	29	4.6%	324	51.6%
Persons with Disabilities			18																

* Includes Adjunct Faculty

**Los Rios Community College District
Folsom Lake College
Workforce Analysis
Fall 2018**

	F	M	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
				Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	8	10	18	0	0.0%	1	5.6%	2	11.1%	1	5.5%	2	11.1%	0	0.0%	1	5.6%	11	61.1%
Faculty - Career Education	8	6	14	0	0.0%	3	21.4%	0	0.0%	2	14.3%	1	7.2%	1	7.1%	0	0.0%	7	50.0%
Faculty - English	12	6	18	0	0.0%	1	5.6%	2	11.1%	0	0.0%	2	11.1%	1	5.6%	1	5.5%	11	61.1%
Faculty - Health and PE	3	5	8	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	25.0%	0	0.0%	1	12.5%	5	62.5%
Faculty - Humanities	11	6	17	0	0.0%	1	5.9%	1	5.9%	0	0.0%	3	17.6%	0	0.0%	1	5.9%	11	64.7%
Faculty - Instructional Support Services	19	8	27	0	0.0%	1	3.7%	0	0.0%	1	3.7%	5	18.5%	0	0.0%	0	0.0%	20	74.1%
Faculty - Math	2	13	15	0	0.0%	3	20.0%	1	6.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	73.3%
Faculty - Natural Sciences	8	8	16	1	6.3%	1	6.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	18.8%	11	68.6%
Faculty - Social Science	4	4	8	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	100.0%
Regular Faculty Subtotal	67	56	123	1	0.8%	10	8.1%	4	3.3%	3	2.4%	13	10.6%	2	1.6%	6	4.9%	84	68.3%
Faculty - Part Time	112	75	187	1	0.5%	17	9.1%	6	3.2%	3	1.6%	17	9.1%	0	0.0%	5	2.7%	138	73.8%
All Faculty Subtotal *	179	131	310	2	0.7%	27	8.7%	10	3.2%	6	1.9%	30	9.7%	2	0.7%	11	3.5%	222	71.6%
Clerical and Secretarial	45	4	49	1	2.0%	2	4.1%	3	6.1%	0	0.0%	9	18.4%	1	2.0%	0	0.0%	33	67.4%
Professional Non-Faculty	7	5	12	0	0.0%	2	16.7%	0	0.0%	1	8.3%	0	0.0%	0	0.0%	0	0.0%	9	75.0%
Service/Maintenance	4	17	21	0	0.0%	3	14.3%	2	9.5%	2	9.5%	6	28.6%	0	0.0%	0	0.0%	8	38.1%
Skilled Crafts	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Technical and Paraprofessional	25	13	38	0	0.0%	4	10.5%	0	0.0%	1	2.6%	5	13.2%	0	0.0%	5	13.2%	23	60.5%
Classified Subtotal	81	39	120	1	0.8%	11	9.2%	5	4.2%	4	3.3%	20	16.7%	1	0.8%	5	4.2%	73	60.8%
Totals	268	180	448	3	0.7%	39	8.7%	17	3.8%	11	2.4%	52	11.6%	3	0.7%	17	3.8%	306	68.3%
Persons with Disabilities			12																

* Includes Adjunct Faculty

**Los Rios Community College District
Sacramento City College
Workforce Analysis
Fall 2018**

	F	M	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
				Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	11	14	25	1	4.0%	1	4.0%	2	8.0%	0	0.0%	10	40.0%	0	0.0%	0	0.0%	11	44.0%
Faculty - Career Education	34	25	59	1	1.7%	4	6.8%	2	3.4%	3	5.1%	7	11.8%	0	0.0%	0	0.0%	42	71.2%
Faculty - English	22	10	32	0	0.0%	0	0.0%	4	12.5%	1	3.1%	4	12.5%	0	0.0%	1	3.1%	22	68.8%
Faculty - Health and PE	21	16	37	1	2.7%	4	10.8%	4	10.8%	0	0.0%	3	8.1%	0	0.0%	1	2.7%	24	64.9%
Faculty - Humanities	18	21	39	1	2.6%	3	7.7%	1	2.6%	1	2.6%	7	17.9%	0	0.0%	0	0.0%	26	66.6%
Faculty - Instructional Support Services	40	22	62	0	0.0%	8	12.9%	8	12.9%	3	4.9%	8	12.9%	0	0.0%	2	3.2%	33	53.2%
Faculty - Math	13	14	27	0	0.0%	3	11.1%	0	0.0%	2	7.4%	5	18.5%	0	0.0%	2	7.4%	15	55.6%
Faculty - Natural Sciences	15	19	34	0	0.0%	6	17.7%	3	8.8%	3	8.8%	1	3.0%	0	0.0%	3	8.8%	18	52.9%
Faculty - Social Science	10	14	24	0	0.0%	2	8.3%	3	12.5%	0	0.0%	4	16.7%	0	0.0%	0	0.0%	15	62.5%
Regular Faculty Subtotal	173	141	314	3	1.0%	30	9.5%	25	8.0%	13	4.1%	39	12.4%	0	0.0%	9	2.9%	195	62.1%
Faculty - Part Time	240	193	433	5	1.1%	50	11.5%	28	6.5%	16	3.7%	52	12.0%	3	0.7%	25	5.8%	254	58.7%
All Faculty Subtotal *	413	334	747	8	1.1%	80	10.7%	53	7.1%	29	3.9%	91	12.2%	3	0.4%	34	4.5%	449	60.1%
Clerical and Secretarial	87	24	111	2	1.8%	20	18.0%	13	11.7%	1	0.9%	30	27.0%	2	1.8%	6	5.4%	37	33.4%
Professional Non-Faculty	10	5	15	0	0.0%	4	26.7%	2	13.3%	1	6.7%	0	0.0%	0	0.0%	0	0.0%	8	53.3%
Service/Maintenance	7	31	38	0	0.0%	3	7.9%	12	31.6%	1	2.6%	4	10.5%	0	0.0%	1	2.6%	17	44.8%
Skilled Crafts	0	2	2	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
Technical and Paraprofessional	68	35	103	0	0.0%	24	23.3%	5	4.8%	3	2.9%	21	20.4%	0	0.0%	4	3.9%	46	44.7%
Classified Subtotal	172	97	269	2	0.7%	51	19.0%	33	12.3%	6	2.2%	55	20.5%	2	0.7%	11	4.1%	109	40.5%
Totals	596	445	1,041	11	1.1%	132	12.7%	88	8.5%	35	3.3%	156	15.0%	5	0.5%	45	4.3%	569	54.6%
Persons with Disabilities			32																

* Includes Adjunct Faculty

**Los Rios Community College District
District Office
Workforce Analysis
Fall 2018**

				American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
	F	M	Total	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	15	23	38	0	0.0%	1	2.6%	4	10.5%	0	0.0%	6	15.8%	0	0.0%	2	5.3%	25	65.8%
Clerical and Secretarial	51	1	52	1	1.9%	4	7.7%	6	11.5%	0	0.0%	8	15.4%	0	0.0%	4	7.7%	29	55.8%
Professional Non-Faculty	30	30	60	1	1.7%	14	23.3%	2	3.3%	0	0.0%	3	5.0%	0	0.0%	2	3.4%	38	63.3%
Service/Maintenance	6	38	44	1	2.3%	2	4.5%	1	2.3%	2	4.5%	7	15.9%	0	0.0%	4	9.1%	27	61.4%
Skilled Crafts	0	40	40	1	2.5%	4	10.0%	0	0.0%	2	5.0%	8	20.0%	0	0.0%	2	5.0%	23	57.5%
Technical and Paraprofessional	8	23	31	0	0.0%	0	0.0%	3	9.7%	0	0.0%	6	19.4%	0	0.0%	1	3.2%	21	67.7%
Classified Subtotal	95	132	227	4	1.8%	24	10.6%	12	5.3%	4	1.7%	32	14.1%	0	0.0%	13	5.7%	138	60.8%
Totals	110	155	265	4	1.5%	25	9.4%	16	6.1%	4	1.5%	38	14.3%	0	0.0%	15	5.7%	163	61.5%
Persons with Disabilities			2																

* Includes Adjunct Faculty

Workforce Data Analysis:

Los Rios CCD has continued to increase the diversity of its workforce over the last eight years, as indicated by the above Annual Comparison of Permanent Employees. Under-represented groups accounted for 39.1% of the regular Los Rios workforce in 2011. In 2018, under-represented groups accounted for 42% of the regular Los Rios workforce, an increase of approximately 3% over that time period. Although availability data is no longer available from the state Chancellor's Office for comparison purposes, CA state-wide CCD (CACCD) demographic averages are available from the state Chancellor's Office website. It should be noted that this does not provide for exact comparisons, but more of a general picture look at Los Rios compared to the statewide demographic averages. In addition to this comparison, and to provide insight to the local workforce population, this analysis has included Civilian Labor Force data for the greater Sacramento Metropolitan area. This data provides a more accurate picture of the local labor force in which our colleges reside. It is important to note that the categories differ slightly; the census bureau data does not include the "Declined to State" group that the CACCD collects and instead has an "Other Race" group that the CACCD does not collect. The other groups are consistently identified between the two data sources. A couple of key differences are the gender diversity (Female employees/Total employees) for both the Los Rios CCD as well as the CACCD are higher than the local Sacramento workforce data, 55.2% compared to 47.8% respectively. Los Rios CCD mirrors the CACCD and the local labor force in most categories, but a notable disparity with the Hispanic/Latino category being lower for Los Rios compared to the other two populations. The following analysis will focus on the comparison between Los Rios CCD and the CACCD data as has been the historical practice.

Los Rios CCD has a 4% lower Declined to State category compared to the State. This is evidence that Los Rios continues to do an excellent job of presenting our employee demographic survey in a comfortable and confidential manner and emphasizing the importance of reporting the data in our ongoing efforts to support equity.

The District EEO Advisory Committee will continue its ongoing, multi-pronged recruitment and hiring efforts toward further attracting and retaining a diverse workforce and will continue work with Campus Equity and Diversity Committees toward the shared goal of expanding diversity across the District's workforce. Examples include continuing the Faculty Diversity Internship Program, focused recruiting and outreach toward Hispanic/Latino, Asian/Native American and African American organizations, publications and websites, as well as soliciting for faculty department input on diversity-based advertising/recruiting sources. The Chancellor has emphasized throughout the organization that a diverse workforce is one of LRCCD's top priorities. He has continued his support for diversity efforts throughout the organization and at the District Office by funding and expanding the District's Faculty Diversity Internship Program, which serves as a gateway for diversifying adjunct and full-time faculty ranks.

The following is a demographic analysis of the workforce charts provided above, broken down by employee group, of the District as a whole, as well as each campus and district office. This analysis considers the % of each category compared to the California Community College Statewide average %.

District-wide Workforce Analysis

- Executive/Administrators:
Above Statewide Average: Black/African American, Hispanic/Latino and Two or More Races.
Equal to (within .1%) of Statewide Average: American Indian/Alaska Native.
Below Statewide Average: Asian, Declined to State, Native Hawaiian/Pacific Islander, White.
- Faculty:
Above Statewide Average: American Indian/Alaska Native, Two or More Races and White.
Equal to (within .1%) of Statewide Average: Native Hawaiian/Pacific Islander.
Below Statewide Average: Asian, Black/African American, Declined to State and Hispanic/Latino.
- Classified Staff:
Above Statewide Average: American Indian/Alaska Native, Asian, Black/African American and Two or More Races.
Equal to (within .1%) of Statewide Average: Native Hawaiian/Pacific Islander and White.
Below Statewide Average: Declined to State, Hispanic/Latino.
- Gender diversity: Los Rios administrators (46%) and faculty (53.9%) are below the statewide average (55.2%). Los Rios Classified staff (59.4%) are above the statewide average. Overall Los Rios is equal to the statewide average in gender diversity.
- The total for under-represented categories in the District's workforce is 38%, which is below the statewide CCD average of 43.3% (excluding the Declined to State category).

American River College (ARC) Workforce Analysis

- Executive/Administrators:
Above Statewide Average: Asian, Hispanic/Latino and Two or More Races.
Equal to (within .1%) of Statewide Average: none
Below Statewide Average: American Indian/Alaska Native, Black/African American, Declined to State, Native Hawaiian/Pacific Islander and White.
- Faculty:
Above Statewide Average: Two or More Races and White.
Equal to (within .1%) of Statewide Average: American Indian/Alaska Native and Native Hawaiian/Pacific Islander.
Below Statewide Average: Asian, Black/African American, Declined to State and Hispanic/Latino.
- Classified Staff:
Above Statewide Average: American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, Two or More Races and White.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: Asian, Declined to State and Hispanic/Latino

- Gender diversity: ARC Faculty (52.9%) is below the statewide average (55.2%). ARC administrators (60%) and Classified Staff (63.2%) are above the statewide average.
- The total for under-represented categories in ARC's workforce is 32.4%, which is below the statewide CCD average of 43.3% (excluding the Declined to State category).

Cosumnes River College (CRC) Workforce Analysis

- Executive/Administrators:

Above Statewide Average: Black/African American and Two or More Races.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: American Indian/Alaska Native, Asian, Declined to State, Hispanic/Latino, Native Hawaiian/Pacific Islander and White.

- Faculty:

Above Statewide Average: American Indian/Alaska Native, Asian, Black/African American, Two or More Races and White.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: Declined to State, Hispanic/Latino, Native Hawaiian/Pacific Islander.

- Classified Staff:

Above Statewide Average: Asian, Hispanic/Latino and Two or More Races.

Equal to (within .1%) of Statewide Average: Black/African American and Native Hawaiian/Pacific Islander

Below Statewide Average: American Indian/Alaska Native, Declined to State and White.

- Gender diversity: CRC administrators (38.1%) and CRC Faculty (50.7%) are below the statewide average (55.2%). CRC Classified Staff (62%) is above the statewide average.
- The total for under-represented categories in CRC's workforce is 46.8%, which is above the statewide CCD average of 43.3% (excluding the Declined to State category).

Folsom Lake College (FLC) Workforce Analysis

- Executive/Administrators:

Above Statewide Average: Black/African American, Two or More Races and White.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: American Indian/Alaska Native, Asian, Declined to State, Hispanic/Latino and Native Hawaiian/Pacific Islander.

- Faculty:

Above Statewide Average: Two or More Races and White.

Equal to (within .1%) of Statewide Average: American Indian/Alaska Native and Native Hawaiian/Pacific Islander.

Below Statewide Average: Asian, Black/African American, Declined to State and Hispanic/Latino.

- Classified Staff:

Above Statewide Average: American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Two or More Races and White.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: Asian, Black/African American, Declined to State and Hispanic/Latino.

- Gender diversity: FLC administrators (44.4%) are below the statewide average (55.2%). FLC Faculty (57.7%) and FLC Classified Staff (67.5%) are above the statewide average.
- The total for under-represented categories in FLC's workforce is 30%, which is below the statewide CCD average of 43.3% (excluding the Declined to State category).

Sacramento City College (SCC) Workforce Analysis

- Executive/Administrators:

Above Statewide Average: American Indian/Alaska Native, Black/African American and Hispanic/Latino.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: Asian, Declined to State, Native Hawaiian/Pacific Islander, Two or More Races and White.

- Faculty:

Above Statewide Average: American Indian/Alaska Native, Black/African American, Two or More Races and White.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: Asian, Declined to State, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

- Classified Staff:

Above Statewide Average: Asian, Black/African American, Hispanic/Latino and Two or More Races.

Equal to (within .1%) of Statewide Average: American Indian/Alaska Native and Native Hawaiian/Pacific Islander.

Below Statewide Average: Declined to State and White.

- Gender diversity: SCC administrators (44%) are below the statewide average (55.2%). SCC Faculty (55.3%) and SCC Classified Staff (63.9%) are above the statewide average.
- The total for under-represented categories in SCC's workforce is 43.4%, nearly identical to the statewide CCD average of 43.3% (excluding the Declined to State category).

District Office (DO) Workforce Analysis

- Executive/Administrators:

Above Statewide Average: Black/African American, Two or More Races and White.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: American Indian/Alaska Native, Asian, Declined to State, Hispanic/Latino and Native Hawaiian/Pacific Islander.

- **Classified Staff:**

Above Statewide Average: American Indian/Alaska Native, Two or More Races and White.

Equal to (within .1%) of Statewide Average: none

Below Statewide Average: Asian, Black/African American, Declined to State, Hispanic/Latino and Native Hawaiian/Pacific Islander.

- Gender diversity: DO administrators (39.5%) and DO Classified Staff (41.9%) are below the statewide average (55.2%).
- The total for under-represented categories in DO's workforce is 37.5%, which is below the statewide CCD average of 43.3% (excluding the Declined to State category).

Analysis of Applicant Pools

For 2015-2016, 2016-2017, and 2017-2018, the percentage of candidates claiming diversity in classified, faculty, and management applicant pools are summarized below:

Applicant Pools

Recruitment Category	3-Year Recruitment Summary: Applicant Diversity
Executive/Administrative/Managerial	48.5% (46.7%, 43.3%, 55.4%)
Faculty	44.8% (41.4%, 47.6%, 45.5%)
Classified	58.0% (56.5%, 57.3%, 60.1%)

Of the total applicants in the pools, a certain percentage declined to state their ethnic or racial identification as summarized below:

Recruitment Period	Declined to Respond to Ethnic/Racial Identification
2015-2016	7.8%
2016-2017	7.1%
2017-2018	7.4%

Human resources will continue its efforts to reach diverse applicants in accordance with this plan, with additional emphasis on Hispanic applicants based on the workforce analysis. Efforts may include but not be limited to increasing use of Hispanic related job journals and newspapers, websites, accessing the Sacramento Hispanic chamber of commerce and other Hispanic community organizations to advertise job openings and increase outreach/knowledge of the Los Rios CCD.

**Los Rios Community College District
Applicant Analysis (District-Wide)
2017-2018**

	F	M	Non-Binary	Undisclosed	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
						Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	674	635	0	31	1,340	15	1.1%	125	9.3%	273	20.4%	86	6.4%	214	16.0%	3	0.2%	65	4.9%	559	41.7%
Faculty - Career Education	82	157	0	10	249	1	0.4%	52	20.9%	19	7.6%	23	9.2%	23	9.3%	2	0.8%	9	3.6%	120	48.2%
Faculty - English	401	358	0	28	787	7	0.9%	73	9.3%	31	4.0%	82	10.4%	64	8.1%	0	0.0%	42	5.3%	488	62.0%
Faculty - Health and PE	41	70	0	0	111	0	0.0%	11	9.9%	22	19.8%	4	3.6%	15	13.5%	0	0.0%	6	5.4%	53	47.8%
Faculty - Humanities	32	48	0	6	86	1	1.2%	4	4.7%	4	4.6%	11	12.8%	13	15.1%	0	0.0%	3	3.5%	50	58.1%
Faculty - Instructional Support Services	382	152	0	9	543	0	0.0%	56	10.3%	94	17.3%	38	7.0%	140	25.8%	1	0.2%	29	5.3%	185	34.1%
Faculty - Math	69	135	0	10	214	0	0.0%	46	21.5%	14	6.5%	20	9.3%	32	15.0%	1	0.5%	13	6.1%	88	41.1%
Faculty - Natural Sciences	161	161	0	17	339	2	0.6%	66	19.4%	23	6.8%	42	12.4%	26	7.7%	0	0.0%	16	4.7%	164	48.4%
Faculty - Social Science	82	81	0	10	173	0	0.0%	12	7.0%	13	7.5%	19	11.0%	35	20.2%	0	0.0%	9	5.2%	85	49.1%
Faculty Subtotal	1,250	1,162	0	90	2,502	11	0.4%	320	12.8%	220	8.8%	239	9.5%	348	13.9%	4	0.2%	127	5.1%	1,233	49.3%
Clerical and Secretarial	2,190	700	0	54	2,944	14	0.5%	447	15.2%	338	11.5%	190	6.4%	644	21.9%	34	1.1%	171	5.8%	1,106	37.6%
Professional Non-Faculty	390	399	1	25	815	1	0.1%	157	19.3%	85	10.4%	73	9.0%	141	17.3%	14	1.7%	32	3.9%	312	38.3%
Service/Maintenance	74	477	0	1	552	7	1.3%	62	11.2%	84	15.2%	32	5.8%	146	26.4%	10	1.8%	18	3.3%	193	35.0%
Skilled Crafts	0	75	0	0	75	0	0.0%	7	9.3%	5	6.7%	5	6.7%	18	24.0%	2	2.7%	0	0.0%	38	50.6%
Technical and Paraprofessional	1,302	762	1	55	2,120	16	0.7%	375	17.7%	212	10.0%	139	6.6%	466	22.0%	20	0.9%	123	5.8%	769	36.3%
Classified Subtotal	3,956	2,413	2	135	6,506	38	0.6%	1,048	16.1%	724	11.1%	439	6.7%	1,415	21.8%	80	1.2%	344	5.3%	2,418	37.2%
Totals	5,880	4,210	2	256	10,348	64	0.6%	1,493	14.4%	1,217	11.8%	764	7.4%	1,977	19.1%	87	0.8%	536	5.2%	4,210	40.7%

Los Rios Community College District
American River College
Applicant Analysis
2017-2018

	F	M	Non-Binary	Undisclosed	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
						Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	217	173	0	10	400	4	1.0%	32	8.0%	87	21.8%	28	7.0%	74	18.5%	2	0.5%	23	5.7%	150	37.5%
Faculty - Career Education	51	70	0	1	122	1	0.8%	27	22.1%	8	6.6%	8	6.6%	10	8.2%	0	0.0%	9	7.4%	59	48.3%
Faculty - English	183	140	0	13	336	2	0.6%	38	11.3%	10	3.0%	37	11.0%	31	9.2%	0	0.0%	15	4.5%	203	60.4%
Faculty - Health and PE	8	28	0	0	36	0	0.0%	2	5.6%	7	19.4%	2	5.5%	6	16.7%	0	0.0%	1	2.8%	18	50.0%
Faculty - Humanities	0	0	0	0	0	0	0.0%	0		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty - Instructional Support Services	76	35	0	3	114	0	0.0%	7	6.1%	16	14.0%	10	8.8%	24	21.1%	0	0.0%	7	6.1%	50	43.9%
Faculty - Math	16	43	0	4	63	0	0.0%	12	19.0%	2	3.2%	8	12.7%	10	15.9%	0	0.0%	4	6.3%	27	42.9%
Faculty - Natural Sciences	84	79	0	7	170	0	0.0%	35	20.6%	10	5.9%	17	10.0%	15	8.8%	0	0.0%	7	4.1%	86	50.6%
Faculty - Social Science	49	33	0	5	87	0	0.0%	7	8.0%	9	10.4%	11	12.6%	18	20.7%	0	0.0%	6	6.9%	36	41.4%
Faculty Subtotal	467	428	0	33	928	3	0.3%	128	13.8%	62	6.7%	93	10.0%	114	12.3%	0	0.0%	49	5.3%	479	51.6%
Clerical and Secretarial	710	255	0	18	983	1	0.1%	146	14.9%	111	11.3%	72	7.3%	208	21.2%	14	1.4%	55	5.6%	376	38.2%
Professional Non-Faculty	19	21	0	1	41	0	0.0%	1	2.5%	8	19.5%	6	14.6%	11	26.8%	1	2.5%	1	2.4%	13	31.7%
Service/Maintenance	5	102	0	0	107	0	0.0%	7	6.6%	8	7.5%	6	5.6%	30	28.0%	2	1.9%	1	0.9%	53	49.5%
Skilled Crafts	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Technical and Paraprofessional	564	357	0	18	939	10	1.1%	164	17.5%	98	10.4%	56	5.9%	213	22.7%	10	1.1%	62	6.6%	326	34.7%
Classified Subtotal	1,298	735	0	37	2,070	11	0.5%	318	15.4%	225	10.9%	140	6.8%	462	22.3%	27	1.3%	119	5.7%	768	37.1%
Totals	1,982	1,336	0	80	3,398	18	0.5%	478	14.1%	374	11.0%	261	7.7%	650	19.1%	29	0.9%	191	5.6%	1,397	41.1%

Los Rios Community College District
 Cosumnes River College
 Applicant Analysis
 2017-2018

	F	M	Non-Binary	Undisclosed	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
						Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	106	75	0	2	183	3	1.7%	21	11.5%	35	19.1%	7	3.8%	33	18.0%	0	0.0%	8	4.4%	76	41.5%
Faculty - Career Education	6	34	0	1	41	0	0.0%	3	7.3%	6	14.6%	1	2.5%	7	17.1%	0	0.0%	0	0.0%	24	58.5%
Faculty - English	71	72	0	4	147	1	0.7%	12	8.2%	8	5.4%	15	10.2%	10	6.8%	0	0.0%	10	6.8%	91	61.9%
Faculty - Health and PE	3	3	0	0	6	0	0.0%	4	66.7%	2	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty - Humanities	32	48	0	6	86	1	1.1%	4	4.7%	4	4.7%	11	12.8%	13	15.1%	0	0.0%	3	3.5%	50	58.1%
Faculty - Instructional Support Services	178	67	0	3	248	0	0.0%	33	13.3%	41	16.5%	15	6.1%	70	28.2%	1	0.4%	14	5.7%	74	29.8%
Faculty - Math	18	37	0	2	57	0	0.0%	12	21.0%	5	8.8%	5	8.8%	9	15.8%	0	0.0%	4	7.0%	22	38.6%
Faculty - Natural Sciences	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty - Social Science	33	48	0	5	86	0	0.0%	5	5.8%	4	4.6%	8	9.3%	17	19.8%	0	0.0%	3	3.5%	49	57.0%
Faculty Subtotal	341	309	0	21	671	2	0.3%	73	10.9%	70	10.4%	55	8.2%	126	18.8%	1	0.1%	34	5.1%	310	46.2%
Clerical and Secretarial	455	160	0	5	620	6	1.0%	93	15.0%	84	13.5%	36	5.8%	143	23.1%	5	0.8%	51	8.2%	202	32.6%
Professional Non-Faculty	73	29	0	1	103	0	0.0%	13	12.6%	19	18.5%	9	8.7%	21	20.4%	0	0.0%	2	1.9%	39	37.9%
Service/Maintenance	34	135	0	0	169	2	1.2%	27	16.0%	36	21.3%	11	6.5%	43	25.4%	2	1.2%	6	3.5%	42	24.9%
Skilled Crafts	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Technical and Paraprofessional	326	122	1	9	458	3	0.7%	88	19.2%	52	11.4%	32	7.0%	106	23.1%	5	1.1%	30	6.5%	142	31.0%
Classified Subtotal	888	446	1	15	1,350	11	0.8%	221	16.4%	191	14.1%	88	6.5%	313	23.2%	12	0.9%	89	6.6%	425	31.5%
Totals	1,335	830	1	38	2,204	16	0.7%	315	14.3%	296	13.4%	150	6.8%	472	21.4%	13	0.6%	131	6.0%	811	36.8%

Los Rios Community College District
Folsom Lake College
Applicant Analysis
2017-2018

	F	M	Non-Binary	Undisclosed	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
						Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	70	78	0	3	151	3	2.0%	16	10.6%	21	13.9%	6	4.0%	18	11.9%	0	0.0%	8	5.3%	79	52.3%
Faculty - Career Education	7	8	0	3	18	0	0.0%	2	11.1%	2	11.1%	4	22.2%	1	5.6%	1	5.6%	0	0.0%	8	44.4%
Faculty - English	71	72	0	7	150	2	1.3%	9	6.0%	7	4.7%	17	11.3%	11	7.4%	0	0.0%	9	6.0%	95	63.3%
Faculty - Health and PE	22	37	0	0	59	0	0.0%	2	3.4%	9	15.2%	2	3.4%	7	11.9%	0	0.0%	5	8.5%	34	57.6%
Faculty - Humanities	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty - Instructional Support Services	79	31	0	1	111	0	0.0%	10	9.0%	17	15.3%	8	7.2%	31	27.9%	0	0.0%	6	5.4%	39	35.2%
Faculty - Math	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty - Natural Sciences	35	26	0	5	66	2	3.0%	4	6.1%	1	1.5%	12	18.2%	6	9.1%	0	0.0%	7	10.6%	34	51.5%
Faculty - Social Science	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty Subtotal	214	174	0	16	404	4	1.0%	27	6.7%	36	8.9%	43	10.6%	56	13.9%	1	0.2%	27	6.7%	210	52.0%
Clerical and Secretarial	264	54	0	7	325	1	0.3%	43	13.2%	22	6.8%	24	7.4%	62	19.1%	1	0.3%	14	4.3%	158	48.6%
Professional Non-Faculty	39	22	0	5	66	0	0.0%	7	10.6%	6	9.1%	6	9.1%	10	15.2%	1	1.5%	3	4.5%	33	50.0%
Service/Maintenance	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Skilled Crafts	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Technical and Paraprofessional	123	87	0	8	218	0	0.0%	28	12.8%	21	9.6%	12	5.5%	40	18.4%	3	1.4%	8	3.7%	106	48.6%
Classified Subtotal	426	163	0	20	609	1	0.2%	78	12.8%	49	8.0%	42	6.9%	112	18.4%	5	0.8%	25	4.1%	297	48.8%
Totals	710	415	0	39	1,164	8	0.7%	121	10.4%	106	9.1%	91	7.8%	186	16.0%	6	0.5%	60	5.2%	586	50.3%

Los Rios Community College District
Sacramento City College
Applicant Analysis
2017-2018

	F	M	Non-Binary	Undisclosed	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
						Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	92	121	0	11	224	2	0.9%	22	9.8%	43	19.2%	23	10.3%	35	15.6%	1	0.4%	6	2.7%	92	41.1%
Faculty - Career Education	18	45	0	5	68	0	0.0%	20	29.4%	3	4.4%	10	14.7%	5	7.4%	1	1.5%	0	0.0%	29	42.6%
Faculty - English	76	74	0	4	154	2	1.3%	14	9.1%	6	3.9%	13	8.4%	12	7.8%	0	0.0%	8	5.2%	99	64.3%
Faculty - Health and PE	8	2	0	0	10	0	0.0%	3	30.0%	4	40.0%	0	0.0%	2	20.0%	0	0.0%	0	0.0%	1	10.0%
Faculty - Humanities	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty - Instructional Support Services	49	19	0	2	70	0	0.0%	6	8.6%	20	28.6%	5	7.1%	15	21.4%	0	0.0%	2	2.9%	22	31.4%
Faculty - Math	35	55	0	4	94	0	0.0%	22	23.4%	7	7.4%	7	7.4%	13	13.9%	1	1.1%	5	5.3%	39	41.5%
Faculty - Natural Sciences	42	56	0	5	103	0	0.0%	27	26.2%	12	11.7%	13	12.6%	5	4.9%	0	0.0%	2	1.9%	44	42.7%
Faculty - Social Science	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Faculty Subtotal	228	251	0	20	499	2	0.4%	92	18.5%	52	10.4%	48	9.6%	52	10.4%	2	0.4%	17	3.4%	234	46.9%
Clerical and Secretarial	536	174	0	19	729	2	0.3%	116	15.9%	100	13.7%	46	6.3%	171	23.5%	11	1.5%	34	4.7%	249	34.1%
Professional Non-Faculty	53	42	0	1	96	1	1.0%	12	12.5%	6	6.3%	6	6.3%	14	14.6%	3	3.1%	5	5.2%	49	51.0%
Service/Maintenance	31	182	0	1	214	5	2.3%	18	8.4%	35	16.4%	14	6.5%	56	26.2%	4	1.9%	10	4.7%	72	33.6%
Skilled Crafts	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Technical and Paraprofessional	267	177	0	15	459	2	0.4%	90	19.6%	37	8.1%	32	7.0%	99	21.6%	2	0.4%	21	4.6%	176	38.3%
Classified Subtotal	887	575	0	36	1,498	10	0.7%	236	15.8%	178	11.9%	98	6.5%	340	22.7%	20	1.3%	70	4.7%	546	36.4%
Totals	1,207	947	0	67	2,221	14	0.6%	350	15.8%	273	12.3%	169	7.6%	427	19.2%	23	1.0%	93	4.2%	872	39.3%

Los Rios Community College District
 District Office
 Applicant Analysis
 2017-2018

	F	M	Non-Binary	Undisclosed	Total	American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
						Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Executive/Administrative/Managerial	189	188	0	5	382	3	0.8%	34	8.9%	87	22.8%	22	5.8%	54	14.1%	0	0.0%	20	5.2%	162	42.4%
Clerical and Secretarial	225	57	0	5	287	4	1.4%	49	17.1%	21	7.3%	12	4.2%	60	20.9%	3	1.0%	17	5.9%	121	42.2%
Professional Non-Faculty	206	285	1	17	509	0	0.0%	124	24.4%	46	9.0%	46	9.0%	85	16.7%	9	1.8%	21	4.1%	178	35.0%
Service/Maintenance	4	58	0	0	62	0	0.0%	10	16.1%	5	8.1%	1	1.6%	17	27.4%	2	3.2%	1	1.6%	26	42.0%
Skilled Crafts	0	75	0	0	75	0	0.0%	7	9.3%	5	6.7%	5	6.7%	18	24.0%	2	2.7%	0	0.0%	38	50.6%
Technical and Paraprofessional	22	19	0	5	46	1	2.2%	5	10.9%	4	8.7%	7	15.2%	8	17.4%	0	0.0%	2	4.3%	19	41.3%
Classified Subtotal	457	494	1	27	979	5	0.5%	195	19.9%	81	8.3%	71	7.3%	188	19.2%	16	1.6%	41	4.2%	382	39.0%
Totals	646	682	1	32	1,361	8	0.6%	229	16.8%	168	12.3%	93	6.8%	242	17.8%	16	1.2%	61	4.5%	544	40.0%

Analysis of Student and Faculty Demographics:

Numerous studies have shown that college students achieve greater success with a culturally competent educational workforce which provides faculty role models who mirror the diversity of our students. The District's Mission, Vision and Values statement includes recognizing and valuing the strengths of our diverse backgrounds and perspectives, and seeks to build a community in which all constituencies are highly qualified. Because diverse perspectives support the District's commitment to equality, equity, and justice, our communities are best served by ensuring that all populations are represented equitably throughout the Los Rios colleges. The below data and analysis compare the District's faculty and student demographics. While we realize student demographics may change much more rapidly than faculty demographics, as many of our faculty stay with the district for twenty, thirty and even forty years, the below comparison and analysis provides an important picture that we need to continue our efforts towards diversifying our workforce in hiring the best and most talented employees.

**Los Rios Community College District
Student Analysis
Fall 2018**

					Total from under-represented groups		American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
	F	M	Unknown	Total	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
All Students ARC	13,743	16,200	533	30,476	16,289	57.5%	146	0.5%	3,649	12.0%	2,281	7.5%	2,166	7.1%	8,214	27.0%	261	0.8%	1,738	5.7%	12,021	39.4%
All Students CRC	7,508	5,969	233	13,710	10,528	77.5%	50	0.4%	4,141	30.2%	1,398	10.2%	127	0.9%	3,784	27.6%	181	1.3%	974	7.1%	3,055	22.3%
All Students FLC	4,521	3,638	182	8,341	3,556	43.1%	63	0.8%	901	10.8%	291	3.5%	95	1.1%	1,716	20.6%	44	0.5%	541	6.5%	4,690	56.2%
All Students SCC	11,868	8,454	408	20,730	15,003	73.3%	56	0.3%	4,532	21.9%	2,006	9.7%	271	1.3%	6,808	32.8%	223	1.1%	1,378	6.6%	5,456	26.3%
All Students Districtwide	37,640	34,261	1,356	73,257	45,376	64.3%	315	0.4%	13,223	18.1%	5,976	8.2%	2,659	3.6%	20,522	28.0%	709	1.0%	4,631	6.3%	25,222	34.4%

**Los Rios Community College District
Faculty Analysis
Fall 2018**

				Total from under-represented groups		American Indian or Alaska Native		Asian		Black or African American		Declined to State		Hispanic/Latino		Native Hawaiian or Pacific Islander		Two or More Races		White	
	F	M	Total	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
All Faculty ARC*	518	460	978	277	29.6%	5	0.5%	76	7.8%	50	5.1%	41	4.2%	117	12.0%	6	0.6%	23	2.3%	660	67.5%
All Faculty CRC*	221	215	436	174	41.2%	4	0.9%	64	14.7%	30	6.9%	14	3.2%	51	11.7%	2	0.4%	23	5.3%	248	56.9%
All Faculty FLC*	179	131	310	82	27.0%	2	0.7%	27	8.7%	10	3.2%	6	1.9%	30	9.7%	2	0.7%	11	3.5%	222	71.6%
All Faculty SCC*	413	334	747	269	37.5%	8	1.1%	80	10.7%	53	7.1%	29	3.9%	91	12.2%	3	0.4%	34	4.5%	449	60.1%
All Faculty Districtwide*	1,331	1,140	2,471	802	33.7%	19	0.8%	247	10.0%	143	5.8%	90	3.6%	289	11.7%	13	0.5%	91	3.7%	1,579	63.9%

* Includes Adjunct Faculty

District-wide Analysis – Faculty vs. Student Body:

- Faculty:
Above Student Average: American Indian/Alaska Native and White.
Equal to (within .1%) of Student Average: Declined to State.
Below Student Average: Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander and Two or More Races.
- Gender diversity: District Faculty (53.9%) is higher than the Student body gender diversity (52.4%).
- The total for under-represented categories for the District’s Faculty is 33.7%, well below the Student body’s percentage for under-represented categories of 64.3% (excluding the Declined to State category).

American River College (ARC) Analysis – Faculty vs. Student Body:

- Faculty:
Above Student Average: White.
Equal to (within .1%) of Student Average: American Indian/Alaska Native.
Below Student Average: Asian, Black/African American, Declined to State, Hispanic/Latino, Native Hawaiian/Pacific Islander and Two or More Races.
- Gender diversity: ARC Faculty (52.9%) is higher than the ARC Student body gender diversity (45.9%).
- The total for under-represented categories for ARC’s Faculty is 29.6%, well below ARC’s Student body percentage for under-represented categories of 57.5% (excluding the Declined to State category).

Cosumnes River College (CRC) Analysis – Faculty vs. Student Body:

- Faculty:
Above Student Average: American Indian/Alaska Native, Declined to State and White.
Equal to (within .1%) of Student Average: none
Below Student Average: Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander and Two or More Races.
- Gender diversity: CRC Faculty (50.7%) is lower than the CRC Student body gender diversity (55.7%).
- The total for under-represented categories for CRC’s Faculty is 41.2%, well below CRC’s Student body percentage for under-represented categories of 77.5% (excluding the Declined to State category).

Folsom Lake College (FLC) Analysis – Faculty vs. Student Body:

- Faculty:
Above Student Average: Declined to State, Native Hawaiian/Pacific Islander and White.
Equal to (within .1%) of Student Average: American Indian/Alaska Native.
Below Student Average: Asian, Black/African American, Hispanic/Latino and Two or More Races.
- Gender diversity: FLC Faculty (57.7%) is higher than the FLC Student body gender diversity (55.4%).
- The total for under-represented categories for FLC’s Faculty is 27.0%, below FLC’s Student body percentage for under-represented categories of 43.1% (excluding the Declined to State category).

Sacramento City College (SCC) Analysis – Faculty vs. Student Body:

- Faculty:
Above Student Average: American Indian/Alaska Native, Declined to State and White.
Equal to (within .1%) of Student Average: none
Below Student Average: Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander and Two or More Races.
- Gender diversity: SCC Faculty (55.3%) is below the SCC Student body gender diversity (58.4%).
- The total for under-represented categories for SCC’s Faculty is 37.5%, well below SCC’s Student body percentage for under-represented categories of 73.3% (excluding the Declined to State category).

This analysis and data will be provided to the District EEO Advisory Committee.

Legal Component 10: Analysis of Degree of Underrepresentation and Significant Underrepresentation

To the extent data regarding potential job applicants is provided by the State Chancellor, analysis of the degree to which monitored groups are underrepresented and/or significantly underrepresented in comparison to their representation in the field or job category in numbers of persons from such groups whom the Chancellor determines to be available and qualified to perform the work required for each such job category and whether or not the underrepresentation is significant (53003(c)(7)). The State Chancellor has not currently provided such job applicant information. The District intends to conduct longitudinal analyses of individual hiring processes consistent with the new EEO Longitudinal Data Program identified in Section 2 above.

Legal Component 11: Methods to Address Underrepresentation

To the extent data regarding potential job applicants is provided by the State Chancellor, analysis of the degree to which monitored groups are underrepresented and/or significantly underrepresented in comparison to their representation in the field or job category in numbers of persons from such groups whom the Chancellor determines to be available and qualified to

perform the work required for each such job category and whether or not the underrepresentation is significant (53003.c.7). The State Chancellor has not currently provided such job applicant information.

The district will continue to implement its hiring procedures and policies in compliance with EEO regulations. To the extent that the District's EEO Longitudinal Data Program identified in Section 2 above identifies non job-related barriers in District hiring and employment practices, the District will take steps to identify and eliminate those barriers.

Legal Component 12: Additional Steps to Remedy Significant Underrepresentation

To the extent data regarding potential job applicants is provided by the State Chancellor, analysis of the degree to which monitored groups are underrepresented and/or significantly underrepresented in comparison to their representation in the field or job category in numbers of persons from such groups whom the Chancellor determines to be available and qualified to perform the work required for each such job category and whether or not the underrepresentation is significant (53003.c.7). The State Chancellor has not currently provided such job applicant information.

The district will continue to implement its hiring procedures and policies in compliance with EEO regulations. To the extent that the District's EEO Longitudinal Data Program identified in Section 2 above identifies non job-related barriers in District hiring and employment practices, the District will take steps to identify and eliminate those barriers.

Legal Component 13: Additional Measures to Support Diversity and Ensure Equal Employment Opportunity

The district recognizes that multiple approaches are needed 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 that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnicities, races, and other groups protected from discrimination. In addition to the EEO program improvements identified in Section 1 above, the District may consider the following options, among others, to further equal employment opportunity and a diverse workforce:

1. Conduct campus climate studies to identify hidden barriers.
2. Include additional guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.

3. Highlight the district's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.
4. Conduct additional diversity dialogues, forums, cross-cultural workshops and job fairs.
5. Work with the Campus Curriculum Committee to assist in the development of a Diversity Instructional Tool Kit as a resource for faculty interested in infusing diversity and multiculturalism into their instruction or services to students.
6. Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
7. Continue to recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.
8. Require a series of EEO/diversity workshops at all instructional improvement days (flex week or staff development day).
9. Maintain 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.
10. Promote professional development activities for all employee classifications that will assist the district in achieving its equal employment opportunity and diversity objectives.
11. Promote additional cultural celebrations on campus.
12. Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.
13. Have a formal diversity program on campus that is visible, valued and adequately funded.
14. Consider providing for alternative educational or experience requirements for nonacademic positions.
15. Develop leadership opportunities with current staff focusing on diversity.
16. 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.
17. 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.

18. Conduct exit interviews with employees who voluntarily leave the district, maintain a data base of exit interviews, analyze the data for patterns impacting particular monitored groups, and implement concrete measures that utilize this information.
19. Provide newly-hired employees programs such as mentoring, professional development, and leadership opportunities
20. Maintain updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings or discipline.
21. Target marketing to underrepresented groups.
22. Focus/expand recruitment outreach efforts to underrepresented groups.
23. Continue maintaining and expanding diverse recruitment site databases.
24. Continue evaluating and addressing diversity challenges in candidate pools.
25. Continue working with District EEO committee to promote EEO goals across the organization.

Legal Component 14: Persons with Disabilities

The District and its Colleges are dedicated to ensuring that all of our employees can perform the essential functions of their jobs. The District and its Colleges are committed to their obligations under the Fair Employment and Housing Act and the Americans with Disabilities Act (ADA) to engage in the interactive process with qualified persons with disabilities to determine if the employees can perform the essential functions of their jobs with or without reasonable accommodations. From that dialog, the District and its Colleges seek to find reasonable accommodations that will allow employees to perform the essential functions of their jobs. It is the intent of the District to implement fully an ADA program that adheres to the equal employment opportunity policies of the Los Rios Community College District and the guidelines of the Board of Governors of California Community Colleges, and complies fully with the acts of Congress, the laws of the State of California, and the rules, regulations, and guidelines pertaining thereto.

Legal Component 15: Graduate Assumption Program of Loans for Education

The District will continue to encourage community college students to become qualified for, and seek employment as, community college employees. The District shall encourage faculty to inform students about programs that may assist them to complete their graduate studies and become community college employees. Additional efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college. As discussed in Section 1 above, the District intends to explore the creation of a pipeline program to encourage our former students to consider a career at the District.

Legal Component 16: Meeting Education Code Section 87482.6

The district will continue to comply with Education Code section 87482.6 regarding the goal of 75% instruction taught by full-time faculty, while ensuring progress toward EEO. To this end, the district will continue to expand and improve its existing EEO programs as identified in Section 1, including its Faculty Diversity Internship Program, which is focused on outreach to diverse individuals who have an interest in teaching and are within a year of meeting the minimum qualifications, providing training and an internship opportunity, as well as workshops on how to get a community college teaching position. This program is geared toward increasing diversity in adjunct faculty ranks. The district will also continue its focused outreach toward diverse individuals and organizations when advertising for full-time and adjunct faculty.

Equal Employment Opportunity Plan: Compliance Checklist

The following compliance checklist is designed to assist the District in the review of their respective Equal Employment Opportunity Plan (Plan). The checklist ensures that the District's Plan includes provisions and components that are required under state law. California Code of Regulations, Title 5, section 53003 and Education Code, sections 87102 and 87106 lists the specific components that must be included in the District's Plan. All references to "sections" refer to the Title 5, California Code of Regulations unless otherwise indicated.

A. Adoption of Plan [Title 5 Cal. Code Regs. § 53003(a)]

MC Does the Plan indicate when the District's governing board adopted the Plan?

B. Designation of Responsibility, Authority and Compliance [Title 5 Cal. Code Regs. §§ 53003(c)(1) and 53020]

N Did the District describe the governing board's responsibility for proper implementation of the Plan and for making measurable progress?

N Did the District designate an Equal Employment Opportunity Officer to oversee the day-to-day implementation of the equal employment opportunity requirements of Title 5?

N Did the District describe the administrative structure created by any delegation of authority to the Equal Employment Opportunity Officer or others and is the District designed to ensure prompt and effective implementation of the EEO Title 5 requirements?

N Did the District designate a single officer who will have authority to receive complaints under section 53026 and who will monitor selection procedures and applicant pools?

N Does the Plan clearly state that anyone who is an agent of the District, with regard to recruitment and screening, is also subject to all the Title 5 equal employment opportunity requirements?

C. Procedures for Filing a Complaint Pursuant to Section 53026 [Title 5 Cal. Code Regs. §§ 53003(c)(2) and 53026]

N Did the District provide the procedures for filing complaints that allege violation of the equal employment opportunity requirements of Title 5 and designate the person with whom such complaints are to be filed?

N Did the District include or reference the procedures for filing complaints that allege

unlawful discrimination and/or harassment and designate the person with whom such complaints are to be filed?

D. Notification to all District Employees of the Plan and Policy Statement [Title 5 Cal. Code Regs. §§ 53003(c)(3) and 53002]

 Did the District describe the District's process for notifying all District employees of the provisions of the Plan, and the policy statement required by section 53002?

E. Employee Training for Screening or Selection Committees [Title 5 Cal. Code Regs. §53003(c)(4)]

 Did the District describe the District's process for ensuring that District employees participating on screening or selection committees receive appropriate training on Title 5 requirements relating to equal employment opportunity and state and federal nondiscrimination laws, the educational benefits of a diverse workforce, the elimination of bias in hiring decisions, and best practices in serving on a selection or screening committee?

F. Annual Written Notice to Community-Based and Professional Organizations [Title 5 Cal. Code Regs. § 53003(c)(5)]

 Did the District describe the District's process for providing annual written notice to appropriate community-based and professional organizations regarding the District's Plan and the need for assistance from the community and such organizations in identifying qualified applicants?

G. Analysis of District Workforce and Applicant Pool [Title 5 Cal. Code Regs. §§ 53003(c)(6) and 53004]

 Did the District provide an analysis of the number of persons from monitored groups who are currently employed in the District's workforce for each of the job categories listed in section 53004(a)?


 Did the District provide an analysis of those who have applied for employment, in each of the job categories listed in section 53004(a)?

 Does the Plan state that the review required by section 53004(a) will be done every year?


H. Additional Measures to Support Diversity and Equal Employment Opportunity [Title 5 Cal. Code Regs. § 53003(10)]

 Did the District describe any other measures that the District undertakes to further equal employment opportunity and diversity?

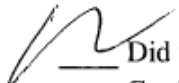
L. Persons with Disabilities [Title 5 Cal. Code Regs. §§ 53003(d), 53025]

 Did the District describe its commitment to complying with the Americans with Disabilities Act?

M. Education Code Requirements Education Code, §§ 87102(a) and 87482.6

 Did the District describe how the District will make progress in achieving the ratio of full-time to part-time faculty hiring, as indicated in Education Code, section 87482.6, while still ensuring equal employment opportunity?

N. Education Code, §§ 87106(b)(4) and 69618

 Did the District describe the steps the District will take to inform students about the Graduate Assumption Program of Loans for Education program and/or other programs designed to encourage community college students to become community college employees?

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Agreement with the City of Sacramento: New Market Drive Project	ATTACHMENT: Yes	
		ENCLOSURE: No	
AGENDA ITEM:	Action Item D	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	<i>Theresa Matista</i> Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	<i>Brian King</i> Brian King, Chancellor	ACTION	X
		INFORMATION	

BACKGROUND:

In 2003, the City of Sacramento acquired an approximately 206-acre parcel of land for the North Natomas Regional Park. The property acquisition included an eight acre parcel located immediately south of the park along a planned extension of New Market Drive. The extension project includes a signalized intersection at New Market Drive and Via Ingoglia Street, which is directly to the northwest of American River College’s Natomas Center. These planned street improvements created an opportunity for improving vehicular and pedestrian access to both Natomas Unified School District’s (NUSD) Inderkum High School and the Natomas Educational Center.

The City intends to develop the eight-acre parcel into an Aquatic and Community Center Complex (the “Complex”). The Complex is to include a 50-meter pool that is suitable for swim competitions, as well as two smaller pools, and a community center for recreation programs, meetings and events. The Complex is to be located along an extension of New Market Drive at its intersection with Via Ingoglia Street, across from Inderkum High School and to the northwest of the Natomas Center.

Development of the Complex requires construction of the extension of New Market Drive from Via Ingoglia Street to Town Center Drive, and installation of a traffic light at the intersection of New Market Road and Via Ingoglia Street. This street extension and signal will serve vehicles, cyclists, and pedestrians using the Complex, Inderkum High School and the Natomas Center. The street expansion will alleviate traffic congestion and improve safety for Inderkum High School and Los Rios attendees. It will also provide access to planned future parking at the southwest corner of the New Market Drive/Via Ingoglia Street intersection to accommodate enrollment growth at the Natomas Center. The City plans to begin construction of the New Market Drive Project in the summer of 2019 with completion planned in 2020.

STATUS:

The City of Sacramento has prepared the design plans and the total cost estimate for the New Market Drive Project is currently \$4,029,860. NUSD and Los Rios agreed to contribute an amount not to exceed \$1,007,456 each, which represents 25% of the total estimated cost of the New Market Drive Project. The City shall fund the remaining costs of the New Market Drive Project.

RECOMMENDATION:

It is recommended the Board of Trustees ratify the agreement with the City of Sacramento for the New Market Drive Project for an amount not to exceed \$1,007,456.

NEW MARKET DRIVE EXTENSION PROJECT AGREEMENT

This New Market Drive Extension Project Agreement ("Agreement") is entered into on April 18, 2019 (dated for reference purposes only), by and between the CITY OF SACRAMENTO, a municipal corporation, ("CITY") and the LOS RIOS COMMUNITY COLLEGE DISTRICT, a subdivision of the State of California, ("LOS RIOS") which are collectively and individually referred to as "parties or "party as the context requires.

Background

- A. In 2003, CITY acquired an approximate 206 acre parcel of land for the North Natomas Regional Park, a portion of which has been developed as a community park. CITY plans to start construction of the North Natomas Community Center & Aquatic Complex in the park along a planned extension of New Market Drive this summer. These construction projects are expected to be completed in 2020.
- B. The New Market Drive Project is an extension of the existing road between Via Ingoglia Street and Town Center Drive, and will complete the roadway system in this area of North Natomas. This road improvement project includes a signal at the intersection of New Market Drive and Via Ingoglia Street to improve traffic safety. This street extension and signal would serve vehicles, cyclists, and pedestrians. Copies of the plans, cost estimate and schedule for the New Market Drive Project have been provided to LOS RIOS.
- C. LOS RIOS is the second-largest community college district in the state, with four main colleges and education and outreach centers. The Natomas Center, which is part of the American River Community College, is located near the park at 2421 Del Paso Road and adjacent to the Natomas Library at 4660 Via Ingoglia Street. The New Market Drive Project will benefit LOS RIOS by improving access to the Natomas Center campus for its students and employees.
- D. The total cost estimate for the New Market Drive Project is \$4,029,860. CITY has development impact fees and other sources to fund 50% of the New Market Drive Project costs. LOS RIOS is willing to pay 25% of the cost of the New Market Drive Project in an amount not-to-exceed \$1,007,456 as its fair share contribution. The Natomas Unified School District has also agreed to pay 25% of the New Market Drive Project cost.

Agreement

In consideration of the mutual commitments set forth in this Agreement, the parties agree as follows:

1. **NEW MARKET DRIVE PROJECT.** CITY will oversee the design and construction of the New Market Drive Project. LOS RIOS shall pay CITY \$1,007,456 as its share of the costs of the New Market Drive Project. Payment shall be due in advance to allow for City to award the

construction contract. LOS RIOS shall pay City within 30 days from the date of receipt of the CITY's invoice. This amount is LOS RIOS' total liability for its fair share of this roadway extension and traffic signal project. The approximate construction start date is 6/26/2019 and the construction period is approximately 120 days in duration.

2. INDEMNITY. CITY shall defend, indemnify and hold harmless LOS RIOS and its respective officers, employees and agents from any liability, claim or cost, including attorney's fees and other litigation expenses, arising out of or resulting from the negligent acts or omissions by CITY and its officers, employees, and agents in carrying out CITY's obligations under this Agreement. The provisions of this paragraph shall survive until two years after completion of construction of the New Market Road Project.

3. INSURANCE AND BONDS. CITY will require the New Market Road Project construction contractor to name LOS RIOS as an additional insured on the general liability policy required by CITY. CITY will also require the construction contractor to provide payment and performance bonds in the amount of the contract for the New Market Road Project to insure that laborers, material suppliers, and subcontractors are paid and the work is completed.

4. NO AGENCY. It is understood and agreed that each party is an independent government agency and that this Agreement shall not constitute nor create any form of agency, association, joint venture, partnership or cooperative activity of any nature between CITY and LOS RIOS. Except as expressly provided in this Agreement or as the parties may specify in writing, neither party shall have authority, express or implied, to act on behalf of another party in any capacity whatsoever as an agent.

5. NOTICES. Any and all notices or demands by or from a party shall be in writing and served either personally or by mail. If served personally, service shall be conclusively deemed made at the time of service. If served by mail, service of notices or demands shall be conclusively deemed made as of the time of deposit in the United States mail, postage paid, or if by certified mail, return receipt requested. Any notice or demand may be given to:

CITY OF SACRAMENTO
Department of Public Works
Attn: Director
915 I Street, 2nd Floor
Sacramento, CA 95814
(916) 808-2699
e-mail: hbarron@cityofsacramento.org

LOS RIOS COMMUNITY COLLEGE DISTRICT
Attn: Pablo Manzo
Associate Vice Chancellor, Facilities Management
1919 Spanos Court
Sacramento, CA 95825
(916) 856-3422

e-mail: manzop@losrios.edu

Any party may change the address for notice by giving written notice to the other party as set forth above. Approximate construction start date is 6/26/2019, and construction period is approximately 120 days duration.

6. **WAIVER.** The waiver by a party to this Agreement of a breach of any provision of this Agreement shall not be deemed a continuing waiver or a waiver of any subsequent breach of that or any other provision of this Agreement.

7. **MODIFICATION/AMENDMENTS.** No waiver, alteration, modification, or termination of this Agreement shall be valid unless made in writing and signed by the parties.

8. **COUNTERPARTS; FACSIMILE/PDF SIGNATURES.** This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, but all of which, together, shall constitute but one and the same instrument. A facsimile or pdf signature shall be deemed an original signature.

9. **ENTIRE AGREEMENT.** This Agreement constitutes the entire agreement between the parties and supersedes any prior oral or written agreement with respect to any payment, reimbursement, or any of the other matters regarding the New Market Drive Project.

10. **AUTHORITY.** Each of the signatories to this Agreement represents that he/she is authorized to sign the Agreement on behalf of such party and that all agency approvals, resolutions and consents which must be obtained to bind such party have been obtained that no further approvals, acts or consents are required to bind such party to this Agreement.

[signature page follows]

IN WITNESS WHEREOF, the parties have entered this Agreement on the last date set forth below (the "Execution Date").

CITY OF SACRAMENTO

BY: _____
Hector Barron, Director
Department of Public Works
For: Howard Chan, City Manager

Dated: _____

Approved as to Form:

BY: _____
Senior Deputy City Attorney

Attest:

BY: _____
Assistant City Clerk

LOS RIOS COMMUNITY COLLEGE DISTRICT

BY: *Brian King*
for Brian King, CEO/Chancellor

Dated: 4/18/19


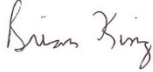
Approved as to Form:

BY: *[Signature]*
District Counsel

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	Dual Enrollment Memorandum of Understanding: El Dorado Union High School District	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item E	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Whitney Yamamura, President, Folsom Lake College 	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
APPROVED FOR CONSIDERATION:	Brian King, Chancellor 	ACTION	X
		INFORMATION	<input type="checkbox"/>

BACKGROUND:

With the passage of Assembly Bill 288, California community college districts are authorized to enter into agreements with high school districts to expand opportunities for high school students to take college courses during the regular school day and for community colleges to claim apportionment. To go forward with this program, the law requires community college districts and high school districts to enter into a Memorandum of Understanding (MOU) approved by the governing boards of both the community college district and the high school district. The proposed MOU is between the Los Rios Community College District and El Dorado Union High School District (EDUHSD). On April 10, 2019, this MOU was presented to the Board of Trustees for information and discussion. The Board also set May 15, 2019 Board meeting as the time and place for a public hearing on this subject.

STATUS:

The Board may approve the MOU to offer and expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for technical education. The next step in this process is for the Board to hold a public hearing on this subject. In order to authorize the MOU, after taking public comment, the Board must approve the attached resolution by an affirmative vote of a majority of its members.

RECOMMENDATION:

It is recommended that the Board of Trustees conduct a public hearing; authorize the MOU between the Los Rios Community College District and El Dorado Union High School District (EDUHSD); and authorize the Chancellor or designee to execute the necessary documents.

**MEMORANDUM OF UNDERSTANDING
REGARDING DUAL ENROLLMENT
BETWEEN THE LOS RIOS COMMUNITY COLLEGE DISTRICT
FOLSOM LAKE COLLEGE
AND THE**

EL DORADO HIGH SCHOOL DISTRICT, VIRTUAL ACADEMY AT SHENANDOAH

This Memorandum of Understanding (“MOU”) is between the Los Rios Community College District, specifically FOLSOM LAKE COLLEGE and the EL DORADO UNION HIGH SCHOOL DISTRICT (EDUHSD). For identification purposes only this MOU is dated June 1, 2019.

RECITALS

WHEREAS, LRCCD is a multi-college District whose mission includes providing educational programs and services that are responsive to the needs of the students and communities within the EDUHSD;

WHEREAS, EDUHSD is a High School District located in El Dorado County;

WHEREAS, the parties desire to enter into a College and Career Access Pathways partnership to collaborate and provide college credit and courses pursuant to Assembly Bill 288;

WHEREAS, the purpose of this MOU is to offer and expand dual enrollment opportunities for students who may not already be college-bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness;

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by the Legislature and LRCCD;

WHEREAS, the parties desire to enter into a MOU, which sets forth their mutual rights and responsibilities and governs their relationship;

WHEREAS, this MOU contemplates that the parties will enter into a related course agreement (“CA”) for the individual courses offered under this MOU (“Courses”), that each CA will fully incorporate the terms of this MOU, and that each CA will set out the necessary details specific to the subject Programs/Courses;

WHEREAS, the parties intend for LRCCD to report full-time equivalent students (“FTES”) and obtain state apportionment for the subject Courses given through this MOU in accordance with California Education Code, section 76004 and the appropriate portions of Title V of the California Code of Regulations;

WHEREAS, all Courses will be held within LRCCD’s District boundaries;

NOW, THEREFORE, the parties mutually agree as follows:

TERMS

1. **Recitals.** The above recitals are incorporated herein and made a part of this MOU.
2. **Effective Date and Duration.** This MOU shall be effective on the date authorized representatives of both parties sign it. This MOU renews automatically on an annual basis, until either party indicates a desire to change or discontinue the MOU.
3. **Early Termination.** This MOU may be terminated by either party with cause if another party fails to comply with the insurance or indemnification requirements or otherwise commits a material breach. Termination will be effective no sooner than 15 calendar days after a written demand to cure is provided and the party fails to cure. This remedy is in addition to any other remedy which may be provided for by law.

This MOU may be terminated without cause and for any reason by any party. The party desiring early termination without cause must provide written notice to the other parties. Termination will be effective no sooner than 60 calendar days after actual receipt of the written notice. Any students currently enrolled in LRCCD courses under this MOU shall be allowed to complete those courses prior to the termination of this MOU.

The indemnification provisions contained in this MOU shall survive termination.

4. **Course Agreements.** The terms of this MOU are deemed to be part of and fully incorporated into any and all presently existing or future CAs unless expressly modified by a related CA. Related CAs will typically address the scope, nature, time, date, location, number of educational hours, LRCCD credits offered, number of students, and other specifics related to each Course. The terms of this MOU may be modified by individual CA as necessary, including eligibility requirements for students to enroll in a particular course or courses. Any inconsistency between the MOU and an express provision of a CA will be resolved in favor of this MOU.
5. **Required Information.**
 - A. The total number of high school students to be served by this MOU is estimated at 120.
 - B. The total number of full time equivalent students projected to be claimed by LRCCD for apportionment under this MOU is 40.
 - C. The criteria to assess the ability of pupils to benefit from this dual enrollment program are as follows:
 - Students must have a high school GPA of 2.0.

- In order to retain eligibility, dual enrollment students must maintain a cumulative 2.0 GPA in college coursework.
- On the first day of the college class, dual enrollment students must be at least fourteen (14) years old.

Admission to this dual enrollment program also requires the following:

- A recommendation from the applicant's high school principal or duly authorized designee, including specific course numbers and any acceptable alternates;
- Permission from the applicant's parent or guardian;
- Proof that the student will be at least fourteen (14) years of age by the first day of class.

- D. The point of contact for LRCCD is Vice Chancellor of Education and Technology Jamie Nye and the Folsom Lake College President Whitney Yamamura. The point of contact for EDUHSD DISTRICT is Assistant Superintendent, Educational Services Christopher Moore.
- E. LRCCD shall be the employer of record for purposes of assignment monitoring and reporting to the county office of education if required and shall assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- F. All sharing of information between LRCCD and the EDUHSD shall be in compliance with Federal Educational Rights and Privacy Act and State law. Where exceptions to those laws allow LRCCD and the EDUHSD to share information without the consent of the students, LRCCD and EDUHSD will follow the requirements of FERPA and State law. No data shall be shared by either party until the other party is satisfied, in its sole discretion, as to the safety and security of that data in the other party's control. Where there is no exception, sharing information will require a signed, dated release from the student explicitly authorizing the sharing of personally identifiable information about the student.
- G. LRCCD and EDUHSD shall not utilize Joint Use Facilities. Instruction shall occur on the EDUHSD campuses or LRCCD campuses.
- H. Parents or legal guardians shall be required to sign a form consenting to the enrollment of their pupils in community college courses offered by LRCCD. The consent form shall be submitted to and be maintained by LRCCD. Pursuant to LRCCD Policy and Regulation, LRCCD data concerning a student shall not be shared with parents without a signed, dated release from the student authorizing the sharing of that data.

6. **Required Certifications.**

- A. The Board of Trustees of LRCCD and EDUHSD will pass a resolution approving this MOU as required under Education Code section 76004. The resolution shall be in the form provided in attachment A to this MOU.
- B. All college course faculty will be employees of LRCCD.
- C. All LRCCD faculty teaching a course on an EDUHSD campus will not have been convicted of sex offenses or controlled substance offenses. (Cal. Ed. Code, sections 87010, 80711.)
- D. LRCCD faculty teaching a course at an EDUHSD campus will not displace or cause the termination of an existing EDUHSD teacher teaching the same course on an EDUHSD campus.
- E. EDUHSD teachers teaching a course offered for college credit at an EDUHSD school will not displace or cause the termination of an existing LRCCD faculty teaching the same course at LRCCD.
- F. Community college courses offered for college credit at an EDUHSD campus will not reduce access to the same courses offered at LRCCD colleges.
- G. Any LRCCD community college course that is oversubscribed or has a waiting list at LRCCD will not be offered within the partnership.
- H. Participation in the partnership is consistent with the core mission of the community colleges pursuant to Education Code, section 66010.4.
- I. High school students participating in the partnership will not lead to enrollment displacement of otherwise eligible adults at LRCCD colleges.
- J. Both LRCCD and EDUHSD will comply with local bargaining requirements and all state and federal reporting requirements.

7. **Regulatory Requirements for State Apportionment Purposes Applicable to All Courses Conducted Under the Terms of This MOU.**

These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

- A. Responsibilities of Each Party. LRCCD policies and procedures apply and LRCCD is responsible for the Courses. The Courses will comply with all applicable regulations, procedures, prerequisites and standards applicable to LRCCD, as well as any corresponding local policies, practices, and requirements of the EDUHSD.
- B. Enrollment Period. The enrollment period shall be determined by LRCCD in accordance with its guidelines, policies, pertinent statutes, and regulations.

- C. Number of Course Hours Sufficient to Meet the Stated Performance Objectives. LRCCD will determine the student learning outcomes for each of the Courses and the number of course hours necessary to meet the performance objectives. The performance objectives and corresponding course hours shall be specified in the related CA.
- D. Supervision and Evaluation of Students. Supervision and evaluation of students shall be in accordance with LRCCD guidelines, policies, pertinent statutes, and regulations. All students will be under the immediate supervision of an employee of LRCCD. For purposes of this paragraph all EDUHSD employees who are teaching the courses shall be deemed to be employees of LRCCD.
- E. Withdrawal Prior to Completion of the Course. A student's withdrawal prior to completion of the Course shall be in accordance with LRCCD guidelines, policies, pertinent statutes and regulations.
- F. Right to Control and Direct Instructional Activities. LRCCD is responsible for the Courses and has the sole right to control and direct the instructional activities of all faculty teaching those Courses
- G. Minimum Qualifications for Faculty Teaching Courses. All faculty that teach Courses shall meet the minimum qualifications to provide instruction in a California Community College.
- H. Facilities. EDUHSD will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the contemplated instruction and do so without charge to LRCCD or students. EDUHSD agrees to clean, maintain, and safeguard EDUHSD's premises. EDUHSD warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- I. Equipment. EDUHSD will furnish, at its own expense, all course materials, specialized equipment, and other necessary equipment for all EDUHSD students. The parties understand that such equipment and materials are EDUHSD's sole property. LRCCD faculty shall determine the type, make, and model of all equipment and materials to be used during each Course; in making this determination, LRCCD faculty will consider open education resources whenever possible. EDUHSD understands that no equipment or materials fee may be charged to students. Students in a course who are not enrolled in EDUHSD shall be provided course materials, specialized equipment, and other necessary equipment as specified in LRCCD Policies.
- J. Enrollment. Enrollment shall be open to any EDUHSD Virtual Academy pupil who has been admitted to LRCCD and meets all applicable course prerequisites as well as the requirements stated in 5.C above. Applicable prerequisite courses, training,

or experience will be determined by LRCCD. Applicants must meet the standards and prerequisites of the LRCCD.

LRCCD will be responsible for processing student applications. LRCCD will provide the necessary admission forms and procedures and both LRCCD and EDUHSD will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.

LRCCD will ensure that each student completes the admissions procedure, the course enrollment process, and otherwise process student applications and enroll students in the Courses, as appropriate. EDUHSD will assist LRCCD as necessary. A successful enrollment requires that each student has completed an enrollment application provided by LRCCD, completed the parental permission form, the application and parental permission form has been delivered to and accepted by LRCCD's Admissions and Registration Office, all enrollment and other applicable fees have been paid, and the applicant has met all requirements, to include the standard LRCCD student liability and medical care coverage, if applicable.

- K. Enrollment Fees. Pursuant to LRCCD Board Policy, Education Code sections 76300(f), and 76004, students enrolled in courses under this MOU shall be exempt from fees described in Education Code sections 76060.5 (student body fee), 76140 (nonresident tuition), 76223 (copies of records), 76300 (student fee), 76350 (apprenticeship fees), and 79121 (child development center fees). EDUHSD will pay all other applicable fees (i.e. Universal Transit Fee, Health Fee, Student Representation Fee, etc.).
 - N. Records of Student Attendance and Achievement. All records of student attendance and achievement shall be submitted to LRCCD periodically, or upon demand, and shall be maintained by LRCCD.
 - O. Ancillary Support Services for Students. Both LRCCD and EDUHSD shall ensure that students enrolled in the Courses are provided ancillary and support services as may be needed, including but not limited to counseling and guidance and placement assistance.
8. **Liaison.** At no cost to EDUHSD, LRCCD will provide the services of faculty members who will facilitate coordination and cooperation between LRCCD and EDUHSD. LRCCD will provide EDUHSD personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this MOU, including conducting appropriate student assessments, outreach/recruitment activities and the LRCCD's application procedures.
9. **Support Staff.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

- A. EDUHSD /LRCCD to Provide Support Services. Unless otherwise provided for in a related CA, EDUHSD and LRCCD will collaborate to provide personnel to perform the following services on its campus: clerical services and services associated with outreach activities, recruiting students, assessing students, processing student applications, enrolling qualified students, and other related services as may be necessary.
 - B. EDUHSD is Responsible for its Own Personnel. EDUHSD's personnel will perform these services on duty time. EDUHSD personnel performing these services will be employees solely of EDUHSD, subject to the authority of EDUHSD, but will also be subject to the direction of LRCCD, specifically with regard to their duties pertaining to the Courses described in the related CAs. LRCCD has the primary right to control and direct Course activities.
10. **Faculty.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:
- A. LRCCD to Select and Employ Faculty. LRCCD will select faculty pursuant to its own policies, regulations and the law. EDUHSD personnel selected to be faculty shall be employees solely of LRCCD during the time they teach LRCCD courses, but will also be subject to the authority of EDUHSD, specifically with regard to their duties as EDUHSD employees. The LRCCD faculty shall be subject to the LRCCD Collective Bargaining Agreement with the Los Rios College Federation of Teachers in effect at the time the course is offered.
 - B. Faculty. LRCCD shall ensure that all faculty are experienced, competent, dedicated personnel who have the personal attributes necessary for providing instruction in the Courses. LRCCD shall ensure that all faculty possess all minimum qualifications, any certificates or other training requirements that may be required including, but not limited to the qualification requirements of Title 5 CCR 53410 and 58060.
 - C. LRCCD Shall Determine Faculty Requirements. LRCCD shall determine the number of faculty, the ratio of faculty to students, and the subject areas of instruction.
 - D. Orientation Meeting. Faculty shall attend an orientation meeting if scheduled and LRCCD shall provide manuals, course outlines, curriculum materials, and testing and grading procedures as necessary.
11. **Instruction.** All lectures will conform to LRCCD approved curriculum and course outlines and recommendations of experienced LRCCD faculty. All courses must follow LRCCD's required hours of instruction and meet LRCCD's minimum enrollment requirements. Instructional presentations will incorporate planned practical demonstrations, as may be necessary, and use audiovisual techniques or equipment and vocational equipment.

12. **Facilities.** The parties contemplate that primarily, the facilities of EDUHSD will be utilized to carry out the goals of this MOU and any related CA, although from time to time LRCCD facilities may be utilized subject to mutual MOU by the parties as expressed in a related CA. EDUHSD agrees to defend, hold harmless, and indemnify LRCCD and its governing board, officers, employees, administrators, independent contractors, subcontractors, and other representatives from all damages, losses, or expenses, including litigation costs such as attorney's fees, should a student, faculty, or third party be injured as a result of or connected with the condition of the EDUHSD's premises, in whole or in part. The indemnity shall survive termination of this MOU and is in addition to any other rights or remedies LRCCD may have under law or otherwise.
13. **Workers' Compensation.** EDUHSD shall be the "primary employer" for all its personnel who perform services as support staff. EDUHSD shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective EDUHSD personnel made in connection with performing services and receiving instruction under this MOU or any related CA. EDUHSD agrees to hold harmless, indemnify, and defend LRCCD from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by EDUHSD personnel connected with providing services under this MOU or any related CA. EDUHSD is not responsible for non-EDUHSD personnel who may serve as faculty or students who are not affiliated with the EDUHSD. These provisions may not be voided, modified nor waived by a related CA.
14. **Reporting Requirements.** Annually, LRCCD and EDUHSD shall report all of the following information to the office of the Chancellor of the California Community Colleges:
- A. The total number of high school pupils by school-site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
 - B. The total number of community college courses by course category and type and by school-site enrolled in by partnership participants.
 - C. The total number and percentage of successful course completions, by course category and type and by school-site, of partnership participants.
 - D. The total number of full-time equivalent students generated by CCAP partnership community college district participants.
15. **Indemnification.**
- A. EDUHSD shall defend, hold harmless, and indemnify LRCCD, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including

reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with the provision of instruction pursuant to this MOU or any related CA that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of EDUHSD, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

- B. LRCCD shall defend, hold harmless, and indemnify EDUHSD, their governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with its responsibilities hereunder that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of LRCCD, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.
- C. EDUHSD shall have no obligation to defend, hold harmless, or indemnify LRCCD, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for their sole negligence or willful misconduct; and LRCCD shall have no obligation to defend, hold harmless, or indemnify EDUHSD, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for their sole negligence or willful misconduct.
- D. This indemnity shall survive termination of this MOU or any related CA, and is in addition to any other rights or remedies that EDUHSD or LRCCD may have under law and/or otherwise.
- E. These provisions may not be voided, modified nor waived by any related CA.

16. Insurance Requirements.

- A. During the entire term of this Agreement, each party shall, at its own expense, maintain, and shall require all subcontractors to maintain insurance as set forth below and shall provide the additional insured endorsements that name the other party as an additional insured on the each party's General Liability policy and Automobile Liability policy. Minimum Scope of Insurance: Coverage shall be:

1. Commercial General Liability. \$1,000,000 combined single limit per occurrence for bodily injury, personal injury and property damage; and a \$3,000,000 aggregate. Any combination of General Liability, and Excess Coverage amounting to a minimum of \$3,000,000 in coverage will be acceptable. The Commercial General Liability additional insured endorsement shall be as broad as the Insurance Services Inc.'s (ISO) additional insured, Form B CG 20101001.
 2. Automobile Liability. "Any Auto" with \$1,000,000 combined single limit per accident for bodily injury and property damage.
 3. Workers' Compensation. As required by the Labor Code of the State of California, and Employers' Liability Insurance; with limits as required by the Labor Code of the State of California and Employers' Liability limits of \$1,000,000 per accident.
- B. If the above insurance is written on a claims-made form, it shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement and continue for at least three full years following the completion of any services/work under this Agreement. Any deductibles, self-insured retentions, or changes in these items must be declared to and approved by the other party. Each party's insurer shall agree to waive all right of subrogation against the other, its trustees, officers, and agents for losses arising from the work performed. Each insurance policy shall include the standard Severability of Interest, or Separation of Insured (General Liability Form CG 00 01 12 04) clause in the policy and when applicable the cross liability insurance coverage provision which specifies the inclusion of more than one insured shall not operate to impair the rights of one insured against another insured. Each insurance policy required by this Agreement shall be endorsed to state that coverages shall not be canceled except after thirty (30) days prior written notice has been given to the other party. Each party shall provide the other with certificates of insurance and required executed endorsements, evidencing compliance with this section, prior to the commencement of any Courses. On request, each party shall furnish copies of any and/or all of the required insurance policies.
- C. Nothing in this section concerning minimum insurance requirements shall reduce a party's liability or obligations under the indemnification provisions of this MOU.
- D. The parties acknowledge that both parties are permissibly self-insured under California law.
- E. These provisions may not be voided, modified nor waived by a related CA.
17. **Discrimination and Harassment.** Each party agrees it will not unlawfully discriminate, harass, or allow harassment against any employee or other person because of ethnic group identification, race, color, sex, gender, gender identity, gender expression,

pregnancy or childbirth-related condition, sexual orientation, sexual identity, religion or religious creed, age (over forty), national origin, ancestry, physical or mental disability, medical condition, political affiliation or belief, military and veteran status, or marital status, and shall comply with all applicable laws pertaining to employment.

18. **Entire Agreement.** This MOU and any related CAs constitute the entire agreement between the parties with regard to the Courses and supersedes any prior or contemporaneous understanding or agreement. No party has been induced to enter into this MOU by, nor is any party relying on, any representation or promise outside those expressly set forth in this MOU and any related CA.
19. **Amendment.** The provisions of this MOU may be modified only by mutual MOU of the parties. No modification shall be binding unless it is in writing and signed by the party against whom enforcement of the modification is sought.
20. **Waiver.** Unless otherwise precluded by the terms of this MOU, terms or conditions may be waived by the party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance, or satisfaction of that term or condition as it applies on a subsequent occasion.
21. **Assignment.** Neither party may assign any rights or benefits or delegate any duty under this MOU without written consent of the other party. Any purported assignment without written consent shall be void.
22. **Parties in Interest.** Nothing in this MOU, whether express or implied, is intended to confer any rights or remedies under or by reason of this MOU on any person other than the parties to it and their respective successors and assigns, nor is anything in this MOU intended to relieve or discharge the obligation or liability of any third person to any party to this MOU, nor shall any provision give any third person any right to subrogation or action against any party to this MOU.
23. **Severability.** If any provision of this MOU is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the MOU shall continue in full force and effect and shall in no way be impaired or invalidated.
24. **Notices.** Any notice under this MOU shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.
25. **Authority to Enter Into MOU.** Each party to this MOU represents and warrants that it has the full power and authority to enter into this MOU and to carry out the transactions

contemplated by it and that it has taken all action necessary to authorize the execution, delivery, and performance of this MOU.

- 26. **Status of the Parties.** Neither party is a partner, joint venture, co-principal, employer, or co-employer of the other or of an employee of the other party. EDUHSD shall be solely responsible for paying all salaries, wages, benefits, and other compensation which its employees or subcontractors may be entitled to receive in connection with performing services under this MOU and any related CA. EDUHSD shall be solely responsible for withholding and paying all applicable payroll taxes and contributions, including federal, state, and local income taxes, FICA, FUTA, and state unemployment, workers' compensation, and disability insurance in connection with performing services under this MOU and any related CA.
- 27. **Retention and Audit of Records.** Each party shall maintain records pertaining to this MOU and related CAs as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.
- 28. **Governing Law and Venue.** This MOU will be governed by and construed in accordance with California law and venue of any action or proceeding in connection with this MOU shall be Sacramento County, California.

IN WITNESS WHEREOF, the parties hereto have caused this MOU to be executed the day and year first above written.

AGREED TO AND ACCEPTED:
LOS RIOS COMMUNITY COLLEGE DISTRICT

AGREED TO AND ACCEPTED:
EL DORADO UNION HIGH SCHOOL DISTRICT

By: _____
Jamie Nye
Vice Chancellor
1919 Spanos Court
Sacramento, CA 95825
(916) 568-3031


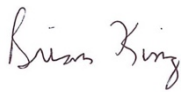
By: _____
Title: _____
Address: _____

Telephone: _____

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	The Future of Career Education & Workforce Development at American River College	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Information Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Thomas G. Greene, President American River College	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	X

BACKGROUND:

A historic strength of American River College has been the breadth and depth of its Career Education (CE) program offerings and significant progress continues in this area. Over the last several years, for example, many of our 46 Career Education programs have been recognized by the State Chancellor’s Office for excellence; the College has established numerous Dual Enrollment pathways into high demand and high pay Career Education careers; and our Apprenticeship Program has grown exponentially, becoming one of the largest apprenticeship programs in the State.

These efforts represent a few of the examples of how the College is strategically positioning itself for the disruptive changes associated with the future of work, and by extension, workforce development and education.

STATUS:

Staff will provide an update on current progress in career education and workforce development as well as highlight how the College is positioning itself for continued effectiveness and success within this rapidly evolving landscape of workforce development and education. Experiences of our students and industry partners will be highlighted.


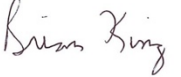
RECOMMENDATION:

This item is presented to the Board of Trustees for information and discussion.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: May 15, 2019

SUBJECT:	AB 705 Update	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Information Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Jamey Nye, Vice Chancellor	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	X

BACKGROUND:

Members of the Board of Trustees have requested an update on AB 705 implementation within the Los Rios Community College District.

STATUS:

Faculty leads from the AB 705 implementation teams in math and English from American River, Cosumnes River, Folsom Lake, and Sacramento City will present on curricular changes to ensure compliance with AB 705 for the fall 2019 term. Additionally, data related to placement in math and English as well as early course success data will be presented that show dramatic increases in students placing directly into transfer-level 7 courses and promising results as a result of curricular improvements.

RECOMMENDATION:

This item is presented for the Board of Trustees information and discussion.