

# LOS RIOS COMMUNITY COLLEGE DISTRICT

## BOARD MEETING AGENDA

Wednesday, June 12, 2019

5:30 pm

### MEETING LOCATION:

Sacramento City College - Davis Center  
 South Building  
 1720 Jade Street  
 Davis, CA 95616

<b>1. CALL TO ORDER</b>	Board President
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<b>2. ORAL COMMUNICATIONS</b> <i>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.</i>
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<b>3. SPECIAL ORDER OF BUSINESS</b>	
A. Seating of Student Trustee	Brian King

<b>4. CONSENT CONSIDERATIONS</b>	
<i>A member of the Board may request that an item be removed for further discussion and separate action.</i>	
A. <a href="#">Board Meeting Minutes: May 15, 2019 (page 3)</a>	Brian King
B. <a href="#">Resolution No. 2019-06: Five Year Construction Plan and FPP's (page 15)</a>	Theresa Matista
C. <a href="#">Resolution No. 2019-07: 2019-20 Appropriation Limitation (page 19)</a>	Theresa Matista
D. <a href="#">Student Equity and Achievement (SEA) Program (page 22)</a>	Jamey Nye
E. <a href="#">Application to Present Late Claim: Lee Dorsey (page 71)</a>	JP Sherry
F. <a href="#">2018-19 Budget Revision No. 2 (page 75)</a>	Theresa Matista
G. <a href="#">Child Development Centers Program Self Evaluation (page 93)</a>	Theresa Matista
H. <a href="#">Contract Award: Districtwide Interpreting Services (page 99)</a>	Theresa Matista
I. <a href="#">Special Event Authorization (page 100)</a>	JP Sherry
J. <a href="#">Disposition of Surplus Equipment (page 102)</a>	Theresa Matista
K. <a href="#">Ratify: Bid Transactions (page 103)</a>	Theresa Matista
L. <a href="#">Ratify: Grants and Contracts Awarded (page 105)</a>	Brian King
M. <a href="#">Ratify: Affiliation and Other Agreements (page 106)</a>	Theresa Matista
N. <a href="#">Purchase Orders, Warrants, Checks and Electronic Transfers (page 109)</a>	Theresa Matista
O. <a href="#">Short-Term Temporary Employees (page 111)</a>	Theresa Matista
P. <a href="#">Regular Human Resources Transactions (page 113)</a>	Theresa Matista

<b>5. ACTION</b>	
A. <a href="#">Folsom Lake College: Honorary Naming of Makerspace Fiber Arts Lab, "The Karol McCormac Fiber Arts Lab" (page 144)</a>	Whitney Yamamura
B. <a href="#">Retiree Health Benefit Contribution (Policies 5165, 6622 and 9414) (page 146)</a>	Theresa Matista
C. <a href="#">Resolution No. 2019-08: Mitigated Negative Declaration – SCC Lillard Hall Modernization Project (page 156)</a>	Theresa Matista
D. <a href="#">Ratification of Emergency Repair: ARC Childcare Center (page 159)</a>	Theresa Matista
E. <a href="#">2019-2020 District Tentative Budgets (page 160)</a>	Theresa Matista

<b>6. INFORMATION</b>	
A. Opportunity for Advanced Manufacturing Center as Part of Proposed California Mobility Center (page 169)	Brian King
B. Hispanic Association of Colleges and Universities Capitol Forum Inspires SCC Students (page 170)	Michael Gutierrez

**7. BOARD MEMBER REPORTS**

**8. FUTURE AGENDA ITEMS**

- 9. REPORTS and COMMENTS**
- Student Association
  - Classified Senate
  - Academic Senate
  - Other Recognized Constituencies
  - Chancellor’s Report

- 10. CLOSED SESSION**  
*Closed session may be held as authorized by law for matters including, but not limited to collective bargaining (Rodda Act), Education Code provisions, pending litigation, etc.*
- A. Pursuant to Government Code section 54957.6; Conference with Labor Negotiators – Agency Designated Representatives: Brian King, Theresa Matista, Mario Rodriguez, Ryan Cox, JP Sherry; Employee Organizations: LRSA, LRCEA
- B. Pursuant to Government Code section 54957: Complaint against Public Employee
- C. Pursuant to Government Code section 54957: Complaint against Public Employee

**11. ADJOURNMENT**

<b>LOS RIOS BOARD OF TRUSTEES</b>			
<b>John Knight</b> President ▪ Area 3	<b>Robert Jones</b> Vice President ▪ Area 2	<b>Dustin Johnson</b> ▪ Area 1 <b>Ruth Scribner</b> ▪ Area 4 <b>Pamela Haynes</b> ▪ Area 5	<b>Deborah Ortiz</b> ▪ Area 6 <b>Tami Nelson</b> ▪ Area 7 <b>Isabella-Marie Engel</b> ▪ 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: July 10, 2019 ▪ Regular Board Meeting ▪ Location: District Office			
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: <a href="http://www.losrios.edu">www.losrios.edu</a>			
<b>Help Us Help You</b>			
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: June 12, 2019

<b>SUBJECT:</b>	Board Meeting Minutes: May 15, 2019	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item A	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Brian King, Chancellor <i>Brian King</i>	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

**STATUS:**

The minutes of the Board of Trustees meeting held on May 15, 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 May 15, 2019.

**LOS RIOS COMMUNITY COLLEGE DISTRICT**  
**Board Meeting Minutes**  
**Wednesday, May 15, 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 O.*

*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: April 10, 2019*

*That the Board of Trustees approve the minutes of the meetings held on April 10, 2019.*

B. Curriculum Proposals: American River and Folsom Lake Colleges

That the Board of Trustees approve the curriculum proposals for American River College and Folsom Lake Colleges.

C. Vision for Success Goal Setting

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

D. Resolution No. 2019-04: Authorizing Execution of a Contract from the Department of Rehabilitation (Workability III)

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

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

That the Board of Trustees approve the proposed revisions to the policy listed in the May board agenda packet.

F. District Quarterly Financial Status Report (311Q)

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

G. Los Rios Foundation – Quarterly Investment Report

That the Board of Trustees receive the Foundation Quarterly Investment Report for the quarter ended March 31, 2019.

H. Disposition of Surplus Equipment

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

I. 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
16017	SCC Davis Center Phase 2, reprogram set points in the lab and revise	\$5,343.87	5	Broward Builders Inc.	\$11,519,972.41

	domestic water heater controls				
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J. Ratify: Grants and Contracts Awarded

Title, Description, Term, Project Administrator	College/Unit	Amount	Source
<p>Nursing Curriculum Revision</p> <ul style="list-style-type: none"> <li>• Funding for activities to revise the nursing curriculum.</li> <li>• 11/26/2018 through 6/30/2019</li> <li>• Administrator: Jim Collins / Dean, Science and Allied Health Division</li> </ul>	SCC	\$5,000	California Community College Chancellor's Office / Butte Glenn Community College District
<p>Academy Instructor Certification Course</p> <ul style="list-style-type: none"> <li>• Funding to present one Plan V Academy Instructor Certification Course for the fiscal year ending 6/30/2019</li> <li>• 5/14/2019 through 5/17/2019</li> <li>• Administrator: Frank Kobayashi / AVP, ARC Workforce Economic Development</li> </ul>	ARC	\$9944.50	Commission on Peace Officers Standards and Training
<p>CDC Block Grant</p> <ul style="list-style-type: none"> <li>• Funding to increase the number of children in low-income areas with opportunities to attend high-quality preschool programs.</li> <li>• 7/19/2018 through 6/40/2020</li> <li>• Administrator: Diana Hicks / Dean, Humanities</li> </ul>	ARC	\$30,164	Sacramento County Office of Education
<p>CDC Block Grant</p> <ul style="list-style-type: none"> <li>• Funding to increase the number of children in low-income areas with opportunities to attend high-quality preschool programs.</li> <li>• 7/01/2019 through 6/30/2019</li> <li>• Administrator: Frank Kobayashi / AVP, ARC Workforce Economic Development</li> <li>•</li> </ul>	ARC	\$43,083	Sacramento County Office of Education
<p>UMOJA Sakhu Learning Community</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 3/01/2019 through 12/31/2019</li> <li>• Administrator: Jeffrey Stephenson / VP, Student Services</li> </ul>	ARC	\$16,000	Umoja Community
<p>Re-Emerging Scholars Program Expansion</p> <ul style="list-style-type: none"> <li>• Funding for program development and implementation of educational support services for reentry of currently and formerly incarcerated students.</li> <li>• 7/01/2019 through 12/31/2021</li> <li>• Administrator: Kasey Gardner/ Dean, Behavioral &amp; Social Sciences</li> </ul>	SCC	\$113,636	California Community College Chancellor's Office

K. 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 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
Harris Center	Facility Use	13564
Harris Center	Facility Use	13565
Harris Center	Facility Use	13566
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
Harris Center	Facility Use	14152
Harris Center	Facility Use	14154
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
ARC	Facility Use	1046
ARC	Facility Use	1047
ARC	Facility Use	1048
ARC	Facility Use	1049
ARC	Facility Use	1050
ARC	Facility Use	1051
ARC	Facility Use	1052
ARC	Facility Use	1053
ARC	Facility Use	1054



L. 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.

<b>PURCHASE ORDERS</b>		
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	
<b>WARRANTS</b>		
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	
Payroll Vendor Warrants	65379-65513	
April Leave Process	431163-432808	
<b>CHECKS</b>		
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
<b>ELECTRONIC TRANSFERS</b>		
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

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

That the Board of Trustees approve and certify the 2018-2019 EEO Fund Certification Form listed in the May board agenda packet.

N. Special Rate Salary Schedule – New Job Classification

That the Board of Trustees approve the salary schedule effective July 1, 2019, to add the position of Assistant Athletic Trainer listed in the May board agenda packet.

O. Human Resources Transactions

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

**4. FIRST READING**

A. Five Year Construction Plan and Final Project Proposals

The Five Year Construction Plan and Final Project Proposal was presented to the Board of Trustees for first reading and discussion.

**5. ACTION**

A. American River College Commemorative Namings for the ARC STEM Innovation Center

A motion was made by Trustee Scribner, seconded by Trustee Johnson, that the Board of Trustees approve the commemorative naming opportunities for the American River College STEM Innovation Center.

Roll Call Vote:

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

No: None

Absent: None

Student Trustee: Aye

Motion carried; 7:0

B. Resolution No. 2019-05: Recognizing Classified Employees

*A motion was made by Trustee Ortiz, seconded by Trustee Johnson, that the Board of Trustees adopt Resolution No. 2019-05 recognizing classified staff contributions to the District.*

*Roll Call Vote:*

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

*No: None*

*Absent: None*

*Student Trustee: Aye*

*Motion carried; 7:0*

C. Equal Employment Opportunity Plan

*A motion was made by Trustee Haynes, seconded by Trustee Scribner, that the Board of Trustees approve the Los Rios Community College District Equal Employment Opportunity Plan.*

*Roll Call Vote:*

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

*No: None*

*Absent: None*

*Student Trustee: Aye*

*Motion carried; 7:0*

D. Agreement with the City of Sacramento: New Market Drive Project

*A motion was made by Trustee Scribner, seconded by Trustee Nelson, that 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.*

*Roll Call Vote:*

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

*No: None*

*Absent: None*

*Student Trustee: Aye*

*Motion carried; 7:0*

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

*A motion was made by Trustee Scribner, seconded by Trustee Nelson, that the Board of Trustees conduct a public hearing: authorizing 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.*

*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. *The Future of Career Education & Workforce Development at American River College*

District office staff provided 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. Experience of our students and industry partners was also highlighted.

B. *AB 705 Update*

Faculty leads from the AB 705 implementation teams in math and English from American River, Cosumnes River, Folsom Lake, and Sacramento City presented 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 was presented that show dramatic increases in students placing directly into transfer-level 7 courses and promising results as a result of curricular improvements.

## **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
Tereza Manaseryan	Custodian	ARC	11
Daniel Styer	Dean, Mathematics, Statistics & Engineering	SCC	16+
Timothy Kiernan	Kinesiology, Health and Athletics Professor	SCC	37+
Juan LaChica	Counselor	SCC	44+

## 10. 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.

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## BRIAN KING


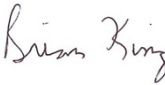
Chancellor and Secretary to the Board of Trustees

*Draft minutes presented to the Board of Trustees: June 12, 2019*

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Resolution No. 2019-06: Five Year Capital Outlay Plan and Final Project Proposals	ATTACHMENT: Yes	
		ENCLOSURE: Five Year Plan	
<b>AGENDA ITEM:</b>	Consent Item B	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	 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 Capital Outlay Plan which lists 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 Capital Outlay Plan, are also submitted with the Five Year Capital Outlay Plan each year. The Five Year Capital Outlay 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 Chancellor’s 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 to be 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 second reading of the Five Year Capital Outlay Plan and information on Davies Hall FPP that the Board will be asked to approve on June 12, 2019. The attached executive summary describes the Five Year Capital Needs Plan and FPP.

A first reading of the draft plan and FPP were presented at the May Board Meeting and are included as an enclosure to the agenda.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the Five Year Capital Outlay Plan, Final Project Proposal, and supporting Resolution No. 2019-06 for submission to the State.



# LOS RIOS COMMUNITY COLLEGE DISTRICT

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

## RESOLUTION

№ 2019-06

### Five Year Capital Outlay Plan (2021-2022 first funding year)

**WHEREAS**, the Los Rios Community College District is requesting State funds for the capital outlay projects named in the Five Year Capital Outlay Plan; and

**WHEREAS**, the Five Year Capital Outlay Plan submitted herein is in accordance with the State of California Education Code and Title V provisions; and

**WHEREAS**, any State funds received pursuant to this application shall be used solely for defraying the development cost of proposed projects; and

**BE IT RESOLVED**, that the Board of Trustees of the Los Rios Community College District approve the submission of the Five Year Capital Outlay Plan to the California Community Colleges.

**PASSED AND ADOPTED** as Los Rios Community College District Resolution № 2019-06, this twelfth day of June 2019, by the following called vote:

AYES	NOES	ABSENT
------	------	--------

\_\_\_\_\_  
John Knight, Board President

*Attest:*

\_\_\_\_\_  
Brian King  
Chancellor and Secretary to the Board



**State Five Year Capital Outlay 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 and determine the amount and type of spaces that will be 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 tool used by the State to determine which projects will be approved. Also the State has a priority system, which causes districts to compete against each other to offer the State the least cost alternative. Because of this many of the projects have a local contribution indicated. The local contribution is intended to make our projects more competitive for scarce State funding.

This year’s State Five Year Capital Outlay Plan lists 21 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 allowed for a backlog of FPPs to be eased. The current funding schedule for Los Rios FPPs could be as follows:

FPPs previously submitted and scheduled for 2019-20 State funding

- ARC Natomas Center Phase 2 & 3
- ARC Technical Education Building Modernization
- CRC Elk Grove Center Phase 2
- FLC Instructional Building Phase 2.1

FPPs to be submitted this year for potential State funding in 2021-22

- ARC Davies Hall Modernization



Following is a brief Description of this FPP:

ARC Davies Hall Modernization This project will modernize, through demolition and reconstruction, approximately 42,185 ASF of instructional and related support space at ARC Davies Hall. The estimated total cost of this project is \$35,836,000. The total request for State funding is \$18,004,000 for portions of the Preliminary Plans, Working Drawings and Construction of this project. Los Rios is proposing to fund the remaining cost of this project, to include portions of the Preliminary plans, Working drawings and Construction and all of the Equipment; for a total District contribution of \$17,832,000.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Resolution No. 2019-07: 2019-20 Appropriation Limitation	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item C	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King, Chancellor	ACTION	
		INFORMATION	

**BACKGROUND:**

Pursuant to Article XIII-B of the Constitution and Government Code Section 7900, all community college districts are required to compute an annual appropriation limit. That appropriation limit is adjusted annually for changes in price index, population, and other applicable factors. This requirement is also known as the Gann Limit.

Staff has calculated the 2019-20 appropriation limit as specified in the Government Code Section 7908. The calculated spending limit is \$421,973,181. The District's 2019-20 appropriations subject to this limit are calculated at \$321,191,690, which indicates that the District's tentative budget is \$100,781,491 below its appropriation limit. For 2018-19 the District's appropriations subject to the limit were \$51,492,637 below the appropriation limit of \$347,646,728.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the appropriation limitation of \$421,973,181 for 2019-20 by adopting the attached Resolution No. 2019-07.



# LOS RIOS COMMUNITY COLLEGE DISTRICT

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

## RESOLUTION

№ 2019-07

### 2019-2020 Appropriation Limitation

**WHEREAS**, on November 6, 1979, the People of California passed Proposition 4, a constitutional amendment requiring appropriation limits for state and local government units; and

**WHEREAS**, the method for calculating the appropriation limit for community colleges and school districts was revised by legislative bills AB 198, SB 98, and AB 751 and codified into Government Code Sections 7908 and 7910; and

**WHEREAS**, California Government Code sections 7908 and 7910 requires the Board of Trustees to establish by resolution an appropriation limit each fiscal year; and

**WHEREAS**, the Board of Trustees has directed that the appropriation limit for fiscal year 2019-20 be developed in accordance with the provisions of Government Code sections 7908 and 7910; and

**WHEREAS**, the documentation used in determining the appropriation limit for fiscal year 2019-20 has been made available to the public in the Business Services Office prior to the adoption of this resolution: Now, therefore,

**BE IT RESOLVED**, that the Board of Trustees adopt the 2019-20 appropriation limit of \$421,973,181.

**PASSED AND ADOPTED** as Los Rios Community College District Resolution № 2019-07, this 12<sup>th</sup> day of June 2019, by the following called vote:

AYES	NOES	ABSENT
------	------	--------

\_\_\_\_\_  
John Knight, Board President

*Attest:*

\_\_\_\_\_  
Brian King  
Chancellor and Secretary to the Board

LOS RIOS COMMUNITY COLLEGE DISTRICT

**2019-20 APPROPRIATION LIMIT**

---

(1) 2018-19 Appropriation Limit		\$ 347,646,728
(2) Inflation Factor *		1.0385
(3) Population Factor:		
(a) 2018-19 FTES, Second Period, est.	53,127	
(b) 2017-18 FTES, Second Period, est.	45,454	
Population Change Factor (a) ÷ (b)		<u>1.1688</u>
<b>Appropriation Limit for 2019-20</b>		<b><u>\$ 421,973,181</u></b>

**2019-20 APPROPRIATIONS SUBJECT TO LIMIT**

---

(1) State Aid		
(General Apportionment, EPA & Apprenticeship Allowance)		\$ 234,117,632
(2) Local Property Taxes and State Subventions		88,391,058
(3) Interest Income on Property Tax Proceeds		663,000
(4) Less: Unreimbursed State and Federal Mandates		<u>(1,980,000)</u>
<b>2019-20 Appropriations Subject to Limit</b>		<b><u>\$ 321,191,690</u></b>
Amount Below Limit		<u>\$ 100,781,491</u>

\* California per Capita Personal Income, Annual Change in the Fourth Quarter 2018.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Student Equity and Achievement (SEA) Program	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item D	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Jamey Nye <i>Jamey Nye</i> Vice Chancellor, Education & Technology	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

**BACKGROUND:**

The purpose of this presentation is to provide the Board of Trustees with an overview of the Student Equity and Achievement (SEA) Program and present information about each colleges' equity plans. The SEA Program is a framework designed by the state legislature to help support community colleges in advancing the system wide goals of boosting achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups. This presentation will provide background information on the state framework as well as present the highlights from each of the colleges' equity plans to support the system wide goals. During the last six months each college worked on developing their own equity plan with direct consultation with faculty, staff, students and management through a variety of integrated workgroups, presentations, and college committees.

It is the intent of the Legislature that funds for the Student Equity and Achievement Program (SEA) support the California Community Colleges in advancing the system-wide goals through the following:

- Implement activities and practices pursuant to the California Community College Guided Pathways Grant Program;
- Ensure students complete their educational goals and a defined course of study;
- Provide quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

**STATUS:**

Staff will provide an update regarding Los Rios Colleges' Student Equity and Achievement Program plans to boost achievement and close equity gaps among our disproportionately impacted populations.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the Student Equity and Achievement Program plans for submission to the California Community College State Chancellor's Office.

# Student Equity Plan Summary

## Contacts

### Project Lead Contact

**Lisa Lawrenson**  
[lawrenl@arc.losrios.edu](mailto:lawrenl@arc.losrios.edu)

### Alternate Project Lead Contact

**Adam Karp**  
Dean of Planning, Research, and Technology  
[karpa@arc.losrios.edu](mailto:karpa@arc.losrios.edu)

## Approvers

### Chief Instructional Officer

**Lisa Lawrenson**  
[lawrenl@arc.losrios.edu](mailto:lawrenl@arc.losrios.edu)

Awaiting Submittal

### Chief Student Services Officer

**Dr. Jeffrey Stephenson**  
Associate Vice President of Student Services (Grant Programs)  
[stephej@arc.losrios.edu](mailto:stephej@arc.losrios.edu)  
(916) 484-4535

Awaiting Submittal

### Chancellor/President

**Thomas Greene**

[greenet@arc.losrios.edu](mailto:greenet@arc.losrios.edu)

Awaiting Submittal

#### Academic Senate President

**Gary Aguilar**  
Academic Senate President  
[aguilag@arc.losrios.edu](mailto:aguilag@arc.losrios.edu)  
(916) 484-8501

Awaiting Submittal

#### Chief Business Officer

**Kuldeep Kaur**  
Vice President, Administrative Services  
[kaurk@arc.losrios.edu](mailto:kaurk@arc.losrios.edu)  
(916) 484-8484

Awaiting Submittal

## Details

### Assurances

\* I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

### Progress & Success

#### Process & Schedule

ARC's Office of Institutional Research (OIR) will monitor and report on measurable goal outcomes annually and continuously evaluate programs supported by the College's Student Equity Plan. These data will include the Student Success Metrics (Access, Retention, Transfer, Completion of Math/English, and Earned an award). The OIR will continue to provide ongoing evaluation of



activities by collecting data (quantitative and qualitative), tracking implementation of activities, applying statistical procedures to analyze data, and disseminating research findings via presentations and reports to project managers and the campus community.

### Success Criteria

Our equity-related categorical programs are nearly all supervised by the Dean of Student Services; she is able to facilitate communication and reduce duplication of services by holding regular meetings with program staff. Many of our campus-based programs roll up to our Dean of Equity Programs and Pathways, who is able to facilitate similar coordination for those programs. Campus based equity programs include our Beaver Food Pantry, PRIDE Center, UndocuScholar Resource Center, API Student Connection, Level Up First-Year Success Program, UNITE, and many more. The supervising deans and program staff for all equity-related programs meet and collaborate as needed, including instructional deans who supervise our equity-focused learning communities such as the Puente P. Also, our categorical program offices are nearly all located in the same building; this proximity facilitates coordination. Similarly, the offices for many of our campus-based equity programs are located in our Student Center. We know we can improve coordination between our equity-related programs. It would be helpful to have an advisory council to look across campus at all equity programs to make sure all our students are being served, provide opportunities for equity program leaders to meet regularly, and help the various programs collaborate strategically to maximize resources and serve students the best we can. Several programs across campus promote equity but are supervised by different deans, such as our ESL Center, Science Success Center, Tutoring Center, Math Learning Center, and Reading/Writing support centers. It would be helpful to bring everyone together regularly to promote coordination. There is a particular need for additional coordination, cohesion, and increased resource parity between the equity programs that are more institutionalized and well-funded, such as our categorical or other grant-funded programs, and the campus-based equity programs that arose from grassroots efforts of committed faculty and staff, such as our Umoja-Sakhu learning community and our Native American Resource Center. Lastly, ARC needs to continue its efforts to coordinate equity related professional development. A project team has been created for the 2019-2020 academic year to make recommendations on how to coordinate these efforts to ensure the ARC strategic plan goals are met, and provide additional professional development opportunities for faculty, staff, and students related to equity.

### Executive Summary

<http://www.arc.losrios.edu/student-equity-plan.htm>

## Metrics

### Overall Student Population

Metric	Baseline	Goal	Equity Change
Enrolled in the Same Community College	25367	30441	+20%
Retained from Fall to Spring at the Same College	20124	24149	+20%
Completed Both Transfer-Level Math and English Within the District in the First Year	238	322	+35.29%
Attained the Vision Goal Completion Definition	2352	2823	+20.03%
Transferred to a Four-Year Institution	3030	4091	+35.02%

### Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Disabled	Male	Transferred to a Four-Year Institution	92	103	+11.96% ◀ ▶
Some other race	Male	Transferred to a Four-Year Institution	46	106	+130.43% ▶▶◀
Hispanic or Latino	Male	Transferred to a Four-Year Institution	248	255	+2.82% ◀ ▶
Native Hawaiian or other Pacific Islander	Male	Transferred to a Four-Year Institution	8	10	+25% ◀ ▶
LGBT	Male	Attained the Vision Goal Completion Definition	10	14	+40% ▶▶◀
LGBT	Female	Attained the Vision Goal Completion Definition	26	33	+26.92% ▶▶◀
Foster Youth	Male	Attained the Vision Goal Completion Definition	2	4	+100% ▶▶◀
Asian	Male	Attained the Vision Goal Completion Definition	77	91	+18.18% ◀ ▶
Some other race	Male	Attained the Vision Goal Completion Definition	33	90	+172.73% ▶▶◀
LGBT	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	3	+200% ▶▶◀
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	27	31	+14.81% ◀ ▶
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	1	3	+200% ▶▶◀
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	1	0% ◀ ▶
Veteran	Male	Retained from Fall to Spring at the Same College	542	1	-99.82% ◀ ▶
LGBT	Female	Retained from Fall to Spring at the Same College	305	315	+3.28% ◀ ▶
Black or African American	Male	Retained from Fall to Spring at the Same College	666	710	+6.61% ◀ ▶
Some other race	Female	Retained from Fall to Spring at the Same College	177	198	+11.86% ◀ ▶

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Black or African American	Female	Retained from Fall to Spring at the Same College	807	845	+4.71% ◀ ▶
Veteran	Female	Enrolled in the Same Community College	99	110	+11.11% ◀ ▶
LGBT	Male	Enrolled in the Same Community College	402	475	+18.16% ◀ ▶
LGBT	Female	Enrolled in the Same Community College	836	912	+9.09% ◀ ▶
Foster Youth	Male	Enrolled in the Same Community College	265	304	+14.72% ◀ ▶
Foster Youth	Female	Enrolled in the Same Community College	426	466	+9.39% ◀ ▶
Some other race	Male	Enrolled in the Same Community College	82	110	+34.15% ▶▶◀
Hispanic or Latino	Male	Enrolled in the Same Community College	2831	2942	+3.92% ◀ ▶
Native Hawaiian or other Pacific Islander	Female	Enrolled in the Same Community College	136	144	+5.88% ◀ ▶
Some other race	Female	Enrolled in the Same Community College	95	133	+40% ▶▶◀
American Indian or Alaska Native	Female	Enrolled in the Same Community College	175	195	+11.43% ◀ ▶
Black or African American	Female	Enrolled in the Same Community College	1766	1841	+4.25% ◀ ▶
Disabled	Female	Enrolled in the Same Community College	733	753	+2.73% ◀ ▶
Foster Youth	Male	Transferred to a Four-Year Institution	5	6	+20% ◀ ▶
Foster Youth	Female	Transferred to a Four-Year Institution	6	8	+33.33% ◀ ▶
Some other race	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	5	+400% ▶▶◀
Native Hawaiian or other Pacific Islander	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	1	0% ◀ ▶

## Additional Categories

No population groups selected.

## Activities

### Pathways outreach and support

#### Brief Description of Activity

Pathways outreach and support: To work with feeder high schools to assist students in enrollment at ARC, with targeted outreach to disproportionately impacted student populations

#### Related Metrics

- Overall : All : Enrolled in the Same Community College
- 

### Student Engagement Center

#### Brief Description of Activity

Student Engagement Center: to support new student matriculation, from application to enrollment in first semester at ARC

#### Related Metrics

- Overall : All : Enrolled in the Same Community College
- 

### Achieve@ARC

#### Brief Description of Activity

Achieve@ARC: New Student Experience onboarding support for entering students as they matriculate to ARC Connect Center: Support for new students, from application to enrollment, as they matriculate to the college

#### Related Metrics

- Overall : All : Enrolled in the Same Community College
  - Veteran : Female : Enrolled in the Same Community College
  - LGBT : Male : Enrolled in the Same Community College
  - LGBT : Female : Enrolled in the Same Community College
  - Foster Youth : Male : Enrolled in the Same Community College
  - Foster Youth : Female : Enrolled in the Same Community College
  - Some other race : Male : Enrolled in the Same Community College
  - Hispanic or Latino : Male : Enrolled in the Same Community College
  - Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
  - Some other race : Female : Enrolled in the Same Community College
  - American Indian or Alaska Native : Female : Enrolled in the Same Community College
  - Black or African American : Female : Enrolled in the Same Community College
- 

### Learning Community-Umoja

### **Brief Description of Activity**

Umoja learning communities and support program focused on students of African descent.

### **Related Metrics**

- Black or African American : Male : Retained from Fall to Spring at the Same College
  - Black or African American : Female : Retained from Fall to Spring at the Same College
  - Black or African American : Female : Enrolled in the Same Community College
- 

## **Learning Community - Puente**

### **Brief Description of Activity**

Puente learning communities and support program focused on students of Latinx descent.

### **Related Metrics**

- Hispanic or Latino : Male : Transferred to a Four-Year Institution
  - Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Hispanic or Latino : Male : Enrolled in the Same Community College
- 

## **Back on track**

### **Brief Description of Activity**

Back on track: Academic Probation Support

### **Related Metrics**

- Overall : All : Retained from Fall to Spring at the Same College
- 

## **WAC/WID/RAD**

### **Brief Description of Activity**

Writing across the curriculum, writing in the disciplines, reading across the disciplines

### **Related Metrics**

- Overall : All : Retained from Fall to Spring at the Same College
  - Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
  - LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Some other race : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- 

## **Tutoring Support**

### **Brief Description of Activity**

Tutoring Support: General Tutoring, EOPS Math Success Tutoring, and STEM Tutoring

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- 

## New Faculty Academy

### Brief Description of Activity

New Faculty Academy design to support all new full time, tenure track faculty. Topics include andragogy, equity, best practitioners.

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- 

## Transfer Center

### Brief Description of Activity

Transfer Center: workshops, application assistance, university exploration, and transfer educational planning.

### Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- 

## Math Learning Center

### Brief Description of Activity

NATO and Main Campus Math Learning Center

### Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- 

## ESL Center

### Brief Description of Activity

Provides support for ESL students in writing, reading, listening and speaking.

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
  - Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- 

## PRISE

### Brief Description of Activity

Program designed to serve the needs of Asian American, Native American, and Pacific Islander students.

### Related Metrics

- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Asian : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College

- American Indian or Alaska Native : Female : Enrolled in the Same Community College
  - Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- 

## Foster Youth

### Brief Description of Activity

Support services for former foster youth.

### Related Metrics

- Foster Youth : Male : Attained the Vision Goal Completion Definition
  - Foster Youth : Male : Enrolled in the Same Community College
  - Foster Youth : Female : Enrolled in the Same Community College
  - Foster Youth : Male : Transferred to a Four-Year Institution
  - Foster Youth : Female : Transferred to a Four-Year Institution
- 

## Native American Resource Center

### Brief Description of Activity

Support services to increase the number of Native American students who transfer to four-year colleges and universities, earn degrees, and return to the communities as leaders and mentors.

### Related Metrics

- Native Hawaiian or other Pacific Islander : Female : Enrolled in the Same Community College
  - American Indian or Alaska Native : Female : Enrolled in the Same Community College
- 

## STEM/MESA Center

### Brief Description of Activity

Math, engineering, science achievement program.

### Related Metrics

- Overall : All : Transferred to a Four-Year Institution
  - Disabled : Male : Transferred to a Four-Year Institution
  - Some other race : Male : Transferred to a Four-Year Institution
  - Hispanic or Latino : Male : Transferred to a Four-Year Institution
  - Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- 

## EAI

### Brief Description of Activity

The ARC Equity Action Institute (EAI) is a two-semester cohort experience designed for full-time faculty members who want to improve disproportionately impacted student population success rates at American River College.

### Related Metrics

- Disabled : Male : Transferred to a Four-Year Institution
- Some other race : Male : Transferred to a Four-Year Institution
- Hispanic or Latino : Male : Transferred to a Four-Year Institution

- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
  - LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Foster Youth : Male : Transferred to a Four-Year Institution
  - Foster Youth : Female : Transferred to a Four-Year Institution
  - Some other race : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- 

## Co-Requisite Support

### Brief Description of Activity

AB 705 Co-requisite support in Math and English.

### Related Metrics

- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Some other race : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
  - Native Hawaiian or other Pacific Islander : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- 

## Financial Aid

### Brief Description of Activity

Financial Aid

### Related Metrics

- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Asian : Male : Attained the Vision Goal Completion Definition
- Some other race : Male : Attained the Vision Goal Completion Definition



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Cosumnes River College  
2019 - 2022  
Student Equity Plan

## **ACCESS - Successful Enrollment**

*Metric: Among all applicants, the proportion who enrolled in a community college in the selected year*

**Baseline (2017-2018): 41.9%**

**Goal/Final Year (2021-2022): 46.3%**

### **Overall Activities:**

- Continue to follow up with students going through admission steps to ensure that students successfully complete the process and enroll.
- Ensure the fall semester course schedule is available in early March to facilitate the enrollment process for new students.
- Encourage new students to register for 15 units, including math and English courses, in their first semester to improve their timely completion and maximize their financial aid benefits. Provide online access for students who are not able to come to campus to complete the enrollment process.
- Incorporate Financial Aid into the enrollment process. Ensure that students can sign up for Financial Aid/Dream Act early in their transition process.
- Maintain effective and consistent approach that integrates campus-wide outreach efforts with feeder schools and surrounding communities by incorporating various departments/divisions, such as Workforce Development/CTE, Dual Enrollment, Elk Grove Center, etc.
- Develop and implement processes that intentionally connect students to academic and student support services, such as tutoring, career/exploration, transfer, and community services.
- Plan and implement integrated transfer and career pathways to ensure that students have comprehensive educational plans that support their pathway and career goals.
- Expand peer-mentor initiatives as part of the College's new student experience.
- Continue the curriculum alignment work with K-12 schools with the goal of creating seamless transition into transfer-level courses for high school students.
- Improve communication with students throughout all parts of the onboarding process.
- Improve advertising of programs and opportunities at the College for traditional and non-traditional students.
- Identify and implement cost-saving measures (i.e., zero textbook costs and use of open educational resources (OER)) to support access to course materials.
- Explore the viability of non-credit options, including partnerships with adult education for math, English, and ESL courses.

**DI Group Identified (Based on SEA Data retrieved March 28, 2019):** Black or African American (All), Black or African American (Female), Black or African American (Male), Disabled (All), Disabled (Female), Foster Youth (All), Foster Youth (Male), LGBT (All), LGBT (Female), LGBT (Male), Not Disabled (Female), Not Foster Youth (Female), Not LGBT (Female), Not Veteran (Female), Some other race (All), Some other race (Female), White (All), and White (Female)

**DI GROUPS Goals:** *For each group identified as disproportionately impacted, their respective goals will be set so that equity gaps are reduced by 40% (this aligns with the Vision for Success three-year goals) with a system wide goal of eliminating equity gaps within 10 years).*

**Activities to support DI Groups:**

- Identify and provide additional support to disproportionately impacted students who are going through the matriculation steps. Additional support includes, but is not limited to: one-on-one support with the application and registration processes; financial aid, and other enrollment steps.
- Identify and implement evidence-based best practices that will support disproportionately impacted students overcome basic need barriers that hinder their enrollment and success at the College. This additional support includes connecting students to campus (i.e., the Hawk Spot) and off-campus resources and services.
- Identify and implement evidence-based best practices that will improve the participation rate of disproportionately impacted students in campus-wide programs. (Programs will be expected to regularly evaluate their effectiveness in addressing/closing equity gaps.)
- Continue and expand targeted outreach strategies aimed at improving the participation rate of disproportionately impacted students in campus-wide programs.
- Continue and expand outreach activities designed to connect with community-based organizations that serve disproportionately impacted groups.
- Increase and expand equity-focused professional development and training opportunities focused on closing equity gaps and student success; this includes addressing implicit bias as an institution.

## **RETENTION - Fall to Spring**

*Metric: Among all students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution*

**Baseline (2017-2018): 62.8%**

**Goal/Final Year (2021-2022): 67.8%**

### **Overall Activities:**

- Continue to expand academic and student support services regarding retention and persistence, such as supplemental instruction, use of online counseling, and discipline-specific workshops.
- Increase students' understanding and utilization of financial and career resources available to them.
- Increase support for activities designed to improve students' fall to spring retention and timely completion of their educational goals, such as career/major workshops, internships, and professional development opportunities.
- Continue to integrate and enhance initiatives and other special programs designed to improve students' fall to spring retention and timely completion of their educational goals; this includes programs such as Umoja, A2MEND, Puente, and Guardian Scholars.
- Expand the current case management model, including support for students on academic probation/dismissal and those who may be at risk of being placed on probation, in order to increase their fall to spring retention and timely completion.
- Plan and implement an early referral system for faculty, throughout the semester, to refer students, struggling personally and academically, to support services.
- Increase the number of students who receive counseling guidance to develop comprehensive educational plan, with an emphasis on undecided students.
- Complete development of integrated transfer and career pathways to ensure that students have career/transfer plan after their first semester.
- Expand peer-mentor initiatives as part of the College's student experience.
- Offer professional development opportunities for classified professionals and faculty in support of campus-wide resources and initiatives. This includes Pathways, OEI, AB705 implementation and support, as well as addressing holistic needs of the students (i.e., mental health and wellness).
- Identify and implement cost-saving measures (i.e., zero textbook costs and use of open educational resources (OER)) to support access to course materials.
- Create more welcoming spaces for students to promote engagement and community, which includes more interaction with faculty, classified professionals, and administrators.

**DI Group Identified (Based on SEA Data retrieved March 28, 2019):** Black or African American (All), Black or African American (Female), Black or African American (Male), First Generation (All), First Generation (Female), First Generation (Male), LGBT (All), LGBT (Female), Native Hawaiian or other Pacific Islander (All), Native Hawaiian or other Pacific

Islander (Male), Not Disabled (All), , Not Disabled (Female), Not Economically Disadvantaged (All), Not Economically Disadvantaged (Female), Some other race (All), Veteran (All), Veteran (Female), Veteran (Male), White (All), and White (Female)

**DI GROUPS Goals:** *For each group identified as disproportionately impacted, their respective goals will be set so that equity gaps are reduced by 40%.*

**Activities to support DI Groups:**

- Identify specific gateway courses with high levels of failure rates for disproportionately impacted groups. Provide ongoing professional development for faculty who teach these courses.
- Identify and provide additional support to disproportionately impacted students who are going through the matriculation steps.
- Implement strategies to support disproportionately impacted students overcome basic need barriers that hinder their enrollment and success at the College.
- Plan and implement targeted outreach strategy aimed at improving the participation rate of disproportionately impacted students in campus-wide programs.
- Continue and expand outreach activities designed to connect with community-based organizations that serve disproportionately impacted groups.
- Improve disproportionately impacted students' utilization rates for tutoring and academic support services to increase their fall to spring retention and timely completion of their educational goals.
- Plan and implement strategies to increase course completion for disproportionately impacted students.
- Expand the current case management model to support disproportionately impacted students who are at risk of being placed on academic probation.
- Increase and expand equity-focused professional development and training opportunities focused on closing equity gaps and student success; this includes culturally-relevant curriculum and instructional re-design, Teaching and Learning Academies focused on successful classroom strategies for disproportionately impacted groups in cohorts, and one-on-one faculty coaching.
- Provide opportunities for disproportionately impacted students to participate in local and national events aimed at improving their success rate, self-confidence, and engagement.
- Continue campus-based cultural events aimed at creating a welcoming environment as well as increase awareness of the campus community related to the experiences and cultures of historically underserved and underrepresented groups; these student groups include formerly incarcerated students.
- Identify and implement evidence-based best practices that will support disproportionately impacted students overcome basic need barriers that hinder their academic success and retention at the College. This additional support includes connecting students to campus (i.e., the Hawk Spot) and off-campus resources and services.

## **TRANSFER - To a Four-Year Institution**

*Metric: Among all students, the number who transferred to a four-year institution*

**Baseline (2017-2018): 1339**

**Goal/Final Year (2021-2022): 1477**

### **Overall Activities:**

- Increase the number of transfer-seeking students who receive counseling guidance to develop comprehensive educational plan, with an emphasis on undecided students.
- Work with primary transfer institutions for the College's students (i.e. CSU Sacramento, UC Davis, etc.) to identify and work on issues that students struggle with when they transfer, including financial resources.
- Collaborate with regional transfer institutions to support their summer transfer orientation workshops (i.e., summer prep academies).
- Increase student field trips to transfer institutions, with an emphasis on visiting campuses with transfer guarantee programs.
- Increase options for transfer, including to historically black colleges or universities (HBCUs).
- Design/implement a "transfer-ready" campaign to support transfer-seeking students, and increase participation in, and number of, transfer workshops.
- Continue to integrate and enhance initiatives and other special programs designed to improve students' fall to spring retention and timely completion of their educational goals; this includes programs such as Umoja, A2MEND, Puente, and Guardian Scholars.
- Expand the current case management model to support students beyond their first year, especially to students with 30 transferable units or more and/or students who are off track from their comprehensive educational plan for transfer.
- Plan and implement an early referral system for faculty, throughout the semester, to refer students, struggling personally and academically, to support services.
- Expand the current case management model, including support for students on academic probation/dismissal and those who may be at risk of being placed on probation, in order to increase their fall to spring retention and timely completion.
- Expand peer-mentor initiatives as part of the student experience.
- Identify and implement cost-saving measures (i.e., zero textbook costs and use of open educational resources (OER)) to support access to course materials.
- Continue the curriculum alignment work with K-12 schools with the goal of creating seamless transition into transfer-level courses for high school students.
- Offer professional development opportunities for classified professionals and faculty in support of campus-wide resources and initiatives. This includes Pathways, OEI, AB705 implementation and support, as well as addressing holistic needs of the students (i.e., mental health and wellness).

**DI Group Identified (Based on SEA Data retrieved March 28, 2019):** American Indian or Alaska Native (Female), Black or African American (All), Black or African American (Female),

Disabled (All), Disabled (Female), Disabled (Male), First Generation (Female), Foster Youth (All), Foster Youth (Female), Foster Youth (Male), LGBT (All), LGBT (Male), Native Hawaiian or other Pacific Islander (All), Native Hawaiian or other Pacific Islander (Female), and Native Hawaiian or other Pacific Islander (Male)

**DI GROUPS Goals:** *For each group identified as disproportionately impacted, their respective goals will be set so that equity gaps are reduced by 40%.*

**Activities to support DI Groups:**

- Plan and implement strategies to increase course completion for disproportionately impacted students.
- Implement strategies to support disproportionately impacted students overcome basic need barriers that hinder their enrollment and success at the College.
- Expand the current case management model to support disproportionately impacted students who are at risk of being placed on academic probation.
- Offer targeted transfer and career services to disproportionately impacted students with 30 or more transferable units.
- Increase and expand equity-focused professional development and training opportunities focused on closing equity gaps and student success; this includes culturally-relevant curriculum and instructional design.
- Provide opportunities for disproportionately impacted students to participate in local and national events aimed at improving their success rate, self-confidence, and engagement.

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**COMPLETION of Transfer-Level Math and English**

*Metric: Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district*

**Baseline (2017-2018): 5.6%**

**Goal/Final Year (2021-2022): 10.6%**

**Overall Activities:**

- Offer professional development opportunities to support the completion of AB705 course curriculum development.
- Expand and increase usage of the academic and student support services for students regarding onboarding, retention, and persistence, such as guided self-placement, supplemental instruction, online tutoring, and English/math skills refresher workshops.
- Increase enrollment in English and math courses, especially for students in their first year.
- Continue to integrate and enhance initiatives and other special programs designed to improve students' fall to spring retention and timely completion of their educational goals; this includes programs such as Umoja, A2MEND, Puente, and Guardian Scholars.

- Expand the current case management model, including support for students on academic probation/dismissal, and those who may be at risk of being placed on probation, in order to increase their fall to spring retention and timely completion.
- Plan and implement an early referral system for faculty, throughout the semester, to refer students, struggling personally and academically, to support services.
- Continue the curriculum alignment work with K-12 schools with the goal of creating seamless transition into transfer-level courses for high school students.
- Offer professional development opportunities for classified professionals and faculty in support of campus-wide resources and initiatives. This includes Pathways, OEI, AB705 implementation and support, as well as addressing holistic needs of the students (i.e., mental health and wellness).
- Identify and implement cost-saving measures (i.e., zero textbook costs and use of open educational resources (OER)) to support access to course materials.
- Explore the viability of non-credit options, including partnerships with adult education for Math, English, and ESL courses.

**DI Group Identified (Based on SEA Data retrieved March 28, 2019):** Black or African American (All), Black or African American (Female), Black or African American (Male), Disabled (All), Disabled (Male), First Generation (All), First Generation (Female), First Generation (Male), Foster Youth (Male), Hispanic or Latino (All), Hispanic or Latino (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (All), and Native Hawaiian or other Pacific Islander (Female)

**DI GROUPS Goals:** *For each group identified as disproportionately impacted, their respective goals will be set so that equity gaps are reduced by 40%.*

**Activities to support DI Groups:**

- Improve disproportionately impacted students' utilization rates for tutoring and academic support services to increase their fall to spring retention and timely completion of their educational goals.
- Plan and implement strategies to increase course completion for disproportionately impacted students.
- Implement strategies to support disproportionately impacted students overcome basic need barriers that hinder their enrollment and success at the College.
- Expand the current case management model to support disproportionately impacted students who are at risk of being placed on academic probation.
- Increase and expand equity-focused professional development and training opportunities focused on closing equity gaps and student success; this includes culturally-relevant curriculum and instructional design.
- Provide opportunities for disproportionately impacted students to participate in local and national events aimed at improving their success rate, self-confidence, and engagement.



## **EARNED Credit Certificate over 18 units, associate degree, CCC Bachelor's degree**

*Metric: Among all students, the number of students who earned various types of awards in the selected or subsequent year*

**Baseline: 827**

**Goal: 1036**

### **Overall Activities:**

- Continue to integrate initiatives and other special programs/activities designed to improve students' fall to spring retention and timely completion of their educational goals, such as the new "15 to Finish" campaign for first-time new students and career/workshop opportunities (e.g. career fairs/job shadowing).
- Implement a proactive approach to evaluating students' transcripts to determine if students have met graduation and/or transfer requirements.
- Increase the number of students who receive counseling guidance to develop comprehensive educational plan, with an emphasis on undecided students.
- Expand the current case management model, including support for students on academic probation/dismissal, and those who may be at risk of being placed on probation, in order to increase their fall to spring retention and timely completion.
- Plan and implement an early referral system for faculty, throughout the semester, to refer students, struggling personally and academically, to support services.
- Expand peer-mentor initiatives as part of the student experience.
- Offer professional development opportunities for classified professionals and faculty in support of campus-wide resources and initiatives. This includes Pathways, OEI, AB705 implementation and support, as well as addressing holistic needs of the students (i.e., mental health and wellness).
- Identify and implement cost-saving measures (i.e., zero textbook costs and use of open educational resources (OER)) to support access to course materials.

**DI Group Identified (Based on SEA Data retrieved March 28, 2019):** American Indian or Alaska Native (All), American Indian or Alaska Native (Male), Black or African American (All), Black or African American (Female), Black or African American (Male), Foster Youth (All), Foster Youth (Female), Foster Youth (Male), LGBT (All), LGBT (Female), LGBT (Male), More than one race (All), More than one race (Female), More than one race (Male), Not Economically Disadvantaged (All), Not Economically Disadvantaged (Female), Not Economically Disadvantaged (Male), and Some other race (Female)

**DI GROUPS Goals:** *For each group identified as disproportionately impacted, their respective goals will be set so that equity gaps are reduced by 40%.*

### **Activities to support DI Groups:**

- Plan and implement strategies to increase course completion for disproportionately impacted students.

- Implement strategies to support disproportionately impacted students overcome basic need barriers that hinder their enrollment and success at the College.
- Expand the current case management model to support disproportionately impacted students who are at risk of being placed on academic probation.
- Increase and expand equity-focused professional development and training opportunities focused on closing equity gaps and student success; this includes culturally-relevant curriculum and instructional design.
- Provide opportunities for disproportionately impacted students to participate in local and national events aimed at improving their success rate, self-confidence, and engagement.
- Continue campus-based cultural events aimed at creating a welcoming environment as well as increasing awareness of the campus community related to the experiences and cultures of historically underserved and underrepresented groups; these student groups include formerly incarcerated students.

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3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (2500 characters max)

The College's Office of Institutional Effectiveness will monitor and report on measurable goal outcomes annually and continuously evaluate programs supported by the College's Student Equity Plan. These data will include the Student Success Metrics (Access, Retention, Transfer, Completion of Math/English, and Earned an Award). In all cases, outcomes for disproportionately impacted groups will also be disaggregated by gender. The Office of Institutional Effectiveness will continue to provide ongoing evaluation of activities by collecting data (quantitative and qualitative), tracking implementation of activities, applying statistical procedures to analyze data, and disseminating research findings via presentations and reports to project managers and the campus community.

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4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (2500 characters max)

Since 2017, the College's focus has been on integration of programs and services with an emphasis on overall student outcomes. In the next two years, student outcomes data will inform how programs and services are delivered to students. College-wide committees and departmental meetings will be utilized to help the campus community understand the need to focus on improving overall student outcomes and in closing the achievement gaps. The College will implement a new organizational structure that aligns with Guided Pathways. This effort will include establishing Success Teams for each meta-major (Careers and Academic Community). Success Teams will be comprised of instructional faculty, counselors, specialists and peer mentors. The College's centralized approach to managing Student Equity and Achievement (SEA) funds helps in highlighting the need for program alignment across campus. The Dean of Student Success and Equity works closely with instructional and student services where the majority of programs and initiatives reside. The implementation of Guided Pathways has created an opportunity for program alignment in various areas that have operated in silos for several years. For instance, the College is in the

process of fully integrating departments that offer tutoring services. These departments include, but are not limited to: Math Center, Reading and Writing Center, Tutoring Center, Language Lab, Accounting Lab, and Supplemental Instruction. The first phase of integration includes bringing all these areas under a single department to ensure consistency and continuity of services. Professional Development programs will continue to provide opportunities to engage the campus community in activities aimed at improving student outcomes. Faculty, staff, and administrators align their professional development requests with institutional priorities, with a focus on equity. Our goal over the next two years is to provide additional equity focused Professional Development opportunities with the focus on teaching and learning. Lastly, the College is also making systemic changes in participatory governance processes to effectively support the implementation the Strategic Plan, other institutional planning documents, and the Guided Pathways framework.

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5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. **The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans.** The summary must also include the name of the college or district official to contact for further information.

The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

<https://www.crc.losrios.edu/facstaff/planning/2019-2022-student-equity-plan-executive-summary>

Appendix - Data Tables:  
Overall Goals and Disproportionately Impacted Student Groups

**Overall Student Equity Plan Goals**

<b>Metric</b>	<b>Baseline</b>	<b>Goal</b>
<b>Successful Enrollment</b>	41.9%	46.3%
<b>Retention (Fall to Spring)</b>	62.8%	67.8%
<b>Transfer to a Four Year Institution</b>	1339	1477
<b>Completion of Transfer Level Math and English</b>	5.6%	10.6%
<b>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</b>	827	1036

The Percentage of Students in 2017-2018 who successfully enrolled after submitting an application

Demographic and Gender	Numerator	Denominator	%	DI	Gap	Goal Gap	Goal
Black or African American (All)	2021	5741	35.2%	1	-6.7%	-4.0%	42.3%
Black or African American (Female)	1168	3539	33.0%	1	-8.9%	-5.3%	41.0%
Black or African American (Male)	819	2086	39.3%	1	-2.6%	-1.6%	44.7%
Disabled (All)	625	1599	39.1%	1	-2.8%	-1.7%	44.6%
Disabled (Female)	348	919	37.9%	1	-4.0%	-2.4%	43.9%
Foster Youth (All)	340	956	35.6%	1	-6.3%	-3.8%	42.5%
Foster Youth (Male)	102	324	31.5%	1	-10.4%	-6.2%	40.1%
LGBT (All)	549	1481	37.1%	1	-4.8%	-2.9%	43.4%
LGBT (Female)	351	959	36.6%	1	-5.3%	-3.2%	43.1%
LGBT (Male)	186	493	37.7%	1	-4.2%	-2.5%	43.8%
Not Disabled (Female)	6763	17007	39.8%	1	-2.1%	-1.3%	45.0%
Not Foster Youth (Female)	6877	17321	39.7%	1	-2.2%	-1.3%	45.0%
Not LGBT (Female)	6760	16967	39.8%	1	-2.0%	-1.2%	45.1%
Not Veteran (Female)	7061	17782	39.7%	1	-2.2%	-1.3%	45.0%
Some other race (All)	82	323	25.4%	1	-16.5%	-9.9%	36.4%
Some other race (Female)	35	119	29.4%	1	-12.5%	-7.5%	38.8%
White (All)	2871	7131	40.3%	1	-1.6%	-1.0%	45.3%
White (Female)	1498	3996	37.5%	1	-4.4%	-2.6%	43.7%
American Indian or Alaska Native (All)	127	341	37.2%	0	-4.6%		
American Indian or Alaska Native (Female)	75	193	38.9%	0	-3.0%		
American Indian or Alaska Native (Male)	51	140	36.4%	0	-5.5%		
Asian (All)	3454	7479	46.2%	0	4.3%		
Asian (Female)	1822	4042	45.1%	0	3.2%		
Asian (Male)	1602	3302	48.5%	0	6.6%		
Disabled (Male)	268	638	42.0%	0	0.1%		
Filipino (All)	845	1717	49.2%	0	7.3%		
Filipino (Female)	416	907	45.9%	0	4.0%		
Filipino (Male)	423	781	54.2%	0	12.3%		
Foster Youth (Female)	234	605	38.7%	0	-3.2%		
Hispanic or Latino (All)	3708	8514	43.6%	0	1.7%		
Hispanic or Latino (Female)	1981	4823	41.1%	0	-0.8%		
Hispanic or Latino (Male)	1690	3562	47.4%	0	5.6%		
Native Hawaiian or other Pacific Islander (All)	197	517	38.1%	0	-3.8%		
Native Hawaiian or other Pacific Islander (Female)	116	307	37.8%	0	-4.1%		
Native Hawaiian or other Pacific Islander (Male)	80	198	40.4%	0	-1.5%		
Not Disabled (All)	12680	30164	42.0%	0	0.1%		
Not Disabled (Male)	5767	12486	46.2%	0	4.3%		
Not Foster Youth (All)	12965	30807	42.1%	0	0.2%		
Not Foster Youth (Male)	5933	12800	46.4%	0	4.5%		
Not LGBT (All)	12756	30282	42.1%	0	0.2%		
Not LGBT (Male)	5849	12631	46.3%	0	4.4%		
Not Veteran (All)	13016	31071	41.9%	0	0.0%		
Not Veteran (Male)	5800	12604	46.0%	0	4.1%		
Some other race (Male)	34	101	33.7%	0	-8.2%		
Veteran (All)	289	692	41.8%	0	-0.1%		
Veteran (Female)	50	144	34.7%	0	-7.2%		
Veteran (Male)	235	520	45.2%	0	3.3%		
White (Male)	1336	2954	45.2%	0	3.3%		
<b>Overall</b>	<b>13305</b>	<b>31763</b>	<b>41.9%</b>	<b>0</b>			<b>46.3%</b>

Disproportionate Impact

The Percentage of Students Who Were Retained from Fall 2017 to Spring 2018

Demographic and Gender	Numerator	Denominator	%	DI	Gap	Goal Gap	Goal	
Black or African American (All)	879	1585	55.5%	1	-7.4%	-4.4%	63.4%	Disproportionate Impact
Black or African American (Female)	547	972	56.3%	1	-6.5%	-3.9%	63.9%	
Black or African American (Male)	310	577	53.7%	1	-9.1%	-5.5%	62.3%	
First Generation (All)	2657	4462	59.5%	1	-3.3%	-2.0%	65.8%	
First Generation (Female)	1554	2614	59.4%	1	-3.4%	-2.0%	65.8%	
First Generation (Male)	1062	1767	60.1%	1	-2.7%	-1.6%	66.2%	
LGBT (All)	200	374	53.5%	1	-9.3%	-5.6%	62.2%	
LGBT (Female)	123	236	52.1%	1	-10.7%	-6.4%	61.4%	
Native Hawaiian or other Pacific Islander (All)	108	199	54.3%	1	-8.6%	-5.1%	62.7%	
Native Hawaiian or other Pacific Islander (Male)	40	78	51.3%	1	-11.5%	-6.9%	60.9%	
Not Disabled (All)	8228	13176	62.4%	1	-0.4%	-0.2%	67.6%	
Not Disabled (Female)	4398	7133	61.7%	1	-1.2%	-0.7%	67.1%	
Not Economically Disadvantaged (All)	1741	2844	61.2%	1	-1.6%	-1.0%	66.8%	
Not Economically Disadvantaged (Female)	796	1329	59.9%	1	-2.9%	-1.8%	66.0%	
Some other race (All)	85	161	52.8%	1	-10.0%	-6.0%	61.8%	
Veteran (All)	259	473	54.8%	1	-8.1%	-4.8%	63.0%	
Veteran (Female)	86	156	55.1%	1	-7.7%	-4.6%	63.2%	
Veteran (Male)	171	311	55.0%	1	-7.8%	-4.7%	63.1%	
White (All)	1939	3241	59.8%	1	-3.0%	-1.8%	66.0%	
White (Female)	1003	1727	58.1%	1	-4.7%	-2.8%	65.0%	
American Indian or Alaska Native (All)	34	66	51.5%	0	-11.3%	-6.8%		
American Indian or Alaska Native (Female)	22	41	53.7%	0	-9.2%	-5.5%		
American Indian or Alaska Native (Male)	11	24	45.8%	0	-17.0%	-10.2%		
Asian (All)	2365	3430	69.0%	0	6.1%	3.7%		
Asian (Female)	1202	1768	68.0%	0	5.2%	3.1%		
Asian (Male)	1133	1608	70.5%	0	7.6%	4.6%		
Disabled (All)	708	1048	67.6%	0	4.7%	2.8%		
Disabled (Female)	393	577	68.1%	0	5.3%	3.2%		
Disabled (Male)	292	436	67.0%	0	4.1%	2.5%		
Economically Disadvantaged (All)	7195	11380	63.2%	0	0.4%	0.2%		
Economically Disadvantaged (Female)	3995	6381	62.6%	0	-0.2%	-0.1%		
Economically Disadvantaged (Male)	3081	4777	64.5%	0	1.7%	1.0%		
Filipino (All)	449	665	67.5%	0	4.7%	2.8%		
Filipino (Female)	201	322	62.4%	0	-0.4%	-0.2%		
Filipino (Male)	240	331	72.5%	0	9.7%	5.8%		
Foster Youth (All)	74	128	57.8%	0	-5.0%	-3.0%		
Foster Youth (Female)	48	79	60.8%	0	-2.1%	-1.2%		
Foster Youth (Male)	23	43	53.5%	0	-9.3%	-5.6%		
Hispanic or Latino (All)	2450	3870	63.3%	0	0.5%	0.3%		
Hispanic or Latino (Female)	1374	2145	64.1%	0	1.2%	0.7%		
Hispanic or Latino (Male)	1038	1656	62.7%	0	-0.1%	-0.1%		
LGBT (Male)	73	128	57.0%	0	-5.8%	-3.5%		
More than one race (All)	627	1007	62.3%	0	-0.6%	-0.3%		
More than one race (Female)	334	542	61.6%	0	-1.2%	-0.7%		
More than one race (Male)	278	441	63.0%	0	0.2%	0.1%		
Native Hawaiian or other Pacific Islander (Female)	66	117	56.4%	0	-6.4%	-3.8%		
Not Disabled (Male)	3691	5778	63.9%	0	1.1%	0.6%		
Not Economically Disadvantaged (Male)	902	1437	62.8%	0	-0.1%	0.0%		
Not First Generation (All)	6279	9762	64.3%	0	1.5%	0.9%		
Not First Generation (Female)	3237	5096	63.5%	0	0.7%	0.4%		
Not First Generation (Male)	2921	4447	65.7%	0	2.9%	1.7%		
Not Foster Youth (All)	8862	14096	62.9%	0	0.0%	0.0%		
Not Foster Youth (Female)	4743	7631	62.2%	0	-0.7%	-0.4%		
Not Foster Youth (Male)	3960	6171	64.2%	0	1.3%	0.8%		
Not LGBT (All)	8736	13850	63.1%	0	0.3%	0.2%		
Not LGBT (Female)	4668	7474	62.5%	0	-0.4%	-0.2%		
Not LGBT (Male)	3910	6086	64.2%	0	1.4%	0.9%		
Not Veteran (All)	8677	13751	63.1%	0	0.3%	0.2%		
Not Veteran (Female)	4705	7554	62.3%	0	-0.5%	-0.3%		
Not Veteran (Male)	3812	5903	64.6%	0	1.8%	1.1%		
Some other race (Female)	42	76	55.3%	0	-7.6%	-4.5%		
Some other race (Male)	34	66	51.5%	0	-11.3%	-6.8%		
White (Male)	899	1433	62.7%	0	-0.1%	-0.1%		
<b>Overall (All)</b>	<b>8936</b>	<b>14224</b>	<b>62.8%</b>	<b>0</b>			<b>67.8%</b>	

The Percentage of Students in 2016-2017 who Transferred to a Four Year Institution in 2017-2018

Demographic	Numerator	Denominator	%	DI	Proportionality	Prop Goal	Raw Goal		
American Indian or Alaska Native (Female)	2	43	4.7%	1	56.8%	74.1%	3	Disproportionate Impact	
Black or African American (All)	118	1855	6.4%	1	78.5%	87.1%	141		
Black or African American (Female)	64	1156	5.5%	1	67.6%	80.6%	82		
Disabled (All)	63	1185	5.3%	1	65.6%	79.4%	82		
Disabled (Female)	38	693	5.5%	1	67.0%	80.2%	49		
Disabled (Male)	25	458	5.5%	1	66.7%	80.0%	32		
First Generation (Female)	220	3409	6.5%	1	78.8%	87.3%	260		
Foster Youth (All)	2	96	2.1%	1	25.7%	55.4%	5		
Foster Youth (Female)	1	70	1.4%	1	17.5%	50.5%	3		
Foster Youth (Male)	1	25	4.0%	1	48.9%	69.3%	2		
LGBT (All)	19	315	6.0%	1	74.5%	84.7%	23		
LGBT (Male)	5	103	4.9%	1	59.3%	75.6%	7		
Native Hawaiian or other Pacific Islander (All)	16	279	5.7%	1	70.8%	82.5%	20		
Native Hawaiian or other Pacific Islander (Female)	9	159	5.7%	1	69.2%	81.5%	11		
Native Hawaiian or other Pacific Islander (Male)	7	115	6.1%	1	74.4%	84.6%	9		
American Indian or Alaska Native (All)	5	77	6.5%	0	80.2%				
American Indian or Alaska Native (Male)	3	31	9.7%	0	118.2%				
Asian (All)	364	4050	9.0%	0	111.0%				
Asian (Female)	179	2097	8.5%	0	104.3%				
Asian (Male)	182	1883	9.7%	0	118.1%				
Black or African American (Male)	52	655	7.9%	0	97.0%				
Economically Disadvantaged (All)	1021	13550	7.5%	0	93.0%				
Economically Disadvantaged (Female)	565	7791	7.3%	0	88.6%				
Economically Disadvantaged (Male)	446	5482	8.1%	0	99.4%				
Filipino (All)	59	737	8.0%	0	98.9%				
Filipino (Female)	34	374	9.1%	0	111.1%				
Filipino (Male)	25	352	7.1%	0	86.8%				
First Generation (All)	410	5705	7.2%	0	88.7%				
First Generation (Male)	185	2198	8.4%	0	102.8%				
Hispanic or Latino (All)	283	4150	6.8%	0	84.2%				
Hispanic or Latino (Female)	160	2361	6.8%	0	82.8%				
Hispanic or Latino (Male)	122	1707	7.1%	0	87.3%				
LGBT (Female)	14	204	6.9%	0	83.8%				
More than one race (All)	84	1021	8.2%	0	101.6%				
More than one race (Female)	55	568	9.7%	0	118.3%				
More than one race (Male)	29	429	6.8%	0	82.6%				
Not Disabled (All)	1276	15349	8.3%	0	102.7%				
Not Disabled (Female)	683	8526	8.0%	0	97.9%				
Not Disabled (Male)	578	6499	8.9%	0	108.7%				
Not Economically Disadvantaged (All)	318	2984	10.7%	0	131.6%				
Not Economically Disadvantaged (Female)	156	1428	10.9%	0	133.5%				
Not Economically Disadvantaged (Male)	157	1475	10.6%	0	130.0%				
Not First Generation (All)	929	10829	8.6%	0	105.9%				
Not First Generation (Female)	501	5810	8.6%	0	105.4%				
Not First Generation (Male)	418	4759	8.8%	0	107.3%				
Not Foster Youth (All)	1337	16438	8.1%	0	100.4%				
Not Foster Youth (Female)	720	9149	7.9%	0	96.1%				
Not Foster Youth (Male)	602	6932	8.7%	0	106.1%				
Not LGBT (All)	1320	16219	8.1%	0	100.5%				
Not LGBT (Female)	707	9015	7.8%	0	95.8%				
Not LGBT (Male)	598	6854	8.7%	0	106.6%				
Not Veteran (All)	1292	15905	8.1%	0	100.3%				
Not Veteran (Female)	702	9018	7.8%	0	95.1%				
Not Veteran (Male)	575	6544	8.8%	0	107.4%				
Some other race (All)	22	268	8.2%	0	101.4%				
Some other race (Female)	10	141	7.1%	0	86.6%				
Some other race (Male)	11	102	10.8%	0	131.8%				
Veteran (All)	47	629	7.5%	0	92.3%				
Veteran (Female)	19	201	9.5%	0	115.5%				
Veteran (Male)	28	413	6.8%	0	82.8%				
White (All)	388	4097	9.5%	0	116.9%				
White (Female)	208	2320	9.0%	0	109.5%				
White (Male)	172	1683	10.2%	0	124.9%				
<b>Overall (All)</b>	<b>1339</b>	<b>16534</b>	<b>8.1%</b>	<b>0</b>	<b>100.0%</b>		<b>1447</b>		



Transfer Level Math and English Completion Rates for New Students in the First Year

Demographic and Gender	Numerator	Denominator	%	DI	Gap	Goal Cap	Goal
Black or African American (All)	3	315	1.0%	1	-4.7%	-2.8%	7.8%
Black or African American (Female)	1	157	0.6%	1	-5.0%	-3.0%	7.6%
Black or African American (Male)	2	150	1.3%	1	-4.3%	-2.6%	8.0%
Disabled (All)	3	138	2.2%	1	-3.5%	-2.1%	8.5%
Disabled (Male)	0	64	0.0%	1	-5.7%	-3.4%	7.2%
First Generation (All)	12	471	2.5%	1	-3.1%	-1.9%	8.7%
First Generation (Female)	4	236	1.7%	1	-4.0%	-2.4%	8.2%
First Generation (Male)	8	231	3.5%	1	-2.2%	-1.3%	9.3%
Foster Youth (Male)	0	18	0.0%	1	-5.7%	-3.4%	7.2%
Hispanic or Latino (All)	28	912	3.1%	1	-2.6%	-1.6%	9.0%
Hispanic or Latino (Female)	14	451	3.1%	1	-2.5%	-1.5%	9.1%
Hispanic or Latino (Male)	14	452	3.1%	1	-2.6%	-1.5%	9.1%
Native Hawaiian or other Pacific Islander (All)	0	29	0.0%	1	-5.7%	-3.4%	7.2%
Native Hawaiian or other Pacific Islander (Female)	0	19	0.0%	1	-5.7%	-3.4%	7.2%
American Indian or Alaska Native (All)	0	11	0.0%	0	-5.7%	-3.4%	
American Indian or Alaska Native (Female)	0	4	0.0%	0	-5.7%	-3.4%	
American Indian or Alaska Native (Male)	0	7	0.0%	0	-5.7%	-3.4%	
Asian (All)	72	617	11.7%	0	6.0%	3.6%	
Asian (Female)	36	273	13.2%	0	7.5%	4.5%	
Asian (Male)	36	342	10.5%	0	4.9%	2.9%	
Disabled (Female)	3	68	4.4%	0	-1.2%	-0.7%	
Economically Disadvantaged (All)	112	2063	5.4%	0	-0.2%	-0.1%	
Economically Disadvantaged (Female)	51	1023	5.0%	0	-0.7%	-0.4%	
Economically Disadvantaged (Male)	61	1018	6.0%	0	0.3%	0.2%	
Filipino (All)	8	112	7.1%	0	1.5%	0.9%	
Filipino (Female)	3	46	6.5%	0	0.9%	0.5%	
Filipino (Male)	5	65	7.7%	0	2.0%	1.2%	
Foster Youth (All)	1	48	2.1%	0	-3.6%	-2.1%	
Foster Youth (Female)	1	29	3.4%	0	-2.2%	-1.3%	
LGBT (All)	4	90	4.4%	0	-1.2%	-0.7%	
LGBT (Female)	2	55	3.6%	0	-2.0%	-1.2%	
LGBT (Male)	2	34	5.9%	0	0.2%	0.1%	
More than one race (All)	14	247	5.7%	0	0.0%	0.0%	
More than one race (Female)	7	130	5.4%	0	-0.3%	-0.2%	
More than one race (Male)	7	113	6.2%	0	0.5%	0.3%	
Native Hawaiian or other Pacific Islander (Male)	0	10	0.0%	0	-5.7%	-3.4%	
Not Disabled (All)	157	2692	5.8%	0	0.2%	0.1%	
Not Disabled (Female)	72	1292	5.6%	0	-0.1%	0.0%	
Not Disabled (Male)	85	1370	6.2%	0	0.6%	0.3%	
Not Economically Disadvantaged (All)	48	767	6.3%	0	0.6%	0.4%	
Not Economically Disadvantaged (Female)	24	337	7.1%	0	1.5%	0.9%	
Not Economically Disadvantaged (Male)	24	416	5.8%	0	0.1%	0.1%	
Not First Generation (All)	148	2359	6.3%	0	0.6%	0.4%	
Not First Generation (Female)	71	1124	6.3%	0	0.7%	0.4%	
Not First Generation (Male)	77	1203	6.4%	0	0.7%	0.4%	
Not Foster Youth (All)	159	2782	5.7%	0	0.1%	0.0%	
Not Foster Youth (Female)	74	1331	5.6%	0	-0.1%	-0.1%	
Not Foster Youth (Male)	85	1416	6.0%	0	0.3%	0.2%	
Not LGBT (All)	156	2740	5.7%	0	0.0%	0.0%	
Not LGBT (Female)	73	1305	5.6%	0	-0.1%	0.0%	
Not LGBT (Male)	83	1400	5.9%	0	0.3%	0.2%	
Not Veteran (All)	159	2789	5.7%	0	0.0%	0.0%	
Not Veteran (Female)	75	1352	5.5%	0	-0.1%	-0.1%	
Not Veteran (Male)	84	1402	6.0%	0	0.3%	0.2%	
Some other race (All)	1	10	10.0%	0	4.3%	2.6%	
Some other race (Female)	1	6	16.7%	0	11.0%	6.6%	
Some other race (Male)	0	3	0.0%	0	-5.7%	-3.4%	
Veteran (All)	1	41	2.4%	0	-3.2%	-1.9%	
Veteran (Female)	0	8	0.0%	0	-5.7%	-3.4%	
Veteran (Male)	1	32	3.1%	0	-2.5%	-1.5%	
White (All)	34	577	5.9%	0	0.2%	0.1%	
White (Female)	13	274	4.7%	0	-0.9%	-0.5%	
White (Male)	21	292	7.2%	0	1.5%	0.9%	
<b>Overall (All)</b>	<b>160</b>	<b>2830</b>	<b>5.7%</b>	<b>0</b>			<b>10.6%</b>

Disproportionate Impact

Percentage of Students in 2017-2018 (or the year prior) Who Earned an Award in 2017-2018

Demographic	Numerator	Denominator	%	DI	Proportionality	Prop Goal	Raw Goal	
American Indian or Alaska Native (All)	3	141	2.1%	1	79.4%	87.6%	4	Disproportionate Impact
American Indian or Alaska Native (Male)	1	55	1.8%	1	68.2%	80.9%	1	
Black or African American (All)	62	3770	1.6%	1	61.3%	76.8%	97	
Black or African American (Female)	43	2267	1.9%	1	71.2%	82.7%	63	
Black or African American (Male)	18	1414	1.3%	1	47.8%	68.7%	33	
Foster Youth (All)	4	241	1.7%	1	61.9%	77.1%	6	
Foster Youth (Female)	3	155	1.9%	1	72.6%	83.6%	4	
Foster Youth (Male)	1	79	1.3%	1	47.5%	68.5%	2	
LGBT (All)	11	822	1.3%	1	49.9%	70.0%	19	
LGBT (Female)	6	523	1.1%	1	43.0%	65.8%	12	
LGBT (Male)	5	278	1.8%	1	67.5%	80.5%	8	
More than one race (All)	38	2058	1.8%	1	68.9%	81.3%	56	
More than one race (Female)	21	1143	1.8%	1	68.9%	81.4%	31	
More than one race (Male)	17	868	2.0%	1	73.5%	84.1%	25	
Not Economically Disadvantaged (All)	124	6348	2.0%	1	72.9%	83.7%	178	
Not Economically Disadvantaged (Female)	59	3103	1.9%	1	71.3%	82.8%	86	
Not Economically Disadvantaged (Male)	60	3082	1.9%	1	73.0%	83.8%	87	
Some other race (Female)	4	235	1.7%	1	63.9%	78.3%	6	
American Indian or Alaska Native (Female)	2	81	2.5%	0	92.6%			
Asian (All)	236	7029	3.4%	0	125.3%			
Asian (Female)	132	3654	3.6%	0	135.5%			
Asian (Male)	98	3263	3.0%	0	112.7%			
Disabled (All)	56	2078	2.7%	0	100.5%			
Disabled (Female)	34	1197	2.8%	0	106.6%			
Disabled (Male)	21	821	2.6%	0	96.0%			
Economically Disadvantaged (All)	703	24503	2.9%	0	107.0%			
Economically Disadvantaged (Female)	421	13938	3.0%	0	113.3%			
Economically Disadvantaged (Male)	265	10075	2.6%	0	98.7%			
Filipino (All)	53	1323	4.0%	0	149.4%			
Filipino (Female)	27	688	3.9%	0	147.2%			
Filipino (Male)	25	614	4.1%	0	152.7%			
First Generation (All)	301	10090	3.0%	0	111.3%			
First Generation (Female)	175	6010	2.9%	0	109.2%			
First Generation (Male)	116	3902	3.0%	0	111.5%			
Hispanic or Latino (All)	204	8014	2.5%	0	95.0%			
Hispanic or Latino (Female)	124	4484	2.8%	0	103.7%			
Hispanic or Latino (Male)	74	3392	2.2%	0	81.8%			
Native Hawaiian or other Pacific Islander (All)	19	490	3.9%	0	144.7%			
Native Hawaiian or other Pacific Islander (Female)	11	283	3.9%	0	145.8%			
Native Hawaiian or other Pacific Islander (Male)	8	197	4.1%	0	152.3%			
Not Disabled (All)	771	28773	2.7%	0	100.0%			
Not Disabled (Female)	446	15844	2.8%	0	105.6%			
Not Disabled (Male)	304	12336	2.5%	0	92.4%			
Not First Generation (All)	526	20761	2.5%	0	94.5%			
Not First Generation (Female)	305	11031	2.8%	0	103.7%			
Not First Generation (Male)	209	9255	2.3%	0	84.7%			
Not Foster Youth (All)	823	30610	2.7%	0	100.3%			
Not Foster Youth (Female)	477	16886	2.8%	0	106.0%			
Not Foster Youth (Male)	324	13078	2.5%	0	92.9%			
Not LGBT (All)	816	30029	2.7%	0	101.4%			
Not LGBT (Female)	474	16518	2.9%	0	107.6%			
Not LGBT (Male)	320	12879	2.5%	0	93.2%			
Not Veteran (All)	792	29723	2.7%	0	99.4%			
Not Veteran (Female)	467	16690	2.8%	0	105.0%			
Not Veteran (Male)	303	12404	2.4%	0	91.6%			
Some other race (All)	10	441	2.3%	0	84.6%			
Some other race (Male)	5	162	3.1%	0	115.8%			
Veteran (All)	35	1128	3.1%	0	115.8%			
Veteran (Female)	13	351	3.7%	0	138.9%			
Veteran (Male)	22	753	2.9%	0	109.6%			
White (All)	202	7585	2.7%	0	99.3%			
White (Female)	116	4206	2.8%	0	103.5%			
White (Male)	79	3192	2.5%	0	92.8%			
<b>Overall (All)</b>	<b>827</b>	<b>30851</b>	<b>2.7%</b>	<b>0</b>	<b>100.0%</b>		<b>1036</b>	

# Student Equity Plan Summary

## Contacts

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Awaiting Submittal

**Details**

**Assurances**

\* I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

**Progress & Success**

**Process & Schedule**

Evaluation of the effectiveness of our activities and progress towards closing equity gaps is done on an annual basis and is integrated into the annual review process (i.e. annual program reviews completed by instructional and non-instructional programs.) Program reviews are due in November (instruction) and December (non-instruction). Evaluation and prioritization of resources occurs early spring through constituency and participatory governance groups. This information is used to drive budget planning for the following year, and feedback is provided back to the programs for continuous improvement.

### Success Criteria

Using the broad framework of guided pathways, and the overarching aspirations set via the Vision for Success, Folsom Lake College will ensure that equity is built into everything we do from the core mandated services to fully launching the college's Equity Center that will provide support and resources for all programs. Folsom Lake College's student equity plan specifies that as a part of our work, we will bridge instruction and student services to build equity in guided pathways. Additionally, to encourage coordination and transparency, the SEP (and SEA funds) was developed by a subcommittee of Matriculation and Student Success, with guidance and recommendations from the Equity and Diversity Subcommittee of Diversity and Equity Committee. At the district level, the point persons from all four colleges meet monthly to share best practices, status updates, and opportunities for cross-college collaboration. Ongoing, accountability and recommendations will continue to flow through these process to ensure that our SEP is a living document that can be revised as needed, and is used to fund activities that will close the equity gap for our disproportionately impacted students.

### Executive Summary

[https://www.flc.losrios.edu/docs/FLC-Documents/FLC-Support-Services/Office-of-Planning-Research/SEP\\_Executive%20Summary\\_2019-2022.pdf](https://www.flc.losrios.edu/docs/FLC-Documents/FLC-Support-Services/Office-of-Planning-Research/SEP_Executive%20Summary_2019-2022.pdf)

## Metrics

### Overall Student Population

Metric	Baseline	Goal	Equity Change
Enrolled in the Same Community College	8762	9638	+10%
Retained from Fall to Spring at the Same College	5307	5567	+4.9%
Completed Both Transfer-Level Math and English Within the District in the First Year	169	200	+18.34%
Attained the Vision Goal Completion Definition	662	751	+13.44%
Transferred to a Four-Year Institution	1052	1083	+2.95%

### Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Disabled	Female	Transferred to a Four-Year Institution	43	58	+34.88% ▯▯◀
Black or African American	Female	Enrolled in the Same Community College	253	286	+13.04% ▯▯◀
Black or African American	Female	Transferred to a Four-Year Institution	14	26	+85.71% ▯▯◀
Disabled	Male	Transferred to a Four-Year Institution	30	38	+26.67% ▯▯◀
American Indian or Alaska Native	Female	Transferred to a Four-Year Institution	2	5	+150% ▯▯◀
Native Hawaiian or other Pacific Islander	Female	Transferred to a Four-Year Institution	2	4	+100% ▯▯◀
Black or African American	Male	Transferred to a Four-Year Institution	10	17	+70% ▯▯◀
Filipino	Male	Transferred to a Four-Year Institution	6	8	+33.33% ▯▯◀
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	0	3	+200% ▯▯◀
Foster Youth	Female	Transferred to a Four-Year Institution	1	3	+200% ▯▯◀
Veteran	Male	Transferred to a Four-Year Institution	25	36	+44% ▯▯◀
Some other race	Male	Enrolled in the Same Community College	32	32	0% ◀ ▯
Economically Disadvantaged	Female	Retained from Fall to Spring at the Same College	1840	2032	+10.43% ▯▯◀
Hispanic or Latino	Female	Retained from Fall to Spring at the Same College	533	576	+8.07% ▯▯◀
Black or African American	Female	Retained from Fall to Spring at the Same College	80	119	+48.75% ▯▯◀
Some other race	Female	Retained from Fall to Spring at the Same College	34	34	0% ◀ ▯
Black or African American	Male	Retained from Fall to Spring at the Same College	86	100	+16.28% ▯▯◀
Foster Youth	Female	Retained from Fall to Spring at the Same College	6	12	+100% ▯▯◀
LGBT	Female	Retained from Fall to Spring at the Same College	81	94	+16.05% ▯▯◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Veteran	Female	Retained from Fall to Spring at the Same College	53	64	+20.75% ▯▯◀
Disabled	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	1	5	+400% ▯▯◀
Economically Disadvantaged	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	37	55	+48.65% ▯▯◀
Economically Disadvantaged	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	26	49	+88.46% ▯▯◀
Hispanic or Latino	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	9	18	+100% ▯▯◀
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	3	+200% ▯▯◀
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	6	16	+166.67% ▯▯◀
LGBT	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	4	+300% ▯▯◀
Veteran	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	0	2	+100% ▯▯◀
Black or African American	Female	Attained the Vision Goal Completion Definition	6	19	+216.67% ▯▯◀
Native Hawaiian or other Pacific Islander	Female	Attained the Vision Goal Completion Definition	1	2	+100% ▯▯◀
Hispanic or Latino	Male	Attained the Vision Goal Completion Definition	37	53	+43.24% ▯▯◀
Asian	Male	Attained the Vision Goal Completion Definition	18	28	+55.56% ▯▯◀
Black or African American	Male	Attained the Vision Goal Completion Definition	4	14	+250% ▯▯◀

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Foster Youth	Female	Attained the Vision Goal Completion Definition	0	2	+100% ▶▶◀
LGBT	Female	Attained the Vision Goal Completion Definition	6	12	+100% ▶▶◀
LGBT	Male	Attained the Vision Goal Completion Definition	1	7	+600% ▶▶◀

**Additional Categories**

No population groups selected.

**Activities**

**Core Mandated Services**

**Brief Description of Activity**

As a part of our core mandated services, we will continue to provide orientation, placement, career assessment, counseling, and individualized case management through existing and improved services for current and future students. The college will engage in a "redesigning of the front door" (the "front door" is what students first see and experience when they enroll at Folsom Lake College) to improve the connection and onboarding of new students through technology platforms (Starfish and High Point) that will provide electronic case management, early alert, and degree planning for students.

**Related Metrics**

- Overall : All : Enrolled in the Same Community College
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution

**Targeted Outreach for Disproportionately Impacted Student Groups**

**Brief Description of Activity**

We will hold focus groups for Disproportionately Impacted students to identify the challenges that our current students face in their enrollment and matriculation process to remove barriers to enrollment and success. We will provide freshman seminars, early college crediting programs (such as HCD courses, dual enrollment, advance education, and high school articulation in the high schools.) We will continue to provide culturally relevant and competent recruitment strategies to support the enrollment of disproportionately impacted students including but not limited to Spanish speaking workshops and collaboration with our Career Education department.

**Related Metrics**

- Overall : All : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Economically Disadvantaged : Female : Retained from Fall to Spring at the Same College



- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Veteran : Female : Retained from Fall to Spring at the Same College

## Reading and Writing Center

### Brief Description of Activity

The Reading and Writing Center will provide support for current and future students in English courses as well as other subject matter courses that require college level writing skills. Support is provided via peer tutoring. The Reading and Writing Center will develop services to recruit and support Disproportionately Impacted populations (particularly first generation and immigrant student populations), for example, culturally relevant tutoring, and equity-minded hiring of tutors and staff. The Reading and Writing Center will curate a repository of culturally relevant teaching and support practices in reading and writing.

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Economically Disadvantaged : Female : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Veteran : Female : Retained from Fall to Spring at the Same College
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Economically Disadvantaged : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Economically Disadvantaged : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

## Math and Science Center

### Brief Description of Activity

The Math and Science Center will provide support for current and future students in math and science courses as well as other subject matter courses that require college level math skills. Support is provided via peer tutoring. The Math and Science Center will develop services to recruit and support Disproportionately Impacted populations (particularly first generation and immigrant student populations), for example, culturally relevant tutoring, and equity-minded hiring of tutors and staff. The Math and Science Center will curate a repository of culturally relevant teaching and support practices related to math and science.

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Attained the Vision Goal Completion Definition

- Black or African American : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution
- Economically Disadvantaged : Female : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Veteran : Female : Retained from Fall to Spring at the Same College
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Economically Disadvantaged : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Economically Disadvantaged : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

## Learning Skills Center

### Brief Description of Activity

The Learning Skills Center will provide support for current and future students in any subject matter courses. Support will be expanded to include coordination with the Math and Science Center and the Reading and Writing Center related to AB 705 to address the equity gaps in completion for disproportionately impacted students. Support is provided via peer tutoring, embedded tutoring, and supplemental instruction. Tutor.com will be provided to enhance access to tutoring services for online students, as well as students with access barriers. The Learning Skills Center will develop and implement a technology loan program for students who do not have access to a device and/or internet.

### Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Economically Disadvantaged : Female : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Veteran : Female : Retained from Fall to Spring at the Same College
- Disabled : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Economically Disadvantaged : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Economically Disadvantaged : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- LGBT : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

## Professional Development - Enhancing Equity on Campus and in the Classroom

### Brief Description of Activity

Leveraging information we learned from equity-focused professional development, the Professional Development Committees will work with the campus to enhance culturally relevant pedagogy, improve diversity in the faculty and staff hiring process, retain faculty and staff through affinity groups, develop and provide resources for equity practices in the classroom. This would include faculty mentorship (from an equity stance), a robust repository of resources and information regarding improving outcomes for disproportionately impacted students, support for classroom innovation, and culturally responsive trainings. The professional development coordinator will create and host events to support professional development for enhancing equity. The college will support the "equity in the classroom" project by providing faculty with resources to engage in analysis and dialogue about equity gaps in their classrooms.

### Related Metrics

- Economically Disadvantaged : Female : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Veteran : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Female : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Asian : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition

## Equity Center

### Brief Description of Activity

The college will provide support and staffing for the full implementation of Folsom Lake College's Equity Center. The Equity Center will increase awareness of equity mindedness related to FLC's disproportionately impacted students. Additionally, the Center will provide Disproportionately Impacted students with peer support, trainings, academic and life skills, support educational pipelines for affinity groups, and connection to other resources (food resources, housing, safety, etc.) The Equity Center will work with faculty, staff, and administration to create a more welcoming campus environment (visible signs of diversity and equity, events, art, food.)

### Related Metrics

- Economically Disadvantaged : Female : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- LGBT : Female : Retained from Fall to Spring at the Same College
- Veteran : Female : Retained from Fall to Spring at the Same College

## Equity in Guided Pathways

### Brief Description of Activity

The college will bridge the work between instruction and student services in regards to guided pathways to ensure that access to pathways is equitable - for instance, ensure that both full time and part time pathways exist, and that evening and online

opportunities are available. The Equity Center will work with the Office of Institutional Research to hold and Use focus groups to identify specific strategies that will increase access for disproportionately impacted students, and use student stories to build pathways that will work for specific groups identified in the data as having a significant gap. The Guided Pathways team will develop clear and prevalent communication regarding guided pathways, and align communication strategies among faculty, counselors, and other points of contacts to ensure that students are receiving a consistent and clear message regarding their progress on their path. The Guided Pathways team will explore ways to intentionally support disproportionately impacted students through comprehensive support strategies/efforts.

#### Related Metrics

- Disabled : Female : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Female : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution
- Black or African American : Male : Transferred to a Four-Year Institution
- Filipino : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Veteran : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Female : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Asian : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition



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## Student Equity Plan Summary

### Contacts

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Awaiting Approval

## Details

### Assurances

\* I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation ([Education Code 78222](#)).

### Progress & Success

#### Process & Schedule

SCC's Office of Institutional Effectiveness will monitor and report on measurable goal outcomes annually and continuously evaluate programs supported by the College's Student Equity Plan. These data will include the Student Success Metrics (Access, Retention, Transfer, Completion of Math/English, and Earned an award). In all cases, outcomes for disproportionately impacted groups will also be disaggregated by gender. The Institutional Effectiveness Office will continue to provide ongoing evaluation of activities by collecting data (quantitative and qualitative), tracking implementation of activities, applying statistical procedures to analyze data, and disseminating research findings via presentations and reports to project managers and the campus community.

#### Success Criteria

The college will ensure coordination across student equity-related categorical programs by reorganizing Student Services under the framework of Guided Pathways through an equity lens. Under this model, equity-related categorical programs will fall under the same dean of student services. Other campus-based equity-work will fall under the new responsibilities provided to the Associate Vice President of Instruction and the Associate Vice President of Student Services.

### Executive Summary

<https://www.scc.losrios.edu/equity/documents/scc-executive-summary-may-2019.pdf>

## Metrics

### Overall Student Population

Metric	Baseline	Goal	Equity Change
Transferred to a Four-Year Institution	2551	3189	+25.01%
Attained the Vision Goal Completion Definition	1349	3808	+182.28%
Completed Both Transfer-Level Math and English Within the District in the First Year	171	231	+35.09%
Retained from Fall to Spring at the Same College	12368	13663	+10.47%
Enrolled in the Same Community College	19577	23751	+21.32%

### Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
LGBT	Male	Attained the Vision Goal Completion Definition	11	17	+54.55% ◀ ▶
LGBT	Female	Attained the Vision Goal Completion Definition	18	30	+66.67% ◀ ▶
Foster Youth	Male	Attained the Vision Goal Completion Definition	1	4	+300% ▶▶▶
Foster Youth	Female	Attained the Vision Goal Completion Definition	4	6	+50% ◀ ▶
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	1	2	+100% ◀ ▶
Native Hawaiian or other Pacific Islander	Male	Attained the Vision Goal Completion Definition	3	6	+100% ◀ ▶
Black or African American	Male	Attained the Vision Goal Completion Definition	34	56	+64.71% ◀ ▶
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	3	8	+166.67% ▶▶▶
Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	13	27	+107.69% ▶▶▶
Black or African American	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	1	11	+1000% ▶▶▶
Hispanic or Latino	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	18	45	+150% ▶▶▶
LGBT	Female	Retained from Fall to Spring at the Same College	233	261	+12.02% ▶▶▶
American Indian or Alaska Native	Female	Retained from Fall to Spring at the Same College	21	30	+42.86% ▶▶▶
Asian	Female	Retained from Fall to Spring at the Same College	1201	1250	+4.08% ◀ ▶
White	Female	Retained from Fall to Spring at the Same College	1719	1812	+5.41% ◀ ▶



Demographic	Gender	Metric	Baseline	Goal	Equity Change
Veteran	Female	Enrolled in the Same Community College	69	96	+39.13% ▶▶◀
Foster Youth	Female	Enrolled in the Same Community College	349	381	+9.17% ◀▶
Some other race	Male	Enrolled in the Same Community College	41	70	+70.73% ▶▶◀
White	Male	Enrolled in the Same Community College	2424	3931	+62.17% ▶▶◀
Some other race	Female	Enrolled in the Same Community College	66	84	+27.27% ▶▶◀
American Indian or Alaska Native	Female	Enrolled in the Same Community College	113	131	+15.93% ◀▶
Black or African American	Female	Enrolled in the Same Community College	1615	1778	+10.09% ◀▶
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	4	5	+25% ◀▶
Native Hawaiian or other Pacific Islander	Male	Transferred to a Four-Year Institution	5	12	+140% ▶▶◀
Filipino	Male	Transferred to a Four-Year Institution	23	32	+39.13% ▶▶◀
Native Hawaiian or other Pacific Islander	Female	Transferred to a Four-Year Institution	16	22	+37.5% ▶▶◀
Black or African American	Female	Transferred to a Four-Year Institution	100	149	+49% ▶▶◀
Disabled	Female	Transferred to a Four-Year Institution	90	126	+40% ▶▶◀
Disabled	Female	Completed Both Transfer-Level Math and English Within the District in the First Year	0	2	+100% ▶▶◀

**Additional Categories**

No population groups selected.

**Activities**

## First-Year-Experiences

### Brief Description of Activity

Establish First-Year-Experience that incentives retention and completion, with cohorts focused on specific DI groups. -which includes: -comprehensive education plan completion - case management - peer mentorship - incentives - summer component - orientation - new college materials that reflect the needs and diversity of our students

### Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Veteran : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- White : Male : Enrolled in the Same Community College
- Overall : All : Enrolled in the Same Community College

## Continued Data Inquiry

### Brief Description of Activity

Evaluate matriculation data (how many DI students start application and don't finish; how many complete app and don't enroll; specific drop information (who drops what and when and why), Financial Aid data, etc.). Continue to engage in systematic process of inquiry (campus climate surveys, focus groups, etc.). Provide data collection and analysis workshops for staff, with a focus on student services and retention outcomes. Data-sharing MOU with primary feeder college Continue offering data inquiry workshop for faculty, Results-Based Instructional Data Analysis (RIDA); explore feasibility of offering certificate of completion, salary advancement, requiring this session for faculty, etc.

### Related Metrics

- LGBT : Male : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- LGBT : Female : Retained from Fall to Spring at the Same College
- American Indian or Alaska Native : Female : Retained from Fall to Spring at the Same College
- Asian : Female : Retained from Fall to Spring at the Same College
- White : Female : Retained from Fall to Spring at the Same College
- Veteran : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- White : Male : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College

- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
  - Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
  - Filipino : Male : Transferred to a Four-Year Institution
  - Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution
  - Black or African American : Female : Transferred to a Four-Year Institution
  - Disabled : Female : Transferred to a Four-Year Institution
  - Overall : All : Retained from Fall to Spring at the Same College
  - Overall : All : Enrolled in the Same Community College
  - Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- 

## Onboarding through Equity lens

### Brief Description of Activity

Evaluate matriculation data (how many DI students start application and don't finish; how many complete app and don't enroll; specific drop information (who drops what and when and why), Financial Aid data, etc.) Increase partnerships with local high schools by offering advanced education enrollment and pre-college education workshops specifically designed for DI students . Continued development of program maps to engage students at registration and throughout their community college experience. Continue to develop dual enrollment and advanced education. Provide students centered course schedule based on new environment (ab 705) and the new information from Ad Astra. Comprehensive education plan completion and develop case management through Starfish. Continue summer component. New college materials that reflect the needs and diversity of our students. Enhance transfer presence during onboarding process. Increase programs that focus on credit-deficient students within feeder high school districts.

### Related Metrics

- Veteran : Female : Enrolled in the Same Community College
  - Foster Youth : Female : Enrolled in the Same Community College
  - Some other race : Male : Enrolled in the Same Community College
  - White : Male : Enrolled in the Same Community College
  - Some other race : Female : Enrolled in the Same Community College
  - American Indian or Alaska Native : Female : Enrolled in the Same Community College
  - Black or African American : Female : Enrolled in the Same Community College
  - Overall : All : Enrolled in the Same Community College
- 

## Professional Development

### Brief Description of Activity

Continue to offer Professional Development programming for faculty, Deans, and staff on how to engage DI students in the classroom and throughout campus. Further develop classroom-based efforts to contextualize equity and basic skills into teaching methods

### Related Metrics

- LGBT : Male : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition

- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- LGBT : Female : Retained from Fall to Spring at the Same College
- American Indian or Alaska Native : Female : Retained from Fall to Spring at the Same College
- Asian : Female : Retained from Fall to Spring at the Same College
- White : Female : Retained from Fall to Spring at the Same College
- Veteran : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- White : Male : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Filipino : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution
- Disabled : Female : Transferred to a Four-Year Institution
- Overall : All : Retained from Fall to Spring at the Same College
- Overall : All : Enrolled in the Same Community College
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

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## Improved campus climate

### Brief Description of Activity

Creation and sustainability of welcoming physical campus environment that appreciates our robust student populations

### Related Metrics

- Veteran : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Some other race : Male : Enrolled in the Same Community College
- White : Male : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Overall : All : Enrolled in the Same Community College

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## Increase successful course completion

### Brief Description of Activity

Create and continue to offer peer mentoring and cohort-based learning, and engagement services Increase cohort-based learning opportunities. Continue to refine Program Review and SLO assessment process to better serve students and increase their opportunities for success. Work on development and implementation of Decrease the drop rate program. Explore multi-semester course scheduling to aid completion . Implement self-guided course placement for special circumstances

### Related Metrics

- LGBT : Male : Attained the Vision Goal Completion Definition

- Overall : All : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Foster Youth : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Native Hawaiian or other Pacific Islander : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- LGBT : Female : Retained from Fall to Spring at the Same College
- American Indian or Alaska Native : Female : Retained from Fall to Spring at the Same College
- Asian : Female : Retained from Fall to Spring at the Same College
- White : Female : Retained from Fall to Spring at the Same College
- Veteran : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Female : Transferred to a Four-Year Institution

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## Improved outcomes in Math and English

### Brief Description of Activity

Continue offering data inquiry workshop for faculty, Results-Based Instructional Data Analysis (RIDA); explore feasibility of offering certificate of completion, salary advancement, requiring this session for faculty, etc. Provide tutoring on main campus, West Sacramento, Davis. Provide staffing for Writing Center in West Sacramento and Davis including faculty coordinator. Provide staffing for Math assistance in West Sacramento and Davis, including instructional assistants. Provide mentoring in co-requisite classes in English writing and Math (DWAP and DMAP). Provide faculty coordinator of Math/English basic skills efforts on campus. Math and English divisions will create Equity Action Plan that defines each areas responsibility for closing gaps and how they will apply resources to that endeavor

### Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Disabled : Female : Completed Both Transfer-Level Math and English Within the District in the First Year

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## Increase SCC responsiveness to African american and Latinx students

### Brief Description of Activity

Increase cohort-based learning opportunities, specifically those targeting African American and LatinX students (Umoja and Puente). Implement recommendations from the African American Task Force. Proactively advise students: for example, identify DI students with specific unit threshold (30 units) or course, no ed plan and connect them to transfer services. Enhance transfer component through culturally relevant peer mentorship programs. Continue to engage in systematic process of inquiry to help us better understand the factors creating DI impact on campus (campus climate surveys, focus groups, etc.). Each division create Equity Action Plan that defines each areas responsibility for closing gaps and how they will apply

resources to that endeavor. Increase cohort-based learning opportunities, specifically those targeting African American and LatinX students (Umoja and Puente). Create and staff a “Success Centers” for DI populations which will assist in efforts to: a. Increase cohort-based learning opportunities b. specifically, those targeting African American and LatinX students (Umoja and Puente), Implement recommendations from the African American Task Force. Proactively advise students: for example, identify DI students with specific unit threshold (30 units) or course, no ed plan and connect them to transfer services. Enhance transfer component through culturally relevant peer mentorship programs. Implement strategies to increase student engagement (on campus employment, more support for ethnically-based student organizations, culturally-relevant activities etc.)LGBT, Native American

#### Related Metrics

- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Black or African American : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- Hispanic or Latino : Female : Completed Both Transfer-Level Math and English Within the District in the First Year
- American Indian or Alaska Native : Female : Retained from Fall to Spring at the Same College
- Black or African American : Female : Enrolled in the Same Community College
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Black or African American : Female : Transferred to a Four-Year Institution



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# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Application to Present Late Claim: Lee Dorsey	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item E	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 JP Sherry, General Counsel	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King, Chancellor	ACTION	
		INFORMATION	

**BACKGROUND:**

Lee Dorsey submitted a claim for damages to the District on April 18, 2019, alleging a claim of personal injury occurring on July 31, 2018. On April 18, 2019, the District returned Mr. Dorsey’s claim because it occurred more than six months prior to the date the claim was filed.

**STATUS:**

On April 29, 2019, the District received Mr. Dorsey’s application for leave to submit a late claim pursuant to Government Code section 911.4. Under Government Code sections 911.4 and 911.6, a claimant may file an application for leave to file a late claim if they fail to file it within six months of the date of the accrual of the cause of action and their failure is based on mistake, inadvertence, surprise, or excusable neglect. This application must be filed within a reasonable time, but no more than one year from the accrual of the cause of action and must contain a copy of the proposed claim (Gov. Code, § 911.4). An application filed more than a year after the claim accrued is ineffective. Further, an application that does not show mistake, inadvertence, surprise or excusable neglect, should be rejected (Gov. Code, § 911.6). Mistake, inadvertence, surprise or excusable neglect is the act or omission of a reasonably prudent person under the same circumstances. Where an attorney has made a mistake of law, the Courts have found that act does not qualify for relief from the claim’s statute of limitations of six months.

The attachment Mr. Dorsey submitted is insufficient to support this request. Mr. Dorsey states, “When I submitted my original claim I was given misinformation by an attorney. The attorney told me I had one year to submit my claim. After reading your letter I realized I was mistaken with regard to the time to submit my claim. This mistake was due to the incorrect information I received from the attorney.” These facts do not support mistake, inadvertence, surprise or excusable neglect that would support allowing Mr. Dorsey to file a late claim.

**RECOMMENDATION:**

It is recommended that the Board of Trustees reject the application to file a late claim and refer the matter to the District’s insurance administrator for further handling.

RECEIVED

APR 29 2019

Office of the General Counsel  
Los Rios Community College District

April 24, 2019

JP Sherry  
General Counsel  
Los Rios Community College District  
1919 Spanos Court  
Sacramento, CA 95827

Dear JP Sherry,

I am writing your office in response to your April 18, 2019, letter regarding a claim I submitted for an incident that occurred on July 31, 2018. In that letter you informed me that pursuant to Government Code section 911.2, I had submitted my claim more than six months after the event occurred and that no action on the claim would be taken. Based on your reference to Government Code sections 911.4 and 911.6, I am resubmitting my claim application.

Section 911.4 (a) states: When a claim that is required by Section 911.2 to be presented not later than six months after the accrual of the cause of action is not presented within that time, a written application may be made to the public entity for leave to present that claim.

Section 911.6(b)(1) states: The board shall grant the application where one or more of the following is applicable: The failure to present the claim was through mistake, inadvertence, surprise or excusable neglect and the public entity was not prejudiced in its defense of the claim by the failure to present the claim within the time specified in section 911.2.

When I submitted my original claim I was given misinformation by an attorney. The attorney told me I had one year to submit my claim. After reading your letter I realized I was mistaken with regard to the time to submit my claim. This mistake was due to the incorrect information I received from the attorney. Had I been provided the correct information I would have submitted my claim within the time frame allowed by section 911.2.



I do not believe that the Los Rios Community College District will be prejudiced in its defense of my claim because under section 911.4(b) my claim is being timely submitted within one year after the accrual of the cause of my injury.

Therefore, you will find enclosed my proposed claim dated July 18, 2019. I respectfully request that your office accept and review my claim under the above referenced Government Code sections. Thank you for your assistance in this matter,

Sincerely,

Lee Dorsey  
2864 Tiffany West Way  
Sacramento, CA 95827



LRCCD Use Only  
**RECEIVED**  
APR 18 2019  
Office of the General Counsel  
Los Rios Community College District


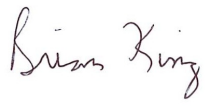
<b>Claimant Information</b>	First Name <i>Lee</i>	MI <i>E</i>	Last Name <i>Dorsey</i>	
	Date of Birth (MM/DD/YY)* [REDACTED]	Social Security No.* [REDACTED]		
	Driver's License No. [REDACTED]	License State <i>CA</i>	Receives or is eligible for SSDI or Medicare? * (Yes/No)	
	Home Address (Number/Street) <i>2864 Tiffany West way</i>		Business Name (if including business address) <i>n/a</i>	
	City <i>Sacramento</i>	State <i>CA</i>	Zip Code <i>95827</i>	Business Address (Number/Street) <i>n/a</i>
	Mail Notices to which address? <input checked="" type="checkbox"/> Home <input type="checkbox"/> Business <input type="checkbox"/> Attorney		City	State
<b>Injury/Damage Information</b>	Date injury/damage occurred (MM/DD/YY) <i>7-31-2018</i>	Time of day injury/damage occurred <i>3:30 pm - 4pm</i>	Where did injury/damage occur? (College site, street address, intersection, other locations, etc.) <i>e- Services</i>	
	How did injury /damage occur? (Describe accident or occurrence in complete detail/attach additional pages if needed) <i>Broken chair left in open area without signage. Fell from broken chair as it gave way.</i>			
	Name(s) of Los Rios employees involved <i>Renee Bowe</i>		Police Report No. <i>18-0317</i>	
	What action or inaction of Los Rios employee(s) causes your injury/damages? <i>no sign on chair, chair left in all in use area of e services. chair never removed. All chairs available either in use or in blocked off area. LRPD call to fix report.</i>			
	What injuries/damages did you suffer? <i>1. back pain 3 wrist sprained! 2. Missed work head, back ache 3. exams and treatment, 4. mental stress over negligence of school &amp; their employee. (see attached) Exasperated current injuries hindering every day activities.</i>			
	State the amount of the claim, if less than \$10,000 <i>\$10,000.00</i>			
Include the estimated amount of any prospective injury, damage or loss, insofar as it may be known at the time the claim is presented, and list the basis for the computation of the amount claimed				
If the dollar amount of the claim is more than \$10,000, no dollar amount will be stated, but please indicate whether the claim is a limited civil case claim (total dollar amount less than \$25,000) <input type="checkbox"/> Yes, it is a limited civil case claim <input type="checkbox"/> No, it is not a limited civil case claim				
<b>Certification</b>	By signing below, I certify that all information furnished on this form is accurate, truthful, and complete, and that I understand that the presentation of a false claim is a felony (refer to CA Penal Code Sec 72). Note: If the signer is not the Claimant, indicate the relationship of the signer to the Claimant (parent, attorney, etc.) and address.			
	Signature <i>Lee Dorsey</i>	Date <i>2.9.2019</i>	Relationship and address (if not Claimant) <i>2864 Tiffany West way</i>	
<b>Directions for Submission</b>	Attach and include with this form any bills for medical treatment or expenses/estimates for personal property damage.		<b>Return completed form to:</b> Los Rios Community College District ATTN: General Counsel 1919 Spanos Court Sacramento, CA 95825	
	Once submitted, this form becomes a public document. However, please note that Claimant's Date of Birth, Social Security No., and Driver's License No. <b>WILL REMAIN CONFIDENTIAL.</b>			

\*Responses REQUIRED for Federal Medicare Secondary Payer Reporting

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	2018-19 Budget Revision No 2	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item F	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King, Chancellor	ACTION	
		INFORMATION	

**BACKGROUND:**

On September 12, 2018, the Governing Board adopted the 2018-19 maximum funding level (Z budget) for the General Fund. The Board approved budget revision #1 on February 13, 2019. The attached Schedule I details modifications to this funding level since the first revision. General Fund revenues are budgeted \$15.5 million higher than revision #1 due to the recognition of additional general purpose, restricted, and special programs revenues.

The General Fund unrestricted revenue increase of \$1 million is largely attributable to recognition of additional funding for our apprenticeship programs, known as related and supplemental instructional (RSI) funding. Apportionment funding reflects an overall decrease to projected funding if the revision to the funding formula included in the May Revise is enacted. Restricted revenues increased by \$14.5 million reflecting additional awards and the recording of the 2018-19 allocation for Strong Workforce.

The budget reflects our maximum funding under the new funding formula. There is a deficit at the first principal apportionment and changes to the funding formula proposed in the May Revise will result in a statewide reduction to align the formula with available funding. However, the District will likely still receive funding above the hold harmless level.

**STATUS:**

Revisions to the adopted budget for the General Fund are necessary for the following reasons:

1. Schedule I summarizes changes to revenues, appropriations and fund balance for the general fund. Schedule II provides specific adjustments to restricted and special program revenues. Restricted revenues reflect new awards for Federal and State programs and augmentations to existing programs for federal, state and local. The changes in appropriations reflect the allocation of those additional resources, as well as re-alignment across object codes as expenditure plans are formalized.

Revisions to other District funds due to:

2. Instructionally-Related Activities (Schedule III): Changes to revenue and appropriations resulting in a small decrease to projected ending uncommitted fund balance.
3. Child Development (Schedule IV): Recognition of additional state revenues in support of the child care center operations partially offset by reduction in transfer from the general fund.
4. Capital Outlay Projects (Schedule V): Increase in transfers from the general fund and other debt service fund. The certificates of participation issued for the construction of the Sacramento City College parking structure have been fully retired. Funds remaining in other debt service for this debt service were transferred to capital outlay projects fund.
5. Bond Projects Fund – Measure M (Schedule VII): Increase in revenue and appropriations to reflect the projected bond sale on or about June 26, 2019.
6. Bond Interest and Redemption Fund – Measure A (Schedule VI): Minor changes to property tax proceeds and interest income to support servicing costs.
7. Bond Interest and Redemption Fund – Measure M (Schedule VIII): Changes to property tax proceeds, interest income, and related debt service reflective of savings from refunding.
8. Other Debt Service (Schedule IX): Increased appropriation to reflect retirement of all outstanding debt and transfer to capital outlay projects fund of remaining amount designated for debt service.
9. Self Insurance (Schedule X): Increase revenue to support premiums and claims if needed when liability is determined at year-end.
10. Bookstore Fund (Schedule XI): Reduction in sales and decrease in cost of goods sold.
11. Student Financial Aid (Schedule XII): Revision to State Aid programs, specifically Student Success Completion grant, although overall, State aid programs are still higher than fiscal year 2018. Reduction in amounts transferred from the General fund.
12. Student Associations Trust (Schedule XIII): Minor increase in revenue and offsetting appropriations.
13. Los Rios Foundation (Schedule XIV): Adjustment to projected donations.

**RECOMMENDATION:**

It is recommended the Board of Trustees approve the changes presented in schedules I through XIV for the following funds of the District: General, Instructionally Related, Child Development, Capital Outlay Projects, Bond Projects – Measure M, Bond Interest and Redemptions Fund – Measure A and Measure M, Other Debt Service, Self Insurance, Bookstore, Student Financial Aid, Student Associations Trust, and Los Rios Foundation funds shown on the attached schedules, and that the related documents be filed with the County Superintendent of Schools.

**LOS RIOS COMMUNITY COLLEGE DISTRICT  
GENERAL FUND  
BUDGET REVISION # 2  
2018-2019**

	<b>REVISED BUDGET 2/13/2019</b>	<b>BUDGET MODIFICATIONS</b>	<b>REVISED BUDGET 6/12/2019</b>
<b>BEGINNING FUND BALANCE, JULY 1</b>			
Uncommitted	\$ 16,786,205	\$ -	\$ 16,786,205
Committed	32,883,156	-	32,883,156
Restricted	6,856,255	-	6,856,255
<b>TOTAL BEGINNING FUND BALANCE</b>	<b>56,525,616</b>	<b>-</b>	<b>56,525,616</b>
<b>REVENUE:</b>			
<b>UNRESTRICTED (GENERAL PURPOSE)</b>			
Apportionment, Property Taxes and Enrollment Fees	318,832,036	(1,656,870)	317,175,166
Lottery Funds	6,816,912	-	6,816,912
Apprentice/Other General Purpose/Interfund Transfers	28,092,657	2,718,019	30,810,676
<b>TOTAL UNRESTRICTED (GENERAL PURPOSE)</b>	<b>353,741,605</b>	<b>1,061,149</b>	<b>354,802,754</b>
<b>RESTRICTED/SPECIAL PROGRAMS REVENUES</b>	<b>116,436,754</b>	<b>14,465,816</b>	<b>130,902,570</b>
<b>TOTAL REVENUE AND TRANSFERS</b>	<b>470,178,359</b>	<b>15,526,965</b>	<b>485,705,324</b>
<b>TOTAL REVENUE, TRANSFERS AND BEGINNING FUND BALANCE</b>	<b>\$ 526,703,975</b>	<b>\$ 15,526,965</b>	<b>\$ 542,230,940</b>
<b>APPROPRIATIONS:</b>			
Academic Salaries	\$ 162,454,139	\$ 3,537,214	\$ 165,991,353
Classified Salaries	99,468,697	1,970,142	101,438,839
Employee Benefits	114,560,413	(2,829,109)	111,731,304
Books, Supplies & Materials	21,298,457	(2,749,550)	18,548,907
Other Operating Expenses	74,200,074	7,944,498	82,144,572
Capital Outlay	12,265,102	2,697,474	14,962,576
Other Outgo	17,242,280	4,962,020	22,204,300
<b>TOTAL APPROPRIATIONS AND TRANSFERS</b>	<b>501,489,162</b>	<b>15,532,689</b>	<b>517,021,851</b>
<b>ENDING FUND BALANCE, JUNE 30</b>			
Uncommitted	16,786,205	-	16,786,205
Committed	6,383,156	-	6,383,156
Restricted	2,045,452	(5,724)	2,039,728
<b>TOTAL ENDING FUND BALANCE</b>	<b>25,214,813</b>	<b>(5,724)</b>	<b>25,209,089</b>
<b>TOTAL APPROPRIATIONS AND ENDING FUND BALANCE</b>	<b>\$ 526,703,975</b>	<b>\$ 15,526,965</b>	<b>\$ 542,230,940</b>

\* Maximum funded level (Z Budget)

**LOS RIOS COMMUNITY COLLEGE DISTRICT  
RESTRICTED/SPECIAL PROGRAMS REVENUES  
BUDGET REVISION #2  
2018-2019**

	<b>REVISED BUDGET 2/13/2019</b>	<b>BUDGET MODIFICATIONS</b>	<b>REVISED BUDGET 6/12/2019</b>
Student Parking Fees & Fines, Universal Transit Pass	\$ 6,868,660	\$ 315,176	\$ 7,183,836
Health Services Fee	-	1,200,000	1,200,000
<b>Federal:</b>			
Perkins 1C formerly VTEA	\$ 2,690,360	\$ 4,500	\$ 2,694,860
Career Technical Education (CTE) Transitions	165,508	-	165,508
Federal Work Study (FWS)	1,850,000	-	1,850,000
Temporary Assistance to Needy Families (TANF)	399,969	-	399,969
Workability III - Department of Rehabilitation (DOR) Cooperative	212,372	-	212,372
Child Development Training Consortium (CDTC)	39,950	42,822	82,772
Foster and Kinship Care Education (FKCE)	177,382	-	177,382
US Dept of Labor - Northern California Community Colleges American Apprenticeship Initiative	4,180,183	-	4,180,183
College to Careers (DOR)	250,000	-	250,000
US Dept of Education - TRIO Student Support Services & Program Journey	263,953	-	263,953
US Dept of Education - TRIO Student Support Services - Science, Tech, Engineering & Math	339,166	-	339,166
US Dept of Education - TRIO Veterans Project	362,135	(15,573)	346,562
US Dept of Education - TRIO Natomas, San Juan, Twin Rivers	806,006	769,365	1,575,371
US Dept of Education - TRIO Upward Bound (UPBD)	1,785,936	4,690	1,790,626
US Dept of Education - Strengthening Institutions	929,090	-	929,090
Asian & Native American Pacific Islander Institutions	731,334	(24,380)	706,954
Hispanic Serving Institutions	2,911,866	-	2,911,866
Foundation for California Community Colleges (FCCC) Fresh Success Employment & Training	295,276	-	295,276
New World of Work	14,312	-	14,312
Youth Empowerment Strategies For Success - Independent Living Program (ILP)	22,500	-	22,500
State Trade & Export Promotion Project (STEP)	45,318	228,442	273,760
California Math Readiness Challenge	35,212	-	35,212
California Early Childhood Mentor	10,372	(10,372)	-
Open Textbook Pilot Program	100,090	-	100,090
Other	4,500	(4,500)	-
<b>Total Federal</b>	<b>\$ 18,622,790</b>	<b>\$ 994,994</b>	<b>\$ 19,617,784</b>
<b>State:</b>			
Extended Opportunity Programs and Services (EOPS)	\$ 4,156,925	\$ -	\$ 4,156,925
Cooperative Agencies Resources for Education Programs (CARE)	678,748	468	679,216
Disabled Student Programs and Services (DSPS)	5,291,212	-	5,291,212
Student Success and Support Program <i>funded under Student Equity and Achievement (SEA)</i>	14,236,801	214,490	14,451,291
Board of Governors Financial Assistance Program Admin Allowance (BFAP)	2,863,166	-	2,863,166
California Work Opportunity & Responsibility to Kids (CalWORKs)	2,350,741	129,816	2,480,557
Student Equity <i>funded under SEA</i>	6,415,172	-	6,415,172
Basic Skills Initiative <i>funded under SEA</i>	6,067,786	98,492	6,166,278
Hunger Free Campus	434,464	84,913	519,377
Innovation & Effectiveness (IEPI)	195,685	200,000	395,685
Awards for Innovation in Higher Education	1,339,877	-	1,339,877
Guided Pathways	2,473,666	336,179	2,809,845
Mathematics, Engineering, Science Achievement (MESA)	80,337	-	80,337
Economic Workforce Development (EWD) Center International Trade Development (CITD)	263,832	(132,775)	131,057
EWD Statewide Centers of Excellence (CTXL) Hub	321,469	150,000	471,469
Career Technical Education (CTE) Grants	439,060	198,222	637,282
Foster and Kinship Care Education (FKCE)	2,200,120	15,923	2,216,043
Staff Diversity	89,265	-	89,265
Enrollment Growth Assoc Degree in Nursing II - Yr 1 & 2	376,242	10,097	386,339
Deputy Sector Navigator (DSN): Health	356,501	413,000	769,501
Lottery (Restricted, Proposition 20)	2,045,443	-	2,045,443
State Instructional Equipment Funds (SIEF)	1,320,186	-	1,320,186
California Apprenticeship Initiative New Innovation Grant Program	406,434	-	406,434
Inmate Education Pilot Program	-	57,070	57,070
Galt High School - Central Region Agricultural Education Career Pathways (CRAECP)	13,978	-	13,978

**LOS RIOS COMMUNITY COLLEGE DISTRICT  
RESTRICTED/SPECIAL PROGRAMS REVENUES  
BUDGET REVISION #2  
2018-2019**

	REVISED BUDGET 2/13/2019	BUDGET MODIFICATIONS	REVISED BUDGET 6/12/2019
<b>State (Continued):</b>			
STREAM Pathway (Science, Technology, Reading/Language, Engineering, Arts & Math)	56,533	-	56,533
Proposition 39 Program Improvement	275,091	-	275,091
Maker Space	-	10,000	10,000
Innovation Maker	779,477	20,000	799,477
Diversity in Engineering	31,676	-	31,676
California Prison Industry Authority - Culinary Arts	34,850	28,350	63,200
Middle College High School	100,000	-	100,000
Nurse Special Training	114,441	-	114,441
Advanced Imaging Modalities	347,514	(12,990)	334,524
Strong Workforce Program (SWP)	11,994,829	8,302,509	20,297,338
Set-Aside Fiscal Agent	14,300,776	-	14,300,776
Re-Emerging Scholars	-	50,000	50,000
AB19 California College Promise	1,711,744	50,000	1,761,744
Certified Nursing Assistant Program	-	57,500	57,500
Projects in Common	300,667	-	300,667
Veterans Resource Center	704,080	394,502	1,098,582
New World of Work	39,500	-	39,500
California Healthcare Workforce	40,000	-	40,000
Agriculture Business Microsoft	20,000	-	20,000
Campus Safety at Community Colleges	101,534	-	101,534
Innovative Paths to Public Service (IPPS)	36,168	-	36,168
Mental Health Support	818,165	-	818,165
Financial Aid Technology	617,064	-	617,064
California Apprenticeship Initiative (CAI)	500,000	-	500,000
CAI New & Innovative Grant Program	700,000	-	700,000
CAI Agriculture & Rural Areas	-	499,264	499,264
Avenue E Scholarly Award	10,000	8,367	18,367
Fermentation Science	20,000	-	20,000
CE Marketing Campaign	76,716	76,716	153,432
Other State	53,426	(2,497)	50,929
<b>Total State</b>	<b>\$ 88,201,361</b>	<b>\$ 11,257,616</b>	<b>\$ 99,458,977</b>
<b>Local:</b>			
Training Source Contracts	\$ 1,575,431	\$ 576,357	\$ 2,151,788
Central Valley New Car Dealers Association (CVNCDA)	27,046	-	27,046
Ethics Symposium - CRC - Wagenlis	20,656	-	20,656
Sacramento Municipal Utilities District (SMUD)	2,170	48,157	50,327
Umoja Small Business Community Program	-	48,000	48,000
Mathematics, Engineering, Science Achieve (MESA)/Teichert	-	8,125	8,125
Foundation Grants & Gifts	214,540	7,278	221,818
Nursing Grants Emergency Funds	17,141	-	17,141
Sutter Nursing Program	148,197	-	148,197
University of California Davis Programs	6,135	-	6,135
Center for International Trade Development (CITD) Program Income	80,699	-	80,699
Center of Excellence (COE) Program Income	144,162	-	144,162
Comprehensive Approaches to Raising Education Standards (CARES)	-	7,500	7,500
Statewide Academic Senate	78,172	-	78,172
ARC Instructionally Related Trust	57,504	(32,207)	25,297
SCC Instructionally Related Trust	43,731	-	43,731
SCC Scholarship and Loan	13,500	-	13,500
Information Communication Technology Pathways	15,000	-	15,000
California Endowment	-	-	-
Dorothy Rupe Foundation	13,605	-	13,605
Sacramento Metropolitan Arts Commission (SMAC) Cultural Arts	3,387	3,387	6,774
Foster Youth Planning	-	-	-
Guardian Financial Literacy Learning and Money Management For Life	68,999	-	68,999

**LOS RIOS COMMUNITY COLLEGE DISTRICT  
RESTRICTED/SPECIAL PROGRAMS REVENUES  
BUDGET REVISION #2  
2018-2019**

	<b>REVISED BUDGET 2/13/2019</b>	<b>BUDGET MODIFICATIONS</b>	<b>REVISED BUDGET 6/12/2019</b>
<b>Local (Continued):</b>			
College Futures	-	-	-
Veteran Student Emergency Fund	27,458	-	27,458
West Sacramento Promise Program	30,703	17,590	48,293
Wellness Program	8,312	8,000	16,312
EDC Veterans Support	40,000	-	40,000
Face to Face El Centro	88,000	-	88,000
Ford Assets Program	10,000	-	10,000
Other Local	9,395	5,843	15,238
<b>Total Local</b>	<b>\$ 2,743,943</b>	<b>\$ 698,030</b>	<b>\$ 3,441,973</b>
<b>TOTAL RESTRICTED REVENUE/SPECIAL PROGRAMS</b>	<b>\$ 116,436,754</b>	<b>\$ 14,465,816</b>	<b>\$ 130,902,570</b>



**LOS RIOS COMMUNITY COLLEGE DISTRICT  
INSTRUCTIONALLY-RELATED ACTIVITIES (Sub-Fund of the General Fund)  
BUDGET REVISION # 2  
2018-2019**

	<u>REVISED BUDGET 2/13/2019</u>	<u>BUDGET MODIFICATIONS</u>	<u>REVISED BUDGET 6/12/2019</u>
<b>BEGINNING FUND BALANCE, JULY 1</b>			
Uncommitted	\$ 4,021,945	\$ -	\$ 4,021,945
<b>TOTAL BEGINNING FUND BALANCE</b>	<u>4,021,945</u>	<u>-</u>	<u>4,021,945</u>
<b>REVENUE:</b>			
Local - Other	1,760,451	42,961	1,803,412
<b>TOTAL REVENUE</b>	<u>1,760,451</u>	<u>42,961</u>	<u>1,803,412</u>
<b>INTERFUND TRANSFERS:</b>			
Bookstore Fund	484,500	-	484,500
General Fund	10,000	-	10,000
<b>TOTAL TRANSFERS</b>	<u>494,500</u>	<u>-</u>	<u>494,500</u>
<b>TOTAL REVENUE, TRANSFERS AND BEGINNING FUND BALANCE</b>	<u>\$ 6,276,896</u>	<u>\$ 42,961</u>	<u>\$ 6,319,857</u>
<b>APPROPRIATIONS:</b>			
Academic Salaries	\$ 4,269	\$ (1,000)	\$ 3,269
Classified Salaries	270,413	36,333	306,746
Employee Benefits	6,979	3,631	10,610
Books, Supplies & Materials	3,223,328	197,180	3,420,508
Other Operating Expenses	2,180,948	(184,583)	1,996,365
Capital Outlay	107,046	2,566	109,612
Payments to Students	19,183	10,800	29,983
<b>TOTAL APPROPRIATIONS</b>	<u>5,812,166</u>	<u>64,927</u>	<u>5,877,093</u>
<b>INTERFUND TRANSFERS OUT:</b>			
General Fund	101,235	(20,075)	81,160
Scholarship Fund	2,000	-	2,000
	<u>103,235</u>	<u>(20,075)</u>	<u>83,160</u>
<b>ENDING FUND BALANCE, JUNE 30</b>			
Uncommitted	361,495	(1,891)	359,604
<b>TOTAL ENDING FUND BALANCE</b>	<u>361,495</u>	<u>(1,891)</u>	<u>359,604</u>
<b>TOTAL APPROPRIATIONS, TRANSFERS AND ENDING FUND BALANCE</b>	<u>\$ 6,276,896</u>	<u>\$ 42,961</u>	<u>\$ 6,319,857</u>

**LOS RIOS COMMUNITY COLLEGE DISTRICT  
CHILD DEVELOPMENT FUND  
BUDGET REVISION # 2  
2018-2019**

	<b>REVISED BUDGET 2/13/2019</b>	<b>BUDGET MODIFICATIONS</b>	<b>REVISED BUDGET 6/12/2019</b>
<b>BEGINNING FUND BALANCE, JULY 1</b>			
Uncommitted	\$ 217,320	\$ -	\$ 217,320
<b>TOTAL BEGINNING FUND BALANCE</b>	<b>217,320</b>	<b>-</b>	<b>217,320</b>
<b>REVENUE:</b>			
Federal	116,000	-	116,000
State	1,613,263	74,601	1,687,864
Local	116,000	-	116,000
Interfund Transfers	793,480	(44,437)	749,043
<b>TOTAL REVENUE AND TRANSFERS</b>	<b>2,638,743</b>	<b>30,164</b>	<b>2,668,907</b>
<b>TOTAL REVENUE, TRANSFERS AND BEGINNING FUND BALANCE</b>	<b>\$ 2,856,063</b>	<b>\$ 30,164</b>	<b>\$ 2,886,227</b>
<b>APPROPRIATIONS:</b>			
Classified Salaries	\$ 1,590,114	\$ -	\$ 1,590,114
Employee Benefits	855,038	-	855,038
Books, Supplies and Food	161,582	(4,800)	156,782
Other Operating Expenses	29,709	(2,200)	27,509
Capital Outlay	2,300	37,164	39,464
<b>TOTAL APPROPRIATIONS</b>	<b>2,638,743</b>	<b>30,164</b>	<b>2,668,907</b>
<b>ENDING FUND BALANCE, JUNE 30</b>	<b>217,320</b>	<b>-</b>	<b>217,320</b>
<b>TOTAL APPROPRIATIONS AND ENDING FUND BALANCE</b>	<b>\$ 2,856,063</b>	<b>\$ 30,164</b>	<b>\$ 2,886,227</b>

**LOS RIOS COMMUNITY COLLEGE DISTRICT  
CAPITAL OUTLAY PROJECTS FUND  
BUDGET REVISION # 2  
2018-2019**

	<b>REVISED BUDGET 2/13/2019</b>	<b>BUDGET MODIFICATIONS</b>	<b>REVISED BUDGET 6/12/2019</b>
<b>BEGINNING FUND BALANCE, JULY 1</b>			
Uncommitted	\$ 13,285,969	\$ -	\$ 13,285,969
Committed Funds/Projects in Progress	101,980,669		101,980,669
<b>TOTAL BEGINNING FUND BALANCE</b>	<b>115,266,638</b>	<b>-</b>	<b>115,266,638</b>
<b>REVENUE:</b>			
State	11,894,959	-	11,894,959
Local	2,420,462	(85,439)	2,335,023
Interfund Transfers In	10,480,661	4,874,462	15,355,123
<b>TOTAL REVENUE AND TRANSFERS</b>	<b>24,796,082</b>	<b>4,789,023</b>	<b>29,585,105</b>
<b>TOTAL REVENUE, TRANSFERS AND BEGINNING FUND BALANCE</b>	<b>\$ 140,062,720</b>	<b>\$ 4,789,023</b>	<b>\$ 144,851,743</b>
<b>APPROPRIATIONS:</b>			
Supplies and Materials	\$ 19,424	\$ -	\$ 19,424
Other Operating Expenses and Services	8,159,016	1,770,041	9,929,057
Capital Outlay	118,152,396	2,577,410	120,729,806
Interfund Transfers Out	431,884	441,572	873,456
<b>TOTAL APPROPRIATIONS/TRANSFERS</b>	<b>126,762,720</b>	<b>4,789,023</b>	<b>131,551,743</b>
<b>ENDING FUND BALANCE, JUNE 30</b>			
Uncommitted	13,300,000	-	13,300,000
<b>TOTAL ENDING FUND BALANCE</b>	<b>13,300,000</b>	<b>-</b>	<b>13,300,000</b>
<b>TOTAL APPROPRIATIONS AND ENDING FUND BALANCE</b>	<b>\$ 140,062,720</b>	<b>\$ 4,789,023</b>	<b>\$ 144,851,743</b>

**LOS RIOS COMMUNITY COLLEGE DISTRICT  
BOND INTEREST AND REDEMPTION FUND - MEASURE A  
BUDGET REVISION # 2  
2018-2019**

	<b>REVISED BUDGET 2/13/2019</b>	<b>BUDGET MODIFICATIONS</b>	<b>REVISED BUDGET 6/12/2019</b>
<b>BEGINNING FUND BALANCE, JULY 1</b>			
Committed	\$ 21,890,038	\$ -	\$ 21,890,038
<b>TOTAL BEGINNING FUND BALANCE</b>	<b>21,890,038</b>	<b>-</b>	<b>21,890,038</b>
<b>REVENUE:</b>			
Local:			
Property Taxes	15,672,733	539	15,673,272
Interest Income	386,715	11	386,726
<b>TOTAL REVENUE</b>	<b>16,059,448</b>	<b>550</b>	<b>16,059,998</b>
<b>TOTAL REVENUE AND BEGINNING FUND BALANCE</b>	<b>\$ 37,949,486</b>	<b>\$ 550</b>	<b>\$ 37,950,036</b>
<b>APPROPRIATIONS:</b>			
Bond Principal Repayment	\$ 11,550,000	\$ -	\$ 11,550,000
Bond Interest Expense	7,782,350	-	7,782,350
Bond Service Costs	3,500	550	4,050
<b>TOTAL APPROPRIATIONS</b>	<b>19,335,850</b>	<b>550</b>	<b>19,336,400</b>
<b>ENDING FUND BALANCE, JUNE 30</b>			
Committed	18,613,636	-	18,613,636
<b>TOTAL ENDING FUND BALANCE</b>	<b>18,613,636</b>	<b>-</b>	<b>18,613,636</b>
<b>TOTAL APPROPRIATIONS AND ENDING FUND BALANCE</b>	<b>\$ 37,949,486</b>	<b>\$ 550</b>	<b>\$ 37,950,036</b>

**LOS RIOS COMMUNITY COLLEGE DISTRICT  
BOND PROJECTS FUND - MEASURE M  
BUDGET REVISION # 2  
2018-2019**

	<u>REVISED BUDGET 2/13/2019</u>	<u>BUDGET MODIFICATIONS</u>	<u>REVISED BUDGET 6/12/2019</u>
<b>BEGINNING FUND BALANCE, JULY 1</b>			
Committed	\$ 66,477,564	\$ -	\$ 66,477,564
<b>TOTAL BEGINNING FUND BALANCE</b>	<u>66,477,564</u>	<u>-</u>	<u>66,477,564</u>
<b>REVENUE:</b>			
Bond Proceeds	-	80,000,000	80,000,000
Local - Interest Income	70,000	-	70,000
<b>TOTAL REVENUE</b>	<u>70,000</u>	<u>80,000,000</u>	<u>80,070,000</u>
<b>TOTAL REVENUE AND BEGINNING FUND BALANCE</b>	<u>\$ 66,547,564</u>	<u>\$ 80,000,000</u>	<u>\$ 146,547,564</u>
<b>APPROPRIATIONS:</b>			
Bond Projects	\$ 66,532,564	\$ 80,000,000	\$ 146,532,564
Bond Service Costs	15,000	-	15,000
<b>TOTAL APPROPRIATIONS/TRANSFERS</b>	<u>66,547,564</u>	<u>80,000,000</u>	<u>146,547,564</u>
<b>ENDING FUND BALANCE, JUNE 30</b>	<u>-</u>	<u>-</u>	<u>-</u>
<b>TOTAL APPROPRIATIONS AND ENDING FUND BALANCE</b>	<u>\$ 66,547,564</u>	<u>\$ 80,000,000</u>	<u>\$ 146,547,564</u>

**LOS RIOS COMMUNITY COLLEGE DISTRICT  
BOND INTEREST AND REDEMPTION FUND - MEASURE M  
BUDGET REVISION # 2  
2018-2019**

	<u>REVISED BUDGET 2/13/2019</u>	<u>BUDGET MODIFICATIONS</u>	<u>REVISED BUDGET 6/12/2019</u>
<b>BEGINNING FUND BALANCE, JULY 1</b>			
Committed	\$ 11,550,087	\$ -	\$ 11,550,087
<b>TOTAL BEGINNING FUND BALANCE</b>	<u>11,550,087</u>	<u>-</u>	<u>11,550,087</u>
<b>REVENUE:</b>			
Local:			
Property Taxes	19,504,899	(5,323,249)	14,181,650
Interest Income	408,336	(108,638)	299,698
<b>TOTAL REVENUE</b>	<u>19,913,235</u>	<u>(5,431,887)</u>	<u>14,481,348</u>
<b>TOTAL REVENUE AND BEGINNING FUND BALANCE</b>	<u>\$ 31,463,322</u>	<u>\$ (5,431,887)</u>	<u>\$ 26,031,435</u>
<b>APPROPRIATIONS:</b>			
Bond Principal Repayment	\$ 5,280,000	\$ -	\$ 5,280,000
Bond Interest Expense	15,134,793	(5,432,487)	9,702,306
Bond Service Costs	2,000	600	2,600
<b>TOTAL APPROPRIATIONS</b>	<u>20,416,793</u>	<u>(5,431,887)</u>	<u>14,984,906</u>
<b>ENDING FUND BALANCE, JUNE 30</b>			
Committed	11,046,529	-	11,046,529
<b>TOTAL ENDING FUND BALANCE</b>	<u>11,046,529</u>	<u>-</u>	<u>11,046,529</u>
<b>TOTAL APPROPRIATIONS AND ENDING FUND BALANCE</b>	<u>\$ 31,463,322</u>	<u>\$ (5,431,887)</u>	<u>\$ 26,031,435</u>

**LOS RIOS COMMUNITY COLLEGE DISTRICT  
OTHER DEBT SERVICE FUND  
BUDGET REVISION # 2  
2018-2019**

	<u>REVISED BUDGET 2/13/2019</u>	<u>BUDGET MODIFICATIONS</u>	<u>REVISED BUDGET 6/12/2019</u>
<b>BEGINNING FUND BALANCE, JULY 1</b>			
Committed	\$ 968,570	\$ -	\$ 968,570
<b>TOTAL BEGINNING FUND BALANCE</b>	<u>968,570</u>	<u>-</u>	<u>968,570</u>
<b>REVENUE:</b>			
Local - Interest Income	66,100	-	66,100
<b>TOTAL REVENUE, TRANSFERS AND BEGINNING FUND BALANCE</b>	<u>\$ 1,034,670</u>	<u>\$ -</u>	<u>\$ 1,034,670</u>
<b>APPROPRIATIONS:</b>			
Certificates of Participation (COP):			
Bond Principal Repayment	\$ 275,000	\$ 165,000	\$ 440,000
Bond Interest Expense	18,562	-	18,562
Bond Service Costs	-	1,650	1,650
Interfund Transfers Out - Capital Outlay Fund	40,000	512,219	552,219
<b>TOTAL APPROPRIATIONS/TRANSFERS</b>	<u>333,562</u>	<u>678,869</u>	<u>1,012,431</u>
<b>ENDING FUND BALANCE, JUNE 30</b>			
Committed	701,108	(678,869)	22,239
<b>TOTAL ENDING FUND BALANCE</b>	<u>701,108</u>	<u>(678,869)</u>	<u>22,239</u>
<b>TOTAL APPROPRIATIONS, TRANSFERS AND ENDING FUND BALANCE</b>	<u>\$ 1,034,670</u>	<u>\$ -</u>	<u>\$ 1,034,670</u>

**LOS RIOS COMMUNITY COLLEGE DISTRICT  
SELF INSURANCE FUND  
BUDGET REVISION # 2  
2018-2019**

	<u>REVISED BUDGET 2/13/2019</u>	<u>BUDGET MODIFICATIONS</u>	<u>REVISED BUDGET 6/12/2019</u>
<b>BEGINNING FUND BALANCE, JULY 1</b>			
Committed	\$ 1,486,656	\$ -	\$ 1,486,656
<b>TOTAL BEGINNING FUND BALANCE</b>	<u>1,486,656</u>	<u>-</u>	<u>1,486,656</u>
<b>REVENUE:</b>			
Property, Liability, and Workers' Compensation	3,206,527	1,005,216	4,211,743
Dental Program	4,115,885	6,384	4,122,269
Interest Income	35,000	-	35,000
<b>TOTAL REVENUE</b>	<u>7,357,412</u>	<u>1,011,600</u>	<u>8,369,012</u>
<b>TOTAL REVENUE AND BEGINNING FUND BALANCE</b>	<u>\$ 8,844,068</u>	<u>\$ 1,011,600</u>	<u>\$ 9,855,668</u>
<b>APPROPRIATIONS:</b>			
Salaries and Employee Benefits	\$ 262,226	\$ -	\$ 262,226
Insurance Premiums	1,599,200	100,000	1,699,200
Self-Insurance Claims:			
Property, Liability, and Workers' Compensation	1,075,901	905,216	1,981,117
Dental Program	4,115,885	6,384	4,122,269
Administrative Costs	304,200	-	304,200
<b>TOTAL APPROPRIATIONS</b>	<u>7,357,412</u>	<u>1,011,600</u>	<u>8,369,012</u>
<b>ENDING FUND BALANCE, JUNE 30</b>			
Committed	1,486,656	-	1,486,656
<b>TOTAL ENDING FUND BALANCE</b>	<u>1,486,656</u>	<u>-</u>	<u>1,486,656</u>
<b>TOTAL APPROPRIATIONS AND ENDING FUND BALANCE</b>	<u>\$ 8,844,068</u>	<u>\$ 1,011,600</u>	<u>\$ 9,855,668</u>



**LOS RIOS COMMUNITY COLLEGE DISTRICT  
BOOKSTORE FUND  
BUDGET REVISION # 2  
2018-2019**

	<b>REVISED BUDGET 2/13/2019</b>	<b>BUDGET MODIFICATIONS</b>	<b>REVISED BUDGET 6/12/2019</b>
<b>BEGINNING FUND BALANCE, JULY 1</b>			
Uncommitted	\$ 842,992	\$ -	\$ 842,992
Committed	8,578,623	-	8,578,623
<b>TOTAL BEGINNING FUND BALANCE</b>	<b>9,421,615</b>	<b>-</b>	<b>9,421,615</b>
<b>REVENUE:</b>			
Bookstore Sales	12,600,000	(1,100,000)	11,500,000
Interest and Other	273,000	(38,000)	235,000
Interfund Transfers	150,000	-	150,000
<b>TOTAL REVENUE</b>	<b>13,023,000</b>	<b>(1,138,000)</b>	<b>11,885,000</b>
<b>TOTAL REVENUE AND BEGINNING FUND BALANCE</b>	<b>\$ 22,444,615</b>	<b>\$ (1,138,000)</b>	<b>\$ 21,306,615</b>
<b>APPROPRIATIONS:</b>			
Cost of Goods Sold	\$ 9,000,000	\$ (1,200,000)	\$ 7,800,000
Classified Salaries	2,000,000	-	2,000,000
Employee Benefits	610,000	-	610,000
Depreciation	110,000	-	110,000
Other Operating Expenses	585,000	62,000	647,000
<b>TOTAL APPROPRIATIONS</b>	<b>12,305,000</b>	<b>(1,138,000)</b>	<b>11,167,000</b>
<b>INTERFUND TRANSFERS OUT:</b>			
Capital Outlay Projects Fund	225,000	-	225,000
Instructionally-Related Activities	484,500	-	484,500
General Fund	8,500	-	8,500
<b>TOTAL TRANSFERS</b>	<b>718,000</b>	<b>-</b>	<b>718,000</b>
<b>TOTAL APPROPRIATIONS/TRANSFERS</b>	<b>13,023,000</b>	<b>(1,138,000)</b>	<b>11,885,000</b>
<b>ENDING FUND BALANCE, JUNE 30</b>			
Uncommitted	842,992	-	842,992
Committed	8,578,623	-	8,578,623
<b>TOTAL ENDING FUND BALANCE</b>	<b>9,421,615</b>	<b>-</b>	<b>9,421,615</b>
<b>TOTAL APPROPRIATIONS, TRANSFERS AND ENDING FUND BALANCE</b>	<b>\$ 22,444,615</b>	<b>\$ (1,138,000)</b>	<b>\$ 21,306,615</b>

**LOS RIOS COMMUNITY COLLEGE DISTRICT  
STUDENT FINANCIAL AID FUND  
BUDGET REVISION # 2  
2018-2019**

	<u>REVISED BUDGET 2/13/2019</u>	<u>BUDGET MODIFICATIONS</u>	<u>REVISED BUDGET 6/12/2019</u>
<b>BEGINNING FUND BALANCE, JULY 1</b>	\$ -	\$ -	\$ -
<b>REVENUE:</b>			
Federal:			
PELL	70,000,000	-	70,000,000
SEOG	2,307,670	-	2,307,670
DIRECT LOAN	19,500,000	-	19,500,000
Other	250,000	-	250,000
<b>Total Federal</b>	<u>92,057,670</u>	<u>-</u>	<u>92,057,670</u>
State	11,977,460	(1,007,082)	10,970,378
Interfund Transfers	4,264,964	590,214	4,855,178
<b>Total State and Interfund Transfers</b>	<u>16,242,424</u>	<u>(416,868)</u>	<u>15,825,556</u>
<b>TOTAL REVENUE AND BEGINNING FUND BALANCE</b>	<u>\$ 108,300,094</u>	<u>\$ (416,868)</u>	<u>\$ 107,883,226</u>
<b>APPROPRIATIONS:</b>			
Student Financial Aid	\$ 108,155,866	\$ (416,868)	\$ 107,738,998
Operating Expenses	144,228	-	144,228
<b>TOTAL APPROPRIATIONS</b>	<u>108,300,094</u>	<u>(416,868)</u>	<u>107,883,226</u>
<b>ENDING FUND BALANCE, JUNE 30</b>	<u>-</u>	<u>-</u>	<u>-</u>
<b>TOTAL APPROPRIATIONS AND ENDING FUND BALANCE</b>	<u>\$ 108,300,094</u>	<u>\$ (416,868)</u>	<u>\$ 107,883,226</u>

**LOS RIOS COMMUNITY COLLEGE DISTRICT  
STUDENT ASSOCIATIONS TRUST FUND  
BUDGET REVISION # 2  
2018-2019**

	<b>REVISED BUDGET 2/13/2019</b>	<b>BUDGET MODIFICATIONS</b>	<b>REVISED BUDGET 6/12/2019</b>
<b>BEGINNING FUND BALANCE, JULY 1</b>			
Uncommitted	\$ 333,059	\$ -	\$ 333,059
Committed	535,586	-	535,586
<b>TOTAL BEGINNING FUND BALANCE</b>	<b>868,645</b>	<b>-</b>	<b>868,645</b>
<b>LOCAL REVENUE:</b>			
Student Card Sales	57,445	-	57,445
Student Representation Fees, net of waivers	116,387	-	116,387
Miscellaneous & Interest	15,400	1,000	16,400
<b>TOTAL REVENUE AND TRANSFERS</b>	<b>189,232</b>	<b>1,000</b>	<b>190,232</b>
<b>TOTAL REVENUE, TRANSFERS AND BEGINNING FUND BALANCE</b>	<b>\$ 1,057,877</b>	<b>\$ 1,000</b>	<b>\$ 1,058,877</b>
<b>APPROPRIATIONS:</b>			
Books, Supplies & Materials	\$ 517,882	\$ (200)	\$ 517,682
Other Operating Expenses	445,945	(100)	445,845
Scholarships/Awards	10,750	1,300	12,050
<b>TOTAL APPROPRIATIONS/TRANSFERS</b>	<b>974,577</b>	<b>1,000</b>	<b>975,577</b>
<b>ENDING FUND BALANCE, JUNE 30</b>			
Uncommitted	30,322	-	30,322
Committed	52,978	-	52,978
<b>TOTAL ENDING FUND BALANCE</b>	<b>83,300</b>	<b>-</b>	<b>83,300</b>
<b>TOTAL APPROPRIATIONS AND ENDING FUND BALANCE</b>	<b>\$ 1,057,877</b>	<b>\$ 1,000</b>	<b>\$ 1,058,877</b>



**LOS RIOS COMMUNITY COLLEGE DISTRICT  
LOS RIOS COLLEGES FOUNDATION  
BUDGET REVISION # 2  
2018-2019**

	<b>ADOPTED BUDGET 2/13/2019</b>	<b>BUDGET MODIFICATIONS</b>	<b>REVISED BUDGET 6/12/2019</b>
<b>BEGINNING FUND BALANCE, JULY 1</b>			
Uncommitted	\$ 1,837,152	\$ -	\$ 1,837,152
Committed	12,417,512	-	12,417,512
<b>TOTAL BEGINNING FUND BALANCE</b>	<b>14,254,664</b>	<b>-</b>	<b>14,254,664</b>
<b>REVENUE:</b>			
Donations	2,209,000	(250,000)	1,959,000
In-Kind Donations	195,000	-	195,000
Investment Income	780,000	-	780,000
<b>TOTAL REVENUE</b>	<b>3,184,000</b>	<b>(250,000)</b>	<b>2,934,000</b>
<b>TOTAL REVENUE AND BEGINNING FUND BALANCE</b>	<b>\$ 17,438,664</b>	<b>\$ (250,000)</b>	<b>\$ 17,188,664</b>
<b>APPROPRIATIONS:</b>			
Auxiliary Activities	\$ 7,618,290	\$ -	\$ 7,618,290
In-Kind Contributions	195,000	-	195,000
<b>TOTAL APPROPRIATIONS</b>	<b>7,813,290</b>	<b>-</b>	<b>7,813,290</b>
<b>ENDING FUND BALANCE, JUNE 30</b>			
Uncommitted	1,247,064	(12,500)	1,234,564
Committed	8,378,310	(237,500)	8,140,810
<b>TOTAL ENDING FUND BALANCE</b>	<b>9,625,374</b>	<b>(250,000)</b>	<b>9,375,374</b>
<b>TOTAL APPROPRIATIONS AND ENDING FUND BALANCE</b>	<b>\$ 17,438,664</b>	<b>\$ (250,000)</b>	<b>\$ 17,188,664</b>

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Child Development Centers Program Self-Evaluation	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item G	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King, Chancellor	ACTION	
		INFORMATION	

**BACKGROUND:**

Pursuant to the Child Care and Development Services Act, Education Code section 8200, the Los Rios Community College District administers child development programs through the California Department of Education (CDE). Program self-evaluations must be submitted to the Child Development Division annually.

**STATUS:**

The District currently operates programs at American River, Cosumnes River, and Sacramento City Colleges. The programs have conducted their self-evaluations for the current year. The certification for the 2018-19 evaluation includes a provision that the Board of Trustees receive a copy of the self-evaluation which is attached.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the program self-evaluations for CCTR-8183 and CSPP-8400 contracts for the fiscal year 2018-19.



## Program Self-Evaluation Fiscal Year 2018–19

1. **Contractor Legal Name** (Full Spelling of Legal Name required. Acronyms or site names not accepted):  
Los Rios Community College District
2. **Four-Digit Vendor Number:**  
4373
3. **Program Director Name** (as listed in the Child Development Management Information System [CDMIS]):  
Laurie Perry
4. **Program Director Phone Number:**  
916-650-2953
5. **Program Director Email:**  
perryl@scc.losrios.edu

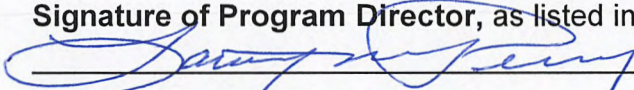
6. **Statement of Completion:**

I certify that an annual plan has been developed and implemented for the Program Self-Evaluation (PSE) that includes the use of the Program Review Instrument (PRI), age appropriate Environment Rating Scales, Desired Results Parent Survey, Alternative Payment and/or Resource and Referral Parent Survey, and the Desired Results Development Profile for all applicable contract types, per *California Code of Regulations*, Title 5 (5 CCR), Section 18279. I also certify that all documents required as part of the PSE have been completed and are available for review and/or for submittal upon request.

**Program Review Instrument** (<https://www.cde.ca.gov/ta/cr/proginst201819.asp>) includes:

- Desired Results Developmental Profile (PRI Item 8)
- Desired Results Parent Survey (Center-based Contracts, PRI Item 9)
- Parent Survey (Alternative Payment and/or Resource and Referral Contracts, PRI Item 9)
- Age Appropriate Environment Rating Scales (PRI Item 18)

7. **Signature of Program Director**, as listed in the CDMIS (Wet signature):

  
\_\_\_\_\_

8. **Date of Signature:** 5/31/2019

9. **Name and Title of contact person completing the PSE:**

Michelle Kiefer

10. **Contact Person Telephone number:**

916-484-8652

11. **Contact Person Email Address:**

kieferm@arc.losrios.edu

12. **NOTE: See instructions for submission of the PSE.**

## **Summary of Program Self-Evaluation Fiscal Year 2018–19**

**13. In accordance with Title 5 *California Code of Regulations* (5 CCR), Section 18279(b)(3), provide an assessment, in narrative format, summarizing the:**

- A) Staff and**
- B) Board member participation, in the PSE process.**

**Answers are not limited to space provided. Attach additional (Word document) sheets as necessary.**

The teaching staff and supervisors from each of the Los Rios Community College Child Development Centers: American River College, Cosumnes River College, and Sacramento City College, completed each of the required instruments during the 2018-19 fiscal year.

Supervisors met with their respective teaching staff in August 2018 to review findings from the 2017-18 Program Self Evaluation and planned accordingly.

Each site (ARC, CRC, SCC) gathered data throughout the 2018-19 fiscal year to develop program action plans based on the findings from the Program Review Instrument, Desired Results Parent Survey, Age Appropriate Environment Rating Scale and Desired Results Developmental Profile.

Each site supervisor met with their teaching staff the week of August 20, 2018 and again the week of January 14, 2019 to review the group reports from the Desired Results Development Profiles. Findings were used in planning both group and individual activities to guide children's continued development and growth. An agency training to address part of the DRDP summary of findings from 2018-19 was provided to all teaching staff at Cosumnes River College on January 15, 2019. Each site (ARC, CRC, SCC) conducted additional trainings the week of January 14, 2019 to address site specific DRDP findings.

The Site Supervisors, with input from Laurie Perry, met on May 21, 2019 to review agency findings to complete the PSE for 2018-19. Data from each of the instruments was aggregated from the respective sites to determine areas that both met and did not meet standards.

The Program Self-Evaluation will be presented the Los Rios Community College District Board of Directors for approval June 12, 2019.

Supervisors will provide results from their site Parent Survey to families during orientation in August 2019 at individual sites, as occurs annually at each site.

14. In accordance with 5 CCR, Section 18279(b)(5), provide a summary of the program areas that:

A) Did not meet standards and

B) A list of tasks needed to improve those areas.

**Summary is to include all contract types for your agency. Answers are not limited to space provided. Attach additional (Word document) sheets as necessary.**

LRCCD overall DRDP findings show the majority of preschool children in the Building Middle level of all domains. The Supervisors will focus on language and literacy as more than a quarter of our English Language Learners are at the Discovering English, Exploring English or Developing English levels. Our staff training will focus on phonemic awareness with particular emphasis on English Language Learners and second language acquisition.

A small percentage of respondents on Parent Surveys requested more information on the background and experience of staff members. Supervisors are creating a handout for families explaining what a "lab school" is and it will be distributed to all families in August of each year as part of orientation. The handout will explain the roles of each person in a lab school, from the faculty to the teachers to the early childhood students.

Each individual site is setting individual goals related to Environmental Rating Scales to more appropriately address the diversity in settings.

American River College: In Fall 2019, each classroom teaching team will receive items to add to their classroom to appropriately reflect the diversity of families and children enrolled. Staff will complete Trauma-Informed Caregiving training in August 2019 and will have the opportunity to evaluate each classroom in the center and receive feedback on their own classroom environment. Staff will complete a survey to determine if these supplies and training were beneficial. The Supervisor will evaluate these results.

Cosumnes River College: During the 2019/2020 academic year each classroom will focus on engaging the families of children enrolled. Staff will actively seek participation and input from the families in an effort to ensure that all family cultures are represented and valued.



#### **14. con't.**

Sacramento City College: The center will purchase additional books, props, manipulative materials and dress up clothes related to diverse cultures, gender, age abilities. During regular staff meetings, discussions, reflection and readings will focus on Anti-bias, diversity and equity.

15. In accordance with 5 CCR, Section 18279(b)(6), provide a summary of program areas that:

A) Met standards and

B) Explains the procedures for ongoing monitoring to ensure that those areas continue to meet standards.

**Summary is to include all contract types for your agency. Answers are not limited to space provided. Attach additional (Word document) sheets as necessary.**



Desired Results Developmental Profiles for the district show the majority of preschool children at the Building Later levels or beyond. To maintain these levels, centers will continue to purchase and provide quality supplies for all domains and classroom environments. Teachers maintain wish lists of items as they see what children are engaging with and what the classroom is in need of. Ongoing professional development is provided to all staff at all sites bi-annually and ongoing opportunities throughout the year are offered to all staff. Staff are encouraged to complete 25 hours of training annually and can be reimbursed for costs. Regular staff meetings are held at each site so that staff can provide feedback and collaboration.

Parent Surveys showed overall satisfaction with all sites. Supervisors will continue to provide a welcoming environment and communication to all families and students.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Contract Award: Districtwide Interpreting Services	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item H	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King, Chancellor	ACTION	
		INFORMATION	

**BACKGROUND:**

The District provides support services, specialized instruction, and educational accommodations to students with disabilities through our Disabled Student Program and Services (DSP&S). The intent is for our students with disabilities to be able to participate as fully and benefit as equitably from the college experience as their non-disabled peers. Among the many services provided is the delivery of interpreter services for hearing-impaired or deaf students. Interpreting services are also provided to faculty and staff through our human resources department, working with the colleges.

The District issued a RFP for District wide interpreting services for students, staff and faculty; five firms submitted proposals. Four proposals were reviewed and found to be responsive. The estimated annual spend is \$925,000. Multiple vendors are required to meet this need across the District. The contract term will be effective for an initial term of one year with the district's option to renew annually for a total contract period of five years or rebid.

**STATUS:**

The RFP and specifications were publicly advertised for bids. Bidders were asked to provide an hourly amount not to exceed \$52.00. A total of 4 responsive bids were received.

**RECOMMENDATION:**

It is recommended the Board of Trustees award the contract for RFP 19019 to Class Act Alliance, Inc., Eaton Interpreting Services, Inc., Sign Language Interpreting/Wilder Interpreting and Access Language, Inc.


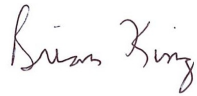
VENDOR NAME	STUDENT HOURLY RATE	STAFF/FACULTY HOURLY RATE
Class Act Alliance	\$51.00	\$51.00
Sign Language/Wilder Interpreting	\$52.00	\$52.00
Access Language	\$52.00	\$52.00
Eaton	\$52.00	\$52.00
Linguabee*	\$60.00	\$60.00

\*Non-responsive, would not offer/negotiate acceptable hourly rate per RFP.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Special Event Authorization	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item I	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	JP Sherry, General Counsel 	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King, Chancellor 	ACTION	
		INFORMATION	

**BACKGROUND:**

Pursuant to Board Policy P-1414, special events are shows, private parties, concerts, theatrical productions, and other events held on a District premises for which the principal attendees are members of the general public or invited guests and not students of the District.

**STATUS:**

At the below-listed special events, event sponsors have submitted applications for permission to serve alcohol.

**College Events**

Date of Event	College	Location	Name of Event	Alcohol
Friday, June 28	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine
Saturday, June 29	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine
Friday, July 5	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine
Saturday, July 6	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine
Sunday, July 7	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine
Thursday, July 11	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine
Friday, July 12	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine
Saturday, July 13	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine
Sunday, July 14	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine
Friday, July 19	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine

Saturday, July 20	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine
Sunday, July 21	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine
Thursday, July 25	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine
Friday, July 26	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine
Saturday, July 27	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine
Saturday, July 28	SCC	Performing Arts Center	Sac. Shakespeare Festival	Beer & Wine

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve or ratify the applications listed herein.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Disposition of Surplus Equipment	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item J	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	<i>Theresa Matista</i>	CONSENT/ROUTINE	X
	Theresa Matista, Deputy Chancellor	FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	<i>Brian King</i>	ACTION	
	Brian King, Chancellor	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: 22 computers; 15 iMac's; 32 laptops; 15 monitors and 1 printer.

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: June 12, 2019

<b>SUBJECT:</b>	Ratify: Bid Transactions	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item K	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	<i>Theresa Matista</i> Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	<i>Brian King</i> 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
17026	SCC Union Stadium Concrete Decking, add impact wall pad protection to exterior wall of electrical door.	\$2,803.00	10	Pro Builders	\$1,179,544.00

BID AWARDS					
Bid No	Description	No of Responses	Award Date	Successful Vendor	Contract Amount
C19022	DW Striping and Painting Plan for 2019	1	5/10/19	A&B Asphalt Sealing Co., Inc.	\$84,462.00

19016	SCC West Sacramento Stucco Repair	3	5/10/19	JPB Designs, Inc.	\$117,000.00
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Contractor Name	Base Bid	Total Bid
JPB Designs Inc.	\$117,000.00	\$117,000.00
HA Construction	\$170,000.00	\$170,000.00
Interstate Co.	\$238,000.00	\$243,000.00

<b>BID AWARDS</b>					
Bid No	Description	No of Responses	Award Date	Successful Vendor	Contract Amount
19021	DW Fire Alarm Testing	6	5/8/19	SecureCom, Inc.	\$84,000.00

Contractor Name	Base Bid	Total Bid
SecureCom, Inc.	\$84,000.00	\$84,000.00
Industrial Electronic Systems, Inc.	\$86,252.00	\$86,252.00
HCI Systems, Inc.	\$98,406.00	\$98,406.00
Siemens Industry Inc.	\$119,616.00	\$119,616.00
Johnson Controls Fire Protection	\$121,441.00	\$121,441.00
Sierra Building Systems	\$145,000.00	\$145,000.00

19023	DW Custodial Supplies FY20	10*	5/31/19	Cole \$329,534.93 Hillyard \$44,273.80 JC Nelson \$69,097.94	\$442,906.67
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\*Two bidders were non-responsive: Fastenal did not complete and sign the bid form, Waxie promised immediate increases on items affected by tariffs.

**RECOMMENDATION:**

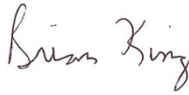
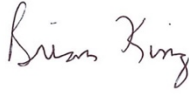
It is recommended that the Board of Trustees ratify and/or approve the bid transactions for the month of June as herein listed.



# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Ratify: Grants and Contracts Awarded	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item L	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Brian King, Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	 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
Dorothy Rupe Caregiver Grant <ul style="list-style-type: none"> <li>• Funding to support students in the Certified Nursing Assistant Program.</li> <li>• 7/01/2019 through 6/30/2020</li> <li>• Administrator: Jan Delapp / Dean, Health and Education</li> </ul>	ARC	\$12,285	Arthur N. Rupe Foundation
Strong Workforce Regional Allocation <ul style="list-style-type: none"> <li>• Funding to enhance and/or expand existing Career and Technical Education programs and identify new programs and opportunities for collaboration with colleges and other partners within the region.</li> <li>• 1/01/2018 through 12/31/2020</li> <li>• Administrator: Tammy Montgomery / AVCI</li> </ul>	WEDC	\$3,392,401	NFN Regional Consortium

**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:** June 12, 2019

<b>SUBJECT:</b>	Ratify: Affiliation and Other Agreements	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item M	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	<i>Theresa Matista</i> Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	<i>Brian King</i> Brian King, Chancellor	ACTION	
		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 item is used to ensure compliance with this obligation.

**STATUS:**

Pursuant to Board Policy 8315, the following agreements and/or extensions for the following contracts 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 require payment or receipt of funds.

**ALLIED HEALTH AGREEMENTS FOR CLINICAL PLACEMENTS**

Agency	Clinical Program <sup>1</sup>	Campus	Contract Date	Term
Sacramento County California Children’s Services	PTA/OTA	SCC	02/01/19	EXP: 6/30/2021
Fremont Cosmetic Dentistry	Dental Asst.	SCC	04/15/19	Evergreen
Golden Empire Nursing and Rehab	PTA/OTA	SCC	05/02/19	Evergreen
Meena Medical Group	HIT	CRC	05/03/19	Evergreen
Elica Health Clinics	MA/CHW	CRC/SCC	05/07/19	Evergreen
River Bend Nursing Center	CNA	ARC	05/08/19	Evergreen
Sacramento State University	IPP	ARC	05/09/19	EXP: 05/09/2024
Smile Island Dental Group	Dental Asst.	SCC	05/14/19	Evergreen
UC Davis	VET Tech	CRC	05/21/19	EXP: 02/28/2022
Higgins Family Dentistry	Dental Asst.	SCC	05/02/19	Evergreen

<sup>1</sup> PTA/OTA – Physical Therapy Assistant/Occupational Therapy Assistant; HIT – Health Information Technology; MA – Medical Assistant; CHW – Community Health Worker; CAN - Certified Nursing Assistant; IPP – Interpreter Preparation Program

- 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-2019-009
EDC	Facility Use	EDC-2019-011
FLC	Facility Use	FLC 19-036
FLC	Facility Use	FLC 19-037
FLC	Facility Use	FLC 19-038
FLC	Facility Use	FLC 19-039
FLC	Facility Use	FLC 19-041
FLC	Facility Use	FLC 19-042
FLC	Facility Use	FLC 19-043
FLC	Facility Use	FLC 19-045
CRC	Facility Use	C19-0097
CRC	Facility Use	C19-0098
CRC	Facility Use	C19-0099
CRC	Facility Use	C19-0100
CRC	Facility Use	C19-0101
CRC	Facility Use	C19-0102
SCC	Facility Use	S19-0107

SCC	Facility Use	S19-0111
SCC	Facility Use	S19-0113
Harris Center	Facility Use	13217
Harris Center	Facility Use	13547
Harris Center	Facility Use	13548
Harris Center	Facility Use	13571
Harris Center	Facility Use	13573
Harris Center	Facility Use	13574
Harris Center	Facility Use	13575
Harris Center	Facility Use	13576
Harris Center	Facility Use	13577
Harris Center	Facility Use	13578
Harris Center	Facility Use	13618
Harris Center	Facility Use	13627
Harris Center	Facility Use	13660
Harris Center	Facility Use	13661
Harris Center	Facility Use	13662
Harris Center	Facility Use	14141
Harris Center	Facility Use	14177
Harris Center	Facility Use	14178
Harris Center	Facility Use	14180
Harris Center	Facility Use	14202
Harris Center	Facility Use	14203
Harris Center	Facility Use	14211
Harris Center	Facility Use	14213
ARC	Facility Use	1055
ARC	Facility Use	1056
ARC	Facility Use	1057
ARC	Facility Use	1058
ARC	Facility Use	1059

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

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

**BACKGROUND:**

A listing of purchase orders, warrants, checks and wires issued during the period of April 16, 2019 through May 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.

<b>PURCHASE ORDERS</b>		
General Fund	0001105023-0001105924 B119842-B119847	\$ 6,874,357.01
Capital Outlay Fund	0003018244-0003018273	
Child Development Fund	0006000867-0006000870	
Self-Insurance Fund	0009000427-0009000427	
<b>WARRANTS</b>		
General Fund	778178-779516	\$ 10,897,839.45
General Fund-ARC Instructional Related	009695-009849	
General Fund-CRC Instructional Related	023361-023414	
General Fund-FLC Instructional Related	031549-031567	
General Fund-SCC Instructional Related	047674-047769	
Capital Outlay Fund	833819-833895	
Student Financial Aid Fund	900445-900450	
Child Development Fund	954691-954707	
Self-Insurance Fund	976535-976542	
Other Debt Service Fund	000502-000502	
Payroll Warrants	432809-434424	\$ 8,355,314.69
Payroll Vendor Warrants	65514-65642	
May Leave Process	434425-435973	
<b>CHECKS</b>		
Financial Aid Disbursements (E-trans)	-	\$ 2,305,645.75
Clearing Checks	2809-2810	\$ 1,087,692.92
Parking Checks	3140-3140	\$ 33.00
Bookstore Fund – ARC	33660-33725	\$ 525,902.78
Bookstore Fund – CRC	28562-28580	
Bookstore Fund – FLC	10622-10644	
Bookstore Fund – SCC	51036-51068	
Student Clubs Agency Fund – ARC	5827-5859	\$ 158,312.76
Student Clubs Agency Fund – CRC	5073-5120	
Student Clubs Agency Fund – FLC	2666-2677	
Student Clubs Agency Fund – SCC	4212-4238	
Foundation – ARC	6234-6261	\$ 81,926.53
Foundation – CRC	2698-2718	
Foundation – FLC	1743-1773	
Foundation – SCC	4902-4962	
Foundation – DO	1065-1100	
Associated Students Trust Fund – ARC	-	\$ 5,884.92
Associated Students Trust Fund – CRC	0883-0894	
Associated Students Trust Fund – FLC	0738-0739	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 6666-6722	\$ 285,103.01
<b>ELECTRONIC TRANSFERS</b>		
Board of Equalization	-	\$ 9,400.00
PARS	-	\$
Vendors	-	\$
Backup Withholding	-	\$ 4,530.00
Retiree Health Trust	-	\$ -
Self-Insurance	-	\$ 100,065.26
Bookstore	-	\$ 29,106.23
Payroll Direct Deposit Advices	975697-980854	\$ 13,157,879.79
Other Payroll Transactions	-	\$ 4,411.00

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Short-Term Temporary Employees	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item O	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	<i>Theresa Matista</i>	CONSENT/ROUTINE	X
	Theresa Matista, Deputy Chancellor	FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	<i>Brian King</i>	ACTION	
	Brian King, Chancellor	INFORMATION	

**BACKGROUND:**

Pursuant to Education Code 88003, Governing Boards are to specify the service required to be performed by short-term temporary employees within specified classifications, indicating the duration of employment.

**STATUS:**

The District continues to have a need for short-term temporary employees. The attached document estimates the District’s need for temporary employees from July 1, 2019 to December 31, 2019, based on the highest number of temporary employees utilized in any of the preceding three years.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the attached list of district-wide anticipated short-term temporary employee classifications, authorizing employment of short-term employees for the period July 1, 2019 through December 31, 2019. The Human Resources Department will place the names of the short-term temporary employee hires on the subsequent board agendas.

**Los Rios Community College District**  
**Short-Term Temporary Employees Anticipated Districtwide Need**  
**July 1, 2019 through December 31, 2019**

Short-Term Temporary Classifications:	Anticipated Number of Short-Term Classified Staff:
Account Clerk I	23
Account Clerk II	17
Account Clerk III	6
Administrative Assistant I	14
Administrative Assistant II	3
Administrative Assistant III	2
Admissions/Records Clerk I	11
Admissions/Records Clerk II	5
Admissions/Records Clerk III	2
Admissions/Records Evaluator I	8
Advanced Interpreter	65
Art Model	53
Assistant Coach	78
Assistant Financial Aid Officer	8
Assistant Sports Program Director	4
Athletic Trainer	17
Beginning Interpreter	100
Bookstore Aide	23
Bookstore Clerk I	15
Bookstore Clerk II	3
Bookstore Stock Clerk	2
Bookstore Buyer I	2
Bookstore Buyer II	1
Campus Patrol	152
Child Dev. Ctr. Assoc. Teacher	3
Child Development Center Clerk	1
Child Development Center Teacher	12
Clerk I	187
Clerk II	47
Clerk III	38
College Receiving Clerk/Storekeeper	1
College Reserve Police Officer	3
Counseling Clerk I	8
Counseling Clerk II	13
Custodian	56
DSP&S Clerk	12
Educational Center Clerk	1
Financial Aid Clerk I	36
Financial Aid Clerk II	25
Financial Aid Officer	3

Short-Term Temporary Classifications:	Anticipated Number of Short-Term Classified Staff:
Grant Coordination Clerk	4
Graphic Designer	6
Groundskeeper	2
Instructional Assistant	255
Instructional Services Assistant I	1
Instructional Services Assistant II	1
Intercollegiate Game Technician	7
Intermediate Interpreter	36
IT Specialist I	3
Laboratory Technician	21
Library Technician	6
Lifeguard I	7
Lifeguard II	3
Maintenance Technician I	2
Media Systems/Resources Tech I	1
Outreach Specialist	18
Payroll Technician	1
PE/Athletic Attendant	3
Police Communication Dispatcher	2
Printing Services Operator II	3
Public Relations Technician	2
Reader/Tutor I	43
Reader/Tutor II	14
Recruit Training Officer	2
Senior IT Technician	6
Special Projects	370
Specialty Coach	9
Sports Program Director	12
Staff Resources Center Assistant	2
Student Affairs Specialist	1
Student Personnel Assistant	143
Student Support Specialist	24
Swimming Instructor I	15
Swimming Instructor II	11
TANF/CalWORKs Specialist	6
Toolroom Equipment Attendant	3
Tutorial Services Assistant	10
Utility Worker	1
Web & Media Design Specialist	1



# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Human Resources Transactions	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Consent Item P	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	<div style="text-align: center;"><i>Theresa Matista</i></div> Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	<div style="text-align: center;"><i>Brian King</i></div> Brian King, Chancellor	ACTION	
		INFORMATION	

**RECOMMENDATION:**

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

MANAGEMENT

<b>APPOINTMENT(S)</b>		
<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Wyrick, Sandra L. (Ph.D., Washington State University)	Director (IV) of Nursing Academic Program	07/01/19
	<u>Cosumnes River College</u>	
Raines, Christopher K. (B.S., Colorado Technical University)	Director (III) of Administrative Services	06/13/19
	<u>District Office</u>	
Armstrong, Tamara (M.B.A., National University)	Associate Vice Chancellor of Information Technology-Step 5	07/01/19

<b>APPOINTMENT(S) TO CATEGORICALLY FUNDED POSITION(S)</b>		
<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Ayala, Connie C. (M.S., California State University, Sacramento)	Project Director-American Apprenticeship Initiative Grant	05/16/19 – 06/30/19
Ayala, Connie C. (M.S., California State University, Sacramento)	Project Director-American Apprenticeship Initiative Grant	07/01/19 – 06/30/20
Sommer, Cynthia L. (Ph.D., University of California, Davis)	Director (VI), of Workforce Development	07/01/19 – 06/30/20
	<u>Cosumnes River College</u>	
Pham, Hong X. (M.A., California State University, Sacramento)	Director (VI) of First-Year Experience (FYE)	07/01/19 – 06/30/20
	<u>District Office</u>	
Benzing, Ebony J. (M.A., University of Southern California)	Manager (VIII) of the Center of Excellence for Labor Market Research	07/01/19 – 06/30/20
Peshon, Mariko C. (Ph.D., University of San Diego)	Prison and Reentry Education Program (PREP) Director (VII)	07/01/19 – 06/30/20
Smith, Blaine A. (M.A., University of San Francisco)	Director (VII) of North/Far North Regional Consortium	07/01/19 – 06/30/20

MANAGEMENT

**APPOINTMENT(S) TO TEMPORARY POSITION(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Vang, Koue (M.S., University of Phoenix)	Interim Director (VI) of Workforce Development	02/19/19 – 04/30/19 (Revised)
<u>Cosumnes River College</u>		
Raines, Christopher (B.S., Colorado Technical University)	Interim Director of Administrative Services	05/16/19 – 06/12/19 (Revised)
Sencil, Sabrina M. (M.A., University of San Diego)	Interim Dean of Institutional Effectiveness	07/01/19 – 08/31/19
<u>District Office</u>		
Pimentel, Artemio G. (Ed.D., University of California, Davis)	Interim District Director of Educational Services and Student Success	01/17/19 – 06/30/19 (Revised)
Day, Michael (B.S., California Polytechnic State University, Pomona)	Interim Associate Vice Chancellor of Information Technology	02/07/19 – 06/30/19 (Revised)
Sosa, Kirk R. (M.B.A., Brandman University)	Interim Director (II) of Information Technology Production Services	04/08/19 – 06/30/19 (Revised)
<u>Sacramento City College</u>		
Divanyan, Andranik Y. (B.A., Grigor Naretsky University of Abovyan)	Interim Dean of Information Technology	05/13/19 – 06/30/19
Mishra, Ashmeeta K. (M.Ed., California State University, Sacramento)	Interim Dean (III), West Sacramento Center	05/23/19 – 12/31/19 (Revised)
Bates, Rukiya F. (M.A., California State University, Sacramento)	Interim Dean of Counseling and Student Services	06/13/19 – 06/12/20

**RECLASSIFICATION(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Cosumnes River College</u>		
Emiru, Tadael (M.B.A., St. Cloud State University)	Associate Vice President of Equity, Innovation, and Institutional Effectiveness From Dean of Student Success and Equity	07/01/19

MANAGEMENT

<b>RESIGNATION(S)</b>		
<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Sacramento City College</u>	
Pimentel, Artemio G.	Dean (III), West Sacramento Center (M.A., California State University, Sacramento)	07/01/19

<b>RETIREMENT(S)</b>		
<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>District Office</u>	
Gibson, Aurelius Bernard Jr.	Dean of Innovation and Success (After 13+ years of regular service)	07/01/19
	<u>Sacramento City College</u>	
Iwata, Chris R.	Dean, Humanities and Fine Arts (After 36+ years of regular service)	06/29/19

<b>INTERJURISDICTIONAL EXCHANGE (per Government Code Section 19050.8)</b>		
<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Cosumnes River College</u>	
Tena, Theresa	Interim Vice President of Administrative Services & Student Support From State Chancellor's Office	02/25/19 – 09/30/19 (Revision)

Armstrong, Tamara Associate Vice Chancellor of Information Technology  
 Significant Contract Terms:

Salary: \$185,506.30 – Step 5, Level A, 2018 – 2019 Interim Management Salary Schedule

Health/Welfare Benefits: The Officer may select and participate in any District medical, dental, and other health plans available to other District scheduled administrators. Without regard to which health plan the Officer chooses, the Officer's out-of-pocket costs for such premiums shall be no greater than any scheduled administrator for the lowest cost traditional health care plan (i.e. excluding Deductible Health Maintenance Organization or other nontraditional plans).

Auto Expenses: \$550/month for In-District Travel

## FACULTY

<b>APPOINTMENT(S)</b>		
<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Bertaccini, Lisa A. (M.A., California State University, Sacramento)	Human Services Assistant Professor	08/22/19
Gaynaliy, Stephanie S. (B.S., California State University, Sacramento)	Accounting Assistant Professor	08/22/19
Jones, Stanley M. (M.S., Texas A&M University – Corpus Christi)	Horticulture Assistant Professor	08/22/19
Mireles-Tijero, Mayra (M.S., California State University, Sacramento)	Counselor	07/01/19
Rodgers, Monique R. (M.S., Grand Canyon University)	Nursing (Registered Nurse – RN) Assistant Professor	08/22/19
<u>Cosumnes River College</u>		
Alino, Vera R. (Ph.D., National University of Singapore)	Chemistry Assistant Professor	08/22/19
Doyle, Laurel C. (M.A., Tufts University)	Early Childhood Education Assistant Professor	08/22/19
Ford, Kelsey P. (M.A., California State University, Sacramento)	English Assistant Professor	08/22/19
Fouad, Kimberly (M.D., University of Santo Tomas)	Biology Assistant Professor	08/22/19
Heard Mollé, Danielle (Ph.D., Cornell University)	English Assistant Professor	08/22/19
Velasquez, Jacob L. (Ph.D., University of California, Davis)	Philosophy Assistant Professor	08/22/19
Wadenius, Adam P. (M.A., San Francisco State University)	Film and Media Studies Assistant Professor	08/22/19
<u>Folsom Lake College</u>		
Conley, Nino A. (M.A., California State University, Sacramento)	Communication Studies Assistant Professor	08/22/19
Farrand, Brittney N. (M.A., California State University, Sacramento)	English Assistant Professor	08/22/19

## FACULTY

**APPOINTMENT(S) - CONTINUED**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Folsom Lake College</u>		
Jahangiri, Sayna (M.S., California State University, Sacramento)	Biology Assistant Professor	08/22/19
Karas, Stephanie (M.A., Boise State University)	Administration of Justice Assistant Professor	08/22/19
Oliveira da Silva, Debora (Ph.D., Universidade Federal de Pelotas)	Nutritional Science/Dietetics Assistant Professor	08/22/19
<u>Sacramento City College</u>		
Adkins, Jason M. (M.F.A., San Jose State University)	Art (Drawing/Painting/Digital and 2-D Foundations) Assistant Professor	08/22/19
Atkins, Tonya M. (Ph.D., University of California, Davis)	Chemistry Assistant Professor	08/22/19
Boreinstein, Jennifer G. (M.A. Equivalence)	Economics Assistant Professor	08/22/19
Castagna, Christine N. (Ph.D., University of Hawaii, Manoa)	Geography Assistant Professor	08/22/19
Davis, Kia R. (M.S., John F. Kennedy University)	Disabled Student Programs and Services (DSPS) Counselor	07/01/19
Delaini, David G. (J.D., University of the Pacific McGeorge School of Law)	Administration of Justice Assistant Professor	08/22/19
Ganas, Josephine I. (A.S., Fresno City College)	Dental Hygiene Assistant Professor	08/22/19
Jean-Gilles, Reginald G. (M.S., Grand Canyon University)	Business Assistant Professor	08/22/19
Lake, Brienne R. (A.S., Santa Rosa Junior College)	Dental Hygiene Assistant Professor	08/22/19
Lam, George (M.A., California State University, Sacramento)	Economics Assistant Professor	08/22/19
Luera, Frank (M.B.A, San Diego State University)	Accounting Assistant Professor	08/22/19

FACULTY

**APPOINTMENT(S) - CONTINUED**

Sacramento City College

Scott, Mark W. Administration of Justice Assistant Professor 08/22/19  
 (M.S., California State University, Sacramento)

**APPOINTMENT(S) TO CATEGORICALLY FUNDED POSITION(S)**

Name Subject/Position Effective Date(s)

District Office

Orosco, Delia B. CalWORKS District-Wide Coordinator 07/01/19 – 06/30/20  
 (M.Ed., Arizona State University)

Sacramento City College

Zitelli, Miela C. Career Technical Education (CTE) Transitions Coordinator 07/01/19 – 06/30/20  
 (Ph.D., University of California, Davis)

**APPOINTMENT(S) TO TEMPORARY POSITION(S)**

Name Subject/Position Effective Date(s)

Sacramento City College

Rodriguez, Hector Mathematics Assistant Professor, L.T.T. 08/22/19 – 12/19/19  
 (M.A., California State University, Sacramento)

Wallace, Nancy M. Public Services Librarian, L.T.T. 08/22/19 – 12/19/19  
 (M.L.I.S., San Jose State University)

**LEAVE(S) OF ABSENCE**

Name Subject/Position Type Effective Date(s)

American River College

Birdsall, Lill H. Mathematics Professor Type C 01/16/20 – 05/20/20

Heiser, Ceydy B. Spanish Professor Personal (20%) 02/04/19 – 05/22/19  
 (Revised)

Loucks, Stuart E. Physics Professor Type C 08/22/19 – 12/19/19

FACULTY

**LEAVE(S) OF ABSENCE - CONTINUED**

District Office

Orosco, Delia B.	CalWORKs Coordinator	Maternity	04/02/19 – 05/14/19
Orosco, Delia B.	CalWORKs Coordinator	Childcare	05/15/19 – 05/22/19

Sacramento City College

Hunter, Michael J.	Geography Professor	Medical (60%)	09/05/18 – 11/05/18 (Revised)
Hunter, Michael J.	Geography Professor	Medical (60%)	11/27/18 – 12/20/18 (Revised)
Wallace, Shanda L.	Dental Hygiene Professor	Medical	04/23/19 – 06/02/19

**LEAVE(S) OF ABSENCE - RESCISSION(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Type</u>	<u>Effective Date(s)</u>
<u>Sacramento City College</u>			
Bahhur, Raid N.	History Professor (40%) / International Studies Coordinator (60%)	Type C	01/16/20 – 06/30/20

**REASSIGNMENT(S) / TRANSFER(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Cosumnes River College</u>		
Byrd, Tanika L.	Communication Studies Assistant Professor From Speech Communication Assistant Professor (ARC)	08/22/19
<u>Sacramento City College</u>		
Doron, Dave A.	Physical Therapist Assistant (PTA) Assistant Professor (60%) / Coordinator (40%) From Physical Therapy Assistant (PTA) Assistant Professor	07/01/19
Fellman, Melissa M.	Dental Hygiene Professor (40%) / Program Director (60%) From Dental Hygiene Professor	07/01/19



## FACULTY

**RESIGNATION(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Keefe, Michael W.	Fire Technology Coordinator	06/05/19
Higgins, Kevin J.	Kinesiology and Athletics Professor (60%) / Athletic Director (40%)	07/01/19
	<u>Sacramento City College</u>	
Dean, Andrew S.	Accounting Assistant Professor	05/23/19

**RETIREMENT(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>District Office</u>	
Munger, Teri B. (After 9+ years of regular service)	Project Coordinator for K-14 CTE Pathways	07/01/19

**TEMPORARY REASSIGNMENT(S) / TRANSFER(S)**

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Cosumnes River College</u>	
Mathis, Jacqueline S.	Extended Opportunity Programs and Services (EOPS) Coordinator From Extended Opportunity Programs and Services (EOPS) Counselor	08/22/18 – 12/19/19

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Arambel, Leah A.	Reading	10 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Barela, Jesus A.	Art	5 %
Bertaccini, Lisa A.	Human Services	23 %
Boling, Patrick V.	Diesel Technology	54 %
** (B5) Carlisle, Ralph R.	Automotive Technology	37 %
Clinciu, Dorin G.	Automotive Technology	40 %
Delgado, Julio C.	Counselor	15 %
Duran, James J.	Mathematics, General	33 %
Eberhardt, Claire E.	History	28 %
Hoag, Steven E.	Counselor	32 %
Jones, Jayme E.	Counselor	27 %
Lee, Fountain	Mathematics, General	10 %
Mar, James K.	Counselor	22 %
Medcalf, John C.	Mathematics, General	64 %
Pulido, Brandi N.	Counselor	25 %
Thurman, Melissa	Counselor	19 %
Van Arkel, John R.	Diesel Technology	23 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
** (A5) Calhoun, Ruby R.	Office Technology/Office Computer Applicati	13 %
Carr, Harriette A.	Health Occupations, General	17 %
Hicks, Addie R.	Physiology (Includes Anatomy)	28 %
Li, Xiaozhu	Mathematics, General	29 %
Li, Xiaozhu	Mathematics Skills	7 %
Sy, Joanne	Mathematics, General	64 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Radekin, Rachel R.	Job Seeking/Changing Skills	13 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Bardin, Oliver Charles	Mathematics, General	37 %
Boyd, Alexandra R.	Speech Communication	23 %
Koch, Kathleen L.	English	60 %
Korp, Diana R.	Dental Hygienist	56 %
Korp, Norbert Gunter	Dental Hygienist	48 %
Mahmood, Iqbal	English	20 %
McClain, Jimmie Jo	Dental Hygienist	35 %
McLearan, Susan H.	Dental Hygienist	33 %

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>
Moftakhar,Hossein	Psychology, General	20 %
Nguyen,Yen Thi	Vietnamese	5 %
Patrice,Alicia	Librarian	12 %
Pea,Sarah O.	Dental Hygienist	50 %
Perkins,Justin	Speech Communication	44 %
Pettler,Janelle S.	Website Design and Development	13 %
Pettler,Janelle S.	Software Applications	15 %
Piskun,Yelena	Counselor	5 %
Piskun,Yelena	Counselor	8 %
Quiggle,Dexter H.	Dental Hygienist	26 %
Saffold,Stephen P.	Dental Hygienist	18 %
Stern,Bradley A.	Psychology, General	53 %
Tracy,Gwyneth J.	Learning Skills, Learning Disabled	5 %
Upton Benton,Tyffani A.	Speech Communication	40 %
Wergeland,Kari A.	Librarian	44 %
Whitehead,Julianne	Dental Hygienist	52 %
Yousefian,Lourin	Dental Hygienist	18 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2019  
American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Borczy,Robyn M.	Reading	3 %
Fong,Angela J.	Academic Guidance	7 %
Gorre,Charissa E.	Administration of Justice	40 %
Owens,Rocio A.	Mathematics, General	33 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2019  
Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Burns,Cori B.	Health Occupations, General	23 %
Felkner,Patty A.	Applied Photography	55 %
Patterson,Jason A.	Physiology (Includes Anatomy)	7 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2019  
Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
** (B2) Ellerman,Curtis H.	Real Estate	6 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2019  
Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Bahhur,Riad N.	Type C Non-Instructional	10 %
Belair,Diane M.	Counselor	14 %
Belair,Diane M.	Coordinator	14 %
Siu,Jennifer H.	Nursing	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 Summer 2019**  
**American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
** (A1) Adams, Jane P.	Counselor	8 %
** (A1) Adams, Jane P.	Counselor	9 %
Albrecht, Christian	Administration of Justice	1 %
Alexander, Carie D.	Counselor	23 %
Alexander, Carie D.	Counselor	36 %
Badea-Mic, Mihaela C.	Physiology (Includes Anatomy)	35 %
Beckwith, Cade J.	Administration of Justice	1 %
Bertoglio, Nancy A.	English	40 %
Beuttel, Michelle	Reading	33 %
** (B5) Bibb, Akbar M.	Administration of Justice	1 %
Bickel, David T.	Administration of Justice	1 %
Blackthorne, Henry N.	English	33 %
Bluette, Chad J.	Administration of Justice	1 %
Blunk, Dawn M.	English	40 %
Boling, Patrick V.	Cross Term	3 %
Boroughs, Terry J.	Earth Science	35 %
Bovard, Victoria A.	Psychology, General	40 %
Bowden, Ellen	Anthropology	35 %
Boyd, Rebecca M.	Librarian	5 %
** (B4) Bradshaw, Don A.	Administration of Justice	1 %
Britton, Rebecca L.	Political Science	20 %
Brown, Ori A.	Administration of Justice	1 %
Brunkala, Joel T.	English	27 %
Brynelson, Julia D.	Paralegal	20 %
Campas, Steven	Administration of Justice	1 %
Campbell, Morgan T.	Chemistry, General	35 %
** (B5) Carlisle, Ralph R.	Automotive Technology	7 %
Carney, Diane	Biology, General	20 %
Casper-Denman, Kristina E.	Anthropology	20 %
Casper-Denman, Kristina E.	History	20 %
Castillo, Scott N.	Administration of Justice	1 %
Chan, Betty	Political Science	40 %
** (B2) Chapek, Carl W.	Software Applications	18 %
Chen, Chiuping	Economics	40 %
Chisholm, Matthew M.	Administration of Justice	1 %
Colby, Shannon R.	Psychology, General	20 %
** (B5) Davis, Donald A.	Administration of Justice	1 %
Doan, Nicholes S	Cross Term	3 %
Doan, Nicholes S	Cross Term	2 %
Eklund, Justin R.	Administration of Justice	1 %
Esque, Melanie E.	Administration of Justice	1 %
Farias, Imelda	Counselor	25 %
Fernandez, Joyce M.	Counselor	2 %
Finnerty, Kevin C.	Administration of Justice	1 %
Fong, Angela J.	Guidance	7 %
Fong, Angela J.	Counselor	8 %
** (B5) French, Scott D.	Administration of Justice	1 %
Gaynor, Carolyn R.	Administration of Justice	1 %
** (A2) Haarala, Erik M.	ESL Integrated	15 %
Hafezi, Sena M.	Mathematics, General	20 %
Hake, Patricia L.	English	40 %
Halseth, Aileen L.	Mathematics, General	20 %
Hamkar, Behzad	History	60 %
** (A1) Hansen, Gina	Health Education	10 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Hanstad, Janet A.	Biology, General	20 %
Harlan, Michael J.	Classics-Humanities	20 %
Hartman, Galen L.	Automotive Collision Repair	55 %
Hatcher, Scott A.	Emergency Medical Services	2 %
Hayes, Rebecca W.	Software Applications	29 %
Heiser, Ceydy Berdon	Spanish	27 %
**(B5) Henderson, Craig	Paramedic	10 %
Herman, Kathryn M.	Counselor	1 %
Hermle, Ryan J.	Software Applications	35 %
Hernandez, Israel	Administration of Justice	1 %
Herrera, Daniel A.	Computer Graphics and Digital Imagery	28 %
Herzog, Rebecca A.	Political Science	20 %
Hess, John F.	English	30 %
Hess, Krista E.	ESL Integrated	30 %
Hisel, Kathleen L.	Counselor	11 %
Hoag, Steven E.	Counselor	5 %
Hoffman, Dale H.	Anthropology	20 %
Hoffpaur, Carina E.	English	30 %
Holmes, Michael W.	Biology, General	20 %
Howe, Susan R.	English	53 %
Hughes, Heather V.	Counselor	12 %
Hughes, Heather V.	Counselor	3 %
Hughes, Heather V.	Counselor	4 %
Hunt, Simon	Computer Programming	20 %
Hurner, Sheryl Marie	Speech Communication	20 %
Jacobs, David C.	Philosophy	40 %
Jardine, Christian M.	History	40 %
Jay, Susan M.	General Work Experience	20 %
Jenkins, Arthur	Guidance	7 %
Jones, Jayme E.	Counselor	5 %
Jones, Vincent W.	Mathematics, General	27 %
**(A5) Jumelet, Douglas A.	Physical Education	15 %
Kair, Beven	Mathematics, General	10 %
Kaneyuki, Brent Y.	Administration of Justice	1 %
Kawamoto, Walter T.	Sociology	20 %
Kem-Rivera, Toladette	Counselor	29 %
Kiefer, Christian J.	English	40 %
Kiefer, Dieter M.	Accounting	20 %
Kiefer, Michelle L.	Child Development/Early Care and Educatio	20 %
Kientz, Michelle L.	Counselor	10 %
Kientz, Michelle L.	Counselor	21 %
Kingsnorth, Alice M.	Anthropology	20 %
Kinuthia, Kamau F.	Economics	60 %
Kirchner, Scott D.	Speech Communication	40 %
Klapheck, David T	Mathematics, General	40 %
Kleemann, Joann C.	Registered Nursing	7 %
Kloss, John T.	Sociology	40 %
Konstantynov, Dmytro	Counselor	9 %
Konstantynov, Dmytro	Counselor	12 %
Koskelo, Ilkka J.	Physics, General	35 %
Kovar, Timothy J.	Small Business and Entrepreneurship	20 %
Laird, Brian B.	Administration of Justice	1 %
LaMarr, Todd	Child Development/Early Care and Educatio	20 %
LaMarr, Todd	Infants and Toddlers	20 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2019  
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Laughton,Barbara A.	English	40 %
Lee,Fountain	Mathematics, General	33 %
Lee,Houa	Counselor	16 %
Lee,Sara E.	History	40 %
Leo,Regina S.	Counselor	15 %
Leveille,Rebecca A.	Office Technology/Office Computer Applicati	9 %
Lewis,Deana L.	ESL Reading	27 %
Limmaneeprasert,Oranit	ESL Integrated	27 %
Lingsweiler,Ryan W.	Speech Communication	40 %
Logan,Thomas E.	English	40 %
Lopez,Mira	Mathematics, General	33 %
Lorente,Michael R.	Physical Education	15 %
Lovering,Janay N.	English	40 %
Lowden,Carson C.	Intercollegiate Athletics	15 %
Lowe,Aisha N.	Psychology, General	20 %
Machado,Geraldine M.	Human Services	20 %
Mahmood,Khalid	Mathematics, General	33 %
Manukyan,Knarik	Mathematics, General	33 %
Mar,James K.	Counselor	1 %
Marmer,Richard	Psychology, General	20 %
Martin,Eric E.	Emergency Medical Services	3 %
Massetti,Thomas P.	Administration of Justice	1 %
Matsunami,Joline R.	Physical Education	15 %
Maurino,Molly A.	Physical Education	15 %
Mays,Judy L.	Counselor	5 %
McGinnis,Marion E.	Accounting	27 %
McKaig,Sandra L.	Mathematics, General	20 %
McKillop,Angela L.	Physical Education	15 %
McKnight,Dana	Coordinator	4 %
Medcalf,John C.	Mathematics, General	33 %
Melgarejo,Emanuel	Counselor	14 %
Melkonyan,Gegham	Mathematics, General	33 %
Menard,Sigrid A.	Counselor	1 %
Merson,David N.	English	7 %
Meux,Brian L.	Administration of Justice	1 %
Miranda,Mee	Counselor	21 %
Mireles-Tijero,Mayra	Counselor	9 %
Mirzaagha,Mohammad E.	Mathematics, General	53 %
Mitchell,Emilie B.	Psychology, General	40 %
Mitchell,Matt J.	Mathematics, General	27 %
Moody,Heather	Intercollegiate Athletics	15 %
Moore,Reyna C.	Academic Guidance	20 %
Morgan,Roxanne	English	33 %
Morris,Ronald Ray	Marketing & Distribution	40 %
Mulvihill,Shauna Marie	History	20 %
Nabeta,Brian K.	Physical Education	12 %
Nazareno,Randy P.	Counselor	8 %
Nedorezov,Svetlana	Mathematics, General	20 %
Nelsenador,Matthew B.	Mathematics, General	27 %
Ngo,Tu C.	Mathematics, General	60 %
Nguyen,Dung	Mathematics, General	53 %
Nielsen,Ruth C.	Counselor	16 %
** (B4) O'Brien,Roxanne	Restaurant and Food Services Management	20 %
Odell,Ashley R.	Academic Guidance	20 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Osterhout,Jonathan C.	Intercollegiate Athletics	15 %
Overgard,Jayne A.	Mathematics, General	20 %
Overton,Steven T.	Counselor	6 %
Palaspas,Candice M.	Counselor	20 %
Pellerin,Kristie J.	Biology, General	50 %
Perrault,Priscilla A.	Counselor	9 %
** (A2) Petraru,Marius	Geography	35 %
Pezone,John P.	Administration of Justice	1 %
Pfister,Nancianne	Speech Communication	20 %
Plantaric,Edward J.	Administration of Justice	1 %
Plezia-Missler,Dorothy E.	Counselor	14 %
Plezia-Missler,Dorothy E.	Counselor	4 %
Ponce,Carlos F.	Administration of Justice	1 %
Porter,Cherri J.	English	40 %
Preciado,Monica Isabel	Counselor	1 %
Preciado,Monica Isabel	Counselor	15 %
Pulido,Brandi N.	Counselor	2 %
Queen,Kim K.	Counselor	25 %
Ramirez,Erwin F.	Administration of Justice	1 %
** (A2) Salluzzo,Michelle Anne	Child Development Administration and Mana	20 %
Sevillo,Epifanio A.	Administration of Justice	1 %
** (A3) Shearer,Tracy F.	Dramatic Arts	33 %
** (A3) Shearer,Tracy F.	General Work Experience	26 %
Shepherd,Elden B.	Administration of Justice	1 %
Silva,Nancy E.	Film Studies	20 %
Silva,Nancy E.	Film History and Criticism	20 %
Simmons,Floyd Raymond	Administration of Justice	1 %
** (B2) Sjolund,Joe P.	Counselor	40 %
** (A1) Slutsky,Daniel A.	Physiology (Includes Anatomy)	50 %
Smith,Craig N.	Art	28 %
Snook,Robert W.	Administration of Justice	1 %
Sowards,Timothy L.	Administration of Justice	1 %
** (A1) Spencer,Katherine E.	Classics-Humanities	20 %
** (A1) Spencer,Katherine E.	Other Humanities	20 %
Spino,Frank G.	Administration of Justice	1 %
Squire,Martha A.	Librarian	9 %
Starkey,Danielle F.	English	40 %
Stevens,Briagha E.	English	20 %
Stewart,Mark A.	Psychology, General	20 %
Stincelli,Carl A.	Administration of Justice	1 %
** (A1) Stokes,Clarence C.	Software Applications	18 %
** (A1) Stokes,Clarence C.	Database Design and Administration	11 %
Sukkary,Tamir	Political Science	40 %
Sundin,Daniel R.	Microbiology	40 %
Sweeney,Thomas D.	Administration of Justice	1 %
Swift,Charles A.	Administration of Justice	1 %
Tabrizi,Setareh H.	English	20 %
Theiss,William Francis	Software Applications	18 %
Thompson,Steven Dean	Music	60 %
Torres,Santos	Sociology	20 %
Truong,Binh X.	Mathematics, General	60 %
Uptegrove,Jim L.	Administration of Justice	1 %
Vinsant,Denise T	Counselor	3 %
Waechter,J. Trenton	Paramedic	10 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Walters, Kimberly	Child Development/Early Care and Educatio	20 %
Warren, Marshall T.	Administration of Justice	1 %
** (B5) Weckman, Craig R	Diesel Technology	53 %
Welter, Lee O.	Paramedic	10 %
Westre, Barbara J.	Counselor	20 %
Wheaton, Veronica E.	Chemistry, General	50 %
Williamson, Kate C.	Librarian	17 %
Winford, Geoffrey M.	Administration of Justice	1 %
Wolfe, David E.	Biology, General	50 %
** (A2) Wolff, Denise M.	Child Development/Early Care and Educatio	43 %
Won, Dean K.	Physiology (Includes Anatomy)	50 %
Wood, Patricia E.	Painting & Drawing	28 %
Word, Richard L.	Administration of Justice	1 %
Works, Bethany C.	Speech Communication	20 %
Wrightson, William C.	History	18 %
Yatsenko, Tatyana	Guidance	13 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Ballard, Sheryl L.	Child Development/Early Care and Educatio	20 %
BoarerPitchford, Julie K.	Nutrition, Foods, and Culinary Arts	40 %
Brewer, Janet L.	Diagnostic Medical Sonography	20 %
Buch, Cheryl L.	Veterinary Technician (Licensed)	60 %
Burns, Cori B.	Medical Assisting	13 %
Butler, Patrick A.	Real Estate	20 %
Cann, John Allen	English	20 %
Coelho, Sherie A.	English	20 %
Coleman, Jillian L.	Other Humanities	20 %
Collins, Ted	Fire Technology	20 %
Hall, Celia F.	Librarian	12 %
Harden, Jeremy	Mathematics, General	33 %
Harding, Matthew James	English	40 %
Harris, Jonathan J.	Counselor	4 %
Hewell Starnes, Tracy	Nurse	8 %
Hoang, Linda	Mathematics, General	53 %
Hoang, Linda	Mathematics Skills	15 %
Hull, John R.	Mass Communications	20 %
James, William J.	Spanish	15 %
Jones, Jenny L.	Counselor	10 %
Jones, Jenny L.	Counselor	7 %
Jue, Jordan C	Librarian	8 %
** (A2) Kaufmann, Amy E.	Physiology (Includes Anatomy)	20 %
Keller, Derek L.	Music	20 %
Larsen, Lawrence C.	Mathematics, General	27 %
Leo, Regina S.	Counselor	2 %
Leung, Amy M.	Economics	40 %
Li, Xiaozhu	Mathematics, General	33 %
Lindsey, William N.	Counselor	2 %
Madden, William P.	Counselor	2 %
Mansourirad, Ehsanollah	Mathematics, General	33 %
Mathis, Jaqueline S.	Academic Guidance	20 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Mathis,Jaqueline S.	Counselor	8 %
McCarthy,Patti J.	Film History and Criticism	20 %
Melo,Aselia V.	Counselor	30 %
Mendoza,Erica D.	Counselor	3 %
Miranda,Yolanda O.	Counselor	3 %
Moreno,Camille	Mathematics Skills	15 %
Nelson,Jacquelynn D.	Counselor	13 %
Nguyen,Alfonso K.	Counselor	31 %
** (A5) Nguyen,Dameon Van	Sociology	20 %
O'Brien,Teresa L.	Counselor	2 %
Otiono,Erica N.	Family Studies	20 %
Parker,Dawn S.	Counselor	41 %
Peacock,Kristin R.	Counselor	2 %
Pereira,Michael J.	Automotive Technology	45 %
Perkins,Deirdre S.	Computer Networking	23 %
Peshkoff,Alexander A.	History	20 %
Phan,Man	Business and Commerce, General	20 %
Phan,Man	Marketing & Distribution	20 %
Plasencia,Cesar	Intercollegiate Athletics	8 %
Poepelman,Timi L.	Mass Communications	20 %
Posey,Katherine L.	Business and Commerce, General	20 %
Robbins,Destiny J	Counselor	3 %
Salzman,Julie	Counselor	19 %
Shaver,Shelley L	English	20 %
Short,Christina B.	Child Development Administration and Mana	13 %
Sigauke,Emmanuel	English	20 %
Sneed,Linda C.	English	20 %
Soriano,Paolo J.	Counselor	3 %
Spisak,John H.	Information Technology, General	35 %
Spisak,John H.	Computer Networking	24 %
Stassi,Shirley T.	Information Technology, General	33 %
Steenland,Mark H.	Film Studies	20 %
Strode,James E.	ESL Writing	20 %
Strong,Michael W.	Physics, General	20 %
Strong,Michael W.	Astronomy	20 %
Tang,Skyeler A	Counselor	1 %
Tapia,Andres A.	History	20 %
Tavares,Tyrone Michael	Counselor	2 %
Thomas-Garth,Andree K.	Counselor	8 %
** (A5) Tierney,Joan W.	Physical Education	30 %
** (A5) Tierney,Joan W.	Dance	15 %
Torres,Gabriel S.	Spanish	35 %
Torres,Jessica	Counselor	17 %
Washington,Christina A.	English	20 %
** (A5) Weinshilboum,David H.	English	20 %
Wellington,Erica M.	Counselor	12 %
Westover,Marie L.	Biology, General	35 %
Wheeler Abeyta,Sandra P.	Speech Communication	20 %
Wiggins,Marcelle F.	Painting & Drawing	28 %
Yazdanmehr,Mohammad M.	Diagnostic Medical Sonography	20 %
Yeung Whamond,Esther E.	Counselor	2 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Baltimore,Paul R.	History	20 %
Beese,Michelle A.	Counselor	22 %
Benford,William	Intercollegiate Athletics	15 %
BoarerPitchford,Julie K.	Nutrition, Foods, and Culinary Arts	20 %
Bonifacini,John R.	Physical Education	15 %
Brinkley,Amy E.	Library Science, General	7 %
Brinkley,Amy E.	Librarian	10 %
Buch,Dipali D.	Business and Commerce, General	20 %
Cannon,Christina M.	Sociology	20 %
Cherok-Fenner,Natalie J.	Medical Laboratory Technology	21 %
Cheshire,Tamara C.	Anthropology	20 %
Cook,Elizabeth B.	Coordinator	16 %
Darr-Glynn,Kristina D.	Counselor	12 %
Dillon,Jeffrey T.	Counselor	8 %
Hughes,Heather V.	Counselor	1 %
Jensen,Wayne C.	Mathematics, General	47 %
Koch,Kristen V.	Fine Arts, General	20 %
Lorenzo,Gina M.	Counselor	32 %
Martin,Kevin S.	Chemistry, General	42 %
McConnell,Joel E.	Counselor	5 %
McGhee,Kelly F.	Counselor	10 %
Miranda,Yolanda O.	Counselor	2 %
Morrison,Jill	Counselor	3 %
Nielsen,Ruth C.	Counselor	10 %
Panger,Kathryn E.	Sociology	20 %
Pinkerton,Matthew S.	Other Humanities	20 %
Pittman,Jason W.	Earth Science	20 %
Pitts,Lorilie A.	Librarian	10 %
Queen,Kim K.	Counselor	1 %
Rahman Jackson,Lishia	Counselor	30 %
Roberge,Andrea M.	Counselor	32 %
Siegfried,Daniel J.	English	40 %
Silveira,Leslie C.	Counselor	1 %
** (A5) Smith,Carolyn D.	Economics	40 %
Snow,Camille D.	Psychology, General	40 %
Snow,Camille D.	Study Skills	20 %
Spier,Gerd	Mathematics, General	27 %
Sutton,Amber M.	Child Development/Early Care and Educatio	20 %
** (A5) Taheri,Mansour	Mathematics, General	53 %
Tavares,Tyrone Michael	Counselor	10 %
Tees,Jonathan M.	Philosophy	20 %
** (A1) Telles,James W.	Librarian	10 %
Thompson,Janel D.	Anthropology	20 %
Tikhonova,Inna V.	Counselor	47 %
Tolopilo,Joshua D.	Chemistry, General	40 %
Torrez,Matthew	Health Education	20 %
Torrez,Matthew	Exercise Sciences/Physiology and Movemen	20 %
Tran,Kieuchinh T.	Accounting	27 %
Tully,David D.	Information Technology, General	20 %
Tully,David D.	Computer Programming	27 %
Wai,Newton Y.	Mathematics, General	60 %
Wallace,Ian B.	Dramatic Arts	20 %
Warman,James L.	Health Occupations, General	20 %
Watanabe,Matthew R.	Business and Commerce, General	20 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Wathen, Myrna K.	Librarian	9 %
Welty, Margaret M.	Painting & Drawing	28 %
Winters, Frances A.	Speech Communication	40 %
Works, Bethany C.	Speech Communication	20 %
Yang, Kou	Counselor	18 %
Yazdanmehr, Mohammad M.	Radiologic Technology	18 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Bailey, Amelita H.	Mathematics, General	33 %
** (A5) Bair, Lewis E	Information Technology, General	20 %
Barbaria, Miriam G.	Spanish	53 %
Barfield, Annette C.	Academic Guidance	20 %
** (A5) Barrett, James M.	Economics	20 %
Bastian, Gregory A.	Real Estate	20 %
** (A5) Bauduin, Lisa A.	Physical Education	40 %
Boguski, Mark E.	Ceramics	28 %
Borenstein, Jennifer G.	Economics	20 %
Bowman, Sean P.	Accounting	27 %
Boyd, Alexandra R	Speech Communication	20 %
Boyd, Halsey	Mathematics, General	42 %
Boyd, Rebecca M.	Librarian	10 %
Bratton, Clayton G.	Astronomy	15 %
Braun, Regina J	Counselor	10 %
Briel, Mariah C.	Fine Arts, General	20 %
** (A5) Bui, Dinh N.	Academic Guidance	20 %
Burg, Thomas J.	Aviation and Airport Management and Servic	15 %
** (A1) Caballero Talavera, Nicolas	Ethnic and Cultural Studies	20 %
Camp, Kevin M.	Economics	60 %
Carboni, Joshua P.	Philosophy	20 %
Carmazzi, Paul L.	Physical Education	15 %
Carmazzi, Paul L.	Physical Fitness and Body Movement	25 %
Carmazzi, Paul L.	Health Education	20 %
Carney, Diane	Environmental Science	20 %
Caselli, Nancy A.	Speech Communication	40 %
Caton, Haynalka	Mathematics, General	27 %
Caviness, Richard L.	Mathematics, General	25 %
Cerri, Dominic A.	History	40 %
** (B2) Chapek, Carl W.	Information Technology, General	7 %
** (B2) Chapek, Carl W.	Software Applications	18 %
Chave, Joshua J.	Counselor	12 %
Cho, Eun L.	Painting & Drawing	28 %
Christian, Jeffery J.	Counselor	14 %
Dunne, Michael R.	Dental Hygienist	7 %
Fellman, Melissa M.	Dental Hygienist	36 %
Handy, Kimberly A.	Business and Commerce, General	40 %
Hill, Deirdre R.	Counselor	38 %
** (B3) Hillenbrand, Collin D.	Sign Language	53 %
Howe, Judith D.	Library Science, General	7 %
Howe, Judith D.	Librarian	13 %
Hung, Gary W.	Counselor	2 %

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

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Hung,Gary W.	Counselor	2 %
Hung,Gary W.	Counselor	2 %
Hunter,James W.	Business and Commerce, General	20 %
Janssen,Kristine M.	Counselor	3 %
Jones,Amy Rebecca	Counselor	3 %
Jue,Jordan C	Librarian	5 %
Kehl,Anthony J.	Physical Education	30 %
Khoshsefat,Joshua R.	Nursing	19 %
Labensohn,Daniel J.	Counselor	11 %
Lagunas-Carvacho,Magaly A.	Spanish	27 %
Lee,Pao	Counselor	17 %
Lee,Pao	Counselor	11 %
Livas,Melinda M.	Librarian	9 %
Lopez,Antonio J.	Librarian	11 %
Lothrop,Joshua L	Nursing	60 %
Maningo,Rita A.	Counselor	9 %
** (B5) Masterson,Patricia J.	Sign Language	53 %
McClellan-Morehouse,Martha Harriet	Counselor	9 %
McDaniel,Arrickia R.	Counselor	14 %
McDaniel,Arrickia R.	Counselor	4 %
McGhee,Kelly F.	Counselor	3 %
Mehadi,Ahmed	Chemistry, General	20 %
Mom,Brian W.	Business and Commerce, General	40 %
Mom,Brian W.	Business Administration	20 %
Moylan-Aube,Joanne E.	Counselor	11 %
Naify,James F.	Philosophy	20 %
Newman Ritchards,Toni J.	Coordinator	14 %
Nguyen,Alfonso K.	Counselor	17 %
Nguyen,Anh H.	Counselor	3 %
Nicholson,Joy Christine	Dramatic Arts	20 %
** (A1) Oh,Jang-Ha	Physical Fitness and Body Movement	15 %
** (A1) Peterson,Terry P.	Sculpture	28 %
Petite,Lori M.	Speech Communication	40 %
Phillips,Joseph H.	Mathematics, General	53 %
Piedra,Erica A.	French	27 %
Piskun,Yelena	Counselor	10 %
** (A2) Poe,Kathleen A.	Music	40 %
** (A2) Polisenno,Michelle C.	Mathematics, General	27 %
Poon,Alexia V.	Physical Education	15 %
Poon,Alexia V.	Intercollegiate Athletics	15 %
Poorjahanshah,Homer	Chemistry, General	20 %
Reiche,Jeremy J.	Fashion Production	28 %
Richard Robicheau,Loretta J.	Coordinator	7 %
Sellers,Gene R.	Mathematics, General	27 %
Selva,Marcia L.	English	20 %
Shatwell,Jamie E.	Sign Language	27 %
Shearer,Kirt B.	Music	20 %
Singh,Jatinder P.	Computer Programming	35 %
** (A1) Smith,Jennifer L.	Mathematics, General	45 %
** (A5) Spruce-Veatch,L Renee	English	20 %
** (B3) Steele,Marlene M.	Health Occupations, General	47 %
** (B3) Steele,Marlene M.	Occupational Therapy Technology	12 %
Steever,Joseph M.	Mathematics, General	53 %
** (B5) Stevenson,Elizabeth	Coordinator	14 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Stewart,Devoun R.	Chemistry, General	30 %
Stone,Leila M.	Job Seeking/Changing Skills	7 %
Storms,Natascha	Anthropology	55 %
Strimling,Amy K.	Child Development/Early Care and Educatio	20 %
Suy,Shaun	Counselor	2 %
Suy,Shaun	Counselor	19 %
Tedla,Dagne	Political Science	40 %
Tercho,Karen L.	Library Science, General	7 %
Tercho,Karen L.	Librarian	16 %
Testeza,Tess	Russian	27 %
Tharalson,Julie A.	Nutrition, Foods, and Culinary Arts	20 %
Thomas,Michael A.	Intercollegiate Athletics	8 %
Thomas-Val,Jacinth P.	English	20 %
Times,Kenneth J.	Counselor	14 %
Tittle,Matt G	English	40 %
Toney,Christina Yvette	Children with Special Needs	20 %
Tromborg,Chris T.	Psychology, General	40 %
** (A5) Walker,Dannie E.	Intercollegiate Athletics	17 %
Walker,Sarah E.	Community Health Care Worker	13 %
Wallace,Jason	English	20 %
Wang,Hsiao J.	Mathematics, General	33 %
Ward-Richardson,Joycelyn M.	Child Development/Early Care and Educatio	20 %
Weinsheink,Shawn E.	Technical Theater	30 %
Wheeldon,Sandra M.	Dental Assistant	21 %
Whetstone,Sandy F.	ESL Writing	27 %
White,Alexandria R.	English	20 %
Williams,Jasmine S.	Speech Communication	20 %
Wilson,Emily J.	Art	28 %
Winters,Frances A.	Speech Communication	20 %
Wright,Stanley A.	Natural History	22 %
** (A1) Wright,Tatyana N.	Counselor	2 %
** (A1) Wright,Tatyana N.	Counselor	46 %
Wyatt,David T.	Natural History	22 %
Zapanta,Kamie V.	Counselor	10 %

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

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Steele,Nathan James	Administration of Justice	20 %

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## C L A S S I F I E D

**APPOINTMENT(S)**

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Clay, Christine M.	Financial Aid Officer	SCC	06/03/19
DuPras, Brian D.	Equipment Mechanic II	FM	06/03/19
Flores-Graham, Lynda S.	Laboratory Technician - Science (Chemistry)	ARC	05/28/19
Frazier, Melanie A.	Administrative Assistant I	SCC	06/03/19
Hartman, Jorrena D.	Account Clerk II	ARC	06/03/19
Jones, Asia N.	Clerk III, 10 months	ARC	08/01/19
Quiros-Hickey, Vivian M.	Financial Aid Officer	SCC	06/03/19
Rodriguez Jr., Mario A.	Student Personnel Assistant – Student Services	ARC	06/03/19
Williams, Harold R.	Administrative Assistant I, 50%	SCC	05/22/19

**LEAVE(S) OF ABSENCE**

<u>Name</u>	<u>Position</u>	<u>Type of Leave</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Bonner, Temperance R.	Assistant Financial Aid Officer	Part-time Educational, 50%	SCC	08/05/19 – 12/13/19
Hill, Sarah J.	Media Systems/Resources Technician I	Part-time Educational, 20%	FLC	06/01/19 – 07/31/19
Moraru, Lyudmila E.	Instructional Assistant - Writing/English/Reading	Personal, 20%	ARC	08/26/19 – 12/13/19

**PROMOTION(S)**

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Bowman, BonnyJean A.	Administrative Assistant I (Clerk III)	ARC ARC)	05/10/19
Chasengnou, Chou	Fiscal Services Accounting Specialist (Accountant)	DO DO)	06/03/19

## C L A S S I F I E D

**PROMOTION(S), CONTINUED**

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Taylor, Jennifer C.	Account Clerk III (Control Center Technician)	FLC FM)	06/03/19

**REASSIGNMENT(S)/TRANSFER(S)**

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Eberhardt, Amy R.	Student Personnel Assistant – Extended Opportunity Programs & Services (EOPS) (Student Personnel Assistant – Assessment / Testing	CRC  SCC)	06/03/19

**RESIGNATION(S)**

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Aubert, Shelby L.	Athletic Trainer	FLC	06/01/19
Culian, Carol E.	Tutorial Services Assistant	ARC	06/01/19
Davis, Claire L.	Instructional Assistant – Learning Resources	SCC	05/25/19
Francois, Paul P.	Senior Information Technology Technician- Lab/Area Microcomputer Support	CRC	05/18/19
Kiburi, Khalid A.	Student Support Specialist	CRC	05/11/19
Lee, Wendy M.	Student Personnel Assistant – Educational Center	SCC	05/29/19
Lewis, Susan J.	Facilities Planning and Engineering Specialist	FM	06/08/19
Lopez, Amber D.	Student Personnel Assistant – Student Services	CRC	05/11/19

**RETIREMENT(S)**

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Hunter Jr., Leland B.	Instructional Assistant – Campus Computer Laboratory (After 10 years of regular service)	SCC	09/13/19

Temporary Classified Employees Education Code 88003 (Per AB 500) <i>The individuals listed below are generally working in short term, intermittent or interim assignments during the time frame designated,</i>
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<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>American River College</u>			
Ables, Sonya R.	Special Projects	07/01/2019	06/30/2020
Ahdnoparvin, Amir	Special Projects	07/01/2019	06/30/2020
Ahmadi, Pakiza	Clerk I	07/01/2019	06/30/2020
Al Rubaye, Ammar K.	Custodian	07/01/2019	06/30/2020
Al Sammarraie, Noor Alaa Rashid	Instructional Assistant	07/01/2019	06/30/2020
Alsarraaj, Jian	DSP&S Clerk	07/01/2019	06/30/2020
Anaya, Mario A.	Custodian	07/01/2019	06/30/2020
Angello, Justine V.	Special Projects	07/01/2019	06/30/2020
Anlas Salmon, Andres	Instructional Assistant	07/01/2019	06/30/2020
Atkinson, Andrea A	Advanced Interpreter	07/01/2019	06/30/2020
Bagdanov, Mikaela R.	Intermediate Interpreter	07/01/2019	06/30/2020
Bancroft, Susan J.	Account Clerk II	07/01/2019	06/30/2020
Brown, Shelby R.	Special Projects	04/25/2019	06/30/2019
Buckner, Mallory R.	Student Personnel Assistant	07/01/2019	06/30/2020
Byrne, Linda J.	Asst. Financial Aid Officer	07/01/2019	06/30/2020
Cabrera, Maria E.	Account Clerk II	07/01/2019	06/30/2020
Cain, Shawn Phillip	Advanced Interpreter	07/01/2019	06/30/2020
Campe, Kimberly A.	DSP&S Clerk	07/01/2019	06/30/2020
Cao, Vivian T.	Instructional Assistant	07/01/2019	06/30/2020
Champion, Melissa L.	Advanced Interpreter	07/01/2019	06/30/2020
Chimero, Ashlie N.	Intermediate Interpreter	07/01/2019	06/30/2020
Creed, Timothy J.	Art Model	07/01/2019	06/30/2020
Cucos, Nicolae	Custodian	07/01/2019	06/30/2020
Daunt, Kayla Lee	Advanced Interpreter	06/10/2019	06/30/2019
Davis, Magdalena N	Special Projects	07/01/2019	06/30/2020
Davis, Rachel A	Clerk I	07/01/2019	06/30/2020
Dehoney, Eugene C.	Clerk I	07/01/2019	06/30/2020
Dempsey, David D.	Intermediate Interpreter	07/01/2019	06/30/2020
Derevyanchuk, Aleksandr	Media Systems/Resources Tech I	07/01/2019	06/30/2020
DeSimone, Valerie N.	Advanced Interpreter	07/01/2019	06/30/2020
Distel, Kristina	Financial Aid Clerk II	05/01/2019	06/30/2019
Dubray, Marcus Murat	Art Model	07/01/2019	06/30/2020
Durner, Felicia A.	Beginning Interpreter	07/01/2019	06/30/2020
Erlikh, Dmytro	Custodian	07/01/2019	06/30/2020
Ezell, Evelyn C.	Intermediate Interpreter	07/01/2019	06/30/2020
Fackler Zavala, Jasmine D.	Special Projects	06/01/2019	06/30/2019
Feemster, Angela C	Custodian	07/01/2019	06/30/2020
Fins, Marsha D.	Intermediate Interpreter	07/01/2019	06/30/2020
Flatebo, Veronica Owen Euthema	Intermediate Interpreter	07/01/2019	06/30/2020
Fomenko, Anastasiia	Beginning Interpreter	07/01/2019	06/30/2020



<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>American River College (continued)</u>			
Garcia-Canyon, Sabrina L	Special Projects	07/01/2019	06/30/2020
Gastelum, Briana	Clerk I	07/01/2019	06/30/2020
Ghazaryan, Gagik	Financial Aid Clerk II	07/01/2019	06/30/2020
Godoy Barragan, Jesus G.	Student Personnel Assistant	07/01/2019	06/30/2020
Gomez, Stephanie	Student Personnel Assistant	07/01/2019	06/30/2020
Gonzalez, Natalie	Clerk I	07/01/2019	06/30/2020
Goode, Brittney L	Clerk II	07/01/2019	06/30/2020
Green, Loralyn J.	Advanced Interpreter	07/01/2019	06/30/2020
Hannaford, Kathryn L.	Instructional Assistant	07/01/2019	06/30/2020
Hannon, Laura M.	Intermediate Interpreter	07/01/2019	06/30/2020
Harris Jr., Preston C.	Custodian	07/01/2019	06/30/2020
Heidel, Renida	Account Clerk I	07/01/2019	06/30/2020
Holmes, Donna C.	Tutorial Services Assistant	05/16/2019	06/30/2019
Jablonski, Steven Ross	Advanced Interpreter	07/01/2019	06/30/2020
Jai-Johnson, Arionna	Account Clerk I	07/01/2019	06/30/2020
January, Brandon J.	Student Personnel Assistant	07/01/2019	06/30/2020
Jassim, Areej M.	Financial Aid Clerk II	07/01/2019	06/30/2020
Jenkins, Tanisha L.	Clerk I	07/01/2019	06/30/2020
Jeft, Jack S.	Intermediate Interpreter	07/01/2019	06/30/2020
Jewell, Lisa Ann	DSP&S Clerk	07/01/2019	06/30/2020
Johnson, Chiaolien	Instructional Assistant	07/01/2019	06/30/2020
Jones, Alison K.	Special Projects	04/25/2019	06/30/2019
Jones, Alison K.	Special Projects	07/01/2019	06/30/2020
Karanchuk, Liudmila	Financial Aid Clerk II	07/01/2019	06/30/2020
Kaur, Damanpreet	Student Personnel Assistant	07/01/2019	06/30/2020
Keith, Jennifer L.	Special Projects	05/10/2019	06/30/2019
Keith, Jennifer L.	Beginning Interpreter	07/01/2019	06/30/2020
Keller, Ashley A.	Advanced Interpreter	07/01/2019	06/30/2020
Kempster, Steven M.	Student Personnel Assistant	07/01/2019	06/30/2020
Ladmirault, Dominique L	Clerk I	07/01/2019	06/30/2020
Lambert, Sarina E.	Advanced Interpreter	07/01/2019	06/30/2020
Lane, Adam R.	Instructional Assistant	07/01/2019	06/30/2020
Lannan, Judith L.	Financial Aid Clerk II	07/01/2019	06/30/2020
Lavrushchak, Vita M.	Financial Aid Clerk I	07/01/2019	06/30/2020
Leonard, Derek K.	Instructional Assistant	07/01/2019	06/30/2020
Lewis, Malia N.	Beginning Interpreter	07/01/2019	06/30/2020
Lipscomb, Fleurdeliza L	Account Clerk I	07/01/2019	06/30/2020
Losinets, Inna G.	Account Clerk II	07/01/2019	06/30/2020
Luna, Jessica M.	Intermediate Interpreter	07/01/2019	06/30/2020
Lynch, Tamara D.	Special Projects	07/01/2019	06/30/2020
MacGill, Brie R	Art Model	07/01/2019	06/30/2020
Macshafi, Raliyat N.	Intermediate Interpreter	07/01/2019	06/30/2020
Martynov, Yevgen	Custodian	07/01/2019	06/30/2020
Mathews, Daniel E	Custodian	07/01/2019	06/30/2020

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>American River College (continued)</u>			
McClurg, Melanie A	Special Projects	07/01/2019	06/30/2020
Mezer, Khaleel	Custodian	07/01/2019	06/30/2020
Militan, Yelena V.	Clerk I	07/01/2019	06/30/2020
Miller, Donald R.	Instructional Assistant	07/01/2019	06/30/2020
Mohammad Asif, Nigara	Admissions/Records Clerk II	07/01/2019	06/30/2020
Moraru, Emiliya	Special Projects	07/01/2019	06/30/2020
Morgan, Johnny D.	Custodian	07/01/2019	06/30/2020
Mudik, Nadiya I.	Custodian	07/01/2019	06/30/2020
Mugele, Allison C.	Beginning Interpreter	07/01/2019	06/30/2020
Murray, Jacob A.	Clerk II	07/01/2019	06/30/2020
Muscardini, Pamela C.	Advanced Interpreter	07/01/2019	06/30/2020
Neikirk, Nathan Nolan	Advanced Interpreter	07/01/2019	06/30/2020
Nelson, Sandra A	Beginning Interpreter	07/01/2019	06/30/2020
Newman, David J.	Custodian	07/01/2019	06/30/2020
Ocampo, Karla Angelica Gonzalez	Student Personnel Assistant	07/01/2019	06/30/2020
Pavini, Nicholas A	Special Projects	06/01/2019	06/30/2019
Peng, Yang Ming	Account Clerk I	07/01/2019	06/30/2020
Perepelitsyna, Natalya	Account Clerk I	07/01/2019	06/30/2020
Pfeffer, Andrea S.	Beginning Interpreter	07/01/2019	06/30/2020
Phung, Quoc D.	Instructional Assistant	07/01/2019	06/30/2020
Poncini, Carol A.	Asst. Financial Aid Officer	07/01/2019	06/30/2020
Porter, Samantha K.	Instructional Assistant	07/01/2019	06/30/2020
Quist, Sara M.	Intermediate Interpreter	07/01/2019	06/30/2020
Rainey, Sydney J.	Advanced Interpreter	07/01/2019	06/30/2020
Raymond, Christopher R	Special Projects	07/01/2019	06/30/2020
Razavi Shandiz, Seyedhossein	Custodian	07/01/2019	06/30/2020
Reisner, Diana M.	Intermediate Interpreter	07/01/2019	06/30/2020
Ricchiuto, Rachel R.	Advanced Interpreter	07/01/2019	06/30/2020
Robertson, Sean T.	Intermediate Interpreter	07/01/2019	06/30/2020
Robinson, Philip E	Account Clerk I	07/01/2019	06/30/2020
Romero, Dulce M	Clerk I	07/01/2019	06/30/2020
Roque Santiesteban, Ariel	Custodian	07/01/2019	06/30/2020
Royer, Michael T.	Instructional Assistant	07/01/2019	06/30/2020
Rurouni, Kristen A.	Intermediate Interpreter	07/01/2019	06/30/2020
Sadeghi, Solmaz	Clerk I	07/01/2019	06/30/2020
Semnani, Fatemeh Jandaghi	Instructional Assistant	07/01/2019	06/30/2020
Simon, Benjamin S	Custodian	07/01/2019	06/30/2020
Sims, Lorie T.	Beginning Interpreter	07/01/2019	06/30/2020
Singh, Neha	Special Projects	06/01/2019	06/30/2019
Smith, Robert A.	Student Personnel Assistant	07/01/2019	06/30/2020
Snyder, Jessica A.	Intermediate Interpreter	07/01/2019	06/30/2020
Spears, Meghan A	Special Projects	07/01/2019	06/30/2020
Stanford, Marlet T.	Beginning Interpreter	07/01/2019	06/30/2020
Stubblefield, Laura E.	Special Projects	07/01/2019	06/30/2020
Sullivan, Ryan C.	Advanced Interpreter	07/01/2019	06/30/2020

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>American River College (continued)</u>			
Sultanov, Renat	Custodian	07/01/2019	06/30/2020
Sutherland-Martin, Saretta G.	DSP&S Clerk	07/01/2019	06/30/2020
Tauber, Edris	Instructional Assistant	07/01/2019	06/30/2020
Tinling, Colleen E. S.	Intermediate Interpreter	07/01/2019	06/30/2020
Turutska, Alina H	Clerk I	07/01/2019	06/30/2020
Valdes Alfonso, Andria	Account Clerk I	07/01/2019	06/30/2020
Vega Arambula Jr., Ernesto	Custodian	07/01/2019	06/30/2020
Villamayor, Mona J.	Account Clerk I	07/01/2019	06/30/2020
Winn, Zachary N.	Art Model	07/01/2019	06/30/2020
Yatskiv, Oksana	Account Clerk III	07/01/2019	06/30/2020
Zwane, Jessica R.	Child Dev Ctr Teacher	07/01/2019	06/30/2020
Zwane, Jessica R.	Instructional Assistant	07/01/2019	06/30/2020
<u>Cosumnes River College</u>			
Aldrich, Megan M	Special Projects	05/01/2019	06/30/2019
Chan, Helen	Clerk III	05/16/2019	06/30/2019
Lao, Susan	Financial Aid Clerk II	05/20/2019	06/30/2019
Laxa, Darann G.	Custodian	05/11/2019	06/30/2019
Nadew, Tehetna W.	Student Personnel Assistant	05/03/2019	06/30/2019
<u>District Office / Business and Economic Development Center / Facilities Management / Police Services</u>			
Campos, Maribel	Campus Patrol	05/21/2019	06/30/2019
Curtis, Evan J.	Campus Patrol	05/10/2019	06/30/2019
Daoud, John A.	Campus Patrol	04/26/2019	06/30/2019
Dhanda, Jasjit K	Campus Patrol	05/20/2019	06/30/2019
Dixon, Christopher J	Campus Patrol	04/29/2019	06/30/2019
Duran, Christina L.	Campus Patrol	05/23/2019	06/30/2019
Hendon, Sue	Clerk I	04/08/2019	06/30/2019
Le, Troy H.	Campus Patrol	05/17/2019	06/30/2019
Marroquin, Stefani F.	Special Projects	05/21/2019	06/30/2019
Seymour, Jarred K.	Campus Patrol	05/03/2019	06/30/2019
Steinbach, Thomas L	Campus Patrol	05/22/2019	06/30/2019
Williams, Noah G	Campus Patrol	04/10/2019	06/30/2019
<u>Folsom Lake College</u>			
Alvarado, Alex	Clerk I	07/01/2019	06/30/2020
Anderson, Trevor M.	Special Projects	07/01/2019	06/30/2020
Avxentieva, Ana	Special Projects	07/01/2019	06/30/2020
Barner, Grace C.	Special Projects	07/01/2019	06/30/2020
Bickel, Victor W.	Bookstore Clerk I	07/01/2019	06/30/2020
Brackenhoff, Julia S.	Clerk III	07/01/2019	06/30/2020
Brooks, Richard L	Bookstore Clerk II	07/01/2019	06/30/2020

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>Folsom Lake College (continued)</u>			
Calmettes, Lindsay R.	Assistant Coach	05/10/2019	06/30/2019
Cauchi, Brett J.	Assistant Coach	07/01/2019	06/30/2020
Cho, Kyongjin	Special Projects	07/01/2019	06/30/2020
Clark, Kendra A	Bookstore Clerk I	07/01/2019	06/30/2020
Crossman, Alanna M.	Athletic Trainer	07/01/2019	06/30/2020
Damron, Kay Clark	Special Projects	07/01/2019	06/30/2020
Dib, Amal	Tutorial Services Assistant	07/01/2019	06/30/2020
Doss, Ryan James	Admissions/Records Clerk I	07/01/2019	06/30/2020
DuBay, Tracy L.	Student Personnel Assistant	07/01/2019	06/30/2020
Duka, Eugene P	Clerk II	07/01/2019	06/30/2020
Farmer, Tina L.	Special Projects	07/01/2019	06/30/2020
Fisher, Barbara J. D.	Special Projects	07/01/2019	06/30/2020
Forster, Anthony Peter	Admissions/Records Clerk I	07/01/2019	06/30/2020
Galvan Rueckert, Flora L.	Reader/Tutor	07/01/2019	06/30/2020
Gomez, Alisia R	Special Projects	07/01/2019	06/30/2020
Heideman, Julia M.	Special Projects	07/01/2019	06/30/2020
Hoffman, Shirley B.	Bookstore Clerk I	07/01/2019	06/30/2020
Hufft, Samuel	Clerk I	07/01/2019	06/30/2020
Jackson, Iesha R.	Special Projects	07/01/2019	06/30/2020
Johnson, Joanne F.	Admissions/Records Evaluator I	07/01/2019	06/30/2020
Keane, Marylou	Special Projects	07/01/2019	06/30/2020
Kenobbie, Kenneth J.	Assistant Coach	07/01/2019	06/30/2020
Khatami, Shelby R.	Clerk I	05/25/2019	06/30/2019
Koski, Gregg A.	Special Projects	07/01/2019	06/30/2020
Masangya, Cherrie May A	Clerk I	07/01/2019	06/30/2020
Mason, Vicki D.	Special Projects	07/01/2019	06/30/2020
Matthews, Andrew Sean	Special Projects	07/01/2019	06/30/2020
Mauss, David E.	Special Projects	07/01/2019	06/30/2020
Maze, Candace B.	Special Projects	07/01/2019	06/30/2020
McCaig Orozco, Holly C.	Special Projects	07/01/2019	06/30/2020
McDoniels, Lee Ray	Special Projects	07/01/2019	06/30/2020
McDoniels, Linda S.	Special Projects	07/01/2019	06/30/2020
McGaffic, Andrew T.	Special Projects	07/01/2019	06/30/2020
Melton, Marguerite A.	Bookstore Clerk I	07/01/2019	06/30/2020
Mendell, Evan O.	Printing Services Operator II	05/07/2019	06/30/2019
Milan, Alexander D	Clerk I	07/01/2019	06/30/2020
Miller, Jazmine O.	Special Projects	07/01/2019	06/30/2020
Misrahi, Gina R	Reader/Tutor II	07/01/2019	06/30/2020
Mitchell, Scott M.	Admissions/Records Clerk I	07/01/2019	06/30/2020
Moore, Harry M.	Bookstore Clerk I	07/01/2019	06/30/2020
Namle, Jordan J.	Special Projects	07/01/2019	06/30/2020
Naresh, Brandon R	Clerk II	07/01/2019	06/30/2020
Nelson, Julie A.	Bookstore Clerk I	07/01/2019	06/30/2020
Notareus, Bruce M.	Special Projects	07/01/2019	06/30/2020
Ohl, Jazlyn I.	Bookstore Clerk II	07/01/2019	06/30/2020

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>Folsom Lake College (continued)</u>			
Olson, Kristin L.	Athletic Trainer	07/01/2019	06/30/2020
Palm, Savannah A	Clerk I	07/01/2019	06/30/2020
Peabody, Gary N	Student Personnel Assistant	07/01/2019	06/30/2020
Perez, Alexis N.	Clerk I	07/01/2019	06/30/2020
Peters, Jonathan M.	Assistant Coach	07/01/2019	06/30/2020
Petro, Michelle	Special Projects	07/01/2019	06/30/2020
Powers, Patrick W.	Assistant Coach	07/01/2019	06/30/2020
Radgoudarzi, Niloofar	Laboratory Technician	07/01/2019	06/30/2020
Randolph, Brian Michael	Admissions/Records Clerk I	07/01/2019	06/30/2020
Reade, David S.	Clerk II	07/01/2019	06/30/2020
Reis, Sandra C.	Special Projects	07/01/2019	06/30/2020
Repec, Trisha M.	Special Projects	07/01/2019	06/30/2020
Roa, Michael J	Special Projects	07/01/2019	06/30/2020
Robertson, Catherine A.	Bookstore Clerk I	07/01/2019	06/30/2020
Samet, Jonathan R.	Student Personnel Assistant	07/01/2019	06/30/2020
Sandberg, Julie L.	Administrative Asst. I	07/01/2019	06/30/2020
Sansing, Annette H.	Bookstore Clerk I	07/01/2019	06/30/2020
Scrogins, Joshua T.	Tutorial Services Assistant	07/01/2019	06/30/2020
Spencer, Lynn I.	Bookstore Clerk I	07/01/2019	06/30/2020
Switzer, Kathleen Mary	Public Relations Technician	07/01/2019	06/30/2020
Templeton, Cindy J.	Special Projects	07/01/2019	06/30/2020
Templeton, Stephen L.	Special Projects	07/01/2019	06/30/2020
Thomas, Haley M	Student Personnel Assistant	07/01/2019	06/30/2020
Thorp, Anne E.	Special Projects	07/01/2019	06/30/2020
Thorp, Emma C	Special Projects	07/01/2019	06/30/2020
Vaughn, Scott C.	Custodian	03/08/2019	06/30/2019
Voskanyan, Yester	Special Projects	07/01/2019	06/30/2020
Walsh, Daniel P	Special Projects	07/01/2019	06/30/2020

Sacramento City College

Aflleje, Kaela Jae G.	Clerk II	07/01/2019	06/30/2020
Allen, Michael J.	Art Model	07/01/2019	06/30/2020
Alonzo, Veronica A.	Special Projects	07/01/2019	06/30/2020
Barnhart, Nicholas W.	Instructional Assistant	07/01/2019	06/30/2020
Baxter, Diane M.	Art Model	07/01/2019	06/30/2020
Bradley, Janis A	Special Projects	07/01/2019	06/30/2020
Castelle, Dennis A.	Custodian	07/01/2019	06/30/2020
Cook, John P.	Assistant Coach	07/01/2019	06/30/2020
Cuevas Gutierrez, Maria I.	Special Projects	07/01/2019	06/30/2020
Curran, Lauren G.	Art Model	07/01/2019	06/30/2020
Cuzeac, Olga	Account Clerk I	07/01/2019	06/30/2020
Domatol, Sandralyn N.	Account Clerk II	07/01/2019	06/30/2020
Fambro, Dominique S	Art Model	07/01/2019	06/30/2020
Feagans, Patrick S.	Clerk I	07/01/2019	06/30/2020


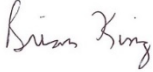
<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>Sacramento City College (continued)</u>			
Fedorko, John T.	Special Projects	07/01/2019	06/30/2020
Fong, Jamie L.	Clerk I	07/01/2019	06/30/2020
Franklin, Jacquelin A.	Account Clerk I	07/01/2019	06/30/2020
Fulton, Kenneth D.	Custodian	07/01/2019	06/30/2020
Gabriel, Greg P.	Student Personnel Assistant	05/08/2019	06/30/2019
Garcia Solano, Anayelli	Special Projects	07/01/2019	06/30/2020
Gonzales, Nicolette I.	Special Projects	07/01/2019	06/30/2020
Gonzalez, Ulysses Ruiz	Clerk I	07/01/2019	06/30/2020
Gregory, Robin L.	Instructional Assistant	07/01/2019	06/30/2020
Griffin, Chelsea Z.	Clerk III	04/25/2019	06/30/2019
Gruber, Denise L.	Intermediate Interpreter	07/01/2019	06/30/2020
Hennike, Craig C.	Special Projects	07/01/2019	06/30/2020
Her, Gina M.	Account Clerk I	07/01/2019	06/30/2020
Higgins, Heather Marie	Special Projects	07/01/2019	06/30/2020
Horita, Sienna J.	Student Personnel Assistant	05/20/2019	06/30/2019
Hornbuckle, Semaj J. B.	Instructional Assistant	07/01/2019	06/30/2020
Howard, Adrian M	Art Model	07/01/2019	06/30/2020
Huang, Huimin	Special Projects	07/01/2019	06/30/2020
Jackson, John W	Custodian	07/01/2019	06/30/2020
James, Breanna Y	Clerk I	07/01/2019	06/30/2020
Jibok, Samantha D.	Counseling Clerk I	04/15/2019	06/30/2019
Kwong, Rachel B.	Instructional Assistant	07/01/2019	06/30/2020
Layson, Douglas S.	Special Projects	07/01/2019	06/30/2020
Ledezma, Juan Ramon M.	Special Projects	07/01/2019	06/30/2020
Lee, Eva J	Clerk I	07/01/2019	06/30/2020
Levels, Lena L.	Special Projects	07/01/2019	06/30/2020
Lewis, Malia N.	Beginning Interpreter	07/01/2019	06/30/2020
Lopez, Natalie	Clerk II	05/21/2019	06/30/2019
Lysongtseng, Bruce Tswj Fwm	Clerk I	07/01/2019	06/30/2020
Mah, Earl G	Alternate Media Specialist	07/01/2019	06/30/2020
Martinez, Armando M.	Assistant Coach	07/01/2019	06/30/2020
Massa, Donna G	Clerk I	07/01/2019	06/30/2020
Matista, Maria C.	Account Clerk I	07/01/2019	06/30/2020
Matulich, Richard J.	Clerk II	07/01/2019	06/30/2020
Mcdonald, David W.	Assistant Coach	07/01/2019	06/30/2020
McLean Haas, Samantha I.	Special Projects	07/01/2019	06/30/2020
Mendez Jr., Antonio	Art Model	07/01/2019	06/30/2020
Meza, Rudolph	Special Projects	07/01/2019	06/30/2020
Noureddine, Soha Mohammad	Clerk I	07/01/2019	06/30/2020
Perez, Edwin J.	Custodian	07/01/2019	06/30/2020
Perez, Giovanna R	Clerk I	07/01/2019	06/30/2020
Pottenger, Raymond S.	Custodian	07/01/2019	06/30/2020
Pree, Angelo L. R.	Assistant Coach	07/01/2019	06/30/2020
Rasul, David G.	Student Personnel Assistant	05/17/2019	06/30/2019
Reyes, Marlon	Special Projects	07/01/2019	06/30/2020

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>Sacramento City College (continued)</u>			
Rohrer, Gail Paula	Special Projects	07/01/2019	06/30/2020
Root, Cindy L.	Special Projects	07/01/2019	06/30/2020
Rubio, April L.	Special Projects	07/01/2019	06/30/2020
Sauber-Cavazos, Jacob N.	Custodian	07/01/2019	06/30/2020
Serrano, Manuel A	Instructional Assistant	07/01/2019	06/30/2020
Serup, Sarita Y.	Special Projects	07/01/2019	06/30/2020
Sheehy, Grace M.	Special Projects	07/01/2019	06/30/2020
Sullenger-Bruno, Katherine M.	Clerk I	07/01/2019	06/30/2020
Vasquez, Steven	Instructional Assistant	07/01/2019	06/30/2020
Velasquez, Joshua L	Sports Program Director	06/01/2019	06/30/2019
Weir-Gonzalez, Alyssa N	Special Projects	05/25/2019	06/30/2019
West, Kevin T	Art Model	07/01/2019	06/30/2020
Woempner, Ryan J.	Instructional Assistant	07/01/2019	06/30/2020
Yarzada, Diana	Special Projects	07/01/2019	06/30/2020

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Folsom Lake College: Honorary Naming of Makerspace Fiber Arts Lab, "The Karol McCormac Fiber Arts Lab"	ATTACHMENT: No	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Action Item A	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Whitney Yamamura, President, Folsom Lake College 	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
<b>APPROVED FOR CONSIDERATION:</b>	Brian King, Chancellor 	ACTION	X
		INFORMATION	<input type="checkbox"/>

**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.

The FLC Makerspace is an interdisciplinary hub designed to mix students of different disciplines, expertise levels, and modes of engagement. The FLC Makerspace welcomes ALL students, faculty, and staff. The space provide a ranges of opportunities for hands-on, team-based learning, from workshops to independent tinkering and play. Aiming to step away from the traditional classroom structure and curriculum-based learning, we see learning as an inclusive space for students of all backgrounds to explore creativity and making—from design and technological innovation to building soft skills and practicing problem solving in team settings. Within the Makerspace is a small room (approximately 276 square feet) currently called the "Clean Lab". About half that space houses our 3D printer array, as well as our vinyl cutter and t-shirt heat press. The other half is our Fiber Arts area, which includes sewing machines, a serger, and a computer-controlled single-needle embroidery machine, and soon a 10-needle computer controlled embroidery machine. The Fiber Arts area also includes all the specialized tools associated with sewing, including clothing-embeddable microcontrollers, enabling the creation of "smart" garments.

**STATUS:**

Richard McCormac retired from ARC after serving over 30 years in the district. Rich taught history and economics and moved his way through administration serving as a Dean, Vice President and Interim President. He and his wife, Karol, are committed and generous donors. Rich began donating monthly to ARC in 1997 and has been a non-stop supporter ever since. Over the years they have donated to various programs at American River College, including the current STEM Campaign. They have recently become significant annual recurring members at the Harris Center,



have donated to the FLC President's Circle and pledged a gift that will allow the Makerspace to purchase much needed consumables.

The Makerspace is always in need of funding to purchase consumables. A Makerspace stocked with consumables affords participants the opportunity to learn, create and inspire without extra fees. Consumables are key to a vibrant program and currently there is not a built in funding mechanism for these supplies. Karol McCormac has a passion for knitting and fiber arts and the McCormacs' plan to make a gift to the Makerspace that will help furnish consumables that will provide valuable hands on learning opportunities to our students.



**RECOMMENDATION:**

It is recommended the Board of Trustees approve the honorary naming of the "Karol McCormac Fiber Arts Lab" in honor of the McCormacs' long time dedication to the District and colleges and overall philanthropic support to the Los Rios Colleges Foundation.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Retiree Health Benefit Contribution (Policies 5165, 6622 and 9414)	ATTACHMENT: Yes	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Action Item B	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King, Chancellor	ACTION	<input checked="" type="checkbox"/>
		INFORMATION	<input type="checkbox"/>

**BACKGROUND:**

Currently, there are nine hundred eighty-six (986) District retirees who receive a monthly District contribution for post-employment (retiree) healthcare premiums. Eligibility requirements for the District contribution are specified in our collective bargaining agreements and board policy for our different employee groups. Changes to the District contribution level for retirees is subject to Governing Board action per Board Policies 5165 (Certificated Employees), 6622 (Classified Employees), or 9414 (Management/Confidential Employees).

**STATUS:**

Consistent with Board policies, any change to the District contribution for retirees' healthcare premiums is reviewed biannually and is subject to the District's ability to fund the increase.

The last adjustment effective July 1, 2017, was an increase of \$24, to the current monthly contribution of \$280. From the date of the last adjustment, the total monthly healthcare premiums (healthcare plan premiums plus Medicare premiums) for the majority of our retirees increased by \$21 from \$390 at July 1, 2017 to \$411 at July 1, 2019. Retiree Healthcare Premiums are detailed on the attached schedule (Schedule I).

The District has been proactively funding the retiree healthcare benefit program to ensure it is a viable benefit for current and future employees. In 1985, the District began fund its obligation and, in 2007, the District formally established the Los Rios Community College District Retiree Health Benefits Trust (Trust) to irrevocably designate assets for funding this benefit.

An actuary is engaged every two years to determine the liability for this benefit. The District continues to prefund its obligation. The discount rate for the actuarial report is 5% with a projected biannual of 9%. Returns for the quarter ended March 31, 2019 were 6.48% and returns since the inception of the Trust are 5.01%.

The recommendation is to increase the monthly District contribution by \$26 to \$306 effective July 1, 2019.

In April, staff presented a proposed change to Policy 9414, deleting paragraph 3.3.2.2 which required managers and confidential employees hired or rehired after January 1, 2017 to have three years of service immediately preceding retirement to qualify for the retiree contribution. There was some concern about that proposal and after further review and consultation; staff recommends this paragraph be deleted, and that is included in the revision to policy 9414.

**RECOMMENDATION:**

It is recommended the Board of Trustees approve the changes to Board Policies 5165, 6622 and 9414 to increase by \$26 the District contribution for retirees' healthcare premiums and delete paragraph 3.2.2.2 from Board Policy 9414. The change from \$280 to \$306 is effective July 1, 2019.

## 1.0 District Benefits for Retirees

- 1.1 The Los Rios Community College District provides a contribution toward healthcare premiums for certain retirees. Eligibility requirements for the District contribution are defined in the relevant Collective Bargaining Agreements.
- 1.2 The District provides group health insurance plans for retirees and their dependents. Eligibility to participate in the District's health insurance plans for retirees and their dependents is defined in the relevant Collective Bargaining Agreements.

## 2.0 District Contribution Toward Healthcare Premiums

- 2.1 Los Rios College Federation of Teachers (LRCFT) employees who were first employed by the District on or after July 1, 2017, must have retired from the District as defined in the Collective Bargaining Agreement and be collecting retirement benefits from either PERS or STRS, in order to receive the District contribution toward healthcare premiums (District Contribution). LRCFT employees who were first employed prior to July 1, 2017 shall continue to have the same right to receive District Contributions under the policy that existed as of the date they were hired.

## 3.0 Effective Date of District Contribution

- 3.1 Effective July 1, 2019, the District contribution for eligible retirees shall be established at \$~~280~~306.00 per month.

## 4.0 Changes in District Contribution

- 4.1 Future changes in premiums shall be recommended at least biannually during the District's budgetary process and are subject to the District's ability to pay. Any changes in the contribution rate for retiree health insurance shall become effective the first of the month following adoption of the new rate, or as determined by the Board.

LRCCD

Policy Adopted:	9/2/81
Policy Revised:	10/20/82; 12/4/85; 12/7/88; 1/10/90; 12/12/90; 2/19/92; 2/26/94; 2/1/95; 1/24/96; 2/5/97; 2/4/98/ 2/3/99; 2/2/00; 2/7/01; 3/3/04; 11/3/04; 2/15/06; 4/16/08; 5/13/09; 5/26/10; 6/15/11; 8/14/13; 5/14/14; 8/12/15; 6/14/17; 4/11/18; <u>6/12/19</u>
Policy Reviewed:	6/14/17; 4/11/18; <u>6/12/19</u>
Adm. Regulation	None

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### 1.0 District Benefits for Retirees

- 1.1 The Los Rios Community College District provides a contribution toward healthcare premiums for certain retirees. Eligibility requirements for the District contribution are defined in the relevant Collective Bargaining Agreements.
- 1.2 The District provides group health insurance plans for retirees and their dependents. Eligibility to participate in the District's health insurance plans for retirees and their dependents is defined in the relevant Collective Bargaining Agreements.

### 2.0 District Contribution Toward Healthcare Premiums

- 2.1 Los Rios Classified Employee Association (LRCEA) and Service Employees, International Union (SEIU) employees who were first employed by the District on or after July 1, 2017, must have retired from the District as defined in the relevant Collective Bargaining Agreements and be collecting retirement benefits from either PERS or STRS, in order to receive the District contribution toward healthcare premiums (District Contribution). LRCEA and SEIU employees who were first employed prior to July 1, 2017 shall continue to have the same right to receive District Contributions under the policy that existed as of the time frame they were hired.
- 2.2 Los Rios Supervisors Association (LRSA) employees who were first employed by the District on or after July 1, 2015, must have retired from the District as defined in the LRSA Collective Bargaining Agreement and be collecting retirement benefits from either PERS or STRS, in order to receive the District contribution toward healthcare premiums (District Contribution). LRSA employees who were first employed prior to July 1, 2015 shall continue to have the same right to receive District Contributions under the policy that existed as of the time frame they were hired.

### 3.0 Effective Date of District Contribution

- 3.1 Effective July 1, ~~2017~~2019, the District contribution for eligible retirees shall be established at \$~~280~~306.00 per month.

### 4.0 Changes in District Contribution

- 4.1 Future changes in premiums shall be recommended at least biannually during the District's budgetary process and are subject to the District's ability to pay. Any changes in the contribution rate for retired health insurance shall become effective the first of the month following adoption of the new rate or as determined by the Board.

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Permanent Separation

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LRCCD

Policy Adopted: 7/65

Policy Revised: 10/67; 7/71; 12/3/75; 10/15/80; 10/20/82; 9/19/84; 1/11/89;  
3/1/00; 1/17/90; 12/12/90; 2/19/92; 2/16/94; 2/1/95; 1/24/96; 2/5/97; 2/4/98;  
2/17/99; 2/7/01; 3/3/04; 11/3/04; 2/15/06; 4/16/08; 5/13/09; 5/26/10;  
6/15/11; 8/14/13; 5/14/14; 8/12/15; 6/14/17; 4/11/18; 6/12/19Policy Reviewed: 6/14/17; 4/11/18; 6/12/19Adm. Regulation: R-6622

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## 1.0 Retirement from District Service

1.1 To be eligible for retirement, confidential or management employees must have the equivalent of five (5) years of full-time service with Los Rios Community College District and

1.1.1 Be at least age fifty-five (55), or

1.1.2 Between the ages of fifty (50) and fifty-five (55) and receiving disability income under the District's Disability Income Protection Plan immediately prior to retirement.

1.2 Retirement from the District requires both of the following:

1.2.1 Submission of a request for retirement to Human Resources; and

1.2.2 Acceptance of the retirement request by the Chancellor, or designee.

## 2.0 District Benefits for Retirees

2.1 The District provides a contribution toward healthcare premiums for certain retirees. Eligibility requirements for the District contribution are defined in section 3.0. This benefit and the eligibility requirements are distinct from eligibility to participate in the retiree health insurance plans.

2.2 The District provides group health insurance plans for retirees and their dependents. Eligibility to participate in the District's health insurance plans for retirees and their dependents is defined in sections 4.0 and 5.0. This benefit and the eligibility requirements are distinct from eligibility for contributions toward healthcare premiums.

## 3.0 District Contribution Toward Healthcare Premiums

3.1 District health premium contributions for eligible identified District retired employees shall be provided as authorized by the Los Rios Community College District Board of Trustees.

3.2 Confidential or management employees who were first employed by the District on or after March 15, 2017, must have retired from the District as defined in section 1.0 and be collecting retirement benefits from either PERS or STRS, in order to receive the District contribution toward healthcare premiums (District Contribution). Confidential or management employees who were first employed prior to March 15, 2017 shall continue to have the same right to receive District Health care premium contributions under the policy that existed as of March 14, 2017.

- 3.3 The confidential or management employee must also meet the requirements of section 3.3.1 or 3.3.2.
- 3.3.1 Retirees granted contributory status on June 11, 1980 are eligible for the District Contribution.
- 3.3.1.1 District retirees who were granted contributory status on June 11, 1980 by the Board of Trustees are those employees who retired between the years 1969 through June 30, 1978, and had remained on the District recognized health plan, and had served the District for a minimum three (3) years, and were drawing benefits from STRS or PERS retirement system on June 11, 1980.
- 3.3.2 District retirees with an effective retirement date after June 30, 1978 are eligible for the District Contribution as established below:
- 3.3.2.1 Confidential and management employees hired prior to January 1, 2013 must have the minimum years of full-time service with the District as follows:
- 3.3.2.1.1 Employed before June 30, 1984: three (3) years
- 3.3.2.1.2 Employed between July 1, 1984 and June 30, 1990: seven (7) years
- 3.3.2.1.3 Employed between July 1, 1990 and December 31, 2012: ten (10) years
- 3.3.2.1.4 Employed after January 1, 2013: fifteen (15) years
- ~~3.3.2.2 Employees initially hired or rehired after January 1, 2017 must also have three (3) years of full-time service immediately preceding retirement. The three (3) years is not in addition to the years required by 3.3.2.1.~~
- 3.4 Full-time service requirement for 3.3.2 may be fulfilled in any regular position of the District and the definition of full-time service or one hundred percent full-time equivalent (1.00 FTE) of that position shall apply.
- 3.5 Effective July 1, 201~~97~~<sup>97</sup>, the District Contribution for eligible retirees shall be established at a maximum of \$~~280~~<sup>306</sup>.00 per month. The District Contribution is provided for the District retiree only.
- 3.6 If the monthly District Contribution exceeds the monthly health plan premium for a retiree, any excess contribution shall be available to the retiree for payment of Medicare premium costs.



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- 3.7 The maximum monthly District Contribution amount is the lesser of the amount listed in 3.5 or the total combined health care and Medicare premiums for an individual retiree.
- 3.8 The monthly District Contribution for the retiree shall be processed electronically utilizing the retiree's selected financial institution.
- 3.9 Eligible retirees do not need to participate in the District's retiree medical program to receive the District Contribution. Documentation for retirees with coverage outside the District's plans must be submitted annually verifying that the retiree is covered by health insurance and the monthly cost for the retiree's insurance.
- 3.10 The District Contribution amount will be reviewed at least bi-annually and brought to the Board of Trustees for any recommended change. The District Contribution level is subject to the District's ability to pay. Any changes in the District's Contribution shall become effective the first of the month following adoption of the new rate or as determined by the Board of Trustees.
- 4.0 District Health Insurance for Retired Employees – Early Retirees
- 4.1 Employees retiring before age sixty-five (65) may participate in the District's early retiree health plans if they either are eligible for the District Contribution or have at least ten (10) years of full-time service with the District. In order to participate in the early retiree health plan, the confidential or management employee must have retired from the District as defined in section 1.0 and be collecting retirement benefits from either PERS or STRS. An early retiree may enroll at any time following retirement through age sixty-five (65). An early retiree who enrolls in the District's early retiree health plan and then leaves the plan will not be allowed to re-enroll in the early retiree program but will be eligible to participate in the District's plan for retirees over age sixty-five (65) as defined below.
- 4.1.1 Upon turning sixty-five (65), early retirees must elect a District health plan. If the enrollment paperwork is not received in Employee Benefits within the 7-month window of turning sixty-five (65), the retiree will not be able to enroll at a later date. The 7-month window coincides with the Medicare enrollment window and includes the three (3) months prior to turning sixty-five (65), the month of turning sixty-five (65), and the three (3) months after turning sixty-five (65). The retiree must be enrolled in Medicare Parts A and B.
- 4.1.2 Upon becoming Medicare eligible for a health-related, or any other reason, prior to turning age sixty-five (65), the retiree must elect a District health plan. If the enrollment paperwork is not received in Employee Benefits within the 7-month window of becoming Medicare-eligible, the retiree will not be able to enroll at a later date. The 7-month window coincides with the Medicare enrollment window and includes the three (3) months

prior to becoming Medicare-eligible, the month of becoming Medicare-eligible, and the three (3) months after becoming Medicare-eligible. The retiree must be enrolled in Medicare Parts A and B.

- 4.1.3 If the retiree is not enrolled in a District early retiree health plan at the time of enrollment in the age sixty-five (65) plan or upon becoming eligible for Medicare, the retiree must provide evidence of continued coverage from the date of retirement to the age of sixty-five (65) or the date of becoming eligible for Medicare, as well as provide evidence of enrollment in Medicare, to enroll in a District age sixty-five (65) or over health plan.

5.0 District Health Insurance for Retired Employees – Age 65 or Older

- 5.1 Employees who retire at age sixty-five (65) or over may participate in the District’s group health insurance plans if they either meet the requirements for the District Contribution or have at least ten (10) years of full-time equivalent service with the District. To participate in the District’s plans for age sixty-five (65) and over, a retiring employee must participate continuously upon retirement or upon becoming eligible for Medicare. Employees that retire at age sixty-five (65) or over and elect coverage through a non-District plan are not eligible to participate at a later date.

6.0 Open Enrollment and Dependent Coverage

- 6.1 A retiree may enroll in any of the District’s plans upon retirement.
- 6.2 An open enrollment will be offered annually at which time retirees may change plans or enroll in a plan if they have not been participating previously (early retirees only as defined in 4.1 and 4.1.1).
- 6.3 Dependents of retired employees are eligible to participate in the District’s plan if enrolling at the same time as the retiree. Enrolled dependents may continue to participate in a District plan following the retiree’s death.

7.0 Dental

The District may offer a group dental insurance plan to retirees. The District contribution cannot be used toward dental premiums.

[Policy - 9000 Management and Confidential Personnel](#) || [Table of Contents](#) || [Back](#) || [Next](#)

LRCCD

Policy Adopted:	9/2/81
Policy Revised:	6/16/82; 1/11/89; 1/17/90; 12/12/90; 2/19/92; 2/16/94; 2/1/95; 1/24/96; 2/5/97; 2/4/98; 12/9/98; 2/3/99; 2/2/00; 3/3/04; 11/3/04; 2/15/06; 4/16/08; 5/13/09; 5/26/10; 6/15/11; 8/14/13; 1/8/14; 5/14/14; 8/12/15; 3/15/17; 6/14/17; 4/11/18; <a href="#">6/12/19</a>
Policy Reviewed:	6/14/17; 4/11/18; <a href="#">6/12/19</a>
Adm. Regulation:	None

**LOS RIOS COMMUNITY COLLEGE DISTRICT  
RETIREE HEALTHCARE PREMIUMS - DISTRICT CONTRIBUTION COST ANALYSIS  
FISCAL YEAR 2019-20**

Health Plan	% of Enrollment	No. of Retirees <sup>1</sup>	2019-20 Total Monthly Healthcare Premiums <sup>2</sup>	DISTRICT CONTRIBUTION AT \$280	DISTRICT CONTRIBUTION AT \$306
				Current Retiree Monthly Cost	Recommended Retiree Monthly Cost
<b>KAISER - OVER 65</b>					
Senior Advantage HMO (with Medicare)		514	\$ 410.64	\$ 130.64	\$ 104.64
DHMO (with Medicare A only)		2	\$ 1,463.99	\$ 1,183.99	\$ 1,157.99
DHMO (without Medicare)		1	\$ 1,874.64	\$ 1,594.64	\$ 1,568.64
<b>KAISER - UNDER 65</b>					
Traditional HMO		8	\$ 1,332.24	\$ 1,052.24	\$ 1,026.24
DHMO		7	\$ 1,249.28	\$ 969.28	\$ 943.28
HDHP		2	\$ 948.50	\$ 668.50	\$ 642.50
<b>TOTAL KAISER</b>	54%	<u>534</u>			
<b>SUTTER HEALTH PLUS - UNDER 65</b>					
Traditional HMO		18	\$ 682.15	\$ 402.15	\$ 376.15
HDHP		1	\$ 561.21	\$ 281.21	\$ 255.21
<b>TOTAL SUTTER HEALTH PLUS</b>	2%	<u>19</u>			
<b>WESTERN HEALTH ADVANTAGE - UNDER 65</b>					
Traditional HMO		4	\$ 720.59	\$ 440.59	\$ 414.59
HDHP		2	\$ 518.78	\$ 238.78	\$ 212.78
<b>Total Western Health Advantage</b>	1%	<u>6</u>			
<b>HEALTH NET - OVER 65</b>					
Seniority Plus HMO (with Medicare)		27	\$ 648.85	\$ 368.85	\$ 342.85
<b>Total Health Net</b>	3%	<u>27</u>			
<b>UNITED HEALTHCARE - OVER 65</b>					
Medicare Advantage HMO (with Medicare)		23	\$ 682.91	\$ 402.91	\$ 376.91
Medicare Advantage PPO (with Medicate)		73	\$ 733.89	\$ 453.89	\$ 427.89
<b>Total United Healthcare</b>	10%	<u>96</u>			
<b>OTHER PLANS</b>	31%	<u>304</u>	varies	varies	varies
<b>Total Number of Retirees</b>		<u><u>986</u></u>			

**Notes:**



<sup>1</sup> There are 81 retirees eligible for, but currently not receiving the district contribution (e.g. - they currently have health coverage elsewhere).

<sup>2</sup> Includes the current standard Medicare Part B premium of \$135.50, as applicable.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Resolution No. 2019-08: Mitigated Negative Declaration – SCC Lillard Hall Modernization Project	ATTACHMENT: Yes	
		ENCLOSURE: Yes	
<b>AGENDA ITEM:</b>	Consent Item C	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King, Chancellor	ACTION	X
		INFORMATION	

**BACKGROUND:**

The District’s facilities program includes plans to modernize Lillard Hall at Sacramento City College. The Lillard Hall Modernization project (Project) consists of building a new building and, once complete, moving occupants out of the existing Lillard Hall into the new building; then demolishing the existing building. The new building will be a state-of-the-art science facility with total square footage of 31,709. The building will include six (6) classrooms totaling 6,737 square feet, laboratory totaling 19,148 square feet and 17 offices within 2,978 square feet. The building will house Biology and Chemistry lecture, lab and support spaces along with faculty offices.

**STATUS:**

The proposed Project requires a review under the California Environmental Quality Act of 1970. The first step is to perform an Initial Study (IS) to determine what type of environmental document is required. If the IS shows that any possible significant impacts can be avoided or substantially mitigated to insignificance, a Mitigated Negative Declaration (MND) is the appropriate environmental document. For the Project, the IS was performed and concluded the appropriate environmental document for this Project is a MND. A MND is a document that describes the proposed project, evaluates the potential environmental effects of the proposed project and states the reasons why the Board has concluded there will be no significant effect on the environment provided the mitigation measures identified in the MND are incorporated into the project. A completed IS must be attached to the MND to support these conclusions. Where a MND is allowed, the District is not required to prepare a full environmental impact report.

In accordance with prescribed regulations, the draft IS/MND was prepared and made available to local agencies and the public for comments. The public review period for this project IS/MND now complete. A few comments were received and each comment and response is included in the Final IS/MND. Since this project is the construction of a new building to replace an older similar facility, the analysis performed in the IS/MND indicates there will be less than significant impacts on the environment, with the implementation of the mitigation measures identified.

**RECOMMENDATION:**

It is recommended the Board of Trustees adopt Resolution No. 2019-08, approving a Mitigated Negative Declaration for the proposed Sacramento City College – Lillard Hall Modernization and that the Board approve the Project.



# LOS RIOS COMMUNITY COLLEGE DISTRICT

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

## RESOLUTION

No 2019-08

### A RESOLUTION OF THE BOARD OF TRUSTEES OF THE LOS RIOS COMMUNITY COLLEGE DISTRICT APPROVING AN INITIAL ENVIRONMENTAL STUDY, ADOPTING THE MITIGATED NEGATIVE DECLARATION, AND APPROVING LILLARD HALL MODERNIZATION PROJECT AT SACRAMENTO CITY COLLEGE

**WHEREAS**, Los Rios Community College District (the “District”) intends to improve Lillard Hall at Sacramento City College; and

**WHEREAS**, The proposed Lillard Hall Modernization project (Project) will modernize the existing Lillard Hall by building a new Lillard Hall, occupying the new building and then demolishing the existing building. The new building will be a state-of-the-art facility with a total modernized square footage of 31,709. The building will include 6 classrooms totaling 6,737 square feet, laboratory totaling 19,148 square feet, and 17 offices with 2,978 square feet. The building will house Biology and Chemistry lecture, lab and support spaces along with faculty offices; and

**WHEREAS**, The California Environmental Quality Act of 1970, (CEQA), as amended, requires the preparation of an analysis of the environmental effects of development projects, including school campuses and related administrative actions; and

**WHEREAS**, CEQA requires the District to prepare a full Environmental Impact Report for projects that may have a significant environmental impact. For projects that will have a “less than significant” environmental impact, the District must prepare an Initial Environmental Study with a recommendation to adopt a Mitigated Negative Declaration; and

**WHEREAS**, the District has prepared an Initial Environmental Study in accordance with the CEQA statutes and CEQA Guidelines; and

**WHEREAS**, the Mitigated Negative Declaration identified no significant impacts that would result from the Project, provided that mitigation measures identified in the Mitigated Negative Declaration are implemented and therefore recommends the District Board adopt the Initial Study/Mitigated Negative Declaration: now, therefore,

**BE IT RESOLVED**, that we, the Los Rios Community College District Board of Trustees, hereby find, determine, declare, order and resolve as follows:

**Section 1.** that all of the recitals set forth above are true and correct, and the Board so finds and determines.

**Section 2.** that the District's Board of Trustees reviewed and considered the information contained in the Initial Study/Final Mitigated Negative Declaration including, without limitation, the Draft Mitigated Negative Declaration, Initial Study, comments from the public and interested agencies, and the District's responses to such comments. The Board hereby makes the following specific findings with respect to the Final Mitigated Negative Declaration:

- (a) The Initial Study/Mitigated Negative Declaration prepared for the Project contains a complete and accurate reporting of the potential environmental impacts associated with the Project; and
- (b) The Initial Study/Mitigated Negative Declaration has been completed in compliance with CEQA and the State CEQA Guidelines; and
- (c) Pursuant to CEQA and Title 14, California Code of Regulations, Section 15074, on the basis of the whole record before the Board, including the Initial Study and any comments received, there is no substantial evidence in the record supporting a fair argument that the Project may result in significant effects on the environment if the Mitigation Measures are adopted and incorporated into the Project; and

**BE IT FINALLY RESOLVED** that the Board hereby adopts the Initial Study, Mitigated Negative Declaration, and Mitigation Measures, and hereby approves the Project.

**PASSED AND ADOPTED** as Los Rios Community College District Resolution № 2019-08 this twelfth day of June 2019, by the following called vote:

AYES	NOES	ABSENT
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*Attest:*

\_\_\_\_\_  
John Knight, Board President

\_\_\_\_\_  
Brian King,  
Chancellor and Secretary to the Board

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Ratification of Emergency Repair- American River College Childcare Center	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Action Item D	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	<i>Theresa Matista</i> Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
<b>APPROVED FOR CONSIDERATION:</b>	<i>Brian King</i> Brian King, Chancellor	ACTION	X
		INFORMATION	<input type="checkbox"/>

**BACKGROUND:**

Interstate Construction was sent out to investigate a possible gas leak at American River College Childcare Center building exterior. Consistent with past practices, Facilities Maintenance initiated a purchase order not to exceed \$2,500.00 to examine the issue. The contractor found it to be a major leak. As the center faced closure without heat, staff obtained approval to immediately proceed with the repair.

The District’s emergency repairs process changed at the April 2019 meeting as the District adopted the California Uniform Public Construction Cost Accounting Act. The new emergency repairs process requires the board to be noticed within 7 days or at its next regularly scheduled meeting which shall be no more than 14 days after the action was taken. Due to the recent change, the board was not properly noticed. Staff have been informed of this oversight and it will not happen again.

Pursuant to Public Contract Code 22050(b)(1) the emergency transaction herein listed is presented for approval and/or ratification.

EMERGENCY REPAIR					
Bid No	Description	No of Responses	Service Date	Vendor	Contract Amount
N/A	ARC emergency gas line replacement at Childcare Center building exterior	N/A	5/10/19	Interstate Construction	69,866.00



**RECOMMENDATION:**

It is recommended that the Board of Trustees ratify and/or approve the emergency repair transaction herein listed.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	2019-20 District Tentative Budgets	ATTACHMENT: Yes	
		ENCLOSURE: Budget Book	
<b>AGENDA ITEM:</b>	Action Item E	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	 Theresa Matista, Deputy Chancellor	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
<b>APPROVED FOR CONSIDERATION:</b>	 Brian King, Chancellor	ACTION	<input checked="" type="checkbox"/>
		INFORMATION	<input type="checkbox"/>

**BACKGROUND:**

The State of California is statutorily required to enact a State Budget by June 30<sup>th</sup>. Similarly, the Board of Trustees is required by law to adopt a tentative budget for the upcoming fiscal year no later than July 1st for all district funds. For 2019-20, the Governor has issued the May Revise budget proposal and the normal process of review and amendment by the legislature is occurring. Given the timing for preparation of the budget prior to a formal budget proposal from the legislature, the May Revise is the basis for the tentative budget.

The May Revise proposal for California’s Community Colleges retained the basic structure of the Governor’s January proposal. The Governor’s proposal is reflective of his priorities for community colleges by continuing to implement the revised funding model, the Student Centered Funding Formula (SCFF), and provided an additional year of the first-time, full-time, fee waiver program, the California College Promise.

The May Revise includes a cost of living adjustment (COLA) of 3.26% for apportionments. Similar to last year, the COLA is not guaranteed as on-going unless a district’s entitlement under the new formula must exceed what it would have received in 2017-18 as improved for the COLA in 2018-19 and 2019-20. The May Revision also includes provisions that address the volatility with some of the metrics associated with the SCFF. The State Chancellor’s Office is continuing to work on adjustments to the SCFF with a variety of stakeholder groups, which should be completed over the next year. Due to level of changes with the formula, the District will continue with a prudent approach in toward ongoing commitments in 2019-20.

The May Revise expands the California College Promise to provide funding for a second year of fee waivers for all first-time, full-time students. Besides this program, there are no funds for new or significantly augmented categorical programs in the budget proposal, although some programs will receive the COLA.



As opposed to last year when we had a rate pass from our largest HMO plan, this year's increase is 8.9%. The proposed payment toward the unfunded liability for CalSTRS will reduce pension costs if enacted and the funding plan revised to reflect the projected lowered rate. We are fortunate that we have already set aside funds to pay for the CalPERS and CalSTRS increases in 2019-20. In addition, the District's long-standing practice of waiting until revenues can be realistically relied upon before committing to on-going costs continues to serve us well.

As stated earlier, the District's Tentative budget is based on the May Revise. Changes resulting from the Enacted budget will be incorporated into the Adopted Budget in September.

**STATUS:**

The budget scenarios for the General Fund are titled the X, Y, and Z budgets. The scenarios are based upon the SCFF. The X budget projects the formula would yield the same funding as 2018-19, which is less than the hold harmless but maintains the current operational level. The Y budget projects the formula will yield the same as the hold harmless. The Z budget projects funding above the hold harmless. All three include a hold back of on-going funds to reflect that those revenues are from the summer shift and will be regarded as one-time only. All three also reflect an increase in on-going funding due to the COLA.

The 2019-20 budget is balanced. There is no draw on reserves projected nor reliance on one-time funds to support on-going costs. The variations in the X, Y and Z budgets are captured in the appropriation area entitled Program and Salary Improvement and the three budgets are summarized on the attached General Fund schedule. The District will start the year operating at the X budget level.

**RECOMMENDATION:**

It is recommended that the Governing Board adopt the 2019-20 tentative budgets for the General Fund (Z budget), Instructionally-Related Sub-Fund, Special Revenue, Capital Projects, Debt Service, Enterprise, Internal Service, Fiduciary, Trust and Auxiliary Funds of the District for filing with the appropriate County/State agencies.

**LOS RIOS COMMUNITY COLLEGE DISTRICT**  
**General Fund**  
**2019-2020 Tentative Budget**

**Schedule I**

	<b>X MINIMUM FUNDING</b>	<b>Y MID-RANGE FUNDING</b>	<b>Z BUDGET MAXIMUM OPTIMISTIC</b>
<b>BEGINNING FUND BALANCE, JULY 1:</b>			
Uncommitted	\$ 16,786,205	\$ 16,786,205	\$ 16,786,205
Committed	6,383,156	6,383,156	6,383,156
Restricted	2,039,728	2,039,728	2,039,728
<b>Total Beginning Fund Balance</b>	<u>25,209,089</u>	<u>25,209,089</u>	<u>25,209,089</u>
<b>REVENUES:</b>			
Base Revenue	204,444,994	204,444,994	204,444,994
Cost of Living Adjustment (COLA) - Net	6,687,816	6,687,816	6,687,816
Funding above 2018-19 final (On-going & OTO)		5,144,033	16,890,212
Enrollment Fees and Property Taxes	106,042,356	106,042,356	106,042,356
<b>Total Base Allocation, COLA &amp; Growth</b>	<u>317,175,166</u>	<u>322,319,199</u>	<u>334,065,378</u>
Lottery	5,900,000	6,961,055	8,022,110
<b>Other Revenue:</b>			
Non-Resident/International Student Tuition	5,102,444	5,102,444	5,102,444
Other State	19,275,285	19,275,285	19,275,285
Community Services	1,017,210	1,017,210	1,017,210
Other Income	3,553,707	4,069,927	4,069,927
Interfund Transfers, Other	113,672	113,672	113,672
<b>Total Other Revenue</b>	<u>29,062,318</u>	<u>29,578,538</u>	<u>29,578,538</u>
<b>Total General Purpose Revenue</b>	<u>352,137,484</u>	<u>358,858,792</u>	<u>371,666,026</u>
Special Program Revenue	65,256,888	65,256,888	65,256,888
<b>Total Revenue</b>	<u>417,394,372</u>	<u>424,115,680</u>	<u>436,922,914</u>
<b>Total Revenue &amp; Beginning Fund Balance</b>	<u>\$ 442,603,461</u>	<u>\$ 449,324,769</u>	<u>\$ 462,132,003</u>
<b>APPROPRIATIONS:</b>			
Current Operational Level	\$ 401,040,396	\$ 401,040,396	\$ 401,040,396
Program and Salary Improvement	13,538,268	20,259,576	33,066,810
<b>Total Appropriations</b>	<u>414,578,664</u>	<u>421,299,972</u>	<u>434,107,206</u>
<b>ENDING FUND BALANCE, JUNE 30:</b>			
Uncommitted	16,786,205	16,786,205	16,786,205
Committed	6,383,156	6,383,156	6,383,156
Restricted	4,855,436	4,855,436	4,855,436
<b>Total Ending Fund Balance</b>	<u>28,024,797</u>	<u>28,024,797</u>	<u>28,024,797</u>
<b>Total Appropriations &amp; Ending Fund Balance</b>	<u>\$ 442,603,461</u>	<u>\$ 449,324,769</u>	<u>\$ 462,132,003</u>

**LOS RIOS COMMUNITY COLLEGE DISTRICT** **Schedule II**  
**Other Governmental Funds - General Fund Sub-Fund and Special Revenue**  
**2019-2020 Tentative Budget**

DESCRIPTION	INSTRUCTIONALLY RELATED ACTIVITIES FUND	CHILD DEVELOPMENT FUND
<b>Beginning Fund Balance, July 1:</b>		
Uncommitted	\$ 359,604	\$ 217,320
<b>Total Beginning Fund Balance</b>	359,604	217,320
<b>Revenues:</b>		
Federal		117,000
State		1,696,236
Local	1,514,900	131,000
Interfund Transfers In	574,228	894,029
<b>Total Revenues</b>	2,089,128	2,838,265
<b>Total Revenues and Beginning Fund Balance</b>	<b>\$ 2,448,732</b>	<b>\$ 3,055,585</b>
<b>Appropriations:</b>		
Academic Salaries	\$ 2,000	\$ -
Classified Salaries	108,600	1,690,236
Employee Benefits	5,105	947,438
Books, Supplies, and Food	652,611	157,682
Other Operating Expenses	1,290,812	30,850
Capital Outlay	5,900	12,059
Interfund Transfers Out	2,000	
Payments to Students	22,100	
<b>Total Appropriations</b>	2,089,128	2,838,265
<b>Ending Fund Balance, June 30:</b>		
Uncommitted	359,604	217,320
<b>Total Ending Fund Balance</b>	359,604	217,320
<b>Total Appropriations and Ending Fund Balance</b>	<b>\$ 2,448,732</b>	<b>\$ 3,055,585</b>

**LOS RIOS COMMUNITY COLLEGE DISTRICT**  
**Other Governmental Funds - Capital Projects Funds**  
**2019-2020 Tentative Budget**

**Schedule III**

DESCRIPTION	CAPITAL OUTLAY PROJECTS FUND	BOND PROJECTS FUNDS*
<b>Beginning Fund Balance, July 1:</b>		
Uncommitted	\$ 13,300,000	\$ -
Committed Funds/Projects in Progress		
<b>Total Beginning Fund Balance</b>	13,300,000	-
<b>Revenues:</b>		
State		
Local, including Interest Income	2,166,467	100,000
Interfund Transfers In	11,854,243	
Total Revenues	14,020,710	100,000
<b>Total Revenues and Beginning Fund Balance</b>	<b>\$ 27,320,710</b>	<b>\$ 100,000</b>
<b>Appropriations:</b>		
Capital Outlay	\$ 13,925,757	\$ -
Interfund Transfers Out/Other	94,953	100,000
Total Appropriations	14,020,710	100,000
<b>Ending Fund Balance, June 30:</b>		
Uncommitted	13,300,000	
<b>Total Ending Fund Balance</b>	13,300,000	-
<b>Total Appropriations and Ending Fund Balance</b>	<b>\$ 27,320,710</b>	<b>\$ 100,000</b>

\* Prior year appropriations include projects spanning more than one fiscal year that will not be fully expended. Funds remaining at year-end will be re-appropriated in the Adopted Budget.

**LOS RIOS COMMUNITY COLLEGE DISTRICT**  
**Other Governmental Funds - Debt Service Funds**  
**2019-2020 Tentative Budget**

**Schedule IV**

DESCRIPTION	BOND INTEREST AND REDEMPTION FUND	OTHER DEBT SERVICE FUND
<b>Beginning Fund Balance, July 1:</b>		
Restricted	\$ 29,660,165	\$ -
Committed		22,239
<b>Total Beginning Fund Balance</b>	29,660,165	22,239
<b>Revenues:</b>		
Local		
Property Taxes/Bond Premiums	36,745,372	
Interest Income	749,903	40,000
Total Revenues	37,495,275	40,000
<b>Total Revenues and Beginning Fund Balance</b>	<b>\$ 67,155,440</b>	<b>\$ 62,239</b>
<b>Appropriations:</b>		
Bond Principal/Interest Expense	\$ 37,488,625	\$ -
Bond Issuance/Service Costs	6,650	
Interfund Transfers Out/Other		40,000
Total Appropriations	37,495,275	40,000
<b>Ending Fund Balance, June 30:</b>		
Restricted	29,660,165	
Committed		22,239
<b>Total Ending Fund Balance</b>	29,660,165	22,239
<b>Total Appropriations and Ending Fund Balance</b>	<b>\$ 67,155,440</b>	<b>\$ 62,239</b>

**LOS RIOS COMMUNITY COLLEGE DISTRICT**  
**Enterprise Funds**  
**2019-2020 Tentative Budget**

**Schedule V**

DESCRIPTION	BOOKSTORE FUND	REGIONAL PERFORMING ARTS (HARRIS) CENTER FUND
<b>Beginning Fund Balance:</b>		
Uncommitted	\$ 842,992	\$ (319,600)
Committed	8,578,623	977,178
<b>Total Beginning Fund Balance</b>	9,421,615	657,578
<b>Revenues:</b>		
Local		
Auxiliary Operations/Sales	12,000,000	3,000,000
Other Local, Interest & Transfers	220,000	1,500,000
Interfund Transfers In		63,072
<b>Total Revenues</b>	12,220,000	4,563,072
<b>Total Revenues and Beginning Fund Balance</b>	\$ 21,641,615	\$ 5,220,650
<b>Appropriations:</b>		
Cost of Sales	\$ 8,200,000	\$ -
Classified Salaries	2,000,000	1,350,000
Employee Benefits	680,000	390,000
Depreciation	110,000	
Other Operating Expenses	657,272	2,823,072
Interfund Transfers Out/Other	572,728	
<b>Total Appropriations</b>	12,220,000	4,563,072
<b>Ending Fund Balance:</b>		
Uncommitted	842,992	(319,600)
Committed	8,578,623	977,178
<b>Total Ending Fund Balance</b>	9,421,615	657,578
<b>Total Appropriations and Ending Fund Balance</b>	\$ 21,641,615	\$ 5,220,650

The Bookstore Fund fiscal year is May 1st thru April 30th.

The Regional Performing Arts Center and Self Insurance Funds' fiscal years are July 1st thru June 30th.

**LOS RIOS COMMUNITY COLLEGE DISTRICT**  
**Internal Service Funds**  
**2019-2020 Tentative Budget**

**Schedule VI**

DESCRIPTION	SELF- INSURANCE FUND	RETIREE BENEFIT FUND
<b>Beginning Fund Balance:</b>		
Committed	\$ 1,486,656	\$ 12,824,533
<b>Total Beginning Fund Balance</b>	1,486,656	12,824,533
<b>Revenues:</b>		
Auxiliary Operations/Sales	7,234,012	
Other Local, Interest & Transfers	130,000	175,000
<b>Total Revenues</b>	7,364,012	175,000
<b>Total Revenues and Beginning Fund Balance</b>	<b>\$ 8,850,668</b>	<b>\$ 12,999,533</b>
<b>Appropriations:</b>		
Classified Salaries	\$ 190,144	\$ -
Employee Benefits	81,836	
Other Operating Expenses	7,092,032	
<b>Total Appropriations</b>	7,364,012	-
<b>Ending Fund Balance:</b>		
Committed	1,486,656	12,999,533
<b>Total Ending Fund Balance</b>	1,486,656	12,999,533
<b>Total Appropriations and Ending Fund Balance</b>	<b>\$ 8,850,668</b>	<b>\$ 12,999,533</b>

**LOS RIOS COMMUNITY COLLEGE DISTRICT**  
**Fiduciary, Trust and Auxiliary Funds**  
**2019-2020 Tentative Budget**

**Schedule VII**

DESCRIPTION	STUDENT FINANCIAL AID	STUDENT ASSOCIATION	SCHOLARSHIP AND LOAN FUND	FOUNDATION
<b>Beginning Fund Balance, July 1:</b>				
Uncommitted	\$ -	\$ 30,322	\$ -	\$ 1,234,564
Committed		52,978	1,484,266	8,140,810
<b>Total Beginning Fund Balance</b>	-	83,300	1,484,266	9,375,374
<b>Revenues:</b>				
Federal	84,988,776			
State	10,800,000			
Local		187,667	48,000	3,178,000
Interfund Transfers In	2,534,008		2,000	
<b>Total Revenues</b>	98,322,784	187,667	50,000	3,178,000
<b>Total Revenues and Beginning Fund Balance</b>	\$ 98,322,784	\$ 270,967	\$ 1,534,266	\$ 12,553,374
<b>Appropriations:</b>				
Classified Salaries	\$ -	\$ -	\$ -	\$ -
Books, Supplies & Materials		25,990	20,500	
Other Operating Expenses	145,548	155,677		
Student Financial Aid	98,177,236			
Scholarships/Awards		6,000	11,500	
Auxiliary Activities				8,223,000
In-Kind Contributions				256,000
Interfund Transfers Out			18,000	
<b>Total Appropriations</b>	98,322,784	187,667	50,000	8,479,000
<b>Ending Fund Balance, June 30:</b>				
Uncommitted		30,322		636,265
Committed		52,978	1,484,266	3,438,109
<b>Total Ending Fund Balance</b>	-	83,300	1,484,266	4,074,374
<b>Total Appropriations and Ending Fund Balance</b>	\$ 98,322,784	\$ 270,967	\$ 1,534,266	\$ 12,553,374



# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Opportunity for Advanced Manufacturing Center as Part of Proposed California Mobility Center	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Information Item A	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	Brian King, Chancellor <i>Brian King</i>	CONSENT/ROUTINE	
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	X

**BACKGROUND:**

In February, SMUD CEO Arlen Orchard met with Los Rios staff to discuss the development of the California Mobility Center (CMC) project. The CMC is a joint initiative between SMUD and local and regional institutions, including: the Los Rios Community College District; California State University, Sacramento; University of California, Davis; Valley Vision; City of Sacramento; and, the Greater Sacramento Economic Council, to build a world-class, electric vehicle prototyping facility that will develop and promote electric and autonomous vehicle technologies in the greater Sacramento region. On May 14, the SMUD Board of Directors approved an initial investment of \$5 million dollars to establish the CMC, with an additional \$10 million to be made available once other funds are committed by other partners.

**STATUS:**

The role for the Los Rios Colleges in this initiative involves workforce training in Advanced Manufacturing. In our planning for potential future capital projects and evolving Career Technical Education programs, we have discussed the regional need for certificate and degree programs that are nimble and responsive to the latest advances in technology and a state-of-the-art facility in which to provide such programs. SMUD will share the vision for the CMC and also discuss various ways the Los Rios colleges can participate in the effort.


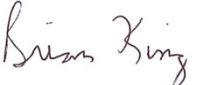
**RECOMMENDATION:**

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

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: June 12, 2019

<b>SUBJECT:</b>	Hispanic Association of Colleges and Universities Capitol Forum Inspires SCC Students	ATTACHMENT: None	
		ENCLOSURE: None	
<b>AGENDA ITEM:</b>	Information Item B	TYPE OF BOARD CONSIDERATION:	
<b>RECOMMENDED BY:</b>	<div style="text-align: center;">                       Michael Gutierrez                      President, Sacramento City College                 </div>	CONSENT/ROUTINE	
		FIRST READING	
<b>APPROVED FOR CONSIDERATION:</b>	<div style="text-align: center;">                       Brian King, Chancellor                 </div>	ACTION	
		INFORMATION	X

**BACKGROUND:**

The first student group to attend Hispanic Association of Colleges and Universities (HACU) was in 2015. Since then there have been four student cohorts that have attended the Capitol Forum in Washington D.C. Most recently, a group of seven SCC students, two professors, and LRPD Chief Larry Savidge were in D.C. in March 2019 for HACU’s 24<sup>th</sup> Annual National Capitol Forum on Hispanic Higher Education. It was a wonderful way for the students to meet and engage with 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.

**STATUS:**

Staff and students will provide insight on the value of the HACU Capitol Forum for attendance by future students.

**RECOMMENDATION:**

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