LOS RIOS COMMUNITY COLLEGE DISTRICT

FALL BOARD RETREAT AGENDA
Friday, October 7, 2022 at 5:30pm
Saturday, October 8, 2022 at 9:00am

Meeting Location:
Los Rios Community College District
Board Room
1919 Spanos Court
Sacramento, CA 95825

Masks are strongly recommended for all students, employees, and visitors in any indoor space at Los Rios Community College District, regardless of vaccination status.

FRIDAY, OCTOBER 7, 2022

1. CALL TO ORDER	Board President

2. ORAL COMMUNICATIONS

The public may comment on any items within the Board's jurisdiction, even if the items are not on the agenda only during this portion of the meeting. However, the law prohibits action by the Board on non-agenda items. Speakers are limited to up to three minutes. If you wish to speak to a particular item on the current board agenda, your comments will be taken up at the time the Board takes up that item.

Members of the public have two options to offer public comment:
1. *Email your full name and the matter you wish to speak about to board@losrios.edu by 3:00pm on the day of the meeting, and you will be called on by the Board President during this portion of the meeting.*
2. *Submit a yellow "Speaker's Card" to the Clerk of the Board before the meeting is called to order.*

3. FUTURE DIRECTIONS DISCUSSION

A. Draft 2023 Board Meeting Calendar *(page 4)*	Brian King
B. Review of Board Requested Items / Annual Calendar of Presentations *(page 6)*	Brian King
C. Strategic Plan Update & Discussion of Board Goals *(page 9)*	Brian King
D. Board Self-Evaluation *(page 15)*	Brian King

4. 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 Govt. Code section 54957: Public Employee Evaluation and Contract: Contract Officers
B. Pursuant to Government Code section 54957.6: Conference with Labor Negotiators; Agency designated representatives: Brian King, Cindy Miles; Unrepresented parties: Contract Officers
C. Pursuant to Government Code section 54957.6: Conference with Labor Negotiators; Agency designated representative: Cindy Miles; Unrepresented party: Chancellor
D. Pursuant to Government Code section 54957: Public Employee Discipline/Dismissal/Release

5.	**ACTION**	
A.	Contract Officer Contracts *(page 16)*	Brian King
B.	Chancellor's Contract *(page 17)*	Board President

NOTE: Board action is needed to continue the meeting to the following day.

SATURDAY, OCTOBER 8, 2022

6.	**UPDATE AND DISCUSSION OF DISTRICT INITIATIVES**	
A.	Overview and Discussion of the Los Rios COVID-19 Vaccination Requirement and Current Public Health Guidance *(page 18)*	Mario Rodriguez Jake Knapp
B.	Student Support and Success: Math *(page 43)*	Jamey Nye Melanie Dixon Ed Bush Rachel Rosenthal Albert Garcia
C.	State Budget and SCFF Update *(page 54)*	Mario Rodriguez
D.	Recruitment & Hiring *(page 84)*	Mario Rodriguez

7.	**ADJOURNMENT**

2

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES ANNUAL FALL RETREAT

SUBJECT: Future Directions Discussion	**DATE:** October 7, 2022
AGENDA ITEM 3	**TYPE OF BOARD CONSIDERATION:** Board Information and Discussion

BACKGROUND

It is necessary for the Board of Trustees of the Los Rios Community College District to periodically discuss the future directions of the District.

STATUS

The Board of Trustees will provide the Chancellor direction on the future of the District on items including, but not limited to:

    A. Draft 2023 Board Meeting Calendar
    B. Review of Board Requested Items / Annual Calendar of Presentations
    C. Strategic Plan Update & Finalization of Board Goals
    D. Board Self-Evaluation

DRAFT 2023 Board Meeting Calendar

Regular board meetings are generally the second Wednesday of the month (unless otherwise noted) at 5:30 pm

The 2023 calendar will be subject to change based on the developing pandemic situation and local health guidelines.

JANUARY			JULY		
	11			12	

FEBRUARY			AUGUST		
	8			9	

MARCH			SEPTEMBER		
3-4*	8			13	

APRIL			OCTOBER		
	12		6-7*		18

MAY			NOVEMBER		
	10			9	

JUNE			DECEMBER		
	14			13	

*Board Retreat
Convocation Dates: January 13 and August 18
Commencement: May 17

Meeting Location(s):
District Office Board Room - 1919 Spanos Court, Sacramento, CA 95825

DRAFT presented to the Board of Trustees: October 7, 2022

2023 Board Calendar Scheduling Notes:

- ACCT National Legislative Summit is scheduled for February 5-8, 2023. Could potentially affect regular board meeting date.

- CCLC CEO Symposium date is scheduled for March 9-12, 2023. Should not affect board meeting date.

- LRCCD Spring Recess the week of March 13 – 19, 2022. Affects regular board meeting date (needs to be the second week; immediately following spring retreat).

- CCLC Trustee Conference is scheduled for May 5 – 7. Does not affect regular board meeting date.

- Fall ACCT Leadership Congress is scheduled for October 9-12, 2023. Does not affect regular board meeting or retreat dates.

- December meeting may be held the second Wednesday in compliance with AB 2449, effective January 2019, which changes the date of the annual organizational meeting to ***on or after the second Friday in December.***

BOARD OF TRUSTEES CALENDAR OF ANNUAL BOARD AGENDA ITEMS
Fiscal Year 2022-23
DRAFT – October 2022

The schedule below includes routine annual action agenda items as well as informational reports that align with the current Board/Chancellor Goals. Additional agenda items will be added to the schedule as needed.

July 13, 2022		
Chancellor's Evaluation	Closed Session	Board/Chancellor King
Remedial/Developmental Education AB 1705	Information	Chancellor King/Faculty
Outreach Update	Information	College Presidents

August 10, 2022		
Annual Pay Rate Schedules	Action	Vice Chancellor Rodriguez
Update on Districtwide Outreach Services	Information	College Presidents

September 14, 2022		
2023-24 Adopted Budget (and overview of long-term budget planning)	Action	Vice Chancellor Rodriguez
Citizens' Bond Oversight Annual Report	Information	Vice Chancellor Rodriguez

October 7-8, 2022 (Board Retreat)		
Contract Officer Contract Extensions / Step Increases	Action	Chancellor King
Board Self-Evaluation	Information	Board/Chancellor King
2023 Board Meeting Calendar (first draft)	Information	Chancellor King
Review of Board Requested Items / Annual Calendar of Presentations	Information	Chancellor King
Strategic Plan Update & Discussion of Board Goals	Information	Chancellor King Deputy Chancellor Nye
State Budget and Los Rios Enrollment Update	Information	Vice Chancellor Rodriguez

COVID and Public Health Update	Information	Vice Chancellor Rodriguez/General Counsel Knapp
Student Support and Success – Math	Information	Deputy Chancellor/College Presidents
Recruitment & Hiring	Information	Vice Chancellor Rodriguez

October 19, 2022		
N/A	Information	

November 9, 2022		
TBD	Information	

December 14, 2022		
Seating of Elected Officials	Action	Chancellor King
Annual Organizational Meeting	Action	Board/Chancellor King
2021-22 Annual Audit Report	Action	Vice Chancellor Rodriguez
Program Development Funds	Information	Vice Chancellor Rodriguez

Note: 2023 board meeting dates to be approved on 12/14/22

January 2023		
TBD	Information	

February 2023		
Update on Ethnic Studies	Information	Deputy Chancellor

March 2023 (Board Retreat)		
Budget/Enrollment Update	Information	Vice Chancellor Rodriguez
Succession Planning	Information	Chancellor King
Board/Chancellor Midyear Achievements Review	Information	Board/Chancellor King
Board Self-Evaluation	Information	Board/Chancellor King
Review of Board Requested Items / Annual Calendar	Information	Board/Chancellor King

Update on Strategic Priorities	Information	Deputy Chancellor/College Presidents
Report on AB705 and 1705 Data	Information	Deputy Chancellor
Recruitment & Hiring	Information	Vice Chancellor Rodriguez
Building/Bond Program	Information	Vice Chancellor Rodriguez
Philanthropy Update	Information	Assoc. Vice Chancellor Allison

March 2023		
Classified Employee of the Year Nomination	Action	Chancellor King

April 2023		
CCCT Election	Action	Chancellor King
Sustainability Update	Information	Mario Rodriguez

May 2023		
Resolution Recognizing Classified Employees	Action	Chancellor King
Strategic Enrollment Management and Outreach Update	Information	Deputy Chancellor Nye College Presidents

June 2023		
2023-24 Tentative Budget	Action	Vice Chancellor Rodriguez
TBD	Information	

Los Rios Strategic Planning

Draft Process

Process overview discussed at Chancellor's Cabinet: August 29th, 2022

Draft process discussed and affirmed at Chancellor's Cabinet: September 26th, 2022

Strategic planning process finalized at Chancellor's Cabinet: (Scheduled October, 24th

Strategic Planning Process	Goals	Indicators of Achievement	Strategies	Data Collection	Data Analysis	Update Strategies Annually

	Complete by	Strategic Planning 2022-23
☐	**May 10th, 2022**	***Strategic Plan Goals Reaffirmed** Interests discussed for updated strategic planning process include: • Moving to a more agile strategic planning process responsive to change • Spending more time and energy on the work and less on the process • Creating a process where the strategic plan never sunsets • Reviewing indicators of achievement data annually • College-led process for reviewing indicators of achievement data • Reviewing and updating college and district strategies annually
☐	**August 2022**	• Review framework presented in May 2022 • Discuss draft strategic planning process with timelines • Share 2021-22 indicators of achievement data • Share draft strategic planning process document
☐	**September 2022**	• Review District Research Council "Proposed Indicators of Achievement" • Discuss and get feedback on draft strategic planning process document
☐	**October 2022**	• Finalize indicators of achievement • Colleges set local targets for indicators of achievement • Colleges review and update strategies for achieving progress on indicators of achievement • District staff review and update districtwide support/strategies for achieving progress on indicators of achievement
☐	**November 2022**	• Update district and college 2022-23 strategic plans (recommendation from Chancellor's Cabinet)
☐	**Ongoing**	• Collect and review indicators of achievement data by college with support from college researchers and the District Research Council.
		Annual Strategic Planning 2023-24
☐	**September 2023**	• Review indicators of achievement data • Review and update college and district strategies
☐	**October 2023**	• Update district and college strategic plans

☐	**Ongoing**	• Collect and review data on indicators of achievement
		Annual Strategic Planning 2024-25
	September 2024	• Review indicators of achievement data • Review and update college and district strategies
	October 2024	• Update district and college strategic plans
	Ongoing	• Collect and review indicators of achievement data
		Annual Strategic Planning 2025-26
	September 2025	• Review indicators of achievement data • Review and update college and district strategies • Reaffirm or modify indicators of achievement metrics (3 year review)
	October 2025	• Update district and college strategic plans
	Ongoing	• Collect and review indicators of achievement data

Ongoing Annual Strategic Planning

Goals	Indicators of Achievement	College and District Strategies
6 Year Review	3 Year Review	Annual Review

Goals 2022-2027

1. Establish effective pathways that optimize student access and success.
2. Ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups.
3. Provide exemplary teaching and learning opportunities.
4. Lead the region in workforce development.
5. Foster an outstanding working and learning environment.

REAFFIRMATION OF THE LOS RIOS COMMUNITY COLLEGE DISTRICT STRATEGIC PLAN

American River College, Cosumnes River College, Folsom Lake College, Sacramento City College
Fall 2022

DRC Strategic Plan Work Group:
Betty Glyer-Culver: LRCCD Director of Institutional Research
Jennifer Laflam: ARC Interim Dean of Institutional Effectiveness & Innovation
Monica Pactol: FLC Vice President of Instruction
Gayle Pitman: SCC Dean, Planning, Research, and Institutional Effectiveness
Sabrina Sencil: CRC Dean, Institutional Effectiveness

Objective: The District Research Council (DRC) has been asked to review and make recommendations for aligned Indicators of Achievement that reflect the Strategic Plan goals of the Los Rios Community College District and the Los Rios Colleges.

Research Focus and Scope:
- **Strategic Goals**: will reflect the goals of the district and colleges. These will be developed collaboratively by all of the colleges and the district.
- **Indicators of Achievement**: establish targets that measure the success in meeting the strategic goals of the district and colleges. These will be developed with the support of the District Research Council Strategic Planning Workgroup.
- **Strategies**: specific actions designed to help each college and the district meet their targets and achieve their goals. These will be developed locally, and may reflect unique approaches at each college.

Suggested Approach:
The DRC work group suggests a refreshed approach to the development of the Indicators of Achievement with a focus on **early momentum metrics as the priority indicators**, which will have positive impact on longer term outcomes. In addition to early momentum metrics that have been recommended as the Strategic Plan Priority Indicators, the DRC Strategic Plan Workgroup has identified a series of Supporting Indicators that align with AAJC, Vision for Success and Roadmap Momentum Metrics, Student Center Funding Formula (SCFF), and CTE reporting metrics.

A **leading indicator** is a short-term measure (such as retention and success) that helps gauge how the institution is progressing towards its goals. Leading indicators act as predictors for **longer term outcomes**, which reflect long-term outcomes (such as degree and certificate completion, transfer, median wage gains or job placement).

The DRC Strategic Planning Workgroup recommends reporting on early momentum metrics annually, and longer-term outcomes after a five-year period.

Priority Indicators of Achievement:
Recommendations from the District Research Council Strategic Planning Workgroup

> **Goal 1. Optimize student access, progress, momentum, and success as part of the guided pathways framework.**

Previous language:
Goal 1. Establish effective pathways that optimize student access and success.

Goal 1 Indicators of Achievement Recommendations:
Access:
- Early Momentum Metric (Priority Indicator):
  - Restore and grow enrollment for student populations that are most disproportionately impacted
- Longer Term Outcome:
  - Ensure that by 2027, the district's student population mirrors the demographics of our service area (representational equity goal).

Supporting Indicators:
  - Increase first time student enrollment from x to y (include annual as well as 5-year target) (SEM)
  - Increase full-time student enrollment from x to y (include annual as well as 5-year target) (SEM)
  - Increase dual enrollment students from x to y (SEM, Roadmap)
  - Increase adult learner (25+) student enrollment from x to y (include annual as well as 5-year target) (SEM)

Progress, Momentum, and Success:
- Early Momentum Metric (Priority Indicator):
  - Reduce equity gaps in persistence by x% annually, and by y% by 2027
- Longer Term Outcome:
  - Attain the Vision for Success/Roadmap Goal for Completion (Degrees and Certificates)

Supporting Indicators:
  - Increase overall course success by x% (to be calculated based on equity gap reduction) (Vision for Success/Roadmap)
  - Increase completion of math and English in the 1st year from x% to y%. (Vision for Success/Roadmap, SCFF)
  - Increase % of students who successfully complete at least 15 units in their first academic year from x% to y%. (Vision for Success/Roadmap)
  - Increase the percent of K-12 students who complete 12 or more community college units (Roadmap)
  - Increase course retention by X% (Vision for Success/Roadmap)
  - Increase persistence by x% (Vision for Success/Roadmap)

Goal 2: Ensure equitable academic achievement across all racial, ethnic, socioeconomic, and gender groups.

Goal 2 Indicators of Achievement Recommendations:
- Early Momentum Metric (Priority Indicator):
  - Reduce equity gaps in course success by x% annually, and by y% by 2027
- Longer Term Outcome:
  - Reduce equity gaps in degree and certificate completion by x% annually, and by y% by 2027

Supporting Indicators:
  - Increase the percentage of students who complete the FAFSA/CADAA application which determines Pell eligibility (as well as other financial aid award program eligibility) by x annually (Vision for Success/Roadmap, SCFF)
  - Reduce equity gaps in course retention by x% annually, and by y% by 2027 (Vision for Success/Roadmap, SEA)
  - Reduce equity gaps in term-to-term persistence by x% annually, and by y% by 2027 (Vision for Success/Roadmap, SEA)
  - Decrease unit accumulation by x% by 2027 for degree completers (Vision for Success/Roadmap)
  - Reduce equity gaps in CSU and UC transfers by x% by 2027 (Vision for Success/Roadmap, SEA)
  - Reduce equity gaps in degree and certificate completion by x% by 2027 (Vision for Success/Roadmap, SEA)
  - Ensure that the district's student population mirrors the demographics of our service area (Vision for Success/Roadmap)

Goal 3: Provide exemplary teaching and learning opportunities.

Goal 3 Indicators of Achievement Recommendations:
- Early Momentum Metric (Priority Indicator):
  - Increase overall course success by x% (to be calculated based on equity gap reduction)
- Longer Term Outcome:
  - Decrease unit accumulation by x% by 2027 for degree and certificate

Goal 4: Provide exemplary workforce and career technical education programs that reflect the needs of the region we serve.

Previous language:
Goal 4: Lead the region in workforce development.

Goal 4 Indicators of Achievement Recommendations:
- Early Momentum Metric (Priority Indicator):
  - Restore and grow enrollment for student populations in career technical education programs that are aligned with the employment needs of our region.
- Longer Term Outcome:
  - Increase the number of Career Education graduates who are gainfully employed by X%

Supporting Indicators:
  - Increase the number of certificate completions in CTE programs by x% (Vision for Success/Roadmap)
  - Focus on establishing or expanding programs that address workforce needs in healthcare, climate action, education, and early education (Roadmap)
  - Increase the percentage of CE graduates earning median wages in their field by 15% (Vision for Success/Roadmap, SCFF)
  - Establish a baseline for credit for prior learning (CPL) offerings and increase these offerings annually. Increase systemwide access and enrollment into direct-assessment competency based education (CBE) programs by 15 percent. (Roadmap)

Goal 5: Foster an outstanding working and learning environment.

Goal 5 Indicators of Achievement Recommendations:
- Early Momentum Metric (Priority Indicator):
  - Ensure that the demographics of all employee groups (administration, faculty, and classified professionals) reflect the demographics of the students served by our district. (District EEO Plan)
- Longer Term Outcome:
  - Increase participation in equity minded and culturally responsive PD and affinity group opportunities for employees, focused on race, gender, LGBTQ+ status, disability, and other historically marginalized identities.

Supporting Indicators:
  - High level of Student Satisfaction in response to the Campus Climate Survey
  - Establish baseline data on employee retention.

DATE: October 7, 2022

TO: Members, Los Rios Board of Trustees

FROM: Brian King, Chancellor

SUBJECT: Board Self-Evaluation Process

As you know, the Los Rios Board of Trustees self-evaluation process includes three major components detailed below.

1.   **Annual Outcomes and Achievements:** Along with the Chancellor, the Board annually sets goals, monitors progress toward those goals at mid-year, and at year-end formally assesses their achievements for the year.

2.   **Twice Annual Board Retreats:** In retreat twice annually (in October and March) the Board discusses Future Directions.

3.   **Board Self-evaluation Instrument:** The Board also completes a self-evaluation instrument, discusses the results of the survey among themselves, and makes modifications in their working as a Board as a result of the conversation.

This ongoing process of self-evaluation, planning and modifications based on that evaluation has produced significant innovation and continuous improvement within Los Rios over the years. It is again time to complete the enclosed Board self-evaluation instrument.

A link to the electronic Board Evaluation survey will be sent to each Trustee individually by October 7th to be completed online.

Thank you for your attention to this very important process.

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES ANNUAL FALL RETREAT

SUBJECT: Contract Officer Contracts	DATE: October 7, 2022
AGENDA ITEM 5.A	TYPE OF BOARD CONSIDERATION: Board Action

BACKGROUND

Annually at the Fall Board Retreat, the Board of Trustees evaluates the District's Contract Officers with the Chancellor in closed session.

RECOMMENDATION

It is recommended that the Board of Trustees take appropriate action on the contracts of the District Officers.

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES ANNUAL FALL RETREAT

SUBJECT: Chancellor's Contract	**DATE:** October 7, 2022
AGENDA ITEM 5.B	**TYPE OF BOARD CONSIDERATION:** Board Action

BACKGROUND

Periodically, the Board of Trustees considers and establishes the salary of the Chancellor.

RECOMMENDATION

It is recommended that the Board of Trustees take appropriate action in open session on the contract of the Chancellor.

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES ANNUAL FALL RETREAT

SUBJECT: Overview and Discussion of the Los Rios COVID-19 Vaccination Requirement and Current Public Health Guidance	**DATE:** October 8, 2022
AGENDA ITEM 6.A	**TYPE OF BOARD CONSIDERATION:** Board Information and Discussion

BACKGROUND:
In March of 2020, the Los Rios Community College District Board of Trustees declared the COVID-19 pandemic a public health emergency and directed the Chancellor to take any and all actions necessary to continue District operations and preserve the health and safety of the District's students and employees.

On August 3, 2021, the Los Rios Board of Trustees held a special meeting and adopted Resolution 2021-18, directing the Chancellor to develop and implement a COVID vaccine requirement to increase vaccination rates for students, faculty, and staff.

Consistent with the Board's direction, the District implemented the vaccine requirement in the Fall of 2021 in consultation with District constituency groups and after negotiating the impacts of the requirement with District labor partners.

RECOMMENDATION:
This is not an action item. It is recommended that the Board of Trustees receive the presentation and discuss as appropriate.

LOS RIOS COMMUNITY COLLEGE DISTRICT

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

R E S O L U T I O N

№ 2021-18

DIRECTING THE CHANCELLOR TO DEVELOP AND IMPLEMENT A COVID VACCINE REQUIREMENT TO INCREASE VACCINATION RATES FOR STUDENTS, FACULTY, AND STAFF

WHEREAS, on March 17, 2020, the Los Rios Community College District (the "District") Board of Trustees adopted Resolution No. 2020-02 declaring the COVID-19 pandemic a public health emergency and directing the Chancellor to take any and all actions necessary to ensure the continuation of public education through remote operations or other methods as appropriate, and preserve the health and safety of the District's students and staff; and

WHEREAS, since that time, the recommendations from public health authorities and the tools available to combat the COVID-19 pandemic have evolved dramatically, including the development, approval, distribution, and broad availability of COVID-19 vaccines; and

WHEREAS, the Centers for Disease Control and Prevention ("CDC") and the Food and Drug Administration ("FDA") have found the Pfizer, Moderna, and Johnson & Johnson COVID-19 vaccines ("Vaccines") to be safe and effective at preventing the transmission of, and hospitalization and death from COVID-19; and

WHEREAS, millions of people in the United States have received COVID-19 Vaccines under the most intense safety monitoring in U.S. history; and

WHEREAS, despite the safety and availability of the Vaccines, as of July 28, 2021 only 49.7% of the United States population, and 62.9% of the California population were fully vaccinated; and

WHEREAS, daily statewide vaccination rates have decreased from an average high of more than 400,000 per day in the spring to just under 70,000 doses per day on average; and

WHEREAS, statewide communities of color are less likely to have been vaccinated, with Latinos/as making up 39.4% of California's vaccine eligible population but only 28.5% of vaccine distribution and African Americans making up 5.7% of our vaccine eligible population but only 3.9% of vaccine distribution; and

WHEREAS, the first case of the more transmissible COVID-19 Delta Variant was identified in December of 2020, and the strain quickly became the dominant strain of the virus in the United States, causing more than 80% of new United States COVID-19 cases by the end of July 2021 (according to CDC estimates); and

WHEREAS, people who have not been vaccinated against COVID-19 are most at risk of infection, adverse health consequences, and further spreading COVID-19, including the highly transmissible Delta Variant, to friends, family, colleagues, and the community at large; and

WHEREAS, the overwhelming majority of serious illness, hospitalizations, and death resulting from COVID-19, including the Delta Variant, are among the unvaccinated; and

WHEREAS, both public and private employers and colleges and universities across the country have imposed vaccine requirements for employees and students to protect their workforces and educational communities from the continued spread of COVID-19; and

WHEREAS, the University of California recently imposed a COVID-19 vaccine requirement for employees, students, and others accessing University facilities and programs, effective for the Fall 2021 term; and

WHEREAS, on July 26, 2021, the State of California announced that it will require all state workers and workers in health care and high-risk congregate settings to either show proof of full vaccination or be subject to strict COVID-19 mitigation protocols, including testing at least once per week, and encouraged all local government and other employers to adopt a similar protocol; and

WHEREAS, on July 27, 2021, the California State University system announced that it will require faculty, staff and students who are accessing campus facilities at any university location to be immunized against COVID-19; and

WHEREAS, on July 27, 2021, the California Community Colleges Chancellor's Office urged all local community college districts to exercise their authority to adopt vaccination requirements with flexibility where vaccines are not possible due to medical conditions or sincerely held religious beliefs; and

WHEREAS, on July 29, 2021, President Biden announced that all federal employees will be required to be vaccinated against COVID-19 or face repeated testing mandates in response to the spread of the Delta Variant; and

WHEREAS, the District Board of Trustees continues to prioritize the health and safety of its students, employees, and educational community and the preservation of lives in the Greater Sacramento region as the COVID-19 public health emergency continues to unfold; and

2

20

NOW THEREFORE BE IT RESOLVED, that consistent with recommendations and directives from the State of California and the federal government, the Board of Trustees directs the Chancellor and/or designee to take any and all actions necessary to develop and implement a COVID-19 vaccine requirement ("Vaccine Requirement"), including verification of proof of vaccination, for District employees, students, and others who access District facilities at any District location; and

BE IT FURTHER RESOLVED, that the Vaccine Requirement will be developed consistent with applicable legal requirements, including exceptions for medical conditions and sincerely held religious beliefs; and

BE IT FURTHER RESOLVED, that the Vaccine Requirement will be effective for District employees as soon as practicable during the Fall semester, with a goal of all employees having received a first dose by no later than October 1, 2021; and
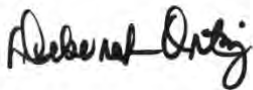
BE IT FURTHER RESOLVED, that the Vaccine Requirement will be effective for District students as soon as practicable during the Fall semester, with a goal of all students having received a first dose by no later than October 1, 2021; and

BE IT FURTHER RESOLVED, that the District is committed to working closely with all collective bargaining units, the Academic Senate, the Classified Senates, and any other appropriate District constituencies, as it deals with the complicated and varied questions that will arise in the coming weeks and months related to the imposition of a Vaccine Requirement; and

BE IT FURTHER RESOLVED, that the Chancellor and/or Designee shall have the authority to amend the Vaccine Requirement as necessary based on the evolving nature of the COVID-19 pandemic and recommendations from federal, state, and local public health authorities.

PASSED AND ADOPTED as Los Rios Community College District Resolution No. 2021-18 this third day of August, 2021, by the following called vote:

AYES: 6	NAYES: 1	ABSENT: 0

Attest:

_____
Deborah Ortiz, Board President

_____
Brian King, Chancellor and Secretary to the Board

LRCCD COVID-19 Operations Data as of 9/29/22

DATA ELEMENT	Spring 2022	Summer 2022	Fall 2022 *Started with self-reported antigen testing*	Spring 2023	Summer 2023
#'s of students vaccinated	33255 (total student headcount= 54,510)	14828 (total student headcount= 24,439)	34,227 (total student headcount = 56,080)		
% of students vaccinated	61%	61%	61%		
#'s of students exempt	1,055	507	1,438		
% of students exempt	2%	2%	3%		
#'s of students denied exemptions	168	58	111		
# of students w/ on ground enrollment vaccinated	16,473	3,839	21,784		
% of students w/ on ground enrollment vaccinated	64%	59%	92%		
Total On Ground Headcount	25,553	6,500	23,794		
#'s of students disciplined due to non-compliance with vaccine mandate	ARC= 1 case (SPR22); CRC= 0 cases; FLC= 0 cases; SCC= 0 cases				
	Employee Totals				
#'s of employees exempt	299				
% of employees exempt	6%				
#'s of employees vaccinated	4,216				
% of employees vaccinated	89%				
	January 2022	**April 2022**	**June 2022**	**August 2022**	**September 2022**
COVID-19 Positivity Rates in Los Rios	2264 total tester, 464 positives, 20.5% positive testers	2461 total testers, positives, 1.4% positive testers	1144 total testers, 85 positives, 7.43% positive testers	13 total positives self-reported	48 total positives self-reported
COVID-19 Positivity Rates in Sacramento County /100,000	128.4	4	39.3	27.5	13.5
COVID-19 Positivity Rates in CA/ 100,000	195.1	6	37.2	34	15.1

California Department of Public Health Lifts Vaccine Verification and Weekly Testing Requirements for Workers in K-12 Schools

CATEGORY: Special Bulletins

CLIENT TYPE: Private Education, Public Education

AUTHOR: Michael Blacher , Savana Manglona Jefferson

PUBLICATION: LCW Special Bulletin

DATE: Sep 19, 2022

As of Saturday, September 17, 2022, the California Department of Public Health ("CDPH") ended its policy of requiring schools to verify the vaccination status of workers. Schools are also no longer required to test unvaccinated or partially vaccinated workers on a weekly basis. A copy of the CDPH's announcement is available [here](#).

While state-mandated verification testing protocols are no longer required at K-12 schools, this change does not impact city or county department of health orders, which may still require verification and regular testing. Schools should continue to monitor and follow all local COVID-19 related requirements. Schools may also adopt stricter verification and testing guidelines than required by state and local agencies. Moreover, despite this change, the CDPH encourages schools to continue providing testing resources to staff and students.

The change to CDPH's policy may affect issues beyond verifications and testing. For example, it may be relevant when considering reasonable accommodations of unvaccinated employees. Schools are encouraged to contact legal counsel for further guidance.

LCW attorneys continue to monitor developments in COVID-19 guidance and requirements, and are available to assist schools with any questions.

View More News

Special Bulletin: Federal COVID-19 Prevention Guidance Shifts Focus

LCW Special Bulletin

READ MORE

Important Reminder: Agencies Must Amend Section 125 Plans To Reflect Adopted COVID-19 Changes by the December 31, 2022 Deadline

READ MORE

EEOC Publishes New Guidance on Religious Accommodation Requests

On October 25, 2021, the Equal Employment Opportunity Commission (EEOC) added a new section on religious accommodations to its guidance concerning COVID-19 and equal employment opportunity (EEO) laws, "What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and other EEO Laws."[1]

The new section applies general EEOC guidance concerning religious accommodation[2] specifically to the context of COVID-19 vaccination requirements, clarifying the process for an employee to make a request for religious accommodation, employer evaluations of such requests, and the circumstances under which an employer may seek additional information from the employee requesting the accommodation.[3]

The purpose of this bulletin is to explain the important guidance provided by EEOC, so that employers may better understand their authority, and the limitations of such authority, under Title VII of the Civil Rights Act of 1964 (Title VII), which governs religious accommodations at the federal level.

Background

Title VII prohibits employment discrimination based on the religion or religious beliefs of an employee.[4]

Where there is a conflict between an employer's policy or practice and an employee's sincerely held religious belief, observance, or practice, Title VII provides a statutory right for such an employee to request an accommodation from that   or practice.[5]

Requesting a Religious Accommodation

The EEOC guidance provides that, while there are no "magic words" that an employee must use in order to request a religious accommodation, the employee's request *must* notify the employer of a specific conflict between the employee's religious belief and the employer's policy (*e.g.*, a COVID-19 vaccination requirement). If the employee's request does *not* identify a conflict with a religious belief held by the employee, then the request is outside the scope of Title VII and not subject to its protections.

While the EEOC recognizes that employees may request religious accommodations either verbally or in writing, from the employer's perspective written requests are preferable to verbal ones. As a result, in the event that an employer elects to adopt a mandatory vaccination policy, LCW recommends that employers also adopt a standard and uniform accommodation request form for employees to use to make written requests for accommodation.

LCW has a template form available and can help employers customize the form to meet their specific needs. (Note: The form can be found in the "LCW Sample COVID-19 Personnel Policies" workbook.)

Evaluating Religious Accommodation Requests

The EEOC guidance makes clear that employers, in evaluating employee religious accommodation requests, must handle such requests on a case-by-case basis and make individualized inquiries based on the information provided by the employee in order to determine whether the employee qualifies for an accommodation.

Relatedly, the EEOC guidance also provides that employers must engage in a comparable case-by-case analysis at the end of the process in order to determine whether the accommodation requested by the employee is reasonable. We will discuss this later in the bulletin.

When Employers May Seek Additional Information

The EEOC guidance provides two areas where, under certain circumstances, employers may request additional information from the employee in order to determine whether the employee qualifies for an accommodation: (1) the nature of the belief that purportedly precludes the employee from being vaccinated; and (2) whether that belief is sincerely held.

26

We discuss inquiries into each of these issues in turn.

Nature of a Belief that Purportedly Precludes Vaccination

There are two components to inquiries about the nature of a belief that purportedly precludes vaccination: (1) whether the belief is specific and actually precludes vaccination; and (2) whether the belief is religious in nature.

The EEOC indicates that, where an employee's request provides that the employer's vaccination requirement *may* conflict with the employee's beliefs, but does not actually identify *a specific* conflict between the policy and belief, the employer may reasonably ask the employee to provide additional information in order to identify the specific conflict that precludes vaccination.

The EEOC also provides that an employer may need to request additional information to determine whether the belief that precludes vaccination is religious in nature or another type of belief (*e.g.*, personal, political or philosophical) that is not religious and not afforded Title VII protection. If the requesting employee is unable to articulate a religious basis for their refusal to comply with their employer's COVID-19 vaccination requirement, the EEOC provides that the request would not be covered by Title VII.

While there are certain general questions that an employer may, in most instances ask of employees requesting accommodation[6], LCW recommends that employers develop specific questions with legal counsel's guidance after reviewing the employees' religious accommodation request forms and their stated reasons as to why their beliefs preclude compliance with a vaccination requirement.

Sincerity of the Religious Belief

The EEOC guidance also discusses the sincerity of employee's purported religious beliefs and the limited instances when an employer may question employee's beliefs.

The EEOC guidance provides that, where an employer has an *objective basis* to question an employee's sincerity or credibility in claiming a religious basis for their refusal to be vaccinated, an employer may ask the employee questions in order to gauge the sincerity of their purported belief.

27

The EEOC provides that such a basis may exist as a result of one or more of the following circumstances: (1) the employee has acted inconsistently with the professed belief; (2) the accommodation sought by the employee is particularly desirable and likely to be sought for nonreligious reasons; and (3) where the timing of the employee's request makes that request suspect (*e.g.*, where the employee recently requested the same accommodation for nonreligious reasons).

However, the EEOC also recognizes some limitations to relying on these guideposts. For example, the EEOC acknowledges that employees' religious beliefs may change over time and that employees may not, at all times, scrupulously observe their beliefs. While this hedging may dissuade risk-averse employers from directly applying the factors identified above, more risk-tolerant employers may still employ the factors.

Employers should consider their risk tolerance and understand that seeking additional information without an objective basis to question the employee's belief may give rise to claims of wrongful denial of an accommodation or even retaliation.

"Undue Hardship" under Title VII

The EEOC provides that an employer is *not* required to grant an accommodation request where the requested accommodation would impose an undue hardship on the employer or its operations.

For the purposes of Title VII, "undue hardship" means more than a *de minimis* cost. [7] The EEOC guidance highlights situations where undue hardship occurred because the accommodation would impair workplace safety, diminish efficiency in other jobs, or cause coworkers to carry the requesting employee's share of potentially hazardous work.

While the EEOC provides that an employer's determination as to the reasonableness of the request should be individualized, the EEOC also acknowledges that employers may consider the total number of employees who are seeking similar accommodations (*e.g.*, weekly COVID-19 testing in lieu of vaccination) such that the employer may consider the cumulative cost of providing each of those individuals the requested accommodation and the burden on the employer. This should *not* be a speculative exercise based on potential and unknown costs, but should be based on the real or actual cost of providing a number of employees similar accommodations.

28

California Caveat: While Title VII considers "undue hardship" to be "more than a *de minimis* cost," California employers that are covered by the Fair Employment and Housing Act (FEHA) have a separate obligation to accommodate employees' sincerely held religious beliefs.[8] The FEHA defines "undue hardship" as an action requiring *significant difficulty or expense*, [9] which is a higher standard than that under Title VII. As a result, California employers covered by the FEHA must adhere to the more demanding requirement and observe the FEHA standard.

Given the increase in COVID-19 vaccination requirements, employers across the state are struggling with questions about how to process employee requests for religious accommodation.

LCW attorneys are experienced in COVID-19 matters and religious accommodation requests, and are available to help employers comply with the resulting obligations.

[1] EEOC, *What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and other EEO Laws,* October 25, 2021, https://www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws (Last viewed on October 28, 2021) (EEOC COVID-19 Guidance).

[2] EEOC, *Section 12: Religious Discrimination*, January 15, 2021, https://www.eeoc.gov/laws/guidance/section-12-religious-discrimination (Last viewed on October 27, 2021).

[3] Specifically, the new section addresses the following points: (1) What employees must include in a request for religious accommodation; (2) under which circumstances an employer may ask additional questions; (3) the "undue hardship" standard under Title VII; (4) the individualized nature of accommodation requests; (5) whether employers must provide a specific accommodation (such as the one requested by the employee); and (6) continuing obligations and opportunities to reevaluate accommodations over time. (See EEOC COVID-19 Guidance, *supra* note 1, Section L.) Rather than repeat the new section in its current order, this bulletin synthesizes the major topics and presents them in the way they may appear during a religious accommodation process.

[4] 42 U.S.C. § 2000e-2(a). Note: Title VII also prevents religious discrimination against applicants for employment (failure to hire or adverse employment actions).

[5] Note: This bulletin uses the phrase, "religious belief" rather than "religious beliefs, observances, and practices" to facilitate the readability of the piece.

[6] Although each religious accommodation request is an individualized inquiry, the following examples are questions that may apply more broadly:
(a) "Please describe the nature of your religious beliefs, practices, or observances."
(b) "How long have you held such beliefs?"
(c) "How does the agency's vaccination requirement conflict with your beliefs?"

(d) "Do you have any additional information that you would like to share regarding your religious beliefs that supports your request for accommodation?"

[7] *Trans World Airlines, Inc. v. Hardison* (1977) 432 U.S. 63, 84.

[8] Gov. Code, § 12940 subd. (a).

[9] Gov. Code, § 12926 subd. (u).

This Special Bulletin is published for the benefit of the clients of Liebert Cassidy Whitmore. The information in this Special Bulletin should not be acted upon without professional advice.

View More News

The Equal Employment Opportunity Commission (EEOC) Updates Guidance Concerning the Permissibility of Requiring COVID-19 Vaccinations

EEOC Issues Updated Guidance Regarding the Permissibility of Antibody Testing Under the ADA

LCW Special Bulletin

READ MORE

LOS RIOS COMMUNITY COLLEGE DISTRICT
COVID-19 VACCINATION AND IMMUNIZATION
OPERATIONAL PROTOCOL

Purpose

The Los Rios Community College District is committed to providing a safe and healthy workplace and educational environment at its colleges, centers, and facilities. In furtherance of this commitment, this Operational Protocol mitigates the risks surrounding exposure to COVID-19 by requiring all students, employees, and volunteers on District premises to receive the full COVID-19 vaccine. This Operational Protocol is a living document, and it will be revised as newer, better, more accurate information is available from federal, state, and local public health authorities.

The novel coronavirus and the disease it causes, COVID-19, is a global pandemic and has resulted in widespread severe illness and death worldwide, in the United States, in California, and in the District. COVID-19 spreads mainly through close contact from person-to-person, including between people who are physically near each other (within about 6 feet). People who are infected but do not show symptoms can spread the virus to others.[1] The Centers for Disease Control and Prevention (CDC) notes that "**COVID-19 spreads very easily from person to person"** and that "[t]he virus that causes COVID-19 appears to spread more efficiently than influenza…."[2] The Delta Variant is now the predominant variant of COVID-19 in the United States. The Delta variant is highly contagious, nearly twice as contagious as previous variants.[3]

Vaccination is an important part of slowing transmission and saving lives. Individuals who have not been vaccinated against COVID-19 are most at risk of infection, adverse health consequences, and further spreading COVID-19 and its variants, to friends, family, colleagues, and the community. The data clearly shows that the overwhelming majority of serious illness, hospitalizations, and deaths resulting from COVID-19, including the Delta Variant, are among the unvaccinated.[4]

According to the CDC, vaccination is a safe and effective way to prevent people who are fully vaccinated from becoming seriously ill with COVID-19. The CDC recommends widespread vaccination and states:

COVID-19 vaccines are safe[5]

---

[1] Centers for Disease Control, https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html.
[2] CDC, https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html.
[3] CDC, https://www.cdc.gov/coronavirus/2019-ncov/variants/delta-variant.html
[4] CDC, https://www.cdc.gov/coronavirus/2019-ncov/variants/delta-variant.html
[5] CDC, https://www.cdc.gov/coronavirus/2019-ncov/vaccines/vaccine-benefits.html

- COVID-19 vaccines were developed using science that has been around for decades.
- COVID-19 vaccines are not experimental. They went through all the required stages of clinical trials. Extensive testing and monitoring have shown that these vaccines are safe and effective.
- COVID-19 vaccines have received and continue to undergo the most intensive safety monitoring in U.S. history.
- COVID 19-vaccines are effective. They can keep you from getting and spreading the virus that causes COVID-19.
- COVID-19 vaccines help prevent serious illness even if you do contract COVID-19.
- Getting vaccinated yourself helps protect people around you, particularly people at increased risk for severe illness from COVID-19.

COVID-19 vaccination is a safer way to help build protection[6]
- Get vaccinated regardless of whether you already had COVID-19. Studies show that vaccination provides a strong boost in protection in people who have recovered from COVID-19.
- COVID-19 is still a threat to people who are unvaccinated. Some people who get COVID-19 can become severely ill, which could result in hospitalization, and some people have ongoing health problems several weeks or even longer after getting infected. Even people who did not have symptoms when they were infected may have ongoing health problems.

(See more from the CDC on the benefits of vaccination at https://www.cdc.gov/coronavirus/2019-ncov/vaccines/vaccine-benefits.html.)

The California Department of Public Health (CDPH) also recommends that people get fully vaccinated to slow the spread of COVID-19. The CDPH has its own "Scientific Safety Review Workgroup," which has confirmed "vaccines have met high standards for safety and efficacy."[7]

Based on the ease of transmission of the virus that causes COVID-19 and the safety and effectiveness of vaccination, this Operational Protocol protects employees, students, volunteers, and the community.

---

[6] https://www.cdc.gov/coronavirus/2019-ncov/vaccines/vaccine-benefits.html
[7] CDPH, https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/COVID-19/COVID_VACCINE_FACT_SHEET-ENG-08.pdf

<u>Operational Protocol</u>

I.   Scope of Coverage

Effective October 1, 2021, all students, volunteers, faculty, and staff must have received the first dose of the vaccine, or the one-dose Johnson and Johnson vaccine, against the virus that causes COVID-19 in order to:

- be physically present on District premises for an extended amount of time, generally more than 15 minutes; **_or_**
- participate in District activities for an extended amount of time, generally more than 15 minutes; **_or_**
- be inside a building or office for any length of time

unless they receive an approved medical exemption or religious accommodation.

Effective December 1, 2021 all faculty, staff, and volunteers must be fully vaccinated in order to:

- be physically present on District premises for an extended amount of time, generally more than 15 minutes; **_or_**
- participate in District activities for an extended amount of time, generally more than 15 minutes; **_or_**
- be inside a building or office for any length of time

unless they receive an approved medical exemption or religious accommodation.

Students will not be able to enroll in on ground classes or be physically present on District premises for an extended amount of time, generally more than 15 minutes, in the Spring 2022 semester unless they have submitted proof of full vaccination or an approved exemption.

People are considered fully vaccinated for COVID-19 two weeks or more after they have received the second dose in a 2-dose series (e.g. Pfizer-BioNTech or Moderna), or two weeks or more after they have received a single-dose vaccine (e.g., Johnson and Johnson J&J/Janssen.) To the extent that booster dose(s) are recommended or required by public health authorities, timely receipt of additional booster dose(s) will also be required in order to be considered fully vaccinated for COVID-19. Employees, volunteers, and students who do not comply with these procedures or falsify information may face discipline up to and including termination or expulsion.

II.   Authority

On August 3, 2021, the Los Rios Community College District Board of Trustees, at a lawfully called meeting, adopted Resolution Number 2021-18. This Resolution authorizes the Chancellor or his designee to take any action necessary to develop and implement a COVID-19 vaccine requirement including verification of proof of vaccination, for District employees, students, and others who access District facilities at

any District location. This direction included a requirement that the Vaccine Requirement be consistent with applicable legal requirements, including exceptions for certain medical conditions and sincerely held religious beliefs.

The Board directed that the requirement be effective for District employees as soon as practicable during the Fall semester, with a goal of all employees having received a first dose by no later than October 1, 2021. The Board directed that the requirement be effective for District students as soon as practicable during the Fall semester, with a goal of all students having received a first dose by no later than October 1, 2021.

Finally, the Board directed that the Chancellor or Designee have authority to amend the Vaccine Requirement as necessary based on the evolving nature of the COVID-19 pandemic and recommendations from federal, state, and local public health authorities.

III.   Effective Dates

This Operational Protocol shall be effective immediately upon adoption and shall remain in effect until the District determines that the Operational Protocol is no longer necessary. The Chancellor may amend or withdraw this Operational Protocol at any time.

IV.   Obtaining a COVID-19 Vaccine

Individuals may obtain a COVID-19 vaccine from any governmental or health care provider authorized to administer the vaccine. Additionally, the District has partnered with the Sacramento County Department of Public Health, the federal vaccination rollout program, and Walgreens to offer COVID-19 vaccines to all students and employees, as well as to host on-site vaccination clinics. Anyone wanting to schedule a vaccination appointment can visit the State of California's MyTurn website or Walgreens. Additional vaccination information is available on Sacramento County's vaccine website.

Additional information about the District's safe return to on-ground services and instruction can be found at https://losrios.edu/reopening. Additional information about vaccinations, including community resources can be found at https://losrios.edu/vaccine.

The District will provide employees with reasonable paid time to travel and become vaccinated, as required by law. Compensation shall be at the employee's regular rate of pay. Employees will arrange vaccination time with their supervisors.

The District will provide employees who become vaccinated with sick leave that may be used in order to recover from any side effects of the COVID-19 vaccinations, as required by law.

V. Proof of Vaccination

Consistent with this Operational Protocol, students, volunteers, and employees must provide the District with proof of a first dose and/or full vaccination and a Confidentiality of Medical Information Act release in order to be physically present on campus as of the dates identified above. The District has established an online tool for both students and employees to upload proof of vaccination consistent with this Operational Protocol.

Students may access and upload proof of vaccination in their eServices account, which can be accessed from the District website: https://losrios.edu/ or any Los Rios college website, or by logging in at https://ps.losrios.edu/student/signon.html.

District employees may access and upload proof of vaccination in their Employee Self Service account, which can be accessed from the district employee website: https://employees.losrios.edu/, or by logging in at https://ps.losrios.edu/psp/ess/?cmd=login.

Volunteers must provide proof of vaccination to the administrator responsible for the program or area, including a completed Confidentiality of Medical Information Act release form, and receive approval/clearance from Human Resources by the dates identified in this Operational Protocol before engaging in any on ground volunteer activities at District campuses or facilities. Appropriate forms for volunteers to complete are available from District Human Resources.

The District will accept:

- A Department of Health and Human Services (DHHS) Centers for Disease Control & Prevention (CDC) COVID-19 Vaccination Record Card (which includes name of person vaccinated, date of birth, type of vaccine provided, lot number, date last dose administered, and site where administered).

- A photo of the Holder's DHHS CDC COVID-19 Vaccination Record Card stored on a phone or other electronic device and uploaded as provided above.

- Official California Digital COVID-19 Vaccine Record, which can be obtained at https://myvaccinerecord.cdph.ca.gov/, the State of California's Vaccine Record website.

- Digital documentation of vaccination from a healthcare provider or other issuer.

Students, volunteers, and employees who have been fully vaccinated are required to continue to abide by all District policies, procedures, and protocols regarding COVID-19

until the District directs otherwise. The District's COVID-19 Prevention Plan is available at **https://losrios.edu**

VI.   Health or Medical Records

The District will not request any health or medical information for the purpose of enforcement of this Operational Protocol other than proof of vaccination or information submitted by an applicant in support of a medical exemption. Unless the individual consents, the District will not request or receive any medical information from students, volunteers, employees, or vaccination providers, or give any medical information to any vaccination provider. Any proof of vaccination a student, volunteer, or employee provides to the District will be stored securely in a manner consistent with applicable law and in accordance with the District's practice for storing information for students and employees.

VII.   Vaccine Boosters

To the extent that this operational protocol remains in effect if and when COVID-19 vaccine boosters become necessary to prevent the contraction and transmission of the virus that causes COVID-19, this operational protocol and the requirements and limited exemptions set forth herein shall apply to COVID-19 vaccine boosters.

Under such circumstances, all Los Rios Community College District students and employees must receive a COVID-19 vaccine booster when public health authorities, including the CDC, the California Department of Public Health ("CDPH"), or the County Department of Public Health indicate that a COVID-19 vaccine booster is necessary based on the COVID-19 vaccine that the employee received and the date upon which they became fully vaccinated. All Los Rios Community College District students, employees, and volunteers must submit proof they received this vaccine booster and may use any of the methods permitted to submit proof of their original vaccination.

VIII.   Exemptions from Vaccination Requirement

District employees may be exempt from the mandatory COVID-19 vaccine requirements in this Operational Protocol only under the following circumstances:

A. If an applicant for District employment meets all other requirements for employment as applicable but needs additional time to obtain and provide their vaccination records, the person's assignment will be conditional for a maximum of 45 days upon signing and submitting a written statement attesting that they are or will be fully vaccinated within this 45-day conditional period, and submission of proof of vaccination as required by this Operational Protocol.

B. The employee, volunteer, or student applies for, meets the legal requirements for, and is approved for a medical exemption from the District for the vaccine requirement. The application process includes both the submission of the appropriate "Medical Exemption Request Form" in Attachment 1 and a written statement from a licensed physician exempting them due to the person's disability or serious medical condition. The physician statement must be submitted on the doctor's office letterhead with the doctor's printed name, license number, signature, and date the statement is issued.

Students must submit the required Medical Exemption Request Form and related documentation in the manner identified in their eServices account, which can be accessed from the district website: https://losrios.edu/ or any Los Rios college website, or by logging in at https://ps.losrios.edu/student/signon.html.

District employees must submit the required Medical Exemption Request Form and related documentation in the manner identified in their Employee Self Service account, which can be accessed from the district employee website: https://employees.losrios.edu/, or by logging in at https://ps.losrios.edu/psp/ess/?cmd=login.

Employees and students are strongly encouraged to submit applications for a medical condition exemption as soon as possible, but no later than by September 15, 2021 to allow time for processing and a determination by the District before the October 1, 2021 first dose requirement date, as identified above.

Volunteers must submit the Medical Exemption Request form and related documentation to the administrator responsible for the program or area, and receive approval from Human Resources by the dates identified in this Operational Protocol before engaging in any on ground volunteer activities at District campuses or facilities. Appropriate forms for volunteers to complete are available from District Human Resources.

C. The employee, volunteer, or student applies for, meets the legal requirements for, and is approved for an exemption from the District for the vaccine requirement based on a sincerely held religious belief. The application and approval process includes the submission of the "Religious Accommodation Request Form" in Attachment 2 and any other information required by the District. The District will consider exemptions for sincerely held religious beliefs consistent with applicable legal requirements, on an individual basis, for those that are specific and narrow in scope, , and limited as allowed by applicable laws.

Students must submit the required Religious Accommodation Request Form and related documentation in the manner identified in their eServices account, which can be accessed from the district website: https://losrios.edu/ or any Los Rios college website, or by logging in at https://ps.losrios.edu/student/signon.html.

District employees must submit the required Religious Accommodation Request Form and related documentation in the manner identified in their Employee Self Service account, which can be accessed from the district employee website: https://employees.losrios.edu/, or by logging in at https://ps.losrios.edu/psp/ess/?cmd=login.

Employees and students are strongly encouraged to submit applications for a religious accommodation exemption as soon as possible, but no later than September 15, 2021 to allow time for processing and a determination by the District before the October 1, 2021 first dose requirement date, as identified above.

Volunteers must submit the Religious Accommodation Request Form and related documentation to the administrator responsible for the program or area, and receive approval from Human Resources by the dates identified in this Operational Protocol before engaging in any on ground volunteer activities at District campuses or facilities. Appropriate forms for volunteers to complete are available from District Human Resources

IX.   Accommodations Process

If the District determines that an employee has not received the COVID-19 vaccination due to disability or medical condition, or a sincerely held religious belief, the District will engage in a process to determine whether a reasonable accommodation can be provided. This process will determine whether a reasonable accommodation exists to enable an employee to perform the "essential functions" of their job, including increased mitigation measures, such as enhanced mask requirements, additional personal protective equipment, and weekly COVID-19 surveillance testing. Essential functions vary by job class and therefore the process shall be case by case and may result in different outcomes in different cases. The District will follow its normal accommodations process in determining a reasonable accommodation.

The District will attempt to provide a reasonable academic adjustment to students by offering distance learning or hybrid learning to the extent practicable or increased mitigation measures, such as enhanced mask requirements, additional personal protective equipment, and weekly COVID-19 surveillance testing where distance learning is not practicable.

Accommodations may not be possible where it would result in an undue burden to the District or result in a fundamental alteration of a course.

X.   Prohibition of Harassment Discrimination

The District will not discriminate against any student, volunteer, or employee who receives an exemption from receiving the COVID-19 vaccine, although the District will take any legitimate business action to maintain the safety of its centers and campuses and community. The District will not tolerate any discrimination or harassment against students, volunteers, or employees based on vaccination status or individuals taking mitigation measures, such as wearing a facemask. Students, volunteers, and employees found to be engaging in such discrimination or harassment may face discipline up to and including termination or expulsion.

AUTHORITY:
- Americans with Disabilities Act
- Title VII of the Civil Rights Act
- EEOC Technical Assistance, updated May 28, 2021
- DOJ Opinion dated July 6, 2021
- DFEH Employment Information on COVID-19
- Los Rios Administrative Regulations related to accommodations for individuals with disabilities: R-5176 (faculty); R-6165 (classified); R-9157 (management and confidential personnel)
- Los Rios Community College District Resolution 2021-18 adopted August 3, 2021
- Los Rios Community College District COVID-19 Prevention Plan

Los Rios Community College District
COVID-19 Mitigation Practices

- We have replaced MERV-8 filters with MERV-13 filters where possible, which are equivalent to N95 masks in their ability to filter out contaminants.

- Improvements have been made to HVAC systems to better accept MERV-13 filters and setting have been adjusted to increase circulation with outdoor air.

- Minimizing the need for face-to-face interaction by utilizing technology especially in crowed/high-traffic areas, such as student services, bookstores, etc.

- Substantial increase in online course inventory to support students with discomfort of coming to campus.

- Capital improvements made to Student Health Centers to allow for distancing and improved traffic flow.

- High traffic areas and touchpoints are sanitized more frequently, including restrooms and common areas.

- Classroom include masks for students and employees to ensure supplies are readily available

- Classrooms have disinfecting spray, wipes, and hand sanitizer to help employees and students that would like to ensure their space is clean

- Increase signage around the campus supporting the strong recommendation to mask indoors and hygiene tips for the restrooms.

- At-home tests are available upon requests to any employee or student in the health centers.

- Physical barriers (Plexiglass) are provided in high-traffic areas and are available upon requests for any other reasonable area with close interactions.

- Spaces undergo deep cleaning, including fogging, when there are cases reported on campus.

- Increased investment to install more touchless water and door features across the district to reduce contact transmission.

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES ANNUAL FALL RETREAT

SUBJECT: Student Support and Success: Math	**DATE:** October 8, 2022
AGENDA ITEM	**TYPE OF BOARD CONSIDERATION:** Board Information

BACKGROUND

With the full implementation of AB-1705, we have stopped offering remedial math courses in Los Rios. The Board has requested an update on the supports the colleges have implemented to ensure students are successful in their transfer-level math courses, particularly MATH 333 (Introduction to College Algebra) which replaced non-transfer-level MATH 120 (Intermediate Algebra) this semester. This item will include a brief overview of placement and student success data related to MATH 120 in past semesters. Additionally, the College Presidents will share the math student supports currently in place at their college. Finally, this information will be followed by a more in-depth review at the Spring Board Retreat of student success data in math and English as it relates to AB-1705.

RECOMMENDATION

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

Math 120 Enrollment by Race and Ethnicity: Fall 2017 through Fall 2020

	Fall 2017	% All	Fall 2018	% all	% Change	Fall 2019	% all	% Change	Fall 2020	% all	% Change
African American	332	8.2	296	8.2	-10.8	**208**	**10.7**	**-29.7**	189	10.5	-9.1
Asian	688	17.1	627	17.3	-8.9	**368**	**18.9**	**-41.3**	328	18.2	-10.9
Hispanic/Latino	1384	34.3	1374	37.9	-0.7	**702**	**36.0**	**-48.9**	640	35.5	-8.8
White	1627	40.4	1332	36.7	-18.1	**674**	**34.5**	**-49.4**	648	35.9	-3.9
Total	4031	100.0	3629	100.0	-10.0	**1952**	**100.0**	**-46.2**	1805	100.0	-7.5

Fall 2019 highlighted as this is the term AB 705 math placement was in full implementation

Focus for the purpose of this discussion is on these specific race/ethnicity categories; further disaggregation can be done. However, Ns will be small for some categories.

Math 120 Enrollment by Race and Ethnicity: Spring 2021 and Fall 2021*

	Spring 2021	% All	Fall 2021*	% All
African American	174	10.7	180	9.8
Asian	281	17.3	369	20.1
Hispanic/Latino	565	34.7	693	37.7
White	607	37.3	596	32.4
Total	1627	100.0	1838	100.0

Course Success rates for all LRCCD students was 70% in Fall 2020

Math 120 Course Success: Fall 2017 through Fall 2020

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African American	**38.3**	**34.1**	**30.5**	**37.6**
Asian	59.9	59.3	47.0	64.6
Hispanic/Latino	46.2	40.2	36.3	44.4
White	61.6	55.6	50.4	61.3
All Students	54.1	48.4	42.8	52.2

Math 120 Course Success: Spring 2021

	Spring 2021
African American	**35.6**
Asian	63.3
Hispanic/Latino	45.0
White	56.4
All Students	50.5

All Other Math (excluding Math 120) Course Success: Fall 2017 through Fall 2020

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
African American	**41.2**	**46.3**	**44.4**	**44.2**
Asian	64.3	65.7	63.8	70.2
Hispanic/Latino	52.8	51.0	52.2	52.6
White	65.9	65.0	65.7	66.1
All Students	58.6	58.4	58.2	60.4

Math 120 Enrollment by Meta Major: Fall 2021 (as of HEPRD 10.29.21)

Note: The following is based on current college mapping schemas where that mapping has been completed as of today's date. The data should be viewed as preliminary as the Meta Major mapping by program is still a work in progress.

The following visualizations are screenshots from the LRCCD OIR Math and Quantitative Reasoning Power BI Dashboard. The dashboard provides drop down capability by each Meta Major for those programs mapped to each Meta Major. Because each college has unique Meta Majors the following is provided by each Los Rios college.

Unknowns reflect those program majors that have not yet been mapped to a Meta Major.

ARC Math 120 Enrollment by Meta Major: Fall 2021 (as of HEPRD 10.29.21)

Meta-Major	%GT Unduplicated Headcount	Unduplicated Headcount
01HPS - Health, Human Services & Well Being	25.03%	185
Unknown/Blank	19.49%	144
01STEM - STEM	19.08%	141
01BAT - Business	16.10%	119
01LASS - People, Culture & Society	8.80%	65
01PSER - Public Service	3.65%	27
01ARTS - Arts	3.38%	25
01MCT - Manufacturing, Construction, & Transportation	3.11%	23
01LCOMM - Language & Communication	1.35%	10
Total	**100.00%**	**739**

CRC Math 120 Enrollment by Meta Major: Fall 2021 (as of HEPRD 10.29.21)

Meta-Major	%GT Unduplicated Headcount	Unduplicated Headcount
02SME - Sci, Math & Engin	29.50%	164
02BCS - Bus & Comp Sci	26.26%	146
02HHS - Health & Human Serv	15.83%	88
02GE - Gen Ed/Undec	8.81%	49
02SBS - Soc & Beh Sci	7.37%	41
02ACDT - Auto, Const & Design Tech	3.24%	18
Unknown/Blank	2.88%	16
02AFNR - Ag, Food, & Nat Res.	2.52%	14
02AME - Arts, Media & Ent	2.52%	14
02ELS - Eng & Lang Stud	1.08%	6
Total	**100.00%**	**556**

FLC Math 120 Enrollment by Meta Major: Fall 2021 (as of HEPRD 10.29.21)

Meta-Major	%GT Unduplicated Headcount	Unduplicated Headcount
04PSHE - Public Service, Health, and Education	24.75%	50
04STEM - STEM	22.77%	46
Unknown/Blank	22.77%	46
04BM - Business & Management	14.36%	29
04LASS - Liberal Arts & Social Sciences	8.91%	18
04GE - General Education	6.44%	13
Total	**100.00%**	**202**

SCC Math 120 Enrollment by Meta Major: Fall 2021 (as of HEPRD 10.29.21)

Meta-Major	%GT Unduplicated Headcount	Unduplicated Headcount
⊞ 05BUS - BUSINESS & INDUSTRY	23.29%	143
⊞ Unknown/Blank	21.99%	135
⊞ 05HEALTH - HEALTH & HEALTH PROFESSIONS	19.38%	119
⊞ 05SME - SCIENCE, MATH & ENGINEERING	16.78%	103
⊞ 05PEOPLE - PEOPLE & SOCIETY	12.70%	78
⊞ 05ARTS - ARTS & COMMUNICATION	5.86%	36
Total	**100.00%**	**614**

Math120enrollybyMetaMajor.docx ,   LRCCD Office of Institutional Research

Community College Math in California's New Era of Student Access

For years, far too many California community college students were required to take developmental courses that did not count for transfer, keeping them from reaching their academic goals. A landmark law (AB 705) has dramatically expanded access to the math and English courses students need to transfer to a four-year college.

▶ As of fall 2019, almost all students now start in transfer-level English. Enrollment in transfer-level math skyrocketed, but 20% still start in courses below transfer-level.

▶ In fall 2020, 46% of first-time math students completed transfer-level math in one term, compared to 24% in fall 2018. Even so, only about half complete a transfer-level math course within a year.

▶ In all racial/ethnic groups, more students are completing transfer-level math. Equity gaps in access have narrowed, but Latino and Black students still see lower completion rates than their peers.

▶ The pandemic did not slow implementation of these reform efforts. Systemwide enrollment fell, but access remained far higher than before AB 705's implementation.

In 2018, California enacted [Assembly Bill 705](#), a law requiring colleges to maximize the likelihood a student will enter and complete transfer-level math or English within a year. Colleges must now use measures such as high school transcripts and GPA to place students in math and English courses instead of assessment tests. Furthermore, colleges can only require a student to enroll in remedial math or English if they can prove a student is highly unlikely to succeed at transfer-level.

Essentially, AB 705, which community colleges first began implementing in fall 2019, intends to shrink the number of students placed in remedial English and math courses. These courses had been a major barrier to students seeking to transfer. The reform also aimed to address racial and ethnic gaps in course access and completion.

## How did course placement affect students before AB 705?

In the past, community colleges relied on assessment tests to place new students into math and English. About 80% of students started in remedial or below transfer-level courses. This approach put students into course sequences that added time and cost to their education—and most students who landed in these sequences eventually left college without transferring or completing a degree.

How did AB 705 benefit students who started in transfer-level math?

After implementation, the number of students who enrolled directly into introductory, transfer-level math tripled systemwide—from 22% in 2015 to 80% in 2019. The rate of students who passed their introductory course shot up from 15% to 46%.

But at one in five community colleges, a third or more of students are still enrolling in courses that don't count for transfer—on average, at colleges with a higher share of Black and Latino students taking math for the first time. When access to transfer-level is restricted or discouraged, Black and Latino students are more likely to end up in below transfer-level courses. And students in those courses are especially unlikely to then complete a transfer-level math course.

After AB 705, about half of first-time math students passed transfer-level math course within a year
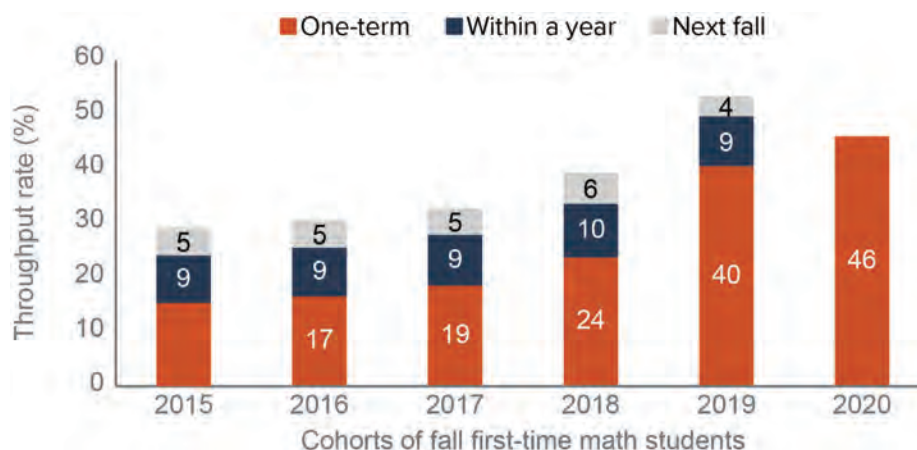
SOURCE: Authors' calculations using MIS data.
NOTE: Only the first term is available for the fall 2020 cohort.

What has AB 705 meant for racial equity gaps?

With increased access, thousands more Latino and Black students have completed transfer-level math. Completion rates for Latino students increased dramatically, from 9% in fall 2015 to 39% in fall 2020; for Black students the rate rose from 7% to 31%. Yet despite these significant gains, Latino and Black students remain underrepresented in successful completion of transfer-level math, with lower rates than their Asian American and white peers.

What additional strategies can help more community college students succeed?

Enroll students who intend to transfer into transfer-level courses by default. Direct enrollment into transfer-level courses better supports student success in math than enrollment into other courses. To help students enroll in the appropriate math pathway (e.g., statistics or traditional math), counselors, advisors, and faculty should work together.

Adapt flexible strategies from the pandemic to face-to-face environments. Amid the pandemic, colleges expanded online student supports like tutoring and mental health services. Faculty used more video lectures, which allowed students to learn at their own pace. As colleges move into hybrid environments, they should incorporate these and other flexibilities.

Prioritize addressing equity gaps, especially in math. By transforming teaching strategies and materials so coursework is engaging and accessible for all students, instructors can help to create equitable classrooms. Professional development can support faculty members and advisors in adjusting to changes under AB 705.

Use the longitudinal student database to assess student supports. The state is developing a data system that could be used to examine how best to support student success. Colleges that identify how to connect students with social services—including food programs—and supports like tutoring and financial aid can then invest in the most effective strategies to improve student outcomes.

Math 333: College Supports
(AB 705/1705)

MATH 333	Sections	With Support	MATH 333 Units	MATHS 33 Units
ARC	22	12	3	2
CRC	10	7	3	2
FLC	5	4	3	2
SCC	13	3	3	2

*No sections of MATH 120 or remedial math offered in Fall 2022

American River College

Math Learning Center	• Originally designed to support pre-transfer courses, the MLC format has been adapted to support MATH 300 (since Fall 2021) and MATH 333 (starting this semester). The MLC uses a self-paced, mastery-based model, which has demonstrated higher mastery (As and Bs) among students than those in traditional offerings of the same course.
Beacon Plus Tutoring	• Beginning this semester, the "Beacon Plus" embedded tutoring program has been expanded significantly to assist students and faculty with entry-level courses that do not have corequisite support courses attached to them.
Math Support Program	• The Math Support Program is another embedded tutoring program based on the same model as Beacon Plus, but run through Extended Opportunity Programs and Services (EOP&S).
Mathematics Tutoring Support	• Over the summer the Mathematics Department and the LRC jointly developed a new program to hire and deploy IAs into entry-level courses with corequisite support. This is again based on the Beacon Plus model, with some significant exceptions.
Traditional Tutoring	• In addition to the specialized programs described above, we are also continuing to offer tutoring for all math levels through the LRC. This semester we are also going to bring back group tutoring through the MESA program, which is a program housed within the STEM Homebase.

Cosumnes River College

Embedded Classroom Tutoring (Supplemental Instruction)	• Student tutors attend and support learning in the classroom, including small group instruction.
Faculty Coordination	• Reassign time for two math faculty supports embedded tutoring in Math 333 and other math classes. This is to support quality recruitment, training, and development of the Supplemental Instruction program.
Outside Group Tutoring Sessions	• Dedicated group tutoring sessions for Math 333 are held in the STEM Study Center. One math faculty and one embedded tutor support this group tutoring.
Traditional Tutoring (Math Center)	• The Math Center provides drop-in tutoring (online and in person) for all math students.
Math Bootcamp	• Math Boot Camp sessions are designed to support students who want to review/build math skills prior to enrolling in a math class, and to support students who are currently enrolled in a math class and want a way to address immediate math knowledge gaps. Math Boot Camp sessions are held in summer and Fall terms
ALEKS	• This technology is currently being utilized in most of the Math 333 courses as a way for students to review/build math skills necessary for Math 333. This technology is also being used in Math Boot Camp. It is adaptive in identifying and addressing specific math knowledge gaps.
Math Literacy Project	• The MLP professional development seminar will increase the capacity of math faculty to engage (and empower) their students through evidence- based practices, including mathematical mindsets, math identity, and the implementation of high cognitive demand tasks. This work will assist faculty with culturally relevant, student-centered, and innovative instructional practices.

Folsom Lake College

Tutoring	- Tutoring is available online and on-ground; and offered as drop-in and appointment based. - Tutors required to complete LTAT 310, Introduction to Individual Peer Tutoring, which includes training specific to MATH 333.
Expanded Math Tutoring Center	- Reassigned and expanded space that is dedicated exclusively to supporting math students. All academic support services are now located in a single location. - Added tutoring carrels, available for individual and peer tutoring, and dedicated workstations that provide a reliable online connection for both tutors and students. - Established LTAT 30/31, individualized mathematics study strategy courses. - Math faculty host office hours in the Math Center to increase student awareness and normalize the concept that successful students access academic support programs. - Hired an additional 20 new staff members and tutors, funded by Title III grant dedicated to supporting student completion of college level math and English. - Adaptive software, ALEKS, will be installed this semester for review and to build math skills.
Math Center Coordinator	Assigned a Math Center Coordinator, a full time math faculty member receiving 0.20 FTE reassigned time.
Embedded Classroom Tutors	- Tutors attend class and hold additional meetings outside of class time. - Available for all 72 MATH/STAT/MATHS sections, with 30 sections currently utilizing embedded tutors, including 4 of 5 MATH 333 sections.
Collaboration	- Math faculty regularly collaborate on best practices related to teaching MATHS support courses. - Math Department Chair regularly meets with counseling faculty to share and discuss student success strategies.

Sacramento City College

Faculty Mentors	5 MATH 333 sections have a faculty mentor who provide additional support in the classroom and in office hours. Mentors also reach out to students who seem disengaged or who have missed class 3 other classes have faculty mentors as well – MATH 300, MATH 372, and STAT 300 - We had more demand for participation in the mentoring program than we could meet this semester, mostly due to conflicting times in instructor schedules.
Instructional Assistant	- Attempted to hire a classified temp IA position; however, the applicant pool was insufficient. - A Master Tutor is being hired to work in the Math Lab, supporting MATH 333 students specifically. He will be embedded in MATH 333 Canvas shells to be able to reach out to students directly.
Traditional Tutoring	- Traditional tutoring services are offered for all levels of math and statistics through our Tutoring and Learning Center and our Math Lab. - The Math Lab, particularly, is seeing an increase in in-person tutoring services and will be increasing in-person hours as a result. - The MESA Center offers tutoring services to MESA students. - Dedicated tutors exist in our Cultural Awareness Center, specifically working with our Ashe and Raza Centers.
In-Progress, to begin Spring 2023	- Embedded tutors: recruiting student tutors - Communities of Practice - Creation of an open-entry, lab-based MATHS support class to offer further support to students needing algebra skills, particularly those in MATH 333. The course is being voted on by the Math Department in early October and will be on the Board Agenda in November. This course will use a mastery-based program such as ALEKS.

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES ANNUAL FALL RETREAT

SUBJECT: State Budget and SCFF Update	**DATE:** October 7, 2022
AGENDA ITEM 3.E	**TYPE OF BOARD CONSIDERATION:** Board Information

BACKGROUND

This is an update on what will likely be the revenue and priorities for the 2023-24 budget season, which will start in January, as well as an update on the Student Centered Funding Formula (SCFF) for the district. Six reports are provided: (1) an article on UCLA's economic forecast for the state, (2) DOF's most recent updates on state revenues, (3) the LAO's projections on current year revenues meeting budgeted estimates, (4) A planning tool for future budgetary estimates (School Services of California's Dartboard), (5) the system budget request submitted by the CCCCO/BOG to the DOF, and (6) a chart outlining how our district is doing on the student demographic and student outcomes portions of the SCFF.

RECOMMENDATION

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

UCLA Economist Predict Slowing (Not Recessionary) Economy

✉ **BY PATTI F. HERRERA, EDD**

Economists at the UCLA Anderson Forecast (Forecast) released their updated predictions for the U.S. and California on September 21, 2022, that include a moderately more cautious outlook for the economy than their June 2022 forecast.

The Forecast acknowledges recent dynamics of stubborn and broad inflation, a cooling housing sector, and a tight labor market as contributing to below-trend economic growth while citing more positive economic signals among consumer savings and spending, easing supply chains, government defense spending, and investments in new energy technology as reasons why they predict a not more than 50% chance that the economy will slide into a recession in the next 12 months. Furthermore, UCLA economists argue that the gap between falling U.S. gross domestic product (GDP)—our conventional way of measuring economic growth— and rising gross domestic income (total U.S. earnings) precludes us from declaring the economy in a recession even though GDP has fallen for two consecutive quarters. Averaging output and income show a flat, but not contracting, economy, according to the Forecast.

Monetary tightening actions by the Federal Reserve (Fed), including its third straight increase of 75 basis points to the federal funds rate at its September 21 meeting, threaten to cause a recession if history is predictive. The Forecast expects headline inflation to reach 7.8% in 2022, 4.3% in 2023, and 3.1% in 2024— notably higher than the Fed's 2.0% target. The Fed is committed to taming inflation even if it pains the average American. Its steadfastness is cause for concern and likely the biggest risk to the economy and the Forecast because, as is highlighted by the UCLA economists, 9 of the last 12 instances in which the Fed increased interest rates has ushered in a recession. The question is if this time there are extraordinary conditions that can help stave off an economic contraction in a tightening cycle. The answer is unclear.

In any event, the Forecast expects the U.S. economy to remain sluggish (not recessionary) through 2023 before beginning to rebound in 2024. National GDP is expected to increase 1.5% in 2022, 0.3% in 2023, and 2.0% in 2024.

National and California employment growth remains a bright spot. However, the UCLA economists anticipate current employment rates to moderate over the forecast period as monetary tightening and demand for wage increases impact hiring trends. According to the Forecast, post-pandemic job recovery currently offers over 1.7 job openings for every one unemployed person. The tight labor market creates conditions for workers to

demand higher compensation, particularly amidst rising costs of everyday items. Employer response to wage demands exacerbates inflation, creating an unhealthy economic cycle that the Fed will attempt to mitigate through aggressive monetary policy. Consequently, the Forecast expects employment to cool, modestly increasing U.S. and California unemployment rates through the early part of 2024. U.S. unemployment is predicted to increase to 3.7% by the end of 2022, and to 4.2% by the end of 2023 before peaking at 4.3% in the first quarter of 2024. California's unemployment rate is expected to reach 4.3%, 4.4%, and 4.8% in 2022, 2023, and 2024, respectively, as high-touch sectors continue struggling to recover from the pandemic.

Overall, UCLA's revised economic forecast for the nation and California is more cautious than it was in June 2022, with updated inflation data, but the economists refrain from predicting a recession in the next 12 months because of key positive signals. However, there are risks to the economy and the Forecast, with inflation being the most significant.

Economic Update

The U.S. unemployment rate increased to 3.7 percent in August 2022 from 3.5 percent in July (which had matched the record-low 3.5 percent from February 2020 right before the COVID-19 Pandemic). U.S. civilian unemployment and civilian employment both increased by 344,000 and 442,000 persons, respectively, in August. The U.S. labor force increased by 786,000 participants in August, bringing the labor force participation rate up 0.3 percentage point to 62.4 percent. Labor force participation was still 1 percentage point below the February 2020 rate, as there were 134,000 (0.1 percent) fewer employed but around 163,000 (0.1 percent) more persons in the labor force in August 2022 than in February 2020.

The U.S. added 315,000 nonfarm jobs in August 2022, slowing from an average monthly gain of around 456,000 in the first seven months of 2022. All major sectors added jobs: educational and health services (68,000); professional and business services (68,000); trade, transportation, and utilities (65,000); leisure and hospitality (31,000); manufacturing (22,000); financial activities (17,000); construction (16,000); government (7,000); other services (7,000; information (7,000); and mining and logging (7,000). As of July 2022, the U.S. had recovered the 22 million jobs lost in March and April of 2020 at the height of the COVID-19 Pandemic.

U.S. INFLATION AND INTERNATIONAL TRADE

- U.S. headline inflation decelerated to 8.3 percent year-over-year in August 2022 from 8.5 percent in July. Core inflation—which excludes food and energy—accelerated to 6.3 percent year-over-year after remaining at 5.9 percent in June and July. Transportation inflation, which includes gasoline, decelerated to 13.4 percent in August from 16.4 percent in July, while shelter inflation increased to 6.2 percent from 5.7 percent in July. Year-to-date, U.S. headline inflation averaged 8.3 percent, up from 3.9 percent for the same period last year. U.S. core inflation averaged 6.2 percent year-to-date, up from 3 percent in the same period in 2021.

- California export trade totaled $15.3 billion for July 2022, down 5.7 percent from June 2022 but up 2.9 percent from July 2021. The state's import trade totaled $43.6 billion for July 2022, down 4.9 percent from June 2022 but up 9.6 percent from July 2021.

California* and U.S. CPI Inflation Rates
Year-over-year growth, January 1980 - August 2022

California, Jun-82, 9.3%
U.S., Jan-82, 8.4%
California, Jun-22, 8.3%
U.S., Aug-22, 8.3%
California, Feb-20, 3.0%
U.S., Jan-20, 2.5%

California   U.S.

*California available through June 2022
Source: U.S. Bureau of Labor Statistics; California Department of Industrial Relations.

- U.S. export trade totaled $175.6 billion in July 2022, down 3.8 percent from June 2022 but up 22.2 percent from July 2021. The nation's import trade totaled $271.1 billion in July 2022, down 5.2 percent from June 2022 but up 14.2 percent from a year ago.

BUILDING ACTIVITY

- Through July 2022, the latest available data, California permitted 119,000 units on a seasonally adjusted annualized rate (SAAR) basis, down 3.1 percent from June 2022 and 0.9 percent from one year ago. July 2022 permits consisted of 66,000 single-family units (down 2.7 percent from June, and down 2.1 percent year over year) and 53,000 multi-family units (down 3.6 percent from June but up 0.6 percent year over year).

Preliminary General Fund agency cash receipts for August were $816 million, or 6 percent, below the 2022-23 Budget Act forecast of $13.606 billion. Cash receipts for the first two months of the 2022-23 fiscal year were $2.007 billion, or 8.4 percent, below the forecast of $24.04 billion. Preliminary General Fund agency cash receipts for the 2021-22 fiscal year were $2.186 billion below the forecast of $233.987 billion, mostly due to a large shortfall in personal income tax receipts in June. Therefore, for the prior fiscal year and the current fiscal year-to-date combined, preliminary General Fund agency cash receipts were $4.193 billion below forecast. Shortfalls in August continued to be largely driven by lower proceeds from personal income tax, however, the month also saw lower proceeds from sales and corporation taxes.

■ Personal income tax cash receipts to the General Fund for August were $615 million below the month's forecast of $8.054 billion. August is not a significant month for personal income tax cash receipts, except for withholding, which is significant every month. Notably, withholding receipts fell $700 million short of projections in August, or 9.1 percent. This was the third consecutive month that withholding receipts fell below forecast and followed a $731-million, or 10.1-percent, shortfall in July and a $437-million, or 5.8-percent, shortfall in June.

■ Corporation tax cash receipts for August were $81 million, or 19 percent, below the forecast of $426 million. August is also not a significant month for corporation tax cash receipts. A small amount of unanticipated Pass-Through Entity (PTE) elective payments partially offset lower receipts and higher-than-expected refunds.

■ Sales and use tax cash receipts for August were $192 million, or 4.5 percent, below the month's forecast of $4.303 billion. This was the third consecutive month that sales and use tax receipts were down relative to the forecast. August receipts included the majority of the final payments for second quarter taxable sales, which were due on August 1, as well as the first prepayment for third quarter sales.

2022-23 Comparison of Actual and Forecast Agency General Fund Revenues
(Dollars in Millions)

Revenue Source	AUGUST 2022					2022-23 YEAR-TO-DATE			
	Forecast	Actual	Difference	Percent Difference		Forecast	Actual	Difference	Percent Difference
Personal Income	**$8,054**	**$7,439**	**-$615**	**-7.6%**		**$15,912**	**$14,240**	**-$1,672**	**-10.5%**
Withholding	7,729	7,028	-700	-9.1%		14,971	13,539	-1,432	-9.6%
Estimated Payments	378	338	-40	-10.6%		1,023	673	-350	-34.2%
Final Payments	201	298	97	48.3%		415	594	180	43.3%
Other Payments	477	536	60	12.5%		912	992	80	8.8%
Refunds	-549	-607	-59	10.7%		-1,050	-1,262	-212	20.2%
MHSF Transfer	-145	-133	12	-8.1%		-286	-255	31	-10.9%
Corporation	**$426**	**$345**	**-$81**	**-19.0%**		**$1,233**	**$1,165**	**-$68**	**-5.5%**
Estimated Payments	271	231	-39	-14.5%		795	711	-84	-10.5%
PTE Payments	0	76	76	n/a		0	157	157	n/a
Other Payments	258	221	-38	-14.6%		652	577	-75	-11.5%
Refunds	-103	-183	-80	77.2%		-214	-281	-67	31.1%
Sales & Use	**$4,303**	**$4,111**	**-$192**	**-4.5%**		**$5,736**	**$5,458**	**-$278**	**-4.9%**
Insurance	**$646**	**$656**	**$10**	**1.5%**		**$690**	**$695**	**$6**	**0.8%**
Pooled Money Interest	**$30**	**$72**	**$43**	**143.3%**		**$55**	**$113**	**$58**	**105.1%**
Alcohol	**$33**	**$33**	**-$1**	**-1.8%**		**$77**	**$76**	**-$2**	**-2.1%**
Tobacco	**$4**	**$4**	**$0**	**-3.8%**		**$9**	**$9**	**$0**	**4.9%**
Other	**$110**	**$131**	**$20**	**18.2%**		**$328**	**$277**	**-$51**	**-15.6%**
Total	**$13,606**	**$12,791**	**-$816**	**-6.0%**		**$24,040**	**$22,032**	**-$2,007**	**-8.4%**

This is an agency cash report and the data may differ from the Controller's report to the extent that cash received by agencies has not yet been reported to the Controller. The personal income total includes Individual Shared Responsibility Penalty transfers. The forecast is from the 2022 Budget Act.

California Economy & Taxes

All Articles

Updated 2022-23 "Big Three" Revenue Outlook

September 14, 2022

👤 Brian Uhler

In this post, we provide an interim update to our formal revenue outlook for 2022-23, which was published in May. Using the methods discussed here, this interim update adjusts our May outlook to account for the most recent revenue and economic data and then compares this update to 2022 Budget Act assumptions.

At the time of our May outlook, we cautioned that economic indicators were suggesting a slowdown could be on the horizon. More recent economic data has continued to point in this direction. Consistent with this, our updated estimates suggest collections from the state's "big three" taxes—personal income, sales, and corporation taxes—are more likely than not to fall below the Budget Act assumption of $210 billion. Much of the fiscal year, however, lies ahead of us and there remains significant uncertainty about how much the state ultimately will collect. Further, we caution that the implications of unanticipated changes in revenues for the state's budget are not straightforward. As we discuss here, we expect the Legislature very likely will face additional, significant constraints this year due to the requirements of the State Appropriations Limit.

Updated 2022-23 "Big Three" Revenue Outlook

Below is our estimate of how the outlook for personal income, corporation, and sales tax (big three) revenues in 2022-23 has changed based on the most recent cash and economic data.

How Likely Are Revenues To Be Above/Below Budget Act Projections?

70% Chance of
Falling Below

◆

Below		Above

How Much Could Revenues Differ From Budget Act Projections?

This graph shows our updated big three forecast minus the 2022-23 Budget Act projection. The ◯ shows our best guess, while the colored area shows the range of the most likely outcomes around our best guess.

-$20   -$15   -$10   -$5 $0 $5 $10

(Billions)
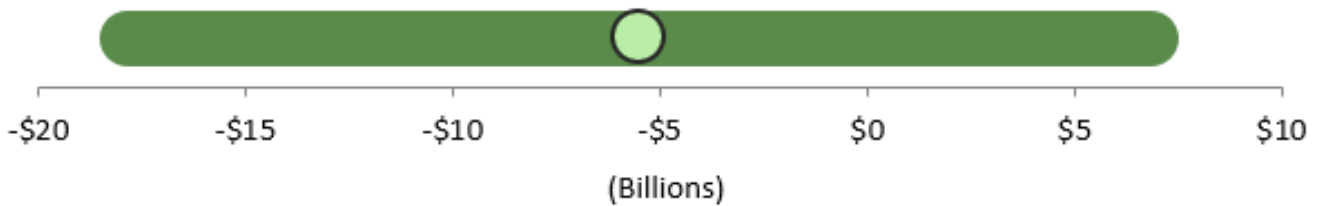
Updated 9/14/2022

🏷 Article Tags

State Revenues   Revenue Tracking   Economic Indicators

SSC Community College Financial Projection Dartboard
2022-23 Enacted Budget

This version of School Services of California Inc.'s (SSC) Financial Projection Dartboard is based on the 2022-23 Enacted State Budget. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Student Centered Funding Formula (SCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

SCFF PLANNING FACTORS					
Factor	2021-22	2022-23	2023-24	2024-25	2025-26
Department of Finance Statutory COLA[1]	1.70%	6.56%	5.38%	4.02%	3.72%
Planning COLA	5.07%[2]	6.56%	5.38%	4.02%	3.72%
Growth Funding	0.50%	0.50%	TBD	TBD	TBD
Basic Allocation Increase	—	$200 m	TBD	TBD	TBD

SCFF RATE FACTORS FOR 2021-22 and 2022-23		
	2021-22	2022-23
Base Credit	$4,212	$4,737
Supplemental Point Value	$996	$1,120
Student Success Main Point Value	$587	$660
Student Success Equity Point Value	$148	$167
Incarcerated Credit, Special Admit Credit, CDCP*	$5,907	$6,642
Noncredit	$3,552	$3,994

OTHER PLANNING FACTORS						
Factors		2021-22	2022-23	2023-24	2024-25	2025-26
California CPI		6.56%	5.75%	2.58%	2.20%	2.38%
California Lottery	Unrestricted per FTES**	$176.94	$170	$170	$170	$170
	Restricted per FTES	$81.94	$67	$67	$67	$67
Mandate Block Grant		$30.67	$32.68	$34.44	$35.82	$37.15
Interest Rate for Ten-Year Treasuries		2.08%	3.20%	2.85%	2.68%	2.80%
CalSTRS Employer Rate[3]		16.92%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate[4]		22.91%	25.37%	25.20%	24.60%	23.70%
Unemployment Insurance Rate[5]		0.50%	0.50%	0.20%	0.20%	0.20%
Minimum Wage[6]		$15.00	$15.50	$16.00	$16.40	$16.80

*Career development and college preparation

**Full-time equivalent student

---

[1]Applies for Adult Education, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services, Apprenticeship, Part-Time Faculty Compensation, Part-Time Faculty Office Hours, Cooperative Agencies Resources for Education (CARE), Academic Senate, CalWORKs Student Services, Mandate Block Grant and Reimbursements, and the Childcare Tax Bailout.

[2]Amount represents the 2021-22 statutory COLA of 1.70% plus an augmentation of 1.00%, compounded with the 2020-21 unfunded statutory COLA of 2.31%.

[3]California State Teachers' Retirement System (CalSTRS) rate in 2021-22 was bought down by a prior-year $2.3 billion payment from the state of California. Rates in the following years are subject to change based on determination by the governing board.

[4]Reflects updated California Public Employees' Retirement System (CalPERS) projected rates for 2022-23 and beyond.

[5]Unemployment rate in 2021-22 and 2022-23 are final based on the 2021 Enacted Budget, and the subsequent years' rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2).

[6]Minimum wage increases and are effective January 1 of the respective year.

Strengthening the Future of Our Students & California

2023-24 System Budget Proposal

September 2022

**California Community Colleges
Chancellor's Office
1102 Q Street
Sacramento, CA 95811-6549**

Contents

CALIFORNIA COMMUNITY COLLEGE
2023-24 SYSTEM BUDGET & LEGISLATIVE REQUEST

Introduction

This document presents the California Community Colleges' System Budget Request for fiscal year 2023-24. The proposal describes the funding needed for the 116-community college system to meet the wide variety of student educational needs that exist in this diverse state.

The California Community College (CCC) system is the largest higher education system in the country and the largest workforce provider in California. Nearly two million students attend California Community Colleges each year to receive educational services including general education courses toward a degree, certificate, or transfer to a 4-year institution, career training, basic skills and remedial education, and adult education. The state's community colleges support Californians' social and economic mobility, with students seeking to build career-related skills to enter or advance in their careers, or earn a degree or transfer to a four-year university.

In 2017, the Board of Governors adopted the *Vision for Success (Vision)*, which identifies the North Star our system must follow if we are to meet California's needs. The California Community Colleges' *Vision* guides interrelated reforms that will make higher education more accessible and equitable for millions of Californians at a time when the state needs it most. In 2022, California Community Colleges were met with a new opportunity. As part of the state budget framework, Governor Newsom unveiled a bold goal - that by 2030, 70% of working age Californians would have a degree or credential. To advance this goal, the Governor and State leaders solidified their support for the *Vision for Success* by including the Roadmap for the Future, an aligned agenda to increase equitable student success. State budget resources were provided to support services to students to improve educational outcomes, reduce equity, close achievement gaps, to address basic needs such as food and housing insecurity, and to help increase college affordability. This aligned direction positions the California Community Colleges to deliver on the *Vision for Success* Commitments adopted by the Board of Governors in 2017:

- Focus on students' goals
- Design with students and their experiences in mind

- High expectations and high support
- Foster use of data and evidence
- Own student performance
- Thoughtful innovation and action
- Cross-system partnership

2023-24 Budget Request Overview

Existing law requires the Board of Governors, in consultation with institutional representatives of the California Community Colleges and statewide students, faculty and staff organizations, to develop criteria and standards for the purpose of making the annual budget request for the California Community Colleges to the Governor and the Legislature.

In June, the Chancellor's Office began the process to develop the Board of Governors' budget and legislative request for the 2023-24 fiscal year, with a working session and discussion with members of the Consultation Council about concepts for inclusion in the proposal. During those discussions, members engaged in a review priorities and opportunities to advance the Vision for Success through investments in the 2023-24 budget. In addition to discussions at Consultation Council meetings, Chancellor's Office staff distributed a survey to stakeholders and Consultation Council members requesting a priority ranking of all potential Budget and Legislative Request items. In light of historic world events and changing social dynamics, members of the Consultation Council and stakeholders sought an approach that leverages prior year investments, advances existing commitments, and strengthens students' future success. The Chancellor's Office has incorporated feedback from that consultative process into this document.

The Board of Governors' Budget and Legislative Request for 2023-24 furthers the *Vision* by proposing budget adjustments and policy changes that respond to these clear signals from state leaders about the outcomes necessary to support the state's future. It largely prioritizes additional resources that advance the *Vision* and Roadmap while allowing local level decisions and innovations. The request responds to the input received from educators, advocates, and students themselves about what support is necessary to further the implementation of recent reforms and achieve the *Vision* goals. It also emphasizes the need for continual review of existing laws and policies to determine whether they are advancing— or constraining—colleges' ability to achieve the *Vision*.

Strengthening the Future of Our Students & California

California Community Colleges and the students it serves have endured substantial hardships, many of which were not new but were exacerbated by the multi-year pandemic. These hardships increased basic needs insecurities, caused fluctuations in enrollment, and affected our most vulnerable student communities. Thanks to the substantial recovery of the state's finances, the 2022-23 Budget Act increased overall funding for community colleges, allowing colleges to pave the road for our students' and our state's recovery. These investments position California Community Colleges to advance educational equity and socio-economic mobility. Importantly, the resources allow our system to rethink structures that are not working and to design a new normal that better meets students' needs.

As we prepared for the 2023-24 request, system leaders recognized one important truth: we must effectively leverage and implement prior year investments to tackle the most stubborn challenges our student face. Specifically, as our system tackles enrollment uncertainties, it is critical to recognize that these are larger symptoms of poverty that can no longer be ignored. As such, the 2023-24 requests centers students and the scaffolding needed to support our students' educational success, paths out of poverty, and limiting the number of new programs and initiatives that districts and colleges implement.

To reflect an emphasis on funding needs that first and foremost support students' economic mobility, align with our *Vision for Success* Commitments, and to provide educational equity to our students, the 2023-24 budget request is organized to advance the goals in the Roadmap for the Future:

| Reduce time and units to degree | Close statewide equity gaps | Improve educational outcomes | Support intersegmental collaboration and data sharing | Establish clear pathways to transfer and careers |

The requested investments focus on a students' full journey – from enrollment, persistence, and supports along the journey, to student success and economic mobility.

Multi-Year Framework

In crafting this request, it was also important to complement the investments made by the Governor and the Legislature and deliver on their aspirations and goals for the system. In doing so, we outline steps to further strengthen our role in improving economic equity and advancing social mobility – even in the face of economic uncertainty. To accomplish this, the 2023-24 request considers our students' and system needs for the future and presents a multi-year framework. Our goal in presenting a multi-year framework is to align to key deliverables in the Roadmap for the Future and identify long-term funding needs of our system so that state leaders can partner and design for the future with us.

Overall, the 2023-24 system budget request, *Strengthening the Future of Our Students & California*, which totals over $700 million in ongoing resources, represents a crucial step in a multi-year framework to equitably reach the state's goals and support our students' economic mobility.

2023-24 SYSTEM BUDGET

Strengthening the Future of Our Students & California

The California Community Colleges (CCC) budget request identifies resources necessary for colleges to provide high-quality educational services, to continue strategies to remove structural barriers that inhibit student access, persistence, and completion, and to meet the state's core priorities, including those outlined in the Roadmap for the Future. The CCC system maintains its commitment to dismantling systemic inequities so that colleges can meet the challenges of the state's workforce and educational needs for the 21st century.

This *2023-24 System Budget Proposal* was developed by the Chancellor's Office to ensure that colleges can function at maximum effectiveness to support the equitable success of all students in meeting their educational goals. The proposal identifies core priorities for funding that target gains in key goal areas: reduced time and excess units to degree, closing equity gaps, improving educational outcomes, supporting intersegmental collaboration and data sharing, and establishing clear pathways to transfer and careers. Details of each of these areas are provided below.

Reduce Time and Excess Units to Degree

Incentivizing Bold College Strategies to Reduce Excess Units
($23 million one-time)
Over the last five years, state leaders have provided key resources to support colleges' work to reduce institutional barriers and streamline complicated structures that often hinder student success. Such investments include Guided Pathways, Strong Workforce, basic needs, Student Success and Completion, Student Equity and Achievement, Equitable Placement, and numerous categorical funds. With these foundational elements in place, colleges have the opportunity to act. Yet, meaningful progress and impact on our collective goal to decrease time and excess units to degrees begins with understanding the extent of the problem. Colleges are instrumental to understanding unit attainment patterns, to honing in on the barrier students may face, and in leading progress. This proposal seeks to provide incentive awards to colleges that 1) conduct robust analyses of structures and processes that may be leading to excess units to degrees; 2) adopt bold goals to reduce excess units to degree and improve time to degrees and credentials; and 3) implement local strategies that

leverage existing funding structures to ensure students have access to holistic and streamlined supports, guidance that enables equitable success, structured degree and credential pathways designed for timely completion, and deployment of interventions so that no student is lost. Incentive awards will be provided to colleges that take the important step of setting goals and designing bold institutional strategies. Awards will serve as seed money to embed these strategies into the fabric and culture of the institution.

Close Statewide Equity Gaps

Supporting Students with Dependent Children

($150 million one-time, $80 million ongoing)

At the core of our efforts to enroll and retain students must be our recognition of the barriers students face, and a lack of safe, dependable, affordable, accessible childcare is a key impediment for many community college students and potential students. Recent Strata Education research and national surveys reinforce these points - many students are interested in enrolling, but require financial and other resources, such as child care, to help them prioritize education. Expanding childcare options for community college students could help increase degree and certificate attainment, increase transfers to four-year institutions, and close equity gaps.

California is currently experiencing a shortage of childcare providers, but even in the best of times, many parents are prevented from attending college because they lack affordable options for supervising their children while they attend classes. And breakdowns in childcare plans are a common cause of students dropping out of classes or college altogether. Many community colleges provide some access to childcare already, but these programs are often much too small and inflexible to meet the needs of our students.

This proposal would establish a Childcare Expansion Fund with an initial investment of $150 million one-time funds for upgrading and expanding facilities and enhancing partnerships dedicated to childcare on college campuses and $80 million in ongoing funds to cover staffing and other ongoing costs. Drop-in daycare centers with afterschool programming could help increase enrollment, not only by supporting working parents to attend afternoon, evening, and/or weekend classes but also by connecting students to their local community colleges in a positive way.

Advance Accessibility and Universal Design

($60 million ongoing, $20 million one-time)

Across California Community Colleges, college leaders are prioritizing accessibility and universal design as a strategy to create welcoming learning environments and educational experiences for students with disabilities. Importantly, while universal design promotes access for individuals with disabilities, it also benefits all students. Universal design improves access and outcomes for everyone through a variety of strategies.

Funding is necessary to increase colleges' capacity to increase access to critical instructional and support services for students with disabilities, including Deaf and Hard of Hearing, and to support innovations in teaching and learning in alignment with the system equity priorities. This proposal requests an ongoing increase of $60 million to the Disabled Student Programs and Services (DSPS) Program and a one-time investment of $20 million to strengthen the support infrastructure for students with disabilities. With an increase in ongoing funding, DSPS programs could reach students that could benefit from their services but are not currently being served. One-time funding would be utilized to implement the recommendations of the California Community Colleges Universal Design Learning (CCC UDL) Task Force, which include structural redesign concepts that maximize existing system resources or universal design-based instructional practices, equitable student support services, and low- or no-barrier accommodations.

Supporting Foster Youth

($2 million ongoing)

This proposal would provide additional funding to sustain, enhance, and expand the Foster and Kinship Care Education (FKCE) Program, a program offered at 53 community colleges, To support the effectiveness of this program, this request would also update statute to reflect the current terminology in Child Welfare services and broaden the population served by the FKCE program to include biological parents with children at risk of out-of-home placement.

A $2 million ongoing commitment of Proposition 98 dollars would leverage a federal match, bringing approximately an additional $3 million dollars to FKCE programs and allow for a transformation of the funding formula used to allocate funds. Additional funding is critical in the short-term to increase the program capacity to serve families, meet the demand for training, reduce the negative impacts that social determinants of educational success have on foster youth, and broaden the enrollment pipelines of foster youth and adult learners into community colleges.

Improve Educational Outcomes

Effective Local Financial Aid Support Services

($10 million ongoing and policy changes)

The 2022-23 state budget presented current and prospective community colleges students with several new or expanded financial aid programs designed to provide greater affordability and an opportunity to enroll at a greater unit intensity. Maximizing access to financial aid requires high-engagement strategies and the support of financial aid professionals. Currently, the formula used by the Department of Finance for Student Financial Aid Administration (SFAA) is based on the 108 community colleges in existence in 2003, creating a 6% deficit in funding statewide over the past 18 years. Additionally, the funding formula used only considers California College Promise Grant (CCPG) fee waiver data. Many of the legislative and budget changes in the last 7-10 years provided funding for additional student awards and payments but provided little or no resources to colleges for the required additional financial aid administration. While the 2022-23 state budget provided critical resources to begin to close exciting gaps in the financial aid administration programs, structural reforms are still needed. Such reforms can ensure students are effectively connected to all available financial aid resources, supporting increased student access, persistence, and completion during a time of stagnant enrollment.

To address this problem, we are proposing three solutions:

- A revision to the Student Financial Aid Administration and Board Financial Aid Programs (SFAA-BFAP) allocation funding formula used by the Department of Finance to include additional data points such as total headcount and counts of low-income students (Pell Grant recipients);
- A cost-of-living adjustment (COLA) to the Student Financial Aid Administration base and capacity funding; and
- Ensuring the BFAP 2% allocation is directed to support financial aid administration.

Of the resources provided, 5% will be utilized by districts and colleges for professional development focused on strategies to braid supports together for students, advancement of culturally competent practices, and holistic student onboarding. Our goal is to leverage the talent and skills contained in financial aid offices to actively in reaching out to students that can benefits from financial and basic needs supports. Professional development can also bring

attention to student populations that face exceptional barriers and the role financial aid can play in presenting student from stopping-out.

We believe the *Vision for Success* goals cannot be achieved without sufficient student financial aid administration capacity. Financial aid plays a significant role in successfully closing educational and equity gaps, and it is critical that the funding needs of the administration of financial aid programs be prioritized at both the state and institutional level.

Supporting Implementation of Equitable Placement

($70 million ongoing)

In 2018, AB 705 advanced equitable placement and completion to help students enter and complete transfer-level coursework in English and math within a year. By ensuring that students aren't stuck in remedial courses, this helps more students reach their goals sooner. This proposal would appropriate resources to ensure districts receive timely resources to advance equitable placement and implement AB 705 support courses, including through implementation of [corequisite support models](#) that effectively meet students learning needs. Models include embedded tutors, paired courses, extended instructional time, academic support services, and technology mediated support, supervised tutoring, and other evidence-based innovations. Ongoing funding for corequisite supports can help achieve the goal of maximizing completion of transfer-level coursework in English. Funding would be contingent on the use of strategies with strong evidence of effectiveness and minimum eligibility criteria. Importantly, the $70 million ongoing investment would ensure that every student receives the help they deserve to succeed in transfer-level courses and beyond.

Robust Faculty Supports

($50 million ongoing)

Structured investments in an array of faculty supports, including full-time faculty, part-time office hours, and professional growth, can create the conditions for student success, student unconditional belonging, and increasing diversity among our faculty so that they may reflect the rich diversity of our students. As such, for 2023-24, to support this effort, we are requesting $50 million to support faculty hiring, parity, curriculum development, and office hours, while also encouraging colleges to use Equal Employment Opportunity (EEO) best practices when hiring. The proposed investments in full-service faculty supports will help create the institutional capacity for progress in closing equity gaps and improving student outcomes. These resources can also create opportunities for improving curriculum to make sure it is culturally responsive and up to date. Our goal is to transform our colleges to be

institutions where faculty can fully participate in creating the conditions for the equitable academic success of their students.

Funding Rate Increases to Support District Capacity and Transformation

($400 million ongoing)

Community colleges are an essential partner in meeting the bold and necessary goal of supporting 70% of working age Californians in earning a degree or credential. Ongoing operational resources that reflect growing cost and provide inflationary adjustments are critical to advancing the community college missions, serving the diverse needs of each community throughout the state, and to achieving the student success goals outlined in the *Vision for Success*.

This request seeks an ongoing funding rate increase to address districts' growing inflationary cost-drivers, such as salaries and wages, pensions, energy, and healthcare, in ways that compliment districts efforts to support student learning, campus experiences, and equitable success. As such, California Community Colleges request $400 million in ongoing resources to increase Student Centered Funding Formula rates and continue to support districts' important local transformation. Such an investment, and the accountability to make progress on Vision goals, supports further implementation of institutional structures students demand and provides resources to improve the outcomes of our most underserved students.

Analysis of Online Learning Innovations

($231,000 one-time)

Online education in community colleges in California has been steadily increasing, and even before the pandemic, student enrollment in online courses increased by 154% from 2002 to 2016. While enrollments in online courses have increased significantly over time, the improvement of course success rates (proportion of students who earn a letter grade C or better) in online courses has been slower. Prior research on online education in different states has found a positive relationship between online course offerings and completion with slight reductions in time-to-degree and transfer. While a positive link has been found between taking online courses and completion measures such as graduation at the university level – very few studies have focused on community colleges and the linkages between online course taking and graduation.

With the onset of the pandemic, online educational offerings exponentially increased, with many colleges planning to continue offering more online courses and support services for students as they look ahead. With colleges planning for and implementing expanded academic and non-academic offerings and supports, it will be critical now more than ever, to understand and identify practices that promote equitable and successful online learning experiences for students.

This proposal seeks funding to support a research study to understand and elevate effective online learning practices. Findings from this study can be used to inform distance education practices and policies, professional development related to online teaching and learning, and student services that fully support online students. The proposed budget of $231,500 one-time would support the design and implementation of a statewide survey of online learners; data analyses of student-level outcomes by college and discipline area; virtual student focus groups; virtual interviews with practitioners; dissemination of findings to a variety of stakeholder groups; and project coordination activities.

Support Intersegmental Collaboration and Data Sharing

Technology Capacity to Support the Future of Teaching & Learning | Categorical Program

($30 million ongoing)
In today's environment where pandemics and the effects of climate change are likely to occur, colleges cannot always provide in-person education—making the case for investing in education technology. Prior to COVID-19, distance education served a limited role in comparison to brick-and-mortar environments. Moving forward, many of our students will continue to expect and demand flexible learning modalities, technology supported classrooms, and online support services, the extent of which were not contemplated before the pandemic.

Further, malware and ransomware attacks have significantly increased in the last decade and the level of sophistication of attacks is expected to increase. In 2022-23, state lawmakers provided an important investment in technology modernization and security that recognizes the changing nature of education. To support the continuity of classroom modernization through the use of technology and continued improvements in data security management, this proposal requests an ongoing $30 million technology capacity categorical program.   A

modest, yet sustained investment in technology can build the capacity to integrate technology in the instructional process in a manner that is safe, sustainable, and effectively supports teaching and learning.

Streamline Reporting Process

($200,000 ongoing and $2.2 million one-time)

The Chancellor's Office requests funds and statutory changes to support the development and statewide scaling of a streamlined reporting process and tool that enables colleges to more effectively use data integrated with budgeting and planning efforts to inform program decisions and improve student outcomes. The new process is designed to be consistent with Guided Pathways, the system's chief framework for achieving the *Vision* goals.

This proposal is the Chancellor's Office's direct response to *Vision for Success* Commitment Two, where system leaders pledged to review reporting and budgeting processes to identify and eliminate unnecessary or duplicative requirements. In addition, it creates the infrastructure necessary to achieve the requirement in the trailer bill language that created the Student Centered Funding Formula (AB 1809, 2018), which was for each "community college district to align its comprehensive plan with the adopted local goals and align its budget with the comprehensive plan."

The proposal requests $200,000 ongoing to develop the streamlined reporting process, and $2,226,000 one-time to support the creation of the reporting tool. This proposal reimagines the approach to meet legislative reporting requirements that both simplifies for colleges and districts and is designed with alignment to the *Vision for Success* and Roadmap in mind.

Establish Clear Pathways to Transfer and Careers

Intersegmental Transfer Success Collaborative

($2.7 million one-time)

Much progress has been made on smoothing the transfer process among the segments, with the Associate Degree for Transfers between the CCC and CSU systems and the UC Transfer Pathways between the CCC and UC systems serving as two primary example. However, further collaboration and work is necessary to assess and coordinate the transfer pathways across all three segments of higher education, particularly within disciplines where there are currently differences in preparatory lower division pathway curriculum. Coordination and

closer alignment is possible and worthy of further exploration. Effective communication of this information to CCC students is also a priority that merits close examination by disciplinary faculty and their respective admissions teams. The California Community Colleges seek funding to support the creation of an Intersegmental Academic Senate Task Force on Transfer to improve the transfer process by: 1) identifying the 20 most popular majors among transfer students and determine the degree of alignment in these majors across the CSU and UC systems; and 2) determining how best to communicate this information to CCC students.

Specifically, the request seeks $2.7 million to be spent primarily over two fiscal years (2023-24 and 2024-25). Each segment would receive $450,000 per year to fund 15-20 disciplinary faculty from their segment and jointly fund any necessary travel, facilitation, or convening costs, including instructional release time and summer stipends.

One-Time Funding Requests | Proposition 98

Deferred Maintenance & Instructional Equipment

($150 million one-time)

This year's one-time deferred maintenance augmentation was a substantial boost in addressing the approximately $1.1 billion in deferred maintenance backlog. The need to maintain and upgrade our facilities and equipment, particularly as we seek to reengage and support welcoming campus experiences for students is paramount to both campus operations and student success. As such, the California Community Colleges seek a one-time investment of $150 million in deferred maintenance and instructional equipment.

Non-Proposition 98

Continue Investments in Affordable Student Housing

($900 million one-time)

The 2021 and 2022 state budget acts set into motion historic investments in student housing, changing the paradigm from seeing student housing as college and university enterprise services to basic needs, affordability, and completion strategies. California Community Colleges across the state have responded with enthusiasm to this new direction, with over 70 colleges preparing plans and conducting feasibility studies. In support of these efforts, the

California Community Colleges, thanks to the support of the Governor and legislature, are launching an affordable student housing program and unit to assist colleges' successful implementation. To ensure continued momentum around affordable student housing, we request $900 million one-time for construction grants to address the needs of our homeless/housing insecure student population.

Pension Relief

AB 1469 (2014) set in place a plan stipulating that CalSTRS costs will be shared, with the state paying approximately 20 percent toward the amount unfunded, teachers paying 10 percent, and the remaining 70 percent is the responsibility of schools and community colleges. Under AB 1469, the CalSTRS employer contribution rate has been increasing each year since 2013-14 resulting in millions of dollars in additional annual costs to districts, beginning in FY 2015-16. CalPERS also faces a long-term deficit. While employer rates are set by the CalPERS Board rather than by statute, colleges face significant CalPERS contribution increases each year. As the CalSTRS and CalPERS contribution rates continue to rise, districts must often forego spending on student services, infrastructure, faculty, and program improvements.

For 2023-24, we are requesting a one-time allocation to provide relief around increases to CalPERS and CalSTRS retirement contributions. This request would permit colleges to redirect resources toward the student success goals outlined in the *Vision for Success*. We are supportive of these important retirement systems and the benefit they provide our employees; however, the mandated rate increases are significantly affecting district budgets.

MULTI-YEAR INVESTMENTS

Supporting California's Diverse Teacher Workforce

($10 million ongoing)
The current teacher workforce crisis requires mobilizing around intentional strategies to meet these urgent sector needs. California Community College prepare 85% of the early childhood education (ECE) workforce in California and over 60% of current K-12 credential teacher applicants attended a California Community College. These statistics reinforce the fact that we are the workforce preparation engine for this sector and as such, need an organized response to addressing our state's teacher workforce crisis. This proposal seeks funding to support the creation a CCC Teacher Preparation Program to strengthen college-level teacher preparation programs within the CCC system and to assist California in meeting

the significant workforce needs in the areas of early care and education, transitional kindergarten, after-school, special education, bilingual education, and STEM areas. Funding will be used for technical assistance providers, work-based learning in teacher preparation programs, and development of dual enrollment and transfer pathways in these fields. The goal of this proposal is to strengthen, scale, and align the community college role in diversifying the teacher workforce and meeting workforce demands in education throughout California.

Platform for Digital Innovation | Common Enterprise Resource Planning (Common ERP)

($392.3 million ongoing)

While many of our system reforms are interconnected, each district is left to their own devices when it comes to implementing technology reforms, each making different decisions about how to structure data, how to leverage existing systems, how to introduce new technology, etc. creating enormous inefficiencies and multiplying the opportunity for error in development and submission of all reporting. To date, all districts have independently selected and operated their own administrative systems that collect, store, and manage student and campus data; this data is provided months after the end of the term or academic year to perform these ongoing analyses. Historically, the collection has been slow, sometimes non-uniform, and suffered from both omission of data and noncompliance. Aside from the regulation-required analysis represented by MIS or 320 reports, the decentralization of administrative systems precludes real-time data-driven decision-making at the CCCCO; contributes to the inability to answer reasonable questions from the Board of Governors, legislators, or the Governor's administration; and lends the appearance that the CCC system overall does not have a grasp on the cybersecurity or fraud protection elements required by ED 70901(b) (2) and (3).

Importantly, the *Vision for Success* embraced the notion that it will take interconnected reforms to achieve bold student-centered goals, and yet the technological underpinning is such that the state leader and the CCCCO do not have access to timely or consistent data across the 73 districts, the 73 districts themselves are forced to fit the reforms into their specific technology environment, and the students are left with a fractured student experience that remains district-centric rather than student-centric.

This proposed 2024-25 request would seek one-time and ongoing funding to centrally operate the Platform for Digital Transformation. The Platform would support: 1)

enhanced systemwide information security and increased support for intercollege enrollment and employment; 2) real-time, actionable data to drive continuous improvement and information-based intervention; and 3) district and system level institutional resilience. This project would extend the domain of centralized and standardized technology applications to the administrative systems that handle student enrollments, human resources, finance, and financial aid by moving the system in its entirety from a collection of aging and unconnected on-premise systems to a singular cloud-based software as a service (SaaS) system that is locally configurable yet centrally managed and free of today's burdensome accumulated technical debt. For districts, systemwide integration would provide real opportunities to improve outcomes and completion, supporting fiscal health and resilience.

Modernize Grant Tracking Accountability Platforms

($900,000 ongoing)

The NOVA platform was initiated in 2016 to track plans, outcomes, and funding for the Strong Workforce Program. Since then, NOVA has expanded to include additional programs such as Adult Education, Perkins, Nursing, Guided Pathways, and Apprenticeship. Now, NOVA supports over two dozen Chancellor's Office programs across divisions. Currently, funding for NOVA comes through a variety of grant set-asides and has largely relied on professional services vendors. State operations budget and staffing has been insufficient to establish the necessary structure to effectively support and operate the NOVA system in-house. Efforts to address ongoing and increasing challenges include transfer of management of the NOVA platform to the Digital Innovation and Infrastructure (DII) Division to increase agency oversight of NOVA to align with State of California standards for information systems. Simultaneously, the Chancellor's Office has begun investing in reusable functionality and self-service tools to reduce development costs and over-reliance on the development vendor for basic changes. This proposal requests $963,000 in ongoing General Funds to support five additional staff within the Chancellor's Office. By bringing the system into Chancellor's Office control, the agency will achieve improved compliance with State of California regulations for information systems, improved oversight and responsiveness to business needs, and overall cost savings to the state compared to the vendor-hosted and operated scenario currently in place. This proposal could generate cost savings in future years of between $800,000 and $1.2 million annually compared to the current operational approach.

2023-24 LEGISLATIVE REQUEST

The legislative portion of the 2023-24 System Budget and Legislative Request is focused on closing equity gaps and ensuring that students can afford the total cost of attending and succeeding in college. Thanks to the courageous leadership and advocacy of California Community Colleges student leadership, the Board of Governors, and our allies, and the partnership of the California Student Aid Commission, the 2022-23 State Budget enacted a new "Cal Grant Equity Framework" that will provide equitable access to State financial aid for all community college students for the first time.

This year's legislative proposals also aim to address the total cost of attendance, for specific populations of students too often overlooked by large-scale, expansive efforts – student leaders serving at the system office level, and undocumented adult learner students seeking to transfer to a four-year university and earn a bachelor's degree.

Provide Sufficient Cost of Attendance Coverage for Student Board of Governors Members

Student members of the Board of Governors receive no compensation for their service, other than a modest per diem and coverage of travel and other expenses. This often forces student Board members to work multiple jobs to support their total cost of attendance, requiring them to balance their academic studies, work, and their service to the State and their fellow students as a Board of Governors member. In order to ensure that student Board members can focus on their studies and their Board service, this proposal would automatically award them a Student Success and Completion Grant (SSCG) for the duration of their service on the Board.

The SSCG, established in the 2017-18 budget, is a supplemental financial aid program designed to support community college students who can attend full time. Students already receiving a Cal Grant B are eligible, as of the enactment of the 2022-23 state budget, for additional aid of up to $8,000 per year if they are taking 15 units or more. This proposal would remove those eligibility provisions for student Board of Governors members, automatically providing them with the award in lieu of compensation for their service to the State of California and their fellow students as Board members.

Expand Eligibility for AB 540 Nonresident Tuition Exemption

In the more than 20 years since its passage, Assembly Bill 540 has successfully expanded opportunities for a college education and reduced opportunity gaps among the 72,000 undocumented students attending a California community college by removing the burden of out-of-state tuition. However, a key equity gap remains in place. Adult Dreamer students seeking to transfer from a community college to a four-year institution must have three combined years of prior high school or college experience earned in California, which forces many undocumented students to attend community college for a third, superfluous year even after they have earned the units they need to transfer.

Senate Bill 1141 (Limón, 2022), sponsored by the Chancellor's Office, addressed one component of the inequities that remain for AB 540 students, by allowing the third required year to be taken as credit courses, rather than noncredit, as has long been the case. However, in order to fulfill the goals of the Vision for Success and the Roadmap of reducing excess unit accumulation and increasing time to completion, this proposal would provide that a community college student who has completed 60 units or earned an Associate Degree for Transfer is automatically eligible for the AB 540 nonresident tuition exemption when they transfer to a four-year university.

Modernize workforce education programs to meet the needs of the 21st-century economy

The Economic and Workforce Development (EWD) program was established in the 1990s, and although the program has been renewed several times since then, the core language has not been updated in nearly 30 years. This proposal would generally recast and revise the provisions governing the EWD program and remove the sunset date. The reauthorization would integrate the lessons learned from prior program models and emphasize regional collaboration, coordination, and innovation necessary to support a student centered approach that expands work-based learning for students. The reauthorization would streamline the statute, place greater emphasis on key data collection that aligns with *Vision for Success* goals and metrics, and eliminate references to outdated programs since the introduction of the Strong Workforce program.

The purpose of this proposal is to update the legislative language for the Economic and Workforce Development (EWD) program. Assembly Bill 183 (Statutes of 2022) extended operation of the program by two years to be repealed on January 1, 2025. The updated legislative language would increase the focus on student success as advances are made for California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement.

	Statewide	Los Rios	% of Statewide	Difference in Credit FTES %
Student Centered Funding Formula				
Statewide Comparison for Los Rios				
2021-22				
Full-time Equivalent Students				
Credit	791,038	38,872	**4.9%**	
Incarcerated Credit	5,110	156	3.1%	-1.9%
Special Admit Credit	40,840	960	2.3%	-2.6%
CDCP	35,302	-	0.0%	-4.9%
Noncredit	18,335	13	0.1%	-4.8%
Student Demographics				
AB 540	53,064	2,685	5.1%	0.1%
Pell Grant	380,364	21,145	5.6%	0.6%
Promise Grant	799,485	43,564	5.4%	0.5%
Student Outcomes				
Associate Degrees for Transfer	63,289	2,253	3.6%	-1.4%
Associate Degrees	62,853	2,689	4.3%	-0.6%
Credit Certificates	21,593	557	2.6%	-2.3%
Transfer Level Math and English	51,275	2,051	4.0%	-0.9%
Transfer to a Four Year University	72,896	2,951	4.0%	-0.9%
Nine or More CTE Units	187,049	8,299	4.4%	-0.5%
Regional Living Wage	182,842	12,728	7.0%	2.0%

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES ANNUAL FALL RETREAT

SUBJECT: Recruitment and Hiring	**DATE:** October 8, 2022
AGENDA ITEM 6.C	**TYPE OF BOARD CONSIDERATION:** Board Information and Discussion

BACKGROUND

This is an update on the recent recruitments and hires over the past year, with additional historical information provided. Three reports are provided: (1) a breakdown of tenure-track faculty positions from the most recent hiring cycle, (2) a detailed look at the last ten-years of regular faculty hiring, and (3) a breakdown of recruitment efforts and how candidates made their way through the recruitment process. All charts include details on race and ethnicity of candidates, and where appropriate, will include what college the hiring took place at.

RECOMMENDATION

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

Los Rios Community College District
Report on Recruitment Efforts
2021-2022 Academic Year

One of the main responsibilities of the Human Resources Department is to recruit and facilitate the hiring of talented individuals that provide our district with a workforce that mirrors the demographics of our student body and community. This report highlights the recruitment efforts of the Los Rios Community College District during the 2021-2022 academic year to meet this goal. For faculty, this will reflect the new hires for the Spring 2022 and Fall 2022 semesters. For Classified and Management, this data will reflect new hires between Fall 2021 and Summer 2022 semesters.

RECRUITMENT SUMMARY: APPLICANT RACE & ETHNICITY

Total Applicants

Race & Ethnicity	Classified	Faculty	Mgmt.	Total
American Indian or Alaskan Native	0.4%	0.2%	0.5%	0.4%
Asian	16.7%	15.9%	13.4%	16.1%
Black or African American	11.2%	8.6%	17.7%	11.5%
Decline to State	6.3%	7.2%	9.4%	6.9%
Hispanic or Latino	31.3%	22.4%	14.7%	27.5%
Native Hawaiian or Pacific Islander	1.2%	0.0%	0.3%	0.9%
Two or More Races	4.8%	4.5%	5.6%	4.8%
White	28.1%	41.3%	37.6%	31.8%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**
		Total Reported Underrepresented:		*61.2%*

Total Eligible Applicants

Race & Ethnicity	Classified	Faculty	Mgmt.	Total
American Indian or Alaskan Native	0.4%	0.2%	0.6%	0.4%
Asian	15.9%	15.4%	13.0%	15.4%
Black or African American	11.7%	8.3%	18.1%	11.9%
Decline to State	6.1%	6.7%	10.9%	6.9%
Hispanic or Latino	30.4%	22.3%	15.3%	26.5%
Native Hawaiian or Pacific Islander	1.3%	0.0%	0.1%	0.8%
Two or More Races	4.8%	4.9%	5.2%	4.9%
White	29.4%	42.2%	36.7%	33.2%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**
		Total Reported Underrepresented:		*59.9%*

Total Applicants Interviewed

Race & Ethnicity	Classified	Faculty	Mgmt.	Total
American Indian or Alaskan Native	0.2%	0.3%	0.8%	0.3%
Asian	19.3%	14.7%	14.3%	17.7%
Black or African American	10.2%	7.1%	13.0%	9.9%
Decline to State	4.8%	5.3%	10.1%	5.6%
Hispanic or Latino	29.4%	24.9%	21.0%	27.4%
Native Hawaiian or Pacific Islander	1.2%	0.0%	0.0%	0.8%
Two or More Races	6.1%	4.8%	4.6%	5.6%
White	28.8%	42.9%	36.1%	32.7%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**
		Total Reported Underrepresented:		*61.7%*

Human Resources

Total Applicants Hired				
Race & Ethnicity	Classified	Faculty	Mgmt.	Total
American Indian or Alaskan Native	0.0%	0.0%	0.0%	0.0%
Asian	18.9%	11.1%	18.2%	17.6%
Black or African American	9.7%	8.9%	24.2%	11.3%
Decline to State	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	26.7%	24.4%	27.3%	26.4%
Native Hawaiian or Pacific Islander	1.5%	0.0%	0.0%	1.1%
Two or More Races	5.3%	2.2%	3.0%	4.6%
White	37.9%	53.3%	27.3%	39.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Total Reported Underrepresented: **60.1%**

VOLUME OF APPLICATIONS AND POSITIONS ADVERTISED

(REGULAR, PERMANENT POSITIONS)

2021-2022	No. of Positions Advertised	Total Applications Received	Average Pool Size
Classified	170	4,487	26
Faculty	42	1,296	31
Management	32	781	24
Grand Total	**244**	**6,564**	**27**

POOL SIZES BY POSITION TYPE

Position		# of Apps.
Classified:		
Smallest	Instructional Asst. – Food Service Management (ARC)	1
Largest	Student Support Specialist (ARC)	178
Faculty:		
Smallest	Nursing Asst. Professor (Medical Surgical focus) (ARC)	1
Largest	Counselor (SCC)	98
Management:		
Smallest	Dean of McClellan/Sac Reg Public Safety Trng Ctr (ARC)	6
Largest	Dean of the Natomas Center (ARC)	62

WHERE APPLICANTS HEAR ABOUT US

Indeed	55.9%
HigherEdJobs	19.6%
Handshake	6.0%
Chronicle of Higher Ed (Vitea.com)	4.6%
CCCRegistry.org	2.6%
Getwork.com	2.5%
InsideHigherEd	2.3%
Google.com	1.9%
Glassdoor	1.7%
Linkup	0.6%
Facebook.com	0.5%
CommunityCollegeJobs	0.4%
CalJobs.ca.gov	0.3%
Myjobhelper	0.2%
talent.com	0.2%
Los Rios CCD website	0.1%
SacHispanicChamber	0.1%
Other miscellaneous	0.3%

Los Rios Community College District

Regular Faculty Hires: Race & Ethnicity

Race & Ethnicity	2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		*2022-23		Grand Total	% of Total Hires
American Indian or Alaskan Native	0	0.0%	0	0.0%	0	0.0%	1	1.3%	0	0.0%	2	3.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.6%
Asian	4	12.1%	4	11.1%	11	12.9%	10	12.7%	8	19.0%	6	11.1%	7	8.4%	1	25.0%	3	11.5%	3	11.5%	57	12.2%
Black or African American	2	6.1%	1	2.8%	5	5.9%	8	10.1%	4	9.5%	8	14.8%	11	13.3%	1	25.0%	4	15.4%	2	7.7%	46	9.8%
Declined to State	0	0.0%	0	0.0%	1	1.2%	0	0.0%	0	0.0%	0	0.0%	1	1.2%	0	0.0%	0	0.0%	0	0.0%	2	0.4%
Hispanic or Latinx	5	15.2%	3	8.3%	16	18.8%	9	11.4%	7	16.7%	7	13.0%	14	16.9%	0	0.0%	7	26.9%	6	23.1%	74	15.8%
Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	2.4%	0	0.0%	0	0.0%	0	0.0%	2	0.4%
Two or More Races	0	0.0%	0	0.0%	2	2.4%	0	0.0%	1	2.4%	3	5.6%	8	9.6%	0	0.0%	1	3.8%	1	3.8%	16	3.4%
White	22	66.7%	28	77.8%	50	58.8%	51	64.6%	22	52.4%	28	51.9%	40	48.2%	2	50.0%	11	42.3%	14	53.8%	268	57.3%
Grand Total	33	100%	36	100%	85	100%	79	100%	42	100%	54	100%	83	100%	4	100%	26	100%	26	100.0%	468	100%

*2022-23 does not include Spring 2023 hires yet.

Los Rios Community College District
New Faculty hires: Spring 2022/Fall 2022
(Excludes Long-Term Temporary Positions)

Districtwide		
Total Faculty Hires	**45**	
Faculty Background:		
Previous LRCCD Adjunct	**26**	*(57.8%)*
Faculty Diversity Internship Program (FDIP)	**4**	*(8.9%)*
Out of State	**3**	*(6.7%)*
Ph.D. or Ed.D Degree	**17**	*(37.8%)*
Master's Degree	**25**	*(55.6%)*
Bachelor's or Associate's Degrees	**3**	*(6.7%)*
Female	**26**	*(57.8%)*
Male	**19**	*(42.2%)*
Average Age	**42**	
Faculty Representing Diversity		
American Indian or Alaskan Native	**0**	*(0.0%)*
Asian	**5**	*(11.1%)*
Black or African American	**4**	*(8.9%)*
Declined to State	**0**	*(0.0%)*
Hispanic or Latino	**11**	*(24.4%)*
Native Hawaiian or Pacific Islander	**0**	*(0.0%)*
Two or More Races	**1**	*(2.2%)*
White	**24**	*(53.3%)*
Total Underrepresented	**21**	*(46.7%)*
Recruitment		
Total # Applicants	**1,296**	
Largest applicant pool *(Counselor - SCC)*	**98**	
Smallest applicant pool (Nursing Asst. Professor - ARC)	**1**	
Average Applicant Pool	**31**	

Full-Time Faculty Recruitment Summary
New Faculty Beginning Employment: Spring 2022/Fall 2022

Location	Filled	Unfilled	Total
ARC	14	0	14
CRC	12	0	12
FLC	8	0	8
SCC	11	0	11
Total	**45**	**0**	**45**

Race & Ethnicity	Sex	ARC	CRC	FLC	SCC	Total
American Indian or Alaskan Native	F	0	0	0	0	0
	M	0	0	0	0	0
American Indian or Alaskan Native Total		**0**	**0**	**0**	**0**	**0**
Asian	F	0	1	0	0	1
	M	2	2	0	0	4
Asian Total		**2**	**3**	**0**	**0**	**5**
Black or African American	F	0	0	2	1	3
	M	0	0	1	0	1
Black or African American Total		**0**	**0**	**3**	**1**	**4**
Declined to State	F	0	0	0	0	0
	M	0	0	0	0	0
Declined to State Total		**0**	**0**	**0**	**0**	**0**
Hispanic or Latinx	F	0	3	1	1	5
	M	2	0	1	3	6
Hispanic or Latinx Total		**2**	**3**	**2**	**4**	**11**
Native Hawaiian or Pacific Islander	F	0	0	0	0	0
	M	0	0	0	0	0
Native Hawaiian or Pacific Islander Total		**0**	**0**	**0**	**0**	**0**
Two or More Races	F	0	0	1	0	1
	M	0	0	0	0	0
Two or More Races Total		**0**	**0**	**1**	**0**	**1**
White	F	7	3	1	5	16
	M	3	3	1	1	8
White Total		**10**	**6**	**2**	**6**	**24**
Total		**14**	**12**	**8**	**11**	**45**