

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD MEETING AGENDA Wednesday, November 8, 2023 5:30pm

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.

1. CALL TO ORDER	Board President
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2. ORAL COMMUNICATIONS	
<p><i>The public may comment on any items within the Board's jurisdiction, even if the items are not on the agenda only during this portion of the meeting. However, the law prohibits action by the Board on non-agenda items. 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.</i></p> <p><i>Members of the public have two options to offer public comment:</i></p> <ol style="list-style-type: none"> <i>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.</i> <i>Submit a yellow "Speaker's Card" to the Clerk of the Board before the meeting is called to order.</i> 	

3. CONSENT CONSIDERATIONS	
<p><i>A member of the Board may request that an item be removed for further discussion and separate action.</i></p>	
A. Board Meeting Minutes: October 18 and 27-28, 2023 (page 3)	Brian King
B. Scheduling of Board of Trustees Annual Organizational Meeting (page 19)	Brian King
C. Curriculum Proposals: ARC/FLC/SCC (page 20)	Jamey Nye
D. Board Policy Amendments: P-2211 Admission and Entrance Requirements; P-2242 Resident Status; P-2523 Student Health Services (page 28)	Jake Knapp
E. District Quarterly Financial Status Report (311Q) (page 33)	Mario Rodriguez
F. Los Rios Colleges Foundation – Quarterly Investment Report (page 37)	Mario Rodriguez
G. Disposition of Surplus Equipment (page 40)	Mario Rodriguez
H. Ratify: Affiliation and Other Agreements (page 41)	Mario Rodriguez
I. Ratify: Bid Transactions (page 42)	Mario Rodriguez
J. Ratify: Grants and Contracts Awarded (page 43)	Brian King
K. Purchase Orders, Warrants, Checks and Electronic Transfers (page 47)	Mario Rodriguez
L. 2023-24 Sabbaticals/Professional Development Leaves (page 49)	Mario Rodriguez
M. Human Resources Transactions (page 55)	Mario Rodriguez

4. FIRST READING	
A. Draft 2024 Board Meeting Calendar (page 70)	Brian King

5. ACTION	
A. Approval of Contract with Hotep Consultants for the Provision of Equitable Outcome Assessment Services in Support of Board Goal #2 (page 73)	Jamey Nye
B. Contract Award: SCC South Loop Chiller Replacement (page 91)	Mario Rodriguez

C. Los Rios Equal Employment Opportunity Plan (page 92)	Mario Rodriguez
D. Universal Transit Pass Agreement – Modification and Extension (page 140)	Mario Rodriguez

6. INFORMATION	
A. Legislative Update (page 141)	Mario Rodriguez
B. Los Rios Mental Health Services for Students (page 142)	Jamey Nye

7. BOARD MEMBER REPORTS

8. FUTURE AGENDA ITEMS

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

10. CLOSED SESSION
<i>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. Closed Session is not open to the public.</i>
A. Conference with Legal Counsel – Anticipated Litigation - (Government Code Section 54956.9(d)(2) (one case)

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

12. ADJOURNMENT

LOS RIOS BOARD OF TRUSTEES			
John Knight President ▪ Area 3	Pamela Haynes Vice President ▪ Area 5	Dustin Johnson ▪ Area 1 Robert Jones ▪ Area 2 Kelly Wilkerson ▪ Area 4	Deborah Ortiz ▪ Area 6 Tami Nelson ▪ Area 7 John Doherty ▪ Student Trustee
Regular Board Meetings are generally held every second Wednesday of the month at 5:30 pm ▪ <i>Note: Meeting times and locations are subject to change. For current information, call the District Office at (916) 568-3039.</i> Next Regular Board Meeting: December 13, 2023			
Public records provided to the Board for the items listed on the open session portion of this agenda will be posted on the District’s website: www.losrios.edu as soon as they are available.			
Help Us Help You			
Los Rios Community College District strives to make reasonable accommodations in all of its programs, services and activities for all qualified individuals with disabilities. Notification (568-3039) 48 hours in advance will enable the District to make arrangements to ensure meeting accessibility. The District will swiftly resolve those requests consistent with the ADA and resolving any doubt in favor of accessibility.			
Los Rios Community College District Indigenous Land Acknowledgment Statement			
In the spirit of community and social justice, we acknowledge the land on which our four colleges reside as the traditional homelands of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of the health of the rivers, the wildlife, the plant life, and the overall eco-social balance in the greater Sacramento region since time immemorial.			
Despite centuries of genocide and occupation, the Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. Tribal citizens of these nations continue to be an active and important part of our Los Rios college community. We take this opportunity to acknowledge the land and our responsibility to the original peoples, the present-day Nisenan, Maidu, and Miwok tribal nations.			

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Board Meeting Minutes: October 18 and 27-28, 2023	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King, Chancellor <i>Brian King</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

STATUS:

The minutes of the Board of Trustees meetings held on October 18 and 27-28, 2023 are attached for the Board's review and consideration.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the minutes of the meetings held on October 18 and 27-28, 2023.

LOS RIOS COMMUNITY COLLEGE DISTRICT
Board Meeting Minutes
Wednesday, October 18, 2023

1. CALL TO ORDER

The board meeting was called to order by President Knight at 5:30 p.m., in the Community Room at Folsom Lake College, 10 College Parkway, Folsom, CA 95630.

Present:

John Knight, President
Pam Haynes, Vice President
Dustin Johnson
Deborah Ortiz
Kelly Wilkerson
Tami Nelson

John Doherty, Student Trustee

Brian King, Chancellor

Absent:

Robert Jones

2. ORAL COMMUNICATIONS

Sarah Lehmann addressed the Board of Trustees with concerns regarding the Chancellor's leadership and District decision making.

Ted Ridgway addressed the Board of Trustees regarding facilities concerns with the STEM building at American River College.

Ricardo Caton addressed the Board of Trustees regarding college and faculty representation.

3. CONSENT CONSIDERATIONS

A motion was made by Trustee Ortiz, seconded by Trustee Nelson, that the Board of Trustees approve Consent Consideration items A through K.

Roll Call Vote:

Aye: Haynes, Johnson, Knight, Nelson, Ortiz, Wilkerson

No: None

Absent: Jones

Student Advisory Vote: Aye

Motion carried; 6:0

A. Board Meeting Minutes: September 13, 2023

That the Board of Trustees approve the minutes of the board meeting held on September 13, 2023.

B. Curriculum Proposals: American River, Folsom Lake College, Sacramento City College

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

C. Resolution No. 2023-14: Liability Coverage for District Volunteers

That the Board of Trustees approve Resolution No. 2023-14 regarding liability coverage for volunteers.

D. Resolution No. 2023-15: Child Development Center Contracts

That the Board of Trustees approve Resolution No. 2023-15 to authorize the application for and execution of the contracts for the Child Development Centers from the Department of Education (CDE) and Department of Social Services (CDSS).

E. Special Event Authorization

That the Board of Trustees approve or ratify the applications listed herein.

College Events

Date of Event	College	Location	Name of Event	Alcohol
November 2, 2023	FLC	Harris Center	Harris Center Presents 'On Your Feet'!	Beer and Wine
November 3, 2023	FLC	Harris Center	Harris Center Presents 'On Your Feet'!	Beer and Wine
November 4, 2023	FLC	Harris Center	Harris Center Presents 'On Your Feet'!	Beer and Wine
November 4, 2023	FLC	Harris Center	Harris Center Presents 'On Your Feet'!	Beer and Wine
November 5, 2023	FLC	Harris Center	Harris Center Presents 'On Your Feet'!	Beer and Wine
November 10, 2023	FLC	Harris Center	Harris Center Presents: Ruben Studdard and Clay Aiken	Beer and Wine
November 13, 2023	FLC	Harris Center	Harris Center Presents: DAVID SEDARIS	Beer and Wine
November 18, 2023	FLC	Harris Center	Gorskaya-Hartwick Productions world Ballet Series: Cinderella	Beer and Wine
November 18, 2023	FLC	Harris Center	Gorskaya-Hartwick Productions world Ballet Series: Cinderella	Beer and Wine

November 20, 2023	FLC	Harris Center	Hands4Hope Presents Nashville Songwriters Live	Beer and Wine
November 21, 2023	FLC	Harris Center	Sac Prep Beatles White Album 55 th Anniversary	Beer and Wine
November 25, 2023	FLC	Harris Center	Starbright Entertainment presents: Bee Gees Gold	Beer and Wine
November 26, 2023	FLC	Harris Center	Scott Thomas presents Three Queens	Beer and Wine
November 28, 2023	FLC	Harris Center	Harris Center presents: Manheim Steamroller Christmas by Chip Davis	Beer and Wine
November 28, 2023	FLC	Harris Center	Harris Center presents: Manheim Steamroller Christmas by Chip Davis	Beer and Wine
November 30, 2023	FLC	Harris Center	PAKT House Nathan Pacheco	Beer and Wine
December 1, 2023	FLC	Harris Center	HCA Cirque Musica	Beer and Wine
December 1, 2023	FLC	Harris Center	Emery Ent Christmas with CS Lewis	Beer and Wine
December 2, 2023	FLC	Harris Center	Pops Chorale - Holiday Pops	Beer and Wine
December 2, 2023	FLC	Harris Center	Emery Ent Christmas with CS Lewis	Beer and Wine
December 3, 2023	FLC	Harris Center	Pops Chorale - Holiday Pops	Beer and Wine
December 3, 2023	FLC	Harris Center	Emery Ent Christmas with CS Lewis	Beer and Wine
December 5, 2023	FLC	Harris Center	Folsom Lake Symphony	Beer and Wine
December 5, 2023	SCC	Performing Arts Center	Exploring and Discovering Joan Didion	Beer and Wine
December 9, 2023	FLC	Harris Center	Folsom Lake Symphony	Beer and Wine
December 10, 2023	FLC	Harris Center	Folsom Lake Symphony	Beer and Wine
December 14, 2023	FLC	Harris Center	Pam Hayes Nutcracker	Beer and Wine
December 15, 2023	FLC	Harris Center	Pam Hayes Nutcracker	Beer and Wine
December 16, 2023	FLC	Harris Center	Pam Hayes Nutcracker	Beer and Wine
December 16, 2023	FLC	Harris Center	Pam Hayes Nutcracker	Beer and Wine
December 17, 2023	FLC	Harris Center	Pam Hayes Nutcracker	Beer and Wine
December 17, 2023	FLC	Harris Center	Pam Hayes Nutcracker	Beer and Wine
December 18, 2023	FLC	Harris Center	Kerry Irish Productions Irish Christmas	Beer and Wine
December 19, 2023	FLC	Harris Center	Kerry Irish Productions Irish Christmas	Beer and Wine
December 21, 2023	FLC	Harris Center	EDMT High Voltage	Beer and Wine
December 22, 2023	FLC	Harris Center	Sac Master Singers	Beer and Wine

January 27, 2024	SCC	Hughes Stadium	50 th Anniversary Football Charity Game	Beer and Wine
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F. Disposition of Surplus Equipment

That the Board of Trustees approve the disposal of the listed items per Education Code section 81452.

G. Ratify: Affiliation and Other Agreements

That the Board of Trustees ratify and/or approve the agreements identified.

Agency	Clinical Program	Campus	Contract Date	Term
Asbury Park	PTA/OTA ¹	SCC	09/07/2023	Evergreen
Play2Grow Pediatric Therapy	PTA/OTA ¹	SCC	09/07/2023	Evergreen
Capital Kid’s Educational Services	PTA/OTA ¹	SCC	09/14/2023	Evergreen

¹PTA/OTA: Physical Therapy/Occupational Therapy Assistant

H. Ratify: Bid Transactions

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

CHANGE ORDERS				
Bid No	Change Amount	Change Number	Vendor	New Contract Total
22015	\$92,227.00	4	John F. Otto Inc.	\$59,995,560.99
21001	\$58,243.00	7	John F. Otto Inc.	\$20,068,719.31

BID AWARDS					
Bid No	Description	No of Responses	Award Date	Successful Vendor	Total Contract
23030	ARC Foam & Coat Roofing Project Bid Package 2	3	September 21, 2023	Pacific Polymers Inc.	\$341,000.00

Contractor Name	Base Bid	Alternate 1	Total Bid
Pacific Polymers, Inc.	\$300,000.00	\$41,000.00	\$341,000.00
Brazos Urethane, Inc. ¹	\$313,572.00	\$121,800.00	\$435,372.00
Universal Coatings Inc ²	\$393,000.00	\$172,000.00	\$565,000.00

¹ Nonresponsive: no e-bond submitted with bid or original bid bond received before bid opening.

² Nonresponsive: digital signature was required and was either not affixed or was not verifiable.

I. Ratify: Grants and Contracts Awarded

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

Title, Description, Term, Project Administrator	College/ Unit	Amount	Source
Native American Student Support and Success Program <ul style="list-style-type: none"> Funding will be used to strengthen K-12 pathways, ensure the educational success of Native American students, develop Native American leaders, and increase the number of Native American mentors to empower future generations. 07/01/2023-06/30/2028 Administrator: Dr. Robert Snowden, Associate Vice President, Institutional Effectiveness and Innovation 	ARC	\$1,500,000	California Community Colleges Chancellors Office
Native American Student Support and Success Program <ul style="list-style-type: none"> Funding will be used to strengthen K-12 pathways, ensure the educational success of Native American students, develop Native American leaders, and increase the number of Native American mentors to empower future generations. 07/01/2023-06/30/2028 Administrator: Dr. Kellie Butler, Vice President, Student Services 	FLC	\$1,500,000	California Community Colleges Chancellors Office
Hispanic-Serving Institutions Early College Program <ul style="list-style-type: none"> Funding will be used to provide early college initiatives and introduces our Latinx and low-income high school students to college via participation in dual enrollment. These grants expand and enhance academic offerings, program quality, and institutional stability. 10/01/2023 – 09/30/2024 Administrator: Dr. Robert Snowden, Associate Vice President, Institutional Effectiveness and Innovation 	ARC	\$599,706	United States Department of Education
Strong Workforce – Projects In Common Dual Enrollment Program <ul style="list-style-type: none"> In line with efforts to enhance, sustain and promote CTE programs, the District will use the funding to: engage outside data collection, develop marketing materials, and/or support dual enrollment efforts related specifically to campus CTE programs. 07/01/2023 – 06/30/2024 Administrator: Tammy Montgomery, Associate Vice Chancellor, Instruction 	WEDC	\$151,280	California Community Colleges Chancellors Office
Trio Upward Bound – Monterey Trail & Valley High Schools	CRC	\$297,601	United States Department of

<ul style="list-style-type: none"> Funding will be used to provide opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families and high school students from families in which neither parent holds a bachelor’s degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. 09/01/2023-08/31/2024 Administrator: Tadael Emiru, Associate Vice President, Student Services 			Education
<p>Trio Upward Bound – Florin High School</p> <ul style="list-style-type: none"> Funding will be used to provide opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families and high school students from families in which neither parent holds a bachelor’s degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. 09/01/2023-08/31/2024 Administrator: Tadael Emiru, Associate Vice President, Student Services 	CRC	\$297,601	United States Department of Education
<p>Asian American Native Hawaiian Pacific Islander Program</p> <ul style="list-style-type: none"> Funding will be used to provide culturally responsive services to enhance student educational experiences and promote higher education success for low-income, underserved and first generation Asian American Native Hawaiian Pacific Islander students and other underrepresented students. 07/01/2023-06/30/2025 Administrator: Dr. John Dixon, Associate Vice President, Enrollment and Student Services 	SCC	\$150,697	California Community Colleges Chancellors Office
<p>Strengthening Institutions, Title III, Part A grant</p> <ul style="list-style-type: none"> Grant activities are focusing on ensuring that students, specifically those who are not prepared for transfer level classes, have access to high-quality, evidence-based learning supports. This included developing a comprehensive and institution-wide intrusive tutoring support for math and English, and faculty and staff professional development. 10/01/2023-09/30/2024 Administrator: Dr. Monica Pactol, Vice President, Instruction 	FLC	\$449,458	United States Department of Education
<p>Utility Line Clearance Pre-Inspector Training and Development Grant</p> <ul style="list-style-type: none"> Funding will be used to provide educational services to develop the Utility Line Clearance Pre-Inspector Training for Pacific Gas & Electric. 06/01/2023-12/31/2023 <p>Administrator: Dr. Christopher Morris, Dean, Career Education</p>	FLC	\$77,840	Foundation for California Community Colleges
<p>California Development Training Consortium Grant</p> <ul style="list-style-type: none"> Funding will be used for a CDTC Campus Administrator to implement the CDTC program at the college. The Administrator will provide career and education guidance to child development students. 	SCC	\$18,400	Yosemite Community College District (CDTC)

<ul style="list-style-type: none"> 09/01/2023-06/30/2024 Administrator: Dr. Rose Giordano, Dean, Education and Health Professions Divisions 			
Distance Education Captioning and Transcription Grant <ul style="list-style-type: none"> Funding will provide financial assistance with facilitation of live and off-line captioning and transcription services. 08/08/2023-06/30/2028 Administrator: Tammy Montgomery, Associate Vice Chancellor, Instruction 	DO	\$100,000	California Community Colleges Chancellors Office
Puente Program – Program Site Grant <ul style="list-style-type: none"> Funding will be used to supplement operational funds to launch new projects, plan special events, or purchase educational or basic needs materials that would help increase student engagement success. 07/01/2023-06/30/2024 Administrator: Tanya Anderson, Dean, Engagement and Completion 	SCC	\$35,000	The Regents of University of California
Puente Program – Equity Grant <ul style="list-style-type: none"> Funding will be used to provide course completion and transfer activities to students in the Puente program. 07/01/2023-06/30/2024 Administrator: Tanya Anderson, Dean, Engagement and Completion 	SCC	\$20,000	The Regents of University of California
Homeless and Housing Insecurity Program <ul style="list-style-type: none"> Funding will be used to provide services to students who have been identified as being homeless or students at imminent risk of becoming homeless. Services include academic support, case management services, housing identification and placement services. 07/01/2023-06/30/2028 Administrator: Breanne Holland, Supervisor, Student Services 	ARC	\$1,864,402	California Community Colleges Chancellors Office

J. Purchase Orders, Warrants, Checks and Electronic Transfers

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

PURCHASE ORDERS			
General Fund	0001128158 – 0001129822 B240027-B240610	\$ 6,520,787.61	
Capital Outlay Fund	0003019555-0003019615		
Child Development Fund	0006001179-0006001186 B6600009-B6600011		
Self-Insurance Fund	-		
WARRANTS			
General Fund	857084-858317	\$ 21,708,881.09	
General Fund-ARC Instructional Related	012475-012520		
General Fund–CRC Instructional Related	024494-024510		
General Fund–FLC Instructional Related	032130-032155		
General Fund–SCC Instructional Related	049372-049413		
Capital Outlay Fund	836834-836943		
Student Financial Aid Fund	901511-901567		
Child Development Fund	955282-955303		
Self-Insurance Fund	976784-976787		
ODSFD	-		
Payroll Warrants	551659- 552154		
			\$ 8,637,509.84

Payroll Vendor Warrants	71391-71487	
September Leave Process	552155-554921	
CHECKS		
Financial Aid Disbursements (PeopleSoft)	-	\$ 29,562,312.62
Clearing Checks	-	\$ -
Parking Checks	-	\$ -
Student Clubs Agency Fund – ARC	6593-6631	\$ 396,467.92
Student Clubs Agency Fund – CRC	5947-6015	
Student Clubs Agency Fund – FLC	3206-3234	
Student Clubs Agency Fund – SCC	4935-4978	
Foundation – ARC	7663-7711	\$ 108,701.37
Foundation – CRC	3246-3267	
Foundation – FLC	2501-2523	
Foundation – SCC	7083-7102	
Foundation – DO	2076-2081	
Associated Students Trust Fund – ARC	-	\$ 29,325.00
Associated Students Trust Fund – CRC	0978-0978	
Associated Students Trust Fund – FLC	-	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	-	\$ -
ELECTRONIC TRANSFERS		
GENFD Financial Aid	-	\$ 1,009,892.97
Board of Equalization	-	\$ -
PARS Wire	-	\$ 50,427.37
Retiree Health Trust	-	\$ -
CDTFA-ACH	-	\$ 4,500.00
Scholarships	-	\$ 118,807.00
Payroll Direct Deposit Advices	1240122-1244726	\$ 14,624,579.88
Other Payroll Transactions	-	\$ 1,832.00
Keenan	-	\$ 79,038.19
CARES Act/HEERF II	-	\$ -
SCOE- Wires	-	\$ -
PICO Wire	-	\$ 2,566.64
International Wire- PO1128209	-	\$ 53,424.25
SB85	-	\$ 471,071.00
Fidelity Wire	-	\$ 91,187.09
Self-Insurance Fund	-	\$ 79,038.19
Sacramento Regional Transit Wire	-	\$ -
HEERFII	-	\$ 1,800.00
Pacific Groservice-Wire		\$ 4,109.10

K. Human Resources Transactions

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

4. FIRST READING

- A. Board Policy Amendments: P-2211 Admission and Entrance Requirements; P-2242 Resident Status; P-2523 Student Health Services

These policies were presented to the Board of Trustees for first reading.

5. ACTION

A. Public Hearing: College and Career Access Pathways (CCAP) Memorandum of Understanding: Heritage Peak Charter School

Public Hearing: there were no public comments.

A motion was made by Trustee Johnson, seconded by Trustee Nelson, that the Board of Trustees adopt the proposed CCAP MOU between the Los Rios Community College District and Heritage Peak Charter School and authorize the Chancellor or his designee(s) to execute the MOU and any future augmentations, amendments, renewals, extensions, or other modifications to the MOU.

Roll Call Vote:

Aye: Haynes, Johnson, Knight, Nelson, Ortiz, Wilkerson

No: None

Absent: Jones

Student Advisory Vote: Aye

Motion carried; 6:0

B. Public Hearing: College and Career Access Pathways (CCAP) Memorandum of Understanding: Sacramento New Technology High School

Public Hearing: there were no public comments.

A motion was made by Trustee Haynes, seconded by Trustee Nelson, that the Board of Trustees adopt the proposed CCAP MOU between the Los Rios Community College District and Sacramento New Technology High School and authorize the Chancellor or his designee(s) to execute the MOU and any future augmentations, amendments, renewals, extensions, or other modifications to the MOU.

Roll Call Vote:

Aye: Haynes, Johnson, Knight, Nelson, Ortiz, Wilkerson

No: None

Absent: Jones

Student Advisory Vote: Aye

Motion carried; 6:0

C. Contract Award: CRC Beach Volleyball Rebid

A motion was made by Trustee Haynes, seconded by Trustee Ortiz, that the Board of Trustees award the contract for Bid 23000R to Abide Builders Inc. for a total award of \$1,359,614.00 (Base Bid and Alternates 01, 02a, 02b, and 03).

Roll Call Vote:

Aye: Haynes, Johnson, Knight, Nelson, Ortiz, Wilkerson

No: None

Absent: Jones
Student Advisory Vote: Aye
Motion carried; 6:0

D. Contract Award: FLC Brick Repair

A motion was made by Trustee Ortiz, seconded by Trustee Wilkerson, that the Board of Trustees award the contract for Bid 24004 to TNT Industrial Contractors Inc. for total award of \$2,094,704.00.

Roll Call Vote:
Aye: Haynes, Johnson, Knight, Nelson, Ortiz, Wilkerson
No: None
Absent: Jones
Student Advisory Vote: Aye
Motion carried; 6:0

E. Resolution 2023-16: Acceptance of Highest Bid for the Purchase of the Myrtle Avenue Property

A motion was made by Trustee Ortiz, seconded by Trustee Nelson, that the Board of Trustees approve Resolution No. 2023-16 accepting the highest bid for the purchase of the Myrtle Avenue Property, directing the Chancellor or designee to execute a purchase and sale agreement with the highest responsible bidder, and authorizing the Chancellor or designee to take any and all actions necessary to finalize the conveyance and transfer title of the Myrtle Avenue Property to the highest bidder.

Roll Call Vote:
Aye: Haynes, Johnson, Knight, Nelson, Ortiz, Wilkerson
No: None
Absent: Jones
Student Advisory Vote: Aye
Motion carried; 6:0

F. Resolution No. 2023-17: Denouncing Threats of Violence in the Sacramento Region and Affirming the District's Commitment to the LGBTQIA+ Community

A motion was made by Trustee Ortiz, seconded by Trustee Johnson, that the Board of Trustees approve Resolution No. 2023-17 Denouncing Threats of Violence in the Sacramento Region and Affirming the District's Commitment to the LGBTQIA+ Community.

Roll Call Vote:
Aye: Haynes, Johnson, Nelson, Ortiz, Wilkerson
No: None
Abstain: Knight
Absent: Jones

Student Advisory Vote: Aye
Motion carried; 5:0:1

G. Sacramento City College: Renaming the Learning Resource Center as Joan Didion Learning Resource Center

A motion was made by Trustee Haynes, seconded by Trustee Johnson, that the Board of Trustees approve the renaming of the Learning Resource Center at Sacramento City College as the Joan Didion Learning Resource Center, in recognition of the Didion family's and the Sacramento Historical Society's gift to SCC and in honor of the incredible literary legacy that Joan Didion left for the world during her long and distinguished career.

Roll Call Vote:
Aye: Haynes, Johnson, Knight, Nelson, Ortiz, Wilkerson
No: None
Absent: Jones
Student Advisory Vote: Aye
Motion carried; 6:0

6. INFORMATION

A. Folsom Lake College: Utility Vegetation Management Workforce Training Programs

Folsom Lake College staff presented an overview of the Utility Vegetation Management Workforce Training Programs, which, in partnership with Butte College, is part of a collaborative of more than 30 California Community Colleges that make up the Upskill California consortium where we are committed to delivering customized employee training and workforce training. The Utility Vegetation Management Workforce Training Programs provide trainees with rigorous, industry leading training that prepares them for direct entry into an arborist career.

7. BOARD MEMBER REPORTS

Trustee Haynes attended the Stonewall Foundation event and served as a Board of Governors moderator for the Student Success Conference hosted by the RP Group.

Trustee Nelson attended the ACCT Leadership Congress.

Trustee Ortiz extended an invitation to the Academic Senate and faculty union leadership to have a conversation with Trustees to clarify their governance role and what is within their jurisdiction.

Trustee Doherty participated on a committee to make recommendations on AB 928 and attended the Stonewall Foundation event.

8. FUTURE AGENDA ITEMS

Trustee Doherty requested information on the District's basic needs department and how we allocate food, housing, and other resources.

Trustee Wilkerson acknowledged receipt of the information on family leaves and requested an update on how the District is evaluating and improving online education.

9. REPORTS AND COMMENTS

The following constituency representatives presented reports to the Board:

Alisha Nagpal, Student Advisory Committee
Alisa Shubb, District Academic Senate President
Kalinda Jones, LRCFT

10. CLOSED SESSION

The following board members went into closed session at 7:40 pm: Ms. Haynes, Mr. Johnson, Mr. Jones, Mr. Knight, Ms. Nelson, Ms. Ortiz, and Ms. Wilkerson.

- A. Conference with Legal Counsel – Anticipated Litigation - (Government Code Section 54956.9(d)(2) (one case)

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

No reportable action was taken in closed session.

12. ADJOURNMENT

President Knight adjourned the meeting at 8:11 pm. in honor of Sacramento State Professor Dr. David Covin.

BRIAN KING

Chancellor and Secretary to the Board of Trustees

Draft minutes presented to the Board of Trustees: November 8, 2023

LOS RIOS COMMUNITY COLLEGE DISTRICT

Board of Trustees Retreat

Friday, October 27, 2023 - 5:30 pm

Saturday, October 28, 2023 - 9:00 am

FRIDAY, October 27, 2023

1. CALL TO ORDER

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

Present (Friday and Saturday):

John Knight, President

Pam Haynes, Vice President

Dustin Johnson (*arrived at 6:30pm on Friday*)

Robert Jones

Tami Nelson

Deborah Ortiz

Kelly Wilkerson

Brian King, Chancellor

2. ORAL COMMUNICATIONS

There were no oral communications.

3. FUTURE DIRECTIONS DISCUSSION

The Board of Trustees received information on and discussed the agenda items below:

- A. Draft 2024 Board Meeting Calendar and Schedule of Agenda Items
- B. Board Self-Evaluation
- C. Budget & Enrollment Update
- D. Recruitment and Hiring Update
- E. Bond Program Update

4. CLOSED SESSION

The following board members went into closed session at 7:15 pm: Ms. Haynes, Mr. Johnson, Mr. Knight, Ms. Nelson, Ms. Ortiz, and Ms. Wilkerson to consider the matters below:

A. Pursuant to Govt. Code section 54957: Public Employee Evaluation and Contract:
Contract Officers

The Board of Trustees returned to Open Session at 7:35 pm.

5. ACTION

A. Contract Officer Contracts

The Board of Trustees took action on the contracts of the District Officers as listed below:

- a) *Create the position of Vice Chancellor, Human Resources, on Range B of the Management Salary Schedule, and reclassify the position of Associate Vice Chancellor, Human Resources, to Vice Chancellor, Human Resources, including associated employment contract amendments:*

Carrie Bray, Associate Vice Chancellor (A/5) to Vice Chancellor (B/1)

- b) *Extend the contracts to June 30, 2026, for the District Officers listed:*

Paula Allison, Chief Advancement Officer
Carrie Bray, Associate Vice Chancellor, Human Resources
Edward Bush, President, Cosumnes River College
Jacob Knapp, Chief Counsel
Pablo Manzo, Associate Vice Chancellor, Facilities Management
Jamey Nye, Deputy Chancellor
Mario Rodriguez, Executive Vice Chancellor, Finance and Administration
Gabe Ross, Chief Strategy & Communications Officer

- c) *Extend the contracts to June 30, 2025, for the District Officers listed:*

Manveer Bola, Associate Vice Chancellor, Information Technology
Daria Lisa Cardoza, President, American River College
Melanie Dixon, Grant Program Executive Director (I) of Project Attain!
(Associate Vice Chancellor)
Albert Garcia, President, Sacramento City College
Sonia Ortiz-Mercado, Associate Vice Chancellor, Educational Services
Artemio Pimentel, President, Folsom Lake College

- d) *Grant annual step increases to those eligible on the Management Salary Schedule as listed:*

Paula Allison, Chief Advancement Officer (from B/1 to B/2)
Manveer Bola, Associate Vice Chancellor, Information Technology (from A/1 to A/2)

Albert Garcia, President, Sacramento City College (from B/2 to B/3)
Jacob Knapp, Chief Counsel (from B/1 to B/2)
Jamey Nye, Deputy Chancellor (from C/4 to C/5)
Sonia Ortiz-Mercado, Associate Vice Chancellor, Educational Services (from A/1 to A/2)
Mario Rodriguez, Executive Vice Chancellor, Finance and Administration (from C/2 to C/3)
Gabe Ross, Chief Strategy & Communications Officer (from B/1 to B/2)

Roll Call Vote:

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

No: None

Absent: None

Motion carried; 7:0

President Knight adjourned the meeting at 7:36 pm until Saturday, October 28, 2023 at 9:00 am.

SATURDAY, October 28, 2023

President Knight called the meeting to order at 9:00 am.

6. UPDATE AND DISCUSSION OF DISTRICT INITIATIVES

The Board of Trustees received information on and discussed the agenda items below:

A. Board of Trustees Goals and Strategic Plan Alignment

The Board of Trustees has adopted a set of six multi-year goals for 2023-26. These goals are aligned with the District's Strategic Plan, the set of five overarching goals that drive the work to serve the students of the Los Rios service area. Staff presented the relationship between the Strategic Plan and Board Goals, the identified Indicators of Achievement for each Strategic Plan goal and plans to successfully achieve each Board Goal within the three-year period in service of progress towards the metrics laid out in the Strategic Plan.

7. ADJOURNMENT

President King adjourned the meeting at 11:38 am.

Brian King
Chancellor and Secretary to the Board of Trustees

Draft Minutes presented to the Board of Trustees: November 8, 2023

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Scheduling of Board of Trustees Annual Organizational Meeting	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King, Chancellor <i>Brian King</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

STATUS

In compliance with Education Code section 35143, the Board of Trustees is required to schedule an annual organizational meeting “within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar.” The 15-day period for 2023 is December 8-22.


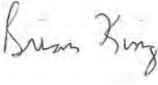
RECOMMENDATION:

It is recommended that the Board of Trustees schedule the annual organizational meeting for Wednesday, December 13, 2023 at 5:30 p.m.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

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

STATUS:

The District Curriculum Coordinating Committee reviews college proposals for new, modified, or deleted courses and programs; general education guidelines, graduation competencies, grading policies, course placement into disciplines, and discusses and acts on other curriculum related issues. The attached curriculum was approved at the October 27, 2023 meeting.

The District Curriculum Coordinating Committee membership includes the following representatives:
 American River College: Aaron Bradford (Chair), Rusty Gaudard, Bill Simpson (DCCC Chair), Frank Kobayashi/Doug Herndon(Admin); Cosumnes River College: Lisa Beebe (Chair) Brian Noel, Jorge Baca, Robert Montanez/Michael Lawlor (Admin); Folsom Lake College: Danny Siegfried (Chair), Suha Al Juboori, Carlos Lopez (Admin); Sacramento City College: Renee Medina (Chair), Kandace Knudson, Shannon Gilley (Articulation), Duane Leonard, Robin Ikegami/Deborah Saks (Admin); Alisa Shubb (DAS), Jamey Nye/Tammy Montgomery (Admin)

RECOMMENDATION:

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

Los Rios Community College District

Recommendation for Adoption by the Board of Trustees

Nov 08, 2023

COURSE PROPOSALS

Course Deletions

American River College

1. **GERON 200 Activity Leader, Coordinator, and Director Training (3.00 units)**

Justification: Due to changes in state regulations during the pandemic that will remain in place going forward, this vocational course is no longer a viable course offering.

2. **GERON 220 RCFE Administrator Training (4.50 units)**

Justification: Due to changes in state regulations during the pandemic that will remain in place going forward, this vocational course is no longer a viable course offering.

Folsom Lake College

1. **IMAGE 360 Vascular-Interventional Radiography I (1.50 units)**

Justification: VIR Program is no longer viable with no clinical sites and very low student interest.

2. **IMAGE 361 Vascular-Interventional Radiography II (3.00 units)**

Justification: VIR Program is no longer viable with no clinical sites and very low student interest.

3. **IMAGE 370 Vascular-Interventional Radiography Lab I (0.50 units)**

Justification: VIR Program is no longer viable with no clinical sites and very low student interest.

4. **IMAGE 371 Vascular-Interventional Radiography Lab II (7.00 units)**

Justification: VIR Program is no longer viable with no clinical sites and very low student interest.

5. **VITI 302 Viticulture and Enology Machinery Operations and Safety (2.00 units)**

Justification: We are proposing that course number VITI-302 be deleted from the A.S. in Small Vineyard and Winery Management program. VITI-302 is to be absorbed into VITI301 and

VITI308. The Student Learning Objectives will be divided between the 301 and 308 depending on the machinery used for each SLO. For example, field equipment used for hedging, harvesting, tractors etc. will be introduced in VITI301, and machines such as crushers, pressers and forklifts, traditionally used only in the winery, will be introduced in VITI308.

Sacramento City College

1. **AERO 200 Certificated Aircraft Mechanic Preparation (1.00 - 4.00 units)**

Justification: This course has been replaced with AMTP 200.

2. **AERO 299 Basic Electricity and Electrical Systems Refresher (0.50 - 4.00 units)**

Justification: The AERO designator has been replaced by the AMTP designator and AERO will be deleted.

3. **AERO 300 General Airframe and Powerplant (5.00 units)**

Justification: The contents of this course are now taught in AMTP 304 and 306.

4. **AERO 301 General Airframe and Powerplant Applications (3.00 units)**

Justification: The contents of this course are now taught in AMTP 305 and 306.

5. **AERO 302 Basic Electricity and Electrical Systems (5.00 units)**

Justification: The contents of this course are now taught in AMTP 300 and 302.

6. **AERO 303 Basic Electricity, Airframe and Powerplant Electrical Systems Applications (3.00 units)**

Justification: The contents of this course are now taught in AMTP 301 and 303.

7. **AERO 309 Introduction to Aircraft Mechanics (2.00 units)**

Justification: The content of this course is now taught in AMTP 309.

8. **AERO 310 Powerplant Theory and Maintenance (5.00 units)**

Justification: The contents of this course are taught in AMTP 310 and 312.

9. **AERO 311 Powerplant Theory and Maintenance Applications (3.00 units)**

Justification: The contents of this course are now taught in AMTP 311 and 312.

10. **AERO 312 Powerplant Systems and Components (5.00 units)**

Justification: The contents of this course are now taught in AMTP 314 and 316.

11. AERO 313 Powerplant Systems and Components Applications (3.00 units)

Justification: The contents of this course are now taught in AMTP 315 and 317.

12. AERO 320 Airframe Systems and Components (5.00 units)

Justification: The contents of this course are now taught in AMTP 320 and 322.

13. AERO 321 Airframe Structures (5.00 units)

Justification: The contents of this course are now taught in AMTP 324 and 326.

14. AERO 322 Airframe Systems and Components Applications (3.00 units)

Justification: The contents of this course are now taught in AMTP 321 and 323.

15. AERO 323 Airframe Structures and Systems Applications (3.00 units)

Justification: The contents of this course are now taught in AMTP 325 and 327.

16. AERO 330 Advanced Airframe and Powerplant Inspection (5.00 units)

Justification: The contents of this course are now taught in AMTP 334 and 336.

17. AERO 331 Advanced Structures and Systems Inspection (5.00 units)

Justification: The contents of this course are now taught in AMTP 330 and 332.

18. AERO 332 Advanced Airframe and Powerplant Inspection Applications (3.00 units)

Justification: The contents of this course are now taught in AMTP 335 and 337.

19. AERO 333 Advanced Structures and Systems Inspection Applications (3.00 units)

Justification: The contents of this course are now taught in AMTP 331 and 333.

20. AERO 494 Topics in Aeronautics, Aviation Maintenance (0.50 - 4.00 units)

Justification: The AERO designator has been replaced by the AMTP designator and AERO will be deleted.

21. AERO 495 Independent Studies in Aeronautics (1.00 - 3.00 units)

Justification: The AERO designator has been replaced by the AMTP designator and AERO will be deleted.

22. AERO 499 Bell Helicopter 200 Series Field Maintenance (0.50 - 4.00 units)

Justification: The AERO designator has been replaced by the AMTP designator and AERO will be deleted.

23. CISM 202 App Development with Swift (3.00 units)

Justification: This course no longer meets student needs.

24. CISM 203 Advanced App Development with Swift (3.00 units)

Justification: This course no longer meets student needs.

25. CISP 320 COBOL Programming (4.00 units)

Justification: This course is outdated and no longer meets student needs.

26. CISP 362 Programming for Mobile Devices I (4.00 units)

Justification: This course no longer meets the needs of students and is being deleted as part of Program Review.

27. HIST 309 World History in the Twentieth Century (3.00 units)

Justification: This course has not been offered at SCC in the last 15 years and there's no plan to offer it in the future.

28. HIST 314 Recent United States History (3.00 units)

Justification: This course does not articulate with the transfer institutions. It hasn't been taught in the last 7 years and there's no plan to offer it in the future with low student demand.

29. HIST 485 Recent United States History - Honors (3.00 units)

Justification: This course does not articulate with the transfer institutions. It hasn't been taught in the last 8 years and there's no plan to offer it in the future.

30. SOC 480 Introductory Sociology - Honors (3.00 units)

Justification: The department has not offered this course for many years, and we don't intend to.

31. SOC 481 Social Problems - Honors (3.00 units)

Justification: The department has not offered this course for many years, and we don't intend to.

New to District Courses

American River College

1. **MATHS 60 Support for Calculus I (2.00 units)**

Prerequisite: None.

Corequisite: MATH 400

36.00 hours lecture

This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in Calculus I. Students taking this course must be concurrently enrolled in the corresponding section of MATH 400. The content of this course is designed to provide arithmetic, algebra, geometry, trigonometry, and learning skills support to students as they learn concepts in their Calculus I course. Topics and homework assignments are often connected to assignments in the Calculus I course. This course is graded Pass/No Pass.

Justification: Due to AB-1705, the college may not be able to recommend or require students to enroll in transfer-level preparation courses (such as Precalculus). This course has been developed to provide just-in-time corequisite support to students.

Folsom Lake College

1. **DANCE 392 Contemporary Dance II (1.00 unit)**

Prerequisite: None.

54.00 hours laboratory

This course will build on steps learned in Dance 390 to introduce level II Contemporary dance technique. This integrated dance form finds its roots in Ballet, Jazz, and Modern dance utilizing classical steps paired with uniquely innovated dance movement to communicate social and emotion narratives. Group choreography as well as individualized phrases will be developed for performance. Students will perform warm up exercises, turns and leaps safely and precisely. Center and across the floor patterns will focus on increased control, strength and flexibility. Students will further develop a Contemporary movement vocabulary applying terminology appropriately to evaluate Contemporary dance as a movement theory and an art form in the 21st century. Students will be required to supply appropriate dance attire and dance shoes for rehearsal and performance, as well as attend a live performance which may incur a fee.

Justification: This course is being developed to grow the FLC Dance program, encourage on ground offerings, and augment current dance courses for relevance and attract 21st century dancers.

2. **DANCE 393 Contemporary Dance III (1.00 unit)**

Prerequisite: None.

54.00 hours laboratory

This course progresses the skills and concepts learned in previous levels of Contemporary dance technique. Level III will examine the fundamentals of Ballet, Jazz, and Modern dance in relation to the development of Contemporary dance as a communicative expressive form. Students will engage in warm up exercises, turns, leaps, and movement phrases with safety and precision in mind as they develop muscular control and flexibility. Students will apply dance terminology appropriately and create group choreography for a performance setting. Students will be required to supply appropriate dance attire and dance shoes for rehearsal and performance, as well as attend a live performance which may incur a fee.

Justification: This course is being developed to grow the FLC Dance program, encourage on ground offerings, and augment current dance courses for relevance and attract 21st century dancers.

3. **DANCE 394 Contemporary Dance IV (1.00 unit)**

Prerequisite: None.

54.00 hours laboratory

This Contemporary Dance level IV course will extend the codified techniques of Ballet, Jazz, and Modern dance into narrative themes utilizing this 21st century expressive form. Students will participate in warm up exercises, turns, leaps, and movement phrases to better develop strength, muscular control, and flexibility. Students will synthesize dance terms and choreographic principles to create thematically meaningful choreography for formal performance. Students will be required to supply appropriate dance attire and dance shoes for rehearsal and performance, as well as attend a live performance which may incur a fee.

Justification: This course is being developed to grow the FLC Dance program, encourage on ground offerings, and augment current dance courses for relevance and attract 21st century dancers.

Sacramento City College

1. **COMM 336 Conflict Management: Mediation (1.50 units)**

Prerequisite: None.

27.00 hours lecture

This course is designed to prepare students to serve their community as mediators. Students will learn about the different forms of mediation, as well as the preparation, phases, and facilitation techniques involved in community mediation.

Justification: This course is designed to provide students the opportunity to be trained as community mediators.

PROGRAM PROPOSALS

Program Deletion(s)

American River College

1. **Senior Fitness Specialist**

Justification: This program is being deleted because the Kinesiology courses that are part of the certificate are no longer being offered.

Folsom Lake College

1. **Business Administration**

Justification: This program has been replaced by the Business AST 2.0

2. **Vascular-Interventional Radiography**

Justification: VIR Program is no longer viable with no clinical sites and very low student interest.

Sacramento City College

1. **History**

Justification: It's no longer relevant to offer a local degree in History. To reduce student confusion, we will only offer the AA-T.


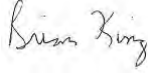
2. **iOS App Developer**

Justification: This program no longer meets student needs.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Board Policy Amendments: P-2211 Admission and Entrance Requirements; P-2242 Resident Status; P-2523 Student Health Services	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item D	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Jacob Knapp, Chief Counsel 	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor 	ACTION	
		INFORMATION	

BACKGROUND:

From time to time our Board Policies are reviewed to ensure internal consistency and compliance with applicable laws, as revised. The proposed changes to P-2211 Admission and Entrance Requirements, P-2242 Resident Status, and P-2523 Student Health Services include minor edits to ensure consistency with the California Education Code, internal regulations, and existing District programs and services. The proposed Board Policy amendments are necessary to reflect current state law and clarify District requirements. The proposed Board Policy amendments have been vetted through the District’s standard policy development process, including a recommendation of approval from the District Academic Senate and the Chancellor’s Cabinet.

STATUS:

The proposed changes to P-2211 would clarify that any grade school or high school student may be admitted as a special admit student, with requisite approvals. Similarly, the proposed changes to P-2211 would clarify that students enrolled in an adult education program may also be admitted as special part time students consistent with Education Code section 76001. These changes reflect current legal and programmatic requirements for our dual enrollment programs.

The proposed change in P-2242 adds a statutory reference that includes dual enrollment students to the list of students exempt from Nonresident Tuition Fees, the Student Capital Outlay Fee, and the International Student Application Fee. This change brings District policy into compliance with recent changes to the Education Code.

The proposed change in P-2523 broadens the exemption for the Student Health Fee to all special part-time students, not just those enrolled in a K-12 school. This would include adult education program students, and would make P-2523 consistent with the changes proposed to P-2211 above (clarifying that students enrolled in an adult education program may also be admitted as special part time students consistent with Education Code section 76001).

RECOMMENDATION:

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

1.0 Entrance Eligibility

1.1 The Colleges of the Los Rios Community College District shall admit any California resident, and may admit any nonresident, possessing a high school diploma or the equivalent thereof. The Los Rios Community College District Board of Trustees may by rule determine whether there shall be admitted any other person who is over 18 years of age and who, in the judgment of the Board of Trustees, is capable of profiting from the instruction offered. (Ed. Code, § 76000.)

1.2 Any grade school or high school student may be admitted ~~for a limited program~~ as a special admit student upon recommendation of the student's school principal, with parental consent and the approval of the College President. (Ed. Code, § 76001.)

1.3 Students enrolled in an adult education program may be admitted under the provisions of 1.1 or, with the recommendation of the student's adult education program administrator may be admitted as special part-time students. (Ed. Code, § 76001.)

2.0 Non-Discrimination

2.1 It is the policy of the District neither to discriminate against, nor exclude from participation in any benefits or activities related to registration, enrollment, or any other phases of the instructional program or student activities, any otherwise qualified person on the grounds of ethnic group identification, race, color, sex, gender, gender identity, gender expression, pregnancy or childbirth-related condition, sexual orientation, sexual identity, religion or religious creed, age (over forty), national origin, ancestry, physical or mental disability, medical condition, political affiliation or belief, military and veteran status, or marital status. (Ed. Code, § 72011, Cal. Code Regs., tit. 5, § 59300.)

3.0 Open Enrollment

3.1 The District shall be an open district allowing students free choice of attendance at any of the member colleges with no boundary lines established; however, the District abides by restrictions on athletic participation as defined in the Athletic Code of the Community College League of California.

4.0 Open Classes

4.1 It is the policy of this District that until maximum enrollment is reached and unless specially exempted by statute or regulation, every course, course section or class offered by the District, for which the number of full-time equivalent students is reported for state apportionment purposes, shall be fully open to enrollment and participation by any person who has been admitted to the College(s) and who meets such prerequisites as may be established by the District.

5.0 Registration Priorities

5.1 The District may adopt a registration priority system which shall incorporate all priority classifications required by law.

ADMISSIONS AND RECORDS	LRCCD Policy Adopted: 3/10/65
	Admission and Entrance P-2211
	Requirements
Enrollment	2 of 2

LRCCD

Policy Revised: 1/17/68; 11/19/80; 2/10/82; 1/24/96; 1/16/02; 6/18/08; 1/11/12; 11/9/16
Policy Reviewed: 11/9/16
Adm. Regulation [R-2211](#)

1.0 Resident Student Defined

- 1.1 A resident for community college admissions is a student who had legal residence in California for more than one (1) year immediately preceding the residence determination date or who is entitled to residency classification under the Education Code and California Code of Regulations, Title 5. All other students are nonresident students. (Ed. Code, §§ 68017, 68018, 68060-68075, 68076-68080, 68082-68085, 68100, 76140.5) Nonresident students who are both citizens and residents of a foreign country are international students.
- 1.2 Students who are exempt from the Nonresident Tuition Fees under Education Code, sections 68130.5, 76140, subdivisions (a)(4) & (a)(5), 76140.5 and/or Title 5 Regulations shall be exempt from the Nonresident Tuition Fee, the Student Capital Outlay Fee, and the International Student Application Fee. (Ed. Code, §§68130.5, 68085.5, 76140, subd. (a)(4) & (a)(5), 76140.5)
- 1.3 The Chancellor of the Los Rios Community College District or designee is authorized to evaluate information presented by an applicant for admission and to make determination of residence. (Title 5, §§ 54000-54072)

 LRCCD

Policy Adopted: 5/17/67
 Policy Revised: 3/7/73; 3/6/74; 11/19/80; 2/10/82; 1/24/96; 9/9/15
 Policy Reviewed: 9/9/15
 Adm. Regulation [R-2242](#)

1.0 Student Health Services

- 1.1 Each College shall maintain a health service program that reflects the overall philosophy of the college and is responsive to the needs of its students, within the confines of available funding. (Education Code §§ 76400-76409)

2.0 Student Health Fee

- 2.1 All full-time and part-time students shall be charged a maximum health fee allowable each primary term enrolled to support health supervision and services for students. The following students are exempt from paying the fee:
- 2.1.1 Students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization.
 - 2.1.2 Students who are attending a community college under an approved apprenticeship training program.
 - 2.1.3 Students who meet the income standards for the California College Promise Grant (Part A only).
 - 2.1.4 Students currently incarcerated.
 - 2.1.5 Students admitted as special part-time students ~~(K-12)~~.
 - 2.1.6 Students enrolled only in Public Safety Training Center courses.
 - 2.1.7 Students enrolled only in UC Davis Co-Op program courses.
- 2.2 Students exempted under Section 2.1.4, 2.1.5, 2.1.6, and 2.1.7 above are not eligible to receive the services of the college health program, unless they opt to pay the fee; all other exempted students are eligible to receive the services.
- 2.3 Except in cases where it is allowable under the law, health services will not be provided to minors under the age of eighteen (18), unless the student has a consent for treatment signed by his or her parent or guardian.

LRCCD

Policy Adopted: 6/30/65
 Policy Revised: 4/23/69; 11/19/80; 2/10/82; 6/13/18
 Policy Reviewed: 6/13/18
 Adm. Regulation [R-2523](#)

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	District Quarterly Financial Status Report (311Q)	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item E	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	<div style="text-align: right;"><i>UMP</i></div> Mario Rodriguez, Executive Vice Chancellor, Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	<div style="text-align: right;"><i>Brian King</i></div> Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

Pursuant to the provisions of AB 2910, Chapter 1486, Statutes of 1986, each quarter districts must report their financial condition on forms prescribed by the California Community Colleges Chancellor’s Office. This prescribed report (form CCFS-311Q) must be submitted to the Chancellor’s Office and to the County Superintendent of Schools within forty-five (45) days following the end of each quarter for the first three quarters. The fourth quarter is reported on the CCFS-311 Annual Financial and Budget Report, which must be submitted by October 10th each year. The Chancellor’s Office staff will then review the prescribed quarterly reports and notify districts if further action is necessary.

STATUS:

In accordance with AB 2910, the Governing Board should review the enclosed prescribed report (CCFS-311Q) at a regularly scheduled meeting and enter the report as part of the minutes of the meeting. As required, the District’s Chief Executive Officer (Chancellor) and Chief Business Officer have certified that the information for the quarter ended September 30, 2023, contained in this report is correct.

RECOMMENDATION:

It is recommended that the Board of Trustees receive the September 30, 2023, Quarterly Financial Status Report (CCFS-311Q) and the related financial statements.

LOS RIOS COMMUNITY COLLEGE DISTRICT
GENERAL FUND
STATEMENT OF APPROPRIATIONS, REVENUE & EXPENDITURES
FOR THE QUARTER ENDED SEPTEMBER 30, 2023
UNAUDITED

	Adopted Budget	YTD Activity
BEGINNING FUND BALANCE, JULY 1		
Uncommitted	\$ 66,582,428	\$ 66,593,214
Committed	83,011,719	83,011,719
Restricted	24,648,241	24,652,175
TOTAL BEGINNING FUND BALANCE	174,242,388	174,257,108
REVENUE:		
GENERAL PURPOSE		
Total Computational Revenue	406,282,002	59,911,992
Lottery Funds	7,975,355	-
Apprentice/Other General Purpose/Interfund Transfers	51,843,500	8,265,975
TOTAL GENERAL PURPOSE	466,100,857	68,177,967
SPECIAL PROGRAMS	196,536,394	146,778,203
TOTAL REVENUE AND TRANSFERS IN	662,637,251	214,956,170
TOTAL REVENUE, TRANSFERS AND BEGINNING FUND BALANCE	\$ 836,879,639	\$ 389,213,278
APPROPRIATIONS/EXPENDITURES:		
Academic Salaries	\$ 205,484,194	33,113,689
Classified Salaries	175,354,914	24,619,921
Employee Benefits	165,680,720	16,849,311
Supplies and Materials	62,409,438	1,505,288
Other Operating Expenses and Services	105,187,245	6,390,361
Capital Outlay	10,032,686	1,038,193
Payments to Students	7,732,450	805,744
Other Outgo	29,884,642	498,695
TOTAL APPROPRIATIONS/EXPENDITURES AND TRANSFERS OUT	761,766,289	84,821,202
ENDING FUND BALANCE		
Uncommitted	66,582,428	
Committed	5,461,719	
Restricted	3,069,203	
TOTAL ENDING FUND BALANCE	75,113,350	
TOTAL APPROPRIATIONS/EXPENDITURES AND ENDING FUND BALANCE	\$ 836,879,639	

Fiscal Year: 2023

Quarter Ended: 1

As of June 30 for the fiscal year specified

Line	Description	Actual 2020-2021	Actual 2021-2022	Actual 2022-2023	Projected 2023-2024
Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	363,049,162	389,674,431	432,718,118	464,635,284
A.2	Other Financing Sources (Object 8900)	8,477,325	5,468,296	8,579,046	1,465,573
A.3	Total Unrestricted Revenue (A.1 + A.2)	371,526,487	395,142,727	441,297,164	466,100,857
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	313,846,018	341,762,611	383,566,322	519,405,092
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	15,983,923	42,824,050	33,290,860	24,245,765
B.3	Total Unrestricted Expenditures (B.1 + B.2)	329,829,941	384,586,661	416,857,182	543,650,857
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	41,696,546	10,556,066	24,439,982	(77,550,000)
D.	Fund Balance, Beginning	71,288,678	112,985,224	123,541,290	149,604,933
D.1	Prior Year Adjustments + (-)	0	0	1,623,661	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	71,288,678	112,985,224	125,164,951	149,604,933
E.	Fund Balance, Ending (C. + D.2)	112,985,224	123,541,290	149,604,933	72,054,933
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	34.3%	32.1%	35.9%	13.25%

As of the specified quarter ended for each fiscal year

Line	Description	2020-2021	2021-2022	2022-2023	2023-2024
Total General Fund Cash Balance (Unrestricted and Restricted)					
H.1	Cash, excluding borrowed funds	133,072,169	175,642,282	230,872,180	324,843,767
H.2	Cash, borrowed funds only	0	0	0	0
H.3	Total Cash (H.1+ H.2)	133,072,169	175,642,282	230,872,180	324,843,767

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Projected Actuals as of June 30 (Col. 4)
Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
I.	Revenues:				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	464,635,284	464,635,284	68,030,711	464,635,284
I.2	Other Financing Sources (Object 8900)	1,465,573	1,465,573	147,256	1,465,573
I.3	Total Unrestricted Revenue (I.1 + I.2)	466,100,857	466,100,857	68,177,967	466,100,857
J.	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	519,405,092	519,405,092	67,525,967	519,405,092
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	24,245,765	24,245,765	158,332	24,245,765
J.3	Total Unrestricted Expenditures (J.1 + J.2)	543,650,857	543,650,857	67,684,299	543,650,857
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	(77,550,000)	(77,550,000)	493,668	(77,550,000)
L.	Fund Balance, Beginning	149,594,147	149,604,933	149,604,933	149,604,933
L.1	Prior Year Adjustments + (-)	0	0	0	0
L.2	Adjusted Fund Balance, Beginning (L + L.1)	149,594,147	149,604,933	149,604,933	149,604,933
M.	Fund Balance, Ending (K. + L.2)	72,044,147	72,054,933	150,098,601	72,054,933
N.	Percentage of GF Fund Balance to GF Expenditures (M. / J.3)	13.3%	13.3%	221.8%	13.25%

Has the district settled any employee contracts during this quarter?

YES

Contract Period Settled (Specify)		Management		Academic Permanent		Academic Temporary		Classified	
YYYY-YYYY		Total Cost Increase	Percentage Increase	Total Cost Increase	Percentage Increase	Total Cost Increase	Percentage Increase	Total Cost Increase	Percentage Increase
A. Salaries									
Year One:	2023-2024	0	0.00	0	0.00	0	0.00	0	0.00
Year Two:	2024-2025	0	0.00	0	0.00	0	0.00	0	0.00
Year Three:	2025-2026	0	0.00	0	0.00	0	0.00	0	0.00
B. Benefits									
Year One:	2023-2024	0	0.00	0	0.00	0	0.00	0	0.00
Year Two:	2024-2025	0	0.00	0	0.00	0	0.00	0	0.00
Year Three:	2025-2026	0	0.00	0	0.00	0	0.00	0	0.00

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

The Board of Trustees approved the contract agreement with the Los Rios Federation of Teachers (LRCFT) on June 14, 2023. The contract period is 7/1/2023 - 6/30/2026. The contract continues the same compensation formula from prior agreements, which provides for salary schedule or benefit improvements contingent upon new continuing revenues to support those costs.

Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)?

NO

If yes, list events and their financial ramifications.

Does the district have significant fiscal problems that must be addressed?

This Year?

NO

If yes, what are the problems and what actions will be taken?

Next Year?

NO

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Los Rios Colleges Foundation – Quarterly Investment Report	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item F	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration <i>upr</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

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

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

STATUS:

The Foundation Quarterly Investment Report, including realized and unrealized earnings, represents the investment activity for the quarter ended September 30th. The Los Rios Colleges Foundation Finance Committee directs the investments of the Foundation. The return for the quarter ended for the endowed portfolio of \$15.4 million was -2.83% compared to -2.95% for the composite benchmark. The return for the quarter ended for the total managed portfolio of \$22.1 million was -1.79% compared to -1.86% for the composite benchmark. In accordance with generally accepted accounting principles, investments are restated to market value as of each fiscal year-end.

RECOMMENDATION:

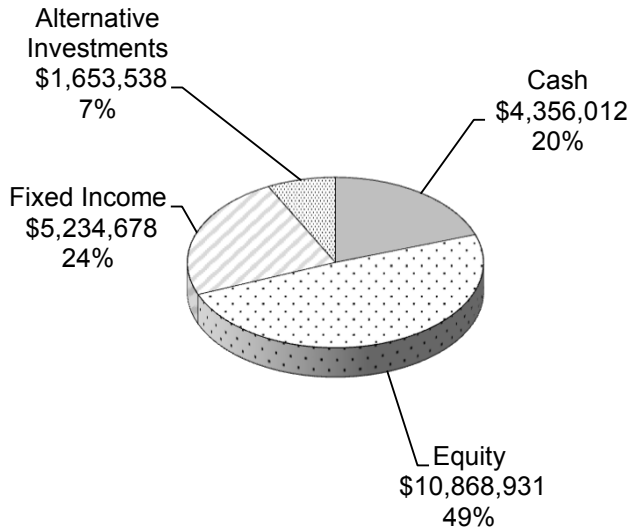
It is recommended that the Board of Trustees receive the Foundation Quarterly Investment Report for the quarter ended September 30, 2023.

Los Rios Colleges Foundation
Account Summary
as of September 30, 2023

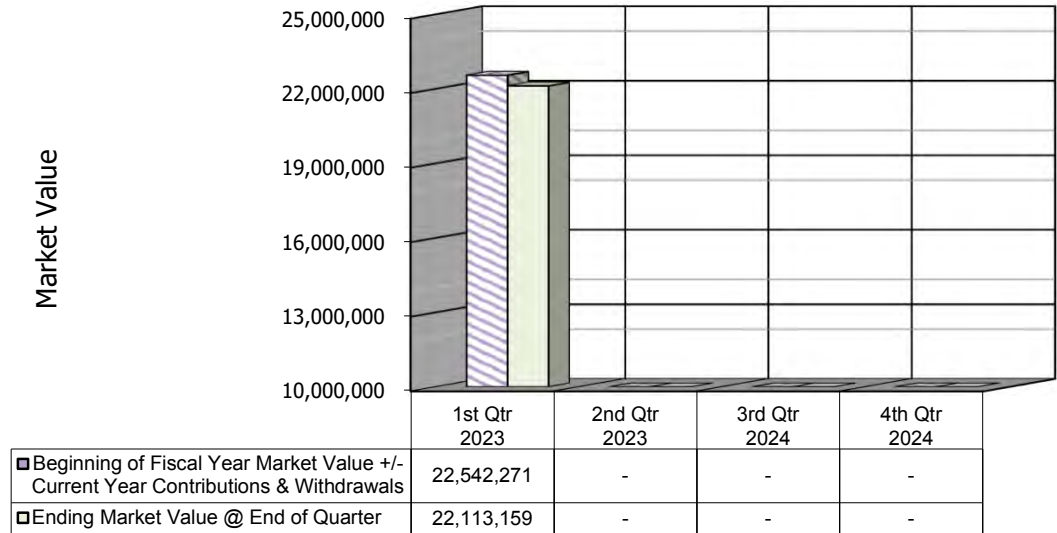
TOTAL PORTFOLIO	Guidelines	Opening Balance Start of Fiscal Year	Net Deposits/ Withdrawals	Unrealized Gains/(Losses)	Realized Gains/(Losses)	Interest / Dividends	Total YTD Earnings	YTD Fees	Market Value	% of Total Current Market Value
Managed (Endowed):										
Cash (Scholarship)	2-10%	409,586	(56,488)	-	-	56	56	-	353,154	2.00%
Fixed Income										
Breckinridge*		1,840,677	-	(29,062)	1,986	12,430	(14,646)	(2,636)	1,823,395	12.00%
CRANX		672,575	-	(21,057)	(36)	5,072	(16,021)	(763)	655,791	4.00%
Total Fixed Income	17-50%	2,513,252	-	(50,119)	1,950	17,502	(30,667)	(3,399)	2,479,186	16.00%
Equities										
SPDR Portfolio Total Stock Market ETF		1,558,558	-	(55,343)	-	5,844	(49,499)	(1,768)	1,507,291	10.00%
Schafer Cullen International High Dividend		816,239	-	(16,824)	101	5,884	(10,839)	(1,843)	803,557	5.00%
iShares Core MSCI EAFE ETF		1,655,820	-	(75,383)	-	6	(75,377)	(1,878)	1,578,565	10.00%
DTD - ETF		769,106	-	(23,882)	-	4,894	(18,988)	(872)	749,246	5.00%
International Small Cap		454,268	-	(22,755)	-	2,011	(20,744)	(520)	433,004	3.00%
Brandes EM		12,740	-	(263)	-	6	(257)	-	12,483	0.00%
Miller Howard and Income Equity SMA		654,288	-	(22,626)	1,123	5,575	(15,928)	(1,250)	637,110	4.00%
China Portfolio		296,513	-	(11,231)	-	424	(10,807)	(349)	285,357	2.00%
Fuller & Thaler		359,118	-	(12,838)	7,178	2,321	(3,339)	(739)	355,040	2.00%
HIBIX		1,076,916	-	(39,844)	-	3	(39,841)	(1,221)	1,035,854	7.00%
WAMCO		2,019,057	-	(139,834)	2,400	27,236	(110,198)	(4,367)	1,904,492	12.00%
Structured EM		595,661	-	(22,620)	-	-	(22,620)	-	573,041	4.00%
ESG Pool		1,047,448	-	(54,834)	(571)	3,383	(52,022)	(1,535)	993,891	7.00%
Total Equities	25-60%	11,315,732	-	(498,277)	10,231	57,587	(430,459)	(16,342)	10,868,931	71.00%
Alternative Investments										
Liquid Alternatives		1,631,353	-	23,370	-	2,745	26,115	(3,930)	1,653,538	11.00%
Total Alternative Investments	up to 20%	1,631,353	-	23,370	-	2,745	26,115	(3,930)	1,653,538	11.00%
Total Managed (Endowed)		15,869,923	(56,488)	(525,026)	12,181	77,890	(434,955)	(23,671)	15,354,809	100.00%
Managed (Non-endowed):										
Madison Short Duration Fixed Income*		2,775,465	-	(28,712)	-	13,498	(15,214)	(4,759)	2,755,492	
Total Managed (Endowed & Non-endowed)		18,645,388	(56,488)	(553,738)	12,181	91,388	(450,169)	(28,430)	18,110,301	
Non-Endowed:										
Cash Management - Money Market		4,139,022	(197,750)	-	-	49,499	49,499	-	3,990,771	
Total Non-Endowed		6,914,487	(197,750)	(28,712)	-	62,997	34,285	(4,759)	6,746,263	
Cash Clearing Account										
Gift Receipt		5,182	6,917	326	(338)	-	(12)	-	12,087	
TOTAL PORTFOLIO		22,789,592	(247,321)	(553,412)	11,843	140,887	(400,682)	(28,430)	22,113,159	

**Los Rios Colleges Foundation
Account Summary
as of September 30, 2023**

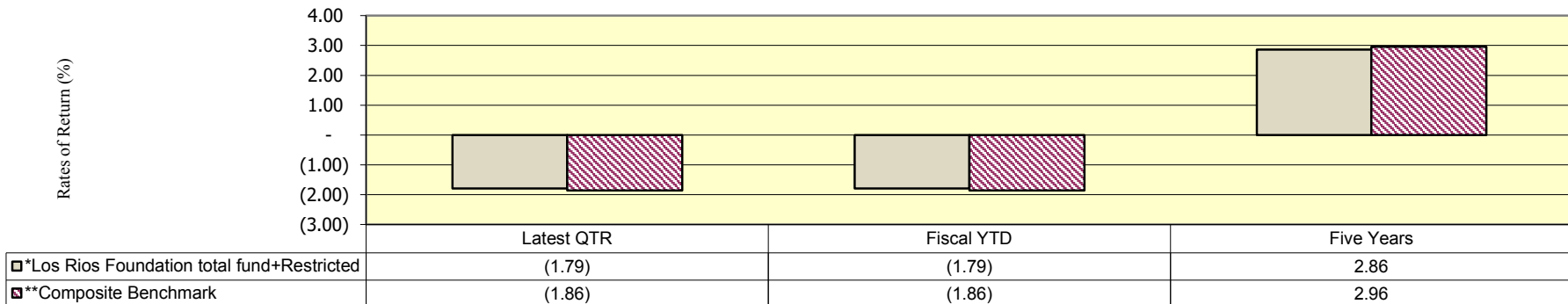
**Asset Allocation as of
September 30, 2023**



Portfolio Change July 2023 through September 2023



Performance Analysis as of September 30, 2023



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

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

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Disposition of Surplus Equipment	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item G	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration <i>MJR</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

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

STATUS:

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

The surplus items to be recycled or disposed of are either irreparable, obsolete, in poor condition or not needed for district/college operations and include the following: 1 cash card loader; 121 computers; 1 freezer; 15 laptops; 6 MacBooks; 7 monitors; 14 phones; 1 printer; 1 router; 2 televisions and 1 TV/VCR/DVD unit.

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

RECOMMENDATION:

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

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Ratify: Affiliation and Other Agreements	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item H	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration <i>WRP</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

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

STATUS:

Pursuant to Board Policy 8315, the agreements listed below are hereby presented for approval/ratification.

ALLIED HEALTH AGREEMENTS FOR CLINICAL PLACEMENTS/ INTERNSHIP AGREEMENTS

Listed below are Allied Health Agreements for clinical placements and Internships for Los Rios students. Pursuant to the agreements, the District is obligated to cooperate and provide educational services. The agreements do not require payment or receipt of funds.

Agency	Clinical Program	Campus	Contract Date	Term
California Correctional Health Care Services	Nursing	SCC	09/29/2023	Evergreen
Saint Agnes Medical Center	MLT ¹	FLC	10/01/2023	EXP: 09/30/2028
Auburn Oaks Care Center	PTA/OTA ²	SCC	10/03/2023	Evergreen
EmpowerMe Wellness	PTA/OTA ²	SCC	10/06/2023	Evergreen
W. F. Gromley & Sons	Funeral Services	ARC	10/26/2023	Evergreen

¹MLT: Medical Lab Technician

²PTA/OTA: Physical Therapy/Occupational Therapy Assistant

RECOMMENDATION:

It is recommended that the Board of Trustees ratify and/or approve the agreements identified in this Board Agenda item.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Ratify: Bid Transactions	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item I	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice <i>UP2</i> Chancellor, Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	<i>Brian King</i> Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

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

CHANGE ORDERS				
Bid No	Change Amount	Change Number	Vendor	New Contract Total
19018	\$40,410.00	9	Broward Builders, Inc.	\$34,577,880.00

BID AWARDS					
Bid No	Description	No of Responses	Award Date	Successful Vendor	Total Contract
24005	SCC North Gym Foam & Coat Over PVC	3	October 10, 2023	Pacific Polymers, Inc.	\$93,818.00

Contractor Name	Base Bid	Total Bid
Pacific Polymers, Inc.	\$93,818.00	\$93,818.00
Brazos Urethane, Inc.	\$152,732.00	\$152,732.00
Best Contracting Services, Inc. ¹	\$174,630.00	\$174,630.00

¹ Nonresponsive: no e-bond submitted with bid or original bid bond received before bid opening.

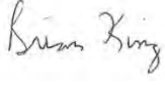

RECOMMENDATION:

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

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

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

BACKGROUND:

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

Title, Description, Term, Project Administrator	College /Unit	Amount	Source
TRIO Upward Bound – Florin High School (Year 2) <ul style="list-style-type: none"> • Funding provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for college participants to succeed in their pre-college performance and ultimately in their higher education pursuits. • 09/01/2023-08/31/2024 • Administrator: Tadael Emiru, Associate Vice President, Student Services 	CRC	\$309,505	United States Department of Education
Child Development Training Consortium (CDTC) Instructional Agreement <ul style="list-style-type: none"> • The CDTC program provides career and education guidance to child development students. Funding will be used for a CDTC Campus Administrator to implement the CDTC program at CRC, which includes enrolling students in courses required by the California Commission On Teacher Credentialing to obtain a Child Development permit. • 09/01/2023-06/20/2024 • Administrator: Emilie Mitchell, Dean, Social and Behavioral Sciences 	CRC	\$24,150	United States Department of Education
Strong Workforce – Regional Collaboration and Coordination Grant <ul style="list-style-type: none"> • Funding will be used to hire, train, and oversee coordinators which will include generalists dedicated to specific geographic catchment areas, as well as industry experts. They will be responsible for convening colleges and employers to identify training needs and address workforce gaps, partnering with the Centers of Excellence and local associations. 	WEDC	\$800,400	California Community Colleges Chancellors Office

<ul style="list-style-type: none"> 07/01/2023 – 12/31/2024 Administrator: Tammy Montgomery, Associate Vice Chancellor, Instruction 			
<p>Hispanic-Serving Institutions – Early college Program (Year 4)</p> <ul style="list-style-type: none"> Funding will be focused on early college initiatives and introduces our Latino/a/x and low-income high school students to college via participation in Dual Enrollment 10/01/2023 – 09/30/2024 Administrator: Dr. Robin Ikegami, Interim Vice President, Instructional Services 	SCC	\$594,545	United States Department of Education
<p>Hispanic-Serving Institutions - MI CASA</p> <ul style="list-style-type: none"> Funding will be used to provide extra support for new and continuing Latino/a/x students to reach their academic goals. Students can receive support from Success Coaches, a designated Counselor, receive priority registration, and be part of a new student community. 07/01/2023-06/30/2025 <p>Administrator: Tadael Emiru, Associate Vice President, Student Services</p>	CRC	\$396,534	United States Department of Education
<p>Preschool Quality Rating and Improvement System (QRIS) Grant</p> <ul style="list-style-type: none"> Funding will be used to improve the QRIS (maintain low ratios, support quality teacher/child interactions, provide release time, substitutes, pre-service days or professional development reimbursement, and preserve a high-quality program and services). 07/01/2023-06/30/2024 Administrator: Narinedat Madramootoo, Dean, Health and Education 	ARC	\$15,421	California Department of Education
<p>Preschool Quality Rating and Improvement System (QRIS) Grant</p> <ul style="list-style-type: none"> Funding will be used to improve the QRIS (maintain low ratios, support quality teacher/child interactions, provide release time, substitutes, pre-service days or professional development reimbursement, and preserve a high-quality program and services). 07/01/2023-06/30/2024 Administrator: Theresa Tena, Director, Administration 	CRC	\$10,280	California Department of Education
<p>Transfer & Articulation – Seamless Transfer of Ethnic Studies</p> <ul style="list-style-type: none"> Funding helps to ensure the seamless transfer of community college students to the California State University given the ethnic studies general education requirements. Also, the funds may be used to assist advancing anti-racism initiatives. 07/01/2023-06/30/2024 Administrator: Monica Pactol, Vice President, Instruction 	FLC	\$48,695	California Community Colleges Chancellors Office
<p>Transfer & Articulation – Seamless Transfer Ethnic Studies</p> <ul style="list-style-type: none"> Funding helps to ensure the seamless transfer of community college students to the California State University given the ethnic studies general education requirements. Also, the funds may be used to assist advancing anti-racism initiatives. 07/01/2023-06/30/2024 <p>Administrator: Cynthia Sommer, Associate</p>	SCC	\$48,695	California Community Colleges Chancellors Office
<p>Takeoff – Math Success for Black and Latino Males</p>	CRC	\$75,000	University of Southern

<ul style="list-style-type: none"> Funding will be used to support and advance postsecondary outcomes for men of color. 08/01/2023-06/30/2025 <p>Administrator: Brianna Ellis, Associate Dean, Student Success and Equity</p>			California
<ul style="list-style-type: none"> Vice President, Economic & Workforce Development 			
<p>North Pacific Research Board Aging Pacific Sleeper Shark</p> <ul style="list-style-type: none"> Funding will be used to undertake research into determining the age growth of the Pacific Sleeper Shark. This is a collaborative partnership with the Alaska Fisheries Science Center and the Lawrence Livermore National Laboratory. 09/01/2023-01/31/2026 Administrator: Joel Keebler, Dean, Science 	ARC	\$6,298	National Pacific Research Board
<p>Umoja Campus Program</p> <ul style="list-style-type: none"> Funding will provide students with a variety of tools and resources which help them in achieving their goals. Instructors, counselors and program staff also use community building strategies to enhance students' learning potential. 06/01/2023-06/30/2025 Administrator: Dr. Tera Reynolds, Coordinator, Equity and Inclusion 	ARC	\$285,131	California Community Colleges Chancellors Office
<p>NCAE – Sweeps Grant</p> <ul style="list-style-type: none"> Funding will be used to develop Secure Programming curriculum and for outreach to students who are interested in learning about Secure Programming training. 07/01/2023-06/30/2024 Administrator: Tyler Rollins, Dean, Business & Computer Science 	CRC	\$23,946	National Security Agency
<p>Asian American Native Hawaiian Pacific Islander Student Achievement Program</p> <ul style="list-style-type: none"> Funding provides grants assistance to Asian American and Native American Pacific Islander-serving institutions to enable such institutions to improve and expand their capacity to serve Asian Americans and Native American Pacific Islanders and low-income individuals. 07/01/2023-06/30/2025 Administrator: Dr. Robert Snowden, Associate Vice President, Institutional Effectiveness and Innovation 	ARC	\$150,697	California Community Colleges Chancellors Office
<p>California Department of Tax and Fee Administration</p> <ul style="list-style-type: none"> Funding will be used to provide college-level courses to meet minimum qualifications for several of the CDTFA job classifications. 10/01/2023-12/31/2025 Administrator: Dr. Derrick Booth, Interim Vice President, Instruction 	ARC	\$122,947	State of California
<p>Rising Scholars Network</p> <ul style="list-style-type: none"> Funding will be used to expand the number of justice-involved students participating and succeeding in the community colleges. Goals include: increasing the number of California Community College students annually who acquire associate degrees, increase transfers to California State University and the University of California. 07/01/2023-07/31/2025 	CRC	\$462,000	California Community Colleges Chancellors Office

<ul style="list-style-type: none">Administrator: Robert Montanez, Vice President, Instruction and Student Learning			
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RECOMMENDATION:

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

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Purchase Orders, Warrants, Checks and Electronic Transfers	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item K	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	<div style="text-align: right;"><i>MJR</i></div> Mario Rodriguez, Executive Vice Chancellor, Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	<div style="text-align: right;"><i>Brian King</i></div> Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

A listing of purchase orders, warrants, checks and wires issued during the period of September 16, 2023, through October 15, 2023 is on file in the District Business Services Office for review.

RECOMMENDATION:

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

PURCHASE ORDERS		
General Fund	0001129451 – 0001130401 B240597-B240688	\$ 4,589,956.52
Capital Outlay Fund	0003019581-0003019640	
Child Development Fund	0006001188-0006001190 B6600012-B6600012	
Self-Insurance Fund	-	
WARRANTS		
General Fund	858318-859443	\$ 18,113,411.54
General Fund-ARC Instructional Related	012521-012583	
General Fund-CRC Instructional Related	024511-024527	
General Fund-FLC Instructional Related	032156-032180	
General Fund-SCC Instructional Related	049414-049462	
Capital Outlay Fund	836944-837011	
Student Financial Aid Fund	901568-901583	
Child Development Fund	955304-955319	
Self-Insurance Fund	976788-976791	
ODSFD	-	
Payroll Warrants	554922- 555478	\$ 9,496,916.98
Payroll Vendor Warrants	71488-71600	
October Leave Process	55479-556744	
CHECKS		
Financial Aid Disbursements (PeopleSoft)	-	\$ 6,833,902.62
Clearing Checks	-	\$ -
Parking Checks	-	\$ -
Student Clubs Agency Fund – ARC	6632-6727	\$ 374,846.67
Student Clubs Agency Fund – CRC	6016-6048	
Student Clubs Agency Fund – FLC	3235-3261	
Student Clubs Agency Fund – SCC	4979-5012	
Foundation – ARC	7712-7736	\$ 121,099.01
Foundation – CRC	3268-3270	
Foundation – FLC	2524-2538	
Foundation – SCC	7103-7120	
Foundation – DO	2082-2094	\$ 16,816.19
Associated Students Trust Fund – ARC	1087-1090	
Associated Students Trust Fund – CRC	0979-0981	
Associated Students Trust Fund – FLC	-	
Associated Students Trust Fund – SCC	-	\$ -
Regional Performing Arts Center Fund	-	
ELECTRONIC TRANSFERS		
GENFD Financial Aid	-	\$ 224,193.00
Board of Equalization	-	\$ -
PARS Wire	-	\$ 35,163.18
Retiree Health Trust	-	\$ -
CDTFA-ACH	-	\$ -
Scholarships	-	\$ 497.00
Payroll Direct Deposit Advices	1244727-1249587	\$ 16,308,672.84
Other Payroll Transactions	-	\$ 1,601.00
Keenan	-	\$ 87,448.13
CARES Act/HEERF II	-	\$ -
SCOE- Wires	-	\$ -
PICO Wire	-	\$ 3,931.95
International Wire- PO1128209	-	\$
SB85	-	\$ 300,804.00
Fidelity Wire	-	\$ 86,677.23
Self-Insurance Fund	-	\$ -
Sacramento Regional Transit Wire	-	\$ -
HEERFII	-	\$ -
Pacific Groservice-Wire	-	\$ 2,880.40

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	2023-2024 Sabbaticals/Professional Development Leaves	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item L	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration <i>MR</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

The agreement with the Los Rios College Federation of Teachers (LRCFT) provides that at least ten (10) Type A sabbaticals and 2.1 FTE of Type B professional development leaves be granted each year. Type A leaves are leaves of one semester at full pay or one year at half pay. Type B leaves are reassigned time for up to 100% and for up to one year in duration.

The agreement with the LRCFT permits the Professional Standards Committee at each college to recommend the conversion of one or more Type A sabbaticals into equivalent FTE of Type B leaves.

Sabbatical/professional development leave recommendations are presented to the Board in April and November of each year.

The purpose and scope for leaves, as stated in the LRCFT agreement (11.6.4) are as follows:

1. Retraining of applicant to allow for new assignment(s) in a needed area as determined by College and District priorities.
2. Studies, projects or activities that provide staff with opportunities to upgrade academic, technical, and vocational skills and knowledge for current or future assignments.
3. Studies, projects, or activities for the improvement and/or innovation of curriculum, educational delivery systems, student personnel services, or other support services.
4. Studies, projects, or activities for development or revision of certificate or degree programs.
5. Studies, projects, or activities related to feasibility or revision of new or existing programs.
6. Studies, projects, or activities for the enhancement of student access and success at the course, department program or institutional, or community college system levels.
7. Studies, projects, or activities that support completion of college and/or District goals, objectives and priorities.

RECOMMENDATION:

It is recommended that the attached sabbatical/professional development leaves be approved by the Board of Trustees for the 2023-2024 year.

Fall 2023 Board Agenda
Sabbatical Leaves

American River College

Type A Leave: Zero (0) Type A Leave(s) requested

Type B Leave: Zero (0) FTE Type B Leave(s) requested

Type A Leave Time

Annual FTE

Zero (0.0) Type A Leave unused during 2023/2024
Zero (0.0) FTE Type A Leave to be carried forward to 2024/2025 (per LRCFT Section 11.6.8.5)

Type B Leave Time

Annual FTE

.176 FTE Type B Leave unused during 2023/2024
.176 FTE Type A Leave to be carried forward to 2024/2025 (per LRCFT Section 11.6.8.5)

**Fall 2023 Board Agenda
Sabbatical Leaves**

Cosumnes River College

**Type A Leave: One (1) Type A Leave(s) requested
One (1) Type A Leave Converted to .500 Type B Leave (per LRCFT Section 11.6.8.5)**

Type B Leave: .700 FTE Type B Leave(s) requested

<u>Type A Leave Time</u>				<u>Annual FTE</u>
Kerstin Feindert	English Assistant Professor	100%	Spring 2024	.500 FTE

“Special”: Students with Hidden Disabilities and a Personal Reflection.

Proposal: I propose a two-part project. The first part is to research the impact of disabilities, especially learning disabilities, on education in general and with a special focus on CRC. Part of the research is for a new course in Los Rios: SJS320: Intro to Disability Studies. I was offered to teach the course in Fall 2024, and the research will allow me to become somewhat of an expert in this topic. The second part will apply to my own experience as a community college student with a disability. Taking classes will allow me to learn first-hand what works and does not work on campus and the reflection in the form of autobiographical narratives will allow me to come to terms with my trauma of a sub arachnoid hemorrhage and stroke.

One (1) Type A Leave unused during 2023/2024

Zero (0.0) FTE of Type A Leave to be carried forward to 2024/2025 (per LRCFT Section 11.6.8.5)

<u>Type B Leave Time</u>				<u>Annual FTE</u>
Tanika Byrd	Professor of Communication Studies	40%	Spring 2024	.200 FTE

“Making Study Abroad Inclusive and Equitable: Developing the First Study Abroad Program in Africa Offered at Los Rios”

Proposal: I request a 60% type B sabbatical to be taken in the Spring of 2024 to finalize my work of developing a Tanzania study abroad program targeted at Umoja/Diaspora and launching it in the summer of 2024. This project addresses the lack of equity and inclusivity in Los Rios's study abroad offerings by developing the first-of-its-kind study abroad program in Africa offered in the Los Rios Community College District, an offering that targets our significant population of Black Diaspora students at CRC, particularly those in the Umoja Diop Scholars Program.

**Fall 2023 Board Agenda
Sabbatical Leaves**

Cosumnes River College (Cont.)

Leslie Gale Professor of English 40% Spring 2024 .200 FTE

“Neurodiversity in the English Classroom”

Proposal: With this Type B sabbatical project, I will seek to enhance student access and success by researching and experimenting with best practices for neurodivergent students in ways that also promise to help neurotypical students in classes that focus on language and literature.

Danielle Heard Mollel Professor of English 60% Spring 2024 .300 FTE

“Making Study Abroad Inclusive and Equitable: Developing the First Study Abroad Program in Africa Offered at Los Rios”

Proposal: I request a 60% type B sabbatical to be taken in the Spring of 2024 to finalize my work of developing a Tanzania study abroad program targeted at Umoja/Diaspora and launching it in the summer of 2024. This project addresses the lack of equity and inclusivity in Los Rios's study abroad offerings by developing the first-of-its-kind study abroad program in Africa offered in the Los Rios Community College District, an offering that targets our significant population of Black Diaspora students at CRC, particularly those in the Umoja Diop Scholars Program.

.316 FTE Type B Leave unused during 2023/2024

.316 FTE Type B Leave to be carried forward to 2024/2025 (per LRCFT Section 11.6.8.5)

**Fall 2023 Board Agenda
Sabbatical Leaves**

Folsom Lake College

**Type A Leave: One (1) Type A Leave(s) requested
Zero (0) Type A Leave(s) converted to Type B Leave**

Type B Leave: Zero 0.0 FTE Type B Leave(s) requested

<u>Type A Leave Time</u>				<u>Annual FTE</u>
Fran Keller	Biology Professor	100%	Spring 2024	.500 FTE

“Next Generation Sequencing Training, Publishing Ongoing Research and Creating Paid STEM Research Internship, And Expansion of the FLC-UCD Summer Research Training Program”

Proposal: This project involves mentoring students, updating the faculty member’s knowledge of skills related to research and teaching, collaborating with colleagues at UC Davis and students to research and analyze findings, publish results, and disseminate knowledge and skills to Los Rios faculty and staff. Having this sabbatical will allow the faculty member time to update her training on DNA extractions and next gen sequencing by working with colleagues at UC Davis and utilizing their lab. She will then be able to carry this new knowledge into her classroom to help students as well as train other faculty across the district on these procedures. The sabbatical will also allow the faculty member to devote time to mentoring students she is currently working with in the lab, including a group of students who will be co-authoring a publication on one of their projects. The faculty member has a comprehensive plan to bring back knowledge from this sabbatical to share with faculty and staff at FLC and across the district, as well as FLC students through hands-on activities and future mentoring.

Zero (0) Type A Leave unused during 2023/2024

Zero (0.0) FTE of Type A Leave to be carried forward to 2024/2025 (per LRCFT Section 11.6.8.5)

.166 FTE Type B Leave unused during 2023/2024

.166 FTE Type B Leave to be carried forward to 2024/2025 (per LRCFT Section 11.6.8.5)

Fall 2023 Board Agenda
Sabbatical Leaves

Sacramento City College

Type A Leave: Zero 0 Type A Leave(s) requested

Type B Leave: Zero 0.0 FTE Type B Leave(s) requested

Type A Leave Time

Annual FTE

Two (2) Type A Leave unused during 2023/2024

One (1.0) FTE Leave to be carried forward to 2024/2025 (per LRCFT Section 11.6.8.5)

Type B Leave Time

Annual FTE

.485 FTE Type B Leave unused during 2023/2024

.40 FTE Type B Leave to be carried forward to 2024/2025 (per LRCFT Section 11.6.8.5)

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Human Resources Transactions	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item M	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration <i>MR</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

RECOMMENDATION:

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

MANAGEMENT

APPOINTMENT(S)		
<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>District Office</u>	
Ruggles, Jamie (B.A., California State University, Sacramento)	Associate Vice Chancellor of Finance	11/09/23

Yost, Kimberly (B.A., California State University, Sacramento)	Director (IX) of Foundation Accounting	11/15/23
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APPOINTMENT(S) TO CATEGORICALLY FUNDED POSITION(S)		
<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>District Office</u>	
Garcia, Yolanda (M.A., University of La Verne)	Associate Vice President of Student Resources and Financial Aid	01/01/24 – 12/31/24
	<u>District Office – Ethan Way</u>	
Prizhbilov, Olga (M.S., California State University, Sacramento)	Director (VII) Refugee Career Pathways	01/01/24 – 12/31/24

APPOINTMENT(S) TO TEMPORARY POSITION(S)		
<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Mpagazi, Tiffany (M.A., California State University, Sacramento)	Interim Dean of Student Engagement and Completion	10/19/23 – 12/31/23
	<u>Cosumnes River College</u>	
Sigauke, Emmanuel (M.A., California State University, Sacramento)	Interim Dean of English and Language Studies	02/08/23 – 12/13/23 (Revised)

MANAGEMENT

APPOINTMENT(S) TO TEMPORARY POSITION(S) Cont.

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>District Office</u>		
Casareno, Alexander B. (Ph.D., University of California, Berkeley)	Interim Director (I) of Diversity, Compliance and Title IX	09/21/22 – 12/13/23 (Revised)
Mora, Christopher (B.S., Union Institute and University)	Interim Police Captain	05/01/23 – 03/14/24 (Revised)

Ruggles, Jamie (B.A., California State University, Sacramento)	Interim Associate Vice Chancellor of Finance	09/08/22 – 11/08/23 (Revised)
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REASSIGNMENT(S) / TRANSFER(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Sacramento City College</u>		
Gaytan, Andrea	Dean of the Davis and West Sacramento Centers From Dean of the Davis Center	09/03/23

LEAVE(S) OF ABSENCE

<u>Name</u>	<u>Subject/Position</u>	<u>Type</u>	<u>Effective Date(s)</u>
<u>American River College</u>			
Roberson, Steven	Dean of Kinesiology and Athletics	Medical	10/23/23 – 01/23/24

RESIGNATION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>District Office</u>		
Tate, Dana	Director (V) of Financial Aid	11/03/23

MANAGEMENT

Ruggles, Jamie, Associate Vice Chancellor of Finance

Significant Contract Terms:

Salary: \$237,697.82/annually – Step 3, Level A, plus 15-year longevity on the 2023 - 2024 - Management Salary Schedule

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

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

FACULTY

APPOINTMENT(S) TO TEMPORARY POSITION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Hansen, Gina (M.A., University of the Pacific)	Adapted Physical Education Assistant Professor, L.T.T.	09/22/23 – 11/21/23
McGowan-Smith, Jordan (M.A. Equivalency)	Ethnic Studies Assistant Professor, L.T.T.	10/12/23 - 12/14/23
Williams, Dacia (M.S., Walden University)	Psychology Professor, L.T.T.	10/12/23 - 12/8/23
<u>Cosumnes River College</u>		
Reed, Kathaleen (M.A. Equivalency)	English Assistant Professor, L.T.T.	10/12/23 – 12/14/23

LEAVE(S) OF ABSENCE

<u>Name</u>	<u>Subject/Position</u>	<u>Type</u>	<u>Effective Date(s)</u>
<u>American River College</u>			
Lambdin, Jennae	Adapted Physical Education Professor	Medical	08/14/23 – 11/21/23
Sullivan-Torrez, Kathleen	Physical Education Professor	Personal	12/14/23 - 12/19/24
<u>Cosumnes River College</u>			
Feindert, Kerstin	English Professor	Medical	02/13/23 – 12/31/23 (Revised)

RESIGNATION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Wilkerson, Asha	Legal Assisting Professor (80%) / Coordinator (20%)	12/15/23
<u>Folsom Lake College</u>		
Brown-Wood, JaNay	Early Childhood Education Professor	05/19/23 (Revised)

FACULTY

RETIREMENT(S)

American River College

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
Smith, Craig (After 28 + years of regular service)	Art Professor	12/15/23

**TEMPORARY, PART-TIME EMPLOYEES Spring 2023
American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
McCormack, Nicole	General Work Experience	33 %

**TEMPORARY, PART-TIME EMPLOYEES Summer 2023
American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Ridgway, Theodore	Mathematics, General	40 %

**TEMPORARY, PART-TIME EMPLOYEES Summer 2023
Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Nguyen, Nhat	Mathematics, General	15 %
Oliver, Julie	Microbiology	21 %
Oliver, Julie	Microbiology	40 %

**TEMPORARY, PART-TIME EMPLOYEES Summer 2023
Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Prelip, Angela	Speech Communication	20 %

**TEMPORARY, PART-TIME EMPLOYEES Fall 2023
American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Albrecht, Christian	Administration of Justice	1 %
Alsarraj, Jian	Counselor	49 %
Andersen, James	Emergency Medical Services	2 %
Aranas, Zsanel Jestine	ESL Speaking/Listening	9 %
Ator, Andrea	Business and Commerce, General	40 %
Ball, Kimberly	Job Seeking/Changing Skills	7 %
Buckner, Mallory	Counselor	46 %
Cotton, Gary	Software Applications	47 %
Galmant, Jekaterina	Russian	67 %
Ghamami, Omid	Marketing & Distribution	20 %
Gutowsky, Edward	English	27 %
Hamkar, Behzad	History	20 %
Harrington, James	Administration of Justice	67 %
Herman, Kathryn	Counselor	18 %
Hughes, Heather	Counselor	11 %
Johnson, Kristopher	Computer Networking	24 %
Kozlov, Maksim	Diesel Technology	23 %
Lechner-Luke, Bailey	Human Services	20 %
Leek, Laura	ESL Writing	9 %
McCormack, Nicole	General Work Experience	53 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. * = New Employee ** = Returning Employee
Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

TEMPORARY, PART-TIME EMPLOYEES Fall 2023
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
McGowan-Smith, Jordan	Ethnic and Cultural Studies	28 %
Needler, Jennifer	Emergency Medical Services	4 %
Neuman, Christine	English	3 %
Plezia-Missler, Dorothy	Counselor	9 %
Preciado, Monica	Counselor	16 %
Riley, Robert	Emergency Medical Services	2 %
Rogers, Elizabeth	ESL Writing	10 %
Russell, Kenneth	Registered Nursing	7 %
Salisbury, Roy	World Wide Web Administration	12 %
Sandoval Lopez, Yesenia	Sociology	20 %
Schirmer, Marie	Nutrition, Foods, and Culinary Arts	20 %
Tabrizi, Setareh	English	20 %
Thomas, Ramona	Child Development/Early Care and Educatio	40 %
Tomashevskiy, Nadezhda	Registered Nursing	38 %
Verbitskiy, Diana	Russian	67 %
Voetsch, Brandon	Administration of Justice	1 %
Welshons, Brian	Administration of Justice	1 %
West, Sharon	Business and Commerce, General	40 %
Whitt, David	Fire Technology	60 %
Williams, Alicia	Child Development/Early Care and Educatio	20 %
Williams, Dacia	Psychology, General	28 %
Williams, Michelle	Economics	20 %
Wilouza, Monica	Emergency Medical Services	13 %
Woo, Harvey	Administration of Justice	1 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2023
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Alonso, Emily	General Work Experience	13 %
Hoile, Robert	Librarian	5 %
King, William	Civil & Construction Mgmt Technology	12 %
Nunnally, Justin	Applied Photography	57 %
Reed, Kathaleen	English	18 %
Rowe, Muzi	Applied Photography	13 %
Song, Kur	Computer Programming	13 %
Steele, Rachelle	Applied Photography	11 %
Tye, Staci	Classics-Humanities	20 %
Tye, Staci	Other Humanities	20 %
Vest, Jefferson	Business and Commerce, General	20 %
Ward, Megan	Librarian	5 %
Yoshino, Nathan	Chemistry, General	52 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2023
Folsom Lake College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Alford, Purificacion	Spanish	15 %
Baker, Tara	Business and Commerce, General	40 %
Crow, Michael	Water and Wastewater Technology	20 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. * = New Employee ** = Returning Employee
 Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

**TEMPORARY, PART-TIME EMPLOYEES Fall 2023
Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Darr Glynn, Kristina	Counselor	60 %
Faulds, Scott	Business and Commerce, General	20 %
Fitch, Susan	Economics	20 %
Hicks, Charity	Information Technology, General	7 %
McCoy McField, Virginia	Commercial Music	33 %
Meyer, Kristin	English	60 %
Ramil, Heather	Water and Wastewater Technology	20 %
Shepard, Leon Benwar	Music	20 %
Shulman, Anya	Fine Arts, General	20 %
Tully, David	Computer Programming	27 %

**TEMPORARY, PART-TIME EMPLOYEES Fall 2023
Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Aldabe, Bertrand	Environmental Control Technology (HVAC)	35 %
Amavisca, Elizabeth	Nursing	46 %
Bair, Lewis	Computer Support	8 %
Bella, Cheryl	Sign Language	27 %
Beyrer, Kimberlee	Counselor	1 %
Bowman, Sean	Accounting	27 %
Cecil, Susan	Dental Assistant	56 %
Chave, Joshua	Academic Guidance	20 %
Chave, Joshua	Counselor	26 %
Chave, Joshua	Counselor	2 %
Dalton, Monique	Cosmetology and Barbering	47 %
Dighton, Mike	Industrial Systems Technology and Maintena	28 %
Garcia, Martha	Optical Technology	7 %
Glynn, Harley	Commercial Music	14 %
Goldberg, John	Business and Commerce, General	20 %
Gould, Jamie	Sign Language	27 %
Green, Charlene	Psychology, General	55 %
Hernandez, Michelle	Intercollegiate Athletics	31 %
Hoerl, Timothy	Website Design and Development	21 %
Jones, Evan	English	60 %
Kehl, Anthony	Physical Fitness and Body Movement	45 %
Lee, Pao	Counselor	45 %
Mach, Kristy	Nursing	40 %
MacLeod, Brandon	Counselor	25 %
McGiffert, Jerel	Counselor	28 %
Miranda, Yolanda	Counselor	2 %
Miranda, Yolanda	Counselor	2 %
Miranda, Yolanda	Counselor	1 %
Molson, Stephenee	Nursing	43 %
Onuoha, Gwendolyn	Counselor	10 %
Patria, Rahul	Counselor	11 %
Pea, Sarah	Dental Hygienist	37 %
Piskun, Yelena	Counselor	20 %
Poon, Alexia	Intercollegiate Athletics	49 %
Quiggle, Dexter	Dental Hygienist	35 %
Rojas, Denisse	Counselor	2 %

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

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

**TEMPORARY, PART-TIME EMPLOYEES Fall 2023
Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Rojas, Denisse	Counselor	2 %
Rojas, Denisse	Counselor	3 %
Rojas, Denisse	Counselor	1 %
Romeri, Marissa	Nursing	40 %
Royal, Joy	Software Applications	35 %
Saffold, Stephen	Dental Hygienist	58 %
Sala, Alina	Counselor	7 %
Shouse, Jennifer	Nutrition, Foods, and Culinary Arts	20 %
Shull, Leslie	Sales and Salesmanship	20 %
Shull, Leslie	Real Estate	20 %
Spears, Estelita	General Work Experience	20 %
Steele, Marlene	Health Occupations, General	13 %
Tran, Thang	Industrial Systems Technology and Maintena	28 %
Traugott, Jacob	Philosophy	60 %
Vang, Ka	Dental Hygienist	26 %
Vermeire, Adam	Painting & Drawing	57 %
Williams, Angelo	Sociology	40 %
Wyckoff, Bryan	Speech Communication	20 %
Xiong, Jason	Counselor	9 %
Zapanta, Kamie	Counselor	3 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2023
American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Alexander, Carie	Counselor	17 %
Arambel, Leah	Reading	10 %
Badilla, Araceli	Job Seeking/Changing Skills	7 %
Chima Sanchez, Francisco	Mathematics, General	36 %
Eckley, Terri	Psychology, General	40 %
Fortman, Anita	Counselor	4 %
Gilbert-Valencia, Daniel	Computer Networking	17 %
Goold, Grant	Emergency Medical Services	4 %
Lovering, Janay	English	27 %
McCusker, David	Librarian	20 %
Mitchell, Matt	Mathematics, General	47 %
Register, James	Mathematics, General	47 %
Reynolds, Laurinda	Psychology, General	20 %
Sabzevary, Iraj	Database Design and Administration	8 %
Singh, Gurinder	Physiology (Includes Anatomy)	32 %
Sjolund, Joe	Counselor	12 %
Truong, Binh	Mathematics, General	27 %
Volz, Christopher	Physics, General	16 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2023
Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Connally, Ryan	Civil & Construction Mgmt Technology	58 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. * = New Employee ** = Returning Employee
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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2023
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Davtian, Anna	Counselor	10 %
Juner, Samantha	Emergency Medical Services	41 %
O'Brien, Teresa	Counselor	6 %
Tovar, Alejandra	Counselor	10 %
Wagner, Lauren	Television (including combined TV/film/v	13 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2023
Folsom Lake College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Angove, Philip	Music	7 %
Angove, Philip	Commercial Music	20 %
Armbrust, Kimberly	Mathematics Skills	20 %
Ellerman, Curtis	Business and Commerce, General	20 %
Garcia, William	Physical Education	60 %
Gregory, Richard	Health Education	20 %
Jones, Kalinda	Job Seeking/Changing Skills	7 %
Keller, Mary	Biology, General	21 %
Nguyen, Bi	Mathematics, General	11 %
Raskin, Samuel	Coordinator	20 %
Smith, Carolyn	Economics	40 %
Swink, Mark	Health Education	13 %
Swithenbank, Elizabeth	Software Applications	10 %
Tavares, Tyrone	Coordinator	24 %
Wallace, Ian	Film Studies	20 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2023
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Anderson, Kevin	Computer Networking	59 %
Davis, Tony	Job Seeking/Changing Skills	7 %
Doonan, William	Anthropology	60 %
Fasman, Lyudmila	Mathematics, General	20 %
Fellman, Melissa	Dental Hygienist	37 %
Freas, Adam	Counselor	1 %
Gentry, Richard	Environmental Control Technology (HVAC)	25 %
Goehring, Kevin	Aviation Airframe Mechanics	17 %
Griffin, David	Physical Education	15 %
Koumelis, Megan	Physical Education	15 %
Lane, Tammie	Dental Assistant	24 %
Oh, Jang-Ha	Physical Education	15 %
Quandt, Timothy	Philosophy	20 %
Sullivan, Derek	Recreation	20 %
Tuifua, Amelia	Academic Guidance	40 %
Villalva, Janelle	Nursing	22 %
Williams, Nichelle	Academic Guidance	13 %
Wyatt, David	Natural History	16 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. * = New Employee ** = Returning Employee
 Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

CLASSIFIED

APPOINTMENT(S)			
<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Chin, Melissa	Donor Relations Specialist	DO	11/01/23
House, Amber	Administrative Assistant I	CRC	11/01/23
Larkin, Cassidy	Administrative Assistant I	SCC	11/01/23
Maximo, Eduardo	Instructional Assistant – Electronics, 9 months	SCC	11/27/23
Pan, Stella	Custodian	FLC	11/13/23
Phu, Roger	Custodian	FLC	11/06/23
Rosca, Liliana	Admissions/Records Technician II	ARC	10/23/23
Salazar, Rocio	Police Officer, 60% (Step 7)	DO	10/30/23
Vang, Jessica	Student Personnel Assistant – Student Life	CRC	11/01/23
Weyman, Eric	Accountant	SCC	11/01/23
Wise, Tiffany	Alternate Media Design Specialist	ARC	11/06/23

PROMOTION(S)			
<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Arreola, Daniel	District Financial Aid Specialist (Assistant Financial Aid Officer)	DO DO-SCC)	10/02/23
Bozbei, Lidia	Administrative Assistant I (Clerk III)	SCC SCC)	10/25/23
Foon, Lana	Financial Aid Supervisor (Financial Aid Officer)	DO-SCC DO-FLC)	11/01/23
Gomez-Basaldua, Esmeralda	Student Personnel Assistant - Student Services (Admissions/Records Technician III, 60%, 10 months	DO CRC)	10/09/23
Loucks, Alexis	Laboratory Technician – Science (Administrative Assistant I	ARC ARC)	11/01/23

CLASSIFIED

PROMOTION(S), CONTINUED

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Weir-Gonzalez, Alyssa	Administrative Assistant I (Clerk III)	ARC ARC)	10/23/23

REASSIGNMENT(S)/TRANSFER(S)

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Ameerzada, Ahmad Sear	Outreach Specialist (Outreach Specialist)	SCC ARC)	10/30/23

RECLASSIFICATION(S)

<u>Name</u>	<u>Proposed Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Yang, Janey	Confidential Human Resources Specialist II (Confidential Human Resources Specialist I)	DO DO)	11/01/23

RESIGNATION(S)

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Mondy, Maia	Financial Aid Technician	DO	10/21/23
Oleynik, Stanislav	Instructional Assistant – Mathematics, 25%, 9 months	ARC	10/17/23
Taylor, Jessica	Student Personnel Assistant – Student Life	SCC	10/18/23
Walsh, Matthew	Admissions/Records Technician II	SCC	10/07/23

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

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>American River College</u>			
Akhromtsev, Sergey	Alternate Media Design Specialist	10/02/2023	06/30/2024
Brownell, Glenda	Student Personnel Assistant	09/19/2023	06/30/2024
Crayne, Dawn	Specialty Coach	09/11/2023	06/30/2024
Cuny, Cecily	Clerk I	10/09/2023	06/30/2024
Ellenwood, Nizhoni	Student Support Specialist	09/14/2023	06/30/2024
Gueths, Gavin	Instructional Assistant	09/15/2023	06/30/2024
Lewis, Malia	Intermediate Interpreter	09/25/2023	06/30/2024
McLamb, David	Special Projects	09/25/2023	06/30/2024
Neighbors, Helen	Student Personnel Assistant	10/05/2023	06/30/2024
Reisner, Diana	Intermediate Interpreter	09/25/2023	06/30/2024
Samuels, Deja	Assistant Coach	10/09/2023	06/30/2024
Starbuck, Jarice	Intermediate Interpreter	09/25/2023	06/30/2024
Strom, Ryal	Special Projects	08/25/2023	06/30/2024
Torres, Santiago	Special Projects	09/25/2023	06/30/2024

Cosumnes River College

Davis, Dakota	Special Projects	07/01/2023	06/30/2024
Espinoza Jr., Manuel	Special Projects	10/23/2023	06/30/2024
Haydon, Celeste	Clerk III	10/19/2023	06/30/2024
Haydon, Celeste	Clerk III	10/19/2023	06/30/2024
Haynes, Scott	Special Projects	10/18/2023	06/30/2024
Noffsinger, Adrian	Special Projects	10/16/2023	06/30/2024
Ortega, George	Groundskeeper	10/12/2023	06/30/2024
Ramos, Darren	Reader/Tutor I	09/14/2023	06/30/2024
Valencia, Idaly	Student Personnel Assistant	10/16/2023	06/30/2024
Welch, Antonio	Groundskeeper	10/12/2023	06/30/2024
Wildgoose, Tommy	Special Projects	10/02/2023	06/30/2024
Yang, Callista	Clerk I	11/01/2023	06/30/2024
Zekarias, David	Clerk I	10/23/2023	06/30/2024

District Office / Business and Economic Development Center / Facilities Management / Police Services

John, Rachel	Campus Patrol	10/05/2023	06/30/2024
Johnson, Tarrance	Campus Patrol	10/05/2023	06/30/2024

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>District Office-Cosumnes River College</u>			
Delos Santos, Emily	Financial Aid Clerk I	10/16/2023	06/30/2024
Lawlor, Natalie	Student Personnel Assistant	10/01/2023	06/30/2024
Stoddard, Jessica	Student Personnel Assistant	10/01/2023	06/30/2024
Tran, Nabeelah	Public Relations Technician	09/21/2023	06/30/2024
<u>District Office-Folsom Lake College</u>			
Edwards, Nicholas	Financial Aid Clerk I	10/09/2023	06/30/2024
<u>Folsom Lake College</u>			
Cazemir, Elizaveta	Clerk III	10/25/2023	06/30/2024
Harksen, Nicholas	Special Projects	10/06/2023	06/30/2024
Heinsma, Tegan	Reader/Tutor I	09/25/2023	06/30/2024
Hirsch, Benjamin	Special Projects	10/25/2023	06/30/2024
Nunn, Julia	Clerk I	10/25/2023	06/30/2024
Peterson, Joshua	Reader/Tutor I	10/05/2023	06/30/2024
Riley, Ashley	Theatre Technician	10/15/2023	06/30/2024
Romo Gutierrez, Yahai	Clerk I	10/25/2023	06/30/2024
<u>Sacramento City College</u>			
Ajayi, Malcolm	Assistant Coach	09/25/2023	06/30/2024
Buschmeyer, Wayne	Instructional Assistant	10/02/2023	06/30/2024
Chen, Andrew	Instructional Assistant	10/09/2023	06/30/2024
Cortez, Lauren	Instructional Assistant	10/03/2023	06/30/2024
Cunha, Tanner	Special Projects	09/25/2023	06/30/2024
Dalton, Sammey	Clerk I	09/25/2023	06/30/2024
Echavarre, Jayden	Instructional Assistant	10/09/2023	06/30/2024
Figuroa, Liliana	Instructional Assistant	10/09/2023	06/30/2024
Okamoto, Travis	Assistant Coach	09/25/2023	06/30/2024
Sukar, Maisara	Instructional Assistant	09/25/2023	06/30/2024
Swimley, Patricia	Special Projects	09/25/2023	06/30/2024
Walsh, Matthew	Student Support Specialist	10/09/2023	06/30/2024
Wilber, Collin	Special Projects	10/10/2023	06/30/2024

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Draft 2024 Board Meeting Calendar	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	First Reading Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King, Chancellor <i>Brian King</i>	CONSENT/ROUTINE	
		FIRST READING	X
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

STATUS:

A draft copy of the proposed 2024 annual board meeting calendar is attached for the Board’s review and discussion. The final draft will be presented for approval at the next regular board meeting on December 13, 2023.

RECOMMENDATION:

The draft 2024 board meeting calendar is presented to the Board of Trustees for first reading.



LOS RIOS
COMMUNITY
COLLEGE DISTRICT



ARC
AMERICAN
RIVER
COLLEGE



EST. 1970
COSUMNES
RIVER COLLEGE



FOLSOM
LAKE
COLLEGE



SACRAMENTO
CITY
COLLEGE

DRAFT

2024 Board Meeting Calendar

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

JANUARY				JULY			
	10				10		
FEBRUARY				AUGUST			
	14 CRC				14		
MARCH				SEPTEMBER			
1-2*		20 SCC			11		
APRIL				OCTOBER			
	10			4-5*		16 FLC	
MAY				NOVEMBER			
	8 ARC				13		
JUNE				DECEMBER			
	12					18	

*Board Retreat

Convocation Dates: January 12 and August 16

Commencement: May 16/17

Meeting Location(s):

District Office Board Room – 1919 Spanos Court, Sacramento, CA 95825

American River College (ARC) – 4700 College Oak Dr, Sacramento, CA 95841

Cosumnes River College (CRC) – 8401 Center Pkwy, Sacramento, CA 95823

Folsom Lake College (FLC) – 10 College Pkwy, Folsom, CA 9563

Sacramento City College (SCC) – 3835 Freeport Boulevard Sacramento, CA 95822

DRAFT – November 2023



2024 Board Calendar Scheduling Notes:

- ACCT National Legislative Summit is scheduled for February 4-7, 2024. Does not affect board meeting date.
- A²MEND Summit is scheduled for March 6-8, 2024. Does not affect Spring/March board retreat or regular meeting date.
- CCLC CEO Symposium date is scheduled for March 15-17, 2024. Does not affect board meeting date.
- GCCLN (Global Community College Leadership Network) Meeting to be hosted by Los Rios to be confirmed.
- LRCCD Spring Recess the week of March 11-17, 2024. Affects regular board meeting date of 3/13 (proposed change to third week: 3/20).
- CCLC Trustee Conference is scheduled for May 3-5, 2024. Does not affect regular board meeting date.
- Fall ACCT Leadership Congress is scheduled for October 23-26, 2024. Does not affect regular board meeting or retreat dates.
- December meeting must be held on the third Wednesday in compliance with CA Education Code Section 1009, which requires the date of the annual organizational meeting to be ***on or after the second Friday in December***.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Approval of Contract with Hotep Consultants for the Provision of Equitable Outcome Assessment Services in Support of Board Goal #2	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Jamey Nye, Deputy Chancellor	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	<input checked="" type="checkbox"/>
		INFORMATION	<input type="checkbox"/>

BACKGROUND:

In September of 2023, the Los Rios Board of Trustees established several multi-year goals for the District to accomplish over the next three years. Board goal number two requires the District to “1) Conduct an examination and an analysis of current classroom climate and create an action plan that supports inclusive and anti-racist classroom environments and culturally inclusive curriculum; 2) Ensure that each college’s instructional and administrative policies and practices are aligned and facilitate learning experiences that are engaging and empowering for Historically underrepresented students; and 3) Identify specific ways in which each college can support changes to current policies, practices, and procedures to improve the quality of student instruction and services.”

District staff worked with Hotep Consultants to develop a proposal to conduct an Equity Assessment in support of Goal two (above). Hotep Consultants has met with college leadership to discuss the scope of their proposed work and the Board had an opportunity to review the proposal from Hotep Consultants as part of its discussion of the Board goals at its public meeting on October 28, 2023.

The proposed professional services contract with Hotep Consultants includes the District’s standard terms for professional services agreements and incorporates the proposal developed by Hotep Consultants as the scope of work.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the proposed consultant services agreement with Hotep Consultants for the provision of Equitable Outcomes Assessment Services, and direct staff to take any and all actions necessary to execute a professional services agreement with Hotep Consultants substantially in the form attached and in an amount not to exceed four hundred fifty thousand dollars.

**AGREEMENT FOR PROFESSIONAL SERVICES
HOTEP CONSULTANTS**

THIS AGREEMENT, made and entered into this 9th day of November 2023, by and between Los Rios Community College District, a local agency, (“the DISTRICT”) and **Hotep Consultants**, (“CONSULTANT”).

1. **Scope of Work.** CONSULTANT shall perform the consulting services as set forth in CONSULTANT’S Proposal which is attached hereto, marked as Attachment “A.” The work shall be completed by

June / 1 / 2026
(month) (day) (year)

- A. **Standard of Care:** CONSULTANT shall perform its services hereunder in accordance with the professional standard of care, skill and diligence customarily followed by consultants performing similar professional services on projects of comparable scope and quality. The approval of any document by the DISTRICT or its representatives or agents shall not relieve the CONSULTANT from such liability as the CONSULTANT might otherwise have for professional errors or omissions in the conduct of its obligations under this Agreement.
- B. **Additional Work/Deletion of Work:** Consultant shall not perform any additional or extra work or incur any additional expenses beyond that set forth hereunder without the express written approval of DISTRICT. Modifications or additions to the services performed by CONSULTANT not approved in writing by DISTRICT shall be considered null and void and shall not be compensated. DISTRICT shall also have the right to delete any portion of the work or services to be performed by CONSULTANT described hereunder. In such event, CONSULTANT’s compensation shall be reduced in proportion to the percentage of work or services actually deleted.
2. **Compensation.** For its services hereunder, CONSULTANT shall be compensated as set forth in Attachment “A.” However, in no event shall CONSULTANT be paid in excess of the fixed price or “not to exceed” proposal contained in Attachment “A,” unless prior to commencing any additional services, the CONSULTANT has submitted a fixed price or “not to exceed” proposal for the additional services and the DISTRICT has given prior written approval to CONSULTANT to perform those services.
- A. **Final Payment:** Within thirty (30) days of a Notice of Completion being issued and/or when CONSULTANT’S work/services under this Agreement are finally complete, whichever is later, CONSULTANT shall submit to the DISTRICT a request for final payment. Each request for payment shall include all necessary information to support and back up the request for payment. Upon receipt of a properly submitted and supported payment request, the DISTRICT shall pay the CONSULTANT within thirty (30) days thereof.
- B. **Withholding Payment:** DISTRICT may withhold any current or future payment, in whole or in part, or decline to make any payment, to protect the DISTRICT from any claim, damage or other loss arising from or related to the performance of, or failure to perform by, CONSULTANT under this Agreement.
- C. **Audit:** All of the foregoing is subject to the right of the DISTRICT to audit all requests for payment, including the books and records of the CONSULTANT in connection therewith. CONSULTANT shall maintain (and shall require its subconsultants to maintain) any and all records, documents and data pertaining to the services provided hereunder for a minimum period of three (3) years, or for any longer period required by law, from the date of final payment to CONSULTANT pursuant to this Agreement. Any records or documents required to be maintained pursuant to this Agreement shall be made available for inspection or audit at any time during regular business hours upon 48 hours written request by DISTRICT. The records shall be available at CONSULTANT's address indicated for receipt of notices in this Agreement. Where DISTRICT has reason to believe that such records or documents may be lost or discarded, DISTRICT may, by written request by any of the above-named officers, require that custody of such records and documents be given to DISTRICT and that such records and documents shall be maintained by DISTRICT. Access to such records and documents shall be granted to any party authorized by CONSULTANT, CONSULTANT's representatives, or CONSULTANT's successor-in-interest during regular business hours.
3. **Time.** CONSULTANT shall complete the services described in Attachment “A” hereto pursuant to the time schedule set forth in Attachment “A.” CONSULTANT shall perform and complete all other services hereunder expeditiously, and in accordance with the dates set forth in Attachment “A,” and, if applicable, any schedule or schedules which may pertain to a particular project as may be issued in writing from time to time to CONSULTANT by DISTRICT. Time is of the essence in this Agreement. Neither CONSULTANT nor DISTRICT shall be liable to

the other for delay in performing under this Agreement, or for the direct or indirect cost resulting from such delay, if such delay is directly caused by labor strike, riot, public disturbances, war, fire, extraordinary weather conditions or natural catastrophe, or any other cause beyond the reasonable control or contemplation of either party, provided that the party asserting such an event as a cause of delay shall give the other party written notice of the same within five (5) days of the occurrence of the event giving rise to the delay.

4. **Termination For Convenience.** The DISTRICT shall have the right to terminate this Agreement for convenience at any time and for any reason by giving thirty (30) days written notice of such termination to CONSULTANT. Upon notice of termination, CONSULTANT shall immediately cease rendering services pursuant to this Agreement and shall promptly deliver to the DISTRICT copies of all information prepared pursuant to this Agreement. In that event, DISTRICT shall pay CONSULTANT only the following amounts: (A) the hourly rates set forth in Attachment "A" for all those hours worked up to the notice of termination; (B) the direct costs, if any, actually incurred and/or paid by CONSULTANT for materials, supplies, equipment, apparatus, and the like, used in the direct performance of the work and/or services of the CONSULTANT under this Agreement; and (C) a ten percent (10%) markup on the direct costs as described in "(B)".
5. **Termination for Default.** If CONSULTANT fails to perform any of its material obligations under this Agreement, and if such default is not cured within five (5) calendar days' notice from DISTRICT to CONSULTANT, in addition to all other remedies provided by law, DISTRICT may, at its sole option, (i) immediately terminate this Agreement; (ii) provide any funds, make any reasonable payments, and make any reasonable purchases necessary to cure any such default, and deduct the costs thereof from any money then due or thereafter to become due to CONSULTANT hereunder or otherwise; (iii) take possession of all materials purchased and/or provided by CONSULTANT to perform its services, and obtain from CONSULTANT working copies of all project documents prepared by CONSULTANT for the purpose of allowing DISTRICT or another consultant to complete the services or any portion thereof, all of which materials and documents CONSULTANT hereby assigns to DISTRICT effective upon any such default by CONSULTANT; (iv) employ any other person, persons or consultants to complete the services or any portion thereof in whatever reasonable manner DISTRICT may deem expedient; and/or (v) if DISTRICT deems that it is not in its best interests to correct defects or deficiencies in the services, materials or documents supplied or provided by CONSULTANT, DISTRICT, at its sole option, may accept such defective or deficient services and deduct the diminution in value from any money then due or thereafter to become due to CONSULTANT hereunder or otherwise.
6. **FORCE MAJEURE.** District shall not be liable for, and shall have the option to terminate or suspend this Agreement by written notice to CONTRACTOR upon, any delay or failure of performance hereunder due to any cause beyond the reasonable control of DISTRICT, including, without limitation, acts of God, natural disasters, strikes, disturbances of peace, riots, war, insurrection, acts of terrorism, governmental action, government shutdowns, government issued states of emergency, quarantine restrictions, epidemics, or other emergencies including planned or unplanned closures of the DISTRICT campus for public health, welfare, or safety purposes, which make it inadvisable, excusable, or impossible to perform this Agreement (each, a "Force Majeure Event").
7. **CONSULTANT Information**
 - A. Property of District: All reports, documents, work product, and other materials (collectively "Work Product") developed, prepared or discovered by CONSULTANT or any other party engaged directly or indirectly by CONSULTANT to perform the services required hereunder shall be and remain the property of DISTRICT without restriction or limitation upon their use by DISTRICT. CONSULTANT hereby assigns to DISTRICT all rights, title and interest in all copyrights, trademarks, patents and rights to ideas in and to all versions of the Work Product. CONSULTANT agrees to take such actions as are necessary to protect the rights assigned to DISTRICT in this Agreement, and to refrain from taking any actions which would impair those rights. CONSULTANT's responsibilities include, but are not limited to, placing proper notices of copyright on all versions of the Work Product and refraining from disclosing any version of the Work Product to any third party without DISTRICT's prior written consent. Unless otherwise provided in writing, the DISTRICT shall have full ownership and control, including ownership of any copyrights, of all Work Product.
 - B. Public Records Act: All proprietary and other information received from CONSULTANT by the DISTRICT will be disclosed upon receipt of a request for disclosure, pursuant to the California Public Records Act; provided, however, that, if any information is set apart and clearly marked "trade secret" when it is provided to

the DISTRICT, the DISTRICT shall give notice to CONSULTANT of any request for the disclosure of such information. The CONSULTANT will then have five (5) days from the date it receives such notice to enter into an agreement with the DISTRICT, satisfactory to legal counsel for the DISTRICT, providing for the defense of, and complete indemnification and reimbursement for all costs (including plaintiff's attorney fees) incurred by the DISTRICT in any legal action to compel the disclosure of such information under the California Public Records Act. The CONSULTANT shall have sole responsibility for defense of the actual "trade secret" designation of such information. Failure to timely respond or enter into an acceptable agreement shall be deemed to have waived of any rights regarding the information designated "trade secret" by CONSULTANT, and such information will be disclosed by DISTRICT pursuant to applicable procedures required by the Public Records Act.

- C. **Termination:** Upon the request of DISTRICT, or upon the termination or expiration of this Agreement, CONSULTANT shall immediately deliver to DISTRICT all reports, documents, and other work performed by CONSULTANT under this Agreement, Work Product, including, but not limited to, all Work Product prepared, developed or stored by or on any computer (e.g., all information on disks, diskettes, or computer-related media). CONSULTANT may retain copies thereof for its files and internal use. The DISTRICT will hold harmless the CONSULTANT for any use or reuse of these reports, designs, or details for purposes other than the project or engagement associated with this Agreement unless the DISTRICT obtains a validation of that use or reuse from the CONSULTANT.
- D. CONSULTANT shall cause each of its subconsultants to comply with each provision of this Section 6 applicable to CONSULTANT. The provisions of this Section 6 shall survive the termination or expiration of this Agreement.

8. Access to Work Product. Duly authorized representatives of the DISTRICT shall have right of access to CONSULTANT'S technical plans, files and records relating to the performance of the services hereunder subject to 48 hours written request to access the identified information or Work Product.

9. Licenses, Permits, Etc. CONSULTANT represents and warrants to the DISTRICT that CONSULTANT has, and shall keep in effect, at its sole cost, all licenses, permits, qualifications, and approvals of whatsoever nature that are legally required for CONSULTANT to practice its profession or provide any services under the Agreement.

10. Independent Contractor Not Agent.

- A. CONSULTANT (including CONSULTANT'S employees) is an independent contractor and no relationship of employer-employee exists between the parties hereto for any purpose whatsoever. Neither CONSULTANT nor CONSULTANT'S employees or assigned personnel shall be entitled to any benefits payable to employees of the DISTRICT. CONSULTANT will be issued a Form 1099 for its services hereunder. As an independent contractor, CONSULTANT hereby agrees to indemnify and hold the DISTRICT harmless from claims by any of CONSULTANT'S employees or by any third party, including but not limited to any state or federal agency, asserting that an employer-employee relationship or a substitute therefore exists for any purpose whatsoever by reason of this Agreement or by reason of the nature and/or performance of any services under this Agreement.
- B. It is further understood and agreed by the parties hereto that CONSULTANT, in the performance of its obligations hereunder, is subject to the control and direction of the DISTRICT as to the designation of tasks to be performed and the results to be accomplished by the services agreed to be rendered and performed under this Agreement, but not as to the means, methods, or sequence used by CONSULTANT for accomplishing such results. To the extent that CONSULTANT obtains permission to, and does, use the DISTRICT facilities, space, equipment or support services in the performance of this Agreement, this use shall be at the CONSULTANT'S sole discretion based on the CONSULTANT'S determination that such use will promote CONSULTANT'S efficiency and effectiveness. Except as may be specifically provided elsewhere in this Agreement, the DISTRICT does not require that CONSULTANT use the DISTRICT facilities, equipment or support services or work in the DISTRICT locations in the performance of this Agreement.
- C. If, in the performance of this Agreement, any third persons are employed by CONSULTANT, such persons shall be entirely and exclusively under the direction, supervision, and control of CONSULTANT. Except as may be specifically provided elsewhere in this Agreement, all terms of employment, including hours, wages, working conditions, discipline, hiring, and discharging, or any other terms of employment or requirements of law, shall be determined by CONSULTANT. It is further understood and agreed that CONSULTANT shall

issue W-2 or 1099 Forms for income and employment tax purposes, for all of CONSULTANT'S employees, assigned personnel and subcontractors.

- D. Except as the DISTRICT may specify in writing, CONSULTANT and CONSULTANT'S personnel shall have no authority, express or implied, to act on behalf of the DISTRICT in any capacity whatsoever as an agent or to bind the District to any obligations.

11. Disqualified Employees. CONSULTANT shall ensure that persons who perform services on District or College property have not been convicted of any felony, or any controlled substance offense or any sex offense as those terms are defined by Education Code section 87008-87011. If the DISTRICT, at any time during the term of this Agreement, desires the removal of any person or persons assigned by CONSULTANT to perform services pursuant to this Agreement, CONSULTANT shall remove such person(s) immediately upon receiving notice from the DISTRICT of the desire of the DISTRICT for the removal of such person(s).

12. Indemnification. To the fullest extent permitted by applicable law, CONSULTANT shall defend, indemnify, and save harmless District (including their inspectors, project managers, trustees, officers, agents, members, employees, affiliates, consultants, sub consultants, and representatives), and each of them, of and from any and all claims, demands, suits, causes of action, damages, costs, expenses, attorneys' fees, losses, or liability, in law or in equity, of every kind and nature whatsoever related to, arising out of, or in connection with, CONSULTANT'S work or services to be performed under this Agreement, including, but not limited to personal injury to any person, death to any person, damage to any property, penalties, infringement of patent rights, claims and liens for labor performed or materials used or furnished to be used on the Work, failure to comply with the provisions requiring insurance, any violation by CONSULTANT of any law, order or regulation arising out of or resulting from this Agreement, or, except as otherwise prescribed by applicable law, as caused or alleged to be caused, in whole or in part, by any negligent act or omission of District or anyone directly or indirectly employed by them, or anyone for whose acts they may be liable.

The obligations set forth in this section shall not be limited by the insurance requirements set forth herein.

CONSULTANT'S indemnification obligations shall not include indemnification for claims which arise as the result of the active negligence of District, or the sole negligence or willful misconduct of District, its agents, servants or independent contractors who are directly responsible to District, or for defects in design furnished by such persons. It is intended that this Article shall comply with California Civil Code § 2782, *et seq.*, to the extent applicable to the CONSULTANT'S obligations as set forth in this Article. If it is determined by a Court of competent jurisdiction that any aspect of this Article exceeds the restrictions or limitations under California law applicable to indemnity obligations, only that portion which exceeds the restrictions or limitations under California law shall be null and void, and all remaining indemnity obligations shall be fully enforceable to the fullest extent allowed under California law.

13. Insurance Requirements. During the entire term of this Agreement, CONSULTANT shall, at its own expense, maintain, and shall require all subcontractors to maintain insurance as set forth below and shall provide the District additional insured endorsements that name the DISTRICT as an additional insured on the CONSULTANT'S General Liability policy and Automobile Liability policy.

A. Minimum Scope of Insurance: Coverage shall be:

1. Commercial General Liability. \$1,000,000 combined single limit per occurrence for bodily injury, personal injury and property damage; and a \$3,000,000 aggregate. Any combination of General Liability, and Excess Coverage amounting to a minimum of \$3,000,000 in coverage will be acceptable. The Commercial General Liability additional insured endorsement shall be as broad as the Insurance Services Inc.'s (ISO) additional insured, Form B CG 20101001.
2. Automobile Liability. "Any Auto" with \$1,000,000 combined single limit per accident for bodily injury and property damage.
3. Workers' Compensation. As required by the Labor Code of the State of California, and Employers' Liability Insurance; with limits as required by the Labor Code of the State of California and Employers' Liability limits of \$1,000,000 per accident.

4. Professional Liability (Errors and Omissions). Insurance against loss due to error, omission or malpractice, unless waived in writing by the District, with \$1,000,000 combined single limit per claim and \$2,000,000 aggregate.

B. Other Provisions: If the above insurance is written on a claims-made form, it shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement and continue for at least three full years following the completion of CONSULTANT'S services/work under this Agreement. Any deductibles, self-insured retentions, or changes in these items must be declared to and approved by the DISTRICT. CONSULTANT'S insurance coverage shall be primary insurance with respect to the DISTRICT. The CONSULTANT's insurer shall agree to waive all right of subrogation against the District, its trustees, officers, and agents for losses arising from the work performed. Each insurance policy shall include the standard Severability of Interest, or Separation of Insured (General Liability Form CG 00 01 12 04) clause in the policy and when applicable the cross liability insurance coverage provision which specifies the inclusion of more than one insured shall not operate to impair the rights of one insured against another insured. Any insurance or self-insurance maintained by DISTRICT shall be in excess of CONSULTANT'S insurance and shall not contribute with it. Each insurance policy required by this Agreement shall be endorsed to state that coverages shall not be canceled except after thirty (30) days prior written notice has been given to the DISTRICT. At least fifteen (15) days prior to commencing work under this Agreement, CONSULTANT shall provide the DISTRICT with certificates of insurance and required executed endorsements, evidencing compliance with this section. On request, CONSULTANT shall furnish copies of any and/or all of the required insurance policies.

14. Liability of District. DISTRICT's obligations under this Agreement shall be limited to the payment of the compensation as provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event shall DISTRICT be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including but not limited to, lost profits, arising out of or in connection with this Agreement or the services performed in connection with this Agreement.

15. Equal Opportunity. CONSULTANT shall comply with the Executive Order 11246 as currently amended and as supplemented in Department of Labor regulations (41 CFR Chapter 60), hereinafter collectively referred to as the "Regulations." CONSULTANT, with regards to the work performed by it after award and prior to completion of the work pursuant to this Agreement, shall not unlawfully discriminate on the grounds of ethnic group identification, race, color, gender, gender identity, gender expression, sex, sexual orientation, sexual identity, pregnancy, childbirth or related medical condition, religion or religious creed, age (over forty), national origin, ancestry, physical or mental disability, medical condition, political affiliation or belief, military and veteran status, or marital status as defined in Section 12926 of the California Government Code. In all solicitations made by CONSULTANT for work to be performed under any subcontract, CONSULTANT shall notify each potential subcontractor or supplier of CONSULTANT'S obligation under this Agreement and the Regulations. CONSULTANT shall not participate either directly or indirectly in discrimination prohibited by the Regulations.

16. Compliance with Laws; Attorneys' Fees; Successors. CONSULTANT shall comply with all federal, state and local laws and ordinances as may be applicable to the performance of work under this Agreement. This Agreement shall be governed by the laws of the State of California excluding its choice of law rules. Venue shall be in the County where the work is performed. In any civil action brought by either Party to enforce the terms of this Agreement, the prevailing Party shall be entitled to recover its reasonable attorney's fees and costs. This Agreement shall be binding upon the heirs, successors, executors, administrators, and assigns of the respective Parties hereto. To the extent the work concerns the repair or renovation of one or more roofs, and the content of the scope of work triggers the duties set forth in Public Contract Code Section 3000 et seq relating to Roofing Projects, as defined therein, the parties agree that they shall fully comply with the legal requirements set forth therein.

17. ADA Standards. CONSULTANT represents and warrants that any software/hardware/communications system/equipment (collectively "technology") provided under this Agreement adheres to the standards and/or specifications as may be set forth in the Section 508 of the Rehabilitation Act of 1973 standards guide and is fully compliant with WCAG 2.0 AA standards for accessibility and compliant with any applicable FCC regulations. Technology that will be used on a mobile device must also be navigable with VoiceOver on iOS devices in addition to meeting WCAG 2.0 level AA.

If portions of the technology or user experience are alleged to be non-compliant or non-accessible at any point, DISTRICT will provide CONSULTANT with notice of such allegation and CONSULTANT shall use its best efforts to make the technology compliant and accessible. If a state or federal department, office or regulatory agency, or if any other third party administrative agency or organization (“Claimants”), make a claim, allegation, initiates legal or regulatory process, or if a court finds or otherwise determines that technology is non-compliant or non-accessible, CONSULTANT shall indemnify, defend and hold harmless the DISTRICT from and against any and all such claims, allegations, liabilities, damages, penalties, fees, costs (including but not limited to reasonable attorneys’ fees), arising out of or related to Claimants’ claims.

CONSULTANT shall also fully indemnify DISTRICT for the full cost of any user accommodation that is found to be necessary due to an identifiable lack of accessibility in the CONSULTANT’s technology. If necessary, an independent 3rd party accessibility firm using POUR standards (Perceivable, Operable, Understandable and Robust) may be used to validate the accessibility of the technology.

18. Integration, Amendments. Along with Attachment “A” and the Student Record Addendum (if any), this is an integrated agreement and contains all of the terms, considerations, understanding, and promises of the Parties. It shall be read as a whole. All amendments to this Agreement must be in writing and signed by an authorized representative of both Parties.

19. Conflict. In the event of any alleged, implied, or actual conflict between the express or implied provisions of this Agreement and the provisions of Attachment “A,” or any other document included herein, the provisions of this Agreement shall govern. Notwithstanding any express or implied language to the contrary in Attachment “A” or any other document attached hereto, there shall be no limits on the DISTRICT’S ability to recover damages from CONSULTANT in the event of any claim, action, lawsuit or other legal action by the DISTRICT against CONSULTANT, and any language purporting to impose limits on recovery of damages is null and void, including any language purporting to increase liability for damages in exchange for additional payment or compensation to CONSULTANT.

20. Notices. Any notices to Parties required by this Agreement shall be delivered, faxed or mailed, U.S. First Class postage prepaid addressed as follows:

LOS RIOS COMMUNITY COLLEGE DISTRICT
Director, General Services
1919 Spanos Court
Sacramento, CA 95825
Phone: 916-568-3057 FAX: 916-286-3636

CONSULTANT
Address: _____
Phone: _____

CONSULTANT Social Security/Federal ID # _____

Check One: Sole Proprietorship Partnership Corporation

Either Party may amend its address for notice by notifying the other Party in writing. Each Party must provide the other with any and all updates to the above addresses.

21. Solicitation/Conflicts of Interest. CONSULTANT warrants that it has not employed or retained any company or person, other than a bona fide employee working for the CONSULTANT, to solicit or secure this Agreement, and that it has not paid or agreed to pay any company or person, other than a bona fide employee, any fee, commission, percentage, brokerage fee, gift, or any other consideration contingent on or resulting from the award or making this Agreement. CONSULTANT certifies that it has disclosed to DISTRICT any actual, apparent, or potential conflicts of interest that may exist relative to the services to be provided pursuant to this Agreement. CONSULTANT agrees to advise DISTRICT of any actual, apparent or potential conflicts of interest that may develop subsequent to the Date of execution of this Agreement. CONSULTANT further agrees to complete any statements of economic interest as may be required by applicable law.

- 22. Assignment Prohibited.** No Party to this Agreement may assign any right or obligation pursuant to this Agreement. Any attempt or purported assignment of any right or obligation pursuant to this Agreement shall be void and of no effect.
- 23. Severance.** If any provision of this Agreement proves to be illegal, invalid or unenforceable, the remainder of this Agreement will not be affected by such finding, and in lieu of each provision of this Agreement that is illegal, invalid or unenforceable, a provision will be added as a part of this Agreement as similar in terms to such illegal, invalid or unenforceable provision as may be possible and be legal, valid and enforceable.
- 24. Waiver.** CONSULTANT agrees that a waiver by District of any breach or violation of any term or condition of this Agreement shall not be deemed to be a waiver of any other term or condition contained herein or a waiver of any subsequent breach or violation of the same or any other term or condition. Similarly, the acceptance by DISTRICT of the performance of any work or services by CONSULTANT and/or the failure of the DISTRICT to object to any aspect of the work or services by CONSULTANT shall not be deemed to be a waiver of any term or condition of this Agreement.

LOS RIOS COMMUNITY COLLEGE DISTRICT

CONSULTANT

Date: _____

Date: _____

By: _____

By: _____

Jamie Ruggles
Interim Associate Vice Chancellor, Finance

Name: _____

Title: _____

October 16, 2023

Equitable Outcomes Assessment Los Rios Community College District

Submitted for consideration by:
Katrina Pantig Naval
Strategic Consultant
510-701-7656 | katrina@hotepconsultants.com

At Hotep Consultants, we not only talk about the importance of equity advancement, but we support colleges in achieving equitable outcomes by providing support and resources necessary to do the work.

Why Us

The following describes Hotep Consultant's organizational capacity to complete the scope of work:

Hotep Consultants (HC) is a dynamic team of equity-practitioners who offer strategic partnership and practical solutions that address systemic inequities in education and society at large. Our expertise is informed by social justice research and frameworks and over 40 years of experience in higher education, where we have successfully developed and facilitated professional learning experiences that encourage transformative approaches and helped leaders cultivate skills to engage in institutional change.

The Hotep Consultants Key Team members have worked with 2-year and 4-year colleges and universities, non-profit organizations, foundations, and government agencies across the country – all with the expressed goal of improving systems and spaces for minoritized communities. We are skilled facilitators, thought partners, equity minded researchers, and strategic planners. Hotep Consultants provides a team approach when managing projects and supporting our clients. As such, we assign staff to each project to meet the unique needs of each client. For this particular project we suggest the following staffing:

Lasana O. Hotep (Executive Director & Lead Consultant) has the distinguished honor of being co-founder of the African American Men of Arizona State University (AMMASU) program, the inaugural Assistant Vice Chancellor of Equity for the Peralta Community College District and the founding Executive Director of the Equity Institute at Skyline College. While at Skyline College he co-developed the award winning Equity Training Series (ETS), Equity Summit, and Equity Academies. He has served as the Director of Multicultural Affairs at Estrella Mountain Community College (Avondale, AZ), Dean of Special Programs and Grants at Merritt College (Oakland, CA), the inaugural Dean of Student Equity and Support Programs at Skyline College (San Bruno, CA) and currently serves as the first Director of Diversity, Equity, Inclusion and Belonging at the University of California, Berkeley. For this project, Mr. Hotep will provide project oversight and management, and oversee reporting of results.

Dr. Lauren Ford (Strategic Consultant) currently serves as the Director of Strategic Initiatives and Planning in the San Mateo County Community College District. Throughout her 10+ years in higher education, Dr. Ford has held positions in both public and private universities and colleges in California and Texas and has focused on supporting multi-college completion program implementation, development of college access programs and PK-14 partnerships, and supporting students with post-college employment. Having served as a higher education policy fellow for the Biden Foundation, Dr. Ford is experienced in researching, analyzing, and evaluating institutional, state, and federal policies within an equity lens. Dr. Ford's dissertation was a multi-case study focused on learning from the educational experiences of college students who are former foster youth to better support equitable systemic redesign within the California Community Colleges. For this project Dr. Ford will serve as the project lead and manage all aspects of the evaluation from planning to reporting, and will facilitate professional learning experiences primarily for faculty and classified professionals.

Katrina Pantig Naval (Strategic Consultant) is a Bay Area based community member and educational leader whose passion lies at the intersection of theory, practice, and institutional change. Her experience with educating campus stakeholders about issues of race and culture in the public research university, K-12, and community college contexts have led her to consulting colleges in their efforts to create racially equitable environments. Katrina currently serves as Learning and Development Strategist for the Office of Diversity, Equity, Inclusion & Belonging. In this role, she develops and implements programs focused on building the cultural fluency and racial literacy of staff and managers as well as supporting organizational efforts focused on DEI. She will serve as the lead communications expert between the institution and Hotep Consultants, support the research analysis and reporting, and will facilitate professional learning experiences for the institution.

With decades of experience working within community colleges in California, our team is intimately familiar with statewide initiatives such as Guided Pathways, AB705, Student Equity and Achievement Program, Student Success and Support Programs, Promise Programs, and the Vision for Success. A few recent clients include:

- Riverside Community College District - Hotep Consultants conducted Equitable Outcomes Assessments for all three district colleges and an evaluation of districtwide policies and practices. For each college our team created unique action plans and worked with campus leadership to determine which governance bodies and committees are best suited to move the recommendations forward.
- Kern Community College District - Hotep Consultants provided a series of professional learning experiences centered on race, identity, culture, and equity in education for managers across the District.
- Cuesta College - Hotep Consultants developed and facilitated a number of professional learning experiences for faculty, professional staff, and administrators focused on understanding the demographic shifts in our student populations, and the impact of implementing culturally responsive and sustaining service delivery and teaching strategies.

Our Approach

When developing and facilitating professional learning experiences, Hotep Consultants prides ourselves on providing practical recommendations that can be immediately implemented by participants regardless of role or perceived authority. Our focus is on uplifting individual locus of control to serve immediate needs, while simultaneously highlighting approaches to making system change in the long term. Hotep Consultants centers the experiences of students, especially those who have been historically minoritized, in all of our efforts. As facilitators we believe that educators cannot be both equity advancing and risk adverse, and as such we invite participants to lean into discomfort when approaching new concepts or ways of knowing, while still creating a non-judgemental, safe space that encourages questions, reflection, and exploration.

Clients have leveraged Hotep Consultants' methods to impact their organizations by:

- Conducting an Equitable Outcomes Assessment to evaluate policies, practices, and assessments within an equity based framework to uplift equity advancing work and highlight institutional areas of growth
- Reallocating resources, offering professional learning, and designing programs to alignment with strategic plans
- Empowering and training staff, faculty, and administrators to be equity practitioners
- Developing an approach to embed culturally responsive practices within all aspects of instruction and student services through a focused action plan

Thank you for considering our proposal and providing the opportunity to support LRCCD in your efforts to advance and center equity within your work. Thank you for considering our proposal and providing the opportunity to support the Los Rios Community College District in your efforts to advance and center equity within your work.

In Community,



Lasana O. Hotep

Executive Director & Lead Consultant

(210) 385-4997 | lasana@hotepeconsultants.com

Background

Established in 1965, The Los Rios Community College District is a four college district that serves almost 70,000 students annually. Designated as a Hispanic Serving Institution (HSI), 28% of LRCCD students identify as Latinx/Hispanic; over 60% of students identify as persons of color also designating the college as a Minority Serving Institution (MSI).

As one of the nation's most respected learning institutions and the second-largest community college district in California, LRCCD offers a variety of transfer, degree, certificate, and career education opportunities for students to achieve their educational goals; with the majority of students enrolling with the intention to transfer. Recent initiatives developed to support student access, equity, and success include Guided Pathways, the Los Rios Promise Program, the Refugee Pathways Program, and efforts for supporting Undocumented Students.

According to the LRCCD Strategic Plan states, "To fulfill our mission and uphold our values, we will:

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

The current, and anticipated, work of the District Equity and Student Success Committee, is in direct alignment with the way in which Hotep Consultants approaches Equitable Outcomes Assessments and Professional Learning Experiences. In the section that follows, we will provide a more detailed description of our work along with proposed goals and outcomes.

Description of Work

Hotep Consultants will support the Los Rios Community College District (LRCCD) in their efforts to ensure anti-racist and anti-sexist practices are centered at Sacramento City College, American River College, Cosumnes River College, and Folsom Lake College. In collaboration with the LRCCD District Office and informed by the District's Strategic Plan and values, Hotep Consultants will conduct an Equitable Outcomes Assessment for each of the four colleges to uncover any potential barriers to student success – specifically as it comes to the impact on historically minoritized students. This assessment will also assess current equity-centered work taking place at the colleges and provide recommendations for continued, long-term improvements to ensure that equity is embedded in all areas of campus and reflected in policy, practice, and praxis. In order to best understand the ways in which LRCCD's equity-focused mission is operationalized, the Equitable Outcomes Assessment has three main goals:

- Assess current practices at LRCCD - including existing equity-centered work;
- Provide a recommendation action plan for continued improvements including professional learning opportunities; and
- Ensure equity is embedded in all areas of campus: policy, practice, and praxis, including pedagogy/andragogy by providing a focused action plan

This Equitable Outcomes Assessment provides both a holistic institutional analysis and in depth insight around transformative teaching and learning practices, which are foundational for impacting students. The recommendations included within the assessment will be applicable to all constituent groups across the institution in order to have maximum impact. It is our hope that the information identified with the Equitable Outcomes Assessment will result in a more equitable, inclusive, and welcoming institution where all community members can thrive and succeed.

Deliverables

Equitable Outcomes Assessment a two-year multi-phased process examining all colleges in the Los Rios Community College District. Each assessment is comprised of a document review, institutional survey, stakeholder focus groups, and meetings with key leaders, faculty, staff, administrators, and students from various areas of the campus. Several discovery meetings will take place throughout the term to better understand current policies, practices, and professional development opportunities.

Assessment Report which will include a detailed list of findings and recommendations for each phase of the assessment. These findings will identify opportunities for all colleges and the District Office to strengthen current policies and practices as it relates to issues of equity, highlight current promising practices within the community, and provide recommendations for continued improvement.

Key Components



Document Analysis

Conduct an analysis of key institutional documents focused on policy, practice, and assessment.



Institutional Survey

Collected survey responses from an employee survey and a student survey.



Stakeholder Focus Groups

Facilitated focus groups for students, faculty, classified professionals, and administrators.



Data Analysis

Analyze all data elements within the S.E.T Framework

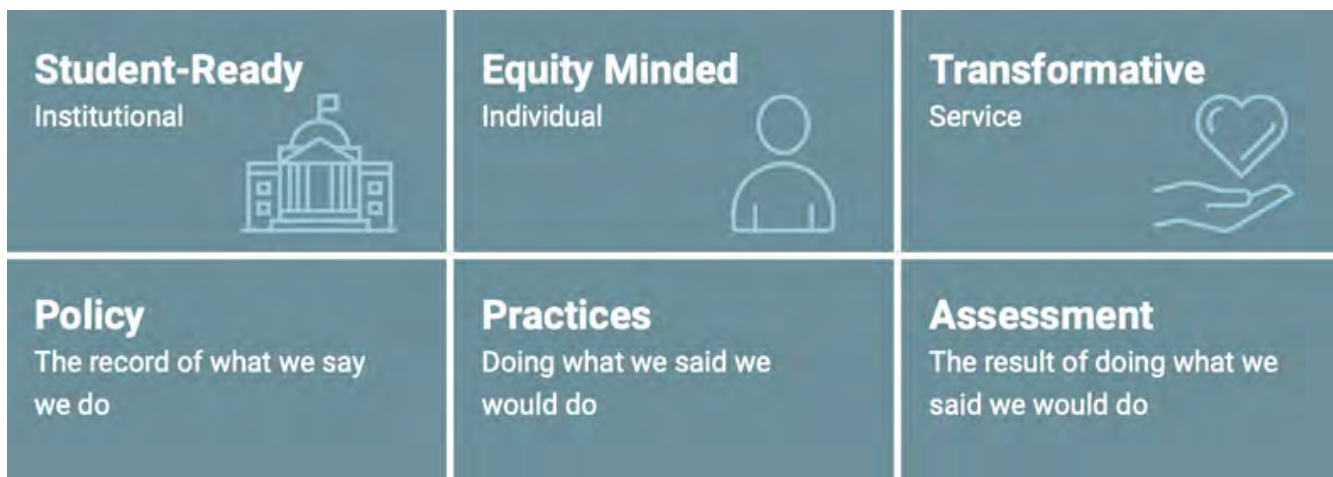
Process

Each phase begins with collecting and analyzing a series of documents which provides critical insights to historical institutional policy, practice, and assessment. After, college wide survey that can be sent to all employees and students. The survey provides insight into each college's culture and climate including the extent to which students and employees feel supported and valued by the institution, the practices employees across the institution engage in to support students, and some of the issues and challenges that have developed with shifting to a student-focused and student-ready approach. The final component of the phase includes a series of focus groups that provide insight around employees' and students' level of understanding, engagement, and feedback around equity, diversity, and inclusion efforts at the college. After completing all three components of data collection, Hotep Consultants will analyze the data within the lens of the Student Ready, Equity Minded, and Transformative (S.E.T.) Framework. This analysis will result in the final set of recommendations in the form of an action plan outlining next steps to improve equity-advancing practices district-wide.

The Equitable Outcomes Assessment will be guided by **five (5) primary research questions**. These research questions were initially developed by Hanover Research Brief: Conducting an Equitable Outcomes Assessment, and adapted by Hotep Consultants to best support Equitable Outcomes Assessments within the community college. The research questions are listed below:

- To what extent is the environment at this **college diverse and inclusive**?
- To what extent do administrative policies and practices at this college **encourage a systemic and collaborative approach** to diversity, equity, and inclusion?
- To what extent does this **college's instructional policies and practices** help cultivate a learning experience that is engaging and empowering for historically minoritized students?
- In what ways can this college support changes to current policies, practices, and procedures in order to **improve the quality of instruction and services** for students?
- To what extent are this **college's budget and resource practices** informed by a student-ready and equity minded lens?

In order to answer the research questions listed above, the Hotep Consultants team utilizes our evidence based S.E.T. framework as a lens through which to analyze the data collected. Our team affirms award-winning educator Dr. Lisa Delpit’s declaration, “We do not really see through our eyes nor hear through our ears, but through our beliefs.” As educational leaders, our beliefs and values are evident in our institution’s policies, practices, and procedures. An in-depth analysis of these aspects of our institutions calls for leaders to utilize a practical framework to assess their approaches. The “S.E.T. Framework” stands for Student-Ready, Equity Minded, and Transformative. This framework offers individuals and organizations multiple lenses through which they can reflect on their policies, practices, and assessments to identify barriers to equitable student outcomes. The S.E.T. Framework serves as the philosophical foundation that informs our guiding questions, our approach to the assessment, and the way we show up/facilitate professional learning experiences for the college.



Collaborative Experience

In order to ensure a successful assessment, the Hotep Consultants team will work closely with key representatives from LRCCD to assist with data collection and context setting. This group will meet on a regular basis (weekly or bi-weekly) to review key information, answer logistical questions, and ensure the forward progression of the Equitable Outcomes Assessment. Below is a recommended depiction what a collaborative partnership between LRCCD and Hotep Consultants will embody in order to support an intentional and effective Equitable Outcomes Assessment.

LRCCD Team (each college) will provide:

- Dedicated team to serve as the Equitable Outcomes Assessment Core Team
 - Representatives should include key constituency groups, expertise and access to campus equity efforts, and student support expertise and insights
 - This individual, or group, will meet with the Consultants regularly to stay up to date on Assessment progress, support constituency scheduling, and troubleshoot issues that may arise during the data collection phase
- Feedback on campus specific language included in the survey and proposed focus group schedule
- Campus documents to be reviewed during the Document Analysis
- Constituency emails for survey distribution and focus group registration (employees & students)
- Academic calendar to verify campus closures and notification of competing events or activities during the assessment period
- Insight around essential meetings or gatherings that would support focus group participation

Hotep Consultants Team will:

- Develop recommended communication guide to support campuswide announcement of the Equitable Outcomes Assessment including survey and focus group participation requests
- Review survey language to ensure alignment with LRCCD campus community
- Draft focus group schedule
- Distribute survey for employees via [surveymonkey.com](https://www.surveymonkey.com) from email list shared by LRCCD
- Distribute survey for students via [surveymonkey.com](https://www.surveymonkey.com) from email list shared by LRCCD
- Recruit focus group participants via email list shared by LRCCD
- Share weblinks and QR codes for LRCCD distribution of: employee survey, student survey, focus group registration
- Host all focus groups via Hotep Consultants Zoom account (exceptions can be made if focus groups are held during existing campus meetings)

Timeline and Detailed Deliverables

Fall 2023	Spring 2024	Summer 2024
<p>Cosumnes River College and Sacramento City College</p> <ul style="list-style-type: none"> Meetings with executive cabinet and key stakeholders Planning meetings with CRC & SCC core equity audit teams Document Collection 	<p>Cosumnes River College and Sacramento City College</p> <ul style="list-style-type: none"> Distribute Institutional Survey Facilitated Focus Groups 	<p>CRC & SCC Data Analysis and Preliminary Findings</p>
Fall 2024	Spring 2025	Summer 2025
<p>Cosumnes River College and Sacramento City College</p> <ul style="list-style-type: none"> Preview of Key Findings with college constituents College-wide final presentation of findings Submit Final Report <p>American River College and Folsom Lake College</p> <ul style="list-style-type: none"> Meetings with executive cabinet and key stakeholders Planning meetings with ARC & FLC core equity audit teams Document Collection 	<p>American River College and Folsom Lake College</p> <ul style="list-style-type: none"> Distribute Institutional Survey Facilitated Focus Groups 	<p>ARC & FLC Data Analysis and Preliminary Findings</p>
Fall 2025	Spring 2026	
<p>American River College and Folsom Lake College</p> <ul style="list-style-type: none"> Preview of Key Findings with college constituents College-wide Final Presentation of Findings Submit Final Report Comparative Analysis of findings across four colleges 	<ul style="list-style-type: none"> District-wide presentation of findings Series of professional learning sessions for classified employees, faculty, and administrators. 	

Assumptions

All meetings with campus constituents will take place virtually via zoom, or similar online methods.

Estimated Costs

Total Costs: \$450,000

Includes both Equitable Outcomes Assessment and Findings Reports for Sacramento City College, American

- River College, Cosumnes River College, and Folsom Lake College (100k per college).

Includes District-Wide Presentation and Report sharing overlapping findings and recommendations to identify

- strategies for equity-advancement (25k).

Includes five district wide professional learning engagements for classified employees (two sessions), faculty

- (two sessions), and administrators (one session) (25k).

Eight (8) installments of \$56,250 for which Hotep Consultants shall invoice LRCCD. Each invoice shall detail the deliverables completed. LRCCD shall pay each invoice within thirty (30) days of receipt.

Date	Amount	Deliverables (based on timeline provided)
12/2023 Fall 2023	\$56,250	CRC & SCC <ul style="list-style-type: none"> • Meetings with executive cabinet and key stakeholders • Planning meetings with CRC & SCC core equity audit teams • Document Collection
03/2024 Spring 2024	\$56,250	CRC & SCC <ul style="list-style-type: none"> • Distribute Institutional Survey • Facilitated Focus Groups
06/2024 Summer 2024	\$56,250	CRC & SCC Data Analysis and preliminary findings
09/2024 Fall 2024	\$56,250	CRC & SCC <ul style="list-style-type: none"> • Preview of Key Findings with college constituents • College-wide final presentation of findings • Submit Final Report ARC & FLC <ul style="list-style-type: none"> • Meetings with executive cabinet and key stakeholders • Planning meetings with ARC & FLC core equity audit teams • Document Collection
03/2025 Spring 2025	\$56,250	ARC & FLC <ul style="list-style-type: none"> • Distribute Institutional Survey • Facilitated Focus Groups
06/2025 Summer 2025	\$56,250	ARC & FLC Data Analysis and preliminary findings
09/2025 Fall 2025	\$56,250	ARC & FLC <ul style="list-style-type: none"> • Preview of Key Findings with college constituents • College-wide Final Presentation of Findings • Submit Final Report • Comparative Analysis of findings across all four colleges
03/2026 Spring 2026	\$56,250	<ul style="list-style-type: none"> • District-wide presentation of findings from comparative analysis • Series of professional learning sessions for classified employees, faculty, and administrators.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Contract Award: SCC South Loop Chiller Replacement	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	<div style="text-align: right; font-size: small; margin-bottom: 5px;"><i>MR</i></div> Mario Rodriguez, Executive Vice Chancellor, Finance and Administration	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	<div style="text-align: right; font-size: small; margin-bottom: 5px;"><i>Brian King</i></div> Brian King, Chancellor	ACTION	X
		INFORMATION	

BACKGROUND:

As part of the new Mohr Hall and Natural Science buildings at Sacramento City College (SCC), it was determined the HVAC and hydronic systems required an upgrade to properly support the south end of campus. This HVAC project completes that upgrade and provides additional capacity by replacing the current "end-of-life" 125-ton chiller with a new 300-ton chiller. Along with the new chiller, this project will also add new pumps, variable frequency drives and control valves as well as new Honeywell controls to the south portion of the central plant loop which will extend the life of SCC's chilled water system. Upon project completion the south plant will have two 300-ton chillers serving the south end of the campus and will provide increased future capacity and system redundancy needed to ensure a positive and comfortable learning and working environment for students and staff. This project is funded with District capital outlay funds.

STATUS:

The plans and specifications for Bid 24002 were publicly advertised for bids. Bidders were asked to provide a total bid amount. A total of 4 responsive bids were received.

Contractor Name	Base Bid	Alternate 1	Total Bid
BP Interiors Inc.	\$1,690,000.00	\$663,000.00	\$2,353,000.00
Rodan Builders, Inc.	\$1,519,000.00	\$896,000.00	\$2,415,000.00
Bayview Engineering & Construction Company Inc.	\$1,385,063.00	\$1,056,288.00	\$2,441,351.00
Mark III Construction, Inc.	\$1,580,901.00	\$862,382.37	\$2,443,283.37
Intech Mechanical Company LLC ¹	\$1,468,900.00	\$1,053,400.00	\$2,522,300.00
TNT Industrial Contractors Inc ^{1,2}	\$1,923,692.00	\$1,292,377.00	\$3,216,069.00

¹ Nonresponsive: digital signature was required and was either not affixed or was not verifiable.

² Nonresponsive: no e-bond submitted with bid or original bid bond received before bid opening.


RECOMMENDATION:

It is recommended the Board of Trustees award the contract for Bid 24002 to BP Interiors Inc. for Base Bid only for a total award of \$1,690,000.00.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Los Rios Community College District Equal Employment Opportunity Plan	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item C	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice <i>Chancellor</i> Chancellor, Finance and Administration	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	X
		INFORMATION	

BACKGROUND:

California Community College Districts are responsible for the preparation of an Equal Employment Opportunity (EEO) plan to be submitted and approved by the California Community College Chancellor’s Office every three years, per California Education Code and Title 5^a regulations.

The Los Rios Equal Employment Opportunity Plan (“Plan”) seeks to help the District reach its goal of hiring a diverse workforce to reflect its student demographics. The EEO Plan addresses the requirements of Title 5 regulations on equal employment hiring and applicable state and federal non-discrimination statutes and provides guidance and best practices in improving equal employment opportunity at the District. More importantly, this EEO Plan highlights and implements the changes in the new EEO regulations.

The previous EEO Plan was approved in May of 2019 and was effective for three years until 2022. The California Community College Chancellor’s Office provided guidance for the new plan in 2023 and this new plan covers the 2022-2025 years. The previous EEO Plan set ambitious goals and strategies to promote EEO for the life of the Plan. Unfortunately, the COVID-19 pandemic halted the majority of the District’s EEO strategies, as new hires were halted for much of the plan. The District entered remote operations in 2020 and saw an increase in employee retirement from 2020-22. Any sort of hiring data was minimal and skewed by the lack of hiring and the increase in retirees. Attempt of longitudinal data analysis of hires during 2019-2022 was thwarted by the effects of the pandemic. As such, this current EEO Plan continues the work of the previous Plan while adding new requirements and commitments with specific timelines.

STATUS:

The first draft of this plan was submitted to the Chancellor’s Office on May 1, 2023. Feedback provided in late August 2023 has helped in the preparation of this plan. Consistent with Title 5 § 53003(a)(2), the District governing board must review and adopt the EEO plan at a regular meeting where the plan is considered as a separate action item and not part of the consent agenda.

RECOMMENDATION:

It is recommended that the Board of Trustees approve and adopt the 2022 – 2025 Equal Employment Opportunity Plan.

^a All references to “title 5” refer to the California Code of Regulations, Title 5.

Los Rios Community College District Equal Employment Opportunity Plan

**Approved by the Los Rios CCD Board of Trustees
[DATE]**

**Approved by the EEO Advisory Committee
November 1, 2023**

Table of Contents

Introduction	3 - 6
Chancellor’s Message	7
Plan Component 2: Definitions	8 - 10
Plan Component 3: Policy Statement	10
Plan Component 4: Identification of District Officer with Delegated Responsibility and Authority to Implement and Enforce the EEO Plan	10 - 11
Plan Component 5: EEO Advisory Committee	11 - 12
Plan Component 6: The Procedure for Filing Complaints	12 - 13
Plan Component 7: The Process for Notifying All District Employees of the Provisions of the EEO Plan and District Policy Statement	13- 14
Plan Component 8: The Process for Ensuring that District Employees Who Participate on Screening or Selection Committees Receive Training	14
Plan Component 9: The Process for Providing Annual Written Notice to Community-Based and Professional Organizations	15
Plan Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District’s Employees and Applicants	15 - 22
Plan Component 11: Utilizing Data to Determine Whether Monitored Groups are Underrepresented within District Job Categories	22 - 28
Plan Component 12: Methods for Addressing Underrepresentation	29
Plan Component 13: Hiring EEO Strategies and Timeline	29 - 42
Appendix A – EEO Plan Component 13: District & College Activities Demonstrating On-Going Commitment To EEO/Employment Diversity	

Introduction

The Los Rios Community College District (“District”) is the second-largest community college district in California, serving the greater Sacramento region. The District has four colleges, six educational centers, and specialized workforce and economic development programs for local businesses, government, and organizations.

Los Rios adopted and approved its Strategic Plan on May 11, 2016. The strategic planning process was updated in 2021-22 to include an annual reaffirmation of its vision, mission, and goals, as well as an annual reassessment of strategies to reach the created goals and measures of achievement. In the Spring of 2022, Los Rios reaffirmed the vision, mission, and goals of its Strategic Plan.

The Los Rios Strategic Plan establishes the goal of “equitable academic achievement across all racial, ethnic, socioeconomic and gender groups” and the recruitment of faculty, staff, and administrators to reflect the demographics of the District’s service area. The District is an Equal Opportunity Employer (“EEO”) and actively seeks applications from all groups to make the District’s workforce as reflective of the student demographics as possible. The District utilizes nondiscriminatory employment practices, actively recruits and disseminates job opportunities to a diverse network, trains hiring committee chairs and committee members on the importance of equity and diversity, and promotes workforce diversity.

District Demographics

Studies have shown that there are educational benefits of having a diverse workforce, with student success being a major benefactor. Recent studies focused on female students enrolled in math and science courses in post-secondary education have shown that when those students have a female instructor, they tend to perform better than with a male instructor.¹ Additionally, a study conducted at a California community college found that underrepresented minority students who were taught by underrepresented minority instructors were able to close the equity gap by as much as 20-50%.² The District’s EEO programs are integral to providing all applicants with a full and fair opportunity to gain employment and serve Los Rios’ diverse student body.

According to the California Community Colleges Chancellor’s Office (“State Chancellor’s Office”) Management Information Systems Data Mart, the demographics for the District’s student and employees as of Fall of 2022 include:

Table 1: Student demographics

Los Rios student demographics	Student Count	Student Count (%)
African American	4,273	7.56 %
American Indian/Alaskan Native	281	0.50 %
Asian	6,878	12.17 %
Filipino	1,614	2.86 %

¹ See: Bettinger, E. and B. T. Long. 2005. “Do Faculty Serve as Role Models? The Impact of Instructor Gender on Female Students.” *American Economic Review*, vol. 95(2), pp. 152-157 and Hoffmann, F. and P. Oreopoulos. 2009. “A Professor Like Me: The Influence of Instructor Gender on University Achievement.” *Journal of Human Resources*, 44(2), pp. 479-494.

² Fairlie, Robert W., Florian Hoffmann, and Philip Oreopoulos. 2014. “A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom.” *American Economic Review*, 104 (8): 2567-91.

Hispanic	17,490	30.95 %
Multi-Ethnicity	3,286	5.82 %
Pacific Islander	592	1.05 %
Unknown	3,674	6.50 %
White Non-Hispanic	18,415	32.59 %

Table 2: Employee demographics (Educational Administrators)

Educational Administrators	Employee Count	Employee Count (%)
African American	15	16.13 %
Asian	13	13.98 %
Hispanic	22	23.66 %
Multi-Ethnicity	5	5.38 %
Unknown	5	5.38 %
White Non-Hispanic	33	35.48 %

Table 3: Employee demographics (Tenured/Tenure-Track Faculty)

Tenured/tenure-track Faculty	Employee Count	Employee Count (%)
African American	63	6.83 %
American Indian/Alaskan Native	11	1.19 %
Asian	103	11.17 %
Hispanic	134	14.53 %
Multi-Ethnicity	36	3.90 %
Pacific Islander	3	0.33 %
Unknown	33	3.58 %
White Non-Hispanic	539	58.46 %

Table 4: Employee demographics (Adjunct Faculty)

Adjunct Faculty	Employee Count	Employee Count (%)
African American	74	6.28 %
American Indian/Alaskan Native	8	0.68 %
Asian	123	10.43 %
Hispanic	128	10.86 %
Multi-Ethnicity	48	4.07 %
Pacific Islander	4	0.34 %
Unknown	67	5.68 %
White Non-Hispanic	727	61.66 %

Table 5: Employee demographics (Classified)

Classified	Employee Count	Employee Count (%)
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African American	93	8.40 %
American Indian/Alaskan Native	7	0.63 %
Asian	170	15.36 %
Hispanic	224	20.23 %
Multi-Ethnicity	44	3.97 %
Pacific Islander	4	0.36 %
Unknown	27	2.44 %
White Non-Hispanic	538	48.60 %

History and Purpose of the EEO Plan

The District’s Mission, Vision, and Values statement includes recognizing and valuing the strengths of our diverse backgrounds and perspectives, and seeks to build a community in which all constituencies are highly qualified. Because diverse perspectives support the District’s commitment to diversity, equity, and inclusion, our communities are best served by ensuring that all populations are represented equitably throughout the Los Rios colleges.

The Los Rios EEO Plan (“Plan”) seeks to help the District reach its goal of hiring a diverse workforce to reflect its student demographics. The EEO Plan addresses the requirements of title 5 regulations³ on equal employment hiring and applicable state and federal non-discrimination statutes, and provides guidance and best practices in improving equal employment opportunity at the District. More importantly, this EEO Plan highlights and implements the changes in the new EEO regulations.

The previous EEO Plan was approved in May of 2019 and was effective for three years until 2022. The previous EEO Plan set ambitious goals and strategies to promote EEO for the life of the Plan. Unfortunately, the COVID-19 pandemic halted the majority of the District’s EEO strategies, as new hires were halted for the majority of the plan. The District entered remote operations in 2020 and saw an increase in employee retirement from 2020-22. Any sort of hiring data was minimal and skewed by the lack of hiring and the increase in retirees, and any attempt of longitudinal data analysis of hires during 2019-2022 was thwarted by the effects of the pandemic. As such, this current EEO Plan continues the work of the previous Plan while adding new requirements and commitments with specific timelines.

During the pandemic, the Board of Governors of the California Community Colleges adopted new EEO regulations in July of 2021, with a focus on substantive changes to EEO program requirements and an emphasis on ensuring that districts create an EEO plan that required action and annual progress checks. One new requirement is to submit EEO plans to the State Chancellor’s Office for review and comments before a local governing board could adopt the plan.

As the new EEO regulations were awaiting approval, every district was given a 9-months extension to their existing EEO plans. The regulations approved on October 20, 2022 provided new due dates for every district. If a district’s EEO plan expired in 2022 (such as Los Rios’ previous EEO Plan), a draft of the new EEO plan was required to be submitted to the State Chancellor’s Office by May 1, 2023. After review and comments, the new EEO plan must be approved by the local governing board. The Los Rios’ EEO draft plan was reviewed and approved by the State Chancellor’s Office on August 30, 2023. The EEO Plan was approved by the District’s governing board on _____.

³ All references to “title 5” refer to the California Code of Regulations, title 5.

Objectives of the EEO Plan

The objectives of the District's EEO Plan include:

- Address the legal requirements for the District's EEO Plan pursuant to title 5, including implementation of the new changes to the EEO regulations that went into effect in October 2022.
- Identify and assist in the development of EEO programs designed to broaden applicant pools, recruit equity-minded employees, and retain those employees once hired.
- Establish a process for the collection and use of longitudinal EEO data, including analyses designed to identify whether a monitored group is disproportionately failing to move through the stages of the hiring/employment process.
- Provide guidance that will assist in the goal of achieving a diverse workforce.
- Highlight the District's ongoing EEO best practices and strategies.
- Incorporate the District's Multiple Methods strategies and locally developed strategies directly into the EEO Plan.
- Identify a timeline for implementation of the District's EEO best practices and strategies.

This current Los Rios EEO Plan is meant to be an action plan and not merely a compliance document. The Plan satisfies the requirements of title 5, but also sets forth timelines for action and annual progress reports to the governing board.

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

CHANCELLOR'S MESSAGE

The diversity of our student body is central to our work at the Los Rios Colleges, and it is vital to our students' success that our faculty and staff reflect that diversity and cultural awareness and competence both inside and outside the classroom. Our focus on building a workforce that mirrors the demographics of our students and broader community is a key part of our work to ensure equitable access and outcomes for the students we serve.

The Los Rios EEO Plan takes stock of existing EEO efforts, and proposes potential areas for improvement of our existing programs. Additionally, the EEO Plan proposes programmatic goals to consider over the next three years. Finally, this EEO Plan lays out a comprehensive data analysis program which will allow the district to evaluate the efficacy of our EEO efforts and ensure that our hiring processes afford all candidates a full and fair opportunity to obtain employment at our colleges and district.

Our colleges and district have embraced a long-standing commitment to hiring and retaining faculty and staff that embrace the diverse academic, socioeconomic, ethnic, cultural, gender identity and sexual orientation backgrounds of community college students - including those with physical and learning disabilities. That commitment is more important than ever.

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

Looking ahead, the district and all four Los Rios Colleges will continue to focus on providing a supportive learning environment where *all* students can find their success. By creating a learning environment enriched by a diverse faculty and staff promoting personal and professional enrichment, leadership, innovation, responsibility, and a sense of community through the principles and practices of EEO, the entire Sacramento region will benefit.



Plan Component 2 - Definitions

The following definitions are incorporated into the District's EEO plan and are referenced throughout the document. These definitions provide clarification and understanding of specific terms used in the Plan. The EEO definitions are taken from title 5, section 53001 and the California Community College's 2022 Equal Employment Opportunity (EEO)/Diversity Best Practices Handbook ("Handbook").

Governing Board: The "governing board" refers to the Los Rios Board of Trustees. The governing board is ultimately responsible for proper implementation of the District's EEO Plan at all levels of district and college operations, and for ensuring EEO as described in the Plan.

Chief Executive Officer: The "Chief Executive Officer" refers to the Chancellor of the District. The governing board delegates to the Chancellor the responsibility for ongoing implementation of the Plan, and the Chancellor provides leadership in supporting the District's EEO policies and procedures. The Chief Executive Officer advises the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges.

Equal Employment Opportunity Officer: The "Equal Employment Opportunity Officer," also known as the "EEO Officer," is the individual at the District who is responsible for the day-to-day implementation of the EEO Plan. The District has designated the Vice Chancellor of Human Resources ("AVC of HR") as its EEO Officer. The AVC of HR will work in conjunction with the Human Resources Director of Diversity, Compliance, and Title IX to administer, implement, and monitor the Plan, and to ensure compliance with the requirements of title 5.

Equity Officer: The "Equity Officer" refers to the individual at the District and the individual at every college who is responsible for various important tasks regarding equity, compliance, and inclusion. The Equity Officer is required to be a member of the District's EEO Advisory Committee and the implementation of this EEO Plan. The Equity Officer is also responsible for receiving and responding to complaints of unlawful discrimination and EEO complaints described in Plan Component 6. The Equity Officer also provides training to members who participate in screening or selection committees. There is an Equity Officer at the District and one (1) Equity Officer at each of the District's four colleges: American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College.

Equity Representative: The "Equity Representative" (commonly referred to as the "Equity Rep") refers to the individual who serves on a hiring committee who is responsible for ensuring fair, accurate, and equitable hiring processes. Prior to any hiring committee, the Equity Representative is responsible for ensuring that all committee members are trained, and that the committee is sufficiently balanced. During the hiring process, the Equity Rep monitors the process to ensure that all Los Rios policies and the best EEO practices in this Plan are followed.

"Hiring the Best" training: The "Hiring the Best" training refers to the training provided by the District's Equity Officers to members of screening and selection committees. The "Hiring the Best" training is required for all members who serve on a screening or selection committee, and covers training topics ranging from: the requirements of federal and state nondiscrimination laws, the educational benefits of workforce diversity, the elimination of bias in hiring decisions, and best practices to serve on a hiring committee.

Adverse Impact: "Adverse impact" means that a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code, section 12940. A disparity identified in

each selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supports the proposition that anyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences. Diversity requires the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability and socio-economic backgrounds, in all aspects of the workplace.

Equal Employment Opportunity: "Equal employment opportunity" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:

- (1) identifying and eliminating barriers to employment that are not job related; and
- (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.

Equal Employment Opportunity Plan: An "equal employment opportunity plan" is a written document in which a district's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

Equal Employment Opportunity Programs: "Equal employment opportunity programs" means all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring, and taking additional steps consistent with the requirements of section 53006.

Ethnic Group Identification: "Ethnic group identification" means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

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

Monitored Group: "Monitored group" means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).

Person with a Disability: "Person with a disability" means any person who:

- (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities.
- (2) has a record of such an impairment; or
- (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.

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

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

Significantly Underrepresented Group: "Significantly underrepresented group" means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

Plan Component 3 - Policy Statement

The District is committed to the principles of EEO and will implement a comprehensive program to put those principles into practice, with a focus on diversity, equity, and inclusion as set forth in title 5, section 51200 and 51201. It is the District's policy to ensure that all qualified applicants for employment have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of any of the following actual or perceived characteristics, or due to the association with a person or group with any of the following actual or perceived characteristics: ethnic group identification, race, color, sex, gender, gender identity, gender expression, pregnancy or childbirth-related condition, sexual orientation, sexual identity, religion or religious creed, age (over forty), national origin, ancestry, immigration status, physical or mental disability, medical condition, genetic information, military and veteran status, marital status, or any other protected class or characteristic under state or federal law.

The District's EEO Plan also recognizes that EEO includes not only a process for equal opportunity in hiring, but also practices and processes that create inclusive, respectful work environments. The District strives to achieve a workforce that is welcoming to all genders, persons with disabilities and individuals from all races, ethnic, and other groups to ensure the District provides an inclusive educational and employment environment. An inclusive environment fosters cooperation, acceptance, democracy, and free expression of ideas. This EEO Plan is established to ensure the implementation of EEO principles that conform to federal and state laws.

Accordingly, this EEO Plan also references the District's longstanding policies on receiving, reviewing, and investigating all complaints of unlawful discrimination and harassment under title 5, section 59300 et seq. The District understands, and is aware, that to create an inclusive and respectful work environment for all employees, the District must work to ensure that discrimination and harassment of any kind is prohibited and eliminated in the workplace.

Plan Component 4 – Identification of District Officer with Delegated Responsibility and Authority to Implement and Enforce the EEO Plan

It is the goal of the District that all employees promote and support EEO; to ensure equity and inclusion, every segment of the District must be engaged and responsive. As previously mentioned in Plan Component 2, the governing board is responsible for the proper adoption of this EEO Plan and delegates to the Chancellor the responsibility for ongoing implementation. The governing board shall develop and adopt a

district-wide written equal employment opportunity plan to implement its equal employment opportunity program. The plan shall be submitted to the Chancellor's Office. In particular, the EEO plan shall include all of the following:

- (1) the designation of the district employee or employees who have been delegated responsibility and authority for implementing the plan and assuring compliance with the requirements of Title 5, section 53003 pursuant to Title 5, section 53020;
- (2) the procedure for filing complaints pursuant to section 53026 and the person with whom such complaints are to be filed, who will be the District's Equity Officer;
- (3) a process for notifying all district employees of the provisions of the plan and the policy statement required under section 53002;
- (4) a process for ensuring that district employees who participate on screening or selection committees receive training, prior to their participation. Training shall include, but need not be limited to:
 - (A) the requirements of this subchapter and of state and federal nondiscrimination laws.
 - (B) the educational benefits of workforce diversity.
 - (C) the elimination of bias in hiring decisions; and
 - (D) best practices in serving on a selection or screening committee.

Ultimately, the governing board is responsible for making measurable progress toward equal employment opportunity by the methods described in the Los Rios Community College District equal employment opportunity plan. In carrying out this responsibility, the governing board, upon the recommendation of the chief executive officer, the District Chancellor, shall ensure that an equal employment opportunity officer is designated to oversee the day-to-day implementation of the EEO plan.

For day-to-day operations and implementation of the EEO Plan, the District Chancellor has designated the AVC of HR, or its designee, as its EEO Officer, with the District's Director of Diversity, Compliance & Title IX designated to work on the following EEO job functions:

- (1) serve as Equity Officer of the District, provide training for selection and screening committees,
- (2) serve as the chair of the EEO Advisory Committee (explained below in Plan Component 5),
- (3) coordinate all EEO and unlawful discrimination complaints pursuant to section [53026](#), for ensuring that such complaints are promptly and impartially investigated,
- (4) train the Equity Officers on implementation of EEO best practices,
- (5) ensure that selection procedures and the applicant pool are properly monitored as required by Title 5 sections [53023](#) and [53024](#), and
- (6) collect and analyze longitudinal data for the purposes of the Plan.

In compliance with title 5, section 53005, the District has established an Equal Employment Opportunity Advisory Committee ("Committee") to assist the District in developing and implementing the plan.

Plan Component 5 - EEO Advisory Committee

The District's Equal Employment Opportunity Advisory Committee ("Committee") is responsible for assisting the District in developing and implementing the Plan, revising the plan, and assisting in promoting an understanding and support of EEO and non-discriminatory policies and procedures.

The Committee shall include a diverse membership of individuals. The committee shall be composed of at least four faculty representatives, four classified representatives, the Equity Officers at the four colleges, two students, community members appointed by the Chancellor or governing board, and the chair of the Committee. A member from each affinity group associated with the District is also requested to serve on the Committee. Committee appointments follow the principles of shared governance and include bargaining unit members when possible.

Members of the EEO Advisory Committee as well as members of the Los Rios governing board shall receive training in the District's *Hiring the Best* training, which emphasizes all of the following:

- (a) the requirements of title 5, section 53005 and state and federal nondiscrimination laws.
- (b) the elimination of bias in hiring.
- (c) the educational benefits of workforce diversity; and
- (d) the role of the advisory committee in drafting and implementing the District's EEO plan.

It is the intent of the Committee to meet twice every academic year, with additional meetings as necessary to review EEO and diversity efforts, programs, policies, and progress. The Committee works collectively during these meetings to review the progress and goals outlined in the EEO Plan before annual progress reports are delivered to the governing board in accordance with Plan Component 13.

Plan Component 6 - The Procedure for Filing Complaints Pursuant to Section 53026

Pursuant to title 5, section 53026, the District has established policies on complaints alleging violations of EEO regulations. Complaints alleging violations of the EEO regulations and complaints alleging unlawful discrimination or harassment based on a protected class or characteristic pursuant to Title 5 Section 53000 et seq., may be filed against the District by any person using the procedures for employment-related discrimination complaints authorized by Title 5 Section 59300. The District has adopted procedures for complaints alleging unlawful discrimination or harassment based on a protected class or characteristic pursuant to title 5, section 59300 et seq. The AVC of HR and the HR Director of Diversity, Compliance, and Title IX are responsible for receiving and coordinating investigation of ~~such~~ complaints in accordance with established policies. College Equity Officers may also receive unlawful discrimination or harassment complaints and will work with District HR to coordinate a response and investigation. The District's current policy is to retain a third-party neutral investigator to review and investigate all complaints of unlawful discrimination or harassment.

The District's unlawful discrimination and harassment complaint policies and procedures can be found on the District's website: <https://losrios.edu/about-los-rios/our-values/equity-and-diversity>

Any person who believes that the EEO regulations have been violated, or who alleges discrimination or harassment on the basis of protected status may file a written complaint or file a complaint via phone call to the District Equity Officer or college Equity Officer. Any complaint received via phone call will be recorded in writing and sent back to the complainant for confirmation and accuracy of all factual allegations. Complainants are required to provide the following information to the best of their ability: the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation, including the job titles, positions, and relevant hiring committee information if the complaint is an allegation of violation of EEO regulations. A copy of any EEO complaint shall immediately

be forwarded to the Chancellor's Office, which may require that the District provide a written investigative report within ninety (90) days.

EEO complaints involving current hiring committees or committees that resulted in a hire within the past thirty (30) days must be filed as soon as possible after the occurrence of an alleged violation and must be filed no later than on hundred eighty days (180) after such occurrence unless the complainant can verify a compelling reason to waive the one hundred eighty (180) day limitation. The one hundred eighty (180) day limitation is necessary to propose and implement immediate remedies if necessary, since hiring committees that result in a hiring may be difficult to remedied months after a hire is made. Other EEO complaints involving hiring committees must be filed within ninety (90) days of occurrence unless the violation is ongoing.

EEO complaints and complaints of unlawful discrimination or harassment are filed with the EEO Officer or any Equity Officer. If the complaint involves a college Equity Officer, the complaint shall be filed with the District's EEO Officer. If the complaint involves the District's EEO Officer, the complaint shall be filed with the Chief Executive Officer.

Once a complaint is filed, the District begins investigating the allegations, with a goal of issuing a written determination on all accepted complaints within ninety (90) days of the filing of the complaint. In some EEO complaint situations, the District may need to evaluate documents from numerous hiring committees and/or interview witnesses. If the District is unable to issue a determination within ninety (90) days, the EEO Officer notifies the complainant with the reason why and when the complainant should expect a determination.

The District may dismiss any EEO complaint as defective for failure to state facts that would rise to a clear violation of the EEO regulations. The District may also dismiss any complaint of unlawful discrimination or harassment as defective for failure to state facts that would rise to a violation of protected class or characteristic pursuant to title 5, section 59300 et seq. All dismissed EEO complaints or dismissed complaints of unlawful discrimination or harassment must include a statement with a reason why the complaint was defective.

Plan Component 7: The Process for Notifying All District Employees of the Provisions of the EEO Plan and District Policy Statement

The commitment of the District's governing board and Chief Executive Officer to equal employment is emphasized through the broad dissemination of its EEO Policy Statement and EEO Plan. The policy statement is printed in the college catalogs and class schedules. The EEO Plan and subsequent revisions are distributed to the District's governing board, the Chief Executive Officer, administrators, the academic senate leadership, union representatives and members of the EEO Advisory Committee.

The EEO Plan is also available on the District's website and will be emailed to every student and employee through the District's Communication team. New hires will be provided a link to the District's EEO Plan in their on-boarding and orientation materials and the District's "Hiring the Best" training will include references to the EEO practices in this plan and include a link in the training materials.

In addition, the District's HR Department provides all employees with a bi-annual Rights and Responsibilities notice. The Rights and Responsibilities notice provides all employees with notice of the District's commitment to provide a workplace free of discrimination, harassment, workplace violence, and to a drug and alcohol-free environment. The Rights and Responsibilities notice also includes information on how employees can request a reasonable accommodation pursuant to the Americans with Disability Act. The Rights and Responsibility memorandum also provides all relevant policies on employee resources and

how employees can file complaints with an Equity Officer and with the Office of Civil Rights. The 2022 Rights and Responsibilities notice can be found on the District's website:

<https://employees.losrios.edu/a/14446>

Plan Component 8: The Process for Ensuring that District Employees Who Participate on Screening or Selection Committees Receive Training

Every individual who is involved in the recruitment and screening or selection of personnel shall receive appropriate training on the requirements of the title 5 regulations on EEO, the requirements of federal and state non-discrimination laws, the educational benefits of workforce diversity, the elimination of bias in hiring decisions, and best practices in serving on a selection or screening committee. Also addressed is how to assess an applicant's sensitivity to and understanding of diverse students in screening application and during the selection state of the hiring process. This training requirement applies to any individual who is not an employee of the District but is acting on the District's behalf, such as community members or students.

The District currently meets this component through its "Hiring the Best" training which covers all the training topics required by law. Any employee wishing to serve on a hiring panel is required to have completed "Hiring the Best" training within two years of serving on the hiring panel. The training is facilitated by the District Equity Officer and the college Equity Officers, and each training includes interactive exercises and hypotheticals to teach and emphasize best practices and principles to ensure a fair, transparent, and equitable hiring process. The training for anyone serving on a hiring committee must occur before the screening or selection committee begins their work.

District HR and the college Equity Officers are historically responsible for collecting and tracking trainee information, including names of trainees and dates of certification. However, the District is in the process of creating a new online database to allow all hiring chairs and committee members to track when their certification is set to expire. This online database is intended to create ready access to this vital information and to ensure that hiring committee members stay up to date on the rules and regulations on EEO and hiring.

The Equity Officers shall convene at least once a year to review and evaluate the District's "Hiring the Best" training. The purpose of this meeting is to review and revise the training with updated data and best practices. Additionally, the Equity Officers shall discuss any new topics or issues at the District to collectively work towards an updated "Hiring the Best" training with solutions and best practices.

Diversity in Hiring Committees

Title 5, section 53024(e) requires that hiring committees "shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants." The District *requires* that all committees are gender and racially diverse at all times. The District has longstanding policies that require at least 50% diversity in all of its hiring committees. The board policies require that hiring committee chairs send the names of every member to the Equity Officers to check the demographics of every individual for certification. The Equity Officer then performs an analysis to ensure that every selection and screening committee is sufficiently balanced and diverse.

If a committee is not diverse, the committee chair works to ensure gender and racial diversity reflective of the College and District to the extent possible. The new committee makeup must be sent back to the Equity Officer for re-certification. If the committee is diverse, the hiring committee can continue in the screening and selection process and the applications are released. This certification process is outlined in the District's "Hiring the Best" trainings, in addition to any special trainings that the District holds for hiring chairs.

Plan Component 9: The Process for Providing Annual Written Notice to Community-Based and Professional Organizations

The District's HR Department shall provide annual written notice to appropriate community-based and professional organizations concerning the EEO Plan. The annual notice is also available on the District's website.

The annual notice informs organizations that they may obtain a copy of the EEO Plan and solicits their assistance in identifying diverse qualified candidates. In addition, the notice includes a summary of the EEO Plan and highlights any substantial changes.

The annual notice also includes the internet address where the District advertises its job openings and the names, departments, and phone numbers of individuals to contact for employment information. The District actively works on updating its list of institutions, organizations, and agencies that may be recruitment sources.

Affinity Groups

The previous EEO Plan recommended a process to engage various Los Rios affinity groups in the recruitment and retention of underrepresented employees in the District. Post-pandemic, the District has begun to re-engage with its different affinity resource groups to review the list of organizations and institutions where the District may seek to recruit applicants. The District will also ask the affinity groups to assist in updating the list. The District and its affinity groups have a mutual interest in having the affinity groups play a larger role in the District's EEO efforts by having its members serve on the EEO Advisory Committee, coordinating on recruitment efforts, and improving communication on how the District can better serve employees from underrepresented groups. During the life of this EEO Plan, the District will regularly seek input from its affinity groups to help update its list of community-based and professional organizations before disseminating its annual notices. Existing affinity groups at the Los Rios Community College District include:

- Asian Pacific Islander Legacy
- Black Faculty and Staff Association
- Comunidad
- Native American Collaborative
- Spectrum LGBT Employee Resource Group

Plan Component 10: A Process for Gathering Information and Periodic Longitudinal Analysis of the District's Employees and Applicants

Goal 2 of Los Rios Community College District Strategic Plan of 2016 – 2021 is to “ensure equity academic achievement across all racial, ethnic, socioeconomic, and gender groups. To reach this goal, the District set a specific indicator of achievement to recruit, hire, and retain faculty, staff, and administrators who would reflect the diversity of students who attend our colleges.

Looking at the most recent demographic data available, when the ethnicity of District employees is compared to the ethnicity of the Los Rios student population, it is clear that the overall employee population does not match the student population. As shown in Figure 1, in Fall 2022, with 32.61% of students identifying as white across Los Rios, 35.48% of administrators are white, 58.36% of tenured/tenure track faculty are white, 61.66% of adjunct faculty are white, and 48.60% of classified staff are white.

Figure 1:

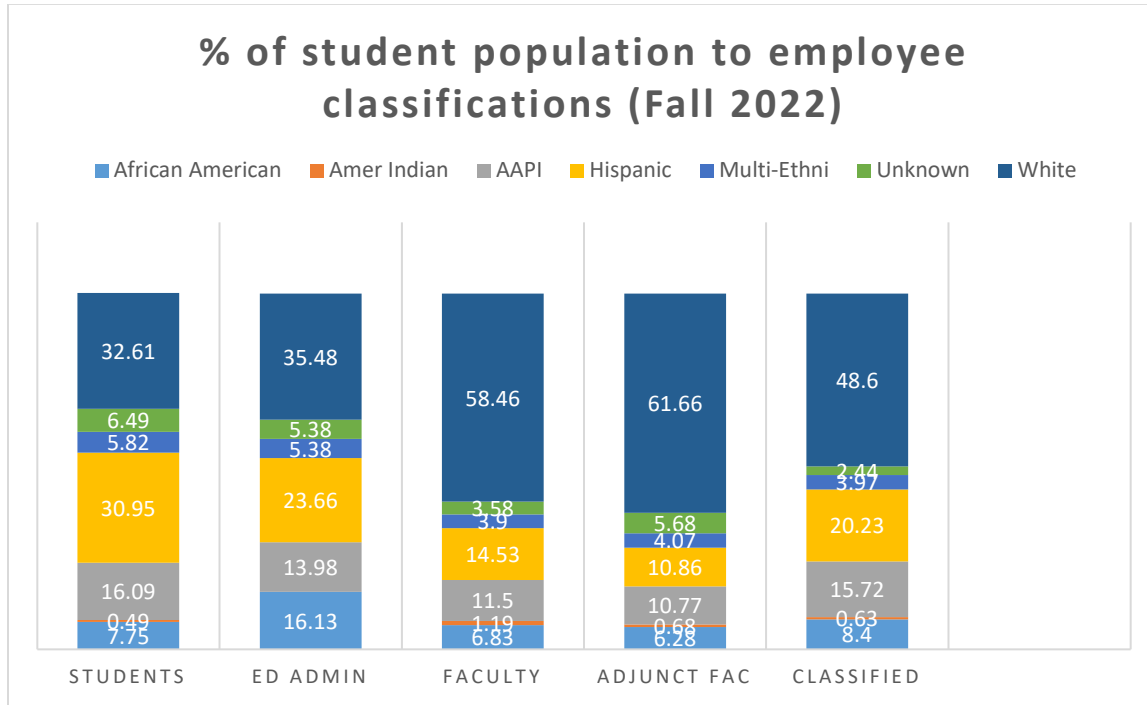


Figure 2 compares student demographic data to employee demographics in Fall 2016 and Figure 3 compares student demographic data to employee demographics in Fall 201

Figure 2:

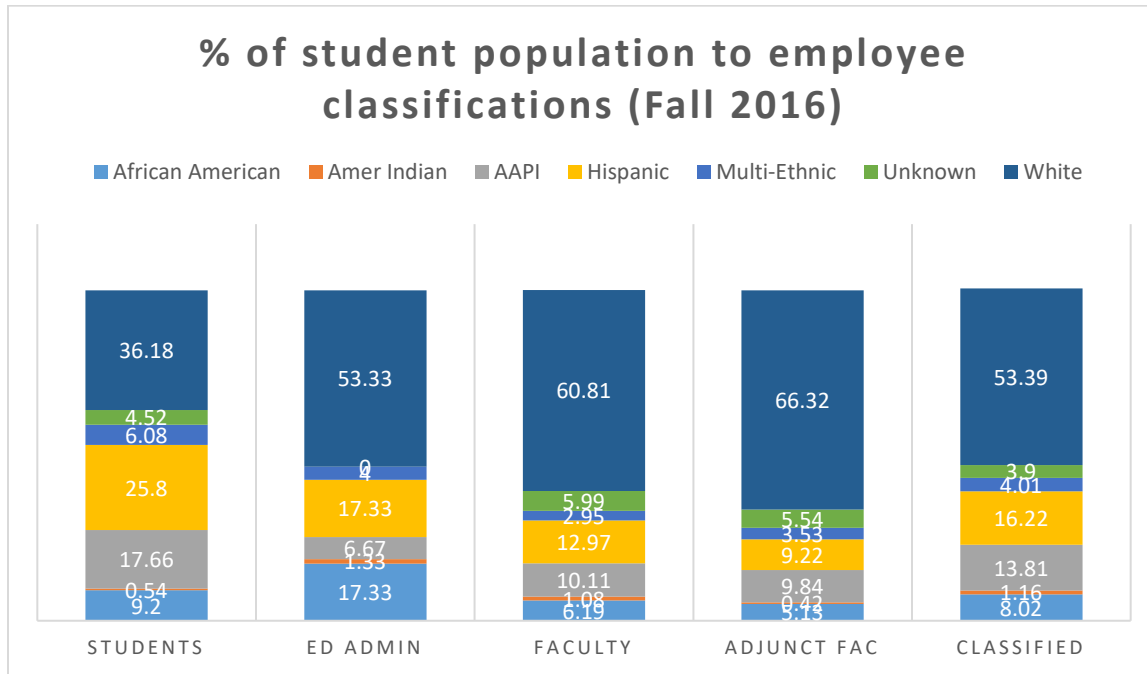
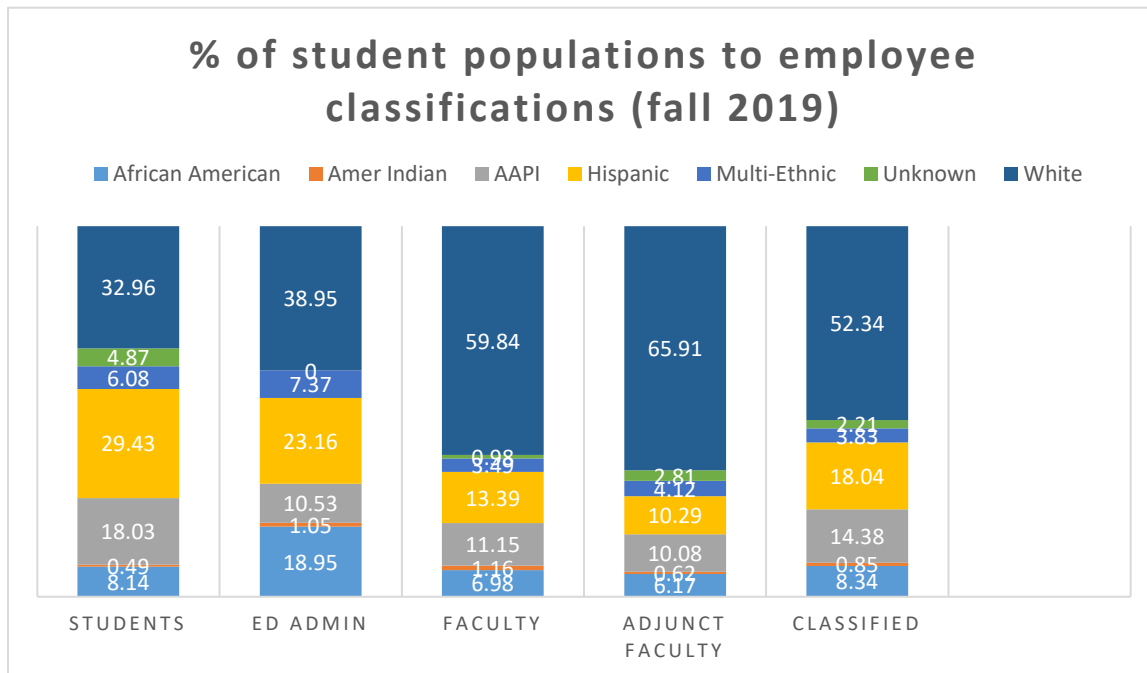


Figure 3:



Title 5, section 53003(c)(6) requires that districts have a plan and process to gather information and periodic and longitudinal analysis of the district's employees and applicants. The data will be broken down by disaggregated number of persons from monitored group status in each job category to determine whether

additional diversification measures are required, and to implement and evaluate the effectiveness of those measures.

As an example: every year, Los Rios reports student headcount and employee classification data to the State Chancellor's Office Management Information System Data Mart. Overtime, from the first year of the 2016 Strategic Plan (Figure 1), to the 3rd year of the Strategic Plan (Figure 2), to two years after the last year of the Strategic Plan (Figure 3), the data suggests certain gaps that should be considered if the District is to meet its goal of a workforce reflective of the student populations:

- 1) Although the District's student population continues to be a majority of students of color, the size of certain student populations has changed, and the nature of that change should be considered in light of what efforts existed to effect student enrollment. For example, in 2016 the African American student population was 9.2% of the total student population. In 2019, the African American population was at 8.14%, and dropped to 7.75% in 2022.
- 2) The percentage of full-time faculty and adjunct faculty who are white has decreased overtime, but full-time faculty who are white still remains at almost 60% of full-time faculty.
- 3) The largest proportion of employees who do not reflect the overall student populations are adjunct faculty with over 60% of adjunct faculty identifying as white.

While there has been some change in the demographics of students and employees since 2016, these descriptive statistics alone cannot explain why the changes have occurred. To understand what has changed and/or what has not changed in the District to effect the observable changes in data requires a more nuanced look at longitudinal data to understand who our students are and who our employees are, and what factors can account for the observable shifts.

Longitudinal Data

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

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

The purpose of the Data Program is to ensure that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District.

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

Data is a powerful tool that allows the District to measure the impact of its hiring practices on specific monitored groups over a period of years. An analysis of EEO and employment data allows the district,

including the Los Rios EEO Advisory Committee and the AVC of HR, to monitor specific hiring practices, and proactively identify and eliminate any barriers to employment at Los Rios.

A longitudinal analysis of Los Rios employment data enables the district to identify potentially problematic policies and processes that serve as barriers to employment. The elimination of these barriers, over time, will lead to broader pools of qualified applicants, and a faculty and staff that reflect the diverse students that we serve.

The District's previous EEO Plan outlined the EEO Longitudinal Data Program ("Data Program") and what the District sought to do in collecting and analyzing data. Unfortunately, the Data Program was halted during the COVID-19 pandemic when there was a massive hiring shortage and an increase of employees retiring. The Data Program has not been restarted. The District will continue to conduct a data review as part of this EEO Plan in furtherance of the previous EEO Plan. This review will seek to build upon the Data Program that was previously created for the purposes of performing longitudinal analysis of the District's workforce.

How will the District Analyze Longitudinal EEO Data?

Los Rios will review applicant and employee longitudinal data related to the entire employment process, including recruitment, hiring, retention, and promotion (title 5, section 53006(a).) Los Rios recognizes the importance of analyzing and intends to analyze employment data at each step along the hiring process as applicants move from the initial applicant pool to the qualified applicant pool, from the qualified applicant pool to interview selections, and from interviews to offers of employment. For example, the district will review and compare the composition of the initial applicant pool with the composition of the qualified applicant pool. If the longitudinal analysis of job applicant data shows that a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool due to non-job related factors in the employment process, the district will reevaluate its hiring processes and implement additional measures to ensure equal employment opportunity (title 5, section 53006(a)(1).) Given that the District regularly has recruitments and full hiring processes occurring throughout the academic year, with a significant increase in hiring during the Spring semester with full-time faculty hiring, it may not be physically possible to analyze employment data for each hiring process that occurs throughout the year. It may be necessary to begin the Data Program's focus on analyzing hiring process data analysis with a subset of hiring in each of the four general job classifications: educational administrators, tenure-track faculty, adjunct faculty, and classified.

The AVC of HR, in consultation with the Los Rios EEO Advisory Committee, is responsible for determining the methodology for the statistical analysis of district longitudinal employment data. Los Rios intends to determine the statistical measure it will utilize by understanding the purpose of collecting longitudinal data in recruitment, hiring, retention, and promotion. For example, if longitudinal data is collected on employees in a specific job category to compare with longitudinal data of applicants in that same job category, the reason for the comparison may be to understand if there are any patterns in terms of how monitored fare within the specific job category over the year, it may be appropriate to perform an availability analysis of who was available to apply for the specific job in comparison to who actually applied, and then in comparison to who was hired. All chosen statistical measures should be recognized in title 5, authorized by the State Chancellor's Office, or otherwise widely accepted for these purposes.

There are two specific types of analyses related to the district's use of longitudinal employment data that are referenced in title 5. Under the "80 Percent Rule," the district is required to identify any underrepresented groups, where actual representation of a group is below 80 percent of its projected representation. In an "80 Percent Rule" analysis, the district compares the percentage of individuals from a monitored group in a job category with the district's projected representation for the same group. Title 5 does not define "projected

representation" for purposes of the 80 Percent Rule - it is a local decision. Los Rios has the discretion and authority to establish projected representation based on one or more factors, including student demographics of the Colleges or District, community demographics in the district's service area, labor market availability for the job category or previous demographics of job applicants. The AVC of HR, in consultation with the Los Rios EEO Advisory Committee, is responsible for identifying "projected representation" for purposes of the 80 Percent Rule.

Los Rios may also determine whether employment selection procedures have an "adverse impact" on a monitored group based on existing federal Equal Employment Opportunity Commission (EEOC) guidelines. Title 5, section 53001(a) defines "adverse impact" as "a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's 'Uniform Guidelines on Employee Selection Procedures') applied to the effects of a selection procedure and demonstrat[ing] a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940." The EEOC's "Uniform Guidelines on Employee Selection Procedures" were established as guidance for employers to monitor, identify and eliminate potentially discriminatory hiring practices. Generally, an adverse impact exists when a selection process works to the disadvantage of members of a race, sex, or ethnic group. Adverse impact is measured under the EEOC's 4/5ths "rule of thumb" (Adverse Impact Test).

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

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

What will the District do with the results of the EEO Data Analyses?

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

The results of EEO data analyses will be routinely shared with the Chancellor, the College Presidents, and the EEO Advisory Committee. The EEO Advisory Committee shall monitor the progress of the district's analysis of employment data under this section, make recommendations to the Vice Chancellor of Human

Resources for improvements to the program, and help proactively identify and eliminate any barriers to employment at Los Rios.

District Use of Static Demographic Employment Data

Los Rios shall continue to evaluate its static demographic employment data, including District-wide and College specific employment data, at least annually over the period covered by this Plan. This static employment data is reported to the governing board and to the State Chancellor's Office consistent with Board Policies and legal requirements. In addition, the district intends to provide hiring committees with information regarding the demographics of existing employees within the relevant department, classification, or job-area, along with college or district-level student demographics, at the beginning of each new employee recruitment effort. Data provided pursuant to this section shall be aggregated to ensure that personally identifiable employee data is not disclosed.

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

Analysis of Workforce Composition

The District's HR Department will annually review the District's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the EEO Plan, to provide data needed for the reports required by the Plan, to determine any additional measures to support equity, diversity, inclusion, and ensure equal employment opportunity, and to determine if significant underrepresentation of a monitored group may be the result of non-job related factors in the employment process. Monitored groups are individuals who identify as men, women, American Indians/Alaskan Natives, Asian, Native Hawaiian/Pacific Islanders, Black/African Americans, Hispanic/Latinos, multi-ethnicities, and persons with disabilities.

Each applicant and employee will be afforded the opportunity to voluntarily identify their gender, ethnic group identification or race, and if applicable, their disability. Persons may designate as many ethnicities and races with which they identify. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). This survey will be performed for each College and at the District office. The District will annually report the results of its annual review of employees to the State Chancellor's Office.

Every three years, this EEO Plan will be reviewed, and if necessary, revised based on an analysis of the ethnic group identification, race, gender, and disability composition of existing staff and of those who have applied for employment in the categories of Educational Administrators, Tenured/Tenure-Track Faculty, Adjunct Faculty, and Classified. Data for these categories are currently collected and reported to the State's Chancellor's Office for inclusion in the Management Information Systems Data Mart. It will be the intent of the District to collect data each of the seven identified job categories in which specific jobs are categorized⁴:

⁴ Title 5, section 53004(a) does not require EEO Plans to break down the "Faculty and Instructional Staff" category into discipline and part-time subcategories. However, since these are the categories the State Chancellor's Office will likely use when providing available data, the District will continue to use the same categories.

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

The District’s EEO Advisory Committee will continue its on-going, multi-pronged recruitment and hiring efforts toward further attracting and retaining a diverse workforce and will continue to work with College equity and diversity committees towards the shared goal of promoting equity, diversity, and inclusion across the District. Specific examples are included in Plan Component 13.

Plan Component 11: Utilizing Data to Determine Whether Monitored Groups are Underrepresented within District Job Categories

Data regarding potential job applicants will not be provided by the CCCCCO, thus the district has the discretion to choose what data source it will use in determining its projected representation. At this time, the district has not chosen a process to determine the extent to which monitored groups are underrepresented within the district’s job categories. However, the district will not limit data analysis to workforce availability for the very good reason that mainly or solely using data that shows what is currently available in the workforce only perpetuates the effects of prior discrimination. Because Los Rios has set a goal of a workforce that reflects the very diverse student population, the district intends to develop an equity-minded process for data collection and analysis, and a benchmark to determine when the goal has been reached.

Availability Analysis:

An availability analysis, if done with care and attention to reliable external and internal sources to use in the calculations can help the District identify the number of potential qualified applicants from underrepresented groups that may be available for specific jobs. For external sources, the U.S. Census Bureau provides statistical data on race, ethnicity, sex in a specific geographical area. In Los Rios, we can consider mining employee data to determine who may be ready for a job promotion, or who has trained for specific jobs. For example, participation in the Los Rios Classified Academy may suggest employees who are looking to promote or transfer. Understanding what trainings employees may have completed can also suggest who might be looking for growth in their current job assignment.

Cluster Hiring:

Consistent with the District’s goal of improving student through instruction, and improving equal employment opportunities through a focus on diversity, equity, and inclusion efforts, Cluster Hiring has been considered as one possible strategy to not only improve the diversity of the workforce, but also as a strategy to explicitly draw to Los Rios potential applicants who will see Los Rios as a District that values diversity, explicitly focus on efforts to improve equity, and actively seeks out to include diversity of applicants to foster a sense of belonging. A benefit of Cluster Hiring for Los Rios will be potential applicants finding Los Rio a place they could call home.

Adverse Impact Analysis:

Applying EEOC’s Adverse Impact test to the District’s more recent employee demographics data reveals the extent to which all monitored ethnic groups continued to be underrepresented in employment as shown in Table 6 (Educational Administrators), Table 7 (Tenured/Tenure-Track Faculty), Table 8 (Adjunct Faculty), and Table 9 (Classified Staff):

Table 6: Adverse Impact Among Educational Administrators (Fall 2022)

Educational Administrators	African American	Amer Indian	AAPI	Hispanic	Multi-Ethnic	Unknown	White
# hired (N = 93)	15	0	13	22	5	5	33
Selection Rate in %	16.13	0	13.98	23.66	5.38	5.38	35.48
Adverse Impact %	16.13/35.48 = 45.46%	0/35.48 = 0%	13.98/35.48 = 39.40%	23.66/35.48 = 66.68%	5.38/35.48 = 15.16	5.38/35.48 = 15.16	
Adverse Impact Exists	YES	YES	YES	YES	YES	YES	

Table 7: Adverse Impact Among Tenured/Tenure-Track Faculty (Fall 2022)

Full-Time Faculty	African American	Amer Indian	AAPI	Hispanic	Multi-Ethnic	Unknown	White
# hired (N = 922)	63	11	103	104	36	33	539
Selection Rate in %	6.83	1.19	11.17	14.53	3.90	3.58	58.46
Adverse Impact %	6.38/58.46 = 10.91%	1.19/58.46 = 2.03%	11.17/58.46 = 19.10%	14.53/58.46 = 24.85%	3.90/58.46 = 6.67%	3.58/58.46 = 6.12%	
Adverse Impact Exists?	YES	YES	YES	YES	YES	YES	

Table 8: Adverse Impact Among Adjunct Faculty (Fall 2022)

Adjunct Faculty	African American	Amer Indian	AAPI	Hispanic	Multi-Ethnic	Unknown	White
# hired (N = 1179)	74	8	127	128	48	67	727
Selection Rate in %	6.28	0.68	10.77	10.86	4.07	5.68	61.66
Adverse Impact %	6.28/61.66 = 10.27%	.68/61.11 = 1.10%	10.77/61.66 = 17.46%	14.53/61.66 = 23.56 %	4.07/61.66 = 6.60%	5.68/61.66 = 9.21%	
Adverse Impact Exists?	YES	YES	YES	YES	YES	YES	

Table 9: Adverse Impact Among Classified Staff (Fall 2022)

Classified	African American	Amer Indian	AAPI	Hispanic	Multi-Ethnic	Unknown	White
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# hired (N = 1107)	93	7	174	224	44	27	538
Selection Rate in %	8.40	.63	15.72	20.23	3.97	2.44	48.60
Adverse Impact %	8.40/48.60 = 17.28%	.63/48.60 = 12.96%	15.72/48.60 = 32.34%	20.23/48.60 = 41.62 %	3.97/48.60 = 8.16%	2.44/48.60 = 5.02%	
Adverse Impact Exists?	YES	YES	YES	YES	YES	YES	

These data in Tables 6, 7, 8, and 9 showing adverse impact in employment for monitored groups can suggest that overtime the District’s hiring processes have resulted in underrepresentation despite efforts to diversify the workforce. However, data that shows underrepresentation across the District in the four general employee categories does not fully reveal the reality of what equity efforts in hiring mean on the ground. As reported in the previous EEO Plan, and as shown below, Los Rios has continued to increase the diversity of its workforce and that impact can be viewed more locally even if it is not obvious from a global perspective. This understanding is important because it points out the limitations of an adverse impact analysis when the overall goal is to increase diversity and specific efforts are put into place locally to do just that. However, without a full understanding of what strategies may have been employed to affect change in who the District hires in an effort to have the workforce reflect the diverse student population, we really cannot draw meaningful conclusions other than the District has not met its goals. Such a conclusion would be inaccurate.

What effects have diversity efforts had at Los Rios overtime?

The Los Rios Community College District will continue its ongoing, multi-pronged recruitment and hiring efforts toward further attracting and retaining a diverse workforce and will continue work with Campus Equity and Diversity Committees toward the shared goal of expanding diversity across the District’s workforce. Examples include continuing the Faculty Diversity Internship Program, focused recruiting and outreach, and specific outreach toward Hispanic/Latino, American Indian/Native American, Asian, and African American communities, organizations, publications, and websites, as well as solicit faculty input on diversity-based advertising/recruiting sources. The Chancellor continues to emphasize throughout the district that a diverse workforce is one of LRCCD’s top priorities. The Chancellor continues to provide support for diversity efforts throughout the District by funding and expanding the District’s Faculty Diversity Internship Program, which serves as a gateway for diversifying adjunct and full-time faculty ranks.

The following is a demographic analysis, broken down by employee group, of the District as a whole, as well as each campus and district office:

District-wide Workforce Analysis:

- Executive/Administrators: Los Rios demographics are above statewide averages for administrators identifying as Black/African American, Two or More Races, and White. Los Rios is slightly below the statewide demographic averages for administrators identifying as American Indian/Alaska Native, Hispanic/Latino and Native Hawaiian/Pacific Islander. Los Rios is below statewide demographic averages for administrators in the Asian and Declined to State demographic categories. This will be addressed with the District's EEO Advisory committee for appropriate measures, including, but not limited to, focused advertisement and recruitment efforts focused on Asian and Hispanic/Latino populations, organizations, and publications/websites.
- Faculty: Los Rios demographics are above statewide averages for faculty who identify as Two or More Races and White. Los Rios demographics are equal to or within one percentage point of statewide averages, for faculty of American Indian/Alaska Native and Native Hawaiian/Pacific Islander descent. Los Rios demographics are below statewide averages for those in the Asian, Black/African American, Declined to State and Hispanic/Latino categories.
- Classified Staff: Los Rios demographics are above statewide averages for those falling into the American Indian/Alaskan Native, Asian, Black/African American, and Two or More Races categories. Los Rios demographics are equal to or within one percentage point for those identifying as Native Hawaiian/Pacific Islander and White classified staff. Los Rios is below the statewide average for Declined to State and Hispanic/Latino staff.
- Gender diversity: Los Rios administrators (52%) are below the statewide average (55%). Faculty (55%) are on par with the statewide average (55%). Los Rios classified staff are equal to the statewide average (58%).
- The overall diversity in the District's workforce is 49%, which is above the statewide CCD average of 47% (excluding the Declined to State category).

American River College (ARC) Workforce Analysis:

- Administrators/Executive: ARC demographics are above statewide averages for administrators identifying as Asian, Black/African American and Two or More Races. ARC demographics are within one percentage point of statewide averages for administrators falling into the American Indian/Alaska Native and Native Hawaiian/Pacific Islander categories. ARC is below the statewide averages for managers described as Declined to State, Hispanic/Latino and White. Faculty: ARC demographics are above statewide averages for Two or More Races and are below statewide averages for White faculty. ARC demographics are equal to or within one percentage point of statewide averages for American Indian/Alaska Native and Native Hawaiian/Pacific Islander and Asian. ARC demographics are below statewide averages for Black/African American and Hispanic/Latino faculty. ARC demographics are above statewide averages for Decline to State.
- Classified Staff: ARC demographics are above statewide averages for those identified as Asian, Black/African American, American Indian/Alaska Native, and White. ARC demographics are below statewide averages for Asian, Declined to State and Hispanic/Latino staff.

- Gender diversity: ARC classified staff are above statewide averages for gender diversity (61%). ARC Faculty are also above statewide averages for gender diversity at 57%. ARC administrators (45%) are below statewide average for gender diversity.
- Overall diversity in ARC workforce is 43%, which is below the statewide average of 47% (excluding the 'Declined to State' category).

Cosumnes River College (CRC) Workforce Analysis:

- Administrators/Executive: CRC demographics are above statewide averages for Asian, Black/African American and Two or More Races administrators. CRC demographics are within one percentage point for administrators in the American Indian/Alaska Native and Native Hawaiian/Pacific Islander categories. CRC is below the statewide average for Declined to State, Hispanic/Latino, and White administrators.
- Faculty: CRC demographics are above statewide averages for Asian, Black/African American, Two or More Races. CRC demographics are within one percentage point of statewide averages for American Indian/Alaska Native and Native Hawaiian/Pacific Islander faculty. CRC is below statewide averages for Declined to State, White, and Hispanic/Latino faculty.
- Classified Staff: CRC demographics are above statewide averages for staff identifying as Asian, Hispanic/Latino, Native Hawaiian/Pacific Islander, and Two or More Race. CRC is within one percentage point of statewide averages for staff of American Indian/Alaska Native descent. CRC is below statewide averages for Declined to State, Black/African American, and White staff.
- Gender diversity: CRC administrators (59%) and Classified Staff (62%) above the statewide average for gender diversity. Faculty (53%) are below the statewide average for gender diversity.
- Diversity in CRC workforce is 60% which is above the statewide average of 47% (excludes Declined to State' category).

Folsom Lake College (FLC) Workforce Analysis:

- Administrative/Executive: FLC is above statewide averages for Asian, Black/African American, Hispanic, and White administrators. FLC is below statewide averages for administrators identifying as Two or More Races. (It should be noted that FLC has a small number of administrators, so comparisons to statewide averages may not be statistically valid.)
- Faculty: FLC is above statewide averages for faculty in the Native Hawaiian/Pacific Islander, American Indian/Alaskan Native, Asian, and Hispanic demographics. FLC is below statewide averages for Declined to State and White faculty.
- Classified Staff: FLC is above statewide averages for Decline to State and White demographics. FLC is within one percentage point of statewide averages for Asian and Native Hawaiian/Pacific Islander staff. FLC is below statewide averages for Black/African American, Asian, and Hispanic/Latino staff.
- Gender diversity: FLC administrators (59%) are above the statewide average for gender diversity. FLC staff (53%) and faculty (61%) are on par with the statewide average for gender diversity.
- Overall diversity of FLC workforce is 52%, which is above the statewide average of 47% (excludes 'declined to state' category).

Sacramento City College (SCC) Workforce Analysis:

- Administrative/Executive: SCC is above statewide averages for administrators identifying as Black/African American, Hispanic/Latino, Declined to State, and White. SCC is equal to or within one percentage point for American Indian/Alaska Native and Native Hawaiian/Pacific Islander administrators. SCC is below statewide averages for Asian administrators.
- Faculty: SCC is above statewide averages for faculty falling into Black/African American, Hispanic, and Two or More Races demographics. SCC is equal to or within one percentage point of statewide averages American Indian/Alaskan Native and Native Hawaiian/Pacific Islander faculty. SCC is below statewide averages for Declined to State.
- Classified Staff: SCC is above statewide averages for American Indian/Alaska Native, Black/African American, Hispanic and White staff. SCC is below statewide averages for Declined to State.
- Gender diversity: SCC administrators are above statewide average for gender diversity (57%). SCC faculty (53%) is equal to statewide average for gender diversity. SCC staff (63%) is above the statewide average for gender diversity.
- Overall diversity at SCC is 52% which is above the statewide average of 47% (excludes the 'declined to state' category).

District Office (DO) Workforce Analysis:

- Administrative/Executive: DO is above statewide averages for both Hispanic/Latino and White administrators. DO is below statewide averages for American Indian/Alaska Native, Asian, Black/African American, Declined to State, Native Hawaiian/Pacific Islander and Two or More Races administrators. It should be noted that the DO has a small number of administrators, so comparisons to statewide averages and thus may not be statistically valid.
- Classified Staff: DO is above statewide averages for American Indian/Alaska Native Two or More Races and White staff. DO is equal to statewide averages for Asian staff. DO is below statewide averages for Black/African American, Declined to State, Hispanic/Latino, and Native Hawaiian/Pacific Islander staff.
- Gender diversity: DO administrators (45%) are below the statewide average for gender diversity. DO staff (39%) are below the statewide average for gender diversity. One factor for staff gender diversity at DO is that this data includes Facilities/Maintenance staff, which is a traditionally male-dominated work field.
- Overall diversity at DO is 37%, below the statewide average of 47% (excludes the 'declined to state' category).

As the Workforce Analyses above show, the optics of who we hire is important to note especially when demographic data alone can suggest that the District is not meeting its EEO goals. When looking at just demographic data, what does not look good should not be ignored. For example, as shown in Table 10 below, in 2018, 6 out of every 10 full-time faculty were white while only 7 out of every 100 full-time faculty were African American. While those numbers point to an outsized percentage of white full-time faculty compared to the very diverse Los Rios student population, looking at this data over time also points out another fact that should not be ignored: When the total number of full-time faculty declined over the past five years by 109 professors, the largest decline was among white faculty. A loss of 78 white full-time professors is almost 72% of the total number of faculty who left the District. To the extent the District replaces those full-time faculty positions, the question to ask will be: *Will the number of full-time faculty hired in the next three years of this EEO plan increase in relation to the diverse Los Rios student population, or will the new hires continue to not reflect the student body?*

Table 10	F18		F19		F 20		F 21		F 22	
	Count	%	Count	%	Count	%	Count	%	Count	%
Tenured/Tenure Track Faculty	1012	100	1031	100	986	100	938	100	922	100
African American	66	6.52	72	6.98	70	7.10	70	7.46	63	6.83
Amer Indian	11	1.09	12	1.16	11	1.11	11	1.17	11	1.20
Asian	106	10.47	109	10.57	107	10.85	103	10.98	103	11.17
Hispanic	137	13.54	138	13.39	134	13.59	131	13.97	134	14.53
Multi-Ethnicity	29	2.87	36	3.50	35	3.55	35	3.73	36	3.90
Pacific Islander	5	.49	6	.58	5	.51	4	.43	3	.33
Unknown	43	4.25	41	3.98	39	3.96	36	3.84	33	3.58
White Non-Hispanic	615	60.77	617	59.84	585	59.33	548	58.42	539	58.46

In sum, underrepresentation of monitored groups in employee ranks did not happen overnight and did not happen after the District began its efforts to hire classified staff, faculty, and administrators who reflect the student diversity. The descriptive data of underrepresentation in employment across the District does suggest why the change the District seeks is slow to happen. First, across the District we recognize in hiring that employees often sign on for a long time. Our faculty and our classified employees tend to be pretty stable groups. Second, turnover in jobs might not be frequent enough to allow for any noticeable change in who is hired because hires may be few and far between. Third, because the District will not be able to turn around the adverse impact that exists at the present time in all job classifications through hiring, to understand the true cost of adverse impact it may be necessary to look closely at where that underrepresentation is most obvious. For example, if there exist instructional programs at the colleges that continued to be overrepresented by employees from a specific race/ethnicity or gender group, what is the impact of that faculty representation upon student enrollment and success in the program?

Plan Component 12: Methods for Addressing Underrepresentation

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

As explained in Plan Component 11, the District has the discretion to choose what data sources it will use in determining its projected representation of employees within specific job classifications. The District recognizes the importance of going beyond collecting data that could serve to perpetuate effects of prior discrimination. It is not enough to know who is not in the workforce to suggest those persons who can, or would want to be part of the workforce. In reality that data is only a factor of who is not employed if data the data collected and analyzed does not also consider who specifically may be ready for a specific job. Thus, the EEOC Advisory Committee should consider how specific availability analyses can help the District target recruitment. A focus on Cluster Hiring can also have the potential of helping to diversify the faculty while also helping to create a sense of belonging. From a practical significance perspective, "belonging" speaks to the very real feeling of being appreciated even if one is not as represented or "seen" as others.

To understand how longitudinal data can help the District to improve the hiring process and result in hiring more administrators, faculty, and classified staff who look like our students, it will be necessary to understand how employee data and applicant data will help the District to realize the vision it has to transform the lives of students while providing an exemplary working environment for all employees. These are conversations that will happen overtime within the EEO Advisory Committee as explained in Plan Component 13.

Plan Component 13: Hiring EEO Strategies and Timelines

The District recognizes that multiple approaches are needed to fulfill its mission of ensuring EEO, promoting equity and inclusion, and the creation of a diverse workforce. EEO means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion, and to enjoy the benefits of employment with the District.

EEO should exist at all levels and in all job categories at every step in the hiring and employment process. This section specifies the EEO strategies that the District will implement during the life of this EEO Plan and sets forth timetables as required by title 5, section 53003(c)(2). The list below includes the mandatory strategies in section 53024.1 that the District annually highlights in its Multiple Methods Certification to the State Chancellor's Office, and includes strategies generated by the state's DEIA Task Force along with locally developed strategies at the District. The timelines for the strategies and best practices listed below are attached as Appendix A.

The EEO strategies are categorized based on when the strategies are implemented in the hiring process and are defined as follows:

- “Pre-Hiring” – strategies that support the equitable and inclusive environment that helps to attract and retain candidates from underrepresented groups and other nontraditional candidates.
- “Hiring” – strategies that promote development of diverse and qualified candidate pools and/or eliminate bias in hiring decisions.
- “Post-hiring” – strategies that gather and utilize hiring and workforce data, support new employees, or manage and respond to EEO complaints.

The District is implementing the following strategies and best practices during the life of this Plan to further equal employment opportunity and to promote diversity, equity, and inclusion:

Pre-Hiring

Conveys in publications and website the district’s commitment to diversity and inclusion (53024.1(j))

The District’s commitment to diversity and inclusion is included in its Strategic Plan and disseminated in various documents and websites. Plan Component 7 describes how the District communicates its commitment to students, employees, and the general public.

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

Advertising Resources	Chambers/Community Organizations	Other
<ul style="list-style-type: none"> • California Community Colleges Registry • CareerBuilder • Chronicle of Higher Ed (Vitea.com) • CommunityCollegeJobs • Craigslist • EdJoin • Glassdoor • HigherEdJobs • HispanicsinHigherEd • Indeed • SacramentoWorks • ScholarlyHires 	<ul style="list-style-type: none"> • 100 Black Men • American Indian Training Institution • American Lutheran Church-Cross • Asian Pacific Chamber of Commerce • BWOPA Sacramento • California Black Chamber of Commerce • Capital Christian Center • Cathedral of Blessed Sacramento • Center De Alabanza • Center of Praise 	<ul style="list-style-type: none"> • College department • Facebook • Instagram • LinkedIn • Professional Networks • Twitter • YouTube

<ul style="list-style-type: none"> • ZipRecruiter 	<ul style="list-style-type: none"> • Chinese American Counsel of Sacramento • First Baptist Church • Greater Sacramento Urban League • Greek Orthodox Church • Hispanic Chamber of Commerce • Holy Ascension Russian Orthodox Church of Sacramento • Lambda Community Center (Sac LGBT Community Center) • Metro Chamber • NorCal Center on Deafness • PRIDE Industries Headquarters • Sac NAACP • Sacramento Black Chamber of Commerce • Sacramento Rainbow Chamber of Commerce • Sacramento Sister Circle • Sacred Heart Parish • St. Michaels Episcopal Church • St. Paul Baptist Church • The Sacramento Observer • Vietnamese Buddhist Association Of Stockton • Vietnamese Chamber of Commerce • Westminster Presbyterian • Youth Together • Sacramento African American Chamber of Commerce • Sacramento Asian Chamber of Commerce 	
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	<ul style="list-style-type: none"> • Sacramento Hispanic Chamber of Commerce • Latina Leadership Network of the California Community Colleges 	
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Starting no later than the end of year one of this EEO Plan, the District will re-evaluate its publications and websites to ensure that the EEO Plan is posted, and that any statements of commitment are updated to include equity, diversity, and inclusion.

Addresses diversity issues in a transparent and collaborative fashion (53024.1(o))

The District provides numerous opportunities for students and staff to address diversity issues throughout the District and its Colleges. The “Hiring the Best” trainings contain training exercises and serve as an open forum for employees to have courageous conversations on diversity, equity, and inclusion. The Colleges have different centers focused on providing support to various diverse groups such as undocumented students and LGBTQIA+ students. Further, the District has historically welcomed guest speakers and trainers to speak on topics ranging from race in higher education to how colleges can better support underserved communities.

Creating space to address diversity issues is an ongoing task that is vital to a workplace that promotes diversity, equity, and inclusion. The AVC of HR shall collaborate with the EEO Advisory Committee and the Equity Officers on an annual basis to explore and increase the various ways in which diversity issues are discussed and analyzed at the District.

The Chambers and Community Organizations above can also be considered by the EEO Advisory Committee as groups to collaborate with to develop targeted recruitment efforts. If, for example, the District does engage in a Cluster Hiring initiative, it would be important to work collaboratively with the community to help identify potential applicants who may have a demonstrated commitment to the success of a diverse student population, a commitment to innovation in instruction, and/or a demonstrated commitment to removing barriers to student success that may be under the control of faculty. In Year 1 of the Plan, the EEO Advisory Committee will consider how to collaborate with community groups to focus recruitment efforts with a clear understanding of why Los Rios values diversity and specifically values the inclusion of diversity in the community to improve equity for all.

In year 2 of the Plan, the Committee will devise a recruitment plan that respects the inclusion of voices and efforts of those individuals and community organizations that share the Los Rios vision of an inclusive college where diversity students can find a home where they will be challenged to reach their full potential as students.

In Year 3 of the Plan, the District will evaluate the effectiveness of the recruitment plan created in year 2 with a focus on whether or how the recruitment plan helped the District meet its goals of helping to diversify the applicant pool and/or help diversify employee ranks.

Updates District EEO and diversity, equity, and inclusion policy statement (53024.1(k))

Plan Component 3 discusses the District's policy statement in detail. Nonetheless, the policy statement must serve as a living embodiment of the District's commitment to diversity, equity, and inclusion, and must not just serve as words on a website or in this document. Accordingly, the AVC of HR shall review the policy statement annually and ensure that the best practices and strategies in the EEO Plan play a role in the District upholding the policy statement.

Prioritize equity in job descriptions, screening criteria, and interview questions (53024.1(f))

Raising the likelihood that new hires are equity-minded requires making equity to be a priority in the interview process. The Los Rios HR Department, in coordination with representatives at the Colleges, shall continue to revise job announcements in an effort to ensure that equity is prioritized from the moment an applicant first seeks employment with Los Rios. Within one year of the EEO Plan, the District will review and revise all vacant full-time and adjunct faculty, manager, and supervisor positions. By year two of this Plan, the District will revise job announcements for all vacant classified positions.

Similarly, Los Rios utilizes equity-minded language for screening criteria and interview questions. By the end of year one, the District will evaluate the screening criteria for all job classifications and create a screening criteria guideline for all screening committee members. For interview questions, the District has created a repository of interview questions available online. By year two of this Plan, the District shall review its bank of online interview questions to ensure equity and fairness, along with adding questions that discuss serving disproportionately impacted groups.

Provide professional development opportunities on cultural awareness and about the role of race in education (53024.1(d))

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

Throughout the life of this Plan, Los Rios shall continue to provide professional development opportunities to faculty, staff, and administrators related to student equity and equity in hiring. The EEO Advisory Committee and the District's affinity groups will be requested to make recommendations to the AVC of HR and the college Equity Officers regarding potential professional development opportunities.

Targeted recruitment efforts

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

Affinity groups

As previously indicated in Plan Component 9, this EEO Plan invites and encourages the District's affinity groups to play an active role in the hiring process. The affinity groups will be requested to provide the names of any professional organizations or community groups to be included in the District's targeted recruitment and advertising list. In addition, the affinity groups will be invited to join the District's EEO Advisory Committee.

Affinity groups are often tasked with DEIA and EEO responsibilities but do not get paid or rewarded for their efforts. It will be the commitment of the District to determine an equitable method to compensate the faculty, staff, and administrators who serve on the Committee. Options such as District Employee Service Agreements or Professional Expert Agreements should be considered as ways to compensate those who in the past have been asked to volunteer for the committee or who have been assigned to the committee without the expectation of compensation. In Year 1 of the plan, compensation should be made available to the Committee as a way to incentive involvement in the very specific and taxing work of ensuring EEO throughout the hiring process.

At the end of year one of this Plan, the District will create a strategic communication plan to connect with every affinity group, with a focus on an annual notice requesting the names of any professional organizations and community groups for new job positions, and to request that a member of the Affinity Group serve on the EEO Advisory Committee. By year two of the Plan, the District will implement the strategic communication plan by integrating the input of its Affinity Groups in its targeted recruitment efforts, professional development opportunities, and other EEO areas of need.

Cultivating a Pipeline of Diverse Candidates:

The Los Rios Community College District has two specific efforts with a focus on increasing the numbers of employees from underrepresented groups into specific job classifications. A third initiative will begin in Year 1 of the Plan.

The Faculty Diversity Internship Program exists specifically to improve the success of students by recruiting and preparing faculty who mirror the District's diverse student population. In Year 1 of the Plan, the funding will be identified that will allow the FDIP interns to be paid for the work they put into the classroom with students as they learn how to become excellent instructors who are focused on assuring success for all learners. In Year 1 of this Plan, a comprehensive evaluation of FDIP will be decided upon and undertaken with the goal of understanding how the Program has helped the District meet its goal of preparing faculty who mirror the diversity of students who attend the Los Rios Colleges. This evaluation will continue in Year 2 and Year 3 of the Plan with a goal of understanding where the Program can improve in meeting its stated goals.

The Classified Leadership Academy exists to grow and uplift classified employees to become leaders in the Los Rios Community College District. Participants gain essential core knowledge for leadership, practical tools for improving performance in the workplace, and a strong and supportive network. Classified employees continue to be the most diverse employees across the District. In Year 1 of the Plan, the District will begin to collect data on who has been promoted to formal leadership roles in the District, who has taken on leadership roles in their service to the District. In Years 2 and 3 of the Plan, the focus of Academy evaluation will be to understand how Academy participants have helped to make a difference to help students find a place to belong at our Colleges with an understanding that a sense of belonging can promote student success.

Beginning in Year 1 of this Plan, the District will enter in an agreement with the University of California Community College Internship Program through University of California, Irvine with interns coming to our colleges from the University of California, Davis. The goal of this internship Program is to prepare excellent instructors' commitment to equity in teaching and making a difference for community college students who have historically been underrepresented in higher education. In Year 2 of this Plan, a comprehensive evaluation of the Plan in its efforts to meet the Program goals will be undertaken. In Year 3 of the Plan, the on-going evaluation of the Program will help the District determine how or if the Program should be continued. (Interns and community college mentors in this Program will be provided a stipend for their involvement through the University of California, Irvine.)

Hiring

Elimination of bias training in hiring and employment for board of trustees at least once every election cycle (53024.1(g))

The governing board is responsible for adopting the EEO Plan and any subsequent plans. Accordingly, in the first year of the EEO Plan, the AVC of HR or designee will create a training schedule according to the District's election cycle. The governing board will receive training in elimination of bias within the following year and during every election cycle afterwards.

Consistent and ongoing training for hiring committee members (53024.1(c) and 53024.1(i))

As described in Plan Component 8, the District’s “Hiring the Best” training program ensures that all district employees who participate on a screening or selection committee receive training, prior to their participation, on the following:

1. state and federal nondiscrimination and equal employment opportunity requirements.
2. the educational benefits of workforce diversity.
3. the elimination of bias in hiring decisions.
4. district and college student and employee demographic data; and
5. best practices in serving on a screening or selection committee.

The “Hiring the Best” training is required by the District prior to service on a screening or selection committee to meet the requirements of title 5, section 53003(c)(4), and to ensure that committee members are properly prepared for their role in the hiring process.

As specified in Plan Component 8, the Equity Officers at the District and colleges shall meet annually, starting in year one of this EEO Plan, to review and update the training materials. In the first year of the Plan, the AVC of HR and the Equity Officers shall also begin working on an online “Hiring the Best” training program to allow employees to get certified online. By year two of the Plan, the Equity Officers shall create an online database or system to allow any hiring chair or employee to see their training certification status. This online database or system will allow hiring chairs to determine who is trained to serve on hiring committees and allow employees to check their own training status. In year three of the EEO Plan, the AVC of HR and the Equity Officers shall completely implement the online “Hiring the Best” training module and make it accessible to all District employees.

Equity Representative training and role in hiring process.

In addition to the “Hiring the Best” training, the District also requires employees who attend an additional training to serve as an Equity Rep during the hiring process. The Equity Rep serves as an active member of the hiring committee and ensures that every step of the hiring process is fair and equitable. In order to serve as an Equity Rep, employees must receive additional training along with the “Hiring the Best” training.

The Equity Rep training helps employees look for common areas or instances when the hiring process is inequitable and alerts the chair and committee. The Equity Rep is required to notify the entire committee before every meeting that the hiring process needs to be fair, transparent, and equitable for every candidate. Additionally, the Equity Rep reads a “Shared Principles” document that covers:

1. Non-discrimination – the District is committed to being an equal opportunity employer and rejects all discriminatory practices.
2. Confidentiality – the committee members are tasked with keeping the hiring process confidential and must refrain from sharing verbal or written notes with anyone.

3. Keep the process legal – committee members are charged with abiding by state and federal law, along with District policies. Committee members must comply with state and federal law, and Los Rios board policies. The committee members must not perform independent fact finding about candidates through social media or discussion with others outside of the committee, and committee members must disclose if they have a conflict of interest with any candidates.
4. Contact the Hiring Chair or Equity Rep if there are any questions or if the members believe there are inequitable practices in the committee.

The Equity Rep is empowered to make sure the hiring committee abides by these principles in promoting EEO during the hiring process. The Equity Rep serves a valuable purpose, and the Equity Rep training is critical to ensuring that ALL employees are aware of equitable practices and can serve as an Equity Rep on any committee.

The Equity Rep training shall be updated on the same schedule as the “Hiring the Best” training. As the Equity Officers create an online module and online database to track training certification, the officers will also include the Equity Rep training in these practices to have a parallel system with the “Hiring the Best” training.

Implicit Bias Video Module and Shared Principles Document

The “Hiring the Best” training includes a video on implicit bias and defines what implicit bias is and how it can impact a hiring committee in a positive or negative way. The efficacy of implicit bias training diminishes with the passage of time between the receipt of the training and the time the individual participates in a decision-making process. The purpose of the implicit bias video module is to create a refresher video to raise awareness of unconscious biases at the beginning of each hiring process.

To emphasize how implicit bias may seep into a hiring committee, the District shall create a short video on implicit bias that the Equity Rep will play before the start of every hiring committee meeting. In year one of this Plan, the Equity Officers at the District shall work in conjunction with the AVC of HR to begin the creation of this online video on implicit bias, with a specific focus on implicit bias for committees tasked with hiring community college employees. The video shall be complete by year two of the Plan and be available online and shown during “Hiring the Best” trainings and during committee meetings.

Additionally, the current Shared Principles document needs to be updated to include a reminder that hiring committees shall be bias free. The Shared Principles document shall also be updated within the first year of the EEO Plan to include the District’s commitment to diversity, equity, and inclusion, and to remind committee members to check their implicit bias when making decisions. The Shared Principles document will be revised and updated by the Equity Officers.

Maintain updated job descriptions and job announcements (53024.1(f))

Updating job descriptions and job announcements are critical. Applicants need to review the most recent job announcements that pertain to the job they are seeking. The District has recently updated all job announcements to include gender-neutral language and remove any language that may pose a barrier to any applicant, with a focus on applicants coming from historically underserved communities.

The District has historically updated job descriptions on an ongoing basis. It is essential for current employees to perform the most up-to-date essential job functions. Employees must have clear knowledge and notice of their job descriptions, as the descriptive detail an employee's essential roles on an ongoing basis. The job description impacts employee performance, employee discipline, and helps the District assess whether the employee may need a reasonable accommodation to perform their job.

In the first year of the EEO Plan, the HR department shall review the history of when job descriptions and announcements were last updated. If needed, job descriptions and announcements for classified staff shall be updated in year two of this plan, with faculty and management updated in year three.

Hiring procedures require applicants to demonstrate sensitivity to and understanding of the diverse backgrounds of its students (53024.1(l))

The District currently asks every applicant about their sensitivity to and understanding of diverse backgrounds, along with what experience they may have serving underserved communities. This question is typically weighed heavily during the screening process. In addition, at least one interview question must ask about the candidate's experience of working with a diverse background and any examples that the candidate can share about improving or having a positive impact on historically underserved communities.

The AVC of HR shall review the District's job application and this specific question on diverse backgrounds within the first year of the EEO Plan, with a focus on improving the question. Additionally, the AVC of HR shall survey hiring committee members to determine if the responses to this question warrant any specific changes to improve the efficacy of the question.

Post-Hiring

Longitudinal data analysis of various employment events (53024.1(q))

Plan Component 10 discusses the District's plan and process in continuing its longitudinal data analysis program. In continuing the program, the Human Resources department will begin to use and analyze the data as the District begins to hire post-pandemic. As indicated in Plan Component 10, the District will conduct an analysis of each full-time faculty hiring process in year one. Starting no later than year two under this Plan, the District intends to conduct an additional analysis of each supervisory and managerial position hiring process. Starting no later than year three under this Plan, the District intends to conduct an additional analysis of at least fifty percent of hiring processes for classified positions. Each analysis will

track the progression of each hiring process from initial applicant pool, to qualified applicant pool, to interview selection, to offer of employment, at least each semester.

Creation of programs on mentoring, professional development, and leadership opportunities to support newly hired employees (53024.1(e))

The District provided professional development opportunities to its employees during the pandemic by offering guest speakers and lecturers on issues of diversity, equity, and inclusion. The District intends to continue offering these opportunities on-ground at its colleges on an on-going basis. There is a strong desire to have the District offer mentoring and leadership opportunities, especially for new employees to the District and employees in new leadership positions. The AVC of HR will reassess the training needs of the District and in year one of the EEO Plan and formulate a training schedule to be implemented the following year. All trainings provided by the State Chancellor's Office will also be disseminated to District staff. The District will also survey its affinity groups and EEO Advisory Committee for training topics and guest speakers.

Campus climate survey (53024.1(a))

A campus climate survey is important for the District to measure and assess both their strengths and weaknesses around their diversity, equity, and inclusion efforts for both students and employees. The survey should address a wide range of topics and ideas, and seek input on whether or not individuals feel a sense of belonging while attending or working at the District. Additionally, the survey should be constructed to collect data and information to help the District analyze the results and implement any changes. The AVC of HR shall work with the College research offices and the District Office of Institutional Research office to create a campus climate survey by year two and submit the survey to the EEO Advisory Committee for approval. The campus climate survey shall be implemented in year 3 of the EEO Plan.

Exit survey (53024.1(b))

The District currently has an exit survey that is underutilized. A new exit survey is currently being drafted by the District's HR department and the Office of Institutional Research and is modeled after the exit survey crafted by the state's DEIA workforce group. The new survey intends to measure why employees are leaving the District, along with surveying whether there have been any issues regarding diversity, equity, or inclusion in the District. Once the new survey is complete, the HR department will begin creating a process to implement the use of the survey, along with creating a database to track survey results. In doing so, the HR department will work with the District's Office of Institutional Research to collect and analyze survey results.

The exit survey and implementation plan shall be completed within year one of the EEO Plan, with a focus on final implementation and distribution to the District and its colleges by year two. In year three of the EEO Plan, the District shall have a data collection system where exit surveys results can be tabulated and collectively reviewed to see any trends.

Survey of applicants who decline job offers (53024.1(p))

Similarly, to an exit survey, the District shall create a short survey when applicants are offered and decline job offers. The survey will not only ask for the reason why the applicant declined the job, but seek information about the District's hiring process, whether the process played a part in their decision, and what could be improved. The District intends for this survey to be short but insightful as to why applicants have a change of heart. The intent is to have this survey completed and implemented with the support of the Office of Institutional Research no later than year two of this Plan, with a full analysis completed by year three.

Receiving and investigating EEO and unlawful discrimination complaints (53024.4(h))

The EEO complaint process was described in Plan Component 6. The AVC of HR will review the process in year one of this Plan. In year two, the AVC of HR and Equity Officers will propose and implement any changes to the process with an emphasis on ensuring a streamlined and transparent process for filing, investigation, and rendering determinations of EEO complaints.

Additionally, the District has a longstanding unlawful discrimination and harassment complaint process pursuant to title 5, section 59300, et seq. Although the two processes have different timelines and requirements, the District investigates all complaints in compliance with the law. The HR Director of Compliance is responsible for coordinating the title 5 unlawful discrimination process and the General Counsel's Office is responsible for updating the District's regulations. By year one of this EEO Plan, the AVC of HR and the General Counsel's Office shall ensure that the District's regulations comply with any updated title 5 regulations on the unlawful discrimination process.

The Faculty Diversity Internship Program (53024.1(e))

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

community college students as a means of recruiting qualified faculty that mirror our student population and are committed to a diversity of perspectives.

Recently, the FDIP was paused because of a variety of logistical reasons beyond the control of FDIP faculty and interns. The Human Resources department conducted an analysis of FDIP. The results showed that the FDIP would benefit from an evaluation of monitoring and tracking data of graduates. This analysis should consider the efficacy of the program, including an understanding of where FDIP graduates are having success or struggles as they seek faculty jobs after completing the program. This analysis should consider why FDIP graduates are, or are not, receiving interviews or job offers through the District. The focus of the evaluation will be on how the District can help support FDIP graduates navigate the hiring process.

The FDIP is currently being restarted and evaluated to create a more effective program. By year two of this Plan, the District intends to complete the review and analysis of FDIP graduates with an on-going improvement of the Program each year. The AVC of HR will review the analysis with the EEO Advisory Committee for input and guidance for a continued implementation of FDIP. The goal will be to increase the number of FDIP graduates who are hired in Los Rios, and in the community college of California.

Compliance with the Americans with Disability Act (“ADA”)

The District is dedicated to ensuring that all its employees can perform the essential functions of their jobs. The District is committed to their obligation under the Fair Employment and Housing Act and the Americans with Disabilities Act (“ADA”) to engage in the interactive process with qualified persons with disabilities to determine if the employees can perform the essential functions of their jobs with or without reasonable accommodations. During the interactive process, the District and its colleges seek to find reasonable accommodations that will allow employees to perform the essential functions of their jobs. There is an ADA officer at the District and at each college to support any individual who wishes to engage in the ADA interactive process and request a reasonable accommodation. Any employee may engage in the process, and the District and its colleges will respond and assist the employee promptly to assess whether or not the employee may continue to perform their job functions with or without a reasonable accommodation.

The ADA also applies to any applicant who needs a reasonable accommodation during the hiring process, including requesting for reasonable accommodations during the application or interview process.

Graduate Assumption Program of Loans for Education

The District will continue to encourage community college students to become qualified for, and seek employment as, community college employees. The District shall encourage faculty to inform students about programs that may assist them to complete their graduate studies and become community college employees. Additional efforts will be made to inform graduate students in local colleges and universities

about the benefits of employment at a community college, including providing students with updated information on loan forgiveness programs through the federal government.

Education Code, section 87482.6

The District will continue to comply with Education Code, section 87482.6 regarding the goal of 75% instruction taught by full-time faculty, while ensuring progress toward EEO. To achieve this goal, the District will continue to expand and improve its existing EEO programs as identified in Plan Component 13, including supporting the Faculty Diversity Internship Program with a focus on outreach to diverse individuals who have an interest in teaching, and who are within a year of meeting the minimum qualifications to be hired. The ultimate goal of this pipeline program is geared toward increasing diversity in all faculty ranks.

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
PRE-HIRING			
<p>Provide training to employees, students & trustees.*</p> <p>*This applies if you are planning training that goes beyond mandatory training for hiring committees.</p> <p>(53024.1(d))</p>		<p>Los Rios does not plan to provide training that goes beyond mandatory training for hiring committees. However, the District remains open to evaluating what options for training are available or recommended by the Chancellor's Office, or training that is suggested by the EEO Advisory Committee.</p>	
<p>Convey in publications and website the district's commitment to diversity & EEO.</p> <p>(53024.1(j))</p>	<p>VC of HR Communications Team</p>	<p>Y1, Y2, Y3: a) Evaluate Los Rios website to ensure the EEO Plan is posted and accessible to the public. b) Review and update as necessary statement of commitment to diversity and EEO in publications and website.</p> <p>Y2: Engage EEO Advisory Committee in discussion on who is responsible for developing and maintaining content around issues of diversity, equity, and inclusion in district publications and on the websites.</p> <p>Y3: Engage EEO Advisory Committee in discussion of messaging and representative imagery of the District's commitment to DEI is evident outside of publications and websites. Should the District name buildings, rooms, or outside spaces after marginalized communities or persons? What is the district's commitment to representative imagery of DEI at the colleges with regards to pictures, statues, murals, etc.?</p>	<p>Y1, Y2, Y3: The EEO Plan is posted and accessible to the public. District commitment to EEO is updated and posted to websites and publications.</p> <p>Y2: Point persons or offices responsible for developing and maintaining content around issues of DEI in district publications and on the websites are identified and communicated to those persons/offices, and as appropriate posted to websites.</p> <p>Y3: Potential recommendations for a process to consider naming buildings, rooms or outside spaces after marginalized communities or persons. Potential recommendation for making public the district's commitment to representative imagery of DEI at the colleges with regards to pictures, statues, murals, etc.</p>
<p>Review and update District EEO/DEI policy statement.*</p> <p>(53024.1(k))</p> <p>*Cross-reference Plan Component 3</p>	<p>VC of HR Communications Team</p>	<p>Y1-Y3: Review Policy and update as necessary: The District is committed to the principles of EEO and will implement a comprehensive program to put those principles into practice, with a focus on diversity, equity, and inclusion as set forth in title 5, section 51200 and 51201. It is the policy to ensure that all qualified applicants for employment have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the District on the basis of any of the following actual or perceived characteristics, or due to the association with a person or group with any of the following actual or perceived characteristics: ethnic group identification, race, color, sex, gender, gender identity, gender expression, pregnancy or childbirth-related condition, sexual orientation, sexual identity, religion or religious creed, age (over forty), national origin, ancestry, immigration status, physical or mental disability, medical condition, genetic information, military and veteran status, marital status, or any other protected class or characteristic under state or federal law. The EEO Plan also recognizes that EEO includes not only a process for equal opportunity in hiring, but also practices and processes that create inclusive, respectful work environments. The District strives to achieve a workforce that is welcoming to all genders, persons with disabilities and individuals from all races, ethnic, and other groups to ensure the District provides an inclusive educational and employment environment. An inclusive environment fosters cooperation, acceptance, democracy, and free expression of ideas. This EEO Plan is established to ensure the implementation of EEO principles that conform to federal and state laws. Accordingly, this EEO Plan also references the District's longstanding policies on receiving, reviewing, and investigating all complaints of unlawful discrimination and harassment under title 5, section 59300 et seq. The District understands, and is aware, that to create an inclusive and respectful work environment for all, the District must work to ensure that discrimination and harassment of any kind is prohibited and eliminated in the workplace.</p>	<p>Y1-Y3: Policy statement is reviewed, up to date and publicly available on the District's website.</p>
<p>Providing EEO/diversity enhancement resources and assistance to other districts.</p> <p>(53024.1(m))</p>	<p>VC of HR District EEO Officer</p>	<p>Y2 or Y3: Determine if or how the district could provide EEO/diversity enhancement resources and assistance to other districts. This determination must discuss the potential challenges such a strategy would pose to Los Rios. Potential challenges may include: time and availability of staff, interest from other districts for such assistance. As Districts reach out via email or phone, individual requests for assistance or questions regarding EEO/diversity enhancement resources will be addressed specifically.</p>	<p>Y2 or Y3: The district will have discussed if or how the district could provide EEO/diversity enhancement resources and assistance to other districts. Any decision made will be recorded for follow-up as appropriate by the AVC of HR.</p> <p>The District's EEO Officer will keep a tally of requests from districts for assistance or questions regarding EEO/diversity enhancement resources and assistance.</p>
<p>Addressing diversity issues in a transparent and collaborative fashion.</p> <p>(53024.1(o))</p>	<p>VC of HR</p>	<p>Y1: EEO Advisory Committee will be asked to consider how to collaborate with community groups to focus recruitment efforts with a clear understanding of why Los Rios values diversity and specifically values the inclusion of diversity in the community to improve equity for all.</p> <p>Y2: EEO Advisory Committee will be asked devise a recruitment plan that respects the inclusion of voices and efforts of those individuals and community organizations that share the Los Rios vision of an inclusive college where diversity students can find a home where they will be challenged to reach their full potential as students.</p> <p>Y3: District will evaluate the effectiveness of the recruitment plan created in year 2 with a focus on whether or how the recruitment plan helped the District meet its goals of helping to diverse the applicant pool and/or help diversity employee ranks.</p>	<p>Y1: Discussion on how to collaborate with community groups to focus recruitment will be documented with a focus on how Los Rios values of diversity and inclusion in hiring.</p> <p>Y2: A recruitment plan has been devised.</p> <p>Y3: To the extent the recruitment plan created in year 2 is implemented, the district will measure how applicant pools have increased in diversity of applicants compared to years without the recruitment plan. The district will measure how employee ranks have grown in diversity with the implementation of the recruitment plan compared to years without the recruitment plan.</p>

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Recurring activities related to improving student access and student success—with a nexus to EEO hiring.			<p>Note: In order to include these activities in the EEO Plan a clear link should be drawn between these efforts and improving employment equity, diversity and inclusion. For example: cluster hiring to support specific groups of underserved students (e.g. African American, Latinx, Asian, etc.) could be included, if you conclude that this will give candidates from underrepresented groups greater opportunities to be recognized as highly qualified.</p> <p>In addition, as with other student-focused activities, a nexus to EEO will depend on showing that these activities are highly publicized to job applicants and are part of the district/college “face” and thus become part of your recruitment efforts.</p>
Inclusion of (lawful) EEO deliverables in CEO and other administrator performance goals.			
ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.			
HIRING			
Consistent and ongoing training for hiring committees. (53024.1(c)) *Cross reference Plan Component 8.	Include both: <ul style="list-style-type: none"> Who is responsible for ensuring committees are trained; and Who gets training <small>District EEO Officer and College Equity Officers are responsible training. All who serve on hiring committees will be trained.</small>	Y1: Evaluate and update online training program for Hiring the Best training. Evaluate and update Equity Representative Training. Y2: Create online database or system to track training status. Y3: Completely implement and make accessible an online training program for all persons who would serve on a hiring committee.	Y1: Online trainings are presented by College Equity Officers and District EEO Officer on a regular basis. Y2: An online database or system to track training status is complete. Y3: have a robust online training module in addition to the in-person trainings.
Maintain updated job descriptions and job announcements. (53024.1(f))	VC of HR	Y1: Review the history of when job descriptions and announcements were last updated. Y2-Y3: update job descriptions and announcements if needed.	Y1: A record is established of when job descriptions and announcements are reviewed with a focus on updates that are needed. Y2-Y3: Outdated job descriptions and announcements will be completed, and record of updates is kept.

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Board of trustees receives training on elimination of bias in hiring and employment at least once every election cycle. (53024.1(g))	VC of HR	Y1: Create a schedule for Board of Trustees to receive training on elimination of bias in hiring and employment for the upcoming election cycle. Y2-Y3: Elimination of bias training provided to Board of Trustees every election cycle,	Y1: A schedule for Board of Trustees training is established and kept by the Secretary of the Board. Y2 - Y3: Training is provided to the Board of Trustees and recording in the database or system as discussed under 53024.1(c).
Assess "sensitivity to diversity" of all applicants. (53024.1(l))	VC of HR	Y1: The EEO Advisory Committee will discuss how to meaningfully assess applicants' demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, sexual orientation, and ethnic backgrounds of community college students. Y2: The EEO Advisory Committee will be asked to draft assessment criteria. Y3: Assessment criteria will be provided to hiring committees as they develop criteria for screening of applications.	Note: Describe mechanisms for giving meaningful consideration to applicants' demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, sexual orientation, and ethnic backgrounds of community college students. <small>Y1: EEO Committee will have discussed how to assess DEI in applications. Y2: Criteria for assessment has been developed. Y3: Criteria has been provided to hiring committees; results of who is offered an interview are recorded and compared against years without the criteria.</small>
Maintaining updated curricula, texts, and/or course descriptions. (53024.1(n))	VC of HR	The district maintains updated curricula, texts, and/or course descriptions to expand the global perspective of the particular course, readings, or discipline falls under the purview of faculty responsibility per Title 5 Section 53200 (c). Y1 - Y3: Establish that the district's system to maintain and update curricula, texts, and/or course descriptions per 532024.1(n) is maintained. Y2: Work with information technology and District Curriculum Coordinating Committee (DCCC) to determine how curricula can be made available to the public as requested or required by law.	Y1 - Y3: Record where and how curricula, texts a course descriptions to expand the global perspective are maintained and made available to faculty Y2: The decision made in discussion with Information Technology and the DCCC is recorded and/or made public as requested or required by law.
Dedication of specified staff to EEO.	VC of HR	Y1: Evaluate and update online training program for Hiring the Best training. Evaluate and update Equity Representative Training. District EEO Officer and College Equity Officers are responsible for training all who serve on hiring. Y2: Create online database or system to track training status. Y3: Completely implement and make accessible an online training program for all persons who would serve on a hiring committee.	Y1: Online trainings are presented by College Equity Officers and District EEO Officer on a regular basis. Y2: An online database or system to track training status is complete. Y3: have a robust online training module in addition to the in-person trainings.
Incentives for hard-to-hire areas/disciplines.		Currently, the District does not have incentives for hard-to-hire areas/disciplines. Such incentives would require 1)the engagement of faculty, including the faculty union who have right to represent faculty in changes to the employment environment, 2) understanding of hiring needs from the perspective of administrators who have right of assignment for all areas/disciplines, including hard-to-hire discipline, 3) engagement of district administration regarding cost, and perhaps a cost benefit analysis, of such incentives, and 4) the negotiation of any incentives within the collective bargaining process.	
Focused outreach and publications.	VC of HR	Year 1 - Y3: Continue ongoing, multi-pronged recruitment and hiring efforts toward further attracting and retaining a diverse workforce including a) support of the Faculty Diversity Internship Program, b) focused recruiting and specific outreach toward Hispanic/Latino, American Indian/Native American, Asian, and African American communities, organizations, publications, and websites, c) continued solicitation of faculty input on diversity-based advertising/recruiting sources.	Y1 - Y3: Record where recruitment is focused and compare the results to where applicants show where they heard of a job opportunity in their applications. Use this data to determine how, where, when, and why to expand recruitment.
Procedures for addressing diversity throughout hiring steps and levels		Procedures for addressing diversity throughout hiring steps and levels are discussed in the Hiring Practices Administrative Guide: https://employees.losrios.edu/lrccd/employee/doc/hr/hiring/hiring-practices-admin-guide.pdf The Shared Principles Document provided to employees when they serve on a hiring committee, documents equity in hiring before, during, and after the process: https://employees.losrios.edu/human-resources-and-benefits/how-to-hire-hiring-resources/hiring-committee-resources/shared-principles This EEO Plan explains the procedures. This EEO Plan does not supplant or reiterate the procedures.	*Note: Hiring procedures are regulated separately in Title 5 and should be detailed in a separate document. EEO Plan should reference, align with and support hiring procedures, not supplant or reiterate them.

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Recruitment efforts and strategies such as: <ul style="list-style-type: none"> • Use of demographic data • Job Fairs • CCC Registry • Relationships with external organizations & colleges 	VC of HR	<p>Y1 - Y 3: The District will seek input from its affinity groups to help update its list of community-based and professional organizations as specific places to recruit for specific jobs where they may be a underrepresentation of employees from a monitored group. Existing affinity groups at the Los Rios Community College District include: Asian Pacific Islander Legacy, Black Faculty and Staff Association, Comunidad, Native American Collaborative, and Spectrum LGBT Employee Resource Group.</p> <p>Y1 - Y3: Work with EEO Advisory Committee and District Research Office to develop equity focused methods to collect and utilizing Data to Determine Whether Monitored Groups are Underrepresented within District Job Categories, and consider specific recruitment efforts for outreach to monitored groups.</p> <p>Y2: Compile a list of targeted recruitment efforts, including the recruitment source and effectiveness of the effort.</p>	<p>Y1 - Y3: Record places for specific recruitment from affinity groups and provide direct outreach to these groups.</p> <p>Y1 - Y3: To the extent focused methods to collect and utilize data to determine where monitored groups are underrepresented within job categories, specific recruitment efforts will be utilized and results analyzed for how to change and improve recruitment. Analysis will be dependent comparing results of targeted recruitment within a specific job with recruitment in job categories that did not have specific EEO recruitment practices in place.</p> <p>Y2: Analysis of the effectiveness of specific and targeted recruitment efforts will be made available to the EEO Advisory Committee for interpretation of the data with a focus on how to improve recruitment of applicants from monitored groups.</p>
ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.			
POST-HIRING			
Conduct campus climate surveys & use this information. (53024.1(a))	VC of HR	<p>Y3: Conduct campus climate survey to measure and assess both their strengths and weaknesses around their diversity, equity, and inclusion efforts for both students and employees. The survey should address a wide range of topics and ideas and seek input on whether or not individuals feel a sense of belonging while attending or working at the District.</p>	<p>Y3: Results of the surveys will be compiled and provided to the colleges to use in assessing how to improves DEI efforts on campus for students and faculty. The goal will be to increase individuals' sense of belonging while attending college or working at the district.</p>
Conduct exit interviews & use this information. (53024.1(b))	VC of HR	<p>Y1: Finalize exit survey with a focus on with an intent to measure why employees are leaving the District, along with surveying whether there have been any issues regarding diversity, equity, or inclusion during their employment the District. Implement survey.</p> <p>Y2: Continued implementation of the survey with results shared with the colleges with a focus on addressing how to improve the working enrollment so that the colleges are places where diversity, equity, inclusion, and belonging thrive.</p> <p>Y3: Data collection system in place where results are tabulated with data made available on demand to colleges with a focus on improving the working environment.</p>	<p>Y1: Exit survey is finalized and implemented.</p> <p>Y2: Exit survey continues to be implemented with results shared with the college.</p> <p>Y3: Data collection system is in place with data being made available on demand to colleges with a focus on improving the working environment.</p>
Professional development, mentoring, support and leadership opportunities for new employees. (53024.1(e))	VC of HR	<p>Y1 - Y3: Continued support of the Faculty Diversity Internship Program.</p> <p>Y2 - Y3: Consider specific EEO best practices for professional development, mentoring and leadership opportunities as described in the 2022 EEO/Diversity Best Practices Handbook.</p> <p>Y1 - Y2: Develop a comprehensive evaluation plan of FDIP in terms of how FDIP prepares instructors in mentoring and other leadership opportunities for new employees. Include an analysis of diversity of interns and diversity of intern representation in programs where monitored groups are underrepresented.</p>	<p>Y1 - Y3: FDIP continues every year of this Plan with a specific yearly evaluation. Evaluation will focus on how FDIP interns are prepared for the hiring process, how many interns get hired and where in the district, how instructors are prepared to serve as mentors. Evaluation also includes a focus on diversity of interns and intern diversity in programs where monitored groups are underrepresented.</p> <p>Y2- Y3: Best practices for professional development, mentoring, or leadership opportunities from the EEO Handbook will be provided for faculty.</p>
Timely and thoroughly investigate all harassment & discrimination complaints & take appropriate corrective action in all instances where a violation is found. (53024.1(h))	AVC of HR	<p>Title 5,Section 53026 states: "Complaints alleging violations of the EEO regulations, pursuant to Title 5 Section 53000 et seq., may be filed against the District by any person using the procedures for employment-related discrimination complaints authorized by Title 5 Section 59300." Feedback from Chancellor's Office states there are not two complaint procedures. Component 6 of this EEO Plan details procedures for complaint process.</p> <p>Y1 - Y3: a) Timely & thorough investigation of all harassment & discrimination complaint in support of inclusive work environments, b) Timely & thorough investigation of all violations of the hiring process in support of elimination of bias. (When these complaints come during the process, the process can be stopped to investigate)</p>	<p>Note: distinguish between the separately required complaint procedures for addressing: 1) discrimination and harassment (which supports inclusive work environments); and 2) violations of the hiring process (which supports elimination of bias).</p> <p>Y1 - Y3: Maintained database of all investigations of harassment & discrimination with a focus on allegations, investigation methods (formal or informal), determination, and appropriate corrective action as needed. b) Maintained database of investigations of violation of the hiring process with a focus on allegations, investigation methods (formal or informal), determination, and appropriate corrective action as needed. If the hiring process is stopped to investigate, that will be noted in the database.</p>

IMPLEMENTATION →	Who	What/When	Effectiveness Metrics & Review
Survey applicants who decline offers & use the information. (53024.1(p))	VC of HR	Y2: Creation and implementation of survey to determine why applicants may decline a job offer. The goal of survey is to discover whether the hiring process played a part in their decision, and what could be improved.	Y2: The survey is created and implemented: sent to applicants who declined job offers. Y3: Full analysis of survey results with a focus on commonalities in reasons, trends, and potential ways to improve the process. The data and results will be campus and community stakeholders to advance transparency, accountability, and continuous quality improvement. The data will also be used to help guide discussions on how to improve the hiring process.
Describe strategies developed to address any adverse impact identified in the process of carrying out the requirements of Component 10 of the EEO Plan.		As described in Component 10, the District is still to begin the process of carrying out the compliance requirements of Component 10 of the EEO Plan. At this juncture, it is premature to describe strategies to address any adverse impact in complying with the requirements.	Note: if this is added after adoption of your 3-year EEO Plan, also provide notification to the State Chancellor of your plan modification.
Describe strategies developed to address any underrepresentation identified in the process of carrying out the requirements of Components 11 & 12 of the EEO Plan.	VC of HR	As described in Component 11 and Component 12 of this EEO Plan, the District has the discretion to decide methods it will use to determine its projected representation, and the methods it will use to address underrepresentation. Certain methods will be considered: Y2 - Y3: Availability Analysis to determine availability for job using reliable external and internal sources. Y1 - Y3: Cluster Hiring to impact student success and to improve the diversity of the workforce. Y1 - Y3: Adverse Impact Analysis with a focus on strategies that have been utilized to diversify the workforce.	Note: if this is added after adoption of your 3-year EEO Plan, also provide notification to the State Chancellor of your plan modification. Y2 - Y3: Data from Availability Analysis will be analyzed with an eye towards understanding underrepresentation of monitored groups in specific job categories. The data will help focus recruitment.
ADD ADDITIONAL/ ALTERNATIVE STRATEGIES IN ADDITIONAL ROWS HERE.			Y1 - Y3: Cluster Hiring will be analyzed with a focus in all years on how the workforce is diversified. Student success data in classes taught by professors hired through Cluster Hiring will be shared with those professors with a focus on continuous improvement. Y1 - Y3: Adverse Impact Analysis data will be analyzed with an eye towards understanding how or what efforts the district has used to diversify the workforce have been successful at meeting the goals of those efforts and to what extent.

Graduate Assumption of Loans for Education

VC of HR

Y1 - Y3: District will develop a message to be pushed out to all students explaining programs that can help them complete graduate education. ;

Y3: District will inform graduate students in local colleges and universities about the benefits of employment at a community college, including providing students with updated information on loan forgiveness programs through the federal government.

Y1 - Y3: The message will be implemented in year 1 and pushed all three years of this plan. The "read" receipt will help determine how widespread the message is being received. Faculty will be asked to place the statement into the LMS. Students can be asked to read it, acknowledge they understand it. These measures may be able to be tracked within the LMS.

Y3: Messaging to graduate students in local colleges and universities will be provided to directors of internship programs at the colleges and universities.

75% full time faculty (Education Code, section 87482.6)

VC of HR

Y2: The District will explore how the requirements of the 75% rule integrates with activities in 53024.1.

Y1 - Y3: District will continue to expand and improve its existing EEO programs as identified in Plan Component 13, including supporting the Faculty Diversity Internship Program. This ultimate goal is a pipeline program geared toward increasing diversity in all faculty ranks.

Y2: A crosswalk will be attempted to understand the similarity and interdependence of the 75% rule with other strategies in this EEO Plan with potential consideration of integrating the discussion and activities in Education code, section 84882.6 with strategies in title 5, section 53024.1.

Y1 - Y3: Evaluation of FDIP as noted under 53024.1(3). Evaluation of Cluster Hiring as discussed in Component 11 of this Plan.

Compliance with the Americans with Disability Act ("ADA")

AVC of HR

Y1 - Y3: In honoring its commitment to supporting qualified employees under FEHA and the ADA, the District will continue to engage in the interactive process with these employees.

Y1 - Y3: All requests for accommodations in the hiring process will be provided if the request does not impose an undue burden.

Y1 - Y3: A database will be developed to track successful completion of the interactive process with a focus on providing reasonable accommodation.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Universal Transit Pass Agreement – Modification and Extension	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item D	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration <i>MR</i>	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	X
		INFORMATION	

BACKGROUND:

To extend the benefits of the Sacramento Regional Transit (RT)/Los Rios Universal Transit Pass (UTP) program, the District and RT have tentatively agreed to modify the terms of the Student Transit Pass Agreement dated November 24, 2015, as amended on September 9, 2016, May 11, 2018, September 4, 2018, January 8, 2019, May 30, 2019, June 20, 2020, February 23, 2021, and August 2, 2021. The current agreement expires on December 31, 2023.

The program gives all eligible Los Rios students a discount on public transit, saving hundreds of dollars a year off an RT pass and providing access to all RT light rail and bus lines 24 hours a day, seven days a week.

The terms of the modified agreement extend the UTP program to all eligible students who are enrolled in at least one unit at any college within the district during the academic years spanning from Spring 2023 to Fall 2028.

STATUS:

In a special election held October 10-11, 2023, an overwhelming majority of Los Rios students who voted favored extending the Los Rios and UTP agreement. A total of 2,169 students voted, with a total of 1,756 (81%) voting in favor of the agreement.

The material modifications to the existing agreement with RT are as follows:

- The UTP fees will remain fixed and will no longer be adjusted for inflation during the contract period. Effective for the academic terms spanning from Spring 2023 to Fall 2028, all eligible students enrolled who are enrolled in at least one unit at any college within the district will be assessed \$3.00 per unit. All eligible students pay \$13 for the UTP during the summer term.
- The maximum UTP fee per eligible student will be \$36.00, as opposed to the \$45.00 stipulated in our current contract.

RECOMMENDATION:

It is recommended that the Board of Trustees authorize the Chancellor/Designee to modify the existing agreement with Sacramento Regional Transit for discounted transit services, for the academic terms academic terms spanning from Spring 2023 to Fall 2028.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Legislative Update	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Information Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration <i>MR</i>	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	X

BACKGROUND:

Annually, staff provides the members of the Board of Trustees with an update on the District’s government affairs efforts.

STATUS:

The District’s outside lobbying firm, MGI Advocacy, will provide an update for the Board of Trustees on the District’s government affairs activities and the key bills of the past legislative year. Furthermore, MGI Advocacy will provide insight as to what to expect from the Legislature of the coming year.



RECOMMENDATION:

This item is presented for Board information and discussion.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 8, 2023

SUBJECT:	Los Rios Mental Health Services for Students	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Information Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Jamey Nye, Deputy Chancellor	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Brian King, Chancellor	ACTION	
		INFORMATION	X

BACKGROUND:

The Los Rios Community College District provides student-centered and equity-minded mental health services to all students enrolled at any of district’s four colleges: American River, Cosumnes River, Folsom Lake, and Sacramento City Colleges. Coordinated mental health services, both in-person and virtual (online & teletherapy), are provided in collaboration with college staff and are designed to provide proactive and timely response to students in crisis or who need mental health support.

STATUS:

At the request of the Board of Trustees, the Los Rios Community College District student services and mental health team will present an overview of mental health service delivery available to all Los Rios students.

RECOMMENDATION:

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