# LOS RIOS COMMUNITY COLLEGE DISTRICT

| **BOARD MEETING AGENDA**<br>Wednesday, December 17, 2025<br>5:30pm |
|---|
| ***Meeting Location:***<br>Los Rios Community College District<br>Board Room<br>1919 Spanos Court<br>Sacramento, CA 95825 |

| **1. CALL TO ORDER** | Board President |
|---|---|

**2. ORAL COMMUNICATIONS**

*The public may comment on any items within the Board's jurisdiction, even if the items are not on the agenda only during this portion of the meeting. However, the law prohibits action by the Board on non-agenda items. Speakers are limited to up to three minutes. If you wish to speak to a particular item on the current board agenda, your comments will be taken up at the time the Board takes up that item.*
***Members of the public have two options to offer public comment:***
*1. Email your full name and the matter you wish to speak about to [board@losrios.edu](mailto:board@losrios.edu) by 3:00pm on the day of the meeting, and you will be called on by the Board President during this portion of the meeting.*
*2. Submit a yellow "Speaker's Card" to the Clerk of the Board **before** the meeting is called to order.*

**3. CLOSED SESSION PART 1**

*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.*

| A. Public Employee Appointment (Government Code section 54957). Title: Chancellor |
|---|
| B. Conference with Labor Negotiator (Government Code section 54957.6). One unrepresented position: Chancellor. Designated representative: Laura Schulkind |

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

| **5. SPECIAL ORDER OF BUSINESS: ANNUAL ORGANIZATIONAL MEETING** | |
|---|---|
| A. Election of Officers *(page 3)* | Brian King |
| B. 2026 Dates of Regular Meetings *(page 4)* | Brian King |
| C. Authorization to Attend Meetings *(page 6)* | Brian King |
| D. Reaffirm District Policies *(page 7)* | Brian King |
| E. Representation to Education Associations *(page 8)* | Brian King |
| F. Board Compensation *(page 9)* | Brian King |

| **6. CONSENT CONSIDERATIONS** | |
|---|---|
| *A member of the Board may request that an item be removed for further discussion and separate action.* | |
| A. Board Meeting Minutes: November 5 and 12, 2025 *(page 10)* | Brian King |
| B. 2028-2029 Academic Calendar *(page 21)* | Jamey Nye |
| C. Curriculum Proposals: Los Rios Colleges *(page 23)* | Jamey Nye |
| D. Special Event Authorization *(page 51)* | Alyssa Bivins |
| E. Ratify: Affiliation and Other Agreements *(page 52)* | Mario Rodriguez |
| F. Ratify: Bid Transactions *(page 54)* | Mario Rodriguez |
| G. Disposition of Surplus Equipment *(page 55)* | Mario Rodriguez |
| H. Ratify: Grants and Contracts Awarded *(page 56)* | Brian King |
| I. Purchase Orders, Warrants, Checks and Electronic Transfers *(page 59)* | Mario Rodriguez |
| J. 2025-2028 College Student Equity Plan Required by Ed Code 78222 *(page 61)* | Jamey Nye |
| K. Student, Temporary Classified Employees - Special Rate, Temp Interpreter, Clerical/Paraprofessional, & Maintenance/Service Salary Schedules *(page 111)* | Mario Rodriguez |
| L. Short-Term Temporary Employees *(page 119)* | Mario Rodriguez |

| M. Human Resources Transactions *(page 121)* | Mario Rodriguez |
|---|---|

| **7. COLLECTIVE BARGAINING (ACTION)** | |
|---|---|
| A. LRSA Collective Bargaining Agreement *(page 134)* | Mario Rodriguez |
| B. LRCFT Initial Collective Bargaining Proposals *(page 137)* | Mario Rodriguez |

| **8. ACTION** | |
|---|---|
| A. 2024-25 Annual Audit Reports *(page 147)* | Mario Rodriguez |
| B. 2025-2026 Program Development Funds *(page 148)* | Mario Rodriguez |
| C. Retiree Health Benefit Contribution (Policies 5165, 6622 and 9414) *(page 155)* | Mario Rodriguez |
| D. Board Regulation Amendments: R-9211 Salary Schedule Development *(page 164)* | Alyssa Bivens |

| **9. INFORMATION** | |
|---|---|
| A. Facilities Master Plan Update *(page 169)* | Mario Rodriguez |

| **10. BOARD MEMBER REPORTS** |
|---|

| **11. FUTURE AGENDA ITEMS** |
|---|

| **12. REPORTS and COMMENTS** |
|---|
| ▪ Student Association<br>▪ Classified Senate<br>▪ Academic Senate<br>▪ Other Recognized Constituencies<br>▪ Chancellor's Report |

| **13. CLOSED SESSION PART 2** |
|---|
| *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.* |
| A. Conference with Labor Negotiators (Government Code section 54957.6). Agency designated representatives: Chancellor Brian King and Executive Vice Chancellor Mario Rodriguez. Employee organizations: SEIU Local 1021 |
| B. Conference with Legal Counsel – Existing Litigation (Government Code section 54956.9(d)(1)). One Case: Wright v. LRCCD, et al., No. 34-2023-00335522 |

| **14. OPEN SESSION: REPORT OF ANY ACTION TAKEN IN CLOSED SESSION, IF NECESSARY** |
|---|

| **15. ADJOURNMENT** |
|---|

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                         **DATE:** December 17, 2025

| SUBJECT: | Election of Officers | ATTACHMENT: None | |
| --- | --- | --- | --- |
| | | ENCLOSURE: None | |
| | | STRATEGIC PLAN GOAL(S): 1,2,3,4,5 | |
| AGENDA ITEM: | Special Order of Business Item A | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | *Brian King* Brian King, Chancellor | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | *Brian King* Brian King, Chancellor | ACTION | X |
| | | INFORMATION | |

**STATUS:**

In compliance with Education Code § 72000 and Los Rios Board Policy P-3211, proceedings have been developed to accommodate the annual organization of the Board of Trustees.

**RECOMMENDATION:**

It is recommended that the Board of Trustees consider and take **separate** action to elect the each following officers:

1.    Board President

2.    Board Vice-President

3.    Secretary to the Board (normally the Chancellor is appointed).

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                              **DATE:** December 17, 2025

| SUBJECT: | 2026 Dates of Regular Board Meetings | ATTACHMENT: Yes | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| | | STRATEGIC PLAN GOAL(S): 1,2,3,4,5 | |
| AGENDA ITEM: | Special Order of Business Item B | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | _Brian King_ Brian King, Chancellor | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | _Brian King_ Brian King, Chancellor | ACTION | X |
| | | INFORMATION | |

**BACKGROUND:**
In compliance with Education Code § 72000 and Los Rios Board Policy P-3211, proceedings have been developed to accommodate the annual organization of the Board of Trustees.

**STATUS:**
The proposed calendar was presented to the Board for First Reading at its November meeting and is now ready for Board approval.

**RECOMMENDATION:**
It is recommended that the Board of Trustees schedule the regular meetings for the second Wednesday of the month (unless otherwise noted) at 5:30 pm, and the spring and fall retreats as noted, and approve the attached 2026 board meeting calendar.

## **DRAFT** 2026 Board Meeting Calendar

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

| Proposed Meeting Date | Notes |
|---|---|
| January 14, 2026 | Regular Second Wednesday, no conflict |
| February 18, 2026 | **Location: FLC**<br>Second Wednesday (Feb 11) would fall on the final day of ACCT Summit (Feb 8-11); shifting one week later allows trustees to attend summit |
| February 27-28, 2026 | **Spring Board Retreat** (Friday evening/ Saturday morning) |
| March 11, 2026 | Second Wednesday, and is before Los Rios spring recess (March 16–22), meeting avoids conflict with March events; after A2MEND (March 2); before CCLC CEO Symposium (March 19-21) |
| April 8, 2026 | Regular Second Wednesday; before Metro Chamber Cap-to-Cap (April 18-22) |
| May 13, 2026 | Second Wednesday; after CCLC Trustees Conference (May 1–3) and |
| June 10, 2026 | Regular Second Wednesday, no conflict |
| July 8, 2026 | Regular Second Wednesday, no conflict |
| August 12, 2026 | Regular Second Wednesday, no conflict |
| September 9, 2026 | Regular Second Wednesday, no conflict |
| October 2-3, 2026 | **Fall Board Retreat** (Friday evening/ Saturday morning) |
| October 14, 2026 | **Location: SCC**<br>Regular second Wednesday (post-ACCT Congress Oct 21–24) |
| November 18, 2026 | Second Wednesday (Nov 11) falls on the Veterans' Day holiday; shift one week later |
| December 16, 2026 | Third Wednesday, to comply with CA Ed Code §1009 requiring annual organizational meeting on or after second Friday in December |

Convocation Dates: Friday, January 16 & Friday, August 21
Commencement: Thursday, May 21 + Friday, May 22
**Meeting Location(s):**
**District Office Board Room – 1919 Spanos Court, Sacramento, CA 95825**
Folsom Lake College (FLC) – 10 College Parkway, Folsom, CA 95630
Sacramento City College (SCC) – 3835 Freeport Boulevard Sacramento, CA 95822

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                              **DATE:** December 17, 2025

| SUBJECT: | Authorization to Attend Meetings | ATTACHMENT: None | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| | | STRATEGIC PLAN GOAL(S): 1,2,3,4,5 | |
| **AGENDA ITEM:** | Special Order of Business Item C | TYPE OF BOARD CONSIDERATION: | |
| **RECOMMENDED BY:** | *Brian King*  Brian King, Chancellor | CONSENT/ROUTINE | |
| | | FIRST READING | |
| **APPROVED FOR CONSIDERATION:** | *Brian King*  Brian King, Chancellor | ACTION | X |
| | | INFORMATION | |

**BACKGROUND:**

In compliance with Education Code § 72000 and Los Rios Board Policy P-3211, proceedings have been developed to accommodate the annual organization of the Board of Trustees.

**RECOMMENDATION:**

It is recommended that the Board of Trustees reaffirm Board Policy P-3211 authorizing Board members to conduct District business and to attend meetings and conferences as representatives of the District when performing services on behalf of the Board.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:**  December 17, 2025

| SUBJECT: | Reaffirm District Policies | ATTACHMENT: None | |
| | | ENCLOSURE:  None | |
| | | STRATEGIC PLAN GOAL(S): 1,2,3,4,5 | |
| AGENDA ITEM: | Special Order of Business Item E | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Brian King, Chancellor | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King, Chancellor | ACTION | X |
| | | INFORMATION | |

**BACKGROUND:**
In compliance with Education Code § 72000 and Los Rios Board Policy P-3211, proceedings have been developed to accommodate the annual organization of the Board of Trustees.

**RECOMMENDATION**
It is recommended that the Board of Trustees reaffirm all current District policies (1000-9000) as adopted by the Board of Trustees.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**  **DATE:** December 17, 2025

| SUBJECT: | Representation to Education Associations | ATTACHMENT: None |  |
| --- | --- | --- | --- |
| | | ENCLOSURE: None | |
| | | STRATEGIC PLAN GOAL(S): 1,2,3,4,5 | |
| AGENDA ITEM: | Special Order of Business Item E | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | *Brian King* Brian King, Chancellor | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | *Brian King* Brian King, Chancellor | ACTION | X |
| | | INFORMATION | |

**BACKGROUND:**
In compliance with Education Code § 72000 and Los Rios Board Policy P-3211, proceedings have been developed to accommodate the annual organization of the Board of Trustees.

**STATUS:**
Current/Previous Board representatives to education associations are listed.

| ACTIVITY/ASSOCIATION | REPRESENTATIVE |
| --- | --- |
| American Association of Community Colleges (AACC) | Tami Nelson, Kelly Wilkerson |
| Association of Community College Trustees (ACCT) | Tami Nelson, Colette Harris-Mathews |
| Los Rios Colleges Foundation | Deborah Ortiz, John Knight |
| Yolo County School Boards Association (YCSBA) | Kelly Wilkerson |

**RECOMMENDATION:**
The Board President may wish to appoint or have the Board elect representatives to various offices, associations or committees listed below.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                                    **DATE:** December 17, 2025

| SUBJECT: | Board Compensation | ATTACHMENT: None | |
| --- | --- | --- | --- |
| | | ENCLOSURE: None | |
| | | STRATEGIC PLAN GOAL(S): 1,2,3,4,5 | |
| AGENDA ITEM: | Special Order of Business Item F | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | *Brian King* <br> Brian King, Chancellor | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | *Brian King* <br> Brian King, Chancellor | ACTION | X |
| | | INFORMATION | |

**BACKGROUND:**

In compliance with Education Code § 72000 and Los Rios Board Policy P-3211, proceedings have been developed to accommodate the annual organization of the Board of Trustees.

**STATUS:**

The Board of Trustees commits a significant amount of time setting District policy, providing oversight for District resources, and supporting the District's students and employees. Los Rios is a statewide leader with a well-deserved reputation for economic prudence and stability.

Education Code Section 72024 provides parameters for the compensation of members of boards of trustees in the State of California, and Board Policy P-3221 governs board compensation and reimbursement at Los Rios. Education Code Section 72024(e) authorizes a board of trustees to increase the compensation of its members annually in an amount not to exceed 5 percent based on the present monthly rate of compensation.
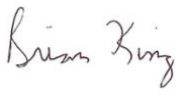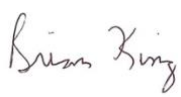
**RECOMMENDATION:**

Consistent with California state law and Los Rios Policy 3221, it is recommended that Board compensation be increased by 5% for Fiscal Year 2024-25, beginning July 1, 2025.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                     **DATE:** December 17, 2025

| SUBJECT: | Board Meeting Minutes: November 5 and 12, 2025 | ATTACHMENT: None | |
|---|---|---|---|
| | | ENCLOSURE:  None | |
| | | STRATEGIC PLAN GOAL(S): 5 | |
| AGENDA ITEM: | Consent Item A | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Brian King, Chancellor | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King, Chancellor | ACTION | |
| | | INFORMATION | |

**STATUS:**

The minutes of the Board of Trustees meetings held on November 5 and 12, 2025 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 November 5 and 12, 2025.

## 1. CALL TO ORDER

The special board meeting was called to order by President Wilkerson at 4:00 pm, in the Board Room at 1919 Spanos Court, Sacramento, CA 95825.

***Present****:*
   Kelly Wilkerson, President
   Deborah Ortiz, Vice President
   Dustin Johnson
   John Knight
   Robert Jones
   Tami Nelson

   Brianna Pham, Student Trustee

***Absent:***
   Colette Harris-Mathews

## 2. ORAL COMMUNICATIONS

There were no public comments.

## 3. INFORMATION

> A. *Chancellor Search Update: Applicant Pool and Next Steps*

The Board of Trustees hired PPL, Inc., an executive search firm, to assist in the hiring of its next Chancellor. PPL provided updates on the makeup of the applicant pool and first level interviewees and the process for developing questions for Board interviews. PPL also provided more information regarding candidate forums and the second level interview process.

> B. *Board of Trustees EEO Training: Legal Requirements and Best Practices for Chancellor Selection Process*

The Board of Trustees received an Equal Employment Opportunity (EEO) training from outside counsel, Laura Schulkind, to prepare for the selection of its next Chancellor.

## 4. CLOSED SESSION

The following board members went into closed session at 6pm: Mr. Jones, Mr. Johnson, Mr. Knight, Ms. Nelson, Ms. Ortiz, and Ms. Wilkerson.

A.  Conference with labor negotiator. One unrepresented position: Chancellor.
Designated representative: Laura Schulkind. (Gov. Code section 54957.6)

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

No reportable action was taken in closed session.

## 6. ADJOURNMENT

President Wilkerson adjourned the meeting at 8pm.

_____

**BRIAN KING**
Chancellor and Secretary to the Board of Trustees

*Draft minutes presented to the Board of Trustees: December 17, 2025*

## 1. CALL TO ORDER

The board meeting was called to order by President Wilkerson at 5:30 p.m., in the Board Room at 1919 Spanos Court, Sacramento, CA 95825.

***Present****:*
    Kelly Wilkerson, President
    Deborah Ortiz, Vice President
    Colette Harris-Mathews
    Dustin Johnson
    John Knight
    Robert Jones
    Tami Nelson

    Brianna Pham, Student Trustee

    Brian King, Chancellor

## 2. ORAL COMMUNICATIONS

Harold Ayers addressed the Board of Trustees to share observations from his 54 years of services as an adjunct faculty member in the Los Rios Community College District.

Belinda Lum, Michael Henderson, Oranit Limmaneeprasert, and Mo Kashmiri addressed the Board of Trustees during agenda item 6.B: Overview of Livestreaming Los Rios Board Meetings.

## 3. CONSENT CONSIDERATIONS

*A motion was made by Trustee Knight, seconded by Trustee Nelson, that the Board of Trustees approve Consent Consideration items A through 0.*

*Roll Call Vote:*
*Aye: Harris-Mathews, Johnson, Jones, Knight, Nelson, Ortiz, Wilkerson*
*No: None*
*Absent: None*
*Student Trustee: Aye*
*Motion carried; 7:0*

A.     <u>*Board Meeting Minutes: October 15, 2025*</u>

*That the Board of Trustees approve the minutes of the board meeting held on October 15, 2025.*

B.     <u>*Scheduling of Board of Trustees Annual Organizational Meeting*</u>

*That the Board of Trustees schedule the annual organizational meeting for Wednesday, December 17, 2025 at 5:30 p.m.*

C.     <u>*2025-2028 College Student Equity Plans Required by Ed Code 78222*</u>

*That the Board of Trustees approve the 2025-2025 Student Equity Plans for American River College, Cosumnes River College and Folsom Lake College.*

D.     <u>*Curriculum Proposals: Los Rios Colleges*</u>

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

E.     <u>*District Quarterly Financial Status Report (311Q)*</u>

*That the Board of Trustees receive the September 30, 2025, Quarterly Financial Status Report (CCFS-311Q) and the related financial statements.*

F.     <u>*Los Rios Colleges Foundation – Quarterly Investment Report*</u>

*That the Board of Trustees receive the Foundation Quarterly Investment Report for the quarter ended September 30, 2025.*

G.     <u>*Special Event Authorization*</u>

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

| Date of Event | College | Location | Name of Event | Alcohol |
|---|---|---|---|---|
| 12/5/2025 | FLC | Harris Center | Andrey Chmut Christmas Jazz | Beer and wine |
| 12/6/2025 | FLC | Harris Center | POPS Xmas | Beer and wine |
| 12/7/2025 | FLC | Harris Center | POPS Xmas | Beer and wine |
| 12/9/2025 | FLC | Harris Center | Colbie Caillat & Gavin DeGraw | Beer and wine |
| 12/10/2025 | FLC | Harris Center | US Air Force Band | Beer and wine |
| 12/15/2025 | FLC | Harris Center | Kerry Irish | Beer and wine |
| 12/16/2025 | FLC | Harris Center | Cirque Musica | Beer and wine |
| 12/16/2025 | FLC | Harris Center | Cirque Musica | Beer and wine |
| 12/18/2025 | FLC | Harris Center | Nutcracker | Beer and wine |
| 12/19/2025 | FLC | Harris Center | Nutcracker | Beer and wine |

| 12/20/2025 | FLC | Harris Center | Nutcracker | Beer and wine |
|---|---|---|---|---|
| 12/20/2025 | FLC | Harris Center | Nutcracker | Beer and wine |
| 12/21/2025 | FLC | Harris Center | Nutcracker | Beer and wine |
| 12/21/2025 | FLC | Harris Center | Nutcracker | Beer and wine |
| 12/23/2025 | FLC | Harris Center | Sacramento Master Singers | Beer and Wine |

> H.  *Ratify: Affiliation and Other Agreements*

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

**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 |
|---|---|---|---|---|
| Advance Healthcare of Sacramento | DM[1] | ARC | 8/27/2025 | Evergreen |
| Diablo Valley Funeral Home | Funeral Services | ARC | 9/30/2025 | EXP: 9/30/2030 |
| Sierra View Mortuary | Funeral Services | ARC | 9/30/2025 | EXP: 9/30/2030 |
| Chico Hights Rehabilitation and Wellness Centre, LP dba Autumn Creek Post Acute | PTA/OTA[2] | SCC | 9/29/2025 | Evergreen |
| St, Mary Funeral Center | Funeral Services | ARC | 9/30/2025 | EXP: 9/30/2030 |
| Wilson Family Funeral Home | Funeral Services | ARC | 9/30/2025 | EXP: 9/30/2030 |
| Smith Funeral Home | Funeral Services | ARC | 9/30/2025 | EXP: 9/30/2030 |
| Special Service for Groups, Inc | PTA/OTA[2] | SCC | 10/7/2025 | Evergreen |
| Pacific Coast Post Acute | PTA/OTA[2] | SCC | 10/16/2025 | Evergreen |
| CommonSpirit Health Affiliated Dignity Health | Nursing | SCC | 7/1/2025 | EXP: 6/30/2030 |
| Murray Family Funeral Chapel | Funeral Services | ARC | 9/30/2025 | EXP: 9/30/2030 |
| Cherokee Memorial | Funeral Services | ARC | 9/30/2025 | EXP: 9/30/2030 |
| Hooper & Weaver Mortuary | Funeral Services | ARC | 9/30/2025 | EXP: 9/30/2030 |

[1]DM: Dietary Management,[2]PTA/OTA: Physical Therapy Assistant/Occupational Therapy Assistant

> I.  *Ratify: Bid Transactions*

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

| CHANGE ORDERS | | | | |
|---|---|---|---|---|
| Bid № | Change Amount | Change Number | Vendor | New Contract Total |
| 22015 | $672,026.00 | 12 | John F. Otto | $63,220,472.65 |

*J.   Disposition of Surplus Equipment – Salvage Value Greater Than $5,000*

*That the Board of Trustees approve the disposal of the items listed in the October agenda packet per Education Code section 81450-81450.5.*

*K.   Disposition of Surplus Equipment*

*That the Board of Trustees approve the disposal of the items listed in the November board agenda packet per Education Code Section 81452.*

*L.   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 |
|---|---|---|---|
| California Early Childhood Mentor Program<br>• Funding will be used for a program that supports mentors throughout California in providing leadership and guidance to students entering the early childhood education (ECE) field as well as current childcare directors and teachers.<br>• 07/01/2025 – 06/30/2026<br>• Administrator: Emilie Mitchell, Dean, Social & Behavioral Sciences | CRC | $37,735 | California Department of Social Services |
| Child Development Training Consortium (CDTC)<br>• Funding supports the implementation of the CDTC program and the activities of the CDTC Administrator, who provides career and education guidance to child development students.<br>• 09/01/2025 – 6/25/2026<br>• Administrator: Emilie Mitchell, Dean, Social & Behavioral Sciences | CRC | $27,600 | Yosemite Community College District/ Child Development Training Consortium |
| TRIO Student Support Services- Journey<br>• Funding is being used for academic development, to assist students with basic college requirements, and to motivate students toward the successful completion of their post-secondary education. The goal of SSS is to increase college retention and graduation rates of its participants.<br>• 09/01/2025 – 8/31/2026<br>• Administrator: David Miramontes-Quinones, Vice President, Student Services and Equity | ARC | $272,364 | United States Department of Education |

M. <u>*Purchase Orders, Warrants, Checks and Electronic Transfers*</u>

*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 | 0001142052– 0001143651 B260617-B260696 | $ 4,042,267.76 |
| Capital Outlay Fund | 0003020686-0003020741 B381000-B381000 | |
| Child Development Fund | 0006001306-0006001307 | |
| Self-Insurance Fund | 0009000575-0009000575 | |
| WARRANTS | | |
| General Fund | 886924-888158 | $ 19,721,352.22 |
| General Fund-ARC Instructional Related | 014125-014210 | |
| General Fund–CRC Instructional Related | 025066-025091 | |
| General Fund–FLC Instructional Related | 032510-032525 | |
| General Fund–SCC Instructional Related | 050203-050236 | |
| Capital Outlay Fund | 839023-839111 | |
| Student Financial Aid Fund | 902063-902073 | |
| Child Development Fund | 955631-955645 | |
| Self-Insurance Fund | 976904-976907 | |
| ODSFD | - | |
| Payroll Warrants | 607854- 608444 | $ 11,639,330.62 |
| Payroll Vendor Warrants | 74161-74281 | |
| September Leave Process | 608445-609840 | |
| CHECKS | | |
| Financial Aid Disbursements (PeopleSoft) | - | $ 8,574,255.17 |
| Clearing Checks | - | $    - |
| Parking Checks | - | $    - |
| Student Clubs Agency Fund – ARC | 7468-7590 | $ 381,430.64 |
| Student Clubs Agency Fund – CRC | 6835-6928 | |
| Student Clubs Agency Fund – FLC | 3626-3651 | |
| Student Clubs Agency Fund – SCC | 5694-5778 | |
| Foundation – ARC | 8373-8384 | $ 74,379.00 |
| Foundation – CRC | 3649-3663 | |
| Foundation – FLC | 2957-2982 | |
| Foundation – SCC | 8382-8407 | |
| Foundation – DO | 2756-2761 | |
| Associated Students Trust Fund – ARC | - | $ 21,414.03 |
| Associated Students Trust Fund – CRC | 1189-1195 | |
| Associated Students Trust Fund – FLC | 1095-1096 | |
| Associated Students Trust Fund – SCC | - | |
| Regional Performing Arts Center Fund | - | $ - |
| ELECTRONIC TRANSFERS | | |
| GENFD Financial Aid | - | $ 310,425.00 |
| Board of Equalization | - | $    - |
| PARS Wire | - | $  46,581.08 |
| Retiree Health Trust | - | $    - |
| CDTFA-ACH | - | $ - |
| Envoy | - | $ - |
| Payroll Direct Deposit Advices | 1377335-1382817 | $  19,548,311.79 |
| Other Payroll Transactions | - | $  925.00 |
| Keenan Wire | - | $ 74,234.01 |

| | | |
|---|---|---|
| PITCO Wire | - | $ 7,471.95 |
| SB85 Debt Relief | - | $ - |
| Self-Insurance Fund | - | $ 74,234.01 |
| PO Wire | - | $ 68,094.11 |
| PAC GOSERVICE Wire | - | $ - |
| Fidelity Wire | - | $ 215,254.13 |
| Escrow Wire | - | $ - |
| Scholarships | - | $ 11,500.00 |

    N. *2025 Sabbaticals/Professional Development Leaves*

*That the Board of Trustees approve the 2025-2026 sabbatical/professional development leaves listed in the November board agenda packet.*

    O. *Human Resources Transactions*

*That the Board of Trustees approve the Human Resources transactions listed in the November board agenda packet.*

## 4. FIRST READING

    A. *Draft 2026 Board Meeting Calendar*

*The draft 2026 board meeting calendar was presented to the Board of Trustees for first reading.*

## 5. ACTION

    A. *Formation of the K-16 Collaborative Joint Powers Authority (JPA)*

*A motion was made by Trustee Ortiz, seconded by Trustee Knight, that the Board of Trustees approve and authorize the Los Rios Community College District entering into the PK-16 Collaborative Joint Powers Authority (JPA); and delegate the Chancellor to coordinate with other institutions participating in the JPA, and negotiate and necessary revisions to the finalize the Agreement.*

*Roll Call Vote:*
*Aye: Harris-Mathews, Johnson, Jones, Knight, Nelson, Ortiz, Wilkerson*
*No: None*
*Absent: None*
*Student Trustee: Aye*
*Motion carried; 7:0*

## 6. INFORMATION

    *A. Legislative Update*

The District's outside lobbying firm, MGI Advocacy, provided an update for the Board of Trustees on the District's government affairs activities and the key bills of the past legislative year, as well as insight as to what to expect from the Legislature and Governor in the coming year.

    *B. Overview of Livestream Los Rios Board Meetings*

The District staff have reviewed the feasibility and operational considerations of live streaming Los Rios Board of Trustees meetings. The presentation provided context on current meetings practices, associated technology needs, and potential implementation approaches. This item was presented for the Board of Trustees information and discussion.

## 7. BOARD MEMBER REPORTS

Trustees Harris-Mathews, Nelson, Knight, and Wilkerson attended the National ACCT Leadership Congress.

Trustee Harris-Mathews represented the Board at the grand opening of the Sacramento City College Health & Wellness Center.

Trustee Johnson attended the CSUS Distinguished Alumni dinner celebrating President Pimentel. He also attended the ARC Natomas Center "College Isn't Scary" event.

Trustee Pham reported on student activities over the last month.

President Wilkerson and Vice President Ortiz met with staff regarding dual enrollment with Sacramento City Unified.

## 8. FUTURE AGENDA ITEMS

Trustee Nelson requested information on cyber security in the district and AI programs, including initiatives and partnerships the district currently has.

Trustee Harris-Mathews requested a future board agenda item on the Prison Re-entry Program (PREP).

## 9. REPORTS AND COMMENTS

The following constituency representatives presented reports to the Board:

Tina Khuc Student Advisory Committee
Paula Cardwell, District Academic Senate President
Jason Newman, LRCFT
Brian King, Chancellor's Report

## 10. CLOSED SESSION

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

   A.  Public Employee Appointment (Government Code Section 54957). Title: Chancellor

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

No reportable action was taken in closed session.

## 12. ADJOURNMENT

Trustee Wilkerson adjourned the meeting at 8:30 pm.

_____
**BRIAN KING**
Chancellor and Secretary to the Board of Trustees
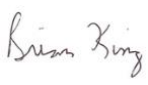
*Draft minutes presented to the Board of Trustees: December 17, 2025*

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**  **DATE:** December 17, 2025

| | | | |
|---|---|---|---|
| **SUBJECT:** | 2028-2029 Academic Calendar | ATTACHMENT: Yes | |
| | | ENCLOSURE:  None | |
| | | STRATEGIC PLAN GOAL(S): | |
| **AGENDA ITEM:** | Consent Item B | TYPE OF BOARD CONSIDERATION:  5 | |
| **RECOMMENDED BY:** | *Jay Nye*<br>Jamey Nye, Deputy Chancellor | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| **APPROVED FOR CONSIDERATION:** | Brian King, Chancellor *Brian King* | ACTION | |
| | | INFORMATION | |

**BACKGROUND:**
American River, Cosumnes River, Folsom Lake and Sacramento City colleges have participated in the development of the academic calendar for 2028-2029 through the Academic Calendar Committee which includes representatives from faculty, classified, student, and administration. The proposed calendar meets the requirements for instructional days, including holidays as prescribed by the Chancellor's Office, and balances the number of teaching days between the fall and spring semesters.  Four days for instructional improvement activities with two days prior to the opening of the fall semester and two days scheduled before the spring semester are also included.

**STATUS:**
The Academic Calendar Committee, Academic Senate, LRCFT, LRCEA and Executive Staff have reviewed the proposed calendars.

**RECOMMENDATION:**
It is recommended that the Board approve the academic calendar for 2028-2029 as proposed.

# LOS RIOS COMMUNITY COLLEGE DISTRICT
## 2028-2029 ACADEMIC CALENDAR - draft

*American River College - Cosumnes River College - Folsom Lake College - Sacramento City College*

**SUMMER SESSION 2028***

| | | |
|---|---|---|
| Instruction Begins | June 5 | Monday |
| Juneteenth | June 19 | Monday |
| Independence Day | July 4 | Tuesday |
| Instruction Ends | August 3 | Thursday |
| Grades Due | August 8 | Tuesday |
| | **34 Days** | |

**FALL SEMESTER 2028***

| | | |
|---|---|---|
| Instructional Improvement Days | August 17-18 | Thursday, Friday |
| Instruction Begins | August 19 | Saturday |
| Labor Day Holiday | September 4 | Monday |
| Census Date for Fall Semester Classes | September 5 | Tuesday |
| Veterans Day (observed) | November 10 | Friday |
| Last Day to Withdraw from Full Semester Classes | November 14 | Tuesday |
| Thanksgiving Recess | Nov. 23-26 | Thursday-Sunday |
| Finals | December 8-14 | Friday - Thursday |
| End of Semester | December 14 | Thursday |
| Grades Due (1st day campus is open in Jan) | January 2, 2029 | Tuesday |
| | **82 Days** | |

**SPRING SEMESTER 2029***

| | | |
|---|---|---|
| Instructional Improvement Days | January 11-12 | Thursday, Friday |
| Instruction Begins | January 13 | Saturday |
| Dr. Martin Luther King, Jr. Day | January 15 | Monday |
| Census Date for Spring Semester Classes | January 29 | Monday |
| Lincoln Day | February 16 | Friday |
| Washington Day | February 19 | Monday |
| 1st 8 weeks ends | March 9 | Friday |
| Mid Semester Spring Recess | March 12-18 | Monday - Sunday |
| 2nd 8 weeks Begins | March 19 | Monday |
| Cesar Chavez Day (observed) | March 30 | Friday |
| Last Day to Withdraw from Full Semester Classes | April 15 | Sunday |
| Finals | May 11-17 | Friday-Thursday |
| End of Semester | May 17 | Thursday |
| Grades Due (7 days after end of semester) | May 24 | Thursday |
| | **82 Days** | |

*During all terms, classes are offered in additional formats to enhance student opportunity: 1st and 2nd eight week sessions; 1st, 2nd and 3rd five week sessions; as well as weekend only classes. Examples might include four, five, six and eight week sessions and weekend courses, as well as other session lengths.

*NOTE: Classes may be scheduled on all days during the Summer term including Friday through Sunday; the count of days, though, is Monday-Thursday only as those are the primary days when instruction is offered. Both the Fall and Spring terms have scheduled instructional days, such as Saturdays, that are not included in the number of days shown above. Those additional days ensure the district is in compliance with the requirements of Title 5 of the California Code of Regulations, sections 58120 and 58142.*

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                                        **DATE:** December 17, 2025

| SUBJECT: | Curriculum Proposals:  American River, Cosumnes, Folsom Lake and Sacramento City Colleges | ATTACHMENT: None | |
|---|---|---|---|
| | | ENCLOSURE:  None | |
| | | STRATEGIC PLAN GOAL(S): 1, 3 | |
| AGENDA ITEM: | Consent Item C | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | *Jay Nye*<br>Jamey Nye, Deputy Chancellor | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | *Brian King*<br>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 by committee consensus on December 5, 2025.

The District Curriculum Coordinating Committee membership includes the following representatives:
<u>American River College</u>:  Faculty - Aaron Bradford (Chair), Andrew Halseth, Megen Bevens; Admin - Doug Herndon/Angela Milano; <u>Cosumnes River College</u>: Faculty – Karl Zoller (Chair),  Jorge Baca, Todd Drybread; Admin - Robert Montanez/Michael Lawlor; <u>Folsom Lake College</u>: Faculty -  Andi Hicks (Chair), Suha Al Juboori, Hugo Balmaceda Gonzalez; Admin – Greg McCormack/Carlos Lopez; <u>Sacramento City College:</u> Faculty - Renee Medina (DCCC Chair), Kandace Knudson, Duane Leonard; Admin - Devoun Stewart/Deb Saks;  <u>Articulation:</u>  Shannon Gilley;  <u>District Academic Senate:</u>  Paula Cardwell; <u>DO Admin</u>: Jamey Nye/Frank Kobayashi.

**RECOMMENDATION:**

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

# Los Rios Community College District

## Recommendation for Adoption by the Board of Trustees

**Dec 17, 2025**

## COURSE PROPOSALS

## New to District Courses

*American River College*

1. **CHEM 82 Strategies for Problem Solving in Introduction to Chemistry (0.75 units)**

   *Prerequisite:* None.

   *Corequisite:* CHEM 305; Concurrent enrollment in CHEM 305.

   *40.5 hours laboratory*

   This course develops analytical reasoning strategies, critical thinking skills, and problem-solving abilities for both quantitative and qualitative problems in chemistry. It is designed to support students enrolled in CHEM 305 at American River College, with content that is specific to CHEM 305. Pass/No Pass only.

   **Justification:** This discussion session allows for problem-solving time outside of lecture hours to support students who might benefit from additional instructional methods. A discussion session is very valuable in terms of student success and retention. Although these discussion sessions are optional for the students, they are well attended and complement the peer-assisted learning (BEACON) program.

2. **CHEM 85 Strategies for Problem Solving in Chemical Calculations (0.75 units)**

   *Prerequisite:* None.

   *Corequisite:* CHEM 310; Concurrent enrollment in CHEM 310.

   *40.5 hours laboratory*

   This course develops analytical reasoning strategies, critical thinking skills, and problem-solving abilities for both quantitative and qualitative problems in chemistry. It is designed to support students enrolled in CHEM 310 at American River College, with content that will be specific to CHEM 310. Pass/No Pass only.

   **Justification:** This discussion session allows for problem-solving time outside of lecture hours to support students who may benefit from additional instructional methods. A discussion session is very valuable in terms of student success and retention. Although these discussion sessions are optional for the students, they are well attended and complement the peer-assisted learning (BEACON) program.

1. **ESLG 21 Introduction to ESL Grammar (3 units)**

   *Prerequisite:* None.

   *54 hours lecture*

   This course focuses on fundamental grammar skills, including parts of speech, sentence structure, and basic verb tenses necessary for writing. Students will learn to make sentences and questions in the simple present, simple past, and simple future tenses. This course is ideal for students who already possess a basic understanding of English.

   **Justification:** This course is part of the ESL Department redesign in response to AB 705. Initial guidance language from the state suggests that supplemental courses in grammar are appropriate to support the writing development of English language learners. This course is designed to provide English language learners with a foundational understanding of English grammar as well as to support them in the integrated reading and writing course at the beginner-low level.

2. **ESLL 21 Novice Listening and Speaking (3 units)**

   *Prerequisite:* None.

   *54 hours lecture*

   This course will provide an introduction to academic listening and speaking for novice level English language learners. Instruction focuses on basic listening and speaking strategies for a variety of situations, including listening for main ideas and utilizing learned phrases for class discussion. English sounds and intonation patterns are introduced.

   **Justification:** This course revision is part of a comprehensive redesign of the CRC ESL program to improve alignment, accessibility, and scheduling flexibility across the 20-level courses. Based on input from students, faculty, and staff, the ESL department has identified a need to restructure the current ESLL 20 (4-unit, four days per week) Listening and Speaking course into a new ESLL 21 course (3-unit, two days per week). This change will allow students to take the newly proposed ESLG 21 (Grammar) and ESL 27 (Integrated Reading and Writing) courses concurrently. This course update reflects the department's ongoing effort to create an integrated curriculum that develops listening, speaking, grammar, and reading/writing skills.

3. **PACT 382 Table Tennis II (1 unit)**

   *Prerequisite:* None.

   *54 hours laboratory*

   This course provides a review of intermediate fundamentals, techniques and rules for Table Tennis. The emphasis is on skills and techniques such as play strategies for singles and doubles and shot selection for various play situations.

**Justification:** Currently we have interest in our Table Tennis course and more students are inquiring about how they can advance their skill in another course. This course fulfills an Associate of Arts degree requirement for living skills and the CSU requirement in Area E.

4. **TMACT 380 Beach Volleyball I (1 unit)**

   *Prerequisite:* None.

   *54 hours laboratory*

   This course provides instruction and practice in fundamental beach volleyball techniques. Students will learn individual skills, such as passing, setting, hitting, blocking and serving, as well as team offensive and defensive strategies.

   **Justification:** This course will be addressing the needs and wants for our surrounding community. Also, this course will be transferable to UC/CSU and also will fulfill general education requirements for the AA/AS area III(a), and CSU area E2.

5. **TMACT 381 Beach Volleyball II (1 unit)**

   *Prerequisite:* None.

   *54 hours laboratory*

   This is an intermediate beach volleyball class. Lecture, demonstration and participation will provide the student with sufficient knowledge for continued participation in beach volleyball. This class will focus on refining basic skills, introducing more complicated techniques and teaching more advanced strategies.

   **Justification:** This course will fulfill the interest for our community and students in the fastest growing sport in the United States. Also, this course is transferable to UC/CSU and also should fulfill general education requirements for the AA/AS area III(a), and CSU area E2.

6. **TMACT 382 Beach Volleyball III (1 unit)**

   *Prerequisite:* None.

   *54 hours laboratory*

   This is an advanced beach volleyball class. Lecture, demonstration and participation will provide the student with sufficient knowledge for continued participation in beach volleyball at an advanced level. In advanced beach volleyball, students work on improving the more complicated skills and techniques of the sport and competitive play takes a higher priority.

   **Justification:** This is one of the fastest growing sports in the United States and brings high interest from our students and community. Also, this course is transferable to UC/CSU and also will fulfill general education requirements for the AA/AS area III(a), and CSU area E2.

*Folsom Lake College*

1. **EMT 103 Community Service (0.5 units)**

   *Prerequisite:* None.

   *27 hours laboratory*

   Community service involves volunteering or doing work that helps fellow community members or others in need. From hosting health screening and education in impoverished areas to providing medical support to special needs clients during athletic events, there are many ways to get involved in community service. This is a course that facilitates community service while enrolled in the Folsom Lake College's EMT Program.

   **Justification:** The purpose of this course is to prepare future public servants by engaging them in active involvement within their community. Students can expect to volunteer in a wide variety of events with organizations such as: Northern Special Olympics, Flying Doctors, Healing California, Habitat for Humanity, California International Marathon, Folsom Cordova Unified School District athletic events, Los Medicos Voladores, and the Sacramento City Unified School District.

2. **ETHNS 332 Asian American Women (3 units)**

   *Prerequisite:* None.

   *54 hours lecture*

   This course offers an intersectional exploration of the histories, experiences, and contributions of Asian American women across diverse ethnic, cultural, and generational backgrounds. Grounded in Asian American Studies, Ethnic Studies, feminist theory, and decolonial thought, students will examine how systemic racism, sexism, classism, homophobia, racist nativism, and colonialism shape identity and lived experience. Topics include migration and diaspora, family and community, labor and resistance, cultural representation, health and reproductive justice, LGBTQ+ identities, and political activism. Emphasizing agency and resistance, the course highlights the transformative roles Asian American women play in challenging dominant narratives and advancing social justice.

   **Justification:** This course is needed for the AA-T in Asian American Studies.

3. **HEED 303 Health and Social Justice (3 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* N/A

   *54 hours lecture*

   This course provides an introduction to the health inequities in the United States that stem from unequal living conditions. Students will explore how education, socioeconomic status, racism, and gender shape health epidemics and policy development. The basic skills necessary for advocating for health and social justice will be theoretically demonstrated.

**Justification:** We want to create more diverse offerings for our Health Courses. This course will also fulfill the Cal-GETC area 4 requirement.

4. **RADTEC 341 Radiographic Anatomy and Positioning III (3 units)**

   *Prerequisite:* None.

   *Corequisite:* RADTEC 342

   *Enrollment Limitation:* Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

   *54 hours lecture*

   This course introduces students to the general anatomy of the bony thorax, shoulder, and spine, with emphasis on radiographic positioning and image evaluation. Students will learn anatomical planes, projections, and positions, along with the required views to accurately demonstrate anatomy for diagnostic purposes. The course also covers technical factors essential for image quality and best practices for minimizing patient radiation exposure.

   **Justification:** The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the background needed to be successful.

5. **RADTEC 342 Radiographic Anatomy and Positioning III Lab (0.5 units)**

   *Prerequisite:* None.

   *Corequisite:* RADTEC 341

   *Enrollment Limitation:* Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

   *27 hours laboratory*

   This lab course introduces students to the general anatomy of the bony thorax, shoulder, and spine, with emphasis on radiographic positioning and image acquisition. Students will differentiate anatomical planes, projections, and positions, and identify the diagnostic views required to visualize each region effectively. The course also covers the application of technical factors for optimal image quality and strategies to minimize patient radiation exposure.

   **Justification:** The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the background needed to be successful.

6. **RADTEC 345 Radiographic Pharmacology and Venipuncture (2.5 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

   *41 hours lecture, 12 hours laboratory*

   This course provides an introduction to pharmacological terminology, drug classifications, and the principles of pharmacokinetics, with a focus on medications used in diagnostic imaging. Students will explore commonly used contrast agents, their mechanisms of action, and potential medical emergencies associated with their administration. Hands-on instruction in venipuncture techniques will be included, utilizing mannequins to build foundational skills in intravenous access.

   **Justification:** The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the background needed to be successful.

7. **RADTEC 350 Radiologic Technology Board Review (3 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

   *54 hours lecture*

   This capstone course provides a comprehensive review of key concepts covered throughout the two-year program, including patient care, radiographic procedures, imaging physics, and radiation biology. Designed to reinforce foundational knowledge and clinical readiness, the course prepares students for success on the ARRT national certification exam.

   **Justification:** The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the background needed to be successful.

8. **RADTEC 351 Radiographic Anatomy and Positioning IV (3 units)**

   *Prerequisite:* None.

   *Corequisite:* RADTEC 352

   *Enrollment Limitation:* Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application,

passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

*54 hours lecture*

This course provides an overview of anatomical structures and radiographic considerations related to the cranium, traumatic injuries, gastrointestinal tract, gastrourinary system, and reproductive organs. Emphasis is placed on imaging techniques for both geriatric and pediatric populations, highlighting age-specific considerations. Students will explore anatomical planes, projections, and positioning strategies essential for accurate diagnostic imaging. The curriculum also covers technical factors required for optimal image acquisition and best practices for minimizing patient radiation exposure.

**Justification:** The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the background needed to be successful.

9. **RADTEC 352 Radiographic Anatomy and Positioning IV Lab (0.5 units)**

*Prerequisite:* None.

*Corequisite:* RADTEC 351

*Enrollment Limitation:* Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

*27 hours laboratory*

This lab course introduces students to radiographic anatomy and positioning techniques for the cranium, trauma cases, gastrointestinal, gastrourinary, and reproductive systems. Students will gain hands-on experience positioning geriatric and pediatric patients, adapting methods to meet diverse clinical needs. The course emphasizes identifying anatomical planes, projections, and positions, selecting appropriate diagnostic views, applying technical factors, and implementing best practices for radiation protection.

**Justification:** The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the background needed to be successful.

10. **RADTEC 358 Image Analysis (2 units)**

*Prerequisite:* None.

*Enrollment Limitation:* Students must be admitted to the Radiologic Technology Program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying their portion of the college's liability insurance policy.

*36 hours lecture*

This course equips students with foundational skills to evaluate medical images for diagnostic quality. Emphasis is placed on identifying common image artifacts, assessing anatomical rotation, and recognizing variables that can compromise image integrity. Students will also develop strategies to correct suboptimal images and ensure they meet diagnostic standards.

**Justification:** The Allied Health Department is collaborating with Sutter Health to develop a Radiologic Technology program for the greater Sacramento region. This course is a required component of that program and provides students with the background needed to be successful.

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*Sacramento City College*

1. **ASTR 401 Astronomy Laboratory (1 unit)**

   *Prerequisite:* None.

   *Corequisite:* ASTR 310 or 320

   *Advisory:* Pre-algebra or equivalent with a grade of "C-" or better. Students needing a review of mathematical concepts covered in this course should enroll in MATHS 10.

   *54 hours laboratory*

   This course covers astronomical observation with the eye, telescopes, and spectrometers. The analysis and interpretation of astronomical data is emphasized, usually with student-collected data. Students enrolled in this class will have the opportunity to attend astronomy related activities, such as the Open Observatory and dark sky events. This course was formerly ASTR 400.

   **Justification:** This course is a number change from ASTR 400 to ASTR 401. This process will follow the Revision approval process.

2. **BAR 152 Grooming and Shaving (5 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Students enrolled in this course must hold an active California Cosmetology license to be eligible to enter.

   *50 hours lecture, 120 hours laboratory*

   The fundamental barber crossover course is for licensed cosmetologists who want to obtain a barbering license without completing a full barbering program. This course builds upon the skills learned in cosmetology. The course focuses on barber-specific techniques, such as clipper cutting, fading techniques, straight razor shaving, beard grooming, men's haircutting & styling, barbering laws and regulations, sanitation and safety procedures, and equipment maintenance. Students must work towards completing the minimum hour requirements of the California State Board of Barbering and Cosmetology and practical operations in subjects learned.

   **Justification:** Our Barbering crossover course aims to provide students with the technical skills, theoretical knowledge, and professional development necessary for a successful career in the

barbering industry. Through a comprehensive curriculum that includes haircutting, shaving, beard grooming, and hair styling techniques, along with an emphasis on sanitation, business management, and customer service, we prepare students to meet state licensing requirements and excel in diverse barbering atmospheres. Our goal is to offer cosmetologists who want to obtain a barber license the skills, confidence, and industry-ready education with the highest standards of professionalism and creativity.

3. **CVT 100 Introduction to Cardiovascular Technology: Math and Instrumentation (5 units)**

   *Prerequisite:* BIOL 430, BIOL 431, CHEM 305, and STAT C1000 with grades of "C" or better

   *Corequisite:* CVT 101, 102, and 103

   *Enrollment Limitation:* Students must be admitted to the Cardiovascular Technology program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying for their portion of the college's liability insurance policy.

   *90 hours lecture*

   This is an integrated course in the mathematics and physical principles of medicine specifically applicable to the field of Cardiovascular Technology. The course includes studies of mathematical formulas and physics used to evaluate the hemodynamics of the cardiovascular system. The course will cover medical electronics and instrumentation and will emphasize the concepts of electrical safety, the clinical application of electronic instruments and devices used in cardiovascular medicine, and the characteristics, recording, and measurement of bioelectric signals.

   **Justification:** This course is part of a sequence within a new healthcare program (Cardiovascular Technology).

4. **CVT 101 Cardiovascular Physiology I, EKG and Pharmacology (3 units)**

   *Prerequisite:* BIOL 430, BIOL 431, CHEM 305, and STAT C1000 with grades of "C" or better

   *Corequisite:* CVT 100, 102, and 103

   *Enrollment Limitation:* Students must be admitted to the Cardiovascular Technology program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying for their portion of the college's liability insurance policy.

   *54 hours lecture*

   This course is a study of the anatomy, physiology, and structural relationships of the human heart and vascular system. Designed for students enrolled in the Cardiovascular Technology program, the course will concentrate on specialized terminology, cardiac and vascular anatomy, electrocardiography, and cardiac function of the normal cardiovascular system. This course introduces medications used in the field of cardiovascular healthcare. Emphasis will be on the mechanism of the different types of medications and their use in the care of the cardiovascular

patient. Concepts of drug classification, pharmacokinetics, and application of medications to cardiovascular disease and cardiovascular procedures will be the focus of this course.

**Justification:** This course is part of a sequence within a healthcare program.

5. **CVT 102 X-ray Physics and Radiation Safety (2 units)**

   *Prerequisite:* BIOL 430, BIOL 431, CHEM 305, and STAT C1000 with grades of "C" or better

   *Corequisite:* CVT 100, 101, and 103

   *Enrollment Limitation:* Students must be admitted to the Cardiovascular Technology program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying for their portion of the college's liability insurance policy.

   *36 hours lecture*

   This course provides advanced study in medical electronics and instrumentation that focuses on imaging technologies, utilized in invasive cardiology. Emphasis will be placed upon radiation safety, fluoroscopic regulations, fluoroscopy techniques, the x-ray imaging chain, x-ray physics, cardiovascular angiographic projections, coronary angiographic techniques, optical principles, intravascular ultrasound, and Doppler techniques. Additional emphasis is placed on fluoroscopic data collection, analysis, and interpretation of clinical patterns.

   **Justification:** This course is part of a sequence within a healthcare program.

6. **CVT 103 Laboratory Practicum and Proficiency Testing for EKG and Instrumentation (3 units)**

   *Prerequisite:* BIOL 430, BIOL 431, CHEM 305, and STAT C1000 with grades of "C" or better

   *Corequisite:* CVT 100, 101, and 102

   *Enrollment Limitation:* Students must be admitted to the Cardiovascular Technology program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying for their portion of the college's liability insurance policy.

   *162 hours laboratory*

   This course is a practicum course designed to ensure competency in the basic skills required in the clinical practice of cardiovascular technology. Students acquire skills in the performance of indirect blood pressure measurement, ankle brachial index (ABI), patient transport, ultrasound imaging, and Doppler interpretation of the heart and carotid arteries to include calculations of specified hemodynamic parameters.

   **Justification:** This course is part of a sequence within a healthcare program.

7. **CVT 106 Cardiovascular Physiology II (4 units)**

   *Prerequisite:* CVT 100, 101, 102, and 103 with grades of "C" or better

   *Corequisite:* CVT 107 and 108

   *Enrollment Limitation:* Students must be admitted to the Cardiovascular Technology program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying for their portion of the college's liability insurance policy.

   *72 hours lecture*

   This course is a continuation of CVT 101, Cardiovascular Physiology I, with emphasis on cardiovascular disease including arrhythmias, coronary artery disease, peripheral vascular disease, cardiomyopathies, heart failure, and hypertension. Congenital heart disease will be introduced beginning with a study of the embryologic development of the heart.

   **Justification:** This outline has been updated for program review This course is part of a sequence within a healthcare program.

8. **CVT 107 Introduction to Invasive Cardiology (4 units)**

   *Prerequisite:* CVT 100, 101, 102, and 103 with grades of "C" or better

   *Corequisite:* CVT 106 and 108

   *Enrollment Limitation:* Students must be admitted to the Cardiovascular Technology program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying for their portion of the college's liability insurance policy.

   *72 hours lecture*

   This is an introductory course in invasive cardiology with instruction in specialized techniques used in invasive cardiology. It is designed to provide lectures necessary to develop cognitive and manipulative skills in the clinical operation of specified cardiovascular instrumentation, and in the performance of diagnostic tests in cardiac catheterization procedures.

   **Justification:** This course is part of a sequence within a healthcare program.

9. **CVT 108 Introduction to Clinical Practicum and Hospital Rotation I (2 units)**

   *Prerequisite:* CVT 100, 101, 102, and 103 with grades of "C" or better

   *Corequisite:* CVT 106 and 107

   *Enrollment Limitation:* Students must be admitted to the Cardiovascular Technology program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying for their portion of the college's liability insurance policy.

*108 hours laboratory*

This course prepares the cardiovascular technology student for the clinical setting. This course will cover topics such as the Health Insurance Portability and Accountability Act (HIPAA), infection control, radiation safety, patient transport, basic patient care, professionalism in the healthcare setting, and expectations of the cardiovascular technology student during clinical assignments in the classroom and in a hospital setting.

**Justification:** This course is part of a sequence within a healthcare program.

10. **CVT 110 Interventional Procedures I, Invasive Cardiology (5 units)**

    *Prerequisite:* CVT 106, 107, and 108 with grades of "C" or better

    *Corequisite:* CVT 112

    *Enrollment Limitation:* Students must be admitted to the Cardiovascular Technology program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying for their portion of the college's liability insurance policy.

    *54 hours lecture, 108 hours laboratory*

    This course provides advanced study in medical electronics and instrumentation, focusing on devices utilized in invasive cardiology. Specialized techniques and interpretation of physiologic data obtained during diagnostic and interventional procedures performed in the Cardiac Catheterization Lab will be emphasized. Classroom and hospital-based lab sessions will focus on coronary and electrophysiologic procedures.

    **Justification:** This course is part of a sequence within a healthcare program.

11. **CVT 112 Clinical Practicum II (5 units)**

    *Prerequisite:* CVT 106, 107, and 108 with grades of "C" or better

    *Corequisite:* CVT 110

    *Enrollment Limitation:* Students must be admitted to the Cardiovascular Technology program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying for their portion of the college's liability insurance policy.

    *270 hours laboratory*

    This is the second laboratory course providing clinical practicum for students in the Cardiovascular Technology Program. Emphasis will be on the continuation of building the skills, knowledge, and behaviors necessary for the successful Cardiovascular Technologist. The performance of specified diagnostic tests, calculation of hemodynamic data, and professional performance in the clinical environment will be stressed.

    **Justification:** This course is part of a sequence within a healthcare program.

12. **CVT 114 Interventional Procedures II, Invasive Cardiology (4 units)**

   *Prerequisite:* CVT 110 and 112 with grades of "C" or better

   *Corequisite:* CVT 116 and 118

   *Enrollment Limitation:* Students must be admitted to the Cardiovascular Technology program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying for their portion of the college's liability insurance policy.

   *72 hours lecture*

   This course continues the advanced study of cardiac medical electronics and instrumentation, focusing on devices utilized in invasive cardiology. Specialized interventional procedures will be emphasized, along with structural heart, cardiac rhythm management, device implantation, and electrophysiology studies. Primary focus will be on coronary, peripheral, and electrophysiologic procedures as well as, procedural care for pediatric acquired and congenital diseases.

   **Justification:** This course is part of a sequence within a healthcare program.

13. **CVT 116 RCIS Exam Prep Course (2 units)**

   *Prerequisite:* CVT 110 and 112 with grades of "C" or better

   *Corequisite:* CVT 114 and 118

   *Enrollment Limitation:* Students must be admitted to the Cardiovascular Technology program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying for their portion of the college's liability insurance policy.

   *36 hours lecture*

   This course is a culmination of all previous Cardiovascular Technology courses and focuses on the specific requirements of the Registered Cardiovascular Invasive Specialist (RCIS) Exam.

   **Justification:** This course is part of a sequence within a healthcare program.

14. **CVT 118 Clinical Practicum III (5 units)**

   *Prerequisite:* CVT 110 and 112 with grades of "C" or better

   *Corequisite:* CVT 114 and 116

   *Enrollment Limitation:* Students must be admitted to the Cardiovascular Technology program and have met all requirements for entry including, but not limited to: submitting an application, passing all drug, background, and immunology screening requirements, and paying for their portion of the college's liability insurance policy.

   *270 hours laboratory*

This third laboratory course provides a continuation of clinical practicum for students in the Cardiovascular Technology Program. Emphasis will be on consolidating skills acquired in CVT 112 and building upon those skills to advance the student toward program completion.

**Justification:** This course is part of a sequence within a healthcare program.

15. **ENGR 402 Introduction to Electrical Circuits and Devices Lab (1 unit)**

   *Prerequisite:* ENGR 400, MATH 420, and PHYS 420 with grades of "C" or better; students may be enrolled in ENGR 400 concurrently; students may be enrolled in MATH 420 concurrently

   *54 hours laboratory*

   This course provides an introduction to the construction and measurement of electrical circuits. Basic use of the following electrical test and measurement instruments are covered: multimeters, oscilloscopes, power supplies, and function generators. Additionally, the use of circuit simulation software will be utilized. The following activities will be included: (1) interpretation of measured and simulated data based on principles of circuit analysis for direct current (DC), transient, and sinusoidal steady-state (AC) conditions, (2) introduction to elementary circuit design, (3) exploration of practical considerations such as component value tolerance and non-ideal aspects of laboratory instruments, and (4) construction and measurement of basic operational amplifier circuits.

   **Justification:** The purpose of this course is to enhance student learning and engagement in the electrical circuit analysis curriculum. The additional time and focus investigating topics will help to reduce the achievement gap by providing experiences with electrical analysis equipment that is not easily attained for all students. Additionally, students who transfer to many, but not all, California universities are required to make up a 1-unit laboratory course due to it not being offered at their local community college.

16. **MATH 141 Technical Mathematics for Surveying (3 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Enrollment in this course is restricted to students in the surveying program.

   *54 hours lecture*

   This is an introduction to trigonometry and the mathematical skills necessary for success in the field of surveying. Topics include real numbers, ratios, rates, proportions, unit analysis, right-triangle trigonometry, unit-circle trigonometry, and trigonometric identities. Enrollment in this course is restricted to students in the surveying program.

   **Justification:** This course was designed in conjunction with the Surveying Industry Advisory Council for students to have exposure to the concepts needed for Surveying (SURVY) curriculum and the Land Surveying Occupations. This course will be the prerequisite to SURVY 320.

17. **SURVY 311 Survey Map Production with Civil 3D (4 units)**

*Prerequisite:* EDT 310 with a grade of "C" or better

*36 hours lecture, 108 hours laboratory*

This course exposes students to the special procedures and requirements unique to computer-assisted survey mapping. Emphasis will be on fundamental survey drafting methods and types of maps. Conformance with local agency and State of California mapping requirements will be addressed. Students will work with computer hardware and software to produce industry standard survey maps.

**Justification:** This course will present an introduction to computer-aided drafting for the surveyor utilizing the AutoCAD Civil 3D software program. This course will cover how to use this industry standard software to execute professional quality survey drafting/design work. Particular attention will be given to the components of a CAD system, the software interface, drawing set-up, geometric construction and editing, orthographic projection, dimensioning, plotting, and an introduction to 3-dimensional drafting/design.

# Removal of Courses

*American River College*

1. **ART 371 Foundry Casting for Sculpture (3 units)**

   *Prerequisite:* None.

   *36 hours lecture, 54 hours laboratory*

   This course introduces the techniques, metallurgy, and practice of casting bronze and aluminum for sculpture using the sand molding method. Emphasis is placed on historical examples, design, techniques, vocabulary, and safety. Patterns are utilized directly with sand to create sculptures in metal. Different artists and topics are covered each semester.

   **Justification:** Upon review, the department has determined that this course no longer meets the needs of our students.

2. **ART 374 Sculpture Lab (1 - 2 units)**

   *Prerequisite:* None.

   *Corequisite:* ART 324, 370, 371, 372, 373, or 375

   *54 - 108 hours laboratory*

   This course offers laboratory experience to assist in completing complex sculpture projects. It focuses on the development of a personal creative vision furthering technical skills and complex problem solving.

**Justification:** Upon review, the department has determined that this course no longer meets the needs of our students.

3. **ART 420 Film Making (2 units)**

   *Prerequisite:* None.

   *18 hours lecture, 54 hours laboratory*

   This course involves completing a series of short, individual and/or group projects, focusing on various methods and techniques that can be used to create films/videos which are visually sophisticated and conceptually interesting. Work by contemporary and historically-significant filmmakers is also covered.

   **Justification:** Upon review, the department has determined that this course no longer meets the needs of our students.

4. **CISP 451 Introduction to Enterprise Software Development and Engineering (4.5 units)**

   *Prerequisite:* CISP 300, 370, or 480 with a grade of "C" or better

   *81 hours lecture*

   This is the first of a series of two courses that prepares students for development and engineering software products in an enterprise environment. This course introduces agile practices, introductory level programming and web development concepts and basic DevOps philosophy.

   **Justification:** The associated program may be deleted.

5. **CISS 302 Essential Personal Computer and Device Security (1 unit)**

   *Prerequisite:* None.

   *Advisory:* CISC 320 and 350

   *18 hours lecture, 18 hours laboratory*

   This course covers the knowledge and hands-on techniques needed to implement basic levels of computer security. Topics include configuring users, passwords, anti-malware, firewalls, updates, web browsers, email, backups, and networking for privacy and security.

   **Justification:** This course is not part of any certificate or degree and has never been offered.

6. **ET 101 Introduction to Amateur Radio (0.5 units)**

   *Prerequisite:* None.

   *9 hours lecture*

   This course introduces the fundamentals of amateur radio for public and emergency communication. It covers the equipment, procedures, and uses for amateur (Ham) radio.

**Justification:** Upon review, the department has determined that this course no longer meets the needs of our students.

7. **FITNS 100 Utility Workforce Wellness (1 unit)**

   *Prerequisite:* None.

   *Corequisite:* PREAP 122

   *9 hours lecture, 27 hours laboratory*

   This course covers health and physical fitness related to utility worker occupations. Exercise programs are designed to improve specific muscle groups impacted in the occupational setting.

   **Justification:** This course is no longer meeting the needs of our students. Most of the course topics can be accomplished by taking FITNS 380, Circuit Weight Training.

8. **FITNS 101 Green Technology Workforce Wellness (1 unit)**

   *Prerequisite:* None.

   *Corequisite:* PREAP 141

   *9 hours lecture, 27 hours laboratory*

   This course covers health and physical fitness related to green technology workforce occupations. Exercise programs are designed to improve specific muscle groups impacted in the occupational setting.

   **Justification:** This course is no longer meeting the needs of our students. Most of the course topics can be accomplished by taking FITNS 380, Circuit Weight Training.

9. **FITNS 102 Infrastructure Workforce Wellness (1 unit)**

   *Prerequisite:* None.

   *Corequisite:* PREAP 111

   *9 hours lecture, 27 hours laboratory*

   This course covers health and physical fitness related to general construction. Exercise programs are designed to improve specific muscle groups impacted in the occupational setting.

   **Justification:** This course is no longer meeting the needs of our students. Most of the course topics can be accomplished by taking FITNS 380, Circuit Weight Training.

10. **KINES 340 Theory of Baseball (1 unit)**

    *Prerequisite:* None.

*Advisory:* High school or college level baseball playing experience; ENGWR 102 and ENGRD 116 with a grade of "C" or better; OR ESLR 320 and ESLW 320 with a grade of "C" or better.

*18 hours lecture*

This course develops a thorough understanding of baseball. The emphasis is on learning and understanding basic concepts of training, individual techniques, strategies, and systems of defense, offense, pitching, base running, and field maintenance. Philosophies and drills are included.

**Justification:** This course no longer meets the needs of our students. The majority of topics are covered in SPORT 301 - Off Season Conditioning for Baseball.

11. **KINES 350 Theory of Football (1 unit)**

*Prerequisite:* None.

*18 hours lecture*

This course covers applications of different strategies when football teams face various schemes. This course is formerly known as PET 350.

**Justification:** This course no longer meets the needs of our students. The majority of topics are covered in SPORT 332 - Pre-Season Conditioning for Football.

12. **MATH 145 Mathematics for the Trades (1.5 units)**

*Prerequisite:* None.

*23 hours lecture, 12 hours laboratory*

This course introduces mathematics applicable to technical programs of study. Topics include the use of mathematical operators on whole numbers, fractions, and decimals. Additional content includes fundamentals of algebra, basic geometry, and triangle trigonometry. This course is intended for those in Pre-Apprenticeship programs or other technical educational programs. Completion of this course does not fulfill any prerequisites for any course, including MATH courses, at American River College.

**Justification:** This course no longer meets the needs of our students.

13. **MUSM 140 Concert Sound Reinforcement (2 units)**

*Prerequisite:* MUSM 342 with a grade of "C" or better

*36 hours lecture, 18 hours laboratory*

This course is an overview of live concert sound reinforcement. Topics include basic sound system theory and its application. It also covers individual sound system component operation, including microphones, mixers, effects, power amplifiers, and speaker systems. This course offers opportunities for experiences in troubleshooting, sound checking, and mixing sound for concert performances and touring.

**Justification:** This course has been replaced with MUSM 306. There is no reason to offer this course in the future.

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*Folsom Lake College*

1. **BUSTEC 308: Advanced Computer Keyboarding and Formatting (3 units)**

   *Prerequisite:* BUSTEC 307 (*Computer Keyboarding and Skill Building*) with a grade of "C" or better

   *44 hours lecture, 30 hours laboratory*

   This course is an advanced keyboarding and formatting course. The course builds upon current computer-keyboard skills and stresses speed and accuracy keyboarding techniques. Students will complete individualized skill improvement plans based on a computerized assessment of computer keyboarding speed and accuracy.

   **Justification:** This class was part of the Business Information Worker II certificate which was replaced by the district wide Business Information Professional II certificate. It is not a part of any certificate of degree program.

2. **BUSTEC 333: Exploring Word Processing and Presentation Software (1 units)**

   *Prerequisite:* None.

   *18 hours lecture, 18 hours laboratory*

   This course introduces the student to word processing and presentation software. The basic features and skills of creating, editing, formatting, inserting tables and graphics, and enhancing word-processed documents and graphic presentations are covered. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Students must have an active Los Rios e-mail account. This course is not open to students who have completed CISA 308.

   **Justification:** BUSTEC 333: Exploring Word Processing and Presentation Software was offered specifically to meet the MIS (Computer Literacy) requirement for business transfer students into Sac State. Starting Spring 2021 BUSTEC 333 will no longer satisfy the Sac State requirement. To meet the Sac State MIS 10 (2 units) requirement, FLC Students will now need to take BUSTEC 363 (1 unit) and BUSTEC 364 (1 unit.) These courses have been approved for transfer and are updated in ASSIT.

3. **BUSTEC 361: Advanced Word Processing (1 units)**

   *Prerequisite:* BUSTEC 360 (*Word Processing Beyond the Essentials*) with a grade of "C" or better

   *18 hours lecture, 18 hours laboratory*

   This course is designed to build upon previous training in the use of word processing. The course covers managing document options and settings, advanced editing and formatting features, and creating custom document elements. Students should have access to a computer, the Internet, and

some computer media such as a USB drive to store data files. Students must have an active Los Rios e-mail account. This class is not open to students who have previously taken CISA 301. This comprehensive course prepares students to take the Microsoft Office Specialist Word Expert certification exam.

**Justification:** This class was part of the Business Information Worker II certificate which was replaced by the district wide Business Information Professional II certificate. It is not a part of any certificate of degree program.

4. **BUSTEC 364: Intermediate Electronic Spreadsheets (1 units)**

   *Prerequisite:* BUSTEC 363 (*Introduction to Electronic Spreadsheets*) with a grade of "C" or better

   *18 hours lecture, 18 hours laboratory*

   This course will extend the capabilities of students who have started to use electronic spreadsheet software. Topics and laboratory assignments will include managing complex tables and table data, performing advanced operations by using formulas and functions, and managing charts. Students should have access to a computer, the Internet, and some computer media such as a USB drive to store data files. Students must have an active Los Rios e-mail account. This class is not open to students who have previously taken CISA 311. Successful completion of BUSTEC 363 and BUSTEC 364 prepares students to take the Microsoft Office Specialist Excel Associate certification exam.

   **Justification:** BUSTEC 363 (1 unit) and BUSTEC 364 (1 unit) have been combined into a single 2 unit course- BUSTEC 362. This class has not been offered at FLC for about 2 years. The department has been waiting for articulation agreements to expire before removing the course from the catalog. We have now phased out all articulation agreements for this course and it can be deleted.

5. **GEOG 393 Field Studies in Geography: Arid Landscapes (1 - 4 units)**

   *Prerequisite:* None.

   *Advisory:* GEOG 300

   *6 - 24 hours lecture, 36 - 144 hours laboratory*

   This course involves the study of geographic principles and processes in arid environments. The course content will vary by destination but may include topics in physical geography (e.g., plant and animal communities, climate and weather, geology and geomorphology, natural hazards, environmental impacts, etc.), human geography (e.g., cultural landscapes, economic activities, transportation issues, land use patterns, etc.), and include introduction to tools and techniques used for geographic field research (e.g., map and compass use, the Global Positioning System (GPS), Geographic Information Systems (GIS), etc.). Field excursions are required.

   **Justification:** We are removing this class as we have no plans to offer it in the foreseeable future.

6. **PSYC 372 Child Development (3 units)**

   *Prerequisite:* None.

   *54 hours lecture*

   This course examines the progression of development in the physical, cognitive, social, and emotional domains and identifies developmental milestones for children from conception through adolescence. Interactions between biological processes and environmental factors are emphasized. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories. This course is designed to fulfill General Education, Psychology, and Early Childhood Education degree requirements. This course is not open to those who have previously taken ECE 312.

   **Justification:** The course is being removed in response to AB 1111. This course is cross-listed with ECE 312, soon to be CDEV 1000. CCN courses cannot be cross-listed, so we are removing PSYC 372. CDEV 1000 will replace ECE 312/PSYC 372 in the AA and ADT in Psychology.

7. **SWHS 331 Cross Cultural Psychology (3 units)**

   *Prerequisite:* None.

   *Advisory:* PSYC C1000

   *54 hours lecture*

   This course explores the impact of cultural influences on the psychological and individual development of ethnic group members. Emphasis will be placed on integrating traditional theoretical approaches and current cross-cultural statistical research and theory in the study of African-Americans, Asian-Americans, Hispanic-Americans, Native-Americans, gays & lesbians, the elderly, and the disabled. This course is not open to those who have completed PSYC 368 or HSER 331.

   **Justification:** For a number of reasons, our Curriculum Committee has recommended that cross-listed courses be "uncoupled". SWHS 331 has always been cross-listed with PSYC 368. The SWHS & PSYC departments met to discuss the request. In a review of data, we identified that 80% of course enrollments in these courses are PSYC majors. Both departments agreed with the plan to remove SWHS 331 from the catalog and continue to offer PSYC 368. SWHS certificates and our local AA will continue to require this course, with change from SWHS 331 or PSYC 368 to now just PSYC 368.

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*Sacramento City College*

1. **ART 380 Techniques in Metal Design (3 units)**

   *Prerequisite:* None.

   *36 hours lecture, 54 hours laboratory*

This course explores individual research and practice in small metals working in two and three dimensional forms. The elements of metal design and form will be applied to small metals. Techniques may include casting, mold making, brazing, soldering, welding, and laminating. Students are required to purchase supplies needed for the course at a cost of between $100-200. One field trip to an art gallery or museum is required.

**Justification:** This class has not been taught for more than 5 years. Our small metal working facility and equipment are old and outdated.

2. **ART 381 Intermediate Techniques in Metal Design (3 units)**

   *Prerequisite:* ART 380 with a grade of "C" or better

   *36 hours lecture, 54 hours laboratory*

   This intermediate course offers individual exploration and research in small metals working in two and three-dimensional forms. The course involves a concentrated study of intermediate work in elements of metal design and form, which may include enameling, engraving, laminating, lapidary, gemstone setting, mold making, and assembling design parts. Students' skill will be enhanced by supervised repetition and practice. Students are required to purchase supplies needed for the course at a cost of between $100-200. A field trip to an art gallery or art museum is required.

   **Justification:** This class has not been taught for more than 5 years. Our small metal working facility and equipment are old and outdated.

3. **ART 384 Metal Design: Emphasis In Casting (3 units)**

   *Prerequisite:* None.

   *Advisory:* ART 380 or 381; with a grade of "C" or better.

   *36 hours lecture, 54 hours laboratory*

   This course covers historical and contemporary approaches to centrifugal casting, wax patterns, and the aesthetic aspects of metal casting for small scale sculpture and jewelry. Basic methods and techniques for wax working, kiln burnout, centrifugal casting, and metal finishing will be emphasized. Students are required to purchase supplies needed for the course at a cost of between $100-150. A field trip to an art gallery, museum, or artist's studio will be required.

   **Justification:** This class has not been taught for more than 5 years. Our small metal working facility and equipment are old and outdated.

4. **ART 385 Metal Arts Lab (1 - 2 units)**

   *Prerequisite:* None.

   *Corequisite:* ART 380, 381, or 384; or a grade of "C" or better in one of the corequisite courses in a previous semester.

   *54 - 108 hours laboratory*

This course offers laboratory experience to assist students in completing complex metal art projects. The course focuses on the development of a personal creative vision furthering technical skills and complex problem-solving. Students are required to purchase supplies needed for the course at a cost of between $100-150.

**Justification:** This class has not been taught for more than 5 years. Our small metal working facility and equipment are old and outdated.

5. **MATH 120 Intermediate Algebra (5 units)**

   *Prerequisite:* None.

   *90 hours lecture*

   In compliance with CA Legislation AB 705 and AB 1705, THIS COURSE IS NOT CURRENTLY BEING OFFERED. This course reviews and extends the concepts of elementary algebra, with problem solving skills emphasized throughout. Topics that are reviewed and extended include linear and quadratic equations, factoring polynomials, rational expressions, exponents, radicals, equations of lines, and systems of equations. New topics include graphs and their translations and reflections, functions, exponential and logarithmic functions, graphs of quadratic functions, conic sections, nonlinear systems of equations, polynomial, rational, and absolute value inequalities, sequences, series, and the Binomial Theorem.

   **Justification:** This course will no longer be offered in compliance with AB 705/1705.

6. **MATHS 20 Support for Intermediate Algebra (3 units)**

   *Prerequisite:* Placement through the assessment process.

   *Corequisite:* MATH 120

   *54 hours lecture*

   This course provides intensive instruction and practice in the core mathematical skills, competencies, and concepts necessary for success in MATH 120, Intermediate Algebra. Topics and homework assignments are often connected to the students' assignments in MATH 120. Students who completed this topic as MATHS 299 are not eligible to take this course. This course is graded as Pass/No Pass. This course was formerly known as MATHS 120.

   **Justification:** This course is no longer needed as the parent course, MATH 120, is being deleted.

7. **OTA 124 Introduction to Electronic Documentation for the OTA (0.5 units)**

   *Prerequisite:* OTA 120 and 123 with grades of "C" or better

   *9 hours lecture*

   The use of electronic medical record (EMR) is an expected skill in health care practice as service providers establish compliance with federal mandates for medical information management. This course will provide the occupational therapy assistant student with an introduction to EMR

formats, methods, reimbursement requirements, and legal issues. This course prepares the student for learning the basics of the EMR in preparation for Level II fieldwork.

**Justification:** The content of this course is now in OTA 123. This course has been removed from the degree.

# PROGRAM PROPOSALS

**New Programs**

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*Cosumnes River College*

1. **Sport Management**

   Students pursuing a Sport Management Certificate will complete coursework that can prepare students to meet specific sport management occupational needs. This certificate will help students upgrade skills to help advance their career in this field.

   **Justification:** This Sport Management degree is rapidly growing and will provide students with a major in a broad spectrum of career opportunities. This certificate will be offered both in person and online, giving the students maximum flexibility when determining their career path. Students can choose electives for an emphasis in marketing, management, or business which will attract many students from all over the state to a variety of careers in the Sport Management industry.

2. **Sport Management**

   Students pursuing a Sport Management A.A. Degree will complete coursework in both kinesiology and recreation. This program offers courses that satisfy lower division General Education requirements and can provide the foundational knowledge necessary for the upper division coursework leading to a bachelor's degree. The students can choose electives that provide an emphasis in marketing, management, or business to prepare them for the Sport Management industry. Students are expected to leave the program with the understanding of fundamental and relevant Sport Management concepts and principles. Students majoring in Sport Management and planning to transfer to a four-year school should meet with a CRC counselor to select and plan the courses for your major. Schools vary in terms of the required preparation.

   **Justification:** This Sport Management degree is rapidly growing and will provide students with a major in a broad spectrum of career opportunities. This A.A. Degree will be offered both in person and online, giving the students maximum flexibility when determining their career path. Students can choose electives for an emphasis in marketing, management, or business which will attract many students from all over the state to a variety of careers in the Sport Management industry.

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*Sacramento City College*

1. **Basic Foundations for Behavioral Health**

The Certificate of Achievement in Basic Foundations for Behavioral Health requires 9 units of coursework covering mental and behavioral health topics, including general psychology, lifespan development, psychological disorders and treatment. This provides the initial foundation to pursue further education in related degrees, including Psychology, Social Work, and Occupational Therapy Assisting. This certificate allows students with an interest in behavioral health majors and careers to take introductory courses before committing to a specific pathway, while receiving credit and acknowledgement of their efforts. Note: When applying to degree programs, students should confirm any recency requirements for courses in this certificate.

**Justification:** This stackable certificate will serve as a stepping stone for students interested in psychology and other "helping professions" pathways (social work, OTA, health care, or related areas). Students can complete this certificate and later apply the coursework toward higher-level certificates and degrees, after they determine which pathway to pursue. The certificate was discussed collaboratively by faculty from Psychology, OTA, and Social Work Programs at SCC.

2. **Cardiovascular Technologist**

The Cardiovascular Technology Program at Sacramento City College is a two-year course of study leading to a Certificate of Achievement. The cardiovascular technologist provides cardiac support to the patient under the direction of a licensed physician. They operate sophisticated medical instruments used in the diagnosing and treating of cardiovascular disease. The Cardiovascular Technology curriculum covers four regular semesters. The first semester core curriculum of the program is composed of lecture and laboratory classes. The second semester of the program includes courses in lectures, on-campus lab and off-campus clinical rotations. Students must provide their own transportation to the clinical sites and hospital observations. The third semester includes lecture and off-site clinical rotations. The fourth semester includes lecture and a Registered Cardiovascular Invasive Specialist (RCIS) exam prep course and off-site clinical rotation. Some late afternoon and evening classes may be required. This program will be offered at the Davis Center.

**Justification:** This new program is being created in repsonse to work force needs.

# Program Removals(s)

*American River College*

1. **Enterprise Software Engineering and Development Apprenticeship**

State of California Enterprise Software Engineering and Development Apprenticeship for the occupations of Enterprise Software Engineers and Enterprise Software Developers. In this program, apprentices shall satisfactorily complete the prescribed related and supplemental instruction (RSI) identified in the Apprenticeship Standards (File No. 100451) developed by the JAC while receiving on-the-job training in the designated occupation.

**Justification:** The associated apprenticeship program has concluded; the certificate does not serve the general student population.

2. **Green Technology Pre-Apprenticeship**

This certificate prepares students for entry into an apprenticeship program in the commercial and industrial building and construction industries. Topics include green building practices, construction job site safety requirements, construction mathematics, and apprenticeship entry requirements.

**Justification:** This program has not been offered for several semesters. Many of the required courses are no longer available. If there is a need in the future, we will recreate the program.

3. **Infrastructure Pre-Apprenticeship**

   This certificate prepares students for entry into an apprenticeship program in the infrastructure industries such as bridge, levee, and road construction. Topics include bridge construction practices, construction job site safety requirements, construction mathematics, and apprenticeship entry requirements.

   **Justification:** This program has not been offered for several semesters. Many of the required courses are no longer available. If there is a need in the future, we will recreate the program.

4. **Pre-Apprenticeship**

   This program prepares students for entry into an apprenticeship program in the commercial and industrial building and construction industries. Topics include Leadership in Energy and Environmental Design (LEED) processes, green technologies, green building techniques, infrastructure, and transportation projects.

   **Justification:** This program has not been offered for several semesters. Many of the required courses are no longer available. If there is a need in the future, we will recreate the program.

5. **Utilities Worker Pre-Apprenticeship**

   This certificate prepares students for entry into an apprenticeship program in the utility industry. Topics include job-site safety requirements, electrical and gas principles, blueprint reading, electrical power distribution, utility pole climbing, and apprenticeship preparation.

   **Justification:** This program has not been offered for several semesters. Many of the required courses are no longer available. If there is a need in the future, we will recreate the program.

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*Cosumnes River College*

1. **Interdisciplinary Studies, Ethnic Studies**

   This CRC major is intended for students who wish a general background in the areas of humanities or social science at the community college level. Several options are offered in specific interest areas but all are intended to give the student an interdisciplinary foundation for further study or an overview of the area chosen. Students who also wish to transfer to a four-year college should plan their programs to meet general education and lower division major requirements. All students are encouraged to consult with a counselor. Highlights include: * A valuable foundation for a variety of career or transfer opportunities * Diversified and talented faculty * Overview of theoretical and cultural principles Note to Transfer Students: If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this

major, it is critical that you meet with a CRC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that CRC requires for an Associate's degree in this major may be different from the requirements needed for the Bachelor's degree.

**Justification:** At the direction of the chair of Ethnic Studies, the curriculum chair initiated a removal of this program, as the department would like to pursue its own Ethnic Studies AA (and eventually AA-T) and have it be housed in their own department. This degree does not have any Ethnic Studies courses in its course list.

2. **Interdisciplinary Studies, Women's Studies**

This CRC major is intended for students who wish a general background in the areas of humanities or social science at the community college level. Several options are offered in specific interest areas but all are intended to give the student an interdisciplinary foundation for further study or an overview of the area chosen. Students who also wish to transfer to a four-year college should plan their programs to meet general education and lower division major requirements. All students are encouraged to consult with a counselor. This program is designed for both men and women, focusing on women and their * Achievements * Behavior, Feelings, and Experience * Historical Significance * Cultural and Social Contribution * Roles in Society and the Political System * Literary Significance, and * Positions in the Business World Highlights include: * A valuable foundation for a variety of career or transfer opportunities * Diversified and talented faculty * Overview of theoretical and cultural principles Note to Transfer Students: If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a CRC counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that CRC requires for an Associate's degree in this major may be different from the requirements needed for the Bachelor's degree.

**Justification:** In consultation with History (the catalog department of this program) and Social Justice Studies (which offers a Women, Gender and LGBTQ Studies AA-T), the curriculum chair launched a removal of this program. Students interested in pursuing studies in this area could pursue the SJS AA-T.

*Folsom Lake College*

1. **Business Information Worker II**

The Business Information Worker II (BIW II) Certificate will prepare students for mid-level office and administrative support in a variety of job positions in a multitude of industries, including office and executive administrative support, office supervision, small business support, retail sales, and customer service representatives. The BIW II Certificate builds on the foundation established in the BIW I certificate. Students will gain needed skills in Access, Excel, PowerPoint, QuickBooks, in addition to records management and customer relations. Students who successfully complete the BIW II certification will be prepared to test for multiple Microsoft Office Specialist certification exams.

**Justification:** This program has been replaced with Business Information Professional II Certificate.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                                        **DATE:** December 17, 2025

| SUBJECT: | Special Event Authorization | ATTACHMENT: None | |
|---|---|---|---|
| | | ENCLOSURE:  None | |
| | | STRATEGIC PLAN GOAL(S): | |
| **AGENDA ITEM:** | Consent Item D | TYPE OF BOARD CONSIDERATION: | |
| **RECOMMENDED BY:** | *Alyssa R. Bivens* <br> Alyssa Bivins, Chief Counsel | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| **APPROVED FOR CONSIDERATION:** | Brian King, Chancellor | ACTION | |
| | | INFORMATION | |

**BACKGROUND:**

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

**STATUS:**

At the below-listed special event(s), event sponsor has submitted an application for permission to serve alcohol.

| Date of Event | College | Location | Name of Event | Alcohol |
|---|---|---|---|---|
| 1/4/2026 | FLC | Harris Center | Hit Men of Country | Beer and wine |
| 1/9/2026 | FLC | Harris Center | Anne Wilson (KHK) | Beer and wine |
| 1/15/2026 | FLC | Harris Center | TINA | Beer and wine |
| 1/16/2026 | FLC | Harris Center | TINA | Beer and wine |
| 1/17/2026 | FLC | Harris Center | TINA | Beer and wine |
| 1/18/2026 | FLC | Harris Center | TINA | Beer and wine |

**RECOMMENDATION:**

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

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                                  **DATE:** December 17, 2025

| SUBJECT: | Ratify: Affiliation and Other Agreements | ATTACHMENT: None | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| | | STRATEGIC PLAN GOAL(S): 4 | |
| AGENDA ITEM: | Consent Item E | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Mario Rodriguez, Executive Vice Chancellor, Finance and Administration | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King, Chancellor | ACTION | |
| | | INFORMATION | |

**BACKGROUND:**

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

**STATUS:**

Pursuant to Board Policy 8315, the 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 |
|---|---|---|---|---|
| Rock Creek Care Center | PTA/OTA[1] | SCC | 10/20/2025 | Evergreen |
| Providence Administrator Consultative Services PA | PTA/OTA[1] | SCC | 11/12/2025 | Evergreen |
| Chapa-De Indian Health | Dental Assistant | 10 | 10/20/2025 | Evergreen |
| Seed and Soil Collective, INC | SLPA[2] | ARC | 10/16/2025 | Evergreen |
| Green Valley Dental | Dental Assistant | SCC | 11/18/2025 | Evergreen |
| Matthew L Wampler | Optical Tech | SCC | 11/18/2025 | Evergreen |
| El Dorado Family Dental | Dental Assistant | SCC | 11/24/2025 | Evergreen |
| Point Quest Group | PTA/OTA | SCC | 11/5/2025 | Evergreen |
| Elk Grove Landing Family Dental | Dental Assistant | SCC | 11/25/2025 | Evergreen |
| One Loose Tooth Dental | Dental Assistant | SCC | 11/25/2025 | Evergreen |

| | | | | |
|---|---|---|---|---|
| Growing Healthy Seasons | SLPA | ARC | 11/24/2025 | Evergreen |
| Lodi Creek Post-Acute | PTA/OTA | SCC | 11/12/2025 | Evergreen |
| Dr. Sean A Roth, DDS | Dental Assistant | SCC | 11/24/2025 | Evergreen |
| Pacific Dental | Dental Assistant | SCC | 12/4/2025 | Evergreen |
| New Leaf Dental | Dental Assistant | SCC | 12/4/2025 | Evergreen |
| Strawberry Creek Dental Group | Dental Assistant | SCC | 11/24/2025 | Evergreen |

[1]PTA/OTA: Physical Therapy Assistant/Occupational Therapy Assistant, [2]SLPA: Speech-Language Pathology 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:** December 17, 2025

| SUBJECT: | Ratify: Bid Transactions | ATTACHMENT: None | |
|---|---|---|---|
| | | ENCLOSURE:  None | |
| | | STRATEGIC PLAN GOAL(S): 5 | |
| AGENDA ITEM: | Consent Item F | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Mario Rodriguez, Executive Vice Chancellor, Finance and Administration | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | 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 № | Change Amount | Change Number | Vendor | New Contract Total |
| 25001 | $4,095.00 | | Elevator Industries | $134,701.20 |

**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: December 17, 2025

| SUBJECT: | Disposition of Surplus Equipment | ATTACHMENT: None | |
| --- | --- | --- | --- |
| | | ENCLOSURE: None | |
| | | STRATEGIC PLAN GOAL(S): 5 | |
| AGENDA ITEM: | Consent Item G | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Mario Rodriguez, Executive Vice Chancellor of Finance and Administration | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King, Chancellor | ACTION | |
| | | INFORMATION | |

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

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

The surplus items to be recycled or disposed of are either irreparable, obsolete, in poor condition or not needed for district/college operations and include the following: 33 computers; 5 laptops; 2 micro towers; 4 monitors; 2 printers and 85 zero clients.

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:** December 17, 2025

| SUBJECT: | Ratify: Grants and Contracts Awarded | ATTACHMENT: None | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| | | STRATEGIC PLAN GOAL(S): 1,2,4 | |
| AGENDA ITEM: | Consent Item H | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | *Brian King* Brian King, Chancellor | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | *Brian King* 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 |
|---|---|---|---|
| Early Education Teacher Development Grant – Sacramento County Office of Education<br>• Funding will be used to provide courses to support the educational needs of early educators, so they can meet the requirements for Transitional Kindergarten, State Preschool, the Child Development Permit, and childcare licensing regulations. SCC will also offer career navigation services to early educators to ensure their course choices meet the above requirements.<br>• Date: 7/1/2025 – 6/30/2026<br>• Responsible Administrator: Paulette Lopez, Dean, Education and Health Professions | SCC | $10,500 | California Department of Education |
| Foster & Kinship Care Education Program<br>• Funding will be used to continue implementing the program, which provides education and training to potential and existing foster parents.<br>• Date: 7/1/2025 – 6/30/2026<br>• Responsible Administrator: Raquel Arata, Dean, Career Education & Workforce Development | ARC | $237,146 | California Community Colleges Chancellor's Office |

| | | | |
|---|---|---|---|
| Foster & Kinship Care Education Program<br>• Funding will be used to continue implementing the program, which provides education and training to potential and existing foster parents.<br>• Date: 7/1/2025 – 6/30/2026<br>• Responsible Administrator: Kaitlyn Baumgartner Lee, Vice President, Student Services | FLC | $86,440 | California Community Colleges Chancellor's Office |
| Los Rios Refugee Career Pathways<br>• Funding supports Ukrainian and other refugee populations to obtain self-sufficiency by preparing them for entry and success into Los Rios CTE and career pathway programs in Allied Health, IT, Business and Entrepreneurship, Early Childhood Education and Human Services.<br>• 09/30/2025 – 9/29/2026<br>• Administrator: Theresa Milan, Associate Vice President, Workforce and Economic Development | DO | $325,000 | Administration for Children and Families: Office of Refugee Resettlement |
| PIC Netlabs<br>• Funding supports the enhancement and promotion of CTE programs in support of Strong Workforce goals, through development of marketing materials, purchase of equipment and staff professional development.<br>• 09/01/2025 – 6/30/2026<br>• Administrator: Theresa Milan, Associate Vice President, Workforce and Economic Development | WED | $38,504 | Butte Community College District |
| SCOE CSPP QRIS Block Grant<br>• Funding is being 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).<br>• 07/01/2025 – 6/30/2026<br>• Administrator: Narinedat Madramootoo, Dean, Health and Education | ARC | $22,391.90 | Sacramento County Office of Education |
| SCOE CSPP QRIS Block Grant<br>• Funding is being 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).<br>• 07/01/2025 – 6/30/2026<br>• Administrator: Theresa Tena, Vice President, Administrative Services | CRC | $8956.76 | Sacramento County Office of Education |
| TRIO SSS SOAR<br>• Funding is being used for academic development, to assist students with basic college requirements, and to motivate students toward the successful completion of their post-secondary education. The goal of SSS is to increase college retention and graduation rates of its participants.<br>• 09/01/2025 – 08/31/2026<br>• Administrator: Tadael Emiru, Vice President, Student Services, Institutional Equity, Research and Planning | CRC | $272,364 | California Department of Education |

| | | | |
|---|---|---|---|
| TRIO SSS STEM<br>• Funding is being used for academic development, to assist students in STEM fields with basic college requirements, and to motivate students toward the successful completion of their post-secondary education. The goal of SSS is to increase college retention and graduation rates of its participants.<br>• 09/01/2025 – 8/31/2026<br>• Administrator: Tadael Emiru, Vice President, Student Services, Institutional Equity, Research and Planning | CRC | $272,364 | California Department of Education |
| Upward Bound Florin High School<br>• Funding is being used to provide opportunities for participants to succeed in their precollege and higher education pursuits. Upward Bound serves high school students from low-income families and 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.<br>• 09/01/2025 – 8/31/2026<br>• Administrator: Tadael Emiru, Vice President, Student Services, Institutional Equity, Research and Planning | CRC | $309,505 | United States Department of Education |
| Upward Bound Monterey & Valley High School<br>• Funding is being used to provide opportunities for participants to succeed in their precollege and higher education pursuits. Upward Bound serves high school students from low-income families and 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.<br>• 09/01/2025 – 8/31/2026<br>• Administrator: Tadael Emiru, Vice President, Student Services, Institutional Equity, Research and Planning | CRC | $309,505 | United States Department of Education |

**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:** December 17, 2025

| | | | |
|---|---|---|---|
| **SUBJECT:** | Purchase Orders, Warrants, Checks and Electronic Transfers | ATTACHMENT: Yes | |
| | | ENCLOSURE:   None | |
| | | STRATEGIC PLAN GOAL(S): 5 | |
| **AGENDA ITEM:** | Consent Item I | TYPE OF BOARD CONSIDERATION: | |
| **RECOMMENDED BY:** | Mario Rodriguez, Executive Vice Chancellor, Finance and Administration | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| **APPROVED FOR CONSIDERATION:** | Brian King, Chancellor | ACTION | |
| | | INFORMATION | |

**BACKGROUND:**

A listing of purchase orders, warrants, checks and wires issued during the period of October 16, 2025 through November 15, 2025 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 | 0001142506– 0001144208 B260685-B260724 | $ 6,678,012.99 |
| Capital Outlay Fund | 0003020692-0003020819 | |
| Child Development Fund | 0006001309-0006001309 | |
| Self-Insurance Fund | 000900057-0009000577 B981004-B981004 | |

## WARRANTS

| | | |
|---|---|---|
| General Fund | 888159-889615 | $ 19,021,937.08 |
| General Fund-ARC Instructional Related | 014211-014281 | |
| General Fund–CRC Instructional Related | 025092-025126 | |
| General Fund–FLC Instructional Related | 032526-032538 | |
| General Fund–SCC Instructional Related | 050237-050294 | |
| Capital Outlay Fund | 839112-839204 | |
| Student Financial Aid Fund | 902074-902093 | |
| Child Development Fund | 955646-955658 | |
| Self-Insurance Fund | 976908-976912 | |
| ODSFD | - | |
| Payroll Warrants | 609841- 610467 | $ 11,944,143.89 |
| Payroll Vendor Warrants | 74282-74410 | |
| October Leave Process | 610468-612067 | |

## CHECKS

| | | |
|---|---|---|
| Financial Aid Disbursements (PeopleSoft) | - | $ 28,780,747.25 |
| Clearing Checks | - | $ - |
| Parking Checks | - | $ - |
| Student Clubs Agency Fund – ARC | 7591-7669 | $ 329,870.45 |
| Student Clubs Agency Fund – CRC | 6929-7039 | |
| Student Clubs Agency Fund – FLC | 3652-3708 | |
| Student Clubs Agency Fund – SCC | 5779-5880 | |
| Foundation – ARC | 8385-8394 | $ 74,375.52 |
| Foundation – CRC | 3664-3690 | |
| Foundation – FLC | 2983-2998 | |
| Foundation – SCC | 8408-8474 | |
| Foundation – DO | 2762-2780 | |
| Associated Students Trust Fund – ARC | - | $17,418.18 |
| Associated Students Trust Fund – CRC | 1196-1199 | |
| Associated Students Trust Fund – FLC | 1097-1100 | |
| Associated Students Trust Fund – SCC | 0776-0777 | |
| Regional Performing Arts Center Fund | - | $ - |

## ELECTRONIC TRANSFERS

| | | |
|---|---|---|
| GENFD Financial Aid | - | $ 311,918.00 |
| Board of Equalization | - | $ - |
| PARS Wire | - | $ |
| Retiree Health Trust | - | $ - |
| CDTFA-ACH | - | $ - |
| Envoy | - | $ - |
| Payroll Direct Deposit Advices | 1382818-1388509 | $ 20,377,065.13 |
| Other Payroll Transactions | - | $ 925.00 |
| Keenan Wire | - | $ 79,210.01 |
| PITCO Wire | - | $ |
| SB85 Debt Relief | - | $ - |
| Self-Insurance Fund | - | $ 66,524.30 |
| PO Wire | - | $ 78,600.00 |
| PAC GOSERVICE Wire | - | $ - |
| Fidelity Wire | - | $ 230,722.80 |
| Comdata Wire | - | $ 31,033.05 |
| Scholarships | - | $ 20,796.00 |

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                                    **DATE:** December 17, 2025

| **SUBJECT:** | 2025-2028 College Student Equity Plan Required by Ed Code 78222 | ATTACHMENT: Yes | |
| --- | --- | --- | --- |
| | | ENCLOSURE: None | |
| | | STRATEGIC PLAN GOAL(S): Equitable Student Success | |
| **AGENDA ITEM:** | Consent Item J | TYPE OF BOARD CONSIDERATION: | |
| **RECOMMENDED BY:** | *Jay Nye*  Jamey Nye, Deputy Chancellor | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| **APPROVED FOR CONSIDERATION:** | *Brian King*  Brian King, Chancellor | ACTION | |
| | | INFORMATION | |

**BACKGROUND:**

The Student Equity and Achievement (SEA) Program was established in Education Code (EC) 78222 with the intent of supporting Guided Pathways and the system-wide goal of eliminating equity gaps. The SEA Program is an on-going categorical funding source for colleges. As a condition of receiving funds, per EC 78222, districts are required to provide student matriculation services, such as orientation, counseling and advising, referral to specialized support services, and other education planning services; establish on-campus food pantries; and maintain student equity plans that are approved by the district's Board of Trustees

The 2025-28 Student Equity Plans (SEP) are due to the California Community College Chancellor's Office and require Board of Trustees approval. Attached is the Student Equity Plan for Sacramento City College (SCC). SCC's Student Equity Plan has undergone review through the college's participatory governance process.

**STATUS:**

The 2025-2028 Student Equity Plans for Sacramento City College is submitted for Board of Trustees review and approval.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the 2025-2028 Student Equity Plan for Sacramento City College.

SACRAMENTO CITY COLLEGE

STUDENT EQUITY PLAN

2025-2028

EXECUTIVE SUMMARY

# Introduction

The City of Sacramento stands among the most diverse and dynamic communities in the nation, and Sacramento City College (SCC) is its living reflection. Our students embody a remarkable spectrum of cultures, languages, and lived experiences that enrich every corner of campus life. For decades, SCC has proudly celebrated this diversity as one of its greatest strengths. Yet, as the college has learned, celebration alone is not enough. Moving from an equity mindset to the deliberate dismantling of inequitable systems requires courage, honesty, and sustained institutional transformation.

Cultivating an equity mindset is merely the beginning, the visible tip of a far deeper iceberg. Beneath the surface lie entrenched policies, practices, and assumptions that have, often unintentionally, limited opportunity and silenced potential. The data tell a difficult truth: too few of our first-year students complete their courses, succeed academically, or return the following semester. And among those most profoundly impacted are African American and Latinx students, students whose brilliance and resilience too often collide with systems never designed for their success.

These disparities are not new. They are the echoes of long standing educational inequities that have spanned generations. But this moment is different. Colleges can no longer be content with acknowledging inequity; they must interrogate it, confront it, and dismantle it, brick by brick, policy by policy, practice by practice. SCC embraces this challenge with urgency and resolve.

Across every metric, disproportionate impact reveals itself most acutely among African American and Hispanic/Latinx students, communities that have historically borne the weight of systemic exclusion. Recognizing this truth, SCC has chosen not to retreat into defensiveness or complacency but to act with intention and conviction. By centering the needs and voices of these students, the college commits to transforming structures of inequity into systems of opportunity.

Through an unapologetic pursuit of justice, Sacramento City College will move beyond awareness to action, reshaping the educational experience so that equity is not a goal we strive toward but the foundation upon which all student success is built.

## *Student Equity Goals and Measurements*

| Successful Enrollment Data | | | | |
|---|---|---|---|---|
| Student Population | % of Students for 2022-23(Baselin | # of Students for 2022-23(Baseli | Goal 1: Eliminate Disproportionate Impact | Goal 2: Fully Close Equity Gap |

| | e Year) | ne Year) | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
|---|---|---|---|---|---|---|
| Overall Student Population | 18% | 2401 | N/A | N/A | N/A | N/A |
| Black or African American | 16.10% | 220 | 0.10% | 2 | 2.10% | 29 |
| White | 10.20% | 566 | 11.30% | 626 | 13.30% | 739 |

| Completed Both Transfer-Level Math & English Data | | | | | | |
|---|---|---|---|---|---|---|
| | | | Goal 1: Eliminate Disproportionate Impact | | Goal 2: Fully Close Equity Gap | |
| Student Population | % of Students for 2022-23(Baseline Year) | # of Students for 2022-23(Baseline Year) | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| Overall Student Population | 15.60% | 618 | N/A | N/A | N/A | N/A |
| Black or African American | 5.30% | 17 | 8.70% | 28 | 11.20% | 36 |
| Econ Disadvantaged | 14.20% | 383 | 2.30% | 61 | 4.30% | 115 |
| Hispanic | 12.80% | 173 | 2.30% | 32 | 4.30% | 59 |
| LGBT | 9.10% | 39 | 4.60% | 20 | 7.30% | 32 |

| Persistence: First Primary Term to Secondary Term Data | | | | |
|---|---|---|---|---|
| Student Population | % of Students for 2021-22(Baseline | # of Students for 2021-22(Baseli | Goal 1: Eliminate Disproportionate Impact | Goal 2: Fully Close Equity Gap |

| | e Year) | ne Year) | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
|---|---|---|---|---|---|---|
| Overall Student Population | 52% | 2127 | N/A | N/A | N/A | N/A |
| LGBT Male | 39.30% | 35 | 2.90% | 3 | 12.90% | 12 |

| Completion Data | | | | | | |
|---|---|---|---|---|---|---|
| | | | Goal 1: Eliminate Disproportionate Impact | | Goal 2: Fully Close Equity Gap | |
| Student Population | % of Students for 2019-20(Baseline Year) | # of Students for 2019-20(Baseline Year) | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| Overall Student Population | 5.20% | 274 | N/A | N/A | N/A | N/A |
| Asian Male | 3.30% | 16 | 0.10% | 1 | 2.10% | 11 |
| Black or African American | 2.80% | 13 | 0.60% | 3 | 2.70% | 13 |
| Male | 4.10% | 91 | 0% | 1 | 2% | 46 |

| Transferred to a Four-Year Data | | | | |
|---|---|---|---|---|
| Student Population | % of Students for 2018-19(Baselin | # of Students for 2018-19(Baseli | Goal 1: Eliminate Disproportionate Impact | Goal 2: Fully Close Equity Gap |

| | e Year) | ne Year) | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
|---|---|---|---|---|---|---|
| Overall Student Population | 21.50% | 388 | N/A | N/A | N/A | N/A |
| Asian | 18% | 67 | 0.50% | 3 | 4.40% | 17 |
| Black or African American | 14.50% | 21 | 1.90% | 3 | 7.60% | 12 |
| Econ Disadvantaged | 19.50% | 267 | 6% | 82 | 8% | 110 |
| First Generation | 17.10% | 132 | 5% | 39 | 7.70% | 60 |
| Hispanic | 18.50% | 121 | 1.70% | 12 | 4.70% | 31 |
| LGBT | 15.80% | 23 | 0.30% | 1 | 6.20% | 10 |

| Comprehensive Student Education Plans (Local College Data) | | | | | |
|---|---|---|---|---|---|
| Academic Year Cohort (include summer and winter sessions if applicable) | Total Number of Enrolled Students in Cohort | # of Students Who Received a Comprehensive Ed Plan by End of First Primary Term | % of Students Who Received a Comprehensive Ed Plan by End of First Primary Term | # of Students Who Received a Comprehensive Ed Plan by End of First Academic Year | % of Students Who Received a Comprehensive Ed Plan by End of First Academic Year |
| Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023) | 2839 | 201 | 7% | 316 | 11% |
| Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023) | 819 | 41 | 5% | 61 | 7% |
| Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024) | 3,154 | 201 | 6% | 361 | 11% |

| Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024) | 908 | 59 | 6% | 88 | 10% |
|---|---|---|---|---|---|

## *Student Equity Initiatives*

## **Key Strategies to Advance Successful Enrollment (Goal 1)**

a. **Disproportionately Impacted**
   i. Building on our commitment as an HSI, ANAPISI and BSI -in-development, SCC will strengthen and expand first year experience (FYE) by cultivating a welcoming, identity affirming and seamless entry experience that builds trust, reduces confusion and connects students early to benefits and opportunities for belongingness with our cultural engagement centers, learning communities and other equity focused initiatives and programs.
   ii. Strengthen and expand summer bridge programs designed to support successful enrollment, retention and persistence of API, Black and Latinx students by building intentional relationships and community through the API Center and VAKA, Black Academy and RAZA Center, respectively.
   iii. Expand efforts to develop and distribute culturally relevant and linguistically responsive outreach and recruitment materials to increase enrollment among bilingual and immigrant populations.
   iv. Increase bilingual admissions, financial aid, and counseling staff and/or access to real time interpretation services during onboarding, enrollment and orientation.

b. **Overall Student Population**
   i. Expand early outreach programs including Jr. RISE that guides students through enrollment, financial aid and orientation that reflects our commitment to inclusive excellence in retention and completion.
   ii. Use automated text and/or AI technology to send reminders and "micro-messages" that reinforce belonging and encourage students to complete the CCCApply or FAFSA/DreamAct steps.

Note: DI population includes but not limited to: *Black or African American and White*

# Key Strategies to Advance Transfer Level Math & English (Goal 2)

**a. Disproportionately Impacted**

i. Ongoing support for student services practitioners (financial aid advisors, basic needs coordinators, and counselors) to expand efforts to address financial barriers that contribute to math course withdrawal and failure.

ii. English and math faculty, counselors, classified professionals and PRIE will meet annually to review disaggregated student success data, review the efficacy of early alert interventions, identify patterns in withdrawal/DFW rates and design tailored, equity informed intervention strategies.

iii. Launch a short-term or summer bridge math Readiness & Belonging Program, co-facilitated by math faculty, counselors, and equity program practitioners (i.e., MESA, Puente, cultural engagement centers).

iv. Expand the capacity of the Linguistic Justice Community of Practice to support success rates in transfer level English for African American, Latinx, Economic disadvantaged, LGBT and other disproportionately impacted students.

v. Ensure that student participants in the learning communities have access to English and math in their first year with holistic wrap around support including co-requisite support if necessary, tutoring and a designated student success coach.

**b. Overall Student Population**

i. Provide ongoing professional development and curriculum redesign that centers cultural relevance, growth mindset, and belonging in transfer-level math.

ii. Designate a counselor liaison to support each math pathway (i.e., Liberal Arts Math, Business, STEM Calculus).

iii. Coordinate with basic needs centers, financial aid, and counselors to address life barriers affecting English and Math course persistence.

iv. Use adaptive tutoring or writing tools to personalize learning in transfer level English and math.

v. Offer research-based, equity-focused professional development training and coaching to student services practitioners, counseling faculty and classified staff, supporting student completion efforts in transfer level English and math.

Note: DI population includes but not limited to: **Black, Hispanic, Economically Disadvantaged, and LGBT**

# Key Strategies to Advance Student Persistence (Goal 3)

a. **Disproportionately Impacted**

    i. Expand peer navigator program to connect students, served through the cultural engagement and empowerment centers (ASHE, RISE, RAZA, API, Native, PRIDE and the Disability Cultural Center, DCC), to EOPS, CalFresh, technology and book loans and vouchers, childcare, and other information related to meeting their basic needs.

    ii. Continue to resource, center and amplify student voice and belonging, identity, and sustained engagement as drivers of persistence and completion through the support centers such as ASHE, API, Native, DCC, RISE, Pride, RAZA, Undocu-Resource Center, Re-emerging scholars, and other equity intervention programs such as MESA, BSSI, EOPS, HSI, Veterans and Hispanic Serving Institutions (HSI) initiatives.

    iii. Expand professional development opportunities for faculty, classified staff and administrators that prioritizes inclusive excellence and belongingness as a persistence strategy by addressing the distinct needs of LGBTQIA+ students of color, especially those navigating multiple systemic barriers and intersectional identities.

    iv. Create "persistence and retention teams" including counselors, success coaches, and financial aid staff who proactively reach out to support student participants in learning communities that have stopped out and support reentry.

b. **Overall Student Population**

    i. Launch a benefits and belongingness survey.  Through a single, streamlined survey, all students self-report key information that is cross-matched with eligibility criteria for a wide range of support programs (e.g., EOPS, Puente, A2MEND, Umoja, VAKA, Rising Scholars, CalWORKs, Undocumented (AB 540), Veterans, Credit for Prior Learning, Foster Youth/NextUp, Basic Needs, CARE, MESA, and learning communities, etc.). Upon completion, students receive a customized benefits report outlining the programs they qualify for, their associated benefits (e.g., book vouchers, priority registration, peer mentoring, counseling, food/housing support, cash aid,  transfer cohorts), and how to get started.

    ii. Establish a "completion coaching" model that builds upon the college's reentry initiative to bring back students who have stopped out and support them through completion.

    iii. Provide professional learning for faculty on equity minded pedagogy, inclusive syllabi design, and classroom climate.

iv. Expand campus tours to public and private universities for students who have reached the 30 unit momentum milestone.

Note: DI population includes but not limited to: **LGBT Males**

## Key Strategies to Advance Completion (Goal 4)

    **a. Disproportionately Impacted**
  i. Strengthen and expand program infrastructure for Umoja, A2MEND, Puente and VAKA to increase the number of students who complete their educational goals including degree, certification and transfer outcomes.
  ii. Ensure holistic, student-centered, culturally relevant advising and counseling that fosters meaningful engagement with Black/African American and other underrepresented students interested in attending HBCUs and the Black Honors College (Sac State).
  iii. Conduct re-engagement and completion campaigns targeting students who paused or stopped, especially in immigrant and bilingual communities.
  iv. Expand affinity based and identity affirming campus tours in partnership with university cultural centers
  v. Design and distribute a confidential, LGBTQIA+-inclusive climate and needs assessment survey that is trauma-informed and rooted in culturally and identity affirming practices. The survey should emphasize generating key insights and recommendations to inform responsive and holistic wrap-around services, inclusive counseling practices, and the cultivation of a safe and affirming learning environment and campus culture.

    **b. Overall Student Population**
  i. Review local and state student success dashboards (e.g., CCC DataMart, DataVista, PRIE dashboards) to determine which areas to invest and intervene to support efforts to close equity gaps in completion.
  ii. Increase coordination between PRIE, Admissions and Records and the Transfer Center/Cultural Engagement Centers to identify students who are near the transfer gate or eligible for degrees and/or certificates.
  iii. Explore auto-awarding degrees and certificates, taking into consideration the financial implications.

Note: DI population includes but not limited to: **Black, Asian Males, Male**

## Key Strategies to Advance Transfer (Goal 5 )

    a. **Disproportionately Impacted:**
   i. Through the launch of the college's City Scholars Initiative, program participants will complete the degree pathway in 2 or 3 years in either Administration of Justice, Psychology, or Business, with a pre-designed flexible schedule that ensures they meet all CSU and UC transfer requirements. Emphasis will be placed on ensuring every student has an Individual Student Educational Plan (iSEP).
   ii. Through the college's City Scholars Initiative, program participants will receive holistic, one stop shop, wrap-around services that includes but not limited to dedicated peer mentorship, counseling and student success coaching to ensure students receive benefits screening and receive financial, emotional, and academic support throughout their time at SCC.
   iii. Student participants in learning communities such as Puente, A2MEND, VAKA and Umoja will expand their cross-functional success teams which include instructional faculty, counselors, and success coaches/momentum monitors working in coordination. The teams will proactively monitor student progress, address academic alerts, and ensure that students receive timely outreach and wraparound support.
   iv. Increase the number of DI impacted students meeting Honors program requirements, interested in UC transfer and receive the support necessary for priority consideration for University of California transfer admission guarantee (TAG) and other UC specific pathways.
   v. Provide targeted training sessions for counselors, advisors, and faculty on best and promising practices for supporting students in HBCU transfer pathways.
   vi. Identify predictive factors influencing persistence and retention, ensuring that disproportionately impacted students receive targeted, timely interventions that address academic, financial, and social challenges.
   vii. Host HBCU transfer workshops covering important topics such as the application processes, eligibility for the HBCU Transfer Guarantee, financial aid and scholarship resources, and academic preparation and program alignment for seamless transfer.
   viii. Formalize MOUs with UC/CSU cultural or resource centers for sustained collaboration with SCC cultural engagement centers.
   ix. Strengthen partnerships between MESA and cultural engagement centers to merge academic excellence in calculus based majors with identify affirmation.  This collaborative effort aims to increase persistence and completion for DI students in STEM pathways.

x.    Conduct periodic transfer equity audits to assess gaps by race/ethnicity, gender, and program of study in application submission, acceptance rates and post-admission enrollment to reevaluate current strategies and drive future efforts.

xi.    Launch a 2nd Year Summer Bridge Program that supports rising second-year students at a key moment where we find persistence drops with an emphasis on staying on the path to transfer with clarity, resources, and intersegmental support including warm handoffs.

**b. Overall Student Population**

i.    Expand upon our transfer-ready culture at SCC from the onset, through establishing strong intersegmental partnerships with CSUs, UCs, HBCUs, and other minority-serving institutions.

ii.    Adopt technology and/or tools to enable expanded efforts to proactively monitor student milestones, address academic concerns like probation, stop out or withdrawal, and ensure that students receive timely outreach and wraparound support to ensure they stay on the path to completion.

iii.    Institutionalize an annual "Transfer Week" initiative as a campuswide event that celebrates transfer bound students, demystifies the process and connects students with university partners.

iv.    Provide training to faculty across disciplines to serve as "Transfer Advocates" who integrate transfer awareness into syllabi and assignments.

Note: DI population includes but not limited to: **Black, Hispanic, Economically Disadvantaged, LGBT, and First Generation**

## *Key Strategies to Advance Comprehensive Student Education Plans*

**a. Disproportionately Impacted:**

i.    Provide Individual Student Educational Plan (iSEP) for transfer seeking students participating in the learning communities (VAKA, A2MEND, Umoja, FYE and Puente) before the completion of the first year and update and adjust annually/as needed.

ii.    Dedicated counselors and staff serving students in the learning communities will proactively monitor and engage students to ensure they stay on track by completing and regularly updating their comprehensive education plan. This includes supporting timely course enrollment, identifying and addressing academic barriers early, and providing outreach to students who withdraw, stop out, or miss key milestones.

iii.    Increase counseling capacity by hiring additional full time and part time counselors, with specific emphasis on expanding counselor availability to

develop comprehensive education plans and structured follow up support for transfer intending disproportionately impacted students.

b. **Overall Student Population**
    i. Ensure transfer intending students complete comprehensive education plans by embedding planning sessions into counseling appointments, offering targeted group workshops, and collaborating with the Transfer Center.
    ii. Periodically review student education plans to ensure that the plans align with their evolving transfer and career goals.
    iii. Provide ongoing professional learning for counseling faculty focused on ADT pathways, UC Tag, and major preparation.
    iv. Shift to a proactive, integrated approach where the college automatically identifies, prioritizes, and engages transfer seeking students to complete comprehensive education plans and follow up support is prioritized.

Note: DI population includes but not limited to: **Black, Hispanic, Economically Disadvantaged, and LGBT**

## *Annual Resources Budgeted 2025-28*

| Expenditure Type | Amount | Percentage of Allocation |
|---|---|---|
| 1000 - Instructional Salaries | $942,997 | 25.07% |
| 2000 - Non-Instructional Salaries | $1,942,271 | 37.6% |
| 3000 - Employee Benefits | $761,240 | 19.4% |
| 4000 - Supplies and Materials | $75,171 | 1.24% |
| 5000 - Other Operating Expenses and Services | $743,515 | 12.25% |
| 6000 - Capital Outlay | $79,365 | 1.31% |
| 7000 - Other Outgo | $32,271 | .53% |
| Total Expenditures | $4,567,830 | 97.39% |
| Allocation Remaining | $158,329 | |

## *2022-25 Key Findings*

Sacramento City College will continue to build on the lessons learned from the 2022–25 Student Equity Plan by addressing the systemic root causes of equity gaps that persist across the five state metrics. The college recognizes that the most significant barriers stem from structural inequities, income disparities affecting first generation college families, uneven access to academic preparation, and institutional processes that inadvertently create additional challenges for disproportionately impacted students. Moving forward, the college will remain intentional

about dismantling these barriers through structural reform, targeted resource alignment, and a sustained focus on equity centered culture change.

Through reflection and broad campus engagement, the college has learned that while it offers a wide range of programs and supports, these efforts often lack coherence and coordination. In response, Sacramento City College will take deliberate steps to map its "equity ecosystem," cataloging programs, services, and interventions to ensure alignment with the Guided Pathways pillars, eliminate duplication, and maximize impact. This process will help the college identify service gaps, strengthen cross departmental collaboration, and ensure that all initiatives collectively advance institutional equity goals.

Another key strategy will be the continued engagement of external equity experts to provide data analysis, professional learning, and evidence based recommendations. These partners will challenge institutional assumptions, offer an objective view of progress, and help refine strategies grounded in anti racist and culturally responsive practices.

Finally, the college will implement its City Scholars Initiative, a cohort based transfer program designed to close persistent racial and socioeconomic gaps in transfer outcomes. Through structured academic pathways, intrusive advising, and targeted support, City Scholars will demonstrate how intentional design and community building can transform student success.

By combining these institutional strategies, structural alignment, external partnerships, and equity centered program design, Sacramento City College will continue to advance a culture of equity that is coherent, accountable, and deeply responsive to the needs of its students.


### *District official contact:*

Dr. John Dixon
Associate Vice President, Student Services
dixonj@scc.losrios.edu
(916) 558-2139

## Sacramento City College - Student Equity Plan (2025-28) DRAFT

## Guidance

In this section, colleges will be able to preview everything that has been entered in the previous sections. After the review of the completed sections, while still in the 'Preview' section in NOVA, you may download a pdf copy to share with others or you may click on the "Share" icon at the top of your Student Equity Plan in NOVA to email a pdf and html copy to others who have a NOVA account.

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college's governance process, **please click submit to route** to all the individuals listed in the 'Contact' session for review and final approval. Once your college's Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college's 2025-28 Student Equity Plan will change from "**Submitted**" status to "**Certified**" status which means your plan is fully certified and completed. **THANK YOU!**

## Details

## Assurances

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

✓  I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.

✓  I have read and given special consideration to [Education Code 78220](#) section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

### Campus Involvement & Leveraging Student Voice

During the development of the Student Equity and Achievement (SEA) Plan, the college ensured active involvement of all campus groups through a structured, participatory, and data-informed process rooted in equity principles. Each instructional and student services division engaged in a guided reflection process that prompted faculty, classified professionals, and administrators to examine equity-related data, practices, and student outcomes. These reflections were conducted collaboratively within departments and programs to ensure that diverse perspectives and lived experiences were incorporated into the analysis.

The reflections were then aggregated and synthesized across programs, departments, and divisions to identify recurring themes and gaps in equity efforts. This synthesis informed the draft SEA Plan, which was subsequently shared with governance bodies, including the Academic Senate, Classified Senate, and Student Senate for feedback, advice, and consent prior to submission. This process ensured that governance representatives, employee constituency groups, and students had meaningful opportunities to review and shape the plan's priorities, strategies, and goals.

**75**

To further center student voice, the college facilitated a series of student listening sessions and focus groups that intentionally prioritized participation from disproportionately impacted (DI) student groups. These sessions provided direct feedback on instructional practices, support services, and communication gaps that affected students' ability to access and succeed in college programs. Insights from these conversations were integrated into the plan's goals, informing strategies designed to enhance belonging, cultural responsiveness, and equitable access to services.

The college also leveraged partnerships with student leadership organizations, learning communities, and equity-focused programs to ensure that students' perspectives were not only heard but embedded in decision-making. The feedback loop was reinforced by sharing summary findings and proposed strategies with participants, affirming the value of their input.

Through these intentional efforts, combining structured reflection, shared governance engagement, and authentic student participation the college cultivated a collaborative, equity-minded process that aligned institutional planning with the lived experiences and aspirations of its students, faculty, and staff.

✓ I have read the legislation Education Code 78220 and understand per Education Code section (c) the Student Equity Plan "shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges…"

✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

**Race-Consciousness**

Sacramento City College, "The People's College," has long embraced a race-conscious and justice-centered approach to institutional planning and student success. The college's development of the Student Equity Plan was intentionally rooted in an unapologetic focus on racial equity, acknowledging the deep and persistent inequities that have historically affected racially minoritized students. The process recognized that systemic racism has shaped student experiences and outcomes, and that addressing these realities required intentional strategies, targeted investments, and ongoing reflection.

Throughout the plan's development, the college community operated from the understanding that equity work must be explicitly race-conscious, not race-neutral. Discussions and decision-making intentionally centered on the experiences of Black/African American, Latinx, Native American, and Pacific Islander students, among other historically marginalized groups. Rather than treating disparities as isolated data points, the college viewed them as the result of structural and institutional barriers that demanded systemic solutions.

Sacramento City College demonstrated this commitment through open acknowledgment of racial disparities in access, persistence, and completion, and by aligning its budget priorities to redress those inequities. Funding decisions prioritized programs and supports designed to close racial equity gaps, such as culturally responsive teaching initiatives, targeted retention programs, identity-based learning communities, and expanded academic and social supports for disproportionately impacted students. These investments were guided by the college's mission to serve as an inclusive institution that reflects and uplifts its diverse community.

In recent years, the college also sought external expertise to deepen its understanding and strengthen its race-conscious practices. By engaging consultants and research partners with expertise in racial equity and student success, Sacramento City College expanded its capacity to evaluate existing systems, challenge institutional norms, and implement transformative strategies.

This intentional, race-conscious approach reaffirmed Sacramento City College's longstanding identity as a fearless, equity-driven institution. One that not only acknowledges racism where it exists but also acts decisively to dismantle it through planning, investment, and collective accountability.

✓ I have read Education Code 78220 section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

76

**Local Review Process & Schedule**

Sacramento City College will implement a structured and transparent process to ensure the ongoing review, evaluation, and continuous improvement of its Student Equity Plan (SEP). This process will be designed to measure progress toward institutional equity goals, assess the effectiveness of strategies and investments, and maintain alignment between planning, budgeting, and student success outcomes.

Each year, by June 30, the college will conduct a comprehensive review of SEP progress and present findings to key governance and leadership bodies, including the President's Cabinet, Academic Senate, and Classified Senate. These annual presentations will provide disaggregated data on student outcomes, updates on initiatives funded through the Student Equity and Achievement Program, and an analysis of the college's progress toward closing equity gaps among disproportionately impacted student populations.

The review process will include collaboration between the Office of Student Services, the Office of Institutional Effectiveness, and division-level leads responsible for implementing SEP strategies. Together, these groups will analyze both quantitative and qualitative data, including student success metrics, program outcomes, and student feedback gathered through focus groups, surveys, and listening sessions. Findings will inform recommendations for adjustments to existing strategies, resource allocation, and future equity initiatives.

To strengthen integration between planning and resource allocation, the college will align the SEP funding request process directly with the strategies and priorities outlined in the plan. This alignment will ensure that proposals contribute meaningfully to the plan's overarching goals.

Through this continuous cycle of reflection, data review, and shared governance engagement, Sacramento City College will ensure that the Student Equity Plan remains a living document, responsive to campus realities, guided by evidence, and intentionally focused on achieving racial and educational equity for all students.

# College Contact Information Form

| Name | Responsibility | Institution | Email Address | Phone Number |
|---|---|---|---|---|
| John Dixon | Project Lead | n/a | dixonj@scc.losrios.edu | (916) 558-2139 |
| Dr. Albert Garcia | Approver: Chancellor/President | n/a | garciaaj@scc.losrios.edu | (916) 558-2101 |
| Mitch Campbell | Approver: Chief Business Officer | n/a | campbem@scc.losrios.edu | (916) 558-2120 |
| Dr. Devoun Stewart | Approver: Chief Instructional Officer | n/a | steward@scc.losrios.edu | (916) 558-2226 |
| Davin Brown | Approver: Chief Student Services Officer | n/a | davin.brown@scc.losrios.edu | |
| Amy Strimling | Approver: Academic Senate President | n/a | strimla@scc.losrios.edu | |
| Davin Brown | Alternate Project Lead | n/a | davin.brown@scc.losrios.edu | |
| Dr. Deborah Saks | Approver: Guided Pathways Coordinator/Lead | n/a | Saksd@scc.losrios.edu | (916) 558-2407 |

# Student Equity Plan Reflection

## Reflection

**For reference:** your most recent SEA Annual Report

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

**Key Learnings** *

Sacramento City College will continue to build on the lessons learned from the 2022–25 Student Equity Plan by addressing the systemic root causes of equity gaps that persist across the five state metrics. The college recognizes that the most significant barriers stem from structural inequities, income disparities affecting first generation college families, uneven access to academic preparation, and institutional processes that inadvertently create additional challenges for disproportionately impacted students. Moving forward, the college will remain intentional about dismantling these barriers through structural reform, targeted resource alignment, and a sustained focus on equity centered culture change.

Through reflection and broad campus engagement, the college has learned that while it offers a wide range of programs and supports, these efforts often lack coherence and coordination. In response, Sacramento City College will take deliberate steps to map its "equity ecosystem," cataloging programs, services, and interventions to ensure alignment with the Guided Pathways

pillars, eliminate duplication, and maximize impact. This process will help the college identify service gaps, strengthen cross departmental collaboration, and ensure that all initiatives collectively advance institutional equity goals.

Another key strategy will be the continued engagement of external equity experts to provide data analysis, professional learning, and evidence based recommendations. These partners will challenge institutional assumptions, offer an objective view of progress, and help refine strategies grounded in anti racist and culturally responsive practices.

Finally, the college will implement its City Scholars Initiative, a cohort based transfer program designed to close persistent racial and socioeconomic gaps in transfer outcomes. Through structured academic pathways, intrusive advising, and targeted support, City Scholars will demonstrate how intentional design and community building can transform student success.

By combining these institutional strategies, structural alignment, external partnerships, and equity centered program design, Sacramento City College will continue to advance a culture of equity that is coherent, accountable, and deeply responsive to the needs of its students.

**Plan Continuity** *

Sacramento City College will continue several effective strategies that have demonstrated measurable progress toward equity and student success. First, the college will sustain its commitment to defining and strengthening its equity ecosystem through the lens of the three Guided Pathways pillars (Clarify the Path, Enter the Path, and Stay on the Path). This framework will continue to guide the integration of instruction, student services, and administrative planning, ensuring that every student experience and support is intentionally aligned to promote equitable access, persistence, and completion.

Second, the college will maintain and expand its partnerships with external equity experts who will provide data-driven insights, professional development, and strategic consultation. These collaborations will help the college critically assess its practices, remain race-conscious in its planning, and continue grounding institutional actions in evidence-based, anti-racist, and culturally responsive approaches.

A third discovery the college will carry forward is the value of cross-departmental collaboration and coherence. The 2022–25 reflection process revealed that strong communication and coordination among divisions were essential to achieving meaningful progress. The 2025–28 plan will strengthen structures for shared reflection, data analysis, and progress monitoring to ensure campus wide ownership of equity goals.

Together, these strategies will provide continuity between planning cycles and strengthen the college's capacity to sustain a culture of equity, coherence, and continuous improvement.

# Executive Summary

## URL and PDF Upload

**Executive Summary URL** *

https://docs.google.com/document/d/1BmxrfQiGwjaqDKJXiMplc5vsqDsXjA-xE7uZfvEMdg4/edit?usp=sharing

**PDF Upload** *

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

SCC SEP Executive Summary 2025-28.pdf

# Metric and DI Population Summary

| DI Student Population | % of Students for Baseline Year | # of Students for Baseline Year | Goal 1: Eliminate Disproportionate Impact | | Goal 2: Fully Close Equity Gap | |
|---|---|---|---|---|---|---|
| | | | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap |
| Successful Enrollment - DI Student Populations | | | | | | |
| Black or African American | 16.1% | 220 | 0.1% | 2 | 2.1% | 29 |
| White | 10.2% | 566 | 11.3% | 626 | 13.3% | 739 |
| Completed Both Transfer-Level Math & English - DI Student Populations | | | | | | |
| Black or African American | 5.3% | 17 | 8.7% | 28 | 11.2% | 36 |
| Econ Disadvantaged | 14.2% | 383 | 2.3% | 61 | 4.3% | 115 |
| Hispanic | 12.8% | 173 | 2.3% | 32 | 4.3% | 59 |
| LGBT | 9.1% | 39 | 4.6% | 20 | 7.3% | 32 |
| Persistence: First Primary Term to Secondary Term - DI Student Populations | | | | | | |
| LGBT Male | 39.3% | 35 | 2.9% | 3 | 12.9% | 12 |
| Completion - DI Student Populations | | | | | | |
| Asian Male | 3.3% | 16 | 0.1% | 1 | 2.1% | 11 |
| Black or African American | 2.8% | 13 | 0.6% | 3 | 2.7% | 13 |
| Male | 4.1% | 91 | 0% | 1 | 2% | 46 |
| Transferred to a Four-Year - DI Student Populations | | | | | | |
| Asian | 18% | 67 | 0.5% | 3 | 4.4% | 17 |
| Black or African American | 14.5% | 21 | 1.9% | 3 | 7.6% | 12 |
| Econ Disadvantaged | 19.5% | 267 | 6% | 82 | 8% | 110 |

| DI Student Population | % of Students for Baseline Year | # of Students for Baseline Year | Goal 1: Eliminate Disproportionate Impact | | Goal 2: Fully Close Equity Gap | |
| --- | --- | --- | --- | --- | --- | --- |
| | | | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap |
| First Generation | 17.1% | 132 | 5% | 39 | 7.7% | 60 |
| Hispanic | 18.5% | 121 | 1.7% | 12 | 4.7% | 31 |
| LGBT | 15.8% | 23 | 0.3% | 1 | 6.2% | 10 |

## Successful Enrollment

### Data Review/Establishing Equity and Student Populations Goals

| Successful Enrollment Data | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | | Goal 1: Eliminate Disproportionate Impact | | Goal 2: Fully Close Equity Gap | |
| Student Population | % of Students for 2022-23 (Baseline Year) | # of Students for 2022-23 (Baseline Year) | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| Overall Student Population | 18% | 2401 | N/A | N/A | N/A | N/A |
| Black or African American | 16.1% | 220 | 0.1% | 2 | 2.1% | 29 |
| White | 10.2% | 566 | 11.3% | 626 | 13.3% | 739 |

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa,

Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

## Goals

### Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

**Vision 2030 Outcome:** Increase with equity the number of students attending a California community college, with particular emphasis on the number of undeserved Californians. ([Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation](#))

**Benchmark**: By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

#### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## Key Strategies to Advance Successful Enrollment Goals

#### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Successful Enrollment.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates **AND** meet the above goal(s) for your identified DI student population(s).

83

| | **Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s)** <br> (500 character max for each strategy) <br> *Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.* |
|---|---|
| 1 | Building on our commitment as an HSI, ANAPISI and BSI -in- development, SCC will strengthen and expand first year experience (FYE) by cultivating a welcoming, identity affirming and seamless entry experience that builds trust, reduces confusion and connects students early to benefits and opportunities for belongingness with our cultural engagement centers, learning communities and other equity focused initiatives and programs. |
| 2 | Strengthen and expand summer bridge programs designed to support successful enrollment, retention and persistence of API, Black and Latinx students by building intentional relationships and community through the API Center and VAKA, Black Academy and RAZA Center, respectively. |
| 3 | Expand efforts to develop and distribute culturally relevant and linguistically responsive outreach and recruitment materials to increase enrollment among bilingual and immigrant populations. |
| 4 | Increase bilingual admissions, financial aid, and counseling staff and/or access to real time interpretation services during onboarding, enrollment and orientation. |
| 5 | Expand Caring Campus initiative as a unifying behavioral framework for campus employees that cultivates welcoming, student-centered interactions focused on building trust, affirming identity, and strengthening student belonging from first point of contact. |

## Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

| Additional Key Strategies for Successful Enrollment - Overall Student Population |
|---|
| (500 character max) |
| *Example: To help increase overall Successful Enrollment, our college will increase the number of dual enrollment agreements with feeder schools to at least a total of 10 school districts by Spring 2028.* |
| Expand early outreach programs including Jr. RISE that guides students through enrollment, financial aid and orientation that reflects our commitment to inclusive excellence in retention and completion. |
| Use automated text and/or AI technology to send reminders and "micro-messages" that reinforce belonging and encourage students to complete the CCCApply or FAFSA/DreamAct steps. |

# Completed Both Transfer-Level Math & English

## Data Review/Establishing Equity and Student Populations Goals

| Completed Both Transfer-Level Math & English Data | | | | | | |
|---|---|---|---|---|---|---|
| | | | Goal 1: Eliminate Disproportionate Impact | | Goal 2: Fully Close Equity Gap | |
| Student Population | % of Students for 2022-23 (Baseline Year) | # of Students for 2022-23 (Baseline Year) | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| **Overall Student Population** | 15.6% | 618 | N/A | N/A | N/A | N/A |
| **Black or African American** | 5.3% | 17 | 8.7% | 28 | 11.2% | 36 |
| **Econ Disadvantaged** | 14.2% | 383 | 2.3% | 61 | 4.3% | 115 |
| **Hispanic** | 12.8% | 173 | 2.3% | 32 | 4.3% | 59 |
| **LGBT** | 9.1% | 39 | 4.6% | 20 | 7.3% | 32 |

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: Data Vista: Data View - Single Metric – First-Time NSA Cohort.

85

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

## Goals

### Completed Transfer-Level Math and English Equity Goals

There are two related goals for Completed Transfer-Level Math and English: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completed Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion Transfer-Level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

**Vision 2030 Outcome:** Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

**Benchmark**: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

#### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## Key Strategies to Advance Transfer-Level Math & English Goals

#### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion of Transfer-Level Math and English.

86

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Transfer-Level Math and English rates **AND** meet the above goal(s) for your identified DI student population(s).

| | Key Strategies for Transfer-Level Math & English - Disproportionately Impacted Student Population(s) (500 character max for each strategy) *Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.* |
|---|---|
| 1 | Ongoing support for student services practitioners (financial aid advisors, basic needs coordinators, and counselors) to expand efforts to address financial barriers that contribute to math course withdrawal and failure. |
| 2 | English and math faculty, counselors, classified professionals and PRIE will meet annually to review disaggregated student success data, review the efficacy of early alert interventions, identify patterns in withdrawal/DFW rates and design tailored, equity informed intervention strategies. |
| 3 | Launch a short-term or summer bridge math Readiness & Belonging Program, co-facilitated by math faculty, counselors, and equity program practitioners (i.e., MESA, Puente, cultural engagement centers). |
| 4 | Expand the capacity of the Linguistic Justice Community of Practice to support success rates in transfer level English for African American, Latinx, Economic disadvantaged, LGBT and other disproportionately impacted students. |
| 5 | Ensure that student participants in the learning communities have access to English and math in their first year with holistic wrap around support including co-requisite support if necessary, tutoring and a designated student success coach. |

## Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

| Additional Key Strategies for Transfer-Level Math & English - Overall Student Population |
|---|
| (500 character max) |
| *Example: Create community of practice for English and Math attainment for all instructors and tutor support, with a focus on data, inclusive teaching and support strategies, co-requisite refinement, and cross-campus relationship building to strategically increase Transfer-Level Math and English completion for the overall student population.* |

| |
|---|
| Provide ongoing professional development and curriculum redesign that centers cultural relevance, growth mindset, and belonging in transfer-level math. |
| Designate a counselor liaison to support each math pathway (i.e., Liberal Arts Math, Business, STEM Calculus). |
| Coordinate with basic needs centers, financial aid, and counselors to address life barriers affecting English and Math course persistence. |
| Use adaptive tutoring or writing tools to personalize learning in transfer level English and math. |
| Offer research-based, equity-focused professional development training and coaching to student services practitioners, counseling faculty and classified staff, supporting student completion efforts in transfer level English and math. |

# Persistence: First Primary Term to Secondary Term

## Data Review/Establishing Equity and Student Populations Goals

| Persistence: First Primary Term to Secondary Term Data | | | | | | |
|---|---|---|---|---|---|---|
| | | | Goal 1: Eliminate Disproportionate Impact | | Goal 2: Fully Close Equity Gap | |
| Student Population | % of Students for 2021-22 (Baseline Year) | # of Students for 2021-22 (Baseline Year) | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| **Overall Student Population** | 52% | 2127 | N/A | N/A | N/A | N/A |
| **LGBT Male** | 39.3% | 35 | 2.9% | 3 | 12.9% | 12 |

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of

enrolled students for each academic year.

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

## Goals

### Persistence Equity Goals

There are two related goals for Persistence: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

**Vision 2030 Outcome:** Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

**Benchmark**: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

#### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## Key Strategies to Advance Student Persistence Goals

#### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Student Persistence.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Student Persistence rates **AND** meet the above goal(s) for your identified DI student population(s).

89

| | **Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s)**<br>(500 character max for each strategy)<br>*Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.* |
|---|---|
| 1 | Expand peer navigator program to connect students, served through the cultural engagement and empowerment centers (ASHE, RISE, RAZA, API, Native, PRIDE and the Disability Cultural Center, DCC), to EOPS, CalFresh, technology and book loans and vouchers, childcare, and other information related to meeting their basic needs. |
| 2 | Continue to resource, center and amplify student voice and belonging, identity, and sustained engagement as drivers of persistence and completion through the support centers such as ASHE, API, Native, DCC, RISE, Pride, RAZA, Undocu-Resource Center, Re-emerging scholars, and other equity intervention programs such as MESA, BSSI, EOPS, HSI, Veterans and Hispanic Serving Institutions (HSI) initiatives. |
| 3 | Expand professional development opportunities for faculty, classified staff and administrators that prioritizes inclusive excellence and belongingness as a persistence strategy by addressing the distinct needs of LGBTQIA+ students of color, especially those navigating multiple systemic barriers and intersectional identities. |
| 4 | Create "persistence and retention teams" including counselors, success coaches, and financial aid staff who proactively reach out to support student participants in learning communities that have stopped out and support reentry. |
| 5 | Provide professional learning for classified professionals, particularly student services practitioners, to enhance equity-minded communication, proactive student engagement, and relational practices. |

## Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Student Persistence for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Student Persistence and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

*Example: Our college will ensure all students, especially new incoming and returning students, receive proactive messaging throughout their first semester (and beyond) to promote all available resources for students via all communication methodologies (email, social media, and traditional mailings to students' listed mailing address) prior to the start of each semester. Prioritization of personalized outreach will center on all disproportionately impacted students.*

Launch a benefits and belongingness survey.  Through a single, streamlined survey, all students self-report key information that is cross-matched with eligibility criteria for a wide range of support programs. Upon completion, students receive a customized benefits report outlining the programs they qualify for, their associated benefits (e.g., book vouchers, priority registration, peer mentoring, counseling, food/housing support, cash aid,  transfer cohorts), and how to get started.

Establish a "completion coaching" model that builds upon the college's reentry initiative to bring back students who have stopped out and support them through completion.

Provide professional learning for faculty on equity minded pedagogy, inclusive syllabi design, and classroom climate.

Expand campus tours to public and private universities for students who have reached the 30 unit momentum milestone.

# Completion

## Data Review/Establishing Equity and Student Populations Goals

91

| | | | Goal 1: Eliminate Disproportionate Impact | | Goal 2: Fully Close Equity Gap | |
|---|---|---|---|---|---|---|
| **Completion Data** | | | | | | |
| **Student Population** | % of Students for 2019-20 (Baseline Year) | # of Students for 2019-20 (Baseline Year) | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| **Overall Student Population** | 5.2% | 274 | N/A | N/A | N/A | N/A |
| **Asian Male** | 3.3% | 16 | 0.1% | 1 | 2.1% | 11 |
| **Black or African American** | 2.8% | 13 | 0.6% | 3 | 2.7% | 13 |
| **Male** | 4.1% | 91 | 0% | 1 | 2% | 46 |

* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

## Goals

## Completion Equity Goals

There are two related goals for Completion: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

## Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

**Vision 2030 Outcome:** (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn an associate degree for transfer. (Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment)

**Benchmark**: By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

**Benchmark**: By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## Key Strategies to Advance Completion Goals

### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates **AND** meet the above goal(s) for your identified DI student population(s).

| | **Key Strategies for Completion - Disproportionately Impacted Student Population(s)** <br> (500 character max for each strategy) <br> *Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.* |
|---|---|
| 1 | Strengthen and expand program infrastructure for Umoja, A2MEND, Puente and VAKA to increase the number of students who complete their educational goals including degree, certification and transfer outcomes. |
| 2 | Ensure holistic, student-centered, culturally relevant advising and counseling that fosters meaningful engagement with Black/African American and other underrepresented students interested in attending HBCUs and the Black Honors College (Sac State). |
| 3 | Conduct re-engagement and completion campaigns targeting students who paused or stopped, especially in immigrant and bilingual communities. |
| 4 | Expand affinity based and identity affirming campus tours in partnership with university cultural centers. |
| 5 | Design and distribute a confidential, LGBTQIA+-inclusive climate and needs assessment survey that is trauma-informed and rooted in culturally and identity affirming practices. The survey should emphasize generating key insights and recommendations to inform responsive and holistic wrap-around services, inclusive counseling practices, and the cultivation of a safe and affirming learning environment and campus culture. |

## Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

**Additional Key Strategies for Completion - Overall Student Population**

(500 character max)

*Example: Establish a degree auditing system with auto-awarding, and campaign with students after 45 units to ensure they are enrolled in courses that will help them cross the finish line. Prioritization of personalized outreach will center on all disproportionately impacted students.*

Review local and state student success dashboards (e.g., CCC DataMart, DataVista, PRIE dashboards) to determine which areas to invest and intervene to support efforts to close equity gaps in completion.

Increase coordination between PRIE, Admissions and Records and the Transfer Center/Cultural Engagement Centers to identify students who are near the transfer gate or eligible for degrees and/or certificates.

Explore auto-awarding degrees and certificates, taking into consideration the financial implications.

# Transferred to a Four-Year

## Data Review/Establishing Equity and Student Populations Goals

95

| | | | Goal 1: Eliminate Disproportionate Impact | | Goal 2: Fully Close Equity Gap | |
|---|---|---|---|---|---|---|
| **Student Population** | % of Students for 2018-19 (Baseline Year) | # of Students for 2018-19 (Baseline Year) | % of Increase Needed to Eliminate DI | # of Students Needed to Eliminate DI* | % of Increase Needed to Fully Close Equity Gap | # of Students Needed to Fully Close Equity Gap* |
| **Overall Student Population** | 21.5% | 388 | N/A | N/A | N/A | N/A |
| **Asian** | 18% | 67 | 0.5% | 3 | 4.4% | 17 |
| **Black or African American** | 14.5% | 21 | 1.9% | 3 | 7.6% | 12 |
| **Econ Disadvantaged** | 19.5% | 267 | 6% | 82 | 8% | 110 |
| **First Generation** | 17.1% | 132 | 5% | 39 | 7.7% | 60 |
| **Hispanic** | 18.5% | 121 | 1.7% | 12 | 4.7% | 31 |
| **LGBT** | 15.8% | 23 | 0.3% | 1 | 6.2% | 10 |

*Caption above table:* **Transferred to a Four-Year Data**

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

# Goals

## Transfer Equity Goals

There are two related goals for Transfer: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

## Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

96

**Vision 2030 Outcome:** (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#))

**Baseline Benchmark**: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.
**Stretch Benchmark**: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## Key Strategies to Advance Transfer Goals

### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates **AND** meet the above goal(s) for your identified DI student population(s).

| | **Key Strategies for Transfer - Disproportionately Impacted Student Population(s)**<br>(500 character max for each strategy)<br>*Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.* |
|---|---|
| 1 | Through the launch of the college's City Scholars Initiative, program participants will complete the degree pathway in 2 or 3 years in either Administration of Justice, Psychology, or Business, with a pre-designed flexible schedule that ensures they meet all CSU and UC transfer requirements. Emphasis will be placed on ensuring every student has an Individual Student Educational Plan (iSEP). |
| 2 | Through the college's City Scholars Initiative, program participants will receive holistic, one stop shop, wrap-around services that includes but not limited to dedicated peer mentorship, counseling and student success coaching to ensure students receive benefits screening and receive financial, emotional, and academic support throughout their time at SCC. |
| 3 | Student participants in learning communities such as Puente, A2MEND, VAKA and Umoja will expand their cross-functional success teams which include instructional faculty, counselors, and success coaches/momentum monitors working in coordination. The teams will proactively monitor student progress, address academic alerts, and ensure that students receive timely outreach and wraparound support. |
| 4 | Increase the number of DI impacted students meeting Honors program requirements, interested in UC transfer and receive the support necessary for priority consideration for University of California transfer admission guarantee (TAG) and other UC specific pathways. |
| 5 | Provide targeted training sessions for counselors, advisors, and faculty on best and promising practices for supporting students in HBCU transfer pathways. |
| 6 | Identify predictive factors influencing persistence and retention, ensuring that disproportionately impacted students receive targeted, timely interventions that address academic, financial, and social challenges. |
| 7 | Host HBCU transfer workshops covering important topics such as the application processes, eligibility for the HBCU Transfer Guarantee, financial aid and scholarship resources, and academic preparation and program alignment for seamless transfer. |
| 8 | Formalize MOUs with UC/CSU cultural or resource centers for sustained collaboration with SCC cultural engagement centers. |
| 9 | Strengthen partnerships between MESA and cultural engagement centers to merge academic excellence in calculus based majors with identify affirmation.  This collaborative effort aims to increase persistence and completion for DI students in STEM pathways. |
| 10 | Conduct periodic transfer equity audits to assess gaps by race/ethnicity, gender, and program of study in application submission, acceptance rates and post-admission enrollment to reevaluate current strategies and drive future efforts. |
| 11 | Launch a 2nd Year Summer Bridge Program that supports rising second-year students at a key moment where we find persistence drops with an emphasis on staying on the path to transfer with clarity, resources, and intersegmental support including warm handoffs. |

### Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

| Additional Key Strategies for Transfer - Overall Student Population |
| --- |
| (500 character max) |
| *Example: Our college will increase our number of ADTs and ensure every student who has completed 30 units or more are scheduled with a counselor and/or complete a transfer workshop.* |
| Expand upon our transfer-ready culture at SCC from the onset, through establishing strong intersegmental partnerships with CSUs, UCs, HBCUs, and other minority-serving institutions. |
| Adopt technology and/or tools to enable expanded efforts to proactively monitor student milestones, address academic concerns like probation, stop out or withdrawal, and ensure that students receive timely outreach and wraparound support to ensure they stay on the path to completion. |
| Institutionalize an annual "Transfer Week" initiative as a campuswide event that celebrates transfer bound students, demystifies the process and connects students with university partners. |
| Provide training to faculty across disciplines to serve as "Transfer Advocates" who integrate transfer awareness into syllabi and assignments. |

### Transfer Emphasis *

While the work and efforts for all student success metrics are crucial to the success of our students the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". *(California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1).*

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to **improve transfer** and meet related goals outlined in Vision 2030.*

Sacramento City College will advance the goals of Vision 2030 by implementing a comprehensive set of strategies designed to remove barriers, meet student needs, and create clear pathways that lead to successful transfer. Through the City Scholars Initiative, students in Administration of Justice, Psychology, and Business will follow structured two and three year pathways that meet CSU and UC requirements. Each student will have an Individual Student Educational Plan that outlines courses, milestones, and support services. The initiative also offers holistic one stop support including peer

mentoring, counseling, success coaching, and benefits screening to ensure that financial, emotional, and academic needs are met throughout the student journey.

Learning communities such as Puente, Umoja, A2MEND, and VAKA will expand cross functional success teams of faculty, counselors, and success coaches who proactively monitor student progress and coordinate outreach when academic or personal challenges arise. These teams will strengthen belonging and accountability while providing timely interventions that help students persist and complete.

The college will increase the number of disproportionately impacted students who meet Honors Program requirements and prepare for UC transfer through focused academic advising and mentorship. Counselors, advisors, and faculty will receive training on best practices for supporting students interested in Historically Black College and University pathways, while workshops will guide students through application processes, financial aid, and transfer guarantees.

To sustain long term progress, the college will formalize agreements with UC and CSU cultural centers and expand collaborations between MESA and SCC cultural engagement centers to align academic rigor with identity affirmation, especially in STEM majors. Periodic transfer equity audits will track application, acceptance, and enrollment data to identify and close equity gaps.

Finally, a Second Year Summer Bridge Program will support students at a critical stage where persistence declines, connecting them with resources and warm handoffs to ensure momentum toward transfer. Together, these integrated strategies create a cohesive equity ecosystem that simplifies pathways, personalizes support, and builds the foundation for improved transfer outcomes for all students, particularly those who have been historically underrepresented in higher education.

*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

# Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

## Student Population(s) Experiencing DI for Intensive Focus

### DI Student Population

Black or African American

### Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college**?

At Sacramento City College (SCC), we are deeply committed to advancing the success, well-being, and sense of belonging of our Black and African American students. This commitment is grounded in our core values of equity, inclusion, and educational justice. We recognize that systemic barriers have historically limited access and success for Black students in higher education, and we are proactively designing and implementing interventions to dismantle those barriers through intentional, data-informed, and community-driven strategies. Below you'll find an overview of strategies, programmatic investments and structural changes, focused on the five goals outlined in the student equity plan. These strategies will or have been applied throughout the institution to advance inclusive excellence in access, support and success for African American students.

**Action Plan for Ideal Institution** *

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

  1. How will your college address and overcome the challenges and/or barriers shared above?
  2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
  3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

1. Empowering Faculty Through the Equity Dashboard Faculty are increasingly empowered to use data as a catalyst for advancing racial equity, particularly for Black students. In partnership with the Office of Planning, Research, and Institutional Effectiveness (PRIE), the college provides access to an equity-centered dashboard that disaggregates course success, retention, and completion data by race/ethnicity, gender, and modality. This tool illuminates equity gaps, informs professional learning, and drives instructional interventions that improve Black student success and completion with an emphasis on completion of transfer level math and English in the first semester.

2. Culturally Affirming Two- to Three-Year Transfer Pathways (City Scholars): Launching in 2026–2027, City Scholars will be the college's first structured transfer initiative specifically designed for disproportionately impacted students, including African American and Hispanic/Latinx learners. CITY Scholars provides clear, culturally affirming two and three-year degree pathways in high-demand fields such as Administration of Justice, Psychology, and Business. Each pathway includes comprehensive educational planning, cohort-based learning, and faculty and counselors trained in culturally responsive pedagogy and service. The goal of this initiative is to close equity gaps in transfer and completion for students experiencing the most significant disproportionate impact. All strategies, resources and support are designed to ensure students receive timely, coordinated, comprehensive and culturally responsive academic guidance throughout their educational journey, from enrollment to completion.

3. Dual Enrollment Grounded in Umoja Principles: Building upon the college's existing dual enrollment infrastructure, this strand expands access for high school students attending schools with high Black student enrollment. The Umoja-informed approach integrates cultural relevance, belonging, and academic rigor while engaging families and school partners through intentional training, outreach, and early college experiences that promote equitable enrollment and ultimately, entry into transfer pathways.

4. Proactive and Culturally Responsive Counseling and Student Services: Counseling faculty and Student Success Specialists collaborate to provide proactive, holistic guidance for Black and African American students. This includes ensuring first-time-in-college students enroll in transfer-level English and Math within their first year, completing Individual Student Educational Plans, and receiving targeted and tailored support at key momentum points—particularly for students at or near transfer. These practices are grounded in culturally affirming, equity-minded approaches that honor students lived experiences.

5. Culturally Responsive First-Year Experience and Academic Support: Students receive integrated academic and tutoring support within affinity spaces to reinforce belonging and academic success with an emphasis on term-to-term persistence. Examples include embedded tutoring in ENGL C1000 corequisite courses, supplemental instruction through PAL tutoring in gateway courses, and targeted math redesign aligned with AB 1705 to humanize and contextualize math learning.

6. Zero Textbook Cost (ZTC) and Low-Cost Learning Resources: The college is expanding access to Open Educational Resources (OER) and low-cost course materials to reduce financial barriers that disproportionately impact Black students. This includes increasing ZTC sections, providing free or reduced-cost materials for general education and major courses, and supporting faculty through ongoing training and resource development.

Sacramento City College also provides comprehensive, holistic and identity affirming student services and programs designed to support the academic, personal, and leadership development of Black and African American students. The A²MEND Student Charter provides an affirming environment for African American male students and other men of color, fostering academic achievement and cultivating culturally competent student leaders. Umoja-SBA serves as a critical

community space that enhances the cultural and educational experiences of Black students, emphasizing intellectual, social, and spiritual growth in a communal setting. The ASHÉ Center (pronounced "ah-SHAY") advances the educational experience for students of African descent by promoting cultural, social, physical, and mental development, enriching the entire campus community while supporting successful transfer and degree completion. The Black Student Success Initiative (BSSI), housed within General Counseling, offers targeted support for Black/African American students who are not engaged through other programs. Together, these programs form a coordinated ecosystem of support that promotes persistence, achievement, leadership, and transfer success for Black and African American students at SCC

## DI Student Population

Hispanic

### Current Challenges/Barriers *

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college**?

At Sacramento City College (SCC), we are deeply committed to advancing the success, well-being, and sense of belonging of our Hispanic/LatinX students. This commitment is grounded in our core values of equity, inclusion, and educational justice. We recognize that systemic barriers have historically limited access and success for Hispanic/LatinX  students in higher education, and we are proactively designing and implementing interventions to dismantle those barriers through intentional, data-informed, and community-driven strategies. Below you'll find an overview of strategies, programmatic investments and structural changes, focused on the five goals outlined in the student equity plan. These strategies will or have been applied throughout the institution to advance inclusive excellence in access, support and success for Hispanic/LatinX students.

### Action Plan for Ideal Institution *

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

Sacramento City College  provides comprehensive, holistic and identity affirming student services and programs designed to support the academic, personal, and leadership development of Hispanic/Latinx students. Programs such as the RAZA Center, which prides itself on being our students' familia on campus, focus on eliminating equity gaps in access, support services, and transfer readiness while cultivating a space where cultura, arte, and academics intersect. The Puente Project works to increase the number of educationally disadvantaged students who enroll in four year colleges and universities by providing culturally responsive curriculum, mentorship and guidance with an emphasis on completing transfer level math and English in the first year. The Caminos de la Ciudad Initiative centers the lived experiences, strengths, and aspirations of Latinx/Hispanic and first time-in-college students.

1. Empowering Faculty Through the Equity Dashboard: Supporting faculty in leveraging disaggregated data to identify opportunity gaps, guide equity-minded pedagogy, and inform targeted interventions that improve student outcomes.  This tool illuminate's equity gaps, informs professional learning, and drives instructional interventions.
2. City Scholars: Culturally Competent Transfer Pathways: Launching in 2026–2027, City Scholars will be the college's first structured transfer initiative specifically designed for disproportionately impacted students, including African American and Hispanic/Latinx learners. CITY Scholars provides clear, culturally affirming two and three-year degree

pathways in high-demand fields such as Administration of Justice, Psychology, and Business. Each pathway includes comprehensive educational planning, cohort-based learning, and faculty and counselors trained in culturally responsive pedagogy and service. The goal of this initiative is to close equity gaps in transfer and completion for students experiencing the most significant disproportionate impact.

3. The Caminos de la Ciudad initiative: This initiative is designed to strengthen the transfer pipeline for Hispanic/Latinx and first-generation students by ensuring they receive early, sustained, and  culturally responsive support throughout their academic journey. The initiative focuses on creating clear and seamless pathways to CSU/UC transfer through coordinated counseling, proactive student outreach, recruitment and successful enrollment and intentional program design that centers community, belonging and academic self-efficacy.

4. The HSI-Early College Program (HSI-ECP): The program strengthens early access and college readiness by providing high impact co-curricular experiences, increasing the percentage of Latinx/Hispanic students in dual enrollment, and hosting culturally relevant workshops on academic skills, college navigation and mentorship opportunities to students and their families. In addition, the college has developed and strengthened adult dual enrollment pathways, offering Adult Education and continuation school students access to college-level coursework and supporting seamless transitions to higher education, workforce opportunities, and ESL progression.

5. Culturally Responsive First-Year Experience (FYE) including Summer Bridge: Through the College's "Caminos de la Ciudad" (City Pathways) program, students participate in holistic, identity-affirming first-year experiences designed to foster belonging, persistence, and connection to academic and cultural communities. This initiative includes a structured summer bridge program in which students receive orientation that affirms their identities, and are connected to resources, supports and peer networks. Students also engage in educational planning, develop academic self-efficacy, and build the skills and confidence necessary to navigate college successfully.

6. Proactive and Culturally Responsive Counseling and Student Services: We aim to expand counseling approaches that honor students' cultural identities, linguistic diversity, and the lived experience, particularly for Hispanic/Latinx students. The college has also strengthened early alert and proactive advising practices to advance retention and persistence efforts, ensuring that students who are at or near transfer timely guidance and support from culturally competent, bilingual counselors and transfer professionals.

In alignment with the college's commitment to cultural and linguistic inclusion, extensive efforts have been made to incorporate strategies to serve English language learners (ELLs) and bilingual and immigrant students. This includes developing multilingual and culturally relevant outreach and recruitment materials, offering linguistically accessible services in key areas, and expanding professional development for staff and faculty on linguistically responsive and asset-based approaches to student engagement and support.

# Student Education Plans

## Completed Comprehensive Student Education Plans

**Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.**

Definitions:

**Cohort:** New, First-Time, Non-Special Admit Unduplicated Students for that Term
Exempt Students: *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to Title 5 Section 55532 for a list of possible exempt students.*

**Comprehensive Student Education Plans:** A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. *(Current MIS Data Element Dictionary SS09 for Student Credit Education Plan).*

*Note:* **The following is a newly proposed 2025 MIS definition for comprehensive education plans:** *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with* Title 55524 Student Education Plans *and include the student's declared course of study along with* <u>all</u> *required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship).*

| Comprehensive Student Education Plans (Local College Data) | | | | | |
|---|---|---|---|---|---|
| Academic Year Cohort (include summer and winter sessions if applicable) | Total Number of Enrolled Students in Cohort | # of Students Who Received a Comprehensive Ed Plan by End of First Primary Term | % of Students Who Received a Comprehensive Ed Plan by End of First Primary Term | # of Students Who Received a Comprehensive Ed Plan by End of First Academic Year | % of Students Who Received a Comprehensive Ed Plan by End of First Academic Year |
| **Fall 2022 Cohort** (Comprehensive Ed Plan by 6/30/2023) | 2,839 | 201 | 7% | 316 | 11% |
| **Spring 2023 Cohort** (Comprehensive Ed Plan by 12/31/2023) | 819 | 41 | 5% | 61 | 7% |
| **Fall 2023 Cohort** (Comprehensive Ed Plan by 6/30/2024) | 3,154 | 201 | 6% | 361 | 11% |
| **Spring 2024 Cohort** (Comprehensive Ed Plan by 12/30/2024) | 908 | 59 | 6% | 88 | 10% |

**Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan** *

There is no disproportionate impact observed for student populations in the Fall 2022, Spring 2023, Fall 2023, and Spring 2024 cohorts.

**Comprehensive Education Plan Implementation for DI Student Populations** *

- Provide Individual Student Educational Plan (iSEP) for transfer seeking students participating in the learning communities (VAKA, A2MEND, Umoja, FYE and Puente) before the completion of the first year and update and adjust annually/as needed.
- Dedicated counselors and staff serving students in the learning communities will proactively monitor and engage students to ensure they stay on track by completing and regularly updating their comprehensive education plan. This includes supporting timely course enrollment, identifying and addressing academic barriers early, and providing outreach to students who withdraw, stop out, or miss key milestones.
- Increase counseling capacity by hiring additional full time and part time counselors, with specific emphasis on expanding counselor availability to develop comprehensive education plans and structured follow up support for transfer intending

disproportionately impacted students.

**Comprehensive Education Plan Implementation for ALL Students** *

- Ensure transfer intending students complete comprehensive education plans by embedding planning sessions into counseling appointments, offering targeted group workshops, and collaborating with the Transfer Center.
- Periodically review student education plans to ensure that the plans align with their evolving transfer and career goals.
- Provide ongoing professional learning for counseling faculty focused on ADT pathways, UC Tag, and major preparation.
- Shift to a proactive, integrated approach where the college automatically identifies, prioritizes, and engages transfer seeking students to complete comprehensive education plans and follow up support is prioritized.

# Vision 2030 Alignment/Coordination

## 1. Guided Pathways *

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921. Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

- Embed continuous improvement cycles into Guided Pathways by creating spaces where faculty, staff, and administrators regularly analyze disaggregated data to identify barriers and redesign supports. This includes professional development in equity-minded inquiry, program review integration, and use of student voice to shape redesign.
- Build cross-functional success teams within each meta-major that include instructional faculty, counselors, and success coaches/momentum monitors working in coordinated communication loops. The teams will proactively monitor student progress, address academic alerts, and ensure that students receive timely outreach and wraparound support.
- Ensure that each pathway clearly shows students the connection between coursework, degree and transfer, and career outcomes.
- Regular student listening sessions and focus groups with students within each pathway will provide direct feedback on course sequencing, support services, and communication gaps.
- Connect with tribal communities, cultural organizations, community based organizations and/or advocacy groups to support outreach, recruitment and retention of historically underserved populations.
- Expand multilingual support groups, bilingual tutors, and language support labs that support ESL to transfer pathways or workforce development.
- Develop and distribute, annually, a guided pathways aligned student exit survey that allows the institution to see how students experience their entire pathway from entry to completion.
- Provide culturally competent, equity-centered holistic student support services that affirms students' diverse identities and lived experiences, ensuring that interventions are timely and tailored, accessible, respectful, and inclusive.
- In partnership with the Office of Planning, Research, and Institutional Effectiveness (PRIE), the college will continue to support faculty in leveraging data for meaningful change, by continuing to expand our data dashboards and offer ongoing professional development focused on data literacy, equity-minded teaching, and culturally responsive pedagogy. Faculty engage in workshops and coaching sessions that help them analyze their own course-level data, reflect on outcomes for Black students, and implement changes that promote belonging and academic success. This intentional use of data, coupled with robust professional learning, has underpinned instructional interventions to improve Black student course success and completion metrics.

105

## 2. Student Financial Aid Administration *

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

- Provide linguistically accessible financial aid support through bilingual staff or real time interpretation services.
- Partner with FYE, outreach and admissions teams to offer "financial aid readiness workshops" at feeder high schools, county office of education schools, adult education centers and/other community based partners.
- Embed financial aid staff in categorical programs, cultural engagement centers and learning communities orientation and onboarding activities.
- Provide bilingual financial aid navigators who can support students interpret award letters, verify statuses or appeal decisions, etc.
- Provide training to all classified professionals in Financial Aid that "financial aid is equity work," emphasizing empathy and compassion, accuracy and simplification.
- Expand efforts at proactive benefits matching that ensures every student receives a customized benefits report (e.g., financial aid, book vouchers, emergency cash aid, transit passes, etc.) outlining the programs they qualify for, their associated benefits, and how to access those benefits as early as possible in their learning journeys.

## 3. Students with Disabilities (DSPS) *

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

- Develop and launch a campus-wide outreach campaign to raise awareness about disability justice and increase student participation in the Disability Cultural Center.
- Integrate inclusivity, disability representation, and accessibility into all campus-wide student success initiatives, institutional effectiveness process, making disability inclusion central to collegewide equity and inclusion planning efforts.
- Create a structured pathway for disabled, deaf, and neurodivergent students transitioning from high school to SCC.
- Build cross-functional collaboration between counseling, DSPS, and career education faculty to foster a shared understanding of disabled students' needs, map support and accommodation processes, and create communication channels to streamline services and referrals.
- Provide ongoing professional development opportunities for faculty, administrators and classified professionals on universal design, disability justice, and accessible hybrid events.
- Collaborate with DOR to increase awareness of financial supports available for students with disabilities, including tuition assistance, textbooks, technology, and transportation funding.
- Expand wraparound support for disabled students through WorkAbility III (WAIII) and C2C programs.

## 4. Extended Opportunity Programs and Services (EOPS)/CalWORKs *

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The **EOPS** Program supports educationally and economically disadvantaged students to achieve their higher education goals. The program supports eligible students by offering academic, career and personal counseling, book stipends, skills training, priority registration and referrals to on and off campus support services in addition to other student support serces.

The **CALWorks** Program helps eligible student parents or caregivers pursue their educational and occupational goals while meeting county guidelines and requirements. The program supports students by offering academic, career and personal counseling, book stipends, skills training, priority registration and referrals to on and off campus support services in addition to other student support services.

- In collaboration with RISE, expand the EOPS Summer Bridge (SB) program for the first time in college students who are transitioning from high school directly into our SCC EOPS program.
- Expand outreach and recruitment services to increase the number of prospective EOPS/CalWorks students and connect them to resources that promote access, support and success.
- Collect student feedback through focus groups and exit surveys to gather actionable insights into how well the program delivered on its mission and refine supports.
- In CalWorks, offer comprehensive support that include paid work-study opportunities, targeted job placement services, skills development and training programs, and access to affordable childcare.
- Increase persistence, degree completion and transfer rates among student parents who are eligible for both CalWorks and EOPS through coordinated case management, financial support and proactive momentum monitoring.
- In partnership with the Technology and Innovation Division, provide career pathways and job readiness workshops in high demand fields through work study placements, paid internships and short term certificates.

## 5. NextUp/Foster Youth *

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

- Use intentional outreach, recruitment and analysis of existing enrollment data to identify eligible students that are not currently benefiting from the program.
- Proactive monitoring of successful enrollment, persistence and retention, completion, and transfer outcomes for foster youth across disciplines, while using that data to shape institutional equity priorities, investments and timely interventions.
- Increase professional development and learning opportunities in trauma-informed and asset based advising, counseling and service provision for staff and faculty.
- Secure a designated space to foster belonging and psychological safety  while delivering holistic, culturally responsive and confidential case management, and career-connected wrap-around services to mitigate barriers and accelerate progress towards meeting their college and career goals.
- Offer career exploration and job-readiness workshops in addition to opportunities for paid internships and work study placements.
- Use dual enrollment or early outreach strategies for foster youth to encourage college going and readiness.

## 6. Programs for Veterans (Veterans Resource Center) *

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

- Develop veterans focused outreach explaining how prior training, military services or certifications can be evaluated for credit in career education pathways.
- Provide proactive outreach and support for VA verification, eligibility screening, and military credit evaluation.
- Proactively identify and engage veterans who have stopped out prior to completing their academic goals, assessing barriers to re-enrollment and developing individualized re-entry plans in collaboration with dedicated academic counselors and support services.

- Develop and distribute a graduate exit survey for VA students which gathers actionable insights into how well the program delivered on its mission.

## 7. Justice-Involved and Justice-Impacted Students *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

- Ensure every participant has access to a dedicated counselor in the beginning of their academic journey, while also completing an individualized ed plan, exploring career paths and has access to personal and professional development opportunities.
- Host student workshops throughout the semester that address key challenges that students face and equip them with the knowledge, skills and abilities needed to navigate college and/or career pathways.
- As early as possible, connect students to benefits, resources, supports and opportunities for belongingness especially our cultural engagement and empowerment centers.
- Collect student feedback through focus groups and exit surveys to gather actionable insights into how well the program delivered on its mission and refine supports.

## 8. Low-Income Adults *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

- Expand holistic and responsive counseling practice focused on intensive analysis of transcripts to identify the shortest paths to completion and to help students adhere to Educational Plans;
- Expand flexible schedules and learning options to expand pathways to timely completion and align with regional workforce demands that lead to a living wage.
- Expand the ZTC initiative and use of and low-cost course materials, by a) increasing the number of courses sections offering ZTC/Open Educational Resources (OER) for both general education and in discipline-specific sequential courses; decreasing students' overall expenses through adopting reduced cost and/or providing free access to required textbooks, workbooks, lab manuals, readers, specialized websites or software-like online homework systems.
- Prioritize increased access to financial, technology, and other supportive resources. The College already has a holistic approach to supporting students—particularly useful for adult learners who often face heightened barriers related to financial insecurity, caregiving responsibilities, and access to essential resources. These efforts focus on alleviating common barriers such as food insecurity, financial hardship, and lack of access to learning materials and technology so adult learners can remain focused on their educational and career goals. Programs and services including Panther Cares, which addresses basic needs insecurity, textbook lending libraries, just-in-time financial aid support, and scholarships will be integrated into Black part-time students' experience at the College.

## 9. Credit for Prior Learning *

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

- The college will establish a CPL Community of Practice (CoP). This interdisciplinary learning community will include faculty, counselors, and classified professionals meeting monthly to analyze outcomes, share practices, and mentor CPL practitioners.

- Provide ongoing professional development for counselors focused on integrating CPL into holistic education planning and case management. Counselors will receive targeted professional development on identifying eligible students, advising on CPL options, and helping students navigate the process through tools, or other student engagement systems
- Professional learning opportunities that strengthen faculty understanding of CPL policy, equity, and assessment practice. Foundational workshops will focus on Title 5 and Chancellor's Office CPL guidelines, emphasizing academic integrity, articulation, and consistent evaluation processes.
- Increase awareness of CPL opportunities for adult learners particularly veterans, system impacted students and low income adults.

## 10. Dual Enrollment *

"The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit." - Vision 2030: A Roadmap for California Community Colleges (page 2)
Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

- Expand outreach as early as the 9th and 10th grades, focusing on demystifying college systems and building a college going culture early.
- Create cross-functional student support teams that integrate academic departments, counseling, tutoring, and basic needs services to support dual enrollment students. These teams monitor student progress, use early alert tools, and meet regularly to review data and coordinate interventions.
- In partnership with the American Indian Education Program at SCUSD, develop a dual partnership focusing on Native high school students, establishing a culturally sustainable K–12 to college pathway.
- Increasing the percentage of disproportionately impacted students completing A-G requirements, providing early access to college and enhancing transfer readiness and/or eligibility for admission to CSUs/UCs.
- Strengthen capacity of learning communities and cultural engagement centers (i.e., Jr. RISE, Disability Cultural Center, etc.) to support equitable expansion of dual enrollment with an emphasis on disproportionately impacted students including students with disabilities.
- Provide culturally relevant, bilingual workshops focused on academic skills, college navigation and mentorship opportunities.
- Host workshops for students and their families, with an emphasis on underrepresented communities, explaining dual enrollment pathways, college expectations, financial aid and transfer and degree completion opportunities.
- Provide culturally relevant and comprehensive academic, career, and personal counseling to support student achievement, with a special focus on disproportionately impacted (DI) student populations in dual enrollment.
- Strengthen the college's HSI Dual Enrollment Program connecting high school students, their families and community with a culturally responsive college experience before high school graduation.
- Encourage dual enrollment participation in fields, such as Engineering, Computer Information Sciences and other STEM related majors, where disproportionately impacted groups have been historically underrepresented.
- Develop and strengthen adult dual enrollment pathways to provide Adult Education and continuation school students with access to college-level coursework, supporting seamless transitions to higher education, workforce opportunities, and ESL progression.

## 11. Strong Workforce Program/Perkins *

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to "increase with equity the number of California community college students who earn a living wage." Vision 2030 sets a system Strategic Direction of Equitable Workforce and

Economic Development, centering on the action to "increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them." - Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

- Provide professional development in universal design and accessibility principles to ensure CTE classrooms support students designated as special populations under Perkins V funding.
- Create professional learning opportunities for counselors to deepen their expertise and experience in CTE industries and workplaces, career pathways, certifications, and labor market trends.
- Employ multilingual, culturally competent peer navigators trained to support English Language Learners (ELL) and first generation students in CTE programs.
- Host a series of workshops featuring industry partners, alumni, and professionals who reflect the diversity of the student body.
- Expand career immersion days at employer sites where students can experience the work environment, interact with diverse industry professionals and observe the work involved in careers that interest them.
- Build cross functional collaboration between DSPS practitioners and career education and counseling faculty to support equitable student entry, retention, and completion for students with disabilities.
- Embed credit for prior learning awareness into career education outreach, recruitment and onboarding materials.
- Launch a credit for prior learning re-entry/re-engagement initiative targeting former career education students and adult learners who paused or stopped out.
- Leverage disaggregated CTE equity data to identify gaps in access, support, and success for special populations that guide targeted and tailored interventions, resource allocation and continuous improvement.

## 12. Additional Programs (Optional)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

Not Entered

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:** December 17, 2025

| SUBJECT: | Student, Temporary Classified Employees - Special Rate, Temporary Interpreter, Clerical/Paraprofessional, & Maintenance/Service Salary Schedules | ATTACHMENT: Yes | |
|---|---|---|---|
| | | ENCLOSURE:  None | |
| | | STRATEGIC PLAN GOAL(S):5 | |
| AGENDA ITEM: | Consent Item K | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Mario Rodriguez, Executive Vice Chancellor, Finance & Administration | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King, Chancellor | ACTION | |
| | | INFORMATION | |

**BACKGROUND:**

The District salary schedule for Student Help employees needs to be improved to reflect the increase in the minimum wage to $16.90 per hour, which takes effect on January 1, 2026. In addition, the District's Temporary Classified salary schedules, which includes Clerical/Paraprofessional and Maintenance/Service positions, were reviewed to ensure all classifications were above the minimum wage. Following the District's standard practice, offsets for Medicare (1.45%) and PARS (3.75%) deductions are applied for a minimum temporary rate of $17.78 per hour.

The District has historically tied the Clerical/Paraprofessional and Maintenance/Service Temporary Classified schedules to a percentage of the Step 1 rate for regular classifications. In the interest of attracting and retaining a qualified temporary workforce, this benchmark will remain at 80%. The LRCEA and SEIU salary schedules received improvements for fiscal year 2026, so maintaining this benchmark requires an improvement to the temporary classified schedules. For the Maintenance/Service temporary positions, the resulting minimum hourly rate offered is $20.54. For the Clerical/Paraprofessional – Temporary Classified Salary Schedule, ranges 12-20 deviate from the 80% benchmark to ensure the rate is not lower than the minimum of $17.78. Instead, these ranges are set at increments of $0.20. The Special Rate and Temporary Interpreter rates are generally set relative to market rates. The Student Help schedule will be increased to the minimum wage of $16.90 per hour.

The timing of these salary schedule improvements will occur at the start of the pay period in which the minimum wage increase becomes effective, which is December 25, 2025.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the attached Student Help/College Work Study Employees salary schedule, Temporary Classified Employees salary schedules – Special Rate, Temporary Interpreter, Clerical/Paraprofessional, and Maintenance/Service effective December 25, 2025.

111

# Los Rios Community College District

## Student Employees Salary Schedule

| Classification # | Title | | |
|---|---|---|---|
| 001 | Student Help | ~~$16.50~~ | **$16.90** |
| 002 | Federal Work Study | ~~$16.50~~ | **$16.90** |

**Board Approved: December 17, 2025**

**Los Rios Community College District**
**Temporary Classified Employees**

**Special Rate Salary Schedule**

<span style="color:red">**DRAFT**
**Effective: December 25, 2025**</span>

| Job Code Number | Miscellaneous Services | Part Time Hourly Rate | |
|---|---|---|---|
| 0080 | Art Model | ~~$17.50~~ | **$25.00** |
| 0023 | Campus Patrol* | ~~$22.94~~ | **$24.38** |
| 0044 | College Reserve Police Officer* | ~~$42.83~~ | **$45.40** |
| 0022 | Police Cadet to Officer* | ~~$23.94~~ | **$25.38** |
| 0042 | Police Communication Dispatcher* | ~~$33.20~~ | **$34.53** |
| 0045 | Reader/Tutor I | ~~$17.36~~ | **$17.78** |
| 0052 | Reader/Tutor II | ~~$18.36~~ | **$18.78** |

**Community Swimming/Sports Programs**

| Job Code Number | | Part Time Hourly Rate | |
|---|---|---|---|
| 0021 | Assistant Athletic Trainer* | ~~$31.00~~ | **$32.27** |
| 0043 | Assistant Coach | ~~$21.16~~ | **$22.01** |
| 0025 | Assistant Sports Program Director | ~~$17.36~~ | **$17.78** |
| 0041 | Athletic Trainer* | ~~$32.00~~ | **$33.27** |
| 0085 | Intercollegiate Game Technician | ~~$17.36~~ | **$17.78** |
| 0030 | Lifeguard I  (Lifeguard Training**) | ~~$17.36~~ | **$17.78** |
| 0035 | Lifeguard II  (Community Water Safety**) | ~~$18.36~~ | **$18.78** |
| 0050 | Specialty Coach | $21.00 | |
| 0020 | Sports Program Director | $26.25 | |
| 0005 | Swimming Instructor I  (CPR, First Aid, Community Water Safety**) | ~~$17.36~~ | **$17.78** |
| 0010 | Swimming Instructor II  (Lifeguard Training**) | ~~$18.36~~ | **$18.78** |

**Special Projects**

| Job Code Number | | Part Time Hourly Rate | |
|---|---|---|---|
| 0077 | Special Projects - Range I *** | ~~$17.36~~ to $49.99 | **$17.78 to $49.99** |
| 0077 | Special Projects - Range II **** | $50.00 to $100.00 | |

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

**   *Position requires employee to possess and maintain valid certificate(s) as noted.*

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

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

<span style="color:red">**Board Approved: December 17, 2025**</span>

# Los Rios Community College District
## Temporary Classified Employees

## Interpreters Salary Schedule

<span style="color:red">**DRAFT**</span>

<span style="color:red">**Effective: December 25, 2025**</span>

| Number | Title | Part Time Hourly Rate: | Level I | Level II | Level III | Level IV |
|--------|-------|------------------------|---------|----------|-----------|----------|
| 081 | Student Intern | | ~~$17.36~~ **$17.78** | ~~$18.36~~ **$18.78** | ------ | ------ |
| 082 | Beginning Interpreter | | ~~$18.50~~ **$19.00** | ~~$19.50~~ **$20.00** | ~~$20.50~~ **$21.00** | ~~$21.50~~ **$22.00** |
| 083 | Intermediate Interpreter | | ~~$21.50~~ **$22.00** | ~~$23.50~~ **$24.00** | ~~$25.50~~ **$26.00** | ~~$27.50~~ **$28.00** |
| 084 | Advanced Interpreter | | ~~$32.00~~ **$36.00** | ~~$35.00~~ **$39.00** | ------ | ------ |

<span style="color:red">**Board Approved: December 17, 2025**</span>

# Los Rios Community College District
## Temporary Classified Employees

### Clerical/Paraprofessional Salary Schedule
### DRAFT
### Effective: December 25, 2025

| Job Code | Title | Range | Part Time Hourly Rate | |
|---|---|---|---|---|
| T141 | Account Clerk I | 17 | ~~$17.76~~ | **$18.18** |
| T142 | Account Clerk II | 21 | ~~$18.36~~ | **$18.77** |
| T143 | Account Clerk III | 25 | ~~$19.76~~ | **$20.55** |
| T649 | Accountant | 35 | ~~$24.81~~ | **$25.80** |
| T198 | Accounting Specialist | 40 | ~~$27.80~~ | **$28.91** |
| T131 | Administrative Assistant I | 26 | ~~$20.22~~ | **$21.02** |
| T133 | Administrative Assistant II | 28 | ~~$21.16~~ | **$22.01** |
| T285 | Administrative Assistant III | 30 | ~~$22.14~~ | **$23.03** |
| T654 | Administrative Services Analyst | 44 | ~~$30.44~~ | **$31.66** |
| T145 | Admissions/Records Evaluator I | 26 | ~~$20.22~~ | **$21.02** |
| T151 | Admissions/Records Evaluator II | 28 | ~~$21.16~~ | **$22.01** |
| T163 | Admissions/Records Evaluator/Degree Auditor I | 29 | ~~$21.65~~ | **$22.51** |
| T291 | Admissions/Records Evaluator/Degree Auditor II | 30 | ~~$22.14~~ | **$23.03** |
| T171 | Admissions/Records Technician I | 17 | ~~$17.76~~ | **$18.18** |
| T172 | Admissions/Records Technician II | 21 | ~~$18.36~~ | **$18.77** |
| T173 | Admissions/Records Technician III | 25 | ~~$19.76~~ | **$20.55** |
| T819 | Alternate Media Design Specialist | 37 | ~~$25.96~~ | **$27.00** |
| T634 | Animal Health Instructional Technician | 30 | ~~$22.14~~ | **$23.03** |
| T602 | Assistant Financial Aid Officer | 35 | ~~$24.81~~ | **$25.80** |
| T742 | Attendance Services Assistant | 27 | ~~$20.68~~ | **$21.51** |
| T869 | Building Automation and Systems Integration Analyst | 57 | ~~$40.91~~ | **$42.55** |
| T128 | Buyer | 29 | ~~$21.65~~ | **$22.51** |
| T116 | Child Development Center Associate Teacher | 12 | ~~$17.36~~ | **$17.78** |
| T810 | Child Development Center Clerk | 20 | ~~$18.16~~ | **$18.38** |
| T199 | Child Development Center Lead Teacher | 35 | ~~$24.81~~ | **$25.80** |
| T194 | Child Development Center Teacher | 26 | ~~$20.22~~ | **$21.02** |
| T101 | Clerk I (Temporary only) | 12 | ~~$17.36~~ | **$17.78** |
| T102 | Clerk II | 16 | ~~$17.56~~ | **$17.98** |
| T103 | Clerk III | 20 | ~~$18.16~~ | **$18.38** |
| T191 | College Development Officer | 35 | ~~$24.81~~ | **$25.80** |
| T739 | Computer Aided Drafting and Design Assistant | 42 | ~~$29.09~~ | **$30.26** |
| T803 | Contract Education Program Developer | 56 | ~~$39.99~~ | **$41.59** |
| T169 | Cosmetology Service Assistant | 30 | ~~$22.14~~ | **$23.03** |
| T109 | Counseling Clerk I | 17 | ~~$17.76~~ | **$18.18** |
| T110 | Counseling Clerk II | 21 | ~~$18.36~~ | **$18.77** |
| T292 | Curriculum Specialist | 38 | ~~$26.56~~ | **$27.62** |
| T744 | Data Communications Security Specialist | 61 | ~~$44.81~~ | **$46.60** |
| T130 | Digital Communications & Web Specialist | 44 | ~~$30.44~~ | **$31.66** |
| T282 | District Financial Aid Specialist | 40 | ~~$27.80~~ | **$28.91** |

| T650 | Donor Relations Specialist | 38 | $26.56 | $27.62 |
|---|---|---|---|---|
| T167 | Educational Center Assistant | 25 | $19.76 | $20.55 |
| T108 | Educational Center Clerk | 22 | $18.56 | $19.20 |
| T806 | Educational Media Design Specialist | 37 | $25.96 | $27.00 |
| T646 | Electronics Calibration and Repair Technician | 38 | $26.56 | $27.62 |
| T180 | Employee Benefits Specialist | 40 | $27.80 | $28.91 |
| T175 | Employee Benefits Technician | 29 | $21.65 | $22.51 |
| T287 | Energy Management Controls Specialist | 57 | $40.91 | $42.55 |
| T123 | Facilities Administrative Support Technician I | 22 | $18.56 | $19.20 |
| T293 | Facilities Administrative Support Technician II | 26 | $20.22 | $21.02 |
| T705 | Facilities Planning and Engineering Specialist | 56 | $39.99 | $41.59 |
| T700 | Facilities Planning Specialist | 49 | $34.11 | $35.47 |
| T138 | Financial Aid Clerk I (Temporary only) | 17 | $17.76 | $18.18 |
| T604 | Financial Aid Officer | 38 | $26.56 | $27.62 |
| T140 | Financial Aid Technician | 25 | $19.76 | $20.55 |
| T743 | Fiscal Services Accounting Specialist | 40 | $27.80 | $28.91 |
| T149 | Grant Coordination Clerk | 20 | $18.16 | $18.38 |
| T236 | Graphic Artist | 28 | $21.16 | $22.01 |
| T801 | Graphic Designer | 29 | $21.65 | $22.51 |
| T168 | Health Services Assistant | 21 | $18.36 | $18.77 |
| T718 | Information Technology Business/Technical Analyst I | 57 | $40.91 | $42.55 |
| T723 | Information Technology Business/Technical Analyst II | 61 | $44.81 | $46.60 |
| T242 | Information Technology Cable Plant Assistant | 50 | $34.90 | $36.29 |
| T748 | Information Technology Network Administrator Analyst I | 57 | $40.91 | $42.55 |
| T749 | Information Technology Network Administrator Analyst II | 61 | $44.81 | $46.60 |
| T726 | Information Technology Specialist I | 44 | $30.44 | $31.66 |
| T729 | Information Technology Specialist II | 50 | $34.90 | $36.29 |
| T745 | Information Technology Systems/Database Administrator Analyst I | 57 | $40.91 | $42.55 |
| T746 | Information Technology Systems/Database Administrator Analyst II | 61 | $44.81 | $46.60 |
| T809 | Information Technology Technician I | 25 | $19.76 | $20.55 |
| T152 | Information Technology Technician II | 31 | $22.66 | $23.56 |
| T208 | Instructional Assistant | 28 | $21.16 | $22.01 |
| T166 | Instructional Services Assistant I | 24 | $19.32 | $20.09 |
| T808 | Instructional Services Assistant II | 27 | $20.68 | $21.51 |
| T207 | Laboratory Technician | 28 | $21.16 | $22.01 |
| T283 | Lead Digital Communications and Web Specialist | 46 | $31.86 | $33.14 |
| T706 | Lead Facilities Planning and Engineering Specialist | 58 | $41.86 | $43.53 |
| T741 | Lead Instructional Assistant | 30 | $22.14 | $23.03 |
| T866 | Lead Instructional Services Assistant | 29 | $21.65 | $22.51 |
| T600 | Lead Laboratory Technician | 30 | $22.14 | $23.03 |
| T241 | Lead Library Technician | 28 | $21.16 | $22.01 |
| T114 | Library Technician | 26 | $20.22 | $21.02 |
| T105 | Maintenance/Operations Clerk | 22 | $18.56 | $19.20 |
| T231 | Media Systems/Resources Specialist | 50 | $34.90 | $36.29 |
| T200 | Media Systems/Resources Technician I | 32 | $23.18 | $24.10 |
| T223 | Media Systems/Resources Technician II | 38 | $26.56 | $27.62 |
| T294 | Mental Health Advocate | 38 | $26.56 | $27.62 |

| | | | | |
|---|---|---|---|---|
| T115 | Operations Technician | 26 | ~~$20.22~~ | **$21.02** |
| T618 | Outreach Specialist | 38 | ~~$26.56~~ | **$27.62** |
| T660 | Payroll Accountant | 36 | ~~$25.38~~ | **$26.39** |
| T146 | Payroll Clerk | 25 | ~~$19.76~~ | **$20.55** |
| T652 | Payroll Specialist | 40 | ~~$27.80~~ | **$28.91** |
| T179 | Payroll Technician | 29 | ~~$21.65~~ | **$22.51** |
| T702 | Printing Assistant | 35 | ~~$24.81~~ | **$25.80** |
| T106 | Printing Services Operator I | 17 | ~~$17.76~~ | **$18.18** |
| T107 | Printing Services Operator II | 20 | ~~$18.16~~ | **$18.38** |
| T178 | Printing Services Operator III | 23 | ~~$18.89~~ | **$19.64** |
| T802 | Printing Technician | 33 | ~~$23.70~~ | **$24.66** |
| T268 | Programmer I | 44 | ~~$30.44~~ | **$31.66** |
| T269 | Programmer II | 50 | ~~$34.90~~ | **$36.29** |
| T174 | Public Relations Specialist | 38 | ~~$26.56~~ | **$27.62** |
| T640 | Public Relations Technician | 30 | ~~$22.14~~ | **$23.03** |
| T890 | Recruit Training Officer (Temporary only) | 64 | ~~$47.98~~ | **$49.90** |
| T807 | Research Analyst | 50 | ~~$34.90~~ | **$36.29** |
| T639 | Risk Management Specialist | 40 | ~~$27.80~~ | **$28.91** |
| T417 | Sacramento Regional Public Safety Training Center (SRPSTC) Developer | 56 | ~~$39.99~~ | **$41.59** |
| T125 | Senior Buyer/Contract Specialist | 40 | ~~$27.80~~ | **$28.91** |
| T735 | Senior Information Technology Business/Technical Analyst | 64 | ~~$47.98~~ | **$49.90** |
| T750 | Senior Information Technology Network Administrator Analyst | 64 | ~~$47.98~~ | **$49.90** |
| T196 | Senior Information Technology Specialist | 57 | ~~$40.91~~ | **$42.55** |
| T747 | Senior Information Technology Systems/Database Administrator Analyst | 64 | ~~$47.98~~ | **$49.90** |
| T731 | Senior Information Technology Technician | 38 | ~~$26.56~~ | **$27.62** |
| T276 | Senior Programmer | 57 | ~~$40.91~~ | **$42.55** |
| T158 | Staff Resources Center Assistant | 28 | ~~$21.16~~ | **$22.01** |
| T124 | Student Support Assistant | 28 | ~~$21.16~~ | **$22.01** |
| T683 | Student Support Specialist | 38 | ~~$26.56~~ | **$27.62** |
| T707 | TANF/CalWORKs Specialist | 38 | ~~$26.56~~ | **$27.62** |
| T271 | Telecommunications System Coordinator | 57 | ~~$40.91~~ | **$42.55** |
| T272 | Telecommunications System Designer | 57 | ~~$40.91~~ | **$42.55** |
| T234 | Theatre Technician | 28 | ~~$21.16~~ | **$22.01** |
| T630 | Tutorial Services Assistant | 35 | ~~$24.81~~ | **$25.80** |

**Board Approved: December 17, 2025**

117

# Los Rios Community College District
## Temporary Classified Employees

### Maintenance/Service Salary Schedule
### DRAFT
### Effective: December 25, 2025

| Job Code | Title | Range | Part Time Hourly Rate | |
|---|---|---|---|---|
| T210 | College Safety Officer | 31 | ~~$23.94~~ | **$25.38** |
| T297 | Construction Maintenance Specialist | 36 | ~~$26.67~~ | **$28.27** |
| T206 | Custodian | 21 | ~~$19.38~~ | **$20.54** |
| T230 | Environmental Systems Technician | 37 | ~~$27.26~~ | **$28.89** |
| T256 | Equipment Mechanic I | 35 | ~~$26.10~~ | **$27.66** |
| T253 | Equipment Mechanic II | 39 | ~~$28.47~~ | **$30.18** |
| T221 | Grounds Irrigation Specialist/Groundskeeper | 31 | ~~$23.94~~ | **$25.38** |
| T220 | Grounds Maintenance Technician | 31 | ~~$23.94~~ | **$25.38** |
| T211 | Groundskeeper | 23 | ~~$20.20~~ | **$21.42** |
| T209 | Head Custodian | 25 | ~~$21.06~~ | **$22.33** |
| T258 | Head Grounds Maintenance Technician | 35 | ~~$26.10~~ | **$27.66** |
| T213 | Head Groundskeeper | 27 | ~~$21.98~~ | **$23.30** |
| T233 | Kinesiology/Athletics Equipment Technician | 22 | ~~$19.79~~ | **$20.98** |
| T239 | Lead Custodian | 23 | ~~$20.20~~ | **$21.42** |
| T251 | Lead Equipment Mechanic | 41 | ~~$29.75~~ | **$31.54** |
| T232 | Lead Kinesiology/Athletics Equipment Technician | 24 | ~~$20.63~~ | **$21.87** |
| T263 | Lead Maintenance Cabinetmaker | 41 | ~~$29.75~~ | **$31.54** |
| T250 | Lead Maintenance Electrician | 42 | ~~$30.42~~ | **$32.26** |
| T218 | Lead Maintenance Electronic/Alarm Technician | 42 | ~~$30.42~~ | **$32.26** |
| T235 | Lead Maintenance HVAC Mechanic | 44 | ~~$31.66~~ | **$33.56** |
| T252 | Lead Maintenance Painter | 41 | ~~$29.75~~ | **$31.54** |
| T227 | Lead Maintenance Plumber | 42 | ~~$30.42~~ | **$32.26** |
| T278 | Lead Maintenance Technician | 33 | ~~$24.99~~ | **$26.49** |
| T245 | Maintenance Cabinetmaker | 39 | ~~$28.47~~ | **$30.18** |
| T262 | Maintenance Carpenter | 39 | ~~$28.47~~ | **$30.18** |
| T246 | Maintenance Electrician | 39 | ~~$28.47~~ | **$30.18** |
| T261 | Maintenance Electronic/Alarm Technician | 39 | ~~$28.47~~ | **$30.18** |
| T243 | Maintenance HVAC Mechanic | 41 | ~~$29.75~~ | **$31.54** |
| T244 | Maintenance Locksmith/Glazier | 39 | ~~$28.47~~ | **$30.18** |
| T247 | Maintenance Painter | 39 | ~~$28.47~~ | **$30.18** |
| T248 | Maintenance Plumber | 39 | ~~$28.47~~ | **$30.18** |
| T255 | Maintenance Roofer/Carpenter | 39 | ~~$28.47~~ | **$30.18** |
| T215 | Maintenance Technician I | 29 | ~~$22.94~~ | **$24.31** |
| T222 | Maintenance Technician II | 31 | ~~$23.94~~ | **$25.38** |
| T259 | Police Detective | 49 | ~~$34.95~~ | **$37.05** |
| T850 | Receiving Clerk/Storekeeper | 24 | ~~$20.63~~ | **$21.87** |
| T203 | Stock Clerk | 21 | ~~$19.38~~ | **$20.54** |
| T226 | Toolroom Equipment Attendant | 23 | ~~$20.20~~ | **$21.42** |
| T204 | Utility Worker | 21 | ~~$19.38~~ | **$20.54** |

**Board Approved: December 17, 2025**

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:** December 17, 2025

| | | | |
|---|---|---|---|
| **SUBJECT:** | Short-Term Temporary Employees | ATTACHMENT: Yes | |
| | | ENCLOSURE:  None | |
| | | STRATEGIC PLAN GOAL(S): 5 | |
| **AGENDA ITEM:** | Consent Item L | TYPE OF BOARD CONSIDERATION: | |
| **RECOMMENDED BY:** | Mario Rodriguez, Executive Vice Chancellor, Finance and Administration | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| **APPROVED FOR CONSIDERATION:** | Brian King, Chancellor | ACTION | |
| | | INFORMATION | |

**BACKGROUND:**

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

**STATUS:**

The District continues to have a need for short-term temporary employees. The attached document estimates the District's need for temporary employees from January 1, 2026 to June 30, 2026.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the attached list of district-wide anticipated short-term temporary employee classifications, authorizing employment of short-term employees for the period January 1, 2026 to June 30, 2026. The Human Resources Department will place the names of the short-term temporary employee hires on the subsequent  Board Agendas.

Los Rios Community College District
Short-Term Temporary Employees Anticipated Districtwide Need
January 1, 2026 through June 30, 2026

| Short-Term Temporary Classifications: | Anticipated Number of Short-Term Temporary Staff: | Short-Term Temporary Classifications: | Anticipated Number of Short-Term Temporary Staff: |
|---|---|---|---|
| Account Clerk I | 2 | Financial Aid Technician | 3 |
| Account Clerk II | 2 | Grant Coordination Clerk | 1 |
| Account Clerk III | 1 | Health Services Assistant | 3 |
| Administrative Assistant I | 3 | Instructional Assistant | 30 |
| Administrative Assistant II | 1 | Instructional Services Assistant II | 1 |
| Admissions/Records Clerk I | 3 | Intermediate Interpreter | 1 |
| Admissions/Records Evaluator I | 1 | Intrcollegiate Game Technician | 4 |
| Admissions/Records Technician II | 1 | Laboratory Technician | 5 |
| Advanced Interpreter | 2 | Maintenance Technician I | 1 |
| Alternate Media Design Specialist | 1 | Maintenance/Operations Clerk | 1 |
| Art Model | 4 | Media Systems/Resources Technician I | 1 |
| Assistant Athletic Trainer | 3 | Outreach Specialist | 3 |
| Assistant Coach | 26 | PE/Athletic Attendant | 1 |
| Assistant Financial Aid Officer | 1 | Police Communications Dispatcher | 3 |
| Athletic Trainer | 1 | Printing Services Operator I | 1 |
| Campus Patrol | 30 | Printing Services Operator II | 1 |
| Child Development Center Associate Teacher | 2 | Public Relations Technician | 1 |
| Child Development Center Teacher | 4 | Reader/Tutor I | 29 |
| Clerk I | 31 | Reader/Tutor II | 7 |
| Clerk II | 10 | Recruit Training Officer | 2 |
| Clerk III | 11 | Special Projects | 50 |
| Counseling Clerk I | 4 | Sports Program Director | 1 |
| Counseling Clerk II | 7 | Senior IT Specialist | 1 |
| Custodian | 4 | Student Personnel Assistant | 25 |
| Digital Communications & Web Specialist | 1 | Student Support Assistant | 29 |
| Educational Center Assistant | 1 | Student Support Specialist | 17 |
| Facilities Plan & Engineering Specialist | 1 | Theatre Technician | 1 |
| Financial Aid Clerk I | 12 | Tutorial Services Assistant | 2 |
| Financial Aid Clerk II | 3 | | |

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:** December 17, 2025

| SUBJECT: | Human Resources Transactions | ATTACHMENT: Yes | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| | | STRATEGIC PLAN GOAL(S): 5 | |
| **AGENDA ITEM:** | Consent Item M | TYPE OF BOARD CONSIDERATION: | |
| **RECOMMENDED BY:** | Mario Rodriguez, Executive Vice Chancellor, Finance and Administration | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| **APPROVED FOR CONSIDERATION:** | Brian King, Chancellor | ACTION | |
| | | INFORMATION | |

**RECOMMENDATION:**

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

## MANAGEMENT

### APPOINTMENT(S)

| Name | Position | Effective Date(s) |
|------|----------|-------------------|

#### American River College

| | | |
|------|----------|-------------------|
| Lednicky, Margaret<br>(M.B.A., California State University, Sacramento) | Associate Vice President of Administrative Services | 12/18/25 |
| Modesto, Mikenna<br>(Ph.D., University of California, Davis) | Dean of Library and Learning Resources Center | 12/18/25 |

#### District Office

| | | |
|------|----------|-------------------|
| Advincula, Ryan<br>(B.A., University of California, Berkley) | Regional Director (VIII) of Philanthropy | 01/06/26 |

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

#### District Office

| | | |
|------|----------|-------------------|
| Garcia, Yolanda<br>(M.A., University of La Verne) | Associate Vice President of Student Services | 01/01/25 – 11/30/25<br>(*Revised*) |

### APPOINTMENT(S) TO TEMPORARY POSITION(S)

| Name | Position | Effective Date(s) |
|------|----------|-------------------|

#### American River College

| | | |
|------|----------|-------------------|
| Lowden, Carson<br>(M.A., California State University, Chico) | Interim Dean of Kinesiology and Athletics | 06/05/25 – 12/31/25<br>(*Revised*) |
| Modesto, Mikenna<br>(Ph.D., University of California, Davis) | Interim Dean of Library and Learning Resource Center | 01/27/25 – 12/17/25<br>(*Revised*) |

### RETIREMENT(S)

| Name | Position | Effective Date(s) |
|------|----------|-------------------|

#### American River College

| | | |
|------|----------|-------------------|
| Aguilar, Gary<br>(After 27+ years of regular service) | Dean, Manufacturing, Construction & Transportation | 04/04/26 |

F A C U L T Y

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## APPOINTMENTS

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|

### American River College

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|
| Martin, Theresa<br>(Ed.D., San Francisco State University) | Disability Services, Programs for Students (DSPS) Counselor/Learning Disabilities Specialist | 01/01/26 |
| Silva, Jessica<br>(M.S., California State University, Sacramento) | Extended Opportunity Programs and Services (EOPS) Counselor | 01/01/26 |
| Zavala, Daniel<br>(M.S., California State University, Sacramento) | CalWORKs Counselor | 01/01/26 |

### Cosumnes River College

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|
| Jenkins, Tanisha<br>(M.S., California State University, Sacramento) | Black Student Success Counselor (50%) / Umoja Coordinator (50%) | 01/10/26 |
| Lillard, Jane<br>(B.S., California State University, Sacramento) | Building Inspection Technology Assistant Professor | 01/15/26 |
| Lopez, Robert<br>(Ed.S., American College of Education) | Surgical Technologist Assistant Professor (60%) / Coordinator (40%) | 01/01/26 |

### Folsom Lake College

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|
| Meneses, Fabian<br>(M.A., Loyola Marymount University) | Counselor (50% Transfer Services / 50% General Counseling) | 01/01/26 |

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## APPOINTMENT – RESCISSION

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|

### American River College

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|
| Li, Jiaoyue<br>(M.S., California State University, Sacramento) | Engineering Assistant Professor | 01/15/26 |

F A C U L T Y

## APPOINTMENTS TO TEMPORARY POSITIONS

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|

### American River College

| | | |
|------|------------------|-------------------|
| Bashir, Sharjil<br>(M. S., California State University, Los Angeles) | Counselor, L.T.T. | 01/02/26 – 07/01/26 |

### Folsom Lake College

| | | |
|------|------------------|-------------------|
| Mougeotte, Jessica<br>(M.A., University of Neveda, Reno) | Communications Assistant Professor, L.T.T. | 01/15/26 – 05/21/26 |
| Patel, Aruna<br>(M.Q.E., University of California, Los Angeles) | Economics Assistant Professor, L.T.T. | 01/15/26 – 05/21/26 |

## LEAVES OF ABSENCE

| Name | Subject/Position | Type | Effective Date(s) |
|------|------------------|------|-------------------|

### Cosumnes River College

| | | | |
|------|------------------|------|-------------------|
| Villarreal, Thien-Huong | Sociology Professor | Type C | 01/15/26 – 05/21/26 |

### Sacramento City College

| | | | |
|------|------------------|------|-------------------|
| Woolley, Nicole | Librarian | Type C | 08/20/26 – 12/17/26 |

## RESIGNATIONS

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|

### American River College

| | | |
|------|------------------|-------------------|
| Chakurian, Daphne | Nursing (Registered Nurse-RN) Assistant Professor<br>(Medical Surgical Focus) | 12/03/25 |

## RETIREMENTS

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|

### American River College

| | | |
|------|------------------|-------------------|
| Condos, Marc<br>(After 23+ years of regular service) | Business Professor | 12/19/25 |

## F A C U L T Y

**RETIREMENTS (continued)**

| Name | Subject/Position | Effective Date(s) |
|------|-----------------|-------------------|

### Cosumnes River College

Bloomfield, Anthony        Physical Education Professor                            05/22/26
   (After 28 years of regular service)

Ly, Lap        Mathematics Professor                            05/22/26
   (After 26 years of regular service)

### Sacramento City College

Hoerl, Ada        Occupational Therapy Professor, 60% /        07/01/26
        Coordinator, 40%        (*Revised*)
   (After 19 years of regular service)

Roffey, Robin        Biology Professor                            05/22/26
   (After 29 years of regular service)

### REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2024
**American River College**

| Name | Subject | FTE |
|------|---------|-----|
| Pena-Grafton, Yeny | Other Health Occupations | 16 % |
| Register, James | Mathematics, General | 33 % |

### REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2025
**American River College**

| Name | Subject | FTE |
|------|---------|-----|
| Pena-Grafton, Yeny | Other Health Occupations | 10 % |

### TEMPORARY, PART-TIME EMPLOYEES Fall 2025
**American River College**

| Name | Subject | FTE |
|------|---------|-----|
| Fogle, Lanette | Registered Nursing | 24 % |
| Gallegos, Joel | Coordinator | 21 % |
| Gomez, Kimberly | Counselor | 19 % |
| Hansen, Gina | Adapted Physical Education | 4 % |
| Hatcher, Scott | Emergency Medical Services | 53 % |
| Korn, Charles | Alt. Fuels and Advanced Transportation Tec | 5 % |
| Laird, Brian | Administration of Justice | 0 % |
| Long, Mary | Counselor | 38 % |
| McCoy, Karen | Librarian | 6 % |
| Meek, James | Administration of Justice | 0 % |
| Mohseni, Sima | Coordinator | 60 % |
| Overton, Steven | Counselor | 12 % |
| Palaspas, Candice | Counselor | 60 % |
| Parsons, Julianne | ESL Writing | 21 % |
| Rocha-Fernandez, Yulissa | Counselor | 13 % |
| Silva, Jessica | Counselor | 1 % |
| Soghomonians, Arlen | Emergency Medical Services | 27 % |
| Tran, Dennis | Counselor | 15 % |
| Whitt, David | Fire Technology | 67 % |
| Wilson, Labin | Administration of Justice | 0 % |
| Wolfley, Ronald | Paramedic | 2 % |

### TEMPORARY, PART-TIME EMPLOYEES Fall 2025
**Cosumnes River College**

| Name | Subject | FTE |
|------|---------|-----|
| Allo Allo, Viola | Librarian | 26 % |
| Alonso, Emily | General Work Experience | 7 % |
| Amer, M. Rosalie | Librarian | 7 % |
| Austin, April | Librarian | 42 % |
| Bair, Troy | Wildland Fire Technology | 10 % |
| Clarke, Rick | Wildland Fire Technology | 19 % |
| Egunnike, Adedeji | Accounting | 40 % |
| Gordon, Henry | Librarian | 21 % |
| Kue, Soua | Librarian | 9 % |
| Mathe, Brooke | Dance | 20 % |
| Onu, Faith | Librarian | 11 % |

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 2025
**Cosumnes River College**

| Name | Subject | FTE |
|------|---------|-----|
| Palmer, Psalms | Librarian | 11 % |
| Reyes Cruz, Nanette | Librarian | 14 % |
| Rodriguez, Mario | Physical Education | 30 % |
| Tierney, Joan | Physical Education | 30 % |
| Wergeland, Kari | Librarian | 13 % |

## TEMPORARY, PART-TIME EMPLOYEES Fall 2025
**Folsom Lake College**

| Name | Subject | FTE |
|------|---------|-----|
| Hall, Javelin | English | 18 % |
| Nevins, Andrew | English | 38 % |
| Radekin, Rachel | Counselor | 20 % |

## TEMPORARY, PART-TIME EMPLOYEES Fall 2025
**Sacramento City College**

| Name | Subject | FTE |
|------|---------|-----|
| Cecil, Susan | Dental Assistant | 56 % |
| Cook, Michelle | Academic Guidance | 7 % |
| Eakins, Robert | English | 40 % |
| Guimont, Roger | Environmental Control Technology (HVAC) | 40 % |
| Jahami, Mahdi | Environmental Control Technology (HVAC) | 51 % |
| Naranjo, Alejandro | Environmental Control Technology (HVAC) | 34 % |
| Nasiri, Melekeh | Chemistry, General | 32 % |
| Onic, Tracy | Railroad and Light Rail Operations | 7 % |
| Onu, Faith | Librarian | 44 % |
| Onuoha, Gwendolyn | Counselor | 2 % |
| Onuoha, Gwendolyn | Counselor | 8 % |
| Palmer, Psalms | Librarian | 39 % |
| Parziale, Matthew | Chemistry, General | 64 % |
| Smooth, La Dawna | Dental Assistant | 24 % |
| Wheeldon, Sandra | Dental Assistant | 56 % |

## REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2025
**American River College**

| Name | Subject | FTE |
|------|---------|-----|
| Bertaccini, Lisa | Human Services | 7 % |
| Coldiron, John | Health Occupations, General | 20 % |
| Gomez, Martin | Counselor | 4 % |
| Ryther, Christopher | Emergency Medical Services | 16 % |

## REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2025
**Cosumnes River College**

| Name | Subject | FTE |
|------|---------|-----|
| Davtian, Anna | Counselor | 2 % |
| Garcia, Yolanda | Coordinator | 3 % |

|  |  |  |
|---|---|---|
| Haas, Richard | Wildland Fire Technology | 1 % |

## REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2025
**Cosumnes River College**

| Name | Subject | FTE |
|---|---|---|
| Noel, Brian | Automotive Technology | 13 % |
| Rodriguez-V, Lucia | Counselor | 12 % |
| Tavares, Tyrone | Counselor | 2 % |
| Wohl, Matthew | Counselor | 4 % |

## REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2025
**Folsom Lake College**

| Name | Subject | FTE |
|---|---|---|
| Atiabet, Evelyne | Certified Nurse Assistant | 40 % |
| Cook, Elizabeth | Coordinator | 1 % |
| Dale, Michael | Commercial Music | 16 % |
| Gregory, Richard | Exercise Sciences/Physiology and Movemen | 20 % |
| Lagala, David | Physiology (Includes Anatomy) | 20 % |

## REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2025
**Sacramento City College**

| Name | Subject | FTE |
|---|---|---|
| Anderson, Catherine | Fine Arts, General | 20 % |
| Davis, Tony | Job Seeking/Changing Skills | 7 % |
| Malik, Jamil | Academic Guidance | 13 % |
| Osorio, Cesar | Nursing | 11 % |
| Regalado, Maria | Academic Guidance | 20 % |
| Stewart, Rachel | Counselor | 20 % |
| Times, Kenneth | Counselor | 10 % |

C L A S S I F I E D

### APPOINTMENT(S)

| Name | Position | Assigned to | Effective Date(s) |
|------|----------|-------------|-------------------|
| Ayala, Rebeca | Administrative Assistant I | FLC | 12/01/25 |
| Bills, Rachel | Facilities Administrative Support Technician I | FM | 12/15/25 |
| Diaz, Jackelyn | Clerk III | ARC | 12/08/25 |
| Diaz, Michelle | Student Support Assistant | ARC | 12/01/25 |
| Huynh, Hoa | Information Technology Specialist II – Microcomputer Support | CRC | 12/01/25 |
| James, Amanda | Administrative Assistant III | ARC | 12/01/25 |
| Lopez-Ramirez, Rose | Custodian | CRC | 12/17/25 |
| Martinez, Lesly | Health Services Assistant | DO-FLC | 12/01/25 |
| Mendieta, Teresa | Administrative Assistant I | SCC | 11/24/25 |
| Mitchiner, Brandi | Accountant | SCC | 12/15/25 |
| Nguyen, Khuyen | Instructional Assistant – Mathematics, 60%, 10 months | ARC | 11/10/25 |
| Palafox, Maria | Student Support Assistant | SCC | 12/01/25 |
| Solorio, Gilbert | Information Technology Business/Technical Analyst I | DO | 01/05/26 |
| Thomas, Damikea | Library Technician | FLC | 11/12/25 |
| Vaden, Mondo | Library Technician | FLC | 11/12/25 (*Revised*) |
| Wigley, Jeanette | Laboratory Technician – Science, 10 months | SCC | 12/08/25 |
| Yakubovskaya, Liliya | Police Communication Dispatcher | DO | 11/03/25 |

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

### APPOINTMENT(S) LIMITED TERM

| Name | Position | Assigned to | Effective Date(s) |
|------|----------|-------------|-------------------|
| Willis, Samantha | Student Support Specialist | ARC | 11/17/25 - 06/30/27 |

### LEAVE(S) OF ABSENCE

| Name | Position | Type of Leave | Assigned to | Effective Date(s) |
|------|----------|---------------|-------------|-------------------|
| Riaz, Laaiba | Financial Aid Technician | Military, 100% | DO | 10/01/23 - 09/30/26 |

### PROMOTION(S)

| Name | New Position (Current Position) | Assigned to | Effective Date(s) |
|------|-------------------------------|-------------|-------------------|
| Cabrera, Alvaro | Employee Benefits Technician (Account Clerk III) | DO ARC | 11/20/25 |
| Liguori, Kathy | Operations Technician (Printing Services Operator III) | SCC FLC | 12/08/25 |
| Peters, Jake | Information Technology Business/Technicial Analyst I (Programmer I) | DO DO | 12/01/25 |

### REASSIGNMENT(S)/TRANSFER(S)

| Name | New Position (Current Position) | Assigned to | Effective Date(s) |
|------|-------------------------------|-------------|-------------------|
| Montiel, Douglas | Student Support Specialist (Student Support Specialist) | CRC ARC | 02/17/26 |
| Tiffer, Roger | College Safety Officer (Police Officer) | DO DO | 12/04/25 |

### REASSIGNMENT(S)/TRANSFER(S) LIMITED TERM

| Name | New Position (Current Position) | Assigned to | Effective Date(s) |
|------|-------------------------------|-------------|-------------------|
| Osorio-Vallejo, Brenda | Student Support Specialist (Student Support Specialist) | FLC FLC | 08/15/25-12/31/28 |

C L A S S I F I E D

## RESCISSION OF APPOINTMENT

| Name | Position | Assigned to | Effective Date(s) |
|------|----------|-------------|-------------------|
| Dimopoulos, Eliana | Alternate Media Design Specialist | FLC | 03/03/25 |

## RESIGNATION(S)

| Name | Position | Assigned to | Effective Date(s) |
|------|----------|-------------|-------------------|
| Flores, Sunshine | Student Support Specialist | ARC | 11/06/25 |
| Raya, Andrea | Outreach Specialist | ARC | 11/15/25 |
| Roberts, Lucy | Clerk III | SCC | 12/02/25 |

## RETIREMENT(S)

| Name | Position | Assigned to | Effective Date(s) |
|------|----------|-------------|-------------------|
| Villalobos, Julia | Student Support Specialist (After 19+ years of regular service) | CRC | 12/31/25 |
| LaTorre, Andrew | Lead Maintenance Cabinetmaker (After 28+ years of regular service) | FM | 12/31/25 |

| 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.* |

### American River College

| Name | Title | Effective Date | End Date |
| --- | --- | --- | --- |
| Aldama Garcia, Brenda | Student Support Specialist | 10/25/25 | 06/30/26 |
| Arabi, Ferdos | Custodian | 10/27/25 | 06/30/26 |
| Burt, Anna | Student Support Specialist | 11/10/25 | 06/30/26 |
| Donohoe-Mather, Carolyn | Instructional Assistant | 10/23/25 | 06/30/26 |
| Gaines, Ayana | Clerk III | 10/20/25 | 06/30/26 |
| Nelson, Ravi | Assistant Coach | 10/24/25 | 06/30/26 |
| Saucedo, Stephanie | Administrative Assistant III | 11/03/25 | 06/30/26 |
| Scott, Dorenne | Student Support Assistant | 10/27/25 | 06/30/26 |
| Torrence, Richard | Assistant Coach | 10/25/25 | 06/30/26 |

### Cosumnes River College

| Name | Title | Effective Date | End Date |
| --- | --- | --- | --- |
| Meadows, Autumn | Special Projects | 10/01/25 | 06/30/26 |
| Sykes, David | Kinesiology/Athletics Equip Technician | 11/12/25 | 06/30/26 |

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

| Name | Title | Effective Date | End Date |
| --- | --- | --- | --- |
| Jones, Garrett | Campus Patrol | 11/25/25 | 06/30/26 |
| Tinoco, Edgar | Clerk III | 11/01/25 | 06/30/26 |
| Torres-Garcia, Leonardo | Student Support Specialist | 10/14/25 | 06/30/26 |
| Weddington, Michael | Special Projects | 11/01/25 | 06/30/26 |

### District Office-Folsom Lake College

| Name | Title | Effective Date | End Date |
| --- | --- | --- | --- |
| Dominguez, MaryMargaret | Financial Aid Technician | 10/29/25 | 06/30/26 |

### Folsom Lake College

| Name | Title | Effective Date | End Date |
| --- | --- | --- | --- |
| Bandhu, Neelam | Student Support Specialist | 11/10/25 | 06/30/26 |
| Camacho, Isabella | Student Support Assistant | 11/25/25 | 06/30/26 |
| Delos Reyes, Ace | Special Projects | 11/25/25 | 06/30/26 |
| Ekstrom, Charlie | Assistant Coach | 11/25/25 | 06/30/26 |
| Estrada, Itzel | Student Support Specialist | 11/13/25 | 06/30/26 |
| Johnson, Jania | Student Support Specialist | 11/05/25 | 06/30/26 |
| Lam, Steven | Reader/Tutor I | 11/05/25 | 06/30/26 |

| Name | Title | Effective Date | End Date |
|------|-------|----------------|----------|
| Le, Alexander | Reader/Tutor I | 11/10/25 | 06/30/26 |
| Teodoro, Sarah | Student Support Specialist | 11/05/25 | 06/30/26 |
| Vega, Guimell | Clerk II | 11/25/25 | 06/30/26 |

## Sacramento City College

| Name | Title | Effective Date | End Date |
|------|-------|----------------|----------|
| Cortez, Giselle | Student Support Specialist | 11/25/25 | 06/30/26 |
| Feld, Joshua | Special Projects | 09/26/25 | 06/30/26 |
| Hamilton, Melanie | Instructional Assistant | 10/27/25 | 06/30/26 |
| Lor, Maichee | Student Support Specialist | 12/01/25 | 06/30/26 |
| Quinn Berry, Johni | Clerk I | 10/25/25 | 06/30/26 |
| Ramirez, Melanie | Special Projects | 11/25/25 | 06/30/26 |
| Smith, Natalie | Special Projects | 10/25/25 | 06/30/26 |
| Tang, Yingfei | Clerk I | 11/25/25 | 06/30/26 |
| Villalobos, Monica | Student Support Specialist | 10/24/25 | 06/30/26 |

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                                **DATE:** December 17, 2025

| SUBJECT: | LRSA Collective Bargaining Agreement 2026-2028 | ATTACHMENT: None | |
| --- | --- | --- | --- |
| | | ENCLOSURE:  LRSA Contract | |
| | | STRATEGIC PLAN GOAL(S): 5 | |
| AGENDA ITEM: | Collective Bargaining Item A | TYPE OF BOARD CONSIDERATION: | |
| **RECOMMENDED BY:** | Mario Rodriguez, Executive Vice Chancellor, Finance and Administration | CONSENT/ROUTINE | |
| | | FIRST READING | |
| **APPROVED FOR CONSIDERATION:** | Brian King, Chancellor | ACTION | X |
| | | INFORMATION | |

**BACKGROUND:**

Per Section 3547.5 of the Government Code, prior to entering into a written agreement with an exclusive representative covering matters within the scope of representation, all public school employers are required to disclose the major provisions of the agreement, including but not limited to, the costs associated with the agreement. Although the State Chancellor's Office has stated community colleges are not covered by this statute, we are required to disclose similar information to the State Chancellor's Office on certain financial reports. Given the significance of these agreements, public disclosure, even if not specifically required, is still appropriate and prudent.

Negotiations were postponed in 2024 due to overlapping contract negotiation timelines between bargaining units, and the parties agreed to extend the 2022-2025 LRSA Collective Bargaining Agreement through December 31, 2025. In Fall 2025, the Los Rios Supervisors Association (LRSA) and District representatives negotiated to discuss the establishment of a new collective bargaining contract for the next three-year period (January 2026 – December 2028). Negotiations were conducted in accordance with applicable law, including Government Code 3547, regulations of the Public Employment Relations Board, and Los Rios Board Policies and Administrative Regulations.

**STATUS:**

The District has reached a tentative agreement with LRSA for the contract effective January 1, 2026 through December 31, 2028. Throughout the agreement, references to dates have been updated, addition of gender-neutral pronouns as well as clarification of language when necessary. In addition, provisions from memorandums of understandings (MOUs) agreed to during the current contract term have been incorporated. A summarization of the major provisions of the agreement is as follows:

- **Article 1: Recognition**
  - 1.3 (o) Changed the term "seniority" to "length of service" to mirror Education Code language and specify determination of length of service will be based on duration of time employed in a Supervisor classification.

- **Article 3: Management Rights**
  - 3.1 – Included the management right to determine the employee's place of work.
- **Article 4: Association Rights**
  - 4.1.5 – Added mutual indemnification language.
  - 4.5 – Added online distribution of the collective bargaining agreement to LRSA members, with hard copies available upon request.
  - 4.7 – Refence to the Ewing Study for salary placement was removed since no longer used.
  - 4.8 & 4.9 – Language was added to the LRSA Notification section to match current practice.
- **Article 5: Personnel Policies**
  - 5.3 – Clarification added to the Administrative and Voluntary transfer definitions. The voluntary transfer process was modified. Voluntary transfers within the unit are now limited to Supervisors who have passed probation, given the shorter probation period. Employment status was updated.
  - 5.4 – Language was added to comply with Title 5 DEI requirements. Language was added to make the forms referenced less confusing and to clarify how certain forms are processed.
  - 5.7.4 – Language was added that mirrors current practice related to an employee not being eligible for a COLA if their salary is frozen.
  - 5.8 – Cost of copies of personnel files was added.
  - 5.9 – New DEI requirements were added. Reimbursement of the Health Fee when attending Los Rios colleges was included.
  - 5.12 – Review of compensation was added as a component of the Job Study.
- **Article 7: Work Schedules**
  - 7.2.2.4, 7.2.2.5 & 7.2.3 – Language was added to anticipate changes to reporting compensatory time off.
  - 7.3.8 - Police Sergeant shift bid language was added. Changed "seniority" to "length of service" to mirror Education Code language.
- **Article 8: Leaves With Pay**
  - 8.1.2 – Expanded the definition of what sick leave may be used for. Clarified accrual and retirement reporting for unused sick leave.
  - 8.2 – Added clarifying language to the section covering the use of sick leave for parental leave or birth of a child.
  - 8.3.3.1 – Added language to include a "designated person" as immediate family, as required by Government Code 12945.2.
  - 8.7.3 – Added clarifying language related to reporting industrial accidents.
  - 8.7.10 - Changed "seniority" to "length of service" to mirror Education Code language.
  - 8.8 – Added language in the Catastrophic Illness or Injury Leave Program
    - 8.8.5 - Added vacation vesting language related to employees on a one-year probationary period.
    - 8.8.7 & 8.8.8 – Modified probationary language related to donations to the program.
  - 8.12 – Added reproductive loss to the Bereavement Leave section.
- **Article 9: Leaves Without Pay**
  - 9.1.2 - Removed reference to "seniority"
  - 9.2.4 - Changed "seniority" to "length of service" to mirror Education Code language.

- **Article 10: Compensation Salary & Benefits**
  - 10.3 – Initial salary placement language was modified to be referenced as applicable upon

- initial employment with the District.
  - o 10.4 – Step 6 of the salary schedule was changed to "highest step."
  - o 10.8 – Swing shift changed from a start time of 6:30 pm to 4:30 pm. Language was added to comply with CalPERS requirements for reportable swing shift differential payments.
  - o 10.10.1 – Increased special compensation for select Facilities Management supervisor positions regularly responding to two or more calls per week after or before hours from $130 to $175 per month.
  - o 10.11.4 – On call pay for Police Sergeants was increased from $130 to $175 per month when in on-call status.
- **Article 11: Fringe Benefits and Insurance Programs**
  - o Carrier names and dollar amounts were removed since subject to change during the agreement time span.
  - o 11.7.4 – The level of loss of pay experienced before a change occurred in the District contribution towards medical was modified.
- **Article 13: Safety**
  - o 13.10.2 – The current cost of uniform items provided to Police Sergeants was updated to reflect current cost.
  - o 13.10.4 – Police Sergeant uniform allowance was increased from $725 to $870. The monthly payment calculation was also updated.
  - o 13.12 – The current cost of uniforms provided to certain Supervisor positions was updated to reflect the current value of $360.
  - o 13.13 – A new section was added that covers the Police Communication Supervisor Uniform.
- **Article 14: Savings Provision**
  - o 14.5 – A new section was added covering the scenario if any section was deemed unenforceable by law.
- **Article 15: Non-Discrimination**
  - o Hairstyle, hair texture, and genetic information was added to the Non-Discrimination section.
- **Article 16: Support of Agreement**
  - o Rodda Act label changed to Educational Employee Relations Act.
- **Appendix A: Salary & Benefits**
  - o Reference to fiscal years, dollar amounts and health plans were removed where possible.
  - o A.2 – Addition of the additional HSA contribution was added. CalPERS limit on reporting off salary schedule improvements was added.
- **Attachment 1: Calculation of Available Growth Revenues & Related Growth Costs**
  - o Fiscal years and rates were updated for the new agreement.
- **Appendix B: Forms**
  - o The list of forms on the District website was updated.
- **Appendix C: Position Classifications**
  - o The list of position classifications was modified for changes made since the last collective bargaining agreement.

**RECOMMENDATION:**

It is recommended that the Board of Trustees accept the disclosure information and approve the contract agreement with the Los Rios Supervisors Association for the period of January 1, 2026 – December 31, 2028.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                                    **DATE:** December 17, 2025

| SUBJECT: | Initial 2026-2029 Collective Bargaining Proposals for LRCFT and LRCCD | ATTACHMENT: Yes |  |
| --- | --- | --- | --- |
|  |  | ENCLOSURE: None |  |
|  |  | STRATEGIC PLAN GOAL(S): 5 |  |
| AGENDA ITEM: | Collective Bargaining Item B | TYPE OF BOARD CONSIDERATION: |  |
| RECOMMENDED BY: | Mario Rodriguez, Executive Vice Chancellor, Finance and Administration | CONSENT/ROUTINE |  |
|  |  | FIRST READING |  |
| APPROVED FOR CONSIDERATION: | Brian King, Chancellor | ACTION | X |
|  |  | INFORMATION |  |

**BACKGROUND:**
Pursuant to Government Code 3547, et seq., all initial proposals of exclusive representatives of recognized employee groups and of the District are required to be presented at a public meeting of the District.

The Board and representatives of the Los Rios College Federation of Teachers (LRCFT) have agreed to engage in an interest-based collaborative approach to negotiations. The collective bargaining agreement with the LRCFT expires on June 30, 2026. The parties wish to commence negotiations as soon as possible, with the goal of attempting to reach agreement as early as possible before the contract expires.

As part of the model of negotiations, the parties will identify their respective interests. The theory is that it is easier to reconcile interest than positions. Reconciling interest, rather than positions, affords both parties an opportunity to be heard throughout the negotiation process. Therefore, the initial proposals will be framed as interests as much as possible.

Consistent with the applicable code sections, the public has a right to be informed of those areas that the parties will be negotiating and to invite public comments at a meeting of the public school employer.

**STATUS:**
See attached list of interests identified by LRCFT and the list of interests identified by the LRCCD team.

**RECOMMENDATION:**
It is recommended that a public hearing be scheduled on January 14, 2026 to allow for public input regarding the initial collective bargaining proposals submitted by the District and LRCFT.

The LRCFT is interested in negotiating the areas listed below:

**General**

Incorporation of all pertinent language from the 2023-2026 into the successor agreement; incorporation of relevant MOUs and side letters into the contract; inclusion/deletion of sun shined language; clarification of language throughout the Agreement.

**Recognition**

Issues including but not limited to possible recognition of additional faculty categories (e.g. day-to-day substitutes); that the LRCFT is recognized as the exclusive representative of faculty for the purposes of collective bargaining in matters related to wages, hours of employment, and other terms and conditions of employment.

**Salaries**

Salary-related issues including but not limited to oversize classes; concurrent/stacked classes; program "chair / lead" compensation; department chair workload, compensation, responsibilities and elections; initial step and class placement on salary schedules; eligibility for step placement and class advancement on schedules A and B; salary schedule class adjustments; clarification of the process of determining and awarding stipends; coordinator, nursing, and coaching stipends and eligibility; salary schedule advancement for CTE faculty; District timeline for salary payment corrections; and clarification on ESA and PEX payments.

**Fringe Benefits and Retirement**

Issues including but not limited to health care contributions; adjunct eligibility for retiree health care; adjunct medical benefits; pre-retirement workload reduction; creation of sick leave banks and leave transfer processes; clarification of retiree health care language.

**Workload**

Issues including but not limited to: load balancing; oversize classes; concurrent/ stacked classes; adjunct assignment process including hiring preference; the workload of online instructors; adjunct office hours; workload of coordinators in general and those who double as department chairs; athletic coaches' workload and reassigned time; scheduling flexibility for non-classroom faculty; nursing workload and schedule; general and categorical counseling workload; counselor staffing ratio; workload related to artificial intelligence; retention and outreach programs; dual

enrollment and the impact on counselor workload; CTE faculty workload; overload; remote work; opportunities for part-time faculty to be considered for full-time positions; and part-time faculty office space.

## Assignment of Personnel
Issues including but not limited to: voluntary and involuntary reassignment and transfer; the assignment and modality scheduling processes for all faculty groups (remote work).

## Performance Review
Elements of the peer review process including but not limited to: the review process and timelines; PRT appointments; reassigned time coordinator reviews; student reviews for coordinators; establishment and composition of performance review teams; performance review training; performance review forms and associated standards; timelines for review of other term classes; evaluation process of adjunct faculty; professional standards for coaches.

## Leaves with Pay
Issues including but not limited to: pilot of family leave policies; sick leave accrual; sick leave banks; further elaboration of personal necessity and personal business leaves; bereavement leave; PT eligibility for catastrophic leave.

## Professional Development Leaves
Type A and B leaves; banking overload for Type C Leave.

## Personnel Files
Performance reviews in personnel files; provision of files to members.

## Dispute Resolution
Aspects of dispute resolution including but not limited to the definition of a grievance; step waiver; timelines; informal dispute resolution; the grievance process; and arbitration provisions.

## Participatory Governance
Chancellor's cabinet membership and procedures.

## Academic Freedom
Professional autonomy as it pertains to instructional materials; updates to academic freedom policy, including but not limited to zero cost texts, dual enrollment, and the incorporation of relevant Ed Code and State Law; and responses to threats to academic freedom at the state and national level.

## Federation Rights
Issues including but not limited to: additional reassigned time for the LRCFT and access to district facilities.

**Work Environment/Safety**
Standards for workplace security and safety; student removal provisions; threat assessment; safety committees and conditions.

**Contracting for Instructional Services**
Assurance that no work currently performed by unit members will be transferred out of the unit; updates to safety center provisions.

**Education Technology**
Revisit educational technology language to reflect changing technology (e.g., artificial intelligence) and the expansion of remote work.

**Just Cause and Formal Complaints**
Consider just cause provisions and guidelines; progressive discipline; corrective action and investigations; standard of review; termination procedures for part-time faculty pursuant to AB 1028.

**Intellectual Property**
Language clarification regarding ownership of copyrights and licensing after faculty separation from the District.

**Ratification and Duration / No Strike Clause**
Implications of contract expiration for the no-strike clause in relation to this ratification section; extension of the contract from July 1, 2026 through June 30, 2029.
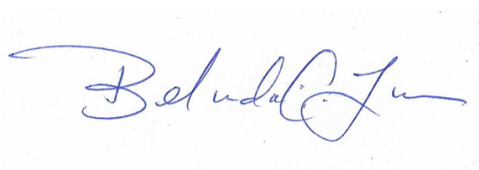
**Summer term**
Potential additions and subtraction of summer exemptions.

**Appendix A**
Negotiation of the distribution of allocated funds, including the bargaining unit's proportionate share; negotiation of all stipends and stipend eligibility.

**Appendix G**
Review the calculation of department chair release time and compensation and associated forms and processes.


_____
Belinda Lum, Ph.D. LRCFT Chief Negotiator

# LRCFT 2026-2029 Collective Bargaining Agreement Negotiations
## District Interests
### (not prioritized)

In each of the areas below, the District has an interest to:

### Article 2-Salaries
Review of payroll provisions to support efficient administration and long-term sustainability.

Review step and class placement language to ensure effective placement on salary schedule and adjunct salary compliance issues.

Review compensation for oversize, concurrent, and stacked class assignments to ensure alignment with student success goals, enrollment management strategies, and long-term fiscal sustainability.

Review coordinator, department chair, and program lead compensation and stipends to ensure internal equity, appropriate workload recognition, and consistency across the District.

Review stipend and ESA/PEX payment language for clarity, transparency, and alignment with District budget processes and timelines.

Review process for Department Chair elections for effectiveness and efficiency.

### Article 3 – Fringe Benefits and Retirement
Update and modify language as appropriate to reflect current benefits, dates and changes during last three years.

Review of benefit provisions to support efficient administration and long-term sustainability.

Review health benefit structures, including plan design and contribution tiers, to support affordability for employees while maintaining long-term cost sustainability for the District.

Review adjunct benefit eligibility and administration processes for clarity, consistency, and feasibility within available resources.

Review retiree health and pre-retirement workload reduction provisions for clarity, consistency with law, and long-term sustainability.

### Article 4 - Workload
Review instructional and non-instructional modality and course assignment language for currency, clarity, and effectiveness.

Review workload language related to online, hybrid, and remote instruction, including use of emerging technologies such as artificial intelligence tools, to ensure clear expectations, appropriate load calculations, and compliance with state and federal requirements.

**Article 4 - Workload** *(cont.)*
Review classroom and non-classroom faculty work week and workday language, including FLEX and other obligations for currency, clarity, and effectiveness in meeting student and college needs.

Review counselor staffing and scheduling language for currency, consistency, clarity, and effectiveness.

Review counseling workload and staffing ratios, including impacts of dual enrollment and retention/outreach programs, to align with student needs and available resources.

Review preference language for effectiveness in meeting departmental needs.

Review workload and reassigned time for coordinators, including those who also serve as department chairs, to ensure expectations are clearly defined, manageable, and consistently applied across colleges.

Review workload and reassigned time expectations for athletic coaches and CTE faculty to ensure alignment with program needs, safety requirements, and equitable treatment of faculty.

Review college service language and criteria to ensure alignment of college and student needs, including the activity form and process.

Require evidence of completion of College Service before additional assignments offered (e.g. -ESAs).

Review work experience language for currency and effectiveness.

Review adjunct office hour and remote work provisions to ensure student access while maintaining clear expectations for availability and responsiveness.

**Article 5- Assignment of Personnel**
Review voluntary transfer process for effectiveness and efficiency

Review voluntary and involuntary reassignment and transfer language, including process and timelines, to ensure assignments meet student and program needs while providing transparency and fairness to faculty.

Review assignment and modality scheduling language, including in-person, hybrid, and remote work and assignments across locations and times (day, evening, and weekend), to ensure flexibility to meet enrollment demands, including dual enrollment and off-site offerings.

**Article 6 – Seniority**
Review seniority language and processes to ensure clarity, consistency across colleges, and effective application in assignments, reductions, and recalls.

**Article 7 – Academic Calendar**
Review academic calendar provisions to ensure compliance with applicable law, maximization of apportionment, support for student success and completion, and reasonable predictability for planning.

### Article 8 - Performance Review
Ensure performance review criteria and professional responsibilities provide for effective evaluation, including retention, equity and diversity.

Align Peformance Review process with Title 5 DEI requirements.

Review self-evaluation and equity reflection processes to ensure effectiveness.

Review processes and timelines to ensure effective student review of faculty.

Review evaluation process timelines to ensure effectiveness.

Review online evaluation process and timeliness to ensure effective evaluation of online instruction.

Review special review processes and criteria for effectiveness.

Review composition, training, and responsibilities of performance review teams to ensure consistency, fairness, and alignment with District goals.

Review timelines and processes for evaluation of adjunct faculty and short-term assignments to ensure meaningful feedback and administrative feasibility.

Review evaluation criteria and tools for coordinators, coaches, and faculty with reassigned time to ensure expectations are clearly defined and consistently applied.

### Article 9 - Leaves with Pay
Ensure this section addresses appropriate current leave legislation.

Review sabbatical language for effectiveness and clarity.

Review leave provisions, including any pilot family leave programs, to ensure clarity of eligibility, coordination with state and federal programs, and operational continuity for departments and student services.

Review catastrophic leave and leave bank provisions, as applicable, to ensure equitable access and clear administrative procedures.

### Article 10 – Leaves without Pay
Review leaves without pay provisions to ensure clarity, consistency, and effective support for both instructional continuity and employee needs.

### Article 11- Professional Expectations & Development Opportunities
Ensure language reflects current and appropriate professional expectations.

Ensure professional expectations and development opportunities support effective use of educational technology, including artificial intelligence tools, and best practices in online and hybrid instruction.

**Article 12 – Personnel Files**
Review this section to ensure effective procedures, clarity and currency.

**Article 13 – Dispute Resolution**
Review this section to ensure effective procedures, clarity and currency.

**Article 14 - Participatory Governance (District Level)**
Review this section to ensure clarity and currency.

**Article 15 – Academic Senate**
Review this section to clarify roles, responsibilities, and communication protocols between the Academic Senate, LRCFT, and the District, particularly in areas where interests may overlap (e.g., program review, curriculum, and educational technology).

**Article 16 - Faculty Service Areas and Competencies**
Review this section to ensure clarity and currency.

Review processes for establishing, modifying, and applying Faculty Service Areas and competencies to ensure they support appropriate assignments, program flexibility, and compliance with credentialing and licensing requirements.

**Article 17 - Academic Freedom**
Review this section to ensure clarity and currency.

**Article 18 – Non-Discrimination**
Review this section to ensure clarity and currency.

**Article 19 – Federation Rights**
Review this section to ensure effective procedures, clarity and currency.

**Article 20 – Management Rights**
Review this section to ensure effective procedures, clarity and currency.

**Article 21- Work Environment/Safety**
Review this section to ensure faculty safety and effective procedures.

Review threat assessment, student removal, and campus safety processes to ensure clear roles, timely response, and alignment with District-wide safety protocols.

Review safety committee structures and communication mechanisms to support consistent practices across colleges and continuous improvement of safety conditions.

**Article 22 – No Strike Clause**
Review no-strike language to ensure clarity regarding expectations, definitions, and processes in the event of disputes.

### Article 24 – Contracting for Instructional Services

Review contracting for instructional services language to ensure compliance with applicable law, clear delineation of bargaining unit work, and flexibility to pursue partnerships that support student access and District strategic goals.

### Article 26 - Educational Technology

Review this section to ensure effective procedures, clarity, currency, and consistency related to instructional technology decisions and distance education.

Review educational technology language to address emerging tools such as artificial intelligence, online proctoring, and learning analytics, including expectations for use, privacy, and data security.

Clarify expectations for remote work, online office hours, and digital communication with students to ensure access, consistency, and appropriate workload recognition.

### Article 27 - Just Cause and Formal Complaints

Review this section to ensure clarity in processes.

Review just cause and progressive discipline language to ensure clarity, consistency, and effective corrective action processes.

Review investigation and complaint procedures, including standards of review and timelines, to ensure fairness, transparency, and alignment with new legal requirements, including AB 1028.

### Article 28 – Intellectual Property

Review this section to ensure effective procedures, clarity and currency.

### Article 29 – Ratification and Duration

Review ratification and duration language to ensure clarity around timelines, implementation of negotiated changes, and the relationship to the no-strike clause upon expiration of the agreement.

### Article 31 – Summer Term

Review summer term provisions, including exemptions and assignment processes, to ensure they support student completion, enrollment management, and effective use of resources.

### Appendices A-F and Forms

Review for clarity, currency, and effectiveness and update as appropriate.

Review the distribution methodology in Appendix A for allocated funds, including the bargaining unit's proportionate share, stipend structures, and any growth or one-time funds, to ensure alignment with Board compensation principles and long-term financial sustainability.

Review the calculation of department chair release time and compensation in Appendix G, including associated forms and processes, to ensure clarity, equity across colleges, and alignment with documented chair responsibilities.

**<u>Other</u>**

Interest in reviewing the MOUs entered into between the District and LRCFT since the last negotiation cycle to determine whether any of the executed MOUs should be incorporated into the Collective Bargaining Agreement.

Interest in reviewing pilot language in existing collective bargaining agreements and evaluated effectiveness and status of the pilot program.

Interest in correcting minor drafting errors and formatting issues.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:** December 17, 2025

| SUBJECT: | 2024-25 Annual Audit Reports | ATTACHMENT: None | |
|---|---|---|---|
| | | ENCLOSURE:  Audit Reports | |
| | | STRATEGIC PLAN GOAL(S): 5 | |
| AGENDA ITEM: | Action Item A | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Mario Rodriguez, Executive Vice Chancellor, Finance and Administration | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King, Chancellor | ACTION | X |
| | | INFORMATION | |

**BACKGROUND:**

California Education Code § 84040 mandates that the governing board of each community college district must provide for an annual audit of all funds, books, and accounts of the district in accordance with regulations of the Board of Governors. The audit must be performed by certified public accountants licensed by the California Board of Accountancy. The audit consists of the examination of the District's financial statements, a review of the systems of internal accounting controls, and a review of state and federal compliance areas mandated by the Federal Single Audit Act and the State Audit Manual.

Pursuant to Title 5 CCR § 59106, each district governing board must review the annual audit at a public meeting and submit the audit report to the California Community College Chancellor's Office by December 31, unless an extension is granted as per the Chancellor's Contracted District Audit Manual. For fiscal year 2024-25, the California Community College Chancellor's Office has granted a 45-day extension to all community college districts due to the delayed release of the Federal Compliance Supplement. Due to this delay, the audit reports presented are in draft form.

Eide Bailly LLP successfully completed the following audits for the fiscal year ending June 30, 2025: the District's annual audit, the financial and performance audit of the Measure M bond fund, and the annual audit of the Foundation. Additionally, the firm completed the annual audit of the retiree health benefits trust for the fiscal year ending June 30, 2024. These audits were completed without any significant deficiencies, material weaknesses, or findings, marking the thirteenth consecutive fiscal year with clean audit results.

A representative from Eide Bailly LLP will be present to provide commentary and address any questions regarding the annual audits.

**RECOMMENDATION:**

It is recommended that the Board of Trustees receive the draft of the annual audits for the 2024-25 fiscal year and the Retiree Benefit Trust audit for the 2023-24 fiscal year. The District will submit the final audit reports to the California Community Colleges Chancellor's Office upon issuance by the auditors.
If any material revisions arise during finalization, staff will return to the Board.

147

# LOS RIOS COMMUNITY COLLEGE DISTRICT

| SUBJECT: | 2025-26 Program Development Funds | ATTACHMENT: Yes |  |
| --- | --- | --- | --- |
|  |  | ENCLOSURE:  None |  |
|  |  | STRATEGIC PLAN GOAL(S): 5 |  |
| AGENDA ITEM: | Action Item B | TYPE OF BOARD CONSIDERATION: |  |
| RECOMMENDED BY: | Mario Rodriguez, Executive Vice Chancellor, Finance and Administration | CONSENT/ROUTINE |  |
|  |  | FIRST READING |  |
| APPROVED FOR CONSIDERATION: | Brian King, Chancellor | ACTION | X |
|  |  | INFORMATION |  |

**BACKGROUND:**

Program Development Funds, also referred to as PDF or 20% funds, are the District's discretionary funds for allocation to continuing and one-time-only purposes. The funds are comprised of both prior and current year resources per established formulas. Schedule I summarizes the funds available for the 2025-26 allocation. The overall guidelines for PDF allocations are: 1) to be responsive to the District/Colleges' planning process and related goals and objectives; 2) to address any current or future emphases directed by the Governing Board; 3) to fund mandates or new costs imposed upon the District; 4) to balance the distribution across District-wide needs; and 5) to maintain the District's conservative fiscal practices.

A key factor in the distribution of the funds is matching the type of resource (continuing or one-time-only) to the nature of the allocation. The type of revenue establishes or limits the type of expenditure that can be funded.

For 2025-26, the District has $7.8 million to allocate toward continuing costs, which includes funding from the Student Centered Funding Formula, plus the change in estimate to PDF in 2024-25. These estimates are consistent with those contained in the Adopted Budget approved at the September 2025 board meeting. If the funding formula yields additional on-going resources in 2025-26, those will be included in the 2026-27 Program Development Funds allocation.

The District also has $66.8 million available for one-time general-purpose of which $30.5 million is allocated towards College Capital Outlay Projects.

**STATUS:**

The proposed allocations contained in Schedule II are organized by the goals outlined in the District's Strategic Plan. Of note, these allocations have been focused on maintaining core elements of the District's services operations and include minimal new items of expenditure this year. Strategy A focuses on establishing pathways for access and success. Strategy B emphasizes equitable academic achievement. Strategy C centers on improving teaching and learning

opportunities.  Strategy D focuses on creating an outstanding working and learning environment.

The District Budget Committee has reviewed the resources and allocations schedules. The formal approval of the allocations will take place in February when the first budget revision for 2025-26 is brought to the Board.

**RECOMMENDATION:**
It is recommended that the Board of Trustees approve the proposals contained in the Program Development Funds effective January 1, 2026.

**Los Rios Community College District**
**Summary of 2025-26 District Program Development Funds**
**And Selected Categorical/Special Revenue Funds**

| | Available Funds | Continuing Funds | Non-Cont. or OTO Funds |
|---|---|---|---|
| **I. 2023-24 Funding Sources** | | | |
| Recalculated Final Revenue (20%) | $ - | $ - | $ - |
| Lottery (unrestricted - 20%) | 5,933 | - | 5,933 |
| Total 2023-24 Sources | 5,933 | - | 5,933 |
| | | | |
| **II. 2024-25 Funding Sources** | | | |
| Total Computational Revenue (20%) | 7,065,848 | 3,532,924 | 3,532,924 |
| Lottery (unrestricted - 20%) | 1,504,924 | - | 1,504,924 |
| Interest Income | 25,898,311 | - | 25,898,311 |
| Out-of-State Tuition | (215,958) | (107,979) | (107,979) |
| Mandate Block Grant | 16,135 | 16,135 | - |
| Recycle/Other | 6,784,758 | 2,736,703 | 4,048,055 |
| Total 2024-25 Sources | 41,054,018 | 6,177,783 | 34,876,235 |
| | | | |
| **III. 2025-26 Funding Sources, partial allocation** | | | |
| Total Computational Revenue (20%) | 1,638,178 | 1,638,178 | - |
| Interest Income | - | *2026-27* | - |
| Out-of-State Tuition | - | *2026-27* | - |
| Mandate Block Grant | - | *2026-27* | - |
| Lottery (unrestricted - 20%) | 1,400,000 | - | 1,400,000 |
| Total 2025-26 Sources | 3,038,178 | 1,638,178 | 1,400,000 |
| | | | |
| **Total 2025-26 Program Development Funds** | **44,098,129** | **7,815,961** | **36,282,168** |
| | | | |
| College Capital Outlay Projects | 30,530,000 | - | 30,530,000 |
| | | | |
| **Total Available for 2025-26 PDF Allocation** | **74,628,129** | **7,815,961** | **66,812,168** |

**Los Rios Community College District**
**Proposed Allocation of Program Development Funds**
**and Selected Categorical Programs**
**2025-26 District Strategies**

| | District-Wide | ARC | CRC | FLC | SCC | DO/FM | Total Continuing | Total One-Time Only | Total |
|---|---|---|---|---|---|---|---|---|---|
| **A. Establish effective pathways that optimize student access and success** | | | | | | | | | |
| 1) Other Student Support Services | | | | | | | | | |
| a) Out of State Tuition above base | - | - | - | - | - | - | - | - | - |
| Total Other Student Support Services | - | - | - | - | - | - | - | - | - |
| 2) Regional K16 Education Collaborative Project Director | 73,613 | - | - | - | - | - | - | 73,613 | 73,613 |
| **Total Strategy A** | **73,613** | **-** | **-** | **-** | **-** | **-** | **-** | **73,613** | **73,613** |
| **B. Ensure Equitable Academic Achievement Across all Racial, Ethnic, Socioeconomic and Gender Groups** | | | | | | | | | |
| 1) Counseling Expansion | | | | | | | | | |
| a) Allocation to support 900:1 increase - *($105,882 x 2.73 FTE)* [2] | - | 85,764 | 96,353 | 40,235 | 66,706 | - | - | 289,058 | 289,058 |
| 2) Transitioning Minority Serving Institution Programming (4 Years) | 6,000,000 | - | - | - | - | - | - | 6,000,000 | 6,000,000 |
| **Total Strategy B** | **6,000,000** | **85,764** | **96,353** | **40,235** | **66,706** | **-** | **-** | **6,289,058** | **6,289,058** |

Los Rios Community College District
**Proposed Allocation of Program Development Funds**
**and Selected Categorical Programs**
**2025-26 District Strategies**

Schedule II

| | District-Wide | ARC | CRC | FLC | SCC | DO/FM | Total Continuing | One-Time Only | Total |
|---|---|---|---|---|---|---|---|---|---|
| **C. Provide Exemplary Teaching and Learning Opportunities** | | | | | | | | | |
| | | | | | | | | | |
| 1) Program Expansion/Maintenance | | | | | | | | | |
| a) Increase in Substitute Pay Rate | 21,590 | - | - | - | - | - | 21,590 | - | 21,590 |
| b) Faculty Stipends (Athletic and Performing Arts) | - | - | 21,892 | 33,658 | - | - | 55,550 | - | 55,550 |
| c) Librarian Staffing Conversion | - | - | 45,065 | - | - | - | 45,065 | - | 45,065 |
| Total Program Expansion/Maintenance | 21,590 | - | 66,957 | 33,658 | - | - | 122,205 | - | 122,205 |
| | | | | | | | | | |
| 2) Noncredit Exploration Support | | | | | | | | | |
| a) Curriculum Work Activities | 30,000 | 30,000 | 30,000 | 30,000 | 30,000 | - | - | 150,000 | 150,000 |
| b) Noncredit Systems Development | 750,000 | - | - | - | - | - | - | 750,000 | 750,000 |
| Total Noncredit Exploration Support | 780,000 | 30,000 | 30,000 | 30,000 | 30,000 | - | - | 900,000 | 900,000 |
| | | | | | | | | | |
| 3) NAGPRA Director | 107,310 | - | - | - | - | - | - | 107,310 | 107,310 |
| | | | | | | | | | |
| 4) Maintain Programs | | | | | | | | | |
| a) College Operation/Discretionary Funds formula | - | 154,005 | 150,980 | 94,276 | 147,771 | - | 547,032 | - | 547,032 |
| b) JPA - Public Safety Agencies | - | 188,046 | - | - | - | - | - | 188,046 | 188,046 |
| Total Operational/Discretionary Funds | - | 342,051 | 150,980 | 94,276 | 147,771 | - | 547,032 | 188,046 | 735,078 |
| | | | | | | | | | |
| **Total Strategy C** | **908,900** | **372,051** | **247,937** | **157,934** | **177,771** | **-** | **669,237** | **1,195,356** | **1,864,593** |

**Los Rios Community College District**
**Proposed Allocation of Program Development Funds**
**and Selected Categorical Programs**
**2025-26 District Strategies**

Schedule II

| | District-Wide | ARC | CRC | FLC | SCC | DO/FM | Total Continuing | Total One-Time Only | Total |
|---|---|---|---|---|---|---|---|---|---|
| **D. Foster an Outstanding Working and Learning Environment** | | | | | | | | | |
| 1) Employee Training/Development & Recruiting Costs | | | | | | | | | |
| a) Staff Development - District Funds | - | 29,488 | 12,410 | 5,947 | 23,725 | 3,430 | - | 75,000 | 75,000 |
| b) Less: $75,000 Continuing from PDF (2004-05) | - | (29,488) | (12,410) | (5,947) | (23,725) | (3,430) | - | (75,000) | (75,000) |
| c) Human Resources Training | - | - | - | - | - | 100,000 | - | 100,000 | 100,000 |
| d) Staff Development - Net 2025-26 PDF | - | - | - | - | - | 100,000 | - | 100,000 | 100,000 |
| 2) Admissions/Records Operational Support | 1,500,000 | - | - | - | - | - | - | 1,500,000 | 1,500,000 |
| 3) Financial Aid Operational Support | 1,000,000 | - | - | - | - | - | - | 1,000,000 | 1,000,000 |
| 4) Parking Operational Support | 3,200,000 | - | - | - | - | - | 3,200,000 | - | 3,200,000 |
| 5) Safety & Security | | | | | | | | | |
| a) Operational & Equipment Costs | 464,187 | - | - | - | - | - | - | 464,187 | 464,187 |
| b) Private Security Support | 345,000 | - | - | - | - | - | - | 345,000 | 345,000 |
| c) LRPD Relocation Support | 356,308 | - | - | - | - | - | - | 356,308 | 356,308 |
| Total Safety & Security | 1,165,495 | - | - | - | - | - | - | 1,165,495 | 1,165,495 |
| 6) Plant Maintenance & Enhancement | | | | | | | | | |
| a) Facility Master Plans | 1,034,708 | - | - | - | - | - | - | 1,034,708 | 1,034,708 |
| b) Facilities Maintenance Operational Support | - | - | - | - | - | 800,000 | - | 800,000 | 800,000 |
| c) Vehicle/Tools Replacement | - | - | - | - | - | 483,400 | - | 483,400 | 483,400 |
| d) Chiller Rental | - | - | - | - | - | 247,000 | - | 247,000 | 247,000 |
| e) Deferred Maintenance Sinking Fund | 100,000 | - | - | - | - | - | - | 100,000 | 100,000 |
| f) Turf Replacement Sinking Fund[1] | 160,015 | - | - | - | - | - | - | 160,015 | 160,015 |
| Total Plant Maintenance & Enhancement | 1,294,723 | - | - | - | - | 1,530,400 | - | 2,825,123 | 2,825,123 |

153

Los Rios Community College District
Proposed Allocation of Program Development Funds
and Selected Categorical Programs
2025-26 District Strategies

Schedule II

| | District-Wide | ARC | CRC | FLC | SCC | DO/FM | Total Continuing | One-Time Only | Total |
|---|---|---|---|---|---|---|---|---|---|
| **D. Foster an Outstanding Working and Learning Environment (continued)** | | | | | | | | | |
| 7) Utilities | 636,250 | - | - | - | - | - | 636,250 | - | 636,250 |
| 8) District Facilities | | | | | | | | | |
| a) Facility Improvement Needs | - | 5,349,810 | 3,292,375 | 2,219,990 | 4,137,825 | - | - | 15,000,000 | 15,000,000 |
| b) Davies Hall | - | 10,110,000 | - | - | - | - | - | 10,110,000 | 10,110,000 |
| c) Student Housing Project[1] | - | - | 2,500,000 | - | - | - | - | 2,500,000 | 2,500,000 |
| d) Deferred Maintenance | 10,530,000 | - | - | - | - | - | - | 10,530,000 | 10,530,000 |
| e) McClellan Hangar Repairs | - | - | - | - | 100,000 | - | - | 100,000 | 100,000 |
| f) Child Development Center Remediation | - | - | - | - | 26,139 | - | - | 26,139 | 26,139 |
| Total District Facilities | 10,530,000 | 15,459,810 | 5,792,375 | 2,219,990 | 4,263,964 | - | - | 38,266,139 | 38,266,139 |
| 9) Staff Related Allocations | | | | | | | | | |
| a) PERS/STRS 2025-26 on-going[2] | 300,000 | - | - | - | - | - | 300,000 | - | 300,000 |
| b) OPEB Contribution[2] | 400,000 | - | - | - | - | - | 400,000 | - | 400,000 |
| c) Negotiated Agreements[2] | 2,500,000 | - | - | - | - | - | - | 2,500,000 | 2,500,000 |
| Total Staff Related Allocations | 3,200,000 | - | - | - | - | - | 700,000 | 2,500,000 | 3,200,000 |
| 10) Classified Staff Allocations | | | | | | | | | |
| a) Reclassifications and Compensation Improvements[2] | 226,846 | - | - | - | - | - | 226,846 | - | 226,846 |
| Total Classified Staff Allocations | 226,846 | - | - | - | - | - | 226,846 | - | 226,846 |
| 11) Management | | | | | | | | | |
| a) Management Salary Schedule & Step Increases[2] | 675,645 | - | - | - | - | - | 675,645 | - | 675,645 |
| b) Labor Relations Support[2] | 297,145 | - | - | - | - | - | 297,145 | - | 297,145 |
| Total Management Allocations | 972,790 | - | - | - | - | - | 972,790 | - | 972,790 |
| 12) Information Technology (District-wide) | | | | | | | | | |
| a) New and Operational Project Costs | 9,452,500 | - | - | - | - | - | - | 9,452,500 | 9,452,500 |
| b) Sinking Fund | 500,000 | - | - | - | - | - | - | 500,000 | 500,000 |
| District-Wide Information Technology | 9,952,500 | - | - | - | - | - | - | 9,952,500 | 9,952,500 |
| 13) Organizational Costs | | | | | | | | | |
| a) Professional Expertise (Legal, Audit, Actuarial, Consultants, etc.) | 1,693,955 | - | - | - | - | - | 920,000 | 773,955 | 1,693,955 |
| b) Insurance Premiums/Claims | 1,435,838 | - | - | - | - | - | 335,838 | 1,100,000 | 1,435,838 |
| c) Fingerprinting | 100,000 | - | - | - | - | - | 100,000 | - | 100,000 |
| d) Dues & Memberships | 125,929 | - | - | - | - | - | 55,000 | 70,929 | 125,929 |
| Total Organizational Costs | 3,355,722 | - | - | - | - | - | 1,410,838 | 1,944,884 | 3,355,722 |
| **Total Strategy D** | 37,034,326 | 15,459,810 | 5,792,375 | 2,219,990 | 4,263,964 | 1,630,400 | 7,146,724 | 59,254,141 | 66,400,865 |
| **GRAND TOTAL** | 44,016,839 | 15,917,625 | 6,136,665 | 2,418,159 | 4,508,441 | 1,630,400 | 7,815,961 | 66,812,168 | 74,628,129 |
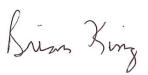
[1] RDA Allocation

[2] Unrestricted Lottery funds support this allocation

154

# LOS RIOS COMMUNITY COLLEGE DISTRICT

| SUBJECT: | Retiree Health Benefit Contribution (Policies 5165, 6622 and 9414) | ATTACHMENT: Yes | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| | | STRATEGIC PLAN GOAL(S): 5 | |
| AGENDA ITEM: | Action Item C | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Mario Rodriguez, Executive Vice Chancellor, Finance and Administration | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King, Chancellor | ACTION | X |
| | | INFORMATION | |

**BACKGROUND:**
Eligible District retirees receive a monthly District contribution for post-employment (retiree) healthcare premiums. Eligibility requirements for the District contribution vary depending upon the employee's collective bargaining contract which states the District contribution level and provisions for subsequent increases. Changes to the District contribution level for all retirees is subject to Governing Board action per Board Policies 5165 (Certificated Employees), 6622 (Classified Employees), or 9414 (Management/Confidential Employees).

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

The last adjustment was effective February 1, 2024, with an increase of $33, to the current monthly contribution of $367. The total monthly healthcare premiums (healthcare plan premiums plus Medicare premiums) for most of our eligible retirees increased from $425.91 on February 1, 2024, to $489.68 on January 1, 2026.

The District proactively funds and manages the retiree health benefit program to ensure a viable benefit for current and future employees. In 1985, the District began setting-aside funds for the program and, in 2007, the District formally established the Los Rios Community College District Retiree Health Benefits Trust to irrevocably designate assets to fund the total retiree healthcare benefit obligation.

The recommendation is to increase the monthly District contribution by $33 to $400 effective January 1, 2026.

**RECOMMENDATION:**
It is recommended that the Board of Trustees approve an increase to the District contribution for retirees' healthcare premiums by $33 per month, from $367 to $400, effective January 1, 2026. The attached Board Policies 5165, 6622 and 9414 are revised to reflect the proposed change in rates and substance.

# LOS RIOS COMMUNITY COLLEGE DISTRICT
## RETIREE HEALTHCARE PREMIUMS - DISTRICT CONTRIBUTION COST ANALYSIS
## Calendar Year 2026

| Health Plan | Approx No. of Retirees[1] | Calendar year 2026 Total Monthly Healthcare Premiums | DISTRICT CONTRIBUTION AT $367 Current Retiree Monthly Cost | DISTRICT CONTRIBUTION AT $400 Recommended Retiree Monthly Cost |
|---|---|---|---|---|
| **KAISER - OVER 65** | | | | |
| Senior Advantage HMO (with Medicare)[2] | 571 | $ 489.68 | $ 122.68 | $ 89.68 |
| **THE HARTFORD - OVER 65** | | | | |
| Medicare Supplement PPO (with Medicare)[2] | 138 | $ 775.40 | $ 408.40 | $ 375.40 |
| **KAISER - UNDER 65** | | | | |
| Traditional HMO | 2 | $ 2,325.68 | $ 1,958.68 | $ 1,925.68 |
| DHMO | 1 | $ 2,107.47 | $ 1,740.47 | $ 1,707.47 |
| HDHP | 4 | $ 1,566.55 | $ 1,199.55 | $ 1,166.55 |
| Total | 7 | | | |
| **SUTTER HEALTH PLUS - UNDER 65** | | | | |
| Traditional HMO | 36 | $ 994.20 | $ 627.20 | $ 594.20 |
| HDHP | 1 | $ 865.50 | $ 498.50 | $ 465.50 |
| Total | 37 | | | |
| **WESTERN HEALTH ADVANTAGE - UNDER 65** | | | | |
| Traditional HMO | 10 | $ 860.11 | $ 493.11 | $ 460.11 |
| HDHP | 12 | $ 653.85 | $ 286.85 | $ 253.85 |
| Total | 22 | | | |
| **OTHER PLANS** | 226 | varies | varies | varies |
| **Total retirees** | 1001 | | | |

*Notes:*
[1] Represents the number of retirees estimated to be enrolled in each plan and eligible for the District contribution during calendar year 2026.

[2] Includes the current standard Medicare Part B premium of $202.90 for 2026.

# 1.0 District Benefits for Retirees

1.1 The Los Rios Community College District provides a contribution toward healthcare premiums for certain retirees. Eligibility requirements for the District contribution are defined in the relevant Collective Bargaining Agreements.

1.2 The District provides group health insurance plans for retirees and their dependents. Eligibility to participate in the District's health insurance plans for retirees and their dependents is defined in the relevant Collective Bargaining Agreements.

# 2.0 District Contribution Toward Healthcare Premiums

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

# 3.0 Effective Date of District Contribution

3.1 Effective January 1, 2026, the District contribution for eligible retirees shall be established at $400.00 per month.

# 4.0 Changes in District Contribution

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

LRCCD

Policy Adopted:     9/2/81
Policy Revised:     10/20/82; 12/4/85; 12/7/88; 1/10/90; 12/12/90; 2/19/92; 2/26/94; 2/1/95;
                    1/24/96; 2/5/97; 2/4/98/ 2/3/99; 2/2/00; 2/7/01; 3/3/04; 11/3/04; 2/15/06;
                    4/16/08; 5/13/09; 5/26/10; 6/15/11; 8/14/13; 5/14/14; 8/12/15; 6/14/17;
                    4/11/18; 6/12/19; 6/9/21; 1/10/24; 12/17/25
Policy Reviewed:    6/14/17; 4/11/18; 6/12/19; 6/9/21; 1/10/24; 12/17/25
Adm. Regulation     None

## 1.0 District Benefits for Retirees

1.1    The Los Rios Community College District provides a contribution toward healthcare premiums for certain retirees. Eligibility requirements for the District contribution are defined in the relevant Collective Bargaining Agreements.

1.2    The District provides group health insurance plans for retirees and their dependents. Eligibility to participate in the District's health insurance plans for retirees and their dependents is defined in the relevant Collective Bargaining Agreements.

## 2.0 District Contribution Toward Healthcare Premiums

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

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

## 3.0 Effective Date of District Contribution

3.1    Effective January 1, 2026, the District contribution for eligible retirees shall be established at $400.00 per month.

## 4.0 Changes in District Contribution

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

LRCCD

| | |
|---|---|
| Policy Revised: | 10/67; 7/71; 12/3/75; 10/15/80; 10/20/82; 9/19/84;  1/11/89; 3/1/00;  1/17/90; 12/12/90; 2/19/92; 2/16/94; 2/1/95;1/24/96; 2/5/97; 2/4/98; 2/17/99; 2/7/01; 3/3/04; 11/3/04; 2/15/06; 4/16/08; 5/13/09; 5/26/10; 6/15/11; 8/14/13; 5/14/14; 8/12/15; 6/14/17; 4/11/18; 6/12/19; 6/9/21; 1/10/24; 12/17/25 |
| Policy Reviewed: | 6/14/17; 4/11/18; 6/12/19; 6/9/21; 1/10/24; 12/17/25 |
| Adm. Regulation | R-6622 |

# 1.0 Retirement from District Service

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

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

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

1.2     Retirement from the District requires both of the following:

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

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

# 2.0 District Benefits for Retirees

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

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

# 3.0 District Contribution Toward Healthcare Premiums

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

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

3.3     The confidential or management employee must also meet the requirements of section 3.3.1 or 3.3.2.

3.3.1    Retirees granted contributory status on June 11, 1980 are eligible for the District Contribution.

3.3.1.1 District retirees who were granted contributory status on June 11, 1980 by the Board of Trustees are those employees who retired between the years 1969 through June 30, 1978, and had remained on the District recognized health plan, and had served the District for a minimum three (3) years, and were drawing benefits from STRS or PERS retirement system on June 11, 1980.

3.3.2    District retirees with an effective retirement date after June 30, 1978 are eligible for the District Contribution as established below:

3.3.2.1 Confidential and management employees hired prior to January 1, 2013 must have the minimum years of full-time service with the District as follows:

3.3.2.1.1    Employed before June 30, 1984: three (3) years

3.3.2.1.2    Employed between July 1, 1984 and June 30, 1990: seven (7) years

3.3.2.1.3    Employed between July 1, 1990 and December 31, 2012: ten (10) years

3.3.2.1.4    Employed after January 1, 2013: fifteen (15) years

3.4    Full-time service requirement for 3.3.2 may be fulfilled in any regular position of the District and the definition of full-time service or one hundred percent full-time equivalent (1.00 FTE) of that position shall apply.

3.5    Effective January 1, 2026, the District Contribution for eligible retirees shall be established at a maximum of $400.00 per month. The District Contribution is provided for the District retiree only.

3.6    If the monthly District Contribution exceeds the monthly health plan premium for a retiree, any excess contribution shall be available to the retiree for payment of Medicare premium costs.

3.7    The maximum monthly District Contribution amount is the lesser of the amount listed in 3.5 or the total combined health care and Medicare premiums for an individual retiree.

3.8    The monthly District Contribution for the retiree shall be processed electronically utilizing the retiree's selected financial institution.

3.9    Eligible retirees do not need to participate in the District's retiree medical program to receive the District Contribution. Documentation for retirees with coverage outside the District's plans must be submitted annually verifying that the

retiree is covered by health insurance and the monthly cost for the retiree's insurance.

3.10    The District Contribution amount will be reviewed at least bi-annually and brought to the Board of Trustees for any recommended change. The District Contribution level is subject to the District's ability to pay. Any changes in the District's Contribution shall become effective the first of the month following adoption of the new rate or as determined by the Board of Trustees.

## 4.0 District Health Insurance for Retired Employees – Early Retirees

4.1    Employees retiring before age sixty-five (65) may participate in the District's early retiree health plans if they either are eligible for the District Contribution or have at least ten (10) years of full-time service with the District. In order to participate in the early retiree health plan, the confidential or management employee must have retired from the District as defined in section 1.0 and be collecting retirement benefits from either PERS or STRS. An early retiree may enroll at any time following retirement through age sixty-five (65). An early retiree who enrolls in the District's early retiree health plan and then leaves the plan will not be allowed to re-enroll in the early retiree program but will be eligible to participate in the District's plan for retirees over age sixty-five (65) as defined below.

    4.1.1    Upon turning sixty-five (65), early retirees must elect a District health plan. If the enrollment paperwork is not received in Employee Benefits within the 7-month window of turning sixty-five (65), the retiree will not be able to enroll at a later date. The 7-month window coincides with the Medicare enrollment window and includes the three (3) months prior to turning sixty-five (65), the month of turning sixty-five (65), and the three (3) months after turning sixty-five (65). The retiree must be enrolled in Medicare Parts A and B.

    4.1.2    Upon becoming Medicare eligible for a health-related, or any other reason, prior to turning age sixty-five (65), the retiree must elect a District health plan. If the enrollment paperwork is not received in Employee Benefits within the 7-month window of becoming Medicare-eligible, the retiree will not be able to enroll at a later date. The 7-month window coincides with the Medicare enrollment window and includes the three (3) months prior to becoming Medicare-eligible, the month of becoming Medicare-eligible, and the three (3) months after becoming Medicare-eligible. The retiree must be enrolled in Medicare Parts A and B.

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

enrollment in Medicare, to enroll in a District age sixty-five (65) or over health plan.

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

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

## 6.0 Open Enrollment and Dependent Coverage

6.1     A retiree may enroll in any of the District's plans upon retirement.

6.2     An open enrollment will be offered annually at which time retirees may change plans or enroll in a plan if they have not been participating previously (early retirees only as defined in 4.1 and 4.1.1).

6.3     Dependents of retired employees are eligible to participate in the District's plan if enrolling at the same time as the retiree. Enrolled dependents may continue to participate in a District plan following the retiree's death.

## 7.0 Dental

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

# LOS RIOS COMMUNITY COLLEGE DISTRICT

| SUBJECT: | Board Regulation Amendments: R-9211 Salary Schedule Development | ATTACHMENT: Yes | |
|---|---|---|---|
| | | ENCLOSURE:  None | |
| | | STRATEGIC PLAN GOAL(S): 5 | |
| AGENDA ITEM: | Action Item C | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | *Alyssa R. Bivens*<br>Alyssa Bivens, Chief Counsel | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | *Brian King*<br>Brian King, Chancellor | ACTION | X |
| | | INFORMATION | |

**BACKGROUND:**

In May 2022, a CalPERS audit identified the need for changes to the District's reporting of longevity pay. In response, the District revised Administrative Regulation 9211 and Board Policy 9135 to align with CalPERS requirements. The District agreed to work collaboratively with CalPERS to update the applicable policies and salary schedules accordingly.

**STATUS:**

The revised Administrative Regulation 9211 was approved through the District's standard process, including review by the Vice Presidents, Academic Senate, Chancellor's Executive Staff, and final presentation to the Chancellor's Cabinet. Per District protocol, Administrative Regulations become effective upon presentation to the Chancellor's Cabinet and do not require Board of Trustees approval.

However, for CalPERS to formally recognize the changes in Administrative Regulation 9211, approval by the Board of Trustees is required. CalPERS has specified that all revisions must be Board-approved before longevity pay can be included in pension calculations.

Board approval of these revisions will allow the District to fully implement CalPERS recommendations and ensure accurate retirement benefit calculations for employees. These changes codify long-established practices related to longevity pay and will not affect the current compensation of active managers or confidential employees.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the attached regulation.

## 1.0 Base Salary

1.1 The management/confidential employees' salary schedules shall be reviewed periodically and revised in parallel with other salary settlements upon the recommendation of the Chancellor and at the discretion of the Los Rios Community College District Board of Trustees.

## 2.0 Salary Schedules

2.1 Every management employee will be given the appropriate up-to-date salary schedules. Master salary schedules will be kept in the Office of Human Resources.

2.2 Effective July 1, 1993, each Longevity increment has been compoundedding on the previous Longevity increment, thereby compounding the amount received, as detailed below.  Longevity increments will be awarded as follows, and calculated using base salary, and any applicable one-time salary improvements (Off Salary Schedule Pay).

|  |  |
|---|---|
| (a) Management | Effective July 1, 2023 |
| After ten (10) years of full-time service | 4% Increase |
| After fifteen (15) years of full-time service | 4% Increase -compounded on the 10-year adjusted salary (8.16%) |
| After twenty (20) years of full-time service | 42% Increase compounded on the 15-year adjusted salary (12.486%) |
| After twenty-five (25) years of full-time service | 2% Increase -compounded on the 20-year adjusted salary (14.736%) |

1.2.1 Management Additions:

1.2.1.1 Effective July 1, 2014, a 4% 15--year longevity increment is added, and the 20--year longevity increment is decreased from 4% to 2%

1.2.1.2 Effective July 1, 2023, the 20--year longevity increment increased by 2% to 4% and a 2% 25--year longevity increment is added

|  |  |
|---|---|
| (b) Confidential | Effective July 1, 2022 |

| After ten (10) years of full-time service | 4% Increase |
| After fifteen (15) years of full-time service | 4% Increase compounded on the 10-year adjusted salary (8.16%) |
| After twenty (20) years of full-time service | 4% Increase compounded on the 15-year adjusted salary (12.486%) |
| After twenty-five (25) years of full-time service | 2% Increase compounded on the 20-year adjusted salary (14.736%) |

1.2.2    Confidential Additions:

1.2.2.1 Effective July 1, 2006, a 25--year longevity increment is added

1.2.2.2 Effective July 1, 2014, a 2% 20--year longevity increment is added

1.2.2.3 Effective July 1, 2022, the 20--year longevity increment increased by 2% to 4%

2.3    Eligibility for Longevity Across Units -- In Accordance with Section 3540.1 of the Government Code, employees of the Los Rios Community College District are categorized into the following units: White Collar; Blue Collar; Supervisor; Management/Confidential; and Faculty. Each unit is represented within the parameters of the law either by an exclusive representative or by an association.

2.3.1    The District provides a longevity service increment to such unit members at ten, fifteen, twenty, and/or twenty-five years of service with the District, or a combination of service increments in accordance with approved agreements. For represented employees, eligibility for the longevity service increment is defined in each of the collective bargaining agreements with Los Rios Community College District. For management/confidential employees, the eligibility requirement is prescribed in Section 2.2.

2.3.2    If a management/confidential employee transfers from another employee unit within the district, cumulative years of regular paid service credit which were earned by the employee at this district under another unit or collective bargaining contract are retained and shall be combined with other qualifying service years to determine overall eligibility for longevity service credit as a manager or confidential employee.

2.3.3    When a management employee at the level of Associate Vice Chancellor/~~General~~Chief Counsel/Chief of Police (Range A), Vice Chancellor/College President/Chief Contract Manager (Range B) or Deputy Chancellor/Executive Vice Chancellor (Range C) is hired to the District, Human Resources will consider equivalent full-time service

166

outside of the District in determining eligibility for longevity service increment credit.  Service in the following classifications at another employer, or service in classifications with substantially similar duties or responsibilities, count toward all longevity service thresholds: Chancellor, Deputy Chancellor, Executive Vice Chancellor, Vice Chancellor, College President, Chief Contract Manager, Associate Vice Chancellor, ~~or General~~ Chief Counsel, or Chief of Police.

## 3.0 Salary Placement Upon Promotion

3.1 When a management employee is promoted to a position which is allocated to a higher salary range, the individual will be placed on the new range at a level which provides a salary increase of 4% above present placement. Under extenuating circumstances, the Chancellor may authorize a higher step.

3.2 If the management employee being reassigned is eligible at the time of reassignment for a service increment, such increment will be granted on the old range before computing the placement change as prescribed in Section 3.1.

3.3 When an employee who is receiving a longevity increment is promoted to a higher-paid position, the new step placement will be computed as follows:

a) The employee's current salary range/step before promotion without benefit of longevity will be identified;

b) The appropriate step on the range assigned to the new position on the applied salary schedule will be determined based on the method described in Sections 3.1 and 3.2 using the salary step and range identified in Section 3.3(a) without longevity;

c) Additional longevity steps or percentage increments as they apply will then be granted on the new salary range in accordance with the employee's eligibility for longevity benefits.

## 4.0 Annual Step Movement

4.1 A management employee will advance to the next higher step on the salary range assigned to his/her position classification until the top step of the range is reached on either July 1 or January 1, providing the following conditions are met:

4.1.1 The employee must have served 75% of the required working days; i.e., 195 working days including holidays, paid sick leave, vacation, and other paid absences or leaves.

4.1.2 Employee's report of performance evaluation must show a rating of "Competent" or "Satisfactory" or better.

LRCCD

| | |
|---|---|
| Adm. Regulation Adopted: | 2/21/78 |
| Adm. Regulation Revised: | 6/13/79; 6/20/79; 2/18/81; 6/16/82; 12/9/83; 8/8/84; 10/21/87; 4/6/88; 7/1/88; 9/1/88; 9/25/90; 9/13/94; 10/26/98; 4/24/00; 3/28/05; 9/23/13; 10/23/17; 3/27/23; 4/28/25 |
| Adm. Regulation Reviewed: | 10/23/17; 3/27/23; 4/28/25 |
| Board Policy: | P-9211 |

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES                          DATE: December 17, 2025

| SUBJECT: | Facility Master Plan Update | ATTACHMENT: Yes | |
|---|---|---|---|
| | | ENCLOSURE: ARC, CRC, FLC, SCC FMP | |
| | | STRATEGIC PLAN GOAL(S): 5 | |
| AGENDA ITEM: | Information Item A | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Mario Rodriguez, Executive Vice Chancellor, Finance and Administration | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King, Chancellor | ACTION | |
| | | INFORMATION | X |

**BACKGROUND:**
College Facility Master Plans (FMP) are planning roadmaps that guide the development and management of campus facilities. FMPs are a tool used to align our facilities development in a way that supports and enhances the overall educational mission and experience. Among other things, they consist of a prioritized list of future facilities projects based on each college's educational priorities and align with the District's Five-Year Capital Needs Plan which is submitted to the California Community College Chancellor's Office (CCCCO) every year for review and approval. Each FMP also consists of the colleges' design guidelines and guiding principles for the development, design and construction of new and modernized facilities at each campus. The FMPs are further intended to help each college with facility space optimization, resource allocation, sustainability planning, community engagement, compliance and safety, and strategic planning.

**STATUS:**
Starting in January 2025, all four of the District's colleges in partnership with selected master plan architects, began the development of FMPs for their respective campuses. Employing a highly inclusive shared governance process, the architects and District Facilities Management staff met with various campus-based constituent groups to develop a comprehensive long-term facilities plan that reflects the educational mission and priorities of each college. Numerous meetings were held with student government representatives, student focus groups from diverse populations, faculty representatives from each discipline, staff from various support services, college presidents and vice presidents, deans from various departments and industry experts which included architects, facilities planners and educational facility consultants to gather input and a variety of perspectives. The final drafts for these FMPs have now been completed and reviewed by each college to ensure completeness and alignment with their respective educational vision, goals and priorities.

**RECOMMENDATION:**
This item is presented for the Board of Trustees' information and discussion.