

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD MEETING AGENDA Wednesday, August 12, 2026 5:30pm

Meeting Location:

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

Teleconference Location:

11300 Fair Oaks Blvd
Fair Oaks, CA 95628

1. CALL TO ORDER

Board President

2. ORAL COMMUNICATIONS

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

Members of the public have two options to offer public comment:

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

3. CONSENT CONSIDERATIONS

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

A. Board Meeting Minutes: July 8, 2026 (page 3)	Torence Powell
B. Accreditation Midterm Report for American River College (page 11)	Jamey Nye
C. Accreditation Midterm Report for Cosumnes River College (page 39)	Jamey Nye
D. Accreditation Midterm Report for Folsom Lake College (page 61)	Jamey Nye
E. Accreditation Midterm Report for Sacramento City College (page 77)	Jamey Nye
F. Approval of the Annual Military Equipment Report and Reauthorization of Military Equipment Use Policy (page 122)	Mario Rodriguez
G. Los Rios Colleges Foundation – Quarterly Investment Report (page 130)	Mario Rodriguez
H. Acceptance of Gifts: Colleges and Foundation (page 133)	Mario Rodriguez
I. District Bank Accounts (page 135)	Mario Rodriguez
J. Special Event Authorization (page 145)	Alyssa Bivins
K. Ratify: Affiliation and Other Agreements (page 146)	Mario Rodriguez
L. Disposition of Surplus Equipment (page 147)	Mario Rodriguez
M. Disposition of Surplus Equipment- Salvage Value Greater than \$5,000 (page 148)	Mario Rodriguez
N. Purchase Orders, Warrants, Checks and Electronic Transfers (page 149)	Mario Rodriguez
O. Annual Report on Sexual Harassment (page 151)	Mario Rodriguez
P. Human Resources Transactions (page 157)	Mario Rodriguez

4. ACTION

A. Pay Rate Schedules for 2026-27 and Final Salary Improvement for 2025-26 (page 212)	Mario Rodriguez
B. SEIU Collective Bargaining Agreement 2025-2028 (page 276)	Mario Rodriguez

5. BOARD MEMBER REPORTS

6. FUTURE AGENDA ITEMS

7. REPORTS and COMMENTS

- Student Association
- Classified Senate
- Academic Senate
- Other Recognized Constituencies
- Chancellor's Report

8. CLOSED SESSION

Closed session may be held as authorized by law for matters including, but not limited to collective bargaining (Rodda Act), Education Code provisions, pending litigation, etc. Closed Session is not open to the public.

- A. Pursuant to Government Code section 54957: Complaint against Public Employee (1 case)
- B. Conference with Labor Negotiators (Government Code section 54957.6). Agency designated representatives: Deputy Chancellor Jamey Nye and Executive Vice Chancellor Mario Rodriguez. Employee organization: LRCFT
- C. Conference with Legal Counsel – Existing Litigation (Government Code section 54956.9(d)(1)). Three Cases: PERB Case Nos. SA-CE-3220-E, SA-CE-3215-E, & SA-DP-294-E

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

10. ADJOURNMENT

LOS RIOS BOARD OF TRUSTEES

Deborah Ortiz President ▪ Area 6	Tami Nelson Vice President ▪ Area 7	Dustin Johnson ▪ Area 1 Robert Jones ▪ Area 2 John Knight ▪ Area 3	Kelly Wilkerson ▪ Area 4 Colette Harris-Mathews ▪ Area 5 Leonardo Torres Ruvalcaba ▪ Student Trustee
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Regular Board Meetings are generally held every second Wednesday of the month at 5:30 pm ▪ *Note:* Meeting times and locations are subject to change. For current information, call the District Office at (916) 568-3039.
Next Regular Board Meeting: September 9, 2026

Public records provided to the Board for the items listed on the open session portion of this agenda will be posted on the District's website: www.losrios.edu as soon as they are available.

Help Us Help You

Los Rios Community College District strives to make reasonable accommodations in all of its programs, services and activities for all qualified individuals with disabilities. Notification (568-3039) 48 hours in advance will enable the District to make arrangements to ensure meeting accessibility. The District will swiftly resolve those requests consistent with the ADA and resolving any doubt in favor of accessibility.

Los Rios Community College District Indigenous Land Acknowledgment Statement

In the spirit of community and social justice, we acknowledge the land on which our four colleges reside as the traditional homelands of the Nisenan, Maidu, and Miwok tribal nations. These sovereign people have been the caretakers of the health of the rivers, the wildlife, the plant life, and the overall eco-social balance in the greater Sacramento region since time immemorial.

Despite centuries of genocide and occupation, the Nisenan, Maidu, and Miwok continue as vibrant and resilient tribes and bands, both Federally recognized and unrecognized. Tribal citizens of these nations continue to be an active and important part of our Los Rios college community. We take this opportunity to acknowledge the land and our responsibility to the original peoples, the present-day Nisenan, Maidu, and Miwok tribal nations.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: August 12, 2026

SUBJECT:	Board Meeting Minutes: July 8, 2026	ATTACHMENT: None	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 5	
AGENDA ITEM:	Consent Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Tarence Powell, Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Tarence Powell, Chancellor	ACTION	
		INFORMATION	

STATUS:

The minutes of the Board of Trustees meeting held on July 8, 2026 are attached for the Board's review and consideration.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the minutes of the meeting held on July 8, 2026.

LOS RIOS COMMUNITY COLLEGE DISTRICT
Board Meeting Minutes
Wednesday, July 8, 2026

1. CALL TO ORDER

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

Present:

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

Leonardo Torres Ruvalcaba, Student Trustee

Torence Powell, Chancellor

2. ORAL COMMUNICATIONS

Debra Crumpton, Los Rios faculty member, addressed the Board of Trustees to welcome Chancellor Powell.

Teresa Aldredge, Los Rios faculty member, addressed the Board of Trustees to welcome Chancellor Powell.

Victoire Chochezi, Los Rios faculty member, addressed the Board of Trustees to welcome Chancellor Powell.

Dave Tamay, SMUD Board President, addressed the Board of Trustees to welcome Chancellor Powell.

President Ortiz and all Trustees each welcomed Chancellor Powell as the new leader of Los Rios Community College District.

Oranit Limmaneeprasert addressed the Board of Trustees regarding agenda item 4.A.

3. CONSENT CONSIDERATIONS

A motion was made by Trustee Harris-Mathews, seconded by Trustee Knight, that the Board of Trustees approve Consent Consideration items A through I.

Roll Call Vote:

Aye: Harris-Mathews, Johnson, Jones, Knight, Nelson, Ortiz, Wilkerson

No: None

Absent: None

Student Trustee: Aye

Motion carried; 7:0

A. Board Meeting Minutes: June 10, 2026

That the Board of Trustees approve the minutes of the board meeting held on June 10, 2026.

B. Special Event Authorization

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

Date of Event	College	Location	Name of Event	Alcohol
8/9/2026	FLC	Harris Center	Motown Mania!	Beer and wine
8/15/2026	FLC	Harris Center	HCA: A Crystal Affair	Beer and wine
8/16/2026	FLC	Harris Center	Benise: 25 Years of Passion	Beer and wine
8/22/2026	FLC	Harris Center	ABBA: The Concert Experience	Beer and wine
8/22/2026	FLC	Harris Center	ABBA: The Concert Experience	Beer and wine
8/30/2026	FLC	Harris Center	Chicago the Tribute	Beer and wine

C. 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
Chancellor's Artificial Intelligence Fellows Funding will be used to participate in the CCCC AI Fellows program, working in a cohort to develop frameworks, guidelines and resources, and supporting faculty and staff capacity-building that support responsible institutional and system-wide AI adoption.	FLC	\$188,462	California Community College Chancellor's Office

- Date: 7/1/2025 – 06/30/2027
- Responsible Administrator: Dr. Lorena Navarro, Dean of Math, Science and Engineering

D. Ratify: Affiliation and Other Agreements

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
El Dorado County Emergency Services Authority	PMED ¹	ARC	5/29/2026	EXP: 5/29/2029
Vita Healthcare East Bay	CHW ²	SCC	5/29/2026	Evergreen
Movement for Life	PTA ³	SCC	6/1/2026	Evergreen

¹ PMED: Paramedic, ²CHW: Community Healthcare Worker, ³PTA/OTA: Physical Therapy Assistant/Occupational Therapy Assistant

E. Disposition of Surplus Equipment

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

F. Purchase Orders, Warrants, Checks and Electronic Transfers

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

PURCHASE ORDERS		
General Fund	0001145989– 0001148061 B260796-B260796	\$ 3,650,333.19
Capital Outlay Fund	0003020930-0003021156	
Child Development Fund	0006001332-0006001332	
Self-Insurance Fund	0009000590-0009000593	
WARRANTS		
General Fund	897685-899024	\$ 17,808,414.43
General Fund-ARC Instructional Related	014714-014795	
General Fund–CRC Instructional Related	025287-025308	
General Fund–FLC Instructional Related	032651-032665	
General Fund–SCC Instructional Related	050505-050522	
Capital Outlay Fund	839631-839712	
Student Financial Aid Fund	902213-902220	
Child Development Fund	955739-955755	
Self-Insurance Fund	976952-976955	

ODSFD	-	
Payroll Warrants	625282- 625814	\$ 12,060,751.02
Payroll Vendor Warrants	75139-75256	
May Leave Process	625815-627556	
CHECKS		
Financial Aid Disbursements (PeopleSoft)	-	\$ 5,880,720.75
Clearing Checks	-	\$ -
Parking Checks	-	\$ -
Student Clubs Agency Fund – ARC	8082-8124	\$ 91,515.38
Student Clubs Agency Fund – CRC	7317-7340	
Student Clubs Agency Fund – FLC	3825-3841	
Student Clubs Agency Fund – SCC	6123-6160	
Foundation – ARC	8503-8572	\$ 95,705.24
Foundation – CRC	3775-3796	
Foundation – FLC	3097-3107	
Foundation – SCC	8584-8587	
Foundation – DO	2875-2962	\$ 22,246.65
Associated Students Trust Fund – ARC	1234-1242	
Associated Students Trust Fund – CRC	1136-1142	
Associated Students Trust Fund – FLC	0779-0785	
Associated Students Trust Fund – SCC	-	\$ -
Regional Performing Arts Center Fund	-	
ELECTRONIC TRANSFERS		
GENFD Financial Aid	-	\$ 297,275.00
Board of Equalization	-	\$ -
PARS Wire	-	\$ 45,507.03
Retiree Health Trust	-	\$ -
CDTFA-ACH	-	\$ 13,905.00
Grants Overpayment	-	\$
Payroll Direct Deposit Advices	1422952-1429506	\$ 25,238,901.84
Other Payroll Transactions	-	\$
Keenan Wire	-	\$ 37,872.91
PITCO Wire	-	\$ 4,069.54
SB85 Debt Relief	-	\$ -
Self-Insurance Fund	-	\$
PO Wire	-	\$ 30,000.00
International Wire	-	\$
Fidelity Wire	-	\$ 301,279.31
RT Payment	-	\$
Scholarships	-	\$ 2,500.00

G. LRSA Salary Schedule Revision

That the Board of Trustees approve the revised Interim 2026-2027 LRSA Salary Schedule with the classification changes.

H. Classification of Contract Employees 2026-2027

That the Board of Trustees approve the changes in certificated personnel employment status listed in the July board agenda packet effective July 1, 2026.

I. Human Resources Transactions

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

4. ACTION

A. Resolution No. 2026-18: Ordering an Election to Authorize the Issuance of General Obligation Bonds, Establishing Specifications of the Election Order, and Requesting Consolidation with other Elections Occurring on November 3, 2026

A motion was made by Trustee Jones, seconded by Trustee Knight, to amend Resolution No. 2026-18 to remove all references to the SFID.

Roll Call Vote:

Aye: Jones, Knight

No: Harris-Mathews, Johnson, Nelson, Ortiz, Wilkerson

Absent: None

Student Trustee: No

Motion failed; 5:2

A motion was made by Trustee Nelson, seconded by Trustee Johnson, that the Board of Trustees approved the attached Resolution No. 2026-18, Ordering an Election to Authorize the Issuance of General Obligation Bonds, Establishing Specifications of the Election Order, and Requesting Consolidation with Other Elections Occurring on November 3, 2026.

Roll Call Vote:

Aye: Harris-Mathews, Johnson, Nelson, Ortiz, Wilkerson

No: Jones, Knight

Absent: None

Student Trustee: Yes

Motion carried; 5:2

5. INFORMATION

A. Removing Barriers, Accelerating Student Success: Three Admissions & Records Innovations

District Student Services and Information Technology leadership provided an overview of recent Admissions and Records innovations and discussed how these improvements advance Los Rios' goals of enhancing student access, reducing administrative barriers, improving operational efficiency, and supporting student success.

6. BOARD MEMBER REPORTS

Trustee Knight noted he will do everything he can to fully support the bond issue.

Trustee Harris-Mathews reported on events and meetings she participated in on behalf of the Board this past month.

7. FUTURE AGENDA ITEMS

Trustee Wilkerson requested a report on our community outreach and communications.

Trustee Johnson requested additional follow-up on the status of the PREP program.

8. REPORTS AND COMMENTS

The following constituency representatives presented reports to the Board:

Carmen Hirkala, Classified Senate
Lori Petite, District Academic Senate President
Jason Newman, LRCFT President
Jake Hughins, LRCA President

Chancellor's Report

Chancellor Powell expressed gratitude to the Board and staff for the thoughtful and thorough preparation and discussion about the bond measure over the last week and this evening.

9. CLOSED SESSION

The following board members went into closed session at 8:30pm: Ms. Harris-Matthews, Mr. Johnson, Mr. Knight, Ms. Nelson, Ms. Ortiz, and Ms. Wilkerson.

- A. Conference with Labor Negotiators (Government Code section 54957.6). Agency designated representatives: Deputy Chancellor Jamey Nye and Executive Vice Chancellor Mario Rodriguez. Employee organization: LRCFT, LRCEA, SEIU, LRSA
- B. Conference with Legal Counsel – Existing Litigation (Government Code section 54956.9(d)(1)). Three Cases; PERB Case No. SA-CE-3220-E, SA-CE-3215-E, & SA-DP-294-E
- C. Conference with Real Property Negotiators (Government Code section 54956.8) – Agency designated representatives: Chancellor Torence Powell and Executive Vice Chancellor Mario Rodriguez. Real property: (1) 1919 Spanos Court, Sacramento, CA 95825, (2) 2100 Northrop Avenue Units 200, 400, 700 & 1200, Sacramento, CA 95825

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

No reportable action was taken in closed session.

11. ADJOURNMENT

Trustee Ortiz adjourned the meeting at 9:07pm.

TORANCE POWELL

Chancellor and Secretary to the Board of Trustees

Draft minutes presented to the Board of Trustees: August 12, 2026

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: August 12, 2026

SUBJECT:	Accreditation Midterm Report for American River College	ATTACHMENT: Yes	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 1-5	
AGENDA ITEM:	Consent Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Jamey Nye, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Tarence Powell, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The four colleges of the Los Rios Community College District are each independently accredited by the [Accrediting Commission for Community and Junior Colleges](#) (ACCJC) of the Western Association of Schools and College. American River College (ARC) underwent a comprehensive review for reaffirmation of accreditation in 2022. After a successful site visit the week of October 10, 2022, American River College's accreditation was reaffirmed for seven years.

STATUS:

In the required midterm report, the college responds to any recommendations provided (no compliance requirements were cited).

RECOMMENDATION:

It is recommended that the Board of Trustees approve American River College's midterm report for submission to ACCJC.



Midterm Report

Submitted by

American River College
4700 College Oak Dr
Sacramento, CA 95841

to

Accrediting Commission for Community and Junior Colleges

October 15, 2026

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Lisa Cardoza
American River College
4700 College Oak Dr
Sacramento, CA 95841

This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Dr. Torence Powell, LRCCD Chancellor

Signed by:

Lisa Cardoza

7/14/2026

Dr. Lisa Cardoza, American River College President

Deborah Ortiz, LRCCD Board of Trustees President

Signed by:

Deborah Ortiz

7/14/2026

Angela Daroy, ARC Vice President of Instruction

Signed by:

David Miramontes Quiñones

7/15/2026

Dr. David Miramontes-Quinones, ARC VP of Student Services & Equity

Signed by:

Koue Vang

7/15/2026

Koue Vang, ARC Vice President of Administrative Services

Signed by:

Veronica Lopez

7/15/2026

Dr. Veronica Lopez, ARC Academic Senate President

Signed by:

Brenda Valles

7/14/2026

Dr. Brenda Valles, Accreditation Liaison Officer

Signed by:

Carissa Thomas

7/15/2026

Carissa Thomas, Classified Senate President

Signed by:

Haniya Saeedi

7/15/2026

Haniya Saeedi, Student Senate President

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A. Reflections on Continuous Improvement Since Last Comprehensive Review

1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.

Collaborative & Shared Participatory Governance. American River College (ARC) continues to operate under a shared participatory governance model ([A1.1](#), [A1.2](#), [A1.3](#)) which informed the development of this ACCJC Midterm Report. Executive leadership, constituency groups (including Associated Student Body), and the Institutional Effectiveness Council (IEC) ([A1.4](#)) shaped and approved its timeline and development ([A1.5](#), [A1.6](#), [A1.7](#)). The writing team included employees from classified, faculty, and management constituencies and reported to the IEC on a monthly basis ([A1.8](#)).

Increased Access and Equity in Curricular Spaces. Through regular and collaborative communication ([A1.9](#), [A1.10](#), [A1.11](#)), ARC's instructional area emphasizes innovative academic programs that build inclusive learning environments with a focus on pedagogical and andragogical professional development opportunities through an intentional partnership between Instruction and Student Services (e.g., Weave Trainings ([A1.12](#)), Undocu Center Resources ([A1.13](#)), and Hiring the Best - Equity Rep Training ([A1.14](#)). This emphasis has paralleled rising enrollment, ensuring adequate support in high growth areas such as Dual Enrollment (all such programs), which grew 76% in recent years ([A1.15](#)), expanding access to college courses and providing cost savings for high school students, as well as Ethnic Studies, which increased 573% from Fall 2022 to Fall 2024 ([A1.16](#)). In 2025, ARC also invested \$300,000 of Student Equity and Achievement Program (SEAP) funds to expand embedded tutoring and mentoring ([A1.17](#), [A1.18](#)) in transfer-level Math and English courses. An internal analysis showed students who participated in embedded tutoring had "significantly higher course success rates and average course grades, compared to students who did not participate in embedded tutoring (in the same course sections)" with a 17-percentage point advantage ([A1.19](#)).

Equity Advances in Instructional Support. Professional development opportunities continue to be offered by the ARC Center for Teaching & Learning (CTL) ([A1.20](#), [A1.21](#), [A1.22](#), [A1.23](#)). The CTL supports equity-centered faculty learning communities, including the New Faculty Learning Community ([A1.24](#)) and the LINE Institute ([A1.25](#)). The College hired 82 new faculty members from Fall 2024-Fall 2026. In an effort to diversify the faculty hiring pool, the Academic Senate voted in Fall 2024 to begin using additional equity-focused, research-based screening criteria in tenure-track faculty hiring committees ([A1.26](#)). These changes, coupled with the Hiring the Best Equity Rep training, demonstrate how ARC builds equity into the recruitment, hiring, onboarding, and professional development of its faculty.

Reimagined Program Planning and Evaluation Process with Equity Lens. In 2023, ARC revised and implemented the Annual Unit Plan (AUP) ([A1.27](#)) and Program Review (PR) ([A1.28](#)) process to emphasize equity throughout the cycle ([A1.29](#), [A1.30](#)). ARC implemented Equity/Disproportionate Impact (DI) Metrics ([A1.31](#)) in the Data-on-Demand dashboard and linked these reports into the AUP and PR process ([A1.32](#)). These metrics are also available at the course-level through individual instructor equity reports.

Holistic Student Services Approaches. ARC Student Services has adopted holistic and innovative approaches to achieving the College's Strategic Plan Goal 1: Students First. The ARC Student Health Center has expanded student access to mental health services ([A1.33](#)) since the College's last ISER. With 51% of ARC students being Adult Learners (2024), spaces for student-parents have been added throughout the College ([A1.34](#)), including in the new UndocuScholar Center (which supports undocumented and DACA students) ([A1.35](#)). The HomeBase model for guided pathways and the Unite Center are central, academically oriented locations for students to receive academic counseling, peer mentorship, and faculty mentorship in culturally affirming ways

([A1.36](#)). A Support Navigator form was launched in Fall 2025 ([A1.37](#)) to increase the number of early alerts and connect students with timely resources. The Library Resource Center has expanded access to Chromebooks and other technology, including virtual labs for students ([A1.38](#)). In 2025, the Counseling Center launched a program to increase access to counseling services through group counseling sessions.

Community Partnership Development. ARC is expanding partnerships that strengthen the college’s mission. Dual Enrollment has grown rapidly as a result of the 11 partnerships developed and strengthened with partner school districts ([A1.39](#)). The student enrollment growth has occurred most rapidly over the last 3 years with increased partnerships with community organizations that focus on outreach to DI student groups, including Improve Your Tomorrow and Breakthrough Sacramento ([A1.40](#)). Workforce partnerships with agencies such as the Sacramento Employment and Training Agency and LinkedIn ([A1.41](#)) have supported students entering jobs aligned with their fields of study. The findings from the 2025 Career Technical Education Employment Outcomes Survey (CTEOS) suggest these efforts are having a positive effect, with about 75% of respondents indicating they are working “very close” or “close” to their field of study ([A1.42](#)). Additionally, the college is committed to building partnerships with Black and African American, Latinx, Native American, and other organizations representing disproportionately impacted (DI) populations to expand mentorship, professional development, and workforce training opportunities for ARC students ([A1.43](#)).

Expanded and Improved Institutional Infrastructure. In September 2025, ARC had a grand opening for the new Career Technical Education Building (Tech Ed). The Tech Ed building is LEED¹-certified and includes 26 classrooms, lab spaces, staff offices, and study spaces ([A1.44](#)). In December 2025, ARC partially opened the new Natomas Center, with full opening by Spring 2026 ([A1.45](#)). This new building includes STEAM classrooms that expand science and chemistry course options. ARC has also been steadfast in continuing the major modernization of Davies Hall, with demolition planned for Summer 2027, and a complete rebuild by 2030. There has been an ongoing effort to increase comfort and improve learning environments in existing buildings through improvement projects to refresh various classroom spaces. These collective changes are reflected in the approved 2025 Facilities Master Plan ([A1.46](#)), which outlines the plan for ARC through 2035 to advance the college mission and vision through strategic investment in facilities and open spaces.

Campus Culture and Fostering a Sense of Belonging. In alignment with ARC Strategic Goal 3: Exemplary Teaching, Learning, and Working Environment, the College supported community-building efforts and initiatives to increase a sense of belonging across the entire community. In 2025, the College revisited the tradition of hosting Homecoming Week, featuring events that emphasized college pride and spirit ([A1.47](#)). In Spring 2026, the Classified Senate launched Caring Campus ([A1.48](#)) and introduced five research-based behaviors that are proven to provide a more welcoming environment for students, including name badges as an inaugural step toward strengthening campus community connections. Every semester instructional faculty and classified professionals convene for convocation where breakfast and lunch are offered and every spring, classified employees are hosted by administrators for a lunch to cultivate community and conviviality.

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

In response to the 2022 Peer Review Team (PRT) report ([A2.1](#)), ARC and the Los Rios Community College District (LRCCD) have conducted targeted improvements to 1) address performance below institution-set standards, 2) incorporate feedback on regular and substantive interaction in distance education, and 3) ensure a documented, stakeholder-informed process for the regular review, revision, and development of Board Policies and Administrative Regulations.

¹ Leadership in Energy and Environmental Design (LEED) Certified

Closing the Loop Through the Institution-Set Standards Process

In the years since receiving Recommendation 1, ARC systematically implemented the newly established process for developing and reporting improvement actions when the College and/or department² fell below self-established standards. The ARC Office of Institutional Research (OIR) reported annual comprehensive findings on institution-set standards ([A2.2](#), [A2.3](#), [A2.4](#)) to the IEC ([A2.5](#)). As shown in Tables 1.1 and 1.2, ARC met all institution-set standards for Successful Course Completion, Certificates, Degrees, and Transfers, as well as the department-set licensure passage rate standards, from 2021-22 to 2023-24.

Table 1.1 Status of Institution-Set Standards from 2021-22 to 2023-24³

Standard	2021-2022	2022-2023	2023-2024
Successful Course Completion	Yes	Yes	Yes
Certificates	Yes	Yes	Yes
Degrees	Yes	Yes	Yes
Transfers	Yes	Yes	Yes

Table 1.2 Status of Department Set-Standards from 2021-22 to 2023-24

Standard	2021-2022	2022-2023	2023-2024
Job Placement	77%	100%	92%
Licensure Passage	100%	100%	100%
Successful Course Completion ⁴	91%	94%	98%

Academic programs that fell below department-set standards were asked to report their plans for improvement via an Institution-Set Standards (ISS) Action Plan Report Form ([A2.6](#)). From academic years 2021-22 to 2023-24, 100% of programs that fell below standards submitted an action plan. Action plans and external contributing factors were summarized and shared with IEC ([A2.7](#), [A2.8](#), [A2.9](#)) and posted on the ARC ISS

² ARC uses the terms department/program/unit interchangeably as part of the annual unit planning process in order to be inclusive internally. This report similarly may use multiple terms to refer to department-set standards.

³ Tables 2.1 and 2.2 include the three most recent years of data for which evidence of closing the loop was available at the time of the Midterm Accreditation report (developed in Fall 2025 for Spring 2026 shared governance review). 2023-24 institutional data was reported to ACCJC in the 2025 Annual Report.

⁴ Beyond monitoring College and department-set standards, ARC proactively evaluated successful course completion at the program level to develop a more nuanced understanding of the institution-wide metric.

Website ([A2.10](#)). IEC considered the institutional implications of supporting departments in meeting standards as needed ([A2.11](#)). Furthermore, programs were encouraged to reference actions taken to address department-set standards in their subsequent AUP. ARC continues to explore strategies to improve institutional effectiveness, including consideration of a more direct connection between AUP and resource allocation, which may further support programs in meeting department-set standards.

Program-Level Action Plans. Programs detailed action plans and external contributing factors (such as the pandemic) if they fell below ISS ([A2.12](#), [A2.13](#), [A2.14](#)). Departments that fell below their job placement rate standards identified targeted strategies to strengthen connections between students and employers. Actions focused on expanding engagement with industry partners through career fairs, networking events, internships, and practical experiences that build technological and job readiness. Departments also emphasized collaboration with campus partners, including HomeBases, Workforce Development, and Work Experience, to promote equitable outcomes. Additional initiatives included four-year university curriculum alignment, integrating AI literacy and emerging GPT-related skills into courses, and partnering internally with the ARC Workforce Office and externally with a career and internship placement organization to better connect students with employers and enhance resume preparation.

Departments that fell below their established successful course completion standards identified a comprehensive range of improvement actions focused on engagement, support, and equity. These included expanding in-person instruction, reducing financial barriers to student success through strategies such as adopting OER and ZTC materials, and implementing an equity-minded curriculum. Departments also aimed to strengthen connections between students and campus resources, engage in professional development focused on online teaching and accessibility, and promote equitable outcomes through collaboration, dialogue, and data-informed reflection.

ARC's new ISS process is working as intended. Since implementation, 100% of the programs that fell below department-set standards met all applicable standards in subsequent years (2021-22 to 2023-24).

Enhancing Student Feedback and Engagement in Distance Education Courses

Substantive Feedback in Distance Education (DE) Courses. In response to Recommendation 2, the College took meaningful and intentional steps to improve both the quality and quantity of "rigorous and substantive interaction" (RSI) in distance education (DE) courses. These included: a robust offering of professional development for faculty teaching DE courses ([A2.15](#)), the creation of a Universal Design for Learning (UDL) Coordinator position ([A2.16](#)), collaboration between the Academic Senate and the OIR to collect data from faculty and students on their experiences with RSI in DE courses, and the creation of a project team in Spring 2026 focused on DE courses ([A2.17](#)). The College's previous Distance Education (DE) Plan, developed in 2019 prior to the COVID-19 pandemic, received a one-year extension before expiring in Fall 2025. One of the core tasks of this project team was to revise and update this plan to meet the new expectations of DE coursework at ARC. The new DE Plan aligns with Vision 2030, the ARC Institutional Equity Plan, accreditation expectations, and statewide digital learning priorities.

Professional Development to Promote RSI in DE Courses. The Instructional Technology Center (ITC) oversees the vast majority of professional development for faculty who teach DE courses. Since Fall 2022, the ITC has offered more than 20 workshops, either directly or indirectly, on RSI and student-centered assessment/feedback. These professional development opportunities for faculty explained the importance of RSI through an equity lens and how to leverage technology to provide engaging interactions with students. Facilitators helped faculty participants leverage Canvas tools and new software applications to provide timely, substantive, and personalized feedback on student performance. A highlight of these offerings is the annual

6-session Online Teaching Institute (OTI) ([A2.18](#)), where participants develop assignments, rubrics, and feedback mechanisms that they later deploy in their DE courses. Additionally, the ITC trained faculty on how to assess RSI as a Performance Review Team (PRT) member when evaluating a faculty colleague's DE course ([A2.19](#), [A2.20](#)). The robust offerings from ITC also included cohort-based academies that are part of the Foundations 2.0 initiative at the District level. These included long-term professional development and learning communities such as the ARC Equity & Culturally Responsive Online Teaching Institute, the ARC Accessible Course Creation Academy, and the ARC Assessment for Online Teaching and Learning Institute ([A2.21](#), [A2.22](#), [A2.23](#)).

Universal Design for Learning (UDL) Coordinator at ARC. In response to the growing need for equity-minded pedagogy in DE courses, LRCCD allocated funding to each of the four Colleges to hire a UDL Coordinator for three years. ARC hired a UDL coordinator in April 2023 ([A2.24](#)). The UDL Coordinator has been responsible for dozens of workshops, trainings, and communities of practice centered on training faculty about the importance of communication and student feedback, as well as how to provide it in DE courses ([A2.25](#)). These professional development opportunities also benefited on-ground courses that use Canvas as a learning management system (LMS), as many of the skills these workshops build are applicable in all course modalities. In addition to workshops and communities of practice, the UDL coordinator holds weekly office hours where faculty can drop in and receive help in making their course more accessible, including how to align feedback on assignments with clearly designed assignment rubrics ([A2.26](#)).

Collaborative Approaches to Understand RSI at ARC. Beginning in Fall 2025, the Distance Education Committee, a subcommittee from the Academic Senate and the OIR, began designing a survey on RSI (draft [A2.27](#)) to be sent to all faculty who teach DE courses. The goal of the survey, which was distributed in Spring 2026 ([A2.28](#)), is to document how faculty communicate with students, provide feedback on assignments, and create opportunities for students to improve their performance in DE courses. The survey also asked faculty members how effective they believe certain types of communication are in terms of helping students reach their goals in DE courses. Members of the DE Committee of the Academic Senate led this effort, with input and logistical support from OIR staff. This survey was the first of its kind at ARC, and the forthcoming results will be used to inform professional development and resourcing in future terms.

A parallel survey is being designed for ARC students in DE courses in collaboration with Student Senate and a faculty member from the Black/African American Student Success Advisory Group ([A2.29](#)). This survey will ask students to describe how faculty interact with them in a specific DE course and to share their perspective on the most helpful and supportive forms of communication they get from faculty with an emphasis on students experiencing DI. In alignment with ARC's Vision ([A2.30](#)) of placing "Students First" ([A2.31](#)), Strategic Plan Metric #1: Students First, student voice and experiences are central to College efforts to improve RSI in DE courses.

Policy and Regulation Review and Revision Process. LRCCD received the following recommendation from the last Peer Review Team Report in 2022: "In order to increase effectiveness, the team recommends the District develops, implements, and documents a process that consistently involves stakeholders for the regular review of all Board Policies and Administrative Regulations, as well as revisions and the initiation of new policies and regulations as needed." Los Rios Community College District has taken the following actions to address the above recommendation:

The Los Rios Community College District has had a long-standing process for the review of all Board Policies and Administrative Regulations. In response to the Peer Review Team Report recommendations, the District has more explicitly documented that process here: ([A2.32](#)). Additionally, this process was recently reviewed and updated in April 2026 by the Chancellor's Cabinet, a District participatory governance group which

recommends policy and regulation changes and includes members from all stakeholder groups. The updated process now includes a triennial review cycle that, like the previous review process, includes all stakeholders and allows that the "General Counsel, management, faculty, classified staff, and students may at any time propose changes to off-cycle policies and regulations." This process ensures that "policies and regulations contain accurate legal citations, remain legally compliant, and do not include outdated or inapplicable language," while ensuring stakeholders are included in regular review. The process is detailed on our District website ([A2.33](#)).

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

The improvements that ARC has made since the October 2022 ACCJC site visit have all aligned with the 2024 ACCJC Accreditation Standards:

Intentional Communication and Planning (Standards 1.2, 1.3, 4.3): Since receiving Recommendation 1, ARC has implemented a consistent process for “developing and reporting improvement actions” when academic programs fall short of ISS. Building upon an already well-established, dynamic process for setting standards ([A3.1](#), Standard 1.2), ISS data was analyzed by the OIR and reviewed by the IEC, followed by coordinated follow-up at the program and/or institutional levels, as appropriate (Standards 1.3, 4.3).

Improving Student Outcomes (Standards 1.4, 2.9, 4.2): Programs at the College that do not meet standards are required to develop improvement plans, and 100% participation in such plans from academic year 2021-22 to 2023-24 reflects sustained attention to improving outcomes such as course success and job placement (Standard 2.9). Action plans were summarized and shared publicly in the IEC ([A3.2](#)) to support transparency and informed decision-making, and programs were encouraged to document actions taken and outcomes in subsequent AUPs ([A3.3](#)), reinforcing an ongoing cycle of evaluation and improvement ([A3.4](#)) (Standards 1.4, 4.2). This system operationalized the goal of ensuring a high-quality academic experience for ARC students.

Mission-Driven Resource Allocation (Standards 1.4, 3.4): LRCCD allocated funding that enabled ARC to hire a dedicated Universal Design for Learning (UDL) coordinator. This three-year position was instrumental in improving the quality and quantity of feedback that students receive in DE courses ([A3.5](#)). Additionally, with support from the ARC Academic Senate, the UDL position will continue, supported at 0.5 FTE ([A3.6](#)).

Accountability and Data Analysis (Standard 1.3, 2.9, 4.1): ARC addressed Recommendation 2 by creating collaborative survey drafts for both faculty ([A3.7](#)) and students ([A3.8](#)) regarding their experiences with DE courses. This partnership between the OIR, Distance Ed Committee, Student Senate, and the Academic Senate created a new data source for systematically reviewing the current state of RSI in DE courses. This data will be used to inform professional development efforts for faculty and to monitor improvements over time in the quality and quantity of RSI from the perspectives of both instructors and students in DE courses.

Equity-minded Faculty Professional Development (Standard 1.3, 2.6, 3.2). Since October 2022, ARC has intentionally provided equity-minded professional development for faculty teaching DE courses. The ITC has been at the heart of these efforts, including the hiring of the College’s first UDL coordinator in Spring 2023. In addition to stressing the need for clear, consistent communication of progress in DE courses, ARC’s faculty professional development emphasized the unique needs that different student groups bring to DE courses ([A3.9](#), [A3.10](#)). The principles of the UDL framework especially support students with disabilities, but all students benefit from DE courses with clearly communicated goals/rubrics, culturally responsive course content, and clear feedback on student progress.

Shared Decision Making and Planning (Standard 1.3, 4.1). Updating and renewing ARC's DE Plan was an effort to provide rigorous, student-centered learning experiences in DE courses. The newly formed DE Project Team ([A3.11](#)) was a collaborative effort that included faculty, DE coordinators, administrators, and student support staff. The DE Project Team charter explicitly names RSI in DE courses under its scope ([A3.12](#)). The project team will renew the ARC DE Plan, which will set and help faculty reach new, higher standards for student feedback and RSI in DE courses at the College.

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

- 1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.**

The most recent ACCJC Annual Report ([B1.1](#), 2025) indicates that over the past three years, ARC has consistently met all institution-wide floor standards, including Course Completion, Certificates, Degrees, and Transfers (see Table 2.1). In addition, the College met all licensure pass-rate floor and aspirational/stretch goals throughout the reporting period (see Table 2.2), demonstrating sustained strength in programs leading to external certification. In recent years, ARC has also met or exceeded institution-wide stretch goals for course completion and certificate attainment, indicating steady gains in these key student success outcomes. Job placement rates by program have strengthened over the past few years, with the vast majority of programs meeting or exceeding floor standards in recent cycles (see Table 1.2). In the rare instance that department-set job placement metrics were not met, a comprehensive process (as detailed in Section A-2 of this report) led to a deeper understanding of how to better support programs and students in future career pathways. Together, these findings suggest that the institution’s minimum standards are appropriately set and highlight continued progress in key measures of student success.

Table 2.1 Institution-Set Standards and Stretch Goals Met from 2021-22 to 2023-24

Institution Standards	2021-2022	2022-2023	2023-2024
Course Completion	✔ Floor	✔ Floor ✔ Stretch	✔ Floor ✔ Stretch
Certificates	✔ Floor	✔ Floor	✔ Floor ✔ Stretch
Degrees	✔ Floor	✔ Floor	✔ Floor
Transfers	✔ Floor	✔ Floor	✔ Floor

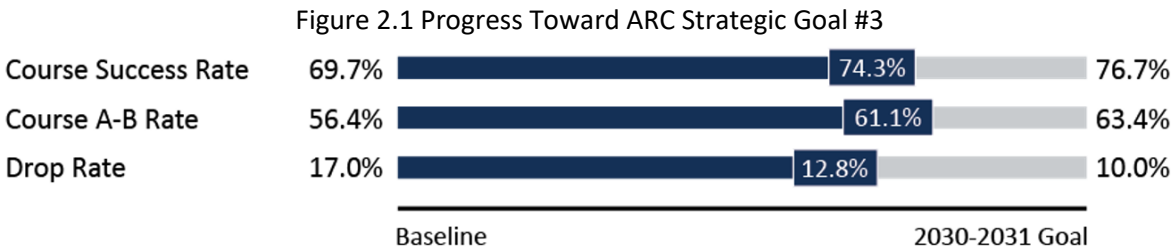
Table 2.2 Department-Set Standards and Stretch Goals Met from 2021-22 to 2023-24

Department Standards	2021-2022	2022-2023	2023-2024
Licensure	✔ Floor ✔ Stretch	✔ Floor ✔ Stretch	✔ Floor ✔ Stretch
Job Placement	Varies by program	Varies by program	Varies by program

The following section details the findings from the 2025 ACCJC Annual Report, paired with ARC Strategic Plan goals/metrics and the data available on ARC’s Data on Demand.

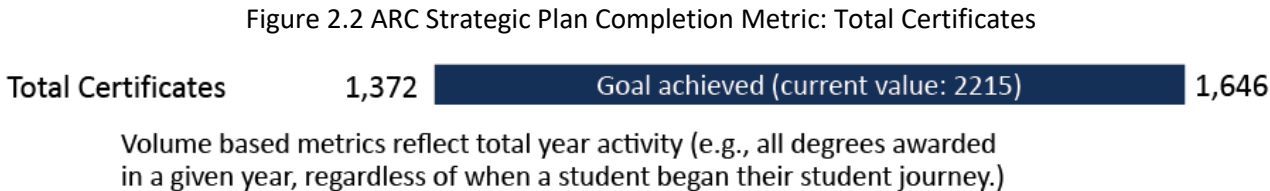
Course Completion Rates. ARC has consistently met ISS course completion goals over the last 3 years ([B1.2](#)). Furthermore, the College has exceeded ISS floor metrics by 4-10 percentage points. While the stretch goal was not met in 2021-22, ARC met aspirational course completion goals in recent years, 2022-23 and 2023-24. The actual rates of course completion at ARC have steadily increased from 74% to 79% over the last 3 years, demonstrating a steady upward trend in course completion rates, which met both the floor and aspirational goals in the most recent year of data.

In alignment with the ARC Strategic Plan, the College tracks several metrics for exemplary teaching and learning, including the course success rate, course A-B rate, and student drop rate. Progress has been made on all three of these metrics (see Figure 2.1) toward the long-term Strategic Goal #3 of an Exemplary Teaching, Learning, and Working Environment ([B1.3](#)). ARC continues to strive to reach a goal of 76.7% course success for all students by 2030-31⁵. Though the ACCJC Annual Report and ARC Strategic Planning Metrics show different data, a similar upward trend for course success is evident year over year, going from 70% in Fall 2022 to 74% in Fall 2024 ([B1.4](#)).



Source: ARC Data on Demand as of Fall 2024, retrieved 12/2025, includes all students except PS&A

Certificates. In 2023-24, ARC surpassed its aspirational goal for the first time in 3 years by awarding 1,869 certificates, exceeding the goal by hundreds of certificates ([B1.5](#)). The number of certificates has fluctuated in recent years and, at this time however, it is unclear whether the most recent reporting year reflects a one-time spike or an upward trend. Nonetheless, whether in an academic year showing a dip in certificates awarded (2022-23) or during the recent surge in awards (2023-24), ARC consistently exceeded institution-set floor goals. Similar to the data provided to ACCJC, the ARC Strategic Plan goal of 1,646 total certificates in a year was far exceeded in 2023-24 (see Figure 2.2). While the calculation for strategic planning differs, a similar pattern of a dip in 2022-23 and a spike in 2023-24 emerged in the College’s data ([B1.6](#)).

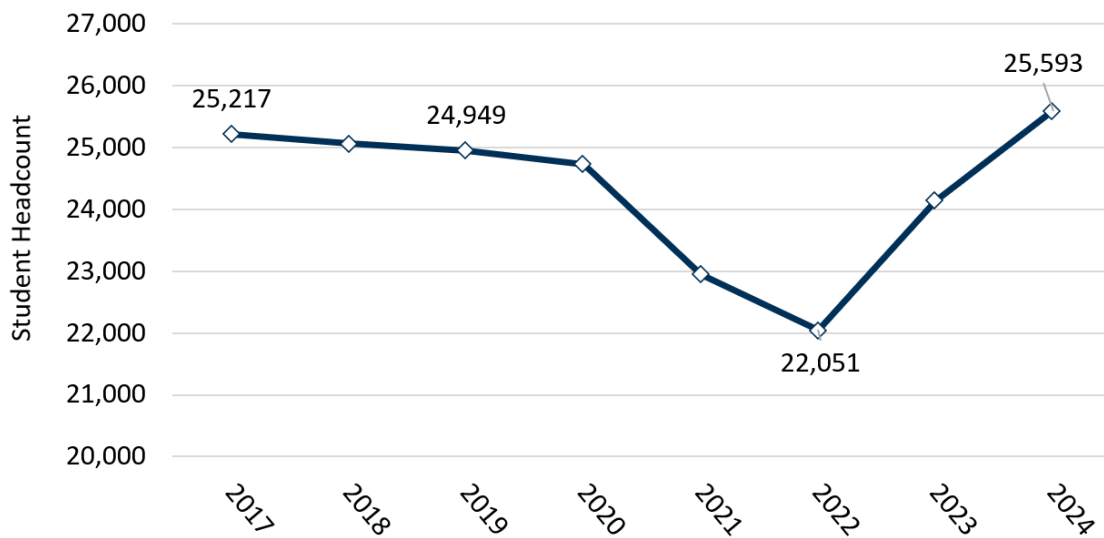


Source: ARC Data on Demand

⁵ Includes all students (not just 1st Time New to College Students), but excludes Public Safety and Apprenticeship programs.

Degrees. In the past 3 years, ARC has met the ISS goals for associate degree completion ([B1.7](#)). While the actual number of degrees awarded remained relatively consistent, ARC exceeded the floor goals by an increasing number of degrees each year. The College continues to work toward stretch goals and has not yet met the strategic plan associate degree completion target of 3,088 ([B1.8](#)). In fact, the number of degrees awarded in 2024-25 (2,542) was below the 2021-22 baseline (2,573). Decreased degree completion aligns with anticipated outcomes following a period of significantly reduced enrollment during the pandemic (see Figure 2.3). As of Fall 2024, student headcount recovered and even surpassed pre-pandemic levels, suggesting that degree completion will also recover in the near term. Indeed, degree completions have increased from 2022-23 to 2024-25 ([B1.9](#)). As enrollment increases, the College anticipates increases in degree completion in subsequent years, reflecting the time required for a predominantly part-time student population to progress through their programs. As ARC continues implementation of its seven-year strategic plan through 2030, partnering with the District to explore the feasibility of a pilot program to auto-award degrees to students who have completed their requirements but have not yet submitted a petition to graduate, and as students impacted by the pandemic continue to progress through their programs, degree completions are expected to increase.

Figure 2.3: ARC Student Headcount by Term, Fall 2017 to Fall 2024

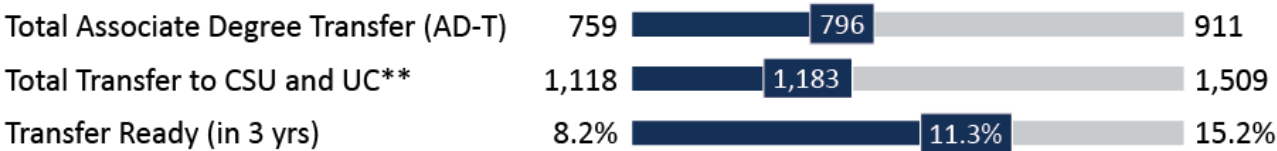


Source: ARC Data on Demand, excludes Public Safety & Apprenticeship

Transfer. The College exceeded the transfer ISS in each of the last three academic years ([B1.10](#)), demonstrating continued effectiveness in supporting student transfer outcomes. While the total number of transfers has slightly declined in recent years, performance has remained consistently above the established floor, indicating stability in transfer success rates despite changes in overall volume. However, the College remains several hundred transfers short of its aspirational stretch goals. While the number of students transferring each year has remained relatively stable, the margin by which transfer outcomes exceed the institutional floor has narrowed over time, due in part to the institution's practice of revising benchmarks annually ([B1.11](#)). As earlier years with lower transfer counts are excluded from the calculation, the recalibrated floor has increased modestly, narrowing the gap between actual outcomes and the minimum standard. Despite annual increases in the College's floor goals, transfer performance continues to meet institutional expectations and provide a solid foundation for ongoing planning and targeted support for students pursuing transfer pathways.

In support of ARC Strategic Goal #2: Clear & Effective Paths, the College tracks and reports several transfer-related metrics in its Data on Demand data portal (see Figure 2.4). The College has made progress regarding the number of Associate Degrees for Transfer (ADTs), total transfers to public in-state universities, and indicators of transfer readiness. Transfer has historically been a challenging metric to track due to many factors, including students moving between multiple colleges and universities throughout their educational careers. However, the metrics shown in Figure 2.4 shed light on the potential inroads ARC has made toward better understanding and supporting transfer.

Figure 2.4 ARC Strategic Plan Transfer Metrics



**Volume based metrics reflect total year activity (e.g., all degrees awarded in a given year, regardless of when a student began their student journey.)

Source: ARC Data on Demand

2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

ARC disaggregates internal strategic plan metrics, rather than ISS, as these measures support analysis and action at the College level over a seven-year planning cycle. Overall trends in the strategic plan metrics reflect steady progress toward the institution’s goals related to course success, persistence, and completion (B2.1). For example, overall course success for all students was 76% in Fall 2025 compared to the 77% goal, first-term course success was 71% compared to the College’s 67% goal, and the course A-B rate met the College’s 63% goal in Fall 2025. The consistent progress over time suggests that recent instructional improvements, equity-informed professional development, and enhanced student support efforts contributed to sustained gains across student subgroups. The College’s use of long-term strategic plan metrics—which are evaluated consistently for progress toward aspirational goals—provides a stable and meaningful framework for examining equity trends and allows the College to look beyond the year-to-year variation purposefully included in ISS (B2.2) in order to monitor sustained and meaningful progress aligned with its mission and equity commitments.

The College disaggregates its strategic plan metrics by race/ethnicity and gender to glean important insights into where continued attention is needed to ensure equitable outcomes (B2.3). While College-level progress toward strategic goals is evident in the data, some equity gaps stand out. For instance, a disaggregated analysis of course success rate for all ARC students (B2.4) shows that, while overall progress is being made toward the 2030 goal and progress is evident across race/ethnicity groups, disparities for African American, Native American, and Pacific Islander students remain. Across multiple measures, data indicate that African American students remain below targets in the most recent year available, including overall course success (64% vs. 77% goal), first-term course success (52% vs. 67% goal), course A-B rate (49% vs. 63% goal), and Fall-to-Spring retention (55% vs. 69% goal). (B2.5) shows a heat map with a high-level view of progress by comparing the College’s most recent outcomes to ARC’s 2030 strategic plan goals, expressed in percentage-point differences. Values near the center indicate performance that is close to the 2030 targets, while more intense shading highlights results that fall further above or below those targets. Overall, the data on student achievement tends to align closely with the

established goals across multiple measures, suggesting that ARC is making steady progress toward its 2030 objectives. However, several student subgroups exhibit recurring patterns of performance below target on multiple measures, indicating areas where additional support and targeted strategies may be needed to ensure more equitable progress across all populations toward the 2030 goals.

Our strategic planning metrics enable the College to go beyond overall course success rates to examine disaggregated course success rates for first-time students ([B2.6](#)). These rates are a better reflection of the impact of recent efforts to support student achievement, and it is encouraging to see the overall goal met years ahead of schedule, but it is also important to note persistent gaps as an area of concern. While early momentum measures show strong progress overall, longer-term outcomes such as successfully passing transfer-level English & Math within one year (18% for All Students vs. 22% goal in Fall 2024) and degree completion within three years (11% vs. 15% goal in Fall 2024) are areas where ARC continues to work toward its 2030 targets.

As shown in [B2.7](#) and [B2.8](#), progress toward the 2030 strategic planning metrics is evident, while some equity differences persist across measures. However, as demonstrated by the disaggregated retention ([B2.9](#)) and certificate completion data ([B2.10](#)), while ARC continues to make progress toward its overall institutional goals and equitable outcomes, the College continues to monitor student success gaps for some DI groups while also seeing promising evidence that the institutional equity-focused efforts are helping to narrow those gaps. For example, first-time Fall-to-Spring retention in Fall 2024 exceeds the 69% goal for several groups, including Pacific Islander students at 83% and Filipino students at 80% ([B2.11](#)).

Patterns of inequity remain a clear focus area for ongoing improvement efforts at ARC. For instance, a recent presentation to the Student Success Council ([B2.12](#)) provided a breakdown of disaggregated course success metrics for various student populations and highlighted DI ([B2.13](#)). Since the pandemic, ARC has made significant advances in making disaggregated data (including by race, gender, poverty level, disability status, veteran status, homelessness, asylee and refugee status, and foster youth status, including intersectionality) available to faculty. This student success data includes flags for student populations that show signs of DI, according to the State Chancellor's Office formulas (e.g., PPG-1 ([B2.14](#))). ARC's data portal, Data on Demand, includes instructor-level equity reports, and course- and program-level DI reports to inform annual unit planning and program review. Additionally, student services professionals have access to data about student services awareness, use, and satisfaction. The availability of disaggregated data supports intentional dialogue, reflection, and accountability across instructional and student-support areas and reinforces the College's commitment to identifying and closing equity gaps.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

Institutional Priorities and Frameworks. To address success rate trends in the College set-standards the College draws on the findings from its DI Reports that highlighted the importance of a strengthened sense of belonging for students through learning communities and student support services such as the Unite Center, Black Student Success Center, Umoja Sakhu, PRISE, El Centro, PRIDE Center, the Native American Resource Center ([B3.1](#), [B3.2](#), [B3.3](#), [B3.4](#), and [B3.5](#)). These programs provide spaces that support students through culturally relevant, affirming andragogical approaches to strengthen their academic experiences. In an effort to decrease DI for Black and African American students, and actively build a foundation of programs, partnerships, and institutional frameworks that center Black and African American student success, ARC submitted an application to be considered for the Black Serving Institution designation in the fall of 2025 ([B3.6](#)). ARC will continue to strengthen collaboration among instruction, student services, and administration to ensure the Black Student Success Pathway becomes a sustainable model. This commitment strengthens the accountability and programming

aimed at increasing retention, completion, and sense of belonging for student subgroups who experience DI.

Integrated Instructional and Student Support Strategies. HomeBases, ARC’s meta-major pathways, serve students with an emphasis on navigation skill development and major-specific guidance ([B3.7](#)). HomeBases serve as a co-curricular space that bridges instructional efforts and student services programming to support student success ([B3.8](#), [B3.9](#)). Additionally, a Homebase Project Charter was in the final stages of approval anticipated at the final Executive Leadership Team (ELT) meeting, May, 2026 for launch expected in the Fall of 2026 ([B3.10](#)). ARC has redesigned student onboarding experiences by developing specialized orientations for ESL students and graduating Dual Enrollment seniors, and by partnering with Counseling to offer paired Orientation and Group Planning sessions, allowing eligible students to complete an abbreviated Student Education Plan ([B3.11](#)). To improve student success metrics, Instruction is implementing several coordinated strategies, including expanding zero-textbook-cost (ZTC) courses and open educational resources (OER) to reduce educational costs ([B3.12](#)).

Institutional Planning and Reporting. Regular reporting and communication of progress within College programs occurs annually through the Annual Unit Planning (AUP) process, Student Learning Outcomes Assessments, and the Student Services Outcomes Assessment Record ([B3.13](#), [B3.14](#)). Two ARC Governance Councils, including the Student Success Council ([B3.15](#)) and the Institutional Effectiveness Council, review student success data as part of their leadership function to account for trends, develop priorities, and work toward continuous improvement of student success metrics. Project Teams have been chartered for fall 2026-27 by these Councils to support continuous improvement in areas related to student success metrics, including HomeBases, Dual Enrollment, and Distance Education ([B3.16](#)).

Professional development. ARC Classified staff led in bringing in Caring Campus ([B3.17](#)), a professional development initiative that improves College culture and supports the success of students in alignment with the guiding frameworks of the DI Reports ([B3.18](#)). Classified Senate also hosts Classified PD Day ([B3.19](#), [B3.20](#)) each year to provide local avenues for professional development opportunities. Faculty have also participated in equity-focused professional development through the LINE Institute ([B3.21](#)), the New Faculty Learning Community, and FLEX ([B3.22](#)) and campus-wide events from the Center for Teaching and Learning ([B3.23](#), [B3.24](#), [B3.25](#)) all geared toward strengthening the tools and skills needed to support students through an equity lens. Additionally, through the fall and spring of 2025-26, ARC participated in a comprehensive equity assessment with HOTEPC consultants ([B3.26](#), [B3.27](#)). This equity assessment included students, classified staff, faculty, and administrators and findings were shared with all stakeholder groups.

C. Reflections on Assessments of Student Learning

1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?

ARC assesses student learning outcomes (SLOs) in two ways: one is a systematic and annual SLO assessment at the course level through the Authentic Assessment Review Record (AARR); we also assess SLOs through the Graduate Survey ([C1.1](#), [C1.2](#)). In addition to the AARR and the Graduate Survey, regular program-to-course-level learning outcome assessments ([C1.3](#)), are conducted to ensure the most aligned approach across our metrics. The Graduate Survey is collaboratively administered by the Student Learning Outcomes Assessment Committee, an Academic Senate sub-committee ([C1.4](#)), and the Office of Institutional Research. The Student Learning Outcomes Assessment Committee is working on developing innovative approaches to strengthen the program-to-course-level SLO assessment and will be presenting it for feedback in the Fall of 2026 ([C1.5](#)). Students who graduated in Summer 2024, Fall 2024, Spring 2025, and students who petitioned to graduate in Spring 2025 were invited to participate in the Graduate Survey. Results from the May 2025 Graduate Survey were compared to the May 2023 Graduate Survey. ARC graduates' ratings of their student learning outcomes improved from 2023 to 2025 ([C1.6](#)).

The Graduate Survey ([C1.7](#), [C1.8](#)) rates agreement on 35 Likert-scale items on ways in which ARC impacted student knowledge, skills, or preparation in 9 areas aligned with ARC's institutional SLOs. From 2023 to 2025, ratings by ARC graduates improved in 8 out of 9 areas. One pattern observed is that the largest gains occurred in career advancement and general education (7 percentage-point gains for both areas). The average overall gain across all 9 areas was 4 percentage points, from 51% to 55% ([C1.9](#)).

The Graduate Survey also included optional, open-ended comments from graduates regarding their experiences at the College and how those experiences affected their ratings. These comments were evaluated by the Office of Institutional Research and categorized as positive, negative, mixed, or miscellaneous. For both 2023 and 2025, another pattern we observed is that the percentage of comments expressing positive sentiments remained consistent at 80%, or about 4 in every 5 student comments. The areas include: career advancement, academic advancement, equity, communication, cooperation, research/technology, critical thinking, community, general education, and overall. Below are a sample of quotes from the 2025 ARC Graduate Survey: Improvements in Institutional Student Learning Outcomes (ISLOs) from 2023-2025 OIR Report ([C1.10](#)):

"ARC provided a number of resources and access to trained professionals that provided guidance through my educational journey." –Hispanic/Latino, Female, Paralegal Studies

"Because ARC got me prepared for university by giving me the tools to succeed through the many great professors, their wisdom and positive perspectives were influential. To add the education at ARC was challenging." –Multi-Race, Male, Social Sciences

"My life has been full of challenges but all I've ever wanted to do is finish something I started. I finally did." –African American, Female, Entrepreneurship

"The professors and instructors at the college are unparalleled! I often felt that my education was taken very seriously and had help to ensure I was learning the material. I had professors that made sure to speak on different cultural perspectives and challenged my way of thinking." –White, Female, General Science

ARC clearly communicates SLOs with students and the campus community. Student learning outcomes are available by program on the website ([C1.11](#)). A report of the Student Learning Outcomes Assessment Committee is also in progress.

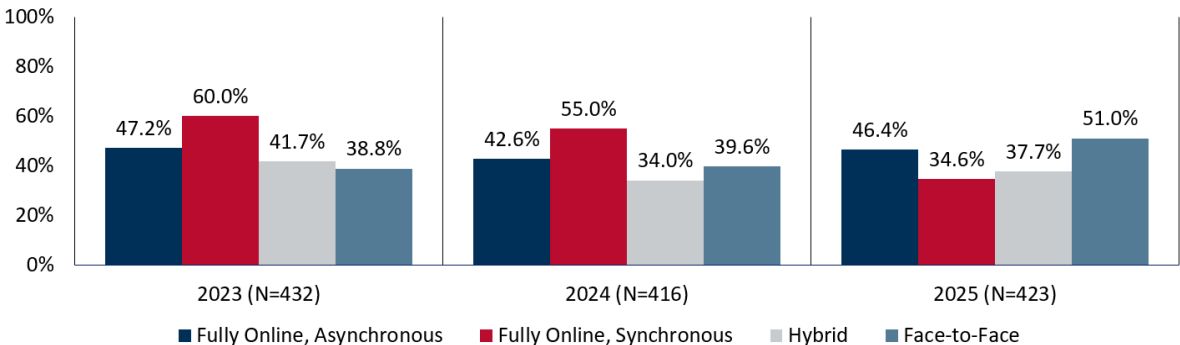
2. How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

ARC conducts an annual learning outcomes assessment through the Authentic Assessment Review of Record (AARR). The AARR was developed by faculty to draw on faculty expertise, instructional realities, and our College mission and vision to support inclusive, equitable teaching and learning. The AARR is administered in partnership between the Student Learning Outcomes Assessment Committee and the Office of Institutional Research ([C2.1](#)). In the AARR, faculty are randomly assigned an SLO among the courses they teach and are asked to report student achievement by reviewing student work on authentic assessments aligned with that course’s SLO ([C2.2](#), [C2.3](#)). The review criteria include analysis of data related to student learning and achievement, disaggregated for student populations and/or learning modalities, as appropriate.

Across the years Fall 2023 (N=432), 2024 (N=416), and 2025 (N=423), the AARR asks faculty to report on the instructional modality for their evaluations based on the following disaggregated four instructional modalities: fully online-asynchronous, fully online-synchronous, hybrid, and face-to-face ([C2.4](#)). For the last three years, an exciting pattern is that course SLO achievement has remained high at ARC. Faculty reported that all or most students achieved the course SLOs approximately 75% of the time, with a similar rate of 71.4% reported in 2025. Another exciting observation is that despite these consistently high levels of student achievement, faculty continued to identify opportunities for improvement, reporting instructional or curricular actions to enhance student learning in nearly half of their assessments.

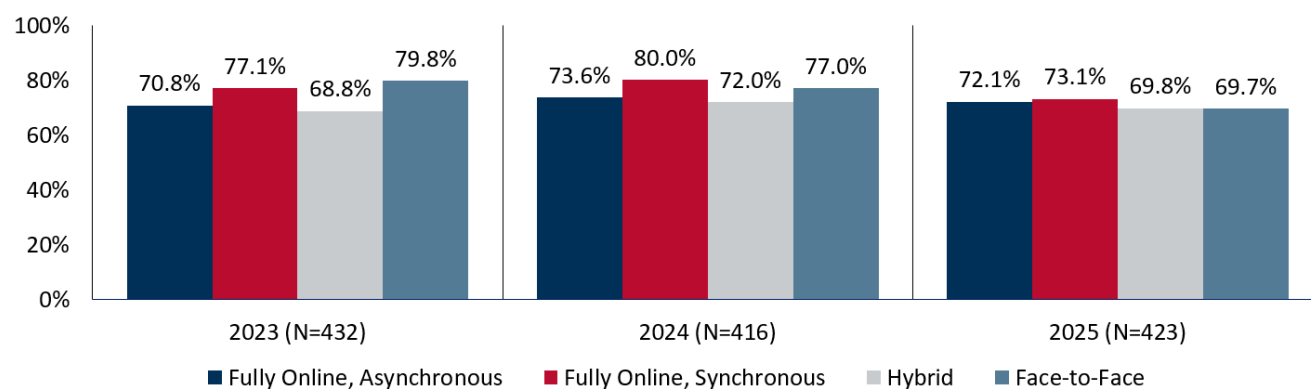
As the total number of completed AARRs vary from year to year, an “action rate” formula was computed. The action rate, the percentage of course SLO assessments that resulted in planned actions to improve student learning, ranged from 34% to 60% across instructional modalities and assessment years (see Figure 3.1). Although the percentages varied numerically across instructional modalities, the differences were not statistically significant within any assessment year. Longitudinally, when comparing 2023 to 2025, the action rate for fully online, synchronous modality decreased significantly from 60% to 35%. Conversely, the action rate for face-to-face modality increased from 2023 to 25, from 39% to 51% ([C2.5](#)). A more in-depth review of action narratives associated with these two modalities did not reveal any specific patterns or themes that would further explain the changes.

Figure 3.1 Authentic Assessment Review of Record Data - Percentage of course SLOs where actions are planned to improve student learning, disaggregated by instructional modality via the AARR, 2023 to 2025



It is encouraging that faculty are regularly making proactive, continuous efforts to improve learning outcomes for students; for example, the reported number of actions across the three years ranged from 169 to 195, far exceeding the minimum expected number of actions (about 20) each year that might be warranted if actions were taken to remediate lower rates of SLO achievement ([C2.6](#)). Course SLO achievement remains high and fairly consistent across instructional modalities (see Figure 3.2). Ratings of all or most students achieving the course SLO at the highest rating ranged between 69% and 80% across all modalities from 2023 to 2025 ([C2.7](#)).

Figure 3.2 Student Learning Outcomes Data - Percentage of course SLOS where “All or Most” students achieved the course SLO, disaggregated by instructional modality via the AARR, 2023 - 2025



To broaden the discussion of SLOs and the AARR, the assessment findings are presented to the governance process through the Institutional Effectiveness Council ([C2.8](#)). This integration of the AARR in this communication process provides a dialogue space for accountability and meaningfully informs decision-making around planning, hiring priorities, and curriculum with course achievement data.

The May 2025 ARC Graduate Survey results were also disaggregated by race/ethnicity with an emphasis on evaluating outcomes for two of ARC’s student populations who historically experience DI: African American and Hispanic/Latino students ([C2.9](#)). Respondents to the 2025 graduate survey included 29 African American, 45 Hispanic/Latino, and 132 White ARC graduates. Notably, no evidence of disproportionate impact for student learning outcomes was observed for African American or Hispanic/Latino ARC students ([C1.10](#)). Instead, the analysis revealed significantly higher ratings for African American ARC graduates than for White ARC graduates, both overall and in several SLO areas, including Academic Advancement, Communication, Research and Technology, Critical Thinking, and Community. No significant differences emerged between Hispanic/Latino and White ARC graduates.

The Student Services Outcomes Assessment Record (SSOAR), the Student Services Outcomes (SSO), and the Student Services Satisfaction Survey (SSSS) are regularly and systematically collected ([C2.11](#)). Annual Unit Plans draw on SSSS data using the data dashboard ([C2.12](#)) to inform planning and resource requests on a regular, consistent basis. ARC is developing a process through FLEX professional development events, Institutional Research data dashboard trainings ([C2.13](#)), Annual Unit Plan ([C2.14](#)) and Program Review training sessions for Student Services teams to develop data literacy and draw on these assessments to inform decision-making with disaggregated data. One effective practice to increase data literacy has remained cross-College, weekly Dean meetings with professional development ([C2.15](#)) including sessions focused on AUP.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?

Continuous Improvement and Innovation. The Student Learning Outcomes and Assessment Committee (SLOAC) systematically evaluates Institutional Student Learning Outcomes (ISLOs), Program Learning Outcomes, and course SLOs. In collaboration with the OIR, the SLOAC conducts the Graduate Survey to evaluate the ISLOs; this survey includes faculty participation as well. Course SLOs are assessed through the Authentic Assessment Review Record (AARR) on a yearly basis. The Program SLOs are assessed with a PSLO Mapping Tool Project, developed by faculty and students in collaboration with the SLOAC. The tool assesses the degree to which individual course-level SLOs align with program-level SLOs using AI. This tool has been reviewed and discussed by faculty leadership ([C3.1](#)), and feedback will continue to be collected on the pilot reports starting the Fall 2026. In collaboration with the OIR Office, Student Services participates in the Student Services Outcomes Assessment Record (SSOAR) to assess SLOs across Student Services. In Fall 2026, OIR and Student Services leadership will meet to review the SSOAR tool and discuss potential updates. Findings from the SSOAR and the Student Services Satisfaction Survey (SSSS) are used to evaluate students' awareness, utilization, and satisfaction with services and to inform planning, decision-making, and resource allocation through the Annual Unit Plan and Program Review processes.

Collaboration and Alignment Across Current Curricular Contexts. To manage the impacts of state legislation AB 1705, 705, 928, ([C3.2](#), [C3.3](#)) and the state common course numbering (AB 1111) system ([C3.4](#), [C3.5](#)) integration, the SLOAC developed a collaborative partnership with key stakeholders, including the Curriculum and Distance Education committees (both Academic Senate subcommittees made up of representative constituencies) to foster institutional alignment in the comprehensive SLO assessment cycle ([C3.6](#)). One example of this partnership is the effort to collectively examine PSLOs with the PSLO Mapping Tool Project, accounting for common course numbering changes to help ensure that course SLOs and PSLOs create clear learning pathways and enhance student outcomes. The tool enhances the ability to identify gaps and redundancies in the curriculum, enabling faculty to make informed decisions about course revisions that comply with legislated curriculum changes. Cross-district discussions also contributed to the discussion of SLOs at ARC through participation in Folsom Lake College's SLO Summit.

Shared Governance and Assessment Communication. Institutional data and assessment results (e.g. institution set-standards, SLOs, and ARC Strategic Plan Metrics) are regularly presented for feedback through the College's governance process. Governance council members in the Institutional Effectiveness Council and Student Success Council receive presentations on institutional data such as institution-set standards ([C3.7](#)), SLOs ([C3.8](#)), and the ARC Strategic Plan Metrics ([C3.9](#)), to inform decision-making, resource allocation, and future improvements for equitable student learning outcomes for all ARC students ([C3.10](#)). Recently, this communication process has made professional development a top priority for faculty, and the Center for Teaching and Learning has worked with SLOAC to develop a series of FLEX events to strengthen faculty engagement with SLO data, processes, and tools ([C3.11](#)).

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

ARC has worked to support students in the aftermath of the COVID-19 pandemic. There have been remarkable strides made in enrollment stability, and student success metrics have been steadily increasing ([D1.1](#)). That said, both internal and external factors are anticipated to impact the College over the next 1-2 years, during the self-evaluation and comprehensive peer review timeframe outlined below.

ARC Infrastructure. ARC is experiencing growth and rebuilding that could affect the College during the next self-evaluation and comprehensive peer review. In September 2023, ARC closed one of its largest buildings, which housed 42 classrooms and 90 faculty offices, due to seismic safety concerns raised by the Division of State Architects ([D1.2](#)). More recently, the Natomas campus - located about 10 miles away from ARC's main campus - opened its new STEAM building that includes 4 computer classrooms, 1 art lab, 5 science wet labs, 6 instructional classrooms, and 17 shared student services and faculty office spaces. With the leadership of a Project Team ([D1.3](#)), ARC developed a Facilities Master Plan ([D1.4](#)) through a research-driven, stakeholder-centered planning process. A comprehensive Space Utilization Study (SUS) ([D1.5](#)) informed the plan, which incorporated College-wide dialogue and interviews with all College stakeholders, a classroom utilization analysis, surveys, work-mode studies, real-time observation, workshops, and synthesis of findings. Following the SUS, the design team conducted division and program interviews to identify specific academic and operational needs. Projects were ranked using Facility Condition Index data and program need, resulting in a phased 5-to-10-year prioritized project list, program summaries for emerging needs, and a 25-year long-range campus vision organized around the College mission, equity commitments, and Educational Master Plan imperatives ([D1.6](#)). Final findings from the Facilities Master Plan were presented to the Los Rios Community College Board of Trustees in December 2025 ([D1.7](#)).

Artificial Intelligence. Artificial intelligence (AI) is reshaping higher education, and ARC is taking proactive steps to create space for dialogue to prepare for the changes AI brings. With the 2025 Fall Convocation, ARC focused a College-wide discussion on Artificial Intelligence (AI) and the ways it is impacting the college in curricular, pedagogical, and andragogical ways. At that Convocation, a representative panel of faculty and students discussed the challenges and potential benefits of AI for the College. ARC President Lisa Cardoza has created an AI Fellows program for ARC Faculty ([D1.8](#)) to collaborate with the Center for Teaching and Learning and develop professional development opportunities. In late Spring 2026, the AI Fellows held an ARC AI Symposium ([D1.9](#)), featuring college faculty, regional partners, and industry contributors focused on practical applications of AI in teaching, student support, accessibility, and assessment. Additionally, there has been an increase in ARC faculty representation in district and statewide AI efforts, and professional development focused on AI at ARC FLEX events ([D1.10](#)).

Federal Fiscal Changes. The 2025 One Big Beautiful Bill Act will have ongoing implications for ARC over the next two years and beyond, including financial aid ([D1.11](#)). In addition, the elimination of the Developing Hispanic-Serving Institution (DHSI) grant funding of \$3 million dollars presents a uniquely difficult challenge to ARC as it works to operationalize the spirit of its HSI designation ([D1.12](#)). These funds were intended to support the development of programming infrastructure and student success in retention and completion for the Latinx/Hispanic student population, which makes up 27% of the student body ([D1.13](#)). The anticipated Workforce Pell funding from the federal government is expected to positively impact students at ARC, particularly those in career/technical education programs. Another example of ongoing federal fiscal changes is uncertainty around continued Childcare Access Means Parents in Schools Program (CCAMPIS) program funding.

The College has submitted an application for the new CCAMPIS funding cycle and remains committed to sustaining child care support for student parents.

Athletics & Sports Clubs. ARC is entering a reporting cycle with the California Community College Athletic Association (3C2A) and will be developing a self-study and evaluating the Athletics Program with 3C2A Constitution/Bylaws/ Championship Handbooks, California Educational Code, Conference Constitution/ Bylaws, and state and federal laws, and to identify opportunities for improvement in areas of concern by the overall conference ([D1.14](#)). With limited resources and changing leadership supporting the sports clubs and athletic teams presents opportunities to fundraise and innovate.

Curricular and Reporting Changes. Under California Title 5, curricular changes intended to increase accessibility and inclusive practices through the Common Course Numbering (CCN) system and state legislative bills such as AB 1705, 705, Cal-GETC, and the newer AB 607 are expected to significantly impact ARC over the next two years. The CCN system has altered course sequencing beyond the program's intended pathway, creating unintended impacts on students' progression and on the assessment of student learning outcomes (SLOs). The ARC Curriculum Committee has focused on documenting the CCN process to continue to meet Title 5 ([D1.15](#)). AB 1705 and related bills have changed prerequisite courses and student pathways, but have also affected faculty. Conventional practices that have been utilized are now being redeveloped in areas like equitable course assessment/placement, equity-focused pedagogy and andragogy, and increasing course content in more student-centered ways. ARC will continue to manage these student- and faculty-level impacts by supporting professional development and making equity-minded data available to assess student success and progress during implementation of new processes ([D1.16](#), [D1.17](#)). Additionally, Open Educational Resources and Zero Textbook Cost (OER/ZTC) courses have increased student access to free and low-cost course materials. These efforts will continue to impact the College over the next two years ([D1.18](#)). ARC will continue to develop a systematic approach to assess OER/ZTC and to provide the resources across programs to have faculty develop and regularly maintain materials that meet both student and faculty needs.

There are possibilities to explore non-credit opportunities at ARC over the next two years. Similarly, over the next two years, ARC will work to fully integrate the state's Vision Aligned Reporting system (VAR) ([D1.19](#)). This system is tied to MIS reporting data and will require time, effort, and resources to receive professional development through the State Chancellor's Office VAR Academy. December 2025 was the first reporting year, and with anticipated expansions, VAR reporting will take the next 1-2 years to fully integrate into ARC.

Leadership Changes. ARC is experiencing various leadership transitions alongside substantial faculty hiring. In July 2026, a new chancellor began leading the Los Rios Community College District ([D1.20](#)). A few LRCCD Board of Trustees seats will also be up for re-election in Fall 2026. The retirement of ARC's regional director of philanthropy after 25 years with the College presents both the challenge of ensuring that critical institutional knowledge is retained and an opportunity to infuse fresh perspectives to strengthen and advance institutional initiatives. Following a period of transition and hiring for the Vice President of Instruction and Vice President of Student Services & Equity roles in recent years, the executive leadership team is now positioned for greater continuity and strategic focus. ARC is also undertaking a substantial hiring to fill tenure-track faculty positions, with 22 starting in Fall 2024-Spring 2025, 32 starting in Fall 2025- Spring 2026, and 28 starting Fall 2026 strengthening instructional capacity and supporting long-term academic leadership with 82 total new tenure-track faculty.

E. Evidence

A1: Major Improvements

- A1.1 [ARC Participatory Governance and Integrated Strategic Planning Framework](#)
- A1.2 [ARC Governance Processes](#)
- A1.3 [ARC Governance Overview](#)
- A1.4 [Institutional Effectiveness Council Charter \(2025-2028\)](#)
- A1.5 [2026 Mid-Term Report Overview](#)
- A1.6 [Final Accreditation Midterm Report Timeline](#)
- A1.7 [ARC ACCJC Accreditation Presentation](#)
- A1.8 [Institutional Effectiveness Council Meeting Agenda: 12/15/2025](#)
- A1.9 [ARC Spring 2026 - Week 1 Community Update](#)
- A1.10 [ARC Spring 2025 - Week 5 Community Update](#)
- A1.11 [ARC Spring 2025 - Week 10 Community Update](#)
- A1.12 [ARC CTL WEAVE services presentation](#)
- A1.13 [Undocu-Ally Training for Faculty](#)
- A1.14 [Hiring the Best and Equity Representative Training](#)
- A1.15 [ARC Enrollments of Dual Enrolled Students between Fall 2022 - Fall 2024](#)
- A1.16 [ARC Ethnic Studies Enrollments between Fall 2022 and Fall 2024](#)
- A1.17 [Embedded Tutoring Support](#)
- A1.18 [ARC Embedded Tutoring Presentation](#)
- A1.19 [Analysis of Embedded Tutoring at American River College](#)
- A1.20 [ARC Center for Teaching and Learning Website](#)
- A1.21 [ARC PD Guidelines, Goals and Competencies](#)
- A1.22 [CTL Year End Report 2021-2022](#)
- A1.23 [CTL Year End Report 2024-2025](#)
- A1.24 [New Faculty Learning Community Schedule](#)
- A1.25 [Culturally Responsive Pedagogy and Practices Grant: Final Report](#)
- A1.26 [Executive Leadership Team Meeting Notes 12/09/2024](#)
- A1.27 [Annual Unit Planning: 2024-2025 Refresher](#)
- A1.28 [Annual Unit Planning: 2024-2025 Training](#)
- A1.29 [Integrated Planning Guide Graphic](#)
- A1.30 [ARC Inquiry Guide: Instructional Planning Units](#)
- A1.31 [ARC Course Success DI data](#)
- A1.32 [Data for programs completing AUP](#)
- A1.33 [ARC Mental Health Services Website](#)
- A1.34 [Library Study Room Information](#)
- A1.35 [ARC UndocuScholar Resource Connection Website](#)
- A1.36 [ARC Unite Center Website](#)
- A1.37 [ARC Support Navigator Form](#)
- A1.38 [ARC Library Technology Website](#)
- A1.39 [ARC Dual Enrollment Presentation](#)
- A1.40 [ARC Spring 2025 Dual Enrollment Update](#)
- A1.41 [ARC LinkedIn News Release](#)
- A1.42 [ARC CTE Employment Outcomes Survey 2025](#)
- A1.43 [ARC Workforce Readiness Board Report 3/15/25](#)
- A1.44 [ARC Current - CTE Building Opening](#)
- A1.45 [ARC Natomas Center Website](#)

- A1.46 [ARC Facilities Master Plan Presentation](#)
- A1.47 [Homecoming Survey - Qualitative Analysis](#)
- A1.48 [Institute for Evidence Based Change - Caring Campus Efforts](#)

A2: Responses to Recommendations

- A2.1 [ARC Peer Review Team Report 2022](#)
- A2.2 [Institution-Set Standards Report 2022-23](#)
- A2.3 [Institutional Effectiveness Council: Meeting Notes - 4/15/25](#)
- A2.4 [Institution-Set Standards Report 2024-25](#)
- A2.5 [ARC Institutional Effectiveness Council Forums](#)
- A2.6 [ISS Action Plan Report Form](#)
- A2.7 [Summary of Institution-Set Standards Report 2022 \(21-22 Course Success\)](#)
- A2.8 [Summary of Institution-Set Standards Report 2023 \(21-22 Job Placement, 22-23 Course Success\)](#)
- A2.9 [Summary of Institutional-Set Standards Report 24/25 \(23-24 Job Placement/Course Success\)](#)
- A2.10 [ARC Institution-Set Standards Website](#)
- A2.11 [Institutional Implications of Institution-Set Standards Review 2023](#)
- A2.12 [Summary of Institution-Set Standards Report 2022 \(21-22 Course Success\)](#)
- A2.13 [Summary of Institution-Set Standards Report 2023 \(21-22 Job Placement, 22-23 Crs. Success\)](#)
- A2.14 [Summary of Institutional-Set Standards Report 24/25 \(23-24 Job Placement/Course Success\)](#)
- A2.15 [List of PD Offerings from the ITC Regarding RSI since Fall 2022](#)
- A2.16 [April '23 Job Description for Universal Design for Learning & Accessibility Support Coordinator](#)
- A2.17 [Distance Education Project Team Charter \(Spring 2026\)](#)
- A2.18 [ITC Online Teaching Institute](#)
- A2.19 [ARC PRT Faculty Evaluation Form](#)
- A2.20 [PRTs and RSI Presentation](#)
- A2.21 [ARC Equity & Culturally Responsive Online Teaching Institute – Foundations 2.0](#)
- A2.22 [ARC Accessible Course Creation Academy \(ACCA\) - Foundations 2.0](#)
- A2.23 [ARC Assessment for Online Teaching and Learning Institute \(AOTLI\) – Foundations 2.0](#)
- A2.24 [April '23 Job Description for Universal Design for Learning & Accessibility Support Coordinator](#)
- A2.25 [List of PD Offerings from the ITC Regarding RSI since Fall 2022](#)
- A2.26 [Instructional Technology Center - Resources](#)
- A2.27 [RSI Survey Reference](#)
- A2.28 [ARC Distance Education Committee: Spring 2026 Report](#)
- A2.29 [DE RSI Survey Draft](#)
- A2.30 [ARC Mission, Vision and Values](#)
- A2.31 [ARC Strategic Goals, Strategies and Metrics 2023-2030](#)
- A2.32 [Los Rios Board Policy and Administrative Regulation Review and Revision Process Document](#)
- A2.33 [Los Rios Policy and Regulation Review and Revision Process Website](#)

A3: Continuous Improvement Relative to 2024 Standards

- A3.1 [ARC Institution-Set Standards Website](#)
- A3.2 [Summary of Institutional-Set Standards Report 24/25 \(23-24 Job Placement/Course Success\)](#)
- A3.3 [Annual Unit Planning Timeline 2025-26](#)
- A3.4 [Integrated Planning Guide Graphic](#)
- A3.5 [Universal Design at ARC](#)
- A3.6 [ARC Academic Senate Meeting Minutes April 30, 2026](#)
- A3.7 [RSI Survey Reference](#)
- A3.8 [DE RSI Survey Draft](#)

- A3.9 [ARC Distance Education](#)
- A3.10 [Instructional Technology Center - Resources](#)
- A3.11 [Distance Education Project Team Charter \(Spring 2026\)](#)
- A3.12 [Distance Education Project Team Charter \(Spring 2026\)](#)

B1: Review of Institution-Set Standards

- B1.1 [Institution-Set Standards Report 2024-25](#)
- B1.2 [ARC Course Completion Metrics Data Visual](#)
- B1.3 [ARC Strategic Plan](#)
- B1.4 [ARC Course Success Rate Data Visual](#)
- B1.5 [ARC Certificates Awarded Data Visual](#)
- B1.6 [Strategic Plan - Certificates Awarded Data Visual](#)
- B1.7 [ARC Associate's Degrees Awarded Data Visual](#)
- B1.8 [Clear and Effective Paths Progress to Goal Data Visual](#)
- B1.9 [Associates Degrees Awarded at ARC Table](#)
- B1.10 [ARC Transfers and Benchmarks Data Visual](#)
- B1.11 [ARC Institution-Set Standards Website](#)

B2: Analysis of Disaggregated Institution-Set Standards

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- B2.2 [ARC Institution-Set Standards Website](#)
- B2.3 [Disaggregated Strategic Plan Data](#)
- B2.4 [ARC Student Achievement Metrics](#)
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- B2.7 [Disaggregated Strategic Plan Data](#)
- B2.8 [ARC Student Achievement Metrics](#)
- B2.9 [ARC Retention to 2nd Term Fall to Spring](#)
- B2.10 [Disaggregated Strategic Plan Data](#)
- B2.11 [ARC Percentage of First-Time Student Retention from Fall to Spring](#)
- B2.12 [ARC Student Success Council](#)
- B2.13 [Student Success Council Presentation](#)
- B2.14 [CCCCO Percentage Point Gap Minus One \(PPG-1\) Methodology Notes](#)

B3: Actions Taken Relative to Institution-Set Standards

- B3.1 [DI report: African American, Latinx, Native American](#)
- B3.2 [DI Asian Pacific Islander Project Team Report](#)
- B3.3 [DI Latinx Project Team Report](#)
- B3.4 [DI LGBTQIA+ Project Team Report](#)
- B3.5 [DI Native American Project Team Report](#)
- B3.6 [BSI Designation Application](#)
- B3.7 [First Year Experience at ARC](#)
- B3.8 [ARC Homepage Website](#)
- B3.9 [Greater HomeBase Engagement Report](#)
- B3.10 [Homebases Project Team Charter](#)
- B3.11 [ARC Orientation Website](#)
- B3.12 [ZTC/OER DO Board Report](#)
- B3.13 [ARC Annual Unit Planning](#)
- B3.14 [Program Level Student Learning Outcomes](#)

- B3.15 [Student Success Council Charter](#)
- B3.16 [ARC Project Teams and Reports](#)
- B3.17 [Caring Campus for Staff Leadership](#)
- B3.18 [DI Executive Summary](#)
- B3.19 [Equity Presentation](#)
- B3.20 [Professional Development Training](#)
- B3.21 [Line Institute Outreach](#)
- B3.22 [Flexible Calendar CCC Chancellor's Office](#)
- B3.23 [Equity and Inclusion PD](#)
- B3.24 [ARC Counseling PD](#)
- B3.25 [Bridging Pathways Speaker Series](#)
- B3.26 [HOTEP Equitable Outcomes Assessment](#)
- B3.27 [ARC Equitable Outcomes Key Findings](#)

C1: Learning Outcomes Assessment Results

- C1.1 [Course-Level Student Learning Outcomes \(SLO\) Assessment: 2023, 2024, 2025](#)
- C1.2 [The 2025 American River College Graduate Survey: 2023 - 2025](#)
- C1.3 [Program Level Student Learning Outcomes](#)
- C1.4 [ARC SLO Assessment Committee Website](#)
- C1.5 [SLOAC Year End Report Fall 2025-Spring 2026](#)
- C1.6 [The 2025 American River College Graduate Survey: 2023 - 2025](#)
- C1.7 [The 2025 American River College Graduate Survey: 2023 - 2025](#)
- C1.8 [The 2025 American River College Graduate Survey: African American ARC Graduates](#)
- C1.9 [Graduate Survey Data Visual](#)
- C1.10 [The 2025 American River College Graduate Survey: 2023 - 2025](#)
- C1.11 [Program Level Student Learning Outcomes](#)

C2: Disaggregated Outcomes Assessment Results

- C2.1 [AARR/SLO Assessment](#)
- C2.2 [AARR Mathematics Summary 2025](#)
- C2.3 [AAAR English Summary 2025](#)
- C2.4 [Course-Level Student Learning Outcomes \(SLO\) Assessment: 2023, 2024, 2025](#)
- C2.5 [Course-Level Student Learning Outcomes \(SLO\) Assessment: 2023, 2024, 2025](#)
- C2.6 [Course-Level Student Learning Outcomes \(SLO\) Assessment: 2023, 2024, 2025](#)
- C2.7 [Course-Level Student Learning Outcomes \(SLO\) Assessment: 2023, 2024, 2025](#)
- C2.8 [Institutional Effectiveness Council Meeting Agenda 10/13/25](#)
- C2.9 [Graduate Survey Disaggregated Data Visual](#)
- C2.10 [Graduate Survey Data Visual](#)
- C2.11 [Student Satisfaction with ARC Support Services Survey](#)
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- C2.13 [Data on Demand Professional Development](#)
- C2.14 [Student Satisfaction with ARC Support Services Survey Outreach Email](#)
- C2.15 [ARC Deans Meeting Board Room Agenda](#)

C3: Actions Taken Relative to Outcomes Assessment Results

- C3.1 [PSLO Mapping Tool Progress Report](#)
- C3.2 [Equitable Placement Support and Completion](#)
- C3.3 [Updated ADT Compliance with Bill 928 and Assembly Bill 1111](#)
- C3.4 [Common Course Numbering Project](#)

- C3.5 [Los Rios - Common Course Numbering Definition](#)
- C3.6 [SLOAC Meeting Agenda](#)
- C3.7 [Institutional Effectiveness Council Meeting Agenda 10/13/25](#)
- C3.8 [Institutional Effectiveness Council Meeting Agenda: 9/16/2024](#)
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- C3.10 [Executive Leadership Meeting Agenda: 12/01/2025](#)
- C3.11 [ARC Professional Development Spring 2026](#)

D: Opportunities / Changes for Upcoming Self-Evaluation

- D1.1 [ARC Headcount Enrollment 2020-2024](#)
- D1.2 [Davies Hall FAQ](#)
- D1.3 [Facilities Master Planning Team Charter](#)
- D1.4 [Facilities Master Plan Presentation](#)
- D1.5 [Space Utilization Study Presentation](#)
- D1.6 [Guiding Imperatives - ARC Educational Master Plan](#)
- D1.7 [Facilities Master Plan 2025](#)
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- D1.9 [ARC AI Symposium](#)
- D1.10 [ARC Professional Development Spring 2026](#)
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- D1.12 [DOE Ends Funding at Minority-Serving Institutions](#)
- D1.13 [ARC Headcount by Term](#)
- D1.14 [Compliance Standards and Guidelines](#)
- D1.15 [Curriculum Committee: Chair's Report to Senate 2025-26](#)
- D1.16 [Equity and Inclusion PD](#)
- D1.17 [ARC PD presentation](#)
- D1.18 [ZTC Projects](#)
- D1.19 [Vision Aligned Reporting at ARC](#)
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- T1.1 Status of Institution-Set Standards from 2021-22 to 2023-24
- T1.2 Status of Department-Set Standards from 2021-22 to 2023-24
- T2.1 Institution Set-Standards and Stretch Goals Met from 2021-22 to 2023-24
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- F2.1 Progress Toward ARC Strategic Goal #3
- F2.2 ARC Strategic Plan Completion Metric: Total Certificates
- F2.3 ARC Student Headcount by Term, Fall 2017 to Fall 2024
- F2.4 ARC Strategic Plan Transfer Metrics
- F3.1 Authentic Assessment Review of Record Data
- F3.2 Student Learning Outcomes Data

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: August 12, 2026

SUBJECT:	Accreditation Midterm Report for Cosumnes River College	ATTACHMENT: Yes	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 1-5	
AGENDA ITEM:	Consent Item C	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Jamey Nye, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Tarence Powell, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The four colleges of the Los Rios Community College District are each independently accredited by the [Accrediting Commission for Community and Junior Colleges](#) (ACCJC) of the Western Association of Schools and College. Cosumnes River College (CRC) underwent a comprehensive review for reaffirmation of accreditation in 2022. After a successful site visit the week of October 10, 2022, Cosumnes River College's accreditation was reaffirmed for seven years.

STATUS:

In the required midterm report, the college responds to any recommendations provided (no compliance requirements were cited).

RECOMMENDATION:

It is recommended that the Board of Trustees approve Cosumnes River College's midterm report for submission to ACCJC.

CRC Midterm Report to ACCJC



Midterm Report

Submitted by

Cosumnes River College
8401 Center Parkway, Sacramento, CA 95823

to

Accrediting Commission for Community and Junior Colleges

October 2026

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Edward Bush, College President
Cosumnes River College
8401 Center Parkway, Sacramento, CA 95823

This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Dr. Torence Powell, Chancellor, Los Rios Community College District	Date
<i>Edward Bush</i>	Jul 15, 2026
Dr. Edward Bush, President, Cosumnes River College	Date
Deborah Ortiz, President, Los Rios Community College District Board of Trustees	Date
<i>J. Wagner</i>	Jul 15, 2026
Lauren Wagner, President, CRC Academic Senate	Date
<i>Clarissa Hamilton</i>	Jul 15, 2026
Clarissa Hamilton-Correa, President, CRC Classified Senate	Date
<i>Chris Manuel Teodoro</i>	Jul 16, 2026
Chris Manuel Teodoro (Jul 16, 2026 13:09:06 PDT)	
Chris Teodoro, President, Associated Students of CRC	Date
<i>K</i>	Jul 15, 2026
Katy Wilson, Accreditation Faculty Lead	Date
<i>Emily Bond</i>	Jul 15, 2026
Emily Bond, Accreditation Faculty Lead	Date
<i>Sabrina Sencil</i>	Jul 15, 2026
Sabrina Sencil (Jul 15, 2026 21:42:31 PDT)	
Sabrina Sencil, Accreditation Liaison Officer	Date

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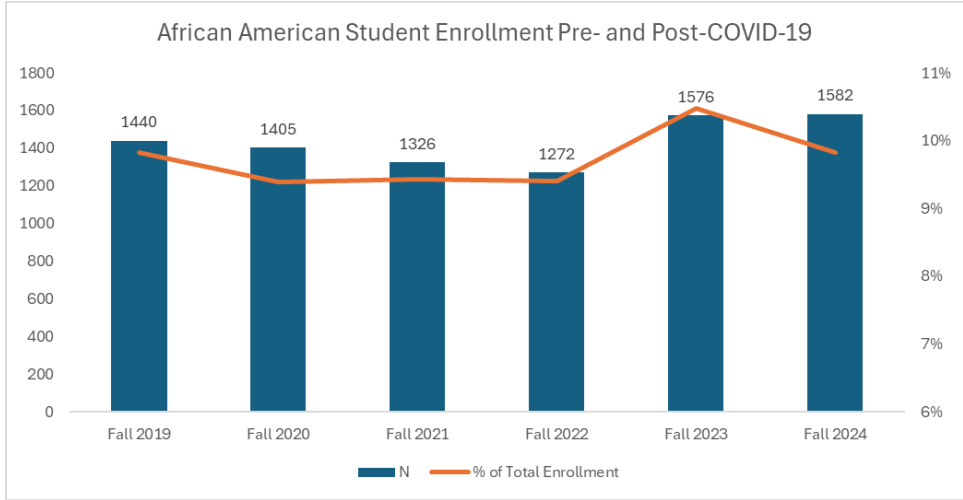
A. Reflections on Continuous Improvement Since Last Comprehensive Review

A1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.

Since the last comprehensive review, Cosumnes River College (CRC) has sustained our commitment to student success and equity through innovation and alignment of institutional planning and resources to support these goals. CRC embedded the We Won’t Fall campaign targets and goals throughout institutional planning to ensure an ongoing focus on equitable outcomes for student access and success. The College also launched the OER/ZTC Initiative to promote access by removing burdensome costs for textbooks and course materials. These initiatives demonstrate the College’s commitment to the mission of providing “an innovative, equitable, and inclusive path for all students in our diverse communities to achieve their educational, career, and personal goals.”¹

In 2020, the College [launched the We Won’t Fall campaign](#), which was a call to action to address structural racism and advance student equity.² This campaign was described in the Quality Focus Essay (QFE) for the last comprehensive review, and it put forward a set of tangible outcomes to further student success for Black/African American and Hispanic/Latinx students. Through the We Won’t Fall campaign, the College [established 13 targets and specific goals](#) designed to improve equitable outcomes.³ The campaign [included support strategies](#) such as following up with students who had questions during the enrollment process, supporting special programs such as Umoja-Diop Scholars, Puente, Apida Hawks, A2MEND, and collecting feedback from students who withdraw to better understand the challenges and barriers they face.⁴ As a result of these intentional activities, CRC was one of the few California Community Colleges where there was [less than a 1% drop in enrollment](#) for African American and Latinx students during the COVID-19 pandemic (see Figures 1 and 2).⁵

Figure 1. African American Student Enrollment Pre- and Post-Covid-19



¹ [CRC’s Mission, Vision, and Values](#)

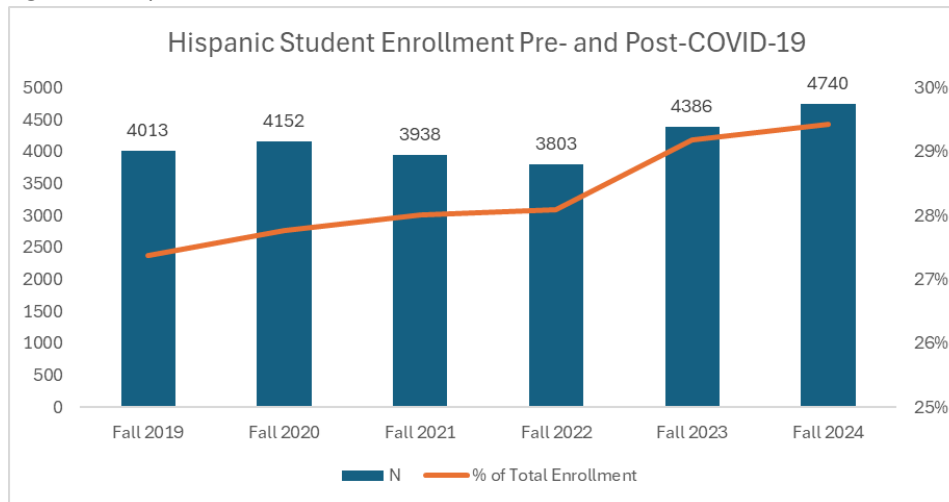
² [We Won’t Fall campaign](#)

³ [We Won’t Fall Poster](#)

⁴ [Strategies for We Won’t Fall](#)

⁵ [Pandemic Period Enrollment and Persistence in California Community Colleges](#)

Figure 2. Hispanic Student Enrollment Pre- and Post-Covid-19



In order to ensure that institutional planning activities furthered the goals of the campaign, the College aligned the We Won't Fall targets with our Student Equity and Strategic Plans. For example, both the [Student Equity Plan](#) and the [We Won't Fall targets](#) focus on equitable completion of college-level math and English courses.^{6,7} The Strategic Plan and We Won't Fall campaign set [targets for reducing equity gaps](#) in the fall to spring persistence rates of CRC students.⁸ This alignment of goals has allowed the College to make [progress in several metrics](#) such as enrolling students in 15 units including transfer-level English and math.⁹ In fall 2025, college leaders reviewed progress towards the 13 targets [noting where equity gaps persist](#) and where progress has been made in ensuring equitable outcomes.¹⁰ The College remains committed to advancing the targets of the We Won't Fall campaign until equity gaps in student success are eliminated.

Cosumnes River College has demonstrated a commitment to student equity and success through the overwhelming engagement in the Zero Textbook Cost (ZTC) initiative. When [examining barriers to access and success](#), the College identified the high cost of textbooks and course materials as a significant burden and barrier to access for students.¹¹ President Edward Bush announced the [goal of having the college be 100% ZTC](#), launching a multiyear campaign to achieve this goal.¹² The College pursued grant opportunities, which enabled faculty to receive compensation as they transitioned to open educational resources (OER) or other zero textbook cost alternatives. Over the course of the next three years, the College made enormous strides towards becoming a Zero Textbook Cost college, with over 78% of CRC courses offered as ZTC in fall 2025. The College created degree and certificate pathways that are entirely ZTC, which increases access for students to complete their educational goals without the barrier and burden that high-cost course materials present. CRC's Research and Equity Office [evaluated the impact of textbook costs](#) on course success and persistence finding that textbook cost was an important factor in student enrollment decisions.¹³ CRC's success in transitioning to Zero Textbook Cost alternatives has had a tremendous impact on students, [saving them over \\$19 million in textbook costs since the initiative began](#).¹⁴ The College has become a statewide

⁶ [Student Equity Plan 2025-2028](#)

⁷ [We Won't Fall campaign](#)

⁸ [CRC Strategic Plan Indicators of Achievement](#)

⁹ [We Won't Fall Presentation Fall 2025](#)

¹⁰ Ibid.

¹¹ [Enrollment and the Cost of Textbooks](#)

¹² [One College's Toolkit for Scaling Zero Textbook Cost Success](#)

¹³ [ZTC Focus Groups Report](#)

¹⁴ [One College's Toolkit for Scaling Zero Textbook Cost Success](#)

model for establishing a successful Zero Textbook Cost program providing a template for how community colleges can advance textbook affordability on their campuses through [the OER/ZTC Toolkit](#).¹⁵

CRC's focus on eliminating equity gaps in student achievement metrics provided the impetus for both the OER/ZTC Initiative and We Won't Fall campaign. This commitment is embedded in CRC's Strategic Plan and corresponding Indicators of Achievement and evidenced through institutional programs such as the Equity Academy for new tenure-track faculty. CRC's living [Strategic Plan](#) was last reviewed and revised by the campus community in Fall 2022.¹⁶ The Strategic Plan articulates the overarching goals for the college and identifies strategies the college will implement to fulfill its mission and realize its vision over a six-year period. The plan's Indicators of Achievement track metrics such as course completion, graduation, and transfer, as well as equity gaps for historically underrepresented groups. As of Fall 2025, CRC has [met its strategic plan goals](#) for enrollment growth, successful course completion, faculty/staff participation in professional development, and ZTC course offerings.¹⁷ The College is making progress towards persistence, graduation, and transfer. Despite very positive movement towards meeting the strategic plan indicators, pervasive equity gaps still persist, particularly for Foster Youth, African American, Native American, and Low Income students. These equity gaps were the focus of a [conversation at the Participatory Governance Council](#) in November 2025.¹⁸ The College has delved into [deep conversations surrounding course success](#), examining and interrogating data to understand how best to support students in and out of the classroom.¹⁹ CRC's commitment to help faculty reduce equity gaps in student success is [reflected in the Equity Academy](#), where newly hired full-time faculty learn about cultural identity formation and multiculturalism as they practice methods to develop an inclusive and anti-racist learning and working environment.²⁰

The We Won't Fall campaign, OER/ZTC initiative, and Strategic Plan Indicators of Achievement assessment illuminated the barriers that students face while identifying strategic actions that CRC's faculty, classified professionals, and administrators can take to mitigate or remove these barriers. To support these efforts, the College pursued Title III grant funds as an Asian American and Native American Pacific Islander Supporting Institution (AANAPISI). Through this funding the [APIDA Hawks Center provided](#) proactive student outreach, structured engagement activities, and individualized student success coaching and counseling.²¹ The College also launched the Multicultural Innovative Community for Academic Success and Achievement (MI CASA) Project, using Title V funds to [increase student engagement and enhance student support](#) from enrollment to graduation.²²

These efforts to support underrepresented students have led to important milestones. The MI CASA program employed evidence-based practices that helped [increase student engagement with support services](#), reducing barriers to course enrollment, and strengthening academic momentum for Hispanic and low-income students.²³ Cohort-based strategies for AANAPISI students [resulted in measurable gains](#) in persistence, graduation, and transfer, reflecting progress toward improved completion outcomes.²⁴ In Fall 2025, the state of California [recognized CRC as a designated Black-Serving Institution](#), a [designation awarded to colleges](#) that demonstrate "meaningful progress in retention, graduation, representation, belonging, and

¹⁵ [OER/ZTC Toolkit](#)

¹⁶ [CRC Strategic Plan](#)

¹⁷ [Indicators of Achievement Report 2024-2025](#)

¹⁸ [PGC Presentation on Indicators of Achievement - Fall 2025](#)

¹⁹ [Academic Senate Minutes December 12, 2025](#)

²⁰ [Spring 2026 Equity Academy Syllabus](#)

²¹ [Asian American and Native American Pacific Islander-Serving Institutions - 2026 Reporting](#)

²² [Title V Developing Hispanic-Serving Institutions - 2026 Reporting](#)

²³ Ibid.

²⁴ [Asian American and Native American Pacific Islander-Serving Institutions - 2026 Reporting](#)

closing equity gaps for Black students.”^{25,26} While there is still progress to be made to support equitable student outcomes, CRC’s institutional commitment and embedded planning ensure that the results of these initiatives will be lasting and impactful.

A2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

There were no Peer Review Team recommendations for improving institutional effectiveness at the college level. There was [one district level recommendation](#) for improving institutional effectiveness: “In order to increase effectiveness, the team recommends the District develops, implements, and documents a process that consistently involves stakeholders for the regular review of all Board Policies and Administrative Regulations, as well as revisions and the initiation of new policies and regulations as needed” (IV.C.7 now referred to as Standard 4.6).²⁷

The Los Rios Community College District has had a long-standing process for the review of all Board Policies and Administrative Regulations. In response to the Peer Review Team Report recommendations, the District has more explicitly [documented that process](#).²⁸ Additionally, this process was recently reviewed and updated in April 2026 by the Chancellor's Cabinet, a District participatory governance group which recommends policy and regulation changes and includes members from all stakeholder groups. The updated process now includes a triennial review cycle that, like the previous review process, includes all stakeholders and allows that the "General Counsel, management, faculty, classified staff, and students may at any time propose changes to off-cycle policies and regulations." This process ensures that "policies and regulations contain accurate legal citations, remain legally compliant, and do not include outdated or inapplicable language," while ensuring stakeholders are included in regular review. The process is [detailed on our District website](#).²⁹

A3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

During the last comprehensive review, [the Peer Review Team commended](#) CRC’s “innovative, cross-collaborative, and equity-focused Opt-Out Scheduling” practice, and the “commitment to students as exemplified by [the] student services collective providing a community of care for students”.³⁰ The College has sustained and built upon these programs, embedding them in the [strategies and goals for the We Won’t Fall campaign](#).³¹ For example, the Opt-Out scheduling program has led to students enrolling in 15 units including transfer-level English and math, which is a target of the We Won’t Fall campaign. Another strategy for the campaign is to sustain support for special programs such as Umoja-Diop Scholars, Puente, APIDA Hawks, and A2MEND, which are part of the student services collective providing wrap-around support to students. The We Won’t Fall campaign and the Zero Textbook Cost initiative are clear examples of how the College has established “meaningful ambitious goals for institutional improvement, innovation, and equitable student outcomes” (Standard 1.2). As a result of these ambitious goals, the College has been able to remove the barrier of high-cost instructional materials and has been able to make meaningful progress

²⁵ [Inside CRC News December 15, 2025](#)

²⁶ [Lieutenant Governor Eleni Kounalakis press release](#)

²⁷ [CRC Accreditation Peer Review Final Report p.7](#)

²⁸ [Policy and Regulation Review and Approval Process](#)

²⁹ [Policy and Regulation Revision Process - LRCCD Website](#)

³⁰ Ibid.

³¹ [We Won’t Fall Strategies](#)

towards reducing equity gaps for Black/African American and Hispanic/Latinx students.

CRC has a robust and responsive institutional planning process that supports continuous improvement to achieve our mission. The College is committed to continuous improvement and assesses processes, programs, and services to ensure that they are effective in furthering CRC's mission, vision, and values. For example, the College [updated the Strategic Planning process](#) in Fall 2021 to make the strategic plan a living document in order to be adaptable to environmental and institutional changes.³² The Institutional Effectiveness Committee [assessed the updated strategic planning process](#), and identified areas where the process needed clarification to ensure that the plan was responsive and meaningful.³³ The updated institutional planning processes were outlined in the [Full Recommendation for Strategic Planning](#) process [approved by the Participatory Governance Council](#) in fall 2025.^{34,35}

The College "holds itself accountable for achieving its mission and regularly reviews relevant, meaningfully disaggregated data to evaluate our progress and inform plans" (Standard 1.3). CRC's goals are aligned across planning processes to ensure sustained focus on the most critical issues, student equity and success. The College regularly reviews [Indicators of Achievement for the Strategic Plan](#) to [assess progress in its strategic plan goal areas](#) and where further focus is required.^{36,37} The College's institutional planning and [resource allocation processes are integrated](#) to ensure that resources support the strategic plan and advance the college's mission (Standard 1.4).³⁸ The College assesses [participatory governance](#), [professional development programs](#), and institutional structures to ensure continuous quality improvement.^{39,40}

³² [Participatory Governance Council Minutes November 23, 2021](#)

³³ [Institutional Effectiveness Committee November 8, 2024](#)

³⁴ [Participatory Governance Council Minutes October 28, 2025](#)

³⁵ [Full Recommendation Regarding Strategic Planning Process](#)

³⁶ [Indicators of Achievement Report 2024-2025](#)

³⁷ [PGC Presentation on Indicators of Achievement - Fall 2025](#)

³⁸ [Resource Allocation Guide](#)

³⁹ [Participatory Governance Council Minutes January 27, 2026](#)

⁴⁰ [Equity Academy Survey Report](#)

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

B1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

Cosumnes River College continues to exceed its institution-set standards for successful student course completion rate and degrees and certificates earned. In the last three years reported, the College's actual successful [student completion rate has increased](#) from 69% in 2021-2022 to 72% in 2023-2024, exceeding CRC's floor standard of 64%, and approaching the stretch goal of 74%.⁴¹ In 2023-2024, CRC awarded 1,514 degrees, continuing to greatly exceed both its floor standard for the number of degrees earned (1,011), as well as its stretch goal (1,498). Growth in degrees awarded continues despite CRC having increased its standard from 603 in 2021-2022. And, while the [actual number of certificates earned](#) greatly exceeds CRC's floor standard of 96 certificates, the College observed a small decline from 304 in 2022-2023 to 265 in 2023-2024.⁴²

While CRC's transfer numbers have historically exceeded its institution-set standard, the number of students who transfer to a 4-year college/university [has decreased](#) below the college's floor standard of 833 transfers.⁴³ CRC also tracks student achievement metrics locally, including transfer. CRC [continuously monitors and reports out](#) trends in our [strategic plan indicators of achievement reports](#) and in our [Student Equity Plan](#).^{44,45,46} Transfer outcomes are calculated from the time students begin their studies over a 3-year period, tracking the cohort across six terms. CRC's transfer rate, which accounts for population size, [continues to increase](#) year-over-year.⁴⁷

In 2023-2024, CRC reported four Career Technical Education (CTE) programs with licensure pass rate data: Emergency Medical Technician, Health Information Technology, Fire Technology, and Pharmacy Technology. Although both Fire Technology and Health Information Technology observed a dip in licensure pass rates in 2023-2024, the pass rates for both programs rebounded in 2024-2025.^{48,49} The Emergency Medical Technician and Pharmacy Technology programs' students continue to achieve a licensure pass rate of 100%. For the 14 programs for which CRC was able to report job placement data for 2023-2024, 12 exceeded the set standard of 73.23%.⁵⁰ Among these programs, three (Accounting, Business Administration, and Medical Assisting) observed increases in job placement rates compared to past years. Accounting observed the largest increase from prior year from 83.72% to 95.12%, a difference of 11.40 percentage points.

As previously mentioned regarding our transfer rate, CRC also tracks early-momentum and long-term indicators of achievement in our Strategic Plan and our Student Equity Plan. CRC closely monitors our new student cohorts' enrollment and achievement patterns. Research shows that milestone achievements in a student's first year contribute greatly to the student's timely completion.⁵¹ Gains in early-momentum metrics are

⁴¹ [CRC Annual Report to ACCJC - 2025](#)

⁴² Ibid.

⁴³ Ibid.

⁴⁴ [PGC Presentation on Indicators of Achievement - Fall 2025](#)

⁴⁵ [Indicators of Achievement Report 2024-2025](#)

⁴⁶ [Student Equity Plan 2025-2028](#)

⁴⁷ [Indicators of Achievement Report 2024-2025](#)

⁴⁸ [CRC Annual Report to ACCJC - 2025](#)

⁴⁹ [CRC Annual Report to ACCJC - 2026](#)

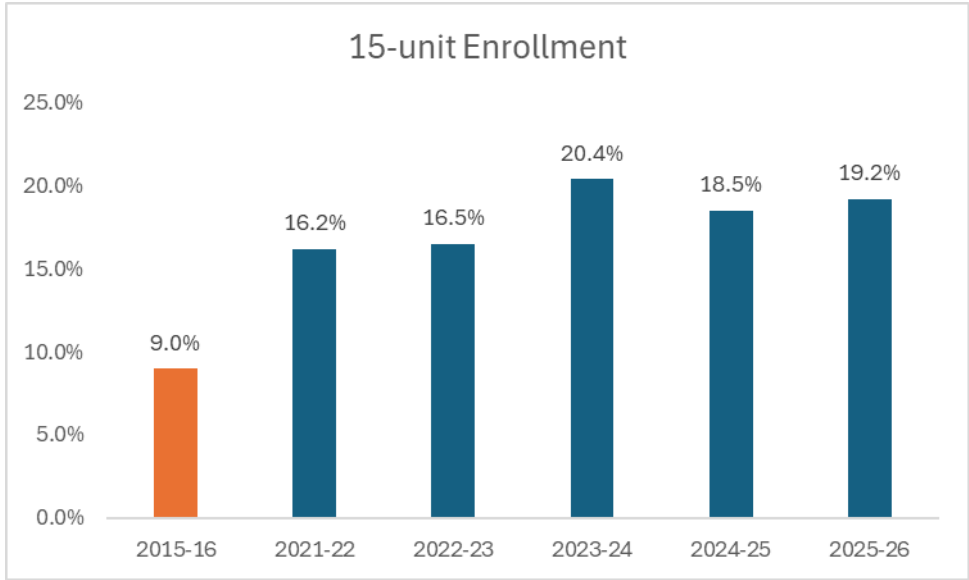
⁵⁰ Ibid.

⁵¹ Jenkins, D., & Bailey, T. (2017). Early momentum metrics: Why they matter for college improvement. *Community College Research Center*, 65.

<https://ccrc.tc.columbia.edu/publications/early-momentum-metrics-college-improvement.html>

reflected in CRC’s [increased transfer rate](#), from 11.9% in 2018-2019 to 17.9% in 2021-2022.⁵² Since 2019, CRC has created the conditions for new incoming students to enroll in 15 units, including transfer-level math and English, as commended in our 2022 review cycle.⁵³ While many colleges prioritize only the 12-unit full-time designation considered for federal financial aid, CRC remains focused on providing access to needed courses that support students’ 15-unit full-time load that most effectively positions them to complete their educational goals within a timely manner. Figure 3 below shows that nearly 20% of all new incoming students enroll in at least 15 units in their first fall term. By comparison, before the implementation of Opt-out Scheduling, less than 10% of CRC’s new students were attempting 15 units in their first term (see Figure 3).

Figure 3. Enrollment in 15 units in first-term



In addition to 15-unit enrollment in the first term, CRC also encourages students to enroll in the transfer-level math and English courses required for transfer. These three metrics increase the likelihood that CRC’s incoming students will achieve their educational goals. College data shows that nearly half of all new incoming students enroll in transfer-level English in their first term, with close to one-third successfully completing the course. The percentage of the 2025-26 new students completing transfer-level English (35.3%) far exceeds the 2015-16 new students’ completion of transfer-level English (1.2%), almost a 200% increase (see Figure 4). The gains in transfer-level math are just as noteworthy. Ten years ago, fewer than 10% of new incoming students would attempt/enroll in transfer-level math (including quantitative reasoning courses outside the mathematics department), with only 5% completing their transfer-level math course in their first fall term. In Fall 2025, more than a third (36.7%) of new incoming students enrolled in their transfer-level math courses, with nearly 20% completing the course in their first fall term, a nearly 300% increase for this outcome (see Figure 5).

Figure 4. Transfer-Level English Enrollment/Completion in First-Term

⁵² [Indicators of Achievement Report 2024-2025](#)

⁵³ [CRC Accreditation Peer Review Final Report p.7](#)

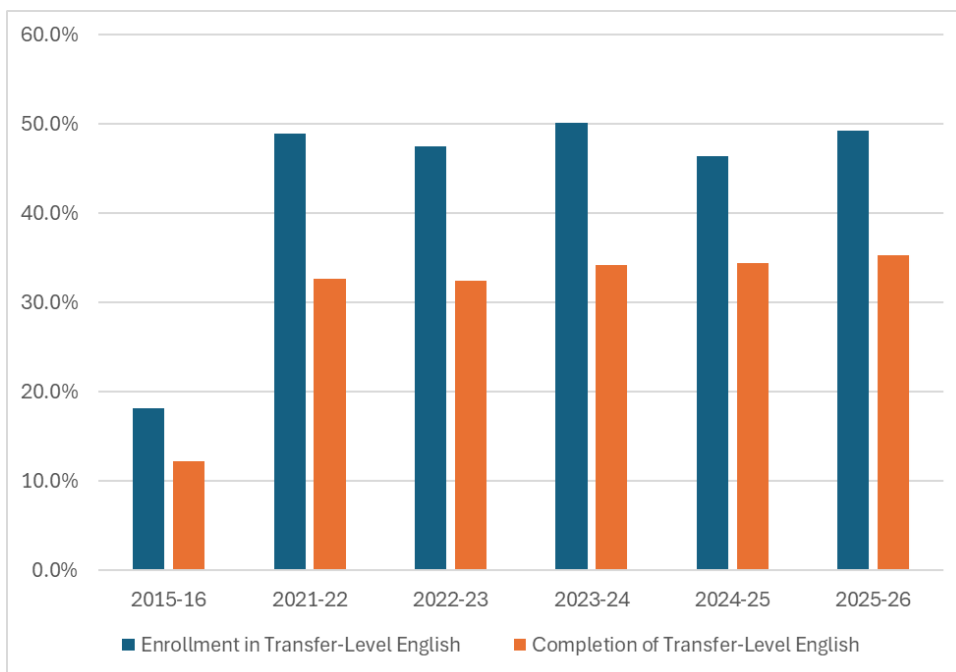
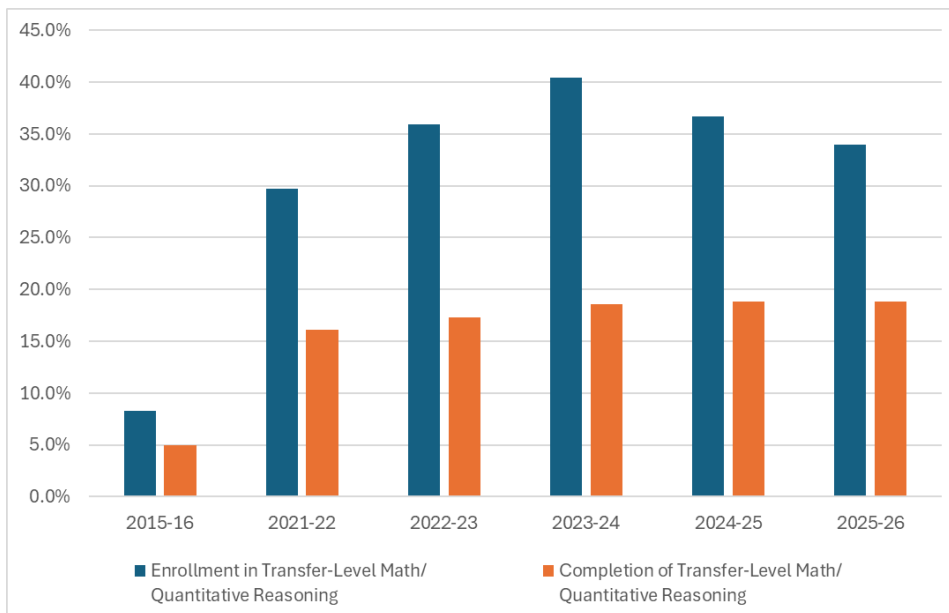


Figure 5. Transfer-level Quantitative Reasoning Enrollment and Completion in First-Term



B2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

While CRC has made major strides for its entire student population, the College remains committed to [creating the conditions for equitable success](#) to be achieved.⁵⁴ While outcomes like course success rates and award/transfer completion rates continue to improve, the College has also observed pervasive equity gaps, whereby Foster Youth, African American, Native American, and Low Income students are experiencing disproportionate impact across multiple metrics.

⁵⁴ [CRC Strategic Plan](#)

CRC continuously monitors and reports disaggregated student success outcomes in our [Strategic Plan Indicators of Achievement reports](#) and in our [Student Equity Plan](#).^{55,56} Over the past five years, the College's overall transfer rate and award attainment rate (or completion rate) increased; however, when disaggregated, there are many student populations experiencing disproportionate impact in both outcomes. Disaggregated data reveals that Native American, Veterans, Students with Disabilities, Male students (including various male sub-populations - African American, Hispanic/Latinx, Pacific Islander, White, Low-income, and First generation) experience disproportionate impact in degree/certificate attainment. Furthermore, CRC's Hispanic/Latinx, Male, LGBTQ+, First Generation, and Low-income students experience disproportionate impact in transfer rates. Similarly, in the most recent academic year, CRC observed increases in first year students' enrollment in 15 units, as well as completion of transfer-level English and math for many student groups. However, the following student groups were identified as experiencing disproportionate impact in the College's [2025-2028 Student Equity Plan](#): African American, Hispanic/Latinx, LGBTQ+, Low-Income, and Students with Disabilities.⁵⁷

CRC is intentional about [examining its institutional structures](#), organizational culture, systems, policies, and practices that contribute to disproportionate impact for students, from the beginning of a students' educational journey to the finish line.⁵⁸ While overall gains are hopeful, the gaps indicate that CRC must sustain its efforts to support equitable achievement for all of its students. The We Won't Fall Initiative is one way CRC monitors momentum towards closing equity gaps in student achievement metrics. As of Fall 2024, CRC saw [reductions in the equity gaps](#) for African American and Hispanic/Latinx students in course success, enrollment in 15 transfer-level units, and completion of transfer-level units.⁵⁹

B3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

CRC regularly monitors disaggregated data on student success, and has taken several steps to address disproportionate impact for the student populations acknowledged in Section B2. CRC's President has [articulated a collegewide vision](#) to "increase student success, while reducing the gap in achievement without compromising rigor."⁶⁰ The College's commitment to addressing persistent equity gaps can be seen through the Institutional Effectiveness and Innovation Plan (IEPI) and mini-Partnership Resource Team (PRT), the Equitable Outcomes Assessment, and the ongoing, collegewide dialogue on disaggregated course success data.

In 2023-2024, the College [applied for an Institutional Effectiveness Partnership Initiative \(IEPI\) grant](#) and invited a Partnership Resource Team (PRT) to identify ways to improve student outcomes at the course level.⁶¹ A team of faculty, classified professionals, and administrators worked with the PRT to develop a plan for professional development and faculty support spearheaded by the Professional Development coordinator and the Teaching and Learning Leads (TLLs).⁶² The [goals articulated in the IEPI plan](#) included building data literacy so that faculty can reflect on their course success data and evidence-based teaching practices that they could apply.⁶³ The plan also led to the establishment of Faculty Learning communities

⁵⁵ [Indicators of Achievement Report 2024-2025](#)

⁵⁶ [Student Equity Plan 2025-2028](#)

⁵⁷ Ibid.

⁵⁸ [Predictors of Course Success in Large General Education Courses at Cosumnes River College: An Exploratory Analysis](#)

⁵⁹ [We Won't Fall Presentation Fall 2025](#)

⁶⁰ [CRC Convocation - Fall 2019](#)

⁶¹ [Institutional Partnership Initiative \(IEPI\) Letter of Interest - Fall 2023](#)

⁶² [IEPI Presentation to Academic Senate - Spring 2024](#)

⁶³ [Institutional Effectiveness Partnership Initiative \(IEPI\) Plan - Spring 2024](#)

providing the opportunity for faculty peers to mentor and support one another as they discussed challenges with student success and identified strategies to implement in their classrooms. In 2026, the College applied for a [mini grant through the Partnership Resource Team \(PRT\)](#) focused on increasing data literacy among new faculty through the Equity Academy curriculum.⁶⁴

In that same academic year, CRC engaged with Hotep Consultants to conduct an Equitable Outcomes Assessment of its policies, procedures, and practices. This assessment included a document analysis and review of the college's webpages, samples of course syllabi, program review, resolutions passed by governance bodies, and more. The consultants also gathered employee and student feedback using online campus climate surveys and virtual focus groups, across constituency groups. Hotep Consultants concluded their study and presented their findings at [CRC's Participatory Governance Council in February 2025](#).⁶⁵ [The findings](#) reinforced steps that CRC had planned to take or had already started work on, including improving students' knowledge of and engagement with existing student support services, engaging in disaggregated course success data dialogue with faculty, strengthening employees' awareness of support programs for students, piloting "a professional learning program to foster constructive dialogue, innovation, and practices in the classroom to increase course success rates", and hosting forums that would facilitate constructive dialogue about campus climate and student success issues.⁶⁶

Cosumnes River College proactively examines disaggregated data, weaving conversations of equity and student success into the Strategic Planning Process, Student Equity Planning, and Program Review practices. The Office of Equity and Research has developed [data dashboards](#), providing all constituency groups and the general public with access to examine disaggregated enrollment and success data.⁶⁷ Researchers also collaborate with faculty, classified professionals and administrators to examine instructional programs and services, identifying factors impacting student access and success.^{68,69} Departments and divisions monitor and respond to disaggregated data through outcomes assessment and program review, described further in Section C. CRC monitors patterns and trends in disaggregated student outcomes through the Strategic Plan Indicators of Achievement report, which is presented annually and discussed by college leadership at Participatory Governance Council meetings.^{70,71}

College leadership has elevated discussions of disaggregated course success data, encouraging healthy dialogue as the college community grapples with this complex issue. Faculty leaders have led informal discussions providing [opportunities for faculty to discuss student success data](#) and strategies to improve success in the classroom, and the Academic Senate initiated research requests related to course success, resulting in two studies from the Office of Research and Equity examining [the STEM course sequence](#) and an [exploratory analysis of course success](#).^{72,73,74} In 2024, the Academic Senate discussed the outcomes of these studies along with a study of factors contributing to first-year student retention.^{75,76,77} [Academic Senate conversations](#) continued in fall 2025 with a presentation and discussion about the [reasons students cite for](#)

⁶⁴ [CRC IEPI Plan - Mini-PRT](#)

⁶⁵ [Participatory Governance Council Minutes February 25, 2025](#)

⁶⁶ [CRC Equitable Outcomes Assessment Report - Spring 2025](#)

⁶⁷ [CRC Data Dashboards and Resources](#)

⁶⁸ [Predictors of Course Success in Large General Education Courses at CRC](#)

⁶⁹ [Calibration and Instructional Improvement: An investigation of course success rates in sequential STEM courses at CRC](#)

⁷⁰ [Indicators of Achievement Report 2024-2025](#)

⁷¹ [Participatory Governance Council Minutes November 25, 2025](#)

⁷² [Let's Talk Data fall 2025 discussion series](#)

⁷³ [Calibration and Instructional Improvement](#)

⁷⁴ [Predictors of Course Success in Large General Education Courses at CRC](#)

⁷⁵ [Academic Senate Minutes April 26, 2024](#)

⁷⁶ [Academic Senate Minutes October 25, 2024](#)

⁷⁷ [Factors Associated with New Student First-Term and Second-Term Retention](#)

[withdrawing](#) from courses and the actions faculty can take to support students prior to the decision to drop.^{78,79}

This multifaceted approach demonstrates CRC's commitment to respond to patterns and trends in success data in order to achieve equitable outcomes. By advancing faculty professional development, examining policies and procedures, and interrogating course success data, CRC is building collective engagement and action. CRC's participatory governance and institutional planning processes support ongoing dialogue and innovation to support student achievement. As the College makes progress towards equitable student achievement, we are [sharing actions and results](#) with our district colleagues and Board of Trustees.⁸⁰

⁷⁸ [Academic Senate Minutes December 12, 2025](#)

⁷⁹ [District Withdrawal Data Presentation](#)

⁸⁰ [CRC Course Success Rates - Board of Trustees Presentation 2026](#)

C. Reflections on Assessments of Student Learning

C1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?

CRC utilizes student self-assessment to assess its institutional learning outcomes (ILOs). Every spring, graduates are asked to self-rate their achievement of each of the ILOs. The Office of Research and Equity disaggregates these assessments by race, gender, age, income level, first generation status, foster youth status, veteran status, and Career and Academic Community (CAC). Over the past five years, male students and students under age 25 self-rated lower on many ILOs. Graduates in the Science, Math, and Engineering, and Business and Computer Science CAC's also self-rated lower on several of the ILOs.⁸¹ The Office of Research and Equity [presents these findings](#) annually to the Participatory Governance Council (PGC), where constituency leaders discuss the findings and share information across campus.⁸²

When examining course and program student learning outcomes (SLO) assessment, findings from the 2019-2025 cycle suggest several trends across departments. Namely, departments largely find that the majority of students are meeting the student learning outcomes in their courses and programs. For example, Biology Department assessments demonstrated students' overall achievement of the learning outcomes while relying on disaggregated data to recommend curricular improvements and professional development, described further in section C2.^{83,84} Students' achievement of CRC's course and program outcomes is also reflected in aggregate in CRC's historical course success rate of around 71%, as well as students' largely satisfactory self-assessments of CRC's ILOs.^{85,86,87}

CRC's Student Services and Administrative areas also conduct assessments of their service area outcomes (SAOs). These areas rely on service utilization reports, surveys, course success data for specific student populations, and direct observations to assess their services, and the Office of Research and Equity [supports program evaluation](#) in order to provide a deeper understanding of student experiences and outcomes in relation to programs and services.⁸⁸ Student Services and Administrative areas utilize their data to write and evaluate program outcomes on the same six-year cycle as our instructional areas. For example, CRC's Disability Support Programs and Services (DSPS) has noted that CRC students who qualify for DSPS services sometimes report not having been aware of these services. DSPS offers classroom presentations about their services and evaluates how often these presentations are requested by faculty, tracking demand over time. After increasing publicity to faculty about these presentations, DSPS noted a 100% increase in requests for classroom presentations from Summer 2024 to Summer 2025, which has in turn increased the number of students who can be screened and granted DSPS accommodations.^{89,90}

⁸¹ [2024-2025 Institutional Learning Outcomes \(ILO\) Assessment Report](#)

⁸² [Fall 2025 Institutional Learning Outcomes Presentation to PGC](#)

⁸³ [Biology AST Assessment](#)

⁸⁴ [Biology 102 Course Assessment](#)

⁸⁵ [CRC Annual Report to ACCJC - 2025](#)

⁸⁶ [2024-2025 Institutional Learning Outcomes \(ILO\) Assessment Report](#)

⁸⁷ [Fall 2025 Institutional Learning Outcomes Presentation to PGC](#)

⁸⁸ [Counseling Department Study 2024-25](#)

⁸⁹ [DSPS Outcome 1 Assessment](#)

⁹⁰ [DSPS Outcome 4 Assessment](#)

C2. How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

In addition to the Institutional Learning Outcomes Assessment described in Section C1, CRC disaggregates course success rates and department-level success rates for various student populations, modalities, and even Zero Textbook Cost offerings through the HawkDash data dashboard.⁹¹ Faculty regularly review disaggregated course success data and integrate it into their course and program student learning outcomes (SLO) assessments. For example, the Biology Department demonstrates the practice of disaggregating course success data in various ways, including student enrollment status (new v. continuing students), modality (in-person v. online courses), and student demographics.^{92,93} Departments then utilize their assessments to make curricular modifications or other changes. For example, the [Biology AST assessment](#) recommends curricular changes in addition to partnerships with Counseling and student support services in order to better support the students who experience barriers to success in the program.⁹⁴

Moreover, in addition to this holistic method of reviewing SLO assessments in conjunction with course success data, CRC faculty also have the ability to assess their learning outcomes by linking them to ungraded Canvas assignments, allowing for a more granular assessment and disaggregation of each individual course learning outcome. CRC's Research Office then provides these faculty with a dashboard that allows them to [disaggregate individual SLOs using Canvas data](#).⁹⁵ CRC discusses equity gaps in SLO achievement at bodies such as the [Ensuring Learning Committee](#) and [Academic Senate](#), and is committed to using assessments in order to better support students in their educational journeys, as described in the next section.^{96,97}

C3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?

Departments report the results of their learning outcomes assessment in their Program Review and then make evidence-based plans for the next six years. Departments are able to incorporate their learning outcomes assessment results into their requests for staffing, resources, and professional development.^{98,99} As noted in the responses to Sections A and B, the College has delved into [deep conversations surrounding course success](#), examining and interrogating data to understand how best to support students in and out of the classroom.¹⁰⁰ The campus has been engaged in collectively addressing these equity gaps through initiatives such as We Won't Fall.¹⁰¹ CRC has promoted data-informed and culturally responsive teaching practices through faculty professional development such as the Faculty Learning Communities and Equity Academy.^{102,103}

⁹¹ [CRC Data Dashboards](#)

⁹² [Biology AST Assessment](#)

⁹³ [Biology 102 Course Assessment](#)

⁹⁴ [Biology AST Assessment](#)

⁹⁵ [Online Teaching Conference presentation 2025](#)

⁹⁶ [Ensuring Learning Minutes November 18, 2025](#)

⁹⁷ [Academic Senate Minutes February 6, 2026](#)

⁹⁸ [Biology AST Assessment](#)

⁹⁹ [Biology Program Review](#)

¹⁰⁰ [Academic Senate Minutes December 12, 2025](#)

¹⁰¹ [We Won't Fall Presentation Fall 2025](#)

¹⁰² [Institutional Effectiveness Partnership Initiative \(IEPI\) Plan - Spring 2024](#)

¹⁰³ [CRC IEPI Plan - Mini-PRT](#)

The College understands that meaningful action cannot take place without intentional learning outcomes assessment practices and support. In Fall 2025, CRC revised the role of its faculty Student Learning Outcomes (SLO) Coordinator, bringing the position under .30 FTE President’s reassigned time. The impetus for this revision was to ensure that the College was considering learning outcomes assessment for continuous improvement and providing sufficient support to faculty in order to do so. In the new configuration, the faculty SLO Coordinator reports to the Dean of Institutional Effectiveness, Research, and Planning. This structure allows for greater collaboration with the Research Office, which maintains the college’s Program Review and Assessment reporting platform, the College Integrated Planning System (CIPS). Under the new structure, [the SLO Coordinator](#) has more clearly defined responsibilities, a reporting structure, and, importantly, administrative support for the meaningful assessment of learning outcomes.¹⁰⁴

In spring 2024, CRC’s Participatory Governance Council (PGC) approved the formation of the Ensuring Learning Committee, a subcommittee of CRC’s Institutional Effectiveness Committee. The [Ensuring Learning Committee](#) supports the development and implementation of meaningful outcomes assessment, the use of outcomes assessment data to identify achievement gaps, and purposeful dialog that informs professional development aimed at improving teaching and learning and eliminating achievement gaps.¹⁰⁵ Led by the faculty SLO Coordinator, the Committee has engaged in reviewing assessment data, collecting feedback from faculty, and discussing meaningful updates to the assessment process. The Ensuring Learning Committee engaged in an [assessment of CRC’s SLO assessment practices](#).¹⁰⁶ In fall 2025, the Committee conducted a [survey of all CRC faculty](#) to gather inclusive feedback about the assessment process.¹⁰⁷ [Results from the survey](#) indicated that faculty feel the process is overall functional, but that they desire more information and documentation, as well as clear timelines and support for adhering to them.¹⁰⁸

The Ensuring Learning Committee subsequently initiated an engagement campaign to ensure that all faculty are aware of the assessment reporting process and are assessing course and program outcomes on a regular basis. In spring 2026, over 60 CRC faculty and staff members attended a [professional development session](#) about the college’s assessment process.¹⁰⁹ The Ensuring Learning Committee plans to build on this momentum, offering sessions about backwards curriculum design and alternative assessment methods in fall 2026. [One of the Committee’s goals](#) for spring 2026 is to clarify the methods by which faculty might disaggregate their SLO assessments and continue to build awareness about meaningful outcomes assessment practices.¹¹⁰ The Ensuring Learning Committee is committed to continuing to transform CRC’s assessment culture from one of compliance into one of continuous improvement.

¹⁰⁴ [SLO Coordinator Job Description](#)

¹⁰⁵ [Ensuring Learning Committee Charge](#)

¹⁰⁶ [Ensuring Learning Minutes September 16, 2025](#)

¹⁰⁷ [Fall 2025 SLO Assessment Survey](#)

¹⁰⁸ [Fall 2025 SLO Assessment Survey Results](#)

¹⁰⁹ [Spring 2026 Flex Assessment Event](#)

¹¹⁰ [Ensuring Learning Minutes November 18, 2025](#)

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

The upcoming years promise both opportunities and areas of uncertainty for Cosumnes River College (CRC). The College is navigating shifting federal policies and priorities that may impact funding and the trajectory of programs and services embedded at CRC. Within the state, the California Community Colleges Chancellor's Office (CCCCO) has articulated a vision for increasing student access and equity in student outcomes through the Vision 2030 report. As CRC navigates the opportunities for growth in support of student success and the challenges presented by changes to the Department of Education and federal education policy, the College will remain committed to the [mission](#) of providing "innovative, equitable, and inclusive path for all students in our diverse communities to achieve their educational, career, and personal goals."¹¹¹

The federal administration's actions and priorities present challenges for higher education as a whole and CRC's programs and services specifically. During the previous review cycle, the College pursued and benefited from federal grant opportunities and designations including Hispanic Serving Institution (HSI), Asian American and Native American Pacific Islander Serving Institution (AANAPISI), Native American Higher Education Resources, and TRIO Student Support Services. As discussed in Section A1, these programs and designations allowed CRC to bring wrap-around support to our diverse student population, including many programs in the Student Services Collective, which was [commended by the last Accreditation Review Team](#).¹¹² The College has developed institutional support for programs such as APIDA Hawks and MI CASA in order to ensure that gains in student engagement, persistence, and success can be sustained.^{113,114} The College will navigate shifting funding and administrative landscape with the firm foundation of district and college budgeting processes and an unwavering commitment to promote the success of our diverse learners.

The [Vision 2030 report](#) from the CCCCCO encourages California Community Colleges to lead the economic success of the state by preparing students for the workforce. The Vision 2030 plan is anchored in advancing student equity and success, which aligns with CRC's mission and Strategic Plan. State priorities include a focus on increasing equity in access to higher education through dual enrollment, career education, and noncredit education programs to address student needs.¹¹⁵ CRC has developed a strong career education program, which is responsive to the industry needs of the community. The College has [established dual enrollment agreements](#) with secondary schools in the area, and [faculty are collaborating](#) to support effective dual enrollment instruction.^{116,117} The Los Rios [District Academic Senate has explored noncredit learning](#) opportunities with a small noncredit pilot planned for fall 2026.¹¹⁸ The District is also discussing Credit for Prior Learning in order to expand opportunities for students who enter a program with relevant skills and experience. The College's commitment to advance access through [textbook affordability](#) and to promote equitable student outcomes embody the spirit of the Vision 2030 plan.¹¹⁹

The College is responsive to the needs of our students and community, which is a central theme of the Vision 2030 plan. CRC is evaluating student demand and success in different modalities to consider how best

¹¹¹ [CRC's Mission, Vision, and Values](#)

¹¹² [CRC Accreditation Peer Review Final Report p.7](#)

¹¹³ [Asian American and Native American Pacific Islander-Serving Institutions - 2026 Reporting](#)

¹¹⁴ [Title V Developing Hispanic-Serving Institutions - 2026 Reporting](#)

¹¹⁵ [Vision 2030 Report](#)

¹¹⁶ [Dual Enrollment at CRC](#)

¹¹⁷ [Academic Senate Minutes December 12, 2025](#)

¹¹⁸ [District Academic Senate Minutes March 3, 2026](#)

¹¹⁹ [Zero Textbook Costs at CRC](#)

to balance course offerings and student services in the future. In alignment with district and college strategic plans, faculty and administrators are assessing workforce needs to ensure that students are able to develop the competitive skillset necessary for employment opportunities.^{120,121} CRC's academic programs communicate not only their [program maps](#), but also what students can expect for career/employment opportunities and estimated income.¹²² With a focus on return on investment, the College is continuing to use data to articulate the value of CRC's educational opportunities to prospective students, employers, and the community.

Cosumnes River College has upcoming internal milestones including changes in district leadership, the establishment of student housing, and the realization of the OER/ZTC campaign to eliminate the cost of textbooks and course materials. In the next fiscal year, a [new Chancellor](#) will join the Los Rios Community College district (LRCCD).¹²³ The Chancellor works closely with the College President and LRCCD Board of Trustees to provide vision and leadership as CRC navigates the shifting education environment. The College is working to meet students' basic needs by establishing [student housing](#), a first in the Los Rios district.¹²⁴ CRC is continuing to pursue the OER/ZTC initiative in order to realize the goal of becoming a college where students are free from the burden of textbook costs.

When considering the future, it is impossible to overstate the significance of the advent and expansion of artificial intelligence (AI), which is having a transformative impact on higher education. Cosumnes River College faculty, staff, and administrators are exploring how to prepare students and employees to navigate an AI-infused world while advancing our educational mission.^{125,126} While AI may hold opportunities for innovation, [CRC Faculty are grappling with the ethical and educational questions](#) presented by AI including effective assessment and promoting academic integrity standards.¹²⁷ Across the District, important discussions are underway to consider where [boundaries and guidelines](#) need to be applied in order to protect our educational mission.¹²⁸ The Ensuring Learning Committee is also engaged in meaningful conversations to ensure that CRC's student learning outcomes articulate the actual skills and knowledge students will develop in their time at the college, and that assessments of student learning are meaningful and actionable. Even as the College delves into these meaningful and necessary conversations, faculty are actively working to support students to build AI literacy by providing [hands-on workshops](#) and learning opportunities.¹²⁹

As we navigate the challenges and opportunities posed by AI, federal policy, Vision 2030 and external and internal changes, Cosumnes River College remains grounded in our mission, vision, and values. CRC's faculty, classified professionals, and administrators have cultivated an environment that encourages innovation and growth by fostering open communication and building trust. This allows CRC to be responsive to the needs of our students and community. The College will work to address the challenges and opportunities presented in the upcoming years while continuing to advance student equity and success through data-informed decisions, culturally responsive practices, and institutional effectiveness.

¹²⁰ [CRC Strategic Plan](#)

¹²¹ [LRCCD Strategic Plan](#)

¹²² [Example Program Map for Agriculture Business AS with local GE](#)

¹²³ [Los Rios Chancellor Announcement](#)

¹²⁴ [Housing Grant Announcement](#)

¹²⁵ [Professional Development Institutes on AI](#)

¹²⁶ [Classified PD Institute Fall 2024](#)

¹²⁷ [AI² Artificial Intelligence and Academic Integrity](#)

¹²⁸ [DESSC AI Taskforce Guidelines \(Draft\)](#)

¹²⁹ [AI Student Workshops](#)

CRC Midterm Report 2026 - Routed for Signatures

Final Audit Report

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LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: August 12, 2026

SUBJECT:	Accreditation Midterm Report for Folsom Lake College	ATTACHMENT: Yes	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 1-5	
AGENDA ITEM:	Consent Item D	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Jamey Nye, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Tarence Powell, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The four colleges of the Los Rios Community College District are each independently accredited by the [Accrediting Commission for Community and Junior Colleges](#) (ACCJC) of the Western Association of Schools and College. Folsom Lake College (FLC) underwent a comprehensive review for reaffirmation of accreditation in 2022. After a successful site visit the week of October 10, 2022, Folsom Lake College's accreditation was reaffirmed for seven years.

STATUS:

In the required midterm report, the college responds to any recommendations provided (no compliance requirements were cited).

RECOMMENDATION:

It is recommended that the Board of Trustees approve Folsom Lake College's midterm report for submission to ACCJC.



Midterm Report

Submitted by

Folsom Lake College
10 College Parkway
Folsom, CA 95630

to

Accrediting Commission for Community and Junior Colleges

October 2026

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Artemio Pimentel, President
Folsom Lake College
10 College Parkway
Folsom, CA 95630

This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Dr. Torence Powell, Chancellor, Los Rios Community College District	Date
 Artemio Pimentel (Jul 20, 2026 18:01:21 MDT)	Jul 20, 2026
Dr. Artemio Pimentel, President, Folsom Lake College	Date
Deborah Ortiz, President, Los Rios Community College District Board of Trustees	Date
 Wayne Jensen, President, FLC Academic Senate	Jul 20, 2026
 Colleen Cohen, President, FLC Classified Senate	Date
 Tina Khuc (Jul 21, 2026 13:11:37 PDT)	Jul 21, 2026
Tina Khuc, President, Associated Students of FLC	Date
 Jill Bradshaw (Jul 21, 2026 13:24:48 PDT)	Jul 21, 2026
Dr. Jill Bradshaw, Accreditation Faculty Lead	Date
 Lisceth Brazil-Cruz (Jul 21, 2026 13:29:00 PDT)	Jul 21, 2026
Dr. Lisceth Brazil-Cruz, Accreditation Liaison Officer	Date

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A. Reflections on Continuous Improvement Since Last Comprehensive Review

1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to successful outcomes for all students, educational quality, and/or mission fulfillment.

[Oak Hall](#), Folsom Lake College's (FLC) new 75,000-square-foot science building, has transformed how the college delivers science, technology, engineering, and math (STEM) education. As the largest science facility in the Los Rios Community College District, Oak Hall brings together twelve state-of-the-art biology and chemistry labs, seven lecture rooms, a 4,000-square-foot Science Center, the Chemistry and Fermentation Experience Lab (CAFÉ Lab), a dry and wet cadaver room, and a dedicated Organic Chemistry Instrumentation Room equipped with professional-grade equipment such as Nuclear Magnetic Resonance and Gas Chromatography systems.

With more labs and flexible teaching spaces, the college can now offer additional class sections of key biology and chemistry courses, opening more seats for students and reducing bottlenecks in high-demand classes. This expansion allows science faculty to schedule more sections simultaneously while maintaining a high-quality, hands-on experience.

The building's specialized facilities deepen learning to make science feel authentic for students. The dry and wet cadaver rooms provide anatomy and physiology students rare, up-close experiences with human specimens, and the Organic Chemistry Instrumentation room offers students opportunities to work with tools that they will use at universities and in the industry. In the CAFÉ Lab, students explore food science and fermentation chemistry in a food-safe, industry-inspired environment, using real process instrumentation and automation software to simulate modern biotech and fermentation production. Together, these spaces prepare students for transfer and for careers in biotechnology, food science, brewing, quality assurance, and other related fields while placing ["Science on Display"](#).

[Oak Hall was also designed](#) to increase meaningful faculty-student contact. Informal collaboration areas and clusters of faculty offices encourage students to visit so that they can ask questions about class assignments and other related matters, establish connections with faculty and peers beyond the classroom, and see themselves as part of a thriving scientific community. The Science Center amplifies this collaboration by offering students science study skills support, open-lab practice with microscopes and models, and connections to undergraduate research experiences such as UC Davis research internships. ([Link to Oak Hall](#)). ([Link to Video](#)).

The [Mathematics, Engineering, Science Achievement \(MESA\) Program](#), launched in Spring 2025, serves first-generation and low-income STEM students by providing them enhanced academic support and mentoring, opportunities to attend STEM conferences, and access to STEM speakers who broaden students' awareness of academic and career pathways. MESA has built strong collaborations with faculty, staff, and campus programs. The MESA Center is a safe, welcoming space that has quickly become a hub where students study for classes, receive support from faculty and staff, connect with peers, and engage with MESA staff. ([Link to MESA at FLC](#)).

Since its last comprehensive peer review, [FLC's Prison Reentry Education Program \(PREP\)](#) has expanded the number and variety of courses offered at Mule Creek State Prison and Folsom State Prison. In Spring 2022, the college offered 2.966 Full-Time Equivalent Faculty (FTEF) between the two facilities, with most of those offerings supported by Strong Workforce Funds and focused on Career Education degrees and certificates in business and social work/human services. By Spring 2026, due in part to Federal Earmark Grant funding, the program is now able to offer a variety of Cal-GETC aligned courses in addition to business and social work/human services, including statistics, English, history, and Spanish. Moreover, the PREP program

continues to recruit new faculty and hopes to offer courses in Economics, Ethnic Studies, and Philosophy in the next academic year with a goal of having students in-facility take as many of their Cal-GETC courses in the on-ground modality as possible. This focus on general education courses enables in-facility students to move into in-facility bachelor's degree programs with CSU Sacramento upon completion of FLC's curriculum.

In addition to increasing course offerings since the college's last comprehensive review, the FLC PREP program has added a full-time counselor to work with students in-facility. The PREP counselor, aided by a Student Support Specialist, meets with students both in person and on Zoom on a regular basis, thus ensuring that a high percentage of PREP students have comprehensive educational plans to guide their studies with FLC. The result of these efforts has been an increase in degrees and certificates granted since the last comprehensive review. From Summer 2022 to Fall 2023, FLC awarded a total of 25 degrees to students. From Spring 2024 (when the PREP counselor began) through Summer 2025, FLC has awarded 111 degrees and certificates.

Teaching assignments in the PREP program are voluntary, and FLC has been fortunate to have a dedicated group of faculty offering classes in-facility. These instructors are supported by a PREP program faculty chair, who runs a weekly community of practice meeting allowing faculty to share their challenges and successes and to discuss the challenges and rewards of teaching in a prison setting. The efforts of these dedicated faculty are reflected in FLC's success, retention, and persistence data for in-facility instruction. The five-year course success rate for in-facility instruction is slightly above the collegewide average, while course retention, fall-to-spring, and fall-to-fall persistence rates are slightly below the collegewide five-year averages. More importantly, according to the FLC data dashboard, equity gaps in success, retention, and persistence do not exist for Black/African American and Hispanic/Latino students in-facility; however, each of these metrics shows small gaps for Native American students. ([Link to PREP](#)).

The [Soar to Success](#) program encapsulates First Year Experience, Cohort Management via Meta-Majors and Early Alert Case Management. Success Coaches are available for all first-time students to serve as first responders to all First-Time Falcons. Through events like Orientation, Falcon Launch, and established First Year Success Milestones (Complete a Comprehensive Education Plan, Renew Your Financial Aid Application, Enroll in Math and English, Plan for 15 units), Success Coaches assist students with scheduling appointments with a counselor, highlight important events, and support the college in removing barriers students may face along their academic journeys. ([Link to Soar to Success](#)).

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

Recommendation #3 (Improvement): Los Rios Community College District received the following recommendation from the last Peer Review Team Report in 2022: "In order to increase effectiveness, the team recommends the District develops, implements, and documents a process that consistently involves stakeholders for the regular review of all Board Policies and Administrative Regulations, as well as revisions and the initiation of new policies and regulations as needed."

Los Rios Community College District has taken the following actions to address the above recommendation:

The Los Rios Community College District has had a long-standing process for the review of all Board Policies and Administrative Regulations. In response to the Peer Review Team Report recommendations, the District has more explicitly documented that process on the [Policy and Regulation Review and Revision Process webpage](#). Additionally, this process was recently reviewed and updated in April 2026 by the Chancellor's Cabinet, a District participatory governance group which recommends policy and regulation changes and

includes members from all stakeholder groups. The updated process now includes a triennial review cycle that, like the previous review process, includes all stakeholders and allows that the "General Counsel, management, faculty, classified staff, and students may at any time propose changes to off-cycle policies and regulations." This process ensures that "policies and regulations contain accurate legal citations, remain legally compliant, and do not include outdated or inapplicable language," while ensuring stakeholders are included in regular review.

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

FLC continues to deepen its commitment to continuous improvement and transformational practices in alignment with the 2024 Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards, which emphasize outcomes, equity, and enhancement of institutional effectiveness. As an accredited institution by the ACCJC, FLC engages in [cyclical planning](#), [data-informed decision-making](#), and systematic evaluation that drives improvements across academic programs and student services. Key mechanisms such as annual planning, program review, and institutional dashboards support a culture of evidence-based assessment and goal achievement that aligns with ACCJC's focus on continuous quality improvement and student success. These efforts ensure that the college not only meets accreditation expectations but also evolves its practices to serve a diverse student population, to enhance learning outcomes, and to strengthen institutional effectiveness in a manner consistent with the Commission's updated standards for accountability, equity, and inclusive excellence.

FLC has become more data-informed by intentionally embedding the systematic use of evidence into the planning, evaluating, and decision-making processes across the institution. The college regularly uses quantitative and qualitative data (such as student learning outcomes assessments, enrollment trends, course success and completion rates, equity-minded disaggregated data, and student service usage) to inform program review, resource allocation, and strategic planning. Institutional dashboards and reporting tools provide timely access to data for faculty, staff, and administrators, enabling the college to identify gaps, to evaluate the effectiveness of interventions, and to make adjustments grounded in evidence.

At FLC, data dashboards are used as practical, decision-support tools to strengthen evidence-based planning, evaluation, and continuous improvement. Dashboards provide faculty, staff, and administrators centralized, real-time access to key metrics such as enrollment trends, course success and completion rates, and equity-focused disaggregated data. These visual tools are used during program review, annual planning, and shared governance discussions to identify achievement gaps, to monitor the impact of instructional and student support initiatives, and to prioritize resources. By making data more transparent and accessible, dashboards support cross-functional dialogue, link evidence to action, evaluation, and continuous institutional improvement.

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

- 1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.**

Folsom Lake College's (FLC) Research Advisory Council (RAC) and the Institutional Effectiveness Committee (IEC) are primarily responsible for setting both the floor standards and stretch goals for FLC's key performance indicators. Every fall semester, the RAC and IEC carefully review the most recent five years of data to investigate patterns and trends in the college's student achievement data. Based on those trends, these committees make recommendations to revise the college's floor standards and/or stretch goals. In the college's most recent ACCJC Annual Report (Spring 2025), FLC has not only met all its floor standards but also met or exceeded some of its stretch goals. Based on these gains in student achievement, FLC has revised its floor standards and stretch goals in Fall 2025 to even higher benchmarks.

One of the college's most exciting trends is the increase in its [student headcount](#). Prior to COVID, FLC experienced moderate year-over-year increases in its headcount. During the 2021-2022 academic year, FLC saw a moderate drop in its headcount (-5.4%), but in the following years, FLC experienced a steady, significant increase in its student headcount. In 2021-2022, FLC's headcount floor standard was 12,250, and the stretch goal was 14,000. Since that time, the college's headcount has increased by 30.8% (14,066 to 18,406). In 2025-2026, FLC revised its headcount floor standard to 14,500 and the stretch goal to 20,000.

Another positive student achievement trend is the increase in the number of certificates and degrees awarded each academic year. In 2021-2022, FLC's floor standard for the number of certificates awarded was 400, and the stretch goal was 800. Since that time, the number of certificates awarded has increased by 16.4% (742 to 864). In 2025-2026, FLC revised its floor standard for the number of certificates awarded to 650 and the stretch goal to 850. In 2021-2022, FLC's floor standard for the number of degrees awarded was 850, and the stretch goal was 1,400. Since that time, the number of degrees awarded has increased by 19.6% (1,301 to 1,556). In 2025-2026, FLC revised its floor standard for the number of degrees awarded to 1,200 and the stretch goal to 1,600. FLC's other key performance indicators have had some variability in reporting metrics over time, but the college has consistently met all floor standards.

- 2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to achievement for all students (i.e., achievement gaps)? What patterns or trends excite you? What patterns or trends concern you?**

When the data for institution-set standards and other meaningful metrics of student achievement are disaggregated, FLC sees some variability in equitable student achievement outcomes. As stated above, FLC has experienced significant growth in its student headcount. When FLC examined successful enrollment trends for these new students, the college discovered that Native American, Black/African American, and male students are experiencing disproportionately lower rates of successful enrollment than other student groups. Successful enrollment is defined as among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit for the first time, the proportion of cohort students who enrolled in the same community college in the selected year.

Student completion of transfer-level math and English in the first academic year is another meaningful metric of student achievement. When FLC examined this data point, the college identified several student populations that were experiencing disproportionately lower rates of transfer-level math and English completion: economically disadvantaged, female, first-generation, LGBT, foster youth, homeless, Hispanic/Latino, Black/African American, and Pacific Islander students. While FLC has greatly increased the number of certificates and degrees awarded each academic year, the college has disproportionately lower rates of completion for several student populations: students served by Disability Services and Programs for Students (DSPS), economically disadvantaged, first-generation, LGBT, and males (white, foster youth, and veterans). These patterns of disproportionate impact concern the college, as were addressed in FLC's 2025-2028 Student Equity Plan.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of successful achievement for all students?

[FLC's Strategic Plan](#) serves as a central framework for aligning institutional priorities, resource allocation, and continuous improvement efforts in support of student success and equity. Informed by institutional data and broad participatory input, the Strategic Plan establishes clear goals, objectives, and measurable outcomes that guide decision-making across instruction, student services, and administrative units. Progress toward the plan's goals is regularly monitored through data dashboards, program review, and annual planning processes, all of which ensure that initiatives are evaluated for effectiveness and adjusted as needed.

The [2025-2028 Student Equity and Achievement Plan \(SEAP\)](#) demonstrates intentional alignment and responsiveness in fulfilling FLC's equity commitment outlined in FLC's Strategic Plan. Careful review of the college's data indicates that many of the college's racial equity gaps were initially absent in its baseline years, likely due to FLC being a small college and thus having small numbers after disaggregating and masking. Upon review, three intensive focus populations are identified in the plan, all with persistent, measurable gaps across many metrics: Black/African American, Hispanic/Latino, and Native American students.

To be responsive to their diverse needs, FLC is actively pursuing both an [Umoja Program](#) and a [Puente Program](#) to complement the college's already thriving [Native American Student Support and Success Program \(NASSSP\)](#). FLC's Student Senate, Classified Senate, and Academic Senate passed resolutions in support of securing these retention programs, resolutions providing clear evidence of collegewide support. As FLC moves forward with plan implementation, these intensive focus populations will serve as guiding posts to help focus and to align equity efforts.

Approaches that are working well and upon which FLC intends to expand in this upcoming cycle include both connecting with the wider communities of which students are a part and making the college community itself an equity-centered space. FLC is developing authentic relationships with local communities to create networks to help students thrive academically, socially, and culturally. One example is the college's effort to build relationships with local tribes and Native communities, an investment that will help the college's Native students feel supported, valued, and visible on campus.

In conjunction with developing relationships in the larger community, FLC is focused on making the campus itself a place where students feel a sense of belonging, where they can feel visible, appreciated, and valued. FLC is striving to provide this space through a combination of strategies:

1. Development of high-touch programs and wrap-around support services that provide disproportionately impacted (DI) populations with connections and resources for personal, academic, and professional success. An example of this strategy being applied can be seen in the college supporting the Native American Student Support and Success Program (NASSSP), which provides academic counseling, peer mentors, workshops, cultural and academic activities and events, and support based on need and connections to wider community resources.
2. Efforts to spread awareness and to teach cultural humility across campus to educate faculty, staff, and students. Examples of this strategy being applied can be seen by the college's bringing in campus-wide speakers for training to help address micro-aggressions and in its planning of events that celebrate diverse groups, including affinity graduation celebrations, cultural dance hours hosted by the Equity Center, the Men of Color Summit meant to assist in recruiting Black, Indigenous, and People of Color (BIPOC) students from local high schools, and NASSSP film screenings and Native American Heritage Month activities.
3. Conscious infusion of equity into every aspect of college planning. Examples of this strategy being applied can be seen in the college's re-envisioning professional development offerings to make equity a requirement for every workshop; the college's being more conscious in aligning FLC's Strategic Plan with its Equity Plan; and the college's developing the Data Inquiry Group (DIG) for Equity, a faculty inquiry process in which faculty come together to study their own equity data over their years of teaching and to discover new strategies for closing equity gaps in the classroom.

To ensure college-wide commitment and accountability, FLC's Student Equity and Achievement Plan Subcommittee will assist in developing and implementing an application and assessment process for student equity-funded programs and activities to ensure progress and alignment with plan goals. This process will occur annually, with final evaluations completed annually and reported to the president's executive team.

A new micro-grant process will afford programs and teams the opportunity to secure funding for events, activities, and professional development aligned with FLC's Student Equity and Achievement Plan areas of focus. Flex training sessions will inform and engage the campus community on funding use, opportunities, and progress toward plan goals. Additionally, a website with documentation and materials is being enhanced to accompany dashboards developed by the Office of Institutional Effectiveness.

FLC will explore creative avenues to scale high-impact practices, by exploring a campus showcase or summit to foster greater college-wide commitment and investment in closing persistent educational performance gaps. Disaggregated data and the identification of the Hispanic/Latino and Black/African American students as disproportionately impacted in several metrics have led the effort to bring both the Puente Program and the Umoja Program to FLC.

At FLC, the Puente Program and the Umoja Program will play a vital role in advancing the college's commitment to equity, student success, and continuous improvement. The Puente Program provides an integrated academic, counseling, and mentoring model that supports first-generation and historically underrepresented students through culturally responsive instruction, intrusive counseling, and community-building practices. Data on student persistence, course success, transfer readiness, and engagement will be regularly reviewed to assess the program's effectiveness and to inform improvements.

The Umoja Program is a key equity-centered initiative that supports the academic success, persistence, and transfer goals of Black/African American students. The Umoja Program integrates a culturally responsive curriculum, proactive counseling, mentoring, and community engagement to create a strong sense of belonging and academic identity. The program uses disaggregated data on course success, retention, completion, and transfer outcomes to evaluate effectiveness and to guide continuous improvement. FLC is committed to the success of these two programs.

C. Reflections on Assessments of Student Learning

1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?

1. Folsom Lake College's (FLC) [Student Learning Outcomes \(SLO\) Subcommittee](#) and the [Program Review and Department Planning \(PRDP\) Subcommittee](#), both subcommittees of the Curriculum Committee, are primarily responsible for supporting the college in collecting and reviewing student learning outcomes assessment and achievement data. Course and program learning outcomes assessment data are collected in an ongoing iterative cycle (infographic of SLO cycle can be [viewed here](#)). Every fall semester, instructional departments complete an Annual Department Plan (ADP), which requires a review of all course and program SLO assessment results from the past year and recent key student achievement outcomes. The ADP includes a brief synopsis of the significant findings from these data points and a discussion of any changes the department has made (or plans to make) to improve or to maintain student learning and performance. This annual review and report process also includes an opportunity for a department to make any needed resource requests to support student learning.
2. The student learning outcomes assessment and achievement data gathered through the ADP process each fall are then used to generate a series of reports each spring semester, which are shared across the college with various college governance bodies. These reports, along with the FLC's interactive data dashboards, are used by the institution to understand and address students' needs and to support equitable student learning. Over the past few years, the annual SLO report has identified artificial intelligence as both a concern and a potential area for growth in promoting student learning and SLO assessment. The need for increased access to all types of tutoring is another common pattern seen in resource requests related to SLO assessment analysis.
3. It is the aspirational goal of the college to have 100% of all courses assessed on a 6-year review cycle. The college has defined acceptable progress toward this goal as maintaining an average course SLO assessment rate of at least 85%. In recent years, the SLO Subcommittee noted a slow decline in faculty-wide participation in the SLO assessment reporting process submitted through the Improvement platform, a decline resulting in a pattern of many departments falling below the 85% floor indicator. This decline in faculty-wide participation has resulted in less annual data for consideration in the review and planning process. This concerning trend led the college to seek an Institutional Effectiveness Partnership Initiative grant to focus on reinvigorating faculty engagement in the SLO assessment process.
4. In addition to the SLO assessment data that faculty submit through the Improvement platform, FLC also evaluates student attainment of learning outcomes and achievement by considering student success, retention, and persistence outcomes. Prior to COVID, the college's course completion rates were very stable, averaging 73%. During COVID, FLC experienced a substantive drop in course completion rates, with a low of 71.2%. Since that time, rates have increased steadily to a new five-year average of 73.7%. The college's retention rates mirror the changes seen in success rates.
5. FLC also uses data gathered from the Graduate Exit Survey to evaluate student attainment of program and institutional learning outcomes. Students overwhelmingly report that the classes they have taken toward their degree or certificate provided excellent or good preparation in meeting their program and institutional learning outcomes. Departments use the quantitative and qualitative data

from the Graduate Exit Survey to inform decision-making on course schedules, course modalities, and the potential need for SLO revisions.

2.How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to attainment of learning outcomes for all students? What patterns or trends excite you? What patterns or trends concern you?

FLC's Office of Institutional Research (OIR) maintains an interactive data dashboard where student success, retention, and persistence outcomes over five years are viewable by internal FLC faculty and staff (examples can be [viewed here](#)). This dashboard automatically displays metrics disaggregated by race/ethnicity, with color-coded symbols indicating where equity gaps exist. In addition, users can filter by course characteristics, including specific terms, subjects, or courses, campus location, and course modality. Users can also filter by student characteristics, including gender, age group, income level, DSPS/disability status, foster youth status, veteran status, and first-generation status. Data for each metric are presented on a timeline so trends over time are easy to see and so that any filtered characteristics are automatically displayed in comparison to the overall/average rate.

Examining success outcomes over this five-year timeline, FLC sees a major trend across most terms as persistent gaps among its Black/African American, Hispanic/Latino, Native American, low-income, foster youth, and first-generation students. By department, these gaps can vary; however, these trends appear frequently across different areas and metrics, a frequency which is concerning. Because of the persistence of these gaps, the Student Equity and Achievement Planning Subcommittee, in drafting the 2025-2028 Student Equity and Achievement Plan, selected Black/African American, Hispanic/Latino, and Native American as the three intensive focus populations to highlight in the plan. (See the [2025-2028 Plan Executive Summary](#) for more information.)

Another area of concern in the post-COVID era has been the trend toward online versus on-ground or hybrid courses. While success rates in online courses have increased overall (as have success rates at FLC overall), equity gaps in online courses are sometimes larger among the college's most vulnerable groups. Additionally, persistence rates among these populations, particularly those less engaged with campus or campus-based services, have decreased, a trend prompting discussions on how to increase support and engagement.

As noted, one trend that is exciting and validating when viewing FLC's data is the consistent upward trend of the overall success rates. Additionally, while persistent equity gaps do exist, some groups have seen steady progress, narrowing of gaps, and even closing of gaps in some terms. In Spring 2025, for example, while still trending slightly below the average, the gap for Hispanic/Latino students was within an acceptable margin of error for the first time in ten semesters, a slight change reflecting the significant work the college has invested in supporting disproportionately impacted (DI) students.

Currently, the Improvement platform allows SLO assessment results to be disaggregated by course modality, course location, and "other" variables such as Dual Enrollment CCAP courses and prison education courses. While overall SLO assessment results don't vary significantly by these disaggregated variables, the assessments do show variability in areas of student need and type of resource requests made.

The SLO Subcommittee has been carefully following the recent trend across the California community college system to purchase software programs for SLO assessment that have the capability to integrate institutional student-level data to allow for the disaggregation of SLO assessment results based on student demographics. While there is significant concern about the fiscal impact of purchasing such software, the committee's primary concern is the lack of sufficient SLO assessment data at the course level to allow for meaningful

disaggregation of data. The committee will continue to monitor this trend and evaluate the costs and benefits associated with software for disaggregation.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of successful outcomes for all students?

In response to the documented decline in faculty-wide participation in the SLO assessment reporting process, FLC applied for an Institutional Effectiveness Partnership Initiative (IEPI) grant to reinvigorate faculty engagement in SLO assessment. FLC was awarded a \$200,000 grant in Fall 2024. In Spring 2025, the IEPI visiting team met with the FLC leaders from all constituency groups, including SLO Subcommittee leads, to generate ideas for engaging faculty. The SLO Ambassador program was designed, featuring an SLO Summit event in January 2026 (see [outreach flyer](#)).

The SLO Summit was an overwhelming success. A total of 98 faculty SLO Ambassadors participated in the event (representing 37 of our 39 instructional departments), along with Academic Senate, Union, and administrative leaders. The event focused on dynamic, interactive group sessions discussing the importance of SLO assessment at the faculty, department, and institutional levels (see [SLO Summit Highlights/photos](#)). SLO Ambassadors continued their work through the spring semester, engaging in a wide variety of activities, including regular SLO Community of Practice meetings.

The impact of the SLO Ambassador program has been tremendous. In Fall 2025, only 37% of surveyed faculty reported submitting SLO assessment data at least once a year. Following the SLO Summit, 87% of SLO Ambassadors reported that they plan to submit SLO assessments annually. The IEPI grant funded .20 release time for an SLO Coordinator for one year. FLC has now institutionalized the SLO Coordinator position at .20 release time. A total of \$15,000 of the IEPI grant money was set aside for micro-grants, and faculty are in the process of submitting proposals for innovative SLO-related projects. Plans are underway to develop a mini version of the SLO summit as an annual event.

FLC has taken intentional, data-informed actions to strengthen equitable student learning and success. FLC has increased the use of culturally responsive pedagogy and aligned services to address barriers to persistence and completion proactively. After reviewing the patterns and trends identified in data, the college has implemented a series of coordinated, equity-focused strategies aimed at improving student outcomes and closing equity gaps. These strategies include strengthening the use of disaggregated data in program review and increasing awareness of the importance of student learning outcomes.

FLC has also prioritized professional development focused on student learning outcomes and equity-minded pedagogy. Additionally, in the college's Data Inquiry Group (DIG) for Equity, faculty are able to use student success data to inform instructional improvements.

FLC has enhanced integrated planning efforts to ensure that resource allocation decisions are aligned with identified student learning and achievement priorities. Departments and programs are expected to review disaggregated course and program-level outcomes, to identify equity gaps, and to develop action plans that address barriers to student success. These efforts are supported through institutional committees and planning bodies that review data trends and monitor progress toward established institutional goals.

To monitor the results of these actions, FLC regularly reviews student learning and achievement metrics through its institutional effectiveness framework. Key indicators (including course success, retention, program completion, and transfer outcomes) are analyzed on a routine basis and disaggregated by student demographic groups so that the college can assess progress toward equity goals. These data are examined

through annual program review, institutional research reports, and college governance processes, practices allowing departments and leadership to evaluate the effectiveness of implemented strategies.

Findings from these ongoing assessments are used to inform future improvements and innovations in support of equitable student learning. Through continuous cycles of inquiry, planning, implementation, and evaluation, FLC refines its strategies, reallocates resources as needed, and identifies emerging opportunities to support student success better. This iterative process ensures that institutional practices remain responsive to student needs and aligned with ACCJC standards.

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

Folsom Lake College (FLC) is experiencing significant growth and evolution. Numerous internal and external factors explain this change, and the change is likely to continue throughout this accreditation cycle and beyond. The self-imposed changes are subject to greater control while FLC works diligently to react to those changes imposed on the institution. Regardless of the source, the dynamic environment will test FLC's practices, processes, and culture as the college strives to improve the experience and outcome for FLC students.

The recent [growth in enrollment](#) allows many opportunities for FLC and its students. Enrollment trends indicate continual growth in the last three years, with Fall 2025 headcount surpassing 12,000. The reasons for the recent increases are varied. The city of Folsom and the surrounding area are experiencing growth. Since 2020, Folsom's surrounding area population statistics continue to grow. This influx of local residents is expected to continue for several years, at least. On campus, a new 75,000-square-foot STEM instructional building was recently completed. Oak Hall provides much-needed classroom space by adding seven classrooms to the campus. The building also includes a 4,000-square-foot Science Center and MESA Center, providing dedicated space for academic support. The greatest impact of this building on enrollment will undoubtedly be the twelve science labs (six biology and six chemistry). Since 2010, FLC has had only two biology and two chemistry laboratory classrooms. These programs not only produce completers in these disciplines but also serve as requisite classes for many other programs. In the last three years, many biology/chemistry classes have been full, with significant waitlists, and thus have become a bottleneck for students. The increase in lab space is providing greater access to students across multiple programs, thereby positively impacting overall enrollment.

FLC has been strategically focused on developing specific programs that are growing enrollment: dual enrollment and career education pathways. In July 2024, FLC hired a Director of Educational Options. A primary responsibility of this position is to oversee the dual enrollment activities of the college including both College and Career Access Pathways (CCAP) and non-CCAP. With this new emphasis, FLC has developed participatory governance committees, built relationships with its K-12 partners, and generated significant interest in dual enrollment. While the college is proceeding cautiously in expanding dual enrollment, and the total number of sections per semester is not large, the impact on enrollment is beginning to be significant. Students who may not have been inclined to enroll are having a positive college experience and are, thus, prompted to persist, and students who may have opted for other higher education experiences are recognizing the value of FLC as an institution for completing a certificate or degree for transfer.

The other area of intentional growth at FLC is career education pathways, specifically those leading to employment in the healthcare sector. Trained employees are in high demand in FLC's region, with each of the four major local healthcare systems building/expanding medical campuses in the immediate vicinity. Since the last accreditation cycle, FLC has developed programs in [Emergency Medical Technician](#), [Certified Nursing Assistant](#), and [Fire Technology](#), with [Radiologic Technician](#) scheduled to begin instruction in Fall 2026. With a sizable donation from Sutter Health, FLC remodeled the Rancho Cordova Center (RCC) to accommodate radiologic technology equipment. Coupling the college's dual enrollment efforts with the healthcare training facilities at RCC will hopefully lead to a successful pathway for high school students being trained for medium-wage jobs soon after graduation. Many of these opportunities have been college-directed, which has given the

college greater control. However, FLC will need to be mindful of several external factors as it moves into the near future.

Several external factors that could impact FLC include schedule dynamics, curriculum issues, and local economic development. A very recent trend, supported by anecdotal student voices, indicates an increased demand for on-ground instruction. This change in student preference, along with faculty continuing to improve mixed-modality instruction, creates the potential for greater scheduling variation. These considerations are further influenced by Cal-GETC's aligned transfer requirements. While FLC cannot predict how student enrollments may respond to these adjusted requirements, the enrollment impacts will need to be monitored and analyzed effectively if the college is going to meet student demands for access while maintaining a focus on student learning. A related challenge that cannot be overlooked is the impending change to the 25-year-old curriculum management system. The creator of the homegrown Socrates platform has announced his retirement, and regardless of whether the college continues with this model or selects another platform, the District's curriculum management will undoubtedly change. FLC, like other educational institutions everywhere, is grappling with the impacts, opportunities, and responsibilities associated with artificial intelligence. FLC and the District have had vigorous discussions on these topics, which are expected to continue.

As previously noted, the area surrounding FLC is experiencing economic development. With this development comes growth in certain industry sectors and perhaps declines in others. FLC is engaged with the community and poised to respond to these changes. The college will assess and provide the best education possible to allow its students to transition effectively into the workforce. The college has deep, long-standing relationships with numerous businesses (e.g., Dignity Health, Inductive Automation, Sacramento Valley Manufacturing Association) and is closely tied to governmental entities (e.g., Choose Folsom and the City of Rancho Cordova). These relationships will inform how FLC adjusts its offerings to best prepare students.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: August 12, 2026

SUBJECT:	Accreditation Midterm Report for Sacramento City College	ATTACHMENT: Yes	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 1-5	
AGENDA ITEM:	Consent Item E	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Jamey Nye, Deputy Chancellor	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Tarence Powell, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The four colleges of the Los Rios Community College District are each independently accredited by the [Accrediting Commission for Community and Junior Colleges](#) (ACCJC) of the Western Association of Schools and College. Sacramento City College (SCC) underwent a comprehensive review for reaffirmation of accreditation in 2022. After a successful site visit the week of October 10, 2022, Sacramento City College's accreditation was reaffirmed for seven years.

STATUS:

In the required midterm report, the college responds to any recommendations provided (no compliance requirements were cited).

RECOMMENDATION:

It is recommended that the Board of Trustees approve Sacramento City College's midterm report for submission to ACCJC.

ACCJC Midterm Report October 2026



Submitted by

Sacramento City College
3835 Freeport Boulevard
Sacramento, California 95822

to

Accrediting Commission for
Community and Junior Colleges

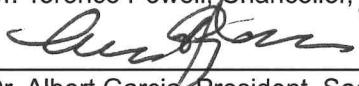
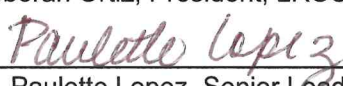
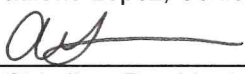
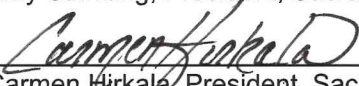
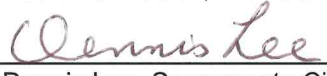
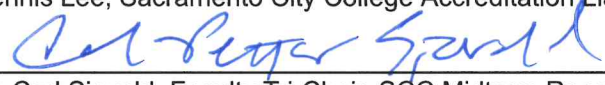
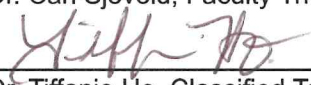
Certification

To: Accrediting Commission for Community and Junior Colleges

From: Albert Garcia
Sacramento City College
3835 Freeport Boulevard
Sacramento, California

This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Dr. Torence Powell, Chancellor, Los Rios Community College District	Date
	05/07/2028
Dr. Albert Garcia, President, Sacramento City College	Date
Deborah Ortiz, President, LRCCD Board of Trustees	Date
	5-7-2026
Dr. Paulette Lopez, Senior Leadership Team Chair, Sacramento City College	Date
	5-7-26
Amy Strimling, President, Sacramento City College Academic Senate	Date
	5/7/2026
Carmen Hirkala, President, Sacramento City College Classified Senate	Date
	5/7/2026
Nathaniel Petueli, President, Sacramento City College Student Senate	Date
	5/7/2026
Dennis Lee, Sacramento City College Accreditation Liaison Officer	Date
	5/12/26
Dr. Carl Sjovald, Faculty Tri-Chair, SCC Midterm Report Steering Committee	Date
	5/12/2026
Dr. Tiffanie Ho, Classified Tri-Chair, SCC Midterm Report Steering Committee	Date
	5-12-2026
Angelena Lambert, Manager Tri-Chair, SCC Midterm Report Steering Committee	Date

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A. Reflections on Continuous Improvement Since Last Comprehensive Review

A.1: Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.

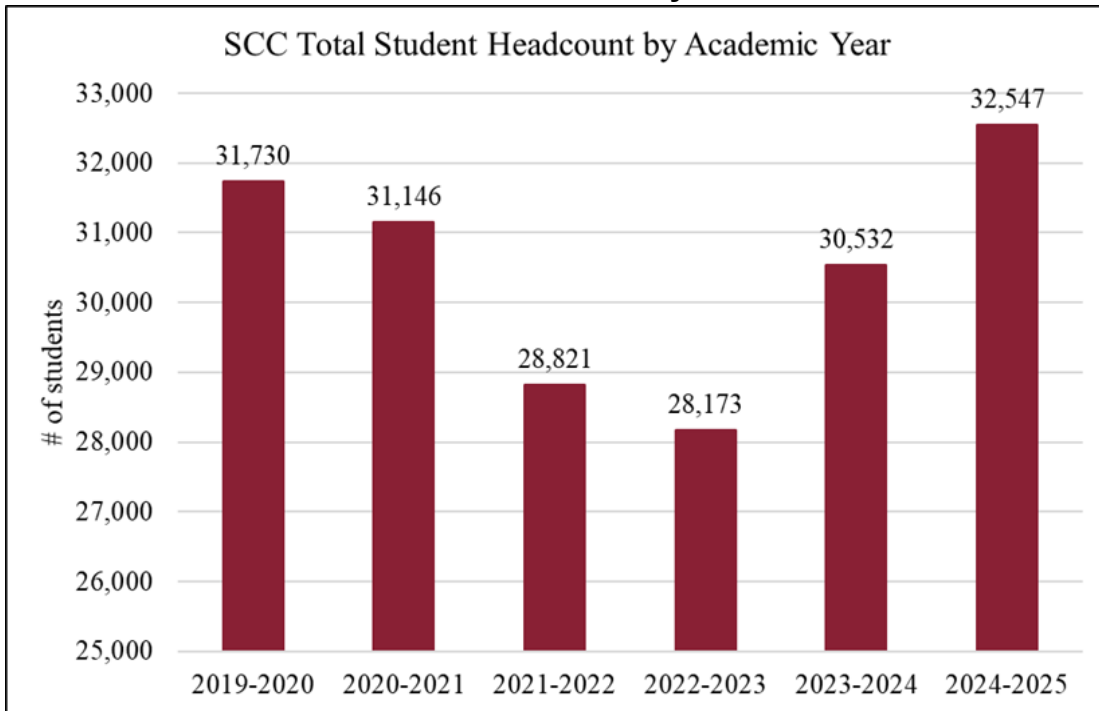
Commitment to Continuous Self Improvement and Review

Sacramento City College is committed to an ongoing process of continuous improvement and reflection. The College's most recent ACCJC accreditation site visit took place October 10–12, 2022, following the completion of a comprehensive self-evaluation based on ACCJC standards; the Commission issued its Peer Review Team Report ([A1.1](#)) and a letter reaffirming SCC's accreditation ([A1.2](#)) on January 24, 2023. In preparation for the Midterm Report due October 15, 2026, the College formed a Midterm Report Steering Committee, guided by a formal charge ([A1.3](#)) and timeline approved by the Executive Council ([A1.4](#)) and SCC's participatory governance bodies comprising leadership from the Academic Senate, Classified Senate, Student Senate, and Senior Leadership Team. The Steering Committee included representatives appointed by each governance group and spent Fall 2025 gathering evidence through interviews with faculty, classified professionals, and managers, while reviewing institutional documents and sharing updates through regular engagement with all governance constituencies. A draft of the report was circulated in Spring 2026 for college-wide feedback, which was incorporated into a revised draft; over Summer 2026, the committee finalized the report, organized supporting evidence, and formatted the document for submission. In September 2026, the final draft was presented to the Academic Senate, Classified Senate, and Senior Leadership Team for review and approval, then forwarded to the Steering Committee, College president, and District leadership prior to submission.

Restoring Access and Enrollment and Increasing Student Success

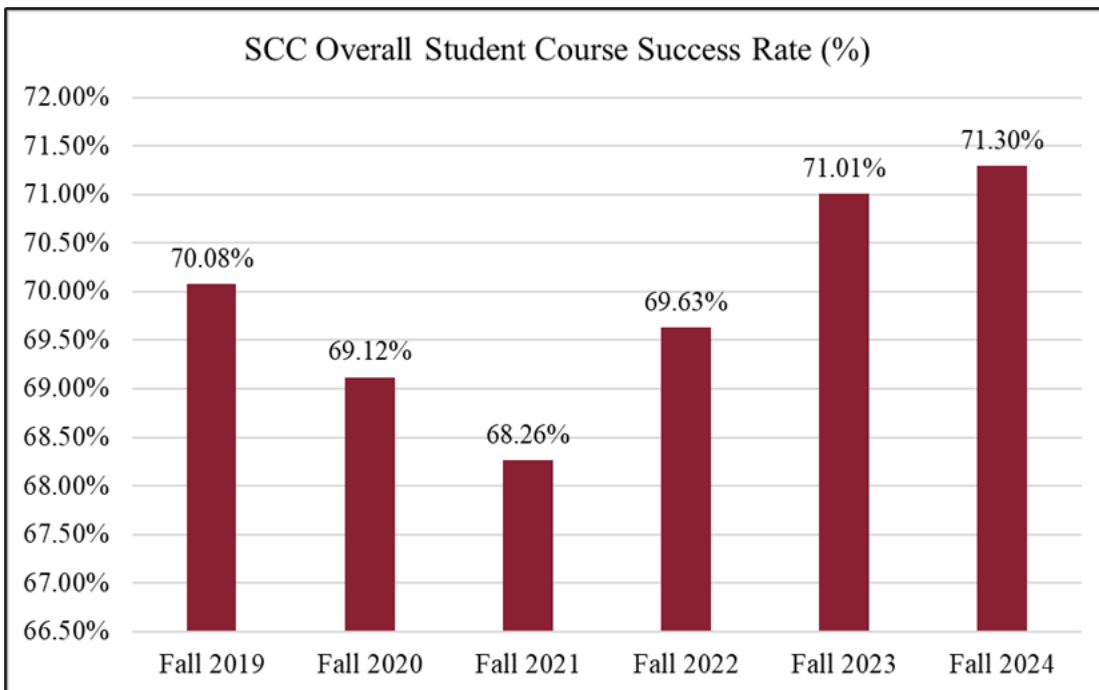
Following Pandemic-related enrollment declines, SCC restored enrollment by expanding outreach, reestablishing in-person support, and marketing to welcome students back to campus. SCC's student enrollment dropped from 31,730 (AY 2019-2020) to 28,821 (AY 2021-2022) but increased to over 32,000 (AY 2024-2025). SCC's efforts to increase access post-Pandemic have helped reconnect students who stopped out with steady gains in headcount ([A1.5](#)). The College has also seen a rebound in student success rates post-Pandemic ([A1.6](#)).

SCC Total Student Headcount by Academic Year



Source: SCC PRIE Office Dashboard ([A1.5](#))

SCC Overall Student Course Success Rate



Source: SCC PRIE Office Dashboard ([A1.6](#))

Creating the Dual Enrollment and the HSI-Early College Program

The HSI–Early College Program is a Developing Hispanic-Serving Institutions grant project funded by the U.S. Department of Education. Since being awarded in 2020, the project has experienced significant growth in creating meaningful College and Career Access Pathway (CCAP) dual enrollment opportunities for students, faculty, and the broader community. Key accomplishments include the establishment of a Dual Enrollment Office with dedicated full-time staff and the creation of Sacramento City College’s first-ever CCAP dual enrollment framework, formalized through new CCAP Memoranda of Understanding (MOUs) with partnering high schools. The program has also developed transformative general education and career education pathways through intentionally curated course offerings and comprehensive bilingual wraparound student support services. ([A1.30](#); [A1.31](#); [A1.32](#); [A1.33](#)).

The HSI–Early College Program prioritizes Hispanic/ Latino and low-income students from disproportionately impacted (DI) communities and has dedicated its efforts to supporting students who have not traditionally viewed themselves as “college-going.” The project has increased faculty engagement through FLEX professional development opportunities, including orientations, summits, career fairs, and outreach activities designed to enhance instructional effectiveness. These efforts are complemented by robust student support services, such as information sessions, application workshops, new student orientations, and Spanish-language parent information nights that engage families directly and underscore the program’s commitment to student success and academic excellence. The grant project is scheduled to conclude in September 2026; however, given its continued success and growth, Sacramento City College is committed to institutionalizing these efforts well beyond the grant cycle.

Remodeling the Child Development Center

As part of SCC’s efforts to fully restore access to on-ground services post-Pandemic, SCC received a \$1 million grant from the city of Sacramento to upgrade and remodel the Child Development Center. The major updates included new flooring, paint, sound-proofing barriers, and installation of new doors. The remodel was completed in time to welcome students at the start of the Fall 2025 semester and has helped make it possible to serve even more students post Pandemic ([A1.7](#)).

Engaging the Community

The College created an annual “Celebrate City” event to engage the local community and improve outreach to prospective students ([A1.8](#)).

Building the Panther Cares Basic Needs Center

The College also improved access and retention by creating Panther Cares, Sacramento City College’s Basic Needs Center. This new center provides comprehensive support to remove non-academic barriers that impede student persistence and completion. In July 2024, the College officially opened a new dedicated facility in the Panther Parkway building, following a grand ribbon-cutting in October. The state-of-the-art center, made possible through state funding and generous community donations, offers a welcoming space where students can access food (including refrigerated and dry pantry items), toiletries, housing referrals, emergency grants, transportation assistance and mental and physical wellness support. By co-locating these essential services in a single, easily accessible location, Panther Cares plays a critical role in promoting equity, reducing stigma, improving retention, and helping students stay on track toward graduation ([A1.9](#)).

Improving Equity

Achievement data on course success at Sacramento City College indicate a move from four Disproportionately Impacted (DI) groups in 2021-22 (African American, Hispanic/Latino, Native American, and Pacific Islander) to two groups in 2024-25 (African American and Pacific Islander). Since SCC's last ACCJC review, two groups—Native American and Latino/Hispanic students—have moved out of Disproportionately Impacted (DI) categories ([A1.10](#)). The College continues its work to improve outcomes for all students through a number of equity-driven initiatives.

For example, the College rolled out a new program called City Scholars in Fall 2026. The program is an equity-based transfer program offering structured Associate Degree for Transfer (ADT) pathways with culturally responsive support for African American, Hispanic/Latino, Native American, and Pacific Islander students. It includes wellness, academic, and financial support and partnerships with four-year institutions to improve transfer rates ([A1.11](#); [A1.12](#)).

The College also created Equity Pathways, a professional development initiative that supports adjunct faculty in using equity data and pedagogy to improve outcomes for disproportionately impacted students. Participants create action plans and build communities of practice focused on removing classroom barriers ([A1.13](#); [A1.14](#)). Through California's K–16 Regional Grant, SCC leverages funding to enhance programs like City Scholars, support Associate Degree for Transfer (ADT) pathways, and expand culturally responsive services that improve student transitions from high school to college to career ([A1.15](#)).

SCC was recently awarded California's Black Serving Institution (BSI) designation, having met eligibility with over 10% of students identifying as African American. The designation aligns with SCC's equity goals and formalizes its commitment to improving outcomes for African American students ([A1.16](#); [A1.17](#)).

During the 2024-2025 academic year, SCC established the Disability Cultural Center. The primary mission of the Disability Cultural Center (DCC) is to strengthen institutional capacity to create a more inclusive and equitable college culture, particularly for those with multiple marginalized identities. Embracing disability as a valued social and cultural identity on campus, the DCC advances equity by fostering belonging, awareness, and mentorship among disabled, Deaf, and neurodivergent students, staff, and faculty. Using an intersectional lens to embed disability justice and inclusion across campus, the DCC collaborates with identity centers, student services, academic programs, and external institutions on cultural programming, workshops, professional training, curriculum development, and pathway initiatives ([A1.18](#)).

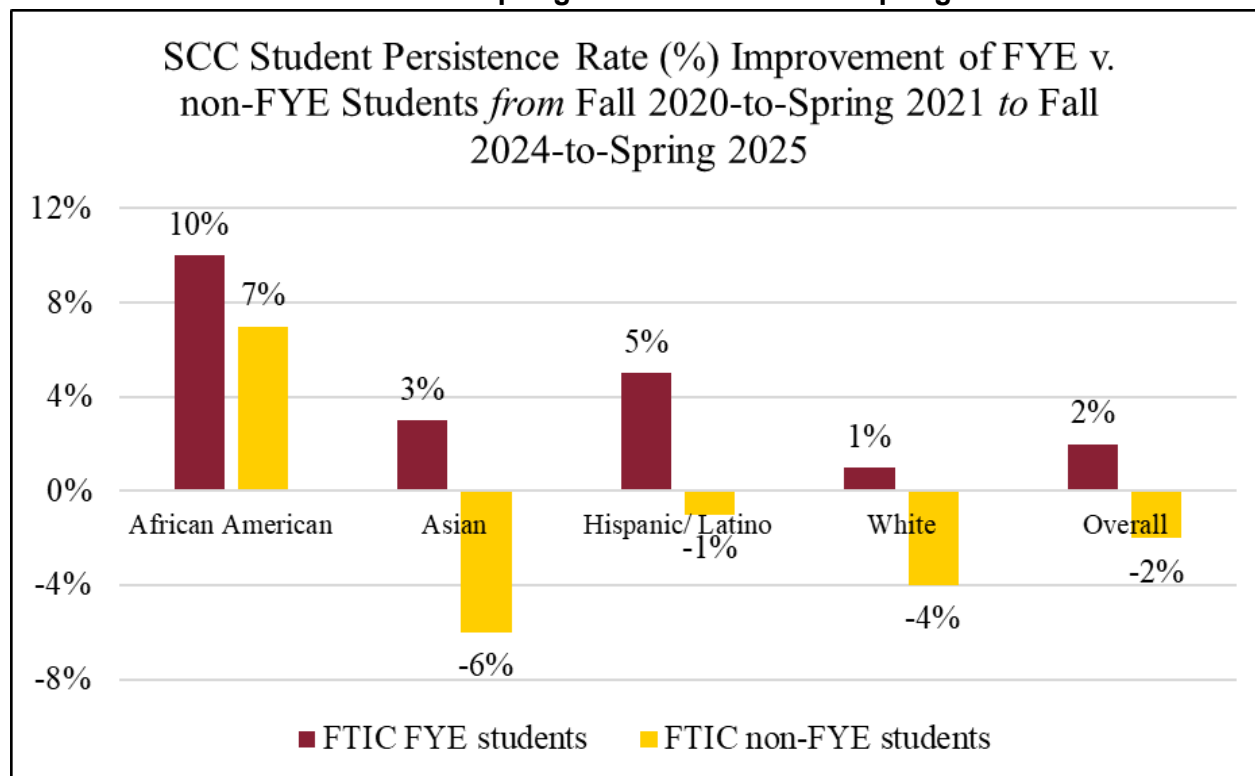
Expanding First Year Experience (FYE)

SCC's First Year Experience (FYE) program supports first-time-in-college (FTIC) students with orientation, summer bridge, and a first-year seminar course, while connecting them with counselors, success coaches, and peer mentors. Launched during the 2020-2021 academic year, FYE was designed as a case-managed model anchored in equity. The program builds a sense of belonging and provides students with both academic and support services to ensure progression in their college pursuits.

The FYE program conscientiously organizes students with similar academic interests into meta-majors (e.g. Arts and Communication; People and Society; Business and Industry; Science, Math, and Engineering; and Health and Health Professions). This helps ensure that first-year students enrolled in the seminar course may acquaint themselves with peers of similar interests and also get to know faculty who teach courses in their area of interest. For the past

five years, FYE has consistently utilized dashboards to monitor student outcomes and identify sources of improved persistence ([A1.19](#)). Sacramento City College's FYE program has undergone significant expansion and innovation over the last few years, and the program aligns well with institutional goals of achieving equitable outcomes, maintaining educational quality, and fulfilling the College mission ([A1.20](#); [A1.21](#); [A1.22](#)).

**SCC Student Persistence Rate Improvement of FYE v. non-FYE Students:
from Fall 2020-to-Spring 2021 to Fall 2024-to-Spring 2025**



Source: SCC PRIE Office FTIC/ FYE Dashboard ([A1.19](#))

Growing Programs and Building Industry Partnerships

SCC has relaunched and expanded programs tied to workforce needs, including the Railroad Program, Aviation, Air Traffic Control, Barbering, HVAC and new low-barrier healthcare pathways such as Cardiovascular Technology, Optical Technology, and Community Health Worker ([A1.23](#)). Programs were developed in partnership with industry ([A1.15](#); [A1.24](#)). SCC has become a leader by developing an Air Traffic Control program in California. SCC is also home to one of the oldest Aviation Mechanic Technician (AMT) programs in the world, established in 1932. The AMT program currently maintains a 100% FAA licensure pass rate ([A1.25-p. 6](#)). In Fall 2023 and 2025, SCC also relaunched the Surveying (Geomatics) program with a certificate and degree, respectively. Additionally, SCC's Cardiovascular Technology (CVT) is slated to start Fall 2026. It will be the second community college in the State of California to offer this program and meet the demands of the workforce.

Increasing Zero Textbook Cost (ZTC) Pathways

With state grant funding, SCC now offers fully Zero Textbook Cost (ZTC) pathways in several programs, including Art, Sociology, and Business. Additional programs such as English, Geography, and Journalism are close to rolling out full ZTC pathways. The College's highest ZTC adoption rate was 55% in Fall 2024 ([A1.26](#)). ZTC efforts reduce financial barriers and are

supported by improved ZTC infrastructure and tracking systems. The College has provided additional support through a newly approved ZTC Coordinator position, and SCC has recently presented progress to the Board of Trustees ([A1.27](#), [A1.28](#), [A1.29](#)).

Using Cluster Hiring to Recruit Faculty

Cluster hiring is a strategy to proactively recruit and support faculty from historically underrepresented groups, including Black, Latinx, Indigenous, and Pacific Islander. It not only promotes equitable hiring but also strengthens retention by fostering a campus culture grounded in diversity, equity, inclusion, and accessibility. As part of this process, SCC, with endorsement of the Academic Senate, has prioritized hiring faculty who demonstrate a commitment to diversity, equity, and inclusion through a cluster hiring process over the last three cycles. Through cluster hiring efforts, the College seeks to diversify its workforce to better reflect and serve historically underserved student populations. For the two years that the College has data, SCC hired more faculty from minoritized groups, indicating that cluster hiring has been successful. ([A1.34](#); [A1.35](#); [A1.36](#); [A3.1](#)).

A.2 Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

Recommendation #1 (Improvement): Sacramento City College received the following recommendation from the last Peer Review Team Report in 2022: “In order to increase institutional effectiveness, the team recommends the College complete and implement the in-progress updates to processes for the improvement of regular assessment reporting of Student Learning Outcomes and evaluation of student support services” ([A1.1](#)).

Sacramento City College has taken the following actions to address the above recommendation:

1. Regular Assessment Reporting of Student Learning Outcomes

Sacramento City College has taken proactive steps to improve its assessment processes and regularly assess Student Learning Outcomes. However, despite making improvements, Sacramento City College continues to grapple with some of the issues acknowledged in its ISER from 2022 where, in response to Standards I.B.2 and I.B.4, it stated that “regular reporting has been uneven” ([A1.37](#)). In response to Standard II.A.3, the ISER acknowledged the difficulty in convincing some faculty of the value of using regular SLO assessment as a way to improve teaching and learning.

Although these challenges remain, Sacramento City College has been building upon its infrastructure to improve its SLO reporting processes and to nurture a professional culture where SLO data routinely informs and shapes classroom practice ([A2.1](#)). This infrastructure includes the Planning, Research, and Institutional Effectiveness Office, that gathers data that informs many of the College processes, the Student Learning Outcomes Assessment Committee (SLOAC), a subcommittee of the Academic Senate, which supports SLO assessment efforts across all areas of the College, and the Program Review Committee, another subcommittee of the Academic Senate, which leads the program review process.

Regular Review and Inclusion in Program Review

As a result of the collective efforts of these and other bodies on campus, the College has made some progress toward improving its reporting processes. One way the College has helped improve the process has been to more explicitly call for department faculty to conduct regular review of student learning and achievement through the College program review processes

(A3.2). Data sources used in program review include college, department, and individual data curated through dashboards, degree and certificate achievement data, and Student Learning Outcomes reports. The College's "Guide to Navigating Program Review," which was revised in April of 2022, leads faculty through this process (A2.2). While program reviews directly address SLO data, the College still needs to work to improve the analysis and use of this data and that work is ongoing. Moreover, the College provides additional oversight of the program review process by requiring each department and service area to present their program review reports to the President's Cabinet.

Improvements and Disaggregation of SLO Data

With the support and guidance of the Student Learning Outcomes Assessment Committee (SLOAC), some departments have attempted to improve the SLO collection process by using Canvas to gather the data that may be used for SLO reporting. For example, several faculty in the English department participated in a pilot program in the spring of 2021 with this objective in mind. This pilot was driven, in part, by the hope that Canvas could provide instructors the data they would need that would allow them to assemble more meaningful SLO reports on a more regular basis (A2.3; A2.4; A2.5). In particular, the College hoped faculty would be able to more easily disaggregate SLO data through Canvas (A2.3). The College hoped that if Canvas could be used this way, then it might be possible to "scale up" reporting of Student Learning Outcomes and use them more effectively. Unfortunately, the current District and College configuration of Canvas is currently not well suited for collecting SLO data, and this piloted process would be too onerous for faculty to complete regularly. SLOAC has acknowledged this difficulty, as has the District's Education Technology Committee, which had a robust discussion of this issue at its meeting in February of 2025 (A2.6).

District Collaboration and Software Challenges

As the College worked to sort through how to improve the configuration of Canvas, it has also been working to learn more about how other colleges in the District are collecting and using SLOs to improve student learning. One college in the Los Rios Community College District uses an SLO software tool called *Improvement* and has plans to host a collegewide SLO Summit in the Spring 2026 semester. After meeting with their SLO Coordinator and an SLO software vendor, the College has a better idea of how it can use SLO software to improve the SLO assessment process (A2.7). SCC's SLO coordinator and Planning, Research and Institutional Effectiveness dean will attend their SLO Summit to expand the College's understanding of their progress in this area and explore the possibility of Districtwide coordination of SLO Assessment tools.

SCC also learned recently that the District is evaluating new curriculum management options that could impact the selection of an SLO software tool. If the District curriculum management software changes, that may significantly impact the choice of SLO software, so the College needs to briefly pause on the decision to adopt an SLO software tool until the curriculum software decision is finalized (A2.8). The College hopes a decision on curriculum software will be finalized in the next semester or two. Once that work is complete, the College hopes to convene a work group to determine whether to implement a District software solution for SLO assessment or work to implement one independently as a College. It is also possible that a District work group can help to resolve the Canvas integration issues that work groups encountered during the pilot. The hope is that an SLO software program connected to the Canvas platform will provide greater ability to fully disaggregate SLO data to the student level and better connect that data to the College program review process.

Cumulatively, these measures demonstrate the College's commitment to completing and implementing updates to its regular assessment and reporting processes, directly addressing the peer review recommendation and reinforcing institutional effectiveness.

2. Evaluation of Student Support Services

Following the recommendations made by the Peer Review Team Report in 2022 ([A1.1](#)), the Student Services Division collaboratively developed a structured program review process designed to clearly define the purpose, scope, and accountability of program evaluation across all Student Services departments. This process ensures alignment with the Student Equity and Achievement (SEA) Plan, Guided Pathways, and Vision 2030 goals, while embedding a cycle of continuous improvement and equity-focused decision-making.

Purpose and Structure

The Student Services program review occurs on a three-year cycle and is guided by both quantitative and qualitative measures of student success. Each program review draws upon student success metrics aligned with the Student Equity & Achievement plan and the College's Strategic Master Plan and evaluates service provision within the context of institutional and statewide equity frameworks ([A2.9](#); [A2.10](#); [A2.11](#)).

Between comprehensive reviews, an annual review will be conducted to analyze data, track progress toward goals, celebrate milestones, and identify areas needing improvement. These reviews will directly inform decisions related to resource allocation, staffing, and programming to ensure each service remains responsive to student needs and institutional priorities.

To ground the process in evidence, departments regularly review local and state data dashboards, including Planning Research and Institutional Effectiveness (PRIE) reports, DataMart, and the LaunchBoard to monitor trends in participation, retention, completion, and success. Student feedback plays an equally critical role; programs conduct surveys to capture student experiences, assess Student Area Outcomes (SAOs), and identify opportunities for program enhancement. The results of these analyses are shared with college leadership, funders such as the Chancellor's Office, and community stakeholders to ensure transparency and accountability.

Accountability and Equity Alignment

Accountability remains a cornerstone of the program review process. Programs are expected to submit all grant-required expenditure reports on time, maintain accurate fiscal documentation, and comply with MIS reporting requirements related to student enrollment and outcomes.

Performance goals are intentionally aligned with both legislative intent and institutional equity priorities. Programs document outcomes in relation to the Student Equity Plan, focusing on measurable progress toward closing achievement gaps in areas such as enrollment, persistence, transfer, and completion. The emphasis on transparency and shared accountability strengthens institutional trust and promotes sustained equity advancement.

Three-Year Review and Improvement Cycle

The Student Services program review process follows a structured three-year cycle that builds from evaluation to implementation and refinement ([A2.12](#)):

Year 1 – Program Review: Programs collect and analyze baseline data on student outcomes, review dashboards and survey findings, document program infrastructure, and draft a comprehensive program review. This review includes alignment with grant obligations,

institutional goals, and a formal needs assessment. The year concludes with the establishment of goals for continuous improvement and a presentation to the President's Cabinet.

Year 2 – Improvement Plan: Based on findings from the program review, programs prioritize equity gaps and key needs, launch new or revised interventions, and adjust strategies using both qualitative and quantitative data. Emphasis is placed on identifying and testing best or promising practices to improve student outcomes.

Year 3 – Continued Improvement: Programs scale the most effective strategies, monitor year-to-year trends, and determine where continued investment or strategic shifts are needed. Professional development is strengthened in areas where achievement gaps persist. At the close of this year, programs prepare recommendations to guide the next three-year review cycle.

Ensure Consistent, Regular, and Substantive Interaction in Online Courses

Recommendation #2 (Improvement): Sacramento City College received the following recommendation from the last Peer Review Team Report in 2022: “In order to increase institutional effectiveness, the team recommends the College ensure consistent, regular, and substantive interaction in online courses and to support student success in distance education” ([A1.1](#)).

Sacramento City College has taken the following actions to address the above recommendation:

The College has placed a strong emphasis on addressing the need for consistent, regular, and substantive interaction in online courses through high quality outreach, training, and follow-up with faculty over the course of the last several years.

After updating the Regular and Substantive Interaction (RSI) guidelines to ensure that the College had a clear description of direct instruction aligned with the US Department of Education's definition, the Academic Senate approved and posted a new version of the RSI guidelines in Spring 2023 ([A2.13](#); [A2.14](#)). A presentation about RSI was also conducted for the Department Chairs Council in Spring 2024 ([A2.15](#)). This version of the guidelines was shared at a CCCCO systemwide webinar in Spring of 2025 featuring ACCJC Vice President Gohar Momjian, Lisa Beach of the Distance Education Coordinators Organization, and SCC Distance Education Coordinator, Kandace Knudson ([A2.16](#)). The efforts of Sacramento City College distance education team to develop and implement the guidelines was praised as exemplary in that webinar.

After the last accreditation visit, SCC's distance education team and SCC's Center for Online Learning and Teaching have included RSI education as a component of their Program Plan ([A2.17-p. 12](#)). As a part of this education plan, SCC's distance education coordinator surveyed all faculty in Spring of 2024 about their understanding and practice of RSI. The distance education coordinator shared these results with the Department Chairs Council and visited the Business and Computer Information Sciences division meeting to provide follow-up instruction and clarity about RSI regulations and recommended practices. That presentation was recorded and then shared with deans and faculty across campus ([A2.18](#)).

All online teaching training includes a policy related to RSI and has an RSI component ([A2.19](#); [A2.20](#)). Training was also conducted in Fall 2024 related to RSI regulations as part of the

College faculty flex professional development. And, in Spring 2025, the statewide CCCCO webinar on RSI and distance education was promoted widely to the entire campus.

Faculty coordinators have worked diligently to address the need for more consistent, regular, and substantive interaction in online courses. They continue to work to address the issue of periodic evaluation of RSI across College courses, developing a systemic, non-threatening mechanism for self-evaluation as a start. Part of the Academic Senate RSI guidelines includes a table that visually organizes the RSI elements as well as recommended pedagogical methods, and it has been converted to a checklist that faculty can use to self-evaluate their RSI. Wider use of this checklist will be promoted as part of the Center for Online Learning and Teaching (COLT) program plan in the fall, and revising the RSI guidelines to address faculty use of AI is underway.

While the College has negotiated a consistent, formal faculty evaluation of online teaching the mandatory use of an RSI checklist or any other mechanism for formative assessment of RSI in online courses would require additional formal negotiation between the Los Rios College Federation of Teachers, the local collective bargaining unit, and the District. For now, the College is emphasizing the voluntary and peer-guided use of the checklist as a helpful tool for faculty.

During review of RSI in SCC's last accreditation cycle, the College was only a couple of courses shy of meeting the 85% threshold. Given the increase of in-person classes and decrease of fully online courses since the 2022 visit, it is likely that an assessment today of RSI compliance would meet the minimum standard. In fact, the College has moved many courses such as Calculus (MATH 400) that were not well suited for fully online instruction in 2022 back to fully in-person or partially online to address gaps in RSI. College divisions now also regularly discuss RSI in meetings to encourage all faculty to review the guidelines and update course content ([A2.21](#); [A2.22](#)).

District Recommendation

Recommendation #3 (Improvement): Los Rios Community College District received the following recommendation from the last Peer Review Team Report in 2022: "In order to increase effectiveness, the team recommends the District develops, implements, and documents a process that consistently involves stakeholders for the regular review of all Board Policies and Administrative Regulations, as well as revisions and the initiation of new policies and regulations as needed."

Los Rios Community College District has taken the following actions to address the above recommendation:

The Los Rios Community College District has had a long-standing process for the review of all Board Policies and Administrative Regulations. In response to the Peer Review Team Report recommendations, the District has more explicitly documented that process here: "Los Rios Board Policy and Administrative Regulation Review and Revision Process" ([A2.23](#)). Additionally, this process was recently reviewed and updated in April 2026 by the Chancellor's Cabinet, a District participatory governance group which recommends policy and regulation changes and includes members from all stakeholder groups. The updated process now includes a triennial review cycle that, like the previous review process, includes all stakeholders and allows that the "General Counsel, management, faculty, classified staff, and students may at any time propose changes to off-cycle policies and regulations." This process ensures that "policies

and regulations contain accurate legal citations, remain legally compliant, and do not include outdated or inapplicable language," while ensuring stakeholders are included in regular review. The process is detailed on our District website ("Policy and Regulation Review and Revision Process" ([A2.24](#))).

A.3 How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

Sacramento City College is committed to continuous improvement and transformation, and continues to align with the 2024 ACCJC Accreditation Standards as they relate to the actions described in the above questions A1 and A2.

Institutional Mission and Institutional Improvement Efforts (Standards 1.1 and 1.2): SCC's mission is key to maintaining focus on equity at the College and creating initiatives focused on helping students succeed. SCC regularly reviews and maintains a publicly stated institutional mission and vision that guides its strategic planning and refreshes its Strategic Master Plan to align institutional goals, metrics, and resource allocation. The mission is revisited through participatory governance committees such as College Council to ensure it remains current ([A1.38](#); [A3.3](#)). These mission/vision statements frame how program and service outcomes are aligned to institutional priorities, anchoring SCC's improvement efforts. The College works to improve student outcomes by establishing ambitious goals, with a focus on supporting underrepresented groups such as Native American, Pacific Islander, Hispanic/Latino, and African American students. For example, the College plans to reduce disparities and improve success rates through the creation of the City Scholars program, which started in Fall 2026 ([A1.12](#)). This transfer institute is designed to address persistent institutional equity gaps in transfer rates for disproportionately impacted students, particularly African American, Hispanic/Latino, Native American, and Pacific Islander students. Another strong example of SCC's culture of continuous improvement is the Caminos de la Ciudad initiative—the College's Title V Developing Hispanic-Serving Institution (HSI) Grant ([A3.4](#); [A3.5](#); [A3.6](#)). Caminos operationalizes Guided Pathways Pillars 3 and 4 ("Stay on the Path" and "Ensure Learning") through professional development, data-informed interventions, and collaborative student success practices with a goal of improving persistence, retention, transfer readiness, and degree attainment for Hispanic/Latino and low-income students.

SCC's Planning, Research and Institutional Effectiveness (PRIE) Office coordinates development of data dashboards, institutional metrics, surveys, and performance indicators that feed into evaluation cycles. Through program review tied to those metrics, the College embeds continuous assessment and improvement. The Student Learning Outcomes Assessment Committee (SLOAC) and Program Review Committee help assure that outcomes assessment is systematic, monitored, and used to drive improvements in academic quality ([A2.24](#) [A2.25](#)).

Accountability and Use of Disaggregated Data (Standard 1.3): The College routinely analyzes disaggregated data to assess progress and guide improvement efforts. The Planning, Research, and Institutional Effectiveness (PRIE) Office updates data dashboards that use disaggregation of student data to center equitable student achievement, and programs such as the Equity Pathways initiative use data analysis to support faculty involvement focused on fostering equitable outcomes in the classroom ([A3.7](#); [A3.8](#)). Additionally, the Student Equity and Achievement Plan highlights College commitment to using data-driven strategies to address inequities and promote student achievement ([A3.9](#)).

SCC also displays accreditation status, links to accreditation documentation, and makes clear its commitment to transparency via its accreditation web page. The College makes governance minutes, committee structures, and policies accessible via College and District websites with a web-based tool that helps ensure agendas, meeting minutes, etc. are accessible. These elements work together to support openness about College decision-making.

In an effort to improve progress toward the College mission, SCC has also focused on improving access by increasing the use of Zero Textbook Cost (ZTC) materials, outreach to adult learners, and Dual Enrollment. These efforts have helped to restore student access and increase enrollment to pre-Pandemic levels.

Resource Allocation and Mission Progress (Standards 1.4 and 1.5): Sacramento City College's ongoing planning, resource allocation, and continuous improvement efforts are systematic and include planning and evaluation of programs and services directed by the College mission ([A3.10](#); [A3.11](#); [A3.12](#)). The cyclical planning framework (strategic planning, program review, unit planning, resource requests, etc.) demonstrates that SCC embeds feedback loops for continuous improvement. Instructional Services, Student Services, and Administrative Services are required to review outcomes, analyze data, and propose adjustments or resource requests. These efforts are used to create planning documents that help to connect program review and the Strategic Planning Goals ([A3.13](#)). Professional development tied to institutional priorities and a culture of evidence-based decision-making demonstrate how continuous improvement is operationalized. SCC centers equity during its planning, assessment, and resource allocation. The alignment of outcomes assessment with equity goals, and the inclusion of equity in program review, demonstrate that the College is working to ensure that improvements benefit all student subgroups and reduce equity gaps.

Academic Program Standards and Design (Standards 2.1 and 2.2): SCC works to ensure academic program standards are highly consistent among all campus locations and modalities through the Curriculum Committee, which ensures courses have approved course outlines with Student Learning Outcomes (SLOs). Instructional divisions ensure that syllabi reflect those SLOs. The SLO assessment portal and reporting system allows faculty to submit SLO assessments, map outcomes upward (to programs and General Education), and analyze results. The coordination of the Student Learning Outcomes Assessment Committee (SLOAC) supports consistent development and refinement of outcomes across disciplines ([A1.39](#)). Beyond course-level outcomes, SCC maintains program-level learning outcomes (PLOs) and general education outcomes ([A3.14](#)). The program review process asks units to evaluate PLO attainment, reflect on gaps, and propose improvements. Career Education programs also lead annual Advisory Committee meetings, which include relevant stakeholders from within and outside the College. Additionally, some Career Education programs, such as Nursing and Aviation, have additional program-level accreditation requirements. And many Career Education programs are required to complete regular reports to support program work completed for Strong Workforce or Perkins grant activities.

Course Scheduling and Pathways (Standard 2.5): The College maintains an Enrollment Management Plan and scheduling processes within divisions include consultation with department chairs and faculty ([A3.15](#)). Data dashboards provide up-to-date information on course enrollment and success, disaggregated by course modality and student subgroups. Faculty work with department chairs and the College Articulation Officer to complete updated course maps that reflect college pathways for both local degree patterns and CALGETC patterns ([A3.16](#)). Cross-divisional Program Plans establish clear goals for student support, such as online tutoring. Additionally, programs like SCC's Caminos de la Ciudad and City Scholars

embed academic counseling and holistic support directly within the student experience. Caminos integrates counselors, student support specialists, and peer mentors into each stage of the student journey, linking classroom learning with real-time guidance and wellness support ([A3.17](#); [A3.18](#); [A3.19](#); [A3.20](#)).

Student and Learning Support Services (Standard 2.7): SCC provides a robust set of library and learning support services both on-ground and online. Service resources and goals are reviewed cyclically as part of SCC's Cross-Divisional Program Planning ([A3.21](#); [A3.22](#)). Student use of services such as tutoring and library support are documented via several tracking systems. Program reviews dive deeper into programs and require a focus on continuous improvement goals. In program review, programs are expected to analyze data, identify trends, equity gaps, and propose improvements or resource needs based on evidence. Many of SCC's grant-driven initiatives, such as Caminos de la Ciudad and City Scholars incorporate embedded support (counseling, advising, holistic services). The College also provides disability resources and technology accessibility services. Additionally, the College has expanded support for basic needs with the opening of the Panther Cares Basic Needs Center, and the College has added additional mental health services ([A3.23](#)).

Professional Learning Opportunities (Standard 3.2): SCC invests in faculty, classified staff, and administrators through professional development (e.g. inclusive pedagogy, digital literacy, and equity training). The Staff Resource Center and the Staff Development Committee design professional development opportunities based on needs assessments, which demonstrates ongoing reflection and improvement in supporting staff and faculty growth. Professional development is ongoing and institutionalized ([A3.24](#)). It also is tied to College strategic goals. Additionally, the College's efforts to use a cluster hiring approach has established cohorts of new faculty with shared interest and commitment to addressing institutional racism ([A1.40](#); [A1.41](#); [A1.42](#)). These efforts develop community engagement and are closely connected to work in the New Faculty Academy and Teachers 4 Equity professional development ([A3.25](#); [A3.26](#)). The College's Linguistic Justice Community of Practice also works, in part, with an emphasis on closing gaps in transfer-level English ([A3.27](#)).

Evaluation of Employees (Standard 3.3): Classified, management, and faculty employees are evaluated regularly following guidelines outlined in District regulations and the collective bargaining contracts ([A3.28](#); [A3.29](#)). Evaluation tools are tied to District and College missions and goals.

Decision-Making Structures and Governing Board (Standards 4.3 and 4.4): SCC maintains senate and committee structures (Academic Senate, Classified Senate, Senior Leadership Team, Standing Committees, College Council, Executive Council, etc.) and uses those for planning and decision-making. The program review, planning, and assessment processes are guided through those governance structures, helping to ensure that all constituency groups are included in the decision making at the College. SCC's accreditation page references its accreditation status and the District oversight context, demonstrating strong management of institutional quality.

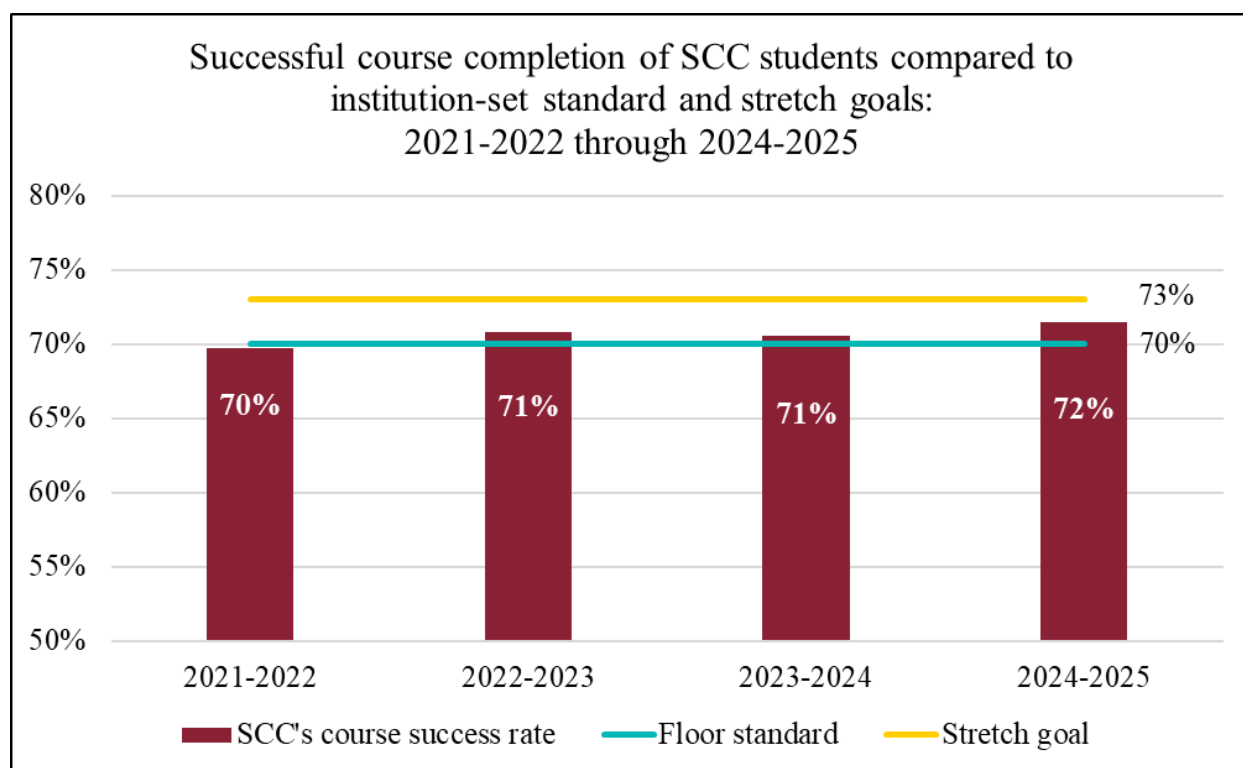
Sacramento City College has worked continuously to improve and transform the College by addressing ACCJC Accreditation Standards. The College's comprehensive approach includes efforts to improve mission-driven practices, equitable achievement, professional development, and college decision-making ([A3.30](#); [A3.31](#); [A3.32](#); [A3.33](#)).

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

B.1 Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

SCC establishes its institution-set standards and stretch goals through the leadership of the dean of Planning, Research, and Institutional Effectiveness in coordination with the College Council, a college strategic planning group composed of five members from each constituency group (classified professionals, faculty, administrators, and students). The dean presents the College's achievement data to the College Council for consideration, discussion, and decision-making. The next review of institution-set standards and stretch goals is scheduled for the Spring 2026 semester. The sections below summarize key metrics of student achievement with institution-set standards and aspirational (or stretch) goals developed by SCC ([B1.1](#)).

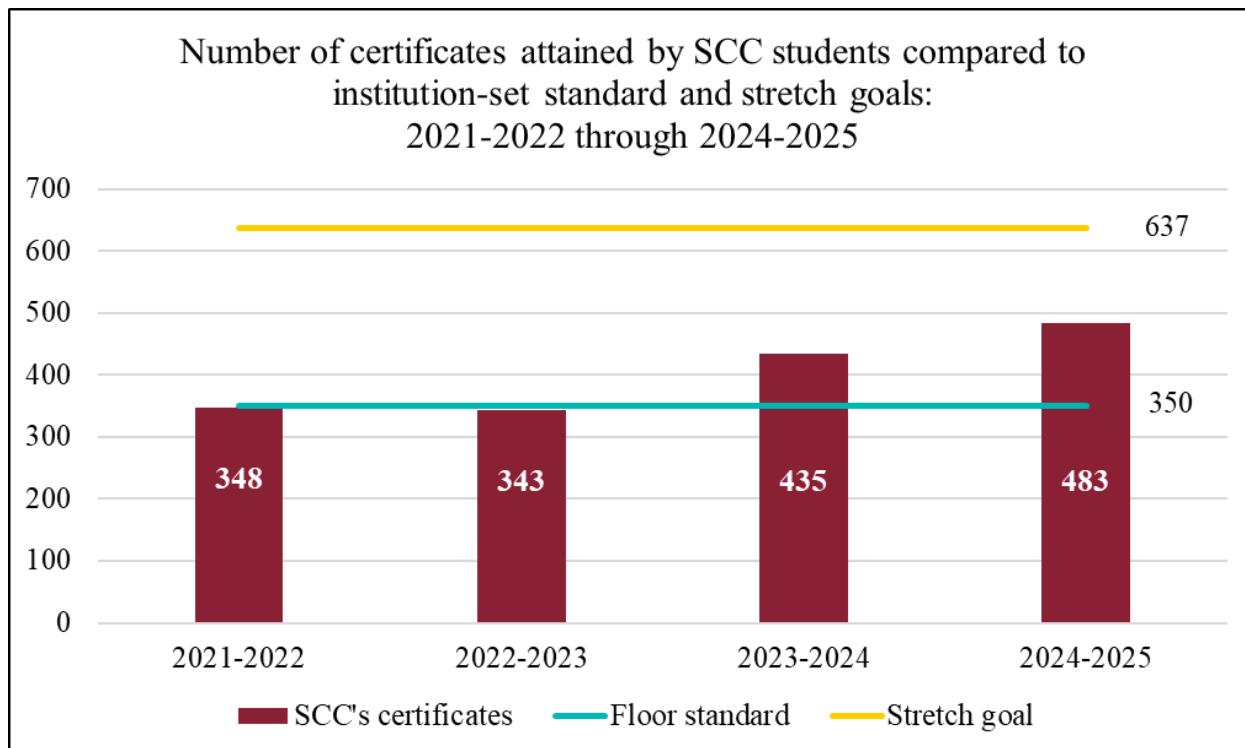
Successful Course Completion: SCC's institution-set standard and stretch goals for student successful course completion (or course success) have been established at 70% and 73%, respectively. The course success rate of SCC students during 2021-22 at 70% met the standard. The stagnation in course success rates is largely explained by the negative impacts of the Pandemic as students were challenged with many personal factors while attempting to maintain their academic performance. However, SCC's course success rate is showing signs of improvement, reaching its highest at 72% during 2024-25. SCC's student course success rates are expected to continue surpassing the institution-set standard and potentially the stretch goal.



Source: SCC PRIE Office Dashboard

Note: Successful course completion is the percentage of course enrollments in which an A, B, C, pass, or credit have been earned, as defined by the RP Group Institutional Research Operational Definitions.

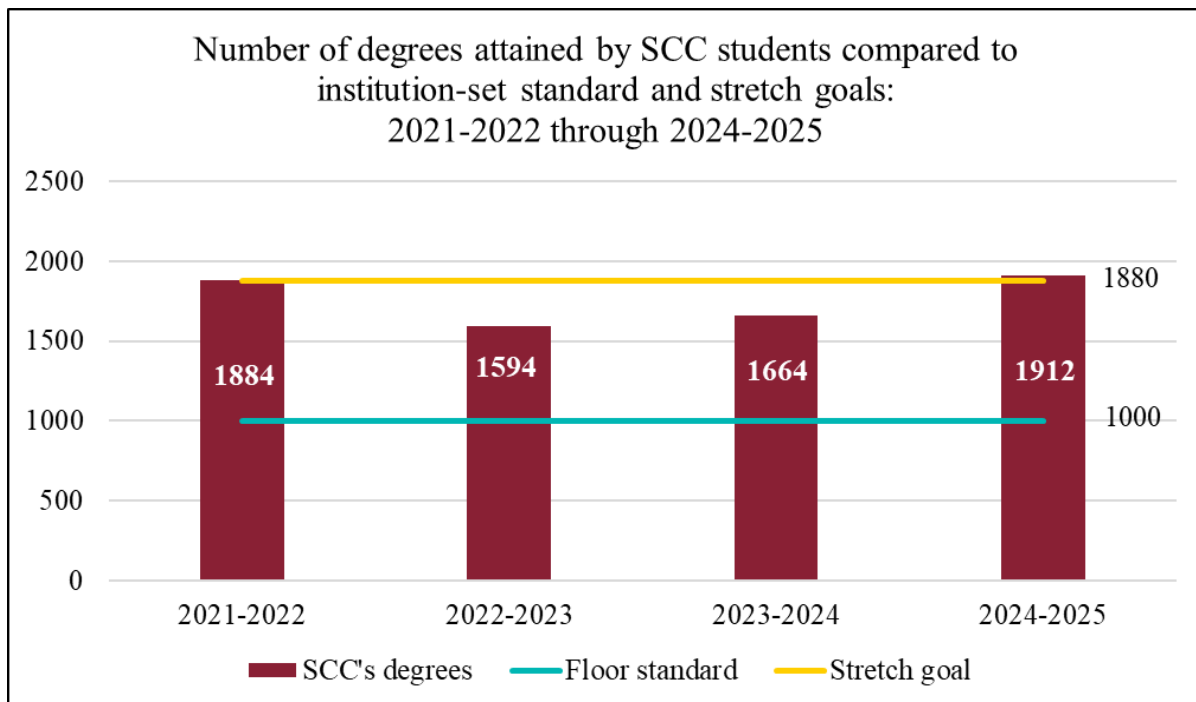
Certificates: SCC's institution-set standard and stretch goals for the number of certificates attained by students have been established at 350 and 637, respectively. The total number of certificates attained by students during the 2021-22 and 2023-24 years fell below that of the institution-set standards. This is largely due to the Pandemic, as students faced difficulties maintaining academic progress and completing their coursework to attain their certificates. However, the number of certificates students attained increased by almost 27% during the 2023-24 year from the previous year, meeting the institution-set standard and making a recovery since the Pandemic. During the most recent year in 2024-25, the number of certificates attained has remained high, exceeding the institution-set standard. SCC anticipates that the number of certificates attained by students will continue to exceed the institution-set standard.



Source: SCC PRIE Awards dashboard

Note: Certificates shown in the graph above include only those with at least 16 units (i.e., 16-29.99 units, 18-29.99 units, 30-59.99 units, 60 or more units), per ACCJC's annual reporting requirements.

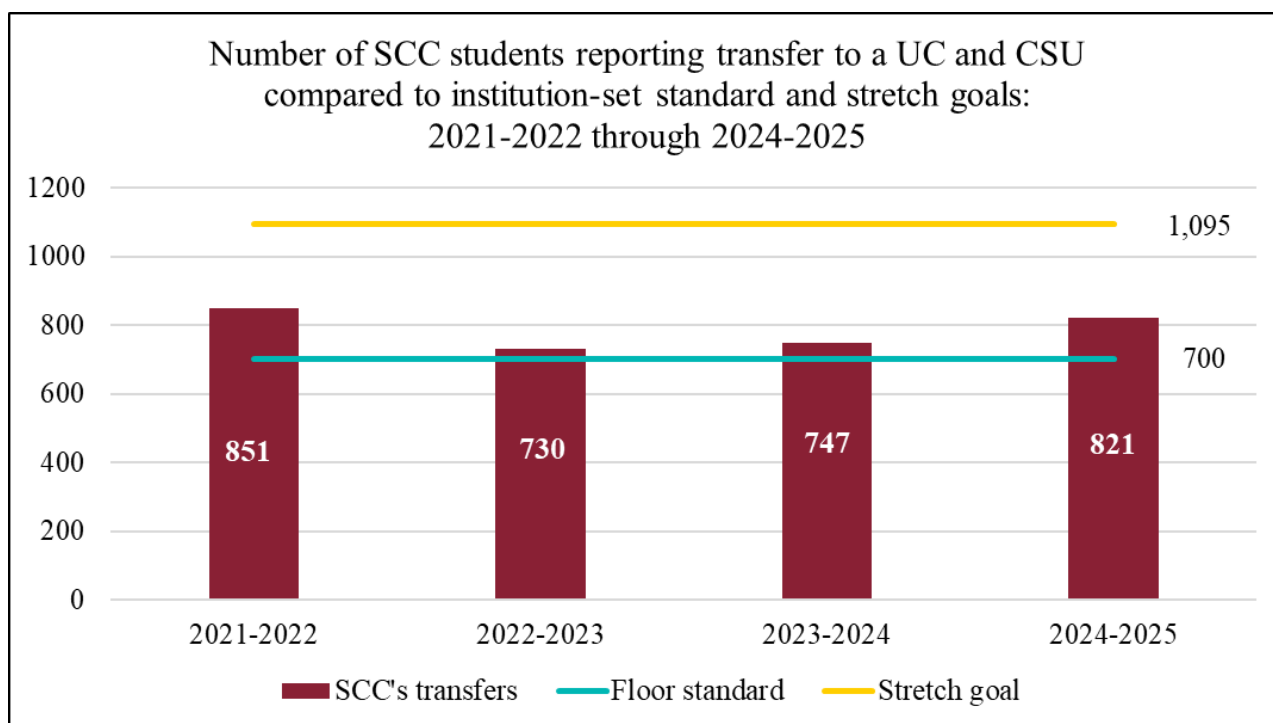
Degrees: SCC's institution-set standard and stretch goals for the number of degrees attained by students have been established at 1,000 and 1,880, respectively. The total number of degrees attained by students decreased by about 15% from 1,884 degrees in 2021-22 to 1,594 degrees in 2022-23. This decrease is not surprising and can be explained by negative impacts of the Pandemic, since degree attainment is a lagging indicator of student achievement. Signs of recovery from the Pandemic are promising, as the number of degrees attained by students during 2023-24 increased and the number of degrees attained during 2024-25 exceeded the institution's stretch goal.



Source: SCC PRIE Awards dashboard

Note: Degrees shown in the graph above include Associate of Arts (A.A.), Associate of Arts for Transfer (A.A.-T), Associate of Science (A.S.), and Associate of Science for Transfer (A.S.-T).

Transfers: SCC’s institution-set standard and stretch goals for the number of student transfers have been established at 700 and 1,085, respectively. The total number of SCC student transfers to UCs and CSUs has varied between 730 and 851 during the most recent years. An unsurprising outcome is the more than 14% decrease in the number of student transfers to the UCs and CSUs, from 851 transfers in 2021-22 to 730 transfers in 2022-23, shortly following the start of the Pandemic. However, this decrease has been gradually corrected, with the latest data showing that 821 transfers occurred in 2024-25, which has increased more than 12% from 2022-23.



Source: SCC PRIE Office utilizes (i) UC transfer data provided by the UC admissions by source school webpage and (ii) CSU transfer data provided by the CSU data dashboard titled Student Origin to report the data presented in the graph above.

Note: The UCs and CSUs may update the numbers in the links per their own unpublished reporting schedule, potentially rendering different numbers based on retrieval date. Data presented above are retrieved by the SCC PRIE Office on October 20, 2025.

B.2 When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

The narrative below illustrates a summary of disproportionate impact (DI) as experienced by various student groups when key student achievement metrics are disaggregated and provides insight concerning college-wide equity-focused outcomes, patterns, and trends. A more detailed description and analysis of the data disaggregated are accessible in the document evidence ([B2.1](#)).

COURSE SUCCESS

Successful Course Completion Disaggregated: SCC's successful course completion (or course success) disaggregated by student ethnicity reveals a few notable observations based on the application of the CCCCO's percentage point gap minus one (PPG-1) methodology for determining Disproportionate Impact (DI). Two of the largest student groups at the College, African American students, comprising approximately 10% of the College population, and Hispanic/ Latino students, comprising approximately 31% of the College population, have experienced DI. Most concerning is that the College's African American students have experienced DI consistently, underperforming with course success from 56% to 59% while their peers achieve course success reaching at least 60% with most achieving in the 70% range or higher. However, the College's Hispanic/ Latino students who had experienced Disproportionate Impact during 2021-22 (65%) and 2022-23 (67%) have more recently experienced improvements in course success during 2023-24 (68%) and 2024-25 (70%) to overcome DI. Although much smaller student groups, Native American and Pacific Islander students, comprising less than half a percent and one percent of the College population, respectively, have also experienced DI. While Native American students have experienced DI during 2021-22, 2022-23, and 2023-24, their increased course success during 2024-25 have helped them overcome DI. However, no clear DI trends for Pacific Islander students exist. In all, SCC has reduced the number of student groups experiencing DI from four (African American, Hispanic/ Latino, Native American, and Pacific Islander) to two (African American and Pacific Islander).

SCC Student Course Success by Ethnicity

Ethnicity	2021-2022	2022-2023	2023-2024	2024-2025
African American	56%	58%	57%	59%
Asian	78%	78%	79%	80%
Filipino	77%	77%	77%	78%
Hispanic/ Latino	65%	67%	68%	70%
Multi-race	69%	70%	71%	72%
Native American	57%	61%	61%	67%
Other non-White	69%	61%	81%	81%
Pacific Islander	63%	69%	68%	67%
Unknown	71%	72%	71%	71%
White	75%	76%	74%	73%
All SCC Students	70%	71%	71%	72%

Source: SCC PRIE Office dashboard

Note: Numbers bolded/ shaded in the table above indicate disproportionate impact, as calculated by the SCC PRIE Office in adherence with the CCCCO percentage point gap minus one (PPG-1) methodology.

SCC's course success disaggregated by student gender—with female students comprising 56% (2024-25) to almost 60% (2021-22) of the College population and male students comprising

37% (2021-22) to 39% (2024-25) of the College population—reveal that none of the gender groups experience DI when the CCCCO’s percentage point gap minus one (PPG-1) methodology for determining DI was applied. It is noteworthy that course success for all gender groups are comparable, with most groups achieving near or at the College’s overall course success.

SCC Student Course Success by Gender

Gender	2021-2022	2022-2023	2023-2024	2024-2025
Female	69%	70%	71%	72%
Male	71%	72%	70%	71%
Unknown	70%	69%	71%	73%
All SCC Students	70%	71%	71%	72%

Source: SCC PRIE Office dashboard

SCC’s course success disaggregated by the low-income status of students—with low-income students comprising 54% (2021-22 through 2024-25) of the College population—generally provides no persistent indication of DI being experienced among either low-income or non-low-income students when the CCCCO’s percentage point gap minus one (PPG-1) methodology for determining DI was applied. The more recent indication of DI experienced by low-income students during 2024-25 can be further monitored.

SCC Student Course Success by Low-Income Status

Low Income Status	2021-2022	2022-2023	2023-2024	2024-2025
Is low income	67%	68%	68%	68%
Is not low income	73%	75%	75%	77%
All SCC Students	70%	71%	71%	72%

Source: SCC PRIE Office dashboard

Note: Numbers bolded/ shaded in the table above indicate disproportionate impact, as calculated by the SCC PRIE Office in adherence with the CCCCO percentage point gap minus one (PPG-1) methodology. A low income student is one who receives the California Promise Grant, formerly the Board of Governor’s Waiver.

SCC's course success disaggregated by the first-time-in-college (FTIC) status of students—with FTIC students comprising 14% (2021-22 to 2023-24) to 16% (2024-25) of the College population—generally indicates that FTIC students consistently experience DI as compared to their non-FTIC counterparts when the CCCCO's percentage point gap minus one (PPG-1) methodology for determining DI was applied.

SCC Student Course Success by First-Time-in-College (FTIC) Student Status

First Time in College (FTIC)	2021-2022	2022-2023	2023-2024	2024-2025
Is FTIC	62%	62%	61%	60%
Is not FTIC	71%	72%	72%	73%
All SCC Students	70%	71%	71%	72%

Source: SCC PRIE Office dashboard

Note: Numbers bolded shaded in the table above indicate disproportionate impact, as calculated by the SCC PRIE Office in adherence with the CCCCO percentage point gap minus one (PPG-1) methodology.

Additional Information: A more detailed description and analysis of successful course completion and DI experienced by students are available in evidence ([B2.1, p. 2-23](#)).

CERTIFICATES

Certificates Disaggregated: Among all SCC certificate earners when disaggregated by ethnicity (and based on the application of the CCCCCO's proportionality index methodology for determining DI) African American students showed DI in certificate attainment as compared to their representation at the College during 2021-22 and 2022-23. However, no student groups have since experienced DI in certificate attainment. A possible explanation for the temporary DI that African American students experienced in 2022-23 could be a consequence of the Pandemic, as certificates ranging from at least 16 units to more than 60 units take time for students to complete.

Percentage of SCC Student Certificate Earners by Ethnicity

Ethnicity	2021-2022	2022-2023	2023-2024	2024-2025
African American	9%	7%	10%	9%
Asian	16%	16%	19%	17%
Filipino	4%			
Hispanic/ Latino	31%	29%	32%	33%
Multi-race	6%	7%	8%	8%
Native American				
Other non-White				
Pacific Islander	0%	0%	0%	0%
Unknown	0%	0%	0%	0%
White	31%	35%	26%	30%
All SCC Students	100%	100%	100%	100%

Source: SCC PRIE Office dashboard

Note: Numbers bolded/ shaded in the table above indicate disproportionate impact, as calculated by the SCC PRIE Office in adherence with the CCCCCO proportionality index methodology. Blank cells indicate that data include student groups with $N \leq 10$, and data are redacted per CCCCCO equity-reporting guidelines.

Among all SCC certificate earners when disaggregated by gender (and based on the application of the CCCC's proportionality index methodology for determining DI), no gender group consistently experienced DI in certificate attainment. With the exception of male students who showed DI in certificate attainment as compared to their representation at the College during 2023-24, no student groups have since experienced DI in certificate attainment. Female students consistently earn a greater proportion of all certificates awarded than their counterparts.

Percentage of SCC Student Certificate Earners by Gender

Gender	2021-2022	2022-2023	2023-2024	2024-2025
Female	61%	52%	63%	56%
Male	37%	47%	32%	40%
Unknown			3%	
All SCC Students	100%	100%	100%	100%

Source: SCC PRIE Office dashboard

Note: Numbers bolded/ shaded in the table above indicate disproportionate impact, as calculated by the SCC PRIE Office in adherence with the CCCC's proportionality index methodology. Blank cells indicate that data include student groups with N ≤ 10, and data are redacted per CCCC's equity-reporting guidelines.

Among all SCC certificate earners when disaggregated by low-income status, and based on the application of the CCCC's proportionality index methodology for determining DI, non-low income students consistently experience DI in certificate attainment while they comprise 47% (2024-25) of the college population.

Percentage of SCC Student Certificate Earners by Low-Income Status

Low Income Status	2021-2022	2022-2023	2023-2024	2024-2025
Is low income	75%	75%	76%	78%
Is not low income	25%	25%	24%	22%
All SCC Students	100%	100%	100%	100%

Source: SCC PRIE Office dashboard

Note: Numbers bolded/ shaded in the table above indicate disproportionate impact, as calculated by the SCC PRIE Office in adherence with the CCCC's proportionality index methodology.

Additional Information: A more detailed description and analysis of certificate attainment and DI experienced by students are available in evidence ([B2.1, p. 24-37](#)).

DEGREES

Degrees Disaggregated: Among all SCC degree earners when disaggregated by ethnicity, and based on the application of the CCCC's proportionality index methodology for determining DI, no identifiable ethnic group consistently experienced DI in degree attainment. With the exception of African American students who showed DI in degree attainment as compared to their representation at the College during 2022-23, no other large student groups have since experienced DI in degree attainment. A possible explanation for the temporary DI that African American students experienced in 2022-23 could be a consequence of the Pandemic, with

some time lost in course taking during the 2021-22 and 2022-23 years, as degrees take time for students to complete.

Percentage of SCC Student Degree Earners by Ethnicity

Ethnicity	2021-2022	2022-2023	2023-2024	2024-2025
African American	8%	8%	10%	11%
Asian	18%	19%	17%	16%
Filipino	4%	4%	3%	4%
Hispanic/ Latino	35%	32%	33%	34%
Multi-race	6%	8%	9%	8%
Native American				
Other non-White				
Pacific Islander	1%	1%	1%	1%
Unknown	1%	1%	2%	1%
White	27%	26%	24%	26%
All SCC Students	100%	100%	100%	100%

Source: SCC PRIE Office dashboard

Note: Numbers bolded/ shaded in the table above indicate disproportionate impact, as calculated by the SCC PRIE Office in adherence with the CCCCCO proportionality index methodology. Blank cells indicate that data include student groups with $N \leq 10$, and data are redacted per CCCCCO equity-reporting guidelines.

Among all SCC degree earners when disaggregated by gender, and based on the application of the CCCCCO's proportionality index methodology for determining DI, male students have sporadically experienced DI in degree attainment during 2024-25 while comprising 40% (2024-25) of the college population. However, there are no clear patterns in which male students experience DI in degree attainment. Students of unknown gender have more consistently experienced DI in degree attainment, but they comprise just 3% to 4% of the College's population.

Percentage of SCC Student Degree Earners by Gender

Gender	2021-2022	2022-2023	2023-2024	2024-2025
Female	66%	62%	63%	64%
Male	32%	36%	34%	32%
Unknown	2%	2%	3%	3%
All SCC Students	100%	100%	100%	100%

Source: SCC PRIE Office dashboard

Note: Numbers bolded/ shaded in the table above indicate disproportionate impact, as calculated by the SCC PRIE Office in adherence with the CCCCCO proportionality index methodology.

Among all SCC degree earners when disaggregated by low-income status of students, and based on the application of the CCCC's proportionality index methodology for determining DI, non-low-income students consistently experience DI in earning degrees at the College while comprising 46% to 47% of the college population. However, the College's low-income student population has not experienced DI in degree attainment.

Percentage of SCC Student Degree Earners by Low-Income Status

Low Income Status	2021-2022	2022-2023	2023-2024	2024-2025
Is low income	81%	80%	80%	82%
Is not low income	19%	20%	20%	18%
All SCC Students	100%	100%	100%	100%

Source: SCC PRIE Office dashboard

Note: Numbers bolded/ shaded in the table above indicate disproportionate impact, as calculated by the SCC PRIE Office in adherence with the CCCC's proportionality index methodology.

Additional Information: A more detailed description and analysis of degree attainment and DI experienced by students are available in evidence ([B2.1, p. 38-51](#)).

Additional Examination of Degree Attainment–FTIC

Degree Attainment of FTIC Students Disaggregated: The College also further examined the degree attainment of its first-time-in-college (FTIC) student population, utilizing the CCCCCO's percentage point gap minus one (PPG-1) methodology, as this student population has been the focus of many equity-centric efforts. Among all FTIC SCC degree earners when disaggregated by ethnicity, African American students have more consistently experienced DI in degree attainment, such as observed in 2021-22, 2022-23, and 2023-24. No clear patterns of DI exist for other student groups.

Percentage of SCC FTIC Student Degree Earners by Ethnicity

Ethnicity	FTIC Cohort Degree Attainment in ...			
	2021-2022	2022-2023	2023-2024	2024-2025
African American	8%	8%	10%	11%
Asian	18%	19%	17%	16%
Filipino	4%	4%	3%	4%
Hispanic/ Latino	35%	32%	33%	34%
Multi-race	6%	8%	9%	8%
Native American				
Other non-White				
Pacific Islander	1%	1%	1%	1%
Unknown	1%	1%	2%	1%
White	27%	26%	24%	26%
All SCC Students	100%	100%	100%	100%

Source: SCC PRIE Office dashboard

Note: Bolded/ shaded cells in the table above indicate DI was observed for the subgroup, as calculated by the SCC PRIE Office in adherence with the CCCCCO percentage point gap minus one (PPG-1) methodology. Blank cells in the table above indicate no information is available for the subgroup. FTIC cohort degree attainment in 2021-2022 includes FTIC cohorts in 2019-2020, 2020-2021, and 2021-2022. FTIC cohort degree attainment in 2022-2023 includes FTIC cohorts in 2020-2021, 2021-2022, and 2022-2023. FTIC cohort degree attainment in 2023-2024 includes FTIC cohorts in 2021-2022, 2022-2023, and 2023-2024. FTIC cohort degree attainment in 2024-2025 includes FTIC cohorts in 2022-2023, 2023-2024, and 2024-2025.

Additional Information: For a more detailed description and analysis of degree attainment and DI experienced by FTIC students are available in evidence ([B2.2](#)).

TRANSFER

Transfers Disaggregated: Among all SCC degree earners when disaggregated by ethnicity, and based on the application of the CCCCCO's percentage point page minus one (PPG-1) methodology for determining DI, no ethnicity groups experienced DI in transfer to a four-year university (i.e., UC or CSU).

Percentage of SCC Student Transfers by Ethnicity

Ethnicity	2021-2022	2022-2023	2023-2024	2024-2025
African American	8%	9%	8%	6%
Asian	24%	28%	27%	23%
Filipino				
Hispanic/ Latino	32%	30%	33%	33%
Multi-race	5%	4%	6%	6%
Native American		0%		
Other non-White				
Pacific Islander			0%	0%
Unknown	4%	2%	3%	2%
White	27%	26%	23%	28%
All SCC Students	100%	100%	100%	100%

Source: SCC PRIE Office utilizes (i) UC transfer data provided by the UC admissions by source school webpage and (ii) CSU transfer data provided by the CSU data dashboard titled Student Origin to report the data presented in the graph above.

Note: Blank cells indicate that no information were available from the UC and CSU sources. The UCs and CSUs may update the numbers in the links per their own unpublished reporting schedule, potentially rendering different numbers based on retrieval date. Data presented above are retrieved by the SCC PRIE Office on October 20, 2025. The percentages shown in the table above are calculated by adding the number of student self-reported transfers.

Among all SCC degree earners when disaggregated by gender, and based on the application of the CCCC's percentage point page minus one (PPG-1) methodology for determining DI, no gender groups experienced DI in transfer to a four-year university (i.e., UC or CSU).

Percentage of SCC Student Transfers by Gender

Gender	2021-2022	2022-2023	2023-2024	2024-2025
Female	55%	58%	57%	53%
Male	43%	41%	42%	44%
Unknown	2%	2%	1%	3%
Total	100%	100%	100%	100%

Source: SCC PRIE Office utilizes (i) UC transfer data provided by the UC admissions by source school webpage and (ii) CSU transfer data provided by the CSU data dashboard titled Student Origin to report the data presented in the graph above.

Note: The UCs and CSUs may update the numbers in the links per their own unpublished reporting schedule, potentially rendering different numbers based on retrieval date. Data presented above are retrieved by the SCC PRIE Office on October 20, 2025.

Additional Information: A more detailed description and analysis of transfer attainment and DI experienced by students is available in evidence ([B2.1. p. 52-59](#)).

Additional Examination of Transfer-Readiness Attainment–FTIC

Transfer Readiness of FTIC Students Disaggregated: Related to the transfer metric, the College found it helpful to analyze the transfer-readiness of its FTIC students. Unlike the transfer metric, which the outcome of transfer lies solely with the students to ensure they transfer to a four-year university, the College found it critical to scrutinize the transfer-ready metric that it can more fully influence to prepare students to transfer to a four-year university. Students at the College who are transfer ready have successfully completed at least 60 transfer-applicable units, successfully completed a transfer-level English course and transfer-level math course, and earned a cumulative grade point average of at least 2.0. To better understand the transfer-readiness of its students, the college reviewed retrospective data of its first-time-in-college (FTIC) student cohorts from Fall 2017 through Fall 2022 to examine the percentage of students in these cohorts who became transfer ready after two and three years at the College.

The data were subjected to an equity gap examination, comparing the percentage of all transfer-ready student subgroups after two and three years with the subgroup's population at the College.

Of the four largest student subgroups by ethnicity at the College (African American, Asian, Hispanic/ Latino, and White), both FTIC African American and FTIC Hispanic/ Latino students consistently take more time to become transfer ready as compared to their peers. It is noteworthy, however, to underscore the observation that these students' transfer-readiness achievement is improved after being given three years at the college as opposed to two years, highlighting the reality that students need time to secure their transfer ready status. The smaller student subgroups, including Filipino and Pacific Islander, generally show no equity gaps in achieving transfer readiness. There were no data available concerning the transfer ready achievement of Native American students, indicating that the College should also focus on helping this group to attain transfer readiness.

Additional Information: A more detailed description and analysis of transfer-ready gaps experienced by FTIC students are available in evidence ([B2.3](#)).

B.3 What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

As noted in B.2, achievement data on course success at Sacramento City College indicate a move from four Disproportionately Impacted (DI) groups in 2021-22 (African American, Hispanic/Latino, Native American, and Pacific Islander) to two groups in 2024-25 (African American and Pacific Islander). Two groups--Native American and Latino/Hispanic students, have moved out of Disproportionately Impacted (DI) categories. Several high-quality initiatives and programs have contributed to this improvement and efforts to continue to build momentum toward full equity among all students.

Sacramento City College has implemented, expanded, and redesigned a series of intentional, equity-centered actions to respond to the patterns and trends identified in student achievement data. These actions focus on closing equity gaps, strengthening student persistence, and improving completion and transfer outcomes.

Examples of Targeted Equity Interventions

City Scholars: The College started a new program, City Scholars, in the Fall 2026 semester. City Scholars is a transfer-focused equity institute at Sacramento City College that is designed to address persistent institutional equity gaps in transfer readiness rates for disproportionately impacted students, particularly African American, Hispanic/Latino, Native American, and Pacific Islander students ([B3.1](#)).

Umoja-SBA: The Umoja-SBA learning community is committed to the academic success, personal growth, and development of students of African Ancestry, as well as other students of diverse ancestries participating in the program, with an emphasis on first-year college students. Counseling faculty, teaching faculty, and student success specialists collaborate to provide proactive, holistic guidance for Umoja-SBA students. This includes efforts to ensure 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 ([B3.2](#)).

Black Student Success Initiative (BSSI): The Black Student Success Initiative (BSSI) works to increase transfer and graduation rates for Black students. BSSI provides intentional academic support through 30+ unit education plans, targeted workshops, and culturally responsive services. BSSI is housed within General Counseling and offers targeted support for African American students who are not engaged through other programs. This program helps ensure that all students have equitable access to culturally responsive guidance and resources.

Puente Project: Students in the Puente Project work closely with a counselor, English and math instructors, and mentors to prepare for transfer to four-year colleges and universities. Students develop learning strategies for college success, build a familia support system, participate in campus tours, and create a successful transfer plan ([B3.3](#)).

Native American Center: The Native American Student Success Center (NASSC) at Sacramento City College is located in the traditional homelands of the Maidu, Miwok, and Nisenan Tribes. The NASSC is an academic center dedicated to fostering a supportive and culturally affirming environment that empowers American Indian/Alaskan Native (AI/AN) students to achieve academic success, personal growth, and community engagement.

VAKA Center: The VAKA Pasifika Learning Community was created to assist Pacific Islander students in navigating higher education and aims to increase student success, retention, and persistence. Students have increased access to intrusive, culturally responsive academic counseling, dedicated cultural emphasis courses, case management and progress tracking, and additional academic support ([A2.11](#); [B3.4](#); [B3.5](#)).

Caminos de la Ciudad: Caminos de la Ciudad (City Pathways) is SCC's Title V Developing Hispanic-Serving Institution grant program, focused on improving persistence, retention, transfer readiness, and degree attainment among Hispanic/Latino and low-income students. The program serves as a comprehensive model that connects academic preparation, counseling, and experiential learning across the student journey ([B3.6](#)).

HSI-Early College Program: The Hispanic Serving Institution - Early College Program (HSI-ECP) is a federally funded grant project through the U.S. Department of Education that focuses on early college initiatives and introduces Hispanic/Latino and low-income high school students to college via participation in dual enrollment ([B3.7](#); [B3.8](#); [B3.9](#); [B3.10](#)).

MESA Center, Sacramento City College: The MESA (Mathematics, Engineering, Science Achievement) Center at Sacramento City College is an equity-driven program that supports students from historically underrepresented backgrounds in STEM. The Center offers a dedicated study space paired with group and one-on-one tutoring, academic workshops, counseling, and tailored transfer and career guidance. Students in MESA also benefit from professional development opportunities, scholarships, and connections to industry partners and conferences. The MESA Center focuses on improving retention, transfer readiness, and long-term success for SCC students pursuing STEM paths ([B3.11](#)).

Honors Program: The Honors program has been redesigned to improve access to African American, Hispanic/ Latino, and Native American students. The Honors program now partners with affinity groups and recruits from diverse classrooms with expanded course options to improve access and success for students of color ([B3.12](#)).

Transfer Center: The College Transfer Center fosters a campus-wide culture of transfer readiness and success in Sacramento City College students. Through data-informed outreach, robust advising, and strategic partnerships, The Transfer Center works to expand graduation and transfer pathways, deepen students' sense of belonging, and strengthen SCC's commitment to equitable outcomes. The College Transfer Center has also supported additional transfer success for African American students by participating in the Historically Black College and Universities Caravan tours and through workshops with our Ashe Center ([B3.13](#)).

SCC's many equity-driven activities provide structured academic pathways, case management, culturally responsive mentoring, and dedicated counseling to promote persistence and transfer. They join a larger equity ecosystem that includes additional quality support for unrepresented groups ([A3.34](#)). These include the Ashe Center, Raza Center, RISE Center, Pride Center, Asian and Pacific Islander (API) Center, and several learning communities, such as Puente, Umoja, and Re-Emerging Scholars.

Professional Development

The College has also worked to improve student achievement through professional development focused on equity. This is apparent in the high quality professional development work at the College ([B3.14](#)). One program, Equity Pathways, provides professional development focused on building faculty capacity to use disaggregated equity data to create classroom interventions and implement culturally responsive pedagogy ([B3.15](#); [B3.16](#)). Another program, Teachers for Equity (T4E) is an equity-focused teaching and learning community that provides an incubator for faculty to engage in work fostering student equity in the classroom ([A3.35](#)). The College also provides professional development through the Linguistic Justice Community of Practice, which has helped support over 100 faculty through several cohorts. This community of practice works to empower all student voices and language through faculty and staff development through exploration of linguistic justice issues and ongoing support and discussion as participants apply these concepts in the classroom. The goal of the project is to increase success rates in transfer-level English for Black and African American and Hispanic/Latino students ([B3.17](#)).

Structural Improvements

To strengthen student progress toward certificates and degrees, SCC has invested in increased availability of Zero Textbook Cost (ZTC) and Open Educational Resource (OER) pathways and enhanced onboarding support through the First Year Experience (FYE) program. Data from SCC's FYE program indicate a positive impact on African American student achievement ([B3.18](#)). ZTC and FYE efforts directly address barriers identified in achievement data by addressing financial constraints and early attrition and aligning with Guided Pathways principles to help students stay on track from entry to completion. Additionally, the College has worked to increase access to faculty focused on improving equitable outcomes through advancement of cluster hiring focused on equity ([B3.19](#)). Cluster hiring efforts aim to diversify the faculty to better reflect and support the student population. This has resulted in increased student access to faculty of color across several departments over the last few hiring cycles.

Strengthening Data Infrastructure and Continuous Monitoring

The Planning, Research, and Institutional Effectiveness (PRIE) Office continues to refine data dashboards that disaggregate key achievement metrics by race/ethnicity, gender, income status, and modality ([B3.20](#)). These dashboards are reviewed by College Council, the Student Equity Committee, Academic Senate committees, and discipline faculty to identify trends and guide interventions. Program review processes are being updated to integrate disaggregated data and encourage departments to document actions taken in response to observed equity gaps ([B3.21](#)).

Monitoring and Evaluation of Impact

The College monitors the results of these actions through a cycle of evidence-based planning and review. Course success, degree and certificate attainment, and transfer rates are analyzed and shared annually by the Planning, Research, and Institutional Effectiveness Office. Additionally, the Student Equity and Achievement (SEA) Plan and program review processes serve as important mechanisms to assess whether interventions are producing measurable gains for disproportionately impacted students and determine which activities should be pursued to continue positive momentum. Progress reports and dashboards are used to determine where improvements are effective and where further adjustments are needed.

Future Directions for Improvement and Innovation

Moving forward, SCC will continue to strengthen its equity ecosystem by:

- Expanding faculty and staff professional learning on inclusive pedagogy and equity data use;
- Scaling effective program models (City Scholars, Umoja-SBA, Puente, Caminos de la Ciudad, FYE, etc.) to reach more students;
- Leveraging the Student Equity and Achievement funding cycles to prioritize strategies that demonstrate measurable impact on underrepresented and disproportionately impacted student success;
- Braiding multiple categorical funds, where permissible, to address the shared needs of disproportionately impacted students by fostering cross program collaboration, coordination, and proactive delivery of student support services; and
- Enhancing SLO and achievement data integration to better link learning outcomes with institutional performance metrics.

Through these ongoing actions and continuous review, Sacramento City College is building a culture of improvement that ensures all students, especially those historically underserved, achieve equitable outcomes in access, completion, and transfer.

C. Reflections on Assessments of Student Learning

C.1 Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs.

Student Learning Outcomes assessments are reported regularly by college departments through a college-created reporting portal. SLO assessment includes a multi-year plan by each department and a faculty coordinator who chairs the Student Learning Outcomes Assessment Committee (SLOAC) and guides faculty through the reporting process. Faculty completing assessments evaluate each SLO to determine whether there is “high achievement,” “moderate achievement,” or “low achievement.” And, faculty indicate both the assessment methods (exam, quizzes, essays, final projects, etc.) and plans for follow up changes in response to the assessment.

The learning outcomes assessments are also included in the overall program review process, which encourages faculty to use both learning outcomes and disaggregated achievement data in the continuous improvement process. The College also surveys department chairs to get an additional measure of faculty assessments of trends and patterns in the Student Learning Outcome data ([C3.1](#)). Review of recent SLO and program review assessment cycles and the chair surveys reveal several patterns and trends that inform current and future improvements in curriculum design and pedagogical practice.

Trends, Patterns, and Observations:

- Overall Student Learning Outcomes indicate high and medium-high achievement across departments.
- Faculty reported consistent strengths in SLOs focused on knowledge, skills, and principles.

- Outcomes for courses in the distance education modality are slightly higher than on-ground course outcomes, but faculty note that the College doesn't have enough data on this issue to fully understand why.
- Faculty noted that one way to improve student achievement of SLOs would be to provide improved access to tutoring, instructional assistants, and Disability Services and Programs for Students (DSPS) support.
- Faculty noted complications in reliably assessing SLOs in online courses due to students' use of Artificial Intelligence.
- Some departments noted concerns about how the updates from Common Course Numbering would impact SLO assessment and assessment of student learning.
- Faculty use their assessment to develop program review plans for continuous improvement.
- SLO assessments suggest that the Pandemic impacted student learning, but student learning has since rebounded.

Student Learning Outcomes consistently show high levels of attainment, which suggests the College is doing a good job at developing foundational skills and supporting students' academic achievement. Achievement data reflects this assessment with overall course success rates at 70-72%. However, levels of attainment are not consistently high among all groups as discussed in B3.

Program Review and SLOs

One area SCC has recently improved is SLO assessment use in program review. The College updated its program review template to encourage departments to more deeply reflect on learning data, including SLO observations. Although the program review template asks each department to answer a standard set of questions, the reports submitted over the past three years reveal that there is considerable variety among departments in how the faculty reflect on the quality of their respective programs. For example, in many of the Career Education (CE) programs, where Student Learning Outcomes are often closely aligned with the standards established by external agencies, student success may be indirectly measured by their performance on the certification exams administered by those agencies.

- After the graduates of SCC's Aircraft Maintenance Technician Program take the exam given by the Federal Aviation Administration (FAA), faculty in the program analyze the exam results to monitor program integrity ([C1.1-p. 5-6](#)).
- In other Career Education programs, such as Dental Assisting (DAST), Dental Hygiene (DHYG), and Physical Therapy Assistant (PTA), where there is a similar connection between program goals and the requirements of the outside agencies that certify graduates, student success in passing those exams are regarded as a solid metric of program performance. Reports for Dental Hygiene and Dental Assisting show that they consistently meet their success benchmarks of 80% on the national board exams ([C1.2-p. 24](#); [C1.3-p. 22](#); [C1.4](#)).
- The program review report for the Physical Therapy Assistant program shows a 100% first-time pass rate for its 2022-23 graduating cohort ([C1.4](#)).
- Graduates of the Aircraft Maintenance Technician Program "score higher than [the] national average in nearly all of the 45 specific areas tested by the FAA" ([C1.1](#)).
- The Chemistry Department, which aligns curriculum of its CHEM 421 course with the questions on the exam administered by the American Chemical Society, reports that its students score 20-30% higher than the national average. These figures testify to the strength of a particular pedagogical model in which curriculum and instruction are tightly integrated with the standards of external professional organizations ([C1.5](#)).

Although many programs at Sacramento City College are not so tightly aligned with the standards of professional organizations, the program review reports show that in addition to SLO assessments many departments administer student surveys as a way of obtaining information on how to improve program quality. Faculty in Photography, Gerontology, Art, Biology, World Languages, English as a Second Language (ESL) and other programs report the use of surveys.

- The ESL Program administers a lengthy survey (29 questions) in order to gain information from students about what they need from the program. Questions include things such as: Do they prefer instruction online or in-person? Do they want morning or afternoon classes? Do they think they are in the right course, given their skill level? Do they have extensive obligations at home? Do they think the workload in their ESL course is appropriate? Such feedback helps ESL faculty shape their program to the needs of their students ([C1.6-p. 7](#)).
- In the Art Department, one faculty member reported that the department often gathers “a significant amount of qualitative information” from students after they’ve completed certain projects. “In these reflections, students often share not only about their successes, but also where they were faced with challenges in the project and what might have helped them achieve a better outcome ([C1.7-p. 14](#)).

These surveys rest on the premise that students’ self-assessments might be as important as more formal Student Learning Outcomes data in a department’s effort to improve program quality.

C.2 How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

Sacramento City College is committed to equity-minded assessment practices. The College regularly disaggregates student achievement data to identify and address disparities in student achievement, but disaggregation for Student Learning Outcomes is more limited. Disaggregation typically occurs across the following dimensions:

- Modality of instruction (face-to-face, hybrid, and online)
- Program type (transfer, CTE, basic skills/noncredit)
- Length of course term

Where possible, student outcomes assessment data are aligned with course success metrics and institutional research dashboards to provide a more holistic view of student learning and progression.

Trends, Patterns and Observations:

Modality-Specific Variation:

Learning outcomes achievement rates in fully online courses were historically lower than in face-to-face sections, especially for first-time and part-time students. However, since the Pandemic, the College has invested in faculty training, course redesign, and student support. Recent data show a closing of that gap in many disciplines. Achievement data also indicate strong performance in online versus on-ground course success that mirrors observations in SLO assessment and faculty surveys on learning outcomes.

SCC Student Course Success Rate by Course Modality

Course Modality	2021-22	2022-23	2023-24	2024-25
Fully Online	69%	70%	70%	71%
Hybrid	67%	71%	71%	73%
In Person	75%	74%	72%	72%
All Modalities	70%	71%	71%	72%

Source: SCC PRIE Office dashboard ([C2.1](#))

Length of Term

Since the Pandemic, the College has increased the number of 8-week course term sections, and Student Learning Outcomes for these fast-paced courses do not appear to differ significantly from full-term courses.

Exciting Pattern:

The College is cautiously optimistic about reports of increased success among all groups in online courses and the closing of the gap in online and on-ground student achievement.

Areas of Concern:

Sustained equity gaps despite intervention efforts: As the College indicated earlier in the report, persistent disproportionate outcomes in achievement indicate that SCC needs to continue its work to address student success and persistence for all learners. For example, despite recent improvements, achievement data over the past few years indicate lower success rates for African American, Native American, Hispanic/Latino and Pacific Islander students. SCC needs to further disaggregate outcome data to further examine these gaps and support interventions to eliminate them (e.g. City Scholars, Umoja, Puente, Equity Pathways, etc.).

Assessment participation and consistency: Some departments are not as engaged in review of data. The College needs to continue its work to increase consistency in data use across all departments. SCC hopes the use of new tools for outcomes assessment discussed in A2 will improve data use among all departments.

C.3 What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?

Next Steps:

The College will continue to refine its outcomes assessment practices by improving data collection tools, expanding faculty engagement in analyzing results, and supporting action plans that address identified areas for growth. In particular, in addition to the activities identified in B3, the College is working on the following:

- Investing in faculty professional development in equity-centered assessment and culturally responsive pedagogy.
- Working with District partners to find improved solutions for collecting and analyzing Student Learning Outcomes.
- Exploring how new tools and platforms allow easier disaggregation and visualization of outcome data.

- Supporting more collaborative, cross-disciplinary conversations about student learning, particularly through program review.
- Leveraging cyclical equity planning such as the Student Equity and Achievement plan to maximum benefit for minoritized students.
- Supporting equity-driven programs like City Scholars, Umoja-SBA, Puente, VAKA, RISE, Caminos de la Ciudad, MESA, and HSI Early College that provide a focus on student completion and transfer.
- Providing professional development like Equity Pathways that provide improved opportunities for all faculty and staff to use data and culturally responsive pedagogy ([C3.2](#)).

How the College will monitor:

The College provides oversight of the program review process by engaging faculty in program review and requiring each department and service area present their program review reports to the President's Cabinet ([C3.3](#)). These reports and presentations have helped to identify priorities and resources across the College. The College plans to continue these practices while also working to increase the use of data dashboards to make learning outcome data more readily available ([C3.4](#)).

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

Sacramento City College (SCC) will face several internal and external factors that will significantly shape the context of its upcoming ACCJC comprehensive self-evaluation and peer review.

Transforming Equity and Student Success

SCC is currently focused on transforming student success and achievement through the College's equity ecosystem and commitment to social justice. Through initiatives like the College Student Equity and Achievement plan, Guided Pathways, First Year Experience, and equity-driven programs such as the Umoja-SBA program, Black Student Success Initiative, Puente program, Hispanic Service Institution Early College Initiative, MESA, City Scholars and Caminos de la Ciudad, the College is actively evaluating its practices in an effort to promote equitable outcomes for historically underserved student populations. SCC has also partnered with Hotep Consultants to conduct a comprehensive institutional equity analysis. This initiative focused on examining teaching and learning practices that impact student outcomes. As part of this initiative, the College formed a Core Equity Audit Team, composed of administrators, faculty, and classified professionals, to support the process through bi-weekly meetings, institutional document sharing, and contextual discussions ([D.1](#)). SCC's self-reflective focus on continuous improvement and emphasis on closing equity gaps, particularly for African American, Hispanic/Latino, Native American, and Pacific Islander students, has led to important changes in program design, Student Services, and Instructional Services.

As SCC prepares for its next self-evaluation, these ongoing efforts will provide core elements for institutional reflection and analysis. As part of this effort, the College needs to evaluate the long-term impact of these equity-centered practices and learn more about how to redesign programs and build improved professional development that support student learning and

achievement. Most importantly, the self-evaluation will be an opportunity to assess how effectively equity has been embedded across the institution and to ensure that systems of assessment, planning, and resource allocation are aligned with these goals.

Accreditation and Accountability Standards

The updated 2024 ACCJC Accreditation Standards place more emphasis on measurable outcomes, disaggregated data, and continuous quality improvement linked to student achievement and mission-driven goals. SCC is currently aligning its assessment and planning processes with these revised standards, including plans to strengthen disaggregated Student Learning Outcome (SLO) and Service Area Outcome (SAO) data analysis, improve communication around institutional goals, and reinforce the use of data in decision-making.

Additionally, the College faces accountability expectations from the California Community Colleges Chancellor's Office (CCCCO), including the Vision 2030 framework, Student Success metrics, Vision Aligned Reporting, and the Student Centered Funding Formula (SCFF). Each of these accountability measures address the need to continue updating the College's institutional priorities. Additionally, all California Community Colleges are also working to respond to changes outlined in AB 928 and AB 1111, which require CALGETC implementation, a simplified transfer process, and a Common Course Numbering (CCN) system. The College is also working to address and evaluate placement changes due to AB 705 and AB 1705, which are focused on maximizing the number of students who start and complete math and English in their first year. Collectively, these accountability and structural changes will require the College to increase its focus on outcomes such as transfer, certificate/degree completion, and employment, while considering how to assess improvement in these areas. These expectations create a complex set of influences that will impact how the College reflects on its success in the next self-assessment.

Governance, Collaboration, and Institutional Effectiveness

SCC has worked to strengthen and clarify its participatory governance and its integrated planning processes by working collaboratively to update processes ([D.2](#)). The College has made recent improvements in planning, budget transparency, and goal-setting through bodies such as the Executive Council, the Budget Committee, Academic Senate, Classified Senate, and Standing Committees. And, the College continues to work to align its work to the College mission ([D.3](#)).

The upcoming self-evaluation offers an opportunity to reflect on how these governance practices contribute to institutional effectiveness and to identify areas for improved engagement and inclusion. Furthermore, the College is working to better integrate outcomes assessment, program review, and planning processes into a coherent cycle of continuous improvement. Alignment of these efforts will be essential for demonstrating mission fulfillment and institutional effectiveness.

Instructional Modalities and Artificial Intelligence Concerns

The long-term impacts of the COVID-19 Pandemic have led to what appears to be a permanent expansion in online learning. SCC is investing in distance education support structures, online student services, and professional development, but more is needed to respond to growth in distance education. As the College adapts to students' changing expectations around flexibility and accessibility, the next self-evaluation will need to examine how effectively these modalities are meeting diverse student needs, especially in terms of providing instructional quality that support student learning.

The College has also noted the rise of Artificial Intelligence, which has both great potential and significant potential downsides. SCC has invested in professional development related to Artificial Intelligence, and faculty have begun discussing the long-term impacts of Artificial Intelligence on teaching and learning. It's clear that the larger implications of how Artificial Intelligence impacts the teaching and learning environment need to be examined more deeply as the College moves forward in the next ACCJC review.

Adult Learners

As Sacramento City College prepares for its next comprehensive self-evaluation, one additional important area of focus is improving access and support for adult learners. The College is exploring expanded efforts to meet the diverse needs of this population through the potential development of targeted noncredit programs that offer flexible, low-barrier entry points into workforce training, English as a Second Language (ESL), and foundational skills ([D.4](#); [D.5](#); [D.6](#); [D.7](#)). Additionally, the College is exploring opportunities for Credit for Prior Learning (CPL), allowing adult students to earn credit for knowledge and competencies gained through work experience, military service, or other non-traditional educational pathways. These strategies not only support adult learners in achieving their educational and career goals more efficiently but also align with statewide initiatives to promote equity, completion, and lifelong learning. As these efforts continue to evolve, they will be an important component of the College's ongoing reflection and planning during the self-evaluation and peer review process.

Enrollment, Demographics, and Regional Needs

Community colleges across California continue to face changing enrollment patterns, influenced by demographic shifts, economic factors, and increased competition. The College is taking important steps to increase student enrollment through targeted outreach, dual enrollment expansion, and improvements in onboarding and retention. At the same time, SCC is reviewing how it meets the educational needs of a diversifying student population, including older learners, working adults, undocumented students, and student parents.

As SCC prepares for its next self-evaluation, the College must assess its ability to serve the community. For example, the College will need to continue to review how programs are designed to respond to local labor market demands and how support services address basic needs. Additionally, the College needs to consider how they can eliminate barriers to success and how the College's mission should evolve to serve students post Pandemic.

Conclusion

As SCC enters the next accreditation cycle, it faces a period of significant change. The College's commitment to equity and student success, combined with requirements of statewide reforms and changing student needs, will impact the ACCJC self study process in important ways. SCC has worked to identify these opportunities and challenges, which positions itself to conduct a meaningful self-study that affirms its strengths, addresses its gaps, and sets a clear path for continued institutional growth.

E. Evidence

A1: Major Improvements

- [A1.1 2022 Peer Review Report](#)
- [A1.2 2022 Accreditation Letter](#)
- [A1.3 Charge ACCJC Midterm Report Steering Committee](#)
- [A1.4 Proposed Schedule MT Report Timelines 2025-26](#)
- [A1.5 SCC Total Student Headcount by Academic Year](#)
- [A1.6 SCC Overall Student Course Success Rate](#)
- [A1.7 Child Development Center Renovation](#)
- [A1.8 Celebrate City Program](#)
- [A1.9 Panther Cares PowerPoint](#)
- [A1.10 SCC Student Course Success by Ethnicity](#)
- [A1.11 Academic Senate Update CITY Scholars Concept Paper 3-28-25](#)
- [A1.12 City Scholars - Advancing Transfer Equity for Students of Color SCC Inside](#)
- [A1.13 Equity Pathways Professional Development for Adjunct Faculty SCC Inside](#)
- [A1.14 Equity Pathways Training](#)
- [A1.15 Our Projects - Sacramento K-16 Collaborative](#)
- [A1.16 SCC BSI application packet](#)
- [A1.17 SCC Applies for Black Student Serving Institution \(BSI\) Designation](#)
- [A1.18 Celebrating Disability & Latinx Culture](#)
- [A1.19 FYE Fall-to-Spring Persistence Rate Review](#)
- [A1.20 2025-26 Program Plan First Year Experience Outreach](#)
- [A1.21 First Year Experience Presentation 3-28-2023 Final](#)
- [A1.22 Survey Results Onboarding and First Semester Experience Fall 2022](#)
- [A1.23 Board of Trustees Presentation Workforce Readiness](#)
- [A1.24 Cardiovascular Tech](#)
- [A1.25 AMTS Minimum Passage Rate 2024](#)
- [A1.26 ZTC Adoption](#)
- [A1.27 Board of Trustees ZTC](#)
- [A1.28 Academic Senate Update ZTC Coordinator Job Description](#)
- [A1.29 Academic Senate Update AERC Presentation of ZTC](#)
- [A1.30 HSI ECP One-Pager](#)
- [A1.31 DJUSD Fall 25 Orientation Slides](#)
- [A1.32 HSI ECP Info Session Slides](#)
- [A1.33 HSI-ECP Dual Enrollment Conference Feb 2025](#)
- [A1.34 Board of Trustees Retreat Agenda Cluster Hiring](#)
- [A1.35 Academic Senate Update Cluster Hiring Workgroup DRAFT v.2.0](#)
- [A1.36 Senate Agenda City Scholars SEAP Cluster Hiring Strategic Plan](#)
- [A1.37 2022 Self Evaluation Report](#)
- [A1.38 College Council Mission Statement Equity Ecosystem](#)
- [A1.39 Academic Senate Update 01 DRAFT SLO Coordinator Job Description SCC](#)
- [A1.40 Adverse Impact Analysis of Faculty Hiring in Los Rios \(2024 – 2025\)](#)
- [A1.41 Cluster Hiring at SCC](#)
- [A1.42 LRCCD FT Faculty Recruitment Efforts Report Spring and Fall 2025 Hires](#)

A2: Response to Recommendations

- [A2.1 How To Create an SLO Report](#)
- [A2.2 Guide Program Review](#)
- [A2.3 Pilot ENGWR 302 Canvas SLO](#)
- [A2.4 Pilot ENGWR 302 Canvas SLO 2](#)
- [A2.5 SLO Outcomes Pilot ENGWR 302 Sp 21](#)
- [A2.6 Ed Tech Canvas Issue District](#)
- [A2.7 SLOAC Agenda October 22, 2025; Minutes October 8, 2025 Inventive](#)
- [A2.8 New Curriculum Software Review Email](#)
- [A2.9 SS Program Review Template](#)
- [A2.10 2023-2024 Program Review-EOPS](#)
- [A2.11 Example Program Review VAKA](#)
- [A2.12 Student Service Program Review Cycle](#)
- [A2.13 RSI Academic Senate April 2023](#)
- [A2.14 RSI Draft for Academic Senate April 2023](#)
- [A2.15 Spring 2024 RSI Regs at DCC](#)
- [A2.16 Example PD Support October 2025 – Technology Mediated Instruction](#)
- [A2.17 DE Program Plan](#)
- [A2.18 RSI Training DCC](#)
- [A2.19 RSI Online Training Example 1](#)
- [A2.20 RSI Online Training Example 2](#)
- [A2.21 Example RSI discussion in Division Meeting](#)
- [A2.22 RSI Dean Email to Faculty](#)
- [A2.23 Los Rios Board Policy and Administrative Regulation Review and Revision Process](#)
- [A2.24 Policy and Regulation Review and Revision Process](#)
- [A2.25 Program Review Support Email](#)
- [A2.26 FAQ About Student Learning Outcome Reporting](#)

A3: Continuous Improvement in Relation to 2024 Standards

- [A3.1 Data Regarding Underrepresentation Among Faculty Applicants and All Faculty Employees](#)
- [A3.2 Program Review](#)
- [A3.3 Mission Review](#)
- [A3.4 Caminos Summary](#)
- [A3.5 Caminos Grant](#)
- [A3.6 Caminos Resource Fair](#)
- [A3.7 Equity Pathways Professional Development](#)
- [A3.8 Equity Pathways Data Storytelling](#)
- [A3.9 SCC Student Equity and Achievement Plan 2025-28](#)
- [A3.10 Unit Planning Email from PRIE](#)
- [A3.11 Unit Planning Process PPT](#)
- [A3.12 Strategic Master Plan Update](#)
- [A3.13 Email Instructional Services Plan](#)

- [A3.14 SLO Assessment Process Update 2025](#)
- [A3.15 Strategic Enrollment Plan](#)
- [A3.16 Sample Email CALGETC Articulation Officer](#)
- [A3.17 Caminos Study and Mental Wellness](#)
- [A3.18 Caminos Pathway to Transfer](#)
- [A3.19 Caminos Pathway to Transfer Schedule](#)
- [A3.20 Caminos 2025 Transfer Audit](#)
- [A3.21 2025-26 Program Plan Library Materials](#)
- [A3.22 2025-26 Program Plan Tutoring](#)
- [A3.23 Student Health & Wellness Annual Report](#)
- [A3.24 Professional Learning Opportunities \(Standards 3\)](#)
- [A3.25 The Fall 2025 New Faculty Academy & Release Time](#)
- [A3.26 Call for Teachers 4 Equity \(T4E\) Coordinator \(.400 .200 FTE\) Position- Fall 2026-Spring 2027](#)
- [A3.27 Linguistic Justice CoP Invitation to Faculty](#)
- [A3.28 LRCEA Collective Bargaining Agreement](#)
- [A3.29 LRCFT Collective Bargaining Agreement](#)
- [A3.30 Planning Handbook](#)
- [A3.31 Planning Calendar](#)
- [A3.32 Governance Guide](#)
- [A3.33 Strategic Plan](#)
- [A3.34 Equity Ecosystem Draft SCC](#)
- [A3.35 T4E Coordinator Application Fa26-Sp2](#)

B1: Review of Institutional Set Standards

- [B1.1 Review of Recent Annual Report and Metrics of Student Achievement](#)

B2: Analysis of Disaggregated Institutional Set Standards

- [B2.1 SCC Student Achievement Data Disaggregation Analysis](#)
- [B2.2 SCC Student Achievement Data Extended Analysis - Degree Attainment FTIC](#)
- [B2.3 SCC Student Achievement Data Extended Analysis - Transfer Ready FTIC](#)

B3: Actions Taken in Relation to Institutional Set Standards

- [B3.1 Transfer Ready FTIC Students at SCC 11.6.2025](#)
- [B3.2 Umoja-SBA Flyer - Fall 2025](#)
- [B3.3 Student Services 2025-26 Puente](#)
- [B3.4 VAKA Center](#)
- [B3.5 VAKA Classes](#)
- [B3.6 Caminos Summary](#)
- [B3.7 HSI ECP One-Pager](#)
- [B3.8 DJUSD Fall 25 Orientation Slides](#)
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LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: August 12, 2026

SUBJECT:	Approval of the Annual Military Equipment Report and Reauthorization of Military Equipment Use Policy	ATTACHMENT: Yes	
		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 <i>UyPz</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Tarence Powell, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

Assembly Bill 481 requires law enforcement agencies to obtain governing body approval for the use of military equipment and to submit an annual report detailing equipment inventory, use, costs, complaints, policy violations, and planned acquisitions or disposals. The Los Rios Community College District Board of Trustees serves as the governing body for the Los Rios Community College District Police Department.

STATUS:

The Los Rios Community College District Police Department has prepared its 2026 Annual Military Equipment Report in compliance with AB 481 requirements. The report provides information regarding equipment identified under Government Code Section 7070(c), equipment usage during calendar year 2025, associated costs, complaints received, policy compliance, and future acquisition plans.

The report indicates that no complaints or concerns regarding military equipment were received during calendar year 2025 and that no violations of Military Equipment Policy 706 occurred. The department does not intend to acquire additional military equipment and plans to dispose of certain Category 7 and Category 14 equipment and munitions that no longer align with departmental mission parameters.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the Los Rios Community College District Police Department 2026 Annual Military Equipment Report and reauthorize the continued use of military equipment identified in Board Policy and Administrative Regulation 706, Military Equipment.



AB 481 MILITARY EQUIPMENT REPORT - 2026

Los Rios Community College District Police Department

<https://police.losrios.edu/crime-and-reporting>

Los Rios Police Department
3761 Bradview Drive. Sacramento, CA 95827

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ASSEMBLY BILL 481

SUMMARY

Assembly Bill 481 (AB 481) requires law enforcement agencies to obtain approval from their governing body before newly acquiring, funding, or using military equipment. Approval is also required for collaborating with outside agencies on military equipment use or using such equipment in new ways not previously authorized.

For the Los Rios Community College Police Department (LRCCPD), the governing body is the Los Rios Community College District Board of Trustees.

AB 481 requires annual re-approval of the policy and a public report detailing how the equipment was used, associated costs, any complaints or violations, and audit results. This report fulfills that annual requirement

REQUIREMENTS

Law enforcement agencies must make each annual report publicly available on their website if equipment is available for use. The report must include:

- A summary of how the equipment was used and the purpose of its use.
- A summary of any complaints or concerns received concerning the military equipment.
- The results of any internal audits, any information about violations of the military equipment use policy, and any actions taken in response.
- The total annual cost for each type of military equipment, including acquisition, personnel, training, transportation, maintenance, storage, upgrade, and other ongoing costs, and from what source funds will be provided for the military equipment in the calendar year following submission of the annual military equipment report.
- The quantity possessed for each type of military equipment.
- If the law enforcement agency intends to acquire additional military equipment in the next year, the quantity being sought for each type of military equipment.

Within 30 days of submitting and publicly releasing an annual military equipment report pursuant to this section, the law enforcement agency shall hold at least one well-publicized and conveniently located community engagement meeting, at which the public may discuss and ask questions regarding the annual military equipment report and the law enforcement agency's funding, acquisition, or use of military equipment.

DEFINITIONS - MILITARY EQUIPMENT

- Unmanned, remotely piloted, powered aerial or ground vehicles.
- Mine-resistant ambush-protected (MRAP) vehicles or armored personnel carriers. However, police versions of standard consumer vehicles are specifically excluded from this subdivision.
- High mobility multipurpose wheeled vehicles (HMMWV), commonly referred to as Humvees, two and one-half-ton trucks, five-ton trucks, or wheeled vehicles that have a breaching or entry apparatus attached. However, unarmored all-terrain vehicles (ATVs) and motorized dirt bikes are specifically excluded from this subdivision.
- Tracked armored vehicles that provide ballistic protection to their occupants and utilize a tracked system instead of wheels for forward motion.
- Command and control vehicles that are either built or modified to facilitate the operational control and direction of public safety units.
- Weaponized aircraft, vessels, or vehicles of any kind.
- Battering rams, slugs, and breaching apparatuses that are explosive in nature. However, items designed to remove a lock, such as bolt cutters, or a handheld ram designed to be operated by one person, are specifically excluded from this subdivision.
- Firearms of .50 caliber or greater. However, standard issue shotguns are specifically excluded from this subdivision.
- Ammunition of .50 caliber or greater. However, standard issue shotgun ammunition is specifically excluded from this subdivision.
- Specialized firearms and ammunition of less than .50 caliber, including assault weapons as defined in Section 30510 and 30515 of the Penal Code, with the exception of standard issue service weapons and ammunition of less than .50 caliber that are issued to officers, agents, or employees of a law enforcement agency or a state agency.
- Any firearm or firearm accessory that is designed to launch explosive projectiles.
- “Flashbang” grenades and explosive breaching tools, “tear gas,” and “pepper balls,” excluding standard, service-issued handheld pepper spray.
- Area denial electroshock devices, microwave weapons, water cannons, long-range acoustic devices, acoustic hailing devices, and sound cannons.
- The following projectile launch platforms and their associated munitions: 40mm projectile launchers, “bean bag,” rubber bullet, and specialty impact munition (SIM) weapons.
- Any other equipment as determined by a governing-body or a state agency to require additional oversight.

 *Does not include general equipment not designated as prohibited or controlled by the federal Defense Logistics Agency.*

EQUIPMENT USE SUMMARY AND PURPOSE

In the 2025 calendar year, Category 10 equipment identified in Policy 706 Military Equipment List, was used during authorized training. Category 10 equipment was issued as standard patrol equipment to sworn personnel. Category 7 and 14 equipment were not used or deployed by sworn personnel.

Category 7 Equipment (Breaching Weapons and Ammunition) is designed to destroy door locking mechanisms and hinges without entering the structure when traditional mechanical breaching methods (such as hydraulic rams or pry tools) are insufficient or impractical. This includes but is not limited to:

- Situations where first responders must reach a medical patient trapped behind a reinforced door.
- Situations where officers reasonably anticipate suspects have reinforced doors with heavy deadbolts, chains, or barricades.
- Situations where officers responding to an Active Shooter incident require immediate entry to neutralize a threat and save lives.

Category 10 Equipment (Specialized Firearms and Ammunition) is used to address significant lethal threats. This includes but is not limited to:

- Situations where an officer reasonably anticipates an armed encounter.
- Situations where an officer reasonably believes that the suspect is wearing body armor.
- The need for accurate and effective fire over greater distances, with more precision.
- When authorized or requested by a supervisor.

Category 14 Equipment (Kinetic Energy Weapons and Munitions) is a control device that is intended to be used to restrain or arrest a subject who is violent or demonstrates the intent to be violent. This includes but is not limited to:

- The suspect is armed with a weapon, and the tactical circumstances allow for the safe application of approved munitions.
- The suspect has made credible threats to harm him/herself or others.
- The suspect is engaged in riotous behavior or is throwing rocks, bottles or other dangerous projectiles at people and/or officers.
- There is probable cause to believe that the suspect has already committed a crime of violence and is refusing to comply with lawful orders.

COMPLAINTS OR CONCERNS

The department did **not** receive any complaints, concerns, or questions related to the use of military equipment in the calendar year 2025.

The department maintains information on our district website detailing the procedure for filing complaints.

<https://police.losrios.edu/crime-and-reporting/citizen-complaints-and-internal-affairs>

VIOLATIONS OF POLICY

An internal review revealed there were **no** known violations of the Military Equipment Policy 706.

INVENTORY

The Los Rios Community College District Police Department does not participate in the US Department of Defense 1033 program. The department has never possessed or attempted to acquire any actual military equipment.

The department currently possesses and uses equipment that meets the criteria for three of the fifteen military equipment categories identified in Government Code Section 7070(c)).

Category 7 Equipment – Breaching Ammunition and Equipment.

Mossberg 590 12 Gauge - Breaching Shotgun 12 Gauge	4 Units
Combined Tactical Systems (CTS) - Heavy Door Breacher 12 Gauge	240 Rounds

Category 10 Equipment - Specialized firearms and ammunition of less than .50 caliber, including assault weapons as defined in Section 30510 and 30515 of the Penal Code.

Windham Weaponry AR-15 Rifle - .223/.556 Rifle	16 Units
Colt M4 Carbine - .223/.556 Rifle	5 Units
Speer Centerfire Ammunition - .223 62 Grain GDSP	3000 Rounds
Speer Centerfire Ammunition - .223 64 Grain	1500 Rounds
Federal Ammunition - .223 55 Grain FMJ	22,000 Rounds

Category 14 Equipment - The following projectile launch platforms and their associated munitions: 40mm projectile launchers, "bean bag," rubber bullet, and specialty impact munition (SIM) weapons.

Remington 870 12 Gauge – Pump Action Shotgun with orange stock and foregrip	7 Units
Combined Tactical Systems (CTS) – 12 Gauge Super-Sock Bean Bag	164 Rounds
Sellier & Bellot – 12 Gauge Rubber Ball	247 Rounds

ASSOCIATED COSTS

Equipment Category	Factors	Costs	Ongoing Annual Cost (Approx.)	26/27 Funding Source
Category 7 Breaching Ammunition and Equipment	Acquisition Personnel & Training Transportation, maintenance, storage, upgrade, other	3892 0 0	0 0 0	General Fund/ Entrepreneurial Fund
Category 10 Specialized Firearms and Ammunition	Acquisition Personnel & Training Transportation, maintenance, storage, and upgrade, other	37948 0 0	0 981 0	General Fund/ Parking Fund
Category 14 Kinetic Energy Weapons and Munitions	Acquisition Personnel/ Training Transportation, maintenance, storage, and upgrade, other	7770 0	0 0	General Fund/ Parking Fund

INTENTION TO ACQUIRE OR REMOVE MILITARY EQUIPMENT

The department does not intend to acquire additional military equipment identified in Government Code 7070(c).

The department intends to dispose of Category 7 and Category 14 equipment and munitions as they no longer align with department mission parameters.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: August 12, 2026

SUBJECT:	Los Rios Colleges Foundation – Quarterly Investment Report	ATTACHMENT: Yes	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 5	
AGENDA ITEM:	Consent Item G	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Tarence Powell, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

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

As an auxiliary organization, the Foundation is not required to operate under GC 53600 investment restrictions. The Foundation Board has a Statement of Rules, Objectives and Guidelines (Statement) to govern the investment of funds, last revised November 2025. The funds should be invested with care, skill, prudence, and diligence with the goal of producing returns equal to or exceeding prevailing standards among foundations of similar asset size, as well as for the protection of funds held in perpetual duration. The Statement defines the investment guidelines for specified asset classes for endowed funds as follows: equities, defined as common stock, convertible preferred stock, convertible bonds, and convertible stock, shall represent 25-60% of the total fund assets; fixed-income securities, defined as investments with maturities greater than one year that pay a fixed rate of return, shall represent 17-50% of the total assets; alternative investments, defined as fund-of-fund investments, shall represent up to 20% of the total fund assets; and cash, defined as maturities shorter than one year, shall represent 2-10% of the total fund assets. In addition, the Statement provides guidelines for investing non-endowed funds based upon the purpose of the donation and the horizon of time for the use of funds. The three non-endowed portfolio funds available are cash management, fixed income, and balanced funds.

STATUS:

The Foundation Quarterly Investment Report, including realized and unrealized earnings, represents the investment activity for the quarter ended June 30. The Los Rios Colleges Foundation Finance Committee directs the investments of the Foundation. The return for the quarter ended for the endowed portfolio of \$24.6 million was 7.28% compared to 9.29% for the composite benchmark. The return for the quarter ended for the total managed portfolio of \$33.1 million was 5.50% compared to 6.98% for the composite benchmark. In accordance with generally accepted accounting principles, investments are restated to market value as of each fiscal year-end.

RECOMMENDATION:

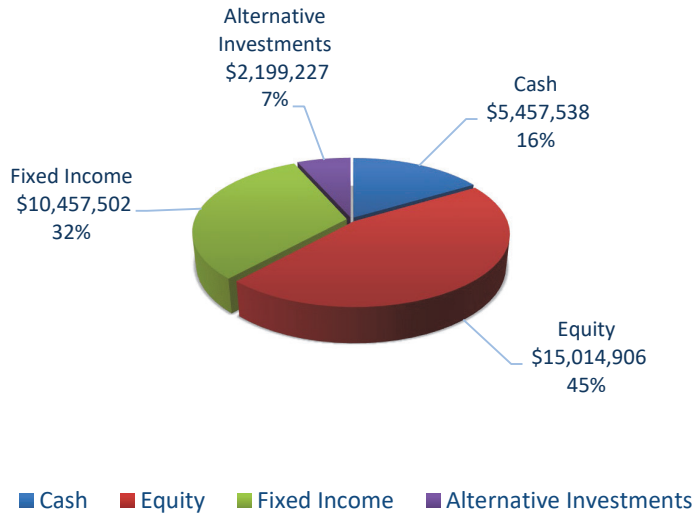
It is recommended that the Board of Trustees receive the Foundation Quarterly Investment Report for the quarter ended June 30, 2026.

Los Rios Colleges Foundation
Account Summary
as of June 30, 2026

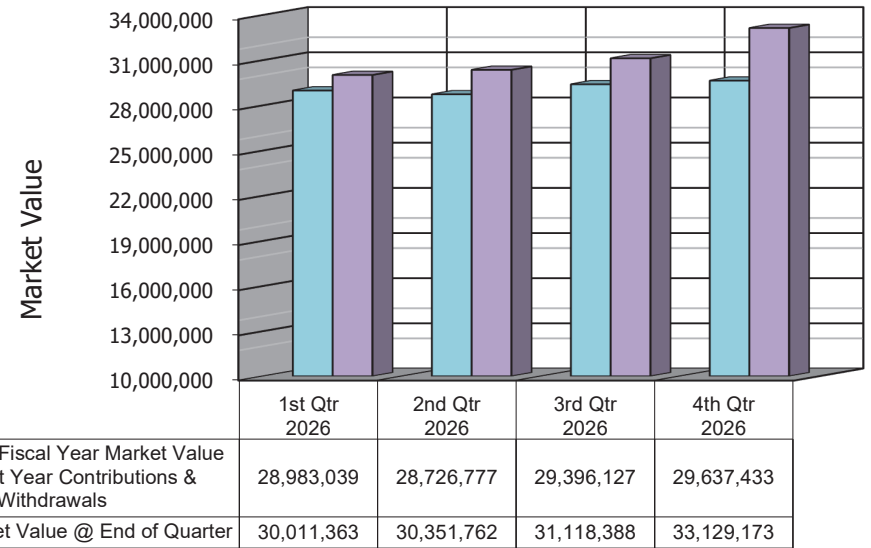
TOTAL PORTFOLIO	Guidelines	Opening Balance Start of Fiscal Year	Net Deposits/ Withdrawals	Unrealized Gains/(Losses)	Realized Gains/(Losses)	Interest / Dividends	Total YTD Earnings	YTD Fees	Market Value	% of Total Current Market Value
<u>Managed (Endowed):</u>										
Cash (Scholarship)	2-10%	718,654	(10,654)	-	-	25,511	25,511		733,511	3%
Fixed Income										
Breckinridge*		2,254,473	310,000	(6,366)	3,849	85,628	83,111	(13,670)	2,633,914	10%
CRANX		823,059	60,000	707	1,062	31,220	32,989	(3,911)	912,137	4%
WAMCO		3,423,215	46,906	104,837	48,578	206,993	360,408	(27,246)	3,803,283	15%
Total Fixed Income	17-50%	6,500,747	416,906	99,178	53,489	323,841	476,508	(44,827)	7,349,334	29%
Equities										
SPDR Portfolio Total Stock Market ETF		2,578,006	(50,000)	518,346	22,663	32,990	573,999	(12,166)	3,089,839	13%
Schafer Cullen International High Dividend		1,046,521	(70,000)	77,465	91,084	37,721	206,270	(10,572)	1,172,219	5%
iShares Core MSCI EAFE ETF		3,031,209	(249,637)	397,840	49,201	110,798	557,839	(13,635)	3,325,776	14%
DTD - ETF		810,829	(13,900)	132,625	6,892	17,572	157,089	(3,829)	950,189	4%
MLP Closed End Funds		-	-	-	-	-	-	-	-	0%
International Small Cap		571,736	(50,000)	52,335	5,677	23,870	81,882	(2,592)	601,026	2%
Brandes EM		3	-	-	-	2,264	2,264	-	2,267	0%
Miller Howard and Income Equity SMA		886,836	10,000	114,825	57,928	35,596	208,349	(7,215)	1,097,970	4%
China Portfolio		19	-	-	-	-	-	-	19	0%
Fuller & Thaler		327,157	20,000	18,528	31,841	10,916	61,285	(2,731)	405,711	2%
HIBIX		977,623	(95,000)	325,101	22,931	26,973	375,005	(4,578)	1,253,050	5%
Structured EM		912,433	-	138,783	-	937	139,720		1,052,153	4%
ESG Pool		1,645,087	120,750	206,802	31,001	70,330	308,133	(9,283)	2,064,687	8%
Total Equities	25-60%	12,787,459	(377,787)	1,982,650	319,218	369,967	2,671,835	(66,601)	15,014,906	61%
Alternative Investments										
Liquid Alternatives		1,314,617	474,777	23,612	9,646	58,267	91,525	(13,314)	1,867,605	7%
Structured Invnt		146,246	141,900	43,182	-	408	43,590	(114)	331,622	1%
Total Alternative Investments	up to 20%	1,460,863	616,677	66,794	9,646	58,675	135,115	(13,428)	2,199,227	8%
Total Managed (Endowed)		21,467,723	645,142	2,148,622	382,353	777,994	3,308,969	(124,856)	25,296,978	100%
<u>Managed (Non-endowed):</u>										
Madison Short Duration Fixed Income*		3,035,730	-	(13,780)	5,416	101,588	93,224	(20,786)	3,108,168	
Total Managed (Endowed & Non-endowed)		24,503,453	645,142	2,134,842	387,769	879,582	3,402,193	(145,642)	28,405,146	
<u>Non-Endowed:</u>										
Cash Management - Money Market		4,417,650	71,658	-	-	170,626	170,626	-	4,659,934	
Total Non-Endowed		7,453,380	71,658	(13,780)	5,416	272,214	263,850	(20,786)	7,768,102	
<u>Cash Clearing Account</u>										
Gift Receipt		-	62,670	413	-	1,008	1,421	2	64,093	
Total Non-endowed Accounts		4,417,650	134,328	413	-	171,634	172,047	2	4,724,027	
TOTAL PORTFOLIO		28,921,103	779,470	2,135,255	387,769	1,051,216	3,574,240	(145,640)	33,129,173	

Los Rios Colleges Foundation
Account Summary
as of June 30, 2026

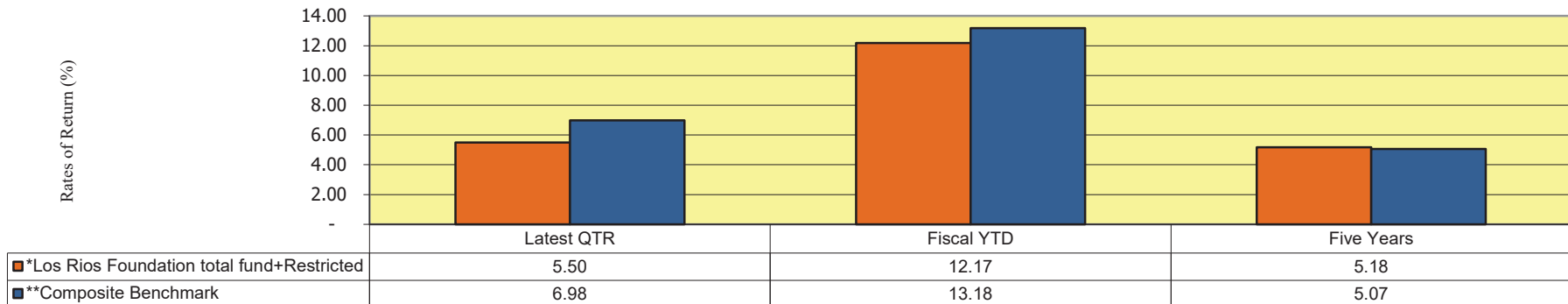
Asset Allocation as of
June 30, 2026



Portfolio Change July 2025 through June 2026



Performance Analysis as of June 30, 2026



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

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

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: August 12, 2026

SUBJECT:	Acceptance of Gifts: Colleges and Foundation	ATTACHMENT: Yes	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 5	
AGENDA ITEM:	Consent Item H	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Tarence Powell, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The Los Rios Colleges and the Los Rios Colleges Foundation receive various in-kind gifts for use in the District's instructional programs and other support areas. Annually, the Foundation transfers the in-kind asset and title, where applicable, to the District. Per Board Policy 8254, the Board of Trustees may accept, on behalf of the District, such gifts.

STATUS:

The gifts received by American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College and/or the college foundations during the 2025-26 academic year are valued at \$203,115.51 per the donors' estimated values. A schedule of the items donated is attached.

RECOMMENDATION:

It is recommended that the Board of Trustees accept the in-kind gifts amounting to \$203,115.51 as reflected on the attachment.

LOS RIOS COMMUNITY COLLEGE DISTRICT

In-Kind Contributions
July 1, 2025- June 30, 2026
FOUNDATION - Gifts to District

Date of Gift	Donation	Donor Name	Donor's Estimated Value	College
7/1/2025	Norwood portable saw mill with mobility, hydraulic and auto feed packages	Michael Ford	\$ 4,999.00	CRC
7/20/2025	Variety of packages of international coffee beans, beverage containers and coffee beverage flavorings	Starbucks	728.00	FLC
7/23/2025	2 cases of D'Agostini Vermentino, 2 cases of D'Agostini Primitivo, 2 cases of D'Agostini Rosie Sweet Rose wines	L'Azienda D'Agostini Wines	2,160.00	FLC
8/1/2025	10 Kino Flo 4x4 Kits with Accessories and 6 Litemat Kits	Justin W. Rettke	17,000.00	CRC
9/1/2025	Zinfandel Grapes - Late Harvest 1,000 lbs.	Ken Johnson	2,000.00	FLC
9/10/2025	Thermo-Fisher ICS-2100 and AS-DV autosampler equipment to support water analysis research	City of Sacramento Department of Utilities	5,000.00	SCC
9/19/2025	675 pounds of Grenache grapes	Linda Helwig	1,350.00	FLC
9/26/2025	2013 Chevrolet Volt	Niam A. Hall	4,999.00	ARC
10/2/2025	Various fabrics, upholstery type and trims, lumber and hardware	Pettigrew & Sons Casket Company	14,997.00	SCC
10/3/2025	Window and sliding door security bars	Patti Perez-Haidinger	700.00	CRC
10/22/2025	1957 Cessna 182 aircraft	Glen Ricard	35,000.00	SCC
11/8/2025	Vineyard trellising equipment, training stakes, wire and tubing	Tim O'Connor	1,150.00	FLC
11/13/2025	Advertisement space in publication	Comstock's Publishing Inc.	4,480.00	FLC
11/21/2025	24 bottles of various varietals of wine	Rombauer Vineyards	1,020.00	FLC
12/8/2025	Canon EOS camera with lens and filters	Michele Garrett	800.00	CRC
12/10/2025	34 bottles of various varietals of wine	Rombauer Vineyards	1,770.00	FLC
12/11/2025	4 Bambu Labs P1S 3D Printers with accessories	Michael Holgate	2,863.73	FLC
1/7/2026	2021 Subaru Forester	Keith Sanders	5,000.00	CRC
2/1/2026	Filler material for welding	Hobart Brothers LLC	7,591.00	ARC
2/1/2026	Personal protective equipment: Digital Elite black helmets, WeldX jackets, MIG/STICK gloves	Miller Electric Mfg. LLC	6,041.00	ARC
2/24/2026	2 mobile blueprint racks, 8 heavy duty binders, and 3 boxes copy paper	Kristina Ford	1,700.00	CRC
3/24/2026	Various baked goods	Bimbo Bakeries USA, Inc.	54,647.96	DO
3/25/2026	100 Grapevines	Nova Vine Nursery	580.00	FLC
4/23/2026	14 one-month City Sports Club PIF Memberships	City Sports Club - Sacramento Land Park	1,050.00	SCC
6/25/2026	2019 Subaru Legacy	Subaru of America, Inc.	21,600.00	ARC
	Miscellaneous donations under \$500		450.00	ARC
	Miscellaneous donations under \$500		1,519.00	CRC
	Miscellaneous donations under \$500		1,319.82	FLC
	Miscellaneous donations under \$500		600.00	SCC
TOTAL			\$ 203,115.51	

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: August 12, 2026

SUBJECT:	District Bank Accounts	ATTACHMENT: None	
		ENCLOSURE: Bank Accounts	
		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:	 Tarence Powell, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The Budget and Accounting Manual issued by the System Office requires that all separate bank accounts be "...presented to the governing board for its review and confirmation of continuing need." This is the annual report submitted to the Board for such approval.

STATUS:

There are thirty-seven (37) active accounts used by the district office, four colleges, and the centers. These accounts are necessary to carry out the many functions of the District. The various accounts include:

Demand Deposits:

Checking accounts and the Local Agency Investment fund (LAIF) are accounts in which the funds are available on demand by the District. LAIF is a pooled fund managed by the State of California for local agencies.

Clearing Account:

The District clearing account was established to handle direct deposits from the colleges and District office which are then sent to the Sacramento County Treasurer's Office.

Self-Insurance:

The District is self-insured for certain prescribed losses. Monies are held in the Sacramento County Treasurer's Pooled Investment Account and transferred to the District's Workers' Compensation and Liability/Property bank accounts to facilitate payments processed by third party administrators on behalf of the District.

Retiree Health Trust Account:

The Retiree Health Trust Account was established for purposes of investment and disbursement of funds irrevocably designated by the District to fund other post-employment benefits (OPEB).

Custodial Account for Securities:

Per Government Code 53601, public agencies purchasing securities are required to take delivery of the securities. This account is used for holding securities related to the Other Debt Service Fund.

Imprest Cash Accounts:

Imprest cash accounts are revolving accounts used at a variety of sites to facilitate petty cash transactions. Disbursements from these accounts are reimbursed from the appropriate district/college fund to maintain the imprest cash accounts at their predetermined levels.

Foundation Accounts:

The District and each college maintain checking accounts for the Foundation activities.

Student Association Accounts:

Each college maintains checking accounts for the Associated Student Body (ASB).

Authorized signatories will be changed, when appropriate, with the retirement or resignation of authorized employees.

RECOMMENDATION:

It is recommended that the Board of Trustees affirm the continuing need for the attached separate bank accounts used by the District.

**LOS RIOS COMMUNITY COLLEGE DISTRICT
BANK ACCOUNTS**

Revised July 1, 2026

Page 1 of 8

Location	Account Name	Bank & Branch	Account No. & Type of Account	Signatures Required	Authorized Signers
District	Clearing Account	JP Morgan Chase Governmental Unit	103020316 Checking	1	Mario Rodriguez Jamie Ruggles Jesse Castillo Anita Singh
District	HTML Enrollment Account	JP Morgan Chase Governmental Unit	112312282 Checking	1	Mario Rodriguez Jamie Ruggles Jesse Castillo Anita Singh
District	Check Clearing Account	JP Morgan Chase Governmental Unit	610756923 Checking	1	Mario Rodriguez
District	Revolving Fund	JP Morgan Chase Governmental Unit	112311292 Checking	1	Mario Rodriguez Jamie Ruggles Jesse Castillo Anita Singh Paula Allison Kristin Emmett
District	Electronic Money Transfer Account (Payroll)	JP Morgan Chase Governmental Unit	112310773 Checking	1	Mario Rodriguez Jamie Ruggles Jesse Castillo Anita Singh
District	State Special Programs Fund (CalGrant)	JP Morgan Chase Governmental Unit	112312753 Checking	1	Mario Rodriguez Jamie Ruggles Jesse Castillo

**LOS RIOS COMMUNITY COLLEGE DISTRICT
BANK ACCOUNTS**

Revised July 1, 2026

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Location	Account Name	Bank & Branch	Account No. & Type of Account	Signatures Required	Authorized Signers
District	Local Agency Investment Fund	California State Treasurer	Demand Deposit 75-34-004	2	Torence Powell Mario Rodriguez Jamie Ruggles Jesse Castillo Chad Rinde Bernard Santo Domingo Dave Matuskey
District	Federal Funds Clearing Account	JP Morgan Chase Governmental Unit	112308256 Checking	1	Mario Rodriguez Jamie Ruggles Jesse Castillo Anita Singh
Facilities Management	Facilities Management Revolving	JP Morgan Chase Governmental Unit	112308629 Checking	1	Pablo Manzo Josef Meyer Eric Duchaine Jennifer Panag Mario Rodriguez
District	Parking Citations	JP Morgan Chase Governmental Unit	112310013 Checking	1	Mario Rodriguez Jamie Ruggles Jesse Castillo Anita Singh
District York Risk Services Group, Inc.	Workers Compensation	Umpqua Bank 1801 Douglas Blvd. Roseville, CA 95661	992412874 Checking	1	Carolyn Kho Debi L. Harrington Kristy Copley Jeff Marshall Tony Galioto

**LOS RIOS COMMUNITY COLLEGE DISTRICT
BANK ACCOUNTS**

Revised July 1, 2026

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Location	Account Name	Bank & Branch	Account No. & Type of Account	Signatures Required	Authorized Signers
District Risk Management	Liability/Property	Wells Fargo Bank 1300 SW 5 th Ave. Suite 2500 Portland, OR 97201	4123586299 Checking	2	Fritz Heirich Lynn Truong Jeff Grubbs Jo Ann Sprague
District Risk Management	Liability/Property	Union Bank 1980 Saturn St. Monterey Park, CA 91755	0060637016 Checking	Checks under \$5,000 are signed with just a facsimile 2 For checks over \$5,000	Tara Schilling (Facsimile) ----- David Seres Keith Pippard Suleman Moloo Connie Koeller Arlene LaCoste Cedell Bush Robert McCall
District	Retiree Health Trust	Wells Fargo Bank San Francisco	22625400 Managed Investment Account	1	Torence Powell Mario Rodriguez
District	Foundation	JP Morgan Chase Governmental Unit	116985398 Checking	2 *	Torence Powell Mario Rodriguez Jamie Ruggles Jesse Castillo Kristin Enmett Paula Allison
District	Certificates of Participation	The Bank of New York Mellon Trust Company San Francisco, CA	870755 & 870756 Custodial Accounts	1	Torence Powell Mario Rodriguez

* Two signatures required per Los Rios Foundation

**LOS RIOS COMMUNITY COLLEGE DISTRICT
BANK ACCOUNTS**

Revised July 1, 2026

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Location	Account Name	Bank & Branch	Account No. & Type of Account	Signatures Required	Authorized Signers
District	Los Rios Campus Services	JP Morgan Chase Governmental Unit	681792787 Checking	1	Mario Rodriguez Jesse Castillo
American River College	Revolving	JP Morgan Chase Governmental Unit	115665785 Checking	1	Mario Rodriguez Koue Vang Adrienne Andrews
American River College	Associated Student Government	JP Morgan Chase Governmental Unit	115665579 Checking	1	Torence Powell Mario Rodriguez Koue Vang Adrienne Andrews
American River College	College Activities	JP Morgan Chase Governmental Unit	115665678 Checking	1	Torence Powell Mario Rodriguez Koue Vang Adrienne Andrews

**LOS RIOS COMMUNITY COLLEGE DISTRICT
BANK ACCOUNTS**

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Location	Account Name	Bank & Branch	Account No. & Type of Account	Signatures Required	Authorized Signers
American River College	Local Agency Investment Fund	California State Treasurer	75-34-001 Demand Deposit	2	Torence Powell Koue Vang Mario Rodriguez Chad Rinde Bernard Santo Domingo Dave Matuskey
American River College	Foundation	JP Morgan Chase	116985679 Checking	2 *	Lisa Cardoza Koue Vang Mario Rodriguez Adrienne Andrews
Cosumnes River College	Associated Student Government	JP Morgan Chase Governmental Unit	112532327 Checking	1	Torence Powell Mario Rodriguez Theresa Tena Jorrena Hartman
Cosumnes River College	Revolving	JP Morgan Chase Governmental Unit	112532236 Checking	1	Theresa Tena Jorrena Hartman Mario Rodriguez
Cosumnes River College	Local Agency Investment Fund	California State Treasurer	75-34-003 Demand Deposit	2	Torence Powell Edward Bush Mario Rodriguez Theresa Tena Chad Rinde Bernard Santo Domingo Dave Matuskey

* Two signatures required per Los Rios Foundation Bylaws

**LOS RIOS COMMUNITY COLLEGE DISTRICT
BANK ACCOUNTS**

Revised July 1, 2026

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Location	Account Name	Bank & Branch	Account No. & Type of Account	Signatures Required	Authorized Signers
Cosumnes River College	Foundation	JP Morgan Chase	116985885 Checking	2 *	Theresa Tena Jorrena Hartman Edward Bush Mario Rodriguez
Cosumnes River College	College Activities	JP Morgan Chase Governmental Unit	112532103 Checking	1	Torence Powell Mario Rodriguez Theresa Tena Jorrena Hartman
Folsom Lake College	Revolving Account	JP Morgan Chase Governmental Unit	112312951 Checking	1	Daniel McKechnie Art Pimentel Tatyana Zabegalin Gregory McCormac Mario Rodriguez
Folsom Lake College	College Activities	JP Morgan Chase Governmental Unit	112316226 Checking	1	Torence Powell Mario Rodriguez Art Pimentel Daniel McKechnie Tatyana Zabegalin Gregory McCormac
Folsom Lake College	Associated Student Government	JP Morgan Chase Governmental Unit	112316002 Checking	1	Torence Powell Mario Rodriguez Art Pimentel Daniel McKechnie Tatyana Zabegalin Gregory McCormac

* Two signatures required per Los Rios Foundation Bylaws

**LOS RIOS COMMUNITY COLLEGE DISTRICT
BANK ACCOUNTS**

Revised July 1, 2026

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Location	Account Name	Bank & Branch	Account No. & Type of Account	Signatures Required	Authorized Signers
Folsom Lake College	Foundation	JP Morgan Chase Governmental Unit	116985562 Checking	2 *	Daniel McKechnie Art Pimentel Tatyana Zabegalin Gregory McCormac Mario Rodriguez
Folsom Lake College	Harris Center	JP Morgan Chase Governmental Unit	112532079 Checking	2	Daniel McKechnie Art Pimentel Tatyana Zabegalin Mario Rodriguez Sonia Ortiz-Mercado Gregory McCormac
Folsom Lake College	Local Agency Investment Fund	California State Treasurer	75-34-020	2	Torence Powell Mario Rodriguez Daniel McKechnie Chad Rinde Bernard Santo Domingo Dave Matuskey
Sacramento City College	Revolving	JP Morgan Chase Governmental Unit	112533028 Checking	1	Mitchell Campbell Lauren Zigler Lyudmila Slav Mario Rodriguez

* Two signatures required per Los Rios Foundation Bylaws

**LOS RIOS COMMUNITY COLLEGE DISTRICT
BANK ACCOUNTS**

Revised July 1, 2026

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Location	Account Name	Bank & Branch	Account No. & Type of Account	Signatures Required	Authorized Signers
Sacramento City College	College Activities/ Associated Student Government	JP Morgan Chase Governmental Unit	112532921 Checking	1	Torence Powell Mario Rodriguez Lauren Zigler Mitchell Campbell
Sacramento City College	Local Agency Investment Fund	California State Treasurer	75-34-006 Demand Deposit	2	Torence Powell Albert Garcia Mario Rodriguez Mitchell Campbell Chad Rinde Bernard Santo Domingo Dave Matuskey
Sacramento City College	Foundation	JP Morgan Chase Governmental Unit	116985778 Business Checking	2 *	Lauren Zigler Lyudmila Slav Mario Rodriguez Mitchell Campbell

* Two signatures required per Los Rios Foundation Bylaws

Updated 08/06/26 js

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: August 12, 2026

SUBJECT:	Special Event Authorization	ATTACHMENT: None	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S):	
AGENDA ITEM:	Consent Item J	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	<i>Alyssa Bivins</i> Aly Bivins, Chief Counsel	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Tarence Powell, 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
9/4/2026	FLC	Harris Center	HCA: Tracy Lawrence	Beer and wine
9/5/2026	FLC	Harris Center	Neil Diamond Superstar	Beer and wine
9/6/2026	FLC	Harris Center	HCA: Mariachi Herencia	Beer and wine
9/13/2026	FLC	Harris Center	FCA: All About Joel	Beer and wine
9/23/2026	FLC	Harris Center	HCA: Menopause the Musical	Beer and wine
9/24/2026	FLC	Harris Center	HCA: Menopause the Musical	Beer and wine
9/25/2026	FLC	Harris Center	HCA: Menopause the Musical	Beer and wine
9/26/2026	FLC	Harris Center	HCA: Menopause the Musical	Beer and wine
9/27/2026	FLC	Harris Center	HCA: Menopause the Musical	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: August 12, 2026

SUBJECT:	Ratify: Affiliation and Other Agreements	ATTACHMENT: None	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 4	
AGENDA ITEM:	Consent Item K	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration <i>MR</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	<i>T. Powell</i> Torence Powell, 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
Cognitive and Behavior Health Services in Partnership with Conscious Puzzles	CHW ¹	SCC	6/29/2026	Evergreen
Providence Administrative Consulting Services PAC Mountain North	PTA/OTA ²	SCC	7/8/2026	Evergreen
Infinity Rehab	PTA/OTA ²	SCC	7/10/2026	Evergreen
PharMerica of Sacramento	Pharm Tech ³	CRC	7/15/2026	Evergreen

¹CHW: Community Health Worker, ²PTA/OTA: Physical Therapist Assistant/Occupational Therapy Assistant, ³Pharmacy Technician

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: August 12, 2026

SUBJECT:	Disposition of Surplus Equipment	ATTACHMENT: None	
		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:	 Tarence Powell, 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: 1 autoclave; 1 dental machine; 11 document cameras; 20 printers and 7 projectors.

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: August 12, 2026

SUBJECT:	Disposition of Surplus Equipment – Salvage Value Greater than \$5,000	ATTACHMENT: None	
		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:	 Tarence Powell, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

The Education Code regulates the procedure by which a community college district can dispose of real and personal property. Education Code section 81450-81450.5 provides that the governing board may, sell for cash, exchange for value or donate any personal property belonging to the district if the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for school use. The methods for disposal differ based upon the estimated value of the equipment. Whereas most equipment is disposed of either through the State of California or, if the State will not accept, through a scrap dealer, items with a value greater than \$5,000 either individually or in aggregate, require a public auction, noticed as required by law.

STATUS:

The District will auction the following items which in aggregate have a value greater than \$5,000: 2007 JLG 600 AJ (9068); 2012 Mercedes Sprinter Van (9544). Due to the poor condition of the items, the equipment is no longer suitable for school use. The District, via public auction, intends to sell to the highest bidder or donate to an interested school/public entity.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the disposal of the listed item per Education Code section 81450-81450.5.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: August 12, 2026

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

BACKGROUND:

A listing of purchase orders, warrants, checks and wires issued during the period of June 16, 2026 through July 15, 2026 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	0001147228– 0001148743 B270000-B270369	\$ 76,865,367.60
Capital Outlay Fund	0003020953-0003021189	
Child Development Fund	0006001334-0006001342 B691000-B691001	
Self-Insurance Fund	0009000594-0009000600 B991000-B991003	
WARRANTS		
General Fund	899025-900048	\$ 11,385,922.70
General Fund-ARC Instructional Related	014796-014827	
General Fund–CRC Instructional Related	025309-025318	
General Fund–FLC Instructional Related	032666-032672	
General Fund–SCC Instructional Related	050523-050535	
Capital Outlay Fund	839713-839764	
Student Financial Aid Fund	902221-902225	
Child Development Fund	955756-955759	
Self-Insurance Fund	976956-976960	\$ 6,961,510.82
ODSFD	-	
Payroll Warrants	627557- 627846	
Payroll Vendor Warrants	75257-75346	
June Leave Process	627847-630043	
CHECKS		
Financial Aid Disbursements (PeopleSoft)	-	\$ 4,894,325.50
Clearing Checks	-	\$ -
Parking Checks	-	\$ -
Student Clubs Agency Fund – ARC	8125-8155	\$ 71,545.69
Student Clubs Agency Fund – CRC	7341-7357	
Student Clubs Agency Fund – FLC	3842-3868	
Student Clubs Agency Fund – SCC	6161-6176	
Foundation – ARC	8573-8581	\$ 274,192.01
Foundation – CRC	3797-3798	
Foundation – FLC	3108-3126	
Foundation – SCC	8588-8593	
Foundation – DO	2963-2967	\$ 5,803.64
Associated Students Trust Fund – ARC	1243-1244	
Associated Students Trust Fund – CRC	1143-1152	
Associated Students Trust Fund – FLC	0786-0786	
Associated Students Trust Fund – SCC	-	\$ -
Regional Performing Arts Center Fund	-	
ELECTRONIC TRANSFERS		
GENFD Financial Aid	-	\$ 215,462.95
Board of Equalization	-	\$ -
PARS Wire	-	\$ 43,472.55
Retiree Health Trust	-	\$ -
CDTFA-ACH	-	\$
Grants Overpayment	-	\$
Payroll Direct Deposit Advices	1429507-1433977	\$ 17,826,636.84
Other Payroll Transactions	-	\$ 556.00
Keenan Wire	-	\$ 55,366.48
PITCO Wire	-	\$ 1,823.86
SB85 Debt Relief	-	\$ -
Self-Insurance Fund	-	\$ 55,366.48
PO Wire	-	\$ 360,763.64
International Wire	-	\$
Fidelity Wire	-	\$ 202,783.23
RT Payment	-	\$
Scholarships	-	\$ 8,400.00

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: August 12, 2026

SUBJECT:	Annual Report on Sexual Harassment	ATTACHMENT: Yes	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 5	
AGENDA ITEM:	Consent Item O	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Tarence Powell, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

Education Code §66282.1 requires that on or before September 1, 2026, and on or before each September 1 thereafter, each California Community College Board of Trustees prepare and submit a report to the chancellor's office regarding activities undertaken by the District to ensure campus programs and activities are free from sex discrimination. The report shall include, but is not limited to, the number of:

- sexual harassment reports disaggregated by college;
- sexual harassment complaints filed with the Title IX office disaggregated by college;
- sexual harassment complaints under investigation, length of time to start an investigation, and length of time to complete a final investigative report, disaggregated by college;
- hearings conducted for sexual harassment complaints and the outcomes of those hearings disaggregated by college; and
- the number of appeals requested, disaggregated by college.

The report will also include a list of personnel disaggregated by college who are exempt from any institutional obligation to report such information to the Title IX Coordinator or other official with authority to respond. The final report will be posted on the District's website.

STATUS:

The initial Los Rios Community College District Annual Report on Sexual Harassment covers the 18 months, as required by statute, from January 1, 2025 to June 30, 2026.

RECOMMENDATION:

It is recommended that the Board of Trustees approve and adopt the Los Rios Community College District Annual Report on Sexual Harassment.



LOS RIOS COMMUNITY COLLEGE DISTRICT EFFORTS TO PREVENT AND ADDRESS SEX DISCRIMINATION ANNUAL REPORT

I. INTRODUCTION

Los Rios Community College District (District) consists of four campuses, including:

- American River College located at 4700 College Oak Drive, Sacramento CA 95841
- Cosumnes River College located at 8401 Center Parkway, Sacramento, CA 95823
- Folsom Lake College located at 10 College Parkway, Folsom, CA 95630
- Sacramento City College located at 3835 Freeport Boulevard, Sacramento, CA 95822

Each campus is committed to preventing and effectively responding to sexual harassment as defined by California Education Code Section 212.5. The District addresses reports and complaints of alleged sexual harassment under: Board Policy P-2424: Sexual Harassment, Board Regulations R-2423.pdf: Discrimination and Harassment Complaint Procedures, Board Regulations 2423.5: Interim Title IX Guidelines.

Pursuant to California Education Code Section 66282.1, each California Community College district is required to publish an annual report detailing specific data related to its efforts to prevent and address sex discrimination. This report includes:

- Number of sexual harassment reports and complaints received
- Actual timelines for institutional responses
- Process outcomes
- Names of any personnel who are exempt from reporting requirements

The data in this report represents the period of January 1, 2025 to June 30, 2026. Statistics reflect the status of each report or complaint as of June 30, 2026, and are separated into topical sections with each campus represented alphabetically.

II. SEXUAL HARASSMENT REPORTS AND COMPLAINTS

For purposes of this report, sexual harassment includes Title IX Sexual Harassment (quid pro quo, hostile environment, sexual assault, dating violence, domestic violence, and stalking) and sexual harassment as defined by California Education Code (which includes sexual violence, rape, sexual battery, and sexual exploitation).

A report is any report received by the District alleging sexual harassment, whether made verbally, in writing, by email, through a complaint form, or through another reporting channel, even if no official investigation has been commenced.

Figure 1. Sexual Harassment Reports and Complaints from

Campus	Reports Received	Complaints Received	Complaints Under Investigation
American River College	3	1	0
Cosumnes River College	9	3	0
Folsom Lake College	4	1	1
Sacramento City College	4	3	1

III. SEXUAL HARASSMENT COMPLAINT DISMISSAL APPEALS

The District may dismiss a Title IX sexual harassment complaint if it does not meet the requirements for investigation specified in District regulations. Both complainants and respondents may appeal a decision to dismiss a Title IX sexual harassment complaint. An appeal decision-maker for a dismissal of a sexual harassment complaint may either uphold the original dismissal decision or reinstate the complaint, thus overturning the original dismissal decision.

Figure 2. Sexual Harassment Complaint Dismissal Appeals

Campus	Total Dismissals	Dismissals Appealed	Dismissals Upheld	Complaints Reinstated
American River College	0	0	0	0
Cosumnes River College	0	0	0	0
Folsom Lake College	0	0	0	0
Sacramento City College	0	0	0	0

IV. SEXUAL HARASSMENT INVESTIGATIONS

The District fairly and objectively investigates sexual harassment complaints. If a student complainant requests confidentiality when reporting sexual harassment, or that no investigation or disciplinary action be pursued to address alleged sexual harassment, the District takes the request seriously, while at the same time considering its responsibility to provide a safe and nondiscriminatory environment for all students, including for the complainant. The District shall grant the request when possible, but if the information we have suggests we should investigate, we will. Request for confidentiality are not guaranteed under Title IX investigations as respondents are entitled to know who brought forth the complaint. An official investigation commences upon notice of the investigation to all involved parties. Data included in the following Figure does not account for formal complaints resolved prior to the completion of a final investigative report.

Figure 3. Length of Time to Commence an Official Investigation After Complaint Received

Campus	Less than 2 Weeks	2 - 4 Weeks	1 - 3 Months	3 - 6 Months	6 - 12 Months	12 - 18 Months	Greater than 18 Months
American River College	0	0	1	0	0	0	0
Cosumnes River College	0	0	3	0	0	0	0
Folsom Lake College	0	1	0	0	0	0	0
Sacramento City College	2	0	2	0	0	0	0

Investigations involve interviews with the parties and any relevant witnesses, as well as collecting any additional available relevant evidence. Upon completion of the investigation, investigators compile a final investigative report. An investigation is complete upon

finalization of the investigative report. Factors that contribute to the length of an investigation include, but are not limited to, party and witness availability and responsiveness, number of parties and witnesses, allegation complexity, and concurrent law enforcement or other agency investigations.

Figure 4. Length of Time to Complete Each Investigation

Campus	Less than 6 Months	6 - 12 Months	12 - 18 Months	Greater than 18 Months
American River College	1	0	0	0
Cosumnes River College	3	0	0	0
Folsom Lake College	0	0	0	0
Sacramento City College	2	1	0	0

V. SEXUAL HARASSMENT HEARINGS

Title IX sexual harassment complaints may be resolved through Informal Resolution, a Live Hearing, or other means (e.g., dismissal, complaint withdrawal, referral to another process) as determined by District regulations.

Figure 5. Title IX Sexual Harassment Complaint Resolution Processes and Hearing Outcome Statuses

Campus	Informal Resolutions	Complaints Resolved without Informal Resolution or Hearing	Total Hearings	Determination Reached	Determination Pending
American River College	0	0	0	0	0
Cosumnes River College	0	0	0	0	0
Folsom Lake College	0	0	0	0	0
Sacramento City College	0	0	1	1	0

VI. SEXUAL HARASSMENT HEARING OUTCOME APPEALS

Any party may appeal the District's determination regarding responsibility for sexual harassment. Employee Respondents may also appeal a determination pursuant to a collective bargaining agreement or statutory appeal process (Education Code Sections 87669, 88013, and 88124), as applicable.

Figure 6. Appeals Requested by Either a Complainant or Respondent

Campus	Total Appeals	Appeals Eligible for Consideration	Appeals Denied on Procedural Grounds	Appeals Granted on Substantive Grounds	Appeals Denied on Substantive Grounds
American River College	0	0	0	0	0
Cosumnes River College	0	0	0	0	0
Folsom Lake College	0	0	0	0	0
Sacramento City College	1	0	0	0	1

Figure 7. Outcomes of Granted Appeals

Campus	Investigation Reopened	Hearing Reopened	Initial Finding or Sanction Reversed	Initial Finding or Sanction Modified
American River College	0	0	0	0
Cosumnes River College	0	0	0	0
Folsom Lake College	0	0	0	0
Sacramento City College	0	0	0	0

Figure 8. Respondents Appealing Under a Collective Bargaining Agreement or Statutory Appeal Process (Education Code Sections 87669, 88013, and 88124)

Campus	Total Appeals	Appeals Eligible for Consideration	Appeals Denied on Procedural Grounds	Appeals Granted on Substantive Grounds	Appeals Denied on Substantive Grounds
American River College	0	0	0	0	0
Cosumnes River College	0	0	0	0	0
Folsom Lake College	0	0	0	0	0
Sacramento City College	0	0	0	0	0

Figure 9. Appeal Outcomes for Respondents Appealing Under a Collective Bargaining Agreement or Statutory Appeal Process (Education Code Sections 87669, 88013, and 88124)

Campus	Investigation Reopened	Hearing Reopened	Initial Finding or Sanction Reversed	Initial Finding or Sanction Modified
American River College	0	0	0	0
Cosumnes River College	0	0	0	0
Folsom Lake College	0	0	0	0
Sacramento City College	0	0	0	0

VII. RESPONSIBLE EMPLOYEE EXEMPTIONS

A responsible employee is any employee who has the authority to take action to redress sexual harassment or provide supportive measures to students, or who has been given the duty of reporting incidents of sexual harassment to an appropriate District official who has that authority.

Figure 10. District Employees Exempt from Responsible Employee Reporting Requirements

Campus	Title	Department
American River College	Mental Health Therapist Supervisor	Student Health and Wellness
	Mental Health Therapist	Student Health and Wellness
Cosumnes River College	Mental Health Therapist Supervisor	Student Health and Wellness
	Mental Health Therapist	Student Health and Wellness
Folsom Lake College	Mental Health Therapist Supervisor	Student Health and Wellness
	Mental Health Therapist	Student Health and Wellness
Sacramento City College	Mental Health Therapist Supervisor	Student Health and Wellness
	Mental Health Therapist	Student Health and Wellness

Report prepared by:

Alexander Casareno, Director of Diversity, Compliance & Title IX

Email: CasareA@losrios.edu

July 30, 2026

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: August 12, 2026

SUBJECT:	Human Resources Transactions	ATTACHMENT: Yes	
		ENCLOSURE: None	
		STRATEGIC PLAN GOAL(S): 5	
AGENDA ITEM:	Consent Item P	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Executive Vice Chancellor, Finance and Administration <i>MR</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	 Tarence Powell, Chancellor	ACTION	
		INFORMATION	

RECOMMENDATION:

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

MANAGEMENT

APPOINTMENT(S)

<u>Name</u>	<u>Position</u>	<u>Effective Date(s)</u>
	<u>Sacramento City College</u>	
Wise, Camile (Ph.D., Drexel University)	Director (VII) Equity Pathways Program	10/01/25

APPOINTMENT(S) TO CATEGORICALLY FUNDED POSITION(S)

<u>Name</u>	<u>Position</u>	<u>Effective Date(s)</u>
	<u>Cosumnes River College</u>	
Charles, April (M.P.A., Troy University)	Director (VII) of Employer Partnerships	07/01/26 – 06/30/27
Mendoza Plascencia, Oscar (M.A., California State University, Sacramento)	Director (VII) of Basic Needs and Student Support	10/01/26 – 09/30/27
	<u>Sacramento City College</u>	
Wise, Camile (Ph.D., Drexel University)	Director (VII) Equity Pathways Program	07/01/25 – 09/31/25 (Revised)

APPOINTMENT(S) TO TEMPORARY POSITION(S)

<u>Name</u>	<u>Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Moody, Heather (M.A., Concordia University)	Interim Dean of Kinesiology & Athletics	07/01/26 – 12/31/26
Sawyer, Brett (M.Ed., University of California, Santa Barbara)	Interim Director (V) of Dual Enrollment & Pre-College Advancement	08/31/26 – 01/31/27
	<u>Sacramento City College</u>	
deGennaro, Paul (Ph.D., University of California, Davis)	Interim Dean of Mathematics, Statistics and Engineering	08/06/26 – 12/31/26
Hanson, Jon (M.A., California State University, Sacramento)	Interim Dean of Language Arts and Library	08/06/26 – 12/31/26

MANAGEMENT

LEAVE(S) OF ABSENCE

<u>Name</u>	<u>Position</u>	<u>Type</u>	<u>Effective Date(s)</u>
<u>American River College</u>			
Chao, Pamela	Dean of Language and Communication	Medical	08/31/26 – 12/22/26

RESIGNATION(S)

<u>Name</u>	<u>Position</u>	<u>Effective Date(s)</u>
<u>Sacramento City College</u>		
Delgado, Uriel	Director (VII) of Title V Hispanic Serving Institutions (HSI) Grant Project	07/08/26

FACULTY

APPOINTMENT(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Clark, Brent (Ph.D., University of California, Irvine)	Sociology Assistant Professor	08/20/26
Halvorson, Robert (D.M.A., California Institute of the Arts)	Music (Director of Choral and Global Music Studies) Assistant Professor	08/20/26
<u>Folsom Lake College</u>		
Austin, April (M.L.I.S., San Jose State University)	Public Services Librarian	08/20/26
Di Cosmo Medlock, Andreana (M.A., California State University, Sacramento)	Economics Assistant Professor	08/20/26
Drehobl, Christina (B.B.A., American InterContinental University)	Radiological (Radiographic) Technology Assistant Professor	08/20/26

APPOINTMENT(S) TO TEMPORARY POSITION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Aguilar, Rafael (M.A., Equivalency)	Kinesiology Assistant Professor/Assistant Football Coach, L.T.T.	08/20/26 – 12/17/26
Bowden, Paula Ellen (M.A., California State University, Sacramento)	Anthropology Assistant Professor, L.T.T.	08/20/26 – 12/17/26
Eckley, Teresa (Ph.D., California School of Professional Psychology)	Human Services Assistant Professor, L.T.T.	08/20/26 – 05/20/27
Tweet, Tracie (M.P.H., San Diego State University)	Funeral Services Assistant Professor, L.T.T.	08/20/26 - 12/17/26
<u>Cosumnes River College</u>		
Dang, Tina (M.S., California State University, Sacramento)	Counselor, L.T.T.	07/01/26 - 06/30/27
Goodbeer, Vivian (M.A., Equivalency)	Tutoring Coordinator, L.T.T.	07/01/26 - 12/31/26

FACULTY

APPOINTMENT(S) TO TEMPORARY POSITION(S) - CONTINUED

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Cosumnes River College (continued)</u>		
Longaker, Louis (Ph.D., University of California, Davis)	Chemistry Assistant Professor, L.T.T.	08/20/26 - 12/17/26
<u>Sacramento City College</u>		
Ferro, Emmiyan (M.A., Equivalency)	Ethnic Studies Assistant Processor, L.T.T.	08/20/26 – 12/17/26
Martinez-Chavez, Teresa (M.A., Equivalency)	Ethnic Studies Assistant Professor, L.T.T.	08/20/26 – 12/17/26
Poe, Michael (M.A., Equivalency)	Theater Arts Assistant Professor, L.T.T.	08/20/26 - 05/20/27
Ramirez, Diana (M.A., Equivalency)	Chemistry Assistant Professor, L.T.T.	08/20/26 - 12/17/26
Schwartz, Steven (M.A., University of California, Davis)	Anthropology Assistant Professor, L.T.T.	08/20/26 - 12/17/26

LEAVE(S) OF ABSENCE

<u>Name</u>	<u>Subject/Position</u>	<u>Type</u>	<u>Effective Date(s)</u>
<u>American River College</u>			
Owens, Rocio	Mathematics Professor	Type C	01/14/27 – 05/20/27
Reyes, Cesar	Librarian	Paternity	08/20/26 – 12/17/26
<u>Cosumnes River College</u>			
Ghan, Courtney	English Assistant Professor	Maternity	08/20/26 – 12/17/26
<u>Sacramento City College</u>			
Sullivan, Christopher	Biology (Anatomy and Physiology) Assistant Professor	Paternity	01/18/27 – 03/12/27

FACULTY

REASSIGNMENT(S) / TRANSFER(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Baiz, Louis	Kinesiology Assistant Professor / Football Head Coach (85%) / Athletic Coordinator (15%) From Kinesiology Assistant Professor/Assistant Football Coach (85%) / Athletic Coordinator (15%)	07/01/26
Czaja, Diane	Respiratory Care Assistant Professor (70%) and Director of Clinical Education (DCE) (30%) From Respiratory Care Assistant Professor (80%) and Director of Clinical Education (DCE) (20%)	07/01/26
Ward, Lindsey	Nursing (Registered Nurse-RN) Assistant Professor (Medical Surgical) From Nursing (Registered Nurse) Assistant Professor – Medical Surgical, Simulation & Clinical Liaison Focus	08/21/25

RESIGNATION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Currier, Daniel	Funeral Services Professor	05/22/26

PRE-RETIREMENT WORKLOAD REDUCTIONS

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Sacramento City College</u>		
Allen, Randy	Photography/Journalism (Multimedia) Professor 0.80 to .783	08/20/26 – 05/31/29 (Revised)

RETIREMENT(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Dieu, Anne (After 10 years of regular service)	Fashion Professor	05/21/27

FACULTY

RETIREMENT(S) - CONTINUED

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Sacramento City College</u>	
Mesa, Felicia (After 10 years of regular service)	Nursing (Registered Nurse - RN) Professor	05/21/27
Siu, Jennifer (After 38 years of regular service)	Vocational Nursing Professor	05/21/27

TEMPORARY, PART-TIME EMPLOYEES Spring 2026
Folsom Lake College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Ramirez, Ismael	Counselor	61 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2026
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Amin-Shinnette, Shiva	Administration of Justice	50 %
Baiz, Louis	Physical Education	9 %
Bernacchi, Christopher	Administration of Justice	50 %
Bonilla, Sara	Administration of Justice	50 %
Bradshaw, Don	Administration of Justice	50 %
Casillas, Roy	Administration of Justice	50 %
Chavolla, Art	Administration of Justice	50 %
Duggins, Michael	Administration of Justice	50 %
Franco, Albert	Administration of Justice	50 %
Gomez, Kimberly	Counselor	2 %
Hakobyan, Anzhela	ESL Speaking/Listening	5 %
Harris, Merridith	Administration of Justice	50 %
Hayes, David	Administration of Justice	50 %
Johnson, Krystal	Administration of Justice	50 %
Kaneyuki, Brent	Administration of Justice	50 %
Koerner, Zachary	Intercollegiate Athletics	21 %
Lindblad, Mayu	ESL Integrated	3 %
Luong, Scott	Culinary Arts	43 %
McCormack, Nicole	General Work Experience	27 %
Montgomery, Thoeung	ESL Speaking/Listening	2 %
Moody, Heather	Physical Education	6 %
Moody, Heather	Intercollegiate Athletics	9 %
Olson, Eric	Administration of Justice	50 %
Ryther, Christopher	Paramedic	8 %
Stewart, Dale	Paramedic	5 %
Swallow, Joe	Administration of Justice	1 %
Tapley, Cody	Administration of Justice	50 %
Thomas, Iohla	Administration of Justice	50 %
Vang, Julie	Counselor	9 %
Voetsch, Brandon	Administration of Justice	50 %
Welshons, Brian	Administration of Justice	50 %
Wilson, Labin	Administration of Justice	1 %
Wilson, Labin	Coordinator	10 %
Winger, Jason	Administration of Justice	50 %
Wong, Kim	Administration of Justice	50 %
Wright, Willie	Administration of Justice	50 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2026
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Aldredge, Teresa	Counselor	2 %
Allo Allo, Viola	Librarian	7 %
Austin, April	Librarian	11 %
Barkley, Michelle	Nurse	30 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2026**Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Biesiadecki, Mary	Animal Science	7 %
Binder, Marnie	Classics-Humanities	35 %
Doan, Anna	Counselor	2 %
Gordon, Henry	Librarian	2 %
Madden, William	Counselor	4 %
Procsal, Amanda	Psychology, General	20 %
Reyes Cruz, Nanette	Librarian	8 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2026**Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Al Juboori, Suha	Other Information Technology	35 %
Angove, Philip	Commercial Music	19 %
Anwar, Mohammad	Radiologic Technology	13 %
Flores, Juan	Counselor	2 %
Kurtz, Keifer	Biology, General	52 %
Meneses, Fabian	Counselor	1 %
Morales, Patricio	Commercial Music	14 %
Nielsen, Ruth	Counselor	12 %
Tikhonova, Inna	Counselor	31 %
Yang, Kou	Counselor	2 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2026**Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Bouhrik, Faik	Physics, General	5 %
Chave, Joshua	Academic Guidance	20 %
Goodchild, Rebecca	Librarian	8 %
Jue, Jordan	Librarian	2 %
Liem, Susan	Dental Hygienist	9 %
Ngassam, Valery	Physics, General	24 %
Oh, Jang-Ha	Physical Education	15 %
Oh, Jang-Ha	Intercollegiate Athletics	8 %
Scarboro, Kenneth	Aviation Airframe Mechanics	22 %
Tercho, Karen	Librarian	7 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2026**American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Abdelaal, Sherine	Interior Design and Merchandising	28 %
Abou Faour, Malak	Physics, General	43 %
Adams, Grant	Spanish	53 %
Adams, Jane	Academic Guidance	40 %
Adams, Jane	Counselor	18 %
Afshar, Zoha	Fashion Merchandising	28 %
Aghabeigi, Farah	Accounting	20 %
Aguilar, Joshua	Drafting Technology	13 %
Al-Bassam, Nizar	Electronics & Electric Technology	35 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Aldana, Natana	Fine Arts, General	40 %
Alder, Katreena	Speech Communication	40 %
Al-Gburi, Badeeah	Drafting Technology	63 %
Allen JR, Johnny	Philosophy	40 %
Allen-Perez, Dillon	ESL Writing	20 %
Alsarraj, Jian	Counselor	30 %
Alsarraj, Jian	Counselor	29 %
Ambriz-Sanchez, Jesus	Economics	20 %
Anaya, Dan	Computer Programming	55 %
Anlas Salmon, Andres	Mathematics, General	27 %
Aranas, Zsanel Jestine	ESL Writing	60 %
Ashabran, Alicia	Mortuary Science	13 %
Astarte, Sarah	Psychology, General	20 %
Ayala, Daniel	English	40 %
Ayala, Danielle	ESL Writing	60 %
Badea-Mic, Mihaela	Physiology (Includes Anatomy)	52 %
Bailey, Katherine	Dance	65 %
Baqeri, Sayed	Physiology (Includes Anatomy)	52 %
Barela, Jesus	Painting & Drawing	57 %
Barkley, Daniel	English	40 %
Batarseh, Samer	Business and Commerce, General	20 %
Baxter, John	Music	35 %
Baxter, Kenneth	Political Science	40 %
Bazua Morales, Carlos	Anthropology	60 %
Beattie, Brandon	Welding Technology	22 %
Beckum, LaQuisha	Psychology, General	40 %
Beezley, Shareen	Paralegal	20 %
Bellino, Nathan	Business and Commerce, General	20 %
Benz, Jessica	Reading	13 %
Bertinuson, Joy	Painting & Drawing	57 %
Billiter, James	Fire Technology	20 %
Blackthorne, Henry	English	40 %
Blunk, Dawn	English	60 %
Booth, Lauren	Anthropology	56 %
Borenstein, Rachel	Painting & Drawing	57 %
Boroughs, Terry	Geology	52 %
Bovard, Victoria	Psychology, General	60 %
Bowden, Paula Ellen	Anthropology	52 %
Brasier, Corey	Sign Language	27 %
Brasier, Corey	Sign Language Interpreting	10 %
Bright, Lisa	Anthropology	36 %
Britton, Rebecca	Political Science	60 %
Brown, Brian	Drafting Technology	30 %
Brunkala, Joel	English	60 %
Brynelson, Julia	Paralegal	60 %
Buckner, Mallory	Counselor	41 %
Buckner, Mallory	Counselor	1 %
Buljan, Laurette	English	60 %
Button, Melinda	Anthropology	40 %
Byrd, Steven	Welding Technology	45 %
Bystrom, Helen	English	60 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Caddy, Erin	German	27 %
Camacho, Edward	Administration of Justice	1 %
Camacho-Tejeda, Jose	Welding Technology	28 %
Campbell, Morgan	Chemistry, General	59 %
Carlisle, Justus	Mathematics, General	53 %
Carney, Diane	Biology, General	36 %
Carr, Lisa	Child Development/Early Care and Educatio	40 %
Carr, Nicole	Paralegal	20 %
Cartan, Jennifer	Spanish	53 %
Carter, Allison	English	60 %
Carter, Kathy	Child Development/Early Care and Educatio	20 %
Carter, Stephen	Electronics & Electric Technology	35 %
Casilla Tufono, Kristopher	Interior Design and Merchandising	28 %
Chapek, Carl	Computer Networking	7 %
Charles, Kelly	English	67 %
Chau, Thao	Mathematics, General	20 %
Chau, Thao	Mathematics Skills	13 %
Chesebro, Alexander	Fashion	20 %
Chinte, David	ESL Writing	60 %
Chong, Eun A	Mathematics, General	33 %
Chong, Eun A	Mathematics Skills	13 %
Chu-Jacoby, Renee	Business and Commerce, General	20 %
Chukwueloka, Valentine	Health Education	20 %
Cintean, Alin	Administration of Justice	20 %
Ciobanasiu, Jonathan	English	40 %
Clark, Evan	Speech Communication	60 %
Clark, Terri	Librarian	4 %
Clark, Yoo Ri	Music	57 %
Cleek, Tammy	Mathematics, General	27 %
Cleek, Tammy	Mathematics Skills	13 %
Clement Moore, Tamica	Gerontology	60 %
Cochrane, Arlene	Accounting	20 %
Colby, Shannon	Psychology, General	60 %
Cole, Serena	Painting & Drawing	57 %
Collom, Alyson	Other Humanities	20 %
Conahan, Jordan	Paralegal	20 %
Condos, Christian	Business and Commerce, General	20 %
Cone, Bryan	Psychology, General	20 %
Cone, Justin	Automotive Technology	43 %
Connors, Valerie	English	60 %
Constante, David	Psychology, General	40 %
Contino, Colin	Biology, General	52 %
Cooke, Jeffrey	Fire Technology	20 %
Crook, Michael	Real Estate	20 %
Curl, James	Automotive Technology	33 %
Currea, Ana Maria	Spanish	47 %
Curtis, Lindsay	ESL Writing	40 %
Dacre, Christopher	Art	57 %
Dahlgren, Jennie	Respiratory Care/Therapy	13 %
Dang, Tiffany	Human Services	20 %
Davis, Danielle	History	60 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Dawson, Andrew	Chemistry, General	59 %
Deal, Bethany	Technical Theater	43 %
DeLeon, Jack	English	40 %
Delnero, Christina	Counselor	18 %
Delnero, Christina	Counselor	42 %
Denman, David	Philosophy	40 %
DeRemigis, David	Drafting Technology	46 %
Diaz Rodil, Hugo	Spanish	53 %
Diaz, Abram	Political Science	20 %
Dorris, Tamara	Real Estate	60 %
Drab, Conner	Mathematics, General	60 %
Duff, Jeanne	Software Applications	35 %
Dunker, Alexia	Mathematics, General	33 %
Dunmore, Steven	Intercollegiate Athletics	15 %
Duran, James	Mathematics, General	40 %
Durden, Michelle	Sociology	20 %
Easley, Kevin	Ethnic and Cultural Studies	20 %
Eberhardt, Claire	History	40 %
Eckley, Teresa	Psychology, General	20 %
Eckley, Teresa	Human Services	20 %
Econome Chaliros, Jennie	Counselor	20 %
Egunnike, Adedeji	Accounting	20 %
Enborg, Terri	English	67 %
Endrizzi, Jonathan	Automotive Technology	66 %
Engstrom, Karina	Biology, General	36 %
Engstrom, Karina	Microbiology	20 %
Evans, David	ESL Writing	60 %
Fitzgerald, Jessica	Sign Language	53 %
Fix, Andrew	Philosophy	20 %
Fleck, Jessica	Sociology	20 %
Fleshman, Dane	Mathematics, General	33 %
Florence, Henry	Film Studies	40 %
Foster, William	Physiology (Includes Anatomy)	52 %
Frederick, Casey	Landscape Design & Maintenance	20 %
Freeman, Grace	ESL Writing	20 %
Freeman, Grace	ESL Speaking/Listening	40 %
Gable, Monica	Paralegal	40 %
Gage, Ambyr	English	20 %
Gager, Tamatha	Psychology, General	20 %
Gallaher, Trey	Digital Media	28 %
Gallon, Cheryl	Sign Language Interpreting	7 %
Galmant, Jekaterina	Russian	67 %
Galvin, Jerome	Welding Technology	28 %
Garasanin, Olivera	History	20 %
Garbutt, Jared	Nutrition, Foods, and Culinary Arts	40 %
Garcia, Monica	Spanish	53 %
Gardner, Christopher	Natural Resources	29 %
Garg, Purwa	Fashion Design	57 %
Gatewood, Thomas	Fashion Design	28 %
Gaudard, Rolf	History	20 %
Gebo, Rebecca	Health Education	20 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
George, Gary	Electronics & Electric Technology	35 %
George, Gary	Telecommunications Technology	32 %
Gerlis, Rachel	Sign Language	53 %
Ghazianzad, Mahsan	Painting & Drawing	57 %
Giorgetti, Leonardo	Italian	53 %
Glenn, Daniel	ESL Writing	40 %
Glickman, James	Real Estate	23 %
Glynn, Harley	Commercial Music	42 %
Goldbar, Christine	English	60 %
Goldberg, Stephen	Paralegal	20 %
Gorchoff, Sara	Psychology, General	60 %
Gordon, Leland	Journalism	20 %
Gordon, Leland	Speech Communication	40 %
Gottke, Darren	Chemistry, General	59 %
Green-Clark, Michelle	Dance	30 %
Gregorek, Robert	Health Occupations, General	60 %
Griffith, Ashley	Sign Language	27 %
Grigoryan, Asya	ESL Writing	20 %
Grigoryan, Asya	ESL Speaking/Listening	40 %
Griley, Katherina	Restaurant and Food Services Management	13 %
Guadalupe, Krishna	Sociology	40 %
Gutierrez, Julio	Automotive Technology	33 %
Gutowsky, Edward	English	40 %
Jacobs, David	Philosophy	40 %
Jacobson, Aron	Psychology, General	60 %
Jardine, Christian	History	60 %
Jay, Susan	Construction Crafts Technology	7 %
Jay, Susan	General Work Experience	33 %
Jennings, Nathan	Geographic Information Systems	22 %
Jensen, Kristin	Psychology, General	60 %
Johnson, Wilber	Journalism	20 %
Johnson, Robert	Commercial Music	57 %
Jones, Abram	ESL Writing	60 %
Jones, Barry	Computer Networking	24 %
Jones, Palmis	Psychology, General	20 %
Kirby, Lee	Fire Technology	40 %
MacKechnie, Ruth	ESL Speaking/Listening	20 %
Mahallati, Reza	Engineering, General	35 %
Majhail, Radhika	Business Management	40 %
Manuel, Melanie	English	40 %
Manukyan, Knarik	Mathematics, General	40 %
Maples, Inga	Counselor	7 %
Marawala, Zarir	Physiology (Includes Anatomy)	52 %
Marquis, TrINETTE	Speech Communication	20 %
Martin, Tracy	Film Studies	20 %
Martin, Tracy	Music	8 %
Martin, Tracy	Dramatic Arts	34 %
Martin, Tracy	Cross Term	2 %
Martinez, Maricela	Spanish	27 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Martinez-Aguirre, Jonathan	Chemistry, General	52 %
Matsoyan, Khosrov	Automotive Technology	33 %
Mattu, Harjinder	ESL Writing	20 %
Mattu, Harjinder	ESL Speaking/Listening	20 %
Maurino, Molly	Physical Education	45 %
Mayorga, Kristina	Ethnic and Cultural Studies	40 %
Mays, Judy	Counselor	44 %
McChane, Scott	Commercial Music	60 %
McCord, Karen	Psychology, General	40 %
McCormack, Nicole	Construction Crafts Technology	40 %
McCoy, Karen	Librarian	24 %
McGowan-Smith, Jordan	Ethnic and Cultural Studies	20 %
McKaig, Sandra	Mathematics, General	33 %
McMurdo, Tammy	Nutrition, Foods, and Culinary Arts	20 %
Mead, William	Website Design and Development	28 %
Mehallo, Stephen	Computer Graphics and Digital Imagery	48 %
Meindl, Gabrielle	ESL Writing	23 %
Meindl, Gabrielle	ESL Speaking/Listening	20 %
Melkonyan, Gegham	Mathematics, General	20 %
Mendez, Shannon	English	40 %
Menefee, Douglas	Intercollegiate Athletics	38 %
Middleton, Colin	Mathematics, General	27 %
Mirmobiny, Shadie	Fine Arts, General	20 %
Mirzaagha, Mohammad	Mathematics, General	33 %
Nedorezov, Svetlana	Mathematics, General	40 %
Nedorezov, Svetlana	Mathematics Skills	13 %
Neumann, Ingrid	Physics, General	56 %
Newberry, Travis	Respiratory Care/Therapy	48 %
Ngo, Tu	Mathematics, General	27 %
Ngo, Tu	Mathematics Skills	13 %
Nguyen, Dung	Mathematics, General	33 %
Nordell, Randall	Office Technology/Office Computer Applicati	13 %
Norton, Justin	Speech Communication	20 %
Nunnally, Justin	Applied Photography	28 %
O'Donnell, Daniel	Business Administration	40 %
Olson, Robert	Telecommunications Technology	20 %
O'Neal-Watts, Jennifer	Librarian	15 %
Palaspas, Candice	Counselor	59 %
Patra Bhowmik, Manomita	Health Education	40 %
Pellerin, Kristie	Biology, General	36 %
Perrault, Priscilla	Counselor	23 %
Phair, Krista	Speech Communication	40 %
Pillay, Rajiv	Welding Technology	67 %
Poole, Shara	Painting & Drawing	57 %
Porter, Cherri	English	60 %
Powers, Matthew	Administration of Justice	60 %
Preciado, Monica	Counselor	16 %
Preciado, Monica	Counselor	29 %
Preciado, Monica	Counselor	12 %
Prinzing, Malena	Office Technology/Office Computer Applicati	20 %
Prinzing, Malena	Software Applications	35 %
Regan, Debra	Physiology (Includes Anatomy)	52 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Regan, Debra	Study Skills	8 %
Rennie, Sharilyn	Study Skills	8 %
Rickman, Tracy	Fire Technology	20 %
Rickman, Tracy	Wildland Fire Technology	20 %
Rivera-Carpenter, Veronica	Child Development/Early Care and Educatio	20 %
Rivera-Carpenter, Veronica	Infants and Toddlers	20 %
Rix, Sheryl	Business and Commerce, General	40 %
Roberts, Jeffrey	Biology, General	36 %
Robinson, Anthony	English	53 %
Rodriguez-Rutten, Paula	Mathematics, General	20 %
Rogers, Kristina	English	60 %
Rossman, Leslie	Welding Technology	15 %
Salluzzo, Michelle	Children with Special Needs	20 %
Sanchez Ordaz, Arnold	Psychology, General	60 %
Sandoval Lopez, Yesenia	Sociology	20 %
Schenck, Lorena	Child Development/Early Care and Educatio	20 %
Schroeder-Evans, Kimbra	Spanish	53 %
Scott, Lauren	Sign Language Interpreting	23 %
Scott, Steven	Microbiology	41 %
Seguine, Richard	Fire Technology	40 %
Shang, Lu	Chemistry, General	52 %
Shang, Lu	Study Skills	8 %
Shih, Ernest	Computer Networking	38 %
Shirkey, Stephanie	Paralegal	20 %
Shulman, Anya	Fine Arts, General	20 %
Sisneros, Linda	Electronics & Electric Technology	43 %
Smith, Nathaniel	Automotive Technology	33 %
Smith, Valerie	Business and Commerce, General	20 %
Solomon, Lauren	Academic Guidance	20 %
Sowards, Timothy	Administration of Justice	20 %
Sowinski, Lisa	Mathematics, General	27 %
Speck, Christian	Business Administration	40 %
Speck, Christian	Real Estate	20 %
Stanford, Trina	Psychology, General	20 %
Staten, Keith	Paralegal	20 %
Steffen, Kimberly	Mortuary Science	13 %
Stemmann, Karsten	Mathematics, General	33 %
Stevens, Briagha	English	60 %
Stickel, Mike	Automotive Collision Repair	66 %
Strawn, Gregory	English	40 %
Sundin, Daniel	Microbiology	41 %
Supin, Vitaliy	Mathematics, General	53 %
Tabrizi, Setareh	English	40 %
Tamariz, Santiago	Spanish	53 %
Tejomaya, Raquel	Psychology, General	40 %
Thaw, Min Min	Economics	20 %
Thomas, Ramona	Child Development/Early Care and Educatio	20 %
Thomasson, Kelly	Microbiology	41 %
Thomson, Tracy	Geology	36 %
Thuston, Marrin	English	33 %
Tittle, Matt	English	20 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Toomey, Daniel	Administration of Justice	40 %
Torres, Santos	Sociology	40 %
Torres, Veronica	Drafting Technology	30 %
Tran, Dennis	Counselor	14 %
Tran, Thang	Electrical	31 %
Tsushima, Cheryl	Automotive Technology	53 %
Turner, Season	Child Development/Early Care and Educatio	20 %
Tuttle, Nick	Psychology, General	60 %
Tweet, Tracie	Mortuary Science	53 %
Valenzona, Deborah	Reading	13 %
VanElls, Deborah	History	40 %
Verbitskiy, Diana	Russian	53 %
Vervilos, Vasseliki	Accounting	47 %
Vitaich, Jason	Political Science	40 %
Wake, Audra	Paralegal	40 %
Walters, Andrea	Economics	40 %
Wanis, Rosemary	Sign Language Interpreting	3 %
Watters, Stephen	Anthropology	20 %
Welch, Nicole	Business Management	60 %
Welkley, Debra	Sociology	20 %
Welty, Ann	Counselor	18 %
West, Sharon	Business and Commerce, General	40 %
West, Sharon	Business Management	20 %
Wheeler, Susan	Business Management	7 %
Wheeler, Susan	Small Business and Entrepreneurship	13 %
White, Bryan	Mathematics, General	47 %
Williams, Dacia	Psychology, General	60 %
Williams, Michelle	Economics	40 %
Willson, Laurel	Chemistry, General	59 %
Winston-Sandefur, Cotys	Digital Media	28 %
Winston-Sandefur, Cotys	Computer Graphics and Digital Imagery	20 %
Winter, Michael	Geography	20 %
Wooden, Tami	Physical Education	30 %
Wooden, Tami	Physical Fitness and Body Movement	15 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2026
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Adams, Ashleigh	Speech Communication	20 %
Agoff, Zachary	Philosophy	60 %
Ahearn, Thomas	English	60 %
Ahmadi, Abbas	Computer Networking	48 %
Ali, Mozzamil	Business and Commerce, General	40 %
Allen, Cheryl	Family Studies	40 %
Allen-Perez, Dillon	ESL Writing	40 %
Allo Allo, Viola	Librarian	36 %
Aly, Mohamed	Physiology (Includes Anatomy)	52 %
Amer, M. Rosalie	Librarian	9 %
Appleton, Lekisha	Physical Education	45 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026**Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Aptekar, Rachel	Biology, General	40 %
Arena, Sylvester	Applied Photography	57 %
Babka, Cary	Television (including combined TV/film/v	28 %
Ballard, Sheryl	Child Development/Early Care and Educatio	40 %
Barela, Eva	Spanish	35 %
Becker, Kathleen	Chemistry, General	59 %
Biesiadecki, Mary	Animal Science	7 %
Biesiadecki, Mary	Veterinary Technician (Licensed)	20 %
Biesiadecki, Mary	Health Occupations, General	20 %
Binder, Marnie	Classics-Humanities	20 %
Binder, Marnie	Other Humanities	20 %
Bresee, Chris	Psychology, General	40 %
Brown, Cornelius	Business and Commerce, General	20 %
Brown, Cornelius	Small Business and Entrepreneurship	40 %
Browne, Rachael	Sociology	40 %
Buda, Christina	Family Studies	20 %
Bush, Amy	Librarian	33 %
Caddy, Erin	ESL Speaking/Listening	20 %
Cardarelli, David	Business and Commerce, General	60 %
Carinci, Sherrie	Business and Commerce, General	60 %
Carson, Mari	Technical Theater	28 %
Carvalho, Brenda	Mathematics, General	35 %
Castaneda, Claudio	Fine Arts, General	20 %
Cetin, Matt	Computer Networking	24 %
Charters, Suzette	Mathematics, General	53 %
Choate, Spencer	Speech Communication	40 %
Chow, Nicholas	Mathematics, General	35 %
Christensen, Benton	Fire Technology	20 %
Cochrane, Arlene	Accounting	27 %
Coffey, Brian	Philosophy	60 %
Coleman, Jillian	Classics-Humanities	20 %
Coleman, Jillian	Other Humanities	20 %
Colvin, John	Restaurant and Food Services Management	43 %
Coronado Barraza, Victor	Spanish	35 %
Crain, Danielle	Physiology (Includes Anatomy)	52 %
Crume, Tabin	Librarian	37 %
Dale, Jeffrey	Philosophy	40 %
Daly, Jennifer	Photography	20 %
Dang, Tuong	Vietnamese	27 %
Dartez, Gail	Dramatic Arts	40 %
Davenport, Carly	Mass Communications	40 %
De Diego, Stephen	Real Estate	20 %
de Jesus, Michael	Restaurant and Food Services Management	13 %
De La Cruz, Daniel	Computer Networking	48 %
de la Torre, Catherine	Child Development/Early Care and Educatio	20 %
de la Torre, Catherine	Infants and Toddlers	20 %
De Mars, Eva	Physical Education	45 %
Dialesandro, John	Geography	16 %
Dialesandro, John	Geographic Information Systems	23 %
Diehl, Kellie	Physical Education	30 %
Divi, Dea	English	60 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026**Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Dixon, Jo Anne	Family Studies	40 %
Do, Minh Hong	Vietnamese	27 %
Dowd, Nicholas	English	60 %
Duangboudda, Doris	Anthropology	40 %
Edmonds, Jason	Anthropology	40 %
Elston, Tyler	Sociology	20 %
Estes, Rebecca	Spanish	27 %
Evans, Debra	Business and Commerce, General	20 %
Evans, Debra	Information Technology, General	40 %
Evoy, Angela	Anthropology	52 %
Falloon, Matthew	English	60 %
Fitz Gibbon, Linda	Sculpture	57 %
Fitzpatrick, Tamara	Business Administration	60 %
Floyd, Amy	Pharmacy Technology	42 %
Fowler, Elmira	Mathematics, General	57 %
Gabbani, Peter	English	60 %
Gage, Ambyr	English	40 %
Gale, Jessilyn	Speech Communication	60 %
Garcia, Javier	Biology, General	36 %
Gilbert, Scott	Dramatic Arts	33 %
Glauner, Chelsea	Psychology, General	40 %
Gonzalez, Gregory	English	60 %
Gordon, Henry	Librarian	26 %
Gowen, Varvara	Nutrition, Foods, and Culinary Arts	20 %
Graham, Frank	English	20 %
Grahn, Robert	Physiology (Includes Anatomy)	40 %
Greer, Albert	Astronomy	20 %
Grewal, Sanya	Health Occupations, General	40 %
Gryffin, Peter	Health Occupations, General	60 %
Guan, Bao	Mathematics, General	27 %
Guan, Bao	Mathematics Skills	13 %
Jacinto, Charlene	Ethnic and Cultural Studies	40 %
James, William	Spanish	55 %
Jay, Susan	Fire Technology	20 %
Jimenez, Desmond	Health Occupations, General	20 %
Jimenez, Desmond	Nutrition, Foods, and Culinary Arts	40 %
Johnson, John	Sales and Salesmanship	20 %
Johnson, John	E-Commerce (business emphasis)	20 %
Johnson, Robert	Business and Commerce, General	20 %
Jones, Kristin	Health Occupations, General	60 %
Jordan II, James	Small Business and Entrepreneurship	20 %
Maduchukwu, Ifeanyi	Accounting	40 %
Mahmood, Ghazanfar	Health Occupations, General	40 %
Mahmood, Ghazanfar	Administrative Medical Assisting	10 %
Majju, Jagdish	Child Development/Early Care and Education	40 %
Marchak, Taras	English	60 %
Marsh, Justin	Painting & Drawing	28 %
Martinez, Maricela	Spanish	35 %
Mathe, Brooke	Dance	20 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Mayorga, Kristina	Ethnic and Cultural Studies	20 %
McCarthy, Patti	Film Studies	60 %
McCollum, John	Automotive Technology	20 %
McDonald, Katrina	Coordinator	60 %
McMurdo, Tammy	Nutrition, Foods, and Culinary Arts	40 %
McNee, Shay	History	60 %
Menard, Nathen	Sociology	20 %
Merrill, Steven	Chemistry, General	59 %
Mesbah, Mehran	Painting & Drawing	57 %
Miller, Matthew	Dramatic Arts	40 %
Navarro, Murray	Mathematics, General	35 %
Nelsenador, Matthew	Mathematics, General	40 %
Ngo, Tran	Mathematics, General	35 %
Nguyen, Alfonso	Learning Skills, Learning Disabled	35 %
Nguyen, Hoang	Economics	40 %
Nguyen, Uyen	Microbiology	36 %
Nguyen, Yen	Vietnamese	53 %
Niazi, Abid	Psychology, General	20 %
Nielson, Jonathan	History	20 %
Nunnally, Justin	Applied Photography	28 %
Odom-Chea, Lucy	Mathematics, General	35 %
Ogilvie, Sheila	Academic Guidance	20 %
O'Hara, Timothy	Fire Academy	36 %
Olson, Kyle	Mathematics, General	63 %
Onu, Faith	Librarian	16 %
Oppenheimer, Sarah	Physiology (Includes Anatomy)	40 %
Otono, Erica	Child Development Administration and Mana	40 %
Palmer, Psalms	Librarian	16 %
Parker, Grant	Music	20 %
Patten Armbrust, Evelyn	Psychology, General	40 %
Pavlic, Jordan	Physiology (Includes Anatomy)	40 %
Perales, Chantel	English	40 %
Perkins, Deirdre	Computer Networking	47 %
Peyton, Terry	Intercollegiate Athletics	41 %
Phair, Krista	Speech Communication	20 %
Pierce, Donald	Computer Programming	20 %
Poeppelman, Timi	Coordinator	50 %
Polanco, Jb	Automotive Technology	28 %
Pontello, Christopher	Art	28 %
Pontello, Christopher	Painting & Drawing	28 %
Popescu, Bogdan	Physics, General	36 %
Popescu, Bogdan	Astronomy	20 %
Possemato, Frank	English	60 %
Quiggle, Daniel	Fire Technology	47 %
Rauch, Kristin	Anthropology	48 %
Reed, Arthur	Geology	20 %
Reed, Kathaleen	English	60 %
Reyes Cruz, Nanette	Librarian	13 %
Riese, Jon	Law, General	20 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Riese, Kelly	Speech Communication	60 %
Risenhoover, Dale	Health Occupations, General	60 %
Rizam, Dilshod	Painting & Drawing	57 %
Rodriguez, Mario	Physical Education	45 %
Rogness-Serafin, Jessica	English	40 %
Rojo, Desiree	Nutrition, Foods, and Culinary Arts	20 %
Rosenberg, Matthew	Geography	60 %
Rosenberry, Mary	English	40 %
Saake, Miranda	English	60 %
Sands-Pertel, Judith	Music	37 %
Sarkovich, Misha	Economics	20 %
Schell, Bryan	Fire Technology	40 %
Schrumpf, David	History	40 %
Shah, Jaya Prakash	Physiology (Includes Anatomy)	52 %
Shelton, Anthony	Dramatic Arts	50 %
Shih, Ernest	Computer Networking	24 %
Shoneff, Ambre	Dramatic Arts	58 %
Simmons, William	Fine Arts, General	40 %
Simon, Lawrence	Astronomy	40 %
Smith, Kimberley	Child Development/Early Care and Educatio	40 %
Smith, Kimberley	Family Studies	20 %
Smith, Leon	Other Humanities	40 %
Sneed, Linda	English	60 %
Soares, Aaron	ESL Writing	40 %
Soares, Aaron	ESL Speaking/Listening	20 %
Somadhi, Kakwasi	English	40 %
Song, Kur	Information Technology, General	35 %
Sparks, Nathan	Automotive Technology	39 %
Spisak, Rosemary	English	40 %
Sproul, Andrea	Geography	56 %
Stanphill, Cindy	English	40 %
Steensland, Mark	Film Studies	40 %
Stinsolotti, Sonya	English	40 %
Stockton, Franklin	Painting & Drawing	28 %
Strong, Michael	Physics, General	20 %
Strong, Michael	Astronomy	36 %
Sultanova, Narmina	Music	30 %
Sy, Joanne	Mathematics, General	35 %
Sy, Joanne	Mathematics Skills	13 %
Tanimoto, Eddie	Child Development/Early Care and Educatio	40 %
Tecson, Tricia Marie	Dramatic Arts	30 %
Terry, John	Architecture and Architectural Technology	33 %
Thaw, Min Min	Economics	40 %
Timberlake, Matthew	Psychology, General	40 %
Tran, Duong	Mathematics, General	27 %
Tran, Duong	Mathematics Skills	13 %
Truong, Nhan	Mathematics, General	63 %
Tuso, Richard	Automotive Technology	55 %
Twist, Ty	Welding Technology	43 %
Vaaj Nchaiv Txab, Bao	Ethnic and Cultural Studies	60 %
Valdovinos, Kristal	Psychology, General	40 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Vancil, Preston	Adapted Physical Education	43 %
Vetter, Jacquelyn	English	40 %
Wald, Sarah	Music	20 %
Watters, Cody	Biology, General	36 %
Wergeland, Kari	Librarian	17 %
Whitney, Justin	History	40 %
Williams, Kaitlyn	Mathematics, General	63 %
Winter, Douglas	Applied Photography	28 %
Wise, Kristine	Nutrition, Foods, and Culinary Arts	60 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2026
Folsom Lake College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Abeyta, Steven	English	40 %
Adel, Haley	Nutrition, Foods, and Culinary Arts	20 %
Aghabeigi, Farah	Accounting	27 %
Alford, Purificacion	Spanish	35 %
Al-Shomaimri, Yousef	Music	45 %
Ames, Tyler	Painting & Drawing	28 %
Ames, Tyler	Sculpture	28 %
Andersen, James	Emergency Medical Services	48 %
Baidar, Bahman	Computer Programming	20 %
Bailey, Angelique	Human Services	40 %
Baker, Tara	Business and Commerce, General	20 %
Baker, Tara	Business Management	20 %
Baker-Nauman, Lynn	Human Services	40 %
Bates, Andrew	Administration of Justice	20 %
Bauer, Christian	Philosophy	60 %
Beatty, Heather	English	33 %
Beltz, Cynthia	Infants and Toddlers	60 %
Benavides, Edward	Computer Programming	35 %
Blake, Amber	Health Occupations, General	40 %
BoarerPitchford, Julie	Nutrition, Foods, and Culinary Arts	20 %
Bolton, Sara	Spanish	35 %
Borders, Angela	English	20 %
Bratt, Heather	Library Science, General	7 %
Bratt, Heather	Librarian	18 %
Brown, Charles	Other Information Technology	20 %
Brown, Charles	Engineering, General	35 %
Brown, Kasey	Physical Education	45 %
Brown, Samuel	Chemistry, General	64 %
Buch, Dipali	Business and Commerce, General	40 %
Buch, Dipali	Business Management	20 %
Bui, Jimmy	ESL Writing	40 %
Bulaong, Jesse Paul	Mathematics, General	27 %
Burke, Paul	Sociology	40 %
Cartoscelli, Alexandria	Nutrition, Foods, and Culinary Arts	20 %
Castro, Livia	Engineering, General	33 %
Cherok-Fenner, Natalie	Medical Laboratory Technology	21 %
Christensen, Kalee	Biology, General	20 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026**Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Christensen, Kalee	Microbiology	41 %
Collom, Alyson	Other Humanities	20 %
Cone, Bryan	Psychology, General	40 %
Cooper, Paul	History	60 %
Coulter, Timothy	Computer Programming	20 %
Crennell, Cynthia	Administration of Justice	20 %
Cruz, Ronald	English	60 %
Dale, Michael	Music	62 %
Darr, Rachel	ESL Writing	20 %
Darr, Rachel	ESL Speaking/Listening	20 %
DeMercurio, Dana	Speech Communication	40 %
Diehl, Kellie	Physical Education	30 %
DiGaetano, Anthony	Business and Commerce, General	40 %
Divittorio, Amy	Spanish	35 %
Dobson, Veronica	Psychology, General	40 %
Domek, Anna	General Work Experience	40 %
Dorantes, Ulyses	Speech Communication	20 %
Eitel, Juliet	Mathematics, General	20 %
Eitel, Juliet	Mathematics Skills	13 %
Ekstrom, Charlie	Intercollegiate Athletics	49 %
Emad, Navid	French	53 %
Emmert, Megan	Other Humanities	20 %
Faulds, Scott	Business Administration	20 %
Faulkner, Leisa	Sociology	20 %
Fernandes, Scotty	Applied Photography	57 %
Fitch, Susan	Accounting	53 %
Gappy, James	Computer Programming	55 %
Geery, Linda	Accounting	27 %
Genelsa, Abigail	Biology, General	8 %
Genelsa, Abigail	Physiology (Includes Anatomy)	52 %
Germany, Talver	Painting & Drawing	57 %
Gill, Ravenpreet	Sociology	40 %
Gilmore, Cassandra	Anthropology	56 %
Glaspereed, Morgan	Music	20 %
Goff, Callie	English	53 %
Gover, Darby	Chemistry, General	59 %
Gray, Robert	Physical Education	45 %
Gray, Victoria	Classics-Humanities	60 %
Greene, Calvin	Mathematics, General	53 %
Jacques, Molly	Physical Education	30 %
Jacques, Molly	Exercise Sciences/Physiology and Movemen	20 %
Johnson, Lewis	Music	18 %
Johnson, Glenn	Computer Programming	40 %
Johnson, Kyle	Mathematics, General	27 %
Johnson, Kyle	Mathematics Skills	13 %
Jones, Asia	Environmental Science	20 %
Jones, Asia	Biology, General	36 %
Jones, Palmis	Psychology, General	40 %
Mahaffey, Christopher	Biology, General	36 %
Mancilla, Jeffrey	Spanish	35 %
Marks, Ann	Librarian	7 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026**Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Marsh, Sarah	Film Studies	20 %
Mason, Shawn	Spanish	35 %
Mathew, Vineet	Computer Programming	20 %
McHenry, Jennifer	Geography	56 %
McKinnon, Lacey	English	20 %
McNeal, Nicole	English	40 %
Melby-Harada, Cynthia	Job Seeking/Changing Skills	13 %
Melvin, Anette	Child Development/Early Care and Educatio	20 %
Merino Riley, Faith	English	60 %
Meyer, Kristin	English	40 %
Mirmobiny, Shadie	Fine Arts, General	20 %
Mirmobiny, Shadie	Classics-Humanities	20 %
Nevins, Andrew	English	33 %
Nguyen, Thoa	Mathematics, General	23 %
Njoku, Portia	Music	42 %
Ortiz Badger, Lourdes	Philosophy	40 %
Osborne, Kerry	Speech Communication	40 %
Page, Monica	ESL Writing	40 %
Page, Monica	ESL Speaking/Listening	20 %
Patten Armbrust, Evelyn	Psychology, General	20 %
Pechenova, Mariia	Music	62 %
Perez, Craig	Physical Education	45 %
Postiglione, Sayda	Spanish	35 %
Quintell, Melonie	Study Skills	20 %
Radekin, Rachel	Study Skills	20 %
Rahman, Ferdousi	Biology, General	8 %
Rahman, Ferdousi	Physiology (Includes Anatomy)	52 %
Ramil, Heather	Water and Wastewater Technology	20 %
Ramos, Maria	Nutrition, Foods, and Culinary Arts	40 %
Reno, Susan	Health Occupations, General	60 %
Roberts, Heather	Physiology (Includes Anatomy)	20 %
Rodriguez, Julie	Psychology, General	60 %
Rolland, William	Physiology (Includes Anatomy)	57 %
Rutz, Patrick	Intercollegiate Athletics	45 %
Sanford, Jennifer	Psychology, General	20 %
Sanford, Jennifer	Human Services	40 %
Schenck, Lorena	Child Development/Early Care and Educatio	40 %
Scrogins, Joshua	Physical Sciences, General	16 %
Scrogins, Joshua	Physics, General	16 %
Shaik, Hana	Computer Programming	35 %
Shaukat, Naveed	Health Occupations, General	53 %
Sherrell-Davis, Elizabeth	Business and Commerce, General	20 %
Sherrell-Davis, Elizabeth	Business Administration	20 %
Shulman, Anya	Fine Arts, General	20 %
Shuman, Nicole	Other Engineering and Related Industrial Te	20 %
Silva-Henry, Rachel	Study Skills	40 %
Smith, Valerie	English	33 %
Snow, Camille	Psychology, General	40 %
Sobelman, Graham	Dramatic Arts	15 %
Sporov, Evgeniy	Music	15 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026**Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Staves, Corinne	Health Education	7 %
Steensland, Mark	Film Studies	20 %
Stemmann, Karsten	Economics	20 %
Stieferman, Rachel	Psychology, General	40 %
Stillian, Corey	Sociology	20 %
Sutton, Amber	Child Development/Early Care and Educatio	20 %
Sutton, Amber	Child Development Administration and Mana	20 %
Swinney, Stephen	Manufacturing and Industrial Technology	28 %
Tang, Vivian	History	60 %
Thompson, Janel	Anthropology	40 %
Tolopilo, Joshua	Chemistry, General	52 %
Tully, David	Computer Programming	27 %
Tully, David	Computer Networking	24 %
Van Camp, James	Film Studies	20 %
Van Camp, James	Dramatic Arts	28 %
Vellone, Shannon	Anthropology	40 %
Veras, Clarisa	Spanish	35 %
Vitaich, Jason	Political Science	20 %
Wai, Newton	Mathematics, General	27 %
Walden, Ashley	Study Skills	30 %
Ward, Megan	Library Science, General	7 %
Ward, Megan	Librarian	42 %
Warman, James	Health Occupations, General	40 %
Warnes, Mathias	Philosophy	60 %
Watson, Stephani	Political Science	20 %
Watters, Stephen	Anthropology	40 %
Wedge, Julia	Dance	45 %
Welty, Margaret	Art	57 %
Westover, Marie	Microbiology	20 %
Westover, Marie	Physiology (Includes Anatomy)	20 %
Williams, Joshua	Physics, General	16 %
Williams, Joshua	Astronomy	36 %
Winters, Frances	Speech Communication	40 %
Wolfe, Tara	French	53 %
Works, Bethany	Speech Communication	60 %
Wright, Cheryl	Business Management	60 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2026**Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Abe, Donyale	Community Health Care Worker	13 %
Adams, Stephen	History	40 %
Agostinho, Dalaina	Sociology	20 %
Akramullah, Shahriar	Computer Programming	35 %
Albumalalah, Aoss	Physiology (Includes Anatomy)	52 %
Aldrich, Cathleen	Academic Guidance	40 %
Alexander, Frances	Accounting	20 %
Alorico, Noreliz	Computer Information Systems	35 %
Altashi, Ahmed	Physical Therapy Assistant	10 %
Amir, Yael	Coordinator	47 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026**Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Anapolsky, Carol	Digital Media	21 %
Anapolsky, Carol	Computer Graphics and Digital Imagery	8 %
Anayah, Bernadette	ESL Writing	20 %
Anderson, Jared	Speech Communication	60 %
Anderson, Kristen	Film Studies	20 %
Anderson, Kristen	Film History and Criticism	20 %
Anderson, Silvia	Child Development/Early Care and Educatio	20 %
Angel, Jodelle	English	20 %
Angello, James	Painting & Drawing	57 %
Appel, Rolfe	Administration of Justice	20 %
Arfuso, Chimine	Women's Studies	20 %
Armstrong, Charles	Physics, General	36 %
Ashe, Chipso	Psychology, General	20 %
Astarte, Sarah	Psychology, General	40 %
Avramenko, Liliana	Russian	27 %
Babb, Danielle	Software Applications	53 %
Bailey, Amelita	Mathematics, General	60 %
Bair, Lewis	Information Technology, General	20 %
Baker-Nauman, Lynn	Dramatic Arts	20 %
Barela, Eva	Spanish	27 %
Barr III, Thomas	Biology, General	52 %
Barry, Anna	Health Occupations, General	60 %
Bassi, Surinder	Mathematics, General	67 %
Batarseh, Joseph	Arabic	33 %
Batarseh, Joseph	History	20 %
Batarseh, Samer	Business and Commerce, General	20 %
Beatrice, Gabrielle	Commercial Music	20 %
Beck-Wegner, Noemi	Psychology, General	40 %
Bell, David	Political Science	40 %
Bennett, Mela	Sign Language	53 %
Birchall, Jill	Sign Language	53 %
Borders, Angela	English	20 %
Boudreau, Christine	Physiology (Includes Anatomy)	20 %
Bowman, Sean	Accounting	40 %
Boyd, Alexandra	Speech Communication	60 %
Bratt, Heather	Librarian	28 %
Bratton, Clayton	Physics, General	16 %
Bratton, Clayton	Astronomy	36 %
Bravo-Nguyen, Rosette	Dental Hygienist	43 %
Briel, Mariah	Classics-Humanities	20 %
Buchanan-Cello, Shelly	Library Science, General	20 %
Buchanan-Cello, Shelly	Library Technician (Aide)	20 %
Burke, Larenda	Administration of Justice	40 %
Caballero Talavera, Nicolas	Psychology, General	40 %
Camargo, Stephenee	Nursing	36 %
Carboni, Joshua	Philosophy	40 %
Carney, Diane	Environmental Science	20 %
Carpenter, Kaitlyn	Speech Communication	40 %
Carter, Kathy	Child Development/Early Care and Educatio	20 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026**Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Cartoscelli, Alexandria	Nutrition, Foods, and Culinary Arts	20 %
Caselli, Nancy	Speech Communication	20 %
Castaneda, Claudio	Fine Arts, General	40 %
Castillo, Enrique	Spanish	27 %
Cecil, Susan	Dental Assistant	40 %
Cevallos, Mark	Mathematics, General	27 %
Chapek, Carl	Information Technology, General	28 %
Chavez, Brian	Intercollegiate Athletics	38 %
Cho, Eun	Painting & Drawing	28 %
Cho, Eun	Ceramics	28 %
Christian, Sena	Journalism	40 %
Christmas, Avery	Film Studies	60 %
Clark, Terri	Librarian	52 %
Collins, Michael	History	40 %
Colombo, Julie	English	40 %
Colombo, Julie	Academic Guidance	20 %
Conrad, Bradley	Commercial Music	48 %
Cook, Michelle	English	40 %
Cook, Michelle	Academic Guidance	20 %
Crail, Charr	Multimedia	13 %
Crain, Michael	Music	20 %
Culbertson, Bobbie	Biology, General	52 %
Daniels, Lisa	Social Justice: General	20 %
Daniels, Lisa	Ethnic and Cultural Studies	40 %
Dao, Thanh-Thuy	Computer Information Systems	35 %
Dao, Thanh-Thuy	Computer Programming	20 %
Davidson, Marcy	Child Development	20 %
Davis, Henry	Industrial Systems Technology and Maintena	13 %
Davis, Kenneth	Drafting Technology	28 %
Dayton, David	ESL Speaking/Listening	20 %
Dayton, David	ESL Integrated	40 %
De Jauregui, James	Applied Photography	18 %
DeLappe, Lori	Technical Theater	28 %
Deville, Nancy	Journalism	27 %
Diaz-Gastelum, Gloria	Spanish	53 %
Dickman, Cassie	Journalism	20 %
Diehl, Nicholas	Philosophy	40 %
Dixon, Jo Anne	Psychology, General	20 %
Dokes, Eugene	Business and Commerce, General	20 %
Dokes, Eugene	Business Administration	40 %
Dougherty, John	Ethnic and Cultural Studies	60 %
Dubuc, Leah	Film Studies	40 %
Eakins, Robert	English	40 %
Eckrich, Jacob	English	40 %
Eifler, Tristan	Chemistry, General	32 %
Espinosa, Mark	Speech Communication	60 %
Farley, Verne	Software Applications	18 %
Farrell, Kevin	Environmental Control Technology (HVAC)	33 %
Farrelly, Joseph	Sociology	40 %
Fayko, Robyn	Anthropology	56 %
Ferguson, Thomas	Chemistry, General	59 %
Figuroa, Jose	Administration of Justice	20 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026**Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Fisher, Marc	Computer Information Systems	35 %
Fore, Dana	English	40 %
Fortunato, Monique	Anthropology	20 %
Fox, Mario	Administration of Justice	20 %
Fraser, Linda	English	20 %
Freeman, Dawn	Air Traffic Control	27 %
French, Catherine	English	40 %
Frisby, Ianna	Painting & Drawing	28 %
Frisby, Ianna	Ceramics	28 %
Gaffaney, Timothy	Political Science	40 %
Gaines, Hillary	Website Design and Development	21 %
Gander, Therese	Mathematics, General	67 %
Garcia, Isela	Cosmetology and Barbering	32 %
Gates, Jennine	Dental Hygienist	60 %
Gebers, Nur	ESL Writing	40 %
Gebers, Nur	ESL Speaking/Listening	20 %
Gillette, Dina	Dental Hygienist	62 %
Glynn, Harley	Commercial Music	20 %
Gmelin, Robert	English	20 %
Goldberg, John	Office Technology/Office Computer Applicati	20 %
Goldsmith, Maryll	Music	32 %
Gould, Jamie	Sign Language	27 %
Grasso, Matthew	Music	18 %
Graves, Sherri	Biology, General	40 %
Graves, Sherri	Natural History	27 %
Green, Charlene	Psychology, General	40 %
Guter, Robert	Environmental Control Technology (HVAC)	30 %
Gutierrez, Jennifer	Other Humanities	20 %
Jackson, Angela	Computer Graphics and Digital Imagery	21 %
Jackson, Angela	Coordinator	33 %
Jackson, Jillian	Geography	56 %
Jacobs-Ware, Erica	Film Studies	40 %
Jahami, Mahdi	Industrial Systems Technology and Maintena	13 %
Jahami, Mahdi	Environmental Control Technology (HVAC)	47 %
Jenkins, Brandon	Environmental Control Technology (HVAC)	57 %
Jeppeson, Marsha	Speech Communication	40 %
Johansen, Trine	Anthropology	56 %
Johnson, Camille	Sociology	40 %
Johnston, Joseph	Commercial Music	28 %
Jones, Amy	Psychology, General	60 %
Jones, Evan	English	40 %
Jones, Margaret	Air Traffic Control	27 %
Jordan, Andre	Business and Commerce, General	20 %
Jordan, Andre	Business Administration	20 %
Judd, Ellen	Physics, General	64 %
Madanipour, Ali	Global Studies	40 %
Maldonado, Jessany	Women's Studies	20 %
Manna, Wendy	Health Occupations, General	13 %
Manna, Wendy	Occupational Therapy Technology	26 %
Marie, Heidi	Drafting Technology	57 %
Marshall, Jessica	Anthropology	60 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Martinez, Jesus	History	40 %
Mathur, Reena	Mathematics, General	47 %
McClain, Jimmie	Dental Hygienist	16 %
McMann, Kilian	Computer Graphics and Digital Imagery	21 %
Mead, William	Computer Programming	35 %
Mehadi, Ahmed	Chemistry, General	59 %
Meindl, Gabrielle	ESL Speaking/Listening	20 %
Mercer, Christopher	Anthropology	60 %
Meza, Ryan Angel	Applied Photography	49 %
Millendez, Alannbert	Drafting Technology	57 %
Minawi, Rima	Business and Commerce, General	40 %
Minawi, Rima	Office Technology/Office Computer Applicati	20 %
Minnick, Michael	Child Development/Early Care and Educatio	20 %
Mobery, Jerry	History	20 %
Naify, James	Philosophy	20 %
Nakhjavan, Bahar	Chemistry, General	59 %
Namoff, Sandra	Biology, General	52 %
Nasiri, Melekeh	Chemistry, General	59 %
Navarro, Paul	Software Applications	35 %
Navarro, Paul	Computer Networking	22 %
Neil, Richard	Geography	56 %
Nghiem, Xuan Son	Dental Hygienist	64 %
Nguyen, Phuong	Multimedia	21 %
Nicholson, Joy	Dramatic Arts	65 %
Nikityuk, Victoria	Physiology (Includes Anatomy)	52 %
Niyati, Fatemeh	Chemistry, General	52 %
Norman, Ben	Mathematics, General	27 %
Okada, Mikiya	Electronic Game Design	21 %
Okada, Mikiya	Computer Graphics and Digital Imagery	21 %
O'Neal-Watts, Jennifer	Library Technician (Aide)	13 %
Onu, Faith	Librarian	43 %
Orr, Timothy	History	60 %
Palmer, Psalms	Librarian	36 %
Palmi, Jason	Administration of Justice	40 %
Parkinson, Samuel	Fashion Production	30 %
Parks, Tania	Political Science	40 %
Passal, Steven	English	40 %
Patra Bhowmik, Manomita	Physiology (Includes Anatomy)	20 %
Pea, Sarah	Dental Hygienist	66 %
Peeters-Graehl, Launa	Psychology, General	29 %
Perkins, Brett	English	40 %
Peterson, Krysta	ESL Speaking/Listening	20 %
Pettler, Janelle	Software Applications	35 %
Pettler, Janelle	Computer Programming	18 %
Pierce, Dayton	Biology, General	60 %
Pintar, Courtney	Dramatic Arts	48 %
Plate, Rive	Occupational Therapy Technology	1 %
Poon, Alexia	Physical Education	15 %
Poon, Alexia	Intercollegiate Athletics	49 %
Prichard, Sarah	Accounting	47 %
Prue, Paul	Mathematics, General	60 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Pryor, Peter	Physical Education	25 %
Pryor, Peter	Physical Fitness and Body Movement	25 %
Purdy, Christopher	Engineering, General	55 %
Pytel, Darren	Administration of Justice	60 %
Quiggle, Dexter	Dental Assistant	16 %
Quiggle, Dexter	Dental Hygienist	35 %
Qureshi, Sarah	Political Science	60 %
Ragbotra, Kamal	Fashion Production	43 %
Ramirez, Carissa	Environmental Control Technology (HVAC)	30 %
Rauch, Kristin	Anthropology	16 %
Reiche, Jeremy	Fashion Production	58 %
Reid-Cramer, Randell	Cosmetology and Barbering	43 %
Reyes Cruz, Nanette	Librarian	44 %
Reyes Orozco, Arturo	Environmental Control Technology (HVAC)	60 %
Richardson-Sequeira, Ashley	Computer Networking	24 %
Richmond, Pamela	English	20 %
Richmond, Pamela	Academic Guidance	20 %
Rickgauer, Donald	Psychology, General	60 %
Ridley, Christina	Physical Therapy Assistant	29 %
Roberts, Cheryle	Sociology	40 %
Roberts, Cheryle	General Work Experience	20 %
Robinson, Curtis	Geography	36 %
Robinson, Melissa	Applied Photography	28 %
Rodriguez, Hector	Mathematics, General	67 %
Romeri, Marissa	Nursing	33 %
Roseli, Christina	Child Development/Early Care and Educatio	20 %
Royal, Joy	Software Applications	53 %
Saadati, Zohreh	ESL Writing	20 %
Saadati, Zohreh	ESL Integrated	40 %
Sachdev, Poonam	English	40 %
Saffold, Stephen	Dental Hygienist	41 %
Salazar, Rosalinda	English	40 %
Salazar, Rosalinda	Academic Guidance	20 %
Salluzzo, Michelle	Child Development/Early Care and Educatio	20 %
Sanchez, Rafael	English	40 %
Sanchez, Rafael	Academic Guidance	20 %
Sandoval, Priscilla	Sociology	20 %
Schemel, Nathan	Film Studies	40 %
Schulte, Kristyn	Environmental Science	20 %
Schulte, Kristyn	Natural History	32 %
Schumacher, Robert	Painting & Drawing	28 %
Sekhon, Manjit	Foreign Languages, General	27 %
Sher, Adrienne	Dramatic Arts	45 %
Shima, Todd	Ethnic and Cultural Studies	40 %
Shouse, Jennifer	Nutrition, Foods, and Culinary Arts	40 %
Shull, Leslie	Business and Commerce, General	20 %
Shull, Leslie	Sales and Salesmanship	20 %
Shull, Leslie	Real Estate	20 %
Simmons, Trenton	Psychology, General	40 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Singh, Jasbindar	Health Occupations, General	13 %
Sotelo, Justin	Applied Photography	22 %
Sparks, Genevieve	Geology	20 %
Spears, Estelita	General Work Experience	20 %
Steele, Marlene	Health Occupations, General	13 %
Steele, Marlene	Occupational Therapy Technology	44 %
Stefani, Nancy	ESL Writing	20 %
Stefani, Nancy	ESL Integrated	40 %
Stein, Alicia	Industrial Systems Technology and Maintena	28 %
Sterba, Elizabeth	Sociology	20 %
Tabel, Bless	Occupational Therapy Technology	9 %
Taheri, Mansour	Engineering, General	40 %
Talle, Tricia	Coordinator	49 %
Testeza, Tess	Russian	27 %
Tharalson, Julie	Nutrition, Foods, and Culinary Arts	20 %
Tharalson, Julie	Culinary Arts	35 %
Thomson, Tracy	Earth Science	20 %
Thornton-Sides, Allyson	Speech Communication	60 %
Thorpe, Wade	Administration of Justice	60 %
Thuston, Marrin	English	20 %
Tittle, Matt	English	40 %
Todd, Craig	Electronics & Electric Technology	22 %
Todd, Craig	Industrial Electronics	28 %
Torres Newey, Laura	English	40 %
Tran, Thang	Industrial Systems Technology and Maintena	28 %
Traugott, Jacob	Philosophy	40 %
Traugott, Jacob	Academic Guidance	20 %
Treon, Caron	English	40 %
Tromborg, Chris	Psychology, General	20 %
Tse, Kevin	Computer Information Systems	35 %
Uram, Tatyana	Mathematics, General	60 %
Valdovinos, Kristal	Psychology, General	20 %
Van Acker, Gregory	Software Applications	18 %
Van Zanten, Jill	English	20 %
Vandergriff, Kevin	Philosophy	20 %
Vermeire, Adam	Painting & Drawing	28 %
Villec, John	Commercial Music	63 %
Walker, Melissa	Dental Assistant	48 %
Walker, Sarah	Community Health Care Worker	23 %
Wallace, Jason	English	40 %
Waltz, Thomas	Administration of Justice	40 %
Ward-Richardson, Joycelyn	Child Development/Early Care and Educatio	20 %
Warren, Kelly	Health Professions, Transfer Core Curriculum	7 %
Weatherspoon, Lorraine	Child Development/Early Care and Educatio	20 %
Wergeland, Kari	Library Science, General	7 %
Wergeland, Kari	Librarian	35 %
Wheeldon, Sandra	Dental Assistant	40 %
White, Sylvester	Office Technology/Office Computer Applicati	20 %
Widman, Hannah	Intercollegiate Athletics	15 %
Williams, Alton	Sociology	40 %
Williams, Gaw	Music	32 %
Wilusz, John	Surveying	39 %

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TEMPORARY, PART-TIME EMPLOYEES Fall 2026**Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Wiseman, Maury	History	40 %
Wong, Malcolm	Mathematics, General	40 %
Wood, Eric	Art	28 %
Wood, Eric	Painting & Drawing	28 %
Wright, Stanley	Microbiology	20 %
Wright, Stanley	Natural History	25 %
Wyckoff, Bryan	Speech Communication	40 %
Yapundich, Diane	Political Science	40 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2026**American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Abdul, Alisher	Mathematics, General	20 %
Afonso, Paulo	Astronomy	40 %
Ahad, Palwasha	Psychology, General	40 %
Ahmadi, Al	Computer Electronics	20 %
Ahmadi, Al	Telecommunications Technology	40 %
Airola, Matthew	Intercollegiate Athletics	15 %
Akawi, Robin	Psychology, General	60 %
Allie, Diana	Academic Guidance	20 %
Andre, Susan	Academic Guidance	20 %
Angelone, Michael	English	20 %
Arnfeld, Rebecca	Fine Arts, General	40 %
Austin, Leroy	Speech Communication	40 %
Avila, Adrianne	Mathematics, General	27 %
Avila, Adrianne	Mathematics Skills	13 %
Barsotti, Rhonda	Culinary Arts	33 %
Barsotti, Rhonda	Restaurant and Food Services Management	13 %
Bashir, Sharjil	Academic Guidance	20 %
Bashir, Sharjil	Counselor	14 %
Bennett, Heidi	Business and Commerce, General	20 %
Bennett, Heidi	Business Administration	20 %
Crowder, Michael	English	40 %
Eifertsen, Dyne	Music	20 %
Engler, Denise	Reading	30 %
Etgen, Benjamin	Mathematics, General	53 %
Farahmandnia, Saideh	Physiology (Includes Anatomy)	20 %
Fertel, Kristine	ESL Writing	20 %
Finnecy, Timothy	Physical Education	20 %
Fong, Angela	Counselor	4 %
Fortman, Anita	Academic Guidance	40 %
French, Benjamin	Automotive Technology	30 %
Garcia-Adams, Ines	Spanish	27 %
Giorgi, Mark	Physical Education	45 %
Gomez, Martin	Counselor	17 %
Gonzalez, Araceli	Ethnic and Cultural Studies	40 %
Gonzalez, Robert	Business Administration	20 %
Gourdine, Traci	English	20 %
Griffin, Robert	Academic Guidance	40 %
Halle, Joel	Accounting	53 %

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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2026**American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Halseth, Andrew	Mathematics, General	27 %
Hanstad, Janet	Biology, General	16 %
Hanstad, Janet	Microbiology	43 %
Harper, Eric	Automotive Technology	29 %
Harris, Marianne	Library Science, General	13 %
Hayes, Rebecca	Information Technology, General	20 %
Hayes, Rebecca	Software Applications	15 %
Heeren, Christopher	Mathematics, General	40 %
Hickman, Lauren	Children with Special Needs	15 %
Hijazi, Nidal	Sociology	20 %
Jones, Vincent	Mathematics, General	27 %
Keith, Jason	Automotive Technology	10 %
Kiefer, Christian	English	40 %
Kinoshita, Rory	Mathematics, General	20 %
Kinuthia, Kamau	Economics	40 %
Leung, Noue	English	33 %
Logan, Thomas	English	40 %
Lovering, Janay	English	40 %
Maddox, Michael	Chemistry, General	20 %
Martinez, Craig	Commercial Art	10 %
Marvelli, Anthony	Music	35 %
Mattson, Sarah	Art	13 %
McCarroll, Sharleen	Mathematics, General	27 %
Meadows, Dale	Chemistry, General	40 %
Messer, Carter-Ryan	Mathematics, General	20 %
Messer, Carter-Ryan	Mathematics Skills	13 %
Meyer, Jordan	Electronics & Electric Technology	30 %
Miranda, Mee	Counselor	1 %
Mohseni, Sima	Job Seeking/Changing Skills	7 %
Mokarami, Behrang	Accounting	27 %
Moore, Christopher	Automotive Technology	60 %
Moore, Justin	Physiology (Includes Anatomy)	20 %
Moore, Reyna	Academic Guidance	40 %
Mostafa, Nazia	Job Seeking/Changing Skills	7 %
Mostafa, Nazia	Academic Guidance	20 %
Mostafa, Nazia	Counselor	3 %
Munoz, David	Tax Studies	27 %
Narvand, Payam	Business Administration	20 %
Narvand, Payam	Business Management	20 %
Nazareno, Randy	Counselor	13 %
Neale, Jennifer	Biology, General	20 %
Nehrebecki, Helene	Mathematics Skills	13 %
O'Brien, Leslie	Floriculture /Floristry	7 %
Paez, Alexander	Speech Communication	40 %
Pico, Glenn	Mathematics, General	33 %
Prieto, Caroline	English	7 %
Pulido, Brandi	Academic Guidance	20 %
Quintero, Robert	Academic Guidance	20 %
Ramirez, Richard	Other Social Sciences	20 %
Ramirez, Richard	Academic Guidance	20 %
Reese, Mark	Welding Technology	13 %

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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2026
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Register, James	Mathematics, General	20 %
Reshetkin, Elisha	Welding Technology	13 %
Reynolds, Tera	Academic Guidance	40 %
Roberts-Law, Lisa	Counselor	3 %
Rosario, Brian	Economics	60 %
Rust, Joseph	Academic Guidance	40 %
Rutaganira, Thomas	Mathematics, General	20 %
Rutaganira, Thomas	Mathematics Skills	13 %
Sabzevary, Iraj	Information Technology, General	20 %
Sabzevary, Iraj	Database Design and Administration	8 %
Sacha, Jeffrey	Sociology	20 %
San Julian, Mieke	Psychology, General	20 %
Sanchez, Brett	Mathematics, General	27 %
Schuster, Randall	Drafting Technology	48 %
Shaukat, Kahkashan	Computer Programming	27 %
Shimizu, Yujiro	Psychology, General	40 %
Shubb, Alisa	Speech Communication	20 %
Sichi, Cielo	Landscape Design & Maintenance	40 %
Silva, Jessica	Counselor	7 %
Stewart, Daniel	Chemistry, General	59 %
Thao, Sak	Automotive Technology	19 %
Thomsen, Charles	Geography	36 %
Tran, Ocean	Electrical	38 %
Valle, Jesus	English	20 %
Vinsant, Denise	Academic Guidance	40 %
Volz, Christopher	Physics, General	20 %
Volz, Christopher	Astronomy	20 %
Wann, William	Administration of Justice	20 %
West, Jennifer	Automotive Technology	43 %
Williams, Angelo	Ethnic and Cultural Studies	40 %
Williamson, Kate	Library Science, General	13 %
Williamson, Kate	Librarian	5 %
Wolfe, David	Biology, General	52 %
Won, Dean	Physiology (Includes Anatomy)	40 %
Zavala, Daniel	Counselor	7 %
Zepeda, Daniela Alexandra	Counselor	4 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2026
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Abdullateef, Ali	Architecture and Architectural Technology	8 %
Abdullateef, Ali	Architectural Drafting	28 %
Aldredge, Teresa	Academic Guidance	40 %
Bush, Michael	Automotive Technology	43 %
Connally, Ryan	Civil & Construction Mgmt Technology	33 %
Gonzalez, Jose	Academic Guidance	20 %
Kyles, Justin	ESL Speaking/Listening	20 %
Mapeso, Ray	Academic Guidance	40 %
Noel, Brian	Automotive Technology	48 %
Perez, Rochelle	Library Science, General	7 %

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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2026
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Phillips, Eugene	Automotive Technology	28 %
Roberts, Jason	Welding Technology	28 %
Shepard, Leon Benwar	Music	22 %
Tye, Stacy	Classics-Humanities	20 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2026
Folsom Lake College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Aldrich, Christina	Other Psychology	13 %
Atiabet, Evelyne	Certified Nurse Assistant	30 %
Beck, Danielle	Psychology, General	20 %
Benford, William	Physical Education	45 %
Carlson, Diane	Social Justice: General	20 %
Charles-Bonner, Susie	Accounting	27 %
Clark, Christopher	Guidance	13 %
Conley, Nino	Speech Communication	20 %
Curran, Timothy	Mathematics, General	27 %
Curran, Timothy	Mathematics Skills	27 %
Danner, Lisa	English	20 %
DeVille, Rebecca	Classics-Humanities	20 %
DeVille, Rebecca	Other Humanities	20 %
Dowell, Zachary	Coordinator	10 %
Eckman, Spencer	ESL Writing	40 %
Eckman, Spencer	ESL Speaking/Listening	20 %
Eisenstadt, Michael	Speech Communication	20 %
Eitel, Joseph	Mathematics, General	27 %
Eitel, Joseph	Mathematics Skills	27 %
Eiteneer, Daria	Physics, General	48 %
Ellerman, Curtis	Business Administration	40 %
Estep Gompert, Gena	History	40 %
Fannon, Sean	Psychology, General	20 %
Farrand, Brittney	Speech Communication	40 %
Fowler, Caleb	Computer Programming	47 %
Grahlman, Amber	Physical Education	45 %
Griffin, Nicole	English	53 %
Hale, Daniel	Astronomy	48 %
Harden, Jeremy	Mathematics, General	20 %
Hicks, Andrea	Speech Communication	40 %
Jensen, Wayne	Mathematics, General	40 %
Jensen, Wayne	Mathematics Skills	13 %
Johnson, Justin	Intercollegiate Athletics	49 %
Jordan, Denis	Mathematics Skills	20 %
Karas, Stephanie	Administration of Justice	40 %
Kessler, Kaitlin	Viticulture, Enology, and Wine Business	15 %
Lacy, David	English	40 %
Lagala, David	Physiology (Includes Anatomy)	2 %
Lennert, Michelle	Sign Language	27 %
Leung, Amy	Economics	40 %
Mollet, Alison	Physical Education	30 %
Mollet, Alison	Health Education	20 %

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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2026
Folsom Lake College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Moraga, Juan Carlos	Spanish	50 %
Morris, Jennifer	Child Development/Early Care and Educatio	20 %
Morris, Jennifer	Preschool Age Children	13 %
Morris, Ljiljana	Physics, General	7 %
Mukarram, Abida	Computer Information Systems	20 %
Mukarram, Abida	Computer Software Development	20 %
Murphy, Patrick	Speech Communication	60 %
Navarro Rodriguez, Celina	Study Skills	20 %
Nguyen, Bi	Mathematics, General	15 %
Nielsen, Ruth	Study Skills	20 %
Oliveira da Silva, Debora	Nutrition, Foods, and Culinary Arts	40 %
Olsen, Marc	Mathematics, General	20 %
Pittman, Jason	Earth Science	20 %
Pittman, Jason	Geography	40 %
Pitts, Lorilie	Librarian	3 %
Raskin, Samuel	Geology	20 %
Raskin, Samuel	Job Seeking/Changing Skills	7 %
Redfield, Molly	Commercial Music	33 %
Ribaudo, Donald	Health Education	20 %
Ribaudo, Donald	Exercise Sciences/Physiology and Movemen	20 %
Ribaudo, Donald	Study Skills	15 %
Riewe, Samuel	Economics	20 %
Roehr, Rebecca	English	13 %
Rose, Ami	Chemistry, General	36 %
Ross, Daniel	Engineering, General	60 %
Royer, Tina	English	20 %
Runner, Sandy	Business and Commerce, General	40 %
Sapra, Lisa	English	20 %
Sayago, Maria	Painting & Drawing	28 %
Schritter, Le Le	Mathematics, General	20 %
Siegfried, Daniel	English	20 %
Swink, Mark	Emergency Medical Services	33 %
Swithenbank, Elizabeth	Business Management	20 %
Swithenbank, Elizabeth	Office Technology/Office Computer Applicati	7 %
Tapia, Andres	History	20 %
Tinoco, Diana	ESL Writing	40 %
Tinoco, Diana	ESL Speaking/Listening	20 %
Tyler, Erica	Anthropology	60 %
Wada, Eric	Botany, General	20 %
Wallace, Ian	Film Studies	40 %
Wallace, Ian	Dramatic Arts	13 %
Wallace, Jennifer	Dramatic Arts	30 %
Watanabe, Matthew	Business and Commerce, General	20 %
Watanabe, Matthew	Business Administration	20 %
Watanabe, Matthew	Marketing & Distribution	20 %
Williamson, Andrew	English	40 %

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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2026
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Anderson, Catherine	Fine Arts, General	20 %
Anderson, Catherine	Classics-Humanities	40 %
Anderson, Kevin	Computer Networking	59 %
Barksdale, Dante	Ethnic and Cultural Studies	20 %
Barksdale, Dante	History	20 %
Borenstein, Jennifer	Economics	60 %
Boyd, Halsey	Mathematics, General	40 %
Boyd, Halsey	Academic Guidance	20 %
Cantillo, Fernando	Computer Programming	40 %
Carmazzi, Paul	Health Education	20 %
Chevraux-FitzHugh, Adrian	Sociology	20 %
Chevraux-FitzHugh, Adrian	Academic Guidance	20 %
Costello, Linda	Accounting	53 %
Crandley, Patrick	Electronic Game Design	21 %
Crandley, Patrick	Animation	21 %
De Guzman, Emmylou	Health Occupations, General	20 %
De Mey, Suzanne	Accounting	53 %
Delaini, David	Administration of Justice	40 %
Doonan, William	Anthropology	60 %
Edwards, Michael	Railroad and Light Rail Operations	31 %
Fabionar, David	Speech Communication	25 %
Fitzpatrick, Kenneth	Drafting Technology	35 %
Frank, Paul	Political Science	40 %
Gales, Marques	Study Skills	5 %
Gentry, Richard	Industrial Systems Technology and Maintena	20 %
Gentry, Richard	Environmental Control Technology (HVAC)	28 %
Giovannetti, Lynne	Fashion Production	15 %
Goehring, Kevin	Aviation Airframe Mechanics	39 %
Gould, Kelly	Administration of Justice	40 %
Griffin, David	Physical Education	30 %
Griffin, David	Health Education	20 %
Hastie, Kelsie	History	40 %
Hoang, Linda	Mathematics, General	20 %
Jauregui, Lorena	Academic Guidance	20 %
Johnson, Ilana	Anthropology	32 %
Johnson, Ilana	Archaeology	20 %
Johnson, Lawrence	Aviation Airframe Mechanics	39 %
Jones, Andrew	Physical Education	25 %
Kaina, Abdelaziz	Computer Networking	48 %
Khan, Maleeha	Accounting	40 %
Kiel, Jeannette	Psychology, General	60 %
Kirkpatrick, Nadine	Nutrition, Foods, and Culinary Arts	20 %
Laird, Hayley	Academic Guidance	20 %
Lane, Tammie	Dental Assistant	27 %
Little, Myra	Information Technology, General	20 %
Little, Myra	Software Applications	8 %
Little, Myra	Computer Programming	20 %
Logan, Shane	Sociology	40 %
Loomis, Debora	ESL Writing	20 %
Luera, Frank	Accounting	40 %
Maeda, Richard	Health Occupations, General	20 %
Manriquez, Paul	Mathematics, General	53 %

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REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2026
Sacramento City College

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Maximo Sanchez, Eduardo	Electronics & Electric Technology	30 %
Mesa, Felicia	Registered Nursing	6 %
Miller, Nicholas	Sociology	20 %
Miller, Ross	Academic Guidance	20 %
Miller, William	Laboratory Science Technology	13 %
Miller, William	Chemistry, General	32 %
Nguyen, Steven	Economics	20 %
Niehorster-Cook, Sejin	Psychology, General	56 %
Piedra, Erica	Spanish	27 %
Piscopo, Holly	History	20 %
Poliseno, Michelle	Mathematics, General	47 %
Ramsey, Robert	Mathematics, General	40 %
Regalado, Maria	Psychology, General	60 %
Roberts, Joshua	English	20 %
Roberts, Joshua	Academic Guidance	20 %
Robicheau, Loretta	Job Seeking/Changing Skills	7 %
Romero, Jesus	Mathematics, General	53 %
Rosenberger, Randy	Mathematics, General	53 %
Rowe, Stephanie	Accounting	27 %
Rowe, Stephanie	Tax Studies	27 %
Schutte, Matthew	Mathematics, General	27 %
Scott, Mark	Administration of Justice	20 %
Scott, Mark	Academic Guidance	20 %
Singh, Jatinder	Computer Programming	20 %
Steever, Joseph	Mathematics, General	47 %
Stevenson, Elizabeth	Job Seeking/Changing Skills	7 %
Storms, Natascha	Anthropology	16 %
Strimling, Amy	Child Development/Early Care and Educatio	20 %
Strimling, Amy	Children with Special Needs	20 %
Sullivan, Derek	Recreation	20 %
Sullivan, Derek	Study Skills	5 %
Summers, Mary Ruth	Sign Language	27 %
Tener, Sean	Air Traffic Control	10 %
Theodore, Caleb	Study Skills	5 %
Town, James	Computer Programming	20 %
Town, James	Other Engineering and Related Industrial Te	18 %
Unzueta, Robert	Ethnic and Cultural Studies	40 %
Vazquez, Andrea Del Carmen	Ethnic and Cultural Studies	40 %
Waggoner, Camille	English	20 %
Walker, Dannie	Fitness Trainer	20 %
Waxman, Robyn	Digital Media	21 %
Whipple V, Charles	Sociology	20 %
White, Alexandria	English	20 %
Wilkins, Lorraine	Ethnic and Cultural Studies	40 %
Woodmansee, Rick	Mathematics, General	40 %
Xu, Meili	Computer Programming	35 %
Youngblood, Brandon	Psychology, General	20 %

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C L A S S I F I E D

APPOINTMENT(S)

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Bisic, Lyubov	Custodian	FLC	07/23/26
Miller, Darius	Custodian	SCC	07/20/26
Northern, Tiffany	Student Support Supervisor	FLC	08/03/26
Schultz, David	Instructional Assistant – Mechanical/ Electrical Technology, 9 months	SCC	08/17/26
Tate, Nathaniel	Custodian	SCC	07/27/26
Tsugawa, Karen	Printing Services Operator II	CRC	08/03/26

LEAVE(S) OF ABSENCE

<u>Name</u>	<u>Position</u>	<u>Type of Leave</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Mize, Katherine	Student Support Specialist	Personal 20%	CRC	05/25/26 - 08/14/26

PROMOTION(S)

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Caughell, Kayla	Student Support Supervisor (Student Support Specialist)	ARC ARC	08/03/26
Marrufo, Mishelle	Employee Benefits Technician (Admissions/Records Evaluator II)	DO DO-CRC	08/17/26
Vuong, My	Accountant (Account Clerk III)	DO DO	07/01/26

REASSIGNMENT(S)/TRANSFER(S)

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
He, Candy	Information Technology Technician II – Help Desk (Student Support Specialist)	ARC SCC	07/06/26

C L A S S I F I E D

REASSIGNMENT(S)/TRANSFER(S), CONTINUED

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Le, Corrine	Admissions/Records Technician II (Admissions/Records Technician II – Limited Term)	DO DO	07/01/26
McCans, Kyle	Senior Information Technology Technician – Lab/Area Microcomputer Support (Senior Information Technology Technician – Lab/Area Microcomputer Support)	ARC CRC	07/20/26
Osorio-Vallejo, Brenda	Student Support Specialist (Student Support Specialist – Limited Term)	FLC FLC	08/01/26
Tharp, Kate	Heath Services Assistant (Child Development Center Lead Teacher)	DO-ARC SCC	08/10/26

RECLASSIFICATION(S)

<u>Name</u>	<u>Proposed Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Leong, Jonathan	Student Support Specialist (Student Support Assistant)	CRC CRC	2/10/26

RESIGNATION(S)

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Johnson, Kaleen	Admissions/Records Evaluator II	DO-FLC	07/18/26
Le, Corinne	Admissions/Records Technician II	DO-SCC	08/01/26
Mize, Katherine	Student Support Specialist	CRC	08/20/26
Nguyen, Khuyen	Instructional Assistant – Mathematics 60%, 10 months	ARC	07/31/26

C L A S S I F I E D

RETIREMENT(S)

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Zakaryan, Ruzanna	Admissions/Records Evaluator/Degree Auditor I (After 24+ years of regular service)	SCC	01/06/27

SEPARATION(S) OF SERVICE

<u>Name</u>	<u>Position</u>	<u>Date</u>
Bui, Cuong (deceased)	Laboratory Technician - Science, 75% (After 20 years of service)	07/19/26

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

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Abdusamadova, Muslima	Clerk I	07/01/26	06/30/27
Adams, Cindy	Special Projects	07/01/26	06/30/27
Al Mulla Hummadi, Ruba	Instructional Assistant	07/01/26	06/30/27
Alaniz, Marco	Programmer I	07/01/26	06/30/27
Alaniz, Marco	Instructional Assistant	07/01/26	06/30/27
Albert, Lisa	Advanced Interpreter	07/01/26	06/30/27
Alexander, Aaron	Custodian	07/01/26	06/30/27
Ali, Aveen	Student Support Assistant	07/01/26	06/30/27
Aljahra, Fatimah	Instructional Assistant	07/01/26	06/30/27
Aljoudi, Lama	Student Support Assistant	07/01/26	06/30/27
Almeida, Shannon	Instructional Assistant	07/01/26	06/30/27
Alshaykhan, Ghazwan	Student Support Specialist	07/16/26	06/30/27
Alshoubaki, Ahed	Laboratory Technician	07/01/26	06/30/27
Amador, Anthony	Clerk I	07/01/26	06/30/27
Anderson, Kaylee	Student Intern-Sign Language Interpreter	07/01/26	06/30/27
Aparicio, Vanessa	Beginning Interpreter	07/01/26	06/30/27
Arabi, Ferdos	Custodian	07/01/26	06/30/27
Arias, Ernesto	Assistant Coach	07/01/26	06/30/27
Ashley, Matthew	Maintenance Technician I	07/01/26	06/30/27
Atienza, Aryannah Rae	Student Support Assistant	07/01/26	06/30/27
Atkinson, Andrea	Advanced Interpreter	07/01/26	06/30/27
Awadees, Sarkies	Custodian	07/01/26	06/30/27
Babiy, Daniyil	Instructional Assistant	07/01/26	06/30/27
Bagdanov, Mikaela	Intermediate Interpreter	07/01/26	06/30/27
Balderas, Monica	Instructional Assistant	07/01/26	06/30/27
Ball, Ginger	Instructional Assistant	07/16/26	06/30/27
Barone, Caleb	Instructional Assistant	07/01/26	06/30/27
Barrera Campos, Jasmin	Counseling Clerk II	07/01/26	06/30/27
Bazil, Abdul Sattar	Clerk III	07/01/26	06/30/27
Benavidez, Henry M.	Clerk III	07/01/26	06/30/27
Benavidez, Maria	Custodian	07/01/26	06/30/27
Bessonov, Vasiliy	Laboratory Technician	07/01/26	06/30/27
Biliak, Gennadii	Laboratory Technician	07/01/26	06/30/27
Bjorkquist, Kaitlyn	Instructional Assistant	07/01/26	06/30/27
Boatman, Jocelyn	Clerk I	07/01/26	06/30/27
Boklach, Olha	Special Projects	07/01/26	06/30/27
Borja, Micah	Special Projects	07/01/26	06/30/27
Boyer, Ashlie	Special Projects	07/01/26	06/30/27
Brace, Derrick	Assistant Coach	07/01/26	06/30/27
Brace, Rochelle	Assistant Coach	07/01/26	06/30/27
Bradbury Manez, Sara	Special Projects	07/01/26	06/30/27

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Brown, Adreia	Clerk II	07/01/26	06/30/27
Brunza, Vitalii	Laboratory Technician	07/01/26	06/30/27
Bui, Francis	Instructional Assistant	07/01/26	06/30/27
Bumpers, Antonio	Assistant Coach	07/01/26	06/30/27
Burns, Tristan	Special Projects	08/01/26	06/30/27
Cao, Vivian	Instructional Assistant	07/01/26	06/30/27
Carr, Jonathan	Special Projects	07/01/26	06/30/27
Carrigan, Richard	Assistant Coach	07/01/26	06/30/27
Casas, Sarah	Instructional Assistant	07/01/26	06/30/27
Chappell, Jessica	Instructional Assistant	07/01/26	06/30/27
Cortes, Reyben	Special Projects	08/25/26	06/30/27
Crayne, Dawn	Assistant Coach	07/01/26	06/30/27
Creed, Timothy	Art Model	07/01/26	06/30/27
Daneshwar, Mohammad Khalid	Clerk II	07/01/26	06/30/27
Dardarian, Jessica	Beginning Interpreter	07/01/26	06/30/27
Darmousa, Rajab	Special Projects	07/01/26	06/30/27
Dawson, Ryan	Beginning Interpreter	07/01/26	06/30/27
Dempsey, David	Intermediate Interpreter	07/01/26	06/30/27
Dixon, Joanna	Special Projects	07/01/26	06/30/27
Dorofeyev, Sophie	Instructional Assistant	07/01/26	06/30/27
Eaton, Christian	Special Projects	07/01/26	06/30/27
Eccles, Simon	Assistant Coach	07/01/26	06/30/27
Eddenfield, Cody	Instructional Assistant	07/01/26	06/30/27
Elder, Eddie	Assistant Coach	07/01/26	06/30/27
Elliott, Amanda	Intermediate Interpreter	07/01/26	06/30/27
Epperson, Annelise	Instructional Assistant	07/01/26	06/30/27
Fall, Rheann	Special Projects	07/01/26	06/30/27
Fall, Rheann	Assistant Coach	07/01/26	06/30/27
Garcia, Joshua	Student Support Assistant	07/01/26	06/30/27
Garcia, Yazmin	Instructional Assistant	07/01/26	06/30/27
Gil, Ahtziri	Instructional Assistant	07/01/26	06/30/27
Gilbert, Kaytlyn	Special Projects	07/01/26	06/30/27
Gonzales, Gabriel	Instructional Assistant	07/01/26	06/30/27
Goodall, Kyle	Maintenance Technician I	07/01/26	06/30/27
Green, Loralyn	Advanced Interpreter	07/01/26	06/30/27
Guan, Jiaming	Programmer I	07/01/26	06/30/27
Gueths, Gavin	Instructional Assistant	07/01/26	06/30/27
Haapanen, Amy	Assistant Coach	07/01/26	06/30/27
Hadian Haghighi, Negar	Instructional Assistant	07/01/26	06/30/27
Hakobian, Hrachya	Instructional Assistant	07/01/26	06/30/27
Hale, Leslie	Assistant Coach	07/01/26	06/30/27
Hannon, Laura	Intermediate Interpreter	07/01/26	06/30/27
Harris Jr., Preston	Custodian	07/01/26	06/30/27
Haynes, Levon	Assistant Coach	07/01/26	06/30/27
Henning, Ethan	Special Projects	07/01/26	06/30/27
Henry, Donye	Clerk I	07/01/26	06/30/27
Herrera-Cabral, Julia	CDC Associate Teacher	07/01/26	06/30/27
Higdon, Thomas	Assistant Coach	07/01/26	06/30/27

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Horse, Tatanka Iyan	Custodian	07/01/26	06/30/27
Hudgens, Bradley	Instructional Assistant	07/01/26	06/30/27
Ibrahim, Yomna	Clerk I	07/01/26	06/30/27
Ilo, Anthony	Clerk I	07/01/26	06/30/27
Iyorlu, Ayana	Instructional Assistant	07/01/26	06/30/27
Jablonski, Steven	Advanced Interpreter	07/01/26	06/30/27
Jett, Jack	Special Projects	07/01/26	06/30/27
Jett, Jack	Intermediate Interpreter	07/01/26	06/30/27
Jimenez, Antonio	Instructional Assistant	07/01/26	06/30/27
Johnston, Matthew	Outreach Specialist	07/01/26	06/30/27
Kachalova, Kateryna	Clerk I	07/01/26	06/30/27
Kambur, Daniel	Reader/Tutor II	07/01/26	06/30/27
Keith, Jennifer	Intermediate Interpreter	07/01/26	06/30/27
Keller, Ashley	Advanced Interpreter	07/01/26	06/30/27
Khamees, Rima	Instructional Assistant	07/01/26	06/30/27
Knott, Dustin	Special Projects	07/01/26	06/30/27
Koenig, Bryce	Instructional Assistant	07/01/26	06/30/27
Kolesnyk, Svitlana	Clerk I	07/01/26	06/30/27
Kongara, Rishika	Clerk I	07/13/26	06/30/27
Krestinskaia, Natalia	Student Support Assistant	07/01/26	06/30/27
Kroger, Marta	Advanced Interpreter	07/01/26	06/30/27
Kruithof, Ethan	Student Support Assistant	07/13/26	06/30/27
Lance, Jabari	Clerk I	07/01/26	06/30/27
Lantz, Justin	Special Projects	07/01/26	06/30/27
Lee, Justin	Instructional Assistant	07/01/26	06/30/27
Leung, Jordan	Instructional Assistant	07/01/26	06/30/27
Lewis, Malia	Intermediate Interpreter	07/01/26	07/06/26
Lewis, Malia	Advanced Interpreter	07/07/26	06/30/27
Lynch, Holly	Special Projects	07/01/26	06/30/27
Machado, Leslie	Intermediate Interpreter	07/01/26	06/30/27
Mackin, Aaron	Assistant Coach	07/01/26	06/30/27
Macshafi, Raliyat	Intermediate Interpreter	07/01/26	06/30/27
Maevschi, Alexandru	Laboratory Technician	07/01/26	06/30/27
Martin, Keiry	Clerk II	07/01/26	06/30/27
Martinez, Ava	Instructional Assistant	07/01/26	06/30/27
McClurg, Melanie	Instructional Assistant	07/01/26	06/30/27
McManaman, Christina	Student Support Assistant	07/13/26	06/30/27
Meneghetti, Aurora	Instructional Assistant	07/01/26	06/30/27
Metzger, Matthew	Instructional Assistant	07/01/26	06/30/27
Meyer, Ethan	Special Projects	07/01/26	06/30/27
Meyer, Kaitlin	Special Projects	07/01/26	06/30/27
Meyer, Kaitlin	Assistant Coach	07/01/26	06/30/27
Mills, Jordan	Instructional Assistant	07/01/26	06/30/27
Miranda, Rodrigo	Instructional Assistant	07/01/26	06/30/27
Mokeddem, Zaineb	Student Support Assistant	07/01/26	06/30/27
Molla-Galvan, Kayla	Special Projects	07/01/26	06/30/27
Moore, Marlon	Assistant Coach	07/01/26	06/30/27
Morriese, Arthur	Special Projects	07/01/26	06/30/27

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Moslehi, Mariam	Instructional Assistant	07/01/26	06/30/27
Moua, Cher Che	Custodian	07/01/26	06/30/27
Mudik, Vladyslav	Custodian	07/01/26	06/30/27
Munoz, Bianca	Student Support Specialist	07/01/26	06/30/27
Nawabi, Mohammad	Clerk I	06/03/26	06/30/26
Nawabi, Mohammad	Clerk I	07/01/26	06/30/27
Neighbors, Helen	Student Support Assistant	07/01/26	06/30/27
Netis, Natalia	Custodian	07/01/26	06/30/27
Nnachi, Jasmine	Clerk I	07/01/26	06/30/27
Nocete, Sean Karl	Custodian	07/01/26	06/30/27
Nyi, Khant Htoo	Instructional Assistant	08/04/26	06/30/27
Oddo, Jerome	Art Model	07/01/26	06/30/27
Oseguera, Cynthia	Assistant Coach	07/01/26	06/30/27
Oudeh, Mariam	Student Support Assistant	07/01/26	06/30/27
Pare, Dennis	Custodian	07/01/26	06/30/27
Parker, Dillon	Special Projects	08/25/26	06/30/27
Parylyak, Ruslan	Instructional Assistant	07/01/26	06/30/27
Pavlenko, Serhii	Instructional Assistant	07/01/26	06/30/27
Perez, Iris	Clerk III	07/01/26	06/30/27
Petrov, Oleg	Custodian	07/01/26	06/30/27
Pham, Duy	Laboratory Technician	07/01/26	06/30/27
Ponce, Josiah	Student Support Assistant	07/01/26	06/30/27
Pulatova, Dilorom	Custodian	07/01/26	06/30/27
Quintal, Antoinette	Art Model	07/01/26	06/30/27
Rambob, Julian	Programmer I	07/01/26	06/30/27
Ramlee, Raghad	Instructional Assistant	07/01/26	06/30/27
Redman, Taylor	Clerk I	07/01/26	06/30/27
Reisner, Diana	Intermediate Interpreter	07/01/26	06/30/27
Robertson, Caleb	Assistant Coach	07/01/26	06/30/27
Roscrow, Morey	Assistant Coach	07/01/26	06/30/27
Ross, Devon	Custodian	07/01/26	06/30/27
Rudenco, Natalia	Custodian	07/01/26	06/30/27
Ruiz, Naomi	Special Projects	07/01/26	06/30/27
Sadiqi, Sayed Edres	Clerk I	07/01/26	06/30/27
Santiago, Nigel Joshua	Instructional Assistant	07/01/26	06/30/27
Sathe, Carole	Special Projects	07/01/26	06/30/27
Sauter, Emily	Instructional Assistant	07/01/26	06/30/27
Seim, Kailey	Instructional Assistant	07/01/26	06/30/27
Shams, Ahmad Jawid	Instructional Assistant	07/01/26	06/30/27
Shedenhelm, Richard	Reader/Tutor II	07/01/26	06/30/27
Shevchuk, Nataliaia	Custodian	07/01/26	06/30/27
Sims, Lorie	Special Projects	07/01/26	06/30/27
Sims, Lorie	Advanced Interpreter	07/01/26	06/30/27
Singh, Prabhdeep	Reader/Tutor II	07/01/26	06/30/27
Staley, Chloe	Intermediate Interpreter	07/01/26	06/30/27
Statnick, Vladyslav	Programmer I	07/01/26	06/30/27
Sukhorukov, Evgeniy	Custodian	07/01/26	06/30/27
Tauber, Edris	Instructional Assistant	07/01/26	06/30/27

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Thomas, David	Intermediate Interpreter	07/01/26	06/30/27
Tinling, Colleen	Intermediate Interpreter	07/01/26	06/30/27
Torrence, Richard	Assistant Coach	07/01/26	06/30/27
Torres, Cisco	Special Projects	08/01/26	06/30/27
Torres, Santiago	Special Projects	08/25/26	06/30/27
Trikolich, Michael	Instructional Assistant	07/01/26	06/30/27
Vehera Los, Veniamin	Information Technology Technician I	07/01/26	06/30/27
Vester, Truc Thi Cam	Instructional Assistant	07/01/26	06/30/27
Williams, Jessica	Special Projects	07/01/26	06/30/27
Winn, Zachary	Art Model	07/01/26	06/30/27
Wong, Ryan	Special Projects	07/01/26	06/30/27
Word, Peggy	Instructional Assistant	07/01/26	06/30/27
Zuniga, Deisy	Clerk I	07/01/26	06/30/27
Zurita, Jacob	Instructional Assistant	07/01/26	06/30/27

Cosumnes River College

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Abreu, Ayla	Clerk I	07/01/26	06/30/27
Amen, Davina	Assistant Coach	07/01/26	06/30/27
Amezcuca, Joel	Assistant Coach	07/01/26	06/30/27
Arriaga, Jenelle	Clerk I	07/01/26	06/30/27
Arroyo Orozco, Martha	Child Development Center Teacher	07/01/26	06/30/27
Azamy, Sodabeh	Reader/Tutor I	07/01/26	06/30/27
Barnes-Hands, Deangela	Printing Services Operator II	07/01/26	06/30/27
Bennett-Wells, Madison	Assistant Coach	07/01/26	06/30/27
Bennett-Wells, Michaela	Assistant Coach	07/01/26	06/30/27
Bibi, Nabeela	Clerk I	07/01/26	06/30/27
Bloodworth, Bailey	Intercollegiate Game Technician	07/01/26	06/30/27
Bosanek, Jillian	Special Projects	07/01/26	06/30/27
Bradley, Mathew	Assistant Coach	07/01/26	06/30/27
Burch, Ryan	Assistant Coach	07/01/26	06/30/27
Busse, Shannon	Athletic Trainer	07/06/26	06/30/27
Caballero, Melissa	Child Development Center Teacher	07/01/26	06/30/27
Carvalho, Sanaldo	Assistant Coach	07/01/26	06/30/27
Champion, Anthony	Assistant Coach	07/01/26	06/30/27
Chhum, Savannah	Special Projects	07/01/26	06/30/27
Chung, Hannah	Special Projects	07/01/26	06/30/27
Corgiat, Taylor	Assistant Coach	07/01/26	06/30/27
Dalisay, Caroline	Reader/Tutor II	07/01/26	06/30/27
Dang, Heather	Reader/Tutor II	07/01/26	06/30/27
Diaz, Penelope	Student Support Specialist	07/01/26	06/30/27
Duong, Lana	Reader/Tutor I	07/01/26	06/30/27
Emmons, Julie	Athletic Trainer	07/01/26	06/30/27
Engelage, Christopher	Intercollegiate Game Technician	07/01/26	06/30/27
Espinoza, Alicia	Intercollegiate Game Technician	07/01/26	06/30/27
Ezenwaka, Chijioke	Laboratory Technician	07/01/26	06/30/27

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Ford, Shauna	Assistant Coach	07/01/26	06/30/27
Fuller, Kristin	Art Model	08/22/26	06/30/27
Garza, Gabriel	Intercollegiate Game Technician	07/01/26	06/30/27
Garza, Gabriel	Special Projects	07/01/26	06/30/27
Ghaleb, Elham	Child Development Center Lead Teacher	07/01/26	06/30/27
Green, Sheila	Reader/Tutor II	07/01/26	06/30/27
Gutierrez, Vanesa	Child Development Center Lead Teacher	07/01/26	06/30/27
Hargrove, Harvey	Assistant Coach	07/01/26	06/30/27
Haynes, Scott	Assistant Coach	07/01/26	06/30/27
Haynes, Scott	Special Projects	07/01/26	06/30/27
Holt, Kaitlyn	Reader/Tutor I	07/01/26	06/30/27
Holtz, Christopher	Special Projects	07/01/26	06/30/27
Icmat, Diether	Kinesiology/Athletics Equipment Technician	07/01/26	06/30/27
Iyong, Hiroko	Student Support Assistant	07/01/26	06/30/27
Justo-Sanchez, Jovanna	Student Support Assistant	07/01/26	06/30/27
Krawczyk, Sarah	Assistant Coach	07/01/26	06/30/27
Krum, Daniel	Groundskeeper	07/01/26	06/30/27
Kucera, Kristen	Reader/Tutor II	07/01/26	06/30/27
Le, Amber	Reader/Tutor I	07/01/26	06/30/27
Lee, David	Kinesiology/Athletics Equipment Technician	07/01/26	06/30/27
Liu, Jazmine	Special Projects	07/01/26	06/30/27
Lucas, Erica	Intercollegiate Game Technician	07/01/26	06/30/27
Lucas, Erica	Special Projects	07/01/26	06/30/27
Ly, Kellang	Laboratory Technician	08/10/26	06/30/27
McCormick, Carlie	Assistant Coach	07/01/26	06/30/27
McElhany, Aidan	Special Projects	07/01/26	06/30/27
Merritt, Hiroshi	Printing Services Operator II	07/01/26	06/30/27
Miller, Michael	Special Projects	07/01/26	06/30/27
Morello, Matthew	Instructional Assistant	07/01/26	06/30/27
Moua, Jessalyn	Clerk I	07/01/26	06/30/27
Munoz Rodriguez, Nayely	Instructional Assistant	07/01/26	06/30/27
Nguyen, Eric	Assistant Coach	07/01/26	06/30/27
Nguyen, Tung	Reader/Tutor II	07/01/26	06/30/27
Niem, Serafina	Clerk I	07/01/26	06/30/27
Oddo, Jerome	Art Model	08/22/26	06/30/27
Omoruyi, Hannah	CDC Associate Teacher	07/01/26	06/30/27
Owens, Jasmine	Student Support Specialist	07/01/26	06/30/27
Peeler, Deedria	Special Projects	07/01/26	06/30/27
Peeler, Deedria	Intercollegiate Game Technician	07/01/26	06/30/27
Phoenix, Denzel	Student Support Specialist	07/01/26	06/30/27
Quinn, Manasia	Student Support Assistant	07/01/26	06/30/27
Quintal, Antoinette	Art Model	08/22/26	06/30/27
Sandoval, Jose	Student Support Assistant	07/01/26	06/30/27
Sandoval, Maria	Student Support Specialist	07/01/26	06/30/27
Savage, Stephen	Art Model	08/22/26	06/30/27
Servin-Ortiz, Dulce	Special Projects	07/01/26	06/30/27
Shagufta, Bibi	Student Support Assistant	07/01/26	06/30/27

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Singh, Akash	Clerk I	07/01/26	06/30/27
Srinivas, Mahima	Reader/Tutor I	07/01/26	06/30/27
Truong, Cathy	Clerk I	07/01/26	06/30/27
Tsumura, Royce	Assistant Coach	04/20/26	06/30/26
Vega, Emmanuel	Groundskeeper	07/01/26	06/30/27
Vega, Emmanuel	Assistant Coach	07/01/26	06/30/27
Vega, Emmanuel	Special Projects	07/01/26	06/30/27
Vera, Sandra	Special Projects	07/01/26	06/30/27
Wang, Xia	Laboratory Technician	07/01/26	06/30/27
Wen, Chenyi	Child Development Center Teacher	07/01/26	06/30/27
Wilder, Candice	Intercollegiate Game Technician	07/01/26	06/30/27
Williamson, Miah	Assistant Coach	07/01/26	06/30/27
Wolfinger, Christopher	Athletic Trainer	07/01/26	06/30/27
Wong, Jonathan	Special Projects	07/01/26	06/30/27
Woycheshin, Crystal	Reader/Tutor II	07/01/26	06/30/27

District Office

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Abduljabbar, Aesha	Student Support Specialist	05/18/26	06/30/26
Abduljabbar, Aesha	Student Support Specialist	07/01/26	06/30/27
Alaffas, Basem	Campus Patrol	07/01/26	06/30/27
Alaya, Abdullah	Campus Patrol	07/01/26	06/30/27
Alvarez, Andrea	Special Projects	07/01/26	06/30/27
Anis, Abdullah	Campus Patrol	07/01/26	06/30/27
Arkova, Yuliya	Clerk III	07/01/26	06/30/27
Bahr, Ali	Campus Patrol	07/01/26	06/30/27
Bailey, Katarina	Special Projects	07/01/26	06/30/27
Barat, Ramin	Campus Patrol	07/01/26	06/30/27
Baxter, Deborah	Clerk III	07/01/26	06/30/27
Benatar, Lauren	Student Support Specialist	07/01/26	06/30/27
Bourtayre, Kamryn	Campus Patrol	07/01/26	06/30/27
Bozeman, Kristie	Special Projects	07/01/26	06/30/27
Bravo, Rodrigo	Campus Patrol	07/01/26	06/30/27
Breitenbach, John	Campus Patrol	07/01/26	06/30/27
Brown, Caleb	Campus Patrol	07/07/26	06/30/27
Bziashvili, Aleksandre	Campus Patrol	07/01/26	06/30/27
Camargo Farah, Samantha	Campus Patrol	07/01/26	06/30/27
Chang, Shuayi	Campus Patrol	07/01/26	06/30/27
Cole, Josiah	Campus Patrol	07/01/26	06/30/27
Contreras, Andrea	Campus Patrol	07/01/26	06/30/27
Cormier, Tijon	Campus Patrol	07/01/26	06/30/27
Coronado, Christian	Campus Patrol	07/01/26	06/30/27
Coronado, Gabriel	Campus Patrol	07/01/26	06/30/27
Crisp, MarCia	Special Projects	07/01/26	06/30/27
Cross, Falisha	Clerk II	07/01/26	06/30/27
Darabi, Mohammadmahdi	Campus Patrol	07/01/26	06/30/27

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Dhanda, Sukhjit	Clerk II	07/01/26	06/30/27
Dimas, Rosalia	Administrative Assistant III	07/01/26	06/30/27
Duran, Michelle	Special Projects	07/20/26	06/30/27
Ermakova, Diana	Account Clerk I	07/01/26	06/30/27
Ewing, Carmelo	Campus Patrol	07/01/26	06/30/27
Fideldy, Aurora	Special Projects	07/01/26	06/30/27
Figueroa, Luis	Campus Patrol	07/01/26	06/30/27
Flury, Mikhael	Campus Patrol	07/01/26	06/30/27
Fong, Zachary	Campus Patrol	07/01/26	06/30/27
Garces, Xavier	Campus Patrol	07/01/26	06/30/27
Gonzalez Bermudez, Jorge	Campus Patrol	07/01/26	06/30/27
Gorova, Anastasiya	Clerk II	07/01/26	06/30/27
Hadi, Sadiq	Campus Patrol	07/01/26	06/30/27
Harris, Phillip	Campus Patrol	07/01/26	06/30/27
Hart, Justin	Clerk III	07/01/26	06/30/27
Her, Edna	Special Projects	07/01/26	06/30/27
Horton, William	Campus Patrol	07/01/26	06/30/27
Howard, Reginald	Campus Patrol	07/01/26	06/30/27
Jami, Raghib	Campus Patrol	07/01/26	06/30/27
Jenkins, Ashley	Clerk II	07/01/26	06/30/27
Joseph, Eric	Campus Patrol	07/01/26	06/30/27
Juarez Lopez, Luis	Campus Patrol	07/01/26	06/30/27
Juarez Perez, Julian	Campus Patrol	07/01/26	06/30/27
Kumar, Priyeshniel	Special Projects	07/01/26	06/30/27
Lauer, Hudson	Campus Patrol	07/01/26	06/30/27
Laxa, Lance	Campus Patrol	07/01/26	06/30/27
Lee, Ashley	Clerk I	07/01/26	06/30/27
Lee, Katelin	Campus Patrol	07/01/26	06/30/27
Lewis, Christopher	Campus Patrol	07/25/26	06/30/27
Lopez, Marina	Campus Patrol	07/01/26	06/30/27
Lopez, Roberto	Campus Patrol	07/01/26	06/30/27
Lopez-Juarez, Alfredo	Campus Patrol	07/01/26	06/30/27
Lozano, Cindy	Campus Patrol	07/01/26	06/30/27
Mack, Bethany	Information Technology Technician II	07/01/26	06/30/27
Mahammedmakay, Hasan	Campus Patrol	07/01/26	06/30/27
Manzoor, Faisal	Campus Patrol	07/01/26	06/30/27
Maznichenko, Nikolai	Student Support Specialist	07/01/26	06/30/27
Moore, Cedric	Campus Patrol	07/01/26	06/30/27
Moradichaloo, Sepehr	Campus Patrol	07/01/26	06/30/27
Mudik, Alina	Clerk I	07/25/26	06/30/27
Mustafa, Abrar	Campus Patrol	07/01/26	06/30/27
Navarro, Rodrigo	Student Support Specialist	07/01/26	06/30/27
Ness, Baylee	Campus Patrol	07/01/26	06/30/27
Nguyen, Gia Huy	Clerk I	07/01/26	06/30/27
Nguyen, Phuong	Special Projects	07/01/26	06/30/27
Pearson, Joseph	Campus Patrol	07/01/26	06/30/27
Perez, Dayanna	Clerk II	07/01/26	06/30/27
Perez-Herrera, Fabrisio	Campus Patrol	07/01/26	06/30/27

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Pineda-Tellez, Tristan	Campus Patrol	07/01/26	06/30/27
Popovici, Alexandru	Campus Patrol	07/01/26	06/30/27
Redmond, Jordan	Campus Patrol	07/01/26	06/30/27
Refah, Mohammad Younus	Campus Patrol	07/01/26	06/30/27
Rendon, Rosendo	Campus Patrol	07/01/26	06/30/27
Rodriguez, Alexsondra	Campus Patrol	07/01/26	06/30/27
Ruiz, Angel	Campus Patrol	07/01/26	06/30/27
Salinas, Nicolas	Campus Patrol	07/01/26	06/30/27
Sanchez, Angelica	Campus Patrol	07/01/26	06/30/27
Sanchez, Inez	Campus Patrol	07/01/26	06/30/27
Santana, Claudia	Campus Patrol	07/01/26	06/30/27
Sarantis, Paula	Senior IT Specialist	07/01/26	06/30/27
Saucedo, Alex	Campus Patrol	07/01/26	06/30/27
Saylor, David	Campus Patrol	07/01/26	06/30/27
Singh, Nicholas	Campus Patrol	07/01/26	06/30/27
St. Dennis, Derek	Campus Patrol	07/01/26	06/30/27
Tareen, Sier	Campus Patrol	07/01/26	06/30/27
Tate, Dashay	Campus Patrol	07/01/26	06/30/27
Taylor, Darrell	Campus Patrol	07/01/26	06/30/27
Teegarden, Chloe	Student Support Assistant	07/01/26	06/30/27
Tellez, Jivan	Campus Patrol	07/01/26	06/30/27
Thao, Yeng	Campus Patrol	07/01/26	06/30/27
Thompson, Bruce	Campus Patrol	07/01/26	06/30/27
Thompson, John	Campus Patrol	07/01/26	06/30/27
Timofey, Anna	Campus Patrol	07/01/26	06/30/27
Tonsing, Patrick	Campus Patrol	05/25/26	06/30/26
Tonsing, Patrick	Campus Patrol	07/01/26	06/30/27
Tran, Steven	Campus Patrol	07/01/26	06/30/27
Ustyak, Pavlo	Campus Patrol	07/01/26	06/30/27
Vang, Emerald	Campus Patrol	07/01/26	06/30/27
Vang, Calvin	Campus Patrol	07/01/26	06/30/27
Vasquez, Jonathan	Campus Patrol	07/01/26	06/30/27
Vaughn, Scott	Campus Patrol	07/01/26	06/30/27
Villalta, Cesar	Campus Patrol	07/01/26	06/30/27
Watson, Terrence	Campus Patrol	07/01/26	06/30/27
Williams, Vincent	Campus Patrol	07/01/26	06/30/27
Woodbury, Jenee	Campus Patrol	07/01/26	06/30/27
Wynnwhiley, Jaden	Campus Patrol	07/01/26	06/30/27
Yakubovskaya, Darina	Campus Patrol	07/01/26	06/30/27
Yakubovskaya, Yekaterina	Campus Patrol	07/01/26	06/30/27

District Office-American River College

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Galvan, Angelo Benedict	Financial Aid Clerk I	05/23/26	06/30/26
Galvan, Angelo Benedict	Financial Aid Clerk I	07/01/26	06/30/27

District Office-Cosumnes River College

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Duncan, Devan	Financial Aid Clerk I	07/01/26	06/30/27
Farmand, Heela	Financial Aid Clerk I	07/01/26	06/30/27
Haqmal, Nasir Ahmad	Financial Aid Clerk I	07/01/26	06/30/27
Ho, Sheila	Financial Aid Clerk I	07/01/26	06/30/27
Luong, Jackie	Financial Aid Officer	07/01/26	06/30/27
Scholz, Erica	Public Relations Technician	07/01/26	06/30/27
Tsujiuchi, Kalia	Financial Aid Clerk I	07/01/26	06/30/27
Wright, Andrew	Financial Aid Clerk I	07/01/26	06/30/27

District Office-Folsom Lake College

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Aguero, Vanesa	Financial Aid Clerk I	07/01/26	06/30/27
Dominguez, MaryMargaret	Financial Aid Clerk I	07/01/26	06/30/27

District Office-Sacramento City College

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Sorochan, Natalya	Financial Aid Clerk I	07/01/26	06/30/27

Folsom Lake College

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Al-Duhemi, Yusra	Reader/Tutor I	07/25/26	06/30/27
Allen, Michael	Art Model	07/01/26	06/30/27
Anderson, Kayla	Instructional Assistant	07/01/26	06/30/27
Applebee, Isabelle	Reader/Tutor I	07/01/26	06/30/27
Barry, Jaxon	Art Model	07/01/26	06/30/27
Beltram, Blake	Reader/Tutor I	07/01/26	06/30/27
Bisic, Lyubov	Custodian	07/01/26	06/30/27
Blankenship, Robert	Assistant Coach	07/01/26	06/30/27
Bosch, Hannah	Reader/Tutor II	07/01/26	06/30/27
Bushell, Keith	Special Projects	07/01/26	06/30/27
Cazemir, Elizaveta	Student Support Assistant	07/01/26	06/30/27
Crawford, Andrew	Instructional Assistant	07/01/26	06/30/27
Cruces, Acacia	Special Projects	07/01/26	06/30/27
Crummett, Wyatt	Art Model	07/01/26	06/30/27
Daniel, Alan	Clerk II	07/01/26	06/30/27
Davis, Rachel	Instructional Assistant	07/01/26	06/30/27
Douver, Corion	Student Support Specialist	07/01/26	06/30/27
Dunk, Tana	Reader/Tutor I	07/01/26	06/30/27
Einollahi, Darya	Special Projects	07/01/26	06/30/27
Farrand, Isabella	Reader/Tutor I	07/01/26	06/30/27

Folsom Lake College

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Flores, Diego	Clerk II	07/02/26	06/30/27
Flynn, Sebastian	Special Projects	07/01/26	06/30/27
Foster, Keira	Reader/Tutor I	07/01/26	06/30/27
Frost, Charles	Special Projects	07/01/26	06/30/27
Garcia, Cindy	Student Support Assistant	07/25/26	06/30/27
Gardner, Kimberly	Student Support Assistant	07/25/26	06/30/27
Gaughan, Greg	Special Projects	07/01/26	06/30/27
Godsey, Richelle	Special Projects	07/01/26	06/30/27
Gomez Banuelos, Verenice	Special Projects	07/01/26	06/30/27
Granier, Theodore	Instructional Assistant	07/01/26	06/30/27
Handler, Fiona	Special Projects	07/25/26	06/30/27
Hill, Gina	Instructional Assistant	07/01/26	06/30/27
Hoskins, Megan	Special Projects	07/01/26	06/30/27
Hudson, Makada	Special Projects	07/01/26	06/30/27
Iralina, Daniya	Reader/Tutor I	07/01/26	06/30/27
Jackson, Aaron	Special Projects	07/25/26	06/30/27
Karle, Sierra	Tutorial Services Assistant	07/01/26	06/30/27
Kelly, Michael	Special Projects	07/01/26	06/30/27
Kendall, Sara-Schwartz	Clerk II	07/01/26	06/30/27
Konovalchuk, Elizabeth	Reader/Tutor I	07/01/26	06/30/27
Kristianous, Mikaela	Reader/Tutor II	07/01/26	06/30/27
Lagrutta, Rick	Art Model	07/01/26	06/30/27
Lancaster, Jeremiah	Special Projects	07/01/26	06/30/27
Lawler, Emma	Reader/Tutor I	07/01/26	06/30/27
Lindsay, Emily	Reader/Tutor I	07/01/26	06/30/27
Mai, Phuoc	Instructional Assistant	07/01/26	06/30/27
Maldonado Conejo, Andres	Assistant Coach	07/02/26	06/30/27
Martin, Anthony	Reader/Tutor I	07/01/26	06/30/27
McDonald, Russell	Assistant Coach	07/01/26	06/30/27
McLaughlin, Isabella	Instructional Assistant	07/01/26	06/30/27
Moll, Preston	Assistant Coach	07/25/26	06/30/27
Moreno, Ande	Special Projects	07/01/26	06/30/27
Myers, Edward	Special Projects	07/01/26	06/30/27
Nicolazzi, Kayelene	Special Projects	08/01/26	06/30/27
O'Donnell, Haven	Reader/Tutor I	07/01/26	06/30/27
Peterzell, Elise	Art Model	07/01/26	06/30/27
Raley, Melinda	Clerk I	07/01/26	06/30/27
Ralph, Benjamin	Assistant Coach	07/01/26	06/30/27
Roberts, Gary	Instructional Assistant	07/01/26	06/30/27
Roganovic, Velizar	Reader/Tutor II	07/01/26	06/30/27
Rohdis-Knittel, Matthew	Tutorial Services Assistant	07/25/26	06/30/27
Santiago, Derrick	Graphic Designer	05/26/26	06/30/26
Savage, Stephen	Art Model	07/01/26	06/30/27
Schmidt, Caitlen	Special Projects	07/01/26	06/30/27
Seargeant, William	Assistant Coach	07/06/26	06/30/27
Sigartau, Andrei	Clerk I	07/01/26	06/30/27

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Skora, Ryan	Reader/Tutor I	07/01/26	06/30/27
Thompson, Grace	Student Support Assistant	08/03/26	06/30/27
Torres Garcia, Sebastian	Assistant Coach	07/01/26	06/30/27
Vance, Shay	Laboratory Technician	07/01/26	06/30/27
Vasquez Lopez, Abigail	Reader/Tutor I	07/01/26	06/30/27
Vega, Guimell	Clerk II	07/06/26	06/30/27
Vodopianova, Veronika	Reader/Tutor II	07/01/26	06/30/27
Walker, April	Special Projects	07/01/26	06/30/27
Ward, Jacob	Laboratory Technician	07/01/26	06/30/27
Williams, Darrielle	Student Support Assistant	07/25/26	06/30/27

Sacramento City College

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Agrella, Dominic	Special Projects	07/01/26	06/30/27
Ajayi, Malcolm	Assistant Coach	07/01/26	06/30/27
Alcala, Jeremy	Laboratory Technician	08/01/26	06/30/27
Ali, Warda	Special Projects	07/01/26	06/30/27
Aljamali, Seham	Student Support Assistant	07/01/26	06/30/27
Allen, Jane	Clerk III	07/01/26	06/30/27
Amezcuca, Michael	Instructional Assistant	07/01/26	06/30/27
Aparicio, Vanessa	Special Projects	07/01/26	06/30/27
Arellano, Melissa	Instructional Assistant	07/01/26	06/30/27
Arguello, Nallely	Clerk I	07/01/26	06/30/27
Arroyo, Esmeralda	Assistant Coach	07/09/26	06/30/27
Atherley, Alexis	Instructional Assistant	07/01/26	06/30/27
Azurin, Patricia Anne	Clerk I	07/01/26	06/30/27
Bach, Caylin	Special Projects	07/01/26	06/30/27
Beard, Joseph	Assistant Coach	07/09/26	06/30/27
Benitez-Gonzalez, Denise	Special Projects	08/03/26	06/30/27
Boseman, Tamarra	Special Projects	07/01/26	06/30/27
Brown, John	Student Support Assistant	07/01/26	06/30/27
Buschmeyer, Wayne	Instructional Assistant	07/01/26	06/30/27
Byrd, Stephen	Assistant Coach	07/01/26	06/30/27
Calderon, Katia	Student Support Specialist	07/01/26	06/30/27
Chanthorn, Tida	Special Projects	07/01/26	06/30/27
Coleman, Calen	Assistant Coach	07/01/26	06/30/27
Cortez, Lauren	Student Support Specialist	07/01/26	06/30/27
Covarrubias, Julissa	Special Projects	07/01/26	06/30/27
Cueva, Elisa	Special Projects	07/01/26	06/30/27
Davis, Angela	Instructional Assistant	07/01/26	06/30/27
Davis, Girtha	Special Projects	07/01/26	06/30/27
Dempsey, David	Intermediate Interpreter	07/01/26	06/30/27
Do, Amy	Educational Center Clerk	07/01/26	06/30/27
Estrada, Tiffany	Special Projects	07/01/26	06/30/27
Farris, Carol	Special Projects	08/24/26	06/30/27

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Figueroa, Jasmine	Special Projects	07/01/26	06/30/27
Florez, Caron	Assistant Coach	07/01/26	06/30/27
Fry, Joseph	Instructional Assistant	07/01/26	06/30/27
Gabriel, Greg	Student Support Specialist	07/01/26	06/30/27
Galvan, Rosa	Special Projects	07/01/26	06/30/27
Garcia Garcia, Yarcenia	Student Support Specialist	07/01/26	06/30/27
Garcia Solano, Anayelli	Special Projects	07/01/26	06/30/27
Garcia, Diana	Special Projects	07/01/26	06/30/27
Garske, Samuel	Assistant Coach	07/01/26	06/30/27
Gayton, Ronaldo	Assistant Coach	07/01/26	06/30/27
Gentry, Austin	Clerk I	07/01/26	06/30/27
Gharu, Rebecca	Clerk II	07/01/26	06/30/27
Gibson, Michelle	Assistant Coach	07/01/26	06/30/27
Gill, Stephen	Special Projects	07/01/26	06/30/27
Girardi, Cynthia	Student Support Assistant	07/01/26	06/30/27
Glaster, Kimberly	Special Projects	08/24/26	06/30/27
Gomez, Jose	Assistant Coach	07/01/26	06/30/27
Graves, William	Special Projects	08/24/26	06/30/27
Haber, Natalie	Special Projects	08/24/26	06/30/27
Hammer, Joshua	Special Projects	07/01/26	06/30/27
Hard, Inger	Special Projects	07/01/26	06/30/27
Harris, Kemyatta	Special Projects	07/01/26	06/30/27
Hewett, Melanie	Special Projects	07/01/26	06/30/27
Holliman, Kalise	Special Projects	07/01/26	06/30/27
Islas, Vanessa	Clerk I	07/01/26	06/30/27
Jacobson, Travis	Instructional Assistant	07/01/26	06/30/27
Jimenez, Amy	Student Support Specialist	07/01/26	06/30/27
Jones, Christopher	Special Projects	07/01/26	06/30/27
Justo, Samuel	Assistant Coach	07/09/26	06/30/27
Kelley, Gabriella	Special Projects	08/17/26	06/30/27
Knowles, John	Assistant Coach	07/01/26	06/30/27
Kovalenko, Marina	Clerk III	07/01/26	06/30/27
Lee, Eva	Clerk III	07/01/26	06/30/27
Levan, Darius	Assistant Coach	07/09/26	06/30/27
Lopez, Brenda	Student Support Specialist	07/01/26	06/30/27
Lopez, Jocelyn	Student Support Assistant	07/01/26	06/30/27
Macshafi, Raliyat	Intermediate Interpreter	07/01/26	06/30/27
Maglinte, Cyrus	Special Projects	08/24/26	06/30/27
Mandella, Sophia	Clerk I	07/01/26	06/30/27
Mansouri, Zahra	Special Projects	07/01/26	06/30/27
Marandino, Leonard	Assistant Coach	07/09/26	06/30/27
Martin, Timothy	Clerk III	07/01/26	06/30/27
Martinez, Rebekah	Special Projects	07/01/26	06/30/27
Martinez, Steve	Special Projects	07/01/26	06/30/27
McCarty, William	Instructional Assistant	07/01/26	06/30/27
Medeles, Camila	Clerk I	07/01/26	06/30/27
Mendoza, David	Assistant Coach	07/09/26	06/30/27
Miller, David	Special Projects	07/13/26	06/30/27

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Mireles, Estella	Special Projects	07/01/26	06/30/27
Montanez, Rosacelia	Clerk I	07/01/26	06/30/27
Moore, Richard	Assistant Coach	07/01/26	06/30/27
Moran Ortega, Yasmin	Student Support Specialist	07/01/26	06/30/27
Moya, Luis	Student Support Specialist	07/01/26	06/30/27
Murillo, Angelicia	Special Projects	07/01/26	06/30/27
Murillo, Sonia	Special Projects	07/01/26	06/30/27
Napenas, Jasmine	Clerk I	07/25/26	06/30/27
Nash, Emerald	Student Support Specialist	07/01/26	06/30/27
Ochoa, Luis Angel	Instructional Assistant	07/01/26	06/30/27
Oddo, Jerome	Art Model	08/22/26	06/30/27
Padilla-Jimenez, Liliana	Special Projects	07/01/26	06/30/27
Perdue, Ash	Student Support Specialist	07/01/26	06/30/27
Petueli, Nathaniel	Clerk III	07/01/26	06/30/27
Phan, Kim	Laboratory Technician	07/01/26	06/30/27
Quinn Berry, Johni	Clerk I	07/01/26	06/30/27
Quintal, Antoinette	Art Model	08/22/26	06/30/27
Ramirez, Melanie	Special Projects	07/01/26	06/30/27
Rangel, Leticia	Special Projects	07/01/26	06/30/27
Richardson, Lucy	Special Projects	07/01/26	06/30/27
Rios, Jacqueline	Special Projects	07/01/26	06/30/27
Robarts, Andrew	Special Projects	07/01/26	06/30/27
Rose Jr., Michael	Clerk I	07/01/26	06/30/27
Rubio, April	Special Projects	07/01/26	06/30/27
Sabt, Shaimaa	Special Projects	07/01/26	06/30/27
Saenz, Dennis	Instructional Assistant	07/01/26	06/30/27
Saenz, Lawrence	Assistant Coach	07/09/26	06/30/27
Saiz, Ronnie	Special Projects	07/01/26	06/30/27
Sanchez, Michael	Special Projects	08/24/26	06/30/27
Sandoval, Yvonne	Special Projects	06/08/26	06/30/26
Sandoval, Yvonne	Special Projects	07/01/26	06/30/27
Senegal, Cody	Special Projects	07/01/26	06/30/27
Shareef, Dua	Special Projects	07/01/26	06/30/27
Sharpe, Norma	Special Projects	07/01/26	06/30/27
Shockey, Nicholas	Special Projects	08/24/26	06/30/27
Smith, Erick	Clerk I	07/01/26	06/30/27
Smith, Lyda	Student Support Specialist	07/01/26	06/30/27
Smith, Natalie	Clerk II	07/01/26	06/30/27
Smith, Storm	Instructional Assistant	07/01/26	06/30/27
Sommer, Brianna	Clerk I	07/01/26	06/30/27
Sommer, Cynthia	Clerk II	07/01/26	06/30/27
Soriano, Abegail	Laboratory Technician	07/01/26	06/30/27
Staley, Chloe	Intermediate Interpreter	07/01/26	06/30/27
Swimley, Patricia	Special Projects	07/01/26	06/30/27
Tabor, Emeseb	Special Projects	07/01/26	06/30/27
Tawata, Corey	Instructional Services Assistant I	07/13/26	06/30/27
Taylor, Jourdan	Special Projects	05/25/26	06/30/26
Taylor, Jourdan	Special Projects	07/01/26	06/30/27

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Thornton, Cynthia	Special Projects	07/01/26	06/30/27
Topete, Jolie	Special Projects	07/01/26	06/30/27
Ulrich, Walter	Assistant Coach	07/09/26	06/30/27
Vang, Sandy	Special Projects	07/01/26	06/30/27
Vasquez, Francisco	Special Projects	08/24/26	06/30/27
Vera, Lissethe	Clerk I	07/01/26	06/30/27
Walker, II, Sunni	Student Support Assistant	07/01/26	06/30/27
Walsh, Matthew	Student Support Specialist	07/01/26	06/30/27
White, Maya	Student Support Specialist	07/01/26	06/30/27
Wilder, Allison	Assistant Coach	07/01/26	06/30/27
Williamson, Kianna	Student Support Assistant	07/06/26	06/30/27
Wunsch, Lisa	Special Projects	05/26/26	06/30/26
Wunsch, Lisa	Special Projects	07/01/26	06/30/27
Xiong, Lu	Special Projects	07/01/26	06/30/27
Young, Eboni	Clerk III	07/01/26	06/30/27
Young, Haley	Instructional Assistant	07/01/26	06/30/27
Zlatunich, Shaye	Special Projects	07/01/26	06/30/27

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: August 12, 2026

SUBJECT:	Pay Rate Schedules for 2026-27 and Final Salary Improvement for 2025-26	ATTACHMENT: Yes	
		ENCLOSURE: None	
		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:	 Tarence Powell, Chancellor	ACTION	X
		INFORMATION	

BACKGROUND:

In August 2011, CalPERS established regulations outlining a “publicly available pay schedule” required for calculating base salary in retirement benefits. One of these requirements is that the Board approves salary schedules. Additionally, CalPERS defined a “labor policy or agreement” for substantiating special compensation items, which must specify the exact conditions of payment. Any document, including a publicly available pay schedule, can be considered a “labor policy or agreement” if it meets the specified requirements.

For CalSTRS members, one-time off-salary schedule payments based on additional or remaining funds at the year-end, in accordance with Education Code section 22119.2 and California Code of Regulations, Title 5, section 27401, qualify as remuneration in addition to salary, which is treated differently from ongoing salary for purposes of pension calculations. Such payments are reportable for CalSTRS Classic Members (2% at 60) but not for CalSTRS PEPPA members (2% at 62).

STATUS:

The regulations require the identification of job classification titles, pay rates for each job classification, time base (e.g., annual), and effective dates, including any revisions. The 2026-27 salary schedules adhere to the District's collective bargaining agreements' compensation formula.

The 2026-27 State Budget Act includes a 2.87% statutory cost-of-living adjustment (COLA) and a 1.44% discretionary COLA. These resources, combined with strategic enrollment management and the District's prudent budgeting practices, allow the District to provide ongoing compensation improvements for the 2026-27 fiscal year. These recommended improvements include a 4.5% ongoing salary schedule increases for LRCEA, LRSA, Confidential, and Management employees. For LRCFT employees, the recommendations include a 3.5% ongoing salary schedule increase, a \$250 increase between each step 16-25 before applying a continuing improvement to the salary schedule, and a \$70 increase to the

District's monthly medical contributions effective January 1, 2027. For SEIU employees, the recommendations include a 2.2% ongoing salary schedule increase and a \$300 increase to the District monthly medical contributions effective January 1, 2027. Once the attached salary schedules are adopted, retroactive payments for services performed in July 2026 will be issued on August 21. Payments associated with the LRCFT Step 16–25 improvements are scheduled to be issued in September. For the management schedule, these improvements apply uniformly across both contract and non-contract positions, since contract manager agreements specify that they receive the same adjustments as the schedule itself.

As a condition of receiving the 1.44% discretionary COLA, community college districts must implement the provisions of Assembly Bill 65, which provides eligible employees with up to 14 weeks of paid pregnancy disability leave. Significant uncertainty remains at the state level regarding the implementation and cost of this new benefit. The District will implement the benefit and use unit resources to fund the estimated costs attributable to each unit.

Additionally, units have sufficient resources to provide a retroactive salary schedule improvement for fiscal year 2025-26. The recommended retroactive salary schedule improvements are as follows: 5% for LRSA and Management; 7% for LRCEA and SEIU; 9% for LRCFT, and 6% for Confidential employees. This retroactive improvement will be reported as limited-term remuneration for CalSTRS Classic Members and is not reportable to CalSTRS PEPRA and CalPERS members.

Historical Context and COLA Comparison

Since the start of the pandemic in 2020–21, the District has provided cumulative compounded continuing total compensation improvements that, together with the current recommendations, would range from 35.16% to 39.08% across employee groups. Even before accounting for one-time retroactive salary improvements, these continuing improvements would exceed the cumulative compounded statutory COLA of 28.87%. In addition to these continuing total compensation improvements, employee groups received annual retroactive salary schedule payments through 2024–25. With the recommended 2025–26 payments, the annual payment percentages would total between 51% and 62%, depending on the group. These one-time payments have provided substantial additional compensation and are separate from the continuing total compensation improvements. Together, these investments demonstrate the District's commitment to maintaining competitive compensation, using available resources responsibly, and supporting employees across all bargaining units and employee groups.

RECOMMENDATION:

It is recommended the Board of Trustees adopt and approve the attached 2025-26 and 2026-27 salary schedules for all groups and individuals and the MOUs for each represented unit.

**Los Rios Community College District
2025-2026 FINAL**

**Faculty Salary Schedule "A-164"
(Regular and Long-Term Temporary Faculty Working a 164-Day Schedule)
Annual Salary Schedule**

DRAFT

	AA/AS or BA/BS	AA/AS or BA/BS	AA/AS+90 or BA/BS+30 or MA/MS	AA/AS+90 or BA/BS+30 or MA/MS	BA/BS+54 or MA/MS+24	BA/BS+54 or MA/MS+24	BA/BS+78 or MA/MS+48	BA/BS+78 or MA/MS+48	PhD or J.D. or D.C. or D.V.M.	PhD or J.D. or D.C. or D.V.M.
Step	Class I(*)	Class I(a)	Class II(*)	Class II(a)	Class III(*)	Class III(a)	Class IV(*)	Class IV(a)	Class V(*)	Class V(a)
1	55,958	60,994	61,911	67,483	67,864	73,971	73,817	80,460	79,770	86,949
2	59,649	65,017	65,602	71,506	71,555	77,994	77,508	84,483	83,461	90,972
3	63,339	69,040	69,292	75,529	75,245	82,018	81,198	88,506	87,151	94,995
4	67,030	73,063	72,983	79,552	78,936	86,041	84,889	92,529	90,842	99,018
5	70,721	77,086	76,674	83,575	82,627	90,064	88,580	96,552	94,533	103,041
6	74,412	81,109	80,365	87,598	86,318	94,087	92,271	100,575	98,224	107,064
7	78,103	85,132	84,056	91,621	90,009	98,110	95,962	104,598	101,915	111,087
8	81,794	89,155	87,747	95,644	93,700	102,133	99,653	108,621	105,606	115,110
9	85,485	93,178	91,437	99,667	97,390	106,156	103,343	112,644	109,296	119,133
10	89,175	97,201	95,128	103,690	101,081	110,179	107,034	116,667	112,987	123,156
11	92,866	101,224	98,819	107,713	104,772	114,202	110,725	120,690	116,678	127,179
12	96,557	105,247	102,510	111,736	108,463	118,225	114,416	124,713	120,369	131,202
13	100,248	109,270	106,201	115,759	112,154	122,248	118,107	128,736	124,060	135,225
14	103,939	113,293	109,892	119,782	115,845	126,271	121,798	132,759	127,751	139,248
15	107,630	117,316	113,582	123,805	119,535	130,294	125,488	136,782	131,441	143,271
16	110,295	120,222	116,338	126,808	122,380	133,394	128,422	139,980	134,464	146,566
17	111,347	121,368	117,389	127,954	123,431	134,540	129,473	141,126	135,516	147,712
18	112,398	122,514	118,440	129,100	124,483	135,686	130,525	142,272	136,567	148,858
19	113,449	123,660	119,492	130,246	125,534	136,832	131,576	143,418	137,618	150,004
20	114,501	124,806	120,543	131,392	126,585	137,978	132,627	144,564	138,670	151,150
21	115,552	125,952	121,594	132,538	127,637	139,124	133,679	145,710	139,721	152,296
22	116,603	127,098	122,646	133,684	128,688	140,270	134,730	146,856	140,772	153,442
23	117,655	128,244	123,697	134,830	129,739	141,416	135,782	148,002	141,824	154,588
24	118,706	129,390	124,748	135,976	130,791	142,562	136,833	149,148	142,875	155,734
25	119,757	130,536	125,800	137,122	131,842	143,708	137,884	150,294	143,927	156,880

(*) Class columns represent the original base payrates for year 2025-2026.

(a) Class columns include a one-time only improvement of 9% to respective step.

Please note that there is an alternate initial class placement (and advancement) for Career and Technology faculty hired under Education Code 53410 (reference section 2.8.3.2 of LRCFT agreement)

Retroactive to: July 1, 2025

Board approved: August 12, 2026

Faculty Salary Schedule A-164 2025-2026 FINAL

DRAFT

	Step	Class I(*)	Class I(a)	Class II(*)	Class II(a)	Class III(*)	Class III(a)	Class IV(*)	Class IV(a)	Class V(*)	Class V(a)
Annual	1	55,957.82	60,994.02	61,910.78	67,482.75	67,863.74	73,971.48	73,816.70	80,460.20	79,769.66	86,948.93
Monthly		5,595.78	6,099.40	6,191.08	6,748.28	6,786.37	7,397.15	7,381.67	8,046.02	7,976.97	8,694.89
Daily		341.21	371.91	377.50	411.48	413.80	451.05	450.10	490.61	486.40	530.18
Annual	2	59,648.66	65,017.04	65,601.62	71,505.77	71,554.58	77,994.49	77,507.54	84,483.22	83,460.50	90,971.95
Monthly		5,964.87	6,501.70	6,560.16	7,150.58	7,155.46	7,799.45	7,750.75	8,448.32	8,346.05	9,097.20
Daily		363.71	396.45	400.01	436.01	436.31	475.58	472.61	515.14	508.91	554.71
Annual	3	63,339.49	69,040.04	69,292.45	75,528.77	75,245.41	82,017.50	81,198.37	88,506.22	87,151.33	94,994.95
Monthly		6,333.95	6,904.00	6,929.25	7,552.88	7,524.54	8,201.75	8,119.84	8,850.62	8,715.13	9,499.50
Daily		386.22	420.98	422.51	460.54	458.81	500.11	495.11	539.67	531.41	579.24
Annual	4	67,030.33	73,063.06	72,983.29	79,551.79	78,936.25	86,040.51	84,889.21	92,529.24	90,842.17	99,017.97
Monthly		6,703.03	7,306.31	7,298.33	7,955.18	7,893.63	8,604.05	8,488.92	9,252.92	9,084.22	9,901.80
Daily		408.72	445.51	445.02	485.07	481.32	524.64	517.62	564.20	553.92	603.77
Annual	5	70,721.16	77,086.06	76,674.12	83,574.79	82,627.08	90,063.52	88,580.04	96,552.24	94,533.00	103,040.97
Monthly		7,072.12	7,708.61	7,667.41	8,357.48	8,262.71	9,006.35	8,858.00	9,655.22	9,453.30	10,304.10
Daily		431.23	470.04	467.53	509.60	503.82	549.17	540.12	588.73	576.42	628.30
Annual	6	74,412.00	81,109.08	80,364.96	87,597.81	86,317.92	94,086.53	92,270.88	100,575.26	98,223.84	107,063.99
Monthly		7,441.20	8,110.91	8,036.50	8,759.78	8,631.79	9,408.65	9,227.09	10,057.53	9,822.38	10,706.40
Daily		453.73	494.57	490.03	534.13	526.33	573.70	562.63	613.26	598.93	652.83
Annual	7	78,102.84	85,132.10	84,055.80	91,620.82	90,008.76	98,109.55	95,961.72	104,598.27	101,914.68	111,087.00
Monthly		7,810.28	8,513.21	8,405.58	9,162.08	9,000.88	9,810.96	9,596.17	10,459.83	10,191.47	11,108.70
Daily		476.24	519.10	512.54	558.66	548.83	598.23	585.13	637.79	621.43	677.36
Annual	8	81,793.67	89,155.10	87,746.63	95,643.83	93,699.59	102,132.55	99,652.55	108,621.28	105,605.51	115,110.01
Monthly		8,179.37	8,915.51	8,774.66	9,564.38	9,369.96	10,213.26	9,965.26	10,862.13	10,560.55	11,511.00
Daily		498.74	543.63	535.04	583.19	571.34	622.76	607.64	662.32	643.94	701.89
Annual	9	85,484.51	93,178.12	91,437.47	99,666.84	97,390.43	106,155.57	103,343.39	112,644.30	109,296.35	119,133.02
Monthly		8,548.45	9,317.81	9,143.75	9,966.68	9,739.04	10,615.56	10,334.34	11,264.43	10,929.64	11,913.30
Daily		521.25	568.16	557.55	607.72	593.84	647.29	630.14	686.86	666.44	726.42
Annual	10	89,175.34	97,201.12	95,128.30	103,689.85	101,081.26	110,178.57	107,034.22	116,667.30	112,987.18	123,156.03
Monthly		8,917.53	9,720.11	9,512.83	10,368.99	10,108.13	11,017.86	10,703.42	11,666.73	11,298.72	12,315.60
Daily		543.75	592.69	580.05	632.26	616.35	671.82	652.65	711.39	688.95	750.95
Annual	11	92,866.18	101,224.14	98,819.14	107,712.86	104,772.10	114,201.59	110,725.06	120,690.32	116,678.02	127,179.04
Monthly		9,286.62	10,122.41	9,881.91	10,771.29	10,477.21	11,420.16	11,072.51	12,069.03	11,667.80	12,717.90
Daily		566.26	617.22	602.56	656.79	638.85	696.35	675.15	735.92	711.45	775.48
Annual	12	96,557.01	105,247.14	102,509.97	111,735.87	108,462.93	118,224.59	114,415.89	124,713.32	120,368.85	131,202.05
Monthly		9,655.70	10,524.71	10,251.00	11,173.59	10,846.29	11,822.46	11,441.59	12,471.33	12,036.89	13,120.21
Daily		588.76	641.75	625.06	681.32	661.36	720.88	697.66	760.45	733.96	800.01
Annual	13	100,247.85	109,270.16	106,200.81	115,758.88	112,153.77	122,247.61	118,106.73	128,736.34	124,059.69	135,225.06
Monthly		10,024.79	10,927.02	10,620.08	11,575.89	11,215.38	12,224.76	11,810.67	12,873.63	12,405.97	13,522.51
Daily		611.27	666.28	647.57	705.85	683.86	745.41	720.16	784.98	756.46	824.54
Annual	14	103,938.68	113,293.16	109,891.64	119,781.89	115,844.60	126,270.61	121,797.56	132,759.34	127,750.52	139,248.07
Monthly		10,393.87	11,329.32	10,989.16	11,978.19	11,584.46	12,627.06	12,179.76	13,275.93	12,775.05	13,924.81
Daily		633.77	690.81	670.07	730.38	706.37	769.94	742.67	809.51	778.97	849.07
Annual	15	107,629.52	117,316.18	113,582.48	123,804.90	119,535.44	130,293.63	125,488.40	136,782.36	131,441.36	143,271.08
Monthly		10,762.95	11,731.62	11,358.25	12,380.49	11,953.54	13,029.36	12,548.84	13,678.24	13,144.14	14,327.11
Daily		656.28	715.34	692.58	754.91	728.87	794.47	765.17	834.04	801.47	873.60
Annual	16	110,295.31	120,221.89	116,337.56	126,807.94	122,379.82	133,394.00	128,422.07	139,980.06	134,464.33	146,566.12
Monthly		11,029.53	12,022.19	11,633.76	12,680.79	12,237.98	13,339.40	12,842.21	13,998.01	13,446.43	14,656.61
Daily		672.53	733.06	709.38	773.22	746.22	813.38	783.06	853.54	819.90	893.70
Annual	17	111,346.67	121,367.87	117,388.92	127,953.92	123,431.18	134,539.99	129,473.43	141,126.04	135,515.68	147,712.09
Monthly		11,134.67	12,136.79	11,738.89	12,795.39	12,343.12	13,454.00	12,947.34	14,112.60	13,551.57	14,771.21
Daily		678.94	740.05	715.79	780.21	752.63	820.37	789.47	860.52	826.32	900.68
Annual	18	112,398.01	122,513.83	118,440.27	129,099.89	124,482.52	135,685.95	130,524.78	142,272.01	136,567.03	148,858.06
Monthly		11,239.80	12,251.38	11,844.03	12,909.99	12,448.25	13,568.60	13,052.48	14,227.20	13,656.70	14,885.81
Daily		685.35	747.04	722.20	787.19	759.04	827.35	795.88	867.51	832.73	907.67
Annual	19	113,449.37	123,659.81	119,491.63	130,245.88	125,533.88	136,831.93	131,576.14	143,417.99	137,618.39	150,004.05
Monthly		11,344.94	12,365.98	11,949.16	13,024.59	12,553.39	13,683.19	13,157.61	14,341.80	13,761.84	15,000.41
Daily		691.76	754.02	728.61	794.18	765.45	834.34	802.29	874.50	839.14	914.66
Annual	20	114,500.72	124,805.78	120,542.98	131,391.85	126,585.23	137,977.90	132,627.48	144,563.95	138,669.74	151,150.02
Monthly		11,450.07	12,480.58	12,054.30	13,139.19	12,658.52	13,797.79	13,262.75	14,456.40	13,866.97	15,115.00
Daily		698.18	761.01	735.02	801.17	771.86	841.33	808.70	881.49	845.55	921.65
Annual	21	115,552.07	125,951.76	121,594.32	132,537.81	127,636.58	139,123.87	133,678.83	145,709.92	139,721.09	152,295.99
Monthly		11,555.21	12,595.18	12,159.43	13,253.78	12,763.66	13,912.39	13,367.88	14,570.99	13,972.11	15,229.60
Daily		704.59	768.00	741.43	808.16	778.27	848.32	815.11	888.48	851.96	928.63
Annual	22	116,603.43	127,097.74	122,645.68	133,683.79	128,687.94	140,269.85	134,730.19	146,855.91	140,772.45	153,441.97
Monthly		11,660.34	12,709.77	12,264.57	13,368.38	12,868.79	14,026.99	13,473.02	14,685.59	14,077.25	15,344.20
Daily		711.00	774.99	747.84	815.15	784.68	855.30	821.53	895.46	858.37	935.62
Annual	23	117,654.78	128,243.71	123,697.03	134,829.76	129,739.28	141,415.82	135,781.54	148,001.88	141,823.79	154,587.93
Monthly		11,765.48	12,824.37	12,369.70	13,482.98	12,973.93	14,141.58	13,578.15	14,800.19	14,182.38	15,458.79
Daily		717.41	781.97	754.25	822.13	791.09	862.29	827.94	902.45	864.78	942.61
Annual	24	118,706.13	129,389.68	124,748.39	135,975.75	130,790.64	142,561.80	136,832.90	149,147.86	142,875.15	155,733.91
Monthly		11,870.61	12,938.97	12,474.84	13,597.58	13,079.06	14,256.18	13,683.29	14,914.79	14,287.52	15,573.39
Daily		723.82	788.96	760.66	829.12	797.50	869.28	834.35	909.44	871.19	949.60
Annual	25	119,757.48	130,535.65	125,799.74	137,121.72	131,841.99	143,707.77	137,884.25	150,293.83	143,926.50	156,879.89
Monthly		11,975.75	13,053.57	12,579.97	13,712.17	13,184.20	14,370.78	13,788.43	15,029.38	14,392.65	15,687.99
Daily		730.23	795.95	767.07	836.11	803.91	876.27	840.76	916.43	877.60	956.58

(*) Class columns represent the original base payrates for year 2025-2026.

(a) Class columns include a one-time only improvement of 9% to respective step.

Retroactive to: July 1, 2025

Board approved: August 12, 2026

**Los Rios Community College District
2025-2026 FINAL**

**Faculty Salary Schedule "A-174"
(Regular and Long-Term Temporary Faculty Working a 174-Day Schedule)
Annual Salary Schedule**

DRAFT

	AA/AS or BA/BS	AA/AS or BA/BS	AA/AS+90 or BA/BS+30 or MA/MS	AA/AS+90 or BA/BS+30 or MA/MS	BA/BS+54 or MA/MS+24	BA/BS+54 or MA/MS+24	BA/BS+78 or MA/MS+48	BA/BS+78 or MA/MS+48	PhD or J.D. or D.C. or D.V.M.	PhD or J.D. or D.C. or D.V.M.
Step	Class I(*)	Class I(a)	Class II(*)	Class II(a)	Class III(*)	Class III(a)	Class IV(*)	Class IV(a)	Class V(*)	Class V(a)
1	59,370	64,713	65,686	71,598	72,002	78,482	78,317	85,366	84,633	92,250
2	63,286	68,982	69,602	75,866	75,918	82,751	82,234	89,635	88,549	96,519
3	67,202	73,250	73,518	80,134	79,834	87,019	86,150	93,904	92,465	100,787
4	71,118	77,518	77,434	84,403	83,750	91,287	90,066	98,172	96,381	105,055
5	75,033	81,787	81,350	88,671	87,666	95,556	93,982	102,440	100,297	109,323
6	78,949	86,055	85,265	92,939	91,582	99,824	97,898	106,708	104,213	113,592
7	82,865	90,323	89,181	97,208	95,497	104,092	101,813	110,977	108,130	117,861
8	86,781	94,591	93,097	101,476	99,413	108,360	105,729	115,245	112,045	122,130
9	90,697	98,860	97,013	105,744	103,329	112,629	109,645	119,513	115,961	126,398
10	94,613	103,128	100,929	110,012	107,245	116,897	113,561	123,782	119,877	130,666
11	98,529	107,396	104,845	114,281	111,161	121,165	117,477	128,050	123,793	134,934
12	102,444	111,664	108,761	118,549	115,077	125,434	121,393	132,318	127,709	139,203
13	106,360	115,933	112,676	122,817	118,993	129,702	125,309	136,586	131,625	143,471
14	110,276	120,201	116,592	127,086	122,908	133,970	129,224	140,855	135,541	147,739
15	114,192	124,469	120,508	131,354	126,824	138,238	133,140	145,123	139,456	152,008
16	117,020	127,552	123,431	134,540	129,842	141,528	136,253	148,516	142,664	155,503
17	118,136	128,768	124,547	135,756	130,957	142,744	137,368	149,731	143,779	156,719
18	119,251	129,984	125,662	136,972	132,073	143,959	138,484	150,947	144,894	157,935
19	120,367	131,200	126,777	138,187	133,188	145,175	139,599	152,163	146,010	159,151
20	121,482	132,415	127,893	139,403	134,304	146,391	140,714	153,379	147,125	160,367
21	122,597	133,631	129,008	140,619	135,419	147,607	141,830	154,595	148,241	161,582
22	123,714	134,848	130,124	141,835	136,534	148,823	142,945	155,810	149,356	162,798
23	124,829	136,064	131,239	143,050	137,650	150,038	144,061	157,026	150,471	164,014
24	125,945	137,280	132,356	144,268	138,765	151,254	145,176	158,242	151,587	165,230
25	127,060	138,496	133,471	145,483	139,881	152,470	146,291	159,458	152,702	166,445

(*) Class columns represent the original base payrates for year 2025-2026.

(a) Class columns include a one-time only improvement of 9% to respective step.

Please note that there is an alternate initial class placement (and advancement) for Career and Technology faculty hired under Education Code 53410 (reference section 2.8.3.2 of LRCFT agreement)

Retroactive to: July 1, 2025

Board approved: August 12, 2026

Faculty Salary Schedule A-174 2025-2026 FINAL

DRAFT

	Step	Class I(*)	Class I(a)	Class II(*)	Class II(a)	Class III(*)	Class III(a)	Class IV(*)	Class IV(a)	Class V(*)	Class V(a)
Annual	1	59,370.06	64,713.37	65,686.15	71,597.90	72,002.24	78,482.44	78,317.15	85,365.69	84,633.23	92,250.22
Monthly		4,947.51	5,392.78	5,473.85	5,966.49	6,000.19	6,540.20	6,526.43	7,113.81	7,052.77	7,687.52
Daily		341.21	371.92	377.51	411.48	413.81	451.05	450.10	490.61	486.40	530.17
Annual	2	63,285.92	68,981.65	69,602.01	75,866.19	75,918.10	82,750.73	82,234.19	89,635.27	88,549.09	96,518.51
Monthly		5,273.83	5,748.47	5,800.17	6,322.18	6,326.51	6,895.89	6,852.85	7,469.61	7,379.09	8,043.21
Daily		363.71	396.45	400.01	436.01	436.31	475.58	472.61	515.15	508.90	554.70
Annual	3	67,201.77	73,249.93	73,517.87	80,134.48	79,833.95	87,019.01	86,150.05	93,903.55	92,464.94	100,786.78
Monthly		5,600.15	6,104.16	6,126.49	6,677.87	6,652.83	7,251.58	7,179.17	7,825.30	7,705.41	8,398.90
Daily		386.22	420.98	422.52	460.54	458.82	500.11	495.12	539.68	531.41	579.23
Annual	4	71,117.64	77,518.23	77,433.72	84,402.75	83,749.82	91,287.30	90,065.90	98,171.83	96,380.81	105,055.08
Monthly		5,926.47	6,459.85	6,452.81	7,033.56	6,979.15	7,607.28	7,505.49	8,180.99	8,031.73	8,754.59
Daily		408.72	445.51	445.02	485.07	481.32	524.64	517.62	564.21	553.91	603.76
Annual	5	75,033.49	81,786.50	81,349.58	88,671.04	87,665.67	95,555.58	93,981.76	102,440.12	100,296.66	109,323.36
Monthly		6,252.79	6,815.54	6,779.13	7,389.25	7,305.47	7,962.97	7,831.81	8,536.68	8,358.06	9,110.28
Daily		431.23	470.04	467.53	509.60	503.83	549.17	540.13	588.74	576.42	628.30
Annual	6	78,949.35	86,054.79	85,265.44	92,939.33	91,581.53	99,823.87	97,897.61	106,708.39	104,212.52	113,591.65
Monthly		6,579.11	7,171.23	7,105.45	7,744.94	7,631.79	8,318.66	8,158.13	8,892.37	8,684.38	9,465.97
Daily		453.73	494.57	490.03	534.13	526.33	573.70	562.63	613.27	598.92	652.83
Annual	7	82,865.20	90,323.07	89,181.30	97,207.62	95,497.38	104,092.14	101,813.48	110,976.69	108,129.56	117,861.22
Monthly		6,905.43	7,526.92	7,431.78	8,100.64	7,958.12	8,674.35	8,484.46	9,248.06	9,010.80	9,821.77
Daily		476.24	519.10	512.54	558.66	548.84	598.23	585.13	637.80	621.43	677.36
Annual	8	86,781.06	94,591.36	93,097.15	101,475.89	99,413.24	108,360.43	105,729.33	115,244.97	112,045.42	122,129.51
Monthly		7,231.76	7,882.61	7,758.10	8,456.32	8,284.44	9,030.04	8,810.78	9,603.75	9,337.12	10,177.46
Daily		498.74	543.63	535.04	583.19	571.34	622.76	607.64	662.33	643.94	701.89
Annual	9	90,696.92	98,859.64	97,013.01	105,744.18	103,329.10	112,628.72	109,645.19	119,513.26	115,961.28	126,397.80
Monthly		7,558.08	8,238.30	8,084.42	8,812.02	8,610.76	9,385.73	9,137.10	9,959.44	9,663.44	10,533.15
Daily		521.25	568.16	557.55	607.73	593.85	647.29	630.14	686.86	666.44	726.42
Annual	10	94,612.77	103,127.92	100,928.86	110,012.46	107,244.96	116,897.01	113,561.04	123,781.53	119,877.14	130,666.08
Monthly		7,884.40	8,593.99	8,410.74	9,167.71	8,937.08	9,741.42	9,463.42	10,315.13	9,989.76	10,888.84
Daily		543.75	592.69	580.05	632.26	616.35	671.82	652.65	711.39	688.95	750.95
Annual	11	98,528.63	107,396.21	104,844.73	114,280.76	111,160.81	121,165.28	117,476.91	128,049.83	123,792.99	134,934.36
Monthly		8,210.72	8,949.68	8,737.06	9,523.40	9,263.40	10,097.11	9,789.74	10,670.82	10,316.08	11,244.53
Daily		566.26	617.22	602.56	656.79	638.86	696.35	675.15	735.92	711.45	775.48
Annual	12	102,444.48	111,664.48	108,760.58	118,549.03	115,076.67	125,433.57	121,392.76	132,318.11	127,708.85	139,202.65
Monthly		8,537.04	9,305.37	9,063.38	9,879.09	9,589.72	10,452.80	10,116.06	11,026.51	10,642.40	11,600.22
Daily		588.76	641.75	625.06	681.32	661.36	720.88	697.66	760.45	733.96	800.02
Annual	13	106,360.35	115,932.78	112,676.43	122,817.31	118,992.53	129,701.86	125,308.62	136,586.40	131,624.71	143,470.93
Monthly		8,863.36	9,661.07	9,389.70	10,234.78	9,916.04	10,808.49	10,442.39	11,382.20	10,968.73	11,955.91
Daily		611.27	666.28	647.57	705.85	683.87	745.41	720.16	784.98	756.46	824.55
Annual	14	110,276.20	120,201.06	116,592.29	127,085.60	122,908.39	133,970.15	129,224.47	140,854.67	135,540.57	147,739.22
Monthly		9,189.68	10,016.76	9,716.02	10,590.47	10,242.37	11,164.18	10,768.71	11,737.89	11,295.05	12,311.60
Daily		633.77	690.81	670.07	730.38	706.37	769.94	742.67	809.51	778.97	849.08
Annual	15	114,192.06	124,469.35	120,508.15	131,353.88	126,824.24	138,238.42	133,140.34	145,122.97	139,456.42	152,007.50
Monthly		9,516.01	10,372.45	10,042.35	10,946.16	10,568.69	11,519.87	11,095.03	12,093.58	11,621.37	12,667.29
Daily		656.28	715.34	692.58	754.91	728.87	794.47	765.17	834.04	801.47	873.61
Annual	16	117,020.34	127,552.17	123,431.18	134,539.99	129,842.00	141,527.78	136,252.84	148,515.60	142,663.67	155,503.40
Monthly		9,751.70	10,629.35	10,285.93	11,211.67	10,820.17	11,793.98	11,354.40	12,376.30	11,888.64	12,958.62
Daily		672.53	733.06	709.37	773.22	746.22	813.38	783.06	853.54	819.91	893.70
Annual	17	118,135.75	128,767.97	124,546.57	135,755.76	130,957.41	142,743.58	137,368.23	149,731.37	143,779.07	156,719.19
Monthly		9,844.65	10,730.66	10,378.88	11,312.98	10,913.12	11,895.30	11,447.35	12,477.61	11,981.59	13,059.93
Daily		678.94	740.05	715.78	780.21	752.63	820.37	789.47	860.53	826.32	900.69
Annual	18	119,251.14	129,983.74	125,661.98	136,971.56	132,072.80	143,959.35	138,483.64	150,947.17	144,894.47	157,934.97
Monthly		9,937.60	10,831.98	10,471.83	11,414.30	11,006.07	11,996.61	11,540.30	12,578.93	12,074.54	13,161.25
Daily		685.35	747.03	722.20	787.19	759.04	827.35	795.88	867.51	832.73	907.67
Annual	19	120,366.54	131,199.53	126,777.37	138,187.33	133,188.20	145,175.14	139,599.04	152,162.95	146,009.87	159,150.76
Monthly		10,030.55	10,933.29	10,564.78	11,515.61	11,099.02	12,097.93	11,633.25	12,680.25	12,167.49	13,262.56
Daily		691.76	754.02	728.61	794.18	765.45	834.34	802.29	874.50	839.14	914.66
Annual	20	121,481.95	132,415.33	127,892.77	139,403.12	134,303.61	146,390.93	140,714.43	153,378.73	147,125.27	160,366.54
Monthly		10,123.50	11,034.61	10,657.73	11,616.93	11,191.97	12,199.24	11,726.20	12,781.56	12,260.44	13,363.88
Daily		698.17	761.01	735.02	801.17	771.86	841.33	808.70	881.49	845.55	921.65
Annual	21	122,597.34	133,631.10	129,008.18	140,618.92	135,419.00	147,606.71	141,829.84	154,594.53	148,240.67	161,582.33
Monthly		10,216.45	11,135.93	10,750.68	11,718.24	11,284.92	12,300.56	11,819.15	12,882.88	12,353.39	13,465.19
Daily		704.58	767.99	741.43	808.15	778.27	848.31	815.11	888.47	851.96	928.63
Annual	22	123,713.95	134,848.21	130,123.57	141,834.69	136,534.41	148,822.51	142,945.24	155,810.31	149,356.07	162,798.12
Monthly		10,309.50	11,237.35	10,843.63	11,819.56	11,377.87	12,401.88	11,912.10	12,984.19	12,446.34	13,566.51
Daily		711.00	774.99	747.84	815.14	784.68	855.30	821.52	895.46	858.37	935.62
Annual	23	124,829.35	136,063.99	131,238.97	143,050.48	137,649.81	150,038.29	144,060.64	157,026.10	150,471.47	164,013.90
Monthly		10,402.45	11,338.67	10,936.58	11,920.87	11,470.82	12,503.19	12,005.05	13,085.51	12,539.29	13,667.83
Daily		717.41	781.98	754.25	822.13	791.09	862.29	827.93	902.45	864.78	942.61
Annual	24	125,944.75	137,279.78	132,355.58	144,267.58	138,765.20	151,254.07	145,176.04	158,241.88	151,586.86	165,229.68
Monthly		10,495.40	11,439.98	11,029.63	12,022.30	11,563.77	12,604.51	12,098.00	13,186.82	12,632.24	13,769.14
Daily		723.82	788.96	760.66	829.12	797.50	869.28	834.35	909.44	871.19	949.60
Annual	25	127,060.15	138,495.56	133,470.98	145,483.37	139,880.61	152,469.86	146,291.44	159,457.67	152,702.27	166,445.47
Monthly		10,588.35	11,541.30	11,122.58	12,123.61	11,656.72	12,705.82	12,190.95	13,288.14	12,725.19	13,870.46
Daily		730.23	795.95	767.07	836.11	803.91	876.26	840.76	916.42	877.60	956.58

(*) Class columns represent the original base payrates for year 2025-2026.

(a) Class columns include a one-time only improvement of 9% to respective step.

Retroactive to: July 1, 2025
Board approved: August 12, 2026

Los Rios Community College District
2025-2026 FINAL

Faculty Salary Schedule "B-1"
(Adjunct Faculty / Overload Assignments)
Lecture and Laboratory Hourly Rates/164 Days B-1

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Step		AA/AS or	AA/AS or	AA/AS+90 or	AA/AS+90 or	BA/BS+54 or	BA/BS+54 or	BA/BS+78 or	BA/BS+78 or	PhD, J.D., M.D.,	PhD, J.D., M.D.,
		BA/BS	BA/BS	BA/BS+30 or	BA/BS+30 or	MA/MS+24	MA/MS+24	MA/MS+48	MA/MS+48	D.C. or D.V.M.	D.C. or D.V.M.
		Class I(*)	Class I(a)	Class II(*)	Class II(a)	Class III(*)	Class III(a)	Class IV(*)	Class IV(a)	Class V(*)	Class V(a)
Lecture	1	77.72	84.71	85.99	93.73	94.26	102.74	102.52	111.75	110.79	120.76
Lab (Sci)		62.18	67.77	68.79	74.98	75.41	82.19	82.02	89.40	88.63	96.61
Lab		58.29	63.53	64.49	70.30	70.70	77.06	76.89	83.81	83.09	90.57
Lecture	2	82.85	90.31	91.12	99.32	99.39	108.34	107.65	117.34	115.92	126.35
Lab (Sci)		66.28	72.25	72.90	79.46	79.51	86.67	86.12	93.87	92.74	101.08
Lab		62.14	67.73	68.34	74.49	74.54	81.26	80.74	88.01	86.94	94.76
Lecture	3	87.97	95.89	96.24	104.90	104.51	113.92	112.77	122.92	121.04	131.93
Lab (Sci)		70.38	76.71	76.99	83.92	83.61	91.14	90.22	98.34	96.83	105.54
Lab		65.98	71.92	72.18	78.68	78.38	85.44	84.58	92.19	90.78	98.95
Lecture	4	93.10	101.48	101.37	110.49	109.64	119.51	117.90	128.51	126.17	137.53
Lab (Sci)		74.48	81.18	81.10	88.39	87.71	95.61	94.32	102.81	100.94	110.02
Lab		69.83	76.11	76.03	82.87	82.23	89.63	88.43	96.38	94.63	103.15
Lecture	5	98.22	107.06	106.49	116.07	114.76	125.09	123.02	134.09	131.29	143.11
Lab (Sci)		78.58	85.65	85.19	92.86	91.81	100.07	98.42	107.27	105.03	114.49
Lab		73.67	80.30	79.87	87.05	86.07	93.82	92.27	100.57	98.47	107.33
Lecture	6	103.35	112.65	111.62	121.67	119.89	130.68	128.15	139.68	136.42	148.70
Lab (Sci)		82.68	90.12	89.30	97.34	95.91	104.54	102.52	111.74	109.14	118.96
Lab		77.51	84.49	83.72	91.25	89.92	98.01	96.11	104.76	102.32	111.53
Lecture	7	108.48	118.24	116.75	127.26	125.02	136.27	133.28	145.28	141.55	154.29
Lab (Sci)		86.78	94.59	93.40	101.81	100.02	109.02	106.62	116.22	113.24	123.43
Lab		81.36	88.68	87.56	95.45	93.77	102.20	99.96	108.96	106.16	115.72
Lecture	8	113.60	123.82	121.87	132.84	130.14	141.85	138.40	150.86	146.67	159.87
Lab (Sci)		90.88	99.06	97.50	106.27	104.11	113.48	110.72	120.69	117.34	127.90
Lab		85.20	92.87	91.40	99.63	97.61	106.39	103.80	113.15	110.00	119.90
Lecture	9	118.73	129.42	127.00	138.43	135.27	147.44	143.53	156.45	151.80	165.46
Lab (Sci)		94.98	103.54	101.60	110.74	108.22	117.95	114.82	125.16	121.44	132.37
Lab		89.05	97.07	95.25	103.82	101.45	110.58	107.65	117.34	113.85	124.10
Lecture	10	123.85	135.00	132.12	144.01	140.39	153.03	148.65	162.03	156.92	171.04
Lab (Sci)		99.08	108.00	105.70	115.21	112.31	122.42	118.92	129.62	125.54	136.83
Lab		92.89	101.25	99.09	108.01	105.29	114.77	111.49	121.52	117.69	128.28
Lecture	11	128.98	140.59	137.25	149.60	145.52	158.62	153.78	167.62	162.05	176.63
Lab (Sci)		103.18	112.47	109.80	119.68	116.42	126.90	123.02	134.10	129.64	141.30
Lab		96.74	105.44	102.94	112.20	109.14	118.97	115.34	125.72	121.54	132.47
Lecture	12	134.11	146.18	142.38	155.19	150.65	164.21	158.92	173.22	167.18	182.23
Lab (Sci)		107.29	116.94	113.90	124.15	120.52	131.37	127.14	138.58	133.74	145.78
Lab		100.58	109.64	106.79	116.39	112.99	123.16	119.19	129.92	125.39	136.67
Lecture	13	139.23	151.76	147.50	160.78	155.77	169.79	164.04	178.80	172.30	187.81
Lab (Sci)		111.38	121.41	118.00	128.62	124.62	135.83	131.23	143.04	137.84	150.25
Lab		104.42	113.82	110.63	120.59	116.83	127.34	123.03	134.10	129.23	140.86
Lecture	14	144.36	157.35	152.63	166.37	160.90	175.38	169.17	184.40	177.43	193.40
Lab (Sci)		115.49	125.88	122.10	133.10	128.72	140.30	135.34	147.52	141.94	154.72
Lab		108.27	118.01	114.47	124.78	120.68	131.54	126.88	138.30	133.07	145.05
Lecture	15	149.48	162.93	157.75	171.95	166.02	180.96	174.29	189.98	182.55	198.98
Lab (Sci)		119.58	130.34	126.20	137.56	132.82	144.77	139.43	151.98	146.04	159.18
Lab		112.11	122.20	118.31	128.96	124.52	135.72	130.72	142.49	136.91	149.24
Lecture	16	153.19	166.98	161.59	176.13	169.97	185.27	178.37	194.42	186.75	203.56
Lab (Sci)		122.55	133.58	129.27	140.90	135.98	148.22	142.70	155.54	149.40	162.85
Lab		114.89	125.24	121.19	132.10	127.48	138.95	133.78	145.82	140.06	152.67
Lecture	17	154.65	168.57	163.04	177.71	171.43	186.86	179.83	196.01	188.22	205.16
Lab (Sci)		123.72	134.86	130.43	142.17	137.14	149.49	143.86	156.81	150.58	164.13
Lab		115.99	126.43	122.28	133.28	128.57	140.15	134.87	147.01	141.17	153.87
Lecture	18	156.10	170.15	164.51	179.32	172.90	188.46	181.28	197.60	189.68	206.75
Lab (Sci)		124.88	136.12	131.61	143.46	138.32	150.77	145.02	158.08	151.74	165.40
Lab		117.08	127.61	123.38	134.49	129.68	141.35	135.96	148.20	142.26	155.06
Lecture	19	157.57	171.75	165.96	180.90	174.35	190.04	182.74	199.19	191.13	208.33
Lab (Sci)		126.06	137.40	132.77	144.72	139.48	152.03	146.19	159.35	152.90	166.66
Lab		118.18	128.81	124.47	135.68	130.76	142.53	137.06	149.39	143.35	156.25
Lecture	20	159.04	173.35	167.41	182.48	175.82	191.64	184.19	200.77	192.61	209.94
Lab (Sci)		127.23	138.68	133.93	145.98	140.66	153.31	147.35	160.62	154.09	167.95
Lab		119.28	130.01	125.56	136.86	131.87	143.73	138.14	150.58	144.46	157.46
Lecture	21	160.49	174.93	168.88	184.08	177.28	193.24	185.67	202.38	194.06	211.53
Lab (Sci)		128.39	139.94	135.10	147.26	141.82	154.59	148.54	161.90	155.25	169.22
Lab		120.37	131.20	126.66	138.06	132.96	144.93	139.25	151.79	145.55	158.65
Lecture	22	161.94	176.51	170.35	185.68	178.73	194.82	187.13	203.97	195.51	213.11
Lab (Sci)		129.55	141.21	136.28	148.54	142.98	155.86	149.70	163.18	156.41	170.49
Lab		121.46	132.38	127.76	139.26	134.05	146.12	140.35	152.98	146.63	159.83
Lecture	23	163.41	178.12	171.80	187.26	180.19	196.41	188.58	205.55	196.98	214.71
Lab (Sci)		130.73	142.50	137.44	149.81	144.15	157.13	150.86	164.44	157.58	171.77
Lab		122.56	133.59	128.85	140.45	135.14	147.31	141.44	154.16	147.74	161.03
Lecture	24	164.86	179.70	173.26	188.85	181.65	198.00	190.04	207.14	198.44	216.30
Lab (Sci)		131.89	143.76	138.61	151.08	145.32	158.40	152.03	165.71	158.75	173.04
Lab		123.65	134.78	129.95	141.64	136.24	148.50	142.53	155.36	148.83	162.23
Lecture	25	166.33	181.30	174.73	190.46	183.12	199.60	191.51	208.75	199.90	217.89
Lab (Sci)		133.06	145.04	139.78	152.37	146.50	159.68	153.21	167.00	159.92	174.31
Lab		124.75	135.98	131.05	142.85	137.34	149.70	143.63	156.56	149.93	163.42

(*) Class columns represent the original base payrates for year 2025-2026.

(a) Class columns include a one-time only improvement of 9% to respective step.

Hours worked during Summer Session are not subject to schedule improvement.

Per section 22138.5 of the California Education Code, the full-time equivalent requirement, as defined in hours of service, is 540 lecture hours for adjunct instructional faculty in a fiscal year (which includes Summer Session).

Standard Lab hours equate to .75 of a lecture hour.

"Lab (Sci)" equates to .80 of a lecture hour. This lab rate is used in calculation for disciplines that meet the Intersegmental General Education Transfer Curriculum science laboratory requirement.

Please note that there is an alternate initial class placement (and advancement) for Career and Technology faculty hired under Education Code 53410 (reference section 2.8.3.2 of LRCFT agreement)

Retroactive to: August 21, 2025

Board approved: August 12, 2026

**Los Rios Community College District
2025-2026 FINAL**

**Faculty Salary Schedule "B-2 & B-3"
(Adjunct/Overload Counselor/Coordinator/Nurse Hourly Rates/174 Days B-2)
(Adjunct/Overload Librarian Hourly Rates/164 Days B-3)**

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	AA/AS or BA/BS	AA/AS or BA/BS	AA/AS+90 or BA/BS+30 or MA/MS	AA/AS+90 or BA/BS+30 or MA/MS	BA/BS+54 or MA/MS+24	BA/BS+54 or MA/MS+24	BA/BS+78 or MA/MS+48	BA/BS+78 or MA/MS+48	PhD, J.D., M.D., D.C. or D.V.M.	PhD, J.D., M.D., D.C. or D.V.M.
Step	Class I(*)	Class I(a)	Class II(*)	Class II(a)	Class III(*)	Class III(a)	Class IV(*)	Class IV(a)	Class V(*)	Class V(a)
1	45.50	49.60	50.34	54.87	55.17	60.14	60.02	65.42	64.85	70.69
2	48.50	52.87	53.34	58.14	58.17	63.41	63.02	68.69	67.85	73.96
3	51.49	56.12	56.34	61.41	61.17	66.68	66.03	71.97	70.85	77.23
4	54.49	59.39	59.34	64.68	64.17	69.95	69.02	75.23	73.85	80.50
5	57.49	62.66	62.34	67.95	67.17	73.22	72.02	78.50	76.85	83.77
6	60.48	65.92	65.34	71.22	70.18	76.50	75.02	81.77	79.86	87.05
7	63.49	69.20	68.34	74.49	73.18	79.77	78.02	85.04	82.86	90.32
8	66.49	72.47	71.34	77.76	76.17	83.03	81.02	88.31	85.86	93.59
9	69.49	75.74	74.35	81.04	79.17	86.30	84.03	91.59	88.85	96.85
10	72.49	79.01	77.35	84.31	82.17	89.57	87.03	94.86	91.85	100.12
11	75.49	82.28	80.35	87.58	85.17	92.84	90.03	98.13	94.86	103.40
12	78.49	85.55	83.34	90.84	88.19	96.13	93.03	101.40	97.87	106.68
13	81.51	88.85	86.34	94.11	91.19	99.40	96.01	104.65	100.87	109.95
14	84.51	92.12	89.34	97.38	94.19	102.67	99.01	107.92	103.87	113.22
15	87.51	95.39	92.34	100.65	97.19	105.94	102.03	111.21	106.87	116.49
16	89.68	97.75	94.58	103.09	99.50	108.46	104.41	113.81	109.32	119.16
17	90.53	98.68	95.44	104.03	100.35	109.38	105.27	114.74	110.17	120.09
18	91.39	99.62	96.28	104.95	101.21	110.32	106.11	115.66	111.03	121.02
19	92.24	100.54	97.14	105.88	102.07	111.26	106.97	116.60	111.89	121.96
20	93.09	101.47	98.00	106.82	102.91	112.17	107.83	117.53	112.73	122.88
21	93.95	102.41	98.84	107.74	103.77	113.11	108.67	118.45	113.59	123.81
22	94.81	103.34	99.70	108.67	104.63	114.05	109.54	119.40	114.45	124.75
23	95.65	104.26	100.58	109.63	105.47	114.96	110.40	120.34	115.29	125.67
24	96.51	105.20	101.43	110.56	106.33	115.90	111.25	121.26	116.15	126.60
25	97.37	106.13	102.28	111.49	107.19	116.84	112.10	122.19	117.01	127.54

(*) Class columns represent the original base payrates for year 2025-2026.

(a) Class columns include a one-time only improvement of 9% to respective step.

Hours worked during Summer Session are not subject to schedule improvement.

Please note that there is an alternate initial class placement (and advancement) for Career and Technology faculty hired under Education Code 53410 (reference section 2.8.3.2 of LRCFT agreement)

Retroactive to: August 21, 2025

Board approved: August 12, 2026

LOS RIOS COMMUNITY COLLEGE DISTRICT

2025-2026 Final Management Salary Schedule DRAFT

Title/Job Code	Frequency	Range	Step 1(*)	Step 1(a)	Step 2(*)	Step 2(a)	Step 3(*)	Step 3(a)	Step 4(*)	Step 4(a)	Step 5(*)	Step 5(a)
Deputy Chancellor/ Executive Vice Chancellor (687)	Annual	C	294,067.97	308,771.37	299,949.33	314,946.80	305,948.32	321,245.74	312,067.29	327,670.65	318,308.64	334,224.06
	Monthly		24,505.66	25,730.95	24,995.78	26,245.57	25,495.69	26,770.48	26,005.61	27,305.89	26,525.72	27,852.01
Vice Chancellor/College President/ Chief Counsel/Officer (686)	Annual	B	272,447.51	286,069.89	277,896.46	291,791.29	283,454.39	297,627.12	289,123.48	303,579.66	294,905.95	309,651.25
	Monthly		22,703.96	23,839.16	23,158.04	24,315.94	23,621.20	24,802.26	24,093.62	25,298.31	24,575.50	25,804.27
Associate Vice Chancellor/ Chief of Police (679)	Annual	A	232,861.31	244,504.36	237,518.54	249,394.45	242,268.91	254,382.34	247,114.29	259,469.99	252,056.58	264,659.39
	Monthly		19,405.11	20,375.36	19,793.21	20,782.87	20,189.08	21,198.53	20,592.86	21,622.50	21,004.72	22,054.95
Director/Manager I/ Vice President/Deputy General Counsel (674)	Annual	1	202,966.89	213,115.23	207,026.23	217,377.53	211,166.75	221,725.08	215,390.09	226,159.58	219,697.89	230,682.77
	Monthly		16,913.91	17,759.60	17,252.19	18,114.79	17,597.23	18,477.09	17,949.17	18,846.63	18,308.16	19,223.56
Director/Manager II/ Associate Vice President (672)	Annual	2	190,308.69	199,824.13	194,114.86	203,820.61	197,997.16	207,897.02	201,957.10	212,054.96	205,996.24	216,296.06
	Monthly		15,859.06	16,652.01	16,176.24	16,985.05	16,499.76	17,324.75	16,829.76	17,671.25	17,166.35	18,024.67
Director/Manager III/ Dean (670)	Annual	3	178,439.93	187,361.93	182,008.73	191,109.17	185,648.90	194,931.35	189,361.88	198,829.98	193,149.12	202,806.58
	Monthly		14,869.99	15,613.49	15,167.39	15,925.76	15,470.74	16,244.28	15,780.16	16,569.17	16,095.76	16,900.55
Director/Manager IV/ Associate Dean (668)	Annual	4	167,311.37	175,676.94	170,657.60	179,190.48	174,070.75	182,774.29	177,552.17	186,429.78	181,103.21	190,158.38
	Monthly		13,942.61	14,639.75	14,221.47	14,932.54	14,505.90	15,231.19	14,796.01	15,535.82	15,091.93	15,846.53
Director/Manager V/ Police Captain (664)	Annual	5	145,154.66	152,412.38	148,057.75	155,460.63	151,018.90	158,569.84	154,039.28	161,741.24	157,120.07	164,976.06
	Monthly		12,096.22	12,701.03	12,338.15	12,955.05	12,584.91	13,214.15	12,836.61	13,478.44	13,093.34	13,748.01
Director/Manager VI (663)	Annual	6	136,101.97	142,907.06	138,824.01	145,765.20	141,600.49	148,680.50	144,432.50	151,654.11	147,321.15	154,687.19
	Monthly		11,341.83	11,908.92	11,568.67	12,147.10	11,800.04	12,390.04	12,036.04	12,637.84	12,276.76	12,890.60
Director/Manager VII (662)	Annual	7	125,304.82	131,570.07	127,810.92	134,201.47	130,367.14	136,885.50	132,974.48	139,623.21	135,633.97	142,415.67
	Monthly		10,442.07	10,964.17	10,650.91	11,183.46	10,863.93	11,407.13	11,081.21	11,635.27	11,302.83	11,867.97
Director/Manager VIII (665)	Annual	8	117,490.08	123,364.59	119,839.88	125,831.88	122,236.68	128,348.52	124,681.41	130,915.49	127,175.04	133,533.80
	Monthly		9,790.84	10,280.38	9,986.66	10,485.99	10,186.39	10,695.71	10,390.12	10,909.62	10,597.92	11,127.82
Director/Manager IX (669)	Annual	9	110,162.71	115,670.85	112,365.96	117,984.27	114,613.28	120,343.96	116,905.55	122,750.84	119,243.66	125,205.86
	Monthly		9,180.23	9,639.24	9,363.83	9,832.02	9,551.11	10,028.66	9,742.13	10,229.24	9,936.97	10,433.82
Director/Manager X (675)	Annual	10	103,292.32	108,456.94	105,358.17	110,626.08	107,465.33	112,838.60	109,614.64	115,095.37	111,806.93	117,397.28
	Monthly		8,607.69	9,038.08	8,779.85	9,218.84	8,955.44	9,403.22	9,134.55	9,591.28	9,317.24	9,783.11

Annual Salaries are based on a Manager's work year which will not be less than 260 days comprised of work days, holidays, and vacation.

(*) Step columns represent the original base payrates for year 2025-2026.

(a) Step columns include a one-time improvement of 5%

After 10 years of full-time service with Los Rios, a longevity increment will be awarded which will be 4% of the appropriate range and step.

An Additional increment of 4% (8.16%) will be awarded after 15 years.

An Additional increment of 4% (12.486%) will be awarded after 20 years.

An Additional increment of 2% (14.736%) will be awarded after 25 years.

Longevity Increments 2, 3 and 4 are based on current step placement plus any previously earned longevity (rate compounded).

For Ranges A, B and C, equivalent full-time service outside of the District will be considered for longevity increment based on a determination from Human Resources. Service in the following classifications at another employer, or service in classifications with substantially similar duties or responsibilities, count toward all longevity service thresholds: Deputy Chancellor, Executive Vice Chancellor, Vice Chancellor, College President, Chief Counsel, Chief Officer, Associate Vice Chancellor, Chief of Police.

Educational Incentive: An educational incentive payment will be provided to managers possessing an earned doctorate completed at an accredited institution or fully accredited in accordance with the American Bar Association or the California Bar Association. Accredited institution includes a postsecondary institution accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary and Vocational Education. The Educational incentive will be an annual amount of \$4,425.74, plus any Off Salary Schedule Pay percentage that is paid to employees as follows: Fiscal Year 2025-2026: \$4,647.03 (\$4,425.74 + 5% OSSP).

Retroactive to: July 1, 2025

Board approved: August 12, 2026

Los Rios Community College District
2025-2026 Final
Interim Management (Faculty to Manager) Salary Schedule
DRAFT

Title	Range		Base Salary Step (*)	Base Salary Step (a)	Base Salary Step + Ed Inc (*)	Base Salary Step + Ed Inc (a)
Director/Manager I/ Vice President (674)	11A	Annual	178,610.88	187,541.42	183,036.62	192,188.45
		Monthly	17,861.09	18,754.14	18,303.66	19,218.85
		Daily	960.27	1,008.29	984.07	1,033.27
Director/Manager II/Assoc. VP (672)	11	Annual	167,471.66	175,845.24	171,897.40	180,492.27
		Monthly	16,747.17	17,584.52	17,189.74	18,049.23
		Daily	900.39	945.40	924.18	970.39
Director/Manager III/ Dean (670)	12	Annual	157,027.14	164,878.50	161,452.88	169,525.53
		Monthly	15,702.71	16,487.85	16,145.29	16,952.55
		Daily	844.23	886.44	868.03	911.43
Director/Manager IV/ Assoc. Dean (668)	13	Annual	147,234.02	154,595.72	151,659.76	159,242.75
		Monthly	14,723.40	15,459.57	15,165.98	15,924.28
		Daily	791.58	831.16	815.38	856.14
Director/Manager V (664)	14	Annual	127,736.11	134,122.92	132,161.85	138,769.95
		Monthly	12,773.61	13,412.29	13,216.19	13,876.99
		Daily	686.75	721.09	710.55	746.07
Director/Manager VI (663)	15	Annual	119,769.74	125,758.23	124,195.48	130,405.26
		Monthly	11,976.97	12,575.82	12,419.55	13,040.53
		Daily	643.92	676.12	667.72	701.10
Director/Manager VII (662)	16	Annual	110,268.24	115,781.65	114,693.98	120,428.68
		Monthly	11,026.82	11,578.17	11,469.40	12,042.87
		Daily	592.84	622.48	616.63	647.47
Director/Manager VIII (665)	17	Annual	103,391.28	108,560.84	107,817.02	113,207.87
		Monthly	10,339.13	10,856.08	10,781.70	11,320.79
		Daily	555.87	583.66	579.66	608.64
Director/Manager IX (669)	18	Annual	96,943.19	101,790.35	101,368.93	106,437.38
		Monthly	9,694.32	10,179.03	10,136.89	10,643.74
		Daily	521.20	547.26	544.99	572.24
Director/Manager X (675)	19	Annual	90,897.27	95,442.13	95,323.01	100,089.16
		Monthly	9,089.73	9,544.21	9,532.30	10,008.92
		Daily	488.70	513.13	512.49	538.11

(*) Columns represent the original base payrates for year 2025-2026.

(a) Columns include a one-time improvement of 5%

Interim Management (Faculty) Schedule is based on a 10-month/year payroll frequency.

Interim Management Schedule provides for 186 days of service with no accrual of vacation.

For service beyond 186 days, faculty will be paid their per diem rate on Faculty Salary Schedule A.

After 10 years of full-time service with Los Rios, a longevity increment will be awarded which will be 4% of the appropriate range and step.

An Additional increment of 4% (8.16%) will be awarded after 15 years.

An Additional increment of 4% (12.486%) will be awarded after 20 years.

An Additional increment of 2% (14.736%) will be awarded after 25 years.

Longevity Increments 2, 3 and 4 are based on current step placement plus any previously earned longevity (rate compounded).

Educational Incentive: An educational incentive payment will be provided to managers possessing an earned doctorate completed at an accredited institution or fully accredited in accordance with the American Bar Association or the California Bar Association. Accredited institution includes a postsecondary institution accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary and Vocational Education. The Educational incentive will be an annual amount of \$4,425.74, plus any Off Salary Schedule Pay percentage that is paid to employees as follows: Fiscal Year 2025-2026: **\$4,647.03** (\$4,425.74 + 5% OSSP).

Retroactive to: July 1, 2025

Board approved: August 12, 2026

Los Rios Community College District
2025-2026 Final
Salary Ranges for Confidential Administrative Assistant Classified Positions
DRAFT

Job Code	Titles	Range	Base Annual Salary	Annual Salary with one-time 6% Improvement
0118	Confidential Administrative Assistant I	5CA	67,748 - 82,426	71,813 - 87,372
0189	Confidential Administrative Assistant II	6CA	70,458 - 85,723	74,686 - 90,866
0136	Confidential Administrative Assistant III	7CA	73,276 - 89,152	77,673 - 94,501
0280	Confidential Executive Assistant	10CA	82,426 - 100,284	87,372 - 106,301
0187	Confidential Staff Administrative Assistant	3CA	62,637 - 76,208	66,395 - 80,780

The salary ranges above are base amounts and do not include longevity increments.

Retroactive to: July 1, 2025
Board approved: August 12, 2026

Los Rios Community College District
2025-2026 Final
Confidential Administrative Assistant Classified
Monthly Salary Schedule

DRAFT

Range	Hourly Step 1(*)	Hourly Step 1(a)	Step 1(*)	Step 1(a)	Step 2(*)	Step 2(a)	Step 3(*)	Step 3(a)	Step 4(*)	Step 4(a)	Step 5(*)	Step 5(a)	Step 6(*)	Step 6(a)
3CA	30.11	31.92	5,219.75	5,532.94	5,428.54	5,754.25	5,645.68	5,984.42	5,871.51	6,223.80	6,106.37	6,472.75	6,350.63	6,731.66
4CA	31.32	33.20	5,428.54	5,754.25	5,645.68	5,984.42	5,871.51	6,223.80	6,106.37	6,472.75	6,350.63	6,731.66	6,604.65	7,000.93
5CA	32.57	34.53	5,645.68	5,984.42	5,871.51	6,223.80	6,106.37	6,472.75	6,350.63	6,731.66	6,604.65	7,000.93	6,868.84	7,280.97
6CA	33.87	35.91	5,871.51	6,223.80	6,106.37	6,472.75	6,350.63	6,731.66	6,604.65	7,000.93	6,868.84	7,280.97	7,143.59	7,572.21
7CA	35.23	37.34	6,106.37	6,472.75	6,350.63	6,731.66	6,604.65	7,000.93	6,868.84	7,280.97	7,143.59	7,572.21	7,429.33	7,875.10
8CA	36.64	38.84	6,350.63	6,731.66	6,604.65	7,000.93	6,868.84	7,280.97	7,143.59	7,572.21	7,429.33	7,875.10	7,726.51	8,190.10
9CA	38.10	40.39	6,604.65	7,000.93	6,868.84	7,280.97	7,143.59	7,572.21	7,429.33	7,875.10	7,726.51	8,190.10	8,035.57	8,517.70
10CA	39.63	42.01	6,868.84	7,280.97	7,143.59	7,572.21	7,429.33	7,875.10	7,726.51	8,190.10	8,035.57	8,517.70	8,356.99	8,858.41
11CA	41.21	43.69	7,143.59	7,572.21	7,429.33	7,875.10	7,726.51	8,190.10	8,035.57	8,517.70	8,356.99	8,858.41	8,691.27	9,212.75
12CA	42.86	45.43	7,429.33	7,875.10	7,726.51	8,190.10	8,035.57	8,517.70	8,356.99	8,858.41	8,691.27	9,212.75	9,038.92	9,581.26
13CA	44.58	47.25	7,726.51	8,190.10	8,035.57	8,517.70	8,356.99	8,858.41	8,691.27	9,212.75	9,038.92	9,581.26	9,400.48	9,964.51
14CA	46.36	49.14	8,035.57	8,517.70	8,356.99	8,858.41	8,691.27	9,212.75	9,038.92	9,581.26	9,400.48	9,964.51	9,776.50	10,363.09
15CA	48.21	51.11	8,356.99	8,858.41	8,691.27	9,212.75	9,038.92	9,581.26	9,400.48	9,964.51	9,776.50	10,363.09	10,167.56	10,777.61
16CA	50.14	53.15	8,691.27	9,212.75	9,038.92	9,581.26	9,400.48	9,964.51	9,776.50	10,363.09	10,167.56	10,777.61	10,574.26	11,208.72
17CA	52.15	55.28	9,038.92	9,581.26	9,400.48	9,964.51	9,776.50	10,363.09	10,167.56	10,777.61	10,574.26	11,208.72	10,997.23	11,657.06
18CA	54.23	57.49	9,400.48	9,964.51	9,776.50	10,363.09	10,167.56	10,777.61	10,574.26	11,208.72	10,997.23	11,657.06	11,437.12	12,123.35

(*) Step columns represent the original base payrates for year 2025-2026.

(a) Step columns include a one-time improvement of 6%

After 10 years of full time service with Los Rios, a longevity increment will be awarded which is 4% of the appropriate range and step

An additional increment of 4% (8.16%) will be awarded after 15 years.

An additional increment of 4% (12.486%) will be awarded after 20 years.

An additional increment of 2% (14.736) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement and any previously earned longevity (rate compounded).

Retroactive to: July 1, 2025

Board approved: August 12, 2026

Los Rios Community College District
2025-2026 Final
Confidential Administrative Assistant Classified
Annual Salary Schedule

DRAFT

Range	Step 1(*)	Step 1(a)	Step 2(*)	Step 2(a)	Step 3(*)	Step 3(a)	Step 4(*)	Step 4(a)	Step 5(*)	Step 5(a)	Step 6(*)	Step 6(a)
3CA	62,637	66,395	65,143	69,051	67,748	71,813	70,458	74,686	73,276	77,673	76,208	80,780
4CA	65,143	69,051	67,748	71,813	70,458	74,686	73,276	77,673	76,208	80,780	79,256	84,011
5CA	67,748	71,813	70,458	74,686	73,276	77,673	76,208	80,780	79,256	84,011	82,426	87,372
6CA	70,458	74,686	73,276	77,673	76,208	80,780	79,256	84,011	82,426	87,372	85,723	90,866
7CA	73,276	77,673	76,208	80,780	79,256	84,011	82,426	87,372	85,723	90,866	89,152	94,501
8CA	76,208	80,780	79,256	84,011	82,426	87,372	85,723	90,866	89,152	94,501	92,718	98,281
9CA	79,256	84,011	82,426	87,372	85,723	90,866	89,152	94,501	92,718	98,281	96,427	102,212
10CA	82,426	87,372	85,723	90,866	89,152	94,501	92,718	98,281	96,427	102,212	100,284	106,301
11CA	85,723	90,866	89,152	94,501	92,718	98,281	96,427	102,212	100,284	106,301	104,295	110,553
12CA	89,152	94,501	92,718	98,281	96,427	102,212	100,284	106,301	104,295	110,553	108,467	114,975
13CA	92,718	98,281	96,427	102,212	100,284	106,301	104,295	110,553	108,467	114,975	112,806	119,574
14CA	96,427	102,212	100,284	106,301	104,295	110,553	108,467	114,975	112,806	119,574	117,318	124,357
15CA	100,284	106,301	104,295	110,553	108,467	114,975	112,806	119,574	117,318	124,357	122,011	129,331
16CA	104,295	110,553	108,467	114,975	112,806	119,574	117,318	124,357	122,011	129,331	126,891	134,505
17CA	108,467	114,975	112,806	119,574	117,318	124,357	122,011	129,331	126,891	134,505	131,967	139,885
18CA	112,806	119,574	117,318	124,357	122,011	129,331	126,891	134,505	131,967	139,885	137,245	145,480

(*) Step columns represent the original base payrates for year 2025-2026.

(a) Step columns include a one-time improvement of 6%

After 10 years of-full time service with Los Rios, a longevity increment will be awarded which is 4% of the appropriate range and step

An additional increment of 4% (8.16%) will be awarded after 15 years.

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Longevity increments 2, 3 and 4 are based on current step placement and any previously earned longevity (rate compounded).

Retroactive to: July 1, 2025

Board approved: August 12, 2026

Los Rios Community College District
2025-2026 Final
Salary Ranges for Confidential Classified Positions
DRAFT

Job Code	Titles	Range	Base Annual Salary	Annual Salary with one-time 6% Improvement
0286	Confidential Business Services Officer	12C	87,160 - 106,043	92,389 - 112,406
0135	Confidential Chancellor's Executive Officer	23C	134,178 - 163,248	142,229 - 173,043
0632	Confidential Financial Analyst (E)	19C	114,696 - 139,545	121,578 - 147,918
0121	Confidential Human Resources Assistant I	2C	58,882 - 71,639	62,415 - 75,937
0148	Confidential Human Resources Assistant II	3C	61,237 - 74,505	64,912 - 78,975
0170	Confidential Human Resources Assistant III	4C	63,687 - 77,485	67,508 - 82,134
0296	Confidential Human Resources Generalist	16C	101,965 - 124,055	108,082 - 131,499
0119	Confidential Human Resources Specialist I	5C	66,234 - 80,584	70,208 - 85,419
0159	Confidential Human Resources Specialist II	6C	68,884 - 83,807	73,017 - 88,836
0120	Confidential Human Resources Specialist III	8C	74,505 - 90,646	78,975 - 96,085
0708	Confidential Principal Information Systems Auditor (E)	23C	134,178 - 163,248	142,229 - 173,043
0638	Confidential Principal Internal Auditor (E)	20C	119,284 - 145,127	126,441 - 153,835
0645	Confidential Senior Budget Officer (E)	21C	124,055 - 150,932	131,499 - 159,988
0284	Confidential Senior Human Resources Officer (E)	19C	114,696 - 139,545	121,578 - 147,918
0644	Public Information Officer (E)	18C	110,285 - 134,178	116,902 - 142,229

The salary ranges above are base amounts and do not include longevity increments.

(E) Exempt employee - not entitled to overtime provisions.

Retroactive to: July 1, 2025

Board approved: August 12, 2026

Los Rios Community College District
2025-2026 Final
Confidential Classified
Monthly Salary Schedule

DRAFT

Range	Hourly Step 1(*)	Hourly Step 1(a)	Step 1(*)	Step 1(a)	Step 2(*)	Step 2(a)	Step 3(*)	Step 3(a)	Step 4(*)	Step 4(a)	Step 5(*)	Step 5(a)	Step 6(*)	Step 6(a)
1C	27.22	28.85	4,718.11	5,001.20	4,906.84	5,201.25	5,103.11	5,409.30	5,307.24	5,625.68	5,519.53	5,850.71	5,740.31	6,084.72
2C	28.31	30.01	4,906.84	5,201.25	5,103.11	5,409.30	5,307.24	5,625.68	5,519.53	5,850.71	5,740.31	6,084.72	5,969.91	6,328.11
3C	29.44	31.21	5,103.11	5,409.30	5,307.24	5,625.68	5,519.53	5,850.71	5,740.31	6,084.72	5,969.91	6,328.11	6,208.71	6,581.24
4C	30.62	32.46	5,307.24	5,625.68	5,519.53	5,850.71	5,740.31	6,084.72	5,969.91	6,328.11	6,208.71	6,581.24	6,457.06	6,844.48
5C	31.84	33.75	5,519.53	5,850.71	5,740.31	6,084.72	5,969.91	6,328.11	6,208.71	6,581.24	6,457.06	6,844.48	6,715.34	7,118.26
6C	33.12	35.10	5,740.31	6,084.72	5,969.91	6,328.11	6,208.71	6,581.24	6,457.06	6,844.48	6,715.34	7,118.26	6,983.95	7,402.98
7C	34.44	36.51	5,969.91	6,328.11	6,208.71	6,581.24	6,457.06	6,844.48	6,715.34	7,118.26	6,983.95	7,402.98	7,263.31	7,699.11
8C	35.82	37.97	6,208.71	6,581.24	6,457.06	6,844.48	6,715.34	7,118.26	6,983.95	7,402.98	7,263.31	7,699.11	7,553.84	8,007.07
9C	37.25	39.49	6,457.06	6,844.48	6,715.34	7,118.26	6,983.95	7,402.98	7,263.31	7,699.11	7,553.84	8,007.07	7,856.00	8,327.36
10C	38.74	41.07	6,715.34	7,118.26	6,983.95	7,402.98	7,263.31	7,699.11	7,553.84	8,007.07	7,856.00	8,327.36	8,170.24	8,660.46
11C	40.29	42.71	6,983.95	7,402.98	7,263.31	7,699.11	7,553.84	8,007.07	7,856.00	8,327.36	8,170.24	8,660.46	8,497.05	9,006.87
12C	41.90	44.42	7,263.31	7,699.11	7,553.84	8,007.07	7,856.00	8,327.36	8,170.24	8,660.46	8,497.05	9,006.87	8,836.93	9,367.14
13C	43.58	46.19	7,553.84	8,007.07	7,856.00	8,327.36	8,170.24	8,660.46	8,497.05	9,006.87	8,836.93	9,367.14	9,190.40	9,741.82
14C	45.32	48.04	7,856.00	8,327.36	8,170.24	8,660.46	8,497.05	9,006.87	8,836.93	9,367.14	9,190.40	9,741.82	9,558.01	10,131.49
15C	47.14	49.96	8,170.24	8,660.46	8,497.05	9,006.87	8,836.93	9,367.14	9,190.40	9,741.82	9,558.01	10,131.49	9,940.33	10,536.75
16C	49.02	51.96	8,497.05	9,006.87	8,836.93	9,367.14	9,190.40	9,741.82	9,558.01	10,131.49	9,940.33	10,536.75	10,337.94	10,958.22
17C	50.98	54.04	8,836.93	9,367.14	9,190.40	9,741.82	9,558.01	10,131.49	9,940.33	10,536.75	10,337.94	10,958.22	10,751.46	11,396.54
18C	53.02	56.20	9,190.40	9,741.82	9,558.01	10,131.49	9,940.33	10,536.75	10,337.94	10,958.22	10,751.46	11,396.54	11,181.52	11,852.41
19C	55.14	58.45	9,558.01	10,131.49	9,940.33	10,536.75	10,337.94	10,958.22	10,751.46	11,396.54	11,181.52	11,852.41	11,628.78	12,326.51
20C	57.35	60.79	9,940.33	10,536.75	10,337.94	10,958.22	10,751.46	11,396.54	11,181.52	11,852.41	11,628.78	12,326.51	12,093.93	12,819.56
21C	59.64	63.22	10,337.94	10,958.22	10,751.46	11,396.54	11,181.52	11,852.41	11,628.78	12,326.51	12,093.93	12,819.56	12,577.68	13,332.35
22C	62.03	65.75	10,751.46	11,396.54	11,181.52	11,852.41	11,628.78	12,326.51	12,093.93	12,819.56	12,577.68	13,332.35	13,080.79	13,865.64
23C	64.51	68.38	11,181.52	11,852.41	11,628.78	12,326.51	12,093.93	12,819.56	12,577.68	13,332.35	13,080.79	13,865.64	13,604.02	14,420.26

(*) Step columns represent the original base payrates for year 2025-2026.

(a) Step columns include a one-time improvement of 6%

After 10 years of full time service with Los Rios, a longevity increment will be awarded which is 4% of the appropriate range and step

An additional increment of 4% (8.16%) will be awarded after 15 years.

An additional increment of 4% (12.486%) will be awarded after 20 years.

An additional increment of 2% (14.736%) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement and any previously earned longevity (rate compounded).

Retroactive to: July 1, 2025

Board approved: August 12, 2026

Los Rios Community College District
2025-2026 Final
Confidential Classified
Annual Salary Schedule

DRAFT

Range	Step 1(*)	Step 1(a)	Step 2(*)	Step 2(a)	Step 3(*)	Step 3(a)	Step 4(*)	Step 4(a)	Step 5(*)	Step 5(a)	Step 6(*)	Step 6(a)
1C	56,617	60,014	58,882	62,415	61,237	64,912	63,687	67,508	66,234	70,208	68,884	73,017
2C	58,882	62,415	61,237	64,912	63,687	67,508	66,234	70,208	68,884	73,017	71,639	75,937
3C	61,237	64,912	63,687	67,508	66,234	70,208	68,884	73,017	71,639	75,937	74,505	78,975
4C	63,687	67,508	66,234	70,208	68,884	73,017	71,639	75,937	74,505	78,975	77,485	82,134
5C	66,234	70,208	68,884	73,017	71,639	75,937	74,505	78,975	77,485	82,134	80,584	85,419
6C	68,884	73,017	71,639	75,937	74,505	78,975	77,485	82,134	80,584	85,419	83,807	88,836
7C	71,639	75,937	74,505	78,975	77,485	82,134	80,584	85,419	83,807	88,836	87,160	92,389
8C	74,505	78,975	77,485	82,134	80,584	85,419	83,807	88,836	87,160	92,389	90,646	96,085
9C	77,485	82,134	80,584	85,419	83,807	88,836	87,160	92,389	90,646	96,085	94,272	99,928
10C	80,584	85,419	83,807	88,836	87,160	92,389	90,646	96,085	94,272	99,928	98,043	103,926
11C	83,807	88,836	87,160	92,389	90,646	96,085	94,272	99,928	98,043	103,926	101,965	108,082
12C	87,160	92,389	90,646	96,085	94,272	99,928	98,043	103,926	101,965	108,082	106,043	112,406
13C	90,646	96,085	94,272	99,928	98,043	103,926	101,965	108,082	106,043	112,406	110,285	116,902
14C	94,272	99,928	98,043	103,926	101,965	108,082	106,043	112,406	110,285	116,902	114,696	121,578
15C	98,043	103,926	101,965	108,082	106,043	112,406	110,285	116,902	114,696	121,578	119,284	126,441
16C	101,965	108,082	106,043	112,406	110,285	116,902	114,696	121,578	119,284	126,441	124,055	131,499
17C	106,043	112,406	110,285	116,902	114,696	121,578	119,284	126,441	124,055	131,499	129,017	136,759
18C	110,285	116,902	114,696	121,578	119,284	126,441	124,055	131,499	129,017	136,759	134,178	142,229
19C	114,696	121,578	119,284	126,441	124,055	131,499	129,017	136,759	134,178	142,229	139,545	147,918
20C	119,284	126,441	124,055	131,499	129,017	136,759	134,178	142,229	139,545	147,918	145,127	153,835
21C	124,055	131,499	129,017	136,759	134,178	142,229	139,545	147,918	145,127	153,835	150,932	159,988
22C	129,017	136,759	134,178	142,229	139,545	147,918	145,127	153,835	150,932	159,988	156,970	166,388
23C	134,178	142,229	139,545	147,918	145,127	153,835	150,932	159,988	156,970	166,388	163,248	173,043

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Retroactive to: July 1, 2025

Board approved: August 12, 2026

Los Rios Community College District
2025-2026 Final
Salary Ranges for LRCEA Classified Salary Schedule
DRAFT

Job Code	Title	Range	Base Annual Salary	Annual Salary with one-time 7% Improvement
141	Account Clerk I	17	44,552 - 58,627	47,670 - 62,731
142	Account Clerk II	21	48,794 - 64,209	52,209 - 68,704
143	Account Clerk III	25	53,441 - 70,324	57,181 - 75,247
649	Accountant	35	67,085 - 88,279	71,781 - 94,458
198	Accounting Specialist	40	75,163 - 98,909	80,424 - 105,833
131	Administrative Assistant I	26	54,669 - 71,942	58,496 - 76,978
133	Administrative Assistant II	28	57,213 - 75,289	61,218 - 80,559
285	Administrative Assistant III	30	59,875 - 78,791	64,066 - 84,306
654	Administrative Services Analyst	44	82,320 - 108,327	88,082 - 115,910
145	Admissions/Records Evaluator I	26	54,669 - 71,942	58,496 - 76,978
151	Admissions/Records Evaluator II	28	57,213 - 75,289	61,218 - 80,559
163	Admissions/Records Evaluator/Degree Auditor I	29	58,529 - 77,020	62,626 - 82,411
291	Admissions/Records Evaluator/Degree Auditor II	30	59,875 - 78,791	64,066 - 84,306
171	Admissions/Records Technician I	17	44,552 - 58,627	47,670 - 62,731
172	Admissions/Records Technician II	21	48,794 - 64,209	52,209 - 68,704
173	Admissions/Records Technician III	25	53,441 - 70,324	57,181 - 75,247
819	Alternate Media Design Specialist	37	70,206 - 92,387	75,121 - 98,854
634	Animal Health Instructional Technician	30	59,875 - 78,791	64,066 - 84,306
602	Assistant Financial Aid Officer	35	67,085 - 88,279	71,781 - 94,458
701	Athletic Trainer	41	76,891 - 101,183	82,274 - 108,266
742	Attendance Services Assistant	27	55,927 - 73,596	59,842 - 78,748
869	Building Automation and Systems Integration Analyst	57	110,634 - 145,586	118,378 - 155,777
128	Buyer	29	58,529 - 77,020	62,626 - 82,411
116	Child Development Center Associate Teacher	12	39,764 - 52,326	42,547 - 55,989
810	Child Development Center Clerk	20	47,697 - 62,765	51,036 - 67,159
199	Child Development Center Lead Teacher	35	67,085 - 88,279	71,781 - 94,458
194	Child Development Center Teacher	26	54,669 - 71,942	58,496 - 76,978
101	Clerk I (temporary position)	12	39,764 - 52,326	42,547 - 55,989
102	Clerk II	16	43,550 - 57,308	46,598 - 61,320
103	Clerk III	20	47,697 - 62,765	51,036 - 67,159
191	College Development Officer	35	67,085 - 88,279	71,781 - 94,458
739	Computer Aided Drafting and Design Assistant	42	78,659 - 103,511	84,165 - 110,756
803	Contract Education Program Developer	56	108,146 - 142,313	115,716 - 152,275
169	Cosmetology Service Assistant	30	59,875 - 78,791	64,066 - 84,306
109	Counseling Clerk I	17	44,552 - 58,627	47,670 - 62,731
110	Counseling Clerk II	21	48,794 - 64,209	52,209 - 68,704
292	Curriculum Specialist	38	71,821 - 94,511	76,848 - 101,127
744	Data Communications Security Specialist	61	121,168 - 159,450	129,650 - 170,611
130	Digital Communications & Web Specialist	44	82,320 - 108,327	88,082 - 115,910
282	District Financial Aid Specialist	40	75,163 - 98,909	80,424 - 105,833
650	Donor Relations Specialist	38	71,821 - 94,511	76,848 - 101,127
167	Educational Center Assistant	25	53,441 - 70,324	57,181 - 75,247
108	Educational Center Clerk	22	49,916 - 65,686	53,410 - 70,284
806	Educational Media Design Specialist	37	70,206 - 92,387	75,121 - 98,854
646	Electronics Calibration and Repair Technician	38	71,821 - 94,511	76,848 - 101,127
180	Employee Benefits Specialist	40	75,163 - 98,909	80,424 - 105,833
175	Employee Benefits Technician	29	58,529 - 77,020	62,626 - 82,411
287	Energy Management Controls Specialist	57	110,634 - 145,586	118,378 - 155,777
123	Facilities Administrative Support Technician I	22	49,916 - 65,686	53,410 - 70,284
293	Facilities Administrative Support Technician II	26	54,669 - 71,942	58,496 - 76,978
705	Facilities Planning and Engineering Specialist	56	108,146 - 142,313	115,716 - 152,275
700	Facilities Planning Specialist	49	92,232 - 121,371	98,688 - 129,867
604	Financial Aid Officer	38	71,821 - 94,511	76,848 - 101,127
140	Financial Aid Technician	25	53,441 - 70,324	57,181 - 75,247
743	Fiscal Services Accounting Specialist	40	75,163 - 98,909	80,424 - 105,833
149	Grant Coordination Clerk	20	47,697 - 62,765	51,036 - 67,159
236	Graphic Artist	28	57,213 - 75,289	61,218 - 80,559
801	Graphic Designer	33	64,102 - 84,354	68,589 - 90,259
168	Health Services Assistant	21	48,794 - 64,209	52,209 - 68,704
718	Information Technology Business/Technical Analyst I	57	110,634 - 145,586	118,378 - 155,777
723	Information Technology Business/Technical Analyst II	61	121,168 - 159,450	129,650 - 170,611
748	Information Technology Network Administrator Analyst I	57	110,634 - 145,586	118,378 - 155,777
749	Information Technology Network Administrator Analyst II	61	121,168 - 159,450	129,650 - 170,611
726	Information Technology Specialist I	44	82,320 - 108,327	88,082 - 115,910
729	Information Technology Specialist II	50	94,353 - 124,163	100,958 - 132,854

Job Code	Title	Range	Annual Salary with	
			Base Annual Salary	one-time 7% Improvement
745	Information Technology Systems/Database Administrator Analyst I	57	110,634 - 145,586	118,378 - 155,777
746	Information Technology Systems/Database Administrator Analyst II	61	121,168 - 159,450	129,650 - 170,611
242	Information Technology Cable Plant Assistant	50	94,353 - 124,163	100,958 - 132,854
809	Information Technology Technician I	25	53,441 - 70,324	57,181 - 75,247
152	Information Technology Technician II	31	61,252 - 80,603	65,540 - 86,246
208	Instructional Assistant	28	57,213 - 75,289	61,218 - 80,559
166	Instructional Services Assistant I	24	52,239 - 68,743	55,896 - 73,555
808	Instructional Services Assistant II	27	55,927 - 73,596	59,842 - 78,748
155	Interpreter/Transliterater	36	68,628 - 90,309	73,432 - 96,631
207	Laboratory Technician	28	57,213 - 75,289	61,218 - 80,559
283	Lead Digital Communications & Web Specialist	46	86,150 - 113,367	92,180 - 121,303
706	Lead Facilities Planning and Engineering Specialist	58	113,178 - 148,935	121,101 - 159,360
741	Lead Instructional Assistant	30	59,875 - 78,791	64,066 - 84,306
866	Lead Instructional Services Assistant	29	58,529 - 77,020	62,626 - 82,411
600	Lead Laboratory Technician	30	59,875 - 78,791	64,066 - 84,306
241	Lead Library Technician	28	57,213 - 75,289	61,218 - 80,559
157	Lead Police Communication Dispatcher	40	75,163 - 98,909	80,424 - 105,833
114	Library Technician	26	54,669 - 71,942	58,496 - 76,978
105	Maintenance/Operations Clerk	22	49,916 - 65,686	53,410 - 70,284
231	Media Systems/Resources Specialist	50	94,353 - 124,163	100,958 - 132,854
200	Media Systems/Resources Technician I	32	62,661 - 82,458	67,047 - 88,230
223	Media Systems/Resources Technician II	38	71,821 - 94,511	76,848 - 101,127
294	Mental Health Advocate	38	71,821 - 94,511	76,848 - 101,127
115	Operations Technician	26	54,669 - 71,942	58,496 - 76,978
618	Outreach Specialist	38	71,821 - 94,511	76,848 - 101,127
660	Payroll Accountant	36	68,628 - 90,309	73,432 - 96,631
146	Payroll Clerk	25	53,441 - 70,324	57,181 - 75,247
652	Payroll Specialist	40	75,163 - 98,909	80,424 - 105,833
179	Payroll Technician	29	58,529 - 77,020	62,626 - 82,411
156	Police Communication Dispatcher	38	71,821 - 94,511	76,848 - 101,127
702	Printing Assistant	35	67,085 - 88,279	71,781 - 94,458
107	Printing Services Operator	22	49,916 - 65,686	53,410 - 70,284
802	Printing Technician	33	64,102 - 84,354	68,589 - 90,259
268	Programmer I	44	82,320 - 108,327	88,082 - 115,910
269	Programmer II	50	94,353 - 124,163	100,958 - 132,854
174	Public Relations Specialist	38	71,821 - 94,511	76,848 - 101,127
640	Public Relations Technician	30	59,875 - 78,791	64,066 - 84,306
807	Research Analyst	50	94,353 - 124,163	100,958 - 132,854
639	Risk Management Specialist	40	75,163 - 98,909	80,424 - 105,833
417	Sacramento Regional Public Safety Training Center (SRPSTC) Developer	56	108,146 - 142,313	115,716 - 152,275
125	Senior Buyer/Contract Specialist	40	75,163 - 98,909	80,424 - 105,833
735	Senior Information Technology Business/Technical Analyst	64	129,723 - 170,707	138,803 - 182,656
750	Senior Information Technology Network Administrator Analyst	64	129,723 - 170,707	138,803 - 182,656
196	Senior Information Technology Specialist	57	110,634 - 145,586	118,378 - 155,777
747	Senior Information Technology Systems/Database Administrator Analyst	64	129,723 - 170,707	138,803 - 182,656
731	Senior Information Technology Technician	38	71,821 - 94,511	76,848 - 101,127
178	Senior Printing Services Operator	25	53,441 - 70,324	57,181 - 75,247
276	Senior Programmer	57	110,634 - 145,586	118,378 - 155,777
838	Sign Shop Operator	28	57,213 - 75,289	61,218 - 80,559
158	Staff Resources Center Assistant	28	57,213 - 75,289	61,218 - 80,559
124	Student Support Assistant	28	57,213 - 75,289	61,218 - 80,559
683	Student Support Specialist	38	71,821 - 94,511	76,848 - 101,127
707	TANF/CalWORKs Specialist	38	71,821 - 94,511	76,848 - 101,127
271	Telecommunications System Coordinator	57	110,634 - 145,586	118,378 - 155,777
272	Telecommunications System Designer	57	110,634 - 145,586	118,378 - 155,777
234	Theatre Technician	28	57,213 - 75,289	61,218 - 80,559
630	Tutorial Services Assistant	35	67,085 - 88,279	71,781 - 94,458

The salary ranges above are base amounts and do not include longevity increments.

Retroactive to: July 1, 2025

Board approved: August 12, 2026

Los Rios Community College District
2025-2026 Final
LRCEA Classified
Monthly Salary Schedule

DRAFT

Range	Hourly Step 1(*)	Hourly Step 1(a)	Step 1(*)	Step 1(a)	Step 2(*)	Step 2(a)	Step 3(*)	Step 3(a)	Step 4(*)	Step 4(a)	Step 5(*)	Step 5(a)	Step 6(*)	Step 6(a)	Step 7(*)	Step 7(a)	Step 8(*)	Step 8(a)
12	19.12	20.46	3,313.63	3,545.59	3,446.18	3,687.41	3,584.02	3,834.90	3,727.38	3,988.30	3,876.47	4,147.82	4,031.53	4,313.74	4,192.79	4,486.29	4,360.50	4,665.74
13	19.56	20.93	3,389.83	3,627.11	3,525.42	3,772.20	3,666.44	3,923.09	3,813.09	4,080.01	3,965.62	4,243.21	4,124.25	4,412.94	4,289.22	4,589.46	4,460.79	4,773.04
14	20.01	21.41	3,467.78	3,710.52	3,606.48	3,858.94	3,750.74	4,013.29	3,900.77	4,173.83	4,056.80	4,340.77	4,219.06	4,514.40	4,387.82	4,694.97	4,563.34	4,882.77
15	20.47	21.90	3,547.54	3,795.87	3,689.44	3,947.70	3,837.03	4,105.62	3,990.51	4,269.85	4,150.14	4,440.65	4,316.14	4,618.27	4,488.79	4,803.00	4,668.34	4,995.13
16	20.94	22.40	3,629.15	3,883.19	3,774.31	4,038.51	3,925.28	4,200.05	4,082.29	4,368.05	4,245.58	4,542.77	4,415.41	4,724.49	4,592.02	4,913.47	4,775.70	5,110.00
17	21.42	22.92	3,712.63	3,972.51	3,861.13	4,131.41	4,015.58	4,296.67	4,176.20	4,468.54	4,343.26	4,647.28	4,516.99	4,833.18	4,697.67	5,026.50	4,885.57	5,227.56
18	21.91	23.45	3,797.99	4,063.85	3,949.91	4,226.40	4,107.91	4,395.46	4,272.22	4,571.28	4,443.11	4,754.13	4,620.83	4,944.29	4,805.67	5,142.07	4,997.90	5,347.75
19	22.42	23.98	3,885.35	4,157.32	4,040.76	4,323.62	4,202.39	4,496.55	4,370.49	4,676.42	4,545.30	4,863.47	4,727.12	5,058.02	4,916.20	5,260.34	5,112.85	5,470.75
20	22.93	24.54	3,974.73	4,252.97	4,133.72	4,423.08	4,299.06	4,600.00	4,471.02	4,783.99	4,649.86	4,975.35	4,835.85	5,174.36	5,029.29	5,381.34	5,230.46	5,596.59
21	23.46	25.10	4,066.15	4,350.78	4,228.80	4,524.82	4,397.95	4,705.81	4,573.87	4,894.04	4,756.82	5,089.79	4,947.09	5,293.39	5,144.97	5,505.12	5,350.77	5,725.33
22	24.00	25.68	4,159.66	4,450.84	4,326.06	4,628.88	4,499.09	4,814.03	4,679.05	5,006.58	4,866.21	5,206.85	5,060.87	5,415.13	5,263.30	5,631.73	5,473.83	5,857.00
23	24.55	26.27	4,255.36	4,553.23	4,425.57	4,735.36	4,602.60	4,924.78	4,786.70	5,121.77	4,978.18	5,326.65	5,177.30	5,539.71	5,384.39	5,761.29	5,599.76	5,991.75
24	25.11	26.87	4,353.23	4,657.96	4,527.36	4,844.27	4,708.45	5,038.04	4,896.79	5,239.57	5,092.66	5,449.15	5,296.36	5,667.11	5,508.22	5,893.79	5,728.55	6,129.55
25	25.69	27.49	4,453.38	4,765.11	4,631.51	4,955.71	4,816.77	5,153.95	5,009.45	5,360.11	5,209.82	5,574.51	5,418.21	5,797.48	5,634.94	6,029.38	5,860.33	6,270.56
26	26.28	28.12	4,555.79	4,874.69	4,738.03	5,069.69	4,927.56	5,272.48	5,124.66	5,483.39	5,329.65	5,702.73	5,542.84	5,930.84	5,764.55	6,168.07	5,995.14	6,414.80
27	26.89	28.77	4,660.56	4,986.80	4,846.98	5,186.27	5,040.86	5,393.72	5,242.50	5,609.47	5,452.20	5,833.86	5,670.30	6,067.22	5,897.11	6,309.91	6,132.99	6,562.30
28	27.51	29.43	4,767.76	5,101.50	4,958.47	5,305.57	5,156.81	5,517.79	5,363.09	5,738.50	5,577.61	5,968.05	5,800.72	6,206.77	6,032.74	6,455.04	6,274.05	6,713.24
29	28.14	30.11	4,877.39	5,218.81	5,072.48	5,427.56	5,275.39	5,644.67	5,486.40	5,870.45	5,705.85	6,105.26	5,934.08	6,349.46	6,171.44	6,603.44	6,418.30	6,867.58
30	28.79	30.80	4,989.56	5,338.83	5,189.13	5,552.37	5,396.69	5,774.46	5,612.56	6,005.44	5,837.06	6,245.66	6,070.55	6,495.49	6,313.37	6,755.31	6,565.91	7,025.52
31	29.45	31.51	5,104.33	5,461.64	5,308.51	5,680.10	5,520.85	5,907.31	5,741.69	6,143.61	5,971.35	6,389.35	6,210.20	6,644.92	6,458.61	6,910.71	6,716.95	7,187.14
32	30.13	32.23	5,221.74	5,587.27	5,430.62	5,810.76	5,647.85	6,043.20	5,873.76	6,284.93	6,108.72	6,536.33	6,353.07	6,797.78	6,607.19	7,069.69	6,871.48	7,352.48
33	30.82	32.98	5,341.84	5,715.77	5,555.53	5,944.41	5,777.75	6,182.19	6,008.85	6,429.47	6,249.20	6,686.65	6,499.16	6,954.10	6,759.13	7,232.27	7,029.49	7,521.56
34	31.53	33.73	5,464.70	5,847.23	5,683.29	6,081.12	5,910.62	6,324.36	6,147.05	6,577.34	6,392.93	6,840.44	6,648.64	7,114.05	6,914.59	7,398.61	7,191.17	7,694.55
35	32.25	34.51	5,590.38	5,981.71	5,813.99	6,220.97	6,046.55	6,469.81	6,288.41	6,728.60	6,539.94	6,997.74	6,801.54	7,277.64	7,073.60	7,568.75	7,356.54	7,871.50
36	32.99	35.30	5,718.97	6,119.30	5,947.73	6,364.07	6,185.63	6,618.62	6,433.05	6,883.36	6,690.37	7,158.69	6,957.98	7,445.04	7,236.30	7,742.84	7,525.76	8,052.56
37	33.75	36.12	5,850.53	6,260.06	6,084.55	6,510.47	6,327.93	6,770.89	6,581.06	7,041.73	6,844.29	7,323.39	7,118.07	7,616.33	7,402.79	7,920.99	7,698.90	8,237.82
38	34.53	36.95	5,985.05	6,404.01	6,224.46	6,660.17	6,473.44	6,926.58	6,732.38	7,203.65	7,001.67	7,491.79	7,281.74	7,791.46	7,573.01	8,103.12	7,875.93	8,427.24
39	35.32	37.80	6,122.73	6,551.32	6,367.63	6,813.36	6,622.34	7,085.91	6,887.24	7,369.34	7,162.72	7,664.11	7,449.23	7,970.67	7,747.20	8,289.50	8,057.08	8,621.08
40	36.14	38.67	6,263.56	6,702.01	6,514.10	6,970.08	6,774.66	7,248.89	7,045.64	7,538.84	7,327.47	7,840.39	7,620.57	8,154.02	7,925.40	8,480.18	8,242.41	8,819.38
41	36.97	39.55	6,407.59	6,856.13	6,663.90	7,130.37	6,930.45	7,415.58	7,207.67	7,712.21	7,495.98	8,020.69	7,795.81	8,341.52	8,107.64	8,675.18	8,431.95	9,022.19
42	37.82	40.46	6,554.94	7,013.79	6,817.15	7,294.35	7,089.84	7,586.13	7,373.44	7,889.58	7,668.37	8,205.16	7,975.11	8,533.37	8,294.11	8,874.70	8,625.88	9,229.69
43	38.69	41.39	6,705.72	7,175.12	6,973.95	7,462.13	7,252.92	7,760.62	7,543.03	8,071.04	7,844.74	8,393.87	8,158.53	8,729.63	8,484.87	9,078.82	8,824.27	9,441.97
44	39.58	42.35	6,859.99	7,340.19	7,134.39	7,633.80	7,419.76	7,939.15	7,716.56	8,256.72	8,025.22	8,586.99	8,346.24	8,930.47	8,680.08	9,287.69	9,027.29	9,659.20
45	40.49	43.32	7,017.74	7,508.98	7,298.45	7,809.34	7,590.38	8,121.71	7,893.99	8,446.57	8,209.75	8,784.43	8,538.13	9,135.80	8,879.66	9,501.23	9,234.84	9,881.28
46	41.42	44.32	7,179.16	7,681.70	7,466.33	7,988.97	7,764.98	8,308.53	8,075.57	8,640.86	8,398.60	8,986.50	8,734.54	9,345.96	9,083.93	9,719.80	9,447.28	10,108.59
47	42.37	45.34	7,344.26	7,858.36	7,638.03	8,172.69	7,943.55	8,499.60	8,261.30	8,839.59	8,591.75	9,193.17	8,935.42	9,560.90	9,292.84	9,943.34	9,664.55	10,341.07
48	43.35	46.38	7,513.19	8,039.12	7,813.72	8,360.68	8,126.28	8,695.12	8,451.33	9,042.93	8,789.39	9,404.65	9,140.97	9,780.84	9,506.61	10,172.07	9,886.87	10,578.95
49	44.34	47.45	7,685.99	8,224.01	7,993.44	8,552.98	8,313.19	8,895.11	8,645.72	9,250.92	8,991.54	9,620.95	9,351.20	10,005.78	9,725.25	10,406.02	10,114.26	10,822.26
50	45.36	48.54	7,862.77	8,413.17	8,177.29	8,749.70	8,504.37	9,099.68	8,844.55	9,463.67	9,198.34	9,842.22	9,566.27	10,235.91	9,948.92	10,645.34	10,346.88	11,071.16
51	46.41	49.65	8,043.62	8,606.68	8,365.36	8,950.94	8,699.97	9,308.97	9,047.98	9,681.34	9,409.91	10,068.60	9,786.31	10,471.35	10,177.76	10,890.20	10,584.87	11,325.81
52	47.47	50.80	8,228.63	8,804.63	8,557.77	9,156.81	8,900.07	9,523.08	9,256.08	9,904.01	9,626.33	10,300.18	10,011.39	10,712.19	10,411.85	11,140.68	10,828.32	11,586.31
53	48.56	51.96	8,417.89	9,007.14	8,754.60	9,367.42	9,104.78	9,742.11	9,468.97	10,131.80	9,847.74	10,537.08	10,241.66	10,958.57	10,651.32	11,396.91	11,077.37	11,852.79
54	49.68	53.16	8,611.50	9,214.30	8,955.95	9,582.87	9,314.19	9,966.18	9,686.76	10,364.83	10,074.24	10,779.43	10,477.21	11,210.62	10,896.30	11,659.04	11,332.15	12,125.41
55	50.82	54.38	8,809.56	9,426.23	9,161.94	9,803.27	9,528.41	10,195.40	9,909.56	10,603.22	10,305.94	11,027.36	10,718.19	11,468.46	11,146.92	11,927.20	11,592.79	12,404.29
56	51.99	55.63	9,012.18	9,643.03	9,372.66	10,028.75	9,747.57	10,429.89	10,137.48	10,847.10	10,542.98	11,280.99	10,964.71	11,732.24	11,403.30	12,201.53	11,859.43	12,689.59
57	53.19	56.91	9,219.46	9,864.82	9,588.23	10,259.41	9,971.76	10,669.78	10,370.64	11,096.58	10,785.47	11,540.45	11,216.90	12,002.08	11,665.57	12,482.16	12,132.19	12,981.45
58	54.41	58.22	9,431.51	10,091.72	9,808.76	10,495.38	10,201.11	10,915.19	10,609.16	11,351.80	11,033.54	11,805.88	11,474.88	12,278.13	11,933.88	12,769.25	12,411.24	13,280.02
59	55.66	59.56	9,648.43	10,323.82	10,034.37	10,736.77	10,435.74	11,166.24	10,853.17	11,612.89	11,287.31	12,077.42	11,738.81	12,560.52	12,208.36	13,062.94	12,696.69	13,585.46
60	56.94	60.93	9,870.35	10,561.27	10,265.16	10,983.72	10,675.76	11,423.06	11,102.80	11,879.99	11,546.91	12,355.20	12,008.80	12,849.42	12,489.15	13,363.39	12,988.72	13,897.93
61	58.25	62.33	10,097.37	10,804.18	10,501.25	11,236.34	10,921.30	11,685.79	11,358.16	12,153.23	11,812.49	12,639.37	12,285.00	13,144.95	12,776.40	13,670.75	13,287.46	14,217.5

Los Rios Community College District
2025-2026 Final
LRCEA Classified
Annual Salary Schedule

DRAFT

Range	Step 1(*)	Step 1(a)	Step 2(*)	Step 2(a)	Step 3(*)	Step 3(a)	Step 4(*)	Step 4(a)	Step 5(*)	Step 5(a)	Step 6(*)	Step 6(a)	Step 7(*)	Step 7(a)	Step 8(*)	Step 8(a)
12	39,764	42,547	41,354	44,249	43,008	46,019	44,729	47,860	46,518	49,774	48,378	51,765	50,313	53,835	52,326	55,989
13	40,678	43,525	42,305	45,266	43,997	47,077	45,757	48,960	47,587	50,919	49,491	52,955	51,471	55,074	53,529	57,276
14	41,613	44,526	43,278	46,307	45,009	48,159	46,809	50,086	48,682	52,089	50,629	54,173	52,654	56,340	54,760	58,593
15	42,570	45,550	44,273	47,372	46,044	49,267	47,886	51,238	49,802	53,288	51,794	55,419	53,865	57,636	56,020	59,942
16	43,550	46,598	45,292	48,462	47,103	50,401	48,987	52,417	50,947	54,513	52,985	56,694	55,104	58,962	57,308	61,320
17	44,552	47,670	46,334	49,577	48,187	51,560	50,114	53,622	52,119	55,767	54,204	57,998	56,372	60,318	58,627	62,731
18	45,576	48,766	47,399	50,717	49,295	52,746	51,267	54,855	53,317	57,050	55,450	59,332	57,668	61,705	59,975	64,173
19	46,624	49,888	48,489	51,883	50,429	53,959	52,446	56,117	54,544	58,362	56,725	60,696	58,994	63,124	61,354	65,649
20	47,697	51,036	49,605	53,077	51,589	55,200	53,652	57,408	55,798	59,704	58,030	62,092	60,351	64,576	62,765	67,159
21	48,794	52,209	50,746	54,298	52,775	56,470	54,886	58,728	57,082	61,078	59,365	63,521	61,740	66,061	64,209	68,704
22	49,916	53,410	51,913	55,547	53,989	57,768	56,149	60,079	58,395	62,482	60,730	64,982	63,160	67,581	65,686	70,284
23	51,064	54,639	53,107	56,824	55,231	59,097	57,440	61,461	59,738	63,920	62,128	66,476	64,613	69,136	67,197	71,901
24	52,239	55,896	54,328	58,131	56,501	60,456	58,761	62,875	61,112	65,390	63,556	68,005	66,099	70,726	68,743	73,555
25	53,441	57,181	55,578	59,469	57,801	61,847	60,113	64,321	62,518	66,894	65,018	69,570	67,619	72,353	70,324	75,247
26	54,669	58,496	56,856	60,836	59,131	63,270	61,496	65,801	63,956	68,433	66,514	71,170	69,175	74,017	71,942	76,978
27	55,927	59,842	58,164	62,235	60,490	64,725	62,910	67,314	65,426	70,006	68,044	72,807	70,765	75,719	73,596	78,748
28	57,213	61,218	59,502	63,667	61,882	66,213	64,357	68,862	66,931	71,617	69,609	74,481	72,393	77,460	75,289	80,559
29	58,529	62,626	60,870	65,131	63,305	67,736	65,837	70,445	68,470	73,263	71,209	76,194	74,057	79,241	77,020	82,411
30	59,875	64,066	62,270	66,628	64,760	69,294	67,351	72,065	70,045	74,948	72,847	77,946	75,760	81,064	78,791	84,306
31	61,252	65,540	63,702	68,161	66,250	70,888	68,900	73,723	71,656	76,672	74,522	79,739	77,503	82,929	80,603	86,246
32	62,661	67,047	65,167	69,729	67,774	72,518	70,485	75,419	73,305	78,436	76,237	81,573	79,286	84,836	82,458	88,230
33	64,102	68,589	66,666	71,333	69,333	74,186	72,106	77,154	74,990	80,240	77,990	83,449	81,110	86,787	84,354	90,259
34	65,576	70,167	68,199	72,973	70,927	75,892	73,765	78,928	76,715	82,085	79,784	85,369	82,975	88,783	86,294	92,335
35	67,085	71,781	69,768	74,652	72,559	77,638	75,461	80,743	78,479	83,973	81,618	87,332	84,883	90,825	88,279	94,458
36	68,628	73,432	71,373	76,369	74,228	79,423	77,197	82,600	80,284	85,904	83,496	89,341	86,836	92,914	90,309	96,631
37	70,206	75,121	73,015	78,126	75,935	81,251	78,973	84,501	82,132	87,881	85,417	91,396	88,833	95,052	92,387	98,854
38	71,821	76,848	74,694	79,922	77,681	83,119	80,789	86,444	84,020	89,901	87,381	93,497	90,876	97,237	94,511	101,127
39	73,473	78,616	76,412	81,760	79,468	85,031	82,647	88,432	85,953	91,969	89,391	95,648	92,966	99,474	96,685	103,453
40	75,163	80,424	78,169	83,641	81,296	86,987	84,548	90,466	87,930	94,085	91,447	97,848	95,105	101,762	98,909	105,833
41	76,891	82,274	79,967	85,564	83,165	88,987	86,492	92,547	89,952	96,248	93,550	100,098	97,292	104,102	101,183	108,266
42	78,659	84,165	81,806	87,532	85,078	91,034	88,481	94,675	92,020	98,462	95,701	102,400	99,529	106,496	103,511	110,756
43	80,469	86,101	83,687	89,546	87,035	93,127	90,516	96,852	94,137	100,726	97,902	104,756	101,818	108,946	105,891	113,304
44	82,320	88,082	85,613	91,606	89,037	95,270	92,599	99,081	96,303	103,044	100,155	107,166	104,161	111,452	108,327	115,910
45	84,213	90,108	87,581	93,712	91,085	97,461	94,728	101,359	98,517	105,413	102,458	109,630	106,556	114,015	110,818	118,575
46	86,150	92,180	89,596	95,868	93,180	99,702	96,907	103,690	100,783	107,838	104,815	112,152	109,007	116,638	113,367	121,303
47	88,131	94,300	91,656	98,072	95,323	101,995	99,136	106,075	103,101	110,318	107,225	114,731	111,514	119,320	115,975	124,093
48	90,158	96,469	93,765	100,328	97,515	104,341	101,416	108,515	105,473	112,856	109,692	117,370	114,079	122,065	118,642	126,947
49	92,232	98,688	95,921	102,636	99,758	106,741	103,749	111,011	107,898	115,451	112,214	120,069	116,703	124,872	121,371	129,867
50	94,353	100,958	98,127	104,996	102,052	109,196	106,135	113,564	110,380	118,107	114,795	122,831	119,387	127,744	124,163	132,854
51	96,523	103,280	100,384	107,411	104,400	111,708	108,576	116,176	112,919	120,823	117,436	125,656	122,133	130,682	127,018	135,910
52	98,744	105,656	102,693	109,882	106,801	114,277	111,073	118,848	115,516	123,602	120,137	128,546	124,942	133,688	129,940	139,036
53	101,015	108,086	105,055	112,409	109,257	116,905	113,628	121,582	118,173	126,445	122,900	131,503	127,816	136,763	132,929	142,233
54	103,338	110,572	107,471	114,994	111,770	119,594	116,241	124,378	120,891	129,353	125,727	134,527	130,756	139,909	135,986	145,505
55	105,715	113,115	109,943	117,639	114,341	122,345	118,915	127,239	123,671	132,328	128,618	137,622	133,763	143,126	139,114	148,851
56	108,146	115,716	112,472	120,345	116,971	125,159	121,650	130,165	126,516	135,372	131,577	140,787	136,840	146,418	142,313	152,275
57	110,634	118,378	115,059	123,113	119,661	128,037	124,448	133,159	129,426	138,485	134,603	144,025	139,987	149,786	145,586	155,777
58	113,178	121,101	117,705	125,945	122,413	130,982	127,310	136,222	132,402	141,671	137,699	147,338	143,207	153,231	148,935	159,360
59	115,781	123,886	120,412	128,841	125,229	133,995	130,238	139,355	135,448	144,929	140,866	150,726	146,500	156,755	152,360	163,026
60	118,444	126,735	123,182	131,805	128,109	137,077	133,234	142,560	138,563	148,262	144,106	154,193	149,870	160,361	155,865	166,775
61	121,168	129,650	126,015	134,836	131,056	140,229	136,298	145,839	141,750	151,672	147,420	157,739	153,317	164,049	159,450	170,611
62	123,955	132,632	128,913	137,937	134,070	143,455	139,433	149,193	145,010	155,161	150,811	161,367	156,843	167,822	163,117	174,535
63	126,806	135,683	131,878	141,110	137,153	146,754	142,640	152,625	148,345	158,730	154,279	165,079	160,451	171,682	166,869	178,549
64	129,723	138,803	134,912	144,355	140,308	150,130	145,920	156,135	151,757	162,380	157,828	168,876	164,141	175,631	170,707	182,656
65	132,706	141,996	138,015	147,676	143,535	153,583	149,277	159,726	155,248	166,115	161,458	172,760	167,916	179,670	174,633	186,857

(*) Step columns represent the original base payrates for year 2025-2026.

(a) Step columns include a one-time improvement of 7%

After 10 years of full time service with Los Rios, a longevity increment will be awarded which is 4% of the appropriate range and step.

An additional increment of 4% (8.16%) will be awarded after 15 years.

An additional increment of 4% (12.486%) will be awarded after 20 years.

An additional increment of 2% (14.736%) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement plus any previously earned longevity (rate compounded).

Retroactive to: July 1, 2025

Board approved: August 12, 2026

Los Rios Community College District
2025-2026 Final
Salary Ranges for LRSA Supervisory Positions (E)
DRAFT

Job Code	Title	Range	Base Annual Salary		Annual Salary with one-time 5% Improvement	
908	Accounts Payable Supervisor	24V	94,751	- 119,891	99,489	- 125,885
636	Admissions & Records Supervisor	24V	94,751	- 119,891	99,489	- 125,885
901	Business Services Supervisor	26V	102,483	- 129,674	107,607	- 136,158
656	Campus Operations Supervisor	22V	87,603	- 110,846	91,983	- 116,388
637	Child Development Center Supervisor	20V	80,994	- 102,483	85,044	- 107,607
912	College IT Systems Supervisor	34V	140,255	- 177,468	147,268	- 186,341
905	Counseling Supervisor	20V	80,994	- 102,483	85,044	- 107,607
603	Custodial Supervisor	19V	77,879	- 98,542	81,773	- 103,469
902	Custodial/Receiving Supervisor	22V	87,603	- 110,846	91,983	- 116,388
613	Educational Center Supervisor	20V	80,994	- 102,483	85,044	- 107,607
651	Employee Benefits Supervisor	24V	94,751	- 119,891	99,489	- 125,885
615	Facilities Maintenance - Electrical Systems Supervisor	24V	94,751	- 119,891	99,489	- 125,885
601	Facilities Maintenance - Grounds Supervisor	24V	94,751	- 119,891	99,489	- 125,885
609	Facilities Maintenance - Heating/Ventilation/Air Conditioning (HVAC)/Plumbing Supervisor	24V	94,751	- 119,891	99,489	- 125,885
617	Facilities Maintenance - Structures Supervisor	24V	94,751	- 119,891	99,489	- 125,885
642	Facilities Maintenance - Transportation Supervisor	24V	94,751	- 119,891	99,489	- 125,885
622	Facilities Management Operations Supervisor	19V	77,879	- 98,542	81,773	- 103,469
923	Facilities Projects Supervisor	31V	124,686	- 157,768	130,921	- 165,657
611	Financial Aid Supervisor	24V	94,751	- 119,891	99,489	- 125,885
927	Financial Aid Systems Supervisor	26V	102,483	- 129,674	107,607	- 136,158
657	Fiscal Services Supervisor	26V	102,483	- 129,674	107,607	- 136,158
624	General Accounting Supervisor	28V	110,846	- 140,255	116,388	- 147,268
910	General Services Supervisor, Risk Management	24V	94,751	- 119,891	99,489	- 125,885
289	Hospitality Management - Culinary Supervisor	20V	80,994	- 102,483	85,044	- 107,607
913	Instructional Laboratory Supervisor	22V	87,603	- 110,846	91,983	- 116,388
612	IT Application Systems Supervisor	35V	145,866	- 184,566	153,159	- 193,795
685	IT Production Services Supervisor	35V	145,866	- 184,566	153,159	- 193,795
688	IT Service Delivery Supervisor	35V	145,866	- 184,566	153,159	- 193,795
684	IT Technical Services Supervisor	35V	145,866	- 184,566	153,159	- 193,795
290	Maintenance Technician Supervisor	19V	77,879	- 98,542	81,773	- 103,469
619	Media Resources Supervisor	26V	102,483	- 129,674	107,607	- 136,158
295	Mental Health Clinician Supervisor	26V	102,483	- 129,674	107,607	- 136,158
623	Payroll Supervisor	26V	102,483	- 129,674	107,607	- 136,158
915	Police Communications Supervisor	24V	94,751	- 119,891	99,489	- 125,885
240	Police Sergeant	27V	106,582	- 134,861	111,912	- 141,604
900	Printing Services Supervisor	19V	77,879	- 98,542	81,773	- 103,469
628	Purchasing Supervisor	24V	94,751	- 119,891	99,489	- 125,885
909	SRPSTC Office Supervisor	21V	84,234	- 106,582	88,445	- 111,912
682	Student Life Supervisor	20V	80,994	- 102,483	85,044	- 107,607
681	Student Support Supervisor	20V	80,994	- 102,483	85,044	- 107,607

The salary ranges above are base amounts and do not include longevity increments.

(E) Exempt positions--not entitled to overtime.

Retroactive to: July 1, 2025

Board approved: August 12, 2026

Los Rios Community College District
2025-2026 Final
LRSA Classified Supervisor
Monthly Salary Schedule
DRAFT

Range	Hourly Step 1(*)	Hourly Step 1(a)	Step 1(*)	Step 1(a)	Step 2(*)	Step 2(a)	Step 3(*)	Step 3(a)	Step 4(*)	Step 4(a)	Step 5(*)	Step 5(a)	Step 6(*)	Step 6(a)	Step 7(*)	Step 7(a)
19V	37.44	39.31	6,489.90	6,814.39	6,749.49	7,086.97	7,019.47	7,370.45	7,300.25	7,665.27	7,592.26	7,971.88	7,895.95	8,290.75	8,211.79	8,622.38
20V	38.94	40.89	6,749.49	7,086.97	7,019.47	7,370.45	7,300.25	7,665.27	7,592.26	7,971.88	7,895.95	8,290.75	8,211.79	8,622.38	8,540.26	8,967.28
21V	40.50	42.52	7,019.47	7,370.45	7,300.25	7,665.27	7,592.26	7,971.88	7,895.95	8,290.75	8,211.79	8,622.38	8,540.26	8,967.28	8,881.87	9,325.97
22V	42.12	44.22	7,300.25	7,665.27	7,592.26	7,971.88	7,895.95	8,290.75	8,211.79	8,622.38	8,540.26	8,967.28	8,881.87	9,325.97	9,237.15	9,699.01
23V	43.80	45.99	7,592.26	7,971.88	7,895.95	8,290.75	8,211.79	8,622.38	8,540.26	8,967.28	8,881.87	9,325.97	9,237.15	9,699.01	9,606.64	10,086.97
24V	45.55	47.83	7,895.95	8,290.75	8,211.79	8,622.38	8,540.26	8,967.28	8,881.87	9,325.97	9,237.15	9,699.01	9,606.64	10,086.97	9,990.90	10,490.45
25V	47.38	49.74	8,211.79	8,622.38	8,540.26	8,967.28	8,881.87	9,325.97	9,237.15	9,699.01	9,606.64	10,086.97	9,990.90	10,490.45	10,390.54	10,910.06
26V	49.27	51.73	8,540.26	8,967.28	8,881.87	9,325.97	9,237.15	9,699.01	9,606.64	10,086.97	9,990.90	10,490.45	10,390.54	10,910.06	10,806.16	11,346.47
27V	51.24	53.80	8,881.87	9,325.97	9,237.15	9,699.01	9,606.64	10,086.97	9,990.90	10,490.45	10,390.54	10,910.06	10,806.16	11,346.47	11,238.40	11,800.33
28V	53.29	55.96	9,237.15	9,699.01	9,606.64	10,086.97	9,990.90	10,490.45	10,390.54	10,910.06	10,806.16	11,346.47	11,238.40	11,800.33	11,687.94	12,272.34
29V	55.42	58.19	9,606.64	10,086.97	9,990.90	10,490.45	10,390.54	10,910.06	10,806.16	11,346.47	11,238.40	11,800.33	11,687.94	12,272.34	12,155.46	12,763.23
30V	57.64	60.52	9,990.90	10,490.45	10,390.54	10,910.06	10,806.16	11,346.47	11,238.40	11,800.33	11,687.94	12,272.34	12,155.46	12,763.23	12,641.68	13,273.76
31V	59.95	62.94	10,390.54	10,910.06	10,806.16	11,346.47	11,238.40	11,800.33	11,687.94	12,272.34	12,155.46	12,763.23	12,641.68	13,273.76	13,147.34	13,804.71
32V	62.34	65.46	10,806.16	11,346.47	11,238.40	11,800.33	11,687.94	12,272.34	12,155.46	12,763.23	12,641.68	13,273.76	13,147.34	13,804.71	13,673.24	14,356.90
33V	64.84	68.08	11,238.40	11,800.33	11,687.94	12,272.34	12,155.46	12,763.23	12,641.68	13,273.76	13,147.34	13,804.71	13,673.24	14,356.90	14,220.17	14,931.18
34V	67.43	70.80	11,687.94	12,272.34	12,155.46	12,763.23	12,641.68	13,273.76	13,147.34	13,804.71	13,673.24	14,356.90	14,220.17	14,931.18	14,788.97	15,528.42
35V	70.13	73.63	12,155.46	12,763.23	12,641.68	13,273.76	13,147.34	13,804.71	13,673.24	14,356.90	14,220.17	14,931.18	14,788.97	15,528.42	15,380.53	16,149.56

(*) Step columns represent the original base payrates for year 2025-2026.

(a) Step columns include a one-time improvement of 5%

After 10 years of service with Los Rios, a longevity increment will be awarded which will be 4% of the appropriate range and step.

An additional increment of 4% (8.16%) will be awarded after 15 years.

An additional increment of 4% (12.486%) will be awarded after 20 years.

An additional increment of 4% (16.986%) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement plus any previously earned longevity (rate compounded).

Retroactive to: July 1, 2025

Board approved: August 12, 2026

Los Rios Community College District
2025-2026 Final
LRSA Classified Supervisor
Annual Salary Schedule

DRAFT

Range	Step 1(*)	Step 1(a)	Step 2(*)	Step 2(a)	Step 3(*)	Step 3(a)	Step 4(*)	Step 4(a)	Step 5(*)	Step 5(a)	Step 6(*)	Step 6(a)	Step 7(*)	Step 7(a)
19V	77,879	81,773	80,994	85,044	84,234	88,445	87,603	91,983	91,107	95,663	94,751	99,489	98,542	103,469
20V	80,994	85,044	84,234	88,445	87,603	91,983	91,107	95,663	94,751	99,489	98,542	103,469	102,483	107,607
21V	84,234	88,445	87,603	91,983	91,107	95,663	94,751	99,489	98,542	103,469	102,483	107,607	106,582	111,912
22V	87,603	91,983	91,107	95,663	94,751	99,489	98,542	103,469	102,483	107,607	106,582	111,912	110,846	116,388
23V	91,107	95,663	94,751	99,489	98,542	103,469	102,483	107,607	106,582	111,912	110,846	116,388	115,280	121,044
24V	94,751	99,489	98,542	103,469	102,483	107,607	106,582	111,912	110,846	116,388	115,280	121,044	119,891	125,885
25V	98,542	103,469	102,483	107,607	106,582	111,912	110,846	116,388	115,280	121,044	119,891	125,885	124,686	130,921
26V	102,483	107,607	106,582	111,912	110,846	116,388	115,280	121,044	119,891	125,885	124,686	130,921	129,674	136,158
27V	106,582	111,912	110,846	116,388	115,280	121,044	119,891	125,885	124,686	130,921	129,674	136,158	134,861	141,604
28V	110,846	116,388	115,280	121,044	119,891	125,885	124,686	130,921	129,674	136,158	134,861	141,604	140,255	147,268
29V	115,280	121,044	119,891	125,885	124,686	130,921	129,674	136,158	134,861	141,604	140,255	147,268	145,866	153,159
30V	119,891	125,885	124,686	130,921	129,674	136,158	134,861	141,604	140,255	147,268	145,866	153,159	151,700	159,285
31V	124,686	130,921	129,674	136,158	134,861	141,604	140,255	147,268	145,866	153,159	151,700	159,285	157,768	165,657
32V	129,674	136,158	134,861	141,604	140,255	147,268	145,866	153,159	151,700	159,285	157,768	165,657	164,079	172,283
33V	134,861	141,604	140,255	147,268	145,866	153,159	151,700	159,285	157,768	165,657	164,079	172,283	170,642	179,174
34V	140,255	147,268	145,866	153,159	151,700	159,285	157,768	165,657	164,079	172,283	170,642	179,174	177,468	186,341
35V	145,866	153,159	151,700	159,285	157,768	165,657	164,079	172,283	170,642	179,174	177,468	186,341	184,566	193,795

(*) Step columns represent the original base payrates for year 2025-2026.

(a) Step columns include a one-time improvement of 5%

After 10 years of service with Los Rios, a longevity increment will be awarded which will be 4% of the appropriate range and step.

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Longevity increments 2, 3 and 4 are based on current step placement plus any previously earned longevity (rate compounded).

Retroactive to: July 1, 2025

Board approved: August 12, 2026

Los Rios Community College District
2025-2026 Final
Salary Ranges for SEIU Classified Positions
DRAFT

Job Code	Titles	Range	Base Annual Salary			Annual Salary with one-time 7% Improvement		
210	College Safety Officer	31	65,967	-	85,709	70,585	-	91,709
297	Construction Maintenance Specialist	36	73,517	-	95,827	78,663	-	102,535
206	Custodian	21	53,400	-	68,869	57,138	-	73,690
230	Environmental Systems Technician	37	75,117	-	97,974	80,375	-	104,833
256	Equipment Mechanic I	35	71,919	-	93,684	76,953	-	100,242
253	Equipment Mechanic II	39	78,477	-	102,474	83,970	-	109,647
221	Grounds Irrigation Specialist/Groundskeeper	31	65,967	-	85,709	70,585	-	91,709
220	Grounds Maintenance Technician	31	65,967	-	85,709	70,585	-	91,709
211	Groundskeeper	23	55,675	-	71,919	59,572	-	76,953
209	Head Custodian	25	58,062	-	75,117	62,127	-	80,375
258	Head Grounds Maintenance Technician	35	71,919	-	93,684	76,953	-	100,242
213	Head Groundskeeper	27	60,570	-	78,477	64,809	-	83,970
233	Kinesiology/Athletics Equipment Technician	22	54,537	-	70,393	58,354	-	75,321
239	Lead Custodian	23	55,675	-	71,919	59,572	-	76,953
251	Lead Equipment Mechanic	41	82,005	-	107,203	87,745	-	114,707
232	Lead Kinesiology/Athletics Equipment Technician	24	56,868	-	73,517	60,849	-	78,663
263	Lead Maintenance Cabinetmaker	41	82,005	-	107,203	87,745	-	114,707
250	Lead Maintenance Electrician	42	83,859	-	109,672	89,729	-	117,349
218	Lead Maintenance Electronic/Alarm Technician	42	83,859	-	109,672	89,729	-	117,349
235	Lead Maintenance HVAC Mechanic	44	87,249	-	111,999	93,356	-	119,839
252	Lead Maintenance Painter	41	82,005	-	107,203	87,745	-	114,707
227	Lead Maintenance Plumber	42	83,859	-	109,672	89,729	-	117,349
278	Lead Maintenance Technician	33	68,869	-	89,599	73,690	-	95,871
245	Maintenance Cabinetmaker	39	78,477	-	102,474	83,970	-	109,647
262	Maintenance Carpenter	39	78,477	-	102,474	83,970	-	109,647
246	Maintenance Electrician	39	78,477	-	102,474	83,970	-	109,647
261	Maintenance Electronic/Alarm Technician	39	78,477	-	102,474	83,970	-	109,647
243	Maintenance HVAC Mechanic	41	82,005	-	107,203	87,745	-	114,707
244	Maintenance Locksmith/Glazier	39	78,477	-	102,474	83,970	-	109,647
247	Maintenance Painter	39	78,477	-	102,474	83,970	-	109,647
248	Maintenance Plumber	39	78,477	-	102,474	83,970	-	109,647
255	Maintenance Roofer/Carpenter	39	78,477	-	102,474	83,970	-	109,647
215	Maintenance Technician I	29	63,202	-	82,005	67,626	-	87,745
222	Maintenance Technician II	31	65,967	-	85,709	70,585	-	91,709
259	Police Detective	49	96,330	-	121,888	103,073	-	130,420
212	Police Officer	48	94,441	-	119,498	101,052	-	127,863
850	Receiving Clerk/Storekeeper	24	56,868	-	73,517	60,849	-	78,663
203	Stock Clerk	21	53,400	-	68,869	57,138	-	73,690
226	Toolroom Equipment Attendant	23	55,675	-	71,919	59,572	-	76,953
204	Utility Worker	21	53,400	-	68,869	57,138	-	73,690

The salary ranges above are base amounts and do not include longevity increments.

Retroactive to: July 1, 2025
Board approved: August 12, 2026

LOS RIOS COMMUNITY COLLEGE DISTRICT
2025-2026 Final
SEIU Classified
Monthly Salary Schedule
DRAFT

Range	Hourly Step 1(*)	Hourly Step 1(a)	Step 1(*)	Step 1(a)	Step 2(*)	Step 2(a)	Step 3(*)	Step 3(a)	Step 4(*)	Step 4(a)	Step 5(*)	Step 5(a)	Step 6(*)	Step 6(a)	Step 7(*)	Step 7(a)
21	25.67	27.47	4,449.97	4,761.47	4,639.55	4,964.32	4,838.52	5,177.21	5,047.46	5,400.79	5,266.83	5,635.51	5,497.28	5,882.09	5,739.10	6,140.83
22	26.22	28.05	4,544.72	4,862.85	4,739.01	5,070.74	4,942.97	5,288.98	5,157.21	5,518.22	5,389.08	5,766.32	5,618.17	6,011.44	5,866.11	6,276.74
23	26.77	28.64	4,639.55	4,964.32	4,838.52	5,177.21	5,047.46	5,400.79	5,266.83	5,635.51	5,497.28	5,882.09	5,739.10	6,140.83	5,993.23	6,412.75
24	27.34	29.25	4,739.01	5,070.74	4,942.97	5,288.98	5,157.21	5,518.22	5,389.08	5,766.32	5,618.17	6,011.44	5,866.11	6,276.74	6,126.38	6,555.23
25	27.91	29.87	4,838.52	5,177.21	5,047.46	5,400.79	5,266.83	5,635.51	5,497.28	5,882.09	5,739.10	6,140.83	5,993.23	6,412.75	6,259.76	6,697.94
26	28.52	30.51	4,942.97	5,288.98	5,157.21	5,518.22	5,389.08	5,766.32	5,618.17	6,011.44	5,866.11	6,276.74	6,126.38	6,555.23	6,399.74	6,847.72
27	29.12	31.16	5,047.46	5,400.79	5,266.83	5,635.51	5,497.28	5,882.09	5,739.10	6,140.83	5,993.23	6,412.75	6,259.76	6,697.94	6,539.74	6,997.52
28	29.75	31.84	5,157.21	5,518.22	5,389.08	5,766.32	5,618.17	6,011.44	5,866.11	6,276.74	6,126.38	6,555.23	6,399.74	6,847.72	6,686.90	7,154.98
29	30.39	32.51	5,266.83	5,635.51	5,497.28	5,882.09	5,739.10	6,140.83	5,993.23	6,412.75	6,259.76	6,697.94	6,539.74	6,997.52	6,833.74	7,312.10
30	31.09	33.27	5,389.08	5,766.32	5,618.17	6,011.44	5,866.11	6,276.74	6,126.38	6,555.23	6,399.74	6,847.72	6,686.90	7,154.98	6,988.21	7,477.38
31	31.72	33.94	5,497.28	5,882.09	5,739.10	6,140.83	5,993.23	6,412.75	6,259.76	6,697.94	6,539.74	6,997.52	6,833.74	7,312.10	7,142.45	7,642.43
32	32.41	34.68	5,618.17	6,011.44	5,866.11	6,276.74	6,126.38	6,555.23	6,399.74	6,847.72	6,686.90	7,154.98	6,988.21	7,477.38	7,304.49	7,815.81
33	33.11	35.43	5,739.10	6,140.83	5,993.23	6,412.75	6,259.76	6,697.94	6,539.74	6,997.52	6,833.74	7,312.10	7,142.45	7,642.43	7,466.58	7,989.25
34	33.84	36.21	5,866.11	6,276.74	6,126.38	6,555.23	6,399.74	6,847.72	6,686.90	7,154.98	6,988.21	7,477.38	7,304.49	7,815.81	7,636.85	8,171.43
35	34.58	37.00	5,993.23	6,412.75	6,259.76	6,697.94	6,539.74	6,997.52	6,833.74	7,312.10	7,142.45	7,642.43	7,466.58	7,989.25	7,807.03	8,353.52
36	35.34	37.82	6,126.38	6,555.23	6,399.74	6,847.72	6,686.90	7,154.98	6,988.21	7,477.38	7,304.49	7,815.81	7,636.85	8,171.43	7,985.57	8,544.56
37	36.11	38.64	6,259.76	6,697.94	6,539.74	6,997.52	6,833.74	7,312.10	7,142.45	7,642.43	7,466.58	7,989.25	7,807.03	8,353.52	8,164.53	8,736.05
38	36.92	39.51	6,399.74	6,847.72	6,686.90	7,154.98	6,988.21	7,477.38	7,304.49	7,815.81	7,636.85	8,171.43	7,985.57	8,544.56	8,351.99	8,936.63
39	37.73	40.37	6,539.74	6,997.52	6,833.74	7,312.10	7,142.45	7,642.43	7,465.07	7,987.62	7,807.03	8,353.52	8,164.53	8,736.05	8,539.52	9,137.28
40	38.58	41.28	6,686.90	7,154.98	6,988.21	7,477.38	7,304.49	7,815.81	7,636.85	8,171.43	7,985.57	8,544.56	8,351.99	8,936.63	8,736.56	9,348.12
41	39.43	42.19	6,833.74	7,312.10	7,142.45	7,642.43	7,466.58	7,989.25	7,807.03	8,353.52	8,164.53	8,736.05	8,539.52	9,137.28	8,933.56	9,558.91
42	40.32	43.14	6,988.21	7,477.38	7,304.49	7,815.81	7,636.85	8,171.43	7,985.57	8,544.56	8,351.99	8,936.63	8,736.56	9,348.12	9,139.35	9,779.11
43	41.12	44.00	7,128.18	7,627.16	7,427.57	7,947.50	7,758.09	8,301.16	8,103.33	8,670.56	8,463.93	9,056.40	8,836.34	9,454.88	9,225.14	9,870.90
44	41.95	44.88	7,270.75	7,779.70	7,561.58	8,090.89	7,886.73	8,438.80	8,225.85	8,801.66	8,579.57	9,180.14	8,948.49	9,574.88	9,333.27	9,986.60
45	42.79	45.78	7,416.16	7,935.29	7,712.81	8,252.71	8,021.32	8,582.81	8,358.22	8,943.29	8,717.62	9,327.85	9,083.76	9,719.62	9,474.36	10,137.57
46	43.64	46.70	7,564.49	8,094.00	7,867.07	8,417.76	8,181.75	8,754.47	8,509.02	9,104.65	8,849.38	9,468.83	9,216.63	9,861.79	9,599.12	10,271.06
47	44.51	47.63	7,715.78	8,255.88	8,024.41	8,586.11	8,345.38	8,929.56	8,679.20	9,286.74	9,026.37	9,658.21	9,387.42	10,044.54	9,762.92	10,446.32
48	45.40	48.58	7,870.09	8,421.00	8,184.89	8,757.84	8,512.29	9,108.15	8,852.78	9,472.48	9,206.89	9,851.38	9,575.17	10,245.43	9,958.18	10,655.25
49	46.31	49.55	8,027.49	8,589.42	8,348.59	8,932.99	8,682.54	9,290.31	9,029.84	9,661.93	9,391.03	10,048.40	9,766.67	10,450.34	10,157.34	10,868.35

(*) Step columns represent the original base payrates for year 2025-2026.

(a) Step columns include a one-time improvement of 7%

After 10 full years of full-time service with Los Rios, a longevity increment will be awarded which will be 4% of the appropriate range and step.

An additional increment of 4% (8.16%) will be awarded after 15 years.

An additional increment of 4% (12.486%) will be awarded after 20 years.

An additional increment of 4% (16.986%) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement plus any previously earned longevity (rate compounded).

Retroactive to: July 1, 2025
Board approved: August 12, 2026

LOS RIOS COMMUNITY COLLEGE DISTRICT

2025-2026 Final

SEIU Classified

Annual Salary Schedule

DRAFT

Range	Step 1(*)	Step 1(a)	Step 2(*)	Step 2(a)	Step 3(*)	Step 3(a)	Step 4(*)	Step 4(a)	Step 5(*)	Step 5(a)	Step 6(*)	Step 6(a)	Step 7(*)	Step 7(a)
21	53,400	57,138	55,675	59,572	58,062	62,127	60,570	64,809	63,202	67,626	65,967	70,585	68,869	73,690
22	54,537	58,354	56,868	60,849	59,316	63,468	61,887	66,219	64,669	69,196	67,418	72,137	70,393	75,321
23	55,675	59,572	58,062	62,127	60,570	64,809	63,202	67,626	65,967	70,585	68,869	73,690	71,919	76,953
24	56,868	60,849	59,316	63,468	61,887	66,219	64,669	69,196	67,418	72,137	70,393	75,321	73,517	78,663
25	58,062	62,127	60,570	64,809	63,202	67,626	65,967	70,585	68,869	73,690	71,919	76,953	75,117	80,375
26	59,316	63,468	61,887	66,219	64,669	69,196	67,418	72,137	70,393	75,321	73,517	78,663	76,797	82,173
27	60,570	64,809	63,202	67,626	65,967	70,585	68,869	73,690	71,919	76,953	75,117	80,375	78,477	83,970
28	61,887	66,219	64,669	69,196	67,418	72,137	70,393	75,321	73,517	78,663	76,797	82,173	80,243	85,860
29	63,202	67,626	65,967	70,585	68,869	73,690	71,919	76,953	75,117	80,375	78,477	83,970	82,005	87,745
30	64,669	69,196	67,418	72,137	70,393	75,321	73,517	78,663	76,797	82,173	80,243	85,860	83,859	89,729
31	65,967	70,585	68,869	73,690	71,919	76,953	75,117	80,375	78,477	83,970	82,005	87,745	85,709	91,709
32	67,418	72,137	70,393	75,321	73,517	78,663	76,797	82,173	80,243	85,860	83,859	89,729	87,654	93,790
33	68,869	73,690	71,919	76,953	75,117	80,375	78,477	83,970	82,005	87,745	85,709	91,709	89,599	95,871
34	70,393	75,321	73,517	78,663	76,797	82,173	80,243	85,860	83,859	89,729	87,654	93,790	91,642	98,057
35	71,919	76,953	75,117	80,375	78,477	83,970	82,005	87,745	85,709	91,709	89,599	95,871	93,684	100,242
36	73,517	78,663	76,797	82,173	80,243	85,860	83,859	89,729	87,654	93,790	91,642	98,057	95,827	102,535
37	75,117	80,375	78,477	83,970	82,005	87,745	85,709	91,709	89,599	95,871	93,684	100,242	97,974	104,833
38	76,797	82,173	80,243	85,860	83,859	89,729	87,654	93,790	91,642	98,057	95,827	102,535	100,224	107,240
39	78,477	83,970	82,005	87,745	85,709	91,709	89,581	95,851	93,684	100,242	97,974	104,833	102,474	109,647
40	80,243	85,860	83,859	89,729	87,654	93,790	91,642	98,057	95,827	102,535	100,224	107,240	104,839	112,177
41	82,005	87,745	85,709	91,709	89,599	95,871	93,684	100,242	97,974	104,833	102,474	109,647	107,203	114,707
42	83,859	89,729	87,654	93,790	91,642	98,057	95,827	102,535	100,224	107,240	104,839	112,177	109,672	117,349
43	85,538	91,526	89,131	95,370	93,097	99,614	97,240	104,047	101,567	108,677	106,036	113,459	110,702	118,451
44	87,249	93,356	90,739	97,091	94,641	101,266	98,710	105,620	102,955	110,162	107,382	114,899	111,999	119,839
45	88,994	95,224	92,554	99,032	96,256	102,994	100,299	107,320	104,611	111,934	109,005	116,635	113,692	121,651
46	90,774	97,128	94,405	101,013	98,181	105,054	102,108	109,256	106,193	113,626	110,600	118,342	115,189	123,253
47	92,589	99,071	96,293	103,033	100,145	107,155	104,150	111,441	108,316	115,899	112,649	120,534	117,155	125,356
48	94,441	101,052	98,219	105,094	102,147	109,298	106,233	113,670	110,483	118,217	114,902	122,945	119,498	127,863
49	96,330	103,073	100,183	107,196	104,190	111,484	108,358	115,943	112,692	120,581	117,200	125,404	121,888	130,420

(*) Step columns represent the original base payrates for year 2025-2026.

(a) Step columns include a one-time improvement of 7%

After 10 full years of full-time service with Los Rios, a longevity increment will be awarded which will be 4% of the appropriate range and step.

An additional increment of 4% (8.16%) will be awarded after 15 years.

An additional increment of 4% (12.486%) will be awarded after 20 years.

An additional increment of 4% (16.986%) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement plus any previously earned longevity (rate compounded).

Retroactive to: July 1, 2025

Board approved: August 12, 2026

**Los Rios Community College District
2026-2027**

**Faculty Salary Schedule "A-164"
(Regular and Long-Term Temporary Faculty Working a 164-Day Schedule)
Annual Salary Schedule
DRAFT**

	AA/AS or BA/BS	AA/AS+90 or BA/BS+30 or MA/MS	BA/BS+54 or MA/MS+24	BA/BS+78 or MA/MS+48	PhD or J.D. or D.C. or D.V.M.
Step	Class I	Class II	Class III	Class IV	Class V
1	57,916	64,078	70,239	76,400	82,562
2	61,736	67,898	74,059	80,220	86,382
3	65,556	71,718	77,879	84,040	90,202
4	69,376	75,538	81,699	87,860	94,022
5	73,196	79,358	85,519	91,680	97,842
6	77,016	83,178	89,339	95,500	101,662
7	80,836	86,998	93,159	99,320	105,482
8	84,656	90,818	96,979	103,140	109,302
9	88,476	94,638	100,799	106,960	113,122
10	92,296	98,458	104,619	110,780	116,942
11	96,117	102,278	108,439	114,600	120,762
12	99,937	106,098	112,259	118,420	124,582
13	103,757	109,918	116,079	122,240	128,402
14	107,577	113,738	119,899	126,060	132,222
15	111,397	117,558	123,719	129,880	136,042
16	114,415	120,668	126,922	133,175	139,428
17	115,761	122,015	128,268	134,522	140,775
18	117,108	123,361	129,615	135,868	142,122
19	118,454	124,708	130,961	137,215	143,468
20	119,801	126,054	132,308	138,561	144,815
21	121,147	127,401	133,654	139,908	146,161
22	122,494	128,747	135,001	141,254	147,508
23	123,840	130,094	136,347	142,601	148,854
24	125,187	131,440	137,694	143,947	150,201
25	126,533	132,787	139,040	145,294	151,547

Please note that there is an alternate initial class placement (and advancement) for Career and Technology faculty hired under Education Code 53410 (reference section 2.8.3.2 of LRCFT agreement).

Effective: July 1, 2026
Board approved: August 12, 2026

Faculty Salary Schedule A-164 2026-2027

DRAFT

	Step	Class I	Class II	Class III	Class IV	Class V
Annual	1	57,916.34	64,077.66	70,238.97	76,400.28	82,561.60
Monthly		5,791.63	6,407.77	7,023.90	7,640.03	8,256.16
Daily		353.15	390.72	428.29	465.86	503.42
Annual	2	61,736.36	67,897.68	74,058.99	80,220.30	86,381.62
Monthly		6,173.64	6,789.77	7,405.90	8,022.03	8,638.16
Daily		376.44	414.01	451.58	489.15	526.72
Annual	3	65,556.37	71,717.69	77,879.00	84,040.31	90,201.63
Monthly		6,555.64	7,171.77	7,787.90	8,404.03	9,020.16
Daily		399.73	437.30	474.87	512.44	550.01
Annual	4	69,376.39	75,537.71	81,699.02	87,860.33	94,021.65
Monthly		6,937.64	7,553.77	8,169.90	8,786.03	9,402.17
Daily		423.03	460.60	498.16	535.73	573.30
Annual	5	73,196.40	79,357.71	85,519.03	91,680.34	97,841.66
Monthly		7,319.64	7,935.77	8,551.90	9,168.03	9,784.17
Daily		446.32	483.89	521.46	559.03	596.60
Annual	6	77,016.42	83,177.73	89,339.05	95,500.36	101,661.67
Monthly		7,701.64	8,317.77	8,933.91	9,550.04	10,166.17
Daily		469.61	507.18	544.75	582.32	619.89
Annual	7	80,836.44	86,997.75	93,159.07	99,320.38	105,481.69
Monthly		8,083.64	8,699.78	9,315.91	9,932.04	10,548.17
Daily		492.91	530.47	568.04	605.61	643.18
Annual	8	84,656.45	90,817.76	96,979.08	103,140.39	109,301.70
Monthly		8,465.65	9,081.78	9,697.91	10,314.04	10,930.17
Daily		516.20	553.77	591.34	628.90	666.47
Annual	9	88,476.47	94,637.78	100,799.10	106,960.41	113,121.72
Monthly		8,847.65	9,463.78	10,079.91	10,696.04	11,312.17
Daily		539.49	577.06	614.63	652.20	689.77
Annual	10	92,296.48	98,457.79	104,619.10	110,780.42	116,941.73
Monthly		9,229.65	9,845.78	10,461.91	11,078.04	11,694.17
Daily		562.78	600.35	637.92	675.49	713.06
Annual	11	96,116.50	102,277.81	108,439.12	114,600.44	120,761.75
Monthly		9,611.65	10,227.78	10,843.91	11,460.04	12,076.18
Daily		586.08	623.65	661.21	698.78	736.35
Annual	12	99,936.51	106,097.82	112,259.13	118,420.45	124,581.76
Monthly		9,993.65	10,609.78	11,225.91	11,842.05	12,458.18
Daily		609.37	646.94	684.51	722.08	759.64
Annual	13	103,756.52	109,917.84	116,079.15	122,240.47	128,401.78
Monthly		10,375.65	10,991.78	11,607.92	12,224.05	12,840.18
Daily		632.66	670.23	707.80	745.37	782.94
Annual	14	107,576.53	113,737.85	119,899.16	126,060.47	132,221.79
Monthly		10,757.65	11,373.79	11,989.92	12,606.05	13,222.18
Daily		655.95	693.52	731.09	768.66	806.23
Annual	15	111,396.55	117,557.87	123,719.18	129,880.49	136,041.81
Monthly		11,139.66	11,755.79	12,371.92	12,988.05	13,604.18
Daily		679.25	716.82	754.39	791.95	829.52
Annual	16	114,414.61	120,668.08	126,921.55	133,175.02	139,428.49
Monthly		11,441.46	12,066.81	12,692.16	13,317.50	13,942.85
Daily		697.65	735.78	773.91	812.04	850.17
Annual	17	115,761.15	122,014.62	128,268.09	134,521.56	140,775.03
Monthly		11,576.12	12,201.46	12,826.81	13,452.16	14,077.50
Daily		705.86	743.99	782.12	820.25	858.38
Annual	18	117,107.68	123,361.15	129,614.62	135,868.09	142,121.56
Monthly		11,710.77	12,336.12	12,961.46	13,586.81	14,212.16
Daily		714.07	752.20	790.33	828.46	866.59
Annual	19	118,454.22	124,707.69	130,961.16	137,214.63	143,468.10
Monthly		11,845.42	12,470.77	13,096.12	13,721.46	14,346.81
Daily		722.28	760.41	798.54	836.67	874.81
Annual	20	119,800.75	126,054.22	132,307.69	138,561.16	144,814.63
Monthly		11,980.08	12,605.42	13,230.77	13,856.12	14,481.46
Daily		730.49	768.62	806.75	844.89	883.02
Annual	21	121,147.29	127,400.76	133,654.23	139,907.70	146,161.17
Monthly		12,114.73	12,740.08	13,365.42	13,990.77	14,616.12
Daily		738.70	776.83	814.96	853.10	891.23
Annual	22	122,493.82	128,747.29	135,000.76	141,254.23	147,507.70
Monthly		12,249.38	12,874.73	13,500.08	14,125.42	14,750.77
Daily		746.91	785.04	823.18	861.31	899.44
Annual	23	123,840.36	130,093.83	136,347.30	142,600.77	148,854.24
Monthly		12,384.04	13,009.38	13,634.73	14,260.08	14,885.42
Daily		755.12	793.26	831.39	869.52	907.65
Annual	24	125,186.89	131,440.36	137,693.83	143,947.30	150,200.77
Monthly		12,518.69	13,144.04	13,769.38	14,394.73	15,020.08
Daily		763.33	801.47	839.60	877.73	915.86
Annual	25	126,533.43	132,786.90	139,040.37	145,293.84	151,547.31
Monthly		12,653.34	13,278.69	13,904.04	14,529.38	15,154.73
Daily		771.55	809.68	847.81	885.94	924.07

Please note that there is an alternate initial class placement (and advancement) for Career and Technology faculty hired under Education Code 53410 (reference section 2.8.3.2 of LRCFT agreement)

**Los Rios Community College District
2026-2027**

**Faculty Salary Schedule "A-174"
(Regular and Long-Term Temporary Faculty Working a 174-Day Schedule)
Annual Salary Schedule
DRAFT**

	AA/AS or BA/BS	AA/AS+90 or BA/BS+30 or MA/MS	BA/BS+54 or MA/MS+24	BA/BS+78 or MA/MS+48	PhD or J.D. or D.C. or D.V.M.
Step	Class I	Class II	Class III	Class IV	Class V
1	61,448	67,985	74,522	81,059	87,596
2	65,501	72,038	78,575	85,112	91,649
3	69,554	76,091	82,628	89,165	95,702
4	73,607	80,144	86,681	93,218	99,755
5	77,660	84,197	90,734	97,271	103,808
6	81,713	88,250	94,787	101,324	107,861
7	85,765	92,302	98,840	105,377	111,914
8	89,818	96,355	102,892	109,429	115,966
9	93,871	100,408	106,945	113,482	120,019
10	97,924	104,461	110,998	117,535	124,072
11	101,977	108,514	115,051	121,588	128,125
12	106,030	112,567	119,104	125,641	132,178
13	110,083	116,620	123,157	129,694	136,231
14	114,136	120,673	127,210	133,747	140,284
15	118,189	124,726	131,263	137,800	144,337
16	121,391	128,026	134,661	141,295	147,930
17	122,820	129,455	136,089	142,724	149,359
18	124,248	130,883	137,518	144,153	150,788
19	125,677	132,312	138,947	145,581	152,216
20	127,106	133,740	140,375	147,010	153,645
21	128,534	135,169	141,804	148,439	155,073
22	129,963	136,598	143,233	149,867	156,502
23	131,392	138,026	144,661	151,296	157,931
24	132,820	139,455	146,090	152,725	159,359
25	134,249	140,884	147,518	154,153	160,788

Please note that there is an alternate initial class placement (and advancement) for Career and Technology faculty hired under Education Code 53410 (reference section 2.8.3.2 of LRCFT agreement).

Effective: July 1, 2026

Board approved: August 12, 2026

Faculty Salary Schedule A-174 2026-2027

DRAFT

	Step	Class I	Class II	Class III	Class IV	Class V
Annual	1	61,447.82	67,984.83	74,521.83	81,058.83	87,595.84
Monthly		5,120.65	5,665.40	6,210.15	6,754.90	7,299.65
Daily		353.15	390.72	428.29	465.86	503.42
Annual	2	65,500.77	72,037.78	78,574.78	85,111.78	91,648.79
Monthly		5,458.40	6,003.15	6,547.90	7,092.65	7,637.40
Daily		376.44	414.01	451.58	489.15	526.72
Annual	3	69,553.71	76,090.72	82,627.72	89,164.72	95,701.73
Monthly		5,796.14	6,340.89	6,885.64	7,430.39	7,975.14
Daily		399.73	437.30	474.87	512.44	550.01
Annual	4	73,606.66	80,143.67	86,680.67	93,217.67	99,754.68
Monthly		6,133.89	6,678.64	7,223.39	7,768.14	8,312.89
Daily		423.03	460.60	498.16	535.73	573.30
Annual	5	77,659.60	84,196.59	90,733.61	97,270.60	103,807.61
Monthly		6,471.63	7,016.38	7,561.13	8,105.88	8,650.63
Daily		446.32	483.89	521.46	559.03	596.60
Annual	6	81,712.54	88,249.54	94,786.55	101,323.55	107,860.55
Monthly		6,809.38	7,354.13	7,898.88	8,443.63	8,988.38
Daily		469.61	507.18	544.75	582.32	619.89
Annual	7	85,765.49	92,302.49	98,839.50	105,376.50	111,913.50
Monthly		7,147.12	7,691.87	8,236.63	8,781.38	9,326.13
Daily		492.91	530.47	568.04	605.61	643.18
Annual	8	89,818.43	96,355.43	102,892.44	109,429.44	115,966.44
Monthly		7,484.87	8,029.62	8,574.37	9,119.12	9,663.87
Daily		516.20	553.77	591.34	628.90	666.47
Annual	9	93,871.38	100,408.38	106,945.39	113,482.39	120,019.39
Monthly		7,822.62	8,367.37	8,912.12	9,456.87	10,001.62
Daily		539.49	577.06	614.63	652.20	689.77
Annual	10	97,924.31	104,461.31	110,998.31	117,535.32	124,072.32
Monthly		8,160.36	8,705.11	9,249.86	9,794.61	10,339.36
Daily		562.78	600.35	637.92	675.49	713.06
Annual	11	101,977.26	108,514.26	115,051.26	121,588.27	128,125.27
Monthly		8,498.11	9,042.86	9,587.61	10,132.36	10,677.11
Daily		586.08	623.65	661.21	698.78	736.35
Annual	12	106,030.20	112,567.20	119,104.20	125,641.21	132,178.21
Monthly		8,835.85	9,380.60	9,925.35	10,470.10	11,014.85
Daily		609.37	646.94	684.51	722.08	759.64
Annual	13	110,083.14	116,620.15	123,157.15	129,694.16	136,231.16
Monthly		9,173.60	9,718.35	10,263.10	10,807.85	11,352.60
Daily		632.66	670.23	707.80	745.37	782.94
Annual	14	114,136.07	120,673.08	127,210.08	133,747.08	140,284.09
Monthly		9,511.34	10,056.09	10,600.84	11,145.59	11,690.34
Daily		655.95	693.52	731.09	768.66	806.23
Annual	15	118,189.02	124,726.03	131,263.03	137,800.03	144,337.04
Monthly		9,849.09	10,393.84	10,938.59	11,483.34	12,028.09
Daily		679.25	716.82	754.39	791.95	829.52
Annual	16	121,391.11	128,025.89	134,660.67	141,295.45	147,930.23
Monthly		10,115.93	10,668.82	11,221.72	11,774.62	12,327.52
Daily		697.65	735.78	773.91	812.04	850.17
Annual	17	122,819.76	129,454.54	136,089.32	142,724.09	149,358.87
Monthly		10,234.98	10,787.88	11,340.78	11,893.67	12,446.57
Daily		705.86	743.99	782.12	820.25	858.38
Annual	18	124,248.39	130,883.17	137,517.95	144,152.73	150,787.51
Monthly		10,354.03	10,906.93	11,459.83	12,012.73	12,565.63
Daily		714.07	752.20	790.33	828.46	866.59
Annual	19	125,677.04	132,311.82	138,946.60	145,581.38	152,216.15
Monthly		10,473.09	11,025.99	11,578.88	12,131.78	12,684.68
Daily		722.28	760.41	798.54	836.67	874.81
Annual	20	127,105.67	133,740.45	140,375.23	147,010.01	153,644.79
Monthly		10,592.14	11,145.04	11,697.94	12,250.83	12,803.73
Daily		730.49	768.62	806.75	844.89	883.02
Annual	21	128,534.32	135,169.10	141,803.88	148,438.66	155,073.44
Monthly		10,711.19	11,264.09	11,816.99	12,369.89	12,922.79
Daily		738.70	776.83	814.96	853.10	891.23
Annual	22	129,962.96	136,597.73	143,232.51	149,867.29	156,502.07
Monthly		10,830.25	11,383.14	11,936.04	12,488.94	13,041.84
Daily		746.91	785.04	823.18	861.31	899.44
Annual	23	131,391.60	138,026.38	144,661.16	151,295.94	157,930.72
Monthly		10,949.30	11,502.20	12,055.10	12,608.00	13,160.89
Daily		755.12	793.26	831.39	869.52	907.65
Annual	24	132,820.24	139,455.02	146,089.80	152,724.57	159,359.35
Monthly		11,068.35	11,621.25	12,174.15	12,727.05	13,279.95
Daily		763.33	801.47	839.60	877.73	915.86
Annual	25	134,248.88	140,883.66	147,518.44	154,153.22	160,788.00
Monthly		11,187.41	11,740.31	12,293.20	12,846.10	13,399.00
Daily		771.55	809.68	847.81	885.94	924.07

Please note that there is an alternate initial class placement (and advancement) for Career and Technology faculty hired under Education Code 53410 (reference section 2.8.3.2 of LRCFT agreement)

Effective: July 1, 2026
Board approved: August 12, 2026

Los Rios Community College District
2026-2027

Faculty Salary Schedule "B-1"
(Adjunct Faculty / Overload Assignments)
Lecture and Laboratory Hourly Rates/164 Days B-1

DRAFT

		AA/AS or BA/BS	AA/AS+90 or BA/BS+30 or MA/MS	BA/BS+54 or MA/MS+24	BA/BS+78 or MA/MS+48	PhD, J.D., M.D., D.C. or D.V.M.
	Step	Class I	Class II	Class III	Class IV	Class V
Lecture	1	80.44	89.00	97.55	106.11	114.67
Lab (Sci)		64.35	71.20	78.04	84.89	91.74
Lab		60.33	66.75	73.16	79.58	86.00
Lecture	2	85.74	94.30	102.86	111.42	119.97
Lab (Sci)		68.59	75.44	82.29	89.14	95.98
Lab		64.31	70.73	77.15	83.57	89.98
Lecture	3	91.05	99.61	108.17	116.72	125.28
Lab (Sci)		72.84	79.69	86.54	93.38	100.22
Lab		68.29	74.71	81.13	87.54	93.96
Lecture	4	96.36	104.91	113.47	122.03	130.59
Lab (Sci)		77.09	83.93	90.78	97.62	104.47
Lab		72.27	78.68	85.10	91.52	97.94
Lecture	5	101.66	110.22	118.78	127.33	135.89
Lab (Sci)		81.33	88.18	95.02	101.86	108.71
Lab		76.25	82.67	89.09	95.50	101.92
Lecture	6	106.97	115.52	124.08	132.64	141.20
Lab (Sci)		85.58	92.42	99.26	106.11	112.96
Lab		80.23	86.64	93.06	99.48	105.90
Lecture	7	112.27	120.83	129.39	137.94	146.50
Lab (Sci)		89.82	96.66	103.51	110.35	117.20
Lab		84.20	90.62	97.04	103.46	109.88
Lecture	8	117.58	126.14	134.69	143.25	151.81
Lab (Sci)		94.06	100.91	107.75	114.60	121.45
Lab		88.19	94.61	101.02	107.44	113.86
Lecture	9	122.88	131.44	140.00	148.56	157.11
Lab (Sci)		98.30	105.15	112.00	118.85	125.69
Lab		92.16	98.58	105.00	111.42	117.83
Lecture	10	128.19	136.75	145.30	153.86	162.42
Lab (Sci)		102.55	109.40	116.24	123.09	129.94
Lab		96.14	102.56	108.98	115.40	121.82
Lecture	11	133.50	142.05	150.61	159.17	167.72
Lab (Sci)		106.80	113.64	120.49	127.34	134.18
Lab		100.13	106.54	112.96	119.38	125.79
Lecture	12	138.80	147.36	155.92	164.47	173.03
Lab (Sci)		111.04	117.89	124.74	131.58	138.42
Lab		104.10	110.52	116.94	123.35	129.77
Lecture	13	144.11	152.66	161.22	169.78	178.34
Lab (Sci)		115.29	122.13	128.98	135.82	142.67
Lab		108.08	114.50	120.92	127.34	133.76
Lecture	14	149.41	157.97	166.53	175.08	183.64
Lab (Sci)		119.53	126.38	133.22	140.06	146.91
Lab		112.06	118.48	124.90	131.31	137.73
Lecture	15	154.72	163.27	171.83	180.39	188.95
Lab (Sci)		123.78	130.62	137.46	144.31	151.16
Lab		116.04	122.45	128.87	135.29	141.71
Lecture	16	158.91	167.59	176.28	184.97	193.65
Lab (Sci)		127.13	134.07	141.02	147.98	154.92
Lab		119.18	125.69	132.21	138.73	145.24
Lecture	17	160.78	169.46	178.15	186.84	195.52
Lab (Sci)		128.62	135.57	142.52	149.47	156.42
Lab		120.59	127.10	133.61	140.13	146.64
Lecture	18	162.65	171.33	180.02	188.71	197.39
Lab (Sci)		130.12	137.06	144.02	150.97	157.91
Lab		121.99	128.50	135.02	141.53	148.04
Lecture	19	164.52	173.21	181.89	190.58	199.26
Lab (Sci)		131.62	138.57	145.51	152.46	159.41
Lab		123.39	129.91	136.42	142.94	149.45
Lecture	20	166.39	175.08	183.76	192.45	201.13
Lab (Sci)		133.11	140.06	147.01	153.96	160.90
Lab		124.79	131.31	137.82	144.34	150.85
Lecture	21	168.26	176.95	185.63	194.32	203.00
Lab (Sci)		134.61	141.56	148.50	155.46	162.40
Lab		126.20	132.71	139.22	145.74	152.25
Lecture	22	170.13	178.82	187.50	196.19	204.87
Lab (Sci)		136.10	143.06	150.00	156.95	163.90
Lab		127.60	134.12	140.63	147.14	153.65
Lecture	23	172.00	180.69	189.37	198.06	206.74
Lab (Sci)		137.60	144.55	151.50	158.45	165.39
Lab		129.00	135.52	142.03	148.55	155.06
Lecture	24	173.87	182.56	191.24	199.93	208.61
Lab (Sci)		139.10	146.05	152.99	159.94	166.89
Lab		130.40	136.92	143.43	149.95	156.46
Lecture	25	175.74	184.43	193.11	201.80	210.48
Lab (Sci)		140.59	147.54	154.49	161.44	168.38
Lab		131.81	138.32	144.83	151.35	157.86

Per section 22138.5 of the California Education Code, the full-time equivalent requirement, as defined in hours of service, is 540 lecture hours for adjunct instructional faculty in a fiscal year (which includes Summer Session). Standard Lab hours equate to 3/4 of a lecture hour.

"Lab (Sci)" equates to .80 of a lecture hour. This lab rate is used in calculation for disciplines that meet the Intersegmental General Education Transfer Curriculum science laboratory requirement.

Please note that there is an alternate initial class placement (and advancement) for Career and Technology faculty hired under Education Code 53410 (reference section 2.8.3.2 of LRCFT agreement)

Effective: August 20, 2026
Board approved: August 12, 2026

**Los Rios Community College District
2026-2027**

**Faculty Salary Schedule "B-2 & B-3"
(Adjunct/Overload Counselor/Coordinator/Nurse Hourly Rates/174 Days B-2)
(Adjunct/Overload Librarian Hourly Rates/164 Days B-3)**

DRAFT

	AA/AS or BA/BS	AA/AS+90 or BA/BS+30 or MA/MS	BA/BS+54 or MA/MS+24	BA/BS+78 or MA/MS+48	PhD, J.D., M.D., D.C. or D.V.M.
Step	Class I	Class II	Class III	Class IV	Class V
1	47.09	52.10	57.10	62.11	67.12
2	50.19	55.20	60.21	65.22	70.23
3	53.30	58.31	63.32	68.33	73.33
4	56.40	61.41	66.42	71.43	76.44
5	59.51	64.52	69.53	74.54	79.55
6	62.61	67.62	72.63	77.64	82.65
7	65.72	70.73	75.74	80.75	85.76
8	68.83	73.84	78.84	83.85	88.86
9	71.93	76.94	81.95	86.96	91.97
10	75.04	80.05	85.06	90.07	95.07
11	78.14	83.15	88.16	93.17	98.18
12	81.25	86.26	91.27	96.28	101.29
13	84.35	89.36	94.37	99.38	104.39
14	87.46	92.47	97.48	102.49	107.50
15	90.57	95.58	100.58	105.59	110.60
16	93.02	98.10	103.19	108.27	113.36
17	94.11	99.20	104.28	109.37	114.45
18	95.21	100.29	105.38	110.46	115.55
19	96.30	101.39	106.47	111.56	116.64
20	97.40	102.48	107.57	112.65	117.74
21	98.49	103.58	108.66	113.75	118.83
22	99.59	104.67	109.76	114.84	119.92
23	100.68	105.77	110.85	115.94	121.02
24	101.78	106.86	111.95	117.03	122.11
25	102.87	107.96	113.04	118.13	123.21

Please note that there is an alternate initial class placement (and advancement) for Career and Technology faculty hired under Education Code 53410 (reference section 2.8.3.2 of LRCFT agreement)

Effective: August 20, 2026
Board approved: August 12, 2026

Los Rios Community College District
2026-2027
Athletic/Coaching Stipend Schedule for Faculty
DRAFT

Coaching formula hour assignments and stipend compensation shall be as follows:

Sports Program	Formula Hour Assignment	Stipend Range
Baseball, Head Coach	7	\$11,171 - \$13,068
Baseball, Assistant Coach	5	\$5,069 - \$5,069
Basketball, Head Coach	7	\$11,171 - \$13,068
Basketball, Assistant Coach	5	\$5,069 - \$5,069
Beach Volleyball, Head Coach	7	\$11,171 - \$13,068
Cross Country, Head Coach	7	\$9,510 - \$11,124
Football, Head Coach	7	\$11,171 - \$13,068
Football, Assistant Coach	5	\$5,069 - \$5,069
Golf, Head Coach	7	\$9,510 - \$11,124
Hockey, Head Coach	7	\$11,171 - \$13,068
Soccer, Head Coach	7	\$11,171 - \$13,068
Soccer, Assistant Coach	5	\$5,069 - \$5,069
Softball, Head Coach	7	\$11,171 - \$13,068
Softball, Assistant Coach	5	\$5,069 - \$5,069
Swimming, Head Coach	7	\$9,510 - \$11,124
Tennis, Head Coach	7	\$9,510 - \$11,124
Track and Field, Head Coach	7	\$11,171 - \$13,068
Track and Field, Assistant Coach	5	\$5,069 - \$5,069
Volleyball, Head Coach	7	\$11,171 - \$13,068
Water Polo, Head Coach	7	\$9,510 - \$11,124
Wrestling, Head Coach	7	\$11,171 - \$13,068

Steps are awarded for every 5 years of serving as a Head Coach.

Effective: August 20, 2026

Board approved: August 12, 2026

**Los Rios Community College District
2026-2027**

Athletic/Coaching Stipend Schedule for Faculty
Coaching Formula hour assignments and stipend compensation shall be as follows:

DRAFT

Head Coaching Stipend Schedule for Faculty

Assignment	Formula Hours	Step 1	Step 2	Step 3	Step 4	Step 5
Baseball	7	\$11,171	\$11,617	\$12,083	\$12,566	\$13,068
Basketball	7	\$11,171	\$11,617	\$12,083	\$12,566	\$13,068
Beach Volleyball	7	\$11,171	\$11,617	\$12,083	\$12,566	\$13,068
Cross Country	7	\$9,510	\$9,891	\$10,288	\$10,699	\$11,124
Football	7	\$11,171	\$11,617	\$12,083	\$12,566	\$13,068
Golf	7	\$9,510	\$9,891	\$10,288	\$10,699	\$11,124
Hockey	7	\$11,171	\$11,617	\$12,083	\$12,566	\$13,068
Soccer	7	\$11,171	\$11,617	\$12,083	\$12,566	\$13,068
Softball	7	\$11,171	\$11,617	\$12,083	\$12,566	\$13,068
Swimming	7	\$9,510	\$9,891	\$10,288	\$10,699	\$11,124
Tennis	7	\$9,510	\$9,891	\$10,288	\$10,699	\$11,124
Track & Field	7	\$11,171	\$11,617	\$12,083	\$12,566	\$13,068
Volleyball	7	\$11,171	\$11,617	\$12,083	\$12,566	\$13,068
Water Polo	7	\$9,510	\$9,891	\$10,288	\$10,699	\$11,124
Wrestling	7	\$11,171	\$11,617	\$12,083	\$12,566	\$13,068
Steps are awarded for every five years of serving as a Head Coach						

Assistant Coaching Stipend Schedule for Faculty*

Assignment	Formula Hours	Stipend
Baseball, Assistant	5	\$5,069
Basketball, Assistant	5	\$5,069
Football, Assistant	5	\$5,069
Soccer, Assistant	5	\$5,069
Softball, Assistant	5	\$5,069
Track & Field, Assistant	5	\$5,069

*Assistant coaching stipend is only available to a regular faculty member.

Effective: August 20, 2026

Board approved: August 12, 2026

Los Rios Community College District
2026-2027
Arts & Media Stipend Schedule for Faculty

The District shall provide stipends and/or load equity for instructors in the following areas:

DRAFT

Subject	Stipend
<i>Art</i>	
Art Gallery Director	\$2,328
<i>Dance</i>	
Director	\$2,328
<i>Forensics</i>	
Coach (districtwide)	\$3,324
Assistant Coach	\$2,328
Tournament Coordinator/Debate	\$1,661
<i>Journalism</i>	
Student Newspaper	\$3,324
Literary Journal Advisory	\$3,324
<i>Music (Performing Group)</i>	
Director	\$3,324
<i>Theatre Arts</i>	
Director	\$3,324
Technical Director	\$3,324
Technical Director, Lighting	\$2,328
Technical Director, Scene/Set	\$2,328
Musical Director	\$3,324
Vocal Director	\$2,328
Costumer	\$3,324
Choreographer	\$2,328
Promotion/Box Office	\$3,324
<i>TV/Radio</i>	
Program Producer	\$2,328

Effective: August 20, 2026

Board approved: August 12, 2026

Salary Schedule for Instructional Substitutes 2026-2027

Hourly Salary Schedule

Effective 08/20/2026

DRAFT

Lecture:	66.75
Lab(Sci):	53.40
Lab:	50.06
Coordinator/Counselor/Nurse/Librarian:	47.09

Hours worked during Summer Session are not subject to schedule improvement.

The full-time equivalent hours of service is 540 lecture hours in a fiscal year (which includes Summer Session). Standard Lab hours equate to 3/4 of a lecture hour.

"Lab(Sci)" equates to .80 of a lecture hour. This lab rate is used in calculation for disciplines that meet the Intersegmental General Education Transfer Curriculum science laboratory requirement.

Effective: August 20, 2026

Board approved: August 12, 2026

LOS RIOS COMMUNITY COLLEGE DISTRICT
2026-2027
Management Salary Schedule
DRAFT

Job Code	Title	Range	Frequency	Step 1	Step 2	Step 3	Step 4	Step 5
687	Deputy Chancellor Executive Vice Chancellor	C	Annual	307,301.03	313,447.05	319,715.99	326,110.31	332,632.52
			Monthly	25,608.42	26,120.59	26,643.00	27,175.86	27,719.38
686	Vice Chancellor College President Chief Counsel/Officer	B	Annual	284,707.66	290,401.82	296,209.86	302,134.06	308,176.74
			Monthly	23,725.64	24,200.15	24,684.16	25,177.84	25,681.40
679	Associate Vice Chancellor Chief of Police	A	Annual	243,340.07	248,206.87	253,171.01	258,234.43	263,399.12
			Monthly	20,278.34	20,683.91	21,097.58	21,519.54	21,949.93
674	Director/Manager I Vice President Deputy General Counsel	1	Annual	212,100.40	216,342.41	220,669.26	225,082.65	229,584.30
			Monthly	17,675.03	18,028.53	18,389.11	18,756.89	19,132.03
672	Director/Manager II Associate Vice President	2	Annual	198,872.58	202,850.03	206,907.03	211,045.17	215,266.07
			Monthly	16,572.72	16,904.17	17,242.25	17,587.10	17,938.84
670	Director/Manager III Dean	3	Annual	186,469.73	190,199.12	194,003.10	197,883.16	201,840.82
			Monthly	15,539.14	15,849.93	16,166.93	16,490.26	16,820.07
668	Director/Manager IV Associate Dean	4	Annual	174,840.39	178,337.20	181,903.94	185,542.02	189,252.86
			Monthly	14,570.03	14,861.43	15,158.66	15,461.84	15,771.07
664	Director/Manager V Police Captain	5	Annual	151,686.61	154,720.34	157,814.75	160,971.05	164,190.47
			Monthly	12,640.55	12,893.36	13,151.23	13,414.25	13,682.54
663	Director/Manager VI	6	Annual	142,226.55	145,071.08	147,972.50	150,931.95	153,950.59
			Monthly	11,852.21	12,089.26	12,331.04	12,577.66	12,829.22
662	Director/Manager VII	7	Annual	130,943.54	133,562.41	136,233.66	138,958.33	141,737.50
			Monthly	10,911.96	11,130.20	11,352.81	11,579.86	11,811.46
665	Director/Manager VIII	8	Annual	122,777.14	125,232.68	127,737.33	130,292.08	132,897.92
			Monthly	10,231.43	10,436.06	10,644.78	10,857.67	11,074.83
669	Director/Manager IX	9	Annual	115,120.04	117,422.44	119,770.89	122,166.31	124,609.64
			Monthly	9,593.34	9,785.20	9,980.91	10,180.53	10,384.14
675	Director/Manager X	10	Annual	107,940.47	110,099.28	112,301.27	114,547.30	116,838.25
			Monthly	8,995.04	9,174.94	9,358.44	9,545.61	9,736.52

Annual Salaries are based on a Manager's work year which will not be less than 260 days comprised of work days, holidays, and vacation.

2026-2027 payrates include a continuing improvement of 4.5% above base payrates for 2025-2026.

After 10 years of full-time service with Los Rios, a longevity increment will be awarded which will be 4% of the appropriate range and step.

An Additional increment of 4% (8.16%) will be awarded after 15 years.

An Additional increment of 4% (12.486%) will be awarded after 20 years.

An Additional increment of 2% (14.736%) will be awarded after 25 years.

Longevity Increments 2, 3 and 4 are based on current step placement plus any previously earned longevity (rate compounded).

For Ranges A, B and C, equivalent full-time service outside of the District will be considered for longevity increment based on a determination from Human Resources. Service in the following classifications at another employer, or service in classifications with substantially similar duties or responsibilities, count toward all longevity service thresholds: Deputy Chancellor, Executive Vice Chancellor, Vice Chancellor, College President, Chief Counsel, Chief Officer, Associate Vice Chancellor, Chief of Police.

Educational Incentive: An educational incentive payment will be provided to managers possessing an earned doctorate completed at an accredited institution or fully accredited in accordance with the American Bar Association or the California Bar Association. Accredited institution includes a postsecondary institution accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary and Vocational Education. The Educational incentive will be an annual amount of \$4,624.90.

Effective: July 1, 2026

Board approved: August 12, 2026

Los Rios Community College District
2026-2027
Interim Management (Faculty to Manager) Salary Schedule
DRAFT

Title (Job Code)	Range	Frequency	Base Salary Step	Base Salary Step + Ed Incentive
Director/Manager I/ Vice President (674)	11A	Annual	186,648.37	191,273.27
		Monthly	18,664.84	19,127.33
		Daily	1,003.49	1,028.35
Director/Manager II/Assoc. VP (672)	11	Annual	175,007.88	179,632.78
		Monthly	17,500.79	17,963.28
		Daily	940.90	965.77
Director/Manager III/ Dean (670)	12	Annual	164,093.36	168,718.26
		Monthly	16,409.34	16,871.83
		Daily	882.22	907.09
Director/Manager IV/ Assoc. Dean (668)	13	Annual	153,859.55	158,484.45
		Monthly	15,385.96	15,848.45
		Daily	827.20	852.07
Director/Manager V (664)	14	Annual	133,484.23	138,109.13
		Monthly	13,348.42	13,810.91
		Daily	717.66	742.52
Director/Manager VI (663)	15	Annual	125,159.38	129,784.28
		Monthly	12,515.94	12,978.43
		Daily	672.90	697.76
Director/Manager VII (662)	16	Annual	115,230.31	119,855.21
		Monthly	11,523.03	11,985.52
		Daily	619.52	644.38
Director/Manager VIII (665)	17	Annual	108,043.89	112,668.79
		Monthly	10,804.39	11,266.88
		Daily	580.88	605.75
Director/Manager IX (669)	18	Annual	101,305.63	105,930.53
		Monthly	10,130.56	10,593.05
		Daily	544.65	569.52
Director/Manager X (675)	19	Annual	94,987.65	99,612.55
		Monthly	9,498.77	9,961.26
		Daily	510.69	535.55

2026-2027 payrates include a continuing improvement of 4.5% above base payrates for 2025-2026.

Interim Management (Faculty) Schedule is based on a 10-month/year payroll frequency.

Interim Management Schedule provides for 186 days of service with no accrual of vacation.

For service beyond 186 days, faculty will be paid their per diem rate on Faculty Salary Schedule A.

After 10 years of full-time service with Los Rios, a longevity increment will be awarded which will be 4% of the appropriate range and step.

An Additional increment of 4% (8.16%) will be awarded after 15 years.

An Additional increment of 4% (12.486%) will be awarded after 20 years.

An Additional increment of 2% (14.736%) will be awarded after 25 years.

Longevity Increments 2, 3 and 4 are based on current step placement plus any previously earned longevity (rate compounded).

Educational Incentive: An educational incentive payment will be provided to managers possessing an earned doctorate completed at an accredited institution or fully accredited in accordance with the American Bar Association or the California Bar Association. Accredited institution includes a postsecondary institution accredited by an accreditation agency recognized by either the U.S. Department of Education or the Council on Postsecondary and Vocational Education. The Educational incentive will be an annual amount of \$4,624.90.

Effective: July 1, 2026

Board approved: August 12, 2026

LOS RIOS COMMUNITY COLLEGE DISTRICT

Chancellor's Salary Schedule 2026-2027 Annual Salary Schedule

DRAFT

Chancellor Base Salary: \$375,000.00

Tax-Sheltered Annuity: For the year 2026-2027, the District shall contribute \$15,000 to an appropriate 403(b) or 457 plan selected and established by the Chancellor.

Effective: July 1, 2026

Board Approved: August 12, 2026

**Los Rios Community College District
2026-2027**

Salary Ranges for Confidential Administrative Assistant Classified Positions

DRAFT

Job Code	Titles	Range	Full Time Annual Salary		
0118	Confidential Administrative Assistant I	5CA	70,797	-	86,135
0189	Confidential Administrative Assistant II	6CA	73,629	-	89,581
0136	Confidential Administrative Assistant III	7CA	76,574	-	93,164
0280	Confidential Executive Assistant	10CA	86,135	-	104,797
0187	Confidential Staff Administrative Assistant	3CA	65,456	-	79,637

The salary ranges above are base amounts and do not include longevity increments.

2026-2027 payrates include a continuing improvement of 4.5% above base payrates for 2025-2026.

Effective: July 1, 2026

Board Approved: August 12, 2026

Los Rios Community College District
2026-2027
Confidential Administrative Assistant Classified
Monthly Salary Schedule
DRAFT

Range	Hourly Step 1	Monthly Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
3CA	31.47	5,454.64	5,672.83	5,899.74	6,135.73	6,381.16	6,636.40
4CA	32.73	5,672.83	5,899.74	6,135.73	6,381.16	6,636.40	6,901.86
5CA	34.04	5,899.74	6,135.73	6,381.16	6,636.40	6,901.86	7,177.94
6CA	35.40	6,135.73	6,381.16	6,636.40	6,901.86	7,177.94	7,465.05
7CA	36.81	6,381.16	6,636.40	6,901.86	7,177.94	7,465.05	7,763.66
8CA	38.29	6,636.40	6,901.86	7,177.94	7,465.05	7,763.66	8,074.20
9CA	39.82	6,901.86	7,177.94	7,465.05	7,763.66	8,074.20	8,397.17
10CA	41.41	7,177.94	7,465.05	7,763.66	8,074.20	8,397.17	8,733.06
11CA	43.07	7,465.05	7,763.66	8,074.20	8,397.17	8,733.06	9,082.38
12CA	44.79	7,763.66	8,074.20	8,397.17	8,733.06	9,082.38	9,445.67
13CA	46.58	8,074.20	8,397.17	8,733.06	9,082.38	9,445.67	9,823.50
14CA	48.45	8,397.17	8,733.06	9,082.38	9,445.67	9,823.50	10,216.44
15CA	50.38	8,733.06	9,082.38	9,445.67	9,823.50	10,216.44	10,625.10
16CA	52.40	9,082.38	9,445.67	9,823.50	10,216.44	10,625.10	11,050.10
17CA	54.49	9,445.67	9,823.50	10,216.44	10,625.10	11,050.10	11,492.11
18CA	56.67	9,823.50	10,216.44	10,625.10	11,050.10	11,492.11	11,951.79

2026-2027 payrates include a continuing improvement of 4.5% above base payrates for 2025-2026.

After 10 years of-full time service with Los Rios, a longevity increment will be awarded which is 4% of the appropriate range and step.

An additional increment of 4% (8.16%) will be awarded after 15 years.

An additional increment of 4% (12.486%) will be-awarded after 20 years.

An additional increment of 2% (14.736%) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement and any previously earned longevity (rate compounded).

Effective: July 1, 2026

Board Approved: August 12, 2026

Los Rios Community College District
2026-2027
Confidential Administrative Assistant Classified
Annual Salary Schedule
DRAFT

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
3CA	65,456	68,074	70,797	73,629	76,574	79,637
4CA	68,074	70,797	73,629	76,574	79,637	82,822
5CA	70,797	73,629	76,574	79,637	82,822	86,135
6CA	73,629	76,574	79,637	82,822	86,135	89,581
7CA	76,574	79,637	82,822	86,135	89,581	93,164
8CA	79,637	82,822	86,135	89,581	93,164	96,890
9CA	82,822	86,135	89,581	93,164	96,890	100,766
10CA	86,135	89,581	93,164	96,890	100,766	104,797
11CA	89,581	93,164	96,890	100,766	104,797	108,989
12CA	93,164	96,890	100,766	104,797	108,989	113,348
13CA	96,890	100,766	104,797	108,989	113,348	117,882
14CA	100,766	104,797	108,989	113,348	117,882	122,597
15CA	104,797	108,989	113,348	117,882	122,597	127,501
16CA	108,989	113,348	117,882	122,597	127,501	132,601
17CA	113,348	117,882	122,597	127,501	132,601	137,905
18CA	117,882	122,597	127,501	132,601	137,905	143,421

2026-2027 payrates include a continuing improvement of 4.5% above base payrates for 2025-2026.

After 10 years of-full time service with Los Rios, a longevity increment will be awarded which is 4% of the appropriate range and step

An additional increment of 4% (8.16%) will be awarded after 15 years.

An additional increment of 4% (12.486%) will be awarded after 20 years.

An additional increment of 2% (14.736%) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement and any previously earned longevity (rate compounded).

Effective: July 1, 2026

Board Approved: August 12, 2026

Los Rios Community College District
2026-2027
Salary Ranges for Confidential Classified Positions

DRAFT

Job Code	Titles	Range	Full Time Annual Salary		
0286	Confidential Business Services Officer	12C	91,082	-	110,815
0135	Confidential Chancellor's Executive Officer	23C	140,216	-	170,594
0632	Confidential Financial Analyst (E)	19C	119,857	-	145,825
0121	Confidential Human Resources Assistant I	2C	61,532	-	74,863
0148	Confidential Human Resources Assistant II	3C	63,993	-	77,857
0170	Confidential Human Resources Assistant III	4C	66,553	-	80,972
0296	Confidential Human Resources Generalist	16C	106,553		129,638
0119	Confidential Human Resources Specialist I	5C	69,215	-	84,210
0159	Confidential Human Resources Specialist II	6C	71,983	-	87,579
0120	Confidential Human Resources Specialist III	8C	77,857	-	94,725
0708	Confidential Principal Information Systems Auditor (E)	23C	140,216	-	170,594
0638	Confidential Principal Internal Auditor (E)	20C	124,652	-	151,658
0645	Confidential Senior Budget Officer (E)	21C	129,638	-	157,724
0284	Confidential Senior Human Resources Officer (E)	19C	119,857	-	145,825
0644	Public Information Officer (E)	18C	115,248	-	140,216

The salary ranges above are base amounts and do not include longevity increments.

2026-2027 payrates include a continuing improvement of 4.5% above base payrates for 2025-2026.

(E) Exempt employee - not entitled to overtime provisions.

Effective: July 1, 2026

Board approved: August 12, 2026

**Los Rios Community College District
2026-2027**

**Confidential Classified
Monthly Salary Schedule**

DRAFT

Range	Hourly Step 1	Monthly Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1C	28.44	4,930.43	5,127.65	5,332.75	5,546.07	5,767.91	5,998.62
2C	29.58	5,127.65	5,332.75	5,546.07	5,767.91	5,998.62	6,238.56
3C	30.77	5,332.75	5,546.07	5,767.91	5,998.62	6,238.56	6,488.11
4C	32.00	5,546.07	5,767.91	5,998.62	6,238.56	6,488.11	6,747.63
5C	33.28	5,767.91	5,998.62	6,238.56	6,488.11	6,747.63	7,017.53
6C	34.61	5,998.62	6,238.56	6,488.11	6,747.63	7,017.53	7,298.23
7C	35.99	6,238.56	6,488.11	6,747.63	7,017.53	7,298.23	7,590.16
8C	37.43	6,488.11	6,747.63	7,017.53	7,298.23	7,590.16	7,893.77
9C	38.93	6,747.63	7,017.53	7,298.23	7,590.16	7,893.77	8,209.52
10C	40.49	7,017.53	7,298.23	7,590.16	7,893.77	8,209.52	8,537.91
11C	42.11	7,298.23	7,590.16	7,893.77	8,209.52	8,537.91	8,879.41
12C	43.79	7,590.16	7,893.77	8,209.52	8,537.91	8,879.41	9,234.59
13C	45.54	7,893.77	8,209.52	8,537.91	8,879.41	9,234.59	9,603.97
14C	47.36	8,209.52	8,537.91	8,879.41	9,234.59	9,603.97	9,988.12
15C	49.26	8,537.91	8,879.41	9,234.59	9,603.97	9,988.12	10,387.65
16C	51.23	8,879.41	9,234.59	9,603.97	9,988.12	10,387.65	10,803.15
17C	53.28	9,234.59	9,603.97	9,988.12	10,387.65	10,803.15	11,235.27
18C	55.41	9,603.97	9,988.12	10,387.65	10,803.15	11,235.27	11,684.69
19C	57.62	9,988.12	10,387.65	10,803.15	11,235.27	11,684.69	12,152.08
20C	59.93	10,387.65	10,803.15	11,235.27	11,684.69	12,152.08	12,638.15
21C	62.33	10,803.15	11,235.27	11,684.69	12,152.08	12,638.15	13,143.68
22C	64.82	11,235.27	11,684.69	12,152.08	12,638.15	13,143.68	13,669.43
23C	67.41	11,684.69	12,152.08	12,638.15	13,143.68	13,669.43	14,216.20

2026-2027 payrates include a continuing improvement of 4.5% above base payrates for 2025-2026.

After 10 years of full time service with Los Rios, a longevity increment will be awarded which is 4% of the appropriate range and step

An additional increment of 4% (8.16%) will be awarded after 15 years.

An additional increment of 4% (12.486%) will be awarded after 20 years.

An additional increment of 2% (14.736%) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement and any previously earned longevity (rate compounded).

Effective: July 1, 2026

Board approved: August 12, 2026

Los Rios Community College District
2026-2027
Confidential Classified
Annual Salary Schedule
DRAFT

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
1C	59,165	61,532	63,993	66,553	69,215	71,983
2C	61,532	63,993	66,553	69,215	71,983	74,863
3C	63,993	66,553	69,215	71,983	74,863	77,857
4C	66,553	69,215	71,983	74,863	77,857	80,972
5C	69,215	71,983	74,863	77,857	80,972	84,210
6C	71,983	74,863	77,857	80,972	84,210	87,579
7C	74,863	77,857	80,972	84,210	87,579	91,082
8C	77,857	80,972	84,210	87,579	91,082	94,725
9C	80,972	84,210	87,579	91,082	94,725	98,514
10C	84,210	87,579	91,082	94,725	98,514	102,455
11C	87,579	91,082	94,725	98,514	102,455	106,553
12C	91,082	94,725	98,514	102,455	106,553	110,815
13C	94,725	98,514	102,455	106,553	110,815	115,248
14C	98,514	102,455	106,553	110,815	115,248	119,857
15C	102,455	106,553	110,815	115,248	119,857	124,652
16C	106,553	110,815	115,248	119,857	124,652	129,638
17C	110,815	115,248	119,857	124,652	129,638	134,823
18C	115,248	119,857	124,652	129,638	134,823	140,216
19C	119,857	124,652	129,638	134,823	140,216	145,825
20C	124,652	129,638	134,823	140,216	145,825	151,658
21C	129,638	134,823	140,216	145,825	151,658	157,724
22C	134,823	140,216	145,825	151,658	157,724	164,033
23C	140,216	145,825	151,658	157,724	164,033	170,594

2026-2027 payrates include a continuing improvement of 4.5% above base payrates for 2025-2026.

After 10 years of-full time service with Los Rios, a longevity increment will be awarded which is 4% of the appropriate range and step.

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An additional increment of 4% (12.486%) will be-awarded after 20 years.

An additional increment of 2% (14.736%) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement and any previously earned longevity (rate compounded)

Effective: July 1, 2026

Board approved: August 12, 2026

Los Rios Community College District
2026-2027
Salary Ranges for LRCEA Classified Salary Schedule

DRAFT

Job Code	Title	Range	Full Time Annual Salary		
141	Account Clerk I	17	46,556	-	61,265
142	Account Clerk II	21	50,990	-	67,099
143	Account Clerk III	25	55,845	-	73,489
649	Accountant	35	70,103	-	92,251
198	Accounting Specialist	40	78,545	-	103,360
131	Administrative Assistant I	26	57,130	-	75,179
133	Administrative Assistant II	28	59,788	-	78,677
285	Administrative Assistant III	30	62,569	-	82,336
654	Administrative Services Analyst	44	86,024	-	113,202
145	Admissions/Records Evaluator I	26	57,130	-	75,179
151	Admissions/Records Evaluator II	28	59,788	-	78,677
163	Admissions/Records Evaluator/Degree Auditor I	29	61,162	-	80,485
291	Admissions/Records Evaluator/Degree Auditor II	30	62,569	-	82,336
171	Admissions/Records Technician I	17	46,556	-	61,265
172	Admissions/Records Technician II	21	50,990	-	67,099
173	Admissions/Records Technician III	25	55,845	-	73,489
819	Alternate Media Design Specialist	37	73,366	-	96,544
634	Animal Health Instructional Technician	30	62,569	-	82,336
602	Assistant Financial Aid Officer	35	70,103	-	92,251
701	Athletic Trainer	41	80,351	-	105,737
742	Attendance Services Assistant	27	58,443	-	76,908
869	Building Automation and Systems Integration Analyst	57	115,612	-	152,138
128	Buyer	29	61,162	-	80,485
116	Child Development Center Associate Teacher	12	41,553	-	54,681
810	Child Development Center Clerk	20	49,843	-	65,590
199	Child Development Center Lead Teacher	35	70,103	-	92,251
194	Child Development Center Teacher	26	57,130	-	75,179
101	Clerk I (temporary position)	12	41,553	-	54,681
102	Clerk II	16	45,510	-	59,887
103	Clerk III	20	49,843	-	65,590
191	College Development Officer	35	70,103	-	92,251
739	Computer Aided Drafting and Design Assistant	42	82,199	-	108,169
803	Contract Education Program Developer	56	113,013	-	148,717
169	Cosmetology Service Assistant	30	62,569	-	82,336
109	Counseling Clerk I	17	46,556	-	61,265
110	Counseling Clerk II	21	50,990	-	67,099
292	Curriculum Specialist	38	75,053	-	98,764
744	Data Communications Security Specialist	61	126,621	-	166,625
130	Digital Communications & Web Specialist	44	86,024	-	113,202
282	District Financial Aid Specialist	40	78,545	-	103,360
650	Donor Relations Specialist	38	75,053	-	98,764
167	Educational Center Assistant	25	55,845	-	73,489
108	Educational Center Clerk	22	52,162	-	68,642
806	Educational Media Design Specialist	37	73,366	-	96,544
646	Electronics Calibration and Repair Technician	38	75,053	-	98,764
180	Employee Benefits Specialist	40	78,545	-	103,360
175	Employee Benefits Technician	29	61,162	-	80,485
287	Energy Management Controls Specialist	57	115,612	-	152,138
123	Facilities Administrative Support Technician I	22	52,162	-	68,642
293	Facilities Administrative Support Technician II	26	57,130	-	75,179
705	Facilities Planning and Engineering Specialist	56	113,013	-	148,717
700	Facilities Planning Specialist	49	96,382	-	126,833
604	Financial Aid Officer	38	75,053	-	98,764
140	Financial Aid Technician	25	55,845	-	73,489
743	Fiscal Services Accounting Specialist	40	78,545	-	103,360
149	Grant Coordination Clerk	20	49,843	-	65,590
801	Graphic Designer	33	66,987	-	88,150
168	Health Services Assistant	21	50,990	-	67,099
718	Information Technology Business/Technical Analyst I	57	115,612	-	152,138
723	Information Technology Business/Technical Analyst II	61	126,621	-	166,625
748	Information Technology Network Administrator Analyst I	57	115,612	-	152,138

Job Code	Title	Range	Full Time Annual Salary		
749	Information Technology Network Administrator Analyst II	61	126,621	-	166,625
726	Information Technology Specialist I	44	86,024	-	113,202
729	Information Technology Specialist II	50	98,599	-	129,750
745	Information Technology Systems/Database Administrator Analyst I	57	115,612	-	152,138
746	Information Technology Systems/Database Administrator Analyst II	61	126,621	-	166,625
242	Information Technology Cable Plant Assistant	50	98,599	-	129,750
809	Information Technology Technician I	25	55,845	-	73,489
152	Information Technology Technician II	31	64,008	-	84,231
208	Instructional Assistant	28	59,788	-	78,677
166	Instructional Services Assistant I	24	54,590	-	71,836
808	Instructional Services Assistant II	27	58,443	-	76,908
155	Interpreter/Transliterater	36	71,716	-	94,373
207	Laboratory Technician	28	59,788	-	78,677
283	Lead Digital Communications & Web Specialist	46	90,027	-	118,469
706	Lead Facilities Planning and Engineering Specialist	58	118,271	-	155,637
741	Lead Instructional Assistant	30	62,569	-	82,336
866	Lead Instructional Services Assistant	29	61,162	-	80,485
600	Lead Laboratory Technician	30	62,569	-	82,336
241	Lead Library Technician	28	59,788	-	78,677
157	Lead Police Communication Dispatcher	40	78,545	-	103,360
114	Library Technician	26	57,130	-	75,179
105	Maintenance/Operations Clerk	22	52,162	-	68,642
231	Media Systems/Resources Specialist	50	98,599	-	129,750
200	Media Systems/Resources Technician I	32	65,481	-	86,168
223	Media Systems/Resources Technician II	38	75,053	-	98,764
294	Mental Health Advocate	38	75,053	-	98,764
115	Operations Technician	26	57,130	-	75,179
618	Outreach Specialist	38	75,053	-	98,764
660	Payroll Accountant	36	71,716	-	94,373
146	Payroll Clerk	25	55,845	-	73,489
652	Payroll Specialist	40	78,545	-	103,360
179	Payroll Technician	29	61,162	-	80,485
156	Police Communication Dispatcher	38	75,053	-	98,764
107	Printing Services Operator	22	52,162	-	68,642
802	Printing Technician	33	66,987	-	88,150
268	Programmer I	44	86,024	-	113,202
269	Programmer II	50	98,599	-	129,750
174	Public Relations Specialist	38	75,053	-	98,764
640	Public Relations Technician	30	62,569	-	82,336
807	Research Analyst	50	98,599	-	129,750
639	Risk Management Specialist	40	78,545	-	103,360
417	Sacramento Regional Public Safety Training Center (SRPSTC) Developer	56	113,013	-	148,717
125	Senior Buyer/Contract Specialist	40	78,545	-	103,360
735	Senior Information Technology Business/Technical Analyst	64	135,560	-	178,388
750	Senior Information Technology Network Administrator Analyst	64	135,560	-	178,388
196	Senior Information Technology Specialist	57	115,612	-	152,138
747	Senior Information Technology Systems/Database Administrator Analyst	64	135,560	-	178,388
731	Senior Information Technology Technician	38	75,053	-	98,764
178	Senior Printing Services Operator	25	55,845	-	73,489
276	Senior Programmer	57	115,612	-	152,138
838	Sign Shop Operator	28	59,788	-	78,677
158	Staff Resources Center Assistant	28	59,788	-	78,677
124	Student Support Assistant	28	59,788	-	78,677
683	Student Support Specialist	38	75,053	-	98,764
707	TANF/CalWORKs Specialist	38	75,053	-	98,764
271	Telecommunications System Coordinator	57	115,612	-	152,138
272	Telecommunications System Designer	57	115,612	-	152,138
234	Theatre Technician	28	59,788	-	78,677
630	Tutorial Services Assistant	35	70,103	-	92,251

The salary ranges above are base amounts and do not include longevity increments.

2026-2027 payrates include a continuing improvement of 4.5% above base payrates for 2025-2026.

Effective: July 1, 2026

Board approved: August 12, 2026

Los Rios Community College District
2026-2027
LRCEA Classified
Monthly Salary Schedule
DRAFT

Range	Hourly Step 1	Monthly Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
12	19.98	3,462.75	3,601.26	3,745.30	3,895.11	4,050.91	4,212.95	4,381.47	4,556.72
13	20.44	3,542.37	3,684.06	3,831.43	3,984.68	4,144.07	4,309.84	4,482.23	4,661.52
14	20.91	3,623.83	3,768.78	3,919.52	4,076.31	4,239.35	4,408.92	4,585.28	4,768.69
15	21.39	3,707.18	3,855.47	4,009.69	4,170.09	4,336.90	4,510.37	4,690.79	4,878.42
16	21.88	3,792.46	3,944.16	4,101.92	4,265.99	4,436.63	4,614.10	4,798.66	4,990.61
17	22.38	3,879.70	4,034.88	4,196.28	4,364.13	4,538.70	4,720.25	4,909.06	5,105.43
18	22.90	3,968.90	4,127.65	4,292.76	4,464.47	4,643.05	4,828.77	5,021.92	5,222.80
19	23.42	4,060.19	4,222.60	4,391.49	4,567.16	4,749.84	4,939.84	5,137.43	5,342.93
20	23.96	4,153.60	4,319.74	4,492.52	4,672.21	4,859.10	5,053.47	5,255.60	5,465.83
21	24.51	4,249.13	4,419.10	4,595.86	4,779.69	4,970.87	5,169.71	5,376.50	5,591.56
22	25.08	4,346.85	4,520.73	4,701.55	4,889.61	5,085.19	5,288.60	5,500.15	5,720.15
23	25.65	4,446.85	4,624.72	4,809.72	5,002.10	5,202.19	5,410.27	5,626.69	5,851.75
24	26.24	4,549.13	4,731.09	4,920.33	5,117.15	5,321.83	5,534.70	5,756.09	5,986.33
25	26.85	4,653.78	4,839.93	5,033.53	5,234.87	5,444.26	5,662.03	5,888.51	6,124.05
26	27.47	4,760.80	4,951.24	5,149.30	5,355.27	5,569.48	5,792.27	6,023.96	6,264.92
27	28.10	4,870.29	5,065.10	5,267.70	5,478.41	5,697.55	5,925.46	6,162.48	6,408.98
28	28.74	4,982.31	5,181.60	5,388.87	5,604.43	5,828.61	6,061.75	6,304.22	6,556.39
29	29.41	5,096.87	5,300.75	5,512.78	5,733.29	5,962.61	6,201.11	6,449.15	6,707.12
30	30.08	5,214.09	5,422.65	5,639.54	5,865.12	6,099.73	6,343.72	6,597.47	6,861.37
31	30.77	5,334.03	5,547.39	5,769.29	6,000.06	6,240.06	6,489.66	6,749.25	7,019.22
32	31.48	5,456.72	5,675.00	5,902.01	6,138.08	6,383.61	6,638.95	6,904.51	7,180.69
33	32.21	5,582.23	5,805.52	6,037.75	6,279.25	6,530.42	6,791.63	7,063.29	7,345.82
34	32.95	5,710.61	5,939.04	6,176.60	6,423.66	6,680.61	6,947.83	7,225.74	7,514.77
35	33.70	5,841.95	6,075.62	6,318.64	6,571.39	6,834.24	7,107.61	7,391.91	7,687.59
36	34.48	5,976.33	6,215.37	6,463.98	6,722.54	6,991.43	7,271.09	7,561.94	7,864.41
37	35.27	6,113.80	6,358.36	6,612.69	6,877.20	7,152.29	7,438.38	7,735.92	8,045.35
38	36.08	6,254.38	6,504.56	6,764.74	7,035.34	7,316.75	7,609.41	7,913.79	8,230.34
39	36.91	6,398.25	6,654.17	6,920.35	7,197.16	7,485.04	7,784.44	8,095.82	8,419.65
40	37.76	6,545.42	6,807.23	7,079.52	7,362.70	7,657.21	7,963.50	8,282.04	8,613.32
41	38.63	6,695.94	6,963.77	7,242.32	7,532.02	7,833.29	8,146.62	8,472.49	8,811.39
42	39.52	6,849.91	7,123.92	7,408.88	7,705.24	8,013.45	8,333.99	8,667.35	9,014.04
43	40.43	7,007.48	7,287.78	7,579.30	7,882.46	8,197.76	8,525.67	8,866.69	9,221.36
44	41.36	7,168.69	7,455.44	7,753.65	8,063.80	8,386.36	8,721.82	9,070.69	9,433.52
45	42.31	7,333.54	7,626.88	7,931.95	8,249.22	8,579.18	8,922.35	9,279.24	9,650.41
46	43.28	7,502.22	7,802.31	8,114.40	8,438.97	8,776.54	9,127.60	9,492.70	9,872.41
47	44.28	7,674.76	7,981.74	8,301.01	8,633.06	8,978.38	9,337.52	9,711.02	10,099.46
48	45.30	7,851.29	8,165.34	8,491.96	8,831.64	9,184.92	9,552.31	9,934.40	10,331.78
49	46.34	8,031.86	8,353.15	8,687.28	9,034.77	9,396.16	9,772.00	10,162.88	10,569.40
50	47.40	8,216.60	8,545.27	8,887.07	9,242.55	9,612.26	9,996.75	10,396.62	10,812.48
51	48.49	8,405.59	8,741.81	9,091.47	9,455.14	9,833.35	10,226.69	10,635.76	11,061.19
52	49.61	8,598.92	8,942.87	9,300.58	9,672.61	10,059.52	10,461.91	10,880.38	11,315.60
53	50.75	8,796.69	9,148.55	9,514.49	9,895.08	10,290.89	10,702.53	11,130.63	11,575.86
54	51.92	8,999.01	9,358.97	9,733.32	10,122.66	10,527.58	10,948.69	11,386.64	11,842.10
55	53.11	9,205.99	9,574.23	9,957.19	10,355.49	10,769.71	11,200.51	11,648.53	12,114.47
56	54.33	9,417.73	9,794.43	10,186.21	10,593.66	11,017.42	11,458.12	11,916.44	12,393.10
57	55.58	9,634.34	10,019.70	10,420.49	10,837.32	11,270.82	11,721.66	12,190.52	12,678.14
58	56.86	9,855.93	10,250.16	10,660.16	11,086.57	11,530.04	11,991.25	12,470.90	12,969.74
59	58.17	10,082.61	10,485.91	10,905.34	11,341.57	11,795.24	12,267.05	12,757.74	13,268.05
60	59.51	10,314.51	10,727.09	11,156.17	11,602.42	12,066.53	12,549.20	13,051.16	13,573.21
61	60.88	10,551.75	10,973.81	11,412.76	11,869.28	12,344.06	12,837.83	13,351.34	13,885.39
62	62.28	10,794.44	11,226.21	11,675.25	12,142.27	12,627.97	13,133.10	13,658.42	14,204.76
63	63.71	11,042.71	11,484.41	11,943.78	12,421.54	12,918.41	13,435.16	13,972.56	14,531.47
64	65.17	11,296.69	11,748.55	12,218.49	12,707.24	13,215.54	13,744.17	14,293.93	14,865.69
65	66.67	11,556.52	12,018.77	12,499.51	12,999.50	13,519.49	14,060.28	14,622.69	15,207.60

2026-2027 payrates include a continuing improvement of 4.5% above base payrates for 2025-2026.

After 10 years of full time service with Los Rios, a longevity increment will be awarded which is 4% of the appropriate range and step.

An additional increment of 4% (8.16%) will be awarded after 15 years.

An additional increment of 4% (12.486%) will be awarded after 20 years.

An additional increment of 2% (14.736%) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement plus any previously earned longevity (rate compounded).

Effective: July 1, 2026

Board approved: August 12, 2026

Los Rios Community College District
2026-2027
LRCEA Classified
Annual Salary Schedule
DRAFT

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
12	41,553	43,215	44,944	46,741	48,611	50,555	52,578	54,681
13	42,508	44,209	45,977	47,816	49,729	51,718	53,787	55,938
14	43,486	45,225	47,034	48,916	50,872	52,907	55,023	57,224
15	44,486	46,266	48,116	50,041	52,043	54,124	56,289	58,541
16	45,510	47,330	49,223	51,192	53,240	55,369	57,584	59,887
17	46,556	48,419	50,355	52,370	54,464	56,643	58,909	61,265
18	47,627	49,532	51,513	53,574	55,717	57,945	60,263	62,674
19	48,722	50,671	52,698	54,806	56,998	59,278	61,649	64,115
20	49,843	51,837	53,910	56,067	58,309	60,642	63,067	65,590
21	50,990	53,029	55,150	57,356	59,650	62,037	64,518	67,099
22	52,162	54,249	56,419	58,675	61,022	63,463	66,002	68,642
23	53,362	55,497	57,717	60,025	62,426	64,923	67,520	70,221
24	54,590	56,773	59,044	61,406	63,862	66,416	69,073	71,836
25	55,845	58,079	60,402	62,818	65,331	67,944	70,662	73,489
26	57,130	59,415	61,792	64,263	66,834	69,507	72,288	75,179
27	58,443	60,781	63,212	65,741	68,371	71,106	73,950	76,908
28	59,788	62,179	64,666	67,253	69,943	72,741	75,651	78,677
29	61,162	63,609	66,153	68,799	71,551	74,413	77,390	80,485
30	62,569	65,072	67,675	70,381	73,197	76,125	79,170	82,336
31	64,008	66,569	69,232	72,001	74,881	77,876	80,991	84,231
32	65,481	68,100	70,824	73,657	76,603	79,667	82,854	86,168
33	66,987	69,666	72,453	75,351	78,365	81,500	84,759	88,150
34	68,527	71,268	74,119	77,084	80,167	83,374	86,709	90,177
35	70,103	72,907	75,824	78,857	82,011	85,291	88,703	92,251
36	71,716	74,584	77,568	80,670	83,897	87,253	90,743	94,373
37	73,366	76,300	79,352	82,526	85,827	89,261	92,831	96,544
38	75,053	78,055	81,177	84,424	87,801	91,313	94,965	98,764
39	76,779	79,850	83,044	86,366	89,820	93,413	97,150	101,036
40	78,545	81,687	84,954	88,352	91,886	95,562	99,384	103,360
41	80,351	83,565	86,908	90,384	94,000	97,759	101,670	105,737
42	82,199	85,487	88,907	92,463	96,161	100,008	104,008	108,169
43	84,090	87,453	90,952	94,590	98,373	102,308	106,400	110,656
44	86,024	89,465	93,044	96,766	100,636	104,662	108,848	113,202
45	88,002	91,523	95,183	98,991	102,950	107,068	111,351	115,805
46	90,027	93,628	97,373	101,268	105,318	109,531	113,912	118,469
47	92,097	95,781	99,612	103,597	107,741	112,050	116,532	121,194
48	94,215	97,984	101,904	105,980	110,219	114,628	119,213	123,981
49	96,382	100,238	104,247	108,417	112,754	117,264	121,955	126,833
50	98,599	102,543	106,645	110,911	115,347	119,961	124,759	129,750
51	100,867	104,902	109,098	113,462	118,000	122,720	127,629	132,734
52	103,187	107,314	111,607	116,071	120,714	125,543	130,565	135,787
53	105,560	109,783	114,174	118,741	123,491	128,430	133,568	138,910
54	107,988	112,308	116,800	121,472	126,331	131,384	136,640	142,105
55	110,472	114,891	119,486	124,266	129,237	134,406	139,782	145,374
56	113,013	117,533	122,234	127,124	132,209	137,497	142,997	148,717
57	115,612	120,236	125,046	130,048	135,250	140,660	146,286	152,138
58	118,271	123,002	127,922	133,039	138,361	143,895	149,651	155,637
59	120,991	125,831	130,864	136,099	141,543	147,205	153,093	159,217
60	123,774	128,725	133,874	139,229	144,798	150,590	156,614	162,879
61	126,621	131,686	136,953	142,431	148,129	154,054	160,216	166,625
62	129,533	134,715	140,103	145,707	151,536	157,597	163,901	170,457
63	132,513	137,813	143,325	149,059	155,021	161,222	167,671	174,378
64	135,560	140,983	146,622	152,487	158,586	164,930	171,527	178,388
65	138,678	144,225	149,994	155,994	162,234	168,723	175,472	182,491

2026-2027 payrates include a continuing improvement of 4.5% above base payrates for 2025-2026.

After 10 years of full time service with Los Rios, a longevity increment will be awarded which is 4% of the appropriate range and step

An additional increment of 4% (8.16%) will be awarded after 15 years.

An additional increment of 4% (12.486%) will be awarded after 20 years.

An additional increment of 2% (14.736%) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement plus any previously earned longevity (rate compounded).

Effective: July 1, 2026

Board approved: August 12, 2026

Los Rios Community College District
2026-2027
Salary Ranges for LRSA Supervisory Positions (E)
DRAFT

Job Code	Title	Range	Annual Salary			
908	Accounts Payable Supervisor	24V	99,015	-	125,286	
636	Admissions & Records Supervisor	24V	99,015	-	125,286	
901	Business Services Supervisor	26V	107,095	-	135,509	
656	College Operations Supervisor	22V	91,545	-	115,834	
637	Child Development Center Supervisor	20V	84,639	-	107,095	
912	College IT Systems Supervisor ¹	35V	152,429	-	192,872	
905	Counseling Supervisor	20V	84,639	-	107,095	
603	Custodial Supervisor	19V	81,383	-	102,976	
902	Custodial/Receiving Supervisor	22V	91,545	-	115,834	
613	Educational Center Supervisor	23V	95,207	-	120,467	
651	Employee Benefits Supervisor	24V	99,015	-	125,286	
615	Facilities Maintenance - Electrical Systems Supervisor	24V	99,015	-	125,286	
601	Facilities Maintenance - Grounds Supervisor	24V	99,015	-	125,286	
609	Facilities Maintenance - Heating/Ventilation/Air Conditioning (HVAC)/Plumbing Supervisor	25V	102,976	-	130,297	
617	Facilities Maintenance - Structures Supervisor	24V	99,015	-	125,286	
642	Facilities Maintenance - Transportation Supervisor	24V	99,015	-	125,286	
622	Facilities Management Operations Supervisor	21V	88,024	-	111,379	
923	Facilities Projects Supervisor	31V	130,297	-	164,868	
611	Financial Aid Supervisor	24V	99,015	-	125,286	
927	Financial Aid Systems Supervisor	26V	107,095	-	135,509	
657	Fiscal Services Supervisor	26V	107,095	-	135,509	
624	General Accounting Supervisor	28V	115,834	-	146,567	
910	General Services Supervisor, Risk Management	24V	99,015	-	125,286	
289	Hospitality Management - Culinary Supervisor	20V	84,639	-	107,095	
913	Instructional Laboratory Supervisor	22V	91,545	-	115,834	
612	IT Application Systems Supervisor	35V	152,429	-	192,872	
685	IT Production Services Supervisor	35V	152,429	-	192,872	
688	IT Service Delivery Supervisor	35V	152,429	-	192,872	
684	IT Technical Services Supervisor	35V	152,429	-	192,872	
290	Maintenance Technician Supervisor	19V	81,383	-	102,976	
619	Media Resources Supervisor	26V	107,095	-	135,509	
295	Mental Health Clinician Supervisor	26V	107,095	-	135,509	
623	Payroll Supervisor	26V	107,095	-	135,509	
915	Police Communications Supervisor	24V	99,015	-	125,286	
240	Police Sergeant	27V	111,379	-	140,930	
900	Printing Services Supervisor	19V	81,383	-	102,976	
628	Purchasing Supervisor	24V	99,015	-	125,286	
909	SRPSTC Office Supervisor	23V	95,207	-	120,467	
682	Student Life Supervisor	20V	84,639	-	107,095	
681	Student Support Supervisor	20V	84,639	-	107,095	

¹ College IT Systems Supervisor range updated from 34V to 35V effective 07/01/2026

The salary ranges above are base amounts and do not include longevity increments.

2026-2027 payrates include a continuing improvement of 4.5% above base payrates for 2025-2026.

(E) Exempt positions--not entitled to overtime.

Effective: July 1, 2026

Board Approved: July 8, 2026

Board Revised: August 12, 2026

Los Rios Community College District
2026-2027
LRSA Classified Supervisor
Monthly Salary Schedule
DRAFT

Range	Hourly Step 1	Monthly Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
19V	39.13	6,781.94	7,053.22	7,335.35	7,628.76	7,933.92	8,251.27	8,581.32
20V	40.69	7,053.22	7,335.35	7,628.76	7,933.92	8,251.27	8,581.32	8,924.58
21V	42.32	7,335.35	7,628.76	7,933.92	8,251.27	8,581.32	8,924.58	9,281.56
22V	44.01	7,628.76	7,933.92	8,251.27	8,581.32	8,924.58	9,281.56	9,652.82
23V	45.77	7,933.92	8,251.27	8,581.32	8,924.58	9,281.56	9,652.82	10,038.93
24V	47.60	8,251.27	8,581.32	8,924.58	9,281.56	9,652.82	10,038.93	10,440.49
25V	49.51	8,581.32	8,924.58	9,281.56	9,652.82	10,038.93	10,440.49	10,858.11
26V	51.49	8,924.58	9,281.56	9,652.82	10,038.93	10,440.49	10,858.11	11,292.44
27V	53.55	9,281.56	9,652.82	10,038.93	10,440.49	10,858.11	11,292.44	11,744.13
28V	55.69	9,652.82	10,038.93	10,440.49	10,858.11	11,292.44	11,744.13	12,213.90
29V	57.92	10,038.93	10,440.49	10,858.11	11,292.44	11,744.13	12,213.90	12,702.45
30V	60.23	10,440.49	10,858.11	11,292.44	11,744.13	12,213.90	12,702.45	13,210.55
31V	62.64	10,858.11	11,292.44	11,744.13	12,213.90	12,702.45	13,210.55	13,738.97
32V	65.15	11,292.44	11,744.13	12,213.90	12,702.45	13,210.55	13,738.97	14,288.53
33V	67.75	11,744.13	12,213.90	12,702.45	13,210.55	13,738.97	14,288.53	14,860.07
34V	70.46	12,213.90	12,702.45	13,210.55	13,738.97	14,288.53	14,860.07	15,454.48
35V	73.28	12,702.45	13,210.55	13,738.97	14,288.53	14,860.07	15,454.48	16,072.66

2026-2027 payrates include a continuing improvement of 4.5% above base payrates for 2025-2026.

After 10 years of service with Los Rios, a longevity increment will be awarded which will be 4% of the appropriate range and step.

An additional increment of 4% (8.16%) will be awarded after 15 years.

An additional increment of 4% (12.486%) will be awarded after 20 years.

An additional increment of 4% (16.986%) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement plus any previously earned longevity (rate compounded).

Effective: July 1, 2026

Board Approved: July 8, 2026

Board Revised: August 12, 2026

Los Rios Community College District
2026-2027
LRSA Classified Supervisor
Annual Salary Schedule
DRAFT

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
19V	81,383	84,639	88,024	91,545	95,207	99,015	102,976
20V	84,639	88,024	91,545	95,207	99,015	102,976	107,095
21V	88,024	91,545	95,207	99,015	102,976	107,095	111,379
22V	91,545	95,207	99,015	102,976	107,095	111,379	115,834
23V	95,207	99,015	102,976	107,095	111,379	115,834	120,467
24V	99,015	102,976	107,095	111,379	115,834	120,467	125,286
25V	102,976	107,095	111,379	115,834	120,467	125,286	130,297
26V	107,095	111,379	115,834	120,467	125,286	130,297	135,509
27V	111,379	115,834	120,467	125,286	130,297	135,509	140,930
28V	115,834	120,467	125,286	130,297	135,509	140,930	146,567
29V	120,467	125,286	130,297	135,509	140,930	146,567	152,429
30V	125,286	130,297	135,509	140,930	146,567	152,429	158,527
31V	130,297	135,509	140,930	146,567	152,429	158,527	164,868
32V	135,509	140,930	146,567	152,429	158,527	164,868	171,462
33V	140,930	146,567	152,429	158,527	164,868	171,462	178,321
34V	146,567	152,429	158,527	164,868	171,462	178,321	185,454
35V	152,429	158,527	164,868	171,462	178,321	185,454	192,872

2026-2027 payrates include a continuing improvement of 4.5% above base payrates for 2025-2026.

After 10 years of service with Los Rios, a longevity increment will be awarded which will be 4% of the appropriate range and step.

An additional increment of 4% (8.16%) will be awarded after 15 years.

An additional increment of 4% (12.486%) will be awarded after 20 years.

An additional increment of 4% (16.986%) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement plus any previously earned longevity (rate compounded).

Effective: July 1, 2026

Board Approved: July 8, 2026

Board Revised: August 12, 2026

Los Rios Community College District
2026-2027
Salary Ranges for SEIU Classified Positions
DRAFT

Job Code	Titles	Range	Annual Salary
210	College Safety Officer	31	67,419 - 87,595
297	Construction Maintenance Specialist	36	75,134 - 97,935
206	Custodian	21	54,574 - 70,384
230	Environmental Systems Technician	37	76,770 - 100,130
256	Equipment Mechanic I	35	73,501 - 95,745
253	Equipment Mechanic II	39	80,203 - 104,729
221	Grounds Irrigation Specialist/Groundskeeper	31	67,419 - 87,595
220	Grounds Maintenance Technician	31	67,419 - 87,595
211	Groundskeeper	23	56,900 - 73,501
209	Head Custodian	25	59,340 - 76,770
258	Head Grounds Maintenance Technician	35	73,501 - 95,745
213	Head Groundskeeper	27	61,902 - 80,203
233	Kinesiology/Athletics Equipment Technician	22	55,736 - 71,942
239	Lead Custodian	23	56,900 - 73,501
251	Lead Equipment Mechanic	41	83,809 - 109,561
232	Lead Kinesiology/Athletics Equipment Technician	24	58,119 - 75,134
263	Lead Maintenance Cabinetmaker	41	83,809 - 109,561
250	Lead Maintenance Electrician	42	85,703 - 112,085
218	Lead Maintenance Electronic/Alarm Technician	42	85,703 - 112,085
235	Lead Maintenance HVAC Mechanic	44	89,168 - 114,463
252	Lead Maintenance Painter	41	83,809 - 109,561
227	Lead Maintenance Plumber	42	85,703 - 112,085
278	Lead Maintenance Technician	33	70,384 - 91,570
245	Maintenance Cabinetmaker	39	80,203 - 104,729
262	Maintenance Carpenter	39	80,203 - 104,729
246	Maintenance Electrician	39	80,203 - 104,729
261	Maintenance Electronic/Alarm Technician	39	80,203 - 104,729
243	Maintenance HVAC Mechanic	41	83,809 - 109,561
244	Maintenance Locksmith/Glazier	39	80,203 - 104,729
247	Maintenance Painter	39	80,203 - 104,729
248	Maintenance Plumber	39	80,203 - 104,729
255	Maintenance Roofer/Carpenter	39	80,203 - 104,729
215	Maintenance Technician I	29	64,592 - 83,809
222	Maintenance Technician II	31	67,419 - 87,595
259	Police Detective	49	98,449 - 124,570
212	Police Officer	48	96,519 - 122,127
850	Receiving Clerk/Storekeeper	24	58,119 - 75,134
203	Stock Clerk	21	54,574 - 70,384
226	Toolroom Equipment Attendant	23	56,900 - 73,501
204	Utility Worker	21	54,574 - 70,384

The salary ranges above are base amounts and do not include longevity increments.

2026-2027 payrates include a continuing improvement of 2.2% above base payrates for 2025-2026.

Effective: July 1, 2026

Board approved: August 12, 2026

Los Rios Community College District
2026-2027
SEIU Classified
Monthly Salary Schedule
DRAFT

Range	Hourly Step 1	Monthly Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
21	26.24	4,547.87	4,741.63	4,944.96	5,158.51	5,382.70	5,618.22	5,865.36
22	26.80	4,644.71	4,843.27	5,051.72	5,270.67	5,507.64	5,741.77	5,995.16
23	27.36	4,741.63	4,944.96	5,158.51	5,382.70	5,618.22	5,865.36	6,125.08
24	27.94	4,843.27	5,051.72	5,270.67	5,507.64	5,741.77	5,995.16	6,261.16
25	28.53	4,944.96	5,158.51	5,382.70	5,618.22	5,865.36	6,125.08	6,397.47
26	29.14	5,051.72	5,270.67	5,507.64	5,741.77	5,995.16	6,261.16	6,540.53
27	29.76	5,158.51	5,382.70	5,618.22	5,865.36	6,125.08	6,397.47	6,683.61
28	30.41	5,270.67	5,507.64	5,741.77	5,995.16	6,261.16	6,540.53	6,834.01
29	31.05	5,382.70	5,618.22	5,865.36	6,125.08	6,397.47	6,683.61	6,984.08
30	31.77	5,507.64	5,741.77	5,995.16	6,261.16	6,540.53	6,834.01	7,141.95
31	32.41	5,618.22	5,865.36	6,125.08	6,397.47	6,683.61	6,984.08	7,299.59
32	33.13	5,741.77	5,995.16	6,261.16	6,540.53	6,834.01	7,141.95	7,465.19
33	33.84	5,865.36	6,125.08	6,397.47	6,683.61	6,984.08	7,299.59	7,630.85
34	34.59	5,995.16	6,261.16	6,540.53	6,834.01	7,141.95	7,465.19	7,804.86
35	35.34	6,125.08	6,397.47	6,683.61	6,984.08	7,299.59	7,630.85	7,978.78
36	36.12	6,261.16	6,540.53	6,834.01	7,141.95	7,465.19	7,804.86	8,161.25
37	36.91	6,397.47	6,683.61	6,984.08	7,299.59	7,630.85	7,978.78	8,344.15
38	37.73	6,540.53	6,834.01	7,141.95	7,465.19	7,804.86	8,161.25	8,535.73
39	38.56	6,683.61	6,984.08	7,299.59	7,629.30	7,978.78	8,344.15	8,727.39
40	39.43	6,834.01	7,141.95	7,465.19	7,804.86	8,161.25	8,535.73	8,928.77
41	40.29	6,984.08	7,299.59	7,630.85	7,978.78	8,344.15	8,727.39	9,130.10
42	41.20	7,141.95	7,465.19	7,804.86	8,161.25	8,535.73	8,928.77	9,340.42
43	42.03	7,285.00	7,590.97	7,928.77	8,281.60	8,650.13	9,030.74	9,428.09
44	42.87	7,430.70	7,727.93	8,060.23	8,406.82	8,768.32	9,145.35	9,538.60
45	43.73	7,579.32	7,882.49	8,197.79	8,542.10	8,909.41	9,283.60	9,682.80
46	44.60	7,730.90	8,040.14	8,361.75	8,696.22	9,044.06	9,419.39	9,810.30
47	45.49	7,885.52	8,200.94	8,528.98	8,870.14	9,224.95	9,593.94	9,977.70
48	46.40	8,043.23	8,364.96	8,699.56	9,047.54	9,409.44	9,785.82	10,177.26
49	47.33	8,204.10	8,532.26	8,873.55	9,228.49	9,597.63	9,981.54	10,380.80

2026-2027 payrates include a continuing improvement of 2.2% above base payrates for 2025-2026.

After 10 full years of full-time service with Los Rios, a longevity increment will be awarded which will be 4% of the appropriate range and step.

An additional increment of 4% (8.16%) will be awarded after 15 years.

An additional increment of 4% (12.486%) will be awarded after 20 years.

An additional increment of 4% (16.986%) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement plus any previously earned longevity (rate compounded).

Effective: July 1, 2026

Board approved: August 12, 2026

Los Rios Community College District
2026-2027
SEIU Classified
Annual Salary Schedule
DRAFT

Range	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
21	54,574	56,900	59,340	61,902	64,592	67,419	70,384
22	55,736	58,119	60,621	63,248	66,092	68,901	71,942
23	56,900	59,340	61,902	64,592	67,419	70,384	73,501
24	58,119	60,621	63,248	66,092	68,901	71,942	75,134
25	59,340	61,902	64,592	67,419	70,384	73,501	76,770
26	60,621	63,248	66,092	68,901	71,942	75,134	78,486
27	61,902	64,592	67,419	70,384	73,501	76,770	80,203
28	63,248	66,092	68,901	71,942	75,134	78,486	82,008
29	64,592	67,419	70,384	73,501	76,770	80,203	83,809
30	66,092	68,901	71,942	75,134	78,486	82,008	85,703
31	67,419	70,384	73,501	76,770	80,203	83,809	87,595
32	68,901	71,942	75,134	78,486	82,008	85,703	89,582
33	70,384	73,501	76,770	80,203	83,809	87,595	91,570
34	71,942	75,134	78,486	82,008	85,703	89,582	93,658
35	73,501	76,770	80,203	83,809	87,595	91,570	95,745
36	75,134	78,486	82,008	85,703	89,582	93,658	97,935
37	76,770	80,203	83,809	87,595	91,570	95,745	100,130
38	78,486	82,008	85,703	89,582	93,658	97,935	102,429
39	80,203	83,809	87,595	91,552	95,745	100,130	104,729
40	82,008	85,703	89,582	93,658	97,935	102,429	107,145
41	83,809	87,595	91,570	95,745	100,130	104,729	109,561
42	85,703	89,582	93,658	97,935	102,429	107,145	112,085
43	87,420	91,092	95,145	99,379	103,802	108,369	113,137
44	89,168	92,735	96,723	100,882	105,220	109,744	114,463
45	90,952	94,590	98,373	102,505	106,913	111,403	116,194
46	92,771	96,482	100,341	104,355	108,529	113,033	117,724
47	94,626	98,411	102,348	106,442	110,699	115,127	119,732
48	96,519	100,380	104,395	108,571	112,913	117,430	122,127
49	98,449	102,387	106,483	110,742	115,172	119,778	124,570

2026-2027 payrates include a continuing improvement of 2.2% above base payrates for 2025-2026.

After 10 full years of full-time service with Los Rios, a longevity increment will be awarded which will be 4% of the appropriate range and step.

An additional increment of 4% (8.16%) will be awarded after 15 years.

An additional increment of 4% (12.486%) will be awarded after 20 years.

An additional increment of 4% (16.986%) will be awarded after 25 years.

Longevity increments 2, 3 and 4 are based on current step placement plus any previously earned longevity (rate compounded).

Effective: July 1, 2026

Board approved: August 12, 2026

Los Rios Community College District
Salary Schedule for Y-Rated Positions

2026-2027

DRAFT

Job Code	Job Title	Range	Hourly Step 1	Monthly Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
0185	Bookstore Assistant Manager*	37	27.21	4,715.80	4,904.43	5,100.61	5,304.64	5,516.82	5,737.50
0643	Technical Director - Harris Center for the Arts**	22V	33.65	5,832.47	6,065.77	6,308.40	6,560.74	6,823.17	6,959.63

* Effective 6/1/20, Salary Schedule - LRCEA - Interim 2019-2020

** Effective 7/1/20, Salary Schedule - LRSA - Interim 2020-2021

Y-Rated positions are not subject to one-time or continuing salary schedule improvements.

Longevity percentages are based on the employee's current bargaining unit contract.

Effective: July 1, 2026

Board approved: August 12, 2026

LOS RIOS COMMUNITY COLLEGE DISTRICT
Memorandum of Understanding
RetroActive Salary Schedule Improvement 2025-26 and Continuing 2026-27 Improvement
LRCEA

Background

Due to several factors, including strategic enrollment management, unused ongoing resources, and other resources, the unit has ample one-time resources available.

For LRCEA, the District is recommending a one-time off salary schedule improvement of 7% for 2025-26 salary.

The 2026-27 State Budget Act includes a 2.87% statutory cost-of-living adjustment (COLA) and a 1.44% discretionary COLA. These resources, combined with strategic enrollment management and the District's prudent budgeting practices, allow the District to provide ongoing salary schedule increases for the 2026-27 fiscal year. LRCEA's priority for these ongoing resources includes a 4.5% ongoing salary schedule increase.

As a condition of receiving the 1.44% discretionary COLA, community college districts must implement the provisions of Assembly Bill 65, which provide eligible employees with up to 14 weeks of paid pregnancy disability leave. Significant uncertainties remain at the state level regarding the implementation and cost of this new benefit.

It is recommended that LRCEA commit to using unit resources to fund the estimated costs of paid pregnancy disability leave attributable to LRCEA-represented employees, including costs incurred retroactive to July 1, 2026, and ongoing costs in future years. Because implementation guidance and utilization data remain limited, the specific amounts cannot yet be determined. The District will notify LRCEA by August 2027 of the estimated retroactive and ongoing unit resources required. The required funding amounts will be adjusted as actual cost and utilization information becomes available.

Any residual funds from the 2025-26 compensation calculation will be carried forward to 2026-27 and any residual 2026-27 funds will be carried forward to 2027-28. Those funds will be available to the units to support compensation cost increases/improvements in 2027-28.

Agreed Items

The District and LRCEA agree to the following compensation and benefit adjustments:

2025-26 Retroactive salary schedule improvement

The 2025-26 off salary schedule payments shall be calculated at 7% of the interim salary schedule. This shall be paid in August 2026 and is the final improvement for the 2025-26 year. Compensation for this one-time improvement is not compliant off salary schedule pay special compensation for CalPERS' purposes, since all employee units received a permanent continuing improvement in the 2025-26 fiscal year. Therefore, the compensation shall not be reported to CalPERS as additional compensation for the purposes of pension calculations.

Any residual funds from 2025-26 will be carried forward to 2026-27.

2026-27 Continuing Salary schedule improvement

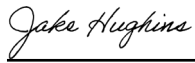
Effective July 1, 2026, the 2026-27 base salary schedules shall be improved by 4.5% as an advance against 2026-27 new revenue. The adjusted salary schedule shall be effective July 1, 2026, with corresponding salary payments reflected beginning in August 2026.

Any residual funds from 2026-27 will be carried forward to 2027-28.

14 weeks of paid pregnancy disability leave

LRCEA commits to using unit resources to fund the estimated costs of paid pregnancy disability leave attributable to LRCEA-represented employees, including costs incurred retroactive to July 1, 2026, and ongoing costs in future years. Because implementation guidance and utilization data remain limited, the specific amounts cannot yet be determined. The District will notify LRCEA by August 2027 of the estimated retroactive and ongoing LRCEA resources required. The required funding amounts will be adjusted as actual cost and utilization becomes available.

For LRCEA:



Jake Hughins



Ken Cooper

For the District:



Carrie Bray



Jamie Ruggles

LOS RIOS COMMUNITY COLLEGE DISTRICT
Memorandum of Understanding
RetroActive Salary Schedule Improvement 2025-26 and Continuing 2026-27 Improvement
SEIU

Background

Due to several factors, including strategic enrollment management, unused ongoing resources, and other resources, the unit has ample one-time resources available.

For SEIU, the District is recommending a one-time off salary schedule improvement of 7% for 2025-26 salary. In addition, to encourage participation in a High-Deductible Health Plan (HDHP), the District proposes an additional Health Savings Account (HSA) contribution for 2028. Eligible SEIU employees would receive \$104 per month above the SEIU's established contribution, for each prospective month their HSA is available for funding, up to \$1,248 for the year. The contribution would be shared equally between the District and SEIU.

The 2026-27 State Budget Act includes a 2.87% statutory cost-of-living adjustment (COLA) and a 1.44% discretionary COLA. These resources, combined with strategic enrollment management and the District's prudent budgeting practices, allow the District to provide ongoing salary schedule increases for the 2026-27 fiscal year. SEIU's priorities for these ongoing resources include:

- A 2.2% ongoing schedule increase; and
- An increase of \$300 to the District Medical Contribution, effective January 1, 2027.

As a condition of receiving the 1.44% discretionary COLA, community college districts must implement the provisions of Assembly Bill 65, which provide eligible employees with up to 14 weeks of paid pregnancy disability leave. Significant uncertainties remain at the state level regarding the implementation and cost of this new benefit.

It is recommended that SEIU commit to using unit resources to fund the estimated costs of paid pregnancy disability leave attributable to SEIU-represented employees, including costs incurred retroactive to July 1, 2026, and ongoing costs in future years. Because implementation guidance and utilization data remain limited, the specific amounts cannot yet be determined. The District will notify SEIU by August 2027 of the estimated retroactive and ongoing unit resources required. The required funding amounts will be adjusted as actual cost and utilization information becomes available.

Any residual funds from the 2025-26 compensation calculation will be carried forward to 2026-27 and any residual 2026-27 funds will be carried forward to 2027-28. Those funds will be available to the units to support compensation cost increases/improvements in 2027-28.

Agreed Items

The District and SEIU, Local 1021, agree to the following compensation and benefit adjustments:

2025-26 Retroactive salary schedule improvement

The 2025-26 off salary schedule payments shall be calculated at 7% of the interim salary schedule. This shall be paid in August 2026 and is the final improvement for the 2025-26 year. Compensation for this one-time improvement is not compliant off salary schedule pay special compensation for CalPERS' purposes, since all employee units received a permanent continuing improvement in the 2025-26 fiscal year. Therefore, the compensation shall not be reported to CalPERS as additional compensation for the purposes of pension calculations.

Any residual funds from 2025-26 will be carried forward to 2026-27.

2026-27 Continuing Salary schedule improvement

Effective July 1, 2026, the 2026-27 base salary schedules shall be improved by 2.2% as an advance against 2026-27 new revenue. The adjusted salary schedule shall be effective July 1, 2026, with corresponding salary payments reflected beginning in August 2026.

Any residual funds from 2026-27 will be carried forward to 2027-28.

Medical

Eligible SEIU employees shall receive an increase of \$300 per month to the District medical contributions, effective January 1, 2027.

For 2028 only, eligible SEIU employees who are enrolled in a District HDHP, will receive an additional HSA contribution of \$104 per month above SEIU's established contribution, for each prospective month their HSA is available for funding, totaling up to \$1,248 for the calendar year. The cost of the contribution will be shared equally between the District and SEIU.

14 weeks of paid pregnancy disability leave

SEIU commits to using unit resources to fund the estimated costs of paid pregnancy disability leave attributable to SEIU-represented employees, including costs incurred retroactive to July 1, 2026, and ongoing costs in future years. Because implementation guidance and utilization data remain limited, the specific amounts cannot yet be determined. The District will notify SEIU by August 2027 of the estimated retroactive and ongoing SEIU resources required. The required funding amounts will be adjusted as actual cost and utilization becomes available.

For SEIU, Local 1021:

Kaden Kratzer

Kaden Kratzer (Jul 30, 2026 23:54:41 PDT)

Kaden Kratzer, Education Team Field Director

For the District:



Carrie Bray



Jamie Ruggles

LOS RIOS COMMUNITY COLLEGE DISTRICT
Memorandum of Understanding
RetroActive Salary Schedule Improvement 2025-26 and Continuing 2026-27 Improvement
LRSA

Background

Due to several factors, including strategic enrollment management, unused ongoing resources, and other resources, the unit has ample one-time resources available.

For LRSA, the District is recommending a one-time off salary schedule improvement of 5% for 2025-26 salary. In addition, to encourage participation in a High-Deductible Health Plan (HDHP), the District proposes an additional Health Savings Account (HSA) contribution for 2028. Eligible LRSA employees would receive \$104 per month above the LRSA's established contribution, for each prospective month their HSA is available for funding, up to \$1,248 for the year. The contribution would be shared equally between the District and LRSA.

The 2026-27 State Budget Act includes a 2.87% statutory cost-of-living adjustment (COLA) and a 1.44% discretionary COLA. These resources, combined with strategic enrollment management and the District's prudent budgeting practices, allow the District to provide ongoing salary schedule increases for the 2026-27 fiscal year. LRSA's priority for these ongoing resources includes a 4.5% ongoing salary schedule increase

As a condition of receiving the 1.44% discretionary COLA, community college districts must implement the provisions of Assembly Bill 65, which provide eligible employees with up to 14 weeks of paid pregnancy disability leave. Significant uncertainties remain at the state level regarding the implementation and cost of this new benefit.

It is recommended that LRSA commit to using unit resources to fund the estimated costs of paid pregnancy disability leave attributable to LRSA-represented employees, including costs incurred retroactive to July 1, 2026, and ongoing costs in future years. Because implementation guidance and utilization data remain limited, the specific amounts cannot yet be determined. The District will notify LRSA by August 2027 of the estimated retroactive and ongoing unit resources required. The required funding amounts will be adjusted as actual cost and utilization information becomes available.

Any residual funds from the 2025-26 compensation calculation will be carried forward to 2026-27 and any residual 2026-27 funds will be carried forward to 2027-28. Those funds will be available to the units to support compensation cost increases/improvements in 2027-28.

Agreed Items

The District and LRSA agree to the following compensation and benefit adjustments:

2025-26 Retroactive salary schedule improvement

The 2025-26 off salary schedule payments shall be calculated at 5% of the interim salary schedule. This shall be paid in August 2026 and is the final improvement for the 2025-26 year. Compensation for this one-time improvement is not compliant off salary schedule pay special compensation for CalPERS' purposes, since all employee units received a permanent continuing improvement in the 2025-26 fiscal year. Therefore, the compensation shall not be reported to CalPERS as additional compensation for the purposes of pension calculations.

Any residual funds from 2025-26 will be carried forward to 2026-27.

2026-27 Continuing Salary schedule improvement

Effective July 1, 2026, the 2026-27 base salary schedules shall be improved by 4.5% as an advance against 2026-27 new revenue. The adjusted salary schedule shall be effective July 1, 2026, with corresponding salary payments reflected beginning in August 2026.

Any residual funds from 2026-27 will be carried forward to 2027-28.

Medical

For 2028 only, eligible LRSA employees who are enrolled in a District HDHP, will receive an additional HSA contribution of \$104 per month above LRSA's established contribution, for each prospective month their HSA is available for funding, totaling up to \$1,248 for the calendar year. The cost of the contribution will be shared equally between the District and LRSA.

14 weeks of paid pregnancy disability leave

LRSA commits to using unit resources to fund the estimated costs of paid pregnancy disability leave attributable to LRSA-represented employees, including costs incurred retroactive to July 1, 2026, and ongoing costs in future years. Because implementation guidance and utilization data remain limited, the specific amounts cannot yet be determined. The District will notify LRSA by August 2027 of the estimated retroactive and ongoing LRSA resources required. The required funding amounts will be adjusted as actual cost and utilization becomes available.

For LRSA:



Jana Perry



Alessandra Castaneda

For the District:



Carrie Bray



Jamie Ruggles

LOS RIOS COMMUNITY COLLEGE DISTRICT
Amended and Restated Memorandum of Understanding
RetroActive Salary Schedule Improvement 2025-26 and Continuing 2026-27 Improvement
LRCFT

This MOU supersedes and replaces in its entirety the Memorandum of Understanding entered into by the parties on August 2, 2026. This Amended and Restated MOU incorporates all agreed-upon revisions and constitutes the parties' complete agreement regarding this subject. It shall be effective as of August 5, 2026.

Background

Due to several factors, including strategic enrollment management, unused ongoing resources, and other resources, the unit has ample one-time resources available.

For LRCFT, the District is recommending a one-time off salary schedule improvement of 9% for 2025-26 salary. In addition, to encourage participation in a High-Deductible Health Plan (HDHP), the District proposes an additional Health Savings Account (HSA) contribution for 2028. Eligible LRCFT employees would receive \$104 per month above the LRCFT's established contribution, for each prospective month their HSA is available for funding, up to \$1,248 for the year. The contribution would be shared equally between the District and LRCFT.

The 2026-27 State Budget Act includes a 2.87% statutory cost-of-living adjustment (COLA) and a 1.44% discretionary COLA. These resources, combined with strategic enrollment management and the District's prudent budgeting practices, allow the District to provide ongoing salary schedule increases for the 2026-27 fiscal year. LRCFT's priorities for these ongoing resources include the following:

- A 3.5% ongoing salary schedule increase;
- Add \$250 between each step 16-25;
- An increase of \$70 to the District medical contributions, effective January 1, 2027.

As a condition of receiving the 1.44% discretionary COLA, community college districts must implement the provisions of Assembly Bill 65, which provide eligible employees with up to 14 weeks of paid pregnancy disability leave. Significant uncertainties remain at the state level regarding the implementation and cost of this new benefit.

It is recommended that LRCFT commit to using unit resources to fund the estimated costs of paid pregnancy disability leave attributable to LRCFT-represented employees, including costs incurred retroactive to July 1, 2026, and ongoing costs in future years. Because implementation guidance and utilization data remain limited, the specific amounts cannot yet be determined. The District will notify LRCFT by August 2027 of the estimated retroactive and ongoing unit resources required. The required funding amounts will be adjusted as actual cost and utilization information becomes available.

Any residual funds from the 2025-26 compensation calculation will be carried forward to 2026-27 and any residual 2026-27 funds will be carried forward to 2027-28. Those funds will be available to the units to support compensation cost increases/improvements in 2027-28.

Agreed Items

The District and LRCFT agree to the following compensation and benefit adjustments:

2025-26 Retroactive salary schedule improvement

The 2025-26 off salary schedule payments shall be calculated at 9% of the interim salary schedule. This shall be paid in August 2026 and is the final improvement for the 2025-26 year. Compensation for this one-time improvement is not compliant off salary schedule pay special compensation for CalPERS' purposes, since all employee units received a permanent continuing improvement in the 2025-26 fiscal year. Therefore, the compensation shall not be reported to CalPERS as additional compensation for the purposes of pension calculations.

Any residual funds from 2025-26 will be carried forward to 2026-27.

2026-27 Continuing Salary schedule improvement

Effective July 1, 2026, the 2026-27 base salary schedules shall be improved by 3.5% as an advance against 2026-27 new revenue. The adjusted salary schedule shall be effective July 1, 2026, with corresponding salary payments reflected beginning in August 2026. In addition, the 2026-27 base salary schedules for Steps 16-25 will receive \$250 between each step prior to the 3.5% advance. The effective date for this improvement is 7/1/2026 and payments updated no later than September 2026.

Any residual funds from 2026-27 will be carried forward to 2027-28.

Medical

Eligible LRCFT employees will receive an increase of \$70 to the District medical contributions, effective January 1, 2027.

For 2028 only, eligible LRCFT employees who are enrolled in a District HDHP, will receive an additional HSA contribution of \$104 per month above LRCFT's established contribution, for each prospective month their HSA is available for funding, totaling up to \$1,248 for the calendar year. The cost of the contribution will be shared equally between the District and LRCFT.

14 weeks of paid pregnancy disability leave

LRCFT commits to using unit resources to fund the estimated costs of paid pregnancy disability leave attributable to LRCFT-represented employees, including costs incurred retroactive to July 1, 2026, and ongoing costs in future years. Because implementation guidance and utilization data remain limited, the specific amounts cannot yet be determined. The District will notify LRCFT by August 2027 of the estimated retroactive and ongoing LRCFT resources required. The required funding amounts will be adjusted as actual cost and utilization becomes available.

For LRCFT:



jason newman (Aug 5, 2026 13:15:18 PDT)

Jason Newman, LRCFT President



Belinda Lum (Aug 5, 2026 11:30:15 PDT)

Belinda Lum, LRCFT Chief Negotiator

For the District:



Carrie Bray, Vice Chancellor, Human Resources



Jamie Ruggles, Associate Vice Chancellor, Finance

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: August 12, 2026

SUBJECT:	SEIU Collective Bargaining Agreement 2025-2028	ATTACHMENT:	
		ENCLOSURE: SEIU Contract	
		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:	 Torrence Powell, Chancellor	ACTION	X
		INFORMATION	

BACKGROUND:

Service Employees International Union, Local 1021 (SEIU) is the exclusively recognized representative of classified professionals in the maintenance, operations, and campus police officers bargaining unit. The District and SEIU last entered into a collectively bargained agreement in 2021. Following good faith negotiations, the parties have reached tentative agreement on a successor contract for a three-year period (July 1, 2025 through June 30, 2028). The tentative agreement was ratified in July 2026 by a majority vote of SEIU unit members.

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 this statute does not apply to community colleges, the District is 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 specially required, is still appropriate and prudent.

STATUS:

The tentative agreement with SEIU proposed for adoption features language clarifications, gender-neutral pronouns, and administrative updates to reflect current practices and legislative changes. Additionally, provisions from existing memoranda of understanding (MOUs) entered into during the prior contract period have been incorporated. Major provisions of the agreement include:

- **Article 2: Union Rights**
 - Updates to employee information provided regularly to SEIU (Section 2.3.3);
 - Updates to the orientation process for new hires (Section 2.3.3.1);
- **Article 6: Personnel Policies**
 - Establish a subcommittee to update the Report of Job Performance evaluation form to

- include DEIA principles, in accordance with state law (Section 6.1.7);
 - Update the length of most probationary periods from 12 months to six months, in accordance with state law (Section 6.3);
 - Adjust the timing of probationary and conditional evaluations (Sections 6.1.1.2 and 6.5.1.2);
 - Adjust the reclassification language to reflect current practice with the Reclassification Review Board (Section 6.9);
- **Article 8: Work Schedules & Overtime**
 - Incorporate College Safety Officers into shift bidding, compensatory time off, and overtime provisions (Sections 8.3, 8.5.2.1.1, and 8.6.3);
 - Update overtime provision to reflect state and federal law (Section 8.5.1);
- **Article 9: Leaves with Pay**
 - Establish reproductive loss events as eligible for paid leaves (Sections 9.4.1 and 9.11);
 - Expand eligibility for personal necessity leave for reasons related to immigration or citizenship status (Section 9.4.1);
 - Add the ability to identify a designated person as immediate family, in compliance with state law (Section 9.4.2);
 - Increase the vacation accrual rate for employees with service length between five and ten years from 15 days per year to 18 days per year (Section 9.17.1.2);
 - Increase maximum amount of vacation day accrual from 45 days to 60 days (Section 9.17.4.4);
- **Article 11: Compensation**
 - Clarify longevity language for compliance with CalPERS regulations (Section 11.4);
 - Establish Field Training Officer pay for College Safety Officers (Section 11.6.6);
 - Clarify shift differential language for compliance with CalPERS regulations (Section 11.7.1);
 - Conduct a study regarding salary differentials for lead trades positions (Section 11.7.2);
 - Adjust the salary step placement upon promotion to allow increases up to 8% (Section 11.7.3);
- **Article 13: Safety**
 - Conduct a workload study of facilities maintenance, grounds, and custodial classifications, to include safety and training needs assessments (Section 13.1.1);
 - Establish training requirements for encampment cleaning and bloodborne pathogens (Sections 13.10 and 13.11);
- **Article 15: Uniforms**
 - Increase annual Police Officer and Detective uniform allowance from \$725 to \$775 (Section 15.2.2.2);
 - Expand uniform options and adjust replacement practices for members not in the Police Department (Section 15.3);
 - Establish annual \$200 footwear allowance for members not in the Police Department, to

be funded by the unit (Section 15.3.5); and

- **Appendix A: Salary & Benefits**

- Include CalPERS limit on reporting off salary schedule improvements (Section A.18).

RECOMMENDATION:

It is recommended that the Board of Trustees approve the disclosure information and adopt the collective bargaining agreement with SEIU for the period of July 1, 2025 through June 30, 2028.