

LOS RIOS COMMUNITY COLLEGE DISTRICT

BOARD MEETING AGENDA

Wednesday, July 13, 2022

12:00pm – Closed Session

2:15pm – Special Board Study Session

5:30pm – Regular Board Meeting

Starting times are approximate but will not begin before the time noted.

Meeting Location:

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

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

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. 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 (two cases)

B. Pursuant to Government Code section 54957: Public Employee Performance Evaluation: Chancellor

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

5. ACTION

A. Chancellor's Contract ([page 3](#))

6. SPECIAL STUDY SESSION

A. Board of Trustees/Chancellor Goals: Celebrating Successes and Planning for FY 2022-23 ([page 4](#))

Brian King

7. CONSENT CONSIDERATIONS

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

A. Board Meeting Minutes: June 8, 2022 ([page 5](#))

Brian King

B. Acceptance of Gifts: Colleges and Foundation ([page 16](#))

Mario Rodriguez

C. Special Event Authorization ([page 19](#))

Jake Knapp

D. Ratify: Grants and Contracts Awarded ([page 20](#))

Brian King

E. Ratify: Bid Transactions ([page 22](#))

Mario Rodriguez

F. Ratify: Affiliation and Other Agreements ([page 23](#))

Mario Rodriguez

G. Purchase Orders, Warrants, Checks and Electronic Transfers (page 24)	Mario Rodriguez
H. Disposition of Surplus Equipment (page 26)	Mario Rodriguez
I. Classification of Contract Employees 2021-22 (page 27)	Mario Rodriguez
J. Human Resources Transactions (page 32)	Mario Rodriguez

8. ACTION	
A. Contract Award: ARC Tech Ed Building (page 69)	Mario Rodriguez
B. Resolution No. 2022-11: Five Year Capital Outlay Plan (page 70)	Mario Rodriguez
C. Resolution No. 2022-12: Declaring a Portion of 2815 Paseo Drive as Exempt Surplus Property and Authorizing its Exchange with the City of Rancho Cordova (page 73)	Jake Knapp

9. INFORMATION	
A. California's Evolving Approach to Basic Skills: Overview of Current and Proposed Statewide Legislative Initiatives Addressing Remediation and Placement (page 79)	Brian King
B. Update on Districtwide Outreach Services (page 102)	Brian King

10. BOARD MEMBER REPORTS

11. FUTURE AGENDA ITEMS

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

13. ADJOURNMENT

LOS RIOS BOARD OF TRUSTEES			
Tami Nelson President ▪ Area 7	John Knight Vice President ▪ Area 3	Dustin Johnson ▪ Area 1 Robert Jones ▪ Area 2 Kelly Wilkerson ▪ Area 4	Pamela Haynes ▪ Area 5 Deborah Ortiz ▪ Area 6 Trajan Robinson ▪ Student Trustee
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: August 10, 2022			
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: July 13, 2022

SUBJECT:	Chancellor's Contract	ATTACHMENT: None
		ENCLOSURE: None
AGENDA ITEM:	Action Item 5.A	TYPE OF BOARD CONSIDERATION: ACTION

BACKGROUND

Annually at its July meeting, the Board of Trustees evaluates the performance of the Chancellor in closed session.

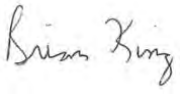
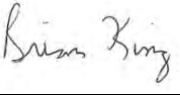
RECOMMENDATION

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

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2022

SUBJECT:	Board of Trustees/Chancellor Goals: Celebrating Successes and Planning for FY 2022-23	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Special Study Session Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King, Chancellor 	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor 	ACTION	
		INFORMATION	X

STATUS:

The Board of Trustees establishes Goals for the Board and the Chancellor for each fiscal year beginning July 1. During the past year, Los Rios has accomplished a great deal in addressing the Goals for 2021-22. A broad group of leaders will present to the Board progress made towards the Board and Chancellor's Goals for the current fiscal year that ended on June 30, 2022. In addition, staff will present information for consideration by the Board in development of Goals for FY 2022-23 beginning July 2022. This discussion is a continuation of the June 8, 2022 presentation.

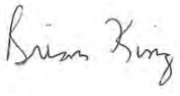
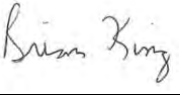
RECOMMENDATION:

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

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2022

SUBJECT:	Board Meeting Minutes: June 8, 2022	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King, Chancellor 	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor 	ACTION	
		INFORMATION	

STATUS:

The minutes of the Board of Trustees meeting held on June 8, 2022 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 June 8, 2022.

LOS RIOS COMMUNITY COLLEGE DISTRICT
Board Meeting Minutes
Wednesday, June 8, 2022

1. CALL TO ORDER

The board meeting was called to order by President Nelson at 3:00 p.m., in the Tiff Martinez Board Room at Los Rios Community College District, 1919 Spanos Court, Sacramento, California.

Present:

Ms. Tami Nelson, President
Mr. John Knight, Vice President
Mr. Dustin Johnson
Mr. Robert Jones
Ms. Pamela Haynes
Ms. Deborah Ortiz
Ms. Kelly Wilkerson

Trajan Robinson, Student Trustee

Dr. Brian King, Chancellor

2. ORAL COMMUNICATIONS

Board President Nelson presented the Crystal Apple Award to Sacramento City College President Michael Gutierrez for his outstanding contributions to education.

3. SPECIAL STUDY SESSION

- A. *Board of Trustees/Chancellor Goals: Celebrating Successes and Planning for FY 2022-23*

District leadership presented progress made towards the Board and Chancellor's Goals for the current fiscal year that ends on June 30, 2022. In addition, staff presented information for consideration by the Board in development of Goals for FY 2022- 23 beginning July 2022. This discussion will be continued at the next board meeting.

4. SPECIAL ORDER OF BUSINESS

- A. *Seating of Student Trustee*

President Nelson administered the Oath of Office to Student Trustee Trajan Robinson.

5. CONSENT CONSIDERATIONS

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

Roll Call Vote:

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

No: None

Absent: None

Student Advisory Vote: Abstain

Motion carried; 7:0

A. Board Meeting Minutes: May 11, 2022

That the Board of Trustees approve the minutes of the board meeting held on April 20, 2022.

B. Resolution No. 2022-10: 2022-23 Appropriation Limitation

That the Board of Trustees approve the appropriation limitation of #306,265,965 for 2022-23 by adopting Resolution No. 2022-10.

C. 2021-22 Budget Revision No. 2

That the Board of Trustees approve the revised budgets for the General, Instructionally Related Activities, Child Development, Capital Outlay Projects, Bond Projects, Bond Interest and Redevelopment – Measure A & M, Other Debt Service, Self-Insurance, Retiree Benefits, Student Financial Aid, Regional Performing Arts Center – Enterprise, Scholarship & Loan Trust, and Los Rios Colleges Foundation funds shown on the attached schedules, and that the related documents be filed with the County Superintendent of Schools.

D. Child Development Centers Program Self-Evaluation

That the Board of Trustees approve the program self-evaluations for CCTR-8183 and CSPP-8400 contracts for the fiscal year 2021-22.

E. 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
Project in Common - Marketing <ul style="list-style-type: none">Funding to customize education outreach to advertise and market career education programs to potential college students.05/15/2022- 12/31/2023	WEDC	\$160,000	California Community Colleges Chancellor's Office

<ul style="list-style-type: none"> Administrator: Theresa Milan, Associate Vice President, Workforce Development and Online Engagement 			
<p>Project in Common – NetLabs</p> <ul style="list-style-type: none"> Funding will be used to provide instruction opportunities for CTE Faculty to maintain industry and program relevance. In this case, funds will be provided to maintain NetLabs, for remote access to virtual machines, routers, switches, and firewall resources for instruction to students. 07/01/2022 – 06/30/2023 Administrator: Theresa Milan, Associate Vice President, Workforce Development and Online Engagement 	WEDC	\$269,000	California Community Colleges Chancellor's Office
<p>Project in Common – Center of Excellence</p> <ul style="list-style-type: none"> Funding will be used to support the labor market needs of the consortium for Strong Workforce planning, programs, program review and marketing to deliver CTE outcomes. 07/01/2022- 06/30/2023 Administrator: Theresa Milan, Associate Vice President, Workforce Development and Online Engagement 	WEDC	\$175,000	California Community Colleges Chancellor's Office
<p>Strong Workforce Program - Regional</p> <ul style="list-style-type: none"> Funding to support the work of the North Far North Regional Consortium, as stipulated in Strong Workforce Program legislation. 07/01/2022- 12/31/2023 Administrator: Torence Powell, Associate Vice Chancellor of Instruction, Workforce and Economic Development 	WEDC	\$4,823,962	California Community Colleges Chancellor's Office
<p>LVN to RN Pre-Apprenticeship program</p> <ul style="list-style-type: none"> Funding will be used to support students to gain the requisite Registered Nurse (RN) skills and competencies through a combination of classroom theory, clinical experience, and on-the-job training. 04/01/2022 – 02/28/2025 Administrator: Rose Giordano, Interim Dean of Science and Allied Health 	SCC	\$500,000	California Community Colleges Chancellor's Office
<p>Council on Opportunity Education (COOE) Steam Grant</p> <ul style="list-style-type: none"> Funding will be used for participation in the COOE Comcast Jurassic STEAM club for summer 2022, to implement the Ancient Fossils – Jurassic World Paleontology curriculum. 02/01/2022- 01/31/2023 Administrator: Chad Funk, Associate Vice President, Student Services 	ARC	\$3,000	Council on Opportunity Education
<p>Sacramento & San Joaquin AANAPISI Collaboration Grant</p> <ul style="list-style-type: none"> Funding will be used so that the Los Rios colleges can partner with CSUS to develop transfer pathways and support services to serve AANAPISI and low-income students. Services include cohort Learning Communities, intrusive advising, summer bridge programs, and career development. Career Development and Readiness 10/01/2021- 09/30/2026 Administrator: Kellie Butler, Interim Vice President, Student Services 	FLC	\$637,096	United States Department of Education

F. Ratify: Bid Transactions

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

CHANGE ORDERS					
Bid №	Change Amount	Change Number	Vendor		New Contract Total
19018	\$48,464.00	3	Broward Builders Inc.		\$34,195,882.00
19018	\$85,802.00	4	Broward Builders Inc.		\$34,281,684.00
BID AWARDS					
Bid №	Description	№ of Responses	Award Date	Successful Vendor	Total Contract
22016	FLC Health & Wellness Center Renovation	5	5/18/22	Triamid Construction of Central California Inc.	\$439,924.00
Contractor Name					Total Bid
Triamid Construction					\$439,924.00
Kaler General Contractors Inc. ¹					\$440,000.00
All About Building Inc. ³					\$519,711.00
JPD Designs ^{2,3}					\$538,000.00
Diede Construction, Inc.					\$568,000.00

¹Nonresponsive: documents not signed with AdobeSign or Docusign therefore, signature cannot be verified.

² Nonresponsive: documents appears to be scanned which is not acceptable: signatures cannot be verified.

³ Nonresponsive: bond being scanned which is not acceptable.

G. Ratify: Affiliation and Other Agreements

That the Board of Trustees ratify and/or approve the agreements identified in this board agenda item.

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
Siskiyou County Health and Human Services Agency, Public Health Division	CHW ¹	SCC	03/11/2022	Evergreen
Sacramento Behavioral Healthcare	Nursing	ARC	03/18/2022	Evergreen
McKinley Park Care Center	PTA/OTA ²	SCC	04/26/2022	Evergreen
Golden Foothills Oral and Facial Surgery	Dental Asst.	SCC	05/11/2022	Evergreen
Capitol Endodontics	Dental Asst.	SCC	05/04/2022	Evergreen
Dr. Yamamoto and Lee	Dental Asst.	SCC	05/04/2022	Evergreen

Laguna Orthodontics	Dental Asst.	SCC	05/04/2022	Evergreen
Laguna Creek Ortho	Dental Asst.	SCC	05/10/2022	Evergreen
Jergensen Dental and Ortho	Dental Asst.	SCC	05/10/2022	Evergreen
Dr. Tan	Dental Asst.	SCC	05/10/2022	Evergreen
Laguna Palms Orthodontics	Dental Asst.	SCC	05/17/2022	Evergreen
Kids Care Dental Group	Dental Asst.	SCC	05/17/2022	Evergreen

¹ CHW: Community Health Worker ² PTA/OTA: Physical Therapist Assistant/Occupational Therapy Assistant

H. Purchase Orders, Warrants, Checks and Electronic Transfers

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

PURCHASE ORDERS		
General Fund	0001120937 - 0001121708 B220744-B220752	\$ 8,808,676.30
Capital Outlay Fund	0003019044-0003019091	
Child Development Fund	0006001011-0006001028	
Self-Insurance Fund	0009000480-0009000481	
WARRANTS		
General Fund	826245-827226	\$ 13,929,743.94
General Fund-ARC Instructional Related	011423-011493	
General Fund-CRC Instructional Related	024233-024253	
General Fund-FLC Instructional Related	031915-031929	
General Fund-SCC Instructional Related	048797-048822	
Capital Outlay Fund	853804-853855	
Student Financial Aid Fund	901278-901282	
Child Development Fund	955021-955030	
Self-Insurance Fund	976715-976718	
ODSFD	-	
Payroll Warrants	517976- 518830	\$ 8,272,274.71
Payroll Vendor Warrants	69640-69748	
May Leave Process	518831-519974	
CHECKS		
Financial Aid Disbursements (E-trans)	-	\$ 1,514,334.11
Clearing Checks	-	\$ -
Parking Checks	-	\$ -
Student Clubs Agency Fund – ARC	6390-6395	\$ 18,210.41
Student Clubs Agency Fund – CRC	5669-5673	
Student Clubs Agency Fund – FLC	3050-3053	
Student Clubs Agency Fund – SCC	4701-4705	
Foundation – ARC	7197-7203	\$ 264,001.93
Foundation – CRC	3050-3052	
Foundation – FLC	2238-2247	
Foundation – SCC	6137-6143	
Foundation – DO	1719-1721	
Associated Students Trust Fund – ARC	-	\$ -
Associated Students Trust Fund – CRC	-	
Associated Students Trust Fund – FLC	-	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	-	\$ -
ELECTRONIC TRANSFERS		
Board of Equalization	-	\$ 6,555.00
PARS	-	\$ 37,031.78
Vendors	-	\$ -

Retiree Health Trust	-	\$ -
Self-Insurance	-	\$ 44,322.56
BASIC Wire	-	\$ 61,303.51
Payroll Direct Deposit Advices	1158754-1163184	\$ 13,480,924.97
Other Payroll Transactions	-	\$ 1,832.00
Scholarships	-	\$ 37.00
ACH Transaction	-	\$ -
CARES Act/HEERF II	-	\$ -
Regional Transit (RT) Wire	-	\$ 849,581.50
Accounts Payable Wire (International)	-	\$ 11,410.00
CalWORKs	-	\$ 55,355.00
SB85	-	\$ 92,858.25
COVID Incentive	-	\$ 85,800.00

STALE DATED WARRANT

Payee	Date Requested	Original Date	Original №	Reissued №	Amount
Auto Zone West Inc.	5/5/2022	3/5/2020	0094792044	0094826824	\$9.79

I. Disposition of Surplus Equipment

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

J. Short-Term Temporary Employees

That the Board of Trustees approve the attached list of district-wide anticipated short-term temporary employee classifications, authorizing employment of short-term employees for the period July 1, 2022 through December 31, 2022. The Human Resources Department will place the names of the short-term temporary employee hires on the subsequent Board Agenda.

K. Human Resources Transactions

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

6. FIRST READING

A. Five Year Capital Outlay Plan

This item was presented to the Board of Trustees for First Reading. The final Five-Year Capital Outlay Plan will be brought to the Board in July for action.

7. COLLECTIVE BARGAINING

A. LRCEA Collective Bargaining Agreement 2022-2025 Public Disclosure and Approval

A motion was made by Trustee Haynes, seconded by Trustee Johnson, that the Board of Trustees accept the disclosure information and approve the contract agreement with the Los Rios Classified Employees Association for the period of July 1, 2022-June 30, 2025.

Roll Call Vote:

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

No: None

Absent: None

Student Advisory Vote: Aye

Motion carried; 7:0

8. ACTION

A. Cosumnes River College Mission Statement

A motion was made by Trustee Haynes, seconded by Trustee Ortiz, that the Board of Trustees approved the mission statement of Cosumnes River College.

Roll Call Vote:

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

No: None

Absent: None

Student Advisory Vote: Aye

Motion carried; 7:0

B. Contract Award: CRC EGC Parking Lot Expansion (EVCS)

A motion was made by Trustee Jones, seconded by Trustee Ortiz, that the Board of Trustees award the contract for Bid 22009 to George Reed, Inc. for total award of \$928,000.

Roll Call Vote:

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

No: None

Absent: None

Student Advisory Vote: Aye

Motion carried; 7:0

C. 2022-23 District Tentative Budgets

A motion was made by Trustee Ortiz, seconded by Trustee Haynes, that the Board of Trustees adopt the 2022-23 tentative budgets for the General Fund (Z budget), Instructionally-Related Sub-Fund, Special Revenue, Capital Projects, Debt Service, Enterprise, Internal Service, Fiduciary, Trust and Auxiliary Funds of the District for filing with the appropriate County/State agencies.

Roll Call Vote:

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

No: None

Absent: None

Abstain: Wilkerson

Student Advisory Vote: Aye

Motion carried; 6:0

9. BOARD MEMBER REPORTS

Trustees Knight, Ortiz, Haynes and Nelson recognized President Gutierrez for his outstanding years of service to Sacramento City College and the District.

Trustee Ortiz welcomed Student Trustee Trajan Robinson to the Board, and thanked President Gutierrez.

Trustee Haynes thanked General Counsel Knapp for presenting to the Board of Governors on Los Rios' labor partnerships. She also acknowledged staff in general for acting as leaders in our statewide community college system in serving our students.

Trustee Nelson attended the Central Labor Council's Salute to Labor Dinner, at which Dean Murakami was honored.

10. FUTURE AGENDA ITEMS

Trustee Haynes requested an agenda item on AB 1705 at the July meeting.

Trustee Wilkerson requested an overview of the District's outreach programs, particularly changes utilizing new funds.

Trustee Jones requested an overview of the \$200M COVID allocation and how the District appropriated the funds.

11. REPORTS AND COMMENTS

The following constituency representatives presented reports to the Board:

Alisa Shubb, President, Districtwide Academic Senate

Jason Newman, President, LRCFT

Chancellor's Report:

ARC: ARC theatre students won big this spring at Kennedy Center American College Theatre Festivals (KCACTF) regional AND national events. First, at the regional event ARC's Doshima Iyorlu won the prestigious Irene Ryan Acting and the Musical Theatre Initiative awards and Alexandria Wilson was awarded the Irene Ryan Best Partner Award. Then, at the national festival Doshima received the National KCACTF Summer Intensive Scholarship, which will fund her tuition, travel,

and housing for the Dell'Arte International School of Physical Theatre Summer Intensive program. In addition, Alexandria received the Kingsley Colton Award for Outstanding Partner. These are all impressive honors and shine a spotlight on the talented theatre students and faculty at ARC!

CRC: Congratulations to Legendary Hawks Baseball Head Coach Tony Bloomfield who was inducted into the California Community College Baseball Coaches Association Hall of Fame! Coach Bloomfield led the Hawks to a 2012 State Championship, 17 playoff appearances, and a career 733 wins including over 100 All-Conference players, more than 20 All-Northern California players, more than 30 All-Americans, 15 players that have played in the NCAA D1 College World Series, and almost 40 players that have been drafted to the MLB.

FLC: Folsom Lake College hosted the California Community College Athletic Association (CCCCAA) 2022 Baseball State Championship Tournament on Memorial Day weekend. The three-day double-elimination tournament drew fans from across the state and thousands who watched online to cheer on the Final Four, which included FLC, Ohlone College, Palomar College, and Riverside City College. The Falcons capped off their stellar season earning a spot in the final championship game, but lost to Riverside 10-8. "...the Falcons left it all on the field and showed tremendous grit and heart and played with a never-say-die attitude, never giving up regardless of the circumstances – and did all that for the entire tournament," shared local sports reporter Matt Long. "Despite not winning the state championship, it was still a season to remember for the Falcons."

SCC: CA Community College Chancellor Eloy Oakley, Sacramento City College President Michael Gutierrez and former Los Rios Student Trustee Jenn Galinato joined Assemblymember Kevin McCarty at a rally Monday, June 6 at Sacramento City College to urge the adoption of the Legislative Debt Free College Plan in the state budget. Current and former students from CA Community Colleges, CSU and UC were all in attendance to share stories about the impact of debt on students and their futures.

Retirements:

Retirement			Years of Service
Kenneth Tang	Instructional Assistant-Mechanical/ Electrical Technology	SCC	7+
Ester Martinelli	Foreign Languages Professor	ARC	15
Jacqueline Bonham	Nursing Professor	ARC	19
Stephen McGloughlin	Dean of Learning Resources and College Technology	CRC	20
Susan Peterson	Interim Director of Nursing	ARC	21+

12. CLOSED SESSION

The following board members went into closed session at 7:15pm: Ms. Haynes, Mr. Jones, Mr. Knight Ms. Nelson, Ms. Ortiz, and Ms. Wilkerson.

- A. Conference with Labor Negotiators (Government Code Section 54957.6). Agency designated representatives: Chancellor Brian King and Vice Chancellor Mario Rodriguez. Employee organization: SEIU Local 1021, Los Rios College Federation of Teachers, Los Rios Classified Employees Association, and Los Rios Supervisors Association

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

No reportable action was taken in Closed Session.

14. ADJOURNMENT

President Nelson adjourned the meeting at 8:13 pm.

BRIAN KING

Chancellor and Secretary to the Board of Trustees

Draft minutes presented to the Board of Trustees: July 13, 2022

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2022

SUBJECT:	Acceptance of Gifts: Colleges and Foundation	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Vice Chancellor Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, 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 Colleges and the Foundation transfer ownership of these in-kind gifts 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 Los Rios Colleges Foundation during the 2021-22 academic year are valued at \$767,805.94 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 \$767,805.94 as reflected on the attachment.

LOS RIOS COMMUNITY COLLEGE DISTRICT
In-Kind Contributions
July 1, 2021 - June 30, 2022

Date	Donation	Donor's Name & Address	Donor's Estimated Value	College
10/15/2021	Watercolors on paper	Pamela Maddock, 5254 Bryan Road, Shingle Springs, CA 95682	\$ 3,000.00	ARC
10/15/2021	large scale graphic draing on paper, "Memory Trader"	Pamela Maddock, 5254 Bryan Road, Shingle Springs, CA 95682	\$ 4,000.00	ARC
10/15/2021	Large scale graphic drawing on paper	Pamela Maddock, 5254 Bryan Road, Shingle Springs, CA 95682	\$ 4,500.00	ARC
10/15/2021	10 Printings various sizes & mediums	Robert Aichele, 11465 Hesperian Circle, Gold River, CA 95670	\$ 5,000.00	ARC
10/15/2021	17 art frames various sizes	Robert Aichele, 11465 Hesperian Circle, Gold River, CA 95670	\$ 680.00	ARC
10/15/2021	Hardbound art books & catalouges, 35 books, \$35 ea, 10 art auctions catalogues, 20 ea.	Robert Aichele, 11465 Hesperian Circle, Gold River, CA 95670	\$ 1,425.00	ARC
12/6/2021	Books & Catalogues, total of 41	Robert Aichele, 11465 Hesperian Circle, Gold River, CA 95670	\$ 1,095.00	ARC
1/27/2022	Land Donation	Joseph Mohamed	\$ 660,000.00	ARC
5/24/2022	Painting, oil on penal, 9 x 16 in. signed by Artist - Robert Olsen 2007	Dr. Robert Olsen, 8070 Glen Creek Way, Citrus Heights, CA 95610	\$ 4,000.00	ARC
7/16/2021	Scrap Metal - 4200 lbs.	Siemens Mobility, 7464 French Rd., Sacramento, CA 95828	\$ 378.00	CRC
8/23/2021	Eight Clothing Racks, Five Mannequins with Stands, Sign/Poster Stand	Catherine Hayter, 4220 Silver Crest Ave., Sacramento, CA 95821	\$ 500.00	CRC
11/15/2021	Two Sunverge battery storage and energy monitoring stations	SMUD, 6301 S St, Sacramento, CA 95817	\$ 20,000.00	CRC
11/16/2021	Photographic Equipment (cameras and photo processing equipment)	Carl Brakensiek, 4437 Otis Court, Carmichael, CA 95608	\$ 500.00	CRC
12/16/2021	Photographic Equipment (backgrounds, easels, light stands)	Craig Evans, 5804 W. 2nd St., Rio Linda, CA 95673	\$ 1,500.00	CRC
1/13/2022	Stainless steel for the welding program	Jackson Myers, 11845 Blake Rd., Wilton, CA 95693	\$ 300.00	CRC
1/25/2022	Photographic Equipment and supplies	Bob Redd, 140 Security Lane, Sacramento, CA 95828	\$ 2,000.00	CRC
3/22/2022	Scrap Metal - 5 tons	Siemens Mobility, 7464 French Rd., Sacramento, CA 95828	\$ 900.00	CRC
5/5/2022	Gas engines from 2 blowers, pole saw, 2 chain saws and weed eater	Kimberley Harrell, 2321 Anchor Ct., Placerville, CA 95667	\$ 50.00	CRC
11/10/2022	FCL Cehmistry Dept Kits and Supplies	Mark and Robin Miller, 3170 Newtown Road, Placerville CA 95667	\$ 15,924.94	FLC
6/14/2022	FLC Athletics W Soccer, Teqball table	Teqball USA	\$ 2,000.00	FLC


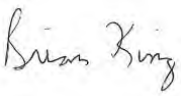
LOS RIOS COMMUNITY COLLEGE DISTRICT
In-Kind Contributions
July 1, 2021 - June 30, 2022

Date	Donation	Donor's Name & Address	Donor's Estimated Value	College
5/30/2022	Bernina 830 E Sewing, Embroidery and Quilting Machine and Accessories and BSR	Richard Park, 1047 McClaren Drive, Carmichael, CA 95608	\$ 3,600.00	SCC
5/30/2022	Machine Embroidery Supplies: software, hardware, stabilizer, and hoop	Richard Park, 1047 McClaren Drive, Carmichael, CA 95608	\$ 1,151.00	SCC
5/30/2022	Fabrics	Richard Park, 1047 McClaren Drive, Carmichael, CA 95608	\$ 3,200.00	SCC
5/30/2022	Interfacing, batting, belting, pillow forms	Richard Park, 1047 McClaren Drive, Carmichael, CA 95608	\$ 119.00	SCC
5/30/2022	Blind Hemmer and Thread Stands	Richard Park, 1047 McClaren Drive, Carmichael, CA 95608	\$ 415.00	SCC
5/30/2022	Thread and Notions	Richard Park, 1047 McClaren Drive, Carmichael, CA 95608	\$ 458.00	SCC
5/30/2022	Sewing Tools	Richard Park, 1047 McClaren Drive, Carmichael, CA 95608	\$ 110.00	SCC
5/30/2022	Fabric Steamer	Richard Park, 1047 McClaren Drive, Carmichael, CA 95608	\$ 135.00	SCC
5/30/2022	Lace and Trims	Richard Park, 1047 McClaren Drive, Carmichael, CA 95608	\$ 1,405.00	SCC
4/4/2022	Art Books	Patricia I. Wall, 1970 8th Avenue, Sacramento, CA 95818	\$ 1,000.00	SCC
3/14/2022	Stethoscope	Vivian J. Rambo, 5196 Moddison Avenue, Sacramento, CA 95818	\$ 200.00	SCC
12/15/2021	muslin, 10x12, (2) painted muslin, 6x10, (2) dyed muslin, 10x18, (2) dyed muslin, 9x10	Brian Mealey, PO Box 6515, Oak Ridge, TN 37831	\$ 1,200.00	SCC
12/15/2021	Fabric (107 yards) Folkwear Pattern (46)	Shenna Mealey, PO Box 6515, Oak Ridge, TN 37381	\$ 1,442.00	SCC
10/12/2021	2 - Turbomeca Asta 20v x 11, 700 HP engines complete as removed from short skyvan includes 1 propeller	William J. Juhasz, 8936 Autumnwood Drive, Sacramento, CA 95826	\$ 17,500.00	SCC
8/6/2021	Signed 1929 Harry A. Fowler Violin	Susan P. Hall, 6940 Eastside Court, Orangevale, CA 95662	\$ 200.00	SCC
8/6/2021	Hammond AB Organ	Susan P. Hall, 6940 Eastside Court, Orangevale, CA 95662	\$ 3,000.00	SCC
8/6/2021	Leslie Speaker (model 21H)	Susan P. Hall, 6940 Eastside Court, Orangevale, CA 95662	\$ 600.00	SCC
5/19/2021	36 Sewing Patterns	Quesstonna Reed, 7707 College Town Dr. #28, Sacramento, CA 95826	\$ 468.00	SCC
6/28/2021	Sewing Materials - Fabric, Thread, tools, etc.	Max Haydon, 51 Chief Court, Sacramento, CA 95833	\$ 350.00	SCC
6/29/2021	30 Bolts of New Fabric - average bold is 10 years or 390 years	Erin Cormier, 1771 Princeton Rd, West Sacramento 95691	\$ 3,500.00	SCC
TOTAL			\$ 767,805.94	

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2022

SUBJECT:	Special Event Authorization	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item C	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Jacob Knapp, General Counsel 	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor 	ACTION	
		INFORMATION	

BACKGROUND:

Pursuant to Board Policy 1414, special events are shows, private parties, concerts, theatrical productions, and other events held on a District premises for which the principal attendees are members of the general public or invited guests and not students of the District. Per Board Policy 1414 the Chancellor or designee may designate other venues where alcohol may be served, and as such, the below-listed event location has been designated and approved for serving alcohol.

STATUS:

At the below-listed special event, event sponsor has submitted applications for permission to serve alcohol.

College Events

Date of Event	College	Location	Name of Event	Alcohol
September 16, 2022	ARC	ARC Horticulture	Harvest Moon Dinner	Wine and speciality cocktail

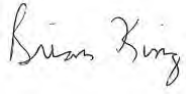
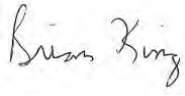
RECOMMENDATION:

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

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2022

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

BACKGROUND:

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

Title, Description, Term, Project Administrator	College/Unit	Amount	Source
CCC Maker Grant <ul style="list-style-type: none"> Funding will provide support for expanded efforts related to the Folsom Lake College Innovation Center Makerspace and the Citizens Schools Fellow award. This includes: professional development, travel for conferences, and workshops, materials and supplies for K-12 instructional efforts. 06/14/2022 - 6/30/2023 Administrator: Greg McCormac, Dean of Instruction, Math, Science and Engineering 	FLC	\$20,671	Sierra Joint Community College District
Learning-Aligned Employment Program <ul style="list-style-type: none"> Funding will support The Learning-aligned Employment Program (LEAP) which offers eligible students at public colleges and universities the opportunity to earn money to help defray their educational costs while gaining education-aligned career-related employment. 07/01/2022 - 06/30/2031 Administrator: Derrick Booth, Associate Vice President, Workforce Development 	ARC	\$5,260,310	California State Student Aid Commission
Learning-Aligned Employment Program <ul style="list-style-type: none"> Funding will support The Learning-aligned Employment Program (LEAP) which offers eligible students at public colleges and universities the opportunity to earn money to help defray their educational costs while gaining education-aligned career-related employment. 07/01/2022 - 06/30/2031 Administrator: Dana Wassmer, Dean of Agriculture, Food and Natural Resources, Health and Human Services 	CRC	\$2,933,205	California State Student Aid Commission

<p>Learning-Aligned Employment Program</p> <ul style="list-style-type: none"> Funding will support The Learning-aligned Employment Program (LEAP) which offers eligible students at public colleges and universities the opportunity to earn money to help defray their educational costs while gaining education-aligned career-related employment. 07/01/2022 - 06/30/2031 Administrator: Victoria Maryatt, Dean of Instruction, Career Education 	FLC	\$1,279,053	California State Student Aid Commission
<p>Learning-Aligned Employment Program</p> <ul style="list-style-type: none"> Funding will support The Learning-aligned Employment Program (LEAP) which offers eligible students at public colleges and universities the opportunity to earn money to help defray their educational costs while gaining education-aligned career-related employment. 07/01/2022 - 06/30/2031 Administrator: Rick Hodge, Associate Vice President, Instruction 	SCC	\$4,138,724	California State Student Aid Commission



RECOMMENDATION:

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

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2022

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

BACKGROUND:

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

CHANGE ORDERS				
Bid No	Change Amount	Change Number	Vendor	New Contract Total
22000	\$5,541.37	1	Pride Industries One Inc.	\$424,201.37
22007	\$70,045.86	1	Western Engineering Contractors, Inc.	\$1,897,545.86
21001	\$56,929.00	2	John F. Otto Inc.	\$19,332,491.55

RECOMMENDATION:

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

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2022

SUBJECT:	Ratify: Affiliation and Other Agreements	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item F	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Vice Chancellor Finance and Administration <i>Up2</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

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

STATUS:

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

ALLIED HEALTH AGREEMENTS FOR CLINICAL PLACEMENTS/ INTERNSHIP AGREEMENTS

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

Agency	Clinical Program	Campus	Contract Date	Term
Ascend Rehab Services, Inc.	PTA/OTA ¹	SCC	01/27/2022	Evergreen
New Element Ortho	Dental Asst.	SCC	05/10/2022	Evergreen
Capitol OB/GYN	Medical Asst.	CRC	06/01/2022	Evergreen
Sierra Orthopedic and Athletic Rehab	PTA/OTA ¹	SCC	06/08/2022	Evergreen

¹PTA/OTA: Physical Therapy Assistant/Occupational Therapy Assistant

RECOMMENDATION:

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

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2022

SUBJECT:	Purchase Orders, Warrants, Checks and Electronic Transfers	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item G	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Vice Chancellor Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

BACKGROUND:

A listing of purchase orders, warrants, checks and wires issued during the period of May 16, 2022 through June 15, 2022 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	0001121458 - 0001121937 B220753-B220755	\$ 5,464,855.57
Capital Outlay Fund	0003019026-0003019111	
Child Development Fund	-	
Self-Insurance Fund	0009000482-0009000482	
WARRANTS		
General Fund	827227-828508	\$ 13,984,849.24
General Fund-ARC Instructional Related	011494-011569	
General Fund-CRC Instructional Related	024254-024273	
General Fund-FLC Instructional Related	031930-031940	
General Fund-SCC Instructional Related	048823-048850	
Capital Outlay Fund	853856-853915	
Student Financial Aid Fund	901283-901285	
Child Development Fund	955031-955051	
Self-Insurance Fund	976719-976722	
ODSFD	-	
Payroll Warrants	519975- 520764	\$ 8,775,416.04
Payroll Vendor Warrants	69749-69859	
June Leave Process	520765-522298	
CHECKS		
Financial Aid Disbursements (E-trans)	-	\$ 3,444,652.83
Clearing Checks	-	\$ -
Parking Checks	-	\$ -
Student Clubs Agency Fund – ARC	6396-6400	\$ 18,857.75
Student Clubs Agency Fund – CRC	5674-5683	
Student Clubs Agency Fund – FLC	3054-3062	
Student Clubs Agency Fund – SCC	4706-4710	
Foundation – ARC	7204-7224	\$ 109,151.02
Foundation – CRC	3053-3057	
Foundation – FLC	2248-2256	
Foundation – SCC	6144-6158	
Foundation – DO	1722-1733	
Associated Students Trust Fund – ARC	-	\$ 330.04
Associated Students Trust Fund – CRC	0945-0947	
Associated Students Trust Fund – FLC	-	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	-	\$ -
ELECTRONIC TRANSFERS		
Board of Equalization	-	\$ 14,000.00
PARS	-	\$ 67,800.73
Vendors	-	\$ -
Retiree Health Trust	-	\$ -
Self-Insurance	-	\$ 74,811.24
BASIC Wire	-	\$ 68,716.10
Payroll Direct Deposit Advices	1163185-1168359	\$ 17,700,337.41
Other Payroll Transactions	-	\$ 1,832.00
Scholarships	-	\$ -
ACH Transaction	-	\$ -
CARES Act/HEERF II	-	\$ 6,500,900.00
Regional Transit (RT) Wire	-	\$ -
Accounts Payable Wire (International)	-	\$ 3,425.90
CalWORKs	-	\$ 67,667.00
SB85	-	\$ 30,000.00
COVID Incentive	-	\$ -
Accounts Payable Wire	-	\$ 44,281.14

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2022

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

BACKGROUND:

The 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 aquarium; 39 computers; 2 CPR kits; 6 laptops; 13 monitors; 1 printer; 1 scanner; 1 spectrophotometer; 22 switches and 85 wireless access points.

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: July 13, 2022

SUBJECT:	Classification of Contract Employees 2022-23	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item I	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Vice Chancellor Finance and Administration	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	
		INFORMATION	

STATUS:

Per Education Code Section 87477, governing boards of community college districts shall classify as contract employees, those faculty members who have not been classified as regular employees or as temporary employees.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the attached changes in certificated personnel employment status effective July 1, 2022.

FROM FIRST-YEAR CONTRACT TO SECOND-YEAR CONTRACT STATUS

American River College	Cosumnes River College	Sacramento City College
Akawi, Robin Coleman, Elizabeth K. Marr, Ingrid Paez, Alexander Romo, Angela S. Sanborn, Stacie	Fuller, Serena M. Godinho, Marianina S.	DeSouza, Kara D. Gillies-Doherty, Laura Goodwin, Jason C. Villalva, Janelle E.

FROM SECOND-YEAR CONTRACT TO THIRD-YEAR CONTRACT STATUS

American River College	Folsom Lake College	Sacramento City College
Collins, Christopher J. Farahmandnia, Saideh Jones, Stanley M. Legaspi, Marie Anne R.	Murphy, Patrick M. Ozeran, Megan S.	Marquez, Sabrina L. Romero Jr, Jesus

FROM THIRD-YEAR CONTRACT TO FOURTH-YEAR CONTRACT STATUS

American River College	Cosumnes River College	Folsom Lake College	Sacramento City College
Alexander, Carie D. Ayala-Garcia, Marisol G. Bertaccini, Lisa A. Chima Sanchez, Francisco Gaynaliy, Stephanie S. Gillman, Anne C. Lambdin, Jennae M. Moran, Jeffrey C. Queen, Kim K. Reichel, Sonya J. Vavra, Kimberly A. Volz, Christopher J.	Alino, Vera R. Anderson, Eric W. Awad, Veneece Beebe, Lisa M. Borth, Kristen L. Doyle, Laurel C. Drybread, Todd J. Edwards, Ea I. Fisher, Ryana R. Fouad, Kimberly S. Heard Mollel, Danielle Hikmatjo, Faisal A. Howard, Wyatt C. Huyck-Aufdermaur, Melaine E. Kiesner, Maxwell N. Markalanda, Piyali D. Stith, Sharon A. Wadenius, Adam P. Wohl, Matthew H.	Armbrust, Kimberly A. Conley, Nino Andre Hicks, Andrea J. Jahangiri, Sayna A. Karas, Stephanie D. Oliveira da Silva, Debora	Adkins, Jason M. Bazos, Andreas L. Borenstein, Jennifer G. Burns, Mildred R. Cantillo, Fernando F. Castagna, Christine N. Davis, Kia R. Delaini, David G. Gales, Marques J. Ganas, Josephine I. Hernandez-Chaidez, Adan Jackson, Charisse I. Jean-Gilles, Reginald G. Jue, Jordan C. Kem-Rivera, Toladette Lake, Brienne R. Lam, George K.H. Luera, Frank Scott, Mark W. Vargas-Onate, Jacqueline

FROM FOURTH-YEAR CONTRACT TO REGULAR CONTRACT STATUS

American River College	Cosumnes River College	Folsom Lake College	Sacramento City College
Anishchenko, Svetlana V. Aranda, Amanda L. Avila, Adrienne M. Baiz, Louis E. Barnard, Gina M. Bartoe, Timothy M. Bekker, Borislava Caputo, Joseph C. Falli, Caterina M. Fong, Angela J. Hanstad, Janet A. Holmes, Michael W. Kirkman, Jayanti A. Koskelo, Ilkka J. Mireles-Tijero, Mayra Mroczka, Hilary Prieto, Caroline C. Rodgers, Monique R. Sacha, Jeffrey O. Skelton, Nathan E. Telleen, Adam C. Travis, Margaret A. van den Bogert, Kevin West Oyedele, Erica V.	Alfaro, Jose L. Atkins, Andrea M. Bahm, Naomi I. Ford, Kelsey P. Hubbard, Kristian H. Jones-Thomas, Brandy S. Kang, Mun K. Pandey, Rajeev R. Velasquez, Jacob L. Zoller, Karl A.	Black, Jennifer H. Cheshire, Tamara C. Farrand, Brittney N. Grahman, Amber H. Griffin, Nicole P. Mollet, Alison V. Tavares, Tyrone M. Yang, Kou	Atkins, Tonya M. Caton, Haynalka Jauregui, Lorena G. Poliseno, Michelle C. Ramsey, Robert A. Rojas, Karla P. Rowe, Stephanie A. Shewa, Wondimagegn T. Stewart, Devoun R. Sullivan, Christopher J. White, Alexandria R. Wyles, Eric J.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2022

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

RECOMMENDATION:

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

MANAGEMENT

APPOINTMENT(S)		
<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Delgado, Uriel (M.P.A., California State University, Sacramento)	Project Director (X) for TRIO Educational Talent Search (ETS)	07/14/22
Hahn, Daniel P. (M.A., National University)	Dean of McClellan/Sacramento Regional Public Safety Training Center	07/14/22
Porter, Nicole D. (Ph.D., University of the Pacific)	Dean of Humanities	07/14/22
<u>Cosumnes River College</u>		
Mitchell, Emilie (Ph.D., University of Davis)	Dean of Social and Behavioral Sciences (Step 2)	07/14/22
Moreno, Camille (M.A., California State University, Sacramento)	Dean of Mathematics and Statistics	07/14/22
<u>District Office</u>		
Ralphs, Jason D. (M.B.A., University of South Dakota)	Director (V) of Admissions and Records (Step 3)	06/09/2022 (Revised)
<u>Folsom Lake College</u>		
Morris, Christopher A. (Ed.D., California State University, Sacramento)	Dean of Career and Technical Education	08/08/2022

APPOINTMENT(S) TO CATEGORICALLY FUNDED POSITION(S)		
<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>Cosumnes River College</u>		
Gill, Shinder K. (Ph.D., California Institute of Integral Studies)	Director (VII) of Employer Partnership for Energy Construction and Utilities	07/14/22 - 06/30/23
<u>Sacramento City College</u>		
Molina, Miguel P. (Ph.D., University of California, Davis)	Special Projects Dean for FYE and Dual Enrollment	07/01/21 – 06/30/23 (Revised)

MANAGEMENT

APPOINTMENT(S) TO TEMPORARY POSITION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Fish, Melissa (M.A., California State University, Sacramento)	Interim Director (VI) of Training Source	07/01/21 - 12/31/22 (Revised)
Garcia, Angel M. (M.A., California State University, Sacramento)	Interim Project Director (X) for TRIO Educational Talent Search (ETS)	09/01/21 - 06/03/22 (Revised)
Madramootoo, Narinedat (M.S., University of Nebraska, Kearney)	Interim Dean of Health and Education	07/01/22 - 06/30/23

District Office

Bola, Manveer (M.B.A., California State University Sacramento)	Interim Associate Vice Chancellor for Information Technology	07/01/22 - 09/30/22
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Cosumnes River College

Wassner, Dana (M.A., Michigan State University)	Interim Associate Vice President of Instruction and Economic Workforce Development	07/14/22 - 01/19/23
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Sacramento City College

Saks, Deborah (Ph.D., Indiana University)	Interim Associate Vice President of Instruction and College Initiatives	07/01/22 - 12/31/22
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REASSIGNMENT(S) / TRANSFER(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Geary, Parrish	Dean of Student Engagement and Completion From Dean of Student Services, Admissions and Transfer Services	07/01/22

MANAGEMENT

RECLASSIFICATION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>District Office</u>	
Sommer, Cynthia L.	Director (III) of Workforce Development (Step 2) From Director (IV) of Workforce Development	06/01/22 (Revised)

RESIGNATION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Garcia, Angel M.	Interim Program Director for TRIO Educational Talent Search	06/04/22
	<u>District Office</u>	
Armstrong, Tamara M.	Associate Vice Chancellor of Information Technology	09/01/22

RETIREMENT(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Cosumnes River College</u>	
Harrell, Kimberly S.	Associate Vice President of Instruction - Economic and Workforce Development (After 20+ years of regular service)	07/01/22

MANAGEMENT

Bola, Manveer, Interim Associate Vice Chancellor, Information Technology

Significant Contract Terms:

Salary: \$185,363.73/annually – Step 1, Level A on the 2021 - 2022 - Interim Management Salary Schedule

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

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

FACULTY

APPOINTMENT(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
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American River College

Marvelli, Anthony J. (M.A., Equivalency)	Music Assistant Professor (Instrumental)	08/18/22
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Popowicz, Dylan M. (Ph.D., University of California, Irvine)	Philosophy Assistant Professor	08/18/22
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Cosumnes River College

Johnson, Robin M. (M.F.A., Laguna College of Art & Design)	Art Assistant Professor (Studio Art)	08/18/22
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Reichert-Weathers, Andilene (M.A., California State University, Sacramento)	English as a Second Language (ESL) Assistant Professor	08/18/22
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Yoon, Haengku (Ph.D., University of California, Davis)	Economics Assistant Professor	08/18/22
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APPOINTMENT(S) TO CATEGORICALLY FUNDED POSITION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
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American River College

McGee, Jasmine J. (M.A., Saint Mary's College of California)	Transfer Center Counselor/Coordinator	07/01/22 - 06/30/23
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Cosumnes River College

Wilson, Katy (M.A., Middlebury Institute of International Studies)	Faculty Researcher	07/01/22 – 06/30/23
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District Office

Baulwin, Delia B. (M.Ed., Arizona State University)	CalWORKS District-Wide Coordinator	07/01/22 – 06/30/22
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Sacramento City College

Sah, Tasneem K. (M.S., California State University, Chico)	College to Career Coordinator (50%) / Disabled Students Programs and Services (DSPS) Counselor (50%)	07/01/22 – 06/30/23
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Stewart, Rachel R. (M.S., San Diego State University)	Workability III Coordinator (50%) / Counselor (50%)	07/01/22 – 06/30/23
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FACULTY

APPOINTMENT(S) TO TEMPORARY POSITION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Arcure, Amber L. (M.A., Equivalency)	Nursing (Registered Nurse - RN) Assistant Professor (Medical/Surgical Focus), L.T.T.	08/18/22 - 12/15/22
Boyer, Alba M. (M.A., Equivalency)	Foreign Language (Italian) Assistant Professor, L. T. T.	08/18/22 - 05/17/23
<u>Cosumnes River College</u>		
Dunn Hall, Tamara N. (Ph.D., University of California, Davis)	Nutritional Science/Dietetics Assistant Professor, L. T. T.	08/18/22 - 12/15/22
<u>Sacramento City College</u>		
Vertido, John P. (B.S., University of the State of New York)	Vocational Nursing Assistant Professor, L.T.T.	08/18/22 – 12/15/22

LEAVE(S) OF ABSENCE

<u>Name</u>	<u>Subject/Position</u>	<u>Type</u>	<u>Effective Date(s)</u>
<u>American River College</u>			
Hong, Tamilyn W. J.	Physical Science Professor	Personal (48%)	08/20/22 - 12/15/22
Zhang, Lingling	Accounting Professor	Type C	01/12/23 - 05/18/23
<u>Sacramento City College</u>			
Harvey, Jonathan P.	Counselor	Personal	05/18/22 - 09/12/22 (Revised)

PRE-RETIREMENT WORKLOAD REDUCTION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>FTE</u>	<u>Effective Date(s)</u>
<u>American River College</u>			
Anderson, Rick D.	Physical Education Professor 60% / Athletic Coordinator 40%	From 1.0 To 0.593	07/01/22 – 05/31/24 (Revised)

FACULTY

REASSIGNMENT(S) / TRANSFER(S)American River College

Rose, Valarie M.	Funeral Service Education Professor (60%) / Program Coordinator (40%) From Funeral Services Professor (100%)	07/01/21
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RETIREMENT(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
<u>American River College</u>		
Hardwick, Chanin A. (After 14 years of regular service)	Counselor	09/02/22
<u>Folsom Lake College</u>		
Peralta, Marsha E. (After 17 years of regular service)	Early Childhood Education Professor	05/19/22

TEMPORARY, PART-TIME EMPLOYEES Spring 2022
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
** (B5) Elledge, Clayton E.	Emergency Medical Services	10 %
Kleemann, Joann C.	Registered Nursing	52 %
Woo, Harvey K	Administration of Justice	1 %

TEMPORARY, PART-TIME EMPLOYEES Spring 2022
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Garboushian, Maida Y.	Counselor	5 %
Geddis, Maurice A.	Counselor	36 %
Gelotte, Danielle	Counselor	7 %
Hill, Deirdre R.	Counselor	40 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2022
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Hoffpauir, Carina E.	Non Instructional Assignment	40 %
Squire, Martha A.	Librarian	17 %
Williamson, Kate C.	Librarian	17 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2022
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Jones-Thomas, Brandy S.	Human Services	20 %

REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Spring 2022
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Paulson, Daniel I.	Music	33 %
Vargas-Onate, Jacqueline	Counselor	9 %
Williams, Nichelle	Counselor	13 %
Yaroshevich, Nataliya	Counselor	1 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2022
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Abdul, Alisher S.	Mathematics, General	33 %
** (A1) Adams, Jane P.	Counselor	48 %
** (A1) Afonso, Paulo M.J.	Astronomy	20 %
Afshar, Zoha	Fashion Merchandising	20 %
Aghabeigi, Farah	Accounting	50 %
Akawi, Robin	Psychology, General	60 %
Albrecht, Christian	Administration of Justice	1 %
Alexander, Carie D.	Counselor	25 %
Allred-Powless, Jeanette	Physical Education	15 %

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

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

TEMPORARY, PART-TIME EMPLOYEES Summer 2022
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Alsarraj,Jian	Guidance	3 %
Alsarraj,Jian	Counselor	1 %
Alsarraj,Jian	Counselor	43 %
Alvarez,Brandon C.	Counselor	9 %
Anaya,Dan A.	Computer Programming	20 %
Anaya,Dan A.	Cross Term	13 %
Andersen,James A.	Emergency Medical Services	10 %
** (A2) Angelone,Michael A.	English	40 %
Anishchenko,Svetlana V.	Mathematics, General	27 %
Aranda,Amanda L.	Counselor	1 %
Arellanes,Paul T.	Intercollegiate Athletics	15 %
Arnfeld,Rebecca J.	Fine Arts, General	20 %
Arrieta Katzorke,Corinne L.	Spanish	27 %
Aubert,John E.	Geography	20 %
Austin,Leroy A.	Speech Communication	40 %
Avila,Adrianne M.	Mathematics, General	27 %
Avila,Adrianne M.	Mathematics Skills	13 %
Ayala-Garcia,Marisol G.	Emergency Medical Services	28 %
Ayala-Garcia,Marisol G.	Paramedic	9 %
Ayers,Harold R.	Administration of Justice	1 %
Badea-Mic,Mihaela C.	Physiology (Includes Anatomy)	52 %
Baiz,Louis E.	Intercollegiate Athletics	30 %
Ball,Kimberly A.	Job Seeking/Changing Skills	7 %
Barela,Jesus A.	Painting & Drawing	28 %
Baxter,Kenneth W.	Political Science	40 %
Beccarelli,Lori M. L.	Nutrition, Foods, and Culinary Arts	20 %
Beckerman,Nathan S.	Emergency Medical Services	10 %
Beckum,LaQuisha	Psychology, General	60 %
Beckwith,Cade J.	Administration of Justice	1 %
** (A5) Belton,Linda V.	Physical Education	15 %
Bennett,Heidi Jillien-Fuller	Business and Commerce, General	60 %
Bernacchi,Christopher S.	Administration of Justice	1 %
Bertoglio,Nancy A.	Reading	40 %
Beuttel,Michelle	Reading	7 %
Bevens,Megan D.	Counselor	1 %
Bhattar,Raja G.	Social Justice: General	20 %
Bhattar,Raja G.	Coordinator	34 %
** (B5) Bibb,Akbar M.	Administration of Justice	1 %
Bickel,David T.	Administration of Justice	1 %
Bimbi,Pamela J.	Coordinator	15 %
Black,Bethani A.	Recreation	20 %
Black,Eric L.	Intercollegiate Athletics	15 %
Blackthorne,Henry N.	English	17 %
Blurette,Chad J.	Administration of Justice	1 %
Bohanec,Cogen	Classics-Humanities	20 %
Boroughs,Terry J.	Geology	36 %
Bovard,Victoria A.	Psychology, General	40 %
Bowden,Ellen	Anthropology	36 %
** (B4) Bradshaw,Don A.	Administration of Justice	1 %
Bright,Lisa N.	Anthropology	32 %
Britton,Rebecca L.	Political Science	40 %
Brown,Orie A.	Administration of Justice	1 %
Brownell,Eric M.	English	7 %
Brunkala,Joel T.	English	40 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2022
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Brynelson, Julia D.	Paralegal	20 %
Buch, Dipali D.	Marketing & Distribution	20 %
Buckner, Mallory R.	Academic Guidance	20 %
Buckner, Mallory R.	Counselor	5 %
Buckner, Mallory R.	Counselor	26 %
** (B5) Bueno III, Jose	Welding Technology	28 %
Burns, Julie C	Administration of Justice	1 %
Campas, Steven	Administration of Justice	1 %
Campbell, Morgan T.	Chemistry, General	59 %
** (A1) Caputo, Joseph C.	Mathematics, General	33 %
Carney, Diane	Biology, General	20 %
Carr, Lisa A.	Child Development Administration and Mana	33 %
Casillas, Griselda	Counselor	19 %
Casillas, Griselda	Counselor	6 %
Casper-Denman, Kristina E.	Archaeology	20 %
Castillo, Scott N.	Administration of Justice	1 %
Caybut, Avis C.	Administration of Justice	47 %
** (B2) Chapek, Carl W.	Software Applications	18 %
Chau, Thao T.	Mathematics, General	20 %
Chavez, Lauren S.	Anthropology	40 %
Chen, Chiuping	Economics	40 %
Chisholm, Matthew M.	Administration of Justice	1 %
Chong, Eun A	Mathematics, General	33 %
Chou, Susan S.	Nutrition, Foods, and Culinary Arts	40 %
Chung, Jackson	Mathematics, General	60 %
Colby, Shannon R.	Psychology, General	60 %
Coldiron, John L.	Health Occupations, General	20 %
Collihan, Kathleen	Political Science	60 %
Collins, Christopher J.	History	20 %
Collom, Alyson D.	Other Humanities	20 %
Condos, Marc A.	Business and Commerce, General	40 %
Condos, Marc A.	Business Management	20 %
Condos, Rachna K.	Business and Commerce, General	60 %
** (A2) Connors, Valerie S.	English	27 %
Constante, David A.	Psychology, General	40 %
Contino, Colin E.	Biology, General	52 %
Cooper, Paul G.	History	20 %
Cotton, Gary D.	Software Applications	29 %
Crowder, Michael H.	English	40 %
Currea, Ana Maria S.	Spanish	20 %
Currea, Ana Maria S.	Reading	3 %
Currier, Daniel E	Mortuary Science	13 %
Dang, Tina G.	Counselor	12 %
Davalle, Nathan A.	Administration of Justice	1 %
Davis, Danielle R.	History	60 %
Davis, Sarah N	Librarian	16 %
Davis, William E.	Biology, General	20 %
DeCecco, Chalmer A.	Administration of Justice	1 %
Delgadillo, Marisol	Anthropology	36 %
Delgado, Lisa M.	Adapted Physical Education	8 %
Delnero, Christina M.	Counselor	3 %
Delnero, Christina M.	Counselor	44 %
Denman, David S.	Philosophy	20 %
Domokos, Cristina I.	Mathematics, General	33 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2022
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Dorris,Tamara L.	Real Estate	20 %
Drobot,Mikhail	Diesel Technology	27 %
Duan,Xin-Ran	Mathematics, General	53 %
Duff,Jeanne A.	Software Applications	18 %
** (A2) Dumais,Laurence W.	Software Applications	35 %
** (A2) Dumais,Laurence W.	Computer Infrastructure and Support	24 %
Dupree,Anna	Registered Nursing	25 %
Duran,James J.	Mathematics, General	33 %
Duval,Beverly K.	Librarian	10 %
Eberhardt,Claire E.	History	40 %
Eckley,Terri L.	Psychology, General	40 %
Eifertsen,Dyne C.	Music	40 %
** (B5) Elledge,Clayton E.	Emergency Medical Services	10 %
Elston,Tyler M.	Sociology	20 %
Engstrom,Karina H.	Biology, General	20 %
Esque,Melanie E.	Administration of Justice	1 %
Farias,Imelda	Counselor	60 %
Fernandez,Joyce M.	Counselor	7 %
Fertel,Kristine D.	ESL Writing	20 %
Finnecy,Timothy J.	Physical Education	20 %
Finnerty,Kevin C.	Administration of Justice	1 %
Fleshman,Dane R.	Mathematics, General	60 %
Foley,Morgan	Administration of Justice	1 %
Fong,Angela J.	Guidance	7 %
Fong,Angela J.	Counselor	10 %
Forehand,James R.	Mathematics, General	20 %
Fortman,Anita J.	Counselor	7 %
Fortunato,Monique	Anthropology	20 %
Fox,Elyse M	Librarian	7 %
Fox,Lori L.	English	20 %
** (B5) French,Scott D.	Administration of Justice	1 %
Gable,Monica L.	Paralegal	20 %
Gale,Deborah N.	Mathematics, General	33 %
Galvin,Jerome F.	Welding Technology	15 %
Garfield,Elizabeth T.	Physiology (Includes Anatomy)	52 %
Gaynor,Carolyn R.	Administration of Justice	1 %
Gelotte,Danielle	Counselor	10 %
Ghosh,Rupa	Reading	10 %
Gilman,Joseph A.	Music	40 %
Giorgi,Mark R.	Physical Education	15 %
Giusti,Anthony R.	Nutrition, Foods, and Culinary Arts	40 %
Goldbar,Christine A.	English	20 %
Goldberg,Stephen E.	Paralegal	20 %
** (A1) Gomez,Martin	Coordinator	15 %
Gonsalves,Jana L.	Nutrition, Foods, and Culinary Arts	40 %
Gonzalez,Robert J.	Business Administration	60 %
Goold,Grant B.	Paramedic	60 %
Gorsuch,Susan C.	Administration of Justice	1 %
Gottke,Darren J.	Chemistry, General	59 %
Gourdine,Traci L.	English	20 %
Gourdine,Traci L.	Creative Writing	40 %
Griffin,Robert C.	Guidance	3 %
Guadalupe,Krishna L.	Sociology	20 %
Guajardo,Raymond V	Emergency Medical Services	10 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2022
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Guerin, Jeanne G.	English	20 %
Gutowsky, Edward A.	English	20 %
Harris, Marianne	Librarian	7 %
** (A5) Hayes, David V.	Administration of Justice	1 %
Herman, Kathryn M.	Counselor	10 %
Hernandez, Israel	Administration of Justice	1 %
Hickman, Lauren Rose	Child Development/Early Care and Educatio	40 %
Hoffpauir, Carina E.	English	20 %
Huerta, Teresa A.	Administration of Justice	1 %
Hughes, Tori	Administration of Justice	1 %
James, Mary E.	Administration of Justice	1 %
Jay, Susan M.	General Work Experience	27 %
Jay, Susan M.	Cross Term	4 %
Johnson, Seth R	Emergency Medical Services	7 %
Jones, Palmis Seifikar	Psychology, General	20 %
** (A5) Jumelet, Douglas A.	Physical Education	15 %
Jungkeit, James J.	Administration of Justice	1 %
Kaneyuki, Brent Y.	Administration of Justice	1 %
Kelley, Sean M.	Administration of Justice	1 %
Kiefer, Christian J.	English	40 %
Kiefer, Michelle L.	Children with Special Needs	20 %
Kim, Elizabeth J	Social Justice: General	20 %
Kinoshita, Rory M.	Mathematics, General	33 %
Kinuthia, Kamau F.	Economics	60 %
Kirchner, Scott D.	Speech Communication	40 %
Kiteck, Peter J.	Mathematics, General	53 %
Knirk, Brian D.	Culinary Arts	20 %
Knirk, Brian D.	Restaurant and Food Services Management	27 %
Knox, Paul Douglas	English	33 %
Kwong, Kenneth Richard	Administration of Justice	1 %
Laird, Brian B.	Administration of Justice	1 %
LaMarr, Todd	Child Development/Early Care and Educatio	20 %
Lapierre, Arthur	Music	40 %
Laughton, Barbara A.	English	33 %
Lee, Sara E.	History	20 %
Lehmann, Sarah R.	Librarian	5 %
Lester, Katherine M	Administration of Justice	1 %
Lewis, Deana L.	ESL Writing	20 %
Licon, Glen A	Political Science	20 %
Lievens, Sarah C.	Chemistry, General	52 %
Limmaneeprasert, Oranit	ESL Writing	20 %
Lingsweiler, Ryan W.	Speech Communication	40 %
Logan, Thomas E.	English	60 %
Lommori, Michael L.	Administration of Justice	1 %
Long, Jason S.	Film History and Criticism	20 %
Long, Jason S.	Creative Writing	20 %
Lopez, Veronica	Nutrition, Foods, and Culinary Arts	20 %
Lotter, Richard B.	Music	40 %
Lowden, Carson C.	Intercollegiate Athletics	15 %
Mann, Scott T.	Administration of Justice	1 %
Manukyan, Knarik	Mathematics, General	47 %
Marmer, Richard F.	Psychology, General	40 %
Matsunami, Joline R.	Physical Education	15 %
Maurino, Molly A.	Physical Education	15 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2022
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Mayes,Orlando L.	Administration of Justice	1 %
McCarroll,Sharleen M.	Mathematics, General	53 %
McCord,Karen M.	Psychology, General	20 %
McCusker,David N.	Librarian	2 %
McKnight,Dana I.	Coordinator	7 %
McKnight,Dana I.	Coordinator	7 %
Medcalf,John C.	Mathematics, General	60 %
Mendez,Shannon M.	English	40 %
Messer,Carter-Ryan	Mathematics, General	40 %
Messier,Christopher D.	Welding Technology	35 %
Mirzaagha,Mohammad E.	Mathematics, General	53 %
Mitchell,Matt J.	Mathematics, General	27 %
Montoya,Sally	Administration of Justice	1 %
Moody,Heather	Intercollegiate Athletics	8 %
Moore,Christopher E.	Automotive Technology	53 %
Moran,Jeffrey C.	ESL Integrated	23 %
Moser,Richard M.	English	23 %
Mroczka,Hilary	Librarian	6 %
Mulvihill,Shauna Marie	History	40 %
Nakada,Michael GS	Culinary Arts	22 %
Nazareno,Randy P.	Counselor	5 %
Neale,Jennifer C.	Natural Resources	19 %
Nedorezov,Svetlana	Mathematics, General	40 %
Nehrebecki,Helene R.	Mathematics, General	33 %
Ngo,Tu C.	Mathematics, General	40 %
Nguyen,Dung	Mathematics, General	53 %
Nguyen,Jonathan	Chemistry, General	36 %
Njoku,Portia Onyenachi	Music	20 %
Osterhout,Jonathan C.	Intercollegiate Athletics	30 %
Paez,Alexander	Speech Communication	40 %
Palaspas,Candice M.	Counselor	40 %
Palmer,Gary D.	Administration of Justice	1 %
Parker,Laura L.	Painting & Drawing	28 %
Payne,Michael D.	Chemistry, General	52 %
Perrault,Priscilla A.	Counselor	24 %
**(A2) Petraru,Marius	Geography	36 %
Pezone,John P.	Administration of Justice	1 %
Plezia-Missler,Dorothy E.	Counselor	9 %
Plezia-Missler,Dorothy E.	Counselor	13 %
Plezia-Missler,Dorothy E.	Counselor	2 %
Ponce,Carlos F.	Administration of Justice	1 %
Ponce,Carlos F.	Coordinator	1 %
Powers,Matthew T.	Administration of Justice	1 %
Preciado,Monica Isabel	Counselor	4 %
Pulido,Brandi N.	Academic Guidance	20 %
Pulido,Brandi N.	Counselor	14 %
Pulido,Brandi N.	Counselor	24 %
Ramirez,Richard A.	Counselor	1 %
Reed,Arthur L.	Geology	36 %
**(B5) Reeves,Leslie	Coordinator	20 %
**(B5) Reeves,Leslie	Coordinator	5 %
Regan,Debra Sue	Physiology (Includes Anatomy)	36 %
Reynolds,Laurinda	Psychology, General	20 %
Rickman,Tracy E.	Fire Technology	20 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2022
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Ridgway, Theodore	Mathematics, General	20 %
Riese, Kelly L.	Speech Communication	20 %
Riley, Robert R.	Emergency Medical Services	10 %
Rodgers, Monique R.	Registered Nursing	10 %
** (B4) Rose, David A.	Administration of Justice	1 %
** (A2) Salluzzo, Michelle Anne	Child Development/Early Care and Education	20 %
Sanborn, Stacie	Registered Nursing	2 %
Sandoval Lopez, Yesenia	Sociology	20 %
Schuster, Randall O.	Drafting Technology	48 %
Scott, Steven	Microbiology	41 %
Shapiro, Lynn	English	20 %
** (A3) Shearer, Tracy F.	Film Studies	20 %
** (A3) Shearer, Tracy F.	General Work Experience	27 %
Shepherd, Elden B.	Administration of Justice	1 %
Shrope-Austin, David S.	Speech Communication	40 %
Shubb, Alisa M.	Speech Communication	40 %
Silva, Douglas J.	Culinary Arts	43 %
Silva, Nancy E.	Film Studies	20 %
Silva, Nancy E.	Dramatic Arts	20 %
Simmons, Floyd Raymond	Administration of Justice	1 %
Singh, Gurinder K.	Microbiology	41 %
** (B2) Sjolund, Joe P.	Coordinator	51 %
Skelton, Nathan E.	Mortuary Science	13 %
** (A1) Slutsky, Daniel A.	Physiology (Includes Anatomy)	52 %
Smith, Craig N.	Fine Arts, General	20 %
Smith, Craig N.	Art	28 %
Soghomonians, Arlen	Emergency Medical Services	21 %
Solomon, Enrico B.	Administration of Justice	1 %
Sowards, Timothy L.	Administration of Justice	1 %
Speck, Christian A.	Business Administration	20 %
** (A1) Spencer, Katherine E.	Classics-Humanities	20 %
Squire, Martha A.	Librarian	6 %
Starkey, Danielle F.	English	20 %
Steele, Nathan James	Administration of Justice	1 %
** (A1) Stem, Melissa A.	Spanish	27 %
Stevens, Briagha E.	English	20 %
Stevens, DeAnna D.	Administration of Justice	1 %
Stevens, DeAnna D.	Coordinator	1 %
** (B5) Stewart, Dale R.	Emergency Medical Services	10 %
Sullivan-Torrez, Kathleen E.	Physical Education	15 %
Sundin, Daniel R.	Microbiology	41 %
Swanson, Maureen A.	Administration of Justice	1 %
Sweeney, Thomas D.	Administration of Justice	1 %
Swift, Charles A.	Administration of Justice	1 %
Thai, Dai Thuy Trang	Chemistry, General	59 %
Thomas, Iohla T	Administration of Justice	1 %
Thomas, Ramona S.	Child Development/Early Care and Education	7 %
Thompson, Steven Dean	Music	40 %
Torres, Santos	Sociology	20 %
Tuttle, Nicholas	Psychology, General	20 %
Uptegrove, Jim L.	Administration of Justice	1 %
** (B5) Urkofsky, Teresa E.	Restaurant and Food Services Management	28 %
** (A2) Valdez, Judith	Guidance	7 %
** (A2) Valdez, Judith	Counselor	1 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2022
American River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Valenzona, Deborah A.	Reading	23 %
Vinsant, Denise T.	Counselor	6 %
Vlami, Christopher M.	Administration of Justice	1 %
Vlami, Christopher M.	Coordinator	1 %
Voetsch, Brandon M.	Administration of Justice	1 %
Volz, Christopher J.	Physics, General	20 %
Waechter, J. Trenton	Emergency Medical Services	10 %
Welkley, Debra L.	Coordinator	10 %
Welty, Ann E.	Counselor	21 %
West, Jennifer L.	Automotive Technology	53 %
Wheeler, Susan R.	Small Business and Entrepreneurship	20 %
Williams, Reggie M.	Administration of Justice	1 %
Williams, Samuel W.	Dramatic Arts	40 %
Williamson, Kate C.	Librarian	10 %
Wilouza, Monica E.	Emergency Medical Services	10 %
Winford, Geoffrey M.	Administration of Justice	1 %
Wolfe, David E.	Biology, General	52 %
Wolfey, Ronald E.	Emergency Medical Services	10 %
Won, Dean K.	Physiology (Includes Anatomy)	52 %
Wong, Kim W.	Administration of Justice	1 %
Woo, Harvey K.	Administration of Justice	1 %
Wood, Patricia E.	Painting & Drawing	28 %
Wooden, Tami D.	Physical Education	15 %
Yatsenko, Tatyana	Guidance	7 %
Yatsenko, Tatyana	Counselor	8 %
Young, Shih-Wen M.	Astronomy	20 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2022
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Adame, Ryan P.	Dramatic Arts	20 %
Ahearn, Thomas T.	English	40 %
Ahmadi, Abbas	Computer Networking	48 %
Aldredge, Teresa W.	Academic Guidance	10 %
Allen, Cheryl A.	Family Studies	40 %
Aly, Mohamed A. E.	Physiology (Includes Anatomy)	20 %
Amer, M. Rosalie C.	Librarian	5 %
** (A2) Austin, April J.	Librarian	19 %
Austin, Leroy A.	Speech Communication	20 %
Avalos, Amy M.	Counselor	2 %
** (A1) Baca, Jorge	Mathematics, General	35 %
Ballard, Sheryl L.	Child Development/Early Care and Education	20 %
Beren, Timothy S.	Mathematics, General	28 %
Beyrer, Kimberlee M.D.	Counselor	5 %
Biesiadecki, Mary R.	Veterinary Technician (Licensed)	7 %
Binder, Marnie	Other Humanities	40 %
BoarerPitchford, Julie K.	Nutrition, Foods, and Culinary Arts	40 %
Bond, Emily F.	Librarian	6 %
Brown, Cornelius L.	Business and Commerce, General	20 %
Buch, Cheryl L.	Veterinary Technician (Licensed)	21 %
Burns, Cori B.	Medical Assisting	7 %
Butler, Patrick A.	Real Estate	20 %
Byrd, Tanika L.	Speech Communication	20 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2022
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Cervantes, Jordan P.	Counselor	22 %
Chappell, Mike L.	Counselor	3 %
Cinelli, Albert E.	Philosophy	40 %
Connally, Ryan	Civil & Construction Mgmt Technology	7 %
Craig, Torina L.	Counselor	2 %
Dang, Tuong N.	Vietnamese	27 %
Davenport, Carly S.	Mass Communications	20 %
Davis, Sarah N.	Librarian	2 %
De Mars, Eva	Physical Education	45 %
DeMercurio, Dana M.	Speech Communication	20 %
Diehl, Kellie A.	Physical Education	15 %
** (A2) Dimond, Iris J.	Child Development/Early Care and Educatio	40 %
Doan, Anna N.	Counselor	18 %
Dobson, Veronica E.	Psychology, General	40 %
Dow, Keith E.	Physics, General	36 %
Doyle, Laurel C.	Child Development/Early Care and Educatio	40 %
Drybread, Todd J.	Biology, General	5 %
DuBray, Daniel T.	Speech Communication	40 %
Duffy, Marjorie B.	Information Technology, General	13 %
Duffy, Marjorie B.	Software Applications	27 %
Edman, Jeanne L.	Psychology, General	40 %
Edmonds, Jason L.	Anthropology	16 %
Elston, Tyler M.	Sociology	20 %
Enck, Maizy E.	Fine Arts, General	20 %
Erickson, Kurt P.	Music	18 %
Estes, Rebecca L.	Spanish	35 %
Esty, Juana T.	Counselor	23 %
Evans, Debra L.	Office Technology/Office Computer Applicati	13 %
Evans, Debra L.	Information Technology, General	20 %
Evoy, Angela M	Anthropology	20 %
Feindert, Kerstin	English	40 %
Fishman, Wendell	Website Design and Development	18 %
Fishman, Wendell	Software Applications	13 %
Fishman, Wendell	Computer Networking	24 %
** (A5) Fortin, Cheri L.	Dramatic Arts	20 %
Fortunato, Monique	Anthropology	20 %
Fouad, Kimberly S.	Physiology (Includes Anatomy)	52 %
Fowler, Elmira F.	Mathematics, General	28 %
Fuller, Serena M.	Nutrition, Foods, and Culinary Arts	40 %
Gacilan, Gilbert S	Counselor	2 %
Gale, Jessilyn C.	Speech Communication	20 %
Garcia, Yolanda C.	Counselor	2 %
Gelotte, Danielle	Counselor	2 %
** (A5) George, Nyenboku C.	Sociology	50 %
Gilmore, Cassandra C.	Anthropology	16 %
Godinho, Marianina S.	Accounting	53 %
Gomez-Boulware, Salena	Counselor	2 %
Gonzalez, Jose	Counselor	18 %
Gordon, Henry P.	Librarian	11 %
Gorman, Gabriel D.	History	40 %
Grahn, Robert A.	Biology, General	56 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2022
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Granquist, Eric A.	Business Administration	20 %
Granquist, Eric A.	Economics	20 %
Green, Charlene K.	Counselor	13 %
** (A5) Green-Clark, Michelle R.	Dance	15 %
Gryffin, Peter A.	Health Occupations, General	40 %
Guan, Bao J.	Mathematics, General	33 %
Hennig, Krista Maria	Biology, General	20 %
Knudsen, Mark James	Chemistry, General	43 %
Kor, Samra Z.	ESL Writing	20 %
Larsen, Lawrence C.	Mathematics, General	35 %
Le, Phuong M.	Mathematics, General	33 %
Le, Phuong M.	Mathematics Skills	23 %
Leslie, Asya Monique	Psychology, General	30 %
Li, Xiaozhu	Mathematics, General	28 %
Limon, Kimberly T.	English	40 %
Logan, Jason K.	Sociology	20 %
Lugo, Donnisha C.	Sociology	50 %
Mahmood, Ghazanfar B.	Health Occupations, General	40 %
Mapeso, Ray	Human Services	20 %
Marchak, Taras R.	English	40 %
Markalanda, Piyali D.	Mathematics, General	33 %
Markalanda, Piyali D.	Mathematics Skills	7 %
Marslek, Michael R.	Accounting	27 %
Mathis, Jaqueline S.	Academic Guidance	10 %
Mathis, Jaqueline S.	Coordinator	46 %
Mathis, Jaqueline S.	Coordinator	3 %
Melo, Aselia V.	Counselor	40 %
Meyers, Dennis J.	Economics	20 %
Miller, Nathan D.	Speech Communication	40 %
Mulhern, Jeannette L.	Child Development/Early Care and Education	40 %
Nahlen, Kari P.	Physical Education	39 %
Neach, Ryan T.	Political Science	60 %
Neil, Richard R.	Geography	20 %
Newman, Jason C.	History	40 %
Nguyen, Alfonso K.	Counselor	37 %
Nguyen, Alfonso K.	Counselor	15 %
Nguyen, Hoang D.	Economics	20 %
Nguyen, Uyen P.	Physiology (Includes Anatomy)	40 %
Nguyen, Yen Thi	Vietnamese	27 %
Nielson, Jonathan M.	History	20 %
Ninh, Thien-Huong T.	Sociology	58 %
Noel, Brian E.	Automotive Technology	43 %
Ogilvie, Sheila M.	Academic Guidance	20 %
Osman, Mohammed	Information Technology, General	53 %
Osman, Mohammed	Software Applications	7 %
Otiono, Erica N.	Child Development Administration and Management	20 %
Patterson, Jason A.	Biology, General	4 %
Peacock, Kristin R.	Counselor	16 %
Preble, Ronald E.	Intercollegiate Athletics	8 %
Reed, Kathaleen E.	English	30 %
Rojas, Denisse L.	Counselor	8 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2022
Cosumnes River College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Salzman, Julie K.	Counselor	18 %
Salzman, Julie K.	Counselor	4 %
Salzman, Julie K.	Counselor	4 %
Sands-Pertel, Judith A.	Music	40 %
Song, Kur	Computer Networking	8 %
Spisak, John H.	Computer Networking	20 %
Tanimoto, Eddie M.	Family Studies	20 %
Tavares, Tyrone M.	Counselor	3 %
Tierney, Joan W.	Physical Education	30 %
Torres, Christopher P.	Counselor	2 %
Torres, Jessica	Counselor	13 %
** (A2) Vest, Jefferson D.	Management Development & Supervision	20 %
Wiggins, Marcelle F.	Painting & Drawing	28 %
** (A1) Wohl, Matthew H.	Counselor	12 %
Yeung Whamond, Esther E.	Counselor	6 %
Young, Cicely N.	English	20 %
Zepeda, Daniela A.	Counselor	21 %
Zisk, Paul	Sociology	55 %

TEMPORARY, PART-TIME EMPLOYEES Summer 2022
Folsom Lake College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Abeyta, Steven V.	English	20 %
Al Juboori, Suha H.	Computer Programming	40 %
Barela, Jesus A.	Painting & Drawing	28 %
Beese, Michelle A.	Counselor	18 %
Benford, William	Intercollegiate Athletics	15 %
Buch, Dipali D.	Business and Commerce, General	20 %
Buch, Dipali D.	Marketing & Distribution	20 %
Burke, Paul W.	Sociology	20 %
Cardwell, Paula Z.	Speech Communication	20 %
Charles-Bonner, Susie A.	Accounting	53 %
Cherok-Fenner, Natalie J.	Medical Laboratory Technology	22 %
Cheshire, Tamara C.	Ethnic and Cultural Studies	40 %
Clark, Christopher S.	Counselor	13 %
Collom, Alyson D.	Classics-Humanities	20 %
Considine, Daniel T.	Philosophy	60 %
Cooper, Paul G.	History	40 %
Cruz, Ronald J.	English	20 %
Curran, Timothy M.	Mathematics, General	60 %
Danner, Lisa A.	English	40 %
DeMercurio, Dana M.	Speech Communication	20 %
DeVille, Rebecca A.	Classics-Humanities	60 %
Droege, Brooke J.	Speech Communication	40 %
Eitel, Joseph E.	Mathematics, General	47 %
Eitel, Joseph E.	Mathematics Skills	7 %
Eiteneer, Daria N.	Physics, General	52 %
Enck, Maizy E.	Fine Arts, General	20 %
Escalante, Fernando J.	Water and Wastewater Technology	20 %
Estep Gompert, Gena D.	History	40 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2022
Folsom Lake College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
** (A1) Farrand, Brittney N.	Speech Communication	60 %
Fitch, Susan M.	Economics	20 %
Fowler, Caleb L.	Computer Programming	27 %
Gaffaney, Timothy J.	Political Science	20 %
Gill, Ravenpreet K.	Sociology	40 %
Grahlman, Amber H.	Intercollegiate Athletics	8 %
Gray, Victoria K.	Classics-Humanities	40 %
Gray, Victoria K.	Other Humanities	20 %
Greene, Calvin D.	Mathematics, General	1 %
Griffin, Nicole P.	English	20 %
Gross, Bryan E.	Psychology, General	20 %
Harris, Kendra J.	Microbiology	20 %
Koch, Kristen V.	Fine Arts, General	20 %
Kraemer, Jennifer L.	Child Development/Early Care and Educatio	20 %
Kraemer, Jennifer L.	Family Studies	20 %
Lacy, David J.	English	60 %
Leung, Amy M.	Economics	40 %
Maddock, Robert A.	History	40 %
Magnuson, Vasiliki M.	Physical Education	15 %
Mohrmann, Peter R.	Film History and Criticism	20 %
Mollet, Alison V.	Physical Education	30 %
Mollet, Alison V.	Intercollegiate Athletics	15 %
Morris, Jennifer K.	Child Development/Early Care and Educatio	20 %
Nersesyan, Vadim	Mathematics, General	60 %
Nguyen, Bi V.	Mathematics, General	27 %
Oliveira da Silva, Debora	Nutrition, Foods, and Culinary Arts	40 %
Oliver, Noelle E.	English	20 %
Osborne, Kerry K.	Speech Communication	20 %
Osorio, Cecilia G.	Agriculture Technology & Sciences, Gen	28 %
Osorio, Cecilia G.	Biology, General	20 %
Pitts, Lorlie A.	Librarian	13 %
Prelip, Angela N.	Coordinator	20 %
Radekin, Rachel R.	Counselor	1 %
Reese, David A.	Political Science	1 %
Ribaud, Donald N.	Intercollegiate Athletics	15 %
Schaff, John L.	Cross Term	13 %
Schaff, John L.	Cross Term	10 %
** (A5) Smith, Carolyn D.	Economics	40 %
Smith, Valerie T.	English	20 %
Swithenbank, Elizabeth A.Z.	Office Technology/Office Computer Applicati	25 %
Swithenbank, Elizabeth A.Z.	Software Applications	12 %
** (A1) Telles, James W.	Librarian	15 %
Tolopilo, Joshua D.	Chemistry, General	52 %
Watanabe, Matthew R.	Business and Commerce, General	20 %
Wathen, Myrna K.	Librarian	10 %
Welty, Margaret M.	Painting & Drawing	28 %
Winters, Frances A.	Speech Communication	20 %
Works, Bethany C.	Speech Communication	40 %
** (A1) Worth, Debra N.	Anthropology	40 %
Yu, Caiqun	Chemistry, General	32 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2022
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Adams,Stephen J.	History	60 %
Albumalalah,Aoss H.	Physiology (Includes Anatomy)	52 %
Allen,Randy K.	Applied Photography	28 %
Anderson,Catherine	Fine Arts, General	20 %
Anderson,Jared A.	Speech Communication	40 %
Anderson,Kevin M.	Computer Information Systems	7 %
Anderson,Kevin M.	Computer Infrastructure and Support	24 %
Anderson,Kevin M.	Computer Networking	24 %
Angello,James J.	Art	28 %
Anzini-Varesio,Rosemary	Sociology	20 %
Armstrong,Charles H.	Astronomy	20 %
Armstrong,Dana	English	20 %
Arya,Palwasha	Physiology (Includes Anatomy)	20 %
Ashe,Chipo C.	Counselor	3 %
Ashe,Chipo C.	Counselor	17 %
** (A5) Avendano,Marisa	Intercollegiate Athletics	8 %
Babb,Danielle L.	Software Applications	35 %
Bailey,Amelita H.	Mathematics, General	33 %
** (A5) Bair,Lewis E	Software Applications	35 %
Barbaria,Miriam G.	Spanish	53 %
** (A5) Barrett,James M.	Economics	20 %
Bassi,Surinder S.	Mathematics, General	20 %
Batarseh,Samer M.	Business and Commerce, General	20 %
Batarseh,Samer M.	Marketing & Distribution	20 %
Beyrer,Kimberlee M.D.	Counselor	21 %
Borenstein,Jennifer G.	Economics	60 %
Bowman,Sean P.	Accounting	53 %
Boyd,Halsey J.	Mathematics, General	27 %
Boyd,Rebecca M.	Librarian	16 %
Bratton,Clayton G.	Physics, General	16 %
Bratton,Clayton G.	Astronomy	16 %
Braun,Regina J	Counselor	28 %
Bryant,Paul R.	Information Technology, General	40 %
Buchanan-Cello,Shelly A.	Library Science, General	20 %
** (A5) Bui,Dinh N.	Academic Guidance	20 %
Burns,Mildred R.	Physical Therapy Assistant	40 %
Camp,Kevin M.	Economics	40 %
Cano Chavez,Veronica	Counselor	46 %
Cantillo,Fernando F.	Computer Programming	53 %
Cardenas,Theresa M.	Counselor	9 %
Carmazzi,Paul L.	Physical Education	15 %
Carmazzi,Paul L.	Physical Fitness and Body Movement	25 %
Carmazzi,Paul L.	Health Education	20 %
Carney,Diane	Environmental Science	20 %
Caselli,Nancy A.	Speech Communication	40 %
Cecil,Susan R.	Dental Assistant	33 %
Chave,Joshua J.	Counselor	11 %
Cho,Eun L.	Painting & Drawing	57 %
Cirrone,Steve F.	English	20 %
Clark,Kevin E.	Sign Language	53 %
Constantine,John H.	Economics	20 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2022
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Copely,Douglas M.	Physics, General	36 %
** (B5) Crail,Charr P.	Computer Graphics and Digital Imagery	21 %
Crain,Danielle D.	Physiology (Includes Anatomy)	52 %
Crawford,Robert L.	Mathematics, General	33 %
Dale,Nicholas D.	Mathematics, General	60 %
Dana,Maureen Woodard	English	20 %
Dao,Binh C.	Chemistry, General	52 %
** (A5) Dao,Thanh-Thuy N.	Computer Information Systems	35 %
Davis,Tony P.	Academic Guidance	20 %
De Guzman,Emmylou V.	Health Occupations, General	20 %
De Mey,Suzanne L.	Accounting	53 %
** (A2) DeLappe,Lori A.	Dramatic Arts	30 %
DeSouza,Kara D.	Psychology, General	40 %
Diaz-Gastelum,Gloria	Spanish	53 %
Diehl,Nicholas J.	Philosophy	20 %
Dilley,Paul J.	History	40 %
Dokes,Eugene E.	Business Administration	40 %
Dokes,Eugene E.	Office Technology/Office Computer Applicati	20 %
Doonan,William F.	Anthropology	60 %
Dougherty,John J.	Ethnic and Cultural Studies	20 %
Eckley,Terri L.	Psychology, General	20 %
Eifler,Tristan T.	Chemistry, General	43 %
** (B5) Estabrook,Paul H.	Applied Photography	28 %
Etting,Stephanie F	Anthropology	32 %
Fayko,Robyn E.	Anthropology	40 %
Felker,Jeffery J.	English	40 %
Fellman,Melissa M.	Dental Hygienist	51 %
Fore,Dana Y.	English	20 %
Frank,Paul E.	Political Science	40 %
Fraser,Linda M.	English	20 %
Freas,Adam C.	Academic Guidance	13 %
French,Catherine A.	English	20 %
Fuertes,Luz Andrea	Counselor	16 %
Gaffaney,Timothy J.	Political Science	20 %
Gales,Marques J.	Physical Education	23 %
Gales,Marques J.	Intercollegiate Athletics	15 %
Ganas,Josephine I.	Dental Hygienist	5 %
Gander,Therese A.	Mathematics, General	27 %
Garboushian,Maida Y.	Counselor	19 %
Garcia-Keegan,Bernard J.A.M	Speech Communication	60 %
Gates,Jennine E.	Dental Hygienist	52 %
Geddis,Maurice A.	Counselor	21 %
Gelotte,Danielle	Counselor	7 %
** (B5) Gentry,Richard P.	Environmental Control Technology (HVAC)	13 %
Gerlis,Rachel A.	Sign Language	53 %
Gmelin,Robert P.	English	20 %
Goehring,Kevin S.	Aviation Airframe Mechanics	43 %
Goodchild,Rebecca D.	Librarian	6 %
Gooley-Carson,Aryana P.	Speech Communication	40 %
Gould,Kelly L.	Administration of Justice	60 %
Greenwell,Andrea L.	Physiology (Includes Anatomy)	20 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2022
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Gregory MacMillan, Marcella S.	Japanese	27 %
**(A5) Griffin, David A.	Physical Fitness and Body Movement	25 %
Gutierrez, Alicia I.	Counselor	11 %
Gutierrez, Jennifer L.	Fine Arts, General	20 %
Guzman, Sandra G.	Counselor	5 %
Hanaumi, Don L.	Sign Language	53 %
Harkleroad, Bernard L.	Physical Education	15 %
Hernandez-Chaidez, Adan	General Work Experience	13 %
Hernandez-Chaidez, Adan	Counselor	15 %
Hill, Deirdre R.	Counselor	34 %
Hill, Deirdre R.	Counselor	3 %
Hung, Gary W.	Counselor	24 %
Hung, Gary W.	Counselor	7 %
Johansen, Trine B.	Anthropology	16 %
Jones, Amy Rebecca	Counselor	2 %
Jue, Jordan C.	Librarian	5 %
Kehew, Julia K.	History	40 %
Kehl, Anthony J.	Physical Fitness and Body Movement	13 %
Keys, Alan S.	Psychology, General	40 %
Kiel, Jeannette L.W.	Psychology, General	40 %
Knudson, Kandace M.	Coordinator	7 %
Koch, Kristen V.	Classics-Humanities	20 %
Kolesnikov, Veronika	Family Studies	40 %
Korniakov, Alexander	Accounting	27 %
Lagunas-Carvacho, Magaly A.	Spanish	27 %
Laird, Hayley Kantor	English	20 %
Lane, Tammie R.	Dental Assistant	10 %
Lawrence Jr, Charles E.	Counselor	15 %
Lazzarone, Gordon C.	Applied Photography	13 %
Lee, Pao	Counselor	19 %
Lee, Pao	Counselor	9 %
Leek, Laura C.	ESL Speaking/Listening	20 %
Leong, Hazel Ann C	History	40 %
Lewis, Lysha J.	Sociology	20 %
Lewis, Robert C	Real Estate	20 %
Limon Guzman, Jesus A.	English	40 %
Lindell, Pamela N.	Anthropology	20 %
Little, Myra M.	Information Technology, General	20 %
Little, Myra M.	Computer Programming	35 %
Liu, Steve S.	Chinese	7 %
Logan, Jason K.	Sociology	20 %
Logan, Shane P.	Corrections	40 %
Lothrop, Joshua L	Nursing	60 %
Lovelace, Kevin J	Business Administration	20 %
Lucas, Andrea K.	Coordinator	5 %
Lynch, Blair N.	Psychology, General	20 %
Madrigal, Abraham	Counselor	20 %
Madrigal, Abraham	Counselor	34 %
Maeda, Richard	Health Occupations, General	20 %
Manriquez, Paul M.	Mathematics, General	60 %
Marshall, Jessica A.	Anthropology	40 %

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

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

TEMPORARY, PART-TIME EMPLOYEES Summer 2022
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Martinez, Jesus E.	Mathematics, General	60 %
Martinez, Jesus R.	History	40 %
** (B5) Masterson, Patricia J.	Sign Language	53 %
Mendez-Nunez, Luis R.	Mathematics, General	27 %
Miller, Nicholas B.	Sociology	40 %
Miramontes Quinones, David M	Job Seeking/Changing Skills	7 %
Mohrmann, Peter R.	Dramatic Arts	20 %
Molson, Stephene M	Registered Nursing	32 %
Mukherjee, Sharmila	Chemistry, General	52 %
** (A2) Myers, Linda B.	English	40 %
Nash, Laurie J.	Physical Education	15 %
Nasiri, Melekeh	Chemistry, General	59 %
Neil, Richard R.	Geography	20 %
Neilson, Wendy N.	Occupational Therapy Technology	8 %
Newman Ritchards, Toni J.	Counselor	20 %
Nguyen, Alfonso K.	Counselor	10 %
Nguyen, Cuong	Counselor	24 %
Nicholson, Joy Christine	Dramatic Arts	20 %
Niyati, Fatemeh	Chemistry, General	51 %
Norman, Ben Eric	Mathematics, General	27 %
Norman, Janith A	Business and Commerce, General	60 %
Ochoa, Gerardo	Chemistry, General	41 %
** (A1) Oh, Jang-Ha	Physical Education	15 %
** (A1) Oh, Jang-Ha	Intercollegiate Athletics	8 %
Okada, Mikiya	Electronic Game Design	21 %
Otto, Anna M.	Family Studies	40 %
Palaspas, Candice M.	Counselor	4 %
Parks, Karen D.	Software Applications	18 %
Piskun, Yelena	Counselor	4 %
Plate, Rive Lynn Love	Occupational Therapy Technology	3 %
Pogue, Brian A.	Coordinator	6 %
Pogue, Brian A.	Coordinator	12 %
Pogue, Brian A.	Coordinator	10 %
Prilepina, Tamara F.	Mathematics, General	20 %
Questa, Maria	Microbiology	41 %
Reach, Lorna J.	Counselor	45 %
Regalado, Maria Carmen	Psychology, General	40 %
Ridley, Christina Y.	Physical Therapy Assistant	11 %
Rowe, Stephanie A.	Coordinator	7 %
Royal, Joy R.	Software Applications	35 %
Sala, Alina	Counselor	18 %
** (A5) Spruce-Veatch, L Renee	English	20 %
** (B3) Steele, Marlene M.	Occupational Therapy Technology	22 %
Steever, Joseph M.	Mathematics, General	53 %
** (B5) Stevenson, Elizabeth	Coordinator	22 %
Storms, Natascha	Anthropology	40 %
Suy, Shaun	Counselor	14 %
Suy, Shaun	Counselor	6 %
Suy, Shaun	Counselor	25 %
Takahashi, Reiko Y.	Counselor	6 %
Takahashi, Reiko Y.	Counselor	11 %

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TEMPORARY, PART-TIME EMPLOYEES Summer 2022
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Tercho, Karen L.	Librarian	3 %
Tittle, Matt G	English	40 %
Treon, Caron L.	English	20 %
Tubra, Timothy D.	Physical Therapy Assistant	8 %
Tuifua, Amelia S.	Counselor	3 %
Uram, Peter	Mathematics, General	40 %
Villalva, Janelle E.	Nursing	6 %
Walker, Melissa C.	Dental Assistant	5 %
Wallace, Jason	English	20 %
Waltonen, Karma J.	English	20 %
Ward-Richardson, Joycelyn M.	Child Development/Early Care and Educatio	20 %
Wheeldon, Sandra M.	Dental Assistant	28 %
Williams, Alton N.	Sociology	20 %
Williams, Nichelle	Counselor	5 %
Wiseman, Maury I.	History	40 %
Wong, Malcolm E.	Mathematics, General	27 %
Woodmansee, Rick D.	Mathematics, General	27 %
** (A1) Woolley, Nicole B.	Coordinator	5 %
** (A1) Wright, Tatyana N.	Counselor	9 %
** (A1) Wright, Tatyana N.	Counselor	37 %
Zapanta, Kamie V.	Counselor	2 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2022
Folsom Lake College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Mitchell, Sunny Staton	Dance	30 %

TEMPORARY, PART-TIME EMPLOYEES Fall 2022
Sacramento City College

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Valdovinos, Kristal	Psychology, General	20 %

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CLASSIFIED

APPOINTMENT(S)			
<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Benites, Alejandra R.	Student Support Specialist	SCC	06/27/22
Boiciuc, Igor	Custodian	FLC	07/06/22
Chanhthavichith, Soumas A.	Administrative Assistant II	DO	06/13/22
Mack, Courtnee L.	Student Support Supervisor	ARC	07/06/22
Martynov, Yevgen	Custodian	ARC	06/27/22
Moghaddam, Babak	Custodian	ARC	06/27/22
Pulatov, Saidaziz S.	Custodian	FLC	06/13/22
Purdy, Karen T.	Animal Health Instructional Technician	CRC	07/11/22
Ramirez, Miguel A.	Maintenance HVAC Mechanic	FM	06/13/22
Tran, Ile D.	Police Officer	DO	07/06/22
Tran, Trang T.	Accounting Specialist	DO	06/21/22

APPOINTMENT(S) TO TEMPORARY POSITION(S)			
<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Thor, Tou J.	Police Cadet to Officer Program (L.T.T.)	DO	06/21/22-12/20/22

LEAVE(S) OF ABSENCE				
<u>Name</u>	<u>Position</u>	<u>Type of Leave</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Cervantes, Jordan P.	Student Personnel Assistant-Student Services	Personal, 25%	CRC	05/19/22-08/17/22
Ellis, Brandon L.	Instructional Assistant-Physical Education/Athletics	Personal, 47%	CRC	08/20/22-12/15/22

PROMOTION(S)			
<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Ali, Nimo	Student Support Specialist (Student Personnel Assistant-Counseling)	ARC ARC)	06/21/22

CLASSIFIED

PROMOTION(S), CONTINUED			
<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Figueroa, Denize	Student Support Specialist (Admissions/Records Evaluator/Degree Auditor I	CRC CRC)	06/13/22
He, Candy G.	Student Personnel Assistant-Disabled Student Programs & Services (DSP&S) (Clerk III	SCC SCC)	06/27/22
Jacobson, Karen J.	Instructional Services Assistant I (Clerk III, 60%	ARC DO)	06/22/22
Lor, Lisa	Student Support Specialist (Student Personnel Assistant-Extended Opportunity Programs & Services	CRC CRC)	06/06/22
Poole, Ashley N.	Confidential Senior Human Resources Officer (Confidential Human Resources Specialist III	DO DO)	06/01/22
Robinson, Shakeya T.	Administrative Services Analyst (Accountant	FLC DO)	06/23/22
Stalker, Aleia R.	Counseling Supervisor (Student Support Specialist	ARC ARC)	07/01/22
Taylor, Jessica A.	Student Personnel Assistant-Student Life (Clerk III	SCC ARC)	06/01/22
Voda, Valeriy A.	Accounts Payable Supervisor (Accounting Specialist	DO DO)	06/02/22

REASSIGNMENT(S)/TRANSFER(S)			
<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Garcia Galvan, Angelica	Student Support Specialist (Student Support Specialist	SCC ARC)	06/01/22
Moua, Boun K.	Outreach Specialist (Outreach Specialist	SCC ARC)	06/06/22
Ng, Gordon K.	Instructional Assistant-Health Occupations, 12 months, 100% (Instructional Assistant-Health Occupations, 9 months, 75%	ARC ARC)	06/01/22

CLASSIFIED

RECLASSIFICATION(S)			
<u>Name</u>	<u>Proposed Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Dean, Andrea L.	Administrative Assistant II (Administrative Assistant I)	CRC CRC)	03/30/22
Puckett, Thomas C.	Lead Instructional Assistant-Mathematics (Instructional Assistant-Mathematics	ARC ARC)	06/21/22
Tinoco-Martinez, Karina	Outreach Specialist (Student Personnel Assistant-Outreach Services	ARC ARC)	05/17/22

RESIGNATION(S)			
<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Anderson, Gregory W.	Police Sergeant	DO	06/23/22
Dibrov, Nikolay	Police Communications Dispatcher	DO	06/23/22
Farlow, Kristin L.	Student Support Specialist	ARC	06/04/22
Holmes, Tashay T.	Police Communications Dispatcher	DO	07/01/22
Jaramillo, Osvaldo	Student Personnel Assistant-Counseling	ARC	04/30/22
Kekahu, Malissa N.	Confidential Administrative Assistant III	SCC	06/25/22
Pohlman, Catherine H.	Student Personnel Assistant-Internship Developer	ARC	05/07/22

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

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>American River College</u>			
Ables, Sonya R.	Clerk III	07/01/2022	06/30/2023
Akhlaq, Sayed Akram	Clerk I	07/01/2022	06/30/2023
Albert, Lisa I.	Advanced Interpreter	07/01/2022	06/30/2023
Alejo, Alexander G	DSP&S Clerk	07/01/2022	06/30/2023
Atkinson, Andrea A	Advanced Interpreter	07/01/2022	06/30/2023
Avery-Stovel, Gloria P.	DSP&S Clerk	07/01/2022	06/30/2023
Bagdanov, Mikaela R.	Intermediate Interpreter	07/01/2022	06/30/2023
Baxter, Diane M.	Art Model	07/01/2022	06/30/2023
Benitez Macias, Daletza M.	Clerk III	07/01/2022	06/30/2023
Biliak, Gennadii	Laboratory Technician	05/25/2022	06/30/2022
Brown, Jacob	DSP&S Clerk	07/01/2022	06/30/2023
Budaretska, Svitlana	Child Dev Ctr Teacher	07/01/2022	06/30/2023
Burns, Tristan D.	Special Projects	07/01/2022	06/30/2023
Burrage, Michael E.	Utility Worker	07/01/2022	06/30/2023
Butler, Juanita N.	Advanced Interpreter	07/01/2022	06/30/2023
Canton, Stuart L.	Instructional Assistant	07/01/2022	06/30/2023
Catalan, Christian T	Special Projects	07/01/2022	06/30/2023
Chimero, Ashlie N.	Intermediate Interpreter	07/01/2022	06/30/2023
Cooley, Katie J	Account Clerk III	07/01/2022	06/30/2023
Creed, Timothy J.	Art Model	07/01/2022	06/30/2023
Cucos, Oxana	Clerk III	07/01/2022	06/30/2023
Daunt, Kayla Lee	Advanced Interpreter	07/01/2022	06/30/2023
De Luze, Alivia A	Library Technician	07/01/2022	06/30/2023
Dempsey, David D.	Intermediate Interpreter	07/01/2022	06/30/2023
Dubray, Marcus Murat	Art Model	07/01/2022	06/30/2023
Esquivias, Kay D.	Special Projects	07/01/2022	06/30/2023
Faust, Guendalina R	Special Projects	06/15/2022	06/30/2022
Flatebo, Veronica Owen E.	Intermediate Interpreter	07/01/2022	06/30/2023
Gates, Lauren A.	Art Model	07/01/2022	06/30/2023
Gatewood, Thomas A.E.	Instructional Assistant	07/01/2022	06/30/2023
Gorbenko, Natalie G.	Instructional Assistant	07/01/2022	06/30/2023
Graham, Kelley A.	Child Dev Ctr Teacher	07/01/2022	06/30/2023
Graves, Abigail B.	DSP&S Clerk	07/01/2022	06/30/2023
Green, Loralyn J.	Advanced Interpreter	07/01/2022	06/30/2023
Hannon, Laura M.	Intermediate Interpreter	07/01/2022	06/30/2023
Hansen, Valeri C.	Clerk I	04/25/2022	06/30/2022
Heggen-Wilcox, Samantha S.	Clerk I	07/01/2022	06/30/2023
Hillman, George E	Student Personnel Assistant	07/01/2022	06/30/2023
Hillman, George E	Student Personnel Assistant	07/01/2022	06/30/2023
Hoffman, Marie A.	Instructional Assistant	07/01/2022	06/30/2023

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Hoffpauir, Christien D.	Instructional Assistant	07/01/2022	06/30/2023
Ivanov, Vasyl	Special Projects	07/01/2022	06/30/2023
Jenkins, Tanisha L.	Student Personnel Assistant	07/01/2022	06/30/2023
Keller, Ashley A.	Advanced Interpreter	07/01/2022	06/30/2023
Kelly, Kathleen R.	Special Projects	07/01/2022	06/30/2023
King, Diane M.	Advanced Interpreter	07/01/2022	06/30/2023
Kirkman, Madelynne A	Special Projects	07/01/2022	06/30/2023
Kropp, Jonnie M.	Instructional Assistant	07/01/2022	06/30/2023
Kurtsieitova, Zarema	Child Dev Ctr Teacher	07/01/2022	06/30/2023
Lagrutta, Rick V.	Art Model	07/01/2022	06/30/2023
Lambert, Sarina E.	Advanced Interpreter	07/01/2022	06/30/2023
Lavrushchak, Vita M.	Financial Aid Officer	07/01/2022	06/30/2023
Leard, Marcella A.	Clerk II	07/01/2022	06/30/2023
Liu, Sujia	Special Projects	06/01/2022	06/30/2022
Lopez Alvarez, Gabriela	DSP&S Clerk	07/01/2022	06/30/2023
Lu, Min	Special Projects	07/01/2022	06/30/2023
Martynova, Olena	Library Technician	07/01/2022	06/30/2023
Mason, Amber E	Special Projects	07/02/2022	06/30/2023
Mason, Taylor V	DSP&S Clerk	07/01/2022	06/30/2023
Masyuk, Oleksandr	Custodian	07/01/2022	06/30/2023
Medicine Crow, Sarah B.	Student Personnel Assistant	07/01/2022	06/30/2023
Mezer, Khaleel	Custodian	07/01/2022	06/30/2023
Miller, Patti	Special Projects	07/01/2022	06/30/2023
Mohammad Asif, Nigara	Student Personnel Assistant	07/01/2022	06/30/2023
Mohseni, Sima	Instructional Assistant	07/01/2022	06/30/2023
Morales-Becerra, Katia E.	Student Personnel Assistant	07/01/2022	06/30/2023
Morgan, Johnny D.	Custodian	07/01/2022	06/30/2023
Morris, Carson N	Special Projects	07/01/2022	06/30/2023
Mudik, Nadiya I.	Custodian	07/01/2022	06/30/2023
Newberry, Travis D	Special Projects	12/10/2021	06/30/2022
Onu, Faith A	Library Technician	07/01/2022	06/30/2023
Phillips, Renny	Counseling Clerk II	07/01/2022	06/30/2023
Phoenix, Denzel J.	Student Personnel Assistant	07/01/2022	06/30/2023
Pidsadna, Nataliia	Clerk III	07/01/2022	06/30/2023
Plugovoy, Yekaterina Y.	Library Technician	07/01/2022	06/30/2023
Pratt, Taylor K	Instructional Assistant	07/01/2022	06/30/2023
Pulatova, Dilorom	Custodian	07/01/2022	06/30/2023
Roa, Sabrina M.	Clerk I	05/25/2022	06/30/2022
Rodriguez, Alicia I.	Clerk I	07/01/2022	06/30/2023
Romo Cuellar, Diego	Student Personnel Assistant	07/01/2022	06/30/2023
Shah, Rameen A.	Clerk I	07/01/2022	06/30/2023
Sims, Kennedie A.	Clerk II	07/01/2022	06/30/2023
Solis, Alfred R.	Instructional Assistant	07/01/2022	06/30/2023
Strom, Ryal Edwyn	Special Projects	07/01/2022	06/30/2023
Tauber, Claire A.	Art Model	07/01/2022	06/30/2023
Tauber, Edris	Instructional Assistant	07/01/2022	06/30/2023
Turner, Joseph D.	DSP&S Clerk	07/01/2022	06/30/2023

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Turner, Tasia S	Counseling Clerk II	07/01/2022	06/30/2023
Vang, Julie K	DSP&S Clerk	07/01/2022	06/30/2023
Vang, Mai S.	Instructional Assistant	07/01/2022	06/30/2023
Vann, Deborah K	Clerk II	05/23/2022	06/30/2022
Veirs, Michael D.	Student Personnel Assistant	07/01/2022	06/30/2023
Velazquez, Medelin A	Student Personnel Assistant	07/01/2022	06/30/2023
Weir-Gonzalez, Alyssa N	Clerk III	07/01/2022	06/30/2023
Winn, Zachary N.	Art Model	07/01/2022	06/30/2023
Word, Peggy S.	Instructional Assistant	07/01/2022	06/30/2023
Abdulshukur, Feruza	Student Personnel Assistant	07/01/2022	06/30/2023

Cosumnes River College

Amituanai, Dayed A.	Financial Aid Clerk I	07/01/2022	06/30/2023
Amos, Malik Tyson D.	Student Personnel Assistant	07/01/2022	06/30/2023
Aparicio, Jeffrey	Special Projects	07/01/2022	06/30/2023
Ayoubi, Sadia	Financial Aid Clerk I	07/01/2022	06/30/2023
Bayaz, Hadia	Financial Aid Clerk I	07/01/2022	06/30/2023
Bermudez, Gabriela	Student Personnel Assistant	07/01/2022	06/30/2023
Bradley, Mathew J.	Assistant Coach	07/01/2022	06/30/2023
Burnitzki, Mark A.	Instructional Assistant	07/01/2022	06/30/2023
Champion, Anthony R.	Assistant Coach	07/01/2022	06/30/2023
Chasengnou, Emily N.	Asst. Financial Aid Officer	07/01/2022	06/30/2023
Corgiat, Taylor J.	Assistant Coach	07/01/2022	06/30/2023
Corpuz, Antonia Marie G.	Student Personnel Assistant	07/01/2022	06/30/2023
Dalisay, Caroline V.	Reader/Tutor II	07/01/2022	06/30/2023
Dang, Heather Thien H.	Reader/Tutor II	07/01/2022	06/30/2023
Dayal, Sharon S.	Student Personnel Assistant	07/01/2022	06/30/2023
De La Torre Perez, Enrique	Student Personnel Assistant	07/01/2022	06/30/2023
Estrada, Itzel A	Student Personnel Assistant	07/01/2022	06/30/2023
Fegan, Angela	Instructional Assistant	07/01/2022	06/30/2023
Garcia, Andrew E	Counseling Clerk I	07/01/2022	06/30/2023
Gonzalez, Karen P	Student Personnel Assistant	07/01/2022	06/30/2023
Green, Sheila R.	Reader/Tutor II	07/01/2022	06/30/2023
Hersh, Lynnette H.	Reader/Tutor I	07/01/2022	06/30/2023
Hoff, Sierra O.	Reader/Tutor I	07/01/2022	06/30/2023
Jang, Robin M	DSP&S Clerk	07/01/2022	06/30/2023
Keenan, Annemarie	Reader/Tutor II	07/01/2022	06/30/2023
Khang, Moua M	Admissions/Records Clerk I	07/01/2022	06/30/2023
Kucera, Kristen L	Reader/Tutor II	07/01/2022	06/30/2023
Larreynaga, Antonia A.	Student Support Specialist	07/01/2022	06/30/2023
Leong, Jonathan G	Student Personnel Assistant	07/01/2022	06/30/2023
Luong, Denise	Asst. Financial Aid Officer	07/01/2022	06/30/2023
Luong, Jackie W.	Financial Aid Officer	07/01/2022	06/30/2023
Lwenya, Caren S.	Financial Aid Clerk II	07/01/2022	06/30/2023
McCann, Christin L.	Clerk I	07/01/2022	06/30/2023

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
McDonald, Audrey K.	Special Projects	07/01/2022	06/30/2023
Menchaca, Rebecca	Reader/Tutor I	07/01/2022	06/30/2023
Mills, Mikki	Clerk I	07/01/2022	06/30/2023
Munoz Jr, Joseph E.	Special Projects	07/01/2022	06/30/2023
Mysaysana, Purlang L.	Financial Aid Clerk II	07/01/2022	06/30/2023
Ngai, Eric	Reader/Tutor I	07/01/2022	06/30/2023
Nguyen, Khoi B	Financial Aid Clerk I	07/01/2022	06/30/2023
Nguyen, Tung V.	Reader/Tutor II	07/01/2022	06/30/2023
Omoruyi, Hannah F.	Child Dev Ctr Assoc. Teacher	07/01/2022	06/30/2023
Perez, Angelina M	Student Personnel Assistant	07/01/2022	06/30/2023
Ramirez, Pablo P.	Assistant Coach	07/01/2022	06/30/2023
Raya Franklin, Alexandria O.	Student Personnel Assistant	07/01/2022	06/30/2023
Reed, Linda	Financial Aid Clerk II	07/01/2022	06/30/2023
Reyes Cruz, Carrie A.	Student Personnel Assistant	07/01/2022	06/30/2023
Reynoso Lopez, Sophia E.	Financial Aid Clerk I	07/01/2022	06/30/2023
Rini, Christopher S.	Special Projects	07/01/2022	06/30/2023
Rojas Gonzalez, Nayeli Evelin	Student Personnel Assistant	07/01/2022	06/30/2023
Saechao-Mendoza, Madeleine R.	Financial Aid Clerk II	07/01/2022	06/30/2023
Salgado, Emely C.	Student Support Specialist	07/01/2022	06/30/2023
Sandoval, Miguel	Assistant Coach	07/01/2022	06/30/2023
Seals, Bernard D	Assistant Coach	07/01/2022	06/30/2023
Shuman, Steve E	Reader/Tutor I	07/01/2022	06/30/2023
Smith, Kendra R.	Student Personnel Assistant	07/01/2022	06/30/2023
Stapleton, Meredith H	Clerk I	07/01/2022	06/30/2023
Teegarden, Chloe J	Financial Aid Clerk I	07/01/2022	06/30/2023
Vang, See	Administrative Asst. I	07/01/2022	06/30/2023
Vega, Emmanuel	Assistant Coach	07/01/2022	06/30/2023
Vue, Tria	Student Support Specialist	07/01/2022	06/30/2023
Wahidy, Abdul Rafi	Clerk I	07/01/2022	06/30/2023
Wong, Hannah E.	Reader/Tutor I	07/01/2022	06/30/2023
Woycheshin, Crystal L.	Instructional Assistant	07/01/2022	06/30/2023
Xiong, Chua	Student Personnel Assistant	07/01/2022	06/30/2023
Yang, Linda	Asst. Financial Aid Officer	07/01/2022	06/30/2023
Zanders, Denise Y.	Special Projects	07/01/2022	06/30/2023

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

Azizyan, Shokoofa	Account Clerk II	07/05/2022	06/30/2023
Almzayek, Iman M	Clerk I	07/01/2022	06/30/2023
Babbitt, Shawn L.	Campus Patrol	07/01/2022	06/30/2023
Bravo, Rodrigo R.	Campus Patrol	07/01/2022	06/30/2023
Burgard, Hannah Noelle	Special Projects	07/01/2022	06/30/2023
Camp, Laurie L.	Clerk III	07/01/2022	06/30/2023
Crisp, MarCia L	Clerk III	07/01/2022	06/30/2023
Dixon, Christopher J	Campus Patrol	07/01/2022	06/30/2023

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Frick, Gabriel H	Campus Patrol	07/01/2022	06/30/2023
Generalov, Dorina	Account Clerk II	07/05/2022	06/30/2023
Hadi, Sadiq Faleh	Campus Patrol	05/17/2022	06/30/2022
Hassan, Nima Mohamed	Clerk III	07/01/2022	06/30/2023
Hayes, Louie	Campus Patrol	07/01/2022	06/30/2023
Iturriaga, Nicholas	Campus Patrol	07/01/2022	06/30/2023
Juarez Lopez, Luis G.	Police Comm Dispatcher	07/01/2022	06/30/2023
Kristoff, Debra L.	Special Projects	07/01/2022	06/30/2023
Li, Irina M	Clerk III	07/01/2022	06/30/2023
Li, San M	Research Analyst	07/01/2022	06/30/2023
Lieu, Travis	Campus Patrol	07/01/2022	06/30/2023
Lirnik, Maryna	Clerk III	07/01/2022	06/30/2023
Lynn, Jessica	Special Projects	07/01/2022	06/30/2023
Martel, Francesca M.	Clerk III	07/01/2022	06/30/2023
Michael, Kristie M.	Special Projects	07/01/2022	06/30/2023
Nawaz, Adil	Student Personnel Assistant	07/01/2022	06/30/2023
Nguyen, Phuong N.	Clerk III	07/01/2022	06/30/2023
Nieto, Angela L	Clerk III	07/01/2022	06/30/2023
Pysarchukovska, Tetiana	Clerk III	07/01/2022	06/30/2023
Rodriguez, Sally E.	Police Comm Dispatcher	07/11/2022	06/30/2023
Roth, Kara D.	Special Projects	07/01/2022	06/30/2023
Saleem, Rameen	Campus Patrol	07/01/2022	06/30/2023
Sanchez, Hortencia P.	Special Projects	07/01/2022	06/30/2023
Simmons-Bartholome, Alyse E	Clerk III	07/01/2022	06/30/2023
Smith, Secelia Nicole Ann	Clerk III	07/01/2022	06/30/2023
Strachan, Sean P	Special Projects	07/01/2022	06/30/2023
Sullenger-Bruno, Katherine M.	Clerk III	07/01/2022	06/30/2023
Tahirkheli, Arshe Z	Student Personnel Assistant	07/01/2022	06/30/2023
Taroli, Allison R.	Special Projects	07/01/2022	06/30/2023
Thor, Tou J.	Police Cadet to Officer	06/21/2022	06/30/2022
Thorp, Anne E.	Student Personnel Assistant	07/01/2022	06/30/2023
Thorp, Emma C	Student Personnel Assistant	07/01/2022	06/30/2023
Valerio, Emily L.	Clerk III	07/01/2022	06/30/2023
Vang, Phillip	Campus Patrol	07/01/2022	06/30/2023
Vang, Ying	Campus Patrol	07/01/2022	06/30/2023
Vargas, Danna I.	Campus Patrol	07/01/2022	06/30/2023
Voskanyan, Yester	Student Personnel Assistant	07/01/2022	06/30/2023
Weaver-Owens, Vickie A.	Special Projects	07/01/2022	06/30/2023
Yakuta, Yuliya	Clerk III	07/01/2022	06/30/2023
Ycmat, Dalisay B	Clerk III	07/01/2022	06/30/2023
Zamora-Rocha, Gustavo	Campus Patrol	07/01/2022	06/30/2023

Folsom Lake College

Allen, Michael J.	Art Model	07/01/2022	06/30/2023
Balbuena, Caleb F	Special Projects	07/01/2022	06/30/2023
Buhman, Michael J	Reader/Tutor II	07/01/2022	06/30/2023

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Cauchi, Brett J.	Special Projects	07/01/2022	06/30/2023
Child, Allison J.	Assistant Coach	07/01/2022	06/30/2023
Clark, Shawn D	Clerk I	07/01/2022	06/30/2023
Crum, Ryan D.	Reader/Tutor I	07/01/2022	06/30/2023
De Vera, Shawn C.	Instructional Assistant	07/01/2022	06/30/2023
Fong, Tony Nelson	IT Specialist I	07/01/2022	06/30/2023
Gates, Lauren A.	Art Model	07/01/2022	06/30/2023
Granier, Theodore R. E.	Instructional Assistant	07/01/2022	06/30/2023
Hallford, Tatiana I	Clerk I	07/01/2022	06/30/2023
Harmon, Aubrie Sade	Clerk I	07/01/2022	06/30/2023
Hupp, Jemma L.	Admissions/Records Clerk II	07/01/2022	06/30/2023
Huynh, Johnny	Student Personnel Assistant	07/01/2022	06/30/2023
Iacovleva, Daria	Financial Aid Clerk I	07/01/2022	06/30/2023
Karle, Sierra R.	Tutorial Services Assistant	07/01/2022	06/30/2023
LaFrom, Sheila A.	Reader/Tutor I	07/01/2022	06/30/2023
Lagrutta, Rick V.	Art Model	07/01/2022	06/30/2023
Landoni, Gabriela A.	Reader/Tutor I	07/01/2022	06/30/2023
Leven, Adrian S	Reader/Tutor I	07/01/2022	06/30/2023
Macias, Eric Ruben	Assistant Coach	07/01/2022	06/30/2023
Madanat, Heleena S.	Special Projects	07/01/2022	06/30/2023
Mai, Phuoc H.	Instructional Assistant	07/01/2022	06/30/2023
Majeski, Michael B.	Assistant Coach	07/01/2022	06/30/2023
Marderos, Aaron G	Assistant Coach	07/01/2022	06/30/2023
Mazumder, Souradeep	Reader/Tutor I	07/01/2022	06/30/2023
McDonald, Russell G	Assistant Coach	07/01/2022	06/30/2023
McGaffic, Andrew T.	Special Projects	07/01/2022	06/30/2023
McLaughlin, Isabella R.	Instructional Assistant	07/01/2022	06/30/2023
Miller, Jazmine O.	Assistant Coach	07/01/2022	06/30/2023
Morrison, Samuel R	Student Personnel Assistant	07/01/2022	06/30/2023
Moya, Andy C	Assistant Coach	07/01/2022	06/30/2023
Moya, Randy	Assistant Coach	07/01/2022	06/30/2023
Naresh, Brandon R	Clerk II	07/01/2022	06/30/2023
Nolan, Cerissa M	Financial Aid Clerk I	07/01/2022	06/30/2023
Norberg, Sarah J	Student Personnel Assistant	07/01/2022	06/30/2023
Paiman, Hassina H.	Reader/Tutor I	07/01/2022	06/30/2023
Parker, Doris M.	Financial Aid Clerk II	07/01/2022	06/30/2023
Perez Martinez, Angelica	Special Projects	07/01/2022	06/30/2023
Powers, Patrick W.	Assistant Coach	07/01/2022	06/30/2023
Roberts, Gary V.	Reader/Tutor I	07/01/2022	06/30/2023
Robinson, Darren M	Assistant Coach	07/01/2022	06/30/2023
Rudac, Natalia	Custodian	07/01/2022	06/30/2023
Saati, Amira D.	Special Projects	07/01/2022	06/30/2023
Savage, Stephen	Art Model	07/01/2022	06/30/2023
Shea, Kevin P	Assistant Coach	07/01/2022	06/30/2023
Sheikhshoaei, Mohammad	Reader/Tutor I	07/01/2022	06/30/2023
Skjerpe, Brigit I.	Admissions/Records Clerk I	07/01/2022	06/30/2023
Sohl, Marlon S.	Financial Aid Clerk I	07/01/2022	06/30/2023

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Starr, Christopher A.	Assistant Coach	07/01/2022	06/30/2023
Stefanco, Alina	Clerk I	07/01/2022	06/30/2023
Tahmahkera, Travis H	Clerk III	07/01/2022	06/30/2023
Vigil, Winona M	Assistant Coach	07/01/2022	06/30/2023
Watkins, Jarvis M.	Assistant Coach	07/01/2022	06/30/2023
Wheaton, Christopher L.	Instructional Assistant	07/01/2022	06/30/2023
Williams, Ariana M.	Special Projects	07/01/2022	06/30/2023
Zubrilina, Elena	Reader/Tutor I	07/01/2022	06/30/2023

Sacramento City College

Abbas, Awatef K	Clerk I	07/01/2022	06/30/2023
Abramson, Adam K	Special Projects	07/01/2022	06/30/2023
Adams, Angela Sarah	Clerk I	07/01/2022	06/30/2023
Ahmadi, Mohammad B.	Clerk III	07/01/2022	06/30/2023
Allen, Michael J.	Art Model	07/01/2022	06/30/2023
Alonzo, Veronica A.	Special Projects	07/01/2022	06/30/2023
Arca, Danielle Ann L.	Clerk I	07/01/2022	06/30/2023
Ayala, Andrea A	Clerk I	07/01/2022	06/30/2023
Bell, Amira T	Special Projects	07/01/2022	06/30/2023
Berry, Lashonda	Student Personnel Assistant	07/01/2022	06/30/2023
Betancourt, Maribel	Student Support Specialist	07/01/2022	06/30/2023
Bolton, Danae A	Clerk I	07/01/2022	06/30/2023
Boruff, Kim E	Clerk I	07/01/2022	06/30/2023
Brown, Reginald M.	Admissions/Records Evaluator I	07/01/2022	06/30/2023
Busse, Shannon A.	Assistant Athletic Trainer	07/01/2022	06/30/2023
Carmichael, Jeffery S.	Financial Aid Clerk II	07/01/2022	06/30/2023
Chavez, Daniel A.	Special Projects	07/01/2022	06/30/2023
Chua, Mikklesorren F	Financial Aid Clerk I	05/11/2022	06/30/2022
Chua, Mikklesorren F	Financial Aid Clerk I	07/01/2022	06/30/2023
Clarke, Mark C.	Maintenance Technician I	07/01/2022	06/30/2023
Cole, Celia C	Special Projects	07/01/2022	06/30/2023
Collum, Daisy M	Special Projects	07/01/2022	06/30/2023
Cruz, Roberto P	Student Support Specialist	07/01/2022	06/30/2023
Di Cosmo Medlock, Andreana	Special Projects	05/25/2022	06/30/2022
Dinh-Lopez, Rachel R	Student Support Specialist	07/01/2022	06/30/2023
Espinoza, Christian J	Laboratory Technician	07/01/2022	06/30/2023
Felgueres, Geovani	Student Personnel Assistant	07/01/2022	06/30/2023
Fisk, Henry	Student Support Specialist	07/01/2022	06/30/2023
Flash, Sarah M	Admissions/Records Clerk II	07/01/2022	06/30/2023
Foley, Tonya L	Student Personnel Assistant	07/01/2022	06/30/2023
Fuentes Angel, Veronica	Student Support Specialist	07/01/2022	06/30/2023
Gabriel, Greg P.	Student Personnel Assistant	07/01/2022	06/30/2023
Garcia, Veronica	Student Support Specialist	07/01/2022	06/30/2023
Geike, Tyler M.	Student Support Specialist	07/01/2022	06/30/2023
Glushku, Mary	Laboratory Technician	07/01/2022	06/30/2023

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Gonzales, Nicolette I.	Special Projects	07/01/2022	06/30/2023
Gorman, Shapree N.	Student Personnel Assistant	07/01/2022	06/30/2023
James, Breanna Y	Clerk III	07/01/2022	06/30/2023
Just, Alyssa A	Clerk I	07/01/2022	06/30/2023
Kelly, Brittani M.	Student Personnel Assistant	06/15/2022	06/30/2022
Kelly, Brittani M.	Student Personnel Assistant	07/01/2022	06/30/2023
Killian, Ashley A.	Special Projects	07/01/2022	06/30/2023
Knox, Tamara M.	Instructional Assistant	07/01/2022	06/30/2023
Kramer, Chad E	Instructional Assistant	07/01/2022	06/30/2023
Kwong, Rachel B.	Instructional Assistant	07/01/2022	06/30/2023
Lee, Eva J	Clerk I	07/01/2022	06/30/2023
Louie, Ryan J	Special Projects	07/01/2022	06/30/2023
Lysongtseng, Bruce Tswj Fwm	Clerk III	07/01/2022	06/30/2023
Mandella, Sophia M.	Clerk I	07/01/2022	06/30/2023
Mason, Stephen P.	Admissions/Records Evaluator I	07/01/2022	06/30/2023
Matista, Maria C.	Account Clerk I	07/01/2022	06/30/2023
Mcdonald, David W.	Special Projects	07/01/2022	06/30/2023
Nadew, Tehetna W.	Special Projects	07/01/2022	06/30/2023
Nelson, Thomas A.	Instructional Assistant	07/01/2022	06/30/2023
Ochoa Recendiz, Vanessa	Clerk I	07/01/2022	06/30/2023
Ortega, Angelique M.	Special Projects	07/01/2022	06/30/2023
Perez, Judith C.	Instructional Assistant	07/01/2022	06/30/2023
Phamle, Skyler	Special Projects	07/01/2022	06/30/2023
Phoenix, Kassie M	Student Personnel Assistant	07/01/2022	06/30/2023
Poletti, Aaron J.	Laboratory Technician	07/01/2022	06/30/2023
Popadiuc, Daniela	Special Projects	07/01/2022	06/30/2023
Posey, Monte C.	Maintenance Technician I	07/01/2022	06/30/2023
Reyes, Marlon	Special Projects	07/01/2022	06/30/2023
Romo Cuellar, Janeth	Instructional Assistant	07/01/2022	06/30/2023
Sanchez-Garcia, Elizabeth	Student Support Specialist	07/01/2022	06/30/2023
Sandoval, Clarisa A	Financial Aid Clerk I	07/01/2022	06/30/2023
Santillan, Luis	Outreach Specialist	07/01/2022	06/30/2023
Sayas, Purity Rose E.	Counseling Clerk I	06/20/2022	06/30/2022
Sielaff, Jonathan T.	Financial Aid Clerk II	07/01/2022	06/30/2023
Sieng, Sophanna	Student Personnel Assistant	07/01/2022	06/30/2023
Smith, Storm I.	Special Projects	07/01/2022	06/30/2023
Sproul, Jasmine K	Financial Aid Clerk II	07/01/2022	06/30/2023
Sullenger-Bruno, Katherine M.	Clerk I	07/01/2022	06/30/2023
Tavianini, Domenic J.	Instructional Assistant	07/01/2022	06/30/2023
Times, Stephanie A.	Student Support Specialist	07/01/2022	06/30/2023
Tran, Linh M.	Clerk I	04/27/2022	06/30/2022
Troquato, Nicholas A	Assistant Coach	05/18/2022	06/30/2022
Vacame Ayon, Lendy	Clerk I	07/01/2022	06/30/2023
Valdez Jimenez, Mariana L	Student Personnel Assistant	07/01/2022	06/30/2023
Vang, Sean H.	Clerk II	07/01/2022	06/30/2023
Velasquez, Joshua L.	Assistant Coach	07/01/2022	06/30/2023
Wheeler, Sophie A.	Special Projects	07/01/2022	06/30/2023

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
Whitaker, Khaa-Lel J.	Financial Aid Clerk II	07/01/2022	06/30/2023
Woolsey, Kyle K.	Instructional Assistant	07/01/2022	06/30/2023
Young, Haley M.	Clerk II	07/01/2022	06/30/2023
Younger, Karen S.	Financial Aid Clerk II	07/01/2022	06/30/2023
Ziemer, Bruce A.	Maintenance Technician I	07/01/2022	06/30/2023

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2022

SUBJECT:	Contract Award: ARC Tech Ed Building	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Vice Chancellor Finance and Administration	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	X
		INFORMATION	

BACKGROUND:

This Project builds a new 60,552 assignable square feet (asf) (91,000 gross square feet) instructional facility to replace the existing Tech Ed building on the American River College campus. The new building will be used for instruction in Automotive Technology, Welding, Funeral Services and Electronics and provides ADA access compliance and adequate HVAC, power, technology and lighting systems to support these instructional programs. This includes 5,782 asf of lecture space, 50,081 asf of lab space and 4,689 asf of office/admin support. To accommodate instruction the project will employ a phased demolition plan that utilizes existing Tech Ed spaces and surrounding portable buildings.

STATUS:

The plans and specifications for Bid 22015 were publicly advertised for bids. Bidders were asked to provide a total bid amount. A total of 7 responsive bids were received.

Contractor Name	Base Bid	Alternate 1	Alternate 2	Alternate 3	Alternate 4	Alternate 5	Total Bid
John F. Otto, Inc.	\$57,558,400.00	\$154,000.00	\$1,005,000.00	\$103,000.00	\$85,000.00	\$219,000.00	\$59,124,400.00
BHM Construction, Inc.	\$58,966,727.00	\$147,000.00	\$682,000.00	\$112,000.00	\$121,000.00	\$470,000.00	\$60,498,727.00
F&H Construction	\$60,478,000.00	\$66,000.00	\$1,121,000.00	\$101,000.00	\$193,000.00	\$146,000.00	\$62,105,000.00
Balfour Beatty Construction, LLC *	\$60,570,382.83	-\$4,360.52	\$1,382,624.45	\$69,065.83	\$59,368.60	\$88,981.79	\$62,166,062.98
Broward Builders	\$60,607,000.00	\$168,000.00	\$177,000.00	\$83,000.00	\$830,000.00	\$356,000.00	\$62,221,000.00
S.J. Amoroso Construction Co., LLC	\$61,617,000.00	\$160,000.00	\$1,195,000.00	\$80,000.00	\$102,000.00	\$120,000.00	\$63,274,000.00
Skanska USA Building Inc. **	\$62,099,000.00	\$165,000.00	\$1,120,000.00	\$110,000.00	\$42,000.00	\$225,000.00	\$63,761,000.00
Swinerton Builders	\$62,929,000.00	\$1,005,413.00	\$98,371.00	\$31,634.00	\$141,993.00	\$50,000.00	\$64,256,411.00
ACC Contractors, Inc.	\$64,900,000.00	\$120,000.00	\$600,000.00	\$80,000.00	\$150,000.00	\$400,000.00	\$66,250,000.00

* Nonresponsive: documents appears to be scanned which is not acceptable: signatures cannot be verified.

** Nonresponsive: documents not signed with AdobeSign or DocuSign therefore, signature cannot be verified.

RECOMMENDATION:

It is recommended the Board of Trustees award the contract for Bid 22015 to John F. Otto, Inc. for total award of \$59,124,400.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2022

SUBJECT:	Resolution 2022-11: Five Year Capital Outlay Plan	ATTACHMENT: Yes	
		ENCLOSURE: Five Year Plan	
AGENDA ITEM:	Action Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Mario Rodriguez, Vice Chancellor Finance and Administration	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor	ACTION	X
		INFORMATION	

BACKGROUND:

The State Chancellor's Office has a prescribed capital outlay process and calendar for requesting State funds for capital outlay projects. Each year the District must file a Five Year Capital Outlay Plan which lists all proposed projects, whether State funded or not. Final Project Proposals (FPPs), which are prepared to request State funding for projects that are listed in the Five Year Capital Outlay Plan, are also to be submitted with the Five Year Capital Outlay Plan each year. Typically this information is due by July 1 however this year the Chancellor's office extended the deadline to August 1.

Although a district may qualify for State funding, all districts are competing with each other for the limited funds available. Facility capacity/load ratios (enrollment growth) and local contribution of funds are key elements in the State's prioritization of funding capital projects.

STATUS:

In November 2016 Proposition 51 was passed authorizing \$7 billion in general obligation bonds from the State. These funds are approaching full expenditure and have resulted in the construction of multiple facilities around the District. In February 2020 the State was unsuccessful in passing a new bond measure leaving the capital outlay process in an unfunded status. Regardless of the State's capital outlay status, the District continues to participate in the capital outlay process in the hopes that future bond measures will be passed and participation can resume. Due to the failure of the District's local bond measure in 2020, and the requirement of a local contribution to obtain State funding, there will be no FPP's submitted this year. The plan does however anticipate a future State and local bond and the timing of projects so that these funds can be combined and maximized.

This is a second reading of the draft Five Year Capital Outlay Plan that the Board is being asked to approve. The attached executive summary describes the Five Year Capital Outlay Plan.

A first reading of the draft plan was presented at the June Board meeting and is included as an enclosure to the agenda.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the Five Year Capital Outlay Plan and supporting Resolution No. 2022-11 for submission to the State.

**State Five Year Capital Outlay Plan
And
Final Project Proposals

Executive Summary**

State Five Year Construction Plan:

The basic intent and purpose of the Plan is to analyze enrollment forecasts and determine the amount and type of spaces that will be needed to meet increases in enrollment and changes in the educational program. The Plan is used to determine overall estimated costs and identify possible funding sources.

The major components of the Plan are: Forecasted student load (enrollment/WSCH), facilities capacity to handle load, proposed new space, proposed modernizations and possible funding sources. The first three components are compiled into “capacity/load ratios”. Capacity/load ratios represent, as a percentage, the facilities capacity to handle forecasted student load (or demand). These capacity/load ratios are the primary tool used by the State to determine which projects will be approved. Also the State has a priority system, which causes districts to compete against each other to offer the State the least cost alternative. Because of this many of the projects have a local contribution indicated. The local contribution is intended to make our projects more competitive for scarce State funding.

This year’s State Five Year Capital Outlay Plan lists 37 projects, comprised mainly of modernization projects.

Possible Sequencing of State Funded Projects

In November 2016, the voters passed Proposition 51 authorizing \$7 billion in general obligation bonds for new construction and modernization of K–12 public school facilities; charter schools and vocational education facilities; and \$2 billion for California Community Colleges facilities. This influx of bond dollars allowed for a significant amount of FPPs to be funded. Proposition 51 currently contributes funding to several District projects in process.

Due to no State or local bond funds being available, there will be no FPP’s submitted this year.

LOS RIOS COMMUNITY COLLEGE DISTRICT

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

RESOLUTION

Nº 2022-11

Five Year Capital Outlay Plan

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

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

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

PASSED AND ADOPTED as Los Rios Community College District Resolution - Nº 2022-11, this thirteenth day of July 2022, by the following called vote:

AYES	NOES	ABSENT
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Tami Nelson, Board President


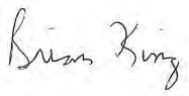
Attest:

Brian King
Chancellor and Secretary to the Board

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2022

SUBJECT:	Resolution No. 2022-12: Declaring a Portion of 2815 Paseo Drive as Exempt Surplus Property and Authorizing its Exchange with the City of Rancho Cordova	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item C	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Jacob Knapp, General Counsel 	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor 	ACTION	X
		INFORMATION	

BACKGROUND:

The District operates the Folsom Lake College Rancho Cordova Center ("Center") near the intersection of Folsom Boulevard and Paseo Drive in the City of Rancho Cordova ("City"). The District owns a vacant portion of a parcel at 2815 Paseo Drive ("Vacant Paseo Parcel") that it intends to develop into additional parking for the Center as part of its Phase 2 Parking Project for the Center.

The City owns a vacant parcel of property at 10275 Dawes Street ("Vacant Dawes Parcel") that is adjacent to District's existing parking facilities for the Center. City and District staff have worked together to develop a mutually beneficial proposal for the exchange of the Vacant Paseo Parcel for the Vacant Dawes Parcel. The exchange of property between the District and City would allow the District to expend its Center parking lot on property adjacent to existing parking facilities and would allow the City to maintain frontage along Folsom Boulevard consistent with the City's specific plans for the area.

STATUS:

Education Code Section 81430 et seq. establishes a streamlined process for community college districts to exchange real property with another public entity if the property offered by the district is not and will not be needed for school classroom buildings. The Vacant Paseo Parcel is not and will not be needed for District school classroom facilities, and the exchange of the Vacant Paseo Parcel with the City for the Vacant Dawes Parcel meets the criteria for the streamlined public agency property exchange process. The attached Resolution would authorize the land exchange with City, and would be the first of two steps before the Board.

Education Code Section 81432 requires the Board to adopt a resolution by unanimous vote authorizing the terms of the exchange, and requires that the adopted resolution be published in a newspaper of general circulation at least once a week for three weeks prior to the making of the exchange by the Board of Trustees. If the Board adopts the attached resolution by unanimous vote, the District will publish notice of the exchange as required by law. At the conclusion of the

notice period, the final land exchange agreement(s) will be presented to the Board for approval at a future public meeting.

The attached Resolution, if adopted, would declare the Vacant Paseo Parcel as exempt surplus property for purposes of the Surplus Land Act, would authorize the exchange of the Vacant Paseo Parcel with the City of Rancho Cordova, would authorize the Chancellor or Designee to negotiate a property exchange agreement with the City of Rancho Cordova, and would direct the Chancellor or Designee to publish notice of the adopted Resolution as required by law.

RECOMMENDATION:

It is recommended that the Board of Trustees approve Resolution № 2022-11 declaring a portion of 2815 Paseo Dive, Sacramento Assessor Parcel Number 076-0212-022, as exempt surplus District property, and authorizing the exchange of the property with the City of Rancho Cordova pursuant to Education Code Section 81430 *et seq.*

LOS RIOS COMMUNITY COLLEGE DISTRICT

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

RESOLUTION

No 2022-12

DECLARING A PORTION OF 2815 PASEO DRIVE, SACRAMENTO COUNTY ASSESSOR PARCEL NUMBER 076-0212-022 AS EXEMPT SURPLUS DISTRICT PROPERTY, AND AUTHORIZING THE EXCHANGE OF THE EXEMPT SURPLUS DISTRICT PROPERTY WITH THE CITY OF RANCHO CORDOVA PURSUANT TO EDUCATION CODE SECTION 81430 ET SEQ.

WHEREAS, the Los Rios Community College District (District) is the owner of real property located within the District more particularly described as a vacant portion of 2815 Paseo Drive, Rancho Cordova, CA 95670 (Vacant Paseo Parcel) adjacent to existing Folsom Lake College Rancho Cordova Center parking facilities and identified as a portion of Sacramento County Assessor's Parcel Number 076-0212-022;

WHEREAS, the City of Rancho Cordova (City) is the owner of a vacant parcel of real property located at 10275 Dawes Street, Rancho Cordova, CA 95670 (Vacant Dawes Parcel) adjacent to existing Folsom Lake College Rancho Cordova Center parking facilities and identified as Sacramento County Assessor's Parcel Number 076-0212-02;

WHEREAS, the District desires to exchange the Vacant Paseo Parcel for the Vacant Dawes Parcel to facilitate additional parking improvements at the Folsom Lake College Rancho Cordova Center;

WHEREAS, the Surplus Land Act, Government Code Section 54220, et seq., as amended by Assembly Bill 1486 effective January 1, 2020, provides that local public agencies must determine whether land owned by the public agency is "surplus land" or "exempt surplus land," and must send notices of the availability of surplus land to specified parties prior to the conveyance of such land;

WHEREAS, Sections 54221(f)(1)(C) and (D) of the Surplus Land Act provide that "exempt surplus land" include: "(C) Surplus land that a local agency is exchanging for another property necessary for the agency's use", and "(D) Surplus land that a local agency is transferring to another local, state, or federal agency for the agency's use";

WHEREAS, the exchange of the Vacant Paseo Parcel and the Vacant Dawes Parcel between the District and City constitute the transfer of "exempt surplus land" under the Surplus Land Act;

WHEREAS, Education Code Section 81430 *et seq.* authorizes the governing board of a community college district to exchange its interest in any real property with other federal, state, or local public agencies, if the real property to be exchanged is not or will not at the time of delivery of title or possession be needed for school classroom buildings; and

WHEREAS, the Vacant Paseo Parcel is not and will not be needed by the District for school classroom buildings;

WHEREAS, Education Code Section 81432 requires the board to adopt a resolution by unanimous vote authorizing the terms of the exchange, and requires that the adopted resolution be published in a newspaper of general circulation at least once a week for three weeks prior to the making of the exchange by the Board of Trustees; and

WHEREAS, the exchange of the Vacant Paseo Parcel for the Vacant Dawes Parcel would be beneficial to the further development of the Folsom Lake College Rancho Cordova Center.

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

1. That all the recitals above are true and correct;
2. That the Board hereby declares the Vacant Paseo Parcel, more particularly identified on Exhibit A, as exempt surplus land because it is not now, nor will it be, needed by the District for classroom purposes;
3. That the Board hereby authorizes the District to exchange the Vacant Paseo Parcel for the Vacant Dawes Parcel, more particularly identified on Exhibit A;
4. That the Chancellor or designee is authorized to negotiate a property exchange agreement with the City of Rancho Cordova that includes the following terms:
 - a. The City of Rancho Cordova will provide the District with the Vacant Dawes Parcel in exchange for the Vacant Paseo Parcel;
 - b. The City of Rancho Cordova will transfer title of the Vacant Dawes Parcel to the District free and clear of an existing access easement; and
 - c. The City of Rancho Cordova will bear the cost of any required lot line adjustments or the creation of any new legal parcel(s) and associated recordation.
5. That the Chancellor or designee is hereby directed to publish this Resolution in a newspaper of general circulation as required by Education Code Section 81432(b);
6. That the property exchange agreement shall be subject to Board approval upon the conclusion of the notice period identified in Education Code Section 81432(b); and
7. That the Chancellor or designee is hereby authorized to take any additional actions reasonably necessary to effectuate the exchange of property authorized by this Resolution.

PASSED AND ADOPTED as Los Rios Community College District Resolution
No 2022-11 this thirteenth Day of July, 2022, by the following called vote:

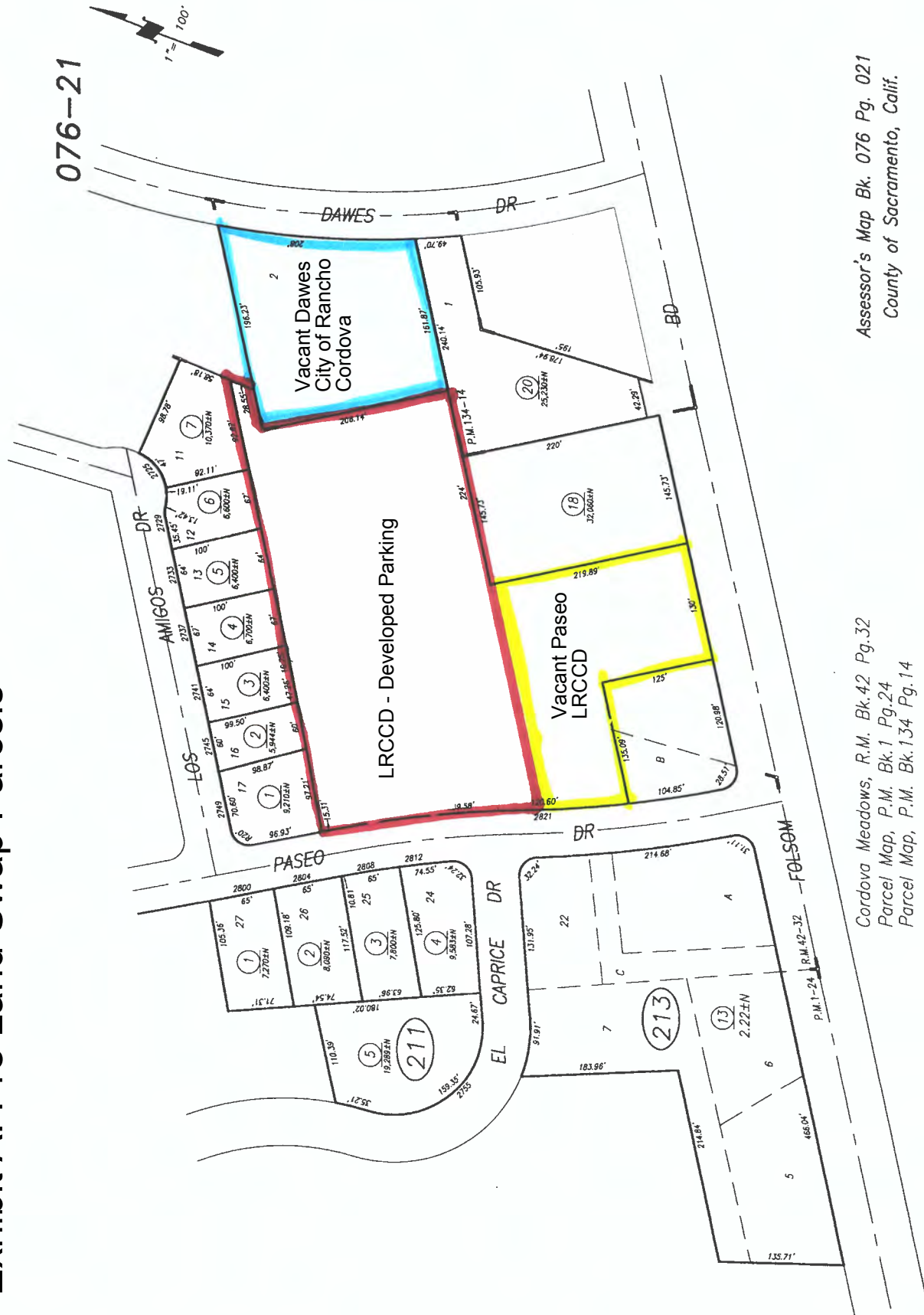
AYES	NOES	ABSENT
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Attest:

Tami Nelson, Board President

Brian King,
Chancellor and Secretary to the Board

Exhibit A: Pre Land Swap Parcels

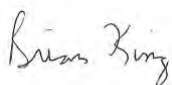
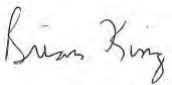


FEB 4, 2015

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2022

SUBJECT:	California's Evolving Approach to Basic Skills: Overview of Current and Proposed Statewide Legislative Initiatives Addressing Remediation and Placement	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Information Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King, Chancellor 	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor 	ACTION	
		INFORMATION	X

BACKGROUND:

In 2007, the RP Group ([Research, Planning, and Professional Development for California Community Colleges](#)) published *Basic Skills as a Foundation for Student Success in California Community Colleges*. Shared in collaboration with the California Community College Chancellor's Office (CCCCO), the document set the stage for the Basic Skills Initiative (BSI) in 2008. The CCCCCO allocated funds for colleges to improve basic skills instruction as part of the BSI. Also in 2008, the [California Community College Success Network](#) (3CSN) was funded to build a statewide professional development network around strategies and tools for student success. In 2010, the [California Acceleration Project](#) (CAP) began with the goal of increasing the numbers of students successfully completing—and decreasing the racial achievement gap—in gateway transfer-level English and mathematics courses. CAP supported faculty teaching in redesigned accelerated models and worked with colleges across the state. By fall 2017, educators from virtually all of the 114 California community colleges—including faculty from all four Los Rios colleges—participated in CAP professional development. In some cases, faculty began consideration of redesigning one or more accelerated courses as pilots or experimental courses to generate data and build support. At some colleges, departments completely transformed their basic skills courses.

Multiple Measures in Placement. Amid growing dissatisfaction statewide and nationally with reliance on a single standardized placement instrument, CAP and others advocated for more effective placement procedures. An alternate approach using multiple measures in placement, including high school GPA and courses taken, was initially developed at Long Beach City College. The RP Group's Multiple Measures Project and the [Educational Results Partnership](#) examined similar principles. The goal of placement with multiple measures is to reduce the number of students placed—or, more accurately, misplaced—into developmental courses.

In 2014 the RP Group studied the [outcomes of 2,500 students](#) at the first 16 CAP colleges that had redesigned their developmental sequence. This quasi-experimental study found that students in accelerated sections were two to four times more likely to complete transfer-level courses than were students in the traditional developmental math and English sequences. The study concluded that all students had better outcomes in accelerated pathways, including all

racial groups and placement levels, students in lower socioeconomic groups, non-native English speakers, and students with disabilities.

AB 705. Based in part on the data compiled by the RP Group, the California legislature passed Assembly Bill 705 in the fall of 2017. AB 705 restricts colleges from placing students into remediation unless placement research shows that the student is *highly unlikely to succeed* in transfer-level math or English. The legislation also requires colleges to maximize the number of students who begin in transfer-level English and mathematics courses, with concurrent support, including corequisite models and resources from learning assistance. In addition, AB 705 mandates the use of multiple measures, including high school performance, for placement. AB 705 has been met with mixed responses including opposition from a variety of stakeholder groups. The faculties of the four Los Rios colleges and the District Academic Senate have worked to ensure full compliance with AB 705 while also noting concerns about the implementation process and potential unintended consequences.

AB 1705. In the current legislative session, the author of AB 705 has introduced AB 1705. The stated purpose of [Assembly Bill 1705](#) is [that it builds on AB 705 by creating stricter rules dictating when colleges are allowed to enroll students in remedial classes](#). AB 1705 has been supported by the CCCCO, various civil rights advocacy groups, and by the Community College League for Community Colleges (if amended with specific amendments proposed). Various faculty stakeholder groups oppose AB 1705, including the [Academic Senate for California Community Colleges](#) and the [Faculty Association for California Community Colleges](#).

STATUS:

AB 1705 has cleared the state Assembly and is scheduled to be considered by the state's Senate Education Committee on August 5, 2022. So far in the legislative process, AB 1705 has been unanimously approved by each legislative entity that has taken action. If approved by the Senate, the bill will go to the Governor's desk. Governor Newsom would have until the end of September to take action on the bill.

Opponents:

- Academic Senate for California Community Colleges

- Faculty Association of California Community Colleges

Supporters of the bill include:

- Student Senate for California Community Colleges
- [California Community College Chancellor's Office](#)
- [Public Advocates](#)
- [Campaign for College Opportunity \(student letter\)](#)
- The Education Trust-West
- The California Acceleration Project
- The Community College League for California (if amended)

RECOMMENDATION:

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

SENATE COMMITTEE ON EDUCATION

Senator Connie Leyva, Chair

2021 - 2022 Regular

Bill No:	AB 1705	Hearing Date:	June 22, 2022
Author:	Irwin		
Version:	June 15, 2022		
Urgency:	No	Fiscal:	Yes
Consultant:	Olgalilia Ramirez		

Subject: Seymour-Campbell Student Success Act of 2012: matriculation: assessment

SUMMARY

This bill makes a number of changes and additions to existing law relative to the placement and enrollment of students into transfer-level English and Math courses at the California Community Colleges (CCC).

BACKGROUND

Existing law:

- 1) Establishes the CCC under the administration of the Board of Governors of the CCC, as one of the segments of public postsecondary education in this state. The CCC shall be comprised of community college districts ((EC) Section 70900).
- 2) Establishes that CCC districts are under the control of a board of trustees, known as the governing board, who has the authority to establish, maintain, operate, and govern one or more community colleges, within its district as specified. Permits districts to establish policies for and the approval of courses of instruction and educational programs (EC Section 70902).
- 3) Requires CCC districts and colleges to maximize the probability that a student will enter and complete either transfer-level coursework in English or math within a one-year timeframe and use in the placement and enrollment of students, multiple measures comprised of high school transcript data.
 - a) Permits CCC districts or colleges to use self-reported high school information and guided placement including self-placement, when high school transcript data is not available.
 - b) Requires CCC districts or colleges when using multiple measures to ensure low performance on one measure is offset by a higher performance on another measure and when a student demonstrates preparedness they can bypass remediation based on any one measure.
 - c) Requires colleges to maximize the probability that English as a second language (ESL) students when placed into credit ESL courses will maximize the probability the ESL student will complete transfer-level English within three years.

- 4) Authorizes the board of governors to establish regulations governing the use of placement models, as defined to ensure the models selected by a community college will 1) guide English and math placements and enrollments to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and math and 2) will guide the placement of English as a Second Language (ESL) students so that they complete transfer-level coursework within a timeframe of three years. Requires the regulations to require a community college or district, for students who seek a goal other than transfer, and who are in a certificate or degree program with specific requirements that are not met with transfer-level coursework, to maximize the probability the student will enter and complete the required college-level coursework in English and math within a one-year timeframe.
- 5) Prohibits a CCC district or college from requiring a student to enroll in remedial English or math that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that the student is highly unlikely to succeed in transfer-level coursework.
- 6) Permits a CCC district to enroll students into concurrent supports, as defined, but only if the support will increase their likelihood of passing the transfer-level coursework. Instructs CCC districts and colleges to minimize the impact on student financial aid and unit requirements for the degree by exploring embedded support and low or noncredit support options (EC Section 78213 et. al.).

ANALYSIS

This bill:

Authorized assessment instruments

- 1) Modifies the list of requirements an assessment instrument must meet in order to be authorized for use by the board of governors by:
 - a) Requiring, that assessment instruments reviewed and considered for approval by the board of governors additionally meet established standards of validity and reliability.
 - b) Clarifying that the assessment instruments be used *solely* as an advisory tool to assist students in the selection of appropriate courses.
- 2) Removes the requirement for the board of governors to establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges.

Course completion, course placement, and use of multiple measures.

- 3) Modifies the requirement that a community college or district maximize the probability that a student will enter and complete transfer-level coursework in English and math within one year by:
 - a) Specifying that the timeframe applies to the student's *initial* attempt in the discipline.
 - b) Adding a requirement that the transfer-level coursework satisfy the English and math requirement of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline for a student with a declared academic goal.
- 4) Requires the college, when using multiple measures (high school coursework, grades, or grade point average), to apply them in the placement and enrollment of all students in such a manner that all of the following occur:
 - a) Low performance on one measure be offset by a higher performance on another measure.
 - b) Multiple measures be used to increase a student's placement recommendation and cannot be used to lower it.
 - c) Allow any one measure to demonstrate a student's preparedness for transfer-level coursework.
 - d) The multiple measures placement will be not used to require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning.
- 5) Clarifies the use of high school grade point average, as a composite of student performance over multiple years of high school coursework is a sufficient use of multiple evidence-based measures.

Guided and self-placement methods

- 6) Requires the use of high school transcript data as the primary means for determining placement in English and math courses. When high school transcript data is difficult to obtain, logistically problematic to use, or not available, a community college district or community college to use self-reported high school information.
- 7) Allows community colleges to use guided placement or self-placement methods for students who have not graduated from high school or for high school graduates unable to provide self-reported high school information.
- 8) Requires that, for placements and enrollments that result from guided or self-placement methods, districts and colleges maximize the probability that students enter and complete transfer-level math and English coursework that satisfies a

requirement of the intended certificate or associate degree or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.

- 9) Allows a community college to use guided placement or self-placement method to direct English language learners who are *not* U.S. high school graduates into credit ESL programs and requires a community college to maximize the probability that students in credit ESL programs enter and complete transfer-level English within a timeframe of three years.
- 10) Prohibits district placement methods based upon guided placement, including self-placement, from doing either of the following:
 - a) Including sample problems, assignments, assessment instruments, or tests, including those designed for skill assessment.
 - b) Requesting students to solve problems, answer curricular questions, present demonstrations and examples of coursework designed to knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

Establishment of regulations

- 11) Modifies provisions that authorize the board of governors to establish regulations governing the use of placement models and instead *requires* the establishment of regulations governing the use of multiple measures, instruments, and placement models to ensure that each model selected by a community college demonstrates that they guide English and math placement and enrollment to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics that satisfies a requirement of the intended certificate or associate degree or a requirement for transfer within the intended major within a one-year timeframe, and credit ESL students will complete transfer-level coursework in English within a timeframe of three years.

Alternatives to transfer-level placement terms and conditions

- 12) Requires a community college district or college to maximize the probability that a student will enter and complete *college-level* coursework in English and math within a one-year timeframe for students who seek a goal other than transfer, and who are in certificate or degree programs with specific math and English requirements, as determined by the program's advisory board or accrediting body, that cannot be met with transfer-level course work.
- 13) Exempts programs from the placement, enrollment, and completion provisions of the bill (EC section 78213 (c) (1-9) inclusive)) if the program does not have an English or math requirement.

- 14) Prohibits a community college district or community college from recommending or requiring a student to enroll in pre-transfer-level English or math coursework unless both of the following are true:
- a) The student is highly unlikely to succeed in a transfer-level English or math course based on their high school grade point average coursework.
 - b) The enrollment in pre-transfer-level coursework will improve the student's probability of completing transfer-level coursework in English and math within a one-year timeframe or for credit ESL students, completing transfer-level course work in English within a three-year timeframe.
- 15) Requires, by July 2023, a community college that places and enrolls students into transfer-level mathematics or English coursework that *does not* satisfy a requirement for the student's intended certificate or associate degree or a requirement for transfer within the intended major, verify the benefit of the coursework to students by showing that:
- a) The student is highly unlikely to succeed in a transfer-level English or math course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.
 - b) The enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer with the intended major, within a one-year time frame.
- 16) Prohibits a community college from recommending or requiring students to enroll in a course that does not satisfy the student's intended academic goal as described in (15) of this analysis after July 1, 2024, if the benefits as described in (15) (a) and (b) of this analysis are not realized, and requires the college to notify students who continue to enroll in the course that it is optional and does not improve their chances of completing subsequent coursework that satisfies a requirement for their intended certificate or associate degree, or a requirement for transfer within their intended major.

STEM majors

- 17) Requires, by July 1, 2024, for calculus-based associate degrees or transfer majors in science, technology, engineering, and math (STEM), community colleges examine the impact of placing and enrolling students into transfer-level course sequences, composed of no more than two transfer-level courses, that prepare students for the STEM calculus course, in order to verify the benefit of the coursework to students by showing all of the following:
- a) The student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation.
 - b) The enrollment will improve the student's probability of completing the first

STEM calculus course.

- c) The enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.
- 18) Prohibits, after July 1, 2025, a college from recommending or requiring a student to enroll in course sequences that are composed of no more than two transfer-level courses that prepare students for the STEM calculus course, if the benefit of the coursework, as described in (17) above in this analysis, is not verified. A community college is required to notify students who continue to enroll in the course that it is optional and that it does not improve their chances of completing calculus for their STEM program.
- 19) Encourages community colleges to explore the impact of concurrent support for the first STEM calculus course as an alternative to transfer-level preparatory courses that are not part of the STEM degree or transfer coursework for the STEM major.

Prohibited justifications to pre-transfer-level placement and enrollment

- 20) Prohibits a community college or district, by July 1, 2023, from relying upon any of the following as a justification for placing and enrolling a student into pretransfer-level math or English coursework or into transfer-level math or English coursework that does not satisfy a requirement of the student's intended certificate or associate degree, or a requirement for transfer within the intended major:
- a) The length of time between a student's enrollment date at the community college and the student's high school graduation date.
 - b) Whether the student belongs to a special population, including, but not limited to, foster youth, veterans, economically disadvantaged students or those students who participate in extended opportunity programs and services, participants in disability services and programs for students, and students in Umjoa, Puente, or Math, Engineering, Science, Achievement programs.
 - c) Whether the student can provide a high school transcript, self-reports high school information, or uses self-placement or guided placement.

Transfer-level placement and enrollment required

- 21) Requires, by July 1, 2023, all U.S. high school graduates, and those who have a High School Equivalency certificate, regardless of background or special population status, *who plan* to pursue a certificate, degree, or transfer program offered by CCCs, to be directly placed into, and, when beginning coursework in English or math, enrolled in, transfer-level English and math courses.

- 22) Requires, if students described above in 21) of this analysis have a declared academic goal, that the math and English course satisfy a requirement of the student's intended certificate or associate degree or a requirement for transfer within the intended major.
- 23) Prohibits a community college from requiring students described in 21) of this analysis to repeat coursework that they have successfully completed in high school or college or take coursework that repeats competencies that the student has demonstrated through other methods of credit for prior learning.
- 24) Prohibits a community college from enrolling students into noncredit coursework who are U.S. high school graduates or students with a high school equivalency certificate, as a substitute or replacement for direct placement and enrollment into transfer-level math and English as described in EC section 78213 (c)(1) of the bill.

Exceptions to transfer-level placement and enrollment requirements.

- 25) Provides for all of the following exceptions to transfer-level placement and enrollment into math and English coursework as described in 21) of this analysis:
 - a) Students who have not graduated from a U.S. high school or completed a high school equivalency certificate.
 - b) Students in a certificate program without English or math requirements.
 - c) Students enrolled in a noncredit English as a second language course who have not graduated from U.S. high school or completed a high school equivalency certificate.
 - d) Students with documented disabilities in Educational Assistance Classes (EAC) as defined in CCR Title 5, § 56028, who are otherwise not able to benefit from general college classes even with appropriate academic adjustments, auxiliary aids, and services.
 - e) Students enrolled in adult education programs who have not graduated from a U.S. high school or completed a high school equivalency certificate.
 - f) Students enrolled in adult education programs and are enrolled in coursework other than mathematics or English.
 - g) Current high school students in dual enrollment or taking courses not available in their local high school.
 - h) The community college has provided local research and data to verify the the benefit of the placement and enrollment into transfer-level coursework that does not satisfy a requirement for the intended certificate, associate degree, or transfer requirement within the intended major.

- i) College-level placement and enrollment in lieu of transfer-level placement and enrollment may occur for:
 - A) Students in career technical programs seeking a certificate or associate degree with specific requirements, as dictated by the program's advisory or accrediting body, that cannot be satisfied with transfer-level coursework.
 - B) Specific subgroups of students for whom a community college district or community college has provided local research and data meeting the evidence standards, prescribed in the bill, that allow for the placement and enrollment of the student subgroup into pre-transfer-level math or English coursework.

Concurrent support

- 26) Requires a community college, for students who need or desire extra academic support when enrolled in transfer-level math or English coursework, to provide access to tutoring support enhancing transfer-level math and English courses, concurrent low-unit credit or similar contact hours non-credit co-requisite course for transfer-level math and English, or other academic supports.
- 27) Clarifies that a community college is authorized to require students to enroll in additional concurrent support, including additional language support for ESL students, during the same term that they take a transfer-level English or math course if it is determined the support will increase the student's likelihood of passing the transfer-level English or math.
- 28) States that nothing in 26) or 27) of this analysis shall be construed as limiting student access to additional concurrent support nor as requiring students to enroll in concurrent supports.

Accountability

- 29) Authorizes the Chancellor's Office of the CCCs to require a community college or community college district to change or adopt a placement policy or practice identified by the chancellor's office to ensure that a community college or district's placement and enrollment of students into math, English, and ESL is consistent with the requirements of this measure.
- 30) States that nothing in EC section 78213 (described in 3) through 39) of this analysis) is meant to add math and English requirements to certificate programs that do not have math or English requirements.
- 31) Requires, beginning July 1, 2023, the Chancellor's Office of the CCC post a dashboard containing multiyear data, beginning from 2015 that:
 - a) Is annually updated.
 - b) Contains data on student progression and completion of transfer-level

English, mathematics, and ESL courses, disaggregated by community college and by age group, ethnicity, and other factors.

- c) Beginning on December 1, 2024, inform the appropriate legislative Committees of the updates made annually.

Definitions

32) Defines the following terms for purposes of the bill:

- a) “Assessment” to mean the process of gathering information about a student regarding the student’s study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.
- b) “Pretransfer level,” to mean with respect to courses, includes basic skills, remedial, and college-level courses.
- c) “Transfer-level written communication” and “transfer-level quantitative reasoning” to have the same meaning as transfer-level English and transfer-level mathematics, respectively.

Findings, declarations, and legislative intent

33) Makes various legislative findings and declarations regarding the placement and enrollment of students into transfer-level courses at the CCC.

34) States that it is the intent of the Legislature the following are satisfied:

- a) All U.S. high school graduate students and those who have received a high school equivalency certificate, regardless of background or special population status, who plan to pursue a certificate, degree, or transfer program offered by the CCC, will be directly placed into and when beginning coursework in English or math, enrolled in transfer-level English or math if their program requires English or math.
- b) CCCs will place and enroll students into transfer-level English or math that completes a requirement of the student’s intended certificate or associate degree or a requirement for transfer within the student’s intended major.
- c) When the California State University (CSU) or the University of California (UC) systems require English or math prerequisites, all the following apply:
 - i) CCC retains the authority to determine the method of completing a

prerequisite, which, can include, but is not limited to, high school coursework, completion of corequisite coursework, credit for prior learning, multiple measures placement into, or completion of a course with the same or higher prerequisite.

- ii) The CSU will and the UC is requested to collaborate with the CCC to maintain articulation of courses completed at the CCC.
- iii) The CCC creates the largest opportunities possible for access to transfer-level courses, ensure the greatest enrollment possible into those courses and provide students the support they need to perform well and be successful in completing those courses.
- d) In order to protect the rights of students with disabilities to fully benefit from participation in postsecondary educational programs, students with documented disabilities shall retain access to special classes as defined by CCR Title V 56028 that are offered to students who otherwise would not be able to benefit from general college classes even with appropriate academic adjustments, auxiliary aids, and services.
- e) Notwithstanding this article, community colleges remain responsible for implementing state and federal laws pertaining to funding and providing services to disabled students; including, but not limited to Chapter 14 of the Education Code, the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.).

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, “According to the Public Policy Institute of California, the passage of AB 705 has led to tens of thousands of more students entering and successfully completing transfer-level English and math. Importantly, AB 705 contributed to significant reductions in racial equity gaps in access to and completion of transfer-level courses. More students enrolled in and completed Business, Science, Technology, Engineering, and Math (BSTEM) math courses due to AB 705. These gains are noteworthy for Latino and Black students, who have been historically underrepresented in BSTEM majors.

“Nevertheless, implementation of AB 705 has been uneven across the CCCs and a substantial number of students are still required or directed to enroll in below transfer-level courses. A significant number of remedial English courses have been eliminated and replaced with transfer-level sections; however, remedial math courses are still widely available. At one in five colleges, a third or more of students are still being enrolled in remedial courses and these students are disproportionately Black and Latino. Research demonstrates that the chances of completing a transfer-level course are significantly diminished for those who start in a course below transfer-level: only a third of these students subsequently enrolled in a transfer-level course.”

“Previous attempts to make such clarifications through the regulatory process were unsuccessful and even led to the publishing of a General Counsel letter that grossly misstated the legislative intent of AB 705. The decentralized nature of the CA Community College System and lack of direct oversight by CCCCCO necessitates further clarification and fine-tuning of the relevant statute based on feedback from relevant stakeholders.”

- 2) **Remedial education reform.** Remedial education (falls under pre-transfer-level coursework in the bill) was intended to help students who are assessed as “unprepared” to succeed in college-transfer-level work. The traditional approach to remedial education was based on placement test scores. Colleges place a student who underperforms on placement tests into a sequence of developmental/college-prep courses prior to that student enrolling in transfer-level English and math courses. This approach raised concerns from community-based organizations and researchers about the misplacement of college-ready students into remedial courses prolonging time to degree or transfer and the reliance on placement tests as the sole predictor of students’ success. On March 1, 2017, the Senate Education Committee convened an oversight hearing on remedial education. The background paper by the Legislative Analyst’s Office for that hearing noted that, at that time, 75 percent of first-time CCC students are assessed as unprepared. The paper also stated that unprepared students are less likely to graduate with a 30 percentage point difference in graduation rates between incoming students assessed as college-ready versus not college-ready. In response to growing concerns, the Legislature adopted AB 705 (Irwin, Chapter 745, Statutes of 2017) which sought to reform the manner by which college readiness is assessed at CCCs whereby student placement is determined by high school grades and other measures as opposed to the use of a single test. It additionally pushed colleges to maximize the probability that a student could complete transfer-level English and math coursework within a one-year timeframe.
- 3) **What does the bill do?** At its core, this bill expands the provisions established by AB 705 by explicitly requiring community colleges to place and *enroll* students who are U.S. high school graduates and those with a high school equivalency certificate directly into transfer-level English and math courses. The bill further requires that the transfer-level courses also meet the student’s intended certificate or degree or transfer within the major requirements. This specific provision only applies to students who have declared an academic goal. There are certain exceptions to the general transfer-level placement/enrollment rules, which is discussed in a different comment of this analysis. The bill would also limit a college’s ability to place and enroll students into, or recommend pre-transfer-level courses (i.e. basic skills, remedial and college-level courses) or transfer-level courses that are outside of meeting the requirements of the student’s intended degree, certificate, or transfer goal. This measure seeks to ensure that students, more likely than not, enter and complete courses that can count toward achieving their educational and academic goals.
- 4) **Concurrent academic support.** For students needing additional academic support with transfer-level coursework, co-requisite supports (as opposed to prerequisite) such as tutoring or concurrent low-unit credit courses are

permissible under the bill and in some cases, colleges may require a student to enroll in additional concurrent support.

- 5) **Exceptions to transfer-level placement and enrollment.** Transfer-level placement and enrollment is not required for every student. The bill exempts certain students and identifies exceptions to those requirements. Exempt groups include, but are not limited to, students with documented disabilities, students in a certificate program without English or math requirements, students who have *not* graduated from a U.S. high school or completed a high school equivalency certificate including English learners, and adult education students. Additionally, college-level placements and enrollments in lieu of transfer-level may happen for specific subgroups of students for whom a college has met the prescribed evidence standards that allow for alternative placement and enrollment of that subgroup.
- 6) **Career Technical Education (CTE).** Under the bill, transfer-level placement and enrollment applies to students seeking a certificate who have graduated from a U.S. high school (or earned the equivalent certificate) and whose English and math requirements can be met by transfer-level coursework. If however, certification cannot be achieved through transfer-level coursework then *college-level* placement and enrollment may occur (EC section 78213 (j)(9)(A)) and as previously noted, students in CTE programs that *do not* have math or English requirements are clearly exempt from the transfer-level requirements in the bill.
- 7) **Transfer-level does not mean harder.** A critique of direct transfer-level enrollment policies is that some students may need to take remedial courses as those courses act as a safety net for students who are initially unable to succeed in accelerated courses or that those policies do not take into account students whose educational goals do not include transfer. The recently released statewide AB 705 update by the California Acceleration Project (CAP), however, asserts, “transfer-level does not mean harder.” The report examined the AB 705 improvement plans submitted by every community college within the CCC system. It notes “most colleges with plans to enroll all students into transfer-level math say they will develop new transferable math and quantitative reasoning options for students who do not intend to transfer, including students in career education programs. At colleges leading the way, these students take a transfer-level course in financial literacy, liberal arts, or technical math for the trades to satisfy math requirements for their associate degree, instead of taking a pre-transfer-level course like intermediate algebra. Students are typically more successful in these courses than in Intermediate Algebra at colleges that adopted this approach.” The report goes on to note, the rethinking of math choices provides the additional advantage if at some point a student decides to continue their studies, they will have met quantitative reasoning requirements for the CSU baccalaureate degree without taking additional courses.

Seemingly, transfer-level coursework can serve students whose goals do not include transfer in a manner that is relevant to their interests and consistent with their educational objectives. This bill seeks to ensure that the transfer-level coursework meets the student’s intended certificate or degree or transfer goals.

- 8) **Arguments in opposition.** The Faculty Association of California Community Colleges (FACCC) argue, in part, in their opposition letter, “According to the Chancellor’s Office Transfer Level Gateway Completion Dashboard, transfer-level completion rates in English held steady at 75-77 percent until colleges began adopting AB 705 in 2018. The most recent data shows completion rates dropped down to 70 percent. In math, the transfer rates held between 72-73 percent until the adoption and implementation of AB 705 and have now dropped to 60 percent. Clearly, many students are struggling when placed directly into transfer-level courses. AB 1705 does not address this new barrier that it creates.”

FACCC additionally stresses that “To support these students and eliminate the new barrier, faculty need support, yet AB 1705 does not provide a way for faculty to develop new pedagogy to better serve those students. This support should include significant ongoing funding for professional development and faculty tutors in the classrooms. The colleges that have the most success implementing AB 705 have incorporated significant faculty support. Without clear guidance from the state, any support will be uneven and inequitable. Educators will be tasked with making AB 1705 work, but they will be set up to fail without the necessary tools to support a broader range of students.”

- 9) **Arguments in support.** According to the letter of support submitted to the committee from Chief Instructional Officers within the CCCs, “National and regional studies have repeatedly affirmed that direct placement maximizes the probability that students will enter and complete transfer-level coursework in mathematics and English in a timely manner compared to the historical practice of requiring students to complete a series of remedial courses.” Their letter further asserts, “The California community colleges have made tremendous strides in improving transfer-level ‘throughput’ in English and mathematics, but remediation remains a practice in some colleges despite the data and the system-wide desire to fulfill the goals outlined in the Vision for Success to ‘fully close achievement gaps’ by 2027 and increase the numbers of students who earn transfer degrees and matriculate to the UC and CSU systems. Overcoming barriers inadvertently created by past practices can only be achieved through structural reform, and AB 1705 strengthens such reform.”

SUPPORT

Blu Educational Foundation
 California Acceleration Project
 California Community Colleges Chancellor's Office
 California Community Colleges Chief Instructional Officers
 California Competes
 California Edge Coalition
 Californians Together
 Campaign for College Opportunity
 Career Ladders Project
 Central Valley Higher Education Consortium
 Cerritos College
 Community College Higher Education Access, Leadership, and Equity Scholarship

Complete College America
Congregations Organized for Prophetic Engagement (COPE)
Genup
Growing Inland Achievement
Hispanas Organized for Political Equality (HOPE)
Improve Your Tomorrow, INC.
Just Equations
Office of Lieutenant Governor Eleni Kounalakis
Pasadena Area Community College District
Pasadena City College
Promesa Boyle Heights
Public Advocates
Public Advocates INC.
Southern California College Attainment Network
Student Senate for California Community Colleges
Students Making a Change (SMAC)
The Education Trust-West
The Institute for College Access & Success
Uaspire
UC Student Association
Unidosus
United Way of Greater Los Angeles
USC Race and Equity Center
Young Invincibles
50 individuals approximately

OPPOSITION

Mt. San Antonio College
Faculty Association of California Community Colleges
One individual

-- END --



AB-1705 Seymour-Campbell Student Success Act of 2012: matriculation: assessment. (2021-2022)

As Amends the Law Today

SECTION 1. *The Legislature finds and declares all of the following:*

(a) Research has consistently demonstrated that when students are placed and enrolled directly into transfer-level written communication and quantitative reasoning courses, completion of transfer-level coursework in those disciplines is expedited and persistent opportunity gaps in completion of those courses are diminished.

(b) As a result of reforms resulting from amendments to Section 78213 of the Education Code made by Assembly Bill 705 of the 2017–18 Regular Session, significant progress has been made in the number of community college students enrolling directly into transfer-level English and mathematics courses and successfully completing those courses. One-year completion of transfer-level courses increased from 49 percent to 67 percent in English, and from 26 percent to 50 percent in mathematics, from fall 2015 to fall 2019.

(c) Research by the RP Group and the Chancellor's Office's Transfer-Level Gateway Completion Dashboard documented significant gains in enrollment and completion of transfer-level mathematics and English coursework for every special population examined, including economically disadvantaged students, foster youth, veterans, and students participating in programs for the disabled.

(d) In fall 2020, community colleges continued to implement Assembly Bill 705 in the face of COVID-19, with steady rates of direct enrollment into transfer-level mathematics and some improvement in the successful completion of transfer-level mathematics courses relative to the previous year.

(e) The Public Policy Institute of California found a strong correlation between increases in student completion of transfer-level mathematics and English and the extent to which the college has expanded students' direct enrollment into transfer-level courses. They wrote, "it is an important finding that a single variable, within the direct control of colleges, is associated so strongly with improvements in completion."

(f) Assembly Bill 705's reforms made great strides in addressing longstanding racial inequity in both access to, and completion of, transfer-level mathematics and English. Black, Latinx, and Pacific Islander students achieved the largest gains in completion of transfer-level courses in fall 2019 relative to fall 2015 and surpassed the fall 2015 rates of transfer-level completion for White students. Still, equity gaps remain in direct transfer-level enrollment and completion.

(g) In fall 2021, the Chancellor's Office of the California Community Colleges found that students are much less likely to complete transfer-level English and mathematics courses within a one-year timeframe when local placement practices require, encourage, or allow those students to enroll in pretransfer-level coursework.

(h) Implementation is uneven and some colleges increased pretransfer-level offerings in fall 2020.

(i) In fall 2020 at one in five colleges, a third or more of students were enrolled in pretransfer-level mathematics.

(j) Research in California and Florida shows that even when pretransfer-level courses are optional, Black, Latinx, and Pacific Islander students are more likely than their White or Asian peers to end up enrolling in pretransfer-level courses.

(k) Efforts to reform placement practices and expedite completion of transfer-level English and mathematics requirements are consistent with the California Community Colleges Vision for Success goal of reducing the units to earn a degree, time to completion or transfer, and cost of college.

(l) Pretransfer-level mathematics and English courses may be appropriate to meet the needs of a defined student population in order to achieve the broader community college mission or if these courses are shown to be the best

option to help students progress toward their academic goals.

SEC. 2. Section 78212.5 is added to the Education Code, to read:

78212.5. It is the intent of the Legislature that, pursuant to Sections 78213 and 78213.1, all of the following are satisfied:

(a) All United States high school graduate students and those who have received a high school equivalency certificate, regardless of background or special population status, who plan to pursue a certificate, degree, or transfer program offered by the California Community Colleges, shall be directly placed into, and, when beginning coursework in English or mathematics, shall be enrolled in, transfer-level English and mathematics courses if their program requires mathematics or English.

(b) California community colleges shall place and enroll students into transfer-level mathematics or English coursework that satisfies a requirement of the student's intended certificate or associate degree or a requirement for transfer within their intended major.

(c) When the California State University and University of California systems require mathematics or English prerequisites, both of the following apply:

(1) Community colleges shall determine the methods of fulfilling the prerequisite, whether it be through high school coursework, completion of corequisite coursework or concurrent support activity, credit by examination, credit for prior learning, or multiple measures placement into, or completion of, a course with the same or higher prerequisite.

(2) The California State University shall, and the University of California is requested to, work collaboratively with the California Community Colleges to maintain articulation of courses successfully completed at the California Community Colleges.

(d) California community colleges create the largest opportunities possible for access to transfer-level courses, ensure the greatest enrollment possible into those courses, and provide students the support they need to perform well and be successful in completing those courses.

(e) In order to protect the rights of students with disabilities to fully benefit from participation in postsecondary educational programs, students with documented disabilities shall retain access to educational assistance classes, as described in Section 56028 of Title 5 of the California Code of Regulations, that are offered to students who otherwise would not be able to benefit from general college classes even with appropriate academic adjustments, auxiliary aids, and services.

(f) Notwithstanding this article, community colleges remain responsible for implementing state and federal laws pertaining to funding and providing services to students with disabilities, including, but not limited to, Chapter 14 (commencing with Section 67300) of Part 40 of Division 5, the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 701 et seq.), as amended, and the federal Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), as amended.

SEC. 3. Section 78213 of the Education Code is amended to read:

78213. (a) A community college district or *community* college shall not use any assessment instrument for the purposes of this article without the authorization of the board of governors. The board of governors may adopt a list of authorized assessment ~~instruments pursuant to the policies and procedures developed pursuant to this section and the intent of this article. The board of governors may waive this requirement as to any assessment instrument pending evaluation.~~ *instruments.*

(b) The board of governors shall review all assessment instruments ~~to ensure that they~~ and shall consider for approval those that meet all of the following requirements:

(1) *Assessment instruments shall meet established standards of validity and reliability.*

~~(1)~~ (2) Assessment instruments shall be sensitive to cultural and language differences between students, and shall be adapted as necessary to accommodate students with disabilities.

~~(2)~~ (3) Assessment instruments shall be used *solely* as an advisory tool to assist students in the selection of appropriate courses.

~~(3)~~ (4) Assessment instruments shall not be used to exclude students from admission to community colleges.

~~(c) The board of governors shall establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges pursuant to this article.~~

~~(d)~~ (c) (1) ~~(A)~~ -A community college district or *community* college shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year ~~timeframe, and use, in the placement of students into~~ *timeframe of their initial attempt in the discipline. For a student with a declared academic goal, the transfer-level coursework shall satisfy the* English and mathematics ~~courses in order to achieve this goal, one or more of the following measures:~~ *course requirements of the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.*

(2) Community colleges shall use, in the placement and enrollment of students into English and mathematics courses in order to achieve this goal, one or more of the following measures:

~~(i)~~ (A) High school coursework.

~~(ii)~~ (B) High school grades.

~~(iii)~~ (C) High school grade point average.

(3) When using multiple measures, colleges shall apply multiple measures in the placement and enrollment of all students in such a manner that all of the following occur:

(A) Low performance on one measure shall be offset by a higher performance on another measure.

(B) Multiple measures shall be used to increase a student's placement recommendation and shall not be used to lower it.

(C) Any one measure may demonstrate a student's preparedness for transfer-level coursework.

(D) The multiple measures placement shall not require students to repeat coursework that they successfully completed in high school or college or for which they demonstrated competency through other methods of credit for prior learning.

(E) The multiple measures placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

(4) For the purposes of this subdivision, using high school grade point average as a composite of student performance over multiple years of high school coursework is a sufficient use of multiple evidence-based measures.

~~(B)~~ (5) ~~Colleges-~~ *Community colleges* shall use multiple evidence-based measures for placing students into English-as-a-second-language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years.

~~(C) Colleges shall apply multiple measures in the placement of all students in such a manner so that either of the following may occur:~~

~~(i) Low performance on one measure may be offset by high performance on another measure:~~

~~(ii) The student can demonstrate preparedness and thus bypass remediation based on any one measure:~~

~~(D)~~ (6) *High school transcript data shall be used as the primary means for determining placement in English and mathematics courses.* When high school transcript data is difficult to obtain, logistically problematic to use, or not available, a community college district or community college ~~may shall~~ use self-reported high school ~~information or guided placement, including self-placement for students:~~ *information.*

(7) (A) For students who have not graduated from high school, or for high school graduates unable to provide self-reported high school information, community colleges may use guided placement or self-placement.

(B) The placement and enrollment resulting from the guided or self-placement method shall maximize the probability that students enter and complete transfer-level mathematics and English coursework that satisfies a requirement of the intended certificate or associate degree or a requirement for transfer within the intended major, within a one-year timeframe of their initial attempt in the discipline.

(C) A community college may use guided placement or self-placement to direct English language learners who are not United States high school graduates into credit ESL programs and shall maximize the probability that students in credit ESL programs enter and complete transfer-level English within a timeframe of three years.

(D) District placement methods based upon guided placement, including self-placement, shall not do either of the following:

(i) Incorporate sample problems, assignments, assessment instruments, or tests, including those designed for skill assessment.

(ii) Request students to solve problems, answer curricular questions, present demonstrations and examples of coursework designed to show knowledge or mastery of prerequisite skills, or demonstrate skills through tests or surveys.

~~(E) (8) The board of governors **may shall** establish regulations governing the use of these and other measures, instruments, and placement models to ensure that the measures, instruments, and placement models selected by a community college demonstrate that they guide English and mathematics placements **and enrollment** to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics **within- that satisfies a requirement of the intended certificate or associate degree or a requirement for transfer within the intended major within** a one-year timeframe and credit ESL students will complete transfer-level coursework in English within a timeframe of three years. **The regulations should ensure that, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college district or college maximizes the probability that a student will enter and complete the required college-level coursework in English and mathematics within a one-year timeframe.**~~

(9) A community college district or community college shall maximize the probability that a student will enter and complete college-level coursework in English and mathematics within a one-year timeframe that for students who seek a goal other than transfer, and who are in certificate or degree programs with specific mathematics and English requirements, as determined by the program's advisory board or accrediting body, that cannot be met with transfer-level coursework.

(10) Programs without mathematics or English requirements are exempt from this subdivision.

(d) A community college district or community college shall not recommend or require students to enroll in pretransfer-level English or mathematics coursework unless both of the following are true:

(1) The student is highly unlikely to succeed in a transfer-level English or mathematics course based on their high school grade point average and coursework.

(2) The enrollment in pretransfer-level coursework will improve the student's probability of completing transfer-level coursework in English and mathematics within a one-year timeframe or, for credit ESL students, completing transfer-level coursework in English within a three-year timeframe.

(e) (1) By July 1, 2023, if a community college places and enrolls students into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major, the community college shall show both of the following to verify the benefit of the coursework to students:

(A) The student is highly unlikely to succeed in a transfer-level English or mathematics course that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major.

(B) The enrollment will improve the student's probability of completing transfer-level mathematics or English coursework that satisfies a requirement for the intended certificate or associate degree, or a requirement for transfer within the intended major, within a one-year timeframe.

(2) If the benefit of the coursework, as described in paragraph (1), is not verified, the college shall not recommend or require students to enroll in that course after July 1, 2024, and shall notify students who continue to enroll in the course that it is optional and does not improve their chances of completing subsequent coursework that satisfies a requirement for their intended certificate or associate degree, or a requirement for transfer within their intended major.

(f) (1) By July 1, 2024, for calculus-based associate degrees or transfer majors in science, technology, engineering, and mathematics (STEM), community colleges shall examine the impact of placing and enrolling students into transfer-level course sequences, composed of no more than two transfer-level courses, that prepare students for the first STEM calculus course, in order to verify the benefit of the coursework to students by showing all of the following:

(A) The student is highly unlikely to succeed in the first STEM calculus course without the additional transfer-level preparation.

(B) The enrollment will improve the student's probability of completing the first STEM calculus course.

(C) The enrollment will improve the student's persistence to and completion of the second calculus course in the STEM program, if a second calculus course is required.

(2) If the benefit of the coursework, as described in paragraph (1), is not verified, the college shall not recommend or require students to enroll in that course after July 1, 2025, and shall notify students who continue to enroll in the course that it is optional and does not improve their chances of completing calculus for their STEM program.

(g) Community colleges are encouraged to explore the impact of concurrent support for the first STEM calculus course as an alternative to transfer-level preparatory courses that are not part of the STEM degree or transfer coursework for the STEM major.

(h) By July 1, 2023, a community college district or community college, when considering the placement and enrollment of a student into transfer-level English and mathematics, shall not rely upon any of the following as a justification for placing and enrolling a student into pretransfer-level mathematics or English coursework or into transfer-level mathematics or English coursework that does not satisfy a requirement for the student's intended certificate or associate degree, or a requirement for transfer within the intended major:

(1) The length of time between a student's enrollment date at the community college and the student's high school graduation date.

(2) Whether the student belongs to a special population, including, but not limited to, foster youth, veterans, economically disadvantaged students or those students who participate in extended opportunity programs and services, participants in disability services and programs for students, and students in Umoja, Puente, or Mathematics, Engineering, Science Achievement (MESA) programs.

(3) Whether the student can provide a high school transcript, self-reports high school information, or uses self-placement or guided placement.

(i) (1) By July 1, 2023, all United States high school graduates, and those who have received a high school equivalency certificate, regardless of background or special population status, who plan to pursue a certificate, degree, or transfer program offered by the California Community Colleges, shall be directly placed into, and, when beginning coursework in English or mathematics, enrolled in, transfer-level English and mathematics courses.

(2) If the student has a declared academic goal, the mathematics and English coursework shall satisfy a requirement of the student's intended certificate or associate degree or a requirement for transfer within the intended major.

(3) A community college shall not require students to repeat coursework that they have successfully completed in high school or college or take coursework that repeats competencies that the student has demonstrated through other methods of credit for prior learning.

(4) A community college shall not enroll into noncredit coursework students who have graduated from a United States high school or been issued a high school equivalency certificate, as a substitute or replacement for direct placement and enrollment into transfer-level English and mathematics coursework as described in paragraph (1) of subdivision (c).

(j) The following are exceptions to transfer-level placement and enrollment into mathematics and English coursework, as described in subdivision (i):

(1) Students who have not graduated from a United States high school or been issued a high school equivalency certificate.

(2) Students enrolled in a certificate program without English or mathematics requirements.

(3) Students enrolled in a noncredit ESL course who have not graduated from a United States high school or been issued a high school equivalency certificate.

(4) Students with documented disabilities in educational assistance classes, as described in Section 56028 of Title 5 of the California Code of Regulations, who are otherwise not able to benefit from general college classes even with appropriate academic adjustments, auxiliary aids, and services.

(5) Students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate.

(6) Students enrolled in adult education programs who are enrolled in coursework other than mathematics or English.

(7) Current high school students in dual enrollment or taking courses not available in their local high school.

(8) The community college has provided local research and data pursuant to subdivisions (e) and (f) to verify the benefit of the placement and enrollment into transfer-level coursework that does not satisfy a requirement for the intended certificate or associate degree or a requirement for transfer within the intended major.

(9) College-level placement and enrollment in lieu of transfer-level placement and enrollment may occur for:

(A) Students in career technical programs seeking a certificate or associate degree with specific requirements, as dictated by the program's advisory or accrediting body, that cannot be satisfied with transfer-level coursework

(B) Specific subgroups of students for whom a community college district or community college has provided local research and data meeting the evidence standards pursuant to subdivisions (e) and (f) that allow for the placement and enrollment of the student subgroup into pretransfer-level mathematics or English coursework.

(k) (1) For students who need or desire extra academic support when enrolled in transfer-level mathematics or English coursework, community colleges shall provide access to tutoring, support-enhanced transfer-level mathematics and English courses, concurrent low-unit credit or similar contact hour noncredit corequisite coursework for transfer-level mathematics and English, or other academic supports.

(2) ~~Notwithstanding Section 78218 or any other law, a community college district or college shall not require students to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics.~~ A community college ~~district or college~~ may require students to enroll in additional concurrent support, including additional language support for ESL students, during the same **semester term** that they take a transfer-level English or mathematics course, ~~but only~~ if it is determined that the support will increase ~~their~~ **the student's** likelihood of passing the transfer-level English or mathematics course. ~~The community college district or college shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded support and low or noncredit support options.~~

(3) Nothing in this subdivision shall be construed as limiting student access to additional concurrent support nor requiring students to enroll into concurrent supports.

(l) The Chancellor's Office of the California Community Colleges may require a community college or community college district to change or adopt a placement policy or practice identified by the chancellor's office to ensure that a community college or community college district's placement and enrollment of students into mathematics, English, and ESL is consistent with the requirements of this section.

(m) Nothing in this section is meant to add mathematics and English requirements to certificate programs that do not have mathematics or English requirements.

(n) For purposes of this section, the following definitions apply:

~~(e)~~ (1) ~~For purposes of this section, "assessment"~~ "Assessment" means the process of gathering information about a student regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

(2) "Pretransfer level," with respect to courses, includes basic skills, remedial, and college-level courses.

(3) "Transfer-level written communication" and "transfer-level quantitative reasoning" have the same meaning as transfer-level English and transfer-level mathematics, respectively.

SEC. 4. Section 78213.1 is added to the Education Code, to read:

78213.1. (a) Beginning July 1, 2023, the Chancellor's Office of the California Community Colleges shall make available on its internet website a dashboard containing multiyear data, beginning from 2015. The dashboard shall be updated annually pursuant to subdivision (b) and shall contain data submitted to the chancellor's office by community colleges on student progression and completion of transfer-level English, mathematics, and ESL courses, disaggregated by community college and by all the following:

(1) Age group.

(2) Whether the student received corequisite support.

(3) Receipt of disability services and programs for students.

(4) Receipt of extended opportunity programs and services.

(5) Ethnicity.

(6) Foster youth status.

(7) Gender.

(8) Discipline–relevant high school performance bands.

(9) Mathematics, Engineering, Science Achievement (MESA) program students.

(10) Puente students.

(11) Umoja students.

(12) Veteran status.

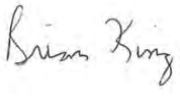
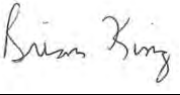
(b) Beginning on December 1, 2024, and annually thereafter, the chancellor's office shall update the dashboard, as established in subdivision (a), and inform the Assembly Committee on Higher Education, the Assembly Budget Subcommittee on Education Finance, the Senate Committee on Education, and the Senate Budget and Fiscal Review Subcommittee on Education of the update.

SEC. 5. *If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.*

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: July 13, 2022

SUBJECT:	Update on Districtwide Outreach Services	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Information Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King, Chancellor 	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King, Chancellor 	ACTION	
		INFORMATION	X

BACKGROUND/STATUS:

The Board of Trustees has requested an update of the project to improve outreach services at our four Los Rios Colleges since the last presentation at the Spring Retreat in March 2022. College Presidents Melanie Dixon (ARC), Ed Bush (CRC), Whitney Yamamura (FLC) and Interim President Albert Garcia (SCC) will present an update of the project to improve outreach services across the four colleges.

RECOMMENDATION:

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