San Bernardino Community College District
Board Meeting
November 13, 2025
4:00 pm-6:00 pm Pacific Time

Physical Meeting Location:
San Bernardino Community College District
550 E. Hospitality Lane, Suite 200, Boardroom
San Bernardino, CA 92408

Livestream
https://www.youtube.com/@sanbernardinocommunitycoll42/streams

Public records relating to an open session agenda item that is distributed within 72 hours prior to the meeting is available for public inspection in the Office of the Chancellor at SBCCD, 550 E. Hospitality Ln., Suite 200, San Bernardino, CA, during regular business hours or on the District's website www.sbccd.edu

Anyone who wishes to address the Board of Trustees on an agenda or non-agenda item may do so pursuant to Board Policy 2350 Speakers. Presentations relating to matters on the agenda shall be heard before the vote is called. Comments on non-agenda items shall do so at the time designated on the agenda. Comments must be limited to three (3) minutes per speaker or 20 minutes on the same, or a substantially similar subject, unless the Board votes to extend the time limit.

If you have questions about access or require an accommodation in order to participate in the public meeting, please contact the Chancellor's Office at (909) 388-6903 as far in advance of the Board meeting as possible.

I. **CALL TO ORDER – PLEDGE OF ALLEGIANCE**
II. **PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS**
III. **CLARIFICATION**
IV. **PRESENTATIONS**
    A. Improving Student Success Through People, Culture and Belonging
V. **RECOGNITION/CELEBRATIONS**
    A. Recognize Applause Cards Recipients For Extending Extra Effort to Provide Quality Service and Valued Assistance
    B. Retirement Recognition
VI. **BOARD OF TRUSTEES AND CHANCELLOR REPORTS**

A. Board Committee & Activity Reports
   1. Board Finance Committee (BFC)
   2. Board Legislative Committee (BLC)
   3. Board Policy & Procedures Advisory Committee (BPPAC)

   Regional & State Reports
   1. Board of Governors (BOG)
   2. Joint Powers Authority (JPA)

B. Chancellor's Report
   1. SBCCD Strategic Plan: Goal 4 Update

VII. **ACTION AGENDA**

A. Approval of Minutes
   10-09-2025 (Business Meeting)

B. 2025-2028 Student Equity and Achievement Program (SEAP) Plan (CHC)

C. Approval to Award Bid #CC01-3608.08 – San Bernardino Valley College Career Pathways 2 – Allied Health & Aeronautics

D. Board Annual Organizational Meeting Date

E. Approval to Appoint Member of Citizens Bond Oversight Committee (CBOC)

VIII. **CONSENT AGENDA**

The Consent Agenda is expected to be routine and noncontroversial. It will be acted upon by the Board at one time without discussion. Any member of the Board, staff member or citizen may request that an item be removed from this section for discussion.

A. **INSTRUCTION/STUDENT SERVICES**
   1. Curriculum - CHC

B. **Human Resources**
   1. Adjunct and Substitute Academic Employees
   2. Annual Military Equipment Report
   3. Appointment of District Employees
   4. Appointment of Interim Managers
   5. Employee Promotions
   6. Management Job Description Revision
   7. Non-Instructional Pay
   8. Payment of Stipends
   9. Revise Rates of Pay for Professional Expert Hourly Employees

10. Sewer System Management Plan

C. **Business & Fiscal Services**
   1. Contracts at or Above $114,800
   2. Individual Membership
   3. Resolution #2025-11-13-FS-01 Approving Transfers of Appropriations for the 2025-26 Fiscal Year
   4. Surplus Property and Authorize Donation
   5. Surplus Property and Authorization for Private Sale or Disposal

D. **Facilities**
   1. Master Services Agreements Task Orders for Bond Construction

IX. **REPORTS**

A. Represented Groups (3 minutes per group)
   1. Crafton Hills College Academic Senate
   2. Crafton Hills College Classified Senate
   3. Crafton Hills College Associated Students
   4. San Bernardino Valley College Academic Senate
   5. San Bernardino Valley College Classified Senate
   6. San Bernardino Valley College Associated Students
   7. CSEA
   8. CTA
   9. Police Officers Association

B. Staff Reports (3 minutes per person)
   1. San Bernardino Valley College President
   2. Crafton Hills College President
   3. Executive Vice Chancellor
   4. Vice Chancellor of Human Resources & Police Services
   5. Vice Chancellor of Educational & Student Support Services
   6. Associate Vice Chancellor of Government Relations & Strategic Communications

X. **INFORMATION ITEMS**

A. Board Master Action Planning Calendar

B. Budget Revenue & Expenditure Summary

C. Construction Change Orders and Amendments - Bond

D. Construction Contracts Subject to UCCAP

E. Contracts Below $114,800

F. Diversity, Equity, Inclusion, and Anti-Racism (DEIA) Initiatives Annual Report

G. General Fund Cash Flow Analysis

H. Lexipol Policies and Procedures

I. MOUs between SBCCD and the CSEA

J. MOUs between SBCCD and the CTA

K. Professional Expert Short-Term and Substitute Employees

L. Purchase Order Report

M. Resignations

N. Volunteers

XI. **ANNOUNCEMENT OF CLOSED SESSION ITEMS**

A. Conference with Labor Negotiators
Government Code 54957.6
Agency Representatives: Diana Rodriguez and Kristina Hannon
Non-Represented Groups: CSEA, CTA, POA,
Management/Supervisors, and Confidential Employees

B. Public Employee Discipline/Dismissal/Release/Non Re-Employment
Government Code 54957
Number of cases: 3

C. Conference with Legal Counsel – Anticipated Litigation
Significant Exposure to Litigation Pursuant to Subdivision (d)(2) and (e) of Government Code Section 54956.9
Number of cases: 1

D. Conference with Legal Counsel – Existing Litigation
Government Code 54956.9(e)(3) or (d)(1)
Number of cases: 1

E. Public Employee Performance Evaluation
Government Code Section 54957(b)(1)
Title: Chancellor

F. Conference with Real Property Negotiator
Government Code Section 54956.8
Properties - Assessor Parcel Numbers:
0141-151-32-0000, 0141-151-31-0000, 0141-151-43-0000, 0141-151-44-0000, 0164-013-11-0000, 0164-013-12-0000, 0160-183-56-0000
Negotiating Parties: SBCCD (Proposed Buyer)
Real Property Negotiators: Diana Z. Rodriguez, Ed.D., Chancellor and Jose Torres, EVC

XII. **PUBLIC COMMENTS ON CLOSED SESSION ITEMS**

XIII. **CONVENE CLOSED SESSION**

XIV. **RECONVENE PUBLIC MEETING**

XV. **REPORT OF ACTION IN CLOSED SESSION**

XVI. **ADJOURN**

The next meeting of the Board: Board Business Meeting/Organizational Meeting of the Board
December 12, 2025, at 5:00 p.m.
SBCCD, Boardroom, 550 E. Hospitality Ln., Ste 200, San Bernardino, CA 92408

Supplemental Handouts (not part of the agenda)

CHC Report to the Board

EDCT Report to the Board

KVCR Report to the Board

SBVC Report to the Board

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Kristina Hannon, Vice Chancellor, Human Resources Payroll, Police Services, and Health and Safety Administration

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources Payroll, Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: DEIA, Improving Student Success Through People, Culture and Belonging Board Presentation

RECOMMENDATION

This item is for information only.

OVERVIEW

The presentation will be an overview of the EEO Practices, training opportunities, DEIA Initiatives, and efforts made districtwide that increase engagement, inclusion, and belonging among students and employees, particularly those from historically marginalized communities.

ANALYSIS

This presentation is designed to inform the Board of how the District is making data-informed recommendations to the Chancellor's Council on DEI-related priorities, policies, and practices. Aligning and strengthening DEI efforts across the District's colleges and departments.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Jose F. Torres, Executive Vice Chancellor
Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, & Health and Safety Administration
Dr. Nohemy Ornelas, Vice Chancellor, Educational & Student Support Services

DATE: November 13, 2025

SUBJECT: Caring Hands Applause Cards

RECOMMENDATION

This item is for information only.

OVERVIEW

The attached individuals have received special recognition for extending extra effort in providing quality service and valued assistance.

ANALYSIS

The Caring Hands Applause Card was developed so that employees, students, visitors, and vendors have an opportunity to recognize members of the SBCCD team who provide outstanding quality and service.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
1. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
2. Be a Leader and Partner in Addressing Regional Issues
3. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this Board item.

Caring Hands Applause Cards

Presented for Information November 13, 2025

Oxendine Aaron

Crafton Hills College
TESS

"Thank you to you and the entire team for setting up all of the sound systems for the Olympics, much appreciated!"

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Rebecca Abeyta

Crafton Hills College
Admissions and Records

"Thank you so much for listening with empathy, compassion, and patience. Thank you for being solution-oriented and communicating with clarity and kindness."

Recognized by:
Rusveer Jones

Krysten Audibert

Crafton Hills College
MESA

"Thank you for bringing home Bronze and playing cornhole for us!"

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Breanna Brighton

Crafton Hills College
ASL

"Thanks for bringing home Gold and dominating the last event!"

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Demian Brunty

Crafton Hills College
Facilities

"Thank you for engagement and support in working to update the District Standards."

Recognized by:
The Bond Team

Sara Butler

Crafton Hills College
Language, Arts, and Academic Support

"Thank you for bringing home Bronze and literally jumping in the tank for us!"

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Caring Hands Applause Cards

Presented for Information November 13, 2025

Cindy Calderon -Cruz

Crafton Hills College
Institutional Advancement

"Thank you for bringing home Bronze and being an amazing tire flipper!"

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Shaimaa Chemkhi

Crafton Hills College
Tutoring Center

"Shaimaa is a great tutor with amazing skills. She is also a new SI leader for Chem 101 and she is absolutely killing it! Her students and the instructor have all let us know how well she is doing. SI can be difficult at first but she dove right in with"

Recognized by:
Jennifer Neal

Heather Chittenden

Crafton Hills College
Athletics

"Thanks for bringing home Gold and for all of your help setting everything up for the Olympics!"

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Kristen Clements

Crafton Hills College
EMS/Paramedic

"Thank you for bringing home Bronze and playing cornhole for us!"

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Zach Cortz

Crafton Hills College
Student Life

"Thanks for bringing home Gold and dominating the last event!"

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Zach Cortz

Crafton Hills College
Student Life

"I would like to recognize Zach Cortz for his unwavering support and dedication to our EMS students. Zach consistently goes above and beyond to ensure our students receive their ID cards promptly and without hassle. His responsiveness, professionalism, and"

Recognized by:
Craig Eilander

Caring Hands Applause Cards

Presented for Information November 13, 2025

April Davis

Crafton Hills College
Tutoring Center

“Is neat to be a supervisor because she knows everything and is very well-grounded and a great access to the tutoring center. She needs a raise as well.”

Recognized by:
Inez Welch

Courtney Eads

Crafton Hills College
Kinesiology

“Thanks for bringing home Gold and grabbing 20 pounds like it was nothing!”

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Craig Eilander

Crafton Hills College
EMS/Paramedic

“Thanks for bringing home Gold and rowing like you stole it!”

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Jordan Gordon

Crafton Hills College
Kinesiology

“Thank you for creating such an awesome demonstration video for the Crafton Olympic events!”

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Jimmy Grabow

Crafton Hills College
Counseling

“Thanks for bringing home Bronze and not falling off the rope wall :)”

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Nariah Hill

Crafton Hills College
Tutoring Center

“She is very intuitive and I love the way her mind works and she gets down to business.”

Recognized by:
Inez Welch

Caring Hands Applause Cards

Presented for Information November 13, 2025

Dan Johnson

Crafton Hills College
Facilities M&O

“Thank you for your hard work, it does not go unnoticed.”

Recognized by:
Printshop

Luna Lagrima

Crafton Hills College
Admissions and Records

“Excellent customer service, super helpful and quick as processing what I needed.”

Recognized by:
Mia Williams

Jessica Madrigal

Crafton Hills College
Tutoring Center

“Very well skilled in her field. Very polite, good and needs a raise. She's very outgoing and very helpful to me and my studies.”

Recognized by:
Inez Welch

Jordan Montejano

Crafton Hills College
Tutoring Center

“Thank you for always being so diligent about the workshop schedule. It makes such a difference for our students and tutors.”

Recognized by:
The Tutoring Center Staff

George Mora

Crafton Hills College
EOPS

“Thank you for bringing home Bronze and being an amazing tire flipper!”

Recognized by:
Dr. Kevin Horan

Aaron Oxendine

Crafton Hills College
Technology Services

“Thank you for engagement and support in working to update the District Standards.”

Recognized by:
The Bond Team

Caring Hands Applause Cards

Presented for Information November 13, 2025

Thalia Radillo

Crafton Hills College
Tutoring Center

“Thalia is always striving to do better and she is always willing to learn. She is a great tutor and a great member of the team.”

Recognized by:
Jennifer Neal

Ali Raventos

Crafton Hills College
Outreach and Educational Partnerships

“Ali, thank you for going above and beyond to support our articulated high school students! Your quick action and dedication made a real difference and helped set the students up for success. You truly made an impact!.”

Recognized by:
Dan Word and Career Ed & Human Development Div.

Nick Reichert

Crafton Hills College
Tutoring Center

“So incredibly helpful and kind! Had to bring my son and he helped me so I was able to get much needed help without the distraction”

Recognized by:
Leslie kazama

Veronica Salceda

Crafton Hills College
Student Services

“Thank your for helping to set up all of the food for the Olympics!”

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Floyd Simpson

Crafton Hills College
Admissions and Records

“Floyd helped us on the phone so well and was friendly, professional, and effective in getting the problem solved. Records were stuck between CHC and SDSU, Parchment wasnâ€™t helpful and made things more confusing, and Floyd got it done! So thankful!”

Recognized by:
Charlie Schadwinkel and mom

Cyndie St. Jean

Crafton Hills College
President's Office

“Thank your for helping to set up all of the food for the Olympics!”

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Caring Hands Applause Cards

Presented for Information November 13, 2025

Ginger Sutphin

Crafton Hills College
Department of Letters, Art, and Mathematics

“Thank you for helping us. You are a true professional”

Recognized by:
Theater Students

Devin Taylor

Crafton Hills College
Tutoring Center

“She is a great asset to the program! Very well spoken and polite.”

Recognized by:
C. Inez Welch

Devin Taylor

Crafton Hills College
Tutor Center (LRC)

“She is a great asset to the program! Very well spoken and polite.”

Recognized by:
Connie Inez Welch

Shane Veloni

Crafton Hills College
Tech Services

“I want to recognize Shane Veloni for his consistent support with our AV needs. Heâ€™s handled a long list of tasks lately with a can-do attitude, never complains, and always gets the job done. Shaneâ€™s quiet reliability makes a big impact, and we truly appreciate you”

Recognized by:
Craig Eilander

Keith Wurtz

Crafton Hills College
Instruction

“Thanks for bringing home Gold and rowing like you stole it!”

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Sharon Zerbel

Crafton Hills College
Instruction

“Thank your for helping to set up all of the food for the Olympics!”

Recognized by:
Dr. Kevin Horan, SBCCD Olympic Founder

Caring Hands Applause Cards

Presented for Information November 13, 2025

Naviah Hill

Crafton Hills College
Tutoring/Learning Center

"Was clear, concise, and straight to the point. Greatly aided me with forming ideas for my English essay."

Recognized by:
Omar Shehata

Jorge Andrade

District Support Operations
Fiscal Services

"Jorge, thank you for your support to the Bond team. We appreciate your guidance and partnership."

Recognized by:
Abel Favela and Erika Menge

Blake Bonnet

District Support Operations
Police

"Thank you for engagement and support in working to update the District Standards."

Recognized by:
The Bond Team

Deborah M. Castro

District Support Operations
Graphic Specialist - EDCT

"I want to take a moment to thank you for consistently going above and beyond your job responsibilities. Grateful for your support!"

Recognized by:
Jessica Velasquez

Abe Fulgham

District Support Operations
EDCT

"Thank you for helping me connect with campuses to fill the College Corps cohort! You helped fill the last 2 program slots!"

Recognized by:
Krista Ornelas-Mora

Lindsey Matthewson

District Support Operations
Fiscal Services

"Lindsey, thank you for the excellent support you have offered to the Bond team. We appreciate your guidance, understanding and expertise."

Recognized by:
Abel Favela and Erika Menge

Caring Hands Applause Cards

Presented for Information November 13, 2025

Roger Robles

District Support Operations
TESS

"Thank you for engagement and support in working to update the District Standards."

Recognized by:
The Bond Team

Laura Van Genderen

District Support Operations
EDCT

"Thank you for helping me get everything I need at EDCT! I appreciate your support."

Recognized by:
Krista Ornelas-Mora

Eric Babino

San Bernardino Valley College
Maintenance

"45939"

Recognized by:
Admissions and Records

Eric Babino

San Bernardino Valley College
Facilities/Maintenance

"Eric immediately responded to my request to rehang a cabinet door in the art gallery. He was timely, fast, efficient, and cheerful."

Recognized by:
Mandi Batalo

Amber Barzak

San Bernardino Valley College
Marketing

"Amber assisted the President's Office in preparing materials for the Reimaging SBVC gallery, ensured their timely delivery, and assisted with the gallery set-up. She was essential in making the event successful."

Recognized by:
Jesse Neimeyer-Romero

Priscilla De Loera

San Bernardino Valley College
Financial Aid

"Thank you for hosting a workshop for the College Corps Fellows and supporting me with DSIG!"

Recognized by:
Krista Ornelas-Mora

Caring Hands Applause Cards

Presented for Information November 13, 2025

Marvellee Diaz

San Bernardino Valley College
Marketing

"Marvellee assisted the President's Office in ordering essential items needed for the Reimaging SBVC gallery set-up and ensuring their timely delivery to make the event successful."

Recognized by:
Jesse Neimeyer-Romero

Kristina Elpel

San Bernardino Valley College
STEM/ Science Division

"Thank you for always going above and beyond to support the College Corps Fellows."

Recognized by:
Krista Ornelas-Mora

Christie Gabriel-Millette

San Bernardino Valley College
Research, Planning & Institutional Effectiveness

"Thank you so much in helping us gather the Student Accessibility Services SAO Survey Fall 2025 data!"

Recognized by:
SBVC Student Accessibility Services

Angelita Gideon

San Bernardino Valley College
Library

"For the awareness to provide equal access to students with disabilities. Angie you are a star!"

Recognized by:
Ana Bojorquez

Roslin Halim

San Bernardino Valley College
Campus Business Office

"Mrs. Halim is friendly, funny, and goes above and beyond to assist students and colleagues. Many thanks Mrs. Halim!"

Recognized by:
Armando A. Garcia

Patrice Hollis

San Bernardino Valley College
Financial Aid

"Thank you for your guidance on the College Corps Program processes and your patience as I learn."

Recognized by:
Krista Ornelas-Mora

Caring Hands Applause Cards

Presented for Information November 13, 2025

Gilberto Ortiz

San Bernardino Valley College
Marketing

"Gilberto assisted the President's Office in preparing materials for the Reimaging SBVC gallery and ensured their timely delivery. He was essential in making the event successful."

Recognized by:
Jesse Neimeyer-Romero

Fermin Ramirez

San Bernardino Valley College
Financial Aid

"Thank you for helping me verify College Corps Fellow eligibility and giving insight on processes and the DSIG program."

Recognized by:
Krista Ornelas-Mora

Ken Reese

San Bernardino Valley College
Maintenance

"Assisting with A&R Open House by moving items around"

Recognized by:
Admissions and Records

Oscar Rodriguez

San Bernardino Valley College
Transfer & Career Services

"Thank you for sharing referrals to fill the College Corps Program and for providing opportunities for the Fellows to receive service & training hours."

Recognized by:
Krista Ornelas-Mora

Carmen Rodriguez

San Bernardino Valley College
Student Services

"Thank you so much for always supporting my requests and sharing referrals for the College Corps Program!"

Recognized by:
Krista Ornelas-Mora

Aldo Sifuentes

San Bernardino Valley College
IT

"Thank you for engagement and support in working to update the District Standards."

Recognized by:
The Bond Team

Caring Hands Applause Cards

Presented for Information November 13, 2025

Gino Vargas

San Bernardino Valley College
Maintenance

“Assisting with Admissions and Records Open House”

Recognized by:
Admissions and Records

Kay Dee Yarborough

San Bernardino Valley College
Instruction Office

“Kay Dee Yarborough works above and beyond her duties to assist faculty with curriculum content modifications and the creation of new courses and programs. Thank you, Kay Dee!! You are greatly appreciated!”

Recognized by:
Romana Pires

Sergio Zazueta

San Bernardino Valley College
Facilities

“Thank you for engagement and support in working to update the District Standards.”

Recognized by:
The Bond Team

Erin Williams

San Bernardino Valley College
financial aid

“Went to her because I was forced by an instructor to drop a class. I needed to figure out what it's going to do to my financial aid and I told her my story and she informed me of an academic appeal which I did not hear from anyone else. My situation could”

Recognized by:
Curtis loop

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: Retirement Recognition

RECOMMENDATION

This item is for information only.

OVERVIEW

The Board would like to recognize and celebrate the following staff on their retirement from San Bernardino Community College District.

Kathryn Fellenz, Aquatic Center Pool Attendant, CHC
After 15 years of service with the District at Crafton Hills College, Kathy submitted a letter of intent to retire effective November 30, 2025. Kathy will retire as an Aquatic Center Pool Attendant, a position she has held since 2010.

Charlie Taylor Jr., Traffic Coordinator of Television, KVCR
After 18 years of service with the District at KVCR, Charlie submitted a letter of intent to retire effective November 22, 2025. Charlie began his career as a Broadcast Operator in July of 2008 and will retire as a Traffic Coordinator for Television, a position he has held since 2023.

The commitment and dedication these individuals have shown to student success is unwavering. The District is truly grateful for their years of service and congratulates them on their retirement.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.



11.13.2025

CHANCELLOR'S REPORT

SBCCD CELEBRATES SBVC GROUNDBREAKING

SBCCD proudly joined SBVC to celebrate the groundbreaking of the college's new Student Services Building — a major step toward creating a more connected and student-centered campus.

Chancellor Rodriguez attended the

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SBCCD HONORED AS COMMUNITY PARTNER OF THE YEAR

SBCCD was recognized with the Community Partner of the Year Award from the Community Action Partnership of San Bernardino County (CAPSB).

The award celebrates our shared commitment to fighting college student hunger and expanding food

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SBCCD HELPS LAUNCH CASH FOR COLLEGE CAMPAIGN

With living costs on the rise and families increasingly concerned about paying for college, SBCCD joined regional leaders to launch the Cash for College campaign at KVCR Public Media on the San Bernardino Valley College campus. The event marked the start of the 2025–26 financial aid cycle

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THIS IS SBCCD

CHC FOUNDATION'S ANNUAL FUNDRAISER



A grand slam of generosity resulted in $259,000 in support of the Crafton Hills College Foundation during the nonprofit's annual fundraising gala.

The baseball-themed event paid homage to the 1989 Kevin Coster film Field of Dreams, by turning Crafton's quad area into a ballfield intended to celebrate America's favorite pastime and kickstart the dreams of students looking to obtain a higher education.

"There's a line [in the film], 'People will come, Ray. They'll come to Iowa for reasons they can't even fathom,' that reminds us of the power of belief, that when we build something meaningful, people are drawn to be a part of it," shared Foundation President Amy Minjares.

Attendees were encouraged to come decked out in their favorite team's jerseys, all while enjoying the common sights and sounds and tasty delights commonly found at the ballpark. Program highlights included a performance of the National Anthem by Roadrunner Sage Horan; remarks from San Bernardino Community College District Chancellor Dr. Diana Z. Rodriguez and Crafton President Kevin Horan; and a few dad jokes from Josh Stapleton, the event's master of ceremonies and CHC alumnus.

SBVC STUDENTS FLOCK TO WOLVERINE WELCOME



New San Bernardino Valley College students were welcomed to campus with an energetic day full of food, games, music, and a variety of campus resources.

Wolverine Welcome, which coincided with the first week of classes, drew a high turnout of excited students eager to connect with peers and learn more about campus life. Attendees enjoyed freshly grilled burgers and hot dogs, participated in interactive games, posed for photos with mascot Blue, and visited resource tables to get information on student services, clubs, and academic support. The event also gave students a chance to meet faculty and staff in a relaxed, fun environment, helping them feel more at home on campus.

The excitement continued on September 2 when the Associated Student Government hosted Pizza with the Presidents. Students gathered to enjoy pizza while mingling with college administrators and student leaders, who shared tips and opportunities for getting involved on campus. Mascot Blue helped make the day memorable by delivering pizzas and adding a playful touch to the event. Both events provided new Wolverines with a warm, welcoming introduction to life at SBVC and helped foster a sense of community as the semester got underway.





SIZE
102,691 square-foot

COST
$117 million

SUSTAINABILITY
Concrete materials
Veritical windows
Native landscaping

ECONOMIC IMPACT
$200 million local activity

cont. from page 1

event, sharing in the excitement and vision for what the new facility will represent for students.

“When this building is finished, it will be the front door to our college — a welcoming front door,” said Chancellor Rodriguez.

SBCCD extends its appreciation to Chancellor Rodriguez for her leadership and continued commitment to expanding access and opportunity throughout the district.

SBVC President Gilbert J. Contreras highlighted how the new building aligns with the college’s mission. “In addition to celebrating 100 years, San Bernardino Valley College continues the legacy of elevating opportunities for the community. As we break ground today on a new student services building, we advance our college priority as a boldly student-centered college.”

The $117 million, 102,691-square-foot facility will replace the 1970s-era Liberal Arts building and become a one-stop hub for student services. It will include classrooms, tutoring and collaboration spaces, counseling and matriculation resources, health and wellness services, and offices.

Senator Eloise Gómez Reyes, joined by assembly member James Ramos, called the project “a welcoming gateway” where many students will take their first steps onto campus.

Student and Navy veteran Isaiah Franco shared how the building will impact the veteran community:

“This base will serve as a harbor for veterans seeking guidance, camaraderie, or just a sense of belonging. It will be a place where we continue to build ourselves up academically, professionally, and personally.”

Construction began in April and is expected to be completed in April 2027. The building is designed by CannonDesign and built by McCarthy Building Companies, with a goal of achieving LEED Platinum certification, the highest rating for sustainable design.

Funding comes from SBCCD’s Measure M (2008) and Measure CC (2018) bonds. Projects like the new Student Services Building have generated more than $200 million in local economic activity, including hiring local construction workers — a reflection of SBCCD’s ongoing investment in students and the Inland Empire community.



cont. from page 1

access through on-campus pantries at Crafton Hills College and San Bernardino Valley College.

At CAPSB's gala on Friday at the Ontario DoubleTree Hotel, Chancellor Rodriguez expressed gratitude to Ms. Patricia Nickols-Butler, CEO of CAPSB, for her outstanding leadership and partnership. Together, SBCCD and CAPSB have also advocated to simplify CalFresh food assistance for college students.

This recognition underscores SBCCD's regional leadership and the strength of our partnerships with organizations that help Inland Empire students and families thrive. It was inspiring to see so many community partners—including Congress-man Pete Aguilar—come together in support of CAPSB's vital mission.

cont. from page 1

and encouraged students and parents to apply early to maximize their aid opportunities before the state's priority deadline of March 2, 2026.

"We know it's getting harder to save for college, and many families feel they haven't saved enough," said Chancellor Rodriguez, . "Financial aid is here to help, especially for working and middle-class families."

According to the California Student Aid Commission (CSAC), nearly 44,000 high school seniors in Riverside and San Bernardino counties applied for financial aid last year — about seven in ten of all seniors. However, nearly three in ten did not, leaving significant funds unclaimed.

"That means thousands of families left money on the table," said Angel Rodriguez, CSAC Commissioner, Chair of the Student Impact, Outreach and Communications Committee, and Associate Vice Chancellor at SBCCD. "Cash for College is how we change that and make sure every family knows help is here."

"Our mission is to eliminate cost as a barrier for California's students," added Dr. Daisy Gonzales, Executive Director of CSAC. "With the right support, every student can see college or career training as not only possible — but affordable to achieve their educational dreams."

The press conference was a collaborative effort between CSAC, SBCCD, and KVCR Public Media, featuring student voices, K–12 and college leaders, public officials, community stakeholders, and even school and college mascots — all united in the mission to make higher education more accessible and affordable for Inland Empire students and families.

SBCCD CAMPUSES SHINE IN INLAND EMPIRE MAGAZINE



Finkelstein Performing Arts Center at Crafton Hills College
INLAND EMPIRE MAGAZINE



The Auditorium at San Bernardino Valley College
INLAND EMPIRE MAGAZINE

Inland Empire Magazine recently highlighted the region's colleges and universities in *Campus Views*, showcasing campuses that offer more than academic opportunities—they also provide inspiring spaces for reflection, study, and connection. From historic institutions like the Claremont Colleges, University of Redlands, and Riverside College, whose architecture and landscapes reflect over a century of community presence, to newer campuses designed with inviting layouts, the region's higher education institutions blend learning with beauty.

SBCCD is proud to have Crafton Hills College and San Bernardino Valley College featured in the article. Notable highlights include the Finkelstein Performing Arts Center at Crafton Hills College and the Auditorium at San Bernardino Valley College—spaces where students can gather, create, and enjoy cultural experiences in addition to pursuing their studies.

SBCCD's campuses demonstrate that education doesn't happen in a vacuum—surroundings matter, and these scenic spots help students thrive both academically and socially.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Nohemy Ornelas, Vice Chancellor of Educational and Student Support Services

PREPARED BY: Dr. Christopher Crew, Executive Director of Research, Planning, and Institutional Effectiveness

DATE: November 13, 2025

SUBJECT: Strategic Plan Goal - 4 Status Update

RECOMMENDATION

This item is for information only and no action is necessary.

OVERVIEW

This document highlights advances in fiscal stewardship, strategic partnerships, and operational capacity that strengthen SBCCD's long-term financial sustainability and support student access and success.

ANALYSIS

SBCCD advanced fiscal sustainability by expanding diversified revenue streams, improving operational efficiency, and strengthening financial governance. Targeted investments in staffing and technology enhanced service delivery, while new grants and foundation growth increased external funding capacity. These actions position the District for continued financial stability, stronger partnerships, and sustained student access.

SBCCD GOALS

4. Ensure SBCCD's Fiscal Accountability/Sustainability.

FINANCIAL IMPLICATIONS

There are no financial implications.

2025-2026 SBCCD STRATEGIC PLAN AND OBJECTIVES

MONTHLY STATUS UPDATE

FALL 2025

GOAL 4: ENSURE SBCCD'S FISCAL ACCOUNTABILITY/SUSTAINABILITY

Financial Stewardship

- ☑ SBCCD received a $1.8M grant from the Yuhaaviatam of San Manuel Nation to support Fire Academy cadets. SBCCD has matched $1.625M of the required $1.8M
- ☑ Filled over 70 positions, including an Admin. Assistant for Basic Needs and a part-time Nurse Practitioner in Student Health Services.
- ☑ The Financial Aid Office implemented the Cisco Finesse phone system to manage all incoming calls and monitor hold and wait times before students are assisted by staff.

Sustainable Partnerships

- ☑ SBCCD now serves students from 20+ local high schools, offering Valley-Bound students a free first-year of college supported by the San Manuel Band of Mission Indians.
- ☑ SBCCD identified three priority areas for fundraising—first responders, performing arts, and honors programs—and strengthened leadership by adding five new vice presidents to its foundation boards.

Outcome Achieved

SBCCD is administering 24 active grants totaling $10.4M from partners including the Yuhaaviatam of San Manuel Nation, SoCal Gas, Edison International, and the California Community Colleges Chancellor's Office. These investments expand funding for workforce development, basic needs, zero-textbook-cost, clean energy, and dual enrollment initiatives—advancing districtwide priorities, reducing barriers to student success, and strengthening regional workforce pipelines.

BOARD OF TRUSTEES
Meeting Minutes – October 9, 2025

Location: San Bernardino Community College District, 550 E. Hospitality Ln., Ste 200, San Bernardino, CA 92408
Livestream: https://www.youtube.com/@sanbernardinocommunitycoll42/streams
Meeting materials: www.sbccd.edu/govenda

MEMBERS PRESENT	ADMINISTRATORS PRESENT
Dr. Nathan Gonzales, Chair Joseph Williams, Vice Chair Dr. Cherina Betters, Clerk Carlos Aguilera, Trustee Dr. Stephanie Houston, Trustee (via teleconference) John Longville, Trustee Frank Reyes, Trustee Christian Espinoza, SBVC Student Trustee (advisory-via Zoom) Jazmyn Garcia, CHC Student Trustee (advisory)	Dr. Diana Z. Rodriguez, Chancellor Jose Torres, Executive Vice Chancellor Dr. Kevin Horan, CHC President Dr. Gilbert Contreras, SBVC President Kristina Hannon, VC Human Resources & Police Services Dr. Nohemy Ornelas, VC Educational & Student Support Services Angel Rodriguez, Associate Vice Chancellor Government Relations & Strategic Communications
MEMBERS ABSENT	**ADMINISTRATORS ABSENT**

I. CALL TO ORDER – PLEDGE OF ALLEGIANCE

Chair Gonzales called the meeting to order at 4:00 p.m.

San Bernardino Community College District Board of Trustees' business meeting is conducted pursuant to California Government Code Section 54953. Student Trustee Espinoza is participating by Zoom conference. Let it be reflected that Student Trustee Espinoza has an advisory vote only which will be cast immediately before the regular members of the Governing Board cast their official vote.

Trustee Betters led the pledge of allegiance.

II. PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS

III. CLARIFICATION

None

IV. RECOGNITION/CELEBRATIONS

A. Applause Cards

The Board recognized applause recipients for extending extra effort to provide quality service and valued assistance.

V. BOARD OF TRUSTEES AND CHANCELLOR REPORTS

A. Board Committee & Activity Reports
   1. Board Finance Committee (BFC) – No report.
   2. Board Legislative Committee (BLC) – Trustee Reyes provided a brief report.
   3. Board Policy & Procedures Ad-Hoc Committee (BPPAC) – No report.

Regional and State Reports
   1. Board of Governors (BOG) – Trustee Williams provided a brief report.
   2. Joint Powers Authority – Trustee Houston provided a brief report.

B. Chancellor's Report –Chancellor Rodriguez provided a brief report.

VI. ACTION AGENDA

A. 09-11-2025, 09-25-2025, Board Meeting Minutes

Motion: to approve the 09-11-2025 and 09-25-2025 minutes

Moved by: Trustee Betters. Seconded by Trustee Reyes.

Roll Call Vote:	AYES:	Garcia (advisory), Espinoza (advisory), Gonzales, Betters, Longville, Williams, Aguilera, Reyes, Houston
	NOES:	none
	ABSTAIN:	none
	ABSENT:	none

Motion passed

B. 2026-2027 SBCCD Academic Calendar

Motion: to approve the 2026-2027 SBCCD Academic Calendar

Moved by: Trustee Aguilera. Seconded by Trustee Longville.

Roll Call Vote:	AYES:	Garcia (advisory), Espinoza (advisory), Gonzales, Betters, Longville, Williams, Aguilera, Reyes, Houston
	NOES:	none
	ABSTAIN:	none
	ABSENT:	none

Motion passed

C. Request for Proposal and Contract – EDCT Training Services

Motion: to award request for proposal 2026-01 and Contracts to Qualifying Firms in the amount not to exceed $600,000 for fiscal years 2026-2030.

Moved by: Trustee Williams. Seconded by Betters.

Roll Call Vote:	AYES:	Garcia (advisory), Espinoza (advisory), Gonzales, Betters, Longville, Williams, Aguilera, Reyes, Houston
	NOES:	none
	ABSTAIN:	none
	ABSENT:	none

Motion passed

VII. CONSENT AGENDA

A. **Instruction/Student Services**
   1. Curriculum – CHC
   2. Curriculum - SBVC

B. **Human Resources**
   1. Adjunct and Substitute Academic Employees
   2. Appointment of District Employees
   3. Appointment of Interim Managers

4. Appointment of Temporary Academic Employees
5. Employee Promotions
6. Consideration of Approval of Resolution #2025-09-11-BOT01 to Excuse Board Members of Absences
7. Management Job Descriptions and Salary Schedule Revision
8. Non-Instructional Pay
9. Payment of Stipends

C. **Business & Fiscal Services**

1. Alcoholic Beverages
2. Contracts at or Above $114,500
3. Surplus Property and Authorize Private Sale or Disposal

D. **Facilities**

1. Master Services Agreements Task Orders for Bond Construction

Motion: to approve the Consent Agenda as presented

Moved by: Trustee Longville. Seconded by Trustee Williams.

Roll Call Vote:	AYES:	Garcia (advisory), Espinoza (advisory), Gonzales, Betters, Longville, Williams, Aguilera, Reyes, Houston
	NOES:	none
	ABSTAIN:	none
	ABSENT:	none

Motion passed

VIII. REPORTS

Brief reports were provided orally. All written reports are uploaded and can be referenced at www.sbccd.edu/Govenda

A. Represented Groups

1. Crafton Hills College Academic Senate –Natalie Lopez provided a brief report.
2. Crafton Hills College Classified Senate – Karen Peterson provided a brief report.
3. Crafton Hills College Associated Students – Student Trustee Jazmyn Garcia provided a brief report.
4. San Bernardino Valley College Academic Senate – Andrea Hecht provided a brief report.
5. San Bernardino Valley College Classified Senate – Kevin Moreno provided a written report.
6. San Bernardino Valley College Associated Students – No report.
7. CSEA – No report.
8. CTA – Jessy Lemieux provided a brief report.
9. Police Officers Association – No report.

B. Staff Reports

1. San Bernardino Valley College President – President Contreras provided a brief report.
2. Crafton Hills College President – President Horan provided a brief report.
3. Executive Vice Chancellor – no report.
4. Vice Chancellor of Human Resources & Police Services – no report.
5. Vice Chancellor of Educational & Student Support Services – no report.
6. Associate Vice Chancellor of Governmental Affairs & Strategic Communications – no report.

IX. INFORMATION ITEMS

A. 2025 Annual Security Report
B. Advancement in Rank for Academic Employees
C. Board Master Action Planning Calendar
D. Budget Revenue & Expenditure Summary
E. Construction Change Orders and Amendments – Bond
F. Contracts Below $114,500
G. General Fund Cash Flow Analysis
H. MOUs between SBCCD and the CSEA
I. Professional Expert Short-Term and Substitute Employees
J. Purchase Order Report
K. Resignations
L. Sabbatical Leave 2024-2025 Academic Year Report
M. Volunteers

X. ANNOUNCEMENT OF CLOSED SESSION ITEMS

A. Conference with Labor Negotiators
Government Code 54957.6
Agency Representatives: Diana Rodriguez and Kristina Hannon
Non-Represented Groups: CSEA, CTA, POA,
Management/Supervisors, and Confidential Employees
B. Public Employee Discipline/Dismissal/Release/Non Re-Employment
Government Code 54957
Number of cases: 1
C. Conference with Legal Counsel – Anticipated Litigation
Significant Exposure to Litigation Pursuant to Subdivision (d)(2) and (e) of Government Code Section 54956.9
Number of cases: 1
D. Conference with Legal Counsel – Existing Litigation
Government Code 54956.9(e)(3) or (d)(1)
Number of cases: 1
E. Public Employee Performance Evaluation
Government Code Section 54957(b)(1)
Title: Chancellor

XI. PUBLIC COMMENTS ON CLOSED SESSION ITEMS

XII. CONVENE CLOSED SESSION

The Board convened to closed session at 4:42 p.m.

XIII. RECONVENE PUBLIC MEETING

Chair Gonzales reconvened the public meeting at 5:20 p.m.

XIV. REPORT OF ACTION IN CLOSED SESSION

On October 9, 2025, in closed session, the Board unanimously approved the Resignation Agreement and General Release between the District and Employee No. 30200. Pursuant to the terms of the agreement, Employee No. 30200 has resigned effective September 19, 2025. Under the agreement, Employee No. 30200 releases the District from any and all legal claims.

Roll call vote unanimous.

XV. ADJOURNMENT

The next meeting of the Board: Board Business Meeting
November 13, 2025, at 5:00 p.m.
SBCCD Boardroom
550 E. Hospitality Ln. Suite 200
San Bernardino, CA 92407

The Board of Trustees adjourned at 5:42 p.m.

The Board of Trustees approved the October 9, 2025, minutes on November 13, 2025.

_____
Dr. Cherina Betters, Clerk
SBCCD Board of Trustees

_____
Heather M. Madole, Administrative Officer
SBCCD Office of the Chancellor

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Kevin Horan, President, CHC

PREPARED BY: Dr. Delmy Spencer, Vice President of Student Services, CHC

DATE: November 13, 2025

SUBJECT: 2025-2028 Student Equity & Achievement Program (SEAP) Plan (CHC)

RECOMMENDATION

It is recommended that the Board of Trustees approve the 2025-2028 Student Equity and Achievement Program (SEAP) Plan for submission to the California Community Colleges Chancellor's Office (CCCCO).

OVERVIEW

The Student Equity and Achievement Program (SEAP) is a state-funded program consolidated by the California Community Colleges Chancellor's Office (CCCCO) to support student success and close equity gaps. Per Title 5 regulations, all California Community Colleges are required to develop and submit a comprehensive three-year SEAP Plan.

This 2025-2028 SEAP Plan outlines the college's data-driven goals, planned activities, and corresponding budget for addressing persistent equity gaps among disproportionately impacted (DI) student groups. The plan has been developed through a collaborative process involving faculty, staff, administrators, and students, and it serves as our roadmap for implementing high-impact practices to improve student outcomes. Board approval is the final step required before submitting the plan to the CCCCO.

ANALYSIS

Approval of the 2025-2028 SEAP Plan is essential for the college to remain in compliance with state mandates and to secure its annual SEAP funding allocation. This funding is critical for supporting a wide range of essential student services, including tutoring, counseling, embedded support, basic needs initiatives, and other interventions specifically designed to assist our most vulnerable student populations.

The plan provides a high-level summary of our equity data, identifies the specific DI student groups we will focus on, and details the strategic interventions we will implement to close achievement gaps. Adopting this plan reaffirms the college's commitment to equity and provides a clear framework for accountability and continuous improvement over the next three years.

SBCCD GOALS

Use those that apply from the list.
1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues

FINANCIAL IMPLICATIONS

Approval of the 2025-2028 Student Equity and Achievement Program (SEAP) Plan is a required condition for the colleges to receive its annual SEAP categorical funding allocation from the California Community Colleges Chancellor's Office.

These funds are not part of the general fund and are specifically restricted to supporting the goals and activities outlined in the approved plan. This funding is essential for financing a wide range of critical student success and equity initiatives, including, but not limited to:

- Counseling and advising services.
- Tutoring and embedded academic support
- Equity-focused professional development
- Programmatic efforts to close identified achievement gaps.

Failure to approve the plan would jeopardize this vital funding stream and significantly hinder the college's ability to serve its disproportionately impacted student populations.







Student Equity Plan
2025-2028





CRAFTON HILLS
COLLEGE

Table of Contents:

Section 1: Assurances and Reflection

- Campus Involvement & Leveraging Student Voice
- Race-Consciousness Planning

Section 2: Contacts

Section 3: Student Equity Reflection

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Section 5: Student Populations Experiencing Disproportionate Impact

Section 6: Metric – Successful Enrollment

Section 7: Metric – Completed Both Transfer-Level Math and English

Section 8: Metric – Completed Both Transfer-Level Math and English

Section 9: Metric – Completion

Section 10: Metric – Transferred to a Four-Year College

Section 11: Metric – Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

Section 12: Metric – Student Educational Plans

Section 13: Metric – Vision 2030 Equity Alignment and Coordinator

Section 14: Metric – Preview and Submission Process

SECTION 1: ASSURANCES AND REFECTION

Assurances

Please attest to the following assurances and answer its associated question. Top of Form

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

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

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

Campus Involvement & Leveraging Student Voice

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals.

Crafton Hills College is committed to ensuring that the development of the Student Equity Plan (SEP) is an inclusive and collaborative process that actively engages all campus groups, particularly those from historically underrepresented and disproportionately impacted populations. To that end, the college implements a multi-tiered approach that ensures broad-based input and meaningful participation across stakeholders, including students, faculty, classified professionals, administrators, and community partners.

To center student voice, the Student Senate played an active role in the equity planning process. Student representatives participated in key planning meetings to offer input on strategies, share lived experiences and ensure the Student Equity Plan reflects the diverse needs and aspirations of the student body.

In addition to student government engagement, the college hosted an Equity Café in partnership with the Student Senate. This event was intentionally designed to create an open and accessible space for students to provide direct feedback, share their perspectives, and co-create solutions. These conversations offered valuable insights into barriers students face and informed the design of responsive interventions.

To further ground the plan in real student experiences, the Institutional Research team conducted student focus groups, intentionally targeting students who fall within the five SEP metrics (access, retention, completion, transfer, and transfer-level math and English). These sessions helped amplify the voices of students from disproportionately impacted groups and allowed the college to understand specific equity gaps from the students' points of view.

Moreover, the college ensured representation from all constituency groups through participation in committees such as the Student Equity and Achievement Committee (SEA), which includes faculty, classified professionals, administrators, and student representatives. These groups regularly reviewed disaggregated data, shared best practices, and collaboratively shaped the direction of the plan.

As the college moves forward, it remains committed to leveraging student voice as a catalyst for institutional change. Planned strategies include:

- Continuing regular student focus groups tied to equity metrics.
- Expanding the Equity Café series to encourage ongoing dialogue and feedback.
- Embedding student representation in all equity-related workgroups.
- Integrating equity-focused data dashboards that will be used to support transparency and shared responsibility across the campus.

Through intentional and authentic engagement of all campus groups—especially students—Crafton Hills College ensures that its Student Equity Plan is not only representative but actionable in advancing meaningful and measurable equity outcomes.

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

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

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource.

Race-Consciousness Planning

Crafton Hills College (CHC) intentionally adopted a race-conscious framework in the development of its 2025–28 Student Equity Plan, grounded in a commitment to addressing systemic barriers and closing equity gaps for disproportionately impacted student populations—particularly Black/African American and Hispanic/Latinx students.

To inform planning efforts, CHC employed a combination of qualitative and quantitative methods. In Fall 2019, the college partnered with the RP Group to conduct six student focus groups specifically targeting populations with historically lower course success rates. These sessions centered on students' voices and lived experiences across various stages of their academic journeys. Findings from the focus groups revealed important racialized themes, including:

- The critical impact of faculty-student relationships on academic engagement and success.
- Barriers to affordability, particularly the cost of textbooks and class materials.
- Experiences of cultural disconnect and a lack of empathy from instructors, particularly for African American/Black and Hispanic/Latinx students.
- A reported absence of belonging and cultural representation on campus.
- A need for greater visibility and accessibility of student support services, including online options and clearer information.

These insights directly shaped the development of race-conscious strategies within the Student Equity Plan, with a particular focus on improving classroom inclusivity, faculty cultural competency, financial support, and targeted student services for racially minoritized groups.

Since Fall 2020, CHC has further advanced its race-conscious planning through participation in the Chancellor's Office Streamlining Project Pilot. Through this initiative, the college conducted in-depth analyses of support service usage by African American/Black and Hispanic/Latinx students, benchmarking their representation in programs like tutoring, counseling, transfer services, food assistance, and access to assistive technologies. This disaggregated data allowed CHC to apply disproportionate impact methodologies to evaluate equity in service delivery and inform corrective action.

Importantly, the college established a cross-campus committee composed of students, faculty, classified professionals, administrators, and staff from student support programs. This team meets regularly to review data trends, share observations, and monitor targeted activities that address equity gaps—many of which are detailed in the Student Equity Plan.

To ensure student voices remained central to this race-conscious approach, CHC also:

- Included Student Senate representatives in the SEP development process to advocate for the needs of their peers.

- Hosted Equity Cafés in partnership with the Student Senate, which created open forums for students to share insights on racial equity, inclusion, and campus climate.
- Conducted student focus groups targeting those within the five-equity metrics, further highlighting nuanced racial and ethnic disparities across enrollment, retention, completion, and transfer.

In summary, Crafton Hills College's approach to equity planning is not only data-informed but also deeply rooted in a race-conscious understanding of institutional responsibility. Through targeted research, intentional student engagement, and cross-campus collaboration, CHC continues to dismantle barriers and promote success for its racially minoritized student populations.

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

Local Review Process & Schedule

Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at the end of each semester, etc.) of when evaluations and reporting to the campus community will take place.

Crafton Hills College (CHC) has established a structured and collaborative process to ensure that the implementation of the Student Equity Plan (SEP) is consistently advancing the college's institutional equity goals and fostering continuous improvement. This process is both data-informed and inclusive, with multiple opportunities for cross-campus engagement and accountability.

The college's SEA Committee, in partnership with the Office of Institutional Effectiveness, Research & Planning, will lead the ongoing review of SEP progress. This team includes faculty, classified professionals, administrators, and student representatives to ensure diverse perspectives guide evaluation and refinement efforts.

Key Elements of the Review and Evaluation Process:

Biannual Review: The SEA Committee will conduct formal evaluations of SEP activities and outcomes at the end of each semester (Fall and Spring). These reviews will include updates on progress toward metric-specific goals, identification of new or persistent equity gaps, and recommendations for course corrections or new strategies.

- Annual Campus-Wide Reporting: A comprehensive equity impact report will be developed and shared with the campus community annually by June 30th. This report will summarize key findings, highlight success stories, and provide data disaggregated by race/ethnicity,

gender, and other equity-focused dimensions. It will be presented to shared governance bodies, such as the Academic Senate, Classified Senate, Student Senate, and College Council.

- Integration with Planning and Program Review: SEP progress will be aligned with CHC's Educational Master Plan and Program review processes. Departments will be encouraged to reflect on equity goals and integrate SEP-related data into their unit-level improvement plans, ensuring that equity remains embedded throughout institutional planning.
- Equity Dashboards and Data Access: Started Spring 2025, the college will roll out equity dashboards that allow faculty and staff to view disaggregated course-level and service-area data. This will empower instructional and student services personnel to make informed decisions and track equity progress at the classroom and program level.
- Student Voice in Evaluation: The college will continue to conduct student focus groups targeting those served by the SEP metrics, ensuring qualitative data informs adjustments to activities. Feedback will also be gathered via Equity Cafés, co-hosted with the Student Senate, to directly engage students in the review process.

This structured and cyclical process ensures that the Student Equity Plan remains a dynamic, evolving document, reflective of student needs and institutional goals. Through frequent evaluation and transparent communication, CHC remains committed to advancing equity and creating meaningful, measurable change.

SECTION 2: CONTACTS

Name	Responsibility	Email	Phone Number
Dr. Delmy Spencer	Project Lead	dspencer@craftonhills.edu	(909) 389-3355
Dr. Giovanni Sosa	Alternate Project Lead	gsosa@craftonhills.edu	(909) 389-3206
Dr. Kevin Horan	Approver: Chancellor/President	khoran@craftonhills.edu	(909) 389-3201
Mr. Michael Strong	Approver: Chief Business Officer	mstrong@craftonhills.edu	(909) 389-3210
Dr. Keith Wurtz	Approver: Chief Instructional Officer	kwurtz@craftonhills.edu	(909) 389-3202
Dr. Delmy Spencer	Approver: Chief Student Services Officer	dspencer@craftonhills.edu	(909) 389-3355
Ms. Meridyth McLaren	Approver: Academic Senate President	mmclaren@craftonhills.edu	(990) 389-3576
Dr. Keith Wurtz	Approver: Guided Pathways Coordinator/Lead	kwurtz@craftonhills.edu	(909) 389-3202

SECTION 3: STUDENT EQUITY REFLECTION

Crafton Hills College has made meaningful progress towards closing equity gaps and improving student outcomes through a range of targeted interventions, community partnerships, and data-informed practices. This report provides a reflection on the college's goals and achievements from its 2022-2025 Equity Plan, as well as pending actions that demonstrate a continued commitment to student equity.

Successful Enrollment – African American/Black Students Reflective Summary

Crafton Hills College exceeded its three-year goal for successful enrollment of African American/Black students, achieving 37.7% in 2023-24 compared to the target of 34.1%. This accomplishment reflects a robust, multi-pronged strategy focused on improving outreach, support, and visibility of opportunities for underrepresented students.

Key initiatives included:

- Outreach to feeder schools with specific focus on African American/Black students.
- Promotion of the First-Year Experience program with targeted efforts toward African American/Black and Latinx seniors.
- Use of Starfish to communicate targeted developmental opportunities like HACU and A2MEND Conferences.
- A comprehensive marketing and outreach campaign involving community events, partnerships with K-12, adult schools, nonprofits, and city-wide advertisements.
- Amplifying alumni success stories to build inspiration and awareness.
- Streamlining of the matriculation and placement process.

These combined efforts resulted in more accessible pathways and a stronger presence within the community, directly contributing to improved enrollment equity.

Completed Transfer-Level Math & English (First Year) - Reflective Summary

While Crafton Hills College narrowly missed its three-year goal for Hispanic/Latinx students completing transfer-level English and math in the first year (18.2% actual vs. 19.6% target), the college has made substantial progress toward improving academic success for this population through intentional equity-driven strategies.

Key efforts included:

- Increased academic support services, including expanded tutoring resources in math and English to offer more accessible and personalized assistance.
- Targeted instructional strategies, including supplemental instruction in gateway courses to address learning gaps and support persistence.
- Faculty development in DEIA practices, with 88 full-time and part-time faculty completing USC’s Race and Equity training.

- Use of disaggregated student success data in faculty evaluations to promote equity-minded reflection and teaching adjustments.
- Development of a Social Justice Studies Transfer Degree, offering culturally relevant academic pathways.
- A 286% increase in ethnic studies course offerings, creating more inclusive curriculum choices for students.
- Cultural enrichment programming by the Hispanic Heritage Committee, such as lotería, Día de los Muertos, guest speakers, and film screenings, fostering a sense of belonging and cultural identity.

Pending Actions:

In Spring 2025, the college will launch a faculty dashboard that provides section-specific equity data, allowing instructors to assess and address disparities in real time.

Persistence (Fall to Spring) - Reflective Summary
In 2023–24, the persistence rate for African America/Black students increased slightly to **56.3%**, just below the college's goal of **57.9%**. While the goal was narrowly missed, Crafton Hills College continues to implement impactful strategies to build a strong sense of belonging, increase engagement, and support student success.

Current efforts include:

- Culturally enriching programming such as Black History Month events, guest speaker series, and cultural showcases celebrating Black identity and heritage.
- African American Student Success Week programming, offering workshops and panels that center Black student voices and experiences.
- Increased participation in the A²MEND Conference, connecting students with mentoring, leadership development, and statewide support networks for Black male students.
- Professional development opportunities for students, highlighting pathways to careers and leadership roles through tailored activities and sessions.
- Career development events and partnerships with employers committed to diversity and inclusion.
- Proactive counseling campaigns, including outreach to students missing a counselor-approved educational plan, with targeted follow-up by race/ethnicity.
- Recognition emails and milestone celebration events for students reaching 15-, 30-, 45-, and 60-unit completions, reinforcing achievement and community connection.

Pending Actions:

- Launch of a Multicultural Center in Fall 2025 to provide a dedicated space for cultural exchange, community-building, and student support.
- Development of campus climate surveys or focus groups to gather deeper insights on Black/African American student experiences and enhance engagement strategies.

Transfer

As part of its commitment to equity and student success, Crafton Hills College revised its original transfer target for Hispanic/Latinx students due to discrepancies in CCCCO Student Success Metrics. Using internal calculations, the college set a new three-year target of 13.9%, and achieved a 12.6% transfer rate in 2023–24 (386 of 2,921 students). While slightly below the new target, these outcomes reflect meaningful progress and a deepening commitment to equity in transfer outcomes.

These efforts are guided by Crafton's Equity Vision, which prioritizes culturally responsive instruction, intentional student engagement, and targeted outreach to historically marginalized student populations. The college continues to remove systemic barriers to transfer for Hispanic/Latinx students through a multifaceted, equity-centered approach.

Key Activities:

- The Transfer Center consistently offers and tracks participation in CSU and UC application workshops, providing direct support to students throughout the transfer process.
- No disproportionate impact was found in Hispanic/Latinx students' participation in application workshops, drop-in transfer advising, or engagement with the non-graded Canvas transfer support shell.
- Faculty development has played a critical role in advancing equity. To date, 88 full-time and part-time faculty have participated in USC Race and Equity Training, equipping instructors with DEIA-aligned strategies to better serve diverse learners.

The Office of Instruction embedded the use of disaggregated course success and roster data into the faculty evaluation process to support equity-focused reflection and course improvement.

- The launch of a Social Justice Studies Transfer Degree and significant expansion of Ethnic Studies offerings (286% growth) has enhanced academic representation and pathways for students.

Pending Actions:

- Equity Dashboard Launch (Spring 2025): Faculty will gain access to course-specific, disaggregated data by race/ethnicity to better identify and address equity gaps in student outcomes.

Recognition:

Crafton Hills College was recognized as an Equity Champion for Higher Education by the Campaign for College Opportunity, highlighting its dedication to supporting equitable transfer pathways for historically underserved students.

Completion (Degree or Certificate) - Reflective Summary (Black/African American Students)

In the 2023–24 academic year, 27 out of 466 Black/African American (AA) students (5.8%) earned a degree or certificate—just below the college's three-year goal of 6.3%. While the completion rate has seen only marginal growth, Crafton Hills College remains deeply committed to fostering an environment where Black/AA students feel seen, supported, and empowered to achieve their academic goals.

To move the needle on completion outcomes, the college implemented several intentional and equity-focused strategies. For example, our Completion Teams have played a pivotal role in supporting Black/AA students through personalized campaigns—including outreach via phone calls, text messages, and emails—to encourage continued progress toward educational goals. Using tools like Starfish, the teams partnered with faculty to identify Black/AA students without comprehensive educational plans and referred them to the Counseling Department for individualized support.

In collaboration with the English Department, the college introduced a Summer Bridge Learning Community specifically focused on recruiting and supporting Black/AA students in their transition to college. These efforts were complemented by targeted outreach to dual enrollment feeder schools, where the college promoted its First-Year Experience (FYE) program with a special emphasis on Black/AA and Latinx high school seniors in YCJUSD and RUSD. This outreach included email campaigns and in-person information sessions.

To strengthen students' academic journeys and professional growth, the college utilized Starfish to connect Black/AA and Latinx students to professional development opportunities, such as the HACU and A2Mend conferences—programs designed to amplify student voice, leadership, and career readiness.

Crafton Hills College also recognizes the importance of building a culture of recognition and celebration. Black/AA students receive congratulatory emails and invitations to semesterly unit-milestone celebrations upon completion of 15, 30, 45, and 60 units—creating touchpoints that reinforce their progress and sense of belonging.

Looking ahead, the college is committed to removing systemic barriers and fostering inclusive practices:

- In Spring 2025, faculty will gain access to a section-specific dashboard disaggregated by ethnicity, enabling them to analyze and respond to potential equity gaps in real time.
- A dedicated space has been identified for the development of a Multicultural Center, which will serve as a hub for cultural engagement, community building, and support—particularly for students from historically underrepresented backgrounds, including Black/AA students.

Through these comprehensive and culturally responsive initiatives, Crafton Hills College affirms its mission to promote equitable completion outcomes and uplift the experiences and success of Black/African American students.

Conclusion

Crafton Hills College has demonstrated a consistent commitment and progress in addressing equity gaps across multiple metrics. Through culturally responsive teaching, intentional outreach, and strong community partnerships, CHC continues to strengthen outcomes for historically underrepresented student groups. As we move forward, implementing data-informed tools and inclusive spaces will further institutionalize equity across campus programs and services.

SECTION 4: EXCUTIVE SUMMARY

The three-year (2025-2028) Crafton Hills College Student Equity Plan is a result of reflection and evaluation of the 2022-25 Equity Plan. The college used the previous Equity Plan to monitor to lead our institutional self-evaluation process that includes the collection and reflection of five equity metrics on a yearly basis. This yearly evaluation helped us focus on addressing equity in the classroom success, and services, specifically addresses strategies for Hispanic/Latinx and African American/Black students.

This has created a culture of equity demonstrated through Crafton Hills College curriculum and instructional programs, support services, diversity programming, and professional development activities.

Equity Themes and Budgeted Initiatives

The initiatives that Crafton Hills College will undertake and financially support reflect an emphasis on one or more of the following themes: (a) targeted outreach, marketing, and creating a sense of belonging; (b) curriculum review and development, instructional techniques, and student support-based strategies; (c) professional development and hiring practices; and (d) increased data tracking and analysis.

Targeted Outreach, Marketing, and Creating a Sense of Belonging

Crafton Hills College is committed to strengthening its cultural responsiveness and ensuring that students from all backgrounds, particularly African American/Black and Hispanic/Latinx communities, feel seen, valued, and supported. This theme captures our intentional efforts to deepen community connections, enhance our outreach and marketing strategies, and foster a strong sense of belonging across campus.

Targeted Outreach and Partnerships

To better serve our diverse student body, the college is expanding its targeted outreach initiatives by forming strategic partnerships with key community-based organizations such as 100 Black Men of the Inland Empire and 100 Black Women of the Inland Empire. Through these collaborations, CHC will co-host community events, offer college resource workshops, and create pathways that encourage African American/Black, Asian and Hispanic/Latinx students to engage early and often with college services. Outreach activities will not only focus on prospective students but will also include invitations to families, recognizing the key role they play in students' educational journeys.

Culturally Responsive Programming and Learning Communities
In alignment with statewide best practices, CHC is exploring the development and expansion of culturally responsive learning communities for African American/Black and Hispanic/Latinx students. These will be designed to build strong, affirming on campus communities. These programs focus on fostering academic success, leadership development, and personal growth, all within a supportive environment that honors students' cultural identities and lived experiences.

Marketing and Communication Strategies
Crafton Hills College will continue to leverage culturally relevant marketing and communications to ensure that our materials, campaigns, and outreach reflect the diversity of our student body. Marketing efforts will include multilingual materials, inclusive imagery, storytelling that highlights the achievements of diverse alumni, and promotional campaigns tied to cultural heritage months and celebrations.

Creating a Sense of Belonging
Central to these efforts is the intentional creation of a campus climate where every student feels a deep sense of belonging. The college is planning and hosting regular on-campus events that celebrate African American/Black and Hispanic/Latinx heritage, including cultural festivals, guest speaker series, panel discussions, and recognition ceremonies. These events will not only recognize students' cultural backgrounds but will also provide direct access to college resources such as financial aid, counseling, and transfer services.

Additionally, the establishment of a Multicultural Center is a key part of this strategy. This center will serve as a welcoming hub for all students, offering a space for cultural exploration, community-building activities, academic support, and leadership development.

By intertwining targeted outreach, culturally relevant marketing, strategic community partnerships, and intentional efforts to build a keen sense of belonging, Crafton Hills College reaffirms its commitment to being an inclusive and equity-centered institution where all students can thrive.

Curriculum, Instructional, and Student Support-Based Strategies

Crafton Hills College (CHC) is committed to embedding equity and inclusion into every aspect of the student academic experience, from curriculum design to instructional delivery and comprehensive student support services. This theme reflects an intentional and holistic approach to closing equity gaps and fostering an environment where all students can thrive.

Curriculum and Instructional Innovations:

The college has initiated a systematic review of curriculum with a focus on integrating equity-minded practices into all course outlines. Faculty are encouraged to intentionally design courses that reflect diverse perspectives, reduce barriers to success, and create

inclusive learning environments. A major highlight of these efforts is the expansion of Ethnic Studies offerings, including new African American/Black Studies courses, which provide students the opportunity to explore, celebrate, and critically engage with their own and others' cultural heritages through an academic lens.

Instructional support has also been strategically enhanced through the deployment of embedded tutors and supplemental instruction in gateway and high-enrollment courses, particularly those with a significant representation of African American/Black and Hispanic/Latinx students. These academic interventions are aimed at providing students with timely and targeted assistance to improve course success rates and persistence.

Targeted Student Support Services:

Faculty and staff actively use Starfish to identify students at key academic milestones and connect them with critical campus resources, including counseling, and tutoring. The College Library has expanded its collection to include culturally relevant research resources and now offers 24/7 librarian support, ensuring that students have continuous access to academic help whenever they need it.

Redesigned Counseling and Completion Support:

In a bold reimagining of its counseling services, CHC has implemented a redesigned counseling model that aligns support with students' progress toward their educational goals. This model emphasizes initiative-taking engagement and deeper relationship-building through the integration of newly hired Completion Coaches. These coaches work closely with students to offer personalized academic planning, motivation, and connections to campus and community resources, with special attention given to historically marginalized populations.

Institutional Commitment to Equity and Inclusion:

Recognizing that sustainable change requires systemic alignment, CHC has embedded Diversity, Equity, and Inclusion (DEI) principles into all major institutional processes, including program review, curriculum review, faculty evaluation, and the student learning outcomes (SLO) assessment cycle. This ensures that equity is not a peripheral initiative but a core standard by which the college measures the quality and effectiveness of its academic and student services programs.

Through these coordinated efforts, Crafton Hills College is not only advancing academic excellence but also fostering a community of belonging, support, and empowerment for all students—particularly those from historically underrepresented groups.

Professional Development, Hiring Practices, and Data-Driven Strategies

Crafton Hills College (CHC) is deeply committed to advancing equity through intentional, systemic efforts focused on building faculty and staff capacity, diversifying our workforce, and leveraging data for continuous improvement—all aligned with the CCCCO's Vision for Success goals. Equity work at CHC is embedded across academic instruction, student support services, and institutional operations to foster an inclusive environment where all students can thrive.

Equity-Focused Professional Development

CHC continues to prioritize robust and ongoing professional development to equip faculty, staff, and administrators with the tools necessary to foster equitable learning and support environments. As a partner with the USC Race and Equity Center, CHC provides structured training opportunities on culturally responsive teaching, equity-minded student services, anti-racism, and critical data analysis practices.

In addition to in-house training, CHC actively supports participation in national and statewide conferences that enhance professional growth and equity expertise, including:

- **NCORE** (National Conference on Race and Ethnicity in Higher Education)
- **HACU** (Hispanic Association of Colleges and Universities) Conference
- **A²MEND** (African American Male Education Network and Development) Conference
- **APAHE** (Asian Pacific Americans in Higher Education) Conference

Workshops and seminars center on the lived experiences of African American/Black, Hispanic/Latinx, and other historically underrepresented students, preparing faculty and staff to effectively address barriers to student success and cultivate more inclusive learning environments.

Equity-Minded Hiring and Retention Practices

Recognizing the vital role of a diverse faculty and staff in advancing equity, CHC has strengthened hiring practices with an intentional focus on recruiting, hiring, and retaining individuals from underrepresented communities, particularly African American/Black and Hispanic/Latinx populations.

Key strategies include:

- Requiring implicit bias training for human resources.
- Proactively conducting targeted outreach to attract a more representative pool of candidates.

These measures aim to create a workforce that mirrors the diversity of CHC's student body and supports a culturally affirming campus climate.

Increased Data Tracking, Literacy, and Equity Analysis

Crafton Hills College has committed to building a culture of data literacy to ensure that equity is at the center of all institutional practices. Faculty and staff are being trained to engage in evidence-based conversations that prioritize closing equity gaps through:

- Access to disaggregated course success, retention, and transfer data by ethnicity, gender, and other demographics at the class, program, and activity levels.
- Expansion of real-time tracking tools such as Starfish, the Vision for Success dashboards, and customized internal equity reports.

- Focused analysis on usage of key student services (e.g., tutoring, counseling, financial support) to identify and address underutilization by disproportionately impacted groups. This data-driven approach enables timely interventions, supports resource allocation, and fosters continuous institutional learning.

Student Services Leadership in Vision Alignment Report

Student Services has taken a leading role in **Vision Alignment Report** through the development and management of equity audits. This ongoing work includes:

- Tracking progress toward meeting student equity and success metrics.
- Monitoring enrollment, retention, persistence, completion, and transfer outcomes.
- Designing and implementing targeted outreach and support programs for students from historically marginalized communities.

Student Services also coordinates cross-campus collaborations to maintain accountability and ensure that campus initiatives align with statewide equity priorities.

Conclusion

Through targeted professional development, strategic hiring practices, and an intensified focus on data tracking and analysis, Crafton Hills College is building a strong infrastructure for sustained equity advancement. These efforts not only support closing equity gaps but also foster a campus culture rooted in inclusivity, belonging, and student success. Together, these strategies reflect CHC's deep and enduring commitment to creating an equitable educational environment, in full alignment with the CCCCO's statewide equity initiatives.

Student Equity Budgeting 25-2028

In addition to the proposed priorities listed below that are essential in making transformative change around racial equity, CHC is currently funding a variety of academic interventions, counseling support, administrative and classified positions that align with the Student Equity Plan Goals.

The California Community Colleges Chancellor's Office (CCCCO) and Legislature (SB (Senate Bill) 1456 & SB 860) have provided significant funding to increase student success and equity in community colleges. CHC has used the funding in a variety of ways including the funding of positions, professional development, programs, and services to meet the requirements of the legislature, increase student success, and close equity gaps.

Total Student Equity and Achievement (SEA) Allocation Amount **$2,446,110**

Expenditure Type	Amount
1000 - Instructional Salaries	$550,478
2000 - Non-Instructional Salaries	$691,291
3000 - Employee Benefits	$640,611
4000 - Supplies and Materials	$33,000
5000 - Other Operating Expenses and Services	$530,730

6000 - Capital Outlay	$0
7000 - Other Outgo	$0
Total Expenditures	**$2,446,110**

Assessment of the progress made in achieving identified goals
Our college's progress towards achieving our stated goals takes the form of structural institutional processes or practices that are conducive to taking substantive equity-minded action across our programs and the evidence we have to date concerning the effects of those processes.

Structural Processes/Institutional Practices
One institutional practice that is foundational to successfully implementing a broad-based equity agenda is our continued emphasis on working with disaggregated data, both at the class or section-level and the program activity-level, with an eye towards identifying instances of disproportionate impact and employing processes or practices meant to systematically address them. A growing number of our college's faculty examine their disaggregated section-level data and employ a set of effective equity-minded strategies gathered via training received from the USC Race & Equity Center to address observed gaps. Similarly, our student services units examine disaggregated data for African American/Black, Hispanic and Economic Disadvantage students based on specific services they offer with a focus on creating pathways for equitable access to those services. Such work is done on an ongoing basis, with proper support and leadership by key stakeholders, including the college's vice presidents.

A second practice maintaining an emphasis on equity-minded practices is our program review and student learning processes that specifically requires programs and faculty to regularly reflect on disaggregated data–including the forthcoming student learning outcomes and service area outcomes data at the student-level–to develop plans for enhancing equitable student outcomes in their respective programs and support services.

Evidence of Progress Towards Equity Goals
Based on the student success metrics, the college has improved on equity goals but has not closed equity gaps in 4 out of the 5 metrics identified in the original 2022-2025 equity plan:

Increase the percentage of African American/Black students who apply and enroll at Crafton Hills College			
Projection			
Baseline	Year 1	Year 2	Year 3
17-18	22-23	23-24	24-25
33.4%	33.4 to 33.6%	33.6 to 33.9%	33.9 to 34.1%
194/581	195/581	197/581	198/581
Observable		Target Met	
		37.7%	
		188/498	
Increase the number of Hispanic/Latinx students to completing transfer level Math and English within the first year.			
Projection			
Baseline	Year 1	Year 2	Year 3

20-21	22-23	23-24	24-25
17.4%	17.4 to 18.1%	18.1 to 18.9%	18.9 to 19.6%
158/909	165/909	172/909	178/909
Observable		Target Not Met	
		18.2%	
		267/1471	
Increase the percentage of African American/Black students persisting from fall to spring			
Projection			
Baseline	Year 1	Year 2	Year 3
20-21	22-23	23-24	24-25
56.2%	56.2 to 56.8%	56.8 to 57.3%	57.3 to 57.9%
104/185	105/185	106/185	107/185
Observable		Target Not Met	
		56.3%	
		103/183	
Increase the number of African American/Black students to obtain a degree or certificate attainment.			
Projection			
Baseline	Year 1	Year 2	Year 3
20-21	22-23	23-24	24-25
5.9%	5.9 to 6.1 %	6.1 to 6.2%	6.2 to 6.3%
21/353	22/353	22/353	22/353
Observable		Target Not Met	
		5.8%	
		27/466	

STUDENT GOALS

Key Metrics

The CHC Student Equity Plan serves an integral role in mapping the College's path to intensify students' sense of belongingness. The College is committed to:



- Increase the percentage of Asian, African American/Black, and White students who apply and enroll at CHC in the same year.



- Increase the percentage of Hispanic/Latinx and First-Generation students completing transfer level Math and English.



- Increase the percentage of Hispanic, First Generation and African American/Black, students persisting from fall to spring.



- Increase the percentage of Hispanics, African American/Black Males, First Generation and Econ Disadvantage students' degree or certificate attainment.



- Increase the percentage of Hispanic/Latinx, First Generation and White Male students transferring to a four-year institution.

STUDENT POPULATIONS EXPEREINCE DISPROPORTIONATE IMPACT

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment-DI Student Populations						
Asian	12%	41	3.2%	12	6.6%	23
Black or African American	9.8%	41	6.3%	27	9.1%	39
White	13.2%	318	6.4%	156	8.5%	205
Completed Both Transfer-Level Math & English- DI Student Populations						
First Generation	14.9%	75	4.3%	22	7.4%	38
Hispanic	18%	142	1%	8	3.7%	30
Persistence: First Primary Term to Secondary Term- DI Student Populations						
First Generation	62.3%	251	2%	9	6.7%	27
Hispanic	64.3%	418	1.6%	11	5.3%	35
Completion- DI Student Populations						
Econ Disadvantage Male	10.2%	52	0.8%	5	3.4%	18
First Generation	9.9%	66	2.1%	15	4.4%	30
Hispanic Male	9.7%	39	0.9%	4	3.8%	16
Male	10.8%	88	1.3%	11	3.4%	28
Transferred to a Four-Year- DI Student Populations						
First Generation	24.2%	63	4.8%	13	9.9%	26
White Male	21.6%	24	2.7%	3	10.4%	12

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METRIC – SUCESSFUL ENROLLMENT

			Goal 1: Eliminate Disproportionate Impact Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	**% of Students for Baseline Year**	**# of Students for Baseline Year**	**% of Increase Needed to Eliminate D**	**# of Students Needed to Eliminate DI**	**% of Increase Needed to Fully Close Equity Gap**	**# of Students Needed to Fully Close Equity Gap**
Successful Enrollment- DI Student Populations						
Asian	12%	41	3.2%	12	6.6%	23
Black or African American	9.8%	41	6.3%	27	9.1%	39
White	13.2%	318	6.4%	156	8.5%	205

Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

A primary goal of the Educational Master Plan is to identify and dismantle systemic barriers impeding student enrollment. To support this goal, the plan mandates strategic outreach initiatives specifically tailored to engage and support disproportionately impacted students and other special populations.

ACTIVITY	**OBJECTIVE**	**MEASUARABLE OUTCOMES**	**TIMELINE**	**RESPONSIBLE PARTY**
Develop culturally relevant marketing and recruitment materials	Ensure students see themselves represented in promotional materials	Engagement metrics (clicks, shares, inquiries), application numbers from targeted groups	Summer 2025	Michelle Riggs
Host targeted outreach events for Black, Asian, and White students	Increase awareness of college programs and resources among diverse student populations	Attendance at events, application submissions from attendees	Fall 2025 – Spring 2026	Willie Blackmon

High School Outreach Visits	Engage high school students through college presentations.	Host 6 visits; 30 students per group express interest; 10 from each group apply.	Fall 2025 – Spring 2026	Willie Blackmon
College Application Support Workshops	Provide hands-on application assistance to reduce barriers.	Conduct 4 workshops; 20 students per group attend; at least 10 per group submit applications.	Fall 2025 – Spring 2026	Willie Blackmon
Parent Information Nights	Inform parents about college benefits and support services.	Host 3 events; 25 families attend per group; 75% report increased confidence in supporting enrollment.	Fall 2025 – Spring 2026	Willie Blackmon
Dual Enrollment Promotion	Introduce high school students to Crafton Hills via dual enrollment.	Partner with 4 feeder schools; enroll targeted POC students 10 per site in dual credit courses.	Fall 2025 – Spring 2026	Willie Blackmon
Faith & Community Organization Partnerships	Leverage trusted spaces to promote Crafton Hills College.	Collaborate with 6 organizations; host info tables or talks	Fall 2025 – Spring 2026	Willie Blackmon
Campus Tour Days for Diverse Communities	Provide personalized group tours for Black, Asian, and White prospective students.	targeted tour days; 25 attendees per group; 10 per group apply post-tour	Fall 2025 – Spring 2026	Willie Blackmon
Cultural Club Collaboration Events	Partner with student clubs to co-host events that attract diverse students.	6 events hosted	Fall 2025 – Spring 2026	Willie Blackmon
Establish consistent counselor presence in local high schools, offer financial aid workshops, attend back-to-school nights, and provide early course advisement specifically targeting Black & African American and Latinx.	Increase early connections to Crafton and facilitate seamless high school-to-college transitions.	Track enrollment numbers year over year for partner high schools.	Fall 2025 – Spring 2026	Ivan Pena
Early Counseling & Peer Connection Initiatives: Require two counselor contacts per semester and create peer support groups based on major or course completion status specifically targeting Black & African American and Latinx.	Build stronger advising relationships and peer networks to boost enrollment and retention.	Track counseling appointments and persistence rates for students receiving early intervention.	Fall 2025	Ivan Pena

METRIC – COMPLETED BOTH TRANSFER -LEVEL MATH AND ENGLISH

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	**% of Students for Baseline Year**	**# of Students for Baseline Year**	**% of Increase Needed to Eliminate D**	**# of Students Needed to Eliminate DI**	**% of Increase Needed to Fully Close Equity Gap**	**# of Students Needed to Fully Close Equity Gap**
Completed Both Transfer-Level math & English-DI Student Populations						
First Generation	14.9%	75	4.3%	22	7.4%	38
Hispanic	18%	142	1%	8	3.7%	30

Completion of Both Transfer Level Math & English Definition: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Increase awareness of the importance of transfer-level Math & English completion	Ensure students understand the benefits of early completion for transfer and degree attainment	80% of surveyed students report awareness of Math & English transfer-level importance; 5% increase in completion rates	Mid-semester & end-of-term	Completion Coaches, Marketing, & research (Ivan Lead)
Conduct Starfish early intervention for at-risk students	Identify struggling students and provide targeted support	75% of DI students participate in support services; 10% increase in retention and completion rates in Math & English	Mid-semester & end-of-term	Completion Coaches, Marketing, & research (Ivan)
"Cohort Learning Models for Fall and Spring" Learning communities for DI populations	Encourage student completion of Math & English within their first year by pairing Math & English courses with other Cal-GETC required courses	80% of DI students will complete Math & English within their first year	Fall 2026	Counseling and Instruction (Ivan, Jeff & Sara)
Math & English in the first-year campaign	Create student awareness about the importance of completing Math &	75% of first year DI students will know about the importance of	Fall 2025	Counseling (Ivan Pena) and Marketing (Michelle Riggs)

	English with their first year	completing Math & English within their first year		
Embedded tutor support	increased student support in and out of the classroom	Higher success and retention rates	Ongoing since Fall 2019	Math and English (Dani and Lauren)
Increase co-requisite/lab courses	Improve success rates in gateway courses, especially for DI students.	Ongoing since Fall 2019ncrease in course completion rates in co-requisite/lab courses compared to traditional sections, disaggregated by student demographics.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
Implement more project-based learning	improve student retention and completion through increased engagement.	Comparison of retention and completion rates in courses with project-based learning versus those without.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
More formative assessments	Improve student learning outcomes and reduce failure rates.	Comparison of student performance and failure rates in courses with increased formative assessment versus those without.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
Significantly revised curriculum to be culturally responsive and equitable	Improve engagement and relevance for diverse student populations.	Qualitative feedback from students (especially DI groups) regarding the increased relevance and engagement with the revised curriculum.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
First Year Registration Fairs: Offer fairs/workshops with on-the-spot counseling and class registration support during Senior Day to encourage early enrollment in transfer-level English and Math.	Improve on-time enrollment in foundational coursework.	10–15% increase in first-year students enrolled in transfer-level Math and English.	Fall 2025	Counseling, Outreach & Enrollment Services. (Student Senate)
Study Group Integration: Encourage professors and tutoring centers to organize and incentivize class-specific or major-specific study groups.	Improve course completion and peer support in high-impact courses.	Track retention and pass rates for courses with study groups.	Fall 2025	Tutoring Center, Academic Departments, Faculty. (Student Senate)
Cohort Learning Models for Fall and Spring: Pilot learning cohorts with high impact instructors where students complete Math and English together within their first year	Build learning communities and promote accountability.	Track cohort persistence and completion rates compared to non-cohort peers.	Fall 2026	Instruction Office, Counseling, Equity. (Student Senate)

specifically targeting Black & African American and Latinx.				

METRIC – PERSISTENCE: FIRST PROMARY TERM TO SECONDARY TERM- DI STUDENT

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	**% of Students for Baseline Year**	**# of Students for Baseline Year**	**% of Increase Needed to Eliminate D**	**# of Students Needed to Eliminate DI**	**% of Increase Needed to Fully Close Equity Gap**	**# of Students Needed to Fully Close Equity Gap**
PERSISTENCE: FIRST PROMARY TERM TO SECONDARY TERM- DI STUDENT POPULATIONS						
The successful enrollment of a student from one primary term to the next.						
First Generation	**62.3%**	**251**	**2%**	**9**	**6.7%**	**27**
Hispanic	**64.3%**	**418**	**1.6%**	**11**	**5.3%**	**35**

Persistence Definition: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college.

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Career Star Program	Target 1st generation students by developing their career readiness skills will motivate students to reach their career goals and will increase their persistence to remain in school.	First generation students that participate in the program	Fall 2025	Career Center (Trinette Barrie)
Increase CSSG for underrepresented students	Target students who are close to 12 or 15 units to be eligible or increase the CSSG grant.	Increase in CSSG awards.	Ongoing	Financial Aid Staff
Host cultural events highlighting Hispanic, Black and African traditions, countries, and customs	Increase sense of belonging among Latin X students, and Black and African students	Host 4 Latinx & 4 Black and African students related student activities and campus support programs	Ongoing	Ericka Paddock
Provide curriculum training throughout the year that provides strategies that focus on equity across all disciplines.	Target workshops that include project base learning and formatives assessment for faculty to integrate these within courses with faculty. Include at least one sample assignment that shows how equity is addressed in the course for all revised CORs. This assignment should demonstrate how equity is incorporated into the course, not just say it will be implemented.	Host at least 3 PD workshops per year.	Fall 20206	Keith Wurtz and Sara Butler

Arrange cultural events celebrating various LGBT traditions, historical figures, and accomplishments	Increase sense of belonging among LGBT students	Host 4 LGBT focused student activities and campus support programs	Ongoing	Ericka Paddock
Increase marketing to scale the use of the Basic Needs Resource Center	Ensure access to resources such as food, housing, transportation, and mental health services for all students	Analysis of Student ID (SID) Data collected from use of various pantry services	Ongoing	Erika Sherman/ Ericka Paddock
Increase faculty use of Starfish Early alert	Catch more students who are struggling early on and guide them to resources sooner.	Percentage increase in faculty submitting Early Alert flags per term.	Ongoing (Annual Goal)	Breanna Brighton
Increase tutoring availability	Provide support for students struggling with course materials	Number of tutoring hours offered per week/term.	Ongoing	Sara Butler
Explore childcare or after school programing for finals weeks to promote study jams for students	Support parents who need to take classes when children are not in school	At least 10% of current CalWORKs/CARE student parents will participate in finals study jams.	Fall 2025 - Spring 2027	Latesha Hagler
Expand Roadrunner Rally to include evening family nights or workshops (in Spanish and English) explaining the college experience, how families can support students, financial aid literacy, etc.	To engage families as active partners in students' educational journeys by increasing their understanding of the college experience, available support resources, and ways they can help their student persist and succeed.	Students that participate in the event	Ongoing	Counseling, Student and Financial Aid (Ivan Pena, Veronica Leahman)
Host dedicated Veteran Informational sessions	Increase veteran student retention year over year	Fall-to-fall retention rate for veteran students increases by 10% over two years	Ongoing	Willie Blackmon
Continue veteran-focused tutoring and study groups	Enhance academic success and GPA averages of veteran students	Participating students improve GPA by at least 0.25 points within one academic year	Ongoing	Willie Blackmon
Run stress management,	Support academic success and reduce mental health barriers	Usage of Health Services/partnerships	Ongoing	Willie Blackmon

mindfulness, and wellness programs				
Create workshops on translating military experience to civilian careers	Support successful career transitions for graduating veterans	Pull numbers of veteran graduates employed or in grad school within 6 months	Ongoing	Willie Blackmon and Ivan Pena
Promote veterans resource center/lounge	Strengthen social integration and community	Increase number visits into center	Ongoing	Willie Blackmon
Promote Credit for Prior Learning (CPL) and credit for work/life experience	Accelerate degree completion and reduce time-to-graduation	Pull numbers of those who applied for CPL review	Ongoing	Dan Word and Larry Aycock
Celebrate adult learner achievements	Increase sense of belonging and motivation	Appreciation events held once a semester	Ongoing	Willie Blackmon
Provide certificates, recognition, and possible perks to students who reach specific academic milestones (e.g., GPA thresholds, Dean's List).	Increase motivation and reinforce positive academic behaviors.	10–15% increase in fall-to-spring persistence among participating students.	Fall 2025	Ivan Pena and Ericka Paddock
What to Do If You Fail a Class Workshop: Host recurring workshops demystifying academic setbacks and highlighting recovery options specifically targeting Black & African American and Latinx.	Help students bounce back from academic probation or failed classes.	Track workshop attendance and post-workshop survey results; reduction in withdrawal/dropout rates.	Fall 2025 Ongoing (Termly)	Sara Butler and Ivan Pena
Host panels with alumni from different program pathways to share stories with first-year students specifically targeting Black & African American and Latinx.	Increase student sense of purpose and confidence in completing their programs.	Track participation and use focus groups to evaluate impact on student motivation.	Fall 2025 Ongoing (Termly)	Transfer Center, Student Life, Alumni Relations. (Student Senate)
Conduct personalized calls, texts, and	Prevent stop-outs and boost persistence through timely and personalized communication.	70% of Categorical students persist; increase enrollment	Fall 2025	Categorical Team, Peer Mentors,

Canvas/Starfish messages from Categorical Programs (EOPS, Veterans etc.) staff, peer mentors, and completion coaches at key registration periods specifically targeting Black & African American and Latinx.		during priority registration by 8%.		Completion Coaches, Counseling. (Ivan All Depts)
Implement required mid-semester check-ins and planning tools for continuing students specifically targeting Black & African American and Latinx.	Encourage continuous enrollment planning and counselor engagement.	SEP update rates and student self-report survey data.	Fall 2025	Counseling, Office of Institutional Research. (Ivan All Depts)
Use disaggregated data to identify students at risk of not persisting and tailor outreach.	Address barriers through targeted, equity-informed intervention.	Reduced equity gaps in persistence by race, income, and other student characteristics.	Fall 2025	Office of Institutional Research, Categorical Programs, Equity Office. (Ivan All Depts)
MESA Success Plan - Starfish	Ensure that MESA students are meeting semesterly requirements (meeting with Director, active engagement, receiving kudos)	Resolved "to-dos", tracking activities (filtered), reporting in Starfish	Established Fall 2024; ongoing	Krysten Audibert
Targeted in reach/communication (disaggregate data included to prioritize African American/Black and Latinx students, and other historically underrepresented students in STEM)	Increase awareness and participation in MESA	Email receipts, MESA applications	Ongoing	Krysten Audibert
Incorporating STEM in cultural/affinity celebrations across campus	Increase sense of belonging of historically underrepresented groups in STEM	Committee involvement for various cultural/affinity celebrations, coordination of WHM events	Ongoing	Krysten Audibert

STEM/MESA Library Instruction workshops	Increase STEM/MESA student access to Library research	Students identify, locate, and understand original scholarly scientific research. Students incorporate scholarly voices into their writing seamlessly.	Ongoing, Summers	Natalie Lopez
Send groups of Black/ African students, faculty, staff, and Administrators to annual A2MEND Conference	Increase sense of belonging among Black and African students	Send a minimum of 5 staff and 5 students to the conference	Ongoing, Early Spring	Ericka Paddock
Send groups of Latinx students, faculty, staff, and Administrators to annual HACU Conference	Increase sense of belonging among Latinx students	Send a minimum of 5 staff and 5 students to the conference	Ongoing, Fall	Ericka Paddock
Explore and integrate community garden and food forward initiatives on campus (Basic Needs)	Establish Campus Garden Infrastructure	By Spring 2027, coordinate a team of volunteer's students, faculty, and staff to manage the garden, tracked through a volunteer registration system.	Fall 2026	Erica Sherman

METRIC – COMPLETION

			Goal 1: Eliminate Disproportionate Impact		**Goal 2: Fully Close Equity Gap**	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Completion-DI Student Populations						
Econ Disadvantaged Male	10.2%	52	0.8%	5	3.4%	18
First Generation	9.9%	66	2.1%	15	4.4%	30
Hispanic Male	9.7%	39	0.9%	4	3.8%	16
Male	10.8%	88	1.3%	11	3.4%	28

Completion Definition: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years

ACTIVITY	**OBJECTIVE**	**MEASUARABLE OUTCOMES**	**TIMELINE**	**RESPONSIBLE PARTY**
Enhance career and transfer readiness workshops	Support post-graduation success and long-term career stability	- 80% of AA male and first-gen students attend at least one career or transfer workshop - 15% increase in successful transfers to four-year institutions	End of each academic year	Career Services Coordinator, Transfer Center Coordinator
Implement a new student orientation based on student unit count.	Students will receive short but timely and relevant information based on where they are in their unit count	65% of DI students will complete 15-unit, 30-unit, 45-unit orientation modules	Fall 2025	Dean of Student Services & Counseling. Counseling Co-Chairs

Provide Job Preparedness workshops for Certificate and associate degree completers	Identify Male and Hispanic to participate in specialized Job Readiness workshops.	50% of students will complete the Job Readiness workshop series upon completion of their certificate or AA Degree.	Fall 2026 and Spring of each academic year	Career Center Coordinator, Job Developer
Targeted outreach to specific populations (McLaren)	Identify general roadblocks indicated by other research and create outreach based on that data.	50% of target population will schedule and attend counseling sessions.	2026 Spring/Summer for upcoming year	Ivan Pena
Host family nights or workshops (in Spanish and English) explaining the college experience, how families can support students, financial aid literacy, etc.	To engage families as active partners in students' educational journeys by increasing their understanding of the college experience, available support resources, and ways they can help their student persist and succeed.	Students that participate in the event	Summer 2026 Ongoing	Ivan Pena and Willie Blackmon
Offer targeted re-engagement campaigns for near completers	Bring back stopped-out students who are close to finishing	≥40% re-enrollment of identified near-completers; ≥60% of them finish within 18 months	Ongoing	Willie Blackmon and Michelle Riggs
Work with adult learner advisory board for continuous improvement feedback	Improve program structures and supports to increase completion	Implement 3 student-suggested changes per year: measure impact via rising completion trends	Ongoing	Willie Blackmon
Launch a “near-completer” re-engagement campaign for veterans with 75%+ degree progress	Re-enroll stopped-out veterans and support them through graduation	Reach out to 50% of identified near-completers re-enroll	FA 25 - SP 26	Willie Blackmon

Host major and career workshops focused on exploration, especially for undecided students.	Support timely major selection to avoid excess units and delayed graduation.	Increased SEP updates; reduction in number of students with undeclared majors beyond their second semester.	Fall 2025	Career Center, Counseling. (Student Senate)
Expand the EOPS-style model to general counseling, integrating proactive outreach and required appointments.	Increase equity in access to academic planning and support.	Higher counselors contact rates; improved program completion for disproportionately impacted students.	Fall 2025	Counseling, EOPS, Completion Coaches. (Student Senate)
Offer resume and interview workshops, job fairs, and support services for students nearing graduation specifically targeting Black & African American and Latinx.	Prepare students for employment while reinforcing urgency to complete their coursework.	70 % of graduating students completing a resume and mock interview; increased job placement tracking.	Spring 2026	Career Center, Job Developer, Counseling. (Ivan All Depts)
Transfer Awareness Campaigns: Host themed events like “Rep Your College Day,” multi-campus Transfer Seminars, and Zoom-recorded workshops specifically targeting Black & African American and Latinx.	Normalize the transfer conversation early and often for all students.	Increase in students identifying a transfer goal on SEPs; 30–35% increase in transfer workshop participation.	Fall 2025	Transfer Center, Categorical Programs, Marketing. (Ivan All Depts)
New Student Orientation Week: Launch orientation week with system-wide transfer information, university swag, and pathway awareness specifically targeting Black & African American and Latinx and their parents.	Equip students with early knowledge to support faster degree completion and transfer.	Increased completion rates among orientation participants.	Fall 2025	Counseling, Student Life, Orientation Team. (Ivan All Depts)
Launch “Grad Check Week” with preliminary checks at 30 units, counseling availability, and incentives like food or giveaways specifically targeting Black & African American and Latinx.	Ensure students meet graduation requirements and complete petitions on time.	10–15% increase in students submitting graduation petitions on time.	Spring 2026	Counseling, Categorical Programs, Completion Coaches. (Ivan All Depts)

Create videos and workshops on application strategies, resume prep, and employer expectations; integrate social media campaigns specifically targeting Black & African American and Latinx.	Build confidence and clarity around job searching for graduates.	Resume completion and job-seeking readiness surveys; employer engagement at workshops.	Spring 2026	Career Center, Marketing, Student Life Office. (Ivan All Depts)
Offer resume/CV, and other professional development workshops tailored towards STEM (STEM literacy, scientific communication, oral presentations, etc.)	Increase students' confidence and preparedness for post-completion endeavors	Student attendance, SARS Tracking	Ongoing	Krysten Audibert, Career Center (collaboration)
Explore early alert feature in Starfish for MESA students	Facilitate early intervention efforts with MESA students before the end of the semester in order to connect them with applicable resources and support	Starfish	Summer 2025, ongoing	Krysten Audibert
MESA counseling campaigns	Work with counseling to implement targeted campaigns to schedule counseling appointments for MESA students	Increase the number of counseling appointments and updated educational plans for MESA students	Summer 2025, ongoing	Krysten Audibert, Counseling (Ivan, Ernesto)
Continue developing partnerships with business/industry partners	Build workforce and networking pathways for MESA students upon graduation	Establishment of STEM/MESA Industry Advisory Council	Summer 2025, ongoing	Krysten Audibert
Explore ways to beautify the campus in a representative way through culturally responsive murals and other public art projects.	Foster Sense of Belonging & Community	Increase in survey scores on questions related to "sense of belonging" and "campus pride" in annual climate surveys. •	Spring 2026	Mike Strong

		Attendance numbers for art unveiling ceremonies and related events. • Number of campus clubs or academic departments that formally use the artwork as a backdrop or meeting point for events.		
To enhance support, representation, and a sense of belonging for DI students at Crafton Hills College by securing on campus internships in the Multicultural Center.	A completed DSIG application, by June 30th deadline.	Number of students place in internships.	Spring 2026	Ericka Paddock

SECTION 10: METRIC – TRANSFERRED to A FOUR-YEAR COLLEGE

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	**% of Students for Baseline Year**	**# of Students for Baseline Year**	**% of Increase Needed to Eliminate D**	**# of Students Needed to Eliminate DI**	**% of Increase Needed to Fully Close Equity Gap**	**# of Students Needed to Fully Close Equity Gap**
Transferred to a Four-Year- DI Student Populations						
First Generation	24.2%	63	4.8%	13	9.9%	26
White Male	21.6%	24	2.7%	3	10.4%	12

Transfer Definition: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Strengthen academic counseling and transfer counseling	Increase awareness of transfer pathways for first gen and male students	15% increase in first gen and male student appointments with transfer counselors - 10% increase in completion of transfer applications	Each semester	Transfer Center, Counseling
Offer financial aid literacy and scholarship support for transfer students	Reduce financial barriers to university enrollment	20% increase in FAFSA completion and scholarship applications for transfer-bound students - 10% increase in first gen and male students receiving transfer scholarships	Ongoing	Financial Aid, Student Equity
Create 1-minute, short YouTube videos on how to use self-service and programs that students often utilize	Be responsive to students' needs by providing technical assistance with tools they are using.	Create 5 videos on using self-service, how to access your online course, etc.	Summer 2025	New Counseling Model Committee, Counseling, Transfer Center, Completion Coaches

Create videos by Completion Coaches related to students' unit-based progress (0-14, 15-29, 30-44, 45-59, 60+) - what to expect, tips, timelines, etc.	Be responsive to students' experience by providing peer-to-peer advice as students' progress in their academic goals - what to expect, tips, timelines, etc.	Create 10 videos: 0-14, 15-29, 30-44, 45-59, 60+, It's time to apply for transfer, UCTAG, CC Intro video, What's Next? Transition from CHC to the University	Fall 2025	New Counseling Model Committee, Transfer Center, Career Center, Completion Coaches
Create website with FAQs based on unit load	Help students become informed: Empower students by providing FAQs based on unit load completion	Minimum 5 questions per unit completion: 0-14, 15-29, 30-44, 45-59, 60+	Fall 2025	New Counseling Model Community, Transfer Center, Career Center, Completion Coaches
Provide UTCC staff professional development around being race conscious	Be Race-Conscious: Train staff on culturally relevant practices to better-serve students of color	Invite Professor Danae Hart to provide a workshop to UTCC staff about implicit bias and microaggressions and how it affects our services to students.	Spring 2025	Mariana Macamay, Professor Danae Hart
Ask Universities to bring campus-based resources for students of color when they visit Crafton to meet with students (ex. clubs, organizations, scholarships, etc.)	Be Intrusive: connect students of color to resources and opportunities at 4-year institutions	Number of visiting universities that bring specific resources/representatives for students of color during their campus visits to Crafton Hills College.	Ongoing (Annually)	Transfer Center Coordinator
Implement the CSUSB MOU for transfer and target African American and Black & Latinx student by expanding awareness of the program.	Increase student awareness of the program through a marketing campaign and in reach efforts by our Completion Coaches. Partner with our Outreach team to promote the program with graduation high school seniors and school partners.	35% in graduating seniors will know about the Coyotes on the Horizon MOU with CSUSB	Fall 2025	Completion Coaches and Outreach Team
Increase coaching and guidance activities for students to best prepare themselves for developing competitive applications	Increase students' chances for transferring to their desired destination	75% of students with at least 45 units will be added to the Transfer Canvas page and 35% of students with at least 45 units will attend at least one transfer workshop during the Fall and Spring semester.	Fall 2025	Counseling / Transfer center
Hang posters of pathways in hallways of CCR (have them	Increase student awareness of	Number of students who report increased	End of Fall Term	Counseling and Marketing Breanna Brighton

formatted in fun and student friendly manner... like a board game)	academic pathways and help students understand their options and are aware how to accomplish their goals.	understanding of pathways and how to achieve their goals (measured through surveys or focus groups).		
Increase training for Library Support Staff to complete Certificate Program	Ensure affordable access to college with a ZTC Library pathway	Number of staff enrolled in the Library Support Staff Certificate Program.	Annually (Program Launch & Ongoing Recruitment)	Librarians Krista Ivy, Karol McCool, Ashley Montes, Natalie Lopez
Continue partnership with all student support services (financial aid, Transfer Center, Career Center, Basic Needs, EOPS, etc.)	Increase MESA students' awareness of available resources, minimizing duplicated efforts to support special population students	Partnering/collaborating for specific events, activities, and other efforts	Ongoing	Krysten, Student Service Managers, and staff
Webpage development for STEM Center and MESA Program	Increase STEM student awareness of information related to transfer, including STEM transfer pathways & requirements, and available campus resources	Make individual edits and then collaborate with Kristi to reimage webpage	Ongoing	Krysten Audibert, Kristi Simmons, University Transfer Center
Host university representatives in STEM/MESA Center	Increase MESA student awareness of STEM programs at various 4-year universities, increase accessibility to university council	Have 3-4 universities facilitate tabling or informational sessions near/in the STEM/MESA Center	Spring 2025, ongoing	Krysten Audibert, University Transfer Center
Design STEM degree to career visuals (electronic and printed)	Demonstrate the versatility of different STEM degrees and career pathways for students upon graduation	Make visuals available in STEM/MESA Center and include in MESA student handbook and STEM/MESA newsletter	Summer 2025, ongoing	Krysten Audibert, Print Shop

SECTION 11: INTENSIVE FOCUS ON POPULATION(S) EXPERIENCING DISPROPORTIONATE IMPACT

Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)

- African American/ Black Students

a. Current Challenges/Barriers Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college? (2500 characters max)

The following analysis, based on institutional data, identifies current challenges and barriers Crafton Hills College faces in its efforts to support student equity. This assessment is based on a review of the college's progress in meeting key metrics related to African American/Black and Hispanic/Latinx student success, as outlined in the Student Equity Plan.

- **For African American/Black students:**
  - **Persistence:** A significant challenge is retaining African American/Black students from the fall to the spring semester.
  - **Degree or certificate attainment:** The college is working on increasing the number of African American/Black students obtaining degrees or certificates.

Crafton Hills College is committed to addressing the challenges in supporting African American/Black students, particularly in the areas of persistence and degree/certificate attainment. The college will be conducting further investigation into the underlying causes of these challenges to develop and implement effective strategies for improvement.

b. Action Plan

To effectively address and overcome these challenges, Crafton Hills College will implement a comprehensive action plan with the following key strategies:

1. **Enhanced Support Services:**

   - The college will expand and enhance support services specifically designed to address the needs of African American/Black students.
   - This will include targeted outreach for tutoring, mentoring programs, and academic counseling, with a focus on culturally relevant approaches.

2. **Academic Support and Intervention:**

   - The college will implement targeted early alert to identify African American/Black students who are struggling academically and provide timely interventions.
   - Supplemental instruction and targeted tutoring will be expanded in courses with high rates of failure among African American/Black students.

3. **Foster a Sense of Belonging:**

    - The college will create a more inclusive and welcoming campus environment for African American/Black students.
    - This will involve:
        - Providing cultural competency training for faculty and staff
        - Establishing student support groups and organizations
        - Celebrating Black history and culture through campus events

Collaboration Between Academic and Student Affairs

These strategies will be implemented through close collaboration between Instruction and Student Affairs.

- Instruction will be responsible for implementing changes to curriculum, instruction, and academic support.
- Student Affairs will focus on providing holistic support services, promoting a sense of belonging, and addressing students' non-academic needs.

Measures of Success

Success will be measured by tracking improvements in the following metrics:

- Increased fall-to-spring persistence rates for African American/Black students.
- Increased degree and certificate completion rates for African American/Black students.
- Improved student satisfaction and sense of belonging among African American/Black students, as measured through surveys and focus groups.

Resources, Structures, and Support

To effectively accomplish this action plan, Crafton Hills College will leverage the following resources, structures, and support:

- **Existing Funding:** The college will allocate existing funding from the Student Equity and Achievement Program, as well as other sources, to support these initiatives.
- **Grant Funding:** The college will seek external grant funding to expand and enhance these efforts.
- **Institutional Effectiveness:** The Office of Institutional Effectiveness will play a key role in data collection, analysis, and evaluation to ensure that the strategies are effective, and data driven.
- **Faculty and Staff Expertise:** The college will utilize the expertise of faculty and staff across Academic and Student Affairs, including counselors, instructors, and student support professionals.
- **Community Partnerships:** The college will partner with community organizations and agencies to provide additional resources and support to African American/Black students.

SECTION 12: STUDENT EDUCATION PLANS

COMPREHENSIVE STUDENT EDUCATION PLANS					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan **by end of First Primary Term**	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Primary Term**	# of Students who Received a Comprehensive Ed Plan **by end of First Academic Year**	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Academic Year**
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	1,319	468	35%	549	42%
Spring 2023 Cohort (Comprehensive Ed	632	171	27%	214	34%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	1,469	473	32%	536	36%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	820	183	22%	202	25%

7. Summarize key strategies to continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year.

At Crafton Hills College, we have implemented a Student Success Team model that intentionally incorporates Completion Coaches to proactively ensure disproportionately impacted (DI) students receive a comprehensive education plan early in their academic journey. This model is aligned with our equity-focused Unit-Based Counseling structure, which organizes students into caseloads by unit ranges to ensure targeted support at critical milestones.

Leveraging Starfish, our Completion Coaches identify students who have not yet completed a comprehensive educational plan. We collaborate with our Office of Institutional Effectiveness to disaggregate this data by race, ethnicity, and other equity metrics to ensure DI students are prioritized in our outreach efforts. Campaigns are then launched by the Counseling Department during designated periods throughout the semester.

During these campaigns, Completion Coaches use a multi-tiered outreach strategy, including emails, phone calls, and text messages, to contact students who are missing an educational plan. These efforts begin with DI students and continue until all students in this group have been contacted at least twice before expanding outreach to the broader student population. Outreach efforts are warm, student-centered, and designed to reduce barriers to scheduling counseling appointments, following scripts that highlight the importance of planning and affirm the student's progress and potential.

This initiative-taking model represents a structural shift away from a traditional, student-initiated counseling approach. By embedding Completion Coaches in our Student Success Teams and using milestone-based data, we are transforming educational planning from a one-time transactional activity into a high-touch, equity-minded intervention.
Crafton Hills College remains committed to closing equity gaps and ensuring every student, especially those historically underserved, receives timely and comprehensive guidance to reach their educational goals.

8. Summarize key strategies to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

Crafton Hills College has restructured its counseling services through the implementation of a Unit-Based Counseling Model designed to ensure all students, and DI students in particular, regardless of background, major, or goal, receive a comprehensive education plan early in their academic journey. This structural shift organizes students into caseloads based on unit completion (e.g., 0–14 units, 15–29 units, etc.), allowing Counseling Faculty and Completion Coaches to deliver timely, personalized guidance that aligns with a student's academic progress and career goals.

To promote early educational planning, our Completion Coaches initiate targeted campaigns each semester using Starfish data to identify students without a comprehensive plan. These campaigns involve multi-touchpoint outreach (text, email, and phone) that continues until students are scheduled with a counselor. While initial efforts prioritize DI populations, these campaigns expand to serve the entire student body once equity benchmarks are met. This model ensures a scaled approach that is both equity-driven and inclusive.

Beyond outreach, the college integrates education planning into its onboarding experience, including within Summer Bridge cohorts and categorical programs. Our SOAR student onboarding

process includes structured education plan development, and follow-up counseling appointments are scheduled to revisit and update these plans as students advance.

To maintain momentum, students are re-engaged at key academic milestones: undeclared students receive major exploration support between 15–30 units; transfer-intending students are encouraged to complete IGETC or CSU GE certifications between 30–45 units; and those nearing 60 units receive outreach for graduation checks. Our counselors also collaborate with instructional faculty, completion coaches, and career services to integrate career exploration into planning conversations, ensuring plans reflect long-term employment and transfer goals.

Through these intentional strategies, rooted in structure, accountability, and equity, Crafton Hills College is ensuring that all students are supported with timely, comprehensive planning that promotes academic momentum, enhances retention, and prepares them for successful transfer and career outcomes.

Key Campus Collaborators The CHC Equity Plan goals and action items were developed during the spring 2025 in collaboration with the following CHC campus stakeholders:	• Academic Senate • Classified Senate • Student Senate • Counseling Department • English Department • Outreach Department • Math Department • Office of Institutional Effectiveness, Research & Planning	• Professional Development Committee • Student Equity and Achievement Committee • Student Services Council

Governance Group Review

Student Equity and Achievement Committee –

Academic Senate –

Classified Senate –

Student Senate –

Crafton Hills College Council –

SECTION 5: STUDENT POPULATIONS EXPEREINCE DISPROPORTIONATE IMPACT

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment-DI Student Populations						
Asian	12%	41	3.2%	12	6.6%	23
Black or African American	9.8%	41	6.3%	27	9.1%	39
White	13.2%	318	6.4%	156	8.5%	205
Completed Both Transfer-Level Math & English- DI Student Populations						
First Generation	14.9%	75	4.3%	22	7.4%	38
Hispanic	18%	142	1%	8	3.7%	30
Persistence: First Primary Term to Secondary Term- DI Student Populations						
First Generation	62.3%	251	2%	9	6.7%	27
Hispanic	64.3%	418	1.6%	11	5.3%	35
Completion- DI Student Populations						
Econ Disadvantage Male	10.2%	52	0.8%	5	3.4%	18
First Generation	9.9%	66	2.1%	15	4.4%	30
Hispanic Male	9.7%	39	0.9%	4	3.8%	16
Male	10.8%	88	1.3%	11	3.4%	28
Transferred to a Four-Year- DI Student Populations						
First Generation	24.2%	63	4.8%	13	9.9%	26
White Male	21.6%	24	2.7%	3	10.4%	12

SECTION 6: METRIC – SUCESSFUL ENROLLMENT

			Goal 1: Eliminate Disproportionate Impact Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	**% of Students for Baseline Year**	**# of Students for Baseline Year**	**% of Increase Needed to Eliminate D**	**# of Students Needed to Eliminate DI**	**% of Increase Needed to Fully Close Equity Gap**	**# of Students Needed to Fully Close Equity Gap**
Successful Enrollment- DI Student Populations						
Asian	12%	41	3.2%	12	6.6%	23
Black or African American	9.8%	41	6.3%	27	9.1%	39
White	13.2%	318	6.4%	156	8.5%	205

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Develop culturally relevant marketing and recruitment materials	Ensure students see themselves represented in promotional materials	Engagement metrics (clicks, shares, inquiries), application numbers from targeted groups	Summer 2025	Michelle Riggs
Host targeted outreach events for Black, Asian, and White students	Increase awareness of college programs and resources among diverse student populations	Attendance at events, application submissions from attendees	Fall 2025 – Spring 2026	Willie Blackmon
High School Outreach Visits	Engage high school students through college presentations.	Host 6 visits; 30 students per group express interest; 10 from each group apply.	Fall 2025 – Spring 2026	Willie Blackmon
College Application Support Workshops	Provide hands-on application assistance to reduce barriers.	Conduct 4 workshops; 20 students per group attend; at least 10 per	Fall 2025 – Spring 2026	Willie Blackmon

		group submit applications.		
Parent Information Nights	Inform parents about college benefits and support services.	Host 3 events; 25 families attend per group; 75% report increased confidence in supporting enrollment.	Fall 2025 – Spring 2026	Willie Blackmon
Dual Enrollment Promotion	Introduce high school students to Crafton Hills via dual enrollment.	Partner with 4 feeder schools; enroll targeted POC students 10 per site in dual credit courses.	Fall 2025 – Spring 2026	Willie Blackmon
Faith & Community Organization Partnerships	Leverage trusted spaces to promote Crafton Hills College.	Collaborate with 6 organizations; host info tables or talks	Fall 2025 – Spring 2026	Willie Blackmon
Campus Tour Days for Diverse Communities	Provide personalized group tours for Black, Asian, and White prospective students.	targeted tour days; 25 attendees per group; 10 per group apply post-tour	Fall 2025 – Spring 2026	Willie Blackmon
Cultural Club Collaboration Events	Partner with student clubs to co-host events that attract diverse students.	6 events hosted	Fall 2025 – Spring 2026	Willie Blackmon
Personalized Outreach/Admissions Letters from the President "Acceptance Letters"	Build personal connection and trust.	Send 1000 letters English & Spanish	Fall 2025 – Spring 2026	Willie Blackmon
Establish consistent counselor presence in local high schools, offer financial aid workshops, attend back-to-school nights, and provide early course advisement specifically targeting Black & African American and Latinx.	Increase early connections to Crafton and facilitate seamless high school-to-college transitions.	Track enrollment numbers year over year for partner high schools.	Fall 2025 – Spring 2026	Ivan Pena
Early Counseling & Peer Connection Initiatives: Require two counselor contacts per semester and create peer support groups based on major or course completion status specifically targeting Black & African American and Latinx.	Build stronger advising relationships and peer networks to boost enrollment and retention.	Track counseling appointments and persistence rates for students receiving early intervention.	Fall 2025	Ivan Pena

SECTION 7: METRIC – COMPLETED BOTH TRANSFER -LEVEL MATH AND ENGLISH

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	**% of Students for Baseline Year**	**# of Students for Baseline Year**	**% of Increase Needed to Eliminate D**	**# of Students Needed to Eliminate DI**	**% of Increase Needed to Fully Close Equity Gap**	**# of Students Needed to Fully Close Equity Gap**
Completed Both Transfer-Level math & English-DI Student Populations						
First Generation	14.9%	75	4.3%	22	7.4%	38
Hispanic	18%	142	1%	8	3.7%	30

Completion of Both Transfer Level Math & English Definition: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Increase awareness of the importance of transfer-level Math & English completion	Ensure students understand the benefits of early completion for transfer and degree attainment	80% of surveyed students report awareness of Math & English transfer-level importance; 5% increase in completion rates	Mid-semester & end-of-term	Completion Couches, Marketing, & research (Ivan Lead)
Conduct Starfish early intervention for at-risk students	Identify struggling students and provide targeted support	75% of DI students participate in support services; 10% increase in retention and completion rates in Math & English	Mid-semester & end-of-term	Completion Coaches, Marketing, & research (Ivan)
"Cohort Learning Models for Fall and Spring" Learning communities for DI populations	Encourage student completion of Math & English within their first year by pairing Math & English courses with other Cal-GETC required courses	80% of DI students will complete Math & English within their first year	Fall 2026	Counseling and Instruction (Ivan, Jeff & Sara)

Math & English in the first-year campaign	Create student awareness about the importance of completing Math & English with their first year	75% of first year DI students will know about the importance of completing Math & English within their first year	Fall 2025	Counseling (Ivan Pena) and Marketing (Michelle Riggs)
Embedded tutor support	increased student support in and out of the classroom	Higher success and retention rates	Ongoing since Fall 2019	Math and English (Dani and Lauren)
Increase co-requisite/lab courses	Improve success rates in gateway courses, especially for DI students.	Ongoing since Fall 2019ncrease in course completion rates in co-requisite/lab courses compared to traditional sections, disaggregated by student demographics.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
Implement more project-based learning	improve student retention and completion through increased engagement.	Comparison of retention and completion rates in courses with project-based learning versus those without.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
More formative assessments	Improve student learning outcomes and reduce failure rates.	Comparison of student performance and failure rates in courses with increased formative assessment versus those without.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
Significantly revised curriculum to be culturally responsive and equitable	Improve engagement and relevance for diverse student populations.	Qualitative feedback from students (especially DI groups) regarding the increased relevance and engagement with the revised curriculum.	Ongoing (Annual Increases)	Math and English (Dani and Lauren)
First Year Registration Fairs: Offer fairs/workshops with on-the-spot counseling and class registration support during Senior Day to encourage early enrollment in transfer-level English and Math.	Improve on-time enrollment in foundational coursework.	10–15% increase in first-year students enrolled in transfer-level Math and English.	Fall 2025	Counseling, Outreach & Enrollment Services. (Student Senate)
Study Group Integration: Encourage professors and tutoring centers to organize and incentivize class-specific or major-specific study groups.	Improve course completion and peer support in high-impact courses.	Track retention and pass rates for courses with study groups.	Fall 2025	Tutoring Center, Academic Departments, Faculty. (Student Senate)
Cohort Learning Models for Fall and Spring: Pilot learning cohorts with high impact	Build learning communities and promote accountability.	Track cohort persistence and completion rates	Fall 2026	Instruction Office, Counseling, Equity. (Student Senate)

instructors where students complete Math and English together within their first year specifically targeting Black & African American and Latinx.		compared to non-cohort peers.		

SECTION 8: METRIC – PERSISTENCE: FIRST PROMARY TERM TO SECONDARY TERM- DI STUDENT POPULATIONS

			Goal 1: Eliminate Disproportionate Impact		**Goal 2: Fully Close Equity Gap**	
DI Student Population	**% of Students for Baseline Year**	**# of Students for Baseline Year**	**% of Increase Needed to Eliminate D**	**# of Students Needed to Eliminate DI**	**% of Increase Needed to Fully Close Equity Gap**	**# of Students Needed to Fully Close Equity Gap**
PERSISTENCE: FIRST PROMARY TERM TO SECONDARY TERM- DI STUDENT POPULATIONS						
First Generation	**62.3%**	**251**	**2%**	**9**	**6.7%**	**27**
Hispanic	**64.3%**	**418**	**1.6%**	**11**	**5.3%**	**35**

Persistence Definition: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college.

ACTIVITY	**OBJECTIVE**	**MEASUARABLE OUTCOMES**	**TIMELINE**	**RESPONSIBLE PARTY**
Career Star Program	Target 1st generation students by developing their career readiness skills will motivate students to reach their career goals and will increase their persistence to remain in school.	First generation students that participate in the program	Fall 2025	Career Center (Trinette Barrie)
Increase CSSG for underrepresented students	Target students who are close to 12 or 15 units to be eligible or increase the CSSG grant.	Increase in CSSG awards.	Ongoing	Financial Aid Staff
Host cultural events highlighting Hispanic, Black and African traditions, countries, and customs	Increase sense of belonging among Latin X students, and Black and African students	Host 4 Latinx & 4 Black and African students related student activities and campus support programs	Ongoing	Ericka Paddock
Provide curriculum training throughout the year that provides	Target workshops that include project base learning and formatives assessment for faculty to integrate these within courses with faculty.	Host at least 3 PD workshops per year.	Fall 20206	Keith Wurtz and Sara Butler

strategies that focus on equity across all disciplines.	Include at least one sample assignment that shows how equity is addressed in the course for all revised CORs. This assignment should demonstrate how equity is incorporated into the course, not just say it will be implemented.			
Arrange cultural events celebrating various LGBT traditions, historical figures, and accomplishments	Increase sense of belonging among LGBT students	Host 4 LGBT focused student activities and campus support programs	Ongoing	Ericka Paddock
Increase marketing to scale the use of the Basic Needs Resource Center	Ensure access to resources such as food, housing, transportation, and mental health services for all students	Analysis of Student ID (SID) Data collected from use of various pantry services	Ongoing	Erika Sherman/ Ericka Paddock
Increase faculty use of Starfish Early alert	Catch more students who are struggling early on and guide them to resources sooner.	Percentage increase in faculty submitting Early Alert flags per term.	Ongoing (Annual Goal)	Breanna Brighton
Increase tutoring availability	Provide support for students struggling with course materials	Number of tutoring hours offered per week/term.	Ongoing	Sara Butler
Explore childcare or after school programing for finals weeks to promote study jams for students	Support parents who need to take classes when children are not in school	At least 10% of current CalWORKs/CARE student parents will participate in finals study jams.	Fall 2025 - Spring 2027	Latesha Hagler
Expand Roadrunner Rally to include evening family nights or workshops (in Spanish and English) explaining the college experience, how families can support students,	To engage families as active partners in students' educational journeys by increasing their understanding of the college experience, available support resources, and ways they can help their student persist and succeed.	Students that participate in the event	Ongoing	Counseling, Student and Financial Aid (Ivan Pena, Veronica Leahman)

financial aid literacy, etc.				
Host dedicated Veteran Informational sessions	Increase veteran student retention year over year	Fall-to-fall retention rate for veteran students increases by 10% over two years	Ongoing	Willie Blackmon
Continue veteran-focused tutoring and study groups	Enhance academic success and GPA averages of veteran students	Participating students improve GPA by at least 0.25 points within one academic year	Ongoing	Willie Blackmon
Run stress management, mindfulness, and wellness programs	Support academic success and reduce mental health barriers	Usage of Health Services/partnerships	Ongoing	Willie Blackmon
Create workshops on translating military experience to civilian careers	Support successful career transitions for graduating veterans	Pull numbers of veteran graduates employed or in grad school within 6 months	Ongoing	Willie Blackmon and Ivan Pena
Promote veterans resource center/lounge	Strengthen social integration and community	Increase number visits into center	Ongoing	Willie Blackmon
Promote Credit for Prior Learning (CPL) and credit for work/life experience	Accelerate degree completion and reduce time-to-graduation	Pull numbers of those who applied for CPL review	Ongoing	Dan Word and Larry Aycock
Celebrate adult learner achievements	Increase sense of belonging and motivation	Appreciation events held once a semester	Ongoing	Willie Blackmon
Provide certificates, recognition, and possible perks to students who reach specific academic milestones (e.g., GPA thresholds, Dean's List).	Increase motivation and reinforce positive academic behaviors.	10–15% increase in fall-to-spring persistence among participating students.	Fall 2025	Ivan Pena and Ericka Paddock
What to Do If You Fail a Class Workshop: Host recurring workshops demystifying academic setbacks and highlighting recovery options	Help students bounce back from academic probation or failed classes.	Track workshop attendance and post-workshop survey results; reduction in withdrawal/dropout rates.	Fall 2025 Ongoing (Termly)	Sara Butler and Ivan Pena

specifically targeting Black & African American and Latinx.				
Host panels with alumni from different program pathways to share stories with first-year students specifically targeting Black & African American and Latinx.	Increase student sense of purpose and confidence in completing their programs.	Track participation and use focus groups to evaluate impact on student motivation.	Fall 2025 Ongoing (Termly)	Transfer Center, Student Life, Alumni Relations. (Student Senate)
Conduct personalized calls, texts, and Canvas/Starfish messages from Categorical Programs (EOPS, Veterans etc.) staff, peer mentors, and completion coaches at key registration periods specifically targeting Black & African American and Latinx.	Prevent stop-outs and boost persistence through timely and personalized communication.	70% of Categorical students persist; increase enrollment during priority registration by 8%.	Fall 2025	Categorical Team, Peer Mentors, Completion Coaches, Counseling. (Ivan All Depts)
Implement required mid-semester check-ins and planning tools for continuing students specifically targeting Black & African American and Latinx.	Encourage continuous enrollment planning and counselor engagement.	SEP update rates and student self-report survey data.	Fall 2025	Counseling, Office of Institutional Research. (Ivan All Depts)
Use disaggregated data to identify students at risk of not persisting and tailor outreach.	Address barriers through targeted, equity-informed intervention.	Reduced equity gaps in persistence by race, income, and other student characteristics.	Fall 2025	Office of Institutional Research, Categorical Programs, Equity Office. (Ivan All Depts)
MESA Success Plan - Starfish	Ensure that MESA students are meeting semesterly requirements (meeting with	Resolved "to-dos", tracking activities	Established Fall 2024; ongoing	Krysten Audibert

	Director, active engagement, receiving kudos)	(filtered), reporting in Starfish		
Targeted in reach/communication (disaggregate data included to prioritize African American/Black and Latinx students, and other historically underrepresented students in STEM)	Increase awareness and participation in MESA	Email receipts, MESA applications	Ongoing	Krysten Audibert
Incorporating STEM in cultural/affinity celebrations across campus	Increase sense of belonging of historically underrepresented groups in STEM	Committee involvement for various cultural/affinity celebrations, coordination of WHM events	Ongoing	Krysten Audibert
STEM/MESA Library Instruction workshops	Increase STEM/MESA student access to Library research	Students identify, locate, and understand original scholarly scientific research. Students incorporate scholarly voices into their writing seamlessly.	Ongoing, Summers	Natalie Lopez
Send groups of Black/ African students, faculty, staff, and Administrators to annual A2MEND Conference	Increase sense of belonging among Black and African students	Send a minimum of 5 staff and 5 students to the conference	Ongoing, Early Spring	Ericka Paddock
Send groups of Latinx students, faculty, staff, and Administrators to annual HACU Conference	Increase sense of belonging among Latinx students	Send a minimum of 5 staff and 5 students to the conference	Ongoing, Fall	Ericka Paddock
Explore and integrate community garden and food forward initiatives on campus (Basic Needs)	Establish Campus Garden Infrastructure	By Spring 2027, coordinate a team of volunteers' students, faculty, and staff to manage the garden, tracked	Fall 2026	Erica Sherman

		through a volunteer registration system.		

SECTION 9: METRIC – COMPLETION

			Goal 1: Eliminate Disproportionate Impact		**Goal 2: Fully Close Equity Gap**	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate D	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Completion-DI Student Populations						
Econ Disadvantaged Male	10.2%	52	0.8%	5	3.4%	18
First Generation	9.9%	66	2.1%	15	4.4%	30
Hispanic Male	9.7%	39	0.9%	4	3.8%	16
Male	10.8%	88	1.3%	11	3.4%	28

Completion Definition: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years

ACTIVITY	**OBJECTIVE**	**MEASUARABLE OUTCOMES**	**TIMELINE**	**RESPONSIBLE PARTY**
Enhance career and transfer readiness workshops	Support post-graduation success and long-term career stability	- 80% of AA male and first-gen students attend at least one career or transfer workshop - 15% increase in successful transfers to four-year institutions	End of each academic year	Career Services Coordinator, Transfer Center Coordinator
Implement a new student orientation based on student unit count.	Students will receive short but timely and relevant information based on where they are in their unit count	65% of DI students will complete 15-unit, 30-unit, 45-unit orientation modules	Fall 2025	Dean of Student Services & Counseling. Counseling Co-Chairs

Provide Job Preparedness workshops for Certificate and associate degree completers	Identify Male and Hispanic to participate in specialized Job Readiness workshops.	50% of students will complete the Job Readiness workshop series upon completion of their certificate or AA Degree.	Fall 2026 and Spring of each academic year	Career Center Coordinator, Job Developer
Targeted outreach to specific populations (McLaren)	Identify general roadblocks indicated by other research and create outreach based on that data.	50% of target population will schedule and attend counseling sessions.	2026 Spring/Summer for upcoming year	Ivan Pena
Host family nights or workshops (in Spanish and English) explaining the college experience, how families can support students, financial aid literacy, etc.	To engage families as active partners in students' educational journeys by increasing their understanding of the college experience, available support resources, and ways they can help their student persist and succeed.	Students that participate in the event	Summer 2026 Ongoing	Ivan Pena and Willie Blackmon
Offer targeted re-engagement campaigns for near completers	Bring back stopped-out students who are close to finishing	≥40% re-enrollment of identified near-completers; ≥60% of them finish within 18 months	Ongoing	Willie Blackmon and Michelle Riggs
Work with adult learner advisory board for continuous improvement feedback	Improve program structures and supports to increase completion	Implement 3 student-suggested changes per year: measure impact via rising completion trends	Ongoing	Willie Blackmon
Launch a “near-completer” re-engagement campaign for veterans with 75%+ degree progress	Re-enroll stopped-out veterans and support them through graduation	Reach out to 50% of identified near-completers re-enroll	FA 25 - SP 26	Willie Blackmon

Host major and career workshops focused on exploration, especially for undecided students.	Support timely major selection to avoid excess units and delayed graduation.	Increased SEP updates; reduction in number of students with undeclared majors beyond their second semester.	Fall 2025	Career Center, Counseling. (Student Senate)
Expand the EOPS-style model to general counseling, integrating proactive outreach and required appointments.	Increase equity in access to academic planning and support.	Higher counselors contact rates; improved program completion for disproportionately impacted students.	Fall 2025	Counseling, EOPS, Completion Coaches. (Student Senate)
Offer resume and interview workshops, job fairs, and support services for students nearing graduation specifically targeting Black & African American and Latinx.	Prepare students for employment while reinforcing urgency to complete their coursework.	70 % of graduating students completing a resume and mock interview; increased job placement tracking.	Spring 2026	Career Center, Job Developer, Counseling. (Ivan All Depts)
Transfer Awareness Campaigns: Host themed events like “Rep Your College Day,” multi-campus Transfer Seminars, and Zoom-recorded workshops specifically targeting Black & African American and Latinx.	Normalize the transfer conversation early and often for all students.	Increase in students identifying a transfer goal on SEPs; 30–35% increase in transfer workshop participation.	Fall 2025	Transfer Center, Categorical Programs, Marketing. (Ivan All Depts)
New Student Orientation Week: Launch orientation week with system-wide transfer information, university swag, and pathway awareness specifically targeting Black & African American and Latinx and their parents.	Equip students with early knowledge to support faster degree completion and transfer.	Increased completion rates among orientation participants.	Fall 2025	Counseling, Student Life, Orientation Team. (Ivan All Depts)
Launch “Grad Check Week” with preliminary checks at 30 units, counseling availability, and incentives like food or giveaways specifically targeting Black & African American and Latinx.	Ensure students meet graduation requirements and complete petitions on time.	10–15% increase in students submitting graduation petitions on time.	Spring 2026	Counseling, Categorical Programs, Completion Coaches. (Ivan All Depts)

Create videos and workshops on application strategies, resume prep, and employer expectations; integrate social media campaigns specifically targeting Black & African American and Latinx.	Build confidence and clarity around job searching for graduates.	Resume completion and job-seeking readiness surveys; employer engagement at workshops.	Spring 2026	Career Center, Marketing, Student Life Office. (Ivan All Depts)
Offer resume/CV, and other professional development workshops tailored towards STEM (STEM literacy, scientific communication, oral presentations, etc.)	Increase students' confidence and preparedness for post-completion endeavors	Student attendance, SARS Tracking	Ongoing	Krysten Audibert, Career Center (collaboration)
Explore early alert feature in Starfish for MESA students	Facilitate early intervention efforts with MESA students before the end of the semester in order to connect them with applicable resources and support	Starfish	Summer 2025, ongoing	Krysten Audibert
MESA counseling campaigns	Work with counseling to implement targeted campaigns to schedule counseling appointments for MESA students	Increase the number of counseling appointments and updated educational plans for MESA students	Summer 2025, ongoing	Krysten Audibert, Counseling (Ivan, Ernesto)
Continue developing partnerships with business/industry partners	Build workforce and networking pathways for MESA students upon graduation	Establishment of STEM/MESA Industry Advisory Council	Summer 2025, ongoing	Krysten Audibert
Explore ways to beautify the campus in a representative way through culturally	Foster Sense of Belonging & Community	Increase in survey scores on questions related to "sense of belonging" and "campus pride" in annual climate surveys. •	Spring 2026	Mike Strong

responsive murals and other public art projects.		Attendance numbers for art unveiling ceremonies and related events. • Number of campus clubs or academic departments that formally use the artwork as a backdrop or meeting point for events.		
To enhance support, representation, and a sense of belonging for DI students at Crafton Hills College by securing on campus internships in the Multicultural Center	A completed DSIG application, by **June 30th deadline**.	Number of students place in internships.	Spring 2026	Ericka Paddock

SECTION 10: METRIC – TRANSFERRED to A FOUR-YEAR COLLEGE

			Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
DI Student Population	**% of Students for Baseline Year**	**# of Students for Baseline Year**	**% of Increase Needed to Eliminate D**	**# of Students Needed to Eliminate DI**	**% of Increase Needed to Fully Close Equity Gap**	**# of Students Needed to Fully Close Equity Gap**
Transferred to a Four-Year- DI Student Populations						
First Generation	24.2%	63	4.8%	13	9.9%	26
White Male	21.6%	24	2.7%	3	10.4%	12

Transfer Definition: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.

ACTIVITY	OBJECTIVE	MEASUARABLE OUTCOMES	TIMELINE	RESPONSIBLE PARTY
Strengthen academic counseling and transfer counseling	Increase awareness of transfer pathways for first gen and male students	15% increase in first gen and male student appointments with transfer counselors - 10% increase in completion of transfer applications	Each semester	Transfer Center, Counseling
Offer financial aid literacy and scholarship support for transfer students	Reduce financial barriers to university enrollment	20% increase in FAFSA completion and scholarship applications for transfer-bound students - 10% increase in first gen and male students receiving transfer scholarships	Ongoing	Financial Aid, Student Equity
Create 1-minute, short YouTube videos on how to use self-service and programs that students often utilize	Be responsive to students' needs by providing technical assistance with tools they are using.	Create 5 videos on using self-service, how to access your online course, etc.	Summer 2025	New Counseling Model Committee, Counseling, Transfer Center, Completion Coaches

Create videos by Completion Coaches related to students' unit-based progress (0-14, 15-29, 30-44, 45-59, 60+) - what to expect, tips, timelines, etc.	Be responsive to students' experience by providing peer-to-peer advice as students' progress in their academic goals - what to expect, tips, timelines, etc.	Create 10 videos: 0-14, 15-29, 30-44, 45-59, 60+, It's time to apply for transfer, UCTAG, CC Intro video, What's Next? Transition from CHC to the University	Fall 2025	New Counseling Model Committee, Transfer Center, Career Center, Completion Coaches
Create website with FAQs based on unit load	Help students become informed: Empower students by providing FAQs based on unit load completion	Minimum 5 questions per unit completion: 0-14, 15-29, 30-44, 45-59, 60+	Fall 2025	New Counseling Model Community, Transfer Center, Career Center, Completion Coaches
Provide UTCC staff professional development around being race conscious	Be Race-Conscious: Train staff on culturally relevant practices to better-serve students of color	Invite Professor Danae Hart to provide a workshop to UTCC staff about implicit bias and microaggressions and how it affects our services to students.	Spring 2025	Mariana Macamay, Professor Danae Hart
Ask Universities to bring campus-based resources for students of color when they visit Crafton to meet with students (ex. clubs, organizations, scholarships, etc.)	Be Intrusive: connect students of color to resources and opportunities at 4-year institutions	Number of visiting universities that bring specific resources/representatives for students of color during their campus visits to Crafton Hills College.	Ongoing (Annually)	Transfer Center Coordinator
Implement the CSUSB MOU for transfer and target African American and Black & Latinx student by expanding awareness of the program.	Increase student awareness of the program through a marketing campaign and in reach efforts by our Completion Coaches. Partner with our Outreach team to promote the program with graduation high school seniors and school partners.	35% in graduating seniors will know about the Coyotes on the Horizon MOU with CSUSB	Fall 2025	Completion Coaches and Outreach Team
Increase coaching and guidance activities for students to best prepare themselves for developing competitive applications	Increase students' chances for transferring to their desired destination	75% of students with at least 45 units will be added to the Transfer Canvas page and 35% of students with at least 45 units will attend at least one transfer workshop during the Fall and Spring semester.	Fall 2025	Counseling / Transfer center
Hang posters of pathways in hallways of CCR (have them	Increase student awareness of	Number of students who report increased	End of Fall Term	Counseling and Marketing Breanna Brighton

formatted in fun and student friendly manner... like a board game)	academic pathways and help students understand their options and are aware how to accomplish their goals.	understanding of pathways and how to achieve their goals (measured through surveys or focus groups).		
Increase training for Library Support Staff to complete Certificate Program	Ensure affordable access to college with a ZTC Library pathway	Number of staff enrolled in the Library Support Staff Certificate Program.	Annually (Program Launch & Ongoing Recruitment)	Librarians Krista Ivy, Karol McCool, Ashley Montes, Natalie Lopez
Continue partnership with all student support services (financial aid, Transfer Center, Career Center, Basic Needs, EOPS, etc.)	Increase MESA students' awareness of available resources, minimizing duplicated efforts to support special population students	Partnering/collaborating for specific events, activities, and other efforts	Ongoing	Krysten, Student Service Managers, and staff
Webpage development for STEM Center and MESA Program	Increase STEM student awareness of information related to transfer, including STEM transfer pathways & requirements, and available campus resources	Make individual edits and then collaborate with Kristi to reimage webpage	Ongoing	Krysten Audibert, Kristi Simmons, University Transfer Center
Host university representatives in STEM/MESA Center	Increase MESA student awareness of STEM programs at various 4-year universities, increase accessibility to university council	Have 3-4 universities facilitate tabling or informational sessions near/in the STEM/MESA Center	Spring 2025, ongoing	Krysten Audibert, University Transfer Center
Design STEM degree to career visuals (electronic and printed)	Demonstrate the versatility of different STEM degrees and career pathways for students upon graduation	Make visuals available in STEM/MESA Center and include in MESA student handbook and STEM/MESA newsletter	Summer 2025, ongoing	Krysten Audibert, Print Shop

SECTION 11: METRIC – INTENSIVE FOCUS ON POPULATION (S) EXPEREINCE DISPROPORTATINATE IMPACT (DI)

Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)

- African American/ Black Students

a. Current Challenges/Barriers Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college? (2500 characters max)

The following analysis, based on institutional data, identifies current challenges and barriers Crafton Hills College faces in its efforts to support student equity. This assessment is based on a review of the college's progress in meeting key metrics related to African American/Black and Hispanic/Latinx student success, as outlined in the Student Equity Plan.

- **For African American/Black students:**
  - **Persistence:** A significant challenge is retaining African American/Black students from the fall to the spring semester.
  - **Degree or certificate attainment:** The college is increasing the number of African American/Black students obtaining degrees or certificates.

Crafton Hills College is committed to addressing the challenges in supporting African American/Black students, particularly in the areas of persistence and degree/certificate attainment. The college will be conducting further investigation into the underlying causes of these challenges to develop and implement effective strategies for improvement.

b. Action Plan

To effectively address and overcome these challenges, Crafton Hills College will implement a comprehensive action plan with the following key strategies:

3. **Enhanced Support Services:**

   - The college will expand and enhance support services specifically designed to address the needs of African American/Black students.
   - This will include targeted outreach for tutoring, mentoring programs, and academic counseling, with a focus on culturally relevant approaches.

4. **Academic Support and Intervention:**

   - The college will implement targeted early alert to identify African American/Black students who are struggling academically and provide timely interventions.
   - Supplemental instruction and targeted tutoring will be expand in courses with high rates of failure among African American/Black students.

4. **Foster a Sense of Belonging:**

    - The college will create a more inclusive and welcoming campus environment for African American/Black students.
    - This will involve:
        - Providing cultural competency training for faculty and staff
        - Establishing student support groups and organizations
        - Celebrating Black history and culture through campus events

Collaboration Between Academic and Student Affairs

These strategies will be implemented through close collaboration between Instruction and Student Affairs.

- Instruction will be responsible for implementing changes to curriculum, instruction, and academic support.
- Student Affairs will focus on providing holistic support services, promoting a sense of belonging, and addressing students' non-academic needs.

Measures of Success

Success will be measured by tracking improvements in the following metrics:

- Increased fall-to-spring persistence rates for African American/Black students.
- Increased degree and certificate completion rates for African American/Black students.
- Improved student satisfaction and sense of belonging among African American/Black students, as measured through surveys and focus groups.

Resources, Structures, and Support

To effectively accomplish this action plan, Crafton Hills College will leverage the following resources, structures, and support:

- **Existing Funding:** The college will allocate existing funding from the Student Equity and Achievement Program, as well as other sources, to support these initiatives.
- **Grant Funding:** The college will seek external grant funding to expand and enhance these efforts.
- **Institutional Effectiveness:** The Office of Institutional Effectiveness will play a key role in data collection, analysis, and evaluation to ensure that the strategies are effective, and data driven.
- **Faculty and Staff Expertise:** The college will utilize the expertise of faculty and staff across Academic and Student Affairs, including counselors, instructors, and student support professionals.
- **Community Partnerships:** The college will partner with community organizations and agencies to provide additional resources and support to African American/Black students.

SECTION 12: STUDENT EDUCATION PLANS

COMPREHENSIVE STUDENT EDUCATION PLANS					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan **by end of First Primary Term**	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Primary Term**	# of Students who Received a Comprehensive Ed Plan **by end of First Academic Year**	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Academic Year**
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	1,319	468	35%	549	42%
Spring 2023 Cohort (Comprehensive Ed	632	171	27%	214	34%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	1,469	473	32%	536	36%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	820	183	22%	202	25%

7. Summarize key strategies to continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year.

At Crafton Hills College, we have implemented a Student Success Team model that intentionally incorporates Completion Coaches to proactively ensure disproportionately impacted (DI) students receive a comprehensive education plan early in their academic journey. This model is aligned with our equity-focused Unit-Based Counseling structure, which organizes students into caseloads by unit ranges to ensure targeted support at critical milestones.

Leveraging Starfish, our Completion Coaches identify students who have not yet completed a comprehensive educational plan. We collaborate with our Office of Institutional Effectiveness to disaggregate this data by race, ethnicity, and other equity metrics to ensure DI students are

prioritized in our outreach efforts. Campaigns are then launched by the Counseling Department during designated periods throughout the semester.

During these campaigns, Completion Coaches use a multi-tiered outreach strategy, including emails, phone calls, and text messages, to contact students who are missing an educational plan. These efforts begin with DI students and continue until all students in this group have been contacted at least twice before expanding outreach to the broader student population. Outreach efforts are warm, student-centered, and designed to reduce barriers to scheduling counseling appointments, following scripts that highlight the importance of planning and affirm the student's progress and potential.

This initiative-taking model represents a structural shift away from a traditional, student-initiated counseling approach. By embedding Completion Coaches in our Student Success Teams and using milestone-based data, we are transforming educational planning from a one-time transactional activity into a high-touch, equity-minded intervention. As a result, we've seen a significant increase in early comprehensive education plans, especially among DI students, with 88% of our total student population having completed plans by Fall 2024.

Crafton Hills College remains committed to closing equity gaps and ensuring every student, especially those historically underserved, receives timely and comprehensive guidance to reach their educational goals.

8. Summarize key strategies to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

Crafton Hills College has restructured its counseling services through the implementation of a Unit-Based Counseling Model designed to ensure all students, and DI students in particular, regardless of background, major, or goal, receive a comprehensive education plan early in their academic journey. This structural shift organizes students into caseloads based on unit completion (e.g., 0–14 units, 15–29 units, etc.), allowing Counseling Faculty and Completion Coaches to deliver timely, personalized guidance that aligns with a student's academic progress and career goals.

To promote early educational planning, our Completion Coaches initiate targeted campaigns each semester using Starfish data to identify students without a comprehensive plan. These campaigns involve multi-touchpoint outreach (text, email, and phone) that continues until students are scheduled with a counselor. While initial efforts prioritize DI populations, these campaigns expand

to serve the entire student body once equity benchmarks are met. This model ensures a scaled approach that is both equity-driven and inclusive.

Beyond outreach, the college integrates education planning into its onboarding experience, including within Summer Bridge cohorts and categorical programs. Our SOAR student onboarding process includes structured education plan development, and follow-up counseling appointments are scheduled to revisit and update these plans as students advance.

To maintain momentum, students are re-engaged at key academic milestones: undeclared students receive major exploration support between 15–30 units; transfer-intending students are encouraged to complete IGETC or CSU GE certifications between 30–45 units; and those nearing 60 units receive outreach for graduation checks. Our counselors also collaborate with instructional faculty, completion coaches, and career services to integrate career exploration into planning conversations, ensuring plans reflect long-term employment and transfer goals.

Through these intentional strategies, rooted in structure, accountability, and equity, Crafton Hills College is ensuring that all students are supported with timely, comprehensive planning that promotes academic momentum, enhances retention, and prepares them for successful transfer and career outcomes.

SECTION 13: VISION 2030 EQUITY ALIGNMENT AND COORDINATION

10. Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

Crafton Hills College will continue to implement and refine the following key strategies to align its SEA Program and equity-centered efforts with the local Guided Pathways framework:

- **Structural Integration:** To further institutionalize Guided Pathways and equity efforts, Crafton Hills College will integrate the Guided Pathways Taskforce's work within existing college committees. This strategic embedding of faculty leadership and the Taskforce's focus on aligning college-wide equity initiatives across Student Services and Instruction will ensure continuous integration and long-term sustainability of these critical efforts.
- **Collaborative Engagement:** Foster and expand cross-functional conversations among faculty, students, staff, and administrators to ensure that equity considerations are central to Guided Pathways planning and implementation.

- **CAPs Development and Integration:** Further develop and enhance Career and Academic Pathways (CAPs), ensuring they are used and integrated throughout the student experience, from application to program selection.
- **Program Mapping for Equity:** Continue to create and refine three- and two-year program maps within CAPs, with a specific focus on designing clear pathways that address and mitigate equity gaps for African American/Black and Hispanic/Latinx students, leading to improved completion and transfer rates.
- **Targeted Career Exploration Tools:** Expand the use of career services within Guided Pathways to provide targeted career exploration support for African American/Black and Hispanic/Latinx students, leveraging its assessments and labor market information.
- **Career Center Alignment:** Ensure the Career Center's resources, including the MBTI and Strong/Holland Interest Inventory, are strategically integrated with Guided Pathways initiatives to support early and equitable career pathway identification.
- **Data-Driven Monitoring:** Continue to regularly monitor and update institutional metrics and Guided Pathways workplans to track progress on both Guided Pathways implementation and the reduction of equity gaps. This data will inform future actions and adjustments.

11. STUDENT FINANCIAL AID ADMINISTRATION

Crafton Hills College employs a comprehensive approach to maximize financial aid receipt and FAFSA completion, particularly among disproportionately impacted students. Our strategies are to proactively engage students, streamline processes, and provide ongoing support.

Strategies to Increase FAFSA Participation and Completion:

1. **Proactive Outreach via Import Process:** We will enhance our import process to identify students who have submitted a FAFSA but have not yet applied to Crafton Hills College. These students will receive targeted emails and text encouraging them to complete the application process, linking FAFSA completion to enrollment.
2. **Expanded FAFSA and Dream Act Lab Support:** Beginning Fall 2025, we will offer increased FAFSA and Dream Act application lab sessions in the evening. To accommodate working students and peak demand, our computer lab will be open two evenings a week, providing readily accessible technology and assistance for students to complete their applications.
3. **Extended and Targeted Communication Timeline:** We are revising our communication timeline for Fall financial aid. Automated emails will commence in March and continue through July, ensuring all students, including those making later enrollment decisions, receive timely reminders and information regarding FAFSA completion and potential aid. This extended outreach aims to close the communication gap between April and August.

Strategies to Increase Pell Grant Recipient Participation and Completion:

1. **Expedited Processing through Self-Service and Auto-Packaging:** Building upon our efforts to increase overall FAFSA participation, we will continue to leverage real-time self-service capabilities and auto-packaging. The annual setup for self-service will begin in

mid-Fall to ensure a smooth launch for the following academic year (early to mid-March), expediting the financial aid process for potential Pell Grant recipients.

2. **Streamlined Term Dismissal Appeals:** We will continue our close collaboration with Counseling to maintain a high approval rate for Term Dismissal Appeals, allowing eligible students to remain on financial aid during their final semesters. To further support this, we will implement a streamlined process utilizing a Laserfiche form and workflow.
3. **Increased Awareness and Decentralized Outreach:** Financial Aid will actively participate in presentations to Counseling and other departments to enhance campus-wide understanding of Satisfactory Academic Progress (SAP) and financial aid procedures. To better serve our diverse student population and community, outreach responsibilities will be distributed among two Financial Aid Coordinators.

Additional Aid for Students:

Yes, Crafton Hills College will provide additional aid beyond Federal Financial Aid and Pell Grants. This includes various State Aid programs such as Cal Grant, Student Success Completion Grant, Chafee Grant, Dreamer Service Incentive Grant (DSIG), State Fiscal Recovery Funds (SFRF), Emergency Financial Aid – Supplemental (Dreamers), Cal Kids, and Golden State Grants. We also administer scholarships, including Foundation scholarships, Federal Work-Study, and Federal Direct Loans.

12. STUDENTS WITH DISABILITIES (DSPS)

Crafton Hills College Student Accessibility Services (SAS) proactively addresses disproportionate impact and aligns with Student Equity Plan goals through a multi-faceted approach:

- **Universal Design for Learning (UDL) and Faculty Training:** SAS will continue and expand its provision of one-on-one training to instructional faculty on creating ADA-compliant course content. This emphasis on UDL principles aims to proactively eliminate barriers to access. By ensuring all course materials are accessible from the outset (via live captioning, transcription, etc.), SAS reduces the likelihood of students with disabilities experiencing disproportionate impact in their academic progress. Funding from the DECT grant will remain crucial in supporting this effort.
- **Assistive Technology and Support:** In partnership with TESS, SAS will ensure that students have access to a range of assistive technologies (e.g., Kurzweil, JAWS, ZoomText). This ongoing support is critical in mitigating disparities in access to educational resources and promoting equitable learning outcomes. SAS will work to identify and address any gaps in technology access or training that may disproportionately affect specific groups of students with disabilities.
- **Proactive Transition Support:** The annual Parent-Student Transition to College Night will be continued and enhanced. This event is designed to proactively inform prospective Crafton Hills College students with disabilities (and their parents) about their rights, available accommodations, assistive technology, and support services. By providing this information early, SAS aims to empower students and facilitate a smoother transition, reducing potential barriers to enrollment and success.

- **Outreach and Collaboration:** SAS will maintain and strengthen its partnerships with the Outreach Department and East Valley Special Education Local Plan Area (EV SELPA (EV SELPA). These collaborations are essential for proactively identifying and supporting students with disabilities as they transition to college. By conducting presentations at local high schools and working closely with EV SELPA, SAS seeks to ensure that students are aware of the services and accommodations available to them, thereby reducing disproportionate impact in enrollment and persistence.
- **Data Analysis and Targeted Interventions:** SAS will work with the college's research and planning department to analyze data on the academic outcomes of students with disabilities, with a focus on identifying any disproportionately impacted subgroups. This data-driven approach will allow SAS to develop and implement targeted interventions and support services to address specific equity gaps and ensure that all students with disabilities have an equal opportunity to succeed. This aligns directly with the Student Equity Plan's goals of identifying and eliminating disproportionate impact.

13. EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

Crafton Hills College's EOPS and CalWORKs programs proactively support efforts to eliminate disproportionate impact and meet the goals of the Student Equity Plan through a combination of targeted services, advocacy, data-driven practices, and collaboration. These programs recognize that students from disadvantaged backgrounds often face systemic barriers to academic success, and they implement strategies to address these challenges directly.

This program goes beyond traditional support services by:

- **Intensive Counseling and Advising:** EOPS counselors work closely with students to develop personalized educational plans, address academic challenges, and provide ongoing support. This includes academic, career, and personal counseling to help students navigate college and achieve their goals.
- **Priority Enrollment:** EOPS students often receive priority enrollment, which allows them to access the courses they need to progress in their academic programs, reducing delays and promoting timely completion.
- **Supplemental Financial Assistance:** EOPS may provide grants, book vouchers, and other forms of financial assistance to help students cover the costs of education, reducing financial barriers to access and success.
- **Transfer Assistance:** EOPS actively supports students who plan to transfer to four-year universities by providing guidance on transfer requirements, application processes, and university resources.
- **Personalized Support Services:** Recognizing the diverse needs of its students, EOPS offers a range of personalized support services, including tutoring, workshops, and referrals to other campus and community resources.

California Work Opportunity and Responsibility to Kids (CalWORKs)

The CalWORKs program at Crafton Hills College specifically supports students who are receiving public assistance, helping them to achieve self-sufficiency through education and employment. This program addresses disproportionate impact by:

- **Educational Planning:** CalWORKs staff work with students to develop educational plans that align with their career goals and CalWORKs requirements, ensuring they are on a path to economic self-sufficiency.
- **Work-Study and Job Placement Assistance:** CalWORKs aids with finding work-study opportunities and job placements, giving students valuable work experience, and helping them transition into the workforce.
- **Support Services:** CalWORKs students have access to a variety of support services, including counseling, childcare assistance, and transportation assistance, which help them balance their education with work and family responsibilities.
- **Coordination with County Agencies:** The program works closely with county social services agencies to ensure that students receive the support they need to meet both their educational and CalWORKs requirements.

Overarching Strategies and Alignment with Student Equity Plan

Both EOPS and CalWORKs at Crafton Hills College employ several overarching strategies that align with the goals of the Student Equity Plan:

- **Proactive Outreach and Recruitment:** These programs actively reach out to and recruit students from disproportionately impacted communities, providing them with information about the support services available and encouraging them to enroll in college.
- **Holistic Support:** EOPS and CalWORKs provide holistic support that addresses the academic, financial, and personal needs of students, recognizing that these factors are interconnected and can affect student success.
- **Equity-Minded Practices:** Faculty and staff in these programs are trained in equity-minded practices, which means they are aware of the systemic barriers that students face and are committed to creating a more equitable and inclusive campus environment.
- **Data-Driven Evaluation:** EOPS and CalWORKs programs collect and analyze data on student outcomes to assess the effectiveness of their services and identify areas where improvements can be made, ensuring that their efforts are aligned with the Student Equity Plan.

Crafton Hills College's EOPS and CalWORKs programs serve as critical components of the college's strategy to eliminate disproportionate impact. By providing targeted and comprehensive support to students from disadvantaged backgrounds, these programs empower them to overcome barriers, achieve their academic goals, and contribute to the success of the college and the wider community.

14. NextUp/FOSTER YOUTH

The NextUp program at Crafton Hills College provides specialized support to current and former foster youth. This program acknowledges the unique challenges faced by these students, who often

lack stable housing, financial resources, and family support. NextUp aims to mitigate the disproportionate impact these challenges can have on their academic success by providing:

- **Dedicated Counseling and Support:** NextUp students receive personalized counseling and support from staff who understand the complexities of their experiences. This includes help with academic planning, personal counseling, and navigating college resources, with a focus on the specific needs of foster youth.
- **Financial Assistance:** NextUp provides financial support for essential needs such as food, transportation, and textbooks, helping to alleviate the financial strain that can hinder academic progress. This assistance is tailored to the unpredictable financial situations often faced by foster youth.
- **Housing Support:** Recognizing the instability many foster youth face, NextUp assists students in finding and maintaining stable housing, which is crucial for their ability to focus on their education. This focused support distinguishes NextUp from programs that may offer broader financial aid.
- **Wrap-Around Services:** NextUp connects students with a range of wrap-around services, including mental health support, healthcare referrals, and legal aid, addressing their holistic needs and promoting their overall well-being. These services are particularly critical for foster youth who may lack traditional family support systems.
- **Independent Living Skills Development:** The program offers workshops and training to help students develop essential independent living skills, such as budgeting, cooking, and time management, which are critical for their success in college and beyond. This focus on life skills development is a key differentiator.

NextUp at Crafton Hills College employs several overarching strategies that align with the goals of the Student Equity Plan:

- **Targeted Outreach and Recruitment of Foster Youth:** The program actively reaches out to and recruits current and former foster youth, providing them with information about the specialized support services available and encouraging them to enroll in college. This outreach is specific to the foster youth population.
- **Holistic Support with a Foster Youth Lens:** NextUp provides holistic support that addresses the academic, financial, and personal needs of students, recognizing that these factors are interconnected and can affect student success. The program's approach is tailored to the unique circumstances and challenges of foster youth.
- **Equity-Minded Practices with Foster Youth Expertise:** Staff in the program are trained in equity-minded practices, with a deep understanding of the systemic barriers that foster youth face. They are committed to creating a more equitable and inclusive campus environment that acknowledges and addresses these specific challenges.
- **Data-Driven Evaluation Focused on Foster Youth Outcomes:** The program collects and analyzes data on student outcomes, specifically for foster youth, to assess the effectiveness of its services and identify areas where improvements can be made, ensuring that its efforts are aligned with the Student Equity Plan and effectively serving this population.

Crafton Hills College's NextUp program serves as a critical component of the college's strategy to eliminate disproportionate impact. By providing targeted and comprehensive support to students

from disadvantaged backgrounds, specifically foster youth, the program empowers them to overcome barriers, achieve their academic goals, and contribute to the success of the college and the wider community.

15. PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

Crafton Hills College is dedicated to supporting veterans, active-duty military personnel, and their dependents. The college's Veterans Resource Center (VRC) plays a crucial role in helping these students transition from military service to civilian life and achieve their educational goals. While veterans may not always be explicitly identified as a "disproportionately impacted group" in the same way as some other student populations, they can face unique challenges that may hinder their academic success. Crafton Hills College's Veterans-centered program, primarily through the VRC, proactively supports efforts to address these challenges and aligns with the Student Equity Plan in the following ways:

1. Addressing Unique Challenges Faced by Veterans

- **Transition to Civilian Life:** Veterans often experience a significant cultural shift when transitioning from the structured military environment to the academic world. The VRC provides support to help them navigate this transition, including adapting to college policies, classroom dynamics, and academic expectations.
- **Mental Health and Well-being:** Veterans may face mental health challenges such as post-traumatic stress disorder (PTSD), anxiety, and depression, which can affect their academic performance. The VRC offers on-site support groups and referrals to community resources to ensure students receive the support they need.
- **Financial Stability:** While many veterans receive educational benefits, they may still experience financial challenges related to housing, family responsibilities, and adjusting to civilian employment. The VRC assists students with accessing financial aid, basic needs support, VA benefits, and other resources to promote their financial stability.

2. How the Veterans Program Supports Student Equity Plan Goals

- **Increasing Access:** The VRC actively reaches out to veterans in the community, providing information about college programs, support services, and VA educational benefits. This initiative-taking approach increases access to higher education for a population that may not otherwise pursue it.
- **Improving Retention:** By providing comprehensive support services that address the unique challenges faced by veterans, the VRC helps these students stay enrolled and persist toward their academic goals. This includes ongoing counseling, peer support, and early intervention when students are struggling.
- **Promoting Completion:** The VRC works closely with veteran students to develop clear educational plans, monitor their progress, and provide guidance on degree and certificate requirements. This support helps veterans stay on track and complete their academic programs in a timely manner.

3. Key Strategies and Services

The Crafton Hills College Veterans Resource Center employs several key strategies and Services to support veteran student success:

- **Centralized Support Services:** The VRC integrates a wide range of services in one location, making it easier for veterans to access the support they need. These services include:
    - VA benefits processing and certification
    - Academic counseling and advising
    - Career exploration and guidance
    - Mental health counseling (on-site) and referrals
    - Community referrals and resources
    - Personal and professional development workshops
    - Study center and computer lab access.
- **Proactive Outreach and Advocacy:** The VRC actively reaches out to prospective and current veteran students to ensure they are aware of the available resources and support. The VRC also advocates for the needs of veteran students within the college and the community.
- **Collaboration and Partnerships:** The VRC collaborates with other campus departments, such as Admissions and Records, Counseling, and Financial Aid, as well as community organizations and government agencies, to provide comprehensive support to veteran students.
- **Peer Support and Community Building:** The VRC fosters a sense of community among veteran students, providing opportunities for them to connect with each other, share their experiences, and support one another. This peer support network is invaluable in helping veterans adjust to college life.

By addressing the unique needs of veteran students and aligning its services with the goals of the Student Equity Plan, Crafton Hills College is committed to ensuring that veterans can achieve their full academic potential.

16. JUSTICE-IMPACTED STUDENTS

Crafton Hills College is committed to supporting the success of justice-impacted students and recognizes the unique barriers they face in accessing and succeeding in higher education. The college will implement the following strategies:

- **Rising Scholars Program:** The college is establishing a Rising Scholars grant, which will provide holistic support to justice-impacted students. This program will offer a range of services designed to address their specific needs and promote their academic success.
- **Identification and Targeted Outreach:** The college has established a system for identifying justice-impacted students on campus. This will allow for targeted outreach to connect these students with appropriate resources and support services.

- **On-Campus Support Network:** The college will create a support network on campus for justice-impacted students, connecting them with mentors, peer support groups, and other resources.

17. LOW-INCOME ADULTS

Crafton Hills College is committed to increasing access and success for low-income adult learners, particularly those within disproportionately impacted student populations identified in the Student Equity Plan. To achieve this, the college will implement the following key strategies:

1. Expanded Counseling Services:

- **Increased Counseling Hours:** The college has increased adjunct counseling hours, providing adult learners with greater access to academic, career, and personal counseling. This expansion aims to support their unique needs and challenges.

2. Enhanced Evening Services:

- **Extended Evening Service Hours:** Recognizing that many adult learners are working students, the college has extended evening services to two nights a week for the entire Student Services division. This will allow adult learners to access essential support services outside of traditional daytime hours.

3. Holistic Support Services:

- The college will provide comprehensive support services that address the diverse needs of low-income adult learners. These services may include:
    - Financial aid assistance and resources
    - Tutoring and academic support
    - Career counseling and job placement services
    - Basic needs support (e.g., food, housing)

4. Targeted Outreach and Recruitment:

- The college will implement targeted outreach and recruitment strategies to connect with low-income adult learners in the community, particularly those from disproportionately impacted populations. This may include:
    - Partnerships with community organizations and agencies
    - Information sessions at community centers and workplaces
    - Marketing materials that highlight the college's support services for adult learners.

5. Data Analysis and Evaluation:

- The college will collect and analyze data on the access, retention, and success of low-income adult learners, including disproportionately impacted groups. This data will be

used to evaluate the effectiveness of these strategies and inform ongoing efforts to improve services and outcomes.

18. CREDIT FOR PRIOR LEARNING

Crafton Hills College recognizes that Credit for Prior Learning (CPL) can be a valuable tool for adult learners, particularly those from disproportionately impacted populations, by acknowledging and awarding college credit for knowledge and skills acquired outside of traditional academic settings. The college is committed to expanding CPL in an equitable manner by implementing the following strategies:

- **Professional Development:** The college is investing in professional development for faculty and staff to enhance their understanding of CPL best practices, assessment methodologies, and the needs of diverse learners. This training will ensure that CPL is implemented consistently and effectively across all programs.
- **Outreach and Awareness:** The college will conduct targeted outreach to low-income adult learners, especially those from disproportionately impacted populations, to raise awareness of CPL options and benefits. This will include information sessions, workshops, and marketing materials that highlight the potential for CPL to accelerate their academic progress and reduce the cost of education.
- **Accessibility:** The college will work to make the CPL process accessible to all students, regardless of their socioeconomic background. This may involve minimizing fees, providing support services to help students document their prior learning, and exploring alternative assessment methods.
- **Equitable Assessment:** The college will employ a variety of assessment methods to evaluate prior learning, including portfolio assessment, challenge exams, and industry certifications. These methods will be evaluated for cultural relevance and bias to ensure that all students have an equal opportunity to demonstrate their knowledge and skills.
- **Support Services:** The college will provide support services to help students navigate the CPL process, including guidance on documenting prior learning, preparing portfolios, and accessing assessment resources. These services will be tailored to the specific needs of adult learners, including those from disproportionately impacted populations.
- **Data Tracking and Evaluation:** The college will track data on CPL participation and outcomes, disaggregated by student demographics, to monitor the effectiveness of these strategies and identify any disparities. This data will be used to inform ongoing efforts to improve CPL policies and practices and ensure equitable access and success for all students.

19. Dual Enrollment

Crafton Hills College is committed to the equitable expansion of dual enrollment opportunities, recognizing its potential to increase college access and success for disproportionately impacted student populations. The college is currently participating in an Institutional Effectiveness grant to scale its dual enrollment program and will implement the following strategies:

- **Strategic Partnerships with High Schools:** The college will establish and strengthen partnerships with local high schools, particularly those serving a high proportion of students from disproportionately impacted groups. This will involve clear pathways for high school students to transition into college.
- **Targeted Outreach and Recruitment:** The college will conduct targeted outreach to high school students, especially African American/ Black and Hispanic/Latinx students, to promote the benefits of dual enrollment and provide them with the information and support they need to participate.
- **Faculty Support and Development:** The college will provide training and support to faculty members who teach dual enrollment courses, ensuring they are prepared to meet the diverse needs of high school students and provide an engaging learning experience.
- **Counseling and Advising:** The college will provide counseling to dual enrollment students, both in high schools and on the college campus. This support will help them to select appropriate courses, navigate college systems, and plan for their future academic and career goals.
- **Data Tracking and Evaluation:** The college will continue collect and analyze data on dual enrollment participation and outcomes, disaggregated by student demographics, to monitor the effectiveness of these strategies and identify any disparities. This data will be used to inform ongoing efforts to improve dual enrollment policies and practices and ensure equitable access and success for all students.

20. STRONG WORKFORCE PROGRAM/PERKINS

Crafton Hills College's Student Equity and Achievement Program (SEAP) coordinates with the Strong Workforce Program (SWP) and Perkins Program through a deeply integrated approach designed to meet the goals of Vision 2030, particularly for disproportionately impacted (DI) students. This collaboration manifests in several keyways:

1. Integrated Support Services within Career Education:

- **SEAP-Funded Support in CE Programs:** SEAP funds support services like embedded tutoring, completion coaching, and enhanced counseling, which are strategically integrated into Career Education (CE) programs supported by SWP and Perkins funding. This ensures that DI students enrolled in career pathways receive targeted academic and holistic support.
- **Career Readiness Integration:** The collaboration directly enhances career readiness for DI students by braiding together academic support (SEAP), industry-relevant skills and experiences (SWP/Perkins), and targeted career guidance. This holistic approach equips DI students with the necessary skills, knowledge, and connections for successful transitions into the workforce.
- **Credit by Prior Learning (CPL):** By focusing on equitable access and completion, the combined efforts of SEAP, SWP, and Perkins can help DI students leverage prior learning for academic advancement and quicker pathways to credentials. SEAP's support services could assist DI students in navigating the CPL process, while SWP and Perkins' industry connections could inform the assessment of prior learning for relevant skills.

2. Enhanced Workforce Readiness Initiatives:

- **Complementary Program Efforts:** SWP and Perkins initiatives focus on providing work-based learning opportunities, developing industry-aligned curricula, and offering career exploration tools. SEAP efforts directly supplement these by implementing tools like PAIRIN for career assessments and expanding career advising services. This combined approach helps DI students connect their academic pursuits with tangible workforce outcomes, directly supporting Vision 2030's emphasis on workforce preparation and equitable economic mobility.

3. Data-Informed Equity Planning and Evaluation:

- **Shared Focus on Data Analysis:** All three programs share a commitment to data literacy and the analysis of disaggregated data. This allows SEAP, SWP, and Perkins teams to jointly monitor the progress of DI students within CE programs and make real-time adjustments to interventions based on evidence.
- **Equity Lens in Outcome Evaluation:** CHC prioritizes building institutional capacity to use data in equity planning. This ensures that the outcomes of CE programs, such as access to work-based learning, certificate and degree completion, and job placement rates, are specifically evaluated through an equity lens, allowing for targeted interventions where gaps persist for DI groups.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Farrah Farzaneh, Executive Director, Facilities Planning, Sustainability & Construction

DATE: November 13, 2025

SUBJECT: Consideration of Approval of Award Bid #CC01- 3608.08 and Contract to Bernard Bros., Inc of Ontario, CA

RECOMMENDATION

It is recommended that the Board of Trustees award **Bid #CC01-3608.08 – San Bernardino Valley College Career Pathways 2 – Allied Health & Aeronautics** project, and contract to Bernards Bros., Inc. of Ontario, CA in the amount of $56,136,000.00.

OVERVIEW

This project includes the construction of a new Aeronautics building, Allied Health building, Parking Lot and the demolition of existing Applied Technical Building. This project is a critical investment in the future of education and workforce development. These facilities will provide state-of-the-art spaces for programs in allied health, aeronautics, and technical training, fields that are essential to regional economic growth and student career readiness.

ANALYSIS

This project was advertised through outreach events, local newspapers, and PlanetBids. The District's prequalification process was utilized, and over 250 general contractors were notified at the time of issuance. The prequalification process was used to identify general contractors who have similar experience with this type of project in terms of size and complexity, exhibit financial stability, and support Board Policy 6610. Nine general contractors submitted prequalification packages, and all were deemed qualified.

A Notice Inviting Bids was publicly advertised on July 25, 2025, and the District received five responsive bids. On September 30, 2025, the project team, consisting of 1 DSO staff member, 2 program management team members, and 3 construction management team members, held an in-person meeting to review the bids for responsiveness. The lowest five responsive bids were the following:

Vendor	Total Bid
Bernards Bros., Inc. of Ontario, CA	$56,136,000.00
Icon West, Inc. of Los Angeles, CA	$58,719,000.00
Clark Construction Group of Los Angeles, CA	$60,200,909.00
Swinerton Builders of Santa Ana, CA	$63,130,000.00
Pinner Construction Co., Inc. of Anaheim, CA	$65,210,000.00

An analysis of the bids received indicates that Bernards Bros., Inc. of Ontario, CA is the lowest responsive bidder. In support of Board Policy 6610, Bernards Bros., Inc. included 41% local subcontractors in their bid, which meets the local business goal. Additionally, per the Community Benefits Agreement, the vendor will adhere to the 50% local hire requirement.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The costs will be included in the Bond Construction budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Heather M. Madole, Administrative Officer

DATE: November 13, 2025

SUBJECT: Approval of Board Annual Organizational Meeting Date

RECOMMENDATION

It is recommended that the Board of Trustees approve the date for the Board Annual Organizational Meeting to Friday, December 12, 2025, at 4:00 p.m.

OVERVIEW

The SBCCD Board of Trustees holds their Annual Organizational Meeting in December pursuant to Education Code. The purpose of the meeting is to elect, from its members, the Board Chair, Vice Chair, Clerk, and voting representative and alternate to the County Committee on School District Organization.

ANALYSIS

The governing board of each school district shall hold an annual organizational meeting. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the county superintendent of schools of the day and time selected.

The governing board of each community college district shall select one of its members to serve as its voting representative/elector at the annual meeting of school and community college district representatives (E.C. 4005). Each representative shall have one vote for each vacant position to be filled at the election of members to the County Committee on School District Organization (E.C. 3523 and 72403).

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

None.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Farrah Farzaneh, Executive Director, Facilities Planning, Construction, & Sustainability

DATE: November 13, 2025

SUBJECT: Consideration of Approval to Appoint Members to the Citizens Bond Oversight Committee

RECOMMENDATION

It is recommended that the Board of Trustees appoint the following as member to the San Bernardino Community College District's independent Citizens Bond Oversight Committee (CBOC) for Measures M and CC for a term of two years:

Candidate	Representative Group	Term Appointment
Danni Jean Black	Student	Appointment to Initial Term

OVERVIEW

After a bond measure authorized under Proposition 39 is passed, State law requires that a district appoint an independent CBOC consisting of at least seven members to represent the community. SBCCD's CBOC reviews the expenditures of Measure M and Measure CC funds.

All appointments to the CBOC are made by the Board of Trustees from applications submitted to SBCCD. Per the CBOC Bylaws, each member shall serve a term of two years, following the member's appointment by the Board. No member may serve more than three consecutive terms.

ANALYSIS

Upon appointment, each member will serve a term of two years. All candidates have indicated their willingness to comply with the Ethics Code contained in the CBOC Bylaws. Community members recommended for appointment are as follows.

- Danni Jean Black is proposed to serve as an enrolled student who is active in a community college support group. Currently serving as a student senator at Crafton Hills College and contributes to various student committees on campus.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The costs will be included in the Bond Construction budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Kevin Horan, President, CHC

PREPARED BY: Dr. Keith Wurtz, Vice President, Instruction, CHC

DATE: November 13, 2025

SUBJECT: Consideration of Approval of Curriculum - CHC

RECOMMENDATION

It is recommended that the Board of Trustees approve the CHC curriculum modifications.

OVERVIEW

The courses, certificates, and degrees at CHC are continually being revised and updated to reflect and meet student needs.

ANALYSIS

These courses, certificates, and degrees have been approved for addition, modification, and deletion by the Curriculum Committee of the Academic Senate and will be included in 2025-2026 College Catalog.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

None.

NEW COURSE

COURSE ID	COURSE TITLE
COUN 125	Strategies for Successful Transfer
DISCIPLINE:	Counseling
DEPARTMENT:	Counseling
CATALOG DESCRIPTION:	This course offers a comprehensive introduction to the transfer process. It provides an in-depth review of transfer requirements, admission procedures, major selection, and financial aid opportunities. Students will gain the necessary knowledge to make informed decisions regarding majors, public and private four-year institutions, and academic planning. The course is available as a Letter Grade or Pass/No Pass option.
SCHEDULE DESCRIPTION:	This course offers a comprehensive introduction to the transfer process. It provides an in-depth review of transfer requirements, admission procedures, major selection, and financial aid opportunities. Students will gain the necessary knowledge to make informed decisions regarding majors, public and private four-year institutions, and academic planning. The course is available as a Letter Grade or Pass/No Pass option.
STUDENT LEARNING OUTCOMES:	NEW
REQUISITES:	Departmental Recommendation: Eligibility for ENGL C1000
CONTACT HOURS:	16-18
TOTAL UNITS:	1
RATIONALE:	Over 90% of students indicate transferring to a university is why they have enrolled at Crafton Hills College. The transfer process is individual per university and system. This course is designed to clarify the process and amplify students' options for transfer. This course is associate degree applicable and transfers to CSU.
EQUATE:	Not currently equated with SBVC
EFFECTIVE:	Fall 2027

COURSE ID	COURSE TITLE
ETHS 139	African American Experiences in U.S. History from 1877
DISCIPLINE:	Ethnic Studies
Social and	Social and Cultural Studies
CATALOG DESCRIPTION:	This course details African American lived experiences by analyzing the political, social, and economic forces that have shaped the African American experience from after the period of Reconstruction to contemporary events. The course will outline historical events, figures, and primary sources to understand the impact

	of Reconstruction, the rise of Jim Crow, the Great Migration, the Harlem Renaissance, the Civil Rights Movement, Black liberation movements, anti-Blackness, and ongoing social issues impacting African American communities today.
SCHEDULE DESCRIPTION:	This course details African American lived experiences by analyzing the political, social, and economic forces that have shaped the African American experience from after the period of Reconstruction to contemporary events. The course will outline historical events, figures, and primary sources to understand the impact of Reconstruction, the rise of Jim Crow, the Great Migration, the Harlem Renaissance, the Civil Rights Movement, Black liberation movements, anti-Blackness, and ongoing social issues impacting African American communities today.
STUDENT LEARNING OUTCOMES:	NEW
REQUISITES:	None
CONTACT HOURS:	48-54
TOTAL STUDENT LEARNING HOURS:	144-162
TOTAL UNITS:	3
RATIONALE:	The course provides an in-depth analysis of African American history that many students have not had access to in their K-12 education. Students will explore a history of the United States that is centered around African American experiences and narratives. The course provides students interested in taking more Ethnic Studies coursework and those pursuing an AA-T in Social Justice: Ethnic Studies with more offerings to complete the degree timely. The course also provides History students completing an AA-T or AA in History with more course options.
EQUATE:	This course currently equates with HIST-139 at SBVC
EFFECTIVE:	Fall 2027

COURSE MODIFICATION

COURSE ID	COURSE TITLE
ARTH C1100	Survey of Art from Prehistory to the Medieval Era
CATALOG DESCRIPTION:	This course introduces students to visual art and architecture from prehistory to the medieval era with a focus on art from Europe, North Africa, and the near East. The course will further consider global interactions involving these regions.
SCHEDULE DESCRIPTION:	This course introduces students to visual art and architecture from prehistory to the medieval era with a focus on art from Europe, North Africa, and the near East. The course will further consider global interactions involving these regions.
STUDENT	New

LEARNING OUTCOMES:	
REQUISITES:	Departmental Recommendation: Eligibility for ENGL C1000
RATIONALE:	To modify the common course numbering
EQUATE:	Course currently equates with Art-100 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
ARTH C1100H	Survey of Art from Prehistory to the Medieval Era - Honors
CATALOG DESCRIPTION:	This course introduces students to visual art and architecture from prehistory to the medieval era with a focus on art from Europe, North Africa, and the near East. The course will further consider global interactions involving these regions. This is an honors course.
SCHEDULE DESCRIPTION:	This course introduces students to visual art and architecture from prehistory to the medieval era with a focus on art from Europe, North Africa, and the near East. The course will further consider global interactions involving these regions. This is an honors course.
STUDENT LEARNING OUTCOMES:	No Change
REQUISITES:	Prerequisite: Acceptance into the College Honors Institute
RATIONALE:	To modify the common course numbering
EQUATE:	Course currently equates with Art-100 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
ARTH C1200	Survey of Art from the Renaissance to Contemporary
CATALOG DESCRIPTION:	This course provides an overview of art and architecture from the Renaissance to the contemporary period with a focus on art from Europe. The course will further consider global interactions involving this region.
SCHEDULE DESCRIPTION:	This course provides an overview of art and architecture from the Renaissance to the contemporary period with a focus on art from Europe. The course will further consider global interactions involving this region.
STUDENT LEARNING OUTCOMES:	No Change
REQUISITES:	Departmental Recommendation: Eligibility for ENGL C1000
RATIONALE:	To modify the common course numbering
EQUATE:	Course currently equates with Art-102 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
ARTH C1200H	Survey of Art from the Renaissance to Contemporary - Honors
STUDENT LEARNING OUTCOMES:	No Change
REQUISITES:	No Change
RATIONALE:	To modify the common course numbering
EQUATE:	Course currently equates with Art-102H at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
CDEV C1000	Child Growth and Development
CATALOG DESCRIPTION:	Students examine the progression of development in the physical, cognitive, social, and emotional domains and identify developmental milestones for children from conception through adolescence. Emphasis is on interactions between biological processes, environmental, and cultural factors. Students may engage in various methods of observing children's development to evaluate individual differences and analyze development characteristics at various stages according to developmental theories.
STUDENT LEARNING OUTCOMES:	New
RATIONALE:	Common course numbering update.
EQUATE:	Course currently equates with CD-105 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
CDEV C1000H	Child Growth and Development - Honors
CATALOG DESCRIPTION:	Students examine the progression of development in the physical, cognitive, social, and emotional domains and identify developmental milestones for children from conception through adolescence. Emphasis is on interactions between biological processes, environmental, and cultural factors. Students may engage in various methods of observing children's development to evaluate individual differences and analyze development characteristics at various stages according to developmental theories. This is an honors course.
SCHEDULE DESCRIPTION:	Students examine the progression of development in the physical, cognitive, social, and emotional domains and identify developmental milestones for children from conception through adolescence. Emphasis is on interactions between biological processes, environmental, and cultural factors. Students may

	engage in various methods of observing children's development to evaluate individual differences and analyze development characteristics at various stages according to developmental theories. This is an honors course.
STUDENT LEARNING OUTCOMES:	No Change
REQUISITES:	Prerequisite: Acceptance into the College Honors Institute
RATIONALE:	Common course numbering update.
EQUATE:	Course currently equates with CD-105H at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
ECON C2001	Principles of Microeconomics
CATALOG DESCRIPTION:	An introductory course using microeconomic models to understand individual decisions by consumers and firms, market outcomes including market failure, elasticity, market structures, labor markets, inequality, and the impact of government policies.
SCHEDULE DESCRIPTION:	An introductory course using microeconomic models to understand individual decisions by consumers and firms, market outcomes including market failure, elasticity, market structures, labor markets, inequality, and the impact of government policies.
STUDENT LEARNING OUTCOMES:	No Changes
REQUISITES:	Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.
RATIONALE:	Common course numbering update.
EQUATE:	Course currently equates with ECON-201 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
ECON C2001H	Principles of Microeconomics-Honors
CATALOG DESCRIPTION:	An introductory course using microeconomic models to understand individual decisions by consumers and firms, market outcomes including market failure, elasticity, market structures, labor markets, inequality, and the impact of government policies. This is an honors course.
SCHEDULE DESCRIPTION:	An introductory course using microeconomic models to understand individual decisions by consumers and firms, market outcomes including market failure, elasticity, market structures, labor markets, inequality, and the impact of

	government policies. This is an honors course.
STUDENT LEARNING OUTCOMES:	No Change
REQUISITES:	Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra. and Acceptance into the College Honors Institute Departmental Recommendation: Successful completion of MATH 095
RATIONALE:	Common course numbering update.
EQUATE:	Course currently equates with ECON-201H at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
ECON C2002	Principles of Macroeconomics
CATALOG DESCRIPTION:	An introductory course using models of the domestic and international economy to understand national income, unemployment, inflation, economic growth, inequality, the financial system, and monetary, fiscal, and other economic policies.
SCHEDULE DESCRIPTION:	An introductory course using models of the domestic and international economy to understand national income, unemployment, inflation, economic growth, inequality, the financial system, and monetary, fiscal, and other economic policies.
STUDENT LEARNING OUTCOMES:	No Change
REQUISITES:	Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra.
RATIONALE:	Common course numbering update.
EQUATE:	Course currently equates with ECON-200 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
ECON C2002H	Principles of Macroeconomics - Honors
CATALOG DESCRIPTION:	An introductory course using models of the domestic and international economy to understand national income, unemployment, inflation, economic growth, inequality, the financial system, and monetary, fiscal, and other economic policies. This is an honors course.
SCHEDULE DESCRIPTION:	An introductory course using models of the domestic and international economy to understand national income, unemployment, inflation, economic growth, inequality, the financial system, and monetary, fiscal, and other economic

	policies. This is an honors course.
STUDENT LEARNING OUTCOMES:	No Change
REQUISITES:	Prerequisite: Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of elementary algebra. and Acceptance into the College Honors Institute Departmental Recommendation: Successful completion of MATH 095
RATIONALE:	Common course numbering update.
EQUATE:	Course currently equates with ECON-200H at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
ENGL C1002	Introduction to Literature
CATALOG DESCRIPTION:	In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical, and aesthetic qualities of literature.
SCHEDULE DESCRIPTION:	In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical, and aesthetic qualities of literature.
STUDENT LEARNING OUTCOMES:	NEW
REQUISITES:	Prerequisite: Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.
RATIONALE:	Common course numbering update.
EQUATE:	Course currently equates with ENGL-151 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
ENGL C1002H	Introduction to Literature - Honors
CATALOG DESCRIPTION:	In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical, and aesthetic qualities of literature. This is an honors course.
SCHEDULE DESCRIPTION:	In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical,

	and aesthetic qualities of literature. This is an honors course.
STUDENT LEARNING OUTCOMES:	New
REQUISITES:	Prerequisite: Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent. Acceptance into the College Honors Institute.
RATIONALE:	Common course numbering update.
EQUATE:	Course currently equates with ENGL-151H at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
HIST C1001	United States History to 1877
CATALOG DESCRIPTION:	This course is a historical survey of the United States, from Indigenous North America to the end of Reconstruction. The course also introduces students to historical reasoning skills.
SCHEDULE DESCRIPTION:	This course is a historical survey of the United States, from Indigenous North America to the end of Reconstruction. The course also introduces students to historical reasoning skills.
STUDENT LEARNING OUTCOMES:	New
REQUISITES:	No changes.
RATIONALE:	To modify the common course numbering
EQUATE:	Course currently equates with HIST-100 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
HIST C1001H	United States History to 1877 - Honors
CATALOG DESCRIPTION:	This course is a historical survey of the United States, from Indigenous North America to the end of Reconstruction. The course also introduces students to historical reasoning skills. This is an honors course.
SCHEDULE DESCRIPTION:	This course is a historical survey of the United States, from Indigenous North America to the end of Reconstruction. The course also introduces students to historical reasoning skills. This is an honors course.
STUDENT LEARNING OUTCOMES:	New
REQUISITES:	Departmental Recommendation: Successful completion of ENGL C1000 or ENGL C1000H Prerequisite: Acceptance into the College Honors Institute
RATIONALE:	To modify the common course numbering
EQUATE:	Course currently equates with HIST-100H at SBVC

EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
HIST C1002	United States History Since 1865
CATALOG DESCRIPTION:	This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills.
SCHEDULE DESCRIPTION:	This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills.
STUDENT LEARNING OUTCOMES:	New
RATIONALE:	To modify the common course numbering
REQUISITES:	No Change.
EQUATE:	Course currently equates with HIST-101 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
HIST C1002H	United States History Since 1865 - Honors
CATALOG DESCRIPTION:	This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills. This is an honors course.
SCHEDULE DESCRIPTION:	This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills. This is an honors course.
STUDENT LEARNING OUTCOMES:	New
REQUISITES:	Departmental Recommendation: Successful completion of ENGL C1000 or ENGL C1000H Prerequisite: Acceptance into the College Honors Institute
RATIONALE:	To modify the common course numbering
EQUATE:	Course currently equates with HIST-101H at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
PHIL 109	Philosophy of Religion
STUDENT LEARNING	NEW

OUTCOMES:	
REQUISITES:	All Prerequisites Removed
RATIONALE:	Six Year Revision
EQUATE:	Not currently equated with SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
RELIG 100H	Introduction to Religious Studies-Honors
STUDENT LEARNING OUTCOMES:	No Change
RATIONALE:	Six Year Revision
EQUATE:	Course currently equates with RELIG-100H at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
RELIG 101	Introduction to World Religions
STUDENT LEARNING OUTCOMES:	NEW
REQUISITES:	All Prerequisites Removed
RATIONALE:	Six Year Revision
EQUATE:	Course currently equates with RELIG-101 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
RELIG 101H	Introduction to World Religions-Honors
STUDENT LEARNING OUTCOMES:	No Change
RATIONALE:	Six Year Revision
EQUATE:	Course currently equates with RELIG-101 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
RELIG 113	Introduction to Eastern Religions
STUDENT LEARNING OUTCOMES:	No Change
REQUISITES:	All Prerequisites Removed
RATIONALE:	Six Year Revision
EQUATE:	Not currently equated with SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
RELIG 176	Jesus and His Interpreters
CATALOG DESCRIPTION:	This course offers an academic exploration into the life and legacy of Jesus through the perspectives of literature, history, philosophy, theology, and the arts.
SCHEDULE DESCRIPTION:	This course offers an academic exploration into the life and legacy of Jesus through the perspectives of literature, history, philosophy, theology, and the arts.
STUDENT LEARNING OUTCOMES:	No Change
REQUISITES:	All Prerequisites Removed
RATIONALE:	Six Year Revision
EQUATE:	Course currently equates with RELIG-176 at SBVC
EFFECTIVE:	Fall 2026

COURSE ID	COURSE TITLE
RESP 230	Advanced Theory of Respiratory Care I
STUDENT LEARNING OUTCOMES:	No Changes
REQUISITES:	Prerequisite: Acceptance into the Respiratory Care Program, RESP 134, RESP 135 , RESP 136 , RESP 137 , RESP 139
RATIONALE:	Removed RESP 138
EQUATE:	Not currently equated with SBVC
EFFECTIVE:	Summer 2025

DISTANT EDUCATION

COURSE ID:	ARTH C1100	Fully Online / Partially Online
COURSE TITLE:	Survey of Art from Prehistory to the Medieval Era	
RATIONALE:	Common Course Numbering Update.	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with ART-100 at SBVC	

COURSE ID:	ARTH C1200	Fully Online / Partially Online
COURSE TITLE:	Survey of Art from the Renaissance to Contemporary	
RATIONALE:	Common Course Numbering Update.	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with ART-102 at SBVC	

COURSE ID:	CDEV C1000	Fully Online / Partially Online
COURSE TITLE:	Child Growth and Development	
RATIONALE:	Common Course Numbering Update.	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with CD-105 at SBVC	

COURSE ID:	CDEV C1000H	Fully Online / Partially Online
COURSE TITLE:	Child Growth and Development - Honors	
RATIONALE:	Common Course Numbering Update.	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with CD-105H at SBVC	

COURSE ID:	COUN 125	Fully Online / Partially Online
COURSE TITLE:	Strategies for Successful Transfer	
RATIONALE:	Over 90% of students indicate transferring to a university is why they have enrolled at Crafton Hills College. The transfer process is individual per university and system. This course is designed to clarify the process and amplify students' options for transfer. This course is associate degree applicable and transfers to CSU.	

EFFECTIVE:	Fall 2027
EQUATE:	Not currently equated with SBVC

COURSE ID:	ECON C2001	Fully Online / Partially Online
COURSE TITLE:	Principles of Microeconomics	
RATIONALE:	Common Course Numbering Update	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with ECON-201 at SBVC	

COURSE ID:	ECON C2002	Fully Online / Partially Online
COURSE TITLE:	Principles of Macroeconomics	
RATIONALE:	Common Course Numbering Update	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with ECON-200 at SBVC	

COURSE ID:	ENGL C1002	Fully Online / Partially Online
COURSE TITLE:	Introduction to Literature	
RATIONALE:	Common Course Numbering Update	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with ENGL-151 at SBVC	

COURSE ID:	ENGL C1002H	Fully Online / Partially Online
COURSE TITLE:	Introduction to Literature - Honors	
RATIONALE:	Common Course Numbering Update	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with ENGL-120 at SBVC	

COURSE ID:	ETHS 139	Fully Online / Partially Online
COURSE TITLE:	African American Experience in U.S. History from 1877	
RATIONALE:	The course provides an in-depth analysis of African American history that many students have not had access to in their K-12 education. Students will explore a history of the United States that is centered around African American experiences	

	and narratives. The course provides students interested in taking more Ethnic Studies coursework and those pursuing an AA-T in Social Justice: Ethnic Studies with more offerings to complete the degree timely. The course also provides History students completing an AA-T or AA in History with more course options.
EFFECTIVE:	Fall 2027
EQUATE:	Course currently equates with HIST-139 at SBVC

COURSE ID:	HIST C1001	Fully Online / Partially Online
COURSE TITLE:	United States History to 1877	
RATIONALE:	Common Course Numbering Update	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with HIST-100 at SBVC	

COURSE ID:	HIST C1001H	Fully Online / Partially Online
COURSE TITLE:	United States History to 1877 - Honors	
RATIONALE:	Common Course Numbering Update	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with HIST-100H at SBVC	

COURSE ID:	HIST C1002	Fully Online / Partially Online
COURSE TITLE:	United States History to 1865	
RATIONALE:	Common Course Numbering Update	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with HIST-101 at SBVC	

COURSE ID:	HIST C1002H	Fully Online / Partially Online
COURSE TITLE:	United States History Since 1865 - Honors	
RATIONALE:	Common Course Numbering Update	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with HIST-101H at SBVC	

COURSE ID:	PHIL 109	Fully Online / Partially Online
COURSE TITLE:	Philosophy of Religion	
RATIONALE:	Six Year Revision	
EFFECTIVE:	Fall 2026	
EQUATE:	Not currently equated with SBVC	

COURSE ID:	RELIG 100H	Fully Online / Partially Online
COURSE TITLE:	Introduction to Religious Studies - Honors	
RATIONALE:	Six Year Revision	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with RELIG-100H at SBVC	

COURSE ID:	RELIG 101	Fully Online / Partially Online
COURSE TITLE:	Introduction to World Religions	
RATIONALE:	Six Year Revision	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with RELIG-101 at SBVC	

COURSE ID:	RELIG 101H	Fully Online / Partially Online
COURSE TITLE:	Introductions to World Religions- Honors	
RATIONALE:	Six Year Revision	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with RELIG-101 at SBVC	

COURSE ID:	RELIG 113	Fully Online / Partially Online
COURSE TITLE:	Introduction to Eastern Religions	
RATIONALE:	Six Year Revision	
EFFECTIVE:	Fall 2026	
EQUATE:	Not currently equated with SBVC	

COURSE ID:	RELIG 176	Fully Online / Partially Online
COURSE TITLE:	Jesus and His Interpreters	
RATIONALE:	Six Year Revision	
EFFECTIVE:	Fall 2026	
EQUATE:	Course currently equates with RELIG-176 at SBVC	

COURSE ID:	RESP 230	Fully Online / Partially Online
COURSE TITLE:	Advanced Theory of Respiratory Care I	
RATIONALE:	Removed Respiratory 138	
EFFECTIVE:	Summer 2025	
EQUATE:	Not currently equated with SBVC	

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Dr. Kevin Horan, President, CHC
Dr. Gilbert Contreras, President, SBVC
Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: Consideration of Approval of Adjunct and Substitute Academic Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve the employment of adjunct and substitute academic employees as indicated on the attached list.

OVERVIEW

Part-time academic employees selected from the established pool are offered individual contracts on a semester-by-semester basis.

ANALYSIS

All requirements for employment processing will be completed prior to the contract start date. No individual will be offered a contract until Human Resources has cleared the individuals for employment.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost for employment of adjunct and substitute academic employees is included in the appropriate 2025-2026 budgets.

Adjunct and Substitute Academic Employees

Presented for Information November 13, 2025

[v.10.29.2025.p.2|3]

2025 – 2026 Academic Year

Employee Name	Location Assignment	Course Subject	Discipline per Minimum Qualifications
Barrie, Trinette	CHC	Counseling	Counseling
Bogh, Debbie	CHC	Counseling	Counseling
Bowden, Christopher	CHC	Fire Technology	Fire Technology
Brossia, Karen	CHC	Counseling	Counseling
Carpenter, Jerome	CHC	Counseling	Counseling
Castro, Liliana	CHC	Counseling	Counseling
Clement, Brooke	CHC	Counseling	Counseling
Delmonico, Shana	CHC	Counseling	Counseling
Farley, Diana	CHC	Counseling	Counseling
Gallegos, Maria de Jesus	CHC	Counseling	Counseling
Garcia, Alaine	CHC	Counseling	Counseling
Gonzales, Robin	CHC	Counseling	Counseling
Grabow, James	CHC	Counseling	Counseling
Harris, Kashaunda	CHC	Counseling	Counseling
Harshbarger, Desiree	CHC	Counseling	Counseling
Henry, Jacquelyn	CHC	Counseling	Counseling
Hoehn, Marisela	CHC	Counseling	Counseling
Ibara, Rosa	CHC	Counseling	Counseling
Kusko, Vaughan	CHC	Counseling	Counseling
Loomis, David	CHC	Fire Technology	Fire Technology
Macamay, Mariana	CHC	Counseling	Counseling
Mattson, Carol	CHC	Counseling	Counseling
McAtee, Robert	CHC	Counseling	Counseling
Mulder, Katheryn	CHC	Counseling	Counseling
Navarrete, Belinda	CHC	Counseling	Counseling
Nguyen, Janette	CHC	Counseling	Counseling
Padilla, Sandra	CHC	Counseling	Counseling
Rivera, Ernesto	CHC	Counseling	Counseling
Romasanta, Justine	CHC	Counseling	Counseling
Schoenfeld, Racquel	CHC	Counseling	Counseling
Shum, Chang	CHC	Counseling	Counseling
Sosa, Sara	CHC	Counseling	Counseling
Troncoza, Arline	CHC	Counseling	Counseling
Uribe, Reyna	CHC	Counseling	Counseling

Adjunct and Substitute Academic Employees

Presented for Information November 13, 2025

[v.10.29.2025.p.3|3]

Employee Name	Location Assignment	Course Subject	Discipline per Minimum Qualifications
VanAken, Cameron	CHC	Counseling	Counseling
Vasquez, Eduardo	CHC	Counseling	Counseling
Xayphanthong, Soutsakhone	CHC	Counseling	Counseling
Bianchessi, Adam	SBVC	Education	Education
Deviatkina-Loh, Xenia	SBVC	Music	Music
Huang, Yiwen	SBVC	Ethnic Studies	Ethnic Studies
King, Nathan	SBVC	Music	Music
Mead, Mark	SBVC	Nursing	Nursing
Milian, Araceli	SBVC	Film, Television and Media	Film, Television and Media
Nicolas III, Dominador	SBVC	Nursing	Nursing
O'Neal, Alpha	SBVC	Film, Television and Media	Film, Television and Media
Williams, Edwina	SBVC	Sociology	Sociology

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: Annual Military Equipment Report

RECOMMENDATION

It is recommended that the Board of Trustees approve the Annual Military Equipment Report as presented, which was approved and adopted on November 9, 2023.

OVERVIEW

On November 9, 2023, the San Bernardino Community College District's Board of Trustees adopted Resolution No. 2023-11-09-HR01, adopting a Military Equipment Use Policy ("Policy") under Assembly Bill 481 ("AB 481"). The San Bernardino Community College District Police Department ("SBCCDPD") has maintained the military equipment in accordance with the Policy.

This Annual Military Equipment Report ("Annual Report") has been prepared in accordance with CA Government Code section 7072(a) and is being presented to the Board for review and approval. The SBCCDPD shall host a community engagement meeting on December 10, 2025.

ANALYSIS

This board item makes public the proposal to discuss Resolution No. 2023-11-09-HR01 in accordance with AB 481 and approve the Annual Military Equipment Report as presented.

SBCCD PD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

San Bernardino Community College District Police Department

Annual Military Equipment Report

On November 9, 2023, the San Bernardino Community College District's Board of Trustees adopted Resolution No. 2023-11-09-HR01, adopting a Military Equipment Use Policy ("Policy") under Assembly Bill 481 ("AB 481"). Since then, the San Bernardino Community College District Police Department ("SBCCDPD") has successfully maintained the military equipment in accordance with the Policy. This Annual Military Equipment Report ("Annual Report") has been prepared in accordance with CA Government Code section 7072(a). The SBCCDPD shall host a community engagement meeting on December 10, 2025.

The following constitutes SBCCDPD's Annual Report:

Firearms: Colt Semiautomatic Patrol Rifles and Remington 870 Bean Bag Shotguns.

Use/Purpose of Use: Active Shooter / Armed Intruder Training and Response.

Complaints/Concerns: None

Internal Audit Results and Response: None

Total Annual Cost (including acquisition, personnel, training, transportation, maintenance, storage, upgrade, and other ongoing costs; and from what source funds will be provided for the military equipment in the calendar year following submission of this Annual Report):

$650.00 / year on cleaning supplies
$5,000.00 / year on parts and other miscellaneous supplies
$500.00 / year for the maintenance of (8) Colt Semiautomatic Patrol Rifle
$300. 00 / year for the maintenance of (2) Remington 870 Bean Bag Shotguns
$390.00 / training for department armorers for weapon maintenance

Total Annual Cost Estimate: $6,840.00

Funding Source: General Budget, Police Department – Equipment/Furniture, Object Code 6400

Quantity Possessed: Eight (8) Colt Semiautomatic Patrol Rifles and Two (2) Remington 870 Bean Bag Shotguns.

Intent to Acquire Additional Equipment in 2026: The SBCCDPD intends to acquire three (3) additional Patrol Rifles and related equipment in 2026.

BEFORE THE GOVERNING BOARD
OF THE SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

RESOLUTION NO. 2023-11-09-HR01

A RESOLUTION OF THE GOVERNING BOARD OF THE SAN BERNARDINO COMMUNITY COLLEGE DISTRICT AUTHORIZING THE ADOPTION OF MILITARY EQUIPMENT USE POLICY IN ACCORDANCE WITH AB 481.

WHEREAS, On September 30, 2021, California Governor Gavin Newsom signed AB 481 into law; and

WHEREAS, AB 481 requires the law enforcement agency of the San Bernardino Community College District ("SBCCD" or "District"), to obtain approval from the governing body to adopt a military equipment use policy, as specified, by ordinance at a regular meeting held pursuant to the Brown Act open meeting laws, prior to taking certain actions relating to the funding, acquisition, or use of military equipment, as defined; and

WHEREAS, AB 481 also requires approval of the continued use of military equipment in the SBCCD Police Department's ("SBCCD PD") possession acquired prior to January 1, 2022. AB 481 allows the governing body to approve the funding, acquisition, or use of military equipment within its jurisdiction only if it determines that the military equipment meets specified standards; and

WHEREAS, the SBCCD PD has deployed the AR-15 semi-automatic rifles and Bean Bag Shotguns for over 6 years, which are now deemed "Military Equipment" under AB 481.

WHEREAS, the SBCCD PD officers have a continued need to deploy the AR-15 semi-automatic rifle, an effective weapon necessary to defend students, faculty, members of the public, and the officers themselves in the event of an active shooter, hostage situation, or when encountering an individual or individuals with body armor.

WHEREAS, the SBCCD PD officers have a continued need to deploy the Bean Bag Shotguns, an effective less lethal option. SBCCD PD Officers are committed to reducing the potential for violent confrontations. Bean Bag (kinetic energy) projectiles, when used properly, are less likely to result in death or serious physical injury and can be used in an attempt to de-escalate a potentially deadly situation.

WHEREAS, on August 10, 2023, the San Bernardino Community College District Board of Trustees approved and adopted Resolution No.2023-08-10-HR01 to commence the process to develop a military equipment use policy in accordance with AB 481.

WHEREAS, on August 10, 2023, the SBCCD PD submitted a proposed military equipment use policy to the District in accordance with AB 481.

WHEREAS, on June 15, 2023, the SBCCD PD made the proposed military equipment use policy available on its internet website in accordance with AB 481.

WHEREAS, on November 9, 2023 the San Bernardino Community College District Board of Trustees considered the proposed military equipment use policy as an agenda item for an open session of a regular meeting and provided for public comment in accordance with AB 481.

WHEREAS, the San Bernardino Community College District Board of Trustees has determined that the AR-15 semiautomatic rifles and Bean Bag Shotguns are necessary because there is no reasonable alternative that can achieve the same objective of officer and civilian safety.

WHEREAS, the San Bernardino Community College District Board of Trustees has determined that the SBCCD PD's prior use of the AR-15 semiautomatic rifle and Bean Bag Shotguns were in compliance with the accompanying policies (Policy 303 – Control Devices and Techniques, Policy 307 – Firearms, and Policy 413 – Rapid Response and Deployment that were in effect at the time.

WHEREAS, the SBCCD PD has made the proposed military use policy publicly available on its internet website and shall make the final military equipment use policy publicly available on its internet website in order to facilitate public participation.

NOW, THEREFORE, BE IT RESOLVED, that the San Bernardino Community College District Board of Trustees approves the SBCCD PD's military equipment use policy.

BE IT FURTHER RESOLVED, that the San Bernardino Community College District Board of Trustees directs the SBCCD PD to make the final military equipment use policy publicly available on its internet website in accordance with AB 481.

PASSED AND ADOPTED by the Governing Board of the San Bernardino Community College District of San Bernardino County this 9th day of November, 2023 by the following votes:

AYES: Gonzales, Harrison, Longville, Reyes, Viricel, Ly (advisory), Ruiz-Martinez (advisory)
NOES: None
ABSENT: Houston, Williams

I HEREBY CERTIFY that the foregoing resolution was duly introduced, passed and adopted at the time and place and by the vote stated.

_____,
Diana Z. Rodriguez, Secretary to the Governing Board
of the San Bernardino Community College District

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: Consideration of Approval to Appoint District Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve appointment of the employees on the attached list and, as necessary, approve the corresponding employment contract(s) as well.

OVERVIEW

The employees on the attached list are submitted for approval.

ANALYSIS

All requirements in the employment process have been or will be completed. Employees will not commence work until all requirements are met.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost of employment for these employees is included in the appropriate 2025-2026 budgets.

Appointment of District Employees

Submitted for Board Approval November 13, 2025

[v.10.28.2025.p.1|2]

Employee Name, Title Location Assignment & Department	Start Date	Salary Schedule, Range & Step	New or Replacing	Fund	Live Scan Clearance
Cacheux, Gabriel Custodian SBVC Custodial	11/17/25	Classified 29A	Jimmy Chavirria	General Fund	TBD†
Cecena, Rosey Custodian SBVC Custodial	11/17/25	Classified 29A	Jose Galindo	General Fund	TBD†
Fraticelli, Nicholas Custodian SBVC Custodial	11/17/25	Classified 29A	Robert Hernandez	General Fund	TBD†
Garcia, Marbella Financial Aid Specialist SBVC Financial Aid	11/17/25	Classified 40A	New	General Fund	10/18/25
George, Billy Custodian SBVC Custodial	11/17/25	Classified 29A	New	General Fund	TBD†
Hinojosa, Martin Custodian SBVC Custodial	11/17/25	Classified 29A	Gloria Hernandez	General Fund	TBD†
Lucier, Carolyn Grounds Caretaker SBVC Facilities	11/17/25	Classified 30A	New	General Fund	TBD†
Thaimas, Yusoff Police Sergeant DSO Police Department	11/14/25	Management 16E	Kenneth Owens	General Fund	08/15/22

†Live Scan clearance pending; employee will not start without clearance.
*Salary placement to be determined upon verification of education and experience.

Appointment of District Employees

Submitted for Board Approval November 13, 2025

[v.10.28.2025.p.2|2]

Employee Name, Title Location Assignment & Department	Start Date	Salary Schedule, Range & Step	New or Replacing	Fund	Live Scan Clearance
Viliiapando, Lauren Custodian SBVC Custodial	11/17/25	Classified 29A	Armando Alcala	General Fund	TBD†

†Live Scan clearance pending; employee will not start without clearance.
*Salary placement to be determined upon verification of education and experience.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll & Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: Consideration of Approval to Appoint Interim Managers

RECOMMENDATION

It is recommended that the Board of Trustees approve the appointment of, and employment contract for, the employees on the attached list.

OVERVIEW

The employees on the attached list are submitted for approval.

ANALYSIS

All requirements in the employment process have been or will be completed. Employees will not commence work until all requirements are met.

Minimum Qualifications:
All candidates meet the minimum qualifications established by the Board of Governors, or they possess equivalent qualifications. Where applicable, equivalency has been determined according to the criteria set forth in the San Bernardino Community College District Equivalency Form at: https://sbccd.edu/district-services/human-resources/human-resources-forms.php.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost of employment for the employees is included in the appropriate 2025-2026 budgets.

Appointment of Interim Managers

Submitted for Board Approval November 13, 2025

[v.10.23.2025.p.1|1]

Employee Name Location Assignment	Effective Dates	Range & Step	New or Replacing	Fund	Live Scan Clearance
Davis, Jessica Interim Director, Dual Enrollment & Educational Partnerships SBVC Dual Enrollment	09/29/25 to 06/30/26	18A	Brian Thompson	General Funds	01/19/21

Ratification: Start date is prior to Board approval due to an immediate need in the department.

†Live Scan clearance pending; employee will not start without clearance.

‡Salary placement to be determined upon verification of education and experience.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll & Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: Consideration of Approval of Employee Promotions

RECOMMENDATION

It is recommended that the Board of Trustees approve the promotion of the SBCCD employees as indicated on the attached list.

OVERVIEW

The promotion of the employees on the attached list are submitted for approval.

ANALYSIS

These employees have gone through the recruitment process and are being recommended for promotion.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost of this promotion is included in the appropriate 2025-2026 budgets.

Employee Promotions

Submitted for Board Approval November 13, 2025

[v.10.28.2025.p.1|1]

Employee Name	From	To	New/ Replacing	Fund	Effective Date
Carbajal, Edwin	DSO Police Department **Police Officer** POA Salary Schedule Range 50, Step D	DSO Police Department **Police Sergeant** Management Salary Schedule Range 16, Step B	New	General Fund	11/14/25
De Niz Pelayo, Ariadna *Amendment: Correction to the start date previously approved at October 2025 Board meeting.*	SBVC Child Development Center **Child Development Assistant** Classified Salary Schedule Range 21, Step B	SBVC Child Development Center **Child Development Teacher** Classified Salary Schedule Range 35, Step A	Angelica Lopez	California State Preschool Grant Fund	10/10/25
Johnson, Daniel	CHC Custodial **Custodian** Classified Salary Schedule Range 29, Step G	CHC Custodial **Lead Custodian** Classified Salary Schedule Range 35, Step E	Joshua Orosco	General Fund	11/14/25
Williams, Erin	SBVC Admissions & Records **Administrative Assistant I** Classified Salary Schedule Range 33, Step H	SBVC Financial Aid **Financial Aid Specialist** Classified Salary Schedule Range 40, Step E	New	General Fund	11/14/25

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor of Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: Consideration of Management Job Description Revision

RECOMMENDATION

It is recommended that the Board of Trustees approve the revised Management job description as presented.

1. Job Description (Revision)
    - Enterprise Technology Project Manager

OVERVIEW

The job description is necessary to better align the organizational structure, provide for succession planning from within SBCCD, and provide for continuity and consistency of services. The job description has been reviewed and revised to accurately reflect the intent and nature of the position.

ANALYSIS

All job descriptions are reviewed to ensure they meet internal and external alignment of duties and provide clear expectation of duties. This job description reflects the representative duties and responsibilities, as well as the appropriate minimum qualifications for the position.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost of employment is included in the appropriate 2025-2026 budgets.

~~Enterprise Technology~~Systems Project Manager

Management Range: 17

Pending Board Approval: 11/13/25

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*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job; however, any additional duties will be reasonably related to this class.*

SUMMARY DESCRIPTION

The ~~Enterprise Technology~~Systems Project Manager (~~ETPM~~SPM) is responsible for overseeing and executing district-wide technology infrastructure initiatives that support the strategic goals of the district. The ~~ETPM~~SPM will manage complex enterprise ~~technology~~infrastructure and cloud projects, ensuring alignment with district objectives, compliance with state and federal regulations, and adherence to industry best practices.

~~**This position is categorically funded and contingent upon continued funding.**~~

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Provide project management for enterprise hardware and software solutions, including ~~Student Information Systems (SIS), Learning Management Systems (LMS), Enterprise Resource Planning (ERP), and other~~core network, edge network, wireless network, on premise servers, and cloud environments across the district~~-wide applications~~.
2. Lead the planning, coordination, and implementation of enterprise technology projects, ensuring they are delivered on time, within scope, and within budget.
3. Establish, validate, and adjust project schedules as needed; conduct project audits and walkthroughs; review project deliverables; coordinate and facilitate meetings with users and staff regarding proposed and current business processes related to the project; coordinate project activities with other district offices and college departments.
4. Engage with faculty, staff, and students to identify technology needs and deliver solutions that enhance student success and operational efficiency.
5. Develop project plans to determine the schedule, budget considerations, staffing requirements, and allotment of available departmental resources to various project phases.
6. Ensure projects comply with district policies, state and federal regulations, and cybersecurity standards.
7. Identify opportunities for improving technology service delivery and operational efficiency through innovative technologies and best practices.
8. Lead change management efforts, ensuring seamless adoption of new technologies across the district.
9. Establish standards and procedures for project reporting; provide project reports for management and stakeholders; develop and implement communications strategies to ensure timely information is provided to stakeholders across the district.
10. Develop ~~comprehensive~~ project documentation, ~~including charters, resource plans,~~charter and scope, milestones and schedules, roles and responsibilities~~, communication strategies~~ in collaboration with the project sponsor and involved stakeholders.
11. Support the development of organizational project management capability and develop a culture of project management through training, mentoring, and by example.
12. Perform other duties as assigned.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

- Principles and practices of project ~~planning~~management, including planning, execution, monitoring, and closure of complex ~~enterprise~~ technology projects.
- ~~Principles and practices of project management.~~
- Operations and functionality of enterprise systems such as Student Information Systems (SIS), Learning Management Systems (LMS), and Enterprise Resource Planning (ERP) platforms.
- Techniques for stakeholder engagement, change management, and organizational communication in support of enterprise-wide technology initiatives.
- Federal and state regulations, policies, and cybersecurity standards applicable to information technology in educational institutions.
- Budget development, resource allocation, and scheduling strategies for large-scale IT projects.
- Best practices in business process analysis, documentation, and continuous improvement.
- Principles of leadership, team building, and cross-departmental collaboration.
- Current trends and innovations in educational technology and their applications in student success and institutional efficiency.

Ability to:

- Manage multiple large-scale technology projects simultaneously, ensuring delivery on time, within scope, and within budget.
- Facilitate collaboration across departments and build consensus among stakeholders with varying needs and priorities.
- Analyze business processes and recommend effective technology solutions that align with institutional goals.
- Interpret and apply policies, regulations, and technical standards relevant to enterprise systems and cybersecurity.
- Effectively lead change management efforts, guiding teams and individuals through technology adoption and organizational transitions.
- Communicate complex technical information clearly to both technical and non-technical audiences, orally and in writing.
- Provide mentorship and promote a culture of project management across the institution.
- Develop cooperative working relationships in a highly diverse environment.
- Maintain professionalism, ethical standards, and accountability in all project management and leadership activities.
- Gather and analyze data and situations and make appropriate decisions.

Education and Experience Guidelines – *Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:*

Education/Training:

- A bachelor's degree from an accredited college or university in Information Technology, Computer Science, Business Administration, Project Management, or a related field.

Required Experience:

- Five (5) years of experience in Project Management, or a similar position, implementing large technology solutions.
- Experience that indicates a sensitivity to and understanding of the diverse socioeconomic, cultural, and ethnic backgrounds of staff and community college students and staff to staff and students with physical and learning disabilities.

Preferred Experience:

- Certifications such as PMP, PMI, PMI-ACP, CSM, or similar project management certifications.
- Experience in the California Community College System.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight up to 50 pounds; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

PREPARED BY: Dr. Kevin Horan, President, CHC
Dr. Gilbert Contreras, President, SBVC

DATE: November 13, 2025

SUBJECT: Consideration of Approval of Non-Instructional Pay for Academic Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve non-instructional pay for academic employees as indicated on the attached.

OVERVIEW

Academic employees will be compensated at the agreed upon non-instructional rate of pay. This compensation is requested due to the periodic need for academic employees to assist with various department research, projects, committee work, or campus/community events.

ANALYSIS

As of July 1, 2025, non-instructional rates of pay are based on the Tentative Agreement by and between SBCCD and the CTA regarding *Article 10 Wages*, which was Board approved May 8, 2025.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success

FINANCIAL IMPLICATIONS

The cost of the non-instructional pay is included in the appropriate 2025-2026 budgets.

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 13, 2025

[v.10.29.2025.p.1|23]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Anderson, Jonathan Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Atkinson, Anne Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Baltierra, Anthony Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Barrie, Trinette Student Equity and Achievement	CHC	01/05/26	01/16/26	$72.97	20	$1,459.40	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.
Barrie, Trinette Student Equity and Achievement	CHC	01/20/26	05/15/26	$72.97	30	$2,189.10	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.

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Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Beard, Joseph Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Bogh, Debbie Student Equity and Achievement	CHC	01/05/26	01/16/26	$72.97	20	$1,459.40	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.
Bogh, Debbie Student Equity and Achievement	CHC	01/20/26	05/15/26	$72.97	30	$2,189.10	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.
Brossia, Karen College Promise	CHC	01/05/26	05/22/26	$70.65	250	$8,011.25	Dual Enrollment Adjunct Counselor
Carpenter, Jerome EOPS Categorical Fund	CHC	01/05/26	01/16/26	$66.01	32	$2,112.32	Adjunct Counselor, provide academic support, completion of ed plan for EOPS, NextUp and DREAMer students
Carpenter, Jerome EOPS Categorical Fund	CHC	01/20/26	05/22/26	$66.01	288	$19,010.88	Adjunct Counselor, provide academic support, completion of ed plan for EOPS, NextUp and DREAMer students
Castaneda, Caleb Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.

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[v.10.29.2025.p.3|23]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Castro, Liliana EOPS Categorical Fund	CHC	01/05/26	01/16/26	$68.33	32	$2,186.56	Adjunct Counselor, provide academic support, completion of ed plan for EOPS, NextUp and DREAMer students
Castro, Liliana EOPS Categorical Fund	CHC	01/20/26	05/22/26	$68.33	288	$19,679.04	Adjunct Counselor, provide academic support, completion of ed plan for EOPS, NextUp and DREAMer students
Cervantez, Jeff Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	20	$1,157.80	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Clement, Brooke Student Equity and Achievement	CHC	01/05/26	01/16/26	$72.97	60	$4,378.20	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Clement, Brooke Student Equity and Achievement	CHC	01/20/26	05/15/26	$72.97	290	$21,161.30	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Costello, Gerarda Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.

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[v.10.29.2025.p.4|23]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Cowles, Randi Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Delmonico, Shana College Promise	CHC	01/05/26	05/22/26	$72.97	250	$18,242.50	Dual Enrollment Adjunct Counselor
Dewalden, Steven Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
DiBartolo, Cheryl Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	20	$1,157.80	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Diep, Matthew General Library	CHC	01/20/26	05/15/26	$68.33	127	$8,677.91	Adjunct Librarian
Dudash, Leigh Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Farley, Diana College Promise	CHC	01/05/26	05/22/26	$72.97	125	$9,121.25	Dual Enrollment Adjunct Counselor

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Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Flory-Sanchez, Pamela Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Fontes, Vasti Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Franko, Karla Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Gallegos, Maria de Jesus Student Equity and Achievement	CHC	01/05/26	01/16/26	$68.33	60	$4,099.80	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Gallegos, Maria de Jesus Student Equity and Achievement	CHC	01/20/26	05/15/26	$68.33	192	$13,119.36	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Garcia, Alaine College Promise	CHC	11/17/25	12/31/25	$66.01	125	$8,011.25	Veterans Adjunct Counselor
Garcia, Alaine College Promise	CHC	01/05/26	05/22/26	$66.01	225	$14,420.25	Veterans Adjunct Counselor

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Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Gerhartz, David Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Gonzales, Robin College Promise	CHC	01/05/26	05/22/26	$68.33	125	$8,541.25	Dual Enrollment Adjunct Counselor
Grabow, James Student Equity and Achievement	CHC	01/05/26	01/16/26	$72.97	20	$1,459.40	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.
Grabow, James Student Equity and Achievement	CHC	01/20/26	05/15/26	$72.97	30	$2,189.10	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.
Harris, Kashaunda EOPS Categorical Fund	CHC	01/05/26	01/16/26	$72.97	10	$660.10	FT Counselor, provide academic support, completion of ed plans for EOPS, NextUp, CARE, CalWORKs, and DREAMer students
Harris, Kashaunda EOPS Categorical Fund	CHC	01/20/26	05/22/26	$72.97	70	$4,620.70	FT Counselor, provide academic support, completion of ed plans for EOPS, NextUp, CARE, CalWORKs, and DREAMer students

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[v.10.29.2025.p.7|23]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Harshbarger, Desiree Student Equity and Achievement	CHC	01/05/26	01/16/26	$70.65	60	$4,239.00	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Harshbarger, Desiree Student Equity and Achievement	CHC	01/20/26	05/15/26	$70.65	207	$14,624.55	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Hart, Danae Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Hayes, Ashley Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Hellerman, Steve Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Henry, Jacquelyn College Promise	CHC	01/05/26	05/22/26	$68.33	125	$8,831.25	Dual Enrollment Adjunct Counselor

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Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Hiten, Vanesse Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Hoehn, Marisela Student Equity and Achievement	CHC	01/05/26	01/16/26	$72.97	60	$4,378.20	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Hoehn, Marisela Student Equity and Achievement	CHC	01/20/26	05/15/26	$72.97	265	$19,337.05	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Hughes, Richard Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	20	$1,157.80	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Ibarra, Rosa Student Equity and Achievement	CHC	01/05/26	01/16/26	$70.65	60	$4,099.80	Adjunct Counselor, provide counseling, ed plan development and other counseling services, SAS
Ibarra, Rosa Student Equity and Achievement	CHC	01/20/26	05/15/26	$70.65	271	$18,517.43	Adjunct Counselor, provide counseling, ed plan development and other counseling services, SAS

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Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Jackson, Denise Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Jimenez, Sabrina Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	20	$1,157.80	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Kunkel, Cory Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Kusko, Vaughan College Promise	CHC	01/05/26	05/22/26	$72.97	125	$9,121.25	Dual Enrollment Adjunct Counselor
Lamb, Wendy Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	20	$1,157.80	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Macamay, Mariana Student Equity and Achievement	CHC	01/05/26	01/16/26	$72.97	20	$1,459.40	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.

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Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Macamay, Mariana Student Equity and Achievement	CHC	01/20/26	05/15/26	$72.97	30	$2,189.10	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.
Magana, Ashley Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Mansourian, Farhad Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	20	$1,157.80	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
McAtee, Robert Student Equity and Achievement	CHC	01/05/26	01/16/26	$72.97	20	$1,459.40	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.
McAtee, Robert Student Equity and Achievement	CHC	01/20/26	05/15/26	$72.97	30	$2,189.10	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.
McConnell, Mark Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.

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[v.10.29.2025.p.11|23]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
McCool, Karol General Library	CHC	01/20/26	05/15/26	$72.97	159	$11,602.23	Adjunct Librarian
McKee, Julie Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
McNamara, Laurence Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	20	$1,157.80	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Mello, Brandice Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Montejano, Jordan General Tutoring	CHC	01/20/26	05/15/26	$57.89	323	$18,698.47	Assistance & Support to Tutors & SI Leaders Tutoring Center
Montes, Ashley General Library	CHC	01/20/26	05/15/26	$70.65	215	$15,189.75	Adjunct Librarian
Morgan, Douglas Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.

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[v.10.29.2025.p.12|23]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Mulder, Katheryn Student Equity and Achievement	CHC	01/05/26	01/16/26	$70.65	60	$4,239.00	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Mulder, Katheryn Student Equity and Achievement	CHC	01/20/26	05/15/26	$70.65	225	$15,896.25	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Navarrete, Belinda Student Equity and Achievement	CHC	01/05/26	01/16/26	$72.97	20	$1,459.40	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.
Navarrete, Belinda Student Equity and Achievement	CHC	01/20/26	05/15/26	$72.97	30	$2,189.10	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.
Nguyen, Janette EOPS Categorical Fund	CHC	01/05/26	01/16/26	$66.01	32	$2,112.32	Adjunct Counselor, provide academic support, completion of ed plan for EOPS, NextUp and DREAMer students
Nguyen, Janette EOPS Categorical Fund	CHC	01/20/26	05/22/26	$66.01	288	$19,010.88	Adjunct Counselor, provide academic support, completion of ed plan for EOPS, NextUp and DREAMer students

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Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Padilla, Sandra Student Equity and Achievement	CHC	01/05/26	01/16/26	$66.01	60	$3,960.60	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Padilla, Sandra Student Equity and Achievement	CHC	01/20/26	05/15/26	$66.01	251	$16,568.51	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Peyton, Allison General Library	CHC	01/20/26	05/15/26	$70.65	215	$15,189.75	Adjunct Librarian
Pfahler, Diane Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Rivera, Ernesto Student Equity and Achievement	CHC	01/05/26	01/16/26	$72.97	20	$1,459.40	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.
Rivera, Ernesto Student Equity and Achievement	CHC	01/20/26	05/15/26	$72.97	30	$2,189.10	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.

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[v.10.29.2025.p.14|23]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Roberts, Charles Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Romasanta, Justine Student Equity and Achievement	CHC	01/05/26	01/16/26	$68.33	60	$3,960.60	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Romasanta, Justine Student Equity and Achievement	CHC	01/20/26	05/15/26	$68.33	192	$12,673.92	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Schoenfeld, Racquel EOPS Categorical Fund	CHC	01/05/26	01/16/26	$72.97	20	$1,459.40	FT Counselor, provide academic support, completion of ed plans for EOPS, NextUp, CARE, CalWORKs, and DREAMer students
Schoenfeld, Racquel EOPS Categorical Fund	CHC	01/20/26	05/22/26	$72.97	130	$9,486.10	FT Counselor, provide academic support, completion of ed plans for EOPS, NextUp, CARE, CalWORKs, and DREAMer students
Shum, Chang Student Equity and Achievement	CHC	01/05/26	01/16/26	$72.97	60	$4,378.20	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.

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Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Shum, Chang Student Equity and Achievement	CHC	01/20/26	05/15/26	$72.97	225	$16,418.25	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Sosa, Sara Student Equity and Achievement	CHC	01/05/26	01/16/26	$72.97	20	$1,459.40	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.
Sosa, Sara Student Equity and Achievement	CHC	01/20/26	05/15/26	$72.97	30	$2,189.10	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.
Stupin, Mary Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.
Thomas, Angela General Library	CHC	01/20/26	05/15/26	$66.01	143	$9,439.43	Adjunct Librarian
Troncoza, Arline College Promise	CHC	01/05/26	05/22/26	$66.01	300	$19,803.00	Adult Education Adjunct Counselor
Urbanovich, Jimmy Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	20	$1,157.80	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.

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[v.10.29.2025.p.16|23]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Uribe, Reyna EOPS Categorical Fund	CHC	01/05/26	01/16/26	$68.33	20	$1,320.20	Adjunct Counselor, provide academic support, completion of ed plan for EOPS, NextUp and DREAMer students
Uribe, Reyna EOPS Categorical Fund	CHC	01/20/26	05/22/26	$68.33	180	$11,881.80	Adjunct Counselor, provide academic support, completion of ed plan for EOPS, NextUp and DREAMer students
VanAken, Cameron Student Equity and Achievement	CHC	01/05/26	01/16/26	$68.33	60	$3,960.60	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
VanAken, Cameron Student Equity and Achievement	CHC	01/20/26	05/15/26	$68.33	290	$19,142.90	Adjunct Counselor, provide counseling, Ed plan development and other counseling services in counseling.
Xayaphanthong, Soutsakhone Student Equity and Achievement	CHC	01/05/26	01/16/26	$72.97	20	$1,459.40	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.
Xayaphanthong, Soutsakhone Student Equity and Achievement	CHC	01/20/26	05/15/26	$72.97	30	$2,189.10	Counselor, provide overload counseling, Ed plan development and other counseling services in counseling.
Yuen, Nancy Honors Program General Fund	CHC	12/01/25	12/19/25	$57.89	10	$578.90	Faculty member will work with Honors students to customize their projects and deepen knowledge of course subject matter.

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[v.10.29.2025.p.17|23]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Alvarez, Jason Instruction Office General Fund	SBVC	08/25/25	12/31/25	$57.89	160	$9,262.40	CPL Adjunct Counselor *Ratification: Miscommunication about which division office should have submitted the faculty to board.*
Awunganyi, John Basic Skills Categorical Funds	SBVC	01/01/26	06/30/26	$57.89	4	$231.56	Community of Practice
Bautista, Rui AB 1111: Common Course Numbering Categorical Funds	SBVC	09/15/25	12/31/25	$57.89	5	$289.45	AB 1111: Common Course Numbering *Ratification: The CCN templates were released on short notice and needed to be submitted in time to meet the Curriculum Committee deadline for Fall 2026.*
Berry, Thomas AB 1111: Common Course Numbering Categorical Funds	SBVC	01/01/26	06/30/26	$57.89	300	$17,367.00	AB 1111: Common Course Numbering
Blacksher, Anthony AB 1111: Common Course Numbering Categorical Funds	SBVC	09/15/25	12/31/25	$57.89	8	$463.12	AB 1111: Common Course Numbering *Ratification: The CCN templates were released on short notice and needed to be submitted in time to meet the Curriculum Committee deadline for Fall 2026.*

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[v.10.29.2025.p.18|23]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Bouzidi, Djemoui AB 1111: Common Course Numbering Categorical Funds	SBVC	09/15/25	12/31/25	$57.89	8	$463.12	AB 1111: Common Course Numbering *Ratification: The CCN templates were released on short notice and needed to be submitted in time to meet the Curriculum Committee deadline for Fall 2026.*
Castro, Anthony Office of Instruction General Funds	SBVC	11/14/25	12/30/25	$57.89	20	$1,157.80	Scheduling Tool Update
Castro, Anthony Student Transfer Reform Act - AB928	SBVC	11/14/25	12/19/25	$57.89	30	$1,736.70	Time Management & GPA Calculator
Chiem, Vinh K-16 Education Pathway Grant	SBVC	01/05/26	05/29/26	$ 72.97	420	$ 30,647.40	Adjunct Counselor Dual Enrollment
Corral, Lupe Strong Work Force Funds	SBVC	11/17/25	06/30/26	$ 57.89	45	$ 2,605.05	OSHA Training
Damgen, Carol Instruction Office General Funds	SBVC	05/27/25	08/01/25	$ 57.89	10	$ 578.90	Individual instruction for Honors students *Ratification: An honors class was added during the summer for the first time and there was an oversight in getting the faculty non instructional hours approved in advance.*
Fuller, Dwane Strong Work Force Funds	SBVC	11/17/25	06/30/26	$ 57.89	4	$ 231.56	Machine Department Projects

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[v.10.29.2025.p.19|23]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Garcia, Jaime AB 1111: Common Course Numbering Categorical Funds	SBVC	09/15/25	12/31/25	$57.89	8	$463.12	AB 1111: Common Course Numbering *Ratification: The CCN templates were released on short notice and needed to be submitted in time to meet the Curriculum Committee deadline for Fall 2026.*
Garibay, Thalia Middle College Grant Fund	SBVC	01/05/26	05/29/26	$72.97	360	$26,269.20	Adjunct Counselor Middle College
Gonzalez, Pedro Equitable Placement Funds	SBVC	08/25/25	12/19/25	$57.89	50	$2,894.50	AB 1705 Task Force *Ratification: This submission was missed for the August 2025 Board deadline.*
Gonzalez, Stephany Student Equity & Achievement	SBVC	01/05/26	05/29/26	$70.65	360	$25,434.00	Adjunct Counselor Middle College
Hiers, Rebecca Office of Instruction General Fund	SBVC	01/12/26	05/14/26	$57.89	300	$17,367.00	Tutoring Center Adjunct
Hoang, Dung Basic Skills Categorical Funds	SBVC	01/01/26	06/30/26	$57.89	9	$521.01	Community of Practice
Huston, Celia EEO Grant	SBVC	08/19/25	12/31/25	$57.89	50	$2,894.50	Cascade Implementation *Ratification: Paperwork provided by department after prior month's Board submission deadline.*
Huston, Celia EEO Grant	SBVC	01/01/26	06/30/26	$57.89	50	$2,894.50	Cascade Implementation

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 13, 2025

[v.10.29.2025.p.20|23]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Jackson, Michelle	SBVC	07/01/25	06/30/26	$57.89	0	$0.00	Faculty Chair duties required to be performed on campus during the summer, spring, and winter breaks. *Amendment: Correct prior approved (100) hours from June board approval to zero (0) hours due to chair resignation.*
Kappatil, Reshmi Instruction Office-General Fund	SBVC	10/01/25	06/30/26	$57.89	100	$5,789.00	Faculty Chair duties required to be performed on campus during the summer, spring, and winter breaks. *Ratification: Due to start date prior to board approval*
Kasouha, Samar Basic Skills Categorical Funds	SBVC	01/01/26	06/30/26	$57.89	23	$1,331.47	Community of Practice
King, Melissa AB 1111: Common Course Numbering Categorical Funds	SBVC	09/15/25	12/31/25	$57.89	12	$694.68	AB 1111: Common Course Numbering *Ratification: The CCN templates were released on short notice and needed to be submitted in time to meet the Curriculum Committee deadline for Fall 2026.*
Lechuga, Thomas STEM-MESA General Fund	SBVC	11/01/25	12/31/25	$57.89	75	$4,341.75	STEM Faculty Sponsor for Biology
Limas, Joanna Middle College Grant Fund	SBVC	01/05/26	05/29/26	$68.33	360	$24,598.80	Adjunct Counselor Middle College

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 13, 2025

[v.10.29.2025.p.21|23]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Lopez, Maria Student Transfer Reform Act - AB928	SBVC	08/25/25	12/19/25	$57.89	147	$8,509.83	Supplemental Instruction Faculty Lead *Ratification: This submission was missed for the August 2025 Board deadline.*
Lyons, Kevin Multimedia Categorical Funds	SBVC	12/12/25	06/30/26	$57.89	60	$3,47340	48 Hour Film Project
Majid, May Basic Skills Categorical Funds	SBVC	01/01/26	06/30/26	$57.89	11	$636.79	Community of Practice
Martin, David Basic Skills Categorical Funds	SBVC	01/01/26	06/30/26	$57.89	27	$1,563.03	Community of Practice
Matin, Mohammed Basic Skills Categorical Funds	SBVC	01/01/26	06/30/26	$57.89	4	$231.56	Community of Practice
Miller, Frank Basic Skills Categorical Funds	SBVC	01/01/26	06/30/26	$57.89	11	$636.79	Community of Practice
Murphy, Jaznia K-16 Healthcare Grant	SBVC	01/05/26	05/29/26	$68.33	420	$28,698.60	Adjunct Counselor Dual Enrollment
Naim, Rozaena Basic Skills Categorical Funds	SBVC	01/01/26	06/30/26	$57.89	28	$1,620.92	Community of Practice
Nguyen, Bryan Basic Skills Categorical Funds	SBVC	01/01/26	06/30/26	$57.89	23	$1,331.47	Community of Practice
Nguyen, Bryan Tutoring Center General Fund	SBVC	01/19/26	05/14/26	$57.89	368	$21,303.52	Tutoring Center Adjunct
Nguyen, Leon Basic Skills Categorical Funds	SBVC	01/01/26	06/30/26	$57.89	17	$984.13	Community of Practice
Pacier, Phillip Program Review fund	SBVC	10/22/25	12/07/25	$57.89	16	$926.24	Musician for SBVC Theatre Production of Shrek

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 13, 2025

[v.10.29.2025.p.22|23]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Qader, Amanda AB 1111: Common Course Numbering Categorical Funds	SBVC	09/15/25	12/31/25	$57.89	5	$289.45	AB 1111: Common Course Numbering *Ratification: The CCN templates were released on short notice and needed to be submitted in time to meet the Curriculum Committee deadline for Fall 2026.*
Ramirez, Jessica Basic Skills Categorical Funds	SBVC	01/01/26	06/30/26	$57.89	11	$636.79	Community of Practice
Rivera, Amairany K-16 Education Pathway Grant	SBVC	01/05/26	05/29/26	$70.65	420	$29,673.00	Adjunct Counselor Dual Enrollment
Salyer, Jamie Student Transfer Reform Act - AB928	SBVC	08/25/25	12/19/25	$57.89	100	$5,789.00	AB 928: Cal-GETC Implementation *Ratification: This submission was missed for the August 2025 Board deadline.*
Sanchez, Irene EEO Grant	SBVC	07/22/25	07/23/25	$57.89	14	$810.46	Faculty Interviews *Ratification: Paperwork provided by department after prior month's Board submission deadline.*
Smalls, Hayley AB 1111: Common Course Numbering Categorical Funds	SBVC	09/15/25	12/31/25	$57.89	5	$289.45	AB 1111: Common Course Numbering *Ratification: The CCN templates were released on short notice and needed to be submitted in time to meet the Curriculum Committee deadline for Fall 2026.*

Non-Instructional Pay for Academic Employees

Submitted for Board Approval November 13, 2025

[v.10.29.2025.p.23|23]

Employee Name Funding Source	Location Assignment	From	To	Not to Exceed Rate	Not to Exceed Hours	Not to Exceed Amount	Project
Vogel, Angela Song Brown Grant	SBVC	10/01/25	12/31/25	$57.89	100	$5,789.00	CEP Coordination Nursing Department *Ratification: Due to start date prior to board approval*
Wagner, Tamara AB 1111: Common Course Numbering Categorical Funds	SBVC	09/15/25	12/31/25	$57.89	8	$463.12	AB 1111: Common Course Numbering *Ratification: The CCN templates were released on short notice and needed to be submitted in time to meet the Curriculum Committee deadline for Fall 2026.*
Wilkins, Janice AB 1111: Common Course Numbering Categorical Funds	SBVC	01/01/26	06/30/26	$57.89	300	$17,367.00	AB 1111: Common Course Numbering
Winokur, Robert Program Review fund	SBVC	10/22/25	12/07/25	$57.89	16	$926.24	Musician for SBVC Theatre Production of Shrek
Zuick, Nhan Basic Skills Categorical Funds	SBVC	01/01/26	06/30/26	$57.89	11	$636.79	Community of Practice
Zuick, Nhan Tutoring Center General Fund	SBVC	01/19/26	05/14/26	$57.89	368	$21,303.52	Tutoring Center Adjunct

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Dr. Kevin Horan, President, CHC
Dr. Gilbert Contreras, President, SBVC
Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: Consideration of Approval to Pay Stipends

RECOMMENDATION

It is recommended that the Board of Trustees approve the payment of stipends per the attached list.

OVERVIEW

The stipends listed on the attachment are submitted for approval.

ANALYSIS

Stipends are based on negotiated agreement between SBCCD and the SBCCDTA and CSEA bargaining units, as applicable.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success

FINANCIAL IMPLICATIONS

The payment of stipends is included in the appropriate 2025-2026 budgets.

Payment of Stipends

Submitted for Board Approval November 13, 2025

[v.10.22.2025.p.2|2]

Faculty Chair 10/01/25 – 06/30/26

Ratification: Appointment information received after prior month's Board submission deadline.

Employee Name	Location Assignment	Department	Stipend
Kappattil, Reshmi	SBVC	Psychiatric Technology	$6,600.00

Head Coach 11/01/25 – 03/31/26

Amendment: Correct the stipend amount previously submitted for Board approval on 08/14/25.

Employee Name	Location Assignment	Department	Stipend
Brewer, Quincy	SBVC	Men's Basketball	$10,000.00

Head Coach 01/05/26 – 06/30/26

Employee Name	Location Assignment	Department	Stipend
Lawler, Kenneth	SBVC	Men's Track & Field	$10,000.00

Other 12/01/25 – 12/19/25

Zero Textbook Cost for respective listed courses.

Employee Name	Location Assignment	Department	Stipend
Hart, Danae	CHC	Race, Ethnicity and Diversity (ETHS-141)	$500.00
Yuen, Nancy	CHC	Race, Ethnicity and Diversity (ETHS-141)	$500.00

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: Consideration of Approval to Ratify the Revised Rates of Pay for Professional Expert Hourly Employees

RECOMMENDATION

It is recommended that the Board of Trustees ratify the revised Professional Expert Hourly Rates of Pay schedules effective July 1, 2025, as attached.

OVERVIEW

Professional Expert employees will be compensated at the agreed upon non-instructional rate of pay.

ANALYSIS

The Tutor IV position is being added to address additional needs, and skill sets, for this position category. The rate of pay is comparable to other CCD's in the region.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The financial implications of this board item will be included in the appropriate 2025-2026 budgets.

Rates of Pay for Professional Expert Employees

Pending Board Approval: November 13, 2025
Effective July 1, 2025

PROFESSIONAL EXPERT ASSIGNMENT	HOURLY RATE
3D Animator	$25.00 to $40.00
Adult Education Planning Grant Coordinator	$40.00
American Sign Language Specialist	$30.00
Apprenticeship Program Organizer	$55.00 to $75.00
Assistant Instructor	$20.00
Bilingual Translator/Interviewer	$20.00
Business and Resources Development Consultant	$60.00
Caltrans Trainee	$16.50 to $17.50
Caltrans Program Work Crew Driver	$22.00 to $25.00
Camera & Lighting Technician	$16.50 to $20.00
Closed Caption Editor I	$16.50
Closed Caption Editor II	$16.50 to $20.00
Closed Caption Editor III	$21.00 to $30.00
Content Specialist (FNX and Marketing & Public Relations)	$16.50 to $40.00
Counseling Trainee	$21.00
Guardian Scholars and Dreams Liaison (Categorical)	$45.00
Editor (KVCR, FNX, Pledge Drive)	$18.00 to $30.00
EMT-1 Skills Laboratory Assistant	$16.50
EMT(EMS) Laboratory Instructor	$30.00
EMT(EMS) Primary Instructor	$45.00
EMT(EMS) / Respiratory Care / Fire Technician	$55.00
Fire Academy Instructor	$45.00
Fire Agility Group Leader/Proctor	$16.50
Fire Operations Specialist	$55.00
Foster Parenting Education	$45.00
FTVM Intern I / II / III	$16.50/$17.50/$18.50
Grant Program Assistant (Categorical)	$35.00
Grant Writer I/II/III	$30.00/$40.00/$55.00
Human Resources Intern	$20.00 to $49.00
Interpreting/Transliterating Level 0 (Mentoring)	$16.50 to $17.50
Interpreting/Transliterating Level I (0-2 yrs of exp & pass evaluation)	$28.00 to $30.00
Interpreting/Transliterating Level II (2-4 yrs of exp & pass evaluation)	$32.00 to $34.00
Interpreting/Transliterating Level III (4-5 yrs of exp & pass evaluation)	$36.00 to $38.00
Interpreting/Transliterating Level IV (5-6 yrs of exp or RID & pass evaluation)	$40.00 to $42.00
Interpreting/Transliterating Level V (RID Certified or RID written passed & pass evaluation or EIPA Level 4/5 & pass evaluation)	$45.00
Laboratory Instructor	$20.00

Rates of Pay for Professional Expert Employees

Pending Board Approval: November 13, 2025
Effective July 1, 2025

[pg.2|3]

PROFESSIONAL EXPERT ASSIGNMENT	HOURLY RATE
Licensed Mental Health Clinician I	$65.00
Licensed Mental Health Clinician II	$70.00
Licensed Mental Health Clinician III (not qualified to supervise)	$75.00 to $95.00
Licensed Mental Health Clinician III (qualified to supervise)	$80.00 to $100.00
Mental Health Educator/Counselor Intern	$55.00
Mental Health Outreach Navigator	$60.00
Nurse Practitioner /Physician Assistant	$60.00 to $85.00
Police Science Facilitator/Evaluator	$53.00
Police Tactical Officer/RTO	$45.00
Policy Analyst	$60.00
Post Masters Counseling Associate I / II / III	$30.00/$35.00/$40.00
Post Masters Counseling Associate (with specialized experience)	$55.00
Primary Instructor	$25.00
Program Assistant	$20.00 to $49.00
Project Liaison	$40.00 to $75.00
Radiologic Technology Specialist	$30.00
Respiratory Care Clinical	$57.13
Social Media Specialist (FNX & Marketing & Public Relations)	$21.00 to $25.00
Special Events Planner	$25.00 to $35.00
Staff Writer/Photographer	$16.50 to $20.00
State Fire Training Instructor	$55.00
Transitional Work Crew Trainee	$16.50
Transitional Work Crew Trainer	$22.00 to $25.00
Training Specialist	$19.00
Tutor I / II / III/ IV	$17.00/$18.00/$20.00/ $23.00
TV Closed Captioning	$16.50 to $17.50
Workforce Development/PDC Trainer	$16.50 to $100.00 or up to 85% of enrollment, or up to 60% of net

Rates of Pay for Professional Expert Employees

Pending Board Approval: November 13, 2025
Effective July 1, 2025

PROFESSIONAL EXPERT ASSIGNMENT	SEMESTER RATE
Assistant Coach	$10,000 Coaching stipend per academic year (per sport) * $700.00 per week for playoffs $100.00-$5,000 per additional assignment
Head Coach	$16,000 Coaching stipend per academic year (per sport) * $1,000 per week for playoffs $100.00-$5,000 per additional assignment
Medical Director (EMT)	$3,500.00
Medical Director (Respiratory Care)	$3,000.00
Region 9 Mentee	$625.00

**Shared stipends: Stipend amount can be shared between one or more individuals with split responsibility.*

SBCCD shall utilize short-term hourly, non-academic employees in accordance with California Education Code Section 88003.

These rules apply to employees who are not members of the classified service as defined by the California Education Code Section 88003. The District has limited a temporary hourly employee to no more than 175 days. Short-term temporary hourly employees are not eligible to work more than 40 hours per week or more than 8 hours per day.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Kevin Horan, President, CHC
Dr. Gilbert Contreras, President, SBVC

PREPARED BY: Blake Bonnet, Chief of Police
Patrick Keith, Emergency, Compliance, Risk & Safety Administrator

DATE: November 13, 2025

SUBJECT: Sewer System Management Plan (SSMP)

RECOMMENDATION

It is recommended that the Board of Trustees adopt the revision to the Sewer System Management Plan as presented.

OVERVIEW

The State Water Resources Control Board has adopted the Statewide Sanitary Sewer Systems General Order 2022-0103-DWQ. This order applies to all public collection system agencies in California that own or operate collection systems comprised of more than one mile of pipe or sewer lines that convey untreated wastewater to a publicly owned treatment facility and requires each agency to prepare a Sewer System Management Plan (SSMP) document.

ANALYSIS

SBCCD is committed to meeting the compliance requirements of all Statewide General Orders. This document describes the activities the district uses to manage its wastewater collection system effectively and has been developed to ensure compliance with requirements of this order.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item; however, the lack of a Sewer System Management Plan could result in violations of the Statewide Sanitary Sewer Systems General Order 2022-0103-DWQ.

Sewer System Management Plan

Revised November 2025

WDID # 8SSO10601 (San Bernardino Valley College)
WDID # 8SSO20076 (Crafton Hills College)

San Bernardino Community College District

550 E. Hospitality Lane, Suite 200

San Bernardino, CA 92408

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Policy Statement

San Bernardino Community College District, herein referred to as “District” or “SBCCD”, has developed this Sewer System Management Plan (SSMP) in compliance with requirements of the Statewide Sanitary Sewer Systems General Order 2022-0103-DWQ adopted by the State Water Resources Control Board. It was prepared for and in cooperation with The District by NV5, Inc. The report is based on information obtained by NV5, Inc. and provided by the client that is believed to be reliable and was prepared in accordance with accepted engineering practices. No other warranty is implied or intended.

This document describes the activities that SBCCD uses to manage its wastewater collection system effectively. SBCCD originally prepared a SSMP and implemented the SSMP in compliance with the State Water Resources Control Board (SWRCB) adopted Order No. 2006-0003 (2006 General Order), a General Waste Discharge Requirement for all publicly owned sanitary sewer collection systems in California with more than one (1) mile of sewer pipe.

In 2022, the SWRCB adopted Order No. 2022-0103-DWQ (General Order) which supersedes the 2006 General Order. The General Order applies to all public collection system agencies in California that own or operate collection systems comprised of more than one mile of pipe or sewer lines that convey untreated wastewater to a publicly owned treatment facility and requires each agency to prepare SSMP document. The General Order defines requirements for operating, maintaining, and managing wastewater collection systems. In 2023, SBCCD continued permit coverage under the 2022 General Order.

This SSMP will contribute to the proper management of the collection system and assist SBCCD in minimizing the frequency and impacts of spills by providing guidance for appropriate maintenance, capacity management, and emergency response.

Authority

State Water Resources Control Board (SWRCB) adopted Order No. 2006-0003 (2006 General Order).
State Water Resources Control Board (SWRCB) adopted Order No. 2022-0103-DWQ (General Order).

Scope

This plan applies to:

- San Bernardino Valley College (WDID # 8SSO10601)
- Crafton Hills College (WDID # 8SSO20076)

History and Revision Log

The District shall maintain this SSMP and amend or update it as necessary to comply with the requirements of the Statewide Sanitary Sewer Systems General Order 2022-0103-DWQ (General Order). At a minimum, the District shall update its Sewer System Management Plan every six (6) years, starting August 2025. System Audits are required every three (3) years starting in August 2024.

Sewer System Management Plan Implementation & Subsequent Update Due Dates					
System Name	WDID Number	Original Plan Required Due Date	Required Plan Update Due Date	Required Plan Update Due Date	Required Plan Update Due Date*
San Bernardino Valley College	WDID # 8SSO10601 (San Bernardino Valley College)	8/9/2009	8/2/2014	8/2/2019	8/2/2025
Crafton Hills College	WDID # 8SSO20076 (Crafton Hills College)	N/A	N/A	N/A	8/2/2025

*Per section 5.5 and attachment E1, section 3.11 of the General Order, Plan updates are due within six years after the required due date of the Enrollee’s last Plan Update.

Audit Due Dates								
System Name	WDID Number	Original Required Plan Audit Due Date	Required Plan Audit Due Date	Required Plan Audit Due Date	Required Plan Audit Due Date	Required Plan Audit Due Date	Required Plan Audit Due Date	End of Required 3-year Audit Period*
San Bernardino Valley College	WDID # 8SSO10601 (San Bernardino Valley College)	8/2/2011	8/2/2013	8/2/2015	8/2/2017	8/2/2019	8/2/2021	8/2/2024
Crafton Hills College	WDID # 8SSO20076 (Crafton Hills College)	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*Per section 5.5 and attachment E1, section 3.11 of the General Order, the Audit report is due within six months after the end of the required 3-year audit period.

The next required actions are:

- SSMP Updates: **August 2, 2025 & 2031 (every 6 six)**
- Audit Report due: **February 2, 2027 (midway point of each SSMP update)**

During the time period in between Plan updates, SBCCD shall document changes to its SSMP in the below revision log.

Version Date	Summary	Revisions by	Revision Description
2009	Original	N/A	Original SSMP under 2006 General Order
2014	5-year update	SBCCD	5-year update
2019	5-year update	SBCCD	5-year update and last version under 2006 General Order
2025	2022 General Order Update	SBCCD (with NV5)	Updated entire SSMP document for compliance with 2022 General Order

Acronyms

BMP	Best Management Practice	LRO	Legally Responsible Official
CIP	Capital Improvement Plan (or Program, Project)	M&O	Maintenance & Operations
CCTV	Closed Circuit Television	O&M	Operations and Maintenance
CIWQS	California Integrated Water Quality System	PACP	Pipeline Assessment Certification Program
CWEA	California Water Environment Association	PM	Preventative Maintenance
Cal OES	California Governor's Office of Emergency Services	RWQCB	Regional Water Quality Control Board
EMT	Emergency Management Technologies	SBCCD	San Bernardino Community College District
FOG	Fats, Oils, and Grease	SERP	Spill Emergency Response Plan
FSE	Food Service Establishment	SSMP	Sanitary Sewer Management Plan
GIS	Geographic Information System	SSO	Sanitary Sewer Overflow
GWDR	General Waste Discharge Requirement	SWRCB	State Water Resources Control Board
GWI	Ground Water induced Infiltration	WDID	Waste Discharge Identification Number
I&I	Inflow and Infiltration	WDR	Waste Discharge Requirement

Definitions

Annual Report: An Annual Report (previously termed as Collection System Questionnaire in Order 2006-0003-DWQ) is a mandatory report in which the Enrollee provides a calendar-year update of its efforts to prevent spills.
Authorized Representative: The person designated, for a municipality, state, federal or other public agency, as either a principal executive officer of ranking elected official, or a duly authorized representative of that person.
Blockage: Something that partially or fully blocks the wastewater from flowing through a sewer pipeline. The blockage can be caused by debris in the sewer, grease buildup, root intrusion, or a partial or full collapse of the pipeline. If not caught in time, the blockage may cause a spill. This is also called a stoppage.

California Integrated Water Quality System Project (CIWQS): CIWQS is a computer system used by the State and Regional Water Quality Control Boards to track information about places of environmental interest, manage permits and other orders, track inspections, and manage violations and enforcement activities. CIWQS also allows online submittal of information by Permittees within certain programs and makes data available to the public through reports. Information related to the SSMP must be submitted online through CIWQS.

California Water Environment Association (CWEA): CWEA is an association of 8,000-plus professionals in the wastewater industry. CWEA is committed to keeping California's water clean. CWEA trains and certifies wastewater professionals, disseminates technical information, and promotes sound policies to benefit society through protection and enhancement of the water environment. CWEA offers services at the state level and locally through 17 geographical local sections. Through their on-line bookstore, CWEA offers technical references for sewer system operation and maintenance. Website: http://www.cwea.org/.

Enrollee: An Enrollee is a public, private, or other non-governmental entity that has obtained approval for regulatory coverage under this General Order, including:

- A state agency, municipality, special district, or other public entity that owns and/or operates one or more sanitary sewer systems:
  - greater than one (1) mile in length (each individual sanitary sewer system);
  - one mile or less in length where the State Water Resources Control Board or a Regional Water Quality Control Board requires regulatory coverage under this Order, or

- A federal agency, private company, or other non-governmental entity that owns and/or operates a sanitary sewer system of any size where the State Water Resources Control Board or a Regional Water Quality Control Board requires regulatory coverage under this Order in response to a history of spills, proximity to surface water, or other factors supporting regulatory coverage.

Fats, Oils and Grease (FOG): Fats, oils, and grease that are discharged into the sanitary sewer collection system by Food Service Establishments (FSE), homes, apartments, and other sources. FOG is a major cause of blockages leading to increased maintenance and sometimes spills. FOG Control – To be implemented at the Enrollee's discretion. May include public education; plan and schedule for the disposal of FOG; legal authority to prohibit FOG related discharges; requirement to install grease removal devices; authority to inspect grease producing facilities; identification of sanitary sewer system sections subject to FOG blockages and the establishment of a cleaning schedule for each section; development and implementation of source control measures for all sources of FOG.

General Order: General Waste Discharge Requirements Order 2022-0103-DWQ adopted by the State Water Resources Control Board. See also "GWDR."

Geographical Information System (GIS): A database linked with mapping, which includes various layers of information used by government officials. Examples of information found on a GIS can include a sewer map; sewer features such as pipe location, diameter, material, condition, last date cleaned or repaired. The GIS also typically contains base information such as streets and parcels.

Governing Entity: This is the governing board of the sewer entity developing the SSMP. In this case the SBCCD Board of Trustees.

GWDR: General Waste Discharge Requirements – A GWDR is an authorization to discharge waste with certain conditions, which can be issued on an individual basis or to a group of dischargers. The Statewide General WDR for Sanitary Sewer Systems was adopted by the SWCRB in 2022 and will be implemented by the Regional Water Boards and SWRCB. See also "General Order."

Groundwater Induced Infiltration (GWI): Infiltration attributed to groundwater entering the sewer system.

Infiltration: The entry of groundwater into a sewer system, including service connections. Infiltration occurs through defects in the piping network including defective or cracked pipes, pipe joints, and through defects in manhole walls and joints.

Inflow: Stormwater runoff entry into a sewer system from such sources as roof leaders, cellars, yard, and area drains, foundation drains, cooling water discharges, drains from springs and swampy areas, around manhole covers that are not properly sealed to the top of manholes or through holes in the covers, and cross connections from storm sewer systems and catch basins. Inflow differs from infiltration in that it is a direct discharge into the sewer rather than seepage of groundwater into the sewer.

Lateral: A lateral is an underground segment of smaller diameter pipe that transports sewage from a customer's building or property (residential, commercial, or industrial) to the Enrollee's main sewer line in a street or easement. Upper and lower lateral boundary definitions are subject to local jurisdictional codes and ordinances, or private system ownership.

A lower lateral is the portion of the lateral located between the sanitary sewer system main, and either the property line, sewer clean out, curb line, established utility easement boundary, or other jurisdictional locations.

An upper lateral is the portion of the lateral from the property line, sewer clean out, curb line, established utility easement boundary, or other jurisdictional locations, to the building or property.

Legally Responsible Official: A Legally Responsible Official is an official representative, designated by the Enrollee, with authority to sign and certify submitted information and documents required by the General Order.

Monitoring and Reporting: The Monitoring and Reporting requirements in the WDR that establishes monitoring, record keeping, reporting and public notification requirements for the General Order.

Permittee: See "Enrollee."

Potential to Discharge, Potential Discharge: Potential to Discharge, or Potential Discharge, means any exiting of sewage from a sanitary sewer system which can reasonably be expected to discharge into a water of the State based on the size of the sewage spill, proximity to a drainage conveyance system, and the nature of the surrounding environment.

Preventative Maintenance (PM): Regularly scheduled servicing of machinery, infrastructure or other equipment using appropriate tools, tests, and lubricants. This type of maintenance can prolong the useful life of equipment, infrastructure, and machinery and increase its efficiency by detecting and correcting problems before they cause a breakdown of the equipment, or failure of the infrastructure.

Private Lateral: That portion of the lateral that is owned and maintained by the private property owner that it serves. Based on an individual agency's ordinance, this may just be the upper lateral or can include the lower lateral.

Rainfall Dependent Infiltration and Inflow: Infiltration and inflow that is attributed directly to rainfall.

Receiving Water: A receiving water is a water of the State that receives a discharge of waste.

Regional Water Board: Is a short name for any of the nine regional boards including the Santa Ana Regional Water Quality Control Board.

Rehabilitation and Replacement Plan: (also referred to as a Capital Improvement Plan) –Identifies and prioritizes system deficiencies and implements short-term and long-term rehabilitation actions to address each deficiency.

Resilience: Resilience is the ability to recover from or adjust to adversity or change and grow from disruptions. Resilience can be built through planning, preparing for, mitigating, and adapting to changing conditions.

Sanitary Sewer Overflow (SSO): The term 'Overflow' has now been replaced by 'Spill' based on the 2022 General Order.

Sanitary Sewer System: A sanitary sewer system is a system that is designed to convey sewage, including but not limited to, pipes, manholes, pump stations, siphons, wet wells, diversion structures and/or other pertinent infrastructure, upstream of a wastewater treatment plant headworks, including:

- Laterals owned and/or operated by the Enrollee;
- Satellite sewer systems; and/or
- Temporary conveyance and storage facilities, including but not limited to temporary piping, vaults, construction trenches, wet wells, impoundments, tanks, and diversion structures.

For purpose of the General Order, sanitary sewer systems include only systems owned and/or operated by the Enrollee.

Santa Ana Regional Water Quality Control Board: Also known as the Regional Water Board or RWQCB. The mission of this state regulatory agency is to: preserve, enhance, and restore the quality of California's water resources, and ensure their proper allocation and efficient use for the benefit of present and future generations. Website: http://www.waterboards.ca.gov/santaana/.

Satellite Collection System: A satellite sewer system is a portion of a sanitary sewer system owned or operated by a different owner than the owner of the downstream wastewater treatment facility ultimately treating the sewage.

Sewage: Sewage, and its associated wastewater, is untreated or partially treated domestic, municipal, commercial, and/or industrial waste (including sewage sludge), and any mixture of these wastes with inflow or infiltration of stormwater or groundwater, conveyed in a sanitary sewer system.

Sewer System Management Plan (SSMP): A sewer system management plan is a living document an Enrollee develops and implements to effectively manage its sanitary sewer system(s) in accordance with this General Order. It is a series of written site-specific procedures that address how a collection system owner/operator conducts their daily business as is outlined in the General Order. Each SSMP is unique for an individual discharger. The plan includes provisions to provide proper and efficient management, operation, and maintenance of sanitary sewer systems, while taking into consideration risk management and cost benefit analysis. The plan must also contain a spill response plan. Certification is offered by technically qualified and experienced persons and provides a useful cost-effective means for ensuring that SSMPs are developed and implemented appropriately.

Spill: A spill is a discharge of sewage from any portion of a sanitary sewer system due to a sanitary sewer system overflow, operational failure, and/or infrastructure failure. Exfiltration of sewage is not considered to be a spill under the General Order if the exfiltrated sewage remains in the subsurface and does not reach a surface water of the State.

> **Spill Categories:** Individual spill notification, monitoring and reporting must be in accordance with the following spill categories:

Category 1 Spill

A Category 1 spill is a spill of any volume of sewage from or caused by a sanitary sewer system regulated under this General Order that results in a discharge to:

- A surface water, including a surface water body that contains no flow or volume of water; or
- A drainage conveyance system that discharges to surface waters when the sewage is not fully captured and returned to the sanitary sewer system or disposed of properly.

Any spill volume not recovered from a drainage conveyance system is considered a discharge to surface water unless the drainage conveyance system discharges to a dedicated stormwater infiltration basin or facility.

A spill from an Enrollee-owned and/or operated lateral that discharges to a surface water is a Category 1 spill; the Enrollee shall report all Category 1 spills per section 3.1 of attachment E1 (Notification, Monitoring, Reporting and Recordkeeping Requirements) of the General Order.

Category 2 Spill

A Category 2 spill is a spill of 1,000 gallons or greater, from or caused by a sanitary sewer system regulated under the General Order that does not discharge to a surface water.

A spill of 1,000 gallons or greater that spills out of a lateral and is caused by a failure or blockage in the sanitary sewer system, is a Category 2 spill.

Category 3 Spill

A Category 3 spill is a spill of equal to or greater than 50 gallons and less than 1,000 gallons, from or caused by a sanitary sewer system regulated under the General Order that does not discharge to a surface water.

A spill of equal to or greater than 50 gallons and less than 1,000 gallons, that spills out of a lateral and is caused by a failure or blockage in the sanitary sewer system is a Category 3 spill.

Category 4 Spill

A Category 4 spill is a spill of less than 50 gallons, from or caused by a sanitary sewer system regulated under this General Order that does not discharge to a surface water.

A spill of less than 50 gallons that spills out of a lateral and is caused by a failure or blockage in the sanitary sewer system is a Category 4 spill.

Spill Emergency Response Plan (SERP): Identifies measures to protect public health and the environment. A plan must include the following: notification procedure, appropriate response plan, regulatory notification procedures, employee training plan, procedures to address emergency operations, procedures that ensure all reasonable steps are taken to contain and prevent discharges.

Stakeholder: A person or organization that has a vested interest in the development and outcome of the Statewide General Waste Discharge Requirements Order No. 2022-0103-DWQ for Sanitary Sewer Systems.

State Water Resources Control Board: Also called the State Board. This is the State agency that developed and passed the GWDR for collection systems and the agency that maintains the sanitary sewer spill reporting web site.

Stoppage: See “Blockage.”

System Evaluation and Capacity Assurance Plan: A required component of an agency’s SSMP and is an important part of any agency’s overall Capital Improvement Plan that provides hydraulic capacity of key sanitary sewer system elements for dry weather peak flow conditions, as well as the appropriate design storm or wet weather event.

Wastewater Collection System: See “Sanitary Sewer System.”

Waste - Waste, as defined in Water Code section 13050(d), includes sewage and any and all other waste substances, liquid, solid, gaseous, or radioactive, associated with human habitation, or of human or animal origin, or from any producing, manufacturing, or processing operation, including waste placed within containers of whatever nature prior to, and for purposes of, disposal.

Waste Discharge Identification Number (WDID): A waste discharge identification number (WDID) identifies each individual sanitary sewer system enrolled under this General Order. A WDID number is assigned to each enrolled system upon an Enrollee's approved regulatory coverage.

Waters of the State: Waters of the State are surface waters or groundwater within boundaries of the state as defined in Water Code section 13050(e), in which the State and Regional Water Boards have authority to protect beneficial uses. Waters of the State include, but are not limited to, groundwater aquifers, surface waters, saline waters, natural washes and pools, wetlands, sloughs, and estuaries, regardless of flow or whether water exists during dry conditions. Waters of the State include waters of the United States.
Waters of the United States: Waters of the United States are surface waters or waterbodies that are subject to federal jurisdiction in accordance with the Clean Water Act.

Regulatory Requirements

Effective management of a wastewater collection system as defined in the General Order includes:

1. Maintaining or improving the condition of the collection system infrastructure in order to provide reliable service into the future.

2. Cost-effectively minimizing inflow and infiltration (I&I) and providing adequate sewer capacity to accommodate design storm flows.

3. Minimizing the number and impact of sanitary sewer spills that occur.

In order to achieve the above goals each wastewater collection system agency is required to develop and implement an SSMP.

This SSMP is a regulatory document which is intended to comply with the requirements of the General Order. Each section begins by listing the specific minimum SSMP regulatory requirements. It should be noted that this SSMP should not be confused with the Sewer System Master Plan that has been developed for capacity evaluations and planning of future capital improvements.

The mandatory elements of this SSMP, as outlined in the General Order are specified below:

1. SSMP GOAL AND INTRODUCTION: SBCCD sewer collection system management goals, regulatory context, SSMP update schedule, and sewer system asset overview.

2. ORGANIZATION: SBCCD staffing responsible for implementing the SSMP. Organization of personnel, including the chain of command and communications.

3. LEGAL AUTHORITY: Legal authority for permitting flows into the system; inflow/infiltration control; sewer system access; enforcement of proper design, installation, and testing standards; cross-agency collaboration; and inspection requirements for new and rehabilitated sewers.

4. OPERATION AND MAINTENANCE: Operations and maintenance activities to maintain the wastewater collection system including sanitary sewer system map, preventative operation and maintenance activities, training, and equipment inventory.

5. DESIGN AND PERFORMANCE PROVISIONS: Current design criteria, construction standards and specifications including procedures and standards for inspection and testing of assets.

6. SPILL EMERGENCY RESPONSE PLAN: This plan is required to help ensure prompt detection and response to spills by providing clear response procedures.

7. SEWER PIPE BLOCKAGE CONTROL: This program is required where FOG and other pipe blocking substances pose capacity or spill risks. This element was previously called the Fats, Oil, and Grease (FOG) Program.

8. SYSTEM EVALUATION AND CAPACITY ASSURANCE: This element requires procedures for the routine evaluation and system condition assessment; capacity assessment and design criteria; prioritization of corrective actions; and a capital improvement plan.

9. MONITORING, MEASUREMENT, AND MODIFICATIONS: This element requires an adaptive management section that addresses SSMP-implementation effectiveness and the steps for necessary SSMP improvement.

10. INTERNAL AUDITS: The SSMP is required to include a description of internal audit procedures.

11. COMMUNICATION: The element requires procedures for SBCCD to communicate with the public and owner/operators regarding spills, closures, and construction activity.

Attachment D of the General Order includes a description of the required items that are required to be included as part of each of the eleven elements listed above. The requirements listed in Attachment D of the General Order are provided for each element in this document as 'Regulatory Requirements' at the beginning of each section.

In accordance with Section 5.5 of the General Order, the SSMP must be updated every six (6) years, and any significant updates to the SSMP must be approved by the SBCCD's Board of Directors. SSMP updates require Board of Directors approval.

Element 1 – Sewer System Management Plan Goal and Introduction

Per Attachment D of the General Order, the goal of the SSMP is to provide a plan and schedule to: (1) properly manage, operate, and maintain all parts of the Enrollee's sanitary sewer system(s), (2) reduce and prevent spills, and (3) contain and mitigate spills that do occur.

Regulatory Requirements (General Order Attachment D)

The Plan Introduction section must provide a general description of the local sewer system management program and discuss Plan implementation and updates.

Sewer System Management Plan Update Schedule

The Plan Introduction section must include a schedule for the Enrollee to update the Plan, including the schedule for conducting internal audits. The schedule must include milestones for incorporation of activities addressing prevention of sewer spills.

Sewer System Asset Overview

The Plan Introduction section must provide a description of the Enrollee-owned assets and service area, including, but not limited to:

- Location, including county;
- Service area boundary;
- Population and community served;
- System size, including total length in miles, length of gravity mainlines, length of pressurized (force) mains, and number of pump stations and siphons;
- Structures diverting stormwater to the sewer system;
- Data management systems;
- Sewer system ownership and operation responsibilities between enrollee and private entities;
- Estimated number or percentage of residential, commercial, and industrial service connections; and
- Unique service boundary conditions and challenges.

Additionally, the Plan Introduction section must provide reference to the Enrollee's up-to-date map of its sanitary sewer system.

1.1 Goals

SBCCD has established goals to guide the development, implementation and success of San Bernardino Valley College and the Crafton Hills SSMPs in order to provide reliable service in the future to the campuses, the community, and the environment. These goals are designed to facilitate and target the management, operation, and maintenance of the sanitary sewer collection system in a manner that will sustain the infrastructure, protect public health and the environment, and achieve compliance with State Water Resources Control Board's General Waste Discharge Requirement (WDR) for Sanitary Sewer Systems. These goals include:

- Provide a plan and schedule to properly manage, operate, and maintain all parts of the sanitary sewer system in order to provide reliable service in the future,
- Reduce and prevent sanitary sewer spills,
- Help mitigate any sanitary sewer spills that do occur,
- Identify, prioritize, and continuously renew and replace sewer system facilities to maintain reliability, and
- Implement regular, proactive maintenance of the system to remove roots, debris, and fats, oils, and grease in areas prone to blockages that may cause sewer backups or spills.

1.2 SSMP Update Schedule

The SSMP update and audit schedule is provided in the SSMP History and Revision Log section at the beginning of this document. The updated schedules are SBCCD specific based on the new General Order and were obtained from the SWRCB website online at:

https://www.waterboards.ca.gov/water_issues/programs/sso/lookup/

1.3 Sewer System Asset Overview

SBCCD includes two college campuses, a professional development center, and a public broadcast system. One of the college campuses, San Bernardino Valley College, is located in the City of San Bernardino. Crafton Hills College is located on a hillside in the City of Yucaipa. The general boundaries for both colleges are shown in Appendix 2. The wastewater collection for the San Bernardino Valley College discharges to the City of San Bernardino for conveyance to the City's wastewater treatment plant for treatment and disposal of the water. The wastewater collection for the Crafton Hills College discharges to the City of Redlands for treatment and disposal of the wastewater generated on the campus. The connection to the City of Redlands is through a trunk sewer that extends from the northwest corner of the campus to the eastern edge of the City.

With the exception of a small pumping station in the basement of the Performing Arts Center at the Crafton Hills College campus, both wastewater collection systems are composed entirely of gravity flow pipelines and manholes. Maps of the sanitary sewer system are maintained by campus Facilities, Maintenance & Operations.

The Performing Arts Center at Crafton Hills College is set to be demolished in 2025. Proposed construction at this site will include a new small pumping station.

Element 2 – Organization

The intent of this section of the SSMP is to identify SBCCD staff who are responsible for implementing this SSMP, responding to spill events, and meeting the spill reporting requirements. This section also includes the designation of the Authorized Representative to meet SWRCB requirements for completing and certifying spill reports.

Regulatory Requirements (General Order Attachment D)

The Plan must identify organizational staffing responsible and integral for implementing the local SSMP through an organization chart or similar narrative documentation that includes:

- The name of the Legally Responsible Official as required in section 5.1 (Designation of a Legally Responsible Official) of the General Order;

- The position titles, telephone numbers, and email addresses for management, administrative, and maintenance positions responsible for implementing specific SSMP elements;
- Organizational lines of authority; and
- Chain of communication for reporting spills from receipt of complaint or other information, including the person responsible for reporting spills to the State and Regional Water Boards and other agencies, as applicable.

2.1 Organizational Charts

Appendix 1 contains organization tables and figures that provide SBCCD staff positions responsible for SSMP implementation and chain of communication for spill reporting. The tables and figures identify the Legally Responsible Officials for each campus; provide the names, titles, and contact information for management, administrative, and maintenance positions responsible for implementing the SSMP; organizational lines of authority; and chain of communication for reporting spills.

2.2 Staff Responsibilities

Following are descriptions of the key SBCCD positions identified in Figure 1-1 in Appendix 1.

Board of Trustees

The Board of Trustees is the governing body of SBCCD. The Board is established by, and derives its power and duties from, the Constitution of the State of California and the Statutes of California as adopted by the Legislature and issued in the California Education Code, and the directives of the Board of Governors, California Community Colleges, listed in Title V, California Code of Regulations.

Seven trustees, elected from the communities served by the SBCCD, govern SBCCD. Trustees serve a four-year term. There are also non-voting student trustees that serve a one-year term.

The Board of Trustees is responsible for approving budgets and setting policy.

The Chancellor provides overall management of SBCCD.

Vice Chancellor, Fiscal Services

The Vice Chancellor of Fiscal Services manages all functions associated with facility planning, construction and capital outlay of SBCCD. The Vice Chancellor develops strategies for funding and requests funding as appropriate. The responsibility for this position includes formulating and administering SBCCD policy concerning the aforementioned functions and providing contract administration to Colleges. Activities include, but are not limited to, planning, organizing, staffing, directing, and controlling resources.

Presidents, San Bernardino Valley and Crafton Hills Colleges

The Presidents of the two Colleges plan, organize, coordinate, direct and administer all departments, programs, activities, budgets, and personnel of the respective college; implements SBCCD policies and procedures as they affect college activities; represents the college to the community and directs the development of quality educational programs; participates in the development, review and addressing of general SBCCD policies; performs related duties as required.

Vice Presidents, Office of Administrative Services

The Vice Presidents of Administrative Services for the two campuses are responsible for planning, organization, implementation, and evaluation of all areas assigned to the Administrative Services unit. Primary responsibilities include: budget development, fiscal operations, fiscal accountability, facilities management, student cashiering, bookstore, business office, custodial, food services, grounds, maintenance, and other duties.

The Vice Presidents of Administrative Services are also alternate Legally Responsible Officials (LRO) for the General Order. These individuals take the lead on responding to any sanitary sewer spills and meeting reporting requirements during the absence of the respective campus Director of Facilities, Maintenance & Operations.

Directors, Facilities, Maintenance & Operations

The Directors of Facilities, Maintenance & Operations are responsible for planning, coordinating, and directing the maintenance and operations activities of the two colleges, including having the responsibility for the physical condition of the buildings, grounds, and equipment, and participates in the design, review, and integration of construction projects. The Directors maintain compliance with SBCCD policies and local, state, and federal laws and regulations.

The Directors for Facilities, Maintenance & Operations are the Legally Responsible Officials (LRO) for the monitoring and reporting requirements of the General Order. They also have the overall responsibility for reporting sanitary sewer spills to the State and Regional Water Board and other agencies as applicable.

Emergency, Compliance, Risk & Safety Administrator

The Emergency, Compliance, Risk & Safety Administrator is responsible for assisting each SBCCD Enrollee with SSMP updates, sewer system audits, spill reporting, and emergency response operations as needed.

Sewer Contractors

SBCCD uses independent contractors for long term maintenance, including annual sewer line cleaning and closed-circuit television (CCTV) inspection services, as necessary.

SBCCD also utilizes independent contractors for emergency spill/clean-up response.

Contact List – Personnel Responsible for Spill Reporting

Name and telephone number of SBCCD staff responsible for reporting sanitary sewer spills to the SWRCB, Regional Water Quality Control Board (RWQCB) and other applicable agencies are listed in Appendix 1.

The chain of communication for reporting sanitary sewer spills, from receipt of a complaint or other information, including the person responsible for reporting sanitary sewer spills to the SWRCB and RWQCB and other agencies, is shown in Appendix 3.

Element 3 – Legal Authority

The intent of this section of the SSMP is to summarize the legal authority of SBCCD to regulate the design, construction, and operation of the wastewater collection system. The Enrollee must demonstrate that is possesses the necessary legal authority to meet the regulatory requirements of the General Order.

Regulatory Requirements (General Order Attachment D)

The Plan must include copies or an electronic link to the Enrollee's current sewer system use ordinances, service agreements and/or other legally binding procedures to demonstrate the Enrollee possesses the necessary legal authority to:

- Prevent illicit discharges into its sanitary sewer system from inflow and infiltration (I&I); unauthorized stormwater; chemical dumping; unauthorized debris; roots; fats, oils, and grease; and trash, including rags and other debris that may cause blockages;
- Collaborate with storm sewer agencies to coordinate emergency spill responses, ensure access to storm sewer systems during spill events, and prevent unintentional cross connections of sanitary sewer infrastructure to storm sewer infrastructure;
- Require that sewer system components and connections be properly designed and constructed;
- Ensure access for maintenance, inspection, and/or repairs for portions of the service lateral owned and/or operated by the Enrollee;
- Enforce any violation of its sewer ordinances, service agreements, or other legally binding procedures; and
- Obtain easement accessibility agreements for locations requiring sewer system operations and maintenance, as applicable.

3.1 Legal Authority Documentation

SBCCD owns all of the buildings and facilities at the San Bernardino Valley College and the Crafton Hills College. Neither campus allows outside vendors to rent space and sell food that would create any illicit discharge of fats, oil, or grease into either campus's sewer system. Since SBCCD owns all facilities and is the employer of all of the staff who work at both campuses, SBCCD inherently has the authority to:

A. Prevent illicit discharges into its sanitary sewer system.

B. Require that sewers and connections be properly designed and constructed.

C. Ensure access for maintenance, inspection, or repairs for portions of the lateral owned or maintained by SBCCD.

D. Limit the discharge of fats, oils, and grease and other debris that may cause blockages.

E. Enforce any violation of its sewer ordinances.

Under these conditions, the Campus has the required legal authority stipulated in the General Order and no further action is needed by SBCCD to comply with this element of the General Order.

Element 4 – Operations and Maintenance

SBCCD's Operation and Maintenance (O&M)) procedures address the SSMP regulatory requirements listed below.
Regulatory Requirements (General Order Attachment D)
The Plan must include those elements listed below that are appropriate and applicable to the Enrollee's system.

Updated Map of Sanitary Sewer System

An up-to-date map(s) of the sanitary sewer system, and procedures for maintaining and providing State and Regional Water Board staff access to the map(s). The map(s) must show gravity line segments and manholes, pumping facilities, pressure pipes and valves, and applicable stormwater conveyance facilities within the sewer system service area boundaries.

Preventive Operation and Maintenance Activities

A scheduling system and a data collection system for preventive operation and maintenance activities conducted by staff and contractors.

The scheduling system must include:

- Inspection and maintenance activities;
- Higher-frequency inspections and maintenance of known problem areas, including areas with tree root problems;
- Regular visual and closed-circuit television (CCTV) inspections of manholes and sewer pipes.

The data collection system must document data from system inspection and maintenance activities, including system areas/components prone to root-intrusion potentially resulting in system backup and/or failure.

Training

In-house and external training provided on a regular basis for sanitary sewer system operations and maintenance staff and contractors. The training must cover:

- The requirements of the General Order;
- The Enrollee's Spill Emergency Response Plan procedures and practice drills;
- Skilled estimation of spill volume for field operators; and
- Electronic CIWQS reporting procedures for staff submitting data.

Equipment Inventory

An inventory of sewer system equipment, including the identification of critical replacement and spare parts.

Following is a discussion of each of the required O&M elements listed above.

4.1 Sewer System Map

SBCCD maintains up to date information and mapping of the sewer system, including all gravity line segments, size and material, manholes, pumping facilities, pressure pipes, valves, and other appurtenances. This data is managed by the SBCCD GIS/Mapping Department and is accessed by SBCCD personnel through the SBCCD's intranet and the ARC GIS application. SBCCD does not maintain a public facing detailed sewer system map, however, accommodations for SWRCB or RWQCB staff can be accommodated when requested. See Appendix 2 for a copy of the SBCCD Sewer Boundary Map.

4.2 Preventive Operation and Maintenance

SBCCD has preventive maintenance procedures (see Appendix 4) that includes as-needed maintenance and cleaning of the sanitary sewer system with more frequent cleaning and maintenance targeted at enhanced maintenance areas. Also included are an as-needed inspections utilizing CCTV. The preventive maintenance program includes the following elements:

- Sewer collection system facility and asset listing.
- Prioritized and as-needed pipeline cleaning.
- Prioritized and as-needed CCTV inspections.
- As-needed inspection and testing.

4.3 Training

Training for SBBCD staff responsible for SSMP implementation is scheduled and tracked. SSMP training includes a description of the SBCCD's Spill Emergency Response procedures and practice drills; skilled estimation of spill volume for field operations; General Order regulatory requirements and electronic CIWQS reporting procedures for staff submitting data.

4.4 Equipment Inventory

SBCCD equipment and replacement parts are ordered as needed through independent contractors.

Element 5 – Design and Performance Provisions

The intent of this section of the SSMP is to summarize SBCCD's sewer system design, inspection, and construction requirements for constructing new sewer components including the sewer pipelines, manholes, and appurtenant structures or for rehabilitating or replacing existing manholes or pipelines.

Regulatory Requirements (General Order Attachment D)

The Plan must include the following items as appropriate and applicable to the Enrollee's system:

Updated Design Criteria and Construction Standards and Specifications

Updated design criteria and construction standards and specifications, for the construction, installation, repair, and rehabilitation of existing and proposed system infrastructure components, including but not limited to pipelines, pump stations, and other system appurtenances. If existing design criteria and construction standards are deficient to address the necessary component-specific hydraulic capacity as specified in Section 8 (System Evaluation, Capacity Assurance and Capital Improvements) of the General Order, the procedures must include component-specific evaluation of the design criteria.

Procedures and Standards

Procedures and standards for the inspection and testing of newly constructed, newly installed, repaired, and rehabilitated system pipelines, pumps, and other equipment and appurtenances.

5.1 Design Criteria and Construction Standards and Specifications

SBCCD utilizes design criteria and construction standards and specifications for the design, repair, and construction of the sewer system including reference to the County of San Bernardino Public Works Special Districts Sewer Standards. The Standard Drawings and Specifications are referenced herein for reference only can be found at the following webpage:

https://specialdistricts.sbcounty.gov/project-management/water-sewer-standards/

5.2 Procedures and Standards

Inspection and testing of newly constructed, newly installed, repaired, and rehabilitated sewer system components is conducted in accordance with SBCCD or project specific construction specifications and/or provisions.

Element 6 – Spill Emergency Response Plan

The Spill Emergency Response Plan (SERP) is a required element of the General Order and provides specific steps and course of action for wastewater collection system personnel to follow in the event of a sewer spill.
Regulatory Requirements (General Order Attachment D)

The Plan must include an up-to-date SERP to ensure prompt detection and response to spills to reduce spill volumes and collect information for prevention of future spills. The SERP must include procedures to:

- Notify primary responders, appropriate local officials, and appropriate regulatory agencies of a spill in a timely manner;
- Notify other potentially affected entities (for example, health agencies, water suppliers, etc.) of spills that potentially affect public health or reach waters of the State;
- Comply with the notification, monitoring and reporting requirements of the General Order, State law and regulations, and applicable Regional Water Board Orders;
- Ensure that appropriate staff and contractors implement the SERP and are appropriately trained;
- Address emergency system operations, traffic control and other necessary response activities;
- Contain a spill and prevent/minimize discharge to waters of the State or any drainage conveyance system;
- Minimize and remediate public health impacts and adverse impacts on beneficial uses of waters of the State; Remove sewage from the drainage conveyance system;
- Clean the spill area and drainage conveyance system in a manner that does not inadvertently impact beneficial uses in the receiving waters;
- Implement technologies, practices, equipment, and interagency coordination to expedite spill containment and recovery;
- Implement pre-planned coordination and collaboration with storm drain agencies and other utility agencies/departments prior, during, and after a spill event;
- Conduct post-spill assessments of spill response activities;
- Document and report spill events as required in the General Order; and
- Annually, review and assess effectiveness of the SERP, and update the Plan as needed.

6.1 Spill Prevention and Emergency Response Plan

SBCCD has implemented a Sewer Overflow Response Plan for many years that includes provisions for spill detection and response procedures, advisory procedures, regulatory agency notification and emergency contact information. The response plan was updated to address new requirements and terminology within the General Order and the current version of the SERP is included in Appendix 3.

Element 7 – Sewer Pipe Blockage Control

To comply with the requirements of the new General Order, the previous SSMP Element 7 – Fats, Oils & Grease (FOG) Control was updated to reference the new General Order requirements and terminology identified below.

Regulatory Requirements (General Order Attachment D)

The SSMP must include procedures for the evaluation of the Enrollee's service area to determine whether a sewer pipe blockage control program is needed to control fats, oils, grease, rags, and debris. If the Enrollee determines that a program is not needed, the Enrollee shall provide justification in its Plan for why a program is not needed.

The procedures must include, at minimum:

- An implementation plan and schedule for a public education and outreach program that promotes proper disposal of pipe-blocking substances;
- A plan and schedule for the disposal of pipe-blocking substances generated within the sanitary sewer system service area. This may include a list of acceptable disposal facilities and/or additional facilities needed to adequately dispose of substances generated within a sanitary sewer system service area;
- The legal authority to prohibit discharges to the system and identify measures to prevent spills and blockages;
- Provide requirements to install grease removal devices (such as traps or interceptors), design standards for the removal devices, maintenance requirements, best management practices requirements, recordkeeping, and reporting requirements;
- Authority to inspect grease producing facilities, enforcement authorities, and whether the Enrollee has sufficient staff to inspect and enforce the FOG ordinance;
- An identification of sanitary sewer system sections subject to FOG blockages and establishment of a cleaning schedule for each section; and
- Implementation of source control measures for all sources of fats, oils, and grease reaching the sanitary sewer system for each section identified above.

7.1 Sewer Pipe Blockage Control

To comply with the 2006 General Order Element 7, SBCCD previously evaluated its service area and identified locations within the collection system. SBCCD has not had a FOG related spill. SBCCD is required to implement, as needed, source control methods identified in the General Order to control FOG and other pipe blocking substances. SBCCD is implementing the following:

- Public Education and Outreach: SBCCD does not have vendor FSEs, but educates staff on the requirements for prevention of sewer pipe blockages.
- Plan and Schedule for Disposal: The grease interceptors and grease traps are inspected and maintained regularly by SBCCD staff.
- Legal Authority to Prohibit Discharges: SBCCD owns all of its facilities and therefore has the authority to prohibit discharges.
- Provisions: SBCCD implements best management practices noted below.
- Authority to Inspect: SBCCD owns all of its facilities and therefore has the authority to inspect.
- FOG Locations and Cleaning Schedule: SBCCD has installed a grease interceptor outside the San Bernardino Valley College Campus Center and Child Development Center. There are also under-the-sink grease traps installed in the cafeteria and tea room at this campus. All grease interceptors shall be operated in accordance with the manufacturer's specifications, and shall be maintained in efficient operating condition by periodic removal of the full content of the interceptor. There are no FOG locations at Crafton Hills College.
- Source Control Measures: SBCCD implements the following best management practices (BMPs) at FSEs to minimize the discharge of FOG to the sewer system and prevent other pipe blockages:

    1. Drain screens shall be installed on all drainage pipes in food preparation areas.
    2. All waste cooking oil shall be collected and stored properly in recycling receptacles such as barrels or drums. Such recycling receptacles shall be maintained properly to ensure that they do not leak. Licensed waste haulers or an approved recycling facility must be used to dispose of waste cooking oil.
    3. All garbage and food waste shall be disposed of directly into trash bins or containers, and not in sinks.
    4. Employees of the FSEs shall be trained within 2 weeks of hire and twice each calendar year thereafter.
    5. Training shall be documented and employee signatures retained indicating each employee's attendance and understanding of the practices reviewed.

6. Kitchen BMP and other signs, posters or similar information in appropriate language(s) shall be prominently displayed in the food preparation and dishwashing areas at all times.
7. Covered conveyance devices shall be used in order to transport FOG without spilling.
8. FOG containers shall be emptied before they are full to avoid accidental or incidental spills.

Element 8 – System Evaluation, Capacity Assurance, and Capital Improvements

This section documents SBCCD's planning efforts to address the General Order regulatory requirements associated with system evaluation, capacity assurance, and capital improvements listed below. SBCCD's Utility Infrastructure Master Plans address many of the SSMP requirements identified below. The Master Plans are a separate document from this SSMP and is maintained by the Office of Administration. The sections following the regulatory requirements provides discussion on how the Master Plans address the requirements.

Regulatory Requirements (General Order Attachment D)

The Plan must include procedures and activities for:

- Routine system evaluation and assessment of system conditions;
- Capacity assessment and design criteria;
- Prioritization of corrective actions; and
- A capital improvement plan.

1. System Evaluation and Condition Assessment:
   - Evaluate the sanitary sewer system assets utilizing the best practices and technologies available;
   - Identify and justify the amount (percentage) of its system for its condition to be assessed each year;
   - Prioritize the condition assessment of system areas that:
     - Hold a high level of environmental consequences if vulnerable to collapse, failure, blockage, capacity issues, or other system deficiencies;
     - Are located in or within the vicinity of surface waters, steep terrain, high groundwater elevations, and environmentally sensitive areas;
     - Are within the vicinity of a receiving water with a bacterial-related impairment on the most current Clean Water Act section 303(d) List;
   - Assess the system conditions using visual observations, video surveillance and/or other comparable system inspection methods;
   - Utilize observations/evidence of system conditions that may contribute to exiting of sewage from the system which can reasonably be expected to discharge into a water of the State;
   - Maintain documents and recordkeeping of system evaluation and condition assessment inspections and activities; and
   - Identify system assets vulnerable to direct and indirect impacts of climate change, including but not limited to: sea level rise; flooding and/or erosion due to increased storm volumes, frequency, and/or intensity; wildfires; and increased power disruptions.
2. Capacity Assessment and Design Criteria: The Plan must include procedures to identify system components that are experiencing or contributing to spills caused by hydraulic deficiency and/or limited capacity, including procedures to identify the appropriate hydraulic capacity of key system elements for:
   - Dry-weather peak flow conditions that cause or contributes to spill events;
   - The appropriate design storm(s) or wet weather events that causes or contributes to spill events;
   - The capacity of key system components; and
   - Identify the major sources that contribute to the peak flows associated with sewer spills.

   The capacity assessment must consider:
   - Data from existing system condition assessments, system inspections, system audits, spill history, and other available information;

- Capacity of flood-prone systems subject to increased infiltration and inflow, under normal local and regional storm conditions;
- Capacity of systems subject to increased infiltration and inflow due to larger and/or higher-intensity storm events as a result of climate change;
- Increases of erosive forces in canyons and streams near underground and above ground system components due to larger and/or higher-intensity storm events;
- Capacity of major system elements to accommodate dry weather peak flow conditions, and updated design storm and wet weather events; and
- Necessary redundancy in pumping and storage capacities.

3 Prioritization of Corrective Actions

The findings of the condition assessments and capacity assessments must be used to prioritize corrective actions. Prioritization must consider the severity of the consequences of potential spills.

4 Capital Improvement Plan

The capital improvement plan must include the following items:

- Project schedules including completion dates for all portions of the capital improvement plan;
- Internal and external project funding sources for each project; and
- Joint coordination between operation and maintenance staff, and engineering staff/consultants during planning, design, and construction of capital improvement projects; and Interagency coordination with other impacted utility agencies.

8.1 System Evaluation and Condition Assessment

SBCCD implements sewer system inspections on a scheduled basis with prioritization in areas with known capacity, blockage, potential structural issues, or other concerns. The system is inspected by independent contractors and pipe inspection records are maintained with the Office of Administration. See Appendix 4 for the preventative maintenance procedures. SBCCD is also active in reducing Inflow and Infiltration (I & I). SBCCD has ruled out infiltration as a source of water in the system but has identified inflow as a source of water.

8.2 Capacity Assessment and Design Criteria

SBCCD's Sewer Master Plan incorporates a hydraulic analysis of the sewer mains in the system. The peak flow estimates are estimated using flow coefficients developed by SBCCD based on land usage. The flow coefficients used by SBCCD have been compared to the coefficients used by County of San Bernardino Special District Departments. The capacity of each line is determined and those lines unable to handle future master planned flows are identified. The current system capacity is able to handle, without surcharge, the current dry weather and wet weather peak sewer flows.

SBCCD utilizes the County of San Bernardino Special Districts Sewer Standards for reference, along with the following industry standard design criteria for new sewer lines up to 18 inches in diameter. All gravity feed sewer pipes up to and including eight (8) inch diameter shall be sized to carry the peak flow when fifty percent (50%) full. This requirement shall apply regardless of the cross-section shape of the sewer. All larger sewer pipe, except those designed as laterals, shall be sized to carry the peak flow when seventy-five (75%) full. This requirement shall apply regardless of the cross-section of the sewer. No sewer main with an internal diameter less than eight (8) inches shall be installed without prior written approval of SBCCD.

8.3 Prioritization of Corrective Action

The findings of the condition assessments and capacity assessments are used to prioritize corrective actions on a regular basis. SBCCD corrective action prioritization considers the severity of the consequences of potential spills.

8.4 Capital Improvement Plan

SBCCD's Master Plan includes the short- and long-term CIP to address any identified hydraulic deficiencies and planned future construction. SBCCD develops schedules of completion dates for all planned sewer improvement activities as projects are planned. CIP needs and implementation are reviewed and updated by SBCCD on a regular basis.

Element 9 – Monitoring, Measurement, and Modifications

This section summarizes how SBCCD monitors the performance of the sewer system, determines the effectiveness of the O&M procedures, and measures the effectiveness of SBCCD's procedures to reduce spills. Regulatory requirements from the General Order, Attachment D are followed by a description of SBCCD's adaptive management approach to monitoring, measurement, and procedure modifications.

Regulatory Requirements (General Order Attachment D)

The Plan must include an Adaptive Management section that addresses SSMP-implementation effectiveness and the steps for necessary SSMP improvement, including:

- Maintaining relevant information, including audit findings, to establish and prioritize appropriate Plan activities;
- Monitoring the implementation and measure the effectiveness of each SSMP Element;
- Assessing the success of the preventive operation and maintenance activities;
- Updating SSMP procedures and activities, as appropriate, based on results of monitoring and performance evaluations; and
- Identifying and illustrating spill trends, including spill frequency, locations, and estimated volumes.

9.1 Adaptive Management

SBCCD's sewer management procedures are based on an Adaptive Management approach for continuous program improvement, which uses the evaluation of performance indicators to modify its program.

Effectiveness of the program should be determined by evaluating the following performance indicators:

- Number of spills over the past 12 months, distinguishing between dry weather spills and wet weather spills
- Volume distribution of spills (e.g., number of spills < 100 gallons, 100 to 999 gallons, 1,000 to 9,999 gallons, > 10,000 gallons).
- Volume of spills that were contained in relation to total volume of spills.
- Spills by cause (e.g., roots, grease, debris, pipe failure, lift station failure, main capacity, other).
- Evaluation of identified enhanced maintenance areas, such as roots, structural deficiencies, FOG, to determine effectiveness of mitigation procedures.
- Annual maintenance production by activities compared to plan (e.g., quantity of sewers cleaned vs. planned).

The Director of Facilities Maintenance & Operations will periodically evaluate the above performance factors and make changes to the program as appropriate.

The SSMP will be reviewed yearly to ensure all the provisions are implemented and the effectiveness discussed at a meeting of all field staff. SSMP audit will occur at a minimum of once every three (3) years. SSMP updates will occur as appropriate but will occur no longer than once every six (6) years.

Performance evaluations are ongoing because the daily operation of SBCCD includes all the elements of the program. SBCCD Staff develops budgets and requests yearly or regular appropriation to fund the updating.
The sewer maintenance measures will include *inspections and as-needed* maintenance of *the sewer system*.

Element 10 – Internal Audits

Audits are intended to provide controls for ensuring that all programs associated with the SSMP are being implemented and managed appropriately. Audit outcomes should provide information about challenges and successes in implementing the SSMP and identify any program or policy changes that may be needed to ensure effective implementation. Information collected as part of an audit should be used to plan program or procedure revisions necessary to improve program performance. Below are the General Order, Attachment D requirements associated with program audits, followed by a discussion of SBCCD's audit procedures.

Regulatory Requirements (General Order Attachment D)

The Plan shall include internal audit procedures, appropriate to the size and performance of the system, for the Enrollee to comply with Section 5.4 (Sewer System Management Plan Audits) of the General Order. The SSMP audits are required a minimum of once every three (3) years, and certified audit reports are required to be submitted online through the State CIWQS database.

10.1 Audits

Beginning in August 2011, and every two years thereafter through 2021, the SSMP was required to be audited. Starting in August 2024, SBCCD is required to conduct an internal audit every three years. This audit shall focus on evaluating the effectiveness of the SSMP and compliance with the SSMP requirements identified in Attachment D of the SWRCB Order No WQ 2022-0103-DWQ, including identification of any deficiencies in the SSMP and steps to correct them.

The audit will be performed by SBCCD's *Facilities, Maintenance & Operations* and the Safety and Risk Management Department. A written report of the audit results, including corrective actions, recommendations, and a schedule to address identified deficiencies will be developed by the Director of Facilities, Maintenance, & Operations. SBCCD will monitor and review sewer performance on a regular basis. SBCCD will initiate/direct corrective action to be taken when and if SSMP deficiencies are identified between/during periodic internal audits. The audit report shall include a statement that the sewer system operator's input on the audit findings has been considered.

Element 11 – Communication

This section of the SSMP describes SBCCD's communication approach with the public and other agencies in compliance with the General Order requirements listed below:

Regulatory Requirements (General Order Attachment D)

The Plan must include procedures for the Enrollee to communicate with:

- The public for:
  - Spills and discharges resulting in closures of public areas, or that enter a source of drinking water, and
  - The development, implementation, and update of its Plan, including opportunities for public input to Plan implementation and updates.
- Owners/operators of systems that connect into the Enrollee's system, including satellite systems, for:
  - System operation, maintenance, and capital improvement-related activities.

11.1 Communication

SBCCD maintains a website (https://sbccd.edu/district-services/facilities-planning-construction/index.php) to inform the public about SBCCD activities, projects, and expenditures. SBCCD has implemented an Emergency Notification System and emergency evacuation procedures that can be utilized in the event of an emergency on campus that could potentially affect the health of the larger college community (e.g., sewer spill resulting in closure of public areas or affecting drinking water).

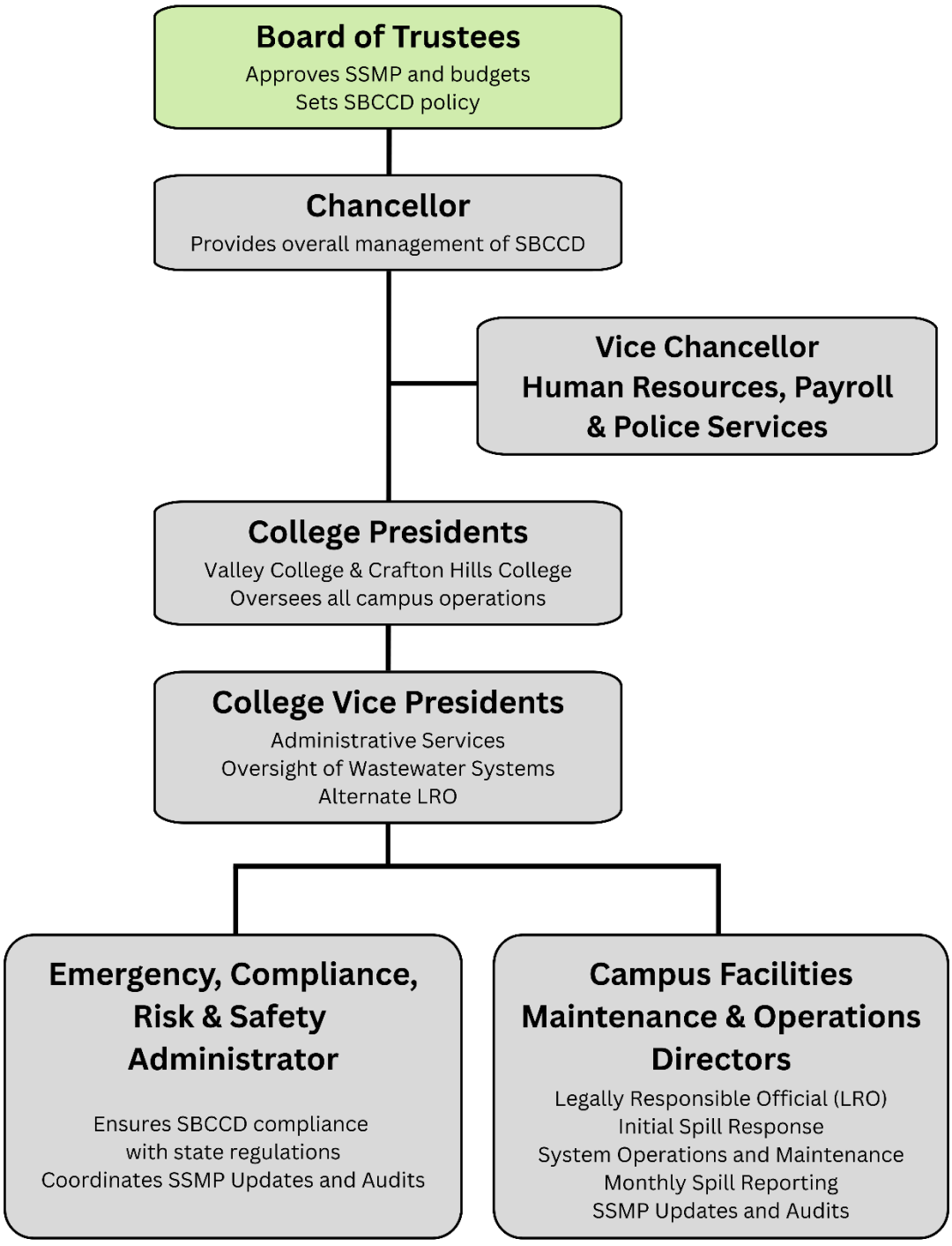
The SBCCD's SSMP is published on the SBCCD website (https://sbccd.edu/district-services/facilities-planning-construction/master-plans.php).

The SBCCD SERP (Appendix 3) provides agency contact information for owners/operators of systems that are downstream or adjacent to SBCCD's system. As part of typical construction notification and utility coordination efforts, SBCCD regularly coordinates with adjacent system owners/operators (sewer, storm drain, water) on upcoming operation, maintenance, and capital improvements related activities that may impact their systems.

Appendix

1.0 Organizational Documents

Figure 1-1. SBCCD SSMP Responsibility Organization Chart



Legally Responsible Officials (LROs) and Personnel Responsible for Spill Reporting

Name and telephone number of San Bernardino Community College District's (SBCCD) Legally Responsible Officials (LROs) are listed below. These members of SBCCD's staff are responsible for reporting spills to the SWQCB, RWQCB and other applicable agencies listed below.

Position & Name	**Telephone**
Director, Facilities Planning & Construction, SBCCD	
SBCCD Director	(909) 388-6932
Director, Facilities, Maintenance & Operations, San Bernardino Valley College	
SBVC Director	(909) 384-8906
After Hours Emergencies	(909) 384-4491
Director, Facilities, Maintenance & Operations, Crafton Hills College	
CHC Director	(909) 389-3384
Vice President, Office of Administrative Services, San Bernardino Valley College	
SBVC Vice President	(909) 384-4453
Vice President, Office of Administrative Services, Crafton Hills College	
CHC Vice President	(909) 389-3210
Emergency, Compliance, Risk & Safety Administrator, Safety & Risk Management Dept, SBCCD	
District Administrator	(909) 388-6921

Reporting

The above individual(s) are responsible for reporting spills and notifying the following:

Agency	**Telephone**
Cal OES – Obtain incident control number, complete field spill report form	(800) 852-7550
Santa Ana Regional Water Quality Control Board	(951) 782-4130
San Bernardino County Environmental Health	(800) 442-2283
After Hours	(800) 472-2376

Sewer Contractors

24/7 Emergency spill/clean-up response Contractor, HCI Environmental.	(951) 584-1802
Long-term maintenance and repair Contractor, as needed.	

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2.0 General Maps

Figure 2-1. San Bernardino Valley College Overview Map



Figure 2-2. San Bernardino Valley College Sanitary Sewer System Map

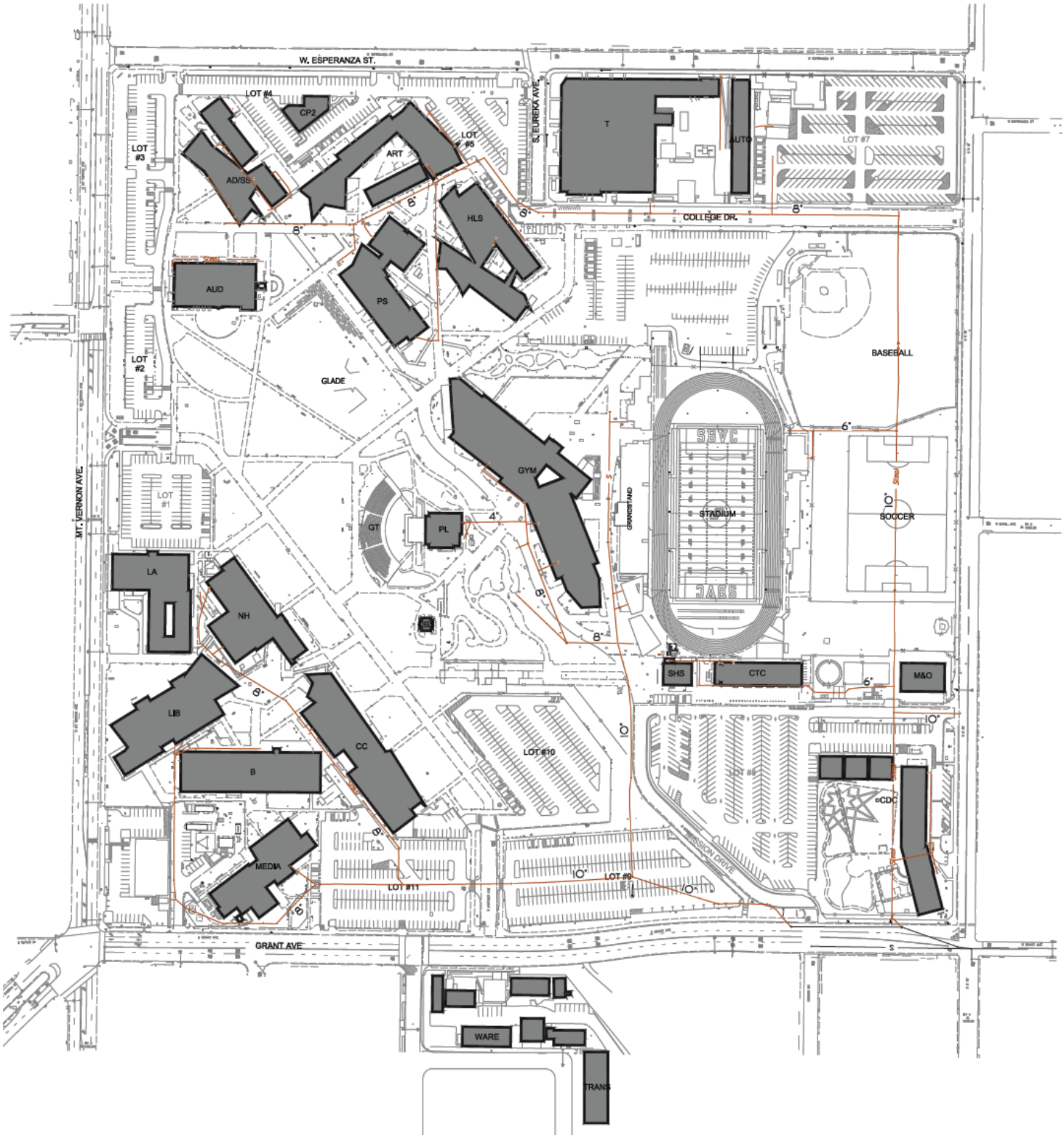


Figure 2-3. Crafton Hills College Overview Map

CAMPUS DIRECTORY



Health & Wellness
- Sleep/nap pods

Visitor Parking

Food Pantry

Nursing Room
- Building 6 - 1st Floor
- Building 8 - 1st Floor
- Building 7 - 1st Floor, HWC

Baby Changing Station

All-gender Restroom

Bus Stop

Police/Security

Parking Permits (Daily)

Parking permits/decals are required to park in all parking lots and on all college streets.

Daily parking permits are available in Lot C, Lot D, Lot J and online at www.craftonhills.edu/parking

Parking in disabled stalls requires a valid California disabled placard and a valid SBCCD parking permit/decal.

Library & Tutoring

The Library and Tutoring Center are located in the Learning Resource Center (LRC), Building 8.

Automated External Defibrillator Locations

Student Services

The Bookstore, Café, EOPS, Admissions & Records, Financial Aid and Counseling are located in the Crafton Center (CCR), Building 6.

Smoking Areas

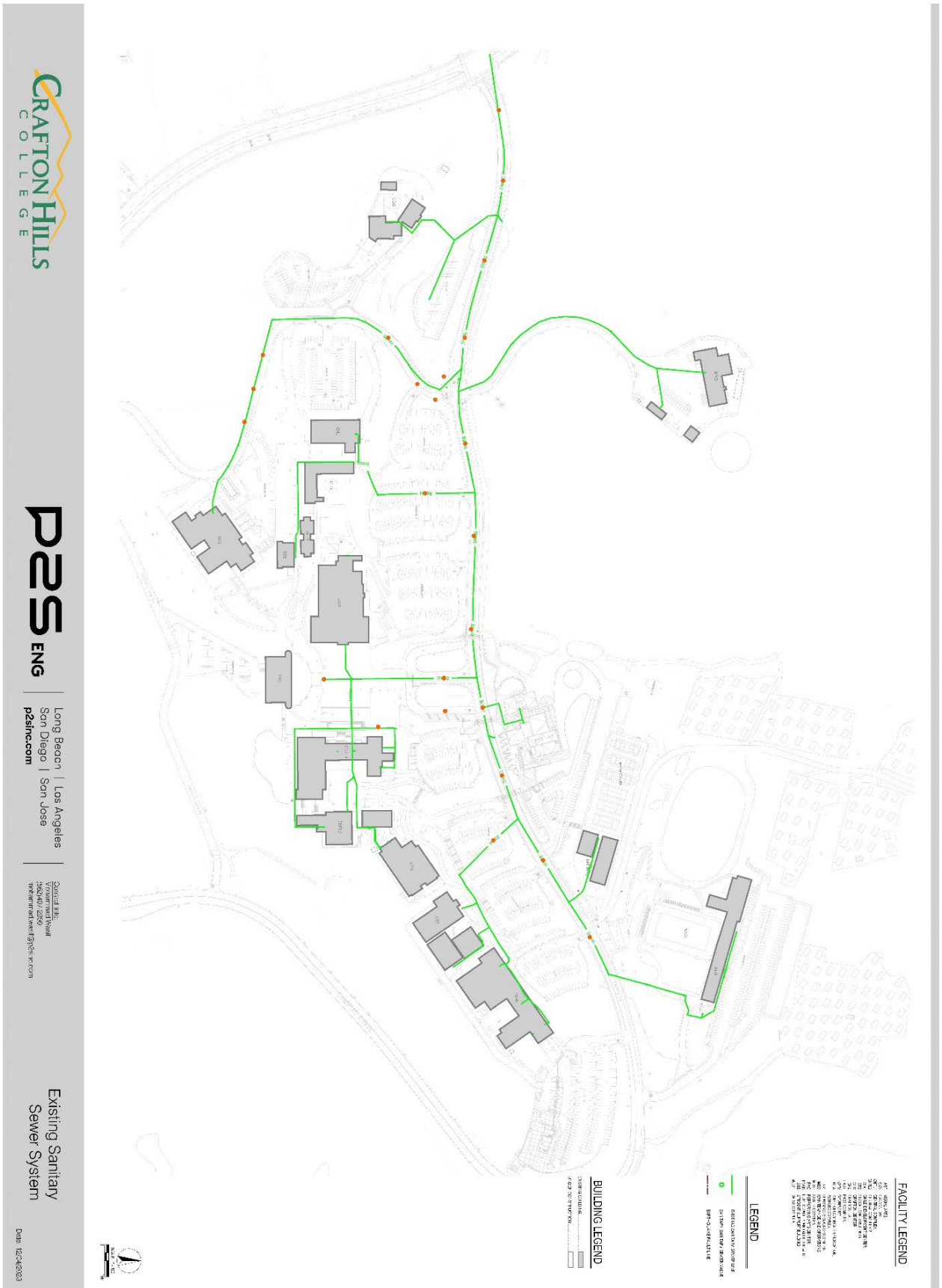
This is a smoke-free campus, smoking in non-designated areas or buildings may result in the issuance of a citation. (Board Policy #3570; Government Code #7597)

Campus Police (909) 389-3275 **District Police (909) 384-4491**

1 ..... Maintenance & Operations (M&O)
2 ..... Child Development Center (CDC)
3 ..... Crafton Hall (CHL)
4 ..... Clock Tower Building (CTB)
5 ..... West Complex (West)
6 ..... Crafton Center (CCR)
7 ..... Student Support Building (SSB)
8 ..... Learning Resource Center (LRC)
9 ..... Performing Arts Center (PAC)
10 ..... Central Complex 1 (CNTL1)
11 ..... Central Complex 2 (CNTL2)
12 ..... Canyon Hall (CYN)
13 ..... Visual Arts (ARTS)
14 ..... East Complex 1 (EAST1)
15 ..... East Complex 2 (EAST2)
16 ..... Public Safety & Allied Health (PSAH)
17 ..... Under Construction: Future Performing Arts Center (PAC)
18 ..... North Complex (NRTH)
19 ..... Kinesiology, Health Education & Aquatics Complex (KHA)
20 ..... Public Safety Training Center (PSTC)
21 ..... Tennis Courts (TC-CRTS)

Updated 2/2021

Figure 2-4. Crafton Hills College Sanitary Sewer System Map



3.0 Spill Emergency Response Plan

This section describes the actions SBCCD will take in cooperation with the SWRCB to address discharges of sanitary sewer pollutants to surface water bodies from the wastewater collection system.

I. SPILL RESPONSE

A. Receipt of Information Regarding a Sewer Spill

A spill may be detected by residents, SBCCD employees, or by others. SBCCD maintenance staff is responsible for receiving phone calls from the public of possible sewer spills from the wastewater collection system, and for responding to the calls.

Telephone calls from the public reporting sanitary sewer spills are received by the Community Development Department office staff during regular office hours and by an automated answering service during other hours. An emergency phone number is on file with the Police Department, and calls are forwarded to SBCCD maintenance staff. The emergency phone line is available 24 hours a day, 365 days a year.

1. The call receiver shall obtain all relevant information available regarding the spill including:
   a. Time and date call was received;
   b. Specific location and description of facility;
   c. Description of problem;
   d. Time the spill was noticed by the caller;
   e. Callers name and phone number;
   f. Observations by the caller (e.g., odor, duration, amount);
   g. Other relevant information that will enable the responding investigator and crews, if required, to quickly locate, assess and stop the spill; and
   h. Any information that is requested on the “Sanitary Sewer Spill Report Form” (attached) that may help in responding to the spill.

2. The call receiver then records the spill information on the information form (attached) and notifies SBCCD maintenance personnel.

3. If spill is larger than 1,000 gallons, may imminently and substantially endanger human health or cause a fish kill, then the office of the California Emergency Management Agency (800) 825-7550 must be notified by the discharger within 2-hours of the becoming aware of the discharge, in accordance with California Code Section 13271.

4. For discharges of sewage that result in a discharge to a drainage channel or a surface water body the discharger shall within 2 hours notify Cal OES, County Environmental Health with jurisdiction over the affected water bodies, and the RWQCB. No later than 24 hours after becoming aware of the discharge, the discharger must submit to the RWQCB a certification that Cal OES and County Environmental Health with jurisdiction over the affected water bodies have been notified of the discharge.

5. Sewer spills detected by any personnel in the course of their normal duties shall be reported immediately to maintenance staff. Maintenance personnel should record all relevant spill information and dispatch a sewer investigator and additional response crews, as needed.

The Sanitary Sewer Spill Report Form (attached) will be completed by SBCCD maintenance staff within 24 hours of the crew’s spill confirmation. The Environmental Health and Safety Administrator and the appropriate Facilities Maintenance & Operations Directors are responsible for reviewing, updating, and signing the final Spill Report.

B. Dispatch of Appropriate Crews to Site of Sewer Spill

Failure of any element within the wastewater collection system that threatens to cause or causes a sewer spill will trigger an immediate response to isolate and correct the problem. Crews and equipment shall be available to respond to any sewer spill immediately. Also, additional resources are to be “on-call” should they be needed.

1. Dispatching Crews
    - SBCCD maintenance staff will receive notification of sewer spills and dispatch the appropriate crews and resources as required.
    - SBCCD maintenance staff shall notify the SBCCD Director of Facilities, Maintenance, and Operations about sewer spills and field crew locations.

2. Additional Resources
    - The SBCCD Director of Facilities, Maintenance, and Operation (or designee) will receive and shall convey to appropriate parties' requests for additional personnel, materials, supplies, and equipment from crews working at the site of a sewer spill.

3. Preliminary Assessment of Damage to Public and Private Property
    - Photographs or video, if possible, should be taken of the sewer spill and impacted area in order to thoroughly document the nature and extent of impacts and are to be included for filing with the spill report.

4. Coordination with Hazardous Materials Response
    - Upon arrival at the scene of a sewer spill, should a suspicious substance (e.g., oil sheen, foamy residue) be found in the area, or should a suspicious odor (e.g., gasoline) not common to the sewer system be detected, the response crew should immediately contact the County Hazardous Materials Response Team or the San Bernardino Fire Department to take over the scene. Remember that any vehicle engine, portable pump, or open flame (e.g., cigarette lighter) can provide the ignition for an explosion or fire if flammable fluids or vapors are present. Keep a safe distance, and apply caution until assistance arrives.

    - Upon arrival of the County Hazardous Materials Response Team or San Bernardino Fire Department, the SBCCD maintenance crew will take direction from the person with the lead authority from that team. Only when that authority determines that it is safe and appropriate can the maintenance crew proceed, under the guidance of the SERP, with the containment, clean up, and correction.

C. Spill Containment, Clean-up, and Correction

Spills of various volumes may result from blocked sewers, pipe failures, or mechanical malfunctions among other natural or man-made causes. SBCCD is constantly on alert and should be ready to respond upon notification and confirmation of a spill.

Specific actions are to be performed by crews during a sewer spill. The objectives of these actions are:

- To protect the public health, environment, and property from sewage spills and to restore the surrounding area back to normal as soon as possible;
- To establish perimeters and control zones with appropriate traffic cones, barricades, vehicles, or use of natural topography (e.g., hills or berms);
- To promptly notify the regulatory agency's communication center of preliminary spill information and potential impacts;
- To contain the sewer spill to the maximum extent possible, including preventing the discharge from entering into surface waters; and
- To minimize SBCCD exposure to any regulatory agency penalties and fines.

Under most circumstances SBCCD will handle all initial response actions with its own maintenance staff. An important issue with respect to an emergency response is to ensure that the temporary actions necessary to divert flows and repair the problem do not produce a problem elsewhere in the system.

SBCCD will use private contractors as needed to meet the response needs.

1. Responsibilities of Response Crew Upon Arrival

    It is the responsibility of the first personnel who arrive at the site of a sewer spill to protect the health and safety of the public by mitigating the impact of the spill to the maximum extent possible. Upon arrival at a sewer spill the response crew shall do the following:

- Determine the cause of the spill (e.g., sewer line blockage, sewer line break, or pump station failure);

- Identify and request, if necessary, assistance or additional resources to correct the spill or to assist in the determination of the cause;
- Take immediate steps to stop the spill (e.g., relieve pipeline blockage, manually operate pump station controls, repair pipe).
- Extraordinary steps may be considered where spills from private property threatens public health and safety (e.g. a spill running off of private property into the public right-of- way); and
- Request additional personnel, materials, supplies, or equipment that will expedite and minimize the impact of the spill.
- Establish traffic control based on the latest Edition of the WATCH Manual.

2. Initial Measures for Containment

Maintenance staff will initiate measures to contain the spilling sewage and recover, where possible, sewage that has already been discharged. These actions should always minimize impacts to the public health and the environment.

- Determine the immediate destination of the spill (e.g., R/W, storm drain, waters of the U.S.);
- Identify and request the necessary materials and equipment to contain or isolate the spill if not readily available;
- Take immediate steps to contain the spill (e.g., block or bag storm drain inlets, recover through use of vacuum truck, divert to downstream manhole).

3. Additional Measures Under Potentially Prolonged Spill Conditions

In the event of a prolonged sewer line blockage or a sewer line collapse a determination should be made to set up a portable bypass pumping operation around the obstruction.

- Appropriate measures shall be taken to determine the proper size and number of pumps required to effectively handle the sewage spill.
- Continuation or periodic monitoring of the bypass pumping operation shall be implemented as required.
- Regulatory agency issues shall be addressed in conjunction with emergency repairs.

4. Cleanup

Sewer spill sites are to be thoroughly cleaned after a spill. No readily identified residue (e.g., sewage solids, papers, rags, plastics, rubber products) is to remain.

- The spill site is to be secured to prevent contact by members of the public until the site has been thoroughly cleaned. Posting if required should be undertaken pursuant to Section IV.
- The area of discharge is to be cleaned of any sewage. Solids and debris are to be vacuumed, swept, raked, picked up, and transported for proper disposal.
- Where appropriate, the spill site is to be disinfected and deodorized.
- Where sewage has resulted in ponding the pond should be vacuumed dry and the residue disposed of in accordance with applicable regulations and policies.
- If a ponded area contains sewage that cannot be vacuumed dry it may be treated with bleach and absorbent material and swept up.
- Use of portable aerators may be required where complete recovery of sewage is not practical and where severe oxygen depletion in existing surface water is expected.

II. PUBLIC ADVISORY PROCEDURE

This section describes the actions SBCCD should take in cooperation with the RWQCB to limit public access to areas potentially impacted by un-permitted discharges of pollutants to surface water bodies from the wastewater collection system.

A. Temporary Signage

SBCCD has primary responsibility for determining when to post notices of polluted surface water bodies or ground waters that result from uncontrolled wastewater discharges from its facilities. The postings do not necessarily prohibit use of recreational areas unless posted otherwise, but provide warning of potential public health risks due to sewage contamination.

III. REPORTING /RECORD KEEPING

A. Spill Categories

Individual spill notification, monitoring and reporting must be in accordance with the following spill categories:

Category 1 Spill

A Category 1 spill is a spill of any volume of sewage from or caused by a sanitary sewer system regulated under this General Order that results in a discharge to:

- A surface water, including a surface water body that contains no flow or volume of water; or
- A drainage conveyance system that discharges to surface waters when the sewage is not fully captured and returned to the sanitary sewer system or disposed of properly.

  Any spill volume not recovered from a drainage conveyance system is considered a discharge to surface water unless the drainage conveyance system discharges to a dedicated stormwater infiltration basin or facility.

A spill from an Enrollee-owned and/or operated lateral that discharges to a surface water is a Category 1 spill;

Category 2 Spill

A Category 2 spill is a spill of 1,000 gallons or greater, from or caused by a sanitary sewer system regulated under the General Order that does not discharge to a surface water.

A spill of 1,000 gallons or greater that spills out of a lateral and is caused by a failure or blockage in the sanitary sewer system, is a Category 2 spill.

Category 3 Spill

A Category 3 spill is a spill of equal to or greater than 50 gallons and less than 1,000 gallons, from or caused by a sanitary sewer system regulated under the General Order that does not discharge to a surface water.

A spill of equal to or greater than 50 gallons and less than 1,000 gallons, that spills out of a lateral and is caused by a failure or blockage in the sanitary sewer system is a Category 3 spill.

Category 4 Spill

A Category 4 spill is a spill of less than 50 gallons, from or caused by a sanitary sewer system regulated under this General Order that does not discharge to a surface water.

A spill of less than 50 gallons that spills out of a lateral and is caused by a failure or blockage in the sanitary sewer system is a Category 4 spill.

B. Spill Notification / Reporting Timeframes

Category 1 Spill

The Enrollee shall report all Category 1 spills per section 3.1 of attachment E1 (Notification, Monitoring, Reporting and Recordkeeping Requirements) of the General Order.

Initial Telephone Notification: All Category 1 spills must be reported by telephone to the agencies listed in Appendix 1:

- SBCCDD has knowledge of the spill (within **2 hours** of having knowledge of spill).
- Reporting is possible.
- Reporting can be performed without substantially impeding cleanup or other emergency measures.

Written or Online Notification: SBCCDD must file with the Santa Ana Water Quality Control Board (RWQCB) **within three (3) days** of having knowledge of the spill an initial written confirmation of the telephone notification or must report the spill online if an online reporting system is available. If online reporting is not available, SBCCD must fax the required information to the RWQCB. A final certified report must be completed online or submitted in writing to the RWQCB **within fifteen (15) days** of the conclusion of spill response and remediation. Information listed in Table A3-1 must be included in the 3-day report. Submit Technical Report within **45 calendar days** after the spill end date for a Category 1 spill in **which 50,000 gallons or greater** discharged to surface waters; and submit Amended Spill Report within **ninety (90) calendar days** after the spill end date

Category 2 Spill

The Enrollee shall report all Category 2 spills per section 3.1 of attachment E1 (Notification, Monitoring, Reporting and Recordkeeping Requirements) of the General Order.

Initial Telephone Notification: All Category 2 spills must be reported by telephone to the agencies listed in Appendix 1:

- SBCCDD has knowledge of the spill (within **2 hours** of having knowledge of spill)
- Reporting is possible.
- Reporting can be performed without substantially impeding cleanup or other emergency measures.

Written or Online Notification: SBCCDD must file with the Santa Ana Water Quality Control Board (RWQCB) **within three (3) days** of having knowledge of the spill an initial written confirmation of the telephone notification or must report the spill online if an online reporting system is available. If online reporting is not available, SBCCD must fax the required information to the RWQCB. A final certified report must be completed online or submitted in writing to the RWQCB **within fifteen (15) days** of the conclusion of spill response and remediation. Information listed in the table below must be included in the 3-day report. Submit Amended Spill Report **within ninety (90) calendar days** after the spill end date.

Category 3 Spill

The Enrollee shall report all Category 3 spills per section 3.1 of attachment E1 (Notification, Monitoring, Reporting and Recordkeeping Requirements) of the General Order. Emergency notification is not applicable for Category 3 spills. Submit monthly Certified Spill Report to the online CIWQS Sanitary Sewer System Database within **thirty (30) calendars days** after the end of the month in which the spills occur; and submit Amended Spill Reports **within ninety (90) calendar days** after the Certified Spill Report due date.

Category 4 Spill

The Enrollee shall report all Category 4 spills per section 3.1 of attachment E1 (Notification, Monitoring, Reporting and Recordkeeping Requirements) of the General Order. Emergency notification is not applicable for Category 4 spills.

If, during any calendar month, Category 4 spills occur, certify monthly, the estimated total spill volume exiting the sanitary sewer system, and the total number of all Category 4 spills into the online CIWQS Sanitary Sewer System Database, **within thirty (30) days** after the end of the calendar month in which the spills occurred. Upload and certify a report, in an acceptable digital format, of all Category 4 spills to the online CIWQS Sanitary Sewer System Database, by February 1st after the end of the calendar year in which the spills occur.

SBCCD Laterals

The Enrollee shall report all SBCCD owned/operated lateral spills per section 3.1 of attachment E1 (Notification, Monitoring, Reporting and Recordkeeping Requirements) of the General Order. Emergency notification is not applicable for lateral spills that do not reach a surface water. Upload and certify a report, in an acceptable digital format, of all lateral spills (that do not discharge to a surface water) to the online CIWQS Sanitary Sewer System Database, by February 1st after the end of the calendar year in which the spills occur. Report a lateral spill of any volume that discharges to a surface water as a Category 1 spill.

C. Online Reporting Information

Spill reporting occurs on the California Integrated Water Quality System project (CIWQS) website at: https://www.waterboards.ca.gov/water_issues/programs/ciwqs/.

If there are no spills during the calendar month, the Enrollee will provide, within thirty (30) days after the end of each calendar month, a statement through the CIWQS Database certifying that there were no spills for the designated month.

In the event that the CIWQS Database is not available, the enrollee must fax all required information to the RWQCB office in accordance with the time schedules identified above. In such event, the Enrollee must also enter all required information into the CIWQS Database as soon as practical.

Table A3-1. Spill Reporting Information

Item No.	Information Description
1.	Location of SSS by GPS coordinates
2.	Applicable Regional Water Quality Control Board
3.	County where spill occurred
4.	Did spill enter a drainage channel or surface water?
5.	Did spill enter a storm drainpipe without being fully captured and returned to sanitary
6.	Estimated spill volume in gallons
7.	Spill Source (e.g., manhole, cleanout, etc.)
8.	Spill cause (e.g., sewer blockage, roots, pump failure, etc.)
9.	Time of spill discovery or notification
10.	Estimated arrival time of first responder
11.	Spill destination (if known)
12.	Estimated spill end time
13.	Spill Certification
14.	Estimated spill volumes that reached a drainage channel or surface water or not recovered from storm drainpipe
15.	Estimated spill recovered
16.	Response and corrective action taken
17.	If samples were taken, which regulatory agency received sample results?
18.	If samples were taken, which constituents were analyzed?
19.	Were health warnings posted?
20.	Is investigation ongoing?
21.	Steps taken or planned to reduce, eliminate, and prevent reoccurrence of spill and a schedule of major milestones for identified steps
22.	Date and time OES was called
23.	OES control number (if applicable)
24.	Date and time County Health Department was called

D. Trend Report

Once a spill has occurred at the same location of a previous spill, whether or not due to the same suspected cause, steps need to be taken to prevent the spill from recurring and a schedule must be developed to implement a plan of action.

E. Record Keeping

SBCCD will retain records of all spills, including, but not limited to:

a) All original strip chart recordings for continuous monitoring instrumentation;
b) Service call records and complaint logs received by the discharged;
c) Spill Calls;
d) Hard copies of all e-mails and internet reports;
e) Spill records including location of spill and impacted receiving water if any (street address and GPS coordinates);
f) Copies of all spill reports;
g) An estimate of the volume of the spill;
h) A description of the sewer system component from which the release occurred (e.g., manhole, constructed spill pipe, crack in pipe);
i) The estimated date and time when the spill began and when it stopped;
j) The cause or suspected cause of the spill;
k) Steps that have been and will be taken to prevent the spill from recurring and a schedule to implement those steps;

l) Work orders from the previous 3 years that are associated with responses and investigations of system problems related to sanitary sewer spills;
m) A list and description of complaints from customers or others from the previous 3 years; and
n) Documentation of performance and implementation measures for the previous 3 years.

IV. FOLLOW-UP PROCEDURES

Following the spill response, clean-up, and reporting, additional actions may be required to ensure that similar spills do not occur in the future. These actions can include, but are not limited to, the following:

- Video Recording of Sanitary Sewer Main.
- Repair or reconstruction of Sanitary Sewer Main.
- Monitoring and testing.

V. DISTRIBUTION AND MAINTENANCE OF SERP

A. Submittal and Availability of SERP

Copies of the SERP and any amendments or updates will be distributed to personnel who may become incidentally involved in responding to spills will be familiar with the SERP.

B. Review and Update of SERP

The SERP will be reviewed annually and amended as appropriate. SBCCD shall also update the SERP with the issuance of a revised or new NPDES permit or state waste discharge permit.

C. Training

Relevant training programs, reading materials, or online videos that could assist response crews in executing their duties and responsibilities in confirming spills, identifying their causes, and resolving them will be made available by Facilities, Maintenance & Operations. Periodic field drills of the spill response procedures will be addressed and could be executed in conjunction with other periodic emergency preparedness drills.

Notification, Monitoring, and Reporting Summary Tables

Table A3-2. Category 1 – Spill Response Procedures

Spill Requirement	Due	Method
Notification	**Within two (2) hours** of SBCCD's knowledge of a Category 1 spill of 1,000 gallons or greater, discharging or threatening to discharge to surface waters: Notify the California Office of Emergency Services and obtain a notification control number.	California Office of Emergency Services at: (800) 852-7550 Section 1 of attachment E1
Monitoring	Conduct spill-specific monitoring; Conduct water quality sampling of the receiving water **within 18 hours** of initial knowledge of spill of 50,000 gallons or greater to surface waters.	Section 2 of attachment E1
Reporting	Submit Draft Spill Report **within three (3) business days** of SBCCD's knowledge of the spill; Submit Certified Spill Report **within 15 calendar days** of the spill end date; Submit Technical Report within **45 calendar days** after the spill end date for a Category 1 spill in **which 50,000 gallons or greater** discharged to surface waters; and Submit Amended Spill Report within **90 calendar days** after the spill end date.	Section 3.1 of attachment E1

Table A3-3. Category 2 – Spill Response Procedures

Spill Requirement	Due	Method
Notification	**Within two (2) hours** of SBCCD's knowledge of a Category 2 spill of 1,000 gallons or greater, discharging or threatening to discharge to waters of the State: Notify California Office of Emergency Services and obtain a notification control number.	California Office of Emergency Services at: (800) 852-7550 Section 1 of attachment E1
Monitoring	Conduct spill-specific monitoring	Section 2 of attachment E1
Reporting	Submit Draft Spill Report **within three (3) business days** of the SBCCD's knowledge of the spill; Submit Certified Spill Report **within 15 calendar days** of the spill end date; and Submit Amended Spill Report **within 90 calendar days** after the spill end date.	Section 3.2 of attachment E1

Table A3-4. Category 3 Spill - Response Procedures

Spill Requirement	Due	Method
Notification	Not Applicable	Not Applicable
Monitoring	Conduct spill-specific monitoring.	Section 2 of attachment E1
Reporting	Submit monthly Certified Spill Report to the online CIWQS Sanitary Sewer System Database within **30 calendars days** after the end of the month in which the spills occur; and Submit Amended Spill Reports **within 90 calendar days** after the Certified Spill Report due date.	Section 3.3 and 3.5 of attachment E1

Table A3-5. Category 4 – Spill Response Procedures

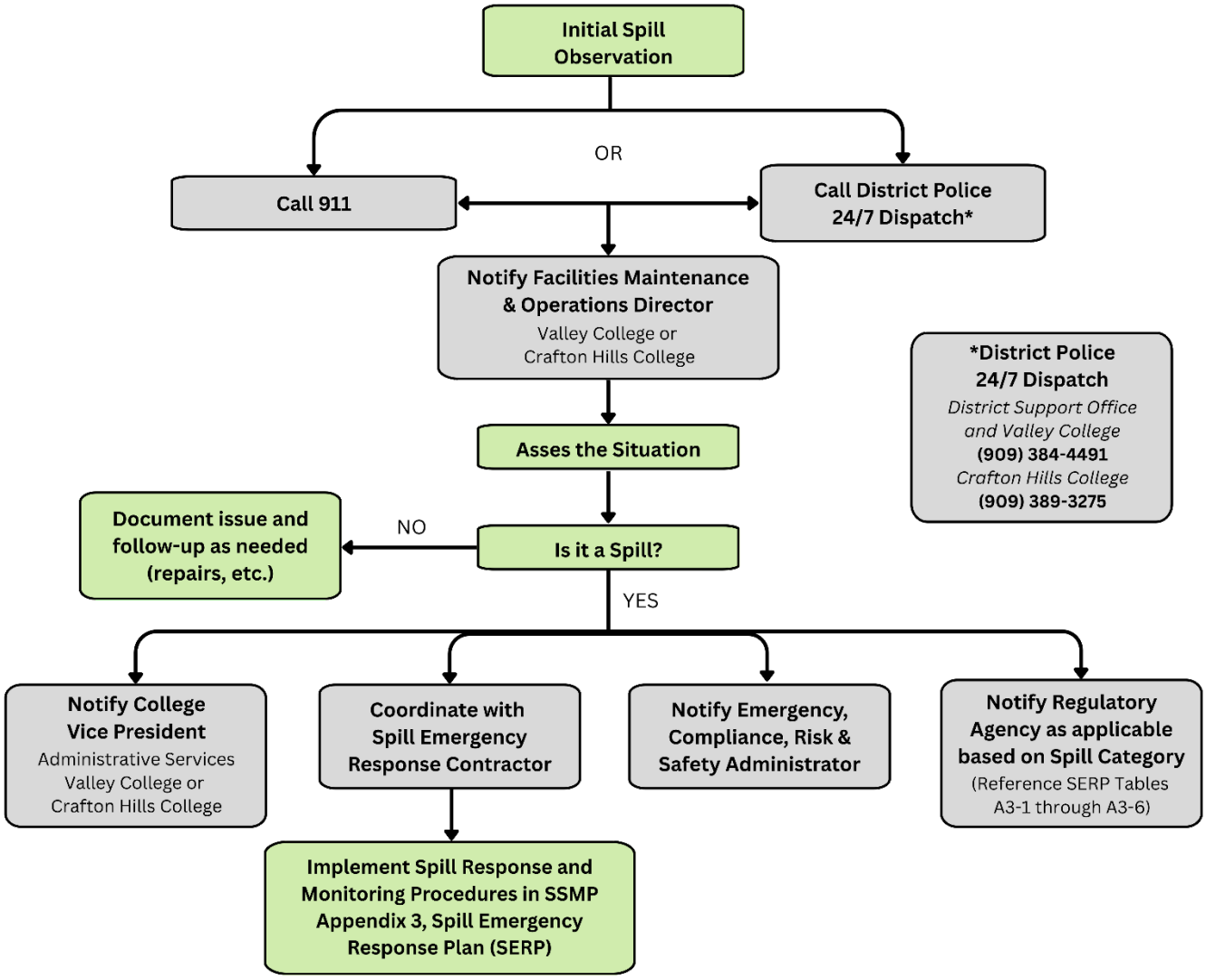
Spill Requirement	Due	Method
Notification	Not Applicable	Not Applicable
Monitoring	Conduct spill-specific monitoring.	Section 2 of attachment E1
Reporting	If, during any calendar month, Category 4 spills occur, certify monthly, the estimated total spill volume exiting the sanitary sewer system, and the total number of all Category 4 spills into the online CIWQS Sanitary Sewer System Database, within 30 days after the end of the calendar month in which the spills occurred. Upload and certify a report, in an acceptable digital format, of all Category 4 spills to the online CIWQS Sanitary Sewer System Database, by February 1st after the end of the calendar year in which the spills occur.	Section 3.4, 3.6, 3.7 and 4.4 of attachment E1

Table A3-6. SBCCD owned and/or Operated Laterals – Spill Response Procedures (no discharge to surface waters)

Spill Requirement	Due	Method
Notification	Within two (2) hours of the Enrollee's knowledge of a spill of 1,000 gallons or greater, from an enrollee-owned and/or operated lateral, discharging or threatening to discharge to waters of the State: Notify California Office of Emergency Services and obtain a notification control number. *Not applicable to a spill of less than 1,000 gallons.*	California Office of Emergency Services at: (800) 852-7550 Section 1 of attachment E1
Monitoring	Conduct visual monitoring.	Section 2 of attachment E1
Reporting	Upload and certify a report, in an acceptable digital format, of all lateral spills (that do not discharge to a surface water) to the online CIWQS Sanitary Sewer System Database, by February 1st after the end of the calendar year in which the spills occur. Report a lateral spill of any volume that discharges to a surface water as a Category 1 spill.	Sections 3.6, 3.7 and 4.4 of attachment E1

If a Private Lateral Sewage Discharge is recorded in the spill Database, SBCCD must identify the sewage discharge as occurring and caused by a private lateral, and a responsible party (other than SBCCD) should be identified, if known.

SBCCD SERP Notification Chart



SEWER SPILL REPORT FORM

Photos to be taken of spill site and surrounding areas, including storm inlets

Agency Phone Numbers: **RWQCB** (951) 782-4130, **OES** (800) 852-7550, **County EH** (800) 442-2283

Employee Name: _____ Date of Incident: _____

Location of Spill (include GPS coordinates): _____

Time of Incident Call Received:_____From whom? _____

Time Arrived at Spill Site: _____ Estimated Spill End Time: _____

Spill Source, Cause, and Destination: _____

_____

_____

_____

_____

Estimated Spill Total Volume (Gals): _____

Estimated Spill volume that entered drainage channel of surface water (Gals): _____

Estimated Spill volume that entered storm drain system not recovered (Gals): _____

Impact/extent of Spill: _____

_____

_____

Response and Corrective Action: _____

_____

_____

_____

Health Warnings Posted (YES / NO) Date and Time Environmental Health Notified: _____

Samples Taken (YES / NO) Constituents Analyzed: _____

Results Sent To: _____ _____

Date and Time OES Notified: _____OES Control Number: _____

Recommended Follow-Up: _____

_____

_____

_____

_____

This form must be completed as part of the investigation and response for any Spill.

The SBCCD Emergency, Compliance, Risk & Safety Administrator and appropriate college Director of Facilities, Maintenance, and Operations must be notified immediately concerning any Spill.

Regulatory Agencies Notification Requirements

California Emergency Management Agency (Cal OES)

Phone: (800) 852-7550 Duty Operator Phone: (916) 845-8911 Fax: (916) 845-8911

Date and Time called: _____

Name of person contacted: _____

O.E.S. Control Number: _____

Comments: _____

Notification Requirements:

Within 2 (two) hours: All SPILLs that are greater than 1,000 gallons, **or** discharge to drainage channel and/or surface water, or discharge to a storm drainpipe.

County Department of Environmental Health and Quality

Phone: (800) 442-2283 After Hours: (800) 472-2376 Fax: (909) 387-4323

Date and Time called: _____

Name of person contacted: _____

Comments: _____

Notification Requirements:

The Dept. of Env. Health is notified through the Cal OES Control Number. SBCCD also calls for verification.

California Regional Water Quality Control Board:

Region 8 – Santa Ana Regional Water Quality Control Board:

Phone (951) 782-4130 email: spillreportR8@waterboards.ca.gov Fax: (951) 781-6288

Contact: Najah Amin Phone: (951) 320-6362 e-mail: Najah.Amin@waterboards.ca.gov

Date and Time called: _____

Name of person contacted: _____

Comments: _____

Notification Requirements:

The RWQCB is notified through the Cal OES Control Number. SBCCD also calls for verification.

Department of Fish and Wildlife (State of California):

Phone: (800) 852-7550 osprinfo@wildlife.ca.gov

Date and Time called: _____

Name of person contacted: _____

D.F.W. Control Number: _____

Comments: _____

Notification Requirements:

IMMEDIATE: All SPILL's that are greater than 1,000 gallons, or discharge to drainage channel and/or surface water, or discharge to a storm drainpipe that was **not** fully captured and returned to the sewer system.

Fish & Wildlife Service (federal)

Carol Roberts Phone: (760) 431-9440 ext. 271 Email: carol_a_roberts@fws.gov

Spill Line (760) 607-9768

Date and Time called: _____

Name of person contacted: _____

US F&W Control Number: _____

Comments: _____

Notification Requirements:

IMMEDIATE: All SPILL's that are greater than 1,000 gallons, or discharge to drainage channel and/or surface water, or discharge to a storm drainpipe that was **not** fully captured and returned to the sewer system.

Storm Water Agency Notification Requirements

Notify appropriate agency,

if any amount of a SPILL reaches storm drains in their jurisdiction.

San Bernardino Valley College

City of San Bernardino

Public Works: (909) 384-7272 Sewer Spill: (909) 384-5141 Emergency: (909) 384-5777

Date and Time called: _____

Name of person contacted: _____

Comments: _____

_____

_____

City of Colton

Public Works: (909) 370-5065 Emergency: (909) 370-5000

Date and Time called: _____

Name of person contacted: _____

Comments: _____

_____

_____

Crafton Hills College

City of Redlands

Municipal Utilities and Engineering Dept: (909) 797-2489

Date and Time called: _____

Name of person contacted: _____

Comments: _____

_____

_____

San Bernardino County Flood Control District

Phone: (909) 387-8063 After-Hours Phone: (909) 356-3805

Date and Time called: _____

Name of person contacted: _____

Comments: _____

4.0 – Preventative Maintenance

SBCCD performs as-needed preventive inspection and maintenance of the sewer system. Inspection and maintenance is prioritized to focus on those sewers with the most potential for repair needs. Maintenance history, past overflow records, sewer locations, and age will be some of the factors used to prioritize the televising schedule.

The digital video pipeline inspection system has been selected. This system allows for the most consistent and thorough collection of data. Under this system, a CCTV van crew gathers video and data for each pipe segment to identify any deficiencies and engineers review the tapes and video logs to determine if the sewer facilities should be repaired or replaced immediately or scheduled for future improvements.

This program utilizes state-of-the art digital video technology to inspect and identify the existing condition of the sewer collection system and to simplify a host of wastewater management tasks. This new system allows for the most consistent and thorough collection of data and helps comply with the State Water Resources Control Board Waste Discharge Requirements for sewer collection system owners and operators.

This program uses the Pipeline Assessment and Certification Program (PACP) rating system, which was developed by the National Association of Sewer Service Companies (NASSCO). PACP requires CCTV operators to code defects either by infrastructure or maintenance defect. Each defect code is assigned a grade of 1 to 5. With 1 being the least severe and 5 being the most severe defect. These grades only consider the internal pipe conditions obtained from the televised inspection. After a sewer segment has been inspected, several grading systems can be applied to determine the most severe pipe segments.

One of the Condition Grading Systems most commonly used is the Quick Rating. SBCCD utilized the Quick Rating system as a foundational rubric to evaluate the condition of the sewer system. This system indicates the number of occurrences for the two highest severity grades for each pipe segment for either maintenance or infrastructure defects. A grade of 1 indicates that a pipe segment is in excellent condition with minor defects and failure is unlikely in the foreseeable future, while a grade of 5 indicates that a pipe segment may require immediate attention. An example of a quick rating may be: 5249, where there are two defects with a grade 5 rating, and 9 defects with a grade 4 rating.

Using the Quick Ratings, SBCCD can determine the priority list for maintenance crews and infrastructure repairs. SBCCD typically considers sewer segments that have Quick Ratings, with 4100 or more for maintenance or repair. Sewer segments with infrastructure defects are reviewed for repair and are sorted into three categories: 1- Immediate repair, 2- Scheduled repair within 10 years, and 3- May need repair after 10 years and will be re-assessed during the next round of CCTV inspection.

A detailed breakdown of the five possible defect grades and their estimated time to failure is as follows:

Grade	Description	Estimated time to Failure
1	EXCELLENT: Minor Defects.	Unlikely in the foreseeable future
2	GOOD: Defects that have not begun to deteriorate	20 years or more
3	FAIR: Moderate defects that will continue to deteriorate	10 to 20 years
4	POOR: Sever defects that will become grade 5 defects within the foreseeable future	5 to 10 years

Responsible Office: Safety & Risk Management Department

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director, Business & Fiscal Services

DATE: November 13, 2025

SUBJECT: Consideration of Ratification for Contracts at or Above $114,800

RECOMMENDATION

It is recommended that the Board of Trustees ratify the contracts on the attached list which are routine in nature, support the ongoing operation of the District, and have a total contract cost at or above $114,800.

OVERVIEW

In accordance with SBCCD Board Policy 6100, Delegation of Authority, The Board of Trustees delegates authority to the Chancellor to supervise the general business procedures of the District to assure the proper administration of property and contracts. District staff is presenting the attached purchase and/or contract requests, which meet or exceed the formal bid limits, for Board approval in the form of ratification.

ANALYSIS

The California Board of Governors sets the formal bid limit for procurement of goods and/or services on an annual basis. The formal bid limit for the current calendar year has been set at $114,800. Ratification of the contracts on the attached list will allow for the successful ongoing operation of the District. Construction services are not included in this board item.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The attached purchase and/or contract requests have been budgeted for via purchase requisition.

Contracts At or Above $114,800

Submitted for Ratification November 13, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
30410	**Career Education Experts LLC**	Amendment 01	SBCCD	EDCT	$ 128,785.00		$ 34,785.00
	Consultants: assistance in supporting High Road Training Partnership Grants through auditing, compliance reviews and outcomes reporting; this is to approve Amendment 01 - to extend term to 03/31/2026 and increase by $34,785; contract term from 10/15/2024 to 03/31/2026						
31371	**Emcor Service Mesa Energy**	Professional Services	SBVC	Facilities	$ 325,897.00		
	RFP 2025-02 HVAC Equipment Services for SBVC; contract term from 07/01/2025 to 06/30/2028						
31367	**KYA Group, The**	Piggyback Bid	SBVC	Admin Services	$ 5,000,000.00		
	Piggyback Bid - Foundation for California Community Colleges Agreement Contract Number 0000-6964 for facilities equipment; this is to set the not to exceed amount; contract term from 03/03/2023 to 07/19/2027						

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Heather M. Madole, Administrative Officer

DATE: November 13, 2025

SUBJECT: Consideration of Approval of Individual Memberships

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached list of individual memberships.

OVERVIEW

The County of San Bernardino District Financial Services Division requires certification of Board minutes, that are in accordance with provisions of legal codes for the State of California, to pay invoices for memberships. Whenever possible, SBCCD purchases institutional memberships to be used districtwide. The individual requesting membership has reviewed, and confirms, the District does not currently subscribe to an institutional membership and the association to which they are requesting membership only offers Individual memberships. The memberships requested are related to job duties and functions to promote and advance our institutions and students.

ANALYSIS

Education Code Section 35172 (d) Subscribe for membership for any school under its jurisdiction in any society, association, or organization which has for its purpose the promotion and advancement of public or private education. (e) Subscribe for membership in, or otherwise become a member of, any national, state, or local organization of governing boards of school districts or members thereof which has for its purposes the promotion and advancement of public education through research and investigation, and the cooperation with persons and associations whose interests and purposes are the betterment of the educational opportunities of the children of the state.

Education Code Section 35160.1 (a) The Legislature finds and declares that school districts, county boards of education, and county superintendents of schools have diverse needs unique to their individual communities and programs. Moreover, in addressing their needs, common as well as unique, school districts, county boards of education, and county superintendents of schools should have the flexibility to create their own unique solutions. (b) In enacting Section 35160, it is the intent of the Legislature to give school districts, county boards of education, and

county superintendents of schools broad authority to carry on activities and programs, including the expenditure of funds for programs and activities which, in the determination of the governing board of the school district, the county board of education, or the county superintendent of schools are necessary or desirable in meeting their needs and are not inconsistent with the purposes for which the funds were appropriated. It is the intent of the Legislature that Section 35160 be liberally construed to affect this objective. (c) The Legislature further declares that the adoption of this section is a clarification of existing law under Section 35160.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

Membership associated with this board item are included in the funding source as attached.

Individual Memberships

Submitted for Approval November 13, 2025

[v.10.30.2025.p.1|1]

SITE, INDIVIDUALS, AND AMOUNT	MEMBERSHIP AND FUNDING SOURCE
SBVC Leticia Hector $400.00	**California Community Colleges Chieft Instructional Officers (CCCCIO)** General Fund - VP Instruction Office
DSO Farrah Farzaneh Yash Patel Abel Favela $185.00 each	**Constrution Management Association of America (CMAA)** General Fund – Facilities Planning & Construction

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Dr. Diana Z. Rodriguez, Chancellor
REVIEWED BY:	Jose F. Torres, Executive Vice Chancellor
PREPARED BY:	Steven J. Sutorus, Executive Director, Business & Fiscal Services
DATE:	November 13, 2025
SUBJECT:	Consideration of Approval to Adopt Resolution #2025-11-13-FS-01 Approving Transfers of Appropriations for the 2025-26 Fiscal Year

RECOMMENDATION

It is recommended that the Board of Trustees adopt Resolution #2025-11-13-FS-01 Approving Transfers of Appropriations for the 2025-26 Fiscal Year.

OVERVIEW

According to Title 5, §58307 and §58308 and in accordance with Administrative Procedure 6250, all income in excess of budgeted amounts shall be added to the general reserve. However, the Board of Trustees may approve the appropriation of such funds, according to need, by the adoption of a resolution by a majority vote.

ANALYSIS

During the course of the fiscal year, revisions become necessary to bring budgeted revenues and expenditures in balance with actual receipts and expenses. Therefore, we are recommending that the Board of Trustees authorize staff to process necessary transfers during 2025-26 to allow for the appropriation of excess funds; transfers between designated and/or unappropriated fund balances and any expenditure classifications; or balance any expenditure classification of the budget.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

Approval of this item will allow for timely posting of adjustments and a realistic picture of actual spending patterns of funds.

RESOLUTION #2025-11-13-FS-01 OF THE BOARD OF TRUSTEES OF THE SAN BERNARDINO COMMUNITY COLLEGE DISTRICT APPROVING THE TRANSFERS OF APPROPRIATIONS FOR THE 2025-26 FISCAL YEAR

WHEREAS, the San Bernardino Community College District Board of Trustees has determined that during the fiscal year budget revisions become necessary to bring the budgeted revenues and expenditures in balance with actual receipts and expenses; and

WHEREAS, by making these appropriation adjustments to actuals, the District will reflect a more realistic picture of actual spending patterns of funds; and

WHEREAS, the San Bernardino Community College District Board of Trustees has determined that additional income is assured in excess of the amounts previously budgeted and the timely posting of adjustments will keep each account up-to date with accurate uncommitted balances;

NOW, THEREFORE, BE IT RESOLVED that pursuant Title 5, §58307 and §58308, and in accordance with its Administrative Procedure 6250, the District may appropriate any such funds, and identify and make such transfers as needed throughout the 2025-26 fiscal year.

BE IT FURTHER RESOLVED that the San Bernardino Community College District Board of Trustees authorizes staff to process the necessary transfers to revise budget amounts during the course of the fiscal year to allow appropriation of excess funds, transfers between designated and/or un-appropriated fund balances and any expenditure classifications, or balance any expenditure classification of the budget.

PASSED AND ADOPTED by the Board of Trustees on November 13, 2025, by the following majority vote:

AYES: _____

NOES: _____

ABSTENTIONS: _____

ABSENT: _____

STATE OF CALIFORNIA)
COUNTY OF SAN BERNARDINO)

I, Diana Z. Rodriguez, Ed.D., Secretary to the Board of Trustees, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED my hand this _____ day of _____, 20_____.

_____ Secretary to the Board of Trustees

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director, Business & Fiscal Services

DATE: November 13, 2025

SUBJECT: Consideration of Approval of Surplus Property and Authorize Donation to San Bernardino Valley Concert Association

RECOMMENDATION

It is recommended that the Board of Trustees approve the surplus and donation of musical equipment to San Bernardino Valley Concert Association.

OVERVIEW

SBVC's Music Department wishes to surplus the items which are no longer used by the District. Education Code 81452 (c) provides that the governing board may, by unanimous vote, declare property of insignificant value as surplus and donate the surplus property to a charitable organization. The items to be donated are: 7 Kawai PN60 keyboards. The estimated value of the donation is $2,000.

ANALYSIS

SBVC's Music Department no longer uses the items and they are non-essential to ongoing operations. San Bernardino Valley Concert Association has examined the equipment and is willing to accept the donation for use in supporting their mission.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

No Cost to the District

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director, Business & Fiscal Services

DATE: November 13, 2025

SUBJECT: Consideration of Approval of Surplus Property and Authorization for Private Sale or Disposal

RECOMMENDATION

It is recommended that the Board of Trustees declare the equipment and/or materials listed on the attached as surplus property and direct the Business Office to arrange for its sale or disposal.

OVERVIEW

California Education Code 81452 states that if a governing board, by a unanimous vote of those members present, finds that property, whether one or more items, does not exceed in value the sum of $5,000, the property may be sold at private sale without advertising or disposed of.

ANALYSIS

The items listed on the attached have been identified as obsolete and no longer usable. Upon approval by the board, they will be sold or disposed of through reputable auction houses and/or salvage companies.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

Funds for materials sold will be provided to the district after auction and positively impact the budget.

Fixed Assets Surplus Report

November 13, 2025

Asset #	Date Retired	Description	Initial Value	Current Value
17959	10/7/2025	iSCSI disk storage appliances	$8,859.89	$0.00
32714	10/7/2025	Server - Integrity BL890c i2 c7000	$224,319.00	$0.00
37696	9/17/2025	Dell Latitude E5550/5550 CTO	$1,253.97	$0.00
37852	9/17/2025	OptiPlex 7440 AIO	$1,562.14	$0.00
37859	9/17/2025	OptiPlex 7440 AIO	$1,562.14	$0.00
38002	9/17/2025	SWITCH, NETWORK	$1,026.91	$0.00
38008	10/7/2025	SWITCH, NETWORK	$2,759.29	$0.00
38087	9/17/2025	SWITCH, NETWORK	$1,026.91	$0.00
38088	9/17/2025	SWITCH, NETWORK	$1,026.91	$0.00
18722	10/15/2025	Kawai PN60 Keyboard	$1,300.00	$0.00
18732	10/15/2025	Kawai PN60 Keyboard	$1,300.00	$0.00
18724	10/15/2025	Kawai PN60 Keyboard	$1,300.00	$0.00
18720	10/15/2025	Kawai PN60 Keyboard	$1,300.00	$0.00
18715	10/15/2025	Kawai PN60 Keyboard	$1,300.00	$0.00
18716	10/15/2025	Kawai PN60 Keyboard	$1,300.00	$0.00
18719	10/15/2025	Kawai PN60 Keyboard	$1,300.00	$0.00

Non-Fixed Assets Surplus Report
November 13, 2025

Description	Quantity (ea)
Dell Monitor	5
Dell Optiplex 3050 AIO	2
Extreme Switch	55
Extreme BlackDiamond 8806	1
Dell Optiplex 7440 AIO	2
Verizon Hot Spots	6
Samsung AV Equipment	1
Surface Pro Tablets	3
Extron AV Equipment	8
Panasonic DVD Player	1
Dell Latitude 6430 Laptop	1
Cisco 7841 Phone	1
Epson H600A Projector	3
Dell Latitude E5570 Laptop	1
Cisco 2950 Switch	1
Cisco 7940 Phones	6
Dell Wireless Mice	5
Dell Wireless Keyboards	11
Fujitsu Scanner	1
Extron Switcher	1
Dell WD19S Docking station	1
Cannon Fax	1
EVID Equipment	4
Rack Mount Kit	1
Dell Server	2
Plantronics Headsets	2
Brother Tonor	2
Intellix DVR	2
Alerton WebTalk	1
Server Power Supply	1
Dell Switch	4
NetApp Switch	2
Extreme Power Supply	14
Extreme Wireless Access Points	22
Extreme Fan Module	17
SummitStack Module	15
Sony Camera MVC-CD1000	1
Ultratec Wordprocessor	1
Extreme Reach	5
Extreme stacking cables	29
International Fiber Systems	2
Dell Venue 11 dock	1

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Farrah Farzaneh, Executive Director, Facilities Planning, Construction, & Sustainability

DATE: November 13, 2025

SUBJECT: Consideration of Ratification of Master Services Agreements, Task Orders, and Professional Service Agreements for Bond Construction

RECOMMENDATION

It is recommended that the Board of Trustees ratify Master Services Agreements, Task Orders, and Professional Services Agreements as indicated on the attached list.

OVERVIEW

To support the Measure CC Bond Program, SBCCD has created various shortlists of professional service consultants for specific pre-design, and engineering disciplines in accordance with the established Request for Qualifications process. These prequalified shortlists include:

- Architectural & Engineering
- California Environmental Quality Act/National Environmental Policy Act
- Civil Surveying
- Commissioning
- Division of the State Architect Inspector of Record
- Estimating
- Facility Move Management
- Furniture, Fixtures, & Equipment (FF&E) Design, Procurement & Installation Coordination
- Geotechnical
- Hazardous Material Assessment
- Landscape Architecture
- Mechanical, Electrical, and Plumbing Engineering
- Special Inspection & Material Testing

As consulting firms are needed, Requests for Task Order Proposals are issued to the firms of each applicable shortlist. If selected, a Master Services Agreement with the chosen firm is executed, and the Task Order awarded.

ANALYSIS

Requests for Task Order Proposals are issued to all prequalified professional services consultants within the related pool. Unlike construction contracts, which are awarded by low bid, professional consulting contracts are awarded based on best value.

Each proposal is assessed by a committee comprised of representatives from the Facilities Department, campus staff, program management team, and other District stakeholders as appropriate. A qualitative evaluation based on weighted criteria (including fee, technical approach, project experience, key personnel, and delivery schedule) is performed to determine which firm's proposal provides SBCCD with the best value for the Task Order.

Additionally, individual Professional Services Agreements are issued on an as-needed basis.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The costs will be included in the Bond Construction budget.

Master Services Agreements, Task Orders, and Professional Services Agreements for Bond Construction

Submitted for Ratification November 13, 2025

TASK ORDERS						
Firm	**Pool Approval**	**Amount**	**Site**	**Project**	**Task Order**	**Date Executed**
Twining Consulting Riverside, CA	Geotechnical Engineering Services 12/12/2019	$1,520.21	CHC	Instructional Building	CC03-3640.04 (TO#01-026.3) Geotechnical Engineering Services	9/16/2025
TYR, Inc. Huntington Beach, CA	Division of the State Architect Inspector of Record Services 5/13/2021	$22,800.00	CHC	Performing Arts Center	CC03-3640.10 (TO#03-040.3) Division of the State Architect Inspector of Record Services	9/11/2025
P2S, INC Long Beach, CA	Mechanical, Electrical and Plumbing Services 12/12/2019	$45,600.00	CHC	Utility Mapping Update	CC03-3640.05 (TO#10-017.0) Mechanical, Electrical and Plumbing Services	9/12/2025

Master Services Agreements, Task Orders, and Professional Services Agreements for Bond Construction

Submitted for Ratification November 13, 2025

TASK ORDERS						
Firm	**Pool Approval**	**Amount**	**Site**	**Project**	**Task Order**	**Date Executed**
3QC, Inc. Pasadena, CA	Commissioning Services 2/13/2020	$9,490.00	CHC	Performing Arts Center	CC03-3640.07 (TO#01.1) Commissioning Services	10/2/2025
Placeworks Santa Ana, CA	CEQA-NEPA Compliance & Environmental Services 1/6/2022	$94,471.00	SBVC	Student Services Building	CC03-3640.12 (TO#01-007.3) CEQA-NEPA Compliance & Environmental Services	9/22/2025
TYR, Inc. Huntington Beach, CA	Division of the State Architect Inspector of Record Services 5/13/2021	$104,776.00	SBVC	Technical Building	CC03-3640.10 (TO#01-040.3) Division of the State Architect Inspector of Record Services	9/8/2025

Master Services Agreements, Task Orders, and Professional Services Agreements for Bond Construction

Submitted for Ratification November 13, 2025

PROFESSIONAL SERVICES AGREEMENTS					
Firm	**Services**	**Amount**	**Site**	**Project**	**Date Executed**
A & I Reprographics Ontario, CA	FF&E Design Services	$2,307.02	SBVC	Technical Building	8/19/2025
Inland Moving & Storage Riverside, CA	Facility Move Management Services	$1,842.00	SBVC	Career Pathways 2	9/3/2025
Inland Moving & Storage Riverside, CA	Facility Move Management Services	$612.00	CHC	Performing Arts Center	9/3/2025
ECORP Consulting, Inc. Redlands, CA	CEQA Documentation Services	$23,350.00	SBVC	Career Pathways 2	9/17/2025

*Issued as an amendment.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Heather M. Madole, Administrative Officer

DATE: November 13, 2025

SUBJECT: Board Master Planning Action Calendar

RECOMMENDATION

This item is for information only.

OVERVIEW

The Board Master Planning Action Calendar is a schedule of items for board discussion or action. Board items are subject to change and are updated and posted in the monthly board business meeting agendas.

ANALYSIS

The Board Master Planning Action Calendar serves as a blueprint that can be used to improve planning and increase transparency districtwide.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

BOARD MASTER PLANNING ACTION CALENDAR*

Presented for Information November 13, 2025

MONTHLY

Consent Agenda

INSTRUCTION/STUDENT SERVICES
- Curriculum Modifications
- Donations

HUMAN RESOURCES
- Classification Advancements for Academic Employees
- Non-instructional Pay, Stipends, and Reduced Workload
- Tuition Reimbursement
- Employment Contracts
- Promotions, Transfers, Reclassifications, Step Advancements
- New Hires (Adjuncts, Substitutes, Classified, Management, Temporary, Interim, Permanent)
- Job Descriptions and Revised Salary Schedules
- Trustee Absent Excusal Resolution (Chancellor's Office)
- CSEA/CTA/POA Agreements

BUSINESS & FISCAL SERVICES
- Alcoholic Beverages (Chancellor's Office)
- Board Policies (Final Approval)
- Conferences Over $5K or Outside US
- District/College Expenses
- Individual Memberships (Chancellor's Office)
- Surplus Property & Authorization for Private Sale or Disposal
- Contracts Above Bid Limit
- Resolution: Fund Balance Transfer
- Ratification of Interfund Transfers
- Signature List Changes

FACILITIES
- Informal Bid Award (UCCAP)
- CBOC Appointees
- Award RFQ/RFP/Bids & Contracts
- Master Service Agreement & Task Orders For Bond Construction
- Small Scale Construction Contract Award

Information Items Reports/Updates

OFFICE OF THE CHANCELLOR
- Applause Recognition
- Retirements
- Board Committee Reports
- Reports from Represented Groups
- Board Master Planning Action Calendar
- Chancellor's Report

BUSINESS & FISCAL SERVICES/FACILITIES
- Board Policies (1st Reading)
- Budget Revenue & Expenditure Summary
- General Fund Cash Flow Analysis
- Purchase Order Report
- Contracts Below Bid Limit
- Construction Change Orders and Amendments – Bond/Non-Bond
- KVCR Update

HUMAN RESOURCES
- CSEA/CTA/POA MOUs
- Professional Expert, Short-Term, and Substitute Employees
- Resignations
- Retirements
- Volunteers

JANUARY

- Legislative Priorities and State Budget Priorities
- 2022-2027 Strategic Plan Update (Goal 1)
- § 53003. Updated District EEO Plan Presentation and ACTION (with comments from CCCCO)
- EEO Plan (monitor, evaluate, and report annually)
- Adopt Budget Calendar (by 2/1)
- Budget Directives 1st Reading (BFC)
- Campus Advisory Committees
- Board Self-Evaluation (Board Retreat)

FEBRUARY

- Apportionment Attendance and FTES Calculation Report (CCFS 320) P1
- 2022-2027 Strategic Plan Update (Goal 2)
- Sabbatical Leave Requests (name faculty, college, & term)
- Budget Directives (by 3/1)
- Nonresident Tuition and Capital Outlay Fees (by 3/1)
- Review and Affirmation of Guiding Principles for FCC Auction Proceeds PRST Account
- Review and Approve Guiding Principles for KVCR PRST Account

MARCH

- Regular Meeting Dates for the Board of Trustees
- 2022-2027 Strategic Plan Update (Goal 3)
- CCC Classified Employee of the Year Nomination (by 3/15)
- Review Tenure/Tenure Contracts
- Selection of Auditor (before 4/1)
- Quarterly Certified Financial Status Report (Oct-Dec)
- Quarterly Investment & Deposit Report (Oct-Dec)
- CBOC Annual Report Presentation (by 3/31)

**This guide is for internal use only and is subject to change.*

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

BOARD MASTER PLANNING ACTION CALENDAR*

Presented for Information November 13, 2025

APRIL

- Trustee Handbook
- Student Trustee Privileges (by 5/15)
- P&Ps: 2100 (every two years on even election years)
- 2022-2027 Strategic Plan Update (Goal 4)
- Board Ad Hoc Committee for Board Self-Evaluation and Evaluation of the Chancellor
- Resolution: Interfund Transfers for Next Fiscal Year (April or May)

MAY

- Recognition of Outgoing Student Trustees
- P&Ps: 6320 (annual; last approved 4/2025); 4235 (every three years; last approved 07/2024)
- 2022-2027 Strategic Plan Progress Report – Executive Summary
- Apportionment Attendance and FTES Calculation Report (CCFS 320) P2
- Preliminary Budget & Presentation (optional strategy session)
- Resolution: Interfund Transfers for Next Fiscal Year (April or May)
- Board Self-Evaluation Tool

JUNE

- Presentation: Administer Oath of Office to New Student Trustees
- Executive Summary of Goals 1-4 (Board Retreat)
- Presentation: DEIA (HR)
- Employment Contracts for Academic and Classified Managers
- Employment Contract for Chancellor
- Salary Placement for Executive Management (3-year placement)
- Adopt Tentative Budget (by 7/1)
- Authorized Signature List for Next Fiscal Year
- Resolution: Expenditures of Prop 30 EPA Funds
- Resolution: Signature Authorizations for State of CA Department of Rehabilitation, Department of Education, Department of Corrections and Rehabilitation, and Department of Social Services
- Resolution: GANN Limit
- Sole Source Suppliers for Fiscal Year
- District Bank Accounts
- Resolution: Increase Board Compensation and Approve Excused Absences
- Fiscal Year Meals, Refreshments on District and College Expenses
- Quarterly Financial Status Report (Jan-Mar)
- Quarterly Investment & Deposit Report (Jan-Mar)
- Five-Year Construction Plan (CCCCO annual requirement)
- Resolution: Transfer of Appropriations for the Fiscal Year
- Board Self-Evaluation (Board Retreat)

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

BOARD MASTER PLANNING ACTION CALENDAR*

Presented for Information November 13, 2025

JULY

- **DARK**

AUGUST

- Reaffirm Mission, Vision, Values (2022, as appropriate)
- 2022-2027 Strategic Plan Update (Goal 1)
- Apportionment Attendance and FTES Calculation Report (CCFS 320) P3
- Final Budget Presentation (Strategy Session fourth Thursday)

SEPTEMBER

- Accreditation Midterm Report (last submitted 10/15/24. Complete mid-term report 3.5 years prior to the Institutional Self-Evaluation Report (ISER).)
- Accreditation Comprehensive Review Occurs Fall 2027
- Approval of Districtwide Sabbaticals (notice required to employees by 10/1)
- § 53004. EEO Plan Analyses and Annual Report to CCCCO
- Public Hearing and Final Budget Approval (by 9/15)
- Quarterly Investment & Deposit Report (Apr-Jun)
  2022-2027 Strategic Plan Update (Goal 2)

OCTOBER

- P&Ps: Review Schedule
- Emergency Operations Plan
- Annual Security Report
- Academic Calendar
- Initial Proposals to Reopen Negotiations with CSEA/CTA
- Sabbatical Completion Reports (from prior academic year)
- 2022-2027 Strategic Plan Update (Goal 3)

NOVEMBER

- § 72000 (c)(2)(A); Board to select date and time of annual meeting and notify the county superintendent of schools. Note: Within 15 days of the annual meeting, written notice must be sent to members and members-elect notifying them of the date and time of the annual meeting.
- Full-Time Faculty Obligation Report (110/FFO due by 11/30)
- 2022-2027 Strategic Plan Update (Goal 4)

This guide is for internal use only and is subject to change.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

BOARD MASTER PLANNING ACTION CALENDAR*

Presented for Information November 13, 2025

DECEMBER | ANNUAL BUSINESS MEETING

- Education Code Section 5017 provides: Each person elected at a regular biennial governing board member election shall hold office for a term of four years commencing on the second Friday in December next succeeding his/her election. Any member of the governing board of a school district or community college district whose term has expired shall continue to discharge the duties of the office until his/her successor has qualified. The term of the successor shall begin upon the expiration of the term of his/her predecessor.
- Swearing in on or prior to the second Friday in December.
- In election years, Education Code Section 72000 subdivision (c)(2)(A), the annual meeting must occur within a 15-day period that commences with the second Friday in December.
- New Trustee Oath of Office
- Nomination and approval of SBCCD Executive Board
- Certification of Election of Board Chair and Clerk
- Board Member Assignment to the County Committee on School District Organization
- Board Member Assignment to the SBRETC JPA
- Board Member Assignment to Standing BOT Committees. (Note for information: BEC serves as Ethics committee and self-evaluation/chancellor evaluation committees)
- New Trustee Orientation (every 2 years on even numbered years, if new trustees are elected)
- Apportionment Attendance and FTES Calculation Report (CCFS 320 by 1/15) P1
- Audit Reports: District, CBOC, KVCR (by 12/31)
- Quarterly Financial Status Report, Jul-Sep
- Quarterly Investment & Deposit Report, Jul-Sep

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director of Business and Fiscal

DATE: November 13, 2025

SUBJECT: Budget Revenue & Expenditure Summary

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

While year-to-date revenue and/or expenditure percentages often vary from the percentage of fiscal year elapsed, all funds are expected to remain within the 2025-26 budget unless otherwise noted here. For explanations of any significant variances in year-to-date revenues/expenditures from fiscal year elapsed, please see the attached summary.

ANALYSIS

The attached Revenue and Expenditure Summary reflects activity for the 2025-26 fiscal year through June 30, 2026. As of that date, SBCCD was 29.6% through the fiscal year and had spent and/or encumbered approximately 28.5% of its unrestricted general fund budget.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

This analysis is an important tool for the Board of Trustees to track SBCCD revenue and expenditures across all funds.

Budget Revenue & Expenditure Summary

Year to Date 10/16/25

[v.10.28.2025.p.1|2]

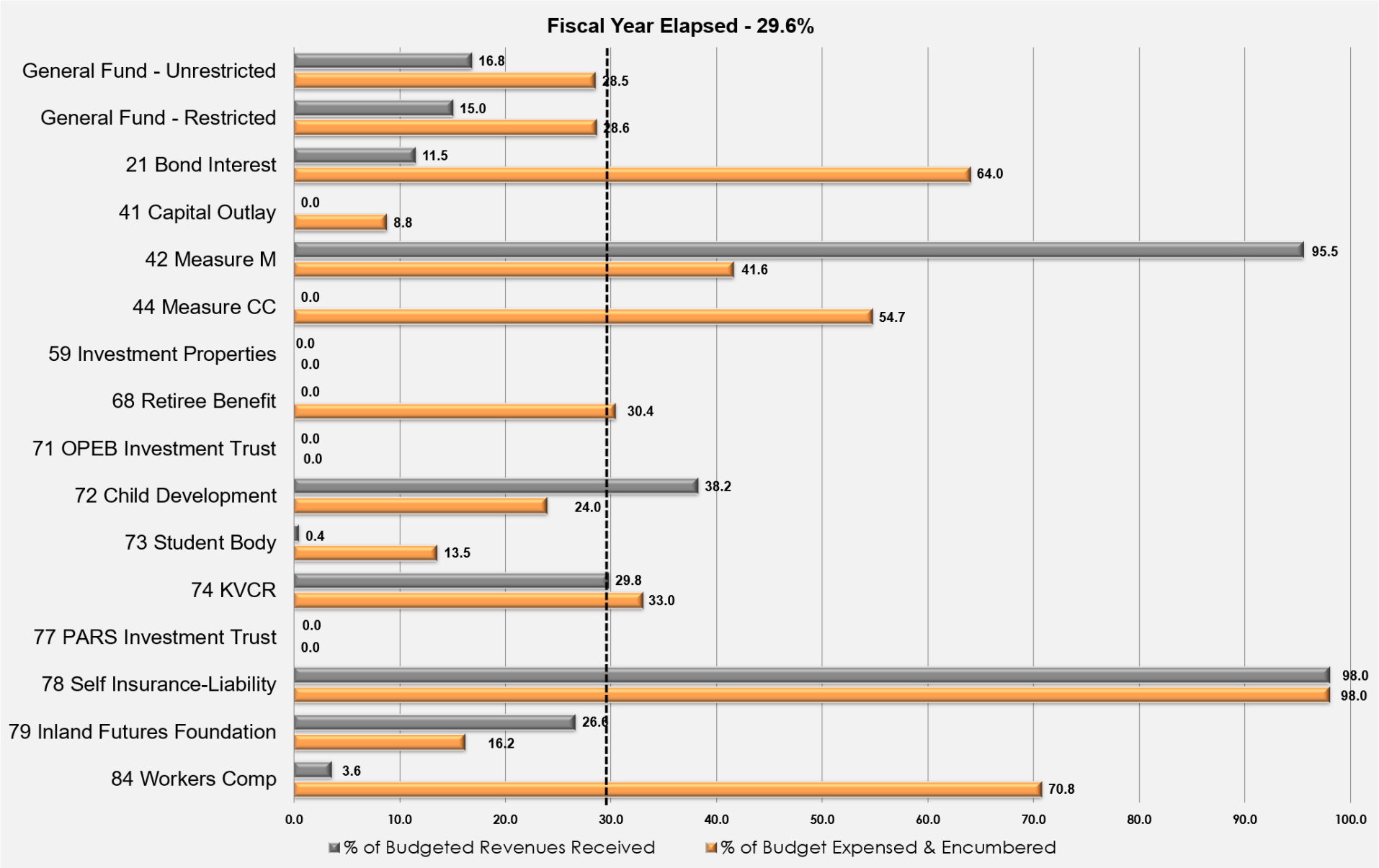
29.6% of Fiscal Year Elapsed

FUND	REVENUES Budget	Received YTD		EXPENDITURES Budget	Expensed/ Encumbered YTD		COMMENTS
01 General Fund - Unrestricted	153,404,338	25,787,954	16.8%	157,155,203	44,817,502	28.5%	Posting for revenue in progress for Q1 activity for State-based revenue. Expenditures are consistent with the needs of the fund given the current climate.
01 General Fund - Restricted	110,498,145	16,606,901	15.0%	110,498,145	31,616,967	28.6%	Some revenues are received on reimbursement basis.
21 Bond Interest & Redemption	71,300,000	8,186,279	11.5%	71,300,000	45,615,818	64.0%	Taxes are determined and collected by the County for bond measures.
41 Capital Outlay	4,846,745	-	0.0%	4,493,837	394,034	8.8%	Posting for revenue in progress for Q1 activity. Purchase orders are in the process of being submitted for project occuring throughout the year.
42 Measure M	159,946,339	152,801,339	95.5%	57,207,139	23,781,746	41.6%	Revenue received for the sale of bonds in the month of August 2025. Purchase orders covering the entire year is created early in the year.
44 Measure CC	7,000,000	-	0.0%	95,184,275	52,073,765	54.7%	Posting for revenue in progress for Q1 activity. Purchase orders covering the entire year is created early in the year.
59 Investment Properties	5,866,889	-	0.0%	4,948,059	-	0.0%	Posting in progress for Q1 activity.
68 Retiree Benefit	407,744	-	0.0%	407,744	123,960	30.4%	Revenues are posted in arrears.
71 OPEB Trust	850,000	-	0.0%	82,000	-	0.0%	Posting in progress for Q1 activity.
72 Child Development	5,242,565	2,004,156	38.2%	5,242,565	1,256,357	24.0%	
73 Student Body Center Fee	340,787	1,518	0.4%	340,787	46,163	13.5%	Revenues are posted in arrears. Expenditures are consistent with the needs of the funds.
74 KVCR	9,049,895	2,693,143	29.8%	9,020,486	2,977,925	33.0%	
77 PARS Trust	5,830,000	-	0.0%	4,840,000	-	0.0%	Posting in progress for Q1 activity.
78 Self Insurance-Liability	1,275,759	1,250,000	98.0%	1,250,000	1,224,735	98.0%	Revenues transferred in full at the beginning of the fiscal year. Payment for policy occurs early in the
79 Inland Futures Foundation	1,465,252	390,069	26.6%	1,465,252	237,220	16.2%	Expenditures are consistent with the needs of the funds.
84 Workers Compensation	2,986,865	107,048	3.6%	3,012,624	2,131,473	70.8%	Purchase order for PIPS annual contract created early in the fiscal year. Revenue are posted in
Total (All Funds)	**540,311,323**	**209,828,407**	**38.8%**	**526,448,116**	**206,297,665**	**39.2%**	

Budget Revenue & Expenditure Summary

Year to Date 10/16/25

[v.10.28.2025.p.2|2]



SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Farrah Farzaneh, Executive Director, Facilities Planning, Construction, & Sustainability

DATE: November 13, 2025

SUBJECT: Construction Change Orders and Amendments - Bond

RECOMMENDATION

This item is for information only. No action is necessary.

OVERVIEW

In January 2022, the Board of Trustees approved the Revised Construction Change Order Board Approval Process. The process includes a Bond program-wide construction change order percentage goal of 5% or less. In addition, change orders that are <$250,000 which result in a cumulative increase to a contract of <10% of its original value will be authorized by the Chancellor or her designee and presented to the Board for information at the next available business meeting.

ANALYSIS

A detailed summary of all Bond Program Change Orders is attached. The change orders listed were determined to be necessary to support the completion of design and construction, found to be fair and reasonable, and written in accordance with approved procedures and goals.

Total Bond Construction Contracts	Total Bond Program Change Order Amount	Program-Wide Change Order
$324,250,596.23	$7,839,637.17	2.42%

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The costs of these change orders will be included in the appropriate bond construction budget.

SBCCD
CONSTRUCTION CHANGE ORDER SUMMARY

Campus	Contract Amount	Change Orders	New Contract Amount	Change Order % of Program Contracts
CC01-1000 : San Bernardino Valley College	$192,659,410.80	$4,534,460.57	**$197,193,871.37**	2.35%
CC02-2000 : Crafton Hills College	$131,404,685.26	$3,300,364.58	**$134,705,049.84**	2.51%
CC03-3000 : San Bernardino Community College District Wide	$186,500.17	$4,812.02	**$191,312.19**	2.58%
TOTAL FOR CHANGE ORDERS	**$324,250,596.23**	**$7,839,637.17**	**$332,090,233.40**	**2.42%**

CONSTRUCTION CHANGE ORDER SUMMARY

CC01-1000 : San Bernardino Valley College

CC01-1000 : San Bernardino Valley College

Projects	Contract Amount	Change Orders	New Contract Amount	Change Order % of Campus Contracts
CC01-3601 : Technical Building Replacement (DBB)	$69,832,624.00	$3,544,709.38	$73,377,333.38	5.08%
CC01-3605 : Softball Field	$7,687,500.00	$651,922.52	$8,339,422.52	8.48%
CC01-3606 : Student Services Building PDB)	$94,827,667.00	-$292,857.68	$94,534,809.32	-0.31%
CC01-3608 : Career Pathways Phase 2 (DBB)	$4,870,412.92	$0	$4,870,412.92	-
CC01-3610 : Campus-Wide Infrastructure SBVC (DBB)	$15,441,206.88	$630,686.35	$16,071,893.23	4.08%
CC01-1000 : San Bernardino Valley College Total	**$192,659,410.80**	**$4,534,460.57**	**$197,193,871.37**	**2.35%**

CC01-1000 : San Bernardino Valley College - Executed Change Orders To Date

Project	Contract	Change Order	Original Construction Contract Amount	Change Orders	Cumulative Change Order Amount	Current Contract Amount	Individual Change Order % of Contract	Cumulative Change Order % of Contracts	Executed Date	Board Date
CC01-3610 : Campus-Wide Infrastructure SBVC (DBB)	**MVP Security Systems, Inc.**	**MVP Security Systems, Inc. - Change Order #0002**	**$199,895.00**	**-$11,500.00**	**-$11,944.00**	**$187,951.00**	**-5.75%**	**-5.98%**	**29-Sep-25**	**13-Nov-25**

CC02-2000 : Crafton Hills College

CC02-2000 : Crafton Hills College

Projects	Contract Amount	Change Orders	New Contract Amount	Change Order % of Campus Contracts
CC02-3621 : Crafton Hall Renovation (DBB)	$6,380,000.00	$481,860.87	$6,861,860.87	7.55%
CC02-3623 : Gym Demolition (DBB)	$1,255,579.18	$96,347.19	$1,351,926.37	7.67%
CC02-3624 : Student Support Building Renovation (DBB)	$420,000.00	$9,481.21	$429,481.21	2.26%
CC02-3625 : Public Safety Training Center (DB)	$8,501,117.00	-$30,976.59	$8,470,140.41	-0.36%
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	$13,003,817.08	-$84,123.19	$12,919,693.89	-0.65%
CC02-3631 : Instructional Building (PDB)	$44,413,018.00	$0	$44,413,018.00	-
CC02-3633 : Central Complex 2 Renovation (DB)	$9,509,146.00	-$92,671.77	$9,416,474.23	-0.97%
CC02-3634 : Child Development Center Renovation (DBB)	$2,023,008.00	$58,862.86	$2,081,870.86	2.91%
CC02-3635 : New Performing Arts Center (DBB)	$45,899,000.00	$2,861,584.00	$48,760,584.00	6.23%
CC02-2000 : Crafton Hills College Total	**$131,404,685.26**	**$3,300,364.58**	**$134,705,049.84**	**2.51%**

CC02-2000 : Crafton Hills College - Executed Change Orders To Date

Project	Contract	Change Order	Construction Contract Amount	Change Orders	Cumulative Change Order Amount	Current Contract Amount	Individual Change Order % of Contract	Cumulative Change Order % of Contracts	Executed Date	Board Date
CC02-3635 : New Performing Arts Center (DBB)	**Bernards Bros.**	**Bernards Bros. - Change Order #027***	**$45,899,000.00**	**$217,427.00**	**$2,861,584.00**	**$48,760,584.00**	**0.47%**	**6.23%**	**29-Sep-25**	**13-Nov-25**
CC02-3635 : New Performing Arts Center (DBB)	**Bernards Bros.**	**Bernards Bros. - Change Order #026***	**$45,899,000.00**	**$211,769.00**	**$2,644,157.00**	**$48,543,157.00**	**0.46%**	**5.76%**	**29-Sep-25**	**13-Nov-25**
CC02-3635 : New Performing Arts Center (DBB)	**Bernards Bros.**	**Bernards Bros. - Change Order #025***	**$45,899,000.00**	**$139,731.00**	**$2,432,388.00**	**$48,331,388.00**	**0.30%**	**5.30%**	**29-Sep-25**	**13-Nov-25**
CC02-3635 : New Performing Arts Center (DBB)	**Bernards Bros.**	**Bernards Bros. - Change Order #024**	**$45,899,000.00**	**$124,300.00**	**$2,292,657.00**	**$48,191,657.00**	**0.27%**	**5.00%**	**12-Sep-25**	**13-Nov-25**
CC02-3626 : Campus-Wide Infrastructure CHC (DBB)	**Square Signs LLC**	**Square Signs - Change Order #01**	**$188,231.13**	**$8,505.75**	**$8,505.75**	**$196,736.88**	**4.52%**	**4.52%**	**12-Sep-25**	**13-Nov-25**

* Chancellor concurrence received due to the single and/or cumulative change order percent being greater than 5% but less than 10%

** Change order greater than $250,000

*** Change order is above the 10% threshold and is being submitted to the Board of Trustees for approval

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Farrah Farzaneh, Executive Director, Facilities Planning, Construction & Sustainability

DATE: November 13, 2025

SUBJECT: Construction Contracts Subject to UCCAP

RECOMMENDATION

This item is being submitted for information only. No action is necessary.

OVERVIEW

This Board item affects construction contracts subject to the SBCCD's Uniform Construction Cost Accounting Program, which have a total contract value between $75,000 and $220,000. In accordance with SBCCD Board Policy 6100, Delegation of Authority, The Board of Trustees delegates authority to the Chancellor to supervise the general business procedures of the District to assure the proper administration of property and contracts. In line with Public Contract Code Section 17605 and Section 22034(c), the Board of Trustees delegates purchasing and contracting authority to the named agents on the authorized signature list. These designated District Officers have authority to approve purchase requests; award, sign, and execute contracts; and authorize payment under the formal bid limits set by Public Contract Code.

ANALYSIS

SBCCD has opted into the California Uniform Construction Cost Accounting Program (UCCAP) and maintains a pre-qualified list of contractors according to trade category for public works projects valued between $75,000 and $220,000. Informal bids for projects, including this Board item, were solicited from those qualified contractors.

SBCCD GOALS

Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The cost of this project will be included in the Bond Construction budget.

Construction Contracts Subject to UCCAP ($75,000 to $220,000)

Presented for Information on November 13, 2025

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Contract Awards

Contractor & Project	Amount	Funding
MPG Construction LLC of San Bernardino, CA CC03-3613.01 Lot H Parking Renovation at SBVC	$111,770.00	The cost of this project will be covered in the Bond Construction budget.
Sunbelt Controls, Inc. of Azusa, CA CC01-3610-28 HLS Mechanical Controls Upgrade at SBVC	$196,350.00	The cost of this project will be covered in the Bond Construction budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director, Business & Fiscal Services

DATE: November 13, 2025

SUBJECT: Contracts Below $114,800

RECOMMENDATION

This item is for information only. No action is necessary.

OVERVIEW

In accordance with SBCCD Board Policy 6100, Delegation of Authority, The Board of Trustees delegates authority to the Chancellor to supervise the general business procedures of the District to assure the proper administration of property and contracts.

In line with Public Contract Code Section 17605 and Section 22034(c), the Board of Trustees delegates purchasing and contracting authority to the named agents on the authorized signature list. These designated District Officers have authority to approve purchase requests; award, sign, and execute contracts; and authorize payment under the formal bid limits set by Public Contract Code. Such purchase and/or expense contract requests below this limit, including income contracts, shall not require Board approval, but shall be sent to the Board as an information item every 60 days.

ANALYSIS

The California Board of Governors sets the formal bid limit for procurement of goods and/or services on an annual basis. The formal bid limit for the current calendar year has been set at $114,800. Construction services are not included in this board item.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The attached purchase and/or contract requests have been budgeted for via purchase orders.

Contracts Below $114,800

Presented for Information November 13, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31317	ACT Inc	Software/Licensing	SBCCD	EDCT	$ 5,000.00		
31318	American Medical Response of Inland Empire	Services	SBVC	Athletics	$ 2,640.00		
31395	AppraiseItNow Inc	Services	SBCCD	EDCT	$ 395.00		
31328	Ardent Diagnostics	Services	SBCCD	EDCT	$ 5,000.00		
31411	Ardent Diagnostics	Services	SBCCD	EDCT	$ 5,000.00		
31412	Ardent Diagnostics	Services	SBCCD	EDCT	$ 5,000.00		
31333	Arete Support Works	Services	DSO	Fiscal	$ 10,200.00		
31392	Avalon Transportation LLC	Bus Rental	SBVC	MESA	$ 1,974.38		
31409	Avalon Transportation LLC	Bus Rental	SBVC	MESA	$ 1,872.00		

Contracts Below $114,800

Presented for Information November 13, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31385	Benally, Razelle	Consultants	KVCR	KVCR	$ 8,200.00		
31404	Brightly Software Inc	Software/Licensing	SBVC	Maintenance	$ 34,100.00		
31352	Buenrostro, Bryan	Performer	SBVC	Student Services	$ 250.00		
31159	Bully LLC	Cancelled	KVCR	KVCR	$ 48,000.00		
31349	Cancio, Miren	Performer	SBVC	Student Services	$ 400.00		
31326	Ciesla Foundation, The	Broadcasting Rights	KVCR	KVCR	$ 6,075.00		
31354	Clift, Joseph	Broadcasting Rights	KVCR	KVCR	$ 6,000.00		
31321	Contributor Development Parternship PBC	Services	KVCR	KVCR	$ 35,475.00		
31368	Crescendo Interactive Inc	Software/Licensing	SBVC	Community Relations	$ 4,848.00		

Contracts Below $114,800

Presented for Information November 13, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31394	David Ollis Landscape Development	Site Improvement	CHC	Facilities	$ 2,130.00		
31386	DoubleTree by Hilton	Services	SBCCD	Chancellor	$ 20,000.00		
31388	El Dorado Broadcasters LLC	Advertising	KVCR	KVCR	$ 3,040.00		
31372	Ellucian Company LP	Software/Licensing	DSO	TESS	$ 84,804.00		
31381	Emcor Service Mesa Energy	Maintenance Agreement	CHC	Facilities	$ 15,000.00		
31376	EPT Design Inc	Professional Services	DSO	Facilities	$ 40,500.00		
31350	Espinoza, Kristine Jan Cruz	Speaker Agreement	SBVC	Student Life	$ 200.00		
31364	Event Pixie	Rental	SBVC	First Year	$ 1,000.00		
31365	Event Pixie	Rental	SBVC	First Year	$ 1,400.00		

Contracts Below $114,800

Presented for Information November 13, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31403	Event Pixie	Services	CHC	EOPS	$ 2,920.00		
31335	Evoqua Water Technologies	Maintenance Agreement	CHC	Facilities	$ 9,180.00		
31358	Ferrilli	Consultants	DSO	TESS	$ 58,500.00		
31387	Filipino American Association of San Bernardino County	Performer	SBVC	Student Services	$ 200.00		
31416	Flock Group Inc	Lease Agreement	CHC	Admin Services	$ 14,000.00		
31327	Flores, Paul	On Demand Services	KVCR	KVCR	$ 48,750.00		
31356	Foundation for California Community Colleges	Services	SBVC	Student Life	$ 7,500.00		
31347	Gross, Audrey	Services	SBCCD	ATPC	$ 1,000.00		
31383	Gutter Guru Business LLC	Services	SBVC	Maintenance	$ 9,498.00		

Contracts Below $114,800

Presented for Information November 13, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31369	H&L Charter Co Inc	Bus Rental	CHC	MESA	$ 1,540.00		
31380	H&L Charter Co Inc	Bus Rental	SBVC	Athletics	$ 2,280.00		
31384	H&L Charter Co Inc	Bus Rental	SBVC	Athletics	$ 2,230.00		
31393	H&L Charter Co Inc	Bus Rental	SBVC	MESA	$ 1,540.00		
31422	H&L Charter Co Inc	Bus Rental	SBVC	First Year	$ 885.00		
31423	H&L Charter Co Inc	Bus Rental	SBVC	First Year	$ 885.00		
31378	H&S Mobile Fire Equipment Repair	On Demand Services	CHC	Fire Tech	$ 10,000.00		
31158	Halevy, Aaron	Amendment 01	KVCR	KVCR	$ 64,000.00		$ 16,000.00
31355	Industrial Fire Protections	On Demand Services	CHC	Facilities	$ 15,000.00		

Contracts Below $114,800

Presented for Information November 13, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31348	Intermex Inc	Bus Rental	CHC	Student Life	$ 900.00		
31379	Intermex Inc	Bus Rental	SBVC	First Year	$ 2,100.00		
31323	Kanopy Inc	Software/Licensing	CHC	Instruction	$ 3,000.00		
31320	Khalsa, Hari Mitar	Services	CHC	Institutional Advancement	$ 12,950.00		
31424	Lopez, Rafael	Performer	CHC	Outreach	$ 2,500.00		
31357	MD Films Co LLC	Services	CHC	Counseling	$ 4,000.00		
31417	Meltwater News US Inc	Software/Licensing	SBVC	Marketing	$ 10,000.00		
31104	Michael P Hulyk Company, The	Amendment 01	KVCR	KVCR	$ 64,000.00		$ 16,000.00
31410	Munoz, Marcos G	Consultants	KVCR	KVCR	$ 12,600.00		

Contracts Below $114,800

Presented for Information November 13, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31389	Munroe, Michael dba Macro Development	Services	SBCCD	EDCT	$ 18,000.00		
31382	National Bus Charters	Services	SBVC	Admin Services	$ 22,482.00		
31329	Navajo Highways X-Mas LLC	Broadcasting Rights	KVCR	KVCR	$ 54,000.00		
31322	Olivera, Rita	Performer	SBVC	Student Services	$ 250.00		
31353	Osnaya, Darby	Performer	SBVC	Student Services	$ 250.00		
31391	Pancho Sanchez Enterprises LLC	Performer	SBVC	Arts	$ 3,000.00		
31325	Party Plus Rentals	Rental	SBVC	Basic Needs	$ 3,251.30		
31390	Party Plus Rentals	Rental	SBVC	Financial Aid	$ 1,087.68		
31408	Perry Weather Inc	Software/Licensing	SBVC	Admin Services	$ 4,300.00		

Contracts Below $114,800

Presented for Information November 13, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31332	San Bernardino Community College District - KVCR	Services	SBCCD	EDCT	$ 25,000.00		
31407	Shred-It USA LLC	Services	SBCCD	District Police	$ 10,000.00		
31351	SiteLogiq Inc	Maintenance Agreement	CHC	Facilities	$ 57,650.00		
31406	Smartsheet Inc	Software/Licensing	SBVC	Academic Success	$ 3,960.00		
31330	Southern California West Coast Electric Inc	On Demand Services	CHC	Facilities	$ 25,000.00		
31319	Tahir, Sharmin	Services	CHC	EOPS	$ 1,840.00		
31334	Titan Tent & Event Rentals	Rental	SBVC	Student Services	$ 7,067.50		
31377	TradesFutures	Software/Licensing	SBCCD	EDCT	$ 5,700.00		
31359	Vital Records Control	Software/Licensing	DSO	TESS	$ 17,656.00		

Contracts Below $114,800

Presented for Information November 13, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31370	Waters Media	Broadcasting Rights	KVCR	KVCR	$ 17,500.00		
31414	Webster Sr, Dean	Performer	SBVC	Student Equity	$ 500.00		
31413	Webster Sr, Gene	Performer	SBVC	Student Equity	$ 500.00		
31415	Webster, Marjorie	Performer	SBVC	Student Equity	$ 500.00		
31331	Westergard, Lyn	Consultants	CHC	SINS	$ 6,000.00		
31324	Zacarias, Angel	Performer	SBVC	Student Services	$ 250.00		
31341	Akoma Unity Center	MOU	SBCCD	College Corp	No Cost		
31398	American Medical Response	Clinical Site Agreement	CHC	EMS	No Cost		
31400	Arena USA	Services	CHC	Athletics	No Cost		

Contracts Below $114,800

Presented for Information November 13, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31342	Big Brothers Big Sisters of the IE	MOU	SBCCD	College Corp	No Cost		
31360	Blu Educational Foundation	MOU	SBCCD	College Corp	No Cost		
31397	Blu Educational Foundation	MOU	SBVC	Admin Services	No Cost		
31344	Catholic Charities of San Bernardino and Riverside Counties	MOU	SBCCD	College Corp	No Cost		
31345	Community Action Partnership of San Bernardino County	MOU	SBCCD	College Corp	No Cost		
24786	Foundation for California Community Colleges	Amendment 01	SBVC	Applied Tech	No Cost		Term Extension
31402	Gardner Institute	MOU	DSO	TESS	No Cost		
31361	Kaiser Foundation Hospitals	Clinical Site Agreement	SBVC	Pharmacy Tech	No Cost		
31340	Making Hope Happen Foundation	MOU	SBCCD	College Corp	No Cost		

Contracts Below $114,800

Presented for Information November 13, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31418	Middle College High School	Performer	SBVC	Student Services	No Cost		
31346	Music Changing Lives	MOU	SBCCD	College Corp	No Cost		
31373	Restore Unity	MOU	SBCCD	College Corp	No Cost		
31374	Rialto USD	MOU	SBCCD	College Corp	No Cost		
31421	Santa Clause Inc	Participation Agreement	SBCCD	EDCT	No Cost		
31339	Tree People	MOU	SBCCD	College Corp	No Cost		
31316	University of La Verne	Facility Use	KVCR	KVCR	No Cost		
31366	Yosemite CCD	Instructional Agreement	CHC	Child Center	No Cost		
31343	Yucaipa, City of	MOU	SBCCD	College Corp	No Cost		

Contracts Below $114,800

Presented for Information November 13, 2025

Control #	Vendor	Contract Type	Site	Department	Expense	Income	Amendment
31051	California Department of Education	Income - Amendment 01	SBVC	Child Center		$ 3,002,065.00	Update Payment Terms
31420	Foundation for California Community Colleges	Income - Grant	SBVC	Student Services		$ 22,000.00	
31401	Public Safety Academy	Income - Lease	DSO	Facilities		$ 139,000.00	
31375	San Bernardino Symphony Association	Income - Facilities Use	SBVC	Admin Services		$ 22,168.29	
31363	Santa Clarita CCD	Income - Grant	CHC	Instruction		$ 200,000.00	
31419	Strategix Management LLC	Income	SBVC	Student Equity		$ 5,000.00	
31338	Way of the World Outreach, The	Income - Facilities Use	SBVC	Admin Services		$ 1,445.11	

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Kristina Hannon, Vice Chancellor, Human Resources Payroll, Police Services, and Health and Safety Administration

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: SBCCD Diversity, Equity, Inclusion, and Anti-Racism (DEIA) Initiatives Annual Report

RECOMMENDATION

This item is for information only.

OVERVIEW

The Diversity, Equity, Inclusion, and Anti-Racism (DEIA) Initiatives Annual Report will be an overview of the progress made towards SBCCD Goal #2 during the 2024-2025 academic year.

ANALYSIS

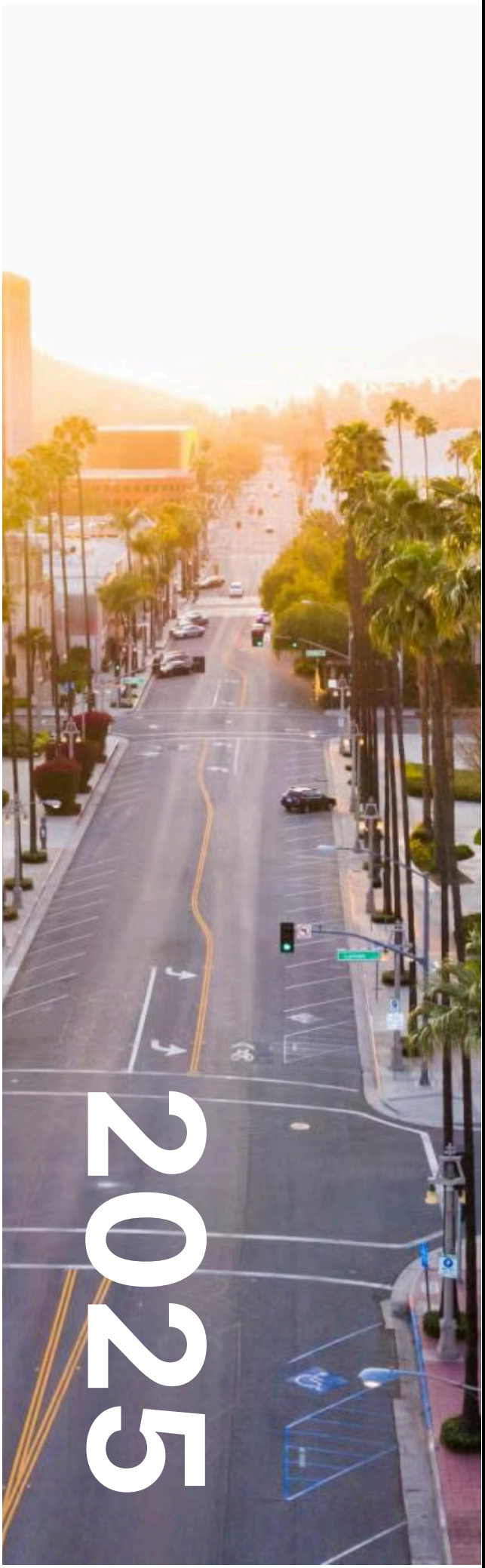
This report is designed to inform the board of the work we have done this year to close the equity gap for our students, diversify the workplace, and continue to align our DEIA initiatives across the district. The board is being asked to consider this information when setting policies related to hiring, student equity, and workplace culture.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.



San Bernardino Community College District

Annual

DEIA REPORT

11.13.2025

Our Vision

To cultivate an inclusive, engaged, and high-performing workforce that transforms lives through education, equity, and opportunity across the Inland Empire.



Our Mission

1. **Supporting People:** Attracting, developing, and retaining exceptional talent that reflects the diverse fabric of our region.

2. **Building Capacity:** Providing resources, training, and programs that foster professional growth and organizational excellence.

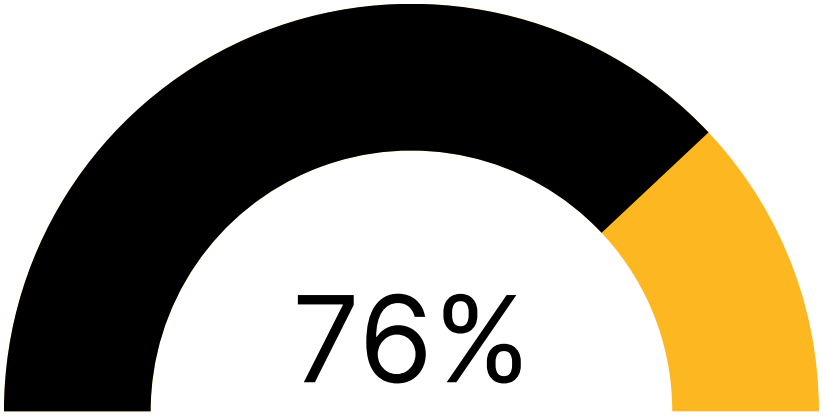
3. **Advancing Equity:** Creating a workplace culture rooted in respect, collaboration, and opportunity for all.

A DISTRICT OF GENERATIONS: ALIGNING EXPERIENCE WITH NEW OPPORTUNITIES AND AMBITIONS

Key Highlights

- **A District Bridging Generations:** SBCCD students span ages 10 to 86, with an average age of 25.4—a reflection of lifelong learning in action.
- **Experience Meets Innovation:** The average age of SBCCD employees is 46.7, blending expertise with new perspectives.
- **Diversity in Action:** 77.6% of applicants come from underrepresented groups, positioning SBCCD as a destination of choice for diversity.
- **Empowering Every Stage of Life:** Students under 19 make up nearly 30% of enrollment, while adults over 40 account for 10%, showing appeal across generations.

FIGURE 1: WHERE EMPLOYEES LIVE



of full-time SBCCD Employees live in our region

602 (76%) of full-time SBCCD employees live in San Bernardino County. The remaining 24% (192 employees) reside in neighboring counties, including Riverside (120), Los Angeles (51), Orange (17), and San Diego (4).

LOCAL ROOTS, REGIONAL REACH: WHERE SBCCD EMPLOYEES CALL HOME

- **Economic Impact:** With most employees living locally, a large portion of wages and spending circulates within San Bernardino County, bolstering the local economy.
- **Recruitment & Retention:** The data highlight SBCCD's strong appeal among local residents while also suggesting opportunities to enhance recruitment strategies in adjacent counties.
- **Community Engagement:** Local residency strengthens employees' personal investment in district initiatives, student success, and community partnerships.

FULL-TIME EMPLOYEE AGE AND RANGE

Our full-time workforce has an average age of 46.7, with employees ranging from 22 to 80 years old. This shows we have a strong mix of experienced professionals and emerging talent, creating a multi-generational workforce that balances institutional knowledge with fresh perspectives. It also highlights the importance of succession planning and leadership development as we continue to grow.

TABLE 1: EMPLOYEE AGE

AY 2024/2025	AGE			HEADCOUNT
	MEAN	MEDIAN	RANGE	
SBCCD	46.7	46	22 to 80	793
CHC	46.9	46	25 to 78	205
SBVC	47.1	46	22 to 80	429
DSO	45.5	46	26 to 76	159

CHC	
19 or Less	0
20-29	12
30-39	43
40-49	69
50+	81

SBVC	
19 or Less	0
20-29	28
30-39	91
40-49	127
50+	183

DSO	
19 or Less	0
20-29	7
30-39	50
40-49	47
50+	55

FULL-TIME EMPLOYEE DEMOGRAPHICS

Our workforce reflects the diversity of Inland Southern California. Forty-two percent of our employees are Hispanic/Latino (333), and 22% (179) are Asian/Pacific Islander (70) or Black/African American (109). This demonstrates that SBCCD is successfully attracting and retaining talent that reflects the students and communities we serve every day.

FIGURE 2: RACE/ETHNICITY

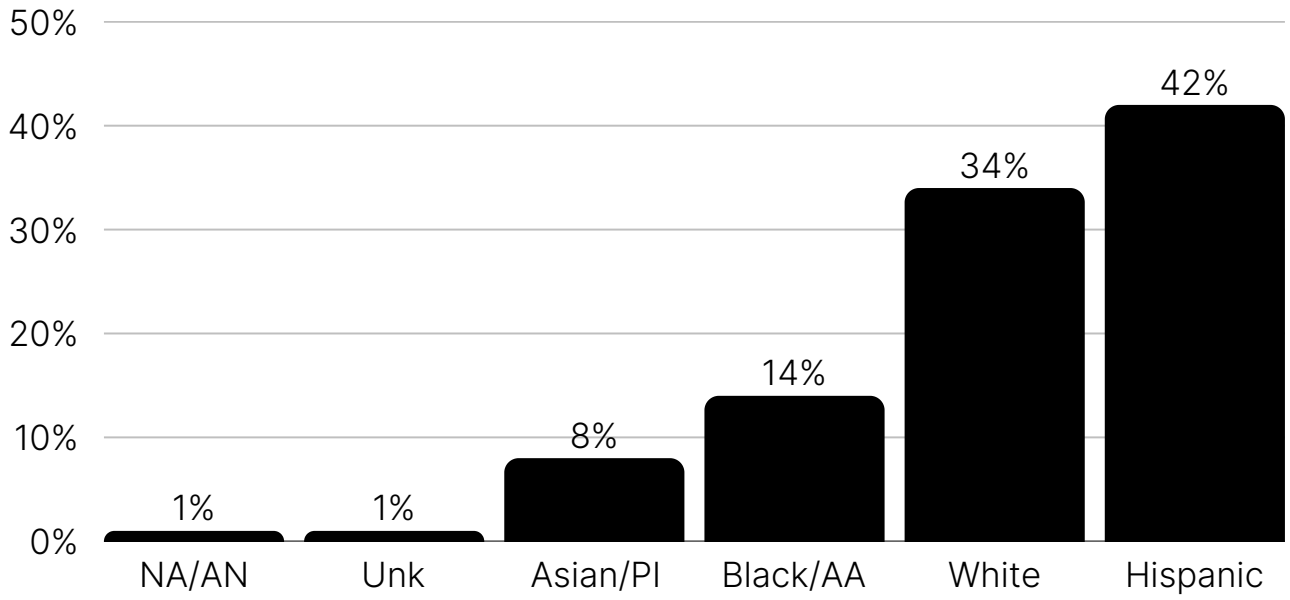
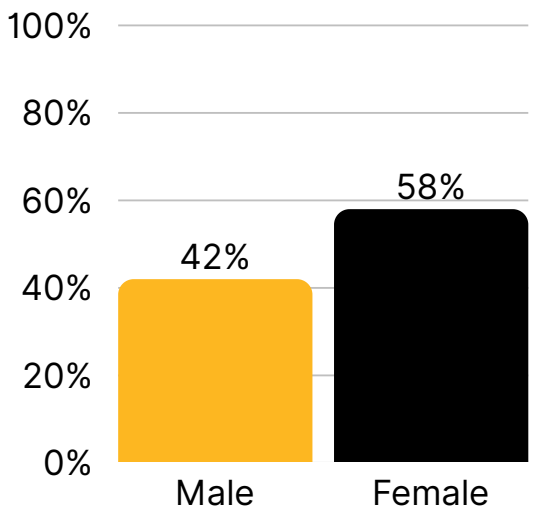


FIGURE 3: GENDER HIGHLIGHTS:

A 58% female workforce (460 employees) reflects effectiveness in equitable hiring and aligns with California Community College efforts to ensure access and advancement opportunities for women.

Females (N = 460)
Males (N = 332)
Non-Binary (N = 1)



STUDENT AGE AND RANGE

In 2024-25, SBCCD served a multi-generational student population of 28,009 students with an average age of 25.4 years, demonstrating our ability to engage both traditional college students and adult learners. Nearly two-thirds (17,363 students, 61%) are under age 25, reflecting strong participation from dual enrollment and recent high school graduates, while 10,646 students (39%) are 25 or older, underscoring SBCCD's reach among working adults and returning learners pursuing career advancement, retraining, or degrees.

TABLE 2: STUDENT AGE

AY 2024/2025	AGE			HEADCOUNT
	MEAN	MEDIAN	RANGE	
SBCCD	25.4	22	10 to 86	28,009
CHC	24.0	22	10 to 86	8,725
SBVC	26.4	22	12 to 80	19,284

SBCCD	
17 or Less	4,050
18-24	13,313
25-29	3,670
30-34	2,573
35-39	1,597
40 to 49	1,811
50+	995

CHC	
17 or Less	1,414
18-24	4,655
25-29	1,036
30-34	616
35-39	355
40 to 49	419
50+	230

SBVC	
17 or Less	2,636
18-24	8,658
25-29	2,634
30-34	1,957
35-39	1,242
40 to 49	1,392
50+	765

STUDENT DEMOGRAPHICS

SBCCD's colleges reflect the communities they serve. Our student body is 66% Hispanic/Latino, 15% White, 10% Black/African American, and 7% Asian or Pacific Islander, and our employee demographics (see figure 2 above) show continued alignment with the diversity and spirit of the Inland Empire.

FIGURE 4: RACE/ETHNICITY

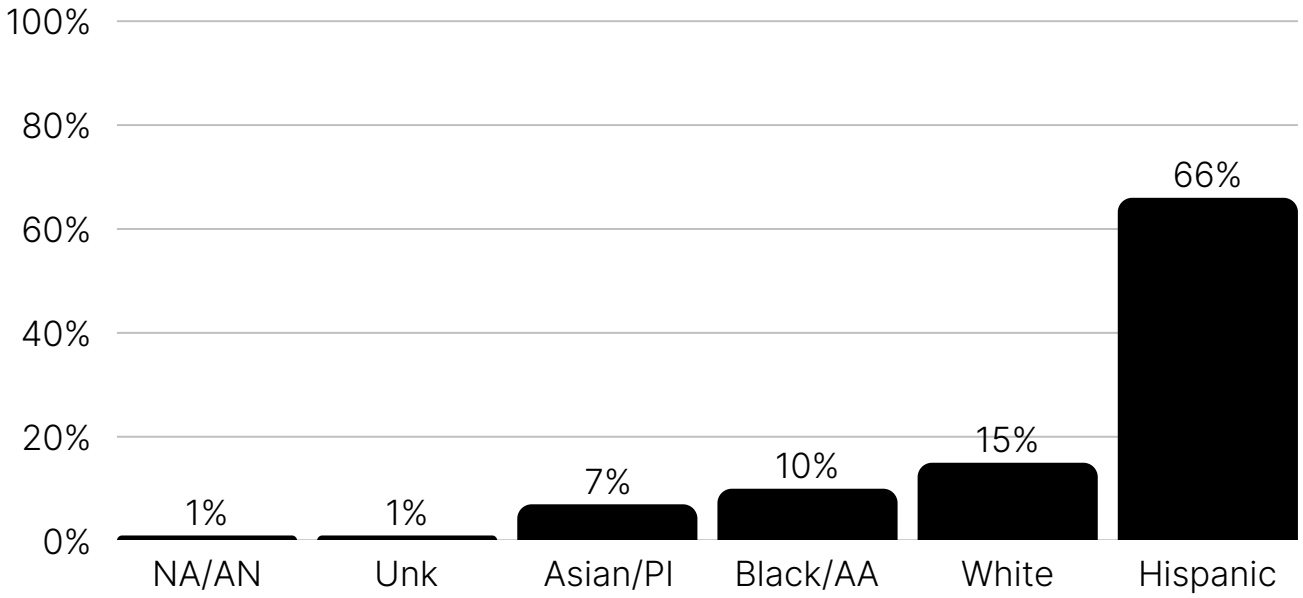
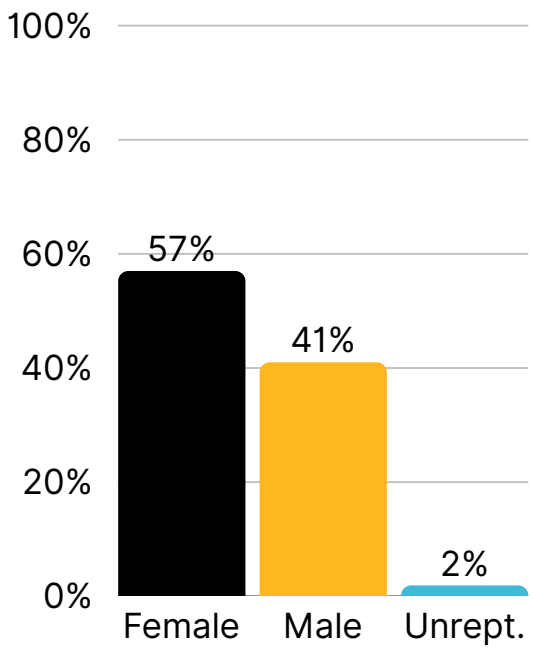


FIGURE 5: GENDER HIGHLIGHTS:

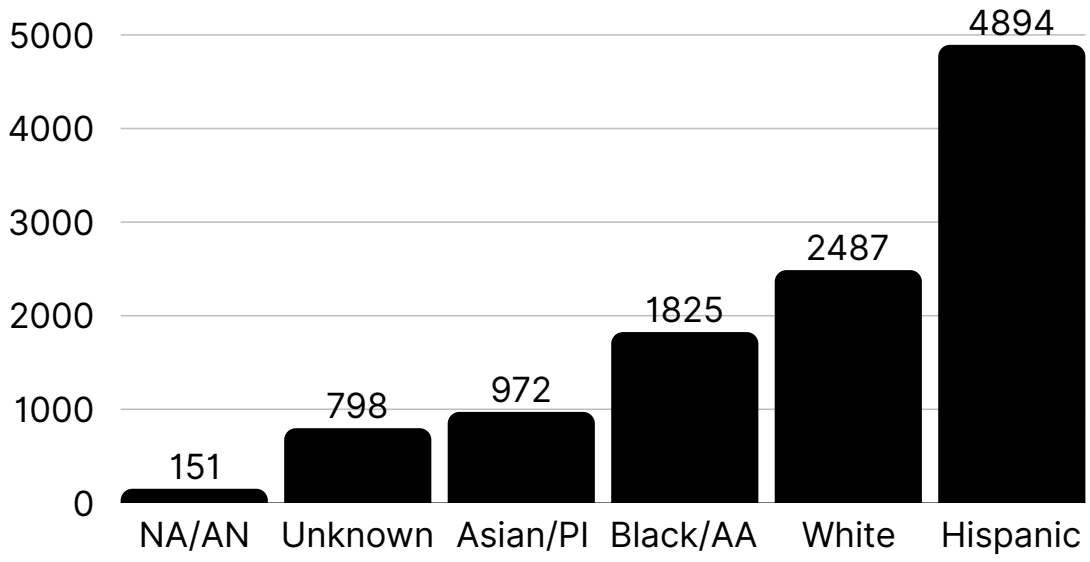
Women comprise 57% of SBCCD students and 58% of employees (figure 3), demonstrating a strong alignment between those who learn and those who lead—fostering an environment where representation extends from the classroom to the workplace.

Females (N = 15,970)
Males (N = 11,495)
Unreported (N = 544)



APPLICANT ANALYSIS

FIGURE 6: 2024-25 APPLICANTS



TOTAL APPLICANTS

11,127

FEMALE	MALE	UNKNOWN
55% (6,113)	43% (4,785)	2% (229)

TABLE 3: APPLICANT RACE/ETHNICITY AND CLASSIFICATION

	CLASSIFIED	FACULTY	MANAGER
Native American/AN	99 (0.9%)	38 (0.3%)	14 (0.1%)
Unknown/Unreported	328 (2.9%)	272 (2.4%)	198 (1.8%)
Asian/Pacific Islander	368 (3.3%)	456 (4.1%)	148 (1.3%)
Black/African American	845 (7.6%)	603 (5.4%)	377 (3.4%)
White	913 (8.2%)	1,132 (10.2%)	442 (4.0%)
Hispanic/Latino	2,647 (23.8%)	1,056 (9.5%)	1,191 (10.7%)

SUMMARY

SBCCD's Human Resources division continues to lead a strategic, data-driven approach to workforce development—one that aligns hiring practices with the district's mission and the diversity of the communities we serve. Through intentional recruitment, targeted outreach, and equitable selection processes, SBCCD has built a workforce that mirrors its student population and reflects the values of inclusion and belonging.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

This year's results show clear progress: women represent a majority of both students and employees, and racial and ethnic diversity among staff closely parallels that of our student body. Diverse applicant pools across all job categories, including leadership positions, demonstrate the district's growing reputation as an employer of choice within the Inland Empire.

Human Resources will continue to strengthen these outcomes by embedding equity into every stage of the employee experience—recruitment, professional growth, and advancement—ensuring that representation and opportunity continue to extend from the classroom to the workplace.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director of Business & Fiscal Services

DATE: November 13, 2025

SUBJECT: General Fund Cash Flow Analysis

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The District's budget is a financial plan based on estimated revenues and expenditures for the fiscal year, which runs from July 1 through June 30. Cash refers to what is actually in the District's treasury on a day-to-day and month-to-month basis. District cash balances are reviewed regularly and monitoring the amount of cash available to meet financial obligations is a core responsibility of the Fiscal Services Department. Fiscal year forecasts are updated monthly using the most current actual revenue and expense data and any new guidance from the State. Attached is the restricted and unrestricted General Fund monthly cash flow analysis.

ANALYSIS

As noted in the forecast, cash balances fluctuate throughout the year based on the amount and timing of actual and estimated revenues and expenses. The current cash estimate as of June 30, 2026, increased by $98,484 to $65,553,451 from the previous estimate of $65,454,967. The cash balance remained relatively consistent with the previously projected amount with a small increase caused by normal cash fluctuations.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

This analysis is an important part of ensuring sufficient cash is available to meet District needs.

General Fund Cash Flow Analysis – Restricted & Unrestricted
Fiscal Year 2025-2026

(as of October 16, 2025, rounded to the nearest $1,000)

	PROJECTED													
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	ACCRUALS	TOTAL
Estimated Beginning Cash Balance	70,141	80,848	78,026	74,279	68,191	61,834	79,422	74,133	76,413	77,411	76,225	74,620		
Receipts														
Federal		2	118	113	146	376	533	853	1,116	112	-1,575	1,228		3,022
State	19,117	6,576	13,443	7,632	8,090	39,932	7,647	10,926	15,701	9,378	8,836	11,888		159,165
Local	9,318	966	-2,449	1,249	20	25,461	6,490	-149	2,106	12,805	9,634	509		65,961
Interfund Transfer & Sale of Assets					3,512	31	-30	5,387			1,171	5,694		15,765
Accounts Receivable/Accruals	1,999	231	1,588	5,345	1,337	-6,877	787	2,704	1,556	-1,668	8,906	-2,148		13,760
Total Receipts	30,434	7,774	12,700	14,339	13,105	58,923	15,427	19,722	20,480	20,628	26,971	17,170		257,673
Disbursements														
Academic Salaries	64	3,189	5,501	6,544	6,551	4,413	6,030	5,566	6,290	6,251	6,724	12,734		69,859
Classified Salaries	3,340	3,498	3,973	4,648	4,480	4,190	4,440	4,077	4,375	5,114	4,756	5,072		51,962
Benefits	1,815	3,052	3,453	3,661	3,837	79	3,622	3,536	3,608	3,769	3,883	6,946		41,260
Supplies & Materials	177	80	223	286	236	29	215	501	296	529	486	461		3,519
Other Operating Exp	5,927	-1,590	1,648	3,435	2,697	382	4,492	1,460	3,773	3,583	4,667	1,686		32,158
Capital Outlay	867	-532	116	166	217	99	187	202	342	1,037	667	988		4,357
Other Outgo	1,263	439	2,264	1,760	1,722	2,505	1,243	2,010	990	1,976	845	1,664		18,682
Longterm Post-Employment Benefits	-4	-7	-7	-7	-7	-7	11	12	-7	-7	21	-8		-17
Accounts Payable/Accruals	6,278	2,467	-722	-64	-271	29,644	475	78	-186	-437	6,526	-3,308		40,481
Total Disbursements	19,727	10,596	16,448	20,427	19,463	41,335	20,716	17,442	19,481	21,814	28,576	26,236		262,260
Increase / (Decrease) in Cash Balance	10,707	-2,822	-3,748	-6,088	-6,357	17,588	-5,289	2,280	999	-1,186	-1,605	-9,066		
Estimated Ending Cash Balance	80,848	78,026	74,279	68,191	61,834	79,422	74,133	76,413	77,411	76,225	74,620	65,553		

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: Lexipol Policies and Procedures

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The Lexipol Policies and Procedures: 300-Use of Force, 323-Report Preparation, and 420-Criminal Organizations are being submitted to the Board of Trustees for their perusal.

ANALYSIS

The Lexipol Policies and Procedures: 300-Use of Force, 323-Report Preparation, and 420-Criminal Organizations will provide a ready reference of rules, procedures, and guidelines for all SBCCD Police Personnel to assist them in the proper procedures of their duties and responsibilities.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

Use of Force

300.1 PURPOSE AND SCOPE

This policy provides guidelines on the reasonable use of force. While there is no way to specify the exact amount or type of reasonable force to be applied in any situation, every member of this Department is expected to use these guidelines to make such decisions in a professional, impartial, and reasonable manner (Government Code § 7286).

In addition to those methods, techniques, and tools set forth below, the guidelines for the reasonable application of force contained in this policy shall apply to all policies addressing the potential use of force, including but not limited to the Control Devices and Techniques and Conducted Energy Device policies.

Retaliation prohibitions for reporting suspected violations are addressed in the Anti-Retaliation Policy.

300.1.1 DEFINITIONS

Definitions related to this policy include:

Deadly force - Any use of force that creates a substantial risk of causing death or serious bodily injury, including but not limited to the discharge of a firearm (Penal Code § 835a).

Feasible - Reasonably capable of being done or carried out under the circumstances to successfully achieve the arrest or lawful objective without increasing risk to the officer or another person (Government Code § 7286(a)).

Force - The application of physical techniques or tactics, chemical agents, or weapons to another person. It is not a use of force when a person allows him/herself to be searched, escorted, handcuffed, or restrained.

Serious bodily injury - A serious impairment of physical condition, including but not limited to the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement (Penal Code § 243(f)(4)).

Totality of the circumstances - All facts known to the officer at the time, including the conduct of the officer and the subject leading up to the use of force (Penal Code § 835a).

300.2 POLICY

The use of force by law enforcement personnel is a matter of critical concern, both to the public and to the law enforcement community. Officers are involved on a daily basis in numerous and varied interactions and, when warranted, may use reasonable force in carrying out their duties.

Officers must have an understanding of, and true appreciation for, their authority and limitations. This is especially true with respect to overcoming resistance while engaged in the performance of law enforcement duties.

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The Department recognizes and respects the value of all human life and dignity without prejudice to anyone. Vesting officers with the authority to use reasonable force and to protect the public welfare requires monitoring, evaluation and a careful balancing of all interests.

300.2.1 DUTY TO INTERCEDE

Any officer present and observing another law enforcement officer or an employee using force that is clearly beyond that which is necessary, as determined by an objectively reasonable officer under the circumstances, shall, when in a position to do so, intercede (as defined by Government Code § 7286) to prevent the use of unreasonable force.

When observing force used by a law enforcement officer, each officer should take into account the totality of the circumstances and the possibility that other law enforcement officers may have additional information regarding the threat posed by the subject (Government Code § 7286(b)).

300.2.2 FAIR AND UNBIASED USE OF FORCE

Officers are expected to carry out their duties, including the use of force, in a manner that is fair and unbiased (Government Code § 7286(b)). See the Bias-Based Policing Policy for additional guidance.

300.2.3 DUTY TO REPORT EXCESSIVE FORCE

Any officer who observes a law enforcement officer or an employee use force that potentially exceeds what the officer reasonably believes to be necessary shall immediately report these observations to a supervisor (Government Code § 7286(b)).

As used in this subsection, "immediately" means as soon as it is safe and feasible to do so.

300.2.4 FAILURE TO INTERCEDE

An officer who has received the required training on the duty to intercede and then fails to act to intercede when required by law, may be disciplined in the same manner as the officer who used force beyond that which is necessary (Government Code § 7286(b)).

300.3 USE OF FORCE

Officers shall use only that amount of force that reasonably appears necessary given the facts and totality of the circumstances known to or perceived by the officer at the time of the event to accomplish a legitimate law enforcement purpose (Penal Code § 835a).

The reasonableness of force will be judged from the perspective of a reasonable officer on the scene at the time of the incident. Any evaluation of reasonableness must allow for the fact that officers are often forced to make split-second decisions about the amount of force that reasonably appears necessary in a particular situation, with limited information and in circumstances that are tense, uncertain, and rapidly evolving.

Given that no policy can realistically predict every possible situation an officer might encounter, officers are entrusted to use well-reasoned discretion in determining the appropriate use of force in each incident. Officers may only use a level of force that they reasonably believe is proportional to

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the seriousness of the suspected offense or the reasonably perceived level of actual or threatened resistance (Government Code § 7286(b)).

It is also recognized that circumstances may arise in which officers reasonably believe that it would be impractical or ineffective to use any of the approved or authorized tools, weapons, or methods provided by the Department. Officers may find it more effective or reasonable to improvise their response to rapidly unfolding conditions that they are confronting. In such circumstances, the use of any improvised device or method must nonetheless be objectively reasonable and utilized only to the degree that reasonably appears necessary to accomplish a legitimate law enforcement purpose.

While the ultimate objective of every law enforcement encounter is to avoid or minimize injury, nothing in this policy requires an officer to retreat or be exposed to possible physical injury before applying reasonable force.

300.3.1 USE OF FORCE TO EFFECT AN ARREST

Any peace officer may use objectively reasonable force to effect an arrest, to prevent escape, or to overcome resistance. A peace officer who makes or attempts to make an arrest need not retreat or desist from his/her efforts by reason of resistance or threatened resistance on the part of the person being arrested; nor shall an officer be deemed the aggressor or lose his/her right to self-defense by the use of reasonable force to effect the arrest, prevent escape, or to overcome resistance. Retreat does not mean tactical repositioning or other de-escalation techniques (Penal Code § 835a).

300.3.2 FACTORS USED TO DETERMINE THE REASONABLENESS OF FORCE

When determining whether to apply force and evaluating whether an officer has used reasonable force, a number of factors should be taken into consideration, as time and circumstances permit (Government Code § 7286(b)). These factors include but are not limited to:

(a) The apparent immediacy and severity of the threat to officers or others (Penal Code § 835a).

(b) The conduct of the individual being confronted, as reasonably perceived by the officer at the time (Penal Code § 835a).

(c) Officer/subject factors (age, size, relative strength, skill level, injuries sustained, level of exhaustion or fatigue, the number of officers available vs. subjects).

(d) The conduct of the involved officer leading up to the use of force (Penal Code § 835a).

(e) The effects of suspected drugs or alcohol.

(f) The individual's apparent mental state or capacity (Penal Code § 835a).

(g) The individual’s apparent ability to understand and comply with officer commands (Penal Code § 835a).

(h) Proximity of weapons or dangerous improvised devices.

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(i) The degree to which the subject has been effectively restrained and his/her ability to resist despite being restrained.

(j) The availability of other reasonable and feasible options and their possible effectiveness (Penal Code § 835a).

(k) Seriousness of the suspected offense or reason for contact with the individual prior to and at the time force is used.

(l) Training and experience of the officer.

(m) Potential for injury to officers, suspects, bystanders, and others.

(n) Whether the person appears to be resisting, attempting to evade arrest by flight, or is attacking the officer.

(o) The risk and reasonably foreseeable consequences of escape.

(p) The apparent need for immediate control of the subject or a prompt resolution of the situation.

(q) Whether the conduct of the individual being confronted no longer reasonably appears to pose an imminent threat to the officer or others.

(r) Prior contacts with the subject or awareness of any propensity for violence.

(s) Any other exigent circumstances.

300.3.3 PAIN COMPLIANCE TECHNIQUES

Pain compliance techniques may be effective in controlling a physically or actively resisting individual. Officers may only apply those pain compliance techniques for which they have successfully completed Department-approved training. Officers utilizing any pain compliance technique should consider:

(a) The degree to which the application of the technique may be controlled given the level of resistance.

(b) Whether the person can comply with the direction or orders of the officer.

(c) Whether the person has been given sufficient opportunity to comply.

The application of any pain compliance technique shall be discontinued once the officer determines that compliance has been achieved.

300.3.4 RESTRICTIONS ON THE USE OF CAROTID CONTROL HOLD

Officers of this Department are not authorized to use a carotid restraint hold. A carotid restraint means a vascular neck restraint or any similar restraint, hold, or other defensive tactic in which pressure is applied to the sides of a person’s neck that involves a substantial risk of restricting blood flow and may render the person unconscious in order to subdue or control the person (Government Code § 7286.5).

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300.3.5 RESTRICTIONS ON THE USE OF A CHOKE HOLD

Officers of this Department are not authorized to use a choke hold. A choke hold means any defensive tactic or force option in which direct pressure is applied to a person’s trachea or windpipe (Government Code § 7286.5).

300.3.6 USE OF FORCE TO SEIZE EVIDENCE

In general, officers may use reasonable force to lawfully seize evidence and to prevent the destruction of evidence. However, officers are discouraged from using force solely to prevent a person from swallowing evidence or contraband. In the instance when force is used, officers should not intentionally use any technique that restricts blood flow to the head, restricts respiration or which creates a reasonable likelihood that blood flow to the head or respiration would be restricted. Officers are encouraged to use techniques and methods taught by the San Bernardino Community College District Police Department for this specific purpose.

300.3.7 ALTERNATIVE TACTICS - DE-ESCALATION

As time and circumstances reasonably permit, and when community and officer safety would not be compromised, officers should consider actions that may increase officer safety and may decrease the need for using force:

(a) Summoning additional resources that are able to respond in a reasonably timely manner.

(b) Formulating a plan with responding officers before entering an unstable situation that does not reasonably appear to require immediate intervention.

(c) Employing other tactics that do not unreasonably increase officer jeopardy.

In addition, when reasonable, officers should evaluate the totality of circumstances presented at the time in each situation and, when feasible, consider and utilize reasonably available alternative tactics and techniques that may persuade an individual to voluntarily comply or may mitigate the need to use a higher level of force to resolve the situation before applying force (Government Code § 7286(b)). Such alternatives may include but are not limited to:

(a) Attempts to de-escalate a situation.

(b) If reasonably available, the use of crisis intervention techniques by properly trained personnel.

300.3.8 ADDITIONAL RESTRICTIONS

Terms such as "positional asphyxia," "restraint asphyxia," and "excited delirium" continue to remain the subject of debate among experts and medical professionals, are not universally recognized medical conditions, and frequently involve other collateral or controlling factors such as narcotics or alcohol influence or pre-existing medical conditions. While it is impractical to restrict an officer's use of reasonable control methods when attempting to restrain a combative individual, officers are not authorized to use any restraint or transportation method which might unreasonably impair an individual's breathing or respiratory capacity for a period beyond the point when the individual has been adequately and safely controlled. Once the individual is safely secured, officers

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should promptly check and continuously monitor the individual's condition for signs of medical distress (Government Code § 7286.5).

300.4 DEADLY FORCE APPLICATIONS

If an objectively reasonable officer would consider it safe and feasible to do so under the totality of the circumstances, officers shall evaluate and use other reasonably available resources and techniques when determining whether to use deadly force. To the extent that it is reasonably practical, officers should consider their surroundings and any potential risks to bystanders prior to discharging a firearm (Government Code § 7286(b)).

The use of deadly force is only justified when the officer reasonably believes it is necessary in the following circumstances (Penal Code § 835a):

(a) An officer may use deadly force to protect themself or others from what the officer reasonably believes is an imminent threat of death or serious bodily injury to the officer or another person.

(b) An officer may use deadly force to apprehend a fleeing person for any felony that threatened or resulted in death or serious bodily injury, if the officer reasonably believes that the person will cause death or serious bodily injury to another unless immediately apprehended. Where feasible, the officer shall, prior to the use of deadly force, make reasonable efforts to identify him/herself as a peace officer and to warn that deadly force may be used, unless the officer has objectively reasonable grounds to believe the person is aware of those facts (Penal Code 835a).

Officers shall not use deadly force against a person based on the danger that person poses to themself, if an objectively reasonable officer would believe the person does not pose an imminent threat of death or serious bodily injury to the officer or to another person (Penal Code § 835a).

Additionally, an officer shall not use deadly force against a person whose actions are a threat solely to property unless the person poses an imminent danger of death or serious physical injury to the officer or others in close proximity.

An "imminent" threat of death or serious bodily injury exists when, based on the totality of the circumstances, a reasonable officer in the same situation would believe that a person has the present ability, opportunity, and apparent intent to immediately cause death or serious bodily injury to the officer or another person. An officer's subjective fear of future harm alone is insufficient as an imminent threat. An imminent threat is one that from appearances is reasonably believed to require instant attention (Penal Code § 835a).

300.4.1 SHOOTING AT OR FROM MOVING VEHICLES

Shots fired at or from a moving vehicle are rarely effective and involve considerations and risks in addition to the justification for the use of deadly force. When feasible, officers should take reasonable steps to move out of the path of an approaching vehicle instead of discharging their firearm at the vehicle or any of its occupants. An officer should only discharge a firearm at a moving vehicle or its occupants when the officer reasonably believes there are no other reasonable means available to avert the imminent threat of the vehicle, or if deadly force other than the vehicle is

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directed at the officer or others, or if in compliance with section 300.4 of this policy. An officer may also use deadly force to apprehend a person fleeing in a vehicle if in compliance with section 300.4(b) of this policy.

Officers should not shoot at any part of a vehicle in an attempt to disable the vehicle.

300.4.2 DISPLAYING OF FIREARMS

Given that individuals might perceive the display of a firearm as a potential application of force, officers should carefully evaluate each tactical situation and use sound discretion when drawing a firearm in public by considering the following guidelines (Government Code § 7286(b)):

Officers should use sound discretion when drawing a firearm in public. If the officer reasonably believes that an imminent threat, or potentially imminent threat exists based on the totality of circumstances presented at the time, firearms may be drawn and/or directed towards such threat until the officers no longer perceives such threat. Once it is reasonably safe to do so, officers should carefully secure all firearms.

300.5 REPORTING THE USE OF FORCE

Any use of force by a member of this Department shall be documented promptly, completely, and accurately in an appropriate report, depending on the nature of the incident. The officer should articulate the factors perceived and why he/she believed the use of force was reasonable under the circumstances. To collect data for purposes of training, resource allocation, analysis, and related purposes, the Department may require the completion of additional report forms, as specified in Department policy, procedure, or law. See the Report Preparation Policy for additional circumstances that may require documentation.

300.5.1 NOTIFICATION TO SUPERVISORS

Any use of force by an officer shall be reported immediately to a supervisor, including but not limited to the following circumstances (Penal Code § 832.13):

(a) The application caused a visible injury.

(b) The application would lead a reasonable officer to conclude that the individual may have experienced more than momentary discomfort.

(c) The individual subjected to the force complained of injury or continuing pain.

(d) The individual indicates intent to pursue litigation.

(e) Any application of a conducted energy device or control device.

(f) Any application of a restraint device other than handcuffs, shackles, or belly chains.

(g) The individual subjected to the force was rendered unconscious.

(h) An individual was struck or kicked.

(i) An individual alleges unreasonable force was used or that any of the above has occurred.

As used in this subsection, "immediately" means as soon as it is safe and feasible to do so.

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300.5.2 REPORTING TO CALIFORNIA DEPARTMENT OF JUSTICE

Statistical data regarding all officer-involved shootings and incidents involving use of force resulting in serious bodily injury is to be reported to the California Department of Justice as required by Government Code § 12525.2. See the Administrative Support Policy.

300.5.3 REPORT RESTRICTIONS

Officers shall not use the term "excited delirium" to describe an individual in an incident report. Officers may describe the characteristics of an individual's conduct, but shall not generally describe the individual's demeanor, conduct, or physical and mental condition at issue as "excited delirium" (Health and Safety Code § 24402).

300.6 MEDICAL CONSIDERATIONS

Once it is reasonably safe to do so, properly trained officers should promptly provide or procure medical assistance for any person injured or claiming to have been injured in a use of force incident (Government Code § 7286(b)).

Prior to booking or release, medical assistance shall be obtained for any person who exhibits signs of physical distress, who has sustained visible injury, expresses a complaint of injury or continuing pain, or who was rendered unconscious. Any individual exhibiting signs of physical distress after an encounter should be continuously monitored until the individual can be medically assessed.

Based upon the officer's initial assessment of the nature and extent of the subject's injuries, medical assistance may consist of examination by fire personnel, paramedics, hospital staff, or medical staff at the jail. If any such individual refuses medical attention, such a refusal shall be fully documented in related reports and, whenever practicable, should be witnessed by another officer and/or medical personnel. If a recording is made of the contact or an interview with the individual, any refusal should be included in the recording, if possible.

The on-scene supervisor or, if the on-scene supervisor is not available, the primary handling officer shall ensure that any person providing medical care or receiving custody of a person following any use of force is informed that the person was subjected to force. This notification shall include a description of the force used and any other circumstances the officer reasonably believes would be potential safety or medical risks to the subject (e.g., prolonged struggle, extreme agitation, impaired respiration).

Persons who exhibit extreme agitation, violent irrational behavior accompanied by profuse sweating, extraordinary strength beyond their physical characteristics and imperviousness to pain, or who require a protracted physical encounter with multiple officers to be brought under control, may be at an increased risk of sudden death. Calls involving these persons should be considered medical emergencies. Officers who reasonably suspect a medical emergency should request medical assistance as soon as practicable and have medical personnel stage away if appropriate.

See the Medical Aid and Response Policy for additional guidelines.

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300.7 SUPERVISOR RESPONSIBILITY

A supervisor should respond to any reported use of force, if reasonably available. The responding supervisor is expected to (Government Code § 7286(b)):

(a) Obtain the basic facts from the involved officers. Absent an allegation of misconduct or excessive force, this will be considered a routine contact in the normal course of duties.

(b) Ensure that any injured parties are examined and treated.

(c) When possible, separately obtain a recorded interview with the subject upon whom force was applied. If this interview is conducted without the person having voluntarily waived his/her *Miranda* rights, the following shall apply:

1. The content of the interview should not be summarized or included in any related criminal charges.
2. The fact that a recorded interview was conducted should be documented in a property or other report.
3. The recording of the interview should be distinctly marked for retention until all potential for civil litigation has expired.

(d) Once any initial medical assessment has been completed or first aid has been rendered, ensure that photographs have been taken of any areas involving visible injury or complaint of pain, as well as overall photographs of uninjured areas. These photographs should be retained until all potential for civil litigation has expired.

(e) Identify any witnesses not already included in related reports.

(f) Review and approve all related reports.

(g) Determine if there is any indication that the subject may pursue civil litigation.

1. If there is an indication of potential civil litigation, the supervisor should complete and route a notification of a potential claim through the appropriate channels.

(h) Evaluate the circumstances surrounding the incident and initiate an administrative investigation if there is a question of policy non-compliance or if for any reason further investigation may be appropriate.

In the event that a supervisor is unable to respond to the scene of an incident involving the reported application of force, the supervisor is still expected to complete as many of the above items as circumstances permit.

300.7.1 WATCH COMMANDER RESPONSIBILITY

The Watch Commander shall review each use of force by any personnel within his/her command to ensure compliance with this policy.

300.8 TRAINING

Officers and supervisors will receive annual training on this policy and demonstrate their knowledge and understanding (Government Code § 7286(b)).

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300.8.1 TRAINING REQUIREMENTS
Required annual training shall include:

(a) Legal updates.

(b) De-escalation tactics, including alternatives to force.

(c) The duty to intercede.

(d) The duty to request and/or render medical aid.

(e) Warning shots (see the Firearms Policy).

(f) All other subjects covered in this policy (e.g., use of deadly force, chokeholds and carotid holds, discharge of a firearm at or from a moving vehicle, verbal warnings).

(g) Training courses required by and consistent with POST guidelines set forth in Penal Code § 13519.10.

See the Training Policy for restrictions relating to officers who are the subject of a sustained use of force complaint.

300.8.2 STATE-SPECIFIC TRAINING REQUIREMENTS
Required state-specific training shall include guidelines regarding vulnerable populations, including but not limited to children, elderly persons, pregnant individuals, and individuals with physical, mental, and developmental disabilities (Government Code § 7286(b)).

300.9 USE OF FORCE ANALYSIS

At least annually, the Chief of Police or the authorized designee should prepare an analysis report on use of force incidents. The report should be submitted to the Chief of Police. The report should not contain the names of officers, suspects or case numbers, and should include:

(a) The identification of any trends in the use of force by members.

(b) Training needs recommendations.

(c) Equipment needs recommendations.

(d) Policy revision recommendations.

300.10 USE OF FORCE COMPLAINTS

The receipt, processing, and investigation of civilian complaints involving use of force incidents should be handled in accordance with the Personnel Complaints Policy (Government Code § 7286(b)).

300.11 POLICY REVIEW

The Chief of Police or the authorized designee should regularly review and update this policy to reflect developing practices and procedures (Government Code § 7286(b)).

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300.12 POLICY AVAILABILITY

The Chief of Police or the authorized designee should ensure this policy is accessible to the public (Government Code § 7286(c)).

300.13 PUBLIC RECORDS REQUESTS

Requests for public records involving an officer's personnel records shall be processed in accordance with Penal Code § 832.7 and the Personnel Records and Records Maintenance and Release policies (Government Code § 7286(b)).

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Report Preparation

323.1 PURPOSE AND SCOPE

Report preparation is a major part of each officer's job. The purpose of reports is to document sufficient information to refresh the officer's memory and to provide sufficient information for follow-up investigation and successful prosecution. Report writing is the subject of substantial formalized training and on-the-job training.

323.1.1 REPORT PREPARATION

Employees should ensure that reports are sufficiently detailed for their purpose and free from errors prior to submission. It is the responsibility of the assigned employee to complete and submit all reports taken during the shift before going off-duty unless permission to hold the report has been approved by a supervisor. Generally, reports requiring prompt follow-up action on active leads, or arrest reports where the suspect remains in custody should not be held.

Handwritten reports must be prepared legibly. If the report is not legible, the submitting employee will be required by the reviewing supervisor to promptly make corrections and resubmit the report. Employees who dictate reports shall use appropriate grammar, as content is not the responsibility of the typist. Employees who generate reports on computers are subject to all requirements of this policy.

All reports shall accurately reflect the identity of the persons involved, all pertinent information seen, heard or assimilated by any other sense, and any actions taken. Employees shall not suppress, conceal or distort the facts of any reported incident, nor shall any employee make a false report orally or in writing. Generally, the reporting employee's opinions should not be included in reports unless specifically identified as such.

323.2 REQUIRED REPORTING

Written reports are required in all of the following situations on the appropriate Department approved form unless otherwise approved by a supervisor.

323.2.1 CRIMINAL ACTIVITY

When a member responds to a call for service, or as a result of self-initiated activity becomes aware of any activity where a crime has occurred, the member shall document the incident regardless of whether a victim desires prosecution. Activity to be documented in a written report includes:

(a) All arrests

(b) All felony crimes

(c) Non-Felony incidents involving threats or stalking behavior

(d) Situations covered by separate policy. These include:

1. Use of Force Policy
2. Domestic Violence Policy

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3. Child Abuse Policy
4. Senior and Disability Victimization Policy
5. Hate Crimes Policy
6. Suspicious Activity Reporting Policy

(e) All misdemeanor crimes where the victim desires a report

Misdemeanor crimes where the victim does not desire a report shall be documented using the Department-approved alternative reporting method (e.g., incident report, dispatch log).

323.2.2 NON-CRIMINAL ACTIVITY

The following incidents shall be documented using the appropriate approved report:

(a) Anytime an officer points a firearm at any person

(b) Any use of force against any person by a member of this Department (see the Use of Force Policy)

(c) Any firearm discharge (see the Firearms Policy)

(d) Anytime a person is reported missing, regardless of jurisdiction (see the Missing Persons Policy)

(e) Any found property or found evidence

(f) Any traffic collisions above the minimum reporting level (see Traffic Collision Reporting Policy)

(g) Suspicious incidents that may indicate a potential for crimes against children or that a child's safety is in jeopardy

(h) All protective custody detentions

(i) Suspicious incidents that may place the public or others at risk

(j) Whenever the employee believes the circumstances should be documented or at the direction of a supervisor

323.2.3 DEATH CASES

Death investigations require specific investigation methods depending on circumstances and should be handled in accordance with the Death Investigations Policy. The handling officer should notify and apprise a supervisor of the circumstances surrounding the incident to determine how to proceed. These cases will generally be handled through a Memorandum of Understanding (M.O.U.) with outside agencies:

(a) Sudden or accidental deaths.

(b) Suicides.

(c) Homicide or suspected homicide.

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(d) Unattended deaths (No physician or qualified hospice care in the 20 days preceding death).

(e) Found dead bodies or body parts.

323.2.4 INJURY OR DAMAGE BY DISTRICT PERSONNEL
Reports shall be taken if an injury occurs that is a result of an act of a District employee. Additionally, reports shall be taken involving damage to District property or District equipment.

323.2.5 MISCELLANEOUS INJURIES
Any injury that is reported to this Department shall require a report when:

(a) The injury is a result of drug overdose

(b) Attempted suicide

(c) The injury is major/serious, whereas death could result

(d) The circumstances surrounding the incident are suspicious in nature and it is desirable to record the event

(e) The injury occurred on or near district owned property and an officer responded to the scene

The above reporting requirements are not intended to be all-inclusive. A supervisor may direct an employee to document any incident he/she deems necessary.

323.2.6 MANDATORY REPORTING OF JUVENILE GUNSHOT INJURIES
A report shall be taken when any incident in which a child 18 years or younger suffered an unintentional or self-inflicted gunshot wound. The Administrative Support shall notify the California Department of Public Health (CDPH) of the incident as required by CDPH (Penal Code § 23685).

323.3 GENERAL POLICY OF EXPEDITIOUS REPORTING
In general, all officers and supervisors shall act with promptness and efficiency in the preparation and processing of all reports. An incomplete report, unorganized reports or reports delayed without supervisory approval are not acceptable. Reports shall be processed according to established priorities or according to special priority necessary under exceptional circumstances.

323.3.1 GENERAL POLICY OF HANDWRITTEN REPORTS
Some incidents and report forms lend themselves to block print rather than typing. In general, the narrative portion of those reports where an arrest is made or when there is a long narrative should be typed.

Supervisors may require, with the foregoing general policy in mind, block printing or typing of reports of any nature for Department consistency.

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323.3.2 GENERAL USE OF OTHER HANDWRITTEN FORMS
County, state and federal agency forms may be block printed as appropriate. In general, the form itself may make the requirement for typing apparent.

323.4 REPORT CORRECTIONS
Supervisors shall review reports for content and accuracy. If a correction is necessary, the reviewing supervisor should complete the Report Correction form stating the reasons for rejection. The original report and the correction form should be returned to the reporting employee for correction as soon as practical. It shall be the responsibility of the originating officer to ensure that any report returned for correction is processed in a timely manner.

323.5 REPORT CHANGES OR ALTERATIONS
Reports that have been approved by a supervisor and submitted to the Police Compliance Manager for filing and distribution shall not be modified or altered except by way of a supplemental report. Reviewed reports that have not yet been submitted to the Police Compliance Manager may be corrected or modified by the authoring officer only with the knowledge and authorization of the reviewing supervisor.

323.6 ELECTRONIC SIGNATURES
The San Bernardino Community College District has established an electronic signature procedure for use by all employees of the San Bernardino Community College District Police Department. The District IT Department shall be responsible for maintaining the electronic signature system and ensuring that each employee creates a unique, confidential password for his/her electronic signature.

- Employees may only use their electronic signature for official reports or other official communications.
- Each employee shall be responsible for the security and use of his/her electronic signature and shall promptly notify a supervisor if the electronic signature has or may have been compromised or misused.

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Criminal Organizations

420.1 PURPOSE AND SCOPE

The purpose of this policy is to ensure that the San Bernardino Community College District Police Department appropriately utilizes criminal intelligence systems and temporary information files to support investigations of criminal organizations and enterprises.

420.1.1 DEFINITIONS

Definitions related to this policy include:

Criminal intelligence system - Any record system that receives, stores, exchanges or disseminates information that has been evaluated and determined to be relevant to the identification of a criminal organization or enterprise, its members or affiliates. This does not include temporary information files.

420.2 POLICY

The San Bernardino Community College District Police Department recognizes that certain criminal activities, including but not limited to gang crimes and drug trafficking, often involve some degree of regular coordination and may involve a large number of participants over a broad geographical area.

It is the policy of this Department to collect and share relevant information while respecting the privacy and legal rights of the public.

420.3 CRIMINAL INTELLIGENCE SYSTEMS

No Department member may create, submit to or obtain information from a criminal intelligence system unless the Chief of Police has approved the system for Department use.

Any criminal intelligence system approved for Department use should meet or exceed the standards of 28 CFR 23.20.

A designated supervisor will be responsible for maintaining each criminal intelligence system that has been approved for Department use. The supervisor or the authorized designee should ensure the following:

(a) Members using any such system are appropriately selected and trained.

(b) Use of every criminal intelligence system is appropriately reviewed and audited.

(c) Any system security issues are reasonably addressed.

420.3.1 SYSTEM ENTRIES

It is the designated supervisor's responsibility to approve the entry of any information from a report, field interview (FI), photo or other relevant document into an authorized criminal intelligence system. If entries are made based upon information that is not on file with this Department, such as open or public source documents or documents that are on file at another agency, the designated

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supervisor should ensure copies of those documents are retained by Administrative Support. Any supporting documentation for an entry shall be retained by the Administrative Support in accordance with the established records retention schedule and for at least as long as the entry is maintained in the system.

The designated supervisor should ensure that any documents retained by the Administrative Support are appropriately marked as intelligence information. The Administrative Support member may not purge such documents without the approval of the designated supervisor.

420.3.2 GANG DATABASES

The Chief of Police may approve participation by the gang unit in a shared criminal gang intelligence database, such as CALGANG®. Members must obtain the requisite training before accessing any such database (11 CCR 751.6).

It is the supervisor's responsibility to determine whether any report or FI contains information that would qualify for entry into the database. Prior to designating any person as a suspected gang member, associate, or affiliate in a shared gang database; or submitting a document to the Attorney General's office for the purpose of designating a person in a shared gang database; or otherwise identifying the person in a shared gang database, the supervisor shall provide written notice to the person and, if the person is under the age of 18, to his/her parent or guardian of the designation and the basis for the designation, unless providing that notification would compromise an active criminal investigation or compromise the health or safety of a minor. Notice shall also describe the process to contest the designation (Penal Code § 186.34).

The person, an attorney working on his/her behalf, or his/her parent or guardian (if the person is under 18 years of age) may request, in writing, information as to whether the person is designated as a suspected gang member, associate, or affiliate in a shared gang database accessible by the Department, the basis for that designation, and the name of the agency that made the designation. The Department shall respond to a valid request in writing within 30 days, and shall provide the information requested unless doing so would compromise an active investigation or compromise the health and safety of the person if he/she is under 18 years of age (Penal Code § 186.34).

The person, or his/her parent or guardian if the person is under 18 years of age, may contest the designation by submitting written documentation, which shall be reviewed by the supervisor. If it is determined that the person is not a suspected gang member, associate, or affiliate, the person shall be removed from the database. The person and the parent or guardian shall be provided written verification of the Department's decision within 30 days of receipt of the written documentation contesting the designation and shall include the reason for a denial when applicable (Penal Code § 186.34).

The supervisor should forward reports or FIs to the Administrative Support after appropriate database entries are made. The supervisor should clearly mark the report/FI as gang intelligence information.

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It is the responsibility of the Police Compliance Manager to retain reports and FIs in compliance with the database rules and any applicable end user agreement.

Records contained in a shared gang database shall not be disclosed for employment or military screening purposes, and shall not be disclosed for the purpose of enforcing federal immigration law unless required by state or federal statute or regulation (Penal Code § 186.36).

420.4 TEMPORARY INFORMATION FILE

No member may create or keep files on individuals that are separate from the approved criminal intelligence system. However, members may maintain temporary information that is necessary to actively investigate whether a person or group qualifies for entry into the Department-approved criminal intelligence system only as provided in this section. Once information qualifies for inclusion, it should be submitted to the supervisor responsible for consideration of criminal intelligence system entries.

420.4.1 FILE CONTENTS

A temporary information file may only contain information and documents that, within one year, will have a reasonable likelihood to meet the criteria for entry into an authorized criminal intelligence system.

Information and documents contained in a temporary information file:

(a) Must only be included upon documented authorization of the responsible Department supervisor.

(b) Should not be originals that would ordinarily be retained by the Administrative Support, but should be copies of, or references to, retained documents such as copies of reports, FI forms, Dispatch records or booking forms.

(c) Shall not include opinions. No person, organization or enterprise shall be labeled as being involved in crime beyond what is already in the document or information.

(d) May include information collected from publicly available sources or references to documents on file with another government agency. Attribution identifying the source should be retained with the information.

420.4.2 FILE REVIEW AND PURGING

The contents of a temporary information file shall not be retained longer than one year. At the end of one year, the contents must be purged.

The designated supervisor shall periodically review the temporary information files to verify that the contents meet the criteria for retention. Validation and purging of files is the responsibility of the supervisor.

420.5 INFORMATION RECOGNITION

Department members should document facts that suggest an individual, organization or enterprise is involved in criminal activity and should forward that information appropriately. Examples include, but are not limited to:

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(a) Gang indicia associated with a person or residence.

(b) Information related to a drug-trafficking operation.

(c) Vandalism indicating an animus for a particular group.

(d) Information related to an illegal gambling operation.

Department supervisors who utilize an authorized criminal intelligence system should work with the Training Sergeant to train members to identify information that may be particularly relevant for inclusion.

420.6 RELEASE OF INFORMATION

Department members shall comply with the rules of an authorized criminal intelligence system regarding inquiries and release of information.

Information from a temporary information file may only be furnished to Department members and other law enforcement agencies on a need-to-know basis and consistent with the Records Maintenance and Release Policy.

When an inquiry is made by the parent or guardian of a juvenile as to whether that juvenile's name is in a temporary information file, such information should be provided by the supervisor responsible for the temporary information file, unless there is good cause to believe that the release of such information might jeopardize an ongoing criminal investigation.

420.7 TRAINING

The Training Sergeant should provide training on best practices in the use of each authorized criminal intelligence system to those tasked with investigating criminal organizations and enterprises. Training should include:

(a) The protection of civil liberties.

(b) Participation in a multiagency criminal intelligence system.

(c) Submission of information into a multiagency criminal intelligence system or the receipt of information from such a system, including any governing federal and state rules and statutes.

(d) The type of information appropriate for entry into a criminal intelligence system or temporary information file.

(e) The review and purging of temporary information files.

420.7.1 SHARED GANG DATABASE TRAINING

The Training Sergeant should ensure that members who are authorized users of a shared gang database receive the required training from the California Department of Justice (DOJ) or an instructor certified by the DOJ that includes comprehensive and standardized training on the use

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of shared gang databases, and any other associated training required by the Department (Penal Code § 186.36; 11 CCR 751.6).

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SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: MOU(s) between SBCCD and the California School Employees Association and its SBCCD Chapter 291 (CSEA)

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The District and the CSEA met and entered into the attached Memorandums of Understanding, also known as MOU(s).

ANALYSIS

The attached MOU(s) constitutes the full and complete Agreement between the District and the CSEA.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost associated with an MOU(s) is included in the appropriate budgets, where applicable.

MEMORANDUM OF UNDERSTANDING
By and Between
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
And
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT CHAPTER #291

October 10, 2025

Terms and Conditions: This Memorandum of Understanding is entered into by and between the San Bernardino Community College District (hereinafter, "District") and the California School Employees Association, and its Chapter #291, (hereinafter "Association"), collectively referred to as "the Parties".

The Parties agree to approve the Management Out-of-Class assignment for Kevin Limoges, Senior Technology Support Specialist, to the Acting Enterprise Technology Project Manager, District, under the following stipulations:

1. The length of the assignment will be October 20, 2025, through April 20, 2026, or until a decision is made by the Employee or management to end the assignment.

2. The Employee will be compensated from the Management Salary Schedule at Range 17, Step F. The salary range and step referenced in this MOU have been predetermined by the CSEA Collective Bargaining Agreement.

3. The Parties agree that the Employee, while performing the Management Out-of-Class assignment, remains a unit member and may benefit from any and all rights and representation afforded them through affiliation with CSEA; however, the Employee will be ineligible to receive the following special compensation: shift differential or bilingual/bi-literate during the length of Out-of-Class service.

4. The Parties agree that the Employee will not take part in any classified employee evaluations or employee discipline proceedings during the Management Out-of-Class assignment as the Acting Enterprise Technology Project Manager or be evaluated during this Management Out-of-Class service.

5. Upon completion of the Out-of-Class assignment, the Employee shall return to their regular classified position as the Senior Technology Support Specialist.

6. The Parties agree that during the Management Out-of-Class assignment, the Employee's seniority as the Senior Technology Support Specialist will continue to accrue, and the Management Out-of-Class assignment will not be construed in any manner as a break in service.

7. This Memorandum of Understanding constitutes the full and complete Agreement regarding the Management Out-of-Class assignment of Kevin Limoges.

This agreement is subject to all approvals required by the CSEA 610 policy and the District.

For the District

Kristina Hannon, SBCCD
Vice-Chancellor, Human Resources,
Payroll, Police Services and Health and
Safety Administration

For CSEA

Ernest Guillen, President CSEA #291

Cameron Kroetz, CSEA LRR

Diana Vaichis

Diana Vaichis, Team Member

Yendis Battle

Yendis Battle, Team Member

Cedrick Wrenn

Cedrick Wrenn, Team Member

MEMORANDUM OF UNDERSTANDING
By and Between
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
And
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT CHAPTER #291

October 10, 2025

Terms and Conditions: This Memorandum of Understanding is entered into by and between the San Bernardino Community College District (hereinafter, "District") and the California School Employees Association and its Chapter #291, (hereinafter "Association"), collectively referred to as "the Parties."

Permanent Schedule Change: Computing Services Department - District

In accordance with **Article 6.4: Permanent Changes to Work Schedule,** the Parties have reached an agreement regarding Mark Byrd's permanent work schedule, which will take effect on **Tuesday, September 16, 2025**. The specific details of the schedule change are outlined below:

a. Unit member, Mark Byrd's work schedule will be changed as follows:

From: Monday – Friday, 5:30 a.m. – 2:00 p.m.
To: Monday – Friday, 8:30 a.m. – 5:00 p.m.

This agreement is subject to all approvals required by the CSEA 610 policy and the District.

For the District

Kristina Hannon, SBCCD
Vice-Chancellor, Human Resources,
Payroll, Police Services and Health and
Safety Administration

For CSEA

Ernest Guillen, President CSEA #291

Cameron Kroetz, CSEA LRR

Diana Vaichis

Diana Vaichis, Team Member

Kevin Limoges

Kevin Limoges, Team Member

Yendis Battle

Yendis Battle, Team Member

Cedrick Wrenn

Cedrick Wrenn, Team Member

MEMORANDUM OF UNDERSTANDING
By and Between
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
And
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT CHAPTER #291

October 10, 2025

Terms and Conditions: This Memorandum of Understanding is entered into by and between the San Bernardino Community College District (hereinafter, "District") and the California School Employees Association, and its Chapter #291, (hereinafter "Association"), collectively referred to as "the Parties".

The Parties agree to approve the Management Out-of-Class assignment for Veronica Arrowood, Project Analyst, to the Interim Director, Grants and Administration, Crafton Hills College, under the following stipulations:

1. The length of the assignment will be October 15, 2025, through April 15, 2026, or until a decision is made by the Employee or management to end the assignment.

2. The Employee will be compensated from the Management Salary Schedule at Range 18, Step A. The salary range and step referenced in this MOU have been predetermined by the CSEA Collective Bargaining Agreement.

3. The Parties agree that the Employee, while performing the Management Out-of-Class assignment, remains a unit member and may benefit from any and all rights and representation afforded them through affiliation with CSEA; however, the Employee will be ineligible to receive the following special compensation: shift differential or bilingual/bi-literate during the length of Out-of-Class service.

4. The Parties agree that the Employee will not take part in any classified employee evaluations or employee discipline proceedings during the Management Out-of-Class assignment as the Interim Director, Grants and Administration or be evaluated during this Management Out-of-Class service.

5. Upon completion of the Out-of-Class assignment, the Employee shall return to their regular classified position as the Project Analyst.

6. The Parties agree that during the Management Out-of-Class assignment, the Employee's seniority as the Project Analyst will continue to accrue, and the Management Out-of-Class assignment will not be construed in any manner as a break in service.

7. This Memorandum of Understanding constitutes the full and complete Agreement regarding the Management Out-of-Class assignment of Veronica Arrowood.

This agreement is subject to all approvals required by the CSEA 610 policy and the District.

For the District

Kristina Hannon, SBCCD
Vice-Chancellor, Human Resources,
Payroll, Police Services and Health and
Safety Administration

For CSEA

Ernest Guillen, President CSEA #291

Cameron Kroetz, CSEA LRR

Diana Vaichis

Diana Vaichis, Team Member

Kevin Limoges

Kevin Limoges, Team Member

Yendis Battle

Yendis Battle, Team Member

Cedrick Wrenn

Cedrick Wrenn, Team Member

MEMORANDUM OF UNDERSTANDING
By and Between
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
And
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT CHAPTER #291

October 21, 2025

Terms and Conditions: This Memorandum of Understanding is entered into by and between the San Bernardino Community College District (hereinafter, "District") and the California School Employees Association, and its Chapter #291, (hereinafter "Association"), collectively referred to as "the Parties".

RECITALS

In December 2023, the Parties made and entered into a Memorandum of Understanding (attached herein), which the Parties regard as the terms and conditions of the Classification and Compensation Study Process that will be adhered to, specifically when reviewing the District's classified job descriptions. The study will be conducted in three (3) phases, with start and end dates subject to change based on the completion of the preceding phase and negotiations; therefore, the Parties agreed to the following in part for Phase 1 of the Classification and Compensation Study:

PHASE I

1. The Parties negotiated that the date of implementation of the effects of Phase 1 of the Classification and Compensation Study shall be March 1, 2024, and that implementation will occur within two (2) pay cycles after the completion of the CSEA 610 process and the Board of Trustee's approval.

2. In addition, any unit members who receive an increase in range due to Phase 1 of the Classification and Compensation Study shall not suffer a decrease in compensation and shall retain their step placement on the classified salary schedule.

TERMS

1. In alignment with the terms and conditions outlined in the Memorandum of Understanding, the Parties hereby acknowledge that the following classified job classifications were reviewed during Phase 1 of the Classifications and Compensation Study and shall remain "status quo":

    - Administrative Clerk
    - Academic Support Services Specialist
    - Aquatic Center Pool Attendant
    - Institutional Advancement Coordinator
    - Laboratory Assistant I – Aeronautics
    - Laboratory Assistant I – Electricity/Electronics
    - Laboratory Assistant I – Emergency Medical Services (EMS)
    - Laboratory Assistant II – Multimedia
    - Laboratory Assistant II – Welding
    - Marketing & Communications Coordinator – KVCR/FNX

2. In alignment with the terms and conditions outlined in the Memorandum of Understanding, the Parties hereby acknowledge that the following classified job classifications were reviewed during

Phase 1 of the Classifications and Compensation Study and where necessary shall be revised to: (1) enhance internal alignment, (2) update job duties and responsibilities, and/or (3) adjust the range to reflect the median:

- Administrative Assistant I
- Administrative Assistant II
- Administrative Assistant III
- Administrative Coordinator
- Athletic Trainer
- Culinary Program Specialist (**previously titled Laboratory Assistant II – Culinary Arts)
- Curriculum Analyst (** previously titled Curriculum Coordinator)
- Development Assistant
- Development Coordinator
- Grant Technician
- Laboratory Technician I – Biological Sciences
- Laboratory Technician I – Computer Information Technology
- Laboratory Technician I – Geo-Science and Anthropology
- Laboratory Technician I – Physics
- Laboratory Assistant II – Allied Health
- Laboratory Assistant II – Art
- Laboratory Technician III – Chemistry
- Laboratory Technician II – Biological Sciences (** previously titled Laboratory Technician II – Anatomy & Physiology)
- Laboratory Technician III – Microbiology (**previously titled Laboratory Technician II – Microbiology)
- Library Media Clerk
- Library Technical Assistant I
- Library Technical Assistant II
- Physical Education and Athletic Equipment Specialist
- Planetarium Production & Presentation Coordinator
- Project Analyst
- Instructional Scheduling Analyst (**previously titled Schedule/Catalog Data Specialist)
- Senior Theatre Arts Technical Support Specialist
- Sports Information Specialist
- Tool Room Specialist

3. In alignment with the terms and conditions outlined in the Memorandum of Understanding, the Parties hereby acknowledge that the following classified job classifications shall be added to the 2023-2026 CSEA Collective Bargaining Agreement, Article 1: Recognition, section 1.1 and Appendix A: Classified Unit Definition of the Agreement:

- CTE Program Support Specialist
- Instructional Services Analyst

This Memorandum of Understanding constitutes the full and expressed agreement between the Parties with respect to the completion of the Phase 1 of the Classification and Compensation Study.

This agreement is subject to all approval required by the CSEA 610 Policy and the District.

For the District For CSEA

Kristina Hannon, SBCCD
Vice-Chancellor, Human Resources, Payroll, Police Services and Health and Safety Administration

Ernest Guillen, President CSEA #291

Cameron Kroetz, CSEA LRR

Diana Vaichis, Team Member

Yendis Battle, Team Member

Cedrick Wrenn, Team Member

MEMORANDUM OF UNDERSTANDING
By and Between
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
And
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT CHAPTER #291

December 12, 2023

Terms and Conditions: This Memorandum of Understanding is entered into by and between the San Bernardino Community College District (hereinafter, "District") and the California School Employees Association, and its Chapter #291, (hereinafter "Association").

In accordance with **Article 16: PERSONNEL,** specifically subsection 16.6: Classification and Compensation Study Process, the District will conduct a districtwide Classification and Compensation study to review and revise the District's classified job descriptions and to conduct a comparison of salary and benefits within the comparison market: Chabot-Las Positas CCD, Coast CCD, Contra CCD, Foothill-De Anza CCD, Grossmont-Cuyamaca CCD, Kern CCD, Los Angeles CCD, Los Rios CCD, North Orange County CCD, Peralta CCD, Rancho Santiago CCD, Riverside CCD, San Deigo CCD, San Jose/ Evergreen CCD, San Mateo CCD, South Orange County CCD, State Center CCD, Ventura County CCD, West Hills CCD, West Valley-Mission CCD, Yosemite CCD, and Yuba CCD.

The Classification and Compensation Study implementation plan is to improve internal alignment, clearly define career ladders, and bring classifications whose pay range medians are behind the median of similar positions in the comparison of salary as close as feasible to median. All bargaining unit positions and job families will be reviewed in the classification and compensation study. All recommendations are negotiable by the negotiating teams (salary adjustments, job description changes, etc.). Unit members who receive an increase in range due to the Classification and Compensation study shall not suffer a decrease in compensation, and shall retain their step placement on the salary schedule.

The Classification and Compensation Study process shall include a comprehensive job description review by the Ad Hoc Committee, Position Description Questionnaire (PDQ), and the draft preparation and review. The committee makeup of the AD HOC Committee shall be mutually agreed upon between the District and the Association. The District shall provide reasonable-release time for the Association members for all meetings of the Ad Hoc Committee, and workgroup time therein. The District shall collect and analyze data regarding compensation for all classifications, and forward this data to the Ad Hoc Committee. The Ad Hoc Committee shall review the PDQs and data collected and send forth their recommendations to the Negotiation Teams for negotiating the completion and implementation of the Classification and Compensation Study per Article 16.6.

The Classification and Compensation Study process will be conducted in three (3) phases, with start and end dates subject to change due to completion of preceeding phase and negotiations, as follows:

Phase 1 (January 2024 – March 2024)

- Administrative/Clerical Support
- Instructional Support

Phase 2 (April 2024 – July 2024)

- Student Services
- Business/Fiscal Services

Phase 3 (August 2024 – October 2024)

- Maintenance and Operations/Administrative Services
- Technology Services
- Child Development

The Parties shall mutually attempt to complete the Classification and Compensation Study within (1) year of the date of ratification.

The Parties mutually agree that all reclassification requests shall be placed on hold and will be processed at the completion of the Classification and Compensation Study or within one (1) year from submission.

All negotiated effects to Classification and Compensation shall be effective at the end of each phase, with retroactive pay to the date of PDQ deadline for each phase and implemented within two (2) pay cycles after completion of the CSEA 610 policy and Board of Trustees' approval.

This agreement is subject to all approvals required by the CSEA 610 policy and the District.

For the District

Kristina Hannon, SBCCD
Vice-Chancellor, Human Resources
and Police Services

For CSEA

Ernest Guillen, President CSEA #291

Noah Snyder, CSEA LRR

Diana Vaichis

Diana Vaichis, Team Member

Yendis Battle, Team Member

Kevin Limoges, Team Member

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: MOU(s) between SBCCD and the San Bernardino Community College District Teachers Association (CTA)

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The District and the CTA met and entered into the attached Memorandums of Understanding, also known as MOU(s).

ANALYSIS

The attached MOU(s) constitute the full and complete Agreement between the District and the CTA.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost associated with a MOU(s) is included in the appropriate budgets, where applicable.

Memorandum Of Understanding
By and Between The
San Bernardino Community College District Teachers Association
And
San Bernardino Community College District

LA84 GRANT (SBVC)
Fall 2025 through Spring 2026

This Memorandum of Understanding ("MOU") is entered by and between the San Bernardino Community College District Teachers Association (Association), And The San Bernardino Community College District ("District")
Collectively "The Parties"

WHEREAS, Article 13.B.5 of the collective bargaining agreement defines a "Grant" as any externally funded project that impacts bargaining unit members' hours, wages, and working conditions; and

WHEREAS, the SBVC Foundation has been awarded the LA84 Grant that requires faculty participation and duties directly related to the objectives of coordinating athletic clinics at schools within the area and organizing participation of students and coaches to support those clinics; and

WHEREAS, two (2) faculty members whose content knowledge and expertise are pertinent to the grant have been identified to coordinate and perform work associated with the implementation and administration of the project during Fall 2025 and Spring 2026; and

WHEREAS, such duties are to be performed outside of the regular contractual workload and therefore constitute compensated grant-related assignments under Article 13.B.5;

THEREFORE, the District and the Association agree as follows:

Personnel and compensation assigned to the LA84 Grant are as follows:

- Grant Manager: Michael Layne (Manager)
  - No Compensation
- Project Lead: Curtis Goss (Full-time faculty member)
  - $5,000 at the end of Fall 2025
  - $5,000 at the end of Spring 2026
- Project Lead: Kenneth Lawler (Full-time faculty member)
  - $5,000 at the end of Fall 2025
  - $5,000 at the end of Spring 2026

Additional athletic coaches may also participate in the implementation of grant activities, subject to prior approval by the Grant Manager.

Approved individuals shall be compensated from grant funds in accordance with District policies, procedures, and applicable collective bargaining provisions.

SBCCD

Kristina Hannon, Vice Chancellor,
Human Resources & Police Services, SBCCD Chief Negotiator

Date: 10/24/2025

SBCCDTA

Jamie Salyer, SBCCDTA Chief Negotiator

Date: 10/24/2025

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: Professional Expert, Short-Term, and Substitute Employees

RECOMMENDATION

This item is for information only.

OVERVIEW

Per SBCCD Administrative Procedure 7110, in the case of short-term hourly/substitute and student employees, the Board has delegated the Chancellor or his/her designee as the authorizing agent for hire.

California Education Code section 88003 outlines the criterion for hiring an employee on a temporary basis. The length of temporary employment is less than 75% of the college year, which amounts to 195 working days. Types of temporary employment include:

- Professional Expert: Districts can go outside the classified service when the scope of work is discrete, temporary, and requires expertise not available within the classified service. Requesting departments certify these by defining the project and identifying an end date for the project. Continued employment is contingent on continued demand and/or funding.
- Short-Term: Districts can use short-term employees on a temporary basis to perform a service upon completion of which, the service, or similar services, will not be extended or needed on a continuous basis.
- Substitute: Districts can employ substitute employees to fill in for a classified employee that is temporarily absent from duty, or if the district is recruiting to hire a vacant position.

ANALYSIS

The attached list of Professional Expert, Short-Term, and Substitute Employees is certified to be in accordance with California Education Code section 88003.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution

FINANCIAL IMPLICATIONS

The cost of employment for these employees is included in the appropriate 2025-2026 budgets.

Professional Expert, Short-Term & Substitute Employees

Presented for Information on November 13, 2025

[v.10.22.2025.p.1|3]

Professional Expert

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Hendrickson, Blake A CHC Public Safety and Emergency Services	Lab Instructor/Primary Instructor/EMS Specialist	10/23/25	06/30/26	$30.00/ $45.00/ $55.00
Mckeon, Bryan Patrick G CHC Public Safety and Emergency Services	Lab Instructor/Primary Instructor/EMS Specialist	10/10/25	06/30/26	$30.00/ $45.00/ $55.00
Roach, Craig CHC Public Safety and Emergency Services	Lab Instructor/Primary Instructor/EMS Specialist	10/24/25	06/30/26	$30.00/ $45.00/ $55.00
Orona, Carlos V DIST Economic Development & Corporate Training	Transitional Work Crew Trainer	10/17/25	06/30/26	$22.00
Lopez-Vega, Antonia I DIST KVCR	Content Specialist	10/11/25	06/30/26	$22.00
Morales, Brenda SBVC Academic Success & Learning Services	Program Assistant	10/11/25	06/30/26	$49.00
Martinez, Marvin A SBVC Academic Success & Learning Services	Tutor II	10/09/25	06/30/26	$18.00
Peralta, Tais N SBVC Academic Success & Learning Services	Tutor II	10/13/25	06/30/26	$18.00
Zerbel, Alexandria L SBVC Academic Success & Learning Services	Tutor III	10/01/25	06/30/26	$20.00
Gonzales, Joseph A SBVC Athletics	Assistant Coach, Baseball	10/27/25	06/30/26	$10,000/ semester
Gardner, Keenan D SBVC Athletics	Assistant Coach, Football	10/27/25	06/30/26	$10,000/ semester
Grajeda, Ralph A SBVC Athletics	Assistant Coach, Men's Baseball	10/14/25	06/30/26	$10,000/ semester
Davis, Devon S SBVC Athletics	Assistant Coach, Men's Basketball	10/20/25	06/30/26	$5,000/ semester
Betancourt, Javier SBVC Athletics	Assistant Coach, Men's Soccer	09/29/25	06/30/26	$10,000/ semester
Gonzalez, Sofia I SBVC Athletics	Assistant Coach, Softball	10/20/25	06/30/26	$10,000/ semester
Pettaway, Audi J SBVC Athletics	Assistant Coach, Softball	10/06/25	06/30/26	$10,000/ semester
Valdivia, Iridian SBVC Athletics	Assistant Coach, Women's Cross Country	09/29/25	06/30/26	$10,000/ semester

Professional Expert, Short-Term & Substitute Employees

Presented for Information on November 13, 2025

[v.10.22.2025.p.2|3]

Professional Expert

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Cisneros, Jacob C SBVC English Department	Tutor III	10/13/25	06/30/26	$20.00
Hurley, Karisa R SBVC Flim, TV & Media	Intern I	08/26/25	06/30/26	$16.50
Lira, Jazelly SBVC Flim, TV & Media	Intern I	08/26/25	06/30/26	$16.50
Munoz, Diego SBVC Flim, TV & Media	Intern I	08/26/25	06/30/26	$16.50
Troudt, Sara SBVC Flim, TV & Media	Intern I	08/26/25	06/30/26	$16.50
Jimenez, Jr. Gerardo SBVC Police Academies/Criminal Justice	Police Science Facilitator/ Evaluator or Police Tactical Officer/RTO	11/01/25	06/30/26	$45.00/ $53.00
Sampson, Nkosi SBVC Research, Planning & IE	Project Liaison	10/03/25	06/30/26	$40.00

Short-Term

Employee Name Location Assignment & Department	Duties	From	To	Hourly Rate
Shumway, Trevor CHC Aquatics	Lifeguard	10/01/25	06/30/26	$17.50

Substitute

Employee Name Location Assignment & Department Justification	Duties	From	To	Hourly Rate
Pineda, Erick CHC Admissions & Records *Vacancy*	Admissions & Records Technician	09/15/25	11/15/25	$25.03
Wagner, Kathryn CHC Aquatics *Sick/Vacation*	Pool Attendant	11/01/25	12/30/25	$22.11
Scoubart, Michelle CHC Child Development Center *Sick/Vacation*	Child Development Assistant	10/06/25	12/06/25	$18.60
Gateklum, Stephnaie CHC Child Development Center *Sick/Vacation*	Child Development Teacher	09/18/25	11/14/25	$26.27

Professional Expert, Short-Term & Substitute Employees

Presented for Information on November 13, 2025

[v.10.22.2025.p.3|3]

Substitute

Employee Name Location Assignment & Department Justification	Duties	From	To	Hourly Rate
Rivera, Veronica CHC Child Development Center *Sick/Vacation*	Child Development Teacher	09/18/25	11/14/25	$26.27
Tafolls, Elyse Raynee DIST Facilities *Sick/Vacation*	Custodian	10/20/25	12/20/25	$22.69
Rodriguez, Saul SBVC Applied Technology *Vacancy*	Student Services Technician II	08/31/25	09/10/25	$25.63
Rodriguez, Saul SBVC Applied Technology *Vacancy*	Student Services Technician II	09/11/25	11/10/25	$25.63
Williams, Jarret SBVC Athletics *LOA*	P.E & Athletic Equipment Specialist	08/29/25	11/21/25	$21.05
Ageeb, Nermen SBVC Child Development Center *EXT: Sick/Vacation Coverage*	Child Development Assistant	11/05/25	01/03/26	$18.60
Ageeb, Nermen SBVC Child Development Center *EXT: Sick/Vacation Coverage*	Child Development Teacher	11/05/25	01/03/26	$26.27
Bobadilla, Mayra SBVC Child Development Center *EXT: Sick/Vacation Coverage*	Child Development Assistant	11/05/25	01/03/26	$18.60
Bracamontes, Yvette SBVC Child Development Center *EXT: Sick/Vacation Coverage*	Child Development Assistant	11/05/25	01/03/26	$18.60
Gateklum, Stephnaie SBVC Child Development Center *NEW: Sick/vacation*	Child Development Teacher	10/01/25	12/01/25	$26.27
Gonzalez, Gloria SBVC Custodian *Vacancy Sick/Vacation*	Custodian	10/20/25	11/29/25	$22.69
Lucier, Carolyn SBVC Grounds *EXT: Vacancy*	Grounds Caretaker	10/04/25	12/03/25	$23.23

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Jose F. Torres, Executive Vice Chancellor

PREPARED BY: Steven J. Sutorus, Executive Director, Business & Fiscal Services

DATE: November 13, 2025

SUBJECT: Purchase Order Report

RECOMMENDATION

This item is for information only. No action is necessary.

OVERVIEW

In accordance with SBCCD Board Policy 6100, Delegation of Authority, The Board of Trustees delegates authority to the Chancellor to supervise the general business procedures of the District to assure the proper administration of property and contracts.

Education Code 81656 provides that all transactions entered into by an authorized officer shall be reviewed by the Board every 60 days.

ANALYSIS

Purchase orders issued between the dates of 9/14/2025 – 10/19/2025 are attached, except those approved through other agenda items. All purchase orders have been issued in accordance with the District's policies and procedures by an authorized officer of the District.

SBCCD GOALS

4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

The attached purchase orders are included in the appropriate budgets.

Purchase Order Report
November 13, 2025

PO#	Supplier Name	Amount
PO2601601	STAPLES BUSINESS ADVANTAGE	118.64
PO2601612	STAPLES BUSINESS ADVANTAGE	56.63
PO2601613	STAPLES BUSINESS ADVANTAGE	110.48
PO2601615	ANATOMY WAREHOUSE	837.38
PO2601616	SCHOOL SPECIALTY LLC	538.31
PO2601618	TREE PROS INC	2,250.00
PO2601621	3QC INC	15,777.49
PO2601623	CAPTURE TECHNOLOGIES	2,542.10
PO2601624	PRINTFLY CORPORATION	951.02
PO2601625	CITY ELECTRIC SUPPLY COMPANY	277.31
PO2601626	STAPLES BUSINESS ADVANTAGE	97.02
PO2601627	STAPLES BUSINESS ADVANTAGE	88.78
PO2601628	STAPLES BUSINESS ADVANTAGE	89.25
PO2601629	STAPLES BUSINESS ADVANTAGE	77.28
PO2601631	SAN DIEGO CCD	400.00
PO2601632	ATECH TRAINING INC	4,367.16
PO2601633	4IMPRINT INC	207.15
PO2601634	BEAUMONT CHAMBER OF COMMERCE	235.00
PO2601635	COMMUNITY COLLEGE LEAGUE OF CALIFORNIA	3,000.00
PO2601636	CROWN LIFT TRUCKS	3,349.50
PO2601637	CA COMMUNITY COLLEGE ATHLETIC TRAINERS' ASSOCIATION	75.00
PO2601638	EKC ENTERPRISES INC	6,992.47
PO2601657	RUBIO, DAVID	380.00
PO2601659	CDW LLC	388.90
PO2601660	CDW LLC	1,166.70
PO2601662	PANERA LLC	132.40
PO2601663	FILM EMPORIUM INC	20,690.00
PO2601664	EVENT PIXIE	2,080.00
PO2601665	FREITAS, GERALD W	250.00
PO2601667	STAPLES BUSINESS ADVANTAGE	461.36
PO2601668	STAPLES BUSINESS ADVANTAGE	413.29
PO2601672	STAPLES BUSINESS ADVANTAGE	61.47
PO2601693	STAPLES BUSINESS ADVANTAGE	160.31
PO2601694	STAPLES BUSINESS ADVANTAGE	316.93
PO2601706	STAPLES BUSINESS ADVANTAGE	495.00
PO2601731	STAPLES BUSINESS ADVANTAGE	228.97
PO2601734	STAPLES BUSINESS ADVANTAGE	217.40
PO2601743	CASTRO, OMAR E	1,200.00
PO2601744	GONZALEZ, ULISES	2,250.00
PO2601745	COMMUNITY COLLEGE INTERNAL AUDITORS	600.00
PO2601746	ASSOCIATION OF CHIEF BUSINESS OFFICIALS	1,890.00
PO2601748	SAN BERNARDINO CCD	5,000.00
PO2601749	COMMUNITY COLLEGE LEAGUE OF CALIFORNIA	3,000.00
PO2601750	STAPLES BUSINESS ADVANTAGE	137.87
PO2601753	STAPLES BUSINESS ADVANTAGE	238.51

Purchase Order Report
November 13, 2025

PO#	Supplier Name	Amount
PO2601763	CIESLA FOUNDATION, THE	6,075.00
PO2601774	CHAVARRIA, JIMMY	25,853.00
PO2601775	REGIONAL TRAINING CENTER, THE	220.00
PO2601777	GUITAR CENTER STORES INC	2,605.65
PO2601779	ESPINOZA MARKET	550.00
PO2601780	THOMAS SCIENTIFIC LLC	424.79
PO2601781	STAPLES BUSINESS ADVANTAGE	215.97
PO2601796	MARTINEZ, DIAMOND	395.00
PO2601798	IE GOURMET FOOD TRUCKS LLC	5,705.57
PO2601799	CHAVEZ, FERNANDO RAMIREZ	1,200.00
PO2601801	C&F SHAVED ENTERPRISES	425.00
PO2601802	TROPHY STORE, THE	251.19
PO2601803	PRINT & FINISHING SOLUTIONS	1,140.00
PO2601805	GUITAR CENTER STORES INC	435.00
PO2601806	GUITAR CENTER STORES INC	2,427.68
PO2601808	A GORDON COMPANY	21,481.91
PO2601810	STAPLES BUSINESS ADVANTAGE	625.69
PO2601812	STAPLES BUSINESS ADVANTAGE	454.81
PO2601813	STAPLES BUSINESS ADVANTAGE	347.99
PO2601814	STAPLES BUSINESS ADVANTAGE	464.12
PO2601815	STAPLES BUSINESS ADVANTAGE	73.01
PO2601832	STAPLES BUSINESS ADVANTAGE	60.29
PO2601833	STAPLES BUSINESS ADVANTAGE	350.00
PO2601834	STAPLES BUSINESS ADVANTAGE	431.32
PO2601835	STAPLES BUSINESS ADVANTAGE	1,187.92
PO2601836	STAPLES BUSINESS ADVANTAGE	2,046.56
PO2601837	SAN BERNARDINO CCD	1,527.06
PO2601838	CDW LLC	1,497.43
PO2601841	SAN DIEGO CCD	350.00
PO2601842	CANISALEZ, MARILU	400.00
PO2601845	STAPLES BUSINESS ADVANTAGE	245.11
PO2601846	PANERA LLC	104.72
PO2601847	CA COMMUNITY COLLEGE BASEBALL COACHES ASSOCIATION	400.00
PO2601848	CA COMMUNITY COLLEGE WOMEN'S VOLLYBALL COACHES ASSOC	225.00
PO2601849	SAN BERNARDINO, COUNTY OF	1,348.00
PO2601850	SAN BERNARDINO CCD	36,000.00
PO2601851	WIRZ & COMPANY PRINTING INC	395.85
PO2601852	NATIONAL COLLEGIATE HONORS COUNCIL	650.00
PO2601853	HONORS TRANSFER COUNCIL OF CA, THE	200.00
PO2601854	JOHN F KENNEDY CENTER FOR THE PERFORMING ARTS	400.00
PO2601855	SAN BERNARDINO, COUNTY OF	1,250.00
PO2601856	SAN BERNARDINO, COUNTY OF	180.00
PO2601858	FOLLETT CORPORATION	2,000.00
PO2601859	STAPLES BUSINESS ADVANTAGE	156.17
PO2601860	STAPLES BUSINESS ADVANTAGE	396.88

Purchase Order Report
November 13, 2025

PO#	Supplier Name	Amount
PO2601861	GET NOTICED PROMOS LLC	2,744.14
PO2601862	SAN BERNARDINO CCD	202,000.00
PO2601863	CA COMMUNITY COLLEGE FASTPITCH COACHES ASSOCIATION	425.00
PO2601864	CA COMMUNITY COLLEGE MEN'S BASKETBALL COACHES ASSOCIATION	299.74
PO2601865	STAPLES BUSINESS ADVANTAGE	175.08
PO2601866	STAPLES BUSINESS ADVANTAGE	462.08
PO2601869	STAPLES BUSINESS ADVANTAGE	27.49
PO2601870	STAPLES BUSINESS ADVANTAGE	81.18
PO2601871	STAPLES BUSINESS ADVANTAGE	218.17
PO2601882	STAPLES BUSINESS ADVANTAGE	5,315.34
PO2601883	STAPLES BUSINESS ADVANTAGE	160.46
PO2601884	STAPLES BUSINESS ADVANTAGE	210.61
PO2601902	CASTUS CORPORATION	1,950.00
PO2601903	STAPLES BUSINESS ADVANTAGE	120.13
PO2601905	WATERS MEDIA	17,500.00
PO2601914	STAPLES BUSINESS ADVANTAGE	96.31
PO2601919	CROCFER, MICHELLE	26.23
PO2601926	STAPLES BUSINESS ADVANTAGE	805.76
PO2601936	STAPLES BUSINESS ADVANTAGE	105.02
PO2601951	STAPLES BUSINESS ADVANTAGE	169.98
PO2601952	STAPLES BUSINESS ADVANTAGE	512.61
PO2601963	STAPLES BUSINESS ADVANTAGE	101.24
PO2601970	NIEVES, CECELIA	460.00
PO2601971	YGLESIAS, DEBBRA	460.00
PO2601989	STAPLES BUSINESS ADVANTAGE	868.46
PO2601990	PRINT & FINISHING SOLUTIONS	436.06
PO2601991	WORK BOOT WAREHOUSE	2,400.00
PO2601992	TODD, DARYL	2,250.00
PO2601993	RIVERA, RICHARD	2,250.00
PO2601994	LOPEZ, ENRIQUE	2,250.00
PO2601995	OTERO, GABRIEL	2,250.00
PO2601996	MOTION PICTURE FILMSTOCK INC	7,621.20
PO2601997	STAPLES BUSINESS ADVANTAGE	485.82
PO2601998	SAN BERNARDINO CCD	744.06
PO2601999	GRAINGER INC	151.60
PO2602000	SAN BERNARDINO CCD	195.75
PO2602001	MCMASTER-CARR SUPPLY CO	98.47
PO2602002	LOPEZ, RAMON	2,250.00
PO2602003	PENUELAS, SAUL	2,250.00
PO2602004	PINEDA, JONATHON	2,250.00
PO2602005	MOURE, EMILIO	2,250.00
PO2602006	LOPEZ, MIGUEL	2,250.00
PO2602007	TORRES, DAVID	2,250.00
PO2602008	SAAVEDRA, GILBERT	2,250.00
PO2602009	MEDINA, ANDRES	2,250.00

Purchase Order Report
November 13, 2025

PO#	Supplier Name	Amount
PO2602010	SIMON, JOSHUA	2,250.00
PO2602011	WARREN-PATTERSON, AUBREANNA	2,250.00
PO2602012	DENIZ, JULIAN	2,250.00
PO2602013	CROCKETT, DAVID	2,250.00
PO2602014	PRO VALUE APPRAISAL	350.00
PO2602016	SENCER APPRAISAL ASSOCIATES INC	500.00
PO2602018	STAPLES BUSINESS ADVANTAGE	260.92
PO2602019	STAPLES BUSINESS ADVANTAGE	240.85
PO2602023	DEAN, ANTHONY	2,250.00
PO2602027	TRAM, YVETTE	182.08
PO2602031	STAPLES BUSINESS ADVANTAGE	78.71
PO2602032	SAN BERNARDINO CCD	2,122.80
PO2602033	INTERSTATE BATTERIES OF SAN BERNARDINO	1,000.00
PO2602034	HALLPASS CAPITAL INC	17,342.01
PO2602035	UNISOURCE SOLUTIONS LLC	4,054.20
PO2602036	UNISOURCE SOLUTIONS LLC	35,262.19
PO2602037	NASCO EDUCATION LLC	7,801.27
PO2602040	UNISOURCE SOLUTIONS LLC	5,220.00
PO2602041	CPR1 LLC	161.26
PO2602042	IE GOURMET FOOD TRUCKS LLC	3,477.83
PO2602043	COMMUNITY COLLEGE LEAGUE OF CALIFORNIA	95,089.00
PO2602044	COMMUNITY COLLEGE BACCALAUREATE ASSOCIATION	1,035.00
PO2602045	WEST COAST LIGHTS & SIRENS INC	1,120.13
PO2602046	DELL MARKETING LP	39,192.49
PO2602047	DELL MARKETING LP	35,544.26
PO2602048	SAN BERNARDINO CCD	2,107.50
PO2602049	CDW LLC	1,231.00
PO2602051	PUBLIC MEDIA PARTNERSHIPS INC	1,791.00
PO2602053	APPRAISEITNOW INC	395.00
PO2602054	PANERA LLC	222.87
PO2602055	CDW LLC	398.31
PO2602056	FLINN SCIENTIFIC INC	833.60
PO2602057	SOUTHERN CALIFORNIA REGIONAL RAIL AUTHORITY	242.50
PO2602058	LOS ANGELES CONSERVANCY	180.00
PO2602059	CINTAS CORPORATION NO. 2	6,186.53
PO2602060	CPR1 LLC	1,000.00
PO2602061	DAN LYMAN CONSTRUCTION	2,451.00
PO2602062	VALDEZ, HECTOR	1,400.00
PO2602063	OPTISIGNS INC	9,269.91
PO2602074	STAPLES BUSINESS ADVANTAGE	103.88
PO2602087	SMARTSHEET INC	3,960.00
PO2602095	SAN BERNARDINO CCD	763.19
PO2602096	SAN BERNARDINO CCD	472.19
PO2602097	SAN BERNARDINO CCD	1,967.50
PO2602098	HORTI'S TACOS LLC	4,800.00

Purchase Order Report
November 13, 2025

PO#	Supplier Name	Amount
PO2602099	FOLLETT CORPORATION	300.00
PO2602100	STAPLES BUSINESS ADVANTAGE	153.59
PO2602102	STAPLES BUSINESS ADVANTAGE	163.58
PO2602103	BOUND TREE MEDICAL LLC	199.53
PO2602105	MEDLINE INDUSTRIES INC	1,196.92
PO2602107	ANATOMY WAREHOUSE	3,705.81
PO2602108	ANATOMY WAREHOUSE	1,854.49
PO2602109	COMPRESSED AIR SPECIALTIES INC	2,725.08
PO2602110	B&H PHOTO VIDEO	393.85
PO2602112	TERRY, VANESSA M	395.00
PO2602113	CORREA, NATHON SAUL	395.00
PO2602114	CERVANTES, MELISSA	395.00
PO2602115	SANDOVAL, ITZEL AMERICA AGUILAR	395.00
PO2602116	SANCHEZ, JESSICA JENELLE	395.00
PO2602117	RAMIREZ, DAVID	395.00
PO2602118	SAN BERNARDINO CCD	1,527.06
PO2602119	AMERICAN HEART ASSOCIATION	1,884.00
PO2602120	OSTS INC	650.00
PO2602121	OSTS INC	795.00
PO2602122	OSTS INC	795.00
PO2602123	BOUND TREE MEDICAL LLC	9,871.78
PO2602124	CALIFORNIA HEALTH AND SAFETY	19,792.61
PO2602125	KREHBIEL, DEANNA	500.00
PO2602126	GUITAR CENTER STORES INC	435.00
PO2602127	FOLLETT CORPORATION	3,000.00
PO2602128	UNISOURCE SOLUTIONS LLC	760.00
PO2602131	CUNNINGHAM TRANSPORT LLC	700.00
PO2602133	STATE CENTER COMMUNITY COLLEGE DISTRICT	80.00
PO2602134	ISLAND ADVERTISING INC	3,858.28
PO2602137	RHS BASKETBALL BOOSTER CLUB	600.00
PO2602138	CDW LLC	543.85
PO2602139	DAILY JOURNAL CORPORATION	2,000.00
PO2602162	STAPLES BUSINESS ADVANTAGE	282.48
PO2602163	STAPLES BUSINESS ADVANTAGE	63.67
PO2602164	BSN SPORTS INC	4,877.72
PO2602165	SAN BERNARDINO CCD	678.81
PO2602169	MANUEL'S TIRE WHEEL & AUTO	22,000.00
PO2602170	BOUND TREE MEDICAL LLC	178.89
PO2602171	RODRIGUEZ, MARIA	700.00
PO2602172	ORNELAS-MORA, KRISTA	1,000.00

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: Resignations

RECOMMENDATION

This item is for information only. No action necessary.

OVERVIEW

In accordance with Board Policies 2430 and 7350 the Chancellor or designee is authorized by the Board of Trustees to accept the resignation of any employee.

ANALYSIS

The employees on the attached list tendered their resignation to the District.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success
2. Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
3. Be a Leader and Partner in Addressing Regional Issues
4. Ensure Fiscal Accountability/Sustainability

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

Resignations

Presented for Information November 13, 2025

[v.10.28.2025.p.2|2]

Employee Name	Location Assignment & Department	Years of Service	Last Date of Employment
Bates, Anthony Admissions & Records Technician	SBVC Admissions & Records	1 month	09/26/25
Kuroda, Kay College Police Officer	DSO District Police	1.5 years	10/28/25
Quigley, James College Police Officer	DSO District Police	6 years	10/24/25
Torres, Arnoldo Library Media Clerk	SBVC Library	6 years	10/31/25

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Dr. Diana Z. Rodriguez, Chancellor

REVIEWED BY: Dr. Diana Z. Rodriguez, Chancellor

PREPARED BY: Dr. Kevin Horan, President, CHC
Dr. Gilbert Contreras, President, SBVC
Kristina Hannon, Vice Chancellor, Human Resources, Payroll, Police Services, and Health and Safety Administration

DATE: November 13, 2025

SUBJECT: Volunteers

RECOMMENDATION

This item is for information only. No action necessary.

OVERVIEW

Assignments performed by volunteers will not take away responsibilities or duties of regular academic or classified employees.

ANALYSIS

The individuals on the attached list have volunteered their services and acknowledge that they will not receive payment of any kind for services performed.

SBCCD GOALS

1. Eliminate Barriers to Student Access and Success

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

Volunteers

Presented for Information November 13, 2025

[v.10.22.2025.p.2|2]

	Location Assignment	Department	From	To
Edwards, Ronisha	SBVC	Women's Basketball	11/14/25	06/30/25
Lopez Florez, Christopher*	SBVC	Campus Technology Services	09/22/25	06/30/26
Ramirez, Arlette*	SBVC	Student Accessibility Services	09/05/25	12/19/25
Telles, Isabella*	SBVC	Child Development Center	10/13/25	06/30/26

**Ratification: Paperwork for these volunteers was submitted after the prior Board deadlines.*

CRAFTON HILLS COLLEGE

BOARD OF TRUSTEES REPORT

November 2025



Batter Up!: Thousands raised at Crafton Hills College Foundation's annual fundraiser

A grand slam of generosity resulted in $259,000 in support of the Crafton Hills College Foundation during the nonprofit's annual fundraising gala on Oct 16.

The baseball-themed event paid homage to the 1989 Kevin Costner film *Field of Dreams*, by turning Crafton's quad area into a ballfield intended to celebrate America's favorite pastime and kickstart the dreams of students looking to obtain a higher education.

"There's a line [in the film], 'People will come, Ray. They'll come to Iowa for reasons they can't even fathom,' that reminds us of the power of belief, that when we build something meaningful, people are drawn to be a part of it," shared Foundation President Amy Minjares.

Attendees were encouraged to come decked out in their favorite team's jerseys, all while enjoying the common sights and sounds and tasty delights commonly found at the ballpark. Program highlights included a performance of the National Anthem by Roadrunner Sage Horan; remarks from San Bernardino Community College District Chancellor Dr. Diana Z. Rodriguez and Crafton President Dr. Kevin Horan; and a few dad jokes from Josh Stapleton, the event's master of ceremonies and a CHC alumnus.



Stories of impact brought laughs and tears from attendees thanks to remarks made by Syndey Weissman, a Crafton Honors Institute student, and musician Stephen Prutsman, both of whom credit the college for changing the trajectory of their lives.

A special thank-you goes out to the Gold Level Sponsors: KVCR, Tilden-Coil, Pepsi, Markarian Law Group, AECOM, Kitchell, Redlands Yucaipa Medical Group, Bidaki Law Firm, and Epic Engineers.

Photo: Field of Dreams Gala

Stephen Prutsman Named Crafton Hills College 2025 Outstanding Alumnus



CHC has selected internationally acclaimed pianist and composer Stephen Prutsman as its 2025 Outstanding Alumnus. Prutsman attended Crafton in 1981, taking general education courses before transferring on to continue his studies.

After Crafton, he enrolled at UCLA, and later earned a master's degree and an artist diploma from the Peabody Institute of the Johns Hopkins University.

"It is a wonderful honor," Prutsman said. "I was fortunate to have had the chance to be a student at Crafton at a time when there would not have been any other institutional option for me. It will be nice to return there after more than 40 years since I was a student and graciously accept this recognition."

Photo: Stephen Prutsman Accepting Award

Crafton Hills College Celebrates Grand Opening of New Finkelstein Performing Arts Center



On Sept 19, Crafton Hills College and the San Bernardino Community College District celebrated the grand opening of the new Finkelstein Performing Arts Center (PAC). The state-of-the-art, 24,000-square-foot facility replaces the original Finkelstein Performing Arts Center, which had housed the college's theatre arts and music programs since 1978.

Students, alumni, community members, and local leaders gathered to mark this historic milestone. Before the ceremonies began, guests were welcomed by piano music and a rousing song by Debbie Prutsman, a CHC alumna.

Speakers included CHC President Dr. Kevin Horan, District Chancellor Dr. Diana Rodriguez, SBCCD Board of Trustees Chair Dr. Nathan Gonzales, State Senator Rosilicie Ochoa-Bogh, and Scott Ward, representing San Bernardino County Supervisor Dawn Rowe's office. The granddaughter of Ruben Finkelstein, one of the brothers who donated the land the college occupies, Nancy Finkelstein, was an honored guest.

President Horan highlighted CHC's long tradition of philanthropy—beginning with the gift of 523 acres from Ruben and Lester Finkelstein and continuing today through the efforts of the CHC Foundation.

"This new Performing Arts Center is more than a building—it's a promise to our students and our community," said Dr. Horan. "It provides the spaces, resources, and inspiration for our students to pursue their dreams in music, theater, and dance, while also serving as a cultural hub for our region."

The ceremony concluded with the ribbon cutting in front of the new building.



Photos: PAC Grand Opening

Multicultural Center Ribbon-Cutting



Crafton Hills College's new Multicultural Center, a renovation and re-purposing of the second floor of the old Student Services Building, opened on Sept 18 with a ribbon-cutting ceremony that brought together college and student leaders, faculty, staff, and students to celebrate the purpose of this space: to be a place on campus where everyone feels at home and where their cultural identities are valued, amplifying student voices and building a stronger campus community.

The ceremony culminated with President Kevin Horan cutting the green ribbon with ceremonial scissors. Associate Dean of Student Services Dr. Erika Paddock summed up the theme of the ceremony by saying the Multicultural Center will be a place where students share their experiences and celebrate their cultures in their own voices, a place that unites us. She ended with "Welcome home, everybody!"

Following the ceremony, guests were treated to a buffet in the Center with a generous assortment of delights to nibble on as they chatted in groups and explored the space.

Photo: Multicultural Center

Deafness as a Superpower: Lessons from The Boys of Riverside



Each year, the One Book/One College program invites students, faculty, staff, and administrators to gather around a shared text that sparks dialogue, creativity, and community. The goal is simple yet powerful: to unite the campus through the exploration of equity, inclusion, and the human experience.

This year, the chosen book is *The Boys of Riverside*, by Thomas Fuller, a New York Times reporter. The book tells the inspiring story of the undefeated 2021 football season of the California School for the Deaf, Riverside (CSDR), and highlights the team's resilience, identity, and teamwork.

On Sept 15, Crafton Hills College welcomed Fuller along with CSDR's defensive coordinator, Kaveh Angoorani, for a special Q&A and book signing. Students, faculty, and community members attended, eager to hear the voices behind the story.

Fuller described the moment he first met the team: walking into a room of coaches and players who looked at him curiously, wondering why this reporter was so excited. He shared how he came to see deafness not as a limitation, but as a superpower—an asset that transformed the game.

The event was more than a book talk; it was a testament to the power of stories that inspire and connect. In classrooms and conversations across campus, the book will continue to spark dialogue, challenge assumptions, and strengthen community.

Photo: One Book/One College Opening Event

Amanda Ward appointed to California EMS Commission; alumnus Sean Edwards also named



Crafton Hills College Interim Associate Dean of Public Safety and Emergency Medical Technician (EMT) and Paramedic Program Director Amanda Ward has been appointed by Gov. Gavin Newsom to the California Emergency Medical Services (EMS) Commission, which makes recommendations to the state on EMS system standards and policy. The announcement was made by the Governor's Office on Sept 11.

Another Crafton-related appointment to the EMS Commission is Sean Edwards, a Crafton Hills College alumnus who completed EMT, Fire Academy and additional coursework at Crafton before beginning his fire service career

"This appointment is an honor and a responsibility," Ward said. "Crafton's EMT and paramedic programs are built on patient-centered care, rigorous training and community partnerships. I'm excited to bring that perspective to the Commission and help strengthen California's EMS system for both providers and the people we serve."

Crafton Hills College President Dr. Kevin Horan applauded the announcement. "Amanda is a student-first leader who has elevated our public safety programs and built strong pipelines into the workforce. Her voice at the state table will reflect the best of Crafton and our region," Horan said.

Photo: Amanda Ward and Sean Edwards

Crafton Hills College Counseling Recognized for Innovation



The CHC Counseling Department has been recognized by California's Career Ladders Project (CLP). In its Sept 12 edition of the Equitable Counseling publication, CLP highlighted CHC's innovative approach to reimagining counseling and student support. Rather than grouping students by major, CHC now organizes students by unit-based milestones. This model allows counselors to provide proactive interventions at critical points in a student's academic journey, shifting the focus from reacting to challenges to offering timely, targeted support that keeps students engaged and progressing toward their goals.

Dean of Student Services & Counseling, Dr. Ivan Peña, credited the recognition to the collective efforts of both CHC senior leadership and counselors.

Photo: Dr. Ivan Peña

Friendly competition, school spirit on display at second SBCCD Employee Olympics



Each sporting event calls for three things: athleticism, a bit of drama, and plenty of (friendly) smack talk.

All three were on display during the second annual San Bernardino Community College District (SBCCD) Employee Olympics, a competition where faculty and staff from Crafton Hills, San Bernardino Valley College and the District Office are invited to come together to compete, share laughs, form friendships and celebrate what makes the District special—its people.

"This is really just a wonderful event," said District Chancellor Diana Z. Rodriguez. "It's just a great opportunity for everyone to meet each other and to have some fun on a Friday afternoon," she said.

Photo: CHC Olympians

MESA Research Symposium



Craton Hills College's MESA Research Symposium, held on Sept 11, in the Roadrunner Café, highlighted the accomplishments of students who completed an intensive 8-week summer research experience at Crafton Hills College, CSU San Bernardino, and UC Riverside.

Participants presented their research posters to the campus community, sharing project outcomes and insights they gained. Through this experience, students built confidence as emerging STEM scholars.

Photo: Student Presenters

Crafton Hills College Celebrates Hispanic Heritage Month



Crafton Hills College hosted a series of vibrant events that brought students, faculty, and staff together to celebrate Hispanic Heritage Month.

The month-long celebration began with an opening ceremony at the newly opened campus Multicultural Center.

Alex Jaco, Adult Education Counselor, sharedinsights on the culture and history of El Salvador while attendees enjoyed pupusas, a traditional Salvadorian dish.

On Sept 29 the Multicultural Center was filled with music, featuring Mariachi US. Later in the week students had the opportunity to visit The Cheech Marin Center for Chicano Art & Culture in Riverside for free. An online screening of "The Cheech" documentary was available for all students on Oct 7. On Oct 16 during an Immigrant Experience Panel, panelists shared stories of resilience and belonging. The event concluded with a lively game of Lotería (Mexican bingo).

Throughout the month students tapped into their creativity at the Lele Doll Craft Workshop, where Computer Science Professor Sandra Ruiz and Instructional Scheduling Analyst Elizabeth Lopez guided participants in making traditional Mexican dolls. There was also a Reggaeton Dance Workshop that got everyone moving to the vibrant rhythms of Latin music.

The celebration will continue throughout the month of October with a Dia De Los Muertos Celebration on Oct 28 complete with ofrendas (an altar-like display set up for the holiday), music, food, and reflection on the beauty of cultural remembrance.

Photo: Opening Ceremony

Crafton Students Secure Their Future at CSUSB Instant Admit Event



On Sept 10, CHC welcomed Cal State San Bernardino (CSUSB) admissions staff for the Spring 2026 Instant Admit event. The event gave students the unique opportunity to apply to CSUSB, receive immediate feedback on their application, and in many cases, walk away with their admission guaranteed.

The results were remarkable: 54 students were granted guaranteed admission to CSUSB, representing an impressive 91.5% guaranteed admission rate. Only five students will need to complete additional eligibility requirements before they are admitted.

Photo: CSUSB Instant Admit Event

Economic Development & Corporate Training

EDCT

EDCT Partners with San Bernardino Probation

In August, EDCT partnered with the San Bernardino Probation Department to launch the Youth Probation BIA 144-Hour Entry-Level Construction Training Program. Many participants entered with little to no experience — some had never used a hammer or measuring tape — yet by graduation, they proudly showcased their skills through hands-on projects such as assembling tool totes and demonstrating basic electrical and wall paneling techniques.

The program was designed to provide alternative pathways for justice-involved and at-promise youth, offering opportunities to explore careers and gain practical training in framing, plumbing, electrical work, and drywall installation, all with a strong emphasis on safety and teamwork. As a capstone project, each student designed and built a personal project from concept to completion, taking it home as a tangible reminder of their new abilities. Participants successfully completed the program and received their certificates of completion, along with a tool bag filled with essential tools to support their next steps.

Through strong collaboration between EDCT and SB County Probation, this innovative program empowers young people with real-world skills, meaningful career pathways in the construction trades, and a renewed perspective on their future potential.





EDCT

Empowering the Workforce with AI: SBCCD's ETP-Funded Training Initiative

Economic Development & Corporate Training

San Bernardino Community College District (SBCCD) is leading the way in preparing regional employers and employees for the future of work through state-funded workforce development programs. Supported by California's Employment Training Panel (ETP), SBCCD offers specialized training in Artificial Intelligence (AI) to help businesses integrate cutting-edge technology into their operations.

Launched in August 2024 with the "AI for Business" training, the program equips participants with practical skills to leverage Generative Pre-trained Transformers (GPT) for automation, customer service, content creation, and data analysis. In May 2025, SBCCD expanded its offerings with "AI for Microsoft Excel", teaching advanced AI-driven workflows, formula generation, and VBA automation. Most recently, "Google Sheets and Gemini" joined the lineup in August 2025, introducing participants to advanced spreadsheet techniques and AI-assisted scripting for automated reporting.

Since its inception, the program has delivered AI training to 104 employees from 26 companies across sectors including logistics, manufacturing, aviation, education, and electric utilities. Employers benefit from customized training options, including private sessions tailored to their unique needs.

All sessions are facilitated by Myke Munroe of Macro Development, a trusted provider of AI and digital skills training. Participant feedback has been overwhelmingly positive:

- "All the topics covered will enhance and benefit my skills at my current position. So engaging and informative!" – AI for Business
- "Great job explaining a complex topic, I am definitely inspired." – AI for Microsoft Excel
- "The things I learned today are very helpful for my job in financials and data analysis." – Google Sheets and Gemini

SBCCD's workforce development services continue to evolve, expanding employer eligibility to more industry sectors and non-profit organizations, while also opening doors for frontline workers to gain digital literacy skills through a special ETP program focused on literacy. As AI continues to transform the workplace, SBCCD is at the forefront of workforce innovation, ensuring our training programs evolve with emerging technologies These efforts strengthen our role as a regional workforce development leader and demonstrate our commitment to supporting employers and employees with the skills needed to thrive in a rapidly changing economy.

KVCR PUBLIC MEDIA

PBS npr FNX

November 2025

KVCR And The Community

FNX Advisory Board Meeting
KVCR hosted an in-person FNX Advisory Board Meeting on September 15 at the station's studio. Representatives from the Pechanga, Pauma, Soboba, Wilton, Morongo, and Yuhaaviatam of San Manuel tribes were in attendance. The meeting provided an opportunity to share station updates, gather valuable feedback, and discuss potential collaborations to support the growth of the FNX app. Board members were also offered professional headshots for the website and were provided with lunch.

Meet the Media
On September 17, KVCR hosted the "Meet the Media" event featuring panelists from KVCR, CBS, IE Community News, CommUNITY reIMAGINED, Precinct Reporter, and the LA Times. Attendees gained practical tips on pitching stories, handling interviews, and securing media coverage, while also building stronger ties with local media professionals.

2nd Annual Young Women's Leadership Conference
KVCR hosted its 2nd Annual Young Women's Leadership Conference on September 26. The event was led by KVCR staff and featured inspiring keynote speakers. Attendees received breakfast, lunch, conference t-shirts, and had access to a vibrant resource fair with numerous community organizations. A variety of breakout workshops were offered, including filmmaking, radio broadcasting, journalism, musicality, and the lost art of etiquette. The day was filled with career-focused programming, engaging activities, and raffle prizes, creating a dynamic and empowering experience for all participants.

Your KVCR Newsroom

KVCR 91.9 FM Covering the Important Topics for our Region

KVCR has been covering the City of Norco's opposition to the proposed overhead transmission lines within the Riverside Transmission Reliability Project (RTRP). The city contends that current conditions, especially in the Santa Ana River area, elevate wildfire risks, making overhead lines unsafe.

A KVCR reporter attended a virtual press conference held by Attorney General Rob Bonta, during which he urged Californians to assist the California Department of Justice by reporting instances of landlord misconduct or violations of state consumer protection laws.

A KVCR reporter is producing a feature on the historical significance of Baseline Street, which originates from a key survey point located high in the San Bernardino Mountains and played a central role in the planning of Southern California. As part of the project, the reporter met with Dawn Wright, Chief Scientist at ESRI, who expressed interest in collaborating by creating a story map that could be linked to KVCR's coverage.

During National Estate Planning Awareness Week, KVCR emphasized that legacy is more than a word—it represents the stories, values, and service we pass on to others. Through our partnership with Giving Docs, supporters can easily create a free, legally binding will using a secure online platform, helping them plan their legacy from home at KVCR.org/legacy.









KVCR Financial Statement

Estimated Revenues & Expenditures
For 3 Month Ended 09/30/2025

Revenues	
Contributions and Grants	164,459
Underwriting	22,768
Rentals and Leases	100,900
Estimated Revenues*	813,243
Interfund Transfers In--SBCCD	205,000
Total Revenues	1,306,370
Expenditures	
Classified Salaries	553,343
Employee Benefits	287,619
Books and Supplies	2,193
Services and Operating Expenditures	894,295
Interfund Transfers Out-SBCCD	-
Total Expenditures	1,737,450
Revenues Less Expenditures	(431,080)

**Estimated per YTD activity analysis.*

100 YEARS OF EXCELLENCE

November 2025

PRESIDENT'S BOARD OF TRUSTEES REPORT

The President's Monthly Report to the Board of Trustees, Campus, and Community

Hispanic Heritage Month Shines at SBVC with Concert Featuring Poncho Sanchez

The vibrant sounds of Latin jazz filled the air at San Bernardino Valley College's Greek Theatre on October 12, as Grammy-winning musician Poncho Sanchez performed before a crowd of several hundred.

The concert was part of SBVC's Centennial Celebration and Hispanic Heritage Month festivities, marking a joyful convergence of culture, music, and community.

"Valley College President Dr. Gilbert Contreras has been best friends with my son, Xavier Mongo Sanchez, for many years, so this performance has been a long time coming," Sanchez shared before taking the stage.

Sanchez's connection to SBVC runs even deeper—his band member, Giancarlo Anderson, serves as a music instructor at the college, bridging the world of professional performance and student learning.

For more than three decades, Sanchez has captivated audiences worldwide with what his biography describes as "a fiery stew of straight-ahead jazz, gritty soul music, and infectious melodies and rhythms from across Latin and South America." A self-taught musician from Norwalk, California, Sanchez first explored the guitar, flute, and drums before finding his signature sound on the conga drums.

His career includes more than 20 albums, six Grammy nominations, and four Latin Grammy nominations, along with a Lifetime Achievement Award in 2012. His 1999 album Latin Soul earned him a Grammy Award for Best Latin Album, cementing his legacy as one of the genre's most influential artists.









SBVC Breaks Ground on Student Services Building



San Bernardino Valley College officially broke ground on its new Student Services Building on October 3, marking a major milestone in the college's continued transformation. Construction began in April 2025 and is scheduled for completion in April 2027.

"As we break ground today on a new Student Services Building, we advance our college priority as a boldly student-centered college," said SBVC President Dr. Gilbert J. Contreras. The $117 million, 102,691-square-foot facility will replace the 1970 Liberal Arts Building and serve as a one-stop hub for student resources. Plans include classrooms, tutoring and collaboration spaces, assembly areas, counseling and matriculation offices, conference rooms, and health and wellness services.

"When this building is finished, it will be the front door to our college — a welcoming front door," said San Bernardino Community College District Chancellor Dr. Diana Z. Rodriguez.

State Senator Eloise Gómez Reyes, joined by Assemblymember James Ramos, described the new facility as "a welcoming gateway" for future students taking their first steps onto campus.

The building is being designed for LEED Platinum certification, the highest sustainability rating from the U.S. Green Building Council. Environmentally conscious features include concrete structural elements, vertical windows, easy access to public transportation, and native landscaping surrounded by trees.

Funding comes from Measure CC, a $470 million bond approved by voters in 2018, and Measure M, a $500 million bond passed in 2008. Chancellor Rodriguez noted that projects like the Student Services Building have already generated more than $200 million in local economic activity, reinforcing the college's role as both an educational and economic cornerstone in the community.

Campus Engages in 'Reimagining SBVC'

Conversations on San Bernardino Valley College's campus-wide reorganization, Reimagining SBVC, are underway with feedback given by faculty and staff at townhall meetings and in the Gresham Art Gallery.



Reimagining SBVC aims for a streamlined student experience, an organizational structure that minimizes duplication of services, and advancing emerging areas and students' multifaceted needs.

The reorganization will more closely align the college's work with board strategic directions, the college mission, and the Valley Up Initiative. Programs and services will be strengthened to improve success and equity metrics and demonstrated return on investment.

Revisions will be presented to the Academic Senate and College Council in November and December, board approvals are slated for spring 2026, and the new organizational structure will be implemented in July 2026.

The reorganization's web hub is www.valleycollege.edu/reimagine.

SBVC Celebrates Filipino & Islander Culture

To honor Filipino American History Month, SBVC presented a diverse slate of events, all encompassing the theme "Celebrating Generational Joy: Food, Music, Laughter, and Love Across Generations."

The fun kicked off on October 9 with a Paint & Sip party, featuring the delicious Filipino dessert halo-halo. On October 14 students attended a Karaoke & Self-Care event, and on October 28 Dr. Dustin Domingo came to campus for a discussion on his book With Love: What We Wish We Knew About Being Queer and Filipino in America. Domingo shared stories about culture, family, and identity, and signed books that were given to attendees for free. The month ended on a high note with SBVC's Centennial Barrio Fiesta on October 28.

Adding to the month's festivities, SBVC also hosted a Polynesian cultural celebration during the October 12 home football game against Santa Monica College. The halftime performance featured student dancers showcasing traditional island dances and music, bringing powerful energy, color, and pride to the field.

The month's events were sponsored by the Arts, Lectures & Diversity Committee; Dreamers Resource Center; Student Life & Leadership; Riverside University Health System Behavioral Health; and the SBVC President's Office.







SBVC Brings Home the Gold at the SBCCD Olympics

San Bernardino Valley College proudly captured the gold medal in tug-of-war during the 2nd Annual San Bernardino Community College District Olympics, held on October 17 at SBVC's Kinesiology & Athletics Complex.

The spirited competition brought together faculty and staff teams from SBVC, Crafton Hills College, and the SBCCD District Office for a day of friendly rivalry and campus pride. Team SBVC—decked out in Wolverine blue—showcased teamwork and determination across events including dodgeball, water relay, and more.

By the end of the day, the Wolverines earned one gold, three silver, and five bronze medals, reflecting the college's strong sense of unity and perseverance. The celebration continued with tacos, churros, and ice cream as participants and supporters came together to honor the camaraderie and shared community that define the district.







CENTENNIAL SPOTLIGHT

John Trudell



Hall of Fame Alumnus John Trudell

San Bernardino Valley College is celebrating one of its own during Native American Heritage Month.

Since 2017, SBVC has hosted the John Trudell Poetry Festival in honor of alumnus, poet, and Native American rights advocate John Trudell. He was born in Omaha in 1946, and grew up on the Santee Sioux reservation.

Trudell enrolled at SBVC in 1967 because it was the only community college at the time with a radio and television broadcasting department. In a 2013 interview with the Inland Empire Community News, Trudell said he learned all aspects of television production in his two years at SBVC, both in front of the camera and behind the scenes.

In 1969, Trudell brought his family to Alcatraz as part of a Native American effort to reclaim the island they considered ancestral land. He credited his broadcasting experience at SBVC for his ability to convey the Native American point of view; Trudell was the movement's spokesman.

Trudell later led the American Indian Movement from 1973 to 1979. That year, his pregnant wife Tina, three children, and mother-in-law died in a suspicious house fire just hours after Trudell burned an American flag on the steps of an FBI building in Washington, D.C. A devastated Trudell withdrew from public life for a few years. "It was when I was looking for something to hang on to, to keep me connected to this reality, that I started writing," Trudell was quoted as saying in his archives. "Tina was the writer. She wrote poetry. And almost six months after the fire, when I was looking for help — I was looking to cut any spiritual deal. I was pissed off at God, at the Great Spirit, at all of 'em because this was a betrayal to me ... And then the lines came. The lines were my bombs, my explosions, my tears, they were my everything."

100 Centennial Events

NOV 05	**Homecoming Pep Rally**	
	Gym	**11 a.m.**
NOV 07	**Men's Basketball Home Opener**	
	Gym	**5 p.m.**
NOV 08	**Homecoming Football Game**	
	Football Field	**6 p.m.**
NOV 10	**Veterans Day Festival**	
	Greek Theatre Lawn	**11 a.m.**
NOV 18	**Native American Day**	
	B-100	**9:30 a.m.**

We're capturing SBVC's 100th year through stories, highlights, and campus moments.

Check out SBVC's Centennial Moments on YouTube!