

AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
June 23, 2021

Closed Session at 5:00 p.m.; Open Session at 6:00 p.m.

This meeting will be held telephonically via Zoom.

Members of the public should **NOT** come to District Office to participate.

Join this Zoom Meeting – <https://smccd.zoom.us/j/89476477746>

Dial-In: 1-669-900-9128 – Webinar ID: 894 7647 7746

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

Observing the Meeting

Members of the public who wish to observe the meeting may do so by accessing the link or calling the following telephone number above at the beginning of the meeting.

Providing Public Comment During the Meeting on NON-AGENDA Items

To make a comment regarding a non-agenda item, members of the public, once in the Zoom meeting (via above link), can utilize the “raise hand” function on the bottom right corner of the screen. This will allow for the Board President to recognize members for comment and will allow staff to activate audio access to individual participants. Members of the public who “raise their hand” will be called upon in the order they appear. Members of the public making comment are reminded of the 3-minute time limit for comment.

For members of the public who do not have access to a computer or smart device, time will be allotted at the end of public comments for members of the public to comment using a phone.

Providing Public Comment During the Meeting on AGENDA Items

To make a comment regarding an item on the published agenda, members of the public, once in the Zoom meeting (via above link), can utilize the “raise hand” function on the bottom right corner of the screen. This will allow for the Board President to recognize members for comment and will allow staff to activate audio access to individual participants. Members of the public who “raise their hand” will be called upon in the order they appear. Members of the public making comment are reminded of the 3-minute time limit for comment.

For members of the public who do not have access to a computer or smart device, time will be allotted at the end of public comments on the agenda item for members of the public to comment using a phone.

Accommodations

Persons with disabilities who require an accommodation or service should contact the contact the Chancellor’s Office at (650) 358-6877 at least 24 hours prior to the Board meeting.

5:00 p.m. Call to Order

CLOSED SESSION ITEMS FOR DISCUSSION

1. Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Gov. Code, § 54956.9, subd. (d)(2): Three Cases
2. Employee Discipline, Dismissal, Release
3. Ratification of March and April 2021 Confidential District Warrants
4. Conference with Labor Negotiator
Agency Designated Representative: Michael Claire
Employee Organizations: AFSCME, AFT, CSEA and Unrepresented Employees

PUBLIC COMMENTS ON CLOSED SESSION ITEMS ONLY

RECESS TO CLOSED SESSION

RECONVENE TO OPEN SESSION

6:00 p.m. Call to Order / Roll Call / Pledge of Allegiance

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

SWEARING IN OF THE STUDENT TRUSTEE

DISCUSSION OF THE ORDER OF THE AGENDA

HONORS, AWARDS AND RECOGNITIONS

MINUTES

21-06-03 Approval of the Minutes of the June 9, 2021 Study Session

PRESENTATIONS TO THE BOARD BY PERSONS OR DELEGATIONS

21-06-06C Contemporary Conversation Regarding Race, Class, Gender, Privilege and Equity: Pride Month – A Discussion of Recent Research Regarding Disproportionate Harms Discrimination Inflicts on LGBTQ People of Color
(Time Allotted: 15 minutes)

STATEMENTS FROM EXECUTIVES AND STUDENT REPRESENTATIVES

STATEMENTS FROM OTHER REPRESENTATIVE GROUPS

AFT, Local 1493
CSEA, Chapter 33
AFSCME, AFL-CIO, Local 829, Council 57

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

21-06-03A Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel *(Time Allotted: 5 minutes)*

21-06-04A Public Hearing on California School Employees Association, Chapter 33 Initial Contract Proposal to the District for 2021-2022 Re-Opener Negotiations *(Time Allotted: 10 minutes)*

21-06-05A Adoption of California School Employees Association, Chapter 33 Initial Contract Proposal to the District for 2021-2022 Re-Opener Negotiations *(Time Allotted: 5 minutes)*

Approval of Consent Agenda

All items on the consent agenda may, by unanimous vote of the Board members present, be approved by one motion after allowing for Board member questions about a particular item. Prior to a motion for approval of the consent agenda, any Board member, interested student or citizen or member of the staff may request that an item be removed to be discussed in the order listed, after approval of remaining items on the consent agenda.

- 21-06-01CA Approval of Curricular Additions, Deletions and Modifications – Cañada College, College of San Mateo and Skyline College
- 21-06-02CA Annual Review and Approval of Instructional Material Fees
- 21-06-03CA Request for Approval of Internal Borrowing
- 21-06-04CA Adoption of Resolution 21-07 Establishing 2021-22 Budget Limits
- 21-06-05CA Certification of District Equal Employment Opportunity Fund Allocation Application
- 21-06-06CA Ratification of March and April 2021 District Warrants
- 21-06-07CA Consideration of Support of Legislation: AB 1456 – The Cal Grant Equity Framework
- 21-06-08CA Approval of Enacting Option for One Year Renewal of Contract for Shuttle Service to and from Cañada College with TransMetro, Inc.

Other Recommendations

- 21-06-104B Approval of Contract Award for Cañada College Building 13 Multiple Program Instructional Center Project *(Time Allotted: 5 minutes)*
- 21-06-105B Approval of Contract Award for Districtwide Solid Waste, Organics, and Recycling Services to Recology Peninsula Services *(Time Allotted: 5 minutes)*
- 21-06-106B Adoption of Policy Recommendations for COVID-19 Recovery Plan *(Time Allotted: 30 minutes)*
- 21-06-107B Adoption of the 2021-22 Tentative Budget *(Time Allotted: 15 minutes)*
- 21-06-108B Consideration of Modification to the Academic Calendar to Include Juneteenth National Independence Day Holiday *(Time Allotted: 10 minutes)*

INFORMATION ITEMS

- 21-06-07C District Strategic Plan Update – Revised Goals and Strategies *(Time Allotted: 15 minutes)*
- 21-06-08C Board Retreat Planning *(Time Allotted: 20 minutes)*
- 21-06-09C Discussion of Potential New Board Policy Regarding COVID-19 Vaccination Requirement *(Time Allotted: 10 minutes)*

- 21-06-10C Third Quarter Report of Auxiliary Operations, 2020-21
- 21-06-11C District Financial Summary for the Quarter Ending March 31, 2020
- 21-06-12C Information Report on Electric Vehicle Charging Stations

COMMUNICATIONS

STATEMENTS FROM BOARD MEMBERS

RECONVENE TO CLOSED SESSION (if necessary)

RECONVENE TO OPEN SESSION (if necessary)

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION (if necessary)

ADJOURNMENT

**Minutes of the Study Session of the Board of Trustees
San Mateo County Community College District
June 9, 2021 – San Mateo, CA**

This was conducted remotely via Zoom. A video recording of the meeting can be accessed at:
<https://smccd.edu/boardoftrustees/meetings.php>.

The meeting was called to order at 5:06 p.m.

Board Members Present: President Thomas A. Nuris, Vice President Richard Holober (not present at roll call–joined meeting in progress) Trustee Maurice Goodman (not present at roll call–joined meeting in progress), Trustee Lisa Petrides, Trustee John Pimentel

ANNOUNCEMENT OF CLOSED SESSION ITEMS FOR DISCUSSION

President Nuris said that during closed session, the Board will take up items as listed on the printed agenda, including: (1) Hold a Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Gov. Code, § 54956.9, subd. (d)(2): Two cases, and (2) Consider Employee Discipline, Dismissal, Release.

STATEMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS ONLY

None.

RECESS TO CLOSED SESSION

The Board recessed to closed session at 5:07 p.m.

RECONVENE TO OPEN SESSION

The Board reconvened to open session at 6:25 p.m.

Board Members Present: President Thomas A. Nuris, Vice President Richard Holober, Trustee Maurice Goodman (not present at roll call–joined meeting in progress), Trustee Lisa Petrides, Trustee John Pimentel, Student Trustee Jade Shonette

Others Present: Chancellor Michael Claire, Chief Financial Officer Bernata Slater; Skyline College President Melissa Moreno, College of San Mateo Interim President Kim Lopez, Cañada College President Jamillah Moore, District Academic Senate President Jeramy Wallace

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

(Time Stamp: 1:18:42)

President Nuris stated that no reportable actions were taken in Closed Session.

DISCUSSION OF THE ORDER OF THE AGENDA

(Time Stamp: 1:18:49)

There were no changes to the order of the agenda.

Approval of the Minutes of the May 12, 2021 Regular Meeting (21-06-01)

Motion to Approve by: Trustee Petrides

Second by: Trustee Pimentel

Action: Approved, with all Trustees voting Aye

Summary of Edits or Corrections: None.

Approval of the Minutes of the May 18, 2021 Special Meeting (21-06-02)

Motion to Approve by: Trustee Pimentel

Second by: Vice-President Holober

Action: Approved, with all Trustees voting Aye

Summary of Edits or Corrections: None.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

(Time Stamp: 1:20:06)

- J. Carson asked about slideshow from last meeting being posted and suggested using BoardDocs program.
- John B. expressed concern about San Mateo Athletic Club and changes that might affect its use by the Bulldog swim team.
- Vera Quijano expressed concern that Cañada College Building 1 would not be accessible to students until Spring 2022 and reminded the Board of its commitment to Social Justice.
- Frank Elliott commented that materials shared during Board meetings should be accessible to the public.
- Joseph Puckett, ASCME Chapter President, thanked Trustee Pimentel and Trustee Goodman for reaching out to the union hear their concerns. He also acknowledged Chancellor Claire and Chief Human Resources Officer Cheng Yu Hou and said he is looking forward to continuing a joint governance model.

NEW BUSINESS

Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel (21-06-01A)

(Time Stamp: 1:31:51)

Motion to Approve by: Vice President Holober

Second by: Trustee Petrides

Action: Approved, with all Trustees voting Aye

Summary of Discussion: None

Public Comment: None.

Approval of the Allocation of Total Compensation and Adoption of Salary Schedules for Non-Represented Employees on Salary Schedules 10 (Executive) and 20 (Management) for FY 2020-2021

(Time Stamp: 1:32:45)

Motion to Approve by: Vice-President Holober

Second by: Trustee Petrides

Action: Approved, with all Trustees voting Aye

Summary of Discussion: Trustee Goodman asked that human resources staff explain the item. Chief Human Resources Officer Cheng Yu Hou explained that this action is consistent with the application of the District's total compensation formula that is used for all employee groups and

that salary schedules 10 and 20 are the last remaining groups to receive the adjustment this fiscal year. Trustee Goodman acknowledged the hard work and effort of the district management and asked that COLA's for this group not be delayed at future intervals; he also noted that any present delay was not due to Board actions.

Public Comment: None.

NEW BUSINESS: Other Recommendations

Approval of Service Award for 2020-2021 Student Trustee (21-06-101B)

[*\(Time Stamp: 1:36:21\)*](#)

Motion to Approve by: Trustee Pimentel

Second by: Vice President Holober

Action: Approved unanimously, with all Trustees voting Aye

Summary of Discussion: President Nuris, on behalf of the Board, expressed appreciation of Student Trustee Shonette for her work and dedication as Student Trustee. Student Trustee Shonette shared this would be her last Board Meeting and she will be attending UC Berkeley in the Fall. The Board wished her well.

Public Comment: None.

Acceptance of Grant Funds from the Department of Energy for the Pathways to Improved Representation in Advanced Nuclear Science Project (21-06-102B)

[*\(Time Stamp: 1:39:40\)*](#)

Motion to Approve by: Trustee Petrides

Second by: Vice President Holober

Action: Approved unanimously, with all Trustees voting Aye

Summary of Discussion: None

Public Comment: None.

Approval of Components to Create New Operating Model for San Mateo Athletic Club and Any Future Athletic Club at Cañada College (21-06-103B)

[*\(Time Stamp: 1:41:03\)*](#)

Motion to Approve by: Vice President Holober

Second by: Trustee Petrides

Action: Motion amended to strike the option for an additional three-month extension beyond December 31, 2021. Approved with Vice President Holober, Trustee Goodman, Trustee Petrides and Trustee Pimentel voting Aye, and with President Nuris voting Nay.

Summary of Discussion: Chancellor Claire shared that he plans to ask former CSM dean of athletics Gary Dilley to manage the process of creating a new operating model for San Mateo Athletic Club.

Trustee Goodman expressed concern whether or not Mr. Dilley had the experience to engage in the work and asked about the scope of work for Mr. Dilley. Chancellor replied that Mr. Dilley would

be serving as a manager to help get the project started. Trustee Petrides asked if there was a job description for Mr. Dilly or a list of tasks he would be working from. She also asked if there is a timeline with deliverables and how long the first phase of the work will be. Trustee Petrides asked that Chancellor Claire share a statement of work by the next meeting. Chancellor Claire responded that Mr. Dilley would be working as an independent contractor and as a consultant who will be finding others to complete tasks with deliverables. Chancellor Claire stated this is something in the plans and that Mr. Dilley is familiar with both the facilities at both campuses and has experience working with faculty and is now outreaching to faculty.

Trustee Pimentel shared his interest for the community to have access to pools to maximum effect, and open and accessible to the community who want to use the facility. Regarding the 3-month extension included in section 2.1.1 of the agreement, Trustee Pimentel expressed concern and noted he could not support an additional extension beyond December 31, 2021.

Vice-President Holober requested regular updates on the planning process and for Board members to be included in the process. A feedback loop is needed.

President Nuris expressed his concern about transitioning the operation in-house and stated that he would not be supporting the motion.

Public Comment:

- Nancy Littlefield shared a recommendation to include stakeholder input as a part of the process.
- Frank Elliot thanked Trustee Pimentel for helping to move plans forward and affirming a vision to build back and maintain robust programming and positions in the facility; he also suggested the public should be involved in the transition process.
- Sam C Cheung shared statistics regarding drowning and shared concerns about equity and access and asked that access and program levels be restored to what it was before the pandemic.
- Vera Quijano stated that adjunct faculty have been excluded from the planning of Building 1 at Cañada College and stressed that it is important that adjuncts be included in the planning process. She also stated that there is no Division Assistant for Athletics and asked the Board to consider not having an outside person control the planning at Cañada College.
- Jeanne Stalker asked that plans include members from faculty, classified staff and ASCME.

STUDY SESSION

District Strategic Plan Update (21-06-01C)

(Time Stamp: 02:16:54)

Summary of Discussion: Vice Chancellor Aaron McVean shared the revised and updated Strategic Plan that focuses on equity, social justice and completion. He noted that the plan also includes an environmental scan, revised and updated strategic goals, and a five-year timeline. He noted that academic year 21/22 will be the first year of the five-year plan. Dr. McVean provided the Board with an overview of environmental factors that impact the work of the District and student access, persistence, completion and success, including economic indicators and workforce data. He also provided an enrollment analysis which showed enrollment trends and disaggregated data by student

populations. He noted that topics of the July study session would include marketing and outreach, along with workforce and career education. Dr. McVean presented a portfolio of policy and program options that could form the framework for a *Free Community College* initiative, including Dual Enrollment, the Promise Scholars Program, and Open Educational Resources for Zero Textbook Cost degree programs, all within a Guided Pathways framework. He noted that the recommendations offered would require an investment of \$6.75 million in both ongoing and one-time resources to establish the sustainable infrastructure to support the goal of *Free Community College* in the SMCCCD. He then presented the four goals of the strategic plan and the strategies associated with each goal for Board discussion.

Vice President Holober asked there were numerical goals indicated that identified gaps. Vice Chancellor McVean indicated that the Strategic Plan metrics would be brought forward at a future meeting for the Board to consider and the metrics would include a five-year history and outline the District's current baselines and project targets for the the life of the Strategic Plan. Vice President Holober stated that the District needs to measure trends against the goals that were set in the last plan and disaggregate data by resident versus no-resident students. He requested that there be some plans for a third-party, external review of International Education and Corporate Community and Continuing Education.

Trustee Petrides stated that she is in full agreement with Vice President Holober and asked how the trends impacted the plans presented. She also inquired whether or not the data on modalities were broken down by race and ethnicity, citing that different modalities mean different things to different groups of people. Vice Chancellor McVean shared how the trends impacted the updated Strategic Plan; he noted that he would review the survey data to see if the modality data can be disaggregated by race/ethnicity. Trustee Petrides stated modalities and pedagogy tie to equity and success. She also asked if the Corporate Community and Continuing Education program is creating a pipeline for our credit courses and stated that she would like to see those data. Vice Chancellor McVean stated that there is not currently a part of the evaluation but that he will take a deeper look at Community Education.

Vice President Holober suggested taking a look at disaggregated Promise Scholar student data and the larger *Free Community College* students to compare with other students, noting that this would allow us to see the success of that program in comparison with other students. He also stated that would like to explore and proceed with an automatic enrollment program and suggested selecting one high school for each college as a pilot establishing concrete deliverables and expanded, live outreach for students not persisting. President Nuris clarified that students would receive letters of acceptance and not be automatically enrolled. Vice Chancellor McVean shared that there had been some discussion about automatic acceptance and that the District should consider leveraging technology by utilizing the District CRM to design the pilot which can focus on dually enrolled students.

Trustee Pimentel thanked Vice Chancellor McVean and staff for their great work on the updated and revised Strategic Plan and for the new and original thinking. Trustee Pimentel also suggested free community college would create equity for all county residents. He questioned if revenue-generating programs should be included as strategic objectives in the Strategic Plan and asked the other board members whether or not they thought revenue-generating programs should be a strategic goal for the district Strategic Plan. Vice President Holober stated that six years ago there was a goal to expand District enterprises but suggested that was not the current goal. President Nuris said that there was dual benefit to having revenue generating entities in that it supports not only the program but provides funding for broader college and District priorities.

In relation to the discussion regarding international education inclusion in the plan, Trustee Goodman said that there is tremendous value in having international students come to our campuses from international locations and provide the added benefit to our local students who do not have the benefit of travel and exploring different cultures. Trustee Petrides said that she supports international education and global exchange of ideas and people and culture.

Trustee Pimentel agrees we should make clear reference to efficient use of taxpayer resources to accomplish our mission and we should state transparency as a strategic goal. He suggested that the District should strive to be a post-pandemic community college that takes advantage of a multi-modal environment which would increase access for those who might not be able to make it to campus. He further advocated for embracing the use of technology as a way to drive cost down and drive access up. Trustee Pimentel would like to include a reframing in evaluating satellite facilities and using shuttle operations to reach under-served communities like East Palo Alto and North Fair Oaks. He also suggested increasing marketing and outreach efforts to combat enrollment decline.

Vice President Holober suggested Vice Chancellor McVean compile a summary of all suggested edits to the plan and bring it back at future meeting for review and direction by the Board. President Nuris further suggested that the members of the Strategic Planning Committee be provided an opportunity to provide feedback about suggested edits to the plan.

Public Comment:

- Maxine Turner suggested changes to the executive summary and expressed support for not including international student programs in the plan, but did advocate for including lifelong learning programming and transparency measures.

INFORMATIONAL ITEMS

Discussion of Return to In-Person Board Meetings (21-06-02C)

(Time Stamp: 3:57:38)

Summary of Discussion: Chancellor Claire shared that there is a gubernatorial executive order in place that allows the Board to conduct meetings virtually operate, but that that order was likely to be rescinded in the fall. He also noted that guidance from Cal/OSHA was forthcoming that prescribes requirements for in-person activities.

Trustee Goodman stated that the Board was considering broadcasting meetings prior to the pandemic and acknowledged that a hybrid meeting format would be desirable. Trustee Petrides said she did not see any reason not to make meetings completely accessible, be inclusive and have more hybrid opportunities. However, as it relates to in-person meetings, she stated that she would want to ensure safe environment when returning to in-person meetings.

Vice President Holober stated that he would like for the District to accelerate the return to in-person academic instruction and he said the Board should be role models in that return, while still allowing members of the public to attend the meetings virtually. Trustee Pimentel agreed and noted that all Board meetings should be available in-person and online.

President Nuris asked what would it take for the Board to move to in-person meetings. Chancellor Claire responded that the District technology team has been preparing the Board room and the District is awaiting final guidelines from state health and safety officials regarding meeting

requirements and options, but suggested that it was likely the Board could convene in-person as early as this summer.

Public Comment:

- Jeramiah Sims, in a written comment, asked why there was a need to rush back to in-person activities.

Review of Policy Recommendations for COVID-19 Recovery Plan (21-06-03C)

(Time Stamp: 4:06:05 – continued in Video pt. 2)

Summary of Discussion: Chancellor Claire introduced the topic and stated that this is the Board’s opportunity to provide initial feedback on a draft recovery policy framework. Chancellor Claire shared key data points and briefed the Board on outreach efforts to participatory governance groups and to the District’s collective bargaining units.

Chancellor Claire discussed each element of the Policy Framework and responded to Board questions and comments in the following general areas: return to work, employee and student vaccination requirements, and increasing on-campus access for fall. Chancellor Claire stated that the strategy for increasing on-campus sections is to add sections while maintaining online courses. He stated that the District’s goal is to match on-campus classes with student demand, which is 30% or 600 sections. Chancellor Claire stated that his one concern is the ability to staff courses. Chancellor Claire also stated that the District intends to run an aggressive marketing campaign over the summer to capture additional enrollment for fall.

Trustee Goodman asked for clarification regarding prior statements made concerning the difficulty of going from on-campus to online. Trustee Goodman also asked about ventilation mapping and site preparation in general. He suggested that we be mindful of the needs of students of color and encouraged the Board to provide direction regarding flexible learning opportunities and other supports.

Trustee Pimentel asked for data on how many sections the colleges are offering in-person versus online as of today. Trustee Pimentel stated that everyone on campus should be vaccinated, that all on campus must wear a mask, that all student support services be open, and that the District be at 50% in-person instruction. Trustee Pimentel stated that he supported the overall framework but would like to see specific goals.

Trustee Petrides asked how the District will approach working with buildings that may be unsafe and decision dates for those buildings. Trustee Petrides stated that she supports the overall draft framework including the onsite goal of 30%, which the Board suggested at a prior meeting on this topic. She urged that the District be transparent concerning safety and worksite conditions.

Vice President Holober stated that a safe and healthy environment for students and employees is the Board’s highest priority. He also acknowledged that these are tough policy decisions and not everyone will be happy. Vice President Holober expressed concerns about enrollment losses for our District and community college system as a whole and that student preferences for fall do not reflect the preferences of students that we have lost.

President Nuris asked the Board to provide consensus for direction to staff. The Board agreed with the general policy framework and asked for targets to be included for in-person classes.

Health Director Ray Hernandez briefed the Board on the District's efforts in partnering with community resources to improve the COVID-19 vaccine access to employees and students. Vice Chancellor Jose Nunez and Facilities Director Michele Rudovsky responded to questions and concerns about ventilation and site preparation in general. Director Rudovsky also stated that the District has actively assessed currently occupied workspaces for ventilation.

Public Comment:

- J. Carson stated that her hope is that the District has a map of ventilation and that rooms have been assessed.
- Lori Slicton raised several concerns about safety, personal and family health issues, and concerns about scheduling additional onsite courses.
- Vera Quijano stated that use of student surveys is not the best way to capture the student voice. She also stated concerns about faculty syllabi requirements regarding student health.
- Marianne Kaletzky stated her concern about the lack of Health and Safety Committee meetings and related information, and also the lack of AFT representation in the decision-making process.
- Rosemary Bell stated that requirements are changing frequently and that we should error on the side of caution. She also stated her concerns about ventilation. Finally, Ms. Bell stated her concern about retribution for employees who do not wish to come back in the fall semester.
- Michelle Hawkins stated that she does not oppose vaccines, but that she opposes the general idea about mandating the COVID-19 vaccination for employees.
- Stephanie Wells stated her concern about choice and flexibility for classified staff.

Board Retreat Planning (21-06-04C)

[*\(Video pt. 2 - Time Stamp: 0:47:27\)*](#)

Summary of Discussion: The Board agreed to hold this item over to a future meeting.

Public Comment: None.

Receipt of Sunshine Proposal for Contract Re-openers from CSEA (21-06-05C)

[*\(Video pt. 2 - Time Stamp: 0:47:27\)*](#)

Summary of Discussion: President Nuris noted that as part of the collective bargaining process, the District, units must sunshine bargaining proposals and that the District had received this proposal from CSEA and at its next meeting on June 23, 2021, the Board would receive public comment on the proposal.

Public Comment: None.

COMMUNICATIONS

[*\(Video pt. 2 - Time Stamp: 0:47:27\)*](#)

Trustee Pimentel noted that he received a letter from Graystar, a developer, regarding housing. He forwarded the letter to Chancellor Claire.

STATEMENTS FROM BOARD MEMBERS

President Nuris: Thanked Student Trustee Shonette for her exemplary service and wished here well.

Vice President Holober: None.

Trustee Goodman: None.

Trustee Petrides: None.

Trustee Pimentel: Noted that he and Chancellor Claire had recently met with representatives of Sequoia Union High School District regarding automatic acceptance.

Student Trustee Shonette: None.

President Nuris announced that the next meeting of the Board of Trustees would be a regular meeting on June 23, 2021, conducted via Zoom.

RECONVENE TO CLOSED SESSION

[*\(Video pt. 2 - Time Stamp: 1:00:16\)*](#)

The Board recessed to Closed Session at 11:00 p.m.

RECONVENE TO OPEN SESSION

[*\(Video pt. 2 - Time Stamp: 2:45:13\)*](#)

The Board reconvened to Open Session at 12:45 a.m.

ANNOUNCEMENT OF REPORTABLE ACTION TAKEN IN CLOSED SESSION

President Nuris announced that the Board took no reportable actions in Closed Session.

ADJOURNMENT

The meeting adjourned by consent at 12:46 a.m.

Submitted by

Michael Claire, Secretary

BOARD REPORT NO. 21-06-06C

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff

**CONTEMPORARY CONVERSATION REGARDING RACE, CLASS, GENDER, PRIVILEGE
AND EQUITY: PRIDE MONTH – A DISCUSSION OF RECENT RESEARCH REGARDING
DISPROPORTIONATE HARMS DISCRIMINATION INFLECTS ON
LGBTQ PEOPLE OF COLOR**

Over the course of the last several years, the Board has had focused conversations relating to race, class, gender, privilege and equity. The foundations of these conversations are manifested in the District's Strategic Plan and facilitated across the campuses in classrooms, programs, curriculum, policies, trainings and general awareness and actions.

The Board will continue this conversation by discussing the findings of a recent research brief authored by the What We Know Project at Cornell University titled: Anti-LGBTQ Discrimination Inflicts Disproportionate Harm on People of Color. The brief is attached to this report.



NATIONAL CENTER FOR LESBIAN RIGHTS



Research Brief Documents the Shockingly Disproportionate Harms Discrimination Inflicts on LGBTQ People of Color

EMBARGOED UNTIL 8:00am (ET) June 16, 2021. Today, a coalition of leading LGBTQ rights groups joined together to release the most extensive summaries to date of scholarly data on the intersection of anti-LGBTQ and racial discrimination. The research brief, authored by the [What We Know Project](#) at Cornell University, found overwhelming consensus among peer-reviewed and other studies that discrimination inflicts profoundly greater harm on LGBTQ people of color in a wide range of areas, including grossly disproportionate rates of: experiencing discrimination over the past year, poorer mental and physical health, greater economic insecurity, and attempts to die by suicide. In addition, LGBTQ people of color are more likely than white LGBTQ people to live in states without protections against discrimination and that state anti-LGBTQ laws harm LGBTQ people.

“This research brief makes clear the tangible harms that discrimination inflicts on LGBTQ people of color, and the urgent need for public policy that reflects what the research tells us about how we can reduce those harms,” said [Dr. Nathaniel Frank](#), the study’s author.



“These painful figures highlight an indisputable link between discrimination, economic security, mental and physical health. People with multiple stigmatized, marginalized social and political identities, particularly Black LGBTQ+/Same Gender Loving people, bear a disproportionate amount of the weight illustrated by the data in this study. Statutory equality for LGBTQ+ people nationwide is a necessary foundation to remove the gaps in existing civil rights laws if we are to ever live up to our country’s founding promises of life, liberty, and the pursuit of happiness for all.”

—David Johns, Executive Director, National Black Justice Coalition



“The majority of Black LGBTQ people live in the South, with nearly half (44%) of all Black women couples raising children. Even today, most of these states still do not protect LGBTQ people from discrimination and have overtly discriminatory laws on their books. It is no wonder the disparities are so profound and it is a testament to the strength and resilience of our people that they are doing as well as they are. For our community and for our children it’s time for federal action!”

—Kierra Johnson, Executive Director, National LGBTQ Task Force



“This important brief only further solidifies what we have known for a very long time—the combination of racism and anti-LGBTQ discrimination has serious and long-lasting effects for the health and well-being of LGBTQ people of color. This research highlights why federal non-discrimination protections are overdue and vital to protecting the most some of the most underrepresented and vulnerable members of our community. Federal anti-discrimination protections are absolutely necessary in protecting and supporting all LGBTQ people, and this is especially true for LGBTQ people of color.”

—Imani Rupert-Gordon, Executive Director, National Center for Lesbian Rights



“Study after study shows that nondiscrimination protections improve economic opportunities, public safety, and physical and mental well-being of LGBTQ people. It is well past time for the essential protections available only in some of our states and cities to be extended to all LGBTQ Americans, especially LGBTQ people of color, who are disproportionately burdened by the lack of protections.”

—Kasey Suffredini, CEO and National Campaign Director, Freedom for All Americans

Highlights of the research brief's findings include:

LGBTQ people are more likely than non-LGBTQ people to be people of color, and Black LGBTQ Americans are disproportionately likely to live in states without protections against discrimination. For example, 42% of LGBT people are people of color compared to 32% of non-LGBT people and the majority of Black LGBT Americans live in the South (51.4%, more than twice the share of any other region), where most states lack anti-discrimination protections.

LGBTQ people of color face higher odds of discrimination than both non-LGBTQ individuals and LGBTQ white people. For example, LGBTQ people of color are more than twice as likely to experience anti-LGBTQ discrimination (slurs or other verbal abuse) when applying for jobs than white LGBTQ individuals (32% vs. 13%). LGBTQ people of color are more than twice as likely as white LGBTQ people to experience anti-LGBTQ discrimination when interacting with the police (24% vs. 11%).

Black LGBT Americans are more likely to experience economic insecurity than Black non-LGBT Americans. For example, the majority of Black LGBT people (56%) live in low-income households (below 200% of the federal poverty level) compared to 49% of Black non-LGBT Americans, and Black LGBT adults are also more likely to experience food insecurity than Black non-LGBT adults (37% compared to 27%).

Hundreds of studies conclude that experiencing anti-LGBTQ discrimination increases the risks of poor mental and physical health, including depression, anxiety, suicidality, PTSD, substance use, and psychological distress.

LGBTQ people of color face disproportionate odds of suicidality, which is linked to discrimination. For example, while 12% of white LGBTQ youth attempted suicide, the rate is 31% for LGBTQ Native/Indigenous youth, 21% for LGBTQ Black youth, and 18% of LGBTQ Latinx youth.

While supportive laws, family, and peers lower the risk of poor health outcomes for LGBTQ people of color, anti-LGBTQ state laws inflict tangible harm on sexual minority populations. For example, states with "denial of service" laws that give license to discriminate against LGBT residents between 2014 and 2016 were linked with a 46% increase in LGBT mental distress. Black LGBTQ youth who reported high levels of support from at least one person, or who had access to an LGBTQ-affirming space, reported attempting suicide at lower rates than those who lacked such support (16% vs. 24%).

For Comments / Interviews:

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RESEARCH BRIEF:

Anti-LGBTQ Discrimination Inflicts Disproportionate Harm on People of Color

June 2021



More than a third of LGBTQ Americans (36%) have experienced past-year discrimination (mistreatment in their public, work, or personal lives) based on race, ethnicity, national origin, sex, gender identity, sexual orientation, religion, disability, economic status, immigration status, and/or age, according to a 2020 probability survey. More than half (52%) said their psychological well-being was adversely affected as a result.¹ This research brief describes the disproportionate impact of that discrimination on LGBTQ people of color.²

LGBTQ people are more likely than non-LGBTQ people to be people of color, and Black LGBTQ Americans are disproportionately likely to live in states without protections against discrimination and to face economic insecurity.

- **42% of LGBT people are people of color compared to 32% of non-LGBT people.**³
- Over 5.5 million LGBTQ people of color live in the U.S., and about half live in states without protections from discrimination based on sexual orientation or gender identity.⁴
- The majority of Black LGBT Americans live in the South (51.4%, more than twice the share of any other region), where most states lack anti-discrimination protections.⁵
- Black LGBT Americans are more likely to experience economic insecurity than Black non-LGBT Americans. The majority (56%) live in low-income households (below 200% of the federal poverty level) compared to 49% of Black non-LGBT Americans. Nearly 40% have annual incomes below \$24,000 compared to 33% of Black non-LGBT Americans. Black LGBT adults are also more likely to be unemployed (14% compared to 10%) and to experience food insecurity (37% compared to 27%) than Black non-LGBT adults.⁶

LGBTQ people of color face higher odds of discrimination than LGBTQ white people.

- **43% of LGBTQ people of color report experiencing past-year discrimination of some kind, compared to 31% of white LGBTQ respondents.**⁷
- 53% of Black LGBTQ youth say they have experienced past-year racial discrimination, and 41% have experienced anti-LGBTQ discrimination.⁸
- **LGBTQ people of color are more than twice as likely to experience anti-LGBTQ discrimination (slurs or other verbal abuse) when applying for jobs than white LGBTQ individuals (32% vs. 13%).**⁹
- **LGBTQ people of color are more than twice as likely to experience anti-LGBTQ discrimination when interacting with the police (24% vs. 11%).**¹⁰
- Black sexual minority women face greater discrimination frequency and poorer psychological and social well-being than both white sexual minority women and Black sexual minority men.¹¹

Experiencing discrimination is associated with greater odds of harm to psychological and economic well-being, which is reflected in data on disparities for LGBTQ people of color.

- Hundreds of studies conclude that experiencing anti-LGBTQ discrimination increases the risks of poor mental and physical health, including depression, anxiety, suicidality, PTSD, substance use, and psychological distress.¹²
- LGBT people of color have work-place experiences that are more negative than those of white LGBT employees, reporting that their success and work-life balance are fostered less extensively, they have less transparent evaluations, and they are respected less by supervisors.¹³
- **Among LGBTQ people surveyed, 51% of Black respondents say discrimination harms their ability to be hired, compared with 33% of white respondents; 41% say it has an impact on their ability to retain employment, compared with 31% of white respondents; 77% of Black respondents report that discrimination impacts their psychological well-being, a rate nearly 50% higher than the total LGBTQ survey population.**¹⁴
- While racial discrimination on its own is not associated with mental health disorders, the combination of racial discrimination with gender and/or sexual orientation discrimination is significantly associated with increased odds of a past-year mental health disorder.¹⁵

LGBTQ people of color face disproportionate odds of suicidality, which is linked to discrimination.

- **Around 25% of LGBTQ youth of all races have attempted suicide, but the rates are starkly higher for LGBTQ youth of color than their white counterparts: While 12% of white LGBTQ youth have attempted suicide, the rate is 31% for LGBTQ Native/Indigenous youth, 21% for LGBTQ Black youth, and 18% for LGBTQ Latinx youth.**¹⁶
- In a 95%-non-white LGBT sample, those who report experiencing anti-LGBT victimization (such as bullying and harassment) are 2.5 times more likely to report a past-year suicide attempt compared to those who do not report victimization.¹⁷
- **Black LGBTQ youth who experience anti-LGBTQ discrimination face twice the rate of past-year suicide attempts compared to youth who do not (27% vs. 12%).** Black LGBTQ youth who experience race-based discrimination also face higher odds of attempting suicide than those who do not (20% vs. 14%).¹⁸
- Black LGB adults are over 40% more likely to have made a serious suicide attempt in their lifetime than white LGB adults.¹⁹
- Latinx and Native American/Pacific Islander LGBT youth are 50% more likely to attempt suicide than white LGBT youth. Latinx LGBT girls are nearly twice as likely to attempt suicide than white LGBT youth.²⁰
- LGBTQ students who experience discrimination “based on multiple social identities” report more use of deliberate self-harm compared to LGBTQ students who experience racial discrimination alone or who do not experience significant discrimination of any kind.²¹

Supportive laws, family, and peers lower the risk of poor health outcomes for LGBTQ people of color.

- **Suicide attempts by LGBT youth dropped by 7 percent in states that legalized same-sex marriage.**²²
- The corollary is that anti-LGBTQ state laws inflict tangible harm on sexual minority populations. States with “denial of service” laws that give license to discriminate against LGBT residents were linked with a 46% increase in LGBT mental distress.²³
- **Black LGBTQ youth who reported high levels of support from at least one person, or who had access to an LGBTQ-affirming space, reported attempting suicide at lower rates than those who lacked such support (16% vs. 24%).** Those with high levels of family support had rates of past-year attempted suicide nearly one third as high as those who lacked such support (22% vs. 8%).²⁴
- Protective measures that have been found to help reduce anxiety, depression, and suicidality among LGBTQ youth include: Establishing inclusive practices and anti-discrimination policies; peer, community, and family support, including dedicated school groups; access to affirmative mental health and social services; societal confrontation of attitudes and norms that exacerbate minority stress; and practitioner training and interventions designed to disrupt negative coping responses and build resilience.²⁵

The What We Know Project is a research portal based at Cornell University’s Center for the Study of Inequality. With an emphasis on peer-reviewed, LGBTQ population research, it aggregates scholarly data about public policy issues and shares consensus findings so that policymakers, journalists, other researchers, and the general public have access to crucial information. More is available at <https://whatwewknow.inequality.cornell.edu>. Inquiries about this research brief can be made to the project’s director, Dr. Nathaniel Frank, at Nathaniel@NathanielFrank.com.

- ¹ Gruberg, S., Mahowald, L., & Halpin, J. (2020). The state of the LGBTQ community in 2020: A national public opinion study. (Center for American Progress publication). <https://www.americanprogress.org/issues/lgbtq-rights/reports/2020/10/06/491052/state-lgbtq-community-2020/#Ca=10>.
- ² This research brief culls relevant peer-reviewed scholarship from the What We Know Project's 2019 online literature review of 300 studies entitled, "What Does the Scholarly Research Say about the Effects of Discrimination on the Health of LGBT people?" along with related LGBTQ population research. More information on the methodology of the online review is available at <https://whatwewknow.inequality.cornell.edu/about/search-methodology/>. We would like to thank the Williams Institute for assistance providing research for this brief. Note: Use of "LGBTQ" and related terminology may vary based on the wording and sampling of the cited research.
- ³ The Williams Institute, UCLA School of Law. (2019). LGBT demographic data interactive. (Williams Institute publication). <https://williamsinstitute.law.ucla.edu/visualization/lgbt-stats/?topic=LGBT#demographic>.
- ⁴ LGBT people in the U.S. not protected by state nondiscrimination statutes. (2019). (Williams Institute publication). <https://williamsinstitute.law.ucla.edu/wp-content/uploads/LGBT-Nondiscrim-Statutes-Mar-2019.pdf>.
- ⁵ Choi, S.K., Wilson, B.D.M. & Mallory, C. (2021). Black LGBT adults in the U.S.: LGBT well-being at the intersection of race. (Williams Institute publication). <https://williamsinstitute.law.ucla.edu/wp-content/uploads/LGBT-Black-SES-Jan-2021.pdf>.
- ⁶ Choi, S.K., Wilson, B.D.M. & Mallory, C. (2021). Black LGBT adults in the U.S.: LGBT well-being at the intersection of race. (Williams Institute publication). <https://williamsinstitute.law.ucla.edu/wp-content/uploads/LGBT-Black-SES-Jan-2021.pdf>.
- ⁷ Gruberg, S., Mahowald, L., & Halpin, J. (2020). The state of the LGBTQ community in 2020: A national public opinion study. (Center for American Progress publication). <https://www.americanprogress.org/issues/lgbtq-rights/reports/2020/10/06/491052/state-lgbtq-community-2020/#Ca=10>.
- ⁸ Price-Feeney, M, Green, A.E. & Dorison, S. (2020). All Black lives matter: Mental health of Black LGBTQ youth. (Trevor Project publication). <https://www.thetrevorproject.org/wp-content/uploads/2020/10/All-Black-Lives-Matter-Mental-Health-of-Black-LGBTQ-Youth.pdf>.
- ⁹ NPR/Robert Wood Johnson Foundation/Harvard T.H. Chan School of Public Health. (2017). Discrimination in America: Experiences and views of LGBTQ Americans, January 26 – April 9, 2017.
- ¹⁰ NPR/Robert Wood Johnson Foundation/Harvard T.H. Chan School of Public Health. (2017). Discrimination in America: Experiences and views of LGBTQ Americans, January 26 – April 9, 2017.
- ¹¹ Calabrese, S.K., Meyer, I.H., Overstreet, N.M., Haile, R., & Hansen, N.B. (2015). Exploring discrimination and mental health disparities faced by black sexual minority women using a minority stress framework. *Psychology of Women Quarterly*, 39(3), 287-304.
- ¹² What We Know Project. (2019). What does the scholarly research say about the effects of discrimination on the health of LGBT people? (Cornell University website). <https://whatwewknow.inequality.cornell.edu/topics/lgbt-equality/what-does-scholarly-research-say-about-the-effects-of-discrimination-on-the-health-of-lgbt-people/>.
- ¹³ Cech, E. A., & Rothwell, W. R. (2019). LGBT workplace inequality in the federal workforce: Intersectional processes, organizational contexts, and turnover considerations. *ILR Review*, 73(1), 25-60.
- ¹⁴ Gruberg, S., Mahowald, L., & Halpin, J. (2020). The state of the LGBTQ community in 2020: A national public opinion study. (Center for American Progress publication). <https://www.americanprogress.org/issues/lgbtq-rights/reports/2020/10/06/491052/state-lgbtq-community-2020/#Ca=10>.
- ¹⁵ Bostwick, W.B., Boyd, C.J., Hughes, T.L., West, B.T., & McCabe, S.E. (2014). Discrimination and mental health among lesbian, gay, and bisexual adults in the United States. *American Journal of Orthopsychiatry*, 84(1), 35-45.
- ¹⁶ The Trevor Project. (2021). 2021 national survey on LGBTQ youth mental health. <https://www.thetrevorproject.org/survey-2021/?section=SuicideMentalHealth>.
- ¹⁷ Barnett, A.P., Molock, S.D., Nieves-Lugo, K., & Zea, M.C. (2018). Anti-LGBT victimization, fear of violence at school, and suicide risk among adolescents. *Psychology of Sexual Orientation and Gender Diversity*, 6(1), 88-95.

- ¹⁸ Price-Feeney, M, Green, A.E. & Dorison, S. (2020). All Black lives matter: Mental health of Black LGBTQ youth. The Trevor Project, <https://www.thetrevorproject.org/wp-content/uploads/2020/10/All-Black-Lives-Matter-Mental-Health-of-Black-LGBTQ-Youth.pdf>.
- ¹⁹ Meyer, I. H., Dietrich, J., & Schwartz, S. (2008). Lifetime prevalence of mental disorders and suicide attempts in diverse lesbian, gay, and bisexual populations. *American Journal of Public Health*, 98(6), 1004–1006.
- ²⁰ Bostwick, W.B., Meyer, I., Aranda, F., Russell, S., Hughes, T., Birkett, M., & Mustanski, B. (2014). Mental health and suicidality among racially/ethnically diverse sexual minority youths. *American Journal of Public Health*, 104(6), 1129-1136.
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- ²³ Raifman J., Moscoe E., Austin SB, Hatzenbuehler M.L., Galea, S. (2018). Association of state laws permitting denial of services to same-sex couples with mental distress in sexual minority adults. *JAMA Psychiatry*, 75(7): 671-677.
- ²⁴ Price-Feeney, M, Green, A.E. & Dorison, S. (2020). All Black lives matter: Mental health of Black LGBTQ youth. (Trevor Project publication). <https://www.thetrevorproject.org/wp-content/uploads/2020/10/All-Black-Lives-Matter-Mental-Health-of-Black-LGBTQ-Youth.pdf>.
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SAN MATEO COUNTY
COMMUNITY
COLLEGE DISTRICT

Cañada College • College of San Mateo • Skyline College

Combined Report of the District Chancellor and College Presidents



SMCCCD celebrates its graduates.

SMCCCD CELEBRATES ITS GRADUATES



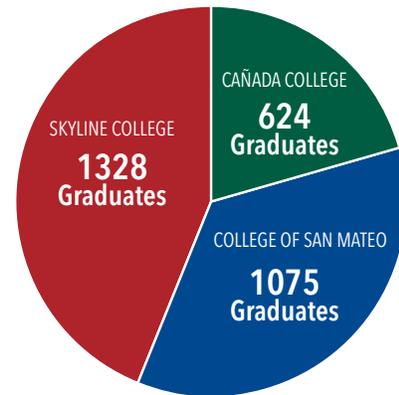
Congratulations to the Cañada College, College of San Mateo and Skyline College Class of 2021 for the hard work each graduate put in to achieve their educational goals. The SMCCCD Class of 2021 was comprised of 2,995 students who were awarded 4,718 degrees and certificates.*

Snapshot of the SMCCCD Class of 2021:

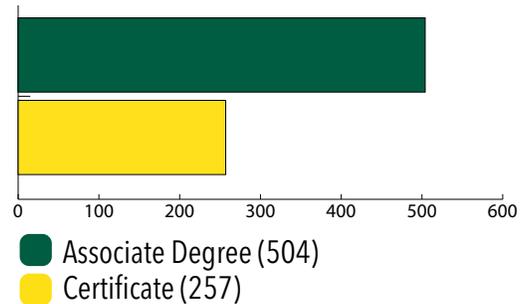
- Oldest Graduate: 74
- Youngest Graduate: 15
- Average Age of Graduates: 27
- First Generation: 1560
- Promise Scholars: 581
- Veterans: 133
- Foster Youth: 17
- TRiO: 109
- International Students: 212
- Number of Countries: 46

In addition, due to the emergence of COVID-19 early last year, the SMCCCD colleges did not hold a 2020 commencement ceremony but promised our 2019–2020 graduates one at a future date. On Friday, May 28, 2021, the colleges followed through on that promise by premiering the Class of 2020 and Class of 2021 Virtual Commencement ceremonies. Both ceremonies are available to watch anytime for [Cañada College](#), [College of San Mateo](#) and [Skyline College](#).

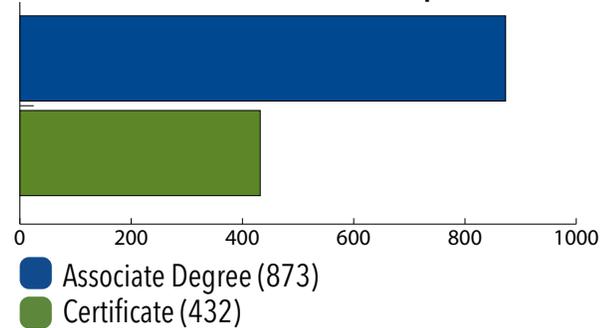
*Note: The number of degree and certificate awards for 2020-21 are not yet final. Spring 2021 final evaluations began on Monday, June 14. The number of awards may still change slightly.



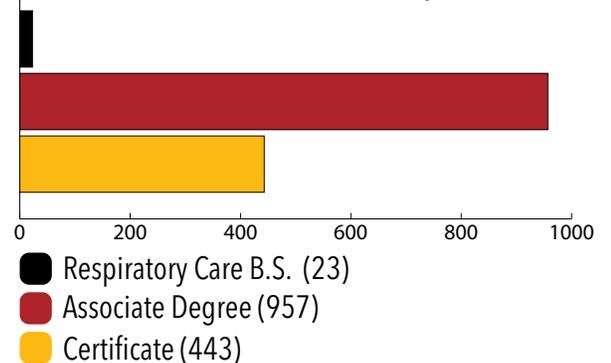
CAÑADA COLLEGE
Number of Graduates in the Given Discipline



COLLEGE OF SAN MATEO
Number of Graduates in the Given Discipline



SKYLINE COLLEGE
Number of Graduates in the Given Discipline





CAÑADA PHI THETA KAPPA HONORED AS ONE OF THE PREMIER CHAPTERS IN THE COUNTRY

Beta Zeta Nu (BZN) is Cañada College's Chapter of Phi Theta Kappa (PTK), the international honor society for two-year colleges. BZN has been honored as one of the premier chapters in the country. BZN was also recently recognized at the honor society's international convention as one of the organization's most esteemed chapters.

To gain membership in BZN students must have a cumulative GPA of 3.45 or higher and complete a minimum of 12 units at Cañada College in courses that are degree applicable. BZN Advisor Autumn McMahon says, "The BZN meetings contribute to the Cañada student experience because students are able to include their BZN accomplishments on applications for transfer and scholarships, making them more competitive. Having weekly chapter meetings amidst the pandemic provides students a sense of normalcy and opportunity to connect with fellow classmates. Officers and members alike are emboldened to pursue their academic passions through research and project implementation. BZN prepares students not only to transfer, but to have successful careers wherever they continue to question 'how the world works?'"

Cañada's BZN Chapter of the PTK society once again brought home awards from the 2021 PTK International Catalyst event. The chapter's engagement over the year earned them four-star chapter status, which can be attributed to their participation in a successful college project, numerous community service activities, and individual hallmarks. While there are several awards for individual

achievement, the award that the chapter is most proud of receiving is the Distinguished Officer Team Award, which is given to the chapter officer teams who overcome great difficulties to guarantee participation in the activities of the PTK Hallmarks: Scholarship, Leadership, Service, and Fellowship.



The Cañada BZN Hallmark Awards include:

- Distinguished Chapter Officer Team PTK International, #3 in the NV/CA Region
- Paragon Award for New Advisors PTK International, #1 in the NV/CA Region
- Chapter Team Honors Case Study Challenge – International Honorable Mention: Reopening Schools During COVID-19
- Individual Research Award #1 in the NV/CA Region: Going Off-Role
- Distinguished College Project: Zoom Sessions on Transfer Success
- 2021 Reach Award: Recognizing Excellence in Acceptance and Completion with Honors



BOARD REPORT | JUNE 23, 2021

The BZN Chapter's awarded achievements at the recent 2021 PTK International Catalyst event not only recognized the immense work that is being accomplished but also showcased the chapter's selflessness, resilience, and dedication in providing a stimulating environment for Cañada students. Despite such a difficult year, the BZN team has managed to prosper and further develop the notability of the Cañada Chapter. BZN advisors include Katherine Ramirez, Patty Hall, Paul Roscelli, and Autumn McMahon. BZN officers include President Katherine Milla, Vice President of Service Jirou "Bella" Zhang, Vice President of Scholarship Alexander Lanza, Vice President of Public Relations Katie Chen, and Vice President of Finance/Treasurer Sophia Giorgi. For more information about Cañada College's Beta Zeta Nu chapter go to <https://canadacollege.edu/phithetakappa>.

College of San Mateo

HONORS PROJECT SPRING 2021 VIRTUAL STUDENT SHOWCASE LAUNCHED



At the close of each semester, students enrolled in selected transfer courses, and concurrent Honors Project research seminars present advanced research projects in the Honors Project Student Showcase. The research topics always span

a wide variety of intersecting academic areas, including education, the arts, race, gender, ethnicity, the pandemic, cultural myths and values, health sciences, technology, economics, politics, climate crisis, and much more.

Before the COVID-19 pandemic, this bi-annual event was held in person, with the entire campus community invited to see and hear participating students' presentations. At the events, the Honors Project students gave large group presentations and displayed presentation boards that summarized their findings for individuals and smaller groups of attendees. During our virtual operations, the Showcase has been presented on the [Honors Project website](#).

Under the guidance of CSM Film Professor and Honors Project Program Coordinator David Laderman and Honors Project Seminar Instructors Sarah Mangin (English), Christopher Walker (Math), and Laura Woltag (English), the Spring 2021 Virtual Student Showcase is now available for public viewing.

Featuring almost 30 presentations in slide and video formats, this Showcase covers a wide range of topics from unique angles. A few examples include:

- [Shades of Science: The Intersection of Ethnic Studies and Science & Technology Studies](#)
- [Lesbian Feminists and the World of AIDS Activism](#)
- [To Become a QAnon Follower: An Analysis of the Cult's Indoctrination](#)
- [College Students Losing Their Minds: How Has COVID-19 Affected the Mental Health of College Students?](#)
- ["Money Never Sleeps": The Dissemination of Greed in the Accounting Sector](#)

Please view the complete list of engaging and informative presentations and the students behind them at the [Spring 2021 Virtual Student Showcase webpage](#).



VITAL VOICES: TRANSFORMATIVE STORIES OF MIDDLE EASTERN WOMEN



TRANSFORMATIVE STORIES OF MIDDLE EASTERN WOMEN

The online chat room was already buzzing when Dean of Social Science & Creative Arts, Danni Redding Lapuz, and Vice President of Instruction, Jennifer Taylor-Mendoza, welcomed attendees to the 1st Annual Stories of Transformation Film Festival on Thursday, April 29th. The evening's topic, *Vital Voices: Transformative Stories of Middle Eastern Women*, was uniquely relevant, and the organizers and participants were ready to spotlight the strength and spirit of a group and individuals who had experienced their own transformative journeys.

Funded through the generosity of the [San Mateo Community College District EEOC Diversity Project Grant](#). The "Stories of Transformation" Film Festival provides a forum to celebrate through film our Skyline College community's rich cultural diversity as well as our district's diverse student enrollment and discuss important issues of diversity, equity and inclusion that promote a shared humanity.

To import the Stories of Transformation module into Canvas, search for *Skyline Stories of Transformation Film Festival* or Pia Walawalkar in Canvas Commons. Faculty who prefer to provide direct links to films can find the links to the Films in Panopto on the Canvas page along with a link to the panel discussion. Library resources on the two films and on related topics can be found at: <https://guides.skylinecollege.edu/sotff/home>.

The organizing team behind the film festival are excited to share stories that reflect the ideas of discovery, innovation, and change that are integral to stories of transformation. All members of the Skyline College and greater district community are welcome to email organizing team members with any questions:

Tamara Perkins
Film Instructor/Filmmaker

Danni Redding Lapuz
Dean, Social Science & Creative Arts

Pia Walawalkar
Associate Professor, Outreach and Equity Librarian

Chris Woo
Program Services Coordinator, SS/CA

Clair Yeo-Sugajski
Interim Program Services Coordinator, International Student Program

Event attendance and participation spanned the district with 169 registered faculty, staff, and student attendees from all three district campuses as well as community members. The panel of all women included a renowned San Francisco Film Editor, the President of the CSM Muslim Student Association, Editor-in-Chief of Skyline View, an instructor from SVIEP the districtwide Intensive English Program, and Skyline College faculty in art and film.

BOARD REPORT | JUNE 23, 2021

The Films

Event Emcee Clair Yeo-Sugajski introduced the highly anticipated first film which offers a unique portrait of Judge Kholoud—the first female Shari’a Court Judge in the Palestinian territories. Depicting her brave journey as a lawyer and her tireless fight for justice for women, *THE JUDGE* presents an unfolding vérité legal drama, with rare insight into both Islamic law and gendered justice. In the process, the film illuminates some of the universal conflicts in the domestic life of Palestine.

Judge Kholoud’s statement about the origin of the idea to become a judge, “I should throw a rock to stir these stagnant waters”, resonated with attendees.

WE ARE NOT PRINCESSES is a documentary film about the incredible strength and spirit of four Syrian women living as refugees in Beirut as they come together to tell their stories of love, loss, pain, and hope through the ancient Greek play, *Antigone*. One attendee expressed “it’s just uncanny how well *Antigone* paired with their (the cast members) experience.”

The play is not included in the film as some cast members were restricted from appearing on camera. Animated sequences are used instead to represent these cast member’s stories and attendees noticed that the “animation has patterns and colors reminiscent of the (centuries old Palestinian) tatreez embroidery.”

The Filmmakers

Organizers were thrilled to have [Sara Maamouri](#), Co-Producer and Editor of both films at both the event panel discussion and filmmaker reception. Sara is an Emmy-nominated documentary filmmaker and editor who has explored a diverse range of topics for over 20 years. Her work touches on social, educational, and political issues. Her most recent films include *We Are Not Princesses* (2018) and the Peabody Award-winning film *The Judge* (2017). A multilingual Tunisian, Sara brings cultural sensitivity to

her editing, production, and story development, creating impact-focused narratives to attract and engage rapidly evolving audiences.

Skyline College Film Instructor [Tamara Perkins](#) is an award-winning filmmaker and changemaker focused on documentaries that inspire transformative change through dialogue, healing and advocacy. Tamara’s film [Life After Life](#) (2018) began in her yoga class inside San Quentin State Prison when the men asked her to tell their story. Her upcoming films, [Clarissa’s Battle](#) and [Rebound](#), are each similarly inspired by a personal connection to the subject matter.

As the panel moderator Tamara showed her expertise in documentary film, as she deftly directed panelists through a variety of questions and topics.

The Panelists

The amazingly articulate Umaima Ejaz is a Skyline College student and [Editor-in-Chief, Skyline View](#) whose “brilliant star” shined at the event. Umaima shared during the panel, “I think these films (*The Judge* and *We Are Not Princesses*) are so important. Highlighting the success of women and amplifying our voices”; and made even more impactful by the fact that they were directed and edited by women.

Hajer Mkawer is a student at College of San Mateo and President of [CSM Muslim Student Association](#). Hajer took on the challenging topic of how to separate conservative traditional Muslim culture from Islamic religious values and the ignorance that exists around this subject. Her scholarship and critical thinking impressed attendees who said “Thanks for educating us, Hajer!”

[Mahsa Tavakkoli](#), an ESL instructor for the Silicon Valley Intensive English Program (SVIEP), was born and raised in Iran, where she earned a Bachelor’s degree in English-Farsi translation and a Master’s degree in TEFL. She’s enjoyed teaching language learners of all skills and backgrounds for 14 years.

BOARD REPORT | JUNE 23, 2021

Mahsa reminded everyone during the panel that “feminism or women’s rights are not an attack on men, we are all living on this earth . . . Women’s Rights are Human Rights” and connected the festival films to the importance of communication, education, and creating understanding.

[Kathy Zarur](#), PhD, Associate Professor Art History at Skyline College, is an educator, curator, and conference organizer in the San Francisco Bay Area. Kathy’s curatorial work centers on place as both a lived and imagined subject to consider themes such as belonging, exile, landscape, and mutual care in collectivity.

During The Judge, Dr. Z pointed out that individuals could not “get past the checkpoints, so their case was dropped”, leading chat participants to make connections to voter suppression and red lining in the U.S. Later during the panel, Dr. Z described how the roads dividing Palestine create the equivalent of the “Bantustans in South Africa.”

Sara Maamouri ended the panel by sharing the experience of traveling the world with both of these important films, reinforcing the mission of Stories of Transformation to share transformational stories from around the world. Attendees ended with a litany of thanks to the panelists including...

“Sara, Umaima, Kathy, Tamara, Mahsa, and Hajer...thank you for this wonderful conversation and for debunking all the stereotypes!”

Watch the [panel discussion](#). View [information about our panelists](#).

Article by Chris Burwell-Woo

Want More Film?

Checkout these Film course offerings for summer and fall 2021.

Summer at Skyline College

[FILM 440 - Film Study and Appreciation](#)

Fall at Skyline College

[FILM 100 - Introduction to Film](#)

Summer at CSM (coming soon to Skyline College)

[FILM 123 - Documentary Film: Studies & Practice](#)

Library Films on Kanopy - <https://skylinecollege.kanopy.com/>

BOARD REPORT NO. 21-06-03A

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: Cheng Yu Hou, Chief Human Resources Officer
David Feune, Director, Human Resources

APPROVAL OF PERSONNEL ITEMS

New employment; changes in assignment, compensation, and placement; leaves of absence; changes in staff allocation and classification of academic and classified personnel; retirements, phase-in retirements, and resignations; equivalence of minimum qualifications for academic positions; and short-term temporary classified positions.

A. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT**District Office**

Ray Hernandez Interim Director of Operations Educational Services & Planning

At its meeting on December 14, 2020, the Board approved postponing Mr. Hernandez's retirement to June 30, 2021 to assist the District during the COVID-19 pandemic. Due to operational need in recovering from the pandemic, Mr. Hernandez's services are still needed by the District and he has agreed to further postpone his retirement until December 31, 2021 and extend his interim assignment as the Director of Operations (Grade AE of the Management Salary Schedule 20; Salary Range \$161,328 - \$205,824).

B. PUBLIC EMPLOYMENT**1. New Hires (NP = New Position, * = New Employee)****College of San Mateo**

Deborah Baker* Cosmetology Instructor Business & Technology

New Contract I status academic employment, effective August 16, 2021. This position was previously vacant.

Magda Mercado* Division Assistant Academic Support
& Learning Technologies

New full-time, 12-month classified employment (Grade 27 of the Classified Salary Schedule 60; Salary Range: \$68,580 - \$87,504), effective July 1, 2021, replacing Ann Theodos who retired.

Skyline College

Aditi Joshi Biology Instructor Science, Technology,
Engineering & Math

New Contract I status academic employment, effective August 16, 2021. This position was previously vacant.

Carmen Towler*

Retention Specialist

Strategic Partnerships &
Workforce Development

New full-time, 12-month classified employment (Grade 24 of the Classified Salary Schedule 60; Salary Range: \$63,840 - \$81,636), effective July 1, 2021, replacing Martina Center-Goodman who was reassigned.

2. Re-Employment**College of San Mateo****Lia Thomas**

Digital Services & Instruction Librarian

Academic Support
& Learning Technologies

Recommend approval of an extension for a temporary academic position (10-month), effective Fall semester 2021 through Spring semester 2022. The position was originally approved on January 8, 2020.

C. REASSIGNMENT THROUGH THE HIRING PROCESS**Cañada College****Olivia Cortez-Figueroa**

College Recruiter

Office of the Vice President of
Student Services

Reassigned from a Financial Aid Technician (Grade 26A of the Classified Salary Schedule 60; Salary Range: \$67,596 - \$86,376) into this full-time 12-month position at Grade 175S of the Classified Professional/Supervisory Salary Schedule 40; Salary Range: 73,272 - \$93,600, effective July 1, 2021, replacing Mayra Arellano who was reassigned.

D. TRANSFER/ADMINISTRATIVE REASSIGNMENT**College of San Mateo****Manying Wu**

Admissions and Records Assistant III

Enrollment Services

Transferred from an Admissions and Records Assistant III (Grade 24 of the Classified Salary Schedule 60; Salary Range: \$63,840 - \$81,636) at Skyline College into this full-time 12-month position at the same grade level of the same salary schedule, effective July 5, 2021, replacing Karen Erickson who is retiring.

E. CHANGES IN STAFF ALLOCATION**Skyline College**

1. Recommend a change in the salary range for the Executive Director of the Equity Institute position from Grade 197E of the Academic-Classified Exempt Supervisory Salary Schedule (35) (Salary Range: \$164,376 - \$208,236) to Grade 200E of the same salary schedule (Salary Range: \$177,984 - \$225,492), effective June 24, 2021. The Executive Director of the Equity Institute classification is a position that sits on the Skyline College Executive Cabinet and therefore should be compensated at a level between the Vice Presidents and the Deans. This recommendation corrects a mistaken prior placement. Accordingly, the incumbent Oyame KenZoe Brian Selassie-Okpe will be placed on the new salary range.
2. Recommend a change in staff allocation to add one full-time Staff Assistant position (Grade 21 of the Classified Salary Schedule 60; Salary Range: \$59,112 - \$75,552) in the Equity Institute Division, effective June 24, 2021.

F. PHASE-IN RETIREMENT

None

G. LEAVE OF ABSENCE

None

H. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION

1. Retirement

College of San Mateo

Arnett Caviel Counselor Counseling

Retirement as Professor Emeritus, effective May 28, 2021, with 51 years of District service. Eligible for District retiree benefits.

District Office

Samuel Haun Senior Buyer General Services

Correction: At its meeting on February 24, 2021, the Board approved Mr. Haun’s retirement effective May 31, 2021, with 20 years of District service. Eligible for District retiree benefits. A correction is being made to this item. The Office of the Human Resources was informed that Mr. Haun postponed his retirement, effective June 15, 2021. Therefore, with the adoption of this report, the Board rescinds its approval previously granted to this item.

2. Post-Retirement

None

3. Resignation

College of San Mateo

Maira Delgado Laurens Office Assistant II Counseling

Resignation effective May 28, 2021 with 5 years of District service.

I. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

None

J. PROFESSIONAL EXPERT/CONTRACT POSITIONS

| <i>Location</i> | <i>Division / Department</i> | <i>No. of Pos.</i> | <i>Start and End Date</i> | | <i>Services to be performed</i> |
|-----------------|--|--------------------|---------------------------|------------|--|
| District Office | Auxiliary and Community Services | 15 | 07/01/2021 | 12/31/2021 | <p>Professional Expert: Community Services Instructor/Short Course (Teacher) Instructor</p> <p>These positions will instruct not-for-credit, personal and professional enrichment courses taught on a wide variety of topics at SMCCCD, as well as out in the community. Per contractual agreement between CCCE and business and industry customers, instruct and set up activities and develop curriculum or activities within the focus of the program(s). Independently prepare lesson plans and class/program materials, records of attendance and other related duties. Requesting Manager: Jonathan Bissell</p> |
| District Office | Auxiliary and Community Services | 15 | 07/01/2021 | 12/31/2021 | <p>Professional Expert: Contract Education Instructor (not-for-credit)</p> <p>These positions will assist with the Silicon Valley Intensive English Program (SVIEP). Requesting Manager: Jonathan Bissell</p> |
| Skyline College | Counseling / Health & Wellness Services | 1 | 07/01/2021 | 12/31/2021 | <p>Professional Expert: College Physician</p> <p>To provide a flexible combination of medical leadership and clinical guidance. In conjunction with the Director of Student Support, the College Physician shares responsibility for the clinical integrity of Healthy Services. Requesting Manager: Emily Barrick</p> |
| Skyline College | Strategic Partnerships & Workforce Development | 1 | 07/01/2021 | 12/31/2021 | <p>Professional Expert: Consultant (Non-Instructional):</p> <p>To support our ability to be responsive and inclusive of industry input in new program development in key Workforce Areas, this position will support projects related to the Technology and Artificial Intelligence (AI) workforce. Requesting Manager: Andrea Vizenor</p> |

| | | | | | |
|-----------------|---|---|------------|------------|--|
| Skyline College | Strategic Partnerships & Workforce Development | 1 | 07/01/2021 | 12/31/2021 | Professional Expert: Consultant (Non-Instructional): To support our ability to be responsive and inclusive of industry input in new program development in key Workforce Areas, this position will support projects related to the Construction Trades workforce. |
| Skyline College | Marketing, Communications and Public Relations / President's Office | 1 | 07/01/2021 | 12/31/2021 | Professional Expert: Consultant (Non-Instructional): This position will support the President's office in building capacity for the President's Council to ensure a strong and representative board. Further, this position specializes in a robust network in connecting to the community strategically, non-profit fundraising, and strategically launch an online fundraising platform Requesting Manager: Cherie Colin |
| Skyline College | Bay Area Entrepreneur Center | 3 | 07/01/2021 | 12/31/2021 | Professional Expert: Consultant – BAEC (Non-Instructional): These positions will support the BAEC Director. These consultants will assist with programs, workshops, and implement programs and resources for clients at the BAEC and as part of the Small Business Recovery & Assistance Program. Consultants will perform review, analysis, and consultation for specific events, projects, and programs requiring specialized knowledge and expertise, including outreach, written and verbal communication and data collection and analysis. This work is to be completed with a high degree of discretion and independent judgement. Requesting Manager: Michael Kane. |
| Skyline College | Strategic Partnerships and Workforce Development | 4 | 07/01/2021 | 12/31/2021 | Professional Expert: Consultant (Non-Instructional): To support our ability to be responsive and inclusive of industry input in new program development in key Workforce Areas. These positions will support projects related to the specific meta-majors: Arts, Language & Communication, |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | Business Entrepreneurship & Management, Society & Education, and Science Technology & Health. Requesting Manager: Andrea Vizenor. |
|--|--|--|--|--|--|

K. SHORT-TERM, NON-CONTINUING POSITIONS

| <i>Location</i> | <i>Division / Department</i> | <i>No. of Pos.</i> | <i>Start and End Date</i> | | <i>Services to be performed</i> |
|----------------------|---------------------------------|--------------------|---------------------------|------------|--|
| Cañada College | Financial Aid | 1 | 07/01/2021 | 12/31/2021 | Program Services Coordinator: <i>Previously Requested Position</i> The position will provide assistance in the coordination and delivery of student grant aid in accordance with Federal HEERF regulations, and provide high touch, personalized contacts with target populations. The purpose of this position will be to engage former Cañada College students that may have withdrawn from college due to the impacts of COVID-19, as well as with current Cañada College students that may be hesitant to remain in college and prospective students that may be hesitant to enroll in Cañada College due to COVID-19. Requesting Manager: Wissem Bannani |
| Cañada College | Kinesiology / Athletics / Dance | 17 | 07/01/2021 | 06/30/2022 | Assistant Coaches: <i>Previously Requested Position</i> These positions are needed to provide a variety of duties: Women's Soccer – 3 positions; Women's Volleyball – 2 positions; Women's Tennis - 1 position; Women's Golf - 1 position; Men's Soccer - 3 positions; Men's Basketball - 2 positions; Men's Baseball - 5 positions. Duties may include coaching, recruiting, film needs, record keeping, etc. Requesting Manager: Matthew Lee |
| College of San Mateo | Creative Arts / Social Science | 1 | 08/01/2021 | 02/28/2022 | Instructional Aide II: <i>(funded by Strong Work Force – expires on 02/28/2022)</i> To provide support and assistance to students who will be using the digital media lab/studios; maintain and monitor studio/lab reservations; check in and check equipment to students. Requesting Manager: Laura Demsetz |

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|----------------------|---|---|------------|------------|--|
| College of San Mateo | Planning, Research, Innovation and Effectiveness | 1 | 07/01/2021 | 06/30/2022 | Planning and Research Analyst: The Strong Workforce Program team will be provided with research and consultation. Automated reports will be built in SAP pertaining to CSM Career Education Programs. Custom reports will be developed when SAP is not suitable. Burning Glass reports and data analysis will be used as needed for industry and job placement data. This position will Coach the Workforce Team to Interpret and Analyze Data. Requesting Manager: Francisco Gamez |
| College of San Mateo | Enrollment Services / SparkPoint | 1 | 08/01/2021 | 01/31/2022 | Retention Specialist: To provide Student communication/follow-up to increase engagement and retention in SparkPoint services; support District-level basic needs programs, including Hunger Initiative Food Voucher and Rapid Response Hotel Stay Programs. This position will also support with case management, troubleshoot technology issues, and confirm student eligibility. To support front desk for on-site food pantry, support with intake form collection and confirm student eligibility, support students with check-in and check-out procedures, and UWBA salesforce data entry. Requesting Manager: Emily Barrick |
| Skyline College | JumpStart Program (TRiO) | 7 | 07/01/2021 | 12/31/2021 | Instructional Aide II: To provide mentoring, and individualized and small group tutorial services, to students in specific subject areas such as: Math, English, ESOL, Chemistry, Biology, Accounting and Social Science. Requesting Manager: Michael Stokes |
| Skyline College | TRiO Programs / Student Equity & Support Programs | 5 | 07/01/2021 | 12/31/2021 | Instructional Aide II: To provide mentoring, and individualized and small group tutorial services, to students in specific subject areas such as: Math, English, ESOL, Chemistry, Biology, Accounting and Social Science. Requesting Manager: Michael Stokes |

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|-----------------|--|---|------------|------------|---|
| Skyline College | Science, Technology, Engineering and Math | 4 | 07/01/2021 | 12/31/2021 | <p>Instructional Aide II: <i>Previously Requested Position</i> Embedded support tutors: will work 7 hours per week with particular instructors, attending class and providing tutoring support to students. This will aid in student success providing in time instructional interventions during the class period. IA II's uniquely fill gaps in providing critical academic support to students enrolled in STEM courses in their last year before transfer (where current Student Assistants and Bridge Graduates cannot provide support as they have not taken the course or are concurrently enrolled). Requesting Manager: Carla Grandy</p> |
| Skyline College | Science, Technology, Engineering and Math / Allied Health | 2 | 07/01/2021 | 12/31/2021 | <p>Instructional Aide II: <i>Previously Requested Position</i> To assist with students support needing supplemental instruction/tutoring in the allied health programs. These IA II's offer strength-based training, build confidence and self-esteem, support one-on-one learning, and help maintain acquired skills during the rest of the Allied Health Program(s), among other things. Requesting Manager: Carla Grandy</p> |
| Skyline College | Science, Technology, Engineering and Math / Surgical Careers | 1 | 07/01/2021 | 12/31/2021 | <p>Instructional Aide II: <i>Previously Requested Position</i> To assist with students support needing supplemental instruction/tutoring in the Surgical Careers. One of the most important things for the ST Program' students is to know how to properly handle medical and surgical instruments. Knowing what instruments are needed to pass to the surgeon, their proper use, and proper sterilization techniques are all critical for the surgical technologist. The IA II will help the Instructor to build the students confidence they need to successfully be a Surgical Technologist. Requesting Manager: Carla Grandy</p> |
| Skyline College | Science, Technology, Engineering and Math / Respiratory Care | 2 | 07/01/2021 | 12/31/2021 | <p>Instructional Aide II: <i>Previously Requested Position</i></p> |

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|-----------------|---|---|------------|------------|---|
| | | | | | To provide tutoring support for students in Bachelor of Science in Respiratory Care program. The Degree Advance BSRC Program in our college provides needed skills to enhance RCPs performance and professional advancement in today's healthcare environment. The Instructional Aide IIs help the Instructors to deliver the education that the students need to successfully apply knowledge of advanced Respiratory Care concepts and functions in an integrated approach. Requesting Manager: Carla Grandy |
| Skyline College | Science, Technology, Engineering and Math | 1 | 07/01/2021 | 12/31/2021 | Laboratory Technician: <i>Previously Requested Position</i> To provide start up technical support for all simulation operations, including but not limited to integrating, maintaining, and operating the simulation lab equipment. Due to the Covid19 Pandemic, the students' clinical rotations have been cancelled or modified, so, the Simulation Lab have been used to meet the accrediting bodies requirements for clinical hours. The healthcare providers are essential workers, so now more than ever the Simulation Lab Technician is needed to support all the Allied Health Programs. Requesting Manager: Carla Grandy |
| Skyline College | ASLT / TLC | 6 | 07/01/2021 | 12/30/2021 | Instructional Aide II: These positions are needed for students who require tutoring services during the COVID-19 pandemic. These tutors serve as an expert in their designated areas, often tutoring higher-level courses. They will cover hours throughout the day to ensure that The Learning Center has full staff for student support. Duties include assisting with day-to-day oversight of the four tutoring labs, including training and upkeep of lab space. Requesting Manager: Rolin Moe |

BOARD REPORT NO. 21-06-04A

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Cheng Yu Hou, Chief Human Resources Officer

PUBLIC HEARING ON CALIFORNIA EMPLOYEES ASSOCIATION, CHAPTER 33 INITIAL CONTRACT PROPOSAL TO THE DISTRICT FOR 2021-2022 RE-OPENER NEGOTIATIONS

Notice is hereby given that the Board of Trustees will hold a public hearing on the California Employees Association, Chapter 33's (CSEA) initial contract proposal to the District, received by the Board of Trustees on June 9, 2021, for 2021-2022 re-opener contract negotiations.

DATE: Wednesday, June 23, 2021

TIME: 6:00 p.m.

LOCATION: Meeting conducted via Zoom at <https://smccd.zoom.us/j/89476477746>

A copy of the CSEA's proposal is attached and by reference made a part of this agenda item.

RECOMMENDATION

It is recommended that the Board of Trustees hold a public hearing at this meeting as required by the Educational Employment Relations Act.

May 10, 2021

Michael Claire, Chancellor
San Mateo County Community College District
3401 CSM Drive
San Mateo, CA 94402

Re: Initial Proposal

Dear Chancellor Claire,

The California School Employees Association (CSEA) and its local Chapter #33 are submitting its "initial bargaining proposals" in accordance with California Government Code Section 3547 for the upcoming 2021-22 reopener contract negotiations.

CSEA respectfully submits the following bargaining proposals:

Article 10: Leaves

CSEA has an interest in increasing the number of personal necessity days unit members may use discretionary.

Article 11: Transfers and Reassignments

CSEA has an interest in improving the language and process around transfers and reassignments.

Article 17: Reclassification

CSEA has an interest in a more transparent and impartial system of reclassification.

Sincerely,

David Wood

BOARD REPORT NO. 21-06-05A

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Cheng Yu Hou, Chief Human Resources Officer

**ADOPTION OF CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 33
INITIAL CONTRACT PROPOSAL TO THE DISTRICT FOR 2021-2022 RE-OPENER
NEGOTIATIONS**

At the meeting of June 9, 2021, the Board received an initial contract proposal from the California School Employees Association, Chapter 33 for 2021-2022 re-opener negotiations. The Board, at this meeting, held a public hearing on that initial proposal.

RECOMMENDATION

It is recommended that the Board of Trustees adopt the initial contract proposal as presented in the earlier public hearing (through Board Report No. 21-06-04A).

BOARD REPORT NO. 21-06-01CA

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Dr. Aaron McVean, Vice Chancellor, Educational Services and Planning

**CURRICULAR ADDITIONS, DELETIONS AND MODIFICATIONS
CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE**

The addition of seventeen courses and one program to and the deletion of one course and eight programs from the College catalogs are proposed by Cañada College, College of San Mateo, and Skyline College at this time. Additionally, 22 courses are proposed to be offered in the distance education mode.

24 courses and one program were assigned inactive status, which removes them from the catalog and schedule. Since they have not been deleted, they can be more easily reinstated at a later time. If reinstatement is unlikely, they will be deleted in the coming years.

Furthermore, 45 courses and seventeen programs were modified.

Each of the proposed courses and programs has been reviewed by the appropriate Division Dean and approved by the College Curriculum or Instruction Committee, acting on behalf of the local Academic Senate. In addition, the Academic Senate Presidents provide oversight with respect to the necessary role of the local Senates in the review and approval process. The rigor of the approval process assures that each new course has substance and integrity in relation to its discipline and that it fills a clear student need not being served by existing course offerings.

RECOMMENDATION

It is recommended that the Board approve the attached curricular changes for the Cañada College, College of San Mateo, and Skyline College catalogs.

San Mateo County Community College District

June 23, 2021

This report has been prepared in accordance with SMCCCD Rules and Regulations, Section 6.13.4 and all appropriate laws and regulations.

PREPARED BY: Tammy Robinson, Vice President, Instruction
Cañada College

APPROVED BY: Lisa Palmer, Curriculum Committee Chair
Cañada College

Diana Tedone, Academic Senate President
Cañada College

Jamillah Moore, President
Cañada College

PROPOSED CURRICULAR ADDITIONS – CAÑADA COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

KINESIOLOGY, ATHLETICS AND DANCE: AQUATICS

133.1 INDIVIDUAL SWIM CONDITIONING I (1.00) (day or evening)

Justification: Individual Swim Conditioning I is the first of four courses teaching swimming for health and fitness. AQUA 133.1 is a selective course of the Kinesiology AA Degree.

Prerequisite: None.

Recommended Preparation: None.

Description: Students improve fitness and overall health through swimming. The course tailors swim workouts, drills and exercises to meet individual fitness and skill levels. Entering students must be able to swim one length without touching the bottom or side walls of the pool.

Classification: AA/AS Degree; CSU transferable.

PROPOSED CURRICULAR DELETIONS – CAÑADA COLLEGE

COMPUTER SCIENCE

680CF INTRODUCTION TO RELATIONAL DATABASES

Justification: This experimental course is being deleted per section 3.11 - Selected Topics Courses (680-689, 879 and 880) of the curriculum handbook.

PROPOSED CURRICULAR INACTIVATIONS – CAÑADA COLLEGE

ART

201 Form and Composition I

BUSINESS

158 Startup and Freelance Fundamentals

CAREER AND PERSONAL DEVELOPMENT

407 Exploring Careers, Majors and Transfer

MATHEMATICS

130 Analytical Trigonometry

222 Pre-Calculus College Algebra/Trigonometry

PROPOSED CURRICULAR MODIFICATIONS – CAÑADA COLLEGE

ART

205 Drawing II

206 Figure Drawing and Portraiture

221 Painting I

229 Landscape Painting

231 Watercolor I

232 Watercolor II

301 Two-Dimensional Design

304 Gallery Design and Management

306 Three-Dimensional Design

COMPUTER SCIENCE

118 Introduction to Computer Science

242 Computer Architecture and Assembly Language

250 Introduction to Object Oriented Programming: C++

284 Introduction to Object Oriented Programming- Java

294 Introduction to Object Oriented Programming: Swift

295 Introduction to Cloud Computing

296 Database Essentials in the Cloud

297 Amazon Web Services (AWS) and Cloud Compute Engines

298 Amazon Web Services (AWS) and Cloud Security

321 iPhone Programming: Swift

CAREER AND PERSONAL DEVELOPMENT

137 Life and Career Planning

ENGINEERING

- 100 Introduction to Engineering
- 111 Surveying
- 210 Engineering Graphics

MATHEMATICS

- 150 Mathematics for Elementary School Teachers
- 251 Analytical Geometry and Calculus I
- 818 Basic Mathematics for Health Science

MEDICAL ASSISTING

- 801 Computerized Medical Billing/Medical Assisting Exam Preparation

PHYSICS

- 210 General Physics I

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – CAÑADA COLLEGE

ART

- 205 Drawing II

MATHEMATICS

- 150 Mathematics for Elementary School Teachers

PROPOSED PROGRAM MODIFICATIONS – CAÑADA COLLEGE

ART

- Art History** – AA Degree Program

BUSINESS

- Entrepreneurship and Small Business Management** – AS Degree Program
- Entrepreneurship and Small Business Management** – Certificate of Achievement

COMPUTER SCIENCE

- Cloud Computing** – Certificate of Achievement

FASHION DESIGN AND MERCHANDISING

- Technical (Apparel Industry Oriented)** – AS Degree Program
- Technical (Apparel Industry Oriented)** – Certificate of Achievement

GENERAL STUDIES

Pathways to Student Success – Certificate of Achievement
Preparation for Academic Scholarship and Success (PASS) – Certificate of Achievement

GEOGRAPHY

Geography – AA Degree Program

INTERDISCIPLINARY STUDIES

Interdisciplinary Studies, Option 1, Cañada College Pattern: Arts and Humanities – AA Degree Program

Interdisciplinary Studies, Option 1, Cañada College Pattern: Natural Science and Mathematics – AA Degree Program

Interdisciplinary Studies, Option 2, Transfer Pattern: Arts and Humanities – AA Degree Program

Interdisciplinary Studies, Option 2, Transfer Pattern: Natural Science and Mathematics – AA Degree Program

KINESIOLOGY, ATHLETICS AND DANCE: KINESIOLOGY

Kinesiology – AA Degree Program

San Mateo County Community College District

June 23, 2021

This report has been prepared in accordance with SMCCCD Rules and Regulations, Section 6.13.4 and all appropriate laws and regulations.

PREPARED BY: Mike Holtzclaw, Vice President, Instruction
College of San Mateo

APPROVED BY: Teresa Morris, Chair, Curriculum Committee
College of San Mateo

Arielle Smith, President, Academic Senate
College of San Mateo

Kim Lopez, Interim President
College of San Mateo

PROPOSED CURRICULAR ADDITIONS – COLLEGE OF SAN MATEO

ENGLISH SECOND LANGUAGE

880MD WRITING FOR MULTILINGUAL STUDENTS II (NONCREDIT) (0) (day or evening; distance education)

Justification: This course mirrors and is cross listed with ESL 826 (not dual enrollment). The two CORs are identical in content but differ in regard to credit/noncredit. Together, they create a single class in which 20-30% of the seats are held for noncredit students. This works toward our equity obligation to serve resident ESL students while maintaining program viability. For example, non-degree-seeking students coming from San Mateo Adult School will have a low-cost, low-stress opportunity to "upskill," adjust to college, and learn about our credit offerings and further study while accessing learning support services.

Prerequisite: None.

Recommended Preparation: Appropriate skill level as indicated by placement tests or multiple measures. It is recommended that students enroll concurrently in ESL 856 or higher course and ESL 846 or higher course.

Description: Introduces multilingual students of English to beginning writing in the form of a connected series of simple sentences on topics of daily life. Continues the study of English sentence types, imperatives, four basic verb tenses, modals, contractions, special verbs, count/no-count nouns, plurals, articles, adverbs, correct word order, punctuation, and spelling.

Classification: Not degree applicable; non-transferable.

880ME WRITING FOR MULTILINGUAL STUDENTS III (NONCREDIT) (0) (day or evening; distance education)

Justification: This course mirrors and is cross listed with ESL 827 (not dual enrollment). The two CORs are identical in content but differ in regard to credit/noncredit. Together, they create a single class in which 20-30% of the seats are held for noncredit students. This works toward our equity obligation to serve resident ESL students while maintaining program viability. For example, non-degree-seeking students

coming from San Mateo Adult School will have a low-cost, low-stress opportunity to "upskill," adjust to college, and learn about our credit offerings and further study while accessing wraparound services.

Prerequisite: None.

Recommended Preparation: Appropriate skill level as indicated by placement test or multiple measures. Students are strongly advised to enroll concurrently in ESL 847 or higher course and ESL 857 or higher course.

Description: Practice in writing organized, well-developed academic paragraphs and introduction to writing a basic essay. Work on intermediate-level grammar structures: form, meaning, and use.

Classification: Not degree applicable; non-transferable.

880MF LISTENING AND SPEAKING II (NONCREDIT) (0) (day or evening; distance education)

Justification: This course mirrors and is cross listed with ESL 846 (not dual enrollment). The two CORs are identical in content but differ in regard to credit/noncredit. Together, they create a single class in which 20-30% of the seats are held for noncredit students. This works toward our equity obligation to serve resident ESL students while maintaining program viability. For example, non-degree-seeking students coming from San Mateo Adult School will have a low-cost, low-stress opportunity to "upskill," adjust to college, and learn about our credit offerings and further study while accessing wraparound services.

Prerequisite: None.

Recommended Preparation: Appropriate skill level as indicated by placement test or multiple measures. Students are strongly advised to enroll concurrently in ESL 826 or higher course and ESL 856 or higher course.

Description: Practice in low-intermediate level listening and speaking skills on a variety of personal and academic topics.

Classification: Not degree applicable; non-transferable.

880MG LISTENING AND SPEAKING III (NONCREDIT) (0) (day or evening; distance education)

Justification: This course mirrors and is cross listed with ESL 847 (not dual enrollment). The two CORs are identical in content but differ in regard to credit/noncredit. Together, they create a single class in which 20-30% of the seats are held for noncredit students. This works toward our equity obligation to serve resident ESL students while maintaining program viability. For example, non-degree-seeking students coming from San Mateo Adult School will have a low-cost, low-stress opportunity to "upskill," adjust to college, and learn about our credit offerings and further study while accessing wraparound services.

Prerequisite: None.

Recommended Preparation: Appropriate skill level as indicated by placement test or multiple measures. Students are strongly advised to enroll concurrently in ESL 827 or higher course and ESL 857 or higher course.

Description: Practice in high-intermediate level listening and speaking skills on a variety of personal and academic topics.

Classification: Not degree applicable; non-transferable.

880MH READING FOR MULTILINGUAL STUDENTS II (NONCREDIT) (0) (day or evening; distance education)

Justification: This course mirrors and is cross listed with ESL 856 (not dual enrollment). The two CORs are identical in content but differ in regard to credit/noncredit. Together, they create a single class in which 20-30% of the seats are held for noncredit students. This works toward our equity obligation to serve resident ESL students while maintaining program viability. For example, non-degree-seeking students coming from San Mateo Adult School will have a low-cost, low-stress opportunity to "upskill," adjust to college, and learn about our credit offerings and further study while accessing wraparound services.

Prerequisite: None.

Recommended Preparation: Appropriate skill level as indicated by placement test or multiple measures. Students are strongly advised to enroll concurrently in ESL 826 or higher course and ESL 846 or higher course.

Description: Designed to emphasize low-intermediate vocabulary and comprehension skills (context clues, subject, main ideas, supporting details, and inferences) and build general background knowledge.

Classification: Not degree applicable; non-transferable.

880MI READING FOR MULTILINGUAL STUDENTS III (NONCREDIT) (0) (day or evening; distance education)

Justification: This course mirrors and is cross listed with ESL 857 (not dual enrollment). The two CORs are identical in content but differ in regard to credit/noncredit. Together, they create a single class in which 20-30% of the seats are held for noncredit students. This works toward our equity obligation to serve resident ESL students while maintaining program viability. For example, non-degree-seeking students coming from San Mateo Adult School will have a low-cost, low-stress opportunity to "upskill," adjust to college, and learn about our credit offerings and further study while accessing wraparound services.

Prerequisite: None.

Recommended Preparation: Appropriate skill level as indicated by placement test or multiple measures. Students are strongly advised to enroll concurrently in ESL 827 or higher course and ESL 847 or higher course.

Description: Emphasizes high-intermediate vocabulary and comprehension skills (context clues, main idea/supporting details, critical reading) and introduces multilingual students to the study of fiction.

Classification: Not degree applicable; non-transferable.

MUSIC

680MM NEW INTERFACES FOR MAKING MUSIC II (4) (day or evening)

Justification: This course provides an opportunity for students who have already taken MUS 298 to continue their study in the field of musical interface design in a more in-depth manner and create a complete working

musical interface for music performance. In addition, it ensures currency and expands offerings for the electronic music program.

Prerequisite: MUS. 298

Recommended Preparation: None.

Description: A continuation of MUS 298 New Interfaces for Making Music. Students gain experience with more complex sensors, microprocessors and computer-human interaction for musical expression. Focus on designing and building an original, stand-alone musical interface for live musical performance. Additional supplies may be required.

Classification: AA/AS Degree; CSU transferable.

KINESIOLOGY - TEAM SPORTS

680MF COMPETITIVE ESPORTS (.5-3) (day or evening; distance education)

Justification: This is a new course for CSM. Esports is a phenomenon that is gaining much popularity throughout the nation. Last spring, the club had about 200 students so there is a demand and as per our Strategic Priorities, inclusion of the program meets 4 out of the 5, most notably goal 1 (supporting students aspirations), 2 (Creating Equitable opportunities for students), Goal 3 Committing to Progressive and Innovative Teaching and Learning, and Goal 4 (Building on a culture of participation and Communication). Students in this program will compete against students attending other universities and colleges throughout the nation.

Prerequisite: None.

Recommended Preparation: None.

Description: This course is designed to train students of all skill levels to compete on a co-ed electronic sports (Esports) team. Students will compete against other competitive electronic sports teams in currently competitive high-skill team-oriented video games with other California community college and university teams.

Classification: AA/AS Degree; CSU transferable.

PROPOSED CURRICULAR INACTIVATIONS – COLLEGE OF SAN MATEO

ENGINEERING

680MB Introduction to Rocket and Drone Science and Engineering

MUSIC

- 409.1 Introductory Symphonic Band I
- 409.2 Introductory Symphonic Band II
- 409.3 Introductory Symphonic Band III
- 409.4 Introductory Symphonic Band IV
- 466.1 Advanced Band I
- 466.2 Advanced Band II
- 467.1 Advanced Choir I
- 467.2 Advanced Choir II

- 468.1 Advanced Orchestra I
- 468.2 Advanced Orchestra II
- 866.1 Advanced Band III
- 866.2 Advanced Band IV
- 867.1 Advanced Choir III
- 867.2 Advanced Choir IV
- 868.1 Advanced Orchestra III
- 868.2 Advanced Orchestra IV

PHYSICS

- 680MB Introduction to Rocket and Drone Science and Engineering

KINESIOLOGY – TEAM SPORTS

- 680ME Men’s Basketball – Applications in Team Tactics

PROPOSED CURRICULAR MODIFICATION – COLLEGE OF SAN MATEO

MUSIC

- 120 Songwriting

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – COLLEGE OF SAN MATEO

ENGLISH SECOND LANGUAGE

- 880MD Writing for Multilingual Students II (Noncredit)
- 880ME Writing for Multilingual Students III (Noncredit)
- 880MF Listening and Speaking II (Noncredit)
- 880MG Listening and Speaking III (Noncredit)
- 880MH Reading for Multilingual Students II (Noncredit)
- 880MD Reading for Multilingual Students III (Noncredit)

TEAM

- 680MF Competitive Esports

PROPOSED PROGRAM INACTIVATION – COLLEGE OF SAN MATEO

ASTRONOMY

- Astroimaging and Observatory Operation** – Certificate of Achievement

San Mateo County Community College District

June 23, 2021

This report has been prepared in accordance with SMCCCD Rules and Regulations, Section 6.13.4 and all appropriate laws and regulations.

PREPARED BY: Jennifer Taylor-Mendoza, Vice President, Instruction
Skyline College

APPROVED BY: Jessica Hurless, Curriculum Committee Chair
Skyline College

Leigh Anne Shaw, Academic Senate President
Skyline College

Melissa Moreno, President
Skyline College

PROPOSED CURRICULAR ADDITIONS – SKYLINE COLLEGE

COURSE DESCRIPTIONS AND JUSTIFICATIONS

COMPUTER INFORMATION SYSTEMS: APPLICATIONS

210 INTRODUCTION TO APPLIED ARTIFICIAL INTELLIGENCE (3.0) (day or evening; distance education)

Justification: This course is instrumental in the design of Skyline College's Alternative Pathways to Technology Workforce Training Program. Specifically, it will be part of a Jr. Applied AI Specialist/Solutions Architect Certificate (in development) preparing students for entry-level and mid-skill careers in AI. This project was designed to develop key certificates in the areas of technology that create increased access to innovative training and preparation for disproportionately impacted individuals designed to increase access to in-demand careers in the technology sector. Faculty work closely with an advisory board of collaborative faculty, leading employer professionals, students and other external partners in identifying core skills, abilities and application of content necessary to best prepare students for careers in the AI Field.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent; and COMP 122 or MATH 211, or equivalent.

Description: Overview of the history, ideas, terminology, and applications of Artificial Intelligence (A.I.). Designed to give students with various levels of expertise a thorough foundation in A.I. through an exploration of the core areas of A.I., using project based learning. Topics include machine learning, neural networks, robotics, computer vision, natural language processing, and algorithm analysis.

Classification: AA/AS Degree; not transferable.

220 INTRODUCTION TO APPLIED MACHINE LEARNING AND DEEP LEARNING (3.0) (day or evening; distance education)

Justification: This course is instrumental in the design of Skyline College's Alternative Pathways to Technology Workforce Training Program. Specifically, it will be part of a Jr. Applied AI Specialist/Solutions Architect Certificate (in development) preparing students for entry-level and mid-skill careers in AI. This project was designed to develop key certificates in the areas of technology that create increased access to innovative training and preparation for disproportionately impacted individuals designed to increase access to in-demand careers in the technology sector. Faculty work closely with an advisory board of collaborative faculty, leading employer professionals, students and other external partners in identifying core skills, abilities and application of content necessary to best prepare students for careers in the AI Field.

Prerequisite: CISA 210 or equivalent.

Recommended Preparation: None.

Description: Designed to prepare students to effectively use machine learning and deep learning solutions in various fields, such as business and engineering. Topics include neural networks, regression, classification, deep learning.

Classification: AA/AS Degree; not transferable.

COMPUTER INFORMATION SYSTEMS: WEB

101 INTRODUCTION TO WEB DEVELOPMENT (3.0) (day or evening; distance education)

Justification: This course is instrumental in the design of Skyline College's Alternative Pathways to Technology Workforce Training Program. Specifically, it will be part of a Full Stack Developer Certificate (in development) preparing students for entry-level and mid-skill careers in Full Stack Development. This project was designed to develop key certificates in the areas of technology that create increased access to innovative training and preparation for disproportionately impacted individuals designed to increase access to in-demand careers in the tech sector. Faculty work closely with an advisory board of collaborative faculty, leading employer professionals, students and other external partners in identifying core skills, abilities and application of content necessary to best prepare students for careers in the Full Stack Development Field.

Prerequisite: None.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent.

Description: Focuses on the basics of web development. Specifically, students will explore the differences between front end and back end technologies, build an interactive website, become familiar with web development tools, and engage in peer review.

Classification: AA/AS Degree; not transferable.

111 PROFESSIONAL CODING PRACTICE (3.0) (day or evening; distance education)

Justification: This course is instrumental in the design of Skyline College's Alternative Pathways to Technology Workforce Training Program. Specifically, it will be part of a Full Stack Developer Certificate

(in development) preparing students for entry-level and mid-skill careers in Full Stack Development. This project was designed to develop key certificates in the areas of technology that create increased access to innovative training and preparation for disproportionately impacted individuals designed to increase access to in-demand careers in the tech sector. Faculty work closely with an advisory board of collaborative faculty, leading employer professionals, students and other external partners in identifying core skills, abilities and application of content necessary to best prepare students for careers in the Full Stack Development Field.

Prerequisite: CISW 101 or equivalent.

Recommended Preparation: Eligibility for ENGL 846 or ESOL 400, or equivalent; and COMP 122 or equivalent.

Description: Coding and peer reviewing practices for professional Full Stack Developers. Designed to give students the ability to code at the industry standard of 3,000 lines of code per month. The basics of coding in C language will be introduced to understand the underlying structure of Python and Linux operating systems. Additional topics will include how to manage control flow, subroutines, scalar, types, basics of data structure, and best practices using GIT.

Classification: AA/AS Degree; not transferable.

121 FULL STACK DEVELOPMENT (3.0) (day or evening)

Justification: This course is instrumental in the design of Skyline College's Alternative Pathways to Technology Workforce Training Program. Specifically, it will be part of a Full Stack Developer Certificate (in development) preparing students for entry-level and mid-skill careers in Full Stack Development. This project was designed to develop key certificates in the areas of technology that create increased access to innovative training and preparation for disproportionately impacted individuals designed to increase access to in-demand careers in the tech sector. Faculty work closely with an advisory board of collaborative faculty, leading employer professionals, students and other external partners in identifying core skills, abilities and application of content necessary to best prepare students for careers in the Full Stack Development Field.

Prerequisite: Completion of or concurrent enrollment in CISW 111 or equivalent.

Recommended Preparation: None.

Description: Introduction to the specifics of Full Stack Development. Designed to increase skills in front end and back end technologies, including ReactJS and Flask. Advanced front end web technologies to create games will also be covered.

Classification: AA/AS Degree; not transferable.

ESTHETICS

665 SELECTED TOPICS IN ESTHETICS (0.5-3.0) (day or evening; distance education)

Justification: ESTI 665 will serve as a parent course for selected topics offerings specific to Esthetics students.

Prerequisite: None.

Recommended Preparation: None.

Description: Selected short course topics designed for Esthetician, and Spa students and professionals who are interested in increasing or developing new skills, for the person who is interested in acquiring knowledge or skills related to self enhancement, and for those interested in exploring career opportunities in the Esthetician, or Spa fields.

Classification: AA/AS Degree; not transferable.

665SA STATE BOARD WRITTEN EXAM PREPARATION – ESTHETICS (3.0) (day or evening; distance education)

Justification: Course will allow students who need additional help preparing for the written portion of the state board licensure exam. Data from previous years shows a 76% pass rate on the written portion of the exam compared to a 90% on the practical portion.

Prerequisite: Completion of or concurrent enrollment in ESTI 776 or graduate of an approved Esthetics program.

Recommended Preparation: None.

Description: This optional elective is designed for esthetic students in their final semester of the program. Offers further preparation of students for the California Board of Barbering and Esthetics written licensure exam.

Classification: AA/AS Degree; not transferable.

FILM

123 DOCUMENTARY FILM: STUDIES AND PRACTICE (4.0) (day or evening; distance education)

Justification: This course will diversify Skyline College's offerings in Film Studies and pave the way for the college to offer degree certification in the discipline. The increased enrollment in the FILM 100 courses, along with current CSU/UC transfer opportunities inspired the creation of this course and the related transfer degree (in development). San Francisco State University's School of Cinema has been listed as one of the best film schools in the country for many years and is a key transfer school. Skyline currently has a Basic Digital Filmmaking Certificate of Specialization. However, this course is a requirement for the new Film, Television, and Electronic Media AA-T and will enable this new degree offering.

Prerequisite: None.

Recommended Preparation: None.

Description: Introduction to the history, methods and practice of documentary film through a critical survey of key historical and contemporary documentaries. Students will explore examples of documentary work that emphasize the methodologies, philosophies and ethics of documentary film. The class pays particular attention to documentary form and its impact on content. It will also address how the historical evolution of documentary forms has changed the ways documentary filmmakers convey information.

Classification: AA/AS Degree; AA-T Degree; CSU transferable.

PROPOSED CURRICULAR MODIFICATIONS – SKYLINE COLLEGE

ART

101 History of Western Art I

AUTOMOTIVE TECHNOLOGY

580 Careers in Automotive Technology

COMPUTER SCIENCE

121 The Art of Coding: iOS App Development with Swift

EDUCATION/CHILD DEVELOPMENT

201 Child Development

ENGLISH

100 Composition

105 Composition with Support

110 Composition, Literature, and Critical Thinking

165 Composition, Argument and Critical Thinking

ENVIRONMENTAL SCIENCE AND TECHNOLOGY

491 Climate Protection Professional I

492 Climate Protection Professional II

FILM

100 Introduction to Film (formerly FILM 440)

KINESIOLOGY – TEAM SPORTS

190 Baseball Theory: Defense

191 Baseball Theory: Offense

MEDICAL ASSISTING

484 Medical Terminology

PSYCHOLOGY

201 Child Development

SOCIAL JUSTICE STUDIES

130 Introduction to LGBTQ Studies

PROPOSED TO BE OFFERED AS DISTANCE EDUCATION – SKYLINE COLLEGE**AUTOMOTIVE TECHNOLOGY**

580 Careers in Automotive Technology

COMPUTER INFORMATION SYSTEMS: APPLICATIONS

210 Introduction to Applied Artificial Intelligence
220 Introduction to Applied Machine Learning and Deep Learning

COMPUTER INFORMATION SYSTEMS: WEB

101 Introduction to Web Development
111 Professional Coding Practice
121 Full Stack Development

COMPUTER SCIENCE

121 The Art of Coding: iOS App Development with Swift

ENVIRONMENTAL SCIENCE AND TECHNOLOGY

491 Climate Protection Professional I

ESTHETICS

665 Selected Topics in Esthetics
665SA State Board Written Exam Preparation – Esthetics

FILM

100 Introduction to Film (formerly FILM 440)
123 Documentary Film: Studies and Practice

SOCIAL JUSTICE STUDIES

130 Introduction to LGBTQ Studies

PROPOSED PROGRAM ADDITIONS– SKYLINE COLLEGE

Skyline College proposes to offer an Associate Degree for Transfer in the following program:

HOSPITALITY AND TOURISM MANAGEMENT

Hospitality Management for Transfer – Associate in Science Degree for Transfer – 18-20 units in the major area + Certified completion of the California State University General Education Breadth (CSU GE Breadth) pattern OR the Intersegmental General Education Transfer Curriculum (IGETC/CSU) pattern, and other requirements for the Associate Degree for Transfer.

PROPOSED PROGRAM DELETIONS – SKYLINE COLLEGE

HEALTH SCIENCE

Health Navigator – Certificate of Achievement

Justification:

MEDICAL ASSISTING

Administrative Medical Assisting – Associate in Science Degree

Justification: This degree is no longer offered at Skyline College as there is not a demand for it in the health care industry.

Administrative Medical Assisting – Certificate of Achievement

Medical Billing – Certificate of Achievement

Medical Coding – Certificate of Achievement

Medical Editing – Certificate of Achievement

Medical Office Receptionist – Certificate of Achievement

Justification: These certificates are no longer offered at Skyline College as there is not a demand for them in the health care industry.

WELLNESS

Massage Therapy – Certificate of Achievement

Justification: Given consistent issues with maintaining satisfactory metrics in terms of completion, ongoing complications with COVID-19, and arriving at a decision point in terms of re-certification with the California Massage Therapy Council, the college has decided to discontinue the Massage Therapy Certificate and focus the department on Wellness.

PROPOSED PROGRAM MODIFICATIONS – SKYLINE COLLEGE

ENGINEERING

Mechanical Engineering – Associate in Science Degree

RESPIRATORY CARE

Respiratory Care – Bachelor of Science Degree

UNIVERSITY TRANSFER

University Transfer – Option 1: California State University General Education – Certificate of Achievement

BOARD REPORT NO. 21-06-02CA

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: Dr. Aaron McVean, Vice Chancellor, Educational Services and Planning

ANNUAL REVIEW AND APPROVAL OF INSTRUCTIONAL MATERIAL FEES

San Mateo County Community College District has developed an approval and annual reviewing process for Instructional Material Fees to ensure that the District is in compliance with the California Code of Regulations (§59402) and Board Policy 8.70. The Board Policy states that students may only be required to provide materials that are of continuing value to them outside of the classroom setting.

The Instructional Offices of Cañada College, College of San Mateo and Skyline College have reviewed the proposed instructional material fees for 2021-2022 to ensure compliance with the regulations and Board Policy 8.70. The fees are attached as Exhibits A, B and C respectively for the Board of Trustees to review and approve.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Annual Review of Instructional Material Fees.

CAÑADA COLLEGE
Instructional Material Fees
2021-2022

| <u>SUBJECT</u> | <u>C.N.</u> | <u>TITLE</u> | <u>AMOUNT</u> |
|--------------------------------------|-------------|---|---------------|
| Chemistry: | | | |
| CHEM | 192 | Elementary Chemistry | \$6.00 |
| CHEM | 210 | General Chemistry I | \$2.00 |
| CHEM | 220 | General Chemistry II | \$3.00 |
| CHEM | 231 | Organic Chemistry I | \$8.00 |
| CHEM | 232 | Organic Chemistry II | \$8.00 |
| CHEM | 410 | Chemistry For Health Sciences | \$2.00 |
| Engineering: | | | |
| ENGR | 210 | Engineering Graphics | \$6.00 |
| English: | | | |
| ENGL | 100 | Reading And Composition | \$1.00 |
| ENGL | 105 | Reading And Composition | \$2.00 |
| ENGL | 110 | Composition, Literature And Critical Thinking | \$1.00 |
| ENGL | 161 | Creative Writing I | \$1.00 |
| ENGL | 162 | Creative Writing II | \$1.00 |
| ENGL | 164 | Creative Non-Fiction | \$1.00 |
| ENGL | 165 | Advanced Composition | \$1.00 |
| ENGL | 826 | Basic Reading/Composition | \$1.00 |
| ENGL | 827 | Integrated Reading and Writing | \$2.00 |
| ENGL | 836 | Writing Development | \$1.00 |
| ENGL | 847 | Accelerated Academic Reading and Writing | \$2.00 |
| English as a Second Language: | | | |
| ESL | 400 | Composition For Non-Native Speakers | \$1.00 |
| ESL | 911 | Reading and Listening/Speaking I | \$1.00 |
| ESL | 912 | Reading and Listening/Speaking II | \$1.00 |
| ESL | 913 | Reading and Listening/Speaking III | \$1.00 |
| ESL | 914 | Reading and Listening/Speaking IV | \$1.00 |
| ESL | 921 | Grammar and Writing I | \$1.00 |
| ESL | 922 | Grammar and Writing II | \$1.00 |
| ESL | 923 | Grammar and Writing III | \$1.00 |
| ESL | 924 | Grammar and Writing IV | \$1.00 |

| <u>SUBJECT</u> | <u>C.N.</u> | <u>TITLE</u> | <u>AMOUNT</u> |
|---------------------------------------|-------------|--|---------------|
| Fashion Design: | | | |
| FASH | 180 | Computerized Pattern Design | \$6.00 |
| Interior Design: | | | |
| INTD | 367 | 3D Modeling SketchUp for Interior Designers | \$2.00 |
| Kinesiology - Varsity Sports: | | | |
| VARS | 154 | Varsity Soccer | \$75.00 |
| Multimedia Art and Technology: | | | |
| MART | 314 | Introduction To Computer Graphics | \$6.00 |
| MART | 325 | Digital Painting | \$6.00 |
| MART | 362 | Introduction to Digital Photography | \$6.00 |
| MART | 363 | Advanced Digital Photography | \$6.00 |
| MART | 366 | Color Management and Theory | \$4.00 |
| MART | 371 | User Interface/User Experience Design | \$6.00 |
| MART | 372 | Digital Illustration | \$6.00 |
| MART | 374 | UX Research Methods | \$6.00 |
| MART | 376 | Introduction to Digital Imaging | \$6.00 |
| MART | 378 | Digital Page Layout | \$6.00 |
| MART | 379 | Introduction to Digital Animation | \$6.00 |
| MART | 380 | Advanced Digital Animation | \$6.00 |
| MART | 385 | Coding for Designers and Artists | \$6.00 |
| MART | 390 | Portfolio Creation | \$4.00 |
| MART | 392 | Content Strategy and UX Writing | \$6.00 |
| MART | 393 | UX Data Visualization | \$6.00 |
| MART | 394 | Interaction Design | \$6.00 |
| MART | 400 | Motion Graphics | \$4.00 |
| MART | 405 | Storyboard Development For Animation & Interactive Media | \$4.00 |
| MART | 417 | Principles of Animation | \$4.00 |
| MART | 420 | Introduction to 3D Modeling and Animation | \$6.00 |
| MART | 421 | Advanced 3D Modeling and Animation | \$6.00 |
| MART | 422 | Introduction to Rigging | \$6.00 |
| MART | 424 | 3D Animation Fundamentals | \$6.00 |
| MART | 425 | Advanced 3D Animation | \$6.00 |
| MART | 431 | Special Effects and Compositing | \$4.00 |
| MART | 432 | 3d Environments And Hard Surface Modeling | \$4.00 |

| <u>SUBJECT</u> | <u>C.N.</u> | <u>TITLE</u> | <u>AMOUNT</u> |
|---|-------------|---|---------------|
| Multimedia Art and Technology (continued): | | | |
| MART | 433 | Advanced Special Effects and Compositing | \$4.00 |
| MART | 441 | Introduction to Video Game Design | \$6.00 |
| MART | 442 | History of Video Games | \$6.00 |
| MART | 443 | Game Design Fundamentals | \$6.00 |
| MART | 445 | 3D Game Scripting | \$6.00 |
| MART | 446 | Storytelling with Games | \$6.00 |
| MART | 447 | 3D Level Design | \$6.00 |
| MART | 450 | Collaborative Game Production | \$6.00 |
| MART | 451 | Rapid Game Development | \$6.00 |
| MART | 452 | Advanced Game Design | \$6.00 |
| MART | 455 | Indie Game Development & Entrepreneurship | \$6.00 |
| Reading: | | | |
| READ | 826 | Reading Improvement | \$1.00 |
| READ | 836 | Academic Reading Strategies | \$1.00 |

COLLEGE OF SAN MATEO
Instructional Material Fees
2021-2022

| <u>SUBJECT</u> | <u>C.N.</u> | <u>TITLE</u> | <u>AMOUNT</u> |
|----------------------|-------------|--|---------------|
| Architecture: | | | |
| ARCH | 210 | Design I: Introduction to Architecture, Environmental Design, and the Design Process | \$4.00 |
| ARCH | 220 | Design II: Architecture Design, Form and the Built Environment | \$4.00 |
| ARCH | 666 | Introduction to Architecture | \$4.00 |
| Art: | | | |
| ART | 124 | Old Masters' Aesthetics and Techniques | \$40.00 |
| ART | 200 | Portfolio Preparation | \$40.00 |
| ART | 351 | Beginning Black and White Photography | \$20.00 |
| ART | 352 | Intermediate Black and White Photography | \$20.00 |
| ART | 353 | Advanced Black and White Photography | \$20.00 |
| ART | 383 | Intermediate Digital Photography | \$55.00 |
| ART | 384 | Advanced Digital Photography | \$55.00 |
| ART | 385 | Master Portfolio - Digital Photography | \$55.00 |
| ART | 388 | Master Photography Portfolio | \$20.00 |
| ART | 391 | Experimental Photography 1 | \$20.00 |
| ART | 392 | Experimental Photography 2 | \$20.00 |
| ART | 393 | Experimental Photography 3 | \$20.00 |
| ART | 394 | Experimental Photography 4 | \$20.00 |
| ART | 396 | Documentary Photography 1 | \$55.00 |
| ART | 397 | Documentary Photography 2 | \$55.00 |
| ART | 398 | Documentary Photography 3 | \$55.00 |
| ART | 399 | Documentary Photography 4 | \$55.00 |
| ART | 401 | Three-Dimensional Design | \$30.00 |
| ART | 405 | Sculpture I | \$30.00 |
| ART | 406 | Sculpture II | \$30.00 |
| ART | 409 | Sculpture III Extended Expertise | \$30.00 |
| ART | 410 | Sculpture IV Advanced Expression | \$30.00 |
| ART | 411 | Ceramics I | \$30.00 |
| ART | 412 | Ceramics II | \$30.00 |
| ART | 417 | Ceramics Glaze | \$30.00 |
| ART | 418 | Ceramics III | \$30.00 |
| Biology: | | | |
| BIOL | 110 | General Principles of Biology | \$2.00 |

| <u>SUBJECT</u> | <u>C.N.</u> | <u>TITLE</u> | <u>AMOUNT</u> |
|--|-------------|--|---------------|
| BIOL | 123 | Biotechnology Workshop: Techniques and Applications of the Polymerase Chain Reaction | \$2.00 |
| BIOL | 220 | General Botany | \$4.00 |
| BIOL | 230 | Introductory Cell Biology | \$2.00 |
| BIOL | 260 | Human Physiology | \$4.00 |
| Chemistry: | | | |
| CHEM | 210 | General Chemistry I | \$4.00 |
| CHEM | 220 | General Chemistry II | \$4.00 |
| Computer and Information Science: | | | |
| CIS | 254 | Introduction to Object-Oriented Program Design | \$2.00 |
| CIS | 255 | (CS1) Programming Methods: Java | \$2.00 |
| CIS | 256 | (CS2) Data Structures: Java | \$2.00 |
| CIS | 278 | (CS1) Programming Methods: C++ | \$2.00 |
| CIS | 279 | (CS2) Data Structures: C++ | \$2.00 |
| CIS | 500 | Introduction to Cloud Computing | \$2.00 |
| CIS | 501 | (CS2) Data Structures: Python | \$2.00 |
| Cosmetology: | | | |
| COSM | 758 | Advanced Techniques/Photo Shoot | \$35.00 |
| COSM | 759 | Advanced Techniques/Hair Specialties | \$35.00 |
| Counseling: | | | |
| COUN | 120 | College and Career Success | \$6.00 |
| COUN | 122 | Study Skills | \$5.00 |
| COUN | 124 | Effective College Learning | \$5.00 |
| COUN | 128 | Puente: Foundation for College Success | \$6.00 |
| COUN | 129 | Puente: Transfer Readiness | \$4.00 |
| Career and Life Planning: | | | |
| CRER | 126 | Career I: Career Assessment & Exploration | \$6.00 |
| CRER | 127 | Career Choices II: Job Search | \$6.00 |
| CRER | 155 | Leadership Study | \$25.00 |
| Digital Media: | | | |
| DGME | 103 | Fundamentals of Two-Dimensional Design | \$20.00 |
| DGME | 211 | Introduction to Graphic Design | \$20.00 |
| DGME | 216 | Intermediate Graphic Design | \$20.00 |
| DGME | 220 | Typography | \$20.00 |

| <u>SUBJECT</u> | <u>C.N.</u> | <u>TITLE</u> | <u>AMOUNT</u> |
|--------------------------------|-------------|--|---------------|
| DGME | 230 | Production Design for Print and Screen | \$20.00 |
| DGME | 250 | Internship | \$20.00 |
| Drafting Technology: | | | |
| DRAF | 110 | SolidWorks I | \$5.00 |
| DRAF | 111 | SolidWorks II | \$5.00 |
| DRAF | 113 | REVIT | \$5.00 |
| DRAF | 121 | Computer-Aided Drafting I | \$5.00 |
| DRAF | 122 | Computer-Aided Drafting II | \$5.00 |
| DRAF | 130 | Mechanical Design with CAD | \$5.00 |
| Electronics Technology: | | | |
| ELEC | 111 | Introduction to Electronics Fundamentals | \$33.00 |
| ELEC | 112 | Advanced Electronics Fundamentals | \$33.00 |
| ELEC | 441 | Sensors and Data Transmission Systems | \$20.00 |
| Fire Technology: | | | |
| FIRE | 797 | Emergency Medical Technician: Basic | \$175.00 |

SKYLINE COLLEGE
Instructional Material Fees
2021-2022

| <u>SUBJECT</u> | <u>C.N.</u> | <u>TITLE</u> | <u>AMOUNT</u> |
|----------------|-------------|---|---------------|
| Art: | | | |
| ART | 171 | Visual Theory and Practice: B/W Photography | \$18.00 |
| ART | 175 | Visual Theory and Practice: Ceramic Art | \$10.00 |
| ART | 231 | Watercolor I | \$10.00 |
| ART | 232 | Watercolor II | \$10.00 |
| ART | 234 | Printmaking I | \$15.00 |
| ART | 239 | Printmaking II: Monotype, Monoprint and Mixed Media | \$15.00 |
| ART | 351 | Black and White Photography I | \$18.00 |
| ART | 352 | Black and White Photography II | \$18.00 |
| ART | 353 | Black and White Photography III | \$18.00 |
| ART | 354 | Digital Photography I | \$18.00 |
| ART | 355 | Digital Photography II | \$18.00 |
| ART | 401 | Three-Dimensional Design | \$12.00 |
| ART | 405 | Sculpture I | \$10.00 |
| ART | 406 | Sculpture II | \$15.00 |
| ART | 407 | Sculpture III: Direct Metal | \$15.00 |
| ART | 411 | Ceramics I | \$12.50 |
| ART | 412 | Ceramics II | \$12.50 |
| ART | 417 | Ceramic Glazing Techniques | \$12.50 |
| ART | 418 | Ceramics III | \$12.50 |
| ART | 430 | Introduction to Digital Art | \$15.00 |
| ART | 431 | Digital Imaging I: Photoshop | \$15.00 |
| ART | 432 | Digital Imaging II: Advanced Photoshop | \$15.00 |
| ART | 435 | Digital Illustration | \$15.00 |
| ART | 665SA | Fundamentals of Digital Photography | \$18.00 |
| ART | 665SJ | Sculpture: Lost Wax Bronze Casting | \$15.00 |
| ART | 665SK | Sculpture: Exploration of Figurative Sculpture | \$15.00 |
| ART | 665SP | Explorations in Clay | \$12.50 |

| <u>SUBJECT</u> | <u>C.N.</u> | <u>TITLE</u> | <u>AMOUNT</u> |
|----------------------------------|-------------|--|---------------|
| Digital Media and Design: | | | |
| DMAD | 431 | Digital Imaging I: Photoshop | \$15.00 |
| DMAD | 432 | Digital Imaging II: Advanced Photoshop | \$15.00 |
| Emergency Medical Care: | | | |
| EMC. | 400 | Emergency Medical Responder | \$10.00 |
| EMC. | 425 | CPR: Health Care Provider | \$12.00 |
| Engineering: | | | |
| ENGR | 291 | Autonomous Systems Engineering Academy | \$25.00 |
| ENGR | 680SA | Autonomous Systems Engineering Academy | \$25.00 |
| Wellness: | | | |
| WELL | 704 | Massage Techniques and Clinical/Spa Experience | \$15.00 |
| WELL | 706 | Introduction to Reflexology | \$15.00 |
| WELL | 707 | Foundations of Aromatherapy and Essential Oils | \$15.00 |
| WELL | 723 | Ayurvedic Aromatherapy | \$15.00 |

BOARD REPORT NO. 21-06-03CA

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Bernata Slater, Chief Financial Officer

REQUEST FOR APPROVAL OF INTERNAL BORROWING

Since the District achieved community-supported (i.e., basic-aid) status, it has not received full-time equivalent students (FTES)-generated general apportionment payments from the State. While in the past Tax Revenue Anticipation Notes (TRANS) were employed to help the District maintain adequate cash balances to avoid cash flow disruption, the District's current cash balance, as well as investments, disqualifies the District from this short-term borrowing solution. Fortunately, the District has sufficient non-bond cash in its Capital Outlay Fund to meet the District's cash needs for 2021-22. Annually, staff requests the Board to adopt a resolution authorizing the District the ability to internally borrow up to \$25 million from the non-bond cash in the Capital Outlay Fund for no longer than a six-month period to mitigate any cash shortfalls in the General Fund during the fall pending receipt of the first influx of property tax receipts from the County of San Mateo in December. This request mirrors requests from prior years.

RECOMMENDATION

It is recommended that the Board of Trustees approve internal borrowing of up to \$25 million for up to six months, as needed, for cash flow purposes for the period of July 1, 2021, through December 31, 2021. It is further recommended that the Board adopt Resolution No. 21-06 authorizing an interfund transfer for 2021-22 from the capital outlay fund to the general unrestricted fund.

RESOLUTION NO. 21-06

**BY THE GOVERNING BOARD OF
THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA**

**RESOLUTION AUTHORIZING INTERFUND TRANSFER FOR 2021-22 FROM
CAPITAL OUTLAY FUND TO GENERAL UNRESTRICTED FUND**

WHEREAS, the District’s major source of funding is through local tax revenues that are distributed in two segments each year; and

WHEREAS, the Governing Board of the San Mateo County Community College District has determined that the General Unrestricted Fund may require up to \$25,000,000 to end the year with a positive cash balance; and

WHEREAS, that the Governing Board of San Mateo County Community College District may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the District for payment of obligations; and

WHEREAS, such a transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account, and that the amount transferred shall be repaid;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board does hereby authorize to transfer funds in the amount of up to \$25,000,000 from the Capital Outlay Fund to the General Unrestricted Fund for up to six months as needed for cash flow purposes for the period between July 1, 2021, through December 31, 2021.

REGULARLY passed and adopted this 23rd day of June 2021.

Ayes:

Noes:

Attest:

Richard Holober, Vice President-Clerk
Board of Trustees

BOARD REPORT NO. 21-06-04CA

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Bernata Slater, Chief Financial Officer

ADOPTION OF RESOLUTION NO. 21-07 ESTABLISHING 2021-22 BUDGET LIMITS

Government Code Section 7910 (SB 1352, Chapter 1205, Statutes of 1980) requires that the Board of Trustees establish, by resolution, its appropriations limit for each fiscal year. The Gann Limit worksheet must be available to the public 15 days prior to the Board meeting for adoption. The 2021-22 worksheet has been available in the Chancellor's Office since June 1, 2021, and provides the basis for approval of Resolution No. 21-07.

The appropriations limit for 2021-22 totaled \$170,927,760; however, the total was increased to \$184,645,001 with the State transfer of \$13,717,241. The limit increased to \$190,695,936 for 2021-22 with the application of the inflation factor of 1.0573 percent, as provided by the California State Department of Finance, and the population full-time equivalent students (FTES) change factor of 0.9768. The calculated appropriation limit for 2021-22 is \$1,829,990 lower than the appropriations subject to that limit or \$192,525,926. Per state law, the District will notify the Department of Finance to transfer surplus State Appropriation Limit authority from the State to the District [Government Code section 7902.1(c)].

RECOMMENDATION

It is recommended that the Board of Trustees adopt Resolution No. 21-07 in compliance with California Government Code Section 7910 (SB1352, Chapter 1205, Statutes of 1980) for the establishment of the 2021-22 appropriations limit at \$192,525,926 as described in the attached Gann Limit Worksheet.

RESOLUTION NO. 21-07

**BY THE GOVERNING BOARD OF THE
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
STATE OF CALIFORNIA**

**COMPLIANCE OF THE SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BUDGET WITH THE EXPENDITURE LIMITATION FOR LOCAL PROCEEDS OF TAXES IN
ACCORDANCE WITH ARTICLE XIII B OF THE CALIFORNIA CONSTITUTION**

WHEREAS, Senate Bill 1352, Chapter 1205 of the Statutes of 1980, implements the provisions of Article XIII B of the California Constitution; and

WHEREAS, Article XIII B of the California Constitution establishes an expenditure limitation for local proceeds of taxes for the 2021-22 fiscal year; and

WHEREAS, it is necessary for the San Mateo County Community College District to adopt a budget within said expenditure limitation;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the San Mateo County Community College District that, pursuant to the provisions of Article XIII B of the California Constitution and pursuant to the provisions of Senate Bill 1352, Chapter 1205, Statutes of 1980, an expenditure limitation for local proceeds of taxes for the 2021-22 fiscal year has been duly calculated; and

BE IT FURTHER RESOLVED, that the level of expenditure of local taxes required to fund the 2021-22 fiscal year budget adopted for the San Mateo County Community College District exceeds the limitation upon expenditures of local proceeds of taxes so calculated and established by this Governing Board. Pursuant to Article XIII B of the California Constitution and Government Code (GC)§7900, the District shall notify the California Department of Finance within 45 days of the Board of Trustees' approval to transfer surplus state appropriation limit authority in the amount of \$1,829,990 from the State to the District per GC§7902.1(c)

REGULARLY PASSED AND ADOPTED this 23rd day of June 2021.

Ayes:

Noes:

Abstentions:

Attest:

Richard Holober, Vice President-Clerk
Board of Trustees

**CALIFORNIA COMMUNITY COLLEGES
GANN LIMIT WORKSHEET
Budget Year 2021-22**

DISTRICT: **SAN MATEO**
DATE: June 1, 2021

| | | | |
|--|--|--------------------|----------------|
| I. 2021-22 Appropriations Limit: | | | |
| A. | 2020-21 Appropriations Limit | | \$ 184,645,001 |
| B. | 2021-22 Price Factor: | <u>1.0573</u> | |
| C. | Population factor: | | |
| | 1 2019-20 Second Period Actual FTES ¹ | <u>14,568.6600</u> | |
| | 2 2020-21 Second Period Actual FTES ¹ | <u>14,231.3000</u> | |
| | 3 2021-22 Population Change Factor (C.2. divided by C.1.) | <u>0.9768</u> | |
| D. | 2020-21 Limit adjusted by inflation and population factors (line A multiplied by line B and line C.3.) | | \$ 190,695,936 |
| E. | Adjustments to increase limit: | | |
| | 1 Transfers in of financial responsibility | _____ | |
| | 2 Temporary voter approved increases | _____ | |
| | 3 Total adjustments - increase | | - |
| F. | Adjustments to decrease limit: | | |
| | 1 Transfers out of financial responsibility | _____ | |
| | 2 Temporary voter approved increases | _____ | |
| | 3 Total adjustments - decrease | | - |
| G. | 2021-22 Appropriations Limit | | \$ 190,695,936 |
| II. 2020-21 Appropriations Subject to Limit | | | |
| A. | State Aid ² | | \$ 2,948,245 |
| B. | State Subventions ³ | | 613,294 |
| C. | Local Property taxes | | 188,420,914 |
| D. | Estimated excess Debt Service taxes | | |
| E. | Estimated Parcel taxes, Square Foot taxes, etc. | | |
| F. | Interest on proceeds of taxes | | 543,473 |
| G. | Less: Costs for Unreimbursed Mandates ⁴ | | |
| H. | 2021-22 Appropriations Subject to Limit | | \$ 192,525,926 |
| III. A. | District exceeds Appropriations Limit (II.H. > I.G.) | | (1,829,990) |

Please contact Jubilee Smallwood, jsmallwood@ccco.edu, for instructions on requesting a Gann Limit increase from Department of Finance.

¹Second period actual FTES corresponds to total resident FTES as reported on the second period CCFS-320 report.

² Includes Unrestricted General Apportionment, Apprenticeship Allowance, Prop 55 Education Protection Account tax revenue, Full-Time Faculty, Part-Time Faculty Compensation, Part-Time Health Benefits, Part-Time Faculty Office Hours

³ Home Owners Property Tax Relief, Timber Yield Tax, etc...

⁴ Local Appropriations for Unreimbursed State, Court, and Federal Mandates. This may include amounts of district money spent for unreimbursed mandates such as the federally-required Medicare payments and Social Security contributions for hourly, temporary, part-time, and student employees not covered by PERS or STRS.

BOARD REPORT NO. 21-06-05CA

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Cheng Yu Hou, Chief Human Resources Officer

**CERTIFICATION OF DISTRICT EQUAL EMPLOYMENT OPPORTUNITY FUND
ALLOCATION APPLICATION**

Under the State Chancellor's authority to "represent the Board [of Governors] in monitoring the use of the Equal Employment Opportunity Fund for the purpose of promoting equal employment opportunities in hiring and promotion at community college districts," the State Chancellor's Office implemented a new funding allocation model beginning in 2015-16. The "Multiple Method" allocation model, described below, was developed by the State Chancellor Office's Equal Employment Opportunity and Diversity Advisory Task Force and CCCCO's Legal Division Office beginning in September 2015. In order for the District to receive funding for 2021-22, the District Equal Employment Opportunity Advisory Committee, Chancellor and Board of Trustees must certify how many of the "multiple methods" the District has satisfied.

The "Multiple Methods" are organized as follows:

Mandatory for Funding

1. District's EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year

Pre-Hiring

2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

The State requires meeting 7 of the 9 multiple methods. As explained in detail in the certification, the District has exceeded the required number by satisfying 9 of the 9 multiple methods. The full 435-page certification can be accessed at:

https://downloads.smccd.edu/pr/hr/20-21%20EEO%20Certification%20Packet.pdf?f=https%3A%2F%2Fsmccd.sharepoint.com%2Fsites%2Fdownloads%2FHHR%2F_api%2FWeb%2FGetFileByServerRelativePath%28decodedurl%3D%27%2Fsites%2Fdownloads%2FHHR%2FShared%2520Documents%2FEqual%2520Employment%2520Opportunity%2F20-21%2520EEO%2520Certification%2520Packet.pdf%27%29

RECOMMENDATION

It is recommended that the Board of Trustees certify the District's application for Equal Employment Opportunity funding.



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form

Fiscal Year 2020-2021

District Name: _____

Does the District meet Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year) (All mandatory for funding).

- Yes
- No

The district met at least 6 of the remaining 8 Multiple Methods? (Please mark your answers.)

- Yes
 - Method 2 (Board policies and adopted resolutions)
 - Method 3 (Incentives for hard-to-hire areas/disciplines)
 - Method 4 (Focused outreach and publications)
 - Method 5 (Procedures for addressing diversity throughout hiring steps and levels)
 - Method 6 (Consistent and ongoing training for hiring committees)
 - Method 7 (Professional development focused on diversity)
 - Method 8 (Diversity incorporated into criteria for employee evaluation and tenure review)
 - Method 9 (Grow-Your-Own programs)
- No

I CERTIFY THAT THIS REPORT FORM IS COMPLETE AND ACCURATE. Please attach meeting agenda showing district EEO Advisory Committee's certification of this report form.

Chair, Equal Employment Opportunity Advisory Committee

Name: _____ Title: _____

Signature: _____ Date: _____

Chief Human Resources Officer

Name: _____ Title: _____

Signature: _____ Date: _____

Chief Executive Officer (Chancellor or President/Superintendent)

Name: _____ Title: _____

Signature: _____ Date: _____

President/Chair, District Board of Trustees

Date of governing board's approval/certification: _____

Name: _____ Title: **President/Chair, Board of Trustees**

Signature: _____ Date: _____



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form

Fiscal Year 2020-2021

This form requires districts to report the various activities that they are implementing to promote Equal Employment Opportunity for each of the 9 Multiple Methods.

When providing explanation(s) and evidence of your district's success in implementing the Multiple Methods, please keep narrative to no more than one page per Multiple Method. If you reference an attachment, please ensure it is attached to your submittal.

Nine (9) Multiple Methods

Mandatory for Funding

1. District's EEO Advisory Committee, EEO Plan, and submittal of Expenditure/Performance reports for prior year.

Pre-Hiring

2. Board policies & adopted resolutions
3. Incentives for hard-to-hire areas/disciplines
4. Focused outreach and publications

Hiring

5. Procedures for addressing diversity throughout hiring steps and levels
6. Consistent and ongoing training for hiring committees

Post-Hiring

7. Professional development focused on diversity
8. Diversity incorporated into criteria for employee evaluation and tenure review
9. Grow-Your-Own programs

Does District meet Multiple Method #1 (District has EEO Advisory Committee, EEO Plan, and submitted Expenditure/Performance reports for prior year)?

- Yes**
- No**

Under the Multiple Method allocation model, districts must minimally have an operational district EEO Advisory Committee, and an updated EEO Plan. Additionally, districts are required to annually report on the use of EEO funds.

- In order to qualify for receipt of the EEO Fund, districts are required to submit a board-adopted EEO plan every three years to the Chancellor's Office. (Title 5, section 53003).
- EEO Plans are considered active for three years from the date of when the district's Board of Trustees approved the plan.
- The districts are required to establish an EEO Advisory Committee to assist in the development and implementation of the EEO Plan. (Title 5, section 53005).
- The districts are required to annually submit a report on the use of Equal Employment Opportunity funds. (Title 5, section 53034).



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2020-2021

Please provide an explanation and evidence of meeting this Multiple Method, #1.

Multiple Method #1



California
Community
Colleges

Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form

Fiscal Year 2020-2021

To receive funding for this year's allocation amount, districts are also required to meet 6 of the remaining 8 Multiple Methods.

Does the District meet Method #2 (Board policies and adopted resolutions)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #2.

Multiple Method #2



California
Community
Colleges

Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2020-2021

Does the District meet Method #3 (Incentives for hard-to-hire areas/disciplines)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #3.

Multiple Method #3



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2020-2021

Does the District meet Method #4 (Focused outreach and publications)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #4.

Multiple Method #4



California
Community
Colleges

Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2020-2021

Does the District meet Method #5 (Procedures for addressing diversity throughout hiring steps and levels)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #5.

Multiple Method #5



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2020-2021

Does the District meet Method #6 (Consistent and ongoing training for hiring committees)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #6.

Multiple Method #6



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2020-2021

Does the District meet Method #7 (Professional development focused on diversity)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #7.

Multiple Method #7



California
Community
Colleges

Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form

Fiscal Year 2020-2021

Does the District meet Method #8 (Diversity incorporated into criteria for employee evaluation and tenure review)?

Yes

No

Please provide an explanation and evidence of meeting this Multiple Method, #8.

Multiple Method #8



Equal Employment Opportunity
Fund Multiple Method Allocation
Certification Form
Fiscal Year 2020-2021

Does the District meet Method #9 (Grow-Your-Own programs)?

- Yes**
- No**

Please provide an explanation and evidence of meeting this Multiple Method, #9.

Multiple Method #9

If more space is needed for your explanations, you may attach an additional file. ATTACH FILE

BOARD REPORT NO. 21-06-06CA

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Bernata Slater, Chief Financial Officer

RATIFICATION OF MARCH AND APRIL 2021 DISTRICT WARRANTS

Attached as Exhibits A and B are the warrants in excess of \$10,000 that were issued in the months of March and April 2021 respectively. The schedules include total warrants issued for the subject period in addition to the warrant sequences. The District now seeks Board approval of the warrants listed in the attached Exhibits.

RECOMMENDATION

It is recommended that the Board of Trustees approve the warrants issued during the period March 1, 2021 through April 30, 2021 and ratify the contracts entered into leading to such payments.

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
March 1 - 31, 2021
WARRANTS SCHEDULE GREATER THAN OR EQUAL TO \$10,000

| Check Number | Check Date | Vendor Name | Check Amount | Description |
|--------------|------------|---|--------------|---|
| | | <u>District Accounts Payable</u> | | |
| 0087033 | 03/02/21 | U.S. Bank National Association ND, . | 222,839.27 | Districtwide Procurement Card Payment |
| 0087036 | 03/02/21 | American Federation of Teachers | 60,496.41 | Monthly Union Dues |
| 0087039 | 03/02/21 | BankMobile Technologies, Inc. | 156,015.78 | Financial Aid Disbursement |
| 0087041 | 03/02/21 | Blach Construction Company | 3,159,087.32 | Cañada Construction Project |
| 0087042 | 03/02/21 | CalPERS | 1,810,762.00 | Monthly Health Insurance Premium |
| 0087045 | 03/02/21 | CIS, Inc | 10,940.00 | CSM Construction Projects Inspection Services |
| 0087046 | 03/02/21 | Coulter Construction Inc. | 11,909.00 | Skyline Construction Project |
| 0087054 | 03/02/21 | Noll & Tam Architects | 30,783.49 | Cañada & CSM Construction Administration Services |
| 0087057 | 03/02/21 | SMCCCD Bookstore | 54,920.85 | Districtwide Loan to Own Program and Monthly Student Fees Reimbursement |
| 0087058 | 03/02/21 | Tango Card Nebraska, Inc. | 30,450.00 | CSM Food Insecurity Grant Gift Cards Purchase |
| 0087059 | 03/02/21 | Tango Card Nebraska, Inc. | 30,500.00 | Skyline PSP Grant Gift Cards Purchase |
| 0087063 | 03/02/21 | VALIC Retirement Services Company | 331,392.94 | Monthly Tax Sheltered Annuities Employee Contribution |
| 0087069 | 03/02/21 | Young Electric Company, Co. | 31,026.00 | Cañada Construction Project Data Cabling Work |
| 0087083 | 03/09/21 | BankMobile Technologies, Inc. | 118,651.92 | Financial Aid Disbursement |
| 0087084 | 03/09/21 | CDW LLC | 12,870.66 | Districtwide IT Equipment Purchases |
| 0087085 | 03/09/21 | CIS, Inc | 37,042.00 | Districtwide Construction Projects Inspection Services |
| 0087087 | 03/09/21 | Dell Marketing LP | 133,169.10 | Districtwide Computer Equipment Purchases |
| 0087095 | 03/09/21 | One Workplace L. Ferrari, LLC | 142,023.07 | Cañada Furniture Fixtures Purchase |
| 0087100 | 03/09/21 | Schneider Electric Buildings Americas, Inc. | 17,551.92 | Districtwide Facilities Management Systems Maintenance Service |
| 0087102 | 03/09/21 | Sedgwick Claims Management Services. Inc. | 29,599.80 | Replenish Workers' Compensation Insurance Fund |
| 0087103 | 03/09/21 | SM County Community College District | 48,470.34 | Replenish Flex Spending Account |
| 0087105 | 03/09/21 | SMCCCD Bookstore | 21,792.34 | Cañada Middle College and EOPS Textbooks Expenses |
| 0087106 | 03/09/21 | Swinerton Builders | 89,678.00 | Construction Program Management Services |
| 0087108 | 03/09/21 | Tango Card Nebraska, Inc. | 58,950.00 | Skyline Food Insecurity Grant Gift Cards Purchase |
| 0087112 | 03/09/21 | W.E. Lyons Construction CO. | 318,962.85 | Cañada Vista Envelope Repair Project |
| 0087125 | 03/16/21 | Allana Buick & Bers, Inc. | 24,657.50 | Cañada Construction Monitoring and Observation Services |
| 0087127 | 03/16/21 | B & H Foto & Electronics Corp. | 29,063.36 | District ITS and CSM Equipment Purchases |
| 0087128 | 03/16/21 | BankMobile Technologies, Inc. | 2,410,511.00 | Financial Aid Disbursement |
| 0087129 | 03/16/21 | C2G Civil Consultants Group Inc. | 10,120.00 | CSM Fire Pump Replacement Repair Services |
| 0087130 | 03/16/21 | Carolina Biological Supply Company | 94,688.39 | Skyline Instructional Kits Purchases |
| 0087131 | 03/16/21 | CCT Technologies, Inc. | 11,897.36 | Cañada Printers Purchase |
| 0087140 | 03/16/21 | GRD Energy Inc. | 18,000.00 | Cañada Construction Project Commissioning Services |
| 0087141 | 03/16/21 | Home Depot USA Inc. | 45,167.25 | Districtwide Custodial Cleaning Supplies and Equipment Purchases |
| 0087147 | 03/16/21 | Oracle America, Inc. | 30,450.02 | Districtwide ITS Cloud Storage Services |
| 0087148 | 03/16/21 | RF MacDonald Company | 16,707.00 | CSM Boilers Maintenance Services |
| 0087150 | 03/16/21 | School Project for Utility Rate Reduction (SPURR) | 65,379.59 | Utilities |
| 0087152 | 03/16/21 | Signet Testing Laboratories, Inc. | 62,977.55 | Cañada Construction Project Testing and Inspection Services |
| 0087154 | 03/16/21 | SMCCCD Bookstore | 16,350.00 | Skyline Meals Plan Program Gift Cards |
| 0087155 | 03/16/21 | SMCCCD Bookstore | 45,124.78 | CSM Promise Program |
| 0087172 | 03/23/21 | B & H Foto & Electronics Corp. | 10,166.27 | CSM AV Equipment Purchases |
| 0087173 | 03/23/21 | BankMobile Technologies, Inc. | 1,459,988.96 | Financial Aid Disbursement |
| 0087174 | 03/23/21 | Blach Construction Company | 1,448,121.83 | Cañada Construction Project |

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
March 1 - 31, 2021
WARRANTS SCHEDULE GREATER THAN OR EQUAL TO \$10,000

| Check Number | Check Date | Vendor Name | Check Amount | Description |
|--------------|------------|---|--------------|--|
| 0087175 | 03/23/21 | CDW LLC | 10,793.00 | Districtwide IT Equipment Purchases |
| 0087176 | 03/23/21 | Corovan Moving & Storage Co. | 12,000.54 | Skyline Moving Services |
| 0087177 | 03/23/21 | Dell Marketing LP | 19,785.46 | CSM and Skyline Computers Purchases |
| 0087178 | 03/23/21 | Enterprise FM Trust | 21,316.68 | Districtwide Monthly Car Lease Payment |
| 0087191 | 03/23/21 | One Workplace L. Ferrari, LLC | 109,572.70 | Skyline Furniture Fixtures Purchases |
| 0087194 | 03/23/21 | RF MacDonald Company | 10,936.00 | Skyline Boilers Maintenance Service |
| 0087195 | 03/23/21 | San Francisco State University | 20,656.15 | Skyline Engineering Transfer Bridge Program Grant Related Services |
| 0087196 | 03/23/21 | San Mateo County Schools Insurance Group | 176,263.45 | Monthly Dental and Vision Insurance Premiums |
| 0087197 | 03/23/21 | School Project for Utility Rate Reduction (SPURR) | 23,664.84 | Utilities |
| 0087202 | 03/23/21 | SMCCCD Bookstore | 93,525.00 | Skyline Meals Plan Program Gift Cards |
| 0087203 | 03/23/21 | Statewide Educational Wrap-Up Program | 23,866.00 | CSM and Cañada Construction Projects Insurance Premiums |
| 0087204 | 03/23/21 | Tango Card Nebraska, Inc. | 25,500.00 | Skyline Promise Program Gift Cards Purchase |
| 0087205 | 03/23/21 | Tango Card Nebraska, Inc. | 83,925.00 | CSM and Cañada Food Insecurity Grant and Promise Program Gift Cards Purchase |
| 0087221 | 03/30/21 | Santamaria, Carlos J. | 11,802.08 | CSM Grant Related Consulting Services |
| 0087226 | 03/30/21 | American Federation of Teachers | 62,911.28 | Monthly Union Dues |
| 0087229 | 03/30/21 | BankMobile Technologies, Inc. | 457,289.82 | Financial Aid Disbursement |
| 0087230 | 03/30/21 | Build Group Inc. | 819,762.86 | Cañada Construction Project |
| 0087231 | 03/30/21 | C2G Civil Consultants Group Inc. | 12,920.00 | CSM Water Supply Tank and Fire Pump Replacement and Repair Project |
| 0087234 | 03/30/21 | CDW LLC | 16,361.64 | Cañada and CSM IT Equipment Purchases |
| 0087237 | 03/30/21 | Gordon Kenny Realty, Inc. | 75,000.00 | Cañada and College Vista Operational Expenses Advancement |
| 0087239 | 03/30/21 | Netronix Integration, Inc. | 15,477.46 | Cañada Security Cameras Purchase and Installation Services |
| 0087245 | 03/30/21 | SMCCCD Bookstore | 15,752.98 | CSM Special Programs Books and Materials Purchases |
| 0087246 | 03/30/21 | SMCCCD Bookstore | 23,500.00 | Cañada EOPS Books Expenses |
| 0087250 | 03/30/21 | VALIC Retirement Services Company | 333,842.94 | Monthly Tax Sheltered Annuities Employee Contribution |
| 524675 | 03/02/21 | Bay Area Community Resources | 12,500.00 | District Sustainability Fellow Services |
| 524687 | 03/02/21 | Dropbox, Inc. | 17,001.60 | Districtwide Cloud Storage Annual License Fee |
| 524690 | 03/02/21 | Enrollment Rx, LLC | 103,900.00 | Districtwide Enrollment Software Annual License Fee |
| 524691 | 03/02/21 | Enviroplex, Inc | 43,687.40 | Cañada Construction Project |
| 524693 | 03/02/21 | FolgerGraphics, Inc. | 18,938.99 | Districtwide Marketing Campaign Mailing Services |
| 524695 | 03/02/21 | Galeb Paving, Inc. | 1,074,251.45 | CSM Parking Lot Construction Project |
| 524705 | 03/02/21 | Jitterbit, Inc. | 22,200.00 | International Students Services Software Annual Subscription |
| 524712 | 03/02/21 | LPAS, Inc. | 214,930.32 | Skyline Construction Projects Design Development Services |
| 524722 | 03/02/21 | PlanetBids, Inc. | 37,412.69 | Districtwide Bidding Management System Annual Fees |
| 524737 | 03/02/21 | Unstructured Plans, Inc. | 10,000.00 | Cañada Student Support Directional Video Productions |
| 524746 | 03/02/21 | C S E A | 18,823.88 | Monthly Union Dues |
| 524769 | 03/02/21 | Galeb Paving, Inc. | 56,539.55 | CSM Parking Lot Construction Project |
| 524770 | 03/02/21 | Blach Construction Company | 166,188.23 | Cañada Construction Project |
| 524787 | 03/09/21 | Build Group Inc. | 376,930.31 | CSM Theater Upgrade Project |

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
March 1 - 31, 2021
WARRANTS SCHEDULE GREATER THAN OR EQUAL TO \$10,000

| Check Number | Check Date | Vendor Name | Check Amount | Description |
|--|------------|--|--------------|---|
| 524788 | 03/09/21 | W.E. Lyons Construction CO. | 16,787.51 | Cañada Vista Envelope Repair Project |
| 524789 | 03/09/21 | California Community Colleges Board of Governors | 15,000.00 | CSM Water Supply Tank Replacement Project |
| 524790 | 03/09/21 | California Newspapers Partnership | 10,000.00 | Skyline Advertising Fees |
| 524826 | 03/09/21 | Pasco Scientific Co. | 10,982.86 | CSM Grant Related Purchases |
| 524849 | 03/09/21 | The ADT Security Corporation | 18,169.55 | Districtwide ACAM Door Readers Purchase |
| 524857 | 03/09/21 | Wood Tech, Inc. | 11,788.08 | Cañada PC Desks Purchase and Installation |
| 524864 | 03/09/21 | Build Group Inc. | 19,838.44 | CSM Theater Upgrade Project |
| 524875 | 03/16/21 | AT&T/MCI | 12,368.58 | Districtwide Telephone Services |
| 524882 | 03/16/21 | Calif Water Service Co | 29,076.82 | Utilities |
| 524886 | 03/16/21 | City of Redwood City | 10,759.05 | Utilities |
| 524887 | 03/16/21 | City of Redwood City | 12,229.05 | Utilities |
| 524888 | 03/16/21 | City of San Bruno | 12,128.79 | Utilities |
| 524889 | 03/16/21 | Constellation NewEnergy, Inc. | 46,779.44 | Utilities |
| 524898 | 03/16/21 | Harry L. Murphy, Inc | 27,059.00 | Skyline Flooring Project |
| 524900 | 03/16/21 | HMC Group | 371,966.28 | CSM Construction Projects related services |
| 524903 | 03/16/21 | Instructure, Inc. | 32,450.00 | Districtwide Early Alert Tagging Project |
| 524939 | 03/16/21 | Unstructured Plans, Inc. | 10,000.00 | Cañada Student Support Directional Video Productions |
| 524955 | 03/23/21 | AT&T/MCI | 14,308.42 | Districtwide Telephone Services |
| 524956 | 03/23/21 | Atlas/Pellizzari Electric, Inc. | 59,504.00 | Skyline Electrical Project |
| 524957 | 03/23/21 | Bay Area Bioscience Education Community | 18,111.25 | Skyline Grant Related Consulting Services |
| 524958 | 03/23/21 | C2G Civil Consultants Group Inc. | 27,310.00 | CSM Water Supply Tank Replacement Project |
| 524986 | 03/23/21 | Pacific Gas & Electric Co | 20,644.35 | Utilities |
| 524987 | 03/23/21 | Pacific Gas & Electric Co | 12,245.61 | Utilities |
| 524988 | 03/23/21 | Pacific Gas & Electric Co | 28,447.56 | Utilities |
| 524994 | 03/23/21 | Salesforce.org | 64,965.00 | Districtwide ITS Service Cloud and SSL Certification |
| 524996 | 03/23/21 | SAMCEDA | 16,000.00 | District Annual Membership Fee |
| 525019 | 03/23/21 | Blach Construction Company | 76,184.43 | Cañada Construction Project |
| 525020 | 03/23/21 | The Guardian Life Insurance Company | 58,947.58 | Monthly Life Insurance Premium |
| 525029 | 03/30/21 | Atlas/Pellizzari Electric, Inc. | 23,696.00 | Skyline Electrical Project |
| 525038 | 03/30/21 | Daktronics, Inc. | 175,490.53 | Cañada Scoreboards Replacement |
| 525040 | 03/30/21 | Dexon Computer, Inc. | 11,656.00 | Cañada Networking Hardware Purchase |
| 525048 | 03/30/21 | LPAS, Inc. | 279,871.88 | Skyline Construction Projects Design Development and Documents Services |
| 525068 | 03/30/21 | Strawn Construction Inc. | 54,455.23 | Skyline Portable Buildings Installation Project |
| 525082 | 03/30/21 | C S E A | 18,969.21 | Monthly Union Dues |
| 525108 | 03/30/21 | Build Group Inc. | 43,145.42 | Cañada Construction Project |
| 525112 | 03/30/21 | The Guardian Life Insurance Company | 73,604.75 | Monthly Life Insurance Premium |
| <u>District Payroll Disbursement (excluding Salary Warrants)</u> | | | | |
| J2103386 | 03/19/21 | PERS Retirement | 10,975.12 | PERS Retirement Balance |
| J2103056 | 03/01/21 | EDD - State Payroll Tax | 20,907.04 | State Payroll Tax |
| J2103480 | 03/31/21 | EDD - State Payroll Tax | 22,401.98 | State Tax-Disability Insurance |
| J2103079 | 03/02/21 | VALIC 457 | 32,698.33 | Tax Annuity |

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
 March 1 - 31, 2021
 WARRANTS SCHEDULE GREATER THAN OR EQUAL TO \$10,000

| Check Number | Check Date | Vendor Name | Check Amount | Description |
|--------------|------------|--|--------------|-------------------------------------|
| J2103078 | 03/02/21 | Empower 457 | 56,659.20 | Tax Annuity |
| J2103511 | 03/08/21 | State Teacher Retirement - Cash Balance | 65,359.98 | STRS Retirement-Cash Balance |
| J2103238 | 03/12/21 | State Teacher Retirement - Defined Benefit | 67,693.12 | STRS Retirement-Defined Benefit Bal |
| J2103236 | 03/16/21 | US Treasury - Federal Payroll Tax | 109,328.40 | Federal Payroll Tax |
| J2103056 | 03/01/21 | EDD - State Payroll Tax | 498,271.61 | State Tax-Disability Insurance |
| J2103480 | 03/31/21 | EDD - State Payroll Tax | 519,422.55 | State Payroll Tax |
| J2103106 | 03/24/21 | State Teacher Retirement - Defined Benefit | 1,286,169.72 | STRS Retirement-Defined Benefit 95% |
| J2103239 | 03/11/21 | PERS Retirement | 1,489,194.17 | PERS Retirement Advance |
| J2103056 | 03/01/21 | US Treasury - Federal Payroll Tax | 2,372,792.53 | Federal Payroll Tax |
| J2103480 | 03/31/21 | US Treasury - Federal Payroll Tax | 2,444,171.28 | Federal Payroll Tax |

SMCCCD Bookstores

No check was issued in March 2021

| | | |
|----------------------------------|----------------------|------|
| Subtotal | 28,159,971.92 | 97% |
| Warrants Issued ≤ \$10,000 | 748,498.12 | 3% |
| Total Non-Salary Warrants Issued | <u>28,908,470.04</u> | 100% |

| | | |
|---------------------------|--|----------------------|
| District Accounts Payable | Ck#524665-525112, DD87030-87256 | 20,482,941.78 |
| District Payroll | Ck#156088-156641, DD50216756-50218527 | 17,510,670.39 |
| SMCCCD Bookstores | EFT 33558 | <u>5,523.67</u> |
| | Total Warrants Including Salaries March 2021 | <u>37,999,135.84</u> |

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
April 1 - 30, 2021
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

| Check Number | Check Date | Vendor Name | Check Amount | Description |
|----------------------------------|------------|---|--------------|--|
| <u>District Accounts Payable</u> | | | | |
| 0087270 | 04/06/21 | U.S. Bank National Association ND, . | 168,379.86 | Districtwide Procurement Card Payment |
| 0087274 | 04/06/21 | BankMobile Technologies, Inc. | 150,419.19 | Financial Aid Disbursement |
| 0087275 | 04/06/21 | Build Group Inc. | 262,609.22 | CSM Theater Upgrade Project |
| 0087276 | 04/06/21 | CalPERS | 1,793,731.01 | Monthly Health Insurance Premium |
| 0087284 | 04/06/21 | Noll & Tam Architects | 20,019.51 | Cañada & CSM Construction Projects Administration Services |
| 0087285 | 04/06/21 | Oracle America, Inc. | 15,631.99 | Districtwide ITS Software License Quarterly Fee |
| 0087288 | 04/06/21 | School Project for Utility Rate Reduction (SPURR) | 62,084.75 | Utilities |
| 0087289 | 04/06/21 | Sedgwick Claims Management Services, Inc. | 49,239.84 | Replenish Workers' Compensation Insurance Fund |
| 0087290 | 04/06/21 | Siemens Industry, Inc. | 48,286.00 | Districtwide Fire Alarm Systems Monitoring Services |
| 0087291 | 04/06/21 | SM County Community College District | 59,351.28 | Replenish Flex Spending Account |
| 0087292 | 04/06/21 | SMCCCD Bookstore | 12,166.80 | Cañada EOPS Student Expenses |
| 0087293 | 04/06/21 | SMCCCD Bookstore | 34,288.00 | Bookstore Monthly Student Fees Reimbursement |
| 0087294 | 04/06/21 | SMCCCD Bookstore | 84,712.19 | Cañada EOPS Books Expenses |
| 0087295 | 04/06/21 | Swinerton Builders | 373,864.00 | Construction Program Management Services |
| 0087298 | 04/06/21 | TK Elevator Corporation | 22,574.91 | Districtwide Elevators Maintenance Services |
| 0087308 | 04/13/21 | Santamaria, Carlos J. | 11,802.08 | CSM Grant Related Consulting Services |
| 0087312 | 04/13/21 | A. Lange Consulting, LLC | 10,540.00 | Districtwide Consulting and Reporting Services |
| 0087313 | 04/13/21 | Apple Computer, Inc | 22,586.89 | Districtwide Computers Purchases |
| 0087315 | 04/13/21 | BankMobile Technologies, Inc. | 179,178.50 | Financial Aid Disbursement |
| 0087325 | 04/13/21 | SMCCCD Bookstore | 36,916.97 | CSM Promise Program and Department Bookstore Expenses |
| 0087326 | 04/13/21 | Tango Card Nebraska, Inc. | 17,900.00 | CSM Promis Program Gift Cards Purchase |
| 0087327 | 04/13/21 | West Lite Supply Co. Inc. | 11,442.08 | CSM Pool Lighting Materials Purchase |
| 0087339 | 04/20/21 | Arborwell Inc. | 24,002.00 | CSM Tree Removal Services |
| 0087341 | 04/20/21 | BankMobile Technologies, Inc. | 194,820.78 | Financial Aid Disbursement |
| 0087343 | 04/20/21 | CDW LLC | 14,975.47 | CSM and Cañada Computers and IT Equipment Purchases |
| 0087344 | 04/20/21 | CIS, Inc | 12,925.00 | CSM and Cañada Construction Projects Inspection Services |
| 0087346 | 04/20/21 | Coulter Construction Inc. | 38,490.30 | Skyline Construction Projects |
| 0087354 | 04/20/21 | The PIE Partnership Limited | 11,600.00 | International Students Marketing and Recruiting Fees |
| 0087355 | 04/20/21 | Ingenium Group, LLC | 11,737.76 | Skyline and Cañada HazMat and Biohazard Waste Pickups |
| 0087362 | 04/20/21 | SCP Distributors, LLC | 10,544.93 | Cañada and CSM Pool Chemicals Purchases |
| 0087363 | 04/20/21 | SMCCCD Bookstore | 13,288.80 | Cañada EOPS Student Related Expenses |
| 0087364 | 04/20/21 | SMCCCD Bookstore | 16,521.75 | CSM EOPS and CalWorks Bookstore Expenses |
| 0087368 | 04/20/21 | Western Allied Mechanical Inc. | 41,801.52 | Skyline Mechanical Repair Projects |
| 0087384 | 04/27/21 | Allana Buick & Bers, Inc. | 28,637.50 | Cañada Construction Projects Consulting, Monitoring and Observation Services |
| 0087387 | 04/27/21 | BankMobile Technologies, Inc. | 254,420.99 | Financial Aid Disbursement |
| 0087389 | 04/27/21 | Blach Construction Company | 1,732,916.63 | Cañada Construction Project |
| 0087392 | 04/27/21 | Coulter Construction Inc. | 32,772.60 | CSM CoGen Removal Services |
| 0087395 | 04/27/21 | Gordon Kenny Realty, Inc. | 80,458.19 | Cañada and College Vista Operational Expenses Advancement and Reimbursement |
| 0087398 | 04/27/21 | Home Depot USA Inc. | 36,964.02 | Districtwide Custodial Cleaning Supplies and Equipment Purchases |
| 0087403 | 04/27/21 | Midpoint International Inc. | 11,321.00 | Cañada Indoor Recycling Bins Purchase |
| 0087408 | 04/27/21 | San Mateo County Schools Insurance Group | 177,493.25 | Monthly Dental and Vision Insurance Premiums |
| 0087409 | 04/27/21 | Schneider Electric Buildings Americas, Inc. | 17,551.92 | Districtwide Facilities Management Systems Maintenance Service |
| 0087410 | 04/27/21 | School Project for Utility Rate Reduction (SPURR) | 37,578.40 | Utilities |
| 0087414 | 04/27/21 | Solutions-II, Inc. | 18,497.95 | IBM Hardware and Software Maintenance Services |
| 0087415 | 04/27/21 | Tango Card Nebraska, Inc. | 31,250.00 | CSM and Cañada Food Insecurity Grant Gift Cards Purchases |
| 0087416 | 04/27/21 | Tango Card Nebraska, Inc. | 81,750.00 | Skyline Food Insecurity Grant Gift Cards Purchase |

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
April 1 - 30, 2021
WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

| Check Number | Check Date | Vendor Name | Check Amount | Description |
|--|------------|---|--------------|--|
| 525113 | 04/06/21 | 25th Hour Communications, Inc. | 90,000.00 | Districtwide Spring Enrollment Marketing Campaign Services |
| 525115 | 04/06/21 | Agresti Electric Inc. | 12,855.50 | Skyline Electrical Project |
| 525116 | 04/06/21 | Airgas, Inc | 11,824.02 | Skyline Air Filtering Equipment Purchase |
| 525138 | 04/06/21 | Constellation NewEnergy, Inc. | 10,163.85 | Utilities |
| 525151 | 04/06/21 | Enviroplex, Inc | 87,374.79 | Cañada Construction Project |
| 525188 | 04/06/21 | Marianna Industries, Inc. | 10,142.11 | Skyline Cosmetology Supplies Purchase |
| 525220 | 04/06/21 | Studio W Associates, Inc. | 32,727.00 | Cañada Construction Project Agency Approval Services |
| 525224 | 04/06/21 | University Of Southern California | 25,000.00 | Cañada Equity Leadership Annual Subscription |
| 525236 | 04/06/21 | Build Group Inc. | 13,821.54 | CSM Theater Upgrade Project Retention |
| 525247 | 04/13/21 | Bay Area Community Resources | 37,500.00 | District Sustainability Fellow Services |
| 525251 | 04/13/21 | CELLCO PARTNERSHIP | 16,648.84 | Skyline Hotspot Services Monthly Fees |
| 525256 | 04/13/21 | Comm College League/Calif | 10,997.00 | Districtwide Academic Database Annual Subscription |
| 525268 | 04/13/21 | FolgerGraphics, Inc. | 33,337.62 | Districtwide Marketing Campaign Postcard Mailing Services |
| 525270 | 04/13/21 | Full Measure Education, Inc. | 59,151.25 | Districtwide Graduation Celebration Online Platform Services |
| 525291 | 04/13/21 | One Diversified, LLC | 54,767.80 | Cañada AV Equipment Purchases |
| 525294 | 04/13/21 | Pacific Gas & Electric Co | 28,372.19 | Utilities |
| 525302 | 04/13/21 | PPL, Inc. | 15,600.00 | Skyline Professional and Administrative Services |
| 525310 | 04/13/21 | Sedgwick Claims Management Services. Inc. | 28,447.25 | Workers' Comp Quarterly Administration Fees |
| 525338 | 04/13/21 | The Guardian Life Insurance Company | 58,877.63 | Monthly Life Insurance Premium |
| 525354 | 04/20/21 | Bay Area Bioscience Education Community | 12,500.00 | Skyline Grant Related Consulting Services |
| 525358 | 04/20/21 | Calif Water Service Co | 33,232.58 | Utilities |
| 525367 | 04/20/21 | City of San Bruno | 10,637.85 | Utilities |
| 525368 | 04/20/21 | Constellation NewEnergy, Inc. | 52,921.50 | Utilities |
| 525371 | 04/20/21 | Custom Tops Inc. | 16,789.54 | Cañada Facilities Vehicles Customizing Services |
| 525380 | 04/20/21 | HMC Group | 186,586.20 | CSM Construction Project Design Development and Documents Services |
| 525381 | 04/20/21 | IDP Connect | 13,500.00 | Districtwide International Students Recruitment Marketing Services |
| 525388 | 04/20/21 | Pacific Gas & Electric Co | 19,437.34 | Utilities |
| 525396 | 04/20/21 | Regents of the University of California | 48,068.00 | International Students Transfer Collaborative Program Services |
| 525402 | 04/20/21 | Strawn Construction Inc. | 174,431.40 | Skyline Construction Projects |
| 525411 | 04/20/21 | Division of the State Architect | 52,750.00 | CSM Construction Project Plan Review Fee |
| 525423 | 04/27/21 | AT&T/MCI | 12,476.03 | Districtwide Telephone Services |
| 525432 | 04/27/21 | Concentric Sky, Inc. | 50,000.00 | Skyline Program Pathways Mapper Consulting Services |
| 525440 | 04/27/21 | Enviroplex, Inc | 14,266.72 | Cañada Construction Project |
| 525451 | 04/27/21 | Guzman Construction Group, Inc. | 563,692.00 | Skyline College Ridge Housing Construction Project |
| 525468 | 04/27/21 | One Diversified, LLC | 11,373.96 | Districtwide AV Equipment Purchases |
| 525470 | 04/27/21 | Pacific Fitness Products LLC | 11,970.87 | Cañada Athletic Equipment Purchases |
| 525471 | 04/27/21 | Pacific Gas & Electric Co | 13,228.91 | Utilities |
| 525496 | 04/27/21 | TLCD Architecture | 12,593.90 | CSM Theater Upgrade Construction Project Administration Services |
| 525497 | 04/27/21 | Townsend Communications, Inc. | 20,500.00 | Districtwide Student Assessment Software License Renewal |
| 525507 | 04/27/21 | Blach Construction Company /Guzman Construction C | 119,011.15 | Cañada Construction Project/Skyline College Ridge Housing Construction Project Retention |
| <u>District Payroll Disbursement (excluding Salary Warrants)</u> | | | | |
| J2103576 | 04/01/21 | Empower 457 | 58,577.95 | Tax Annuity |
| J2103757 | 04/05/21 | VALIC 457 | 32,798.33 | Tax Annuity |
| J2103766 | 04/16/21 | EDD - State Payroll Tax | 16,134.10 | State Payroll Tax |
| J2104110 | 04/30/21 | EDD - State Payroll Tax | 17,790.38 | State Tax-Unemployment Insurance |

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
 April 1 - 30, 2021
 WARRANT SCHEDULE GREATER THAN OR EQUAL TO \$10,000

| Check Number | Check Date | Vendor Name | Check Amount | Description |
|--|---------------------------------------|--|-----------------------------|---|
| J2103766 | 04/16/21 | US Treasury - Federal Payroll Tax | 143,017.46 | Federal Payroll Tax |
| J2103579 | 04/09/21 | PERS Retirement | 1,483,532.17 | PERS Retirement Advance |
| J2103762 | 04/09/21 | State Teacher Retirement - Cash Balance | 69,898.26 | STRS Retirement-Cash Balance |
| J2104404 | 04/12/21 | State Teacher Retirement - Defined Benefit | 68,732.47 | STRS Retirement-Defined Benefit 95% |
| J2103578 | 04/02/21 | State Teacher Retirement - Defined Benefit | 1,305,916.38 | STRS Retirement-Defined Benefit Bal |
| | | | | |
| <u>SMCCCD Bookstores</u> | | | | |
| 120575 | 04/22/21 | Canada College Bookstore | 19,776.63 | Purchase of Inventory |
| 120577 | 04/22/21 | Cengage Learning | 208,877.08 | Purchase of Inventory |
| 120597 | 04/22/21 | John Wiley & Sons Inc | 18,486.72 | Purchase of Inventory |
| 120606 | 04/22/21 | MacMillan Publishing USA | 18,878.58 | Purchase of Inventory |
| 120609 | 04/22/21 | McGraw Hill Education PE | 48,165.00 | Purchase of Inventory |
| 120610 | 04/22/21 | McGraw Hill Companies | 63,976.99 | Purchase of Inventory |
| 120616 | 04/22/21 | RedShelf | 245,291.17 | Purchase of Inventory |
| 120624 | 04/22/21 | SM CC College District | 387,219.78 | Salaries and Benefits January and February 2021 |
| 120633 | 04/22/21 | Xerox Corporation | 12,591.15 | Purchase of Inventory |
| Subtotal | | | 12,687,282.77 | 94% |
| Warrants Issued ≤ \$10,000 | | | 800,129.43 | 6% |
| Total Non-Salary Warrants Issued | | | <u>13,487,412.20</u> | 100% |
| | | | | |
| District Accounts Payable | Ck#525113-525508, DD87257-87421 | | 9,299,821.75 | |
| District Payroll | Ck#156642-157185, DD50218528-50220327 | | 12,987,148.13 | |
| SMCCCD Bookstores | CK#120570-120634, EFT 73296 | | <u>1,140,621.80</u> | |
| Total Warrants Including Salaries April 2021 | | | <u><u>23,427,591.68</u></u> | |

BOARD REPORT NO. 21-06-07CA

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff
Dr. Jamillah Moore, President, Cañada College

**CONSIDERATION OF SUPPORT OF LEGISLATION: AB 1456 RELATING TO THE
CAL GRANT EQUITY FRAMEWORK**

From time to time, the Board has found it appropriate to formally endorse pending legislation that has an impact on the operation of the District, its students and/or employees.

The current legislative session is in full swing and there are a number of bills that the District is monitoring. At this time, staff asks the Board's consideration of endorsement of the following bill:

AB 1456 Assemblymembers Medina and McCarty and Senator Leyva

Background. The Legislature appropriates more than \$2 billion annually toward financial aid. Nearly 400,000 students are expected to receive a Cal Grant this year. Financial aid is critical to providing access to higher education for low-income students. Despite the state's significant investment and strong evidence of the benefits of financial aid, there is significant consensus among higher education stakeholders that California's aid programs are too complicated, exclude too many needy students, and do not adequately address the costs that today's students face; major factors contributing to rising student debt and suboptimal outcomes.

The Bill. AB 1456 puts California on the path to fix financial aid and to ensure that students can truly access and benefit from the opportunities that higher education provides. Establishes the Cal Grant 2 Program for students enrolled in a degree, certificate, or transfer program at a campus of the California Community Colleges (CCC). Establishes the Cal Grant 4 Program for students enrolled in any institution, other than a CCC, meeting the definition of "qualifying institution." Qualifying institutions included but are not limited to the following: the California State University (CSU), the University of California (UC), and Independent California Colleges and Universities (ICCU). The Cal Grant Reform Act modernizes the Cal Grant Program in the 2021 Budget Act, specifically by removing exclusionary provisions which leave out students of color and post-traditional learners, and to expand it to address the total cost of attendance for all students.

A letter of support from the State Chancellor's office and supported by numerous Districts, is included as Attachment A and the text of the Bill can be accessed at:

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=20210220AB1456

RECOMMENDATION

It is recommended that the Board of Trustees endorse AB 1456.



June 4, 2021

The Honorable Gavin Newsom
Governor of California

The Honorable Toni Atkins
President Pro Tempore, California State Senate

The Honorable Anthony Rendon
Speaker, California State Assembly

Dear Governor Newsom, Senate President Pro Tem Atkins, and Speaker Rendon:

On behalf of the California Community Colleges (CCC) and our 2.1 million students, we urge the Governor and the Legislature to include **modernization of the Cal Grant program in the 2021 Budget Act, specifically by removing exclusionary provisions which leave out students of color and post-traditional learners, and to expand it to address the total cost of attendance for all students.**

We appreciate that the Legislature's joint 2021-22 budget proposal would repeal outdated "rationing" mechanisms in the Cal Grant program for CCC students, such as limits on a student's age or time since high school graduation. These provisions, which we strongly support, would finally begin to make a college education affordable for the more than 40 percent of our students who are at least 25 years of age. As the students we used to call "nontraditional" increasingly become the norm in higher education, it is essential that our financial aid system keep up with the times, and provide them the support they need to succeed in college and obtain the education and training they need to compete in an ever-changing modern economy.

As part of this modernization of Cal Grant eligibility requirements, we would further urge the Legislature and the Governor to **repeal the arbitrary requirement that all students verify their high school Grade Point Average (GPA)** to qualify for a Cal Grant. By requiring students who may be a decade or more removed from their high school graduation to obtain and verify this paperwork, this requirement is another way of rationing the program to keep out the students who would benefit from it the most.

Additionally, **the proposal to increase the maximum size of the Cal Grant "access award" for CCC students is long overdue**, and appreciated. With this award having lost an estimated 75% of its value since it was instituted in the late 1960s, more and more of our students have had to rely on excessive loan debt, or working an unsustainable number of hours (while attending full-time, and often taking care of family members or children of their own), in lieu of the financial aid they need.

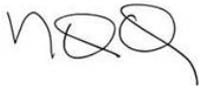
Chancellor's Office

1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | www.cccco.edu

Finally, as the Legislature and the Governor consider options for expanding State aid to further address the total cost of attendance (COA), it is essential that community college students be considered and prioritized in these efforts. A 2020 analysis from the Institute for College Access and Success (TICAS) indicated that, **in most regions of the state, the net total cost of attending a CCC is actually higher than at a nearby UC or CSU.**¹ This is due to a combination of high living costs, the demographic of students attending community colleges, and built-in inequities in our financial aid system.

As you finalize negotiations on the 2021-22 State Budget, we urge you to **fully fund the Cal Grant Modernization Framework envisioned by the Cal Grant Reform Act, AB 1456 by Assemblymember Medina, Assemblymember McCarty, and Senator Leyva**, and to take steps in current and all future budget and legislative conversations to **address the total COA for community college students**. Our students have waited too long, and the COVID-19 pandemic and inequitable economic recession only reinforced the urgency of addressing this need. We thank you for your consideration, and if you or your staff have any questions, please do not hesitate to contact CCC Vice Chancellor for Government Relations, David O'Brien at dobrien@cccco.edu.

Sincerely,



Eloy Ortiz Oakley, Chancellor
California Community Colleges

| | |
|---|---|
| San Bernardino Community College District | Sierra Joint Community College District |
| John Burton Advocates for Youth | Umoja Community Education Foundation |
| Greater Sacramento Urban League | Community College League of California |
| Mt. San Antonio College | Kern Community College District |
| San Diego Community College District | City College of San Francisco |
| Los Rios Community College District | Los Angeles Urban League |

¹ The Institute for College Access and Success. [What College Costs for Low-Income Californians: 2020](#) (July 2020).

| | |
|--|--|
| Silicon Valley Leadership Group | Los Angeles Community College District |
| Santa Barbara City College Foundation | Cerritos College |
| The Education Trust–West | Long Beach Community College District |
| The Village Demands | Glendale Community College |
| Contra Costa Community College District | Riverside Community College District |
| Pasadena City College | Ventura County Community College District |
| Foothill-DeAnza Community College District | Yuba Community College District |
| Palo Verde Community College | Coast Community College District |
| El Camino Community College | Mira Costa College |
| California Community College Administrators of Occupational Education | Association of Community and Continuing Education |
| San Joaquin Delta College | North Orange Community College District |
| California Community Colleges Student Financial Aid Administrators Association | California African American Chamber of Commerce |
| Mt. San Antonio College Academic Senate | Madera Community College |
| Santa Monica College | College of the Canyons |
| South Orange Community College District | Southwestern College |
| Regional California Black Chamber of Commerce of San Fernando Valley | Faculty Association of California Community Colleges |
| Mt. San Jacinto College | Student Senate for California Community Colleges |

BOARD REPORT NO. 21-06-08CA

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: Dr. Jamillah Moore, President, Cañada College
Graciano Mendoza, Vice President Administrative Services, Cañada College
Dr. Tammy Robinson, Vice President of Instruction, Cañada College
Yanely Pulido, Director, General Services

APPROVAL OF ENACTING OPTION FOR ONE YEAR RENEWAL OF CONTRACT FOR SHUTTLE SERVICE TO AND FROM CAÑADA COLLEGE TO transMETRO, INC.

On December 12, 2018 (Board Report 18-12-106B), the Board of Trustees approved the recommendation for the District to enter into a contract for shuttle service with transMETRO, Inc. for Cañada College. The initial term of the contract was from January 1, 2019 through June 30, 2021 with the option to renew for two additional one-year periods, with an estimated amount of \$421,200. These shuttle services create free, convenient connections for students and the community from stops in East Palo Alto, Menlo Park and Redwood City to the College. The College has been satisfied with the services and pricing, and the vendor has been responsive to provide these shuttle services to support our students' transportation needs.

District and College staff have reviewed the contract renewal and the terms and conditions of the original contract will remain the same. The hourly rate will remain at \$78.00 per hour based on 180 days of service per academic year. The total estimated amount per year based on 180 service days and 15 hours per day is \$421,200. The College will pay only for actual hours used, therefore this number will likely fluctuate according to actual usage.

RECOMMENDATION

It is recommended that the Board of Trustees authorize the Chancellor, or his designee, to renew the agreement for Shuttle Service to and from Cañada College with transMETRO, Inc. for the period of July 1, 2021 through June 30, 2022, with the option to renew for one remaining additional one-year period with an estimated amount of \$421,200. The contract amount may fluctuate according to actual usage.

**AGREEMENT BETWEEN
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT AND
transMETRO, Inc.**

This Agreement is entered into this **ENTER DATE** by and between the San Mateo County Community College District, a community college district formed and existing under the law of the State of California, having its principal business address at 3401 CSM Drive, San Mateo, CA 94402 (hereinafter called "DISTRICT") and transMETRO, Inc. having its principal business address at 3931 Alemany Blvd, Suite 2003-221, San Francisco, CA 94132 (hereinafter called "CONTRACTOR").

WHEREAS, the District originally awarded a contract to Contractor for Shuttle Services per Request for Proposals 86788; and

WHEREAS, it is necessary and desirable that Contractor be re-engaged by District for the purpose of performing services hereinafter described;

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. SCOPE OF SERVICES

This is an Agreement to provide contracted shuttle bus services ("Services" or "Shuttle Services"). The CONTRACTOR agrees to provide these services to the DISTRICT in accordance with the terms and conditions of this Agreement. In the performance of its work, the CONTRACTOR represents that it (1) has and will exercise the degree of care, skill, efficiency, and judgment of CONTRACTOR's with special expertise in providing contracted shuttle services; (2) carries all applicable licenses, certificates, and registrations in current and good standing that may be required to perform the work; and (3) will retain all such licenses, certificates, and registrations in active status throughout the duration of this engagement.

The scope of the CONTRACTOR's services shall consist of the services set forth in the Scope of Work attached hereto as Exhibit A and by this reference made a part hereof.

2. AGREEMENT DOCUMENTS

This Agreement consists of the following documents:

- (1) This Agreement
- (2) Exhibit A, Scope of Work
- (3) Exhibit B, Cost Proposal

In the event of conflict between or among the terms of the Agreement documents, the order of precedence all be the order of documents listed above, with the first-listed document having the highest precedence and the last-listed document having the lowest precedence.

3. TERM OF AGREEMENT

This Agreement shall commence on July 1, 2021 and will conclude on June 30, 2022, with an option to renew for one additional year. The CONTRACTOR shall furnish the DISTRICT with all the materials, equipment and services called for under this Agreement, and perform all other work, if any, described in the Contract Specifications.

It is understood that the term of the Agreement is subject to the DISTRICT's right to terminate the Agreement in accordance with Section 22 of this Agreement.

4. CONTRACTOR'S REPRESENTATIVE

It is understood and agreed by the parties that at all times during the term of this Agreement that **contractor representative** shall serve as the primary staff person of CONTRACTOR to undertake, render, and oversee all of the services under this Agreement. Upon written notice by the CONTRACTOR and approval by the DISTRICT, which will not be unreasonably withheld, the CONTRACTOR may substitute this person with another person, who shall possess similar qualifications and experience for this position.

5. COMPENSATION

The CONTRACTOR agrees to perform all of the services included in Section 1 in accordance with the Cost Proposal provided in Exhibit B, which costs shall include all labor, materials, taxes, profit, overhead, insurance, bonding, subcontractor costs and all other costs and expenses incurred by the CONTRACTOR. Payments will be made in accordance with Section 6, Manner and Payment.

This compensation shall be based on the costs quoted in Exhibit B, which include the scheduled revenue hours, the route's hour classification current rate, and vehicle class size, for each associated CONTRACTOR-provided shuttle vehicle. It shall include the proportionate share of operator wages and benefits, maintenance costs, parts and equipment, fuels and lubricants, recruitment and training costs, physicals, uniforms, materials and supplies, and all other costs associated with operating CONTRACTOR- provided shuttle vehicles.

The term "Revenue Hours" shall include all service hours for Services identified in Exhibit A or published timetables. This term does not include deadhead (traveling to and from scheduled service routes, pull-out, pull-in, vehicle inspection) hours.

Compensation shall begin at the start time for the first pick up location of the first trip, to the end time of the last drop off of the last trip for the morning and afternoon commute periods (if a split shift). CONTRACTOR will document each start time and end time on logs that will be maintained for two years following the end or termination of this contract, and CONTRACTOR will provide such documentation to the District immediately upon request. CONTRACTOR will not be compensated for deadhead (traveling to and from scheduled service routes, pull-out, pull-in, or vehicle inspection) nor will CONTRACTOR be compensated for undocumented trips.

The DISTRICT may delete or modify routes should ridership or funding increase or decrease. The DISTRICT may change schedules, street routing, and passenger pickup/drop off points at any time during the term of the Agreement. In the event the total number of vehicles required for operating the service increases or decreases by 40% from the initial base quantities set forth in Exhibit A, the DISTRICT and the CONTRACTOR will renegotiate the VRH rates as appropriate.

In addition, the DISTRICT will compensate CONTRACTOR for any extra work completed by CONTRACTOR due to an emergency, which is certified as such by the DISTRICT's authorized representative, on a VRH basis. Similarly, the DISTRICT will compensate CONTRACTOR for any Supplemental Event Service which is requested by the DISTRICT and completed by CONTRACTOR on a VRH basis.

6. MANNER OF PAYMENT

The CONTRACTOR shall submit monthly invoices no later than the 10th calendar day of the following month for services rendered under the Agreement. Each invoice must include as attachments: supporting documents as may be required by the DISTRICT and in a format that shall conform to the categories detailed in Exhibit A and Exhibit B. All records related to the monthly billing are subject to audit by the DISTRICT. Invoices shall also include the contract number, and the DISTRICT Program Manager's name. For Agreement billing purposes, billable vehicle revenue hours shall be used. Billable vehicle revenue hours must meet the definition set forth in Section 5, Compensation.

The DISTRICT will endeavor to pay approved invoices/billing statements within 30 calendar days of their receipt. The DISTRICT reserves the right to withhold payment to the CONTRACTOR if the DISTRICT determines that the quantity or quality of the work performed is unacceptable or the invoice is lacking in required backup documentation. The DISTRICT shall provide written notice to the CONTRACTOR within 10 business days of the DISTRICT's decision not to pay and the reasons for non- payment.

One copy of each invoice should be submitted in either hard copy (paper) format via mail or soft copy format (MS Excel) via email as follows:

a) Hard copy (paper) invoices must be sent to the attention of:

Cañada College, Office of the President
4200 Farm Hill Blvd.
Redwood City, CA 94061

b) Soft copy invoices must be sent to: mendozag@smccd.edu

7. **NOTICES**

All communications relating to the day-to-day activities of the provided services shall be exchanged between the DISTRICT's Program Manager, or designee, and the CONTRACTOR's Contract Manager.

District's Program Manager:

Graciano Mendoza Vice President Administrative Services Cañada College
 4200 Farm Hill Blvd Redwood City, CA 94061 E-Mail Address: diggsd@smccd.edu

Contractor's Contract Manager:

Fred Khan Account Manager
 3931 Alemany Blvd., Suite 2003-221 San Francisco, CA 94132
 Email address:

All other notices and communications deemed by either party to be necessary or desirable to be given to the other party shall be in writing and may be given by personal delivery to a representative of the parties or by mailing the same postage prepaid, addressed as follows:

If to the DISTRICT:

Bernata Slater, Chief Financial Officer
 3401 CSM Drive
 San Mateo, CA 94402

If to the CONTRACTOR

M. A. Omer President/CEO
 3931 Alemany Blvd., Suite 2003-221 San Francisco, CA 94132

The address to which mailings may be made may be changed from time to time by notice mailed as described above. Any notice given by mail shall be deemed given on the day after that on which it is deposited in the United States Mail as provided above.

8. **OWNERSHIP OF WORK**

All reports, designs, drawings, plans, specifications, schedules, and other materials prepared, or in the process of being prepared for the services to be performed by CONTRACTOR shall be and are the property of the DISTRICT. The DISTRICT shall be entitled to copies and access to these materials during the progress of the work. Any such materials remaining in the hands of the CONTRACTOR or in the hands of any subcontractor upon completion or termination of the work shall be immediately delivered to the DISTRICT. If any materials are lost, damaged, or destroyed before final delivery to the DISTRICT, the CONTRACTOR shall replace them at its own expense and the CONTRACTOR assumes all risks of loss, damage, or destruction of or to such materials. The CONTRACTOR may retain a copy of all material produced under this Agreement for its use in its general business activities.

Any and all rights, title, and interest (including without limitation copyright and any other intellectual-property or proprietary right) to materials prepared under this Agreement are hereby assigned to the DISTRICT. The CONTRACTOR agrees to execute any additional documents which may be necessary to evidence such assignment.

The CONTRACTOR represents and warrants that all materials prepared under this Agreement are original or developed from materials in the public domain (or both) and that all materials prepared under and services provided under this Agreement do not infringe or violate any copyright, trademark, patent, trade secret, or other intellectual-property or proprietary right of any third party.

9. CONFIDENTIALITY

Any DISTRICT materials to which the CONTRACTOR has access or materials prepared by the CONTRACTOR during the course of this Agreement ("confidential information") shall be held in confidence by the CONTRACTOR, who shall exercise all reasonable precautions to prevent the disclosure of confidential information to anyone except the officers, employees and agents of the CONTRACTOR as necessary to accomplish the rendition of services set forth in Section 1 of this Agreement.

The CONTRACTOR, its employees, subcontractors, and agents, shall not release any reports, information, or other materials prepared in connection with this Agreement, whether deemed confidential or not, without the approval of the DISTRICT's Executive Director or designee.

10. USE OF SUBCONTRACTORS

The CONTRACTOR shall not subcontract any services to be performed by it under this Agreement without the prior written approval of the DISTRICT, except for service firms engaged in drawing, reprographics, typing, and printing. Any subcontractors must be engaged under written contract with the CONTRACTOR with provisions allowing the CONTRACTOR to comply with all requirements of this Agreement, including without limitation the "Ownership of Work" provisions in Section 8. The CONTRACTOR shall be solely responsible for reimbursing any subcontractors and the DISTRICT shall have no obligation to them.

11. CHANGES

The DISTRICT may at any time, by written order, make changes within the scope of work and services described in this Agreement. If such changes cause an increase or decrease in the budgeted cost of the agreed upon work, an equitable adjustment as mutually agreed shall be made in the limit on compensation as set forth in Section 5, Compensation. In the event that CONTRACTOR encounters any unanticipated conditions or contingencies that may affect the scope of work or services and result in an adjustment in the amount of compensation specified herein, or identifies any DISTRICT conduct (including actions, inaction, and written or oral communications other than a formal contract modification) that the CONTRACTOR regards as a change to the contract terms and conditions, CONTRACTOR shall so advise the DISTRICT immediately upon notice of such condition or contingency. The written notice shall explain the circumstances giving rise to the unforeseen condition or contingency and shall set forth the proposed adjustment in compensation. This notice shall be given to the DISTRICT prior to the time that CONTRACTOR performs work or services related to the proposed adjustment in compensation. The pertinent changes shall be expressed in a written supplement to this Agreement issued by the Contracts and Procurement Department prior to implementation of such changes. Failure to provide written notice and receive DISTRICT approval for extra work prior to performing extra work may, at the DISTRICT's sole discretion, result in nonpayment of the invoices reflecting such work.

Notwithstanding the foregoing, the DISTRICT may delete or modify routes should ridership or funding increase or decrease. The DISTRICT may change schedules, street routing, and passenger pickup/drop off points at any time during the term of the Agreement. In the event the total number of vehicles required for operating the service increases or decreases by 40% from the initial base quantities set forth in Exhibit A, the DISTRICT and the CONTRACTOR will renegotiate the Vehicle Revenue Hour rates as appropriate.

12. RESPONSIBILITY: INDEMNIFICATION

The CONTRACTOR shall indemnify, keep and save harmless the San Mateo County Community College District and their respective directors, officers, agents and employees against any and all suits, claims or actions arising out of any of the following:

- A. Any injury to persons or property that may occur, or that may be alleged to have occurred, arising from the performance of this Agreement by the CONTRACTOR caused by a negligent act or omission or willful misconduct of the CONTRACTOR or its employees, subcontractors or agents; or
- B. Any allegation that materials or services provided by the CONTRACTOR under this Agreement infringe or violate any copyright, trademark, patent, trade secret, or any other intellectual-property or proprietary right of any third party.
- C. Any claims that may be asserted under Section 13(c) and 15(n)(l) of the Federal Transit Administration Act of 1964, as amended, or any comparable provisions of federal or state law (or under any regulations promulgated thereunder), as said laws or regulations now exist or hereafter may be amended.

The CONTRACTOR further agrees to defend any and all such actions, suits or claims and pay all charges of attorneys and all other costs and expenses of defenses as they are incurred. If any judgment is rendered, or settlement reached, against the DISTRICT or any of the other entities or individuals enumerated above in any such action, the CONTRACTOR shall, at its expense, satisfy and discharge the same. This indemnification shall survive termination or expiration of the Agreement.

13. INSURANCE

The insurance requirements specified in this Section shall cover CONTRACTOR's own liability and any liability arising out of work or services performed under this Agreement by any subcontractors, subconsultants, suppliers, temporary workers, independent contractors, leased employees, or any other persons, firms or corporations (hereinafter collectively referred to as "Agents") that CONTRACTOR authorizes to work under this Agreement. CONTRACTOR is required to procure and maintain at its sole cost and expense the insurance coverages subject to all of the requirements set forth below. Such insurance shall remain in full force and effect throughout the term of this Agreement. CONTRACTOR is also required to assess the risks associated with work to be performed by Agents under subcontract and to include in every subcontract the requirement that the Agent maintain adequate insurance coverages with appropriate limits and endorsements to cover such risks; the limit for the Commercial General Liability insurance in each subcontract shall not be less than \$1 million, however if the subcontractor will be providing Shuttle Services for CONTRACTOR, the insurance coverage requirements set forth in subsections A through D will apply. To the extent that any Agent does not procure and maintain such insurance coverage, CONTRACTOR shall be responsible for said coverage and assume any and all costs and expenses that may be incurred in securing said coverage or in fulfilling CONTRACTOR's indemnity obligation as to itself or any of its Agents in the absence of coverage. In the event CONTRACTOR or its Agents procure excess or umbrella coverage to maintain certain requirements outlined below, these policies shall also satisfy all specified endorsements and stipulations. Prior to beginning work under this Agreement, CONTRACTOR shall provide the DISTRICT with satisfactory evidence of compliance with the insurance requirements of this Section.

A. MINIMUM TYPES AND SCOPE OF INSURANCE

- 1. Workers' Compensation and Employer's Liability Insurance.**
 - a. Workers' Compensation with Statutory Limits, as required by Section 3700 et seq. of the California Labor Code, or any subsequent amendments or successor acts thereto, governing the liability of employers to their employees.
 - b. Employer's Liability coverage with minimum limits of \$6 million.
 - c. Such insurance shall include the following endorsement as further detailed in the Endorsements Section below:

Waiver of Subrogation.

2. Commercial General Liability Insurance.

Commercial General Liability insurance for bodily injury and property damage coverage of at least \$10 million per occurrence or claim and a general aggregate limit of at least \$10 million. Such insurance shall cover all of CONTRACTOR's operations both at and away from the project site. Such insurance shall not have any exclusion for Cross Liability or Cross-Suits.

- a. This insurance shall include coverage for, but not be limited to:
 - Premises and operations.
 - Products and completed operations.
 - Personal injury.
 - Advertising injury.
- b. Such insurance shall include the following endorsements as further detailed in the Endorsements Section below:
 - Additional Insured.
 - Separation of Insureds Clause.
 - Primary and Non-Contributory wording.
 - Waiver of Subrogation.

Products and completed operations insurance shall be maintained for three (3) years following termination of this Agreement.

3. Business Automobile Liability Insurance.

Business Automobile Liability insurance providing bodily injury and property damage coverage with a combined single limit of at least \$10 million per accident or loss.

- a. This insurance shall include coverage for, but not be limited to:
 - All owned vehicles (Symbol 7) with manuscript language to clarify that specified vehicles include all owned vehicles
 - Non-owned vehicles (Symbol 9)
 - Hired or rental vehicles.(Symbol 8)
- b. Such insurance shall include the following endorsements as further detailed in the Endorsements Section below:
 - Additional Insured.
 - Primary and Non-Contributory wording.
 - Waiver of Subrogation.

4. Auto Physical Damage Insurance for Vehicles.

Auto Physical Damage insurance to cover the CONTRACTOR's vehicles used in this contract. Such vehicles will be insured at replacement cost, and CONTRACTOR shall also pay any deductibles included on such insurance policy.

- c. Such insurance shall include the following endorsement as further detailed in the Endorsements Section below:
 - Waiver of Subrogation.

5. Property Insurance.

Property insurance with Special Form coverage including theft, but excluding earthquake, with limits at least equal to the replacement cost of the property described below.

- d. This insurance shall include coverage for, but not be limited to:

- CONTRACTOR's own business personal property and equipment to be used in performance of this Agreement.
 - Materials or property to be purchased and/or installed on behalf of the DISTRICT, if any.
 - Builders risk for property in the course of construction.
- e. Such insurance shall include the following endorsement as further detailed in the Endorsements Section below:

- Waiver of Subrogation.

If the Contractor maintains higher limits than the minimums shown in this section A, the District requires and shall be entitled to coverage for the higher limits maintained. Any available insurance proceeds in excess of the specified minimum limits of insurance and coverage shall be available to the District.

B. ENDORSEMENTS

1. Additional Insured.

The referenced policies and any Excess or Umbrella policies shall include as Additional Insureds the San Mateo County Community College District, its officers, agents and employees, while acting in such capacity, and their successors or assignees, as they now, or as they may hereafter be constituted, singly, jointly or severally. An additional insured endorsement must be submitted along with the Certificates of insurance.

2. Waiver of Subrogation.

The referenced policies and any Excess or Umbrella policies shall contain a waiver of subrogation in favor of the San Mateo County Community College District, its officers, agents and employees, while acting in such capacity, and their successors and assignees, as they now, or as they may hereafter be constituted, singly, jointly or severally.

3. Primary Insurance.

The referenced policies and any Excess and Umbrella policies shall indicate that they are primary to any other insurance and the insurance company(ies) providing such policy(ies) shall be liable thereunder for the full amount of any loss or claim, up to and including the total limit of liability, without right of contribution from any of the insurance effected or which may be effected by the San Mateo County Community College District.

4. Separation of Insureds.

The referenced policies and any Excess or Umbrella policies shall contain a Separation of Insureds Clause and stipulate that inclusion of the San Mateo County Community College District as Additional Insureds shall not in any way affect DISTRICT's rights either as respects any claim, demand, suit or judgment made, brought or recovered against the CONTRACTOR. The purpose of this coverage is to protect CONTRACTOR and the DISTRICT in the same manner as though a separate policy had been issued to each, but nothing in said policy shall operate to increase the insurance company's liability as set forth in its policy beyond the amount or amounts shown or to which the insurance company would have been liable if only one interest had been named as an insured.

C. EVIDENCE OF INSURANCE

All Coverages.

Prior to commencing work or performing any services described in the Contract Documents, the CONTRACTOR shall provide the DISTRICT's Chief Financial Officer with a certificate evidencing coverage, all required endorsements and upon request, a certified duplicate original of the policy.

D. GENERAL PROVISIONS

1. Notice of Cancellation.

CONTRACTOR must provide at least 30 days' prior written notice to the DISTRICT's Program Manager if any of the above policies are non-renewed or cancelled.

2. **Acceptable Insurers.**

All policies will be issued by insurers acceptable to the DISTRICT (generally with a Best's Rating of A- 10 or better).

3. **Self-insurance.**

Upon evidence of financial capacity satisfactory to the DISTRICT and CONTRACTOR's agreement to waive subrogation against the DISTRICT respecting any and all claims that may arise, CONTRACTOR's obligation hereunder may be satisfied in whole or in part by adequately funded self-insurance.

4. **Failure to Maintain Insurance.**

All insurance specified above shall remain in full force for the duration of the entire contract term and the services have been completed. The failure to procure or maintain required insurance and/or an adequately funded self-insurance program will constitute a material breach of this Agreement.

5. **Claims Made Coverage.**

If any insurance specified above shall be provided on a claim-made basis, then in addition to coverage requirements above, such policy shall provide that:

- a. Policy retroactive date coincides with or precedes the CONTRACTOR's start of work (including subsequent policies purchased as renewals or replacements).
- b. CONTRACTOR shall make every effort to maintain similar insurance for at least three (3) years following project completion, including the requirement of adding all additional insureds.
- c. If insurance is terminated for any reason, CONTRACTOR agrees to purchase an extended reporting provision of at least three (3) years to report claims arising from work performed in connection with this Agreement.
- d. Policy allows for reporting of circumstances or incidents that might give rise to future claims.

6. **Deductibles and Retentions.**

CONTRACTOR shall be responsible for payment of any deductible or retention on CONTRACTOR's policies without right of contribution from the DISTRICT. Deductible and retention provisions shall not contain any restrictions as to how or by whom the deductible or retention is paid. Any deductible or retention provision limiting payment to the Named Insured is unacceptable.

In the event that the policy of the CONTRACTOR or any subcontractor contains a deductible or self-insured retention, and in the event that the DISTRICT seek coverage under such policy as an additional insured, CONTRACTOR shall satisfy such deductible or self-insured retention to the extent of loss covered by such policy for a lawsuit arising from or connected with any alleged act or omission of CONTRACTOR, subcontractor, or any of their officers, directors, employees, agents, or suppliers, even if CONTRACTOR or subcontractor is not a named defendant in the lawsuit.

14. **CALIFORNIA LABOR CODE SECTION 1070 ET SEQ.**

Upon the commencement and throughout the full term of this Agreement, CONTRACTOR and its subcontractor(s), if applicable, shall maintain a list of all employees providing the Services required under the Agreement, which includes the information required by Labor Code Section 1070 et seq. and which indicates which employees were employed by the prior contractor and its subcontractor(s), if any. The CONTRACTOR and its subcontractor(s) must also maintain a list of all employees of the prior contractor and its subcontractor(s) that were not retained by the CONTRACTOR or its subcontractor(s), and such list must indicate the reasons why such employees were not retained.

Upon request from the DISTRICT, the CONTRACTOR and its subcontractor(s) must provide such lists to the DISTRICT within 10 days of such request. The DISTRICT has the ability to request such lists throughout the term of the Agreement.

The CONTRACTOR shall be responsible for defending, and shall hold the DISTRICT (as well as all DISTRICT Indemnitees) harmless from, any claims or controversies alleging any violation or breach of Labor Code Section

1070 et seq., whether made by the CONTRACTOR's own employees, the employees of its subcontractor(s), or employees of the prior contractor or its subcontractor(s), arising from or related to the terms and conditions of employment of employees hired to work for the CONTRACTOR as of the effective date of this Agreement. Notwithstanding any other provision of this Agreement, no cost of liability for which CONTRACTOR is responsible under this paragraph shall be deemed an allowable cost payable to the CONTRACTOR or claim or liability for which the CONTRACTOR is entitled to indemnification or reimbursement from the DISTRICT. The CONTRACTOR shall be exclusively responsible for satisfaction of all obligations that may be owed to its employees of the prior contractor, pursuant to Labor Code Section 1070 et seq., both during and subsequent to the term of the Agreement.

At least three months before the end of the Agreement, the CONTRACTOR and its subcontractor(s) will provide the DISTRICT a list of employees working at Shuttle Services location(s). This list of employees shall indicate the length of service of each employee, their job title and description, and their current salary. This information may be distributed to future proposers for a new contract that will commence whenever the current Agreement term ends. The CONTRACTOR and its subcontractor(s) must provide updates on a monthly basis of the employee lists after the original employee list has been submitted. The CONTRACTOR's and its subcontractors' obligation to provide monthly updates of the employee lists will last until the end of the Agreement term.

If a new contract is awarded to a different contractor at the end of the CONTRACTOR's Agreement, the CONTRACTOR must provide to the new contractor the name, address, date of hire, wages, benefit level, and job classification of each employee employed at the CONTRACTOR's locations covered by the CONTRACTOR's Agreement within three working days after the CONTRACTOR has been notified by the DISTRICT of the identity of the new contractor.

15. CONTRACTOR'S STATUS

Neither the CONTRACTOR nor any party contracting with the CONTRACTOR shall be deemed to be an agent or employee of the DISTRICT. The CONTRACTOR is and shall be an independent CONTRACTOR and the legal relationship of any person performing services for the CONTRACTOR shall be one solely between that person and the CONTRACTOR.

16. ASSIGNMENT

The CONTRACTOR shall not assign any of its rights nor transfer any of its obligations under this Agreement without the prior written consent of the DISTRICT.

17. DISTRICT WARRANTIES

The DISTRICT makes no warranties, representations, or agreements, either express or implied, beyond such as are explicitly stated in this Agreement.

18. DISTRICT REPRESENTATIVE

Except when approval or other action is required to be given or taken by the Board of Directors of the DISTRICT, the DISTRICT's Chief Financial Officer, or such person or persons as they shall designate in writing from time to time, shall represent and act for the DISTRICT.

19. CLAIMS OR DISPUTES

The CONTRACTOR shall be solely responsible for providing timely written notice to DISTRICT of any claims for additional compensation and/or time in accordance with the provisions of this Agreement. It is the DISTRICT's intent to investigate and attempt to resolve any CONTRACTOR claims before the CONTRACTOR has performed any disputed work. Therefore, CONTRACTOR's failure to provide timely notice shall constitute a waiver of CONTRACTOR's claims for additional compensation and/or time.

The CONTRACTOR shall not be entitled to the payment of any additional compensation for any cause, including any act, or failure to act, by the DISTRICT, or the failure or refusal to issue a modification, or the happening of any event, thing, or occurrence, unless it has given the DISTRICT due written notice of a potential claim. The potential claim shall set forth the reasons for which the CONTRACTOR believes additional compensation may be due, the nature of the costs involved, and the amount of the potential claim.

If based on an act or failure to act by the DISTRICT, such notice shall be given to the DISTRICT prior to the time that the CONTRACTOR has started performance of the work giving rise to the potential claim for additional compensation. In all other cases, notice shall be given within 10 days after the happening of the event or occurrence giving rise to the potential claim.

If there is a dispute over any claim, the CONTRACTOR shall continue to work during the dispute resolution process in a diligent and timely manner as directed by the DISTRICT, and shall be governed by all applicable provisions of the Agreement. The CONTRACTOR shall maintain cost records of all work that is the basis of any dispute.

If an agreement can be reached which resolves the CONTRACTOR claim, the parties will execute an Agreement modification to document the resolution of the claim. If the parties cannot reach an agreement with respect to the CONTRACTOR claim, they may choose to pursue a dispute resolution process or termination of the Agreement.

20. REMEDIES

In the event the CONTRACTOR fails to comply with the requirements of this Agreement in any way, the DISTRICT reserves the right to implement administrative remedies which may include, but are not limited to, withholding of progress payments and contract retentions, and termination of the Agreement in whole or in part.

21. TEMPORARY SUSPENSION OF WORK

The DISTRICT, in its sole discretion, reserves the right to stop or suspend all or any portion of the work for such period as DISTRICT may deem necessary. The suspension may be due to the failure on the part of the CONTRACTOR to carry out orders given or to perform any provision of the Agreement or to factors that are not the responsibility of the CONTRACTOR. The CONTRACTOR shall comply immediately with the written order of DISTRICT to suspend the work wholly or in part. The suspended work shall be resumed when the CONTRACTOR is provided with written direction from DISTRICT to resume the work.

If the suspension is due to the CONTRACTOR's failure to perform work or carry out its responsibilities in accordance with this Agreement, or other action or omission on the part of the CONTRACTOR, all costs shall be at CONTRACTOR's expense and no schedule extensions will be provided by DISTRICT.

In the event of a suspension of the work, the CONTRACTOR shall not be relieved of the CONTRACTOR's responsibilities under this Agreement, except the obligations to perform the work which the DISTRICT has specifically directed CONTRACTOR to suspend under this section.

If the suspension is not the responsibility of the CONTRACTOR, suspension of all or any portion of the work under this Section may entitle the CONTRACTOR to compensation and/or schedule extensions subject to the Agreement requirements.

22. TERMINATION

A. For Convenience or Cause

The DISTRICT shall have the right to terminate this Agreement at any time for cause or convenience by giving written notice to the CONTRACTOR. Upon receipt of such notice, the CONTRACTOR shall not commit itself to any further expenditure of time or resources.

If the Agreement is terminated for any reason other than a breach or default by CONTRACTOR, the DISTRICT shall pay to the CONTRACTOR in accordance with the provisions of Sections 5 and 6 of this Agreement all sums actually due and owing from the DISTRICT for all services performed and all expenses incurred up to the day written notice of termination is given, plus any costs reasonably and necessarily incurred by CONTRACTOR to effect such suspension or termination. If the Agreement is terminated for breach or default, the DISTRICT shall remit final payment to CONTRACTOR in an amount to cover only those services performed and expenses incurred in full accordance with the terms and conditions of this Agreement up to the effective date of termination.

The DISTRICT shall not in any manner be liable for the CONTRACTOR's actual or projected lost profits had the CONTRACTOR completed the services required by this Agreement.

B. Contract Transition Plan

CONTRACTOR agrees to cooperate fully with DISTRICT in the orderly transfer of business to CONTRACTOR's successor in the event of any termination.

Further, in the event that CONTRACTOR is not selected or designated as the DISTRICT's Contractor beyond the term of this Agreement, CONTRACTOR shall be obligated to carry out such transition activities as may be required by the DISTRICT to preserve and protect the operational integrity of the DISTRICT and to help effect a smooth transition to the successor Contractor, including but not limited to the transfer to the DISTRICT or successor Contractor all records of the DISTRICT then in CONTRACTOR's possession including, but not limited to, hardcopy files, electronic data, all records contained in proprietary databases.

23. DISTRICT RIGHTS UPON TERMINATION/EXPIRATION

Upon expiration or earlier termination or suspension of this Agreement, the DISTRICT will have the right to provide Shuttle Services by means of its own employees, vehicles and equipment or pursuant to contract with other carrier(s), or otherwise, operated by CONTRACTOR as provided in this Agreement. CONTRACTOR agrees to forever waive any claim, of any sort or nature, against the DISTRICT based upon the DISTRICT's operation, or contracting for the operation, of Shuttle Services or any portion thereof. In addition, as further consideration for the compensation to be paid by the DISTRICT to CONTRACTOR for the provision of services called for by the Contract, CONTRACTOR will waive any right that it otherwise might have to claim entitlement to benefits afforded to private mass transportation companies under Section 3(e) of the Federal Transit Administration Act of 1964 as it now exists or hereafter may be amended, or to existing systems under the provisions of Sections 103000 et seq. of the California Public Utilities Code as said provisions now exist or hereafter may be amended. CONTRACTOR also hereby forever waives any claims of unfair competition that it otherwise might assert, and forever waives any rights that otherwise might accrue to it under the above-mentioned provisions or under any other similar or comparable provisions of law.

24. MAINTENANCE, AUDIT AND INSPECTION OF RECORDS

All CONTRACTOR and subcontractor costs incurred in the performance of this Agreement will be subject to audit. The CONTRACTOR and its subcontractors shall permit the DISTRICT, or its authorized representatives to inspect, examine, make excerpts from, transcribe, and copy the CONTRACTOR's books, work, documents, papers, materials, payrolls records, accounts, and any and all data relevant to the Agreement at any reasonable time, and to audit and verify statements, invoices or bills submitted by the CONTRACTOR pursuant to this Agreement. The CONTRACTOR shall also provide such assistance as may be required in the course of such audit. The CONTRACTOR shall retain these records and make them available for inspection hereunder for a period of five (5) years after expiration or termination of the Agreement.

If, as a result of the audit, it is determined by the DISTRICT's auditor or staff that reimbursement of any costs including profit or fee under this Agreement was in excess of that represented and relied upon during price negotiations or represented as a basis for payment, the CONTRACTOR agrees to reimburse the DISTRICT for those costs within sixty (60) days of written notification by the DISTRICT.

25. NON-DISCRIMINATION ASSURANCE - TITLE VI OF THE CIVIL RIGHTS ACT

The CONTRACTOR shall not discriminate on the basis of race, color, creed, national origin, sex, or age in the performance of this Agreement. The CONTRACTOR shall carry out applicable requirements of 49 CFR Part 26 in the award and administration of U.S. DOT-assisted contracts. Further, the CONTRACTOR agrees to comply with all provisions prohibiting discrimination on the basis of race, color, or national origin of Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. §§ 2000d et seq., and with U.S. DOT regulations, "Nondiscrimination in Federally-Assisted Programs of the Department of Transportation – Effectuation of Title VI of the Civil Rights Act," 49 C.F.R. Part 21. The CONTRACTOR shall obtain the same assurances from its joint venture partners, and subcontractors by including this assurance in all subcontracts entered into under this Agreement. Failure by the CONTRACTOR to carry out these requirements is a material breach of this Agreement, which may result in the termination of this Agreement or such other remedy as the DISTRICT deems appropriate.

26. EQUAL EMPLOYMENT OPPORTUNITY (EEO)

In connection with the performance of this Agreement, the CONTRACTOR shall not discriminate against any employee or applicant for employment because of race, color, religion, citizenship, political activity or affiliation, national origin, ancestry, physical or mental disability, marital status, age, medical condition (as defined under California law), veteran status, sexual orientation, gender identity, gender expression, sex or gender (which includes pregnancy, childbirth, breastfeeding, or related medical conditions), taking or requesting statutorily protected leave, or any other characteristics protected under federal, state, or local laws. The CONTRACTOR shall take affirmative actions to ensure that applicants are employed, and that employees are treated during their employment, without regard to their race, religion, color, sex, disability, national origin, or any other characteristic protected under state, federal, or local laws. Such actions shall include, but not be limited to, the following: employment, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation; and selection for training, including apprenticeship. The CONTRACTOR further agrees to insert a similar provision in all subcontracts, except subcontracts for standard commercial supplies or raw materials.

27. CONFLICT OF INTEREST

Depending on the nature of the work performed, a CONTRACTOR of the DISTRICT may be subject to the same conflict of interest prohibitions established by the Federal Transit Administration (FTA) California law that govern DISTRICT's employees and officials (Cal. Govt. Code Section 1090 et seq. and Cal. Govt. Code Section 87100 et seq.). During the proposal process or the term of the Agreement, CONTRACTOR and its employees may be required to disclose financial interests.

The CONTRACTOR warrants and represents that it presently has no interest and agrees that it will not acquire any interest that would present a conflict of interest under California Government Code §1090 et seq. or §87100 et seq. during the performance of services under this Agreement. The CONTRACTOR further covenants that it will not knowingly employ any person having such an interest in the performance of this Agreement. Violation of this provision may result in this Agreement being deemed void and unenforceable.

No person previously in the position of Director, Officer, employee or agent of the DISTRICT during his or her tenure or for one (1) year after that tenure shall have any interest, direct or indirect, in this Agreement or the proceeds under this Agreement, nor may any such person act as an agent or attorney for, or otherwise represent the CONTRACTOR by making any formal or informal appearance, or any oral or written communication, before the DISTRICT, or any Officer or employee of the DISTRICT, for a period of one (1) year after leaving office or employment with the DISTRICT if the appearance or communication is made for the purpose of influencing any action involving the issuance, amendment, award or revocation of a permit, license, grant, or contract.

28. SUBSTANCE ABUSE PROGRAM

The DISTRICT requires that CONTRACTOR has a Substance Abuse Policy, a drug and alcohol testing program and provide training for its safety-sensitive employees. CONTRACTOR is required to comply fully with all Department of Transportation (“DOT”) regulations prohibiting drug use and alcohol misuse by all operators and maintenance personnel or employees of subcontractors performing safety-sensitive functions. The CONTRACTOR’s policy, testing program and training must comply with these regulations: 49 CFR Part 655, (“Prevention of Prohibited Drug Use in Transit Operations and Prevention of Alcohol Misuse in Transit Operations”) and 49 CFR Part 40, (“Procedures for Transportation Workplace Drug and Alcohol Testing Procedures”).

CONTRACTOR will be required to cause its prospective safety-sensitive employees who may be assigned to perform safety-sensitive duties to undergo pre-employment drug testing and make drug test result inquiries of prior DOT-regulated employers. Safety sensitive employees shall also be subject to post-accident testing, reasonable suspicion testing, and random testing, and other tests as required by 49 CFR Part 655.

The CONTRACTOR must notify the DISTRICT’s Shuttle Program Manager immediately of any violation of the regulations or failure to test.

Any employee of the CONTRACTOR found to have violated the drug and alcohol regulations is subject to removal from duties under the contract, depending on the facts and circumstances of the situation.

If the CONTRACTOR utilizes their own pre-established program or a third party administrator’s, CONTRACTOR must fully cooperate with the DISTRICT in such monitoring efforts, provide any requested documents or information, and comply with any corrective action that the DISTRICT requires of CONTRACTOR. CONTRACTOR further agrees to annually certify its compliance with Part 655 by December 1st and to submit the Management Information Systems (“MIS”) reports before March 1st (for the prior calendar year) to the DISTRICT. CONTRACTOR agrees that all records produced and maintained in the performance of the program are subject to review by the DISTRICT in a facility not more than 100 miles away. Further, CONTRACTOR may be required to submit quarterly MIS reports to the DISTRICT.

CONTRACTOR agrees to submit within thirty (30) days of execution of this Agreement (1) verification that its safety-sensitive employees are included as part of a random testing pool; (2) a copy of CONTRACTOR’s substance abuse policy; and (3) the name of its third party administrator, if applicable. Failure to submit such documents within the prescribed time period, or failure to submit any other documentation relevant to the substance abuse testing requirements as required by the DISTRICT, may result in the Agreement being terminated for default.

29. ATTORNEYS’ FEES

If any legal proceeding should be instituted by either of the parties to enforce the terms of this Agreement or to determine the rights of the parties under this Agreement, each party shall bear its own attorney’s fees and the prevailing party will be reimbursed all court costs.

30. WAIVER

Any waiver of any breach or covenant of this Agreement must be in writing executed by a duly authorized representative of the party waiving the breach. A waiver by any of the parties of a breach or covenant of this Agreement shall not be construed to be a waiver of any succeeding breach or any other covenant unless specifically and explicitly stated in such waiver.

31. SEVERABILITY

If any provision of this Agreement shall be deemed invalid or unenforceable, that provision shall be reformed and/or construed consistently with applicable law as nearly as possible to reflect the original intentions of this Agreement, and in any event, the remaining provisions of this Agreement shall remain in full force and effect.

32. NO THIRD PARTY BENEFICIARIES

This Agreement is not for the benefit of any person or entity other than the parties.

33. APPLICABLE LAW

This Agreement, its interpretation and all work performed under it shall be governed by the laws of the State of California, and any dispute arising out of this Agreement shall be venued either in the San Mateo County Superior Court or in the United States District Court for the Northern District of California.

34. COMPLIANCE WITH LAW

At all times CONTRACTOR will provide service in accordance with all local, state and federal laws and regulations applicable in whatever way to the operation of Shuttle Services, and pursuant to the terms of this Agreement. The DISTRICT will not be responsible or liable for CONTRACTOR's violations of these laws. CONTRACTOR's personnel will have exclusive control of the equipment and facilities employed in furnishing Shuttle Services.

35. RIGHTS AND REMEDIES OF THE DISTRICT

The rights and remedies of the DISTRICT provided herein shall not be exclusive and are in addition to any other rights and remedies provided by law or under the Agreement.

36. BINDING ON SUCCESSORS

All of the terms, provisions, and conditions of this Agreement shall be binding upon and inure to the benefit of the parties and their respective successors, assigns and legal representatives.

37. ENTIRE AGREEMENT; MODIFICATION

This Agreement for Services, including any attachments, constitutes the complete Agreement between the parties and supersedes any prior written or oral communications. This Agreement may be modified or amended only by written instrument signed by both the CONTRACTOR and the DISTRICT. In the event of a conflict between the terms and conditions of this Agreement and the attachments, the terms of this Agreement will prevail.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement by their duly authorized officers as of the Effective Date.

CONTRACTOR

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

Signature

Signature

Name/Title of Authorized Signatory

Yanely Pulido, Director of General Services
District Authorized Signatory

Date

Date

Federal Tax Payer Identification Number (EIN):

Employer Identification Number:

94-3084147

Exhibit A Scope of Work:

1. Service Plan

There is one Route planned. The shuttles will generally depart from the first stop on the route at 7AM Monday through Thursday and the last arrival at Cañada College will be 10PM. Shuttles will run 7AM-10PM Monday through Thursday, **with the option of additional stops and times**. The company will be responsible for compliance with employment and other laws regarding breaks and rest periods.

a. Parking and stop jurisdiction

Prior to starting service, contractor will work with College to ensure that shuttles have authority to stop at locations and give district guidance as to agreements needed.

2. Dates of Service

The shuttles will begin service on the first day of the Fall 2021 Semester and continue through the term of the contract for each Semester. The Shuttle will not run when the District is not in session or is on recess. The District will provide the Contractor with Semester beginning and ending dates and a list of the dates that the Shuttle will not run for each semester as soon as practical prior to the beginning of each semester.

3. Description of Routes

Route #1

This proposed service area is an express route only. This will be a direct, non-stop service connecting the East Palo Alto Community and Cañada College.

The trip begins at The Oxford Day Academy, 994 Beech Street, East Palo Alto, CA 94303, departing from The Oxford Day Academy heading towards Oregon Expressway heading westbound to (Hwy. 280 North), exiting at Farm Hill Drive. The shuttle will exit and turn right onto Farm Hill Drive turning left onto College Drive followed by a right onto College Road towards the SamTrans bus stop near Buildings 2 & 3.

The shuttle will turn right back onto College Road and arrive at a stop just outside of Building 3 (in the round-about), continue on College Road towards College Drive, follow the same directions to return to East Palo Alto (via Hwy 280 South, exiting Page Mill Road/Oregon Expressway).

The schedule is expected to accommodate the students and community; route can possibly experience traffic issues along Highway 280 as well as along Page Mill Road (up to an hour travel time each way, depending on traffic conditions), and the scheduled driver will use available, safely used technology to avoid delays (WAZE, Google Maps or other traffic managing tools).

4. Schedules

The following schedules are effective for the semester beginning August 18 2021. The parties will work together to establish revised schedules as necessary for future semesters.

ROUTE 1:

Shuttle operates only on **Monday, Tuesday, Wednesday & Thursday**

Morning Schedule

Oxford Day Academy
1001 Beech St, East Palo Alto

Cañada College
4200 Farm Hill Blvd, Redwood City

7:00 a.m.

7:45 a.m.

8:45 a.m.

9:30 a.m.

10:30 a.m.

11:30 a.m. ~~(drop-off only)~~

12:30 pm

1:15 pm (drop off only)

Afternoon Schedule

Cañada College
4200 Farm Hill Blvd, Redwood City

Oxford Day Academy
1001 Beech St, East Palo Alto

4:00 p.m.

4:45 p.m.

5:45 p.m.

6:30 p.m.

7:30 p.m.

8:15 p.m.

9:00 p.m. (drop-off only)

5. Data Collection

CONTRACTOR agrees to collect daily passenger data (ridership) data including the number of people boarding the shuttle, on every occasion of boarding. Collection methods will include but not limited to: digital, electronic and hard copies (paper). Data will be presented to **the District as bi-weekly or as needed** and may be freely used by the District for any and all purposes

6. Vehicle Specifications – vehicles will have capacity for 20 or more passengers and will be configured as follows:

Each vehicle provided shall be ADA compliant with onboard wheelchair lift, air conditioning, heating, and GPS. Vehicles must be clean, frequently inspected and maintained and regularly serviced. Service records shall be available to the district upon request.

ADA Accessibility

Contractor shall fully comply with all the requirements of the Americans with Disabilities Act (ADA) and be solely responsible for any and all claims and expenses associated with them; and shall hold harmless,

indemnify and defend the district from any claims arising from its failure to meet such requirements. ADA vehicles shall comport to the following:

- a. Vehicles shall be accessible as defined under the Americans with Disabilities Act law (ADA)
- b. All vehicles shall be equipped with a public address system that meets ADA requirements, including a microphone, amplifier, interior and exterior speakers, and an interior/exterior selector switch allowing for execution of interior and/or exterior announcements.
- c. Operators shall make announcements at each designated stop, transfer location, (including intervals along the route to allow an individual to orient their location) and terminal as required by the ADA.
- d. All shuttle vehicles used to provide the services shall have their wheelchair lifts or ramp mechanism operational at all times.

Vehicle Requirements

- a. Furnish all the vehicles to be used for providing the Shuttle Services;
- b. Maintain sufficient number of vehicles to operate the level of service described herein or as may be periodically adjusted by the District;
- c. All shuttle vehicles must have primarily forward-facing seats; and shall be padded vinyl or fabric-covered, and of matching design and color
- d. The vehicle fleet peak requirements are subject to change at the sole discretion of District
- e. **Vehicle Physical Specifications:** Contractor shall provide the following vehicle class, as defined by the National Transit Database (NTD); "Type C" vehicles shall have minimum 16 fixed passenger seats and two wheelchair locations that comply with ADA regulations and seat 20 to 22 ambulatory passengers when neither wheelchair location is used.
- f. All shuttle vehicles must have primarily forward-facing seats; and shall be padded vinyl or fabric-covered, and of matching design and color;
- g. Passenger cabins must contain appropriate stanchions and ceiling and/or seat hand grabs for standees;
- h. Interior headroom shall be 78" or greater and gross vehicle weight rating (GVWR) shall be less than 26,000 lbs. for vehicle classes Type B or Type C;
- i. Interior headroom shall be 78" or greater for vehicle class Type A with no GVWR limitation;
- j. Emissions: The vehicles shall meet or exceed Emissions Equivalent Engine standards for 2010 model year vehicles as currently written, and meet or exceed any emission requirements that may be imposed in the future;
- k. The vehicles shall have sufficient power and weight rated, to legally, safely, and efficiently transport the maximum allowable seated and standing passenger load;
- l. The vehicles shall have minimum turning radii to improve safety while negotiating tight maneuvers (i.e. parking lot, cul-de-sac, other congested areas, etc.);
- m. Vehicles shall be in good working order, provide a comfortable ride for patrons, and must be free of body damage, peeling paint and graffiti;
- n. Interior lighting of shuttle vehicles shall be of sufficient intensity for passengers to read without eyestrain
- p. The air conditioning system shall be integrated with the heating and ventilation system using readily accessible operator controls, and shall be of sufficient size and capacity to maintain a comfortable temperature throughout the entire vehicle. Heating and air conditioning system shall be maintained in a functional condition at all times;

q. Each vehicle will have a unique vehicle identification number (ID) on all four sides. The ID shall be in a contrasting color, utilizing an easy to read font of sufficient size and format, enabling viewing by an individual with 20/20 vision, from any side at a minimum 75 feet distance.

r. The District, at their expense, may direct the Vendor to paint or otherwise install District decals on the vehicles' exterior.

Vehicles provided for this service will be luxury Ford F550 and E450 vehicles.

EXHIBIT B
COST PROPOSAL

Contractor will charge District an hourly rate of \$78.00 per hour. Contractor will invoice District on a monthly basis. Costs will be based on actual revenue hours used.

BOARD REPORT NO. 21-06-104B

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: José D. Nuñez, Vice Chancellor, Facilities Planning, Maintenance & Operations
 Marie Mejia, Interim Director of Capital Projects

APPROVAL OF CONTRACT AWARD FOR CAÑADA COLLEGE BUILDING 13 MULTIPLE PROGRAM INSTRUCTIONAL CENTER PROJECT

The Cañada College Building 13 project generally consists of modernization of the existing 52-year-old three-story building. The scope includes abatement, installation of a new pre-fabricated elevator, complete interior remodel, fire sprinkler system, fire alarm system, MEP upgrades and associated site work.

The Facilities Planning Department, with support from General Services, procured the project through the competitive bidding process. This construction opportunity (Bid #86834) was advertised through the District’s online bid portal and a formal Advertisement to Bid was published in a local newspaper for two consecutive weeks on April 28 and May 5, 2021. Fifteen (15) general contractors attended the mandatory pre-bid conferences on May 5 and May 11, 2021.

On Thursday, June 3, 2021 the District received five (5) bids for the project as follows:

| Contractor | Total Bid |
|------------------------|------------------|
| Build Group, Inc. | \$14,989,000 |
| Arntz Builders, Inc. | \$15,484,552 |
| Rodan Builders, Inc. | \$17,146,000 |
| CWS Construction Group | \$17,677,777 |
| Schembri Construction | \$17,816,453 |

Staff conducted its due diligence investigation of the bid results to ascertain that Build Group, Inc. is the lowest responsive responsible bidder and meets all the requirements of the project.

This project will be funded by State Capital Outlay and Measure H general obligation bond funds.

RECOMMENDATION

It is recommended that the Board of Trustees authorize the Chancellor, or his designee, to execute a contract for the Cañada College Building 13 Multiple Program Instructional Center Project Bid #86834 to Build Group, Inc. in an amount not-to-exceed \$14,989,000, which includes an owner contingency of \$1,379,000. The formal notice of award for this project will be on hold pending State approval.

BOARD REPORT NO. 21-06-105B

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: José D. Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations
Joe Fullerton, Energy and Sustainability Manager
Bob Domenici, Purchasing Services Supervisor

APPROVAL OF CONTRACT AWARD FOR DISTRICTWIDE SOLID WASTE, ORGANICS, AND RECYCLING SERVICES TO RECOLOGY PENINSULA SERVICES

On December 14, 2016, the Board of Trustees approved the contract award for districtwide waste management services to Recology Peninsula Services (Board Report no. 16-12-3CA). Since the term is expiring this year, the Facilities Sustainability group and General Services worked together to issue a new Request for Proposal (RFP #86842) for Solid Waste, Organics and Recycling Services. An announcement for this business opportunity was released through the District’s online bid portal and a formal Advertisement to Bid was published in a local newspaper for two consecutive weeks on May 19, 2021 and May 26, 2021. On June 1, 2021, the District received one (1) proposal for this service.

The RFP Evaluation Committee was comprised of representatives from Facilities and Sustainability, with oversight from General Services, and evaluated the proposal as follows:

| Firm | Overall Combined Rating <i>(5 = Excellent)</i> |
|-----------------------------|--|
| Recology Peninsula Services | 4.5 |

Recology’s proposal for pick-up service is estimated at \$250,000 annually based on the required regularly scheduled services and on call services per Recology’s unit prices. The proposed agreement with Recology will provide a single point of contact for all three campuses for solid waste management. The proposed agreement also includes the following optional supporting provisions at no cost:

- Education and community engagement including marketing materials, assistance for semi-annual waste audits with students, support for student organizations on recycling and composting, support for Earth Day events.
- Tracking and reporting on success of recycling and composting programs including quarterly dumpster recycling inventories and CalRecycle Reporting
- Annual Operational reviews (e.g. price reducing strategies, suggested bin placements, tool or equipment augmentation, schedule revision, alternative methods of collection/disposal)

Recology has been one of the District's premier service providers for solid waste, organics and recycling pickup for years. Staff is confident that Recology will be an excellent partner in this endeavor and is comfortable making an award recommendation to this single respondent.

RECOMMENDATION

It is recommended that the Board of Trustees authorize the Chancellor, or his designee, to execute a five-year contract with Recology Peninsula Services, for RFP #86842. The term of this contract will begin July 1, 2021 through June 30, 2026. Pricing is to remain firm for one year at \$250,000 per year with future increases capped at the percentage increase in the Consumer Price Index of the San Francisco Bay Area.

BOARD REPORT NO. 21-06-106B

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff

ADOPTION OF POLICY RECOMMENDATIONS FOR COVID-19 RECOVERY PLAN

Since March 17, 2020, the San Mateo County Community College District has been working largely in remote and online modalities in accordance with local, state and national health guidelines relating to the COVID-19 global pandemic. As conditions have improved, the District Emergency Operations Center has been working for several months to plan for and operationalize the full return of in-person services to the District's campuses and offices.

The District Administration presented draft plans to the Board of Trustees for its initial consideration at a meeting on May 12, 2021, and the Board provided direction to accelerate the District's plans to offer additional on-site classes and services for fall 2021. Based on that direction and additional guidance offered by the State, the Policy Group of the Emergency Operations Center presented a revised policy considerations for a Recovery Plan 2.0 Framework. These policy items refined based on additional feedback received in-person and through surveys from District stakeholder groups (i.e. collective bargaining units, academic senates, classified senates, student associations, etc.).

On June 9, 2021, District Administration presented the revised framework referenced above for the Board's feedback and for public comment. The Board generally endorsed the framework and directed staff to make refinements, which are included with the attached document which the Administration presents to the Board for its consideration.

RECOMMENDATION

It is recommended that the Board of Trustees adopt the policy recommendations as presented in the attached COVID-19 Recovery Framework.



COVID-19 RECOVERY PLAN FRAMEWORK

(Note: These are policy considerations, not operational directives.)

The District Emergency Operations Center has been working for several months to plan for and operationalize the full return of in-person services to the District's campuses and offices. The District Administration presented draft plans to the Board of Trustees for its initial consideration at a meeting on May 12, 2021, and the Board provided direction to accelerate the District's plans to offer additional on-site classes and services for fall 2021. The Board provided further guidance at its meeting on June 9, 2021. Based on that direction, and additional guidance offered by the State to include permissibility of mass gatherings and elimination of social distancing requirements on June 15, 2021, and guidance from Cal/OSHA, the Policy Group of the Emergency Operations Center presents the following policy considerations for a COVID-19 Recovery Plan Framework. These policy items have been refined based on additional feedback received in-person and through surveys from District stakeholder groups (i.e. collective bargaining units, academic senates, classified senates, student associations, etc.).

1. **Return to Worksites.** Classified personnel, managers and administrators return to campuses during week of August 2, 2021. The fall 2021 semester begins on August 16, 2021, and campuses will be accessible for all faculty, staff and students. If scheduled to teach in-person, faculty will teach on campus in accordance with their schedules. If scheduled to teach on-line, faculty may access campuses, at their discretion, but are not required to do so.
2. **Schedules.** Employee schedules for fall semester will be built to accommodate operational logistics, and student and business needs, while also considering employee circumstances that require medical accommodation.
3. **Employee Vaccinations.** Vaccines are required for all employees working on site, with the exception of those who seek and are granted one of the following accommodations currently permitted by federal or state guidelines: (1) medical issue or disability, (2) seriously-held religious belief, and/or (3) refusal based on emergency authorization of vaccine. Upon official approval of one or more vaccines by the U.S. Food and Drug Administration (FDA), exemption #3 will be removed. The District will enforce guidance provided by Cal/OSHA for those employees who are not vaccinated due to an accommodation listed above.
4. **Student Vaccinations.** Vaccines are required for all students taking classes or utilizing services on campuses, with the exception of those who seek one of the following accommodations currently permitted by federal or state guidelines: (1) medical issue or disability, (2) seriously-held religious belief, and/or (3) refusal based on emergency authorization of vaccine. Upon official approval of one or more vaccines by the U.S. Food and Drug Administration (FDA), exemption #3 will be removed. The District will enforce guidance provided by Cal/OSHA for those students who are not vaccinated due to an accommodation listed above.
5. **Classes.** Class schedules will be maximized to add as many in-person options as possible, with a goal of at least 30 percent in-person options.

6. **Student Services.** Student support services will be returned to the campuses during the fall semester, unless impossible or impractical to do so. Online/remote services will also continue to be available for students.
7. **Campus Access.** Access to campuses by members of the general public for personal, outdoor use (i.e. activities such as walking the campuses, using outdoor recreational space, etc., that require no interaction with or service from District staff, etc.) was restored on May 18, 2021. On June 14, 2021, campus access points were removed. As such, campus facilities will be available for broader use by employees, students and patrons. Inside use of District facilities by members of the public will be available on August 2, 2021.
8. **Resources.** All campuses will develop plans to provide comprehensive vaccination resource referrals and COVID-19 testing capabilities.
9. **Worksite Assessment.** Worksites will be assessed and prepared for return-to-work, per Cal/OSHA guidelines.
10. **Full Return.** Full return to on-site instruction and student support services is expected by January 3, 2022.

NOTE: *Impacts from these policy positions, if adopted, will be bargained with the District's collective bargaining units.*

BOARD REPORT NO. 21-06-107B

TO: Members of the Board of Trustees
 FROM: Michael Claire, Chancellor
 PREPARED BY: Bernata Slater, Chief Financial Officer

ADOPTION OF THE 2021-22 TENTATIVE BUDGET

In accordance with State law, the Tentative Budget must be adopted by the Board of Trustees on or before July 1, 2021. The budget will be revised during the summer to reflect the needed changes resulting from passage of the State Budget and from 2020-21 year-end close activities. The Tentative Budget also will be revised to reflect other revisions that occur up to the time that the 2021-22 Final Adopted Budget is presented to the Board of Trustees for approval on September 9, 2021.

The Tentative Budget is derived from revenue projections based upon the latest information available from the State Chancellor’s Office and estimates for local revenue. Expenditure projections are based upon data currently available relating to District obligations, set-asides, and site allocations. The Tentative Budget is a compilation of information presented to the Board subsequent to adoption of the 2021-22 Integrated District Budget Planning Calendar on January 27, 2021.

RECOMMENDATION

To meet the California Code of Regulations Section §58305 requirements for Tentative Budget approval, to proceed with the orderly close of the 2020-21 accounting records, and to begin 2021-22 disbursements in July 2021, it is recommended that the Board of Trustees adopt the following Tentative Budget:

| | | |
|--|-----------|--------------------|
| General Fund, Unrestricted (Fund 1) | \$ | 219,429,890 |
| General Fund, Restricted (Fund 3) | | 64,485,437 |
| Self-Insurance Fund (Fund 2) | | 3,517,066 |
| Debt Service Fund (Fund 25) | | 61,145,704 |
| Capital Projects Fund (Fund 4) | | 76,373,652 |
| Bookstore Fund (Fund 5) | | 6,298,265 |
| Cafeteria Fund (Fund 5) | | 196,109 |
| San Mateo Athletic Club/Aquatic Center (SMAC) (Fund 5) | | 2,529,840 |
| Community, Continuing, Corporate Education (Fund 5) | | 1,406,380 |
| Child Development Fund (Fund 6) | | 1,355,538 |
| Trust Funds (Financial Aid) (Fund 7) | | 25,015,622 |
| Reserve Fund for Post-Retirement Benefits (Fund 8) | | 8,687,615 |
| TOTAL - ALL FUNDS | \$ | 470,441,118 |

The Tentative Budget Report includes the components of the 2021-22 State budget as of the May Revision and the District's budget planning information. It focuses primarily on the Unrestricted General Fund; however, preliminary information is also included about other District funds.

STATE BUDGET MAY REVISION¹

On May 14th, Governor Newsom released an update to his 2021-22 budget proposal from January 2021. The May Revision bodes well for higher education funding due to significant one-time and on-going investments given the State's robust revenue collections exceeding projections for 2020-21. As it relates to higher education, the State budget:

- Provides \$2 billion in one-time funds to establish college savings accounts for all current low-income public school students with supplemental investments for foster youth and homeless students. This long-term investment in children and their financial futures will hopefully promote positive savings behavior. This effort seeks to reverse some of the negative economic impacts to low-income families caused by the pandemic going forward.
- Proposes \$4 billion in one-time funds across two years to establish a low-cost student housing grant program. Sixty percent of the funds are intended for community colleges for either new construction or renovation of existing properties, to be targeted to colleges serving underrepresented students.
- Provides \$1 billion in one-time funds across two years to fund an endowment to sustain the creation of the Learning-Aligned Employment program, which is designed to promote learning-aligned, long-term career development for students.
- Includes \$1 billion in one-time funds to support displaced workers seeking reskilling and upskilling, educational opportunities, or to defray some costs associated with starting a new business.
- Allocates \$250 million in one-time funds for regional K-16 collaborations modeled after the Fresno K-16 Education Collaborative.

With this investment the State's Administration has articulated expectations for California Community Colleges. Among these expectations are:

- Take action to significantly reduce equity gaps with the goal of fully closing equity gaps.
- Adopt policies furthering educational opportunities using online learning programs.
- Better align student learning objectives with workforce needs.

Community College Proposals

In addition to the afore-mentioned, Governor Newsom has proposed the following funding adjustments to his January proposed budget that are specific to community colleges:

- One-Time (\$1.45 billion)
 - \$326.5 million to fully retiree the cash deferrals.
 - \$75 million to expand new and existing CCAP agreements with local school districts.
 - \$150 million for Guided Pathways.
 - \$100 million to support efforts to bolster student retention rates and enrollments.
 - \$20 million to support the implementation of best practices associated with Equal Employment Opportunity programs.

¹ <http://www.ebudget.ca.gov/2021-22/pdf/Revised/BudgetSummary/FullBudgetSummary.pdf>

- \$20 million to support college participation in High Road Training Partnerships developed by the CA Workforce Development Board.
 - \$10 million to develop work-based learning opportunities in cloud computing, zero emissions, and supply chain fields.
 - \$10 million to fund a pilot of competency-based education.
 - \$1 million to support the modernization of the CCC Registry.
 - \$10 million to implement a common course numbering system for use throughout the system.
 - \$10 million to expand Regional equity and Recovery Partnerships for work-based learning.
 - \$564.1 million to address deferred maintenance (includes both state and federal allocation).
 - \$50 million Covid-19 Block Grants to assist with pandemic response and the transition back to in-person education.
 - \$100 million to Expand Zero-Textbook Cost pathways
- On-Going (\$338.5 million)
 - \$187.7 million to fund a compounded cost-of-living adjustment of 4.05% to the Student Centered Funding Formula and 1.7% to select categorical programs.
 - \$30 million to support basic needs centers and hire coordinators.
 - \$50 million to expand vocational training opportunities linked to pathways enabling ESL students to subsequently enroll and obtain a certificate, credential, or degree.
 - \$5.8 million to further support Dreamer Resource Liaisons and student support services for undocumented students.
 - \$23.8 million to increase the Student Equity and Achievement (SEA) program & the Strong Workforce program funding by 5%.
 - The Governor's proposal states that as a condition of receiving SEA program funding:
 - Districts are to submit a report to the State Chancellor's Office by June 30, 2022 with specific plans to reduce equity gaps by 40% by 2021 and to close gaps by 2027.
 - Districts are to adopt policies by June 30, 2022 that require at least 10% more than 2018-19 the number of online course and program offerings.
 - \$10 million for software acquisition that maps curricular pathways and the long-term development of a common application platform within the proposed Cradle-to-Career Data system.
 - \$4 million to support a system-wide technology platform for library services.
 - \$27.2 million to support the Student Success Completion Grant program.

Since the Governor introduced the May Revision, the State Legislature has adopted AB 128 with significant counter proposals to the Governor's proposals. As of this writing, the Legislature and the Governor have not reached a final agreement; however, negotiations will continue to reconcile significant differences between the two proposals, including but not limited to, the Legislature's proposal to provide \$2.8 billion through 2024-25 to help reduce pension obligations for K-14 public education agencies; to provide \$171.43 million to increase the number of full-time faculty; to provide \$75 million to increase support for part-time faculty; increase / decrease funding for select categorical programs; certain provisions associated with Cal Grant Reform; to provide \$125 million to increase State funding for deferred maintenance and instructional equipment; reductions to funding for Guided Pathways and Zero Textbook Cost Degrees; elimination of funding to Dual Enrollment Expansion Initiatives and the COVID-19 Response Block Grant.

DISTRICT PLANNING

The District continues to be community-supported (i.e., basic aid) and continues to be almost entirely dependent upon local revenue sources (e.g., property taxes). This means that the standard non-categorical allocations for public education – such as general apportionment, growth allocations, and State-funded COLA – do not apply. As of the 2020-21 First Principal Apportionment, the District was \$80 million into basic-aid status.

Fueled by economic projections of a robust recovery from the pandemic due to widespread vaccinations coupled with massive federal relief stimulus funds, San Mateo County along with the rest of California is experiencing significant growth. The high-earning technology and professional sectors that shifted to a “work-from-home” model during the stay-at-home orders are recovering at a faster pace than other sectors throughout the United States, even though a full rebound in the tourist-dependent leisure and hospitality sector is still lagging.² During the pandemic, many city dwellers relocated to the suburbs, stressing the already limited housing inventory. The San Mateo County real estate market continues to see rising prices and shrinking inventory. There is still continuing demand for single-family homes while the condominium market is beginning to pick up steam.³ The great demand for real estate is resulting in an increase in assessed valuation over the prior year of 4.76% as of this writing, with expectation of reaching 5% when the County Assessor locks the roll for 2021-22, which will inform the 2021-22 Adopted Budget.

Initiatives Funded in the 2021-22 Tentative Budget

In keeping with the Board of Trustees’ priorities, the 2021-22 Unrestricted General Fund Tentative Budget provides \$1.5 million in continued support of the Promise Scholars Program (PSP), which provides financial, academic, and personalized student services for first-time, full-time students whose educational goal is to earn a certificate or associate degree. Additional support for the PSP is provided by the Foundation (\$300K - \$400K), Housing (\$300K) and, pending the review of the financial position of Auxiliary Operations an additional \$300K - \$400K. The District is receiving \$2 million from the San Mateo County (\$1 million each year for 2021-22 and 2022-23, respectively) to be used for direct aid to participants (e.g., fees, books, etc.). In addition, the District plans to provide \$800K in support for the Equity Institute (Year 3 of 3), \$1 million in continued support for the food insecurity initiative, and \$1 million has been budgeted for COVID-19 mitigation expenses.

Free Community College Strategic Initiative

For 2021-22 the District set aside **\$6.75 million** in one-time dollars from the sites carryovers to provide “seed money” with intention of identifying ongoing resources in the future to fund the Free Community College Strategic Initiative as detailed below:

- *College and Career Access Pathways (CCAP) Dual Enrollment*

The implementation and expansion of College and Career Access Pathways (CCAP) dual enrollment is a key component of the Free Community College strategic initiative identified in the updated District Strategic Plan 2021-26. The infrastructure to support a robust dual enrollment program across the three colleges requires the commitment of substantial ongoing resources. Currently, the rapid growth of dual enrollment at Skyline College has been made possible through a combination of Strong Workforce funding, one-time monies, and innovative leadership.

² <https://www.latimes.com/business/story/2021-03-10/2021-california-covid-economic-recovery-outpaces-us>

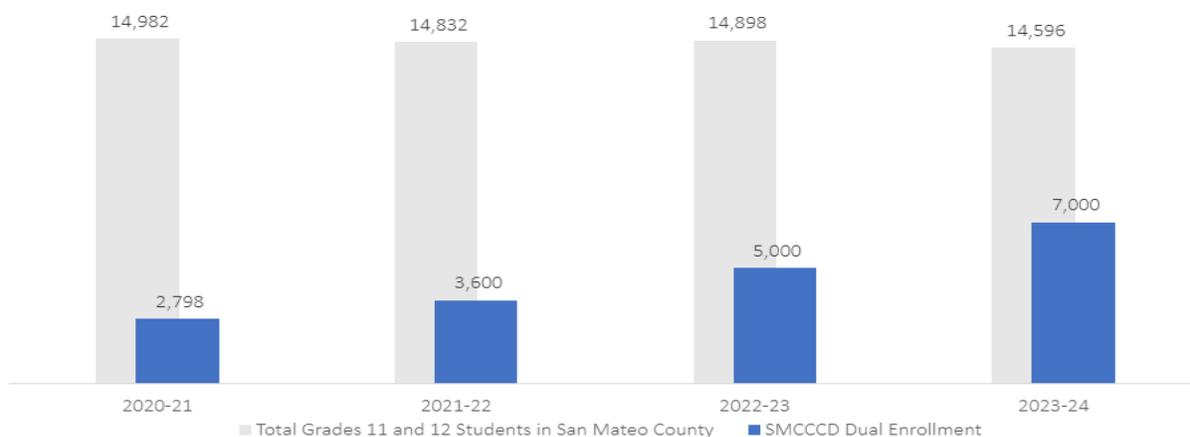
³ <https://chriseckert.us/real-estate-market-report/>

Sustaining the level of dual enrollment currently achieved, and expanding opportunities at CSM and Cañada College to achieve proportionate levels of enrollment, will require a significant annual District investment. The tentative budget identifies an initial investment of **\$2.5 million**. In the 2020-21 academic year, the District’s dual enrollment programs served 2,798 high school students, accounting for 19% of the total students in grades 11 and 12 in San Mateo County. As CSM and Cañada College expand dual enrollment options using this initial one-time investment, year-to-year Districtwide dual enrollment is targeted to increase by 50% in 2021-22, 31% in 2022-23, and 36% in 2023-24 as noted in the table below:

| Dual Enrollment Students | 2020-21 (Actuals) | 2021-22 (Target) | 2022-23 (Target) | 2023-24 (Target) |
|---|---------------------------|----------------------|---------------------|---------------------|
| Skyline College | 2,669 | 2,850 | 3,000 | 3,000 |
| College of San Mateo | 129 | 500 | 1,500 | 3,000 |
| Cañada College | 0 (263 from Math ISAs) | 250 | 500 | 1,000 |
| Districtwide | 2,798 | 3,600 | 5,000 | 7,000 |
| % of San Mateo County 11th & 12th Graders | 19% | 24% | 34% | 48% |

Projected numbers estimated on expected program expansion and San Mateo County population estimates provided by the CA Department of Finance.

Dual Enrollment Headcount for 2020-21 and Goal Targets for 2021-22 to 2023-24



Grades 11 and 12 enrollment counts are from California Department of Finance.

- *Promise Scholars Program (PSP)*

In addition to the continued afore-mentioned support, there is a need to expand the Promise Scholars Program and this expansion is slated to begin during 2021-22, supported by the previously mentioned \$2 million commitment from the San Mateo County to increase the number of students served from 2,000 to 2,500. While the County’s commitment will provide direct aid to students, there remains a need to also increase funding for indirect support, or operational costs, in order to maintain program services and structure. Based on current costs to support the program, the cost for direct aid is approximately \$1,800 per participant, and an additional \$1,600 per student for

program infrastructure (e.g., maintaining the 1:150 student-to-counselor ratio). As the number of students in the program increases, so does the number of personnel needed to support the program. As a demonstration of the District's commitment, the 2021-22 Tentative Budget identifies a one-time matching investment of an additional **\$3 million** to both support the third year of the county-supported 500 student cohort expansion, and to continue the growth and development of the program. Further, this initial investment will allow for the continued expansion of the PSP beyond 2021-22.

It is important to note that this expansion is to some extent dependent on the expansion of dual enrollment as a direct pathway for graduating seniors to enroll. The tables below illustrate the goal targets for the growth from 2020-21 through the 2023-24, assuming the continued implementation of the Free Community College strategic initiative.

| PSP Goal Targets | 2019-20 (Actuals) | 2020-21 (Actuals) | 2021-22 (Target) | 2022-23 (Target) | 2023-24 (Target) |
|-----------------------------|------------------------------------|------------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Skyline College | 756 | 738 | 950 | 1,125 | 1,500 |
| College of San Mateo | 737 | 665 | 950 | 1,125 | 1,500 |
| Cañada College | 493 | 473 | 600 | 750 | 1,000 |
| # Participants | 1,986 | 1,876 | 2,500 | 3,000 | 4,000 |

Source: SAP Promise Cohort Counts 6/15/21

The amounts shown in the table below show the increases in funding for both the direct aid and infrastructure that is needed to support the targeted PSP expansion through the 2023-24 academic year. It is important to note that the need for flexible dollars, either from sources external to the District (e.g., the Foundation) or from flexibility in the use of general fund dollars as a result of legislation and/or Board policy changes, is critical factor in expansion of the PSP.

| Estimated costs associated with PSP expansion | 2021-22 (Target – 2,500) | 2022-23 (Target – 3,000) | 2023-24 (Target – 4,000) |
|--|---|---|---|
| PSP Direct Aid (Est.) | \$4,500,000 | \$5,400,000 | \$7,200,000 |
| PSP Infrastructure (Est.) | \$4,000,000 | \$4,800,000 | \$6,400,000 |
| Total Estimated Costs | \$8,500,000 | \$10,200,000 | \$13,600,000 |

- *Open Educational Resources (OER) and Zero Textbook Cost (ZTC)*

A significant cost of the Promise Scholars Program, and of any student's pursuit of higher education in general, remains the cost of textbooks and course materials. The expansion of the use and availability of Open Educational Resources (OER) to create Zero Textbook Cost (ZTC) pathways to certificate and degree completion will reduce costs for all students, and will allow for expansion

of the PSP and other programs as a result. At its core the OER/ZTC efforts are part of the equity focus of the District, as they remove financial barriers that prevent students from accessing and continuing their education.

The expansion of OER will require a significant investment of resources in order to accelerate the pace of adoption and achieve multiple complete Degree Programs that have zero textbook costs. An investment of **\$1.25 million** annually would allow for the establishment of an infrastructure to support the work of OER. This would include committing library faculty at each of the colleges to assist discipline faculty in curating existing resources to replace traditional textbooks, identifying open source materials that can be used for development of resources when they do not exist, and assisting to maintain the currency of materials and sources over time. This also includes professional staff to support coordination among the essential components of a robust OER initiative, including professional development, online education, bookstores, marketing and communications, accessibility, and research. In addition to the commitment of ongoing funds for positions, one-time resources are needed to provide incentives and support for faculty in the development and adoption of OER.

| EOR/ZTC Expansion Goal Targets – Number of Sections offered with OER/ZTC | Spring 2021 Sections | 2021-22 (Target) | 2022-23 (Target) | 2023-24 (Target) |
|---|-----------------------------|-------------------------|-------------------------|-------------------------|
| Skyline College | 203 | 250 | 275 | 300 |
| College of San Mateo | 75 | 100 | 150 | 200 |
| Cañada College | 22 | 50 | 75 | 100 |
| # of OER/ZTC Sections | 300 | 400 | 500 | 600 |

FEDERAL FUNDING

The District has received a total of \$43 million in Higher Education Emergency Relief Funds:

HEERF I (CARES) = \$5.9 million
 HEERF II (CRRSSA) = \$13.9 million
 HEERF III (ARP) = \$23.2 million

Spending plans for the HEERF I & II restricted funds have been provided to the Board of Trustees. HEERF I is fully expended and the colleges are in the process of distributing HEERF II funds to students as direct aid while also addressing revenue losses and other costs as a result of the pandemic per the spending plan. The colleges are currently developing a spending plan for the HEERF III funds in compliance with the federal spending parameters, which will be shared with the Board in the coming weeks.

PROPOSITION 55

The District continues to receive funds from the State's Education Protection Account (EPA) at a rate of \$100 per FTES. Proposition 55 succeeded Proposition 30, which expired in December 2018. Proposition 55 sunsets in December 2030. Based upon \$100 per FTES, the District is anticipating the receipt of \$1,408,700 in 2021-22.

2021-22 REVENUE / EXPENSE PROJECTIONS (FUND 1)

The Unrestricted General Fund revenue projections are based primarily upon local revenues. Revenue and expenditure projections are predicated on a number of assumptions including, but not limited to, the following:

- Community-supported (i.e., basic-aid) status continues in 2021-22.
- 2021-22 Resident FTES based upon a 1.01% decline over 2020-21.
- 2021-22 International FTES based upon a 4.78% increase over 2020-21.
- 1.57% inflation on certain expenses, which will be revised to 3.84% based upon the latest data.
- Utility, insurance, and district-wide technology costs based upon best estimates.
- Set-aside of \$6.9 million for the total compensation formula.
- No tuition fee increase for resident students (\$46 per unit).
- An increase to the non-resident tuition fee from \$288 per semester unit to \$307 per semester unit per Board action dated February 24, 2021.
- Property Tax increase of 4.76% over the prior year, which will be updated with the adoption of the 2021-22 Final Adopted Budget in September once the final assessed valuation data is provided by the County in July.
- Lottery revenues at \$150 per FTES (per School Services of CA).
- Mandated Cost Reimbursement revenues at \$30.16 per FTES (per School Services of CA).

The major functional uses of the Fund 1 Unrestricted General Fund Budget by major account category are noted in the following table:

| Account Category | 2020-21 Final Adopted Budget | 2021-22 Tentative Budget | \$ Change |
|-----------------------|------------------------------|--------------------------|----------------------|
| Certificated Salaries | \$ 71,126,453 | \$ 73,396,692 | \$ 2,270,239 |
| Classified Salaries | 49,719,598 | 54,694,521 | \$ 4,974,923 |
| Employee Benefits | 45,861,673 | 49,662,027 | \$ 3,800,354 |
| Supplies / Materials | 6,189,385 | 3,853,223 | \$ (2,336,162) |
| Operating Expenses | 22,722,384 | 26,251,990 | \$ 3,529,606 |
| Capital Outlay | 1,528,796 | 525,366 | \$ (1,003,430) |
| Transfers/Other | 11,263,681 | 11,046,071 | \$ (217,610) |
| Total | \$ 208,411,970 | \$ 219,429,890 | \$ 11,017,920 |

Does not include beginning balance / carryover

The 2021-22 Tentative Unrestricted General Fund Budget, as illustrated in the following table, is balanced whereby projected expenditures are covered by sufficient revenues. Please note that the site allocations account for inflation to non-personnel costs and will be adjusted for step, column, longevity, and compensation settlement increases according to the resource allocation model. Any additional adjustments to the site allocations will be included in the 2021-22 Final Adopted Budget along with revisions resulting from the enacted State Budget(s), 2020-21 fiscal year-end activities (e.g., carry-overs, etc.), and updates to revenue projections.

| Revenues | 2020-21 Final Adopted Budget | 2021-22 Tentative Budget | 2021-22 % of Budget | \$ Change |
|-----------------------------------|------------------------------|--------------------------|---------------------|----------------------|
| Local | | | | |
| Property Taxes | | | | |
| Base Revenue | \$ 165,666,425 | \$ 173,374,807 | 79.01% | \$ 7,708,382 |
| Redevelopment Agency | 14,970,114 | 15,659,402 | 7.14% | 689,288 |
| Student Fees | | | | |
| Enrollment Fees (\$46) | 9,586,425 | 9,868,909 | 4.50% | 282,484 |
| Promise Scholars Fee Waiver | (1,435,775) | (1,472,933) | -0.67% | (37,158) |
| Out-of-State Non-Resident | 925,113 | 1,691,265 | 0.77% | 766,152 |
| International Non-Resident | 3,808,512 | 5,074,710 | 2.31% | 1,266,198 |
| Interest | 1,500,000 | 2,000,000 | 0.91% | 500,000 |
| Other | 2,471,850 | 2,390,771 | 1.09% | (81,079) |
| State | | | | |
| Proposition 55 | 1,437,300 | 1,408,700 | 0.64% | (28,600) |
| Lottery | 2,292,300 | 2,270,250 | 1.03% | (22,050) |
| P/T Faculty Parity | 325,365 | 309,337 | 0.14% | (16,028) |
| P/T Faculty Office Hours/ Medical | 167,339 | 167,339 | 0.08% | - |
| Apprenticeship | 467,362 | 466,320 | 0.21% | (1,042) |
| Mandated Costs | 433,490 | 424,864 | 0.19% | (8,626) |
| STRS On-Behalf | 5,796,149 | 5,796,149 | 2.64% | - |
| Estimated Total Revenue | \$ 208,411,970 | \$ 219,429,890 | 100.00% | \$ 11,017,920 |

| Expenditures | 2020-21 Final Adopted Budget* | 2021-22 Tentative Budget | 2021-22 % of Budget | \$ Change |
|--|-------------------------------|--------------------------|---------------------|----------------------|
| Site Allocations | | | | |
| Canada College | \$ 31,737,063 | \$ 32,910,988 | 15.00% | \$ 1,173,925 |
| College of San Mateo | 48,441,438 | 50,771,265 | 23.14% | 2,329,828 |
| Skyline College | 51,525,669 | 53,350,419 | 24.31% | 1,824,750 |
| District Office | 21,549,988 | 21,797,530 | 9.93% | 247,542 |
| Facilities | 18,170,107 | 18,614,998 | 8.48% | 444,891 |
| Total Site Allocations | \$ 171,424,264 | \$ 177,445,201 | 80.87% | \$ 6,020,937 |
| Other Employee Benefits | 250,000 | 250,000 | 0.11% | - |
| STRS On-Behalf | 5,796,149 | 5,796,149 | 2.64% | - |
| Satellite Contracts / Fac. Rentals / Sales | 518,315 | 526,182 | 0.24% | 7,867 |
| Apprenticeship | 467,362 | 466,320 | 0.21% | (1,042) |
| Miscellaneous | 3,703,979 | 3,464,523 | 1.58% | (239,456) |
| Utilities | 4,222,417 | 5,085,929 | 2.32% | 863,512 |
| Salary Commitments | 5,581,079 | 6,871,347 | 3.13% | 1,290,268 |
| Commitment towards 50% Law Compliance | 700,000 | 1,500,000 | 0.68% | 800,000 |
| Insurance | 2,815,663 | 3,213,364 | 1.46% | 397,701 |
| Consultant / Legal / Election | 985,000 | 785,000 | 0.36% | (200,000) |
| Staff Development | 767,123 | 797,122 | 0.36% | 29,999 |
| Districtwide Technology | 3,637,143 | 4,982,346 | 2.27% | 1,345,202 |
| Office Hours / PT. Fac. Medical | 3,050,000 | 3,400,000 | 1.55% | 350,000 |
| Transfers Out | 4,413,475 | 4,766,408 | 2.17% | 352,932 |
| Museum of Tolerance | 80,000 | 80,000 | 0.04% | - |
| Estimated Total Expenditures | \$ 208,411,970 | \$ 219,429,890 | 100.00% | \$ 11,017,920 |

* excludes 2019-20 year-end activities (e.g., carry-overs, etc.)

2021-22 ESTIMATED BEGINNING BALANCE (FUND 1)

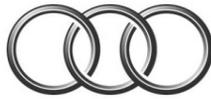
The 2021-22 Tentative Unrestricted General Fund, which is balanced, maintains a 15% reserve for unforeseen expenses and is a prudent business practice to buttress against future financial hardships. The unspent resources from 2020-21 that are estimated to carry-over into 2021-22 are noted below and are one-time in nature. These set-asides represent various board-approved and site initiatives to be funded by these

one-time resources as needed. The sum of the carry-over for initiatives and the reserve reflect the 2021-22 Estimated Beginning Balance.

| Estimated Beginning Balance | |
|-------------------------------------|---------------------|
| Apprenticeship | \$ 849,700 |
| Emergency Preparedness | 4,344,734 |
| Equity Institute | 1,101,205 |
| Facility Rentals | 1,181,111 |
| Free College Initiatives (One-Time) | 6,750,000 |
| Indirect Cost Pool | 672,900 |
| Professional / Staff Development | 1,212,768 |
| Telecom Contracts | 1,008,796 |
| One-Time Gen Purpose / Site Bal | |
| DO | 459,216 |
| SKY | 892,530 |
| CAN | 2,400,000 |
| CSM | 2,213,715 |
| Special Allocations | |
| CSM | 1,782,583 |
| SKY | 1,218,462 |
| Various Projects | |
| CAN | 138,831 |
| CSM | 853,826 |
| SKY | 783,325 |
| DO | 148,387 |
| Contingency—15% | 32,914,484 |
| Total | \$60,926,574 |

Staff will keep the Board of Trustees informed of any important developments affecting reserves and carryovers as the District closes the books for 2020-21 on July 31, 2021. Any changes to the balances will be reported in the 2021-22 Adopted Budget, which will be presented to the Board of Trustees for adoption on September 9, 2021.

San Mateo County Community College District
2021-2022 Tentative Budget
Unrestricted General Fund (Fund 1) - Total District

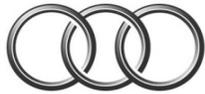


SAN MATEO COUNTY
COMMUNITY
 COLLEGE DISTRICT

| | 2020-21 Adoption Budget | 2020-21 Estimated Actual | 2021-22 Tentative Budget* | |
|-------------------------------------|-------------------------------|-----------------------------|---------------------------------|----|
| Revenue | | | | |
| 1 Federal Revenue | \$0 | \$0 | \$0 | 1 |
| 2 State Revenue | 13,488,940 | 13,194,153 | 13,383,257 | 2 |
| 3 Local Revenue | 194,923,030 | 199,107,483 | 206,046,633 | 3 |
| 4 Total Revenue | \$208,411,970 | \$212,301,636 | \$219,429,890 | 4 |
| Expenses | | | | |
| 5 Certificated Salaries | \$71,580,579 | \$67,688,083 | \$73,396,692 | 5 |
| 6 Classified Salaries | 50,057,084 | 48,594,723 | 54,694,521 | 6 |
| 7 Employee Benefits | 45,884,026 | 45,760,587 | 49,662,027 | 7 |
| 8 Materials & Supplies | 8,073,696 | 1,407,225 | 3,853,223 | 8 |
| 9 Operating Expenses | 43,098,550 | 14,103,162 | 26,251,990 | 9 |
| 10 Capital Outlay | 2,461,157 | 572,295 | 525,366 | 10 |
| 11 Total Expenses | \$221,155,092 | \$178,126,075 | \$208,383,819 | 11 |
| Transfers & Other | | | | |
| 12 Transfers In | \$0 | \$800,000 | \$0 | 12 |
| 13 Other Sources | 0 | 12,331 | 0 | 13 |
| 14 Transfers Out | (9,907,199) | (29,784,553) | (10,966,071) | 14 |
| 15 Contingency | 0 | | | 15 |
| 16 Other Out Go | (80,000) | 42 | (80,000) | 16 |
| 17 Total Transfers/Other | (\$9,987,199) | (\$28,972,180) | (\$11,046,071) | 17 |
| Fund Balance | | | | |
| 18 Net Change in Fund Balance | (\$22,730,321) | \$5,203,381 | \$0 | 18 |
| 19 Beginning Balance, July 1 | 55,723,193 | 55,723,193 | 60,926,574 | 19 |
| 20 Adjustments to Beginning Balance | 0 | 0 | 0 | 20 |
| 21 Net Fund Balance, June 30 | \$32,992,872 | \$60,926,574 | \$60,926,574 | 21 |

*Combined total of Central Services, District Office, Facilities, Cañada College, College of San Mateo, and Skyline College excluding carryover funds and includes Education Protection Account (EPA) Funds.

San Mateo County Community College District
2021-2022 Tentative Budget
Education Protection Account (Fund 11002) - Total District

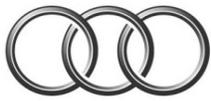


SAN MATEO COUNTY
COMMUNITY
 COLLEGE DISTRICT

| | 2020-21 Adoption Budget | 2020-21 Estimated Actual | 2021-22 Tentative Budget | |
|-------------------------------------|-------------------------------|-----------------------------|--------------------------------|----|
| Revenue | | | | |
| 1 Federal Revenue | \$0 | \$0 | \$0 | 1 |
| 2 State Revenue | 1,437,300 | 1,422,092 | 1,408,700 | 2 |
| 3 Local Revenue | 0 | 0 | 0 | 3 |
| 4 Total Revenue | \$1,437,300 | \$1,422,092 | \$1,408,700 | 4 |
| Expenses | | | | |
| 5 Certificated Salaries | \$842,625 | \$854,187 | \$874,967 | 5 |
| 6 Classified Salaries | 239,017 | 211,844 | 173,377 | 6 |
| 7 Employee Benefits | 355,657 | 356,061 | 360,356 | 7 |
| 8 Materials & Supplies | 0 | 0 | 0 | 8 |
| 9 Operating Expenses | 0 | 0 | 0 | 9 |
| 10 Capital Outlay | 0 | 0 | 0 | 10 |
| 11 Total Expenses | \$1,437,300 | \$1,422,092 | \$1,408,700 | 11 |
| Transfers & Other | | | | |
| 12 Transfers In | \$0 | \$0 | \$0 | 12 |
| 13 Other Sources | 0 | 0 | 0 | 13 |
| 14 Transfers Out | 0 | 0 | 0 | 14 |
| 15 Contingency | 0 | 0 | 0 | 15 |
| 16 Other Out Go | 0 | 0 | 0 | 16 |
| 17 Total Transfers/Other | \$0 | \$0 | \$0 | 17 |
| Fund Balance | | | | |
| 18 Net Change in Fund Balance | \$0 | (\$0) | \$0 | 18 |
| 19 Beginning Balance, July 1 | 0 | 0 | (0) | 19 |
| 20 Adjustments to Beginning Balance | 0 | 0 | 0 | 20 |
| 21 Net Fund Balance, June 30 | \$0 | (\$0) | (\$0) | 21 |

Combined total of District Office, Facilities, Cañada College, College of San Mateo, and Skyline College.

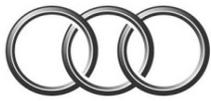
San Mateo County Community College District
2021-2022 Tentative Budget
Internal Service - Self-Insurance Fund (Fund 2) - Central Services



SAN MATEO COUNTY
COMMUNITY
 COLLEGE DISTRICT

| | 2020-21 Adoption Budget | 2020-21 Estimated Actual | 2021-22 Tentative Budget | |
|-------------------------------------|-------------------------------|-----------------------------|--------------------------------|----|
| Revenue | | | | |
| 1 Federal Revenue | \$0 | \$0 | \$0 | 1 |
| 2 State Revenue | 0 | 0 | 0 | 2 |
| 3 Local Revenue | 0 | 0 | 0 | 3 |
| 4 Total Revenue | \$0 | \$0 | \$0 | 4 |
| Expenses | | | | |
| 5 Certificated Salaries | \$0 | \$0 | \$0 | 5 |
| 6 Classified Salaries | 51,430 | 183,713 | 51,430 | 6 |
| 7 Employee Benefits | 23,134 | 95,791 | 24,771 | 7 |
| 8 Materials & Supplies | 0 | 0 | 0 | 8 |
| 9 Operating Expenses | 4,840,672 | 4,363,294 | 3,440,864 | 9 |
| 10 Capital Outlay | 0 | 0 | 0 | 10 |
| 11 Total Expenses | \$4,915,236 | \$4,642,798 | \$3,517,065 | 11 |
| Transfers & Other | | | | |
| 12 Transfers In | \$2,974,620 | \$2,788,957 | \$3,370,864 | 12 |
| 13 Other Sources | 1,243,894 | 1,455,275 | 1,323,147 | 13 |
| 14 Transfers Out | 0 | 0 | 0 | 14 |
| 15 Contingency | 0 | 0 | 0 | 15 |
| 16 Other Out Go | 0 | 0 | 0 | 16 |
| 17 Total Transfers/Other | \$4,218,514 | \$4,244,232 | \$4,694,011 | 17 |
| Fund Balance | | | | |
| 18 Net Change in Fund Balance | (\$696,722) | (\$398,566) | \$1,176,946 | 18 |
| 19 Beginning Balance, July 1 | 7,771,440 | 7,771,440 | 7,372,874 | 19 |
| 20 Adjustments to Beginning Balance | 0 | 0 | 0 | 20 |
| 21 Net Fund Balance, June 30 | \$7,074,718 | \$7,372,874 | \$8,549,820 | 21 |

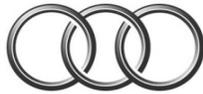
San Mateo County Community College District
2021-2022 Tentative Budget
Debt Service Fund (Fund 25) - Central Services



SAN MATEO COUNTY
COMMUNITY
 COLLEGE DISTRICT

| | 2020-21 Adoption Budget | 2020-21 Estimated Actual | 2021-22 Tentative Budget | |
|-------------------------------------|-------------------------------|-----------------------------|--------------------------------|----|
| Revenue | | | | |
| 1 Federal Revenue | \$0 | \$0 | \$0 | 1 |
| 2 State Revenue | 0 | 153,177 | 0 | 2 |
| 3 Local Revenue | 67,601,288 | 58,268,262 | 61,145,704 | 3 |
| 4 Total Revenue | \$67,601,288 | \$58,421,439 | \$61,145,704 | 4 |
| Expenses | | | | |
| 5 Certificated Salaries | \$0 | \$0 | \$0 | 5 |
| 6 Classified Salaries | 0 | 0 | 0 | 6 |
| 7 Employee Benefits | 0 | 0 | 0 | 7 |
| 8 Materials & Supplies | 0 | 0 | 0 | 8 |
| 9 Operating Expenses | 0 | 0 | 0 | 9 |
| 10 Capital Outlay | 0 | 0 | 0 | 10 |
| 11 Total Expenses | \$0 | \$0 | \$0 | 11 |
| Transfers & Other | | | | |
| 12 Transfers In | \$0 | \$0 | \$0 | 12 |
| 13 Other Sources | 0 | 0 | 0 | 13 |
| 14 Transfers Out | 0 | 0 | 0 | 14 |
| 15 Contingency | 0 | 0 | 0 | 15 |
| 16 Other Out Go | (67,601,288) | (67,601,288) | (61,145,704) | 16 |
| 17 Total Transfers/Other | (\$67,601,288) | (\$67,601,288) | (\$61,145,704) | 17 |
| Fund Balance | | | | |
| 18 Net Change in Fund Balance | \$0 | (\$9,179,849) | \$0 | 18 |
| 19 Beginning Balance, July 1 | 68,406,932 | 68,406,932 | 59,227,084 | 19 |
| 20 Adjustments to Beginning Balance | 0 | 0 | 0 | 20 |
| 21 Net Fund Balance, June 30 | \$68,406,932 | \$59,227,084 | \$59,227,084 | 21 |

San Mateo County Community College District
2021-2022 Tentative Budget
Restricted General Fund (Fund 3) - Total District



SAN MATEO COUNTY
COMMUNITY
 COLLEGE DISTRICT

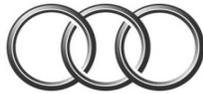
| | 2020-21 Adoption Budget | 2020-21 Estimated Actual | 2021-22 Tentative Budget | |
|-------------------------------------|-------------------------------|-----------------------------|--------------------------------|----|
| Revenue | | | | |
| 1 Federal Revenue | \$8,258,380 | \$11,508,901 | \$23,684,293 | 1 |
| 2 State Revenue | 30,010,378 | 23,000,008 | 26,118,334 | 2 |
| 3 Local Revenue | 7,086,918 | 8,942,401 | 6,328,695 | 3 |
| 4 Total Revenue | \$45,355,676 | \$43,451,310 | \$56,131,322 | 4 |
| Expenses | | | | |
| 5 Certificated Salaries | \$8,424,902 | \$11,971,259 | \$12,928,960 | 5 |
| 6 Classified Salaries | 13,760,429 | 15,123,145 | 17,157,896 | 6 |
| 7 Employee Benefits | 10,279,631 | 8,823,890 | 10,349,049 | 7 |
| 8 Materials & Supplies | 2,246,302 | 2,156,991 | 2,797,403 | 8 |
| 9 Operating Expenses | 11,754,692 | 3,310,155 | 14,638,554 | 9 |
| 10 Capital Outlay | 911,760 | 943,297 | 1,135,449 | 10 |
| 11 Total Expenses | \$47,377,716 | \$42,328,737 | \$59,007,311 | 11 |
| Transfers & Other | | | | |
| 12 Transfers In | \$6,425,837 | \$8,152,181 | \$8,354,115 | 12 |
| 13 Other Sources | 0 | 0 | 0 | 13 |
| 14 Transfers Out | 0 | (5,657,038) | 0 | 14 |
| 15 Contingency | 0 | 0 | 0 | 15 |
| 16 Other Out Go | (4,403,795) | (2,761,371) | (5,478,126) | 16 |
| 17 Total Transfers/Other | \$2,022,042 | (\$266,228) | \$2,875,989 | 17 |
| Fund Balance | | | | |
| 18 Net Change in Fund Balance | \$2 | \$856,345 | \$0 | 18 |
| 19 Beginning Balance, July 1 | 22,408,005 | 22,408,005 | 23,264,350 | 19 |
| 20 Adjustments to Beginning Balance | 0 | 0 | 0 | 20 |
| 21 Net Fund Balance, June 30 | \$22,408,007 | \$23,264,350 | \$23,264,350 | 21 |

Combined total of Central Services, District Office, Facilities, Cañada College, College of San Mateo, and Skyline College excluding carryover funds.

2021-22 TENTATIVE BUDGET - SPECIALLY FUNDED PROGRAM
Based on Current Agreements and Funding Estimates

| Fund | Program | Source | College of San Mateo | Cañada College | Skyline College | District Office | Total |
|-------|---|---------|-------------------------|-------------------|--------------------|--------------------|-------------------|
| 30005 | Work Study | Federal | 106,385 | 83,799 | 262,102 | | 452,286 |
| 30007 | CTEA Perkins IV-1C | Federal | 172,003 | 114,299 | 188,208 | | 474,510 |
| 30134 | HSI Institutional ESO Adelante C/O | Federal | | 600,000 | | | 600,000 |
| 30135 | HSI STEM GANAS C/O | Federal | | 1,200,000 | | | 1,200,000 |
| 30136 | HSI STEM Plus C/O | Federal | 300,000 | | | | 300,000 |
| 30143 | TRIO - Upward Bound | Federal | | 312,480 | | | 312,480 |
| 30147 | NSF S-STEM Scholarships | Federal | | 215,491 | | | 215,491 |
| 30148 | HSI Coop Strengthening STEM Pathways | Federal | | | 749,877 | | 749,877 |
| 30153 | NSF IUSE Trabajo | Federal | | 315,933 | | | 315,933 |
| 30156 | NSF Bioscope | Federal | | | 147,946 | | 147,946 |
| 30158 | NSF SkyBayTech | Federal | | | 183,294 | | 183,294 |
| 30159 | TRIO - SSS | Federal | | 275,105 | | | 275,105 |
| 30160 | TRIO - SSS | Federal | | | 590,821 | | 590,821 |
| 30161 | NSF IUSE Data Path | Federal | | | 97,659 | | 97,659 |
| 30162 | CRRSA Act - HEERF II – Institutional C/O | Federal | 1,800,000 | 1,000,000 | 2,200,000 | 702,627 | 5,702,627 |
| 30163 | CRRSA Act - HEERF II – MSI C/O | Federal | | 90,947 | 184,506 | | 275,453 |
| 3016X | ARPA - HEERF III – Institutional C/O | Federal | 4,035,874 | 2,490,668 | 4,932,435 | | 11,458,977 |
| 3016X | Dept of Energy - Nuclear Science Pathways | Federal | | | 217,757 | | 217,757 |
| 31012 | Foster Care Education | Federal | 28,817 | | | | 28,817 |
| 31033 | TANF | Federal | 26,918 | 29,016 | 29,326 | | 85,260 |
| | | | <u>6,469,997</u> | <u>6,727,738</u> | <u>9,783,931</u> | <u>702,627</u> | <u>23,684,293</u> |
| 31002 | DSP&S | State | 999,631 | 498,373 | 681,907 | | 2,179,911 |
| 31003 | EOP&S | State | 594,844 | 581,317 | 568,719 | | 1,744,880 |
| 31004 | EOP&S/CARE | State | 42,349 | 78,760 | 57,533 | | 178,642 |
| 31012 | Foster Care Education | State | 45,551 | | | | 45,551 |
| 31016 | AB602 - Board Fin Asst Prog Adm Allow | State | 244,961 | 217,546 | 293,807 | | 756,314 |
| 31031 | CalWORKs | State | 140,961 | 138,849 | 140,961 | | 420,771 |
| 31045 | Staff Diversity | State | | | | 33,500 | 33,500 |
| 31055 | MESA | State | 71,545 | | 71,545 | | 143,090 |
| 31069 | Lottery Prop 20 Instructional Materials C/O | State | 200,000 | 200,000 | 400,000 | | 800,000 |
| 31128 | UC Regents Puente Program | State | | | 1,500 | | 1,500 |
| 31157 | UC Regents Puente Program | State | | 1,500 | | | 1,500 |
| 31168 | CalSTRS On-behalf Payments | State | | | | 950,000 | 950,000 |
| 31195 | Guided Pathways Year 5 | State | 65,406 | 51,518 | 79,718 | | 196,642 |
| 31214 | CCCCO Innovation in Higher Ed C/O | State | 60,000 | 120,000 | 35,000 | 100,000 | 315,000 |
| 31216 | Student Equity and Achievement Program | State | 2,433,555 | 1,724,858 | 2,643,710 | | 6,802,123 |
| 31217 | Nursing Program Support | State | 189,039 | | | | 189,039 |
| 31220 | Student Success Completion Grant | State | 485,579 | 261,148 | 648,799 | | 1,395,526 |
| 31222 | CCCCO CA Apprenticeship Initiative C/O | State | | | 670,000 | | 670,000 |
| 31226 | Veteran Res Center Grant Prog | State | | | 50,000 | | 50,000 |
| 31228 | UC Regents Puente Program CSM | State | 1,500 | | | | 1,500 |
| 31236 | Classified Prof Dev C/O | State | | | | 108,368 | 108,368 |
| 31240 | ACCEL Adult Education Block Grant 2019-20 C/O | State | 80,000 | 160,000 | 100,000 | | 340,000 |
| 31245 | Veteran Resource Center 2019-20 C/O | State | 40,000 | 50,000 | 80,000 | | 170,000 |
| 31247 | CCCCO Strong Workforce Local 2019-20 C/O | State | 400,000 | 100,000 | 450,000 | | 950,000 |
| 31254 | Cabrillo CCD Strong Workforce Reg 2019-20 C/O | State | 250,000 | 160,000 | 300,000 | | 710,000 |
| 31256 | ACCEL Adult Education Block Grant 2020-21 C/O | State | 160,000 | 140,000 | 180,000 | | 480,000 |
| 31257 | Veteran Resource Center 2020-21 C/O | State | 40,000 | 50,000 | 80,000 | | 170,000 |
| 31258 | CCCCO Strong Workforce Local 2020-21 C/O | State | 835,054 | 649,996 | 871,893 | | 2,356,943 |
| 31265 | COVID-19 Response Block Grant – ST | State | 8,418 | 60,000 | 9,634 | 400,000 | 478,052 |
| 31267 | RSCCD RD Energy Constr & Util C/O | State | 100,000 | | | | 100,000 |
| 31268 | Dreamer Resource Liaisons 20-21 C/O | State | 39,867 | 30,000 | 42,294 | | 112,161 |
| 31269 | Veteran Resource Center One Time C/O | State | 45,380 | 22,262 | 40,386 | | 108,028 |
| 31270 | RSCCD RD Global Trade C/O | State | | 150,000 | | | 150,000 |
| 31271 | Immediate Action Emergency FA | State | 360,582 | 230,100 | 457,526 | | 1,048,208 |
| 31272 | Immediate Action Student Outreach | State | 91,970 | 62,797 | 94,760 | | 249,527 |
| 31273 | Immediate Action CalFresh Outreach | State | 12,875 | 12,875 | 12,875 | | 38,625 |
| 3127X | RSCCD RD Special Projects C/O | State | | 200,000 | | | 200,000 |
| 3127X | California College Promise (AB19) 21-22 | State | 699,657 | 222,755 | 550,521 | | 1,472,933 |
| | | | <u>8,738,724</u> | <u>6,174,654</u> | <u>9,613,088</u> | <u>1,591,868</u> | <u>26,118,334</u> |
| 32004 | Public Bdcst-CSG-FM | Local | 103,252 | | | | 103,252 |
| 32017 | Menlo Park Redevelopment | Local | | 355,950 | | | 355,950 |
| 32083 | UWBA-SparkPoint C/O | Local | | | 34,000 | | 34,000 |
| 32106 | UWBA-SparkPoint C/O | Local | | 24,000 | | | 24,000 |
| 32110 | Public Bdcst-CSG-FM Restricted | Local | 38,131 | | | | 38,131 |
| 35023 | KCSM FM | Local | 1,800,000 | | | | 1,800,000 |
| 32140 | Burton Book Fund | Local | | | 1,600 | | 1,600 |
| 32141 | UWBA-SparkPoint C/O | Local | 29,000 | | | | 29,000 |
| 35046 | Peninsula Library System | Local | | | | 50,000 | 50,000 |
| 35062 | Promise Scholarship Program | Local | | | 200,000 | | 200,000 |
| 35063 | Promise Scholarship Program | Local | | 500,000 | | | 500,000 |
| 35064 | Promise Scholarship Program | Local | 1,000,000 | | | | 1,000,000 |
| 35066 | Food Insecurity Program | Local | 333,334 | 333,333 | 333,333 | | 1,000,000 |
| 3506X | SMC Promise Scholarship Program Expansion | Local | 666,666 | 666,667 | 666,667 | | 2,000,000 |
| 38187 | Middle College HS | Local | | | 800,000 | | 800,000 |
| 38188 | Middle College HS | Local | | 120,000 | | | 120,000 |
| 39001 | Parking / Public Safety | Local | | | | 5,516,877 | 5,516,877 |
| 39030 | Health Services | Local | 340,000 | 270,000 | 500,000 | | 1,110,000 |
| | | | <u>4,310,383</u> | <u>2,269,950</u> | <u>2,535,600</u> | <u>5,566,877</u> | <u>14,682,810</u> |
| | Total 2021-22 Tentative Budget | | <u>19,519,104</u> | <u>15,172,342</u> | <u>21,932,619</u> | <u>7,861,372</u> | <u>64,485,437</u> |

San Mateo County Community College District
2021-2022 Tentative Budget
Capital Projects Fund (Fund 4) - Total District

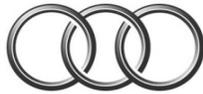


SAN MATEO COUNTY
COMMUNITY
 COLLEGE DISTRICT

| | 2020-21 Adoption Budget | 2020-21 Estimated Actual | 2021-22 Tentative Budget | |
|-------------------------------------|-------------------------------|-----------------------------|--------------------------------|----|
| Revenue | | | | |
| 1 Federal Revenue | \$0 | \$0 | \$0 | 1 |
| 2 State Revenue | 5,268,695 | 244,940 | 31,820,000 | 2 |
| 3 Local Revenue | 3,232,000 | 2,100,000 | 1,898,000 | 3 |
| 4 Total Revenue | \$8,500,695 | \$2,344,940 | \$33,718,000 | 4 |
| Expenses | | | | |
| 5 Certificated Salaries | \$1,000 | \$1,837 | \$1,000 | 5 |
| 6 Classified Salaries | 2,255,658 | 2,145,245 | 1,503,435 | 6 |
| 7 Employee Benefits | 898,632 | 858,098 | 709,217 | 7 |
| 8 Materials & Supplies | 2,624,750 | 2,238,288 | 1,950,000 | 8 |
| 9 Operating Expenses | 5,856,473 | 4,841,354 | 3,575,000 | 9 |
| 10 Capital Outlay | 77,612,379 | 79,542,623 | 67,235,000 | 10 |
| 11 Total Expenses | \$89,248,892 | \$89,627,445 | \$74,973,652 | 11 |
| Transfers & Other | | | | |
| 12 Transfers In | \$0 | \$19,443,696 | \$0 | 12 |
| 13 Other Sources | 0 | 19,144,263 | 0 | 13 |
| 14 Transfers Out | (400,000) | (2,200,000) | (1,400,000) | 14 |
| 15 Contingency | 0 | 0 | 0 | 15 |
| 16 Other Out Go | 0 | 0 | 0 | 16 |
| 17 Total Transfers/Other | (\$400,000) | \$36,387,959 | (\$1,400,000) | 17 |
| Fund Balance | | | | |
| 18 Net Change in Fund Balance | (\$81,148,197) | (\$50,894,546) | (\$42,655,652) | 18 |
| 19 Beginning Balance, July 1 | 304,693,994 | 304,693,994 | 253,799,448 | 19 |
| 20 Adjustments to Beginning Balance | 0 | 0 | 0 | 20 |
| 21 Net Fund Balance, June 30 | \$223,545,797 | \$253,799,448 | \$211,143,796 | 21 |

Combined total of Central Services, District Office, Facilities, Cañada College, College of San Mateo, and Skyline College.

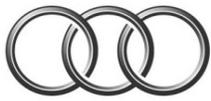
San Mateo County Community College District
2021-2022 Tentative Budget
Bookstore (Fund 5)



SAN MATEO COUNTY
COMMUNITY
 COLLEGE DISTRICT

| | 2020-21 Adoption Budget | 2020-21 Estimated Actual | 2021-22 Tentative Budget | |
|-------------------------------------|-------------------------------|-----------------------------|--------------------------------|----|
| Revenue | | | | |
| 1 Federal Revenue | \$0 | \$0 | \$0 | 1 |
| 2 State Revenue | 0 | 0 | 0 | 2 |
| 3 Local Revenue | 5,200,000 | 3,500,000 | 4,600,000 | 3 |
| 4 Total Revenue | \$5,200,000 | \$3,500,000 | \$4,600,000 | 4 |
| Expenses | | | | |
| 5 Cost of Sales | \$3,200,000 | \$2,800,000 | \$3,600,000 | 5 |
| 6 Certificated Salaries | 0 | 0 | 0 | 6 |
| 7 Classified Salaries | 1,915,509 | 1,425,340 | 1,536,381 | 7 |
| 8 Employee Benefits | 682,716 | 604,495 | 746,884 | 8 |
| 9 Materials & Supplies | 15,000 | 6,241 | 15,000 | 9 |
| 10 Operating Expenses | 500,000 | 376,558 | 400,000 | 10 |
| 11 Capital Outlay | 0 | 0 | 0 | 11 |
| 12 Total Expenses | \$6,313,225 | \$5,212,634 | \$6,298,265 | 12 |
| Transfers & Other | | | | |
| 13 Transfers In | \$0 | \$0 | \$0 | 13 |
| 14 Other Sources | 0 | 1,830,491 | 696,247 | 14 |
| 15 Transfers Out | 0 | 0 | 0 | 15 |
| 16 Contingency | 0 | 0 | 0 | 16 |
| 17 Other Out Go | 0 | 0 | 0 | 17 |
| 18 Total Transfers/Other | \$0 | \$1,830,491 | \$696,247 | 18 |
| Fund Balance | | | | |
| 19 Net Change in Fund Balance | (\$1,113,225) | \$117,857 | (\$1,002,018) | 19 |
| 20 Beginning Balance, July 1 | 5,680,962 | 5,680,962 | 5,798,819 | 20 |
| 21 Adjustments to Beginning Balance | 0 | 0 | 0 | 21 |
| 22 Net Fund Balance, June 30 | \$4,567,737 | \$5,798,819 | \$4,796,801 | 22 |

San Mateo County Community College District
2021-2022 Tentative Budget
Cafeteria (Fund 5)



SAN MATEO COUNTY
COMMUNITY
 COLLEGE DISTRICT

| | 2020-21 Adoption Budget | 2020-21 Estimated Actual | 2021-22 Tentative Budget | |
|-------------------------------------|-------------------------------|-----------------------------|--------------------------------|----|
| Revenue | | | | |
| 1 Federal Revenue | \$0 | \$0 | \$0 | 1 |
| 2 State Revenue | 0 | 0 | 0 | 2 |
| 3 Local Revenue | 150,000 | 9,693 | 100,000 | 3 |
| 4 Total Revenue | \$150,000 | \$9,693 | \$100,000 | 4 |
| Expenses | | | | |
| 5 Certificated Salaries | \$0 | \$0 | \$0 | 5 |
| 6 Classified Salaries | 67,431 | 59,049 | 69,277 | 6 |
| 7 Employee Benefits | 24,049 | 19,228 | 26,832 | 7 |
| 8 Materials & Supplies | 0 | 0 | 0 | 8 |
| 9 Operating Expenses | 130,000 | 64,394 | 100,000 | 9 |
| 10 Capital Outlay | 0 | 0 | 0 | 10 |
| 11 Total Expenses | \$221,480 | \$142,671 | \$196,109 | 11 |
| Transfers & Other | | | | |
| 12 Transfers In | \$0 | \$0 | \$0 | 12 |
| 13 Other Sources | 0 | 17,420 | 0 | 13 |
| 14 Transfers Out | 0 | 0 | 0 | 14 |
| 15 Contingency | 0 | 0 | 0 | 15 |
| 16 Other Out Go | 0 | 0 | 0 | 16 |
| 17 Total Transfers/Other | \$0 | \$17,420 | \$0 | 17 |
| Fund Balance | | | | |
| 18 Net Change in Fund Balance | (\$71,480) | (\$115,558) | (\$96,109) | 18 |
| 19 Beginning Balance, July 1 | 789,944 | 789,944 | 674,386 | 19 |
| 20 Adjustments to Beginning Balance | 0 | 0 | 0 | 20 |
| 21 Net Fund Balance, June 30 | \$718,464 | \$674,386 | \$578,277 | 21 |

San Mateo County Community College District
2021-2022 Tentative Budget
San Mateo Athletic Club & Aquatic Center (Fund 5)



| | 2020-21 Adoption Budget | 2020-21 Estimated Actual | 2021-22 Tentative Budget* | |
|-------------------------------------|-------------------------------|-----------------------------|---------------------------------|----|
| Revenue | | | | |
| 1 Federal Revenue | \$0 | \$0 | \$0 | 1 |
| 2 State Revenue | 0 | 0 | 0 | 2 |
| 3 Local Revenue | 3,750,000 | 1,866,946 | 1,324,240 | 3 |
| 4 Total Revenue | \$3,750,000 | \$1,866,946 | \$1,324,240 | 4 |
| Expenses | | | | |
| 5 Certificated Salaries | \$0 | \$0 | \$0 | 5 |
| 6 Classified Salaries | 378,564 | 330,253 | 318,273 | 6 |
| 7 Employee Benefits | 150,980 | 131,963 | 140,470 | 7 |
| 8 Materials & Supplies | 0 | 0 | 0 | 8 |
| 9 Operating Expenses | 3,706,541 | 3,209,204 | 1,760,026 | 9 |
| 10 Capital Outlay | 0 | 0 | 0 | 10 |
| 11 Total Expenses | \$4,236,085 | \$3,671,420 | \$2,218,769 | 11 |
| Transfers & Other | | | | |
| 12 Transfers In | \$0 | \$0 | \$0 | 12 |
| 13 Other Sources | 0 | 116,180 | 43,000 | 13 |
| 14 Transfers Out | 0 | 0 | 0 | 14 |
| 15 Contingency | 0 | 0 | 0 | 15 |
| 16 Other Out Go | (400,000) | (770,000) | (311,071) | 16 |
| 17 Total Transfers/Other | (\$400,000) | (\$653,820) | (\$268,071) | 17 |
| Fund Balance | | | | |
| 18 Net Change in Fund Balance | (\$886,085) | (\$2,458,294) | (\$1,162,600) | 18 |
| 19 Beginning Balance, July 1 | 3,620,894 | 3,620,894 | 1,162,600 | 19 |
| 20 Adjustments to Beginning Balance | 0 | 0 | 0 | 20 |
| 21 Net Fund Balance, June 30 | \$2,734,809 | \$1,162,600 | \$0 | 21 |

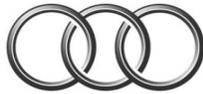
Excluding personnel, represents Jul 1 - Dec 31 budgetary projections pending further direction on operation eff. Jan 1

San Mateo County Community College District
2021-2022 Tentative Budget
Community Continuing Corporate Education (Fund 5)



| | 2020-21 Adoption Budget | 2020-21 Estimated Actual | 2021-22 Tentative Budget | |
|-------------------------------------|-------------------------------|-----------------------------|--------------------------------|----|
| Revenue | | | | |
| 1 Federal Revenue | \$0 | \$0 | \$0 | 1 |
| 2 State Revenue | 0 | 0 | 0 | 2 |
| 3 Local Revenue | 1,395,000 | 779,176 | 1,400,000 | 3 |
| 4 Total Revenue | \$1,395,000 | \$779,176 | \$1,400,000 | 4 |
| Expenses | | | | |
| 5 Certificated Salaries | \$0 | \$0 | \$0 | 5 |
| 6 Classified Salaries | 643,558 | 749,569 | 692,830 | 6 |
| 7 Employee Benefits | 296,496 | 251,964 | 333,742 | 7 |
| 8 Materials & Supplies | 40,000 | 16,601 | 55,000 | 8 |
| 9 Operating Expenses | 400,000 | 209,965 | 324,808 | 9 |
| 10 Capital Outlay | 0 | 0 | 0 | 10 |
| 11 Total Expenses | \$1,380,054 | \$1,228,099 | \$1,406,380 | 11 |
| Transfers & Other | | | | |
| 12 Transfers In | \$0 | \$0 | \$0 | 12 |
| 13 Other Sources | 0 | 389,050 | 6,380 | 13 |
| 14 Transfers Out | 0 | 0 | 0 | 14 |
| 15 Contingency | 0 | 0 | 0 | 15 |
| 16 Other Out Go | 0 | 0 | 0 | 16 |
| 17 Total Transfers/Other | \$0 | \$389,050 | \$6,380 | 17 |
| Fund Balance | | | | |
| 18 Net Change in Fund Balance | \$14,946 | (\$59,873) | \$0 | 18 |
| 19 Beginning Balance, July 1 | 59,873 | 59,873 | 0 | 19 |
| 20 Adjustments to Beginning Balance | 0 | 0 | 0 | 20 |
| 21 Net Fund Balance, June 30 | \$74,819 | \$0 | \$0 | 21 |

San Mateo County Community College District
2021-2022 Tentative Budget
Child Development Fund (Fund 6) - Total District

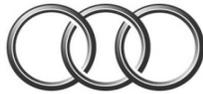


SAN MATEO COUNTY
COMMUNITY
 COLLEGE DISTRICT

| | 2020-21 Adoption Budget | 2020-21 Estimated Actual | 2021-22 Tentative Budget | |
|-------------------------------------|-------------------------------|-----------------------------|--------------------------------|----|
| Revenue | | | | |
| 1 Federal Revenue | \$19,000 | \$75,000 | \$45,900 | 1 |
| 2 State Revenue | 74,200 | 110,000 | 276,986 | 2 |
| 3 Local Revenue | 163,422 | 25,000 | 391,560 | 3 |
| 4 Total Revenue | \$256,622 | \$210,000 | \$714,446 | 4 |
| Expenses | | | | |
| 5 Certificated Salaries | \$225,728 | \$220,437 | \$242,175 | 5 |
| 6 Classified Salaries | 538,197 | 499,465 | 615,107 | 6 |
| 7 Employee Benefits | 366,393 | 336,527 | 395,256 | 7 |
| 8 Materials & Supplies | 31,547 | 22,044 | 98,000 | 8 |
| 9 Operating Expenses | 1,500 | 1,694 | 5,000 | 9 |
| 10 Capital Outlay | 0 | 10,932 | 0 | 10 |
| 11 Total Expenses | \$1,163,365 | \$1,091,099 | \$1,355,538 | 11 |
| Transfers & Other | | | | |
| 12 Transfers In | \$906,743 | \$881,099 | \$641,092 | 12 |
| 13 Other Sources | 0 | 0 | 0 | 13 |
| 14 Transfers Out | 0 | 0 | 0 | 14 |
| 15 Contingency | 0 | 0 | 0 | 15 |
| 16 Other Out Go | 0 | 0 | 0 | 16 |
| 17 Total Transfers/Other | \$906,743 | \$881,099 | \$641,092 | 17 |
| Fund Balance | | | | |
| 18 Net Change in Fund Balance | \$0 | \$0 | \$0 | 18 |
| 19 Beginning Balance, July 1 | 0 | 0 | 0 | 19 |
| 20 Adjustments to Beginning Balance | 0 | 0 | 0 | 20 |
| 21 Net Fund Balance, June 30 | \$0 | \$0 | \$0 | 21 |

Combined total of College of San Mateo and Skyline College.

San Mateo County Community College District
2021-2022 Tentative Budget
Student Aid Fund (Fund 7) - Total District



SAN MATEO COUNTY
COMMUNITY
 COLLEGE DISTRICT

| | 2020-21 Adoption Budget | 2020-21 Estimated Actual | 2021-22 Tentative Budget | |
|-------------------------------------|-------------------------------|-----------------------------|--------------------------------|----|
| Revenue | | | | |
| 1 Federal Revenue | \$14,086,561 | \$14,135,426 | \$22,025,622 | 1 |
| 2 State Revenue | 1,350,000 | 1,310,410 | 1,350,000 | 2 |
| 3 Local Revenue | 1,640,000 | 1,636,976 | 1,640,000 | 3 |
| 4 Total Revenue | \$17,076,561 | \$17,082,812 | \$25,015,622 | 4 |
| Expenses | | | | |
| 5 Certificated Salaries | \$0 | \$0 | \$0 | 5 |
| 6 Classified Salaries | 0 | 0 | 0 | 6 |
| 7 Employee Benefits | 0 | 0 | 0 | 7 |
| 8 Materials & Supplies | 0 | 0 | 0 | 8 |
| 9 Operating Expenses | 0 | 0 | 0 | 9 |
| 10 Capital Outlay | 0 | 0 | 0 | 10 |
| 11 Total Expenses | \$0 | \$0 | \$0 | 11 |
| Transfers & Other | | | | |
| 12 Transfers In | \$0 | \$5,657,038 | \$0 | 12 |
| 13 Other Sources | 0 | 0 | 0 | 13 |
| 14 Transfers Out | 0 | (81,380) | 0 | 14 |
| 15 Contingency | 0 | 0 | 0 | 15 |
| 16 Other Out Go | (17,076,561) | (22,739,850) | (25,015,622) | 16 |
| 17 Total Transfers/Other | (\$17,076,561) | (\$17,164,192) | (\$25,015,622) | 17 |
| Fund Balance | | | | |
| 18 Net Change in Fund Balance | \$0 | (\$81,380) | \$0 | 18 |
| 19 Beginning Balance, July 1 | 81,380 | 81,380 | 0 | 19 |
| 20 Adjustments to Beginning Balance | 0 | 0 | 0 | 20 |
| 21 Net Fund Balance, June 30 | \$81,380 | \$0 | \$0 | 21 |

Combined total of Cañada College, College of San Mateo, and Skyline College.

San Mateo County Community College District
2021-2022 Tentative Budget
Reserve Fund for OPEB / Housing Loan (Fund 8) - Central Services



| | 2020-21 Adoption Budget | 2020-21 Estimated Actual | 2021-22 Tentative Budget | |
|-------------------------------------|-------------------------------|-----------------------------|--------------------------------|----|
| Revenue | | | | |
| 1 Federal Revenue | \$0 | \$0 | \$0 | 1 |
| 2 State Revenue | 0 | 0 | 0 | 2 |
| 3 Local Revenue | 3,000 | 83,722 | 0 | 3 |
| 4 Total Revenue | \$3,000 | \$83,722 | \$0 | 4 |
| Expenses | | | | |
| 5 Certificated Salaries | \$0 | \$0 | \$0 | 5 |
| 6 Classified Salaries | 0 | 0 | 0 | 6 |
| 7 Employee Benefits | 7,120,355 | 7,883,286 | 8,671,615 | 7 |
| 8 Materials & Supplies | 0 | 0 | 0 | 8 |
| 9 Operating Expenses | 16,000 | 14,000 | 16,000 | 9 |
| 10 Capital Outlay | 0 | 0 | 0 | 10 |
| 11 Total Expenses | \$7,136,355 | \$7,897,286 | \$8,687,615 | 11 |
| Transfers & Other | | | | |
| 12 Transfers In | \$0 | \$0 | \$0 | 12 |
| 13 Other Sources | 3,124,169 | 3,269,059 | 3,321,267 | 13 |
| 14 Transfers Out | 0 | 0 | 0 | 14 |
| 15 Contingency | 0 | 0 | 0 | 15 |
| 16 Other Out Go | 0 | 0 | 0 | 16 |
| 17 Total Transfers/Other | \$3,124,169 | \$3,269,059 | \$3,321,267 | 17 |
| Fund Balance | | | | |
| 18 Net Change in Fund Balance | (\$4,009,186) | (\$4,544,505) | (\$5,366,348) | 18 |
| 19 Beginning Balance, July 1 | 16,692,185 | 16,692,185 | 12,147,680 | 19 |
| 20 Adjustments to Beginning Balance | 0 | 0 | 0 | 20 |
| 21 Net Fund Balance, June 30 | \$12,682,999 | \$12,147,680 | \$6,781,332 | 21 |

BOARD REPORT NO. 21-06-108B

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Mitchell Bailey, Vice Chancellor/Chief of Staff

**CONSIDERATION OF MODIFICATION TO THE ACADEMIC CALENDAR TO INCLUDE
JUNETEENTH NATIONAL INDEPENDENCE DAY HOLIDAY**

On Thursday, June 17, 2021, President Biden signed S. 475, the “Juneteenth National Independence Day Act,” which designates Juneteenth National Independence Day as a legal public holiday. This holiday recognizes the end of slavery in the United States.

The Board will consider the addition of this new federal holiday to the District’s annual academic calendar.

RECOMMENDATION

It is recommended that the Board consider the addition of Juneteenth National Independence Day as a District-observed holiday.

117TH CONGRESS
1ST SESSION

S. 475

To amend title 5, United States Code, to designate Juneteenth National Independence Day as a legal public holiday.

IN THE SENATE OF THE UNITED STATES

FEBRUARY 25, 2021

Mr. MARKEY (for himself, Mr. BOOKER, Ms. SMITH, Mr. CORNYN, Mr. SCHATZ, Mr. BURR, Ms. HIRONO, Ms. ERNST, Mr. BLUMENTHAL, Mr. RUBIO, Mrs. FEINSTEIN, Mr. HAWLEY, Ms. ROSEN, Mr. CRAPO, Mr. SANDERS, Mrs. FISCHER, Mr. WHITEHOUSE, Mr. LANKFORD, Ms. CORTEZ MASTO, Mr. CASSIDY, Ms. WARREN, Mr. RISCH, Mr. MENENDEZ, Mr. CRAMER, Mr. MERKLEY, Mr. YOUNG, Ms. KLOBUCHAR, Mrs. HYDE-SMITH, Mr. CASEY, Ms. COLLINS, Ms. BALDWIN, Mr. PORTMAN, Mr. VAN HOLLEN, Mr. SCOTT of South Carolina, Mr. DURBIN, Mr. WARNER, Ms. DUCKWORTH, Ms. CANTWELL, Mr. KING, Mr. BENNET, Mr. BROWN, Mr. REED, Mr. KAINE, Mr. COONS, Mrs. SHAHEEN, Mrs. MURRAY, Mr. PETERS, Mr. HEINRICH, Mr. WYDEN, Mr. LUJÁN, Ms. STABENOW, Ms. SINEMA, Mrs. GILLIBRAND, Mr. MURPHY, and Mr. PADILLA) introduced the following bill; which was read twice and referred to the Committee on the Judiciary

A BILL

To amend title 5, United States Code, to designate Juneteenth National Independence Day as a legal public holiday.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

2

1 **SECTION 1. SHORT TITLE.**

2 This Act may be cited as the “Juneteenth National
3 Independence Day Act”.

4 **SEC. 2. JUNETEENTH NATIONAL INDEPENDENCE DAY AS A**
5 **LEGAL PUBLIC HOLIDAY.**

6 Section 6103(a) of title 5, United States Code, is
7 amended by inserting after the item relating to Memorial
8 Day the following:

9 “Juneteenth National Independence Day, June
10 19.”.

○

BOARD REPORT NO. 21-06-07C

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: Dr. Aaron McVean, Vice Chancellor for Educational Services and Planning

DISTRICT STRATEGIC PLAN UPDATE – REVISED GOALS AND STRATEGIES

The updated and revised District Strategic Plan was presented to the Board of Trustees for a first review at its June 9th study session. The board received a presentation outlining the process that was undertaken to update and revise the plan, the environmental scanning information that was considered during that revision process, and ultimately the updated Strategic Goals and Districtwide Strategies. Based on Board discussion at that meeting, the District Strategic Plan Goals and Districtwide Strategies have been revised and are presented for Board discussion and consensus. If agreed to, the changes will be included in the final version of the District Strategic Plan 2021-2026 that will be brought back to the Board in July 2021 for adoption.

STRATEGIC GOALS AND DISTRICTWIDE STRATEGIES – PROPOSED REVISIONS (BASED ON BOARD FEEDBACK)

The following set of Strategic Goals and Districtwide Strategies was developed following the process outlined above. The first section of the District Strategic Plan focuses on Districtwide Strategies that cut across all Strategic Goals and provide a timely focus for District and College efforts. Reflecting emerging issues and priorities across the District, the following set of Districtwide Strategies were identified for the 2021-2026 District Strategic Plan.

| Districtwide Strategies |
|---|
| <ul style="list-style-type: none"> Continually explore and implement interventions that benefit all students and help them to achieve their specific educational goals. |
| <ul style="list-style-type: none"> Measure the impact of new and existing Districtwide efforts to increase access, success, and completion while reducing equity gaps for disproportionately impacted student groups. |
| <ul style="list-style-type: none"> Support the Colleges by providing resources for innovative teaching and learning that is designed to increase student success. |
| <ul style="list-style-type: none"> Fully implement and optimize the Salesforce CRM and associated products in order to integrate technology systems for better communication to students, staff, and faculty. |
| <ul style="list-style-type: none"> Support the implementation of the District’s sustainability initiatives to address its program goals as part of the District’s response to climate change. |
| <ul style="list-style-type: none"> Support the work of the District Anti-Racism Council to radically reimagine how we commit to anti-racism and how we can transform the educational experiences for all students, especially hyper-marginalized students. |
| <ul style="list-style-type: none"> Expand the Promise Scholars Program to serve all students who are interested and qualify for this completion focused program. |
| <ul style="list-style-type: none"> Increase enrollment of San Mateo County residents through coordinated efforts, including the implementation of the Free Community College initiative. |
| <ul style="list-style-type: none"> Communicate information to the District and the public regarding enrollment and student success metrics in an accurate and transparent manner. |

Strategic Goal #1 and the accompanying Districtwide Strategies focus on increasing student access, success, and completion. Although the District Strategic Plan is intended to set the strategic direction for the District for the next five years, it is impossible to not consider the current COVID-19 pandemic when reviewing the revised strategies below. The importance of continuing to develop and implement on-line support services and to provide professional development, for example, are both made more apparent in the current operating environment.



Cañada College • College of San Mateo • Skyline College

| Strategic Goal #1 |
|--|
| DEVELOP AND STRENGTHEN EDUCATIONAL OFFERINGS, INTERVENTIONS, AND SUPPORT PROGRAMS THAT INCREASE STUDENT ACCESS, SUCCESS, AND COMPLETION |
| Districtwide Strategies |
| <ul style="list-style-type: none"> • Encourage the development of methodologies that increase the number of students who utilize support services that enable them to stay in school and succeed. |
| <ul style="list-style-type: none"> • Create on-line and web-based options for students to access advising and counseling services, interactive scheduling, and educational plans. |
| <ul style="list-style-type: none"> • Strengthen the alignment of career education programs with projected workforce needs. |
| <ul style="list-style-type: none"> • Provide professional development resources for faculty, staff, and administration to ensure program effectiveness and excellence in teaching and learning. |
| <ul style="list-style-type: none"> • Establish a dedicated budget for new program development in order to increase access, success, and completion, and eliminate equity gaps. |
| <ul style="list-style-type: none"> • Review student placement processes and incorporate multiple measures of assessing the preparedness of new students for college level work with the goal of decreasing time needed to achieve one’s goal. |
| <ul style="list-style-type: none"> • Use emerging practices to accelerate student progression of ESL sequences into transfer-level courses. |
| <ul style="list-style-type: none"> • Evaluate the implementation of revised placement processes for English, and math, ensuring students are successful in transfer-level coursework. |
| <ul style="list-style-type: none"> • Systematically evaluate the effectiveness of academic and student support programs in all areas and develop, strengthen, or eliminate programs to support student success. |

Strategic Goal #2 and the accompanying Districtwide Strategies focuses on the continuum of strategic partnerships and pathways from feeder high schools through the District and onto four-year universities. The continued focus of the District and its colleges to implement Guided Pathways and increase Dual Enrollment opportunities is part of the intentional work to increase access to higher education for historically underserved communities and to increase their successful completion and transfer.

| Strategic Goal #2 |
|--|
| ESTABLISH AND EXPAND RELATIONSHIPS WITH SCHOOL DISTRICTS, 4-YEAR COLLEGE PARTNERS, COMMUNITY-BASED ORGANIZATIONS AND EMPLOYERS TO INCREASE HIGHER EDUCATION ATTAINMENT AND ECONOMIC MOBILITY IN SAN MATEO COUNTY |
| Districtwide Strategies |
| <ul style="list-style-type: none"> • Increase collaboration, interaction, and alignment with high school partners to increase successful transitions from local high schools to ensure higher education is accessible for all San Mateo high school students. |



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| |
|--|
| <ul style="list-style-type: none"> • Increase outreach and recruitment efforts with San Mateo County high school partners, students, and parents to make the SMCCCD the “college of choice” for high school graduates. |
| <ul style="list-style-type: none"> • Continue to expand and support Middle College and Early College opportunities. |
| <ul style="list-style-type: none"> • Expand dual enrollment opportunities and make processes more efficient and accessible for secondary schools and their students. |
| <ul style="list-style-type: none"> • Create faculty-to-faculty collaboration as part of high school partnerships for Dual Enrollment and Guided Pathways to better align curricula and to create seamless transitions from secondary to postsecondary education. |
| <ul style="list-style-type: none"> • Work with feeder high schools to streamline processes for sharing transcript information to facilitate placement of more students into the appropriate transfer-level credit courses. |
| <ul style="list-style-type: none"> • Create an active campus environment that creates a sense of belonging and engagement for students. |
| <ul style="list-style-type: none"> • Increase and articulate Guided Pathways, programs, and services to improve career development and job placement to help students meet their stated goals. |
| <ul style="list-style-type: none"> • Increase/expand partnerships with four-year colleges and universities to increase seamless curriculum alignment and direct program transfer, as well as develop opportunities to complete four-year degrees in San Mateo County. |
| <ul style="list-style-type: none"> • Share data and information, especially about student success, with community partners. |

Strategic Goal #3 and the accompanying Districtwide Strategies focuses on the development of innovation in teaching and learning, including the use of emerging technologies. The need for this focus has again been highlighted by the COVID-19 pandemic, which has immediately shifted the operating environment of the District and has changed the future of higher education in ways that are not yet fully understood. Regardless, the continued investment in innovation is essential for the District to remain relevant and competitive for future generations of students.

| |
|---|
| Strategic Goal #3 |
| PROMOTE INNOVATION AND EXCELLENCE IN INSTRUCTION TO SUPPORT STUDENT LEARNING AND SUCCESS |
| Districtwide Strategies |
| <ul style="list-style-type: none"> • Expand program delivery options, including accelerated completion options, for all students including online students, e.g., College for Working Adults; short-term classes; intersession classes; cohort classes; and continuing, corporate and community education. |
| <ul style="list-style-type: none"> • Promote strategic development of online education to increase the development and delivery of quality, fully online certificate and degree programs. |



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| |
|---|
| <ul style="list-style-type: none"> • Ensure instruction is delivered in multiple modalities, including in-person, hybrid, and hyflex, to increase access to higher education and meet the needs of different student populations. |
| <ul style="list-style-type: none"> • Support professional development for faculty and staff to incorporate advances in teaching, learning, and effective use of technology. |
| <ul style="list-style-type: none"> • Increase technology use in the classroom and develop the overall District technology infrastructure to support innovative practices in teaching and learning. |
| <ul style="list-style-type: none"> • Integrate technological systems to ensure a seamless and efficient experience for students, faculty, and staff. |
| <ul style="list-style-type: none"> • Ensure student and academic support services are accessible to all students in the online environment. |
| <ul style="list-style-type: none"> • Support innovation and excellence by increasing the availability of data and information to inform the effectiveness of programs and interventions designed to increase student success, equity, and achievement. |
| <ul style="list-style-type: none"> • Support the International Student Programs and expand International Education to provide a global education and campus culture that benefits all students. |
| <ul style="list-style-type: none"> • Foster an environment that continues to attract and retain highly qualified and dedicated faculty, staff, and administration that share the District’s values of equity and social justice. |
| <ul style="list-style-type: none"> • Accelerate the development and adoption of Open Educational Resources (OER) and expand Zero Textbook Cost (ZTC) course offerings for students across all modalities. |

Finally, Strategic Goal #4 and the accompanying Districtwide Strategies focuses on the maintenance and development of resources to support the innovation, programs, and services identified in the previous strategic goals. ~~The COVID-19 pandemic has also created a less certain future funding outlook that will require additional alternative sources of revenue and strategic development efforts.~~

| Strategic Goal #4 |
|---|
| <p>ENSURE NECESSARY RESOURCES ARE AVAILABLE TO IMPLEMENT THIS STRATEGIC PLAN THROUGH SOUND FISCAL PLANNING AND MANAGEMENT OF ALLOCATIONS AND PROTECTION OF COMMUNITY-SUPPORTED STATUS. AND UNDERTAKE THE DEVELOPMENT OF ALTERNATIVE SOURCES OF REVENUE THAT SUPPORT EDUCATIONAL PROGRAMS BEYOND THAT WHICH IS AVAILABLE FROM COMMUNITY AND STATE ALLOCATIONS.</p> |
| Districtwide Strategies |
| <ul style="list-style-type: none"> • Protect and solidify District funding, predominately in the form of property taxes, through interaction and advocacy with key county and state legislators and the State Chancellor’s Office. To ensure this is achieved, build coalitions among other community-supported districts and statewide associations. |



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| |
|---|
| <ul style="list-style-type: none"> • Ensure strong fiscal stewardship and the efficient utilization of taxpayer resources in order to accomplish the strategic goals of the District. |
| <ul style="list-style-type: none"> • Increase actions across the District to provide alternative revenue sources to support programs that increase student success, equity, and achievement. |
| <ul style="list-style-type: none"> • Develop and support legislation and Board policies that allow for greater flexibility and control over the use of District resources. |
| <ul style="list-style-type: none"> • Expand the development, management, and grant funding strategy and infrastructure for the Districts and its Colleges. |
| <ul style="list-style-type: none"> • Increase philanthropic development efforts in order to provide resources that can be used to support programs and efforts that increase student success, equity, and completion. |
| <ul style="list-style-type: none"> • Increase Develop Community, Continuing and Corporate Education (CCCE) training and services to San Mateo County residents, as a net revenue generating program families and public and private sector organizations through increased lifelong learning and focus on not-for-credit professional certifications for adults, expanded academic and fitness programming for youth, and customized workforce training for public and private-sector organizations, without infringement on established credit-based academic programs. |
| <ul style="list-style-type: none"> • Increase credit-based enrollments through new credit/non-credit hybrid programming. |
| <ul style="list-style-type: none"> • Contribute to the economic development of San Mateo County through collaborative partnerships with industry and workforce/economic development agencies. |
| <ul style="list-style-type: none"> • Partner with local, regional, and state level governmental and other agencies in order to achieve the strategic goals of the District. |
| <ul style="list-style-type: none"> • Review allocations and evaluate the investment of resources in order to align resource allocation with District goals and Districtwide strategies that increase student success, equity, and completion. |

San Mateo County Community College District

June 23, 2021

BOARD REPORT NO. 21-06-08C

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

BOARD RETREAT PLANNING

The Board will be holding a retreat on July 17, 2021. With this agenda item, the Board will discuss objectives for the retreat, the Board self-evaluation process, and the topics to be covered. Two Board self-evaluation instruments are included for the Board's consideration.

BOARD OF TRUSTEES' SELF-EVALUATION

Please circle what you consider to be the appropriate response to the following statements dealing with the performance of the full Board. A "comment" section has been added to each section, which will allow you to express any additional thoughts you wish concerning that particular area.

A. INSTITUTIONAL MISSION AND EDUCATIONAL POLICY

(References: District's Mission and Goals and Vision Statements)

1. The Board has a clear understanding of the statements of District institutional mission.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board has a clear understanding of educational policy at the State level.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The Board has a clear understanding of local and other educational policies.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The Board has established procedures for periodic review of the District mission and goals and District Rules and Regulations.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. In its statement of mission and goals, the Board is sufficiently responsive to the community's educational and service needs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. The Board sets priorities in the implementation of mission, goals and policy.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

B. INSTITUTIONAL PLANNING

(References: District Rules and Regulations Sections 2.06, Academic Senate; 2.07, Policy Development; 2.09, District Shared Governance Process; 1.10, Duties and Responsibilities of the Board)

1. The Board has adequate historical perspective (e.g., Higher Education Master Plan, community college legislation and finance) in the development of institutional planning.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board has and uses State and local information for current planning activities.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The Board ensures that sufficient and comprehensive long-range planning activities are underway.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The Board provides for effective integration of various interest groups in planning activities.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. The Board regularly reviews accountability measures and standards for the District.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. To assist in planning, the Board has made adequate provision for Districtwide information systems and research.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. The Board makes appropriate use of consultants and other outside resources in developing planning strategies.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

C. INSTRUCTIONAL/STUDENT SERVICES PROGRAMS

(References: Chapters VI and VII of District Rules and Regulations, District Mission and Goals and Vision Statements)

1. The Board has adequate information on the District's instructional and student services programs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board requires that the Colleges and Chancellor's Office have a process by which the educational program can be evaluated.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. Sufficient time is set aside in Board meetings for the discussion of the needs, goals and objectives of the instructional and student services programs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The Board demonstrates a concern for the educational success of all students.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. The Board is willing to make long-term investments in the development and improvement of instruction and services for students.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. The Board annually reviews the results of Districtwide program review studies.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

D. FACILITIES

(References: District Rules and Regulations Section 8.02, Delegation of Authority; Board Reports on Major/Minor Construction and Long-range Building Maintenance Programs)

1. The Board has a current Educational/Facilities Master Plan for the Colleges and Chancellor's Office which includes both present and anticipated needs.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board requires the administration to provide adequate information on physical plant utilization before approving requests for remodeling or new construction.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The Board effectively delegates authority to the administrative staff for making operational decisions relating to buildings and grounds.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The Board provides resources for both emergency and preventive maintenance of the physical plant.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

E. FINANCIAL RESOURCES

(References: Chapter VIII, District Rules and Regulations)

1. The Board fully exercises its responsibility for prudent fiscal management.

| | | | | |
|-----------------------|--------------|----------------|-----------------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|--------------|----------------|-----------------|--------------------------|

2. The Board requires the maintenance of adequate financial reserves.

| | | | | |
|-----------------------|--------------|----------------|-----------------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|--------------|----------------|-----------------|--------------------------|

3. The Board is given sufficient opportunity to review and comment on the District budget plan, prior to adoption of the budget in September.

| | | | | |
|-----------------------|--------------|----------------|-----------------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|--------------|----------------|-----------------|--------------------------|

4. The Board takes appropriate leadership in securing legislative assistance for financial support of the District.

| | | | | |
|-----------------------|--------------|----------------|-----------------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|--------------|----------------|-----------------|--------------------------|

5. The Board ensures that the budget is consistent with the educational priorities and objectives of the District.

| | | | | |
|-----------------------|--------------|----------------|-----------------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|--------------|----------------|-----------------|--------------------------|

6. The Board establishes written policies to ensure the efficient administration of business within the District.

| | | | | |
|-----------------------|--------------|----------------|-----------------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|--------------|----------------|-----------------|--------------------------|

7. The Board reviews in some detail the annual audit report.

| | | | | |
|-----------------------|--------------|----------------|-----------------|--------------------------|
| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----------------------|--------------|----------------|-----------------|--------------------------|

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

F. BOARD OPERATIONS

(References: Chapter 1, District Rules and Regulations)

1. The Board understands the essential State laws, regulations and directives affecting district governing boards.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board conducts its meetings in an orderly, efficient manner and allows for sufficient public comment.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The Board has a process for the study of issues prior to Board action.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The Board is provided with materials sufficiently in advance of the official meeting to allow time for study.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. The Board regularly reviews consultative decision-making processes within the District.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. The Board deals primarily with policy issues and does not interfere with the administration of the District.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. Board members treat one another with respect and tolerance, both inside and outside of meetings.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

G. BOARD-CHANCELLOR RELATIONS

(References: Chapters I and II of District Rules and Regulations)

1. The Board and Chancellor work cooperatively and maintain a total District perspective.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board adheres to and demonstrates its responsibility for educational policy-making and delegates to the Chancellor and Presidents the full responsibility for implementing educational policy.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The Board has carefully defined the Chancellor's authority to act in emergency situations.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. A climate of mutual trust and support exists between the Board and the Chancellor.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. The Board has provided, through the Chancellor, a process by which the Presidents can communicate openly with the Board.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. The Board makes adequate provision for evaluating the Chancellor in order to improve performance.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. The Board has a carefully planned process for the selection and retention of the Chancellor.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

H. FACULTY/STUDENT/CLASSIFIED RELATIONSHIPS

(References: Employee Collective Bargaining Contracts; District Rules and Regulations Section 2.09, District Shared Governance Process; 2.15, Employer-Employee Relations; 2.16, Public Notice of Negotiations; 2.20, Policy on Equal Employment/Affirmative Action)

1. The Board, through the Chancellor, actively seeks advice and recommendations from faculty, students and classified staff in formulating basic educational policies.

Faculty:

Strongly Agree Agree Neutral Disagree Strongly Disagree

Students:

Strongly Agree Agree Neutral Disagree Strongly Disagree

Staff:

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board has established and maintains an appropriate process and climate for collective bargaining.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The Board has established policies in the following areas:

Health and Safety:

Strongly Agree Agree Neutral Disagree Strongly Disagree

Grievances/Complaints:

Strongly Agree Agree Neutral Disagree Strongly Disagree

Non-discrimination/Equal Opportunity:

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The Board has established and maintains an adequate process for employee evaluation.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. The Board has established and maintains a recognition program for long-service employees.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. The Board has a plan for the recruitment, selection and employment of employees in keeping with the need for diversity within the organization.

Strongly Agree Agree Neutral Disagree Strongly Disagree

BOARD OF TRUSTEES' SELF-EVALUATION**H. FACULTY/STUDENT/CLASSIFIED RELATIONSHIPS (*continued*)**

7. The Board demonstrates concern for organizational climate and treats students, faculty and classified staff with respect.

Strongly Agree Agree Neutral Disagree Strongly Disagree

8. The Board interacts with faculty, classified staff and students of the three Colleges in a way that informs the Trustees about the campus climate of each College.

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. The Board takes advantage of appropriate opportunities to interact with faculty, classified staff and students in order to experience firsthand the ways in which the Colleges are accomplishing the District's educational mission.

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. The Board's interaction with faculty, classified staff and students leads to overall improvement in the quality of the District's system and educational mission.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

I. COMMUNITY RELATIONS

(References: District Rules and Regulations Sections 1.65, Community Relationships; 1.45, Agendas for Meetings; 1.35, Board Member Conduct)

1. The Board keeps itself well informed about the educational needs of the community.

| | | | | | |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|

2. The Board makes provision for keeping the community well informed of the Colleges' goals, activities and educational objectives.

| | | | | | |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|

3. The Board makes provision for appropriate use of citizen advisory committees by the Colleges.

| | | | | | |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|

4. The Board channels all criticisms of the Colleges through the Chancellor and Presidents for study and appropriate action.

| | | | | | |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|

5. The Board participates actively in community events/affairs.

| | | | | | |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|

6. The Board encourages the public's participation/comments at Board meetings.

| | | | | | |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|

COMMENTS:

BOARD OF TRUSTEES' SELF-EVALUATION

J. GOVERNMENTAL RELATIONSHIPS

(References: District Rules and Regulations Section 1.70, Board Action on Legislative Issues)

1. The Board is informed about the inter-relationships which exist between the Board and other governmental bodies.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. The Board has established policies for contractual or cooperative ventures with other governmental bodies.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. The Board understands and influences the political climate in which it operates.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. The Board shows an active interest in legislation and regulations affecting community colleges.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. The Board actively participates in organizations and programs affecting community colleges.

Strongly Agree Agree Neutral Disagree Strongly Disagree

COMMENTS:

SAMPLE
2020-2021 San Mateo Community College District
Board Self-Evaluation Instrument
 Drafted 5/13/2021 BWH

| Board Operation | Excellent | Above Average | Average | Needs to Improve |
|---|------------------|----------------------|----------------|-------------------------|
| <i>Please rate the performance of the Board in their leadership and oversight of the District according to the scale on the right.</i> | | | | |
| 1. The Board conducts discussions at public meetings so that all trustees have an opportunity to participate in the discussion and decision-making. | | | | |
| 2. The Board receives adequate information from staff on which to base decisions. | | | | |
| 3. The Board conducts its meetings in an orderly, efficient manner and encourages public comment. | | | | |
| 4. The Board effectively responds to input from members of the colleges and community. | | | | |
| 5. Board members treat one another with respect and civility, in public meetings and closed sessions. | | | | |
| 6. Board members share significant information about pertinent issues at public meetings. | | | | |
| 7. Once the Board reaches a decision, it acts as a whole. | | | | |
| 8. The Board understands and appropriately contributes to the accreditation process. | | | | |
| 9. New Board members are appropriately oriented and fellow Board members participate in that process. | | | | |
| 10. Board members participate in professional development through attendance at seminars, conferences and retreats. | | | | |
| 11. Board members behave in accordance with the Board code of ethics and other district policies and regulations. | | | | |
| 12. Board members uphold the confidentiality of discussions and actions taken in closed session. | | | | |

| Financial Management | Excellent | Above Average | Average | Needs to Improve |
|--|------------------|----------------------|----------------|-------------------------|
| <i>Please rate the performance of the Board in their financial oversight of the District according to the scale on the right.</i> | | | | |
| 1. The Board understands the finances of the District and its current fiscal condition. | | | | |
| 2. The Board is informed and discusses the fiscal aspects of the District on a regular basis. | | | | |
| 3. The Board strives to link the District planning with the allocation of resources. | | | | |
| 4. The Board regularly discusses the District finances and makes financial decisions to ensure the long-term financial health of the organization. | | | | |
| 5. The Board oversees the financing of new District facilities as well as the maintenance and repair of existing facilities. | | | | |

| Mission of the District | Excellent | Above Average | Average | Needs to Improve |
|---|------------------|----------------------|----------------|-------------------------|
| <i>Please rate the performance of the Board in their implementation of the Mission of the District according to the scale on the right.</i> | | | | |
| 1. The Board understands the Mission of the District. | | | | |
| 2. The Board periodically discusses the District Mission to ensure that it represents the needs of the community and students it serves. | | | | |
| 3. The Board ensures that the District Mission reflects the diversity of the community it serves. | | | | |
| 4. The Board develops policy and makes decisions consistent with the mission of the district and in accordance with appropriate local, state and federal law. | | | | |

| Board Goals for 2020-2021 | Excellent | Above Average | Average | Needs to Improve |
|---|------------------|----------------------|----------------|-------------------------|
| <i>Please rate the performance of the Board in their work to achieve the following 2020-2021 Board goals.</i> | | | | |
| 1. (insert current board goal #1) | | | | |
| 2. (insert current board goal #2) | | | | |
| 3. (insert current board goal #3) | | | | |
| 4. (insert current board goal #4) | | | | |
| 5. (insert current board goal #5) | | | | |

| Relationship with the Chancellor | Excellent | Above Average | Average | Needs to Improve |
|---|------------------|----------------------|----------------|-------------------------|
| <i>Please rate the performance of the Board in their relationship with the District Chancellor according to the scale on the right.</i> | | | | |
| 1. The Board regularly communicates with the Chancellor on matters concerning the District. | | | | |
| 2. The Board regularly receives information from the Chancellor regarding matters concerning the district. | | | | |
| 3. Board members respect the role of the Chancellor as the Board’s employee responsible for the operation of the District. | | | | |
| 4. The Board works to maintain a climate of mutual trust with the Chancellor | | | | |
| 5. Individual Board members do not direct the actions of the Chancellor but work to achieve consensus and provide direction from the Board as a whole. | | | | |
| 6. Individual Board members inform the Chancellor of significant contacts with members of the college or community that impact the operation of the District. | | | | |
| 7. The Board effectively and regularly evaluates the Chancellor so that the Chancellor understands the Board’s opinion of his/her performance. | | | | |

| Relationship with the Colleges | Excellent | Above Average | Average | Needs to Improve |
|---|------------------|----------------------|----------------|-------------------------|
| <i>Please rate the performance of the Board in their relationship with the colleges of the District according to the scale on the right.</i> | | | | |
| 1. The Board understands the shared and participatory governance process of the District and colleges. | | | | |
| 2. The Board understands the division of responsibilities between the District office and the colleges. | | | | |
| 3. The Board understands the role of the faculty in the development of courses and curriculum and in related academic matters. | | | | |
| 4. The Board works to stay informed of the activities of the colleges and to keep open lines of communication between the Board, District and colleges. | | | | |

| Relationship with the Community | Excellent | Above Average | Average | Needs to Improve |
|--|------------------|----------------------|----------------|-------------------------|
| <i>Please rate the performance of the Board in their relationship with the community they represent according to the scale on the right.</i> | | | | |
| 1. The Board works to represent the constituents in the community they serve by understanding the education needs of the region. | | | | |
| 2. The Board listens to input from the community in their participation in community activities as well as in their regular meetings. | | | | |
| 3. The Board ensures that concerns from the community are appropriately communicated to other Board members and the Chancellor. | | | | |
| 4. The Board not only protects the interests of all members of the community but of special interest groups as well. | | | | |
| 5. Members of the Board work to effectively communicate the work of the District and colleges in the community. | | | | |
| 6. Members of the Board routinely attend community activities and meetings to stay connected with the community they represent. | | | | |

| Open Ended Questions |
|---|
| <i>Please briefly answer the following open ended questions.</i> |
| 1. What do you believe are the greatest strengths of the Board? |
| 2. In what ways do you believe the Board could improve its performance? |
| 3. As a member of the Board what gives you the greatest satisfaction. |
| 4. As a member of the Board what is your greatest concern? |

BOARD REPORT NO. 21-06-09C

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

**DISCUSSION OF POTENTIAL NEW BOARD POLICY REGARDING COVID-19
VACCINATION REQUIREMENT**

Staff recommends that the Board consider modifying relevant Board Policies, and/or establishing a new Board Policy regarding the COVID vaccine requirement if the Board ratifies item 21-06-106B: Ratification of Policy Recommendations for COVID-19 Recovery Plan.

If the general policy recommendations are ratified, staff requests guidance from the Board so that staff can develop draft Board Policy recommendations for future consideration.

Staff has attached the following resources to assist the Board in the discussion:

- **Attachment A:** California State Chancellors Office: 2021-01 Advisory - Mandated COVID-19 Vaccinations in California community colleges (May 7, 2021)
- **Attachment B:** Cal/OSHA: Proposed Revisions to the COVID-19 Prevention Emergency Temporary Standards Frequently Asked Questions (June 16, 2021)
- **Attachment C:** University of California Covid-19 Draft Vaccination Policy Student Frequently Asked Questions (May 4, 2021)
- **Attachment D:** Employment Requirements for Faculty (Board Policy 3.15), Classified Staff (Board Policy 4.15), and Administrators (Board Policy 5.15)
- **Attachment E:** Foothill-DeAnza Community College District Draft Board Policy 3507: COVID-19 Vaccination Interim Policy (The Foothill-DeAnza District Board of Trustees approved the attached policy on May 14, 2021)



MARC LEFORESTIER
General Counsel
Office of the General Counsel

Date: May 7, 2021

To: CEOs Listserv
CSSOs Listserv
CBOs Listserv

From: Marc LeForestier
General Counsel

2021-01 Advisory - Mandated COVID-19 Vaccinations in California community colleges

It is more than a year since the onset of the COVID-19 pandemic, which has infected more than 32 million Americans, and killed more than 572,000 of us. In response to the pandemic, California community colleges have operated almost entirely remotely and taken numerous steps to adapt to our new reality. There are signs that California will return to some semblance of normal in the not-too-distant future.

As of today, California has administered 12 million vaccinations, and 30.3 percent of the population is fully vaccinated. All people above the age of 16 are now eligible for vaccination,¹ and California has the lowest infection rate of any state in the Nation. According to a recent New York Times report, 89 vaccines are in human clinical trials and 23 are in the final testing phase. The Governor has announced a June 15 target date for full reopening, depending on vaccination supply and a low and stable hospitalization rate.

¹ The Pfizer vaccine is authorized and recommended for individuals 16 years of age and older. The Moderna and Janssen (Johnson & Johnson) vaccines are authorized for individuals 18 years of age and older. News reports indicate approval of the Pfizer vaccine for 12-15 year olds is anticipated within days. And today, Pfizer announced that it is requesting priority review of its vaccine for approval, and within a few weeks the FDA will set a goal date for approval. Under the priority review process, FDA action generally occurs within 6 months.

This positive news is somewhat offset by other developments. Around the World, and in the United States, more contagious and potentially dangerous variants of the virus continue to spread. Existing vaccines appear to be effective in protecting against variants, but this is not certain. Questions remain about whether vaccinated individuals may spread the virus. In addition, 37 percent of adults under 40 in the United States population claim they will refuse vaccination for religious, medical, political, or other reasons, likely providing a viral reservoir as an ongoing source of re-infection and new variants.

Colleges and universities around the country are now grappling with whether to impose a vaccination requirement as a condition for individual students and employees to return to campus. Widespread vaccination will be the most effective way to ensure campus safety, yet the emergency status of the vaccines and implementation concerns have prevented a clear consensus about the advisability of such mandates. The vast majority of institutions of higher education are at least “strongly encouraging” all members of their respective communities to be vaccinated, but it is likely that a significant number of students and employees will remain unvaccinated. On April 23, the University of California and the California State University both announced that they would impose a vaccination requirement upon students, faculty, and staff at the beginning of the fall 2021 term, provided a vaccine has obtained regular approval from the Food and Drug Administration, and is sufficiently available.²

This advisory provides community college districts with an explanation of their authority to impose a vaccination requirement, surveys factors districts should consider when determining whether and how a vaccine mandate could be implemented, and directs districts to resources for more in-depth consideration of the issues a vaccine mandate will raise.

² The Chronicle of Higher Education is tracking the colleges and universities that are requiring vaccinations. Its list includes more than 200 institutions at this time. [College Covid-19 Vaccination List](https://www.chronicle.com/blogs/live-coronavirus-updates/heres-a-list-of-colleges-that-will-require-students-to-be-vaccinated-against-covid-19?cid=gen_sign_in), available here: https://www.chronicle.com/blogs/live-coronavirus-updates/heres-a-list-of-colleges-that-will-require-students-to-be-vaccinated-against-covid-19?cid=gen_sign_in (last visited May 4, 2021).

Note that this advisory is not formal legal advice. Whether and how a vaccine mandate should be implemented within a community college district, or on a campus, will require consideration of many local, college-specific, and individual factors. It will be critical for districts to consult with their legal counsel to address the delicate issues a vaccine requirement will raise.

A. Vaccination Authority Rests with Community College Districts

Provisions of California law, taken together, indicate that the responsibility for determining whether to impose a vaccination requirement is within the authority of community college districts. First, the California Constitution and the Education Code make clear that community college districts have authority to “act in any manner that is not in conflict with or inconsistent with, or preempted by, any law and that is not in conflict with the purposes for which community college districts are established.” (Ed. Code, § 70902, subd. (a)(1); Cal. Const., art. IX, § 14.) We are aware of no California law that is inconsistent with community college districts having authority over the vaccination of their campus populations. To the contrary, where the Legislature has enacted relevant statutes, it has refrained from regulating community college district authority over vaccinations, but has identified community college districts as having authority over communicable diseases.

The Health and Safety Code states that the California Department of Public Health must adopt regulations over the enforcement of vaccine requirements “in consultation with the Trustees of the California State University, and the Regents of the University of California.” This section makes no reference to consultation with the California Community Colleges Board of Governors or the Chancellor’s Office, implying this authority rests with community college districts. (Health & Safety Code, § 120390.) The Legislature has also mandated that the University of California and California State University “require the first-time enrollees at those institutions who are 18 years of age or younger . . . provide proof of full immunization against the hepatitis B virus prior to enrollment.” (Health & Safety Code, § 120390.5.) Again, this provision does not purport to regulate community colleges districts.

In contrast, the Education Code expressly contemplates community college district responsibility over the management of communicable diseases. Governing boards of community college districts are required “to cooperate with the local health officer in measures necessary for the prevention and control of communicable diseases in students”

(Ed. Code, § 76403) and “may exclude ... students suffering from contagious or infectious diseases” (Ed. Code, § 76020, subd. (a)). Districts must also require newly-employed faculty to demonstrate they are free from communicable diseases, and may require a medical exam for this purpose. (Ed. Code, § 87408.) Taken together these responsibilities demonstrate that decisions regarding on-campus control of disease, including matters related to vaccination, has been left to the local governance of community college district officials, according to their local policy structures, and in coordination with local health officials.

B. Mandating an FDA Approved Vaccine Would be Lawful

United States Supreme Court precedent and federal and state laws provide a strong basis for districts to impose a vaccine mandate on their employees and students to protect public health and safety. It has been established for at least 100 years that vaccine mandates are a lawful public safety measure that will withstand challenges based on civil liberty concerns. (*Jacobson v. Massachusetts*, 197 U.S. 11 (1905).) In addition, federal and state occupational safety laws impose a general duty upon employers to keep the workplace free from recognized hazards likely to cause death or serious physical harm. (See, e.g., 8 Cal. Code Regs. § 3203.) Recent guidance from the Equal Employment Opportunity Commission (EEOC) indicates that a mandatory COVID-19 employee vaccination program would be lawful, but that employers must make reasonable accommodations for employees with medical conditions or sincerely held religious beliefs that prevent vaccination.

One of the difficult legal questions that surrounds a COVID-19 vaccine mandate relates to an individual’s right to refuse vaccination under federal regulations related to the emergency use of vaccines. All available COVID-19 vaccines are “unapproved,” but distributed under a Federal Drug Administration “emergency use authorization.” The FDA may authorize unapproved medical products for use on an emergency basis to prevent life-threatening conditions caused by biological threats, provided certain criteria are met and there are no adequate, approved, and available alternatives. (12 U.S.C., § 21 U.S.C. § 360bbb-3(e).) One of these criteria is that individuals must be informed that they may refuse a vaccine made available under an emergency use authorization. (21 U.S.C. § 360bbb-3(e)(1)(A)(ii)(III).)

The American Council on Education has stated that even under the emergency use authorizations, “the legal right of institutions to require COVID-19 vaccination for students seems likely to be upheld as vaccine availability increases.” This conclusion is based on the

rationale that because students are on campus voluntarily, they are under no compulsion to be vaccinated. However, it is also possible that a vaccine mandate under the emergency use authorizations could be viewed as undermining an individual's federal right to refuse, if educational benefits or employment rights would be adversely affected by a refusal. In addition, such a vaccination requirement may invite litigation alleging that the district is facilitating unlawful human experimentation.³ Accordingly, colleges and universities may decide to impose a vaccine mandate only after vaccines receive regular approval, and there is adequate availability. According to the Chronicle of Higher Education, regular vaccine approval might begin to occur in the late spring or summer, 2021, but there is no clear timeline that assures vaccinations will be approved prior to the fall term, 2021.

B. Implementing a Vaccine Mandate

Although districts may impose a vaccine requirement, whether such a step should be taken will depend on the unique circumstances facing each college district. In addition, the circumstances surrounding the pandemic will continue to evolve over time, as will recommendations from federal, state, and local health officials. Districts should consult the latest available information when considering vaccination requirements, their implementation, and other mitigation measures.

District officials will want to consider how the risks and benefits of a vaccine requirement should be weighed against a number of factors, including administrative burdens, enforcement, the campus population, enrollment, collective bargaining, the availability of other safety measures, and the views of campus stakeholders.

³ An organization calling itself "California Educators for Medical Freedom" has sued the Los Angeles Unified School District, contending that the school district's COVID-19 vaccine mandate violates the prohibition against nonconsensual human experimentation, and analogizes Nazi medical experimentation during the Second World War. (*CEMF v. LAUSD*, United States District Court, Central District of California, Case No. 21-cv-02388.) The district court will hear CEMF's preliminary injunction motion on May 17, 2021.

1. *Litigation Risk*

One of the prominent themes in vaccine mandate discussions is the threat of litigation, and its avoidance. Realistically, because COVID-19 vaccination has been politicized, litigation risk will not be reduced to zero, no matter what decisions colleges make surrounding a vaccine mandate. The anti-vaccination community and others may look for test cases involving vaccine mandates; and individuals may sue if they believe they acquired an infection on campus due to the absence of a mandate, or to lax enforcement of a mandate.

Districts should focus decision-making on their core mission to serve the educational interests of their students, and to do so in a safe and secure environment for learning. If these considerations are central to district decision-making, are memorialized in district policies based on rational criteria, and supported by training that requires consistent application across campus units, districts will position themselves well to defend against litigation. These policies should be widely communicated so that students, faculty, and staff are aware of the measures taken to protect them, the limitations of such measures, and understand their own obligations to protect themselves and others.

2. *Federal and state law requires vaccine mandate exemptions and accommodations.*

Federal and state civil rights laws will require that any district vaccine mandate must include exemptions for medical necessity and sincerely held religious beliefs.⁴ Whether to extend exemptions to other students will be within the discretion of district officials. Whatever threshold a district chooses for offering an exemption, they will impose potentially significant administrative burdens on community colleges. These burdens may be exacerbated if anti-vaccine sentiment causes significant numbers of students and staff to claim these exemptions without having a medical necessity or a sincerely held religious belief.

⁴ The rationale and legal standards applicable to these exemptions and their accommodation are explained in guidance provided by the Equal Employment Opportunity Commission (EEOC) that has been echoed in legal memoranda circulated throughout the California Community Colleges. These details are not repeated here, but the EEOC materials are linked in the resources section below.

Among the exemption-related issues college districts will need to consider, are the following:

- whether to allow a “personal exemption” in addition to medical and religious exemptions;
- identifying the individuals entitled to claim these exemptions;
- whether to require a doctor’s note,⁵ or disclosure of religion⁶ to verify a person’s entitlement to an exemption;
- whether to allow self-certification of an exemption, or an opt-out under which the basis of an exemption is not stated;
- how to address marginalized groups and individuals who may be distrustful of the vaccines due to our history of discrimination;
- how to reduce barriers to vaccination experienced by non-traditional or low-income students;
- for individuals claiming an exemption, the district will need to provide an individualized interactive process to identify appropriate accommodations, which may involve adjustments to job duties, remote work or learning, isolation of individuals in campus locations, ventilation, limiting interactions, mask requirements, social distancing, testing, symptom reporting, and contact tracing;
- how to minimize burdens on students in the accommodations process to reduce the risk of creating new barriers to student success;

⁵ Several conditions may prevent an individual from being vaccinated, including underlying medical conditions that currently may include HIV, comorbidities, autoimmune disorders, immunocompromised, pregnancy and breastfeeding, and serious allergic reactions. Districts need not inquire into what medical condition an individual may have; if proof will be required, it is sufficient that a medical doctor indicate their patient is exempt.

⁶ Vanderbilt University Medical Center has compiled a list of religions and their positions on vaccines. [VUMC, Immunizations & Religion](https://www.vumc.org/health-wellness/news-resource-articles/immunizations-and-religion) (available at <https://www.vumc.org/health-wellness/news-resource-articles/immunizations-and-religion>, last visited Apr. 2, 2021). Although consideration of a religion’s formal tenets might be a reasonable starting place to evaluate a person’s sincerely-held religious beliefs, the EEOC advises employers to assume that assertions of sincerely-held religious beliefs are made in good faith, unless there is an objective basis for questioning the beliefs. If a district intends to pursue this inquiry, there are multiple factors to consider that are outlined in the EEOC guidance linked in the Resources Section below.

- how accommodations should change based on local community or campus transmission rates;
- whether accommodations issues can be avoided by designating positions or classifications of employees as remote; and
- whether the framework for accommodations will require positions or classifications to be designated as requiring in-person, on campus work.

One issue that has been widely discussed is that some employees will contend that because they have performed their work remotely during the pandemic, remote work should become their permanent norm. In some circumstances, this contention may be at odds with the mission of the college and the interests of students, which should be at the center of these decisions. Districts should apply rational criteria to determine whether job duties can be performed as remote work, or should be performed in-person or may be performed as a hybrid.

3. *Enforcement of a Vaccine Mandate*

Districts that choose to adopt a vaccine mandate will need to consider how to enforce the mandate. One obvious implication of a mandate is that districts should assume that the college population is returning to campus in reliance upon a higher level of safety than if no vaccine mandate was imposed. Accordingly, districts will want to establish how the vaccine mandate will be enforced, draft formal enforcement policies that are shared with the campus community.

Aspects of enforcement districts should consider include the following:

- whether non-vaccinated people can rely upon an honor system of vaccine reporting;
- whether to require proof of vaccination (copy of vaccination card, personal attestation, or other);⁷
- whether vaccination should be required as a condition of enrollment;
- whether and how vaccination records will be maintained;

⁷ Confirmation that someone has been vaccinated does not require the disclosure of confidential medical information.

- how to coordinate a vaccine requirement with local K-12 districts for dual enrollment students;
- whether and what form of discipline should be imposed on students and employees who violate the mandate;
- what administrative process will ensure due process leading to the imposition of discipline for violations, how long it will take, how much it will cost, and how likely it will contribute to litigation risk;
- how to ensure district policies will be applied uniformly to avoid discrimination allegations;
- how the mandate will apply to, and be enforced against, a general public that is accustomed to having access to community college campuses;
- who will be responsible for various elements of enforcement; and
- how enforcement procedures should be adjusted based on local community or campus transmission rates.

4. *Collective Bargaining*

The Educational Employment Relations Act (EERA) of 1976 requires collective bargaining within California community college districts. The scope of employee representation includes wages, hours of employment, and other “terms and conditions of employment” which is broadly defined and would include most of the issues referenced in this advisory that would impact community college district employees. (Gov. Code § 3543.2, subd. (a)(1).)

Just as districts entered into negotiations with their employee organizations to adjust the terms and conditions of employment at the beginning of the pandemic, to the extent districts need to modify the terms and conditions of employment to prepare for a return to campus, further negotiations will be required. Special attention should be given to whether the accommodation and enforcement of a vaccine requirement will necessitate employees performing new or non-traditional duties.

5. *Other OSHA and Workers’ Compensation Considerations.*

The Occupational Safety and Health Act generally requires employers to maintain a workplace free of hazards that may cause death or serious injury. (29 U.S.C. § 654(a)(1).) Mandating or strongly encouraging employees to receive the COVID-19 vaccine may be

required under this general duty. Employees may not refuse to comply with a valid safety rule and expect to be protected from discipline. (29 Code Fed. Regs. § 1977.22.) However, an employee who refuses vaccination based on a “reasonable belief” that their medical condition creates a real danger of death or serious injury from a vaccine may be protected under OSHA’s anti-retaliation provisions.

OSHA requires districts to maintain records of work-related injuries. A vaccine mandate will likely establish that an adverse reaction to a required COVID-19 vaccine will constitute a work-related injury that triggers this record-keeping requirement. (29 Code Fed. Regs. § 1904.7.)

Similarly, adverse reactions to a mandated COVID-19 vaccine will very likely be a compensable injury under California’s workers’ compensation laws. (*Maier v. Workers’ Compensation Appeals Bd.* (1983) 33 Cal.3d 729, 734-735; *Roberts v. U.S.O. Camp Shows, Inc.* (1949) 91 Cal.App.2d 884, 885.) This factor probably should not weigh heavily in a district’s decision to require vaccination. First, the value to a workers’ compensation award for the typical adverse reaction would likely be insignificant to negligible. Secondly, it is not clear that eschewing a mandate in favor of a “strong recommendation” of vaccination would protect districts from workers’ compensation awards for adverse reactions.

6. *What vaccines should satisfy a vaccine mandate?*

Any vaccine that is approved by the FDA or authorized by the FDA for emergency use should satisfy a district vaccine mandate. However, another category of vaccines should also be considered. As more vaccines are approved around the World, international students may receive vaccines that are not distributed or widely known in the United States. The World Health Organization is tracking the development of vaccinations internationally, and maintains a guidance document that shows their approval status.⁸ Presumably, these vaccinations will also provide a level of protection that should satisfy a district mandate.

⁸ World Health Organization, [Vaccines Guidance Document](https://extranet.who.int/pqweb/sites/default/files/documents/Status_COVID_VAX_04May2021.pdf), available here: https://extranet.who.int/pqweb/sites/default/files/documents/Status_COVID_VAX_04May2021.pdf (last visited, May 4, 2021).

In contrast, the Federal Trade Commission has issued a number of advisories warning the public about scam COVID-19 cures.⁹ Districts obviously should not view scam treatments as satisfying a vaccine mandate. Familiarity with the latest guidance from the Center for Disease Control, the World Health Organization, and the Federal Trade Commission should help districts distinguish between legitimate international vaccines and scam treatments.

7. *Communications with the Campus & Policy Adoption.*

Districts that choose to implement a campus vaccine mandate should continue to remain apprised of the latest available information about the safety, effectiveness, and availability of vaccines. Districts should adopt and regularly update policies that explain their vaccine requirements, the benefits of their adoption, their limitations, and the responsibilities of students and employees to assist in their implementation. Information about COVID-19, vaccinations, and district policies should be widely distributed and available, and all members of the campus community should have meaningful avenues to express their concerns.

8. *Supporting Administrative and Enforcement Costs.*

Community college districts should also consider the immediate and ongoing funds necessary to support the administrative and enforcement costs of a vaccine requirement. State funding is available in the form of unrestricted state general funds, California State Lottery funds for technology, and the COVID-19 Response Block Grant. The federal government has also provided substantial funding in the institutional portion of the three tranches of the Higher Education Emergency Relief Fund (HEERF).

C. Additional Resources

Community college districts should remain up-to-date on COVID-19 related developments, including local conditions. The California Department of Public Health website includes a

⁹ Federal Trade Commission, [FTC continues to crack down on companies peddling fake COVID treatments and cures](https://www.consumer.ftc.gov/blog/2021/04/ftc-continues-crack-down-companies-peddling-fake-covid-treatments-and-cures), Apr. 29, 2021, available here: <https://www.consumer.ftc.gov/blog/2021/04/ftc-continues-crack-down-companies-peddling-fake-covid-treatments-and-cures> (last visited May 4, 2021).

page that identifies local health department. This, and other important resources, are linked below.

- American Council on Education, [Issue Brief: Requiring \(or Urging\) COVID-19 Vaccinations at Colleges and Universities for Fall 2021](#), available at: <https://www.acenet.edu/Documents/Issue-Brief-COVID-Vaccines-March-2021.pdf>, last visited May 4, 2021).
- California Community Colleges Chancellor's Office, [COVID-19 Resource Page](#), available here: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Communications-and-Marketing/Novel-Coronavirus/co-communications-to-colleges> (last visited May. 4, 2021).
- California Department of Public Health (CDPH), [Local Health Departments Page](#), available here: <https://www.cdph.ca.gov/Pages/LocalHealthServicesAndOffices.aspx>, last visited Apr. 1, 2021).
- CDPH, [COVID-19 Industry Guidance, Higher Education](#), available at: <https://files.covid19.ca.gov/pdf/guidance-higher-education--en.pdf> (last visited May. 4, 2021).
- California Department of Industrial Relations (CalOSHA), [COVID-19 Guidance and Resources](#), available at: <https://www.dir.ca.gov/dosh/coronavirus/> (last visited May 4, 2021).
- Center for Disease Control (CDC), [State School and Childcare Vaccination Laws](#), available here: <https://www.cdc.gov/phlp/publications/topic/vaccinations.html> (last visited May 4, 2021).
- CDC, [COVID-19 Vaccine](#), available at: <https://www.cdc.gov/vaccines/covid-19/index.html> (last visited May 4, 2021).
- CDC, [Workplace Vaccination Program](#), available at: <https://www.cdc.gov/coronavirus/2019->

[ncov/vaccines/recommendations/essentialworker/workplace-vaccination-program.html](https://www.cdc.gov/nCoV-2019/vaccines-recommendations/essentialworker/workplace-vaccination-program.html) (last visited May 4, 2021).

- Chronicle of Higher Education, [Reopening Campus, How to Do It Safely and Successfully](https://store.chronicle.com/products/reopening-campus-successfully), available at: <https://store.chronicle.com/products/reopening-campus> (last visited May 4, 2021).
- Equal Employment Opportunity Commission (EEOC), [Updated COVID-19 Technical Assistance Publication](https://www.eeoc.gov/newsroom/eeoc-issues-updated-covid-19-technical-assistance-publication-3), available at: <https://www.eeoc.gov/newsroom/eeoc-issues-updated-covid-19-technical-assistance-publication-3> (last visited May 4, 2021).
- EEOC, [What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws](https://www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws), available at: <https://www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws> (last visited May 4, 2021).
- EEOC, [Guidance on Religious Discrimination](https://www.eeoc.gov/laws/guidance/section-12-religious-discrimination#h_9546543277761610748655186), available at https://www.eeoc.gov/laws/guidance/section-12-religious-discrimination#h_9546543277761610748655186 (last visited Apr. 2, 2021).
- Federal Trade Commission, [Coronavirus Advice of Consumers](https://www.ftc.gov/coronavirus/scams-consumer-advice), available here: <https://www.ftc.gov/coronavirus/scams-consumer-advice> (last visited May 4, 2021).
- Food and Drug Administration (FDA), [COVID-19 Vaccination Information Page](https://www.fda.gov/emergency-preparedness-and-response/coronavirus-disease-2019-covid-19/covid-19-vaccines), available at: <https://www.fda.gov/emergency-preparedness-and-response/coronavirus-disease-2019-covid-19/covid-19-vaccines> (last visited, May 4, 2021).
- FDA, [Emergency Use Authorization for Vaccines Explained](https://www.fda.gov/vaccines-blood-biologics/vaccines/emergency-use-authorization-vaccines-explained), available at: <https://www.fda.gov/vaccines-blood-biologics/vaccines/emergency-use-authorization-vaccines-explained> (last visited May 4, 2021).
- OSHA, [Guidance on Mitigating and Preventing the Spread of COVID-19 in the Workplace](https://www.osha.gov/coronavirus/safework), available at: <https://www.osha.gov/coronavirus/safework> (last visited May 4, 2021).

- University of California, [Draft SARS-CoV-2 \(COVID-19\) Vaccination Program](https://universityofcalifornia.edu/sites/default/files/review-draft-sars-cov-2-vaccination-program-participation-policy-04212021.pdf), available here: <https://universityofcalifornia.edu/sites/default/files/review-draft-sars-cov-2-vaccination-program-participation-policy-04212021.pdf> (last visited May 4, 2021).
- World Health Organization, [Vaccine Information Page](https://www.who.int/news-room/feature-stories/detail/manufacturing-safety-and-quality-control), available here: <https://www.who.int/news-room/feature-stories/detail/manufacturing-safety-and-quality-control> (last visited May 4, 2021).

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Revisions to the COVID-19 Prevention Emergency Temporary Standards Frequently Asked Questions

Revisions to the COVID-19 Prevention Emergency Temporary Standards Frequently Asked Questions

Changes to Emergency Temporary Standards

Following the June 17 vote by the Occupational Safety and Health Standards Board to adopt the revised COVID-19 Prevention Emergency Temporary Standards, Governor Gavin Newsom signed an executive order to allow the revisions to immediately take effect on June 17. The revised regulations reflect the state's latest COVID-19 public health guidance. The updates include changes to face coverings and physical distancing requirements. More information on the revised COVID-19 Prevention Emergency Temporary Standards can be found in Cal/OSHA's Frequently Asked Questions.

June 18, 2021

Table of Contents

- [Background](#)
- [What Changed](#)
- [Physical Distancing](#)
- [Respirators](#)
- [Face Coverings](#)

Try Cal/OSHA's new COVID-19 Call Center for Workers



Try Cal/OSHA's new COVID-19 Call Center for Workers



- [Vaccines](#)
- [Testing](#)
- [Outbreaks](#)
- [Enforcement](#)

Background

[Back to top](#)

Q: Why did Cal/OSHA propose revising the COVID-19 Prevention Emergency Temporary Standards?

A: Cal/OSHA proposed revisions to the COVID-19 emergency temporary standards (ETS) to reflect the availability of vaccinations to limit workplace transmission, to revise requirements in light of updated Centers for Disease Control and California Department of Public Health (CDPH) face covering guidance, and to provide options for employers to make a safe transition from physical distancing and face covering mandates to more normal operations.

Q: What is the status of the ETS?

A: The ETS took effect on November 30, 2020. On June 3rd, the Occupational Safety and Health Standards Board (Standards Board) voted to adopt proposed revisions to the ETS, but with reservations about some provisions. The Standards Board also voted to form a subcommittee to advise on further revisions to the ETS in light of these reservations. On June 9, the Standards Board voted to withdraw the proposed revisions from OAL review. The Division offered to make further revisions in light of updated CDPH face covering guidance, and to address key concerns raised by Board members and stakeholders at the June 3 meeting. On June 17, 2021, the Occupational Safety and Health Standards Board (Standards Board) voted to update the COVID-19 Emergency Temporary Standards (ETS), 8 CCR §§ 3205-3205.4. [Executive Order N-09-21](#) permitted the revised ETS to take effect the same day.

What Changed

[Back to top](#)

Q: What are the important changes in the June 17 revised ETS?

A:

- Fully vaccinated employees without symptoms do not need to be tested or quarantined after close contacts with COVID-19 cases unless they have symptoms.
- No face covering requirements outdoors (except during outbreaks), regardless of vaccination status, though workers must be trained on CDPH recommendations for outdoor use of face coverings.
- Employers may allow fully vaccinated employees not to wear face coverings indoors, but must document their vaccination status. There are some settings where CDPH requires face coverings regardless of vaccination status. In outbreaks, all employees must wear face coverings indoors and outdoors when six-foot physical distancing cannot be maintained, regardless of vaccination status.
- Employers must provide unvaccinated employees with approved respirators for voluntary use when working indoors or in a vehicle with others, upon request.
- Employers may not retaliate against employees for wearing face coverings.
- No physical distancing or barrier requirements regardless of employee vaccination status with the following exceptions:
 - Employers must evaluate whether it is necessary to implement physical distancing and barriers during an outbreak (3 or more cases in an exposed group of employees)
 - Employers must implement physical distancing and barriers during a major outbreak (20 or more cases in an exposed group of employees)
- No physical distancing requirements whatsoever in the employer-provided housing and transportation regulations.
- Where all employees are vaccinated in employer-provided housing and transportation, employers are exempt from those regulations
- Employers must evaluate ventilation systems to maximize outdoor air and increase filtrations efficiency, and evaluate the use of additional air cleaning systems

Q. Are there requirements from the November 2020 ETS that will remain in place?

A: Yes, including:

- An effective written COVID-19 Prevention Program.
- Providing effective training and instruction to employees on the employer’s prevention plan and their rights under the ETS.
- Providing notification to public health departments of outbreaks.
- Providing notification to employees of exposure and close contacts.
- Requirements to [offer testing](#) after potential exposures.
- Requirements for responding to COVID-19 cases and outbreaks.
- Quarantine and exclusion pay requirements.
- Basic prevention requirements for employer-provided housing and transportation.

Physical Distancing

[Back to top](#)

Q: Are all physical distancing requirements in the revised ETS gone?

A: The revised ETS is similar to rule changes for the general public in California that eliminate physical distancing and barrier requirements regardless of vaccination status. There are several exceptions that may apply:

- Nothing in the revised ETS prevents employers from implementing additional protective measures than are required, including the use of physical distancing and barriers.
- Employers are under an ongoing requirement to assess workplace hazards and implement controls to prevent transmission of disease. There may be circumstances in which employers determine that physical distancing is necessary in their workplace.
- During an outbreak (3 or more employees in an exposed group), employers are required to evaluate whether physical distancing or barriers are necessary to control the transmission of COVID-19.
- Physical distancing and barriers must be used in a major outbreak (20 or more employees in an exposed group) for all employees, regardless of vaccination status.

Respirators

[Back to top](#)

Q: What is an employer’s obligation to provide respirators?

A: An employer must provide respirators in two scenarios: (1) to any unvaccinated employee who works with others indoors or in a vehicle and who requests one and (2) where there is a major outbreak, to any employees in the exposed group for voluntary use. The respirator must be the right size, and the employee must receive basic instruction on how to get a good “seal,” or fit.

Q: What does it mean to “provide respirators upon request”?

A: An employer must be able to provide the respirator upon request. Initially, an employer may either stock respirators and offer them to employees or may poll workers to determine which employees wish to be provided a respirator before obtaining them. However, once an employer has established that it has employees who wish to wear respirators, it should have enough on hand of the correct size and type to fulfill reasonably foreseeable requests upon demand. If an employee prefers to select and purchase their own respirator, an employer may permit this alternative, as long as the employer reimburses the employee in a timely manner.

In a major outbreak, respirators must be offered to employees regardless of vaccination status and without waiting for a request from the employee. The employer must offer respirators immediately upon determining a major outbreak is underway.

An employer is under a continuing obligation to provide respirators to eligible unvaccinated employees at any time they communicate to the employer their desire to wear one.

Q. How soon does a respirator need to be provided after an employee requests it?

A. After initial implementation as described above, employers should provide requested respirators to unvaccinated employees as soon as possible.

Q. What if more employees request respirators than the employer anticipates and the employer runs out of respirators? Will Cal/OSHA cite the employer?

A. Cal/OSHA will not cite employers who make a good faith estimate and effort to provide respirators as soon as possible to employees that request them. If an employer runs out of respirators, they should order more respirators immediately. Cal/OSHA lists some but not all vendors that sell N95 respirators in large quantities (vendors able to fulfill orders of more than 100,000 units) at <https://www.dir.ca.gov/dosh/wildfire/List-of-N95-Vendors.pdf>. There are many vendors who have N95s available in smaller quantities.

Q: Why is Cal/OSHA requiring respirators be offered to unvaccinated persons? Isn’t this different from CDC and federal OSHA guidance?

A: Under CDC and federal OSHA guidance, unvaccinated persons are to wear face coverings and physically distance indoors. Cal/OSHA is requiring voluntary respirators because California is phasing out physical distancing, because a well-fitting respirator reduces the risk of infection better than physical distancing alone, and because respirators are readily available. The ETS provides this as an alternative protection for unvaccinated employees.

Q: How often must an employer provide an employee with a new respirator?

A: For voluntary use, the need to replace a respirator varies with use and environment. Filtering facepiece respirators are disposable respirators that cannot be cleaned or disinfected. They must be replaced if they get damaged, deformed, dirty, or difficult to breathe through. A best practice is to replace filtering facepiece respirators at the beginning of each shift. Employers should follow the manufacturer’s instructions. CDC recommends replacing a disposable filtering facepiece respirator, such as an N95, after it has been taken on and off five times. Filtering facepiece respirators may not fit correctly after repeated use.

Face Coverings

[Back to top](#)

Q: Who has to wear face coverings?

A: Face coverings are required indoors and in vehicles for unvaccinated employees. Employees in certain indoor settings must wear a face covering regardless of vaccination status if required by CDPH order. As of June 15, those indoor settings where [CDPH requires face coverings](#) include public transit, K-12 educational facilities, health care and long-term care settings, correctional and detention facilities, and shelters (homeless or emergency shelters and cooling centers). Though face coverings are not required outdoors, employers must communicate to workers that face coverings are recommended for unvaccinated persons outdoors where six feet of physical distancing cannot be maintained. Employers must provide face coverings to unvaccinated persons and make them available to vaccinated persons upon request.

Q: Are there exceptions to wearing face coverings indoors?

A: Yes. The most common exceptions for unvaccinated persons are:

- When alone in a room or vehicle
- When eating and drinking
- When an accommodation is required
- When job duties make a face covering infeasible or create a hazard

Q: Are workers protected from retaliation if they choose to wear a face covering, even if not required to do so?

A: Yes. Employers cannot retaliate against workers for wearing face coverings, including when the worker is wearing a face covering voluntarily.

Vaccines

[Back to top](#)

Q: Is documentation required for a fully vaccinated employee to work without a face covering indoors?

A: Yes. Vaccination status must be documented. The revised ETS does not specify a particular method. The employer must record the vaccination status for any employee not wearing a face covering indoors and this record must be kept confidential. Acceptable options include:

- Employees provide proof of vaccination (vaccine card, image of vaccine card or health care document showing vaccination status) and employer maintains a copy.
- Employees provide proof of vaccination. The employer maintains a record of the employees who presented proof, but not the vaccine record itself.

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- Employees self-attest to vaccination status and employer maintains a record of who self-attests.

Nothing in the revised ETS prevents an employer from requiring all employees to wear a face covering instead of having a documentation process.

Q. What if the employee declines to state their vaccination status?

A: Under the ETS, an employer is not obligated to require employees to submit proof of being fully vaccinated. Absent such a requirement, an employee has the right to decline to state if they are vaccinated or not. In that case, the employer must treat the employee as unvaccinated and must not take disciplinary or discriminatory action against the employee.

Testing

[Back to top](#)

Q: What are the testing requirements of the revised ETS?

A: Employers must offer testing at no cost to employees during paid time to:

- Symptomatic unvaccinated employees, regardless of whether there is a known exposure. This is a new requirement.
- Unvaccinated employees after an exposure.
- Vaccinated employees after an exposure if they develop symptoms.
- Unvaccinated employees in an outbreak.
- All employees in a major outbreak.

Outbreaks

[Back to top](#)

Q. How will Cal/OSHA ensure employees are adequately protected if there is a surge in COVID-19 cases?

A: The revised ETS requires employers to implement more protective requirements if an outbreak or major outbreak occurs in a workplace. Cal/OSHA also has the option of proposing changes to the ETS one additional time, if necessary.

Enforcement

[Back to top](#)

Q: Will Cal/OSHA issue citations for employers who do not implement all provisions of the June 17 Emergency Temporary Standards immediately?

A: Employers should implement the June 17 ETS as soon as possible. For those unable to implement the ETS immediately, the employer must implement or retain alternative controls to ensure the health of employees. If an employer is continuing to comply with the November ETS while implementing the revisions, Cal/OSHA will not cite the employer.

With respect to face coverings, the employers can comply with the June 17 ETS by requiring face coverings for all employees while they gather documentation to allow fully vaccinated persons to go without face coverings.

If an employer is unable to provide NIOSH-approved respirators on the effective date of the ETS revisions, it is particularly important that the employer take alternative measures to protect unvaccinated employees until respirators are available.

June 2021

Cal/OSHA

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 - [Emergency Temporary Standards, Information and Resources](#)
 - [Revisions to the COVID-19 Prevention Emergency Temporary Standards](#)

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- ▶ [Obtain a free consultation](#)
- ▶ [Important Cal/OSHA updates](#)
- ▶ [COVID-19 related violations cited](#)
- ▶ [Public records requests](#)

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Branches

- ▶ [Enforcement](#)
- ▶ [Consultation Services](#)

Units

- ▶ [Amusement Ride and Tramway](#)
- ▶ [Asbestos and Carcinogen](#)
- ▶ [Census of Fatal Occupational Injuries](#)
- ▶ [Communications Program](#)
- ▶ [Crane](#)
- ▶ [Elevator](#)
- ▶ [Heat and Agriculture Coordination Program](#)
- ▶ [High Hazard](#)
- ▶ [Labor Enforcement Task Force](#)
- ▶ [Legal and BOI](#)
- ▶ [Mining and Tunneling](#)
- ▶ [Pressure Vessel](#)
- ▶ [Process Safety Management](#)
- ▶ [Research and Standards](#)
- ▶ [Other Units](#)

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- ▶ [Cal/OSHA publications](#)
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**University of California
COVID-19 Vaccination Draft Policy****Updated May 4, 2021****Student Frequently Asked Questions**

1. Why is UC sharing a proposed policy? When will a final policy be ready?

The University is engaging its community in a discussion of the details of the [proposed policy](#) now, so students, faculty, academic appointees and staff will have ample time to obtain the vaccine ahead of the fall semester. UC is working on the details for faculty, academic appointees and staff and is sharing the proposed policy with labor leaders. UC expects that a final policy will be ready for the start of the fall 2021 term. The proposed policy is contingent on full approval of a COVID-19 vaccine by the U.S. Food and Drug Administration and reasonable access to vaccine doses.

2. Does the proposed policy require vaccination for all students or only those who participate in on-site activities?

Pending full approval of a COVID-19 vaccine by the U.S. Food and Drug Administration and reasonable access to vaccine doses, the requirement to receive a COVID-19 vaccination would take effect for students who may access UC facilities or programs in person starting in the fall of 2021. Students who will participate only via remote University programs are not required to receive a vaccination for the fall but will need to be immunized before returning to a campus. However, options for remote instruction and programs will be limited.

3. What are the consequences of non-compliance for students?

We have seen strong interest in receiving a COVID-19 vaccine from people across California and the nation. We believe this demand will continue and most people will make the decision to be vaccinated against a virus that can cause serious disease and has killed more than half a million people in the United States alone. The proposed policy is contingent on full approval of a COVID-19 vaccine by the U.S. Food and Drug Administration and reasonable access to vaccine doses. If the proposed policy is adopted as drafted, students who choose not to be immunized and who do not receive an approved medical exemption or religious belief exception would remain eligible to receive university services, but will be limited in course registration, will not be permitted to attend in-person classes or events, and will not be able to access campus facilities including housing.

4. How would these consequences be enforced?

UC campuses have systems in place for promoting compliance with health and safety policies and protocols, and have enhanced these systems during the past year of the COVID-19 pandemic. Because of the differences in programs and facilities at UC locations, each campus will communicate to its communities the specifics of how access to buildings and services will be managed.

5. What does 'vaccinated' mean? Does it refer to one or two shots depending on vaccine? Does it include a period of time after the dose for an immune response?

Under the proposed policy, UC would require students to show proof that they have received a full dosage of a vaccine, which currently is either one or two shots depending on the type and

manufacturer. The University would prefer that students receive their full dosage at least two weeks before arriving on campus, but that is not a requirement in the proposed policy as currently drafted. The COVID-19 vaccines in use, like most vaccines, take time to stimulate an antibody response that creates resistance to illness. Physical distancing, mask-wearing and frequent hand-washing and cleaning are expected to continue to be crucial for daily campus life.

6. When does the proposed policy go into effect for students?

The proposed policy for students would begin in the fall 2021 term at each UC campus. Because the dates for the start of fall terms are different across the UC system, each campus will communicate a specific date for students to fulfill the requirement. UC already strongly encourages students, faculty, academic appointees and staff to voluntarily obtain a vaccination as soon as they are eligible and able to schedule an appointment. The requirement will be mandatory only after full approval of a COVID-19 vaccine by the U.S. Food and Drug Administration (FDA) and sufficient availability of vaccines for all students who wish to be vaccinated.

7. Are medical exemptions or disability or religious accommodations allowed?

Yes. Medical exemption and religious belief exception requests will be considered, but if approved, may result in students being subject to special requirements like increased surveillance testing.

8. Does this requirement apply to Grad Students, who are generally categorized separately from undergrad students? Some of them are employed by University.

As currently drafted, the proposed policy under review would require all graduate, undergraduate and professional students who are accessing a UC facility or program in person to receive a COVID-19 vaccine.

9. Who will maintain the student documentation?

UC campuses already have systems in place for gathering immunization information, and those platforms will be used for this requirement. Students would be required to enter dates of vaccination and upload an image of their COVID-19 vaccination card through their Student Health Services portals, where they also provide evidence of their other required vaccinations. UC Student Health Services staff for each location would review and verify the information.

10. How will exception or exemption requests be documented, and by whom?

Much of the infrastructure for reviewing compliance with health policies is already in place to support the University's overall immunization policy. However, each campus is working through the details of the systems for documenting students who request exceptions or exemptions.

11. How can students get vaccines? Will UC offer vaccinations?

UC encourages students and their families to look for opportunities near their homes to be vaccinated as availability on or near each campus may be limited. Students living in California should check the state's vaccination website at myturn.ca.gov for appointment availability. All people ages 16 and above across the United States are now eligible to receive a vaccine. UC Student Health Services will assist students in identifying opportunities for vaccination if they are unable to have vaccination doses completed prior to their return to their campus community.

12. If one or more vaccines receive final FDA approval, will a vaccine that is under emergency use authorization and not final FDA approval satisfy the requirement?

Yes, all COVID-19 vaccines offered under an emergency use authorization (EUA) or full approval by the FDA will satisfy the vaccination requirement.

13. What if I am a student under the age of 16, and I'm not eligible for a vaccine?

Students who are not of eligible age to receive a COVID-19 vaccine should submit a request for a medical exemption.

14. Will the University accept internationally approved vaccines even if not authorized or approved in the United States?

Yes, if the vaccine authorized by the [World Health Organization](#) (WHO).

The [World Health Organization \(WHO\) has developed a process](#) for assessing and listing unlicensed vaccines, therapeutics, and diagnostics during a public health emergencies. Through that process, a number of vaccines not available in the United States have received Emergency Use Listing (EUL). A document summarizing the status of a wide range of international vaccines can be found [online on the WHO's website](#). If the mandate is adopted, the University will, consistent with [CDC](#) and CDPH guidance, accept proof of vaccination with any international vaccine that has been authorized for emergency use by WHO through the EUL process. People who have completed a COVID-19 vaccination series with one of these vaccines *do not need* additional doses with an FDA-licensed or -authorized COVID-19 vaccine, at least initially (but may be subject to subsequent booster requirements). No data are available on the safety or efficacy of receiving a COVID-19 vaccine currently authorized in the US after receipt of a non-FDA-authorized COVID-19 vaccine. Those who are partially vaccinated or vaccinated with a vaccine not licensed or authorized by FDA and not authorized by WHO will be required to receive an FDA-licensed or -authorized vaccine no less than 28 days after their last international vaccination. In the interim, they will be subject to special safety measures, like quarantine, frequent asymptomatic testing, and more extensive masking requirements.

15. I was vaccinated in a country, where the government increased the time between first and second vaccines longer than US labeling. Do I have to be revaccinated?

No. If you have proof of completing a series of any FDA-licensed or FDA- or WHO-authorized vaccine consistent with your country's implementation, you will be considered to have complied with the vaccine mandate.

16. I cannot come back to campus 3-4 weeks before school starts, and I can't access any vaccine in my country. Will I be allowed on campus?

Yes. You will be allowed on campus but will be referred to a vaccine site to get vaccinated immediately, unless you qualify for a University-approved exemption or exception. Until you are fully vaccinated, you may be subject to special safety measures, like quarantine, frequent asymptomatic testing, and more extensive masking requirements.

17. Is the COVID-19 vaccination requirement a permanent change to the University's immunization policy that will continue the requirement in future years?

Vaccination remains the most effective way to bring this pandemic to an end and to prevent a resurgence of the pandemic in local and campus communities. We strongly encourage everyone throughout all of our communities to be vaccinated as well as to continue physical distancing, mask-wearing and frequent hand-washing. At this time, the COVID-19 vaccination requirement would be a permanent update to the University's policies and would take effect beginning in the 2021-2022 academic year.

18. Is immunization against influenza still required?

The UC requirement for influenza vaccination is still in effect through June 30. A determination has not yet been made whether the influenza immunization requirement will be continued for the 2021-2022 academic year. Any changes or continuation of that requirement will be announced at a later date.

CHAPTER 3: Certificated Personnel
BOARD POLICY NO. 3.15 (BP 7211, 7330)

BOARD POLICY
San Mateo County Community College District

Subject: 3.15 Employment Requirements
Revision Date: 11/10; Reviewed 11/18
Policy References: Education Code Sections 87400, 87408, 87408.6

Prior to assuming their duties and as a condition of employment, all faculty members must:

1. Meet the minimum qualifications or equivalencies for community college teaching as adopted by the State Board of Governors and the District Board of Trustees.
2. File a Loyalty Oath.
3. Be fingerprinted.
4. Submit evidence of freedom from active tuberculosis by means of a tuberculin skin test or chest x-ray that has been performed within 60 days prior to employment. All continuing members of the faculty shall submit evidence of freedom from active tuberculosis by means of a tuberculin skin test or chest x-ray. A report of a negative tuberculin skin test reaction is valid for a period of four years from the date of examination. A negative chest x-ray is valid for two years.
5. The provisions of the above paragraph do not apply to any employee who files an affidavit stating that he/she adheres to the faith or teaching of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets, or principles depends for healing upon prayer in the practice of religion and that to the best of his/her knowledge and belief he/she is free from active tuberculosis. If at any time there should be probable cause to believe that such affiant is afflicted with active tuberculosis, he/she may be excluded from service until the Board is satisfied that he/she is not so afflicted.
6. Furnish proof of authorization to work in the United States, pursuant to the Immigration Reform and Control Act of 1986 (IRCA).
7. Complete other paperwork required by the District or by the Federal, State or any other regulatory agency.

**CHAPTER 4: Classified Personnel
BOARD POLICY NO. 4.15 (BP 7330)**

**BOARD POLICY
San Mateo County Community College District**

Subject: 4.15 Employment Requirements
Revision Date: 11/10; 2/19
Policy References: Education Code Sections 88003, 88004, 88009, 88013

Prior to starting work and as a condition of employment, all members of the Classified Service must meet the following requirements:

1. File a loyalty oath with the Office of Human Resources.
2. Be fingerprinted at a location designated by the County Office of Education District within the first ten working days of employment.
3. Submit evidence of freedom from active tuberculosis by means of a tuberculin skin test or chest x-ray that has been performed within 60 days prior to employment. All continuing classified employees shall submit evidence of freedom from active tuberculosis by means of a tuberculin skin test or chest x-ray. All employees shall be required to undergo a tuberculosis risk assessment every four years thereafter. A report of a negative tuberculin skin test reaction is valid for a period of four years from the date of examination. A negative chest x-ray is valid for two years.
4. The provisions of the above paragraph do not apply to any employee who files an affidavit stating that he/she adheres to the faith or teaching of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets, or principles depends for healing upon prayer in the practice of religion and that to the best of his/her knowledge and belief he/she is free from active tuberculosis. If at any time there should be probable cause to believe that such affiant is afflicted with active tuberculosis, he/she may be excluded from service until the Board is satisfied that he/she is not so afflicted.
5. Furnish proof of authorization to work in the United States, pursuant to the Immigration Reform and Control Act of 1986 (IRCA).
6. Complete other paperwork required by the District or by the federal or state governments, or any other regulatory agency.

**CHAPTER 5: Non-Represented Personnel
BOARD POLICY NO. 5.15 (BP 7330)**

**BOARD POLICY
San Mateo County Community College District**

Subject: 5.15 Non-Represented Employees: Employment Requirements
Revision Date: 12/10; 3/19
Policy Reference: Education Code Sections 87408.6

Prior to starting work and as a condition of employment, all employees who are not represented by an exclusive representative must meet the following requirements:

1. File a loyalty oath with the Office of Human Resources.
2. Be fingerprinted at a location designated by the District within the first ten working days of employment.
3. Submit evidence of freedom from active tuberculosis by means of a tuberculin skin test or chest x-ray that has been performed within 60 days prior to employment. All continuing academic supervisors and managers shall submit evidence of freedom from active tuberculosis by means of a tuberculin skin test or chest x-ray. A report of a negative tuberculin skin test reaction is valid for a period of four years from the date of examination. A negative chest x-ray is valid for two years.
4. The provisions of the above paragraph do not apply to any employee who files an affidavit stating that he/she adheres to the faith or teaching of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets, or principles depends for healing upon prayer in the practice of religion and that to the best of his/her knowledge and belief he/she is free from active tuberculosis. If at any time there should be probable cause to believe that such affiant is afflicted with active tuberculosis, he/she may be excluded from service until the Board is satisfied that he/she is not so afflicted.
5. Furnish proof of authorization to work in the United States, pursuant to the Immigration Reform and Control Act of 1986 (IRCA).
6. Complete other paperwork required by the District or by the federal or state governments, or any other regulatory agency.



| | |
|-------------|---|
| Book | Board Policy |
| Section | Chapter 3 - General Institution |
| Title | COVID-19 Vaccination Interim Policy |
| Code | BP 3507 |
| Status | New |
| Legal | California Code of Regulations, Title 8, Section 3203 California Constitution, Article IX, Section 14 Education Code, Section 70902 Education Code, Section 76020 Education Code, Section 76403 Education Code, Section 87408 United States Code Title 29 Section 654(a)(1) United States Equal Employment Opportunity Commission guidance California Community Colleges Chancellor's Office 2021-01 Advisory |
| Origin | Proposed new policy - Draft derived from CSU, UC, and Southwestern Community College District draft policies and the California Community Colleges Chancellor's Office 2021-01 Advisory |
| Office | Chancellor's Office |
| Next Review | January 3, 2022 |

The Foothill-De Anza Community College District (District) is committed to protecting the health and well-being of students, faculty, staff, administrators, and the communities we serve, as well as maintaining higher education access and attainment for our students. As we work toward the safe resumption of increased on-campus learning, working and other activities, we embrace a comprehensive strategy designed to reduce the likelihood of transmission of the COVID-19 virus. This approach contributes to the overarching goal of achieving population-level immunity throughout the Foothill-De Anza Community College District,

In light of the evidence established to date regarding the safety and effectiveness of available COVID-19 vaccines, the District hereby requires that all individuals who access on-site campus/district programs in person or who participate in off-site district/college services in person comply with this policy. Students and employees are required to be fully vaccinated against COVID-19 unless approved as exempt due to verified medical or religious reasons. Those who do not receive a COVID-19 vaccination may be subject to other safety measures. The vaccine requirement is effective on each campus and in Central Services on the later of (1) the first day of the fall 2021 quarter (September 16, 2021, for employees and September 20, 2021, for students); or (2) when a COVID-19 vaccine receives full U.S. Food & Drug Administration (FDA) approval and is readily available.

The chancellor shall establish administrative procedures to implement this policy.

See Administrative Procedure 3507 COVID-19 Vaccination Requirement

BOARD REPORT NO. 21-06-10C

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: Bernata Slater, Chief Financial Officer
Tom Bauer, Vice Chancellor, Auxiliary Services

THIRD QUARTER REPORT OF AUXILIARY OPERATIONS, 2020-21

The following report covers the period July 1, 2020 through March 31, 2021 for associated student bodies; bookstores; cafeterias; the San Mateo Athletic Club (SMAC); and Community, Continuing and Corporation Education.

ASSOCIATED STUDENTS

Net income comparing the first three quarters of fiscal years 2020-21 and 2019-20 are listed below:

| Associated Students - Cañada | 2020-21 | 2019-20 | \$ Change | % Change |
|--------------------------------|-----------|-----------|------------|----------|
| Net Income for the Year | \$16,844 | \$31,066 | \$(14,222) | -45.78% |
| Beginning Fund Balance, July 1 | \$341,582 | \$297,974 | \$43,608 | 14.63% |
| Ending Fund Balance, Mar 31 | \$358,426 | \$329,040 | \$29,386 | 8.93% |

| Associated Students - CSM | 2020-21 | 2019-20 | \$ Change | % Change |
|--------------------------------|-----------|-----------|-----------|----------|
| Net Income for the Year | \$43,471 | \$(6,123) | \$49,594 | 809.95% |
| Beginning Fund Balance, July 1 | \$319,079 | \$290,633 | \$28,446 | 9.79% |
| Ending Fund Balance, Mar 31 | \$362,550 | \$284,510 | \$78,040 | 27.43% |

| Associated Students - Skyline | 2020-21 | 2019-20 | \$ Change | % Change |
|--------------------------------|-----------|-----------|-----------|----------|
| Net Income for the Year | \$29,440 | \$39,196 | \$(9,756) | 24.89% |
| Beginning Fund Balance, July 1 | \$603,707 | \$522,725 | \$80,982 | 15.49% |
| Ending Fund Balance, Mar 31 | \$633,146 | \$561,921 | \$71,225 | 12.68% |

ASB Income

Activity card sales are the major source of income for the associated students. Payment of the Student Body Fee supports many student-sponsored activities and programs and entitles students to a photo-ID student body card.

ASB Expenditures

In general, expenditures of the ASBs include normal operating expenses (e.g., office supplies, activity cards, student assistant salaries, and other miscellaneous expenses) as well as student programs, scholarships and club assistance supporting campus life.

The following table summarizes the number of events organized by the ASB at each college and also a comparison of total expenditures during the first three quarters as compared to the previous fiscal year:

| Associated Students | 2020-21 | | 2019-20 | | | |
|-------------------------------------|-------------|-------------|-------------|-------------|-------------|----------|
| Activities vs. Expenditure Analysis | # of Events | Expenditure | # of Events | Expenditure | \$ Change | % Change |
| Cañada ASB | 50 | \$19,257 | 73 | \$70,137 | \$(50,880) | -72.54% |
| CSM ASB | 18 | \$5,476 | 48 | 164,069 | \$(158,593) | -96.66% |
| Skyline ASB | 44 | \$10,858 | 49 | \$127,647 | \$(95,589) | -74.89% |

ASB Cañada College

At Cañada College, there were 50 ASB-organized events and activities in the first three quarters of this fiscal year as compared to 73 events during the same period of time last fiscal year.

The overall expenditures have decreased by 73%, or \$50,880, as compared to the prior fiscal year, which is mainly due to the shelter-in-place order mandated by the County and State. During the first three quarters, many of the face-to-face activities were reduced or changed to virtual meetings.

ASB College of San Mateo

At the College of San Mateo, there were 18 ASB-organized events and activities in the first three quarters of this fiscal year as compared to 48 events during the same period of time last fiscal year.

The overall expenditures have decreased by 96.66%, or \$158,593, as compared to the prior fiscal year, which is mainly due to the shelter-in-place order mandated by the County and State. During the first three quarters, many of the face-to-face activities were reduced or changed to virtual meetings.

ASB Skyline College

At Skyline College, there were 44 ASB organized events and activities in the first three quarters of this fiscal year as compared to 49 events during the same period of time last fiscal year.

The overall expenditures have decreased by 75%, or \$95,589, as compared to the prior fiscal year, which is mainly due to the shelter-in-place order mandated by the County and State. During the first three quarters, many of the face-to-face activities were reduced or changed to virtual meetings.

AUXILIARY OPERATIONS

The District's bookstores, cafeterias, San Mateo Athletic Club (SMAC), and Community, Continuing and Corporate Education (CCCE) are self-sustaining enterprises. All income generated covers the total salaries and expenses generated by these operations. General fund dollars are not used in any way to subsidize these enterprises.

The impact of the campus closures because of the pandemic on auxiliary services has been significant and has resulted in immediate losses in revenue for not only those services that are operating (i.e., bookstores, SMAC, and CCCE) but also on services that are not operating (i.e., cafeterias). This impact is further exacerbated by the fact that all the operations have fixed costs (e.g., personnel costs) that are required to be paid regardless of revenue generation. As reported to the Board of Trustees at their meeting of February 24, 2021 (Board Report No. 21-02-04C), \$2,939,588 of the HEERF (II) Funds received from the federal government has been allocated for districtwide institutional needs. This allocation is an effort to partially mitigate the financial impact due to revenue losses of the bookstores, cafeterias, and CCCE for the period of July 1, 2020 through December 31, 2021, as a result of the campus closures due to the pandemic and the fact that these operations had fixed costs (e.g., personnel costs) that would have normally been covered by the revenue that was lost.

The 2020-21 Budget adopted by the Board of Trustees in September 2020 reflected the uncertainty in revenue and expenses as the duration of the campus closures was unknown at that time. As decisions are made about fall instruction in 2021, the 2021-22 Budget for the auxiliary services will reflect the impact of those decisions on the projected revenue and expenses. While the auxiliary services entered the pandemic from a position of strength having generated a total cash reserve of just over \$12 million, the financial impact of the campus closures has resulted in a significant draw on these reserves.

While the short-term impact on these operations is significant and not sustainable, the long-term financial prospects for these operations, once the campuses fully re-open, is more optimistic, especially for SMAC, the cafeterias, and event rental operations.

BOOKSTORES

The following financial data reflect comparative year-over-year comparisons for the bookstore operations for the first three quarters of the fiscal year beginning July 1, 2020 through March 31, 2021:

| Bookstore Sales | 2020-21 | 2019-20 | \$ Change | % Change |
|--------------------------------|--------------------|--------------------|----------------------|----------------|
| Regular Merchandise Sales | \$2,616,447 | \$3,854,817 | \$(1,238,370) | -32.13% |
| Computer Products Sales | 19,738 | 115,711 | (95,973) | -82.94% |
| Total Merchandise Sales | \$2,636,185 | \$3,970,528 | \$(1,334,343) | -33.61% |
| Textbook Rental Income | 74,370 | 202,303 | (127,934) | -63.24% |
| Production Service Income | 41,938 | 236,465 | (194,527) | -82.26% |
| Total Sales | \$2,752,493 | \$4,409,297 | \$(1,656,804) | -37.58% |

Sales in all categories decreased dramatically this fiscal year compared to last fiscal year due to the shelter-in-place order mandated by the County. There have been no in-person sales which account for a significant amount of revenue for the bookstores. Additionally, the continued increase in the sale of Inclusive Access with significantly lower profit margins continue to impact the overall sales and profitability of the

bookstores. Traditional textbook sales are down more significantly than usual due to faculty transitioning to on-line materials because of the change in instructional modality as a result of the pandemic.

Comparative figures are shown below:

| Bookstore Recap | 2020-21 | 2019-20 | \$ Change | % Change |
|--|--------------------|--------------------|----------------------|-----------------|
| Operations | | | | |
| Sales | | | | |
| Merchandise Sales | \$2,636,185 | \$3,970,528 | \$(1,334,343) | -33.61% |
| Textbook Rental Income | 74,370 | 202,303 | (127,934) | -63.24% |
| Production Service Income | 41,938 | 236,465 | (194,527) | -82.26% |
| Total Sales | \$2,752,493 | \$4,409,297 | \$(1,656,804) | -37.58% |
| Less: Cost of Sales | 1,841,784 | 2,574,003 | (732,219) | -28.45% |
| Gross Profit from Operations | \$910,719 | \$1,835,293 | \$(924,585) | -50.38% |
| Total Operating Expenses | 1,629,528 | 2,192,624 | (563,097) | -25.68% |
| Net Income/(Loss) from Operations | \$(718,819) | \$(357,331) | \$(361,488) | -101.16% |
| Other Income | 58,480 | 11,226 | 47,255 | 420.96% |
| Net Operation Profit/(Loss) | \$(660,339) | \$(346,105) | \$(314,233) | -90.79% |
| Non Operational Income/(Expenses) | | | | |
| Non Operational Income | \$78,129 | \$81,650 | \$(3,521) | -4.31% |
| Non Operational Expenses | | | | |
| Admin Salary & Benefits | 127,743 | 125,110 | 2,633 | 2.10% |
| Other Expenses | 52,205 | 98,265 | (46,060) | -46.87% |
| College Support | - | - | - | - |
| Total Non-Operational Income/(Expenses) | \$(101,819) | \$(141,725) | \$39,906 | 28.16% |
| Net Change in Fund Balance | \$(762,158) | \$(487,830) | \$(274,328) | -56.23% |

The bookstores continue to face numerous headwinds which include declining enrollment, reduced sales of textbooks, significantly shrinking margins on Inclusive Access materials which are replacing traditional textbooks at a rapid rate, increasing salary and benefit costs, as well as a changing marketplace impacting the sales of school and office supply sales. The current trajectory for the bookstore operations is not sustainable in its current form and will require that the District consider all options to ensure operations continue sustainably while meeting the needs of students.

CAFETERIAS

Beverage, Snack and Food Service Vendors:

- The District's beverage vending service partner is Pepsi Bottling Group. The contract was awarded effective July 1, 2017, ending on June 30, 2024 with the option of renewing for three one-year terms at the discretion of the District.

- The District's snack vending partner is Compass Group USA through its Canteen Vending Services Division. The contract was effective July 1, 2017, ending on June 30, 2022.
- The District's food service partner is Pacific Dining Services. The contract was awarded on July 1, 2017 through June 30, 2022 with an option for one five-year renewal at the discretion of the District.
- All of the commission dollars from the Pepsi and Canteen vending machines located throughout the District is returned directly to the colleges' ASB for use with approved student-related activities.

Year-Over-Year Third Quarter comparisons are noted below:

| Cafeteria Recap | 2020-21 | 2019-20 | \$ Change | %Change |
|--|-------------------|------------------|--------------------|-----------------|
| Operations | | | | |
| Revenues | | | | |
| Food Service Income | \$- | \$153,774 | \$(153,774) | -100.00% |
| Interest Income | 6,770 | 11,881 | (5,110) | -43.01% |
| Event Rental | 500 | 121,224 | (120,724) | -99.59% |
| Total Revenues | \$7,270 | \$286,879 | \$(279,609) | -97.47% |
| Expenditures | \$107,003 | \$196,019 | \$(89,015) | -45.41% |
| Non-Operational Income/(Expenses) | | | | |
| Investments - Adjust to Market | \$- | \$- | \$- | 0.00% |
| Net Change in Fund Balance | \$(99,733) | \$90,861 | \$(190,594) | -209.76% |

| FOOD SERVICE INCOME | 2020-21 | 2019-20 | \$ Change | % Change |
|----------------------------------|------------|------------------|--------------------|-----------------|
| PACIFIC DINING | | | | |
| Skyline | \$- | \$46,612 | \$(46,612) | -100.00% |
| Skyline Events | - | 4,662 | (4,662) | -100.00% |
| Cañada | - | 24,488 | (24,488) | -100.00% |
| CSM | - | 62,882 | (62,882) | -100.00% |
| CSM Events | - | 15,130 | (15,130) | -100.00% |
| Total Food Service Income | \$- | \$153,774 | \$(153,774) | -100.00% |

Compared to the third quarter of 2019-20, food service income from cafeteria sales and events held in the Bayview Dining Room at College of San Mateo and the Farallon Room at Skyline College has decreased to zero due to the campus closures. Numerous refunds of deposits for events that were to be held in 2020 and 2021 have been issued. The District has been drawing on the cafeteria fund balance to cover fixed costs such as equipment expenses and personnel costs.

SAN MATEO ATHLETIC CLUB

Operating as an enterprise through Auxiliary Services, the San Mateo Athletic Club (SMAC) has been a self-sustaining, community-centered, fee-based operation offering numerous service options to the College of San Mateo campus community and the community-at-large. The concept of a multi-use space enables the District to maximize the use of facility resources and consequently create a revenue stream that will supplement the facility's budgetary needs, including equipment maintenance and replacement, and has gained the attention of other community colleges throughout the state. SMAC provides the community broader access to the College of San Mateo and demonstrates in a tangible way that the District is a community-based organization serving a wide spectrum of educational and training opportunities.

Year-Over-Year Third quarter comparisons are noted below:

| San Mateo Athletic Club and Aquatic Center | | | | |
|--|--------------------|--------------------|----------------------|-----------------|
| Income Statement Part 1 - Operational Revenues and Expenses | 2020-21 | 2019-20 | \$ Change | %Change |
| Operating Revenues | | | | |
| Registration & Membership | \$1,028,612 | \$2,794,585 | \$(1,765,973) | -63.19% |
| Personal Training | 112,053 | 370,366 | (258,313) | -69.75% |
| Aquatics | 127,003 | 703,062 | (576,059) | -81.94% |
| Parking | 16,124 | 50,072 | (33,948) | -67.80% |
| Group Exercise | 111,008 | 300,824 | (189,816) | -63.10% |
| Retail | 5,339 | 20,805 | (15,466) | -74.34% |
| Other Income | 70 | 8,393 | (8,323) | -99.17% |
| Total Operating Revenue | \$1,400,209 | \$4,248,108 | \$(2,847,898) | -67.04% |
| Operating Expenses * | \$2,232,942 | \$3,395,602 | \$(1,162,660) | -34.24% |
| Operational Income/(Loss) before District and College Support | \$(832,732) | \$852,506 | \$(1,685,238) | -197.68% |

**Operating expenses consists of salaries and benefits paid by EXOS.*

In an attempt to illustrate direct expenses vs. college-support expenses, the Income Statement has been divided into two parts. Part 1 of the Income Statement (above) reflect the revenue and expenses directly attributed to the operation itself. Part 2 of the Income Statement (on the following page) reflects all of the income and expenses charged to SMAC that are not connected to the operational work of the SMAC team. These items include interest income, district salaries and benefits charged to the operation, donations, and support to the Promise Scholars Program, etc.

| San Mateo Athletic Club and Aquatic Center | | | | |
|---|----------------------|------------------|----------------------|-----------------|
| Income Statement Part 2 - District Support and Reserve | 2020-21 | 2019-20 | \$ Change | %Change |
| Operational Income/(Loss) before District and College Support | \$(832,732) | \$852,506 | \$(1,685,238) | -197.68% |
| Non-Operational District Support Income and Expenses | | | | |
| Non-Operational District Support Income | | | | |
| Interest Income on Investments | \$46,124 | \$94,840 | \$(48,716) | -51.37% |
| Operating Expenses charge back to District | 41,011 | 79,128 | (38,117) | -48.17% |
| Total Non-Operational District Support Income | 87,135 | 173,968 | (86,833) | -49.91% |
| Non-Operational District Support Expense ** | | | | |
| District Salaries & Benefits | 342,662 | 405,976 | (59,314) | -14.61% |
| Equipment Use Fee & Depreciation | 44,841 | 44,841 | - | 0.00% |
| Miscellaneous Expenses | 21,856 | 15,668 | 6,188 | 39.49% |
| Pool Maintenance | 22,874 | 23,923 | (1,049) | -4.39% |
| Total Non-Operational District Support Expense | 436,233 | 490,409 | (54,176) | -11.05% |
| Net Income/(Loss) after Non Operational District Support Income/Expense | \$(1,181,831) | \$536,065 | \$(1,717,896) | -320.46% |
| Non-Operational College Support | | | | |
| College Academic Program Support*** | \$41,011 | \$79,128 | \$(38,117) | -48.17% |
| College Non-Academic Program Support (Promise, WEZ, KCSM, BAPA Scholarships, Skyline President's Breakfast, Canada Presidents Luncheon) | 770,000 | 4,391 | 765,609 | |
| Total Non-Operational College Support Expense | \$811,011 | \$83,519 | \$727,492 | 871.05% |
| Net Income/(Loss) to Reserve | \$(1,992,841) | \$452,546 | \$(2,445,387) | -540.36% |

** Non- Operational District Support Expense consists of SMCCCD Administrative and Facilities salaries and benefits.

***College Academic Program Support - This expense represents the expenses related to materials that are purchased by SMAC and used by the academic programs including sweat towels, laundry supplies, restroom supplies, etc. and is calculated on total usage of the space.

The financial performance of SMAC has been impacted dramatically by the shelter-in-place order issued by the County of San Mateo. As of March 13, 2020, SMAC on-site ceased to operate due to the shelter-in-place and pivoted to virtual and phased indoor and outdoor offerings.

The ability to quickly pivot and offer virtual classes have secured a new business opportunity for SMAC in that the virtual options will remain as a part of the membership offering and will also create new membership streams for those who only wish a virtual experience. These classes exceed 50 per week and average attendance exceeds that which were experienced when the classes were offered on-site.

The ability to re-invent SMAC in an outdoor environment as well as indoors (during the periods when

restrictions were relaxed) provided multiple options for the members to return. Usage patterns are steadily increasing, and it is believed that members will continue to maintain their active or frozen status vs. cancelling altogether. With restrictions being eased, the outdoor location has been shut down with all activity returning to Building 5 and the pool deck under state and local restrictions.

It is encouraging that over 50% of SMAC members continue as active dues-paying members and that only 22% of members have canceled. As vaccination rates increase and restrictions are lifted, it is hoped that members who have frozen their membership will return. Communication is maintained with all SMAC members regardless of their status through monthly newsletters, as well as, communications to the members who have frozen or cancelled their memberships as restrictions are relaxed to encourage them to re-activate their memberships.

As of March 31, 2021:

- 52% of SMAC members are active dues paying (3,302)
- 26% of members placed their memberships on a temporary freeze (1,647)
- 22% of members canceled (1,354)

Dues were extended, complimentary to all members, for the months of July and August 2020 and dues reductions were extended to all students through a Board-approved rate reduction. This resulted in an initial \$300,000 revenue loss and an on-going dues reduction of approximately \$66,000 annually for student memberships.

Faced with the increased costs of operating during a pandemic, including staffing the campus access lanes and providing critical personal protective equipment (PPE) and other supplies to staff, SMAC has implemented cost reductions where possible and that were deemed safe to implement in consultation with the District's Emergency Manager. These reductions included:

- Operating hours were reduced by 25 hours per week
- General exercise classes were reduced by 40%
- Departments are staffed only as needed (i.e., 3 guards at all times on the pool deck, 2 staff at the reception desk, and one staff on the fitness floor indoors)
- The Membership Department is now staffed only 4 days per week and by one person at a time, eliminating all overlap
- Membership enrollment is by appointment only
- Housekeeping costs have been reduced by 30% due to the limited use of the facility

Continuing to operate SMAC has retained a foundational base, continues to create a sense of community with the on-site and virtual offerings, provides physical and emotional support to members, and retains staff employment. Continuing operations has been approved by the District against a 'moving target' of restrictions and in an effort to continue employment and preserve a membership base that would then be foundational to revenues and re-opening as restrictions continue to be relaxed.

Starting in 2014, SMAC has supported student and colleges programs contributing \$3.1 million to programs including the Promise Scholars Program, Skyline College President's Breakfast, Cañada College President's Luncheon, College of San Mateo's "Writing in the End Zone," and the Bay Area Pathways

Academy. Similarly, since opening in 2010, SMAC has offset District salary and facilities costs with \$3.8 million. The unprecedented pressure on SMAC due to the restrictions associated with the shelter-in-place order has negatively impacted SMAC's financial performance. The operational loss is forecasted to be approximately \$1.1 million for the fiscal year. The total loss for the year will exceed \$2.3 million once expenses associated with district personnel costs, facility costs, depreciation, and program support costs are accounted for. Once restrictions are lifted, financial performance will improve and expected to recover swiftly.

CONTINUING, COMMUNITY AND CORPORATE EDUCATION

Community, Corporate and Continuing Education (CCCE) exists to create impact for San Mateo County residents, families, businesses, nonprofits, governmental agencies, and international students seeking increased educational opportunities within the District. The four channels through which this impact is achieved are the Bay Area Pathways Academy (BAPA), Silicon Valley Intensive English Program (SVIEP), and Community Education, and Corporate Education.

Below represents the year-to-date financial performance of CCCE through the third quarter of 2020-21 compared to the same period of the prior fiscal year.

| Community, Continuing & Corporate Education (with SVIEP) | 2020-21 | 2019-20 | \$ Change | % Change |
|---|-------------|-------------|-------------|----------|
| Operating Revenues | \$584,382 | \$794,417 | \$(210,034) | -26.4% |
| Operating Expenditures | | | | |
| Salaries and Benefits | 751,150 | 666,232 | 84,918 | 12.7% |
| Other Operating Expenses | 220,782 | 379,704 | (158,923) | -41.9% |
| Total Operating Expenses | \$971,932 | \$1,045,936 | \$(74,005) | -7.1% |
| Net Operating Profit/(Loss) before College Support Income | \$(387,549) | \$(251,520) | \$(136,030) | -54.1% |
| Other Income/Support | \$461,217 | \$- | \$461,217 | 100.0% |
| Net Change in Fund Balance | \$73,668 | \$(251,520) | \$325,187) | 129.3% |

In order to cover personnel costs related to the Silicon Valley Intensive English Program (SVIEP) and cover for revenue shortfalls due to COVID-19 restrictions, financial support has been provided to CCCE from the SMAC reserve. Any financial surplus at the end of the fiscal year will be returned to the SMAC reserve.

Cost saving measures for Corporate Education have focused on redirected advertising and marketing budgets towards more targeted training-purchasing audiences, increased online visibility, email marketing campaigns, the in-house creation of new virtual training platforms, and more.

Revenue strategies for Corporate Education have included: a rapid shift to virtual training with a large menu of highly relevant live and interactive virtual offerings on topics such as Leading & Managing Remotely, Business Writing, Cross-Cultural Competencies, and Diversity, Equity & Inclusion, as well as executive coaching and customized training for leaders and teams; new strategic revenue-share partnerships with Chambers, Leadership Groups and others to support the virtual workforce; increased services such as Organizational Development, customized DEI training, and white-label leadership development; enhanced channel strategies to increase business development with buyers; and growth of train-the-trainer professional development boot camps for statewide Contract Education colleagues to train them in how to thrive in the virtual training space.

Corporate Education projects continued impact and revenue growth throughout the remainder of 2021 and beyond, with increasing opportunities in both virtual and eventual in-person instruction through new services, partnerships, and reach. Corporate Education is currently the strongest revenue driver for CCCE and will continue to provide significant community impact for businesses, nonprofits and government agencies for the foreseeable future.

Entrepreneurial programs like CCCE and SMAC are great examples of how the District outreaches beyond its walls to engage with learners of all ages who have varied interests and goals. The programs will continue to work with the colleges and the District to identify additional ways and avenues in which they can partner and will continue to use the District Strategic Plan as the road map for continued success. These programs project a strong capacity for rebound during post-pandemic conditions.

BOARD REPORT NO. 21-06-11C

TO: Members of the Board of Trustees
FROM: Michael Claire, Chancellor
PREPARED BY: Bernata Slater, Chief Financial Officer

DISTRICT FINANCIAL SUMMARY FOR THE QUARTER ENDING MARCH 31, 2021

In accordance with Education Code Section 72413, the State Chancellor's Office requires the submission of a Quarterly Financial Status Report (Form CCFS-311Q) for the first three quarters of the fiscal year followed by an Annual Financial Status Report (Form CCFS-311A).

Attached are:

- Form CCFS-311Q for the quarter ending March 31, 2021, which was forwarded to the State Chancellor's Office on April 15, 2021 (Exhibit A)
- Cash Flow Statement for quarter ending March 31, 2021 (Exhibit B)

General Fund—Unrestricted: Below is the year-to-date financial data for the unrestricted portion of the General Fund for the quarters ending March 31, 2020 and March 31, 2021, respectively. The negative variances in revenue reflect declines in full-time equivalent students (FTES) due to the COVID-19 pandemic. As FTES decline, state allocations for lottery, mandated cost claims, and Prop 55 (EPA) allocations decline as well, resulting in further erosion of revenue. The decline in Other Income as compared to the prior year reflects a full year of the shelter-in-place mandate with decline in revenue from facilities rentals, interest income, and other miscellaneous local income. Property Tax increases reflect a projected increase in Assessed Value of 7.02% as compared to prior year actual and is tracking accordingly. Increase in expenses reflect various types of additional pay pursuant to various MOUs with AFT, CSEA and AFCSME with regards to the shelter-in-place / on-line modality and the implementation of COLAs for employee groups approved by the Board of Trustees prior to March 31, 2021. Savings represent reduction in expenses due to operating in primarily an on-line modality. Additional transfer-outs reflect support for the Parking Fund due to the shelter-in-place and loss of revenue from parking fees. This transfer supports public safety and parking-related operations.

Due to the COVID-19 Pandemic Shelter-In-Place Order by the San Mateo County Public Health Department, the campuses continue to work remotely through the Spring Semester and, with the exception of select courses, instruction is being provided through online and distance learning. The remote work environment, as with the prior year, will result in some one-time savings which the colleges and the District Office plan on allocating one-time funds to support the Board's districtwide strategic initiatives (i.e. *Free Community College* initiative). At this point, staff projects to redirect \$6.75M towards these initiatives with a goal of transitioning these funds into an on-going allocation as funds become available starting FY 2022-23.

In fall 2020, the colleges received \$13.3M from federal HEERF II funds and designated over half of the allocation for direct aid to students. The remaining allocation will be used to address pandemic-related issues such as revenue losses; various equipment / technology needs for students, faculty, and staff; etc. In spring 2021, colleges received another allocation of federal funds from the American Rescue Plan (HEERF III) in the amount of \$23.3M, with half of the funds required to be allocated as direct aid to students. The use of these funds is prescribed by the federal government and colleges are working on a plan to maximize this allocation given the needs of students and the return to campuses this fall. Staff will be sharing these plans with the Board of Trustees in the coming weeks.

| | Amount | | Difference | |
|------------------------------|-----------------------|-----------------------|---------------------|-------------------|
| | 03/31/21 | 03/31/20 | Amount | Percentage |
| INCOME: | | | | |
| State Aid | 5,038,723 | 5,668,585 | \$ (629,862) | (12.50) |
| Enrollment Fees | 8,546,947 | 8,740,185 | \$ (193,238) | (2.26) |
| Non-Resident Tuition | 6,957,092 | 9,036,654 | \$ (2,079,562) | (29.89) |
| Property Tax | 113,738,801 | 106,413,154 | \$ 7,325,647 | 6.44 |
| Interfund Transfer | 800,000 | 910,000 | \$ (110,000) | (13.75) |
| Other Income | 2,520,278 | 3,964,308 | \$ (1,444,030) | (57.30) |
| Total Income | \$ 137,601,841 | \$ 134,732,885 | \$ 2,868,955 | 2.13 |
| % of Budget | 65.32% | 65.92% | | |
| Expenses: | | | | |
| Academic Salaries | \$ 43,276,991 | \$ 42,890,472 | \$ 386,520 | 0.89 |
| Classified Salaries | 33,819,697 | 31,021,218 | \$ 2,798,479 | 8.27 |
| Administrative Salaries | 8,504,933 | 7,991,479 | \$ 513,454 | 6.04 |
| Fringe Benefits | 29,793,646 | 31,505,346 | \$ (1,711,699) | (5.75) |
| Supplies & Materials | 1,099,779 | 1,805,773 | \$ (705,994) | (64.19) |
| Operating Expenses | 10,445,559 | 10,841,136 | \$ (395,577) | (3.79) |
| Capital Outlay | 330,629 | 575,978 | \$ (245,350) | (74.21) |
| Transfer Accounts | 10,022,231 | 5,810,336 | \$ 4,211,896 | 42.03 |
| Bills & Salaries | \$ 137,293,465 | \$ 132,441,737 | \$ 4,851,728 | 3.53 |
| % of Budget | 58.82% | 60.94% | | |
| Net | \$ 308,375 | \$ 2,291,148 | | |
| Certificated Salaries | | | | |
| Cert. (Non-Adm.) | 43,276,991 | 42,890,472 | 386,520 | 0.89 |
| 1210 Adm. Salary | 590,121 | 551,066 | 39,055 | 6.62 |
| 123x-124x Adm. Salary | 6,073,691 | 5,818,675 | 255,016 | 4.20 |
| Total Certificated | 49,940,804 | 49,260,213 | 680,591 | 1.36 |
| Classified Salaries | | | | |
| Class. (Non-Adm.) | 33,819,697 | 31,021,218 | 2,798,479 | 8.27 |
| 211x Adm. Salary | 1,841,121 | 1,621,738 | 219,383 | 11.92 |
| Total Classified | 35,660,817 | 32,642,956 | 3,017,862 | 8.46 |

OTHER FUNDS: Below is the year-to-date financial data for all other funds for the quarters ending March 31, 2020 and March 31, 2021, respectively

| Restricted General and Other Funds | | | | |
|---|-----------------|-----------------|-------------------|-------------------|
| | Amount | | Difference | |
| Summary: | 03/31/21 | 03/31/20 | Amount | Percentage |
| Income | \$ 106,793,995 | \$ 104,990,411 | 1,803,584.29 | 1.72 |
| Bills & Salaries | \$ 194,179,301 | \$ 187,395,690 | 6,783,611.51 | 3.62 |
| Net | \$ (87,385,306) | \$ (82,405,279) | | |

Revenue increases were mainly due to federal and state funding received for pandemic mitigation (i.e., State COVID-19 Response Block Grant and HEERF II) as well as increase in revenue for financial aid awards from federal funds as compared to the prior year. Expenditures also increased and were due to planned increases associated with debt service payments towards the General Obligation Bonds and disbursements of financial aid to students (a pass-through of federal aid to students). It should be noted that debt service payments are funded by ad valorem taxes collected by San Mateo County.

REPORT ON INVESTMENTS: As of March 31, 2021, the District has a deposit of \$44,739,631.15 in total investments with the Local Agency Investment Fund (LAIF) of the State Treasurer's Office, County Pool Investment, and Money Market Accounts with local banks. The average yields on LAIF, County Pool, Money Market Account, and Oil Well Bond Account were 0.44%, 1.112%, 1.13%-1.65% (depending on length of term of investment), and 0.05%, respectively. These deposits consisted of the following sources:

| Investment Type | LAIF Investment | County Pool Investment | Money Market, CD Investment | Special Deposit Bond | Total Investment |
|-------------------------|----------------------------|-----------------------------------|--|---------------------------------|-----------------------------|
| Unrestricted Gen. Fund | \$ 615.17 | | \$ 31,703,457.64 | | \$ 31,704,072.81 |
| Capital Outlay Fund | - | | | 5,000.00 | \$ 5,000.00 |
| Agency Fund | - | 13,030,558.34 | | | \$ 13,030,558.34 |
| Total Investment | 615.17 | 13,030,558.34 | 31,703,457.64 | 5,000.00 | \$ 44,739,631.15 |

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

Exhibit A

Quarterly Financial Status Report, CCFS-311Q
VIEW QUARTERLY DATA

CHANGE THE PERIOD**Fiscal Year: 2020-2021****District: (370) SAN MATEO****Quarter Ended: (Q3) Mar 31, 2021**

| Line | Description | As of June 30 for the fiscal year specified | | | |
|--|---|---|----------------|----------------|---------------------|
| | | Actual 2017-18 | Actual 2018-19 | Actual 2019-20 | Projected 2020-2021 |
| I. Unrestricted General Fund Revenue, Expenditure and Fund Balance: | | | | | |
| A. | Revenues: | | | | |
| A.1 | Unrestricted General Fund Revenues (Objects 8100, 8600, 8800) | 180,413,368 | 202,864,193 | 208,282,993 | 212,301,636 |
| A.2 | Other Financing Sources (Object 8900) | 331,747 | 845,529 | 4,351,029 | 812,331 |
| A.3 | Total Unrestricted Revenue (A.1 + A.2) | 180,745,115 | 203,709,722 | 212,634,022 | 213,113,967 |
| B. | Expenditures: | | | | |
| B.1 | Unrestricted General Fund Expenditures (Objects 1000-6000) | 157,381,147 | 170,206,128 | 177,090,937 | 178,126,074 |
| B.2 | Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600) | 19,069,344 | 28,521,514 | 22,979,381 | 35,022,231 |
| B.3 | Total Unrestricted Expenditures (B.1 + B.2) | 176,450,491 | 198,727,642 | 200,070,318 | 213,148,305 |
| C. | Revenues Over(Under) Expenditures (A.3 - B.3) | 4,294,624 | 4,982,080 | 12,563,704 | -34,338 |
| D. | Fund Balance, Beginning | 33,882,785 | 38,177,409 | 43,159,489 | 55,723,193 |
| D.1 | Prior Year Adjustments + (-) | 0 | 0 | 0 | 0 |
| D.2 | Adjusted Fund Balance, Beginning (D + D.1) | 33,882,785 | 38,177,409 | 43,159,489 | 55,723,193 |
| E. | Fund Balance, Ending (C. + D.2) | 38,177,409 | 43,159,489 | 55,723,193 | 55,688,855 |
| F.1 | Percentage of GF Fund Balance to GF Expenditures (E. / B.3) | 21.6% | 21.7% | 27.9% | 26.1% |

II. Annualized Attendance FTES: This data is being captured in CCFS-320 and is no longer required here.

| | | | | | |
|-----|---|--|--|--|--|
| G.1 | Annualized FTES (excluding apprentice and non-resident) | | | | |
|-----|---|--|--|--|--|

III. Total General Fund Cash Balance (Unrestricted and Restricted)

| | Description | As of the specified quarter ended for each fiscal year | | | |
|-----|--------------------------------|--|------------|------------|------------|
| | | 2017-18 | 2018-19 | 2019-20 | 2020-2021 |
| H.1 | Cash, excluding borrowed funds | | 60,196,986 | 55,633,752 | 58,950,805 |
| H.2 | Cash, borrowed funds only | | 0 | 0 | 0 |
| H.3 | Total Cash (H.1+ H.2) | 54,905,250 | 60,196,986 | 55,633,752 | 58,950,805 |

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

| Line | Description | Adopted Budget (Col. 1) | Annual Current Budget (Col. 2) | Year-to-Date Actuals (Col. 3) | Percentage (Col. 3/Col. 2) |
|-------------------------|---|-------------------------|--------------------------------|-------------------------------|----------------------------|
| I. Revenues: | | | | | |
| I.1 | Unrestricted General Fund Revenues (Objects 8100, 8600, 8800) | 208,411,970 | 209,861,269 | 136,792,592 | 65.2% |
| I.2 | Other Financing Sources (Object 8900) | 0 | 809,037 | 809,248 | 100% |
| I.3 | Total Unrestricted Revenue (I.1 + I.2) | 208,411,970 | 210,670,306 | 137,601,840 | 65.3% |
| J. Expenditures: | | | | | |
| J.1 | Unrestricted General Fund Expenditures (Objects 1000-6000) | 221,155,091 | 221,306,940 | 127,271,234 | 57.5% |
| J.2 | Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600) | 9,987,199 | 12,093,686 | 10,022,231 | 82.9% |
| J.3 | Total Unrestricted Expenditures (J.1 + J.2) | 231,142,290 | 233,400,626 | 137,293,465 | 58.8% |
| K. | Revenues Over(Under) Expenditures (I.3 - J.3) | -22,730,320 | -22,730,320 | 308,375 | |
| L. | Adjusted Fund Balance, Beginning | 55,723,193 | 55,723,193 | 55,723,193 | |
| L.1 | Fund Balance, Ending (C. + L.2) | 32,992,873 | 32,992,873 | 56,031,568 | |
| M | Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3) | 14.3% | 14.1% | | |

V. Has the district settled any employee contracts during this quarter?**NO**

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)? **NO**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed? **This year? NO**
Next year? NO

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

EXHIBIT B

**San Mateo County Community College District
DISTRICT CASH FLOW SUMMARY**

FOR THE QUARTER ENDING March 31, 2021.

| | GENERAL FUND | Payroll Fund | GENERAL RESTRICTED FUND | INSURANCE & Debt Services FUND | CAPITAL OUTLAY FUND | CHILD CARE FUND | STUDENT AID FUND | POST- RETIREMENT RESERVES |
|--|-------------------------|-------------------------|--|---|------------------------------------|----------------------------|---------------------------------|--|
| Beg. Cash Balance in County Treasury | 29,426,655.75 | 4,895,094.89 | 28,777,538.74 | 75,949,879.55 | 295,998,309.80 | 3,403.26 | 72,884.00 | - |
| Cash inflow from operations: | | | | | | | | |
| Year-to-date Income | 137,601,840.50 | | 40,615,824.65 | 41,773,447.94 | 2,293,251.98 | 852,717.53 | 18,784,177.20 | 2,474,575.98 |
| Accounts Receivable | 7,495,422.58 | 29,611.13 | (2,110,455.54) | 1,086,736.22 | 9,060,598.59 | 39,078.00 | 2,850,524.06 | 224,378.27 |
| Advances / Prepaid | 415,435.53 | | 127,456.35 | 2,356.25 | 427,977.01 | | | |
| Cash awaiting for deposit | 98,146.74 | | | | | | | |
| Total Income | 175,037,501.10 | 4,924,706.02 | 67,410,364.20 | 118,812,419.96 | 307,780,137.38 | 895,198.79 | 21,707,585.26 | 2,698,954.25 |
| Cash outflow for operations: | | | | | | | | |
| Year to date expenditure | 137,293,465.34 | | 37,941,610.11 | 72,012,656.56 | 58,575,754.75 | 852,717.53 | 19,710,880.34 | 5,085,682.19 |
| Deferred Income | 8,030,883.91 | | 4,355,635.29 | | 23,662.00 | | | |
| Account Payable | 629,971.31 | 211,209.54 | (574,234.61) | 50,253.52 | 6,972,146.42 | (93,681.98) | 3,549,004.69 | |
| Cash Balance From Operations | 29,083,180.54 | 4,713,496.48 | 25,687,353.41 | 46,749,509.88 | 242,208,574.21 | 136,163.24 | (1,552,299.77) | (2,386,727.94) |
| Other Cash inflow | | | | | | | | |
| Medical Flex Plan / Revolv. Fund | - | | | - | | | | |
| TRANS | - | | | | | | | |
| Trusts (JPA & 3CBG) | | | | | | | | |
| Beg. Investment Balance | | | | | | | | |
| LAIF Balance | 612.06 | | | | | | | - |
| County Pool Balance | - | | | | | | | 15,417,286.28 |
| Special Bond | | | | | | | | - |
| C.O.P. & Others | 31,170,235.64 | | | | 5,000.00 | | | - |
| Total Beg. Balance | 31,170,847.70 | | | | 5,000.00 | | | 15,417,286.28 |
| Y.T.D. Investment Balance | | | | | | | | |
| LAIF Balance | 615.17 | | | | | | | - |
| County Pool Balance | - | | | | | | | 13,030,558.34 |
| Special Bond | | | | | | | | - |
| C.O.P./Bank CD | 31,703,457.64 | | | | 5,000.00 | | | - |
| Y.T.D. Balance | 31,704,072.81 | | | | 5,000.00 | | | 13,030,558.34 |
| Net Cash changes from Investment | (533,225.11) | | | | - | | | 2,386,727.94 |
| Net changes from unrealized gain / (loss) | - | | | | - | | | - |
| Cash Balance in County Treasury | 28,549,955.43 | 4,713,496.48 | 25,687,353.41 | 46,749,509.88 | 242,208,574.21 | 136,163.24 | (1,552,299.77) | (0.00) |
| Net Cash (Excluding TRANS & Trusts) | 28,549,955.43 | 4,713,496.48 | 25,687,353.41 | 46,749,509.88 | 242,208,574.21 | 136,163.24 | (1,552,299.77) | (0.00) |

BOARD REPORT NO. 21-06-12C

TO: Members of the Board of Trustees

FROM: Michael Claire, Chancellor

PREPARED BY: José D. Nuñez, Vice Chancellor of Facilities Planning, Maintenance and Operations
 Joe Fullerton, Energy and Sustainability Manager
 Alexis Whitaker, Utility and Sustainability Coordinator

INFORMATION REPORT ON ELECTRIC VEHICLE CHARGING STATIONS

As a follow-up to questions asked by the Board at its May 12, 2021 meeting, staff have prepared the following informational report relating to the District’s electric vehicle charging stations.

HISTORY AND FUTURE OF THE ELECTRIC VEHICLE

Electric vehicles (EVs) are nothing new, but the adoption of EVs has hit a number of snags over the last century. It is now clear, however, that the auto industry is shifting to electrons for propulsion; driven by consumer demand and corporate Environmental, Social and Governance (ESG) commitments. Here is a glimpse of the past, present and future of EVs in the US:

- Until Ford’s Model T (1908), EVs represented over [30% of the market share](#).
- EVs began to show success again with the late 1990’s Toyota Prius.
- In 2010, Tesla introduced a fully electric but costly luxury vehicle.
- Current list of available EVs is over [60 different](#) makes.
- EVs are increasingly at comparable first cost to internal combustion engine vehicles.
- EVs cost less to operate and maintain over time and are quiet with superior performance characteristics.
- Nearly every major auto maker is either producing or is planning to produce an EV in the next several years. Some automakers are shifting their entire production to EV. For instance:
 - o General Motors has 30 new EVs planned for release by 2025 and will transition to an all [EV product line by 2035](#).
 - o Ford has introduced an electric Mustang and a version of the [#1 selling pickup, F150](#)
- California has some of the loftiest EV adoption goals in the country (see [Figure 1](#)).



Figure 1: California State EV adoption requirements

- California leads EV adoption in the US with over [860,000 EVs sold in the state](#).
- The Bay Area represents a lion’s share of the EV sales throughout the state (see [Figure 2](#)) and local EV adoption is higher than national and statewide averages.

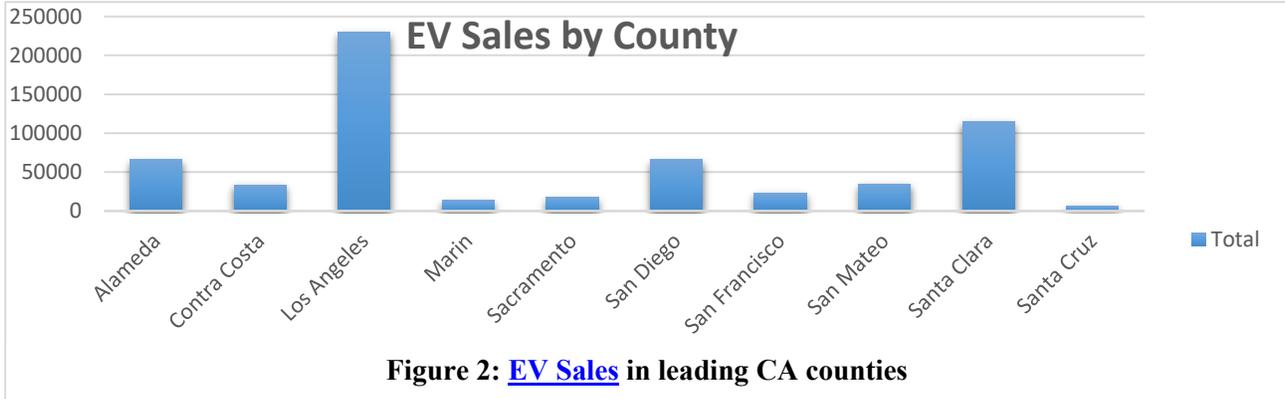


Figure 2: [EV Sales](#) in leading CA counties

EV INFRASTRUCTURE AT SMCCCD

Currently, SMCCCD has a total of 46 stations distributed districtwide (see [Table 1](#)). All but one station has two ports (two points of connection for EVs). Many have been funded by grants and others have been installed as part of Capital Improvement Programs 2 and 3 (CIP2 and CIP3). With the exception of 2020, the stations have experienced increased demand from EV drivers. By 2030, nearly 60% of new vehicles sold will be EVs in California.

- In 2012, SMCCCD partnered with Schneider Electric to win a grant through the California Energy Commission. It funded 11 electric vehicle charging stations (EVCS) districtwide and helped launch a new EV auto technician training program at Skyline College.
- Since then, the Sustainability team has successfully applied for over \$150,000 in funding from various sources to help install a total of 23 stations (with another \$300K pending for an additional 24 stations with one port each).
- An additional seven (7) EVCS’s were purchased and installed for the renovation of Lot L at Skyline and an additional 16 have been installed as part of recent CIP3 projects including:
 - o Three (3) stations at Skyline B12, six (6) at Cañada B1 and seven (7) as part of the CSM Edison lot project.
- EV Station usage was initially low. There are now nearly 400 staff, students, and faculty registered the District’s station network and many other public users.
 - o Average station utilization (the rate at which stations are occupied) was over 75% during peak hours (10 AM-2 PM) in 2019. District Office stations, in particular, were heavily used and frequently occupied.

| Campus | Cañada College | College of San Mateo | Skyline College | District Wide | Note |
|--------------------|--|---|--|---------------|---|
| Number of Stations | 13 | 15 | 18 | 46 | Each station has 2 charging ports in all cases except 1 at Skyline College. |
| Station Location | Lot 1 (4) Lot 2 (3) and Lot 6 (6) | District Office (3) Davinci (1) Marie Curie (4) Edison (7) | Lots F (4), G (5), L (6), M (2), S (1) | | Station locations have been chosen to align with the access needs of diverse campus stakeholders and available electrical infrastructure. New approaches to charging, however, will allow the District to use software to address power supply issues. Stations that use power sharing technology like this can limit the need for expansive electrical system upgrades. The level 2 stations proposed for the District Office project utilize this technology. |

Table 1

SMCCCD FEES AND FINANCIALS

EVCS’s are a valuable asset. The technology is the embodiment of hardware and software integration that is designed to be easily navigated, used, and monitored. The District’s fee structure, established in 2015, was designed to create an incentive and benefit to students, staff and faculty while also helping offset (ideally neutralize) the cost of operating the stations. While SMCCCD has a fee structure, EVCS maintenance, licensing agreements and energy costs are greater than fees collected (see Table 2).

| Item | Amount | Note |
|--------------------------|-------------------|--|
| License and Energy Costs | ~\$60,000 in 2019 | Because electricity costs vary across the District’s many utility accounts, it is nearly impossible to assess the true cost of energy dispersion to vehicles across multiple campuses. A flat rate of \$0.14 per kilo Watt hour is used in this case as a reliable average. |
| Fees Collected | \$17,170 in 2019 | SMCCCD has a fee structure (Board Report No. 15-6-104B) for drivers. Fees are waived for the first four hours for students and staff. The fee for all others is \$0.35 per kWh for up to four hours of charging. After four hours, the fee jumps to \$5.00 per hour up to \$20.00 for all users. |

Table 2

There are other potential revenue streams from EVCS’s. Staff is currently working to leverage Low Carbon Fuel Standard credits to further help offset this employee and student benefit program.

- Run by the California Air Resources Board, the [Low Carbon Fuel Standard \(LCFS\) program](#) provides incentives to decarbonize transportation infrastructure by creating a cap-and-trade style market. SMCCCD may be able to earn an estimated \$50,000 annually from our existing EV charging stations through the sale of low carbon transportation credits.
- Advertisement on the station LCD screen may be another option but specific agreements will determine the revenue garnered from this option.

LOCAL EV CHARGING FEES

Many rate structures and fee [programs exist for EVCS’s](#). Rates vary widely but the prevailing method is to assign a fee on a kilo Watt hour basis. Some local rate structures are listed below to illustrate the approaches and variances (see [Table 3](#)).

| Organization | Fee | Note |
|---|---|----------------------------|
| SMCCCD | Free for four hours for network members (current faculty, students and staff); \$.35/kWh for up to 4 hours. \$5.00/hour for every EV driver after 4 hours | Typical parking fees apply |
| City of Burlingame | \$.30/kWh | Typical parking fees apply |
| City of San Mateo | \$.25/kWh | Typical parking fees apply |
| County of San Mateo | \$1.50/hr for 4 hrs; thereafter \$7.50/hr | |
| Menlo Park Civic Center | \$0 | |
| Palo Alto, Mitchel Park Community Center | \$0.23/kWh Overstay fee: \$2.00/hr following 20 minute grace period after charge completion. | |
| SFO | \$0 | Typical parking fees apply |
| San Mateo High School | \$.70/kWh | Typical parking fees apply |
| Sequoia Hospital | First 3 hrs. free; thereafter \$5/hr | |
| Stanford University | \$2 per hour from 6 am to 4 pm. \$1 per hour from 4 pm to 6 am | Typical parking fees apply |

Table 3

IN CLOSING

EVCS’s are now standard assets for large public and private entities. While the market for EVs is still emerging, it is clear that both Federal and State infrastructure investments are aiming to support adoption of zero emission vehicles. A [June 9, 2021 report by the California Energy Commission](#), however, identifies a gap in the number of stations available to the public. The report states: “To meet the 2025 goal of 250,000 public and shared chargers, the state needs about 57,000 more than are currently planned...” This underscores the need to continue planning EVCS infrastructure but also points to vast opportunities for workforce development, training and education for the accelerating carbon-free economy.

SMCCCD’s contributions to California’s goals for energy efficiency, resilience and decarbonization are notable. The current EV infrastructure is evidence of that. However, the existing fee structure, while effective in delivering benefits to faculty, students and staff, may require adjustment to close revenue shortfalls in the near term. While reasonable by local comparison, the current fee structure is simply not adequate to maintain and expand the infrastructure without other revenue sources, additional grants and/or external funding. SMCCCD Sustainability staff will pursue other revenues through LCFS credit sales and assess the viability of hosting ads on the stations. Staff will also continue to monitor fee structure trends, campus charging statistics, market conditions and other relevant indicators.