

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT



BOARD OF TRUSTEES

Hilda Zacarias, President
Suzanne Levy, Ed.D., Vice President
Alejandra Enciso
Ken Ostini
Gregory A. Pensa
Daisy Garcia, Student Trustee

AGENDA

Regular Board Meeting

Tuesday, November 18, 2025

Allan Hancock College
Closed Session – Captain's Room, B-102
Open Session – Lahr Family Boardroom, B-100
800 South College Drive, Santa Maria, CA 93454

	<u>Page</u>	<u>Tentative Time</u>
1. Call to Order		5:00 PM
2. Public Comment to Closed Session		

This section of the agenda is intended for members of the public to address the Board of Trustees on items involving the community college district that are being considered in Closed Session. *Please note that board members are prohibited by the Brown Act from responding to comments made regarding topics not on the official agenda.* Public comments will be given in person during the meeting or submitted in writing at least 24 hours before the meeting via email to: jmcgee@hancockcollege.edu. The leading speaker from the audience on each side of the issue will be limited to five minutes. Additional speakers are limited to two minutes. Please submit an individual comment card for each item.

3. Adjourn to Closed Session
 - 3.A. Discipline/Dismissal/Release of Public Employee (1 case) (Govt. Code §54957)
 - 3.B. Conference with Labor Negotiator – (Government Code §54957.6)

Agency designated representatives: Dr. Robert Curry
Employee Association: Faculty Association

Agency designated representative: Dr. Robert Curry
Employee Association: Part-Time Faculty Association

Agency designated representative: Dr. Kevin Walthers
Unrepresented Employees: Management

Agency designated representative: Dr. Kevin Walthers
Unrepresented Employees: Supervisory/Confidential

Agency designated representative: Ruben Ramirez
Employee Organization: California School Employees Association (CSEA) Chapter #251

Agency designated representative: Ruben Ramirez
Unrepresented Employee: Superintendent/President

4.	Reconvene to Open Session	6:00 PM
5.	Action Taken in Closed Session	
6.	Pledge of Allegiance	
7.	Approval of Agenda as Presented	
8.	Public Comment	

Public comments on an agenda item or another topic within the jurisdiction of the board of trustees will be given in person during the meeting or submitted in writing at least 24 hours before the meeting via email to: jmcgee@hancockcollege.edu. The leading speaker from the audience on each side of the issue will be limited to five minutes. Additional speakers are limited to two minutes. Please submit an individual comment for each item. Testimony on specific agenda items will be welcome during consideration of the item by the Board of Trustees. When public testimony is completed regarding a specific agenda item, discussion is then confined to board members only. This practice is in accordance with laws governing Board of Trustees public meetings.

9.	Approval of Minutes	
	9.A. Approval of Minutes from the October 20, 2025, regular board meeting	6
10.	Presentations	
	10.A. Basic Needs Update	
	Jannet Rios Leon, supervisor, Basic Needs Center, will present an update.	
	10.B. Changing the Odds Moment	
	Dr. Walthers will share a Changing the Odds moment.	
11.	Consent Agenda	
	Consent agenda items are consistent with adopted policies and approved practices of the district and are deemed routine in nature. They will be acted upon by roll-call vote in one motion without discussion unless members of the board request an item's removal from the consent agenda.	
	11.A. Approval of Register of Warrants and Payroll Summary 09/01/25 through 09/30/25	12
	11.B. Approval of Employee Personnel Actions	15
	11.C. Approval of Revised and/or New Classified Bargaining Unit Job Descriptions	18

	<u>Page</u>	<u>Tentative Time</u>
11.D. Approval of Part-time Faculty Appointments, Regular Faculty Overload Assignments and Special Assignments/Stipends	30	
11.E. Approval of CCAP Appendix C Revisions	46	
11.F. Approval of Equivalency Certification for Faculty	100	
11.G. Approval of Appointment of Department Chairs	103	
11.H. Approval of Faculty Emeritus Status	104	
11.I. Adoption of Additions and Changes in the Academic Policy and Planning Committee Curriculum Report	105	
11.J. Second Review of K-12 CCAP Agreements with the School Districts	117	
11.K. Acceptance of Donations	144	
11.L. Authorization for Out-of-State Travel for the Superintendent/President	145	
11.M. Approval of Notice of Completion for the Baseball/Softball Changing Rooms Project (Bid #25-01)	146	
11.N. Approval to Award Contract for the Temporary Facilities Yard Project (Bid #25-03)	147	
11.O. Approval to Extend the Contract with PepsiCo Beverage Sales, LLC	149	
11.P. Approval of First Quarter Financial Status Report	165	
11.Q. Second Review of Revised Board Policy 1100, Allan Hancock Joint Community College District	169	
11.R. Second Review of Revised Board Policy 3505, Emergency Response Plan	171	
11.S. Second Review of Revised Board Policy 3910, Display of Flags	174	
11.T. Second Review of Revised Board Policy 6541, Reporting Injuries	177	
11.U. Second Review of Board Policy 6750, Parking and Traffic Control on College District Property	179	
11.V. Second Review of Board Policy 6800, Occupational Health and Safety	181	
12. Oral Reports		
12.A. Superintendent/President's Report		
12.B. Board Member Reports		
12.C. Association Reports		
1) Management Association		
2) Part-Time Faculty Association		
3) Faculty Association		

- 4) Academic Senate
- 5) California School Employees Association
- 6) Associated Student Body Government
- 7) AHC Foundation

13. Action Items

13.A.	Adoption of Resolution 25-34, Delegation of Governing Board Powers and Duties for the 2026 Calendar Year	183
13.B.	Acceptance of Grants Approved	185
13.C.	Public Hearing on the California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College District, Local 6185 Contract Reopeners with the District on the Entire Agreement for Fiscal Years 2026-2027 through 2028-2029.	187
13.D.	Public Hearing on the Allan Hancock College District Contract Reopeners with the California Federation of Teachers/Part-time Faculty Association of Allan Hancock College District, Local 6185 on the Entire Agreement for Fiscal Years 2026-2027 through 2027-2029.	190
13.E.	Public Hearing on the California School Employees Association Chapter #251 Contract Reopeners with the Allan Hancock College District on the Entire Agreement for Fiscal Years 2026-2027 through 2028-2029.	192
13.F.	Public Hearing on the Allan Hancock College District Contract Reopeners with the California School Employees Association Chapter #251 on the Entire Agreement for Fiscal Years 2026-2027 through 2028-2029.	198

14. Information

14.A.	Acceptance of Employee Retirements and Resignations	201
14.B.	2025-2028 Student Equity Plan	202
14.C.	Update on SB640: Public Postsecondary Education: Admission, Transfer, and Enrollment	242
14.D.	First Review of K-12 CCAP Agreements with the School Districts	244
14.E.	First Review of Revised Board Policy 5100, Student Support Services	274
14.F.	First Review of Revised Board Policy and Administrative Procedure 5130, Financial Aid	276
14.G.	First Review of Revised Board Policy and Administrative Procedure 5400, Associated Students Organizations	289
14.H.	First Review of Revised Board Policy and Administrative Procedure 5420, Associated Students Finance	293

	<u>Page</u>	<u>Tentative Time</u>
14.I. First Review of Administrative Procedure and Board Policy 7120, Recruitment and Hiring	297	
14.J. Monthly Report, Associate Superintendent/Vice President, Academic Affairs	308	
14.K. Monthly Report, Associate Superintendent/Vice President, Student Services	309	
14.L. Monthly Report, Executive Director, Institutional Effectiveness	310	
14.M. Monthly Report, Executive Director, College Advancement	311	
14.N. Monthly Report, Associate Superintendent/Vice President, Finance and Administration	312	
14.O. A Monthly Report on the Year-to-Date Financial Data for Various Funds	313	
15. New Business		
16. Calendar	337	
17. Adjournment		

The next regular meeting of the Board of Trustees will be held on Tuesday, Dec. 16, 2025. Closed session begins at 5:00 p.m. Open session begins at 6:00 p.m.



Kevin G. Walthers, Ph.D.
Secretary to the Board of Trustees

ALLAN HANCOCK JOINT COMMUNITY COLLEGE



BOARD OF TRUSTEES

Hilda Zacarías, President
 Suzanne Levy, Ed.D., Vice President
 Alejandra Enciso
 Ken Ostini
 Gregory A. Pensa
 Daisy Garcia, Student Trustee

MINUTES

Regular Board Meeting
 Monday, October 20, 2025

Allan Hancock College
 Closed Session – Captain's Room, B-102
 Open Session – Lahr Family Boardroom, B-100
 800 South College Drive, Santa Maria, CA 93454

1. Call to Order

Trustee Zacarías called the meeting to order at 5:00 p.m. with the following trustees present:
 Enciso, Levy, Ostini, Pensa, Zacarías

Trustees absent: None

Administrators present: Curran, Curry, Ramirez, Walthers

2. Public Comment to Closed Session

No public comment was made.

3. Adjourn to Closed Session

Trustee Zacarías adjourned the meeting to closed session at 5:04 p.m.

4. Reconvene to Open Session

Trustee Zacarías reconvened the meeting to open session at 6:00 p.m.

Administrators present: Bach, Curran, Curry, Ramirez, Siwabessy, Walthers

5. Action Taken in Closed Session

Trustee Zacarías reported there was no action taken during closed session.

6. Pledge of Allegiance

Luris Villegas, student, led the audience in the pledge of allegiance.

7. Approval of Agenda as Presented

On a motion by Trustee Enciso, seconded by Trustee Pensa, the board of trustees approved the agenda, on a roll-call vote as follows:

Ayes: Student Trustee, Enciso, Levy, Ostini, Pensa, Zacarías

Noes: None

Abstentions: None

8. Public Comment

Student Luris Villegas shared insights from her experience at the DEIA conference, emphasizing self-love and collective healing.

9. Approval of Minutes

9.A. Approval of Minutes from the September 9, 2025, regular board meeting

On a motion by Trustee Pensa, seconded by Trustee Enciso, the board of trustees voted to approve the minutes for the September 9, 2025, regular board meeting. (Ayes: Student Trustee, Levy, Enciso, Ostini, Pensa, Zacarías; Noes: None; Absent: None)

10. Presentations

10.A. Jalama/Dangermond Project Update

Tellef Tellefson, interim assistant professor, ceramics and 3D art, led a group of Hancock students in a collaboration with The Nature Conservancy to design interpretive signage for Jalama Beach in the Dangermond Preserve. The project combined art, science and community engagement, along with hands-on work in the college's graphics lab. The signs, which highlight local ecology and wildlife, were installed in August 2025 and later exhibited in the student gallery.

10.B. Community Bond Survey Results

Associate Superintendent Curran reported the results of a bond feasibility survey commissioned by Allan Hancock College to assess voter support for a potential \$290 million bond measure on the 2026 ballot. The survey found that 59 percent of likely voters would support the measure, which would fund upgrades to aging classrooms, labs and infrastructure, and expand career-training and four-year degree programs.

10.C. Changing the Odds Moment

The Changing the Odds Moment was included in the superintendent/president's report.

11. Consent Agenda

Items 11.H., Adoption of Additions and Changes in the Academic Policy and Planning Committee Curriculum Report, and item 11.K., Approval to Borrow up to 60 Percent of the District's Net Equity in the Self-Insured Program for Employees (SIPE) Worker's Compensation Joint Powers Authority (JPA), were pulled from the consent agenda and moved before action item 13.A.

On a motion by Trustee Levy, seconded by Trustee Enciso, the board of trustees voted to approve the revised consent agenda, on a roll-call vote as follows:

Ayes: Student Trustee, Enciso, Levy, Ostini, Pensa, Zacarías
 Noes: None
 Abstentions: None

12. Oral Reports

12.A. Superintendent/President's Report

Dr. Walthers said students and faculty visited the Cal Poly campus to meet with former Allan Hancock College transfer students. He commented it was a great opportunity to reconnect with Hancock's STEM alumni.

12.B. Board Member Reports

Trustee Zacarías attended a Retirement Board of Authority meeting.

Trustee Enciso attended a Quarterly Schools meeting and the Santa Maria Chamber 100th Anniversary Gala where Allan Hancock College was recognized for offering four-year degrees.

Trustee Levy attended a REACH Grant presentation and a performance of *Every Brilliant Thing*.

Trustee Ostini went on a behind-the-scenes tour of PCPA, attended a Viticulture and Enology meeting, participated in the Lompoc campus blood drive, and saw a performance of *Every Brilliant Thing*.

Trustee Pensa attended the Equity Impact Conference alongside Drs. McNulty and Siwabessy. He also participated in the Community College State Board of Trustees meeting, attended a press conference at Vandenberg Space Force Base, and joined Dennis Curran at the military appreciation football game.

Student Trustee Daisy Garcia reported the leadership class reviewed and supported the 2025–2028 Student Equity Plan presented by Dean Yvonne Teniente. She and ASBG representatives also attended the Academic Senate meeting to share insights and show support for the plan. She also attended the Cine y Cultura event.

12.C. Association Reports

1) AHC Foundation – No Report

2) Management Association

Monica Millard reported the Athletics department hosted Love on a Leash, a therapy support dog event. She highlighted several upcoming activities, including the Students vs. Staff flag football game on Oct. 25, Breast Cancer Awareness Month, CTE STEM night, and the launch of the First Year Experience program in fall 2026.

3) Part-Time Faculty Association

Monique Segura discussed the ongoing challenges of securing office space for part-time faculty. She said the association is working on language to include part-time faculty in emeritus status. Segura also noted that negotiations are upcoming.

4) Faculty Association

Christne Reed reported that the CCAP MOU has been signed, and the district is working to form a CCAP task force. She acknowledged the full-time faculty evaluation working group for its efforts to revise the evaluation process and support professional growth. Ms. Reed said the association is preparing for negotiations related to the new faculty evaluation tool. She also commented on the smooth implementation of the new health care service provider.

5) Academic Senate

Alberto Restrepo reported Senate has been busy reviewing board policies and guidance from the Chancellor's Office. He shared that five faculty were approved for emeritus status. Dr. Restrepo commented he is glad to see positions continuing to be hired during hard fiscal times. He said Senate is working to align professional development with Vision 2030.

6) California School Employees Association

Toby McLaughlin reported the chapter raised more than \$3,000 at its recent BBQ fundraiser to support delegate attendance at the annual conference. He said work is ongoing to finalize job descriptions for the Crafts and Services Group. Mr. McLaughlin announced he will attend CSEA's Super Session in San Diego. He noted that while the district has responded to issues with the recent insurance transition, some classified staff continue to experience stress and challenges.

7) Associated Student Body Government

Annabelle Ruiz, ASBG president, reported that ASBG held Constitution Day on Sept. 7 and thanked keynote speakers Jessica Scarffe and Fred Patrick for their participation. Ms. Ruiz shared that on Oct. 2, she spoke at a press conference hosted by Congressman Carbajal. She said ASBG participated in the Annual Career Expo Day and celebrated Indigenous Peoples Day on Oct. 13. Ms. Ruiz announced that Ernie G. will be on campus Wednesday, Oct. 22 for Hispanic Heritage Day.

13. Action Items

11.H. Adoption of Additions and Changes in the Academic Policy and Planning Committee Curriculum Report

On a motion by Trustee Pensa, seconded by Trustee Levy, the board of trustees approved Adoption of Additions and Changes in the Academic Policy and Planning Committee Curriculum Report. (Ayes: Student Trustee, Enciso, Levy, Ostini, Pensa, Zacarías; Noes: None; Absent: None)

- 11.K. Approval to Borrow up to 60 Percent of the District's Net Equity in the Self-Insured Program for Employees (SIPE) Worker's Compensation Joint Powers Authority (JPA)

On a motion by Trustee Levy, seconded by Trustee Enciso, the board of trustees approved Approval to Borrow up to 60 Percent of the District's Net Equity in the Self-Insured Program for Employees (SIPE) Worker's Compensation Joint Powers Authority (JPA). (Ayes: Student Trustee, Enciso, Levy, Ostini, Pensa, Zacarías; Noes: None; Absent: None)

- 13.A. Approval for Rejection of Claim No.661845

On a motion by Trustee Pensa, seconded by Trustee Levy, the board of trustees approved Rejection of Claim No.661845. (Ayes: Student Trustee, Enciso, Levy Ostini, Pensa, Zacarías; Noes: None; Absent: None)

- 13.B. Approval to Extend the Lease Agreement Between Columbia Business Center Partners LP and Allan Hancock Joint Community College District

On a motion by Trustee Ostini, seconded by Trustee Enciso, the board of trustees approved to Extend the Lease Agreement Between Columbia Business Center Partners LP and Allan Hancock Joint Community College District. (Ayes: Student Trustee, Enciso, Levy, Ostini, Pensa, Zacarías; Noes: None; Absent: None)

- 13.C. Adoption of Resolution 25-31, Authorization of Signature for Continued Funding Application 2026-27 for California State Preschool Program and General Childcare Development

On a motion by Trustee Enciso, seconded by Trustee Levy, the board of trustees adopted Resolution 25-31, Authorization of Signature for Continued Funding Application 2026-27 for California State Preschool Program and General Childcare Development, on a roll-call vote as follows:

Ayes: Student Trustee, Enciso, Levy, Ostini, Pensa, Zacarías

Noes: None

Abstentions: None

- 13.D. Adoption of Resolution 25-32, Change the Name of Bay Area Community College Districts Joint Powers Agency

On a motion by Trustee Pensa, seconded by Trustee Enciso, the board of trustees adopted Resolution 25-32, Change the Name of Bay Area Community College Districts Joint Powers Agency, on a roll-call vote as follows:

Ayes: Student Trustee, Enciso, Levy, Ostini, Pensa, Zacarías

Noes: None

Abstentions: None

- 13.E. Adoption of Resolution 25-33, Authorizing Transfer of Funds from Allan Hancock College to the AHC Foundation

On a motion by Trustee Enciso, seconded by Trustee Levy, the board of trustees adopted Resolution 25-33, Authorizing Transfer of Funds from Allan Hancock College to the AHC Foundation, on a roll-call vote as follows:

Ayes: Student Trustee, Enciso, Levy, Ostini, Pensa, Zacarías

Noes: None

Abstentions: None

14. Information Items

Information items 14.A. through 14.T. were not discussed at the meeting.

15. New Business

Trustee Levy would like to Learn more about SB640, Public postsecondary education: admission, transfer, and enrollment.

16. Calendar

Dr. Walthers shared events from the calendar including the opening night of *Frozen* on Nov. 6.

17. Adjournment

Trustee Zacarías adjourned the meeting at 7:59 p.m.



Kevin G. Walthers, Ph.D.
Secretary to the Board of Trustees

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Register of Warrants and Payroll Summary 09/01/25 through 09/30/25	Item Number: 11.A.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 3 Full Warrant Register online

BACKGROUND

The following summary is submitted for board of trustees' approval. The full warrant register will be posted on the district's website in the electronic board agenda for review prior to the board meeting.

	<u>Fund Expenditures</u>	<u>Total Fund Expenditures</u>
General Fund 9410		
Invoice Warrants	\$3,043,096.88	
Payroll 09/01/25 – 09/30/25	7,637,340.10	
Total General Fund		\$10,680,436.98
Child Development Fund 9433		
Invoice Warrants	10,801.67	
Payroll 09/01/25 – 09/30/25	108,127.67	
Total Child Development Fund		118,929.34
Capital Projects Fund 9440		
Invoice Warrants	0.00	
Payroll 09/01/25 – 09/30/25	0.00	
Total Capital Projects Fund		0.00
Capital Outlay Projects Fund 9441		
Invoice Warrants	986,609.44	
Total Capital Outlay Projects Fund		986,609.44
Go Bond Building Fund 9447		
Invoice Warrants	12,265.00	
Total Go Bond Building Fund		12,265.00
Self-Insurance Dental Fund 9461		
Invoice Warrants	65,927.00	
Total Self-Insurance Dental Fund		65,927.00

(continued)

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends the board of trustees approve commercial warrants CT 25059290 through 25059778 and ACH Warrants CT !0000006 through CT !0000076 for a subtotal of \$4,118,699.99 and payroll warrants in the amount of \$7,745,467.77 for a grand total of \$11,864,167.76.

Administrator Initiating Item: Dennis Curran	Final Disposition:

	<u>Fund Expenditures</u>	<u>Total Fund Expenditures</u>
Self-Insurance Property/Liability Fund 9463		
Invoice Warrants	0.00	
Total Self-Insurance Property/Liability Fund		0.00
Post-Employment Benefits Fund 9469		
Invoice Warrants	0.00	
Total Post-Employment Benefits Fund		0.00
Student Center Fee Trust Fund 9473		
Invoice Warrants	\$0.00	
Total Student Center Fee Trust Fund		\$0.00
<u>Grand Total All Funds</u>		<u>\$ 11,864,167.76</u>

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT
09/01/2025 - 09/30/2025
Payroll

General Fund 10

100 Academic Salaries

1100A	Academic Salaries Full Time	1,967,538.10
1100B	Administrators (Cert.) Non Teaching	319,936.41
1100D	Part Time Faculty	1,021,622.46
SUB TOTAL		<u>\$3,309,096.97</u>

200 Classified Salaries

2000A	CSEA	1,625,959.60
2000B	Confidential/Supervisory	212,534.06
2000C	Classified Administrators	292,799.06
2000E	Classified Hourly	151,437.70
2000F	Student Workers	141,186.19
2000G	Board Member	1,389.15
SUB TOTAL		<u>\$2,425,305.76</u>

300 Employee Benefits

3000A	STRS	504,681.66
3000B	PERS	579,393.79
3000C	OASDHI-FICA	213,329.56
3000D	Health & Welfare	546,450.37
3000E	EDD-SUI	2,676.63
3000F	Workers Comp	56,405.36
SUB TOTAL		<u>\$1,902,937.37</u>
TOTAL FUND 10		<u>\$7,637,340.10</u>

Child Development Fund 33

100 Academic Salaries

1100A	Academic Salaries Full Time	11,477.10
SUB TOTAL		<u>\$11,477.10</u>

200 Classified Salaries

2000A	CSEA	31,411.17
2000E	Classified Hourly	9,266.25
2000F	Student Workers	34,471.32
SUB TOTAL		<u>\$75,148.74</u>

300 Employee Benefits

3000A	STRS	2,192.12
3000B	PERS	8,861.10
3000C	OASDHI-FICA	3,054.91
3000D	Health & Welfare	6,498.55
3000E	EDD-SUI	25.43
3000F	Workers Comp	869.72
SUB TOTAL		<u>\$21,501.83</u>
TOTAL FUND 33		<u>\$108,127.67</u>
TOTAL DISTRICT PAYROLL		<u>\$7,745,467.77</u>

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
Assoc CA Community College Admin	Registration for Thomas Lamica 10.14-17.25	\$1,000.00	
		\$1,000.00	CT !0000006
Adamski Moroski Madden Cumberland & Green LLP	Legal Representation - Ground	\$3,776.00	
		\$3,776.00	CT !0000007
American Industrial Supply	Operational Supplies for the FIRE Academy	\$189.44	
		\$189.44	CT !0000008
Battery Systems Inc	CB12550-NB Battery. QUOTE #Q28630903251544.	\$918.26	
	CB1280-F2 Battery	\$70.11	
	CBEV-27-DT Battery	\$497.10	
	Automotive Core Charge	\$12.60	
	Extra Small Core Charge	\$0.78	
	Battery Fee	\$16.00	
		\$1,514.85	CT !0000009
Benefit & Risk Management Svcs	benefits claim administration implementation fee	\$6,330.00	
		\$6,330.00	CT !0000010
Berchtold Equipment Company	Window, 6729776 per Invoice #WO8265	\$309.81	
	Gasket, 6677839	\$29.62	
	Freight Charges	\$57.22	
	Labor Charges	\$540.00	
	Cust Shop Suppl	\$11.30	
		\$947.95	CT !0000011
Blue Reef Tank Care	Aquarium Service	\$375.00	
	Aquarium Service	\$375.00	
		\$750.00	CT !0000012
Bound Tree Medical	Primary Y-Type Blood Set, 200 Micron Filter	\$255.45	
	Freight	\$0.00	
	Simulator, Life/Form S.A.L.A.D Simulator	\$1,624.51	
	Shipping	\$0.00	
		\$1,879.96	CT !0000013
Bremer Auto Parts	Parts/Tools for LE Training Vehicles: 7/01/25 -	\$40.42	
	Parts/Tools for LE Training Vehicles: 7/01/25 -	\$12.50	
	Parts/Tools for LE Training Vehicles: 7/01/25 -	\$65.90	
	Parts for Truck Driving Program	\$54.32	
		\$173.14	CT !0000014
California Electric Supply	Electrical-Lighting Supplies, 07-01-25 thru	\$534.30	
		\$534.30	CT !0000015
Canon Financial Services Inc	Campus Graphics Copiers Lease	\$626.27	
	Campus Graphics Copiers Lease	\$4,915.88	
	Campus Graphics Canon Duplo 150 attachments Lease	\$700.43	
		\$6,242.58	CT !0000016
Cardio Partners Inc	MAN-Laerdal Trauma Module	\$2,060.05	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
Cardio Partners Inc	MAN-Laerdal Module Trauma Advanced SPECIAL ORDER	\$4,284.38	
	Freight	\$9.30	
		\$6,353.73	CT !0000017
Carolina Biological	Instructional Supplies for Biology Labs	\$82.44	
		\$82.44	CT !0000018
Computerland Of Silicon Valley	AZURE-EES - Azure Usage Beyond EES Campus	\$2,624.94	
		\$2,624.94	CT !0000019
Farm Supply Company	Instructional Supplies: 8/21/25 - 5/29/26	\$167.64	
	Instructional Supplies: 8/21/25 - 5/29/26	\$428.48	
		\$596.12	CT !0000020
Ferguson Enterprises LLC	Plumbing Supplies, 07-01-25 thru 5-29-26	\$1,018.50	
	Plumbing Supplies, 07-01-25 thru 5-29-26	(\$201.92)	
	Plumbing Supplies, 07-01-25 thru 5-29-26	\$708.02	
	Plumbing Supplies, 07-01-25 thru 5-29-26	\$97.30	
	Plumbing Supplies, 07-01-25 thru 5-29-26	\$97.30	
	Plumbing Supplies, 07-01-25 thru 5-29-26	\$199.04	
	Plumbing Supplies, 07-01-25 thru 5-29-26	\$63.01	
	Plumbing Supplies, 07-01-25 thru 5-29-26	\$180.21	
		\$2,161.46	CT !0000021
Fisher Scientific Co Llc	Science Lab Supplies July 1, 2025 - May 29, 2026	\$214.77	
		\$214.77	CT !0000022
Glorificate Coffee Delight LLC	Coffee & Donuts for First Day and First Friday	\$430.00	
	Coffee & Donuts for First Day and First Friday	\$430.00	
		\$860.00	CT !0000023
Hardy Diagnostics	Science Lab Supplies July 1, 2025-May 29, 2026	\$28.54	
		\$28.54	CT !0000024
Mission Paving Inc	Contractor to furnish all labor, materials,	\$322,220.05	
	C.O. #1: All labor and materials to paint 8	\$2,850.00	
		\$325,070.05	CT !0000025
ODP Business Solutions LLC	OFFICE/OPPERATIONAL SUPPLIES: 7/16/25 - 5/29/26	\$3.34	
	OFFICE/OPPERATIONAL SUPPLIES: 7/16/25 - 5/29/26	\$226.95	
	Office Supplies for General & Noncredit Counseling	\$114.38	
		\$344.67	CT !0000026
ProCare Janitorial Supply, Inc.	Custodial Supplies-Lompoc, 07-01-25 thru 05-29-26	\$682.28	
	Custodial Supplies-Lompoc, 07-01-25 thru 05-29-26	\$318.15	
	Custodial Supplies-Lompoc, 07-01-25 thru 05-29-26	\$625.39	
	Custodial Supplies, 07-01-25 thru 05-29-26	(\$90.35)	
	Custodial Supplies, 07-01-25 thru 05-29-26	\$22.91	
	Custodial Supplies, 07-01-25 thru 05-29-26	\$156.14	
	Custodial Supplies, 07-01-25 thru 05-29-26	\$5,942.35	
		\$7,656.87	CT !0000027
Save Mart Supermarkets	Food Supplies for Children's Center 7-1-25 to	\$280.43	
	Food Supplies for Children's Center 7-1-25 to	\$238.99	
	Food Supplies for Children's Center 7-1-25 to	\$374.61	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
Save Mart Supermarkets	Food Supplies for Children's Center 7-1-25 to	\$377.76	CT !0000028
	Food Supplies for Children's Center 7-1-25 to	\$387.73	
		\$1,659.52	
Sport & Cycle Team Athletics Inc	UA M's White Rival Fleece 1/4 Zip 1/S 2/L, Item #	\$107.63	CT !0000029
	UA M's White Team Tipped Polo 1/S 2/L, Item #	\$107.63	
	UA M's Black Team Tipped Polo 1/S 2/L, Item #	\$107.63	
	UA M's Black Unstoppable Fleece Full Zip 1/S 2/L,	\$215.29	
	UA M's Black Unstoppable Fleece Jogger 1/S 2/L,	\$195.72	
	Shipping	\$58.15	
		\$792.05	
TeamCivX, LLC	Consulting Services for Ballot Measure Election	\$9,314.32	CT !0000030
		\$9,314.32	
The Berry Man Inc	Instructional supplies for Culinary Arts: 7/03/25	\$234.45	CT !0000031
	Instructional supplies for Culinary Arts: 7/03/25	\$15.25	
	Instructional supplies for Culinary Arts: 7/03/25	\$380.80	
		\$630.50	
United Refrigeration Inc	HVAC Supplies, 07-01-25 thru 05-29-26	\$55.64	CT !0000032
		\$55.64	
United Site Services Of California Inc	Services - 3 Portable Toilets, 7-1-25 thru 6-30-26	\$684.00	CT !0000033
	Services - 3 Portable Toilets, 7-1-25 thru 6-30-26	\$684.00	
		\$1,368.00	
Vestis Services LLC	Towel Service for PSTC,	\$59.93	CT !0000034
	Towel Service for PSTC,	\$56.07	
		\$116.00	
Claudia Diaz	Reimbursement for 2025 Cal OER Virtual Conference	\$25.00	CT !0000035
		\$25.00	
Acupuncture Center of Santa Maria	Provide Acupuncture and Massage Services,	\$500.00	CT !0000036
		\$500.00	
Amazon	Instructional supplies 7/8/2025-5/30/2026	\$299.79	
	Supplies for the Chem Labs, 07-01-25 thru 05-26-26	\$66.47	
	Instructional Supplies: 7/1/25 - 5/29/26	\$507.90	
	Instructional Supplies: 7/1/25 - 5/29/26	\$44.75	
	Instructional Supplies 8/6/25-5/29/26	\$61.28	
	ITS - Supplies, 7/01/25 - 5/29/26	\$108.74	
	ITS - Supplies, 7/01/25 - 5/29/26	\$113.88	
	Instructional Supplies, Flash Drives, 7/01/25 -	\$229.61	
	Instructional Supplies: 9-02-25 to 5-31-26	\$83.12	
	OPERATIONAL-OFFICE SUPPLIES 07-01-25 TO 05-29-26	\$74.31	
	OPERATIONAL-OFFICE SUPPLIES 07-01-25 TO 05-29-26	\$85.25	
	OPERATIONAL SUPPLIES, 7/1/25 - 5/29/26	\$43.49	
	BD1 Operational supplies	\$57.74	
	Instructional Supplies for Automotive Tech Program	\$52.05	
	Operational Supplies-Auto Technology	\$153.52	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
Amazon	Office Supplies: 9/04/25 - 5/29/26	\$806.93	
	Instructional supplies Culinary Arts, 7-1-25 to	\$52.35	
	Instructional Supplies for Fire Academy,	\$51.04	
	Instructional Supplies for EMS Academy	\$380.22	
	Instructional Supplies: 7/1/25 - 5/29/26	\$41.46	
	Instructional Supplies: 7/1/25 - 5/29/26	\$714.71	
	Office Supplies, 7/1/25 - 5/29/26	\$59.96	
	Office Supplies, 7/1/25 - 5/29/26	\$204.81	
	Instructional Supplies 8/6/25-5/29/26	\$40.21	
	Instructional Supplies 9/10/25-5/29/26	\$40.73	
	Instructional Supplies 8/26/2025 - 5/29/2026	\$44.57	
	Textbooks and Supplies VALID 8-19-25 to 5-31-26	\$480.42	
		\$4,899.31	CT !0000037
American Business Machines	Colorado M3W Pro Full Comp. Maintenance Agreement	\$181.65	
		\$181.65	CT !0000038
American Heart Association, Inc	BLS Instructor eCard	\$91.87	
	Heartsaver First Aid CPR AED eCard	\$1,614.06	
	BLS Provider eCard	\$343.00	
		\$2,048.93	CT !0000039
American Industrial Supply	Maintenance Supplies, 07-01-25 thru 05-29-26	\$10.44	
		\$10.44	CT !0000040
B&H Photo Video	SHARP 4W-B 75" 4K INTERACTIVE TOUCH DISPLAY/REG	\$2,426.78	
	eWaste Fee	\$6.00	
	Shipping	\$219.55	
	Panasonic VMZ51U7 5200 Lumen Projector,	\$25,209.01	
	Epson Powerlite L530U Projector, SKU #EPL530U.	\$17,508.75	
	Epson Powerlite L530U Projector, SKU #EPL530U.	\$7,503.75	
	EcoFlow Delta 3 Portable Power Station,	\$648.97	
	Anchor Liberty 4 Wireless PA System,	\$3,031.67	
	Hercules2 Speaker Stand, Part #HESS710B.	\$447.88	
		\$57,002.36	CT !0000041
Big Brand Tire Company	Tires per Invoice 1012-7195308	\$378.41	
		\$378.41	CT !0000042
Bremer Auto Parts	Parts/Tools for LE Training Vehicles: 7/01/25 -	\$175.52	
	Operational Supplies for the FIRE Academy	\$61.31	
		\$236.83	CT !0000043
California Electric Supply	Electrical-Lighting Supplies, 07-01-25 thru	\$69.69	
		\$69.69	CT !0000044
Carr's Boot Shop	Safety boots for employees 7-1-25 to 6-30-26	\$205.53	
	Safety boots for employees 7-1-25 to 6-30-26	\$166.38	
	Safety boots for employees 7-1-25 to 6-30-26	\$156.59	
	Safety boots for employees 7-1-25 to 6-30-26	\$97.84	
	Safety boots for employees 7-1-25 to 6-30-26	\$195.74	

14-6
Allan Hancock College
Warrant Register

Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$822.08	CT !0000045
CDW Government Inc	Dell Pro 16 BTX Base AMD Ryzen 5 PRO 230 Processor	\$808.03	
	Recycling Fee	\$5.00	
	Dell Pro 16 BTX Base AMD Ryzen 5 220 Processor 256	\$626.55	
	Recycling Fee	\$5.00	
	Google Chrome Education License	\$1,676.00	
	Lenovo 100e Chromebook- CDW Part#: 7781395,	\$12,265.26	
	Recycling Fee	\$160.00	
	Lenovo ThinkPad P16s Gen4 -	\$2,133.21	
	Recycling Fee	\$5.00	
	HPE - Strain Relief Kit -	\$121.30	
	Samsung 55" 4K UHD Commercial Display. CDW Part #:	\$2,244.47	
	Recycling Fee	\$12.00	
	Mustang Professional Mount - MPT-L65UA	\$197.40	
		\$20,259.22	CT !0000046
Coast Diesel Service	Labor for Truck Driving Program	\$140.00	
	Labor for Truck Driving Program	\$324.00	
	Labor for Truck Driving Program	\$140.00	
	Labor for Truck Driving Program	\$140.00	
	Labor for Truck Driving Program	\$195.00	
	Labor for Truck Driving Program	\$140.00	
	Labor for Truck Driving Program	\$140.00	
	Parts for Truck Driving Program	\$772.34	
	Labor for Truck Driving Program	\$444.00	
		\$2,435.34	CT !0000047
Computerland Of Silicon Valley	Veeam Data Platform Foundation Universal	\$4,126.29	
	1 year of Basic maintenance renewal	\$8,641.60	
	Veeam Data Platform Foundation Universal	\$1,375.43	
		\$14,143.32	CT !0000048
Consolidated Electrical Distributor	Electrical-Lighting Supplies, 8-01-25 thru 5-29-26	\$242.04	
		\$242.04	CT !0000049
Crescendo Education Group LLC	Facilitate a 4-hour Equity for Grading workshop on	\$12,000.00	
		\$12,000.00	CT !0000050
EKC Enterprises Inc	AV System upgrade in Childrens Center Observation	\$2,454.25	
	AV System upgrade in Childrens Center Observation	\$480.87	
	Extron Speaker Cable - 1,000ft	\$402.38	
	Extron Pre-Cut Speaker Wire	\$461.97	
	Extron Sound Field 8" Two-Way Pendant Speakers,	\$5,235.66	
	Extron SF 26/28PT Ceiling Surface Mount Kit, Pair-	\$331.07	
	QSYS 16-Channel License	\$461.97	
	Extron IPL EXP 52	\$391.39	
	Shure Gooseneck Mic	\$2,867.35	
	EKC Enterprises Conduit 1/2"	\$120.71	
	Sennheiser EW-DX Receiver	\$3,387.78	
	Shipping	\$233.93	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$16,829.33	CT !0000051
Ellucian Company LLC	StudentForms with CampusMetrics, Subscription Term	\$8,425.61	
	StudentForms with CampusMetrics, Subscription Term	\$46,800.39	
		\$55,226.00	CT !0000052
Farm Supply Company	Instructional Supplies: 8/21/25 - 5/29/26	\$265.53	
		\$265.53	CT !0000053
Fastenal	Filter, 20x25x4, Part #4300512	\$437.64	
		\$437.64	CT !0000054
Fatte's Pizza of Santa Maria	Food for UTC Spring 2026 CSU Admission Application	\$43.61	
		\$43.61	CT !0000055
Ferguson Enterprises LLC	Plumbing Supplies, 07-01-25 thru 5-29-26	\$50.73	
		\$50.73	CT !0000056
Fisher Scientific Co Llc	Supplies for the Chem Labs, 07-01-25 thru 05-29-26	\$174.24	
	Science Lab Supplies July 1, 2025 - May 29, 2026	\$5.61	
	Science Lab Supplies July 1, 2025 - May 29, 2026	\$52.80	
		\$232.65	CT !0000057
Flinn Scientific Inc	Science Lab Supplies July 1, 2025-May 29, 2026	\$552.62	
		\$552.62	CT !0000058
Grainger Inc.	Maintenance Supplies, 07-01-25 thru 05-29-26	\$292.31	
	Maintenance Supplies, 07-01-25 thru 05-29-26	\$114.90	
		\$407.21	CT !0000059
Hardy Diagnostics	Science Lab Supplies July 1, 2025-May 29, 2026	\$47.19	
	Instructional Supplies for Biology Labs	\$89.60	
		\$136.79	CT !0000060
HCI Systems Inc	One Time Set-Up	\$0.00	
	One Time Set-Up	\$7,563.59	
	Software (SaaS) Subscription Service Fee-60 Months	\$39,410.95	
	Software (SaaS) Subscription Service Fee-60 Months	\$0.00	
	Two (2) AD-400 Wireless Locks Per Agreement Dated	\$3,895.43	
	Two (2) AD-400 Wireless Locks Per Agreement Dated	\$0.00	
		\$50,869.97	CT !0000061
House Sanitary Supply, Inc.	GLV Nitrile P/F 4 mil Large Blue, Product #	\$1,896.33	
	GLV Nitrile P/F 4 mil Medium Blue, Product #	\$1,896.33	
	Transportation surcharge	\$6.95	
		\$3,799.61	CT !0000062
Instructure, Inc	Aug 2025 Parchment Transcript Services Transaction	\$84.78	
		\$84.78	CT !0000063
Intermountain Lock And Security Supply	Institution Function Mortise Body Only,	\$1,040.03	
	Key and Lock Supplies, 07-01-25 thru 5-29-26	\$385.70	
	Key and Lock Supplies, 07-01-25 thru 5-29-26	\$128.28	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$1,554.01	CT !0000064
J B Dewar	Fuel for AHC Community Ed Truck Driving Classes	\$3,060.74	
		\$3,060.74	CT !0000065
ODP Business Solutions LLC	Toner and Supplies VALID 8-19-2025 to 5-31-2026	\$488.71	
		\$488.71	CT !0000066
ProCare Janitorial Supply, Inc.	Skyvac Internal 30 W/8 Carbon Fiber Clamped	\$3,152.66	
	Skyvac Internal Curved Ducting Brush 12 inch,	\$55.11	
	Skyvac Internal Curved Ducting Brush 24 inch,	\$71.04	
		\$3,278.81	CT !0000067
Rays Auto Parts	Parts-Supplies, 07-01-25 thru 5-29-26	\$13.83	
	Parts-Supplies, 07-01-25 thru 5-29-26	\$27.17	
	Parts-Supplies, 07-01-25 thru 5-29-26	\$17.04	
	Parts-Supplies, 07-01-25 thru 5-29-26	\$23.91	
	Parts-Supplies, 07-01-25 thru 5-29-26	\$12.50	
		\$94.45	CT !0000068
San Diego State Univ Research Foundation	eCHECKUP TO GO Subscription: College Practitioner	\$3,720.00	
		\$3,720.00	CT !0000069
Santa Barbara Co Dept Of Social Svc	WRC Lease Operating Costs 07-01-25 to 06-30-26	\$2,153.76	
	WRC Leasing Operating Costs 07-01-25 to 06-30-26	\$307.68	
		\$2,461.44	CT !0000070
Santa Maria Country Club	SANTA MARIA INVITATIONAL GOLF TOURNAMENT SPONSOR	\$600.00	
		\$600.00	CT !0000071
The J Carroll Corporation	Next Level Apparel CVC Tee- Item #6210 Color White	\$678.19	
	Next Level Apparel CVC Tee- Item #6210 Color White	\$226.07	
	Next Level Apparel CVC Tee- Item #6210 Color White	\$5.34	
	Next Level Apparel CVC Tee- Item #6210 Color White	\$16.01	
	Next Level Apparel Cotton Tee- Item #3600	\$160.81	
	Next Level Apparel Cotton Tee- Item #3600	\$53.60	
	Additional Services Fee	\$32.56	
	Additional Services Fee	\$10.94	
	XXL Fee	\$0.61	
	XXL Fee	\$1.57	
		\$1,185.70	CT !0000072
Trojan Petroleum, Inc	Gasoline Purchases, 07-01-25 thru 6-30-26	\$12,667.25	
		\$12,667.25	CT !0000073
United Parcel Service	UPS Charges, 7-1-25 thru 6-30-26, Account #977376	\$44.25	
	UPS Charges, 7-1-25 thru 6-30-26, Account #977376	\$131.99	
	UPS Charges, 7-1-25 thru 6-30-26, Account #977376	\$21.69	
	UPS Charges, 7-1-25 thru 6-30-26, Account #977376	\$35.33	
		\$233.26	CT !0000074
United Refrigeration Inc	HVAC Supplies, 07-01-25 thru 05-29-26	\$33.38	

14-9
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
United Refrigeration Inc	HVAC Supplies, 07-01-25 thru 05-29-26	\$735.04	
	HVAC Supplies, 07-01-25 thru 05-29-26	\$41.18	
		\$809.60	CT !0000075
Wex Bank	Gas Purchases: 7/01/25 - 6/30/26	\$891.54	
		\$891.54	CT !0000076
Guadalupe Acosta	Manual Refund Submitted	\$160.00	
		\$160.00	CT 25059290
Viviana Aguilus	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059291
Donaciano Arevalo Gil	Manual Refund Submitted	\$500.00	
		\$500.00	CT 25059292
Ingrith Arteaga	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059293
Anali Bazan	Manual Refund Submitted	\$160.00	
		\$160.00	CT 25059294
Elizabeth Dawson	Manual Refund Submitted	\$462.00	
		\$462.00	CT 25059295
Fernando De Los Santos	Manual Refund Submitted	\$897.00	
		\$897.00	CT 25059296
Elizabeth Drake	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059297
Lydia Garcia	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059298
Dawn Hanna-Coles	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059299
Kathleen Iliff	Manual Refund Submitted	\$1,012.92	
		\$1,012.92	CT 25059300
Anabel Jimenez Orozco	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059301
Otilia Juarez De Chavez	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059302
Kandace Korn	Manual Refund Submitted	\$96.00	
		\$96.00	CT 25059303
Lisette Macias-Lautenbach	Manual Refund Submitted	\$160.00	
		\$160.00	CT 25059304
Exandra Madrigal	Manual Refund Submitted	\$252.00	
		\$252.00	CT 25059305
Kathleen Marshall	Manual Refund Submitted	\$63.00	

14-10
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$63.00	CT 25059306
Garrett Mclean	Manual Refund Submitted	\$183.00	
		\$183.00	CT 25059307
Mayra Merica	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059308
Karina Morales	Manual Refund Submitted	\$53.00	
		\$53.00	CT 25059309
Adilene Pacheco- Alvarado	Manual Refund Submitted	\$1,450.00	
		\$1,450.00	CT 25059310
Brayan Ramirez Garcia	Manual Refund Submitted	\$346.00	
		\$346.00	CT 25059311
Antonio Rivera Sanchez	Manual Refund Submitted	\$500.00	
		\$500.00	CT 25059312
Patricia Rodriguez	Manual Refund Submitted	\$160.00	
		\$160.00	CT 25059313
Maria Rojas	Manual Refund Submitted	\$200.00	
		\$200.00	CT 25059314
Elizabeth Rosales	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059315
Vianey Ruvalcaba-Bras	Manual Refund Submitted	\$4,254.65	
		\$4,254.65	CT 25059316
Juan Santos Lopez	Manual Refund Submitted	\$255.00	
		\$255.00	CT 25059317
Acacia Scalise	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059318
Dayna Sheets-Gentry	Manual Refund Submitted	\$434.00	
		\$434.00	CT 25059319
Ruth Shepard	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059320
Kathryn Thompson	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059321
Miguel Trujillo	Manual Refund Submitted	\$223.00	
		\$223.00	CT 25059322
Martha Uriarte	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059323
Taj Wu	Manual Refund Submitted	\$3.00	
		\$3.00	CT 25059324
Michael Bernal	Open Mileage 8.04-29.25	\$546.00	

14-11
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$546.00	CT 25059325
City of Lompoc	Waste Disposal-Sewer Fees 7.1.2025 - 6.30.2026	\$619.80	
	Water Services 7.1.2025 - 6.30.2026	\$4,866.87	
		\$5,486.67	CT 25059326
	Waste Disposal-Sewer Fees 7.1.2025 - 6.30.2026	\$2,027.50	
		\$2,027.50	CT 25059327
	Commercial Light Electric 7.1.2025 - 6.30.2026	\$25,631.58	
		\$25,631.58	CT 25059328
Comcast Cable	Comcast Monthly Recurring Costs	\$185.08	
		\$185.08	CT 25059329
Community College Facility Coalition	Conf. Registration 11.5-7.25	\$665.00	
	Conf Registration 11.5-7.25 Tate, Bridget	\$665.00	
		\$1,330.00	CT 25059330
Dennis Curran	Open Mileage 7.15,24.25	\$70.84	
		\$70.84	CT 25059331
Digital West Networks, Inc	Telephone Service 7/1/2025 - 6/30/2026	\$4,165.77	
	Telephone Service 7/1/2025 - 6/30/2026	\$1,573.98	
	Telephone Service 7/1/2025 - 6/30/2026	\$1,434.94	
		\$7,174.69	CT 25059332
Doubletree By Hilton Hotel	Lodging Lamica 10.14-17.25	\$617.55	
		\$617.55	CT 25059333
Carlos Garcia	Open Mileage 8.06.25	\$33.32	
		\$33.32	CT 25059334
Daisy Garcia	CCLC Student Trustee Conf. Ontario, CA	\$65.70	
		\$65.70	CT 25059335
Christine Grelck	Open Mileage 8.6,14.25	\$71.12	
		\$71.12	CT 25059336
William Hanberg	Open Mileage 8.06.25	\$33.32	
		\$33.32	CT 25059337
Hyatt Regency Sacramento	CONF 66185192 DOMINGUES, GERALD 11.4-7.25T	\$1,082.47	
		\$1,082.47	CT 25059338
Danny Lowers	CORE Custody Academy	\$499.52	
		\$499.52	CT 25059339
Toby McLaughlin	Open Mileage 7.1,30.25	\$38.78	
		\$38.78	CT 25059340
Paul Meddings	REIMBURSE PREPAY REG 9.10.25	\$135.00	
		\$135.00	CT 25059341
Suzana Orozco	Open Mileage 8.05.25	\$30.80	

14-12
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$30.80	CT 25059342
Diana Perez	Cal SOAP retreat/training Rancho Cordova, CA	\$828.27	
		\$828.27	CT 25059343
Patricia Prado-Rios	Open Mileage 7.15,21,8.05.25	\$107.10	
		\$107.10	CT 25059344
Southern California Gas Co	Gas Supply 7.1.2025 - 6.30.2026	\$2,306.99	
	Gas Supply 7.1.2025-6.30.2026	\$472.51	
		\$2,779.50	CT 25059345
David Whitham	Open Mileage 8.20.25	\$51.80	
		\$51.80	CT 25059346
Vania Agama Ramirez	Reimbursement for coffee and donuts for CAN-TRIO	\$129.94	
		\$129.94	CT 25059347
AHC Foundation	HANCOCK HONORS TICKETS	\$1,100.00	
		\$1,100.00	CT 25059348
	Fiscal Year 2025 -26 Foundation Adv Salary	\$8,484.58	
		\$8,484.58	CT 25059349
Amazon	Instructional Supplies for Fire Academy,	\$82.38	
	Instructional Supplies for Fire Academy,	\$117.42	
	Instructional Supplies for Automotive Tech Program	\$6.51	
	STUDENT MATERIALS 07-02-25 TO 05-29-26	\$400.40	
	125 Volt Recharable Battery ML7-12	\$49.56	
	Library Course Reserve Books (Textbooks),	\$204.61	
	Instructional Supplies for EMS Academy	\$75.03	
	Instructional Supplies for the Paramedic Academy	\$16.29	
	Instructional Supplies for EMS Academy	(\$60.89)	
	OFFICE/OPERATIONAL SUPPLIES: 7/15/25 - 5/29/26	\$62.37	
	Wildland Firefighter: Principles and Practice,	\$3,073.70	
	Open PO for CTE Books	\$2,383.01	
	CAN-TRIO Office Supplies, 7/1/25 - 5/29/26	\$128.09	
	910XL Ink Cartridge Combo Pack	\$43.49	
	Instructional Supplies for Architecture Program	\$1,541.24	
	Operational Supplies-Auto Technology	\$7.60	
	Operational Supplies-Auto Technology	\$120.65	
	Instructional Supplies, Culinary Arts, 8-1-25 to	\$56.89	
	OPERATIONAL-OFFICE SUPPLIES 07-01-25 TO 05-29-26	\$95.54	
	SWP Operational Supplies, 7/01/25-5/29/26	\$83.92	
	Ergonomic Supplies for 07-01-25 thru 05-29-25	\$185.95	
	INSTRUCTIONAL SUPPLIES 07-02-25 TP 05-29-26	\$159.86	
	Supplies for the Chem Labs, 07-01-25 thru 05-26-26	\$42.84	
	Supplies for the Chem Labs, 07-01-25 thru 05-26-26	\$40.10	
	Instructional Supplies for MESA/STEM,	\$417.52	
	Instructional Supplies for MESA/STEM,	\$421.53	
	Instructional Supplies for MESA/STEM,	\$290.31	
	Instructional Supplies, Flash Drives, 7/01/25 -	\$738.98	
	Medical Supplies - 7/01/25-6/30/26	\$44.57	
	Office-Operational Supplies- 7/1/25 - 5/29/26	\$79.06	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
Amazon	Instructional Supplies for MESA/STEM,	(\$26.96)	
	Instructional Supplies for MESA/STEM,	\$75.51	
	Instructional Supplies for MESA/STEM,	\$27.30	
	Instructional Supplies for MESA/STEM,	\$48.36	
	Instructional Supplies for MESA/STEM,	\$438.60	
	Instructional Supplies: 7/1/25 - 5/29/26	\$35.00	
	ITS - Supplies, 7/01/25 - 5/29/26	\$173.00	
	Instructional Supplies, 7/1/2025 - 5/29/2026	\$82.21	
		\$11,761.55	CT 25059350
Amazon Web Services, Inc	Amazon Web Services (AWS), Estimated Usage through	\$6,940.17	
		\$6,940.17	CT 25059351
American Business Machines	Copier Maintenance	\$6.94	
		\$6.94	CT 25059352
American Fidelity Assurance Co	voluntary products employee premiums 08.31.25	\$38,215.15	
		\$38,215.15	CT 25059353
	employee premiums flexible spending 08.31.25	\$13,437.63	
		\$13,437.63	CT 25059354
	employee premiums HSA 08.31.25	\$8,627.25	
		\$8,627.25	CT 25059355
American General Media Inc.	30-second Ad 2025 Hancock Hello	\$250.00	
	30-second Ad 2025 Hancock Hello	\$250.00	
		\$500.00	CT 25059356
American Industrial Supply	Maintenance Supplies, 07-01-25 thru 05-29-26	\$58.30	
		\$58.30	CT 25059357
Aquapulse Chemicals	Hydrochloric Acid 15% per Invoice 2508006246	\$562.66	
	Energy-Fuel Charge	\$41.39	
		\$604.05	CT 25059358
Arroyo Grande High School Football	Full-page Ad Promoting AHC	\$500.00	
	Renewal of Football Field Banner for 2025 Season	\$200.00	
		\$700.00	CT 25059359
Stefanie Aye	Reimbursement for breakfast for Professional	\$69.52	
		\$69.52	CT 25059360
B & B Steel & Supply	Instructional supplies	\$2,975.40	
		\$2,975.40	CT 25059361
Elizabeth Baycroft	Reimbursement for vaccinations required for	\$246.00	
		\$246.00	CT 25059362
Blum & Sons Electric Inc	All materials and labor to complete installation	\$69,413.85	
		\$69,413.85	CT 25059363
Boldyn Networks Higher Ed LLC	Monthly Banner Cloud Migration Services,	\$5,412.62	

14-14
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$5,412.62	CT 25059364
Bound Tree Medical	Humerus Injection Pad/Bone, 3pack.	\$157.13	
		\$157.13	CT 25059365
Bremer Auto Parts	Parts/Tools for LE Training Vehicles: 7/01/25 -	\$37.18	
	Parts for Truck Driving Program	\$51.12	
	Parts for Truck Driving Program	\$192.10	
		\$280.40	CT 25059366
California Department Of Justice	Finger Prints Apps, July 2025, Invoice #834083	\$2,624.00	
	Fingerprint FBI	\$646.00	
	Child Abuse Index CK	\$30.00	
	1530 SRCHG DSS BILLED	\$20.00	
		\$3,320.00	CT 25059367
CalSoft Water	Reverse Osmosis for Buildings: J,K,M,N,CBC,S2,R2	\$55.90	
	Reverse Osmosis for Buildings: J,K,M,N,CBC,S2,R2	\$128.95	
	Calsoft Pro Reverse Osmosis System B 105	\$25.95	
	Calsoft Pro Reverse Osmosis System B 207	\$25.95	
		\$236.75	CT 25059368
CampusWell	Student Health 101 Online Newsletter Tier 4	\$8,190.00	
		\$8,190.00	CT 25059369
Career Launch Inc	Partnership Agreement with Career Launch.	\$7,500.00	
	Partnership Agreement with Career Launch.	\$7,500.00	
	Additional Career Launch Certification.	\$750.00	
	Additional Career Launch Certification.	\$750.00	
		\$16,500.00	CT 25059370
Carolina Biological	Instructional Supplies for Biology Labs	\$64.90	
	Instructional Supplies for Biology Labs	\$196.73	
		\$261.63	CT 25059371
Carr's Boot Shop	Safety boots for employees 7-1-25 to 6-30-26	\$225.00	
	Safety boots for employees 7-1-25 to 6-30-26	\$215.31	
		\$440.31	CT 25059372
CDW Government Inc	Apple 13 Inch Ipad Air M3 Wifi Tablet CDW #8285306	\$814.54	
	Apple 11 Inch Ipad A16 Wifi Tablet CDW #8285312	\$715.58	
	Recycling Fee	\$12.00	
	Apple 11-inch iPad-A16 tablet 128GB, CDW #8285312,	\$7,155.75	
	Recycling Fee, CDW #3753578	\$80.00	
	Apple Device Enrollment Program, CDW #654809	\$0.00	
		\$8,777.87	CT 25059373
City Motors Towing Inc	Transport JLG 1930/7-45/25J from AHC Lompoc to	\$453.75	
	Transport Red Container at South Campus for on	\$175.00	
		\$628.75	CT 25059374
Computerland Of Silicon Valley	Adobe ETLA - Adobe Enterprise Term Licenses	\$26,109.64	
	Adobe ETLA - Adobe Enterprise Term Licenses	\$26,109.65	

14-15
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$52,219.29	CT 25059375
Consolidated Electrical Distributor	Electrical-Lighting Supplies, 8-01-25 thru 5-29-26	\$859.97	
	Electrical-Lighting Supplies, 8-01-25 thru 5-29-26	\$739.68	
	Electrical-Lighting Supplies, 8-01-25 thru 5-29-26	\$1,243.01	
	Electrical-Lighting Supplies, 8-01-25 thru 5-29-26	\$9.16	
	Electrical-Lighting Supplies, 8-01-25 thru 5-29-26	\$16.86	
		\$2,868.68	CT 25059376
Demco Inc	LIBRARY SUPPLIES, 7/01/25 - 5/29/26	\$215.26	
		\$215.26	CT 25059377
DMQ Catering LLC	Catering Purchase for Hancock Hello	\$5,872.50	
		\$5,872.50	CT 25059378
Downs Government Affairs, LLC	Services for consortium project 7/1/2025-6/30/2026	\$2,000.00	
		\$2,000.00	CT 25059379
EKC Enterprises Inc	AV System upgrade in Childrens Center Observation	\$1,116.94	
	AV System upgrade in Childrens Center Observation	\$5,700.60	
		\$6,817.54	CT 25059380
Farm Supply Company	Instructional Supplies: 8/21/25 - 5/29/26	\$154.38	
		\$154.38	CT 25059381
Federal Express Corp	Mailings for Acct #1104-8488	\$14.11	
		\$14.11	CT 25059382
Ferguson Enterprises LLC	Tankless Water Heater, Item NNPE240S2NG. Quote	\$3,217.72	
	Tankless Water Heater Viv Kit SWT, Item #JD05101.	\$150.08	
	Plumbing Supplies, 07-01-25 thru 5-29-26	\$293.63	
		\$3,661.43	CT 25059383
Fisher Scientific Co Llc	Supplies for Chem labs per Quote #5175-2966-93	\$252.64	
	Supplies for Chem labs per Quote #5175-2966-93	\$24.52	
		\$277.16	CT 25059384
Foodbank Of Santa Barbara County	Food for Food Pantry 07-01-2025 through 06-30-2026	\$917.08	
		\$917.08	CT 25059385
	Food for Food Pantry 07-01-2025 through 06-30-2026	\$347.74	
		\$347.74	CT 25059386
Franchise Tax Board	06.01.25 - 08.31.25 Vendor Withholding	\$30.31	
		\$30.31	CT 25059387
Glorificate Coffee Delight LLC	Coffee and Pan Dulce for Fall Open Reception,	\$320.00	
		\$320.00	CT 25059388
Hardy Diagnostics	Instructional Supplies for Biology Labs	\$141.59	
	Instructional Supplies for Biology Labs	\$94.44	
		\$236.03	CT 25059389
Helping Hand Health Education LLC	PALS/ ACLS Ecards	\$605.58	

14-16

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$605.58	CT 25059390
Home Depot	Instructional Supplies for FIRE Academy	\$50.70	
	Instructional Supplies for FIRE Academy	\$16.28	
	Instructional Supplies for FIRE Academy	\$13.43	
	Instructional Supplies for the EMS Academy	\$14.59	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$105.51	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$60.07	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$196.95	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	(\$97.04)	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$66.01	
	Maintenance Supplies - LVC , 7-1-25 thru 5-29-26	\$34.82	
	Maintenance Supplies - LVC , 7-1-25 thru 5-29-26	\$18.55	
	Maintenance Supplies - LVC , 7-1-25 thru 5-29-26	\$27.17	
	Custodial Supplies - SM, 8/01/25 thru 05/29/26	\$51.65	
		\$558.69	CT 25059391
Intermountain Lock And Security Supply	Key and Lock Supplies, 07-01-25 thru 5-29-26	\$433.72	
		\$433.72	CT 25059392
Los Padres Fire Protection	Fire Extinguisher Service for Lompoc Campus	\$1,420.19	
	Fire Extinguisher Service for SM Campus	\$1,059.06	
	Fire Extinguisher Service for SM Campus	\$87.00	
	Fire Extinguisher Service for SM Campus	\$246.50	
	Fire Extinguisher Service for SM Campus	\$222.17	
	Fire Extinguisher Service for SM Campus	\$58.00	
	Fire Extinguisher Service for SM Campus	\$926.18	
	Fire Extinguisher Service for SM Campus	\$744.31	
	Fire Extinguisher Service for SM Campus	\$1,143.87	
	Fire Extinguisher Service for SM Campus	\$130.50	
	Fire Extinguisher Service for SM Campus	\$93.64	
	Fire Extinguisher Service for SM Campus	\$29.00	
	Fire Extinguisher Service for SM Campus	\$188.50	
	Fire Extinguisher Service for SM Campus	\$319.00	
	Fire Extinguisher Service for SM Campus	\$391.50	
	Fire Extinguisher Service for SM Campus	\$130.50	
	Fire Extinguisher Service for SM Campus	\$312.86	
	Fire Extinguisher Service for SM Campus	\$510.29	
	Fire Extinguisher Service for SM Campus	\$125.59	
	Fire Extinguisher Service for SM Campus	\$122.64	
	Fire Extinguisher Service for SM Campus	\$87.00	
	Fire Extinguisher Service for SM Campus	\$290.90	
	Fire Extinguisher Service for SM Campus	\$72.50	
	Fire Extinguisher Service for SM Campus	\$1,392.52	
		\$10,104.22	CT 25059393
MedCognition Inc	PerSim Pro Software Annual Renewal	\$12,000.00	
		\$12,000.00	CT 25059394
Medex Medical Supply LLC	EZ-IO System Training Kit	\$3,045.00	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$3,045.00	CT 25059395
Mission Linen Supply	Uniform Services and Towels, 7-01-25 thru 6-30-26	\$25.80	
	Uniform Services and Towels, 7-01-25 thru 6-30-26	\$25.80	
		\$51.60	CT 25059396
Noble Power Equipment	Supplies for AHC Grounds Dept. 7-1-25 thru 5-29-26	\$9.69	
		\$9.69	CT 25059397
Premier Water Management, LLC	Monthly Water Treatment, Santa Maria Campus	\$197.90	
	Monthly Water Treatment, Lompoc Campus	\$246.20	
	IRS LEVY NOTICE 08-15-25	(\$441.04)	
		\$3.06	CT 25059398
ProCare Janitorial Supply, Inc.	Custodial Supplies, 07-01-25 thru 05-29-26	\$3,668.84	
	Custodial Supplies, 07-01-25 thru 05-29-26	\$6,568.95	
	Dual Channel Vendor Sanitary Napkin/ Tampon Free,	\$664.48	
		\$10,902.27	CT 25059399
Pyramed Health Systems	Annual Support for Electronic Medical Records	\$13,883.70	
	Pyramed Web Portal Annual Support	\$2,000.00	
	Pyramed Tele-Health Annual Support	\$1,500.00	
	Pyramed CAIR Imm Registry Bi-Directional Interface	\$1,500.00	
	PyraMED Citrix User License Annual Support	\$1,350.00	
		\$20,233.70	CT 25059400
Quinn Company	Rental Fees For Compact Track Loader 250 Cab	\$831.94	
	Rental Fees For SSLCTL Mower	\$348.00	
	Env Rec Fee	\$29.50	
	Delivery Fee	\$108.75	
	Rental Equipment Protection	\$173.60	
	Diesel91- Clear Diesel 91	\$91.32	
		\$1,583.11	CT 25059401
Rays Auto Parts	Parts-Supplies, 07-01-25 thru 5-29-26	\$84.18	
	Parts-Supplies, 07-01-25 thru 5-29-26	(\$84.18)	
	Parts-Supplies, 07-01-25 thru 5-29-26	\$36.95	
	Parts-Supplies, 07-01-25 thru 5-29-26	\$36.95	
	Parts-Supplies, 07-01-25 thru 5-29-26	\$8.69	
	Parts-Supplies, 07-01-25 thru 5-29-26	\$18.48	
		\$101.07	CT 25059402
Reliable Repairs	Hourly rate and other service charges for dryer	\$320.00	
	Blower Assembly	\$267.33	
	Handling, Packing & Shipping Charge	\$32.82	
		\$620.15	CT 25059403
Safety-Kleen Systems, Inc	30G Parts Washer Serial#11014111	\$292.58	
	Aqueous PW Sample	\$6.53	
	Chemistry Fee	\$24.87	
	Recovery Fee	\$57.72	
		\$381.70	CT 25059404

14-18
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
Santa Barbara Airbus	Bus Service on 08-29-2025, AHC Soccer Team	\$3,635.00	
		\$3,635.00	CT 25059405
Ian Shafer	Piano Tuning services 8/1/25-6/30/26	\$1,537.50	
		\$1,537.50	CT 25059406
Signs Of Success Inc	Signage - Elevator Directional, 12x4, Acrylic with Mounting Hardware	\$322.72	
	Setup/Shipping	\$28.54	
	Submittals/Design	\$54.38	
		\$50.00	
		\$455.64	CT 25059407
Stay Shaded LLC	Stay Shaded--Keynote Speaker--Workshop for	\$3,500.00	
		\$3,500.00	CT 25059408
TeamCivX, LLC	Consulting Services for Ballot Measure Election	\$2,741.94	
		\$2,741.94	CT 25059409
Thoma Electric, Inc	C.O. #1: Addition of Dimmer Rack Bypass for Fire	\$3,200.00	
		\$3,200.00	CT 25059410
United States Treasury	LEVY PROCEEDS ID# 65-1172933	\$441.04	
		\$441.04	CT 25059411
US Bank Corporate Payment System	AUG 25, 2025 US BANK STMT	\$22,383.05	
		\$22,383.05	CT 25059412
Jacob Weekly	Reimbursement for Operational Supplies, Invoice #	\$14.61	
		\$14.61	CT 25059413
Elizabeth West	REIMBURSEMENT FOR INSTRUCTIONAL SUPPLIES	\$265.21	
		\$265.21	CT 25059414
Western Pre-Hung Inc	HMD 3/0 3/0 - Half Door - 1-3/4 - HC - PC6 - No Bo	\$543.73	
		\$543.73	CT 25059415
Samantha Amos	Manual Refund Submitted	\$1,044.00	
		\$1,044.00	CT 25059416
Maria de la Concepcion Blanco Cortez	Manual Refund Submitted	\$500.00	
		\$500.00	CT 25059417
Gwen Dean	Manual Refund Submitted	\$10.00	
		\$10.00	CT 25059418
Marcia Featherston	Manual Refund Submitted	\$10.00	
		\$10.00	CT 25059419
Ciera Franklin	Manual Refund Submitted	\$1,825.00	
		\$1,825.00	CT 25059420
Maria Islas	Manual Refund Submitted	\$500.00	
		\$500.00	CT 25059421
Layla Johnson	Manual Refund Submitted	\$506.00	

14-19
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$506.00	CT 25059422
Daetra Kulinski	Manual Refund Submitted	\$5.00	
		\$5.00	CT 25059423
Axel Lopez Cuadra	Manual Refund Submitted	\$300.00	
		\$300.00	CT 25059424
Alex Lopez-Velasco	Manual Refund Submitted	\$3.00	
		\$3.00	CT 25059425
Christian Ramirez	Manual Refund Submitted	\$514.75	
		\$514.75	CT 25059426
Brianna Smith	Manual Refund Submitted	\$1,820.00	
		\$1,820.00	CT 25059427
Katrina Snyder	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059428
Nina Truman	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059429
Alycia Velasquez	Manual Refund Submitted	\$46.00	
		\$46.00	CT 25059430
Donna Beal	Reimbursement for purchase of beverages for event	\$211.03	
		\$211.03	CT 25059431
Ccceopsa	ORDER # 2Z32-GQD0-LD8 PROVENCIO	\$775.00	
		\$775.00	CT 25059432
	ORDER # 2Z32-DWK1-MTW HAMLIN, T Reg 9.29-10.02.25	\$775.00	
		\$775.00	CT 25059433
	ORDER # 2Z2Z-PJMR-5GS NODAL, C Reg 9.29-10.02.25	\$775.00	
		\$775.00	CT 25059434
	ORDER # 2Z3B-WJZW-DXX ST.JAMES, M Reg	\$775.00	
		\$775.00	CT 25059435
	ORDER # 2Z3G-C4Z2-G31 ANDRADE, I Reg	\$825.00	
		\$825.00	CT 25059436
CCLC/CCCAA	2025-26 MEMBERSHIP DUES. INVOICE #1032.	\$14,675.00	
		\$14,675.00	CT 25059437
City of Lompoc	Sanitary Landfill Fees 7.1.2025 - 6.30.2026.	\$133.20	
		\$133.20	CT 25059438
Comcast Cable	Comcast Monthly Recurring Costs	\$231.08	
		\$231.08	CT 25059439
Digital West Networks, Inc	Internet Service 7/1/2025 - 6/30/2026	\$145.00	
		\$145.00	CT 25059440
Enterprise Rent-A-Car	McNulty, LeeAnne 9.2-4.25 Anaheim, CA	\$149.42	

14-20
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$149.42	CT 25059441
Hyatt Regency Sacramento	Nidya Provencio 9.29-10.02.25	\$857.34	
		\$857.34	CT 25059442
	CONF # 65255834 NODAL, CORYN 9.29-10.02.25	\$857.34	
		\$857.34	CT 25059443
	CONF #14571610 ANDRADE, IGNACIO 9.29-10.02.25	\$857.34	
		\$857.34	CT 25059444
Jeene Khaykham	Open Mileage 8.26.25	\$35.98	
		\$35.98	CT 25059445
Susannah Kopecky	PHD residency San Jose, CA	\$2,910.92	
		\$2,910.92	CT 25059446
Unique Martinez	Prison Educators Summit	\$54.50	
	Prison Educators Summit	\$54.50	
		\$109.00	CT 25059447
David Melendrez-Romero	Prison Educators Summit Tehachapi, CA	\$204.30	
	Prison Educators Summit Tehachapi, CA	\$204.30	
		\$408.60	CT 25059448
Stephania Mendez Machuca	Prison Educators Summit	\$54.50	
	Prison Educators Summit	\$54.50	
		\$109.00	CT 25059449
Pacific Gas & Electric Company	Electricity Services 7.1.2025- 6.30.2026	\$4,198.23	
	Electricity Services 7/1/2025 - 6/30/2026	\$1,115.99	
		\$5,314.22	CT 25059450
Maria Ramirez-Garibay	Open Mileage 8.19,20,22,27.25	\$58.66	
		\$58.66	CT 25059451
Feride Schroeder	PREPAY MEALS, FUEL, LODGING 9.17-21.25	\$2,097.08	
		\$2,097.08	CT 25059452
Richard Soto	Open Mileage 8.18,20,21.25	\$33.60	
		\$33.60	CT 25059453
T-Mobile USA Inc	UNLIMITED MOBILE INTERNET HOT SPOTS	\$3,488.18	
		\$3,488.18	CT 25059454
US Department of Veterans Affairs	RETURN VA33 SANCHEZ FILE 4597	\$606.30	
		\$606.30	CT 25059455
Russbell Valle Davila	Prison Educators Summit Tehachapi, CA	\$54.50	
	Prison Educators Summit Tehachapi, CA	\$54.50	
		\$109.00	CT 25059456
19six Architects	C.O.#1: Additional Design & Bidding Services per	\$6,950.00	
		\$6,950.00	CT 25059457

14-21

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
Accurate First Aid Services	First Aid Supplies per Invoice B-45022	\$701.35	
		\$701.35	CT 25059458
ACLA LLC	Collect & Pack Artwork from AHC to 93033 Address	\$1,625.00	
	Fuel Surcharge	\$20.00	
		\$1,645.00	CT 25059459
Advance Auto Locksmith Inc	KeyFob & Transponder Key Replacement for 2014	\$105.00	
	Labor	\$240.00	
		\$345.00	CT 25059460
Sonia Aguirre	Reimbursement for supplies for Beyond Basics	\$554.23	
		\$554.23	CT 25059461
AHC Foundation	Food for F2025 College Advancement Retreat, 8/6/25	\$510.18	
	Supplies for F2025 College Advancement Retreat,	\$3.25	
		\$513.43	CT 25059462
Akeso Occupational Health	TB, X-ray, Medical Physicals 07-01-25 to 06-30-26	\$85.00	
	TB, X-ray, Medical Physicals 07-01-25 to 06-30-26	\$20.00	
	TB, X-ray, Medical Physicals 07-01-25 to 06-30-26	\$155.00	
		\$260.00	CT 25059463
Amazon	Office/Operational Supplies, 7/1/25 - 5/29/26	\$73.28	
	ITS - Supplies, 7/01/25 - 5/29/26	\$34.74	
	ITS - Supplies, 7/01/25 - 5/29/26	\$128.33	
	ITS - Supplies, 7/01/25 - 5/29/26	\$46.14	
	Facilities Operational Supplies: 8/19/25 - 5/29/26	\$35.56	
	Office Supplies VALID 8-19-2025 to 5-31-2026	\$146.12	
	Instructional Supplies for Automotive Tech Program	\$53.28	
	Instructional Supplies	\$230.20	
	INSTRUCTIONAL SUPPLIES 07-02-25 TP 05-29-26	\$828.18	
	45W Fast Charging Station	\$61.98	
	Instructional supplies - 7/01/25 - 5/29/26	\$26.63	
	Instructional supplies - 7/01/25 - 5/29/26	\$401.32	
	Library Course Reserve Books (Textbooks),	(\$1.32)	
	Library Course Reserve Books (Textbooks),	(\$1.73)	
	Library Course Reserve Books (Textbooks),	(\$0.42)	
	Library Course Reserve Books (Textbooks),	(\$0.42)	
	Library Course Reserve Books (Textbooks),	(\$0.44)	
	Library Course Reserve Books (Textbooks),	(\$1.17)	
	Library Course Reserve Books (Textbooks),	\$1,157.05	
	OFFICE/OPERATIONAL SUPPLIES: 7/16/2025-5/29/26	\$7.44	
	OFFICE/OPERATIONAL SUPPLIES: 7/16/2025-5/29/26	\$81.60	
	Office-Operational Supplies- 7/1/25 - 5/29/26	(\$91.40)	
	Instructional supplies Culinary Arts, 7-1-25 to	\$304.57	
	Office Supplies 8.12.25 to 5.29.26	\$420.64	
	Office and Operational Supplies 8/25/25 - 12/25/25	\$323.93	
	Supplies for the Chem Labs, 07-01-25 thru 05-26-26	\$40.75	
	Ergonomic Supplies for 07-01-25 thru 05-29-25	\$36.52	
	Office Supplies for 07-01-25 thru 05-29-26	\$118.51	
	Office Supplies, 7/1/25 - 5/29/26	\$131.24	
	Syntech USB C to USB Adapter Pack of 2, USB 3.0	\$54.32	

14-22

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
Amazon	Kensington Mouse-in-a-Box Wired USB Mouse	\$86.88	
	Shipping and Handling	\$0.00	
	Ergonomic Supplies for 07-01-25 thru 05-29-25	\$238.68	
	Instructional supplies Culinary Arts, 7-1-25 to	\$168.30	
	Instructional Supplies for MESA/STEM,	\$515.21	
	Instructional Supplies for MESA/STEM,	\$125.42	
	BD1 Operational supplies	\$48.91	
	Instructional Supplies for MESA/STEM,	\$50.18	
	Instructional Supplies for MESA/STEM,	\$151.03	
	Instructional Supplies for MESA/STEM,	\$187.01	
	Physics supplies - Aug.12, 2025 thru May 29, 2026	\$33.97	
	Physics supplies - Aug.12, 2025 thru May 29, 2026	\$73.96	
	Physics supplies - Aug.12, 2025 thru May 29, 2026	\$24.00	
	Physics supplies - Aug.12, 2025 thru May 29, 2026	\$349.70	
	Geology supplies - Aug.12, 2025 thru May 29, 2026	\$35.83	
	Geology supplies - Aug.12, 2025 thru May 29, 2026	\$547.11	
	Geology supplies - Aug.12, 2025 thru May 29, 2026	\$18.45	
	Geology supplies - Aug.12, 2025 thru May 29, 2026	\$70.08	
	Geology supplies - Aug.12, 2025 thru May 29, 2026	\$27.12	
	4-shelf metal industrial duty freestanding garage	\$867.78	
	GEARit RJ45 Cat-6 Ethernet Patch Cable, 10 Gpbs	\$52.73	
	Shipping & Handling	\$7.60	
	Office/Operational Supplies 7/17/25-5/29/26	\$73.11	
	Amazon supplies for August 1, 2025 - May 29, 2026	\$319.83	
	Supplies for the Chem Labs, 07-01-25 thru 05-26-26	\$114.21	
	Supplies for the Chem Labs, 07-01-25 thru 05-26-26	\$58.70	
		\$8,891.23	CT 25059464
American Business Machines	Office supplies machine staples	\$181.18	
	Maintenance Agreement for iR Adv 525iF copier,	\$155.00	
		\$336.18	CT 25059465
American Cleaners & Laundry Inc	Dry Cleaning for Tablecloths, Invoice #082825 5877	\$318.50	
		\$318.50	CT 25059466
American General Media Inc.	Advertising for Non-Credit Community Education:	\$750.00	
	Advertising for Non-Credit Community Education:	\$125.00	
	Advertising for AHC Non Credit Community Education	\$250.00	
		\$1,125.00	CT 25059467
American Industrial Supply	Maintenance Supplies, 07-01-25 thru 05-29-26	\$12.67	
		\$12.67	CT 25059468
American Modular Systems Inc.	C.O. #1: 40x32 Team Building- 1,280 sf, to replace	\$47,804.16	
	C.O. #2: Add (1) Exterior Wall Mount HVAC Unit to	\$31,878.00	
	C.O. #3: All labor and materials for additional	\$1,486.68	
		\$81,168.84	CT 25059469
American Star Tours, Inc.	Bus Service - AHC Volleyball Team on 8-22-25	\$3,165.00	
	Bus Service - AHC MW Soccer Team on 9-2-25	\$3,285.00	
	Bus Service - AHC Volleyball Team on 8-29-25	\$1,935.00	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
American Star Tours, Inc.	Bus Service - AHC Women's Volleyball Team on	\$3,505.00	CT 25059470
	Bus Service - AHC Men's Soccer Team on 9-5-25	\$3,505.00	
		\$15,395.00	
Astraglass Innovations Inc	Sublimation Apparatus, Part #QMS-20-3, Quote #	\$436.30	CT 25059471
	Gas Delivery Tube, Part #QMS-36-1	\$36.61	
	Freight	\$16.77	
		\$489.68	
Atkinson Andelson Loya Ruud And Romo	General Legal Services	\$532.88	CT 25059472
	General Legal Services	\$960.75	
		\$1,493.63	
Boys & Girls Club of Mid Central Coast	AFY 2025 Sponsorship. Invoice ID 356584	\$5,000.00	CT 25059473
		\$5,000.00	
Bremer Auto Parts	Parts/Tools for LE Training Vehicles: 7/01/25 -	(\$70.72)	CT 25059474
	Parts/Tools for LE Training Vehicles: 7/01/25 -	\$237.48	
	Parts/Tools for LE Training Vehicles: 7/01/25 -	\$61.98	
	Parts for Truck Driving Program	\$73.87	
		\$302.61	
BRP Pharmaceuticals	Oral Contraceptives July 1, 2025-May 29, 2026	(\$98.89)	CT 25059475
	Prescription Medication July 1,2025-May 29,2026	\$98.89	
	Prescription Medication July 1,2025-May 29,2026	\$58.87	
		\$58.87	
Ca Schools Dental Coalition	dental premiums september 2025	\$65,927.00	CT 25059476
		\$65,927.00	
Cal State Auto Parts	Auto Supplies, 07-01-25 thru 05-29-26	\$161.32	CT 25059477
	Auto Supplies, 07-01-25 thru 05-29-26	\$97.86	
		\$259.18	
Cal-Coast Machinery, Inc.	Radiator Cap, Part #M113126	\$28.40	CT 25059478
	Thermostat, Part No. M811895	\$47.53	
		\$75.93	
Cardio Partners Inc	*DROP SHIP ONLY*MANLaerdal Extri Kelly Manikin	\$3,806.23	CT 25059479
	Freight	\$57.53	
		\$3,863.76	
CDW Government Inc	Aruba Wireless Consulting with Tim Ritterbush per	\$215.00	CT 25059480
	Brother Workhorse MFC-L8395CDW-multifunction color	\$564.08	
		\$779.08	
Central Coast Truck Center	Parts for Truck Driving Program	\$120.71	CT 25059481
		\$120.71	
Century Industries LLC	Guardrail ASY 4' New Post with Cam Fr	\$1,668.22	
	8' Guardrail Assy	\$1,929.23	
	Alum Stair 36" w/ Round Handrail Non ADA Short	\$1,753.05	
	Shipping and Handling	\$1,208.00	

14-24
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$6,558.50	CT 25059482
CIA Medical	- Covidien 8DCT - Shiley Disposable Low Pressure	\$50.00	
	Freight	\$10.50	
		\$60.50	CT 25059483
Community College League Of California	2025-26 REAL COLLEGE CA COALITION	\$4,000.00	
		\$4,000.00	CT 25059484
Consolidated Electrical Distributor	Electrical-Lighting Supplies, 8-01-25 thru 5-29-26	\$11.57	
	RAB LED Lamp - CFL Replacement - 2 PIN 35K 26W	\$351.37	
	RAB T81136G8CCTHYB Lamp	\$326.25	
	SYL LED16T8L48FGP8SC2ABR Tube	\$745.81	
		\$1,435.00	CT 25059485
Council on Alcoholism and Drug Abuse	PEAK SUPPORTER LEVEL SPONSORSHIP	\$500.00	
		\$500.00	CT 25059486
Culligan Of Lompoc	Monthly rental for 7 mixed bed DI tanks	\$35.24	
		\$35.24	CT 25059487
Culligan/Central Coast Water Treatment	Deionized Water for Bldg M	\$100.00	
		\$100.00	CT 25059488
	CAMPUS GRAPHICS DRINKING WATER DELIVERY	\$8.50	
	FUEL SURCHARGE	\$2.80	
	HOT COLD WATER STAND RENTAL	\$11.00	
		\$22.30	CT 25059489
	Bottled Water Delivery Service 7-1-25 thru 6-30-26	\$58.80	
		\$58.80	CT 25059490
	Bottled Water Delivery, 7-01-25 thru 6-30-26	\$103.55	
	Stand Rentals (hot and cold) 7-01-25 thru 6-30-26	\$11.00	
		\$114.55	CT 25059491
	Bottled Water Delivery, 7-01-25 thru 6-30-26	\$49.30	
	Stand Rentals (hot and cold) 7-01-25 thru 6-30-26	\$11.00	
		\$60.30	CT 25059492
Custom Colors Auto Body Supplies, Inc.	Instructional Supplies for Auto Body Tech Program,	\$1,399.53	
	Low Voc Sprme B/C A, Item LIM SPBVA-1/2P	\$27.48	
	Erasers, Item AST 400E	\$16.26	
	Smart Eraser Pad ADA, Item AST 400E-AR	\$1.99	
		\$1,445.26	CT 25059493
Brent Dionisio	Reimbursement for snacks purchased for Bulldog	\$30.98	
		\$30.98	CT 25059494
Dodd Investigations LLC	Confidential Investigation Services Inv#5240	\$875.00	
	Confidential Investigation Services Inv#5231	\$399.75	

14-25
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$1,274.75	CT 25059495
EKC Enterprises Inc	AV System upgrade in Childrens Center Observation	\$2,658.84	
	AV System upgrade in Childrens Center Observation	\$13,570.14	
	AV System upgrade in Childrens Center Observation	\$2,600.49	
	AV System upgrade in Childrens Center Observation	\$509.53	
	AV System upgrade in Childrens Center Observation	\$1,097.49	
	AV System upgrade in Childrens Center Observation	\$5,601.35	
	AV System upgrade in Childrens Center Observation	\$1,153.10	
	AV System upgrade in Childrens Center Observation	\$5,885.15	
	Shipping	\$510.27	
		\$33,586.36	CT 25059496
Engel and Gray Inc	Bin Rental-August	\$99.00	
	Franchise Fee	\$1.98	
		\$100.98	CT 25059497
Eyemed Vision Care	vision premiums active employees september 2025	\$4,166.54	
	vision premiums Retiree/COBRA September 2025	\$720.22	
		\$4,886.76	CT 25059498
Facilities Planning And Consulting Services	Facilities Related Consulting Services for Fiscal	\$1,332.50	
		\$1,332.50	CT 25059499
Farm Supply Company	Instructional Supplies: 8/21/25 - 5/29/26	\$332.69	
	Supplies for AHC Grounds Dept, 7-1-25 thru 5-29-26	\$43.23	
		\$375.92	CT 25059500
Federal Express Corp	Mailings for Acct #1104-8488	\$34.91	
		\$34.91	CT 25059501
Fisher Scientific Co Llc	Supplies for Chem labs per Quote #5175-2966-93	\$15.70	
		\$15.70	CT 25059502
Follett Heg - Ahc Bookstore	Instructional Supplies	\$43.50	
		\$43.50	CT 25059503
	Textbooks for Spanish 112: "Cultura y Cine:	\$750.38	
		\$750.38	CT 25059504
	Library Course Reserve Books (Textbooks),	\$6,355.62	
		\$6,355.62	CT 25059505
	Open PO for CTE Books	\$2,291.37	
		\$2,291.37	CT 25059506
	fall 2025 inclusive access charges	\$13,009.70	
		\$13,009.70	CT 25059507
Foodbank Of Santa Barbara County	Food for Food Pantry 07-01-2025 through 06-30-2026	\$826.59	
	Food for Food Pantry 07-01-2025 through 06-30-2026	\$964.78	
		\$1,791.37	CT 25059508
	Food for Food Pantry 07-01-2025 through 06-30-2026	\$409.53	

14-26
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$409.53	CT 25059509
Greenvale Tree Co	Pruning and cabling of Ash, Alder, Podocarpus	\$5,195.00	
		\$5,195.00	CT 25059510
Home Depot	Instructional Supplies for FIRE Academy	\$104.32	
		\$104.32	CT 25059511
Intermountain Lock And Security Supply	Key and Lock Supplies, 07-01-25 thru 5-29-26	\$217.29	
		\$217.29	CT 25059512
Ips Group Inc	Monthly Secure Gateway Wireless Data Fee for Multi	\$572.76	
		\$572.76	CT 25059513
J B Dewar	Fuel for AHC Community Ed Truck Driving Classes	\$1,786.61	
	Fuel for AHC Community Ed Truck Driving Classes	\$1,853.38	
		\$3,639.99	CT 25059514
J.E. Halliday Sales Inc	Office Supplies - Envelope Press toner and parts	\$847.00	
		\$847.00	CT 25059515
Job Advertising	Job Advertising 07-01-25 thru 06-30-26	\$1,980.00	
		\$1,980.00	CT 25059516
Kelly Spicers Stores	Office Supplies - Paper, Wideformat and Bindery	\$1,910.23	
	Office Supplies - Paper, Wideformat and Bindery	\$2,396.42	
		\$4,306.65	CT 25059517
Koehler Plumbing Inc	Backflow Device Test and Reports (4)	\$250.00	
		\$250.00	CT 25059518
Krueger International Inc	Materials to reconfigure workstation in Admissions	\$4,010.90	
	Labor	\$850.00	
		\$4,860.90	CT 25059519
KSBY-TV	Advertising for AHC Community Education Campaign,	\$825.00	
		\$825.00	CT 25059520
Lazer Media	Advertising for Non-Credit Community Education:	\$744.00	
		\$744.00	CT 25059521
LG Inspection LLC	Onsite DSA Inspection for Lompoc Valley Center	\$3,360.00	
		\$3,360.00	CT 25059522
Liebert Cassidy Whitmore	Educational Resources Consortium Membership (with	\$4,680.00	
	Professional Legal Services, 7-1-25 - 6-30-26	\$4,272.50	
	Professional Legal Services, 7-1-25 - 6-30-26	\$801.00	
		\$9,753.50	CT 25059523
Linde Gas & Equipment Inc.	Instructional Supplies	\$1,234.11	
		\$1,234.11	CT 25059524
Lompoc Teen Center	GOLD SPONSOR CAREER PATHWAYS CONFERENCE	\$2,500.00	
		\$2,500.00	CT 25059525
Lompoc Unified School District	BRAVES CLASSIC GOLF TOURNAMENT SPONSOR	\$1,500.00	

14-27

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$1,500.00	CT 25059526
Lowes	Instructional Supplies	\$227.54	
		\$227.54	CT 25059527
Mission Linen Supply	Kitchen linen service for Culinary Arts	\$51.45	
	Kitchen linen service for Culinary Arts	\$51.45	
	Laundry Services for Automotive Collision Repair	\$21.13	
	Laundry Services for Automotive Collision Repair	\$22.25	
	Laundry Services for Automotive Technology Program	\$34.60	
	Laundry Services for Automotive Technology Program	\$34.60	
	Uniform Services and Towels, 7-01-25 thru 6-30-26	\$25.80	
	Laundry Services for Automotive Technology Program	\$34.60	
	Laundry Services for Automotive Collision Repair	\$22.25	
	Kitchen linen service for Culinary Arts	\$51.45	
		\$349.58	CT 25059528
Niles Biological	Instructional Supplies for Biology Labs	\$51.75	
		\$51.75	CT 25059529
Noble Power Equipment	Supplies for AHC Grounds Dept. 7-1-25 thru 5-29-26	\$1.32	
	Needle Cage, 10x16x12, #9512 933 2379. Includes	\$35.85	
	3/8 Lo Profile 050 GA 62 DL Chain	\$32.33	
	18 inch Bar, Silver, Chain Saw Guide Bar	\$52.19	
	654956 RI	\$224.68	
	654955 RI	\$27.84	
		\$374.21	CT 25059530
Northern Santa Barbara County United Way	2025 MAYORS BASH SPONSOR	\$2,500.00	
		\$2,500.00	CT 25059531
Nth Generation Computing Inc	Ransomware Readiness Assessment (RRA) Services	\$19,225.00	
		\$19,225.00	CT 25059532
ODP Business Solutions LLC	Office Supplies for General & Noncredit Counseling	\$382.32	
	Office Supplies 7/23/25-5/29/26	\$70.93	
	Office Depot dark blue folders, 25 pack	\$153.93	
	Office Depot composition book, college ruled	\$187.05	
	Office Supplies for General & Noncredit Counseling	\$115.37	
	Office Supplies for General & Noncredit Counseling	\$20.42	
	Office Supplies for General & Noncredit Counseling	\$1,019.72	
	Office Supplies: 7/01/2025 - 5/29/2026	\$100.79	
	Office Supplies 7/23/25-5/29/26	\$381.91	
	Office supplies 8-20-25 to 5-29-26	\$133.46	
	3 Avery Dividers for 3 Ring Binders	\$40.42	
	3 Table of Contents	\$52.49	
	Office Supplies for General & Noncredit Counseling	\$1,100.65	
	Office Supplies for General & Noncredit Counseling	\$141.51	
	Office Supplies for General & Noncredit Counseling	\$28.68	
	Office Supplies for General & Noncredit Counseling	\$30.65	
	Office Supplies for General & Noncredit Counseling	\$317.89	
	Operational Supplies, 7/1/25 - 5/29/26	\$90.43	
	OPERATIONAL SUPPLIES, 7/1/25 - 5/29/26	(\$10.45)	

14-28

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
ODP Business Solutions LLC	OPERATIONAL SUPPLIES, 7/1/25 - 5/29/26	\$370.50	
	Office Supplies for General & Noncredit Counseling	\$62.16	
	Supplies for Fall 2025, 8/14/25 - 5/29/26	\$137.11	
	Office Supplies for General & Noncredit Counseling	\$38.95	
	Gorilla Super Glue 0.11 Oz Tubes Pack of 2 Item #	\$6.61	
	Office Depot Brand Manila File Jackets 1 Expansion	\$13.25	
	HP 206A Black Toner Cartridge W2110A Item #	\$88.80	
	HP 206A Cyan Toner Cartridge W2111A Item #	\$103.67	
		\$5,179.22	CT 25059533
OEYT	30-second Ad 2025 Fall Registration	\$890.00	
		\$890.00	CT 25059534
Old Town Shirt Factory	Imprint: Leather Soccer Patch on Customer Provided	\$281.66	
	Screen Printing: A4 Women's Cooling Performance	\$264.26	
	Screen Printing: A4 Cooling Performance Tee, Item	\$264.27	
	Embroidery: Customer provided AHC Women's Golf	\$22.62	
	Embroidery: AHC Dog Head on Back	\$7.61	
		\$840.42	CT 25059535
On Deck Sports	Tanner Heavy Tee Item#TA2407, Quote #QT5424427.	\$282.73	
	5 Dz Wilson A1030 Flat Seam Baseballs Item#BB2128.	\$674.23	
	Premium L-Screen and Padding Item#PS3007	\$288.39	
	Premium Series L-Screen Replacement Net	\$539.36	
	4-Way Official Pitcher Plate Item#BA2006.	\$135.88	
	Shipping	\$153.99	
		\$2,074.58	CT 25059536
Online Certification Services LLC	24-Hour School Security Online Certification	\$525.00	
		\$525.00	CT 25059537
Optiv Security Inc	Palo Alto Networks: PA-3440, Enterprise IoT	\$14,799.52	
	Palo Alto Networks: PA-3440, Precision AI Network	\$211,407.84	
	Palo Alto Networks: Partner enabled premium	\$53,664.52	
	Palo Alto Networks: Partner enabled premium	\$49,999.98	
	Palo Alto: PA-3440, Prisma Access Agent	\$37,952.00	
	Palo Alto Networks: Palo Alto Networks PA-3440	\$37,192.08	
	Palo Alto Networks: QuickStart Service for NGFW:	\$14,910.82	
	Shipping	\$76.85	
		\$420,003.61	CT 25059538
Otto Frei	Instructional Supplies	\$479.75	
		\$479.75	CT 25059539
PARS Public Agency Retirement	PAYROLL DEDUCTION 09/10/2025	\$8,885.75	
		\$8,885.75	CT 25059540
Part Time Faculty AHC - Member	PAYROLL DEDUCTION 09/10/2025	\$582.37	
		\$582.37	CT 25059541
Kenneth Perez	Reimbursement for supplies for College Corps	\$33.67	

14-29
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$33.67	CT 25059542
Postmaster - Santa Maria	2025 - 2026 Renewal Fee for BRM Permit 4500	\$370.00	
		\$370.00	CT 25059543
PPG Architectural Finishes Inc	Paint Supplies, 07-01-25 thru 05-29-26	\$56.32	
	Paint Supplies, 07-01-25 thru 05-29-26	\$103.69	
		\$160.01	CT 25059544
Prestosports Inc	Subscription Renewals: PrestoStats- All Sports &	\$2,150.00	
		\$2,150.00	CT 25059545
Ravatt, Albrecht & Associates, Inc.	Construction Administration	\$2,507.90	
		\$2,507.90	CT 25059546
Rays Auto Parts	Parts-Supplies, 07-01-25 thru 5-29-26	\$50.08	
		\$50.08	CT 25059547
Christine Reed	Reimbursement for food for MESA/STEM Embedded	\$616.51	
		\$616.51	CT 25059548
Riddell All American	SpeedFlex Football Helmet, Large, Item #100,	\$456.75	
	SpeedFlex Football Helmet, X-Large, Item #100,	\$946.13	
	Paint 2700	\$41.59	
	Freight	\$51.95	
		\$1,496.42	CT 25059549
Santa Maria High School Booster	2025 GOLF TOURNAMENT CART SPONSORSHIP	\$1,500.00	
		\$1,500.00	CT 25059550
Santa Maria Times	Monthly Online Big Ad July 1, 2025 - June 30, 2026	\$1,000.00	
	Digital Reveal Ad 2025 Hancock Hello	\$350.00	
		\$1,350.00	CT 25059551
Santa Ynez Chamber Of Commerce	Organizational Annual Membership Dues: Sept 2025 -	\$100.00	
	2025 Halloween Sponsorship	\$500.00	
	2025 Christmas Tree Lighting Sponsorship	\$500.00	
		\$1,100.00	CT 25059552
Jennifer Schroeder	Employee Reimbursement - Office Depot label tape	\$30.44	
		\$30.44	CT 25059553
Megan Selby	Reimbursement for the purchase of patterns for	\$240.00	
		\$240.00	CT 25059554
Signs Of Success Inc	White Ford Explorer Graphic Packages Installed:	\$904.76	
	Installation- Side of Vehicle Lettering	\$370.00	
	Side of Vehicle Stripe Graphic	\$271.83	
	Installation- Stripe Graphic	\$189.58	
	Rear of Vehicle- Printed Reflective Lettering	\$144.44	
	Installation- Rear of Vehicle Reflective Lettering	\$65.00	
		\$1,945.61	CT 25059555

14-30

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
SISC III	INSURANCE PREMIUMS SEP 2025	\$590,042.00	
		\$590,042.00	CT 25059556
SitelogIQ, Inc	Remaining balance for HVAC Upgrade Project.	\$120,936.00	
		\$120,936.00	CT 25059557
SiteOne Landscape Supply, LLC	LESCO Tournament Athletic Striping Paint, White,	\$417.08	
	Aquastripe #1.5B White, Athletic Field	\$7,482.34	
	Aquastripe #2B, Black, Athletic Field	\$703.64	
	Aquastripe Cobalt Blue, 5 Gal Bucket,	\$1,070.51	
	Aquastripe Vegas Gold, 5 Gal Bucket, Item #ASVG.	\$713.67	
	Estimated Freight Charges	\$1,260.29	
	EcoStripe Athletic Field T-Tip Marking Paint,	\$547.34	
		\$12,194.87	CT 25059558
Smith Pipe & Supply Inc	Supplies for AHC Grounds Dept, 7-1-25 thru 5-29-26	\$167.43	
	Supplies for AHC Grounds Dept, 7-1-25 thru 5-29-26	\$23.23	
	Supplies for AHC Grounds Dept, 7-1-25 thru 5-29-26	\$163.45	
	Supplies for AHC Grounds Dept, 7-1-25 thru 5-29-26	\$157.42	
		\$511.53	CT 25059559
Sport & Cycle Team Athletics Inc	UA Royal Magnetico OTC Socks All Larges,	\$391.07	
	UA Gold Magnetico OTC Socks All Larges,	\$391.07	
	Select brilliant Super 3C2A Soccer Ball	\$2,087.74	
	A4 M Black Dri-Fit Tee Item #N3142	\$391.18	
	A4 M Royal Dri-Fit Tee Item #N3142	\$391.18	
	Shipping	\$316.12	
	Port & Co M's Royal Hoodie w/ 1-Color Print on	\$2,047.76	
	A4 M's Graphite 9 Pocketed Dri-Fit Short w/ 1-	\$1,655.18	
	Extended size fee: Hoodies, 2XL and larger	\$134.85	
	Extended size fee: Shorts, 2XL and larger	\$97.87	
	Black Playoff Team	\$172.87	
	White Tech Vent SS Tee	\$34.79	
	Black Tech Vent SS Tee	\$69.58	
	Black Motivate 3.0 SS Tee	\$102.20	
	Mod Gray Teach Team 1/4 Zip	\$41.31	
	Black Armour Fleece Storm Full Zip	\$115.25	
	Black Tech Team Polo	\$123.94	
	Black Athletics SS Tee	\$75.01	
	Castlerock Gray Rival Hoodie	\$143.52	
	Black Tech Team Polo	\$702.34	
	Black Athletics SS Tee	\$813.27	
	CR Gray Rival Hoodie	\$813.27	
	Navy Team Tipped Polo	\$47.84	
	Shipping	\$358.14	
		\$11,517.35	CT 25059560
Stay Shaded LLC	Stay Shaded--Keynote Speaker--Workshop for	\$3,500.00	
		\$3,500.00	CT 25059561
Christopher Stevens	Reimbursement for Food Purchase for Student	\$1,180.22	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$1,180.22	CT 25059562
The Baldwin Group	ACA Consulting 07/01/2025 - 06/30/2026	\$3,250.00	
		\$3,250.00	CT 25059563
The Berry Man Inc	Instructional supplies for Culinary Arts: 7/03/25	\$93.55	
		\$93.55	CT 25059564
Typewell/Catalina Solutions Llc	V8 Premium Transcriber - annual licenses	\$1,211.25	
		\$1,211.25	CT 25059565
United Refrigeration Inc	HVAC Supplies, 07-01-25 thru 05-29-26	\$275.11	
	HVAC Supplies, 07-01-25 thru 05-29-26	\$105.71	
	HVAC Supplies, 07-01-25 thru 05-29-26	\$78.29	
	HVAC Supplies, 07-01-25 thru 05-29-26	\$494.28	
	HVAC Supplies, 07-01-25 thru 05-29-26	\$804.34	
		\$1,757.73	CT 25059566
United Site Services Of California Inc	Portable Toilets for Home Football Games	\$812.20	
		\$812.20	CT 25059567
United States Treasury	LEVY PROCEEDS ID# 65-1172933A	\$3.06	
		\$3.06	CT 25059568
Virtual Vri	Remote Interpreting	\$1,050.00	
	Remote TypeWell Transcribing	\$1,527.50	
		\$2,577.50	CT 25059569
Vital Records Control	Confidential Records Shredding 7-1-25 - 6-30-26	\$95.00	
	Monthly Shredding Service- Confidential 32 Gallon	\$130.61	
		\$225.61	CT 25059570
VTC Enterprises	Collection of Recycling Paper on Main Campus,	\$800.00	
		\$800.00	CT 25059571
Wenger Corporation	StageTek Adjustable Leg,38.000" (965mm) Elevation	\$64.68	
	StageTek Adjustable Leg,20.000" (508mm) Elevation	\$47.15	
	Freight	\$54.56	
		\$166.39	CT 25059572
Western Propane Service	Propane Supplies - AHC Facilities Dept. Only	\$52.32	
		\$52.32	CT 25059573
Zoe's Hawaiian BBQ & Catering	Food for College Corps Orientation on 8/15/25:	\$538.31	
	Food for College Corps Orientation on 8/15/25:	\$179.44	
	Grilled Vegetable Salads	\$8.11	
	Grilled Vegetable Salads	\$24.35	
	Gratuity	\$24.75	
	Gratuity	\$74.25	
	Delivery Fee	\$2.25	
	Delivery Fee	\$6.75	
		\$858.21	CT 25059574
Gabriela Alexandru	Manual Refund Submitted	\$10.00	

14-32
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$10.00	CT 25059575
Aracely Aquino	Manual Refund Submitted	\$1,822.00	
		\$1,822.00	CT 25059576
Chris Ballard	Manual Refund Submitted	\$2.00	
		\$2.00	CT 25059577
Alessandra Beltramini	Manual Refund Submitted	\$500.00	
		\$500.00	CT 25059578
Maria de la Concepcion Blanco Cortez	Manual Refund Submitted	\$500.00	
		\$500.00	CT 25059579
Aubrei Castaneda	Manual Refund Submitted	\$10.00	
		\$10.00	CT 25059580
Martha Delgado	Manual Refund Submitted	\$80.00	
		\$80.00	CT 25059581
Karen Gonsalez Martinez	Manual Refund Submitted	\$25.00	
		\$25.00	CT 25059582
Nathaley Heredia	Manual Refund Submitted	\$114.00	
		\$114.00	CT 25059583
Jorge Hernandez-Lerena	Manual Refund Submitted	\$27.00	
		\$27.00	CT 25059584
Erica Huntley	Manual Refund Submitted	\$2.00	
		\$2.00	CT 25059585
Jessica Jusseaume	Manual Refund Submitted	\$1,849.00	
		\$1,849.00	CT 25059586
Karin Kappen	Manual Refund Submitted	\$69.50	
		\$69.50	CT 25059587
Christopher Maselli	Manual Refund Submitted	\$121.00	
		\$121.00	CT 25059588
Gabriela Menendez	Manual Refund Submitted	\$500.00	
		\$500.00	CT 25059589
Payten Ortiz	Manual Refund Submitted	\$190.00	
		\$190.00	CT 25059590
Hasan Ozduzen	Manual Refund Submitted	\$500.00	
		\$500.00	CT 25059591
Daniel Palacios	Manual Refund Submitted	\$20.00	
		\$20.00	CT 25059592
Jim Salcedo	Manual Refund Submitted	\$1,849.00	
		\$1,849.00	CT 25059593
Brianna Smith	Manual Refund Submitted	\$1,849.00	

14-33
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$1,849.00	CT 25059594
Cyprus Stone	Manual Refund Submitted	\$300.00	
		\$300.00	CT 25059595
Ayerin Torres	Manual Refund Submitted	\$500.00	
		\$500.00	CT 25059596
Amanda Vargas Cabrera	Manual Refund Submitted	\$500.00	
		\$500.00	CT 25059597
Gwendolyn Wisniowski	Manual Refund Submitted	\$897.00	
		\$897.00	CT 25059598
Ignacio Andrade	PREPAY MEALS 80% 9.29-10.02.25	\$156.40	
		\$156.40	CT 25059599
Michael Ashmore	ASCA Convention Reno, NV	\$699.91	
		\$699.91	CT 25059600
Ccceopsa	ORDER #2Z6R-G24Z-PG9 DAVIS, JOANNA Reg	\$150.00	
		\$150.00	CT 25059601
	ORDER # 2Z52-D31B-0FP TUAN, J Reg	\$825.00	
		\$825.00	CT 25059602
John Cecena	CA Fire Tech Director's Mtg. Coronado, CA	\$493.99	
		\$493.99	CT 25059603
Leonard Champion	CA Fire Tech Directors Meeting Coronado, CA	\$854.10	
		\$854.10	CT 25059604
Constellation Newenergy Inc	Electricity Services 7.1.2025 - 6.30.2026	\$115,689.01	
	Electricity Services 7.1.2025 - 6.30.2026	\$20,865.53	
		\$136,554.54	CT 25059605
	Electricity Services 7.1.2025 - 6.30.2026	\$0.36	
	Electricity Services 7.1.2025 - 6.30.2026	\$0.07	
		\$0.43	CT 25059606
	Electricity Services 7.1.2025 - 6.30.2026	\$212.07	
	Electricity Services 7.1.2025 - 6.30.2026	\$38.25	
		\$250.32	CT 25059607
Joanna Davis	PREPAY MEALS 9.28-10.02.25	\$225.60	
		\$225.60	CT 25059608
Alicia Delgadillo	Open Mileage 8.19-28.25	\$68.46	
		\$68.46	CT 25059609
Dott, Tracy	FINGERPRINT REIMBURSEMENT 9.25	\$20.00	
		\$20.00	CT 25059610
DoubleTree by Hilton Campbell - Pruneyard Plaza	10.3-4.25 HANCOCK COLLEGE TRF STU	\$6,071.02	
		\$6,071.02	CT 25059611
Alejandra Enciso	Open Mileage 9.9.25	\$14.42	

14-34
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$14.42	CT 25059612
Janet Espinoza-Huacuja	Open Mileage 8.19-27.25	\$68.95	
		\$68.95	CT 25059613
Fairfield Inn and Suites by Marriot Tustin/Orange County	CONF #78530454 BRADBURY, LOREN Lodging 10.17-19.25	\$396.20	
		\$396.20	CT 25059614
Daisy Garcia	Open Mileage 9.09.25	\$15.12	
		\$15.12	CT 25059615
Mackenzie Greeley	HSI Research Conf. Anaheim, CA	\$165.00	
		\$165.00	CT 25059616
Tyffani Hamlin	PREPAY MEALS 80% 9.29-10.02.25	\$156.40	
		\$156.40	CT 25059617
Edwin Hodges	PREPAY OUT OF POCKET 9.28-10.02.25 80%	\$528.40	
		\$528.40	CT 25059618
Hyatt Regency Sacramento	CONF#14931545 DAVIS, JOANNA Lodging	\$1,556.04	
		\$1,556.04	CT 25059619
Thomas Lamica	CWA Minds Conf. Monterey, CA	\$556.22	
		\$556.22	CT 25059620
Suzanne Lew	Open Mileage 8.28,9.06.9.09	\$39.48	
		\$39.48	CT 25059621
Unique Martinez	Open Mileage 8.13,15.25	\$14.00	
		\$14.00	CT 25059622
David Melendrez-Romero	Open Mileage 6.03-7.31.25	\$298.76	
		\$298.76	CT 25059623
Stephania Mendez Machuca	Open Mileage 4.30,5.1-15.15.25	\$55.02	
		\$55.02	CT 25059624
Bryce Miyahara	PREPAY MEALS 10.03.25 only	\$1,920.00	
		\$1,920.00	CT 25059625
Montes, Steven	TB ASSESSMENT REIMBURSEMENT 9.25	\$10.00	
		\$10.00	CT 25059626
National Training Concepts Inc	Delgado, M and Alvidres, R Registration	\$1,100.00	
		\$1,100.00	CT 25059627
Coryn Nodal	PREPAY MEALS 80% 9.29-10.02.25	\$156.40	
		\$156.40	CT 25059628
Kenneth Ostini	Open Mileage 8.30,9.6,9.9.25	\$128.80	
		\$128.80	CT 25059629
Pacific Gas & Electric Company	Electricity Services 7.1.2025- 6.30.2026	\$203.86	
	Electricity Services 7/1/2025 - 6/30/2026	\$54.19	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$258.05	CT 25059630
Pacific Gas & Electric Company	Electricity Services 7.1.2025- 6.30.2026	\$122.76	
	Electricity Services 7/1/2025 - 6/30/2026	\$32.63	
		\$155.39	CT 25059631
	Electricity Services 7.1.2025- 6.30.2026	\$19.55	
	Electricity Services 7/1/2025 - 6/30/2026	\$5.20	
		\$24.75	CT 25059632
	Electricity Services 7.1.2025- 6.30.2026	\$811.86	
	Electricity Services 7/1/2025 - 6/30/2026	\$208.70	
		\$1,020.56	CT 25059633
Greg Pensa	Open Mileage 8.19.25	\$50.12	
		\$50.12	CT 25059634
Nidya Provencio	PREPAY MEALS 80% 9.29-10.02.25	\$156.40	
		\$156.40	CT 25059635
Marie St. James	PREPAY MEALS 80% 9.29-10.02.25	\$156.40	
		\$156.40	CT 25059636
Stay Shaded LLC	Stay Shaded--Keynote Speaker--Workshop for	\$3,500.00	
		\$3,500.00	CT 25059637
Julia Townsend	RID National Conf. Minneapolis	\$2,517.82	
		\$2,517.82	CT 25059638
University Park Inn & Suites	Lodging for 32 + Bus Driver 10.17.25 Davis, CA	\$2,850.00	
		\$2,850.00	CT 25059639
19six Architects	Design Development	\$11,077.50	
	Bidding	\$372.50	
	Bidding	\$0.00	
	C.O. #1: Drawing revision to add branch power	\$2,400.00	
		\$13,850.00	CT 25059640
4imprint Inc.	Spirit Rally Towel Item# 153088	\$622.59	
	Set-up Charge	\$48.94	
	Freight	\$40.39	
		\$711.92	CT 25059641
AHC Foundation	2025 Hancock Honors Tickets for MESA Students,	\$600.00	
		\$600.00	CT 25059642
Amazon	INSTRUCTIONAL SUPPLIES: 7/15/25 - 5/29/26	\$55.09	
	INSTRUCTIONAL SUPPLIES 07-02-25 TP 05-29-26	\$111.69	
	Office Supplies 8.12.25 to 5.29.26	\$321.72	
	Medical Supplies - 7/01/25-6/30/26	\$118.81	
	Food Supplies for Wellness Program, 7/1/25-6/30/25	\$5.40	
	Office/Operational Supplies, 7/1/25 - 5/29/26	\$220.64	
	Office/Operational Supplies, 7/1/25 - 5/29/26	\$492.65	
	Library Course Reserve Books (Textbooks),	\$352.36	
	Library Course Reserve Books (Textbooks),	\$457.51	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
Amazon	OPERATIONAL SUPPLIES, 7/1/25 - 5/29/26	\$57.75	
	Instructional Supplies 8/6/25-5/29/26	\$298.20	
	Office and Operational Supplies 8/25/25 - 12/25/25	\$170.10	
	Office Supplies VALID 8-19-2025 to 5-31-2026	\$156.41	
	Instructional Supplies: 9-02-25 to 5-31-26	\$29.57	
	Instructional Supplies, Culinary Arts, 8-1-25 to	\$627.19	
	Geology supplies Aug 29, 2025 through May 29, 2026	\$197.47	
	Instructional Supplies for Automotive Tech Program	\$34.78	
	Instructional supplies 7/8/2025-5/30/2026	\$201.15	
	Instructional supplies 7/8/2025-5/30/2026	\$402.30	
	Instructional Supplies 7/1/2025 - 5/29/2026	\$45.73	
	Operational Supplies - Custodial Services,	\$117.30	
	Operational Supplies for Children's Center, 7/1/25	\$1,554.67	
	Operational Supplies for Children's Center, 7/1/25	\$39.90	
	VEVOE 24 inch 3-speed 7000 CFM Oscillating Fan	\$711.42	
	Office Supplies 7.9.25 - 5.29.26	\$279.87	
	Office Supplies 7.9.25 - 5.29.26	\$83.43	
	Americanflat 13x19 Picture Frame with Shatter-	\$32.61	
	Instructional Supplies 9/10/25-5/29/26	\$229.22	
	Office Supplies VALID 8-19-2025 to 5-31-2026	\$54.86	
	Drive Medical 13071 Mayo Instrument Stand	\$305.56	
	Instructional Supplies for MESA/STEM,	\$345.62	
		\$8,110.98	CT 25059643
American Star Tours, Inc.	Bus Service - AHC Cross-Country Team on 9-6-25	\$3,275.00	
	Bus Service - AHC Football Team on 9-6-25	\$5,520.00	
		\$8,795.00	CT 25059644
Margaret Blankenship	2024-2025 Maintenance Allowance	\$1,634.00	
		\$1,634.00	CT 25059645
Cal State Auto Parts	Auto Supplies, 07-01-25 thru 05-29-26	\$50.25	
	Auto Supplies, 07-01-25 thru 05-29-26	\$346.80	
	Auto Supplies, 07-01-25 thru 05-29-26	\$117.51	
		\$514.56	CT 25059646
Aaron Cribbs	Guest Artist speaker providing Insights and remark	\$250.00	
		\$250.00	CT 25059647
Custom Colors Auto Body Supplies, Inc.	Instructional Supplies for Auto Body Tech Program,	\$931.50	
	Instructional Supplies for Auto Body Tech Program,	\$639.72	
		\$1,571.22	CT 25059648
Kim Ensing	Reimbursement for fuel charges, 09/08/25.	\$50.00	
		\$50.00	CT 25059649
Ruben Espinoza	Guest speaker artist providing insights and	\$250.00	
		\$250.00	CT 25059650
Federal Express Corp	Mailings for Acct #1104-8488	\$12.29	
		\$12.29	CT 25059651
Myrna Flores	Reimbursement for food supplies for meetings &	\$48.96	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$48.96	CT 25059652
Follett Heg - Ahc Bookstore	Books and supplies for students with 3rd party	\$693.15	
		\$693.15	CT 25059653
Foodbank Of Santa Barbara County	Food for Food Pantry 07-01-2025 through 06-30-2026	\$366.15	
	Food for Food Pantry 07-01-2025 through 06-30-2026	\$1,577.95	
		\$1,944.10	CT 25059654
	Food for Food Pantry 07-01-2025 through 06-30-2026	\$63.57	
		\$63.57	CT 25059655
Elaine Healy	Reimbursement for Food for F25 Writing Center	\$36.52	
		\$36.52	CT 25059656
Home Depot	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$34.71	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$15.44	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$25.12	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$49.38	
	Instructional Supplies for Biology Labs	\$25.37	
	Operational Supplies 7-18-25 to 5-29-26	\$71.59	
	Maintenance Supplies - LVC , 7-1-25 thru 5-29-26	\$31.76	
	Instructional Supplies for FIRE Academy	\$14.44	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$74.97	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$147.47	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$178.95	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$345.75	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	(\$43.47)	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$17.45	
	Grounds Supplies per Invoice 6110121	\$171.73	
		\$1,160.66	CT 25059657
JAMF Software, LLC	CTB-EDU Jamf Connect Basic	\$500.00	
	PRO-EDU-MACOS Jamf Pro for macOS	\$5,355.00	
	PRO-EDU-MACOS Jamf Pro for macOS	\$2,295.00	
	PRO-EDU-IOS Jamf Pro for iOS	\$2,592.00	
	PRO-EDU-IOS Jamf Pro for iOS	\$288.00	
	PRO-EDU-MACOS Jamf Pro for macOS	\$630.00	
	PRO-EDU-MACOS Jamf Pro for macOS	\$270.00	
	PRO-EDU-TVOS	\$18.00	
	PRO-EDU-IOS Jamf Pro for iOS	\$162.00	
	PRO-EDU-IOS Jamf Pro for iOS	\$18.00	
		\$12,128.00	CT 25059658
Lexipol Llc	PoliceOne Academy Annual Rate Per User	\$1,608.66	
		\$1,608.66	CT 25059659
Liebert Cassidy Whitmore	General Legal Services FY2025-26	\$2,417.00	
	General Legal Services FY2025-26	\$4,831.50	
	General Legal Services FY2025-26	\$165.00	
	General Legal Services FY2025-26	\$267.00	
	General Legal Services FY2025-26	\$480.00	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$8,160.50	CT 25059660
Louies Crane Service Llc	Crane Services for Bed Lift at LVC per Quote dated	\$1,000.00	
		\$1,000.00	CT 25059661
Machollywood Inc	WAC-ACK44806Z Cintiq Pro USB-C cable 1.8M	\$163.13	
		\$163.13	CT 25059662
Metlife Small Market	INSURANCE PREMIUMS AUG 2025	\$7,175.41	
		\$7,175.41	CT 25059663
Metropolitan Life Insurance Co	INSURANCE PREMIUMS AUG 2025	\$7,232.43	
		\$7,232.43	CT 25059664
Pacific Gas & Electric Company	Electricity Services 7.1.2025- 6.30.2026	\$82,162.73	
	Electricity Services 7/1/2025 - 6/30/2026	\$21,840.73	
		\$104,003.46	CT 25059665
Pacific Petroleum California	All labor and materials for the demolition of 2	\$18,828.93	
		\$18,828.93	CT 25059666
Andrew Philpot	Portrayal of Spike the Bulldog in Video Shoot	\$350.00	
		\$350.00	CT 25059667
Postmaster	Bulk Mailing of Outreach Materials	\$870.00	
		\$870.00	CT 25059668
	Periodical Mailing of Class Schedules	\$15,000.00	
		\$15,000.00	CT 25059669
PPG Architectural Finishes Inc	Paint/Primer, PP PRMNC INT SAT UDB 84-3440 B100	\$51.02	
	Eco Fee	\$0.70	
		\$51.72	CT 25059670
Santa Barbara Cnty Air Pollution Control District	Annual Review Fee per Invoice 64106	\$101.13	
		\$101.13	CT 25059671
	Annual Review Fee per Invoice 64123	\$101.13	
		\$101.13	CT 25059672
Santa Maria Ford Inc	Door Latch Lock Actuator Motor, Invoice #306820	\$179.00	
		\$179.00	CT 25059673
Santa Ynez Valley Media	30-second Ad 2025 Fall Registration	\$289.00	
		\$289.00	CT 25059674
Robert Senior	Reimbursement for fuel charges while on a golf	\$35.00	
		\$35.00	CT 25059675
Sms Designs	Embroidery on Customers Supplied Garment	\$244.69	
		\$244.69	CT 25059676
Sousa Tire Service	Tire, Greenball Transmaster Turf RS TL, 20x10-8	\$78.66	
	Tire Disposal Fee, ST225-75R15	\$30.00	
	LT Tire Disposal Fee	\$14.00	
	Turf Tire Disposal Fee	\$6.00	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
Sousa Tire Service	State Tax Recycle Fee	\$1.75	
		\$130.41	CT 25059677
Splash N Dash	Car Wash Services for Allan Hancock College	\$274.89	
		\$274.89	CT 25059678
Student Insurance	Student/Athlete Medical Insurance Premium	\$97,285.50	
	Student/Athlete Medical Insurance Premium	\$32,428.50	
	Catastrophic Coverage 2025-26 Premium	\$7,542.75	
	Catastrophic Coverage 2025-26 Premium	\$2,514.25	
		\$139,771.00	CT 25059679
Texas Life Insurance Co.	INSURANCE PREMIUMS AUG 2025	\$13,176.56	
		\$13,176.56	CT 25059680
Trojan Petroleum, Inc	Diesel Purchases, 07-01-25 thru 06-30-26	\$1,372.93	
		\$1,372.93	CT 25059681
United Health Care Insurance Co	RETIREE AARP INSURANCE PREMIUMS OCT 2025	\$380.62	
		\$380.62	CT 25059682
Samantha Amos	Manual Refund Submitted	\$147.00	
		\$147.00	CT 25059683
Jack Barnes	Manual Refund Submitted	\$500.00	
		\$500.00	CT 25059684
Maria Espinoza	Manual Refund Submitted	\$10.00	
		\$10.00	CT 25059685
Ellianna Gutierrez	Manual Refund Submitted	\$1,848.00	
		\$1,848.00	CT 25059686
Anisa Harvey	Manual Refund Submitted	\$10.00	
		\$10.00	CT 25059687
Fatima Herrera	Manual Refund Submitted	\$2,478.00	
		\$2,478.00	CT 25059688
Clifford Kester	Manual Refund Submitted	\$500.00	
		\$500.00	CT 25059689
Dubilis Lopez	Manual Refund Submitted	\$500.00	
		\$500.00	CT 25059690
Jose Maldonado	Manual Refund Submitted	\$305.50	
		\$305.50	CT 25059691
Marcos Padilla	Manual Refund Submitted	\$620.00	
		\$620.00	CT 25059692
Madison Paramore	Manual Refund Submitted	\$56.00	
		\$56.00	CT 25059693
Jonathan Perez	Manual Refund Submitted	\$3,368.00	

14-40
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$3,368.00	CT 25059694
Jaqueline Perez Alvarado	Manual Refund Submitted	\$4.00	
		\$4.00	CT 25059695
Veronica Quintanar	Manual Refund Submitted	\$312.00	
		\$312.00	CT 25059696
Alonso Ramirez	Manual Refund Submitted	\$56.00	
		\$56.00	CT 25059697
Aaliyah Rodriguez	Manual Refund Submitted	\$1,211.00	
		\$1,211.00	CT 25059698
Rosalie Rojas	Manual Refund Submitted	\$1,212.00	
		\$1,212.00	CT 25059699
Isaac Sechslingloff	Manual Refund Submitted	\$1,848.00	
		\$1,848.00	CT 25059700
Joseph Trejo	Manual Refund Submitted	\$24.00	
		\$24.00	CT 25059701
Maria Uribe	Manual Refund Submitted	\$500.00	
		\$500.00	CT 25059702
Daniel Valdovinos	Manual Refund Submitted	\$3,697.00	
		\$3,697.00	CT 25059703
Geraldine Vargas	Manual Refund Submitted	\$46.00	
		\$46.00	CT 25059704
Bell, Gina	FINGERPRINT REIMBURSEMENT 9.25	\$30.00	
		\$30.00	CT 25059705
Stephanie Bramlett	Open Mileage 6.04.25	\$4.48	
	Open Mileage 7.15.25	\$35.42	
		\$39.90	CT 25059706
Robert Bryant	Open Mileage 8.18-25.25	\$70.28	
		\$70.28	CT 25059707
Ca Student Aid Commission	Cal Grant Revenue Overpayment	\$9,283.00	
	Cal Grant Revenue Overpayment	\$824.00	
		\$10,107.00	CT 25059708
Columbia Business Center Partners Lp	Lease of 890 E. Stowell: Base Rent Lease	\$26,190.00	
		\$26,190.00	CT 25059709
Comcast Cable	Comcast Monthly Recurring Costs	\$301.13	
		\$301.13	CT 25059710
	Comcast Monthly Recurring Costs	\$254.74	
		\$254.74	CT 25059711
Dott, Tracy	TB ASSESSMENT REIMBURSEMENT 9.25	\$10.00	

14-41
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$10.00	CT 25059712
Enterprise Rent-A-Car	Ortiz 9.12-15.25	\$166.73	
		\$166.73	CT 25059713
Mario Alberto Espinoza-Kulick	Open Mileage 8.19-28.25	\$94.92	
		\$94.92	CT 25059714
Garcia, Luis	FINGERPRINT REIMBURSEMENT 9.25	\$49.00	
		\$49.00	CT 25059715
Tyffani Hamlin	CA Student Parent Summit Cal Poly, CA	\$59.21	
		\$59.21	CT 25059716
Bryce Miyahara	PREPAY BOX SUB 10.04.25 48 PEOPLE	\$900.00	
		\$900.00	CT 25059717
Pacific Gas & Electric Company	Electricity Services 7.1.2025- 6.30.2026	\$824.42	
	Electricity Services 7/1/2025 - 6/30/2026	\$219.15	
		\$1,043.57	CT 25059718
Diana Perez	NCAN Conf New Orleans, LA	\$467.77	
		\$467.77	CT 25059719
Christine Reed	CP Parent Summit Cal Poly	\$95.00	
		\$95.00	CT 25059720
Fernando Robles	HSI Research Collab Anaheim, CA	\$136.25	
		\$136.25	CT 25059721
Southern California Gas Co	Gas Supply 7.1.2025 - 6.30.2026	\$5,157.63	
	Gas Supply 7.1.2025-6.30.2026	\$1,570.30	
		\$6,727.93	CT 25059722
	Gas Supply 7.1.2025 - 6.30.2026	\$37.46	
	Gas Supply 7.1.2025-6.30.2026	\$11.41	
		\$48.87	CT 25059723
UC Regents Merced	Lunch for 32 10.17.25	\$346.40	
		\$346.40	CT 25059724
Verizon Select Svc Inc	Long Distance and Toll Free Service Charges	\$11.81	
		\$11.81	CT 25059725
Verizon Wireless	Cell Phone Service Fees for Facilities Dept.	\$659.12	
	Verizon Annual Plan -Noncredit Student Navigators,	\$174.10	
		\$833.22	CT 25059726
	Cell Phone Service for Campus Police:	\$724.35	
		\$724.35	CT 25059727
	iPhone SE Monthly Charges for 4 Outreach/Retention	\$207.72	
	iPhone SE Monthly Charges for 3 Outreach/Retention	\$157.47	
		\$365.19	CT 25059728
	Monthly Charges For Athletic Hot Spots: 7/01/25 -	\$114.03	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$114.03	CT 25059729
Kevin Walthers	CSUCI Presidential Transition Camarillo, CA	\$145.60	
		\$145.60	CT 25059730
American Star Tours, Inc.	Bus Service - AHC M&W Soccer Team on 9-12-25	\$1,935.00	
	Bus Service - AHC Football Team on 9-13-25	\$7,540.00	
	Bus Service - AHC M&W Soccer Team on 9-09-25	\$3,425.00	
	Bus Service - AHC M&W Soccer Team on 9-16-25	\$3,245.00	
	Bus Service - AHC Cross-Country Team on 9-12-25	\$2,390.00	
	Bus Service - AHC Mens Basketball Team on 9-20-25	\$3,460.00	
	Bus Service - AHC Softball Team on 9-19-25	\$3,280.00	
	Bus Service - AHC Volleyball Team on 9-19-25	\$3,180.00	
		\$28,455.00	CT 25059731
Associated Students UCLA	Instructional supplies for Dental Assisting	\$159.20	
	Instructional supplies for Dental Assisting	\$618.68	
		\$777.88	CT 25059732
Christine Bisson	Reimbursement for instructional supplies for Food	\$58.25	
		\$58.25	CT 25059733
Board Of Governors	Student Right to Know Reporting Subscription:	\$5,900.00	
		\$5,900.00	CT 25059734
Cal State Auto Parts	Core	(\$9.79)	
	Battery per Invoice 345609	\$117.81	
	Core	\$9.79	
	Calif Battery Fee	\$2.00	
	Auto Supplies, 07-01-25 thru 05-29-26	(\$29.36)	
	Auto Supplies, 07-01-25 thru 05-29-26	\$38.76	
	Auto Supplies, 07-01-25 thru 05-29-26	\$40.06	
	Auto Supplies, 07-01-25 thru 05-29-26	\$195.71	
		\$364.98	CT 25059735
California Department Of Justice	Fingerprinting for CNA Fall 2025 Class, Invoice #	\$1,216.00	
	Fingerprint Apps: August 2025. Invoice #841011	\$5,312.00	
	Fingerprint FBI	\$629.00	
	Child Abuse Index Ck	\$225.00	
	15-30 Srchg DSS Billed	\$150.00	
		\$7,532.00	CT 25059736
Centro Corazon Comunitario	HISPANIC HERITAGE COMMUNITY CELEBRATION SPONSOR	\$500.00	
		\$500.00	CT 25059737
Dominic Dal Bello	Reimbursement for instructional supplies from	\$72.38	
		\$72.38	CT 25059738
Efren's Santa Maria Mexican Restaurant	Food for UTC Transfer Admissions Guarantee	\$182.58	
		\$182.58	CT 25059739
Federal Express Corp	Mailings for Acct #1104-8488	\$11.46	

14-43
Allan Hancock College
Warrant Register
Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$11.46	CT 25059740
Foodbank Of Santa Barbara County	Food for Food Pantry 07-01-2025 through 06-30-2026	\$792.17	
	Food for Food Pantry 07-01-2025 through 06-30-2026	\$843.06	
		\$1,635.23	CT 25059741
	Food for Food Pantry 07-01-2025 through 06-30-2026	\$403.21	
		\$403.21	CT 25059742
Future Leaders Of America	EL REENCUENTRO SPONSORSHIP	\$2,500.00	
		\$2,500.00	CT 25059743
Azhane Griggs	Reimbursement for Postage	\$17.10	
		\$17.10	CT 25059744
Grower-Shipper Association	CLOSEST TO THE PIN SPONSOR LONGEST DRIVE SPONSOR	\$500.00	
		\$500.00	
		\$1,000.00	CT 25059745
Adrian Heredia	Reimbursement Safety Shoes, Order #5040486.	\$225.00	
		\$225.00	CT 25059746
Home Depot	Instructional Supplies for the EMS Academy	\$102.81	
	INSTRUCTIONAL SUPPLIES 07-02-25 TO 05-29-26	\$120.46	
	Instructional Supplies for FIRE Academy	\$77.96	
	Instrucitonal Supplies for Fire Academy	\$145.43	
	Instructional Supplies for the EMS Academy	\$25.22	
	Custodial Supplies - SM, 8/01/25 thru 05/29/26	\$86.89	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$13.53	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$78.21	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$29.34	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$132.57	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$103.27	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$190.60	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$175.20	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$60.82	
	Maintenance Supplies - LVC , 7-1-25 thru 5-29-26	\$37.74	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$168.70	
	Maintenance Supplies - SM, 7-1-25 thru 5-29-26	\$227.56	
		\$1,776.31	CT 25059747
Mexican Ladies Social Club	GOLD LEVEL SPONSORSHIP	\$5,000.00	
		\$5,000.00	CT 25059748
Mountain Mike's Pizza	Food for UTC Jumpstart Your Transfer Planning	\$274.52	
		\$274.52	CT 25059749
National Community College Hispanic Council Inc	2025 COLEGAS CONFERENCE CRISTAL SPONSOR	\$1,000.00	
		\$1,000.00	CT 25059750
Sherwin-Williams	Paint, Sales Number 6509-02612 per Invoice 7691-7 Paint Fee	\$62.86	
		\$1.41	

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$64.27	CT 25059751
Sherwin-Williams	Painting Supplies per Invoice 7761-8	\$9.27	
		\$9.27	CT 25059752
Smart & Final	Food expenses for Fall 2025	\$274.80	
	Supplies for the Chem Labs, 07-01-25 thru 05-29-26	\$7.04	
	Instructional Supplies for Biology Labs	\$7.98	
	Snacks and Beverages for General Counseling,	\$383.80	
	Snacks and Beverages for General Counseling,	\$78.31	
	Food expenses for Fall 2025	\$75.20	
	Supplies expenses for Fall 2025	\$171.28	
	Snacks for UTC Workshops, 7/1/25 - 5/29/26	\$281.27	
	Nutritious Snacks for Aim to Dream Students:	\$157.23	
	Basic Needs Lunch Locker at LVC and Santa Maria	\$212.75	
	Snacks and Beverages for General Counseling,	\$424.76	
	Nutritious Snacks for Aim to Dream Students:	\$99.51	
	Instructional Supplies for Biology Labs	\$34.33	
	Snacks for UTC Workshops, 7/1/25 - 5/29/26	\$75.88	
	Snacks and Beverages for General Counseling,	\$537.06	
	Instructional Supplies for Biology Labs	\$17.11	
	Snacks and Beverages for General Counseling,	\$58.92	
	Snacks and Beverages for General Counseling,	\$782.18	
	Food & Drink for MESA/STEM Week of Discovery &	\$285.38	
	Food and Beverages - Puente Student Activities	\$527.65	
	Snacks and Beverages for General Counseling,	\$173.81	
		\$4,666.25	CT 25059753
	Food for Children's Center 7-1-25 to 6-30-26	\$290.08	
	Food for Children's Center 7-1-25 to 6-30-26	\$191.14	
	Food for Children's Center 7-1-25 to 6-30-26	\$214.26	
	Food for Children's Center 7-1-25 to 6-30-26	\$200.14	
	Food for Children's Center 7-1-25 to 6-30-26	\$193.77	
	Food for Children's Center 7-1-25 to 6-30-26	\$200.53	
	Food for Children's Center 7-1-25 to 6-30-26	\$328.29	
		\$1,618.21	CT 25059754
	Instructional Supplies for Culinary Arts:	\$376.45	
	Instructional Supplies for Culinary Arts:	\$11.45	
	Instructional Supplies for Culinary Arts:	\$276.06	
	Instructional Supplies for Culinary Arts:	\$250.73	
	Instructional Supplies for Culinary Arts:	\$499.52	
	Instructional Supplies for Culinary Arts:	\$75.11	
	Instructional Supplies for Culinary Arts:	\$65.36	
	Instructional Supplies for Culinary Arts:	\$15.95	
		\$1,570.63	CT 25059755
Smith Pipe & Supply Inc	Supplies for AHC Grounds Dept, 7-1-25 thru 5-29-26	\$430.50	
		\$430.50	CT 25059756
Stay Shaded LLC	Stay Shaded--Keynote Speaker--Workshop for	\$3,500.00	
		\$3,500.00	CT 25059757

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
Subway	Food for UTC Guaranteed Admission to a CSU and UC	\$221.72	
		\$221.72	CT 25059758
Uwill, Inc.	True Up for the prepaid period July 2024-June 2025	\$10,065.48	
	Unlimited Solution-Focused Behavioral Health &	\$161,740.32	
		\$171,805.80	CT 25059759
Sianna Alarcon	Manual Refund Submitted	\$1,939.00	
		\$1,939.00	CT 25059760
Julia Beise	Manual Refund Submitted	\$1,000.00	
		\$1,000.00	CT 25059761
Sophia Hancock	Manual Refund Submitted	\$24.00	
		\$24.00	CT 25059762
Jorge Hernandez-Lerena	Manual Refund Submitted	\$4,622.00	
		\$4,622.00	CT 25059763
Malouamaua Ino	Manual Refund Submitted	\$2,675.00	
		\$2,675.00	CT 25059764
Leticia Lemus	Manual Refund Submitted	\$896.00	
		\$896.00	CT 25059765
Angel Lopez Sanchez	Manual Refund Submitted	\$300.00	
		\$300.00	CT 25059766
Sandy Mendoza	Manual Refund Submitted	\$188.00	
		\$188.00	CT 25059767
Daniel Meza	Manual Refund Submitted	\$1,000.00	
		\$1,000.00	CT 25059768
Jill Mott	Manual Refund Submitted	\$24.00	
		\$24.00	CT 25059769
Joshua O'Connell	Manual Refund Submitted	\$371.00	
		\$371.00	CT 25059770
Elizabeth Parker	Manual Refund Submitted	\$1,973.00	
		\$1,973.00	CT 25059771
Michelle Plascencia	Manual Refund Submitted	\$202.00	
		\$202.00	CT 25059772
Ivonne Servin	Manual Refund Submitted	\$29.00	
		\$29.00	CT 25059773
Oxiris Solano	Manual Refund Submitted	\$2,116.00	
		\$2,116.00	CT 25059774
Levi Stiers	Manual Refund Submitted	\$1,441.00	
		\$1,441.00	CT 25059775
Maria Tuluka Oyana	Manual Refund Submitted	\$500.00	

14-46

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: CT

Vendor Name	Description	Amount	Warrant
		\$500.00	CT 25059776
Amanda Vargas Cabrera	Manual Refund Submitted	\$206.00	
	Manual Refund Submitted	\$569.00	
		\$775.00	CT 25059777
Talia Warner	Manual Refund Submitted	\$2,545.00	
	Manual Refund Submitted	\$532.00	
		\$3,077.00	CT 25059778

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025
Bank Code: CT

Fund and Reversal Summary**Totals By Fund:**

Total for General Fund 9410	\$3,043,096.88
Total for Bond Interest & Redemption Fund 9421	\$0.00
Total for Child Development Fund 9433	\$10,801.67
Total for Capital Outlay Project Fund 9441	\$986,609.44
Total for General Obligation Bond Fund 9447	\$12,265.00
Total for Dental Self-Insurance Fund 9461	\$65,927.00
Total for Self-Insurance Health Exam Fund 9462	\$0.00
Total for Self-Insurance, Property, & Liability Fund 9463	\$0.00
Total for Post-Employment Benefits Fund 9469	\$0.00
Total for Student Body Center Fee Trust Fund 9473	\$0.00

Allan Hancock College

Warrant Register

Check Dates from 9/1/2025 to 9/30/2025

Bank Code: RC

Vendor Name	Description	Amount	Warrant
Shanice Rebecca	Student Rent Emergency 9.25	\$500.00	
		\$500.00	RC 40000272
Julio Padilla	STUDENT EMERGENCY 9.25	\$500.00	
		\$500.00	RC 40000273
Maria Granados	EMERGENCY PAYROLL REPLACEMENT CK Sept 25	\$2,983.29	
		\$2,983.29	RC 40000274

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT	
September-25	
ACRONYMS	
19six Architects	Nineteen Six Architects (Formerly PMSM)
4imprint	NO ACRONYM
ACLA LLC	The American Clinical Laboratory Association
AHC Foundation	Allan Hancock College Foundation
Associated Students UCLA	Associated Students University of California Los Angeles
B&B Steel & Supply	NO ACRONYM
B&H Photo	NO ACRONYM
BRP Pharmaceuticals	Bryant Ranch Prepack Pharmaceuticals
Cal State Auto Parts	NO ACRONYM
Cal-Coast Machinery	NO ACRONYM
CalSoft	NO ACRONYM
CCCEOPSA	California Community College Extended Opportunity Program and Services Association
CCLC/CCCAA	Community College League of California/California Community College Athletic Association
CDW Government Inc	Computer Discount Warehouse Government Inc
CIA Medical	Central Infusion Alliance Medical
DEMCO Inc	NO ACRONYM
DMQ Catering	Doug Maria Quintana Catering
EKC Enterprises Inc	NO ACRONYM
FOLLETT HEG-AHC Bookstore	Follett Higher Education Group-Allan Hancock College Bookstore
HCI Systems Inc	NO ACRONYM
IPS Group INC	International Parking Systems
JAMF Software, LLC	Just Another Management Framework Software, LLC
J B Dewar	NO ACRONYM
J.E. Halliday Sales Inc.	NO ACRONYM
KSBY-TV	NO ACRONYM
LG Inspection LLC	Leach Group, INC
Medex Medical Supply LLC	NO ACRONYM
Nth Generation Computing Inc	NO ACRONYM
ODP Business Solutions, LLC	Office Depot Business Solutions, LLC
OEYT	NO ACRONYM
PARS	Public Agency Retirement System
Part Time Faculty AHC-Member	Part Time Faculty Allan Hancock College Member
PPG Architectural Finishes	Pittsburgh Paints & Glass Architectural Finishes
SISC III	Self Insured Schools of California
SMS Designs	NO ACRONYM
Splash N Dash	Splash and Dash
TeamCivX	NO ACRONYM
The J Carroll Corporation	The Joshua Carroll Corporation
T-Mobile USA Inc	Telekom-Mobile USA Inc
UC Regents	University of California Regents
Uwill Inc	NO ACRONYM
Virtual VRI	Virtual Video Remote Interpreting
VTC Enterprises	Vocational Training Center Enterprises
WEX Bank	Wright Express Financial Services Corp

**CONSENT ITEM**

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Approval of Employee Personnel Actions	Item Number: 11.B.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 3

BACKGROUND

In an effort to condense and streamline the information provided to the board of trustees and to eliminate the use of pronouns, the following personnel actions in the subsequent Excel document are recommended:

FISCAL IMPACT

The fiscal impact is included in the following pages.

RECOMMENDATION

Staff recommends the board of trustees approve the following personnel actions as presented.

Administrator Initiating Item: Ruben Ramirez	Final Disposition:

**Nov. 18, 2025
Employee Personnel
Actions**

Faculty - Tenure Track							
Special Note: New appointments are contingent upon successful completion of pre-employment requirements. Faculty employed under Ed Code 87470.							
Name		Assignment	Department or Division	Effective Date	Column and Step	Months	Reason/ Comment
1	Aguirre, Giselle	assistant professor, nursing/lvn	Health Sciences	1/5/26	II-5	10	Replace Eileen Donnelly
Fiscal Impact 2025-2026 Fiscal Year							
1							\$ 120,186.00

Appointment of Management Employee (s)						
Special Note: New appointments are contingent upon successful completion of pre-employment requirements.						
Name		Assignment	Department or Division	Effective Dates	Salary	Reason/Comment
1	Millard, David	district police chief	Campus Police	11/19/25	10-A (SS#30)	Replace Cathy Farley
Fiscal Impact 2025-2026 Fiscal Year						
1	unrestricted general fund				\$	130,609.00

Classified Staff - Appointments, Promotions and Transfers							
Name	Action	Assignment	Department or Division	Effective Date	Salary	Months and FTE	Reason/Comment
1 Alexander, Tiffany	appointment	program technician	Public Safety	11/19/25	21-A	12-FT	Replace Justice Miller
2 Honer, James	appointment	instructional assistant public safety/EMS paramedic program	Public Safety	11/19/25	24-A	10-FT	Replace Joshua Pino
3 Morales, Netzahualcoyotl	appointment	custodian I	Facilities	11/19/25	15-A	12-FT	Replace Val Garcia
4 Bernal, Michael	appointment	delivery driver	Children's Center LVC	11/19/25	17-A	11-PT	New position
5 Hidalgo, Gustavo	appointment	custodial lead worker	Facilities	11/19/25	21-B	12-FT	Replace Francisco Ruiz
Fiscal Impact 2025-2026 Fiscal Year							
1	unrestricted general fund					\$	56,584.00
2	unrestricted general fund					\$	59,824.00
3	unrestricted general fund					\$	50,047.00
4	unrestricted general fund					\$	52,398.00
5	unrestricted general fund					\$	60,482.00

Classified Staff - Extra Work Assignment							
Regular classified staff members who work less than twelve months each year can be scheduled for an extra work assignment at their request. These assignments are scheduled in accordance with article 9, section 9.19, of the district's agreement with the California School Employees Association Allan Hancock College Chapter #251. The following employees have accepted an assignment, and the following schedule is recommended:							
Name		Title	Department or Division	Employment Period	Maximum Hours	Maximum Days/Weeks	Hourly Salary
1	Perea, Devin	instructional assistant public safety	Public Safety	12/15/25-01/12/26	37	5	\$29.13
Fiscal Impact 2025-2026 Fiscal Year							
1	unrestricted general fund						\$ 4,311.00

Reclassification of Classified Bargaining Unit Positions				
A reclassification task force was established in accordance with article 17 of the Agreement between the District and the California School Employees Association, Allan Hancock College Chapter #251 (CSEA). The reclassification task force committee conducted a reclassification review and made recommendations to the superintendent/president who concurred with their recommendations. This concludes the final reclassification task force process as it was negotiated out of the 2023-2026 successor agreement. The recommendations are as follows:				
Name	Assignment	Department or Division	Retroactive/Effective Date	New Range
1 Allcorn, Gary	custodial lead worker	Facilities	07/01/25	24
2 Arredondo, Leopoldo	custodian II	Facilities	07/01/25	21
3 Hanberg, William	custodian II	Facilities	07/01/25	21
4 Ramirez Nolasco, Raul	custodial lead worker	Facilities	07/01/25	24
5 Torres, Alex	custodial lead worker	Facilities	07/01/25	24
6 Torres, Esaul	custodian II	Facilities	07/01/25	21
7 Lutz, Mark	equipment attendant/custodian	Athletics	07/01/25	18
Total fiscal impact				\$ 36,266.00

Nov. 18, 2025
Employee Personnel
Actions

Classified Staff - Out-of-Class Assignments							
Special Note: Pursuant to Government Code 20480, effective January 1, 2018, employees may be limited to 960 hours of out-of-classification pay in a fiscal year.							
Name		Assignment	Department or Division	Effective Dates	From	To	Reason/Comment
1	Griggs, Azhane	human resources technician	Human Resources	11/01/25-02/18/26	24-F	14-D (SS#40)	During the recruitment of a permanent position
Fiscal Impact 2025-2026 Fiscal Year							
1	unrestricted general fund						\$ 5,116.00

Short-Term/On-Call, Substitutes, Professional Experts						
Special Note: The college hires short-term/on-call employees, substitutes, and professional experts exempt from classified service per Education Code Section 88003. The following appointments are contingent upon availability of funding and the ending date could change based on district need.						
** Important Notice: New employees are not to begin working until clearance has been confirmed from the Human Resources office.						
Name	Action	Position Title	Dates	Hourly	Duties/Responsibilities	
1	Bernard, Mayra	short-term	instructional aide VI	11/19/25-06/30/26	\$ 36.00	EMS, Fire, Law Enforcement Programs
2	Campbell, Colin	short-term	instructional aide VI	11/19/25-06/30/26	\$ 36.00	EMS, Fire, Law Enforcement Programs
3	Canales, Adan	short-term	model	10/29/25-05/20/26	\$ 26.00	To model and assist in the Fine Arts Department
4	Cooper, Rebekah	short-term	instructional aide VI	11/19/25-06/30/26	\$ 36.00	EMS, Fire, Law Enforcement Programs
5	Duran-Alejandre, Jose	short-term	program specialist	11/19/25-06/30/26	\$ 24.00	College Success Coach
6	Iniguez, Angel	substitute	program technician	11/01/25-12/30/25	\$ 26.95	Provide support in daily operations of Community Ed
7	Jasso, Vanessa	short-term	program assistant V	10/01/25-12/12/25	\$ 26.00	Support Twilight Program in the Children's Center
8	Pennington, Michael	short-term	instructional aide VI	10/21/25-06/30/26	\$ 36.00	EMS, Fire, Law Enforcement Programs
9	Ritchie, Tim	short-term	program assistant III	11/01/25-06/30/26	\$ 20.00	Event staff in Athletics Department

Coaching Appointments and Stipends					
Special Note: The college reserves the right to cancel any coaching appointment or to reassign the area of service.					
Name	Assignment	Sport	Effective Dates	Stipend	
1	Varela, Gilbert	assistant coach	football	11/01/25-01/01/26	\$ 3,000.00
2	Garcia, Elias	assistant coach	football	01/01/26-03/01/26	\$ 2,000.00
Fiscal Impact 2025-2026 Fiscal Year					
unrestricted general fund				\$	5,000.00

CONSENT ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 18, 2025
Subject: Approval of New and/or Revised Classified Bargaining Unit Job Descriptions	Item Number: 11.C.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 12

BACKGROUND

The custodial series underwent a comprehensive review in accordance with Article 17.5.2, Cyclical Classification Review. The process included evaluating the criteria established in Article 17.4.1, Qualifying Criteria for Reclassification, negotiating with the California School Employees Association (CSEA), and ultimately reaching a tentative agreement that included a proposed three-range increase for each position. However, it is important to note that the Custodian I position did not receive local ratification. As a result, the following revised and/or new classified bargaining unit job descriptions are recommended for approval.

Recommendation for Approval			
New Job Title	Old Job Title	Old Range	New Range
1. Custodian II	N/A	18	21
2. Lead Custodian	Custodial Lead Worker	21	24
3. Equipment Attendant/Custodian	N/A	15	18
No Approval Required			
1. Custodian I – (Failed CSEA Vote)	No Change	15	No Change

FISCAL IMPACT

The fiscal impact is determined in the Employee Personnel Actions spreadsheet.

RECOMMENDATION

Staff recommends the board of trustees approve the revised and/or new classified bargaining unit job descriptions as presented.

Administrator Initiating Item: Ruben Ramirez	Final Disposition:

CUSTODIAN II**DEFINITION:**

Under supervision ~~of the~~by appropriate supervisor in the Facilities department, on the assigned shift, this position performs routine and specialty cleaning work in assigned areas; participates in the setups and removal of elements required for break down of events; and. The incumbent values and promotes the mission and vision of the college.

CLASS CHARACTERISTICS:

Under minimal supervision, the incumbent custodian II position is expected to perform at a higher skill level of custodial duties on campus, in each building and surrounding areas, including but not limited to offsite facilities used by the college in and around campus facilities and off site facilities as assigned; troubleshoots and ; performs minor repairs; and responds to emergency calls for service; and reports safety issues to the supervisor and Lead Custodian; and has the ability to writes work orders as assigned by supervisor; The incumbent will assists with furniture and office equipment placement or removal; support moves as well as the coordination for the and setup, arrangement, and removal of elements related to and takedown for a wide variety of campus and community events; and works closely with employees and the public to meet the custodial needs in and around of the campus indoor and outdoor facilities. The incumbent will ensure that the areas for which they are responsible for, are maintained, in a clean, orderly, and in a safe condition. This position will require a greater knowledge and skill level with all equipment and machinery used by the custodial department in the performance of their duties and will require the knowledge and skills to train custodial I, substitutes, and student workers in the safe operation and care of all custodial equipment. Assist lead custodian in absence of personnel; Day custodian II worker will fill in for the mail room, shipping and receiving technician ~~clerk~~ in their absence and perform other duties as assigned.

ESSENTIAL FUNCTIONS:

1. Perform all phases of routine custodial work as assigned including but not limited to such work as cleaning, disinfecting, and polishing classrooms, restrooms, offices, halls, lounge areas, meeting areas, dining areas and train staff in proper, safe custodial methods;.
2. Participates and oversees deep cleaning assignments of college facilities during recess/ vacation periods or when assigned, including but not limited to prep, scrub, seal, apply finish, and shampoo carpets/upholstery. Refinish hard wood floors;
3. Coat special hard wood and concrete floors; prep, clean, tack, and apply finish.
- 2.4. Operate and maintain custodial equipment and tools for safe and efficient use; including but not limited to power vacuums, scrubbing and buffing machines, and shampooing/extractor machines. This may include the use and basic maintenance of autonomous machines and district vehicles as assigned.
5. Responsible for Restocking paper towel holders, soap dispensers, hand sanitizers, toilet paper holders, towel racks and similar dispensers in restrooms, locker rooms and laboratories and request supplies as needed;.
6. Ensure clean and safe common areas, including the collection of biohazardous materials including but not limited to sharps containers.
- 3.7. Monitor, remove, or replace air purifier filters and report any sanitation concerns to Lead Custodian and supervisor.
- 4.8. Assists with inventory supply and equipment;

- ~~5.9.~~ Ability to remove and replace, or write work orders when repairs to walls or special anchoring is required for the replacement or repair of product dispensers;
- ~~6.10.~~ Removes and replaces lamps and reports and marks lighting fixtures requiring additional work to lead or supervisor prior to generating a work order;
- ~~7.11.~~ Cleans and makes semi-skilled repairs to custodial equipment; makes semi-skilled repairs of a non-technical nature to keep assigned area safe and operating including but not limited to set up events equipment, windows, adjusting shades, blinds, and furniture, tightening toilet seats, and adjusting shelves on bookcases;
- ~~8.12.~~ Assists in coordinating, arrangement and set up of moving and arranging furniture and equipment in, and setting up buildings and rooms for events, including but not limited to, stage and gymnasium set-ups;
- ~~9.13.~~ As assigned lock or unlock classrooms, restrooms, and other designated buildings or areas. When leaving areas secure doors, windows and buildings; turn off unnecessary lights; and ensure buildings are secured;
- ~~10.14.~~ Reports safety concerns, including but not limited to vandalism, graffiti, sanitary and fire hazards and security violations;
- ~~11.~~ Inspect fire extinguishers and emergency lights each month on a monthly basis and reports findings to supervisor;
- ~~11.16.~~ Assist in cleaning interior and exterior second story windows using personnel lift.
- ~~12.17.~~ Loads and drives a truck, drives a light truck and other district vehicles, like a forklift, to deliver or picking up equipment, furniture, and supplies; operates a forklift;
- ~~13.18.~~ Trains, and oversees, and acknowledge hours for student help and substitutes;
- ~~14.19.~~ Attends and participates in shift meetings;
- ~~15.20.~~ CompleteIs responsible to keep up to date with SIPE online safety training and attend all related other training activities relevant to the custodial position;
- ~~16.~~ Basic computer skills to access and write emails, work orders and to keep current with safety training modules and activities;
- ~~17.~~ Will be required in the absence of mail courier or shipping and receiving clerk to perform those duties as assigned;
- ~~18.21.~~ Will be required In the absence of the Ceustodial Llead, will to assist -supervisor in the coordination direction of staff with assignments;
- ~~19.22.~~ Performs other related work as assigned.

MINIMUM QUALIFICATIONS:

Knowledge of:

- Modern cleaning methods, procedures, materials, equipment, and techniques;
- Requirements for maintaining buildings in a clean, sanitary, and orderly condition;
- Safe work practices related to custodial care;
- Safety Data Sheets, their purpose, and locations;
- Cleaning chemicals and their proper use;
- Planning and organization work scheduling procedures and techniques;
- Knowledge of Pproper refinishing of wood floors;
- Knowledge of Oother specialty custodial equipment;
- Proper methods of storing equipment, materials, and supplies;
- Proper lifting, loading, and unloading techniques.

Demonstrates ability to:

- Operate all equipment or machinery used by the custodial department;
- Learn and follow established cleaning methods and schedules;
- Use cleaning materials and equipment efficiently and safely;
- Make semi-skilled non-technical repairs; and perform routine preventative maintenance to custodial equipment;
- Work independently, as well as with students, staff and faculty;
- Oversee train and direct subs and student workers assigned to work with them as well as custodian I staff;
- Cooperatively work with custodial and other Facilities staff;
- Drive work truck and other vehicles required in the performance of custodial duties;
- Understand and carry out simple oral and written directions;
- Basic computer skills to access and create work orders and email.

Education and Experience:

High school diploma or GED required and two years of custodial or general building maintenance experience or any combination of education, training and experience.

~~Individuals possessing the knowledge and abilities listed above are considered to possess the necessary education and experience.~~

Licenses and certificates required:

- Possession of a valid and appropriate California Driver's License;
- Forklift certification within one year of employment;
- Blood borne pathogens training within one year of employment;
- Hazardous material and delivery training and annual refresher courses within one year of employment;
- Hardwood and concrete floor certification or two years of experience with care and maintenance process for both surfaces. ~~hardwood floor finishing and maintenance experience 2 years.~~

Working Conditions

- ~~Duties are primarily performed on the Santa Maria campus, Lompoc Valley Center, and other off-campus sites;~~
- Duties are performed indoors and outdoors and may be during inclement weather;
- ~~Duties are performed during inclement weather;~~
- ~~This position will work closely with Lead custodian and Supervisor, and appropriate administrator, to in training and overseeing daily activities of the custodial department;~~
- ~~Duties in the absence of mail courier and shipping and receiving clerk may be performed by this position;~~
- The incumbent may be required to carry a District issued cell phone or radio as assigned;
- Work requires standing and walking for prolonged periods;
- The incumbent will experience interruptions while performing normal duties during the regular workday;
- The incumbent will have contact, in person or on the telephone, with executive, management, supervisory, faculty, academic ~~and~~ classified staff and the general public.

Physical Demands:

- Ability to lift, carry, and/or moves objects weighing up to 50 pounds;
- Handle equipment and operate machinery and power tools necessary to perform job duties;
- Sit or stand for extended periods of time;
- Bend and twist, push and pull, stoop, kneel;
- Reach in all directions;
- Frequent pushing and/or pulling of objects weighing up to 120 pounds with occasional heavy work;
- Handle equipment: ~~Hand~~hand truck(dollies), pallet jacks;
- Work at heights; ascend and descend ladders, and work in multi-level buildings.

Special Qualification:

Evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students and to staff and students with disabilities.

R 7/2025

R 03/2016

Updated 6/12

R/7/86

LEAD CUSTODIANCUSTODIAL LEAD WORKER**DEFINITION:**

Under supervision ~~of the~~by appropriate supervisor ~~in the~~ -Facilities department on the assigned shift, this position ~~oversees is to have charge of~~ custodians I and II performing routine and specialty cleaning work in assigned areas; ~~participates in the cleaning~~ duties, setup and removal of elements required for events, work and coordinating coordinates and ~~assists~~ing the supervisor in oversight of custodial staff. The incumbent values and promotes the mission and vision of the college.

CLASS CHARACTERISTICS:

Under minimal supervision, the incumbent will ~~supervise and coordinate~~ the workflow of custodians on an assigned shift; assigns specialized work as required; ensures directions given by ~~assumes responsibility for seeing that instruction of~~ the Operations Supervisor and Custodial Supervisors are carried out efficiently. The incumbent will ensure that the areas ~~for which they are assigned to responsible for~~ are maintained, in a clean, orderly, and in a safe condition for use. This position will require a highly skilled individual, with broad custodial experience and at a greater knowledge and skill level with all equipment and machinery used by the custodial department. ~~in the performance of~~ Their duties, and will require the knowledge and skill set to train Custodial II, Custodian I, temporary employees, and student workers working in facilities in the safe operation and care of all custodial equipment. The custodial Lead Worker will fill in for the supervisor when he/she is away on leave. Day Lead may also be required to fill in as back up or direct the work of mail room and shipping/receiving in the absence of personnel and when the Operations Supervisor is away.

ESSENTIAL FUNCTIONS:

1. Ensures~~Supervises and personally performs~~ all phases of assigned custodial work including but not limited to, such work as cleaning, disinfecting, and polishing of classrooms, restrooms, offices, halls, walkways, meeting areas and dining areas;
- ~~1-2.~~ Identify areas of improvement for training and support for custodial staff (I/II) and student workers in the proper and safe use of equipment and chemicals for custodial duties;
- ~~2-3.~~ Operate and maintain custodial equipment safely and efficiently, including but not limited to autonomous machines and district vehicles;
4. Oversees~~Directs, plans, coordinates~~schedules, and participates in deep cleaning activities including but not limited to, such as scrub, seal, and the application of apply finish, and polish, to multipurpose surfaces; shampoo of carpets and upholstery; refinish hard wood floors and similar tasks;
- ~~3-5.~~ Maintain specialty flooring including hardwood and concrete. Maintenance may include but is not limited to, preparation, clean, coat, tack and apply finish.
6. Assist in establishing custodial timelines and priorities; ensure related activities comply with established standards, policies, and procedures of the district;
- ~~4-7.~~ As assigned Lock and unlock classrooms, restrooms, and other designated buildings or areas. When leaving close and lock ~~areas~~ secure doors, windows, and buildings; turns off ~~unnecessary~~ lights not in use and ensures buildings are secured;
- ~~5-8.~~ Reports safety concerns, vandalism sanitary, fire hazards, or security violation using appropriate administrative procedure and submit applicable forms;

- ~~6.9.~~ In emergency or unusual situations, the incumbent may support in reorganization of reassign staff to complete tasks ~~jobs~~ other than regularly scheduled; ~~coordinate, inspections of~~ buildings, ~~identify/reporting~~ unsatisfactory or dangerous situations; ~~When they which~~ cannot be immediately corrected, the Lead will report risks to the appropriate supervisor authority;
- ~~10.~~ Inspect and ensure fire extinguisher and emergency lights are in compliance ~~carry out~~ for emergency use ~~buildings~~;
- ~~11.~~ Clean interior and exterior second story windows using a personnel lift;
- ~~7.12.~~ Loads, unload and drive a truck; ~~drives a~~ light truck and other district vehicles, to pick in delivering or picking up or deliver equipment, furniture, and supplies; ~~operates a~~ forklift;
- ~~13.~~ Assists in training new personnel; provide work direction and guidance, assign duties and review work for accuracy and completeness;
- ~~8.14.~~ Prepare, and maintain and/ update safety data sheets (SDS) binders;
- ~~15.~~ Prepare, maintain and update records which may be submitted as oral or written reports on required activities ~~Keeps records and submits oral reports on required activities~~;
- ~~9.16.~~ Maintain inventory control of custodial equipment, materials and supplies; assess department needs and prepare purchase order for items in low stock;
- ~~10.17.~~ Assist in the coordination, preparation, set up, and disassembly of elements related to events, both on and off campus, in ~~Sets up/teardowns on/off campus events~~, furniture, equipment's, classrooms and meeting areas in accordance with requests;
- ~~11.18.~~ Keep current with ~~Assists in requisitioning custodial materials, supplies and equipment~~; Is responsible to keep up to date with SIPE online safety training and attend all other training activities relevant to the custodial position;
- ~~12.~~ Computer skills to access emails, work orders, and safety training modules;
- ~~13.19.~~ Assist with work order, and time sheets, for student workers or temporary employees overtime forms and ensures forms are processed properly;
- ~~14.~~ Make recommendations for improvements and modifications;
- ~~20.~~ Ensure common areas are clean and safe, including the collection of biohazardous material (i.e. sharp containers); monitor, remove, or replace air purifier filters; and address any sanitation concerns identified by Custodian I/II; or report any concerns to the appropriate administrator if the issue cannot be resolved;
- ~~15.21.~~ Assures safety practices are being taught to all staff members and followed and personal protective equipment (PPE) is available to staff and being used in accordance to district policies;
- ~~16.22.~~ Lead custodian will act as a floater and will fill in absences of personnel; custodians, mail courier, shipping and receiving clerk as needed;
- ~~17.23.~~ Assures routine and preventive maintenance on equipment is performed to safety and district standards;
- ~~18.~~ Assist with AED monthly inspections and Sharp pickups;
- ~~19.24.~~ Performs other related duties work as assigned.

MINIMUM QUALIFICATIONS:

Knowledge of:

- Modern, detailed, and advanced cleaning standards, methods, techniques and procedures; ~~Safe work practices related to custodial care and equipment~~;
- Organize training programs for staff and student workers, providing instruction for safe working conditions and demonstrate and instruct on safe working conditions;
- Commercial grade cleaning chemicals and their proper use;
- Safety Data Sheets (SDS), their purpose, and locations;

- StrategicPlanning workflow operations to -and-organization efficient use of resources and diverse skillsets-work scheduling procedures and techniques;
- RecoatingKnowledge of refinishing wood floors and concrete;
- Computer and software programs normally used in custodial operations to monitory the type and quantify of custodial supplies and materials to maintain sanitation standards;-necessary for record keeping and database management; word processing and spreadsheets;
- ~~Types and quantities of custodial materials needed to maintain campus buildings;~~
- ~~Principles of supervision.~~

Demonstrated ability to:

- Learn and follow directions, both oral and written about established work-cleaning schedules and advanced cleaning methods;
- Complete assigned tasks using safe workplace practices related to custodial duties and equipment; Use cleaning materials and equipment efficiently and safely;
- ~~Make minor non-technical repairs as well as routine and preventative maintenance to eustodial equipment;~~
- Work independently or collaboratively;-as well as with students, staff, and faculty;
- Train staff on proper use of cleaning supplies-methods and equipment for safety;
- Drive and operate a work truck, forklift and other vehicles to perform duties as assigned;
- Communicate effectively in person using a work radio or telephone and electronically via email or videoconferencing, written and/or email;Read, write and computer skills;
- ~~Provide input to Supervisor regarding custodial staff job performance;~~
- ~~Understand and carry out oral and written directions.~~

Education and Experience:

High school diploma or GED and ~~two-three~~ years of custodial or general building maintenance experience or any equivalent combination of education, training, or experience. Individuals possessing the experience, knowledge and abilities listed above are considered to possess the necessary education.

Licenses and certificates required:

- Possession of a valid ~~and appropriate~~ California Driver's License;
- Forklift and aerial lift certification within first year -of employment;
- Hard wood and concrete floors certification or two years of experience with care and maintenance processes;
- Bloodborne pathogens training within one year of employment;-
- Obtain a certificate of completion for a HazMat 40 hr. General Site Worker Hazardous Waste Operations and Emergency Response (Hazwoper) within the first-year employment and keep up the certification by taking an 8-hr Hazwoper annual refresher course.

Working Conditions:

- Duties are primarily performed on the Santa Maria campus, Lompoc Valley Center, and other off-campus sites;
- Duties are performed indoors and outdoors;
- Duties may be performed during inclement weather;
- Works closely with supervisor to train and oversee daily activities of the custodial department;

- ~~Work +~~ Requires standing and walking for prolonged periods;
- The incumbent will experience interruptions while performing normal duties during the regular workday;
- The incumbent will have contact, in person, by email or on the telephone, with executive, management, supervisory, academic and classified staff and the general public.

Physical Demands:

- Ability to lift, carry, and/or moves objects weighing up to 50 pounds;
- Handle equipment, and operate machinery necessary to perform job duties;
- Sit or stand for extended periods of time;
- Bend and twist, push and pull, stoop, kneel;
- Reach in all directions;
- Frequent, pushing and/or pulling of objects weighing up to 120 pounds with occasional heavy work;
- Handle equipment; hand truck (dollies), pallet jack;
- Work at heights; ascend and descend ladders, and work in multi-level buildings.

Special Qualification:

Evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students and to staff and students with disabilities.

R 7/2025
R 11/2019
R 02/2016
R 10/2013

EQUIPMENT ATTENDANT/CUSTODIAN**DEFINITION:**

Under supervision of the ~~Associate Dean/Athletic Director, Kinesiology, Recreation and Athletics~~ appropriate administrator, the incumbent issues, receives, stores and repairs the athletic equipment and supplies used in physical education and the competitive sports programs. This classification supports the Athletic Equipment Manager and is responsible for assigned duties associated with the college's intercollegiate athletics and physical education programs. The incumbent values and promotes the mission and vision of the college.

CLASS CHARACTERISTICS:

Under limited supervision, the incumbent performs custodial and maintenance duties in and around athletic facilities; troubleshoots and, performs minor repairs; responds to emergency calls for service; assist with setup, placement, and removal of elements related to implements setups and takedown for a wide variety of athletic and college events; and performs a variety of custodial services, including event setups and tear-downs specific to for the Athletic Department and the areas for which they are responsible for facilities.

ESSENTIAL FUNCTIONS:

1. Plans, coordinates, and participates in routine custodial work ~~the thorough cleaning of college athletic facilities on a daily basis and performs deep cleaning assignments~~ measures during recess/vacation periods;
2. ~~Orders and maintains inventory, and distributes~~ Distributes custodial supplies for restocking and cleaning;
3. Performs minor maintenance or ~~and~~ repairs to custodial and ~~equipment~~, athletic equipment, specifically of a non-technical nature to keep their assigned area safe and operational; and athletic facilities.
4. Assists in moving and arranging furniture and equipment in, and setting up buildings and surrounding areas for events, including but not limited to, gymnasium and rooms set up's for events.
- 4.5. Ensures clean and safe common areas, including collection of biohazard materials (i.e. sharp containers);
- 5.6. ~~Secures~~ Ensures athletic buildings including classrooms, restrooms and other ~~and~~ related facilities; including to lock and unlock doors, gates, windows to ensure assigned areas are secured.
- 6.7. Reports safety concerns including vandalism, graffiti, security, sanitary, and fire hazards, sanitation concerns or security issues; hazards.
- 7.8. Recruits, Trains, supervises, evaluates, and processes timesheets for and oversee student workers in athletics.

9. Assists Athletic Equipment Manager with the athletic equipment purchasing process including assisting with: receivables receiving, invoice and reconciliation for merchandise ordered for athletic and physical education programs.
- 8.10. Assist with, quality assurance practices, affordability, distribution, and inspection for damages and/or shortage of essential equipment, supplies, and merchandise required for cleaning/maintenance.s.
- 9.11. Prepares and assists with the preparation of inventory records of for athletic uniforms, equipment, and related supplies other records as required; ensuring that items are properly issued, returned, and are in good condition before storing.
- 10.12. Assists visiting teams and coaches.
- 11.13. Coordinates student support for athletic concession stands operations; and purchases inventory and maintains records for concession operations.
- 12.14. Assists in troubleshooting and coordination of audio-visual equipment, electronics, scoreboards, recording devices, camera equipment, public address systems, and radios to support for athletics.
- 13.15. Performs other related duties work as assigned.

MINIMUM QUALIFICATIONS:

Knowledge of:

- Equipment, materials and supplies used in a college athletic and physical education program;
- Fitting of football safety equipment
- Basic methods of cleaning and maintaining athletic uniforms and equipment;
- Proper cleaning and sanitary practices required for custodial work;
- Basic safe work practices related to custodial work;
- Storage and inventory methods;
- Care and use of custodial materials, chemicals, and equipment.

Demonstrated ability to:

- Ability to collaborate;
- Facilitate communication in completing tasks with other staff;
- Make repairs to athletic clothing, and equipment, and tools;
- Operate a sanitary laundry service for athletic clothing and supplies;
- Properly clean and maintain athletic facilities;
- Maintain simple records;
- Understand and carry out oral and written directions.

Education and Experience:

High School or General Education Degree-GED or any combination of education, training, or experience. required. Individuals possessing the knowledge and abilities listed above are considered to possess the necessary education and experience.

License and other requirements

Current CPR Certification.

Possession of a valid and appropriate California Driver's License

Blood borne pathogens training within the first year of employment

General Site Worker (40hrs) – Hazwoper certification within the first year of employment and annual refresher course annually to maintain certification

Fire extinguisher training within first year of employment

Working Conditions

- Duties are performed indoors and outdoors.
- Work requires standing and walking for prolonged periods.
- The incumbent will experience interruptions while performing normal duties during the regular workday.
- The incumbent will have contact ~~via email~~, in person, using email or on the telephone with executive, management, supervisory, academic and classified staff and the general public.
- Work requires travel to ~~different other offices or~~ locations to attend meetings and ~~or~~ conduct work.

Physical Demands:

- Ability to lift, carry, and ~~or~~ moves objects weighing up to 50 pounds.
- Sit or stand for extended periods of time.
- Bend and twist, push and pull, stoop, kneel.
- Reach in all directions.
- Frequent lifting, pushing and/or carrying of objects weighing up to ~~25~~ 50 pounds with occasional heavy work.

Special Qualification:

Evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of staff and students and to staff and students with disabilities.

R7/2025

06/2016

07/13

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Approval of Part-time Faculty Appointments, Regular Faculty Overload Assignments and Special Assignments/Stipends	Item Number: 11.D.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 16

BACKGROUND

Credit and noncredit instruction and non-instructional assignments for part-time faculty and overload and special assignments/stipends for regular full-time faculty are recommended for the time periods designated on the attached list, as per the California Education Code, Section 87482.5.

FISCAL IMPACT

Budgeted for the 2025-2026 fiscal year.

RECOMMENDATION

Staff recommends that the board of trustees approve the attached list of part-time faculty appointments and regular faculty overload and special assignments.

Administrator Initiating Item: Robert Curry	Final Disposition:

**FULL-TIME FACULTY OVERLOAD ASSIGNMENTS
FALL 2025**

INSTRUCTOR	CRN	COURSE	COURSE NAME	FTE
		COUNSELING		
Morales, Mayra	Assigned	COUN	Counseling – SM	.220
		EARLY CHILDHOOD STUDIES		
Thorpe, Monica	22138	ECS 116	Teaching in a Diverse Society	.200
		LIBRARY		
Olmeda, Sharaya	Assigned	LIBR	Librarian – SM	.240
		NURSING		
Bellrose, Joann	20290	NURS 300	CAN/Acute Care Aide	.088
		WORK EXPERIENCE EDUCATION		
Gomez de Torrez, Ana	22533	WEE	Work Experience Education	.088
Cecena, John	22490	WEE	Work Experience Education	.024
Cecena, John	22561	WEE	Work Experience Education	.008
Deleija, Veronica	22499	WEE	Work Experience Education	.008
Frazier, Yvon	22196	WEE	Work Experience Education	.040
Frazier, Yvon	22198	WEE	Work Experience Education	.024
Geraghty, Sian	22570	WEE	Work Experience Education	.008
Krier, Erin	22258	WEE	Work Experience Education	.016
Krier, Erin	22259	WEE	Work Experience Education	.016
Krier, Erin	22393	WEE	Work Experience Education	.008
Kruse, Kurt	22256	WEE	Work Experience Education	.008
Kruse, Kurt	22257	WEE	Work Experience Education	.008
Provencio, Chuck	22239	WEE	Work Experience Education	.040
Provencio, Chuck	22392	WEE	Work Experience Education	.008
Rice, Amy	22254	WEE	Work Experience Education	.008
Rice, Amy	22566	WEE	Work Experience Education	.008
Rice, Amy	22567	WEE	Work Experience Education	.008
Rice, Amy	22608	WEE	Work Experience Education	.008

PART-TIME FACULTY ASSIGNMENTS - CREDIT
FALL 2025

INSTRUCTOR	CRN	COURSE	COURSE NAME	FTE
EARLY CHILDHOOD STUDIES				
Ramos, Magdalena	20473	ECS 104	Principles and Practices	.200
Ramos, Magdalena	21729	ECS 320	Admin: Staff Leadership	.092
Robertson, Donna Michelle	21730	ECS 321	Admin: Professional Ethics	.092
Robertson, Donna Michelle	21731	ECS 322	Admin: Parents and Partners	.092
EMERGENCY MEDICAL SERVICES				
Combs, Michele	22194	EMS 321	Advanced Cardiac Life Support	.017
Lopez, Santino	20482	EMS 301	EMS Academy – 1A (EMT)	.061
Pollack, Uri	20482	EMS 301	EMS Academy – 1A (EMT)	.017
Rouleau, Kati	22194	EMS 321	Advanced Cardiac Life Support	.025
Roehl, Susan	20482	EMS 301	EMS Academy – 1A (EMT)	.099
EMERGENCY MEDICAL SERVICES PARAMEDIC				
Pollack, Uri	22383	EMSP 333	Paramedicine Theory 2	.092
Bauer, Charles	22384	EMSP 334	Paramedicine Laboratory 2	.029
Bauer, Charles	22383	EMSP 333	Paramedicine Theory 2	.100
Green, William	22384	EMSP 334	Paramedicine Laboratory 2	.051
Weisenberg, Patrick	22383	EMSP 333	Paramedicine Theory 2	.017
Weisenberg, Patrick	22384	EMSP 334	Paramedicine Laboratory 2	.026
FIRE TECHNOLOGY				
Burch, William	21664	FT 306	Firefighter 1 Pre Academy	.088
Crotty, John	20260	FT 308	Firefighter 1 Academy 1B	.058
D'Andrea, Dana	20260	FT 308	Firefighter 1 Academy 1B	.030
LAW ENFORCEMENT				
Abbas, Hussein	22573	LE 322	Basic Law Enforcement Academy	.021
Alvidres, Robert	22573	LE 322	Basic Law Enforcement Academy	.074
Bianchi, Catherine	22573	LE 322	Basic Law Enforcement Academy	.189
Burns, Jeremy	22573	LE 322	Basic Law Enforcement Academy	.050
Estrada, Anthony	22573	LE 322	Basic Law Enforcement Academy	.015
Garrett, William	22573	LE 322	Basic Law Enforcement Academy	.074
George, Kenneth	22573	LE 322	Basic Law Enforcement Academy	.125
Greene, Jeffrey	22573	LE 322	Basic Law Enforcement Academy	.104
Kuhl, Perry	22573	LE 322	Basic Law Enforcement Academy	.037
Magana, Jorge	22573	LE 322	Basic Law Enforcement Academy	.150
Martinez, Michael	22573	LE 322	Basic Law Enforcement Academy	.074
Neumann, Timothy	22573	LE 322	Basic Law Enforcement Academy	.074
Olmstead, Brian	22573	LE 322	Basic Law Enforcement Academy	.009
Rivera, Lisa	22573	LE 322	Basic Law Enforcement Academy	.033
Ruth, Ross	22573	LE 322	Basic Law Enforcement Academy	.112
Sandu, Daniel	22573	LE 322	Basic Law Enforcement Academy	.067
Siegel, Kimberly	22573	LE 322	Basic Law Enforcement Academy	.071
Smith, Ryan	22573	LE 322	Basic Law Enforcement Academy	.050
Stahnke, Adam	22573	LE 322	Basic Law Enforcement Academy	.074
Valadez, David	22573	LE 322	Basic Law Enforcement Academy	.131
Valle, Jesus	22573	LE 322	Basic Law Enforcement Academy	.074
Vasquez, Frank	22573	LE 322	Basic Law Enforcement Academy	.070

PART-TIME FACULTY ASSIGNMENTS - CREDIT
FALL 2025

INSTRUCTOR	CRN	COURSE	COURSE NAME	FTE
		LIBRARY		
Hansen, Teena	Assigned	LIBR	Librarian LVC	.013
		POLITICAL SCIENCE		
Stilwell, Jason	22604	POLS C1000	American Government & Politics	.200
		WORK EXPERIENCE EDUCATION		
Carson, Marcus	22206	WEE	Work Experience Education	.008
Carson, Marcus	22199	WEE	Work Experience Education	.008
Carson, Marcus	22200	WEE	Work Experience Education	.024
Carson, Marcus	22201	WEE	Work Experience Education	.064
Carson, Marcus	22202	WEE	Work Experience Education	.016
Carson, Marcus	22255	WEE	Work Experience Education	.024
Carson, Marcus	22562	WEE	Work Experience Education	.008
Carson, Marcus	22563	WEE	Work Experience Education	.024
Carson, Marcus	22564	WEE	Work Experience Education	.008
Carson, Marcus	22565	WEE	Work Experience Education	.008
George, Kayla	22389	WEE	Work Experience Education	.048
George, Kayla	22390	WEE	Work Experience Education	.064
George, Kayla	22391	WEE	Work Experience Education	.024
George, Kayla	22578	WEE	Work Experience Education	.008
Gloeckner, Robin	22227	WEE	Work Experience Education	.016
Gonzales-Ramos, Eduardo	22568	WEE	Work Experience Education	.032
Munoz, Cheo	22203	WEE	Work Experience Education	.024
Munoz, Cheo	22204	WEE	Work Experience Education	.016
Munoz, Cheo	22205	WEE	Work Experience Education	.032
Segura, Monique	22453	WEE	Work Experience Education	.112
Segura, Monique	22452	WEE	Work Experience Education	.048
Thomas, Heather	22569	WEE	Work Experience Education	.008

PART-TIME FACULTY ASSIGNMENTS - NONCREDIT
FALL 2025

INSTRUCTOR	CRN	COURSE	COURSE NAME	FTE
		ADULT BASIC ADULTS		
Mcilroy-Hawley, Bebhinn	20525	BASK 7015	Reading and Writing Lab	.026
		TRUCK DRIVING PROGRAM		
Diaz, Rodolfo	22006	TRCK 7801	Yard Skills	.027
Diaz, Rodolfo	22053	TRCK 7802	Public Road Truck Driving	.034
Drake, William	21448	TRCK 7800	Truck Driving Theory	.024
Fernandez, Johnny	22003	TRCK 7801	Yard Skills	.027
Fernandez, Johnny	22056	TRCK 7802	Public Road Truck Driving	.034
Hernandez, Armando	22127	TRCK 7802	Public Road Truck Driving	.034
Hernandez, Armando	22131	TRCK 7802	Public Road Truck Driving	.034
Hernandez, Armando	22599	TRCK 7801	Yard Skills	.027
Lowery, Herod	22005	TRCK 7801	Yard Skills	.027
Lowery, Herod	22009	TRCK 7801	Yard Skills	.027
Lowery, Herod	22061	TRCK 7802	Public Road Truck Driving	.034
Lowery, Herod	22394	TRCK 7805	DMV Refresher	.020
Mann, John	22394	TRCK 7805	DMV Refresher	.007
Mann, John	22593	TRCK 7801	Yard Skills	.027
Mann, John	22597	TRCK 7802	Public Road Truck Driving	.034
Mann, John	22600	TRCK 7801	Yard Skills	.027
Martinez, Merari	22007	TRCK 7801	Yard Skills	.027
Martinez, Merari	22055	TRCK 7802	Public Road Truck Driving	.034
Martinez, Merari	22394	TRCK 7805	DMV Refresher	.042
Miller, Edward	22048	TRCK 7802	Public Road Truck Driving	.034
Miller, Edward	22050	TRCK 7802	Public Road Truck Driving	.034
Miller, Edward	22394	TRCK 7805	DMV Refresher	.010
Miller, Edward	22394	TRCK 7805	DMV Refresher	.014
Miller, Edward	22394	TRCK 7805	DMV Refresher	.031
Miller, Edward	22575	TRCK 7801	Yard Skills	.027
Miller, Edward	22591	TRCK 7801	Yard Skills	.027
Miller, Edward	22595	TRCK 7802	Public Road Truck Driving	.034
Mills, Daniel	22002	TRCK 7801	Yard Skills	.027
Mills, Daniel	22004	TRCK 7801	Yard Skills	.027
Mills, Daniel	22051	TRCK 7802	Public Road Truck Driving	.034
Mills, Daniel	22059	TRCK 7802	Public Road Truck Driving	.034
Mills, Daniel	22394	TRCK 7805	DMV Refresher	.014
Mills, Daniel	22596	TRCK 7802	Public Road Truck Driving	.034
Murray, Thomas	22008	TRCK 7801	Yard Skills	.027
Murray, Thomas	22394	TRCK 7805	DMV Refresher	.057
Murray, Thomas	22394	TRCK 7805	DMV Refresher	.059
Ortega, Tania	22000	TRCK 7801	Yard Skills	.027
Ortega, Tania	22609	TRCK 7801	Yard Skills	.027
Ortega, Tania	22610	TRCK 7802	Public Road Truck Driving	.034
Oseguera, Rolando	22394	TRCK 7805	DMV Refresher	.014
Oseguera, Rolando	22394	TRCK 7805	DMV Refresher	.017
Oseguera, Rolando	22394	TRCK 7805	DMV Refresher	.017
Salazar, Abel	20052	TRCK 7802	Public Road Truck Driving	.034
Salazar, Abel	22394	TRCK 7805	DMV Refresher	.027
Salazar, Abel	22394	TRCK 7805	DMV Refresher	.034
Salazar, Abel	22598	TRCK 7802	Public Road Truck Driving	.034

**FULL-TIME FACULTY OVERLOAD ASSIGNMENTS
WINTER 2026**

INSTRUCTOR	CRN	COURSE	COURSE NAME	FTE
ACCOUNTING				
Darwin, Brent	30035	ACCT 131	Financial Accounting 1	.212
Darwin, Brent	30036	ACCT 132	Financial Accounting 2	.212
ANTHROPOLOGY				
Stokes, Brian	30006	ANTH 101	Intro to Biological Anthro	.212
Stokes, Brian	30007	ANTH 102	Intro to Cultural Anthro	.212
ART				
Hood, John	30040	ART 101	Art Appreciation	.212
Hood, John	30072	ART 101	Art Appreciation	.212
BUSINESS				
Bryant, Robert	30037	BUS 101	Introduction to Business	.212
Bryant, Robert	30003	BUS 106	Small Business Management	.212
Comstock, Marie	30004	BUS 107	Human Relations in Business	.212
Comstock, Marie	30038	BUS 110	Business Law	.212
COMPUTER STUDIES				
Auten, Diane	30124	COMM 110	Intercultural Communication	.212
COMPUTER SCIENCE				
Wagner, Michael	30005	CS 102	Intro to Computing with HTML	.212
Wagner, Michael	30042	CS 111	Fundamentals of Programming 1	.283
EARLY CHILDHOOD STUDIES				
Roepke, Thesa	30043	ECS 101	Child, Family and Community	.212
Thorpe, Monica	30122	ECS 120	Adult Supervision Mentor ECE	.150
EMERGENCY MEDICAL SERVICES				
Newton, Sean	30002	EMS 300	Intro to Emergency Medical Ser	.067
EMERGENCY MEDICAL SERVICES PAR				
Newton, Sean	30146	EMSP 343	Paramedicine Clinical Practicum	.309
ETHNIC STUDIES				
Beccera-Valencia, Lynn	30062	ES 120	Chicano History	.309
FILM				
Webb, Timothy	30025	FILM 101	Film Art & Communication	.272
HEALTH EDUCATION				
Aye, Tyson	30055	HED 100	Health and Wellness	.212
HISTORY				
Bierly, Gary	30009	HIST 101	World Civilization to 1600	.212
Bierly, Gary	30011	HIST 102	World Civilization since 1600	.212
Hall, Roger	30020	HIST 107	US History to 1877	.212

**FULL-TIME FACULTY OVERLOAD ASSIGNMENTS
WINTER 2026**

INSTRUCTOR	CRN	COURSE	COURSE NAME	FTE
Hall, Roger	30021	HIST 108	US History 1877 to Present	.212
MUSIC				
Dechaine, Nicole	30074	MUS 100	Music Appreciation	.212
Dechaine, Nicole	30039	MUS 100	Music Appreciation	.212
PERSONAL DEVELOPMENT				
Souza, Brooke	30135	PD 101	Success in College	.212
Souza, Brooke	30018	PD 115	Career Planning	.075
PHOTOGRAPHY				
Anderson, Shane	30138	PHTO 101	History of Photography	.212
Anderson, Shane	30061	PHTO 101	History of Photography	.212
POLITICAL SCIENCE				
Patrick Fredric	30125	POLS C1000	American Government & Politics	.212
Patrick Fredric	30126	POLS C1000	American Government & Politics	.212
PSYCHOLOGY				
Serrano, Danya	30053	PSY 119	Abnormal Psychology	.212
PSYCHOLOGY (CCN)				
Place, Codie	30130	PSYC C1000	Introduction to Psychology	.212
Place, Codie	30131	PSYC C1000	Introduction to Psychology	.212
Serrano, Danya	30129	PSYC C1000	Introduction to Psychology	.212
SCIENCE TECH ENGINEERING MATH				
Reed, Christine	30058	STEM 100	STEM Success Strategies	.075

PART-TIME FACULTY ASSIGNMENTS - CREDIT
WINTER 2026

INSTRUCTOR	CRN	COURSE	COURSE NAME	FTE
ART				
Thayer, Jill	30108	ART 101	Art Appreciation	.212
Tye Talkin, Helen	30034	ART 101	Art Appreciation	.212
Tye Talkin, Helen	30028	ART 101	Art Appreciation	.212
BUSINESS INFORMATION SYSTEMS				
Adams, David	30016	CBIS 371	Intro to Excel	.075
BUSINESS OFFICE TECHNOLOGY				
Colvin, Allison	30015	CBOT 100	Keyboarding	.075
DENTAL ASSISTING				
Gomez, Michael	30144	DA 327	Dental Screening	.033
Gomez, Michael	30145	DA 327	Dental Screening	.033
Titus, Maureen	30145	DA 327	Dental Screening	.033
Titus, Maureen	30144	DA 327	Dental Screening	.033
EARLY CHILDHOOD STUDIES				
Ramos, Magdalena	30057	ECS 102	Child Health, Safety & Nutrition	.212
ECONOMICS				
Curry, Barbara	30008	ECON 101	Principles of Macro-Economics	.212
Curry, Barbara	30024	ECON 102	Principles of Micro-Economics	.212
EMERGENCY MEDICAL SERVICES PAR				
Rouleau, Kate	30149	EMSP 343	Paramedicine Clinical Practicum	.221
ETHNIC STUDIES				
Eller, Kaitlyn	30070	ES 120	Chicano History	.212
FILM				
Simonsen, Michele	30041	FILM 101	Film Art & Communication	.272
FOOD SCIENCE AND NUTRITION				
Gariepy, Chantal	30094	FSN 109	Basic Nutrition for Health	.212
GEOGRAPHY				
Chaudhari, Rajni	30017	GEOG 101	Physical Geography	.212
Chaudhari, Rajni	30026	GEOG 102	Human Geography	.212
HEALTH EDUCATION				
Sebastiani, Dominic	30019	HED 100	Health and Wellness	.212
HISTORY				
Buckarma, Chad	30047	HIST 105	Western Civilization Since 1650	.212
Gamboa, Miguel	30032	HIST 107	US History to 1877	.212
Gamboa, Miguel	30067	HIST 120	Chicano History	.212
Gamboa, Miguel	30068	HIST 121	African American History	.212
Moon, Danelle	30116	HIST 120	Chicano History	.212

PART-TIME FACULTY ASSIGNMENTS - CREDIT
WINTER 2026

INSTRUCTOR	CRN	COURSE	COURSE NAME	FTE
Moon, Danelle	30069	HIST 121	African American History	.212
Severn, Josh	30030	HIST 101	World Civilization to 1600	.212
Severn, Josh	30033	HIST 108	US History 1877 to Present	.212
MUSIC				
Becker, David	30029	MUS 106	World Music Appreciation	.212
PHILOSOPHY				
Tennberg, Chris	30049	PHIL 101	Survey of Philosophy	.212
Tennberg, Chris	30050	PHIL 105	Ethics	.212
PHYSICAL EDUCATION				
Schuetz-Jones, Deborah	30148	PE 129	First Air-CPR: Educator/Coach	.067
POLITICAL SCIENCE				
Alvarez, Scott	30127	POLS C1000	American Government & Politics	.212
Alvarez, Scott	30128	POLS C1000	American Government & Politics	.212
PSYCHOLOGY				
Mandziara, Maria	30045	PSY 117	Child Psychology	.212
Mandziara, Maria	30014	PSY 118	Lifespan Development	.212

**FACULTY ASSIGNMENTS
FULL-TIME AND PART-TIME FACULTY – STIPENDS**

INSTRUCTOR District Funded	ASSIGNMENT	DOLLAR AMOUNT
Allebe, Adrienne	Stipend of \$500 for academic year 2025-2026 for art program review (co-write with Patrick Trimbath): yearly planning update/core topic: academic services and support (1/20/26 - 5/20/26).	\$250.00
Bierly, Gary	Stipend for a large class size during T2 fall 2025. At census, cross-listed courses HIST/HUM 105 (20014/20551) had 56 students enrolled. Per faculty agreement 14.6.2, the payment for this large course size is \$600.00 x 3 unit = \$1,800.00 (10/13/25 - 12/6/25).	\$1,800.00
Cazares, Rocio	To provide not for credit training via contract education, Golden West (10/31/25).	\$597.12
Cazares, Rocio	To provide not for credit training via contract education, Golden West (10/24/25).	\$447.84
Diaz, Miguel	Mandatory safety training before teaching PSY 113, CRN 22141 at the North Branch jail (10/7/25).	\$228.60
Dillard, Bryan	To provide not for credit training via contract education, Golden West (10/23/25).	\$643.44
Dimick, Janae	Attend 30-hour distance education training (6/9/25 - 7/31/25).	\$1,800.00
Garcia, Jesus	To provide not for credit training via contract education, Golden West (10/30/25).	\$568.72
Garrett, William	To provide not for credit training via contract education, Golden West (10/28/25 - 10/31/25).	\$2,458.88
Garrett, William	To provide not for credit training via contract education, Golden West (10/21/25 - 10/24/25).	\$2,458.88
Garrett, William	To provide not for credit training via contract education (10/10/25 - 10/14/25).	\$614.72
Huddle, Kevin	To provide not for credit training via contract education, Golden West (10/28/25).	\$696.08
Huddle, Kevin	To provide not for credit training via contract education, Golden West (10/21/25 - 10/23/25).	\$1,392.16
Janiam, Gunyalat	Attend 30-hour distance education training (6/9/25 - 7/31/25).	\$1,800.00
Lopez, Joe	To provide not-for-credit training via contract education, Golden West (10/28/25).	\$813.44
Lopez, Joe	To provide not-for-credit training via contract education, Ventura Probation (10/2/25).	\$813.44

**FACULTY ASSIGNMENTS
FULL-TIME AND PART-TIME FACULTY – STIPENDS**

INSTRUCTOR	ASSIGNMENT	DOLLAR AMOUNT
Lowery, Herod	Assisting and instructing students with DMV exam prep and class A driving exam (10/3/25).	\$303.60
Madrigal, Hector	To provide not for credit training via contract education, Golden West (10/28/25 - 10/29/25).	\$1,452.16
Magana, Jorge	To provide not for credit training via contract education, Golden West (10/28/25 - 10/31/25).	\$2,367.36
Magana, Jorge	To provide not for credit training via contract education (10/20/25 - 10/24/25).	\$1,627.56
Magana, Jorge	To provide not-for-credit training via contract education (10/10/25 - 10/14/25).	\$443.88
Martinez, Merari	Assisting and instructing students with DMV exam prep and class A driving exam (10/13/25).	\$272.03
McDonald, Jeffrey	To provide not for credit training give contract education, Golden West (10/24/25).	\$591.84
Mitchell, Michael	To provide not for credit training via contract education, Golden West (10/30/25 - 10/31/25).	\$1,015.52
Moret, Jeanine	Per article 13.5, stipend for part-time faculty evaluation observation of Richard Bott, FILM 101 (10/27/25 - 11/14/25).	\$200.00
Murray, Earl	Per article 13.5, stipend for part-time faculty evaluation observation of Alex Kulick and Lulzim Traga (10/27/25 - 11/14/25).	\$400.00
Murray, Earl	Per article 13.5, stipend for part-time faculty evaluation observation of Christopher Head, POLS C1000 (10/27/25 - 11/14/25).	\$200.00
Murray, Earl	Per article 13.5, stipend for part-time faculty evaluation observation of Mario Espinoza-Kulick (10/19/25).	\$200.00
Murray, Thomas	Assisting and instructing students with DMV exam prep and class A driving exam (10/3/25 - 10/20/25).	\$1,523.34
Neumann, Timothy	To provide not for credit training give contract education, Golden West (10/27/25 - 10/28/25).	\$1,325.76
Neumann, Timothy	To provide not for credit training give contract education, Golden West (10/21/25 - 10/24/25).	\$2,651.52
Russell, Elizabeth	Coordinator of curations, contracts, and public activities for the Ann Foxworthy art gallery, student art gallery, and Fine Arts Complex exhibit spaces during spring 2026 (1/20/26 - 5/20/26).	\$6,057.60

**FACULTY ASSIGNMENTS
FULL-TIME AND PART-TIME FACULTY – STIPENDS**

INSTRUCTOR	ASSIGNMENT	DOLLAR AMOUNT
Russell, Elizabeth	Per article 13.5, stipend for part-time faculty evaluation observation of Jeanine Moret, FILM 101 (10/27/25 - 11/14/25).	\$200.00
Solorio, Jesus	Stipend of \$500 for preparing the 2025-26 commercial dance program review including a report on education and industry partnerships (1/20/26 - 5/20/26).	\$500.00
Sorenson, Gregory	To provide not for credit training via contract education, Golden West (10/22/25).	\$591.84
Sorenson, Sydney	Stipend of \$500 for academic year 2025-2026 for dance program review: yearly planning update/core topic: curriculum design (10/1/25 - 5/20/26).	\$500.00
Springer, Mitchell	Train new ceramic instructional assistant on the operations and safety procedures of the electric and gas-powered kilns, dust removal machine, and clay pallet off loader (11/1/25 - 11/4/25).	\$379.08
Trimbath, Patrick	Stipend of \$500 for academic year 2025-2026 for art program review (co-write with Adrienne Allebe): yearly planning update/core topic: academic services and support (1/20/26 - 5/20/26).	\$250.00
Valle, Jesus	To provide not for credit training via contract education (10/21/25 - 10/24/25).	\$2,274.88
Valle, Jesus	To provide not for credit training via contract education (10/14/25).	\$284.36
Vasquez, Frank	To provide not for credit training via contract education, Golden West (10/22/25).	\$662.88

Grant Funded

Brunet, Melanie	Provided asynchronous tutoring for writing center paper submission program (9/12/25 - 9/20/25).	\$60.00
Carson, Marcus	Connect classrooms to careers by collaborating and coordinating with industry partners and programs within industrial technology and STEM departments (10/1/25 - 11/30/25).	\$3,516.00
Carson, Marcus	Build and maintain partnerships with industry to create pathways for bootcamp graduates to secure internships (10/1/25 - 11/30/25).	\$2,637.00
Carson, Marcus	Conduct academic, industry, and labor market research through employer engagement strategies in cybersecurity AS degree and internship opportunities (10/1/25 - 11/30/25).	\$3,516.00

**FACULTY ASSIGNMENTS
FULL-TIME AND PART-TIME FACULTY – STIPENDS**

INSTRUCTOR	ASSIGNMENT	DOLLAR AMOUNT
Colvin, Allison	Outreach at Delta High School to ensure continuity of CBOT 100 and CBOT 312 and advertising certificates in CBOT. Training for the Administrator Role in TypeTastic (10/5/25 - 11/7/25).	\$403.10
Colvin, Allison	Completion of ZTC/OER professional development training and submission of ZTC/OER proposal for CBOT 334 (10/1/25 - 10/31/25).	\$322.48
Colvin, Allison	Creation of an OER course textbook, workbook, and materials for the ZTC/OER grant, initial payment for CBOT 334 (9/1/25 - 6/30/26).	\$2,418.60
Derry, Jody	Check out laptops to students taking second eight-week course, meet with students and follow up to ensure all laptops are checked back in, train staff to manage laptops starting in spring and update laptop software as needed with IT (11/3/25 - 11/28/25).	\$480.00
Derry, Jody	Complete CBOT printed binder and materials to assist new full-time faculty and department chair with management and recommendations of program (10/5/25 - 11/7/25).	\$900.00
Derry, Jody	Outreach at Delta High School to ensure continuity of CBOT 100 and CBOT 312 and advertising certificates in CBOT. Training for the administrator role in TypeTastic (10/5/25 - 11/7/25).	\$1,200.00
Diaz, Claudia	Creation of an OER course textbook/workbook/materials for the ZTC/OER grant for SPAN 103 (10/1/25 - 1/1/26).	\$3,600.00
Diaz, Claudia	Creation of an OER course textbook/workbook/materials for the ZTC/OER grant for SPAN 104 (10/1/25 - 1/1/26).	\$3,600.00
Diaz, Claudia	Attendance and participation at ZTC/OER statewide Spanish cohort (9/1/25 - 1/1/26).	\$3,600.00
Diaz, Claudia	Creation of an OER course textbook/workbook/materials for the ZTC/OER grant for SPAN 105 (9/1/25 - 1/1/26).	\$3,600.00
Diaz, Claudia	Faculty coordinator, ZTC program (Spanish): attends meetings as needed, updates ZTC coordinator(s) on program ZTC progress, provides reporting for statewide program, works with program faculty to ensure materials are created on the established deadline (7/1/25 - 6/30/26).	\$2,160.00

**FACULTY ASSIGNMENTS
FULL-TIME AND PART-TIME FACULTY – STIPENDS**

INSTRUCTOR	ASSIGNMENT	DOLLAR AMOUNT
Eachus, Christopher	Creation of an OER course textbook, workbook, materials for the ZTC/OER grant for STAT C1000, initial payment (10/1/25 - 1/1/26).	\$3,600.00
Ford, Kathy	Provided asynchronous tutoring for writing center paper submission program (9/6/25 - 9/28/25).	\$24.50
Frazier, Yvon	Support the goal and outcomes identified in the ECS academic program lab school (7/1/25 - 7/31/25).	\$1,500.00
Gomez de Torres, Ana	Creation of an OER course textbook/workbook/materials for the ZTC/OER grant for SPAN 103 (10/1/25 - 1/1/26).	\$3,600.00
Gomez de Torres, Ana	Creation of an OER course textbook/workbook/materials for the ZTC/OER grant for SPAN 104 (10/1/25 - 1/1/26).	\$3,600.00
Gomez de Torres, Ana	Creation of an OER course textbook/workbook/materials for the ZTC/OER grant for SPAN 105 (10/1/25 - 1/1/26).	\$3,600.00
Gomez de Torres, Ana	Attendance and participation at ZTC/OER statewide Spanish cohort (9/1/25 - 1/1/26).	\$3,600.00
Gomez de Torres, Ana	Faculty coordinator, ZTC program (Spanish): attends meetings as needed, updates ZTC coordinator(s) on program ZTC progress, provides reporting for statewide program, works with program faculty to ensure materials are created on the established deadline (7/1/25 - 6/30/26).	\$2,160.00
Halderman, Anthony	To provide asynchronous tutoring for writing center paper submission program (10/5/25 - 10/26/25).	\$169.17
Halderman, Anthony	Provided asynchronous tutoring for writing center paper submission program (9/7/25 - 9/21/25).	\$140.98
Healy, Elaine	Provided asynchronous tutoring for writing center paper submission program (9/5/25 - 9/26/25).	\$150.00
Jozwiak, Jennifer	To provide writing center workshop for students: "Mindfulness Techniques for College Students". Includes research and presentation (10/8/25).	\$120.00
Kopecky, Susannah	To provide a writing center workshop for students. Includes research and presentation, "Writing a Research Paper" (11/3/25).	\$120.00
Kopecky, Susannah	To provide asynchronous tutoring for writing center paper submission program (9/4/25 - 9/19/25).	\$60.00

FACULTY ASSIGNMENTS
FULL-TIME AND PART-TIME FACULTY – STIPENDS

INSTRUCTOR	ASSIGNMENT	DOLLAR AMOUNT
Kopecky, Susannah	Develop, organize, and facilitate professional development sessions related to ZTC/OER webinar and participate in cohorts. Coordinator ZTC/OER designations. Support faculty as they transition to ZTC/OER. Meet regularly to discuss new grant opportunities and participate in the grant writing process (7/1/25 - 6/30/26).	\$10,200.00
Lopez, Santino	Creation of an OER course textbook, workbook, and materials for ZTC/OER grant, EMS 319 (10/1/25 - 6/30/26).	\$1,401.90
McMahon, Michael	To provide writing center workshop "Common Sentence Errors" for students. Includes research and presentation (10/14/25).	\$121.68
Morales, Myra	Hancock Hello Parent Workshop at Santa Maria campus (8/12/25).	\$180.00
Muscio, Michael	Creation of an OER professional development training and submission of ZTC/OER proposal for CHEM 120 (9/1/25 - 9/30/25).	\$436.64
Nunez, Tina	To provide a writing center workshop for students. Includes research and presentation, "Crafting a Solid Thesis Statement" (10/30/25).	\$120.00
Ramirez, Elisa	Completion of ZTC/OER professional development training and submission of ZTC/OER proposal for CBIS course (9/1/25 - 9/30/25).	\$330.56
Ramos, Magdalena	Participate in the ECS academic program lab school bridging program innovation fund through a series of meetings with instructional faculty, self-assessment activities, and self-reflection to support implementation of outcome in work with adult learners in the ECS lab school setting (7/1/25 - 7/31/25).	\$600.00
Schroeder, Jenny	Creation of an OER course textbook, workbook, materials for the ZTC/OER grant for COMM 100, initial payment (10/1/25 - 1/1/26).	\$3,600.00
Schroeder, Jenny	Planning a CTE summer intensive program called Bulldog Bootcamp that includes curriculum development, faculty coordination, and logistics planning and facilitation (10/1/25 - 12/5/25).	\$2,461.00
Schroeder, Jenny	Completion of ZTC/OER professional development training and submission of ZTC/OER proposal for COMM 100 (9/1/25 - 9/30/25).	\$480.00

**FACULTY ASSIGNMENTS
FULL-TIME AND PART-TIME FACULTY – STIPENDS**

INSTRUCTOR	ASSIGNMENT	DOLLAR AMOUNT
Vasquez, Frank	Develop, organize, and facilitate professional development sessions related to ZTC/OER webinar and participate in cohorts. Coordinator ZTC/OER designations. Support faculty as they transition to ZTC/OER. Meet regularly to discuss new grant opportunities and participate in the grant writing process (7/1/25 - 6/30/26).	\$10,200.00
Weinschenk, Ethan	Creation of OER course textbook, workbook, and materials for the ZTC/OER grant, initial payment LBRY 170 (9/1/25 - 6/30/26).	\$1,209.30
Youngern, Allison	Provide targeted academic support and tutoring to students enrolled in NURS 310 (8/20/25 - 12/3/25).	\$1,524.00

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Approval of CCAP Appendix C Revisions	Item Number: 11.E.
Institutional Goal: Ed Master Plan Goal C. Student Progression through Program of Study	Enclosures: Page 1 of 54

BACKGROUND

The following appendices comprise revised course schedules for each of the following CCAP partner high schools: Lompoc Unified School District, Orcutt Union School District, Santa Maria Joint Union High School District, and Santa Ynez Union High School District. These revisions do not alter the original CCAP contracts in any way. These revisions are part of the regular cycle of state-required reporting for CCAP to maintain an accurate record of essential data, including courses, number of sections, total students, and projected FTES, which are reflected in Appendix C for each school partnership.

FISCAL IMPACT

These revisions cause no fiscal impact to the district. They are for reporting purposes only.

RECOMMENDATION

Staff recommends the board of trustees approve the proposed revisions to the attached appendices.

Administrator Initiating Item: Robert Curry	Final Disposition:

AMENDMENT
TO COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) PARTNERSHIP AGREEMENT
BETWEEN
THE ALLAN HANCOCK COLLEGE JOINT COMMUNITY COLLEGE DISTRICT
AND
LOMPOC UNIFIED SCHOOL DISTRICT

This document amends the College and Career Access Pathway Partnership Agreement (“CCAP Agreement”) between the Allan Hancock Joint Community College District (“COLLEGE”) and Lompoc Unified School District (“SCHOOL DISTRICT”) covering the period from July 1, 2025, to June 30, 2026.

COLLEGE and SCHOOL DISTRICT hereby agree to amend and replace in its entirety Appendix C “CCAP Agreement Courses Approved for 2025-2026” with the revised Appendix C attached hereto as Exhibit 1 “APPENDIX C “CCAP Agreement Courses Approved for 2025-2026 REVISED”.

ALLAN HANCOCK JOINT
COMMUNITY COLLEGE DISTRICT

LOMPOC UNIFIED SCHOOL DISTRICT:

By: _____
Vice-President, Academic Affairs

By: _____
Superintendent

Date: _____

Date: _____

By: _____
Vice-President, Finance & Administration

Date:

Information Board Meeting Date:

Information Board Meeting Date:

November 18, 2025

EXHIBIT 1

APPENDIX C

CCAP Agreement Courses Approved for 2025 - 2026

REVISED

HIGH SCHOOL DISTRICT:

Lompoc Unified School District

HIGH SCHOOL SITE:

Cabrillo High School

PROJECTED NUMBER

OF STUDENTS TO BE SERVED:

184

TOTAL PROJECTED FTES:

27.84

CCAP Pathway	College Degree or Certificate	High School Pathway	CCAP Course Offerings		Number of Sections, Days & Times		Instructor Name & Employer of Record (AHC or HS)		Projected Number of Students	Projected FTES
			FALL	SPRING	FALL	SPRING	FALL	SPRING		
Career Technical Education	Sports Medicine – AS	Patient Care	Sports Medicine (HS)	ATH 104	high school course	2 sections MTRF 8:40-10:25 am 12:53 - 2:36 pm	Michael Tillery (HS)	Michael Tillery (HS)	50	6.86
Career Technical Education	Media Arts: Graphic Design – CA	Graphic Production Technologies	GRPH 112	GRPH 113	1 section MTRF 8:40-10:10	1 section MTRF 8:40-10:25 am	Scott Schaller (HS)	Scott Schaller (HS)	70	14.40
Preparation for Transfer	AA-T Cal-GETC	Preparation for Cal-GETC	Economic (HS)	POLS C1000	high school course	2 sections MTRF 12:53-1:43 pm 2:41-3:31 pm	Linda Signal (HS)	Linda Signal (HS)	64	6.58

EXHIBIT 1

1. **Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- a. Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
- b. Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.
- c. Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
- d. Potential to work toward completion of an associate degree or an associate degree for transfer.

2. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
ATH 104	- Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
GRPH 112 GRPH 113	- Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
POLS 103	- Master's degree in political science, government, or international relations - OR bachelor's degree in any of the above AND master's degree in economics, history, public administration, social science, sociology, and any ethnic studies, Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) - OR the equivalent

EXHIBIT 1

3. **BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. Current pricing and textbook availability is published on the COLLEGE bookstore website each semester.
4. **JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
Cabrillo High School 4350 Constellation Road, Lompoc, CA 93436	P-1/2	Mondays - Fridays	8:40am – 3:30pm
	P-7	Mondays - Fridays	8:40am – 3:30pm
	P-8	Mondays - Fridays	8:40am – 3:30pm
	SS-4	Mondays - Fridays	8:40am – 3:30pm

EXHIBIT 1

APPENDIX C

CCAP Agreement Courses Approved for 2025 – 2026

REVISED

HIGH SCHOOL DISTRICT:

Lompoc Unified School District

HIGH SCHOOL SITE:

Lompoc High School

PROJECTED NUMBER

OF STUDENTS TO BE SERVED:

884

TOTAL PROJECTED FTES:

108.05

CCAP Pathway	College Degree or Certificate	High School Pathway	CCAP Course Offerings		Number of Sections, Days & Times		Instructor Name & Employer of Record (AHC or HS)		Projected Number of Students	Projected FTES
			FALL	SPRING	FALL	SPRING	FALL	SPRING		
Career Technical Education	Agricultural Science - AS	Ornamental Horticulture	AG 152	AG 152	1 section MTRF 9:23-10:13	1 section MTRF 9:23-10:13	Gretchen Flaherty (HS)	Gretchen Flaherty (HS)	64	6.58
Career Technical Education	Auto Tech: Auto Engine Rebuilding - AS	Systems Diagnostics Service and Repair	Auto Service Quest (HS)	AT 100	high school course	1 section MTRF 9:23-10:13 am	Michael Johnson (HS)	Michael Johnson (HS)	28	5.76
Career Technical Education	Auto Tech: Auto Engine Rebuilding - AS	Systems Diagnostics Service and Repair	AT 313	AT 303	1 section MTRF 12:56-2:36 pm	1 section MTWRF 12:56-2:36 pm	Michael Johnson (HS)	Michael Johnson (HS)	56	13.44
Preparation for Transfer	AA-T Cal-GETC	Preparation for Cal-GETC	ART 101	GEOG 102	1 section MTRF 1:49-2:39 pm	1 section MTRF 1:49-2:39 pm	Elizabeth Alvarez (HS)	Markie Wordley (HS)	64 cohorts rotate	6.58
Preparation for Transfer	AA-T Cal-GETC	Preparation for Cal-GETC	GEOG 102	ART 101	1 section MTRF 1:49-2:39 pm	1 section MTRF 1:49-2:39 pm	Markie Wordley (HS)	Elizabeth Alvarez (HS)	64 cohorts rotate	6.58

EXHIBIT 1

Preparation for Transfer	AA-T Cal-GETC	Preparation for Cal-GETC	English 11 S1 Honors (HS)	ENGL C1000	high school course	3 sections MTRF 9:23-10:13 am 10:21-11:11 am 11:14-12:04 pm	Jonathan Taylor (HS)	Jonathan Taylor (HS)	96	13.17
Preparation for Transfer	AA-T Cal-GETC	Preparation for Cal-GETC	English 12 Honors (HS)	ENGL C1001	high school course	2 sections MTRF 10:21-11:11 am 11:14-12:04 pm	Pavel Tretyak (HS)	Pavel Tretyak (HS)	64	6.58
Career Technical Education	AA-T Cal-GETC	Preparation for Cal-GETC	GEOG 101	GEOG 101	1 section MTRF 9:23-10:13 am	1 section MTRF 9:23-10:13 am	Markie Wordley (HS)	Markie Wordley (HS)	64	6.58
Preparation for Transfer	AA-T Cal-GETC	Preparation for Cal-GETC	HIST 104	HIST 105	1 section MTRF 8:30-9:20	1 section MTRF 8:30-9:20	Casey Brooks (HS)	Casey Brooks (HS)	64	6.58
Preparation for Transfer	AA-T Cal-GETC	Preparation for Cal-GETC	HIST 107	HIST 108	3 sections MTRF 11:14-12:04 pm 12:56-1:46 pm 1:49-2:39 pm	3 sections MTRF 11:14-12:04 pm 12:56-1:46 pm 1:49-2:39 pm	Casey Brooks (HS)	Casey Brooks (HS)	192	19.75
Preparation for Transfer	AA-T Cal-GETC	Preparation for Cal-GETC		ASL 120		1 section TR 4:00-5:20 pm	Jennie Morales (AHC)	Jennie Morales (AHC)	32	3.29
Preparation for Transfer	AA-T Cal-GETC	Preparation for Cal-GETC	Equity Lab College Algebra (HS)	STAT C1000	high school course	1 section MTRF 12:56-1:46 pm	Sarah Santiago (HS)	Tessa Ladwig (HS)	32	5.49
Preparation for Transfer	AA-T Cal-GETC	Preparation for Cal-GETC	MATH 131 (HS)	MATH 121	1 section MTRF 8:30-9:20 am	1 section MTRF 8:30-9:20 am	Tessa Ladwig (HS)	Tessa Ladwig (HS)	64	7.68

1. **Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.

EXHIBIT 1

- b. Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.
- c. Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
- d. Potential to work toward completion of an associate degree or an associate degree for transfer.

2. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
AG 152	- Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience. - Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment. - OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science - OR the equivalent
ART 101	- Master's degree in fine arts, art, or art history - OR bachelor's degree in any of the above AND master's degree in humanities - OR the equivalent NOTE: "master's degree in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art, and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing or other nonplastic arts.
ASL 120	- Master's degree in American Sign Language - OR bachelor's degree in American Sign Language AND master's degree in another language or linguistics - OR the equivalent
AT 100 AT 303	- Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience.

EXHIBIT 1

AT 313	NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
ENGL C1000 ENGL C1001	• Master's degree in English, literature, comparative literature, or composition • OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, or education with a specialization in reading, creative writing or journalism • OR the equivalent
GEOG 101 GEOG 102	• Master's degree in geography • OR bachelor's degree in geography AND master's degree in geology, history, meteorology or oceanography • OR the equivalent
HIST 104 HIST 105 HIST 107 HIST 108	• Master's degree in history • OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science or ethnic studies • OR the equivalent
STAT C1000 MATH 121 MATH 131	• Master's degree in mathematics or applied mathematics • OR bachelor's degree in either of the above AND master's degree in statistics, physics or mathematics education • OR the equivalent

3. **BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. Current pricing and textbook availability is published on the COLLEGE bookstore website each semester.
4. **JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

EXHIBIT 1

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
Lompoc High School 515 West College Lompoc, CA 93436	B-3, E-1, H-1, IA-11, IA-3, P-1B, Sci2, M1, E4, FL3, SS-2	Monday-Fridays	8:30 am – 6:00 pm

EXHIBIT 1

APPENDIX C

CCAP Agreement Courses Approved for 2025 – 2026

REVISED

HIGH SCHOOL DISTRICT:

Lompoc Unified School District

HIGH SCHOOL SITE:

Maple High School

PROJECTED NUMBER

OF STUDENTS TO BE SERVED:

40

TOTAL PROJECTED FTES:

5.49

CCAP Pathway	College Degree or Certificate	High School Pathway	CCAP Course Offerings		Number of Sections, Days & Times		Instructor Name & Employer of Record (AHC or HS)		Projected Number of Students	Projected FTES
			FALL	SPRING	FALL	SPRING	FALL	SPRING		
Preparation for Transfer	AA-T Cal-GETC	High School Graduation Requirements	ENGL 100	ENGL 100	1 section 3 rd period 10:15–11:10 am	1 section 3 rd period 10:15–11:10 am	Alexandria Vine (HS)	Alexandria Vine (HS)	40	5.49

1. **Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
- Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.
- Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
- Potential to work toward completion of an associate degree or an associate degree for transfer.

EXHIBIT 1

2. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
ENGL 100	• Master's degree in English, literature, comparative literature, or composition • OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, or education with a specialization in reading, creative writing or journalism • OR the equivalent

3. **BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. Current pricing and textbook availability is published on the COLLEGE bookstore website each semester.

4. **JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
Maple High School 4010 Jupiter Ave Lompoc, Ca 93436	Classroom 2	Mondays – Fridays	10:15 am – 11:10 am

AMENDMENT
TO COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) PARTNERSHIP AGREEMENT
BETWEEN
THE ALLAN HANCOCK COLLEGE JOINT COMMUNITY COLLEGE DISTRICT
AND
ORCUTT UNION SCHOOL DISTRICT

This document amends the College and Career Access Pathway Partnership Agreement (“CCAP Agreement”) between the Allan Hancock Joint Community College District (“COLLEGE”) and Orcutt Union School District (“SCHOOL DISTRICT”) covering the period from July 1, 2025, to June 30, 2026.

COLLEGE and SCHOOL DISTRICT hereby agree to amend and replace in its entirety Appendix C “CCAP Agreement Courses Approved for 2025-2026” with the revised Appendix C attached hereto as Exhibit 1 “APPENDIX C “CCAP Agreement Courses Approved for 2025-2026 REVISED”.

ALLAN HANCOCK JOINT
COMMUNITY COLLEGE DISTRICT

ORCUTT UNION SCHOOL DISTRICT

By: _____
Vice-President, Academic Affairs

By: _____
Superintendent

Date: _____

Date: _____

By: _____
Vice-President, Finance & Administration

Date:

Information Board Meeting Date:

Information Board Meeting Date:

November 18, 2025

EXHIBIT 1

APPENDIX C

CCAP Agreement Courses Approved for 2025 – 2026

REVISED

HIGH SCHOOL DISTRICT:

Orcutt Union School District

HIGH SCHOOL SITE:

Orcutt Academy High School

PROJECTED NUMBER

OF STUDENTS TO BE SERVED:

1,602

TOTAL PROJECTED FTES:

188.58

CCAP Pathway	College Degree or Certificate	High School Pathway	CCAP Course Offerings		Number of Sections, Days & Times		Instructor Name & Employer of Record (AHC or HS)		Projected Number of Students	Projected FTES
			FALL	SPRING	FALL	SPRING	FALL	SPRING		
Career Technical Education	Early Childhood Education – AA-T	Early College	ECS 100	EDUC 130	2 sections MTWF 10:44 -11:44 am MTRF 11:51 -12:46 pm	2 sections MTWF 10:44 -11:44 am MTRF 11:51-12:46 pm	Michael Shaw (HS)	Michael Shaw (HS)	100	13.71
Career Technical Education	AA-T	Robotics		WEE 149		1 section		Marcus Carson (AHC)	20	2.06
Preparation for Transfer	AA-T Cal-GETC	Early College	ENGL C1000	ENGL 145	3 sections MTRF 9:34 – 10:29 am MTWF 10:44 -11:44 am MTWF 1:28 -2:23 pm	3 sections MTRF 9:34 – 10:29 am MTWF 10:44 -11:44 am MTWF 1:28 -2:23 pm	Graham Culbara (HS)	Graham Culbara (HS)	180	21.60
Preparation for Transfer	Liberal Arts – AA-T	Early College	Rooted in Narrative (HS)	ENGL C1001	high school course	3 sections MTWF 8:30-9:20 am MTRF 9:34-10:29 MTRF 11:52-12:46	-	Jordan Willis (HS)	90	9.26

EXHIBIT 1

Preparation for Transfer	Liberal Arts – AA-T	Early College	HIST 101	HIST 102	3 sections 2nd, 3rd, 4 th periods 9:24 am – 10:32 am 10:44 am – 11:45 am 11:51 pm – 12:49 pm	Joel Mason (HS)	Joel Mason (HS)	180	18.52
Preparation for Transfer	Liberal Arts – AA-T	Early College	HIST 107	HIST 108	3 sections MTWF 8:30-9:20 am 10:44-11:44 am 1:28-2:23 am	Gregory Verch (HS)	Gregory Verch (HS)	180	18.52
Preparation for Transfer	Liberal Arts – AA-T	Early College	Statistics (HS)	STAT C1000	high school course	Heather Penk (HS)	Heather Penk (HS)	50	8.57
Preparation for Transfer	Liberal Arts – AA-T	Early College	MATH 131	MATH 121	2 sections MTRF 9:34-10:29 am 11:51-12:46 pm	Joshua Mason (HS)	Joshua Mason (HS)	120	14.40
Preparation for Transfer	Liberal Arts – AA-T	Early College	Spanish 3 (HS)	SPAN 102	high school course	Heidi Miller (HS)	Heidi Miller (HS)	30	5.14
Preparation for Transfer	Liberal Arts – AA-T	Early College	Spanish 2 (HS)	SPAN 101	high school course	Heidi Miller (HS)	Heidi Miller (HS)	120	20.57
Preparation for Transfer	AS-T Cal-GETC	Early College	high school course	MATH 181	1 section MTWF 10:44-11:44 am	John Dell'Armo (HS)	John Dell'Armo (HS)	22	3.77
Preparation for Transfer	Liberal Arts – AA-T	Early College Cadre 29	ART 101	AJ 101	1 section Online asynchronous 7:30-8:20 am	Jill Thayer (AHC)	Henry Strong (AHC)	60	6.18
Preparation for Transfer	Liberal Arts – AA-T	Early College Cadre 28	MUS 100	DRMA 103	1 section MWF 7:30-8:20 am	Jerry Coelho (AHC)	TBD (AHC)	60	6.18
Preparation for Transfer	Liberal Arts – AA-T	Early College Cadre 28	-	MUS 104	High school course	-	Jerry Coelho (AHC)	30	3.09
Preparation for Transfer	Liberal Arts – AA-T	Early College Cadre 27		GEOG 101	1 section TWR 7:30-8:20 am		Stephen Ryan (AHC)	30	3.09

EXHIBIT 1

Preparation for Transfer	Liberal Arts – AA-T	Early College Cadre 26	ES 120	-	1 section TWR 7:30-8:20 am	-	Mario Alberto Espinoza-Kulick (AHC)	-	30	3.09
College & Career Readiness	AA GE	Freshman Success	PROD 301	EMS 102	1 section MTWF 8:30 – 9:25 am	1 section MTWF 8:30 – 9:25 am	Carrie O’Keefe (HS)	Roy Dugger (AHC)	60	6.17
College & Career Readiness	AA GE	Freshman Success	EMS 102	PROD 301	1 section MTWF 8:30 – 9:25 am	1 section MTWF 8:30 – 9:25 am	Roy Dugger (AHC)	Carrie O’Keefe (HS)	60	6.17
College & Career Readiness	AA GE	Freshman Success		PROD 301		2 sections MTRF 9:34-10:29 am MTWF 10:44-11:44 am		Carrie O’Keefe (HS)	60	6.17
College & Career Readiness	AA GE	Freshman Success	PROD 301	PD 101	2 sections MTRF 9:34-10:29 am MTWF 10:44-11:44 am	2 sections TBD	Carrie O’Keefe (HS)	TBD (AHC)	120	12.34

- Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students’ educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
 - Potential for course completion to accelerate students’ time to completion of postsecondary degree or certificate.
 - Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
 - Potential to work toward completion of an associate degree or an associate degree for transfer.
- MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
AJ 101	- Any bachelor’s degree or higher and two years of professional experience - OR any associate degree and six years of professional experience.

EXHIBIT 1

	NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
ART 101	• Master's degree in fine arts, art, or art history • OR bachelor's degree in any of the above AND master's degree in humanities • OR the equivalent NOTE: "master's degree in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art, and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing or other nonplastic arts.
ECS 100	• Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education or educational psychology with a specialization in child development/early childhood education • OR bachelor's degree in any of the above AND master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies or family and consumer studies • OR the equivalent
ES 120	• Master's degree in African American Studies, Black Studies, Africana Studies, Latino Studies, La Raza Studies, Chicana/o Studies, Asian American Studies, Native American Studies, or American Indian Studies • OR master's degree in ethnic studies • OR the equivalent
EDUC 130	• Master's degree in education • OR the equivalent
EMS 102	• Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

EXHIBIT 1

ENGL C1000 ENGL C1001 ENGL 145	• Master's degree in English, literature, comparative literature, or composition • OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, education with a specialization in reading, creative writing or journalism • OR the equivalent
GEOG 101	• Master's degree in geography • OR bachelor's degree in geography AND master's degree in geology, history, meteorology or oceanography • OR the equivalent
HIST 101 HIST 102 HIST 107 HIST 108	• Master's degree in history • OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science or ethnic studies • OR the equivalent
MATH 121 MATH 123 MATH 131 MATH 181	• Master's degree in mathematics or applied mathematics • OR bachelor's degree in either of the above AND master's degree in statistics, physics or mathematics education • OR the equivalent
MUS 100 MUS 104	• Master's degree in music • OR bachelor's degree in music AND master's degree in humanities • OR the equivalent
PD 101	• Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family and child counseling • NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline • OR master's degree in education • OR the equivalent
PROD 301	• Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family, and child counseling • OR the equivalent NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline

EXHIBIT 1

	• OR master's degree in education • OR any bachelor's degree or higher and two years of professional experience in Office Technologies • OR any associate degree and six years of professional experience in Office Technologies. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
SPAN 101 SPAN 102	• Master's degree in Spanish • OR bachelor's degree in Spanish AND master's degree in another language or linguistics • OR the equivalent
WEE 149	• The minimum qualifications in any discipline in which work experience may be provided

3. **BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. Current pricing and textbook availability are published on the COLLEGE bookstore website each semester.
4. **JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOMS	DAYS	HOURS
Orcutt Academy High School (OAHS) 610 Pinal Avenue Orcutt, CA 93455	K-2	Monday – Friday	7:30 am – 5:00 pm
Orcutt Academy High School 610 Pinal Avenue Orcutt, CA 93455	1 through 33	Monday – Friday	7:30 am – 5:00 pm

AMENDMENT
TO COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) PARTNERSHIP AGREEMENT
BETWEEN
THE ALLAN HANCOCK COLLEGE JOINT COMMUNITY COLLEGE DISTRICT
AND
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

This document amends the College and Career Access Pathway Partnership Agreement (“CCAP Agreement”) between the Allan Hancock Joint Community College District (“COLLEGE”) and Santa Maria Joint Union High School District (“SCHOOL DISTRICT”) covering the period from July 1, 2025, to June 30, 2026.

COLLEGE and SCHOOL DISTRICT hereby agree to amend and replace in its entirety Appendix C “CCAP Agreement Courses Approved for 2025-2026” with the revised Appendix C attached hereto as Exhibit 1 “APPENDIX C “CCAP Agreement Courses Approved for 2025-2026 REVISED”.

ALLAN HANCOCK JOINT
COMMUNITY COLLEGE DISTRICT

SANTA MARIA JOINT UNION HIGH
SCHOOL DISTRICT:

By: _____
Vice-President, Academic Affairs

By: _____
Superintendent

Date: _____

Date: _____

By: _____
Vice-President, Finance & Administration

Date:

Information Board Meeting Date:

Information Board Meeting Date:

November 18, 2025

EXHIBIT 1

APPENDIX C

CCAP Agreement Courses Approved for 2025 – 2026

REVISED

HIGH SCHOOL DISTRICT:

Santa Maria Joint Union High School District

HIGH SCHOOL SITE:

Ernest Righetti High School

PROJECTED NUMBER

OF STUDENTS TO BE SERVED:

1,899

TOTAL PROJECTED FTES:

227.42

CCAP Pathway	College Degree or Certificate	High School Pathway	CCAP Course Offerings		Number of Sections, Days & Times		Instructor Name & Employer of Record (AHC or HS)		Projected Number of Students	Projected FTES
			FALL	SPRING	FALL	SPRING	FALL	SPRING		
Career Technical Education	Agricultural Science - AS	Agricultural Business	AG 150	AG 157	1 section TWRF 1:05-1:55 pm	1 section TWRF 1:05-1:55 pm	Amy Guerra (HS)	Amy Guerra (HS)	72	7.40
Career Technical Education	Agricultural Science - AS	Agricultural Business	AG 158	American Government Agriculture	1 section TWRF 9:30-10:20 am	high school course	Guillermo Guerra (HS)	Guillermo Guerra (HS)	36	3.70
Career Technical Education	Agricultural Science - AS	Agricultural Business	Animal Science	AG 152	high school course	1 section TWRF 11:35-12:25 pm	Miguel Guerra (HS)	Miguel Guerra (HS)	36	3.70
Career Technical Education	Welding Technology - CA	Agricultural Mechanics	high school course	WLDT 106	high school course	1 section TWRF 11:35 am-12:25 pm	Miguel Guerra (HS)	Miguel Guerra (HS)	36	7.41
Career Technical Education	Sports Medicine - AS	Patient Care	high school course	ATH 104	high school course	2 sections TWRF 9:30-10:20am,	David Terrones (HS)	David Terrones (HS)	72	9.87

EXHIBIT 1

Career Technical Education	Administration of Justice - AS	Early College Pathway	AJ 101	AJ 103	1 section T 4:10-7:15 pm	10:35-11:25am 1 section T 4:10-7:15 pm	Henry Strong (AHC)	Mike Martinez (AHC)	72	7.40
Career Technical Education	Early Childhood Education – AA-T	Early College Pathway	ECS 100	ECS 101	2 sections M 3:10-5:30 pm T 5:00-7:00 pm	1 section 3:45-7:00 pm	Yvon Frazier (AHC)	Sarina Regalado (AHC)	75	7.71
Career Technical Education	Early Childhood Education – AA-T	Careers with Children		ECS 149		1 section TBD		Yvon Frazier (AHC)	20	2.06
Career Technical Education	Elementary Teacher Education – AA-T	Careers with Children		EDUC 149		1 section TBD		Yvon Frazier (AHC)	20	2.06
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	English 3 Honors	ENGL C1000	high school course	5 sections TWRP 8:30-9:20 am 9:30-10:20am 10:35-11:25am 11:05-1:55pm 2:05-2:55 pm	Roxanne Leasure (HS) Daniel Bulone (HS)	Roxanne Leasure (HS) Daniel Bulone (HS)	180	24.69
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	English 4 Honors	ENGL C1001	high school course	4 sections TWRP 9:30-10:20am 10:35-11:25am 11:35-12:25pm 1:05-1:55pm	Roxanne Leasure (HS)	Roxanne Leasure (HS)	144	14.81
Preparation for Transfer	AS-T Cal-GETC	Environmental Resources	HS Biology	BIOL 100	high school course	2 sections TWRP 10:35-11:25 am 11:35-12:25 pm	Rebecca Wingerden (HS)	Rebecca Wingerden (HS)	72	14.81
Preparation for	AS-T Cal-GETC	Environmental Resources	HS Geology	GEOL 100	high school course	2 sections TWRP	Laura Branch (HS)	Laura Branch (HS)	72	14.81

EXHIBIT 1

Transfer								8:30-9:20 am 9:30-10:20 am					
Preparation for Transfer	Film and Video Production - CA	Production and Managerial Arts	HS Film	FILM 110	high school course	1 section TWRF 8:30-9:20 am	Jacob Gustafson (HS)	Jacob Gustafson (HS)			36		7.41
Preparation for Transfer	Ballet Folklórico - CA	Performing Arts	DANC 142	DANC 145	1 section TWRF 3:05-3:55 pm	1 section TWRF 3:05-3:55 pm	Ricardo Gabaldon (HS)	Ricardo Gabaldon (HS)			72		7.40
Preparation for Transfer	Ballet Folklórico - CA	Performing Arts	WEE 149 WEE 302	WEE 149	2 sections TBD	1 section TBD	Monique Segura (AHC)	Monique Segura (AHC)			60		6.17
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	HIST 101	HIST 102	3 sections TWRF 9:30-10:20 am 10:35-11:25 am 11:35-12:25 pm	3 sections TWRF 9:30-10:20 am 10:35-11:25 am 11:35-12:25 pm	Andrew Domingues (HS)	Andrew Domingues (HS)			216		22.22
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway		COMM C1000		1 section R 4:30-7:35 pm	Belinda Rivera (AHC)	Belinda Rivera (AHC)			30		3.09
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	COMM C1000	PSYC C1000	1 section R COMM C1000	1 section R 5:00-6:50 pm	Belinda Rivera (AHC)	Belinda Rivera (AHC)			60		6.17
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway		FILM 101		1 section T 5:00-7:00 pm	Jeanine Moret (AHC)	Jeanine Moret (AHC)			36		4.94
Preparation for Transfer	AA-T Cal-GETC	Early College Pathway	ASL 120	ASL 121	1 section W 4:30-7:35 pm	1 section W 4:30-7:35 pm	Jennie Morales (AHC)	Jennie Morales (AHC)			50		5.14
College & Career Readiness	AA GE	Freshmen Readiness	PROD 301 (paired with high school course "Intro to Ethnic & Gender Studies")	PROD 301 (paired with high school course "Intro to Ethnic & Gender Studies")	6 sections TWRF 8:30-9:20 am 9:30-10:20 am 10:35-11:25 am 11:35-12:25 pm	6 sections TWRF 8:30-9:20 am 9:30-10:20 am 10:35-11:25 am 11:35-12:25 pm	Edward Herrmann (HS) Elias Garcia (HS)	Edward Herrmann (HS) Elias Garcia (HS)			432 cohorts rotate		44.43

EXHIBIT 1

				2:05-2:55 pm 3:05-3:55 pm	2:05-2:55 pm 3:05-3:55 pm				

1. **Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- a. Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
- b. Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.
- c. Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
- d. Potential to work toward completion of an associate degree or an associate degree for transfer.

2. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
AG 150	• Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment. • OR master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science • OR master's degree in business, business management, business administration, accountancy, finance, marketing or business education • OR bachelor's degree in any of the above AND master's degree in economics, personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.)

EXHIBIT 1

	• OR bachelor's degree in economics with a business emphasis AND master's in personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) • OR master's degree in business administration, business management, business education, marketing, advertising or finance • OR bachelor's degree in any of the above AND master's degree in economics, accountancy, taxation or law • OR the equivalent
AG 152	• Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience. Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment. • OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science • OR the equivalent
AG 157	• Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment • OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science • OR master's degree in business, business management, business administration, accountancy, finance, marketing or business education • OR bachelor's degree in any of the above AND master's degree in economics, personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR bachelor's degree in economics with a business emphasis AND master's in personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) • OR the equivalent

EXHIBIT 1

AG 158	• Master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science • OR the equivalent
AJ 101 AJ 103	• Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
ASL 120 ASL 121	• Master's degree in American Sign Language • OR bachelor's degree in American Sign Language AND master's degree in another language or linguistics • OR the equivalent
ATH 104	• Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
BIOL 100	• Master's degree in any biological science • OR bachelor's degree in any biological science AND master's degree in biochemistry, biophysics, or marine science • OR the equivalent
COMM C1000	• Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication or organizational communication • OR bachelor's degree in any of the above AND master's degree in drama/theater arts, mass communication or English • OR the equivalent
DANC 142	• Master's degree in dance, physical education with a dance emphasis, or theater with dance emphasis • OR bachelor's degree in any of the above AND master's degree in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts or music • OR the equivalent

EXHIBIT 1

DANC 145	• Master's degree in dance, physical education with a dance emphasis, or theater with dance emphasis, with professional experience in Folklorico • OR bachelor's degree in any of the above AND master's degree in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts or music AND professional experience in Folklorico • OR the equivalent
ECS 100 ECS 101 ECS 149	• Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education or educational psychology with a specialization in child development/early childhood education • OR bachelor's degree in any of the above AND master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies or family and consumer studies • OR the equivalent
EDUC 130	• Master's degree in education • OR the equivalent
EDUC 132 EDUC 149	• Master's degree in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education or educational psychology with a specialization in child development/early childhood education • OR bachelor's degree in any of the above AND master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies or family and consumer studies • OR master's degree in education • OR the equivalent
ENGL C1000 ENGL C1001	• Master's degree in English, literature, comparative literature, or composition • OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, or education with a specialization in reading, creative writing or journalism • OR the equivalent
FILM 101 FILM 110	• Master's degree in film/cinema and media studies, film, television, and media studies, drama/theater, and mass communication • OR bachelor's degree in any of the above AND master's degree in visual studies, media studies, English, or communication

EXHIBIT 1

	• OR the equivalent
GEOL 100	• Master's degree in geology, geophysics, earth sciences, meteorology, oceanography or paleontology • OR bachelor's degree in geology AND master's degree in geography, physics, or geochemistry • OR the equivalent • OR master's degree in the interdisciplinary area • OR master's degree in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline NOTE: The Interdisciplinary Studies discipline is provided to allow for those cases where it is locally determined that a course must be taught by someone with qualifications that exceed a single discipline. The constituent disciplines can include any disciplines found in the Master's List.
HIST 101 HIST 102	• Master's degree in history • OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science or ethnic studies • OR the equivalent
PROD 301	• Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family, and child counseling • OR the equivalent NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline • OR master's degree in education • OR any bachelor's degree or higher and two years of professional experience in Office Technologies • OR any associate degree and six years of professional experience in Office Technologies. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
PSYC C1000	• Master's degree in psychology • OR bachelor's degree in psychology AND master's degree in counseling, sociology, statistics, neuroscience or social work • OR the equivalent
WEE 149	• The minimum qualifications in any discipline in which work experience may be provided

EXHIBIT 1

WEE 302	
WLDT 106	- Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

- BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. Current pricing and textbook availability is published on the COLLEGE bookstore website each semester.
- JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
Ernest Righetti High School 941 E. Foster Rd. Santa Maria, CA 93455	104, 121, 134, 212, 222, 301, 302, 401, 405, 405, 410, 429, 431, 502, 506, 510, 613, 805, 813, 815, 822, 832	Monday through Friday	8:30 am – 8:00 pm
Guadalupe Senior Center 4545 10 th Street., Guadalupe, Ca 93434	Multipurpose room & Classroom	Monday through Friday	4:00 pm – 8:00 pm

EXHIBIT 1

APPENDIX C

CCAP Agreement Courses Approved for 2025 - 2026

HIGH SCHOOL DISTRICT:

Santa Maria Joint Union High School District

HIGH SCHOOL SITE:

Pioneer Valley High School

PROJECTED NUMBER

OF STUDENTS TO BE SERVED:

2,390

TOTAL PROJECTED FTES:

276.69

CCAP Pathway	College Degree or Certificate	High School Pathway	CCAP Course Offerings		Number of Sections, Days & Times		Instructor Name & Employer of Record (AHC or HS)		Projected Number of Students	Projected FTES
			FALL	SPRING	FALL	SPRING	FALL	SPRING		
Career Technical Education	Agricultural Science - AS	Ag Business	AG4004 (HS)	AG 158	high school course	2 sections TWRF 11:35-12:25 pm 1:05-1:55 pm	Marcie Guerra (HS)	Marcie Guerra (HS)	72	7.41
Career Technical Education	Agricultural Science - AS	Ag Business	AG66740 (HS)	AG 150	high school course	1 section TWRF 10:35-11:25 am	Marcie Guerra (HS)	Marcie Guerra (HS)	36	3.70
Career Technical Education	Agricultural Science - AS	Animal Science	AG6278 (HS)	AG 152	high school course	1 section TWRF 1:05-1:55 pm	Gabriel Ponce (HS)	Gabriel Ponce (HS)	36	3.70
Career Technical Education	Agricultural Science - AS	Ag Business	AG6292	AG 157	high school course	1 section TWRF 8:30-9:20 am	Gabriel Ponce (HS)	Gabriel Ponce (HS)	36	3.70
Career Technical Education	Agricultural Science - AS	AG Mechanics	AG6680 (HS)	AG 155	high school course	1 section TWRF 1:05-1:55 pm	Hector Guerra (HS)	Hector Guerra (HS)	36	3.70
Career Technical Education	Agricultural Science - AS	High School Elective Courses	AG 154	AG 156	1 section TWRF 11:35-12:25 pm	1 section TWRF 12:25 pm	Hector Guerra (HS)	Hector Guerra (HS)	72	7.40

EXHIBIT 1

Career Technical Education	Sports Medicine - AS	Patient Care	SC3000 (HS)	ATH 104	high school course	1 section TWRF 1:05-1:55 pm	Hallie Smith (HS)	Hallie Smith (HS)	36	4.94
Career Technical Education	Fashion Studies - AS	Fashion Design & Manufacturing	HE6254 (HS)	FASH 110	high school course	3 sections TWRF 11:35-12:25 pm 1:05-1:55 pm 2:05-2:55 pm	Melissa Diaz (HS)	Melissa Diaz (HS)	108	22.22
Career Technical Education	Administration of Justice - AS	High School Elective	AJ 103		1 section M 3:05-6:05 pm		Kurt Kruse (AHC)		20	2.06
College and Career Readiness		High School Elective	WEE 302	WEE 302	1 section TBD	1 section TBD	Monique Segura (AHC)	Monique Segura (AHC)	30	3.09
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	EN3223 (HS)	ENGL C1000	high school course	3 sections TWRF 10:35-11:25 am 11:35-12:25 pm 2:05-2:55 pm	Benjamin Rothstein (HS)	Benjamin Rothstein (HS)	108	14.81
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	EN4013 (HS)	ENGL C1001	high school course	3 sections TWRF 8:30-9:20 am 9:30-10:20 am 3:05-3:55 pm	Miles Brown (HS) Shannon O'Neal (HS)	Miles Brown (HS) Shannon O'Neal (HS)	108	11.11
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	POLS C1000	POLS C1000	1 section TWRF 10:35-11:25 am	1 section TWRF 10:35-11:25 am	Glenn Fairchild (HS)	Glenn Fairchild (HS)	72	7.41
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	MATH 131	MATH 121	2 sections TWRF 9:30-10:20 am 10:20-10:35-11:25 am	2 sections TWRF 9:30-10:20 am 10:35-12:25 am	Brooke Baarstad (HS)	Brooke Baarstad (HS)	144	17.28
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	MA6082 (HS)	STAT C1000	high school course	1 section TWRF 8:30-9:20 am	Brooke Baarstad (HS)	Brooke Baarstad (HS)	36	6.17

EXHIBIT 1

Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	HIST 101	HIST 102	4 sections TWRP 8:30-9:20 am 9:30-10:20 am 11:35-12:25 pm 1:05-1:55 pm	4 sections TWRP 8:30-9:20 am 9:30-10:20 am 11:35-12:25 pm 1:05-1:55 pm	Glenn Fairchild (HS)	Glenn Fairchild (HS)	288	29.62
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	HIST 107	HIST 108	3 sections TWRP 9:30-10:20 am 10:20 am 10:35-11:25 am 11:25 am 3:05-3:55 pm	3 sections TWRP 9:30-10:20 am 10:35-11:25 am 11:25 am 3:05-3:55 pm	Brett Dodson (HS)	Brett Dodson (HS)	216	22.22
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	high school course	FRCH 101	high school course	3 sections TWRP 10:35-11:25 am 11:35-12:25 pm 1:05-1:55 pm	Alicia Ekberg (HS)	Alicia Ekberg (HS)	108	18.51
Preparation for Transfer	AA-T Cal-GETC	HS Graduation Requirement	high school course	FRCH 102	high school course	1 section 9:30-10:20 am	Alicia Ekberg (HS)	Alicia Ekberg (HS)	36	6.17
College & Career Readiness	AA GE	College/Career Readiness	PROD 301	PROD 301	10 sections TWRP 8:30-9:20 am 10:35-11:25 am 11:35-12:25 pm 1:05-1:55 pm 2:05-2:55 pm 3:05-3:55 pm	12 sections TWRP 8:30-9:20 am 10:35-11:25 am 11:35-12:25 pm 1:05-1:55 pm 2:05-2:55 pm 3:05-3:55 pm	Cristian Cardenas (HS) Megan Martinez (HS) Laurie Geronimo (HS) Cody Smith (HS)	Cristian Cardenas (HS) Megan Martinez (HS) Laurie Geronimo (HS) Rachel McClean (HS) Cody Smith (HS)	792	81.46

EXHIBIT 1

1. **Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- a. Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
- b. Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.
- c. Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
- d. Potential to work toward completion of an associate degree or an associate degree for transfer.

2. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
AG 150	• Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment. • OR master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science • OR master's degree in business, business management, business administration, accountancy, finance, marketing or business education • OR bachelor's degree in any of the above AND master's degree in economics, personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) • OR bachelor's degree in economics with a business emphasis AND master's in personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.)

EXHIBIT 1

	• OR master's degree in business administration, business management, business education, marketing, advertising or finance • OR bachelor's degree in any of the above AND master's degree in economics, accountancy, taxation or law • OR the equivalent
AG 152 AG 154 AG 155 AG 156	• Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience. Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment. • OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science • OR the equivalent
AG 157	• Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment • OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science • OR master's degree in business, business management, business administration, accountancy, finance, marketing or business education • OR bachelor's degree in any of the above AND master's degree in economics, personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR bachelor's degree in economics with a business emphasis AND master's in personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) • OR the equivalent
AG 158	• Master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental

EXHIBIT 1

	(ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science
AJ 101 AJ 103	- OR the equivalent - Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
ATH 104	- Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
ENGL C1000 ENGL C1001	- Master's degree in English, literature, comparative literature, or composition - OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, or education with a specialization in reading, creative writing or journalism - OR the equivalent
FASH 110	- Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
HIST 101 HIST 102 HIST 107 HIST 108	- Master's degree in history - OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science or ethnic studies - OR the equivalent
MATH 121 MATH 131 STAT C1000	- Master's degree in mathematics or applied mathematics - OR bachelor's degree in either of the above AND master's degree in statistics, physics or mathematics education - OR the equivalent
POLS C1000	- Master's degree in political science, government, or international relations - OR bachelor's degree in any of the above AND master's degree in economics, history, public administration, social science, sociology, and any ethnic studies, Juris Doctor Degree

EXHIBIT 1

	(J.D.) or Legum Baccalaureus (LL.B.)
PROD 301	• OR the equivalent • Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family, and child counseling • OR the equivalent NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline • OR master's degree in education • OR any bachelor's degree or higher and two years of professional experience in Office Technologies • OR any associate degree and six years of professional experience in Office Technologies. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

3. **BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. Current pricing and textbook availability is published on the COLLEGE bookstore website each semester.
4. **JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
Pioneer Valley High School 675 Panther Drive Santa Maria, CA 93454	207, 208, 209, 212, 218, 311, 314, 366, 435, 511, 517, 551, 554, 605, 610, 614, 620, 634, 635	Monday through Friday	8:30 am – 4:00 pm
Pioneer Valley High School 675 Panther Drive Santa Maria, CA 93454	553, 554	Monday	4:00 pm – 6:00 pm

EXHIBIT 1

APPENDIX C

CCAP Agreement Courses Approved for 2025 - 2026

HIGH SCHOOL DISTRICT:

Santa Maria Joint Union High School District

HIGH SCHOOL SITE:

Santa Maria High School

PROJECTED NUMBER

OF STUDENTS TO BE SERVED:

1,800

TOTAL PROJECTED FTES:

207.36

CCAP Pathway	College Degree or Certificate	High School Pathway	CCAP Course Offerings		Number of Sections, Days & Times		Instructor Name & Employer of Record (AHC or HS)		Projected Number of Students	Projected FTES
			FALL	SPRING	FALL	SPRING	FALL	SPRING		
Career Technical Education	Agricultural Science - AS	Ornamental Horticulture	Ornamental Horticulture AG7050 (high school course)	AG 156	High school course	1 section TWRF 10:35-11:25 am	Mark DeBernardi (HS)	Marc DeBernardi (HS)	36	3.70
Career Technical Education	Agricultural Science - AS	Animal Science	Animal Science AG6278 (high school course)	AG 152	High school course	1 section TWRF 3:05-3:55 pm	Clemente Ayon (HS)	Clemente Ayon (HS)	36	3.70
Career Technical Education	Agricultural Science - AS	AG Leadership	AG 150	AG 157	1 section TWRF 1:05-1:55pm	1 section TWRF 1:05-1:55 pm	Marc DeBernardi (HS)	Marc DeBernardi (HS)	72	7.40
Career Technical Education	Agricultural Science - AS	AG Mechanics		AG 155	High school course	2 sections TWRF 8:30-9:20 am 11:35-12:25 pm		Luis Guerra (HS)	72	7.41

EXHIBIT 1

Career Technical Education	Agricultural Science – AS		American Government AG4004 (high school course)	AG 158	High school course	1 sections TWRF 2:05-2:55 pm	Melissa Flory (HS)	Melissa Flory (HS)	36	3.70
Career Technical Education	Welding Technology - CA	AG Mechanics	AG Weld Tech 1 AG6234 (high school course)	WLDT 106	High school course	4 sections TWRF 9:30-10:20 am 10:35-11:25 am 11:35-12:25 pm 3:05-3:55 pm	Melissa Flory (HS)		144	29.62
Preparation for Transfer	AA-T Cal-GETC	High School Graduation Requirement	French 1 (high school course)	FRCH 101	High school course	2 sections TWRF 9:30-10:20 am 10:35-11:25 am	Meena Akhavan (HS)		72	12.34
Preparation for Transfer	AA-T Cal-GETC	High School Graduation Requirement	French 2 (high school course)	FRCH 102	High school course	1 section TWRF 11:35-12:25 pm	Meena Akhavan (HS)		36	6.17
Preparation for Transfer	AA-T Cal-GETC	High School Graduation Requirement	POLS C1000	AP Macro Econ SS4039 (high school course)	2 sections TWRF 11:35-12:25 pm 2:05-2:55 pm	High school course	Richard Guiremand (HS)		72	7.41
Preparation for Transfer	AA-T Cal-GETC		AP Physics SC6625 (high school course)	PHYS 100		2 sections TWRF 1:05-1:55 pm 2:05-2:55 pm	Ben Wieman (HS)		72	7.41
Preparation for Transfer	AA-T Cal-GETC	High School Graduation Requirement	HIST 107	HIST 108	4 sections TWRF 8:30-9:20 am 9:30-10:20 am 10:35-11:25 am	4 sections TWRF 8:30-9:20 am 9:30-10:20 am 10:35-11:25 am	Amy Hennings (HS)		288	29.62

EXHIBIT 1

Preparation for Transfer	AA-T Cal-GETC	HS Elective Credit			2:05-2:55 pm	2:05-2:55 pm		Belinda Rivera (AHC)	36		3.70
Preparation for Transfer	AA-T Cal-GETC	HS Elective Credit						TBD (AHC)	36		3.70
Career Technical Education	Administration of Justice – AS		AJ 101	AJ 103	1 section W 4:10-7:10 pm	1 section W 4:10-7:10 pm	Michael Martinez (AHC)	Kurt Kruse (AHC)	72		7.40
College & Career Readiness	AA GE	Freshmen Readiness	PROD 301	PROD 301	10 sections TWR 8:30-9:20 am 9:30- 10:20 am 10:35- 11:25 am 11:35- 12:25 pm 1:05-1:55 pm 2:05-2:55 pm 3:05-3:55 pm	10 sections TWR 8:30-9:20 am 9:30- 10:20 am 10:35- 11:25 am 11:35- 12:25 pm 1:05-1:55 pm 2:05-2:55 pm 3:05-3:55 pm	David Yamate (HS) Rick Hebert (HS)	David Yamate (HS) Rick Herbert (HS)	720 cohorts rotate		74.06

1. **Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
- Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.

EXHIBIT 1

- c. Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
- d. Potential to work toward completion of an associate degree or an associate degree for transfer.

2. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
AG 150	- Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment. - OR master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science - OR master's degree in business, business management, business administration, accountancy, finance, marketing or business education - OR bachelor's degree in any of the above AND master's degree in economics, personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) - OR bachelor's degree in economics with a business emphasis AND master's in personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) - OR master's degree in business administration, business management, business education, marketing, advertising or finance - OR bachelor's degree in any of the above AND master's degree in economics, accountancy, taxation or law - OR the equivalent
AG 152	- Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience. Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
AG 154	

EXHIBIT 1

AG 155 AG 156	• OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science • OR the equivalent
AG 157	• Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment • OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science • OR master's degree in business, business management, business administration, accountancy, finance, marketing or business education • OR bachelor's degree in any of the above AND master's degree in economics, personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR bachelor's degree in economics with a business emphasis AND master's in personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) • OR the equivalent
AG 158	• Master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science • OR the equivalent
AJ 101 AJ 103	• Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

EXHIBIT 1

COMM C1000	• Master's degree in speech, speech broadcasting, telecommunications, rhetoric, communication, communication studies, speech communication or organizational communication • OR bachelor's degree in any of the above AND master's degree in drama/theater arts, mass communication or English • OR the equivalent
FRCH 101 FRCH 102	• Master's degree in French • OR bachelor's degree in French AND master's degree in another language or linguistics • OR the equivalent
HIST 107 HIST 108	• Master's degree in history • OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science or ethnic studies • OR the equivalent
PHYS 100	• Master's degree in physics, astronomy or astrophysics • OR bachelor's degree in physics or astronomy AND master's degree in engineering, mathematics, meteorology or geophysics • OR the equivalent
POLS C1000	• Master's degree in political science, government, or international relations • OR bachelor's degree in any of the above AND master's degree in economics, history, public administration, social science, sociology, and any ethnic studies, Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) • OR the equivalent
PROD 301	• Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family, and child counseling • OR the equivalent NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline • OR master's degree in education • OR any bachelor's degree or higher and two years of professional experience in Office Technologies • OR any associate degree and six years of professional experience in Office Technologies. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

EXHIBIT 1

SOC 101	• Master's degree in sociology • OR bachelor's degree in sociology AND master's degree in anthropology, any ethnic studies, social work, or psychology • OR the equivalent
WLDT 106	• Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

3. **BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. Current pricing and textbook availability is published on the COLLEGE bookstore website each semester.
4. **JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
Santa Maria High School 901 South Broadway Santa Maria, CA 93454	114, 150, 210, 230, 232, 233, 235, 244, 247, 311, 330, 337, 510, 511, 630, 635, 640, 642, 647, 648	Monday through Friday	8:30 am – 4:30 pm

EXHIBIT 1

APPENDIX C

CCAP Agreement Courses Approved for 2025 - 2026

HIGH SCHOOL DISTRICT:

Santa Maria Joint Union High School District

HIGH SCHOOL SITE:

Mark Richardson CTE Center and AG Farm

PROJECTED NUMBER

OF STUDENTS TO BE SERVED:

1,386

TOTAL PROJECTED FTES:

233.49

CCAP Pathway	College Degree or Certificate	High School Pathway	CCAP Course Offerings		Number of Sections, Days & Times		Instructor Name & Employer of Record (AHC or HS)		Projected Number of Students	Projected FTES
			FALL	SPRING	FALL	SPRING	FALL	SPRING		
Career Technical Education	Agricultural Science - AS	Plant and Soil Science	AG 153	AG 191	6 sections TWRF 8:30 am – 10:10 am	3 sections TWRF 8:30 am – 10:10 am	Steven Gambрил (HS)	Steven Gambрил (HS)	306	38.47
			AG 190		10:45 am– 12:25 pm	10:45 am– 12:25 pm				
					1:05 pm – 2:45 pm	1:05 pm – 2:45 pm				
				WEE 149		TBD		Steven Gambрил (AHC)	20	2.06
Career Technical Education	Auto Tech: Auto Engine Rebuilding - AS	System Diagnostic, Service, and Repair	AT 100	AT 303	3 sections TWRF 8:30 am – 10:10 am	3 sections MTWRF 8:30 am – 10:10 am	Eduardo Gonzales-Ramos (HS)	Eduardo Gonzales-Ramos (HS)	204	48.96
					10:45 am– 12:25 pm	10:45 am– 12:25 pm				

EXHIBIT 1

Career Technical Education	Auto Tech: Auto Engine Rebuilding - AS	System Diagnostic, Service, and Repair	WEE 149	WEE 149	1:05 pm – 2:45 pm	1:05 pm – 2:45 pm	1 section TBD	Eduardo Gonzales-Ramos (AHC)	Eduardo Gonzales-Ramos (AHC)	40	4.11
Career Technical Education	Electronics Technology: Network Maintenance & Digital Technologies - AS	Networking	CNET 106	CNET 105 CNET 107	3 sections MTRF 8:30 am – 10:10 am 10:45 am – 12:25 pm 1:05 pm – 2:45 pm	6 sections MTWRF 8:30 am – 10:10 am 10:45 am – 12:25 pm 1:05 pm – 2:45 pm	1 section TBD	Tyler Lamica (HS)	Tyler Lamica (HS)	306	52.47
Career Technical Education	Culinary Arts & Management - AS	Food Service and Hospitality	CA 124	CA 120 CA 121	3 sections TWRF 8:30 am – 10:10 am 10:45 am – 12:25 pm 1:05 pm – 2:45 pm	6 sections MTWRF 8:30 am – 10:10 am 10:45 am – 12:25 pm 1:05 pm – 2:45 pm	3 sections TWRF 8:30 am – 10:10 am	Russell Thomas (HS)	Russell Thomas (HS)	306	48.96
Career Technical Education	Machining & Manufacturing Technology - AS	Machining and Forming Technologies	MT 113	MT 109	3 sections TWRF 8:30 am – 10:10 am 10:45 am – 12:25 pm 1:05 pm – 2:45 pm	3 sections TWRF 8:30 am – 10:10 am 10:45 am – 12:25 pm 1:05 pm – 2:45 pm	3 sections TWRF 8:30 am – 10:10 am	Daniel Howard (HS)	Daniel Howard (HS)	204	38.47

EXHIBIT 1

1. **Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- a. Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
- b. Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.
- c. Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
- d. Potential to work toward completion of an associate degree or an associate degree for transfer.

2. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
AG 153 AG 190 AG 191	• Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience. The professional experience is required when the application possesses a master's degree. • OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science OR the equivalent
AT 100 AT 303	• Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
CA 121 CA 120 CA 124	• Any bachelor's degree or higher and two years of professional experience • OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

EXHIBIT 1

CNET 105 CNET 106 CNET 107	- Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
MT 109 MT 113	- Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
WEE 149	The minimum qualifications in any discipline in which work experience may be provided

- BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. Current pricing and textbook availability is published on the COLLEGE bookstore website each semester.
- JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
Mark Richardson CTE Center and AG Farm 1280 Founders Avenue Santa Maria, CA 93455	102, 103, 202, 204, 302, 303, 304	Monday through Friday	8:30am – 8:30pm

AMENDMENT
TO COLLEGE AND CAREER ACCESS PATHWAYS (CCAP) PARTNERSHIP AGREEMENT
BETWEEN
THE ALLAN HANCOCK COLLEGE JOINT COMMUNITY COLLEGE DISTRICT
AND
SANTA YNEZ VALLEY UNION HIGH SCHOOL DISTRICT

This document amends the College and Career Access Pathway Partnership Agreement (“CCAP Agreement”) between the Allan Hancock Joint Community College District (“COLLEGE”) and Santa Ynez Valley Union High School District (“SCHOOL DISTRICT”) covering the period from July 1, 2025, to June 30, 2026.

COLLEGE and SCHOOL DISTRICT hereby agree to amend and replace in its entirety Appendix C “CCAP Agreement Courses Approved for 2025-2026” with the revised Appendix C attached hereto as Exhibit 1 “APPENDIX C “CCAP Agreement Courses Approved for 2025-2026 REVISED”.

ALLAN HANCOCK JOINT
COMMUNITY COLLEGE DISTRICT

SANTA YNEZ VALLEY UNION HIGH
SCHOOL DISTRICT:

By: _____
Vice-President, Academic Affairs

By: _____
Superintendent

Date: _____

Date: _____

By: _____
Vice-President, Finance & Administration

Date:

Information Board Meeting Date:

Information Board Meeting Date:

November 18, 2025

EXHIBIT 1

APPENDIX C

CCAP Agreement Courses Approved for 2025 – 2026

REVISED

HIGH SCHOOL DISTRICT:

Santa Ynez Valley Union High School District

HIGH SCHOOL SITE:

Santa Ynez Valley Union High School

PROJECTED NUMBER

OF STUDENTS TO BE SERVED:

780

TOTAL PROJECTED FTES:

92.74

CCAP Pathway	College Degree or Certificate	High School Pathway	CCAP Course Offerings		Number of Sections, Days & Times		Instructor Name & Employer of Record (AHC or HS)		Projected Number of Students	Projected FTES
			FALL	SPRING	FALL	SPRING	FALL	SPRING		
Career Technical Education	Agricultural Science - AS	Agriculture and Natural Resources	AG 152	High school course	1 section MWF/TTH 10:00-11:40 am	1 section MWF/TTH 10:00-11:40 am	Heather Clement (HS)	Heather Clement (HS)	30	3.09
Career Technical Education	Agricultural Science - AS	Agriculture and Natural Resources	AG 154	AG 156	1 section MWF/TTH 10:00-11:40 am	1 section MWF/TTH 10:00-11:40 am	Kylin Bray (HS)	Kylin Bray (HS)	50	5.14
Career Technical Education	Sports Medicine - AS	Patient Care	High school course	ATH 104	1 section MTW/TTH 12:20-2:00 pm	1 section MTW/TTH 12:20-2:00 pm	Taylor Magallanes (HS)	Taylor Magallanes (HS)	20	2.74
				WEE 149	1 section	1 section	Cheo Munoz (AHC)	Cheo Munoz (AHC)	20	2.06
Career Technical Education	Auto Body Tech – AS	Service and Repair	High school course	AB 351	1 section MWF/TTH 10:00-11:40 am	1 section MWF/TH 10:00-11:40 am	Gary Semerdjian (HS)	Gary Semerdjian (HS)	20	4.11

EXHIBIT 1

Career Technical Education	Auto Body Tech – AS	Service and Repair	High School Course	AT 100	1 section MWF/TTH 8:00-9:40 am	1 section MWF/TTH 8:00-9:40 am	Gary Semerdjian (HS)	Gary Semerdjian (HS)	20	4.11
Preparation for Transfer	AA-T Cal-GETC	HS graduation requirement	ENGL C1000	ENGL C1001	3 sections MWF/TTH 8:00-9:40 am 10:00-11:40 am 12:20-2:00 pm	3 sections MWF/TTH 8:00-9:40 am 10:00-11:40 am 12:20-2:00 pm	Casey Reck (HS) Patrick Shattuck (HS)	Casey Reck (HS) Patrick Shattuck (HS)	150	18.00
Preparation for Transfer	AA-T Cal-GETC	HS graduation requirement	POLS 103	ECON 101	2 sections MWF/TTH 12:20-2:00 pm	2 sections online	Robert Cantrell (HS) Greg Wolf (HS)	Alina Seygalus-Gershkova (AHC))	120 cohorts rotate	12.34
Preparation for Transfer	AA-T Cal-GETC	HS graduation requirement	ECON 101	POLS 103	2 sections online	2 sections MWF/TTH 12:20-2:00 pm	Robert Cantrell (AHC) Barbara Curry (AHC)	Robert Cantrell (HS) Gregory Wolf (HS)	120 cohorts rotate	12.34
Preparation for Transfer	Film and Video Production – CA	Arts, Media and Entertainment	High school course	MMAC 126	2 sections MWF/TTH 8:00-9:40 am MWF/TTH 12:20-2:00 pm	2 sections MWF/TTH 8:00-9:40 am MWF/TTH 12:20-2:00 pm	Jason Heimerdinger (HS)	Jason Heimerdinger (HS)	50	10.29
Preparation for Transfer	AA-T Cal-GETC	HS graduation requirement	HIST 107	HIST 108	3 sections MWF/TTH 8:00-9:40 am 8:00-9:40 am 10:00-11:40 am	3 sections MWF/TTH 8:00-9:40 am 8:00-9:40 am 10:00-11:40 am	Gregory Wolf (HS)	Gregory Wolf (HS)	180	18.52

1. **Required:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

EXHIBIT 1

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- a. Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
 - b. Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.
 - c. Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
 - d. Potential to work toward completion of an associate degree or an associate degree for transfer.
2. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
AB 351	- Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
AG 152 AG 154 AG 156	- Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience. Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment. - OR a master's degree in agriculture, agricultural science, education with a specialization in agriculture or other agricultural area, including agricultural business, agricultural engineering, agricultural mechanics, agronomy, animal science, enology, environmental (ornamental) horticulture, equine science, forestry, natural resources, plant science, pomology, soil science, viticulture or other agriculture science - OR the equivalent
AT 100	- Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

EXHIBIT 1

ATH 104	- Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.
ENGL C1000 ENGL C1001	- Master's degree in English, literature, comparative literature, or composition - OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, or education with a specialization in reading, creative writing or journalism - OR the equivalent
HIST 107 HIST 108	- Master's degree in history - OR bachelor's degree in history AND master's degree in political science, humanities, geography, area studies, women's studies, social science or ethnic studies - OR the equivalent
MMAC 126	- Master's degree in fine arts, art, or art history - OR bachelor's degree in any of the above AND master's degree in humanities NOTE: "master's degree in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art, and also art education and art therapy. It does not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing, or other non-plastic arts.) - OR master's degree in film/cinema and media studies, film, television, and media studies, drama/theater, mass communication - OR bachelor's degree in any of the above AND master's degree in visual studies, media studies, English, or communication - OR the equivalent - OR Any bachelor's degree or higher and two years of professional experience - OR any associate degree and six years of professional experience. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment
POLS C1000	- Master's degree in political science, government, or international relations - OR bachelor's degree in any of the above AND master's degree in economics, history, public administration, social science, sociology, and any ethnic studies, Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) - OR the equivalent

EXHIBIT 1

WEE 149	The minimum qualifications in any discipline in which work experience may be provided

3. **BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. Current pricing and textbook availability are published on the COLLEGE bookstore website each semester.
4. **JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
SYVUHS 2975 Mission Drive, Solvang, CA 93463	C1, C2, C3, C4	Monday through Friday	8:00 am – 9:00 pm
SYVUHS 2975 Mission Drive, Solvang, CA 93463	L1, L2, L3, L4, L5	Monday through Friday	8:00 am – 9:00 pm
SYVUHS 2975 Mission Drive, Solvang, CA 93463	E1, E2, E3, E4, E5, E6	Monday through Friday	8:00 am – 9:00 pm
SYVUHS 2975 Mission Drive, Solvang, CA 93463	S1, S2, S3, S4, S5, S6	Monday through Friday	8:00 am – 9:00 pm
SYVUHS 2975 Mission Drive, Solvang, CA 93463	EP1 and EP2	Monday through Friday	8:00 am – 9:00 pm
SYVUHS 2975 Mission Drive, Solvang, CA 93463	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P14, P15, P16, P17, P18, P19, P20, P21, P22	Monday through Friday	8:00 am – 9:00 pm

EXHIBIT 1

SYVUHS 2975 Mission Drive, Solvang, CA 93463	VE1 and VE2	Monday through Friday	8:00 am – 9:00 pm
SYVUHS 2975 Mission Drive, Solvang, CA 93463	IA1	Monday through Friday	8:00 am – 9:00 pm
SYVUHS 2975 Mission Drive, Solvang, CA 93463	Music Room	Monday through Friday	8:00 am – 9:00 pm
SYVUHS 2975 Mission Drive, Solvang, CA 93463	R1, R2, R3, R4	Monday through Friday	8:00 am – 9:00 pm

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Approval of Equivalency Certification for Faculty	Item Number: 11.F
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 3

BACKGROUND

In accordance with California Code of Regulations Title 5, Division 6, Chapter 4, Subchapter 4, Article 2, Section 53410, and Allan Hancock College's board policy 7211, those who have equivalent qualifications to the state minimum qualifications as established by the Board of Governors can teach classes within their designated discipline areas.

Attached is the equivalency certification for a faculty member who has been authorized to teach credit or noncredit classes, as needed, at Allan Hancock College based on equivalency criteria specified in board policy 7211 and as restricted by the equivalency certification document.

Regular Equivalency Certification

<u>Name</u>	<u>Discipline</u>
Watson, James	Music

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends the board of trustees approve the attached equivalency certification for the faculty member who has been authorized to teach, as needed, based on equivalency criteria specified in board policy 7211 and as restricted by the equivalency certification document.

Administrator Initiating Item: Robert Curry	Final Disposition:

ALLAN HANCOCK COLLEGE

X	Equivalency Approval Date: October 27, 2025
	Not Approved Date:

**EQUIVALENCY CERTIFICATION FOR
DISCIPLINES REQUIRING THE MASTER'S DEGREE**
(For Credit Courses)

NAME: James Watson	DIVISION: Academic Affairs
DEPARTMENT: Fine Arts	DISCIPLINE: Music

- ☐ Master's degree in any discipline; plus 24 units of course work in the discipline of the assignment. At least 18 of these units must be graduate or upper division. (The 24 units may have been either included in or taken in addition to the master's degree.)
- ☒ Master's degree in any discipline; plus two years of professional experience related to the discipline of the assignment or two years of successful teaching experience in the discipline of the assignment.
- ☐ Completion of the coursework equivalent to a master's degree in the discipline or a related discipline, including at least 24 graduate semester units, when the candidate is enrolled in a Ph.D. program that does not award the master's degree.
- ☐ Bachelor's degree in the discipline or related discipline; plus six years of professional experience related to the discipline of the assignment or six years of teaching experience in the discipline of the assignment.
- ☐ In rare cases, recognized accomplishments which demonstrate expertise and skill in the field of study beyond that normally achieved through formal education. Candidate must provide conclusive evidence of attaining coursework or experience equal to the components of the required degree, including general education requirements as outlined in Title 5 section 55063. In no case will recognized accomplishments be the sole criterion for granting equivalency. (See Administrative Procedures 7211.)

NOTE: Teaching and professional experience may be combined to total the required number of years.

NOTE: Official copies of transcripts are required for all coursework being submitted for equivalency.

NOTE: An Allan Hancock College Verification of Employment (VOE) form is required for all employment being submitted for equivalency.

RATIONALE: Explain how the applicant's qualifications meet the selected guideline. Qualifications must be verified with appropriate documentation. Please refer to Professional Standards Guidelines for outline format. (Signature block on the reverse side of this form.)

I have been teaching music classes at Santa Barbara City College since the Fall of 2010. Since then, I have taught Fundamentals, Appreciation, History of Rock, Theory 1st year and 2nd year, Musicianship 2nd year, Music Technology, Sound Recording, and World Music. In addition, I have been teaching Applied Music or private lessons in trumpet and trombone since the Fall of 2016.

I have performed professionally on Trumpet, Trombone, and French Horn, and have decades of experience playing and performing and educating on those instruments. Some highlights include performing with Kenny Loggins, Michael McDonald, Wayne Bergeron, Dave Weckl, Alex Iles, Ray Brown (the trumpet player, not the bassist), Jon Lewis, and countless others. I have also taught at the MERIT program in conjunction with the Santa Barbara Youth Symphony, and have educated marching bands, jazz bands, chamber groups, soloists, and everything in between.

As a nice coincidental aside - between receiving this form and filling out this form, I have played two performances with the Santa Barbara Symphony, a wedding, and a church service.

Academically, I have studied most of the standard educational method books (Arban, Flexus, Schlossberg, Colin, Stamp, etc...) and performance pieces (Handel, Hummel, Kenan, Charlier, Artunian, etc...) either when taking lessons here in Santa Barbara, or when I studied with the San Francisco Conservatory trumpet teacher in my undergraduate years at San Francisco State University, even beyond their version of Applied Music. I have continued working with those and many other method books on my own or with students in the Applied program here.

I am currently studying a new exercise / etude compendium by Nathan Ost, and am excited to share this with new students.

I hereby certify that all information submitted above is true and correct.

Signature of Candidate:



Date:

10/20/25

I have reviewed all documentation and recommend approval of regular equivalency certification.

Signature of Department Chair:



Date:

Oct 27, 2025

Signature of Dean:



Monica Millard (Oct 27, 2025 12:29:32 PDT)

Date:

Oct 27, 2025

Signature of Appropriate Academic or Student Services Vice President:



Date:

Oct 27, 2025

Signature of Committee Chair Professional Standards Committee:



Date:

Oct 27, 2025

Date of Board Approval:

November 18, 2025

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Approval of Appointment of Department Chairs	Item Number: 11.G.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 1

BACKGROUND

The following regular full-time faculty members are recommended by their department, the associate superintendent/vice president, academic affairs, and the superintendent/president, to serve as department chair for the specified term:

<u>NAME</u>	<u>DEPARTMENT</u>	<u>TERM OF OFFICE</u>
Patrick McGuire	Industrial Technology	Patrick McGuire was elected to serve a term of two years, for the academic years 2026-2027 and 2027-2028.
Chris Stevens	Kinesiology, Recreation, & Athletics	Chris Stevens was elected to serve a term of three years, for the academic years 2026-2027, 2027-2028, and 2028-2029.

FISCAL IMPACT

The estimated cost to the unrestricted general fund is approximately \$133,843 for the 2026-2027 fiscal year, which will include department chair stipends, additional contract days, and backfill. Department chair stipends, additional contract days, and backfill for reassigned time for various departments are budgeted for each fiscal year.

RECOMMENDATION

Staff recommends the board of trustees approve the department chair appointments of Patrick McGuire, Industrial Technology and Chris Stevens, Kinesiology, Recreation, & Athletics, for the terms stated.

Administrator Initiating Item: Robert Curry	Final Disposition:

CONSENT ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Approval of Faculty Emeritus Status	Item Number: 11.H.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 1

BACKGROUND

In accordance with Allan Hancock College's Board Policy and Administrative Procedure 7810 Faculty Emeritus Status, emeritus is an honorary title awarded for distinguished service to the academic community. The established processes and procedures for determining and granting faculty emeritus status were initiated by Academic Senate to recognize retired and deceased faculty. The following list of faculty are recommended to be included in Faculty Emeriti:

<u>Name</u>	<u>Years of Service</u>	<u>Title/Discipline</u>
Donnelly, Eileen Jane	1995-2025	Professor, Nursing
Maxwell, Lydia	1988-2025	Counselor, EOPS/CARE & CalWORKs
Read, James	1995-2025	Professor, English
Treur, Kristy	1995-2025	Professor, Environmental Technology
Ward, Nancy Jo	1997-2025	Professor, Graphics

*Per board policy 7810, Faculty Emeritus status is based on exemplary status to the district.

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends the board of trustees approve the list of faculty to be included in Faculty Emeriti.

Administrator Initiating Item: Robert Curry	Final Disposition:

CONSENT ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Adoption of additions and changes in the Academic Policy and Planning Committee Curriculum Report	Item Number: 11.I.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 12

BACKGROUND

The curriculum report for the period Oct 2, 2025 to Oct 16, 2025, is attached for consideration by the board of trustees. This report includes a summary of new courses, course reviews and modifications, course conversions to distance education instructional modality, and modified/new programs.

FISCAL IMPACT

The estimated cost for additional library materials for new and modified curricula will be determined at a later date for inclusion in the 2025-2026 and 2026-2027 fiscal year's budget.

RECOMMENDATION

Staff recommends the board of trustees adopt the curriculum additions and changes reflected in the summary report of the Academic Policy and Planning Committee for the period Oct 2, 2025 to Oct 16, 2025.

Administrator Initiating Item: Robert Curry	Final Disposition:

ACADEMIC POLICY AND PLANNING COMMITTEE CURRICULUM REPORT

November 18, 2025

For the period October 2, 2025 to October 16, 2025

Larry Manalo Jr., Committee Chairperson
 Dave DeGroot, Vice Chair/Technical Review Committee Chair
 Christine Bisson, Applied Behavioral Sciences
 Brent Darwin, Business
 Ricardo Navarette, Counseling
 Trever Passage, English
 Shane Anderson, Fine Arts
 Patricia Koivisto, Kinesiology, Recreation, & Athletics
 Leanne Wolfram, Health Sciences
 Loren Bradbury, Industrial Technology
 Melinda Nishimori, Languages & Communication
 Kerry Runkle, Academic/Student Services
 Brian Youngblood, Life and Physical Sciences
 Chris Eachus, Mathematical Sciences
 Kurt Kruse, Public Safety
 Lexy Conrad, Social & Behavioral Sciences
 Faith Davis, Associated Student Body Government
 Josie Cabanas and Luis Martinez, Admissions & Records Representative (non-voting)
 Melinda Nishimori, Noncredit Education (non-voting)
 Trevor Passage, Library Ex-officio (non-voting)
 Dave DeGroot, Articulation Officer (non-voting)
 Robert Curry, Vice President, Academic Affairs (non-voting)
 Vickey Smith, Curriculum Analyst (non-voting)
 Jay Taylor-Burns, Curriculum Technician (non-voting)

Approved by Academic Senate: _____
 President, Academic Senate
 Allan Hancock College

Date

Adopted by Board of Trustees: _____
 President, Board of Trustees
 Allan Hancock Joint Community College District

Date

NEW COURSES/PROGRAMS RECOMMENDED FOR ADOPTION

This section lists all new courses and programs including credit, noncredit, experimental, and special topics.

New Credit Courses. Effective Summer/Fall 2026.

Prefix & Number	Course Title	Units
HOSP 100	Intro to Hospitality	3.0
HUSV 100	Introduction to Social Work	3.0
LE 433	JCO to PO Transfer Academy	3.0
MMAC 130 / GRPH 130	Introduction to 3D Modeling	3.0
PE 119	Intermediate Indoor Cycling	1.0
THEA 196A	Exploration of Come From Away to Beehive Banner: Topics in Theatrical Performance.	5.0
THEA 196B	Catalog Title: Rep of Come From Away to Beehive Banner: Topics in Theatrical Performance.	5.0
THEA 197A	Catalog Title: Rep of Come From Away to Beehive Banner: Topics in Theater Stagecraft.	5.0
THEA 197B	Catalog Title: Rep of Come From Away to Beehive Banner: Topics in Theater Stagecraft.	5.0

New Noncredit Courses. Effective Summer/Fall 2026.

Prefix & Number	Course Title	Hours
BARB 7007	Barbering 1	500-600
BARB 7011	Barbering 2	500-600
DAX 7149	Work Education Experience	60
OLDR 7004	Acting I Justification: The Fine Arts dean and the department chair discussed the need for more inclusive pathways between noncredit and credit courses. All Drama program faculty support the proposal. Noncredit is unable to offer acting courses. It would serve the need to provide older adults with an opportunity to improve their physical health, reduce stress, and be part of the college community. Mirrored Course: DRMA 104 Acting 1.	6-72
OLDR 7124	Stagecraft Mirrored Course: DRMA 124.	80-90
OLDR 7128	Stage Makeup Mirrored Course: DRMA 128.	80-90
SEWN 7200	Sewing Fundamentals 1 Justification: The Foundations of Sewing 2 course was developed in response to community interest and student demand for accessible, higher-level sewing instruction. Current offerings under the FASN prefix are designed for career-focused, apparel construction pathways, leaving a gap for hobbyists, lifelong learners, and community members who wish to learn sewing for personal use. This course provides an inclusive, affordable entry point into the new Foundations of Sewing certificate, which emphasizes	48-54

	personal projects, creativity, and practical application. Students gain confidence in using domestic and overlock machines, fabric selection, and construction of beginner projects. The addition of this course meets community needs by: • Offering a structured, supportive environment for new learners with no prior sewing experience. • Expanding noncredit options that align with Hancock's mission of equity, diversity, and lifelong learning. • Providing skill-building opportunities that support self, family, and community goals (e.g., making home décor items, clothing, or crafts). Attracting students who may not pursue professional certificates but seek enrichment, creativity, and practical skills.	
SEWN 7201	Sewing Fundamentals 2	48-54
SEWN 7203	Sewing Open Lab	48-54
SEWN 7205	Machine Embroidery 1 Justification: This active course has not been updated since 2012-2013 catalog year. The course prefix needs to be more intuitive for students and to replace HOEC 7110 A and HOEC 7110 B.	48-54
SEWN 7206	Machine Embroidery 2	48-54
SEWN 7207	Machine Embroidery Open Lab	48-54
WKPR 7198	WKPR Applied Skills Justification: This program is being created to provide students with career readiness skills needed for the workforce. Corequisite: WKPR 7199 Grading: Satisfactory Progress	40
WKPR 7199	WKPR Special Topics Justification: This program is being created to provide students with career readiness skills needed for the workforce. Corequisite: WKPR 7198 Grading: Satisfactory Progress.	40

Common Course Numbering. Effective Summer/Fall 2026.

The AP&P Committee Action: Provide blanket approval to course and program changes that result from these mandated course number, course prefix, and course title changes.

Prefix & Number	Course Title	Units
ANTH C1001	Intro to Biological Anthropology Encouraged to concurrently enroll in ANTH C1001L. Old: ANTH 101.	3.0
ANTH C1001L	Biological Anthropology Lab Old: ANTH 110	1.0
ASTR C1001	Astronomy Old: ASTR 100	3.0
CDEV C1000	Child Growth and Development Old: ECS 100	3.0
COMM C1004	Interpersonal Communication Old: COMM 103	3.0
MATH C2210	Calculus I: Early Transcendentals Old: MATH 181	4.0

MATH C2220	Calculus II Old: MATH 182	4.0
SOCI C1000	Introduction to Sociology Old: SOC 101	3.0

Review and Modify Credit Course. Effective Summer/Fall 2026.

Prefix & Number	Course Title	Units
COMM 106	Critical Thinking through Argumentation Modification: Align with Cal-GETC.	3.0
COMM 108	Oral Interpretation Modification: C-ID changes.	3.0
COMM 110	Intercultural Communication Justification: C-ID alignment.	3.0
EDUC 130	Intro to Elementary Classroom Teaching Justification: Changes CID EDUC 200, AAT-ADT offerings to align with CSU and university bachelor and credentialing programs. Modifications: Remove cross listing with ECS 130. Add program outcomes consistent with transfer model curriculum (CID EDUC 200). Revise course details, covered topics, and assessment/assignments. OER Textbook was added. Update advisory to CCN ENGL C1001 and catalog description. Old: Exploring Teaching.	3.0
ENGL 135/ES 135	Poetry for the People's Liberation Movements Justification: Align with Cal-GETC Area 6. Ethnic Studies.	3.0
ENGL 150/ES 150	Asian American Literature Justification: Align with Cal-GETC Area 6. Ethnic Studies.	3.0
ENGL 151/ ES 151	African American and Black Literature Justification: Align with Cal-GETC Area 6. Ethnic Studies.	3.0
ENGL 152/ ES 152	Latina/o Literature Modifications. Recommended changes to meet Cal-GETC Area 6. Ethnic Studies.	3.0
ENGL 153/ ES 153	Native American Literature This Native American Literature course was created to meet CSU GE area F requirements and provide AHC students an opportunity to gain understanding about Native Americans' perspectives, focusing on anti-racist and decolonial approaches. This course will provide students with the opportunity to explore diverse stories, increase overall empathy of different cultures, improve racial representation on campus, and create awareness of marginalized perspectives. The most substantial revision was shifting this course to be more focused on ethnic studies concepts and to provide a community engagement component.	3.0
FILM 117/ MMAC 117	3D Computer Animation 1 Modification: Remove advisory GRPH 111.	3.0
FILM 126/ MMAC 126	Introduction to Motion Graphics Modification: Remove advisory: GRPH 111.	3.0

HOSP 110	Sanitation and Safety Program: Hospitality Management C-ID Hospitality Management courses. Cross-list: CA 124.	3.0
HOSP 120	Hospitality Cost Control Cross-list: CA 126. Program: Hospitality Management	3.0
HOSP 130	Intro to Food & Beverage Management Program: Hospitality Management	3.0
HUSV 127 / PSY 127	Emotional Intelligence Modification: Course updates. Eventually drop HUSV 127.	3.0
HUSV 128 / PSY 128	Positive Psychology Modification: Course updates. New prerequisite: PSYC C1000. Eventually drop HUSV 128.	3.0
KIN 129	First Aid-CPR: Educator/Coach Old: PE 129. Program Impact: AS Sports Medicine.	1.0
LE 322	Basic Law Enforcement Academy 1B Program Impact: Basic Law Enforcement Academy	11.0
PE 135	Intermediate Yoga Fitness	1.0
PHYS 141	General Physics 1	4.0
PSY 112	Human Sexuality Modifications: Course review. C-ID alignment. Add: Prerequisite PSYC C1000 and Advisory: ENGL C1000	3.0
SPAN 101	Elementary Spanish I	5.0
SPAN 102	Elementary Spanish II	5.0
SPAN 103	Intermediate Spanish I	5.0
SPAN 104	Intermediate Spanish II Change semester offering from spring to fall.	5.0
SPAN 105	Adv Composition and Grammar	5.0
SPAN 111	Intermediate Spanish Conversation Change semester offering from fall to spring.	2.0
SPAN 112	Advanced Spanish Conversation	3.0

Modify Noncredit Course. Effective Summer/Fall 2026.

Prefix & Number	Course Title	Hours
BASK 7003	Reading, Writing, and Math	32-72
BASK 7005	Preparing for the GED Test Old: HS Equivalency Exam Preparation	90-216
BASK 7005B	GED Lab	48-108
BASK 7006	GED Math Reasoning Modification: Update course title and evaluation. Old: Math Reasoning	90-216
BASK 7007	GED Language Arts Old: Language Arts HS Equivalency Exam Prep	16-36
BASK 7012	Basic Reading and Writing	16-36
BASK 7013	GED Computer/Calculator Skills Old: Computer Skills HS Equivalency Test Preparation.	16-36
BASK 7017	Geometry for GED/ HiSET Test Old: Geometry: High School Diploma Equivalency Exam Preparation	16-34

CCNC 7100	Computers and You: Level 1	28-36
CCNC 7101	Computers and You: Level 2	28-36
CCNC 7103	Introduction to the Internet	14-18
CCNC 7105	Intro to Microsoft Word	28-36
CCNC 7107	Intro to Microsoft Excel	28-36
CCNC 7108	Computer Skills Lab	24-48
CCNC 7109	Microsoft Windows	14-18
CCNC 7110	Social Media	14-18
CCNC 7111	Outlook	14-18
CCNC 7112	Intro to Microsoft PowerPoint	14-18
CITZ 7000	Preparation for Citizenship	27-60
CITZ 7001	U.S. Citizenship Interview Preparation	15-36
ECSN 7300	Family Childcare Business NC Modification: Update course description regarding ELDV 7300 support course.	9-15
ECSN 7301	Child Health and Safety NC Modification: Update course description regarding ELDV 7302 support course.	18-30
ECSN 7302	Development Needs of Child NC Modification: Update course description regarding ELDV 7302 support course.	15-25
ECSN 7303	Infant and Toddler Care NC Modification: Update course description regarding ELDV 7303 support course.	12-20
ECSN 7304	Ethics & Business Contracts NC Modification: Update course description regarding ELDV 7304 support course.	15-25
ELDV 7300	Engl Dev for Family Childcare Business Corequisite: ECSN 7300 Modifications: Course review. Review/update SLOs and objectives, add a corequisite, update assessment language in Methods of Evaluation, add SP language, change to DE synchronous, update CB codes, and add CIP code.	7-15
ELDV 7301	Engl Dev for Child Health and Safety Corequisite: ECSN 7301	9-20
ELDV 7302	Engl Dev for Developmental Needs of Children Corequisite: ECSN 7302	9-20
ELDV 7303	Engl Dev for Infant and Toddler Care Corequisite: ECSN 7303	9-20
ELDV 7304	Engl Dev for Ethics and Business Contracts Corequisite: ECSN 7304	9-20
ELDV 7310	Engl Dev for History of Child Development Corequisite: ECSN 7310	18-36
ELDV 7311	Engl Dev for Guidance and Interaction Corequisite: ECSN 7311	15-30
ELDV 7312	Engl Dev for Importance of Play Corequisite: ECSN 7312	16-36
ELDV 7313	Engl Dev for Observation Made Easy Corequisite: ECSN 7313	18-36
ELDV 7314	Engl Dev for Assessment and Delivery Systems Corequisite: ECSN 7314	9-20

VOCE 7502	Intro to Tax Preparation	19
VOCE 7503	Intro to Tax Prep Software	8
VOCE 7504	Income Tax Prep Internship	40-60

New Credit Programs

Department	Course Title	Units
Mathematical Sciences	Engineering Fundamentals Certificate of Achievement Description: The certificate provides most of the courses taken by first-year engineering students at a four-year university. The certificate will prepare students for further coursework in engineering and other STEM areas, as well as for internship opportunities. Completion of the certificate will serve as a solid foundation on a student's path towards an associate's degree and/or transfer in engineering.	22.0

New Noncredit Program

Department	Course Title	Hours
Education Noncredit	Annual Firefighter In-Service Training Certificate of Completion Justification: This program is being established to capitalize on the existing stand along Fire Technology Non-Credit course curriculum. There is a current need to tie the two-semester-long courses into a Certificate of Achievement. This will help the student base and the college.	80-270
	Bulldog Bootcamp for Career Education Certificate of Completion Justification: A career readiness program for workforce.	80
	Foundations of Machine Embroidery Certificate of Completion Justification: The certificate expands the existing HOEC embroidery course, which currently does not lead to a certificate. At present, the college offers only a single stand-alone embroidery class under the HOEC prefix, with no opportunity for students to advance their skills or access an open lab environment. This certificate creates a structured pathway that responds to sustained student demand, providing progressive skill development and certificate recognition consistent with the AHC mission and statewide goals for short-term vocational and lifelong learning programs. The SEWN prefix is more intuitive for students to recognize.	144-162
	Foundations of Sewing Certificate of Completion	144-162
	Microsoft Office Basics Certificate of Completion Justification: Make certificate simpler and shorter to complete.	70-90
	Beginning Computer Skills Certificate of Completion	56-72
	Intermediate Computer Skills Certificate of Completion	56-102

Modify Credit Programs

Department	Course Title	Units
Life & Physical Sciences	Agriculture Certificate of Achievement Modifications: Add: AG 166, AG 190, AG 191, and AG 192. Remove: AG 162, AG 163, and AG 164.	24
Life & Physical Sciences	Agriculture Associate in Science Same as above.	24
Life & Physical Sciences	Agricultural Pest Control Adviser Preparation (1 of 2): Crop Protection Certificate of Achievement Modification: Add AG 166 to replace AG 162, AG 163, and AG 164.	21
Life & Physical Sciences	Agricultural Pest Control Adviser Preparation (2 of 2): Production Systems Certificate of Achievement Modification: Increase units from 19 to 21. Remove AG 125 (4 units). Add AG 126 (4 units) and AG 149 (2 Units) in core units. Add AG 191 (2 units) and AG 192 (2 units) in selected units.	21
Life & Physical Sciences	Biology Associate in Arts Modification: Update program LO, narratives, and institutional requirements.	23
Fine Arts	Commercial Photography Certificate of Achievement Modification: New program title. Add PHTO 152 to electives. OLD: Media Arts: Commercial Photography	18
Fine Arts	Media Arts: Animation & Game Art Associate in Science Modifications: Add MMAC 131. Move MMAC 126 to core.	36
Fine Arts	Media Arts: Photography Associate in Science Modification: Remove MMAC 102. Add PHTO 152 to electives.	34
Language & Communication	Spanish Associate in Arts Modification: Add courses to the selected units. ENGL 148 (ES 148), ENGL C1001, ES 101 (SOC 120), ES 120 (HIST 120), ES 135 (ENGL 135), ES 139 (ENGL 139), ES 152 (ENGL 152), and ES 153 (ENGL 153).	18
Public Safety	Basic Law Enforcement Academy Certificate of Achievement Modifications: Adjust LE 322 units. Clarify language regarding options for LE 321 + LE 322 or LE 320.	22 – 23.5

Modify Noncredit Programs

Department	Course Title	Units
Education NC	Alterations Specialist Certificate of Competency Modification: Change from “completion to competency.”	144-162
	Apparel Construction 1 Certificate of Competency Modification: Change from “completion to competency.”	192-216
	Apparel Construction 2 Certificate of Competency Modification: Change from “completion to competency.”	144-162
	Formal Wear Specialist Certificate of Competency Modification: Change from “completion to competency.”	96-108

Deactivate Credit Programs

Department	Program Title	Units
Social and Behavioral Sciences	Human Services: Addiction Studies Basic Certificate of Accomplishment Justification: Replaced by new degree and certificate, Substance Abuse and Treatment Studies . The new programs adequately meet current industry standards within the addiction studies and human services fields.	18
	Human Services: Addiction Studies Foundation Certificate of Accomplishment	12
	Human Services: Addiction Studies Advanced Certificate of Accomplishment	15
	Human Services: Addiction Studies Certificate of Achievement	63
	Human Services: Advanced Helping Skills 1 Certificate of Accomplishment	9
	Human Services: Advanced Helping Skills 2 Certificate of Accomplishment	9

Deactivate Noncredit Programs

Department	Program Title	Hours
Education NC	Beginning Computer Skills Certificate of Completion Justification: Replaced by a new and improved certificate that uses satisfactory grading in core courses.	124-148
Education NC	Microsoft Office Basics Certificate of Completion Justification: Replaced by two certificates (Beginning Computer Skills, and Microsoft Office Basics). Each certificate has specific focus and shorter completion time.	124-148

New and Modified Requisites. Effective Summer/Fall 2026.

Prefix & Number	Course Title	Requisites Requests
Credit Courses		
ANTH C1001L	Biological Anthropology Lab Old: ANTH 110	Corequisite: ANTH C1001 or completion of ANTH C1001.
FILM 117/MMAC 117	3D Computer Animation 1	Remove advisory GRPH 111.
FILM 126/MMAC 126	Introduction to Motion Graphics	Remove advisory GRPH 111.
HUSV 128 / PSY 128	Positive Psychology.	Prerequisite: PSYC C1000
PSY 112	Human Sexuality	Prerequisite: PSYC C1000 Advisory: ENGL C1000
THEA 196A	Catalog: Exploration of Come From Away to Beehive Banner: Topics in Theatrical Performance.	LOE: Program application
THEA 196B	Catalog Title: Rep of Come From Away to Beehive Banner: Topics in Theatrical Performance.	LOE: Program application
THEA 197A	Catalog Title: Rep of Come From Away to Beehive Banner: Topics in Theater Stagecraft.	LOE: Program application
THEA 197B	Catalog Title: Rep of Come From Away to Beehive Banner: Topics in Theater Stagecraft.	LOE: Program application
Noncredit Courses		
BARB 7007	Barbering 1	LOE: Course application? Must be 18 years or older.
BARB 7011	Barbering 2	LOE: Course application. Must be 18 years or older.
ELDV 7300	Engl Dev for Family Childcare Business	Corequisite: ECSN 7300
ELDV 7301	Engl Dev for Child Health and Safety	Corequisite: ECSN 7301
ELDV 7302	Engl Dev for Developmental Needs of Children	Corequisite: ECSN 7302
ELDV 7303	Engl Dev for Infant and Toddler Care	Corequisite: ECSN 7303
ELDV 7304	Engl Dev for Ethics and Business Contracts	Corequisite: ECSN 7304
ELDV 7310	Engl Dev for History of Child Development	Corequisite: ECSN 7310
ELDV 7311	Engl Dev for Guidance and Interaction	Corequisite: ECSN 7311
ELDV 7312	Engl Dev for Importance of Play	Corequisite: ECSN 7312
ELDV 7313	Engl Dev for Observation Made Easy	Corequisite: ECSN 7313
ELDV 7314	Engl Dev for Assessment and Delivery Systems	Corequisite: ECSN 7314

Request for Distance Education Modalities. Effective Summer/Fall 2026.

Prefix & Number	Course Title	DE Modalities
Credit Courses		
MATH C2220	Calculus II	DE Sync and Async
PE 135	Intermediate Yoga Fitness	DE Sync Only
Noncredit Courses		
BARB 7007	Barbering 1	DE Hybrid
BARB 7011	Barbering 2	DE Hybrid
BASK 7005	Preparing for the GED Test	DE Sync Only
BASK 7006	GED Math Reasoning	DE Sync Only
BASK 7007	GED Language Arts	DE Sync Only
BASK 7017	Geometry for GED/ HiSET Test	DE Sync Only
ELDV 7300	Engl Dev for Family Childcare Business	DE Sync Only
ELDV 7301	Engl Dev for Child Health and Safety	DE Sync Only
ELDV 7302	Engl Dev for Developmental Needs of Children	DE Sync Only

ELDV 7303	Engl Dev for Infant and Toddler Care	DE Sync Only
ELDV 7304	Engl Dev for Ethics and Business Contracts	DE Sync Only
ELDV 7310	Engl Dev for History of Child Development	DE Sync Only
ELDV 7311	Engl Dev for Guidance and Interaction	DE Sync Only
ELDV 7312	Engl Dev for Importance of Play	DE Sync Only
ELDV 7313	Engl Dev for Observation Made Easy	DE Sync Only

Request for AHC General Education, AHC Graduation Requirements, and/or Cal-GETC.

Effective Summer/Fall 2026. AHC GE and AHC Graduation Requirements.

Effective upon CSU/UC Approval: Cal-GETC.

Prefix & Number	Course Title	DE Modalities
ENGL 135/ES 135	Poetry for the People's Liberation Movements	Cal-GETC Area 6. Ethnic Studies.
ENGL 150/ES 150	Asian American Literature	Cal-GETC Area 6. Ethnic Studies.
ENGL 151/ ES 151	African American and Black Literature	Cal-GETC Area 6. Ethnic Studies.
ENGL 152/ ES 152	Latina/o Literature	Cal-GETC Area 6. Ethnic Studies.
ENGL 153/ ES 153	Native American Literature	Cal-GETC Area 6. Ethnic Studies.
PE 119	Intermediate Indoor Cycling	AHC H & W: Activity

Miscellaneous. Effective Summer/Fall 2026.

Request	Prefix & Number	Course Title
Credit Courses		
Course Drop	PE 128	Sport Psychology
Noncredit Courses		
Course Drop	HOEC 7100A	Beginning Clothing Construction
Course Drop	HOEC 7100B	Beginning Clothing Construction
Course Drop	HOEC 7101A	Clothing Construction 2
Course Drop	HOEC 7101B	Intermediate Clothing Construction
Course Drop	HOEC 7102A	Sewing Studio Open Lab
Course Drop	HOEC 7110A	Embroidery Machine Basics
Course Drop	HOEC 7110B	Embroidery Machine Basics
Course Drop	VOCE 7113	Intro to Microsoft Publisher Justification: Microsoft will no longer support the Publisher application as of October 2026.
Course Drop	VOCE 7801	Truck Driving: Behind the Wheel Justification: This course was designed to meet the expressed training needs of several commercial trucking companies located in Northern Santa Barbara County.

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Second Review of K-12 CCAP Agreements with the School Districts	Item Number: 11.J.
Institutional Goal: Ed Master Plan Goal E. Transition to Transfer and/or Gainful Employment	Enclosures: Page 1 of 27

BACKGROUND

This year, Allan Hancock College will enter into new College and Career Access Pathways (CCAP) partnership agreements with each of our K-12 high school partners. These contracts will be in effect for three years and they will replace our existing non-CCAP agreements.

The agreement for the following school district was submitted for the board's review on October 20, 2025, and is being presented to the board of trustees for adoption.

- Family Partnership Charter School

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends the board of trustees adopt the K-12 CCAP agreement with the high school district, as submitted.

Administrator Initiating Item: Robert Curry	Final Disposition:

**COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)
PARTNERSHIP AGREEMENT
BETWEEN
THE ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT
AND
FAMILY PARTNERSHIP CHARTER. SCHOOL**

This College and Career Access Pathway Partnership Agreement ("CCAP Agreement") is between the Allan Hancock Joint Community College District ("COLLEGE") and Family Partnership Charter School ("CHARTER"). COLLEGE and the CHARTER will collectively be referred to as "PARTIES" or individually as "PARTY".

RECITALS

WHEREAS, COLLEGE is a community college district whose mission includes providing educational programs and services that are responsive to the needs of the students and communities within the community college services area; and

WHEREAS, CHARTER is a public CHARTER located within the regional service area of the COLLEGE unless otherwise specified and agreed to as stated in AB 288, Sec. 2, Education Code section 76004, subdivision (e); and

WHEREAS, a high school ("HIGH SCHOOL") "includes a community school, continuation high school, juvenile court school, or adult education program offering courses for high school diplomas or high school equivalency certificates" as stated in Education Code section 76004, subdivision (a)(2); and

WHEREAS, the PARTIES desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of the Education Code, for high school students "who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils achieve college and career readiness," (Ed. Code, § 76004, subdivision (a)); and

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor's Office and the COLLEGE; and

WHEREAS, the PARTIES desire to enter this CCAP, which sets forth their mutual rights and responsibilities and governs their relationship; and

WHEREAS, the PARTIES intend for COLLEGE to report full-time equivalent students ("FTES") and obtain state apportionment for the subject courses given through this CCAP Agreement in

accordance with California Education Code, section 76004 and the appropriate portions of Title 5 of the California Code of Regulations; and

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of California Community Colleges pursuant to Education Code section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college (Ed. Code, § 76004, subdivision (k)(2));

NOW, THEREFORE, PARTIES mutually agree as follows:

1. TERM OF AGREEMENT

1.1. Effective Date and Duration. The term of this CCAP Agreement shall be effective on **January 1, 2026**, and continue in effect until **June 30, 2026**, or until duly modified or terminated by the PARTIES in accordance with Section 1.2 of this CCAP Agreement.

1.2. Early Termination.

- a. This agreement may be terminated by either PARTY without cause or for any reason upon giving at least sixty (60) days prior written notice to the other PARTY. Any students currently enrolled in COLLEGE courses under this CCAP Agreement shall be allowed to complete those courses prior to the termination of this CCAP Agreement.
- b. This CCAP Agreement may be terminated by either PARTY with cause if another PARTY fails to comply with the insurance or indemnification requirements or otherwise commits a material breach. Termination will be effective no sooner than 15 calendar days after a written demand to cure is provided and the PARTY fails to cure. This remedy is in addition to any other remedy which may be provided for by law.

1.3. The CCAP Agreement Appendix. This CCAP Agreement outlines the terms of the Agreement.

- a. The CCAP Agreement Appendix shall specify CCAP Agreement Courses as well as additional details regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students (“FTES”) projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses:

Appendix A: Agreement with Instructor.

Appendix B: Identification of CCAP Pathways for Course-Specific College and Career Pathway Opportunities.

Appendix C: CCAP Agreement Courses Approved for [academic year].

Appendix D: Registration Timeline

- b. The CCAP Agreement Appendix C shall be reviewed and approved annually by both PARTIES by a duly adopted written amendment to this Agreement.

1.4. Points of contact and Educational Administrators are as follows:

COLLEGE: Dr. Deborah Pirman, Dean, Academic Affairs

CHARTER: Stephanie Eggert, Executive Director

HIGH SCHOOL SITE: Orcutt Learning Center, 1157 Clark Avenue, Ste K, Santa Maria
(Ed. Code, § 76004, subdivision (c)(2))

- 1.5. A copy of the COLLEGE and CHARTER CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the California Department of Education before the start of the CCAP partnership. (Ed. Code, § 76004, subdivision (c)(3).)
- 1.6. COLLEGE and CHARTER shall present this CCAP agreement at an open public meeting of their respective governing boards, allowing for public comments prior to consideration for approval or disapproval of this CCAP agreement. (Ed. Code, § 76004, subdivision (b)(2).)

2. DEFINITIONS

- 2.1. **CCAP Agreement Courses.** CCAP Agreement Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. (Ed. Code § 76004, subdivision (a).) All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of COLLEGE and applicable law. Courses offered at the COLLEGE that are open to the public for enrollment fall outside of this CCAP agreement and are subject to all conditions and rules of the COLLEGE.
- 2.2. **Pupil or Student Fees.** Pupil or Student is defined as a resident or nonresident student attending HIGH SCHOOL in California. CHARTER pupils enrolled in a course offered through this CCAP Agreement shall not be assessed any fee that is prohibited by Education Code section 49011 (Ed. Code § 76004, subdivision (f)), including a fee charged to a student or a student's parent or guardian as a condition for course registration or for textbooks, supplies, materials and equipment needed to participate in the course. Students who are enrolled in a combination of CCAP and regular credit college courses will be subject to all fees assessed for the regular credit college enrollment for the regular credit college courses.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

- 3.1. **Student Eligibility.** Students who "may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from

high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils to achieve college and

career readiness" and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate" are eligible to participate in CCAP courses hosted at the CHARTER site. (Education Code § 76004, subdivision (a); Assembly Bill 288 (2015) Section I, subdivision (d))

- 3.2. **Student Selection and Enrollment.** Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria will be further specified in the CCAP Agreement Appendix C. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and COLLEGE standards and policies.
- 3.3. **College Admission and Registration.** Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines outlined in applicable law and COLLEGE policy.
- 3.4. **Records of Student Attendance.** All records of student attendance and achievement shall be submitted to COLLEGE periodically using the COLLEGE student information system or upon demand and shall be maintained by COLLEGE.
- 3.5. **Priority Enrollment.** Students enrolling in a CCAP course will have priority enrollment by virtue of their status. High school students enrolling in non-CCAP college courses will not be eligible for priority registration.
- 3.6. **Physical Education Courses.** As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. (Ed. Code § 76004, subdivision (d)).
- 3.7. **Maximum Units.** Students participating under a CCAP Agreement may enroll in up to a maximum of 15 units per term, without exception, if all the following conditions specified in Assembly Bill 288, Sec. 2 (p)(1)(2)(3) are satisfied:
 - a. The units constitute no more than four community college courses per term.
 - b. The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article.
 - c. The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.
- 3.8. **Minimum School Day.** The CHARTER shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code sections 46141 and 46142.
- 3.9. **Enrollment Restriction.** COLLEGE reserves the right to block students from enrolling in any courses for students who incur an unpaid debt for a non-CCAP class at the college. COLLEGE agrees to remove the enrollment block when debt is paid in full.

4. COLLEGE APPLICATION PROCEDURE

4.1. The COLLEGE will be responsible for processing student applications. 4.2. The COLLEGE will provide the necessary admission and registration forms and procedures, and both COLLEGE and CHARTER will jointly ensure that each applicant accepted has met all the enrollment requirements.

4.3. The CHARTER agrees to assist COLLEGE in the admission and registration of CHARTER students as may be necessary and requested by COLLEGE.

5. PARTICIPATING STUDENTS

5.1. The total cost of books and instructional materials for CHARTER students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be borne by CHARTER.

5.2. Both COLLEGE and CHARTER will ensure that ancillary and support services are accessible to students (e.g., Tutoring.)

5.3. A student taking courses under this CCAP Agreement with an Individual Education Plan or 504 Plan with the CHARTER may request accommodation for his or her disability to participate in the educational programs and activities required by the COURSE and COLLEGE. Accommodation required by state law or CHARTER policy will be provided through CHARTER in consultation with the COLLEGE Learning Assistance Program (LAP) Office. Students requesting services by the LAP office will need to follow the standard process for requesting accommodations.

6. CCAP AGREEMENT COURSES

6.1. The COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to this CCAP Agreement.

6.2. The COLLEGE is responsible for all courses and educational programs offered as part of the CCAP Agreement .

6.3. The scope, nature, time, location, and listing of courses offered by a COLLEGE shall be determined by COLLEGE in consultation with the CHARTER and with the approval of the COLLEGE and will be recorded in the Appendix C to this CCAP Agreement.

6.4. Courses offered as part of a CCAP Agreement shall be jointly selected and approved by COLLEGE and CHARTER.

6.5. Courses offered as part of this CCAP Agreement shall have a minimum enrollment of fifteen (15) students.

6.6. The CHARTER confirms that each approved CCAP course is held for no less than 50 minutes each class day in full compliance with the course outcomes determined by the COLLEGE.

6.7. Degree and certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and courses offered at the CHARTER shall adhere to the official course outline of record and the student learning outcomes established by the associated academic department within the COLLEGE, approved by the COLLEGE Academic Policy & Planning (AP&P) Committee and submitted to the Chancellor's Office. Course outlines will be provided to the CHARTER.

- 6.8. Courses must meet the number of hours sufficient to meet the stated performance objectives as outlined in the course outlines provided to CHARTER on a semester basis. 6.9. Courses offered at CHARTER as part of this CCAP Agreement shall be of the same quality and rigor as those offered on the COLLEGE campus and shall be in compliance with COLLEGE academic standards.
- 6.10. Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites, and standards applicable to the COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and CHARTER policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.11. A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12. Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.13. COLLEGE has the sole right to control and direct the instructional activities for all CCAP Agreement courses and all instructors, including those who are CHARTER employees.
- 6.14. This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering CHARTER, and shall involve collaborative effort between the CHARTER and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.
- 6.15. CCAP Agreement Courses outlined in Appendix C shall be updated annually and approved before the start of each academic year.

7. INSTRUCTORS

- 7.1. All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended.
- 7.2. The CCAP Agreement Appendix C shall specify which participating CHARTER or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education.
- 7.3. This CCAP Agreement specifies that the CHARTER will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- 7.4. Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 7.5. Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Education Code section 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code section 121525 or as amended.

In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a CHARTER site. SCHOOL DISTRICT shall immediately notify COLLEGE if an instructor is charged with an offense prohibited by Education Code sections 44010 or 44011.

- 7.6. Prior to teaching, faculty provided by the CHARTER shall participate in required discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures, record keeping, and other instructional responsibilities. Such training shall be approved and provided by the COLLEGE.
- 7.7. Prior to teaching, instructors provided by the COLLEGE may receive training and orientation from CHARTER regarding, but not limited to, CHARTER policies, practices, and requirements. Such training may be approved and provided by the SCHOOL DISTRICT.
- 7.8. Faculty provided by the CHARTER are eligible to participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to, addressing course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.9. The COLLEGE shall evaluate faculty performance for the college courses using the adopted evaluation of process and standards for faculty of the COLLEGE, subject to the approval of COLLEGE.
- 7.10. The COLLEGE and CHARTER will work collaboratively to identify instructors from CHARTER who may meet minimum qualification requirements or local equivalency standards to teach a COLLEGE course and encourage them to apply for consideration. Instructors will be required to go through the COLLEGE screening process for possible selection and assignment to the course.
- 7.11. The CHARTER teachers approved to teach COLLEGE courses remain employees of the CHARTER, subject to the authority of the CHARTER, but will also be subject to the authority of COLLEGE specifically with regard to their duties as COLLEGE instructors, pursuant to the terms of Appendix A.
- 7.12. The COLLEGE shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction.
- 7.13. Faculty provided by the CHARTER who do not comply with the policies, regulations, standards, and expectations of the COLLEGE shall be ineligible to teach college courses under this CCAP Agreement.
- 7.14. CHARTER teachers approved to teach CCAP Courses under this CCAP Agreement must submit grades to both the COLLEGE and CHARTER using the COLLEGE student information system by the established timeline (Appendix D).
- 7.15. CHARTER teachers approved by the COLLEGE shall sign an Agreement with the Instructor (Appendix A) prior to the start of each academic year.
- 7.16. CHARTER teachers approved by the COLLEGE shall provide support to high school students taking COLLEGE courses under CCAP agreement with COLLEGE admission and registration procedures.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the CHARTER shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the CHARTER shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the CHARTER shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the CHARTER shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1. The COLLEGE shall appoint an educational administrator who will serve as point of contact to facilitate coordination and cooperation between COLLEGE, CHARTER, and HIGH SCHOOL in conformity with COLLEGE policies and standards. (Ed. Code, § 76004, subd. (c)(2).) Among other things, the COMMUNITY COLLEGE DISTRICT Educational Administrator and the CHARTER Educational Administrator described in Section 9.2, shall collaborate to determine the process for timely receiving, investigating, and remediating complaints of sexual misconduct or other conduct covered by Title IX of the Education Amendments of 1972 alleged to have occurred in or related to the CCAP program.
- 9.2. The CHARTER shall appoint an educational administrator who will serve as point of contact to facilitate coordination and cooperation between CHARTER, COLLEGE, HIGH SCHOOL in conformity with CHARTER policies and standards.
- 9.3. This CCAP Agreement requires an annual report to the office of the Chancellor of the California Community Colleges by COLLEGE and CHARTER. COLLEGE shall complete and file the Apportionment Attendance Report (CCFS-320); SCHOOL DISTRICT agrees to provide the following information, when requested by COLLEGE, in accordance with AB 288 Section 2, Education Code Section 76004:
 - a. The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
 - b. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
 - c. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
 - d. The total number of full-time equivalent students generated by CCAP partnership community college district participants.

10. DISPUTES

10.1. COLLEGE and CHARTER recognize that, from time to time, disputes may arise between COLLEGE employees or students and CHARTER employees or students. When such disputes arise, COLLEGE and CHARTER shall collaborate and use their best efforts to resolve them informally. Where informal resolution is not successful or the PARTIES must address a formal inter-agency complaint, the following process will be utilized to resolve the matter.

- a. The PARTY receiving the complaint will timely notify the other, and promptly provide the other PARTY with any written complaint received.
- b. The Educational Administrators will review the complaint to determine, based on the nature of the complaint, whether any statutory or regulatory timelines or other procedural requirements apply, including but not limited to:

10.1.b.1. Whether COLLEGE is required to investigate the complaint to the State Chancellor pursuant to Title 5 of the California Code of Regulations.

10.1.b.2. Whether, based on the nature of the complaint, the complainant is entitled to any rights or protections with regard to how the complaint is handled, pursuant to Title 5 or applicable state or federal laws, including but not limited to Title IX of the Education Amendments of 1972.

10.1.b.3. If either Educational Administrator finds such rights to exist, he or she shall notify the other Educational Administrator, and COLLEGE and SCHOOL DISTRICT shall cooperate as needed in carrying out these requirements. It is understood that such requirements may include but are not limited to conducting a formal investigation within regulatory timelines or the implementation of interim safety measures for the complainant.

- c. Within a reasonable time, either PARTY receiving the complaint, the PARTIES will discuss the nature and severity of the allegations and come to a mutual agreement regarding the need for and scope of any investigation required. If it is agreed that a formal investigation is required, the PARTIES will mutually agree upon an investigator, who may be an outside investigator, or qualified employee of COLLEGE or SCHOOL DISTRICT. If the PARTIES agree to have the matter investigated internally by either a COLLEGE or CHARTER employee, the other PARTY may designate an employee to attend all witness interviews. Where it is determined that an outside investigator will be used, the cost will be divided between the PARTIES.
- d. If, despite the good faith effort of the PARTIES, they are unable to agree on a process for investigating the complaint, the PARTY whose employee/student is the subject of the complaint will determine the process.
- e. The COLLEGE and CHARTER will cooperate in any investigation initiated and make its employees available to the investigator.
- f. Interviews of COLLEGE and CHARTER employees shall comply with any rights and protections afforded to them under an applicable collective bargaining agreement or state or federal law, including but not limited to the right to have a representative present during an interview that could lead to discipline.
- g. The investigator will prepare a report that will be provided to both PARTIES setting forth findings as to the allegations and the basis for the findings.

- h. The COLLEGE and CHARTER shall share any and all materials from the investigation, unless sharing would cause a PARTY to violate confidentiality or privacy laws.
- i. The COLLEGE and CHARTER have sole discretion in determining any disciplinary measures to be imposed against their respective employees or students.
- j. Regardless of any disciplinary measures taken by the COLLEGE or SCHOOL DISTRICT against its respective employees or students, the other PARTY retains the right to have the subject of a sustained complaint removed from participating in or providing services for the program that is the subject of this CCAP Agreement.

11. APPORTIONMENT

- 11.1. COLLEGE shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 11.2. For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils.
- 11.3. The COLLEGE shall not receive a state allowance or apportionment for an instructional activity for which the CHARTER has been, or shall be, paid an allowance or apportionment. (Ed. Code § 76004, subdivision (o)(2)).
- 11.4. The attendance of a CHARTER pupil at the COLLEGE as a special part time or full-time student pursuant to this section is authorized attendance for which the COLLEGE shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no CHARTER has received reimbursement for the same instructional activity.

12. CERTIFICATIONS

12.1. The CHARTER certifies that:

- a. The direct education costs of the courses offered as part of this CCAP Agreement are not fully funded through other sources.
- b. It agrees and acknowledges that the COLLEGE will claim apportionment for the CHARTER students enrolled in community college course(s) under this CCAP Agreement.
- c. Any COLLEGE instructor teaching a course at the CHARTER has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.

12.2. The COLLEGE certifies that:

- a. A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE.
- b. The COLLEGE has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
- c. The

Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4 and students participating in this CCAP Agreement will not lead to displacement of otherwise eligible adults at the COLLEGE.

- d. A qualified CHARTER instructor teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing COLLEGE faculty member teaching the same course at the partnering community college campus.

12.3. The PARTIES certify that:

- a. Any COLLEGE instructor teaching a course on a CHARTER campus has not been convicted of any sex offense as defined in Education Code section 44010 or as amended, or any controlled substance offense as defined in Education Code section 44011 or as amended.
- b. The CHARTER and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. (AB288 Sec. 2 (I).)

13. PROGRAM IMPROVEMENT

- 13.1. The COLLEGE and the CHARTER may annually conduct surveys of participating CHARTER pupils, instructors, principals, and school counselors for the purpose of informing practice, adjusting, and improving the quality of courses offered as part of this CCAP Agreement.

14. RECORDS

- 14.1. Permanent records of student attendance, grades and achievement will be maintained by both the CHARTER and COLLEGE for CHARTER students who enroll in course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades, and achievement for COLLEGE students shall be maintained by COLLEGE.
- 14.2. Each PARTY shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each PARTY may review and obtain a copy of the other PARTY'S pertinent records subject to federal and state privacy statutes.
- 14.3. CHARTER instructors will submit grades to the COLLEGE when due according to the COLLEGE schedule per section 7.14. The CHARTER will include all criteria identified by the COLLEGE for grading purposes.
- 14.4. COLLEGE may provide the CHARTER with a report on participating students' final grades after each term.

15. CCAP AGREEMENT DATA MATCH AND REPORTING

- 15.1. COLLEGE and CHARTER shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- 15.2. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

16. DATA SHARING

16.1. COLLEGE and CHARTER may share confidential student data for the purposes of evaluating the educational services provided under this CCAP agreement and for evaluating student performance pursuant to participating in CCAP courses. Any data shared will be for research and analytical purposes aimed at understanding student performance and improving applicable federal and state laws concerning access to and confidentiality of student record information as described in Section 17 of this agreement.

17. PRIVACY OF STUDENT RECORDS

17.1. COLLEGE and CHARTER understand and agree that education records of students enrolled in a CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as outlined in Education Code section 49064 and section 49076). COLLEGE and CHARTER agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence and further agree not to disclose such records except as authorized by applicable law or regulation for COLLEGE records or by the parent or guardian's prior written consent for HIGH SCHOOL records. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)

17.2. **Limitation on Use.** COLLEGE and CHARTER shall use each student education record that they may receive pursuant to this CCAP Agreement solely for purposes consistent with their authority to access that information pursuant to Federal and State law, as may be as applicable. (34C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)

17.3. **Recordkeeping Requirements.** COLLEGE and CHARTER shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.

17.4. **Acknowledgement of Receipt of Notice of FERPA Regulations.** By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation. Parent or guardian requests for information will need to be addressed directly by the HIGH SCHOOL or CHARTER personnel.

18. REIMBURSEMENT

18.1. The CHARTER shall invoice the COLLEGE no later than 30 (thirty) days after the start of each term for the instructional services provided through this CCAP agreement as follows:

- a. For courses taught by COLLEGE-approved CHARTER teachers and COLLEGE instructors on HIGH SCHOOL campuses during regular high school hours rendered at the rate of \$1,000.00 per course unit delivered to CCAP students. Example: 3 CCAP courses @ 3 units each = 9 units x \$1,000.00 = \$9,000.00

- 18.2. The COLLEGE shall make payment to the CHARTER within 30 days of receiving the invoice for instructional services rendered.
- 18.3. The COLLEGE is required to report to the state the percentage of funds paid to an agency to the CHARTER that will provide direct instruction on behalf of the college as part of the CCAP partnership agreement. The CHARTER will use 100% of all funds received from Allan Hancock College in fulfillment of this agreement to pay for direct instructional costs. (Ed. Code § 84632).

19. FACILITIES

- 19.1. The CHARTER will provide adequate classroom space at its facilities or other mutually agreed upon locations to conduct the instruction and do so without charge to COLLEGE or students. CHARTER agrees to clean, maintain, and safeguard CHARTER's premises. CHARTER warrants that its facilities are safe and compliant with all applicable buildings, fire, and safety codes.
- 19.2. The CHARTER will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all CHARTER students. The parties understand that such equipment and materials are the SCHOOL DISTRICT's sole property.
- 19.3. The CHARTER facilities may be used by COLLEGE for COLLEGE course offerings before or after regular high school schedule at no additional cost. Prior approval by the CHARTER is required. COLLEGE courses offered before or after the regular high school schedule will be open to the public.

20. INDEMNIFICATION

- 20.1. The CHARTER agrees to and shall indemnify, save and hold harmless the COLLEGE, and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of CHARTER's performance of this CCAP Agreement. The obligation to indemnify shall extend to all claims and losses that arise out of CHARTER's or its trustees', officers', agents', or employees' negligence, wrongful acts or omissions, or willful misconduct related to this CCAP Agreement or performance of this CCAP Agreement. The provisions of this section shall survive the termination or expiration of this CCAP Agreement.
- 20.2. The COLLEGE agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of COLLEGE'S performance of this CCAP Agreement. The obligation to indemnify shall extend to all claims and losses that arise out of COLLEGE'S or its trustees', officers', agents', or employees' negligence, wrongful acts or omissions, or willful misconduct related to this CCAP Agreement or performance of this CCAP Agreement. The provisions of this section shall survive the termination or expiration of this CCAP Agreement.

21. INSURANCE

- 21.1. The CHARTER, in order to protect the COLLEGE, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this CCAP Agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident and TWO MILLION DOLLARS (\$2,000,000) general aggregate for personal injury, bodily injury, death, and property and other damage, with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA, or program of self-insurance shall expressly name the COLLEGE, its agents, employees and officers as an additional insured for the purposes of this CCAP Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.
- 21.2. The COLLEGE, in order to protect the CHARTER, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this CCAP Agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident and TWO MILLION DOLLARS (\$2,000,000) general aggregate for personal injury, bodily injury, death, and property and other damage, with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the State of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the SCHOOL DISTRICT, its agents, employees and officers as an additional insured for the purposes of this CCAP Agreement. A certificate of insurance including such endorsement shall be furnished to the CHARTER.
- 21.3. For the purpose of Workers' Compensation, CHARTER shall be the "primary employer" for all its employees who perform services as instructors and support staff. CHARTER shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT employees made in connection with performing services and receiving instruction under this CCAP Agreement. CHARTER agrees to hold harmless, indemnify, and defend COLLEGE, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by CHARTER employees connected with providing services under this CCAP Agreement.

22. NON-DISCRIMINATION

- 22.1. Neither the CHARTER nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

23. NOTICES

- 23.1. Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

Allan Hancock College Joint Community College District
800 S. College Drive
Santa Maria, CA 93460
Attn: Dennis Curran

Family Partnership Charter School
Address: PO Box 490
Santa Maria, 93456
Attn: Stephanie Eggert

24. MODIFICATION AND AMENDMENT

- 24.1. Appendix A through D to this CCAP Agreement is incorporated by this reference into this CCAP Agreement.
- 24.2. This CCAP Agreement and Appendix A through D to this CCAP Agreement set forth the entire agreement between the PARTIES relating to the subject matter of this CCAP Agreement. This CCAP Agreement and Appendix A through D to this CCAP Agreement supersede any prior agreements, promises, negotiations, or representations, express or implied, oral or written, not included in this CCAP Agreement and Appendix A through D to this CCAP Agreement.
- 24.3. This Agreement may be amended only with the mutual consent of the Parties. All amendments must be in writing and must be approved by the Parties' respective governing Boards.

25. GOVERNING LAWS

- 25.1. This CCAP Agreement will be governed by and construed in accordance with California law, and the venue of any action or proceeding in connection with this CCAP Agreement shall be Santa Barbara County, California.

26. COMMUNITY COLLEGE DISTRICT BOUNDARIES

- 26.1. For locations outside the geographical boundaries of Allan Hancock College Joint Community College District, the COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 55300 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

27. SEVERABILITY

27.1. This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

28. COUNTERPARTS

28.1. This CCAP Agreement may be executed by the PARTIES in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

IN WITNESS WHEREOF, the PARTIES hereto have caused this CCAP Agreement to be executed on the dates set forth below, to be effective as of the Effective Date.

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT

Dennis Curran, Associate Superintendent/
Vice President of Finance & Administration _____ Date: _____

FAMILY PARTNERSHIP CHARTER SCHOOL

Stephanie Eggert,
Executive Director _____ Stephanie Eggert Date: 09-23-2025

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT BOARD MEETINGS

Informational Meeting Date:

Public Comment & Approval Board Meeting Date:

FAMILY PARTNERSHIP CHARTER SCHOOL GOVERNING BOARD MEETINGS

Informational Meeting Date: October 8, 2025

Public Comment & Approval Board Meeting Date: December 9, 2025

CERTIFICATE *of* SIGNATURE

REF. NUMBER
MEGYV-VJCRC-XBM3W-7WINT

DOCUMENT COMPLETED BY ALL PARTIES ON
23 SEP 2025 17:08:14
UTC

SIGNER

STEPHANIE EGGERT

EMAIL
STEPHANIE.EGGERT@FPCHARTER.ORG

TIMESTAMP

SENT
23 SEP 2025 17:08:14

SIGNED
23 SEP 2025 17:08:14

SIGNATURE

Stephanie Eggert

IP ADDRESS
73.170.208.201

LOCATION
LOMPOC, UNITED STATES



APPENDIX B

**Identification of CCAP Pathways
for Course-Specific College and Career Pathway Opportunities**

Pursuant to California Assembly Bill No. 288, the COLLEGE and SCHOOL DISTRICT enter into this partnership agreement to offer College and Career Pathways (CCAP) to high school students to expand dual enrollment opportunities to facilitate college and career readiness, particularly among students who may not already be college-bound or who are underrepresented in higher education.

The goal of the CCAP partnership is to offer seamless pathways from high school to community college to promote: 1) academic preparation for transfer to four-year colleges and universities; 2) completion of career and technical education programs for entry into the workforce; (3) improving high school graduation rates, and (4) helping high school pupils achieve college and career readiness.

The following pathways are included in the CCAP partnership agreement between the COLLEGE and SCHOOL DISTRICT:

Career and Technical Education:

1. This pathway includes COLLEGE courses in a Career and Technical education (“CTE”) pathway at the college level that apply to an Allan Hancock College degree or certificate in the pathway. This includes:
 - a. Naming of HIGH SCHOOL Pathway and Course Location in Sequence (Introductory, Concentrator, Capstone, or Practicum)
 - b. Naming of COLLEGE Pathway – Degree or Certificate
 - c. Identifying Career/Employment Outcomes associated with CTE Pathway
 - d. Identifying the course(s) in the Pathway to be offered under the CCAP Agreement.
2. Examples of CTE Technical Pathways include Automotive, Digital Art and Graphic Design, Culinary, Early Childhood Studies, Welding etc.

College and Career Readiness:

1. This pathway includes COLLEGE courses in career exploration and career development that prepare students in college and career planning. Successful completion of these courses will allow students to matriculate at college level in courses in a CTE pathway or General Education/ California State University (“CSU”) Transfer pathway.
2. Course examples include: WEE (Work Experience); PD (Career Planning).

Preparation for Transfer:

1. California General Education Transfer Curriculum (Cal-GETC). This pathway includes COLLEGE courses which have been approved to meet the lower-division general education requirements at any CSU or University of California campus (i.e. Areas 1-6)

Improve High School Graduation Rates:

1. Student participation in college courses improves graduation rates of students who participate compared to peers who do not participate in college-level coursework.

APPENDIX C

CCAP Agreement Courses Approved for 2025-2026

HIGH SCHOOL CHARTER: FAMILY PARTNERSHIP CHARTER SCHOOL

HIGH SCHOOL SITE / LOCATION: Orcutt Learning Center, 1157 E Clark Avenue, Santa Maria, 93455

OF STUDENTS TO BE SERVED: 20

TOTAL PROJECTED FTES: 1.54

CCAP Pathway	College Degree or Certificate	High School Pathway	CCAP Course Offerings		Number of Sections, High School period(s) & Times		Instructor Name & Employer of Record (AHC or HS)		Projected Number of Students	Projected FTES
			FALL	SPRING	FALL	SPRING	FALL	SPRING		
College & Career Readiness	AA GE	n/a		PROD 301		T, TH 12:30- 2:00pm		Rebecca Trott (HS)	20	1.54

1. **REQUIRED:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- a. Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
- b. Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.
- c. Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
- d. Potential to work toward completion of an associate degree or an associate degree for transfer.

2. MINIMUM QUALIFICATIONS FOR INSTRUCTION: All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name	Minimum Qualifications For Instructors
PROD 301	• Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family, and child counseling • OR the equivalent <i>NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline</i> • OR master's degree in education • OR any bachelor's degree or higher and two years of professional experience in Office Technologies • OR any associate degree and six years of professional experience in Office Technologies. <i>NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.</i>

3. BOOKS AND INSTRUCTIONAL MATERIALS: The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. The cost estimate is based on the current pricing and additions.

COURSE NAME & NUMBER	TEXTBOOK	COST	OTHER INSTRUCTIONAL MATERIALS	COST
PROD 301	Career Choices and Changes, M. Bingham, S. Stryker, 6 th Edition (2019)	\$59.95	My10yearPlan.com	\$35

4. **JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
Family Partnership Charter School 1157 E. Clark Ave, Ste K, Santa Maria, Ca 93455	Ste K	Tuesday & Thursdays	12:30pm

ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT

Dr. Rober Curry , Associate Superintendent/
Vice-President, Academic Affairs _____ Date: _____

FAMILY PARTNERSHIP CHARTER SCHOOL

Stephanie Eggert,
Executive Director _____ *Stephanie Eggert* Date: 09-23-2025

CERTIFICATE *of* SIGNATURE

REF. NUMBER
MGY3W-WDZKW-NYDD3-SPARF

DOCUMENT COMPLETED BY ALL PARTIES ON
23 SEP 2025 17:35:12
UTC

SIGNER**STEPHANIE EGGERT**

EMAIL
STEPHANIE.EGGERT@FPCHARTER.ORG

TIMESTAMP

SENT
23 SEP 2025 17:35:11

SIGNED
23 SEP 2025 17:35:12

SIGNATURE

IP ADDRESS
73.170.208.201

LOCATION
LOMPOC, UNITED STATES



APPENDIX A

ALLAN HANCOCK COLLEGE JOINT COMMUNITY COLLEGE DISTRICT

Agreement with INSTRUCTOR

This agreement is made and entered into this 14 [day] of AUGUST [month] 2025 [year] by three parties: The Allan Hancock College Joint Community College District (hereinafter "COLLEGE"), the FAMILY PARTNERSHIP CHARTER [high school district] (hereinafter "SCHOOL DISTRICT") and REBECCA TROTT [first name, last name], an employee of the SCHOOL DISTRICT (hereinafter "INSTRUCTOR") who is being assigned to the COLLEGE on a part-time basis pursuant to Title 5, California Code of Regulations, section 58058(b).

WHEREAS, the SCHOOL DISTRICT has the experience, training, equipment and other resources, and staff necessary to provide instruction to COLLEGE students through the CCAP Agreement;

WHEREAS, Title 5, California Code of Regulations, section 58050, subdivision (a) provides authority for claiming apportionment;

NOW, THEREFORE, the three parties to this Agreement hereby agree as follows:

1. The SCHOOL DISTRICT's INSTRUCTOR is an employee of the SCHOOL DISTRICT who shall meet "Minimum Qualifications" for the academic position of COLLEGE's INSTRUCTOR as established by the COLLEGE and as determined by the COLLEGE.
2. The SCHOOL DISTRICT's INSTRUCTOR is professionally and specially trained and competent to provide the supervisory and/or instructional services required by the COLLEGE.
3. The INSTRUCTOR will be an employee of the COLLEGE for purposes of the Attendance Accounting Standards (Ed. Code, § 58050). COLLEGE has the right to; 1) evaluate and terminate INSTRUCTOR; 2) evaluate the quality of instruction to ensure that it meets the needs of students; 3) evaluate the quality and rigor equal to the COLLEGE'S approved course outline of record and the accreditation requirements of COLLEGE. The COLLEGE will not provide INSTRUCTOR evaluation results to the SCHOOL DISTRICT.
4. The SCHOOL DISTRICT's INSTRUCTOR shall at all times comply with the supervisory and/or instructional requirements outlined in Title 5, California Code of Regulations, section 58055, which require direct instruction by the SCHOOL DISTRICT's INSTRUCTOR except in limited circumstances. The SCHOOL DISTRICT's INSTRUCTOR's responsibilities and duties as an employee of the COLLEGE shall include, but are not limited to, the following:
 - 4.1. Ensure that an instructional time of 50 minutes per class each day is expended in full compliance with the course objectives determined by the COLLEGE.
 - 4.2. Ensure the safety and well-being of students.
 - 4.3. Be in sufficient physical proximity and range of communication to provide immediate instructional supervision and control of all students in his/her classes.
 - 4.4. Attend periodic staff meetings with the COLLEGE.
 - 4.5. Regularly check and respond to communication from COLLEGE.
 - 4.6. Priority in class enrollment shall be given to students desiring to take the course for college credit towards a degree or certificate (Ed. Code § 76370). Ensure accurate and current daily student attendance records, accurate calculation of final student grades of

- all students enrolled in the course for college credit, and the prompt submission of all data necessary for the calculation of FTES to the DISTRICT within 3 (three) calendar days of course completion (Ed. Code § 84500).
- 4.7. Ensure the effective use of instructional methods, technology, testing and remediation.
 - 4.8. Ensure that he/she does not have any other assigned duties during the instructional activity where multiple skill levels of students are being taught for which attendance is being claimed.
 - 4.9. Be familiar with and comply with all relevant COLLEGE policies, rules and regulations, including but not limited, to those related to student safety, grading, attendance, sexual harassment and discrimination.
 - 4.10. Provide support to SCHOOL DISTRICT students taking COLLEGE courses under CCAP agreement with COLLEGE admission and registration procedures.
5. The SCHOOL DISTRICT shall indemnify and hold harmless the COLLEGE and its authorized agents, officers, and employees against any and all claims and actions arising from the SCHOOL DISTRICT's INSTRUCTOR's or SCHOOL DISTRICT's negligent, reckless or intentional acts, errors or omissions and for any cost or expense incurred by the COLLEGE on account of any claim therefor.
 6. The COLLEGE shall provide no compensation to the SCHOOL DISTRICT's INSTRUCTOR for any services rendered pursuant to this Agreement, but compensation, as well as workers' compensation insurance, shall be the responsibility of the SCHOOL DISTRICT in accordance with its established and standard practices.
 7. This Agreement may be terminated at any time by the COLLEGE within the sole and exclusive discretion of the COLLEGE upon written notice to the SCHOOL DISTRICT and the SCHOOL DISTRICT's INSTRUCTOR. This Agreement may be terminated upon thirty (30) days' prior written notice to COLLEGE by either the SCHOOL DISTRICT or the SCHOOL DISTRICT's INSTRUCTOR within either's sole and exclusive discretion.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year last written below.

INSTRUCTOR

ALLAN HANCOCK COLLEGE JOINT
COMMUNITY COLLEGE DISTRICT

REBECCA TROTT

Print

Print

Rebecca B. Trott

Signature

Signature

APPENDIX D
Registration Timeline 2025 - 2026

2025-2026 Week Ranges		Process	Timeline	Type
FALL	Week 1: July 1, 2025 - July 7, 2025			
	Week 2: July 8, 2025 - July 14, 2025			
	Week 3: July 15, 2025 - July 21, 2025			
	Week 4: July 22, 2025 - July 28, 2025			
	Week 5: July 29, 2025 - August 4, 2025	Ideal	CRNs available for DualEnroll & we see bulk of forms (Would like Aug 1 deadline for CRNs)	CCAP
	Week 6: August 5, 2025 - August 11, 2025	Ideal	(NonCCAP) Late Add influx, Appeal Delays, Registration Processing Delays	
	Week 6: August 5, 2025 - August 11, 2025	Ideal	Firm Deadline for NonCCAP Petitions (Fall 2025)	NonCCAP
	Week 6: August 5, 2025 - August 11, 2025	Ideal	(NonCCAP) Bulk of Petitions come in around this time through first day of AHC classes	NonCCAP
	Week 7: August 12, 2025 - August 18, 2025		Start of Fall Term for HS Partners (Average)	
	Week 8: August 19, 2025 - August 25, 2025		Start of Fall Term for AHC	
	Week 8: August 19, 2025 - August 25, 2025	Actual	(NonCCAP) We accepted petitions for up until the start of classes (extended)	NonCCAP
	Week 8: August 19, 2025 - August 25, 2025		Winter app opens	
	Week 9: August 26, 2025 - September 1, 2025	Actual	Influx of Fall Petitions Timeframe	Both
	Week 9: August 26, 2025 - September 1, 2025	Actual	(NonCCAP) Late Add influx, Appeal Delays, Registration Processing Delays	NonCCAP
	Week 10: September 2, 2025 - September 8, 2025	Actual	CRNs available in DualEnroll & we see beginning of bulk of forms	CCAP
	Week 10: September 2, 2025 - September 8, 2025	Ideal	Spring app opens for CCAP students	CCAP
SPRING	Week 11: September 9, 2025 - September 15, 2025			
	Week 12: September 16, 2025 - September 22, 2025			
	Week 14: September 30, 2025 - October 6, 2025	Ideal	CCAP CRNs available (Spring 2026)	CCAP
	Week 14: September 30, 2025 - October 6, 2025	Ideal	CCAP Registration Begins (Spring 2026)	CCAP
	Week 14: September 30, 2025 - October 6, 2025		Spring app opens	
	Week 14: September 30, 2025 - October 6, 2025	Actual	Deadline for NonCCAP Petitions (Fall 2025 Term 2)	NonCCAP
	Week 15: October 7, 2025 - October 13, 2025			
	Week 16: October 14, 2025 - October 20, 2025	Actual	AHC accepting NonCCAP petitions (Winter/Spring 2026)	NonCCAP
	Week 16: October 14, 2025 - October 20, 2025		Class Search opens	
	Week 17: October 21, 2025 - October 27, 2025			
	Week 18: October 28, 2025 - November 3, 2025	Ideal	Fall processing complete for CCAP	CCAP
	Week 19: November 4, 2025 - November 10, 2025	Actual	CRN available for CCAP for spring	CCAP
	Week 20: November 11, 2025 - November 17, 2025	Actual	NonCCAP Registration Begins (Winter/Spring 2026)	NonCCAP
	Week 20: November 11, 2025 - November 17, 2025	Actual	CCAP Registration Begins (Early Spring 2026)	CCAP
	Week 21: November 18, 2025 - November 24, 2025			
	Week 22: November 25, 2025 - December 1, 2025			
	Week 23: December 2, 2025 - December 8, 2025	Ideal	Influx of CN Spring Petitions Timeframe	NonCCAP

APPENDIX D
Registration Timeline 2025 - 2026

SPRING	Week 23: December 2, 2025 - December 8, 2025	Ideal	Deadline for NonCCAP Petitions (Winter 2026)	
	Week 24: December 9, 2025 - December 15, 2025	Ideal	Bulk of CCAP registrations submitted for Spring	CCAP
	Week 25: December 16, 2025 - December 22, 2024	Actual	Processing completed for Fall CCAP	CCAP
	Week 25: December 16, 2025 - December 22, 2025	Actual	Start of Winter Term for AHC	
	Week 26: December 23, 2025 - December 29, 2025			
	Week 27: December 30, 2025 - January 5, 2026			
	Week 28: January 6, 2026 - January 12, 2026	Actual	Deadline for NonCCAP Petitions (Spring 2026)	
	Week 29: January 13, 2026 - January 19, 2026	Actual	Start of Spring Term for HS Partners (Average)	Both
	Week 29: January 13, 2026 - January 19, 2026	Actual	Influx of CN petitions	Both
	Week 30: January 20, 2026 - January 26, 2026	Actual	Start of Spring Term for AHC	
	Week 31: January 27, 2026 - February 2, 2026			
	Week 32: February 3, 2026 - February 9, 2026	Actual	We see bulk of our CCAP forms being turned in	CCAP
	Week 33: February 10, 2026 - February 16, 2026	Actual	We see bulk of our CCAP forms being turned in	CCAP
	Week 34: February 17, 2026 - February 23, 2026		CCAP Sections Identify and Created - Alicia to meet with High Schools (summer/fall 2026)	
	Week 35: February 24, 2026 - March 2, 2026			
	Week 36: March 3, 2026 - March 9, 2026			
	Week 37: March 10, 2026 - March 16, 2026			
	Week 38: March 17, 2026 - March 23, 2026			
	Week 39: March 24, 2026 - March 30, 2026		CCAP Sections CRNs Complete (summer/fall 2026)	
	Week 40: March 31, 2026 - April 6, 2026			
	Week 41: April 7, 2026 - April 13, 2026		AHC accepting NonCCAP petitions (summer/fall 2026)	
	Week 41: April 7, 2026 - April 13, 2026	Actual	Summer/Fall Class Search Opens	
	Week 42: April 14, 2026 - April 20, 2026			
	Week 42: April 14, 2026 - April 20, 2026		Priority Reg	
FALL	Week 43: April 21, 2026 - April 27, 2026	Ideal	Spring processing complete for CCAP	CCAP
	Week 44: April 28, 2026 - May 4, 2026			
	Week 45: May 5, 2026 - May 11, 2026	Ideal	NonCCAP Registration Begins (Summer/Fall 2026)	
	Week 46: May 12, 2026 - May 18, 2026	Actual	Deadline for NonCCAP Petitions (Spring Term 2 2026)	
	Week 47: May 19, 2026 - May 25, 2026	Actual	Spring processing complete for CCAP	
	Week 48: May 26, 2026 - June 1, 2026			
	Week 49: June 2, 2026 - June 8, 2026	Ideal	Influx of Fall Petitions Timeframe	NonCCAP
	Week 50: June 9, 2026 - June 15, 2026	Actual	Start of Summer Term for AHC	
	Week 51: June 16, 2026 - June 22, 2026			
	Week 52: June 23, 2026 - June 29, 2026			

CONSENT ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Acceptance of Donations	Item Number: 11.K.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 1

BACKGROUND

Donor	Item	Department or Program Utilizing Donation	Total Value Amount
Dr. Barbara Curry	1952 Bentley Mark VI	Allan Hancock College Auto Body Technology Program	\$17,000
Justin Crockett, Brand Creative West	Installation of Graphic Decals on Ambulance	Public Safety / EMS Programs	\$2,295
Santa Barbara County Fire Department	3 (ea) G1 Regulators 3 (ea) 16' G2 Hoses 1 (ea) G1 Dual Deadman Controller 19 (ea) KP1 Airbags	Public Safety Training Complex / Fire Academy	\$15,000
Grand Total			\$34,295

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends the board of trustees accept the donation(s) as presented.

Administrator Initiating Item: Dennis Curran	Final Disposition:

CONSENT ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Authorization for Out-of-State Travel for the Superintendent/President	Item Number: 11.L.
Institutional Goal: Accreditation Standard IV	Enclosures: Page 1 of 1

BACKGROUND

Authorization for out-of-state travel is requested for the superintendent/president to travel as indicated below:

<u>No.</u>	<u>Meeting With</u>	<u>Location</u>	<u>Date(s)</u>	<u>Purpose of Travel</u>
1.	WDI 2026	New Orleans, LA	Jan. 28-31, 2026	To speak at event
2.	National Legislative Summit	Washington, D.C.	Feb. 8-11, 2026	To attend conference
3.	American Association of Community Colleges (AACC)	Seattle, WA	April 9-14, 2026	To attend AACC 2026 Annual Meeting

FISCAL IMPACT

1. The estimated cost is TBD.
2. The estimated cost is TBD.
3. The estimated cost is \$3,343.28.

RECOMMENDATION

Staff recommends the board of trustees authorize out-of-state travel for the superintendent/president to attend the events listed above.

Administrator Initiating Item: Kevin G. Walthers	Final Disposition:

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Approval of Notice of Completion for the Baseball/Softball Changing Rooms Project (Bid #25-01)	Item Number: 11.M.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 1

BACKGROUND

On Nov. 4, 2024, construction of the Baseball/Softball Changing Rooms Project (Bid #25-01) started with Specialty Constructors Services, Inc., for \$1,160,653.00. During the course of the project, the district approved six change orders in the amount of \$158,643.00 increasing the amount of the project to a grand total of \$1,316,324.96 (to include a credit of \$2,971.04).

The work is now complete. Therefore, it is appropriate for the district to file a notice of completion with the Santa Barbara County Recorder's Office. The filing of the notice of completion starts the 30-day period within which subcontractors or material suppliers must file any stop payment notices. Upon completion of the time period and with no outstanding stop notices, the college is obligated to release all remaining funds to the contractor.

FISCAL IMPACT

There is no fiscal impact to file a notice of completion.

RECOMMENDATION

Staff recommends the board of trustees approve filing a Notice of Completion for the Baseball/Softball Changing Rooms Project (Bid #25-01) performed by Specialty Constructors Services, Inc.

Administrator Initiating Item: Dennis Curran	Final Disposition:

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Approval to Award Contract for the Temporary Facilities Yard Project (Bid #25-03)	Item Number: 11.N.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2

BACKGROUND

On November 19, 2024, the board of trustees authorized staff to bid the construction of the Temporary Facilities Yard Project (Bid #25-03). The project was listed with Cyber Copy Reprographics and advertised in the Santa Maria Times on September 23 and September 30, 2025. On October 2, 2025, a mandatory job walk was held with seven contractors present.

The district received four responsive bids on the October 21, 2025 due date. The apparent low bidder, Quincon, Inc., formally withdrew their bid proposal of \$467,243 on October 23, 2025, citing a clerical mathematical error. As a result, the next lowest responsive and responsible bidder is Seamair Construction, Inc. with a bid amount of \$593,450.

FISCAL IMPACT

The bid amount is \$593,450 and will be funded through the Measure I Bond Funds.

RECOMMENDATION

Staff recommends the board of trustees award the contract for the construction of the Temporary Facilities Yard Project (Bid #25-03), to Seamair Construction, Inc. in the amount of \$593,450.

Administrator Initiating Item: Dennis Curran	Final Disposition:

BID TABULATION

TEMPORARY FACILITIES YARD PROJECT BID NO. 25-03

October 21, 2025 at 2:00 p.m.

BIDDER	BID AMOUNT	SIGNED BID FORM	ADDENDUM ACKNOW.	SUB LIST	WORKERS COMP	NON-COLLUSION	BID BOND	SUBSTITUT. REQUEST	ACKNOW. BIDDING PRACTICES	DRUG FREE
Quincon, Inc.	\$467,243	X	X	X	X	X	X	X	X	X
Seamair Construction, Inc.	\$593,450	X	X	X	X	X	X	X	X	X
Joseph Engineering	\$596,556	X	X	X	X	X	X		X	X
Specialty Constructors Services, Inc.	\$610,500	X	X	X	X	X	X	X	X	X

Opened by:

Kara Pizano

Witnessed by:

Nathan Limon, Mingo Yruegas, Jose Rodriguez, Sean Poindexter, Monica Garcia, Gerald Domingues, Steve Marshall

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Approval to Extend the Contract with PepsiCo Beverage Sales, LLC	Item Number: 11.O.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 16

BACKGROUND

In June 2020, the district executed a contract (attached) with Bottling Group, LLC (now PepsiCo Beverage Sales, LLC), to provide Pepsi vending and fountain products from Jan. 1, 2021 through Dec. 31, 2025. Upon mutual agreement, the district can extend the agreement with two additional one-year options. The contract pays the district commission revenue and several additional incentives which would continue with the one-year extensions.

The amendment increases two incentives provided by Pepsi: 1) flex funds grow from \$1,750 to \$2,000; and 2) the value of Gatorade sideline kits increases from \$500 to \$1,000. Flex funds are provided by Pepsi to support mutually agreed upon programs and the sideline kits are used by athletics.

Pepsi provided the attached amendment to exercise the first of the two option years. Staff recommends exercising the first one-year extension.

FISCAL IMPACT:

There is no fiscal impact other than the commissions and incentives earned from beverage sales.

RECOMMENDATION

Staff recommends the board of trustees approve the contract extension for PepsiCo Beverage Sales, LLL, to continue providing beverage vending and fountain products for one additional year.

Administrator Initiating Item: Dennis Curran	Final Disposition:

AMENDMENT

THIS AMENDMENT (this “*Amendment*”) is effective as of January 1, 2026 (the “*Effective Date*”) by and between **PEPSICO BEVERAGE SALES, LLC**, a Delaware limited liability company, and its affiliates and/or their respective subsidiaries collectively comprising Pepsi Beverages Company, with an office located at 2345 Thompson Way, Santa Maria, CA 93455 (“*Pepsi*”) and **ALLAN HANCOCK COLLEGE DISTRICT**, with its principal place of business at 800 S. College Drive, Santa Maria, CA 93454 (“*Customer*”).

WHEREAS, Pepsi and Customer are parties to the Beverage Sales and Sponsorship Agreement commencing on January 1, 2021 (as amended on November 1, 2024, collectively, the “*Agreement*”); and

WHEREAS, the referenced Amendment dated November 1, 2024, states that Pepsi entered into a Subcontractor Agreement with Canteen Oxnard, who acts as the Third-Party Vending Operator, and that jointly, they will provide the Commissions stipulated in the aforementioned Amendment.

WHEREAS, Pepsi and Customer wish to modify certain terms of the Agreement and memorialize the same in writing.

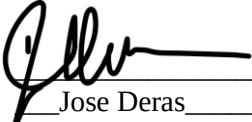
NOW, THEREFORE, in consideration of these premises and the covenants herein contained, it is hereby agreed that, as of the Effective Date, the Agreement is hereby amended as set forth below. As used in this Amendment, capitalized terms defined in the Agreement and not otherwise defined in this Amendment, shall have the respective meanings assigned thereto in the Agreement.

1. The parties agree to exercise their first 1-year option to extend the Term.
2. Section **4.E.** of the Agreement is hereby amended as follows, the amount of the Annual Flex Funds is deleted and replaced with an amount of Two Thousand US Dollars (\$2,000)
3. Section **5.A.** of the Agreement is hereby amended as follows, the value of the Gatorade Sideline Kits is deleted and replaced with a value of One Thousand US Dollars (\$1,000)
4. Each party represents and warrants to the other that it has the authority to enter into and perform under this Amendment; and that the execution and performance under this Amendment will not violate any agreements with, or rights of, any third party. This Amendment may be amended or modified only by a writing signed by each of the parties.
5. **Except as may be expressly set forth herein, all terms and conditions of the Agreement shall remain in full force and effect.**

IN WITNESS WHEREOF, Pepsi and Customer have caused this Amendment to be executed by the authorized persons set forth below.

PEPSICO BEVERAGE SALES, LLC

ALLAN HANCOCK COLLEGE DISTRICT

By: 
 Name: Jose Deras
 Title: Food Service Kam
 Date: 10/23/2025

By: _____
 Name: _____
 Title: _____
 Date: _____



BEVERAGE SALES AND SPONSORSHIP AGREEMENT

This sets forth the agreement ("**Agreement**") between Bottling Group, LLC, a Delaware limited liability company, and its affiliates and/or respective subsidiaries collectively comprising Pepsi Beverages Company with an office located at 2345 Thompson Way, Santa Maria, CA. 93455 ("**Pepsi**") and Allan Hancock College District, with its principal place of business at 800 S. College Drive, Santa Maria, CA. 93454 on its own behalf, on behalf of its affiliates and wholly-owned subsidiaries, and on behalf of its individual franchisees and licensees, if any (the "**Customer**"). The support described below is in lieu of any other discounts, allowances or rebates to which the Customer might otherwise be entitled from time to time. When fully executed, this Agreement will constitute a binding obligation of both parties until expiration or termination.

1. DEFINITIONS.

As used in this Agreement, the following capitalized terms have the respective meanings assigned thereto below.

"**Beverage**" or "**Beverages**" means all carbonated and non-carbonated, non-alcoholic drinks, however dispensed during the Term of the Agreement

"**Cases**" means cases of Packaged Products (as defined herein) purchased by Customer from Pepsi during the Term, initially delivered in quantities of 24 plastic bottles, aluminum cans, glass bottles (or equalized 24 pack cases, e.g., two 12-pack cases), eight 2-liter plastic bottlers, or such other size, quantity and type of containers as Pepsi may make available from time to time during the Term.

"**Competitive Products**" means any and all Beverages other than the Products.

"**Customer Marks**" means (i) the Designations (as defined below) and (ii) Customer Marks including, without limitation, characters, colors, emblems, designs, identifications, logos, mascots, name, service marks, symbols, trademarks, all trade names, uniforms and other proprietary designations associated with or related to the Customer, the Facilities and, if applicable, the Team(s), at the beginning of the Term or which will be created during the Term, if any.

"**Designations**" includes, but are not limited to, the following: "Official Water and Soft Drink of Allan Hancock College" and "Official Sponsor of Allan Hancock College"

"**Equipment**" means equipment loaned by Pepsi to Customer to dispense, store or cool Products (as defined below), as more fully described in Section 5 herein.

"**Facilities**" means the entire premises of every facility owned, leased, occupied or operated by the Customer or its Food Service Provider throughout the Term, including all buildings, the grounds, parking lots, dining facilities, snack bars, food carts, book stores, athletic facilities, retail locations, concession stands, unbranded and branded food service outlets and vending areas. "**Facilities**" shall also be deemed to include: convenience store operations and restaurants in place at the beginning of the Term or initiated during the Term in space leased to third-party commercial tenants within Customer-owned buildings.

"**Food Service Provider**" means Testa Campus Cuisine or any other third party which sells or serves Beverages at the Facilities during the Term.

"**Gallons**" means gallons of the Postmix Products purchased by Customer from Pepsi during the Term.

"**Packaged Products**" means Beverages that are sold or distributed by Pepsi in pre-packaged form (e.g., bottles



PEPSI BEVERAGES COMPANY

and cans). A current list of Pepsi's Packaged Products is listed in attached Exhibit A which may be amended by Pepsi from time to time.

"Postmix Products" means Beverages sold and/or distributed by Pepsi and used to create and prepare fountain beverages, frozen carbonated or non-carbonated beverages. A current list of Pepsi's Postmix Products is listed in attached Exhibit A which may be amended by Pepsi from time to time.

"Products" means Postmix Products, and Packaged Products.

"Teams" means any and all sports teams that use the Facilities as their home stadium or field.

"Units" means the total combined Gallons and Cases during any applicable time period. For the purposes of measuring total Units only, 1 Case of Packaged Products equals 1 Gallon of Postmix Product.

"Year" means each 12-month period during the Term commencing on the first day of the Term or an anniversary thereof.

2. TERM.

The term of this Agreement is the Five Year (5) year period commencing on January 1, 2021 and expiring on December 31, 2025 (the **"Term"**). Upon mutual agreement, Customer and Pepsi will have the ability to extend the agreement for an additional two years based on two 1-year options.

3. PERFORMANCE.

This Agreement, including all of Pepsi's support to Customer as described below, is contingent upon Customer complying, throughout the Term, with all of the following performance criteria:

(A) **Exclusivity.** Pepsi is the exclusive Beverage supplier and Beverage sponsor to Customer and the Facilities and, if applicable, Teams. Error! No text of specified style in document. Customer agrees to take all necessary steps to ensure that the Products are the exclusive Beverages of their respective types sold, dispensed or otherwise made available, or in any way advertised, displayed, represented or promoted at or in connection with the Facilities and, if applicable, Teams by any method or through any medium whatsoever (including without limitation print, broadcast, direct mail, coupons, handbills, displays and signage), whether public or private. The Customer and Foodservice Provider will not serve, dispense or otherwise make available or permit the availability of, or in any way advertise, display, represent or promote, beverage products licensed by, or produced by bottlers licensed by, The Coca-Cola Company or any affiliate thereof, or any other supplier of Competitive Products.

(B) **Purchase of Products.** Customer agrees to purchase, and require its Food Service Providers and purchasing representatives to purchase, Products exclusively and directly from Pepsi.

(C) **Fountain Products.** Customer agrees to use the Postmix Products for use in preparing the fountain beverage products (the **"Fountain Products"**): (i) in accordance with the standards established by Pepsi and (ii) only for immediate or imminent consumption; Customer agrees not to resell the Postmix Products either to nonaffiliated outlets or to consumers in any form other than the Fountain Products.

(D) **Ancillary Product.** Customer agrees to purchase, and require its food Service Providers and purchasing representatives to purchase all their respective requirements for carbon dioxide and branded disposable cups (**"Ancillary Products"**) exclusively from Pepsi.



(E) **Sponsorship and Promotional Rights.** Customer agrees that Pepsi has the right to promote the fact that Pepsi is the official and exclusive Beverage sponsor of the Customer, the Facilities, and, if applicable, the Teams, including the right of Pepsi to use and promote the Customer Marks. Such promotion may be conducted through the distribution channels of television, radio and print media, on the packaging of (including cups and vessels) and at the point-of-sale of any and all Products wherever they may be sold or served. In connection therewith, Customer hereby grants to Pepsi a nonexclusive license to use the name of the Facilities and the Teams and the Customer Marks for the limited purposes of promoting Products within the context of promotional activities and activation of sponsorship benefits as set forth herein. Customer is the sole and exclusive owner of all right, title and interests in and to the Customer Marks (including without limitation, all goodwill associated therewith) and Pepsi's use of the Customer Marks pursuant to this Agreement will not infringe the rights of any third parties. Pepsi and Customer agree that advertising and promotional copy produced by each of them relating to the sponsorship rights granted herein will be subject to the prior approval of the other party. Both parties agree that material submitted hereunder would not be unreasonably disapproved, and if disapproved, that the other party will be advised of specific goals for the approval.

(F) **Advertising and Merchandise Rights.** Customer must display appropriate brand identification for each Product served on all menus (including catering and digital), menuboards and postmix dispensing valves at each of the Facilities throughout the Term. In addition, Pepsi shall have the right to advertise its Products on signage at the Facilities and in print advertising as more fully set forth on Exhibit B attached hereto.

(G) **Product Mix; Minimum SKU/Brand Requirement.** Throughout the Term, Customer agrees to offer a reasonable mix of Pepsi's Products and package sizes for sale and distribution throughout the Facilities including, carbonated soft drinks, water, isotonic, coffees and teas, juices, energy drinks and other beverages available from Pepsi. If, during the Term, Customer determines to limit the portfolio of Products and/or package sizes offered at the Facilities, Customer acknowledges that Pepsi will have the right to adjust the funding offered to Customer on an equitable basis to neutralize any negative impact such change may have on the economics of the original Agreement.

(H) **Restrictions for Products.** The parties recognize and agree that there are certain additional territorial restrictions that pertain to the purchase and resale of the Products. To the extent any prospective Facilities are located outside the territories serviced by Pepsi, then Pepsi may, upon request by the Customer, use commercially reasonable efforts to facilitate an agreement between the Pepsi-Cola bottler servicing the applicable territory and the Customer with terms substantially similar to the terms of this Agreement. Furthermore, Customer agrees not to distribute or resell the Products, directly or indirectly, outside the territories serviced by Pepsi and shall cause its purchasing representative to abide by such territorial restrictions.

(I) **Food Service Providers.** The terms and conditions of this Agreement, including the pricing, funding and other consideration provided for herein is based on the presence or absence of Food Service Providers at commencement date of this Agreement. In the event that: (i) if the Customer switches Food Service Providers during the Term or (ii) Customer is self-operated and switches to a Food Service Provider during the Term then any such new or subsequent agreement between the Customer and any Food Service Provider must require such Food Service provider to abide by the applicable pricing and other terms set forth in this Agreement to the exclusion of all other benefits including in connection with any agreement such Food Service Provider may separately have with Pepsi or Pepsi's affiliates. In the event that the Customer fails to adhere to this requirement (or the Food Service Provider refuses to abide accordingly), then Pepsi shall be entitled to adjust its pricing, funding or other consideration offered to Customer herein on an equitable basis to neutralize any negative impact such change may have on the economics of the original Agreement.



4. MONETARY FUNDING.

Provided Customer is not in breach of this Agreement, and the District is re-open for in-person classes, Pepsi agrees to provide Customer with the funding described below.

(A) **Initial Support Funds.** Pepsi agrees to provide Customer with initial support funds in the amount of Twenty-Five Thousand US Dollars (\$25,000), payable to Customer within sixty (60) days after the later of (i) the first day of the Term or (ii) the signing of this Agreement by both parties or (iii) the re-opening of in-person classes (the “*Initial Support Funds*”). The Initial Support Funds are earned by Customer over the Term. In the event of early termination for any reason other than an uncured material breach by Pepsi pursuant to Section 7(A) herein, the unearned Initial Support Funds will be repaid to Pepsi pursuant to the terms of Section 7(C)(i) herein.

(B) **Annual Sponsorship Funds** In each of Years one through five, Pepsi will provide Customer with annual sponsorship support funds payable pursuant to the following chart below (the “*Annual Sponsorship Funds*”). Customer and Pepsi acknowledge that if in Year 1 of the Term, the College is not open for in-person classes, the Annual Sponsorship Funds may be reduced.

Year	Applicable Time Period	Amount*	Due Date: within 60 days after:
1	January 1, 2021 – December 31, 2021	15,000	December 31, 2021
2	January 1, 2022 – December 31, 2022	15,000	December 31, 2022
3	January 1, 2023 – December 31, 2023	15,000	December 31, 2023
4	January 1, 2024 – December 31, 2024	15,000	December 31, 2024
5	January 1, 2025– December 31, 2025	15,000	December 31, 2025

*The Customer acknowledges and agrees that each Annual Sponsorship Fund payable to the Customer is based on the volume commitment of Cases/Gallons purchased from Pepsi and sold throughout the Facilities (including Cases sold thru Beverage vending machines) pursuant to this Agreement during the applicable Year. The Annual Sponsorship Fund will be made annually as long as Customer volume maintains 95% of existing baseline volume of 4,400 Cases/Gallons. The Annual Sponsorship Fund will be reduced by the percent decline below 95% (i.e., 90% total volume = 5% reduction in support for that respective year). The adjustment to the Annual Sponsorship Fund will be reconciled in the second payment installment in the applicable Year. The minimum number of Units per Year is (“*Annual Units Threshold*”). As used herein, “Units” means Gallons and Cases. For the purposes of determining Units sold, 1 Case shall equal 1 Gallon. Therefore, if during any Year the number of Units falls below the Annual Units Threshold, then the Annual Sponsorship Fund for the next Year will be reduced by a percentage equal to the percentage decrease between the Annual Units Threshold and the actual number of Units sold during the Year. *For example, in Year 1, the total Annual Sponsorship Fund is \$15,000, and during Year 1 actual Units sold is 3,960 Units, then the Annual Sponsorship Fund for Year 1 will be \$14,250 (reduced by 5%).*

The Annual Sponsorship Fund is earned throughout the Year in which it is paid. In the event Pepsi terminates this Agreement due to the Customer’s failure to cure a breach hereof, the unearned Annual Sponsorship Fees will be repaid to Pepsi pursuant to the terms of Section 7.C(i) herein.

(C) **Annual Student Scholarships.** In each of Years one through five, Pepsi will provide Customer with annual student scholarships payable pursuant to the following chart below (the “*Annual Student Scholarships*”). Customer and Pepsi acknowledge that if in Year 1 of the Term, the College is not open for in-person classes, the Annual Student Scholarship Funds may be reduced



Year	Applicable Time Period	Amount*	Due Date: within 60 days after:
1	January 1, 2021 – December 31, 2021	1,000	December 31, 2021
2	January 1, 2022 – December 31, 2022	1,000	December 31, 2022
3	January 1, 2023 – December 31, 2023	1,000	December 31, 2023
4	January 1, 2024 – December 31, 2024	1,000	December 31, 2024
5	January 1, 2025 – December 31, 2025	1,000	December 31, 2025

The Annual Student Scholarship fund is earned throughout the Year in which it is paid. In the event Pepsi terminates this Agreement due to the Customer's failure to cure a breach hereof, the unearned Annual Student Scholarship fund will be repaid to Pepsi pursuant to the terms of Section 7.C(i) herein.

(D) **California Community College Foundation Fund.** As a California Community College District overseeing multiple community colleges, Pepsi shall provide Customer with a one-time payment of Three Thousand US Dollars (\$3,000) (the "**California Community College Foundation Fund**"). The California Community College Foundation Fund will be paid to Customer within sixty (60) days of execution of this Agreement by both parties, as long as District is re-open for in-person classes. The California Community College Foundation Fund is earned by Customer over the Term. In the event of early termination for any reason other than an uncured material breach by Pepsi pursuant to Section 7(A) herein, the unearned California Community College Foundation Fund will be repaid to Pepsi pursuant to the terms of Section 7(C)(i) herein.

(E) **Annual Flex Funds.** In each Year of the Term, Pepsi shall provide Customer with annual flex support funds, with a value of One Thousand Seven Hundred Fifty US Dollars (\$1,750) the ("**Annual Flex Funds**"). The Annual Flex Funds shall be used and spent by Pepsi in support of mutually agreed programs throughout the Facility. The Customer acknowledges and agrees that any unused portion of the value of the Annual Flex Funds in any Year shall not be carried over to the subsequent Year. Any remaining Flex Funds at the end of each Term, will be paid to Customer.

Year	Applicable Time Period	Amount*
1	January 1, 2021 – December 31, 2021	1,750
2	January 1, 2022 – December 31, 2022	1,750
3	January 1, 2023 – December 31, 2023	1,750
4	January 1, 2024 – December 31, 2024	1,750
5	January 1, 2025 – December 31, 2025	1,750

(F) **Rebates.** Each Year throughout the Term, Pepsi agrees to calculate the total number of eligible Cases and Gallons purchased by each of the applicable Facilities from Pepsi pursuant to this Agreement, and will provide Customer with rebates calculated based on applicable rates set forth below (the "**Rebates**"). The Rebates, as applicable, will be paid by Pepsi within sixty (60) days after the end of each Year. The parties agree that Pepsi will not accrue or pay any Rebates for sales to Facilities that are in breach of the Performance Requirements listed in Section 2 above.

Rebates Rates	Eligible Products*
\$2.00/Case**	All Packaged Products
*The following Products are excluded from Rebates: Chilled Beverages (i.e., Naked Juice, Tropicana, Kevita), 16.9oz Aquafina, and 12oz CSDs.	

(G) **Growth Incentive Fund.** Each Year throughout the Term, Pepsi will offer Customer Growth Incentive Funds based on an annual growth target increase of five percent (5%) on all Cases of Packaged Products, excluding 16.9oz Aquafina and 12oz CSDs purchased by Customer in excess of 2,872 Cases. Each Year will be


PEPSI BEVERAGES COMPANY

a "**Performance Period.**" The "**Base Period**" with respect to each Performance Period will be the immediately preceding twelve-month period or Year. Pepsi and Customer will mutually agree as to the number of Cases which will constitute the Base Period volume for the first Year of this Agreement. The number of Cases purchased during each Performance Period will be compared with the number of Cases purchased during the corresponding Base Period. If, and to the extent that, the number of Cases purchased during any Performance Period exceeds the number of Cases purchased during the corresponding Base Period by five percent (5%) or more, Pepsi will pay Customer One Thousand US Dollars (\$1,000). Any applicable Growth Incentive Fund will be paid within sixty (60) days after the end of an eligible Year.

In addition, Customer acknowledges that Pepsi policies prohibit business practices involving improper revenue recognition, including but not limited to channel stuffing and/or trade loading. As such, Customer agrees that to the extent any funding provided for herein is based on Customer achieving a threshold amount of purchases in a given time period, Pepsi has and reserves the right to not count purchases towards a given threshold in the event Pepsi determines in its good faith and reasonable discretion that such purchases were not made in the normal course of business for current product needs. Material changes in historical purchasing patterns shall be considered by Pepsi in making any such determination.

(H) **Commissions.** Pepsi shall provide Customer with commissions, as a percentage of the actual cash ("**cash in bag**" or "**CIB**") collected by Pepsi from the Vending Machines placed at the Facilities, less any applicable government- imposed taxes/fees and deposits, as applicable ("**Commissions**"). Such Commissions shall be at the rate(s) set forth below (the "**Commission Rate**") and shall be calculated as follows:

$$(\text{CIB} * \text{Commission Rate}) - \text{Applicable CRV} = \text{Commission due}$$

<i>Product</i>	<i>Initial Vend Price*</i>	<i>Commission Rate**</i>
20oz Carbonated Soft Drinks	\$1.75	35%
20oz Aquafina	\$1.75	35%
20oz LifeWTR	\$2.00	35%
20oz Gatorade	\$2.00	35%
18.5oz Lipton Pure Leaf	\$2.75	35%
15.2oz Ocean Spray/Dole Juice	\$2.75	35%
15oz Starbucks Doubleshot	\$3.25	35%
13.7oz Starbucks Frappuccino	\$3.25	35%
16oz Rockstar Energy	\$2.75	35%
14oz Muscle Milk	\$3.75	35%
* Pepsi shall have the right to increase vend prices by \$0.25 in Year 3.		
**Commission Rates and Vend Prices for new Product will be mutually agreed upon by Pepsi and Customer		

(1) **Commissions Payment.** Pepsi shall pay Commissions to the Customer within thirty (30) days of the end of each 4-week accounting period established by Pepsi. Pepsi shall make all pertinent revenue and sales records respecting the Vending Machines available to Customer. Customer agrees that it is responsible for reviewing such records and that any claim or dispute relating to the Commissions must be brought by Customer in writing within one (1) year of the date such Commissions payment is due. Customer further acknowledges and agrees that it shall not receive any Commissions payment from Pepsi if Commissions fail to reach a certain threshold amount per period or quarter. The current threshold amounts are \$50 per four-week period or \$75 per quarter. The threshold may be revised by Pepsi from time to time.

(2) **Change to Commission Rate/Formula.** Customer agrees that Pepsi shall have the right to change the Commission Rate and/or its formula/method for calculating Commissions as may be


PEPSI BEVERAGES COMPANY

required by applicable laws or as reasonably necessary to respond to legislative acts in order that the Commission Rate remains cost neutral.

(3) **Vend Price.** The initial vend prices and minimum scheduled increases that are necessary for Customer to qualify for any Commissions are set forth in the Commission chart above. Customer acknowledges that Pepsi has the right to pass through any incremental fees, deposits, taxes or other governmentally imposed charges (whether local, state, federal or judicially imposed on manufacturers, distributors, and consumers or otherwise). The pass-through of any such governmentally imposed fees, deposits, taxes or charges on the Products will be in addition to any scheduled Vend Prices increases set forth herein or notification restrictions that may be specified in this Agreement.

5. NON-MONETARY CONSIDERATIONS.

(A) **Gatorade Sideline Kit(s).** Each Year throughout the Term, Pepsi will provide Gatorade Sideline Kit(s) to Customer, with a value not to exceed Five Hundred US Dollars (\$500). Customer acknowledges and agrees that any unused portion of the value of the Gatorade Sideline Kit(s) in any Year shall not be carried over to the subsequent Year or be redeemed for cash.

(B) **Product Free of Charge.** Upon request from Customer, Pepsi will provide up to a total of 300 Cases of a combination of 12oz cans of carbonated soft drinks and 16.9oz Aquafina per Year at no additional charge to Customer, provided, however, that the Customer will administer all requests through a central contact so that the Customer may prioritize the requests. Customer acknowledges and agrees that unrequested Product in any Year shall not be carried over to the subsequent Year or be redeemable for cash payment.

6. EQUIPMENT AND SERVICE.

(A) **Equipment.** Pepsi will loan to the Customer, at no charge, appropriate Equipment for dispensing the Products at the Facilities. Customer agrees that the Equipment will be exclusively used to display and merchandise the Products as reasonably determined by Pepsi, and subject to applicable local law, rule or regulation. Customer will not use the Equipment to display, stock, advertise, sell or maintain any other products (including on the exterior of the Equipment). Title to such Equipment will remain vested in Pepsi or its affiliate and Customer will return all Equipment to Pepsi upon expiration or earlier termination of this Agreement. At Pepsi's request, Customer will provide Pepsi with a written Equipment verification list indicating the asset number, Equipment type and location of the Equipment loaned to Customer pursuant to this Agreement. To the extent that future technology enhancements, equipment platforms or products to support these platforms are substantially different in scope or composition compared to existing equipment components and products, Pepsi and Customer will work in good faith to negotiate the economic terms for implementation of the new technology equipment.

(B) **Vending Machines.** With respect to the vending machine Equipment placed at the Facilities (the "**Vending Machines**"), Pepsi will have the additional responsibility for (i) stocking the Vending Machines with the Products and (ii) collecting, for its own account, all cash monies from the Vending Machines and for all related accounting for collected monies. Customer agrees to provide reasonable assistance to Pepsi in apprehending and prosecuting vandals. Pepsi shall not be obligated to pay Commissions on documented revenue losses resulting from vandalism or theft of Product with respect to any Vending Machines. Pepsi shall not be assessed common area maintenance fees, taxes or other charges based on its occupation of the space allocated to its Equipment at the Facilities.

(C) **Service.** Pepsi will provide, at no charge to Customer, preventative maintenance and service to the Equipment. Pepsi will also provide Customer with a telephone number to request emergency repairs and receive technical assistance related to the Equipment after business hours. Pepsi will promptly respond to each



Customer request, and will use reasonable efforts to remedy the related Equipment problem as soon as possible, however because delays in service may be caused by factors well outside of Pepsi's control, Pepsi's service record will be measured in the aggregate such that an isolated failure is not a material breach of the Agreement.

(D) **Pricing.** Customer will purchase, and will require that its Food Service Providers and any other third parties or purchasing representative for the Facilities to purchase, Products and Ancillary Products directly and exclusively from Pepsi pursuant to the pricing and terms and conditions set forth herein. The initial pricing schedule for Products is set forth on attached Exhibit A, which may be changed by Pepsi from time to time during the Term. Pepsi will be entitled to pass-through any incremental fees, deposits, taxes or other governmentally imposed charges (whether local, state, federal or judicially imposed on manufacturers, distributors, consumers or otherwise). The pass-through of any such governmentally imposed fees, deposits, taxes or charges on the Products will not be subject to any pricing cap or notification restrictions that may be specified in this Agreement.

7. GENERAL TERMS.

(A) **Termination for Default.** Either party may terminate this Agreement if the other commits a material breach of this Agreement; provided, however, that the terminating party has given the other party written notice of the breach and the other party has failed to remedy or cure the breach within thirty (30) days of such notice.

(B) **Additional Termination Rights Available to Pepsi.** Without prejudice to any other remedy available to Pepsi at law or in equity in respect of any event described below, this Agreement may be terminated in whole or in part by Pepsi upon thirty (30) days' advance written notice to Customer if (i) any of the Products are not made available at the Facilities as required in this Agreement, (ii) any of the rights granted to Pepsi herein are materially restricted or limited during the Term; or (iii) a final judicial opinion or governmental regulation prohibits, or materially impacts or impairs (*e.g.*, beverage tax or package size restriction) the availability or cost of Beverages, whether or not due to a cause beyond the reasonable control of Customer. Before Pepsi exercises its right to terminate as described in this Section, Pepsi agrees to engage in good faith renegotiations with Customer to adjust the funding offered to Customer herein on an equitable basis to neutralize any negative impact such change may have on the economics of the original Agreement.

(C) **Remedies.** If the Term of this Agreement is terminated early for any reason other than an uncured material breach by Pepsi pursuant to subsection (A) above, the Customer and its Facilities will surrender to Pepsi all Equipment provided by Pepsi and will forfeit all funding not paid as of the date of termination. In addition, without prejudice to any other right or remedy available to Pepsi, Pepsi will have the right to immediately seek reimbursement from Customer and the Facilities for the following:

- i. An amount reflecting reimbursement for all funding previously advanced by Pepsi but not earned by Customer pursuant to the terms of this Agreement. With regard to the Initial Support Funds and any other annual funds, the amount of such reimbursement will be the result of multiplying, the total amount of such funds paid to Customer in the Year in which the Agreement is terminated by a fraction, the numerator of which is the number of months remaining in the Year in which the Agreement is terminated at the time such termination occurs and the denominator of which is 12 (twelve);
- ii. An amount reflecting reimbursement for the cost of installation, service and refurbishing of Equipment provided during the Term and the cost of removal of all Equipment that has been installed in the Facilities, as applicable; and
- iii. An amount as liquidated damages, for lost sales suffered by Pepsi as a result of such termination, equal to the sum of: (a) the product of \$7 multiplied by the projected number of Gallons of Postmix, LCT and FB Products that Customer would have been expected to purchase during the remainder of the



Term based on the Volume Threshold and Customer's average annualized purchase rate and (b) the product of \$10 multiplied by the projected number of 24-pk case equivalents of Packaged Products that Customer would have been expected to purchase during the remainder of the Term based on the Volume Threshold and Customer's average annualized purchase rate.

(D) **Expiration.** Upon expiration of this Agreement, if Customer has not entered into a further agreement with Pepsi for the purchase of the Products, Customer will surrender to Pepsi all Equipment installed in the Facilities.

(E) **Indemnification.** Pepsi will indemnify and hold the Customer harmless from any and all suits, actions, claims, demands, losses, costs, damages, liabilities, fines, expenses and penalties (including reasonable attorneys' fees) arising out of: (i) its breach of any term or condition of this Agreement; (ii) product liability suits resulting from the use or consumption of Products purchased directly from Pepsi; and/or (iii) the negligence or willful misconduct of Pepsi, (excluding claims arising out of the Customer's negligence or willful misconduct). To the extent permitted by applicable law, the Customer will indemnify and hold Pepsi, its subsidiaries, affiliates or assigns harmless from and against any and all suits, actions, claims, demands, losses, costs, damages, liabilities, fines, expenses and penalties (including reasonable attorneys' fees) arising out of (i) its breach of any term or condition of this Agreement; and/or (ii) the negligence or willful misconduct of the Customer (excluding claims arising out of Pepsi's negligence or willful misconduct). The provisions of this Section shall survive the termination of this Agreement.

(F) **Insurance.** Each party will obtain and maintain and keep in full force and effect the following forms of insurance with the minimum limits of insurance stated below. Furnishing acceptable evidence of insurance as required hereunder shall not relieve either party or any subcontractor from any liability or obligation for which it is otherwise liable under the terms of this contract, nor is liability limited to the amount of this contract.

Form of Insurance	Minimum Limits of Insurance
(i) Disability	As required by law
(ii) Unemployment	As required by law
(iii) (1) Workers Compensation and (2) Employers Liability	Statutory \$1,000,000 per occurrence (BI/disease)
(v) Commercial General Liability on an occurrence basis, and shall be at least as broad as ISO 2007 form CG 00 01	\$1,000,000 per occurrence and aggregate
(vi) Business Automobile Liability written on an occurrence form and shall be at least as broad as ISO form CA 00 01	\$1,000,000 per occurrence combined single limit for bodily injury and property damage liability
(vii) Umbrella/Excess Liability on a follow form basis excess of the Commercial General Liability, Business Automobile Liability Insurance and Employers Liability	\$2,000,000 per occurrence and aggregate

The coverage amounts set forth above may be met by a combination of underlying and umbrella policies so long as in combination the limits equal or exceed those required.

All coverage must be written on an occurrence basis and must be maintained without interruption from the date of this agreement until the date of termination of this agreement. All coverage shall be primary and non-contributory to any other insurance available to the other party. Should any of the above described policies be cancelled before the expiration date thereof, the party or party's representative will mail thirty (30) days written


PEPSI BEVERAGES COMPANY

notice to the certificate holder. The policies shall be written with insuring company(ies) with AM Best financial strength ratings of "A-" or higher and financial size categories of "VII" or greater. The commercial general liability, business automobile liability and umbrella/excess liability policies shall list the other party and its subsidiaries, affiliates, directors, officers, employees, partners and agents as additional insured. The commercial general liability, business automobile liability, workers compensation and employers liability and umbrella/excess liability policies shall contain a waiver of subrogation in favor of the other party where allowed by law. Each party and any subcontractors shall provide certificates of insurance evidencing the insurance required within prior to commencing any work.

(G) **Right of Offset.** Pepsi reserves the right to withhold payments due hereunder as an offset against amounts not paid by Customer or its Food Service Providers for Products ordered from and delivered by Pepsi, or with regard to vended Product purchased with student meal cards for which Pepsi has not been paid by Customer's student service provider, and any and all balances due and payable to Pepsi pursuant to this Agreement.

(H) **Non-Disclosure.** Except as may otherwise be required by law or legal process or as reasonably necessary for either party to enforce its rights hereunder, neither party will disclose to unrelated third parties the terms and conditions of this Agreement without the consent of the other.

(I) **Assignment.** Neither this Agreement nor any of the rights, interests or obligations hereunder shall be assigned or otherwise transferred by either party (whether by operation of law or otherwise) without the prior written consent of the other party, *provided, however*, that Pepsi may assign and transfer this Agreement (in whole and not in part) to an affiliate without the consent of Customer hereto if such affiliate is (x) capable of fully performing all obligations of the assignor hereunder and (y) agrees, in writing to perform all of the obligations and assume all liabilities of the assignor hereunder. In the event that a third party acquires Customer or substantially all Facilities or if Customer is acquired or merges with a third party, Customer will, in connection with such transaction, cause the acquiring party/merged entity, in writing, to ratify this Agreement and assume all of the obligations of Customer hereunder. In the event that Customer does not deliver written evidence of such ratification and assumption of this Agreement by the acquiring party or merged entity within ten (10) days following the closing of the transaction, Customer will be in breach of this Agreement and Pepsi may, at its option, terminate this Agreement effective immediately and Customer will pay to Pepsi all sums specified in Section 6(B) herein.

(J) **Governing Law.** The laws of the state of New York govern all matters arising out of this Agreement.

(K) **Price Discrepancy.** Any price discrepancy claim must be submitted to Pepsi within 365 days of the date of the invoice in question. If Customer makes a price discrepancy claim within 90 days of the invoice date, Customer must submit a written request specifying the particular Product, amount in dispute and reason for the dispute. This request should be addressed to:

Accounts Receivable
Pepsi-Cola Customer Service Center
P.O. Box 10
Winston-Salem, North Carolina 27102

If Customer makes a price discrepancy claim from 91 to 365 days after the date of invoice, in addition to the written request as specified above, Customer must submit to Pepsi a copy of the invoice in question, copies of any check remittances pursuant to the invoice in question and any additional supporting documentation.

(L) **Tax.** Neither Pepsi nor its affiliates will be responsible for any taxes payable, fees or other tax liability incurred by Customer in connection with the consideration or any other fees payable by Pepsi under this


PEPSI BEVERAGES COMPANY

Agreement. If Pepsi is charged common area maintenance fees, taxes or other charges related to Pepsi's occupation of the space allocated to its Equipment at the Facilities, Pepsi may make an adjustment to the consideration provided Section 4 above to offset for such costs.

(M) **Force Majeure.** No party will be responsible to the other or to any third party for any failure, in whole or in part, to perform any of its respective obligations hereunder, to the extent and for the length of time that performance is rendered impossible or commercially impractical, owing to acts of God, public insurrections, pandemics, epidemics, floods, fires, strikes, lockouts, or other labor disputes, disruptions in supply, shortages or scarcity of materials, changes to applicable laws and regulations and other circumstances of substantially similar character beyond the reasonable control of the affected party(s), including extraordinary costs of goods increases (collectively, "**Force Majeure**"). Any party(s) so affected, will (i) use all reasonable efforts to minimize the effects thereof and (ii) promptly notify the other party(s) in writing of the Force Majeure and the effect of the Force Majeure on such party's ability to perform its obligations hereunder. The affected party(s) will promptly resume performance after it is no longer subject to Force Majeure. In the event Customer's performance is temporarily suspended pursuant to a Force Majeure event, Pepsi-Cola's funding obligations will be suspended for the duration of Customer's nonperformance. Once the Force Majeure event has concluded and Customer resumes performance or in the event Customer is able to perform some, but not all of its obligations herein, any fixed or guaranteed funding will be adjusted commensurate with the decline in volume associated with the suspended or partial performance. If the Force Majeure period continues beyond 90 days, the parties agree to discuss in good faith potential modifications to this Agreement and in the event an agreement cannot be reached, any party may terminate the Agreement.

(N) **Waiver.** No failure or delay of either party to exercise any rights or remedies under this Agreement will operate as a waiver thereof, nor will any single or partial exercise of any rights or remedies preclude any further or other exercise of the same or any other rights or remedies. Any waiver must be in writing and signed by the party waiving the rights.

(O) **Relationship of the Parties.** The parties are independent contractors with respect to each other. Nothing contained in this Agreement creates a joint venture partnership between the parties.

(P) **Construction.** Customer and Pepsi acknowledge that both parties participated equally in the negotiation of this Agreement and that, accordingly, in interpreting this Agreement, no weight shall be placed upon which party hereto or its counsel drafted the provision being interpreted.

(Q) **Notices.** Any notice which either party is required or permitted to give hereunder will be in writing, signed by the notifying party and will be either delivery by hand or nationally-recognized overnight courier service or deposited in the United States mail, certified or registered mail, return receipt requested, postage paid, addressed as follows: If to Customer, to the name and address set forth in the preamble herein. If to Pepsi, to the name and address set forth in the preamble herein, with a copy thereof to: Pepsi Beverages Company, 1111 Westchester Avenue, White Plains, NY 10604, Attention: Law Department or to such addresses as the parties may subsequently provide in writing. Notice will be deemed to have been given when delivered by hand or nationally recognized overnight courier service, or when received as evidenced by the return receipt, or the date such notice is first refused, if that be the case.

(R) **Distribution Limitations.** Pepsi reserves the right to limit quantities, withhold or deduct funding as an offset to amounts not paid by Customer or terminate this Agreement if Customer (i) sells Products directly or indirectly for resale outside of the Pepsi's exclusive territory where the Facility operates and (ii) purchases Products outside Pepsi's exclusive territory where the Facility operates and resells such Products within Pepsi's exclusive territory.



PEPSI BEVERAGES COMPANY

(S) **Entire Agreement.** This Agreement contains the entire agreement between the parties hereto regarding the subject matter hereof and supersedes all other agreements between the parties. This Agreement may be amended or modified only by a writing signed by each of the parties.

(T) **Representations.** The parties, represents and warrants to the other party that (1) the execution, delivery and performance of this Agreement will not violate any agreements with, or rights of, third parties or any statute, rule or regulation applicable to the party or any of its properties, assets or operations (including without limitation any financial reporting and disclosure requirements promulgated by the Securities and Exchange Commission) and (2) is duly authorized and empowered to bind itself to the terms and conditions of this Agreement for the duration of the Term and (3) it possesses legal authority to enter into and perform the terms and conditions of this Agreement.

IN WITNESS WHEREOF, the undersigned have caused this Agreement to be duly executed as of the date set forth below.

Bottling Group, LLC

Allan Hancock College District

By: Sherry Luiz
 Print Name: Sherry Luiz
 Title: Key Account Manager - Workplace
 Date: June 6, 2020

By: Eric D. Smith
 Print Name: Eric D. Smith
 Title: Vice President of Finance
 Date: 6/22/2020



Exhibit A
Product and Prices

AMP Total	Can 16oz 12L	\$20.75
Aquafina Base Total	20oz 24L	\$13.50
Aquafina Base Total	1.5 Liter 12L	\$17.00
Aquafina Base Total	1 Liter 15L	\$13.35
Bundaberg Total	375ml 4P	\$29.00
Dole Total	15.2oz 12L	\$16.20
Frappuccino Total	13.7oz 12L	\$25.00
Gatorade Total	20oz 24L	\$21.50
Gatorade Zero Total	20oz 24L	\$21.50
Kevita Total	15.2OZ 6L	\$13.75
LifeWTR Total	700ml 12L	\$14.00
LifeWTR Total	20oz 24L	\$20.76
LifeWTR Total	1 Liter 12L	\$18.00
Lipton Pure Leaf Total	18.5oz 12L	\$16.00
Mt Dew AMP Total	Can 16oz 12L	\$19.00
Mt Dew Kickstart Total	Can 16oz 12L	\$16.80
Mt Dew Total	20oz 24L	\$21.75
Naked Ice Prtn Zne Total	15.2oz 8L	\$22.24
Naked Ice Smoothie Total	15.2oz 8L	\$18.37
Ocean Spray Total	15.2oz 12L	\$16.20
ONE Total	16.9oz 12L	\$24.05
Pepsi Dt Total	20oz 24L	\$21.75
Pepsi Total	20oz 24L	\$21.75
Pepsi Total	Can 12oz 12P FM	\$13.11
Pepsi Wild Cherry Total	20oz 24L	\$21.75
Rockstar Total	Can 16oz 24L	\$36.00
SoBe Juice Total	20oz 12L	\$15.50
SoBe Life Water Total	20oz 12L	\$15.50
Starbucks Cold Brew Total	11oz 12L	\$27.81
Starbucks Dble Shot Total	Can 6.5oz 4P	\$23.20
Starbucks DS Energy Total	Can 15oz 12L	\$28.88
Starbucks TS Energy Total	Can 15oz 12L	\$28.88
Tropicana Juice Total	15.2oz 12L	\$15.29
Tropicana PP & Ess Total	12oz 12L	\$15.22
Yachak Total	Can 16oz 12L	\$18.50



PEPSI BEVERAGES COMPANY

Brand Mix	Unit	On-Ticket
Dr. Pepper Total FTN	BIB 5G	\$15.17
Lipton Iced Tea Total FTN	BIB 3G	\$15.17
Mt Dew Total FTN	BIB 5G	\$15.17
Pepsi Total FTN	BIB 5G	\$15.17
Pepsi Diet Total FTN	BIB 5G	\$15.17
Pepsi Wild Cherry Total FTN	BIB 5G	\$15.17
Tropicana_Pink LmndeFTN	BIB 5G	\$15.17
Supply Item	On-Ticket	
20LB CO2 FULL TANK	\$26.22	
CUP 24OZ DP 1000C	\$77.72	
CUP 32OZ DP 480C	\$55.73	
CUP 44OZ DP 480C	\$72.00	
LID 12/16/21/24OZ 2400C	\$20.77	
LID 32OZ 960C	\$14.15	
LID 44OZ 960C	\$14.72	

CONSENT ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Approval of First Quarter Financial Status Report	Item Number: 11.P.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 4

BACKGROUND

The first-quarter financial status report is a routine report which must be submitted to the State Chancellor's Office on a quarterly basis. It is used to monitor the financial health of a district as to cash flow and fiscal solvency.

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends the board of trustees approve the first-quarter financial status report.

Administrator Initiating Item: Dennis Curran	Final Disposition:

QUARTERLY FINANCIAL STATUS REPORT
(Financial Report for Fiscal Year 2025-2026, Quarter: 1)

District: ALLAN HANCOCK

District Code: 610

I, the District Chief Business Officer, hereby certify that the information in the Quarterly Financial Status Report (CCFS-311Q) is prepared in accordance with Title 5, Section 58310 and is accurate and complete to the best of my knowledge.

Chief Business Officer:

Dennis Curran

Electronic Certification Date:

Tuesday, November 04, 2025

Contact: Mark Norton Budget Analyst

(805) 922-6966 Ext: 3226 mark.norton@hancockcollege.edu

The Chancellor's Office no longer requires a report to be submitted electronically (PDF) or by mail, as districts certify through the application. No further action is required by the district.

Fiscal Year: 2025

Quarter Ended: 1

As of June 30 for the fiscal year specified

Line	Description	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Projected 2025-2026
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	83,337,753	88,052,018	92,075,146	88,300,441
A.2	Other Financing Sources (Object 8900)	222,092	1,675	78,091	0
A.3	Total Unrestricted Revenue (A.1 + A.2)	83,559,845	88,053,693	92,153,237	88,300,441
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	71,106,386	77,515,813	84,313,131	89,697,563
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	7,138,691	6,372,899	5,055,183	4,530,156
B.3	Total Unrestricted Expenditures (B.1 + B.2)	78,245,077	83,888,712	89,368,314	94,227,719
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	5,314,768	4,164,981	2,784,923	(5,927,278)
D.	Fund Balance, Beginning	22,599,154	27,913,922	32,078,903	34,863,865
D.1	Prior Year Adjustments + (-)	0	0	17	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	22,599,154	27,913,922	32,078,920	34,863,865
E.	Fund Balance, Ending (C. + D.2)	27,913,922	32,078,903	34,863,843	28,936,587
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	35.7%	38.2%	39.0%	30.7%

As of the specified quarter ended for each fiscal year

Line	Description	2022-2023	2023-2024	2024-2025	2025-2026
II. Total General Fund Cash Balance (Unrestricted and Restricted)					
H.1	Cash, excluding borrowed funds	48,717,663	53,581,354	51,644,117	49,318,115
H.2	Cash, borrowed funds only	0	0	0	0
H.3	Total Cash (H.1+ H.2)	48,717,663	53,581,354	51,644,117	49,318,115

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col 2.)
III. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
I.	Revenues:				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	88,300,441	88,313,992	16,899,919	19.1%
I.2	Other Financing Sources (Object 8900)	0	0	0	
I.3	Total Unrestricted Revenue (I.1 + I.2)	88,300,441	88,313,992	16,899,919	19.1%
J.	Expenditures:				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	89,697,563	89,634,381	20,613,885	23.0%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	4,530,156	4,530,156	656,379	14.5%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	94,227,719	94,164,537	21,270,264	22.6%
K.	Revenues Over(Under) Expenditures (I.3 - J.3)	(5,927,278)	(5,850,545)	(4,370,345)	
L.	Fund Balance, Beginning	35,076,706	34,863,865	34,863,865	
L.1	Prior Year Adjustments + (-)	0	0	0	
L.2	Adjusted Fund Balance, Beginning (L + L.1)	35,076,706	34,863,865	34,863,865	
M.	Fund Balance, Ending (K. + L.2)	29,149,428	29,013,320	30,493,520	
N.	Percentage of GF Fund Balance to GF Expenditures (M. / J.3)	30.9%	30.8%		

V. 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.

VI. Does the district have significant fiscal problems that must be addressed?

This Year?

YES

If yes, what are the problems and what actions will be taken?

Next Year?

NO

We have a \$5.9M projected deficit this year. Payroll, benefits, utilities, equipment, and supply costs continue to rise, while revenue remains flat year over year. The district expects to be funded by the state at the Hold Harmless level because FTES are growing at a rate of 2-3% year over year which is not enough to warrant an increase in apportionment when compared to the prior year. The district plans to use reserves to cover any deficit at the end of the fiscal year. However, the district is also reducing planned expenditures wherever possible in order to reduce or eliminate any deficit by the end of the FY.

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Second Review of Board Policy 1100, Allan Hancock Joint Community College District	Item Number: 11.Q.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 2

BACKGROUND

Board policy 1100, Allan Hancock Joint Community College District, was submitted to the board for review on Oct. 20, 2025. It is being presented to the board of trustees for adoption.

The board policy is legally required by the California Community College League's Policy and Procedure Services and has been vetted through the shared governance process.

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends the board of trustees adopt revised board policy 1100, Allan Hancock Joint Community College District as presented.

Administrator Initiating Item: Kevin G. Walthers	Final Disposition:



**Allan Hancock Joint Community College District
Board Policy
Chapter 1 – The District**

**BP 1100 THE ALLAN HANCOCK JOINT COMMUNITY COLLEGE
DISTRICT**

The District has been named the Allan Hancock Joint Community College District.

The name is the property of the District. No person shall, without the permission of the Board of Trustees, use this name of the college or other facilities of the District, or any abbreviation of them, to imply, indicate or otherwise suggest that an organization, product or service is connected or affiliated with, or is endorsed, favored, supported, or opposed by, the District.

The District consists of the following college education center(s) and/or facilities:

- Santa Maria Campus
800 South College Drive, Santa Maria
- Lompoc Valley Center
One Hancock Drive, Lompoc
- Santa Maria South Campus
1300 S. College Drive, Santa Maria
- Santa Ynez Valley Center
Santa Ynez Valley Union High School
2977 E Highway 246, Santa Ynez

References: Education Code Section 72000(b);
Elections Code Section 18304

**Adopted: 5/19/15
Revised: 9/8/20**

CONSENT ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Second Review of Revised Board Policy 3505, Emergency Response Plan	Item Number: 11.R.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 3

BACKGROUND

Board policy 3505, Emergency Response Plan, was submitted for the board's review on Oct. 20, 2025. The revised board policy is being presented to the board of trustees for adoption.

The board policy is legally required by the California Community College League's Policy and Procedure Services and has been vetted through the shared governance process.

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends the board of trustees adopt revised board policy 3505, Emergency Response Plan, as submitted.

Administrator Initiating Item: Dennis Curran	Final Disposition:



**Allan Hancock Joint Community College District
Board Policy
Chapter 3 – General Institution**

BP 3505 EMERGENCY RESPONSE PLAN

The District shall have emergency response and evacuation procedures for notifying the campus community in the event of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus.

The Superintendent/President shall establish procedures that ensure that the District implements a plan to be activated in the event of an emergency or the occurrence of a natural disaster or hazardous condition. This plan must comply with the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and should incorporate the functions and principles of the Incident Command System (ICS), the Master Mutual Aid Agreement (MMAA) and any other relevant programs. The plan must incorporate NIMS and SEMS to facilitate the coordination between and among agencies in the event of an emergency or natural disaster.

Compliance with NIMS and SEMS mandates include but are not limited to:

- Establishing disaster preparedness procedures or a plan; and
- Completion of training sessions by college personnel in compliance with NIMS and SEMS guidelines

All employees must be informed that as public employees, they are also disaster service workers during national, state, and local emergencies. The District must ensure that its employees are in compliance with the disaster service worker oath requirements.

The Superintendent/President should ensure that a team is created to carry out compliance with NIMS and SEMS mandates. The responses to emergencies or natural disasters are organized by SEMS into five categories: field response, local government, operational areas, regions, and state.

The plan should contain information regarding activation and chain of command responsibilities. Compliance with NIMS mandates requires planning and incorporation for all phases of emergency management including mitigation and prevention, preparedness, response and recovery. The District must ensure that its plan is updated regularly. Colleges must comply with NIMS and SEMS to receive federal or state funding.

References: Education Code Sections 32280 et seq. and 71095;
Government Code Sections 3100 and 8607(a);
Homeland Security Act of 2002;
National Fire Protection Association 1600;
Homeland Security Presidential Directive-5;
Executive Order S-2-05;
19 California Code of Regulations Sections 2400-2450;
34 Code of Federal Regulations 668.46(g)

Adopted: 6/13/17

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Second Review of Board Policy 3910, Display of Flags	Item Number: 11.S.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 3

BACKGROUND

Board policy 3910, Display of Flags, was submitted to the board for review on Oct. 20, 2025. It is being presented to the board of trustees for adoption.

The board policy has been vetted through the shared governance process.

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends the board of trustees adopt revised board policy 3910, Display of Flags, as presented.

Administrator Initiating Item: Kevin G. Walthers	Final Disposition:



Allan Hancock Joint Community College District Board Policy
Chapter 3 – General Institution

BP 3910 DISPLAY OF FLAGS

The United States flag and the State of California flag shall be flown at full staff at the entrance or upon the grounds or upon the administration building of every university, college, high school, and elementary school, both public and private, within the State.

Flying the Flag at Half-Staff

The district will lower the American and state flags to half-staff on outdoor displays at college facilities for the following reasons:

1. Upon a directive of either the President of the United States or the Governor of California.
2. When the Superintendent/President, in consultation with the Board President, directs that the flags be lowered to half-staff:
 - a. Upon the death of a current or past board member;
 - b. Upon the death of a current college employee.
 - c. At the request of the AHC Police Chief, for flags to be lowered at the AHC police department facilities and at the Lompoc Valley Public Safety Training Center to recognize the death of a law enforcement officer or firefighter.
3. Item 2 (above) constitutes local past practices. According to Section M of the Federal Flag Code, "in the event of the death of other officials or foreign dignitaries, the flag is to be displayed at half-staff according to Presidential instructions or orders, or in accordance with recognized customs or practices not inconsistent with law."

Protocol for Lowering Flags to Half-Staff

The President's Office will transmit an e-mail message notifying the reasons why the flags are being lowered to half-staff and provide details to accommodate inquiries from the community and the media.

Flags will never be lowered to express policy or political positions.

Reference: Government Code Section 431 (d)
United States Code Section 7 (m)

Adopted: 11/20/12

Revised: 6/11/19

Revised:

CONSENT ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Second Review of Revised Board Policy 6541, Reporting Injuries	Item Number: 11.T.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2

BACKGROUND

Board policy 6541, Reporting Injuries, was submitted for the board's review on Oct. 20, 2025. The revised board policy is being presented to the board of trustees for adoption.

The board policy is legally required by the California Community College League's Policy and Procedure Services and has been vetted through the shared governance process.

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends the board of trustees adopt revised board policy 6541, Reporting Injuries, as submitted.

Administrator Initiating Item: Dennis Curran	Final Disposition:



**Allan Hancock Joint Community College District
Board Policy
Chapter 6 – Business and Fiscal Affairs**

BP 6541 REPORTING INJURIES

All student injuries will be immediately reported on District Accident Report Forms by the instructor, or if a student requires medical attention at the Student Health Center for an injury sustained on an Allan Hancock College campus.

All campus related incidents of injuries to District employees, student workers, and volunteers should immediately be reported to their supervisor, who will report the incident immediately to Human Resources. In addition to a report to Human Resources, the employee and supervisor will complete their portion of the District approved Industrial Incident Report as soon as feasible after the incident. If the employee cannot complete the industrial incident report, the supervisor will complete the report.

All campus related incidents of injuries to non-district affiliates should be reported to the office of the Vice President of Finance and Administration.

Adopted: No date

Revised: 7/9/19

CONSENT ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Second Review of Board Policy 6750, Parking and Traffic Control on College District Property	Item Number: 11.U.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2

BACKGROUND

Board policy 6750, Parking and Traffic Control on College District Property, was submitted for the board's review on Oct. 20, 2025. The board policy is being presented to the board of trustees for adoption.

The board policy is legally required by the California Community College League's Policy and Procedure Services and has been vetted through the shared governance process.

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends the board of trustees adopt board policy 6750, Parking and Traffic Control on College District Property, as submitted.

Administrator Initiating Item: Dennis Curran	Final Disposition:



**Allan Hancock Joint Community College District
Board Policy
Chapter 6 – Business and Fiscal Affairs**

**BP 6750 PARKING AND TRAFFIC CONTROL ON COLLEGE
DISTRICT PROPERTIES**

The District shall establish such administrative procedures regarding vehicles and parking on campus as are necessary for the orderly operation of the instructional program. No person shall drive any vehicle or leave any vehicle unattended on the campus except in accordance with such procedures.

The Allan Hancock Joint Community College District endeavors to provide safe and adequate facilities for vehicular movement and parking on District campuses. The responsibility for establishing rules and regulations relating to vehicular traffic and parking fees and fines on District properties is vested in the Board of Trustees. As such, the Board of Trustees has authorized a permit-parking program to include the collection of fees and fines for the District. The Allan Hancock College Police Department shall have the primary responsibility for administering the parking program and regulating vehicular travel on District properties.

Parking fees may be established in accordance with these board policies. (See BP 5030 Fees.)

References: Education Code Section 76360;
Vehicle Code Sections 21113 and 40220

**Adopted: 11/19/02
Revised: 4/16/15
Revised: 7/9/19**

CONSENT ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Second Review of Board Policy 6800, Occupational Health and Safety	Item Number: 11.V.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2

BACKGROUND

Board policy 6800, Occupational Health and Safety, was submitted for the board's review on Oct. 20, 2025. The board policy is being presented to the board of trustees for adoption.

The board policy is legally required by the California Community College League's Policy and Procedure Services and has been vetted through the shared governance process.

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends the board of trustees adopt board policy 6800, Occupational Health and Safety, as submitted.

Administrator Initiating Item: Dennis Curran	Final Disposition:



**Allan Hancock Joint Community College District
Board Policy
Chapter 6 – Business and Fiscal Affairs**

BP 6800 OCCUPATIONAL HEALTH AND SAFETY

The Superintendent/President shall establish administrative procedures to ensure the safety of employees and students on District sites, including compliance with the following:

- Compliance with the United States Department of Transportation regulations implementing the Federal Omnibus Transportation Employee Testing Act of 1991. Specifically, the District shall comply with the regulations of the Federal Highway Administration (FHWA) and, if applicable, the Federal Transit Administration (FTA). Compliance with these policies and procedures may be a condition of employment.
- Establishment of an Injury and Illness Prevention Program in compliance with applicable OSHA regulations and state law. These procedures shall promote an active and aggressive program to reduce and/or control safety and health risks.
- Establishment of a Hazardous Material Communications Program, which shall include review of all chemicals or materials received by the District for hazardous properties, instruction for employees and students on the safe handling of such materials, and proper disposal methods for hazardous materials.
- Prohibition of the use of tobacco in all public buildings.

References: 49 Code of Federal Regulations, Parts 40 and 655;
Title 8 Section 3203;
29 Code of Federal Regulations 1910.101 et seq.;
Health & Safety Code Section 104420

Adopted: 6/13/17

ACTION ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Adoption of Resolution 25-34, Delegation of Governing Board Powers and Duties for the 2026 Calendar Year	Item Number: 13.A.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2

BACKGROUND

Pursuant to Education Code Section 70902(d), which enables the governing board, by majority vote, to delegate its vested powers to the chief executive officer or any other employee of the district, so long as the board retains the ultimate responsibility for the performance of those powers and prescribes the limits of the delegation.

Resolution 25-34, Delegation of Governing Board Powers and Duties for the 2026 Calendar Year, authorizes the superintendent/president, the associate superintendent/vice president of Finance and Administration, the director of Business Services, and the associate superintendent/vice president of Academic Affairs to make cash and budget transfers through the year-end accrual phase without submitting the transfers as part of a specific board resolution.

FISCAL IMPACT

None

RECOMMENDATION

Staff recommends the board of trustees adopt Resolution 25-34, Delegation of Governing Board Powers and Duties for the 2026 Calendar Year.

Administrator Initiating Item: Dennis Curran	Final Disposition:

RESOLUTION NO. 25-34
ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT
DELEGATION OF GOVERNING BOARD POWERS AND DUTIES
FOR THE 2026 CALENDAR YEAR

WHEREAS, Education Code Section 70902(d) provides that “Wherever in this section or any other statute a power is vested in the governing board, the governing board of a community college district, by majority vote, may adopt a rule delegating the power to the district’s chief executive officer or any other employee or committee as the governing board may designate...;” and

WHEREAS, Education Code Section 70902(d) further provides, “However the governing board shall not delegate any power that is expressly made nondelegable by statute. Any rule delegating authority shall prescribe the limits of the delegation;” and

WHEREAS, the governing board of the Allan Hancock Joint Community College District recognizes that, while the authority provided in Education Code Section 70902(d) authorizes the board to delegate its vested powers, the governing board retains the ultimate responsibility over the performance of those vested powers; and

WHEREAS, the governing board further recognizes that where other statutory provisions make certain powers nondelegable, the governing board shall not delegate those powers, and that any rule delegating authority shall prescribe the limits of the delegation.

NOW, THEREFORE, BE IT RESOLVED that, in accordance with the authority provided in Education Code Section 70902(d), the governing board of the Allan Hancock Joint Community College District hereby delegates to the following officers or employees of the district, the authority to make cash and budget transfers between and within district funds as necessary for the payment of obligations of the district effective November 18, 2025, through December 31, 2026 without submitting the transfers as part of a specific board resolution.

Authorized District Employee/Officer:	Dr. Kevin G. Walthers, Superintendent/President
Authorized District Employee/Officer:	Dennis Curran, Associate Superintendent/Vice President, Finance and Administration
Authorized District Employee/Officer:	Laura Becker, Director, Business Services
Authorized District Employee/Officer:	Dr. Robert Curry, Associate Superintendent/Vice President, Academic Affairs

PASSED and ADOPTED this 18th day of November 2025, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President, Board of Trustees

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Acceptance of Grants Approved	Item Number: 13.B.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 2

BACKGROUND

Acceptance of Grants Approved

Institutional Grants have been notified of funding for the following grants in the amount of \$430,866.

1. Dana Foundation: Bridges to Baccalaureate Support (\$100,000)

In light of the unexpected cancellation of the Bridges to Baccalaureate grant, the Dana Foundation has generously contributed \$100,000 to ensure the program's ongoing success. Cal Poly, San Luis Obispo and Allan Hancock College will partner to provide summer research opportunities on the Cal Poly campus. This partnership is designed to encourage students to transfer, add research experiences on their resumes, and feel more comfortable navigating university campuses. Students from both colleges would be part of a training cohort to conduct biomedical research with the goal of diversifying workforce in the medical field and include workshops, peer mentoring, and authentic research

No matching funds are required. The project period is from July 1, 2026 to June 30, 2027. (Submitted by Alicia Fox & Sean Gottlieb).

(continued)

FISCAL IMPACT

1. Dana Foundation: Bridges to Baccalaureate Support (\$100,000)
2. CCCCCO: Rising Scholars Juvenile Justice Grant (\$230,866)
3. CCCCCO: Innovate Best Practices Equal Employment Opportunity Grant Round 2 (\$100,000)

RECOMMENDATION

Staff recommends the board of trustees accept these contracts for a total of \$430,866 in restricted funds to the district.

Administrator Initiating Item: Jon Hooten	Final Disposition:

2. California Community Colleges Chancellor's Office (CCCCO): Rising Scholars Juvenile Justice Grant (\$230,866)

The college received an additional \$230,866 in funding for a project that complements the current Rising Scholars and Phoenix Scholars grants. Funds would be used to provide additional support services for justice impacted students, ages 14 – 24 years. Support will include college programming in juvenile hall and alternative schools like Grizzly Youth Academy and Los Prietos Boys' Camp. No matching funds are required. The project period is Jan. 1, 2024, to Aug. 21, 2028.

(Submitted by Genevieve Siwabessy)

3. California Community Colleges Chancellor's Office (CCCCO): Innovate Best Practices Equal Employment Opportunity (EEO) Grant Round 2 (\$100,000)

Enhance and expand EEO efforts utilizing pre-hiring or post-hiring interventions by creating an equivalent classified staff position similar to the faculty Diversity Resource Specialist (DRS) for classified hiring committees and development of a professional development series related to key takeaways found in data collected from CORA Learning participants.

No matching funds are required. The project period is Jan. 1, 2026 - June 30, 2028. (Submitted by Craig Bach).

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Public Hearing on the California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College District, Local 6185 Contract Reopeners with the District on the Entire Agreement for Fiscal Years 2026-2027 through 2028-2029	Item Number: 13.C.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 3

BACKGROUND

The California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College, Local 6185 proposal for contract reopeners for negotiations with the District is presented at the public meeting of the board of trustees on Nov. 18, 2025. Copies will be available for public review on the district website, the office of the Superintendent/President, and the Human Resources office.

In accordance with board policy 7140, the public shall have the opportunity to express itself regarding the California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College, Local 6185 contract reopeners for contract negotiations at the Nov. 18, 2025, board of trustees meeting.

FISCAL IMPACT

To be determined through negotiations between the California Federation of Teachers/Part-time Faculty Association of Allan Hancock College, Local 6185 and the Allan Hancock College District.

RECOMMENDATION

Staff recommends the board of trustees give reasonable time for any public comment at the scheduled board of trustees meeting on Nov. 18, 2025, on the California Federation of Teachers/Part-time Faculty Association of Allan Hancock College, Local 6185 contract reopeners with the Allan Hancock College District on the entire agreement for fiscal years 2026-2027 through 2028-2029.

Administrator Initiating Item: Ruben Ramirez	Final Disposition:

Part-Time Faculty Association of Allan Hancock College

California Federation of Teachers Local 6185

426 E. Barcellus Ave, Suite 103 Santa Maria, CA 93454

Phone: 805-352-0145

To: Ruben Ramirez, Human Resources Director

From: Mark James Miller, President, Part-Time Faculty Association of Allan Hancock College

Subject: 2025—2026 Contract Negotiations

Date: Nov. 6, 2025

Dear Mr. Ramirez,

The Collective Bargaining Agreement between CFT Local 6185 and the Allan Hancock Community College District expires on June 30, 2026. CFT Local 6185 would like to "Sunshine" the following articles of the Agreement with the Board of Trustees for a new 3 year Collective Bargaining Agreement.

CFT/Local 6185/Part-Time Faculty Association has an interest in negotiating the following articles:

Article 11: Compensation. The PFA's stated goal is in achieving progress towards parity compensation with the full-time faculty; the PFA also has an interest in making some changes to the steps on the salary schedule to make them more consistent. (11.2.2) The PFA has an interest in clarifying the language regarding how and when the decision is made to cancel classes due to enrollment and/or when to use the low enrollment option;

Article 12: Workload and Assignments: the PFA has an interest in attaining seniority rights for Non-credit instructors. The PFA has an interest in securing a standard process of how bargaining unit members are scheduled across all departments and disciplines.

Article 14: Office Hours: The PFA has an interest in improving the pay for those holding office hours. The PFA has an interest in securing office hours for certain Noncredit classes.

Article 23: Health benefits. The PFA has an interest in bargaining health benefits for its members reflecting the \$200 million set aside in the state budget for this purpose.

Article 24: The PFA has an interest in addressing the needs of its members in terms of the ever-changing workplace/classroom technology that is necessary for successful instruction.

Other: Cleanup-- The PFA and the administration have agreed that there are typographical and spelling errors in the body of the CBA that need to be corrected.

And any other items that are mutually agreed upon to be included in the negotiation process.

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Public Hearing on the Allan Hancock College District Contract Reopeners with the California Federation of Teachers/Part-time Faculty Association of Allan Hancock College, Local 6185 on the Entire Agreement for Fiscal Years 2026-2027 through 2028-2029	Item Number: 13.D.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 2

BACKGROUND

The district's proposal for contract reopeners for negotiations with the California Federation of Teachers/Part-Time Faculty Association of Allan Hancock College, Local 6185, is presented at the public meeting of the board of trustees on Nov. 18, 2025. Copies will be available for public review on the district website, the office of the Superintendent/President, and the Human Resources office.

In accordance with Board Policy 7140, the public shall have the opportunity to express itself regarding the district's contract reopeners for contract negotiations at the Dec. 16, 2025, board of trustees meeting.

FISCAL IMPACT

To be determined through negotiations between the Allan Hancock College District and the California Federation of Teachers/Part-time Faculty Association of Allan Hancock College, Local 6185.

RECOMMENDATION

Staff recommends the board of trustees give reasonable time for any public comment at the scheduled board of trustees meeting on Dec. 16, 2025, on the Allan Hancock College District contract reopeners with the California Federation of Teachers/Part-time Faculty Association of Allan Hancock College, Local 6185 on the entire agreement for fiscal years 2026-2027 through 2028-2029.

Administrator Initiating Item: Ruben Ramirez	Final Disposition:

**Allan Hancock Joint Community College District
And
California Federation of Teachers/Part-Time Faculty Association
of Allan Hancock College Local 6185
Initial Proposals (Sunshine)
November 18, 2025**

The following represents the opening proposal from the district to the Part-Time Faculty Association, Local 6185. The district reserves the right to add, amend, delete, and/or change any of these proposals.

Article 11: Compensation

The district proposes aligning part-time compensation regarding workload definitions consistent with faculty and district needs.

Article 12: Workload and Assignment

The district proposes changes to clarify the language of pool one faculty and eligibility for pool two to align with current practice and to clarify seniority rules.

Additionally, the district proposes aligning workload definitions consistent with faculty and district needs.

Article 13: Performance Evaluation

The district wishes to review the current process to ensure it continues to support student success.

Article 14: Office Hours

The district wishes to review the current process and update process for eligibility and payment.

Appendix B:

The district wishes to include the non-credit salary placement procedures, which was unintentionally removed.

OTHER

In addition to the aforementioned articles, the district and the Part-time Faculty Association share a mutual interest in rectifying typographical, grammatical, and reference errors throughout the agreement, and other “cleanup” as needed.

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Public Hearing on the California School Employees Association Chapter #251 Contract Reopeners with the Allan Hancock College District on the Entire Agreement for Fiscal Years 2026-2027 through 2028-2029	Item Number: 13.E.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 6

BACKGROUND

Pursuant to Government Code Section 3547.5 and board policy 7140, the initial proposals for negotiations must be presented at the public board of trustees meeting for an opportunity to comment. Copies will be available for public review on the district website, the office of the Superintendent/President, and the Human Resources office.

The initial proposal of the California School Employees Association Chapter #251 is presented in accordance with Government Code 3547.5 and board policy 7140.

FISCAL IMPACT

To be determined through negotiations between the California School Employees Association Chapter #251 and the Allan Hancock College District.

RECOMMENDATION

Staff recommends the board of trustees invite the public to forward any comment on the proposal to the director, human resources; and to schedule the proposal for public comment at the scheduled board meeting on Dec. 16, 2025 in accordance with board policy 7140.

Administrator Initiating Item: Ruben Ramirez	Final Disposition:

**California School Employees Association (CSEA) and its
Allan Hancock College Chapter # 251
and
Allan Hancock Joint Community College District
Sunshine Initial Proposals for Successor Agreement
2026-2029**

The following represents the opening proposals from the California School Employees Association (CSEA) and its Chapter #251 to Allan Hancock Joint College Community District. CSEA reserves the right to add, amend, delete and/or change any of these proposals during negotiations.

CSEA has an interest in incorporating **Artificial Intelligence** into the successor agreement where necessary and the creation of an article within the successor agreement.

Table of Contents: CSEA has an interest in correcting some formatting issues.

Article 1: Recognition

CSEA has no interest in changing the existing contract language for this article.

Article 2: No discrimination

CSEA has an interest in modifying existing contract language to add language to allow CSEA to grieve bullying of our members.

Article 3: Management Rights and Responsibilities

CSEA has an interest in modifying existing contract language for this article. Specifically, propose language asserting the responsibility of management to communicate, negotiate and provide information to CSEA.

Article 4: Association Rights

CSEA has an interest in modifying existing contract language for this article to update grammar and clarify language. Specifically, to alter the allotted appointments to the negotiations committee and the amount of time given on release to prepare for negotiations.

Article 5: Organizational Security

CSEA has an interest in changing updating existing contract language for this article from legal changes. Specifically, eliminating pre 2018 Janus v. AFSCME decision language.

Article 6: Personnel Files/Evaluations

CSEA has an interest in modifying existing contract language for frequency of evaluations, the Classified Performance Evaluation Guide, and cleaning up grammatical errors.

Article 7: Grievance Procedure

CSEA has an interest in changing the existing contract language to increase the ability of CSEA to enforce contract language with the District. Specifically, CSEA will propose language for binding arbitration.

Article 8: Hours, Overtime, and Allowances

CSEA has an interest in updating the existing language for clarity in this article. Specifically, proposing language to clarify the enforcement of Part-time Work in Excess of Assignment. Additionally, CSEA will propose language to allow for rest periods to account for employees working less than 8 hours a day.

Article 9: Pay and Allowances

CSEA has an interest modifying existing contract language and in negotiating fair and equitable increase in compensation to salary schedules 55 and 56, longevity, shift differential, special assignment compensation, Educational Recognition Pay, CSESAP to reflect the proper educational code reference, Extra Work Assignment, and the adoption of a me-too clause/equity clause for this article to recruit and retain quality employees.

Article 10: Employee Expenses and Materials

CSEA has an interest in clarifying existing contract language for this article. Specifically, establishing how many pairs of shoes are allotted per year. Additionally, propose language to increase the cap on reimbursement for safety footwear. Finally, propose language relieving members of the burden of cost of replacement for uniforms.

Article 11: Health & Welfare Benefits:

CSEA has an interest in modifying and clarifying existing contract language for this article. CSEA has an interest in increasing District cap on health care contribution.

Article 12: Holidays

CSEA has an interest in updating and clarifying the Holiday article. CSEA has an interest in modifying Non-Holiday District Mandated Closure and negotiating additional recognized Holidays.

Article 13: Vacation

CSEA has an interest in modifying existing contract language to the vacation article. Specifically, propose language increasing the vacation accruals for by years of service.

Article 14: Leaves

CSEA has an interest in modifying existing contract language to the leave article for clarification and legal changes. Specifically, adding language for paid reproductive loss leave. Additionally, propose language to alter the catastrophic leave program.

Article 15: Leave of Absence for Retraining and Study

CSEA has an interest in changing the existing contract language for this article for changes in conditions due to Artificial Intelligence and equity. CSEA has an interest in eliminating the burden of furnishing a bond for compensated leave.

Article 16: Transfers and Promotions

CSEA has an interest in modifying existing contract language for the transfers and promotions article. Specifically, propose language allowing lateral transfers into same range and qualifications.

Article 17: Classification and Reclassification

CSEA has an interest in modifying existing contract language for this article and clarifying contract language for reclassification. Specifically, add a definition for classification. Additionally, improve on the process of cyclical review.

Article 18: Layoff & Reemployment

CSEA has an interest in modifying contract language for this article. Specifically, reinforce our rights to negotiations and information.

Article 19: Disciplinary Action

CSEA has an interest in modifying existing contract language for this article. Specifically, create a more informal process for discipline to allow for corrective action prior to notes in member's personnel file. Additionally, establish binding arbitration for disciplines that are eligible for appeal.

Article 20: Safety

CSEA has an interest in modifying contractual language for this article. Specifically, establishing the responsibility of the District to follow up on safety hazard suggestion report forms submitted by members.

Article 21: College District Police

CSEA has an interest in modifying and clarifying contractual language to the College District Police article. Specifically, improving upon the uniform allowance for Police Officers, Dispatchers and Campus Safety Officers.

Article 22: Hiring

CSEA has no interest in changing the existing contract language for this article.

Article 23: Severability

CSEA has no interest in changing the existing contract language for this article.

Article 24: Professional Growth

CSEA has an interest in changing the existing contract language for this article to be able to retool. Specifically, increasing the total allocation for District Reimbursement for degrees above the Associate Level. Additionally, establishing professional growth opportunities in relation to artificial intelligence.

Article 25: Parking

CSEA has an interest in establishing parity language with other bargaining units in the allowed amount of vehicles an employee can register into the system.

Article 26: Concerted Activities

CSEA has no interest in changing the existing contract language for this article.

Article 27: Negotiations and Completion of Agreement

CSEA has an interest in modifying contractual language for this article to grant preparation time for negotiations and allow for reopeners.

Article 28: Duration

CSEA has an interest in establishing a new duration for the life of this agreement.

Appendix A: Bargaining Unit Position List

CSEA has an interest in having the Bargaining Unit Position List updated to have the list of position titles, ranges, last date of reclassification, and categories to reflect the appropriate status for the members in this appendix.

Appendix B1: Salary Schedule 55

CSEA has an interest in negotiating a fair and equitable salary schedule to this appendix.

Appendix B2: Salary Schedule 56

CSEA has an interest in negotiating a fair and equitable salary schedule to this appendix.

Appendix C: Definitions of Excluded Positions

CSEA has no interest in changing the existing contract language for this appendix.

Appendix D The Classified Performance Evaluation online form

CSEA has no interest in changing this existing form.

Appendix E The Campus Police Officer Evaluation online form

CSEA has no interest in changing this existing form.

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Allan Hancock College District Contract Reopeners with the California School Employees Association Chapter #251 on the Entire Agreement for Fiscal Years 2026-2027 through 2028-2029	Item Number: 13.F.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 3

BACKGROUND

Pursuant to Government Code Section 3547.5 and board policy 7140, the initial proposals for negotiations must be presented in a public board meeting and the public for an opportunity to comment. Copies will be available for public review on the district website, office of the Superintendent/President, and Human Resources office.

The initial proposal of the Allan Hancock Joint College District is presented in accordance with Government Code 3547.5 and board policy 7140.

FISCAL IMPACT

To be determined through negotiations between the Allan Hancock College District and the California School Employees Association Chapter #251.

RECOMMENDATION

Staff recommends the board of trustees invite the public to forward any comments on the attached proposal to the director, human resources; and to schedule the proposal for public comment at the scheduled board meeting on Dec. 16, 2025, in accordance with board policy 7140.

Administrator Initiating Item: Ruben Ramirez	Final Disposition:

Allan Hancock Joint Community College District
And
California School Employees Association - Allan Hancock College Chapter #251
Initial Proposals (Sunshine)
November 18, 2025

The following represents the opening proposal from the District to the California School Employees Association Chapter #251. The District reserves the right to add, amend, delete, and/or change any of these proposals.

Article 6: Personnel Files/Evaluations

The DISTRICT has an interest in improving the evaluation process and forms and clarifying language for classified staff.

Article 8: Hours, Overtime, and Allowances

The DISTRICT has an interest in improving the language and process regarding modified work schedules. Additionally, the district **has an interest** to clarify the language regarding rest periods.

Article 9: Pays and Allowances

The DISTRICT **has an interest** to review and clarify the process and propose changes to out-of-class provisions and update language regarding extra work assignment opportunities.

Article 10: Employee Expenses and Materials

The DISTRICT has an interest in reviewing the language regarding safety footwear.

Article 11: Health and Welfare Benefits

The DISTRICT has an interest in reviewing and updating language referring to benefits advisory committee.

Article 12: Holidays

The DISTRICT has an interest in reviewing and clarifying the language regarding pro-rated holiday pay.

Article 13: Vacation

The DISTRICT has an interest in reviewing and clarifying the language regarding pro-rated vacation.

Article 14: Leaves

The DISTRICT has an interest in reviewing and clarifying the language regarding pro-rated leaves.

Article 16: Transfers and Promotions

The DISTRICT has an interest in modifying language regarding transfers and mileage reimbursement.

Article 17: Classification and Reclassification

The DISTRICT has an interest in modifying the reclassification process.

APPENDIX A: Bargaining Unit Position List

The DISTRICT has an interest in removing the list from the contract as it is now included with the salary schedule.

OTHER

In addition to the aforementioned articles, the district and the California School Employees Association Chapter #251 share a mutual interest in rectifying typographical, grammatical, and reference errors throughout the agreement, and other “cleanup” as needed.

INFORMATION ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Acceptance of Employee Retirement and Resignations	Item Number: 14.A.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 1

BACKGROUND

The superintendent/president has accepted the following:

Resignation(s)

Employee Name	Position	Department	Effective Date	Employment Date
Miller, Justice	Program Technician	Public Safety	11/04/25	02/17/21
Pozos, Adelina	Career Center Coordinator	Career Center	12/01/25	07/01/14

Retirement(s)

Employee Name	Position	Department	Effective Date	Employment Date
Aldama, Raul	Financial Aid Specialist	Financial Aid	12/31/25	05/01/15
McComas, Megan	Associate Professor, Registered Nursing	Health Sciences	06/01/26	01/10/15

Administrator Initiating Item:

Ruben Ramirez

Final Disposition:

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: 2025-2028 Student Equity Plan	Item Number: 14.B.
Institutional Goal: Student Equity Plan	Enclosures: Page 1 of 40

BACKGROUND

The 2025–28 Student Equity Plan reflects Allan Hancock College’s renewed commitment to eliminating systemic barriers to student access, success, and completion, with a focus on disproportionately impacted student groups. Work to develop this plan began in spring 2025 with the Student Success and Equity Committee and included collaboration with the DEIA/EEO Committee to align institutional equity efforts and strengthen a shared culture of inclusion. The activities that informed the plan included information sessions to discuss success metrics and disproportionately impacted populations, faculty research and writing groups, and discussions with student groups. Nearly 50 constituency members supported the development of this plan. In fall 2025, the plan was vetted through governance groups including Associated Student Body Government (ASBG), Student Learning Council, Student Services Council, Academic Senate, and College Council.

The plan aligns with required state assurances, including acknowledgment of Student Equity and Achievement (SEA) funding, active involvement from all campus groups, governing board adoption, and the intentional use of race-conscious strategies in plan development. The 2025–28 plan also incorporates a student-centered vision that prioritizes student voice, builds institutional capacity through professional development and support services, and fosters a culture of inquiry and accountability through disaggregated data. The plan is due to the chancellor’s office by Nov. 30, 2025, and implementation is ready to begin in spring 2026.

Administrator Initiating Item: Genevieve Siwabessy	Final Disposition:



Student Equity and Achievement Program

2025-28 Student Equity Plan

Planning Resources and Development Template

Deadline to Submit and Certify in NOVA: **November 30, 2025**

Questions? Please contact seaprograminfo@cccco.edu

TABLE OF CONTENTS

PRELUDE	
SECTION 1: DETAILS.....	
GUIDANCE	
ASSURANCES	
SECTION 2: CONTACTS	
SECTION 3: STUDENT EQUITY PLAN REFLECTION	
SECTION 4: EXECUTIVE SUMMARY	
SECTION 5: STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT.....	
SECTION 6: METRIC - SUCCESSFUL ENROLLMENT	
SECTION 7: METRIC - COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH	
SECTION 8: METRIC - PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM.....	
SECTION 9: METRIC - COMPLETION.....	
SECTION 10: METRIC – TRANSFERRED to A FOUR-YEAR.....	
SECTION 11: INTENSIVE FOCUS ON POPULATION(S) EXPERIENCING DISPROPORTIONATE IMPACT(DI)..	
SECTION 12: STUDENT EDUCATION PLANS	
SECTION 13: VISION 2030 EQUITY ALIGNMENT AND COORDINATION.....	
SECTION1 14: PREVIEW AND SUBMISSION PROCESS.....	

PRELUDE

With a new Student Equity Plan cycle, our system finds itself with a new opportunity and sense of excitement to advance and refine our commitments to racial equity across our California Community Colleges (CCCs). With CCCs serving one in five community college students nationwide, nearly 70% of whom are students of color, we have a unique position to drive substantial and transformative change. The 2025- 2028 Student Equity Plan process invites us to build on our past successes and explore innovative strategies to create more inclusive and equitable institutions. Reflecting on the progress made over the last three years with the 2022-2025 Student Equity Plan cycle, we must not only celebrate our achievements but also focus on how we can sustain and amplify these efforts. We want to acknowledge all of your hard work and willingness to serve the students of the CCCs while encouraging you all to continue to innovate and dream. Together we can make the change we want to see, and this planning cycle can help us do that.

Our vision for this next cycle transcends mere regulatory requirements or templates. It represents a dynamic, ongoing process aimed at addressing systemic inequities and fostering transformational change. We should approach this plan as a continuous journey of improvement, rather than a static document. Our sustained and amplified efforts are crucial to the success of this plan, its proposed strategies for action and possibilities for student equity. As we engage with this new cycle, let's recognize that our roles are interconnected. We need to collaborate with our campus colleagues, empower our students, and develop a strategic roadmap to drive meaningful progress. The success of this equity plan relies on the strength of the coalition we build. Through collective action, we can effectively challenge and dismantle inequitable policies, structures, and practices. Our unity and shared goals of racial equity are our greatest strength.

While California education code and planning guidelines provide a structured framework, achieving real progress requires a steadfast commitment to transformational change. By embedding racial equity into the core of our institutional practices, policies, and culture, we can foster an environment where all students, especially those from racially minoritized and marginalized communities, can fully realize their potential and achieve their educational goals. As we move forward, we encourage you to integrate this plan with your current campus Guided Pathways frameworks. This integration will help us adopt a campus-wide strategy that addresses racial disparities as students navigate and experience our campuses. Let us seize this opportunity to not only envision but also enact meaningful and lasting changes that will enhance educational experiences for all our students with a heightened focus on racially minoritized and marginalized students. Together, we can make a profound difference in their lives and in the future of our institutions.

Below are relevant resources we recommend you review before you get started in addition to your college's 2022-25 Student Equity Plan.

- [State of California Education Code 78220 - Student Equity Plan](#)
- [State of California Education Code 78222 - SEA Program](#)
- [State of California Education Code 88921 - Guided Pathways](#)
- [Student Equity & Achievement \(SEA\) Program Expenditure Guidelines](#)
- [Vision 2030: A Roadmap for California Community Colleges](#)
- [Diversity, Equity, Inclusion and Accessibility Glossary of Terms](#)
- [Student Equity Plan 2025-28 Metrics](#)
- [CCCCO Percentage Point Gap Minus One \(PPG-1\)](#)
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Student Equity Plan Tools and Resources – Community College HigherEd Access Leadership Equity Scholarship \(CCHALES\)](#)
- [Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans](#)

In addition to these materials, you will find an editable student equity plan template. If you have questions about the Student Equity Plan, please contact seaprograminfo@cccco.edu. Thank you to everyone for your care and commitment to student equity and achievement.

In solidarity,

206
2025-28 Student Equity Plan Task Force

CCCCO	CCC Practitioners
James Todd, Assistant Vice Chancellor, Chair of Task Force Jenny Saechao, Program Specialist Chris Ozuna, Research Data Specialist II Rujun Yang, Research Data Specialist I Michael Tran, Program Analyst Justine Pereira, Program Analyst	Ajani Byrd, SEA At-Large-North, Foothill College Roxanne Byrne, SEA At-Large-South, Santa Barbara City College Candace Jones, CBO, Pasadena City College Henan Joof, CSSO, LA Trade Technical College Deborah Knowles, CCCC (4CS), Sacramento City College Todd Scott, CIO, Victor Valley College Sabrina Sencil, RP Group, Consumnes River College Jessica Shadrick, ASCCC, Fresno City College Robert L. Stewart, Jr. ASCCC, Los Angeles Southwest College Jennifer Zellet, CEO, Antelope Valley College
CCC Partners	CCC Students
Sara Adan, Manager of Research Data, Foundation for CCC Lisa Gwyn, Guided Pathways, Foundation for CCC Antonio Ramirez, Guided Pathways, Foundation for CCC Priscilla Pereschica, Policy Specialist, Foundation for CCC Eric Felix, CCHALES - San Diego State University	Ivan Hernandez, SSSCC, Diablo Valley College Joshua Simon, SSSCC, Lemoore College

SECTION 1: DETAILS

GUIDANCE

The 2025-28 Student Equity Plan is strategically aligned with Vision 2030. With the 2025-28 Student Equity Plan, please continue to focus on future efforts on increasing with equity for all identified students experiencing inequitable outcomes, with an overall goal of eliminating equity gaps and supporting the intent of the Student Equity and Achievement (SEA) Program ([Education Code 78222](#)). Before you move on to writing your 2025-28 Student Equity Plan, it is important to reflect and review your college's 2022-25 Student Equity Plan.

This 'Details' page will assist in the framing and foundational elements of your college's student equity plan. Take some time to review assurances and the hyperlinks on this page. Take time to review and enter your Contacts and Project Leads. The 'Equity Plan Reflection' section serves as a reflection opportunity (in addition to the reflection completed within the college's SEA Annual Report) to examine your existing equity efforts, the progress made, and how they can overlap with Guided Pathways initiatives on your campus. The plan transitions into a focus on populations experiencing Disproportionate Impact (DI) and how the goals and strategies developed for DI student populations also support the overall student population. Your planning team will have Chancellor's Office data available to determine what student population will be a focal point for your college's equity planning efforts. Your planning team will also have an opportunity to collaborate with various campus programs under the 'Alignment and Coordination' section on equity efforts to support the goals developed in the student equity plan.

ASSURANCES

1. Please attest to the following assurances and answer its associated question:

- ☒ I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- ☒ I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- ☒ I have read and given special consideration to [Education Code 78220](#) section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals. (2,500 characters max)

Allan Hancock College is deeply committed to fostering an inclusive environment that prioritizes the active involvement of all groups on campus in developing the student equity plan. This commitment is reflected through collaborative efforts, intentional strategies, and student-centered approaches that ensure equitable opportunities for academic and personal success for all students.

To ensure the participation of diverse campus groups, the college has established clear pathways for collaboration. The Student Equity and Success Committee comprises faculty, staff, students, and administrators from both academic and student services. The committee plays a pivotal role, working in close alignment with the Student Services Council, Student Learning Council, Academic Senate, and DEIA/EEO committee to design, implement, and monitor programs and services that address equity gaps. These committees include representatives from faculty, staff, and students ensuring that the affinity groups on campus are invited to provide insights based on their unique experiences, contributing to a well-rounded equity plan.

The college employs specific strategies to actively involve student voices in shaping the equity plan. The Associated Student Body Government (ASBG) is central to this approach, emphasizing the importance of peer-

led initiatives and student advocacy. ASBG representatives regularly collaborate with college administrators and faculty to ensure that students' perspectives are not only heard but integrated into institutional policies and practices. This partnership enables students to play an active role in identifying barriers to success and proposing solutions that are relevant to their needs.

One of the key strategies the college deploys to leverage student voices involves creating opportunities for meaningful engagement. Equity-focused student forums/summits and focus groups are organized throughout the year, allowing students from diverse backgrounds to share their experiences and offer feedback on equity related challenges and initiatives. Students have been instrumental in the writing of the student equity plan. We go and present to the ASBG and other clubs and organizations. Input gathered from these interactions is directly incorporated into the equity plan, ensuring that the goals and strategies reflect the lived experiences of students.

Transparency and accountability are key principles in the college's approach to equity. The Student Success and Equity Committee meets the third Tuesday of every month throughout the school year to maintain continuous engagement. The committee meets to assess the progress of the equity plan track outcomes, and propose adjustments based on evolving needs. Updates are shared with Student Services Council, Student Learning Council, ASBG and Academic Senate to ensure that all groups remain informed and invest in the process.

Allan Hancock College strives to create an equity-driven culture where every student can thrive. By actively involving all campus groups and deploying strategies to prioritize student voice, the college ensures that its institutional equity goals are not just aspirational but deeply grounded in the experiences and contributions of its diverse community. This collaborative and student-centered approach reflects the college's commitment to equity, inclusion, and success for all.

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

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

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource: [Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans](#) provides information on race-consciousness strategies and student equity planning. (2500 characters max)

Allan Hancock College is unwavering in its commitment to racial equity and is actively embedding the principles outlined in the statewide equity framework into our institutional culture. We recognize that achieving racial equity requires intentional, sustained, and system-wide efforts. Guided by a vision for transformative change, we are focusing on the following key strategies:

We center racial equity in our Student Equity Plan and institutional mission. Through public acknowledgments of the historical and ongoing impacts of racism, we are committed to dismantling systemic barriers faced by racially minoritized students. Our work is grounded in a student-centered vision that prioritizes student voice and experience. Student representatives on shared governance committees, equity/DEIA forums, and ASBG led initiatives ensure that racially minoritized students are co-creators in both planning and evaluating equity strategies. Equity is not treated as a temporary project but as a long-term commitment woven into the fabric of our policies, culture, and institutional identity.

We understand that equity must be resourced to be realized. Equity leaders at Hancock are provided with discretion over SEA funds and are empowered to align budget decisions with equity priorities. We are building institutional capacity through investments in professional development, basic needs infrastructure, and enhanced student support services. Our commitment includes leveraging our Hispanic Serving Institution (HSI) status and pursuing grant opportunities that elevate the experiences of racially minoritized students. These efforts reflect our belief that tangible, sustained resources are

essential to move from equity talk to equity action.

We are building a culture of inquiry and accountability by using disaggregated data, especially by race and ethnicity, to guide our decisions and illuminate areas for intervention. Institutional researchers play a significant role throughout our equity planning process, from goal setting to outcomes assessment. We aim to foster a cycle of reflection and adaptation, with mechanisms in place to document progress and make data-informed adjustments. Culturally responsive practices, innovative pedagogies, and technology-driven equity tools are all part of our approach to meeting students where they are and supporting their success in real time.

Racial equity is a shared responsibility across all campus roles, including faculty, staff, students, and administrators. We cultivate collaboration through shared governance, cross-departmental teams, and inclusive planning processes. Equity is infused into our professional development, onboarding, and strategic planning activities to ensure coherence and collective ownership. Safe and structured spaces for dialogue allow for honest conversations around race, privilege, and belonging. We ask every member of our community to reflect on their personal role in advancing racial equity and recognize that transformation begins with both systems and individuals.

Allan Hancock College understands that equity work is not a one-time initiative but a lifelong institutional commitment. With courage, collaboration, and shared accountability, we will continue working to ensure that our students, especially those historically excluded, have equitable access to opportunity, support, and success.

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

Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at end of each semester, etc.) of when evaluations and reporting to the campus community will take place. (2,500 characters max)

To ensure ongoing local review and evaluation of how Allan Hancock's Student Equity Plan advances institutional equity goals and supports continuous improvement, the college will establish a systematic annual process.

Every year, by June 30, the college will conduct a comprehensive review of the student equity plan. This includes assessing the effectiveness of strategies implemented to address equity gaps and measuring progress toward the common equity goals. The findings of this evaluation will then be presented to the Board of Trustees and the Academic Senate. These presentations will serve as critical opportunities to highlight achievements, discuss challenges, and propose adjustments to the equity plan based on data-driven insights.

The evaluation process emphasizes transparency and accountability by involving key stakeholders from across the campus community. The results and updates are shared with the Student Services Council, Academic Senate, ASBG and Student Learning Council. These updates encourage feedback and dialogue, fostering a collective commitment to equity goals and ensuring that all voices are heard.

To support continuous improvement, the college integrates feedback from these updates into the equity plan. This iterative approach allows the institution to adapt its strategies and initiatives in response to emerging needs, ensuring that equity efforts remain effective and relevant.

Through this annual review and evaluation process, Allan Hancock College reaffirms its dedication to equity, inclusion, and student success, while fostering a culture of continuous learning and collaboration.

SECTION 2: CONTACTS

2. The required list of contacts below is intended to create more cross-functional teams to build the student equity plan. While the Project Lead is the only person who can submit your college's student equity plan, all listed required contacts have viewing access to your college's Student Equity Plan. Alternate Project Lead will have viewing and editing access and colleges will have the option to add additional Alternate Project Leads.

COLLEGE CONTACT INFORMATION FORM

Required Contacts:

- ☐ Project Lead (College Equity Lead is recommended)
- ☐ Alternate Project Lead
- ☐ Approver: Chancellor/President
- ☐ Approver: Chief Business Officer
- ☐ Approver: Chief Instructional Officer
- ☐ Approver: Chief Student Services Officer
- ☐ Approver: Academic Senate President
- ☐ Approver: Guided Pathways Coordinator/Lead
- ☐ Additional Alternate Project Lead (optional)

SECTION 3: STUDENT EQUITY PLAN REFLECTION

Considering your previous Student Equity Plan and efforts for the 2022-25 cycle, please answer this reflective section to the best of your college's knowledge.

In the 2022-25 Student Equity Plan, colleges were asked to share their target outcomes for their selected disproportionately impacted (DI) student population for each of the five student success metrics (Successful Enrollment, Transfer-Level Math and English, Persistence, Transfer, and Completion). In the 2023-24 SEA Annual Report in NOVA, colleges were also asked to update on the status and progress of the target outcomes. To help you respond to the following equity plan reflection questions related to the target outcomes stated in your 2022-25 Student Equity Plan, please reference the link below to review your most recent SEA Annual Report.

For Reference: In NOVA there will be a link to your most recent 2023-24 SEA Annual Report.

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

- a. What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022-25 Student Equity Plan? What institutional approaches or processes have helped your college foster and further a culture of equity? Please share 2-3 institutional actions, cultural changes and/or processes that are having the most impact in helping your college reduce equity gaps and meet target outcome(s) developed in the 2022-25 Student Equity Plan. (2500 characters max)

During the 2022–2025 Student Equity Plan, Allan Hancock College has developed a deeper understanding of the systemic and institutional root causes of equity gaps for disproportionately impacted students, especially first-generation and Hispanic/Latine male students. These students are navigating systems that were not built with their lived experiences in mind. Equity gaps in enrollment, completion, and transfer are not due to student deficits but reflect structural barriers that limit access, belonging, and success.

We have learned that traditional onboarding processes assume students possess “college knowledge.”

First-generation students often lack familial guidance through key milestones like registration or financial aid, and navigating these systems alone creates invisible barriers that contribute to early attrition. For many Hispanic/Latine male students, financial pressure is a major factor. They often work to support family income, and while tuition may be free, the cost of books, food, transportation, and housing can still jeopardize persistence.

Institutional culture and curriculum frequently center dominant norms that do not reflect students' cultural identities or linguistic strengths. This disconnect can impact engagement. Cultural narratives around independence and masculinity may also influence reluctance to seek support when services are framed in transactional or stigmatizing ways.

In response, three equity strategies have been implemented:

Expanded Financial and Basic Needs Support

The Hancock Promise and new Promise 2 initiative have helped remove financial barriers. When combined with emergency aid, Basic Needs services, and the Food Share program, these supports allow students to stay enrolled and focus on their education.

Equity-Driven Pedagogical Shifts

Faculty are transforming curriculum and grading practices through culturally sustaining pedagogy and inclusive, race-conscious professional learning.

Embedded Academic Support

Tutoring and mentoring services have been expanded to include embedded tutoring with an emphasis on connecting students to resources, fostering a sense of belonging, and normalized help-seeking behaviors.

- b. Based on your response above, what is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan? Please share 2-3 discoveries that will offer continuity between plans and guide your development and implementation of the 2025-28 Student Equity Plan. (2500 characters max)

Based on our 2022–25 Student Equity Plan, Allan Hancock College (AHC) has identified several impactful equity strategies that we plan to continue and deepen in the 2025–28 cycle. Through our efforts to dismantle structural barriers and advance racial equity for disproportionately impacted students, particularly first-generation and Hispanic/Latine male learners, we have made critical discoveries that will shape our future work.

Integrated Financial and Basic Needs Support Is Foundational to Equity

Financial insecurity continues to be one of the most persistent barriers to student success. The Hancock Promise and the expansion into Promise 2 that provides a second year of free tuition to students who complete transfer-level math and English and 24 units have created powerful incentives for persistence and completion. Combined with emergency aid, Basic Needs support, and Food Share services, these strategies have proven effective at keeping students enrolled and engaged. AHC will continue to invest in these holistic supports as a foundational equity practice.

Cultural Teaching and Equity-Minded Professional Learning Must Continue

Our investment in equity-focused professional development has empowered faculty to reimagine pedagogy through inclusive curriculum design, equity-minded grading, and culturally affirming classroom practices. Allan Hancock College will continue to offer professional learning opportunities to transform classroom experiences.

Student Support Is Key to Belonging

Embedded academic support has helped normalize help-seeking and strengthen community. This support

will be central to our student success efforts moving forward.

Looking Ahead: Building a First Year Experience Program

These discoveries have led us to design a structured, equity centered First Year Experience (FYE) program for implementation in the next cycle. The FYE will integrate Summer Bridge, proactive counseling, mentoring, and success workshops to support first-generation and Hispanic/Latine male students from entry to completion.

SECTION 4: EXECUTIVE SUMMARY

4. Executive Summary

GUIDANCE: Per Education Code 78220 (c), the Student Equity Plan **must be adopted** by the governing board of the community college district and **include an executive summary**. The Chancellor of the California Community Colleges is required to publish all executive summaries and send it to the appropriate policy and budget committees of the Legislature, the Department of Finance, every community college and community college district, each consultation group identified in subdivision(b) that so requests, and additional individuals and organizations as deemed appropriate.

As your college plans and develops the 2025-28 Student Equity Plan, please keep in mind the required elements of the executive summary listed below. The executive summary is a summary of your Student Equity Plan and is a **public-facing document**. Although colleges may format the executive summary in ways that best meet their local design needs, per Ed Code 78220, the executive summary must include, at a minimum, the following information:

- **Student groups for whom goals have been set**
- **Goals set for these student groups**
- **Initiatives that the community college or district will undertake to achieve these goals**
- **Resources that have been budgeted for that purpose** (referring to goals/key strategies in this 2025-28 Student Equity Plan)
- **Community college district official to contact for further information**
- **Detailed accounting of how funding was expended** (expenditures from 2022-25 Student Equity Plan)
- **Assessment of the progress made in achieving identified goals** (goals/outcomes from 2022-25 Student Equity Plan)

IMPORTANT: Please review the following regulations and guidelines prior to completing your Executive Summary:

- [Education Code 78222 \(a\)\(1\)\(2ABC\)](#)
 - a) (1) The Student Equity and Achievement Program is hereby established. It is the intent of the Legislature that funds for the Student Equity and Achievement Program support the California Community Colleges in advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating equity gaps for students from traditionally underrepresented groups by doing all the following:
 - (A) Implementing activities and practices pursuant to the California Community College **Guided Pathways Grant Program**.
 - (B) Ensuring students **complete their educational goals and a defined course of study**.
 - (C) Providing **quality curriculum, instruction, and support services** to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.
- Per [Education Code 78221](#), SEA allocated funds are for the “purposes of successfully implementing activities and goals specified in the Student Equity Plans adopted pursuant to Section [78220](#).”
- Per [Education Code 78220 \(e\)\(1\)\(2\)\(3AB\)](#), funding included in the Budget Act for the Student Equity and Achievement Program may be used for provision of emergency student financial assistance to help an eligible student overcome unforeseen financial challenges that would directly impact the student’s ability to persist in the student’s course of study. Please read [Education Code 78220 \(e\)\(1\)\(2\)\(3AB\)](#) for more details and information on the definition of “eligible student” and “emergency student financial assistance”.
- Please review [Student Equity and Achievement \(SEA\) Program Expenditure Guidelines \(cccco.edu\)](#).

Please enter the URL to your college’s 2025-28 Executive Summary in the box below:
Insert link to executive summary here.

SECTION 5: STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT

GUIDANCE: The baseline college and system goal for each metric in the Student Equity Plan is to eliminate disproportionate impact (DI), as well as to increase overall student success with equity. Listed below is a table with all the student populations experiencing DI within each metric for your college, along with the percentage increases needed to eliminate DI and to fully close equity gaps. Within each of the five metric sections, colleges are asked to provide key strategies on how to achieve the goals for the populations experiencing DI. Colleges are also provided the opportunity to set additional goals.

Please review the Metric and DI Population Summary table below with your planning colleagues and see the data shown as a starting point for further discussion on the experiences of students on your campus and what key strategies are necessary to support the identified specific groups in this 2025-28 student equity plan. Colleges are encouraged to use local data and/or additional data provided by the Chancellor's Office (ex. Data on Demand, DataVista) to drill down further and explore the root causes of these equity gaps before proposing key strategies in the next sections.

Disproportionate Impact (DI) Definition:

Throughout this student equity plan, disproportionate impact (DI) occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.

Disproportionate Impact (DI) Calculation:

The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students (e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).

For more details on DI calculations, see this reference guide: [CCCCO Percentage Point Gap Minus One \(PPG-1\)](#)

For further information on the Metric and DI Population Summary table, see this resource: [Student Equity Plan 2025-28 Metrics](#)

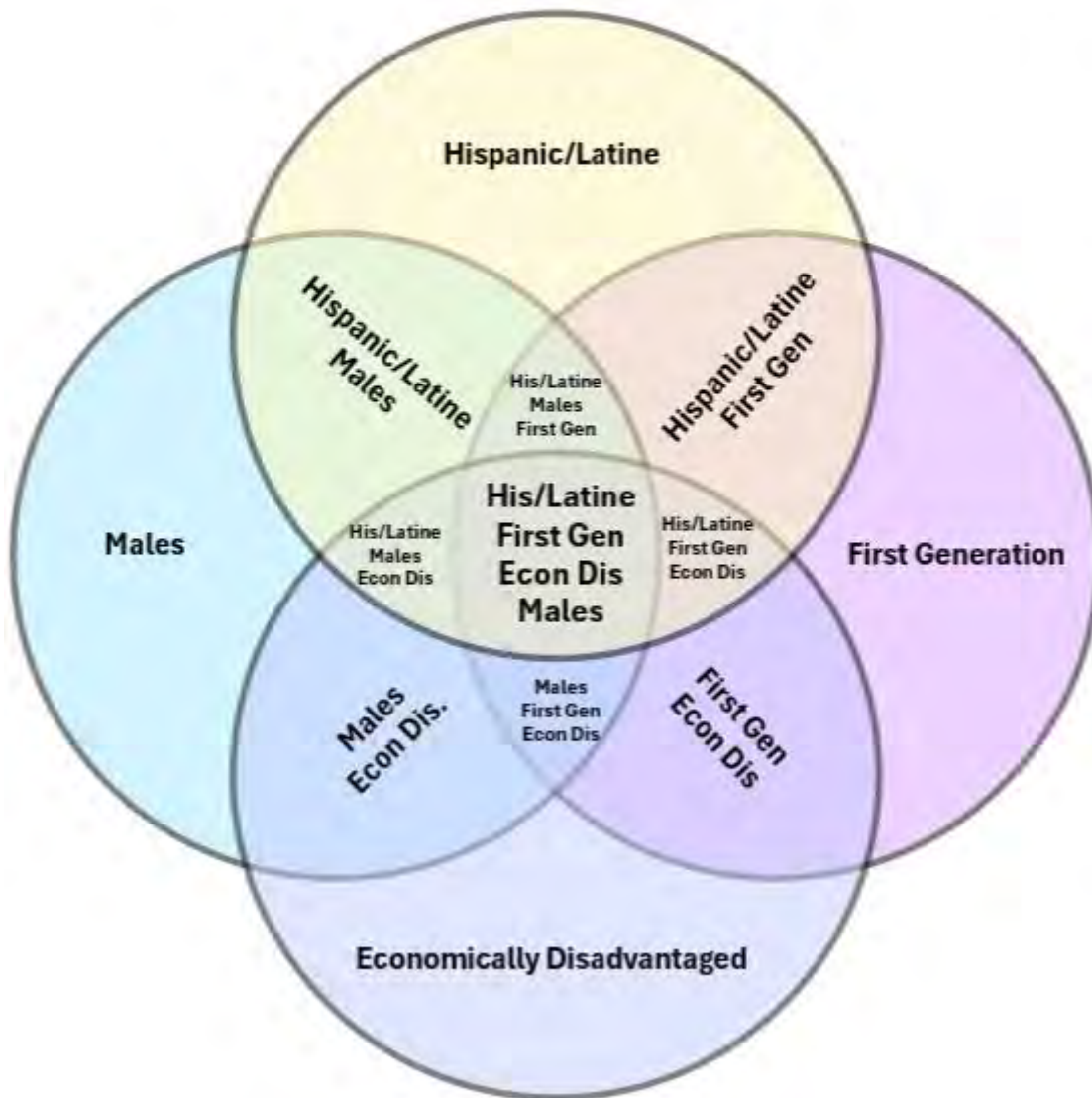
Allan Hancock College			GOAL 1: Eliminate DI		GOAL 2: Fully Close Equity Gaps	
DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment						
n/a	n/a	n/a	n/a	n/a	n/a	n/a
Completed Math and English						
Econ Disadvantaged	12%	277	4%	97	6%	142
First Generation	13%	160	0%	2	2%	28
Hispanic	12%	240	2%	37	4%	76
Persistence First Primary Term to Secondary Term						
Econ Disadvantaged Male	66%	573	1%	8	4%	36
First Generation Male	62%	300	4%	18	8%	38
Hispanic Male	65%	473	2%	13	5%	38
Male	65%	700	4%	41	7%	72
Completion						
Econ Disadvantaged Male	15%	165	3%	38	5%	61
First Generation Male	13%	82	4%	24	6%	40
Hispanic Male	15%	128	3%	23	5%	44
Male	14%	184	5%	63	7%	88
Transferred to a Four-Year						
Econ Disadvantaged	25%	231	6%	55	9%	81
First Generation	22%	107	3%	17	7%	35
Hispanic	23%	159	3%	23	7%	45
Male	23%	117	1%	5	5%	24

However, our institutional data and equity analysis reveal that students at the intersection of

215
these identities experience the greatest barriers to success. The Venn diagram below illustrates how these identities overlap, with the most impacted subgroup being Hispanic/Latine, first-generation, economically disadvantaged males.

AHC Student Equity Plan

Disproportionately Impacted Groups



SECTION 6: METRIC - SUCCESSFUL ENROLLMENT

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the Management Information System (MIS) definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Successful Enrollment metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group.

Additionally, the table includes your college data for Successful Enrollment for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Successful Enrollment: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year. <https://datavista.cccco.edu/resources/38> (300C)

Successful Enrollment metric is calculated as follows:

- Applied in the selected academic year through the OPEN CCC Apply version of the application
- OR applied to attend in the selected academic year through the International CCC Apply version of the application
- AND exclude high school students applying as special admit
- AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- AND count students at the selected college where the student applied

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Successful Enrollment. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

SUCCESSFUL ENROLLMENT DATA						
Student Population	Successful Enrollment % of students for 2022-23 (Baseline Year)	Successful Enrollment # of students for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	23%	2207	N/A	N/A	N/A	N/A
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL): Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. If there are no additional student populations, please proceed to the next step.						

GOALS:

SUCCESSFUL ENROLLMENT EQUITY GOALS. There are two related goals for Successful Enrollment: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2).

Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

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

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

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

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation. **If yes, click ‘Yes’ and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.**

- ☐ *Yes, our college has additional goals. (bottom text box opens in NOVA)*
- ☒ *No, our college does not have additional goals.*

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? **If yes, click ‘Yes’ and enter a brief description of the additional strategies.** (500 characters max for each strategy) **If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.**

- ☒ *Yes, our college has additional key strategies for the overall student population. (bottom text box opens in NOVA)*
- ☐ *No, our college does not have additional key strategies for the overall student population.*

ADDITIONAL KEY STRATEGIES FOR SUCCESSFUL ENROLLMENT — Overall Student Population (if applicable)

Example: To help increase overall Successful Enrollment, our college will increase the number of dual enrollment agreements with feeder schools to at least a total of 10 school districts by Spring 2028.

Strategy 1: To support increased Successful Enrollment and early engagement, the college may consider implementing a culturally responsive First-Year Experience (FYE) program, specifically designed to support male, Hispanic/Latine, first-generation, and economically disadvantaged students.

A strong practice would be to begin the FYE before the start of the term and include components such as summer activities, family orientation, peer mentoring, and early SEP development. These culturally responsive touchpoints can help foster a sense of belonging, clarify academic pathways, and build early academic momentum, particularly for students with intersecting equity identities.

Strategy 2: To support improved Successful Enrollment and first-term persistence, the college may consider redesigning outreach and onboarding communications to better serve male, Hispanic/Latine, first-generation, and economically disadvantaged students.

A recommended practice is to conduct a campus-wide review of onboarding materials to ensure clarity, cultural relevance, and accessibility. This may include simplifying messaging, expanding text-based outreach, and integrating digital navigation training into orientation. These efforts can help students with intersecting equity identities build confidence, access resources, and foster a sense of belonging from the outset of their college journey.

Strategy 3: To support early college awareness and increased Successful Enrollment, the college may consider expanding TK-12 readiness partnerships with an emphasis on supporting male, Hispanic/Latine, first-generation, and economically disadvantaged students.

A promising approach could include strengthening collaboration with feeder schools through curriculum alignment, hosting annual counselor summits, and engaging in culturally responsive outreach. These efforts may help demystify the college-going process, build trust with students and families, and encourage early academic planning, especially for students with intersecting equity identities.

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

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the Management Information System (MIS) definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completed Both Transfer-Level Math and English metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Completed Both Transfer-Level Math and English metric for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

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

<https://datavista.cccco.edu/resources/39> (501C) Note: The Expanded View of this metric allows all first-time cohort students a full year from first term and credit ESL students three years from first term to complete transfer level math and English and includes English and math courses earned on other TOP codes besides the two English TOP codes and one math TOP code but coded with CB25 Course-General-Education-Status as fulfilling general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate program.

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion of Both Transfer-Level Math and English. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA						
Student Population	% of Students Completed Transfer- Level Math and English for 2022-23 (Baseline Year)	# of Students Completed Transfer- Level Math and English for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	13.6%	376	N/A	N/A	N/A	N/A
Econ Disadvantaged	12.4%	277	4.3%	97	6.3%	142
First Generation	12.5%	160	.01%	2	2.1%	28
Hispanic	12.4%	240	1.9%	37	3.9%	76
+ ADD ADDITIONAL STUDENT POPULATION(S) <u>(OPTIONAL):</u>						
Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. If there are no additional student populations, please proceed to the next step.						

GOALS:

COMPLETED TRANSFER-LEVEL MATH AND ENGLISH EQUITY GOALS. There are two related goals for Completed

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

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

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

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

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for the Completion of Both Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark. **If yes, click 'Yes' and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.**

☐ **Yes, our college has additional goals.** (bottom text box opens in NOVA)

☒ **No, our college does not have additional goals.**

STEP 2: KEY STRATEGIES TO ADVANCE TRANSFER-LEVEL MATH AND ENGLISH GOALS - Disproportionately Impacted Student Population(s)

GUIDANCE: Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in completing Transfer-Level Math and English. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Both Transfer-Level Math and English and meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

KEY STRATEGIES FOR TRANSFER-LEVEL MATH AND ENGLISH – Disproportionately Impacted Student Population(s)

Example: Establish and deploy data-driven systematic case management and student support outreach—involving instructional faculty, counselors, and classified professionals--to improve completion of transfer-level Math and English for all the identified DI student groups.

Strategy 1: To support increased completion of transfer-level Math and English in the first year, the college may consider building interdisciplinary faculty support teams with a focus on disproportionately impacted students.

A recommended practice is to encourage collaboration among English, Math, English Language Development, and Counseling faculty and staff to reflect on and share effective, equity-minded practices. Focus areas may include culturally responsive grading, early assessments, inclusive language, attendance and drop policies, and timely feedback. The college may also explore opportunities to align professional learning with local high schools to strengthen continuity in messaging and instructional practices.

Strategy 2: To support course persistence and academic confidence, the college may consider expanding access to embedded academic support and identity-affirming peer mentorship for disproportionately impacted students.

A promising practice includes offering tutoring after hours, online, and in embedded formats through the Academic Resource Center, English Language Development Center, MESA/STEM Center, and Math Center. The college may also explore providing peer mentorship opportunities both inside and outside the classroom, with intentional efforts to recruit mentors and tutors who reflect the lived experiences of disproportionately impacted students. These approaches can normalize help-seeking, build academic confidence, and create culturally affirming learning environments.

Strategy 3: To support timely completion of transfer-level Math and English, the college may consider aligning First-Year

Experience (FYE) programming with key academic milestones disproportionately impacted students.

Suggested practices include embedding tutoring within Math and English courses, integrating assignments that connect students to the English Language Development, Math, and Writing Centers, and creating milestone support teams to monitor academic progress. The college may also explore hosting events and programming within the FYE to build community, encourage help-seeking, and foster a strong sense of belonging for disproportionately impacted students.

+ Click to Add Additional Key Strategies (OPTIONAL)

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Both Transfer-Level Math and English for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in the Completion of Both Transfer-Level Math and English and meet the above goal(s) for the overall student population? **If yes, click 'Yes' and enter a brief description of the additional strategies.** (500 characters max for each goal) **If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.**

☐ **Yes, our college has additional goals.** (bottom text box opens in NOVA)

☒ **No, our college does not have additional goals.**

SECTION 8: METRIC - PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM**STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS**

GUIDANCE: The table below, per the Management Information System (MIS) definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Persistence: First Primary Term to Secondary Term metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Persistence for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college. <https://datavista.cccco.edu/resources/40> (453C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Persistence. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA

Student Population	Persistence % of students for 2021-22 (Baseline Year)	Persistence # of students for 2021-22 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	68.1%	1569	N/A	N/A	N/A	N/A
Econ Disadvantaged	65.6%	573	.09%	8	4%	36
First Generation Male	62%	300	3.5%	18	7.8%	38
Hispanic Male	64.6%	473	1.7%	13	5.1%	38
Male	64.6%	700	3.8%	41	6.6%	72

+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL):

Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. If there are no additional student populations, please proceed to the next step.

GOALS:

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

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

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

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

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark. **If yes, click 'Yes' and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.**

☐ **Yes, our college has additional goals.** (bottom text box opens in NOVA)

☒ **No, our college does not have additional goals.**

STEP 2: KEY STRATEGIES TO ADVANCE STUDENT PERSISTENCE GOALS - Disproportionately Impacted Student Population(s)

GUIDANCE: Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Persistence. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable student Persistence rates and meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

KEY STRATEGIES FOR STUDENT PERSISTENCE – Disproportionately Impacted Student Population(s)

Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.

Strategy 1: To support increased persistence, the college may consider promoting early completion of Comprehensive Student Education Plans (CSEPs) for disproportionately impacted students.

A good practice is to partner with programs that serve disproportionately impacted students to provide proactive guidance, early outreach, and integrate SEP milestones into the First-Year Experience (FYE) structure. The college may also explore strategies to ensure students begin their first year with a clear understanding of academic pathways, available support services, and campus resources to help them stay on track.

Strategy 2: To support increased persistence, the college may consider establishing a branded and collaborative First-Year Experience (FYE) program tailored to the needs of disproportionately impacted students.

A recommended approach includes embedding proactive counseling, peer mentorship, and affinity-based connections (such as the Men's Success Group) into the FYE structure to help students navigate college systems and build a sense of belonging. The college may explore offering free textbooks, tutoring, and milestone-based incentives, such as campus swag or scholarships, to reduce financial barriers and motivate engagement.

Participation in the FYE could involve completion of a Comprehensive Student Education Plan (CSEP), use of embedded tutoring, and regular milestone tracking. To encourage help-seeking, students may be guided to visit key support services like academic centers and mental health counseling.

In addition, the college may continue leveraging its rebranded Early Alert system to identify and support students at risk of stopping out earlier in the semester. Reviewing instructor drop policies for equity and analyzing drop survey data can further inform persistence-focused strategies and continuous improvement for disproportionately impacted student populations.

Strategy 3: To support persistence and promote a sense of belonging, the college may consider expanding efforts to connect disproportionately impacted students to paid campus opportunities.

Programs such as Work Experience Education (WEE) and Federal Work-Study (FWS) may be leveraged to provide meaningful on-campus employment and internships that support both financial stability and deeper engagement with the campus community. These roles can offer students opportunities to explore career interests, build transferable skills, and develop supportive relationships with faculty, staff, and peers.

Hiring disproportionately impacted students into visible campus roles may also foster belonging, normalize help-seeking, and reinforce students' identities as college-going individuals. When combined with mentorship, academic support, and engagement in campus activities, paid positions can serve as a powerful tool for increasing term-to-term persistence.

Strategy 4: To support persistence and reduce instructional barriers for disproportionately impacted students, the college may consider expanding professional development opportunities focused on inclusive teaching and equity-minded grading.

These opportunities may center on creating culturally affirming learning environments for male, Hispanic/Latine, first-generation, and economically disadvantaged students, particularly those with intersecting identities. Current offerings, such as Humanizing and Grading for Equity sessions, provide faculty with tools to reflect on their classroom practices and examine how grading policies may affect student belonging and success.

Suggested areas for continued development include culturally responsive pedagogy, equitable assessment design, and inclusive communication strategies. By fostering collaboration and reflective practice, the college can support faculty in improving student engagement, promoting equity, and strengthening persistence from term to term.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable student Persistence for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in student Persistence and meet the above goal(s) for the overall student population?

- ***Yes, our college has additional key strategies for the overall student population. (bottom text box opens in NOVA)***
- ☒ ***No, our college does not have additional key strategies for the overall student population.***

SECTION 9: METRIC - COMPLETION

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the Management Information System (MIS) definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Completion metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for Completion for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

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

<https://datavista.cccco.edu/resources/41> (619C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

COMPLETION DATA						
Student Population	% of Students Completed selected journey for 2019-20 (Baseline Year)	# of Students Completed selected journey for 2019-20 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	17.9%	482	N/A	N/A	N/A	N/A
Econ Disadvantaged Male	14.8%	165	3.3%	38	5.4%	61
First Generation Male	13.1%	82	3.7%	24	6.4%	40
Hispanic Male	14.6%	128	2.6%	23	4.9%	44
Male	14.4%	184	4.8%	63	6.8%	88
+ ADD ADDITIONAL STUDENT POPULATION(S) (OPTIONAL): Note: Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVista, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. In NOVA, there will be a text box for you to add your additional Student Populations and it will get added to the table above. If there are no additional student populations, please proceed to the next step.						

GOALS:

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

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

Vision 2030 Outcomes: (I) Increase with equity, the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity, the number of California community college

students who earn an associate degree for transfer. (*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1— Completion, Outcome 2b—Baccalaureate Attainment*)

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

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcomes and Benchmarks. **If yes, click ‘Yes’ and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.**

- *Yes, our college has additional goals. (bottom text box opens in NOVA)*

☒ *No, our college does not have additional goals.*

STEP 2: KEY STRATEGIES TO ADVANCE COMPLETION GOALS - Disproportionately Impacted Student Population(s)

GUIDANCE: Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Completion. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates and meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

KEY STRATEGIES FOR COMPLETION– Disproportionately Impacted Student Population(s)

Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on African American students.

Example: Establish “equitable enrollment management group,” focused on interrogating the course schedule according to course completion, course length, time offered, and establish course patterns that will increase equity access and success—e.g., short-term course scheduling, night-time and online completion cohorts, etc.

Strategy 1: To support increased certificate and degree completion, the college may consider building a proactive counseling engagement and intervention system targeting courses with high withdrawal rates.

A recommended approach includes offering early-term counselor introductions in high-drop-rate courses both in person and via Canvas to normalize help-seeking and promote early completion of Comprehensive Student Education Plans (CSEPs). The college may also explore embedding just-in-time interventions into the student portal’s course drop process. These may include messaging that encourages students to consult with a counselor or instructor before withdrawing, along with an option to request outreach from a retention specialist.

Such strategies can help students better understand the academic and financial implications of course withdrawal, stay connected to support resources, and remain on track toward their academic goals, especially for disproportionately impacted students such as male, Hispanic/Latine, first-generation, and economically disadvantaged students.

Strategy 2: To support increased certificate and degree completion, the college may consider embedding early career exploration into onboarding and First-Year Experience (FYE) programming for students who are unsure about their academic pathway.

Although all students declare a major at application, many, particularly male, Hispanic/Latine, first-generation, and economically disadvantaged students, enter college without a clear understanding of their long-term academic and career goals. A recommended practice is to use summer onboarding and fall FYE activities to help identify students who are undecided or uncertain, and to engage them in career assessments, exploration of real-world job applications and salary data, and guided reflection on academic strengths and interests.

These activities may support students in making a more informed decision about their academic path and completing a Comprehensive Student Education Plan (CSEP) by the end of their first term. Embedding career exploration within the FYE structure can foster a sense of purpose, increase motivation, and contribute to stronger completion outcomes for disproportionately impacted students.

Strategy 3: To support certificate and degree completion, the college may consider expanding alternative scheduling options through its Strategic Enrollment Management (SEM) plan and the implementation of Ad Astra.

Recommended strategies include developing consistent evening course pathways, increasing the availability of 8- and 12-

week short-term courses to support students who enroll late or return mid-semester, and expanding online and hybrid offerings to reduce barriers to access. These flexible formats are especially beneficial for disproportionately impacted students who often balance work, caregiving, or other responsibilities. Clearly communicating these scheduling options and aligning them with academic and student support services will help students make informed enrollment decisions, sustain momentum, and progress toward certificate and degree completion.

Strategy 4: To support certificate and degree completion, the college may consider strengthening digital literacy and technology support disproportionately students.

A systematic approach to advancing students' digital literacy should include education, training, and professional development. Recommended strategies include embedding digital literacy skill-building within the college's learning management system (e.g., Canvas), exploring the development of co-requisite courses that reinforce technology skills critical to academic success, and integrating digital tool practice into course assignments to normalize tech-related learning needs.

Additionally, the college may offer campus-sponsored workshops that support students' confidence in navigating digital platforms and provide professional development opportunities for faculty on incorporating digital literacy instruction. Peer-to-peer partnerships and support hubs such as the library, Career Center, and MESA/STEM Center can also serve as access points for hands-on technology assistance delivered by trained staff or student workers. These strategies aim to reduce digital barriers, foster belonging, and help disproportionately impacted students stay engaged and on track toward completion.

Strategy 5: Launch a "15 to Finish" completion grant to support students within 15 units of earning a degree.

To support completion among disproportionately impacted students, the college may consider offering targeted financial assistance for students who are close to completing a certificate or degree. This support could be available to students with a Comprehensive Student Education Plan (CSEP) on file to help ensure a clear path to completion.

This targeted financial support may help re-engage students who have stopped attending or dropped out due to financial barriers that prevented continued enrollment. Reducing these barriers may support students in reenrolling, persisting through their final semesters, and completing their academic goals.

+ Click to Add Additional Key Strategies (OPTIONAL)

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? **If yes, click 'Yes' and enter a brief description of the additional strategies. (500 characters max for each strategy) If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.**

- ☐ *Yes, our college has additional key strategies for the overall student population. (bottom text box opens in NOVA)*
- ☒ *No, our college does not have additional key strategies for the overall student population.*

SECTION 10: METRIC – TRANSFERRED TO A FOUR-YEAR

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

GUIDANCE: The table below, per the Management Information System (MIS) definition stated below and retrieved from DataVista, displays the disproportionately impacted (DI) student groups for your college for the Transferred to a Four-Year metric, as well as the percentage of increase the college needs to achieve to eliminate disproportionate impact and fully close the equity gap for each DI student group. Additionally, the table includes your college data for the Transferred to a Four-Year metric for the overall student population. Please review the table below and refer to the **CCCCO Percentage Point Gap Minus One (PPG-1)** if you would like information on how disproportionate impact is calculated.

MIS Definition for Transferred to a Four-Year: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.
<https://datavista.cccco.edu/resources/42> (620C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Transfer. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

TRANSFERRED TO A FOUR-YEAR DATA						
Student Population	% of Transfer Students for 2018-19 (Baseline Year)	# of Transfer Students for 2018-19 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Overall Student Population	25.4%	266	N/A	N/A	N/A	N/A
Econ Disadvantaged	24.5%	231	5.8%	55	8.5%	81
First Generation	21.7%	107	3.4%	17	7%	35
Hispanic	23.1%	159	3.3%	23	6.5%	45
Male	23%	117	.9%	5	4.6%	24

GOALS:

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

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

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

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

Stretch Benchmark: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcomes and Benchmarks. **If yes, click ‘Yes’ and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.**

☐ **Yes, our college has additional goals.** (bottom text box opens in NOVA)

☒ **No, our college does not have additional goals.**

Consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Transfer. Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates and meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

KEY STRATEGIES FOR TRANSFER – Disproportionately Impacted Student Population(s)
<i>Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.</i>
Strategy 1: To support increased transfer rates, the college may consider promoting early completion of Comprehensive Student Education Plans (CSEPs) through structured first-year touchpoints for disproportionately impacted students. A strong practice includes engaging students in targeted first-year activities such as participation in First-Year Experience (FYE) programming, online transfer readiness modules, and early academic planning workshops that are designed to clarify transfer goals and align coursework with university pathways. These early interventions may help students connect with counseling services, understand transfer requirements, and build the academic momentum necessary for successful transfer within two to three years.
Strategy 2: To support increased transfer success, the college may consider providing first-year or second-year opportunities for disproportionately impacted students to build university financial literacy and scholarship readiness. Suggested practices include offering workshops or embedding course modules that focus on understanding university-level financial aid packages, budgeting for transfer, and identifying and applying for scholarships. These efforts may help reduce financial anxiety, increase confidence in navigating the cost of university attendance, and support long-term academic planning for students who are transfer-directed.
Strategy 3: To support increased transfer rates among disproportionately impacted students, the college may consider implementing a sustained transfer awareness campaign that promotes structured university pathways such as the Transfer Admissions Guarantee (TAG). This campaign may focus on male, Hispanic/Latine, first-generation, and economically disadvantaged students, particularly those who may be unfamiliar with transfer processes or university options. Recommended strategies include building partnerships with local high schools, integrating TAG and transfer information into onboarding and First-Year Experience (FYE) programming, and encouraging faculty to share transfer opportunities within the classroom. These efforts may help demystify the transfer process, increase student confidence in pursuing a four-year degree, and ensure that students with intersecting equity identities receive support throughout their transfer journey.
<i>+ Click to Add Additional Key Strategies (OPTIONAL)</i>

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer rates for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? **If yes, click ‘Yes’ and enter a brief description of the additional strategies.** (500 characters max for each strategy) **If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.**

☐ **Yes, our college has additional key strategies for the overall student population.** (bottom text box opens in NOVA)

☒ *No, our college does not have additional key strategies for the overall student population.*

5. TRANSFER EMPHASIS

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

The Chancellor’s Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer. **Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to improve transfer and meet related goals outlined in Vision 2030.*** (2500 characters max)

While all student success metrics are critical to student achievement, transfer is of the utmost importance for Allan Hancock College during the 2025–28 Student Equity Plan cycle. At Allan Hancock College, this challenge is reflected in our local data. Although the college has made modest gains—improving transfer rates from 20% in 2014–15 to 28% in 2019–20, we remain significantly below systemwide targets.

A combination of structural, geographic, economic, and cultural factors contributes to the college’s below-target transfer outcomes:

- No nearby CSU and Cal Poly SLO's lack of TAG participation limit streamlined transfer options.
- High housing costs and family obligations make relocating for university unfeasible for many students.
- Economic ties to the farming industry and caregiving responsibilities keep students rooted locally.
- First-generation and Hispanic/Latine male students often enter college unaware of transfer pathways and requirements.
- Concerns about university affordability deter even academically eligible students from transferring.

Allan Hancock College’s equity-driven strategies are designed to remove some of these barriers, address student needs, and create transparent pathways for student success, particularly for disproportionately impacted (DI) populations such as first-generation, low-income, Hispanic/Latine, and male students. Promoting early academic planning through Comprehensive Student Education Plans (CSEPs) can provide students with a clear roadmap for meeting degree and transfer requirements. The First-Year Experience (FYE) program is well-positioned to offer proactive counseling, peer mentorship, and access to learning centers and affinity-based groups such as the Men’s Success Group, fostering early engagement and connection. Financial literacy and scholarship readiness workshops are recommended during the first year to help students better understand university costs and long-term planning. A focused transfer admissions campaign delivered through social media, workshops, and timely reminders can increase awareness of TAG and other university pathways. Canvas can be used strategically to communicate transfer timelines, financial aid information, and application deadlines where students already engage. Connecting students to paid campus opportunities and encouraging the use of tutoring and academic support services can further promote confidence, a sense of belonging, and readiness to transfer successfully.

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

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

6. GUIDANCE: After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI student populations, please identify 1–3 student population(s) your college will intensively focus on during the equity plan cycle (2025–28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022–25 student equity plan. **(minimum of one population is required, maximum of**

Student Population(s) Experiencing DI Selected for Intensive Focus (enter below)
Male students from equity-priority groups, including first-generation, Hispanic/Latine, and low-income.

Note: The following two questions will be repeated for each of the populations colleges selects above.

a. Current Challenges/Barriers

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

Allan Hancock College recognizes that several existing institutional structures pose persistent barriers to male students from equity-priority groups, including first-generation, Hispanic/Latine, and low-income students. A key structural challenge is the 50% law (California Education Code § 84362), which mandates that at least half of general fund expenditures be allocated to classroom instruction. While intended to prioritize direct instruction, this law restricts the college's ability to invest in non-instructional support personnel such as counselors, tutors, and technology specialists. This limits our capacity to scale essential services that support disproportionately impacted (DI) students in navigating systems, accessing resources, and persisting toward completion and transfer. Additionally, the college's onboarding and communication practices often assume familiarity with college processes, which may alienate first-generation male students. Overly formal or passive language can feel impersonal and create a disconnect before students even set foot on campus. Furthermore, many DI students who fall outside eligibility criteria for targeted programs like EOPS+, LAP, CAN, or MESA/STEM often begin college without structured transitional support.

Student voice is also underrepresented in decision-making processes. More intentional inclusion of DI students in shared governance and policy development could lead to more responsive practices. A lack of early connection to college, particularly for students from local high schools, contributes to summer melt and weakens early engagement with financial aid, academic planning, and orientation.

The college also struggles to attract and retain peer mentors and student ambassadors, in part due to low wages. Competing opportunities in the private sector, particularly for male students of color, make it difficult to sustain support networks that reflect and serve the student body. Finally, without a structured Summer Bridge program, many DI students lack early exposure to academic expectations, peer mentoring, and support services that could improve belonging and momentum.

Addressing these barriers will require a sustained commitment to equity-minded resource allocation, intentional outreach, culturally responsive communication, and student leadership development that centers the lived experiences of our most impacted populations.

b. Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan: (5000 characters max)

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

Need more input from committee here

To address the disproportionate impact experienced by first-generation, Hispanic/Latine, and low-income male students across all five Student Equity Plan metrics, enrollment, retention, transfer, completion of transfer-level English and math, and certificate/degree completion, 0002

.Allan Hancock College has developed a comprehensive, equity-centered action plan that targets structural barriers, promotes culturally responsive practices, and builds a cohesive support ecosystem.

Overcoming Structural and Cultural Barriers

The college will take deliberate action to address institutional barriers that hinder student success. To offset staffing constraints tied to the 50% law (California Education Code § 84362), the college will leverage SEA and other categorical funds to expand student-facing support roles, including counselors, librarians, and technology staff. The college will also invest in student leadership development to amplify the voices of Hispanic/Latine and first-generation male students in governance and planning processes.

To address onboarding and transitional gaps, the college will launch an equity-focused summer program for students not served by programs like EOPS+, LAP, or MESA/STEM. This program will include orientation, academic readiness activities, and early connections to peer mentors and student services. Partnerships with local high schools will be strengthened through formal MOUs, coordinated outreach timelines, and shared data to ensure early engagement and smoother transitions. Recognizing the role of economic barriers, the college will re-evaluate student employee compensation and prioritize hiring DI students as peer mentors and ambassadors.

Strategies Across Academic and Student Affairs

The college's flagship strategy is the implementation of a robust, branded First-Year Experience (FYE) program. The college will seek funds for a dedicated supervisor to oversee the FYE, which will serve as a hub for early SEP completion, proactive advising, embedded tutoring, Canvas and technology orientation, financial literacy training, and milestone tracking. Learning communities will integrate math, English, and counseling, supporting early academic success.

Academic and student affairs will collaborate on aligning FYE with core student services (basic needs, mental health, financial aid, and career exploration) to provide a seamless, high-touch experience. Outreach teams will engage high school seniors through in-school events, family-centered financial aid workshops, and orientation programming to promote direct enrollment into FYE.

Tutoring and mentoring will be scaled to meet demand, and additional support like textbook loans, transportation assistance, and emergency aid will be embedded in FYE and promoted through trained student ambassadors. The college will expand Canvas-based messaging and use Starfish and SignalVine to streamline communications, track engagement, and issue early alerts.

Resources, Structures, and Indicators of Success

This action plan is driven by data-informed, student-centered practices. The Office of Institutional Effectiveness will disaggregate outcomes by gender, race/ethnicity, and first-generation status to monitor progress and guide continuous improvement. DI students will participate in focus groups and program evaluations to shape implementation.

Faculty and staff will engage in ongoing professional development on culturally responsive pedagogy, equity-minded grading, and trauma-informed communication. Learning communities will provide space for reflective practice and cross-departmental collaboration.

Success will be measured by:

- Increased FAFSA/CADAA completion among DI male students
- Higher enrollment, retention, and SEP completion for FYE participants
- Growth in transfer-level math and English completion in the first year
- Improved certificate/degree and transfer rates for DI students
- Increased representation of DI males in peer leadership and mentoring roles

The college will rely on SEA funds, community partnerships (e.g., CalSOAP, TK-12 districts, local nonprofits), and integrated technology platforms to sustain this plan. Implementation will be coordinated by cross-functional equity teams and championed by peer mentors who reflect the identities of the students served.

SECTION 12: STUDENT EDUCATION PLANS

GUIDANCE: Per [Education Code 78222 \(b\)\(4\)](#), *as a condition of the receipt of SEA funds*, districts shall “provide all students with an education plan that identifies courses, a sequence of courses, key progress milestones, and other requirements the student must complete to earn an associate degree, career technical education certificate, other community college certificate, or meet transfer requirements. Notwithstanding any other law, students who are exempted from having an education plan under Section 78215 are not subject to the requirement of this paragraph.” Educational planning early in a student journey fosters equitable outcomes and increases success. Timely educational planning, **especially in concert with strategic enrollment management**, also supports Vision 2030 goals, including Goal 3: Equity in Support, Outcome 6: Reduce Units to Completion: “decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).” - [Vision 2030: A Roadmap for California Community Colleges \(page 10\)](#)

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

Definitions:

Cohort = New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students: *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to Title 5 Section 55532 for a list of possible exempt students.*

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

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

COMPREHENSIVE STUDENT EDUCATION PLANS (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan by end of First Primary Term	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students who Received a Comprehensive Ed Plan by end of First Academic Year	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	2,671	949	36%	1,160	43%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	2,660	1,010	38%	1,207	45%

7. Using local college data and the **CCCCO Percentage Point Gap Minus One (PPG-1)**, identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year. (2,500 characters max)

Hispanic/Latine males

8. Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. (2,500 characters max)

Strategy 1: To support early goal setting and degree completion, the college may assign academic plan templates based on students' declared majors at the point of enrollment.

This practice can serve as an initial framework for first-time students, particularly those who are first-generation, Hispanic/Latine, male, or economically disadvantaged, who may be unfamiliar with course planning or institutional pathways. Academic plan templates can help demystify the scheduling process and promote timely decision-making related to transfer, certificate, or degree requirements. When paired with proactive counseling and early SEP development, these templates may increase clarity, reduce excess unit accumulation, and improve early academic momentum for disproportionately impacted students.

Strategy 2: To promote timely degree and transfer planning, the college may consider using registration holds to encourage early completion of Comprehensive Student Education Plans (CSEPs).

One recommended practice is to place a registration hold for students who have not completed a CSEP by the time they reach 15 units or enter their third semester. This strategy can prompt early engagement with counseling and academic planning services, especially for first-generation, Hispanic/Latine, male, and economically disadvantaged students who may be less likely to seek support proactively. When paired with personalized outreach and advising, registration holds can help ensure students receive the guidance needed to stay on track for completion and make informed choices aligned with their academic and career goals.

Strategy 3: To support persistence and degree completion, the college may require student workers to maintain an up-to-date Comprehensive Student Education Plan (CSEP).

This practice can help ensure that students employed on campus, many of whom are first-generation, Hispanic/Latine, male, or low-income, remain connected to academic advising and maintain a clear path toward their educational goals. Requiring an active CSEP as a condition of campus employment may promote early intervention, encourage proactive planning, and reinforce a culture of goal-setting and accountability among student workers. This strategy also provides an opportunity to integrate work-based support with academic success structures, fostering stronger retention and completion outcomes for disproportionately impacted students.

DI Group Specific:

Strategy 4: To support early and sustained academic planning, the college may embed Comprehensive Student Education Plan (CSEP) development into FYE-linked and Summer Bridge coursework for disproportionately impacted students.

In collaboration with instructional faculty, academic planning activities can be integrated into course assignments, allowing students to complete an initial CSEP during their first term and revisit it each semester as their academic and career goals evolve. This strategy normalizes goal-setting in the classroom and provides built-in support for students who may be less familiar with college systems. By embedding CSEP development into structured coursework, the college can increase planning consistency, reduce access barriers to counseling, and strengthen long-term completion and transfer outcomes for disproportionately impacted students.

Strategy 5: To promote equitable student success, the college may provide professional development on the role of Comprehensive Student Education Plans (CSEPs) in supporting disproportionately impacted students.

Training opportunities may focus on helping faculty and staff understand the impact of early academic planning on persistence, completion, and transfer outcomes. Sessions could include strategies for normalizing the CSEP process, integrating academic planning conversations into classroom instruction and student services, and identifying opportunities to connect students to counselors and peer mentors. By increasing campus-wide awareness and engagement in academic planning, the college can create a more cohesive support system that empowers disproportionately impacted students to stay on track and achieve their goals.

Strategy 6: To support continuous improvement and equitable planning outcomes, the college may expand

access to academic planning data across departments, with a focus disproportionately impacted student.

Making Comprehensive Student Education Plan (CSEP) completion data more widely available, disaggregated by race/ethnicity, gender, and income status, can help identify gaps in academic planning and inform timely, targeted interventions. Increased transparency and cross-departmental collaboration around CSEP data may support more proactive outreach, resource alignment, and shared accountability for student success, particularly among disproportionately impacted populations.

Strategy 7: To close completion and transfer gaps, the college may strengthen academic planning practices for newcomer students, particularly those who are disproportionately impacted students, who must fulfill AB 540 eligibility requirements.

This includes reviewing current advising procedures for students who are no longer enrolled in high school but still need to meet the physical presence or time-based eligibility components of AB 540. Ensuring equitable access to Comprehensive Student Education Plans (CSEPs), academic advising, and planning tools can help these students stay on track for degree or transfer while navigating complex residency requirements. Culturally responsive and linguistically accessible support will be essential to empowering newcomer students to persist and succeed.

9. Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility. (2,500 characters max)

To ensure all students, particularly first-generation, Hispanic/Latine, low-income, and male students, receive a Comprehensive Student Education Plan (CSEP) early in their academic journey, the college may implement a series of coordinated strategies that build awareness, foster engagement, and embed academic planning into key milestones. These efforts should prioritize the delivery of a CSEP within a student's first semester, and no later than the end of their first academic year, to promote equitable outcomes and support meaningful progress toward transfer, employment, and long-term economic mobility.

One recommended strategy is a targeted campaign to increase student engagement with DegreeWorks. This may include step-by-step guides, live and recorded workshops, and short instructional videos distributed through the student portal, email, social media, and in-class announcements. The goal is to help students actively understand and interact with their education plans, while normalizing academic planning as a core element of student success.

The college may also continue and expand institution-wide campaigns such as "SEPtember" and "March Toward Your Future," which promote CSEP completion during key points in the academic year. These efforts could involve classroom visits, peer mentor engagement, pop-up advising events, and incentive-based participation to increase visibility and motivation. By embedding academic planning into multiple campus touchpoints, the college reinforces a culture of preparation, purpose, and persistence, particularly for disproportionately impacted students.

SECTION 13: VISION 2030 EQUITY ALIGNMENT AND COORDINATION

GUIDANCE: [Education Code 78220 \(a\)\(4\)](#) requires colleges to integrate Student Equity and Achievement Program efforts with, at minimum, the student equity-related categorical programs or campus-based programs listed below. **Please collaborate with these programs/support services in your response to the questions below while keeping in mind the goals you developed for your identified DI student populations and Vision 2030 goals: equity in success, equity in access, and equity in support.**

Vision 2030: A Roadmap for California Community Colleges provides a systemwide approach designed to ensure inclusivity

and equity across student populations, as well as to enable California learners to experience tailored, supportive pathways leading to family-sustaining wages or a to complete a baccalaureate degree. Vision 2030 asks us to consider “what access means when we lead with equity,” centering our efforts on engaging and supporting several populations, including: (1) veterans, (2) justice-impacted students, (3) dual enrollment students, (4) foster youth, and (5) the 6.8 million Californians who have completed high school but have not earned a college credential, a group that is highly racialized and likely to be low-income. To further these efforts, Vision 2030 also urges us to provide credit for prior learning and to optimize educational technologies in an evolving world of teaching and learning, especially in ways that transform processes and student experiences to bolster equity efforts.

As you consider your answers to the below questions focused on equity-centered programs and strategies, please consider the systemwide goals, outcomes, and benchmarks outlined in *Vision 2030: A Roadmap for California Community Colleges*.

10. GUIDED PATHWAYS

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code [88920](#) and [88921](#).

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework. (2,500 characters max)

To embed equity and align the SEA Program with Guided Pathways, our college is implementing and sustaining key strategies focused on the student journey:

- **Clarifying Paths:** We map academic programs to Areas of Interest (AOIs) and provide AOI-aligned counseling and targeted career exploration to help students connect their interests to clear academic and career goals.
- **Enhancing Planning & Progress Monitoring:** Visual Program Maps integrated into DegreeWorks, combined with efforts to boost SEP completion, allow students to easily see their required coursework, track progress, and make informed decisions.
- **Improving Access & Belonging:** We enhance the student experience through tailored communications (Student Journey Messaging), welcoming orientations (Week of Welcome), a comprehensive student-services guide, ensuring easier access to resources.

Collectively, these actions streamline the student experience, provide consistent, personalized support, and dismantle barriers to promote equitable success. Our commitment extends to fostering an equity-minded campus through continuous faculty and staff professional development initiatives like Hancock Explores Workshops, the Teaching & Learning Book Club, and Hancock Hangouts.

11. STUDENT FINANCIAL AID ADMINISTRATION

In coordination with your Financial Aid Department, please summarize college’s holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.). (2,500 characters max)

To maximize financial aid receipt and increase FAFSA/CADAA completion, particularly among disproportionately impacted student populations, our college will continue a comprehensive, equity-focused approach. Through the Hancock Promise, outreach staff will visit all feeder high schools to host events, workshops, and in-class presentations that support students in completing their financial aid applications. Additionally, we will collaborate closely with CalSOAP to identify and assist students who have registered for classes but have not yet completed their FAFSA or CADAA. The district will also run targeted reports to identify DI students who have outstanding financial aid forms and conduct direct follow-up to ensure they receive the necessary guidance and support to complete the process.

12. STUDENTS WITH DISABILITIES (DSPS)

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

In coordination with the Learning Assistance Program (DSPS), the college will continue to proactively support efforts to eliminate disproportionate impact by fostering an inclusive and informed campus environment for students with disabilities. DSPS plays a vital role in the institution's broader equity efforts by ensuring students receive equitable access to instructional, technological, and support services.

The program will collaborate with faculty and staff across campus to provide ongoing professional development focused on the diverse needs and lived experiences of disproportionately impacted students within the program. These trainings are designed to increase awareness, reduce barriers, and promote more inclusive teaching and service delivery practices.

In alignment with AB 2821, the college will begin integrating Disability Access and Compliance Training into onboarding and ongoing professional development for college personnel in advance of the 2026–27 implementation deadline. This work complements existing equity goals and reinforces the institution's commitment to universal access and culturally responsive support for students with disabilities.

Recognizing the importance of continuous improvement, DSPS will also implement regular assessment strategies—including surveys to capture student and staff perceptions of the program's effectiveness. This feedback will inform program enhancements, guide professional development content, and ensure that support structures evolve in response to the needs of the students served.

By elevating the visibility of the Learning Assistance Program and embedding its practices into the college's broader equity framework, Allan Hancock College affirms its commitment to ensuring that students with disabilities are fully included in institutional planning, welcomed in all spaces, and supported in achieving their academic and personal goals.

13. EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

In coordination with our EOPS and CalWORKs programs, the college will continue to proactively support efforts to eliminate disproportionate impact and advance equity goals identified in the Student Equity Plan. These programs will regularly analyze student success outcome data for disproportionately impacted groups to inform and improve services. Additionally, EOPS and CalWORKs will continue to advocate for their students by providing professional development across campus, increasing awareness and fostering a more supportive and equitable learning environment.

These programs will also work collaboratively with counseling, financial aid, and basic needs services to ensure that first-generation, Hispanic/Latine, and parenting students receive holistic and timely support. Cross-departmental coordination will help address barriers related to childcare, housing, transportation, and work-school balance, which often disproportionately affect CalWORKs and EOPS students. By aligning program-level strategies with the broader goals of the Student Equity Plan, EOPS and CalWORKs play a critical role in ensuring students persist, complete, and successfully transition to career or transfer pathways.

14. NextUp/FOSTER YOUTH

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

In coordination with our NextUp and Foster Youth support programs, the college will continue to proactively address disproportionate impact and support the goals outlined in the Student Equity Plan. These programs are actively represented on the Student Success and Equity Committee, ensuring that the experiences and perspectives of foster youth are included in institutional planning and decision-making processes.

Through this representation, NextUp and Foster Youth support staff will continue to advocate for targeted resources, share disaggregated data to inform equity efforts, and collaborate across departments to implement

initiatives that improve academic outcomes and holistic support for current and former foster youth. Efforts may include expanding access to emergency aid, mental health services, and basic needs, and increasing visibility of available resources through student communications, peer support, and orientation activities. These strategies are designed to foster a greater sense of belonging and stability, which are essential to promoting persistence, completion, and long-term success for foster youth students.

15. PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

In coordination with the Veterans Resource Center, the college will continue to proactively support efforts to eliminate disproportionate impact and advance the goals outlined in the Student Equity Plan. The veteran student population is actively represented on the Student Success and Equity Committee, ensuring their voices, needs, and lived experiences are considered in campus-wide equity planning and decision-making.

The Veterans program will continue to collect and disaggregate student success data, with particular attention to outcomes for Hispanic/Latine male veterans and other disproportionately impacted student veterans. This data will inform targeted outreach strategies, help identify potential barriers to persistence and completion, and guide the development of supportive programming. Efforts may include expanded access to academic advising, career counseling, mental health resources, and basic needs services. By centering the experiences of student veterans within institutional equity efforts, the college affirms its commitment to creating inclusive, supportive pathways for academic and personal achievement.

16. JUSTICE-IMPACTED STUDENTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

To expand access and increase success for justice-impacted students, particularly those identified as disproportionately impacted in the Student Equity Plan, the college will implement a range of targeted, equity-informed strategies. These efforts are designed to address both systemic barriers and individual needs, ensuring justice-impacted students are supported throughout their educational journey. Planned strategies may include providing dedicated counseling services tailored to the academic, personal, and reentry-related needs of justice-impacted students, as well as organizing university field trips and career exploration activities that build awareness of transfer opportunities and long-term planning. The college will also continue to offer professional development for faculty and staff focused on understanding the unique experiences of justice-impacted students and implementing inclusive, trauma-informed practices. Together, these efforts support the college's broader goal of fostering a more inclusive and supportive environment, one where justice-impacted students are empowered to persist, complete, and thrive.

17. LOW-INCOME ADULTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

To increase access and success for low-income adult learners, particularly those identified as disproportionately impacted in the Student Equity Plan, the college will continue to expand and strengthen its Community Education programs. These efforts are designed to address the unique barriers adult learners often face, including competing work and family responsibilities, financial insecurity, and limited familiarity with college systems.

Key strategies may include enhancing counseling and orientation services specifically tailored to adult learners, with an emphasis on connecting students to financial aid, basic needs support, and academic planning resources. Outreach efforts will also focus on increasing awareness of noncredit-to-credit pathways and workforce-aligned programs that promote career mobility and economic stability.

By providing targeted support and building intentional connections to campus and community resources, the college affirms its commitment to ensuring that low-income adult learners are welcomed, informed, and empowered to persist and complete their educational goals.

18. CREDIT FOR PRIOR LEARNING

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

To support the equitable expansion of Credit for Prior Learning (CPL), particularly for disproportionately impacted student populations such as first-generation, Hispanic/Latine, and adult learners, the college has established a dedicated CPL workgroup to lead and coordinate this effort. The goal is to ensure CPL opportunities are accessible, inclusive, and aligned with the college's broader commitment to student equity and success.

The workgroup will focus on streamlining CPL processes, reducing administrative barriers, and creating clear, student-friendly guidelines for earning credit through prior learning assessments, military training, industry certifications, and work-based experience. Strategies may also include targeted outreach to underrepresented student groups, integration of CPL information into counseling and onboarding, and professional development for faculty and staff to support the validation of diverse learning experiences.

By expanding access to CPL, the college aims to accelerate time to completion, reduce educational costs, and increase credential attainment, particularly for students who bring valuable lived and professional experience to their academic journey.

19. DUAL ENROLLMENT

"The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit."
- *Vision 2030: A Roadmap for California Community Colleges (page 2)*

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan. (2,500 characters max)

Strategy 1: Strengthen Dual Enrollment Through Equitable K–12 and College Partnerships

Allan Hancock College remains committed to expanding and sustaining dual enrollment opportunities through a student-centered and equity-driven CCAP (College and Career Access Pathways) framework. These strategies are designed to reduce barriers, promote college readiness, and improve outcomes for disproportionately impacted students, including first-generation, low-income, English learners, foster youth, and students of color.

Strategy 2: Build Strong K–12 and College Partnerships

The college will formalize new CCAP agreements beginning in Fall 2025, clearly outlining shared responsibilities, equity goals, and student support priorities. Joint CCAP committees, composed of AHC and K–12 partners, will meet regularly to review disaggregated data, align curriculum, and exchange promising practices. CCAP course offerings will be aligned with local high school pathways and the college's Guided Pathways framework to support seamless transitions into credit-bearing programs. Monthly collaboration meetings with each high school will continue to ensure ongoing communication, responsiveness, and shared accountability.

Strategy 3: Prioritize Equity and Access

The college will continue targeting underserved student populations across local districts, including those at SMJUHSD and LUSD high schools. To remove systemic barriers, the college has eliminated GPA and standardized testing requirements that have historically limited access. CCAP courses will be scheduled during the high school day and in flexible formats, including before/after school and through distance education, to increase participation. Culturally responsive outreach, multilingual family engagement, and simplified enrollment processes (including a revised board policy removing the CCAP appeals requirement) are central to ensuring broad and equitable access.

Strategy 4: Design Inclusive and Aligned Course Offerings

AHC will collaborate with K–12 partners and faculty to design CCAP pathways that include transferable general education and workforce-aligned courses reflecting student interests and labor market demand. Faculty support will focus on ensuring all CCAP offerings contribute toward certificates, degrees, or transfer. Embedded counseling or college success support will be integrated where possible to help prepare students for college-level rigor. The

college may also explore hiring K–12 counselors as part-time AHC counseling faculty and AHC instructors as CCAP mentors to support students and instructors at school sites.

Strategy 5: Support Students Holistically

Comprehensive onboarding will be offered at the start of each term and may include orientation, educational planning, and academic advising tailored for CCAP students. The college will provide scheduled in-person and virtual support to address common questions and create a centralized CCAP website with resources for students, parents, and partners. Embedded tutoring, supplemental instruction, and peer mentoring will be used to promote persistence and success. Ongoing teacher training will be offered in varied modalities to support high school faculty and ensure the continued delivery of rigorous, relevant coursework.

Strategy 6: Use Data to Drive Equity and Improvement

The college will collect and analyze disaggregated data on CCAP enrollment, course success, and completion to identify equity gaps and inform improvement strategies. Annual equity audits will be conducted to assess course-level outcomes and access within both general education and CTE pathways. These insights will be used to guide continuous improvement efforts and support collaborative accountability between AHC and K–12 partners.

Strategy 7: Engage and Empower Students and Families

The college will host joint AHC–K–12 information sessions to demystify CCAP and college-going processes. Student and family voices will be included in program design and evaluation through surveys administered via CCAP courses. The college will celebrate student milestones through recognition events, certificates, and campaigns such as *Pathways to Success*, which bring together students, educators, and industry leaders.

Strategy 8: Ensure Institutional Commitment and Sustainability

To support the growth and sustainability of CCAP, the college will work with K–12 partners to expand administrative and operational capacity for staffing, scheduling, and outreach. Professional development will be provided to K–12 and college faculty focusing on dual enrollment pedagogy and equity-minded instructional practices. The college will continue to seek sustainable funding through apportionment, grants, and in-kind contributions; while also identifying ongoing staffing needs to meet expanding student demand and ensure the long-term success of the CCAP model.

20. STRONG WORKFORCE PROGRAM/PERKINS

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” - *Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)*

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

Allan Hancock College is committed to aligning equity-focused initiatives across Student Equity and Achievement Program (SEAP), Career Technical Education (CTE), and Strong Workforce Program (SWP) to ensure that disproportionately impacted students, including first-generation, low-income, housing-insecure, justice-impacted, foster youth, English learners, and students of color, have equitable access to career pathways, workforce preparation, and economic mobility.

The college may integrate SEAP equity goals into CTE and SWP planning through coordinated governance structures such as the Resource Allocation Committee (RAC), ensuring shared accountability for equitable student outcomes. Regional labor market data from Centers of Excellence will be used to align workforce equity efforts with high-demand, high-wage careers. Regular collaboration between SEAP, CTE, SWP, counseling, financial aid, and student services will help ensure strategic resource alignment and targeted student support.

The college will use disaggregated data to identify equity gaps in CTE participation and develop outreach efforts that

prioritize underserved student populations. This may include expanding equity-centered CCAP pathways into CTE programs through high school partnerships, and launching multilingual, culturally relevant marketing campaigns that highlight opportunities in priority industries. Outreach specialists, student ambassadors, and staff who reflect the language and cultural backgrounds of the communities served will be trained to support students from initial contact through enrollment.

SEAP funds may be leveraged to provide wraparound services that address non-academic barriers to success, including transportation assistance, food security, emergency micro-grants, textbook vouchers, and childcare referrals. Embedded counseling, career guidance, and case management will be offered within CTE courses to provide high-touch support. Peer mentorship programs and retention outreach will be expanded to support at-risk students. Noncredit bridge programs and pre-apprenticeship opportunities may be offered to build career readiness and confidence, particularly for adult learners and returning students.

CTE course and program design will continue to reflect equity-minded practices, with a focus on short-term, stackable certificates aligned with industry-recognized credentials. Programs will be offered in flexible formats, including evening, weekend, and hybrid/online options, to meet the needs of working learners. Academic and career support such as embedded tutoring and job readiness workshops will be integrated into coursework. Faculty will continue to implement culturally responsive pedagogy to foster inclusive, affirming learning environments across all CTE programs.

The college will continue to partner with employers through SWP to develop paid internships, apprenticeships, and job shadowing opportunities, with a focus on removing financial barriers through equity stipends for under-resourced students. Employer partners will also be engaged in building inclusive hiring pipelines that connect CTE completers, particularly those from disproportionately impacted populations, to meaningful, living-wage careers.

Shared metrics across SEAP, CTE, and SWP will be developed and tracked through tools such as Data Vista and the college's Visual Analytics Repository (VAR). Key indicators will include access, retention, completion, and job placement, disaggregated by student population. Equity dashboards and student voice will inform continuous improvement, and the college will evaluate and share outcomes transparently to foster institutional accountability and progress toward workforce equity goals.

21. ADDITIONAL PROGRAMS (OPTIONAL)

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

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan. (2500 characters max)

SECTION 14: PREVIEW AND SUBMISSION PROCESS

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

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college's governance process, **please click submit to route** to all the individuals listed in the 'Contact' session for review and final approval. Once your college's Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college's 2025-28 Student Equity Plan

will change from “**Submit**” status to “**Certified**” status which means your plan is fully certified and completed. **THANK YOU!**

To: Board of Trustees	Date:
From: Superintendent/President	November 18, 2025
Subject: Update on SB640: Public Postsecondary Education: Admission, Transfer, and Enrollment	Item Number: 14.C.
Institutional Goal: Ed Master Plan Goal B. Successful Entry into an Area of Interest and Program of Study	Enclosures: Page 1 of 2

BACKGROUND

Senate Bill 640 (Cabaldon, 2025) was created with an intent to simplify the enrollment process into the California State University (CSU) for graduating high school students who meet eligibility requirements. In short, the bill creates a direct admission program to the CSU that automatically deems eligible graduating high-school students from participating public local educational agencies (LEAs) to be CSU applicants, and notifies them, based on transcript-informed pupil accounts on CaliforniaColleges.edu. SB 640 also extends and modifies dual-admissions transfer provisions for the segments and requires actions by LEAs, the CSU, and the California Community Colleges.

This bill establishes the CSU Direct Admission Program, under which a pupil graduating from a high school of a participating local educational agency (LEA) is deemed eligible for enrollment into a designated California State University campus. The bill requires, upon the implementation of transcript-informed pupil accounts, the reporting available on the CaliforniaColleges.edu platform to be used to provide the data required to determine eligibility for the program, as specified. The bill requires the California College Guidance Initiative, on behalf of the California State University, to transmit a letter of direct admission to each eligible pupil that notifies the pupil that they have been directly admitted, as specified.

Existing law, until the 2026-27 academic year, requires the trustees to offer for first-time freshman applicants meeting certain criteria a dual admissions program, and authorizes eligible first-time freshman applicants to enter into a dual admissions agreement with the California State University that guarantees the student's admission to a specific campus of the segment selected by the student at the time of the agreement if the student completes transfer requirements, which may include completion of an associate degree for transfer (ADT) or another established course of study for transfer within two academic years at a California community college.

This bill extends this dual admission program until the 2035-36 academic year and instead requires a student to complete an associate degree for transfer (ADT) or another established course of study for transfer within three academic years at a California community college.

Additional details:

- The CSU Chancellor must designate one or more CSU campuses to participate; the Legislature's intent is to include campuses with available enrollment capacity.
- The California Community Colleges (CCC) are required to promote the dual-admission/transfer program in four ways:
 1. Share information about the program at new student orientation.
 2. Provide information about the program through an annual email to the new students for each incoming fall term.
 3. Post information about the program in an easily identifiable and accessible format on the campus website.
 4. Post information about the program in counseling offices and transfer centers.

Administrator Initiating Item: Robert Curry	Final Disposition:

- Timeline: the law sets out implementation tied to transcript-informed accounts being available, and CSU resources indicate a staged rollout, with statewide participation beginning for fall 2027 applicants and implementation planning resources available in early 2026.

To date, 16 CSU campuses with additional capacity have been designated to participate. Popular campuses with impacted enrollment, including Cal Poly, are not participating. Allan Hancock College is currently working with CSU Channel Islands to promote their direct admission program, though CSUCI is just now gearing up to visit local high schools to begin promoting it.

INFORMATION ITEM

To: Board of Trustees	Date:
From: Superintendent/President	November 18, 2025
Subject: First Review of K-12 CCAP Agreements with the School Districts	Item Number: 14.D.
Institutional Goal: Ed Master Plan Goal E. Transition to Transfer and/or Gainful Employment	Enclosures: Page 1 of 30

BACKGROUND

This year, Allan Hancock College will enter into new Career Access Pathways Partnership (CCAP) agreements with each of our K-12 high school partners for the purpose of offering or expanding dual enrollment opportunities, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer. These contracts will be in effect for three years and will replace the existing non-CCAP agreements. The governing board of each partner shall present, take comments from the public on, and approve or disapprove the dual enrollment partnership agreement at an open public meeting of the governing board. The contract for the following school district is presented for review and will be followed by a second review for approval to implement the contract in fall 2025.

- Gateway Community Charter School

Administrator Initiating Item: Robert Curry	Final Disposition:

**COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)
PARTNERSHIP AGREEMENT
BETWEEN
THE ALLAN HANCOCK JOINT COMMUNITY COLLEGE DISTRICT
AND
GATEWAY COMMUNITY CHARTERS**

This College and Career Access Pathway Partnership Agreement (“CCAP Agreement”) is between the Allan Hancock Joint Community College District (“COLLEGE”) and Gateway Community Charters (“SCHOOL DISTRICT”). COLLEGE and SCHOOL DISTRICT will collectively be referred to as “PARTIES” or individually as “PARTY”.

RECITALS

WHEREAS, COLLEGE is a community college district whose mission includes providing educational programs and services that are responsive to the needs of the students and communities within the community college services area; and

WHEREAS, SCHOOL DISTRICT is a charter management organization located outside of the regional service area of the COLLEGE unless otherwise specified and agreed to as stated in AB 288, Sec. 2, Education Code section 76004, subdivision (e); and

WHEREAS, a high school (“HIGH SCHOOL”) “includes a community school, continuation high school, juvenile court school, or adult education program offering courses for high school diplomas or high school equivalency certificates” as stated in Education Code section 76004, subdivision (a)(2); and

WHEREAS, the PARTIES desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of the Education Code, for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils achieve college and career readiness,” (Ed. Code, § 76004, subdivision (a)); and

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office and the COLLEGE; and

WHEREAS, the PARTIES desire to enter this CCAP, which sets forth their mutual rights and responsibilities and governs their relationship; and

WHEREAS, the PARTIES intend for COLLEGE to report full-time equivalent students (“FTES”) and obtain state apportionment for the subject courses given through this CCAP Agreement in

accordance with California Education Code, section 76004 and the appropriate portions of Title 5 of the California Code of Regulations; and

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of California Community Colleges pursuant to Education Code section 66010.4, and that pupils participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college (Ed. Code, § 76004, subdivision (k)(2));

NOW, THEREFORE, PARTIES mutually agree as follows:

1. TERM OF AGREEMENT

1.1. Effective Date and Duration. The term of this CCAP Agreement shall be effective on **December 1, 2025**, and continue in effect until **June 30, 2026**, or until duly modified or terminated by the PARTIES in accordance with Section 1.2 of this CCAP Agreement.

1.2. Early Termination.

- a. This agreement may be terminated by either PARTY without cause or for any reason upon giving at least sixty (60) days prior written notice to the other PARTY. Any students currently enrolled in COLLEGE courses under this CCAP Agreement shall be allowed to complete those courses prior to the termination of this CCAP Agreement.
- b. This CCAP Agreement may be terminated by either PARTY with cause if another PARTY fails to comply with the insurance or indemnification requirements or otherwise commits a material breach. Termination will be effective no sooner than 15 calendar days after a written demand to cure is provided and the PARTY fails to cure. This remedy is in addition to any other remedy which may be provided for by law.

1.3. The CCAP Agreement Appendix. This CCAP Agreement outlines the terms of the Agreement.

- a. The CCAP Agreement Appendix shall specify CCAP Agreement Courses as well as additional details regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students (“FTES”) projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses:

Appendix A: Agreement with Instructor.

Appendix B: Identification of CCAP Pathways for Course-Specific College and Career Pathway Opportunities.

Appendix C: CCAP Agreement Courses Approved for 2025-2026.

Appendix D: Registration Timeline 2025-2026.

- b. The CCAP Agreement Appendix C shall be reviewed and approved annually by both PARTIES by a duly adopted written amendment to this Agreement.

1.4. Points of contact and Educational Administrators are as follows:

COLLEGE:	Dr. Deborah Pirman, dean, academic affairs
SCHOOL DISTRICT:	Ashley Madden, director of College & Career Readiness
HIGH SCHOOL SITE:	Summer Ash, SAVA Angee Phraxayavong-Briones, Community Collaborative Charter

(Ed. Code, § 76004, subdivision (c)(2))

- 1.5. A copy of the COLLEGE and SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the California Department of Education before the start of the CCAP partnership. (Ed. Code, § 76004, subdivision (c)(3).)
- 1.6. COLLEGE and SCHOOL DISTRICT shall present this CCAP agreement at an open public meeting of their respective governing boards, allowing for public comments prior to consideration for approval or disapproval of this CCAP agreement. (Ed. Code, § 76004, subdivision (b)(2).)

2. DEFINITIONS

- 2.1. **CCAP Agreement Courses.** CCAP Agreement Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. (Ed. Code § 76004, subdivision (a).) All community college courses offered at the SCHOOL DISTRICT have been approved in accordance with the policies and guidelines of COLLEGE and applicable law. Courses offered at the COLLEGE that are open to the public for enrollment fall outside of this CCAP agreement and are subject to all conditions and rules of the COLLEGE.
- 2.2. **Pupil or Student Fees.** Pupil or Student is defined as a resident or nonresident student attending HIGH SCHOOL in California. SCHOOL DISTRICT pupils enrolled in a course offered through this CCAP Agreement shall not be assessed any fee that is prohibited by Education Code section 49011 (Ed. Code § 76004, subdivision (f)), including a fee charged to a student or a student's parent or guardian as a condition for course registration or for textbooks, supplies, materials and equipment needed to participate in the course. Students who are enrolled in a combination of CCAP and regular credit college courses will be subject to all fees assessed for the regular credit college enrollment for the regular credit college courses.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

- 3.1. **Student Eligibility.** Students who "may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils to achieve college and career readiness" and "underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate" are eligible to participate in CCAP courses hosted at a SCHOOL DISTRICT site. (Education Code § 76004, subdivision (a); Assembly Bill 288 (2015) Section I, subdivision (d))
- 3.2. **Student Selection and Enrollment.** Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria will be further specified in the CCAP Agreement Appendix C. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and COLLEGE standards and policies.
- 3.3. **College Admission and Registration.** Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines outlined in applicable law and COLLEGE policy.
- 3.4. **Records of Student Attendance.** All records of student attendance and achievement shall be submitted to COLLEGE periodically using the COLLEGE student information system or upon demand and shall be maintained by COLLEGE.
- 3.5. **Priority Enrollment.** Students enrolling in a CCAP course will have priority enrollment by virtue of their status. High school students enrolling in non-CCAP college courses will not be eligible for priority registration.
- 3.6. **Physical Education Courses.** As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. (Ed. Code § 76004, subdivision (d)).
- 3.7. **Maximum Units.** Students participating under a CCAP Agreement may enroll in up to a maximum of 15 units per term, without exception, if all the following conditions specified in Assembly Bill 288, Sec. 2 (p)(1)(2)(3) are satisfied:
 - a. The units constitute no more than four community college courses per term.
 - b. The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article.
 - c. The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.
- 3.8. **Minimum School Day.** The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code sections 46141 and 46142.
- 3.9. **Enrollment Restriction.** COLLEGE reserves the right to block students from enrolling in

any courses for students who incur an unpaid debt for a non-CCAP class at the college. COLLEGE agrees to remove the enrollment block when debt is paid in full.

4. COLLEGE APPLICATION PROCEDURE

- 4.1. The COLLEGE will be responsible for processing student applications.
- 4.2. The COLLEGE will provide the necessary admission and registration forms and procedures, and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements.
- 4.3. The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.

5. PARTICIPATING STUDENTS

- 5.1. The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be borne by SCHOOL DISTRICT.
- 5.2. The SCHOOL DISTRICT will ensure that ancillary and support services are accessible to students (e.g., Tutoring.). Student support services will not be provided by the COLLEGE.
- 5.3. A student taking courses under this CCAP Agreement with an Individual Education Plan or 504 Plan with the SCHOOL DISTRICT may request accommodation for his or her disability to participate in the educational programs and activities required by the COURSE and COLLEGE. Accommodation required by state law or SCHOOL DISTRICT policy will be provided through SCHOOL DISTRICT in consultation with the COLLEGE Learning Assistance Program (LAP) Office. Students requesting services by the LAP office will need to follow the standard process for requesting accommodations.

6. CCAP AGREEMENT COURSES

- 6.1. The COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to this CCAP Agreement.
- 6.2. The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement .
- 6.3. The scope, nature, time, location, and listing of courses offered by a COLLEGE shall be determined by COLLEGE in consultation with the SCHOOL DISTRICT and with the approval of the COLLEGE and will be recorded in the Appendix C to this CCAP Agreement.
- 6.4. Courses offered as part of a CCAP Agreement shall be jointly selected and approved by COLLEGE and SCHOOL DISTRICT.
- 6.5. Courses offered as part of this CCAP Agreement shall have a minimum enrollment of fifteen (15) students.
- 6.6. The SCHOOL DISTRICT confirms that each approved CCAP course is held for no less than 50 minutes each class day in full compliance with the course outcomes determined by the COLLEGE.

- 6.7. Degree and certificate programs that are included in the CCAP agreement must have been approved by the California Community College Chancellor's Office and courses offered at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated academic department within the COLLEGE, approved by the COLLEGE Academic Policy & Planning (AP&P) Committee and submitted to the Chancellor's Office. Course outlines will be provided to the SCHOOL DISTRICT.
- 6.8. Courses must meet the number of hours sufficient to meet the stated performance objectives as outlined in the course outlines provided to the SCHOOL DISTRICT on a semester basis.
- 6.9. Courses offered at the SCHOOL DISTRICT as part of this CCAP Agreement shall be of the same quality and rigor as those offered on the COLLEGE campus and shall be in compliance with COLLEGE academic standards.
- 6.10. Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites, and standards applicable to the COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.11. A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.12. Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.
- 6.13. COLLEGE has the sole right to control and direct the instructional activities for all CCAP Agreement courses and all instructors, including those who are SCHOOL DISTRICT employees.
- 6.14. This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.
- 6.15. CCAP Agreement Courses outlined in Appendix C shall be updated annually and approved before the start of each academic year.

7. INSTRUCTORS

- 7.1. All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended.
- 7.2. The CCAP Agreement Appendix C shall specify which participating SCHOOL DISTRICT or

COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education.

- 7.3. This CCAP Agreement specifies that the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- 7.4. Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 7.5. Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Education Code section 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code section 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site. SCHOOL DISTRICT shall immediately notify COLLEGE if an instructor is charged with an offense prohibited by Education Code sections 44010 or 44011.
- 7.6. Prior to teaching, faculty provided by the SCHOOL DISTRICT shall participate in required discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Such training shall be approved and provided by the COLLEGE.
- 7.7. Prior to teaching, instructors provided by the COLLEGE may receive training and orientation from SCHOOL DISTRICT regarding, but not limited to, SCHOOL DISTRICT policies, practices, and requirements. Such training may be approved and provided by the SCHOOL DISTRICT.
- 7.8. Faculty provided by the SCHOOL DISTRICT are eligible to participate in professional development activities sponsored by the COLLEGE as required by the terms and conditions of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to, addressing course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.9. The COLLEGE shall evaluate faculty performance for the college courses using the adopted evaluation of process and standards for faculty of the COLLEGE, subject to the approval of COLLEGE.
- 7.10. The COLLEGE and SCHOOL DISTRICT will work collaboratively to identify instructors from SCHOOL DISTRICT who may meet minimum qualification requirements or local equivalency standards to teach a COLLEGE course and encourage them to apply for consideration. Instructors will be required to go through the COLLEGE screening process for possible selection and assignment to the course.
- 7.11. The SCHOOL DISTRICT teachers approved to teach COLLEGE courses remain employees of the SCHOOL DISTRICT, subject to the authority of the SCHOOL DISTRICT, but will also be subject to the authority of COLLEGE specifically with regard to their duties as COLLEGE instructors, pursuant to the terms of Appendix A.
- 7.12. The COLLEGE shall determine the number of instructors, the ratio of instructors to students, and the subject areas of instruction.
- 7.13. Faculty provided by the SCHOOL DISTRICT who do not comply with the policies,

regulations, standards, and expectations of the COLLEGE shall be ineligible to teach college courses under this CCAP Agreement.

- 7.14. SCHOOL DISTRICT teachers approved to teach CCAP Courses under this CCAP Agreement must submit grades to both the COLLEGE and SCHOOL DISTRICT using the COLLEGE student information system by the established timeline (Appendix D).
- 7.15. SCHOOL DISTRICT teachers approved by the COLLEGE shall sign an Agreement with the Instructor (Appendix A) prior to the start of each academic year.
- 7.16. SCHOOL DISTRICT teachers approved by the COLLEGE shall provide support to high school students taking COLLEGE courses under CCAP agreement with COLLEGE admission and registration procedures.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on the COLLEGE campus.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1. The COLLEGE shall appoint an educational administrator who will serve as point of contact to facilitate coordination and cooperation between COLLEGE, SCHOOL DISTRICT, and HIGH SCHOOL in conformity with COLLEGE policies and standards. (Ed. Code, § 76004, subd. (c)(2).) Among other things, the COMMUNITY COLLEGE DISTRICT Educational Administrator and the SCHOOL DISTRICT Educational Administrator described in Section 9.2, shall collaborate to determine the process for timely receiving, investigating, and remediating complaints of sexual misconduct or other conduct covered by Title IX of the Education Amendments of 1972 alleged to have occurred in or related to the CCAP program.
- 9.2. The SCHOOL DISTRICT shall appoint an educational administrator who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT, COLLEGE, HIGH SCHOOL in conformity with SCHOOL DISTRICT policies and standards.
- 9.3. This CCAP Agreement requires an annual report to the office of the Chancellor of the California Community Colleges by COLLEGE and SCHOOL DISTRICT. COLLEGE shall complete and file the Apportionment Attendance Report (CCFS-320); SCHOOL DISTRICT agrees to provide the following information, when requested by COLLEGE, in accordance with AB 288 Section 2, Education Code Section 76004:

- a. The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
- b. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
- c. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
- d. The total number of full-time equivalent students generated by CCAP partnership community college district participants.

10. DISPUTES

10.1. COLLEGE and SCHOOL DISTRICT recognize that, from time to time, disputes may arise between COLLEGE employees or students and SCHOOL DISTRICT employees or students. When such disputes arise, COLLEGE and SCHOOL DISTRICT shall collaborate and use their best efforts to resolve them informally. Where informal resolution is not successful or the PARTIES must address a formal inter-agency complaint, the following process will be utilized to resolve the matter.

- a. The PARTY receiving the complaint will timely notify the other, and promptly provide the other PARTY with any written complaint received.
- b. The Educational Administrators will review the complaint to determine, based on the nature of the complaint, whether any statutory or regulatory timelines or other procedural requirements apply, including but not limited to:

10.1.b.1. Whether COLLEGE is required to investigate the complaint to the State Chancellor pursuant to Title 5 of the California Code of Regulations.

10.1.b.2. Whether, based on the nature of the complaint, the complainant is entitled to any rights or protections with regard to how the complaint is handled, pursuant to Title 5 or applicable state or federal laws, including but not limited to Title IX of the Education Amendments of 1972.

10.1.b.3. If either Educational Administrator finds such rights to exist, he or she shall notify the other Educational Administrator, and COLLEGE and SCHOOL DISTRICT shall cooperate as needed in carrying out these requirements. It is understood that such requirements may include but are not limited to conducting a formal investigation within regulatory timelines or the implementation of interim safety measures for the complainant.

- c. Within a reasonable time, either PARTY receiving the complaint, the PARTIES will discuss the nature and severity of the allegations and come to a mutual agreement regarding the need for and scope of any investigation required. If it is agreed that a formal investigation is required, the PARTIES will mutually agree upon an investigator, who may be an outside investigator, or qualified employee of COLLEGE or SCHOOL DISTRICT. If the PARTIES agree to have the matter investigated internally by either a COLLEGE or SCHOOL DISTRICT employee, the other PARTY may designate an employee to attend all witness interviews. Where it is determined that an outside investigator will be used, the cost will be divided between the PARTIES.

- d. If, despite the good faith effort of the PARTIES, they are unable to agree on a process for investigating the complaint, the PARTY whose employee/student is the subject of the complaint will determine the process.
- e. The COLLEGE and SCHOOL DISTRICT will cooperate in any investigation initiated and make its employees available to the investigator.
- f. Interviews of COLLEGE and SCHOOL DISTRICT employees shall comply with any rights and protections afforded to them under an applicable collective bargaining agreement or state or federal law, including but not limited to the right to have a representative present during an interview that could lead to discipline.
- g. The investigator will prepare a report that will be provided to both PARTIES setting forth findings as to the allegations and the basis for the findings.
- h. The COLLEGE and SCHOOL DISTRICT shall share any and all materials from the investigation, unless sharing would cause a PARTY to violate confidentiality or privacy laws.
- i. The COLLEGE and SCHOOL DISTRICT have sole discretion in determining any disciplinary measures to be imposed against their respective employees or students.
- j. Regardless of any disciplinary measures taken by the COLLEGE or SCHOOL DISTRICT against its respective employees or students, the other PARTY retains the right to have the subject of a sustained complaint removed from participating in or providing services for the program that is the subject of this CCAP Agreement.

11. APPORTIONMENT

- 11.1. COLLEGE shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 11.2. For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils.
- 11.3. The COLLEGE shall not receive a state allowance or apportionment for an instructional activity for which the SCHOOL DISTRICT has been, or shall be, paid an allowance or apportionment. (Ed. Code § 76004, subdivision (o)(2)).
- 11.4. The attendance of a SCHOOL DISTRICT pupil at the COLLEGE as a special part-time or full-time student pursuant to this section is authorized attendance for which the COLLEGE shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity.

12. CERTIFICATIONS

- 12.1. The SCHOOL DISTRICT certifies that:
 - a. The direct education costs of the courses offered as part of this CCAP Agreement are not fully funded through other sources.

- b. It agrees and acknowledges that the COLLEGE will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- c. Any COLLEGE instructor teaching a course at the SCHOOL DISTRICT has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.

12.2. The COLLEGE certifies that:

- a. A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE.
- b. The COLLEGE has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.
- c. The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4 and students participating in this CCAP Agreement will not lead to displacement of otherwise eligible adults at the COLLEGE.
- d. A qualified SCHOOL DISTRICT instructor teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing COLLEGE faculty member teaching the same course at the partnering community college campus.

12.3. The PARTIES certify that:

- a. Any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Education Code section 44010 or as amended, or any controlled substance offense as defined in Education Code section 44011 or as amended.
- b. The SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. (AB288 Sec. 2 (I).)

13. PROGRAM IMPROVEMENT

- 13.1. The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and school counselors for the purpose of informing practice, adjusting, and improving the quality of courses offered as part of this CCAP Agreement.

14. RECORDS

- 14.1. Permanent records of student attendance, grades and achievement will be maintained by both the SCHOOL DISTRICT and COLLEGE for SCHOOL DISTRICT students who enroll in course(s) offered as part of this CCAP Agreement. Permanent records of student enrollment, grades, and achievement for COLLEGE students shall be maintained by

COLLEGE.

- 14.2. Each PARTY shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each PARTY may review and obtain a copy of the other PARTY'S pertinent records subject to federal and state privacy statutes.
- 14.3. SCHOOL DISTRICT instructors will submit grades to the COLLEGE when due according to the COLLEGE schedule per section 7.14. The SCHOOL DISTRICT will include all criteria identified by the COLLEGE for grading purposes.
- 14.4. COLLEGE may provide the SCHOOL DISTRICT with a report on participating students' final grades after each term.

15. CCAP AGREEMENT DATA MATCH AND REPORTING

- 15.1. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- 15.2. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

16. DATA SHARING

- 16.1. COLLEGE and SCHOOL DISTRICT may share confidential student data for the purposes of evaluating the educational services provided under this CCAP agreement and for evaluating student performance pursuant to participating in CCAP courses. Any data shared will be for research and analytical purposes aimed at understanding student performance and improving applicable federal and state laws concerning access to and confidentiality of student record information as described in Section 17 of this agreement.

17. PRIVACY OF STUDENT RECORDS

- 17.1. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in a CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as outlined in Education Code section 49064 and section 49076). COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence and further agree not to disclose such records except as authorized by applicable law or regulation for COLLEGE records or by the parent or guardian's prior written consent for HIGH SCHOOL records. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)
- 17.2. **Limitation on Use.** COLLEGE and SCHOOL DISTRICT shall use each student education record that they may receive pursuant to this CCAP Agreement solely for purposes consistent with their authority to access that information pursuant to Federal and State law, as may be as applicable. (34C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- 17.3. **Recordkeeping Requirements.** COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.

- 17.4. **Acknowledgement of Receipt of Notice of FERPA Regulations.** By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation. Parent or guardian requests for information will need to be addressed directly by the HIGH SCHOOL or SCHOOL DISTRICT personnel.

18. REIMBURSEMENT

- 18.1. The SCHOOL DISTRICT shall invoice the COLLEGE no later than 30 (thirty) days after the start of each term for the instructional services provided through this CCAP agreement as follows:

For courses taught by COLLEGE-approved SCHOOL DISTRICT teachers and COLLEGE instructors on HIGH SCHOOL campuses during regular high school hours rendered at the rate of \$1,000.00 per course unit delivered to CCAP students.

Example: 3 CCAP courses @ 3 units each = 9 units x \$1,000.00 = \$9,000.00

- 18.2. The COLLEGE shall make payment to the SCHOOL DISTRICT within 30 days of receiving the invoice for instructional services rendered.
- 18.3. The COLLEGE is required to report to the state the percentage of funds paid to an agency to the SCHOOL DISTRICT that will provide direct instruction on behalf of the college as part of the CCAP partnership agreement. The SCHOOL DISTRICT will use 100% of all funds received from Allan Hancock College in fulfillment of this agreement to pay for direct instructional costs. (Ed. Code § 84632).

19. FACILITIES

- 19.1. The SCHOOL DISTRICT will provide adequate classroom space at its facilities or other mutually agreed upon locations to conduct the instruction and do so without charge to COLLEGE or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable buildings, fire, and safety codes.
- 19.2. The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are the SCHOOL DISTRICT's sole property.
- 19.3. The SCHOOL DISTRICT facilities may be used by COLLEGE for COLLEGE course offerings before or after regular high school schedule at no additional cost. Prior approval by the SCHOOL DISTRICT is required. COLLEGE courses offered before or after the regular high school schedule will be open to the public.

20. INDEMNIFICATION

20.1. The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE, and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this CCAP Agreement. The obligation to indemnify shall extend to all claims and losses that arise out of SCHOOL DISTRICT's or its trustees', officers', agents', or employees' negligence, wrongful acts or omissions, or willful misconduct related to this CCAP Agreement or performance of this CCAP Agreement. The provisions of this section shall survive the termination or expiration of this CCAP Agreement.

20.2. The COLLEGE agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of COLLEGE'S performance of this CCAP Agreement. The obligation to indemnify shall extend to all claims and losses that arise out of COLLEGE'S or its trustees', officers', agents', or employees' negligence, wrongful acts or omissions, or willful misconduct related to this CCAP Agreement or performance of this CCAP Agreement. The provisions of this section shall survive the termination or expiration of this CCAP Agreement.

21. INSURANCE

21.1. The SCHOOL DISTRICT, in order to protect the COLLEGE, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this CCAP Agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident and TWO MILLION DOLLARS (\$2,000,000) general aggregate for personal injury, bodily injury, death, and property and other damage, with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA, or program of self-insurance shall expressly name the COLLEGE, its agents, employees and officers as an additional insured for the purposes of this CCAP Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.

21.2. The COLLEGE, in order to protect the SCHOOL DISTRICT, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this CCAP Agreement, shall secure and maintain in force during the entire term of this CCAP Agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident and TWO MILLION DOLLARS (\$2,000,000) general aggregate for personal injury, bodily injury, death, and property and other damage, with an admitted California insurer duly licensed to engage in the business

of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the State of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the SCHOOL DISTRICT, its agents, employees and officers as an additional insured for the purposes of this CCAP Agreement. A certificate of insurance including such endorsement shall be furnished to the SCHOOL DISTRICT.

- 21.3. For the purpose of Workers' Compensation, SCHOOL DISTRICT shall be the "primary employer" for all its employees who perform services as instructors and support staff. SCHOOL DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective SCHOOL DISTRICT employees made in connection with performing services and receiving instruction under this CCAP Agreement. SCHOOL DISTRICT agrees to hold harmless, indemnify, and defend COLLEGE, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by SCHOOL DISTRICT employees connected with providing services under this CCAP Agreement.

22. NON-DISCRIMINATION

- 22.1. Neither the SCHOOL DISTRICT nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

23. NOTICES

- 23.1. Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

Allan Hancock College Joint Community College District
800 S. College Drive
Santa Maria, CA 93460
Attn: Dennis Curran

Gateway Community Charters
Address: 5112 Arnold Ave Suite A, McClellan Park, CA 95652
Attn: Jason Sample

24. MODIFICATION AND AMENDMENT

- 24.1. Appendix A through D to this CCAP Agreement is incorporated by this reference into this CCAP Agreement.
- 24.2. This CCAP Agreement and Appendix A through D to this CCAP Agreement set forth the entire agreement between the PARTIES relating to the subject matter of this CCAP Agreement. This CCAP Agreement and Appendix A through D to this CCAP Agreement

supersede any prior agreements, promises, negotiations, or representations, express or implied, oral or written, not included in this CCAP Agreement and Appendix A through D to this CCAP Agreement.

- 24.3. This Agreement may be amended only with the mutual consent of the Parties. All amendments must be in writing and must be approved by the Parties' respective governing Boards.

25. GOVERNING LAWS

- 25.1. This CCAP Agreement will be governed by and construed in accordance with California law, and the venue of any action or proceeding in connection with this CCAP Agreement shall be Santa Barbara County, California.

26. COMMUNITY COLLEGE DISTRICT BOUNDARIES

- 26.1. For locations outside the geographical boundaries of Allan Hancock College Joint Community College District, the COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 55300 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

27. SEVERABILITY

- 27.1. This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

28. COUNTERPARTS

- 28.1. This CCAP Agreement may be executed by the PARTIES in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

IN WITNESS WHEREOF, the PARTIES hereto have caused this CCAP Agreement to be executed on the dates set forth below, to be effective as of the Effective Date.

ALLAN HANCOCK JOINT COMMUNITY
COLLEGE DISTRICT

GATEWAY COMMUNITY CHARTERS

By: _____

By: _____

Associate Superintendent/Vice President of
Finance and Administration

Superintendent/CEO

Date: _____

Date: _____

ALLAN HANCOCK JOINT COMMUNITY
COLLEGE DISTRICT BOARD MEETINGSGATEWAY COMMUNITY CHARTERS
SCHOOL DISTRICT BOARD MEETINGSInformation Board Meeting Date:
November 18, 2025Information Board Meeting, Public Comment
and Approval Date:**November 12, 2025**

Public Comment

and Approval Board Meeting Date:

APPENDIX A

ALLAN HANCOCK COLLEGE JOINT COMMUNITY COLLEGE DISTRICT

Agreement with INSTRUCTOR

This agreement is made and entered into this ____ [day] of _____ [month] ____ [year] by three parties: The Allan Hancock College Joint Community College District (hereinafter “COLLEGE”), the _____ [high school district] (hereinafter “SCHOOL DISTRICT”) and _____ [first name, last name], an employee of the SCHOOL DISTRICT (hereinafter “INSTRUCTOR”) who is being assigned to the COLLEGE on a part-time basis pursuant to Title 5, California Code of Regulations, section 58058(b).

WHEREAS, the SCHOOL DISTRICT has the experience, training, equipment and other resources, and staff necessary to provide instruction to COLLEGE students through the CCAP Agreement;

WHEREAS, Title 5, California Code of Regulations, section 58050, subdivision (a) provides authority for claiming apportionment;

NOW, THEREFORE, the three parties to this Agreement hereby agree as follows:

1. The SCHOOL DISTRICT’s INSTRUCTOR is an employee of the SCHOOL DISTRICT who shall meet “Minimum Qualifications” for the academic position of COLLEGE’s INSTRUCTOR as established by the COLLEGE and as determined by the COLLEGE.
2. The SCHOOL DISTRICT’s INSTRUCTOR is professionally and specially trained and competent to provide the supervisory and/or instructional services required by the COLLEGE.
3. The INSTRUCTOR will be an employee of the COLLEGE for purposes of the Attendance Accounting Standards (Ed. Code, § 58050). COLLEGE has the right to; 1) evaluate and terminate INSTRUCTOR; 2) evaluate the quality of instruction to ensure that it meets the needs of students; 3) evaluate the quality and rigor equal to the COLLEGE’S approved course outline of record and the accreditation requirements of COLLEGE. The COLLEGE will not provide INSTRUCTOR evaluation results to the SCHOOL DISTRICT.
4. The SCHOOL DISTRICT’s INSTRUCTOR shall at all times comply with the supervisory and/or instructional requirements outlined in Title 5, California Code of Regulations, section 58055, which require direct instruction by the SCHOOL DISTRICT’s INSTRUCTOR except in limited circumstances. The SCHOOL DISTRICT’s INSTRUCTOR’s responsibilities and duties as an employee of the COLLEGE shall include, but are not limited to, the following:
 - 4.1. Ensure that an instructional time of 50 minutes per class each day is expended in full compliance with the course objectives determined by the COLLEGE.
 - 4.2. Ensure the safety and well-being of students.
 - 4.3. Be in sufficient physical proximity and range of communication to provide immediate instructional supervision and control of all students in his/her classes.
 - 4.4. Attend periodic staff meetings with the COLLEGE.
 - 4.5. Regularly check and respond to communication from COLLEGE.
 - 4.6. Priority in class enrollment shall be given to students desiring to take the course for college credit towards a degree or certificate (Ed. Code § 76370). Ensure accurate and

current daily student attendance records, accurate calculation of final student grades of all students enrolled in the course for college credit, and the prompt submission of all data necessary for the calculation of FTES to the DISTRICT within 3 (three) calendar days of course completion (Ed. Code § 84500).

- 4.7. Ensure the effective use of instructional methods, technology, testing and remediation.
 - 4.8. Ensure that he/she does not have any other assigned duties during the instructional activity where multiple skill levels of students are being taught for which attendance is being claimed.
 - 4.9. Be familiar with and comply with all relevant COLLEGE policies, rules and regulations, including but not limited, to those related to student safety, grading, attendance, sexual harassment and discrimination.
 - 4.10. Provide support to SCHOOL DISTRICT students taking COLLEGE courses under CCAP agreement with COLLEGE admission and registration procedures.
5. The SCHOOL DISTRICT shall indemnify and hold harmless the COLLEGE and its authorized agents, officers, and employees against any and all claims and actions arising from the SCHOOL DISTRICT's INSTRUCTOR's or SCHOOL DISTRICT's negligent, reckless or intentional acts, errors or omissions and for any cost or expense incurred by the COLLEGE on account of any claim therefor.
 6. The COLLEGE shall provide no compensation to the SCHOOL DISTRICT's INSTRUCTOR for any services rendered pursuant to this Agreement, but compensation, as well as workers' compensation insurance, shall be the responsibility of the SCHOOL DISTRICT in accordance with its established and standard practices.
 7. This Agreement may be terminated at any time by the COLLEGE within the sole and exclusive discretion of the COLLEGE upon written notice to the SCHOOL DISTRICT and the SCHOOL DISTRICT's INSTRUCTOR. This Agreement may be terminated upon thirty (30) days' prior written notice to COLLEGE by either the SCHOOL DISTRICT or the SCHOOL DISTRICT's INSTRUCTOR within either's sole and exclusive discretion.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year last written below.

INSTRUCTOR

ALLAN HANCOCK COLLEGE JOINT
COMMUNITY COLLEGE DISTRICT

Print

Print

Signature

Signature

APPENDIX B

Identification of CCAP Pathways for Course-Specific College and Career Pathway Opportunities

Pursuant to California Assembly Bill No. 288, the COLLEGE and SCHOOL DISTRICT enter into this partnership agreement to offer College and Career Pathways (CCAP) to high school students to expand dual enrollment opportunities to facilitate college and career readiness, particularly among students who may not already be college-bound or who are underrepresented in higher education.

The goal of the CCAP partnership is to offer seamless pathways from high school to community college to promote: 1) academic preparation for transfer to four-year colleges and universities; 2) completion of career and technical education programs for entry into the workforce; (3) improving high school graduation rates, and (4) helping high school pupils achieve college and career readiness.

The following pathways are included in the CCAP partnership agreement between the COLLEGE and SCHOOL DISTRICT:

Career and Technical Education:

1. This pathway includes COLLEGE courses in a Career and Technical education (“CTE”) pathway at the college level that apply to an Allan Hancock College degree or certificate in the pathway. This includes:
 - a. Naming of HIGH SCHOOL Pathway and Course Location in Sequence (Introductory, Concentrator, Capstone, or Practicum)
 - b. Naming of COLLEGE Pathway – Degree or Certificate
 - c. Identifying Career/Employment Outcomes associated with CTE Pathway
 - d. Identifying the course(s) in the Pathway to be offered under the CCAP Agreement.
2. Examples of CTE Technical Pathways include Automotive, Digital Art and Graphic Design, Culinary, Early Childhood Studies, Welding etc.

College and Career Readiness:

1. This pathway includes COLLEGE courses in career exploration and career development that prepare students in college and career planning. Successful completion of these courses will allow students to matriculate at college level in courses in a CTE pathway or General Education/ California State University (“CSU”) Transfer pathway.
2. Course examples include: WEE (Work Experience); PD (Career Planning).

Preparation for Transfer:

1. California General Education Transfer Curriculum (Cal-GETC). This pathway includes COLLEGE courses which have been approved to meet the lower-division general education requirements at any CSU or University of California campus (i.e. Areas 1-6)

Improve High School Graduation Rates:

1. Student participation in college courses improves graduation rates of students who participate compared to peers who do not participate in college-level coursework.

APPENDIX C

CCAP Agreement Courses Approved for 2025-2026

HIGH SCHOOL DISTRICT:

Gateway Community Charters

HIGH SCHOOL SITE / LOCATION:

Sacramento Academic & Vocational Academies

PROJECTED NUMBER OF STUDENTS TO BE SERVED:

145

TOTAL PROJECTED FTES:

14.91

CCAP Pathway	College Degree or Certificate	High School Pathway	CCAP Course Offerings		Number of Sections, Days & Times		Instructor Name & Employer of Record (AHC or HS)		Projected Number of Students	Projected FTEs	School Site
			FALL	SPRING	FALL	SPRING	FALL	SPRING			
College & Career Readiness	AA GE	College & Career Readiness	N/A	PROD 301	N/A	2 sections W 12:30-3:30 pm F 12:30-3:30 pm	N/A	Julie Carter (HS)	30	3.09	SAVA-EG 265
College & Career Readiness	AA GE	College & Career Readiness	N/A	PROD 301	N/A	1 section Wed/Fri 2-3:30 pm	N/A	Stephen Webster (HS)	15	1.54	SAVA-Sim
College & Career Readiness	AA GE	College & Career Readiness	N/A	PROD 301	N/A	1 section Th 9:00-12:00 pm	N/A	Season Turner (HS)	25	2.57	SAVA-Sim
College & Career Readiness	AA GE	College & Career Readiness	N/A	PROD 301	N/A	3 sections T 12:30-3:30 pm F 9:00-12:00 pm F 12:30-3:30 pm	N/A	Carmen Knighton (HS)	45	4.63	SAVA-PI
College & Career Readiness	AA GE	College & Career Readiness	N/A	PROD 301	N/A	2 sections T/Th 9:00-10:30 am T/Th 10:30-12:00 pm	N/A	Casey Mathews (HS)	30	3.09	SAVA-TR

1. **REQUIRED:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- a. Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
- b. Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.
- c. Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
- d. Potential to work toward completion of an associate degree or an associate degree for transfer.

2. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
PROD 301	• Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family, and child counseling • OR the equivalent NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline • OR master's degree in education • OR any bachelor's degree or higher and two years of professional experience in Office Technologies • OR any associate degree and six years of professional experience in Office Technologies. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

3. **BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. The cost estimate is based on the current pricing and additions.

COURSE NAME & NUMBER	TEXTBOOK	COST	OTHER INSTRUCTIONAL MATERIALS	COST
PROD 301	Career Choices and Changes, M. Bingham, S. Stryker, 6 th Edition (2019)	\$59.95	My10yearPlan.com	\$35

4. **JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
SAVA Sim 6207 Logan St Sacramento, CA 95824	Room 300 Room 200	Wed/Fri 2pm-3:30 Th 9am-noon	SPRING SEMESTER Wed/Fri 2pm-3:30 Th 9am-noon
SAVA Elk Grove 3141 Dwight Rd Elk Grove, CA 95758	Fire Station Patient Care Classroom	W 12:30-3:30 F 12:30-3:30	SPRING SEMESTER W 12:30-3:30 F 12:30-3:30
SAVA Power Inn 5310 Power Inn Rd Sacramento, CA 95820 north	D-3	T 12:30-3:30 F 9:00-noon F 12:30-3:30	SPRING SEMESTER T 12:30-3:30 F 9:00-noon F 12:30-3:30
SAVA Twin Rivers 1224 North Market Blvd Sacramento, CA 95834	Pine Grove	T/Th 9-10:30 T/Th 10:30-noon	SPRING SEMESTER T/Th 9-10:30 T/Th 10:30-noon

ALLAN HANCOCK JOINT COMMUNITY COLLEGE
DISTRICT

By: _____

Dr. Robert Curry

Associate Superintendent/Vice-President, Academic Affairs

Date: _____

Sacramento Academic & Vocational Academies

By: _____


Summer Ash
High School Director

Date: 10/24/25

APPENDIX C

CCAP Agreement Courses Approved for 2025-2026

HIGH SCHOOL DISTRICT:

Gateway Community Charters

HIGH SCHOOL SITE / LOCATION:

Community Collaborative Charter School

PROJECTED NUMBER OF STUDENTS TO BE SERVED:

36

TOTAL PROJECTED FTES:

3.70

CCAP Pathway	College Degree or Certificate	High School Pathway	DAYS		Number of Sections, Days & Times		Instructor Name & Employer of Record (AHC or HS)		Projected Number of Students	Projected FTES
			FALL	SPRING	FALL	SPRING	FALL	SPRING		
College & Career Readiness	AA GE	College & Career Readiness	High school course	PROD 301	High school course	1 section TH 9:00-12:00 pm	Shamina Quershi (HS)	Shamina Quershi (HS)	18	1.85
College & Career Readiness	AA GE	College & Career Readiness	High school course	PROD 301	High school course	1 section T 9:00-12:00 pm	Helena Connolly (HS)	Helena Connolly (HS)	18	1.85

1. **REQUIRED:** Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered:

In consultation with their SCHOOL DISTRICT counselors, students self-select a pathway based on their academic readiness and alignment of course content to students' educational and career goals. SCHOOL DISTRICT and COLLEGE faculty identified CCAP courses using the following criteria:

- a. Alignment with HIGH SCHOOL pathways and COLLEGE programs of study.
- b. Potential for course completion to accelerate students' time to completion of postsecondary degree or certificate.
- c. Potential to earn a Certificate of Training and be eligible to enter the workforce in their selected career technical pathway.
- d. Potential to work toward completion of an associate degree or an associate degree for transfer.

2. **MINIMUM QUALIFICATIONS FOR INSTRUCTION:** All instructors teaching CCAP Agreement Courses must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended. The minimum qualifications for instruction are:

Course Name & Number	Minimum Qualifications For Instructors
PROD 301	• Master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy, or marriage, family, and child counseling • OR the equivalent NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline • OR master's degree in education • OR any bachelor's degree or higher and two years of professional experience in Office Technologies • OR any associate degree and six years of professional experience in Office Technologies. NOTE: Professional experience is required when the application possesses a master's degree. The professional experience required must be directly related to the teaching assignment.

3. **BOOKS AND INSTRUCTIONAL MATERIALS:** The total cost of books and instructional materials for SCHOOL DISTRICT students participating in CCAP course as part of this CCAP Agreement will be borne by SCHOOL DISTRICT. The cost estimate is based on the current pricing and additions.

COURSE NAME & NUMBER	TEXTBOOK	COST	OTHER INSTRUCTIONAL MATERIALS	COST
PROD 301	Career Choices and Changes, M. Bingham, S. Stryker, 6 th Edition (2019)	\$59.95	My10yearPlan.com	\$35

4. **JOINT FACILITIES USE PROTOCOLS:** COLLEGE and SCHOOL DISTRICT shall adhere to the terms and protocols outlined in Section 19, Facilities, of the CCAP Agreement. SCHOOL DISTRICT, shall extend access and use of the

following SCHOOL DISTRICT facilities:

BUILDING NAME & ADDRESS	CLASSROOM	DAYS	HOURS
Community Collaborative Charter School 5715 Skvarla Ave McClellan Park, CA 95652	TBD	Tuesdays & Thursdays	9:00-12:00 pm

ALLAN HANCOCK JOINT COMMUNITY COLLEGE
DISTRICT

COMMUNITY COLLABORATIVE CHARTER SCHOOL

By: _____

Dr. Robert Curry

Associate Superintendent/Vice-President, Academic Affairs

By: _____

Ashley Madden

Director of College & Career Readiness

Date: _____

Date: **October 24, 2025**

APPENDIX D
Registration Timeline 2025 - 2026

2025-2026 Week Ranges		Process	Timeline	Type
FALL	Week 1: July 1, 2025 - July 7, 2025			
	Week 2: July 8, 2025 - July 14, 2025			
	Week 3: July 15, 2025 - July 21, 2025			
	Week 4: July 22, 2025 - July 28, 2025			
	Week 5: July 29, 2025 - August 4, 2025	Ideal	CRNs available for DualEnroll & we see bulk of forms (Would like Aug 1 deadline for CRNs)	CCAP
	Week 6: August 5, 2025 - August 11, 2025	Ideal	(NonCCAP) Late Add influx, Appeal Delays, Registration Processing Delays	
	Week 6: August 5, 2025 - August 11, 2025	Ideal	Firm Deadline for NonCCAP Petitions (Fall 2025)	NonCCAP
	Week 6: August 5, 2025 - August 11, 2025	Ideal	(NonCCAP) Bulk of Petitions come in around this time through first day of AHC classes	NonCCAP
	Week 7: August 12, 2025 - August 18, 2025		Start of Fall Term for HS Partners (Average)	
	Week 8: August 19, 2025 - August 25, 2025		Start of Fall Term for AHC	
	Week 8: August 19, 2025 - August 25, 2025	Actual	(NonCCAP) We accepted petitions for up until the start of classes (extended)	NonCCAP
	Week 8: August 19, 2025 - August 25, 2025		Winter app opens	
	Week 9: August 26, 2025 - September 1, 2025	Actual	Influx of Fall Petitions Timeframe	Both
	Week 9: August 26, 2025 - September 1, 2025	Actual	(NonCCAP) Late Add influx, Appeal Delays, Registration Processing Delays	NonCCAP
	Week 10: September 2, 2025 - September 8, 2025	Actual	CRNs available in DualEnroll & we see beginning of bulk of forms	CCAP
	Week 10: September 2, 2025 - September 8, 2025	Ideal	Spring app opens for CCAP students	CCAP
	Week 11: September 9, 2025 - September 15, 2025			
	Week 12: September 16, 2025 - September 22, 2025			
	Week 14: September 30, 2025 - October 6, 2025	Ideal	CCAP CRNs available (Spring 2026)	CCAP
	Week 14: September 30, 2025 - October 6, 2025	Ideal	CCAP Registration Begins (Spring 2026)	CCAP
	Week 14: September 30, 2025 - October 6, 2025		Spring app opens	
	Week 14: September 30, 2025 - October 6, 2025	Actual	Deadline for NonCCAP Petitions (Fall 2025 Term 2)	NonCCAP
	Week 15: October 7, 2025 - October 13, 2025			
	Week 16: October 14, 2025 - October 20, 2025	Actual	AHC accepting NonCCAP petitions (Winter/Spring 2026)	NonCCAP
SPRING	Week 16: October 14, 2025 - October 20, 2025		Class Search opens	
	Week 17: October 21, 2025 - October 27, 2025			
	Week 18: October 28, 2025 - November 3, 2025	Ideal	Fall processing complete for CCAP	CCAP
	Week 19: November 4, 2025 - November 10, 2025	Actual	CRN available for CCAP for spring	CCAP
	Week 20: November 11, 2025 - November 17, 2025	Actual	NonCCAP Registration Begins (Winter/Spring 2026)	NonCCAP
	Week 20: November 11, 2025 - November 17, 2025	Actual	CCAP Registration Begins (Early Spring 2026)	CCAP
	Week 21: November 18, 2025 - November 24, 2025			
	Week 22: November 25, 2025 - December 1, 2025			
	Week 23: December 2, 2025 - December 8, 2025	Ideal	Influx of CN Spring Petitions Timeframe	NonCCAP

APPENDIX D

Registration Timeline 2025 - 2026

SPRING	Week 23: December 2, 2025 - December 8, 2025	Ideal	Deadline for NonCCAP Petitions (Winter 2026)	
	Week 24: December 9, 2025 - December 15, 2025	Ideal	Bulk of CCAP registrations submitted for Spring	CCAP
	Week 25: December 16, 2025 - December 22, 2024	Actual	Processing completed for Fall CCAP	CCAP
	Week 25: December 16, 2025 - December 22, 2025	Actual	Start of Winter Term for AHC	
	Week 26: December 23, 2025 - December 29, 2025			
	Week 27: December 30, 2025 - January 5, 2026			
	Week 28: January 6, 2026 - January 12, 2026	Actual	Deadline for NonCCAP Petitions (Spring 2026)	
	Week 29: January 13, 2026 - January 19, 2026	Actual	Start of Spring Term for HS Partners (Average)	Both
	Week 29: January 13, 2026 - January 19, 2026	Actual	Influx of CN petitions	Both
	Week 30: January 20, 2026 - January 26, 2026	Actual	Start of Spring Term for AHC	
	Week 31: January 27, 2026 - February 2, 2026			
	Week 32: February 3, 2026 - February 9, 2026	Actual	We see bulk of our CCAP forms being turned in	CCAP
	Week 33: February 10, 2026 - February 16, 2026	Actual	We see bulk of our CCAP forms being turned in	CCAP
	Week 34: February 17, 2026 - February 23, 2026		CCAP Sections Identify and Created - Alicia to meet with High Schools (summer/fall 2026)	
	Week 35: February 24, 2026 - March 2, 2026			
	Week 36: March 3, 2026 - March 9, 2026			
	Week 37: March 10, 2026 - March 16, 2026			
	Week 38: March 17, 2026 - March 23, 2026			
	Week 39: March 24, 2026 - March 30, 2026		CCAP Sections CRNs Complete (summer/fall 2026)	
	Week 40: March 31, 2026 - April 6, 2026			
	Week 41: April 7, 2026 - April 13, 2026		AHC accepting NonCCAP petitions (summer/fall 2026)	
	Week 41: April 7, 2026 - April 13, 2026	Actual	Summer/Fall Class Search Opens	
	Week 42: April 14, 2026 - April 20, 2026			
	Week 42: April 14, 2026 - April 20, 2026		Priority Reg	
FALL	Week 43: April 21, 2026 - April 27, 2026	Ideal	Spring processing complete for CCAP	CCAP
	Week 44: April 28, 2026 - May 4, 2026			
	Week 45: May 5, 2026 - May 11, 2026	Ideal	<i>NonCCAP Registration Begins (Summer/Fall 2026)</i>	
	Week 46: May 12, 2026 - May 18, 2026	Actual	Deadline for NonCCAP Petitions (Spring Term 2 2026)	
	Week 47: May 19, 2026 - May 25, 2026	Actual	Spring processing complete for CCAP	
	Week 48: May 26, 2026 - June 1, 2026			
	Week 49: June 2, 2026 - June 8, 2026	Ideal	Influx of Fall Petitions Timeframe	NonCCAP
	Week 50: June 9, 2026 - June 15, 2026	Actual	Start of Summer Term for AHC	
	Week 51: June 16, 2026 - June 22, 2026			
	Week 52: June 23, 2026 - June 29, 2026			

INFORMATION ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: First Review of Revised Board Policy 5100, Student Support Services	Item Number: 14.E.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 2

BACKGROUND

Revised Board Policy 5100 Student Support Services, is presented for review. The board policy was reviewed per administrative procedure 2410, Board Policies, which state all policies and procedures are to be reviewed on a five-year cycle. The board policy language was not revised; only minor formatting changes were made.

The revised administrative procedure has been vetted through the shared governance process.

Administrator Initiating Item: Genevieve Siwabessy	Final Disposition:



**Allan Hancock Joint Community College District
Board Policy
Chapter 5 – Student Services**

BP 5100 STUDENT SUPPORT SERVICES

Students benefit from a combination of excellent teaching and effective support services; therefore, the Superintendent/President shall ensure that the District's student support services are comprehensive in scope and support the academic success and educational goals of students.

References:

- Education Code Sections 66021.6, 66720–66744, 67310, 69640–69656, 72620, 76300, 76401, 78210 et seq., and 84850;
- Title 5 Sections 51018, 51027, 55500 et seq., 56000 et seq., 56027, and 56200 et seq.;
- 20 U.S. Code Sections 1070 et seq. and Title 38;
- 34 Code of Federal Regulations Section 668;
- U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965 as amended;
- Americans with Disabilities Act;
- Sections 504 and 508 Rehabilitation Act

Adopted: 7/14/15

Revised: 12/15/20

INFORMATION ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: First Review of Revised Board Policy and Administrative Procedure 5130, Financial Aid	Item Number: 14.F.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 13

BACKGROUND

Revised board policy and administrative procedure 5130, Financial Aid, are presented for review. The board policy and administrative procedure were updated to align with league language and current practices.

The revised board policy and administrative procedure have been vetted through the shared governance process.

Administrator Initiating Item: Genevieve Siwabessy	Final Disposition:



**Allan Hancock Joint Community College District
Board Policy
Chapter 5 – Student Services**

BP 5130 FINANCIAL AID

A program of financial aid to students will be provided, which may include, but is not limited to, scholarships, grants, loans, and work and employment programs.

All financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency, and will incorporate federal, state, and other applicable regulatory requirements.

The Superintendent/President shall establish, publicize, and apply satisfactory academic progress standards for participants in Title IV student aid programs.

Misrepresentation

Consistent with the applicable federal regulations for federal financial aid, the District shall not engage in “substantial misrepresentation” of:

- 1) the nature of its educational program,
- 2) the nature of its financial charges, or
- 3) the employability of its graduates.

The Superintendent/President shall establish procedures for regularly reviewing the District’s website and other informational materials for accuracy and completeness and for training District employees and vendors providing educational programs, marketing, advertising, recruiting, or admission services concerning the District’s educational programs, financial charges, and employment of graduates to assure compliance with this policy.

The Superintendent/President shall establish procedures wherein the district shall periodically monitor employees’ and vendors’ communications with prospective students and members of the public and take corrective action where needed.

This policy does not create a private cause of action against the District or any of its representatives or service providers. The District and its Board of Trustees do not waive any defenses or governmental immunities by enacting this policy.

Scholarship Displacement

The District shall not engage in scholarship displacement. The Superintendent/President shall establish procedures that provide that the District shall not reduce the institutional gift aid offer of a student who is eligible to receive a federal Pell Grant award, a Cal Grant award, or financial assistance under the California Dream Act for an academic year as a result of private scholarship awards designated for the student unless the student's gift aid exceeds the student's annual cost of attendance.

References:

Education Code Sections 66021.6, 70045 et seq., and 76300;
 20 U.S. Code Sections 1070 et seq.;
 34 Code of Federal Regulations (CFR) Part 668 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
 ACCJC Accreditation Standard 3

Adopted: 7/21/87
Revised: 5/21/96
Revised: 3/17/15

Revised: 3/9/21
Revised (reference only): 7/16/24



Allan Hancock Joint Community College District
Administrative Procedure
 Chapter 5 – Student Services

AP 5130 FINANCIAL AID

Allan Hancock College offers a variety of financial aid programs in the form of grants, scholarships, loans and work-study. ~~Financial aid is available to eligible students through grants, scholarships, loans, and part-time employment.~~ Recipients may receive more than one category of assistance and in some cases, assistance from all four categories.

Financial Aid programs offered usually include:

- California College Promise Grant (CCPG formerly known as the BOG fee waiver)
- ~~California College Promise Program~~
- Cal Grants
- CalWorks CalWORKS Grant & Work Study
- CARE Grants
- Chafee Grants
- Extended Opportunity Programs and Services (EOPS)
- Student Success Completion Grant (SSCG)
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Federal Direct Student Loan Program
- ~~Federal Family Education Loan Program~~
- ~~Federal Direct Parent Plus Loan Program~~
- Hancock College Promise Grant
- Scholarships
- Any newly enacted federal or state programs

Financial Aid Policies and Procedures manual that explains procedures including the following:

- Application procedures, including deadlines
- Student eligibility
- Payment procedures
- Overpayment recovery
- Accounting requirements
- Satisfactory Academic Progress Standards (SAP)

- ~~Financial aid appeal process~~

Application Process

Students who would like to be considered for financial aid must apply using the Free Application for Federal Student Aid (FAFSA), California Dream Act Application (CDAA), or California College Promise Grant Application (CCPG). Some financial aid resources require a student to submit additional application materials; scholarships, for example, might have a separate form to submit to the funding agency. The Financial Aid office is not responsible for the application process for outside resources like non-Allan Hancock College scholarships, but all students are encouraged to apply for scholarships that might contribute to his/her/their financial resources while attending college.

Deadlines

See the Financial Aid office website for semester-specific financial aid deadlines. All deadlines shall be strictly adhered to.

Student Eligibility

The federal government is the primary source of financial aid for college students. Students must meet several requirements to be eligible to receive federal aid. The following requirements are common to most federal (and many other) financial aid programs:

- Students must be admitted to the college and working toward a degree or certificate.
- Students must have a high school diploma, a General Educational Development (GED) certificate, completed home schooling at the secondary level as defined by state law, passed the California High School Proficiency Examination (CHSPE), the High School Equivalency Test (HiSet), or passed the Ability to Benefit Test (if grandfathered in), which has been approved by the Department of Education.
- Students receiving federal student aid may use it for educational purposes only.
- ~~Students must have financial need and demonstrate it through his/her/their financial aid application materials. (Note: However, some loan and scholarship programs are available to students who do not demonstrate financial need. It is recommended that students apply by the deadline dates if they he/she/they may need financial assistance.)~~
- Students must be U.S. citizens or eligible non-citizens. State aid may be available to undocumented students.
- Students must have a valid Social Security number to be eligible for federal aid.
- ~~Male students who are between the ages of 18 and 25 must be registered with the U.S. Selective Service.~~
- Students must be making satisfactory academic progress.
- Students may not owe a refund on a federal grant or be in default on any federal educational loan.

State aid does not require the student to have a valid social security number. Some AB540 students may be eligible for federal aid, while others may only be eligible for state aid. Deferred Action for Childhood Arrivals (DACA) students are only eligible for state aid.

The district provides students with the Financial Aid Shopping Sheet as developed by the U.S. Department of Education when it provides a financial aid award package.

Payment Procedures

The district shall disburse all financial aid funds to eligible students in two disbursements per semester with the only exceptions of scholarships and academic-year loans. The FSEOG, SSCG, Chafee and Cal Grants will be disbursed in one payment per term. FWS and CalWorks Work Study students will be paid monthly.

Overpayment Recovery (Return of Title IV Funds)

The district will determine the amount of federal financial aid a student has earned in accordance with federal and state laws.

Recipients of funds from federal programs are subject to the return of Title IV funds requirements. Students who receive federal financial aid and do not attend any classes will be required to repay all of the funds ~~he/she/they have~~ received.

Students who withdraw from all classes prior to completing more than 60% of the semester will have his/her/their financial aid eligibility recalculated based on the percentage of the semester completed and will be required to repay any unearned financial aid ~~he/she/they have~~ received.

At Hancock College, a student's withdrawal date is:

1. The date the student officially withdraws through the student portal or in person in Admissions and Records;
2. The midpoint of the semester for a student who leaves without notifying the college; or
3. The date the instructor officially withdraws the student for failure to adhere to attendance requirements.

A recalculation of Pell funds will be determined for all students at an established freeze date each term, a fixed date where the number of units a student is enrolled is used to recalculate eligibility for financial aid. Students who dropped units may owe back financial aid and be placed in a financial aid-an overpayment if they were paid more financial aid than they were eligible for. Students will be notified if they are in an overpayment status along with where to pay the financial aid overpayment. if he/she/they were paid more than his/her/their eligible amount on the freeze date. The midpoint of the term will be used for recalculation of Pell funds.

Accounting and Disbursement of Funds

The district ensures internal checks and balances by separating the functions of authorizing payment and disbursing or delivering funds so that no single person or office exercises both functions for any student receiving Federal Student Aid (FSA) funds.

Fraudulent Documents

- Submission of fraudulent documents is a violation of the Standards of Student Conduct and as such, subject to disciplinary action. The student will be informed that withdrawing the fraudulent document is not a pardon from disciplinary action.
- Any student submitting a fraudulent document will be referred to the Chief Student Services Officer or designee for disciplinary action.

Satisfactory Academic Progress Standards (SAP)

Federal financial aid regulations require that a school establish SAP standards for a student applying for, or receiving, financial aid. These regulations require that the Financial Aid office review all periods of a student's enrollment history, regardless of whether financial aid was received, to determine if a student is making academic progress towards an educational goal. Progress will be evaluated at the end of the summer, fall, and spring semesters by the standards listed below.

Special note: All periods of enrollment, including periods of enrollment from other colleges for units accepted at Hancock College will be evaluated regardless of whether or not financial aid was received. Although some grades may be excluded by academic renewal or course repetition, federal regulations require that all grades must be counted for federal SAP standards. Student's SAP will be calculated using units for all classes that appear on his/her/their academic transcript. Check with the Financial Aid office before dropping classes to determine how dropping classes will affect future aid.

~~SAP standards apply to students who receive financial aid from the following programs:-~~

- ~~Cal Grant A, B and C~~
- ~~Student Success Completion Grant~~
- ~~Chafee Grant~~
- ~~Federal Work Study~~
- ~~Federal Pell Grant~~
- ~~Federal Direct Loan Program (including parent loans)~~
- ~~Federal Supplemental Educational Opportunity Grant (FSEOG)~~

The SAP policy, procedures, and appeal process can be found on the [Financial Aid office website](#).

~~Students receiving only the CCPG, alternative loans, or on- or off-campus scholarships, will not be subject to this policy unless specified by the scholarship.~~

Eligible Programs

~~Students must be enrolled in an eligible program of study for the purpose of a certificate of achievement, associate degree, or transfer program. Certificate programs offered by the college must be approved as eligible programs by the Department of Education to be eligible for most federal student aid funding financial aid programs.~~

Grade Point Average (GPA) Standard

~~Student must maintain a minimum 2.0 cumulative GPA at the end of every semester. Courses completed with grades of A, B, C, D, CR, or P will be considered acceptable for SAP; courses completed with an F are not acceptable. A D is considered a passing grade; the total cumulative GPA must not fall below 2.0. A grade of CR, NC, P, NP, W, MW, or EW will not be included in the GPA calculations. Students who receives all CR, P, W, MW or EW notations will be considered to have a satisfactory GPA for that semester; however, his/her/their cumulative GPA must remain above 2.0. Incomplete courses notated with an incomplete (I) will be treated as an F unless changed to an alternate letter grade. The student must notify the Financial Aid office once grade is changed to have his/her/their SAP status adjusted.~~

~~Students enrolled at the college for more than two years must have a minimum cumulative GPA of 2.0 at the end of the second year to continue eligibility for federal financial aid. Two years is defined as attempting 60 units or more including units that were transferred from other institutions.~~

Pace of Progress Towards Educational Objective Standard

~~Federal regulations require that institutions measure a student's pace toward achieving the educational objective to ensure completion within the maximum time length for that program.~~

~~Pace is calculated by dividing cumulative units completed by cumulative units attempted. Remedial and English as a Second Language (ESL) units will be excluded in this calculation. Courses completed with an incomplete or a withdrawal will be counted as not completed in the calculation. Repeated courses will be counted in the pace calculation for completed and attempted units.~~

~~For a student pursuing an associate degree or certificate of achievement, the pace cannot be less than 67%.~~

Maximum Time Length to Achieve Educational Goal

~~Federal regulations require that institutions establish a maximum time period or unit total for a student to complete an educational objective (degree/certificate) if financial aid is received. Financial aid recipients will be considered to be making SAP if he/she/they complete his/her/their educational objective in the time frame indicated below. The educational objective as indicated by the student as the current major/program of study~~

will be used for this determination. Student shall be disqualified once a determination is made that completion within the unit maximum (90 units for associate degree or 150% of the number of units required for a certificate) is not possible.

All Hancock courses, as well as all transfer courses that the Admissions and Records office has evaluated as equivalent to Hancock courses, will be counted toward a student's maximum units attempted regardless of whether financial aid was received. SAP will be calculated using all units that appear on student's academic transcript.

Associate Degree: requires completion of a minimum of 60 units at Hancock College. Student must complete his/her/their objectives by the time he/she/they have attempted 90 units.

Certificate of Achievement: Hancock College offers a number of certificate programs, each requiring a specific number of units for completion. Student enrolled in certificate programs must complete his/her/their objective by the time he/she/they has attempted 150% of the number of units required for the specific requirement. (e.g. a student enrolled in a program which is an 18-unit certificate of achievement must complete that objective by the time he/she/they has attempted 27 units.

All English as a Second Language (ESL)

ESL courses required as part of the student's educational plan to complete an eligible degree, certificate, or transfer program are eligible for payment. These courses will not be counted in the total attempted units.

Remedial/Special Instruction Courses

A maximum of 30 remedial/special instruction total units will be eligible for funding.

Financial Aid Warning/Disqualification

The Financial Aid office will evaluate each financial aid recipient's SAP each semester including the summer sessions. Each semester-end evaluation will include a GPA review and an assessment of pace of progression as well as maximum time length. Students placed on financial aid warning or disqualification will be so notified.

Financial Aid Warning: Students will be placed on financial aid warning if he/she/they earn less than a 2.0 cumulative GPA for all courses attempted or do not meet the pace of progression calculation. Financial assistance will be continued during this warning semester.

If at the end of the warning semester a student completes the minimum pace of progression with a minimum cumulative GPA of 2.0, the student will be removed from financial aid warning. Student not completing sufficient units to meet the pace of progression calculation requirement during the warning semester will be subject to disqualification from financial assistance.

Financial Aid Disqualification: Financial aid recipients will be disqualified from financial assistance if, for two consecutively enrolled semesters he/she/they earn less than a 2.0 cumulative GPA and/or do not meet the pace of progression. Financial aid recipients will also be disqualified from financial assistance if he/she/they exceed the maximum time length.

Reinstatement:

Students canceled due to not meeting the cumulative 2.0 GPA minimum standard will be eligible for reinstatement when he/she/they have achieved, without financial aid, a cumulative GPA of 2.0 or better. Students meeting the minimum 2.0 GPA, after SAP is calculated, will automatically be reinstated to receive financial aid.

Satisfactory Academic Progress (SAP) Appeal Procedures:

A student canceled for not meeting satisfactory academic standards may appeal based upon the following documented extenuating circumstances that directly affected his/her/their academic performance:

- Death of an immediate family member
- Serious medical condition affecting the student or immediate family member
- Family emergency directly affecting the student
- Other documented extenuating circumstances

An SAP appeal form may be obtained from the Financial Aid office or website. The student is responsible for presenting sufficient information and documentation to substantiate the existence of extenuating circumstance. The Financial Aid Appeals Committee will review the appeal. The committee consists of faculty and financial aid staff. Written notification will be emailed once a decision is reached. The committee makes the final and binding decision.

Appeals can only be reviewed and approved for the current or future semesters. Federal regulations do not allow financial aid eligibility to be reinstated to semesters that have already ended.

SPECIAL NOTE: Students who enrolled in courses from Summer 2015 through Summer 2018 and were dropped at census by his/her/their instructor should have had his/her/their academic transcript noted with a "W" grade per institutional policy. However, due to a system error, students' transcripts currently do not show the "W" grade. Per Federal financial aid regulations, financial aid staff are required to count the "W" grade in unit completion and maximum time standard.

Loss of Eligibility for California College Promise Grant (formerly known as a BOG Fee Waiver)

The Board of Governors established new regulations for the loss of CCPG eligibility. Loss of CCPG eligibility shall become effective at the first registration opportunity after such determination is made. Student can lose their CCPG eligibility if:

- ~~he/she/they fall below a 2.0 cumulative GPA for two consecutive primary semesters (fall/spring).~~
- ~~he/she/they fail to successfully complete cumulative coursework above 50% in two consecutive primary semesters (fall/spring).~~

~~The college will notify student of his/her/their placement on academic or progress probation no later than 30 days following the end of the term that resulted in the student's placement on probation.~~

~~The notification will advise student about the available support services to assist him/her/them in maintaining and reestablishing CCPG eligibility. Student can find eligibility information on the Financial Aid office website or in the current college catalog.~~

A student shall become ineligible for a California College Promise Grant if the student is placed on academic or progress probation, or any combination thereof, for two consecutive primary terms. Loss of eligibility shall become effective at the first registration opportunity after such determination is made. The District shall notify students of their placement on academic or progress probation no later than thirty days following the end of the term that resulted in the student's placement on probation. The notification must clearly state that two consecutive primary terms of probation will lead to a loss of the California College Promise Grant until the student is no longer on probation. The notification must also advise students about the available student support services to assist them in maintaining eligibility. The District shall adopt, prominently display, and disseminate policies ensuring that students are advised about the student support services available to assist them in maintaining and reestablishing California College Promise Grant eligibility. Dissemination includes, but is not limited to, information provided in college catalogs and class schedules. The District shall establish written procedures by which a student may appeal the loss of a California College Promise Grant due to extenuating circumstances, or when a student with a disability applied for, but did not receive, a reasonable accommodation in a timely manner. Extenuating circumstances are verified cases of accidents, illnesses, or other circumstances that might include documented changes in the student's economic situation or evidence that the student was unable to obtain essential student support services. Extenuating circumstances also includes special consideration of the specific factors associated with Veterans, CalWORKs, EOPS, and DSPS student status. Foster Youth shall not be subject to loss of California College Promise Grant due to placement on academic or progress probation. This exemption for Foster Youth is effective until the date specified in Education Code Section 66025.9 subdivision (c).

Regaining CCPG Fee Waiver Eligibility

Students who lose eligibility for the CCPG can have it reinstated if he/she/they meet the criteria below:

- Successfully granted a CCPG Fee Waiver appeal.
- Improve his/her/their GPA or course completion measures to meet academic and progress standards.

- Does not attend Allan Hancock College for two consecutive primary semesters (fall/spring).

California College Promise Grant (CCPG) Appeal Process

The college has established written procedures by which a student may appeal the loss of the CCPG due to the following reasons:

- Extenuating circumstances which are verified cases of accident, illness, change in the student's economic situation, or other circumstances beyond the student's control that rendered normal academic functioning likely or impossible. Such circumstances must be verified in writing.
- Situations where a student with a disability applied for, but did not receive, reasonable accommodations in a timely manner
- Demonstrated significant academic improvement (student has at least 2.0 GPA and greater than 50% completion for the most recent term)
- Evidence that the student was unable to obtain essential student support services. Extenuating circumstances also includes special consideration of the specific factors associated with Veterans, CalWORKs, EOPS, and LAP student status.
- ~~A student with a disability who applied for, but did not receive, reasonable accommodation in a timely manner; verification of disability document from the LAP office must be attached to the appeal form.~~

~~Above~~ The above reasons must be supported by written documentation from the student. The Loss of Enrollment Priority and CCPG appeal forms can be found on the Financial Aid Office website along with semester submission deadlines. The Dean of Student Services or designee at the district will review all Loss of Enrollment and CCPG appeal forms and make the final determination which will be sent to the student. ~~A Hancock College counselor will review all Loss of Enrollment and CCPG appeal forms and make the final determination which will be sent to the student, and will make a recommendation to the Dean, Student Services or his/her/their designee.~~

~~Foster youth shall not be subject to loss of CCPG due to placement on academic or progress probation. This exemption for Foster Youth is effective until the date specified in Education Code Section 66025.9(c).~~

Students Enrolled in a Baccalaureate Degree Program

Students enrolled in a baccalaureate degree program who wish to apply for a California College Promise Grant (CCPG) waiver must submit either a Free Application for Federal Student Aid (FAFSA) or a California Dream Act application in lieu of completing the Board of Governors Fee Waiver application.

Scholarship Displacement

The District shall not reduce the institutional gift aid offer of a student who is eligible to receive a federal Pell Grant award, a Cal Grant award, or financial assistance under the California Dream Act for an academic year as a result of private scholarship awards designated for the student unless the student's gift aid exceeds the student's annual cost of attendance. The District may reduce the institutional gift aid offer of a student who is

eligible to receive a federal Pell Grant award, a Cal Grant award, or financial assistance under the California Dream Act by no more than the amount of the student's gift aid that is in excess of the student's annual cost of attendance. The District shall not consider receipt or anticipated receipt of private scholarships when considering a student who is eligible to receive a federal Pell Grant award, a Cal Grant award, or financial assistance under the California Dream Act for qualification for institutional gift aid

Misrepresentation

Misrepresentation is defined as any false, erroneous, or misleading statement that the district, a representative of the district, or a service provider with which the district has contracted to provide educational programs, marketing, advertising, recruiting, or admissions services, makes directly or indirectly to a student, prospective student, a member of the public, an accrediting agency, a state agency, or the United States Department of Education.

A misleading statement includes any statement that has the likelihood or tendency to deceive or confuse. If a person to whom the misrepresentation was made could reasonably be expected to rely, or has reasonably relied, on the misrepresentation, the misrepresentation would be substantial.

This procedure does not apply to statements by students through social media outlets or by vendors that are not providing covered services, as reflected herein.

References:

Education Code Sections 66021.3, 66021.6, 66025.9, 69432.7, 69514, 70045 et seq., 76300, 78042, and 94912.5;
 Title 5 Sections 55031 and 58600 et seq.;
 20 U.S. Code Sections 1070 et seq.;
 34 Code of Federal Regulations Section 668 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended);
 ACCJC Accreditation Standard 3

Approved: 2/17/15
Revised: 6/11/19

Revised: 2/9/21
Revised (reference only): 7/16/24

INFORMATION ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: First Review of Revised Board Policy and Administrative Procedure 5400, Associated Students Organizations	Item Number: 14.G.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 4

BACKGROUND

Revised board policy and administrative procedure 5400, Associated Students Organizations, are presented for review. The board policy and administrative procedure were reviewed per administrative procedure 2410, Board Policies, which state all policies and procedures are to be reviewed on a five-year cycle. The board policy language was not revised, and the administrative procedure was updated to align with current practices.

The revised board policy and administrative procedure have been vetted through the shared governance process.

Administrator Initiating Item: Genevieve Siwabessy	Final Disposition:



**Allan Hancock Joint Community College District
Board Policy
Chapter 5 – Student Services**

BP 5400 ASSOCIATED STUDENTS ORGANIZATION

The students of the District are authorized to organize a student body association. The Board of Trustees hereby recognizes that association as the Associated Students of the District.

The Associated Students organization is recognized as the official voice for the students in District decision-making processes. It may conduct other activities as approved by the Superintendent/President. The Associated Students activities shall not conflict with the authority or responsibility of the Board or its officers or employees.

The Associated Students shall conduct itself in accordance with state laws and regulations and administrative procedures established by the Superintendent/President.

The student body association shall be governed by the constitution and by-laws of the Associated Student Body of Allan Hancock College, the policies and procedures of the District, the Auxiliary Programs Corporation articles of incorporation and by-laws and agreement with the District, and in compliance with state and federal law, and education codes. Only students registered in credit courses can be members of this association.

The Associated Student Body will be governed by the Associated Student Body Government. The governing body of the Associated Student Body will charter all student clubs. The association shall encourage all students to participate in the governance of the District and is authorized by the Board of Trustees to conduct activities, including fundraising, subject to the approval of appropriate District officials and in compliance with the board-approved fundraising policy. All funds collected or held by the student association or any student club or organization of the District will be deposited and accounted for through the Auxiliary Programs Corporation office where standard accounting procedures will be followed. All funds are subject to audit and state and federal compliance regulations.

All activities and events sponsored by any group belonging to and recognized by the Associated Student Body will be properly supervised by members of the faculty and management or a member of the staff approved by the vice president, student services. Advisors will allow student officers maximum freedom and responsibility in planning and

operating all events. However, the advisor will be responsible for proper guidance and supervision.

The student association will be funded annually, in no year will the amount be less than \$50,000 The Associated Students shall be granted the use of District premises subject to such administrative procedures as may be established by the Superintendent/President. Such use shall not be construed as transferring ownership or control of the premises.

Reference:
Education Code Section 76060

Adopted: 8/19/97
Revised: 7/14/15

Revised: 2/11/20



Allan Hancock Joint Community College District
Administrative Procedure
Chapter 5 – Student Services

AP 5400 ASSOCIATED STUDENTS ORGANIZATION

The District shall have one Associated Students Organization.

Both day and evening student representatives shall be encouraged.

A governing body shall be elected that shall keep an account of its meetings, expenditures, authorizations and policies established.

A simple majority of the elected voting members of the Associated Students Organization governing body shall constitute a yes/no vote, two thirds will constitute quorum.

Reference:
Education Code Section 76060

Approved: 6/16/15
Reviewed: 6/9/20

INFORMATION ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: First Review of Revised Board Policy and Administrative Procedure 5420, Associated Students Finance	Item Number: 14.H.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 4

BACKGROUND

Revised board policy and administrative procedure 5420, Associated Students Finance, are presented for review. The board policy and administrative procedure were reviewed per administrative procedure 2410, Board Policies, which states all policies and procedures are to be reviewed on a five-year cycle. The board policy and administrative procedure language was not revised; only minor formatting changes.

The revised board policy administrative procedure has been vetted through the shared governance process.

Administrator Initiating Item: Genevieve Siwabessy	Final Disposition:



**Allan Hancock Joint Community College District
Board Policy
Chapter 5 – Student Services**

BP 5420 ASSOCIATED STUDENTS FINANCE

Associated Student funds shall be deposited with and disbursed by the Superintendent/President.

The funds shall be deposited, loaned, or invested in one or more of the ways authorized by law.

All funds shall be expended according to procedures established by the Associated Students, subject to the approval of each of the following three persons, which shall be obtained each time before any funds may be expended:

- the Superintendent/President or designee;
- the employee who is the designated adviser of the particular student body organization; and
- a representative of the student body organization.

The funds of the Associated Students shall be subject to an annual audit.

References:

Education Code Sections 76063-76065

Adopted: 7/14/15

Reviewed: 10/13/20



Allan Hancock Joint Community College District
Administrative Procedure
 Chapter 5 – Student Services

AP 5420 ASSOCIATED STUDENTS FINANCE

Associated Student funds are maintained in accordance with the following procedures:

- Associated Student Organization fund books, financial records and procedures are subject to annual audit.
- Reports of the annual audit of Associated Student funds are submitted to the Vice President, Administrative Services.
- Audit information, except that containing personnel or other confidential information, shall be released to the Associated Students by the Vice President, Administrative Services.
- Associated Student funds shall be deposited with and disbursed by the District's Auxiliary Programs Corporation.
- The funds shall be deposited, loaned or invested in one or more of the following ways authorized by law:
 - o Deposits in trust accounts of the centralized State Treasury System pursuant to Government Code Sections 16305-16305.7 or in a bank or banks whose accounts are insured by the Federal Deposit Insurance Corporation (FDIC).
 - o Investment certificates or withdrawable shares in state-chartered savings and loan associations and savings accounts of federal savings and loan associations, if the associations are doing business in this state and have their accounts insured by the Federal Savings and Loan Insurance Corporation and if any money so invested or deposited is invested or deposited in certificates, shares, or accounts fully covered by the insurance.
 - o Purchase of any of the securities authorized for investment by Government Code Section 16430 or investment by the Treasurer in those securities.
 - o Participation in funds that are exempt from federal income tax pursuant to Section 501(c)(3) of the Internal Revenue Code and that are open exclusively to nonprofit colleges, universities, and independent schools.
 - o Investment certificates or withdrawable shares in federal or state credit unions, if the credit unions are doing business in this state and have their accounts insured by the National Credit Union Administration and if any money so invested or deposited is invested or deposited in certificates, shares, or accounts fully covered by the insurance.

- o Loans, with or without interest, to any student body organization established in another community college of the District for a period not to exceed three years.
- o Investment of money in permanent improvements to any community college District property including, but not limited to, buildings, automobile parking facilities, gymnasiums, swimming pools, stadia and playing fields, where those facilities, or portions thereof, are used for conducting student extracurricular activities or student spectator sports, or when those improvements are for the benefit of the student body.

All funds shall be expended subject to such procedures as may be established by the Associated Students subject to the approval of each of the following three persons. Approval shall be obtained each time before any funds may be expended.

- the Superintendent/President or designee;
- the officer or employee of the District who is the designated advisor of the particular student body organization; and
- a representative of the student body organization.

References:

Education Code Sections 76063-76065

Approved: 6/16/15

Reviewed: 6/9/20

INFORMATION ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: First Review of Administrative Procedure and Board Policy 7120, Recruitment & Hiring	Item Number: 14.I.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 11

BACKGROUND

Revised administrative procedure and board policy 7120, Recruitment and Hiring, underwent the review process. During the review, the administrative procedure and board policy received updates recommended by the league and to closely align with current practice.

The administrative procedure and board policy are recommended by the California Community College League's Policy and have been vetted through the shared governance process.

Administrator Initiating Item: Ruben Ramirez	Final Disposition:



Allan Hancock Joint Community College District
Administrative Procedure
 Chapter 7 – Human Resources

AP 7120 RECRUITMENT & HIRING

District Recruitment and Hiring Processes; Definitions

The District shall recruit and hire highly qualified employees who are skilled in serving the needs of a culturally and ethnically diverse student population, dedicated to the mission of meeting the educational and workforce needs of our community, and who embrace the mission, vision, and values of the district.

Recruitment Methods

Consistent with Title 5's requirements for the recruitment and hiring of individuals so that all qualified individuals have an equal opportunity for employment and advancement in employment, the District uses a variety of recruitment efforts to attract qualified applicants to its workforce. The District will continually make efforts to assess outreach success and utilize new recruitment sources that help ensure a broad and diverse pool of candidates.

Open Recruitments

The District actively recruits from both within and outside the District work force to attract qualified applicants for all vacancies. This shall include outreach designed to ensure that all persons are provided the opportunity to seek employment with the District. The requirement of open recruitment shall apply to all full-time and part-time vacancies in all job categories and classifications, including faculty, classified employees, confidential employees, categorically funded positions, and all executive and administrative positions.

Recruitment for regular full-time faculty and educational administrator positions shall be at least statewide and, at a minimum, shall include seeking qualified applicants and posting job announcements with the California Community College [Career Connect Registry](#).

Recruitment for part-time faculty positions may be conducted separately for each vacancy or by annually establishing a pool of eligible candidates, but in either case full and open recruitment is required consistent with this section.

Recruitment Periods

The District shall set its recruitment periods so that it can maximize the opportunity to get a broad, diverse pool of qualified candidates for consideration. The following guidance will be used to set minimum recruitment periods. The District will use its experience in recruiting for particular disciplines or positions to shorten or lengthen the time period, with the approval of the Chief Human Resources Officer (CHRO), in order to achieve the above objective. The District also may extend recruitment periods if that objective has not been met by the original recruitment period. The minimum period for shortened or extended recruitments is seven (7) days.

Minimum Recruitment Periods:

1. Academic/Classified Administrators – open until filled with an initial review date no sooner than four weeks.
2. Full-time faculty – 4 weeks
3. Part-time faculty – open, continuous recruitment (renewed each academic year)
4. Supervisory/Confidential staff – 3 weeks
5. Classified staff – 2 weeks

Any recruitment may be listed as “open until filled” as determined by the area administrator in consultation with human resources. For recruitments that specify a priority recruitment or first review deadline, and state that the recruitment is “open until filled,” the District will consider all applications received before the priority or first review deadline. If no selection is made, the committee will consider applications received after first review deadline, and all applications received prior to commencing second review.

Advertising and Outreach

Recruitment for all open positions will normally include, but not be limited to, placement of job announcements in the following instruments:

1. District career website
2. District social media and other electronic media outlets.
3. Local and regional community publications or job boards.
4. Publications, including electronic media that are distributed to the general market and to newspapers, publications whose primary audience is comprised of groups found to be underrepresented in the District’s workforce.
5. California Community Colleges Career Connect. Registry
6. Publications, including electronic media, that are targeted to the professions and/or disciplines appropriate to the position.
7. Recruitment booths at job fairs or conferences oriented to both the public and economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the District’s workforce

Job Announcements

Job announcements shall state clearly the job location(s), modalities, salary range, department/division, classification, schedule (where appropriate), and –specifications setting forth the knowledge, skills, and abilities necessary to job performance;

representative duties of the job, and the educational and experience minimum qualifications for the job.

For all district positions, job requirements shall include a demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students.

Job specifications, including any “required,” “desired,” or “preferred” qualifications beyond the state minimum qualifications that the District wishes to utilize, shall be reviewed by the CHRO before the position is announced, to ensure conformity with the requirements of equal employment regulations and state and federal nondiscrimination laws, and to be consistent with the District’s Equal Employment Opportunity (EEO) Plan.

Application Requirements

All applications for full-time and part-time faculty, management, classified, and confidential positions shall be submitted to the Human Resources Office through its online applicant tracking system. Applicants may contact the human resources department if they need assistance in applying for a district position. A complete application profile must be received by the posted deadline and must include the following:

A. District job application.

B. Additional specified documentation, which may include:

- A resume/CV
- Copies of all relevant and necessary college transcripts
- Cover letter for the position
- Evidence of required licenses/certificates as appropriate
- A list of professional references, including a recent supervisor
- Any other requested materials appropriate to the advertised position

Application materials not required by the job announcement will not be reviewed by the hiring committee.

Applicants who apply for more than one position must submit an application to each position separately.

Only complete applicant profiles will be forwarded to the committee.

Minimum Qualifications Screening Review of Applicants

The CHRO or designee will validate that the applicant pool is sufficiently ~~qualified and~~ diverse. If it is not, the CHRO may make a recommendation to the superintendent/president to extend or cancel the recruitment, or to proceed with the current pool. For regular full-time faculty recruitments, this process is completed in consultation with the Diversity Resource Specialist (DRS).

~~If the applicant pool is deemed sufficient, the CHRO or designee will review all applications for minimum qualifications and forward all qualified candidates to the Screening and Interview Committee for consideration. In consultation with the committee chair, the CHRO or designee will review applicants in question in meeting minimum qualifications and err on the side of inclusion in including them in the final pool of applicants released to the committee.~~ If the applicant pool is deemed sufficient, the CHRO or their designee shall review all applications to determine whether candidates meet the established minimum qualifications and shall forward all qualified applicants to the Screening and Interview Committee for consideration. In consultation with the committee chair, the CHRO or designee shall evaluate applicants whose qualifications are uncertain and will adopt an inclusive approach when determining whether to include such individuals in the final pool submitted to the committee.

~~Faculty applicants seeking an equivalency to the established minimum qualifications must submit an equivalency form with their application materials. Human resources will forward all requests for equivalency to the Professional Standards Committee for review in accordance with AP 7211.~~

When a recruitment yields a small pool, in cases where the position is specialized, the CHRO or designee may forward all candidates to the committee without review and will inform the committee chair that no initial screening was done.

Screening and Interview Committee

~~Consistent with Title V5, section 53024, all screening and interview committees should have diverse membership, considering such factors as gender, race, ethnicity, age, sexual orientation, and experience. screening committees shall include a diverse membership whenever possible, to ensure a variety of perspectives are included in the assessment of applicants.~~

The appointing groups and individuals should work with the Human Resources Office prior to making appointments, to further the District's obligations to have diverse membership on its committees. Committee members will come from the regular District workforce, though the CHRO can make exceptions in compelling circumstances, as outlined below.

Additional Considerations:

In order to achieve a diverse committee membership, the CHRO may appoint additional members to any committee. The CHRO also may appoint committee members from outside the District's workforce where it serves the District's interests to do so. A recommendation to make these appointments may be made by the committee chair or area administrator.

If the appointing bodies or individuals, after being given adequate notice and opportunity to make an appointment, are not able to make an appointment in a timely manner, the

CHRO, in consultation with committee chair or appropriate area administrators, will select members to serve on a committee. A determination of “adequate notice” shall ~~consider the urgency of the timeline of the recruitment and hire and shall~~ be at least five working days.

~~Except where a different minimum size of committee is stated, the minimum size of a screening and interview committee for regular college positions is three (3) people. Larger committees are allowed.~~

Obligations of Screening and Interview Committee Members

Employees must have received Title 5-complaint anti-bias, diversity hiring training within ~~the last 12 months prior to the last two years to be qualified to serve~~ on a hiring committee. This training will also include an overview of the recruitment and hiring process. The Human Resources Office shall track the date of the training of all employees. Employees serving on a hiring committee with the District for the first time will receive technical training on utilizing the District’s applicant tracking system.

Committee members ~~must~~shall attend all meetings of the hiring committee, including the committee orientation, final screening, interview sessions, and the deliberation meeting. Failure to screen candidates, attend all meetings and interviews may ~~disqualify~~ the member from further service on the committee.

Committee members must understand and agree to all confidentiality and conflict of interest rules and requirements. All committee members will sign a statement acknowledging this assumed responsibility as committee members with each recruitment. These signed agreements will be maintained in the recruitment file.

Committee members will review the job description ~~and/or~~and announcement, including the minimum qualifications and preferred or desired qualifications. With the guidance of the CHRO or designee to limit its screening and inquiries to job-related criteria, and under the leadership of the committee chair, members are responsible to develop screening criteria, scales, rubrics, and forms to use during the screening process, and questions, scales, rubrics, and forms to use during the interviews. ~~The committee also should agree on an appropriate follow-up questions procedure.~~ All screening criteria will be ~~decided~~ ondecided before any applications are reviewed by the committee.

The committee also will determine whether the position requires any pre-employment tests or demonstration of skills and will recommend the content and format of such tests as part of the interview process.

All pre-employment testing and demonstration of skills will be approved, conducted, and monitored by the Human Resources Office, except that teaching demonstrations will be conducted by the committee, and ~~monitored~~ coordinated by the committee chair.

~~The committee will establish its timelines for screening and interviews, with a goal of completing the tasks in as short a time frame as is consistent with a thorough and careful review, and consistent with best practices.~~

The committee will determine the number of candidates to invite for interview, utilizing a number of factors including using a natural breaks in scores, number of passing candidates, total size of applicant pool, candidate attrition, and number of days designated for interviews. ~~as one of its guides.~~

After interviews, the committee will determine, ~~for faculty and administrative hires, which candidates to forward to the superintendent/president for final interviews. For classified and supervisory/confidential positions, the committee determines which candidate(s) to~~ move forward to second-level interviews or recommend for hire depending on the employee classification being hired. More specific procedures are outlined in individual hiring administrative procedures by group.e; ~~the chair may recommend a second interview with the area Vice President in cases where consensus cannot be reached on a final candidate. In any case, where no recommendation is made to forward or hire, the chair shall consult with the CHRO to discuss options for moving forward.~~

Remote Interviews

Remote Interview as an Individual Accommodation

Candidates may request a remote interview to accommodate geographic or other barriers to traveling for interviews. Such ~~accommodations~~accommodation may be made for first-round initial interviews, and teaching demonstrations; however, candidates may be required to travel for final interviews.

Remote Interview as Initial/First-round/Screening

Remote interviewing may be used for an “initial” or “first-round” interview whereby all initially selected candidates receive a remote interview to determine who shall proceed to the next process. These distance interviews should be technical (discipline/expertise specific) in nature and may not include teaching demonstrations or presentations. The decision to conduct Initial/First-round interviews remotely for all candidates shall be made by committee consensus at the committee orientation.

Skills and Teaching Demonstrations and Writing Samples

Committees may require that candidates provide some performance indicator that they have the skills, knowledge, and ability to perform the job. The candidate shall be apprised in advance if such additional performance indicators are to be part of the interviewing process. Writing samples and/or performance indicators, if any, may ~~shall~~ be developed by the committee where appropriate.

All evaluation procedures, including teaching demonstrations (if appropriate), writing samples, and/or other performance indicators, will be reviewed by the Chief Human Resources Officer/Equal Employment Officer for conformance with EEO principles. When the final candidates are forwarded to the superintendent/president for final interview, the CHRO/EEO Officer will confirm in writing that the evaluation procedures were in conformance.

Conditions of Employment

Following an offer of employment, but prior to assuming position with the District candidates must:

1. Submit to criminal background investigation
2. Demonstrate freedom from tuberculosis consistent with AP 7336
3. Undergo a general physical examination at district expense (where appropriate)
4. Provide proof of minimum qualifications as appropriate (e.g., official transcripts)
5. Complete all new hire paperwork to include government form I-9 and tax forms
6. Complete mandatory sexual harassment/non-discrimination training (within six months of hire date)
7. Other mandated/regulatory training requirements as appropriate

Conformance with EEO principles

The CHRO/EEO Officer or designee will affirm whether the interview questions, composition of the committee, and other evaluation procedures conform to EEO principles and requirements. ~~Affirmation of compliance will be forwarded to the superintendent/president with the final candidates for interview (for faculty and administrators) or recommendation for hire (for classified and confidential staff).~~

If the CHRO/EEO Officer finds at any stage of the process that EEO principles or procedures were violated ~~and~~ creates an adverse impact, they will stop the process and attempt to implement solutions to the problem, the violation will also be reported to the superintendent/president.

The CHRO/EEO Officer in consultation with the hiring committee may determine specific interview and selection techniques be used to ensure an accurate and fair selection process. These techniques may include, but are not limited to, competency-based and behavioral interviewing, “blind” review and selection, remote interviews, rating scales/rubrics, and other strategies to support fair and equitable selection processes.

References:

Education Code Sections 87100 et seq., 87400, 87604.5, and 88003;

ACCJC Accreditation Standard 3

Approved: 6/19/90

Revised: 12/13/04

Revised: 3/21/06

Revised: 10/2020

Revised : 4/19/22



**Allan Hancock Joint Community College District
Board Policy
Chapter 7 – Human Resources**

BP 7120 RECRUITMENT AND HIRING

The Board of Trustees of the Allan Hancock College Joint Community College District is committed to employing highly qualified faculty, classified staff, supervisory/confidential and administrators who are dedicated to student success. The board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The board is committed to hiring processes that support the goals of equal opportunity and staff diversity and assure that all employees and applicants for employment will enjoy equal opportunity regardless of ethnic group identification, race, color, religion, gender, national origin, ancestry, age, physical or mental disability, sexual orientation, marital status, medical condition, and/or Vietnam-era veteran status. The board also commits the district to vigorous staff diversity/equal employment opportunity in all aspects of its employment program including recruitment, hiring, assignment, compensation, promotion, transfer, and with respect to all ~~faculty~~ classifications.

The board recognizes that to be effective, a staff diversity/equal employment opportunity program must be fully institutionalized to the extent that all members and employees of the Allan Hancock Joint Community College District have roles and responsibilities to achieve staff diversity and equal employment opportunities. The district is committed to involving all staff in the active promotion of campus diversity including recruitment of members of underrepresented groups and provision of a work and learning environment conducive to open discussion and free of intimidation, harassment, and unlawful discrimination.

The Superintendent/President shall establish procedures for the recruitment and selection of employees including, but not limited to, the following criteria:

- I) An Equal Employment Opportunity plan shall be implemented according to Title 5 and Board Policy 3420, Equal Employment Opportunity.
- II) Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

- III) The criteria and procedures for hiring academic employees shall be established and implemented in accordance with Board policies and administrative procedures regarding the Academic Senate's role in local decision-making.
- IV) The criteria and procedures for hiring classified employees shall be established after first affording CSEA an opportunity to participate in the decisions under the Board's policies regarding local decision-making.

Education Code Sections 70901.2, 70902 subdivisions (b)(7) & (d), 87100 et seq.,
~~and 87458, and 87604.5;~~
 Title 5 Sections 51023.5 and 53000 et seq.;
 ACCJC Accreditation Standard ~~III.A.1~~ 3

Adopted: 6/19/90
Revised: 12/13/04
Revised: 3/21/06

Revised: 10/2020
Revised: 5/10/22

To:	Board of Trustees	Date:	
From:	Superintendent/President		November 18, 2025
Subject:	Monthly Report, Associate Superintendent/Vice President, Academic Affairs	Item Number:	14.J.
Institutional Goal:	Ed Master Plan Goal C. Student Progression through Program of Study	Enclosures:	Page 1 of 1

BACKGROUND

Foxworthy Exhibition

Dreams and Revelations by Paulo P. Lima will be on view from Oct. 13 through Dec. 4, 2025. The Artist Talk with Paulo Lima is scheduled for Thursday, Nov. 6, 2025, 5:00 p.m. to 6:00 p.m. in F-225.

Students attending the 2025 Society for Photographic Education

Seven photography students will attend the 2025 Society for Photographic Education conference taking place Nov. 6 through Nov. 8, 2025, at the California Museum of Photography at UCR Arts in Riverside. The conference will bring together educators, students, artists, and researchers for CTE-focused sessions, teaching practices, research presentations, and discussions about the future of photographic education. This event is funded by the Strong Workforce Program.

Student Contributions to Art Mural

The Santa Barbara Arts and Culture office celebrates 100 years of muralism in the county. Artists were invited to submit sketches featuring a Santa Barbara County theme for a mural to be displayed on the water tower at Waller Park. Sketches were due on Oct. 31, and the winning design will be unveiled in March 2026. Several ART 110 students collaborated to submit a sketch for this competition. The Art program is working with students, supported generously by the Santa Barbara Arts and Culture office.

Public Safety Training Center (PSTC)

On Oct. 30, 19 students in the current fire academy program at the PSTC received \$35,000.00 in scholarships from the San Luis Obispo County Fire Safe Council Scholarship Committee. The scholarships ranged from \$1,500 to \$2,500, and the recipients were chosen from written exercises outlining their commitment to the fire service and future endeavors to public safety.



Administrator Initiating Item: Robert Curry	Final Disposition:

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Monthly Report, Associate Superintendent/Vice President, Student Services	Item Number: 14.K.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 1

BACKGROUND

Expanded Access to Counseling

General counseling, the University Transfer Center, Career Center, Noncredit counseling, and the Lompoc Valley Center counseling began offering drop-in Tuesdays in Spring 2025 and have continued to offer this service to students through the fall semester. Students can come in on Tuesdays from 8:30 a.m. – 6 p.m. to develop their comprehensive student education plan (CSEP), have transfer applications reviewed, conduct career exploration assessments, and answer any other questions students may have without an appointment. This pilot has blossomed into over 80 students each Tuesday being accommodated through in-person and remote modalities. This game-changing level of access has been promoted through social media, on campus posters, phone calls, and text messages in order to increase the number of first-time students with a CSEP.

Phoenix Rising Scholars

The Phoenix Rising Scholars program, also known as our Justice Involved Student Support Program (JISSP), is changing the odds for our students. The program consists of students taking classes that are held on campus, at the Juvenile Justice Complex (JJC), the North County Jail (NCJ), and the Federal Correction Complex (FCC). In summer 2025, the program saw an increase in unduplicated headcount of 9.23 percent over summer 2024 and in fall 2025, an increase of 4.27 percent over fall 2024.

Program staff continue to build relationships with each facility and are working to expand services inside the facilities such as workshops and guest speakers. An annual registration calendar was developed with the NCJ to accommodate paper enrollments and staff are striving to duplicate this process for FCC beginning with spring 2026 registration.

Student support over the last year included workshops such as a 3-day professional development summit where student mentors shared their experience and how faculty and staff can support their academic journey; four university field trips; an inaugural Justice Involved Summit with over 100 in attendance; and a faculty professional development session that included tours of NCJ and FCC.

Additional support was made possible by collaborating with departments across campus including the Basic Needs Center to offer a Money Management workshop series; with the Veteran's Success Center to offer a "Priority Registration Pancake Breakfast;" an embedded librarian was adopted for the program and monthly workshops were offered to teach about research methods and writing strong college level papers; and finally, a 10-week career readiness workgroup that emphasizes the use of LinkedIn and building relationships to grow academically and professionally, began.

Administrator Initiating Item: Genevieve Siwabessy	Final Disposition:

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Monthly Report, Executive Director, Institutional Effectiveness	Item Number: 14.L.
Institutional Goal: Accreditation Standard I	Enclosures: Page 1 of 1

BACKGROUND

Faculty Grade Report

The Office of Institutional Effectiveness in collaboration with Information Technology and Academic Affairs, has developed a new grade report that will be distributed to each faculty member in the coming weeks. The report provides each faculty member with a three-year picture of their grading history for every class taught at Hancock, along with a breakdown by ethnicity and gender. For benchmarking and comparison purposes, the report provides the same data rolled up to all sections of each course and for the department as a whole. The intention is to provide faculty and departments with information to seed meaningful conversations about grading and equity.

Data Usage to Support Student Success

One of the main goals of Institutional Effectiveness is to provide data-informed insights to our colleagues that meaningfully inform and enhance their efforts in supporting student success. Two of the data tools developed by the effectiveness office were recently put to good use by the Learning Outcomes and Assessment Committee – Student Services (LOAC-SS). The members of the committee used the learning assessment rubric and the recently published student service dashboard developed by the effectiveness office to review, evaluate, and update their program outcomes. Their goal was to more effectively support equity efforts through the learning assessment process.

Administrator Initiating Item: Craig N. Bach	Final Disposition:

INFORMATION ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Monthly Report, Executive Director, College Advancement	Item Number: 14.M.
Institutional Goal: Accreditation Standard II	Enclosures: Page 1 of 1

BACKGROUND
Branding Process Nears Completion

College Advancement is putting the final touches on a brand audit and update project that began nearly two years ago. The process began with an intensive research phase that engaged internal stakeholders and external constituencies, including industry leaders at the Chamber of Commerce and local high school students. The data from this process led to the development of a new articulation of the college's brand promise, the first significant expansion of the college's logo system in many years, and the development of new brand identity standards. The new brand identity will be revealed during the All Staff Day in January 2026.

Administrator Initiating Item: Jon Hooten	Final Disposition:

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: Monthly Report, Associate Superintendent/Vice President, Finance and Administration	Item Number: 14.N.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 1

BACKGROUND

On November 6, 2025, Associate Superintendent/Vice President, Finance and Administration, Dennis Curran, attended the Community College Facility Coalition (CCFC) 32nd Annual Conference in Sacramento and presented on Building Better, Faster: Modular Design for Student-Centered Spaces.

His co-presenters were Suzanne Willis, a program manager from American Modular Systems, and Laura Joines, an architect from 19six Architects. The presentation focused on strategies for using modular construction while using the Student Health Center as a case study. The presentation was accompanied with the following overview for conference attendees:

“Community colleges have long served as affordable alternatives, offering technical education, vocational training, and local workforce development. However, as the needs of today’s students evolve and anticipation for future demands grows, community college districts face a critical challenge. They must not only expand programs and services but also create the necessary spaces to support them. Join us in exploring how Allan Hancock College confronted this challenge head-on by implementing a cutting-edge, specialized Student Health Center using the innovative potential of modular construction. In this workshop, the panel will offer practical insights and guidance on harnessing modular construction solutions to optimize outcomes for any community college project. Through an interactive presentation, attendees will gain practical strategies for modular design and explore a compelling case study that demonstrates how modular construction can create specialized spaces that support student well-being, comfort, and access to essential services. The session will also highlight how these solutions can be tailored to meet the evolving needs of today’s community college campuses.”

Administrator Initiating Item: Dennis Curran	Final Disposition:

INFORMATION ITEM

To: Board of Trustees	Date: November 18, 2025
From: Superintendent/President	
Subject: A Monthly Report on the Year-to-Date Financial Data for Various Funds	Item Number: 14.O.
Institutional Goal: Accreditation Standard III	Enclosures: Page 1 of 24

BACKGROUND

Attached are copies of financial statements for the following funds:

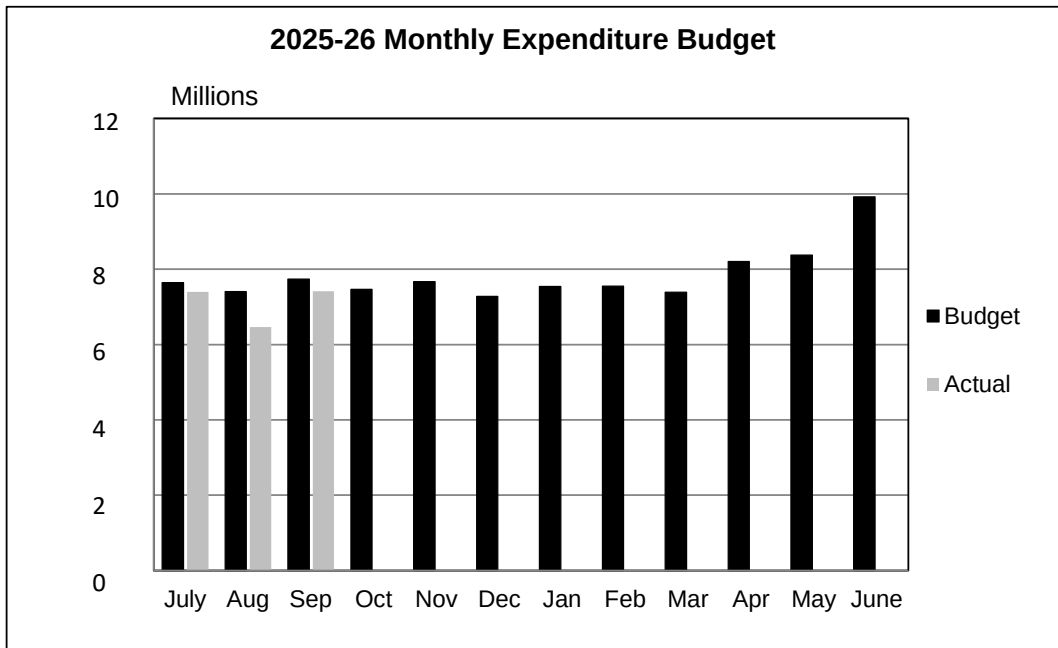
General Fund - Unrestricted
 General Fund - Restricted
 Child Development Fund
 PCPA Fund
 Capital Outlay Projects Fund
 General Obligation Bond Building Fund
 Dental Self-Insurance Fund
 Medical Self-Insurance Fund
 Property and Liability Self-Insurance Fund
 Post-Employment Benefits Fund
 Other Post-Employment Benefits (OPEB) Trust Summary
 Associated Students Trust Fund
 Student Representation Fee Trust Fund
 Student Body Center Fee Trust Fund
 Student Financial Aid Trust Fund
 Scholarship and Loan Trust Fund
 District Trust Fund
 Student Clubs Agency Fund
 Foundation Agency Fund
 AHC Viticulture & Enology Foundation Agency Fund

The statements reflect year-to-date budgets and financial data.

Administrator Initiating Item: Dennis Curran	Final Disposition:

GENERAL FUND UNRESTRICTED EXPENDITURE BUDGET

	September Budget	September Expenditures	Percentage Variance
Academic Salaries	2,994,927	2,951,220	98.54%
Classified Salaries	1,890,388	1,861,826	98.49%
Employee Benefits	1,729,780	1,637,589	94.67%
Supplies and Materials	193,103	173,669	89.94%
Other Operating Expenses	802,569	751,256	93.61%
Capital Outlay	54,389	27,204	50.02%
Other Outgo/Transfers	<u>68,505</u>	<u>8,766</u>	12.80%
	7,733,661	7,411,530	95.83%

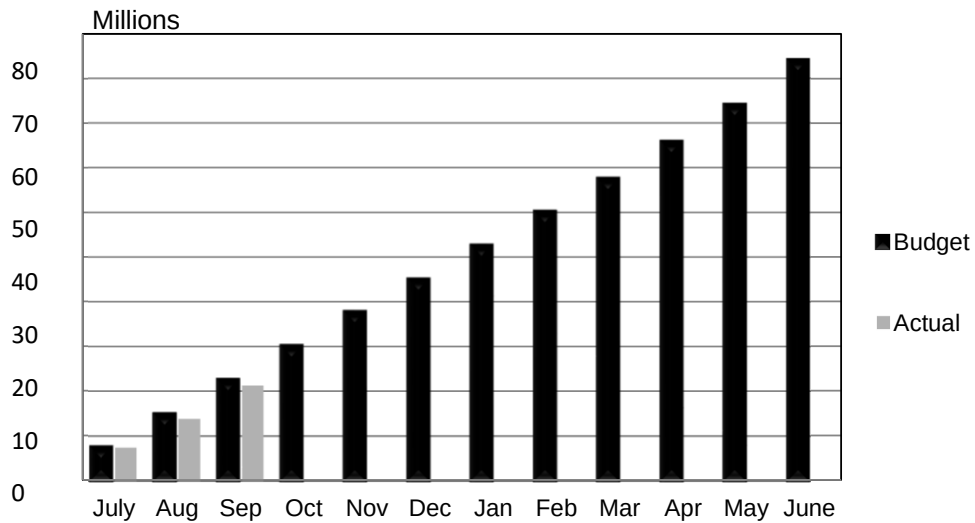


GENERAL FUND UNRESTRICTED EXPENDITURE BUDGET

Year to Date Expenditures

	July-Sep Budget	July-Sep Year to Date	Percentage Variance
Academic Salaries	7,306,296	7,179,522	98.26%
Classified Salaries	5,448,596	5,359,590	98.37%
Employee Benefits	4,544,155	4,457,270	98.09%
Supplies and Materials	474,875	440,419	92.74%
Other Operating Expenses	3,746,508	2,950,037	78.74%
Capital Outlay	279,257	227,046	81.30%
Other Outgo/Transfers	<u>980,497</u>	<u>656,379</u>	66.94%
	22,780,184	21,270,263	93.37%

2025-26 Expenditure Budget



Allan Hancock College
General Fund

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Unrestricted Budget</u>	<u>Unrestricted Actual</u>	<u>% Budget</u>	<u>Restricted Budget</u>	<u>Restricted Actual</u>	<u>% Budget</u>
REVENUES						
Federal Revenues	\$ 19,200	\$ 0	0.00%	\$ 3,349,250	\$ 96,153	2.87%
State Revenues	56,036,482	14,118,010	25.19%	30,739,775	20,308,938	66.07%
Local Revenues	32,258,310	2,781,909	8.62%	1,856,100	789,089	42.51%
Total REVENUES	<u>88,313,992</u>	<u>16,899,919</u>	<u>19.14%</u>	<u>35,945,124</u>	<u>21,194,180</u>	<u>58.96%</u>
EXPENDITURES						
Academic Salaries	32,241,161	7,179,522	22.27%	4,698,306	799,513	17.02%
Classified Salaries	23,320,108	5,359,590	22.98%	7,418,851	1,511,431	20.37%
Employee Benefits	21,353,761	4,457,270	20.87%	4,373,253	768,816	17.58%
Supplies and Materials	1,808,808	440,419	24.35%	3,097,593	397,343	12.83%
Other Operating Exp. and Services	10,157,317	2,950,037	29.04%	5,534,626	1,436,798	25.96%
Capital Outlay	753,225	227,046	30.14%	2,241,773	523,377	23.35%
Total EXPENDITURES	<u>89,634,381</u>	<u>20,613,885</u>	<u>23.00%</u>	<u>27,364,403</u>	<u>5,437,279</u>	<u>19.87%</u>
Excess of Revenues Over/ (Under) Expenditures	(1,320,390)	(3,713,967)		8,580,721	15,756,901	
OTHER FINANCING SOURCES(USES)						
Other Financing Sources	0	0	0.00%	83,900	0	0.00%
Total OTHER FINANCING SOURCES (USES)	<u>0</u>	<u>0</u>	<u>0.00%</u>	<u>83,900</u>	<u>0</u>	<u>0.00%</u>
OPERATING TRANSFERS OUT						
Other Outgo	4,530,156	656,379	14.49%	6,723,944	269,729	4.01%
Total OPERATING TRANSFERS OUT	<u>4,530,156</u>	<u>656,379</u>	<u>14.49%</u>	<u>6,723,944</u>	<u>269,729</u>	<u>4.01%</u>
Excess of Revenues and Other Financing Sources Over/(Under)	(5,850,546)	(4,370,346)		1,940,677	15,487,173	
FUND BALANCE						
Fund Balance, July 1st	<u>34,863,865</u>	<u>34,863,865</u>		<u>10,630,226</u>	<u>10,630,226</u>	
Current Balance	<u>\$ 29,013,320</u>	<u>\$ 30,493,519</u>		<u>\$ 12,570,904</u>	<u>\$ 26,117,399</u>	

Allan Hancock College
Child Development Fund

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Federal Revenues	\$ 288,940	\$ 74,641	25.83%
State Revenues	1,395,800	799,847	57.30%
Local Revenues	296,419	31,995	10.79%
Total REVENUES	<u>1,981,159</u>	<u>906,482</u>	<u>45.76%</u>
EXPENDITURES			
Academic Salaries	163,386	38,871	23.79%
Classified Salaries	1,276,184	196,072	15.36%
Employee Benefits	313,768	58,436	18.62%
Supplies and Materials	269,690	24,009	8.90%
Other Operating Exp. and Services	30,993	4,438	14.32%
Capital Outlay	123,746	21,849	17.66%
Total EXPENDITURES	<u>2,177,766</u>	<u>343,676</u>	<u>15.78%</u>
Excess of Revenues Over/ (Under) Expenditures	(196,607)	562,807	
OTHER FINANCING SOURCES (USES)			
Other Financing Sources	30,000	0	0.00%
Total OTHER FINANCING SOURCES (USES)	<u>30,000</u>	<u>0</u>	<u>0.00%</u>
FUND BALANCE			
Fund balance, July 1	739,309	739,309	
Current Balance	<u>\$ 572,701</u>	<u>\$ 1,302,115</u>	

Allan Hancock College
PCPA Fund

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 3,432,079	\$ 1,652,227	48.14%
Total REVENUES	<u>3,432,079</u>	<u>1,652,227</u>	<u>48.14%</u>
EXPENDITURES			
Classified Salaries	3,833,904	887,139	23.14%
Employee Benefits	954,883	197,982	20.73%
Supplies and Materials	573,137	227,055	39.62%
Other Operating Exp. and Services	933,118	382,660	41.01%
Capital Outlay	42,811	14,405	33.65%
Total EXPENDITURES	<u>6,337,853</u>	<u>1,709,242</u>	<u>26.97%</u>
Excess of Revenues Over/ (Under) Expenditures	(2,905,774)	(57,015)	
OTHER FINANCING SOURCES (USES)			
Other Financing Sources	2,860,110	0	0.00%
Total OTHER FINANCING SOURCES (USES)	<u>2,860,110</u>	<u>0</u>	<u>0.00%</u>
OPERATING TRANSFERS OUT			
Other Outgo	1,170,757	550,171	46.99%
Total OPERATING TRANSFERS OUT	<u>1,170,757</u>	<u>550,171</u>	<u>46.99%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	(1,216,421)	(607,186)	
FUND BALANCE			
Fund balance, July 1	<u>4,008,884</u>	<u>4,008,884</u>	
Current Balance	<u>\$ 2,792,463</u>	<u>\$ 3,401,699</u>	

Allan Hancock College
Capital Outlay Project Fund

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 25,000	\$ 0	0.00%
Total REVENUES	<u>25,000</u>	<u>0</u>	<u>0.00%</u>
EXPENDITURES			
Supplies and Materials	104,893	5,837	5.56%
Other Operating Exp. and Services	364,623	74,404	20.41%
Capital Outlay	3,040,475	488,083	16.05%
Total EXPENDITURES	<u>3,509,991</u>	<u>568,324</u>	<u>16.19%</u>
Excess of Revenues Over/ (Under) Expenditures	(3,484,991)	(568,324)	
OTHER FINANCING SOURCES (USES)			
Other Financing Sources	2,123,648	30,648	1.44%
Total OTHER FINANCING SOURCES (USES)	<u>2,123,648</u>	<u>30,648</u>	<u>1.44%</u>
FUND BALANCE			
Fund balance, July 1	<u>12,093,298</u>	<u>12,093,298</u>	
Current Balance	<u>\$ 10,731,954</u>	<u>\$ 11,555,621</u>	

Allan Hancock College
General Obligation Bond Fund

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 75,000	\$ 0	0.00%
Total REVENUES	<u>75,000</u>	<u>0</u>	<u>0.00%</u>
EXPENDITURES			
Supplies and Materials	0	0	0.00%
Other Operating Exp. and Services	13,125	0	0.00%
Capital Outlay	3,672,985	169,730	4.62%
Total EXPENDITURES	<u>3,686,109</u>	<u>169,730</u>	<u>4.60%</u>
Excess of Revenues Over/ (Under) Expenditures	(3,611,109)	(169,730)	
FUND BALANCE			
Fund balance, July 1	<u>5,918,793</u>	<u>5,918,793</u>	
Current Balance	<u>\$ 2,307,684</u>	<u>\$ 5,749,063</u>	

Allan Hancock College
Dental Self Insurance Fund

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 714,425	\$ 202,331	28.32%
Total REVENUES	<u>714,425</u>	<u>202,331</u>	<u>28.32%</u>
EXPENDITURES			
Other Operating Exp. and Services	<u>769,917</u>	<u>197,781</u>	<u>25.69%</u>
Total EXPENDITURES	<u>769,917</u>	<u>197,781</u>	<u>25.69%</u>
Excess of Revenues Over/ (Under) Expenditures	(55,492)	4,550	
FUND BALANCE			
Fund balance, July 1	<u>1,047,728</u>	<u>1,047,728</u>	
Current Balance	<u>\$ 992,236</u>	<u>\$ 1,052,278</u>	

Allan Hancock College
Medical Self Insurance Fund

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 9,000,061	\$ 672,361	7.47%
Total REVENUES	<u>9,000,061</u>	<u>672,361</u>	<u>7.47%</u>
EXPENDITURES			
Other Operating Exp. and Services	7,529,692	6,330	0.08%
Total EXPENDITURES	<u>7,529,692</u>	<u>6,330</u>	<u>0.08%</u>
Excess of Revenues Over/ (Under) Expenditures	1,470,369	666,031	
OPERATING TRANSFERS OUT			
Other Outgo	179,970	0	0.00%
Total OPERATING TRANSFERS OUT	<u>179,970</u>	<u>0</u>	<u>0.00%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	1,290,399	666,031	
FUND BALANCE			
Fund balance, July 1	<u>0</u>	<u>0</u>	
Current Balance	<u>\$ 1,290,399</u>	<u>\$ 666,031</u>	

Allan Hancock College
Self Ins - Property & Liab. Fund

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 4,000	\$ 0	0.00%
Total REVENUES	<u>4,000</u>	<u>0</u>	<u>0.00%</u>
EXPENDITURES			
Other Operating Exp. and Services	<u>89,646</u>	<u>14,976</u>	<u>16.71%</u>
Total EXPENDITURES	<u>89,646</u>	<u>14,976</u>	<u>16.71%</u>
Excess of Revenues Over/ (Under) Expenditures	(85,646)	(14,976)	
FUND BALANCE			
Fund balance, July 1	<u>818,441</u>	<u>818,441</u>	
Current Balance	<u>\$ 732,795</u>	<u>\$ 803,466</u>	

Allan Hancock College
Post Employment Benefits Fund

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 4,000	\$ 0	0.00%
Total REVENUES	<u>4,000</u>	<u>0</u>	<u>0.00%</u>
EXPENDITURES			
Other Operating Exp. and Services	<u>31,300</u>	<u>3,300</u>	<u>10.54%</u>
Total EXPENDITURES	<u>31,300</u>	<u>3,300</u>	<u>10.54%</u>
Excess of Revenues Over/ (Under) Expenditures	(27,300)	(3,300)	
FUND BALANCE			
Fund balance, July 1	<u>1,047,959</u>	<u>1,047,959</u>	
Current Balance	<u>\$ 1,020,659</u>	<u>\$ 1,044,659</u>	

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RHBPT-HANCOCK-DELEGATED DISCRETION
ACCOUNT 6746018043

Period from September 1, 2025 to September 30, 2025

MARKET AND COST RECONCILIATION		
	09/30/2025 MARKET	09/30/2025 BOOK VALUE
Beginning Market And Cost	10,957,851.70	10,013,269.45
Investment Activity		
Interest	111.91	111.91
Dividends	38,973.36	38,973.36
Change In Unrealized Gain/Loss	223,268.71	.00
Net Accrued Income (Current-Prior)	- 4.91	- 4.91
Total Investment Activity	262,349.07	39,080.36
Net Change In Market And Cost	262,349.07	39,080.36
Ending Market And Cost	11,220,200.77	10,052,349.81

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0101 -11-03818-04



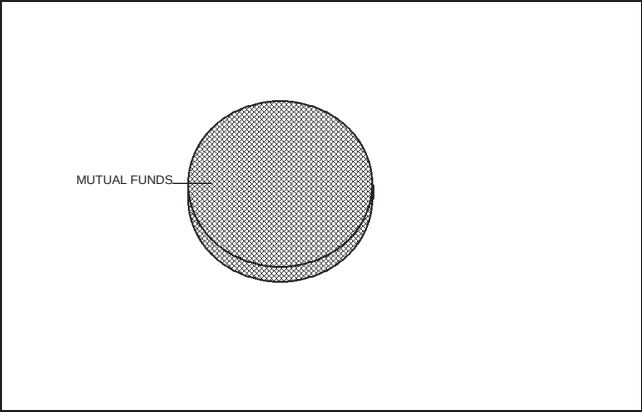
RHBPT-HANCOCK-DELEGATED DISCRETION
ACCOUNT 6746018043

Period from September 1, 2025 to September 30, 2025

ASSET SUMMARY

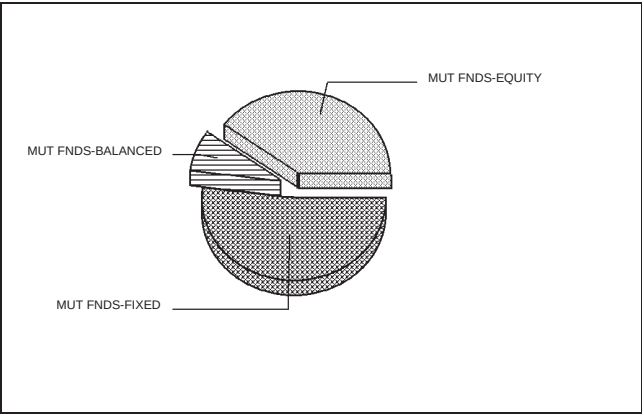
ASSETS	09/30/2025 MARKET	09/30/2025 BOOK VALUE	% OF MARKET
Cash And Equivalents	31,674.35	31,674.35	0.28
Mutual Funds-Equity	4,449,821.98	3,284,794.13	39.67
Mutual Funds-Fixed Income	5,875,352.85	6,067,184.13	52.36
Mutual Funds-Balanced	863,216.59	668,562.20	7.69
Total Assets	11,220,065.77	10,052,214.81	100.00
Accrued Income	135.00	135.00	0.00
Grand Total	11,220,200.77	10,052,349.81	100.00

Estimated Annual Income 370,113.30



ASSET SUMMARY MESSAGES

Estimated Annual Income is an estimate provided for informational purposes only and should not be relied on for making investment, trading, or tax decisions. The estimates may not represent the actual value earned by your investments and they provide no guarantee of what your investments may earn in the future.



Allan Hancock College
Associated Students Trust Fund

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 87,000	\$ 57,511	66.10%
Total REVENUES	<u>87,000</u>	<u>57,511</u>	<u>66.10%</u>
EXPENDITURES			
Supplies and Materials	332,213	133,675	40.24%
Other Operating Exp. and Services	<u>138,292</u>	<u>60,123</u>	<u>43.48%</u>
Total EXPENDITURES	<u>470,505</u>	<u>193,798</u>	<u>41.19%</u>
Excess of Revenues Over/ (Under) Expenditures	(383,505)	(136,287)	
OTHER FINANCING SOURCES (USES)			
Other Financing Sources	<u>471,680</u>	<u>436,885</u>	<u>92.62%</u>
Total OTHER FINANCING SOURCES (USES)	<u>471,680</u>	<u>436,885</u>	<u>92.62%</u>
OPERATING TRANSFERS OUT			
Other Outgo	<u>76,705</u>	<u>40,205</u>	<u>52.42%</u>
Total OPERATING TRANSFERS OUT	<u>76,705</u>	<u>40,205</u>	<u>52.42%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	11,470	260,393	
FUND BALANCE			
Fund balance, July 1	<u>311,174</u>	<u>311,174</u>	
Current Balance	<u>\$ 322,644</u>	<u>\$ 571,566</u>	

Allan Hancock College
Student Representation Fee Trst Fnd

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 40,300	\$ 23,989	59.53%
Total REVENUES	<u>40,300</u>	<u>23,989</u>	<u>59.53%</u>
EXPENDITURES			
Other Operating Exp. and Services	25,456	325	1.28%
Total EXPENDITURES	<u>25,456</u>	<u>325</u>	<u>1.28%</u>
Excess of Revenues Over/ (Under) Expenditures	14,845	23,664	
OPERATING TRANSFERS OUT			
Other Outgo	0	0	0.00%
Total OPERATING TRANSFERS OUT	<u>0</u>	<u>0</u>	<u>0.00%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	14,845	23,664	
FUND BALANCE			
Fund balance, July 1	<u>32,958</u>	<u>32,958</u>	
Current Balance	<u>\$ 47,802</u>	<u>\$ 56,622</u>	

Allan Hancock College
Student Body Center Fee Trust Fund

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 25,300	\$ 19,729	77.98%
Total REVENUES	<u>25,300</u>	<u>19,729</u>	<u>77.98%</u>
EXPENDITURES			
Supplies and Materials	4,616	2,502	54.20%
Other Operating Exp. and Services	<u>2,528</u>	<u>0</u>	<u>0.00%</u>
Total EXPENDITURES	<u>7,143</u>	<u>2,502</u>	<u>35.02%</u>
Excess of Revenues Over/ (Under) Expenditures	18,157	17,227	
FUND BALANCE			
Fund balance, July 1	<u>120,012</u>	<u>120,012</u>	
Current Balance	<u>\$ 138,169</u>	<u>\$ 137,240</u>	

Allan Hancock College
Student Financial Aid Trust Fund

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Federal Revenues	\$ 11,189,477	\$ 6,650,683	59.44%
State Revenues	3,733,265	3,241,392	86.82%
Local Revenues	0	3	0.00%
Total REVENUES	<u>14,922,742</u>	<u>9,892,078</u>	<u>66.29%</u>
OTHER FINANCING SOURCES (USES)			
Other Financing Sources	634,762	148,361	23.37%
Total OTHER FINANCING SOURCES (USES)	<u>634,762</u>	<u>148,361</u>	<u>23.37%</u>
OPERATING TRANSFERS OUT			
Other Outgo	15,557,504	7,975,528	51.26%
Total OPERATING TRANSFERS OUT	<u>15,557,504</u>	<u>7,975,528</u>	<u>51.26%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	0	2,064,910	
FUND BALANCE			
Fund balance, July 1	<u>22,052</u>	<u>22,052</u>	
Current Balance	<u>\$ 22,052</u>	<u>\$ 2,086,962</u>	

Allan Hancock College
Scholarship and Loan Trust Fund

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 1,000	\$ 0	0.00%
Total REVENUES	<u>1,000</u>	<u>0</u>	<u>0.00%</u>
OPERATING TRANSFERS OUT			
Other Outgo	1,000	0	0.00%
Total OPERATING TRANSFERS OUT	<u>1,000</u>	<u>0</u>	<u>0.00%</u>
 Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	 0	 0	
 FUND BALANCE			
Fund balance, July 1	<u>8,708</u>	<u>8,708</u>	
 Current Balance	<u>\$ 8,708</u>	<u>\$ 8,708</u>	

Allan Hancock College
District Trust Fund

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 159,581	\$ 296,420	185.75%
Total REVENUES	<u>159,581</u>	<u>296,420</u>	<u>185.75%</u>
EXPENDITURES			
Academic Salaries	7,381	2,743	37.16%
Classified Salaries	500	0	0.00%
Supplies and Materials	62,714	28,314	45.15%
Other Operating Exp. and Services	36,699	6,106	16.64%
Capital Outlay	14,021	11,194	79.84%
Total EXPENDITURES	<u>121,314</u>	<u>48,356</u>	<u>39.86%</u>
Excess of Revenues Over/ (Under) Expenditures	38,267	248,064	
OPERATING TRANSFERS OUT			
Other Outgo	<u>4,099</u>	<u>2,141</u>	<u>52.24%</u>
Total OPERATING TRANSFERS OUT	<u>4,099</u>	<u>2,141</u>	<u>52.24%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	34,168	245,922	
FUND BALANCE			
Fund balance, July 1	<u>5,884,047</u>	<u>5,884,047</u>	
Current Balance	<u>\$ 5,918,215</u>	<u>\$ 6,129,970</u>	

Allan Hancock Joint Community College District
Plan Activity Report - Pension
As of September 30, 2025



Month		Balance at the 1st of the Month	Contributions	Earnings	Expenses	Distributions	Transfers	Balance at the End of Month
July 2025	\$	5,250,649.50	\$0.00	\$17,162.33	(\$1,391.55)	(\$504,829.28)	\$0.00	\$ 4,761,591.00
August 2025	\$	4,761,591.00	\$0.00	\$88,170.99	(\$1,266.75)	\$0.00	\$0.00	\$ 4,848,495.24
September 2025	\$	4,848,495.24	\$0.00	\$93,659.20	(\$1,290.35)	\$0.00	\$0.00	\$ 4,940,864.09

Allan Hancock College
Student Clubs Agency Fund

Income Statement by Fund
For Period Ending 09/30/2025

	<u>Budget</u>	<u>Actual</u>	<u>% Budget</u>
REVENUES			
Local Revenues	\$ 14,340	\$ 4,434	30.92%
Total REVENUES	<u>14,340</u>	<u>4,434</u>	<u>30.92%</u>
EXPENDITURES			
Supplies and Materials	4,285	756	17.64%
Other Operating Exp. and Services	<u>246</u>	<u>4</u>	<u>1.42%</u>
Total EXPENDITURES	<u>4,531</u>	<u>759</u>	<u>16.76%</u>
Excess of Revenues Over/ (Under) Expenditures	9,809	3,675	
OPERATING TRANSFERS OUT			
Other Outgo	<u>0</u>	<u>(190)</u>	<u>0.00%</u>
Total OPERATING TRANSFERS OUT	<u>0</u>	<u>(190)</u>	<u>0.00%</u>
Excess of Revenues and Other Financing Sources Over/(Under) Expenditures and Other Uses	9,809	3,865	
FUND BALANCE			
Fund balance, July 1	<u>76,956</u>	<u>76,956</u>	
Current Balance	<u>\$ 86,765</u>	<u>\$ 80,821</u>	

335
ALLAN HANCOCK COLLEGE FOUNDATION
STATEMENT OF OPERATIONS
FOR THE PERIOD ENDING 09/30/2025

	Cash Admin	General Operations	Restricted	Scholar- ships	Endowment Principal	Endowment Rev/Exp	Total
REVENUES:							
Contributions,Gifts,Grants&Endwmnts	0	202,268	78,061	88,064	64,171	0	432,564
Non Cash Contribution	0	11,229	2,450	0	0	0	13,679
Interest and Investment Income	0	8,605	396	0	0	184,325	193,327
Realized Gain/Loss on Invest	0	3,932	0	0	0	405,839	409,770
Unrealized Gain/Loss on Invest	0	12,366	0	0	0	603,260	615,626
Other Local Revenues	0	0	0	10	0	0	10
Total Revenues	0	238,400	80,907	88,074	64,171	1,193,424	1,664,977
EXPENSES:							
Non Bargaining Unit	0	94,360	0	0	0	0	94,360
Benefits	0	21,287	0	0	0	0	21,287
Public Relations/Recognitions	0	294	0	0	0	0	294
Office/Operational Supplies	0	1,578	1,680	0	0	0	3,258
Non Instr Printing	0	181	0	0	0	0	181
Food - Business Meetings/Events	0	31,773	2,160	0	0	0	33,934
In-Kind Food Supplies	0	2,756	0	0	0	0	2,756
Indep Contractor (Individuals)	0	33,128	0	0	0	0	33,128
Service Contracts (Businesses)	0	23,746	3,100	0	0	0	26,846
In-Kind Service Contracts (Busnss)	0	3,046	0	0	0	0	3,046
Travel - All Travel Costs	0	919	0	0	0	0	919
In-Kind Travel Expense	0	428	0	0	0	0	428
Foundation Community Activities	0	7,625	0	0	0	0	7,625
Dues & Memberships	0	2,835	0	0	0	0	2,835
Non-Tech Licenses,Permits,Fees	0	989	743	0	0	0	1,733
Software License/Subscription Agrmt	0	28,929	14,431	0	0	0	43,359
District/College Support	0	9,622	0	0	0	0	9,622
Postage/Express Services	0	498	0	0	0	0	498
Advertising/Sponsorships	0	3,549	0	0	0	0	3,549
In-Kind Advertising	0	5,000	0	0	0	0	5,000
Bank Service Charges	0	443	4	0	0	0	447
Investment Brokerage Fees	0	853	0	0	0	42,369	43,221
PCPA Support	0	0	0	20,108	0	0	20,108
Equipment	0	0	13,064	0	0	0	13,064
Student Assistance	0	0	1,098	0	0	0	1,098
In-Kind Student Assistance	0	0	2,450	0	0	0	2,450
Scholarships	0	1,667	0	479,494	0	0	481,161
Total Expenditures	0	275,505	38,730	499,603	0	42,369	856,205
Net Income (Loss)	0	(37,104)	42,178	(411,528)	64,171	1,151,055	808,772
OTHER FINANCING SOURCES/OUTGO:							
Intrafund Transfer-In	0	36,225	25	2,550	4,176	0	42,976
Intrafund Transfers-Out	0	25	6,736	0	0	36,215	42,976
Other Transfer-In	0	241,897	0	0	0	0	241,897
Net Transfers	0	278,096	(6,711)	2,550	4,176	(36,215)	241,897
Net Inc/Dec in Fund Bal	0	240,992	35,467	(408,978)	68,347	1,114,840	1,050,669
FUND BALANCE:							
Fund Equity, July 1	0	930,161	1,349,945	948,072	17,911,219	6,388,848	27,528,245
Current Balance	0	1,171,153	1,385,412	539,094	17,979,566	7,503,688	28,578,914

AHC Viticulture & Enology Foundation
Statement of Operations
For The Period Ending 09/30/2025

	Budget	Actual	% Budget
Revenue			
Non Cash Contribution	20,468	5,483	26.79%
Single Tickets	<u>7,500</u>	<u>0</u>	<u>0.00%</u>
Net Revenue	27,968	5,483	19.60%
Wine Operations			
Shipping Fee Revenue	1,000	279	27.86%
Sales and Commission	100,000	29,335	29.34%
Sales Discounts	<u>(37,000)</u>	<u>(10,358)</u>	<u>27.99%</u>
Net Sales	64,000	19,256	30.09%
Cost of Goods Sold	<u>(50,000)</u>	<u>(11,228)</u>	<u>22.46%</u>
Gross Profit	14,000	8,028	57.34%
Total REVENUES	41,968	13,510	32.19%
Expenditures			
CSEA Overtime Non Instr	750	115	15.35%
Office/Operational Supplies	14,958	745	4.98%
In Kind Supply Expense	1,200	0	0.00%
Inventory Allocation Expense	(62,150)	(5,615)	9.03%
Non Instr Printing	2,550	0	0.00%
Food - Business Meetings/Events	1,782	141	7.93%
Indep Contractor (Individuals)	1,400	0	0.00%
Service Contracts (Businesses)	46,000	5,210	11.33%
Travel - All Travel Costs	4,980	1,367	27.44%
Non-Tech Licenses,Permits,Fees	838	303	36.13%
In Kind-Software/Technlgy Licenses	19,980	4,995	25.00%
Insurance	286	186	65.03%
Facility Leases	100	0	0.00%
Land Lease	400	0	0.00%
Repairs (Labor-Diagnostic)	720	0	0.00%
Technology Hosting Services	60	0	0.00%
Legal Fees	428	428	100.00%
In Kind-Legal Fees	488	488	100.00%
Excise Tax	35	0	0.00%
Sales Tax Expense	400	37	9.13%
Postage/Express Services	1,448	30	2.06%
Advertising/Sponsorships	1,420	1,412	99.44%
Bank Service Charges	28	28	100.00%
Merchant Fees	870	564	64.85%
Gain/Loss-Disposal of Assets	3,000	0	0.00%
Cash Over and Short	5	0	5.00%
Total EXPENDITURES	<u>41,976</u>	<u>10,433</u>	<u>24.86%</u>
Fund Balance			
Net Income (Loss)	(8)	3,077	
Fund Balance, July 1	171,593	171,593	171,593
Current Balance	<u>\$171,585</u>	<u>\$174,669</u>	<u>101.80%</u>

NOVEMBER 2025

ALLAN HANCOCK COLLEGE

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 8:00 a.m. <i>Community Food Share</i> every 1st and 3rd Saturday
2	3	4	5	6 <i>Disney's Frozen The Broadway Musical</i> through December 21 Marian Theatre 5:00 p.m. Artist Talk: Paulo P. Lima Boyd Concert Hall	7 3:00 p.m. Women's Soccer 6:00 p.m. Volleyball 7:00 p.m. Dimensions in Dance Boyd Concert Hall	8 1:00 p.m. Football 7:00 p.m. Dimensions in Dance Boyd Concert Hall
9	10	11 Veterans Day College Closed 3:00 p.m. Men's Soccer	12 6:00 p.m. Volleyball	13 <i>Spike's Season of Giving</i> begins Shop for a child's gift through December 5	14 12:00 p.m. Applied Music Recital Boyd Concert Hall 6:00 p.m. Film Noir Fridays Fine Arts, F-257	15 11:00 a.m. <i>Quetzali</i> Severson Theatre 1:00 p.m. Football 4:00 p.m. Women's Basketball
16 Women's Golf 3C2A State Championship Alisal River Golf Course	17 Women's Golf 3C2A State Championship Alisal River Golf Course	18 6:00 p.m. Board of Trustees Meeting	19 11:00 a.m. Student Makers Market Mechanics Bank Student Center	20	21 5:00 p.m. Men's Basketball 6:00 p.m. Film Noir Fridays Fine Arts, F-257	22 3:00 p.m. Men's Basketball 7:00 p.m. Choir Concert Boyd Concert Hall
23 1:00 p.m. Men's Basketball	24	25	26 5:00 p.m. Men's Basketball	27 Thanksgiving College Closed	28 Thanksgiving College Closed	29
30						

DECEMBER 2025

ALLAN HANCOCK COLLEGE

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 <i>Disney's Frozen The Broadway Musical</i> through December 21 Marian Theatre Spike's Season of Giving Shop for a child's gift through December 5	2	3 10:00 a.m. Law Enforcement Academy Graduation LVC - Public Safety Training Complex 11:30 a.m. Spike's Season of Giving Celebration LVC -1/202-203	4 Fall Classes End 7:00 p.m. Women's Basketball	5 Final Exams through December 12 10:00 a.m. Spike's Season of Giving Celebration Santa Maria Campus Lahr Family Boardroom, B-100 12:00 p.m. Applied Music Recital Boyd Concert Hall 5:00 p.m. Women's Basketball 7:30 p.m. Jazz Concert Boyd Concert Hall	6 8:00 a.m. <i>Community Food Share</i> every 1st and 3rd Saturday 1:00 p.m. Women's Basketball 3:00 p.m. Men's Basketball
7	8 12:00 p.m. Symphonic Band Concert Boyd Concert Hall	9	10	11 10:00 a.m. Fire Academy Graduation LVC - PSTC	12 12:30 p.m. EMS Graduation LVC - PSTC 7:00 p.m. Women's Basketball <i>El Ermitaño - Pastorela</i> through December 13 Severson Theatre Commercial Dance Winter Dance Extravaganza! Boyd Concert Hall	13 3:00 p.m. Women's Basketball
14	15 Winter Classes Begin	16 6:00 p.m. Board of Trustees Meeting	17	18	19	20
21	22 Reduced Staffing	23 Reduced Staffing	24 Winter Holiday College Closed	25 Winter Holiday College Closed	26 Reduced Staffing	27
28	29 Reduced Staffing 5:00 p.m. Men's Basketball	30 Reduced Staffing 3:00 p.m. Men's Basketball	31 Winter Holiday College Closed			