

Sabbatical Leave 2017-2018 Abstracts**Fall 2017****Richard Albistegui-DuBois**

Human Physiology is a critical course for students progressing towards careers in nursing, medicine, and other allied health fields. Mastery of physiology requires an understanding of complex functional relationships between structures at the molecular level, which is difficult for many students to visualize.

Professor Albistegui-DuBois' proposal is to spend a semester in the design, construction, and refinement of functional models to assist in the teaching of physiological concepts to students. These could include an interactive Lego-based model of sliding filament theory as it relates to skeletal muscle contraction and a functional model illustrating graded and action potential propagation in nerve cell membranes.

A properly constructed set of interactive models of such concepts could significantly help students to gain an intuitive grasp of complex cellular functions. If they are successful, these models could also be publicized and made available to other instructors and colleges for educational and outreach purposes.

Jennifer Backman

Professor Backman's sabbatical work will be to research and write an original work of fiction, using the strategy of daily word count goals (popularized by the "National Novel Writing Month" program). Upon completion of a 50,000-word draft, she will choose one chapter-length section to revise into polished prose and will compose a reflection on the writing process itself. This reflection will address the challenges of writing for word count as it relates to the teaching of English 50, with the goal of better understanding how to prepare students for the departmental final. The novel will be set in San Diego and Los Angeles, and will trace the lives of two protagonists from Escondido, one visual artist and one musician. This will require research into the kunstlerroman genre as well as local music, art, and culture—all issues that will add to expertise in Professor Backman's primary field of contemporary literature.

Michael Gilkey, Business Administration Department

Professor Gilkey will complete relevant coursework for the on-line Graduate Certificate in Theory and Applications of Regression Models at Colorado State University. This 10-unit certificate comprises a portion of the coursework required for the Master of Applied Statistics degree. Completion of this coursework will improve student retention and success by expanding Professor Gilkey's knowledge of data analysis and enhancing his teaching efficacy in the BUS 204 course (Quantitative Business Analysis), required by CSUSM, and in the on-line ACCT 202 course (Managerial Accounting).

John Harland, Mathematics Department

In the first part of Professor Harland's sabbatical, he will engage in independent study, at the upper-division and/or graduate level, of mathematical statistics and its applications, in preparation for teaching Elementary Statistics (Math 120) at Palomar College. In the second part, Professor Harland will research and learn video production tools, and utilize these tools to create at least 10 in-depth instructional videos that focus on foundational concepts and applications of linear algebra (Math 200). He will publish these on YouTube for his students, his colleagues, and the public. Professor Harland's final report will include a weekly log of activities and hours, an annotated bibliography of sources studied, links to PDFs of notes and exercise sets resulting from his studies and research, a syllabus for Math 120, and a link to a webpage that organizes the instructional videos that he posts on YouTube.

Rodolfo Jacobo, Multicultural Studies Department

Professor Jacobo's sabbatical proposal is to create an Anthology compiling a unique collection of readings covering the period of history from the Mexican American War to the emergence of Chicano. A special focus will be placed on interweaving local history into the larger Mexican American experience. This unique approach will offer an in-depth examination for our students to understand local history as it relates to a national and international context.

The project is designed to provide students with an opportunity to examine the historical and contemporary experiences of people of Mexican origin in the United States and in particular San Diego, including North County, San Diego. Professor Jacobo's proposal encompasses the study of race, social class, gender, sexual orientation, religion, disability and their relationship to power and privilege. This will contribute to Palomar College students' critical thinking. This compilation will be used in his classes.

Paul Kurokawa, Performing Arts Department

Professor Kurokawa will create and/or produce original music for a series of live concerts to be broadcast and/or posted via Internet services such as YouTube. His time will be spent on, and skills increased in, the areas of songwriting/composition, recording technology, computerized music notation, concert production, and utilization of the Internet for promotion and distribution of creative works. All these skills will increase the currency of our programs and the value of his instruction to Palomar College students. Benefits to students would include participation in and/or attendance at performances as well as insight into the production of a delivery method for music that is gaining in popularity - a new paradigm for the promotion and distribution of audio and video. The final report will include copies of the video recordings and notated compositions as well as a log of time spent in each area of the project.

Mark Lane, Earth, Space, and Aviation Sciences Department

Professor Lane's sabbatical will include three parts:

(1) Experiencing the total solar eclipse of 2017 (the first in the continental United States in 47 years). Activities will include researching the details in preparation and then witnessing & documenting the event through video and photography. It will be his first total solar eclipse experience and it will benefit the District by greatly enhancing his ability to teach the topic to

students in Palomar College astronomy courses by being able to share the first-hand experience, pictures, video, etc. Additionally, new class assignments and a new astronomy lab exercise will come from the experience.

(2) In-depth formal training on the presentation software used in the Planetarium - sponsored by Evans & Southerland (creators of the software system).

(3) Learn how to create digital video animation elements to be used in producing fulldome features for the Planetarium.

These last two activities will benefit the District by greatly enhancing Professor Lane's creation of both live planetarium presentations and professional quality fulldome shows as part of Palomar College's public planetarium and educational programs geared for the local K-12 school groups that visit the planetarium each year.

Nimoli Madan, ESL Department

For Professor Madan's sabbatical leave, she plans to create teaching materials for NESL 322 - Beginning Conversation. These teaching materials will be based on an analysis of student needs and faculty opinion, observations of 5-7 listening and speaking lessons in ESL classes, an exploration of current pedagogy on teaching multi-level, listening and speaking classes, and a careful scrutiny of techniques used to promote active learning in the classroom. The teaching materials she creates will include Power point slides, interactive classroom activities and tasks, and short audio and/or video based activities and exercises. She will also include a few sample lesson plans modeling how she would use some of these activities. These materials will be available on the ESL share folder so that other ESL faculty can access them. Thus, Professor Madan's research and development of these materials will not only enhance my teaching and benefit students in my class but will also be useful for other ESL faculty.

Bob Sasse, Child Development Department

For Professor Sasse's sabbatical project he plans to begin the process of writing an introductory textbook for creative music and movement with young children. This intends to be a practical and reflective guide to facilitating music and movement activities with children from birth through age eight regardless of the reader's musical abilities or training. He will complete at least an introduction and two chapters along with a table of contents with the intention of having these chapters ready to submit for publication.

This will benefit the College District and students by planning, implementing, and evaluating developmentally appropriate practices related to curriculum preparation for students working toward a California State Child Development Permit needed to work in state or federally funded childcare programs.

Wasef Solange, Design and Consumer Education Department

Professor Wasef's sabbatical will consist of completing full-time post-baccalaureate/graduate-level coursework that focuses on (1) building engaging e-learning courses and (2) understanding the emerging field of functional and integrative nutrition. The knowledge used from completing this coursework will be used to (1) develop effective, interactive online courses and (2) to

explore new areas of study to incorporate into and expand our existing Nutrition Program at Palomar College. The final report will be a submission of the official transcripts documenting successful completion of the coursework.

Spring 2018

Laurel Anderson, Child Development Department

Professor Anderson's sabbatical work will focus on researching play therapy practices and procedures. While there is an abundance of research on the effectiveness of play therapy in the therapeutic areas of counseling, there is little information on ethically sound educational implementation of play therapy procedures. She is interested in combining her expertise in education with newly acquired knowledge of play therapy to develop ethical strategies for implementing best practices in play therapy in early childhood education classrooms. Research and education in play therapy will afford a foundation for a scholarly article on play therapy in educational settings, a handbook outline for use in workshops and courses that involve play curriculum, and a sample COR for a Child Development 197 class on this topic. These avenues for knowledge-sharing provide multiple opportunities for student and community partners in education to learn techniques for assisting educators in meeting the needs of children and families.

Rosa Antonecchia, Counseling Department

Professor Antonecchia's sabbatical work will be focused on completing a Resume Writing Academy (RWA) Program. Upon graduation from the RWA, she will have earned and be awarded the Academy Certified Resume Writer (ACRW) credential. The knowledge gained from this program/training, will help her enhance the existing resume services she delivers directly to students during individual career counseling appointments, and/or in a workshop setting. Maintaining currency with job seeking trends and effectively delivering these services will have a direct impact on students. In turn, a certification of this caliber benefits Palomar College, the Career Center and Professor Antonecchia's career counseling role. A copy of the Academy Certified Resume Writer credential will be submitted along with a copy of completed assignments, and a one to two page summary report.

Hope Farquharson, Nursing Department

For Professor Farquharson's sabbatical leave, she will develop a manual to augment her Nursing 118 course.

Developing a Women's Health and Obstetrical Nursing Manual will provide a supplemental resource for nursing students. The goal is to improve the student's critical thinking and clinical reasoning leading to better understanding of concepts related to obstetrics and women's health.

A thorough literature review will be conducted to incorporate the latest evidence based practice in the areas of women's health and obstetrical nursing. The manual will include active learning activities and helpful resources applicable to the classroom and clinical settings. Palomar College

and the nursing program struggle with student retention. Professor Farquharson's project will boost the nursing curriculum, assist in students' success and improve retention of information. Additionally, the program comprehensive exam identifies areas that students have not fully grasped, so this manual will address those obstetrical and women's health topics.

Erin Feld, Reading Department

Professor Feld will use this time to be a full-time PHD student in a program in education. Topics covered in the courses will include: student outcomes, equity/inequity, diversity, teaching and education systems and policy, research and research analysis, higher education perspectives, and leadership. These courses will better her as an instructor at Palomar College by allowing her to gain new insights into higher education. In addition, she will be able to bring this information back to the campus to share with other faculty members in workshops and other outreach. In addition, Professor Feld will gain knowledge on leadership which can help her in the classroom, in her department, and on campus.

Daniel Finkenthal, Physics and Engineering Department

Professor Finkenthal's sabbatical project is to develop a scientific instrument for use on the International Thermonuclear Experimental Reactor (ITER) now under construction by seven member countries. He will be collaborating with General Atomics (GA) in San Diego where he did his doctoral research and continues to engage in active research.

The physics of nuclear fusion is an exciting and captivating subject that generates great student interest and enthusiasm. Nuclear fusion is the process that powers the sun and offers the promise of a sustainable source of energy for humankind.

Each year Professor Finkenthal brings Palomar College students to tour the DIII-D National Fusion Facility in San Diego. The tour includes demonstrations of the many science and engineering fields and technical careers that are involved in running the lag. Professor Finkenthal's ongoing collaboration with the lab has provided regular internships for Palomar College students, several of which have since been hired as engineers by GA after graduation from USCD, CSUSM, and/or SDSU.

Tim Hernandez, Counseling Department

Professor Hernandez will create a supplemental guide for students of his online class COUN 115, Career and Life Planning, which provides students with an in-depth and practical approach to gaining self-awareness, identifying purpose, and developing a vision for their life. The supplemental guide will feature 3 chapters on AWARENESS, PURPOSE, and VISION, complete with assessments, exercises, and action steps designed to provide clarity and motivation to students looking for a meaningful career direction.

Professor Hernandez's book is intended to enhance the content of the traditional Career Planning textbooks utilized by Palomar College Counseling faculty by focusing on the internal assessment

of one's own level of self-awareness, purpose, and vision, key factors that drive the intrinsic motivation of successful workers in the 21st century.

Additionally, this guidebook may serve as a tool for students to utilize as a free resource available on our Career Center website and/or through Personal Development workshops offered through the Counseling Department at Palomar College.

Tracy Johnston, Mathematics Department

Professor Johnston will take nine semester units of professional development courses through Vanguard University. The courses address classroom management skills and will benefit the district and students by giving her better tools and ideas for interacting with challenging students. She will compile an organized resource binder containing notes, links, book and/or article reviews, and any other useful information she finds. It will be a reference for Professor Johnston and for her colleagues. Professor Johnston will submit her transcript, a summary document, and a copy of the binder as her final report.

Fergal O'Doherty, English Department

Professor O'Doherty will research and write an article addressing curriculum issues in pre-college level English classes. His article will examine the efficacy of including Arts and Humanities in pre-college level English classes, emphasizing poetry and drama. Most texts aimed at Palomar's pre-college level English students provide readings and writing assignments based on non-fiction narrative; however, research shows that students who read and study the arts display greater skills in their writing, critical thinking and communication skills. His project will benefit the community by providing evidence and descriptions of practices and readings that benefit Palomar's pre-college level students.

Lillian Payn, Graphic Communications Department

The purpose of Professor Payn's project is to design and produce a comprehensive, unique and original interactive resource to replace the expensive textbook for Graphic Communications (GC)/Multicultural Studies (MCS) 115 Graphics and Media: A Multicultural Perspective. This accomplishes two goals: 1) Align with the Palomar College plan to join the Zero Cost Textbook and Degree Initiative, and 2) Save students a projected amount of over \$50,000.00 annually, since each textbook cost \$199.00, bought by 42 students in 6 sections per year. She shall create an interactive Website resource for students that will serve as the textbook materials for the course, providing students with a zero-cost for the course.

Professor Payn shall implement a phased approach to produce the educational media that is a production standard in the graphic communications industry known as ADDIE (Analysis, Design, Development, Implementation/Production, and Evaluation).

A bonus outcome of the project is to transfer the skills and methods gained in this project to other courses and also train other faculty through professional development workshops.

Alan Trujillo, Earth, Space, and Aviation Sciences Department

Professor Trujillo's planned sabbatical activity will involve revising, editing, and updating the college-level oceanography textbook, *Essentials of Oceanography* (Alan P. Trujillo and Harold V. Thurman) into a form suitable for publication into its 13th edition. His sabbatical work will include researching the existing scientific literature and adding up-to-date information in various chapters. In addition, the revision of this textbook will require Professor Trujillo to draw proposed new figures and line art, copyedit manuscripts and page proofs, select new photos, acquire permission rights, and coordinate the revision and production of the book with the production team at Pearson Education.

In the process of revising and updating the textbook, Professor Trujillo will do an extensive literature search that will allow him to keep up-to-date with current oceanographic research, news, and events. He will be able to incorporate the new information into the courses he teaches, which will benefit his students as well as the District.

Classified Unit Classification Study: Final Allocation of Reevaluated Positions

March 2017

EXHIBIT J-14

Employee Name	Current Classification Title	New Classification Title	Department	Pos. #	FTE	Current Grade	New Grade
Aguon,Katherine S	Financial Analyst	Senior Grants Administrative Specialist	Telecommunications/Grants	6056	1	G24	G30
Armenta,Cristina	Admissions/Financial Aid Specialist II	Admissions/Financial Aid Specialist II	Enrollment Services	5825	1	G22	G22
Battaglia,Cynthia K	Payroll Technician	Payroll Technician	Payroll	5599	1	G22	G24
Birmingham,Katherine M.	Media/Broadcast Assistant	Educational Television Broadcast Assistant	Educational Television	6176	0.45	G23	G23
Bisagna,Luke	Media/Broadcast Specialist	Educational Television Broadcast Specialist	Educational Television	5066	1	G25	G25
Black,Ponnice V	Admissions/Financial Aid Specialist I	Admissions/Financial Aid Specialist II	Enrollment Services	6022	1	G19	G22
Brown,Christopher J.	Media Producer	Media Producer	Telecommunications/Grants	6049	1	G25	G31
Cruz,Carmelino	ESL Matriculation Coordinator	ESL Matriculation Coordinator	English as a Second Language	6296	1	G23	G23
Daum,Mea M.	Marketing Communications Coordinator	Marketing Communications Coordinator	Communications/Marketing	5849	1	G27	G27
Dratler,Pamela J.	Education Center Coordinator	Senior Education Center Coordinator	Escondido Center	5323	1	G23	G26
Engleman,Brian G	Administrative Specialist II	Administrative Specialist II	Palomar College Police Department	5683	1	G23	G23
Finn,Melinda	Communications Specialist/Photographer	Communications Specialist/Photographer	Communications/Marketing	5848	1	G26	G26
Flores,Mary J	Accounting Technician	Accounting Technician	Accounts Payable	5595	1	G20	G20
Garland,Susan Dawn	Grants Administrative Specialist	Senior Grants Administrative Specialist	Career, Technical and Extended Education	6234	1	G24	G30
Gustafson,Donna M	Media/Helpdesk Specialist	Senior Media/Helpdesk Specialist	Telecommunications/Grants	6221	1	G23	G26
Haynes,Victoria Lauren	Education Center Coordinator	Camp Pendleton Site Coordinator	Camp Pendleton Center	5315	1	G23	G25
James Boatner,Patricia A.	Media/Broadcast Assistant	Senior Media/Helpdesk Specialist	Telecommunications/Grants	6229	1	G23	G26
Llamas,Barbara A.	Education Center Specialist	Education Center Specialist	Educational Centers	5317	0.45	G19	G19
Macabitas,Catherine D.	Payroll Technician	Payroll Technician	Payroll	5751	1	G22	G24
Martinez,Coral A	Senior Accounting Technician	Senior Accounting Technician	Fiscal Accounting	6360	1	G24	G24
Martinez,Yvette A	Administrative Specialist II	Student Health Administrative Assistant	Health Services	6065	1	G23	G27
McCann,Shawn M	Accounting Technician	Accounting Technician	Accounts Payable	5594	1	G20	G20
Miller,Lisa M	Senior Accounting Technician	Senior Accounting Technician	Fiscal Accounting	5593	1	G24	G24
Nava,Ulises	Admissions/Financial Aid Specialist I	Admissions/Financial Aid Specialist II	Enrollment Services	5483	1	G19	G22
Pell,Leann S	Admissions/Financial Aid Specialist I	Admissions/Financial Aid Specialist II	Enrollment Services	5840	1	G19	G22
Pina-Bayaca,Jeanna Marie	Teaching and Learning Center Assistant	Teaching and Learning Center Assistant	Languages and Literature	6472	0.45	G20	G20
Purcell,R Harrison	Admissions/Financial Aid Specialist II	Admissions/Financial Aid Specialist II	Financial Aid, Veterans and Scholarship Services	5484	1	G22	G22
Schmidt,Heather C	Senior Media/Helpdesk Specialist	Senior Media/Helpdesk Specialist	Telecommunications/Grants	6388	1	G26	G28
Seckendorf,Edward J	Carpenter	Carpenter	Building Services	5761	1	G24	G25
Stanley,Angela K.	Student Support Specialist I	Student Support Specialist II	EOP&S/CARE/CalWORKs	6206	1	G18	G20
Tactay,Eugenio D.	HVAC Technician	Senior HVAC Technician	Building Services	6183	1	G28	G29
Torrisi,Dellas E	Media/Helpdesk Specialist	Senior Media/Helpdesk Specialist	Telecommunications/Grants	6271	1	G23	G26
Vorhis,Mary G	Budget Technician	Budget Technician	Budgeting	5591	1	G22	G24
Waller,Eillen D	Payroll Technician	Payroll Technician	Payroll	5598	1	G22	G24

MONTHLY BOARD REPORT: March 14, 2017

SHORT-TERM PERSONNEL ACTION REQUEST

	Employee Name	Start Date	End Date	Job Code	Hourly	Job Description
Department	Art					
	Hidalgo, Gabriel	02/13/17	06/30/17	Technical/Paraprofessional	\$11.00	Assistant I
Department	Counseling					
	Gonzalez, Amaris	02/15/17	06/30/17	Technical/Paraprofessional	\$15.00	Assistant III
	Gonzales, Providencia	02/08/17	06/30/17	Clerical/Secretarial	\$15.00	Assistant III
Department	Early Childhood Education Lab School					
	Cobian, Osmara	02/01/17	06/30/17	Technical/Paraprofessional	\$15.00	Assistant III
Department	English					
	Robinson, Michelle	02/06/17	06/30/17	Technical/Paraprofessional	\$15.00	Intern Tutor II
Department	English as a Second Language					
	Diaz, Christal	03/01/17	06/30/17	Technical/Paraprofessional	\$11.00	Assistant I
Department	Fiscal Services					
	Martinez, Adrian	02/24/17	06/30/17	Technical/Paraprofessional	\$13.00	Assistant II
	Martinez, Liliana	02/24/17	06/30/17	Technical/Paraprofessional	\$15.00	Assistant III
Department	Grant Funded Student Support Programs					
	Abdallah, Olivia	02/07/17	06/30/17	Technical/Paraprofessional	\$15.00	Assistant III
	Anderson, Suzanna	02/28/17	06/30/17	Technical/Paraprofessional	\$15.00	Assistant III
	Arce, Michael	02/01/17	06/30/17	Technical/Paraprofessional	\$15.00	Assistant III
	Garcia Chavez, Ana Iris	02/23/17	06/30/17	Technical/Paraprofessional	\$11.00	Assistant I

Employee Name	Start Date	End Date	Job Code	Hourly	Job Description
Hall, Evan	02/10/17	06/30/17	Technical/Paraprofessional	\$20.00	Assistant (Professional)
Hardin, Sarah	02/13/17	06/30/17	Technical/Paraprofessional	\$11.00	Assistant I
McCutcheon, Robert	02/10/17	06/30/17	Technical/Paraprofessional	\$11.00	Assistant I
Ortega, Annalyse	02/27/17	06/30/17	Technical/Paraprofessional	\$15.00	Assistant III
Sanchez Sanchez, Maria	02/27/17	06/30/17	Technical/Paraprofessional	\$13.00	Assistant II
Victory, Olivia	02/01/17	06/30/17	Technical/Paraprofessional	\$20.00	Assistant (Professional)

Department Mathematics and the Natural and Health Sciences Division

Fulop, Sarah	02/28/17	06/30/17	Technical/Paraprofessional	\$13.00	Tutor I
Plaziak, Taylor	02/15/17	06/30/17	Technical/Paraprofessional	\$13.00	Tutor I

Department Performing Arts

De Moraes, Ingrid	02/16/17	06/30/17	Technical/Paraprofessional	\$11.00	Assistant I
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Department Public Safety Programs

Casillas, Juliet	02/15/17	06/30/17	Technical/Paraprofessional	\$22.53	Assistant (Professional)
Schaefer, Daniel	02/23/17	06/30/17	Technical/Paraprofessional	\$17.64	Assistant (Professional)
Scottt, Darren	02/15/17	06/30/17	Technical/Paraprofessional	\$22.53	Assistant (Professional)
Scottt, Darren	02/15/17	06/30/17	Technical/Paraprofessional	\$17.64	Assistant (Professional)

Department Speech Communication/Forensics/American Sign Language

Ricasata, Angelo Canico	02/16/17	06/30/17	Technical/Paraprofessional	\$13.00	Assistant II
Tucker, Anna	02/03/17	06/30/17	Technical/Paraprofessional	\$13.00	Assistant II

Department Tutorial Services

Novikoff, Ken	01/25/17	06/30/17	Technical/Paraprofessional	\$16.00	Intern Tutor III (Professional)
Ortega, Francisco Adrian	02/16/17	06/30/17	Technical/Paraprofessional	\$11.00	Assistant I

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PAL PERSONNEL ACTIONS HISTORY

Page No. 1
Run Date 03/01/2017
Run Time 09:33:02

Report ID: PAL015ST
Personnel Action: HIR--
For the period 02/01/2017 through 02/28/2017

Effective Date	Action Reason	Employee Name	Hire Date	Emp Typ	Reg/ Tmp	Full/ Part	Job Code	Job Title	Salary Grade	Comp Rate	Supervisor
Department ARTS Art Department SETID - PALMR											
02/07/2017		Layna,Jonathan	02/07/2017	0.0	H	T	P	900STU Student	EE STU/ASTU	11.000000	H
Department ATHLETICS Athletics Department SETID - PALMR											
02/21/2017		Cooke,Bobby Nathaniel	02/21/2017	0.0	H	T	P	900STU Student	EE STU/ASTU	11.000000	H
Department ENRLMNTSRV Enrollment Services SETID - PALMR											
02/16/2017		Rasimowicz,Jessica A	02/16/2017	0.0	H	T	P	900STU Student	EE STU/ASTU	13.000000	H
Department GFSP Grant Funded Stu Support Prgms SETID - PALMR											
02/07/2017		Maghsoodi,Yasaman Lory	02/07/2017	0.0	H	T	P	900STU Student	EE STU/ASTU	11.000000	H
Department INTRNATEDU International Education SETID - PALMR											
02/03/2017		Cruz Jimenez,Fernanda	02/03/2017	0.0	H	T	P	900STU Student	EE STU/ASTU	11.000000	H
Department KINE Health-Kinesiology-Recr Mngmnt SETID - PALMR											
02/03/2017		Turner,Abraham Ricardo	02/03/2017	0.0	H	T	P	900STU Student	EE STU/ASTU	13.000000	H
Department LIFE Life Sciences Department SETID - PALMR											

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PAL PERSONNEL ACTIONS HISTORY

Page No. 2
Run Date 03/01/2017
Run Time 09:33:02

Report ID: PAL015ST
Personnel Action: HIR--
For the period 02/01/2017 through 02/28/2017

Effective Date	Action Reason	Employee Name	Employee ID	Hire Date	Emp Typ	Reg/Temp	Full/Part	Job Code	Job Title	Salary Grade	Comp Rate	Supervisor
02/02/2017		Velasco,Alyssa Jane Pascua		02/02/2017	0.0 H	T	P	900STU	Student	EE STU/ASTU	13.000000	H
Department TUTORING Tutoring Services SETID - PALMR												
02/21/2017		Dardaine,Bernadette Marie		02/21/2017	0.0 H	T	P	900STU	Student	EE STU/ASTU	11.000000	H
02/06/2017		Nelson,Gabriel Soberon		02/06/2017	0.0 H	T	P	900STU	Student	EE STU/ASTU	11.000000	H
Department WELLNESS Wellness/Fitness Center SETID - PALMR												
02/28/2017		Johns,Reina Elaine		02/28/2017	0.0 H	T	P	900STU	Student	EE STU/ASTU	11.000000	H

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PAL PERSONNEL ACTIONS HISTORY

Page No. 3
Run Date 03/01/2017
Run Time 09:33:03

Report ID: PAL015ST
Personnel Action: PAY--
For the period 02/01/2017 through 02/28/2017

Effective Date	Action Reason	Employee Name	Hire Employee ID	Hire Date	Emp Typ	Reg/ Tmp	Full/ Part	Job Code	Job Title	Salary Grade	Comp Rate	Supervisor
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Department BEHAVSCI Behavioral Sciences Department
SETID - PALMR

02/16/2017	Other	Miller,Heather Diane		08/25/2016	0.4	H	T	P	900STU Student	EE STU/ASTU	15.000000	H
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End of Report

May-17						
SUN	MON	TUE	WED	THU	FRI	SAT
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7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28	29	30	31			

SUMMER 2017						
Jun-17						
SUN	MON	TUE	WED	THU	FRI	SAT
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Jul-17						
SUN	MON	TUE	WED	THU	FRI	SAT
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30	31					

SUMMER			FALL 2017			
Aug-17						
SUN	MON	TUE	WED	THU	FRI	SAT
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27	28	29	30	31		

Sep-17						
SUN	MON	TUE	WED	THU	FRI	SAT
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Oct-17						
SUN	MON	TUE	WED	THU	FRI	SAT
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8	9	10	11	12	13	14
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29	30	31				

Nov-17						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Dec-17						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SPRING 2018						
Jan-18						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Feb-18						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

Mar-18						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Apr-18						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May-18						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SUMMER 2018						
Jun-18						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Jul-18						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SUMMER			FALL 2018			
Aug-18						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SUMMER 2017	
M 30 - J 23	Summer 4-wk Intersession classes
May 29	Holiday - Memorial Day
Jun 26	Summer 6-and 8-wk sessions begin
Jul 4	Holiday - Independence Day
Aug 7	6-wk session ends
Aug 18	8-wk session ends
Aug 11/18	Summer grade rosters due

FALL 2017	
Aug 17	Part-time Faculty Plenary
Aug 18	Faculty Plenary
Aug 21	Fall semester/Fast Track 1 begins
Aug 26	Fall Saturday classes begin
Sep 4	Holiday - Labor Day
Sep 5	Census Date
Oct 14	Fast Track 1 ends
Oct 16	Fast Track 2 begins
Nov 10	Holiday - Veterans' Day (observed)
Nov 11	Non-Instructional Day
Nov 20-22	Non-Instructional Days
Nov 23-24	Holiday - Thanksgiving
Nov 25	Non-Instructional Day
Dec 16	Fall semester/Fast Track 2 ends
Dec 21	Fall grade rosters due
Dec 25	Holiday - Christmas
Jan 1	Holiday - New Year's Day

SPRING 2018	
Jan 2-26	Winter Intersession
Jan 15	Holiday - Martin Luther King Jr Day
Jan 25	Part-time Faculty Plenary
Jan 29	Spring semester/Fast Track 1 begins
Feb 3	Spring Saturday classes begin
Feb 12	Census Date
Feb 16	Holiday - Lincoln's Day
Feb 17	Non-Instructional Day
Feb 19	Holiday - Washington's Day
Mar 24	Fast Track 1 ends
M26-31	Spring Break
Apr 2	Fast Track 2 begins
May 25	Commencement
May 26	Spring semester/Fast Track 2 ends
May 28	Holiday - Memorial Day
Jun 1	Spring grade rosters due

SUMMER 2018	
M29 - J22	4 Week Intersession
Jun 25	Summer 6 and 8 week begins
Jul 4	Holiday - Independence Day
Aug 6	6-wk session ends
Aug 10/17	Summer grade rosters due
Aug 17	8-wk session ends

FALL 2017 SEMESTER MEETING DAYS						
M	T	W	TH	F	S	
15	16	16	16	15	15	

SPRING 2018 SEMESTER MEETING DAYS						
M	T	W	TH	F	S	
15	16	16	16	15	15	

	Ins Day	Flex	Ins+Flex	Sat	All Total
Fall	78	4	82	15	97
Spring	78	3	81	15	96
	156	7	163	30	193

- LEGEND**
- ⊗ Faculty Plenary
 - ➡ Semester Begins
 - ▲ Spring Recess
 - Last Class
 - Instructional Days
 - Classes not in session
 - Holidays
 - Intersession



HOLIDAY SCHEDULE

2017-2018

Board Approved:

DATE HOLIDAY OBSERVED	HOLIDAY
Tuesday, July 4	Independence Day
Monday, September 4	Labor Day
Friday, November 10	Veterans Day (Observed)
Thursday, November 23	Thanksgiving Day
Friday, November 24	Local Holiday
Monday, December 25	Christmas Day
Tuesday, December 26	Admission Day (Observed)
Wednesday, December 27	Added Board Holiday
Thursday, December 28	Local Holiday
Friday, December 29	Local Holiday
Monday, January 1	New Year's Day
Monday, January 15	Martin Luther King, Jr. Day
Friday, February 16	Lincoln's Day
Monday, February 19	Washington's Day
Friday, March 30	Spring Holiday
Monday, May 28	Memorial Day

**WINTER HOLIDAYS SCHEDULE
FOR 2017-2018, 2018-2019 and 2019-2020**

December/January 2017-2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
December 17	December 18	December 19	December 20	December 21	December 22	December 23
	Work day	Work day	Work day	Work day	Work day	
December 24	December 25	December 26	December 27	December 28	December 29	December 30
	Christmas Day	Admission Day	Added Bd. Holiday	Local Holiday	Local Holiday	
December 31	January 1	January 2	January 3	January 4	January 5	January 6
	New Year's Day	Work day	Work day	Work day	Work day	

December/January 2018-2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
December 16	December 17	December 18	December 19	December 20	December 21	December 22
	Work day	Work day	Work day	Work day	Work day	
December 23	December 24	December 25	December 26	December 27	December 28	December 29
	Christmas Eve	Christmas Day	Admission Day	Added Bd. Holiday	Local Holiday	
December 30	December 31	January 1	January 2	January 3	January 4	January 5
	Local Holiday	New Year's Day	Work day	Work day	Work day	

December/January 2019-2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
December 15	December 16	December 17	December 18	December 19	December 20	December 21
	Work day	Work day	Work day	Work day	Work day	
December 22	December 23	December 24	December 25	December 26	December 27	December 28
	Work day	Local Holiday	Christmas Day	Admissions Day	Added Bd. Holiday	
December 29	December 30	December 31	January 1	January 2	January 3	January 4
	Added Bd. Holiday	Local Holiday	New Year's Day	Work day	Work day	

Board Approved:

SUBJECT: EducationUSA Western Hemisphere Region Forum in Buenos Aires, Argentina and EducationUSA fairs in Panama.

OVERVIEW:

Request to travel with several CSU institutions (CSUSM, CSUN, SJSU, and Humboldt State University) for joint recruiting activities.

DISCUSSION:

Palomar College is the only community college in the group and we all will focus on the 2+2 program. Between the two events, we will visit Medellin and Bogota, Colombia to visit high schools organized by EducationUSA advisors there. This trip is for Yasue O'Neill, Coordinator, International Education.

FINANCIAL IMPLICATIONS:

Total travel cost not to exceed \$7,000.00.

RECOMMENDATION: ACTION – RATIFY INTERNATIONAL TRAVEL FOR CLASSIFIED ADMINISTRATOR

It is recommended that the Governing Board ratify travel for Yasue O'Neill, Coordinator, International Education, travel to Buenos Aires, Argentina, Medellin and Bogota, Colombia, and Panama City for the purpose of expanding recruitment opportunities.

Request for Travel Approval / Claim for Travel Expense

Rate Change as of January 1, 2016

Applicant: Yasue O'Neill Ext: 2167 Date: 02/03/2017
 Dept: International Education Div: Student Services
 Meeting/Event: EducationUSA Forum & Fairs City/State: Argentina, Columbia +
 Event Date(s): 05/03/2017 Departure Date 05/01/2017 Return Date: 05/14/2017

Account	Fund	Org	Program	Class	Year	Proj/Grt	BusUnit	Fiscal Use
575200	11	424100	62100	10	2017	0811410	pal	
					2017			
					2017			
6 digits	2 digits	6 digits	5 digits	2 digits	4 digits	7 digits	5 characters	

REQUEST / APPROVAL FOR TRAVEL

CLAIM

Expenses Anticipated:

CalCard Actual Expenses:

Mileage 160 X 0.54 \$86.40

Mileage _____ X 0.54 \$0.00
(Prevailing IRS Standard Rate)

Commercial Transportation \$2,200.00 Yes
 (Purchasing Requisition Required for PrePay-Send Req to Purchasing Dept)-Airfare costs cannot exceed state contracted rates

Commercial Transportation _____ Yes
 (Receipts and Itinerary Required)

Refer to contracted rates
Official Contracted Air Fares

Meals \$611.00

Meals _____ Yes

*** Original Itemized Receipts are Required.

*** Original Itemized Receipts are Required.

Lodging + Tax \$1,550.00 Yes
 Attach Prepaid Lodging Request Form

Lodging + Tax (____ nights) _____ Yes
 (Detailed hotel invoice Required)

Fiscal Use _____
 vendor # voucher #

Registration Fee \$2,300.00 Yes
 Attach Prepaid Registration Request Form

Registration Fee _____ Yes
 (Receipts Required)

Fiscal Use _____
 vendor # voucher #

Public Transportation \$200.00 Yes
 (estimate)

Public Transportation _____ Yes
 (Receipts Required)

Other Permissible Expenses _____ Yes
 inc. Parking (estimate)

Other Permissible Expenses _____ Yes
 (Receipts Required)

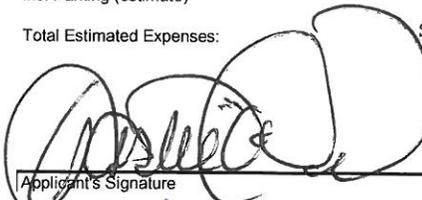
Total Estimated Expenses: \$6,947.40 Yes

Travel Total Expense \$0.00
 (*Total must not exceed Total Funds Authorized)

Less direct Payments to Vendor(s) _____

Less charges paid with CalCard _____

Total Due Applicant \$0.00


 Applicant's Signature _____ Date _____

Total Funds Authorized (Completed by
 Senior/Executive Administrator OR Administrative Services Director)


 Senior/Executive Administrator's Signature _____ Date 2/7/17
 OR Administrative Services Director

 2/9/17

Applicant Signature _____

Senior/Executive Administrator's
 Signature OR Administrative Services Director

Purpose of trip, remarks, details:

Cal Card Information:
 Cardholder Name:

Vendor #

Voucher #

Claim #

Audited by

Palomar College
Extended Field Trip Authorization Request

(An Extended Field Trip is held in lieu of several class meetings and includes one or more overnight stays. It may involve domestic or international travel.)

Instructor's Name(s) Craig Forney

Department Behavioral Sciences

To the Instructor: It is your responsibility to be familiar with extended field trip regulations as found in Governing Board policy and procedures. Only students registered in the class may participate in extended field trips. PLEASE NOTE: All extended field trip requests require Palomar College Governing Board approval and must be submitted at least FIVE WEEKS prior to the proposed trip.

1. Dates of trip: 04/05/2017-04/07.2017

2. Location/Address: Mt. Calvary Monastery, 505 E. Los Olivos, Santa Barbara, CA

3. Class Name(s) and Class Number(s) See attachment

4. Regular class meeting day, time, location, and classroom number:
Attached

5. Specify what alternate learning activity has been arranged for students not making trip. Alternate arrangements are required. "None" or "Allowed absence" will not satisfy this requirement:

Reading and writing assignments on monasteries in a tradition of religion.

6. Costs:
The instructor must make arrangements with the Cashier's Office for collection of student fees, if applicable. Instructors are not to collect fees from students.

<ul style="list-style-type: none"> ● Transportation (see below): \$ _____ ● Lodging (specify location): \$ _____ ● Other Fees (specify): \$ _____ ● Total Costs: \$ _____ 	<p>Transportation/Lodging/Fees:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Students pay \$170 directly to the monastery and provide their own transportation</p> </div>
--	---

7. Itinerary (attach): Itinerary must identify required activities, total instructional hours, and specific meeting times.

8. List of all participants (attach sheet)
9. Waivers signed by each participant or guardian (Waivers are available on the Instructional Services website.)
10. Yes Students have been supplied with a copy of the Student Code of Conduct.
11. Mode of transportation: College Car or Van Commercial Transportation
 Student Vehicles Other (attach sheet)

Please submit a *Request of Use of College Vehicle* to Facilities if a college car or van is desired, or purchasing requisition to Purchasing if commercial transportation is desired.

Please indicate below the type of transportation requested, if any, so that a copy of the approved Extended Field Trip request can be submitted to the appropriate office in order to release the vehicle(s).

College Car or Van Commercial Transportation

Additional Requirement for International Extended Field Trip:

12. U.S. Department of State Travel Warnings or Travel Alerts for the Area: Yes No
 (http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html) Do any exist?
 (If a travel warning or alert exists and you are still requesting the Extended Field Trip, attach an explanation.)

C. E. Fy 02-22-2017
 Instructor's Signature Date

Reviewed and Approved by:
Dean Guin 2-27-2017
 Department Chairperson/Director Date

[Signature] 2-27-17
 Division/Dean Date

Assistant Superintendent/Vice President for Instruction
 (required for Extended Field Trip)

[Signature] Date 02/22/17

Division Office Use	
Approved _____	Disapproved _____
1. Original to instructional Services _____	Date _____
2. Copy to Division Dean _____	Date _____
3. Copy to Instructor _____	Date _____
4. Copy to Center Staff _____	Date _____
5. Copy to Building/Grounds Purchasing _____	Date _____

 Date of Governing Board approval

Note to Dean: Please submit original to Instructional Services after approval. If the class is taught at an Educational Center, please send a copy of this form to the Center staff after approval.

Information for students going on the Multidisciplinary Field Trip to

Mount Calvary Monastery

The beautiful Episcopalian monastery in the mountains above Santa Barbara burned down during the Tea Fire of 2008, and the monks now have established their monastic community at what was Saint Mary's, next to the Old Spanish Mission, not far from downtown Santa Barbara. Five monks—Brother Tim, Brother Tom, Brother Will, Brother Adam, and Brother Bob—have been living a monastic life and operating a guesthouse, which is what they did on the mountain as well. Of these five, two are ordained priests. These are Brother Tom and the prior, Brother Adam.

Two professors (Seech and Forney) will accompany twenty three students or so on April 5-7, as we glimpse a contemporary form of the medieval tradition of Christian monasteries. The instructors will conduct workshops. The monks will also join us for meals in the refectory. These meals are prepared by Luis, their cook for many years.

The monastic tradition is one of silence, prayer, study, work, and the "daily office," which consists of chapel services several times a day. After the short evening service of Compline (pronounced as *comp'lin*), The Great Silence is to be observed throughout the monastery grounds. If you want to talk, please leave the grounds, then return in silence. The instructors will teach you walking meditation and the silent still-mind orientation of centering practice to help you understand the power of this kind of silence and to help you observe the rule of silence out of respect for our hosts.

Bedrooms will be shared, and bathrooms are "down the hall." Room & board, bed and meals, at the student rate, comes to \$170 for the entire stay, which is slightly below even the regular student rate. Before you leave, you will be asked to change bed linens for the next guest. Please bring warm clothing for a night at the outdoor labyrinth, walking shoes, and writing materials. To reserve a place on the retreat roster, send a (non-refundable) \$50 deposit to Melinda at the retreat house. Space is limited, and priority will be determined by the order in which deposits are received. Make the check out to "Mt. Calvary Monastery."

The address is Mt. Calvary Monastery, 505 E. Los Olivos, Santa Barbara, CA. From Route 405 North, take 101 North to exit 99A, W Mission Street in Santa Barbara, then a left on Laguna, then the third right on Los Olivos. It's on your left just past the historic Spanish mission. To avoid rush hour traffic through the Los Angeles area, leave early in the day.

For emergencies, you can call Professor Forney at 760-703-8109.

*Required session led by college instructors **Attend 2 or more of these

Mount Calvary Monastery Field Trip Tentative Schedule of Events, *Spring, 2017*

- Wed., April 5**
- Arrive by 5 PM for Vespers** or by 6:00 PM for supper with the monks*
 - 6:45 PM Introduction to monastic life and practices
 - 7 PM Compline**
 - 8:30 PM The Great Silence (through the Silent Breakfast) on the monastery grounds and in the retreat house*
 - Coffee on State Street*
- Thu., April 6**
- 7:30 AM Lauds**
 - 8:00 AM Silent Breakfast at the monks' refectory*
 - 9-9:20 Break the Silence discussion*
 - 9:20-10 Walking meditation*
 - 10:10-10:40 Workshop on Centering Practice*
 - 10:45-11:15 Brother Tom on the Eucharist*
 - 11:30 Eucharist**
 - 12:00 Lunch at the monks' refectory*
 - 1:45-3 Christian Monasticism with Brother Adam*
 - 3-5 Free time (Visit the Mission, etc.)
 - 5 PM Vespers**
 - 6 PM Supper at the monks' refectory*
 - 7-8:30 Walk the labyrinth at Trinity Church, 1500 State Street*
 - 8:30 PM to Friday Breakfast-The Great Silence*
- Fri., April 7**
- 7:30 AM Lauds**
 - 8:15 Breakfast with the monks (This one is not a Silent Breakfast)*
 - 9:15-10:15 Walking meditation and centering practice*
 - 10:30-11:00 Monastic values in everyday life*
 - 11:00-11:30 Program evaluations*
 - 11:30-12 Make up beds and prepare to depart *
 - 12:00 Dinner with the monks, then departure*

Classes included in the field trip to Mt. Calvary Monastery, Spring 2017

RS 101, #30056, World Religion, MW, 12:45-2:10

RS 101, #30057, World Religions, Online

RS 101, #30060, World Religions, Online

RS 108, #33776, History of Christianity, TTH, 9:35-11

RS 110, #32122, Religion in America, Online

Palomar College Extended Field Trip Authorization Request

(An Extended Field Trip is held in lieu of several class meetings and includes one or more overnight stays. It may involve domestic or international travel.)

Instructor's Name(s) Donna Cosentino
 Department Photographic Technology (mediastudies)

To the Instructor: It is your responsibility to be familiar with extended field trip regulations as found in Governing Board policy and procedures. Only students registered in the class may participate in extended field trips. PLEASE NOTE: All extended field trip requests require Palomar College Governing Board approval and must be submitted at least FIVE WEEKS prior to the proposed trip.

1. Dates of trip: March 27-31 2017
2. Location/Address: Carmel, Calif. 26600 Oliver Rd, CA 93923
3. Class Name(s) and Class Number(s) Photo 170
33676
4. Regular class meeting day, time, location, and classroom number:
Tues / Thurs 2:30 - 5:35
5. Specify what alternate learning activity has been arranged for students not making trip. Alternate arrangements are required. "None" or "Allowed absence" will not satisfy this requirement:

Student may go on their own or may create a portfolio of images from similar ~~near~~ landscape

6. Costs:
The instructor must make arrangements with the Cashier's Office for collection of student fees, if applicable. Instructors are not to collect fees from students.

● Transportation (see below):	\$ <u> / </u>	Transportation/Lodging/Fees:
● Lodging (specify location):	\$ <u> / </u>	
● Other Fees (specify):	\$ <u> / </u>	
● Total Costs:	\$ <u> / </u>	

7. Itinerary (attach): Itinerary must identify required activities, total instructional hours, and specific meeting times.
see attached

8. List of all participants (attach sheet) *see attached*
9. Waivers signed by each participant or guardian (Waivers are available on the Instructional Services website.) *see attached*
10. Yes Students have been supplied with a copy of the Student Code of Conduct.
11. Mode of transportation: College Car or Van Commercial Transportation
 Student Vehicles Other (attach sheet)

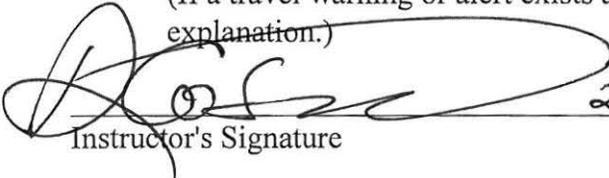
Please submit a *Request of Use of College Vehicle* to Facilities if a college car or van is desired, or purchasing requisition to Purchasing if commercial transportation is desired.

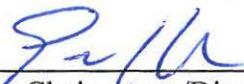
Please indicate below the type of transportation requested, if any, so that a copy of the approved Extended Field Trip request can be submitted to the appropriate office in order to release the vehicle(s).

- College Car or Van Commercial Transportation

Additional Requirement for International Extended Field Trip:

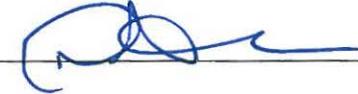
12. U.S. Department of State Travel Warnings or Travel Alerts for the Area: Yes No
 (http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html) Do any exist?
 (If a travel warning or alert exists and you are still requesting the Extended Field Trip, attach an explanation.)

 2/10/17
 Instructor's Signature Date

Reviewed and Approved by:
 2/16/17
 Department Chairperson/Director Date

 2-22-2017
 Division Dean Date

Assistant Superintendent/Vice President for Instruction
 (required for Extended Field Trip)

 03/04/17
 Date

Division Office Use	
Approved _____	Disapproved _____
1. Original to instructional Services _____	Date _____
2. Copy to Division Dean _____	Date _____
3. Copy to Instructor _____	Date _____
4. Copy to Center Staff _____	Date _____
5. Copy to Building/Grounds Purchasing _____	Date _____

 Date of Governing Board approval

Note to Dean: Please submit original to Instructional Services after approval. If the class is taught at an Educational Center, please send a copy of this form to the Center staff after approval.

Spring 2017 Photo 170
Photographers of California
w/Donna Cosentino

Field Study dates: Mar 27-31 (Monday thru Friday)
To Carmel//Monterey/Big Sur

Class meets Tues/Thurs 2:30-5:35 Room MD223

Synopsis: This class is a survey of current and past California photography. We'll study landscape, cityscape, and still life imagery as well as figure-study work. We'll discuss the people who put 'West Coast Photography' on the map, theory, philosophies, and styles, and of course there will be practical application by the student. You will be creating a printed portfolio of images for presentation at the end of the semester made on field study locations in Carmel such as Point Lobos, and along the California Big Sur coast. We will meet in Carmel on Monday afternoon and leave Friday at noon.

While in Carmel we will meet with photographers of significant importance. We will visit three photography galleries and the Monterey Museum of Art where we will view the work of Edward Weston. We will photograph Carmel Mission, one of the most beautiful and historic missions in California. We will be following a schedule to which you will need to pay attention. However, the schedule will allow you to have some personal shooting time as well.

There will be at least one, possibly two 'warm-up' local location shoots and you will be sharing 4-5 photographs from one or both shoots. We will also go on field trips to view photography at the Museum of Photographic Arts as well as other museums/galleries. A 5-page photography report on a California photographer, contemporary or historical, is required.

I will waive the prerequisite *if and only if* the student has equivalent experience shooting and printing digital or shooting film and creating darkroom prints as in the pre-req classes, and can show me proof of such. This is **not** a *beginning* photography class. There are no books *required* however I will be *recommending* many books, magazines and various readings as we go through the semester.

You will be receiving a full itinerary, maps and info on the drive and how to prepare. Plan for a fee for entrance to Point Lobos and the Mission, otherwise costs should pretty much be constrained to gas, food and lodging. I must say however, that the photographers we visit often sell their prints/books to us at a deep discount so this is a good time to start your collection. Make your motel reservations **now** (see my email) and talk to fellow students about room and/or ride sharing.

I'm so glad you are on this journey with me.
Welcome aboard!

CARMEL ITINERARY SPRING 2017

This schedule is subject to change according to weather and road conditions
You will receive maps and directions to our locations

Monday March 27

3:00pm

Meet at the Mission Carmel, 3080 Rio Rd, Carmel 93923. I'll take role in the parking lot and then we will go in to photograph. Tripods are allowed. Admission is 6.50 Adults, 4.00 for seniors. You can shoot around the outside if you do not want to pay the fee. We'll be here until 6pm. If you would like to, find your way to the beach at Camel River Beach State Park. \$_? Parking lot is on Carmelo where it meets the Scenic road out of Carmel proper. There's a lot to see here and it may be a good time to spend photographing or just chillin' and watching the sunset. Sunset 7:25 end civil twiight 7:51

Check in and Dinner Get plenty of rest we are up early to shoot!

Tuesday March 28 civil twilight begins 6:35 am, sunrise is 6:01 am---
sunset 7:26pm and end of civil twilight 7:52pm – tonight: **Kim Weston 3pm**

7:30 am meet me at Pt Lobos State Natural Reserve approx 2 miles south of Carmel from where we are staying (there may be a line or we may be the first) \$10 per car entrance fee (9\$ if a senior is in your car). Best to carpool if you can work it out. Park gate opens at 8am. (Closes ½ hour after sunset.) Once in, we're heading to **Weston Beach** a beautiful Pebbly Beach and cove. Follow the road all the way around-past the parking lot at the info center, continue left. Weston Beach is on the right. There is a forest on the left if you continue on. You'll receive a map when you drive in. We'll begin there and then we'll wander on our own. I sometimes like to do the hike to Cypress Grove from the information station but you may wish to go to the Whalers Cabin and Cannery Point, a pretty little Bay that divers favor.

Shoot for four hours, or until about 12. There are many walks to take throughout the Reserve. It is not all rocky beaches. There are Cypress woods and even a Whaler's cabin. Look for deer and Watch out for Poison Oak! You may want to come back to explore on your own later in the week.

Time for lunch-Many places to eat in the Crossroads Center plus a Safeway if you want to stay nearby.

2:30 meet at Crossroads Shopping Center>>look for my Jeep on your right at the entrance. You can leave your car here. We *must* carpool to have enough room for parking at the Weston Home

2:40pm leave for the Weston's home The drive is south on Hwy 1 past Pt Lobos Preserve and just past Highlands Drive. Follow the map. Watch for the left turn, it comes up fast. I often blow right by...

3pm Arrive at the Weston's. We'll be there a couple of hours. Kim and Gina Weston will welcome you into their home which was once where Edward Weston lived. Kim will show you his past and current work. You may see something you'd like to buy...he often has student prices. Please be polite and respectful, this is a very special place.

Afterward the Weston experience, there will still be daylight and you may shoot on your own.

Dinner on your own. I will be having dinner at Tommy's Wok, hidden away-Mission between Ocean and 7th next to Wells Fargo. There are also many eateries in the Crossroads Center, and the Barnyard nearby, plus in Carmel, and in Monterey.

Wednesday March 29 civil twilight begins 6:33 am, sunrise is 6:59 am--- sunset 7:26pm and end of civil twilight 7:52pm. Huntington Witherill 7pm

Early morning is yours, then>>>

**10:45 am meet at Monterey Museum of Art in Monterey
Pacific Street 559**

Plan to drive North to Monterey and meet me at our destination, the Monterey Museum of Art. They open at 11. On display here is Edward Weston's little seen early work.

Directions Hwy 1 to Monterey exit 399 B Continue on Munras, Turn left onto Soledad Dr. Turn right onto Pacific St. continue 1 mile. There is a park on the left and City Buildings behind the grassy area. Parking on the street.

12:30pm (approx) the rest of the day you are free to explore. Then we meet at Huntington Witherill's in Monterey **@ 7pm** >do NOT be late.

Suggestions for your Free afternoon: You are in Monterey and we will end the day in Monterey so it is best to stay in the general area. You can visit Fisherman's Wharf, the Monterey Bay Aquarium. OR a nice drive is Ocean View Blvd around the peninsula of Pacific Grove... great views of the water and rocks and it's all a state marine reserve. This turns into Sunset Dr and meanders past Asilomar State Beach. Or you if you like you can head north to Moss Landing, or Elkhorn Slough.

Be sure to eat before you get to Huntington's home. Please also try to use the restroom before you arrive at his house.

7:00pm Arrive at Huntington's home Do NOT be late!!!!
Drive on your own--- no caravan. Please follow the map to his home in Monterey Park carefully and be respectful of the neighbors. Hunter often has prints for sale and they are quite reasonable. He also has published a few books you may like.

Thursday March 30 civil twilight begins 6:32 am, sunrise is 6:58 am--- sunset 7:27pm and end of civil twilight 7:53pm. John Sexton 1pm

Carmel Village photography gallery tour- (Parking is terrible in Carmel...have patience)

10:30 Meet at the **Weston Gallery** 6th avenue near Dolores. You will be astonished at the great work represented in this small gallery. After the Weston we will go to **Photography West** not a far walk--Dolores and Ocean near southeast corner. Here they show classical masters and contemporary photographers who use darkroom processes.

Grab lunch...

12:15 Meet me at the Crossroads shopping Center

12:30 Leave *promptly* from the Crossroads Center in our designated car pools. ONLY four cars are allowed! I will give drivers a map at that time.

1:00 Arrive at John Sexton'sand spend a glorious afternoon with John and Anne

The evening is yours. This is our last night together. Gathering at my cottage?

Friday March 31 civil twilight begins 6:14 am, sunrise is 6:40 am---
sunset 7:37pm and end of civil twilight 8:03pm.

Check out & Breakfast

Plan to leave Carmel about 10am-ish. At this point the formal class trip is done. Given appropriate road conditions, I'll be driving south down the Big Sur Coast on Hwy1. The drive is a bit arduous-lots of curvy roads-but spectacular all the way to Morro Bay. It will take longer but worth it if you have the time.

I will likely stop at Garrapata State Beach if you'd like to follow. We may be lucky and the Calla Lilies will be blooming in a small canyon next to a stream that wanders down to the beach. Take the number 18 or 19 marker (near a turnout on the right side of the road) to hike to the beach or shoot from the overlooks along the road.

We may get separated as we drive south along Big Sur. There are so many great stopping places. However, YOU be extra cautious as some drivers are not. Pulling in and out of a stopping place can be tricky

Another Choice for a wonderful stop is Pfeiffer Beach Day Use area-off of the 1 about 3 miles past Pfeiffer Big Sur Lodge. Left on Sycamore Cyn Rd. A stream leads to the beach and there are giant rock formations.

Drive home carefully. Pay attention to the road-there are lots of distractions. Watch your gas gauge, take breaks, and...

Stay Safe!!!

*I hope you had a great time on our trip!
We'll meet in class the following Tuesday*

Instructor: **Cosentino, Donna D.**
 PHOTOGRAPHERS OF CALIFORNIA

Palomar College

Roster Run Date: 1/30/2017
 Class Start: 1/30/2017
 Date Day to Add: 2/4/2017
 Last Day to Drop with 'W':
 Session Code: FUL

PHOT 170 LEC Room: MD-223 Units: 3.00 Enrollment Total: 23 Capacity: 23
 TUE 2.30 - 3.55 pm * - Attendance Tracking Required (Fed. Prog.)

Class Number: 33676
 Days: TUE Start Time: 2.30
 Enrolled

Date	1/31	2/2																		
Day																				

Student ID	Name	1/31	2/2																	
██████████	Allen, Terry S.	✓	✓																	
x ██████████	Anzaldo, Joseph	✓	o																	
██████████	Coogan, Kathleen A.	✓	✓																	
██████████	Curington, Grant David	✓	o																	
██████████	Engrav, L. S. <i>Scott</i>	✓	✓	*																
██████████	Gazale, Suha M.	✓	✓																	
██████████	Guidugli, Helen	✓	✓																	
██████████	██████████	✓	✓																	
██████████	Kim, Eunmi <i>Emily</i>	✓	o																	
██████████	Massey, Carole Ann	✓	✓																	
██████████	Myers, Todd Anthony	✓	✓																	
██████████	Papach, Alissa Anne	✓	✓																	
██████████	Peters, Haley Elizabeth	✓	✓																	
██████████	Rambo, Kayla Renee	✓	✓																	
██████████	Rodas, Melissa	o	o																	
██████████	Rodriguez Martinez, Claudia	✓	✓																	
██████████	Sebastian, Brandy Jean	✓	✓																	
██████████	Storment, Shelby Audriam	o	o																	
██████████	Thompson, Lloyd <i>Grant</i>	✓	✓																	
██████████	Wise, Barbara Ann	✓	✓																	
x ██████████	Woodward, Bruce William	✓	✓																	
x ██████████	Xiong, Liying	✓	✓																	
██████████	Yamasaki, Keiko	✓	✓																	

add ██████████ ██████████ *Haxton, Patty*

Palomar College
Single-Day Field Trip Authorization Request

A Single-Day Field Trip is held in lieu of a single class meeting or as a supplement to regular class meetings. It may involve domestic or international travel. Students may not be required to attend a single-day field trip unless such request is noted in the syllabus. This form is not required for an on-campus trip (i.e., trip to Library, Boehm Gallery, etc.) and when the class meets at the same time as scheduled.

Instructor's Name(s) Tamara Weintraub, April Cunningham, Benhui Zou, Katy Farrell, Lind

Department

Library & Information Technology

To the Instructor: It is your responsibility to be familiar with single-day field trip regulations as found in Governing Board policy and procedures. Only students registered in the class may participate in single-day field trips. This form must be received by your Division Dean at least TWO WEEKS prior to the proposed trip (NO EXCEPTIONS). International Single-Day Field Trip requests, which require Palomar College Governing Board approval (see below), must be submitted at least FIVE WEEKS prior to the proposed trip.

1. Date(s) of trip: 4/21/2017
2. Class Name(s) and Class Number(s) LT-110, LT-125, LT-130, LT-140
33935, 31918, 33936, 33937
3. Regular class meeting day, time, location, and classroom number:
 Online Classes _____
4. Destination(s) (Complete address information must be provided):

15500 San Pasqual Valley Road, Escondido, CA 92027
5. Beginning and estimated ending times of field trip: 7:45 a.m. to 4 p.m.
6. Specify what alternate learning activity has been arranged for students not making trip. Alternate arrangements are required. "None" or "Allowed absence" will not satisfy this requirement:

Alternative Assignment - LT-130 & LT-140
 LT-110 - None LT-125 - None
7. Student Fees: The instructor must make arrangements with the Cashier's Office for collection of student fees, if applicable. Instructors are not to collect fees from students.

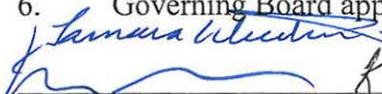
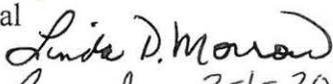
8. Transportation: Please indicate below the type of transportation to be used:

- Student Vehicles Walking
 College Van or Car Public Transportation
 Commercial Transportation Other (attach sheet)

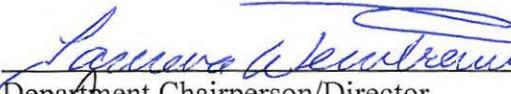
Please submit a *Request of Use of College Vehicle* to Facilities if a college car or van is desired, or purchasing requisition to Purchasing if commercial transportation is desired.

Additional Requirements for International Single-Day Field Trip :

1. List of all participants (attach sheet)
2. Waivers signed by each participant or guardian (Waivers are available on the Instructional Services website.)
3. Yes Students have been supplied with a copy of the Student Code of Conduct.
4. Mode of transportation: College Van or Car Commercial Transportation
 Student Vehicles Other (attach sheet)
5. U.S. Department of State Travel Warnings or Travel Alerts for the Area:
(http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html) Do any exist? Yes No
(If a travel warning or alert exists and you are still requesting the Extended Field Trip, attach an explanation.)

6. Governing Board approval
 

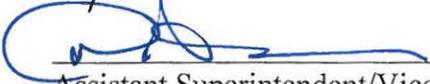
Instructor's Signature Date 3-1-2017

Reviewed and Approved by:
 3-1-2017

Department Chairperson/Director Date

 3-2-17

Division Dean Date

 03/02/17

Assistant Superintendent/Vice President for Instruction Date
(required for International Single-day Field Trip)

Division Office Use	
Approved _____	Disapproved _____
1. Original to Instructional Services _____	Date _____
2. Copy to Division Dean _____	Date _____
3. Copy to Instructor _____	Date _____
4. Copy to Center Staff _____	Date _____
5. Copy to Building/Grounds Purchasing _____	Date _____

Note to Dean: Please submit original to Instructional Services after approval. If the class is taught at an Educational Center, please send a copy of this form to the Center staff after approval.

SAN DIEGO ZOO
SAFARI PARK

School Self-Guided Tour
Safari Park Education Department

15500 San Pasqual Valley Road, Escondido, CA 92027
Mailing Address: PO Box 120551, San Diego, CA 92112
Phone: (760) 738-5057

Whether this is your group's first visit to the Safari Park or you have visited us many times, please read the following information as some procedures may have changed since your last visit.

We're happy to offer your group the opportunity to enjoy the Safari Park as our guests. While visiting please follow the Safari Park rules and be respectful of other guests, animals, and plants:

Safety and Conduct Guidelines

Stay on designated paths.

Walk instead of run.

Pick up your trash and recyclables.

Respect the animals – use quiet voices and be sure not to feed the animals.

Keep your hands, body, and objects away from animal habitats.

Remain with your chaperones at all times.

Before You Arrive

- Please ensure that your confirmation is correct. If anything is not correct please email or call our reservation team as soon as possible.
- Get a final head count for students and chaperones as you are leaving school. You will be asked for your final head count upon arrival.
- Make sure you have at least a **1:10** ratio of adults to students. If you do not meet this minimum requirement your group will not be allowed to enter the Safari Park.
- Look through the Safari Park website to plan your day. The following link will take you to the Education Curriculum page.
<http://www.sdzsafari.com/education/curriculum>
This is where you can find field trip guides that will be a great resource for you throughout the day. These guides help you facilitate conversation with your students and provide helpful checklists for chaperones to make your field trip a success.
- If you have any questions prior to your field trip please call 760-738-5057. We are often busy conducting programs for other groups so please give us a 2-3 business days to respond to your messages.

I have read and understand the above information.

DS
TW

Arrival/Parking

- Parking is free for school groups. Simply mention the name of your school at the parking booth.
- Upon arrival, have your entire school group wait at the Log Ring located between RV Parking and Guest Services. The group must remain in this area until you are ready to enter the Park.
- The group leader will need to check in at Guest Services to submit payment and receive the admission tickets for your field trip.
- Expedite your check-in by having accurate counts of the adults and students in your party, and have your order number ready.
- Instruct group members who arrive after check-in that they will be charged full admission.
- **Instruct students to report to the Ranger Base building for assistance if they get lost.**

I have read and understand the above information.

DS
TW

Payment

- Please provide payment for your entire group (not individually) upon arrival.
- Parents will not receive the school discounted admission rate if they pay separately from your group.
- Make sure your entire group has arrived at the park before entering as we will not hold tickets for individuals in your group. Once you have paid you are responsible for the tickets and getting your group into the Safari Park.
- If you are planning to pay with a **purchase order** please send your purchase order via email to EducationPark@sandiegozoo.org at least a week prior to your field trip.
- If you are planning to pay with **check, cash, or credit card**, you will need to pay for your field trip upon arrival, at Guest Services. If you are paying with **credit card**, the credit card holder must be present at the time of check-in.
- The **tram** is not part of your discounted Education admission ticket so if you would like to include the tram in your day at the Safari Park you will need to pay an additional \$5 per person. These tickets should be purchased at the time of arrival when getting your admission tickets, unless previously noted in your order.

I have read and understand the above information.

DS
TW

Lunch

- If you are bringing your lunches with you, there is a storage area outside of the park at the Log Ring; however this storage area does not lock nor is it monitored. You may also bring your lunches in to the Safari Park.
- Please eat lunch at the designated school lunch area called The Grove (map locator #14).
- If you are purchasing lunches from the Safari Park you will need to contact Safari Park education at least 1 week in advance to order lunches. Once you have requested lunches you will receive an updated invoice and a menu for lunch orders. The lunch menu will need to be filled out and returned at least 4 days prior to your field trip.

I have read and understand the above information.

DS
TW

Other Important Info

- Park hours, activities, attractions, shops, dining locations, and animal habitats are subject to change or closure without notice. Weather may affect some activities and habitats.
- Reusable water bottles can be filled at food stands throughout the park.
- Remind students to bring water, hats, and sunscreen. It can get very hot at the Safari Park.

I have read and understand the above information.

DS
TW

Name of School: Palomar College

Date of Field Trip: April 21, 2017

Order Number: 1517282

I have read and agree to the above conditions for my field trip to the San Diego Zoo Safari Park.

Signature:  DocuSigned by:
Tamara Weintraub
C70E712D87B042E...

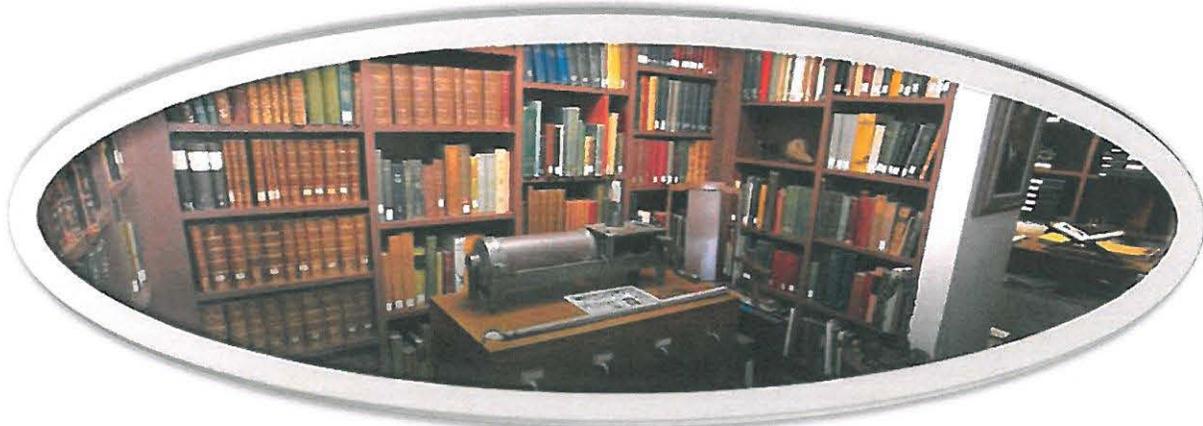
Date: 11/28/2016

Thank you, we hope you enjoy your visit to the San Diego Zoo Safari Park!

SAVE THE DATE!!

Friday, April 21, 2017

Library and Information Technology Program
Annual Field Trip to
San Diego Zoo Global Library (at the Safari Park)



Located in the Safari Park's renowned Beckman Center for Conservation Research, the **San Diego Zoo Global Main Library** occupies 2,000 square feet overlooking the San Pasqual Valley Agricultural Preserve. Over the years, the library has assembled a broad collection of specialized resources concerning animal behavior and husbandry, veterinary medicine, vertebrate zoology, taxonomy, wildlife conservation, ecology, horticulture, natural history, and zoos. More info can be found at <http://library.sandiegozoo.org/>.

LIT students will receive a tour and orientation of the SDZG Library, and participate in a question and answer session with staff. After the tour, students can spend the rest of the day at the Safari Park, ride the tram, and have lunch on their own.

Bus transportation between Palomar College and the Safari Park, admission to the park, library tour, and tram ride are free for LIT students. Library attendees may bring or buy their own lunch.*

This is an all-day event which involves significant walking in the Safari Park.

Tentative itinerary: Meet at 7:45 a.m. at Palomar College and take a chartered bus to the San Diego Zoo Safari Park. The bus will return to Palomar around 4 p.m.

Check your email for the registration announcement in March. SPACE IS LIMITED AND REGISTRATION WILL BE FIRST COME, FIRST SERVE. If you have any questions, please contact Professor Weintraub at tweintraub@palomar.edu (760) 744-1150 ext. 2967.

**This field trip is made possible through generous funding from the Palomar College Foundation.*

Palomar College
Extended Field Trip Authorization Request

Print Form

(An Extended Field Trip is held in lieu of several class meetings and includes one or more overnight stays. It may involve domestic or international travel.)

Instructor's Name(s) Roberto Falero
 Department Earth, Space and Aviation Science

To the Instructor: It is your responsibility to be familiar with extended field trip regulations as found in Governing Board policy and procedures. Only students registered in the class may participate in extended field trips. PLEASE NOTE: All extended field trip requests require Palomar College Governing Board approval and must be submitted at least FIVE WEEKS prior to the proposed trip.

1. Dates of trip: April 15 & 16, 2017
 2. Location/Address: 200 Palm Canyon Dr, Borrego Springs, CA 92004
 3. Class Name(s) and Class Number(s) GEOL 100

4. Regular class meeting day, time, location, and classroom number:
GEOL100 Sect. 32573 Tu/Th, 9:35-11:00 & Sect. 32574 11:10-12:35; NS-125

5. Specify what alternate learning activity has been arranged for students not making trip. Alternate arrangements are required. "None" or "Allowed absence" will not satisfy this requirement:

Multi-page essay assignment that includes a scientific critique of a major motion picture with geologic themes, to define factual errors in the story line of the film.

6. Costs:
 The instructor must make arrangements with the Cashier's Office for collection of student fees, if applicable. Instructors are not to collect fees from students.

● Transportation (see below):	\$	<u>40.00</u>	Transportation/Lodging/Fees:
● Lodging (specify location):	\$	<u>30.00</u>	Students will arrange carpools and share campsites to reduce costs
● Other Fees (specify):	\$	<u>30.00</u>	
● Total Costs:	\$	<u>100.00</u>	

7. Itinerary (attach): Itinerary must identify required activities, total instructional hours, and specific meeting times.

- 8. List of all participants (attach sheet)
- 9. Waivers signed by each participant or guardian (Waivers are available on the Instructional Services website.)
- 10. Yes Students have been supplied with a copy of the Student Code of Conduct.
- 11. Mode of transportation: College Car or Van Commercial Transportation
 Student Vehicles Other (attach sheet)

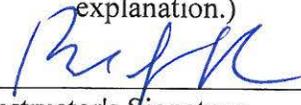
Please submit a *Request of Use of College Vehicle* to Facilities if a college car or van is desired, or purchasing requisition to Purchasing if commercial transportation is desired.

Please indicate below the type of transportation requested, if any, so that a copy of the approved Extended Field Trip request can be submitted to the appropriate office in order to release the vehicle(s).

College Car or Van Commercial Transportation

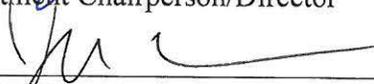
Additional Requirement for International Extended Field Trip:

- 12. U.S. Department of State Travel Warnings or Travel Alerts for the Area: Yes No
 (http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html) Do any exist?
 (If a travel warning or alert exists and you are still requesting the Extended Field Trip, attach an explanation.)


 Instructor's Signature _____ Date 3/20/2017

Reviewed and Approved by:


 Department Chairperson/Director _____ Date 3/2/17


 Division Dean _____ Date 3/2/17


 Assistant Superintendent/Vice President for Instruction
 (required for Extended Field Trip)


 _____ Date 03/02/17

Division Office Use	
Approved _____	Disapproved _____
1. Original to instructional Services _____	Date _____
2. Copy to Division Dean _____	Date _____
3. Copy to Instructor _____	Date _____
4. Copy to Center Staff _____	Date _____
5. Copy to Building/Grounds Purchasing _____	Date _____

_____ Date of Governing Board approval

Note to Dean: Please submit original to Instructional Services after approval. If the class is taught at an Educational Center, please send a copy of this form to the Center staff after approval.

- 8. List of all participants (attach sheet)
- 9. Waivers signed by each participant or guardian (Waivers are available on the Instructional Services website.)
- 10. Yes Students have been supplied with a copy of the Student Code of Conduct.
- 11. Mode of transportation: College Car or Van Commercial Transportation
 Student Vehicles Other (attach sheet)

Please submit a *Request of Use of College Vehicle* to Facilities if a college car or van is desired, or purchasing requisition to Purchasing if commercial transportation is desired.

Please indicate below the type of transportation requested, if any, so that a copy of the approved Extended Field Trip request can be submitted to the appropriate office in order to release the vehicle(s).

College Car or Van Commercial Transportation

Additional Requirement for International Extended Field Trip:

- 12. U.S. Department of State Travel Warnings or Travel Alerts for the Area: Yes No
 (http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html) Do any exist?
 (If a travel warning or alert exists and you are still requesting the Extended Field Trip, attach an explanation.)

Sam A. Fiss 3/1/2017
 Instructor's Signature Date

Reviewed and Approved by:

Colleen 3/1/17
 Department Chairperson/Director Date

[Signature] 2/1/17
 Division/Dean Date

Assistant Superintendent/Vice President for Instruction
 (required for Extended Field Trip)

[Signature] 03/02/17
 Date

Division Office Use	
Approved _____	Disapproved _____
1. Original to instructional Services _____	Date _____
2. Copy to Division Dean _____	Date _____
3. Copy to Instructor _____	Date _____
4. Copy to Center Staff _____	Date _____
5. Copy to Building/Grounds Purchasing _____	Date _____

 Date of Governing Board approval

Note to Dean: Please submit original to Instructional Services after approval.
 If the class is taught at an Educational Center, please send a copy of this form to the Center staff after approval.

Anza Borrego Field Trip with Students
GEOL 100/GEOL 150
Saturday April 15 to Sunday April 16, 2017
Trip Stop Schedule (*Subject to change based on road conditions*)

Saturday, Apr. 15, 2017

11:00am Meet at Dudley's Bakery, Santa Ysabel

NOTE: You should have a full tank of gas to begin the trip.

1. **Peninsular Batholith/Julian Schist.** Hwy 79 north ~8miles; turn right on San Felipe Rd (S-2) ~5miles; turn left on Montezuma Valley Rd (S-22) ~7.5 mi.
2. **Montezuma Overlook.** -- Continue on S-22; ~5 mi.
3. **Galleta Meadows Art.** At Christmas Circle Roundabout (~6 mi from last stop) head North on Borrego Springs Road (S-3); ~4 mi.
4. **Borrego Palm Canyon.** 2 mile hike. Palm oasis, flash flood effects, and desert plants. (**Restrooms**); ~6mi
5. **Camp at Borrego Palm Canyon Campground.**
Address: 200 Palm Canyon Dr, Borrego Springs, CA 92004
Phone: (760) 767-4238
Standard tent sites #83, #84, #85, #87 (all adjacent to each other)

Sunday, Apr. 16, 2017

6. **Anza Borrego State Park Visitor Center.** (*Restrooms*)
7. **Gypsum Mine.** At Christmas Circle Roundabout take Borrego Springs Road (S-3) South for ~13; left (east) on Hwy. 78 for ~6.5mi; right on Split Mountain Road to gate; ~9 mi.
8. **Split Mountain Gorge.** Return to Split Mountain Road, turn left; 1 mi. We will make several stops in the canyon. Possible hike to Wind Caves. *Note: Students should carpool in high-clearance vehicles; 2-wheel drive is OK. 6 miles sandy road.*
9. **Fish Creek Wash.** Stop at Elephant Knees sign post. Hike to the Elephant Knees outcrop. Moderate 2 mi hike.

Gas up in Borrego Springs before returning heading home.
End Trip at 3:00 p.m.

PALOMAR COLLEGE

SUBJECT: Administrative Procedures

DESCRIPTION: Throughout the academic year the Policies and Procedures Committee monitors, reviews, and amends District Policies and Procedures. Following Committee approval they are submitted to the Strategic Planning Council for additional review and approval.

The following Administrative Procedures have undergone review through the Shared Governance Process and are presented to the Board as **information items**:

Procedure Number	Title	Comments
AP 4260	Pre-requisites Co-requisites and Advisories	SPC approved 3/7/17

**INSTRUCTIONAL SERVICES
REV 12-2-16 (clean version)****AP 4260 PRE-REQUISITES, CO-REQUISITES, AND ADVISORIES****References:**

Title 5 Sections 55000 et seq.

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that pre-requisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.

INSTRUCTIONAL SERVICES**Information in the Catalog and Class Schedule**

The District shall provide the following explanations both in the District Catalog and in the class schedule:

- Definitions of pre-requisites, co-requisites, and limitations on enrollment including the differences among them and the specific pre-requisites, co-requisites, and limitations on enrollment that have been established.
- Procedures for a student to challenge pre-requisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various types of challenge that are established in law, and any additional types of challenge permitted by the District.
- Definitions of advisories, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.
- Definitions of contract course, co-requisite, noncredit basic skills course, non-degree-applicable basic skills courses, pre-requisite, and satisfactory grade.

Curriculum Review Process

The curriculum review process shall at a minimum be in accordance with all of the following:

- Establish a Curriculum Committee and its membership in a manner that is mutually agreeable to the District administration and the Faculty Senate.

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- Establish pre-requisites, co-requisites, and advisories only upon the recommendation of the Faculty Senate except that the Faculty Senate may delegate this task to the Curriculum Committee without forfeiting its rights or responsibilities under Title 5 Sections 53200-53204 and within the limits set forth in Title 5 Section 55003. Certain limitations on enrollment must be established in the same manner.
 - Establish pre-requisites, co-requisites, advisories, and limitations on enrollment only if:
 - The Curriculum Committee and Faculty Senate follow the Requisite Approval Procedure as identified by the Curriculum Committee and housed on the Curriculum website.

58 **Program Review**

59 As a regular part of the program review process or at least every six years, except that
60 the prerequisites and co-requisites for vocational course or programs shall be reviewed
61 every two years, the District shall review each pre-requisite, co-requisite, or advisory to
62 establish that each is still supported by the faculty in the discipline or department and by
63 the Curriculum Committee and is still in compliance with all other provisions of this
64 procedure and with the law. Any pre-requisite or co-requisite that is still supported shall
65 be reviewed promptly thereafter to assure that it is in compliance with all other
66 provisions of this procedure and with the law.

67 **Review of Individual Courses**

68 If the student's enrollment in a course or program is to be contingent on his/her having
69 met the proposed pre-requisite(s) or co-requisite(s), then such a pre-requisite or co-
70 requisite must be established as follows. If enrollment is not blocked, then what is being
71 established is not a pre-requisite or co-requisite but, rather, an advisory and must be
72 identified as such in the schedule and catalog. Establishing advisories does not require
73 all the following steps:

- 74
- **Pre-requisites and Co-requisites**
 - **Levels of Scrutiny:** Pre-requisites and co-requisites must meet the requirements of at least one of the following subsections:
 - a) **The Standard Pre-requisites or Co-requisites:** The District may establish satisfactory completion of a course as pre-requisite or co-requisite for another course provided that, in addition to obtaining the review of the faculty in the discipline or department and the Curriculum Committee as provided above, the District specifies as part of the course outline of record at least six of the campuses of the University of California and the California State University which reflect in their catalogs that they offer the equivalent course with the equivalent pre-requisite(s) or co-requisite(s), per Section 55003 g1 and g2 of Title V. Any combination of University of California campuses and California State University campuses is acceptable in satisfaction of this requirement.
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91 b) **Sequential Courses Within and Across Disciplines:** A course may
92 be established as a pre-requisite or co-requisite for another course
93 provided that, in addition to the review by faculty in the department or
94 discipline and by the Curriculum Committee as described above, skills,
95 concepts, and/or information taught in the first course are presupposed
96 in the second course, and a list of the specific skills and/or knowledge
97 a student must possess in order to be ready to take the second course
98 is included in its outline of record.
99

100 c) **Courses in Communication or Computation Skills:** Pre-requisites
101 establishing communication or computational skill requirements may
102 not be established across the entire curriculum unless established on a
103 course by course basis. A course in communication or computation
104 skills, or eligibility for enrollment in such a course, may be established
105 as a pre-requisite or co-requisite for any course other than another
106 course in communication or computation skills if, in addition to the
107 review by the faculty in the discipline or department and by the
108 Curriculum Committee as provided above, the following is also done:

- 109 1. A list of the specific skills a student must possess in order to
110 be ready to take the course is included in the course outline
111 of record; and
- 112 2. Research is conducted as provided above.

113 The pre-requisite or co-requisite may be established for a period of not
114 more than two years while the research is being conducted provided
115 that a determination is made that a student who lacks the particular
116 skills is highly unlikely to receive a satisfactory grade because a
117 sufficient percentage of the grade is directly dependent on these skills.
118 This determination must be approved both by the faculty in the
119 discipline and by the Curriculum Committee as provided above and
120 must be based on a review of the syllabus as well as samples of tests
121 and other assignments on which the grade is based. The faculty work-
122 group will convene, complete required worksheets and summarize
123 meeting agreements in the curriculum management system in bullet
124 form. Worksheets will be housed in Research and Planning, and the
125 Curriculum Committee requisites subcommittee will review in the
126 curriculum management system.
127

128 d) **Cut Scores and Pre-requisites:** Whether or not research is required
129 to establish a pre-requisite, data collected to validate assessment
130 instruments and cut scores is always relevant to reviewing the pre-
131 requisites for the associated courses. If such data are insufficient to
132 establish the cut scores, any course pre-requisites established for the
133 same course or courses may not be printed in subsequent catalogs
134 and schedules nor enforced in subsequent semesters until the
135 problems are resolved, and sufficient data exist to establish the cut
136 scores. In such a case, the collection of these data shall be done in

137 the manner prescribed above in addition to other requirements of law.
138 Such a pre-requisite may be changed to an advisory while the
139 problems are being resolved.

140

141 e) **Programs:** In order to establish a pre-requisite for a program, the
142 proposed pre-requisite must be approved as provided for a course pre-
143 requisite in regard to at least one course that is required as part of the
144 program.

145

146 f) **Health and Safety:** A pre-requisite or co-requisite may be established
147 provided that, in addition to the review by faculty in the department or
148 division and by the Curriculum Committee as provided above:

149 1. The course for which the pre-requisite is proposed is one in
150 which the student might endanger his/her own health and safety
151 or the health and safety of others; and

152 2. The pre-requisite is that the student possesses what is
153 necessary to protect his/her health and safety and the health
154 and safety of others before entering the course.

155

156 g) **Recency and Other Measures of Readiness:** Recency and other
157 measures of readiness may be established as a pre-requisite or co-
158 requisite only if, in addition to the review by the faculty in the discipline
159 or department and by the Curriculum Committee as provided above,
160 the procedures for establishing recency and other measures of
161 readiness are followed. These procedures are established by the
162 Curriculum Committee and are housed on the Curriculum website.

163

164 o) **Additional Rules:** Title 5 Section 55202 specifies additional rules, which are
165 to be considered part of this document as though reproduced here.

166

167 **Advisories on Recommended Preparation:**

168 The District may recommend that a student meet a standard of readiness at entry only if
169 recommended by the faculty in the discipline or department and by the Curriculum
170 Committee as provided in above. This process is required whether the District used to
171 describe such recommendations in its catalog or schedule as "pre-requisites," or
172 "recommended," or by any other term.

173

174 **ENROLLMENT MANAGEMENT**

175

176 **Implementing Pre-requisites, Co-requisites, and Limitations on Enrollment:**

177 Implementation of pre-requisites, co-requisites, and limitations on enrollment must be
178 done in a consistent manner and not left exclusively to the classroom instructor. Every
179 attempt shall be made to enforce all conditions a student must meet to be enrolled in
180 the course through the registration process so that a student is not permitted to enroll
181 unless he/she has met all the conditions. [Title 5 Section 55003(o)]

182

183 **Limitations on Enrollment:**

184 The types of limitation on enrollment specified below may only be established through
185 the curriculum review process by the discipline or department faculty and the
186 Curriculum Committee specified above including the requirement to review them again
187 at least every six years; for example, as part of program review. The following
188 requirements must also be met in order to establish these particular limitations on
189 enrollment.

190

- 191 • **Performance Courses:** The District may establish audition or try-out as a
192 limitation on enrollment for courses that include public performance or
193 intercollegiate competition such as but not limited to band, orchestra, theater,
194 competitive speech, chorus, journalism, dance, and intercollegiate athletics
195 provided that:
 - 196 ○ For any certificate or associate degree requirement which can be met by
197 taking this course, there is another course or courses which satisfy the same
198 requirement; and
 - 199 ○ The District includes in the course outline of record a list of each certificate or
200 associate degree requirement that the course meets and of the other course
201 or courses which meet the same requirement.

202

203 Limitations on enrollment established as provided for performance courses shall
204 be reviewed during program review or at least every six years to determine
205 whether the audition or try-out process is having a disproportionate impact on
206 any historically under-represented group and, if so, a plan shall be adopted to
207 seek to remedy the disproportionate impact. If disproportionate impact has been
208 found, the limitation on enrollment may not be printed in subsequent catalogs or
209 schedules nor enforced in any subsequent term until such a plan has been
210 endorsed by the department and the District administration and put into effect.

211

- 212 • **Honors Courses:** A limitation on enrollment for an honors course or an honors
213 section of a course may be established if, in addition to the review by the faculty
214 in the discipline or department and by the Curriculum Committee as provided
215 above, there is another section or another course or courses in the District which
216 satisfy the same requirements. If the limitation is for an honors course and not
217 only for an honors section, the District must also include in the course outline of
218 record a list of each certificate or associate degree requirement that the course
219 meets and of the other course or courses which meet the same associate degree
220 or certificate requirement.

221

- 222 • **Blocks of Courses or Sections:** Blocks of courses or blocks of sections of
223 courses are two or more courses or sections for which enrollment is limited in
224 order to create a cohort of students. Such a limitation on enrollment may be
225 established if, in addition to review by the faculty in the discipline or department
226 and by the Curriculum Committee as provided above, there is another section or
227 another course or courses that satisfy the same requirement. If the cohort is
228 created through limitations on enrollment in the courses rather than limitations on

229 specific sections of courses, then the District must include in the course outline of
230 record a list of each certificate or associate degree requirement that the course
231 meets and of the other course or courses which satisfy the same associate
232 degree or certificate requirement.

233

234 **Student Challenge Process**

235 Any student who does not meet a pre-requisite or co-requisite or who is not permitted to
236 enroll due to a limitation on enrollment but who provides satisfactory evidence may seek
237 entry into the course as follows (Title 5 Section 55003(p)):

238

- 239 • If the challenge is upheld the student shall be allowed to enroll in the course, if
240 space is available.
- 241
- 242 • If no space is available in the course when a challenge is filed, the challenge
243 shall be resolved prior to the beginning of registration for the next term and, if the
244 challenge is upheld, the student shall be permitted to enroll if space is available
245 when the students registers for that subsequent term.

246

247 Grounds for challenge shall include the following:

- 248 • Those grounds for challenge specified in Title 5 Section 55003(p)(q).
- 249
- 250 • The student seeks to enroll and has not been allowed to enroll due to a limitation
251 on enrollment established for a course that involves intercollegiate competition or
252 public performance, or one or more of the courses for which enrollment has been
253 limited to a cohort of students. The student shall be allowed to enroll in such a
254 course if otherwise he/she would be delayed by a semester or more in attaining
255 the degree or certificate specified in his/her educational plan.
- 256
- 257 • The student seeks to enroll in a course that has a pre-requisite established to
258 protect health and safety, and the student demonstrates that he/she does not
259 pose a threat to himself/herself or others.

260

261 The student has the obligation to provide satisfactory evidence that the challenge
262 should be upheld. However, where facts essential to a determination of whether the
263 student's challenge should be upheld are or ought to be in the District's own records,
264 then the District has the obligation to produce that information.

265

266 Offices of Primary Responsibility: Instructional Services, Student Services (Enrollment
267 Management)

268

INSTRUCTIONAL SERVICES
REV 12-2-16

NOTE: This procedure is **legally required**. This procedure was revised in legal Update 20 by CCLC to reflect changes to Title 5 regarding prerequisites and co-requisites.

AP 4260 PRE-REQUISITES, CO-REQUISITES, AND ADVISORIES**References:**

Title 5 Sections 55000 et seq.

Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. The following provides for establishing, reviewing, and challenging pre-requisites, co-requisites, and advisories on recommended preparation (advisories), and certain limitations on enrollment in a manner consistent with law and good practice. It is also necessary to ensure that If pre-requisites, co-requisites, advisories, and limitations are established unnecessarily or inappropriately, they do not constitute unjustifiable obstacles to student access and success. Therefore, this procedure calls for caution and careful scrutiny in establishing them. Nonetheless, it is as important to have pre-requisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing pre-requisites where they are not needed. to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.

For these reasons, the District has sought to foster the appropriate balance between these two concerns.

INSTRUCTIONAL SERVICES**Information in the Catalog and Class Schedule**

The District shall provide the following explanations both in the District Catalog and in the class schedule:

- Definitions of pre-requisites, co-requisites, and limitations on enrollment including the differences among them and the specific pre-requisites, co-requisites, and limitations on enrollment that have been established.
- Procedures for a student to challenge pre-requisites, co-requisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge. The information about challenges must include, at a minimum, the specific process including any deadlines, the various

Date Approved: SPC 09/15/2009 HIGHLIGHT- CCLC language RED- Curriculum Committee workgroup comments and edits Feb 2016 BLUE- Curriculum Committee workgroup edits Sept. 2016 GREEN- CC/SS workgroup edits 10/7/16

- 45 types of challenge that are established in law, and any additional types of
46 challenge permitted by the District.
- 47 • Definitions of advisories, the right of a student to choose to take a course without
48 meeting the advisory, and circumstances under which a student is encouraged to
49 exercise that right.
 - 50 • Definitions of contract course, co-requisite, noncredit basic skills course, non-
51 degree-applicable basic skills courses, pre-requisite, and satisfactory grade.

52

53 Curriculum Review Process (reordered)

54 The curriculum review process shall at a minimum be in accordance with all of the
55 following:

- 56 • Establish a curriculum committee and its membership in a manner that is
57 mutually agreeable to the District administration and the Faculty Senate.
- 58 • Establish pre-requisites, co-requisites, and advisories only upon the
59 recommendation of the Faculty Senate except that the Faculty Senate may
60 delegate this task to the curriculum committee without forfeiting its rights or
61 responsibilities under Title 5 Sections 53200-53204 **and within the limits set forth**
62 **in Title 5 Section 55003**. Certain limitations on enrollment must be established in
63 the same manner.
- 64 • Establish pre-requisites, co-requisites, advisories, and limitations on enrollment
65 only if:
 - 66 ○ ~~The faculty in the discipline or, if the District has no faculty member in the~~
67 ~~discipline, the faculty in the department~~ **The Curriculum Committee and**
68 **Faculty Senate follow the Requisite Approval Procedure as identified by the**
69 **Curriculum Committee and housed on the Curriculum website. do all of the**
70 **following:**
 - 71 **a) Approve the course; and,**
 - 72 **b) As a separate action, the Requisites subcommittee of the Curriculum**
73 **Committee approves any pre-requisite or co-requisite, only if:**
 - 74 **1) The pre-requisite or co-requisite is an appropriate and rational**
75 **measure of a student's readiness to enter the course or program as**
76 **demonstrated by a content review by the Curriculum Committee**
77 **including, at a minimum, all of the following:—**
 - 78 **i. involvement of faculty with appropriate expertise;**
 - 79 **ii. consideration of course objectives set by relevant**
80 **department(s). The curriculum review process should be**
81 **done in a manner that is in accordance with accreditation**
82 **standards.**
 - 83 **iii. be based on a detailed course syllabus and outline of record,**
84 **tests, related instructional materials, course format, type and**
85 **number of examinations, and grading criteria;**
 - 86 **iv. specification of the body of knowledge and/or skills which**
87 **are deemed necessary at entry and/or concurrent with**
88 **enrollment;**

- 89 v. identification and review of the pre-requisite or co-requisite
90 which develops the body of knowledge and/or measures
91 skills identified under iv.
92 vi. matching of the knowledge and skills in the targeted course
93 (identified under iv.) and those developed or measured by
94 the pre-requisite or co-requisite (i.e., the course or
95 assessment identified under v.); and
96 vii. maintain documentation that the above steps were taken.
97 2) The pre-requisite or co-requisite meets the scrutiny specified in one
98 of the procedures for review of individual courses (see below), and
99 specify which.
- 100 c) Approve any limitation on enrollment that is being established for an
101 honors course or section, for a course that includes intercollegiate
102 competition or public performance, or so that a cohort of students will be
103 enrolled in two or more courses, and, in a separate action, specify which.
104 d) Approve that the course meets the academic standards required for
105 degree applicable courses, non-degree applicable courses, non-credit
106 courses, or community service respectively.
107 e) Review the course outline to determine if a student would be highly
108 unlikely to receive a satisfactory grade unless the student had knowledge
109 or skills not taught in the course. If the student would need knowledge or
110 skills not taught in the course itself, then the course may be approved for
111 degree applicable credit only if all requirements for establishing the
112 appropriate pre-requisite have been met excepting only approval by the
113 curriculum committee. (We have a lot of questions about this item—what
114 does this mean?)
115 f) Review the course outline to determine whether receiving a satisfactory
116 grade is dependent on skills in communication or computation. If
117 receiving a satisfactory grade is sufficiently dependent on such skills, then
118 the course may be approved for degree applicable credit only if all
119 requirements have been met for establishing a pre-requisite or co-
120 requisite of not less than eligibility for enrollment to a degree-applicable
121 course in English or mathematics, respectively. (Again—what does this
122 item mean?)
- 123 e) A course which should have a pre-requisite or co-requisite as provided in
124 (5) (e) or (6) (f) but for which one or more of the requirements for establishing
125 a pre-requisite have not been met may only:
- 126 a) Be reviewed and approved pursuant to the standards for non-
127 degree applicable credit, non-credit, or community service; or
128 b) Be revised and reviewed as required to meet the criteria for
129 establishing the necessary pre-requisites or co-requisites.
- 130 e) The curriculum committee also reviews the course and pre-requisite in a
131 manner that meets each of the requirements specified above. (Are the
132 previous two bullets necessary?)
133

134 Program Review

135 As a regular part of the program review process or at least every six years, **except that**
136 **the prerequisites and co-requisites for vocational course or programs shall be reviewed**
137 **every two years**, the District shall review each pre-requisite, co-requisite, or advisory to
138 establish that each is still supported by the faculty in the discipline or department and by
139 the curriculum committee and is still in compliance with all other provisions of
140 this **policy procedure** and with the law. Any pre-requisite or co-requisite that is still
141 supported shall be reviewed promptly thereafter to assure that it is in compliance with all
142 other provisions of this **policy procedure** and with the law.

144 Review of Individual Courses

145 If the student's enrollment in a course or program is to be contingent on his/her having
146 met the proposed pre-requisite(s) or co-requisite(s), then such a pre-requisite or co-
147 requisite must be established as follows. If enrollment is not blocked, then what is being
148 established is not a pre-requisite or co-requisite but, rather, an advisory and must be
149 identified as such in the schedule and catalog. Establishing advisories does not require
150 all the following steps:

- 151 • **Pre-requisites and Co-requisites**

- 152 ○ **Levels of Scrutiny:** Pre-requisites and co-requisites must meet the
153 requirements of at least one of the following subsections:
 - 154 a) **The Standard Pre-requisites or Co-requisites:** The District may
155 establish satisfactory completion of a course as pre-requisite or co-
156 requisite for another course provided that, in addition to obtaining the
157 review of the faculty in the discipline or department and the curriculum
158 committee as provided above, the District specifies as part of the
159 course outline of record at least ~~three~~ **six** of the campuses of the
160 University of California and the California State University which reflect
161 in their catalogs that they offer the equivalent course with the
162 equivalent pre-requisite(s) or co-requisite(s), **per Section 55003 g1 and**
163 **g2 of Title V**. Any combination of University of California campuses
164 and California State University campuses is acceptable in satisfaction
165 of this requirement.
 - 166
 - 167 b) **Sequential Courses Within and Across Disciplines:** A course may
168 be established as a pre-requisite or co-requisite for another course
169 provided that, in addition to the review by faculty in the department or
170 discipline and by the curriculum committee as described above, skills,
171 concepts, and/or information taught in the first course are presupposed
172 in the second course, and a list of the specific skills and/or knowledge
173 a student must possess in order to be ready to take the second course
174 is included in its outline of record.
 - 175
 - 176 c) **Courses in Communication or Computation Skills:** Pre-requisites
177 establishing communication or computational skill requirements may
178 not be established across the entire curriculum unless established on a

179 course by course basis. A course in communication or computation
180 skills, or eligibility for enrollment in such a course, may be established
181 as a pre-requisite or co-requisite for any course other than another
182 course in communication or computation skills if, in addition to the
183 review by the faculty in the discipline or department and by the
184 curriculum committee as provided above, the following is also done:

- 185 1. A list of the specific skills a student must possess in order to
186 be ready to take the course is included in the course outline
187 of record; and
- 188 2. Research is conducted as provided above.

189 The pre-requisite or co-requisite may be established for a period of not
190 more than two years while the research is being conducted provided
191 that a determination is made that a student who lacks the particular
192 skills is highly unlikely to receive a satisfactory grade because a
193 sufficient percentage of the grade is directly dependent on these skills.
194 This determination must be approved both by the faculty in the
195 discipline and by the curriculum committee as provided above and
196 must be based on a review of the syllabus as well as samples of tests
197 and other assignments on which the grade is based. **COR & data**
198 **findings?**

199 Faculty workgroup will convene, complete required worksheets (~~need~~
200 ~~formal title~~), and summarize meeting agreements in **Curricu**net the
201 curriculum management system in bullet form. Worksheets will be
202 housed in Research and Planning, and the Curriculum Committee
203 ~~requisites~~ subcommittee will review in **Curricu**net the curriculum
204 management system.

- 205
- 206 d) **Cut Scores and Pre-requisites:** Whether or not research is required
207 to establish a pre-requisite, data collected to validate assessment
208 instruments and cut scores is always relevant to reviewing the pre-
209 requisites for the associated courses. If such data are insufficient to
210 establish the cut scores, any course pre-requisites established for the
211 same course or courses may not be printed in subsequent catalogs
212 and schedules nor enforced in subsequent semesters until the
213 problems are resolved, and sufficient data exist to establish the cut
214 scores. In such a case, the collection of these data shall be done in
215 the manner prescribed above in addition to other requirements of law.
216 Such a pre-requisite may be changed to an advisory while the
217 problems are being resolved.

- 218
- 219 e) **Programs:** In order to establish a pre-requisite for a program, the
220 proposed pre-requisite must be approved as provided for a course pre-
221 requisite in regard to at least one course that is required as part of the
222 program.

223

- 224 f) **Health and Safety:** A pre-requisite or co-requisite may be established
225 provided that, in addition to the review by faculty in the department or
226 division and by the curriculum committee as provided above:
- 227 1. The course for which the pre-requisite is proposed is one in
228 which the student might endanger his/her own health and safety
229 or the health and safety of others; and
 - 230 2. The pre-requisite is that the student possesses what is
231 necessary to protect his/her health and safety and the health
232 and safety of others before entering the course.
- 233
- 234 g) **Recency and Other Measures of Readiness:** Recency and other
235 measures of readiness may be established as a pre-requisite or co-
236 requisite only if, in addition to the review by the faculty in the discipline
237 or department and by the curriculum committee as provided above, the
238 **procedures for establishing recency and other measures of readiness**
239 **are followed. These procedures are established by the Curriculum**
240 **Committee and are housed on the Curriculum website. following is also**
241 **done:**
- 242 1. ~~A list of the specific skills a student must possess in order to be~~
243 ~~ready to take the course is included in the course outline of~~
244 ~~record.~~
 - 245 2. ~~Data are gathered according to sound research practices in at~~
246 ~~least one of the following areas:~~
 - 247 i. ~~The extent to which students, those currently enrolled in~~
248 ~~the course or those who have completed it, believe the~~
249 ~~proposed pre-requisite or co-requisite is necessary.~~
 - 250 ii. ~~Comparison of the faculty members' appraisal of~~
251 ~~students' readiness for the course to whether students~~
252 ~~met the proposed pre-requisite or co-requisite. The~~
253 ~~faculty appraisal could be done at any time in the~~
254 ~~semester that the District determined was appropriate~~
255 ~~and based on independent assignments, quizzes and~~
256 ~~exams, participation in courses or other indicators that~~
257 ~~the student was or was not ready to take the course.~~
 - 258 iii. ~~Comparison of students' performance at any point in the~~
259 ~~course with completion of the proposed pre-requisite or~~
260 ~~co-requisite.~~
 - 261 iv. ~~Comparison of student performance in the course to their~~
262 ~~scores on assessment instruments in the manner~~
263 ~~required to validate an assessment instrument and cut~~
264 ~~scores for the course in question as described above.~~
 - 265 3. ~~The standard for any comparison done shall be that a student is~~
266 ~~highly unlikely to receive a satisfactory grade in the course~~
267 ~~unless the student has met the proposed pre-requisite or co-~~
268 ~~requisite. The research design, operational definitions, and~~

269 numerical standards, if appropriate, shall be developed by
270 research personnel, discipline faculty, and representatives of
271 the Faculty Senate. (Unsure about this language) If the
272 evidence fails to meet the standard established, the District may
273 establish the proposed pre-requisite or co-requisite as a
274 recommended preparation and may seek to establish it as a
275 pre-requisite or co-requisite only by following the process
276 described in this policy and any applicable District policies.

277 4. If the curriculum committee has determined as provided in these
278 procedures that a new course needs to have a pre-requisite or
279 co-requisite, then the pre-requisite or co-requisite may be
280 established for a single period of not more than two years while
281 research is being conducted and a determination is being made,
282 provided that:

- 283 i. All other requirements for establishing the pre-requisite or
284 co-requisite have already been met; and
- 285 ii. Students are informed that they may enroll in the course
286 although they do not meet the pre-requisite. However,
287 students who lack the pre-requisite may not constitute
288 more than 20% of those enrolled in any section of the
289 course.

290 Pre-requisites and co-requisites that are exempt from review at the
291 time they are, or were, established are not eligible for this
292 exception, and the research must be conducted during the six
293 years before they must be reviewed.

- 294
- 295 o **Additional Rules:** Title 5 Section 55202 specifies additional rules, which are
296 to be considered part of this document as though reproduced here.
- 297

298 **Advisories on Recommended Preparation:**

299 The District may recommend that a student meet a standard of readiness at entry only if
300 recommended by the faculty in the discipline or department and by the curriculum
301 committee as provided in above. This process is required whether the District used to
302 describe such recommendations in its catalog or schedule as "pre-requisites," or
303 "recommended," or by any other term.

304 **ENROLLMENT MANAGEMENT**

305 **Implementing Pre-requisites, Co-requisites, and Limitations on Enrollment:**

306
307 Implementation of pre-requisites, co-requisites, and limitations on enrollment must be
308 done in a consistent manner and not left exclusively to the classroom instructor. Every
309 attempt shall be made to enforce all conditions a student must meet to be enrolled in
310 the course through the registration process so that a student is not permitted to enroll
311 unless he/she has met all the conditions. ~~or has met all except those for which he/she
312 has a pending challenge or for which further information is needed before final~~

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314 ~~determination is possible of whether the student has met the condition.~~ (Title 5 Section
315 55003(o))

316

317 ~~Instructor's Formal Agreement to Teach the Course as Described~~

318 ~~The District shall establish a procedure so that courses for which pre-requisites or co-~~
319 ~~requisites are established will be taught in accordance with the course outline,~~
320 ~~particularly those aspects of the course outline that are the basis for justifying the~~
321 ~~establishment of the pre-requisite or co-requisite. The process shall be established by~~
322 ~~consulting collegially with the local Faculty Senate and, if appropriate, the local~~
323 ~~bargaining unit.~~

324

325 **Limitations on Enrollment:**

326 The types of limitation on enrollment specified below may only be established through
327 the curriculum review process by the discipline or department faculty and the curriculum
328 committee specified above including the requirement to review them again at least
329 every six years; for example, as part of program review. The following requirements
330 must also be met in order to establish these particular limitations on enrollment.

331

- 332 • **Performance Courses:** The District may establish audition or try-out as a
333 limitation on enrollment for courses that include public performance or
334 intercollegiate competition such as but not limited to band, orchestra, theater,
335 competitive speech, chorus, journalism, dance, and intercollegiate athletics
336 provided that:
 - 337 ○ For any certificate or associate degree requirement which can be met by
338 taking this course, there is another course or courses which satisfy the same
339 requirement; and
 - 340 ○ The District includes in the course outline of record a list of each certificate or
341 associate degree requirement that the course meets and of the other course
342 or courses which meet the same requirement.

343

344 Limitations on enrollment established as provided for performance courses shall
345 be reviewed during program review or at least every six years to determine
346 whether the audition or try-out process is having a disproportionate impact on
347 any historically under-represented group and, if so, a plan shall be adopted to
348 seek to remedy the disproportionate impact. If disproportionate impact has been
349 found, the limitation on enrollment may not be printed in subsequent catalogs or
350 schedules nor enforced in any subsequent term until such a plan has been
351 endorsed by the department and the District administration and put into effect.

352

- 353 • **Honors Courses:** A limitation on enrollment for an honors course or an honors
354 section of a course may be established if, in addition to the review by the faculty
355 in the discipline or department and by the curriculum committee as provided
356 above, there is another section or another course or courses in the District which
357 satisfy the same requirements. If the limitation is for an honors course and not
358 only for an honors section, the District must also include in the course outline of

359 record a list of each certificate or associate degree requirement that the course
360 meets and of the other course or courses which meet the same associate degree
361 or certificate requirement.

- 362
- 363 • **Blocks of Courses or Sections:** Blocks of courses or blocks of sections of
364 courses are two or more courses or sections for which enrollment is limited in
365 order to create a cohort of students. Such a limitation on enrollment may be
366 established if, in addition to review by the faculty in the discipline or department
367 and by the curriculum committee as provided above, there is another section or
368 another course or courses that satisfy the same requirement. If the cohort is
369 created through limitations on enrollment in the courses rather than limitations on
370 specific sections of courses, then the District must include in the course outline of
371 record a list of each certificate or associate degree requirement that the course
372 meets and of the other course or courses which satisfy the same associate
373 degree or certificate requirement.

374

375 **Student Challenge Process**

376 Any student who does not meet a pre-requisite or co-requisite or who is not permitted to
377 enroll due to a limitation on enrollment but who provides satisfactory evidence may seek
378 entry into the course as follows (Title 5 Section 55003(p)):

- 379 • ~~If space is available in a course when a student files a challenge to the pre-~~
380 ~~requisite or co-requisite, the District shall reserve a seat for the student and~~
381 ~~resolve the challenge within five working days.~~ If the challenge is upheld ~~or the~~
382 ~~District fails to resolve the challenge within the five working day period,~~ the
383 student shall be allowed to enroll in the course, ~~if space is available.~~
- 384
- 385 • If no space is available in the course when a challenge is filed, the challenge
386 shall be resolved prior to the beginning of registration for the next term and, if the
387 challenge is upheld, the student shall be permitted to enroll if space is available
388 when the students registers for that subsequent term.

389

390 Grounds for challenge shall include the following:

- 391 • Those grounds for challenge specified in Title 5 Section ~~55204(f)~~ 55003 (p) (q).
- 392
- 393 • The student seeks to enroll and has not been allowed to enroll due to a limitation
394 on enrollment established for a course that involves intercollegiate competition or
395 public performance, or one or more of the courses for which enrollment has been
396 limited to a cohort of students. The student shall be allowed to enroll in such a
397 course if otherwise he/she would be delayed by a semester or more in attaining
398 the degree or certificate specified in his/her educational plan.
- 399
- 400 • The student seeks to enroll in a course that has a pre-requisite established to
401 protect health and safety, and the student demonstrates that he/she does not
402 pose a threat to himself/herself or others.

403

404 The student has the obligation to provide satisfactory evidence that the challenge
405 should be upheld. However, where facts essential to a determination of whether the
406 student's challenge should be upheld are or ought to be in the District's own records,
407 then the District has the obligation to produce that information.

408
409 Offices of Primary Responsibility: Instructional Services, [Student Services \(Enrollment](#)
410 [Management\)](#)

411



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Equipment and Supplies					
0000013201	01/19/17	CRISPIN CORPORATION	EQUIP NONINSTR, 5K OR MORE	EDUCATIONAL TELEVISION	2.90
0000013201	01/19/17	CRISPIN CORPORATION	EQUIP NONINSTR, 5K OR MORE	EDUCATIONAL TELEVISION	28,880.38
0000013268	01/30/17	SANAKO INC	EQUIP TECH INSTR < 4900	WORLD LANGUAGES DEPARTME	8.99
0000013268	01/30/17	SANAKO INC	EQUIP TECH INSTR < 4900	WORLD LANGUAGES DEPARTME	4,486.86
0000013285	02/06/17	RCP BLOCK & BRICK INC	BUILDING CONSTRUCTIONS	FACILITIES DEPARTMENT	1,015.01
0000013286	02/06/17	CAL-MESA STEEL SUPPLY INC	INSTR SUPPL/MATERIALS	WELDING	3,415.69
0000013287	02/06/17	AIRGAS WEST	INSTR SUPPL/MATERIALS	WELDING	4,783.43
0000013288	02/06/17	CRYWOLF INC	NONINSTR SUPPLIES/MATERIALS	PUBLIC AFFAIRS OFFICE	2,083.67
0000013289	02/07/17	TROXELL COMMUNICATIONS INC	EQUIP TECH INSTR < 4900	CAMP PENDLETON CNTR	5,759.24
0000013293	02/08/17	BRILLIANT MARKETING IDEAS INC	NONINSTR SUPPLIES/MATERIALS	HEA TRIO	1,413.10
0000013295	02/10/17	WMK OFFICE SAN DIEGO LLC	EQ INSTR ADD 1K-4999; GUNS;CPU	MATH & NAT HLTH SCI DIVD	6,855.06
0000013297	02/14/17	ACTION MAIL	POSTAGE	GOVERNING BOARD	301.27
0000013301	02/14/17	CITY OF ESCONDIDO	LICENSING FEE	ESCONDIDO CENTER	50.00
0000013305	02/14/17	APPLE COMPUTER INC	EQUIP INSTRUCT ADDTNL > \$1,000	ACA TECHNLOGY RES CNTR&LA	6,781.92
0000013308	02/15/17	PARAMEDIC RESOURCES INC	INSTR SUPPL/MATERIALS	EMERGENCY MEDICAL ED	3,964.13
0000013309	02/15/17	RDO EQUIPMENT COMPANY	MAINTENANCE, GROUNDS	GROUNDS SERVICES	2,081.30
0000013311	02/15/17	COMPUTERLAND OF SILICON VALLEY	EQUIP TECH INSTR < 4900	ADULT ED BLOCK GRANT DEP	8,080.11
0000013312	02/15/17	COMPUTERLAND OF SILICON VALLEY	EQUIP TECH INSTR < 4900	ADULT ED BLOCK GRANT DEP	59,448.46
0000013313	02/15/17	APPLE COMPUTER INC	EQUIP TECH INSTR < 4900	WORLD LANGUAGES DEPARTME	12.33
0000013313	02/15/17	APPLE COMPUTER INC	EQUIP TECH INSTR < 4900	WORLD LANGUAGES DEPARTME	603.89
0000013316	02/16/17	CDW GOVERNMENT	NONINSTR SUPPLIES/MATERIALS	OFFICE OF VP STUDENT SVC	176.42
0000013317	02/16/17	APPLE COMPUTER INC	NONINSTR SUPPLIES/MATERIALS	INFORMATION SYSTMS & SVC	574.31
0000013320	02/16/17	RAYMOND ALLYN BUSINESS SUPPLY	NONINSTR SUPPLIES/MATERIALS	HEA TRIO	382.50
0000013328	02/23/17	POCKET NURSE ENTERPRISES INC	EQ INSTR ADD 1K-4999; GUNS;CPU	NURSING EDUCATION	687.61



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0000013332	02/23/17	DELL COMPUTER CORPORATION	EQ NONIN ADD 1K-4999; GUNS;CPU	ESCONDIDO CENTER	2,050.59
0000013336	02/23/17	APPLE COMPUTER INC	EQ NONIN ADD 1K-4999; GUNS;CPU	ESCONDIDO CENTER	2,545.12
0000013337	02/23/17	HP INC	HARDWARE/SOFTWARE	DRC	676.68
0000013349	02/28/17	RAYMOND ALLYN BUSINESS SUPPLY	SUPPLIES, INSTITUTIONAL	COUNSELING	708.01
0000013355	03/01/17	ANGELUS PACIFIC CO	NONINSTR SUPPLIES/MATERIALS	CAMPUS POLICE	11,692.55
<i>Subtotal for Equipment and Supplies</i>					159,521.53
Advertising/Increases					
0000013325	02/22/17	ALPHAGRAPHICS 554	PRINTING	PUBLIC AFFAIRS OFFICE	490.26
<i>Subtotal for Advertising/Increases</i>					490.26
Agreements/Services					
0000013258	01/30/17	SAN DIEGO ELECTRICAL TRAINING TRUST	OTHER PERSONAL/CONSULT SVCS	APPRENTICESHIP TRAINING	167,283.64
0000013283	02/03/17	ALBIREO ENERGY	BUILDING CONSTRUCTIONS	FACILITIES DEPARTMENT	1,000.00
0000013290	02/08/17	PRINT WORLD	PRINTING	GEAR UP	28,000.00
0000013292	02/08/17	SURERIDE CHARTER INC	RENT TRANSPORTATION	OFFICE OF VP STUDENT SVC	1,133.00
0000013294	02/09/17	PRESENTATION PRODUCTS INC	EQUIP TECH INSTR 5K OR MORE	PERFORMING ARTS DEPARTME	346.41
0000013294	02/09/17	PRESENTATION PRODUCTS INC	EQUIP TECH INSTR 5K OR MORE	PERFORMING ARTS DEPARTME	3,997.87
0000013294	02/09/17	PRESENTATION PRODUCTS INC	EQUIP TECH INSTR 5K OR MORE	PERFORMING ARTS DEPARTME	32,000.00
0000013296	02/14/17	SAN MARCOS GLASS	BUILDING CONSTRUCTIONS	FACILITIES DEPARTMENT	800.00
0000013298	02/14/17	MAGNA LEADERSHIP SOLUTIONS LLC	INDEPENDENT CONTRACTOR	GOVERNING BOARD	12,450.00
0000013299	02/14/17	NORTH SAN DIEGO BUSINESS CHAMBER	MEMBERSHIP, DISTRICT	GOVERNING BOARD	2,174.00
0000013300	02/14/17	EVERGREEN CONSTRUCTION & CONSULTING, INC	BUILDING CONSTRUCTIONS	STUDENT HEALTH SERVICES	349,198.00
0000013302	02/14/17	SCOREBOARD SOLUTIONS INC	REPAIR/MAINT BLDGS	ATHLETICS DEPARTMENT	1,700.50
0000013303	02/14/17	BLACKBOARD INC	SOFTWARE LICENSING FEES	OFFICE OF THE VP INSTRUCT	18,082.86
0000013304	02/14/17	SCANTRON	EQ NONIN ADD 1K-4999; GUNS;CPU	ADULT ED BLOCK GRANT DEP	31,549.79
0000013306	02/14/17	INSTRUCTURE INC	INDEPENDENT CONTRACTOR	TTIP SOUTH	5,000.00



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0000013307	02/15/17	MEHRAN TABIBIAN	FOOD FOR MEETINGS	GEAR UP	5,000.00
0000013310	02/15/17	GLOBAL EXPERIENCE SPECIALISTS INC	INDEPENDENT CONTRACTOR	TTIP SOUTH	12,000.00
0000013318	02/16/17	WILLIAM M COURTLAND DBA IBSU.NET	INDEPENDENT CONTRACTOR	TTIP SOUTH	15,000.00
0000013319	02/16/17	MINDWIRES CONSULTING	INDEPENDENT CONTRACTOR	TTIP SOUTH	14,223.00
0000013321	02/21/17	PRINTWARE LLC	OTHER PERSONAL/CONSULT SVCS	PUBLIC AFFAIRS OFFICE	496.68
0000013321	02/21/17	PRINTWARE LLC	OTHER PERSONAL/CONSULT SVCS	GENERAL LEDGER CONTROL	993.32
0000013322	02/21/17	NEERAJ, SETH	MAINT AGR, SOFTWARE	HEA TRIO	1,590.00
0000013323	02/21/17	QUANTUM LEARNING NETWORK	RENT/LEASE LAND/BLDGS	TRIO-UPWARD BOUND	1,000.00
0000013323	02/21/17	QUANTUM LEARNING NETWORK	RENT/LEASE LAND/BLDGS	TRIO-UPWARD BOUND	1,000.00
0000013324	02/21/17	AVID TECHNOLOGY INC.	SOFTWARE LICENSING FEES	MEDIA STUDIES DEPARTMENT	533.36
0000013327	02/22/17	AMERICAN TECHNOLOGIES INC	INDEPENDENT CONTRACTOR	EMERGENCY OPS (EMRGNCY R	5,000.00
0000013329	02/23/17	RICHARD L TAYLOR JR	INDEPENDENT CONTRACTOR	OFFICE OF VP STUDENT SVC	6,000.00
0000013330	02/23/17	COBRO CONSULTING LLC	OTHER PERSONAL/CONSULT SVCS	GEAR UP	47,600.00
0000013331	02/23/17	CDW GOVERNMENT	SOFTWARE LICENSING FEES	INSTL OBLIGATIONS INFO S	3,451.36
0000013331	02/23/17	CDW GOVERNMENT	MAINT AGR, SOFTWARE	INSTL OBLIGATIONS INFO S	7,643.67
0000013333	02/23/17	ARAMARK SERVICES	SUPPLIES, FOOD SERVICES	OFFICE OF VP STUDENT SVC	10,000.00
0000013334	02/23/17	ARAMARK SERVICES	SUPPLIES, FOOD SERVICES	MATRICULATION DEPARTMEN	20,000.00
0000013335	02/23/17	BAKER ELECTRIC INC	BUILDING CONSTRUCTIONS	FACILITIES DEPARTMENT	4,935.00
0000013338	02/24/17	SAMUEL C NEUHAUSER II	ADVERTISE NOT REQ BY LAW	STRONG WORKFORCE	2,840.00
0000013339	02/24/17	WESS TRANSPORTATION SERVICES INC	RENT TRANSPORTATION	TRIO-UPWARD BOUND	92.50
0000013339	02/24/17	WESS TRANSPORTATION SERVICES INC	RENT TRANSPORTATION	TRIO-UPWARD BOUND	92.50
0000013339	02/24/17	WESS TRANSPORTATION SERVICES INC	RENT TRANSPORTATION	GEAR UP	185.00
0000013340	02/24/17	WESS TRANSPORTATION SERVICES INC	RENT TRANSPORTATION	TRIO-UPWARD BOUND	92.50
0000013340	02/24/17	WESS TRANSPORTATION SERVICES INC	RENT TRANSPORTATION	TRIO-UPWARD BOUND	92.50
0000013340	02/24/17	WESS TRANSPORTATION SERVICES INC	RENT TRANSPORTATION	GEAR UP	185.00



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0000013341	02/24/17	WESS TRANSPORTATION SERVICES INC	RENT TRANSPORTATION	TRIO-UPWARD BOUND	92.50
0000013341	02/24/17	WESS TRANSPORTATION SERVICES INC	RENT TRANSPORTATION	TRIO-UPWARD BOUND	92.50
0000013341	02/24/17	WESS TRANSPORTATION SERVICES INC	RENT TRANSPORTATION	GEAR UP	185.00
0000013342	02/24/17	WESS TRANSPORTATION SERVICES INC	RENT TRANSPORTATION	TRIO-UPWARD BOUND	92.50
0000013342	02/24/17	WESS TRANSPORTATION SERVICES INC	RENT TRANSPORTATION	TRIO-UPWARD BOUND	92.50
0000013342	02/24/17	WESS TRANSPORTATION SERVICES INC	RENT TRANSPORTATION	GEAR UP	185.00
0000013343	02/24/17	OTIS ELEVATOR COMPANY	REPAIR/MAINT NONINSTR EQUIP	INSTL OBLIGATIONS FACILI	1,384.56
0000013344	02/24/17	WESS TRANSPORTATION SERVICES INC	RENT TRANSPORTATION	TRIO-UPWARD BOUND	92.50
0000013344	02/24/17	WESS TRANSPORTATION SERVICES INC	RENT TRANSPORTATION	TRIO-UPWARD BOUND	92.50
0000013344	02/24/17	WESS TRANSPORTATION SERVICES INC	RENT TRANSPORTATION	GEAR UP	185.00
0000013345	02/24/17	SDICCCA	MEMBERSHIP, DISTRICT	GOVERNING BOARD	1,500.00
0000013346	02/24/17	REGENTS OF THE UNIVERSITY OF CALIFORNIA	INDEPENDENT CONTRACTOR	EMERGENCY MEDICAL ED	1,250.00
0000013347	02/24/17	TONY'S CUSTOM UPHOLSTERY	REPAIR/MAINT NONINSTR EQUIP	FACILITIES DEPARTMENT	1,675.00
0000013350	02/28/17	OTIS ELEVATOR COMPANY	BUILDING CONSTRUCTIONS	FACILITIES DEPARTMENT	102.55
0000013350	02/28/17	OTIS ELEVATOR COMPANY	BUILDING CONSTRUCTIONS	FACILITIES DEPARTMENT	9,433.93
0000013352	03/01/17	ACADEMIC SENATE FOR CALIFORNIA COMMUNITY	TRAVEL, CLASSIFIED EMPLOYEE	TTIP SOUTH	750.00
0000013352	03/01/17	ACADEMIC SENATE FOR CALIFORNIA COMMUNITY	TRAVEL, CLASSIFIED EMPLOYEE	TTIP SOUTH	750.00
0000013353	03/01/17	OPTITEX USA INC	TRAINING	FASHION	280.00
0000013354	03/01/17	MIGUEL D GARCIA	TRAINING	EMERGENCY MEDICAL ED	2,210.00
<i>Subtotal for Agreements/Services</i>					835,208.50
Prop M - Bond Money					
0000013282	02/02/17	HELIX ENVIRONMENTAL PLANNING INC	OTHER PERSONAL/CONSULT SVCS	PROP M BOND	52,975.00
0000013291	02/08/17	WORKPLACE SERVICES INC	BUILDING CONSTRUCTIONS	PROP M BOND	4,633.23
0000013314	02/15/17	MISSION JANITORIAL SUPPLIES	EQ NONIN ADD 1K-4999; GUNS;CPU	PROP M BOND	7,994.78



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0000013315	02/16/17	BALFOUR BEATTY CONSTRUCTION	ARCHITECTURE/ENGINEER FEE	PROP M BOND	56,026.00
0000013348	02/27/17	TUTELA INC	BUILDING CONSTRUCTIONS	PROP M BOND	24,327.33
0000013356	03/01/17	COMPASS ENERGY SOLUTIONS LP	BUILDING CONSTRUCTIONS	PROP M BOND	1,854,417.00
<i>Subtotal for Prop M - Bond Money</i>					2,000,373.34

<i>Total PO Count:</i>	75
<i>Total PO Amount:</i>	\$2,995,593.63



**Purchase Orders \$50,000 or More
Governing Board Report**

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0000013258	01/30/17	SAN DIEGO ELECTRICAL TRAINING TRUST	OTHER PERSONAL/CONSULT SVCS	APPRENTICESHIP TRAINING	167,283.64
0000013282	02/02/17	HELIX ENVIRONMENTAL PLANNING INC	OTHER PERSONAL/CONSULT SVCS	PROP M BOND	52,975.00
0000013300	02/14/17	EVERGREEN CONSTRUCTION & CONSULTING, INC	BUILDING CONSTRUCTIONS	STUDENT HEALTH SERVICES	349,198.00
0000013312	02/15/17	COMPUTERLAND OF SILICON VALLEY	EQUIP TECH INSTR < 4900	ADULT ED BLOCK GRANT DEP	59,448.46
0000013315	02/16/17	BALFOUR BEATTY CONSTRUCTION	ARCHITECTURE/ENGINEER FEE	PROP M BOND	56,026.00
0000013356	03/01/17	COMPASS ENERGY SOLUTIONS LP	BUILDING CONSTRUCTIONS	PROP M BOND	1,854,417.00

Palomar Community College District

TOPIC: North Education Center Final Environment Impact Report Addendum

OVERVIEW:

The Governing Board of the Palomar Community College District is considering modifications to the previously approved North Education Center (“Project”) located on a property in the northern part of the District near the community of Fallbrook, San Diego County, California. The Project changes include providing mitigation for Project impacts to wetland/riparian habitats completely on-site rather than previously-approved combination of on- and off-site mitigation, along with 3.04 acres of upland restoration and 0.69 acre of upland enhancement.

DISCUSSION:

On July 8, 2008, the PCCD Governing Board, as the lead agency under CEQA, certified the Final EIR for the Palomar Community College – North Education Center (“NEC”). The NEC Project is planned in the unincorporated Fallbrook community in the northern portion of the County of San Diego. The NEC Project consisted of a new education center and various associated facilities. The facilities were to be phased over time based on student demand and funding availability, but grading of the entire development area is planned to occur at one time. The conceptual project addressed in the Final EIR also included a “Native Area,” which consists of approximately 25 acres of non-native and wetland habitats in the southern portion of the property. This area was not included in the development analyzed in the Final EIR, but it was identified as potentially available for future development, subject to additional environmental analysis.

In order to mitigate for impacts to sensitive biological resources, the Final EIR identified a series of requirements for on- and off-site habitat creation, restoration, enhancement, and conservation. Since certification of the Final EIR in 2008, PCCD has determined that it is preferable to provide mitigation for all wetland/riparian impacts on site, within the Native Area.

The District proposes to modify the previously approved North Education Center project to mitigate the impacts of the project to wetland/riparian habitats completely on site.

The analysis included in the Addendum is consistent with the conclusions identified in the certified Final EIR. The project modifications would not result in new significant impacts, or substantially increase the severity of the previously identified impacts. Comparison of the impacts identified for the revised project with the impacts disclosed in the previously certified Final EIR demonstrate that none of the conditions included in Section 15162(a) of the CEQA Guidelines that would require preparation of a subsequent EIR have been met.

RECOMMENDATION:

Approve Resolution No. 16-21523 and proposed modifications to the North Education Center Project and **adopt an Addendum** to the previously certified Final Environmental Impact Report for the North Education Center under the State California Environmental Quality Act (CEQA) Guidelines Section 15164(a).

PALOMAR COMMUNITY COLLEGE DISTRICT

RESOLUTION NO. _____

WHEREAS, the Palomar Community College District (“District”) proposes to modify the previously approved North Education Center campus (the “Project”) to mitigate the impacts of the Project to wetland/riparian habitats completely onsite; and

WHEREAS, on July 8, 2008, the Governing Board of the District adopted a resolution approving the Project on a property it owns in the northern part of the District near the community of Fallbrook, San Diego County, California (“Property”) and certified a Final Environmental Impact Report (FEIR), a copy of which is on file with the Finance & Administrative Services office of the District in accordance with the California Environmental Quality Act of 1970 (CEQA) (Public Resources Code Section 21000 et seq.), as amended, and the State CEQA Guidelines thereto (California Code of Regulations, Title 14, Chapter 3, Section 15000 et seq.); and

WHEREAS, the Project is being modified because the original Project anticipated mitigation of the impacts to wetland/riparian habitats through a combination of on- and off-site creation, restoration, enhancement and preservation, with on-site mitigation was planned to occur within a portion of the “Native Area,” which consists of approximately 25 acres of non-native and wetland habitats in the southern portion of the Property; and

WHEREAS, since certification of the Final EIR and approval of the Project in 2008, the District has already implemented the on-site mitigation within Native Area proposed under the original Project and the District now determines that it is preferable to provide mitigation for all wetland/riparian impacts on-site within the Native Area, along with 3.04 acres of upland restoration and 0.69 acre of upland enhancement; and

WHEREAS, State CEQA Guidelines section 15164(a) allows a lead agency to prepare an Addendum to a final Environmental Impact Report, if such Addendum meets the requirements of CEQA; and

WHEREAS, it is in the best interests of the District to proceed with approval of the modified Project; and

WHEREAS, upon approval of this Resolution, the District shall be authorized to proceed with the modified Project in accordance with the substantive provisions set forth herein.

NOW, THEREFORE, THE GOVERNING BOARD OF THE PALOMAR COMMUNITY COLLEGE DISTRICT FINDS, DECLARES, AND RESOLVES AS FOLLOWS:

Section 1. The foregoing recitals are true and correct.

Section 2. That the information contained in the Palomar Community College District, North Education Center Final Environmental Impact Report, dated June 2008 along with

the Addendum thereto, including any comments received during the public review process, has been reviewed and considered by this Board prior to making a decision on the modified Project.

- Section 3.** That there are no substantial changes proposed through the consideration of the modified Project and no substantial changes with respect to the circumstances that would require major revisions in the FEIR.
- Section 4.** That no new information of substantial importance has become available showing that the modified Project would have any significant effects not discussed previously in the FEIR or that any significant effects previously examined will be substantially more severe than shown in the FEIR.
- Section 5.** That no new information of substantial importance has become available showing that mitigation measures or alternatives previously found not to be feasible are in fact feasible which would substantially reduce any significant effects, but that the Project proponents decline to adopt, or that there are any considerably different mitigation measures or alternatives not previously considered which would substantially reduce any significant effects, but that the Project proponents decline to adopt.
- Section 6.** That pursuant to State CEQA Guidelines Section 15164, none of the conditions of described in State CEQA Guidelines section 15162 have occurred or only minor technical changes or additions are necessary, and therefore, the Board adopts Addendum to the Palomar Community College District, North Education Center FEIR, with respect to the modified Project, a copy of which is on file with the Finance & Administrative Services office of the District.
- Section 7.** The Office of the District's Assistant Superintendent/Vice President Finance and Administrative Services, located at 1140 W. Mission Road, San Marcos, CA 92069, is hereby designated as the custodian of the public record with respect to the Project.
- Section 8.** The modification of the Project is approved, and District staff and consultants are authorized and directed to take all steps necessary or convenient to carry out the modified Project in accordance with the Addendum, the FEIR and the associated CEQA Findings of Fact and Statement of Overriding Considerations, and the Mitigation Monitoring and Reporting Program, subject to receiving any final approvals and permits as may be necessary or convenient for the modified Project.
- Section 9.** The District's Superintendent/President, or his designee, is authorized and directed to file a Notice of Determination for the modification of the Project in accordance with CEQA and the State CEQA Guidelines.
- Section 10.** This Resolution shall take effect immediately upon its adoption.

The foregoing Resolution No. _____ was adopted by the Governing Board of the Palomar Community College District at a meeting of the Board held on March __, 2017, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President, Governing Board
Palomar Community College District

Attest:

Secretary of the Governing Board
Palomar Community College District

Attachment A – Addendum to the Palomar Community College District, North Education Center Final Environmental Impact Report, dated March 2017

ATTACHMENT A

PALOMAR COMMUNITY COLLEGE DISTRICT

North Education Center Final Environmental Impact Report

Addendum

SCH No. 2007011136

March 2017

Prepared for



Palomar Community College District
San Marcos Campus
1140 West Mission Road
San Marcos, California 92069-1487

Prepared by



7578 El Cajon Boulevard
La Mesa, California 91942

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**ADDENDUM TO THE PREVIOUSLY CERTIFIED
FINAL ENVIRONMENTAL IMPACT REPORT FOR THE
PALOMAR COMMUNITY COLLEGE – NORTH EDUCATION CENTER
(SCH No. 2007011136)
PALOMAR COMMUNITY COLLEGE DISTRICT
February 2017**

A. California Environmental Quality Act Context

Applicable CEQA Guidelines

Section 15164(a) of the California Environmental Quality Act (CEQA) Guidelines states that an addendum to a previously certified environmental impact report (EIR) may be prepared if some changes or additions are necessary but none of the conditions described in Section 15162 calling for preparation of a subsequent EIR have occurred. According to Section 15162(a), a subsequent EIR shall not be prepared for this project unless the Palomar Community College District (PCCD) Board of Directors determines, based on substantial evidence in light of the whole record, that one or more of the following would occur:

- (1) Substantial changes are proposed to the project which will require major revisions to the Palomar Community College District – North Education Center Final EIR due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects;
- (2) Substantial changes have occurred with respect to the circumstances under which the project is undertaken which will require major revisions to the Final EIR due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects; or
- (3) New information of substantial importance, which was not known and could not have been known with the exercise of reasonable diligence at the time the Final EIR was certified, shows any of the following:
 - (A) The project will have one or more significant effects not discussed in the Final EIR;
 - (B) Significant effects previously examined in the certified Final EIR will be substantially more severe than shown in the Final EIR;
 - (C) Mitigation measures or alternatives previously found not to be feasible would in fact be feasible, and would substantially reduce one or more significant effects on the environment, but PCCD declined to adopt the mitigation measure or alternative; or

- (D) Mitigation measures or alternatives which are considerably different from those analyzed in the Final EIR would substantially reduce one or more significant effects on the environment, but PCCD declined to adopt the mitigation measure or alternative.

CEQA Guidelines Conclusion

As demonstrated below, an addendum to the previously certified Final EIR for the Palomar Community College – North Education Center is the appropriate document to fulfill the requirements of CEQA in conformance with Section 15164(a) of the CEQA Guidelines.

B. Background

Final EIR

On July 8, 2008, the PCCD Board of Directors, as the lead agency under CEQA, certified the Final EIR for the Palomar Community College – North Education Center. The North Education Center Project (project) is planned in the unincorporated Fallbrook community in the northern portion of the County of San Diego (Figure 1). Specifically, the approximately 85-acre site is located northeast of the intersection of State Route 76 (SR 76/Pala Road) and Interstate 15 (I-15), generally to the south of Pala Mesa Drive. The project consisted of a new education center, including instructional space (lecture and laboratory), a library, offices, a student services center, food services, maintenance/operations, recreational facilities, and other associated facilities. The facilities were to be phased over time based on student demand and funding availability, but grading of the entire development area will occur at one time. The conceptual project addressed in the Final EIR also included a “Native Area,” which consists of approximately 25 acres of non-native and wetland habitats in the southern portion of the property. This area was not included in the development analyzed in the Final EIR, but it was identified as potentially available for future development, subject to additional environmental analysis. Off-site improvements to Horse Ranch Creek Road were required, and have been completed (Figure 2).

The Final EIR included analysis of the following environmental topics: Aesthetics, Agricultural Resources, Air Quality, Biological Resources, Cultural Resources, Geology and Soils, Hazards and Hazardous Materials, Hydrology and Water Quality, Land Use and Planning, Noise, Paleontology, Public Utilities and Service Systems, and Traffic and Circulation. The topics of Mineral Resources, Population and Housing, and Recreation were found not to be significant during the Initial Study. Impacts to Air Quality and Traffic and Circulation were identified as significant and unavoidable. Potentially significant impacts were identified to Biological Resources, Cultural Resources, Noise, and Paleontology. However, potentially significant impacts to these topics would be mitigated to below a level of significance with implementation of mitigation measures. For the remaining resources, the Final EIR concluded that project design elements and standard regulatory requirements would be sufficient to ensure impacts remained at a less than significant level. Pursuant to CEQA Guidelines Section 15093, the PCCD Board of Directors balanced the benefits of the North Education Center against its unavoidable environmental impacts and determined that the significant and unavoidable Air Quality and Traffic and Circulation impacts were acceptable as the project would provide support for the local economy in the form of additional jobs available during project design, construction and operation as well as additional demand

for local goods and services; social benefits including meeting the secondary education needs of the region's growing population in a location that would result in shorter commute distances and reduced congestion on area roadways; and improved emergency access with the construction of Horse Ranch Creek Road.

Need for EIR Addendum

In order to mitigate for impacts to sensitive biological resources, the Final EIR identified a series of requirements for on- and off-site habitat creation, restoration, enhancement, and conservation. Since certification of the Final EIR in 2008, PCCD has determined that it is preferable to provide mitigation for all wetland/riparian impacts on site, within the Native Area. The mitigation activities would result in minor, temporary disturbance within portions of the Native Area where disturbance was not evaluated in the 2008 Final EIR. The PCCD, acting as CEQA lead agency for this project, has prepared this Addendum to the 2008 Final EIR to consider whether any of the conditions described in Section 15162(a) of the CEQA Guidelines are met by the proposed project revision. Section C of this document describes the relevant project changes in detail.

C. Summary of Project Changes

The District proposes to modify the previously approved North Education Center project to mitigate the impacts of the project to wetland/riparian habitats completely on site. Impacts to wetland/riparian habitats associated with the proposed project were solely related to off-site improvements to Horse Ranch Creek Road. These impacts were originally anticipated to be mitigated through a combination of on- and off-site creation, restoration, enhancement and preservation. The on-site mitigation was planned to occur within a portion of the Native Area, and has been implemented. PCCD has determined that it is preferable to complete the remainder of the wetland/riparian mitigation within another portion of the Native Area (Figure 3; Table 1). In addition to the wetland/riparian mitigation summarized in Table 1, 3.04 acres of upland restoration and 0.69 acre of upland enhancement are proposed within the Native Area, providing a comprehensive watershed approach to improving the existing functions and services of habitat along Horse Ranch Creek. The area would be placed under a conservation easement and subject to ongoing habitat management activities for its protection.

On-site mitigation activities would include removal of non-native vegetation and trash, application of herbicide treatment to non-native vegetation, topographical modifications through grading, installation of native plants and seed, and installation of a temporary, above-ground irrigation system. Topographical modifications would include lowering the existing elevation of the habitat establishment area so that the final topography is closer to groundwater and more consistent with that of existing riparian habitat in the vicinity. Grading would occur over approximately 1.85 acres and would average approximately one foot of soil removal. Three storm drain outfall structures on the east side of the restoration site also would be modified by minor topographical changes to allow them to drain properly into the existing channel. Excavated soils would be stockpiled in the adjacent future campus development areas.

Table 1
Proposed Habitat Mitigation

Habitat Type	Establishment / Creation			Restoration			Enhancement			Preservation		
	Existing	Proposed	Total	Existing	Proposed	Total	Existing	Proposed	Total	Existing	Proposed	Total
Alkali meadow	0.76	0.80	1.56	--	0.11	0.11	1.96	0.28	2.24	1.37	0.51	1.88
Southern cottonwood-willow riparian forest	--	0.72	0.72	--	0.15	0.15	0.78	1.63	2.41	0.66	3.41	4.07
Southern willow scrub	--	0.33	0.33	--	--	--	--	0.20	0.20	--	0.77 ¹	0.77 ¹
Drainage/ Non wetland Waters of the U.S.	--	0.01	0.01	--	0.02	0.02	--	--	--	--	--	--
Total	0.76	1.85	2.61	--	0.26	0.26	2.74	2.11	4.85	2.03	4.69	6.72

¹Includes <0.01 acre of mule fat scrub.

Numbers may not add correctly due to rounding.

D. Analysis of Potential Environmental Effects

1. Aesthetics

Section 2.1 of the Final EIR concluded that the project would result in less than significant direct impacts to visual resources, but that cumulative impacts would be significant and unmitigable. These cumulative impacts would result from incremental development of the site and other properties in the area over the next several decades, resulting in a permanent change from undeveloped to developed land over time. Although the project would include design features such as landscaping, landscape screening, lighting effects, building setbacks, and architectural details to reduce the visual impact of the project from off-site vantage points, the cumulative impacts would remain significant and unmitigable.

The proposed wetland mitigation work would include removal of non-native vegetation and minor grading in order to prepare the area for restoration. In the long term, the work would result in the establishment, restoration, enhancement, and preservation of native habitats. These habitats would provide a natural element between the proposed education center and SR 76, which would provide partial visual screening. In addition, dedication of these additional lands for mitigation purposes would remove the potential for their future development that was identified in the Final EIR. Thus, although the activities would result in minor, short-term visual impacts, they would result in a long-term benefit to the visual environment. The benefit in this area would not affect the direct or cumulative impact conclusions that were identified in association with development of the education center and adjacent properties. Therefore, changes to the approved project would not alter the conclusions of the Final EIR, result in new significant impacts, or substantially increase the severity of the previously identified significant and unmitigable aesthetics impacts.

2. Agricultural Resources

Section 4.1.1 of the Final EIR concluded that impacts to agricultural resources associated with the proposed project would be less than significant and no mitigation measures were required.

The proposed wetland mitigation work would include grading and dedication of an easement for biological conservation purposes within areas designated as Farmland of Local Importance under the California Department of Conservation (CDC) Important Farmland Inventory. As this designation is not identified in the CEQA Guidelines Section II(a) significance criterion related to Important Farmland impacts, impacts to Farmland of Local Importance would not be considered significant. The areas proposed for wetland mitigation do not encompass any areas identified under the CDC Important Farmland Inventory as Prime Farmland, Farmland of Statewide Importance, or Unique Farmland. Similarly, no Williamson Act Contract Lands or agricultural zoning designations are present. The Agricultural Feasibility Analysis of the project site also determined that agricultural use of the project site would be economically infeasible. Considering the planned conversion of the majority of the project site and adjacent property to developed uses, farming of the remnant Native Area where habitat mitigation is now proposed also would be similarly infeasible. As a result, impacts related to agricultural resources would remain less than significant and no mitigation measures would be necessary. Therefore, changes to the approved project would not alter the conclusions of the Final EIR, result in

new significant direct or cumulative impacts, or substantially increase the severity of previously identified agricultural resource impacts.

3. Air Quality

Section 4.1.2 of the Final EIR concluded that impacts to air quality would be less than significant and no mitigation measures were required. Standard design measures were, however, identified in order to reduce emissions of particulates less than 10 microns in diameter (PM₁₀) during project grading and volatile organic compounds during architectural coating of project buildings.

The proposed wetland mitigation work would result in minor additional grading activities and associated heavy equipment operation. These minor grading activities would result in emissions substantially less than those identified in the Final EIR and would not occur concurrently with grading for the education center. Therefore, they would not alter the maximum daily emission rates identified in the Final EIR. Grading activities would comply with applicable dust control requirements to minimize PM₁₀ emissions. The wetland mitigation work would not result in long-term emissions. As a result, impacts related to air quality would remain less than significant and no mitigation measures would be necessary. Therefore, changes to the approved project would not alter the conclusions of the Final EIR, result in new significant direct or cumulative impacts, or substantially increase the severity of the previously identified air quality impacts.

4. Biological Resources

Section 3.1 of the Final EIR determined that the proposed project would result in significant biological resources impacts that would be reduced to less than significant levels with the incorporation of required mitigation measures. Identified impacts to biological resources include direct loss of sensitive habitat, potential impacts to sensitive animal species through habitat loss, and potential indirect impacts from project construction and operation. These impacts would be reduced to below a level of significance through habitat creation, restoration, enhancement, and preservation; preparation of a Management and Monitoring Plan for maintenance of the mitigation areas; limitations on construction activities during the breeding season; monitoring during construction; and operational measures including controlling lighting, using native plants to the greatest extent feasible, and installing protective signage.

The proposed wetland mitigation work would result in small amounts of additional impact to disturbed Isocoma scrub, non-native grassland, and Waters of the U.S. in association with establishment and restoration of upland and wetland/riparian habitats. The proposed activities would result in a net benefit to biological resources through a comprehensive watershed approach to improving the existing functions and services of habitat along Horse Ranch Creek. The resulting habitat preservation would exceed the upland and wetland mitigation requirements identified in the Final EIR. As a result, the net impact to sensitive habitats would be improved relative to what was anticipated in the Final EIR. Additionally, dedication of these additional lands for mitigation purposes would remove the potential for their future development that was identified in the Final EIR. The activities would be subject to the Final EIR requirements relative to breeding season restrictions and monitoring during construction (Mitigation Measures B-3 through B-7). Therefore, changes to the approved project would not alter the

conclusions of the Final EIR, result in new significant direct or cumulative impacts, or substantially increase the severity of the previously identified biological resources impacts.

Mitigation activities would be subject to the following mitigation measures:

Mitigation Measure B-3: All clearing and grubbing in southern cottonwood-willow riparian forest shall be restricted during the breeding season for least Bell's vireo (March 15 to September 15), thereby avoiding direct impacts to this species.

Habitat-based mitigation required in Mitigation Measures B-2c and B-2d shall be offered for direct impacts to least Bell's vireo habitat. Impacts to southern cottonwood-willow riparian forest and southern willow scrub shall require offsite mitigation at a 3:1 ratio, for a total of 1.05 acres and 1.26 acres, respectively, as described in Mitigation Measures B-2c and B-2d.

Mitigation Measure B-4: All clearing and grubbing in southern cottonwood-willow riparian forest shall be restricted during the breeding season for southwestern willow flycatcher (March 15 to September 15), thereby avoiding direct impacts to this species. Impacts to areas of potentially appropriate habitat (southern cottonwood-willow riparian forest) for southwestern willow flycatcher shall be mitigated for at a 3:1 ratio, as described in Mitigation Measure B-2c.

Mitigation Measure B-5:

- (a) Project activities resulting in potentially direct impacts to migratory birds, such as clearing and grubbing, shall be restricted during the breeding season for migratory birds (approximately February to September). In the event that construction activities occur within the breeding season, a nesting bird survey shall be required in order to avoid direct impacts from grubbing of vegetation. The nesting survey shall be conducted prior to commencement of project activities occurring within the migratory bird breeding season. Nesting bird surveys shall include the entire area affected by project improvements, as well as native habitat located within 300 feet of the project boundary. Nesting bird surveys shall be conducted no more than one week prior to the scheduled start date for project activities impacting native habitat. In the event that nesting birds are detected within the study area, clearing and grubbing activities shall be restricted until the end of the breeding season.
- (b) Cause to be placed on the face of the grading plans, "To avoid potential impacts on any potentially nesting migratory birds, one of the following clearing and grubbing limitations shall apply: a County-certified, qualified biologist shall perform a survey to be completed not more than one week prior to initiation of activities, and based on the survey; certify in writing to the Wildlife Agencies that there are no nesting migratory birds on the project site; If the biologist's survey has located nesting migratory birds, certify in writing to the County and/or Wildlife Agencies as appropriate that nests are not within 300 feet of the project boundary; The biologist shall verify in writing to the County and/or Wildlife Agencies that nesting has occurred but has ceased and clearing, grubbing and grading can occur until the following February 1 without impact on nesting migratory birds.

Mitigation Measure B-6: Direct impacts to white-faced ibis, white-tailed kite, Cooper's hawk, San Diego cactus wren, yellow warbler, yellow-breasted chat, and rufous-crowned sparrow shall be avoided by restricting clearing of vegetation during the breeding season (approximately February to September).

Mitigation for impacts to habitats used by these species shall occur as habitat-based mitigation, as stated in Mitigation Measures B-1a and B-1c, and B-2a and B-2c.

Mitigation Measure B-7: Indirect impacts shall be mitigated through implementation of the following measures:

- (a) The limits of grading shall be temporarily flagged and fenced with silt fencing or construction fencing, prior to grading to prevent impacts to areas adjacent to the limits of grading. Prior to clearing of vegetation, a qualified biologist shall inspect the location of the fence to ensure that no vegetation loss occurs from installation of the fence. The fencing shall be temporary and shall only be removed upon the completion of grading, brushing and clearing activities.
- (b) A qualified biologist shall monitor the limits of grading during clearing, grubbing, and grading activities. The site shall be monitored once a day and reports shall be submitted to the District weekly. The biological monitor shall have the authority to halt construction activities to prevent or avoid the take of any listed species and/or to ensure compliance with all avoidance, minimization, and mitigation measures. Any unauthorized impacts or actions shall be brought to the attention of the District and the Wildlife Agencies within 24 hours.
- (c) To reduce potential indirect impacts resulting from construction activities or resulting noise, no clearing, grading, or trenching shall be conducted within 300 feet of appropriate habitat for least Bell's vireo during its breeding period (March 15 to September 15); appropriate habitat for coastal California gnatcatcher during its breeding period (February 15 to August 31); and within 500 feet of occupied raptor nests.
- (d) All proposed lighting of the completed project shall be shielded and directed away from riparian habitats immediately west of the project area.
- (e) Native plants shall be used to the greatest extent feasible in the landscape areas adjacent to and/or near existing areas of native habitat. The use of invasive plants or vegetation that requires intensive irrigation, fertilizers, or pesticides adjacent to native habitat (Native Area) shall be prohibited. Water used for landscaping shall be directed away from adjacent habitat and contained and/or treated within the development footprint.
- (f) Permanent signage shall be installed along the northern boundary of the onsite Native Area to identify the area as such, and to restrict access into this area of the property. Signage shall be clearly visible and shall be placed approximately every 100 feet along the northerly limits of the Native Area. Signage shall be corrosion resistant, a minimum of six by nine inches in size, not less than three feet in height above ground surface, and state the following: "Sensitive Environmental Resources; Disturbance Beyond this Point is Restricted."

5. Cultural Resources

Section 3.2 of the Final EIR determined that the project has the potential to result in significant impacts to two recorded cultural resources. Specifically, both of these impacts were identified in association with off-site roadway improvements. The Final EIR included mitigation measures that would reduce potential impacts to these two sites to below a level of significance. Subsequent to certification of the

Final EIR, PCCD also agreed to having a Native American monitor present for the excavation of all native soil for the project, in order to further reduce potential impacts to cultural resources.

The proposed wetland mitigation work would require an average of approximately one foot of soil removal over approximately 1.85 acres, in addition to the excavation that was previously planned for the education center. No cultural resources have been recorded in this area. As a result, no additional impacts are anticipated and the mitigation measures required by the Final EIR would not apply. However, in accordance with PCCD's commitment, an archaeologist and Native American monitor would be present for these excavation activities to identify and provide for appropriate recovery of resources that may be present. Changes to the proposed project would not alter the conclusions of the Final EIR, and would not result in new significant impacts or substantially increase the severity of the previously identified cultural resources impacts.

6. Geology and Soils

Section 4.1.3 of the Final EIR concluded that there would be less than significant impacts related to geology and soils associated with project implementation and no mitigation measures were required. Project design features, including conformance with applicable building code requirements and implementation of erosion control measures, were identified as required.

The proposed wetland mitigation work would involve additional minor excavation into existing soil. It would not involve the construction of structures or other facilities that would be frequented by humans, that could be at risk from seismic activities or other geologic hazards. The proposed excavation would average approximately one foot in depth and would not result in steep slopes that could be susceptible to failure. The excavation would temporarily expose soils to the potential for additional erosion, until new native vegetation is established. Consistent with the conclusions of the Final EIR, the potential for erosion would be reduced to below a level of significance through implementation of measures specified in a Storm Water Pollution Prevention Plan (SWPPP). As a result, impacts related to geology and soils would remain less than significant and no mitigation measures would be necessary. Therefore, changes to the approved project would not alter the conclusions of the Final EIR, and would not result in new significant impacts or substantially increase the severity of previously identified geology and soils impacts.

7. Hazards and Hazardous Materials

Section 4.1.4 of the Final EIR concluded that there would be less than significant impacts related to hazards and hazardous materials from project implementation and no mitigation measures were required. Project design features, including proper storage and disposal of hazardous materials during construction as well as implementation of a Fire Protection Plan, were identified as required.

The proposed wetland mitigation work would not be located within areas known to contain hazardous materials. Hazardous substances such as fuels, lubricating oils, and herbicides temporarily present on site during restoration activities would be subject to requirements for proper storage and disposal as described in the Final EIR. The proposed mitigation would not alter the proximity of vegetation to existing or proposed structures, and would not result in a need to alter the requirements presented in

the Fire Protection Plan prepared for the project. As a result, impacts related to hazards and hazardous materials would remain less than significant and no mitigation measures would be necessary. Therefore, changes to the approved project would not alter the conclusions of the Final EIR, and would not result in new significant impacts or substantially increase the severity of previously identified hazards and hazardous materials impacts.

8. Hydrology and Water Quality

Section 4.1.5 of the Final EIR concluded that there would be less than significant impacts related to hydrology and water quality from project implementation and no mitigation measures were required. Preparation of a SWPPP and inclusion of applicable best management practices (BMPs) were identified as necessary in order to comply with regulatory requirements.

The proposed wetland mitigation work would involve minor changes in drainage to provide an appropriate context to support wetland plant species, as well as to ensure appropriate functioning of existing drainage outlets. These changes would mimic a natural flow pattern, and would not result in adverse impacts. Grading activities to accomplish these changes also would result in potential short-term water quality impacts from fuels and other chemicals associated with construction equipment, as well as potential sedimentation impacts from exposure of soils to erosion. In the long term, the proposed work would enhance water quality through creation and restoration of native habitats, which would minimize erosion potential and filter pollutants. Consistent with the conclusions of the Final EIR, implementation of a SWPPP and BMPs would ensure that potential impacts would be less than significant. As a result, impacts related to hydrology and water quality would remain less than significant and no mitigation measures would be necessary. Therefore, changes to the approved project would not alter the conclusions of the Final EIR, and would not result in new significant impacts or substantially increase the severity of previously identified hydrology and water quality impacts.

9. Land Use and Planning

Section 4.1.6 of the Final EIR concluded that there would be less than significant land use impacts from project implementation and no mitigation measures or project design features were required.

The proposed wetland mitigation work would occur within an area that was identified in the Final EIR as a Native Area, where no development was proposed at the time, but where additional facilities could be proposed in the future, subject to additional environmental review. The proposed action would place a conservation easement over an additional portion of the Native Area, thus precluding the potential for additional development. The conservation easement would be consistent with the adjacent, existing mitigation area and would not result in an incompatibility with existing on- or-off site land uses. Creation of the additional on-site mitigation area also would be supportive of and would not conflict with any applicable land use plan, policy, or regulation adopted for the purpose of avoiding or mitigating an environmental effect. Therefore, changes to the approved project would not alter the conclusions of the Final EIR, result in new significant impacts, or substantially increase the severity of previously identified land use impacts.

10. Noise

Section 3.3 of the Final EIR determined that the proposed project would result in significant noise impacts that would be reduced to less than significant levels with the incorporation of required mitigation measures. Specifically, noise impacts would be related to the effects of traffic noise on proposed campus uses, and noise generated by project-related mechanical equipment. The Final EIR required additional studies to demonstrate that interior and exterior noise impacts would be less than significant, based on detailed design and attenuation measures. Construction-related noise impacts were determined to be less than significant based on required conformance with the County of San Diego Noise Ordinance, which requires associated noise levels to be below 75 A-weighted decibels.

The proposed wetland mitigation work would not result in additional generation of operational noise, and would not subject additional noise-sensitive land uses to excessive noise levels. Short-term grading activities would result in noise from equipment operation. These activities would, however, comply with the County Noise Ordinance. As a result, impacts related to noise from the proposed mitigation work would remain less than significant and no mitigation measures would be necessary. Therefore, changes to the approved project would not alter the conclusions of the Final EIR, and would not result in new significant impacts or substantially increase the severity of the previously identified noise impacts.

11. Paleontology

Section 3.4 of the Final EIR determined that the proposed project would result in significant paleontological resource impacts that would be reduced to less than significant levels with the incorporation of required mitigation measures. The Final EIR required paleontological monitoring during the initial cutting of previously undisturbed Quaternary river terrace deposits, due to their moderate paleontological resource sensitivity.

The proposed wetland mitigation work would involve grading at depths of approximately one foot. Because of the shallow depth of grading, disturbance would be limited to surficial soils and the underlying rock formations (with potential to support paleontological resources) would not be affected. As a result, no paleontological resource impacts would be anticipated to occur from this work and no mitigation would be required. Therefore, changes to the approved project would not alter the conclusions of the Final EIR, and would not result in new significant impacts or substantially increase the severity of the previously identified paleontological resource impacts.

12. Public Utilities and Service Systems

Section 4.1.7 of the Final EIR concluded that there would be less than significant public utilities and services impacts associated with the project, and no mitigation measures or project design features were required.

The proposed wetland mitigation work would not result in additional development at the site that would generate increased demand for water, sewer, school, fire, or police services. It would require temporary water service for irrigation during the plant establishment period. However, this would occur prior to operation of the education center and would require far less water than the education center

would. Therefore, adequate water service would be available to serve the temporary irrigation needs. As a result, impacts related to public services would remain less than significant and no mitigation measures would be necessary. Therefore, changes to the approved project would not alter the conclusions of the Final EIR, and would not result in new significant impacts or substantially increase the severity of previously identified public utilities and service systems impacts.

13. Traffic and Circulation

Section 2.2 of the Final EIR concluded that the project would result in significant and unmitigable direct and cumulative traffic and circulation impacts. These impacts would occur due to increased traffic from development of the project site and other properties in the vicinity. The Final EIR identified requirements for payment of fees to assist in funding improvements to a number of intersections and roadway segments; however, these measures would not be adequate to reduce impacts to below a level of significance.

The proposed wetland mitigation work would not result in new land uses that would generate long-term traffic. Therefore, it would not contribute to the significant and unmitigable traffic impacts that were identified for the proposed project. Some traffic would be generated during the mitigation work construction period; however, this would occur prior to, and be substantially less than, traffic that would be generated by implementation of the education center. Therefore, changes to the approved project would not alter the conclusions of the Final EIR, result in new significant impacts, or substantially increase the severity of the previously identified traffic impacts.

E. Conclusions and Findings

The PCCD Board of Directors previously certified a Final EIR for the Master Plan in July 2008. The certified Final EIR concluded that the project would result in significant impacts associated with the following: aesthetics, biological resources, cultural resources, noise, paleontology, and traffic and circulation. Mitigation measures were identified to reduce the majority of impacts associated with development of the North Education Center to a less than significant level. Two resource areas, aesthetics and traffic and circulation, were found to have unmitigable impacts; however, the benefits of the project were found to outweigh these impacts.

The analysis included in this Addendum is consistent with the conclusions identified in the certified Final EIR. The project modifications would not result in new significant impacts, or substantially increase the severity of the previously identified impacts. Comparison of the impacts identified for the revised project with the impacts disclosed in the previously certified Final EIR demonstrate that none of the conditions included in Section 15162(a) of the CEQA Guidelines that would require preparation of a subsequent EIR have been met.

Major Revisions Not Required

The project would not include major project revisions that would result in new significant impacts, nor would there be a substantial increase in the severity of impacts as described in the certified Final EIR.

No Substantial Change in Circumstances Requiring Major Revisions

There is no substantial evidence in the record or otherwise to indicate that there are substantial changes in the circumstances associated with the project that would require major revisions to the certified Final EIR.

No New Information Showing Greater Significant Effects

This Addendum analyzed all available relevant information to determine whether there is new information that was not available at the time that the Final EIR was certified indicating that a new significant effect not reported in the certified Final EIR may occur. Based on the information provided above, no substantial new information has been identified that would result in a new or greater significant impact requiring major revision of the certified Final EIR.

No New Information Showing Ability to Reduce Significant Effects

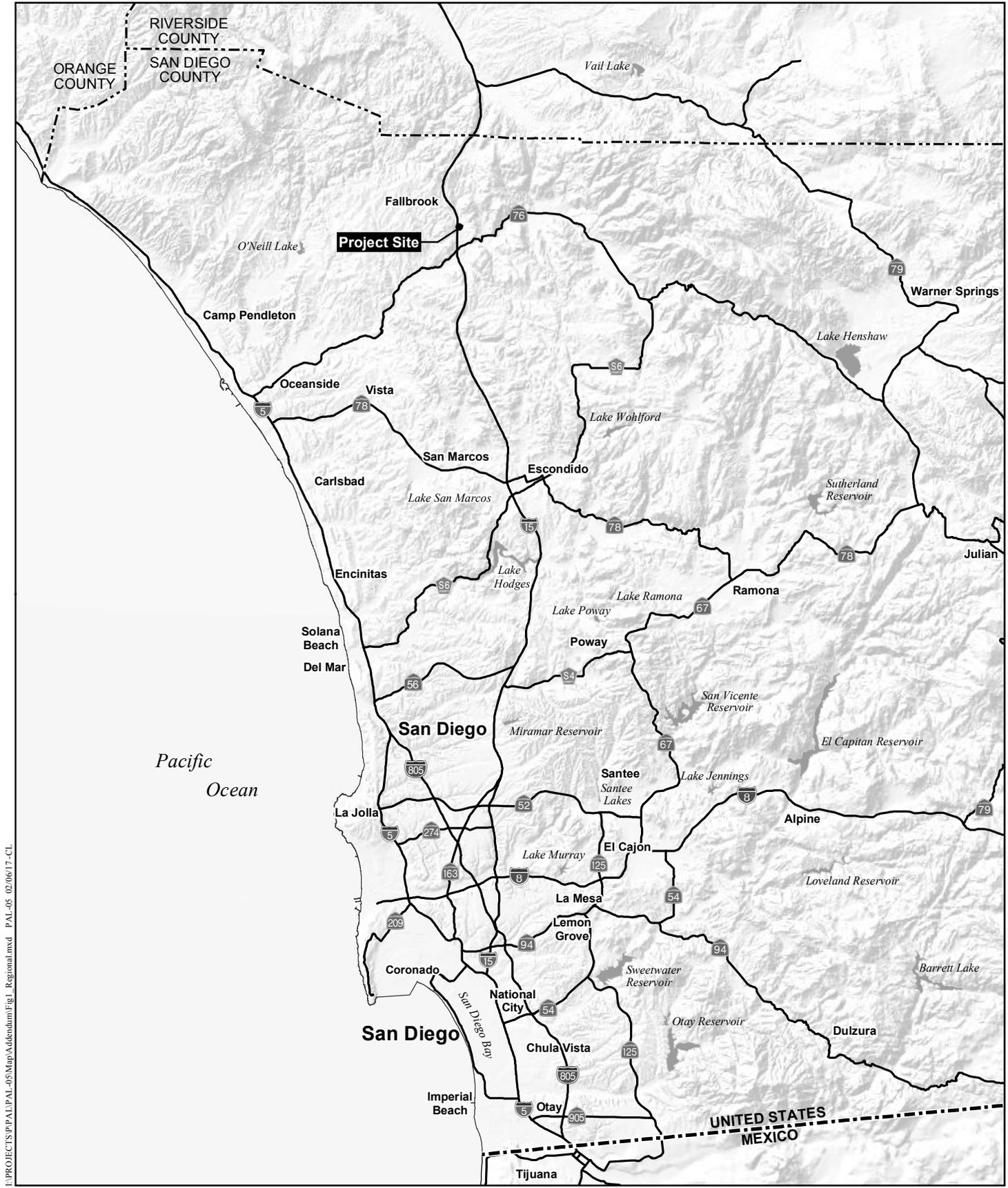
The proposed project would not result in new or greater significant environmental impacts. Therefore, no alternatives to the project or additional mitigation measures are necessary that would otherwise substantially reduce the environmental effects identified in and considered by the certified Final EIR.

F. Document Availability

Copies of the Final EIR and this Addendum to the Final EIR are available for review at Palomar Community College District, 1140 West Mission Road, San Marcos, California 92069.

Name: Ron Ballesteros-Perez
Title: Assistant Superintendent/Vice President,
Finance & Administrative Services
Palomar Community College District

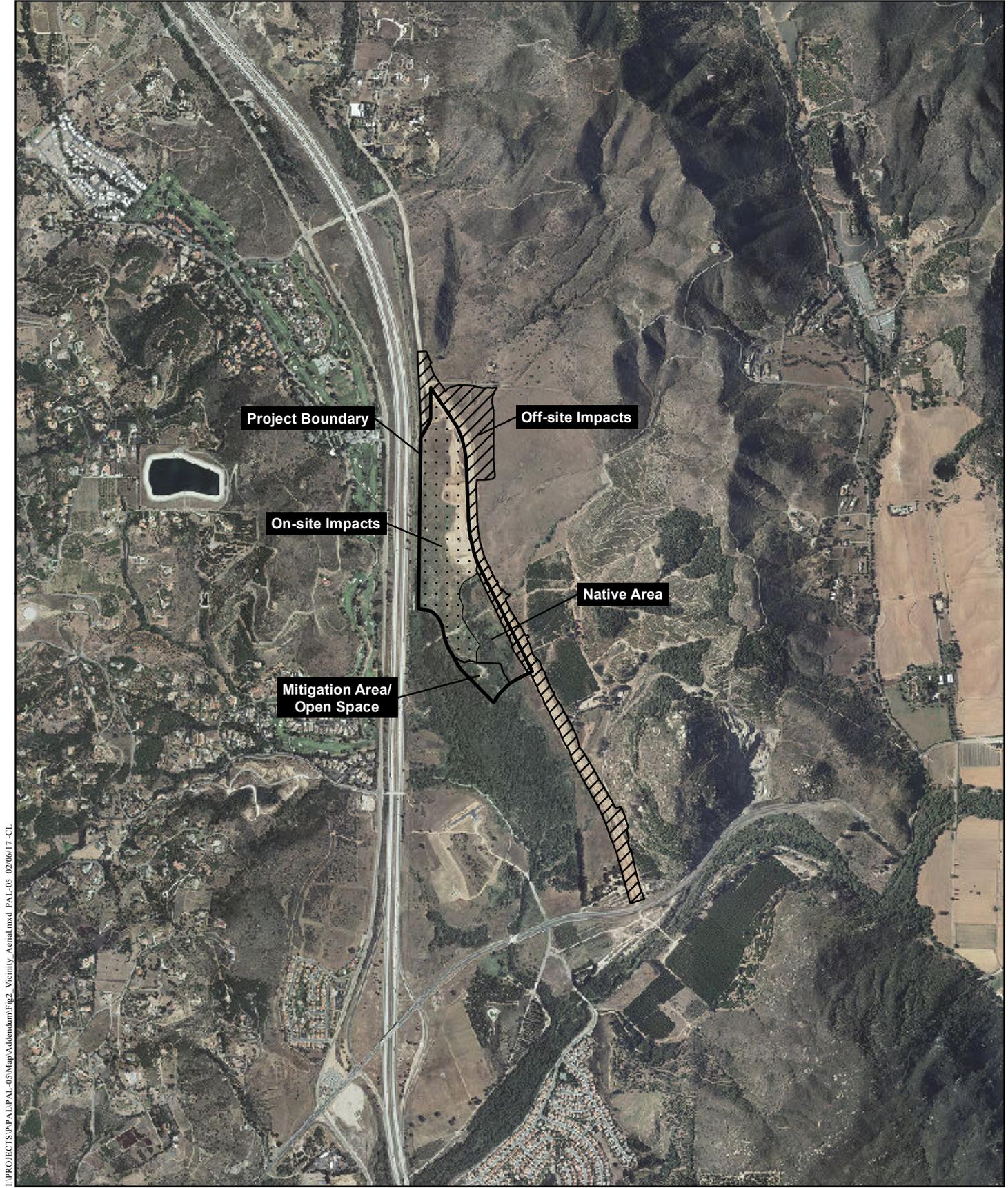
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Regional Location Map

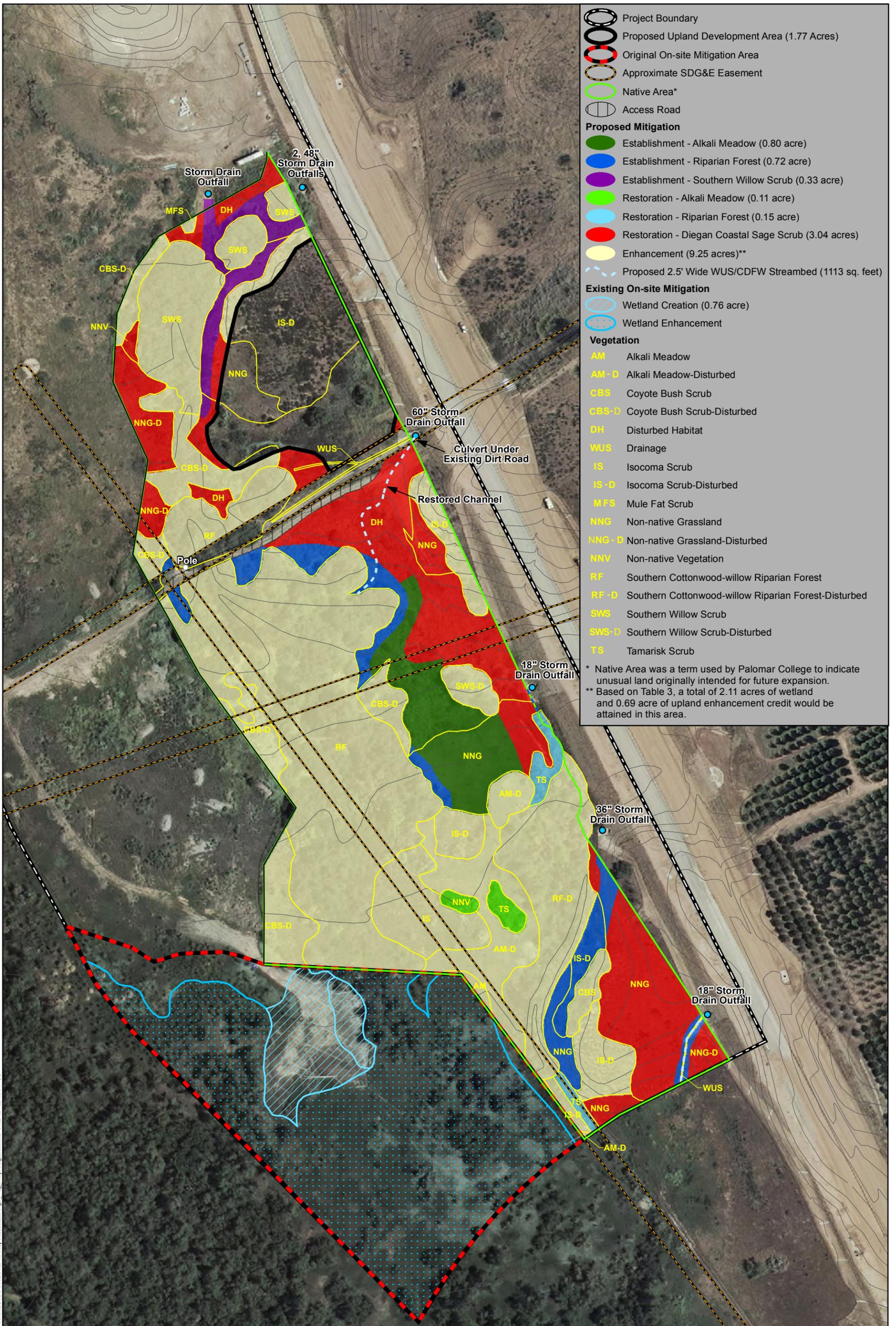
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Project Vicinity Map

PALOMAR COMMUNITY COLLEGE NORTH EDUCATION CENTER ADDENDUM



Future Phase (Native Area) Vegetation/Proposed Mitigation

PALOMAR COMMUNITY COLLEGE NORTH EDUCATION CENTER ADDENDUM

Palomar Community College District

TOPIC: 2022 Facilities Master Plan changes and Addendum 1 and Addendum 2 to the Previously Certified PEIR

OVERVIEW:

The Governing Board of the Palomar Community College District ("PCCD") is considering an amendment to the 2022 Facilities Master Plan 2010 Update, May 2010 ("Master Plan") to accommodate construction of the new parking structure, Maintenance and Operations ("M&O") Complex and the new Campus Police Building.

DISCUSSION

On October 30th, 2009, the Governing Board of the Palomar Community College District adopted the Master Plan and, as the lead agency under the California Environmental Quality Act ("CEQA"), certified the Final Program Environmental Impact Report ("PEIR") for the Master Plan. The Master Plan is comprised of two main components, which link together: the Educational Master Plan which addresses all PCCD campuses and educational centers, and the San Marcos Campus Facilities Master Plan. The San Marcos Campus Facilities Master Plan recommends future physical improvements and identifies educational programs and services needed to accommodate the year 2022 maximum enrollment of 25,000 at the San Marcos campus. This Master Plan Amendment is being proposed because the Master Plan 2010 Update identified three potential locations for a parking structure in the future, but now a location for the parking structure has been finalized. Now the Campus Police Building would be constructed near parking structure at the location of the old Child Development Center (CDA, CDB, and CDC Buildings), instead of the old O-Building location as discussed in the Master Plan. Additionally, the Master Plan 2010 Update identified the existing M&O Complex to be redeveloped at its current location, but now a location northeast of the intersection of West Mission Road and South Las Posas Road has been identified.

The details of the proposed amendments to the Master Plan are outlined in further detail in Resolution No. 16-21524 attached hereto. Further details can also be found in Addendum 1 and Addendum 2 to the PCCD San Marcos Campus Facilities Master Plan Final PEIR, SCH No. 2008071024, attached hereto.

Along with the Master Plan Amendment, the Governing Board will also consider adopting Addendum 1 and Addendum 2 to the previously certified San Marcos Facilities Master Plan PEIR, SCH No. 2008071024, under the State California Environmental Quality Act (CEQA) Guidelines Section 15164(a).

RECOMMENDATION:

Approve Resolution No., 16-21524 amending the 2022 Facilities Master Plan, 2010 Update, May 2010 and adopt Addendum 1 and Addendum 2 to the previously certified San Marcos Facilities Master Plan Program Environmental Impact Report ("PEIR"), SCH No. 2008071024, under the State California Environmental Quality Act (CEQA) Guidelines Section 15164(a).

PALOMAR COMMUNITY COLLEGE DISTRICT
RESOLUTION NO. 16-21524

WHEREAS, the Palomar Community College District (“District”) proposes to amend the 2022 Facilities Master Plan, 2010 Update, May 2010 (“Master Plan”) to accommodate construction of the new parking structure and the new Maintenance and Operations (M&O) Complex in San Marcos Campus and revise the location of the proposed new Campus Police Building.; and

WHEREAS, on November 10, 2009, the Governing Board of the District adopted a resolution certifying the San Marcos Facilities Master Plan Program Environmental Impact Report (“PEIR”), SCH No. 2008071024, a copy of which is on file with the Finance & Administrative Services office of the District in accordance with the California Environmental Quality Act of 1970 (CEQA) (Public Resources Code Section 21000 et seq.), as amended, and the State CEQA Guidelines thereto (California Code of Regulations, Title 14, Chapter 3, Section 15000 et seq.); and

WHEREAS, Master Plan Amendment is being carried out because the Master Plan identified three potential locations for a parking structure in the future, but now a location for the parking structure has been finalized. Additionally, now the Campus Police Building would be constructed near parking structure at the location of the old Child Development Center (CDA, CDB, and CDC Buildings), instead of the old O-Building location as discussed in the Master Plan; and

WHEREAS, Master Plan Amendment is also being carried out because the Master Plan 2010 Update identified the existing M&O Complex to be redeveloped at its current location, but now a location northeast of the intersection of West Mission Road and South Las Posas Road has been identified; and

WHEREAS, the following amendments would be made to the Master Plan:

- Amend San Marcos Campus, 2022 Campus Plan, page 11, to show an expanded campus boundary to include the proposed location of the M&O Complex.
- Amend San Marcos Campus, 2022 Campus Plan, page 13, to show an expanded campus boundary to include the proposed location of the M&O Complex, include “new buildings” at the project site, and remove the “new building” shown for the previously-proposed location for the M&O Complex.
- Amend San Marcos Campus, 2022 Campus Plan, page 15 to show Project No. 17 “Facilities/M&O” at proposed location northeast of the intersection of West Mission Road and South Las Posas Road.
- Amend San Marcos Campus, 2022 Campus Plan, p.15, to show Project No. 24 Campus Police Facility at location of old Child Development Center (CDA, CDB, and CDC Buildings).

- Amend San Marcos Campus, 2022 Campus Plan, p. 15, Project E Potential Parking Structure to show a potential parking structure at location of old Child Development Center (CDA, CDB, and CDC Buildings).
- Amend maps on pages 18-35, on odd-numbered pages between pages 39-91, and pages 103, 106, 107, and 108-112, to show project site and buildings within the campus boundaries.
- Amend map in Facilities Building, Demolition of Existing M&O Facilities (San Marcos Campus Plan, p. 71) to include proposed buildings at project site.
- Amend figure on San Marcos Campus, 2022 Campus Plan, p. 21, to show location of Parking Structure Opportunity at location of old Child Development Center (CDA, CDB, and CDC Buildings).
- Amend map in Campus Planning Analysis, College Services and Public Transportation (San Marcos Campus, 2022 Campus Plan, p. 35), to show entry 6 Campus Police at location of old Child Development Center (CDA, CDB, and CDC Buildings).
- Amend description of Child Development Center Project (San Marcos Campus, 2022 Campus Plan, p. 66) to include parking structure: “The present Child Development Center consists of three temporary buildings, between 10 and 31 years old. Once the current buildings are vacated they will be demolished making way for much needed parking structure and new Campus Police Building.”
- Amend description of Facilities Building (San Marcos Campus, 2022 Campus Plan, p. 72) to reflect the revised location: “This project will ~~replace~~ relocate the campus Maintenance and Operations with much needed new facilities in the southwestern part of the campus. The existing facilities are inadequate with a shortage of space, poor ventilation in some of the shops, inadequate hazardous waste storage, and insufficient locker and restroom areas. This facility will house: Facilities Management, Building Services, Grounds Services, Custodial Services, Warehouse, Facility Planning/Environmental Health and Safety and Transportation Services and all the associated trades within those departments. ~~The building location will provide easy access to the campus core and future central plant.~~”
- Amend description of Campus Police Building Project (San Marcos Campus, 2022 Campus Plan, p. 88) to describe the new location of campus police building. “~~O Building demolition~~
This project will replace the existing O Building with a permanent Campus Police Building. This siting will take advantage of the optimal location overseeing the front parking lots and the existing building infrastructure. A permanent Campus Police Building will be constructed at location of old Child Development Center (after demolition of CDA, CDB, and CDC Buildings) along with the proposed Parking Structure.”

WHEREAS, State CEQA Guidelines section 15164(a) allows a lead agency to prepare an Addendum to a final Environmental Impact Report, if such Addendum meets the requirements of CEQA; and

WHEREAS, it is in the best interests of the District to proceed with approval of the Project; and

WHEREAS, upon approval of this Resolution, the District shall be authorized to proceed with the Project in accordance with the substantive provisions set forth herein.

NOW, THEREFORE, THE GOVERNING BOARD OF THE PALOMAR COMMUNITY COLLEGE DISTRICT FINDS, DECLARES, AND RESOLVES AS FOLLOWS:

- Section 1.** The foregoing recitals are true and correct.
- Section 2.** That the information contained in the Palomar Community College District, San Marcos Campus Facilities Master Plan Final Program Environmental Impact Report (SCH No. 2008071024), dated November 2009 along with Addendum 1 and Addendum 2 thereto, including any comments received during the public review process, has been reviewed and considered by this Board prior to making a decision on the Project.
- Section 3.** That there are no substantial changes proposed through the consideration of the Project and no substantial changes with respect to the circumstances that would require major revisions in the PEIR.
- Section 4.** That no new information of substantial importance has become available showing that the Project would have any significant effects not discussed previously in the PEIR or that any significant effects previously examined will be substantially more severe than shown in the PEIR.
- Section 5.** That no new information of substantial importance has become available showing that mitigation measures or alternatives previously found not to be feasible are in fact feasible which would substantially reduce any significant effects, but that the Project proponents decline to adopt, or that there are any considerably different mitigation measures or alternatives not previously considered which would substantially reduce any significant effects, but that the Project proponents decline to adopt.
- Section 6.** That pursuant to State CEQA Guidelines Section 15164, none of the conditions of described in State CEQA Guidelines section 15162 have occurred or only minor technical changes or additions are necessary, and therefore, the Board adopts Addendum 1 and Addendum 2 to the San Marcos Facilities Master Plan Program Environmental Impact Report, SCH No. 2008071024 with respect to the Project, a copy of which is on file with the Finance & Administrative Services office of the District.
- Section 7.** The Office of the District's Assistant Superintendent/Vice President Finance and Administrative Services, located at 1140 W. Mission Road, San Marcos, CA 92069, is hereby designated as the custodian of the public record with respect to the Project.
- Section 8.** The proposed Project is approved, and District staff and consultants are authorized and directed to take all steps necessary or convenient to carry out the Project in accordance with Addendum 1 and Addendum 2, the Final PEIR and the associated CEQA Findings of Fact and Statement of Overriding Considerations, and the MMRP, subject to receiving final approvals and permits as may be necessary or convenient for the Project.
- Section 8.** The District's Superintendent/President, or his designee, is authorized and directed to file a Notice of Determination for the Project in accordance with CEQA and the State CEQA Guidelines.

Section 9. This Resolution shall take effect immediately upon its adoption.

The foregoing Resolution No. 16-21524 was adopted by the Governing Board of the Palomar Community College District at a meeting of the Board held on March 14, 2017, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President, Governing Board
Palomar Community College District

Attest:

Secretary of the Governing Board
Palomar Community College District

Attachment A – Addendum 1 to the Palomar Community College District, San Marcos Campus Facilities Master Plan Final Program Environmental Impact Report (SCH No. 2008071024), dated June 2016

Attachment B – Addendum 2 to the Palomar Community College District, San Marcos Campus Facilities Master Plan Final Program Environmental Impact Report (SCH No. 2008071024), dated December 2016

ATTACHMENT A

PALOMAR COMMUNITY COLLEGE DISTRICT

San Marcos Campus Facilities Master Plan Final Program Environmental Impact Report Addendum No. 1

SCH No. 2008071024

June 2016

Prepared for



Palomar Community College District
San Marcos Campus
1140 West Mission Road
San Marcos, California 92069-1487

Prepared by

ATKINS

3570 Carmel Mountain Road, Suite 300
San Diego, California 92130

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**ADDENDUM TO THE PREVIOUSLY CERTIFIED FINAL
PROGRAM ENVIRONMENTAL IMPACT REPORT FOR THE
SAN MARCOS CAMPUS FACILITIES MASTER PLAN
(SCH No. 2008071024)
PALOMAR COMMUNITY COLLEGE DISTRICT
June 2016**

A. California Environmental Quality Act Context

Applicable CEQA Guidelines

Section 15164(a) of the California Environmental Quality Act (CEQA) Guidelines states that an addendum to a previously certified environmental impact report (EIR) may be prepared if only minor technical changes or additions are necessary, but none of the conditions described in Section 15162(a) calling for the preparation of a subsequent EIR have occurred. According to Section 15162(a), a subsequent EIR shall not be prepared for this project unless the Palomar Community College District (PCCD) Board of Directors determines, based on substantial evidence in light of the whole record that one or more of the following would occur:

- (1) Substantial changes are proposed to the project which will require major revisions to the Palomar Community College District San Marcos Campus Facilities Master Plan Final Program EIR (PEIR) due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects;
- (2) Substantial changes have occurred with respect to the circumstances under which the project is undertaken which will require major revisions to the PEIR due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects; or
- (3) New information of substantial importance, which was not known and could not have been known with the exercise of reasonable diligence at the time the PEIR was certified, shows any of the following:
 - (A) The project will have one or more significant effects not discussed in the Final PEIR;
 - (B) Significant effects previously examined in the certified Final PEIR will be substantially more severe than shown in the Final PEIR;
 - (C) Mitigation measures previously found not to be feasible would in fact be feasible, and would substantially reduce one or more significant effects on the environment, but PCCD declined to adopt the mitigation measure or alternative; or

- (D) Mitigation measures which are considerably different from those analyzed in the Final PEIR would substantially reduce one or more significant effects on the environment, but PCCD declined to adopt the mitigation measure or alternative.

CEQA Guidelines Conclusion

As demonstrated below, an addendum to the previously certified Final PEIR for the PCCD San Marcos Campus Facilities Master Plan (Master Plan) is an appropriate environmental document to fulfill the requirements of CEQA in conformance with Section 15164(a) of the CEQA Guidelines.

B. Background

The Final PEIR

On October 30th, 2009, the PCCD Board of Directors, as the lead agency under CEQA, certified the Final PEIR for the Master Plan. The San Marcos campus is located along West Mission Road in the City of San Marcos, in northern San Diego County, California (Figure 1). The Master Plan is comprised of two main components, which link together: the Educational Master Plan which addresses all PCCD campuses and educational centers, and the San Marcos Campus Facilities Master Plan. The Educational Master Plan forecasts the future educational programs and enrollment for the PCCD, and has projected a total enrollment of 47,500 students at all campuses by the year 2022. The Educational Master Plan is not subject to CEQA, and was therefore not evaluated in the PEIR because it did not propose physical improvements that would result in environmental effects. The San Marcos Campus Facilities Master Plan recommends future physical improvements and identifies educational programs and services needed to accommodate the year 2022 maximum enrollment of 25,000 at the San Marcos campus. Most of the individual projects identified in the Master Plan were the subject of the PEIR. The Master Plan was intended to be updated on an on-going basis, based on enrollment demand (approved project).

The Final PEIR included analysis of the following environmental topics: Aesthetics, Air Quality, Biological Resources, Climate Change/Global Warming, Cultural Resources, Geology and Soils, Hazards and Hazardous Materials, Hydrology and Water Quality, Land Use, Noise, Population and Housing, Public Services, Recreation, Transportation/Traffic, and Utilities, Service Systems, and Energy. Potentially significant impacts were identified in the Final PEIR to Biological Resources, Cultural Resources, Transportation/Traffic and Utilities, Service Systems, and Energy. However, most of the potentially significant impacts would be mitigated to below a level of significance with implementation of mitigation measures. Only one impact to Air Quality – Cumulatively Considerable Violations of Air Quality Standards, was identified as significant and unavoidable. Pursuant to CEQA Guidelines Section 15093, the Governing Board balanced the benefits of the Master Plan against its unavoidable environmental risks and determined that the impact was acceptable in order to address the projected population increase of 20% within San Diego County (County); local economic stimulus the Master Plan would bring into the County; the increase in academic, research and administrative space that would address capacity, and technological shortcomings of the existing facilities; and the economic, social and cultural development the Master Plan would add to the County.

Figure 1

Need for PEIR Addendum

Since certification of the Final PEIR in 2009, PCCD has recognized the need to identify a location for additional parking through the construction of an approximately 1,600 space above ground parking structure within the northeastern portion of Parking Lot 12, and in the general vicinity of Master Plan Project 9-A (Figure 2). This project was identified as Project 20-C: Parking Structure, in the Master Plan PEIR, which identified the construction of a parking structure that would substitute approximately 1,000 stalls at an undefined location for one or more of the surface parking proposals outlined in Master Plan Projects 1-A, 9-A, 14-A, and 20. A new 7,600 square foot police substation would be constructed and connect to the proposed parking structure. This project was identified as Project 18-A: Campus Police Building, in the Master Plan PEIR, which at that time identified the demolition of the modular Campus Police Building adjacent to the main entrance of the campus and a remodel of the existing Women's Locker Room ("O") Building into a permanent Campus Police Facility (referred to herein as a police substation).

The PCCD, acting as CEQA lead agency for this project, has prepared this Addendum to the 2009 Master Plan PEIR to consider whether any of the conditions described in Section 15162(a) of the CEQA Guidelines are triggered by the proposed amendment to the Master Plan. Section C of this document describes the relevant project changes in more detail.

C. Summary of Project Changes

The proposed project would construct a new three story parking structure and police substation located at the northeastern edge of Parking Lot 12 on the PCCD San Marcos campus (project). The parking structure would have approximately 1,600 parking spaces and would connect to the proposed police substation. The police substation would be approximately 7,600 square feet. The project would result in a net gain of 813 spaces because the existing surface Parking Lot 12 contains 1,573 total spaces, including 28 motorcycle spaces and 8 twenty-minute spaces. The newly reconfigured Lot 12 will contain 770 spaces and the parking structure will have 1,600 spaces for a total of 2,370 spaces, which represents a net gain of 813 spaces. Construction of the proposed parking structure and police substation would take approximately 16 months.

Figure 2

D. Analysis of Potential Environmental Effects

3.2.1 Aesthetics

Section 4.1 of the 2009 Master Plan PEIR concluded that there would be less than significant aesthetics impacts associated with the Master Plan. Implementation of the Master Plan would not result in new buildings that would obstruct scenic vistas as viewed from public vantage points surrounding the campus because of the implementation of Project Design Features (PDFs) and Standard Construction Practices (SCP). Designing master plan buildings to be consistent with the new architectural character of the campus (Aes-PDF-1) would reduce the on and off-campus visual character impacts. Development under the Master Plan would create a new source of substantial light; however, implementation of manually controlled cut-off light fixtures (Aes-PDF-3) and the guidelines recommended by the International Dark Sky Association for all campus night lighting (Aes-PDF-4) would reduce impacts on nighttime views within on and off-campus areas. Implementation of a landscaping plan with large trees in the campus “Core” (Aes-PDF-5) would reduce daytime glare impacts within on and off-campus areas. It was determined that implementation of these practices would reduce the impacts associated with the Master Plan to less than significant. No mitigation was required.

The proposed parking structure and police substation would result in a less than significant impact on aesthetics due to implementation of the required PDFs referenced above. The proposed project would not create a new source of substantial light or glare which would adversely affect day or nighttime views in the area since it will comply with Aes-PDF-3 and Aes-PDF-4. In addition, this project would not have a substantial adverse effect on a scenic vista or substantially degrade the existing visual character or quality of the campus and its surroundings since it lies within the interior of the campus, which was thoroughly analyzed in the PEIR, and because the project will be designed pursuant to Aes-PDF-1. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified aesthetics impacts. No mitigation is required.

3.2.2 Air Quality

Section 4.2 of the 2009 Master Plan PEIR concluded that there would be a less than significant air quality impact associated with the Master Plan. Implementation of the Master Plan would not conflict with or obstruct implementation of the State Implementation Plan or Regional Air Quality Strategy because SCPs and PDFs were incorporated into the Master Plan projects. Implementation of best management practices (BMPs) to reduce particulate matter less than 10 micrometers (PM₁₀) emission (Air-SCP-1) and combustion and volatile organic compounds emissions (Air-SCP-2) would reduce impacts associated with construction emissions. Operational emissions associated with implementation of the Master Plan would not violate any air quality standard or contribute substantially to an existing or projected air quality violation. Compliance with applicable regulatory requirements (Air-PDF-1) would reduce impacts associated with exposure of sensitive receptors to substantial toxic air contaminants. Traffic volumes associated with development under the Master Plan would not exceed carbon monoxide (CO) standards at congested roadways and intersections (CO “hot spots”), and thus would not expose sensitive receptors to substantial CO concentrations. Due to their localized and temporary nature, odors

generated by construction activities on campus would not affect a substantial number of people. Implementation of appropriate ventilation equipment to dissipate any odorants (Air-PDF-2) would reduce potential odor impacts associated with new or expanded facilities under the Master Plan. It was determined that implementation of these practices would reduce the impacts associated with air quality to less than significant. No mitigation was required.

But, as discussed in the 2009 Master Plan PEIR, the cumulative effect of Phase I and Phase II project construction emissions together with operational emissions all occurring simultaneously could exceed air quality standards. Therefore, even with implementation of Air-SCP-1 and Air-SCP-2, the estimated maximum daily emissions of NO_x associated with simultaneous Phase 1 and 2 construction and operational activities under the Master Plan would result in a cumulatively considerable impact on the ambient air quality within the regional cumulative impact area as represented by the SDAB. This cumulative air quality impact would be significant and unmitigated. However, the Project will not result in any significant effects not discussed previously in the 2009 Master Plan PEIR or that any significant effects previously examined will be substantially more severe than shown in the 2009 Master Plan PEIR.

The proposed parking structure and police substation would result in a less than significant impact with implementation of the required PDFs and SCPs referenced above. The proposed project would not conflict with or obstruct implementation of an applicable air quality plan; would not violate any air quality standard or contribute substantially to an existing or projected air quality violation; would not expose sensitive receptors to substantial pollutant concentrations; and would not create objectionable odors affecting a substantial number of people because construction and operation of the project will be subject to the identified PDFs and SCPs. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified air quality impacts. However, as stated above, the cumulative air quality impact associated with implementation of the Master Plan would be significant and unmitigated. But the Project will not result in any significant effects not discussed previously in the 2009 Master Plan PEIR or that any significant effects previously examined will be substantially more severe than shown in the 2009 Master Plan PEIR.

3.2.3 Biological Resources

Section 4.3 of the 2009 Master Plan PEIR determined there would be significant impacts associated with the Master Plan. Implementation of the Master Plan would result in direct loss of habitat, including coastal sage scrub that may be used by sensitive animal species for foraging, roosting, nesting and breeding, and increased noise, night lighting and human activity which would indirectly impact sensitive animal species. There would be direct and indirect impacts on sensitive coastal sage scrub and emergent wetland habitats due to vegetation clearing/grubbing, grading, and increased construction and human activities; direct and indirect impacts to the jurisdictional emergent wetland due to vegetation clearing, grading, and increased construction and human activities. It was determined that implementation of mitigation measures Bio-1A, Bio-1B, Bio-1C, Bio-1D, Bio-1E, Bio-1F, Bio-1G, and Bio-2A, and Bio-PDF-1, and Standard Construction Practices Geo-SCP-1, Geo-SCP-4, and Air-SCP-1 would reduce the level of impact to less than significant.

The proposed parking structure and police substation would result in a less than significant impact with the implementation of the required mitigation measures, PDFs, and SCPs. Because the project will be constructed in the northeastern portion of existing Parking Lot 12, the project would not have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special-status species in local or regional plans, policies, or regulations, or regulated by the U.S. Fish and Wildlife Service or the California Department of Fish and Wildlife (Wildlife Agencies). There would be no substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, or regulations, or regulated by the Wildlife Agencies, and no substantial adverse effect on federally protected waters of the U.S. as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means because the project will be constructed in an existing surface parking lot. Therefore, the proposed parking structure and police substation would not result in any new significant impacts, or substantially increase the severity of previously identified biological resources impacts. No new mitigation is required.

3.2.4 Climate Change

Section 4.4 of the 2009 Master Plan PEIR concluded that there would be less than significant climate change impacts associated with the Master Plan. Although implementation of the Master Plan would generate a net increase of greenhouse gas (GHG) emissions in comparison to existing conditions, it was determined that incorporation of Master Plan PDFs (CC-PDF-1, CC-PDF-2, Aes-PDF-1, Aes-PDF-2, Aes-PDF-3, Hyd-PDF-3, Tra-PDF-1, Tra-PDF-2, Tra-PDF-3, Utl-PDF-1, Utl-PDF-2, Utl-PDF-3, Utl-PDF-4, Utl-PDF-5, Utl-PDF-6, Utl-PDF-8) and SCPs (CC-SCP-1, Utl-SCP-1, Air-SCP-2) would reduce estimated emissions by 42 percent from standard operations, which was consistent with established reduction goals for the region. No mitigation was required.

The proposed parking structure and police substation would result in a less than significant impact with the implementation of the above listed PDFs and SCPs

Unlike the Newhall Ranch case the climate change analysis methodology used in the 2009 Master Plan PEIR did not take into account the effect that the emissions-reducing PDFs/SCPs of the Master Plan would have on the total emissions generated by the campus. The emissions are based on the net increase over existing business-as-usual conditions at the campus. Further, GHG emissions associated with Master Plan construction over the buildout period would contribute to the regional GHG inventory. Upon buildout of the Master Plan, however, GHG emissions associated with construction activity would cease. The SCPs above would reduce emissions of GHG from construction equipment to the extent practicable. At Master Plan buildout, the net increase over existing conditions in emissions of GHG from operational sources is estimated to be 8,844 metric tons of CO₂e per year. These estimates also did not take into account any GHG reducing measures incorporated by the Master Plan. In comparison to the baseline condition represented by San Diego County, the Master Plan GHG emissions represent a 0.026 percent increase over the overall countywide GHG emissions total (based on 2006 data) of 34.4 million metric tons. Therefore, it is not anticipated that implementation of the Master Plan would contribute significant emissions of these additional GHG.

Currently, no state or regional regulatory agency has formally adopted or widely agreed upon thresholds of significance for GHG emissions. Although, the project will result in a net increase of 813 spaces, the 2009 Master Plan PEIR analyzed the GHG impacts of build-out of the Master Plan. The 813 additional spaces gained by this project were included within the overall parking needs analyzed in the PEIR as well as the addition of a permanent campus police substation to accommodate the maximum enrollment of 25,000 students on the San Marcos campus. The project is identifying the specific locations for the previously analyzed parking needs and a new location within campus for a police substation that was already analyzed in the PEIR. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified climate change impacts. No mitigation is required.

3.2.5 Cultural Resources

Section 4.5 of the 2009 Master Plan PEIR determined there to be significant cultural resource impacts associated with the Master Plan. Implementation of the Master Plan could significantly impact potential historical resources on campus (i.e., structures at or over 45 years old) and potential paleontological resources on campus. Mitigation measures Cul-1A, Cul-1B, Cul-4A, Cul-4B, and Cul-4C would reduce potential impacts on historic resources. In addition, implementation of the Master Plan could impact archeological resources and human remains on campus. No mitigation is required for the less than significant impacts, however because implementation of Cul-PDF-1 and Cul-SCP-1A would avoid any significant impact in the chance that archeological resources or human remains are determined to be present. It was determined that implementation of mitigation measures Cul-1A, Cul-1B, Cul-4A, Cul-4B, and Cul-4C, Cul-PDF-1 and Cul-SCP-1 would reduce the impacts to cultural resources to less than significant.

The proposed parking structure and police substation would result in a less than significant impact with the implementation of the required mitigation measures, PDFs, and SCPs referenced above. As stated in the PEIR, with the incorporation of those measures, PDFs and SCPs, the project would not cause a change in the significance of a historical resource as defined in CEQA Guidelines Section 15064.5; would not cause a substantial adverse change in the significance of an archaeological resource as defined in CEQA Guidelines Section 15064.5; would not disturb any human remains, including those interred outside of formal cemeteries; and would not directly or indirectly destroy a unique paleontological resource or site. Therefore, the proposed parking structure and police substation would not result in any new significant impacts, or substantially increase the severity of previously identified cultural resource impacts.

3.2.6 Geology and Soils

Section 4.6 of the 2009 Master Plan PEIR concluded that there would be less than significant geology and soil impacts associated with the Master Plan. Implementation of the Master Plan would include measures to reduce impacts, including:

- Compliance with International Building Code (IBC) and California Building Code (CBC) standards, site evaluation guidelines listed in California Geological Survey (CGS) Special Publication 117, and implementation of recommendations provided in site-specific geotechnical investigations to

reduce impacts associated with seismic-related ground shaking, ground failure (liquefaction), ground surface lurching or cracking, lateral spreading, and subsidence/settlement (Geo-PDF-1, Geo-SCP-1, and Geo-SCP-2).

- Compliance with IBC and CBC standards, implementation of recommendations provided in site-specific geotechnical investigations, and implementation of standard erosion control measures to reduce impacts associated with soil erosion and loss of topsoil (Geo-SCP-3 and Geo-SCP-4).
- Compliance with IBC and CBC standards and implementation of recommendations provided in site-specific geotechnical investigations to reduce impacts associated with geologic/soil instability (lateral spreading, subsidence, liquefaction/collapse) (Geo-SCP-5).
- Compliance with IBC and CBC standards and implementation of recommendations provided in site-specific geotechnical investigations to reduce impacts associated with expansive soils (Geo-SCP-6).

It was determined that the above listed PDFs and SCPs would reduce the impacts to geology and soils associated with implementation of the Master Plan to less than significant. No mitigation was required.

The proposed parking structure and police substation would result in a less than significant impact on geology and soils due to implementation of the required PDFs and SCPs referenced above. The project would not expose people or structures to potential substantial adverse effects, including the risk of loss, injury, or death, involving strong seismic ground shaking, seismic related ground failure (including liquefaction), or seismic-induced ground surface lurching/cracking, lateral spreading, and subsidence/settlement; would not result in substantial soil erosion or loss of top soil; would not be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project, and potentially result in on- or off-campus landslides, lateral spreading, subsidence, liquefaction, or collapse; would not be located on expansive soils, as defined in Table 18-1-B of the Uniform Building Code (UBC) (1997 or most current edition), creating substantial risks to life or property. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified geology and soils impacts. No mitigation is required.

3.2.7 Hazards and Hazardous Material

Section 4.7 of the 2009 Master Plan PEIR concluded that there would be less than significant hazard and hazardous material impacts associated with the Master Plan. Implementation of the Master Plan would include measures to reduce impacts, including:

- Continued compliance with applicable laws and regulations and PCCD policies and procedures to reduce potential hazards to the public and environment from the transport, use and disposal of hazardous materials associated with construction and operational activities under the Master Plan (Haz-PDF-1, Haz-PDF-2, Haz-PDF-3, Haz-PDF-4, and Haz-PDF-5).
- Continued compliance with applicable laws and regulations and PCCD policies and procedures, including the campus Emergency and Hazardous Materials Business plans, to reduce potential

hazards to the public and environment from accidental releases of hazardous materials (Haz-PDF-6).

- Implementation of a hazardous materials safety plan, contingency plan, survey/abatement, and soil sampling to reduce potential hazards to the public and environment from exposure to hazardous materials contamination sites during excavation and grading activities on campus (Haz-SCP-1, Haz-SCP-2, Haz-SCP-3, Haz-SCP-4, and Haz-SCP-5).
- Implementation of a traffic control plan, the Environmental Health and Safety (EH&S) Emergency Plan and annual updates, and notification of local emergency services would reduce impacts associated with temporary, construction-related lane and road closures or detours and their impairment of emergency response and evacuation plans on campus (Haz-SCP-6 and Haz-PDF-7).
- Compliance with hazardous materials regulations to reduce risks to nearby school facilities associated with potential exposure to hazardous emissions and materials handled on campus (Haz-PDF-1 through Haz-PDF-7).
- Compliance with the City of San Marcos fire codes and maintenance of fuel management zones to reduce impacts associated with wildland fire risk (Haz-PDF-8 and Haz-PDF-9).

It was determined that the above listed PDFs and SCPs in combination with Tra-SCP-1 would reduce the hazard and hazardous material impacts associated with the Master Plan to less than significant. No mitigation was required.

The proposed parking structure and police substation would result in a less than significant hazards and hazardous material impact due to implementation of the required PDFs and SCPs referenced above. The project would not create a hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials; would not create a hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials; would not impair implementation of, or physically interfere with, an adopted emergency response plan or emergency evacuation plan; would not result in activities that emit hazardous emissions or handle hazardous materials within one-quarter mile of an existing or proposed school; would not expose people or structures to a risk of loss, injury, or death involving wildland fires. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified hazards and hazardous material impacts. No mitigation is required.

3.2.8 Hydrology and Water Quality

Section 4.8 of the 2009 Master Plan PEIR concluded that there would be less than significant hydrology and water quality impacts associated with the Master Plan. Implementation of the Master Plan would include measures to reduce impacts, including:

- Implementation of the campus Stormwater Management Plan (SWMP), including incorporating Low Impact Development (LID) practices and site design/source-control BMPs and Operations

and Maintenance (O&M) Plan; compliance with IBC, UBC and CBC standards; implementation of recommendations provided in geotechnical investigations, including standard erosion control measures; and PCCD review of development plans and field inspections of site design/source-control BMPs to reduce impacts associated with water quality standards/Waste Discharge Requirements (WDRs) and degradation (Hyd-PDF-1, Hyd-PDF-2, and Hyd-PDF-3).

- Inclusion of the drainage facility improvements recommended in the Drainage Master Plan (DMP) in the design of Master Plan Projects and PCCD review of design plans; implementation of the recommendations provided in geotechnical investigations, including standard erosion control measures, and the drainage facility improvements provided in the DMP; and implementation of dewatering measures and waterproofing structures to reduce impacts associated with alteration of existing drainage and hydrology during and following construction of Master Plan projects (Hyd-PDF-4, Hyd-PDF-5, Hyd-PDF-6, Hyd-SCP-1, and Hyd-SCP-3).

It was determined that implementation of above listed PDFs and SCPs in combination with Geo-SCP-3, Geo-SCP-4, and Geo-SCP-5 would reduce the water quality and hydrology impacts associated with the Master Plan to less than significant. No mitigation was required. Additionally, compliance with the General Construction Storm Water Permit would be achieved through implementation of Geo-SCP-4 and the SWMP already prepared for the campus, which require preparation of a 90 percent Stormwater Pollution Prevention Plan prior to project construction.

The proposed parking structure and police substation would result in a less than significant hydrology and water quality impact due to implementation of the required PDFs and SCPs referenced above. The project would not violate any water quality standards or WDRs, or otherwise substantially degrade water quality; would not substantially alter the existing drainage pattern of the site or area, including the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner which would result in flooding on or off-site; would not create or contribute runoff water which would exceed the capacity of existing or planned storm water drainage systems or provide substantial additional sources of polluted runoff; would not require or result in the construction of new storm water drainage facilities or expansion of existing facilities, the construction of which could cause significant environmental effects; would not substantially alter the existing drainage pattern of the site or area, including the alteration of the course of a stream or river, in a manner that would result in substantial erosion or siltation on or off-site. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified water quality and hydrology impacts. No mitigation is required.

3.2.9 Land Use

Section 4.9 of the 2009 Master Plan PEIR concluded that there would be less than significant land use impacts associated with the Master Plan. The PCCD is not subject to local land use plans; therefore, there is no impact with regard to conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project. It was determined that implementation of the PDFs and SCPs listed in Sections 3.2.1 (Aesthetics), 3.2.2 (Air Quality), 3.2.10 (Noise), and 3.2.14 (Traffic) of this

Addendum would reduce potential impacts associated with adjacent land uses. No mitigation was required.

The proposed parking structure and police substation would result in a less than significant land use impact due to implementation of the PDFs and SCPs referenced above. The project would not conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to, the general plan, specific plan, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect. The project's interior location on campus would ensure that there are no incompatibilities between the project and adjacent community land uses. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified land use impacts. No mitigation is required.

3.2.10 Noise

Section 4.10 of the 2009 Master Plan PEIR concluded that there would be less than significant noise impacts associated with the Master Plan. It was determined that implementation of Noi-SCP-1, Noi-SCP-2, and Noi-SCP-3 would reduce potential impacts to less than significant. No mitigation was required.

The proposed parking structure and police substation would result in a less than significant noise impact due to implementation of the SCPs referenced above. The project would not result in exposure of persons to or generation of noise levels in excess of standards established in applicable plans or noise ordinance, or applicable standards of other agencies, or otherwise result in a substantial permanent increase in ambient noise levels in the campus vicinity above levels existing without the Master Plan; would not result in exposure of persons to or generation of noise levels in excess of standards established in any applicable plan or noise ordinance, or applicable standards of other agencies, or otherwise result a substantial temporary or periodic increase in ambient noise levels in the campus vicinity above levels existing without implementation of the Master Plan; would not expose people residing or working in the campus area to excessive noise levels resulting from aircraft; would not result in the exposure of persons to or generation of excessive groundborne vibration equal to or in excess of 0.2 inches per second peak particle velocity. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified noise impacts. No mitigation is required.

3.2.11 Population and Housing

Section 4.11 of the 2009 Master Plan PEIR concluded that there would be less than significant population and housing impacts associated with the Master Plan. It was determined that implementation of the Master Plan would not induce any population growth, directly or indirectly. Therefore, mitigation was not required and no PDFs or SCPs were necessary.

The proposed parking structure and police substation would result in a less than significant housing and population impact, because the project would not induce population growth as it just identifies the location of the parking structure and police substation necessary for the Master Plan's maximum enrollment numbers. Therefore, changes to the approved project would not alter the conclusions of the

2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified population and housing impacts. No mitigation is required.

3.2.12 Public Services

Section 4.12 of the 2009 Master Plan PEIR concluded that there would be less than significant public service impacts associated with the Master Plan. The following measures would be implemented to reduce the significance of potential impacts:

- PCCD would continue to coordinate with the San Marcos Fire Department (SMFD) to ensure adequate fire flow, access, and fire protection systems are included in the design of new buildings, and that all buildings greater than three stories in height comply with the City of San Marcos' Mid-Rise Building Ordinance. These measures would reduce impacts associated with on-campus demand for fire protection services. As such, the Master Plan would not require the alteration or construction of fire protection facilities in order to maintain acceptable service ratios, response times or other performance objectives (Pub-PDF-1 and Pub-PDF-2).
- Implementation of Project 18-A (Campus Police Station) would maintain acceptable police service ratios, response times and other performance objectives and reduce impacts associated with increased demand for on-campus police services. In addition, implementation of the various SCPs identified in other environmental issue sections throughout Chapter 4.0 of the 2009 Master Plan PEIR would reduce impacts associated with construction of the new Campus Police Station.

It was determined that implementation of the above PDFs would reduce the public services impacts associated with the Master Plan to less than significant. No mitigation was required.

The proposed parking structure and police substation would result in a less than significant public services impact due to implementation of the PDFs referenced above. This project, which includes the relocation of the police substation does not lead to a demand for fire or police protection that would exceed acceptable service ratios, response times, or other performance objectives that would require the provision of new or altered facilities, the construction of which could cause an adverse physical environmental effect. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified public service impacts. No mitigation is required.

3.2.13 Recreation

Section 4.12 of the 2009 Master Plan PEIR concluded that there would be less than significant recreation impacts associated with the Master Plan. It was determined that implementation of the various PDFs and SCPs identified in other environmental issue sections throughout Chapter 4.0 of the 2009 Master Plan PEIR would reduce impacts associated with construction of new on-campus Physical Education facilities and the Master Plan did not include expansion of existing physical education facilities. No PDFs or SCPs were necessary, and no mitigation was required.

The proposed parking structure and police substation would result in a less than significant recreation impacts as the project would not involve the construction or expansion of physical education facilities which might have an adverse physical effect on the environment. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified recreation impacts. No mitigation is required.

3.2.14 Traffic, Parking and Transportation

Section 4.14 of the 2009 Master Plan PEIR determined there to be significant traffic, parking, and transportation impacts associated with the Master Plan. Implementation of the Master Plan would increase traffic and exceed an acceptable level of service at five intersections and one street segment. It was determined that implementation of mitigation measures, PDFs, SCPs, including Tra-1A, Tra-1B, Tra-1C, Tra-PDF-1, Tra-PDF-2, Tra-PDF-3, Tra-PDF-4, Tra-PDF-5, Tra-PDF-6, Pub-PDF-1, Pub-PDF-2, Tra-SCP-1, and Tra-SCP-2, would reduce the traffic, parking, and transportation impacts to less than significant.

The proposed parking structure and police substation would result in a less than significant traffic, parking, and transportation impact after implementation of the above listed mitigation measures, PDFs and SCPs. The project would not cause an increase in traffic which is substantial in relation to the existing traffic load and capacity of the street system; would not increase hazards to a design feature, or result in inadequate emergency access. The project would not result in inadequate parking capacity as it will result in a net gain of 813 parking spaces on campus. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified traffic, parking, and transportation impacts. No new mitigation is required.

3.2.15 Utilities, Service Systems, and Energy

Section 4.15 of the 2009 Master Plan PEIR determined there to be significant utilities, service systems, and energy impacts associated with the Master Plan. Implementation of the Master Plan would lead to the following impacts:

- Effluent flows for the campus at Master Plan buildout would exceed wastewater treatment requirements and wastewater conveyance/treatment capacity.
- Additional demand for wastewater services and infrastructure would likely require development of new, or expansion of existing, off-campus facilities that may have an adverse physical effect on the environment.
- Additional impervious surfaces and increased runoff would require development of new, or expansion of existing, on-campus storm water facilities that may have an adverse physical effect on the environment.
- Additional demand for energy would likely require the development of new facilities.

It was determined that implementation of mitigation measure, PDFs, and SCPs, including Util-1A, Util-PDF-1, Util-PDF-2, Util-PDF-3, Util-PDF-4, Util-PDF-5, Util-PDF-6, Util-PDF-7, Util-PDF-8, and Util-SCP-1 would reduce the impacts to less than significant.

The proposed parking structure and police substation would result in a less than significant utilities, system services, and energy impacts after implementation of the identified mitigation measures, PDFs, and SCP. This project would not exceed the San Diego Regional Water Quality Control Board wastewater treatment requirements or the wastewater conveyance and treatment capacity to serve the Master Plan's projected wastewater generation; would not require new water or wastewater facilities, or expansion of existing facilities, the construction of which could cause significant environmental effects; would not require new storm water drainage facilities, or expansion of existing facilities, the construction of which could cause significant environmental effects; would not require additional water supplies that would substantially affect water supply entitlements and resources; would not result in the wasteful, inefficient, or unnecessary consumption of energy, or require new electrical or natural gas facilities, or expansion of existing facilities, the construction of which could cause significant environmental effects. The projected increases in solid waste generated by all on-campus development under the Master Plan would not exceed the permitted capacity of landfills within or outside the County. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified utilities, system services, and energy impacts. No new mitigation was required.

3.2.16 Cumulative and Growth Inducing Effects

The proposed project does not alter the underlying impact conclusions or growth assumptions of the 2009 Master Plan PEIR. Therefore, there would be no change in the cumulative or growth inducing effects of the approved project. None of the significant conclusions or findings in the PEIR would be altered, no new significant impact would occur, and none of the previously identified significant impacts would be substantially worsened.

E. Conclusions and Findings

The PCCD Board of Directors previously certified a Final PEIR for the Master Plan in October 2009. The certified Final PEIR concluded that the Master Plan would result in significant impacts associated with the following: aesthetics; air quality; biological resources; global climate change; cultural resources; geology and soils; hazards and hazardous materials; hydrology and water quality; noise; public services; traffic, parking and transportation; and utilities, service systems and energy. Mitigation measures were identified to reduce impacts associated with development of the Master Plan to a less than significant level. Only one resource area, air quality, was found to have unmitigable impacts; however the benefits of the Master Plan were found to outweigh this impact.

The analysis included in this Addendum are consistent with the conclusions identified in the certified Final PEIR. The project will not result in any new significant impacts, or substantially increase the severity of the previously identified impacts. Comparison of the impacts identified for the revised project with the impacts disclosed in the previously certified Final PEIR demonstrate that none of the

conditions included in Section 15162(a) of the CEQA Guidelines that would require preparation of a subsequent PEIR have been met.

Major Revisions Not Required

The project will not result in any new significant land use and planning impacts, nor is there a substantial increase in the severity of impacts as described in the certified Final PEIR.

No Substantial Change in Circumstances Requiring Major Revisions

There is no substantial evidence in the record or otherwise to indicate that there are substantial changes in the circumstances associated with the project that would require major revisions to the certified Final PEIR.

No New Information Showing Greater Significant Effects

This Addendum analyzed all available relevant information to determine whether there is new information that was not available at the time that the Final PEIR was certified indicating that a new significant effect not reported in the certified Final PEIR may occur. Based on the information provided above, no substantial new information has been identified that would result in a new or greater significant impact requiring major revision of the certified Final PEIR.

No New Information Showing Ability to Reduce Significant Effects

The proposed project will not result in new or greater significant environmental impacts. Therefore, no alternatives to the project or additional mitigation measures are necessary that would otherwise substantially reduce the environmental effects identified in and considered by the certified Final PEIR.

F. Document Availability

Copies of the Final PEIR and this Addendum to the Final PEIR are available for review at Palomar Community College District, 1140 West Mission Road, San Marcos, California 92069.

_____	<u>June 3, 2016</u>
Name Ron Ballesteros-Perez	Date of Report
Title Assistant Superintendent/Vice President, Finance & Administrative Services Palomar Community College District	

ATTACHMENT B

PALOMAR COMMUNITY COLLEGE DISTRICT

San Marcos Campus Facilities Master Plan Final Program Environmental Impact Report Addendum No. 2

SCH No. 2008071024

Operations and Maintenance Complex

December 2016

Prepared for



Palomar Community College District
San Marcos Campus
1140 West Mission Road
San Marcos, California 92069-1487

Prepared by



7578 El Cajon Boulevard
La Mesa, California 91942

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Figure 1, Regional Location

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**ADDENDUM TO THE PREVIOUSLY CERTIFIED FINAL
PROGRAM ENVIRONMENTAL IMPACT REPORT FOR THE SAN MARCOS
CAMPUS FACILITIES MASTER PLAN
(SCH No. 2008071024)
PALOMAR COMMUNITY COLLEGE DISTRICT
December 2016**

A. California Environmental Quality Act Context

Applicable CEQA Guidelines

Section 15164(a) of the California Environmental Quality Act (CEQA) Guidelines states that an addendum to a previously certified environmental impact report (EIR) may be prepared if some changes or additions are necessary but none of the conditions described in Section 15162 calling for preparation of a subsequent EIR have occurred. According to Section 15162(a), a subsequent EIR shall not be prepared for this project unless the Palomar Community College District (PCCD) Board of Directors determines, based on substantial evidence in light of the whole record, that one or more of the following would occur:

- (1) Substantial changes are proposed to the project which will require major revisions to the Palomar Community College District San Marcos Campus Facilities Master Plan Final Program EIR (PEIR) due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects;
- (2) Substantial changes have occurred with respect to the circumstances under which the project is undertaken which will require major revisions to the PEIR due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects; or
- (3) New information of substantial importance, which was not known and could not have been known with the exercise of reasonable diligence at the time the PEIR was certified, shows any of the following:
 - (A) The project will have one or more significant effects not discussed in the Final PEIR;
 - (B) Significant effects previously examined in the certified Final PEIR will be substantially more severe than shown in the Final PEIR;
 - (C) Mitigation measures previously found not to be feasible would in fact be feasible, and would substantially reduce one or more significant effects on the environment, but PCCD declined to adopt the mitigation measure or alternative; or
 - (D) Mitigation measures which are considerably different from those analyzed in the Final PEIR would substantially reduce one or more significant effects on the environment, but PCCD declined to adopt the mitigation measure or alternative.

CEQA Guidelines Conclusion

As demonstrated below, an addendum to the previously certified Final PEIR for the PCCD San Marcos Campus Facilities Master Plan (Master Plan) is an appropriate document to fulfill the requirements of CEQA in conformance with Section 15164(a) of the CEQA Guidelines.

B. Background

The Final PEIR

On October 30, 2009, the PCCD Board of Directors, as the lead agency under CEQA, certified the Final PEIR for the Master Plan. The San Marcos campus is located along West Mission Road in the City of San Marcos, in northern San Diego County, California (Figure 1). The Master Plan is comprised of two main components, which link together: the Educational Master Plan which addresses all PCCD campuses and educational centers, and the San Marcos Campus Facilities Master Plan. The Educational Master Plan forecasts the future educational programs and enrollment for the PCCD, and has projected a total enrollment of 47,500 students at all campuses by the year 2022. The Educational Master Plan is not subject to CEQA, and was therefore not evaluated in the PEIR because it did not propose physical improvements that would result in environmental effects. The San Marcos Campus Facilities Master Plan recommends future physical improvements and identifies educational programs and services needed to accommodate the year 2022 maximum enrollment of 25,000 at the San Marcos campus. Most of the individual projects identified in the Master Plan were the subject of the PEIR. The Master Plan was intended to be updated on an on-going basis, based on enrollment demand (approved project).

The Final PEIR included analysis of the following environmental topics: Aesthetics, Air Quality, Biological Resources, Climate Change/Global Warming, Cultural Resources, Geology and Soils, Hazards and Hazardous Materials, Hydrology and Water Quality, Land Use, Noise, Population and Housing, Public Services, Recreation, Transportation/Traffic, and Utilities, Service Systems, and Energy. Potentially significant impacts were identified in the Final PEIR to Biological Resources, Cultural Resources, Transportation/Traffic and Utilities, Service Systems, and Energy. However, most of the potentially significant impacts would be mitigated to below a level of significance with implementation of Mitigation/Performance Measures. One impact to Air Quality – Cumulatively Considerable Violations of Air Quality Standards, was identified as significant and unavoidable. For several resources, the Final PEIR concluded that the requirement of Project Design Features (PDFs) or Standard Construction Practices (SCPs) would be sufficient to ensure impacts remained at a less than significant level. Pursuant to CEQA Guidelines Section 15093, the Governing Board balanced the benefits of the Master Plan against its unavoidable environmental risks and determined that the impact was acceptable in order to address the projected population increase of 20% within San Diego County (County); local economic stimulus the Master Plan would bring into the County; the increase in academic, research and administrative space that would address capacity, and technological shortcomings of the existing facilities; and the economic, social and cultural development the Master Plan would add to the County.

A previous Addendum to the PEIR addressed changes related to the proposed parking structure. The Master Plan 2010 Update identified three potential locations for a parking structure in the future, the Addendum addressed finalizing a location for the parking and constructing the Campus Police Building near parking structure at the location of the old Child Development Center (CDA, CDB, and CDC Buildings), instead of the old O-Building location as discussed in the Master Plan.

Need for PEIR Addendum

Since certification of the Final PEIR in 2009, PCCD has recognized the need to relocate the existing Operations and Maintenance (O&M) Complex (referred to as the “Maintenance and Operations Facilities” in the PEIR and the M&O Facilities” and “Facility/M&O” in the Master Plan Update) from the northern-central part of the campus to an existing parking area adjacent and southwest of the campus (Figure 2). Approval of this project would also amend the campus boundaries to include the adjacent parking lot where the project is proposed. Relocation of the planned O&M Complex would allow for the future development of an athletics complex in the northern-central part of the campus. This project was identified as Project 14: Maintenance and Operations Facilities, in the Master Plan PEIR, which identified the construction of two story buildings totaling up to 52,000 gross square feet (gsf) to serve as the new O&M Complex.

The PCCD, acting as CEQA lead agency for this project, has prepared this Addendum to the 2009 Master Plan PEIR to consider whether any of the conditions described in Section 15162(a) of the CEQA Guidelines are met by the proposed amendment to the Master Plan. Section C of this document describes the relevant project changes in detail.

C. Summary of Project Changes

The proposed project would involve the construction of a new O&M Complex located at an existing parking area just southwestern of the existing PCCD San Marcos campus (project). The proposed project would amend the campus boundaries to include the proposed project and would convert the existing gravel parking lot into a facility for operations and maintenance as well as provide updated visitor access and outdoor gathering spaces on the property. The facility would be designed to function for a wide range of departmental needs. The departments housed in this complex would include facility operations as well as building, grounds, maintenance and custodial personnel.

These facilities would be housed in two structures, with a total building area of 27,500 square feet and a height of 21 feet, 3 inches. The operations building would be approximately 20,900 square feet, with warehousing, specialty shops (e.g., equipment repair, locksmith station), offices, break room, receiving dock, and loading bays for moving materials in and out. The receiving dock would be screened from public view by a screen wall and landscaping. The office building would be approximately 6,500 square feet, and would include public reception, conference rooms, and staff offices. The two buildings would be connected by an open courtyard covered by a trellis with photovoltaic panels. Outdoor spaces surrounding the buildings would provide a combination of sunny and shaded areas to be utilized for large gatherings or private break areas for staff, students and visitors.

Parking would include 18 stalls for facilities carts and fleet vehicles on the north side of the building, and 36 stalls for staff and visitors as well as delivery trucks on the south side of the building. New vehicular accesses would be incorporated into the project, including large truck access off of North Las Posas Road. A bioswale would be installed in the southeastern portion of the site to treat project runoff prior to release into the storm drain system.

D. Analysis of Potential Environmental Effects

1. Aesthetics

Section 4.1 of the 2009 Master Plan PEIR concluded that there would be less than significant direct and cumulative aesthetics impacts associated with implementation of the Master Plan and no Mitigation/Performance Measures were required or included. The PEIR considered aesthetic impacts related to individual projects identified in the Master Plan, including changes in views from the existing Building/Maintenance Complex site with relocation. While no Mitigation/Performance Measures were required, several PDFs were included that would further reduce the less than significant effects of the overall Master Plan related to aesthetics.

The proposed O&M Complex would result in less than significant impacts on aesthetics and would also implement applicable PDFs from the PEIR to further reduce less than significant aesthetics impacts. Specifically, the project would be required to implement Aes-PDF-1, which requires master plan buildings to be designed consistently with the new architectural character of the campus, as well as Aes-PDF-4, which requires compliance and implementation of the guidelines recommended by the International Dark Sky Association for all campus night lighting. The other PDFs in the PEIR related to aesthetics do not apply to project and would not be required. As a result, impacts related to adverse effects on scenic vistas, substantial degradation of the existing visual character and quality of the campus and its surroundings, or impacts related to substantial increases in light or glare affecting day or nighttime views in the area would remain less than significant and no mitigation measures would be necessary. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified aesthetics impacts.

2. Air Quality

Section 4.2 of the 2009 Master Plan PEIR concluded that there would be less than significant direct air quality impacts associated with the Master Plan and no Mitigation/Performance Measures were required or included; however, the cumulative effect of construction emissions associated with simultaneous emissions during Phase I and Phase II was determined to cumulatively considerable and was concluded to be significant and unmitigated. While no Mitigation/Performance Measures were included, PDFs and SCPs were included that would further reduce less than significant direct air quality impacts but would not reduce cumulative air quality impacts to a level below significant.

The proposed O&M Complex would result in less than significant direct impacts on air quality and would also implement PDFs and SCPs from the PEIR to further reduce less than significant air quality impacts. Specifically, the project would be required to implement best management practices (BMPs) to reduce particulate matter less than 10 micrometers (PM_{10}) emission (Air-SCP-1) and combustion and volatile organic compounds emissions (Air-SCP-2) to reduce impacts associated with construction emissions. Operational emissions associated with implementation of the project would not violate any air quality standard or contribute substantially to an existing or projected air quality violation. Also, compliance with applicable regulatory requirements (Air-PDF-1) would reduce impacts associated with exposure of sensitive receptors to substantial toxic air contaminants. Due to their localized and temporary nature, odors generated by construction activities on campus would not affect a substantial number of people. Implementation of appropriate ventilation equipment to dissipate any odorants (Air-PDF-2) would reduce potential odor impacts associated with the project. As a result, direct impacts related to air quality would remain less than significant and no mitigation measures would be necessary.

The cumulative effect of Phase I and Phase II project construction emissions together with operational emissions all occurring simultaneously could exceed air quality standards. Therefore, even with implementation of Air-SCP-1 and Air-SCP-2, the estimated maximum daily emissions of NO_x associated with simultaneous Phase 1 and 2 construction and operational activities under the Master Plan would result in a cumulatively considerable impact on the ambient air quality within the regional cumulative impact area as represented by the SDAB. This cumulative air quality impact would be significant and unmitigated and a Statement of Overriding Considerations was approved by the PCCD recognizing these unmitigated impacts related to implementation of the overall Master Plan.

The proposed O&M Complex would result in less than significant direct air quality impacts with implementation of the required PDFs and SCPs referenced above; however, cumulative impacts are considered to be significant and unavoidable. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant direct or cumulative impacts, or substantially increase the severity of the previously identified direct or cumulative air quality impacts.

3. Biological Resources

Section 4.3 of the 2009 Master Plan PEIR determined there would be significant biological resources impacts associated with the Master Plan that would be reduced to less than significant with the incorporation of Mitigation/Performance Measures, PDFs, and SCPs. Impacts to biological resources identified at the Master Plan level included the direct loss of habitat, including coastal sage scrub that may be used by sensitive animal species for foraging, roosting, nesting and breeding, and increased noise, night lighting and human activity which would indirectly impact sensitive animal species. There would be direct and indirect impacts on sensitive coastal sage scrub and emergent wetland habitats due to vegetation clearing/grubbing, grading, and increased construction and human activities; direct and indirect impacts to the jurisdictional emergent wetland due to vegetation clearing, grading, and increased construction and human activities.

The proposed O&M Complex would result in a less than significant impact on biological resources and would not need to implement the Mitigation/Performance Measures or PDFs and SCPs related to biological resources because the project would be constructed at an existing parking lot and would not have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special-status species in local or regional plans, policies, or regulations. The project would also not be regulated by the U.S. Fish and Wildlife Service or the California Department of Fish and Wildlife (Wildlife Agencies). There would be no substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, or regulations, or regulated by the Wildlife Agencies, and no substantial adverse effect on federally protected waters of the U.S. as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means, because the project would be constructed on an existing parking lot. Therefore, the proposed O&M Complex would not alter the conclusions of the 2009 Master Plan PEIR or result in any new significant impacts, or substantially increase the severity of previously identified biological resources impacts.

4. Climate Change

Section 4.4 of the 2009 Master Plan PEIR concluded that there would be less than significant direct and cumulative climate change impacts associated with the Master Plan and no Mitigation/Performance

Measures were required or included. The PEIR considered climate change impacts related to individual projects identified in the Master Plan, including demolition of the existing Building/Maintenance Complex site and operation of a new O&M Complex to serve the campus. While no Mitigation/Performance Measures were required, several PDFs and SCPs were included that would reduce estimated emissions by 42 percent from standard operations, which was consistent with established reduction goals for the region.

Similar to the conditions when the PEIR was adopted, no state or regional regulatory agency has formally adopted or widely agreed upon thresholds of significance for GHG emissions. The 2009 Master Plan PEIR analyzed the GHG impacts of build-out of the Master Plan, which included demolition of the existing Building/Maintenance Complex and construction of a new O&M Complex to accommodate the maximum enrollment of 25,000 students on the San Marcos campus. As such, the proposed O&M Complex would also result in less than significant impacts on climate change and would implement applicable PDFs and SCPs from the PEIR to further reduce less than significant climate change impacts. Specifically, the project would be required to implement Aes-PDF-1, which requires not only visual compatibility, but also requires glass building materials with appropriate solar ratings to increase energy efficiency. Utl-PDFs-1, -2, -3, -4, and -5 would also be required of the project, which specifies that energy efficient equipment be installed in new Master Plan buildings (Utl-PDF-1), low-flow or no-flow plumbing be installed in new facilities (Utl-PDF-2), new landscaping include drought-tolerant and low-maintenance plants (Utl-PDF-3), recycling programs be implemented (Utl-PDF-4), and that new buildings meet LEED or equivalent for new construction certification (Utl-PDF-5). CC-SCP-1, Utl-SCP-1, and Air-SCP-2 would also apply to the project, which includes requirements for construction activities related to reducing engine emissions and energy use and that promote reuse and recycling of construction materials. Other PDFs and SCPs in the PEIR would not apply to project and would not be required. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified climate change impacts.

5. Cultural Resources

Section 4.5 of the 2009 Master Plan PEIR determined there to be significant cultural resource impacts associated with the Master Plan that would be reduced to less than significant with the incorporation of Mitigation/Performance Measures. Specifically, the PEIR included Mitigation/Performance Measures, PDFs, and SCPs to reduce potentially significant impacts on historical resources (i.e., structures at or over 45 years old) and potential paleontological resources on campus to a level below significant. To reduce potentially significant impacts on historic resources, Mitigation/Performance Measures Cul-1A, Cul-1B, Cul-4A, Cul-4B, and Cul-4C would require an historic building assessment for buildings listed in Table 4.5-1 of the PEIR (and proper documentation of resources confirmed to qualify as historic resources), and paleontological monitoring and recovery of resources if found at specific areas in the campus, including the project site. One SCP was also identified for cultural resources relating to implementing the provisions of state laws for the discovery of skeletal remains.

The proposed O&M Complex would result in a less than significant impact with the implementation of the Mitigation/Performance Measures referenced above. Specifically, Mitigation/Performance Measure Cul-1A requires that a historic building assessment be performed by a qualified architectural historian approximately six months before the Building/Maintenance Complex is removed in accordance with state requirements. The results of the assessment will support the determination if the building is eligible for listing on the California Register of Historic Places and a copy of the assessment will be

provided to the San Diego County Archaeological Society. If the structure is determined to qualify as an historical resource, then Mitigation/Performance Measure Cul-1B would be required, which requires that impacts to an historical resource be mitigated according to state requirements. Implementation of Mitigation/Performance Measure Cul-4A and -4B would apply to the project because the existing Building/Maintenance Complex is identified as potentially containing paleontological resources. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, and would not result in any new significant impacts or substantially increase the severity of the previously identified cultural resources impacts.

6. Geology and Soils

Section 4.6 of the 2009 Master Plan PEIR concluded that there would be less than significant direct and cumulative geology and soils impacts associated with implementation of the Master Plan and no Mitigation/Performance Measures were required or included. The PEIR considered geology and soils impacts related to individual projects identified in the Master Plan, including demolition and replacement of the existing Building/Maintenance Complex. While no Mitigation/Performance Measures were required, several PDFs and SCPs were included that would further reduce the less than significant effects of the overall Master Plan related to geology and soils.

The proposed O&M Complex would be required to implement applicable PDFs and SCPs from the PEIR to further reduce less than significant geology and soils impacts. Specifically, the project would be required to implement the following PDFs and SCPs:

- Compliance with International Building Code (IBC) and California Building Code (CBC) standards, site evaluation guidelines listed in California Geological Survey (CGS) Special Publication 117, and implementation of recommendations provided in site-specific geotechnical investigations to reduce impacts associated with seismic-related ground shaking, ground failure (liquefaction), ground surface lurching or cracking, lateral spreading, and subsidence/settlement (Geo-PDF-1, Geo-SCP-1, and Geo-SCP-2).
- Compliance with IBC and CBC standards, implementation of recommendations provided in site-specific geotechnical investigations, and implementation of standard erosion control measures to reduce impacts associated with soil erosion and loss of topsoil (Geo-SCP-3 and Geo-SCP-4).
- Compliance with IBC and CBC standards and implementation of recommendations provided in site-specific geotechnical investigations to reduce impacts associated with geologic/soil instability (lateral spreading, subsidence, liquefaction/collapse) (Geo-SCP-5).
- Compliance with IBC and CBC standards and implementation of recommendations provided in site-specific geotechnical investigations to reduce impacts associated with expansive soils (Geo-SCP-6).

As a result, impacts related to geology and soils would remain less than significant and no mitigation measures would be necessary. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, and would not result in any new significant impacts or substantially increase the severity of the previously identified geology and soils impacts.

7. Hazards and Hazardous Materials

Section 4.7 of the 2009 Master Plan PEIR concluded that there would be less than significant direct and cumulative hazards and hazardous materials impacts associated with implementation of the Master Plan and no Mitigation/Performance Measures were required or included. The PEIR considered hazards and hazardous materials impacts related to individual projects identified in the Master Plan, including demolition and replacement of the existing Building/Maintenance Complex. While no Mitigation/Performance Measures were required, several PDFs and SCPs were included that would further reduce the less than significant effects of the overall Master Plan related to hazards and hazardous materials.

The proposed O&M Complex would be required to implement applicable PDFs and SCPs from the PEIR to further reduce less than significant hazards and hazardous materials impacts. Specifically, the project would be required to implement the following PDFs and SCPs:

- Continued compliance with applicable laws and regulations and PCCD policies and procedures to reduce potential hazards to the public and environment from the transport, use and disposal of hazardous materials associated with construction and operational activities under the Master Plan (Haz-PDF-1, Haz-PDF-2, Haz-PDF-3, Haz-PDF-4, and Haz-PDF-5).
- Continued compliance with applicable laws and regulations and PCCD policies and procedures, including the campus Emergency and Hazardous Materials Business plans, to reduce potential hazards to the public and environment from accidental releases of hazardous materials (Haz-PDF-6).
- Implementation of a hazardous materials safety plan, contingency plan, survey/abatement, and soil sampling to reduce potential hazards to the public and environment from exposure to hazardous materials contamination sites during excavation and grading activities on campus (Haz SCP 1, Haz-SCP-2, Haz-SCP-3, Haz-SCP-4, and Haz-SCP-5).
- Implementation of a traffic control plan, the Environmental Health and Safety (EH&S) Emergency Plan and annual updates, and notification of local emergency services would reduce impacts associated with temporary, construction-related lane and road closures or detours and their impairment of emergency response and evacuation plans on campus (Haz-SCP-6 and Haz-PDF-7).
- Compliance with hazardous materials regulations to reduce risks to nearby school facilities associated with potential exposure to hazardous emissions and materials handled on campus (Haz-PDF-1 through Haz-PDF-7).
- Compliance with the City of San Marcos fire codes and maintenance of fuel management zones to reduce impacts associated with wildland fire risk (Haz-PDF-8 and Haz-PDF-9).

It was determined that the above listed PDFs and SCPs, as well as Tra-SCP-1, which requires a traffic control plan for any land or roadway closures, would be required for the project. As a result, impacts related to hazards and hazardous materials would remain less than significant and no mitigation measures would be necessary. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, and would not result in any new significant impacts or substantially increase the severity of the previously identified hazards and hazardous materials impacts.

8. Hydrology and Water Quality

Section 4.8 of the 2009 Master Plan PEIR concluded that there would be less than significant direct and cumulative hydrology and water quality impacts associated with implementation of the Master Plan and no Mitigation/Performance Measures were required or included. The PEIR considered hydrology and water quality impacts related to individual projects identified in the Master Plan, including demolition and replacement of the existing Building/Maintenance Complex Building/Maintenance Complex. While no Mitigation/Performance Measures were required, several PDFs and SCPs were included that would further reduce the less than significant effects of the overall Master Plan related to hydrology and water quality.

The proposed O&M Complex would result in less than significant impacts on hydrology and water quality and would also implement applicable PDFs and SCPs from the PEIR to further reduce less than significant hydrology and water quality impacts. Specifically, the project would be required to implement the following:

- The campus Stormwater Management Plan (SWMP), including incorporating Low Impact Development (LID) practices and site design/source-control BMPs and Operations and Maintenance (O&M) Plan; compliance with IBC, UBC and CBC standards; implementation of recommendations provided in geotechnical investigations, including standard erosion control measures; and PCCD review of development plans and field inspections of site design/source-control BMPs to reduce impacts associated with water quality standards/Waste Discharge Requirements (WDRs) and degradation (Hyd-PDF-1, Hyd-PDF-2, and Hyd-PDF-3).
- The drainage facility improvements recommended in the Drainage Master Plan (DMP) in the design of Master Plan Projects and PCCD review of design plans; implementation of the recommendations provided in geotechnical investigations, including standard erosion control measures, and the drainage facility improvements provided in the DMP; and implementation of dewatering measures and waterproofing structures to reduce impacts associated with alteration of existing drainage and hydrology during and following construction of Master Plan projects (Hyd-PDF-4, Hyd-PDF-5, Hyd-PDF-6, Hyd-SCP-1, and Hyd-SCP-3).
- The implementation of geotechnical investigation recommendations pertaining to erodible soils and slope instability (Geo-SCP-3 and -5).
- A 90 percent Stormwater Pollution Prevention Plan prior to project construction to achieve compliance with the General Construction Storm Water Permit (Geo-SCP-4).

As a result, impacts related to hydrology and water quality would remain less than significant and no mitigation measures would be necessary. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, and would not result in any new significant impacts or substantially increase the severity of the previously identified hydrology and water quality impacts.

9. Land Use

Section 4.9 of the 2009 Master Plan PEIR concluded that there would be less than significant direct and cumulative land use impacts associated with implementation of the Master Plan and no Mitigation/Performance Measures were required or included. The PCCD is not subject to local land use

plans; therefore, the PEIR was concluded to have no impact with regard to conflicts with applicable land use plans, policies, or regulations of an agency with jurisdiction over the project.

The proposed O&M Complex would result in less than significant impacts on land use and would also implement applicable PDFs/SCPs from the PEIR to further reduce less than significant land use impacts. Specifically, the project would be required to implement the applicable PDFs and SCPs listed in Sections 3.2.1 (Aesthetics), 3.2.2 (Air Quality), 3.2.10 (Noise), and 3.2.14 (Traffic) of this addendum and the project would not conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to, the general plan, specific plan, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect. The project's location adjacent to the campus would ensure that there are no incompatibilities between the project and surrounding community land uses. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified land use impacts.

10. Noise

Section 4.10 of the 2009 Master Plan PEIR concluded that there would be less than significant direct and cumulative noise impacts associated with implementation of the Master Plan and no Mitigation/Performance Measures were required or included. The PEIR considered noise impacts related to individual projects identified in the Master Plan, including existing ambient noise levels associated with operations at the Building/Maintenance Complex and anticipated future noises associated with two new stand-by emergency power generators associated with the relocated Maintenance and Operations Facilities. While no Mitigation/Performance Measures were required, several SCPs were included that would further reduce the less than significant effects of the overall Master Plan related to noise.

The proposed O&M Complex would result in less than significant impacts on noise and would also implement applicable SCPs from the PEIR to further reduce less than significant noise impacts. Specifically, the project would be required to implement Noi-SCP-1, -2, and -3, which restricts the hours of construction activities to between 7:00 a.m. and 6:00 p.m. Monday through Friday, and between 8:00 a.m. and 5:00 p.m. on Saturdays to comply with the City of San Marcos Noise Ordinance, requires noise-minimization measures for construction equipment, and requires notice of blasting. As a result, impacts related to noise would remain less than significant and no mitigation measures would be necessary. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, and would not result in any new significant impacts or substantially increase the severity of the previously identified noise impacts.

11. Population and Housing

Section 4.11 of the 2009 Master Plan PEIR concluded that there would be less than significant direct and cumulative population and housing impacts associated with implementation of the Master Plan and no Mitigation/Performance Measures were required or included. No PDFs/SCPs were included that would further reduce the less than significant effects of the overall Master Plan related to population and housing.

The proposed O&M Complex would involve a non-residential development related to maintenance and operations of existing and anticipated activities near the campus. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant

impacts, or substantially increase the severity of the previously identified population and housing impacts.

12. Public Services

Section 4.12 of the 2009 Master Plan PEIR concluded that there would be less than significant direct and cumulative public services impacts associated with implementation of the Master Plan and no Mitigation/Performance Measures were required or included. The PEIR considered public services impacts related to individual projects identified in the Master Plan, including the proposed O&M Complex, and identified two overall PDFs that are the responsibility of the PCCD to continue to implement throughout the life of the Facilities Master Plan.

The proposed O&M Complex would result in less than significant impacts on public services and the PCCD would continue to implement Pub-PDF-1 and -2 from the PEIR to further reduce less than significant public services impacts. Specifically, the PCCD would continue to implement the following:

- Coordinate with the San Marcos Fire Department (SMFD) to ensure adequate fire flow, access, and fire protection systems are included in the design of new buildings, and that all buildings greater than three stories in height comply with the City of San Marcos' Mid-Rise Building Ordinance. These measures would reduce impacts associated with on-campus demand for fire protection services. As such, the Master Plan would not require the alteration or construction of fire protection facilities in order to maintain acceptable service ratios, response times or other performance objectives (Pub-PDF-1 and Pub-PDF-2).
- Implement Project 18-A (Campus Police Station) to maintain acceptable police service ratios, response times and other performance objectives and reduce impacts associated with increased demand for on-campus police services. In addition, implementation of the various SCPs identified in other environmental issue sections throughout Chapter 4.0 of the 2009 Master Plan PEIR would reduce impacts associated with construction of the new Campus Police Station.

As a result, impacts related to public services would remain less than significant and no mitigation measures would be necessary. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, and would not result in any new significant impacts or substantially increase the severity of the previously identified public services impacts.

13. Recreation

Section 4.13 of the 2009 Master Plan PEIR concluded that there would be less than significant direct and cumulative recreation impacts associated with implementation of the Master Plan and no Mitigation/Performance Measures were required or included. Also, no PDFs or SCPs were identified in the PEIR to further reduce less than significant impacts on recreation.

The proposed O&M Complex would result in a less than significant recreation impacts as the project would not involve the construction or expansion of physical education facilities which might have an adverse physical effect on the environment and the O&M Complex would not increase the demand or need for additional recreational amenities on campus. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified recreation impacts. No mitigation is required.

14. Traffic, Parking, and Transportation

Section 4.14 of the 2009 Master Plan PEIR determined there to be significant traffic, parking, and transportation impacts associated with the Master Plan that would be reduced to less than significant with the incorporation of Mitigation/Performance Measures, SCPs, and PDFs. Specifically, the PEIR included Mitigation/Performance Measures to reduce potentially significant impacts as the result of near-term projects related to increased student enrollment. The identified SCPs and PDFs related to traffic, parking, and transportation generally include requirements of the PCCD to monitor and implement certain goals and programs related to parking and internal circulation.

The proposed O&M Complex would result in a less than significant traffic, parking, and transportation impact as it would not generate new trips or contribute to an increase in student enrollment. In the event that demolition of the existing Building/Maintenance Complex and/or construction of the proposed O&M Complex would result in a lane or roadway closure, Tra-SCP-1 would require the preparation of a traffic control plan to maintain adequate emergency access and traffic flow. The project would not result in inadequate parking capacity as it would include 18 parking stalls for facilities carts and fleet vehicles on the north side of the building and 36 stalls for staff and visitors as well as delivery trucks on the south side of the building. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, result in any new significant impacts, or substantially increase the severity of the previously identified traffic, parking, and transportation impacts.

15. Utilities, Service Systems, and Energy

Section 4.15 of the 2009 Master Plan PEIR determined there to be significant utilities, service systems, and energy impacts associated with the Master Plan that would be reduced to less than significant with the incorporation of a Mitigation/Performance Measure Utl-1A requiring a Water-Sewer Study before the first Master Plan project is implemented. PDFs and an SCP were also included related to energy and water efficiency and recycling measures.

The proposed O&M Complex would result in a less than significant utilities, system services, and energy impacts after implementation of the identified PDFs and SCP. Mitigation/Performance Measure Utl-1A was required for the first Master Plan project, and would not be required for the project. Specifically, Utl-PDF-1, -2, and -5, would apply to the project requiring energy efficient equipment (Utl-PDF-1), low-flow or no-flow plumbing fixtures (Utl-PDF-2), and meeting LEED or equivalent standards for new construction (Utl-PDF-5). The other PDFs and SCP in the PEIR related to utilities, service systems, and energy do not apply to project and would not be required. As a result, impacts related to utilities, service systems, and energy would remain less than significant and no mitigation measures would be necessary. Therefore, changes to the approved project would not alter the conclusions of the 2009 Master Plan PEIR, and would not result in any new significant impacts or substantially increase the severity of the previously identified utilities, service systems, and energy impacts.

16. Cumulative and Growth Inducing Effects

The proposed project does not alter the underlying impact conclusions or growth assumptions of the 2009 Master Plan PEIR. Therefore, there would be no change in the cumulative or growth inducing effects of the approved project. None of the significant conclusions or findings in the PEIR would be altered, no new significant impact would occur, and none of the previously identified significant impacts would be substantially worsened.

E. Conclusions and Findings

The PCCD Board of Directors previously certified a Final PEIR for the Master Plan in October 2009. The certified Final PEIR concluded that the Master Plan would result in significant impacts associated with the following: aesthetics; air quality; biological resources; global climate change; cultural resources; geology and soils; hazards and hazardous materials; hydrology and water quality; noise; public services; traffic, parking and transportation; and utilities, service systems and energy. Mitigation measures were identified to reduce impacts associated with development of the Master Plan to a less than significant level. One resource area, air quality, was found to have unmitigable impacts; however the benefits of the Master Plan were found to outweigh this impact.

The analysis included in this Addendum are consistent with the conclusions identified in the certified Final PEIR. The project would not result in any new significant impacts, or substantially increase the severity of the previously identified impacts. Comparison of the impacts identified for the revised project with the impacts disclosed in the previously certified Final PEIR demonstrate that none of the conditions included in Section 15162(a) of the CEQA Guidelines that would require preparation of a subsequent PEIR have been met.

Major Revisions Not Required

The project would not result in any new significant land use and planning impacts, nor is there a substantial increase in the severity of impacts as described in the certified Final PEIR.

No Substantial Change in Circumstances Requiring Major Revisions

There is no substantial evidence in the record or otherwise to indicate that there are substantial changes in the circumstances associated with the project that would require major revisions to the certified Final PEIR.

No New Information Showing Greater Significant Effects

This Addendum analyzed all available relevant information to determine whether there is new information that was not available at the time that the Final PEIR was certified indicating that a new significant effect not reported in the certified Final PEIR may occur. Based on the information provided above, no substantial new information has been identified that would result in a new or greater significant impact requiring major revision of the certified Final PEIR.

No New Information Showing Ability to Reduce Significant Effects

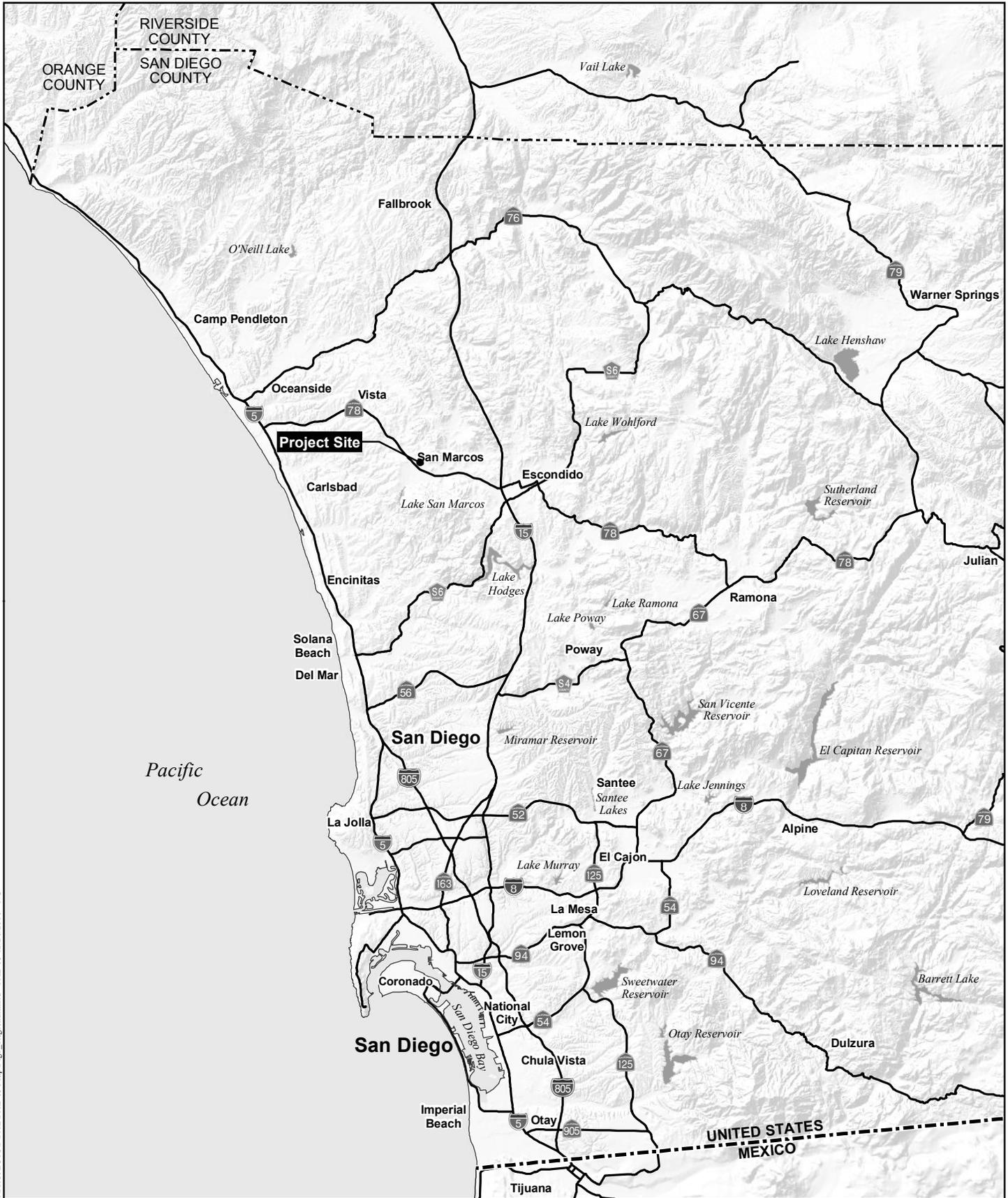
The proposed project would not result in new or greater significant environmental impacts. Therefore, no alternatives to the project or additional mitigation measures are necessary that would otherwise substantially reduce the environmental effects identified in and considered by the certified Final PEIR.

F. Document Availability

Copies of the Final PEIR and this Addendum to the Final PEIR are available for review at Palomar Community College District, 1140 West Mission Road, San Marcos, California 92069.

Name: Ron Ballesteros-Perez
Title Assistant Superintendent/Vice President,
Finance & Administrative Services
Palomar Community College District

Date of Report



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Regional Location

PCCD SAN MARCOS CAMPUS FACILITIES MASTER PLAN PEIR ADDENDUM
 MAINTENANCE AND OPERATIONS COMPLEX PROJECT



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Existing and Proposed M&O Complex

PCCD SAN MARCOS CAMPUS FACILITIES MASTER PLAN PEIR ADDENDUM
 MAINTENANCE AND OPERATIONS COMPLEX PROJECT

**BUSINESS & CONTRACT SERVICES
REVIEW & RATIFICATION BY
GOVERNING BOARD
PALOMAR COMMUNITY COLLEGE DISTRICT
FY 2016-2017**

EXHIBIT N-4

BOARD DATE: March 14, 2017

REPORTING PERIOD: 1/1/17- 2/28/17

#.	REQUESTED BY	VENDOR	DESCRIPTION	TERM	AMOUNT	PROP "M"
126.	P. Ordille EME	Orange County Fire Authority	Agreement for field experience for the EMT-Paramedic students.	1/1/2017 – 12/31/2020	N/C	
127.	N. Puccio Extended Education	Escondido Union High School District	Addendum to agreement for fiscal year 2016-2017 to add Del Lago Academy to hold community classes.	1/3/2017 – 6/30/2017	N/C	
128.	D. Astl Construction & Facilities Planning	Lentulo Consulting	Amendment 2 to master agreement for DSA Inspections Services on the Escondido Health Center Tenant Improvement project.	Effective: 1/9/2017	\$6,080.00	X
129.	"	"	Amendment 3 to master agreement for DSA Inspection Services on the Behavioral Health NB-2 remodel project.	Effective: 1/9/2017	\$6,080.00	X
130.	N. Manea Academic Technology & Resource Center	ProctorU	Service agreement for vendor to remote proctoring and other services using proprietary or third-party software, webcams and/or live persons to allow faculty scheduling Online proctoring for Online students.	Effective: 1/12/2017	Fee based on exam time: 30 mins. - \$8.75 31-60 mins. - \$17.50 61-120 mins.- \$25.00 121-180 mins.- \$33.75 181 mins. or more - \$42.50	
131.	D. Astl Construction & Facilities Planning	Level 10 Construction LP	Amendment to master agreement for additional design costs to meet permit requirements with the City of San Marcos on the Palomar College Maintenance and Operations Complex Design-Build project.	Effective: 1/17/2017	\$24,750.00	X
132.	G. Gardner Public Safety Programs	NRG Cabrillo Power Operations, Inc.	Entry permit to perform Swift Water Training in the out-fall channel of the Encina Power Station for the Fire Academy.	03/22/2017 – 03/23/2017	\$100.00	
133.	N. Puccio Extended Education	Escondido Union High School District	Use of facilities agreement to hold U.S. History/Chicano classes at Orange Glen High School.	01/30/2017 – 05/27/2017	\$960.00	
134.	"	"	Use of facilities agreement to hold Intro to Business classes at San Pasqual High School.	01/30/2017 – 05/27/2017	\$960.00	
135.	"	"	Use of facilities agreement to hold Intro to Sociology classes at Del Lago Academy.	01/30/2017 – 05/27/2017	\$960.00	
136.	"	"	Use of facilities agreement to hold U.S. History/Chicano classes at Escondido High School.	01/30/2017 – 05/27-2017	\$960.00	
137.	"	"	Use of facilities agreement to hold Computer Concepts classes at Escondido High School.	01/30/2017 – 05/27/2017	\$960.00	
138.	"	"	Use of facilities agreement to hold Computer Concepts classes at Escondido High School.	01/30/2017 – 05/27/20017	\$750.00	
139.	"	"	Use of facilities agreement to hold U.S. History/Chicano classes at Valley Continuation High School.	01/30/2017 – 05/27/2017	\$930.00	
140.	R. Williams Camp Pendleton Education Center	Facilities Maintenance Division of Camp Pendleton	Use of facilities agreement to hold classes in the classroom in Building 2296 for Spring 2017 Fast Track 1 and 2.	01/30/2017 – 05/25/2017	N/C	
141.	"	Field Supply & Maintenance Analysis Office – West – Camp Pendleton	Use of facilities agreement to hold classes in the classroom in Building 16047T for Spring 2017 Fast Track 1 and 2.	01/17/2017 – 05/25/2017	N/C	
142.	"	Marine Wing Support Squadron 372	Use of facilities agreement to hold classes in the classroom in Building 25265 for Spring 2017 Fast Track 1 & 2 classes.	01/30/2017 – 05/25/2017	N/C	

**BUSINESS & CONTRACT SERVICES
REVIEW & RATIFICATION BY
GOVERNING BOARD
PALOMAR COMMUNITY COLLEGE DISTRICT
FY 2016-2017**

BOARD DATE: March 14, 2017

REPORTING PERIOD: 1/1/17- 2/28/17

#.	REQUESTED BY	VENDOR	DESCRIPTION	TERM	AMOUNT	PROP "M"
143.	R. Williams Camp Pendleton Education Center	Weapon's & Field Training Battalion – Camp Pendleton	Use of facilities agreement for use of classrooms in Building 31A30 (Rm 200) and 31506 (Rm 133) for Spring 2017 classes.	01/30/2017 – 05/25/2017	N/C	
144.	"	MCAS Camp Pendleton	Use of facilities agreement for use of Overflow Pack Lounge for Spring 2017 Fast Track 1 & 2 classes.	01/30/2017 – 05/25/2017	N/C	
145.	"	Academy of Camp Pendleton	Use of facilities agreement for use of classroom in Building 524103 for Spring 2017 Fast Track 1 & 2 classes.	01/30/2017 – 05/25/2017	N/C	
146.	"	Wounded Warrior Battalion – Camp Pendleton	Use of facilities agreement for use of classroom in Building 27847, Rotunda Room, for Spring 2017 classes.	01/30/2017 – 05/25/2017	N/C	
147.	R. Bianchi TTIP South	Global Experience Specialists (GES)	Agreement to provide exhibitor services throughout the Online Teaching Conference 2017 held at the Hilton Anaheim Hotel June 19-21, 2017.	Effective: 1/20/2017	\$10,436.00	
148.	K. Donovan Nursing	Elizabeth Hospice, Inc.	Renewal of the use of facilities agreement for clinical education for our nursing students.	01/18/2017 – 01/17/2020	N/C	
149.	R. Perez Finance & Administrative Services	BakerHostetler, LLP	Engagement of counsel letter to assist and advice on a potential data security incident.	Effective: 1/26/2017	\$525/hour	
150.	"	Kroll Cyber Security, LLC	Engagement letter for vendor to provide cyber investigative consulting services to be used by Baker & Hostetler, LLP in providing legal advice to District.	Executed: 1/28/2017	Estimate: \$45,000	
151.	J. Kahn Social and Behavioral Sciences	Ramona Unified School District	Use of facilities agreement for use of computer lab for the purpose of holding community and general education classes. Palomar College will provide the computers, lectern and LCD projector and all equipment will remain the property of Palomar College.	1/3/2017 – 12/31/2017	N/C	
152.	R. Perez Human Resource Services	Jose A. Gonzales	Investigative services agreement to perform personnel investigations and to prepare and submit reports and findings to the District.	1/24/2017 – 6/30/2017	\$105.00/hour	
153.	K. Donovan Nursing	Casa de Las Campanas	Renewal of the use of facilities agreement for clinical education for our nursing students.	04/29/2017 – 04/28/2020	N/C	
154.	S. Wenzel Fiscal Services	North County Transit District (NCTD)	Memorandum of Understanding to market a transit pass to eligible Palomar students at a current discount of \$10.00 plus an additional subsidy from the State of California's Low Carbon Transit Operations Program (LCTOP) grant.	Effective: Winter 2017	N/C	
155.	R. Bianchi TTIP South	Instructure, Inc.	Agreement to participate in vendor's partner program to enhance teaching and learning within Canvas.	1/31/2017 – 1/30/2018	\$5,000.00	
156.	Calvin One Deer Gavin FYRST Program	Richard L. Taylor, Jr.	Agreement with independent contractor for speaker's presentation, post speech workshop, 400 copies of speakers 3 books, book signing, travel and lodging.	2/23/2017	\$6,000.00	
157.	K. Magnuson Enrollment Services	XAP Corporation	Amendment #1 to eTranscript California System Institution agreement to extend the period of operation for one year.	7/1/2016 – 6/30/2017	\$6,330.00	
158.	D. Astl Construction & Facilities Planning	HMC Architects	Proposal for South Education Center professional services including architectural, design revisions, and construction support services.	Effective: 2/8/2017	Not to Exceed: \$1,795,680.00	X

**BUSINESS & CONTRACT SERVICES
REVIEW & RATIFICATION BY
GOVERNING BOARD
PALOMAR COMMUNITY COLLEGE DISTRICT
FY 2016-2017**

BOARD DATE: March 14, 2017

REPORTING PERIOD: 1/1/17- 2/28/17

#.	REQUESTED BY	VENDOR	DESCRIPTION	TERM	AMOUNT	PROP "M"
159.	P. Ordille EME	MaxCare Ambulance	New agreement for field practice in basic life skills and ride-a-longs for the EMT-Paramedic students.	2/1/2017 – 1/31/2022	N/C	
160.	D. Astl Construction & Facilities Planning	Balfour Beatty Construction, LLC fka: Barnhart-Balfour Beatty, Inc.	Amendment #4 to master agreement to provide construction management services for Preconstruction Phase of the North Education Center Mass Grading and Relocatable Village project.	Effective: 12/15/2016	\$196,156.00	X
161.	D. Rudy Dental Assisting	Encinitas Orthodontics	Extern agreement for clinical externship experience for our dental assisting students.	02/08/2017 - 02/07/2022	N/C	
162.	P. Ordille / EME K. Donovan / Nursing	Sharp HealthCare	Renewal of affiliation agreement for clinic education for the EMT-Paramedic and nursing students.	04/01/2017 – 03/31/2020	N/C	
163.	N. Rose Alcohol and Other Drug Studies	San Diego American Indian Health Center	Service-Learning memorandum of understanding to provide student-focused learning experience.	02/15/2017 – 02/14/2019	N/C	
164.	D. Studinka Child Development	YMCA of San Diego County, Childcare Resource Service	Memorandum of agreement for the 2016-2017 San Diego CARES Program in accordance to California Department of Education AB212 stipend program.	07/01/2016 – 06/30/2017	Amount to be Determined: funded through First 5 Commission of San Diego.	
165.	D. McBrayer Mathematics & The Natural Heath Sciences	The University of Texas at Austin, Charles A. Dana Center for Science and Mathematics Education	Services Contract to assign at least one faculty to implement of one full cycle of two semesters STEM-Prep pathway for Spring 2017 and Fall 2017.	02/21/2017 – 12/31/2017	Not To exceed \$23,500.00	
166.	B. Sena Finance & Administrative Services	Follett Higher Education Group, Inc.	Amendment #4 to bookstore operating agreement to increase term of contract for an additional ten years, change in revenue calculation, add an additional financial consideration, and institute a type of price matching program.	2/1/2017 – 1/31/2027	Commissions based Gross Revenue: < \$6M = 10% > \$6M = 11% Additional Financial: \$500,000. Year 1 \$500,000. Year 6	
167.	J. Smiley Performing Arts Department	Caroline Andrew	Agreement with independent contractor to work as the lighting designer for the Spring 2017 production of Ten Acrobats in an Amazing Leap of Faith.	02/21/2017 – 03/26/2017	\$1,100.00	
168.	P. Ordille / EME K. Donovan / Nursing	Rady Children's Hospital – San Diego	Renewal of Student Education Affiliation Agreement for clinical education for the EMT-Paramedic and Nursing students.	07/01/2017 – 06/30/2022	N/C	
169.	D. Rudy Dental Assisting	Polished General Dentistry	Extern agreement for clinical externship experience for our dental assisting students.	02/22/2017 – 02/21/2022	N/C	
170.	"	San Marcos Family Dentistry	Extern agreement for clinical externship experience for our dental assisting students.	02/23/2017 – 02/22/2022	N/C	
171.	J. Odum ETV	Christopher Kelly dba: Production Crate	Professional services agreement for consultant to provide motion graphic production services in 2D and 3D.	2/14/2017 – 6/30/2017	Not to Exceed: \$10,000.00	
172.	L Gropen Public Affairs Office	Tom Pflingsten	Agreement with independent contractor to provide development and creative writing services to produce an online Palomar College News services and a new publication (which may not be Insight Magazine).	02/10/2017 – 12/31/2017	\$32,400.00	
173.	R. Williams Camp Pendleton Education Center	Marine Corps Community Services	Agreement for advertisements to be placed around base to promote Workforce Development and programs.	03/01/2017 – 03/31/2017	\$2,393.50	

**REVIEW & RATIFICATION BY
GOVERNING BOARD
PALOMAR COMMUNITY COLLEGE DISTRICT
FY 2016-2017**

BOARD DATE: March 14, 2017

REPORTING PERIOD: 1/1/17- 2/28/17

#.	REQUESTED BY	VENDOR	DESCRIPTION	TERM	AMOUNT	PROP "M"
174.	O. Diaz Counseling, Student Success & Equity	Dr. Fredi Avalos	Agreement with independent contractor to conduct three workshops to help campus community build and grow its commitment to educational equity and inclusion.	3/10/2017 – 5/12/2017	N/C	

MEMORANDUM OF AGREEMENT FOR WORKFORCE INNOVATION AND OPPORTUNITY
ACT (WIOA) FUNDING FOR
EDUCATION TO CAREER NETWORK (ETCN)

This MEMORANDUM OF AGREEMENT for the implementation of Workforce Innovation and Opportunity Act (WIOA) funding for the 2017-18 program year, is entered into this _____ day of _____, 2017, by and among the member districts of the **EDUCATION TO CAREER NETWORK (ETCN)**, hereinafter called **ETCN**, represented by its fiscal agent, Vista Unified School District, and the **PALOMAR COMMUNITY COLLEGE**, hereinafter called the **DISTRICT**, for a term of **January 1, 2017 to June 30, 2018**.

RECITAL

- A. The member districts forming the ETCN, with Vista Unified School District acting as its fiscal agent, pursuant to the ETCN's Regional Plan dated March 2015, hereinafter called the PLAN, wish to identify the funding mechanism for any WIOA grants funded for the 2017-18 program year; and
- B. Whereas, the DISTRICT wishes to participate in and cooperate with the ETCN in the implementation of the WIOA 2017-18 program; NOW THEREFORE, the parties agree as follows:

AGREEMENT

1. The District will work with ETCN in the submission of the grant application to include the submission of data required for the submission of the grant.
2. The District agrees that they will comply with all program requirements for WIOA
3. If successful, the District will be funded on the Current WIOA Title II, Adult Education and Family Literacy Act (AEFLA) performance outcomes from 2015-16 or if a new provider will be funded upon a review of the applicant's capacity and projected service levels.
4. Funding considerations include, but are not limited to, the following:
 - a. Provider fiscal capacity, including evidence of internal controls, financial records, fiscal solvency, and a sound fiscal accounting system with auditable cost allocations.
 - b. Provider physical capacity, including classroom space that meets all Americans with Disabilities Act (ADA) requirements, including dedicated facilities for proper intake, assessment, and education.
 - c. Provider staffing, including qualified teachers and office personnel.
 - d. Payment points earned in the CASAS summary of the prior year.
 - i. Each participating ETCN agency will provide the payment point summary of the prior year to the ETCN fiscal agent by August of the current fiscal year.
5. To the extent possible while maintaining a balanced budget, the Maintenance of Capacity funding for the original WIOA districts (Vista Unified, Poway Unified, and Escondido Union High School) will be considered an agency's base funding level in the future and will be protected.
 - a. Each of the original WIOA districts will provide the 2015-16 Payment Points earned in CASAS to the Fiscal Agent to determine the baseline.
6. Each participating District will maintain all WIOA program requirements and deliverables. Failure to comply may result in the loss of funding as determined by ETCN.
7. Program funding will be prorated based on participation and achievement of performance outcomes.
8. Verification of performance outcomes will be verified through the use of CASAS Payment Points Summary Report.

MEMORANDUM OF AGREEMENT FOR WORKFORCE INNOVATION AND OPPORTUNITY
ACT (WIOA) FUNDING FOR
EDUCATION TO CAREER NETWORK (ETCN)

- A. The ETCN, through its fiscal agent, shall:
 - 1. Receive and administer the grant funds and submit the required reports to account for the use of the grant funds.
 - 2. In conjunction with the Leadership Council, be responsible for the performance of any services provided through funds awarded under this grant by the partners, consultants, or other organizations.
- B. General Provisions
 - 1. The DISTRICT shall account for all program costs incurred by the DISTRICT in providing courses and services and shall submit quarterly expenditure reports to the ETCN.
 - 2. The District shall furnish by _____ for the previous fiscal year any documents required for audit purposes.
 - 3. Notwithstanding any of the foregoing provisions of the agreement, if at any time during the term of this agreement the State of California fails to appropriate or allocate anticipated funds to the ETCN for the WIOA, the ETCN reserves the right to change the budget amounts with 30 days' notice to the DISTRICT.
 - 4. If the DISTRICT is unable to continue current course offerings or to maintain program support levels because of this reduced funding, the DISTRICT, in its sole discretion, may terminate in all or in part course offerings and/or support services necessary to accommodate the reduced funding level.
 - 5. The ETCN, through its fiscal agent, shall defend, indemnify, and hold the DISTRICT harmless from and against any and all liability, loss, expense, attorney's fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, reasonable attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the ETCN, its officers, agents or employees. The DISTRICT shall defend, indemnify, and hold the ETCN harmless from and against any and all liability, loss, expense, reasonable attorney's fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the DISTRICT, its officers, agents or employees.
 - 6. The District agrees to the Assurances and Certifications for the WIOA program as identified in Attachment A.

For the DISTRICT:

For the ETCN:

Vista Unified School District (fiscal agent)

By: _____

Print Name: _____

Donna Caperton

Title: _____

Assistant Superintendent, Business Services

Authorized by Governing Board on: _____

VUSD Contract# C17180020-2

Consortia Total Payment Points						
WIOA Projected Budget						
2017-18						
PROGRAMS	Projected Enrollment	Payment Point Multiplier	Payment Points 2015-16	Reimbursement Per Payment Point Multiplier	Total Projected Funding	
1. Sec. 225	0	0.54	0	\$ 195	\$ -	
2. ABE	5853	0.54	0	\$ 230	\$ 726,943	
3. ELA	10534	0.54	0	\$ 230	\$ 1,308,323	
4. EL Civics (Sec. 231)	2326	0.87	0	\$ 95	\$ 192,244	
5. ASE	3567	0.27	0	\$ 375	\$ 361,159	
6. Integrated EL Civics (Sec. 243)	300	0.87	0	\$ 150	\$ 39,150	
Total Federal Funds					2,627,818	

Attachment A

ETCN - Combined Totals WIOA Projected Budget 2017-18		WIOA Section 225		WIOA Section 231 ABE/ELA		ASE (HSD/HSE)		WIOA Section 243 Integrated EL Civics	
Line	Description (Object Codes)	1. Title II Federal	A. Non-federal Sources	2. Title II Federal	B. Non-federal Sources	3. Title II Federal	C. Non-federal Sources	4. Title II Federal	C. Non-federal Sources
1	Salaries Certificated (1000)			649,198	1,286,387	102,802	735,518	33,014	363,588
2	Salaries Classified (2000)			820,544	350,756	131,920	354,854	-	427,278
3	Employees Benefits (3000)			407,963	406,269	73,837	364,562	6,136	124,545
4	Books and Supplies (4000)			134,161	172,526	42,600	109,399	-	60,649
5	Services and Other Expenses (5000)			151,672	539,054	10,000	233,603	-	238,888
	Totals			2,163,538	2,754,992	361,159	1,797,936	39,150	1,214,898
	Administrative Costs			63,971	285,871	-	348,833	-	22,321
	Total Budget	0	0	2,227,509	3,040,863	361,159	2,146,769	39,150	1,237,219
						Total Federal Funds (1.2.3.4)			2,627,818
						Total Non-federal Funds (A,B,C,D)			6,424,851

Escondido Adult School WIOA Projected Budget 2017-18						
PROGRAMS	Projected Enrollment	Payment Point Multiplier	Payment Points 2015-16	Reimbursement Per Payment Point Multiplier	Total Projected Funding	
1. Sec. 225	0	0.54	0	0 \$	195 \$	-
2. ABE	117	0.54	0	0 \$	230 \$	14,531
3. ELA	1844	0.54	0	0 \$	230 \$	229,025
4. EL Civics (Sec. 231)	994	0.87	0	0 \$	95 \$	82,154
5. ASE	1311	0.27	0	0 \$	375 \$	132,739
6. Integrated EL Civics (Sec. 243)	100	0.87	0	0 \$	150 \$	13,050
					Total Federal Funds	471,499

Attachment A

Escondido Adult School WIOA Projected Budget 2017-18		WIOA Section 225		WIOA Section 231 ABE/ELA		ASE (HSD/HSE)		WIOA Section 243 Integrated EL Civics	
Line	Description (Object Codes)	1. Title II Federal	A. Non-federal Sources	2. Title II Federal	B. Non-federal Sources	3. Title II Federal	C. Non-federal Sources	4. Title II Federal	C. Non-federal Sources
1	Salaries Certificated (1000)			39,005	499,115	10,297	326,401	11,236	351,265
2	Salaries Classified (2000)			165,394	116,061	59,326	279,875	-	422,663
3	Employees Benefits (3000)			75,069	164,577	22,877	229,753	1,814	121,111
4	Books and Supplies (4000)			9,642	53,462	30,239	75,500	0	58,992
5	Services and Other Expenses (5000)			36,600	12,547	10,000	5,167	0	232,617
Totals				325,710	845,762	132,739	916,696	13,050	1,186,648
Administrative Costs				0	0	0	0	0	0
Total Budget				325,710	845,762	132,739	916,696	13,050	1,186,648
				Total Federal Funds (1,2,3,4)				471,499	
				Total Non-federal Funds (A,B,C,D)				2,949,106	

Palomar College						
WIOA Projected Budget						
2017-18						
PROGRAMS	Projected Enrollment	Payment Point Multiplier	Payment Points 2015-16	Reimbursement Per Payment Point Multiplier	Total Projected Funding	
1. Sec. 225	0	0.54	0	\$ 195	\$ -	
2. ABE	5421	0.54	0	\$ 230	\$ 673,288	
3. ELA	5882	0.54	0	\$ 230	\$ 730,544	
4. EL Civics (Sec. 231)	156	0.87	0	\$ 95	\$ 12,893	
5. ASE	0	0.27	0	\$ 375	\$ -	
6. Integrated EL Civics (Sec. 243)	0	0.87	0	\$ 150	\$ -	
Total Federal Funds					1,416,726	

Attachment A

Palomar College WIOA Projected Budget 2017-18		WIOA Section 225		WIOA Section 231 ABE/EIA		ASE (HSD/HSE)		WIOA Section 243 Integrated EL Civics	
Line	Description (Object Codes)	WIOA Section 225		WIOA Section 231 ABE/EIA		ASE (HSD/HSE)		WIOA Section 243 Integrated EL Civics	
		1. Title II Federal	A. Non-federal Sources	2. Title II Federal	B. Non-federal Sources	3. Title II Federal	C. Non-federal Sources	4. Title II Federal	C. Non-federal Sources
1	Salaries Certificated (1000)			288,891	324,755	-	-	-	-
2	Salaries Classified (2000)			591,482	117,213	-	-	-	-
3	Employee Benefits (3000)			232,791	132,049	-	-	-	-
4	Books and Supplies (4000)			124,519	43,073	-	-	-	-
5	Services and Other Expenses (5000)			115,072	7,543	-	-	-	-
Totals				1,352,755	624,633	-	-	-	-
Administrative Costs				63971	32,876	-	-	-	-
Total Budget		0	0	1,416,726	657,509	-	-	-	-
				Total Federal Funds (1,2,3,4)		Total Federal Funds (1,2,3,4)		1,416,726	
				Total Non-federal Funds (A,B,C,D)		Total Non-federal Funds (A,B,C,D)		657,509	

Poway Adult School WIOA Projected Budget 2017-18						
PROGRAMS	Projected Enrollment	Payment Point Multiplier	Payment Points 2015-16	Reimbursement Per Payment Point Multiplier	Total Projected Funding	
1. Sec. 225	0	0.54	0	0 \$	195 \$	-
2. ABE	63	0.54	0	0 \$	230 \$	7,825
3. ELA	633	0.54	0	0 \$	230 \$	78,619
4. EL Civics (Sec. 231)	513	0.87	0	0 \$	95 \$	42,399
5. ASE	615	0.27	0	0 \$	375 \$	62,269
6. Integrated EL Civics (Sec. 243)	200	0.87	0	0 \$	150 \$	26,100
Total Federal Funds						217,212

Poway Adult School WIOA Projected Budget 2017-18		WIOA Section 225		WIOA Section 231 ABE/ELA		ASE (HSD/HSE)		WIOA Section 243 Integrated EL Civics	
Line	Description (Object Codes)	WIOA Section 225		WIOA Section 231 ABE/ELA		ASE (HSD/HSE)		WIOA Section 243 Integrated EL Civics	
		1. Title II Federal	A. Non-federal Sources	2. Title II Federal	B. Non-federal Sources	3. Title II Federal	C. Non-federal Sources	4. Title II Federal	C. Non-federal Sources
1	Salaries Certificated (1000)			108,047	50,168	44,903	232,648	21,778	12,323
2	Salaries Classified (2000)			-	22,287	4,965	33,227	-	4,565
3	Employee Benefits (3000)			20,796	16,767	12,190	94,074	4,322	3,434
4	Books and Supplies (4000)			-	8,090	211	4,118	-	1,657
5	Services and Other Expenses (5000)			-	30,620	-	14,250	-	6,271
	Totals			128,843	137,932	62,269	378,317	26,100	28,250
	Administrative Costs			0	108,981	0	285,669	0	22,321
	Total Budget	0	0	128,843	246,913	62,269	663,986	26,100	50,571
				Total Federal Funds (1.2.3.4)		Total Federal Funds (1.2.3.4)			217,212
				Total Non-Federal Funds (A,B,C,D)		Total Non-Federal Funds (A,B,C,D)			961,470

Ramona Adult School WIOA Projected Budget 2017-18						
PROGRAMS	Projected Enrollment	Payment Point Multiplier	Payment Points 2015-16	Reimbursement Per Payment Point Multiplier	Total Projected Funding	
1. Sec. 225	0	0.54	0	\$ 195	\$ -	
2. ABE	0	0.54	0	\$ 230	\$ -	
3. ELA	0	0.54	0	\$ 230	\$ -	
4. EL Civics (Sec. 231)	0	0.87	0	\$ 95	\$ -	
5. ASE	20	0.27	0	\$ 375	\$ 2,025	
6. Integrated EL Civics (Sec. 243)	0	0.87	0	\$ 150	\$ -	
Total Federal Funds					2,025	

Attachment A

Ramona Adult School WIOA Projected Budget 2017-18		WIOA Section 725		WIOA Section 231 ABE/ELA		ASE (HSD/HSE)		WIOA Section 243 Integrated EL Civics	
Line	Description (Object Codes)	1. Title II Federal	A. Non-federal Sources	2. Title II Federal	B. Non-federal Sources	3. Title II Federal	C. Non-federal Sources	4. Title II Federal	C. Non-federal Sources
1	Salaries Certificated (1000)	-	-	-	-	-	-	-	-
2	Salaries Classified (2000)	-	-	-	-	-	-	-	-
3	Employees Benefits (3000)	-	-	-	-	-	-	-	-
4	Books and Supplies (4000)	-	-	2,025	-	2,025	-	-	-
5	Services and Other Expenses (5000)	-	-	-	-	-	-	-	-
Totals		-	-	2,025	-	2,025	-	-	-
Administrative Costs		0	0	0	-	0	-	0	0
Total Budget		0	0	2,025	-	2,025	-	0	0
				Total Federal Funds (1,2,3,4)				2,025	
				Total Non-federal Funds (A,B,C,D)				-	

San Marcos Adult School WIOA Projected Budget 2017-18						
PROGRAMS	Projected Enrollment	Payment Point Multiplier	Payment Points 2015-16	Reimbursement Per Payment Point Multiplier	Total Projected Funding	
1. Sec. 225	0	0.54	0	\$ 195	\$ -	
2. ABE	0	0.54	0	\$ 230	\$ -	
3. ELA	0	0.54	0	\$ 230	\$ -	
4. EL Civics (Sec. 231)	0	0.87	0	\$ 95	\$ -	
5. ASE	100	0.27	0	\$ 375	\$ 10,125	
6. Integrated EL Civics (Sec. 243)	0	0.87	0	\$ 150	\$ -	
Total Federal Funds					10,125	

Attachment A

Vista Adult School						
WIOA Projected Budget						
2017-18						
PROGRAMS	Projected Enrollment	Payment Point Multiplier	Payment Points 2015-16	Reimbursement Per Payment Point Multiplier	Total Projected Funding	
1. Sec. 225	0	0.54	0	0 \$	195 \$	-
2. ABE	252	0.54	0	0 \$	230 \$	31,298
3. ELA	2175	0.54	0	0 \$	230 \$	270,135
4. EL Civics (Sec. 231)	663	0.87	0	0 \$	95 \$	54,797
5. ASE	1521	0.27	0	0 \$	375 \$	154,001
6. Integrated EL Civics (Sec. 243)	0	0.87	0	0 \$	150 \$	-
Total Federal Funds						510,231

Attachment A

Vista Adult School WIDA Projected Budget 2017-18		WIDA Section 225			WIDA Section 231 ABE/ELA		ASE (HSD/HSE)			WIDA Section 243 Integrated EL Civics	
Line	Description (Object Codes)	1. Title II Federal		A. Non-federal Sources	2. Title II Federal		B. Non-federal Sources	3. Title II Federal		4. Title II Federal	C. Non-federal Sources
		1. Title II Federal	A. Non-federal Sources		2. Title II Federal	B. Non-federal Sources		3. Title II Federal	4. Title II Federal		
1	Salaries Certificated (1000)				213,255		402,349	47,602			176,469
2	Salaries Classified (2000)				63,668		95,195	67,629			41,752
3	Employees Benefits (3000)				79,307		92,876	38,770			40,735
4	Books and Supplies (4000)						67,901				29,781
5	Services and Other Expenses (5000)						488,344				214,186
Totals					356,230		1,146,665	154,001			502,923
Administrative Costs					0		144,014	0			63,164
Total Budget		0	0	0	356,230		1,290,679	154,001			566,087
Total Federal Funds (1,2,3,4)											510,231
Total Non-federal Funds (A,B,C,D)											1,856,766

CONSULTANT AGREEMENT

between

SIERRA JOINT COMMUNITY COLLEGE DISTRICT

and

PALOMAR COLLEGE

AGREEMENT is made this 14th day of February, 2017, by and between Sierra Joint Community College District (hereafter referred to as "DISTRICT"), and Palomar College (hereafter referred to as "CONSULTANT").

In consideration of the mutual promises contained in this document, the DISTRICT and CONSULTANT agree as follows:

1. SCOPE OF WORK. CONSULTANT will perform the services described on Schedule A – Statement of Work attached to this Agreement. CONSULTANT may determine the methods, details and means of performing the services. The DISTRICT shall not have the right to, and shall not, control the manner or determine the method by which CONSULTANT accomplishes these services.
2. TERM. The term of this Agreement shall commence on February 15, 2017 and end on June 30, 2017.
3. PAYMENT. For satisfactory performance of the Statement of Work described in the attached Schedule A, the DISTRICT shall pay CONSULTANT the fees for services provided for in the attached Schedule B - Fees for Service. Payment shall be made within thirty (30) days after the DISTRICT's receipt and approval of CONSULTANT's statement of services and costs, prepared in such form and detail as the DISTRICT may specify. CONSULTANT shall not incur costs for performance of services in excess of \$40,000 without the prior written authorization of the DISTRICT's Vice President of Administrative Services.
4. INDEPENDENT CONTRACTOR STATUS. In performing services under this Agreement, CONSULTANT shall be deemed an independent contractor and shall not act as nor be an agent or employee of the DISTRICT. As an independent contractor, CONSULTANT will be solely responsible for determining the means and methods for performing the services described in Schedule A. All of CONSULTANT's activities will be at its own risk and CONSULTANT is hereby given notice of responsibility for arrangements to guard against physical, financial, and other risks as appropriate.
5. STANDARD OF SERVICES. CONSULTANT agrees to perform the services with that standard of professional care, skill, and diligence normally provided in the performance of similar services.
6. OWNERSHIP OF MATERIALS AND REPORTS. Except as specifically authorized by the DISTRICT in writing, all materials produced under this Agreement shall be the property of the District to reproduce, distribute, modify and use in any manner desired by the DISTRICT.
7. CONFIDENTIAL INFORMATION. CONSULTANT acknowledges that it may be necessary for DISTRICT to disclose certain confidential and proprietary information to CONSULTANT in order for CONSULTANT to perform duties under this Agreement. CONSULTANT acknowledges that any disclosure to any third party or any misuse of this proprietary or confidential information may irreparably harm the DISTRICT. Accordingly, CONSULTANT will not disclose or use, either during or after the term of this Agreement, any proprietary or confidential information of the DISTRICT without the DISTRICT's prior written permission.

8. TERMINATION. Either the DISTRICT or CONSULTANT may terminate performance under this Agreement at any time by notifying the other party in writing. In the event of early termination, CONSULTANT shall be paid for work performed to the date of termination. The DISTRICT may then proceed with the work in any manner the DISTRICT deems proper.
9. DELAYS. CONSULTANT shall notify the DISTRICT promptly of any expected delay in performance of services. However, CONSULTANT shall not be liable for delays in performance beyond reasonable control.
10. TAXES. CONSULTANT agrees that CONSULTANT has no entitlement to any future work from the DISTRICT or to any employment or fringe benefits from the DISTRICT. Payments to the CONSULTANT pursuant to this agreement will be reported to Federal and State taxing authorities as required. DISTRICT will not withhold any money from CONSULTANT's compensation for payment of taxes or benefits. In particular, DISTRICT will not withhold FICA (social security); state or federal unemployment insurance contributions, state or federal income tax or disability insurance premiums. CONSULTANT is independently responsible for the payment of all applicable taxes.
11. COMPLIANCE WITH LAW. CONSULTANT agrees to perform the services contemplated by this agreement in a professional and competent manner and in compliance with all State and Federal laws or regulations governing the services to be rendered pursuant to this Agreement.
12. LICENSES. CONSULTANT represents that CONSULTANT and all agents and employees of CONSULTANT are properly licensed by the State of California to perform all of the services, which CONSULTANT has agreed to render pursuant to this Agreement.
13. NOTICES. All notices and other communications pertaining to this AGREEMENT shall be in writing and shall be deemed to have been given by a party hereto if personally delivered to the other party or if sent by certified mail, return receipt requested. A notice sent by certified mail shall be deemed to be given on the third business day after the mailing date. All notices or communications between DISTRICT and CONSULTANT pertaining to this AGREEMENT shall be addressed as shown below:

DISTRICT:

Sierra Joint Community College District
Vice President of Administrative Services
5000 Rocklin Road
Rocklin, CA 95677

CONSULTANT:

Palomar College
1140 W. Mission Road
San Marcos CA 92069

14. CHANGE NOTICE. The DISTRICT may at any time, through a written Change Notice to this Agreement by the DISTRICT's Vice President of Administrative Services, make changes within the scope of work or period of performance of this Agreement. CONSULTANT and DISTRICT's Vice President of Administrative Services shall negotiate an equitable adjustment, if appropriate, in the terms of this Agreement to cover any such change. No payment for extras shall be made unless such are performed pursuant to a written Change Notice.
15. INDEMNITY. CONSULTANT agrees to defend, indemnify, and hold harmless the DISTRICT, its officers, agents, employees, and volunteers from all losses, costs, and expense arising out of any

- liability or claim of liability for personal injury, bodily injury to persons, contractual liability and damage to property sustained or claimed to have been sustained arising out of activities of the CONSULTANT, its subcontractors, or those of any of its officers, agents, or employees, whether such act is authorized by this Agreement or not; and CONSULTANT shall pay for any and all damages to the property of the DISTRICT, or loss or theft of such property, done or caused by such persons. DISTRICT assumes no responsibility whatsoever for any property placed on the premises. CONSULTANT further agrees to waive all rights of subrogation against the DISTRICT. The provisions of the Article do not apply to any damage or losses caused solely by the negligence of the DISTRICT or any of its agents or employees.
16. INSURANCE. The CONSULTANT, at the CONSULTANT's own cost and expense, shall procure and maintain, for the duration of the contract, the following insurance policies:
- a. The CONSULTANT shall maintain Workers' Compensation Insurance and Employer's Liability Insurance for its employees in accordance with the laws of the State of California. In addition, the CONSULTANT shall require any and every subcontractor to similarly maintain Workers' Compensation Insurance and Employer's Liability Insurance in accordance with the laws of the State of California for all of the subcontractor's employees. This provision shall not apply if the CONSULTANT has no employees performing work under this Agreement.
 - b. The CONSULTANT shall maintain commercial general liability insurance in an amount of not less than one million dollars (\$1,000,000) per occurrence and one million dollars (\$1,000,000) aggregate for bodily injury, personal injury, and property damage.
 - c. The CONSULTANT shall maintain automobile liability insurance covering bodily injury and property damage for all activities of the CONSULTANT arising out of or in connection with the work to be performed under this Agreement, including coverage for owned, hired, and non-owned vehicles, in an amount of not less than three hundred thousand dollars (\$300,000) combined single limit for each occurrence. If CONSULTANT or CONSULTANT's employees will use personal autos in any way on this project, CONSULTANT shall obtain evidence of personal auto liability coverage for each such person.
 - d. Failure to Procure Insurance. Failure on the part of the CONSULTANT to procure or maintain required insurance shall constitute a material breach of contract under which the DISTRICT may terminate this Agreement.
17. MERGER CLAUSE. This Agreement, including the Schedules attached hereto and incorporated herein by reference, constitutes the sole Agreement of the parties hereto and correctly states the rights, duties, and obligations of each party as of this document's date. In the event that any term, condition, provision, requirement or specification set forth in this body of the Agreement conflicts with or is inconsistent with any term, condition, provision, requirement or specification in any schedule, exhibit and/or attachment to this Agreement, the provisions of this body of the Agreement shall prevail.
18. SEVERABILITY. If any provision of this Agreement or any portion thereof is held to be invalid and unenforceable, the balance of this Agreement shall nevertheless remain in full force and effect.
19. ASSIGNMENT. Neither CONSULTANT nor DISTRICT may assign or transfer any interest in this Agreement without the prior written consent of the other party.
20. ENTIRE AGREEMENT. This Agreement and any attached Schedules constitutes the entire agreement and understanding by and between the parties with respect to its subject matter. This Agreement supersedes any other prior agreements, and shall be governed by the laws of the State of California.

21. AMENDMENT. The term of this Agreement shall not be amended in any manner whatsoever, except by written agreement signed by the parties.

IN WITNESS THEREOF, the parties have executed this Agreement of the day and year above written.

Validity of the contract is dependent upon formal approval by the Governing Board per Education Code Section 81655.

By signing this agreement, Consultant acknowledges that the District, as an institution, does not advise on any CalPERS or CalSTRS personal situations, nor income tax requirements or issues. Consultant is strongly encouraged to seek professional tax advice for personal income tax questions and assistance and consult directly with CalPERS or CalSTRS if Consultant is an enrolled member or retiree prior to executing this contract. Vendors and employees are solely responsible for fully investigating any potential impact on their status with CalPERS or CalSTRS if contracting with the District. Use of any information from the District website or any other web site referred to is for general information only and does not represent retirement system advice or personal tax advice either expressed or implied.

<u>DISTRICT</u>	<u>CONSULTANT</u>
Sierra Joint Community College District	Palomar College
Signature: <u>Chris Yatooma</u> Name & Title: <u>Chris Yatooma, Vice President of Administrative Services</u>	Signature: _____ Name & Title: _____
Date: <u>2/15/2017</u>	Date: _____
Address: <u>5000 Rocklin Road Rocklin, CA 95677</u>	Address: <u>1140 W. Mission Road San Marcos CA 92069</u>
Phone: <u>(916) 660-7600</u>	Phone: <u>760-744-1150</u>

SCHEDULE A - STATEMENT OF WORK

This sets forth the objectives to be reached in accordance with the Agreement.

The CONSULTANT, Palomar College will:

1. Participate in activities and technical assistance that will culminate in an integrated plan focused around four key areas: Makerspace planning and development, communities of practices, curriculum innovation, and student internships.
2. Develop realistic plans for an appropriately equipped and sustainable makerspace that serves all stakeholders, accesses resources and opportunities, creates a vibrant maker culture and community, encourages innovation and entrepreneurship, and actively matches students to quality STEM/STEAM work based learning opportunities.
3. Complete Makerspace Start-up tasks and milestones as detailed in the "Invitation to Participate in CCC Maker" packet.
4. Participate in a statewide community of practice, which will include regular website updates, social media postings on Facebook and Twitter, and webinars chats and conference calls. Progress may include success stories, student narratives and feedback, new resources, competitions and technical updates.
5. Expend grant funds according to three primary criteria: 1) substantiate that the cost was necessary and reasonable for proper and effective administration of the allocations; 2) the cost must be allocable to the funding source activities, and 3) the cost must not be a general expense required to carry out overall responsibilities (not supplanting).

The DISTRICT's technical representatives under this agreement shall be (if applicable):

President
Vice President of Instruction
Vice President of Administrative Services

William H. Duncan IV
Dr. Debra Sutphen
Chris Yatooma

SCHEDULE B – FEES FOR SERVICES

This sets forth the fees for services payable by the DISTRICT to CONSULTANT in accordance with the terms set forth in the Agreement:

Fees for Services (includes all travel expenses) \$40,000

Total \$40,000

\$20,000 will be dispersed, on receipt of the Intent to Participate letter.

\$20,000 will be dispersed upon submission of a Makerspace implementation plan.

Invoices shall be submitted to Carol Pepper-Kittredge, Statewide Project Director, CCC Maker Initiative, Sierra Joint Community College District, 5000 Rocklin Road, Rocklin, CA 95677 by June 15, 2017.

Backup documentation shall accompany the invoice, which must include a financial report identifying the amount and category of such expenses.

Palomar Community College District

TOPIC: 2017 CCCT Board Election

OVERVIEW: The District may cast one ballot for up to nine (9) candidates to serve three-year terms on the CCCT Board.

DISCUSSION:

Pursuant to the CCCT Board Governing Policies, the election of members of the CCCT board of the League will take place between March 10 and April 25. This year there are nine (9) seats up for re-election on the board, with seven incumbents running and two vacancies due to changes at the district level.

Each community college district governing board shall have one vote for each of the nine seats on the CCCT board. Only one vote may be cast for any nominee or write-in candidate. The nine candidates who receive the most votes will serve a three-year term.

The 15 trustees who have been nominated for election to the board are listed on the attached sheet in the Secretary of State's random drawing order of February 10, 2017. This exhibit includes the candidate statements, and biographical sketches of each candidate.

RECOMMENDATION: Review the information and prepare to discuss the candidates' qualifications at the April 11, 2017 meeting.



2017 CCCT BOARD ELECTION
CANDIDATES LISTED IN SECRETARY OF STATE'S
RANDOM DRAWING ORDER OF FEBRUARY 10, 2017

1. Marisa Perez, Cerritos CCD
2. Greg Pensa, Allan Hancock CCD
3. Michele R. Jenkins, Santa Clarita CCD
4. John Leal, State Center CCD
5. *Stephen Blum, Ventura County CCD
6. *Laura Casas, Foothill-De Anza CCD
7. *Stephan Castellanos, San Joaquin Delta CCD
8. Loren Steck, Monterey Peninsula CCD
9. *Adrienne Grey, West Valley-Mission CCD
10. Shaun B. Giese, Lassen CCD
11. *Andra Hoffman, Los Angeles CCD
12. *Pam Haynes, Los Rios CCD
13. Richard Watters, Ohlone CCD
14. *Jim Moreno, Coast CCD
15. William "Kyle" Iverson, Napa CCD

* Incumbent

**CCCT BOARD
NOMINATION FORM
2017**

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
**CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811**

The governing board of the Community College District
nominates to be a candidate for the CCCT Board.

This nominee is a member of the Community College District
governing board, which is a member in good standing of the Community College League of California. The
nominee has been contacted and has given permission to be placed into nomination. Enclosed are the
Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board



CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Marisa Perez	DATE: January 24, 2017
ADDRESS: 5921 Allington Street	CITY & ZIP CODE: Lakewood, CA 90713
PHONE: 323-359-6839	EMAIL: marisaforkakewood@gmail.com

EDUCATION

CERTIFICATES/DEGREES: Master of Public Policy, University of Southern California (1998), B.S., Bioengineering, Texas A&M University (1996)

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Board Consultant for Judith Mitchell, South Coast Air Quality Management District, Diamond Bar, CA
OTHER: Executive Director – Office of the Superintendent President, Long Beach Community College, CA (2004 to 2005)

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Cerritos Community College District
YEARS OF SERVICE ON LOCAL BOARD: 5 years
OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD: Cerritos Community College District Board President, 2012-13 Board Clerk, 2013-15 Board Vice President, 2015-16 Appointed by Board President to serve on the President/Superintendent Screening Committee, which concluded in the hiring of Dr. Jose Fierro. Appointed to Bond Construction Advisory Committee to oversee the \$349 million Measure G bond for campus construction. Appointed to serve on the Board Advisory Committee on Accreditation. Appointed to represent college on the Los Angeles County School Trustees Association (2014-15).

NATIONAL ACTIVITIES

(ACCT and other organizations, boards, committees, etc.)

Associate Director for Domestic Policy, The White House - Executive Office of the President, Washington DC – 1 Year

Associate Director for Transportation – Mayor Antonio Villaraigosa, City of Los Angeles, CA - 2005 to 2009

Selected to attend the National Association of Latino Elected Officials Annual National Summit on the State of Latino Education

CIVIC AND COMMUNITY ACTIVITIES

School Site Committee Member, Esther Lindstrom Elementary School

Vice President, PTA, Esther Lindstrom Elementary School

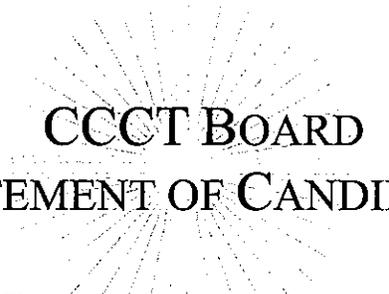
Board Member, Lakewood Little League

Graduate, Hispanas Organized for Political Equality Leadership Institute

Former Council Member, MTA Gateway Cities Service Sector

Former Member, Bellflower Unified School District Citizens Task Force

OTHER



CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2017** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME:

Marisa Perez

DATE:

January 24, 2017

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

Distribution of equitable dollars is critical to educational access to our students, especially those underserved. The league should focus on increasing per-student funding for community colleges, investment in SSSP and Equity programs in order to close achievement gaps, and adequate allocation of Cal Grant resources to California community colleges.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

As a government relations executive, I have a proven record of over 15 years' experience improving legislative/organizational changes, as well as establishing strategic relations with key policymakers, and industry and trade associations, state- and nationwide. I bring to the CCCT board the experience necessary to enable true education reform.

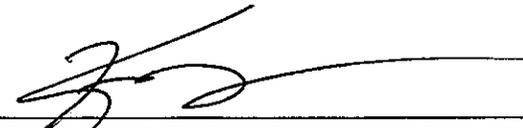
CCCT BOARD
NOMINATION FORM
2017

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the Allan Hancock Community
College District nominates Greg Pensa to be a
candidate for the CCCT Board.

This nominee is a member of the Allan Hancock Community
College District governing board, which is a member in good standing of the Community College League of
California. The nominee has been contacted and has given permission to be placed into nomination.
Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board



CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Gregory A. Pensa	DATE: February 14, 2017
ADDRESS: 69 Ironwood Way	CITY & ZIP CODE: Solvang, 93463
PHONE: 805 455-1751	EMAIL: gpensa@hancockcollege.edu

EDUCATION

CERTIFICATES/DEGREES: A.A. Allan Hancock College, B.A. San Diego State University

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Retired

OTHER: Petroluem Marketing and Asset Development Director.

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Allan Hancock College

YEARS OF SERVICE ON LOCAL BOARD: 7

OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD:

Two years Board Vice President and three years Board President.

NATIONAL ACTIVITIES

(ACCT and other organizations, boards, committees, etc.)

Attended last two ACCT conferences as voting Board member.

Help lead seminar with other colleges on the "Six Student Success Factors".

CIVIC AND COMMUNITY ACTIVITIES

Education related; CCCL-Excellence in Trusteeship 2011, recertification 2015.
Solvang School Board Trustee 10 years, passed Mello Roos bond, built 6 classrooms and gym.

Santa Ynez High School, coached JV baseball.

Radio Broadcaster Santa Ynez High School Football since 1983.

Allan Hancock College Foundation Board 9 years, helped pass \$180-million-dollar Bond.

Santa Barbara County School Boards Assoc., Ex.Committee & President elect 2017-18.

"Education Volunteer of the Year" Santa Ynez Valley 2004

OTHER

"Man of the Year"-Santa Ynez Valley--The Valley Foundation 2013

Indigenous Development Coordinators-Founding Board member & Treasurer for Non Government Organization in the Philippines.

Valley Haven-Senior Day Care Center-Founding Board member.

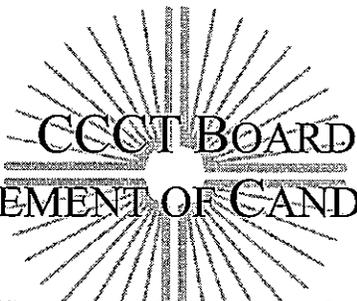
Friendship House-Alzheimer's & Dementia Care-current President

Rotarian since 1980, Past President and multiple Paul Harris Award recipient.

Thru Rotary, delivered medical supplies to El Salvador & Philippines.

Buellton Business Men's Association, Past President

Pony League baseball, Past President and coach.

The logo for the CCCT Board features a central sunburst design with rays emanating from a central point. The text "CCCT BOARD" is positioned above the sunburst, and "STATEMENT OF CANDIDACY" is positioned below it.

CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2017** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME:

Greg Pensa

DATE:

February 14, 2017

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

Affordability and access. Access through Promise programs will lead to ensuring students can attend college. Access means getting students not only to an AA, but also to a bachelor's degree. Expanding the community college baccalaureate should be a key part of building an educated workforce for the state of California.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

My time as an elected trustee and school board member showed me how we, as policy makers, are able to impact our communities. I have earned the Excellence in Trustee designation, a process that has exposed me to the policy initiatives that will expand access and affordability.

CCCT BOARD NOMINATION FORM 2017

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the SANTA CLARITA Community
College District nominates MICHELE R. JENKINS. to be a
candidate for the CCCT Board.

This nominee is a member of the SANTA CLARITA Community
College District governing board, which is a member in good standing of the Community College League of
California. The nominee has been contacted and has given permission to be placed into nomination.
Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board
President

CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office postmarked no later than February 15, 2017, along with the nomination form and statement of candidacy. Faxed and/or electronically mailed material will not be accepted.

PERSONAL

Name: MICHELE R. JENKINS Date: 2/15/17
Address: 25243 RUNNING HORSE RD.
City: NEWHALL Zip: 91321
Phone: 661-618-6817 SAME
(home) (office)
E-Mail: MICHELE.JENKINS@CANYONS.EDU

EDUCATION

Certificates/Degrees: A.A. COLLEGE OF THE CANYONS, B.A. UCLA,
MA. UNIV. OF NO. DAKOTA

PROFESSIONAL EXPERIENCE

Present Occupation: ADMINISTRATIVE / MEDICAL OFFICE

Other: PERSONNEL MANAGEMENT

COMMUNITY COLLEGE ACTIVITIES

College District Where Board Member: SANTA CLARITA (COLLEGE OF THE CANYONS)

Years of Service on Local Board: 32 1/2 YEARS

Offices and Committee Memberships Held on Local Board: BOARD PRESIDENT MULTIPLE YEARS, VICE-PRESIDENT + SECRETARY CLERK MULTIPLE TIMES, FINANCIAL/AUDIT SUB COMMITTEE

State Activities (CCCT and other organizations boards, committees, workshop presenter; Chancellor's Committees, etc) CCCT BOARD - COLLEGE LEAGUE BOARD -

COMMITTEE ON EDUCATIONAL SERVICES (TRUSTEE DEVELOPMENT), WORKSHOP PRESENTER AT NATIONAL TRUSTEE ASSOCIATION; PRESENTER ON APPROPRIATE ROLE OF TRUSTEES, SKILLS NECESSARY; IMPORTANCE OF ROLE OF CEO/BOARD RELATIONSHIPS; PRESENTER AT NATIONAL TRUSTEE CONFERENCE ON CALIFORNIA'S EXCELLENCE IN TRUSTEESHIP

National Activities (ACCT and other organizations, boards, committees, etc.): ACCT. PRESENTER;
LIASON TO COLLEGE DISTRICT FOUNDATION;

CIVIC AND COMMUNITY ACTIVITIES

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN;
SUPPORTER OF SOROPTOMIST; ZONTA
MEMBER + OFFICER IN SANTA CLARITA
SCHOOL TRUSTEES ASSOCIATION (K-13 BOARD MEMBERS)
SANTA CLARITA CHAMBER; VALLEY CHAMBER

OTHER

VOLUNTEER FOR UCLA SCHOLARSHIP (ALUMNI)
SELECTION COMMITTEE

MEMBER OF THE LEAGUE HIRING COMMITTEE
FOR THE CEO OF THE LEAGUE

CCCT BOARD STATEMENT OF CANDIDACY

Must be returned to the League office postmarked no later than February 15, 2017 along with the nomination form and biographic sketch form. Faxed and/or electronically mailed material will not be accepted.

CANDIDATE'S NAME: MICHELE R. JENKINS DATE: 2/15/17

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? (50 words or less; any portion of the statement beyond this limit will not be included.)

LEADING THE STREAMLINING + CONDENSING OF
REGULATIONS, RULES WHICH IMPEDE COLLEGES' ABILITIES
TO OPERATE EFFICIENTLY AND WITH CREATIVITY

INPUT INTO A STABLE FUNDING SYSTEM WHICH
ALLOWS FOR AN INCREASE IN BASE FUNDS AS WELL
AS FUNDING A REVENUE STREAM FOR MANDATED
ACTIVITIES

What do you feel you can contribute in these areas? (50 words or less; any portion of the statement beyond this limit will not be included.)

AFTER 32 1/2 YEARS ON MY LOCAL BOARD I
HAVE A WIDE BREADTH OF FINANCIAL ACUITY
OUR DISTRICT IS CONSERVATIVE FINANCIAL AND
EXCEEDS STANDARDS FOR FINANCIAL SOUNDNESS
SANTA CLARITA WAS ONE OF THE FIRST DISTRICTS
TO DEVELOPE ETHICAL STANDARDS FOR TRUSTEES
WE HAVE SUCCESSFULLY PASSED 3 BOND MEASURES


CCCT BOARD
NOMINATION FORM
2017

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the Community College District nominates to be a candidate for the CCCT Board.

This nominee is a member of the Community College District governing board, which is a member in good standing of the Community College League of California. The nominee has been contacted and has given permission to be placed into nomination. Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board



CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: John Leal	DATE: February 10, 2017
ADDRESS: 5284 E. Kaviland Avenue	CITY & ZIP CODE: Fresno 93725
PHONE: 559-696-6647	EMAIL: jzleal@comcast.net

EDUCATION

CERTIFICATES/DEGREES: MA in Education from Fresno Pacific University, BA in Spanish from Fresno State, Lifetime Standard Secondary Teaching Credential, Administrative Services Credential, Clear Professional

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Retired Educator/Administrator
OTHER: Principal Caruthers H.S., Asst. Principal Roosevelt H.S, 22 years K-12 administrative leadership positions, 13 years teaching experience

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: State Center Community College District
YEARS OF SERVICE ON LOCAL BOARD: 4
OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD: Current President, former Vice President, former Secretary
State Activities: CCLC Latino Caucus Officer

NATIONAL ACTIVITIES

(ACCT and other organizations, boards, committees, etc.)

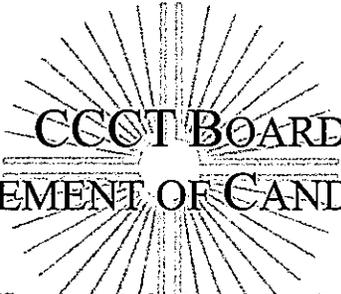
ACCT State Coordinator - 2 years
ACCT Latino Caucus Board Member
ACCT Nominating Committee 2014-2016

CIVIC AND COMMUNITY ACTIVITIES

Elks Lodge Major Projects
Officer Leading Elks Knight
20 year member of Association of Mexican American Educators
Fresno Unified School District Mentor
Fresno City College Puente Mentor
Lions Club Speech Essay Contest Judge
Veteran's Day Participant Organizer
Boys to Men Volunteer

OTHER

[Empty box for other activities]



CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2017** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: John Leal
DATE: February 10, 2017

<p>What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? (50 words or less; any portion of the statement beyond this limit will not be included.)</p> <p>I believe we should protect the status of Dreamers and establish Dream Centers to assist students to help them achieve their educational goals allowing them to become productive contributors to society. Also providing college resources for Guided Pathways with an emphasis on CTE will increase economic vitality in local communities.</p>
--

<p>What do you feel you can contribute in these areas? (50 words or less; any portion of the statement beyond this limit will not be included.)</p> <p>I will help students by using my experience as a second language learning and first generation son of an immigrant family that sought the American Dream through education. My 39 years in education have prepared me to be student-centered and focused on student access, persistence and success.</p>
--



CCCT BOARD
NOMINATION FORM
2017

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the Community College District nominates to be a candidate for the CCCT Board.

This nominee is a member of the Community College District governing board, which is a member in good standing of the Community College League of California. The nominee has been contacted and has given permission to be placed into nomination. Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board



CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Stephen P. Blum. Esq.	DATE: January 17, 2017
ADDRESS: 505 Briarwood Terrace	CITY & ZIP CODE: Ventura, CA 93001
PHONE: (805) 660-8959	EMAIL: blumper2@gmail.com

EDUCATION

CERTIFICATES/DEGREES: BA, History; MA, Education; JD, Law; CA Teaching Credential; State Bar License
--

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Attorney; College Professor, Education Law
OTHER: High School Teacher, Coach (History, Health, Physical Education, Cross-County, Track/Field)

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Ventura County Community College District
YEARS OF SERVICE ON LOCAL BOARD: 10
OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD: Board Chair; District Committees: Planning, Accreditation, and Student Success Committee Chair/Trustee Member; Policy, Legislative, and Communication Committee Chair/Trustee Member; Planning and Board Communication Trustee Member; Capital Planning and Facilities, Trustee Member; Finance Committee Chair/Trustee Member; Academic Affairs Chair/Trustee Member; Chancellor Search Committee Trustee Member; CCCT Board; State Chancellor's Accreditation Task Force; CCLC Accreditation and Negotiations Presenter; Academic State Senate Plenary on Accreditation Presenter; Board of Governors on Accreditation Presenter.

NATIONAL ACTIVITIES

(ACCT and other organizations, boards, committees, etc.)

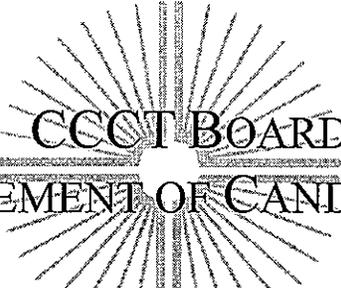
Three-time delegate to National Education Association Representative Assembly
ACCT National Conference Attendee

CIVIC AND COMMUNITY ACTIVITIES

Ventura County School Boards Association Treasurer
Segue Board of Directors
Tri-Counties Education Coalition Member

OTHER

Ventura County School Boards Association - Gold Award: Outstanding Public Official
Ventura County Sports Hall of Fame - 2014 Inductee
Two-time Masters' National Champion: 10,000 and 5,000 Meters
Former American Record Holder: Masters' 5,000 Meters



CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2017** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: Stephen P. Blum, Esq.
DATE: January 17, 2017

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

Student access and success should always be our major focus. We should be vigilant in keeping our eyes on the prize and not be deterred by anything or anyone. Budget, accreditation, and meeting the state's workforce needs are concerns.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

I have served on the CCCT Board for three years; the Ventura County Community College Board for ten years; the State Chancellor's Accreditation Task Force; and spent 34 years as a teacher, coach, and teachers' union president. I bring considerable knowledge and experience to this position.

CCCT BOARD
NOMINATION FORM
2017

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the Foothill-De Anza Community
College District nominates Laura Casas to be a
candidate for the CCCT Board.

This nominee is a member of the Foothill-De Anza Community
College District governing board, which is a member in good standing of the Community College League of
California. The nominee has been contacted and has given permission to be placed into nomination.
Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.


Signature of Clerk or Secretary of Governing Board


CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the nomination form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

Name: Laura Casas Date: 1/24/17
Address: 1957 Amalfi Way
City: Mountain View Zip: 94040
Phone: 650-906-1514 (home) _____ (office)
E-Mail: lauracasacc@gmail.com

EDUCATION

Certificates/Degrees: Juris doctorate - University of Santa Clara, Law
B.A., Political Science - California State University, Northridge

PROFESSIONAL EXPERIENCE

Present Occupation: Education advocate

Other: Legal department for international commercial liability carrier

COMMUNITY COLLEGE ACTIVITIES

College District Where Board Member: Foothill-De Anza Community College District
Years of Service on Local Board: 12 years (2005-present)
Offices and Committee Memberships Held on Local Board: Current Board president,
past vice president, and member of Audit and Finance Committee, Trustee Scholarship
Committee, Legislative Committee, and Foundation Board of Directors.

State Activities (*CCCT and other organizations boards, committees, workshop presenter;*
Chancellor's Committees, etc) Past representative of State Community College League
of California Board, past chair of State Legislative Committee of League, member
of the California Community College Trustees Board.

National Activities (*ACCT and other organizations, boards, committees, etc.*): _____

Hispanics Organized for Political Equality (HOPE) graduate - Represented HOPE in
advocating/lobbying in Washington, D.C., for the DREAM Act. Support of legalization
and citizenship for undocumented students who have grown up in the United States.

CIVIC AND COMMUNITY ACTIVITIES

Board member Children Now, a national organization where children are a public policy
priority.

Board member ALearn, a grass roots organization committed to helping underrepresented
students get to and succeed in college.

Puente Project Statewide Advisory Council, an academic program with goal of college
success, and local Puente Project college mentor.

OTHER

League of Women Voters Education Committee for Santa Clara County

Co-founder - Battered Women's Shelter

Legislative Director - PTA 6th District, Santa Clara County

Chair - Adelante Conference supporting low-income high school students in
seeking higher education.



CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2017** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME:

Laura Casas

DATE:

1/24/17

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

Bridge the achievement gap
Student equity, success, and completion
Transfer increase to four-year institutions
Success in online education
Support science, technology, engineering, and math
Support the arts
Increase delivery and efficiency of support services
Expand adult education
Increase dual enrollment

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

My contribution to the CCCT Board and the vast legislative and leadership experience will be used to improve, manage, and promote the financial health of our institution and the success of our students. Opportunity belongs to those who seek its gift.

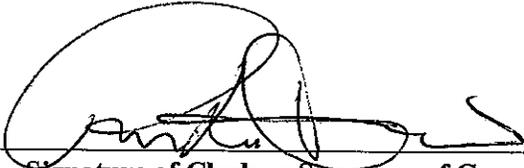
CCCT BOARD NOMINATION FORM 2017

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the SAN JOAQUIN DELTA Community
College District nominates STEPHAN CASTELLANOS to be a
candidate for the CCCT Board.

This nominee is a member of the SAN JOAQUIN DELTA Community
College District governing board, which is a member in good standing of the Community College League of
California. The nominee has been contacted and has given permission to be placed into nomination.
Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.


Signature of ~~Clerk or Secretary of~~ Governing Board
Chair

CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the nomination form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

Name: STEPHAN CASTELLANOS Date: 1/17/17
Address: 8115 HIGHWAY 26
City: VAULTY SPRINGS Zip: 95252
Phone: 209 786 2430 (home) (office)
E-Mail: SCASTELLANOS@DELTA COLLEGE.EDU

EDUCATION

Certificates/Degrees: BACHELOR OF ARCHITECTURE

PROFESSIONAL EXPERIENCE

Present Occupation: ARCHITECT

Other: _____

COMMUNITY COLLEGE ACTIVITIES

College District Where Board Member: SAN JOAQUIN DELTA
Years of Service on Local Board: 8
Offices and Committee Memberships Held on Local Board: CLERK

State Activities (CCCT and other organizations boards, committees, workshop presenter; Chancellor's Committees, etc) ACCT BOARD MEMBER

National Activities (*ACCT and other organizations, boards, committees, etc.*): _____

CIVIC AND COMMUNITY ACTIVITIES

OTHER

CCCT BOARD STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2017** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: STEPHAN CASTELLANO DATE: CA

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

I believe the key to great governance is great boards. I will continue to support the excellence program. I am concerned about first time students throughout the CC system and hope to determine how to improve support.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

Working with the CC Chancellor and select institutions as well as with groups such as Latinos, Asian-Pacific and Black Trustees, I hope to collect data and determine what could be done to support success for first time students.

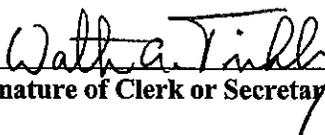
CCCT BOARD NOMINATION FORM 2017

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
**CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811**

The governing board of the Monterey Peninsula Community
College District nominates Dr. Loren Steck to be a
candidate for the CCCT Board.

This nominee is a member of the Monterey Peninsula Community
College District governing board, which is a member in good standing of the Community College League of
California. The nominee has been contacted and has given permission to be placed into nomination.
Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board

CCCT BOARD BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the nomination form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

Name: Loren Steck Date: February 13, 2017
Address: 27205 Meadows Road
City: Carmel Zip: 93923
Phone: (831) 626-3620
(home) (office)
E-Mail: lorensteck@gmail.com

EDUCATION

Certificates/Degrees: PhD, UCLA (1982); MA, UCLA (1976);
BA, UC Santa Cruz (1973)

PROFESSIONAL EXPERIENCE

Present Occupation: Psychologist (mostly retired); winery and vineyard owner

Other:

COMMUNITY COLLEGE ACTIVITIES

College District Where Board Member: Monterey Peninsula Community College District
Years of Service on Local Board: 14
Offices and Committee Memberships Held on Local Board: Board Chair, Board Vice Chair,
Chair of Presidential Search Committee, Member of Board Policy Committee,
Liaison to MPC Foundation, Liaison to Community Human Services (local JPA).

State Activities (*CCCT and other organizations boards, committees, workshop presenter; Chancellor's Committees, etc.*) Community College System: Chancellor's Scorecard
Technical Advisory Committee; CCLC Advisory Committee on Educational Services
(continued in "Other" below)

National Activities (*ACCT and other organizations, boards, committees, etc.*): _____

CIVIC AND COMMUNITY ACTIVITIES

Community Human Services JPA: Board Vice Chair; Chair, Strategic Planning
Committee; Chair, Facilities Committee; Chair, Bylaws Committee.

Carmel Valley Association: Director, Secretary.

Carmel Valley Forum: Director, Vice Chair.

OTHER

University of California: Office of the President Chancellor's Search Committee;
Office of the President Speaker's Bureau; Office of the Treasurer Investment
Forum Presenter; Alumni Associations of the University of California board
member; Annual Legislative Conference Organizing Committee.

UC Santa Cruz: Member of faculty and Fellow, Porter College; President, UC
Santa Cruz Alumni Association; Trustee and Chair, Investment and Finance
Committee, UC Santa Cruz Foundation.

CCCT BOARD STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2017** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: Loren Steck DATE: February 13, 2017

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

(1) Careful oversight of the enactment of the remaining difficult, controversial parts of
the Student Success Act; (2) active involvement in the implementation of the new
Guided Pathways initiative; (3) improving trustee education regarding best practices
as well as other changes coming from the Chancellor's Office and State Legislature.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

Having worked on higher education issues for 30+ years, I see problems with new
legislation impacting the system and am willing to work to address those concerns.

Regarding trustee education, I have been trained through other systems and believe we
could improve our program by taking advantage of outside expertise.

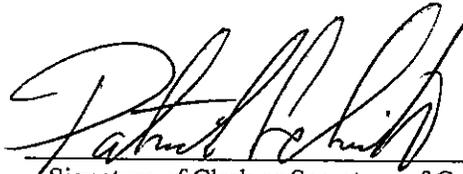
CCCT BOARD NOMINATION FORM 2017

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the West Valley-Mission Community College District
nominates Adrienne Grey to be a candidate for the CCCT Board.

This nominee is a member of the West Valley-Mission Community College District
governing board, which is a member in good standing of the Community College League of California. The
nominee has been contacted and has given permission to be placed into nomination. Enclosed are the
Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board

CCCT BOARD BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Adrienne Grey	DATE: February 13, 2017
ADDRESS: 216 N 1 st Street	CITY & ZIP CODE: Campbell 95008
PHONE: 408-219-4896	EMAIL: adrienne4wvmccd@comcast.net

EDUCATION

CERTIFICATES/DEGREES: B.S. Management – Golden Gate University/ Certified in Integrated Resources Management (CIRM) – APICS: The Association for Operations Management
--

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Supply Chain Consultant
OTHER: 30 year bio-tech and high-tech manufacturing career; management positions in finance, IS, manufacturing operations, and materials/procurement

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: West Valley-Mission Community College District
YEARS OF SERVICE ON LOCAL BOARD: 8 years (elected 2008, 2012, 2016)
OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD: 2017 Board of Trustees President, 2017 Land Corporation Investment Committee; 2016 BOT President; 2012 Campaign Chair Measure C - \$350M Bond passed June 2012; 2012 BOT President; 2011 BOT Vice President; 2011 & 2013 Legislative Committee Chair; 2011/12 Data Dashboard Committee Member/Chair; 2010 Land Corp President; 2010/2012/ 2014/2015 Audit and Budget Oversight Committee Member; 2009 District Goal Alignment Committee

STATE ACTIVITIES

(CCCT and other organizations boards, committees, workshop presenter, Chancellor's Committees, etc.)

Partnership Resource Team (PRT) Member – Institutional Effectiveness Partnership Initiative (IEPI). Participated in two site visits; third scheduled for March 2017.
--

NATIONAL ACTIVITIES

(ACCT and other organizations, boards, committees, etc.)

CIVIC AND COMMUNITY ACTIVITIES

2013-present Member Rotary Club of Campbell

2016-2020 Santa Clara County Democratic Central Committee (Elected)

2015-2018 CA Democratic Party Delegate

2014 Graduate, Values-Based Leadership (Working Partnerships USA)

2013 Graduate Leadership Campbell

2011 Campbell Woman of Distinction Awardee - City of Campbell & Santa Clara County Office of Women's Policy

2005-2010: 3-Term CA State Democratic Party Delegate and 2-Term Executive Board Representative

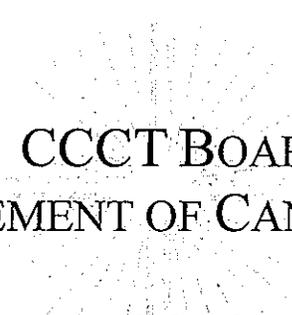
2007-2008 Director of Voter Registration and Community Services - Santa Clara County Democratic Party E-Board

2007 Madge Overhouse Awardee, Volunteer of the Year - Santa Clara County Democratic Party

2005-2006 Voter Registration Program Coordinator - Santa Clara County Democratic Party

OTHER

2017 Completed Excellence In Trusteeship - certification pending



CCCT BOARD

STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2017** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: Adrienne Grey
DATE: February 13, 2017

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

- Closely monitor changes in Federal education policy to protect our core mission of student success: college transfer, career/technical ed, and basic skills (close the opportunity gap)
- Foster additional federal, state and local funding sources so our colleges remain fiscally sound and affordable for all

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

I am a pragmatic optimist, who works collaboratively with others to understand issues and develop solutions. My deep gratitude for the opportunities afforded me by community colleges makes me an effective advocate and cheerleader for our CC system to legislators, business, and community leaders.

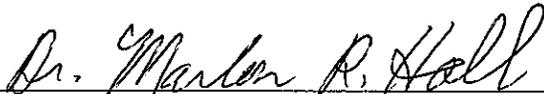
**CCCT BOARD
NOMINATION FORM
2017**

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
**CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811**

The governing board of the Lassen Community
College District nominates Shaun B. Giese to be a
candidate for the CCCT Board.

This nominee is a member of the Lassen Community
College District governing board, which is a member in good standing of the Community College League of
California. The nominee has been contacted and has given permission to be placed into nomination.
Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board
Marlon R. Hall, Ed.D.


CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the nomination form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

Name: Shaun B. Giese Date: 2-7-2017
Address: P.O. Box 654
City: Herlong, CA Zip: 96113
Phone: 530-386-3891
(home) (office)
E-Mail: rocky shaun@hotmail.com

EDUCATION

Certificates/Degrees: B.S. Religion Liberty University
A.A. Liberal Arts TMCC

PROFESSIONAL EXPERIENCE

Present Occupation: Facility Manager, K-8 School

Other: Former High School VoTech Teacher

COMMUNITY COLLEGE ACTIVITIES

College District Where Board Member: Lassen Community College District
Years of Service on Local Board: 4
Offices and Committee Memberships Held on Local Board: Board Vice President,
Policy Committee, Finance Committee

State Activities (*CCCT and other organizations boards, committees, workshop presenter; Chancellor's Committees, etc*) 2017 CEO-Trustee Relationship Presenter at the
Effective Trustees Workshop

National Activities (*ACCT and other organizations, boards, committees, etc.*): _____

CIVIC AND COMMUNITY ACTIVITIES

Former member of our local Resource Conservation District Board that doubled as Susan River Water Master. In less than two years, we took a dysfunctional organization and made it legal and efficient. We settled a law suit and re-vamped our programs.

OTHER

I am a father of five children who has seen the benefits of education first hand. I worked on my degree while being full time employed and raising a family. I worked my way through Community College and then through University. Doors opened because of my education. This is why I feel strongly about being a Trustee.

CCCT BOARD

STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 16, 2016** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: SHAUN BRYAN GIESE

DATE: 2/7/17

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

The main mission of the league is to "promote and advance public education". I see two potential obstacles. Education becoming politicized and attacks on free speech, which is the antithesis to diversity and inclusion.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

I have a strong belief in operating from our primary source, which is our mission and supporting policies. I have a strong resolve not to deviate from this. I find it easy to do advocate for what is right- free speech/inclusion.

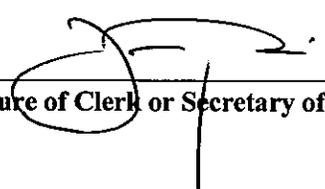

CCCT BOARD
NOMINATION FORM
2017

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the _____ Los Angeles _____ Community
College District nominates _____ Andra Hoffman _____ to be a
candidate for the CCCT Board.

This nominee is a member of the _____ Los Angeles _____ Community
College District governing board, which is a member in good standing of the Community College League of
California. The nominee has been contacted and has given permission to be placed into nomination.
Enclosed are the Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board



CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Andra Hoffman	DATE: February 3, 2017
ADDRESS: 4557 Haskell Avenue, #305	CITY & ZIP CODE: Encino, CA 91436
PHONE: 818/726-0859	EMAIL: ahoffman@email.laccd.edu

EDUCATION

EDUCATION
CERTIFICATES/DEGREES: Bachelor's Degree, Liberal Studies--Antioch University; Master's Degree Public Administration --California State University, Northridge

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Director, Career/Job Placement Center--Glendale Community College; Adjunct Faculty Member, Political Science--Glendale Community College
OTHER: Former Director, Community Outreach, San Fernando Valley Girl Scout Council

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Los Angeles Community College District
YEARS OF SERVICE ON LOCAL BOARD: Since July 1, 2015
OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD: Incumbent, CCCT Board Member Chair, Legislative & Public Affairs Committee; Vice Chair & Chair, Student Success & Institutional Effectiveness Committee; Member, Budget & Finance Committee; and Board Representative (Appointed), Student Affairs Committee

NATIONAL ACTIVITIES

(ACCT and other organizations, boards, committees, etc.)

Association of Community College Trustees (ACCT)

LACCD is a lead district in the American's College Promise campaign and is now focused on developing a local "Promise" program as part of the California Promise Efforts.

CIVIC AND COMMUNITY ACTIVITIES

Past Member of the Board, YWCA, Glendale, CA;

Past Member of the Board, American Youth Soccer Organization;

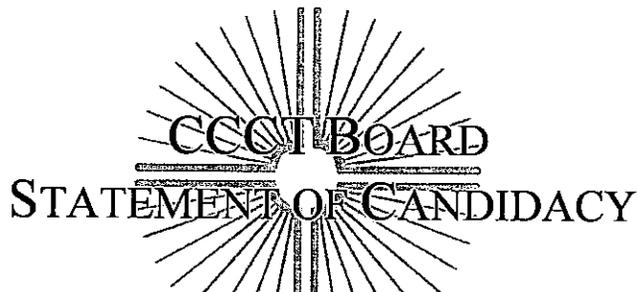
Member, California Internship and Work Experience Association (CIWEA);

Member, National Association of Colleges and Employers;

President, National Women's Political Caucus, San Fernando Valley

Former Member, School Site Council, Sherman Oaks Elementary School

OTHER



CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2017** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME: Andra Hoffman
DATE: February 3, 2017

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

The next two years will be critical for evaluating the student learning outcomes and success of SSSP, Student Equity, Adult Basic Skills, CTE Pathways, Strong Workforce, Adult Education and the Bachelor's degree programs. A focus on our undocumented and at-risk students under this new administration will also be key.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

I have nearly 20 years of community college experience and am very knowledgeable with the history of our system, our funding model, as well as goals of SSSP and Student Equity, ensuring that our students complete their goals. I have also built a strong network of educators-advocates in California.

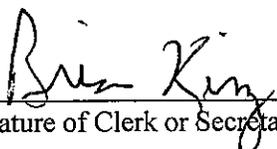
CCCT BOARD
NOMINATION FORM
2017

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the statement of candidacy and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

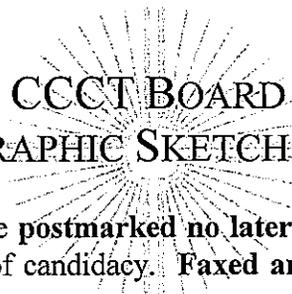
Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the Community College District
nominates to be a candidate for the CCCT Board.

This nominee is a member of the Community College District
governing board, which is a member in good standing of the Community College League of California. The
nominee has been contacted and has given permission to be placed into nomination. Enclosed are the
Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board



CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: Pam Haynes	DATE: January 12, 2017
ADDRESS: 1169 Brownwyk Drive	CITY & ZIP CODE: Sacramento, 95822
PHONE: (916) 752-5860	EMAIL: pamhaynes@sbcglobal.net

EDUCATION

CERTIFICATES/DEGREES: AA, Santa Monica City College; BA, UCLA; MPA, Harvard University

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Retired

OTHER: Deputy Director, Speaker's Floor Analysis and Research, California State Assembly

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Los Rios Community College District

YEARS OF SERVICE ON LOCAL BOARD: 18

OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD: Board President, Board Vice President, Foundation Board

STATE ACTIVITIES

(CCCT and other organizations boards, committees, workshop presenter, Chancellor's Committees, etc.)

Member, California Community College Trustees, Community College League of California
 Member, California Community Colleges Board of Governors
 Member, The Accreditation Implementation Task Force (CCCCO, 2016)
 Member, Workforce and Economic Development, California Workforce Pathways Joint Advisory Committee (CA Board of Education)

NATIONAL ACTIVITIES

(ACCT and other organizations, boards, committees, etc.)

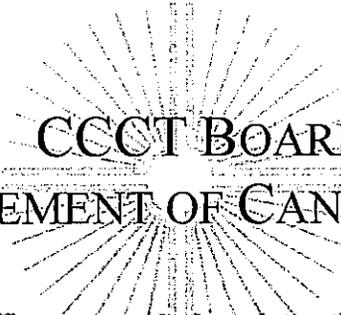
Association of Community College Trustees

CIVIC AND COMMUNITY ACTIVITIES

Leadership California, American Leadership-Sacramento Valley, Senior Fellow,
Sacramento Chapter

African American Civic Engagement Project, NAACP.

OTHER



CCCT BOARD
STATEMENT OF CANDIDACY

Must be returned to the League office **postmarked no later than February 15, 2017** along with the nomination form and biographic sketch form. **Faxed and/or electronically mailed material will not be accepted.**

CANDIDATE'S NAME:

Pam Haynes

DATE:

January 12, 2017

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

Reducing educational disparities among historically under-represented students,
Hiring of a diverse faculty,

Better alignment between adult education, K-12, community colleges, CSU and the UC systems,

Aligning educational practices with industry and workforce needs that lead to high skill, high wage jobs, and

Ensuring that our most vulnerable students are protected.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

18 years experience serving on the Los Rios Board,

20 years experience in legislative policy and advocacy working in the State Assembly, the California Labor Federation, and the Employment Training Panel,

Serving as an advocate for students, faculty and trustees as a Governor Brown appointee to the Board of Governors.

CCCT BOARD
NOMINATION FORM
2017

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Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the Ohlone Community College District
nominates Richard Watters to be a candidate for the CCCT Board.

This nominee is a member of the Ohlone Community College District
governing board, which is a member in good standing of the Community College League of California. The
nominee has been contacted and has given permission to be placed into nomination. Enclosed are the
Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board

CCCT BOARD BIOGRAPHIC SKETCH FORM

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PERSONAL

NAME: Richard Watters	DATE: February 2, 2017
ADDRESS: 6184-A Civic Terrace Avenue	CITY & ZIP CODE: Newark, CA
PHONE: 510-648-4616	EMAIL: watters4ohlone@yahoo.com

EDUCATION

CERTIFICATES/DEGREES: BS Hospitality & Tourism; MA Higher Education Administration

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: University Administrator
OTHER:

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Ohlone Community College District
YEARS OF SERVICE ON LOCAL BOARD: 10
OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD: President Vice President Audit Committee Foundation Board member

NATIONAL ACTIVITIES

(ACCT and other organizations, boards, committees, etc.)

Member and former board member, National Orientation Directors Association; Member, National Association of Student Personnel Administrators; Member, American College Personnel Association; Member, National Association of Campus Activities; Member, Association of College Unions-International; Member, Association of College and University Housing Officers – International

CIVIC AND COMMUNITY ACTIVITIES

School Site Council, Birch Grove Elementary School
Superintendent's Advisory Council, Newark Unified School District
Optimists Club
Newark Educational Foundation
Stage 1 Community Theatre

OTHER

CCCT BOARD STATEMENT OF CANDIDACY

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CANDIDATE'S NAME:

Richard Watters

DATE:

February 2, 2017

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

Major issues include sustainable funding for mandates and special initiatives and not relying on one-time funds; lobbying for Cal Grant going only to public higher education institutions; and equity funding for districts with declining enrollments.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

With over 20 years experience working in higher education and experience as a trustee, I can offer my strategic planning and project management skills to assist with the implementation of goals and action plans, and to lobby the legislature for CCCT and League initiatives.

**CCCT BOARD
NOMINATION FORM
2017**

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Mail to:
**CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811**

The governing board of the Community College District
nominates to be a candidate for the CCCT Board.

This nominee is a member of the Community College District
governing board, which is a member in good standing of the Community College League of California. The
nominee has been contacted and has given permission to be placed into nomination. Enclosed are the
Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board



CCCT BOARD BIOGRAPHIC SKETCH FORM

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PERSONAL

NAME: Trustee Jim Moreno	DATE: January 19, 2017
ADDRESS: 15262 Stanford Lane	CITY & ZIP CODE: Huntington Beach, CA 92647
PHONE: 714 438 4848	EMAIL: jmoreno@ccd.edu

EDUCATION

CERTIFICATES/DEGREES: Graduate Degree in Public Administration, Cal State Northridge. Bachelor of Arts, Cal State Long Beach. Associates Degree East L.A. College.

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Coast Community College District Trustee
OTHER: Served as Chief Deputy to a Member of the L.A. County Board of Supervisors

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Coast Community College District
YEARS OF SERVICE ON LOCAL BOARD: Elected to the Board November 2006. Re-elected November 2010 and November 2014.
OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD: Board President 2009 and 2012; Board Clerk 2010; Board Vice President 2011. Currently a member of the Board of Trustees' Audit and Budget Committee (and prior Chair 2009-2013). Prior member of the Board of Trustees' Legislative Affairs Committee (2016) and Career Technical Education Committee (2009-2013).

STATE ACTIVITIES

(CCCT and other organizations boards, committees, workshop presenter, Chancellor's Committees, etc.)

CCCT Board Member 2011 - Present, and currently CCCT 2nd Vice President. Past Member Advisory Committee on Education Services 2008-2012. Current CCLC Executive Board Member.

NATIONAL ACTIVITIES

(ACCT and other organizations, boards, committees, etc.)

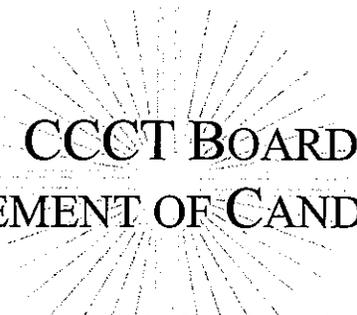
ACCT National Conference Member, Workshop Presenter, National Leadership Summit Fall 2009.

CIVIC AND COMMUNITY ACTIVITIES

Former member Coastline Community College Paralegal Advisory Board, Past Chairman Citizen Participation Advisory Board for City of Huntington Beach, Past Board Member Orange County Legislative Task Force, Volunteer Live Oak Adult Literacy Program, Member of the CHP Community Advisory Board.

OTHER

Author "Establishing Budget Transparency at the Coast Community College District" within ACCT Trustee Quarterly, Winter 2009; Author, Op-Ed "State Budget Raises Student Fees at Coast Community Colleges" July 2009; Author, Op-Ed "Colleges Need Support from Residents, State" Daily Pilot Newspaper, October 13, 2009; Co-Author of 2013 "Case Study of Differential Costs of CTE Programs at California Community Colleges". Graduate of CCLC Effective Trustee Program.



CCCT BOARD
STATEMENT OF CANDIDACY

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CANDIDATE'S NAME:

Jim Moreno

DATE:

January 19, 2017

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

California Community College System must prepare students with skills to succeed and survive. Our leadership to increase student success and make college affordable is priority #1. I dedicate myself to reducing the costs of books, making rental books more available, and implementing an OER policy consistent with our educational goals.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

My CCCT experience has shaped me to understand our students' needs, demands, and what to expect for a good higher education. My involvement has shown me methods of providing funding for important student program budgets. We all have a responsibility to work for the future success of our students.



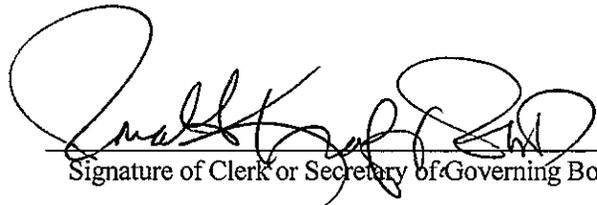
CCCT BOARD
NOMINATION FORM
2017

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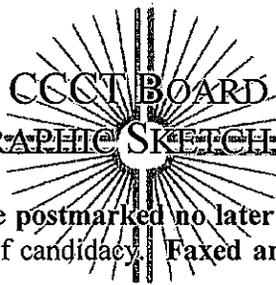
Mail to:
CCCT Board Nominations
Community College League of California
2017 "O" Street
Sacramento, CA 95811

The governing board of the Community College District
nominates to be a candidate for the CCCT Board.

This nominee is a member of the Community College District
governing board, which is a member in good standing of the Community College League of California. The
nominee has been contacted and has given permission to be placed into nomination. Enclosed are the
Statement of Candidacy and the CCCT Biographical Sketch Form for our nominee.



Signature of Clerk or Secretary of Governing Board



CCCT BOARD
BIOGRAPHIC SKETCH FORM

Must be returned to the League office **postmarked no later than February 15, 2017**, along with the nominating form and statement of candidacy. **Faxed and/or electronically mailed material will not be accepted.**

PERSONAL

NAME: William "Kyle" Iverson	DATE: February 13, 2017
ADDRESS: 1140 La Londe Lane	CITY & ZIP CODE: Napa 94558
PHONE: 916-997-5707	EMAIL: kiverson@napavalley.edu

EDUCATION

CERTIFICATES/DEGREES: Bachelor of Science Government and History

PROFESSIONAL EXPERIENCE

PRESENT OCCUPATION: Wine Industry Sales Jlohr

OTHER: Board of Directors for Mentis and Napa Spinal Cord Injury Network

COMMUNITY COLLEGE ACTIVITIES

COLLEGE DISTRICT WHERE BOARD MEMBER: Napa Valley College

YEARS OF SERVICE ON LOCAL BOARD: 2 years

OFFICES AND COMMITTEE MEMBERSHIPS HELD ON LOCAL BOARD:

Audit Committee, Legislative Committee, Vineyard Wine and Technology Foundation

Land Use Committee

Ad Hoc Committee for Policy review

NATIONAL ACTIVITIES

(ACCT and other organizations, boards, committees, etc.)

Sunrise Rotary Napa California District 5130

CIVIC AND COMMUNITY ACTIVITIES

An active Rotarian in the Sunrise Rotary Club. Currently, Board Chair for the Napa Spinal Cord Injury Network. Recently appointed to the Board of Directors for Mentis, a local non profit mental health service provider.
Captain of a local Mens Soccer Team.

OTHER

As a community college trustee, Kyle Iverson has worked diligently on developing better relationships between the District and local community. He is an advocate for both disabled and veterans and is committed to overcoming the many obstacles facing these groups. He has been tireless in his efforts of developing a stronger Vineyard and Wine Technology program.

Currently, Kyle is working on securing Affordable Student Housing for the District and exploring the possibility of a Family Justice Center. Kyle works with local, state and federal leaders to find solution benefit not just the District, but the whole community. He is a forward thinking leader with the vision of success at developing a stronger Community College system that will ensure our students success in the demanding future.

California State Senate

SENATOR
BILL DODD
THIRD SENATE DISTRICT



February 15th, 2017

To whom it may concern:

It's our pleasure to recommend and support Kyle Iverson for a seat on the California Community College Trustees board (CCCT). Kyle Iverson is currently serving on the Board of Trustees for Napa Valley College (NVC).

We have enjoyed our time working with Kyle, and have come to find him as a truly dedicated and valuable asset to NVC. He is honest, dependable, has impressive communication skills, and is incredibly hard-working.

His knowledge of mental health services and experience serving on the Mentis Board, a local Mental Health provider in Napa, is an advantage for Napa Valley College and would also be a great advantage for the CCCT.

Kyle has helped support and nurture the partnerships between local K-12 districts and NVC. He is a true team player and always manages to foster important positive discussions and to bring out the best in the students, staff, faculty and members of the community.

Without a doubt, we confidently recommend Kyle to join the CCCT board. As a dedicated and knowledgeable trustee and an all-around great community leader; we know he will be a beneficial addition to your organization.

Please feel free to contact either of our offices if you like to discuss Kyle's qualifications or experience further at (916) 651 - 4003 for Senator Bill Dodd or (916) 319-2004 for Assemblymember Aguiar-Curry.

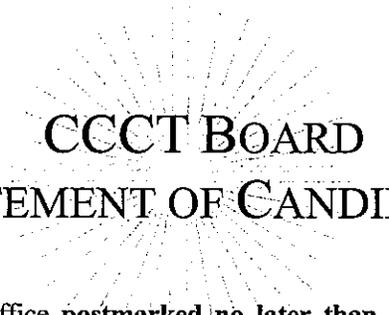
Sincerely,

Handwritten signature of Bill Dodd in cursive script, underlined.

Senator Bill Dodd
California State Senate, 3rd District

Handwritten signature of Cecilia Aguiar-Curry in cursive script, underlined.

Assemblymember Cecilia Aguiar-Curry
California State Assembly, 4th District



CCCT BOARD
STATEMENT OF CANDIDACY

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CANDIDATE'S NAME:
William "Kyle" Iverson

DATE:
February 13, 2017

What do you see as the major issues and activities that should be considered by CCCT and the League in the next two years? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

Increased tuition at CSU and UC results in more students in Community Colleges.
This demand requires the League to continually development, evaluate, and adapt its' strategic plan to ensure success of the Community Colleges future.
More Career Tech and Vocational programs.
Young leaders are needed at the CCCT and League.

What do you feel you can contribute in these areas? **(50 words or less; any portion of the statement beyond this limit will not be included.)**

As a student from the Community College system and now sitting on boards related to Mental Health, Disabled persons and Veterans, I've developed a strong passion and unique perspective. Collaboration is essential to the growth of Community Colleges and I am committed to ensuring their strong future.