



# College Coordinating Council Meeting

January 24, 2024  
9:30 a.m. – 11:30 a.m.  
L201

**Type of Meeting:** Regular  
**Note Taker:** Patty McClure  
**Please Review/Bring:** Agenda, Minutes

**Committee Members:**  
Hal Huntsman, Academic Senate  
Steve Benitez, ASO  
Pamela Ford, Classified Union  
Ashley Hawkins Confidential/Management/Supervisory/Administrators  
LaDonna Trimble, Deans  
Dr. Jason Bowen, Faculty Union

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Dr. Jennifer Zellet, **CHAIR**  
Shami Brar, Vice President of Administrative Services  
Bridget Cook, General Counsel  
Dr. Kathy Bakhit, Vice President of Academic Affairs  
Dr. Lauren Elan Helsper, Vice President of Human Resources  
Idania Padron, Vice President of Student Services

## MEETING

Items	Person(s) Responsible	Time	Action
<b>STANDING ITEMS:</b>			
I. Approval of Previous Minutes of January 10, 2024.	All	1 minute	
II. Constituent Reports	All	3 minutes	
<b>DISCUSSION/ACTION ITEMS:</b>			
I. Meet ATD Coaches	Jennifer	10 minutes	
II. College Organization and Transitions	Jennifer	60 minutes	
<b>BREAK - 5 minutes</b>			
III. EEO Plan	Lauren	30 minutes	
IV. BP/AP 7250 – Educational Administrators	Lauren	5 minutes	
V. BP/AP 3515 – Reporting Crimes	Jennifer	5 minutes	
VI. BP/AP 3550 – Drug-Free Environment and Drug Prevention Program	Jennifer	5 minutes	
VII. BP/AP 3560 – Alcoholic Beverages	Jennifer	5 minutes	

<b>POLICIES OUT FOR CONSTITUENT REVIEW</b>		
<b>POLICIES IN PROCESS</b>		
BP/AP 2510 – Participation in Local Decision Making	Hal/Meeta	Working with the task force.
Decision-Making Principle Document	Jennifer	Meeting with various groups on campus for input.
BP/AP 4010 – Academic Calendar	Kathy	Waiting for Negotiations.
BP/AP 4100 – Graduation Requirements	Idania	Working on revisions with counseling.
BP/AP 4400 – Community Services	Kathy	Working on revisions.
BP/AP 7130 - Compensation	Shami & Legal	
BP/AP 7800 – Emeritus Status (NEW)	Jennifer/Hal	Working on revisions.
<b>NEXT MEETING DATE: February 14, 2024</b>		



# College Coordinating Council Minutes

January 10, 2024  
9:30 a.m. – 10:30 a.m.  
L201

**Type of Meeting: Regular**  
**Note Taker: Patty McClure**  
**Please Review/Bring: Agenda, Minutes**

**Committee Members:**  
Hal Huntsman, Academic Senate  
Steve Benitez, ASO  
Pamela Ford, Classified Union - **ABSENT**  
Ashley Hawkins Confidential/Management/Supervisory/Administrators  
LaDonna Trimble, Deans  
Dr. Jason Bowen, Faculty Union  
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Dr. Jennifer Zellet, **CHAIR**  
Shami Brar, Vice President of Administrative Services  
Bridget Cook, General Counsel  
Dr. Kathy Bakhit, Vice President of Academic Affairs  
Dr. Lauren Elan Helsper, Vice President of Human Resources  
Idania Padron, Vice President of Student Services

## MINUTES

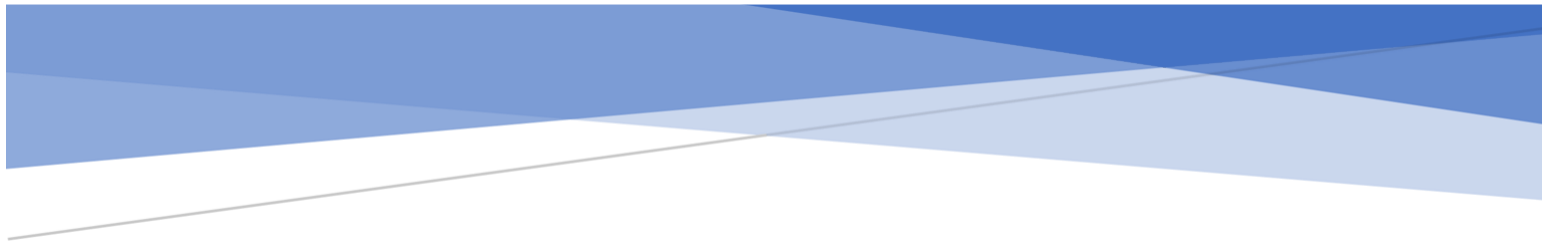
Items	Person(s) Responsible	Time	Action
<b>STANDING ITEMS:</b>			
I. Approval of Previous Minutes of December 6, 2023.	All	1 minute	The minutes were approved as presented.
II. Constituent Reports	All	3 minutes	The President stated that in reviewing the agenda it was nice to see discussion items and reminded everyone that the committee is tasked with more than reviewing BPs/APs. There were no constituent reports.
<b>DISCUSSION/ACTION ITEMS:</b>			
I. SP/BC Role, Function, and Membership	Shami	5 minutes	<b>Shami</b> stated that SPC/BC Committees were separated and now have been combined back into one committee. He stated he wanted to make sure that the CCC was aware. <b>Jennifer</b> stated that decisions that have district-wide implications should go through CCC and that is the correct perspective. <b>Lauren</b> stated that there are implications, and possible program

			<p>growth, with a bigger picture in mind, and that some weigh-in from the CCC is good.</p> <p><b>Jennifer</b> stated that the Budget should go through the CCC before going to the Board and that the outcome of the Program Review and budget recommendations are made should include the CCC.</p> <p><b>Hal</b> stated that it is a good idea to raise the profile of the committee, maybe moving the meeting so that more people could attend and that many people do not know that the committee exists.</p> <p><b>Shami</b> stated that the budget committee has constituent representatives and that this could be redundant.</p> <p><b>Jennifer</b> stated that although it may be redundant, it is difficult to over-communicate and that there would be another level of planning. Stated that BP 2510 is being worked on and that the committees could work together and that eventually will align with the 2510.</p> <p><b>Bridget</b> stated that CCC is not to second guess recommendations, that constituent representatives are on the committees, and that CCC is not in charge of the other committees.</p>
<p>II. Student Service Members Guidelines</p>	<p>Hal</p>	<p>5 minutes</p>	<p><b>Hal</b> stated that he has been working with the Vet Center and requested to adopt the recommendation.</p> <p><b>Jennifer</b> asked if this was to be placed in the handbook or where will it reside.</p> <p><b>Hal</b> stated that it could be included in the college policy.</p> <p><b>Lauren</b> suggested that other countries be added, not just the “United States” and that this could be included in the AP on Service members.</p> <p><b>LaDonna</b> stated that often there is too much time that lapses, and that there needs to be immediate action.</p> <p><b>Ashley</b> stated that the expert or Dean can work in partnership with the student but that the answer could be different every time.</p> <p><b>Lauren</b> stated that if it is put in the AP,</p>

		<p>like using an accommodation for a pregnant student, and just parallel that process. She stated that Title IX is used as the model.</p> <p><b>Jason</b> stated that there is an add/drop policy.</p> <p><b>LaDonna</b> stated that Title 5 determines the purview in the AP, and accommodates the student but that the process is taking too long.</p> <p><b>Jason</b> stated that he was concerned about the excessive number of days and that faculty shall partner language could be considered duties and may need to be discussed/bargained.</p> <p><b>Jennifer</b> stated that this is intended for service members to receive fair treatment, not typical and that the contract does not delineate typical students, like an OSD or Bilingual student.</p> <p><b>Jason</b> shared his concern about additional responsibilities for faculty, a potential disciplinary issue, and that it may need to be discussed.</p> <p><b>Jennifer</b> asked where this should live, and where it could provide the most assistance to faculty/students and provide the most appropriate guidance.</p> <p><b>Ashley</b> stated that some service member students are not comfortable sharing that they are in the military.</p> <p><b>Hal</b> stated that maybe this could be in the Senate handbook, the Student handbook, and maybe revise the AP.</p> <p><b>Bridget</b> stated that it should lie within the Attendance policy,</p> <p><b>Jennifer</b> stated that the word accommodations is a loaded word and to maybe find a different term.</p> <p><b>LaDonna</b> stated that it should be in the catalog with the attendance policy.</p> <p><b>Hal</b> stated that he would get a small workgroup together to continue revising, and Patty would send him the League's language.</p> <p><b>Lauren</b> stated that it should be consistent across the institution.</p> <p><b>Jennifer</b> stated that there needs to be respect regarding the faculty's</p>
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			<p>wisdom and knowledge of the discipline and that we cannot regulate every discipline.</p> <p><b>Ashley</b> stated that there needs to be student coordination at the Vet Center. This item will return to another meeting for further discussion.</p>
III. Proposal to Establish a DEIA & Social Justice Committee	Hal	5 minutes	<p><b>Hal</b> stated that it is important, as the current Equity Committee meets sporadically.</p> <p><b>Jennifer</b> stated that this is a good introduction and that there will be more discussion.</p> <p><b>Bridget</b> asked about the 3 members of the various constituent groups and staggering terms.</p> <p><b>Hal</b> stated that it allows for rotating terms and not a big turnover.</p> <p><b>Jennifer</b> stated that BP 2510 will provide the standard.</p>
IV. Draft Email Listserv Guidelines	Hal	5 minutes	<p><b>Bridget</b> stated that she thought that the faculty could still send faculty emails out.</p> <p><b>Hal</b> stated that there are less than 10 people that he knows that have access to the “all faculty” email.</p> <p><b>Jennifer</b> stated that Microsoft Teams can create the group and could be collaborative for a specific thing.</p> <p><b>Hal</b> stated that the listserv needs moderating and that someone should review it.</p> <p><b>Jennifer</b> stated that if HR was to moderate, then Lauren would be receiving Grievances and that we need to be careful.</p> <p><b>LaDonna</b> stated that Michael Wilmes in IT knows a lot about Teams. It was agreed to bring in Michael Wilmes at the next meeting, to discuss the possibility of using Team.</p>
V. BP/AP 7250 – Educational Administrators	Lauren	5 minutes	Ran out of time, will review it at the next meeting.
VI. BP/AP 3515 – Reporting Crimes	Jennifer	5 minutes	Ran out of time, will review it at the next meeting.
VII. BP/AP 3550 – Drug-Free Environment and Drug Prevention Program	Jennifer	5 minutes	Ran out of time, will review it at the next meeting.
VIII. BP/AP 3560 – Alcoholic Beverages	Jennifer	5 minutes	Ran out of time, will review it at the next meeting.
IX. Annual Committee Reports	Jennifer	5 minutes	Ran out of time, will review it at the next meeting.

<b>POLICIES OUT FOR CONSTITUENT REVIEW</b>		
I.		
<b>POLICIES IN PROCESS</b>		
BP/AP 2510 – Participation in Local Decision Making	Hal/Meeta	Working with the task force.
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<b>NEXT MEETING DATE: January 24, 2024</b>		



**DRAFT**  
**EQUAL EMPLOYMENT**  
**OPPORTUNITY PLAN**

**ANTELOPE VALLEY COMMUNITY COLLEGE DISTRICT**

2023 - 2026



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## PLAN COMPONENT 1: INTRODUCTION

The Antelope Valley Community College District (District) Equal Employment Opportunity (EEO) Plan (Plan) reflects the District's commitment to fair and equitable treatment in employment and practices. The District believes in equity and realizes the full benefits of a culturally diverse, inclusive and accessible teaching and learning environment. Recognizing that all students are at the center of the District's mission, the District is intentional in building an equity-minded and culturally diverse environment. The Plan provides an approach to assist in the evaluation and process of making informed decisions and necessary changes for continuous improvement within hiring practices. The primary goal of the Plan is to provide best practices and decision-making that support a culturally inclusive environment and positively support a diverse academic setting and add value to the workforce within the Antelope Valley. The Plan details EEO practices that the District uses to further its commitment to diversity in accordance with Title 5, the California Code of Regulations, § 53000 et seq. and other applicable laws, regulations, and District policies and procedures. Further, the Plan details the connection between various methods employed by the District to achieve its goals along with measurable outcomes. It also further aligns practices with the Commission for Community and Junior College's Accreditation Standards (ACCJC), Standard III.A. Human Resources. The Office of Human Resources and Employee Relations and Equal Employment Opportunity Advisory Committee (EEOAC) has the primary responsibility for the development, review, and systematic evaluation of the Plan. The Plan and any subsequent updates will undergo review through the applicable governance processes. Final review and approval of the Plan resides with the District's Governing Board. The Plan is reviewed and as required, and updated every three (3) years by the California Community Colleges Chancellor's Office.

Adopted by the Governing Board of the Antelope Valley Community College District on

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Signed

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Dr. Jennifer Zellet

Superintendent/President

## PLAN COMPONENT 2: DEFINITIONS

The following definitions have been defined under the California Code of Regulations, Title 5, § 53001, best practices and District policies and procedures.

- A. Adverse Impact.** "Adverse impact" means a disproportionate negative impact to a group protected from discrimination pursuant to Government Code section 12940, arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures").
- B. Business Necessity.** "Business Necessity" are circumstances which justify an exception to the requirements of Title 5, Section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the District or pose a significant threat to human life or safety. It requires greater financial cost than mere business convenience and does not exist where there is an alternative that will serve business needs equally well.
- C. Culture.** "Culture" means a shared characteristic within a group or society such as share knowledge and beliefs, values, behavioral expectations, and widely used or recognized principles/beliefs.
- D. Disability.** "Disability" means a physical or mental impairment that substantially limits one or more life activities. People who have a record of an impairment, even if they do not currently have a disability are included. Individuals who do not have a disability but are regarded as having a disability are also included. The law prohibits discrimination against a person based on one's association with a person with a disability.
- E. Diversity.** "Diversity" means a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. The achievement of diversity within a workforce requires the presence, respectful treatment, and inclusion of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, gender identity, sexual orientation, disability and socio-economic backgrounds, in all aspects of the workplace.
- F. Equal Employment Opportunity (EEO).** "Equal employment opportunity (EEO)" means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. EEO should exist at all levels, in all job categories. EEO also involves: (1) identifying and eliminating barriers to employment that are not job related; such as reliance on preferred job qualifications that do not reasonably predict job performance; (2) updating job descriptions and/or job announcements to reflect accurately the knowledge, skills and abilities of the position, including a commitment to equity; and (3) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to all persons from discrimination related to the categories protected from discrimination pursuant to Government Code section 12940.

- G. Equal Employment Opportunity Advisory Committee (EEOAC):** acts as an advisory body to the EEO Officer and the District to promote understanding and support of EEO policies and procedures. Representation consists of a diverse multi-stakeholder membership.
- H. Equal Employment Opportunity (EEO) Officer:** individual responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of title 5, § 53000 et seq.
- I. Equal Employment Opportunity (EEO) Plan.** A written document that describes a district's EEO program. A district's EEO plan shall include: (1) analysis of the district's work force; and (2) descriptions of the district's program and strategies, informed by the district's work force analysis, that it is implementing or will implement, to promote equal employment opportunity.
- J. Equal Employment Opportunity (EEO) Policy Statement:** the statement by the Board of Trustees confirming its commitment to EEO.
- K. Equal Employment Opportunity (EEO) Programs.** "Equal employment opportunity (EEO) programs" means all the various methods by which EEO is ensured. Such programs should be informed by a district's longitudinal workforce and applicant analyses. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Title 5, § 53006.
- L. Ethnic/Racial Groups.** "Ethnic/Racial Groups" referenced in this EEO Plan are those grouped defined by the EEOC. Group identity is obtained through voluntary self-identification by employees and applicants for employment.
- American Indian or Alaska Native: A person having origins in any of the original people of North or South America (including Central America), and who maintains tribal affiliation or community attachment.
  - Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, but not limited to, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
  - Black or African-American: A person having origins in any of the black racial groups of Africa.
  - Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
  - Native Hawaiian or other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guan, Samoa, or other Pacific Islands.
  - White: A person having origins in any of the original people of Europe, the Middle East, or North Africa.
  - Biracial or Multiracial: A person who identifies with two or more racial groups.

- M. Ethnic Group Identification.** "Ethnic group identification" means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Title 5, § 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- N. In-house or Promotional Only Hiring.** "In-house or promotional only" hiring means that only existing district employees are eligible for a position.
- O. Longitudinal Data.** "Longitudinal Data" is a dataset that tracks the same type of information on the same subject over a period of time.
- P. Monitored Group.** "Monitored group" means those groups identified for which districts must provide demographic data pursuant to Title 5, § 53004.
- Q. Occupational Category.** Used for the purpose of this Plan and reported to the Chancellor pursuant to Title 5, § 53004(a) are (1) executive/administrative/managerial; (2) faculty and other instructional staff; (3) professional non-faculty; (4) secretarial/clerical; (5) technical and paraprofessional; (6) skilled crafts; (7) service and maintenance; (8) instruction/research assistants.
- R. OCR.** An acronym for the Office for Civil Rights of the United States Department of Education.
- S. Person with a Disability.** "Person with a disability" means any person who: (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- T. Reasonable Accommodation.** "Reasonable accommodation" means the efforts made on the part of the District in compliance with Government Code section 12926.
- U. Screening or Selection Procedure.** "Screening or selection procedure" means any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, reviews of application forms, reference checks and similar techniques. Screening and selection procedures shall also include consideration of equivalencies pursuant to section 53430.
- V. Underrepresented Group.** "Underrepresented group" means any monitored group for which the percentage of persons from that group employed by the district in any job category listed in Title 5, § 53004 is below eighty percent (80%) of the projected representation for that group and job category.

## PLAN COMPONENT 3: POLICY STATEMENT

### **About AVC: AVC Philosophy, Vision, Mission, and Values**

#### **Philosophy**

Antelope Valley College is a comprehensive community college in the California Community College System dedicated to providing services to a broad range of students with a variety of educational goals. Antelope Valley College is dedicated to providing educational programs and services as expressed in the California Master Plan for Higher Education. The College is committed to equal educational opportunity and reinforces that commitment through a program of active affirmation of diversity.

Antelope Valley College is dedicated to meeting the dynamic needs of a changing community. The College addresses the educational needs of a diverse and evolving population. The College recognizes that it is uniquely capable of responding to the requirements of regional business, industry, and public service, as well as the social and cultural needs of the Antelope Valley.

Antelope Valley College affirms the rights of the individual and respects human dignity. The programs and activities of the College foster the individual's ability to think clearly, critically, and independently to meet the demands of an increasingly complex society. The student is the primary concern of the College. The curriculum, activities, and services of the College help students understand their physical, cultural, ethnic, and social environment. The preservation of academic freedom provides a college environment in which students and faculty can examine ideas freely.

This philosophy is reflected in the curriculum, the student-faculty relationships, the services and resources, and the policies of the College.

#### **Vision**

To provide quality education that transforms lives.

#### **Mission**

Antelope Valley College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community.

#### **Values**

**Community-** We create and foster relationships through inclusivity at AVC and among its diverse constituents: students, faculty, staff, administrators, alumni, and the community at large.

**Academic Excellence -** We embrace the potential of all students, and we strive to uphold a transformative standard of academic excellence in their pursuit of certificates, degrees, transfer, and lifelong learning, as well as ongoing professional development for all employees.

Integrity – We create an environment of trust, candor, empathy, and professionalism and expect ethical behavior from all.

Respect – We cultivate, embrace, nurture, and empower all individuals, regardless of race, ethnicity, ability, gender, age, sexual orientation, class status, or religious belief.

### **BP 7120 Recruitment and Hiring**

The Superintendent/President shall establish procedures for the recruitment and selection of employees including, but not limited to, the following criteria.

An Equal Employment Opportunity plan shall be implemented according to Title 5 and Board Policy 3420 titled Equal Employment Opportunity.

Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

The criteria and procedures for hiring academic employees shall be established and implemented in accordance with board policies and procedures regarding the Academic Senate's role in local decision-making.

The criteria and procedures for hiring classified employees shall be established after first affording the Antelope Valley College Federation of Classified Employees an opportunity to participate in the decisions under the Board's policies regarding local decision making.

### **BP 3420 Equal Employment Opportunity**

The Board of Trustees supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony, and suitable role models for all students. The Board of Trustees therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity Program.

The Superintendent/President shall develop, for review and adoption by the Board of Trustees, a plan for equal employment opportunity that complies with the Education Code and Title 5 requirements as from time to time modified or clarified by judicial interpretation.

### **BP 3410 Nondiscrimination**

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, immigration status, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she/they is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.<sup>1</sup>

The Superintendent/President shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, immigration status, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she/they is perceived to have one or more of the foregoing characteristics, or because of his/her/their association with a person or group with one or more of these actual or perceived characteristics.

Notice of this policy will be circulated to all units of the District on an annual basis and incorporated into teacher and student handbooks. It will also be distributed to all organizations in the community having cooperative agreements with the college district. Failure to comply with this policy may result in termination of the cooperative agreement.

<sup>1</sup> At the time of the publication of this Plan, BP 3410 does not list citizenship status as a protected class. This omission is not representative of the District's sentiments as the District is supportive of all citizenship statuses.



## PLAN COMPONENT 4: IDENTIFICATION OF DISTRICT OFFICER WITH DELEGATED RESPONSIBILITY & AUTHORITY TO IMPLEMENT & ENFORCE THE EEO PLAN

It is the goal of the Antelope Valley Community College District (District) that all employees promote and support the Equal Employment Opportunity (EEO) Plan (Plan) because EEO requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

- A. Agents of the District:** Any organization or individual, whether or not an employee of the district, who acts on behalf of the Board of Trustees with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this Plan.
  
- B. Assistant Superintendent/Vice President of Human Resources:** The Assistant Superintendent/ Vice President of Human Resources shall also serve as the EEO Officer who is responsible for the day-to-day implementation of the Plan. If the designation of the EEO Officer changes before this Plan is next revised, the District shall notify employees and applicants for employment of the new designee. The EEO Officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of Title 5, § 53000 et seq. The EEO Officer is also responsible for receiving complaints and for ensuring that applicant pools and selection procedures are properly monitored.
  
- C. Board of Trustees:** The Board of Trustees are responsible for establishing and implementing an EEO Policy Statement that is grounded in principles of diversity, equity, and inclusion. Ultimately, the Board of Trustees are responsible for proper implementation of the Plan at all levels of District and college operations and for making measurable progress toward EEO by the methods described in the Plan. In carrying out this responsibility, the Board of Trustees, upon the recommendation of the Superintendent/President, shall ensure that an EEO officer is designated to oversee the day-to-day implementation of the requirements set forth in Title 5, § 53000.

Further, the Board of Trustees will oversee the Superintendent/President's responsibility to ensure the EEO Plan shall: 1. Be developed in collaboration with the District's Equal Employment Advisory Committee; 2. Be reviewed and adopted at a regular meeting of the Board of Trustees where it is agendaized as a separate action item; and not part of the consent agenda; 3. Cover a period of 3 years, after which a new or revised plan shall be adopted; and 4. Be submitted to the State Chancellor's Office at least 90 days prior to its adoption. Comments received from the Chancellor's Office on the proposed plan must be presented to the governing board prior to adoption.

- D. Equal Employment Opportunity Advisory Committee (EEOAC):** The Equal Employment Opportunity Advisory Committee (EEOAC) acts as a diverse advisory body to the EEO Officer and the District as a whole to promote understanding and support of EEO policies and procedures. The EEOAC assists in the development and implementation of the Plan in conformance with state and federal regulations and guidelines, monitors EEO progress, and provides suggestions for Plan revisions as appropriate.
- E. Superintendent/President or Designee:** The Superintendent/President shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Superintendent/President or designee shall evaluate the performance of all administrators who report directly to the Superintendent/President and the Vice Presidents on their ability to follow and implement the Plan. The Board of Trustees delegates to the Assistant Superintendent/ Vice President of Human Resources the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the district's EEO policies and procedures.

## PLAN COMPONENT 5: EEO ADVISORY COMMITTEE

The District established an Equal Employment Opportunity Advisory Committee (EEOAC) to assist in developing, revising, implementing, and upholding the EEO Plan required under Title 5, § 53003. The diverse multi-stakeholder committee, assists the District in building shared understanding and community buy-in for compliance with the Plan. The committee supports EEO and non-discrimination policies and procedures consistent with the purpose of the Plan, and may sponsor events, training or other activities that promote EEO, nondiscrimination, retention and diversity.

- A.** The responsibilities of the EEOAC include:
  - 1. Assisting in maintaining the Plan in compliance with state and federal regulations, statutes, and guidelines.
  - 2. Assisting the District's EEO Officer in the development and presentation of annual reports to the Board of Trustees and Superintendent/President.
  - 3. Assisting in developing, coordinating, and dissemination of information programs and training opportunities for District employees.
  - 4. Reviewing and recommending revisions in the Plan and District policies and procedures.
  
- B.** The EEOAC shall include a diverse membership. Members are appointed by multi-stakeholder groups and are provided to the District EEO Officer or designee. Committee composition is monitored by the EEO Officer. Members of the committee will serve a 3-year term, with the exception of the ASO Representatives who will serve a 1-year term. The EEO Officer will request replacements as needed to maintain a diverse membership.
  
- C.** The EEOAC will be a diverse committee composed of members from the following stakeholder groups:
  - One (1) EEO Officer, Assistant Superintendent/Vice President of Human Resources or designee
  - Two (2) Academic Senate members
  - One (1) Administrative Council member
  - Two (2) ASO Student Representatives
  - One (1) Faculty Union member
  - Two (2) Classified Union members
  - One (1) Confidential/Management/Supervisory member
  - One (1) Disabled Student Services Representative

**D.** The EEOAC members and the Board of Trustees shall receive training during the term of membership in all of the following:

1. The requirements of Title 5, § 53005 et seq. and of state and federal nondiscrimination laws;
2. Identification and elimination of bias in hiring;
3. The educational benefits of workforce diversity; and
4. The role of the EEOAC in implementing the District's EEO plan.

The training will be facilitated by the District's EEO Officer or designee. A copy of the training as well as an attendance sheet of participants will be maintained by the District EEO Officer.

**E.** The EEOAC will hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO efforts, programs, policies and progress. When appropriate, the advisory committee shall make recommendations to the Board of Trustees, the Superintendent/President, and EEO Officer.

## PLAN COMPONENT 6: THE PROCEDURE FOR FILING COMPLAINTS PURSUANT TO TITLE 5, § 53026

The District has established the procedures permitting any person to file a complaint alleging violations of EEO and/or unlawful harassment/discrimination. Complaints alleging violations of the EEO regulations, pursuant to Title 5 Section 53000 et seq., may be filed against the District by any person using the procedures for employment-related discrimination complaints authorized by Title 5 Section 59300.

The process for responding to allegations of EEO and harassment/discrimination is outlined in BP 3430 Prohibition of Harassment and AP 3430 Prohibition of Harassment. All such complaints shall be filed with the District Compliance Officer/EEO Officer, except those against the EEO Officer, which shall be filed with the Superintendent/President.

Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than one-hundred eighty (180) days after such occurrence unless the violation is ongoing. Since failure to report Plan violations impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes there is a violation to file a complaint promptly. While all filed complaints are taken seriously and will be investigated, delayed filing impedes the District's ability to investigate and remediate.

Complaints involving discrimination in employment must be filed within one-hundred eighty (180) days of the date of the alleged unlawful discrimination, except that this period should be extended by no more than ninety (90) days following the expiration of the one-hundred eighty (180) days if the complainant first obtained knowledge of the facts of the alleged violation after the expiration of the one-hundred eighty (180) days.

- a) Complainants may file the complaint with the U.S. Equal Employment Opportunity Commission (EEOC) and/or the Department of Fair Employment and Housing (DFEH) where the complaint is within the jurisdiction of those agencies at any time.

State and federal law prohibit discrimination or retaliation against persons or groups, or those associated with them on the basis of an actual or perceived characteristic related to ethnic group identification, national origin, immigration status, religion, age, sex, gender, gender identification, gender expression, military and veteran status, marital status, medical condition, race, color, ancestry, sexual orientation, physical or mental disability, or any other characteristic protected under applicable federal or state law. These laws provide that protected persons and groups, or those associated with them, shall neither be denied full and equal access to the benefits of, nor be subjected to, discrimination under any program or activity that is administered by, funded directly by, or that receives any financial assistance from, the

Chancellor or Board of Governors of the California Community Colleges, based upon an actual or perceived characteristic listed above.

The District has established policies and procedures for complaints alleging unlawful discrimination or harassment in accordance with Title 5, § 59300 et seq. These policies and procedures can be found on the district website under Board Policies and Procedures at <https://www.avc.edu/administration/board/policyprocedures>. The District's discrimination and sexual harassment complaint procedures are not part of this Plan, but are available in the Office of Human Resources and Employee Relations.

A student or employee of the District who wishes to file a complaint alleging that they were subjected to unlawful discrimination may do so by filing a complaint with the District. The District Compliance/EEO Officer is responsible for receiving such complaints, assessing the complaint, coordinating the investigation, and communicating the determination to both the complainant and the respondent(s). After the District issues the complainant the administrative determination, if the complainant is not satisfied with the result, they may submit a written appeal to the Board of Trustees within thirty (30) days from the date of the administrative determination, which will be reviewed with a final District decision made within forty-five (45) days of receiving the appeal.

In cases not involving employment discrimination, the complainant may appeal the District's determination to the Chancellor's Office. Appeals to the Chancellor's Office must be filed within thirty (30) days from the date of the District Board of Trustees final decision, must be in writing, and submitted via email to [legalaffairs@cccco.edu](mailto:legalaffairs@cccco.edu) or in hard copy to:

California Community Colleges Chancellor's Office  
Attention: Office of General Counsel-Discrimination Appeals  
1102 Q Street, Sixth Floor  
Sacramento, CA 9581

The appeal must include copies of the original complaint, the administrative determination, and the District Board of Trustees final decision. The Chancellor's review on appeal is limited to the following issues:

1. Whether there was procedural error in violation of the regulations;
2. Whether there was a defect in the investigation;
3. Whether new evidence unavailable during the investigation despite the complainant's due diligence would substantially impact the outcome of the investigation;
4. Whether correct legal standards were applied; and
5. Whether the district's determination was an abuse of discretion.

Please note that any appeal must provide specific facts alleging one or more of these grounds. Failure to do so may result in the summary dismissal of the appeal.

Appeals that are accepted for review shall be reviewed and a determination shall be issued by the Chancellor's Office within ninety (90) days of receipt of the appellate file from the appropriate district.

## PLAN COMPONENT 7: THE PROCESS FOR NOTIFYING ALL DISTRICT EMPLOYEES OF THE PROVISIONS OF THE EEO PLAN & DISTRICT POLICY STATEMENT

The commitment of the Board of Trustees and the Superintendent/President to Equal Employment Opportunity (EEO) and diversity are emphasized through the broad dissemination of its EEO Policy Statement and the Plan. The policy statement will be included in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the District's Board of Trustees, the Superintendent/President, Administrators, the President of Academic Senate, Union Presidents, and members of the District Equal Employment Opportunity Advisory Committee (EEOAC). The Plan will be available on the District's website, and when appropriate, may be distributed by email.

Each year, the District will provide all employees with a copy of the Board's EEO Policy (Plan Component 3) and written notice summarizing the provisions of the Plan. The Office of Human Resources and Employee Relations will provide all new employees with a copy of the written notice described above when they commence their employment with the District. The annual notice will contain the following provisions:

1. The importance of the employee's participation and responsibility in ensuring the Plan's implementation and;
2. The locations where complete copies of the Plan are available, including the campus library, on the District's public internet and intranet sites, the Office of the Superintendent/President, the Office of Human Resources and Employee Relations, Academic Affairs, Student Services, and Administrative Services.

## PLAN COMPONENT 8: THE PROCESS FOR ENSURING THAT DISTRICT EMPLOYEES WHO PARTICIPATE ON SCREENING OR SELECTION COMMITTEES RECEIVE TRAINING

The District has established an Equal Employment Opportunity Advisory Committee (EEOAC). (Plan Component 5) to assist in implementing the Plan and strategies and procedures to promote diversity within screening or selection committees. In addition to the EEOAC, the District uses screening or selection committees in recruitment efforts that shall include a diverse membership whenever possible, to ensure a variety of perspectives are provided in the assessment of applicants.

All who participate in recruitment efforts on screening or selection committees will receive training to include but not be limited to the following areas:

1. The requirements of Title 5, § 53000 et seq. and of state and federal nondiscrimination laws.
2. The requirements of the Plan.
3. Identification and elimination of bias in hiring decisions.
4. The educational benefits of workforce diversity.
5. Best practices in serving on a screening or selection committees.

Committee members are required to complete the training in-person facilitated by the District's EEO Officer or designee or via an approved online asynchronous EEO training through Keenan SafeColleges or the Vision Resource Center. In-person trainings will be offered on a monthly basis and/or as needed to ensure ample opportunities for participation. Committee members must complete the training annually in order to remain eligible to serve on a selection committee. An up-to-date roster of EEO training participants will be maintained in the Office of Human Resources and Employee Relations.

Individuals serving in screening or selection committees, whether or not an employee of the District, will be required to receive appropriate training within the twelve (12) months prior to service on a screening or selection committee. This training is mandatory; therefore, individuals who have not received the training will not be allowed to serve on screening or selection committees. Prior to approving an individual to serve on a selection committee, the Human Resources employee assigned to the recruitment will verify that all suggested committee members have completed an EEO training within the past twelve (12) calendar months.

Each screening or selection committee will include a trained EEO representative who will provide a review of the District's EEO Plan to all committee members at the first meeting.



## PLAN COMPONENT 9: THE PROCESS FOR PROVIDING ANNUAL WRITTEN NOTICE TO COMMUNITY-BASED AND PROFESSIONAL ORGANIZATIONS

The EEO Officer or designee shall pursue a genuine and deliberate effort to distribute an annual written notice to appropriate private, community-based, and professional organizations concerning this Plan. The notice will inform these organizations that they may obtain a copy of the Plan and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan. The notice will also include the website address where the District advertises job openings and the name(s) and phone number(s) of individuals to call to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of private, community-based and professional organizations, which will receive this notice, is in Appendix A of the Plan. The list of private, community-based, and professional organizations shall be reviewed annually and may be revised as necessary to achieve sustained success in diversifying the District's workforce.

## PLAN COMPONENT 10: PROCESS FOR GATHERING INFORMATION & PERIODIC LONGITUDINAL ANALYSIS OF THE DISTRICT'S EMPLOYEES & APPLICANTS

The District has processes for gathering and analyzing data about the District's existing workforce and applicant pools. The District collects longitudinal data, to identify any underrepresented group, and to conduct adverse impact analysis using numerical data. The District recognizes that Title 5, § 53004 (a) requires that the selection process of applicants will not create a disparate impact for monitored groups. For purposes of the District's Equal Employment Opportunity (EEO) Plan (Plan) the definitions of Adverse Impact & Underrepresented Groups are as follows.

- "Adverse Impact": means a disproportionate negative impact to a group protected from discrimination arising from the effects of an employment practice as determined according to a valid statistical measure (such as those outlined in the EEO Commission's "Uniform Guidelines on Employee Selection Procedures").
- "Underrepresented group": means any monitored group for which the percentage of persons from that group employed by the district in a job category is below eighty percent (80%) of the projected representation for that group and job category.

### **A. Process for Gathering Information**

1. The Office of Human Resources and Employee Relations collects employee demographic data and monitors applicants for employment on an ongoing basis in order to evaluate the implementation of the Plan, to provide data needed for the reports required by the Plan, and to determine whether any monitored group is adversely impacted by employment practices.
2. Monitored groups are men, women, American Indians or Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanic/Latinos, Caucasians, and persons with disabilities. Applicants are monitored upon identification of the initial applicant pool and with on-going applicant pools, and recommendations are made to selection and screening committees.
3. At least every three (3) years the Plan will be reviewed and, if necessary, revised based on an analysis of gender identification, race and ethnicity identification, and disability composition of existing employees and of those who have applied for employment.
4. To assist with the analysis about the District's existing workforce and applicant pools for required reporting, the District collects demographic data based on the following defined terms:

- a. **Gender Identification.** The District requested employees to self-identify as female, male, non-binary or non-disclosed.
  
- b. **Race and Ethnicity Identification.** The District requested that employees self-identify into the following ethnicity categories.
  1. American Indian or Alaskan Native (Not Hispanic or Latino) – a person having origins in any of the original peoples of North and South American (including Central America), and who maintain tribal affiliation or community attachment.
  2. Asian or Other Pacific Islander (Not Hispanic or Latino) – Persons having origins in any of the original peoples of the Far East, Southeast Asian, the Indian subcontinent, or the Pacific Islands. This category includes, for example, persons of Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Hawaiian, Guamanian, Samoan, Laotian, and Cambodian descent.
  3. Black/African American (Not Hispanic or Latino) – A person having origins in any of the black racial groups of Africa.
  4. Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin regardless of race.
  5. White/Caucasian (Not Hispanic or Latino) – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
  6. Unknown
  
- c. **Disability Identification.** The District requests that all employees self-identify their disability status, if any, by using the following definition, consistent with the Fair Employment and Housing Act: “Disabled person” means any person who:
  1. has a physical or mental impairment which limits one or more of a person's major life activities (Major life activities means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, talking, breathing, learning, and working),
  2. has a record of such impairment, or
  3. is regarded as having such impairment.
  
5. For purposes of the data collection and reports, each applicant shall be afforded the opportunity to identify gender (including non-binary options), race and ethnic group and, if applicable, disability. Individuals may designate as many ethnicities as they identify with, but for reporting purposes shall only be counted in one ethnic group. Additionally, race is only reported for non-Hispanic/Latino individuals. This information will be kept confidential and will be stored separated from employee data and the applications that are forwarded to the screening or selection committees and hiring administrator(s).
  
6. For purposes of the data collection and reports, each employee shall be afforded the opportunity to identify gender (including non-binary options), race, and ethnic group and, if applicable, disability. Individuals may designate as many ethnicities as they identify with, but for reporting purposes shall only be counted in one ethnic group. Additionally, race is only reported for non-Hispanic/Latino individuals. This information will be kept confidential and will be stored in the District’s Human Resources Information System.

7. The District reports employee demographic data to the Chancellor, in a manner prescribed by the Chancellor, for all employees of the District. Each employee shall be reported as belonging to one of the following eight (8) occupational categories:
  - a. Executive/Administrative/Managerial
  - b. Faculty and other Instructional Staff
  - c. Professional Non-Faculty
  - d. Clerical/Secretarial
  - e. Technical/Paraprofessional
  - f. Skilled Crafts
  - g. Service/Maintenance
  - h. Instruction/Research Assistants (optional to District)
8. The District reports employee demographic data through the Integrated Postsecondary Education Data System (IPEDS) that includes the race, ethnicity, and gender of individuals. This IPEDS HR survey component uses the Standard Occupational Classification (SOC) system to assist institutions in classifying employees for IPEDS reporting purposes. The SOCs are compared to the eight (8) occupational categories above and used to conduct longitudinal analyses.
9. The District uses the Vision Resource Center Guidelines for extracting available US Census Bureau EEO Tabulations for Faculty, Classified Professionals, and Local Community Population Estimates to estimate the projected representation. These population estimates are used to conduct longitudinal analyses.

## **B. Analysis of District's Workforce Demographics**

Based on employee demographic data through the Integrated Postsecondary Education Data System (IPEDS) that includes the race, ethnicity, and gender of individuals the District used the SOCs and matched them to the Plan's eight (8) occupational categories. The District's demographic data for permanent employees as of Fall of 2021 and 2022 is presented below:

AVC Data (November 2021)

	Count	Men	Women	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Balance of not Hispanic or Latino
Executive/Administrative/Managerial	50	42.0%	58.0%	8.0%	0.0%	6.0%	14.0%	2.0%	58.0%	12.0%
Faculty and other Instructional Staff (Full Time)	181	57.5%	42.5%	11.6%	1.7%	7.7%	9.4%	2.8%	58.6%	8.3%
Faculty and other Instructional Staff (Part Time)	558	52.5%	47.5%	10.6%	0.2%	5.4%	9.3%	1.6%	58.6%	14.3%
Professional Non-Faculty	129	37.2%	62.8%	33.3%	0.8%	0.8%	16.3%	0.0%	41.9%	7.0%
Clerical/Secretarial	57	15.8%	84.2%	26.3%	0.0%	0.0%	21.1%	0.0%	36.8%	15.8%
Technical/Paraprofessional	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Skilled Crafts	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Service/Maintenance	52	82.7%	17.3%	38.5%	0.0%	3.8%	5.8%	0.0%	44.2%	7.7%
Instruction/Research Assistants										

AVC Data (November 2022)

	Count	Men	Women	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Balance of not Hispanic or Latino
Executive/Administrative/Managerial	40	40.0%	60.0%	0.0%	0.0%	5.0%	15.0%	2.5%	70.0%	7.5%
Faculty and other Instructional Staff (Full Time)	185	55.7%	44.3%	16.8%	0.5%	7.0%	8.1%	2.7%	61.1%	3.8%
Faculty and other Instructional Staff (Part Time)	545	53.9%	46.1%	18.0%	0.2%	5.5%	8.6%	1.7%	59.6%	6.4%
Professional Non-Faculty	96	38.5%	61.5%	31.3%	1.0%	0.0%	19.8%	1.0%	43.8%	3.1%
Clerical/Secretarial	88	12.5%	87.5%	40.9%	0.0%	0.0%	19.3%	0.0%	37.5%	2.3%
Technical/Paraprofessional	2	50.0%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%
Skilled Crafts	15	100.0%	0.0%	33.3%	0.0%	0.0%	6.7%	0.0%	60.0%	0.0%
Service/Maintenance	41	82.9%	17.1%	43.9%	0.0%	0.0%	9.8%	9.8%	34.1%	2.4%
Instruction/Research Assistants										

1. Gender Analysis

Based on the most recent report of employee demographic data for gender, the District has varied representation in occupational categories, but has a balanced representation overall with 50.5% for males and 49.5% for females.

In the occupational categories of faculty (full-time and part-time), representation is balanced in 2022 with females ranging from 44.3% to 46.1% and males ranging from 53.9% to roughly 55.7%. Classified employees show a more significant difference within gender in the occupational categories of skilled crafts and service/maintenance with female representation ranging from 0% to 17.1% of the total population and males from 82.9% to 100%. The opposite is true in the clerical/secretarial occupational category where men

make up 12.5% and females are 87.5%. These occupational categories are noted to be a targeted area for recruitment purposes.

## 2. Race & Ethnicity Analysis

Based on the most recent report of employee demographic data for race and ethnicity, the District has been relatively consistent, but has seen some increase in Hispanic/Latino representation in many occupational categories.

The occupational categories of faculty (full-time and part-time) for 2022 consist of 730 employees. The data demonstrates for this occupational category between 59.6% to 61.1% are White and that the second highest representation is Hispanic/Latino with between 16.8% to 18.0%.

The occupational category of executive/administrative/managerial consists of 40 employees. The data demonstrates that the majority of the group is within the race/ethnicity of white with 70%, and the second highest representation for executive/administrative/managerial is Black or African American at 15%.

As for classified employees a majority of them are in the occupational categories of clerical/secretarial, professional non-faculty, skilled crafts, and service/maintenance. This group has 240 staff. The data demonstrates that the majority of the group is within the race/ethnicity of white with a range of 34.1% to 60% and the second highest representation for is Hispanic/Latino with a range of 31.3% to 43.9%.

## 3. Disability Status Analysis

Based on the District's most recent report of employee demographic data, disability status is not a readily available data source. The information is not in IPEDs reports. In order to extract this information for reporting purposes the District will make deliberate efforts to update the HRIS to add a field to monitor this area. Once added to the HRIS, reports will be updated for extraction and analysis.

## C. Analysis of Applicant Demographics

The demographic data voluntarily provided by applicants who are applying for employment at the District, includes gender, race and ethnicity, and disability status. Upon review of the District's recruitment system the information is viewable at an applicant level, but it is not currently available in a bulk reportable manner. The recruitment system will be reviewed and updated to extract this information in bulk. Future analysis of this information will be used to compare the composition of initial applicant pools, qualified pools, and applicants recommended for interview. This information will be used to conduct adverse impact analyses.

**D. Analysis of US Census Bureau EEO Tabulations for Faculty, Classified Professionals, and Local Community Population Estimates of Available Workforce**

Based on guidelines from the CCCCO Vision Resource Center, the following data was extracted from the US Census Bureau EEO Tabulations for Faculty, Classified Professionals, and Local Community Population Estimates for the Los Angeles-Long Beach-Anaheim Metro Area. Antelope Valley Community College District is located in Northern Los Angeles County and serves a large geographical zone. The Los Angeles-Long Beach-Anaheim Metro area demographics differ significantly from Northern Los Angeles County demographics; however, the Metro data was used as recommended. The Census data is for 2014 through 2018. The Census EEO 1 job categories were matched to the 8 occupational categories used in the Plan to estimate the available projected representation in the workforce. The Census information did not include disability status.

**EEO-1 Census Data for Los Angeles-Long Beach-Anaheim, CA Metro Area (2014-2018)**

	Men	Women	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Balance of not Hispanic or Latino
Executive/Administrative/Managerial	59.5%	40.5%	23.9%	0.2%	18.2%	5.1%	0.2%	49.8%	2.6%
Faculty and other Instructional Staff (Full Time)	49.9%	50.1%	13.6%	0.1%	20.0%	5.3%	0.1%	57.0%	3.9%
Faculty and other Instructional Staff (Part Time)	49.9%	50.1%	13.6%	0.1%	20.0%	5.3%	0.1%	57.0%	3.9%
Professional Non-Faculty	49.5%	50.5%	20.1%	0.2%	23.2%	5.9%	0.2%	47.3%	3.0%
Clerical/Secretarial	30.6%	69.4%	44.0%	0.2%	15.5%	8.1%	0.4%	29.5%	2.3%
Technical/Paraprofessional	39.9%	60.1%	40.9%	0.2%	22.7%	7.8%	0.2%	25.8%	2.4%
Skilled Crafts	89.3%	10.7%	66.9%	0.2%	7.4%	3.0%	0.2%	21.1%	1.1%
Service/Maintenance	77.5%	22.5%	63.6%	0.2%	12.3%	5.4%	0.3%	16.9%	1.4%
Instruction/Research Assistants									

## PLAN COMPONENT 11: A PROCESS FOR UTILIZING DATA TO DETERMINE WHETHER MONITORED GROUPS ARE UNDERREPRESENTED WITHIN DISTRICT OCCUPATIONAL CATEGORIES

Based on the longitudinal data from Plan Component 10, the District can perform a comparison of the percent of a monitored group in an occupational category with the projected representation based on availability in the workforce in the Districts region during pre-hiring, hiring, and post-hiring processes. A monitored group will be underrepresented if its share of the District's workforce in that occupational category is less than 80% of that group's share of the available workforce. For example, if the District's skilled crafts employee representation is 10% Black or African-American, but the available workforce is 15% Black or African-American, then the District's skilled craft employee representation is only 67% of the available Black or African-American workforce in the area. This would mean that Black or African-Americans were underrepresented and within the District's skilled craft occupational category, we would need to act to identify how we can improve and increase Black or African-American representation in the District's skilled craft workforce.

Any projections made from the data assessment will not serve as hiring goals or quotas, but instead the projection is merely the criteria to be used to assess whether the District has underrepresented groups. The existence of an underrepresented group is not proof of discrimination or adverse impact. Rather, by determining that a group is, the District becomes obligated to review and amend policies and practices to determine if the underrepresented group may be the result of non-job-related factors. This information also assists the District in determining what additional measures must be created and implemented to address the underrepresentation of monitored groups.

### **A. Process for Utilizing Data to Determine Monitored Groups**

1. The District will perform an 80% analysis of the outcomes of the hiring process on gender and the (8) occupational categories:
  1. Executive/Administrative/Managerial
  2. Faculty and other Instructional Staff
  3. Professional Non-Faculty
  4. Clerical/Secretarial
  5. Technical/Paraprofessional
  6. Skilled Crafts
  7. Service/Maintenance
  8. Instruction/Research Assistants
2. Data from IPEDS, the Census and the District's recruitment system will be evaluated.



## B. Workforce Underrepresentation Analysis

The Census data from the Los Angeles-Long Beach-Anaheim Metro area available was compared to the IPEDS data for November 2022 in Plan Component 10, and an underrepresentation analysis of gender, race or ethnicity and disability status was performed (Note: The Metro area information may not accurately portray data of the District’s location in Northern LA County).

For purposes of the workforce underrepresentation analysis, an underrepresented group is any monitored group for which the percentage of persons from that group employed by the district in an occupational category is below eighty percent (80%) of the projected representation for that group and occupational category.

2022 Underrepresentation Analysis

	Men	Women	Hispanic/Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Balance of not Hispanic or Latino
Executive/Administrative/Managerial	67.2%	148.1%	0.0%	0.0%	27.5%	294.1%	1250.0%	140.6%	288.5%
Faculty and other Instructional Staff (Full Time)	111.6%	88.5%	123.2%	540.5%	35.1%	153.0%	2702.7%	107.2%	97.0%
Faculty and other Instructional Staff (Part Time)	108.1%	91.9%	132.2%	183.5%	27.5%	162.7%	1651.4%	104.6%	164.7%
Professional Non-Faculty	77.9%	121.7%	155.5%	520.8%	0.0%	335.5%	520.8%	92.5%	104.2%
Clerical/Secretarial	40.8%	126.1%	93.0%	0.0%	0.0%	238.5%	0.0%	127.1%	98.8%
Technical/Paraprofessional	125.3%	83.2%	122.2%	0.0%	0.0%	0.0%	0.0%	193.8%	0.0%
Skilled Crafts	112.0%	0.0%	49.8%	0.0%	0.0%	222.2%	0.0%	284.4%	0.0%
Service/Maintenance	107.0%	75.9%	69.0%	0.0%	0.0%	180.7%	3252.0%	202.0%	174.2%
Instruction/Research Assistants									

Based on the information from the 2022 Underrepresentation Analysis, the monitored groups are listed below:

1. Males are underrepresented in the occupational categories of clerical/secretarial, professional non-faculty and executive/administrative/managerial.
2. Females are underrepresented in the occupational categories of skilled crafts and services/maintenance.
3. Hispanic/Latino are underrepresented in the occupational categories of executive/administrative/managerial, skilled crafts and services/maintenance.
4. Asians are underrepresented in all occupational categories.
5. Black or African American are underrepresented in the occupational category of technical/paraprofessional.

Based on the information from the 2022 Underrepresentation Analysis, the following groups were found to not need additional monitoring:

1. The District's American Indian or Alaska Native workforce is too small to perform an accurate underrepresentation analysis, with the exception of the Faculty (part-time) occupational category.
2. The District's Native Hawaiian or Other Pacific Islander workforce is too small to perform an underrepresentation analysis.
3. White are not underrepresented in any occupational category.

Since applicant demographic data could not be analyzed the above information will be used as the Plan's underrepresentation analysis for Plan Component 12.

## PLAN COMPONENT 12: METHODS FOR ADDRESSING UNDERREPRESENTATION

### A. ADDRESSING UNDERREPRESENTATION

Title 5, § 53003 (c) (10) requires the Plan to identify steps to be taken if the analysis pursuant to Title 5, § 53003 (c) (9) and Plan Component 11 reveals underrepresentation of a monitored group. The District has conducted an analysis on the underrepresentation within the District's current workforce, projected representation and/or applicant pool as demonstrated within Plan Component 10 and 11.

The analysis will help the District determine if underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. For the purposes of Plan Component 13, the phases of the employment process include, but are not limited to pre-hiring, hiring, retention, and promotion. The information to be reviewed shall include, but is not limited to the following:

1. Longitudinal analysis of data regarding workforce gathered pursuant to Plan Component 10 and 11, to identify if over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool.
2. Analysis pursuant to Title 5, § 53003(c)(9) to determine whether the group is underrepresented.

Based on the analysis conducted, the District determined that the following are underrepresented:

1. Males are underrepresented in the occupational categories of clerical/secretarial, professional non-faculty and executive/administrative/managerial.
2. Females are underrepresented in the occupational categories of skilled crafts and services/maintenance.
3. Hispanic/Latino are underrepresented in the occupational categories of executive/administrative/managerial, skilled crafts and services/maintenance.
4. Asians are underrepresented in all occupational categories.
5. Black or African American are underrepresented in the occupational category of technical/paraprofessional.

The District shall implement additional measures designed to address the specific areas of concern.

#### Districtwide Efforts

The District will promote EEO by fostering a cooperative, accepting, democratic, and free-flowing atmosphere that is open to all people. The District maintains a strong emphasis on recruiting potential candidates in order to build a diversified pool of qualified candidates for

hire. In order to hire applicants with a variety of backgrounds, experiences, and talents who can contribute to and successfully communicate in a diverse community, the District uses standard job announcement information that is not limited in nature. The Equal Employment Opportunity Advisory Committee (EEOAC), EEO Officer or designee, and stakeholders will routinely evaluate the job announcements and job screening and selection procedure to find and eliminate obstacles that contribute to this underrepresentation.

The District will make improvements in process monitoring to address underrepresentation and collect applicant demographic data. The EEO Officer or designee will actively monitor the representation rate of the various groups throughout the application process. If underrepresentation for any group(s) is identified, the EEO Officer or designee will:

1. Notify the EEOAC and the Superintendent/President, and recommend annual review of the District's recruitment and hiring process and procedures, and modifications to address underrepresentation.
2. Review the "required," "desired," or "preferred," qualification being used to screen applicants for positions in the job category to determine whether it is job-related and consistent with business necessity through a process meeting the requirement of State and Federal law(s).
3. Discontinue the use of any qualification that is found to not satisfy the requirements of the job.

For any monitored group in any occupational category that is determined to be underrepresented, the District will perform a detailed analysis of the hiring process to determine what specific places in the process that the monitored group's share of the applicant pool is being reduced. This could be, but is not limited to, recruitment, application process, initial screening, first interview, second interview, final selection, onboarding and/or retention.

The District will make improvements in the recruitment process to address underrepresentation. The District will continue with its commitment to foster a community of inclusion and diversity. Underrepresented groups will have the opportunity to follow a pathway that is equitable while still considering the job requirements and responsibilities presented in any specific position. The EEO Officer or designee will:

1. Work with campus stakeholders to develop improved policies and practices for recruiting and selecting new and replacement faculty positions that may result in a larger, more diverse pool of candidates. These efforts may include but not be limited to the following:
  - a. Update policies and procedure on EEO, hiring and discrimination.
  - b. Update job announcements.
2. Applicants are required to address their sensitivity to various facets of diversity found within a community college in their application materials, which in turn, selection

committees will use to assess each qualified applicant's understanding of diversity and cultural competence based on the provided information.

3. The District annually evaluates its advertising and recruitment methods to ensure its efforts are broad and inclusive, including reaching out to sources likely to reach underrepresented populations. The District will review the statistics and outreach opportunities of advertising sources that will be used to reach underrepresented populations to determine the accuracy of their services.
4. The District will support, and if needed, increase its advertising and recruiting budget as needed to ensure that recruitment is broad and inclusive.
5. The EEO Officer or designee engages with department/division heads and committees and administrators to develop and improve recruiting and hiring practices to address underrepresentation in their department/divisions. Examples of practices include, but are not limited to the following:
  - a. Train regarding the value of workforce diversity and EEO for administrators and staff who serve on hiring committees.
  - b. Train administrators and staff in equity and diversity.
  - c. Assist the committee in developing interview questions that do not have a disparate impact on particular groups.
  - d. Assist committees by creating questions that address skills and knowledge actually required to perform the job.
  - e. Educate faculty, staff, administrators, and the Board on the need for and value of a diverse workforce using workshops and learning opportunities.
  - f. Recommend changes to job announcements and screening criteria that may reasonably be expected to attract candidates from underrepresented groups.
  - g. Hold and attend job fairs that are likely to attract qualified persons of underrepresented groups.
  - h. Promote curricular offerings that may attract underrepresented and underrepresented groups.
  - i. Encourage electronic media and social network sites that have an audience composed of the general market and groups found to be underrepresented in the District's workforce.

## PLAN COMPONENT 13: SELECTION OF SPECIFIC PRE-HIRING, HIRING, POST-HIRING EEO STRATEGIES AND SCHEDULE IDENTIFYING TIMETABLES FOR IMPLEMENTATION

As described in Plan Component 12, the District has set forth various strategies for furthering its efforts to diversify the workforce. These efforts are also demonstrated within pre-hiring, hiring, and post-hiring as presented within the matrix in the Appendix B.

## APPENDIX A

### Annual Written Notice to Community Organizations

The following community organizations will receive an annual written notice regarding the District's Equal Employment Opportunity Plan as provided in Plan component 6.

This list may be revised from time to time as necessary.

America's Job Center of CA  
Veterans Representative  
LA Coastal Region 3/ SF AV Cluster  
1420 West Ave I  
Lancaster, CA 93534  
661-726-4165  
[ghukas.vardanyan@edd.ca.gov](mailto:ghukas.vardanyan@edd.ca.gov)

America's Job Center of CA  
Department Representative  
LA Coastal Region 3/ SF AV Cluster  
1420 West Ave I  
Lancaster, CA 93534  
661-206-3915  
[stephaniee.rodriguez@edd.ca.gov](mailto:stephaniee.rodriguez@edd.ca.gov)

Antelope Valley Chambers of Commerce  
554 W Lancaster Blvd  
Lancaster, CA 93536  
661-948-4518  
[maria@avchambers.org](mailto:maria@avchambers.org)

Chamber of Commerce of the Greater AV  
37765 53rd Street East  
Palmdale, CA 93552  
661-361-8254  
[info@cocgav.com](mailto:info@cocgav.com)

Palmdale Woman's Club  
2141 E. Ave Q  
Palmdale, CA 93551  
661-266-3008

Penny Lane Centers  
Employment Specialist  
43520 Division St  
Lancaster CA 93535  
661-266-4783  
[csolis@pennylane.org](mailto:csolis@pennylane.org)

Sage Staffing  
27441 Tourney Rd #150  
Valencia, CA 91355  
Palmdale, CA 93550  
661-947-4891

Social Vocational Services  
846 W Lancaster Blvd  
Lancaster, CA 93534  
661-729-5954

University of Antelope Valley  
Director of Career Services  
44055 N Sierra Highway  
Lancaster, CA 93534  
661-726-1911 x106  
[karyn.frahm@uav.edu](mailto:karyn.frahm@uav.edu)

APPENDIX B





## BP 7250 Educational Administrators

### References:

Education Code Sections 72411 et seq., 87002 **subdivision** (b), **and** 87457-87460;

Government Code Section 3540.1 **subdivisions** (g) and (m);

### **Title 5 Section 53602**

An administrator is a person employed by the Board in a supervisory or management position as defined in Government Code Sections 3540, *et seq.*

Educational administrators are those who exercise direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the District.

An educational administrator who has not previously acquired tenure as a faculty member in the District shall have the right to become a first year probationary faculty member once his/**her/their** administrative assignment expires or is terminated, if the following criteria are met:

- The administrator meets the criteria established by the District for minimum qualifications for a faculty position, in accordance with procedures developed jointly by the Superintendent/President and the Academic Senate and approved by the Board. The Board shall rely primarily on the advice and judgment of the Academic Senate to determine that an administrator possesses minimum qualifications for employment as a faculty member.
- The requirements of Education Code Section 87458 **subdivisions** (c) and (d), or any successor statute, are met with respect to prior satisfactory service and reason for termination of the administrative assignment.
- The District has a vacancy for which the administrator meets minimum qualifications. **A vacancy means that a position is available within the District, and the District has appropriately allocated, budgeted, and prioritized in accordance with District practice.**

Educational administrators shall be compensated in the manner provided for by the appointment or contract of employment. Compensation shall be set by the Board upon recommendation by the Superintendent/President. Educational Administrators shall

further be entitled to health and welfare benefits made available by action of the Board upon recommendation by the Superintendent/President.

Educational administrators shall be entitled to vacation leave, sick leave, and other leaves as provided by law, these policies, and administrative procedures adopted by the Superintendent/President.

Every educational administrator shall be employed by an appointment or contract of up to four years in duration.

The Board may, with the consent of the administrator concerned, terminate, effective on the next succeeding first day of July, the terms of employment and any contract of employment with the administrator, and reemploy the administrator on any terms and conditions as may be mutually agreed upon by the Board and the administrator, for a new term to commence on the effective date of the termination of the existing term of employment.

If the Board determines that the administrator is not to be reemployed when his/her/their appointment or contract expires, notice to an administrator shall be in accordance with the terms of the existing contract. If the contract is silent, notice shall be in accordance with Education Code Section 72411.

The evaluation of educational administrators must include consideration of the employee's demonstrated, or progress toward, proficiency in diversity, equity, inclusion, and accessibility competencies that enable work with diverse communities.

An Educational Administrator's duties and responsibilities are determined by the job announcements for the position.

Educational Administrators are entitled to *Administrative Reassignment Rights* as specified in AP 7250.

See Administrative Procedure #7250

Adopted: 5/8/06

Revised: 3/12/18

Revised: 5/14/18

Revised: 9/15/2023



## AP 7250 Educational Administrators Reassignment Rights

### References:

Education Code Sections 72411 et seq; 87002 **subdivision** (b); 87457-87460  
Government Code Section 3540.1 **subdivisions** (g) and (m)

Any administrator who has not previously acquired tenured status as a faculty member within the District shall have the right to become a first year probationary faculty member if the following apply:

- A. The administrator has completed at least two years of satisfactory service in the District, including any time as a faculty member (Ed Code 87458).
- B. The termination of the administrative assignment is for any reason other than dismissal for cause (Ed Code 87732).
- C. **There is a vacancy in a discipline in which the administrator is eligible to teach. (See BP 7250 for definition of vacancy).**
- D. If the Governing Board initiates the reassignment of an administrator, the Board shall give the employee upon request a written statement of the reasons for transfer (Ed Code 87457). For an administrator whose contract term is longer than one year, the notice shall be given at least six months prior to the expired contract unless the contract or appointment provides otherwise. For administrators whose contract term is one year, notice shall be given on or before March 15 (Ed Code 72411(b)).
- E. If the administrator initiates the reassignment request, the request shall be made in writing and include assignment preferences. Reassignment actions should be submitted at least 90 days in advance of the effective date of reassignment to permit time for the staffing and program adjustments that may be necessary.
- F. The Governing Board shall determine that the administrator meets California Community College Board of Governors' minimum qualifications for employment as a faculty member based upon input by the Academic Senate. The division to which the administrator would be assigned may provide the Academic Senate with its views regarding the effect of the reassignment on the division's programs and staffing, including the availability of sufficient assignments in the discipline or service to accommodate an additional full-time faculty member. Based on the qualifications and preference of the administrator and the availability of teaching or service areas, the Academic Senate may recommend the discipline to which the administrator should be assigned. The report of the Academic Senate will be considered before the Governing Board makes a final decision, and a written record of both the Governing Board's and Academic Senate's views will be available (Ed Code 87358).

An administrator reassigned as a faculty member shall become a first-year probationary faculty member once his/her administrative assignment expires. Every effort will be made to complete the process outlined above within 60 days.

- G. The administrator, before reassignment is final, must meet the Faculty Service Area (FSA) Procedure for competency. (Refer to Antelope Valley College Federation of Teachers collective bargaining agreement, Article XV.)
- H. In placing the reassigned administrator on the faculty salary schedule, he/she/**they** will be given the same consideration as any probationary faculty member.

5/8/06

Revised 9/10/12

**Revised 9/16/23**



## BP 3515 Reporting of Crimes

### Reference:

Education Code Section 67380

~~The Superintendent/President shall assure that, as required by law, reports are prepared of for all occurrences reported to the Antelope Valley College Sheriff's Department of any arrests for crimes committed on or off campus that involve violence, hate violence, theft or destruction of property, illegal drugs, or alcohol intoxication. The Superintendent/ President shall further assure that required reports of non-criminal acts of hate violence are prepared. Such reports shall be made available as required by law.~~

The Superintendent/President shall assure that, as required by law, reports are prepared of all occurrences reported to Antelope Valley College Sheriff's Department of and arrests for crimes committed on campus that involve violence, hate violence, theft or destruction of property, illegal drugs, or alcohol intoxication. The Superintendent/President shall further assure that required reports of non-criminal acts of hate violence are prepared. Such reports shall be made available as required by law.

Also see AP 3515 Reporting of Crimes and AP 3516 Registered Sex Offender Information.

Adopted: 11/7/05  
Revised: 6/13/16  
Reviewed: 12/12/16  
Revised: 1/13/20  
Revised: 1/23

\*CCLC Recommended Language

\*\*AVC Recommended Language

## AP 3515 Reporting of Crimes

### References:

Education Code Sections 212, 67380, 67383, and 87014;  
Penal Code Sections 245 and 422.55;  
Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998;  
20 United States Code Section 1232g;  
~~34 Code of Federal Regulations Part 668.46;~~  
~~34 Code of Federal Regulations Part 99.31 subdivisions (a)(13), (14);~~  
Campus Security Act of 1990

Members of the Antelope Valley Community College District who are witnesses or victims of a crime should immediately report the crime to the Antelope Valley Community College Campus Sheriff's Office when and if that criminal act is committed within the jurisdiction of the College Campus Sheriff's Office. Members of the Antelope Valley Community College District who are witnesses or victims of a crime off campus and outside the jurisdiction of the Campus Sheriff's Office, should contact the Los Angeles County Sheriff's Department:

In Lancaster contact: (661) 948-8466  
In Palmdale contact: (661) 267-4300

In the event an employee is assaulted, attacked, or menaced by a student, the employee shall notify his/ her supervisor as soon as practical after the incident. The supervisor of any employee who is attacked, assaulted, or menaced shall assist the employee to promptly report the attack or assault to the Antelope Valley Community College Campus Sheriff's Office. The supervisor himself/ herself/themselves shall make the report if the employee is unable or unwilling to do so. Reporting a complaint to local law enforcement will not relieve the District of its obligation to investigate all complaints of harassment.

The District will instruct members of the Antelope Valley Community College Campus Sheriff's Office to notify students and employees complaining of sexual violence of their right to file a sex discrimination complaint with the District in addition to filing a criminal complaint, and to report incidents of sexual violence to Human Resources if the complainant consents.

~~The District shall publish warnings to the campus community about crimes that are considered to represent a continuing threat to other students and employees in a manner that is timely and will aid in the prevention of similar crimes. The information shall be disseminated by the Public Information Officer (PIO) in a manner that aids the prevention of similar crimes.~~

**Commented [1]:** This language is not part of the league language, and it is updated as of 2020; whereas, this AP is updated as of 2019. We can omit, or if it does not conflict with new law, we can leave as is.

The District shall publish warnings to the campus community about the following crimes:

- Criminal homicide – murder and non-negligent manslaughter;
- Criminal homicide – negligent manslaughter;
- Sex offenses – forcible and non-forcible sex offenses;
- Domestic violence, dating violence, and stalking;
- Robbery;
- Aggravated assault;
- Burglary;
- Motor vehicle theft;
- Arson;
- Arrests for liquor law violations, drug law violations, and illegal weapons possession;
- Persons who were not arrested for liquor law violations, drug law violations, and illegal weapons possession, but who were referred for campus disciplinary action for same;
- Crimes that manifest evidence that the victim was intentionally selected because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability and involve larceny-theft, simple assault, intimidation;
- destruction/damage/vandalism of property, or any other crime involving bodily injury;
- Those reported to Antelope Valley Sheriff Department and
- Those that are considered to represent a continuing threat to other students and employees.

In the event that a situation arises, either on or off campus, that, in the judgment of the Antelope Valley College Deputy and the Superintendent/President or designee, constitutes an ongoing or continuing threat, a campus wide "timely warning" will be issued. The warning will be issued through the Public ~~Information Officer~~~~Information, Officer~~ (PIO), through a variety of channels e-mail system to students, faculty, and staff. The information shall be disseminated by the Public Information Officer (PIO) in a manner that aids the prevention of similar crimes.

Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, the Public Information Officer may also post a notice on the campus-wide electronic bulletin board on the Antelope Valley College website at: <http://www.avc.edu> , providing the community with more immediate notification. The electronic bulletin board is immediately accessible via computer by all faculty, staff and students. Anyone with information warranting a timely warning should report the circumstances to the Antelope Valley College Sheriff, by phone (661)722-6399 or in person at the Antelope Valley College Sheriff Office on the Lancaster

~~Campus. Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, the Public Information Officer (PIO) may also post a notice on the campus-wide electronic bulletin board on the Antelope Valley College Website Web Site, providing the community with more immediate notification. The electronic bulletin board is immediately accessible via computer by all faculty, staff, and students. Anyone with information warranting a timely warning should report the circumstances to the Antelope Valley College Campus Sheriff's Office, by phone extension 6399 or in person.~~



The District shall not be required to provide a timely warning with respect to crimes reported to a pastoral or professional counselor.

If there is an immediate threat to the health or safety of students or employees occurring on campus, the District shall follow its emergency notification procedures.

The District shall annually collect and distribute statistics ~~concerning concerns~~ crimes on campus. All college staff with significant responsibility for student and campus activities shall report crimes about which they receive information.

The District shall publish an Annual Security Report every year by October 1 that contains statistics regarding crimes committed on campus and at affiliated locations for the previous three (3) years. The Annual Security Report shall also include policies pertaining to campus security, alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, victims' assistance program, student discipline, campus resources and other matters. The District shall make the report available to all current students and employees. The District will also provide ~~prospective~~ ~~perspective~~ students and employees with a copy of the Annual Security Report upon request. A copy of the Annual Security Report can be obtained by contacting the Public Information Officer (PIO) or is published in the campus newspapers monthly.

To Report a Crime:

Contact the sheriff's department at 661-722-6300 ext 6399 and dial 4-4-4 (emergencies only). Any suspicious activity or person seen in the parking lots or loitering around vehicles or inside buildings should be reported to the police department. In addition, crimes may reported to the following areas:

Vice President of Student Services – 661-722-6300 ext 6303

Vice President of Human Resources – 661-722-6300 ext 6120

Student Life – 661-722-6300 ext 6354

NOTE: Either Alternative 1 or Alternative 2 must be selected. One of the Alternatives is legally required.

[ Alternative 1 ]

If you are the victim of a crime and do not want to pursue action within the District's System or the criminal justice system, you may still want to consider making a confidential report. With your permission, the [ insert designated office ] can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the future safety of yourself and others. With such information, the District can keep an accurate record of the number of incidents involving students, determine where there is a pattern of crime with regard to a particular location, method, or assailant, and alert the campus community to

potential danger. Reports filed in this manner are counted and disclosed in the annual crimes statistics for the institution.

The [ designated office or campus police ] encourages anyone who is the victim or witness to any crime to promptly report the incident to the police. Because police reports are public records under state law, the [ campus police department ] police cannot hold reports of crime in confidence. Confidential reports for purposes of inclusion in the annual disclosure of crime statistics can generally be made to other campus security authorities as identified below. Confidential reports of crime may also be made to [ insert designated officer ] at [ XXX-XXXX ].

[ Alternative 2 ]

The District does not allow victims or witnesses to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.

NOTE: The following procedure is not legally required but authorized pursuant to 34 Code of Federal Regulations Part 99.31 subdivisions (a)(13),(14). It is suggested as good practice.

The District may disclose the final results of a student disciplinary proceeding to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, regardless of the outcome. The District may also disclose to anyone, the final results of a student disciplinary proceeding in which it concludes that a student violated District policy with respect to a crime of violence or non-forcible sex offense. The offenses that apply to this permissible disclosure are:

- Arson;
- Assault offenses;
- Burglary;
- Criminal homicide – manslaughter by negligence;
- Criminal homicide – murder and non-negligent manslaughter;
- Destruction, damage, or vandalism of property;
- Kidnapping or abduction;
- Robbery;
- Forcible sex offenses.

The disclosure may only include the final result of the disciplinary proceeding with respect to the alleged criminal offense. The District shall not disclose the name of any other student, including a victim or witness, unless the victim or witness has waived his/her/their right to confidentiality.

If an individual is a victim of a crime and does not want to pursue action within the District's System or the criminal justice system, the individual may still want to consider making a confidential report. The purpose of a confidential report is to comply with the individual's desire to keep the matter confidential, while taking steps to ensure the future safety of the individual and others. With such information, the District can keep an accurate record of the number of incidents involving students, determine where there is a pattern of crime

Commented [2]: Moved from down below to match the League Template

~~with regard to a particular location, method, or assailant, and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crimes statistics for the institution.~~

~~The campus sheriff encourages anyone who is the victim or witness to any crime to promptly report the incident to the police. Because police reports are public records under state law, the campus sheriff's office cannot hold reports of crime in confidence. Confidential reports for purposes of inclusion in the annual disclosure of crime statistics can generally be made to other campus security authorities as identified below.~~

NOTE: For districts that participate in the Cal Grant Program, the following is also legally required (To assist Districts comply with this reporting requirement, the California Attorney General's Office and University of California Office of the President, in partnership with the Alameda County and San Bernardino County District Attorney's Offices and San Francisco and Oxnard Police Departments, has published a Model Memorandum of Understanding that Districts may use as a template to help them comply with their reporting requirements. This template, and instructions on how to use the template, are available on the Attorney General's website (<http://oag.ca.gov/campus-sexual-assault>). Districts should still consult with their own legal counsel before finalizing any Memorandum of Understanding between the District and local law enforcement.):

#### Required Reports to Local Law Enforcement Agency

Any report of willful homicide, forcible rape, robbery, aggravated assault, sexual assault, or hate crime, committed on or off campus, that is received by a campus security authority and made by the victim for the purposes of notifying the institution or law enforcement must be immediately, or as soon as practicably possible, disclosed to the local law enforcement agency. The report shall not identify the victim, unless the victim consents to being identified after the victim has been informed of his/her/their right to have his/her/their personally identifying information withheld. If the victim does not consent to being identified, the alleged assailant shall not be identified in the information disclosed to the local law enforcement agency unless the institution determines that both of the following apply, in which case the institution shall disclose the identity of the alleged assailant to the local law enforcement agency and notify the victim of the disclosure:

- the alleged assailant represents a serious or ongoing threat to the safety of students, employees, or the institution; and
- the immediate assistance of the local law enforcement agency is necessary to contact or detain the assailant.

~~The District may disclose the final results of disciplinary proceeding to a victim of an alleged perpetrator of a crime of violence or a non forcible sex offense, regardless of the outcome. The District may also disclose to anyone, the final results of a disciplinary proceeding in which it concludes that a student violated school policy with respect to a crime of violence or non forcible sex offense. The offenses that apply to this permissible disclosure are~~

- Arson;
- Assault offenses;
- Burglary;
- Criminal homicide – manslaughter by negligence;
- Criminal homicide – murder and non-negligent manslaughter;
- Destruction, damage, or vandalism of property;
- Kidnapping or abduction;
- Robbery;
- Forcible sex offenses.

The disclosure may only include the final result of the disciplinary proceeding with respect to the alleged criminal offense. The District shall not disclose the name of any other student, including a victim or witness, unless the victim or witness has waived his or her right to confidentiality.

**To Report a Crime:**

~~Contact sheriff's department at 661-722-6300 ext 6399 and dial 4-4-4 (emergencies only). Any suspicious activity or person seen in the parking lots or loitering around vehicles or inside buildings should be reported to the police department. In addition, crimes may reported to the following areas:~~

- ~~Vice President of Student Services—661-722-6300 ext 6303~~
- ~~Vice President of Human Resources—661-722-6300 ext 6120~~
- ~~Student Life—661-722-6300 ext 6354~~

**Required Reports to Local Law Enforcement Agency**

Any report of willful homicide, forcible rape, robbery, aggravated assault, sexual assault, or hate crime, committed on or off campus, that is received by a campus security authority and made by the victim for the purposes of notifying the institution or law enforcement must be immediately, or as soon as practicably possible, disclosed to the local law enforcement agency. The report shall not identify the victim, unless the victim consents to being identified after the victim has been informed of his/her right to have his/her personally identifying information withheld. If the victim does not consent to being identified, the alleged assailant shall not be identified in the information disclosed to the local law enforcement agency unless the institution determines that both of the following apply, in which case the institution shall disclose the identity of the alleged assailant to the local law enforcement agency and notify the victim of the disclosure:

- The alleged assailant represents a serious or ongoing threat to the safety of students, employees, or the institution; and

- The immediate assistance of the local law enforcement agency is necessary to contact or detain the assailant.

Also see BP 3515 Reporting of Crimes and AP 3516 Registered Sex Offender Information.

Approved: 11/7/05

Revised: 8/8/16

Revised: 12/12/16

Revised: 12/9/19

Revised:   /  /  

\*CCLC Recommended Language

\*\*AVC Recommended Language

# BP 3550 Drug-Free Environment and Drug Prevention Program

## References:

~~Drug Free Schools and Communities Act, 20 U.S. Code Section 1011i;  
34 Code of Federal Regulations Parts 86.1 et seq.;~~  
~~Drug Free Workplace Act of 1988, 41 U.S. Code Section 8103~~

Education Code Section 67384;  
Drug Free Schools and Communities Act, 20 U.S. Code Section 1011i;  
34 Code of Federal Regulations Parts 86.1 et seq.;  
Drug Free Workplace Act of 1988, 41 U.S. Code Section 8103

The Antelope Valley Community College District shall be known as a “Drug Free” District, and adopt a “Zero” tolerance policy ~~withi~~n regards to any ~~Scheduleschedule~~ I and Schedule II substance deemed unlawful by local, state, and federal laws.

The District shall be free from all drugs and from the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.

The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in all facilities under the control and use of the District.

Any student or employee who violates this policy will be subject to disciplinary action (consistent with local, state, or federal law), which may include referral to an appropriate rehabilitation program, suspension, demotion, expulsion, or dismissal.

The following are summaries of the major health risks of and common symptoms associated with alcohol and other drug use and abuse. This is not a complete listing but an overview. Each individual will experience the effects of alcohol and other drugs in a slightly different way given his/her tolerance, body size, family history, gender, and other physical and psychological factors. Abuse of alcohol and other drugs can lead to chemical dependency and can be harmful during pregnancy.

## Alcohol

**Health Risks:** Alcohol in moderate amounts causes dizziness, dulling of the senses, impairment of coordination, reflexes, memory and judgment. Increased amounts of alcohol produce staggering, slurred speech, double vision, mood changes and, possibly, unconsciousness. Larger amounts result in death. Alcohol causes damage to the liver, heart and pancreas. It also may lead to malnutrition, stomach irritation, lowered resistance to disease and irreversible brain or nervous system damage.

**Symptoms:** Glazed eyes, obvious odor, pale and dry skin, broken blood vessels in facial area,

slowed motor coordination and enlarged stomach.

## **Marijuana**

**Health Risks:** Marijuana use leads to a substantial increase in heart rate. It impairs or reduces short-term memory and comprehension, and motivation and cognition are altered. With extended use it can produce paranoia and psychosis. Smoking marijuana damages the lungs and pulmonary system. Marijuana contains more cancer causing agents than tobacco. It also lowers male sex hormones, suppresses ovulation, and causes changes in the menstrual cycle and possibly causes birth defects.

**Symptoms:** Someone who uses marijuana may laugh inappropriately and have bloodshot eyes, dry mouth and throat, and a tell-tale odor of the drug, a poor sense of timing and increased appetite.

## **Cocaine and Crack**

**Health Risks:** Cocaine and its derivative crack produce dilated pupils and elevated blood pressure, heart rate, respiratory rate and body temperature. They may also cause insomnia, loss of appetite, tactile hallucinations, paranoia, seizure and death.

**Symptoms:** Someone using cocaine may experience muscle twitching, panic reactions, anxiety, numbness in hands and feet, loss of weight, a period of hyperactivity followed by a depression, a running or bleeding nose and sustained depression.

## **Barbiturates**

**Health Risks:** In small doses, barbiturates produce calmness, relaxed muscles and lowered anxiety. Larger doses cause slurred speech, staggering gait and altered perception. Very large doses taken in combination with other central nervous system depressants (e.g., alcohol) cause respiratory depression, coma and sometimes death.

**Symptoms:** A person who uses barbiturates may have poor muscle control, appear drowsy or drunk, become confused, irritable, inattentive or have slowed reactions.

## **Amphetamines**

**Health Risks:** Amphetamine use causes increased heart and respiratory rates, elevated blood pressure, and dilated pupils. Larger doses cause rapid or irregular heartbeat, tremors and physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, high fever and heart failure.



**Symptoms:** An individual using amphetamines might begin to lose weight, have periods of excessive sweating, and appear restless, anxious, moody and unable to focus. Extended use may produce psychosis, including hallucinations, delusions and paranoia.

### **Hallucinogens (including PCP, LSD, Mescaline, Peyote, Psilocybin)**

**Health Risks:** PCP, or angel dust, interrupts the part of the brain that controls the intellect and impulsive behavior. PCP blocks pain receptors. Violent episodes, including self-inflicted injuries, are not uncommon. Chronic users report memory loss and speech difficulty. Very large doses produce convulsions, coma, heart and lung failure, or ruptured blood vessels in the brain. LSD, mescaline, peyote, etc. cause dilated pupils, elevated body temperature, increased heart rate and blood pressure, and tremors.

**Symptoms:** Someone using PCP might appear moody, aggressive or violent. Such an individual may become paranoid and experience hallucinations and have time and body movements slowed. LSD users may experience loss of appetite, sleeplessness, confusion, anxiety and panic. Flashbacks may also occur.

### **Narcotics (including Heroin, Codeine, Morphine, Opium, Percodan)**

**Health Risks:** Because these narcotics are generally injected, the use of contaminated needles may result in AIDS and hepatitis. Symptoms of overdose include shallow breathing, clammy skin and convulsions. An overdose may result in a coma or even death.

**Symptoms:** Some signs of narcotic use are euphoria, drowsiness, constricted pupils and nausea. Other symptoms include itchy skin, needle or "track" marks on the arms and legs, nodding, loss of sex drive and appetite. When withdrawing from the drug, sweating, cramps and nausea occur.

The Superintendent/President shall assure that the District distributes annually to each student and employee the information required by the Drug-Free Schools and Communities Act Amendments of 1989 and complies with other requirements of the Act.

The District shall provide educational and preventive information about opioid overdose and the use and location of opioid overdose reversal medication to students at all campuses. The Superintendent/President shall establish administrative procedures to assure that each campus health center applies to distribute dosages of a federally approved opioid overdose reversal medication and participates in the Naloxone Distribution Project through the State Department of Health Care Services.

See Administrative Procedure #3550 Also see AP 3550 Drug-Free Environment and Drug Prevention Program, BP/AP 3560 Alcoholic Beverages, and AP 6950 Drug and Alcohol Testing (U.S. Department of Transportation).

Adopted: 11/7/05  
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\*CCLC Recommended Language

\*\*AVC Recommended Language

# AP 3550 Drug-Free Environment and Drug Prevention Program

## References:

~~Drug Free Schools and Communities Act Amendment of 1989;~~  
~~20 U.S. Code Section 1011i;~~  
~~34 Code of Federal Regulations Parts 86.1 et seq.;~~  
~~Federal Drug-Free Workplace Act, 1988;~~  
~~41 U.S. Code Section 8103~~  
Education Code Section 67384;  
Drug Free Schools and Communities Act Amendment of 1989;  
20 U.S. Code Section 1011i;  
34 Code of Federal Regulations Parts 86.1 et seq.;  
Federal Drug-Free Workplace Act of 1988;  
41 U.S. Code Section 8103

The District is committed to providing its employees and students with a drug-free workplace and campus environment. It emphasizes prevention and intervention through education.

Antelope Valley College Police Department may make recommendations to the District Attorney's office for a "Drug Diversion" program for any offender of the District's "Drug Free" policy.

The following are summaries of the major health risks of and common symptoms associated with alcohol and other drug use and abuse. This is not a complete listing but an overview. Each individual will experience the effects of alcohol and other drugs in a slightly different way given his/ her tolerance, body size, family history, gender, and other physical and psychological factors. Abuse of alcohol and other drugs can lead to chemical dependency and can be harmful during pregnancy.

## Alcohol

**Health Risks:** Alcohol in moderate amounts causes dizziness, dulling of the senses, impairment of coordination, reflexes, memory and judgment. Increased amounts of alcohol produce staggering, slurred speech, double vision, mood changes and, possibly, unconsciousness. Larger amounts result in death. Alcohol causes damage to the liver, heart and pancreas. It also may lead to malnutrition, stomach irritation, lowered resistance to disease and irreversible brain or nervous system damage.

**Symptoms:** Glazed eyes, obvious odor, pale and dry skin, broken blood vessels in facial area, slowed motor coordination and enlarged stomach.

## **Marijuana**

**Health Risks:** Marijuana use leads to a substantial increase in heart rate. It impairs or reduces short-term memory and comprehension, and motivation and cognition are

altered. With extended use it can produce paranoia and psychosis. Smoking marijuana damages the lungs and pulmonary system. Marijuana contains more cancer-causing agents than tobacco. It also lowers male sex hormones, suppresses ovulation, and causes changes in the menstrual cycle and possibly causes birth defects.

**Symptoms:** Someone who uses marijuana may laugh inappropriately and have bloodshot eyes, dry mouth and throat, and a tell-tale odor of the drug, a poor sense of timing and increased appetite.

### **Cocaine and Crack**

**Health Risks:** Cocaine and its derivative crack produce dilated pupils and elevated blood pressure, heart rate, respiratory rate and body temperature. They may also cause insomnia, loss of appetite, tactile hallucinations, paranoia, seizure and death.

**Symptoms:** Someone using cocaine may experience muscle twitching, panic reactions, anxiety, numbness in hands and feet, loss of weight, a period of hyperactivity followed by a depression, a running or bleeding nose and sustained depression.

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**Symptoms:** A person who uses barbiturates may have poor muscle control, appear drowsy or drunk, become confused, irritable, inattentive or have slowed reactions.

### **Amphetamines**

**Health Risks:** Amphetamine use causes increased heart and respiratory rates, elevated blood pressure, and dilated pupils. Larger doses cause rapid or irregular heartbeat, tremors and physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, high fever and heart failure.

**Symptoms:** An individual using amphetamines might begin to lose weight, have periods of excessive sweating, and appear restless, anxious, moody and unable to focus. Extended use may produce psychosis, including hallucinations, delusions and paranoia.

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**Health Risks:** PCP, or angel dust, interrupts the part of the brain that controls the intellect and impulsive behavior. PCP blocks pain receptors. Violent episodes, including self-inflicted injuries, are not uncommon. Chronic users report memory loss and speech difficulty. Very large doses produce convulsions, coma, heart and lung failure, or ruptured blood vessels in the brain. LSD, mescaline, peyote, etc. cause dilated pupils, elevated body temperature, increased heart rate and blood pressure, and tremors.

**Symptoms:** Someone using PCP might appear moody, aggressive or violent. Such an individual may become paranoid and experience hallucinations and have time and body movements slowed. LSD users may experience loss of appetite, sleeplessness, confusion, anxiety and panic. Flashbacks may also occur.

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### Opioid Overdose

The District shall provide, as part of established campus orientations, educational and preventive information provided by the State Department of Public Health about opioid overdose and the use and location of opioid overdose reversal medication to students at all campuses. Each campus health center shall apply to distribute dosages of a federally approved opioid overdose reversal medication and participate in the Naloxone Distribution Project administered by the State Department of Health Care Services.

## **Prohibition of Drugs**

The unlawful manufacture, distribution, dispensing, possession or use of alcohol or any controlled substance is prohibited on District property, during District-sponsored field trips, activities or workshops, and in any facility or vehicle operated by the District.

Violation of this prohibition will result in appropriate action up to and including termination of employment, expulsion, and referral for prosecution, or, as permitted by law, may require satisfactory participation in an alcohol or drug abuse assistance or rehabilitation program.

As a condition of employment, employees must notify the District within five (5) days of any conviction for violating a criminal drug statute while in the workplace. The District is required to inform any agencies that require this drug-free policy within ten (10) days after receiving notice of a workplace drug conviction.

Also see BP 3550 Drug-Free Environment and Drug Prevention Program, BP/AP 3560 Alcoholic Beverages, and AP 6950 Drug and Alcohol Testing (U.S. Department of Transportation).

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\*CCLC Recommended Language

\*\*AVC Recommended Language





## BP 3560 Alcoholic Beverages

### References:

Business and Professions Code Section 25608;  
34 Code of Federal Regulations Part 668.46 subdivision (b)

The Superintendent/President is authorized to enact procedures as appropriate and permitted by law regarding serving alcoholic beverages on campus or at fund-raising events held to benefit non-profit corporations. Alcoholic beverages shall not be served on campus except in accordance with these procedures.

Also see AP 3560 Alcoholic Beverages, BP/AP 3550 Drug-Free Environment and Drug Prevention Program, and AP 6950 Drug and Alcohol Testing (U.S. Department of Transportation).

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\*\*AVC Recommended Language

## AP 3560 Alcoholic Beverages

### References:

Business and Professions Code Sections 24045.4, 24045.6, 25608, 25658, and 25668;  
34 Code of Federal Regulations Part 668.46 subdivision (b)~~Business and Professions Code Sections 24045.4, 24045.6, 25608, and 25658; 34 Code of Federal Regulations Part 668.46 subdivision (b)~~

The possession, sale or the furnishing of alcohol on campus is governed by California state law and these procedures. The possession, sale, consumption or furnishing of alcohol is controlled by the California Department of Alcohol and Beverage Control. However, the enforcement of alcohol laws on campus is the primary responsibility of the Antelope Valley College Campus Sheriff's Office. The campus has been designated "Drug free" and only under certain circumstances is the consumption of alcohol permitted. The possession, sale, manufacture, or distribution of any controlled substance is illegal under both state and federal laws. Such laws are strictly enforced by Antelope Valley College Campus Sheriff's Office. Violators are subject to disciplinary action, criminal prosecution, fine, and imprisonment. It is unlawful to sell, furnish, or provide alcohol to a person under the age of twenty-one (21). The possession of alcohol by anyone under twenty-one (21) years of age in a public place or a place open to the public is illegal. It is also a violation of this procedure for anyone to consume or possess alcohol in any public or private area of campus without prior District approval. Organizations or groups violating alcohol or substance policies or laws may be subject to sanctions by the District.

Alcoholic beverages on campus are permitted if:

- The alcoholic beverage is beer or wine for use in connection with a course of instruction, sponsored dinner, or meal demonstration given as part of a culinary arts program at a community college campus, and the instructor or individual has been authorized to acquire, possess, use, sell, or consume it by the [ designated person ].
- A student at least 18 years of age tastes, but does not swallow or consume, an alcoholic beverage for educational purposes as part of the instruction in a hotel management, culinary arts, or enology or brewing degree program, and the alcoholic beverage remains in the control of the instructor.
- The alcoholic beverage is for use during a non-college event at a performing arts facility built on District property and leased to a nonprofit public benefit corporation.
- The alcoholic beverage is wine or beer produced by a bonded winery owned or brewery or operated as part of an instructional program in viticulture and enology or brewing.
- The alcoholic beverage is possessed, consumed, or sold, pursuant to a license or permit obtained for special events held at the facilities of a public community college during the special event. "Special event" means events that are held with the permission of the governing board of the community college district that are festivals,

shows, private parties, concerts, theatrical productions, and other events held on the premises of the public community college and for which the principal attendees are members of the general public or invited guests and not students of the public community college.

- The alcoholic beverage is acquired, possessed, or used during an event sponsored by the District or the Antelope Valley Community College Foundation at a community college-owned facility in which any grade from kindergarten to grade 12, inclusive, is taught, if the event is held at a time when students in any grades from kindergarten to grade 12, inclusive, are not present at the facility.
- The alcoholic beverage is for use during a fundraiser held to benefit the Antelope Valley Community College Foundation that has obtained a license under the Business and Professions Code to do so provided that no alcoholic beverage can be acquired, possessed, or used at a football game or other athletic contest sponsored by the District.
- The alcoholic beverage is acquired, possessed, or consumed pursuant to a license or permit obtained for special events held at facilities of a community college district at a time when pupils are not on the grounds. "Facilities" includes, but are not limited to, office complexes, conference centers, or retreat facilities.
- ~~The alcoholic beverage is beer and/or wine for use in connection with a course of instruction, sponsored dinner, or meal demonstration.~~
- ~~The alcoholic beverage is wine or beer produced by a bonded winery owned or brewery~~
- ~~The alcoholic beverage is for use during a non-college event at a performing arts facility built on District property and leased to a nonprofit public benefit corporation.~~
- ~~The alcoholic beverage is possessed, consumed, or sold, pursuant to a license or permit obtained under this division for special events held at the facilities of Antelope Valley College during the special event. "Special event" means events that are held with the permission of the governing board of the college district that are festivals, shows, private parties, concerts, theatrical productions, and other events held on the premises of the college and for which the principal attendees~~

~~are members of the general public or invited guests and not students of the public community college.~~

- ~~● The alcoholic beverage is acquired, possessed, or used during an event sponsored by the district or the Antelope Valley College Foundation at a community college-owned facility~~
- ~~● The alcoholic beverage is for use during a fundraiser held to benefit the Antelope Valley College Foundation that has obtained a license under the Business and Professions Code to do so provided that no alcoholic beverage can be acquired, possessed or used at a football game or other athletic contest sponsored by the District.~~
- The alcoholic beverage is acquired, possessed, or consumed pursuant to a license or permit obtained for special events held at facilities of the college district at a time when pupils are not on the grounds. “Facilities” includes, but are not limited to, office complexes, conference centers, or retreat facilities.

Also see BP 3560 Alcoholic Beverages, BP/AP 3550 Drug-Free Environment and Drug Prevention Program, and AP 6950 Drug and Alcohol Testing (U.S. Department of Transportation).

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