

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Cristal Juarez

Postal Code: 90033

Email Address: cristaljuarez9102@gmail.com

Date of Submission: Wed, 02/12/2025 - 21:58

## Submission Letter:

Denying opportunities to those who are at a disadvantage goes against what community colleges stand for. Someone, as myself, chose this path as a second chance which isn't always easy to do. Taking away Precalculus and Trigonometry is like being put into an advanced Mandarin class without knowing the basics. Math has its own challenges which not everyone can understand. Reconsider allowing these courses to continue at community colleges. If not then you really let down the future generations trying to look out for themselves and society.

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Eric De Loza

Postal Code: 90022

Email Address: scottpilgrim12345@aol.com

Date of Submission: Wed, 02/12/2025 - 11:06

## Submission Letter:

I believe Trigonometry and Precalculus should be continued to be offered to community college students. This is necessary in order to be ready to move on to the studies of Calculus and other higher math subjects. One can not just jump into something with no experience and help for them to understand this subject. It would be like sending a high school student to Algebra 2 without them of taking Algebra 1. How will they succeed when they are not even given a chance to help them succeed.

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Ashley Torres

Postal Code: 90270

Email Address: amitorres2026@gmail.com

Date of Submission: Thu, 02/13/2025 - 10:46

## Submission Letter:

I strongly believe that students should be able to have the opportunity in a community college to take classes like Pre-Calculus and Trigonometry. I believe this because as a high school student and part time college student I attend a community college that offers those courses and my high school councilors helped me enroll in a Calculus class knowing I had taken Calculus the year before but in high school. I can sadly say that I withdrew from the class due to the lack of readiness for a college calculus class was. Now I am taking a statistics class and I plan to take trigonometry and pre-calculus the next two semesters of my senior year. Which I believe is going to help me prepare for my first year in college. But taking these resources from students like me and full-time college students can cause a set back. As much as I wanted to not withdraw, my high school schedule didn't coordinate with tutoring that was being provided for college calculus students.

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Brandi Bailes

Postal Code: 92373

Email Address: bbailes@sbccd.edu

Date of Submission: Mon, 02/10/2025 - 14:43

Submission Letter:

As a former foster youth who started in basic arithmetic and worked my way up to earning a master's degree, I now work as a professor of mathematics. My journey through community college is what made this possible, and it's why I am so passionate about advocating for students in similar situations. However, I feel that policies like AB 1705 and AB 705 are undermining the ability of community colleges to truly serve students, particularly those who aren't immediately ready for calculus.

A high school diploma simply doesn't guarantee that a student is ready for calculus. In fact, many students don't even know where their true academic interests lie until they experience college. We are doing a disservice to them by forcing them into calculus as the default for STEM pathways. Instead of creating opportunities, we are putting up barriers that intimidate students, especially those who don't feel fully prepared for the rigors of advanced math.

While it's true that our numbers may look better as only students who feel confident in their calculus abilities may pursue STEM fields, we have to ask: What message are we sending to the students who aren't ready? Those students may not be prepared to tackle calculus, but that doesn't mean they don't have the potential to succeed in STEM fields through a different pathway. In fact, I wouldn't be in my position today without the foundational support I received in community college basic skills courses. Those programs helped me build the confidence and knowledge necessary to move forward in my education.

I understand that our basic skill math programs needed to be updated and adjusted to better serve today's students, but the changes we've made through AB 1705 and AB 705 have, unfortunately, tied our hands. By reducing the availability of foundational courses and eliminating essential pathways for students who may need them, we are closing doors instead of opening them.

AB 1705 talks about encouraging innovation, but how can we innovate when excessive legislation places so many restrictions on our ability to support students effectively? There are real consequences to these policies, as they don't allow us to meet students where they are. For example, by mandating a one-size-fits-all approach to math placement, we are limiting the opportunities for students who might need a little more time or a different approach to be successful in STEM.

We need to take a step back and reconsider the restrictions on transfer and

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placement requirements, especially for courses below calculus. By doing so, we would be creating an environment where innovation can truly thrive in the California Community Colleges system. We are ready to dive in, but these policies have cemented over the pool. It's time to remove those barriers and give students the freedom to succeed on their own terms, not based on an arbitrary standard that doesn't reflect their true potential.

The changes we've made in hiring practices and our emphasis on encouraging diversity have done something powerful: they've moved people who have experienced the community college system firsthand, who have worked through basic skills courses and prerequisites, both for better and for worse—into positions of leadership as professors, chairs, and deans. This is progress, and it is an achievement that has been hard-earned. However, now that we've reached these positions and are ready to make meaningful changes, the very policies we are here to help innovate seem to be stripping away our ability to do so.

We are at a critical point where those of us who understand the unique struggles of our students are now in positions to create solutions. But the very frameworks designed to help students are being narrowed in ways that prevent us from making the improvements that our students need. AB 1705 and AB 705 were intended to push us toward innovation, but in reality, they've made it harder for us to adjust and adapt to the needs of our diverse student populations. By limiting the flexibility of our curriculum and course offerings, we are being asked to innovate within an extremely tight and unyielding structure.

Please do not assume that the work generations before us, who resisted change and were reluctant to innovate, means that the hard work of building diversity in our community colleges is not worth investing in. The diversity of perspectives and experiences we are now fostering in our leadership positions brings a body that can drive real, meaningful change. We are in these roles because we understand what it takes to support students, particularly those who come from non-traditional or underrepresented backgrounds. But when you strip away our ability to adjust the programs and policies that serve those students, you're not just hindering innovation; you're actively putting up barriers to success.

We are not asking for free rein or for the system to go unchecked, but we are asking for more space to make the changes that we know will benefit students in the long run. The very fact that people like me have risen to leadership positions is a testament to the importance of the work we've done to diversify our community colleges. And now that we have the responsibility and the ability to make changes, we are being constrained by policies that fail to reflect the needs and realities of today's students.

We need to move forward with a new understanding—one that trusts the voices of those who have lived through the system and who are now in positions to help it evolve. Please don't undermine the progress we've made by limiting our ability to innovate. Trust us to make the changes that will better serve our students, because

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Emiliano Salcedo

Postal Code: 90255

Email Address: salcedea2002@student.laccd.edu

Date of Submission: Wed, 02/12/2025 - 19:42

## Submission Letter:

I am speaking for the East Los Angeles community college campus in Monterey park , Where many scholars go of different ethnicities to have a opportunity to have a voice. Many in community college go for the amount of resources that dedicate to our faculty & scholars that engage in the act of learning everyday with dedication to fulfill the dreams of their desire as we all come from different backgrounds, We all gain the same opportunities of access when we are to feel important on campus. The reason of our dedication to our work weather we are coming back to school after many years or taking the sacrifice to open opportunities to receive the best benefit such as taking classes that are not to be offered in other colleges being able to advance & stay aligned with our support from faculty & staff that share with us the importance of our education. Their is no reason why we should be given unfair resources such as skipping a important criteria that is needed to successfully challenge us for the next steps of our educational goals. Many go for the reasons that classes at community college are designed to prepare anyone that is ready to skill the knowledge of designated improvements on our overall skills everyday on a day to day basis. This is to give the understanding that we deserve all opportunities to take into consideration & be able to fundamentally understand the criteria that is needed to surpass our future goals as we educate ourselves by professors with given resources to gain our dreams.

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Elisa Gonzalez

Postal Code:

Email Address: elisayvette06@gmail.com

Date of Submission: Thu, 02/13/2025 - 15:21

Submission Letter:

Dear Assembly Higher Education Committee,

I wanted to express my thoughts on the impact this bill can have on future incoming college students. While there are many students who know exactly what college path they will take, we should consider the students who do not know what particularly interests them. They go to college to start their working on the general classes and seek classes and clubs they like. Students should have the choice to choose what classes math or English classes they want to take first instead of having that choice taken away from them. Many people sometimes need a refresher on these subjects because they might have forgotten how to a specific area in the subject or want to feel confident that if they can complete the classes they chose, then they can move onto a tougher course. If a class was already chosen for them then they might feel discouraged because they not feel prepared to take the class which can lead to having second thoughts on whether they should continue with their education. I feel that students should have a say in their education path because they are the ones who know themselves best and have a better understanding on what they dislike or like.

Sincerely,  
Elisa Gonzalez

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Elizabeth Cabello

Postal Code: 90201

Email Address: lizcabello23@yahoo.com

Date of Submission: Thu, 02/13/2025 - 21:24

Submission Letter:

Math has never been a strong suit of mine. Having the option to learn the foundations of it is such an amazing opportunity. Being able to learn before being thrown in the fire is something I personally don't take for granted. And I know i'm not alone on this, theirs other students that do not take courses like these for granted. We don't t all have the opportunity of attending a UC or USC, some of us attend a community college and their is absolutely nothing wrong with that, so I believe having the same opportunities in courses is important.



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Elizabeth Garcia

Postal Code: 90640

Email Address: garciaea9823@student.laccd.edu

Date of Submission: Wed, 02/12/2025 - 18:06

## Submission Letter:

I believe that it is very wrong to take away Pre-calculus and Trigonometry from community colleges. Without those two courses I would have been very lost in calculus. It also makes me feel for the incoming students, the ones that are fresh out of high school. Its a very hard transition for incoming students or even returning students to just jump into calculus. I feel that it is a form of discrimination as you are only allowing students that attend private schools or a four year college to have access to those classes. It would for sure discourage many incoming students to pursue education when they are faced with this obstacle. The obstacle being starting in calculus 1 as your 1st math class. After the 1st fail I don't think many students would have the motivation to continue in school.

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James Campbell

Postal Code: 93110

Email Address: campbellj@sbcc.edu

Date of Submission: Mon, 02/10/2025 - 16:58

## Submission Letter:

I have taught at the community college level for 17 years. I have never seen anything impact student success more negatively than AB705 and AB1705. Nothing comes even remotely close. Incredible drop rates, incredible decreases in student success. There are some classes some semesters where few if any students pass the class, simply because student are being asked to complete college level work for which they simply are not ready. They could be ready. They could pass the course. But only if they are given what should be a right but now apparently is the privilege of being able to take proper foundational courses which are now being denied to them. You should be aware that the most impacted students are also the most vulnerable: our students of color and first generation in college. These laws are such a blow against equity you'd think they were written by Donald Trump.

This situation is even worse for students returning to college after some time in the workforce. They are simply too far removed from math learning to succeed without taking prerequisite courses. We are cheating the citizens of this state who deserve a community college system that works for them and helps them to succeed, not a system hijacked by an unholy alliance of fanatics and bean counters who demand that student be placed directly in transfer-level courses for which they are not prepared. My analogy for non-math instructors: I am being asked to teach French literature to students who do not know any French. No amount of tutoring or "co-requisite" courses can help. Recent research has demonstrated the CC reform movement across the nation has failed. Please fix these laws.

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Diego Estrada Castro

Postal Code: 91042

Email Address: [estradda7004@student.laccd.edu](mailto:estradda7004@student.laccd.edu)

Date of Submission: Thu, 02/13/2025 - 11:20

Submission Letter:

Dear Assembly of Higher Education ,

I am writing this to inform you all of my story , has a high school student I did not take my education seriously I had very little options on what to do with my life, I've always wanted to be an engineer, I decided to first go and serve this beautiful country and joined the U.S Navy where I fought along side some of the most gracious people I've ever met who are committed to excellence and the freedom of all , once out I decided to take my education seriously and came to ELAC with the dream of becoming an Engineer, I had no prior math knowledge but Precalculus and Trigonometry where offered , it was challenging getting through these courses but without them my education would not be possible these courses set my foundation in what the courses I am taking now, they are very important and without them students will be set up to fail not only themselves but also their future in school and in their careers.

Sincerely,

Diego Estrada Castro

([estradda7004@student.laccd.edu](mailto:estradda7004@student.laccd.edu))(East LA CC)

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David Gayosso

Postal Code: 90022

Email Address: [dgayoss@gmail.com](mailto:dgayoss@gmail.com)

Date of Submission: Thu, 02/13/2025 - 16:57

## Submission Letter:

The implementation of AB 1705 would infringe the right of ELAC students. By denying access to Calculus prerequisites like Trigonometry and Algebra, you are creating a barrier for returning and lower income students, especially in our community, that may not have access to take these math courses elsewhere. Which would discourage them from entering STEM fields, which already have a disproportionate gap between People of Color.

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Develyn Damian

Postal Code: 90063

Email Address: [develynd93@gmail.com](mailto:develynd93@gmail.com)

Date of Submission: Wed, 02/12/2025 - 21:27

## Submission Letter:

Dear Assembly Higher Education Committee, I strongly believe the AB 1705 policy is not a good fit for the students and future students of Los Angeles colleges. Removing essential math courses will make it nearly impossible for us to achieve our diplomas and transfers to higher colleges. As a single mother currently working a full time job and going to school full time, I highly appreciate the resources and classes ELAC currently offers. It would be extremely heartbreaking to see opportunities like this practically taken away from others trying to achieve their goals.

Sincerely,

Develyn Damian

[Devwlynd93@gmail.com](mailto:Devwlynd93@gmail.com) East Los Angeles Community College

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Cesilia Y. Encino-Macedo

Postal Code: 90022

Email Address: Tetiencino17@gmail.com

Date of Submission: Wed, 02/12/2025 - 15:08

## Submission Letter:

Dear Legislative oversight committee, I am community college student at ELAC. It is of my great concern that this will affect peers and myself later in the future, I would like this bill to be denied since every student should get an opportunity in picking out the classes that would best support their academic path. As of right now I have an opportunity to take the classes that are impacted, but I am slowly climbing up to that understanding of mathematics. We have already suffered with the removal of Intermediate Algebra and would not like for this to impact students who may have a harder time understanding math. I believe the removal of this will impact students by not wanting to take math courses that are rougher than what I would call an introduction to it.

Sincerely,

Cesilia Y. Encino-Macedo  
encinocy1104@laccd.edu

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Chauncey Maddren

Postal Code: 91401

Email Address: themaddrens@yahoo.com

Date of Submission: Wed, 02/12/2025 - 21:36

Submission Letter:

To the Members of the Assembly Higher Education Committee,

I'm writing to you to express my concerns regarding AB1705 implementation. I'm a community college educator with over 30 years experience working in the community college system. I'm currently full-time faculty at Los Angeles Valley College (one of the LACCD colleges). In addition, I'm the former Academic Senate President at LAVC and was Senate President at the time of AB705 and AB1705 implementation.

AB1705 has had devastating impacts on the students who enroll in our district's nine colleges. It's clear from the data that students of color in our district are being disproportionately impacted by the removal of pre-transfer math and English courses from our curriculum. Though pass-through rates were the only data we were allowed to use to assess the impact of AB1705 on our students, it's clear from other data that students of color are enrolling in transfer-level English and math and then dropping or failing and never returning. As a long-time community college educator, it makes my blood boil to think that our system has become a college system in which ONLY students who are prepared to take AND succeed in transfer level can attend our colleges and our doors are closed to the rest. It's a sad indictment of our system that we're not, as we used to be, open to any person over the age of 18 who wanted to achieve some level of educational success.

Though I'm not unaware of the original motivations for AB705 & AB1705, increasing the number of students who reached and succeeded in transfer-level math and English, I strongly disagree with the ways in which this effort was engineered. I would hope that the committee members would accept the input of both FACCC and the ASCCC and enact meaningful legislation that will achieve the goal of allowing community college students to succeed in transfer-level courses without disenfranchising those who may need the extra help of pre-transfer-level courses.

Thank you for your time and consideration.

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Christopher Valle

Postal Code: 90033

Email Address: christophervalle3338@gmail.com

Date of Submission: Wed, 02/12/2025 - 23:03

Submission Letter:

Dear Senator Josh Newman,

I am writing to express my concerns regarding AB 1705 and its impact on California community college students. Although this bill aims at improving students' experiences in community colleges, it may have the opposite effect due to a limitation of resources. Community colleges are a place where students go through trial and error, exploring areas that they would never explore if they went to a traditional 4-year college due to the high cost of classes at those institutions, but community colleges allow experimentation, which is the reason many students choose it over 4-year colleges right after High School. Based on the reason students choose community colleges, removing classes or forcing students to be placed in a level of class that's too complicated will not assure a successful experience for many students.

The students that might be affected the most are those who come from disadvantaged backgrounds, these students will benefit if lower-level math courses remain available, providing an opportunity for growth and success. Ensuring accessibility to fundamental courses is not only beneficial to individual students attending these schools but also contributes to the long-term improvement of the U.S. workforce and economy.

Sincerely,  
Christopher Valle  
christophervalle3338@gmail.com,  
1572 Ricardo St, Los Angeles, CA 90033



# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Christina Gonzalez

Postal Code: 90222

Email Address: gonzalc3930@student.laccd.edu

Date of Submission: Wed, 02/12/2025 - 21:49

## Submission Letter:

Everyone should have opportunities to better themselves. If these programs are taken away, it wouldn't be fair for those who are low-income. They won't be able to prepare themselves for the courses ahead. Please don't take away these programs so everyone can have an equal opportunity to succeed thank you.

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Crystal Lund

Postal Code: 90640

Email Address: lundgucr1530@student.laccd.edu

Date of Submission: Wed, 02/12/2025 - 15:50

## Submission Letter:

Hello, I heard about the removal of these courses and wanted to share my experience to show how important it is that we keep offering these courses in community colleges. Throughout high school math was not my strongest subject so when I enrolled into college I decided to start with Intermediate Algebra. From there on I moved to Pre-Calculus and continued on with Trigonometry. I just recently took Calc 1 and am currently taking Calculus 2; I can most definitely say that without taking algebra, pre-calc, and trig I would have struggled tremendously in Calc 1. These courses are the base of Calc 1 and 2 and should not be removed from community colleges.

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elizabeth de la cruz

Postal Code: 90022

Email Address: delacre4872@student.laccd.edu

Date of Submission: Wed, 02/12/2025 - 14:50

Submission Letter:

Give community college students the same opportunities as 4 year college students. Community College students should have the option to make decisions for themselves.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Daniel Judge

Postal Code: 91754

Email Address: [judgedd@elac.edu](mailto:judgetd@elac.edu)

Date of Submission: Thu, 02/13/2025 - 14:58

Submission Letter:  
Feb 13, 2025

Legislative Oversight Committee,

I want to sincerely thank the California Community College Chancellor's Office for the modifications of the memo in December on the Guidance for STEM majors seeking to take Calculus 1 due to AB1705. AB1705 and the State Chancellor's Office has brought great concern to the Los Angeles Community College District for both faculty and students at East Los Angeles College as well. Our district is the largest district in the nation, and we are the second largest H.S.I in the nation and have had great concern over this initiative for our students. In fact, Mathematics faculty at East Los Angeles College provided a knowledge check survey during the first semester of Fall 2024 over various topics and skill sets our students possessed to be successful in Calculus 1. This was assuming they had the prerequisite courses need to take the class. On this first day assessment we discovered that students only possessed 39% of the information needed to take Calculus 1 which includes topics in Geometry, Algebra, Trigonometry and Precalculus.

The anxiety and concern stem from the fact that in Fall 2025 all STEM students seeking to take Calculus 1 are to be granted access to the course under AB1705 and the CCCO's original interpretation of the bill. Regardless of their preparation, or lack of preparation, for the rigors of their first STEM Mathematics course in their major. We believe that the 39% passing rate of required skill sets for Calculus 1 would be much lower in the Fall 2025 term leading to high failure rates and disenfranchisement of students who would like to major in a STEM program. This local concern comes from knowledge of the following issues surrounding students entering our college.

- Local students have indicated that their high school Mathematics preparation was highly inadequate as their courses were taught by their coaches at their schools.
- Passing grades were a D and often were not required to turn in any homework.
- Many students are returning students seeking career changes into higher paying STEM professions and have not been back to school in decades.

Although we at East Los Angeles College and in the Los Angeles Community College District will seek to assist and support our students to the best of our

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abilities but would sincerely like to thank the CCCO and their new December guidance memo seeking to address some of these concerns I have described. This new flexibility is not perfect. However, it allows students who are interested in a STEM program that includes Calculus 1 with an option of taking a Precalculus course, if they never have never successfully completed the precalculus prerequisite. And allows students who have successfully completed a Geometry course the option of taking a Trigonometry course, if they have only successfully completed a Geometry course in High School. This new guidance by the CCCO is greatly appreciated by the Mathematics Departments in the Los Angeles Community College District and students at East Los Angeles College and we believe this is a great opportunity for our students successfully complete a Calculus 1 course in their first year of a STEM program.

Great Appreciation,

Daniel Judge  
Mathematics Curriculum Chair, L.A.C.C.D.  
East Los Angeles College, Mathematics Department

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Daniel Robinson

Postal Code: 91755

Email Address: dsrobin03@gmail.com

Date of Submission: Wed, 02/12/2025 - 21:17

### Submission Letter:

Trigonometry and precalculus are basic courses that all schools need, even colleges. It makes no sense at all removing trigonometry and precalculus from community college as they are important classes for stem and other majors that are required to take those classes. It also removes the opportunity from lesser income people who can't afford to go to a private colleg to take these two colleges. Creating a wealth disparity that is not needed at all.

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David Rodriguez

Postal Code: 90063

Email Address: djrod778@gmail.com

Date of Submission: Wed, 02/12/2025 - 12:13

## Submission Letter:

Share your AB 1705 Experience with the Assembly Higher Education Committee!  
I'm taking Math 227S at East Los Angeles Community College at Monterey Park and I would say that I do like math and I understand Math but I know there is some students that had a hard time understanding math and there is some people that want to enroll for there math class just for there major and some Math classes don't offer the type of Math they need to take. Some College would don't offer it to students and some collegst do but they want students to take the class before taking the math class they want and I think that College themselves should tell students before coming to their school.

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Hue Tat

Postal Code: 91776

Email Address: tathn7339@student.laccd.edu

Date of Submission: Wed, 02/12/2025 - 18:03

Submission Letter:

AB 1705 is not an effective bill. I believe this bill will only impede students' academic performance. STEM originally are not easy majors. Students need remedial classes to help them be well-prepared for their upcoming classes. Teachers also need remedial classes to guide students and prepare them for the higher-level course.



# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Ignacio M

Postal Code: 93401

Email Address: Ignacio\_mora@my.cuesta.edu

Date of Submission: Wed, 02/12/2025 - 14:46

## Submission Letter:

Thank you for taking the time to review my input regarding AB 1705. Unfortunately, this will be the only positive section of my letter.

It is absolutely baffling that anyone would believe a student can master one of the most complex math concepts without first having a strong foundational understanding. While I understand the expectation for students to be well-prepared before advancing to college or university, I want to share my personal experience as context.

I come from a broken home and was the first in my family to earn a high school diploma. My guardians did not have the education to support me in achieving this milestone. Had I been given the opportunity to attend higher education immediately after high school, I would have struggled immensely due to my unstable foundation in mathematics.

My educational foundation was built outside of California, and I can only imagine how many others share a similar experience. This state is renowned for its technological advancements, but these innovations would not be possible without a high level of understanding in both mathematics and technology.

Additionally, I am a veteran. After returning from service, I decided to pursue higher education. During my time in service, I did not engage in any academic-level math. Had I returned and been told that the lowest level of math offered was calculus, I would have undoubtedly failed—just as many others, including those proposing AB 1705, would find themselves in the same position.

I recognize that the proponents of AB 1705 may not have had to take higher-level math themselves to get where they are today. However, I believe it's important to leave decisions about academic curriculum to the professionals in the field, who understand the complexities of these subjects better than anyone.

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Scarlett Reyes

Postal Code: 90640

Email Address: reyescarlett26@gmail.com

Date of Submission: Wed, 02/12/2025 - 18:20

## Submission Letter:

as a current STEM major community college student, I personally would not know where I would be without the assistance and lessons of my trigonometry and pre-calculus courses, now being a Calculus 2 student. While these courses might be seen as simply building blocks that have the possibility of being skipped, I believe a "building block" course is just as important as the goal course. As I student, I have struggled personally and have seen my peers struggle in our higher level courses due to a weak foundation in the subject. Trig, pre-calc, and remedial courses are needed in order to have a strong foundation of mathematics before beginning Calculus 1 and above. Community college students are often the most vulnerable when it comes to advancing in their academic journeys, and removing remedial courses, trig, or pre-calc, will only make matters worse.

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Shannon Mondor

Postal Code: 95519

Email Address: shannon-mondor@redwoods.edu

Date of Submission: Tue, 02/11/2025 - 15:02

## Submission Letter:

I have been teaching English at College of the Redwoods since 2008. We used to have a two-level below transfer route to English 1A. We excitedly embraced the ideals of equity and access and were early adopters of accelerated curriculum that reduced our pre-transfer courses to just one semester. When fall 2019 came, we had no remedial or pre-transfer courses in English available for students. In spring 2020, we had the global pandemic, forcing us all to teach and learn online for several semesters. I am not sure how to suss out the impact of removing all options of remediation or skill-building separate from the impact of a global pandemic on student success and retention rates, but I can say that I now have unacceptable rates of failure in my transfer level English classes that have me despondent about how to adequately do my job. I strive to meet students where they are, yet there are course outcomes and basic skills to be learned. I would not want to return to the old system with many layers of remediation that kept many students in a long line of waiting to make progress towards degrees. But what we have now is not serving everyone. Students who do not feel up to the challenge of transfer level work are simply not enrolling or dropping early or dropping later or not passing. We need an optional way to help them feel secure and supported that does not subscribe to one-size fits all co-requisite support while in transfer level courses. There are diverse students with diverse needs. We should also be serving the entire community, not just those who are transfer or degree bound. I would like to be able to provide voluntary courses that are not transfer level but that are appropriate and desired by many people and would-be students in my local community. It pains me to issue failing grades to students who find that ultimately confirms their own view of themselves as not college worthy. I would like to be able to send a different message to those students besides asking them to enroll and try again after being crushed by failure. We should serve every range and ability at a community college, helping all who desire it stronger literacy and more effective self-advocacy for their needs and desires. I would very much appreciate and embrace a rethinking of removing all possibility of courses below transfer level. Many people want a bridge between where they are and where they want to head educationally. I think pre-transfer courses can serve that role for some while also not trapping everyone in an inequitable system that locks folks into pathways they are not ready for.

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Priscilla Gomez

Postal Code: 91744

Email Address: prisca583g@gmail.com

Date of Submission: Wed, 02/12/2025 - 19:34

## Submission Letter:

Taking Trigonometry and Pre-Calculus classes have helped me better prepare for the mathematical concepts that are covered in Calculus. By getting rid of these as prerequisites, I believe future students will have a harder time understanding the material and will have a higher chance of failing their Calculus classes. It might take a little longer to complete my degree, but I have gained the background knowledge that will help me succeed in my future classes. Had I not taken Trigonometry and Pre-Calculus, I would be so confused and essentially jumping into Calculus blind. This can potentially deter students from continuing their education, especially if they have not taken any math classes since high school.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Peter Georgakis

Postal Code: 93111

Email Address: georgaki@sbcc.edu

Date of Submission: Mon, 02/10/2025 - 18:43

## Submission Letter:

I have been teaching at Santa Barbara City College for 40 years. This is my 56th year of teaching and in all my years I have never felt so troubled and saddened at what my mathematics students are going through. To put things in perspective: when students had a prerequisite of elementary and intermediate algebra, 90% of my Math for Liberal Arts Majors received an A or a B. Over the last two years most of my students drop that class or receive a failing grade. I have students that do not know what an even or odd number is in that class. Students in my calculus class don't know what that little number in the air is, i.e., exponent and what it does. They can not solve  $3x + 12 = 32$ . Many of them want to take a prerequisite class, but it is not there for them. I have veterans both male and female that truly want to do well and literally beg for prerequisite classes and we can not teach those classes.

This is what you are asking us and our students to do. You go to the gym and would like to bench press 200 pounds, but you have never lifted anything close to that. So we'll start with 200 pounds and we will encourage you to try and lift it. You are never going to lift it. You need to build a base and if that means start at 45 pounds, then start there. We are not allowing our students to start at 45 pounds, they are starting at 200 pounds and are expected to be able to lift it. It will not happen and through no fault of their own my math students are never going to be successful. What I do is teach and I love being in front of a classroom. Students are totally lost, misplaced, and are so frustrated. It certainly puts a damper on teaching. It is painful to me to not be able to help my students. Most of them want to learn, but they have to be given a chance to do that.

## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Madeline Alvarado

Postal Code: 90022

Email Address: madelinealvarado4@gmail.com

Date of Submission: Wed, 02/12/2025 - 20:49

### Submission Letter:

I'm writing to express my concerns about AB 1705 and why I believe it's a bad idea. While the bill aims to improve student success, it might actually end up doing more harm than good. For one, it restricts our ability to take pre-transfer courses that many students need to build a solid foundation. Without these courses, some students may struggle and end up dropping out, which defeats the purpose of the bill.

Please reconsider the impacts of AB 1705 and explore alternative approaches that truly support all students in achieving their academic goals.

Thank you for your time and consideration.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Michel Brizuela

Postal Code: 90018

Email Address: brizma4231@student.laccd.edu

Date of Submission: Wed, 02/12/2025 - 18:10

## Submission Letter:

Without the excellent classes our community college offers, I wouldn't be able to finish my prerequisites for medical school, which I am currently finishing. As a student, it's a fantastic approach for me to accomplish this objective and eventually aim to give back to this community for everything. I need access to these excellent classes because I can't do it on my own. Additionally, it would be quite beneficial to the students that follow me! These classes should remain on our campuses.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Marvin Espinoza

Postal Code: 92345

Email Address: [mespinoza1@me.com](mailto:mespinoza1@me.com)

Date of Submission: Wed, 02/12/2025 - 18:27

Submission Letter:

Dear Committee Members,

I urge you to support AB 1705. I am a direct beneficiary of opportunities that allowed me to take remedial courses before advancing to college-level coursework—an opportunity that ultimately made it possible for me to earn a degree.

I graduated from David Starr Jordan High School in Watts, a neighborhood of Los Angeles, California. Like many students from under-resourced communities, I did not have the foundational academic preparation—either at school or at home—to succeed in higher education. My mother, who only had an elementary-level education, saw my high school graduation as more than enough. But I wanted more.

When I enrolled at Los Angeles Southwest College, I needed to take remedial courses in English (21, 28, and 101) before progressing to more advanced coursework. Similarly, I took foundational math courses (105, 112) before I was prepared for higher-level math (115). It took me six years, but I earned my Associate of Arts degree in Child Development and transferred to California State University, Dominguez Hills, where I obtained my Bachelor of Arts in Liberal Studies with a minor in Child Development. It was not an easy journey, but I know that without the chance to strengthen my English and math skills, I likely would not be writing this letter to you today.

In May 2025, I will earn my doctorate from California State University, San Bernardino, where my research focuses on how males of color navigate institutional spaces. What I have learned is clear: young men and women of color have high academic aspirations, yet systemic barriers often make success feel out of reach, leading many to give up.

I urge you to support AB 1705 and provide thousands of students with the opportunity to pursue their academic dreams. Without this support, many will be forced to settle for far less than their potential. Today, you have a chance to shape a legacy—one that ensures students like me, and countless others, have a pathway to success.

If you would like to follow up with me, I can be reached at [mespinoza1@me.com](mailto:mespinoza1@me.com) or 310-592-2580.



Share your AB 1705 Experience with the Assembly Higher  
Education Committee!

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Thank you for your time and consideration.

Sincerely,  
Marvin Espinoza

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Michelle Haggerty

Postal Code: 95519

Email Address: michelle-haggerty@redwoods.edu

Date of Submission: Thu, 02/13/2025 - 14:59

## Submission Letter:

I am writing to share some of the impacts AB 1705 has had at our college in Eureka, College of the Redwoods (CR). We are in a remote section of California that is often referred to as "behind the redwood curtain". Our communities have many issues to deal with including high rates of substance abuse, suicide, poverty, homelessness and mental health disorders. College of the Redwoods is a haven in our community where individuals come to change their lives. I have been teaching psychology at CR for 22 years. In that time, I have seen countless students transform their lives through education. Many of our students did not have a pleasant and successful high school experience and are not confident in their ability to do well in college courses. When I first arrived at CR students were placed into remedial courses that took over a year to complete. These courses did not work well for all students, many felt defeated by needing to take pre collegiate courses and dropped out. Our college worked hard to change the delivery of math and English creating more success. The math and English department embraced the "Acceleration Project", writing new intensive curriculum to help students get to collegiate classes in one semester. These students were successful in the courses and exhibited confidence in moving forward with their education. When AB 1705 was approved these accelerated courses no longer were available. All students now need to register for transfer level courses when they come to our college. The Student-Centered Funding Formula incentivizes students completing math and English in their first year, which adds pressure to put students through these courses. Data collected by our Institutional Research Department shows that we have less students attempting transfer level math (English data has not been analyzed) and failure rates are higher amongst BIPOC individuals. We worry about the students that never make it to our door and therefore are not counted in the data.

As a psychology instructor I am not in the room when students are learning math and English, but I see the impacts in my classrooms. AB 1705 and learning loss from Covid has set up students to be underprepared for college level courses. I spend much more time teaching writing and statistics in my courses than in years previous to these two critical events. I have restructured my courses and assignments to help mediate these effects. However, students are not all successful and failure in classes impacts their social and psychological health.

Please support modifications to AB 1705 that would put educational decisions back into the hands of the faculty.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Max Ubay

Postal Code: 93402

Email Address: Maxubay13@gmail.com

Date of Submission: Wed, 02/12/2025 - 14:34

## Submission Letter:

I do not like the idea of removing entry level, basic courses in order to promote equity. I did skip Trigonometry myself but I has access to resources to not worry about working a job over the winter break for rent money, paying utilities (wifi, electricity, stationary, or simple things like parking), spending money on food, even some basics, such cooking for myself. I had access to resources such as time, Khan academy, my high school education, people who tutor for Calculus, who have earned a B or higher, with a professor recommendation, and many other factor that come with my own life. I know other students who are taking trigonometry and do need that extra step and help to review and got comfortable with Trig. They are smart and capable but it does not suit their need to be in Calc 1 by skipping Trig.

In my Pre-Calculus course, we went from 40 people to less than 15. That is what the higher level courses will be experiencing this, if we remove the simple courses such as Pre-Calc and Trig. I advocate for the California Community Colleges to keep Pre-Calc and Trig.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Miguel Torres

Postal Code: 90063

Email Address: miguel.torres98776@gmail.com

Date of Submission: Thu, 02/13/2025 - 21:12

## Submission Letter:

We need access to these classes in order to have a successful future. There's no reason to take them away unless you are purposely trying to set us back. We should not limit the access of these fundamental classes to people in better positions.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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michelle livote

Postal Code: 92614

Email Address: michelleesl@aol.com

Date of Submission: Mon, 02/03/2025 - 22:06

Submission Letter:

Share your AB 1705 Experience with the Assembly Higher Education Committee!

This bill has hugely negatively affected my students and most ESL classes. Now students can place themselves in whatever class they want and don't need to test into a class and now ESL classes are optional. ESL Students are not taking the classes they need and are suppose to, enrollment is low and classes. This is bad for the students and teachers. ESL students are failing and not enrolling in the grammar, listening and speaking classes they need. ESL students are not getting the education and classes they need. Because of this bill students can take any ESL classes or none. If they choose not it affects the ESL program. If there are not 20 students in a class it gets canceled. As a result the students who want to learn English can not. This bill has hugely affected many many ESL students and faculty. Faculty members are loosing classes and part time faculty are loosing their jobs. This bill is a loose loose for everyone involved, especially the students. I ask that you reconsider and have ESL classes required like they used to be.

Thank you!!

Michelle Livote

MichelleESL@aol.com

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Mireya Valentin

Postal Code: 90017

Email Address: mvalentinscholar@gmail.com

Date of Submission: Wed, 02/12/2025 - 14:03

## Submission Letter:

My first semester at a community college, I wasn't able to take a math class, trigonometry, and I thought that I was going to be fine when I headed into my spring semester. I was not, I forgot everything that I was taught in high school, and while I was able to stay afloat because I told my teacher my situation, imagine what somebody who came back to college after a gap year would do. Not to mention the parents who had to give up their education for their children who want to go back after all this time. Getting rid of these introductory math classes would harm the most vulnerable of us, those who couldn't afford to go to college right out of high school, those who had other priorities in life but who want to get a degree, those who went to high schools with bad teachers who didn't teach them what they needed to learn.

The fact that the UC's and the CSU's would be exempt from this ruling only goes to show that this is only a money grab. There is nothing wrong with the community colleges offering these classes for cheap, where it is most accessible to the most people. I would not have been able to continue my education after high school if it wasn't for a community college, and I wouldn't have been able to continue my major path in engineering if I didn't have access to these math classes.

You may say that students can just toughen it out, and go straight into Calculus 1 without any prep classes, but that is designing a system that will doom so many students to failure. It is like telling a baby to run without first teaching them to walk, or telling someone to drive from Los Angeles to San Francisco right after they get their written permit. It is setting the most vulnerable of us to fail, and to be stuck retaking Calculus 1 over and over again. Don't get rid of these classes, they are needed in order to build the base that everyone needs to succeed in Calculus.

Besides, if you think that it's so easy to jump straight into Calculus, try to do a limit problem or an integration problem, I dare you. Even if you do succeed, it's only because you were given a strong foundation. Don't you dare rob it from everyone else who just wants to build a better life for themselves.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Rachel Stewart

Postal Code: 95820

Email Address: rachelstew@gmail.com

Date of Submission: Tue, 02/11/2025 - 10:27

Submission Letter:

Our DSPS students are hurting with the implementation of AB 1705... The removal of foundational courses impacts the ability of disabled students to upskill and obtain certificates and degrees.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Nay Lynn

Postal Code: 91776

Email Address: [lynnn9889@student.laccd.edu](mailto:lynnn9889@student.laccd.edu)

Date of Submission: Thu, 02/13/2025 - 15:10

## Submission Letter:

I would like to say that taking out the pre-transfer math courses such as math 229, math 241 and math 260 will take effect on the students such as immigrants like me and then it would be too difficult for us to take the calculus class directly. As a student who has struggle in mathematics, I would like to request you humbly to kindly reconsider this act.



# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Nathan Cahoon

Postal Code: 93268

Email Address: [ncahoon@taftcollege.edu](mailto:ncahoon@taftcollege.edu)

Date of Submission: Fri, 02/07/2025 - 09:23

## Submission Letter:

A lot of my concern has to do with the student's perspective and choice. I agree with many of the plans put forth in AB 705 and 1705 in terms of full and complete openness of access to all classes, but restricting students from being able to take trig or pre-calc if they want goes too far. One student of ours barely passed Pre-Calc in high school but wanted a better foundation and option to retake it. She is denied this opportunity under 1705. Also, many students simply give up on going into a STEM field when faced with the prospect of being required to go directly into Calc, regardless of how much time has passed since their last math class. These students who quit before they even start are never accounted for.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Kevin Van Houten

Postal Code: 91104

Email Address: kevinwvh@gmail.com

Date of Submission: Tue, 02/11/2025 - 20:20

## Submission Letter:

We must provide trigonometry and pre-calculus at all community colleges to support student success and access to low cost/free education, otherwise the education and success gap will widen as those with means get outside, private support to prepare them for calculus. Support the mission of our community colleges. Provide access to trigonometry and pre-calculus.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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L. Dawn Lukas

Postal Code: 95470

Email Address: llukas@santarosa.edu

Date of Submission: Thu, 02/13/2025 - 10:51

## Submission Letter:

I have been horrified by the effects of not being able to teach the remediation courses that the students need. I will share just one story of many: I had an older gentleman, a veteran, enroll in my English 1A (freshman composition) course. After a few weeks, he came to me, saying that he felt he wasn't quite ready for that level, as it had been decades since he had been in school, but that he was dedicated to improving his education to perform better at work and get a promotion. He informed me he had dropped the class and wanted my advice on a class more suited to him that would help him get to where he wanted to be... which in my mind is the goal of a community college (to serve the community).

However, I had to tell him that not only were there no courses for him, there were no courses in the entire California community college system, despite instructors wanting to teach them and students wanting to take them. He was extremely discouraged and was talking about giving up on school entirely as a result.

Please, allow students to take the courses they need and want! Give them their agency back!

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Kimberly Vargas

Postal Code: 90042

Email Address: kimberlyjimenez2324@gmail.com

Date of Submission: Thu, 02/13/2025 - 14:22

## Submission Letter:

Dear whom it may concern, i am a new student at ELAC currently taking statistics Fall 2025. I was informed about students in community colleges being affected about taking away certain math classes. This personally isn't fair for those wanting to major in math. Forcing someone to just enroll into high math education classes and not getting the help before enrolling into other higher ones wont be a successful move for students a big amount will fail. I as a student at ELAC do not approve of the bill passing on, students should get the help in anyway possible when it comes to education. Education is already not free which is why many young adults prefer to work then be in college class room which is not fair enough. As a big nation we should help those who want to succeed and give a better life to those.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Laurie Shipley

Postal Code:

Email Address: lashiple@cabrillo.edu

Date of Submission: Tue, 02/11/2025 - 14:49

Submission Letter:

Share your AB 1705 Experience with the Assembly Higher Education Committee! As a math instructor within the California Community College system for over 35 years, I have seen trends in education come and go. The most recent legislative changes have had impacts on student success in positive and unintended negatives ways as well. With AB 705, the number of students successfully completing transfer level math has increased substantially, primarily because some transfer level courses do not require algebra skills, such as Statistics. However, along with not requiring algebra courses to enroll in these transfer courses, the algebra based non-transfer math courses have been systematically cut from programs entirely. As a result, the success rates have significantly decreased in STEM field courses, such as Precalculus. Furthermore, the gap of success between student demographics has broadened among students pursuing STEM fields. With algebra classes removed, students are attempting PreCalculus with little preparation. For students who want to turn a new page in their academics and pursue the rigors of algebra-based math, the reach is too daunting and many quit pursuing STEM fields. This is especially true for veterans, students with a gap in their academics, justice involved students, and students with different priorities during their high school years. Additionally, AB 1705 legislation had even gone so far as to force some math departments to remove PreCalculus from their course offerings so that Calculus would be the entry level course. This restrictions has negatively impacted students by leaving few options: Sink or swim.

As a teacher who deeply cares about her students, it causes me sleepless nights and stressful days filled with wondering how to build student skills when there is barely enough time to cover content, let alone individually provide lessons to support our students who are not prepared. I wonder why students are not allowed to enroll in a course better suited for their needs. I also have taught corequisite courses, which is supposed to allow enough time and support for students to learn "just in time" for the current concepts. The additional time with corequisites helps some students, but is not enough to reach my students who are struggling with the material to such an extent that they simply stop attending class, with many sharing their hopelessness with me. All I can offer is more of the resources, more of my limited time, and more empathy, but I often feel like it is not enough. It is simply discouraging.

My hope would be that the necessity of taking prerequisites remain optional for non-algebra based math courses, but students should have a choice on taking algebra courses that best suits their needs. With the Calgetc requirements under

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Title V, I understand that students who are earning a local degree are not required to take transfer level math, but are required to take a college-level math course, such as the beginning Algebra or intermediate Algebra courses that used to be offered. Keeping the Algebra courses could satisfy both the need for students to prepare for Precalculus, plus provide options for local degrees. Please let Algebra return.

Thank you for the time you took in reading this.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Lee Anne McIlroy

Postal Code: 92646

Email Address: lamcilroy@cerritos.edu

Date of Submission: Wed, 02/12/2025 - 19:57

## Submission Letter:

While my credit ESL department has created curricular structures to comply with AB 705, there seems to be an incomplete understanding of the new legislation, and in many cases, students are not being informed at all of their right to access credit ESL coursework. I think our biggest challenges are that the common application (which is being used at my institution for multiple measures) does not ask for specific language background information; the question "do you feel comfortable using English" is too vague, and there seems to be a conflict between 705 and 1805. Recently, I was informed our college hired a consultant who did not even include credit ESL in initial recommendations and discussions. Students at the Hispanic-serving institution where I work deserve to have their unique linguistic identities and needs addressed. Since AB 705, our students do not seem to be informed of their right to access credit ESL coursework under AB 1805. We are working on a campaign to clarify multiple measures to include multilingual students who deserve to earn college credit as they increase language skills to be competitive with monolingual English speakers. Multilingual students are being disproportionately impacted through overly-generalized interpretation of the legislation to place all students into English 100. Why don't we have more information about students' home/ first languages on the application? There is an element to linguistic erasure in the implementation, if not the intention, of the new legislation.

On a positive note, we have created an ESL equivalent to English 100 and are re-naming our department to be "English for Multilingual Students" to emphasize a strengths-based approach to multilingualism. Hopefully, these changes along with clearer guidance regarding linguistic human rights will direct students back to our courses.

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Karen Soto

Postal Code: 90022

Email Address: karensoto0317@gmail.com

Date of Submission: Wed, 02/12/2025 - 16:45

Submission Letter:

I do NOT agree with AB 1705! NOT in favor!

Anyone should be given the opportunity to repeat any type of course work if needed. Some people come back to school after years of not being in school and they may need a refreshment. Courses needed for transfer are important to keep as well!



# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Jordan Lim

Postal Code: 91755

Email Address: limjr2977@student.laccd.edu

Date of Submission: Thu, 02/13/2025 - 00:36

## Submission Letter:

The removal of courses like Trigonometry and Precalculus from community colleges will interfere with students (myself included) who wish to pursue certain majors such as Computer Science. Without these classes at community colleges, there will be a massive financial barrier for students to overcome. Students will be unable to meet certain transfer requirements or join certain programs with these changes. Not only this, but professors will also be out of a job. Please reconsider these changes.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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joseph Eitel

Postal Code: 95762

Email Address: eitelj@flc.losrios

Date of Submission: Tue, 02/11/2025 - 08:06

Submission Letter:

Share your AB 1705 Experience with the Assembly Higher Education Committee!

It is rally a matter of allowing a student to decide for them selves what would be best for them, Putting every student in STEM into Calculus or Business Calculus assumes they are all at the same language level, emotional level and maturity level. Almost every student I have had n Pre Calculus has stated how much it allowed them to get solid skills, study skills , testing at a college skills and filling the gaps that many studenst have form high school. They have a good experience, gain confidence and enter Calculus on a fair playing field when the enter Calculus. These students say the most helpful thing about taking Pre- Calculus first was how much better it made the Calculus course they then took compared to many others in their Calculus course. They did not need to spend as much time on homework, needed less time in tutoring, The first chapter on limits went so well as they were prepared for it in Pre-Calculus. Many fellow students dropped after the first test while the Pre-Calculus student got good first test grade and this put wind in their sails and helped them feel they could tackle the harder material to come.

Many students are ready for Calculus and have the knowledge, study skills and emotional strength to do well in a Calculus but not all are. The failure model we use ow is not good for the well being of many young students already worried about the first semester in college, stressed with a work load they are not used to, and forced to compete with students that are just more ready . Almost 1/3 of my Calculus students have has AP Calcluus in high school and are taking it again to get an earier transion into cllege STEM programs and have a great chance at getting an A grade. How fair is that, We force a student into a course they are not well prepared and do not allow them to take a course to help them but force them into a course to compete against students that are taking the course for a review.

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Josephind Calderon

Postal Code: 90255

Email Address: jbcalderson89@yahoo.com

Date of Submission: Thu, 02/13/2025 - 07:27

## Submission Letter:

I am currently a Latina civil engineer in the workforce, but my position did not come easy. Although I have always liked math, it did not come easy for me. I'm afraid that jumping from algebra to calculus would be discouraging and complete shock to students like me that have a hard time fully comprehending math, without proper instruction. Exams that are so common and a necessity in my field like the state exams, require more understand of trigonometry than they do of calculus. Thus it is extremely important for those classes to be emphasized and a required part of a curriculum. Teaching oneself math, causes many missed opportunities on various ways to problem solve and ways that solving these problems have been facilitated over the years.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Joshua Lewis

Postal Code: 93305

Email Address: jolewis@bakersfieldcollege.edu

Date of Submission: Tue, 02/11/2025 - 10:14

## Submission Letter:

As a department chair I routinely get both professors and students in my office in utter despair over being denied access to needed coursework. Literal tears are combined with disbelief. Students simply want choice and for their agency to be respected. They find it particularly insulting when they hear a vice chancellor justify their lack of choice due to the "fact" that women and minorities do not select coursework in their own best interest.

Increased access comes at increased cost. While we have seen marginal increases in success, failures are growing exponentially. These differences are amplified over historically under-represented groups. At the end of the day, "throughput" masks the increased fail rates and neglects the very real and human stories embedded therein. We can do better. We must do better.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Joshua Saenz

Postal Code: 91755

Email Address: joshuaesaenz@gmail.com

Date of Submission: Thu, 02/13/2025 - 12:44

## Submission Letter:

In order for people as a whole to develop we must have some sort of defined education or structured assembly of knowledge on any particular subject or action. We must also have a defined teacher/preacher/coach or verified expert of consequence on said subject or action in order for us to experience this education with-in a reasonable time frame.

With this understanding, should the removal of one or more of these structures come to be the repercussions are near absolute. Simply stated, Education will not occur or the process as well as the outcome will be dramatically impacted. One true example of this has been represented in the story of Genie the American feral child who was abusively constrained and denied exposure to regular human interaction. The extent of her isolation prevented her from being exposed to any significant amount of speech, and as a result she did not acquire speech in her childhood. This example is abhorred and sickening , but it is a absolute example of the very real results of removing key educational building blocks for development.

Removing or no longer offering incremental educational classes that allow progression in mathematics, sciences, writing and other essential courses will have severe negative consequences for many current students as well as countless future students. This will indefinitely and disproportionately affect the most vulnerable students. This includes many different students from negatively impacted socioeconomic upbringings, those with language barriers, students affected by historical disparities, leaning disorders, as well the students who have made a decision later in life to return to the education system in hopes of improving there future by lessoning some of the difficulties faced in the work force and life not having furthered their education prior.

In my personal journey to return to formal education i have spent 17+ years working to achieve the financial ability to return to a once beloved dream of accomplishment. The time and distance from this type of education has left myself like many others unprepared and at a very distinguishable disadvantage. This would leave me in a position where failure to succeed was very likely or inevitable without the availability of introductory courses that would prepare myself for the future.

Among the broad range of individual/personal set backs, difficulties and disparities in the lives of many, withdrawing the tools for success in education should not be an option. The educational system is in place as a shinning beacon of of hope for

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the future. A future where equality and equity are balanced by the absence of ignorance and the presence of intellect, knowledge, and acceptance.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Joyce Sycip

Postal Code: 91770

Email Address: sycipjoyce@gmail.com

Date of Submission: Thu, 02/13/2025 - 17:53

## Submission Letter:

I am currently a student at a community college who is majoring in a STEM related major, specifically nursing. Having heard of this situation, I thought it'd be fitting for myself to voice my opinion about this issue. As someone who is currently at a community college along with my fellow peers I find it important to continue having Trig as well as Pre-calc classes offered. Math courses such as these are vital in someone looking to educate themselves for their future career. I know some students at PCC who are trying to take up engineering and without these classes, they would be lost. I find it important to continue to offer up these classes as for one it'd help professors maintain their jobs and help students with future classes. I think it may be a bit unfair if noncommunity colleges were to continue having classes like these and not share these same opportunities to people at community colleges. Please keep in mind that every college has Trig and Precalc classes for a reason. As a student I think these classes 100% are more beneficial than harmful for educators and students!

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Julio Silva

Postal Code: 90022

Email Address: jd22silva@icloud.com

Date of Submission: Wed, 02/12/2025 - 21:31

## Submission Letter:

I am a current student at East Los Angeles College and, although I would not be affected by this bill, I believe it would have a negative impact on incoming students. Community college holds a purpose for students to gain skills and prepare for transfer to a four-year university. Without Mathematic courses such as Trigonometry and Pre-Calculus, students would be placed at a disadvantage when starting at Calculus 1. Every student that attends school is at different levels when it comes to gaining knowledge, but that doesn't place them at a disadvantage. The true disadvantage would be the bill eliminating prerequisite courses which hold the skills needed to perform well in Calculus 1. It essentially sets up students for failure, which is something that no educator should want at any circumstance. With that, I believe it would be best to not pass the bill and please reconsider this decision.



# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Johan Wroldsen

Postal Code: 93401

Email Address: johan\_wroldsen@my.cuesta.edu

Date of Submission: Thu, 02/13/2025 - 11:42

## Submission Letter:

I am a dual-enrolled high school student taking Cuesta classes. I am now in Ordinary Differential Equations and Linear Algebra as a 17 year old junior in high school. I know that I never could have gotten to where I am if it were not for the lower level math courses. I have taken all my math here at Cuesta starting at Intermediate Algebra through Precalculus and Trig, Calc, etc. I have a younger brother and I know that getting rid of these classes will close the door for him to do what I did. Here is my full recommendation to keep Trigonometry and Precalculus to provide doors for people who otherwise would not be able to excel in an unorthodox way such as my journey.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Jennifer Sanders-Moreno

Postal Code: 93453

Email Address: jennifer\_sandersmore@cuesta.edu

Date of Submission: Thu, 02/13/2025 - 09:48

## Submission Letter:

Thank you for your time in reading my excitement and concerns over AB1705. I have been teaching at my current full-time position for 24 years at Cuesta College. In that time, I have had experience with many legislative movements to help improve student success. I do believe that AB1705 will help move the needle for many students who were previously at-risk for getting stuck in a never-ending math path in order to get to the one class they needed for their degree. That being said, if the goal is to truly improve the number of students persisting and completing a degree in STEM, then having strong foundational math skills are essential particularly for Chemistry, Physics, and Engineering fields of study. To fast-track everyone into Calculus 1 even if they only completed Algebra 2 in high school is a recipe for disaster. Students need fundamental knowledge of functions, trigonometry, and solving a variety of equations before they can learn and apply Calculus concepts. It would be the equivalent to trying to build a house without first having a foundation and expecting it to stand for not just a day but decades. I do applaud AB1705 in pushing community colleges to create co-requisite courses and innovative curriculum to assist students to learn these foundational skills more quickly than was previously possible. There needs to be flexibility to allow students the best chance at succeeding in a STEM pathway and that includes taking a course to prep for Calculus for those that are in need.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Jennifer Herrera

Postal Code: 90270

Email Address: jenniferhe07.jh@gmail.com

Date of Submission: Thu, 02/13/2025 - 20:48

## Submission Letter:

As a sophomore in a community college. Hearing about AB 1705 drives concern to my fellow classmates and upcoming students entering community college due to UCs not having this implemented. Only having community college have AB 1705 seems to be targeted down to low class students and can diminish transfer rates. Many high school students don't take math all four years, making them jump into a class with no prior knowledge will lead to failure and quitting. Please rethink this choice

## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Jesus Larios

Postal Code: 90022

Email Address: lariosj7690@student.laccd.edu

Date of Submission: Wed, 02/12/2025 - 15:36

Submission Letter:

Being able to take PreCalculus and Trigonometry allowed me to thrive and dominate in calculus, let everyone have the opportunity I had!

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Jingyu Wei

Postal Code: 91755

Email Address: whalewjy05@gmail.com

Date of Submission: Wed, 02/12/2025 - 12:15

## Submission Letter:

I am writing to express my concerns regarding the implementation of AB 1705 and its impact on community college students. While the bill aims to increase access to transfer-level coursework, it has also unintentionally restricted opportunities for students who need foundational support to succeed.

Many community college students come from diverse backgrounds, including those who have been out of school for years, English language learners, and first-generation college students. Without access to pre-transfer courses, these students may struggle with transfer-level coursework, leading to higher failure rates, discouragement, and even withdrawal from college altogether. We must ensure that all students, regardless of their starting point, have the support they need to succeed.

Restricting access to these courses does not create equity—it creates barriers. Faculty members see firsthand the challenges students face, and they understand the importance of having multiple pathways to success. Community colleges serve a broad and diverse student population, and a one-size-fits-all approach does not reflect the reality of our classrooms.

I urge the Legislature to allow community colleges to continue offering pre-transfer courses for students who need them. These courses provide essential preparation, build confidence, and ultimately contribute to student success. Every student deserves the chance to reach their academic and career goals, and for many, that begins with access to foundational coursework.

Thank you for your time and consideration.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Jared Hersh

Postal Code: 93109

Email Address: hershj@sbcc.edu

Date of Submission: Mon, 02/10/2025 - 21:27

## Submission Letter:

I have taught at the community college level for 17 years. I have never seen anything impact student success more negatively than AB705 and AB1705. Nothing comes even remotely close. Incredible drop rates, incredible decreases in student success. There are some classes some semesters where few if any students pass the class, simply because student are being asked to complete college level work for which they simply are not ready. They could be ready. They could pass the course. But only if they are given what should be a right but now apparently is the privilege of being able to take proper foundational courses which are now being denied to them.

This situation is even worse for students returning to college after some time in the workforce. They are simply too far removed from math learning to succeed without taking prerequisite courses. We are cheating the citizens of this state who deserve a community college system that works for them and helps them to succeed, not a system hijacked by an unholy alliance of fanatics and bean counters who demand that student be placed directly in transfer-level courses for which they are not prepared. My analogy for non-math instructors: I am being asked to teach French literature to students who do not know any French. No amount of tutoring or "co-requisite" courses can help. Recent research has demonstrated the CC reform movement across the nation has failed. Please fix these laws.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Jonathan Chung

Postal Code:

Email Address: chungjj4496@student.laccd.edu

Date of Submission: Thu, 02/13/2025 - 13:46

Submission Letter:

Dear, Assembly Higher Education Committee,

I believe that the restrictions placed on pre-transfer courses will have a negative effect on many students in community college. Many students rely on these courses to help them prepare for future courses that are more intense. Placing students in higher level courses who may not be prepared will lead to a higher drop rate as well as be detrimental to their academic career. My statistics professor told the class his story about how he struggled with math during his years of high school. In college, specifically ELAC, the first math course he took was geometry where he met a professor who changed his mindset on math. He gave him the confidence and passion to fall in love with math and pursue it as a degree. With AB 1705 this would have never happened. I hope the committee considers these reasons and say no to AB 1705.

## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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javier Castaneda

Postal Code: 90033

Email Address: castanedajavier945@gmail.com

Date of Submission: Wed, 02/12/2025 - 19:37

### Submission Letter:

My name is Javier Castaneda, my opinion on this bill is positive since I think it should be implemented, however I also think that remedial English and math courses should not disappear since they are very useful for students, because they function as the roots of what the university is, they help make the transition from high school to college easier, offering a review, and helping students understand university standards.



# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Javier Navor

Postal Code: 91702

Email Address: javiernavor.jn@gmail.com

Date of Submission: Wed, 02/12/2025 - 19:27

Submission Letter:

To whom it may concern,

My name is Javier Navor, I'm a product of the community college system as well as the CSU. I attended Citrus College in Glendora and transferred to Cal Poly Pomona where I graduated as a Civil Engineer. When I started taking classes at Citrus College I was placed in Elementary Algebra and had to earn my way up through the many math courses. In one occasion my algebra professor invited me to attend one of her Calculus lectures which I accepted out of curiosity. I remember how confused and discouraged I walked out of that lecture, I couldn't comprehend any of the material and quite frankly made me feel unintelligent. It took many semesters (intermediate algebra, trigonometry, and pre-calculus) before I was able to once again seat at a calculus class and even then it was not an easy material to understand. I strongly believe that removing math classes before calculus will do an enormous disservice to so many students who wish to pursue a STEM career, it will set them up for failure. Additionally, if they somehow manage to pass calculus 1, their chances of passing then next classes (Calc 2, Calc 3, differential equations, linear algebra, etc.) will be significantly lower. Lastly, I remember that the majority of students that were being exposed to calculus for the first time were mainly POC who came from low-income households and were first generation college students in their families, just like me. Now, many years after the first time I attended my elementary algebra professor's calculus lecture and having earned my engineering degree, I understand that I was smart enough to pass all these classes, I just needed the foundation to do so. Placing students like myself directly in a calculus level as their first math class will discourage and likely make them drop out of college or change careers by making them think that they are simply not smart enough. This will remove future scientists, engineers, and other STEM related careers from our communities. As a former student that was directly benefited and helped by lower level math class I implore the committee to keep these classes, don't rob these young students from the opportunity of a bright future.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Ignacio Alarcon

Postal Code: 93117

Email Address: alarcon@sbcc.edu

Date of Submission: Mon, 02/10/2025 - 17:16

## Submission Letter:

Share your AB 1705 Experience with the Assembly Higher Education Committee!

This is a very dark time for our students. Only the rich will succeed. AB 705 and 1705 have deprived our students from any meaningful opportunity to succeed.

It looks like the legislature's intention is that students fail early and so they give up and withdraw. I don't have any faith in the legislature going back and redress this grievous deed of AB805 and 1705

## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Harold Gee

Postal Code: 93420

Email Address: gojujay@gmail.com

Date of Submission: Wed, 02/12/2025 - 10:50

### Submission Letter:

I am a 57 year old returning student. The deletion of preparatory classes for higher level college courses would have harmed my educational journey and will harm first time students educational outcomes. I urge you to consider the likely outcomes of approving this bill: frustrated students who believe that they do not have what it takes (and therefore leave) when thrust into classes for which they have never prepared. The idea of learning higher level math without the prerequisite knowledge to be able to understand and apply those higher level concepts, seems ludicrous and destined to fail students. Please oppose this bill.

## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Sara Mohanty

Postal Code: 91103

Email Address: mohants@elac.edu

Date of Submission: Wed, 02/12/2025 - 17:32

Submission Letter:

I would like to strongly advocate for the ability to offer our Precalculus and Trig courses. We want to make sure that we are giving students a strong foundation of Calculus before they transfer to UC/CSU. It is our job to encourage analytical thinking in these classes, and that is not possible if students are struggling with basic prerequisite material. Let's make sure we keep the academic integrity and rigor of our classes.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Ruby Christian-Brougham

Postal Code: 91024

Email Address: chrstrr@lavc.edu

Date of Submission: Thu, 02/13/2025 - 16:46

## Submission Letter:

Community colleges must serve as empowering educational institutions where students have a genuine voice. These colleges are vital in shaping the futures of nearly 50% of students who go on to earn Bachelor of Science degrees in STEM fields. It's imperative that we maintain a seamless pathway from community college to university.

When students raise concerns about their readiness to thrive in calculus without having taken precalculus, we must listen. Calculus 1 consistently exhibits one of the highest rates of failure and withdrawal across CSU campuses (EdSource, 2022). This alarming trend is a clear signal that we need to rethink our approach. Imagine the frustration of a student deeply invested in a degree—such as engineering, pre-med, or computer science—only to consider changing pathways due to a lack of foundational preparation options.

Why are we unnecessarily limiting our students' chances for success? They possess valuable insights into their own education and know what they need to succeed. By denying them access to crucial precalculus courses at community colleges, we aren't just depriving them of learning; we're jeopardizing their futures. Let's prioritize our students' voices and ensure they have the support they need to excel. Together, we can transform our educational practices to better serve our students and foster a stronger generation of leaders in STEM. Listen to our students—they know what they need to succeed!

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Rosa moreno

Postal Code: 90023

Email Address: rosamoreno06@icloud.com

Date of Submission: Thu, 02/13/2025 - 17:08

Submission Letter:

Dear Committee leaders,

as a student in community college who is expected to take Calculus 1 and Calculus 2 in the future, to complete my associate degree, the removal of Pre Calc in community colleges will make it extremely difficult to achieve. It takes me incredibly long to be able to understand math so being expected to understand a whole course without previous review (Pre Calc) will only make the classes more challenging (Calc 1 & 2). I want to persevere in life and I know it depends on how hard I try but don't take away a class that will determine the future of two incredibly important classes not just for me but for many other students who also attend community college. I know community colleges are looked down upon but we have the same mentality as those in universities, we also want to succeed we just lack[ed] resources so please don't take them away.

Sincerely,

Rosa Moreno Diaz

rosamoreno06@icloud.com 961 S Bonnie Beach Pl

## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Rosemarie ramirez

Postal Code: 90255

Email Address: rosemarie13132@icloud.com

Date of Submission: Wed, 02/12/2025 - 17:58

### Submission Letter:

It's a good idea for trigonometry and precalculus to be continued in community colleges because these courses can help the students that need the skills for higher level subjects such as calculus and and other courses and without them students have a hard time to succeed in more tougher courses.

## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Rudy Gonzalez

Postal Code: 91016

Email Address: Rudybnb@hotmail.com

Date of Submission: Wed, 02/12/2025 - 15:49

Submission Letter:

Black and brown students can make their own decisions. They don't need people telling them what they can and can't do. AB 1705 is racist. It's gone way too far.



# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Jonathan Torres

Postal Code: 90022

Email Address: jt561894@gmail.com

Date of Submission: Thu, 02/13/2025 - 16:29

## Submission Letter:

I've become aware of this through professors in my community college, and genuinely don't agree with this bill. In a student's perspective, it is vital to take lower math courses first, to build a stronger foundation for other students to succeed in higher level math courses. I understand the push towards higher level courses, but if students don't have the fundamentals, it's like throwing someone who doesn't know how to swim into an ocean for their first swim.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Victor Lozano

Postal Code: 90033

Email Address: lilperico4313@outlook.com

Date of Submission: Wed, 02/12/2025 - 17:42

## Submission Letter:

I think that classes like Trigonometry and Pre-Calculus are EXTREMELY important to take in order to have future success with higher levels of math. I have personally experienced the struggle that comes with not taking these crucial classes. I recently took Calculus 1 this past fall semester and struggled as there was a need to know basic trigonometry concepts that I did not know due to the fact that trigonometry was not a "required" class. I barely passed the class because I had to skip some questions on tests, midterms, and finals since I had not taken trigonometry. I am now taking trigonometry in order to not struggle in future calculus classes. I plead that you keep these classes available to students, especially because some students have not taken a math class in a while and need a refresh. Getting rid of these classes is an academic death sentence to a lot of students who don't have the same skills as others and might be discouraged because they think they aren't good enough. Not only do these classes help students get a refresher and prepare them for future classes but they also could save them the burden of having to retake a class over and over which costs students more money and prolongs their stay instead of them transferring on time. Having these classes also helps professors teach their subject instead of having to do extensive reviews before the real class content can begin. Again I plead for you to keep these classes as there are no student benefits to taking these classes away, only the institutions gain from taking them.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Venus Hernandez

Postal Code: 90022

Email Address: vveenn908@gmail.com

Date of Submission: Wed, 02/12/2025 - 17:03

## Submission Letter:

AB 1705, which aims to limit remedial courses and push students into a college-level classes, will ultimately harm California's community colleges and those of underrepresented backgrounds. Many community college students come from diverse backgrounds, such as first-gen college students, adult learners, lower income, and minority groups. The bill completely disregards these students needs of extra support, which will intern risk students struggling or dropping out.

Not everyone can be fortunate enough to have a strong academic foundation. This bill completely undermines community college students needs by focusing on profits for higher universities. There is no alternative to this bill and are just throwing students to the wolves. AB 1705 represents a step backwards in what a community college is supposed to be by limiting accessible education for all students in California.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Johan Wroldsen

Postal Code: 93401

Email Address: johan\_wroldsen@my.cuesta.edu

Date of Submission: Thu, 02/13/2025 - 11:42

## Submission Letter:

I am a dual-enrolled high school student taking Cuesta classes. I am now in Ordinary Differential Equations and Linear Algebra as a 17 year old junior in high school. I know that I never could have gotten to where I am if it were not for the lower level math courses. I have taken all my math here at Cuesta starting at Intermediate Algebra through Precalculus and Trig, Calc, etc. I have a younger brother and I know that getting rid of these classes will close the door for him to do what I did. Here is my full recommendation to keep Trigonometry and Precalculus to provide doors for people who otherwise would not be able to excel in an unorthodox way such as my journey.

## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Viviana Castellon

Postal Code: 90603

Email Address: castelvc@elac.edu

Date of Submission: Thu, 02/13/2025 - 08:13

### Submission Letter:

We are a community college and we should be able to service our community. Students should be allowed to take trigonometry and pre-calculus at all community colleges to support student success and access to low cost/free education. These courses will also lend in students in majoring in STEM courses since they will be able to get the fundamental knowledge needed to be successful in a Calculus course. Most of our students last math class has a lapse of at least a year and need to take trigonometry and pre-calculus class as a refresher to Calculus. AB 1705 will force students into private education to gain math skills. Provide access to trigonometry and pre-calculus to students at the community colleges.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Wendy Hoffman

Postal Code: 90744

Email Address: hoffmawk@lahc.edu

Date of Submission: Wed, 02/12/2025 - 13:47

## Submission Letter:

Share your AB 1705 Experience with the Assembly Higher Education Committee! I am a community college accounting instructor and request that you reconsider your actions under AB 1705. Accounting and business disciplines employ applied mathematics and problem solving. Eliminating precalculus would negatively impact students seeking employment that requires complex mathematical problem solving in the public and private sectors.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Rich Booher

Postal Code: 94110

Email Address: booherrich@fhda.edu

Date of Submission: Tue, 02/11/2025 - 15:40

## Submission Letter:

I am a philosophy instructor at De Anza College. I have seen aspiring students frustrated into quitting college due to the impact of AB 1705. Students who need pre-transfer courses to prepare them for more advanced work are unable to take them. This leads to despondency and pessimism, and harms those most in need of the opportunities our college should be making available. AB 1705 needs to be repealed or heavily amended for the sake of our students.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Nicole Najera

Postal Code: 90002

Email Address: nicolenajera51@gmail.com

Date of Submission: Tue, 02/11/2025 - 19:54

## Submission Letter:

I'm a first gen college student and it's important for me and many others to have courses such as Trig or Precalc available to have that foundation for succeeding in more advanced math and being competent in future careers. All forms of education should be a right accessible to everyone.



# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Allyson Joye

Postal Code: 95841

Email Address: joyea@arc.losrios.edu

Date of Submission: Tue, 02/11/2025 - 16:51

Submission Letter:

Share your AB 1705 Experience with the Assembly Higher Education Committee!

Hello! I'm an ESL professor at American River College. AB 1705 has had some profoundly negative impacts on some ESL students who come to my college. First of all, the limit of 6 semesters to get to and through transfer-level English has meant that our department was forced to cut our lowest level. We used to offer three 4-unit courses at that level, but now students are placed directly into the next highest level - no matter their English proficiency. As someone teaching our current lowest level of ESL reading and writing, it's quite frustrating to see students failing my class because what I'm asking them to do is above their level. If we were able to offer a level below, those same students would have a successful semester and move up in the sequence. Instead, they struggle and fail and then might or might not come back. We are a community college. We are here to meet the needs of ALL of the students who come to us.

Another harmful impact of AB 1705 is that U.S. high school graduates are placed directly into transfer-level English courses - regardless of their English proficiency. That group of students includes students who are native speakers of English and students for whom English is a second, third, or fourth language. Those students might have gone through four years of high school in the U.S., but they might have arrived in the U.S. with little to no English and only spent a few months in high school. They can be awarded an U.S. high school diploma but have extremely limited English skills. Requiring those students to go directly into transfer-level English is guaranteeing that they will fail. AB 1805 was supposed to require community colleges to alert ESL students to their right to take credit ESL courses, but many districts misinterpret the conflicting information included in the two bills and block ESL students from taking the ESL courses that they know they need to become successful students. If we want immigrants to become self-sufficient members of society who can support themselves and their families, it's in everyone's best interests to allow them to get a foundation in English, which will open many doors for them.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Alma Beltran

Postal Code: 90023

Email Address: beltranalma.m@gmail.com

Date of Submission: Wed, 02/12/2025 - 12:00

Submission Letter:

Dear Education Committee,

I believe Trigonometry and Precalculus should be continued to be offered to community college students because many students can benefit from them. I think it having these courses brings positivism since many students do not have the knowledge on the subject. Without these options, students will struggle more to achieve their goals causing them to perhaps not continue with their studies due to the stress it could cause.

Sincerely,

Alma Beltran

beltranalma.m@gmail.com East Los Angeles Community College

## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Doug Copely

Postal Code: 95826

Email Address: [copelyd@scc.losrios.edu](mailto:copelyd@scc.losrios.edu)

Date of Submission: Tue, 02/11/2025 - 11:11

### Submission Letter:

As a community college physics professor, I've been seeing the fallout of students advanced without the skills necessary to succeed, and the increase in failure rate in my classes. Students of color are particularly hit hard by this policy, and it's extremely frustrating for all of us who work hard to prepare and provide vital educational experiences.

Please visit our campuses and see for yourselves. We'd be very happy to provide more details of the negative impact that AB 1705 on many of our students, and our concerns for the future of higher education in California.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Alec Villareal

Postal Code: 90023

Email Address: apvillareal323@yahoo.com

Date of Submission: Tue, 02/11/2025 - 19:54

## Submission Letter:

I believe trigonometry and pre calculus should continue to be offered at community colleges. I am 27 barely returning to school because I decided to join the military back in 2017. Being out of school for so long I have lost my edge in academics and the resources at East Los Angeles Community College have empowered me to be successful.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Ruth Blandon

Postal Code: 91745

Email Address: blandor@elac.edu

Date of Submission: Tue, 02/11/2025 - 22:32

Submission Letter:

AB1705 forces students into private education to gain math skills. Allow trigonometry and pre-calculus at all community colleges to support student success and access to low cost/free education. Support the mission of our community colleges. Provide access to trigonometry and pre-calculus.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Anabel Ramirez

Postal Code: 90640

Email Address: ramireag3592@student.laccd.edu

Date of Submission: Wed, 02/12/2025 - 15:35

## Submission Letter:

I believe it is a disservice to community college students to remove trigonometry and precalculus as prerequisites to calculus 1. Allowing students to jump right into an advanced math class without knowledge or exposure to the material that will be covered in class is not only irresponsible, but is also setting up these students to fail. I understand the need and desire to get college level math over with, but as someone who had to complete those prerequisites, those classes were essential to my development and understanding of the subject. It is time consuming and wasteful to give students no alternative but to take Calculus 1 and hope that they pass the first time, especially when a student struggles with math in general. It is inefficient to have students repeat a course many times before they are able to advance to the next level. Not all students learn the same and while there are some that grasp these concepts quickly, there are still others who need support that can only be given in trigonometry and precalculus. I implore you to reconsider removing these subjects as requirements for future students.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Arnie Schoenberg

Postal Code: 92101

Email Address: prof@arnieschoenberg.com

Date of Submission: Mon, 02/03/2025 - 18:55

## Submission Letter:

I respect the good intentions of AB 1705 to address systemic barriers that disproportionately impede students of color, low-income students, and students with disabilities by keeping them from stagnating in remedial classes and exhausting their financial aid. However; in the past few semesters the number of students who come to my classes unprepared has increased sharply, and I attribute this partly to AB 1705. When students lack basic math and English skills they flounder in their other classes. Most can't afford to go to school full-time. They need time and flexibility. Many take long breaks because life happens, and when they come back they sometimes need to repeat basic classes. Of course it would ideally be more efficient to jump right into transfer courses, but many want the option to take more time to feel prepared and confident. It's cruel to just push them all along and watch them fail.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Arthur Gutierrez

Postal Code: 90255

Email Address: Alfa14x@yahoo.com

Date of Submission: Wed, 02/12/2025 - 19:48

Submission Letter:

Dear Assembly Member, Jacqui Irwin, and California Lawmakers

I am deeply saddened and disappointed by the existence of AB 1705. I am a community college student currently taking trigonometry and pre-calculus next semester. If AB 1705 is in effect it would be difficult for me to enter to pursue a degree in STEM. There is a post from a user on a forum website called Reddit where people share ideas and thoughts, there was a forum about laws and the education system where a user on the forum is sharing their thoughts on AB 1705 and shares a story about a classmate of theirs who faced challenges in their life and was able to overcome them because of the help of the education system the post says "One of my classmates in differential equations was a 30-year-old woman who had done poorly in high school because she was in with a bad crowd at that time, was doing drugs and drinking and the like, and had her first kid at 18. She didn't even know much basic math when she graduated. When she was 24, she started taking remedial math classes at a community college. When I met her, she was a math tutor and had the highest grade in the differential equations class and had breezed through calc 1-3. Today she has a master's in astronomy from a prestigious local college that she went to on a scholarship. If community college didn't have remedial math, she never would have had the opportunity to make it this far.

Sincerely,  
Arthur Gutierrez  
Theartgutie@gmail.com  
East Los Angeles College



# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Valerie Gonzalez

Postal Code: 90063

Email Address: vgnzlj@outlook.com

Date of Submission: Wed, 02/12/2025 - 10:32

## Submission Letter:

Every student deserves access to the foundational courses necessary for academic success. Eliminating pre-transfer math courses unfairly disadvantages students who need them, forcing them into advanced coursework without adequate preparation. This approach does not promote equity, rather, it removes critical stepping stones and disproportionately impacts students who may have been out of school for some time, come from under-resourced high schools, or simply need additional support to succeed. By removing these essential courses we are not setting students up for success, we are setting them up for failure. Education should be about providing opportunities not creating barriers. By ensuring that foundational courses remain available we can truly support student success and uphold the values of equity and accessibility in higher education.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Alejandra Jovel

Postal Code: 91775

Email Address: ramireas3225@student.laccd.edu

Date of Submission: Thu, 02/13/2025 - 19:50

## Submission Letter:

Dear Assembly Higher Education Committee, my name is Alejandra Jovel. I am a current student at East Los Angeles College. I want to share my AB 1705 Experience. I believe that being well-prepared is crucial before tackling higher-level math. Based on my experience, I took algebra, geometry, trigonometry, and precalculus, which all helped me prepare for Calculus. These subjects require more critical thinking, introduce new symbols, and involve complex or lengthy problems. If I hadn't taken these classes before my Calculus course, I wouldn't have succeeded as I did. Because I was adequately prepared and could apply everything I had learned, I felt ready to tackle the challenges of Calculus. Not all students are prepared to take higher-level math courses. This lack of preparation can lead to more students dropping out of the class or college, as entering a Calculus class can be challenging without a solid foundation. Hopefully, all students will continue to have the opportunity to prepare before entering high-level math.

Sincerely,  
Alejandra Jovel  
Ramireas3225@student.lacce.edu

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Esmeralda Medrano

Postal Code: 91710

Email Address: [esme.medrano@gmail.com](mailto:esme.medrano@gmail.com)

Date of Submission: Wed, 02/12/2025 - 15:24

## Submission Letter:

Please keep access to trigonometry and pre calculus. Without these courses and without the basic skills I had back in college, I would not have been able to move up the social ladder. It is of the outmost importance to keep access to courses below college level so that those less academically fortunate , like myself, have a chance at attaining a STEM degree.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Farah Saddigh

Postal Code: 90275

Email Address: farahsaddigh@gmail.com

Date of Submission: Wed, 02/12/2025 - 10:18

## Submission Letter:

Placing students in Calculus I without proper preparation is a very bad idea. Calculus I requires a proficient knowledge of Pre-Calculus and Trigonometry. Without these foundational skills, students will feel overwhelmed, struggle, and may ultimately drop out, discouraging them from pursuing STEM majors.

It is better to spend a semester or two preparing for the Calculus sequence to ensure readiness. Calculus II and III also require a strong understanding of Pre-Calculus, as well as extensive knowledge of Geometry and Trigonometry. Placing students directly into Calculus I without passing Pre-Calculus or Trigonometry does them a disservice.

Furthermore, allowing unprepared students to enroll in Calculus I will likely lead to higher dropout rates and a decline in STEM majors, negatively impacting the workforce in STEM fields both statewide and worldwide. Hopefully, the state will maintain its current placement standards and continue to improve them for the future success of our students.

F Saddigh

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Jennifer Botello

Postal Code: 91206

Email Address: Jenniferbotello22@yahoo.com

Date of Submission: Wed, 02/12/2025 - 16:50

## Submission Letter:

Many students, including myself, struggle with mathematics, a subject that can be particularly challenging to grasp, even with the foundational classes that precede it. I entered community college as a freshman and immediately enrolled in pre-calculus, a decision that proved to be a daunting task without the extra support from my professor. Math has never been my strong suit, and in high school, many students prioritized passing the class rather than truly understanding the concepts. I also lacked exposure to trigonometry, a crucial concept in calculus, which made calculus I an even greater challenge. By the time I reached pre-calculus, I had forgotten many fundamental topics from high school, which my professor had to review with me. If I had attempted calculus I without first taking pre-requisite classes, I would have struggled to pass, especially given the demanding course load that STEM students often face. The pre-requisite classes are designed to prepare students for future success but stripping them away sets students up for failure. By prioritizing student mental health, we should be providing students with the necessary tools and support to succeed, rather than adding unnecessary stress and demotivation. By allowing students to take these classes and providing access to dedicated professors who can offer individualized guidance, we can empower students to grow and thrive in their academic pursuits.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Jeffy Lipe

Postal Code: 90201

Email Address: [lipeje4707@student.laccd.edu](mailto:lipeje4707@student.laccd.edu)

Date of Submission: Thu, 02/13/2025 - 08:31

## Submission Letter:

Students arrive at college with different levels of understanding regarding any subject. Stripping students of their right to participate in courses such as trigonometry and precalculus would be detrimental to their success in future math courses (Calculus I, II, III...). A common saying goes, "You need to learn how to walk before you can run." A parent would not expect their baby to run or walk a week or two after birth. It takes around 9 to 18 months for the average baby to learn to walk with the support of their surroundings. If a baby were to lack support during their early walking stages, it would become unpredictable to determine when the baby would learn how to walk. Trigonometry and precalculus teach the critical skills necessary for success in calculus (I, II, III). Taking part in more challenging math courses requires a student to have gained a solid understanding of the previous courses, and college professors expect this to be the case. In a future where trigonometry and precalculus are removed from the current college curriculum, there remains the possibility that professors will take away time from the course to review material that should have been understood from previous courses. However, professors who choose not to review earlier material and students who did not have the opportunity to participate in earlier courses will fall behind the rest of their peers and possibly fail the course. Students deserve to maintain the right of access to the current math curriculum offered by community colleges.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Leslie Banta

Postal Code: 95482

Email Address: lbanta@mendocino.edu

Date of Submission: Thu, 02/06/2025 - 10:38

Submission Letter:

Dear Committee Members,

Thank you for the work you do to ensure that California's students have access to quality higher education institutions. I am writing today to ask that you expand access to coursework in a way that allows students the agency to take math courses that they feel are beneficial to their educational journey.

In our community, most of our students come to us without having taken a second course in algebra. It's also the case that many of our students are interested in an AA/AS degree and plan to be employed locally without transferring. As you know, the Education Code provides for Intermediate Algebra or the equivalent to meet degree requirements. At our college, we recognized that Intermediate Algebra wasn't the right course for everyone, so we developed a Math for Technical Fields course. This course was very popular and met the needs for many of our students. Sadly, since the course content was considered below transfer level, we are no longer allowed to offer this course. As the name implies, this course was especially beneficial to our Career and Technical Education students. They now must take courses that are less applicable to their interests and career goals and show greater equity gaps. For example, looking at data from 2019 to 2024, in Math for Technical Fields, Native Americans are on the positive side of the equity gap by up to 38% but, for Intro to Statistics, the equity gap is on the negative side by up to 23%. Similarly, Black students are on the positive side in Math for Technical Fields by up to 38% and the negative side in Intro to Statistics by up to 26%. Clearly, we haven't done these students any favors by limiting their options to transfer-only math courses.

When it comes to STEM and entering at the Calculus I level, we have been offering an open-entry Calculus I for the past 2 fall semesters. The class is a 5-unit course paired with a 2-unit support course. Who tends to do well in this course? Those who have had trig and/or Precalculus but don't feel fully confident in their skills. Who doesn't succeed? Pretty much everyone else. I'd like to share the story of one particular student, who I'll call Jim (not his real name). Jim is a Native student with a learning disability who was seeking a degree in STEM with an interest in the Biological and Environmental Sciences. He is a returning student who must also work to support himself. He attempted to take Calculus I having only Algebra I in his background. Despite putting in hours of work, he had to withdraw. He attempted the course again the next fall with the same result. He emailed me to let me know that he felt discouraged that he could not overcome the algebra barrier, even with the added support, and he would be changing out of a STEM major. I firmly believe that Jim could have been successful if had access to courses that met him where he was (specifically Intermediate Algebra). Instead, despite his

## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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dedication to class and the hours he put in with study groups and at Math Lab, he felt he was out of options. Since Jim, like many of our Native students, is of multiple ethnicity, he doesn't even show up clearly in our data. He is an invisible student in data analysis related to equity gaps. He's not the only one. The open entry Calculus I course has a high drop rate and those leaving before census are not counted at all.

As Sal Khan mentioned during a recent presentation to the CCCCCO Board of Governor's presentation, most people who can't pass calculus don't have a problem with calculus, they have a problem with algebra. He went on to say that some students interested in STEM will need more time than others to earn their degree. I'd like to see us give our students the gift of being able to take the courses they feel they need to be successful and the time they need to get through the coursework.

I'm not asking to go back to where pre-transfer courses are required for everyone. (And, as an aside, I don't believe a course is 'remedial' if a student has never taken it.) Our college already had prerequisites set up so that students did not have to repeat high school coursework. I'm asking that we are allowed to provide these courses to students who want to take them. Returning agency and access to our students is what equity is all about.



## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Kevin Ricci

Postal Code: 90032

Email Address: riccik8443@student.laccd.edu

Date of Submission: Thu, 02/13/2025 - 10:19

### Submission Letter:

Dear Assembly Higher Education Committee, I would like to say that the bill that is being attempted to be passed is not the best approach, many students including myself sometimes need to retake lower classes because of prior bad education. Requiring students to take their grade level transfer-level courses can put pressure on many students and future college students. Please allow us as a community to enroll in classes that we find helpful!

Sincerely,

Kevin Ricci

riccik8443@student.laccd.edu East Los Angeles College, Monterey Park, Clifornia

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Kee Lam

Postal Code: 90029

Email Address: lamkt@laccd.edu

Date of Submission: Wed, 02/12/2025 - 13:31

Submission Letter:

Dear the Assembly Higher Education Committee,

I am writing to express my support for the right of students to enroll in intermediate algebra, trigonometry, and precalculus courses prior to undertaking Calculus I. It is essential to recognize that not all students enter our community prepared to enroll in Calculus I immediately. Some students may lack the confidence or foundational skills required for success in this course.

While we aspire to provide opportunities for students to engage with calculus right from the start, this approach does not necessarily accommodate everyone's individual learning journey. For some students, especially those who may have been away from education for an extended period or who have struggled with mathematics in the past, the pathway to calculus requires additional time and support to ensure they can build a solid foundation first.

For instance, I recently worked with a student eager to return to school after a significant gap. He confided that his previous struggle with elementary algebra left him feeling unprepared for the rigors of college-level mathematics. Despite seeking assistance through a private tutor, he faced considerable challenges knowing that our institution no longer offers algebra courses. This situation raised a question to him whether he seeks to return to high school at his age simply to gain the foundational skills he requires. He was advised to review the foundational and algebra skills through the noncredit department or online resources.

His story resonates with many students who share similar experiences. However, not all students have the financial means to hire private tutors to bridge the gaps in their understanding. It is our responsibility as a community college to create accessible pathways for our students to develop the critical and quantitative thinking skills they need to thrive academically.

By supporting access to intermediate algebra, trigonometry, and precalculus courses, we can foster an environment that encourages learning at each individual's pace. Just as a person must learn to walk before running, students should be allowed the flexibility to strengthen their skills gradually. We must not impose barriers that might discourage them from pursuing their goals and dreams. By advocating for the right to enroll in preparatory courses, we can collectively cultivate a sense of belonging within our community and ultimately help each student to succeed.

Share your AB 1705 Experience with the Assembly Higher  
Education Committee!

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Thank you for considering this important matter.

Sincerely,

Kee Lam

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Keyla cruz

Postal Code: 90640

Email Address: keylacz127@gmail.com

Date of Submission: Wed, 02/12/2025 - 21:17

Submission Letter:

Dear Members of the Committee,

I am writing to share my thoughts on the new law, AB 1705, and how it affects students at community colleges. While I understand the goal is to help students move faster into transfer level courses, I am concerned that taking away courses like Trigonometry and Precalculus might hurt students.

Many students need these courses to get ready for more difficult math classes. Without them, they may struggle in transfer level math, fail, or drop out. This could especially hurt students who are interested in fields like science, technology, engineering, and math (STEM). These students need a strong foundation in math to succeed.

Also, some students might have a harder time because they need extra help with math. If these courses are removed, they might not be ready for the harder courses, and that could cause them to fall behind.

I hope you will consider these concerns when making decisions about AB 1705. It's important that we have a variety of math courses available so all students can succeed.

Thank you for your time.

Sincerely,  
Keyla cruz  
keylacz127@gmail.com  
Montebello

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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nayelly perez

Postal Code: 90033

Email Address: nayellyperez71@gmail.com

Date of Submission: Thu, 02/13/2025 - 00:24

## Submission Letter:

Throwing students into calculus without the proper prerequisites is unfair and sets many up for failure, especially in such a challenging subject. Calculus builds on foundational concepts from algebra, geometry, and trigonometry, and without a solid understanding of these, students can quickly fall behind. This is especially true for STEM majors, who rely on calculus not just for one class but as a fundamental tool in their entire field of study. Students to grasp complex concepts without the proper preparation creates an unnecessary barrier to success and widens the gap between those who had strong math backgrounds in high school and those who didn't. Instead of removing or making prerequisite courses optional, schools should ensure they remain accessible to all students, providing them with the knowledge and confidence they need to excel.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Nour Makhoul

Postal Code: 93401

Email Address: [nour\\_makhoul@my.cuesta.edu](mailto:nour_makhoul@my.cuesta.edu)

Date of Submission: Thu, 02/13/2025 - 11:23

## Submission Letter:

I just want to say that getting rid of pre-calculus and trig is a really bad idea, in my opinion.

This is the base of success in math, and getting rid of the base of something damage it completely. It is the foundation!

It is known that students suffer the most in these introduction classes, but then find the next classes (such as calculus 1, 2, etc.) easier.

The reason they find them easier because they already have a foundation built in pre-calculus.

Getting rid of pre-calculus equals a shock for students in calculus 1 and the next ones, which will result in more failing.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Logan Willans

Postal Code: 90066

Email Address: loganrwillans@gmail.com

Date of Submission: Thu, 02/13/2025 - 11:12

Submission Letter:

Don't cancel the prerequisite classes! It'd be a huge mistake. It's an invaluable opportunity for students to prepare themselves for university. Canceling them would basically close the door to anyone who didn't happen to complete "standard" high school education.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Minhan Nguyen

Postal Code: 94541

Email Address: [nguyen.t.minhan@gmail.com](mailto:nguyen.t.minhan@gmail.com)

Date of Submission: Wed, 02/12/2025 - 15:37

## Submission Letter:

As a community college counselor, I work with many students to assemble their education plans and identify what classes students need to achieve their goals. In our discussion with the students, we identified the appropriate level for English and Math based on their educational background. Our institution consists of recent high school students who have been consistently working on their English and Math and also students who are in their 30s, 40s, and 50s coming back to school to switch careers or obtain a degree(s) for the first time. Some might only desire a trade degree and have no plan to transfer. According to the CCC data, those older students comprise 40% of the community college student population.

AB1706 has neglected their needs as students; they need support because they have not been in school for many years, and jumping right into our Pre-calculus or higher-level math often does not result in success for them. We do have support classes linked to the main course, but many feel intimidated despite our encouragement and thus put a stop to their education pursuit. They express that they want to refresh and take intermediate algebra or even lower math to feel more prepared for college-level math. The fact that those classes have been blocked by AB 1705 and are not being made available has created many difficulties for students, and it is a disservice to students trying to pursue higher education.



# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Lopez Nathan

Postal Code: 90040

Email Address: lopeznathn100@gmail.com

Date of Submission: Wed, 02/12/2025 - 11:26

Submission Letter:

Dear Education Committee

I wanted to say that the AB 1705 is important because many students such as myself need these classes. I am a student who struggles with math, these classes such as pre cal, stats with support or any classes for STEM majors are vital. We cannot let these go away because students need that extra practice before they continue to calculus. I know it might be beneficial for the committee to save money. However, think of the decline of STEM students that will occur at ELAC. Not only that but it will be much more difficult for those who can't afford to go to a private school or university to learn this.

Sincerely

Nathan Lopez

lopeznathn100@gmail.com (East Los Angeles College)

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Oranit Limmaneeprasert

Postal Code: 95608

Email Address: oranitlim@gmail.com

Date of Submission: Thu, 02/13/2025 - 08:10

Submission Letter:

Dear Assembly Higher Education Committee,

My name is Oranit Limmaneeprasert, and I am a full-time, tenured ESL professor at American River College (ARC), the largest college in the Los Rios Community College District (LRCCD). I have been teaching credit ESL at ARC for over 24 years and served as the ARC faculty union president from 2018 - 2023. As a person of color whose mother never attended school and whose father only completed the fourth grade, I faced many challenges and barriers in my educational journey, and I am deeply saddened to witness the negative impacts of AB 1705 on underserved students in California community colleges. I am honored to share my experience and observations with you.

1. AB 1705, a much more stringent bill than AB 705, imposes a one-size-fit-all approach that has taken away equity access to college success from the majority of working adults with family and work obligations who do not have the time to utilize support resources. (According to the California Community College Chancellor's office, at least 40% of the total student population in the system are adult learners.)

2. Before 1705 was signed into law, LRCCD stopped offering stand-alone pre-transfer courses in Math and English. Since then, many students have been set up to fail in college-level courses and eventually forced to drop out of college. This is evident in the reduction of math and English courses due to low enrollment and in the elimination of the floor level of the ESL program (ESL 20) in LRCCD.

3. Because of the mandate of AB 1705, immigrant and refugee students with a high school GPA do not have a choice but to enroll in college-level English classes even if their reading and writing levels are below middle school. Inevitably, they are set up to fail. According to many conversations that I had with these students, I am deeply concerned about the harmful effects of AB 1705 on the vulnerable students.

4. No statewide data have been reported regarding the number of students who have dropped out of transfer-level classes and the community college system because the courses they needed were not offered.

5. Community colleges should be for everyone in the community and provide equitable access to college success for all students, not only to those who do not have work and family obligations.

## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Please feel free to reach out to me at [oranitlim@gmail.com](mailto:oranitlim@gmail.com) or at 916-412-1162 (cell) if you have any questions.

Best,  
Oranit Limmaneeprasert, PhD  
ESL Profess, American River College

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Omar Gonzalez

Postal Code: 90022

Email Address: purplebluered87@gmail.com

Date of Submission: Wed, 02/12/2025 - 13:42

## Submission Letter:

I should not be writing this since I thought people in positions of power should be helping their common man, not pushing them down and making their lives harder for no apparent reason. Trigonometry and Precalculus should be available all type of colleges, and not only available at universities. If I were to come back to school and learn this fact, I would be shock. Luckily, I already took those classes before they were taken away, and it shouldn't be that way. A friend of mine who recently took Calculus I with me was having a hard time passing this class since he didn't take Trigonometry and Precalculus like. As I am taking Calculus II, I don't see him taking it, and none of it is his fault. I can't believe this is what it has come to when it comes to having common sense to not strip these classes away for stupid and racist reason. No wonder America is falling behind when it comes to education when comparing it to the rest of the world. We keep making stupid reason that is harmful and not productive. It makes me wonder for the people in power who made this decision have even taken a Calculus course since this is what a stupid person who have not taken a Calculus course would make. Only making things more complicated for things that doesn't need to be complicated. If we were to play the "if this happen to this certain group of people," and you know who I'm talking about without me saying it, this wouldn't have ever crossed your mind and this discussion wouldn't even be necessary.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Phillip Quady

Postal Code: 93436

Email Address: phillip.quady@icloud.com

Date of Submission: Wed, 02/12/2025 - 14:09

Submission Letter:

Dear Committee.

I have always seen and heard and understood the fact the the Community Colleges of California were a refuge and starting point for minorities, the underprivileged, and life-long learners. The Community college should always be a place for anyone from any background to come and learn a new skills and ideas, so to harness their potential that otherwise can not be facilitated to empower and strengthen our Golden State. STEM is a vital field that only grows stronger the more voices and ideas are discussed and contributed to the Zeitgeist of our society, and this bill, no matter what angle, clearly makes it harder for those struggling to belong, to be a part of this critical area of society and economy. Early math classes are crucial to pick up skills that last a life time and serve many people. Cutting these skills away will not fast forward their College achievements nor will it level a playing field. By the Contrary, those who didn't get the privilege to enjoy a good high school will find the gap between their knowledge and the knowledge required to be insurmountable, and those who hardships in younger years barred them from obtaining a good high school degree and would like to start school again may find their return to academia to be more like a punishment than the new chance it should be seen as.

Equality and Equity will not be the outcome, as we should all be reminded that the journey is the destination, and thereby the duration of their time in Community college should be not be so strongly considered as the quality of the education obtained. A strong, seamless transition from arithmetic to algebra to trigonometry and to calculus helps everyone, that excludes no one by their prior lack of knowledge nor by the needless intensity of trying to close the gap on your own accord while struggling to make ends meet as many minorities do in this state. Please reconsider the damage done to the beautiful diversity and multifaceted education system we have that benefits from letting everyone try again and join in at any level they are at! That is the true meaning of Community, and that is the California I hope to preserve and maintain.

Sincerely,

Phillip Quady

phillip.quady@icloud.com, San Luis Obispo

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Wyatt Valdez

Postal Code: 90033

Email Address: valdezwyatt48@gmail.com

Date of Submission: Thu, 02/13/2025 - 21:15

## Submission Letter:

While AB 1705's intent is to further increase probability in the students' success in completing transfer level courses in mathematics, it's in turn, removing necessary courses such as Trigonometry and Precalculus. These are core fundamentals for allowing students to really polish their understanding in the lineup of courses beyond Calculus 1, and with these removed, it can ultimately impede on a student's understanding in the courses that follow. With this signed and made into effect, it can negatively impact the roadmap of education of mathematics. While simply cutting the transfer level courses required may seem "efficient" on the surface, it will disconnect students from successfully honing their skills in math.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Yen Chou

Postal Code: 93109

Email Address: ychou@sbcc.edu

Date of Submission: Mon, 02/10/2025 - 17:09

## Submission Letter:

For over a decade, I've dedicated myself to teaching at my California community college, following three years of experience in Tennessee. Never—never—have I seen anything wreak more havoc on student success than AB 705 and AB 1705. The devastation is unparalleled.

The numbers speak for themselves: skyrocketing drop rates, plummeting success rates, entire classes where barely anyone passes. And why? Because we are forcing students—many of whom could succeed—to attempt college-level work they simply aren't prepared for. We have stripped them of the basic right to access foundational courses, treating education as a privilege rather than a pathway to opportunity.

The most heartbreaking reality? The students suffering the most are the ones who need our support the most—students of color, first-generation college students, and working adults returning to school after years away from math. Instead of an education system that empowers, we have imposed a bureaucratic nightmare that sets them up for failure. If equity truly mattered, these laws wouldn't exist.

Imagine asking someone to analyze French literature when they've never learned French. That's what we're doing in math classrooms across the state. And no, tutoring and "co-requisites" do not fix this. The so-called reforms have failed nationwide, and California's community colleges are being hijacked by a reckless ideology that prioritizes numbers over real student success. Enough is enough.

We owe it to our students—and to the future of this state—to undo this damage. Fix these laws before more lives and opportunities are lost.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Sonya Reichel

Postal Code: 95841

Email Address: reiches@arc.losrios.edu

Date of Submission: Thu, 02/06/2025 - 13:32

## Submission Letter:

As a long-time, tenured mathematics professor at American River College in Sacramento, I am really struggling with how AB1705 has been interpreted and implemented, particularly for STEM majors.

For some non-STEM majors, reaching their educational and career goals has been streamlined and made more do-able. I'm grateful for this!

But for STEM majors, these changes have been a train wreck. I am very concerned that talented, motivated students who are interested in STEM but have significant gaps in their educational backgrounds, for such a wide variety of reasons, will become discouraged. They may change their majors or drop out completely, thinking college is not for them. These will of course be mostly the same folks who are already disproportionately impacted in our educational systems and society at large.

I teach regularly in the Calculus series. Some of these students are confused and angry that they cannot begin their college mathematics education where they want. They don't understand why someone else is telling them they can't strengthen their fundamental skills in order to create success and create a pathway to their dream universities, their dream careers.

I am also concerned that the overall mission of the community college is being squashed. It seems that students with goals other than a degree are being ignored or dismissed.

This has also been incredibly stressful and exhausting for faculty and all other employees involved in this. We have been in constant change, scrambling to implement the latest interpretation, making enormous changes to our curriculum and coming up with bandaid courses. We need stability and time to create truly effective curriculum. The incredibly wide range of ability in classes makes it difficult to teach effectively---students deserve a good education at a level they are ready for. Faculty deserve decent working conditions. Many are burning out and leaving, just like our students.

I am concerned that we are creating a society that is mathematically illiterate, which will have very negative, long-term consequences. Mathematics education has been in need of reform. But this approach is actually just making things much worse for most.



## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Please help ensure that students have access to the choices they need to be successful.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Steven Bahk

Postal Code: 91770

Email Address: stevenbahk777@gmail.com

Date of Submission: Thu, 02/13/2025 - 21:05

Submission Letter:

Share your AB 1705 Experience with the Assembly Higher Education Committee!

It's my belief that the courses sought to be rid of by the committee are ones essential to the learning process of Calculus and higher level maths, and the removal of such acts as a barrier for those who need a stronger basis in order to take these courses. By removing these courses in Community Colleges, it limits those who were unable to take and develop an understanding of core concepts such as trigonometry in earlier education. It also prevents those who were unable to receive a proper high school education from accessing these courses in the easiest platform to do so. Forcing students to go into courses such as Calculus without proper education prior, and leaving it to the other resources such as tutoring or self-study leaves unnecessary room for error that is otherwise preventable from allowing these courses to exist for students to take. It's my sincere hope that the committee recognizes the risks that removing these courses has on everyone who seeks community college as a way to get proper education, and makes a decision suitable to ensure that this does not limit the options we give ourselves and others.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Zachary Knorr

Postal Code: 91401

Email Address: zacharydknorr@gmail.com

Date of Submission: Wed, 02/12/2025 - 17:41

## Submission Letter:

AB 1705 has been an absolute disaster for my students. Students are failing math and english at unprecedented rates, causing many of our students to drop out of school without ever receiving a degree. Many of our students who haven't dropped out have been forced into math classes that they are not ready for, and have struggled just to get by. Please do not be fooled by the corporate interests that pretend to care about students but are really just trying to shrink the size of public education.

AB 1705 has not worked for our students or our communities. Please protect the rights of our students to take the classes that they need to succeed.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Sungho Kim

Postal Code:

Email Address: ksh1004@hotmail.com

Date of Submission: Wed, 02/12/2025 - 14:48

Submission Letter:

Dear Assembly Higher Education Committee,

Hello, I am currently a student at ELAC preparing to transfer to a 4 year university. I have taken several precalculus classes at ELAC and am currently taking calculus 2. I believe that precalculus classes, including Trigonometry, should continue to exist at community colleges, as they can help low income students and late starters gain sufficient knowledge of precalculus math at a lower cost and earn a college degree. Many students struggle with college level math for a variety of reasons, and community colleges should provide as many opportunities and tools as possible for them, and I believe that removing these opportunities and tools would create equity issues.

Sincerely,

Sungho Kim

ksh1004@hotmail.com

## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Vanessa Murawski

Postal Code: 93401

Email Address: vanessa\_murawski@my.cuesta.edu

Date of Submission: Wed, 02/12/2025 - 19:12

### Submission Letter:

I am in my second semester at Cuesta College. I had been out of school for 15 years & have chosen to come back to college after sometime & the pressure of having to complete the advanced math class immediately made me question my decision on returning to school. In high school I was never prepped for college & had never thought I'd would be something for me, although I wish it was. Making the decision to come back in my 30's is such a blessing but the thought of not having an option other than calculus 1 as in introductory math would keep me out of continuing. I do believe removing the lower level math classes would be very damaging for any student and upper class math teachers not having prepped students to continue their courses. please keep trigonometry and pre calculus in our school system at the community colleges!

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Tooraj Gordi

Postal Code: 93534

Email Address: tooraj.gordi@avc.edu

Date of Submission: Fri, 02/07/2025 - 10:32

Submission Letter:

Absolute disaster in Calculus classes! I am not supportive of "Basic Skills" or "Remedial" courses at community colleges but AB705 and 1705, written by politician and supported by non-mathematicians and never-been-inside-math-classroom academicians have allowed and forced unprepared students into Calculus classes. Eliminating Precalculus and Trigonometry classes and asking faculty to come up with "Support Classes" or create an "Innovative" course (innovative? really?) can only come, in my opinion, from the head of those who have never stepped inside a Calculus class.

Our Calculus classes are inundated by those who cannot even add or subtract couple of fractions, perform simple algebraic operations and have no clue of basic trigonometry. And the sad part is that we (teachers) know it is not student's fault. With colleges constantly being pressured financially by the "success rate" and "transfer rate", AB 705 and 1705 are transforming Calculus classes into "glorified Algebra 2" classes and those of us who stick with the Calculus standards end up with only a hand-full of students in our classes. How is the "transfer rate" working for you now?

In my college, AB 705 and 1705 have absolutely impacted the enrollment number of black students in advanced math classes. The number of our African American students in all advance courses; Calculus 1, 2, 3, Linear Algebra, and Differential Equations in my college is next to none. You don't even need to use two hands to count!

I totally agree with changes that we need in our system, but please make fundamental changes that address the roots of the problem. And in the 3-level educational system of K-12, Community Colleges, and 4-year Universities, starting from the middle doesn't seem to be a wise move.

Sincerely,

Tooraj Gordi

tooraj.gordi@avc.edu, Antelope Valley College, Lancaster CA

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Vanessa Fabela

Postal Code: 90031

Email Address: fabelavanessa447@gmail.com

Date of Submission: Thu, 02/13/2025 - 16:03

Submission Letter:

Dear, Members of the Assembly Higher Education Committee,

My name is Vanessa Fabela, I am writing to share how AB1705 has affected me and other students at my school. This bill limits access to important pre-transfer classes, such as extra help in math. Many students especially those who have been out of school for a while or need more support, now struggle to succeed without those classes. This has caused higher drop out rates and has hit certain student groups harder. I believe all students should have options that matter their learning needs. Right now, AB 1705 takes away some of those options, making it harder for many of us to reach our goals. Please consider changes to the bill that will give students more choices and better support. Thank you for your time and listening to my experience.

Sincerely,

Vanessa Fabela  
Fabelavanessa447@gmail.com  
90031

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Zoey Ling

Postal Code: 91801

Email Address: zoeyling1537329@gmail.com

Date of Submission: Thu, 02/13/2025 - 12:16

## Submission Letter:

I am currently a student at ELAC, East Los Angeles College, and heard the news of pre-calculus and trigonometry being removed from class offerings. I do not think this is the best idea, as many students at our community colleges do not have the best foundation for their education. They are coming to college to learn more, not be thrown into the deep end of math. From my own experience, calculus is extremely confusing if you go in without any prior knowledge of calculus or trigonometry, these classes prepare you for the fast pace of the calculus courses. Going into calculus, you are expected to know and understand some topics that are not covered in regular high school math. This bill is creating a disadvantage for students, rather than being a tool for faster graduations.



# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Yuumi Lloyd

Postal Code: 91755

Email Address: lloydys8784@student.laccd.edu

Date of Submission: Wed, 02/12/2025 - 10:10

## Submission Letter:

Pre-calculus and trigonometry classes are vital to student success. For many students, whose strengths are not in math, these classes help establish a foundation before moving on to taking Calculus. Furthermore, for those who have taken time off of school, these classes are necessary to brush up on math skills. Without such courses available, student success will be impacted negatively.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Reza Farzin

Postal Code: 90744

Email Address: farzinr@lahc.edu

Date of Submission: Wed, 02/12/2025 - 16:25

## Submission Letter:

Greetings. Precalculus and trigonometry are two of the most fundamental courses any student can take in preparation for calculus and beyond. Anyone suggesting that these two fundamental courses should be removed from the list of offerings of community colleges is clearly not very familiar with a mathematically based STEM program. I am writing to strongly urge you to avoid making this huge mistake. I can almost guarantee that even if this educational madness should be allowed to occur, it will be reconsidered and reversed within a matter of a few years once it is realized what a great mistake has been made.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Siobhan McGregor-Gordon

Postal Code: 95401

Email Address: smcgregor@santarosa.edu

Date of Submission: Thu, 02/13/2025 - 12:14

Submission Letter:

I am writing to you as a community college educator, a former young person, parent, and concerned community member.

As a community college educator, I work with students who do not speak English as a first language. The majority of these students and those of my ESL colleagues did not attend high school here. In addition, many of them do not have high school diplomas or their equivalents from their home countries. These students, again the majority of those I and my colleagues teach, likely do not have the learned knowledge and skills to succeed in a transfer-level math class. Not only that, many of them prefer to take foundational classes because this is how they developed their English language skills.

But there are no foundational math classes for these students to take. It is probably that without the availability of these types of classes, these students-- who are already some of the most marginalized, least educated, and poorest members of my community-- will remain so. This is anathema to the purpose of a community college. For reference, my community college's mission is to ". . . transform the lives of our culturally rich student body, employees, and community by cultivating a welcoming and antiracist environment, centered on social responsibility and cultural awareness."

Unfortunately, I cannot provide you with data on how our non-native English speaking students fare in our transfer-level math classes because this is not a demographic that my college is currently tracking, although this is likely to change in the near future. But what I can tell you is this: the passing rate in every category tracked has declined since Fall 2018, and the only ethnic/racial category in which more than half the students (54.4% to be exact) pass is those who identify as white. In the meantime, our largest number of students taking transfer level math-- those identifying as Latinx-- had a passing rate of only 45%. In other words, more than half of our Latinx student population who took transfer-level math, either dropped, withdrew, or failed to receive a passing grade.

Data for students passing transfer-level English on their first attempt shows a similar decline since Fall 2018 across all ethnic/racial groups. The average decline across all groups is 12.78%, with the largest decline (32.7%) in our Native American student population.

So tell me, who exactly is benefiting from the lack of pre-transfer level classes in

## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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math and English?! Based on the data from my college . . . no one. In addition, the unavailability of these courses is affecting those who are already marginalized and discriminated against in our communities.

Also, community colleges, by and large, serve adults. Adults who this country deems intelligent enough to vote and sign contracts. So why is it that these same adults are not seen as sufficiently intelligent to decide whether to take a transfer-level or foundational course?! This makes no sense to me.

I barely graduated from high school in 1978 as I was too busy cutting classes to hang out with friends who were attending San Francisco State, smoking cigarettes with friends in nearby alleys, or spending time with my boyfriend. My parents, Berkeley graduates both, were not terribly impressed with my behavior, but in my rebellion, I didn't worry because I knew that I could go to a community college to make up what I had missed and better prepare myself to attend a four-year institution should I not initially be accepted.

I had the same confidence when my daughter was in high school. While she did not turn out to be near as rebellious as I, it was a comfort to me knowing that had she been, she could return to community college when she was ready.

Finally, graduation rates at my city's high schools have plummeted because the only pathway for students is to take A-G requirements to prepare for college. This means that if a student enters high school without the knowledge and skills to be successful, they retake the same 9th grade class over and over again until they pass. Or what has been happening, they drop out once they recognize they won't be graduating.

I was recently asked to look at some test score data from a local middle school, and I was alarmed. Fully 60% of the students scored in the 40th percentile or lower on a 6th grade reading test! Where are these children going to end up as adults? My guess: working a low-wage job and living in poverty. Where will they have the opportunity to better themselves and their families? Nowhere if community colleges are not allowed to offer foundational courses to adults in their communities who desire an education.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Robert Everest

Postal Code: 91741

Email Address: reverest@citruscollege.edu

Date of Submission: Wed, 02/12/2025 - 18:02

## Submission Letter:

After every intersession semester (Winter & Summer), I teach a Precalculus with CoRequisite Support class, as well as a Trigonometry class, both in a rapid paced 6-week format.

I have a discussion board post/response prompt at the end of the semester, asking students to reflect on their mathematical growth and maturation. Almost 100% of the responses express great appreciation for the course, and a self-reflection stating new found confidence with learning future mathematics.

Here is a sample of the first two responses from my Precalculus students just over the last couple of days:

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Throughout this semester I have seen immense growth in not only my math development skills but also the way I view the importance of pre-calculus. This class gave me further insight on how math applies to real world problems and has given me a strong foundation as I prepare for calculus next semester. I am very fortunate to have taken this class instead of jumping straight into calculus.

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Reflecting on this class, I feel like I've grown a lot in how I approach problems, especially with triangles, graphs, and functions. At first, things like graphing sine and cosine (functions) or solving exponential equations felt overwhelming, but now I can break them down step by step. I've also gotten better at connecting math to real-world situations, which makes it feel more meaningful. The more effort I spent practicing problems and asking questions, the more everything clicked. There were definitely challenging moments, but pushing through them made the successes feel even better. The class surpassed every expectation, and I couldn't have asked for more support. (The instructor) provided everything we needed to succeed : detailed notes, handouts, and even referring us to the STEM center for extra help. The class was incredibly well-structured and supportive.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Roberto Sagredo

Postal Code: 91770

Email Address: r0bert.71755@gmail.com

Date of Submission: Wed, 02/12/2025 - 09:48

Submission Letter:

Share your AB 1705 Experience with the Assembly Higher Education Committee!

It wasn't until today in my trig class at my community college (ELAC) when I heard about this. I have always felt that people deserve an extra chance to learn things they thought to/couldn't do in the past. From what I'm getting removing such courses such as Trigonometry and Pre-Calculus from community colleges would be preventing students who want to better prep for something they want to pursue when they transfer out. From my personal experience, I could never grasp the concept of math during my time in High School. Now that I'm able to get a better chance at trying Trig instead of going straight into a higher level of math, I feel as if I'm learning better than I had before. But with AB 1705, I feel like this is simply just way of preventing students from bettering themselves in community college when it comes to math. Tutoring can only go such a far way when you don't know anything about the previous knowledge. It's like trying to learn a language without knowing proper grammar in your current speaking language.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Ailani Berrelleza

Postal Code: 90063

Email Address: ailani22sumilen@gmail.com

Date of Submission: Thu, 02/13/2025 - 00:05

Submission Letter:

Share your AB 1705 Experience with the Assembly Higher Education Committee!

I strongly believe that students should get as much support from their schools as possible, striving to support and encourage the students will help become the students confident and perform better. I think all students should get the highest level of subject to material that they require to help their careers and future jobs. Everyone should have the same opportunity, specially in getting boost that will help and ease their transfers. I as a tutor myself strongly believe that students show their best potential when given the chance and if resources are accessible to them. I've seen it with my own eyes, and I've become so proud of those who have worked hard and were able to grow.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Alex Peshkoff

Postal Code: 95831

Email Address: peshkoa@crc.losrios.edu

Date of Submission: Thu, 02/13/2025 - 11:57

Submission Letter:

Dear, Assembly Higher Education Committee

As a full time faculty member of Los Rios CCD, I would like to share some concerns in regards AB 1705.

Although well-intended and written with good-will, AB 1705 has worked to the detriment of students. Specifically, those students who were unprepared for college-level writing, and who were placed in a English class based on their high school writing experience and GPA, struggle when asked to complete writing assignments in a transfer level course. I teach transfer level History courses and have spoken with students who struggle with written assignments, usually during office hours or after class. Even though my experiences with students are anecdotal, they are representative of other faculty with whom I speak.

These students often tell me that they need more practice and more time to develop their written skills that would be met with preparatory English classes and more time on task. These students often times are shocked by the difference between high school and college composition. Hurrying students through classes for the sake of efficiency is not developing their intellectual capacity nor empowering them in society. We need to rethink AB 1705 and such future legislation.

I am in full support of student success and learning, but I will quote Dr. Cornel West: "There's a huge difference between schooling and education. The wealthy have always had access to education. The poor have been schooled." Let's not merely school; let's educated.



# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Alybent Escamilla

Postal Code: 90605

Email Address: alybentescamilla01@gmail.com

Date of Submission: Thu, 02/13/2025 - 00:09

Submission Letter:

Dear Assembly Higher Education Committee,

I believe that students should be able to receive the pre - transfer level into the course work desired. There is many students in need of these classes that everyone deserves the experience to attend to. These classes not only are they required but a must. I am a student who has recently gone back to college coming from a family who is trying to break the generational cycles. I want to be able to say that I also made it along with my peers and those who have fought and worked so hard before us to get a title and a degree coming amongst all the society norms especially from a Latin, Chicano, Mexican background and culture. I want to walk among those peers who faced the challenges who have gone through the doubts and overcome all challenges of fear of getting a degree and taking the precise requirement to uphold that title. Holding up to these classes and making a change for the future generations to come to gain the same experiences as our previous generations to uphold that title of becoming something for themselves. By attending these classes as those who have come and fought to sit in that classroom and sit in that chair just as much as those who are currently doing in today's society.

Sincerely

Alybent Escamilla

alybentescamilla01@gmail.com

90605

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Angel Chaj

Postal Code: 90022

Email Address: angelchaj6185@gmail.com

Date of Submission: Wed, 02/12/2025 - 10:08

Submission Letter:

To whom it may concern:

In many countries children yearn to be educated. To have a free education. In America we are privileged to have access to free education so why take it away from us? After Trigonometry and Precalculus, what classes will be next to go? If this were to pass, It will give the state even more power to keep on taking advantage of us and stripping us of knowledge. It is very much done on purpose to keep those in the bottom to stay in the bottom. To discourage many and to make it harder for us to gain education for free. The Children of today will be our future leaders and the decision makers but how will they lead with knowledge when it's currently being stripped from them and It will keep being taken away and will keep getting harder for them to find free education. For the sake of our countries future. knowledge is power and clearly they don't want to see many of us in power.

Sincerely,  
Angel Chaj  
angelchaj6185@gmail.com  
Los Angeles, CA, 90022

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Angel Escobedo

Postal Code: 90202

Email Address: [escobeag9127@student.laccd.edu](mailto:escobeag9127@student.laccd.edu)

Date of Submission: Wed, 02/12/2025 - 22:37

## Submission Letter:

Dear AB 1705 My name is Angel Escobedo. I am a student from ELAC And I have personally Took pre-calculus and trigonometry before my calculus classes. Due to the fact, if you remove those pre-requisite classes many students will fail calculus one and so on. Trigonometry is a very important factor for sciences, such as physics taking away trigonometry will Will greatly hinder students and make their academic journey abysmal. I believe you should keep these four community colleges so we have more of a chance to actually get out of the school and transferred to a good for your college. I cannot be more thankful for having trigonometry and precalc in my school, and I save me from great headaches and I learned so much from it and I cannot be more grateful.

Sincerely,

Angel Escobedo

[escobeag9127@student.laccd.edu](mailto:escobeag9127@student.laccd.edu) East Los Angeles College, Monterey Park

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Anthony Colunga

Postal Code: 90063

Email Address: wonderwig@hotmail.com

Date of Submission: Thu, 02/13/2025 - 02:38

## Submission Letter:

It is to my understanding that this bill will discontinue Pre Cal and Trig to community college. Although I may see the reasons behind this bill, I strongly believe that removing these classes at a community college level is a step backwards from education equality and student freedom. If this bill were to pass, I can only begin to think of this as a domino effect to not just Trig and Pre Cal but to other classes down the line that could potentially also be removed in the future. Please vote against this bill as it is a treat to our education and the education of the many students that will follow us generations after generation.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Braulio Rosillo

Postal Code: 90066

Email Address: rosillobraulio55@gmail.com

Date of Submission: Wed, 02/12/2025 - 16:49

## Submission Letter:

My name is Braulio Rosillo. I am currently enrolled as a first semester student at East Los Angeles Community College. A college which has offered me the opportunity to reinvent myself and grow towards becoming the man I've always dreamed to be. However, that dream is now in jeopardy, all because you have decided to castrate the low-income community of Los Angeles.

Having people who are so far disconnected from those that make up our community decide what is best for students, instead of allowing students to decide what they need based on prior education is disgusting. Cutting these classes will have detrimental effects on the educational and financial goals of your students, such as myself.

You are further promoting the anti-intellectualism that is crumbling this country and dooming current and future students towards not pursuing higher education. What better way to control the poor than to chop them at the knees and force them to take out students loans that will leave them in debt for decades, following them like a cross to bear. A cross for those who dare to dream of becoming something bigger than themselves.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Bryant Zelaya

Postal Code: 90270

Email Address: zelayabe3304@student.laccd.edu

Date of Submission: Thu, 02/13/2025 - 19:18

## Submission Letter:

My experience with remedial classes such as trigonometry and pre-calculus have been great. As a veteran I believe it is crucial for those classes to exist. For veterans we serve our country a minimum of 4 years. That is a long time away from school and for some it is even longer. Without remedial classes to help veterans ease back into college the moral of veterans going back to school will be that much harder.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Carlos Martinez

Postal Code: 90057

Email Address: cm02311@gmail.com

Date of Submission: Thu, 02/13/2025 - 20:29

## Submission Letter:

I wanted to share my AB 1705 Experience with the Assembly Higher Education Committee. I believe that these classes are not only important, but also play key factors onto the student's success. In my campus of East Los Angeles College these classes are no longer offer and are affecting their pursuit of success. For example, colleagues have share their stories that Calculus math is now harder and a lot more difficult given that classes such as Trigonometry have been removed. Classes like trigonometry play a big role into learning fundamentals that are important in calculus. These classes have become a lot more impossible to pass, thus making it difficult to transfer onto university. The fact that these classes are still being offered in Universities but have been removed from community colleges seems a bit backwards. The restrictions on these necessary courses are now holding back students in their pursuits to a higher education. If i wanted to major in mathematics, it now seems like an impossible major because these prerequisite classes are no longer available and if they are it is out of pocket, private schools. Please support all students that continue to care and rely on their future education.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Carolina Perez

Postal Code: 90023

Email Address: Perezc7843@student.laccd.edu

Date of Submission: Wed, 02/12/2025 - 23:41

Submission Letter:

My name is CarolinaPerez, and I'm from EastLosAngeles. I'm writing to ask if you can please keep Trigonometry and Precalculus classes in our community college. These classes are really important because they help us understand math better and prepare us for harder math in the future.

Without these classes, many students might struggle with advanced math and miss out on opportunities for cool jobs in science, technology, engineering, and math (STEM) fields. It's important that all students have the chance to learn and succeed, no matter where they come from.

Please listen to our voices and keep these classes available for us. Thank you for considering my thoughts!

Sincerely, Carolina Perez



# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Caterina Falli

Postal Code: 95841

Email Address: fallic@arc.losrios.edu

Date of Submission: Tue, 02/11/2025 - 16:55

Submission Letter:  
Greetings,

This note is to share my concerns as an instructor regarding some of the harmful consequences, even if unintended, of AB 1705 for our students. I teach ESL at American River College.

I observe that the inflexibility of the legislation has the unintended effect of slowing the paths to completion of goals for some of our students. The legislation stipulates that "U.S. high school graduates (or the equivalent) with an academic goal of certificate, degree or transfer shall begin in their gateway transfer-level course, or higher, in English and math/quantitative reasoning." However, this rule ignores the reality that in our ESL population, we have a sizeable number of students who entered high school in the 12th grade with no familiarity with English. One student last term told me, "I am ashamed I am a high school graduate, and I don't know how to read and write in English." To me, this statement reflected a system that was not supportive but injurious to students.

Our students are complex with diverse needs. The legislation does not reflect this reality. When some of our ESL high school graduate students with limited English comprehension are required to automatically go into transfer-level English, we have painful conversations when they return to our ESL department confused and discouraged from their wasted time and failing grades, all from weeks and months in a transfer-level class they did not comprehend. As an instructor, I earnestly ask our legislators to consider deeply some of the harmful impacts of AB 1705 legislation. Thank you.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Catherine Cespedes

Postal Code: 90201

Email Address: cespedcn7193@student.laccd.edu

Date of Submission: Thu, 02/13/2025 - 21:43

## Submission Letter:

The best path to success is building a strong foundation. Many students from low income areas - such as myself - often find ourselves unprepared for collegiate courses, especially STEM. This is often the case as students are left blind sighted because of how little importance is placed on critical courses.

Throughout my primary years of schooling, LAUSD went through various changes in academic standards; in middle school trigonometry was forcefully relegated from a year length study to an afterthought. I would only later come to find how this would perpetuate unnecessary struggle for myself and my peers. My seniors had been given adequate time to learn and internalize trigonometry - the basis of all STEM courses - while I, my peers, and those that followed were not. Each class struggle more and more as the years progressed. It was only in college - at ELAC - where I was made aware of the importance of trigonometry by my professors. At ELAC, I was finally given the option to take the course that was vital to my success. I had taken Calculus, Chemistry, and Physics courses prior to trigonometry and passed; however, it was all with more strife than necessary. After taking the course it was as though I had finally able to see the complete picture of my prior studies. The material I learned came together as trigonometry provided the vital missing pieces for my understanding of STEM.

By removing courses such as Trigonometry and Pre-Calculus you are becoming complicit in pushing students - who have already been left to the whims of their prior educational districts - towards failure. The best way to uplift a community and the future of academia is to provide the proper resources. LACCD has a community of diverse and driven students from all walks of life. Continue these courses to facilitate accessible success. Extend as a welcoming hand to the bright minds who need the right nurturing environment and watch your campuses prosper.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Catherine Cumberland

Postal Code: 95401

Email Address: ccumberland@santarosa.edu

Date of Submission: Thu, 02/06/2025 - 14:12

## Submission Letter:

I personally benefited from remedial math courses at a CA community college. I was working as a graphic artist and wanted to switch to a STEM career. I was in my 30s when I started at Santa Rosa Junior College and had forgotten most of my high school math. On top of it I was math-phobic and afraid I couldn't understand college level math. The remedial math classes I took at SRJC gradually built my confidence in my ability to succeed in STEM coursework. I went on to earn a BA in Biology, MA in Ecology, and PhD in Biology. I would never have been able to do it without the remedial math I learned at SRJC. Please get rid of this unfair restriction -- a student like me who is returning to college, or just didn't get a good math education in high school, needs remedial coursework to succeed!

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Daniel Robinson

Postal Code: 91755

Email Address: dsrobin03@gmail.com

Date of Submission: Wed, 02/12/2025 - 21:17

## Submission Letter:

Trigonometry and precalculus are basic courses that all schools need, even colleges. It makes no sense at all removing trigonometry and precalculus from community college as they are important classes for stem and other majors that are required to take those classes. It also removes the opportunity from lesser income people who can't afford to go to a private colleg to take these two colleges. Creating a wealth disparity that is not needed at all.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Joseph Vasta

Postal Code: 93402

Email Address: [jvasta@cuesta.edu](mailto:jvasta@cuesta.edu)

Date of Submission: Wed, 02/12/2025 - 07:22

Submission Letter:

I've been teaching math at Cuesta College since 2001. When I started teaching, the sequence of math classes was as follows:

arithmetic → prealgebra → beginning algebra → intermediate algebra →  
precalculus → trigonometry → calculus → linear algebra with differential equations

Students would come to community college and start their math sequence at all different points depending on their past math experience. We were able to accommodate underprepared students and help them with their math. I've seen many students who started low on the math sequence and worked their way to getting a STEM degree. My wife started taking algebra at MSJC and worked her way all the way to a math Ph.D.

Then in 2017, AB-705 passed. It eventually had the effect of getting rid of our lower math classes. The sequence of math classes became:

precalculus → trigonometry → calculus → linear algebra with differential equations

"Oh, you can learn the algebra on the way as you take precalculus." That was the lie that was repeated. And do you know what the result was? Many California students gave up on math because they did not have the opportunity to learn the foundational topics. These underprepared students included first-generation students, African-American students, Hispanic students, disabled students, and the list goes on. Many of these potential students gave up on pursuing an education/career in STEM, and even worse, many gave up on college altogether.

Well, can you learn algebra on the way as you take precalculus? That would be the equivalent of building a house on the sand without a foundation.

The people who outlawed the lower math classes must think that math is the same as history. Let's take a look at four types of history classes: US history, European history, world history, and ancient history. A student can take any one of the four without taking the other three. But this does not apply to math.

I am not the only community college math instructor who experienced an increase in unprepared precalculus students after the lower math classes were prohibited. As a result, more students drop out or fail that class. As a student, you can't learn elementary algebra and intermediate algebra as you are taking a precalculus class.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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There's just not enough time.

Let's continue our story. Enter 2020. Government lockdowns forced students to learn online. A lot of students ended up passing math classes without fully applying themselves, without fully learning the fundamentals. But that was all right. We were in a "pandemic" and we kind of felt sorry for the kids.

In Fall of 2022, two things happened. Many students returned to face-to-face classes, and AB-1705 passed. Students were very unprepared for face-to-face math classes. Before this, a lot of them were able to take exams at home, with notes, with books, with internet, and with friends. This is what made the students unprepared, and we are still seeing consequences today. The effects of AB-1705 will make this situation worse. The math sequence will become:

calculus → linear algebra with differential equations

Just throw students into calculus and they can learn precalculus and trigonometry on the way. Just start building the second story of a house without building the foundation or the first story.

The authors of AB-1705 must really loathe underprepared students! They say AB-1705 helps equity, but it does just the opposite.

I haven't found one student or instructor on our campus who was not upset by the effects of AB-1705. A few people in Sacramento are legislating something a mass majority of California students and educators oppose. Underprepared students will forget pursuing STEM, and/or just give up on higher education. Please bring back our lower math classes. This is about freedom of choice. Students should have the right to choose when it comes to math.

I can only speculate what a future AB-2705 will do to our math sequence:

linear algebra with differential equations

Respectfully,

Joseph C. Vasta, Ph.D.  
Math Division  
Cuesta College  
San Luis Obispo, CA

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Joshua Martinez

Postal Code: 90022

Email Address: [jmartinez05050@gmail.com](mailto:jmartinez05050@gmail.com)

Date of Submission: Wed, 02/12/2025 - 09:29

## Submission Letter:

I took calc 1 with only the prerequisite statistics during the fall 2024 not knowing the knowledge of pre-cal and trig, I failed that class because of that. We need those classes to pass calc 1.

# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Juliet Eitel

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Email Address: eiteljd@flc.losrios.edu

Date of Submission: Tue, 02/11/2025 - 08:46

Submission Letter:

Share your AB 1705 Experience with the Assembly Higher Education Committee!

I have taught College Algebra for many years. During that time I have had so many students that are returning to college to get a second chance at improving their life by getting skills and a degree that will help them find better employment. I want to address 2 types of students I see every day.

1, Single mothers who took less math at high school or it has been several years since they took math in high school. Many are unsure of themselves after a divorce and had kids to support on a low paying job. They are now looking for a fresh start, They need a first class that will add missing skills and polish up the forgotten ones before they take a course toward their goals. Many are trying to get in to a Chemistry course. Some need a Business Calculus or a Calculus for Life sciences course. Other are trying to get into a Computer program. They need a foundational College Algebra in most cases. Placing them in the STEM course Ab1097 requires is not the best for many of them. They already have family to support, and long hours at a job that make a college math class hard to pass. If you add the requirement they start at the top the added stress is hard to take for many. Almost all of my students come back and say the fresh start and support and the skills they gained made it possible to pass Chem 305 or Business Calculus. They deserve the chance to get a good foundation and develop confidence.

2, I have many students that came to me with language skill that will make a college STEM course hard. In many cases they are first generation at college students. Many have parents that do not speak English. My College Algebra course focuses on the English Terms and Expressions they will see in their first STEM course. We strengthen their word problem solving skills. We test and retest until they master the material. All of what we do is based on what skills the first course in STEM will require. Many take a Chem 305 for health field. These students come back to me and say that without this course they could never pass Chem 305. They do not need a failure model that will cause many to fail and then drop out.



# Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Kiarra Bishop

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Date of Submission: Wed, 02/12/2025 - 13:38

Submission Letter:

After taking algebra two, pre-calculus was difficult enough I had to retake it three times to finish it successfully, I cannot imagine going directly into calculus one without my pre-calc/ trig classes. I want better opportunities for my 6 younger siblings not for them to be worse off. This will cause education gaps to become even wider and work against the hope for equity.

## Share your AB 1705 Experience with the Assembly Higher Education Committee!

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Tonya Atkins

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Date of Submission: Tue, 02/11/2025 - 09:28

### Submission Letter:

I teach general chemistry and I have to provide instruction on how to calculate logs, the quadratic formula and algebra from beginning algebra. Students supposedly have taken intermediate algebra (our prerequisite), but student's struggle so much with the math that they can't learn the chemistry in a timely manner. Many of these students end up dropping the course or attaining a lower grade. I also teach introductory chemistry and students do not understand basic arithmetic or beginning algebra. Unfortunately, these students also struggle with learning chemistry because they have to spend so much time on math.