



Excellence and Innovation

Annual Budget

FISCAL YEAR
2018-2019

Mission: As an innovative institution of excellence, College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

Vision: College of the Canyons is dedicated to being a leading two-year college, recognized locally, regionally, statewide and nationally for technical advancement, institutional effectiveness, student support, model academic and professional programs, excellence in teaching and learning, fostering a broad range of community partnerships, maximizing student access, and for the sense of community that we provide to our students and staff.

ANNUAL BUDGET

2018 2019

		<u>Service Dates</u>
BOARD OF TRUSTEES:	Mr. Michael D. Berger, President	2010-2018
	Ms. Michele R. Jenkins, Vice President	1985-2018
	Ms. Joan W. MacGregor, Clerk	1994-2018
	Mr. Steven D. Zimmer, Member	2013-2018
	Dr. Edel Alonso, Member	2017-2018
BOARD SECRETARY/ PARLIAMENTARIAN/CHANCELLOR:	Dr. Dianne G. Van Hook	
STUDENT TRUSTEE:	Ms. Sarah Farnell	
BUDGET DEVELOPMENT:	Ms. Sharlene Coleal, Assistant Superintendent/ Vice President, Business Services	
	Mr. Jason Hinkle, Associate Vice President, Business Services	

A special thanks to Chancellor, Dr. Dianne G. Van Hook, Executive Cabinet, Business Services staff and the President's Advisory Council – Budget (PAC-B) members who assisted with the review, recommendations and development of this budget.

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EXECUTIVE SUMMARY

2018 2019 ANNUAL BUDGET



Fiscal Year 2018-2019 Adopted Budget Executive Summary ●

SECTION 1

EXECUTIVE SUMMARY: 2018 2019 ADOPTED BUDGET

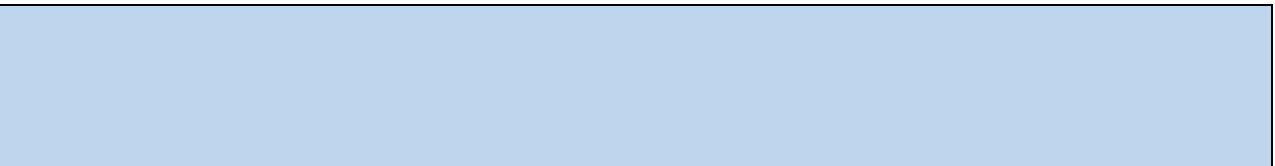
This Executive Summary highlights the main components in the Fiscal Year 2018-2019 Adopted Budget and provides an overview of the assumptions used to prepare the budget and the opportunities this budget offers.

State Revenues:

The 2018-2019 California State Budget continues to reflect a commitment to higher education, but has also ushered in some significant changes to how Community Colleges are funded. This year, the Governor introduced a new apportionment funding formula originally developed by the Department of Finance and subsequently revised during consultation with the State Chancellor's Office and Community College administration. According to the State Chancellor's Office, the new formula shifts focus from funding based predominantly on enrollment to a three-pronged formula that focuses on access, equity, and success. In order to implement the new Student Centered Funding Formula, \$270 million in increased general apportionment funding is included in the 2018-2019 State Budget. In addition to increased apportionment funding, other State funding increases provided to the community college system include:

- \$100 Million One-time and \$20 Million On-going for Online College
- \$ 50 Million On-going for Full Time Faculty
- \$ 50 Million One-time for Part-time Faculty Office Hours
- \$ 46 Million On-going for College Promise Program
- \$ 41 Million Ongoing for Cal Grant Student Success Completion Grants
- \$ 35 Million One-time for Online Education Initiative
- \$ 28 Million One-time for Physical Plant and Instructional Support
- \$ 5 Million On-going for Adult Education Data
- \$ 2 Million On-going for State Chancellor's Office Staffing and Development

The 2018-2019 State Budget also includes a realignment of categorical funds by consolidating Student Equity, Student Success for Basic Skills, and Student Success and Support programs into a single program to streamline reporting requirements.



District's Unrestricted General Fund Budget:

General Apportionment funding continues to be the District's largest unrestricted funding source. In 2018-2019, 91% percent of the District's Unrestricted General Fund revenue is projected to come from State General Apportionment funding. This funding is received as a combination of State Apportionment, Education Protection Act funding (EPA), Property Taxes, and Student Enrollment Fees.

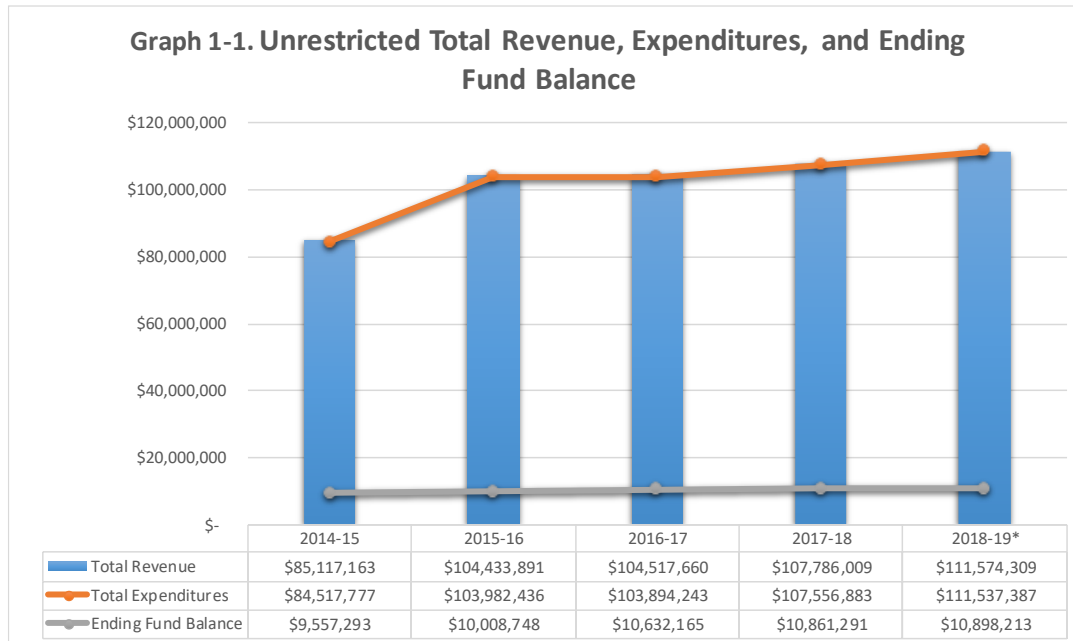
The 2018-2019 Adopted Budget projects funding based on the implementation of the new funding formula and focuses on assumptions regarding enrollment demand and student equity and success metrics. The 2018-2019 Adopted Budget reflects a 9.97% Fund Balance and no structural deficit.

The following table provides a summarized list of the 2018-2019 Adopted Budget by fund, which includes total budgeted expenditures and budgeted reserves:

Table 1-1. Total Expenditures and Budgeted Reserves

Funds	Budgeted Appropriations + Budgeted Reserves
General Fund	
Unrestricted (Fund 11)	\$122,435,600
Restricted (Fund 12)	\$44,915,948
Bond Interest/Redemption Fund (Fund 21)	\$35,121,093
Debt Service Fund (Fund 29)	\$1,376,981
Cafeteria Fund (Fund 32)	\$114,951
Child Development Fund (Fund 33)	\$1,338,824
Special Revenue-Asset Management Fund (Fund 37)	\$18,255
Special Revenue-Student Center Fund (Fund 39)	\$806,556
State Construction Fund (Fund 41)	\$739,275
Capital Projects Fund (Fund 43)	\$3,847,792
Scheduled Maintenance Fund (Fund 44)	\$4,763
Measure M Series 2016 Fund (Fund 46)	\$10,517,171
Measure E GO Bond Election 2016 Series 2017 Fund (Fund 48)	\$49,291,674
Field Turf Replacement Fund (Fund 49)	\$304,544
K-12 Arts Education Outreach Fund (Fund 57)	\$342,567
Performing Arts Center Fund (Fund 58)	\$534,740
Employee Training Institute Fund (Fund 59)	\$1,120,008
CalSTRS/CalPERS Liability Fund (Fund 68)	\$6,236,604
Internal Services-Retiree Benefits Fund (Fund 69)	\$7,128,123
Student Representation Fee Trust Fund (Fund 72)	\$365,401
Student Financial Aid Fund (Fund 74)	\$26,134,932





*The numbers from FY2014-2015 through FY2016-2017 are audited actuals. FY2017-2018 are unaudited actuals. FY2018-2019 is budgeted.

Full Time Equivalent Students (FTES):

Unlike K-12 Education, Community Colleges are **not** paid for every student they serve. Through a comprehensive Enrollment Management Plan the District strategically projects to serve a target number of students based on the availability of State base and growth funding. Serving our students requires a fine balance between available funding and creating capacity for student demand.

The District's enrollment has historically increased due to growth in its service area creating a high demand for classes. In years where growth funding was available from the State, the District increased its FTES and added ongoing funding to the District's base revenue for future years. However, during the Great Recession, State base funding cuts resulted in fewer FTES being funded. In response, the District served fewer FTES as it is not fiscally prudent to serve FTES that the State will not fund.

In 2017-2018, the District achieved the highest funded FTES in its history, 16,707 FTES. In 2018-2019, the District projects serving an additional 122 FTES, an increase of 0.73%. This projection is consistent with projected available State funding. Growth in the District's 2018-2019 FTES is projected to be attributable to the following main areas:

- Credit (Public Safety) 52.0 FTES
- Non-Credit 20.0 FTES
- CDCP Non-Credit 50.0 FTES

Credit FTES

- **Campus Generated FTES**

On ground classes at the Valencia and Canyon Country campuses continue to generate the largest share of FTES. To address parking shortages, which will be alleviated when construction of the Valencia campus parking structure is completed in 2019, more classes have been scheduled at the

Canyon Country campus and classes at the Valencia campus have been distributed throughout the day.

- **Online Classes**

Online classes give students additional options to complete their educational goals.

- **Concurrently Enrolled High School Students (Dual Enrollment)**

Through partnerships with surrounding high school districts, students concurrently take college courses while still in high school. One of the most rewarding partnerships is the Academy of the Canyons, a Middle College High School located on the Valencia campus. This hybrid between a high school and a community college is one of only 30 across the nation.

- **Incarcerated Students**

Through a partnership with the Pitchess Detention Center, classes are offered at this local jail facility to provide GED and Career Technical Education opportunities which will help reduce recidivism.

- **Instructional Service Agreements**

College courses developed for police and fire public safety agencies serve both new employees and current employees requiring additional training and education.

Non-Credit FTES

- **Classes at Offsite Locations**

Offering classes at convenient locations around the District's service area brings opportunities to students who cannot get to a campus. Offsite locations also provide opportunities for specialized learning at unique facilities. Many of the classes held offsite are non-credit offerings, and the District's non-credit program is projected to grow in the coming years, especially in the areas of English as a Second Language (ESL) and Career Technical Education (CTE).



New Revenues and New Expenses

Revenue Assumptions – 2018-2019 New Revenue

2017-2018 Adopted Budget – Total Revenue **\$104,156,590**

Ongoing New Revenue:

General Apportionment

Based on the three components of the New Student Centered Funding Formula:

- **Base Allocation** (FTES/Access) – Approximately 70%
 - Effect of Reduced FTES Funding Rates (\$23,845,055)
 - Add 52 Credit FTES Growth \$ 193,804
 - Add 20 Non-Credit FTES Growth \$ 66,950
 - Add 50 CDCP FTES Growth \$ 272,834
 - **Subtotal – Base Allocation** **(\$23,311,467)**
- **Supplemental Allocation** (Equity) – Approximately 20%
 - PELL Grant Recipients, AB540 Students, Promise Grant Students **\$ 14,709,514**
- **Student Success Allocation** (Success/Equity) – Approximately 10%
 - Various Completion Metrics **\$ 13,380,117**

Total New General Apportionment Revenues **\$ 4,778,164**

Transfer from fund 68 to Offset STRS/PERS Increases (One-Time)	\$ 750,000
Full Time Faculty Revenue	\$ 700,000
Unrestricted Lottery Funding	\$ 207,305
Non-Resident Tuition	\$ 195,000
Civic Center Revenue	\$ 100,000
International Students Tuition	\$ 97,000
Grant Indirect Support Revenue	\$ 83,991
Other Revenue Adjustments	<u>\$ 44,259</u>
Subtotal – Other Ongoing New Funding	\$ 2,177,555

One-Time New Revenue:

Part Time Faculty Office Hours	\$ 98,000
Additional 79 CDCP FTES - 2017-2018 Prior Year Adjustment	<u>\$ 364,000</u>
Subtotal – One-Time Revenue	\$ 462,000

2018-2019 Adopted Budget – New Revenue **\$ 7,417,719**

2018-2019 Adopted Budget – Total Revenue **\$111,574,309**

Expense Assumptions – 2018-2019 New Expenses

2017-2018 Adopted Budget – Total Expenses **\$104,108,096**

Ongoing New Expenses:

- Budget Augmentations and Adjustments \$1,487,148
- Increase Adjunct/Overload \$1,388,908
- PERS Rate Increase (From 15.531% to 18.062%) \$ 789,305
- STRS Rate Increase (From 14.43% to 16.28%) \$ 785,046
 - Offset by One-Time Transfer In from Fund 68 (\$ 750,000)
- Steps/Columns \$ 757,720
- Instructional Service Agreement Increase \$ 397,345
- New Positions \$ 298,055
- Increases in Transfers To Other Funds (Debt Service & Grants) \$ 235,008
- Increase in Other Fringe Benefits \$ 723,488
- Vacation Cash Out Increase \$ 140,600

Subtotal – Ongoing New Expenses **\$7,002,623**

One-Time New Expenses:

- One-Time Budget Augmentations \$ 426,668

Subtotal – One-Time New Expenses **\$ 426,668**

Total New Expenses **\$ 7,429,291**

2018-2019 Adopted Budget – Total Expenses **\$111,537,387**

Net – Increase to Fund Balance **\$ 36,922**

Compliance with State Regulations – Fifty Percent Law, FON, Fund Balance:

Fifty Percent Law

The Fifty Percent Law requires districts spend at least 50% of the Current Cost of Education on instructional salaries and benefits. In 2017-2018 the District was in full compliance with the 50% Law, reporting 55.14%. The District's 2018-2019 Adopted Budget is projected to comply with the 50% law. The 50% Law is an antiquated law that was established in 1959 for K-12 Class Size Reduction. The problem is, we don't deliver instruction the same way we did in the 1950's. In addition, the 50% Law conflicts with other key requirements.

The 50% Law does not take into account the costs of:

- The 10+1 roles of faculty members outside the classroom (AB 1725)
 - i.e. COCFA President, Academic Senate President, EOPS and DSPS Faculty Directors
- The roles of Counselors, Librarians and Instructional Support staff
- The support of using new technology in the classroom

The 50% Law conflicts with other compliance requirements:

- FON and 75/25: Includes Librarians and Counselors
- 50% Law: Does not include Librarians and Counselors

This outdated and inconsistent law is becoming more difficult for all Community College Districts to comply with. Most Districts are reporting very near to 50%. In 2016-2017, one District was not able to comply and the other 71 Districts reported a range of percentages between 50.01% and 56.80%. The 2017-2018 50% Law information is not available yet for all colleges, but the Santa Clarita Community College District reported 52.81% in 2016-2017 and 55.14% in 2017-2018.

Table 1-2. FIFTY PERCENT (50%) LAW TRENDS

	FY13-14 Actuals	FY14-15 Actuals	FY15-16 Actuals	FY16-17 Actuals	FY17-18 Actuals
Total Instructional Costs	33,173,850	35,961,831	40,732,695	43,316,407	48,093,921
Total Current Expense of Education	64,585,389	67,739,505	74,893,415	82,017,363	87,218,557
Percent of CEE	51.36%	53.09%	54.39%	52.81%	55.14%

Faculty Obligation Number

The District's 2018-2019 Adopted Budget provides sufficient funding for full time faculty in order to comply with the District's Fall 2018 Projected Advance Faculty Obligation Number (FON) of 214.7. In fact, the District projects 222.7 actual Full Time Equivalent Faculty, which is 8.0 above the compliance requirement.

FON regulations were designed as a mechanism to partially comply with the goal of having 75% of instruction provided by full-time faculty. The FON sets an annual minimum number of full-time faculty that each district is obligated to hire:

- FON target is assigned annually by the State Chancellor's Office
- FON target is based on prior year FON increased by growth or decreased by declines
- New FON target is to be achieved by Fall of the following year
- FON targets in 2015-2016 were increased due to new on-going Full Time Faculty funding
 - But, funding was insufficient to support hiring all required full-time faculty.

Full-Time Faculty Obligation (FON) Target and Projections: 2017 and 2018

	<u>Fall 2017 FON</u>
Fall 2017 FON Target	212.7
Actual FTEF	<u>218.3</u>
Fall 2017 FTEF Over FON	5.6
	<u>Fall 2018 Projected FON</u>
Fall 2017 FON Base	212.7
Base Adjustment "True Up"	3.0 Required Adjustment Based on 2016-2017 P2 Change in Credit FTES of 2.95%
2018-2019 Projected Credit FTES Decrease	<u>(1.0)</u> Negative Due to Projected Deficit Factor
Fall 2018 Projected FON	214.7
Fall 2018 Estimated Actual FTEF	<u>222.7</u>
Fall 2018 FTEF Over FON	8.0

**Table 1-3. Faculty Obligation Number (FON) History
Santa Clarita Community College District**

FON YEAR	FON OBLIGATION	FON ACTUAL FTEF	FTEF OVER FON OBLIGATION
Fall 2018 (Proj)	214.70	222.70	8.00
Fall 2017	212.70	218.30	5.60
Fall 2016	204.10	204.80	0.70
Fall 2015	182.80	191.45	8.65
Fall 2014	171.80	177.15	5.35
Fall 2013	169.80	177.60	7.80
Fall 2012	176.80	177.30	0.50
Fall 2011	182.80	185.55	2.75
Fall 2010	182.80	186.35	3.55
Fall 2009	182.80	189.55	6.75
Fall 2008	179.80	194.35	14.55
Fall 2007	169.80	181.55	11.75
Fall 2006	163.80	163.80	-
Fall 2005	151.80	170.00	18.20
Fall 2004	146.90	152.10	5.20
Fall 2003	152.80	163.00	10.20
Fall 2002	143.80	165.00	21.20
Fall 2001	126.80	158.00	31.20
Fall 2000	113.80	135.00	21.20
Fall 1999	96.80	117.00	20.20



Table 1-4. Inconsistencies between FON and 50% Law

Description	FON (FTEF)	50% Law (Expense)
Librarians	Yes	No
Counselors	Yes	No
Faculty Coordinators and Directors	Yes	No
Released/Reassigned Time (Non-Instructional)	Yes	No
Instructor Sabbaticals	Yes	Yes
Unpaid Leave (Exclude Replacement Faculty)	Yes	N/A
Overload	No	Yes
Late Retirements	Yes	N/A
Instructional Deans and Admin	No	No
Instructional Supplies/Equipment	N/A	No
Online Education/Computer Technical Support	N/A	No

Fund Balance

The District's 2018-2019 Adopted Budget is projected to comply with all Fund Balance requirements. An adequate fund balance provides fiscal stability.

The State Chancellor's Office recommends the following Fund Balance "best practices":

- Establish fund balance at or consistently above the recommended 5% reserve
- Disclose with Budget and Monthly Financial Reports
- Increase or stable fund balance due to ongoing revenue increases and/or expense reductions
- Include designated reserves for unfunded liabilities or one-time costs above recommended reserve level
- Establish a Board Policy and Budget Parameters that guide budget development
- Communicate with Budget Committee and other groups

The State Chancellor's Office recommends a 5% minimum Fund Balance. Statewide Fund Balances in 2016-2017:

- 20.9% to 51.5% 39 Districts
- 10.7% to 19.8% 28 Districts
- 5.1% to 9.3% 5 Districts

The District's Budget Parameters establish a 6% minimum Fund Balance requirement, and the District's historical fund balances show full compliance:

- 2017-2018 10.10%
- 2016-2017 10.23%
- 2015-2016 9.63%
- 2014-2015 11.31%
- 2013-2014 11.02%
- 2012-2013 11.77%
- 2011-2012 11.55%
- 2010-2011 15.98%

Precision & Budgeting – No Structural Deficit:

The District's 2018-2019 Adopted Budget for the Unrestricted General Fund is a balanced budget with no structural deficit (deficit spending).

The District has a history of budgeting precisely and presenting balanced budgets to the Board of Trustees for consideration. Budgeting with a high level of precision, including using a very detailed position control system to budget salaries by position, is critical to achieving the desired outcome of no deficit spending when all actual revenues and expenditures are recorded for the year. This means budgeting conservative and achievable revenue estimates and accurate and reasonable expense estimates.

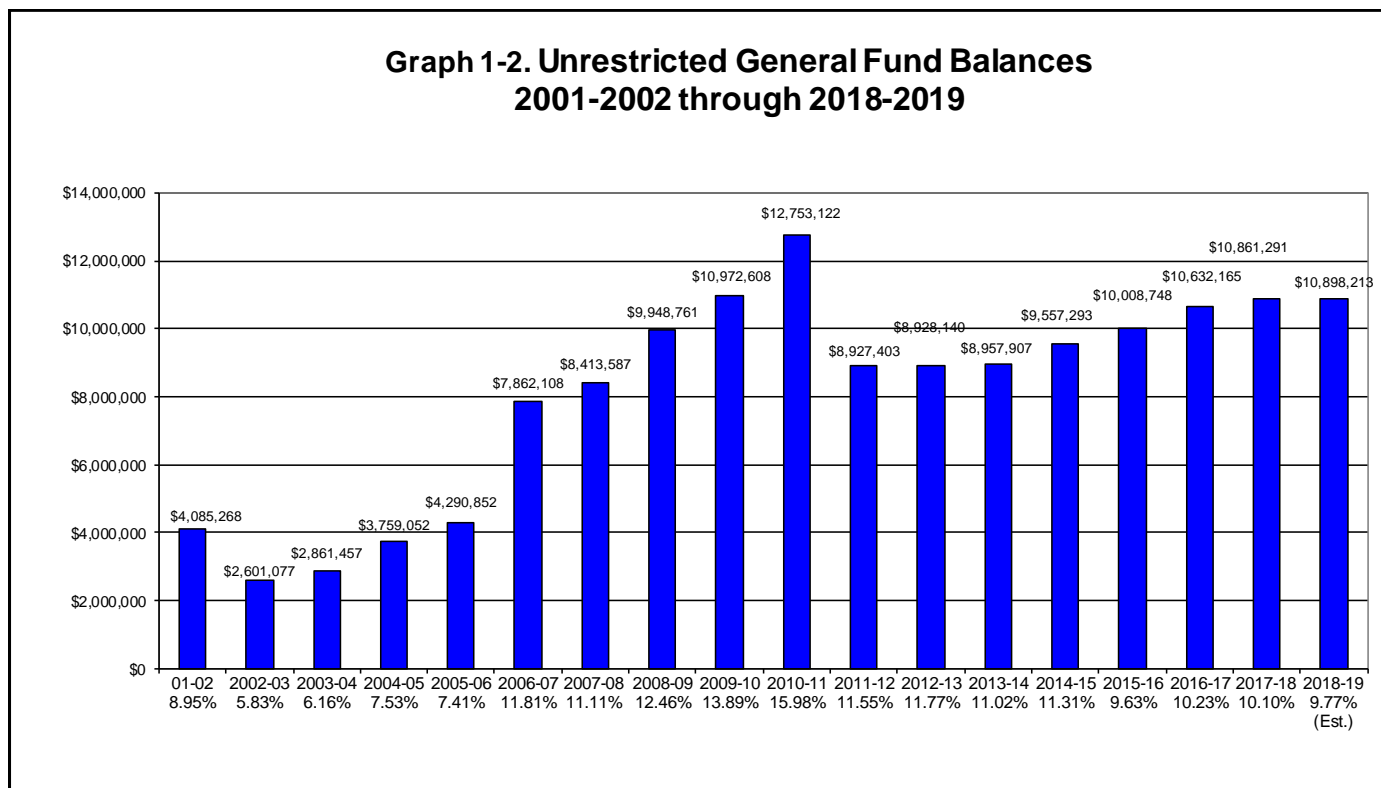
For the last 16 years, the District has avoided deficit spending. Even in 2003-2004 when growth was reduced to 69% of the original target, the District cut approximately \$3.5 M in order to balance the budget. The one exception was in 2011-2012 when the District made a decision to use one-time fund balance dollars in excess of the District's 6% minimum target to fund expenses. With approximately 85% of all ongoing expenses attributable to salaries and benefits, this decision was necessary to preserve jobs and continue to offer quality instruction, student services, and administrative support. Then, in 2012-2013, after making \$7.7 million in budget reductions, the District again controlled deficit spending which restored balanced budgets. It is commendable that the District took a conservative approach to budgeting during the 5 year economic downturn, from 2009-2010 to 2013-2014, which ensured any revenue shortfalls would not detrimentally affect the District. Departments made budget cuts by identifying expense reductions and revenue solutions to ensure financial stability. Considering that the District's State General Apportionment funding has been subject to several deficits and ongoing reductions that often had to be handled mid-year, it is remarkable that the District was able to control deficit spending and **avoid taking actions such as instituting wage reductions, furloughs, lay-offs, and severely decreasing the number of class sections offered. We are one of the few that have maintained the fiscal integrity of the District and still achieved the outcome without impacting faculty, staff, and students.**

Ending Fund Balance/Unrestricted Reserves:

The District's Ending Fund Balance has been stable or increasing in 15 of the last 16 years. In addition, the District's 2018-2019 Adopted Budget projects a small increase in the Ending Fund Balance and an Ending Fund Balance percentage of 9.77%.

This is in compliance with District Budget Parameters approved by the Board of Trustees, which state:

Fund Balance: Each Budget year, in recognition of the State Chancellor's Office recommendation to maintain a minimum 5% Fund Balance and based on the SCCCD Board Policy, a minimum 6% Fund Balance will be established. A larger fund balance will be maintained in anticipation of uncertainty in State funding in order to protect the district against mid-year cuts or other unscheduled revenue shortfalls.



As the graph above illustrates, despite the over \$22 million in State revenue cuts since 2002-2003, the District's actual ending fund balance consistently increased from 2002-2003 through 2010-2011 due to a number of factors:

- Revenues increased due to growth
- Expenses were reduced due to unspent salary and operating expense budgets and unused contingencies planned for State budget cuts

In 2011-2012, the District's fund balance declined by \$3,825,719, from 15.98% to 11.55%. This decline in the District's ending fund balance was the cumulative result of years of ongoing and one-time cuts brought on by large State deficits. Due to the large magnitude and detrimental cumulative effects of these cuts, the District made a decision to use one-time fund balance dollars in excess of the District's 6% minimum target to fund expenses in 2011-2012. Ongoing budget solutions were identified in 2012-2013 which stabilized the fund balance, despite the devastating 10% base revenue cuts made at the State level.

COMMUNITY OVERVIEW

2018 2019 ANNUAL BUDGET



Region, District Service Area, Housing Market,
Community Development, Key Industries, Industrial Market,
Office Market, Employment, Unemployment,
Santa Clarita Valley Employers,
Santa Clarita Valley Employment by Sector,
Population, Age, Income, Education,
New Degree and Certificate Programs Lead to Employment,
District Area Assessed Valuations and Taxpayer Information ●

SECTION 2

COMMUNITY OVERVIEW

Overview of Community:

Region:

The Santa Clarita Valley (SCV) includes the communities of Saugus, Valencia, Canyon Country, Newhall, Stevenson Ranch and Castaic. This valley, surrounded by scenic mountain ranges, is the northern gateway to Los Angeles County. Santa Clarita is the fourth largest city in Los Angeles County, preceded only by Glendale, Long Beach, and the largest city, Los Angeles. Santa Clarita enjoys a lower density of population, with space for significant expansion. This is a stark contrast to most cities in the Los Angeles basin where people and companies are simply running out of room. The area is characterized by many canyons that generally run in a north-south direction and slope upward toward the north. The valleys are fertile and once supported agriculture, but most of the area is now in rapidly-growing housing and commercial development. Many of the almost 300,000 residents commute each day to the Antelope and San Fernando valleys and south into the Los Angeles basin.

District Service Area:

Changes and significant progress have occurred throughout the SCV over the years, and College of the Canyons (COC)/Santa Clarita Community College District (SCCCD) has been propelled forward by a combination of the community's growth and the unwavering vision of the Board of Trustees and campus leadership to transform it into the best community college in the country. The Santa Clarita Community College District serves a geographic area of 367 square miles in the northwest portion of Los Angeles County in an area known as the Santa Clarita Valley. The district is south of the Sierra Pelona and north of the San Gabriel and Santa Susanna mountain ranges and borders Ventura County. The district is 40 miles north of Los Angeles International Airport, north of the San Fernando Valley and 30 miles east of the Pacific Ocean.

The Valencia campus of College of the Canyons is 34 miles north/northwest of downtown Los Angeles. While the 153.4-acre Valencia Campus already includes 825,000 of gross square feet with more than 560,000 square feet of dedicated learning space, more space will be provided through a variety of projects before the Valencia campus reaches its final build-out capacity. The Canyon Country Campus currently has 56,000 square feet, with more than 49,000 square feet of dedicated learning space. With current expansion of the permanent campus now underway, using funds from Measures M and E, the campus is expected to triple in size over the next five years.

Housing Market:

The median price of homes in the Santa Clarita Valley increased through the late 1990s and into the 2000s, but began declining in 2008. In 2012, the housing recovery began in the Santa Clarita Valley, with home sales and prices increasing, which mirrors statewide changes. The market weakened again in 2014; however, home sales increased substantially in 2015. In 2018, the overall median house price in Santa Clarita is expected to be \$527,898. While home sales are expected to continue increasing, homes in the Santa Clarita Valley are still more affordable than homes in the San Fernando Valley or Coastal Los Angeles.

Graph 2-1. Median Home Value Price by City/Area

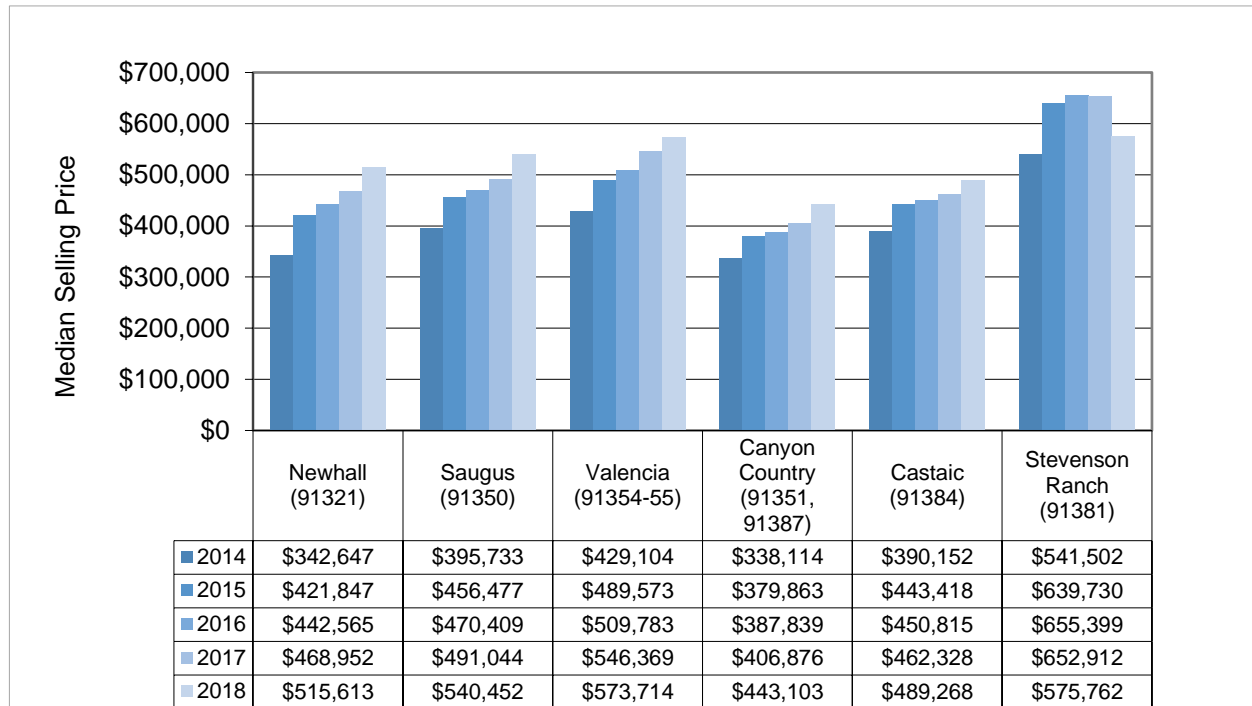


Table 2-1. Approved Residential Construction Projects

Project Name	City	Units Remaining
Whittaker Bermite	Valencia/Santa Clarita	2,911
Princessa Crossroads	Canyon Country	925
West Creek/West Hills	Valencia/Santa Clarita	700
Tesoro Highlands (Phase II)	Valencia/Santa Clarita	840
Sand Canyon Plaza	Canyon Country	580
River Village	Valencia/Santa Clarita	184
Vista Canyon	Valencia/Santa Clarita	1,100
Newhall Ranch	Newhall Ranch	21,242
North Lake	Castaic	3,150
Los Valles	Castaic	497
Golden Valley (Aliento)	Canyon Country	400
Five Knolls	Canyon Country	499
Skyline Ranch	Saugus	1,220
Tapia Ranch	Castaic	405
Aliento	Golden Valley	400
Ravello/Placerita Ranch	Santa Clarita	322
Park Vista	Castaic	182

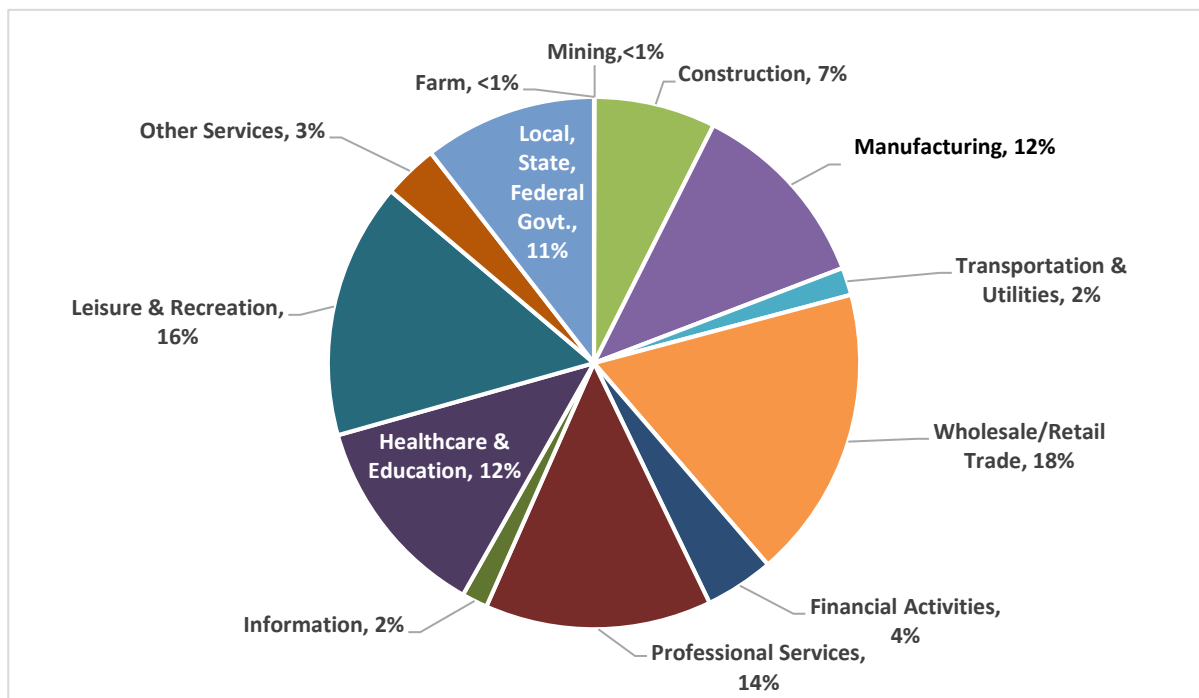
Community Development:

In 2017, 1,463 residential units were authorized in the Santa Clarita Valley, a slight increase from 2016. In 2017, Santa Clarita also saw 552 housing starts, another slight increase from 2016. The unincorporated areas saw 911 housing starts in 2017, a decrease from 968 in 2016. Of the 36,593 units planned in the Santa Clarita Valley, 4,769 have begun construction, 9,193 units are approved but not under construction, and approximately 22,631 are in the planning stage but not yet entitled. Development of River Village continues with additional areas to be developed on the north side of Newhall Ranch. Vertical construction of Newhall Ranch is expected in 2020. This is the biggest development planned for the Santa Clarita Valley and will include five villages. Other construction currently underway includes West Creek, Vista Canyons, Skyline Ranch, Five Knolls, Aliento, and Canyon Heights. New home sales continue in neighborhoods remaining to be built as the market dictates.

Key Industries:

Key industries within the District's service area include Aerospace & Defense, Medical Devices, Advanced Manufacturing, Digital Media & Entertainment and Information Technology. The top employment categories include Wholesale/Retail Trade, Leisure & Recreation, Professional Services, Manufacturing, Healthcare & Education, and Government. Opportunities for partnerships between COC and local business, industry and institutions will expand and provide opportunities for increased support of College programs. Emerging industrial sectors for which Santa Clarita Valley job training is a priority include: Health, Aerospace & Defense, Engineering, Entertainment and Media, General Manufacturing, Biomedical, Biotechnology and Education.

Graph 2-2. Key Industries within the Santa Clarita Community College District's Service Area



Industrial Market:

Labor market recovery combined with a clearly improving economy has raised demand for office and industrial space. Vacancy rates remained low in 2016 due to no new construction and a great demand; however, the 1.3 million square-foot IAC Commerce Center project is currently under construction and will provide 1.3 million sq. ft. of buildings. Vacancy rates in 2016 in the Santa Clarita Valley bounced between one and two percent.

Vacancy rates are projected to continue to shrink until there is construction of new industrial space. This will limit the choices for businesses and may improve activity of the functionally challenged buildings in the Santa Clarita Valley. With supply shrinking and a relatively stable demand, sale and lease prices are expected to continue to increase in 2017.

This growth of local business creates many opportunities for partnerships through programs such as the Employee Training Institute/Center for Applied and Competitive Technologies (ETI/CACT), Cooperative Work Experience and Education (CWEE), Career Center, and Dr. Dianne G. Van Hook University Center, as well as demand for instructional programs. Attention needs to be given to current training needs of local businesses and to the evolving labor markets as programs are developed, especially career/technical and fast-track training programs.

Table 2-2. Industrial Market - Santa Clarita Valley 2017

Industrial Market	Valencia Gateway	Santa Clarita Valley
Net Leasable Area	19,360,018 sq. ft.	22,919,326 sq. ft.
Vacant Space	273,381 sq. ft.	316,433 sq. ft.
Vacancy Rate	1.4%	1.4%
Net Absorption (sq. feet)	28,102	29,365

Source: The 2017 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2017.

Office Market:

The following highlights the overall office market:

- Santa Clarita Valley created 800 new office-using jobs in 2016. As the labor market recovery continues, office market utilization is forecast to improve.
- For the first time in a decade, office market vacancy rates decreased to under nine percent in 2016.
- Vacancy rates are expected to continue to decline.
- The office market base has just under 3 million square feet and is projected to remain constant, with no new office space currently under construction; however, with the construction of Entrada, Tournay IV, and Vista Canyon set to begin at the end of 2017, new space will become available.
- Further recovery of the office market will depend on the L.A. County market recovery, the Santa Clarita Valley residential real estate market, and new construction of office buildings.
- The office market is projected to continue to stabilize in 2017 as vacancy continues to decrease.

Table 2-3. Office Market Overview - Santa Clarita Valley 2017

Office Market	Santa Clarita Valley
Overall Market	2,878,410 sq. ft.
Vacant Office Space	425,450 sq. ft.
Vacancy Rate	8.3%

Source: The 2017 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2017.

Employment:

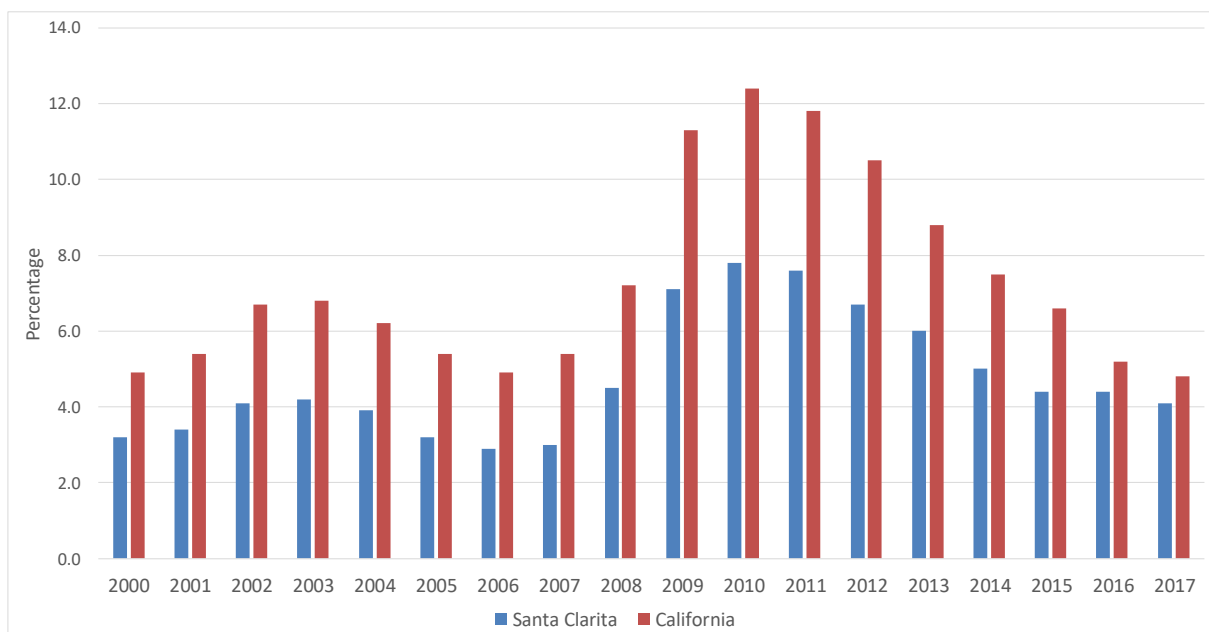
Jobs with high growth

In Santa Clarita, professional services, leisure and hospitality, education and healthcare, and construction are expected to carry most of the employment growth over the next couple of years.

Unemployment:

The unemployment rate for the City of Santa Clarita remained low from 2000 through 2008 and then began to increase in 2008 and continued rising into 2010. Since 2010, unemployment rates have decreased. As of December 2017, the unemployment rate for the City of Santa Clarita has decreased slightly from 4.4 percent in 2016 to 4.1 percent, compared to 4.8 percent for the state. Unemployment rates are projected to continue to decrease in 2018. Employment rates have important implications for approaches to working with local businesses to ensure that the workforce has updated skills and that people can get the skills they need in a timely fashion so they can get back to work as jobs become available. College of the Canyons, one of the largest employers in the Santa Clarita Valley, plays a vital role in the economic health of the community. The College is the second largest employer in the Santa Clarita Valley.

Graph 2-3. Unemployment Rates for Santa Clarita Compared to the State of California 2000 - 2017
(Not seasonally adjusted)



Santa Clarita Valley Employers:

In the Santa Clarita Valley, five of the 10 largest employers are public organizations. Employment at public organizations increased by 255 jobs, with College of the Canyons having the majority of increases. Among the 50 largest employers, there are a total of 30,838 workers. College of the Canyons, the second largest employer in the Santa Clarita Valley, is playing a vital role in the economic health of the community.

Table 2-4. Top Employers in the Santa Clarita Valley

Employer	Number of Employees	Employer	Number of Employees
Six Flags Magic Mountain	3,200	McDonald's	360
College of the Canyons	2,214	AMS Fulfillment	344
Princess Cruises	2,026	Landscape Development Inc.	328
Henry Mayo Newhall Memorial Hospital	2,052	Stay Green Inc.	324
William S. Hart Union School District	1,879	Arvato Digital Services	300
Saugus Union School District	1,711	The Home Depot	276
U.S. Postal Service	1,010	Costco Wholesale	275
Boston Scientific	1,000	B&B Manufacturing Co.	273
Newhall School District	781	Shield Healthcare	272
The Master's College	760	Remo, Inc.	261
Wal-Mart	730	Castaic Union School District	259
City of Santa Clarita	720	TA Manufacturing	233
California Institute of the Arts	700	Forrest Machining	220
Woodward HRT	680	Stratasys Direct Manufacturing	200
Quest Diagnostics	648	Regent Aerospace Corporation	200
Aerospace Dynamics International	608	CrissAir	193
Advanced Bionics	613	Frontier Toyota	193
Wesco Aircraft	443	Bioness	190
ITT Aerospace Controls	420	Andy Gump Temporary Services	188
US Healthworks	443	Novacap	185
Contractors Wardrobe	450	Vision Media Management	181
Scorpion Internet Marketing and Design	350	ASC Process Systems	180
Bocchi Laboratories	360	Precision Dynamics Corporation	165
Q2 Solutions	320	Honda Performance	170
Pharmative	378	Triumph Actuation Systems	160

Santa Clarita Valley Employment by Sector:

Table 2-5. Santa Clarita Valley Employment by Sector: 2015-2018

Employment Sector	Total Jobs 2015	Total Jobs 2016	Total Jobs 2017*	Total Jobs 2018*
Construction	6,100	6,209	6,392	6,556
Farm	20	17	17	17
Financial Activities	3684	3,749	3,822	3895
Government	10,260	10,337	10,518	10,867
Federal	1305	1,321	1,291	1,412
State & Local	8955	9,016	9,227	9,455
Healthcare & Education	10247	10,830	11,281	11,612
Information	1,366	1,374	1,388	1395
Leisure & Recreation	13,563	13,979	14,318	14511
Manufacturing	11,163	11,221	11,329	1,148
Mining	4	4	3	3
Other Services	2,982	2,880	2,949	3,024
Professional Services	12,313	12,749	13,144	13,712
Retail Trade/ Wholesale	16,147	16,525	17,052	17,469
Retail	11,979	12,334	12,711	13010
Wholesale	4,168	4,191	4,340	4,459
Transportation & Utilities	1,345	1,456	1,547	1,619
Total Wage and Salary	89,194	91,330	93,761	96,138
Percent Change	3.60%	2.40%	2.70%	2.5
Total Non-Farm Jobs Created	3,089	2,139	2,431	2,377
Unemployment Rate (%)	6.10%	4.70%	4.30%	4.20%

**Projected. Source: The 2017 Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic & Real Estate Outlook, March 2017.*

Population:

The population of the Santa Clarita Valley is expected to increase about 2.2 percent per year between 2018 and 2023, to a total of 339,949. The current population of approximately 298,843 represents a dramatic increase from 48,942 in 1970. The gain in population between 2000 and 2007 was a result of net migration rather than natural increase (over 50 percent increase). Since 2010, the population has increased by more than 10 percent, which is faster than the San Fernando Valley and the state as a whole (increased 4.8 percent and 6.1 percent, respectively) during the same time period. Over the past year, the Santa Clarita Valley gained approximately 5,900 residents through net migration.

Graph 2-4. Actual/Projected Population of the Santa Clarita Valley

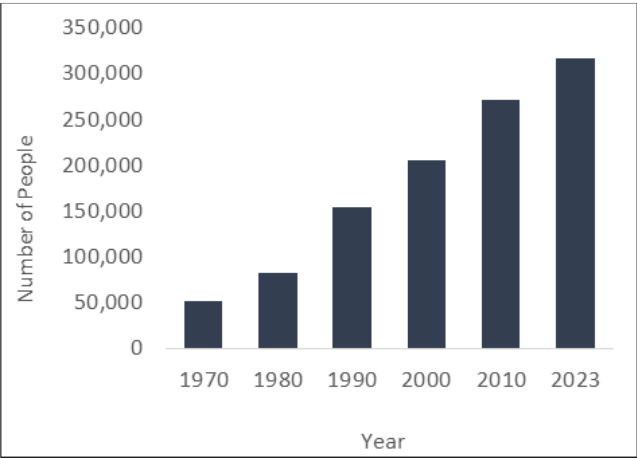


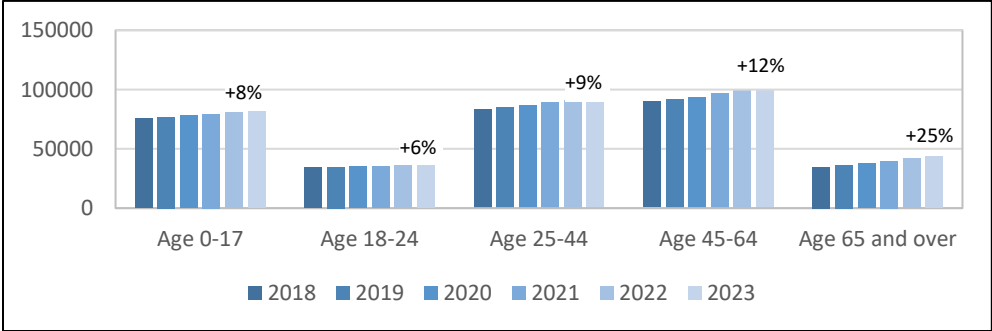
Table 2-6. Population Growth Comparison

Year	Population
2018	304,762
2019	311,074
2020	317,464
2021	324,716
2022	332,279
2023	339,949

Age:

As is reflected in the Santa Clarita Valley Economic Development Corporation & College of the Canyons Economic and Real Estate Outlook projections, the demographics of residents in the Santa Clarita Valley are shifting. This has implications for program and curriculum development at the college, particularly related to the expected employment growth in the healthcare and leisure services industries. Over the next five years, the fastest-growing age categories are expected to be residents age 25 and older. Specific growth within the age categories for the next five years are as follows:

Graph 2-5. Age of Santa Clarita Valley Residents



Income:

The median household income in Santa Clarita was estimated to be \$103,726 in 2017. In Santa Clarita, almost 40 percent of all households have an income of \$125,000 or more and is one of the highest in the state of California.

Education:

Of the residents who are 25 years old or older, 10 percent have an associate degree and 34 percent have a bachelor's degree or higher. Statewide, 8 percent have an associate degree and 32 percent have a bachelor's degree or higher. Note that Latinos in Santa Clarita and statewide have much lower education attainment. For example, only 17 percent of Latinos in Santa Clarita 25 years old or older have a bachelor's degree, while 12 percent have a bachelor's degree statewide.

New Degree Programs and Certificates Lead to Employment:

The college is continually assessing and responding to the needs of the community by developing new programs. Currently, there are 95 degree programs, 44 certificates of achievement, 34 certificates of specialization, 7 certificates of completion, and 3 certificates of competency (as of 9/7/18). Over the past five years, new programs and certificates include:

- Carpentry Technology (Certificate of Achievement)
- Construction Technology (AS Degree)
- Construction Technology (Certificate of Achievement)
- Customer Relations (Noncredit Certificate of Completion)
- Environmental Science (AS-T Degree)
- Environmental Studies (AA Degree)
- Electrical Technology (Certificate of Achievement)
- Hospitality Management (AS-T Degree)
- Management Tool Box (Noncredit Certificate of Completion)
- Plumbing Technology (Certificate of Achievement)
- Public Health Science (AS-T Degree)
- Technical Theatre (AA Degree)
- Technical Theatre (Certificate of Achievement)
- Workplace Essentials (Noncredit Certificate of Completion)
- Theatre Arts (AA-T Degree)
- Geography (AA-T Degree)
- Political Science (AA-T Degree)
- History (AA-T Degree)
- Kinesiology (AA-T Degree)
- Studio Arts (AA-T Degree)
- Communication Studies (AA-T Degree)
- Philosophy (AA-T Degree)
- Music (AA-T Degree)
- Spanish (AA-T Degree)

- English (AA-T Degree)
- Elementary Teacher Education (AA-T Degree)
- Journalism (AA-T Degree)
- Physics (AS-T Degree)
- Geology (AS-T Degree)
- Computer Science (AS-T Degree)
- Early Childhood Education (AS-T Degree)
- Administration of Justice (AS-T Degree)
- Psychology (AA-T Degree)
- Sociology (AA-T Degree)
- Mathematics (AS-T Degree)
- Biology (AS-T Degree)
- Business Administration (AS-T Degree)
- Sustainable Design and Development (Certificate of Achievement)
- Robotic Welding Automation (Certificate of Specialization)
- Network Engineer (Certificate of Specialization)
- System Administrator (Certificate of Specialization)
- Deaf-Blind Support Service Provider (Certificate of Specialization)

District Area Assessed Valuations and Taxpayer Information:

The following chart shows the history of assessed valuations of taxable property within the District. While many Community College Districts in California experienced steep declines in assessed valuations during the recent recession, the Santa Clarita Community College District experienced only small declines in assessed valuation due to the diversity and resiliency of the local economy.

Table 2-7. Assessed Valuations of Taxable Property within the District

Fiscal Year	Local Secured	Utilities	Unsecured	Total	% Change
2007-2008	\$33,410,054,991	\$39,053,825	\$1,051,320,801	\$34,500,429,617	N/A
2008-2009	\$34,962,526,517	\$12,970,609	\$1,230,031,483	\$36,205,528,609	4.94%
2009-2010	\$32,879,210,737	\$39,221,595	\$1,242,823,685	\$34,161,256,017	-5.65%
2010-2011	\$32,573,592,689	\$42,286,023	\$1,165,255,373	\$33,781,134,085	-1.11%
2011-2012	\$32,745,262,030	\$41,967,599	\$1,112,599,687	\$33,899,829,316	0.35%
2012-2013	\$32,129,086,278	\$41,967,599	\$1,149,783,098	\$33,320,836,975	-1.71%
2013-2014	\$32,899,757,420	\$9,410,995	\$1,141,052,861	\$34,050,221,276	2.19%
2014-2015	\$35,498,113,398	\$7,701,513	\$1,158,284,919	\$36,664,099,830	7.68%
2015-2016	\$37,376,563,155	\$4,764,954	\$1,146,371,535	\$38,527,699,644	5.08%
2016-2017	\$39,190,223,733	\$5,090,240	\$1,098,586,944	\$40,293,900,917	4.58%
2017-2018	\$40,802,920,012	\$10,322,510	\$1,117,253,297	\$41,930,495,819	4.06%
2018-2019	\$43,042,296,952	\$ 6,715,145	\$1,163,305,069	\$44,212,317,166	5.44%

Source: California Municipal Statistics, Inc.

The following table shows the history of secured tax charges, delinquencies, and collections in the District. The data reflect very stable secured tax charges, low delinquency percentages, and favorable collection percentages.

Table 2-8. Secured Tax Charges, Delinquencies and Collections

	Secured Tax Charge^(a)	Delinquent as of June 30	% Delinquent as of June 30	Collections as of June 30	% Collection as of June 30
2007-2008	\$12,586,767.65	\$630,855.88	5.01%	\$11,955,911.77	94.99%
2008-2009	\$13,177,743.35	\$618,765.77	4.70%	\$12,558,977.58	95.30%
2009-2010	\$12,397,893.66	\$426,175.93	3.44%	\$11,971,717.73	96.56%
2010-2011	\$12,309,383.47	\$295,902.85	2.40%	\$12,013,480.62	97.60%
2011-2012	\$12,409,438.36	\$259,390.95	2.09%	\$12,150,047.41	97.91%
2012-2013	\$12,249,950.19	\$220,494.39	1.80%	\$12,029,455.80	98.20%
2013-2014	\$12,556,770.67	\$185,463.99	1.48%	\$12,371,306.68	98.52%
2014-2015	\$13,577,034.60	\$195,979.22	1.44%	\$13,381,055.38	98.56%
2015-2016	\$14,326,152.89	\$203,680.67	1.42%	\$14,122,472.22	98.58%
2016-2017	\$14,953,247.87	\$177,989.37	1.19%	\$14,775,258.50	98.81%

(a) 1% General Fund apportionment. Excludes redevelopment agency impounds. Reflects countywide delinquency rate. Source: California Municipal Statistics, Inc.

The following table lists the 20 largest local secured taxpayers in the District in terms of their fiscal year 2017-2018 secured assessed valuations. The list reflects varying land uses and stable property owners, many of whom have been in the District for decades.

**Table 2-9. 20 Largest Local Secured Taxpayers - Fiscal Year 2017-18
Santa Clarita Community College District**

Property Owner	Primary Land Use	Assessed Valuation	% of Total^(a)
Valencia Town Center Venture LP	Shopping Center	\$ 378,768,670	0.93%
Newhall Land and Farming Co.	Land Holdings	\$ 225,649,762	0.55%
Wesco IV LLC	Apartments	\$ 193,557,239	0.47%
PFI Valencia LLC, Lessor	Office Building	\$ 163,000,000	0.40%
Magic Mountain LLC	Theme Park	\$ 159,562,953	0.39%
Valencia Marketplace I & II LLC	Shopping Center	\$ 156,103,208	0.38%
Park Sierra Properties	Apartments	\$ 139,879,720	0.34%
GSG Residential Mountain Terrace	Apartments	\$ 132,076,561	0.32%
Saugus Colony Limited	Apartments	\$ 118,157,292	0.29%
EQR Valencia LLC	Apartments	\$ 104,965,564	0.26%
EQR The Oaks LLC	Apartments	\$ 102,832,735	0.25%
Valencia Biomedical Park LLC	Industrial	\$ 102,299,468	0.25%
ARC SLSTCA001 LLC	Industrial	\$ 99,413,280	0.24%
Aerospace Dynamics International	Industrial	\$ 98,383,625	0.24%
Rreef America REIT II Corp. DD	Apartments	\$ 83,758,603	0.21%
Berry Petroleum Company LLC	Oil & Gas	\$ 82,915,309	0.20%
NP Parc Chateaux Inc.	Apartments	\$ 76,455,488	0.19%
IVT Stevenson Ranch Plaza LLC	Shopping Center	\$ 73,949,989	0.18%
PK I Granary Square LP	Shopping Center	\$ 73,473,578	0.18%
Apple Nine Hospitality Ownership	Hotel	\$ 68,002,494	0.17%
		\$2,633,205,538	6.45%

(a) 2017-18 local secured assessed valuation is \$40,802,920,012. Source: California Municipal Statistics, Inc.

DISTRICT OVERVIEW

2018 2019 ANNUAL BUDGET



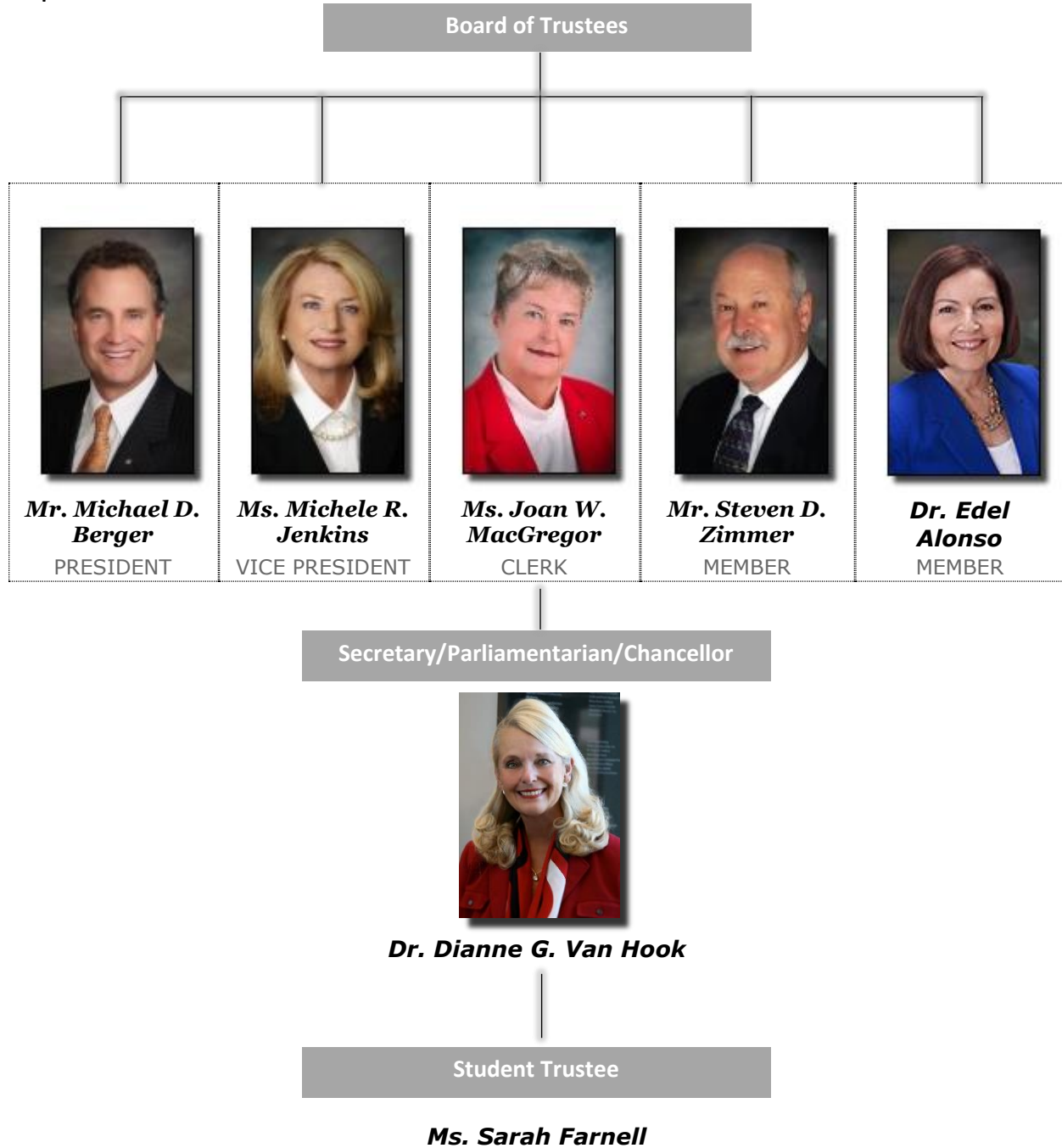
- District Governance ●
- Organizational Chart ●
- Overview of Santa Clarita Community College District ●
- Organizational Units ●
- Academic Program and Activity Overview ●

SECTION 3

SANTA CLARITA COMMUNITY COLLEGE DISTRICT GOVERNANCE

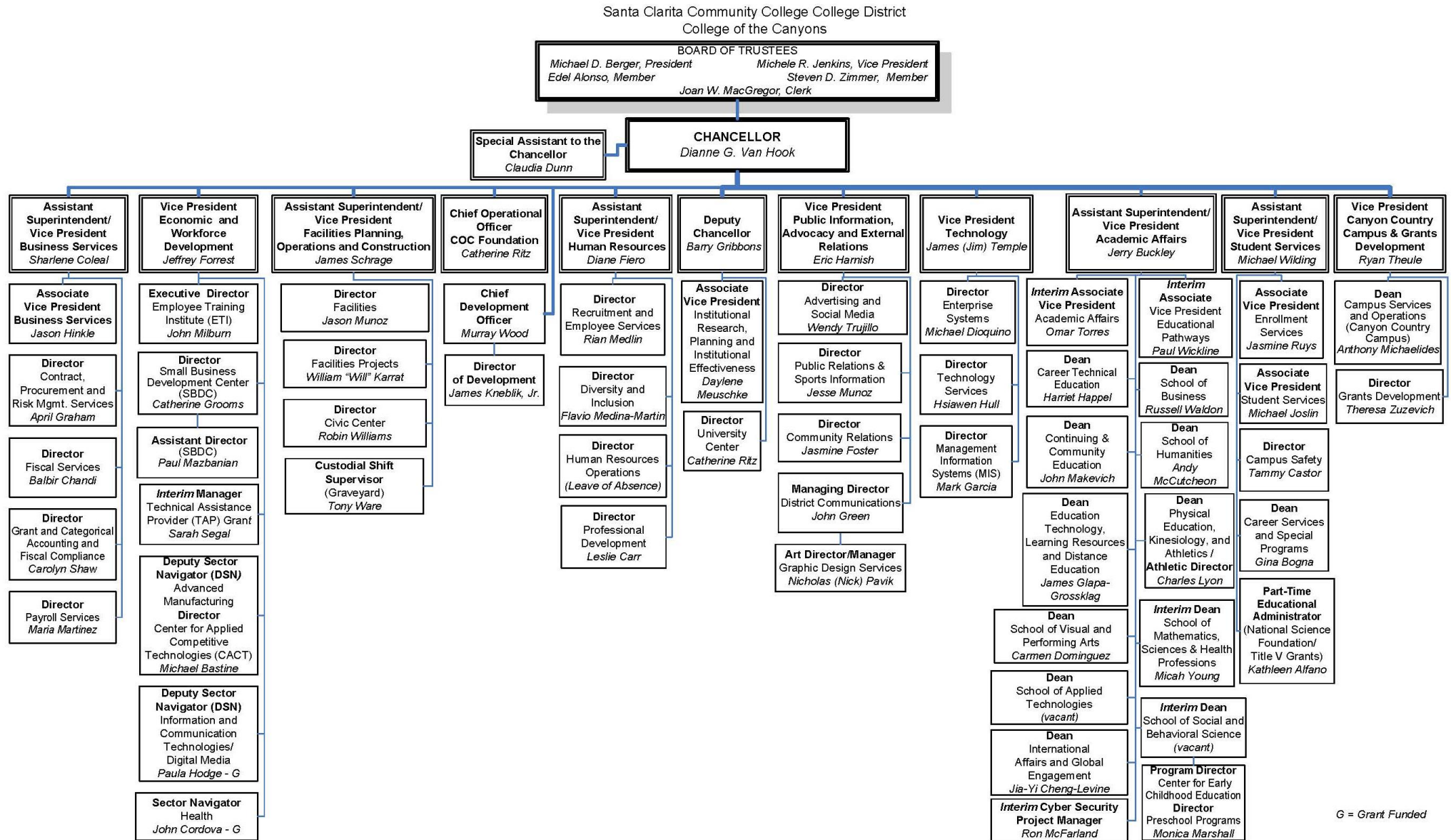
The District is governed by a five member Board of Trustees, elected by trustee area. They work in coordination with staff to govern and administer the District. The District's Superintendent/President & Chancellor is Dr. Dianne Van Hook. The organization structure is as follows:

Graph 3-1.



ORGANIZATIONAL CHART

Graph 3-2.



DISTRICT OVERVIEW

Overview of Santa Clarita Community College District:

Mission:

As an innovative institution of excellence, College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

Vision:

College of the Canyons is dedicated to being a leading two-year college, recognized locally, regionally, statewide and nationally for technical advancement, institutional effectiveness, student support, model academic and professional programs, excellence in teaching and learning, fostering a broad range of community partnerships, maximizing student access, and for the sense of community that we provide to our students and staff.

Background:

The District was formed in 1967 and encompasses approximately 367 square miles of the unincorporated areas of Los Angeles County and areas within the City of Santa Clarita, serving the local communities of Canyon Country, Newhall, Saugus, Valencia, Castaic, Stevenson Ranch and Val Verde.

College of the Canyons is fully accredited by ACCJC and operates the Valencia and Canyon Country campuses. The District serves a population of 299,000 and has budgeted FTES in 2018-2019 of 16,829. Total 2018-2019 Unrestricted General Fund revenues are budgeted at \$111,574,309 and Unrestricted Fund expenses are budgeted at \$111,537,387. The Governing Board is comprised of five trustees elected to four year terms, elected by the voters of the District. The 2018-2019 assessed valuation for its community is over \$44.2 billion.

The District began serving students in 1969, when it opened its doors in temporary facilities at the William S. Hart High School in Newhall. In 1970, the District purchased 153 acres of land along the east side of Interstate 5, south of Valencia Boulevard and north of McBean Parkway and relocated, moving into a collection of modular buildings while it constructed permanent facilities. The Board hired Dr. Dianne Van Hook in 1988 with Michele Jenkins leading the decision to hire one of the few female superintendents in the community college system. At that time, the College was housed in eight major buildings, including Cougar Stadium.

By 2008 another ten major structures had been built or were nearing completion, among them the 926-seat Performing Arts Center, the Library, the Media Arts Building, the Family Studies & Early Childhood Education Center, the Music-Dance Building, a new science lecture building along with expansion of the science laboratory building, a new high-tech classroom building, and a new campus for a center in Canyon Country. Since 2008, the College has added major expansions to the Library and Media Arts buildings at the Valencia Campus, added an Applied Technology Education Center at the Canyon Country Campus, and added four new buildings at the Valencia campus (a Physical Education building, 110,000 square-foot Dr. Dianne G. Van Hook University Center, Canyons Hall – Center for Student Services and Community

Engagement, and a Culinary Arts building). In addition, work is underway on a Parking Structure at the Valencia Campus and a Science building at the Canyon Country Campus.

College of the Canyons is among the fastest growing community colleges in the nation. It is widely recognized as a model community college for enhancing student access, success, and equity. In fact, its completion rates rank among the highest in the state and it is one of the growth districts. The college has also established a well-deserved reputation for bolstering economic development, and offering innovative career technical education responsive to industry needs. Guided by visionary leadership, College of the Canyons serves the dynamic, growing Santa Clarita Valley and surrounding regions within a 367-square-mile area of northern Los Angeles County. A steady infusion of new residents and businesses creates a spirit of possibilities that inspires the college to be flexible, creative, and attuned to the evolving needs of the community. The growing diversity of the community is mirrored by the college, which qualifies as a Hispanic-serving institution. The college's influence in the community is best illustrated in the dozens of collaborative partnerships it has forged with local school districts, regional government entities, and service organizations. Thousands of children visit the college's Performing Arts Center annually thanks to the K-12 Arts Education Outreach initiative. Academy of the Canyons, an early/middle college high school that is ranked among the top 10 percent of high schools in the nation, is housed on our Valencia Campus.

Because of the college's commitment to meeting the needs of the community, local voters have approved three bond measures valued at more than \$470 million since 2001. The college also secures substantial funds from the state, and millions of dollars in grants each year that allow new, cutting-edge programs to be developed and facilities to be built to accommodate them.

Given its commitment to growth and innovation, College of the Canyons sets a new standard for what a college can achieve. It is a vital cultural, educational, and economic force in the region.

Highlights:

Chef Otto Named Best Chef in Town

Chef Daniel Otto was named "Best Chef in Santa Clarita" by Elite Magazine. The honor was presented to Chef Otto on July 6th, 2017. COC is proud to have Chef Otto as one of our very talented instructors in the Institute for Culinary Education (iCue).

California Acceleration Project Summer Institute

COC was pleased to host the California Acceleration Project Summer Institute on July 7th through July 9th, 2017 in the University Center. 200 English and Math community college faculty from around Southern California came to learn about high leverage strategies to dramatically increase student success.

Chef Herve Guillard Receives Culinary Award

Culinary Arts instructor Herve Guillard has been awarded a 2017 Idaho Potato Commission (IPC) Innovation Award. The award for "Effective Use of Social Media in the Classroom," recognized Chef Guillard for integrating various forms of social media into his Safety and Sanitation class. Using social media to poll users regarding food safety issues allowed students to make educated guesses about which food safety principles were violated.

Four COC Programs Named "Strong Workforce Stars"

This new annual commendation for career education programs is awarded to programs whose students meet one or more of the following: 70% or more of students attain a regional living wage; 50% or more increase in student earnings; 90% or more of students report that their current job is close to their field

of study. 100 programs in 65 colleges made the list. COC's Emergency Medical Technician, Administration of Justice, and Fire Technology programs earned a spot on the Public & Protective Services Sector list. Our Water Technology Program earned a spot on the Agriculture, Water, and Environmental Technologies Sector list.

COC Begins Second Internship Program with City of Santa Clarita

Three COC building inspection students has the opportunity to work one-on-one with City building inspectors to experience building inspections, plan checks, and the practical side of building codes through excellent customer service. This internship program provided our students with invaluable hands-on experience from seasoned professions.

COC Leads the Way with Apprenticeships in California

In an effort to drive the expansion of apprenticeships in California, COC has formed a partnership with Goodwill Southern California to form the Strong Workforce Apprenticeship Group (SWAG). SWAG will provide COC students and employees of participating companies with skilled training and hands-on experience through apprenticeships at local businesses. COC will provide specific instruction to SWAG apprentices that align with the needs of the SWAG employers.

Selection of Zero Cost Non-Credit Courses Expanded

57 non-credit class sections were among the 2,000 class sections offered by COC during Fall 2017. This marks a 36% increase from Fall 2016. Non-Credit courses are designed to help students and community members improve their language and study skills and/or transition into a collegiate academic setting. Courses included English as a Second Language (ESL), GED preparation, basic skills, computer applications, and web technology, as well as citizen preparation classes.

Makerspace Selected for Large, New Grant

COC was among 24 community colleges that received funding to participate in the California Community Colleges Maker Initiative. This \$311,432 grant will allow our Makerspaces to expand offerings and support innovation, and it is renewable. Our Makerspaces are open to the community and provide technology, manufacturing equipment and education opportunities to design, prototype, and create manufactured items. Makerspace community members collaborate and teach others, enabling students, faculty, and business owners to interact in ways that enrich the education of our students.

ECE Celebrates 35 Years

The Center for Early Childhood Education marked its 35th anniversary with a celebration on August 19th, 2017. The event was attended by current and former students, some who now have children attending the Center, as well as teachers and community members. The highlight of the event was the dedication of the outdoor classroom to Diane Stewart, who was recognized for her amazing contributions over the last 35 years.

Happy 10th Anniversary to our Canyon Country Campus

The Fall 2017 semester marked the 10-year anniversary of the Canyon Country Campus. Over the past 10 years, the 70-acre campus has offered more than 5,000 classes and served more than 50,000 students. The Fall 2017 semester the Canyon Country Campus offered one of its largest class schedules with more than 260 class sections. Nearly 73% of the 2017 COC graduating class completed at least one course at the Canyon Country Campus.

College Leaders Join Statewide Effort to Expand College Promise

On August 30th, 2017, representatives from COC joined more than 400 education leaders as part of a statewide effort to improve and expand College Promise partnerships. During the conference, educational leaders heard from the heads of all public education systems in California and discussed the key elements of successful College Promise Programs. Currently, there are nearly 55 College Promise Programs in community colleges throughout the state. Under the leadership of COC Foundation Board Chairman Steve Corn, COC is currently exploring fundraising opportunities to extend the benefits of the First Year Promise Program beyond the term of the grant. The representatives from COC gained important information, including how to engage businesses in supporting the program and how to make it sustainable.

COC Partners with Lincoln Electric to Provide Training

COC became the first official Lincoln Electric Education Partner School (LEEPS) in the nation by providing certified robotic training to Lincoln Electric clients. This is a multi-tiered program that provides industry certification to welders who meet specific program requirements. Lincoln Electric is considered the world leader in the manufacture, development, and design of robotic arc welding systems, arc welding, as well as oxyfuel and plasma cutting equipment.

RISE Project Launched

COC recently launched the Resources for Individual Success in Education (RISE) Project to help improve access to higher education for current and former foster or homeless youth. The mission of this program is to increase retention, graduation, and transfer rates, as well as promote student learning and development. The RISE Project will provide students with counseling, priority registration, progress monitoring, and assistance with the purchase of textbooks, meals, and transportation. RISE Project students will have access to on-campus shower facilities, personal care supplies, workshops, snacks, and resources referrals.

Model United Nations Team Excels

On September 30th, 2017 our Model United Nations (COCMUN) team participated in the first conference of the 2017-18 season. The Southern California MUN Conference included 140 delegates from eight colleges. While the COCMUN team accounted for less than 14% of the delegates, we won 35% of the awards.

COC Honored as “Education Partner of the Year”

The Archdiocesan Youth Employment Services (AYE) names COC “Education Partner of the Year” for providing job training for participants of the “This Way Ahead – Los Angeles,” which provides students with the necessary customer service skills that enable them to deliver exceptional, high-quality customer service in a variety of positions.

L.A. Paralegal Association Pro Bono Award for 2017

Nicole Faudree, the Department Chair of the Paralegal Studies Program at COC, received the L.A. Paralegal Association 2017 Pro Bono Award. Since Fall 2012, COC’s paralegal students have given more than 14,750 hours of unpaid time through internships in the Cooperative Work Experience program, including internships at Neighborhood Legal Services.

New Zero Textbook Cost (ZTC) Grant Awarded to COC

The California Community College Chancellor’s Office awarded COC a \$150,000 grant to develop a ZTC Certificate in Early Childhood Education. The performance period is January 2018 through December 2018.

New World of Work

COC is proud to be a member of the initial group of partners in the systemwide roll out of the New World of Work 21st century employability skills. As a partner college, the skills lessons will be embedded across disciplines in both CTE and GE coursework. The first program incorporating the New World of Work will be the Uniquely Abled Program, in collaboration with the Economic Development Department.

COC Goes to Washington to Bring the Money Home

Ryan Theule and Theresa Zuzevich attended the CASE (Council for Advancement & Support of Education) Professionals Conference, which included multiple roundtables with funding agency representatives, sessions on grants development strategies and best practices, and thematic presentations by achieving the Dream, Aspen, Gates Foundation, et al. Jim Temple attended the Title V Developing Hispanic-Serving Institutions Conference where they discussed resources available to Title V institutions, best practices for administering your grant, and pitfalls to watch out for.

COC Model United Nations Team Named in Top 50

“Best Delegate,” the foremost website on Model UN, released their rankings for Fall 2017 semester and COC, who competes against mostly four-year institutions during Model UN competitions, was ranked in the top 50 delegations in the country. Other schools ranked in the Top 50 include Princeton, John Hopkins, Tufts, UC Davis, and UC San Diego.

2018 Deans Symposium

COC and the California Community Colleges Chancellor’s Office Division of Workforce and Economic Development held the 2018 Deans Symposium at COC on January 12th. The event focused on a variety of leadership skills that align workforce needs and the statewide “Vision for Success” goals.

SCV Chamber Institute

Dr. Van Hook became the Founding Chair of The Chamber Institute, which will be comprised of Leadership SCV, a training program being designed in conjunction with COC, and a new think tank that will bring local business executives together to strategically target the top issues facing the business community.

Groundbreaking Ceremony at CCC

The official groundbreaking ceremony of the Canyon Country Campus Science Center was held on January 24th, 2018. The 55,000 square foot building will bring in-demand science laboratory and classroom space to the heart of the campus and effectively double the existing building space on campus. These new, state-of-the-art learning spaces will enable the college to meet the growing enrollment at the Canyon Country Campus, which has exceeded projections every year since it opened in 2007.

Great News from the Astronomy Physics Club

Two teams of students working on proposals and designs for two different NASA student payloads (science experiments) were accepted to participate. One of the projects will be manifested on NASA’s RockSatX rocket. The second project was accepted for the NASA High Altitude Student Platform (HASP) – COC has been selected three years in a row (no other community college has ever achieved this).

Band of Brothers & Sisters Excellence Award

Jasmine Gabriel, Gilbert Sanchez, and Christian Sullano received awards from the “Fall 2017 Band of Brothers & Sisters Excellence Awards” – a partnership between Student Veterans of America, COC Foundation, and donors to offer awards designed to support our military veterans and active duty reservists.

Sand Canyon Country Club Support FYP

Tech entrepreneur and General Manager of the Sand Canyon Country Club, Steve Kim, presented donated \$50,000 to COC on February 22nd, 2018 – a two-year commitment (designated as the Sand Canyon Country Club Scholars contribution) that will support 50 First-Year Promise students.

COC Selected as the 2018 Employer & Service Provider

On February 22nd, the Center for Applied and Competitive Technologies (CACT) was selected as the “Employer and Service Provider for 2018” by the SCV Mayor’s Committee.

SCVi Founders Family Vision Honoree

Congratulations to Wendy Ruiz and her family on receiving the Founders Family Vision Award from SCVi on March 10th, 2018. Wendy and her husband, Robert, are extremely active at SCVi. Wendy was the driving force in the creation of Little iLeaders, their preschool program, and continues to coach and mentor the program. Additionally, Wendy is a member of their Board of Directors and has served in a variety of capabilities, including in her new role as part of the LEAD Schools Development Board.

Technology Awards

On March 19th, 2018, COC accepted two Chancellor’s Office Technology Awards. COC received the Chancellor’s Office Technology Focus Award, which recognizes a college that has identified and solved significant problems to the benefit of students, staff, and/or faculty, for its Amazon Project that streamlined and improved the registration process and financial aid application process for its students. In addition, Jim Temple received the Chancellor’s Office Technology Leadership Award, which recognizes individuals who have demonstrated extraordinary effectiveness, influence, diplomacy, and career achievement within the field of higher educational technology management.

Nursing Program Accreditation

COC was recognized by the National League for Nursing for accreditation of its Associate Degree Nursing Program. COC is the first program in the State of California to receive this accreditation.

Paralegal Studies Program Compliant

The American Bar Association (ABA) site team found the Paralegal Studies Program to be compliant and will recommend to the ABA that the approval of our program continue.

COC Graduate Wins Global Award for Promoting OER at COC

Natalie Miller, who graduated from COC in 2017 with AS degrees in Computer Science, Mathematics, and Physics, as well as a Certificate in Web Design, received the first ever Student Award for the Open Education Consortium conferred at the Open Education Global Conference in Delft, Netherlands. Natalie’s contributions to OER at COC include designing and creating a marketing campaign for OER at COC, designing a logo for the statewide ZTC degree program, and facilitating sessions for faculty from across the state at our OER summits.

Exciting Special Recognition of Career Ed Programs

18 of COC’s programs have been named “Strong Workforce Stars” by the California Community Colleges Chancellor’s Office.

COC FBLA Students Excel

COC’s Future Business Leaders of America – Phi Beta Lambda (FBLA-PBL) came away with a variety of medals at the 2018 Spring California State Business Leadership Conference in San Diego. Nine members

of the team combined to win two second place medals, three third place medals, two fourth place medals, and three fifth place medals. The COC chapter was also recognized for having the second largest increase in membership over the previous year statewide.

2017 State Championship Golf Team Earns another Honor

COC's 2017 State Championship Men's Golf Team was named a CCCAA Scholar Team Award Winner. This is the highest academic team achievement given annually by the California Community College Athletic Association (CCCAA). It emphasizes the academic achievement of all members of one specific team, with only one team selected from each CCCAA sport in the state. To be eligible, all team members must have excelled academically with a total GPA of 3.0 or higher and have demonstrated better than average accomplishments in intercollegiate athletic competition. Our team had a combined GPA of 3.66.

8th Annual Walk for Kids

The Michael Hoefflin Foundation held their 9th annual Walk for Kids in Cougar Stadium at COC on March 17th, 2018. Nearly a thousand people walked and raised funds for this local non-profit that assists children diagnosed with cancer and their families.

"Making the Most of Your Life" – Women's Conference

The 2018 COC Women's Conference, presented by Boston Scientific Neuromodulation, drew a record on March 17th, 2018. The conference featured an exciting lineup of presenters and breakout sessions centered around the interests of women in our community.

It's Star Party Time Again

Approximately 500 people joined us for a stellar lineup at the Star Party on April 27th, 2018 at the Canyon Country Campus. "Detwinkling the Stars to Study Exoplanetary Systems" was the topic of guest speaker Dr. Vanessa Bailey, Staff Scientist at JPL. Interactive demonstrations and activity tables were provided by COC's students, faculty, and staff. High-powered telescopes, provided by astronomy clubs, gave guests spectacular views of the night sky.

Makerspace Festival Inspires Next Gen of Innovators

The 1st annual Makerspace Festival was held on the Valencia campus on April 28th and was a smashing success. Approximately 2,500 participants from 35 schools and organizations participated. 53 booths provided hands-on activities, demonstrations, and displays.

We Have Broken Ground

On April 26th, 2018, students, community members, dignitaries, and staff gathered together in Lot 7 to break ground on the new 1,650 space parking structure. The new structure is scheduled to open in time for the spring 2019 semester. We are extremely appreciative to the community for the passage of Measure E, which will fund this structure that will help support the growth of the college and provide better access for our students.

Shine a Light on Suicide Prevention and Awareness

On May 8th & 9th, 2018, the Student Health and Wellness Center hosted the 6th annual "*Shine a Light on Suicide Prevention and Awareness Event.*" 1,100 lanterns were displayed in the Honor Grove representing the vibrant lives of college students lost to suicide each year. Resource tables staffed with community providers and the Student Health and Wellness Center staff provided students with information and resources. As part of this event, community therapist Priscilla Benites facilitated a "*Suicide Prevention, Response and Intervention Training.*"

Tim Baber – American Welding Society Plummer Lecturer Award

Welding Technology Department Chair and Professor, Tim Baber, was selected by his peers for the 2018 Plummer Memorial Education Award. This award, sponsored by the American Welding Society, recognizes outstanding contributions.

COC's Civic and Community Engagement Initiative Receives a Mini-Grant

COC's Civic and Community Engagement Initiative was awarded a mini-grant from the Association of American Colleges and Universities. The grant was one of 24 awarded to institutions nationwide from a pool of 134 applications. The award is designed to help advance civic learning and social responsibility.

Grants Update

Over the last 10 years COC has received \$90,518,970 in grant funding. Over \$14 million was received during 2017-18.

Commencement 2018 Sets a New Record

COC's 2018 Commencement shattered all records with 2,232 students graduating, a 9.1% increase over 2017 – which was also a record. The class of 2018 earned 3,118 degrees (a 32% increase from 2017), representing 111 majors. 590 students graduated with honors (3.5 GPA or higher); 50 students graduated with a perfect 4.0 GPA; and the average GPA of the class of 2018 was 3.14.

Bipartisan Policy Center Higher Education Task Force

Dr. Van Hook was invited to serve on the Bipartisan Policy Center in Washington, D.C. to join its Higher Education Task Force. This consists of 18 former policymakers and high-profile individuals – senators, governors, congress people and a few higher education leaders - to make recommendations towards reforming financial aid, accreditation and certification standards and other issues that are affecting higher education at the national level.

Model U.N. Continues to Excel

The COC Model U.N. Program, which ranked among the Top 50 programs in the nation, the only community college to do so. 15 veteran Model U.N. team members graduated this year and will be attending UC Berkeley, UCLA, UC San Diego, Ohio State, and CSUN. COC's team excelled at competitions held at Santiago Canyons College, USC, US Santa Barbara, UC Berkeley, CSU Long Beach, and UCLA.

Dr. Van Hook presented with Lifetime Achievement Award

The Santa Clarita Valley Business Journal presented Dr. Van Hook with a Lifetime Achievement award and recognized her efforts as she has guided College of the Canyons' rise to one of California's most prominent two-year institutions of higher learning.



ORGANIZATIONAL UNITS

District's Organizational Units:

Office of the Chancellor:

The Office of the Chancellor stewards the work of the College and supervises the Deputy Chancellor and Assistant Superintendents/Vice Presidents. The Chancellor also directly oversees the COC Foundation. The Office of the Chancellor works alongside and provides support to the Board of Trustees.

Instruction/Academic Affairs:

Instruction encompasses the instructional portion of the College. The Assistant Superintendent/Vice President of Instruction oversees the Associate Vice President of Academic Affairs, the Dean of Career Technical Education, the Instruction Office, Educational Technology/Learning Resources/Distance Education, Community Education, Schedule Production and Catalog Development, International Students Programs, and the Performing Arts Center. Instruction provides oversight to college faculty and instructional departments.

Business Services:

Business Services provides fiscal oversight and support to the College, ensuring resources are available to facilitate a high-quality learning environment. The Assistant Superintendent/Vice President of Business Services oversees Fiscal Services, Payroll Services, Contract, Procurement & Risk Management, Grant and Categorical Accounting, and Budget.

Student Services:

Student Services provides the support that students need to be successful. This unit focuses on equity, making sure that each individual student has the resources they need to reach their goals. The Assistant Superintendent/Vice President of Student Services oversees Enrollment Services, Counseling, Financial Aid, Disabled Students Programs and Services, Extended Opportunities, Programs and Services, and Athletics.

Human Resources:

The Human Resources Department is an innovative strategic partner that works collaboratively to promote the mission of the district and provide support for the learning environment. Under the direction of the Assistant Superintendent/Vice President of Human Resources, the Department creates equitable employment practices to attract and retain the best qualified and dynamic employees. The Department encourages and embraces a diverse and inclusive campus community that enriches and supports the lives of our fellow employees and students.

Technology:

The Information Technology department at College of the Canyons is responsible for installation, maintenance, and upkeep of all computer hardware, software, and audio/visual equipment District-Wide. Under the direction of the Vice President of Technology, the Department provides technical support to all

District faculty and staff through department offices located at the Valencia and Canyon Country campuses.

Facilities:

The Facilities Planning, Operations and Construction department oversees the physical operation, maintenance, and planning of the campus. Under the direction of the Assistant Superintendent/Vice President of Facilities, this Department oversees several key functions including Maintenance, Groundskeeping, Warehouse, Locksmithing, Telecommunications, and Civic Center, the latter being management of public use of the campus. The Department also plays a key role in planning and overseeing the college's construction, expansion, and improvement projects.

Economic Development:

The Economic Development Division increases the capacity of the College to achieve its mission and to identify, create, and deliver services that promote the growth and prosperity of business. Under the direction of the Vice President of Economic and Workforce Development, the Department develops the current and future workforce in the region by partnering with organizations and delivering just-in-time business solutions.

Canyon Country Campus:

Opened in 2007, College of the Canyons' Canyon Country Campus celebrated its eleventh anniversary in Fall 2018. Regularly offering more than 600 class sections a year, along with quality instruction, vibrant student services and programs, the Canyon Country Campus is an inviting and developing environment in which to study. Under the direction of the Vice President, Canyon Country Campus and Grants Development, the campus also offers many community outreach events in addition to instruction and student services.

Public Information, Advocacy, and External Relations:

The Public Information Office is responsible for a variety of functions, including developing integrated communications plans that coordinate the District's marketing, advertising, public relations, and social media efforts. Under the direction of the Vice President of Public Information, Advocacy, and External Relations, the department also coordinates advocacy efforts and keeps the public informed on key issues affecting community colleges statewide.



ACADEMIC PROGRAM AND ACTIVITY OVERVIEW

Programs and Locations:

The Santa Clarita Community College District has two campuses, one in Valencia and one in Canyon Country. The District offers 95 degree and 88 certificate programs, including 27 associate degree for transfer (AD-T) options. Classes are offered during traditional fall and spring semesters, as well as shorter, intensive summer and winter sessions. In addition, the University Center located on the Valencia Campus offers approximately 40 certificates and credentials, along with bachelor's and master's degrees, from partnering four-year colleges and universities. The District will pursue the expansion of a number of existing college credit programs over the next few years, including Hospitality Management, Public Health, Social Justice, Environmental Studies, and Construction Management and Technology, while creating new opportunities for students within the areas of Cybersecurity, Logistics and Business. Noncredit programs will be expanded to serve the needs of both first-time students preparing to enter the workforce, as well as middle-skilled workers looking to advance in their careers. Many skill-related courses will be offered in both a credit and non-credit format starting Fall 2018. The District will also continue to develop transfer programs that lead to baccalaureate and post-baccalaureate degrees as part of our career pathways project with the William S. Hart School District.

Outcome and Achievement Metrics:

The District saw a 31 percent increase in the number of associate degrees awarded over a one-year period. The number of associate degrees awarded in 2016-2017 was 2,125, an increase of 503 from 2015-2016. The College's transfer rate is 46 percent compared to the state's rate at 39 percent. The District is ranked third in the State for completion (percentage) of prepared students (students not entering at basic skills level), fourth for completion of students starting below college level, and tied for 13th in its overall completion rate. In addition, the District ranks ninth for the completion of basic skills math.

Instructional Schedule Options:

To ensure that student needs are met, the District offers courses in a variety of formats (online, on-ground, hybrid, short-term, full-term, etc.) and at alternate physical locations. Recognizing the varied work and life schedules of students, the District offers on-campus courses between 7 a.m. and 10 p.m., six days per week with some early morning and occasionally Sunday classes. This is in addition to the 24-hour availability of online classes. The District continues to offer educational travel opportunities, which provide students with the opportunity to meet new people, see new places and learn new ideas first-hand, while applying classroom learning in an experiential format.

Student Government and Clubs:

The District provides comprehensive educational experiences, including opportunities outside of the classroom, such as through the Associated Student Government (ASG). In addition to an active ASG, the District supports a highly enrolled honors program, a forensics team, a model U.N., and numerous clubs, organizations and service groups. Seventeen intercollegiate athletic programs, divided between men's and women's sports, provide outstanding opportunities.

Public Safety Training:

The District operates in-service public safety training programs for Los Angeles County Fire and Fire-Lifeguard, Los Angeles Police and Los Angeles County Sheriff Departments through instructional service agreements. Classes are also offered at the 70-acre Del Valle site. The District also hosts Sherriff Academies each year at North Academy on the Valencia campus.

International Students:

International Students are a growing segment of the student population in addition to out-of-state students. The International Student program is reaching out to many countries including those in Asia, Europe and South America. Because the FTES from these students are not funded by the State, separate accounting tracks the activity showing a positive financial return as a result of the outreach. The benefit to the students who are able to live and study in the United States is reflected in student testimonials shared frequently at Board of Trustee, Foundation and other college meetings.

Concurrently Enrolled Students – Dual Enrollment:

In 2000, the District was awarded a State Chancellor’s Office grant to establish a Middle College High School on its campus for Junior and Senior year high school students in a partnership with the William S. Hart Union High School. In 2005, another grant was received from the Bill and Melinda Gates Foundation through the FCCC (Foundation for California Community Colleges) to establish an Early College High School for students in their Freshman and Sophomore years of high school. The number of students concurrently enrolled in high school and COC increased to a high of 1,375 in 2008. However, the number decreased to 535 in 2012, most of whom were Academy of the Canyons (AOC) students. This reflects the restrictions that resulted from state budgets cuts during this time period. Since 2012, the number of concurrently enrolled high school students has been increasing and most recently reached 981 in 2018. In order to protect the closed campus policy of a high school, the passage of legislation for Dual Enrollment allows for agreements with the local high school to allow community college classes to be held on high school campuses concurrently without requiring open access to other students.

Economic Development and Workforce Training:

The Economic Development Division provides services that promote the growth and prosperity of businesses and develop the current and future workforce in the region by partnering with organizations and delivering just-in-time business solutions.

- The **Small Business Development Center (SBDC)** provides prospective and existing small business owners assistance with starting new businesses, tackling current business challenges, and developing the tools and methodologies necessary to successfully manage and grow their businesses.
- The **Employee Training Institute (ETI)** provides on site, customized training in most technical skills and business topics.
- The **Centers for Applied Competitive Technologies (CACT)** partners with advanced technology companies to provide workforce training and technical solutions.
- The **Fast Track Institute (FTI)** provides fast-paced, intensive, job preparation programs for those looking for an opportunity to quickly jumpstart their career.
- The **Health Workforce Initiative (HWI)** is dedicated to serving California’s healthcare companies by providing innovative solutions that are unique and customized to the business partner.

STATE BUDGET OVERVIEW

2018 2019 ANNUAL BUDGET



- State Economy and CA Community Colleges ●
- State Budget and Community College Funding ●

SECTION 4

The State Economy – Overview:

The Economic Outlook according to the Legislative Analyst's Office includes a projection of moderate economic growth. The State currently has surpluses in its reserves with revenues stronger than projected with Personal Income Taxes, Sales Tax and Corporate Taxes growing in double digits; from \$131 M to \$149 M. The State's most volatile revenue source, capital gains, is expected to reach all-time highs in 2017-2018. It is forecast to stay at levels never achieved previously. By the end of 2018-2019, the current economic expansion of 10 years will have matched the longest recovery in post-war history. Unemployment is at record lows but wage growth is slower than expected. The stock market is overvalued at price/earnings ratios. The current State economic expansion is the longest in the history of California.

If revenues fall behind, the Governor's Rainy Day Fund would be used to offset shortfalls. Proposition 2, passed by the voters in 2014, establishes a constitutional goal of reserving 10% of tax revenues in a Rainy Day Fund by increasing deposits in years with high capital gains. To protect against future cuts, the budget takes a prudent approach by continuing to make optional supplemental deposits in 2018-2019 which fund the Rainy Day Fund. It currently has \$15 billion but the State needs \$20 billion to deal with a mild recession and \$40 billion for a moderate recession.

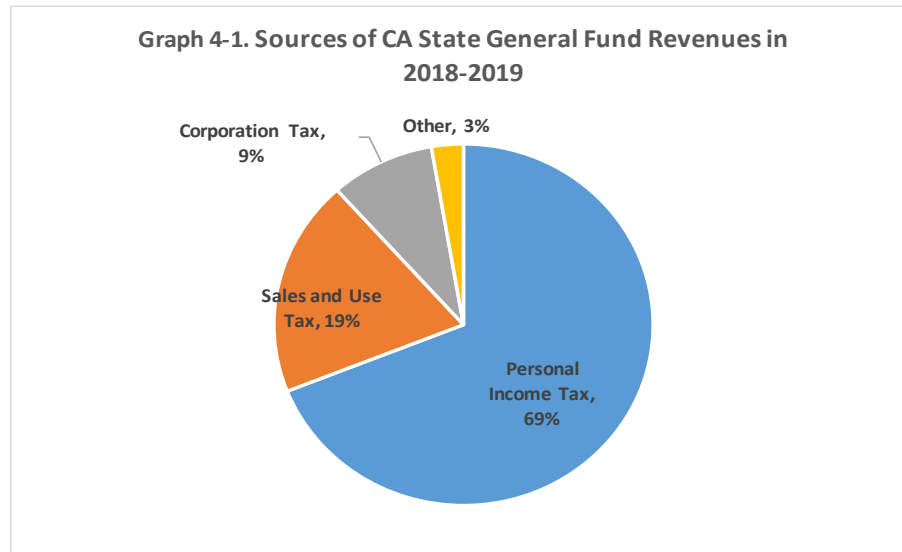
Despite the State's Rainy Day Fund reserves, Proposition 98 currently has no reserves so any State Revenue shortfall would be addressed through deficit funding to the Community College system, unlike the K-12 system which receives automatic backfills for revenue shortfalls.

- \$1 B needs to be spent on infrastructure in the next few years
- The Governor will continue to allocate State Funding on a one-time basis vs. on-going
- There will be growth in population – a .5% increase – over the next few years
 - Adult population between 18-24 is projected to decline 1% per year
- The Legislative Analyst's Office (LAO) will monitor and accept comments and recommendations on the New Funding Formula to determine if the expected outcomes are being achieved



State Funding Overview:

The economic position of the Santa Clarita Community College District is closely tied to the State of California's economy. As the chart below illustrates, the **State Budget** is largely funded by revenues from Income Tax, Sales/Use Tax and Corporate Tax.



It is projected that 91 percent of the **District's** Unrestricted General Fund revenue in 2018-2019 will come from a combination of State Apportionment (State Budget - income tax and sales tax), Education Protection Act (EPA) funding, Redevelopment Agenda (RDA) funding, Property Taxes and Student Enrollment Fees.

Proposition 98 Sets State Funding Level:

The stability of State funding allocated to the District is critical to our future. Apportionment funding is currently driven by Proposition 98, which sets minimum funding levels for K-14 education at 40 percent of total State revenue. Per Proposition 98, the community college portion should be **10.93 percent** of the 40 percent, with K-12 receiving the balance of the 40 percent. Unfortunately, this minimum funding level has not been consistently provided to the community colleges. In addition, when State revenues are lower due to an economic downturn, the minimum funding level is adjusted downward resulting in cuts to education.

Proposition 30 – EPA – Education Protection Act:

Proposition 30, known as the *Schools and Local Public Safety Protection Act of 2012*, was approved by the voters in November 2012. It temporarily raised California State sales and use tax by .25 percent for four years, from 8.75% to 9.00%, ending December 31, 2016, and California State Income Tax on high income earners for seven years, ending December 31, 2018. The State Income Tax Increase was subsequently extended to December 31, 2031. While Proposition 30 is temporary funding and does not provide additional resources, it did provide protection from further cuts during the economic downturn.

The Sales Tax increase represented approximately 20% of the total funding, and the Income Tax increase represented approximately 80%.

Sales Tax Increase	.25%	4 years: 2013-2016	Expired December 31, 2016
Income Tax Increase	\$250,000 – Single	7 years: 2013-2018	Expires December 31, 2018
	\$500,000 – Joint	Extended to December 31, 2031	

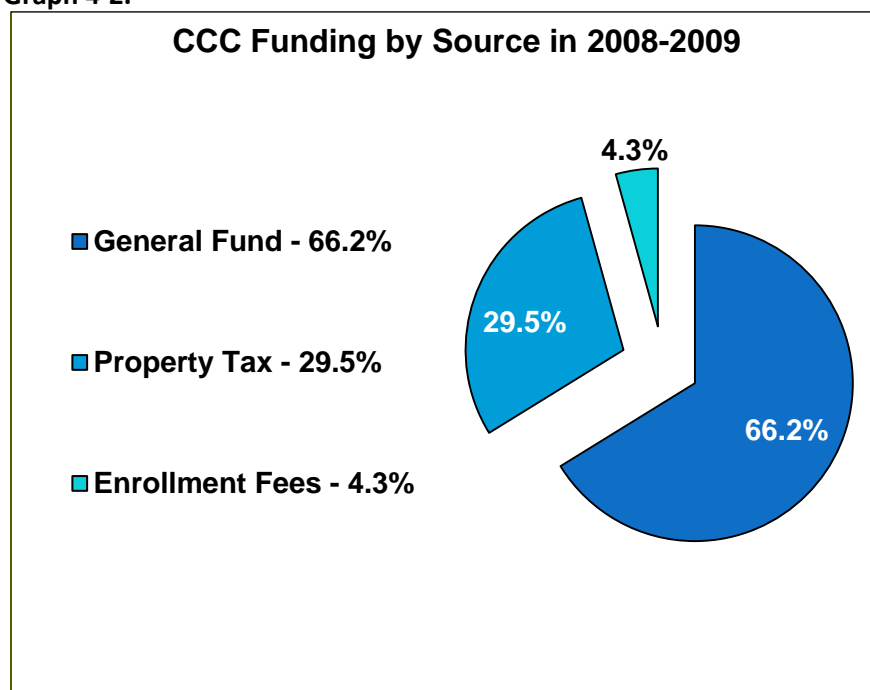
Funds generated through Proposition 30 are deposited into the “Education Protection Account” (EPA) within the State’s General Fund and are available for meeting the State’s Proposition 98 obligation. The funds stabilized the Prop 98 minimum guarantee which was falling because of the economic downturn and helped the Community College System avoid future State budget cuts. The new EPA revenue funded a portion of Prop 98 previously funded by the State General Fund. In addition, there were sufficient additional funds that freed up State General Fund monies to fund other State agencies and to help balance the State Budget.

The District receives approximately \$12 million in EPA funds which it allocates, as required by law, towards salaries of classroom instructors. Specifically, those funds are used to partially offset the \$15 million in full-time instructional salary costs budgeted in the Unrestricted General Fund, Object Code 1110 (Full-Time Instructional Salaries). A separate EPA report is filed annually through the Annual CCFS 311 – Financial Report to the State Chancellor’s Office and posted on the District website.

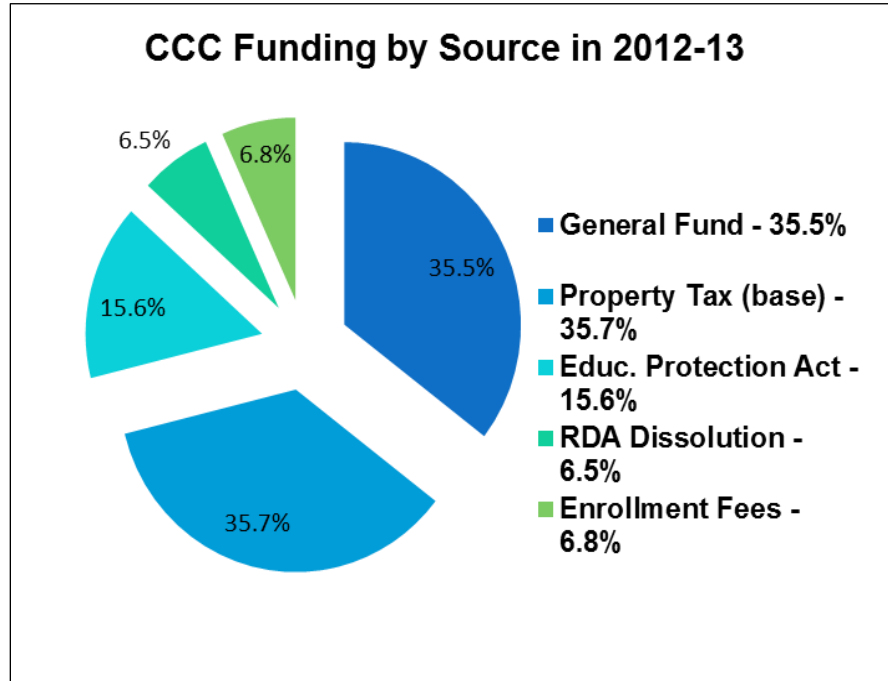
EPA funding changed the proportion of the various revenue sources that fund the California Community College System. In 2008-2009, two thirds of Community College funding came from the State General Fund. By 2012-2013, only one third of the revenue came from the State General Fund with EPA comprising the other one third:

- 2008-2009: 2/3 General Fund, 1/3 Property Tax/Enrollment Fees to
- 2012-2013: 1/3 General Fund, 1/3 Property Tax and 1/3 EPA and RDA funding/Enrollment Fees

Graph 4-2.



Graph 4-3.



STATE BUDGET AND COMMUNITY COLLEGE FUNDING

2018-2019 State Budget:

The Governor signed the Fiscal Year 2018-19 State Budget on June 27, 2018. The Budget represents a conservative plan that is balanced and emphasizes one-time spending focused on infrastructure, homelessness, and mental health. The Budget fully funds the Budget Stabilization Account (Rainy Day Fund) created by Proposition 2.

For the eighth consecutive year, the State Budget was passed on time. The Budget includes State General Fund expenditures totaling \$138.6 billion, which is 9% higher than the approved 2017-2018 State Budget. The State Budget includes reserves of \$15.9 billion and is built on conservative revenue projections, with the Governor intending to protect the State from boom and bust budgeting cycles. The Budget continues to fund the plan over time for raising the State minimum wage to \$15 per hour. The Budget includes funding statutory increases in the Proposition 98 Funding Guarantee for K-14 Education, with the funding provided to the Community Colleges as a mix of one-time and ongoing allocations. For 2018-2019, the Proposition 98 Guarantee went up \$2.8 billion, from the 2017-2018 revised guarantee of \$75.6 billion to \$78.4 billion.

2018-2019 California Community College System Funding:

In 2018-2019, increases in State revenues led to a rise in the Proposition 98 Funding Guarantee, and as a result the State increased its investment in K-14 education. The Budget provided Community College System funding increases (compared to existing program levels) of \$606 million on-going and \$358 million one-time:

General Fund Increases – On-Going:

- \$269.6 M General Apportionments to fund Student Centered Funding Formula
- \$ 50.0 M Full Time Faculty funding
- **\$319.6 M Total On-Going General Fund Increases**

General Fund Increases – One-Time:

- \$ 50.0 M Part Time Faculty Office Hours
- **\$ 50.0 M Total One-Time General Fund Increases**

Categorical, Grant, and Other Program Funding Changes – On-Going:

- \$164.0 M K-12 Component of Strong Workforce Program
- \$ 46.0 M College Promise Program
- \$ 40.6 M New Cal Grant Student Success Completion Grants
- \$ 20.0 M Online College
- \$ 5.0 M Adult Education Data
- \$ 5.0 M Financial Aid Technology Systems
- \$ 5.0 M NextUP Program
- \$.6 M Course Identification Numbering System (C-ID)
- \$.2 M Academic Senate
- **\$286.4 M Total On-Going Other Changes**

Categorical, Grants, and Other Program Funding Changes – One-Time:

• \$100.0 M	Online College
• \$ 36.4 M	Supplemental Instruction for Apprenticeship Programs
• \$ 35.0 M	Online Education Initiative
• \$ 28.4 M	Physical Plant and Instructional Support
• \$ 13.5 M	Financial Aid Technology Systems
• \$ 10.0 M	Legal Services for Undocumented Persons
• \$ 10.0 M	Mental Health Services and Training
• \$ 10.0 M	Pathways in STEM Fields
• \$ 10.0 M	Hunger Free Campuses
• \$ 10.0 M	El Camino College Public Safety Training Center
• \$ 8.4 M	Veterans Resource Centers
• \$ 8.0 M	Economic and Workforce Development Projects
• \$ 6.0 M	Open Educational Resources
• \$ 5.0 M	Reentry Grant Program
• \$ 5.0 M	Career Readiness Program for Refugees
• \$ 5.0 M	Norco College Early Childhood Education Center
• \$ 2.0 M	Certified Nurse Assistant Training Programs
• \$ 1.9 M	Backfill for Fire-Related Property Tax Declines
• \$ 1.3 M	Reappropriation of IEPI Technical Assistance Grant
• \$.8 M	LA Valley College Family Resource Center
• \$.7 M	Reappropriation of Puente Funds
• \$.6 M	K-12 CTE Pathways Program
\$308.0 M	Total One-Time Other Changes

District Leadership and Advocacy:

The District's management team provides leadership and takes an affirmative approach to influencing or proposing legislation that has positive fiscal impacts on the community college system. Through years of commitment to establishing valuable relationships and open communication with local and State level elected officials, District leadership provides background and input on many key issues that affect the District, the community, and the State.

In 2018-2019, with the implementation of the Student Centered Funding Formula (SCFF), the way that Community Colleges will do business going forward has to change immediately in order to maximize funding through the new funding formula which is now based on 29 different metrics:

Base Allocation -

- | | | |
|-----------------------------------|-------------------|--------|
| • Credit FTES | • Non-Credit Base | • CDCP |
| • Special Admit – Dual Enrollment | • Incarcerated | |

Supplemental Allocation -

- | | | |
|-------------------------------------|-------------------|-------------------------------------|
| • Pell Grant Head Count, Not Awards | • AB 540 Students | • California Promise Grant Students |
|-------------------------------------|-------------------|-------------------------------------|

Student Success Allocation –

- Associate Degree
- Completion of 9 CTE Units
- Attainment of Regional Living Wage
- Associate Degree for Transfer
- Transfer to 4-Year Institution
- Credit Certificates Requiring 16+ Units
- Completion of Transfer-Level Math and English

Success Add-Ons –

- Associate Degree with Pell Grant
- Completion of 9 CTE Units with Pell Grant
- Attainment of Regional Living Wage with Pell Grant
- Credit Certificates Requiring 16+ Units with College Promise Grant
- Completion of Transfer-Level Math and English with College Promise Grant
- Associate Degree for Transfer with Pell Grant
- Transfer to 4-Year Institution with Pell Grant
- Associate Degree with College Promise Grant
- Completion of 9 CTE Units with College Promise Grant
- Attainment of Regional Living Wage with College Promise Grant
- Credit Certificates Requiring 16+ Units with Pell Grant
- Completion of Transfer-Level Math and English with Pell Grant
- Associate Degree for Transfer with College Promise Grant
- Transfer to 4-Year Institution with College Promise Grant

The Vice-President, Business Services has served on the Chancellor’s Office Fiscal Workgroup since 2014 and was able to provide input to the new formula, along with 12 other CBOs from representative districts. Ultimately, the final formula was based on criteria identified by Chancellor Eloy Oakley and developed by his Chancellor’s Office staff and consulting group Cambridge & Associates. So, not all of that input was incorporated into the new formula, ignoring certain student populations, like students who participate in public safety training.

As a result of these flaws in the formula, the District was actively involved with advocacy during the time the State Chancellor’s Office was developing the new formula. Below are the many steps our District took during the formulation of the SCFF:

- Pursued advocacy with Chancellor Oakley and Senate and Assembly Legislators
- Developed dozens of simulations and analysis on Funding Formula Proposals that helped inform Advocacy Talking Points with ACCCA and other groups
- Provided compelling arguments at the Statewide CEO Meeting by Chancellor Dr. Van Hook regarding the unintended consequences of the proposed Funding Formula
- Prepared and sent multiple advocacy letters providing analysis and related Talking Points to:
 - Chancellor Eloy Oakley (3 Letters)
 - Senate Budget and Fiscal Review Committee
 - State Assembly Committee on Budget
 - The Big 3 (Senate Pro-Tempore, Assembly Speaker, Governor)
- Influenced 5 CEOs to advocate for desired changes through information provided by Dr. Van Hook on the confidential and uncollegial process used to develop the funding formula.
- Wrote Opinion Pieces that Were Published in the Local Newspaper, The Signal
- Secured Letters of Advocacy from Partner Agencies:

- COC Foundation - Board Members
- Local Business Leaders
- Chamber - Legislative Committee
- Chamber of Commerce - Board
- Valley Industry Association of Santa Clarita – CEO/President
- Santa Clarita Valley Economic Development Corporation - CEO
- Facilitated Advocacy with COC Board of Trustees and local legislators:
 - Prepared resolutions which were passed by the Board of Trustees, opposing the new Funding Formula and Online College
 - Engaged the Faculty, who made numerous visits to the Capitol and sent hundreds of Advocacy Letters
 - Supplied information to Senator Scott Wilk, Senator Henry Stern and Assemblyman Dante Acosta who provided additional advocacy support
 - Attended Budget Hearings to make public comment
 - Visited legislative offices to educate legislators and Influence the Process

Successful Outcomes of Advocacy

The following items were included in the SCFF in part because of advocacy from our District:

- Removed Three Year Degree Completion Metric in the Success Component
- Acknowledged part-time status of 70% of community college students
- Received funding for Non-Credit and Concurrent Enrolled Students at Full Rate
 - Recognized those students don't qualify for financial aid or degrees/certificates, etc. which would have capped funding at 60%.
- Removed 25+ Limit on BOG Students Counted in Equity Metrics
- Received an extra Year of Hold Harmless, now 3 years, with compounding COLA
- Provided more time to implement the formula.
- Recognized all transfers to any four year school, not just Cal State or University of California schools.
- Continued the ability to apply Summer Shift
- Allowed districts to align revenue with expenses in response to the inverse relationship between student enrollment and economic fluctuations.
- Changed credit certificate 18+ units to 16+ in success metric
- Reflected standard number of units earned for a certificate.

On-Going Advocacy – Public Safety Training

While many of the items we advocated for were included, there are some items that were not included into the new SCFF and we continue to advocate for such as including FTES associated with Instructional Service Agreements (ISAs), for Public Safety trainings, as a carve out and 100% funded. Currently ISAs are only funded at 70%, reduced to 60% over the next two years, with no chance for additional funding because these students don't qualify for financial aid because they have full-time jobs and earn too much. Also, there is no degree associated with public safety training. Many Districts provide some level of public safety training and therefore will receive severe reductions in this funding that may determine the future of this type of training if it is not increased.

The following Districts serve ISA FTES:

Table 4-1. **ISA FTES**

District	2016-17 ISA FTES	2016-17 Total FTES	Revenue Shortfall (at 70% Funding)
Allan Hancock	28.3	10,021	\$ 49,019
Butte	312.2	9,986	\$ 540,072
Cabrillo	300.0	10,393	\$ 518,901
Chabot-Las Positas	40.0	15,625	\$ 69,221
Coast	11.4	30,292	\$ 19,666
El Camino	187.2	17,928	\$ 323,742
Feather River	34.6	1,613	\$ 59,847
Gavilan	149.0	5,321	\$ 257,790
Hartnell	328.0	7,344	\$ 567,401
Imperial	12.2	6,854	\$ 21,033
Kern	347.8	27,721	\$ 601,648
Los Angeles	3,856.4	107,984	\$ 6,670,351
Los Rios	1,475.5	52,639	\$ 2,552,076
Merced	23.1	9,549	\$ 40,025
Monterey	252.2	6,697	\$ 436,240
Ohlone	318.0	8,240	\$ 550,035
Palo Verde	518.1	2,095	\$ 896,194
Palomar	126.6	18,218	\$ 219,011
Rancho Santiago	1,888.6	27,517	\$ 3,266,586
Rio Hondo	334.7	11,619	\$ 578,851
Riverside	291.6	29,652	\$ 504,337
San Diego	1,208.0	43,521	\$ 2,089,476
San Joaquin Delta	153.1	13,513	\$ 264,778
Santa Clarita	1,652.8	16,444	\$ 2,858,729
Shasta-Tehama-Trinity	31.9	7,223	\$ 55,194
Siskiyou	108.7	2,499	\$ 188,050
Sonoma	340.0	16,592	\$ 588,105
Southwestern	0.3	15,877	\$ 536
State Center	117.1	27,324	\$ 202,510
Ventura	136.1	25,406	\$ 235,391
West Valley-Mission	44.6	12,814	\$ 77,074
Yuba	32.7	7,626	\$ 56,508
Total	14,660.8	606,147	\$ 25,358,398



PLANNING

2018 2019 ANNUAL BUDGET



Strategic Plan ●
Educational and Facilities Master Plans ●

SECTION 5

STRATEGIC PLAN

Strategic Plan – Highlighted Goals 2015–2018:

The College District has several college-wide planning processes, which have produced numerous plans, including the Strategic Plan, Educational and Facilities Master Plan, Technology Master Plan, Staffing Diversity Plans, Five-Year Construction Plans, enrollment management strategies, individual facilities plans, and marketing plans. **Operational planning is driven by the College's Strategic Plan**, which is revised every three years. The Strategic Plan includes strategic goals, and is used by all college divisions, departments, and work units to develop strategic objectives (action statements) that determine short-term directions and future plans of the District.

The 2015-2018 Strategic Plan presents data that have implications for planning, highlights accomplishments since the previous Strategic Plan in 2012, and outlines action priorities relative to the College's Strategic Goals. The process for updating the Strategic Plan Accomplishments and Strategic Plan Goals is led by the College Planning Team, with instructional and non-instructional departments across the College participating. Accomplishments and Action Priorities are drawn directly from Department Program Reviews.

The Strategic Plan is both driven by and sets the tone for internal and external data collection, the establishment of action priorities, the development and revision of the Facilities Master Plan, the budget development process, the establishment of partnership priorities, the support of related human resources, the execution of fundraising plans, and the expansion and implementation of new curriculum and student support services.

The College District's **Strategic Goals** that have been identified in the 2015–2018 Strategic Plan are:

Teaching and Learning:

College of the Canyons will provide a positive environment and necessary resources to support excellent teaching, student learning, and the completion of students' goals, including attaining degrees and certificates and transfer.

Student Support:

College of the Canyons will provide student support to facilitate equitable student success and maximize opportunity for all students.

Cultural Diversity:

College of the Canyons will promote, encourage, and celebrate the diversity of students and staff in our campus community.

Human Resources:

College of the Canyons will select and develop high-quality staff.

Institutional Advancement:

College of the Canyons will generate support, resources, networks and information to enhance the college's success.

Institutional Effectiveness:

College of the Canyons will use outcomes data on progress being made towards college goals—including student learning outcomes, administrative unit outcomes, and other accountability measures—on a regular basis to inform planning and decisions.

Financial Stability:

College of the Canyons will provide support, direction and oversight for all District financial resources to ensure fiscal compliance, proper accounting and positive audits and develop financial resources to maintain and improve programs and services consistent with institutional commitments (mission, goals, and objectives) and in alignment with our enrollment management plans.

Technological Advancement:

College of the Canyons will utilize state-of-the-art technologies to enhance programs, services and operations.

Physical Resources:

College of the Canyons will provide facilities that are clean, efficient, safe, and aesthetically pleasing to support College programs and services.

Innovation:

College of the Canyons will dare to dream and make it happen!

Campus Climate:

College of the Canyons will enhance and support a sense of community and cooperation on campus.

Leadership:

College of the Canyons will assert its leadership to increase educational, economic, and cultural opportunities for the community, including businesses, industry, arts groups, and community-based organizations in the region.

Action Priorities Fuel the Achievement of our Strategic Goals:

Each strategic goal is supported by a set of “action priorities.” These action priorities are specific objectives identified by departments, committees, task forces, associations, teams, work units and individuals who comprise our work force. These are coordinated through the comprehensive planning processes that are part of our day-to-day way of doing business.

The accomplishments and outcomes that result from each plan are documented and analyzed. We use this information to refine our goals, and develop new ones, ultimately producing the next plan. We also use “planning impacts” from our research studies to create additional action priorities for future strategic plans.

2016-2022 Educational and Facilities Master Plan:

The 2016-2022 Educational and Facilities Master Plan is the college's sixth Master Plan since 1999 that ties together both the Educational Master Plan and the Facilities Master Plan. The two plans are integrated together because they are inextricably linked.

Successful planning is aligned with the District's mission, values and beliefs and creates a cycle of success that perpetuates and builds on itself. It ensures the resources of the District are fully developed and used to their maximum effectiveness. Through planning, the District is able to grow its revenue and facilities, and enhance the development of its programs, staff and partnerships.

The District has a long tradition of strategic vision and planning, dating to 1989. The Comprehensive Planning Task Force was established that year. The committee is comprised of faculty, staff, and administrators from a broad cross-section of divisions and departments from throughout the Valencia and Canyon Country Campuses.

Later renamed the College Planning Team, the committee is the body on campus responsible for promoting coordination among collegial consultation committees, for ensuring that policies and procedures are considered and that goals, objectives and action plans of other committees and work units are integrated into short-term objectives, long-range plans and revenue-allocation priorities of the college. To that end, their input to the Educational and Facilities Master Plans brings a District-wide perspective that ensures the plans accurately reflect the mission, values and philosophy of the college and are deployed as dreamed.

The purpose of the Educational and Facilities Master Plan is to provide a foundation for future planning of programs and services for the residents of the District. The main content of the Plan comes from the faculty, administrators and staff working in each Academic Program or Service area. While the content of the plan represents a snapshot in time, it is important that projections anticipate the needs of future students and residents of the District. Constant vigilance in revising the information and assumptions contained in the Plan is needed to maintain currency.

The processes used to develop the Educational Master Plan include a thorough environmental scan and gathering of information about the College and District, including enrollment, programs and services, demographics, service area employment needs, external and internal influences, and other relevant factors. This information is then used to project enrollment in 2020 in order to plan adequate and well-located facilities for the programs needed to serve current and future residents of the District. In addition, these projections can be used to gain State support for facilities development and to support local building efforts.

The Educational Master Plan contains the following content:

- Background information on the District and its planning processes
- Data on District and College population, enrollment, and demographics
- Population and enrollment projections
- Academic Programs and Services recommendations based on population and enrollment projections

- Overview of each Academic Program or Service area
- Initiatives/goals being undertaken by each Academic Program or Service area
- Personnel, technology/equipment, and facilities needs to accomplish these initiatives
- Integration of other planning processes for staffing and technology needs
- How the Educational Master Plan links to and informs the comprehensive Facilities Master Plan

2017-2022 Facilities Master Plan:

The information and projections included in the Educational Master Plan form the foundation for the comprehensive Facilities Master Plan, which drives long-term facilities development projects. The Facilities Master Plan addresses the needs outlined in the Educational Master Plan's long range strategies, as well as specific goals and short-term objectives as described in each of the College's five-year construction plans.

The Facilities Master Plan uses diagrams, architectural sketches and written descriptions to identify opportunities for development at the Valencia and Canyon Country campuses, including site development and improvement projects. The plan also addresses site location for future facilities.

The primary goal of the 2017-2022 Facilities Master Plan is to provide a blueprint for the development and maintenance of the highest quality physical environment, creating an exciting and nurturing learning environment to benefit students and the community.

Valencia Campus Projects:

The **South Commons** will provide an area for both larger outdoor group activities and small and quiet niches for individual study. The center of the Commons will feature a raised podium as a venue for guest speakers and small performances.

The Culinary Arts facility and a newly proposed **snack-bar and coffee shop** will anchor the south end of the South Commons vertical link, with the Bonelli building to the north providing a gateway to the Honor Grove beyond. This vertical link will include an elevator to provide access between the South Commons and the upper parking lot.

The **Bonelli passage**, with its newly envisioned plan as an updated art exhibition show-place, will truly live up to its role as the "heart" of campus. The Bonelli passage would be designed so that it enhances activities taking place either on the north side or the south side Commons.

The newly **reconstructed Towsley Hall** and the adjacent **construction of the new Lecture/Lab Building** will provide the physical boundaries to the east and west as a protected plaza at the end of the South Commons. The existing Student Center Building will be replaced, and facilities earmarked for modernizations/remodels include Boykin Hall, University Center Engineering Lab, Mentry Hall, Seco Hall, various rooms in Hasley Hall, and West Physical Education. The plan also calls for a new Family Studies and Early Childhood Education Annex Building.

Canyon Country Campus Projects:

The Canyon Country Campus holds the key to the District's future growth in terms of new facilities. The Campus was founded in 2007, and was opened using modular buildings mainly located on an upper tier

of relatively flat land. The lower tier was earmarked for the first phase of permanent buildings, so that the modular buildings could remain occupied during construction. In the 2017-2022 Facilities Master Plan, some of the modular buildings will be replaced by permanent construction of the Science/Lecture Building.

This latest revision to the Facilities Master Plan includes plans to construct permanent buildings with surrounding open spaces to provide the highest quality physical environment for learning. The plan strives to satisfy the program needs identified in the Educational Master Plan by providing facilities for each department/program and administrative unit. The plan also provides for transitional renovations and remodels of the existing interim campus modular buildings to meet the current and on-going program needs until the successive cycle of the master plan is realized. That future plan will replace the remaining modular buildings with permanent construction.

A **Main Plaza** will serve as the campus' main arrival and drop-off point. A **Campus Core** will be a central focal point of outdoor space, and will be formed by mirrored buildings – the **Science/Lecture Building** and the **Student Services/Learning Resources Building**. The **Arts/Lecture Building** will house the fine arts, including a combined music, dance and theatrical performance space. The **Student Commons Building** will contain the Student Center, Bookstore, Cafeteria, Technology Center, and School of Business. Other campus needs include a **Central Plant**, a new **Facilities/Maintenance and Operations Building**, and a **Parking Structure and Pedestrian Bridge**.



2018-2019 BUDGET

2018 2019 ANNUAL BUDGET



PAC-B (President's Advisory Council – Budget) ●

Budget Calendar ●

Budget Parameters ●

FTES Projections ●

Revenue Descriptions●

Revenue Assumptions ●

Expense Assumptions ●

SECTION 6

President's Advisory Council – Budget:

The President's Advisory Council-Budget (PAC-B) is designed to focus on both short-term and long-term fiscal responsibility, provide insight to the development of the budget, encourage understanding of the budget on an ongoing basis, work to ensure that the budget allocation process is driven by campus-wide planning and strategic priorities and provide recommendations on budget items to the District Chancellor to review and use to make recommendations to the Board of Trustees. Members should be neutral, fair and unbiased without department-or program-specific focus. For a visual description of the budget development process, see charts below.

Focus:

In a neutral, fair and unbiased manner, members will:

- Receive information regarding ongoing state and District fiscal activities and review and share information on the state budget as it applies to the District's budget
- Become educated about how the District's revenue and expenditure budgets are developed to provide a context in which to effectively carry out the roles of the Committee
- Develop budget parameters in relation to priorities established in planning documents
- Participate in program review/budget meetings at the beginning of each budget development cycle to assist with the process
- Review information on external funding sources that have an impact on the budget (in future years)
- Suggest budget priorities for expenditures
- Provide input to the program review committee on improvements to the budget component of Program Review
- Receive Forced Cost priorities of Executive Cabinet members, as defined in the Budget Parameters and compare to original Forced Cost requests submitted through Program Review
- Review budget augmentation or reduction requests submitted through Program Review based on Executive Cabinet priorities and prepare final recommendations on the process to the District Chancellor
- Disseminate information to constituents regarding the District's financial resources and expenditures and bring feedback through Committee representatives
- Recognize the scope of the PAC-B Committee and refer items outside the scope of responsibility to the appropriate committee, e.g. Technology Committee, Staffing Committee, etc.

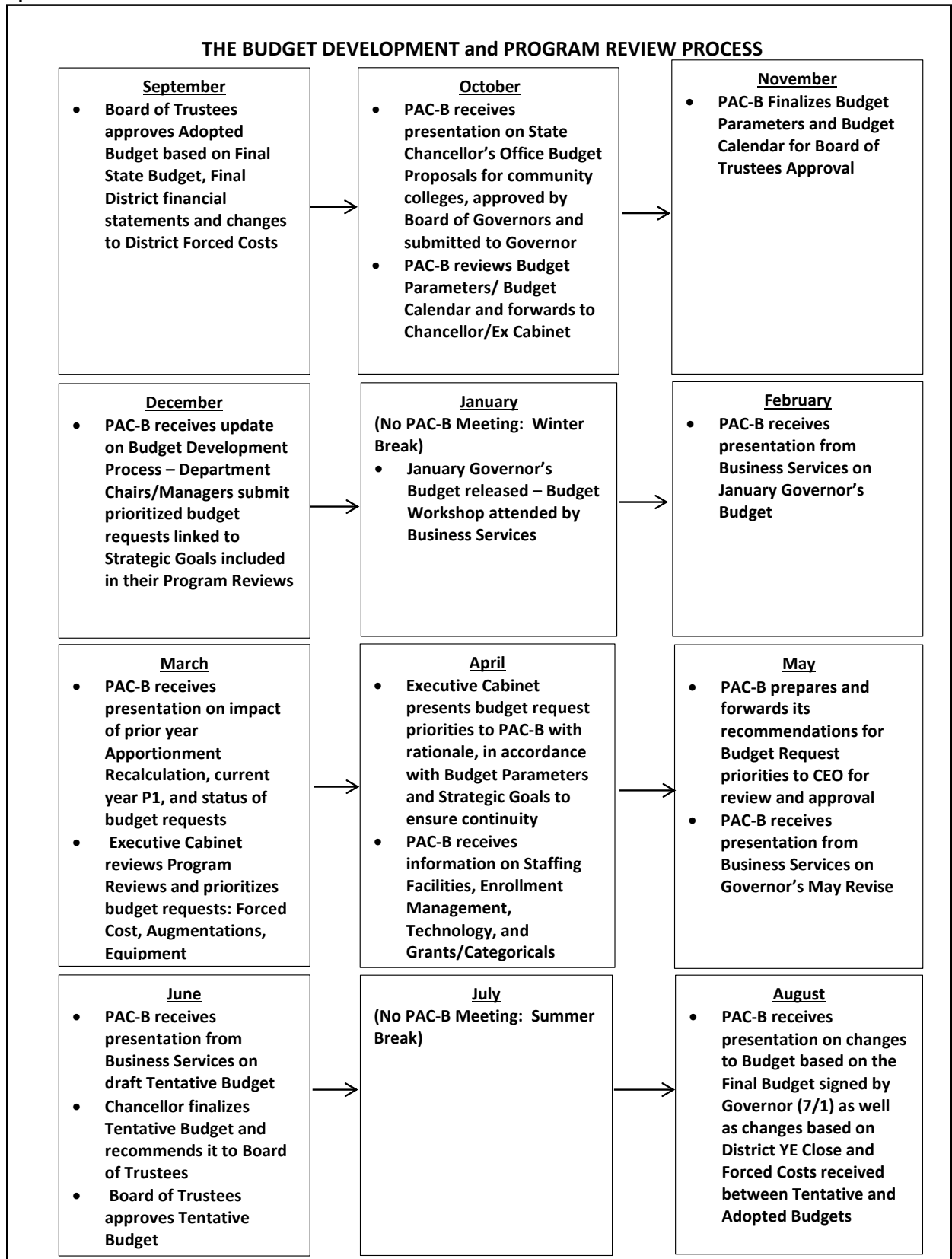
Co-Chairs:

Vice President, Business Services and a faculty representative

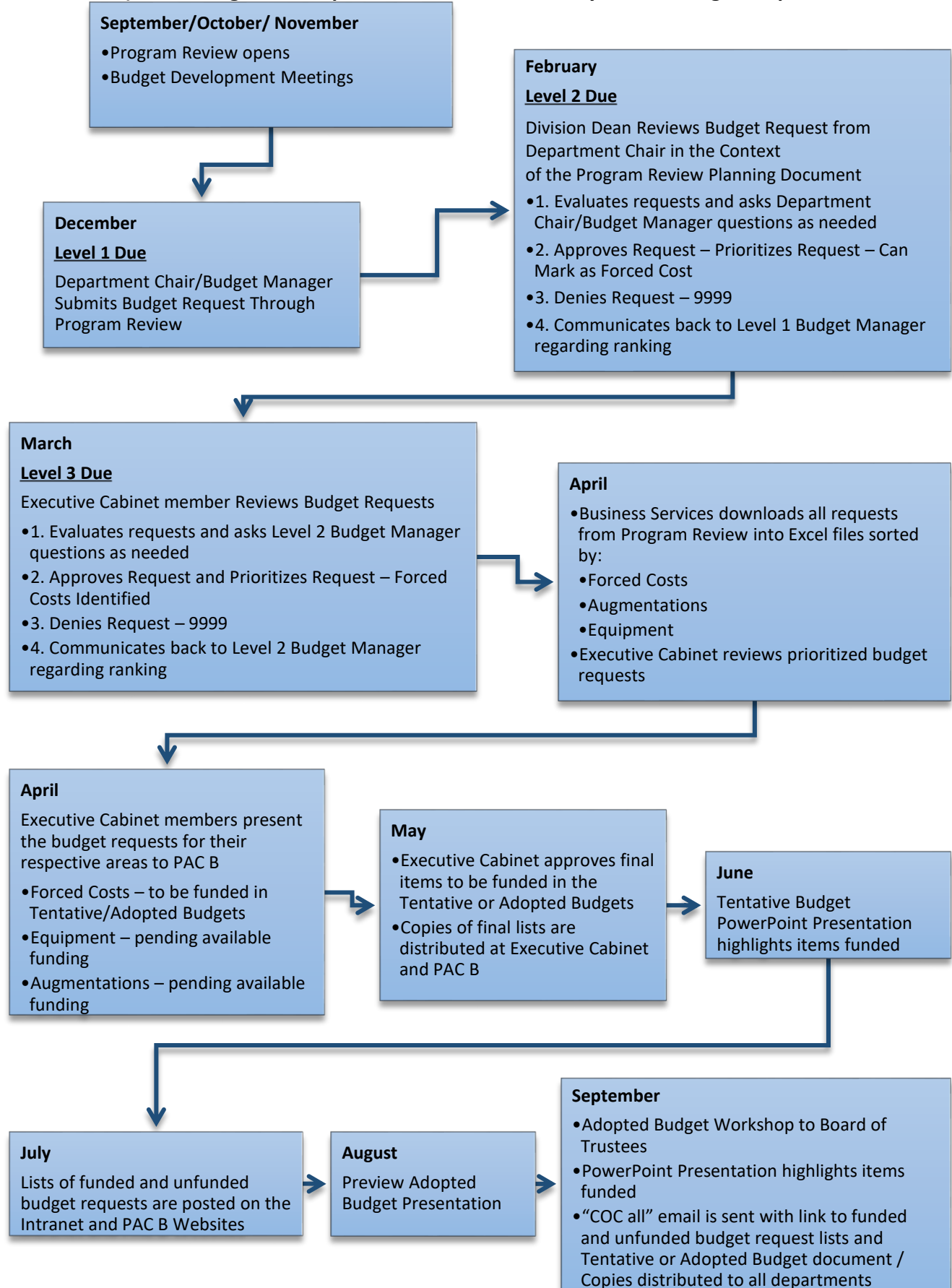
Connects to:

Executive Cabinet via Vice President of Business Services

Graph 6-1.



Graph 6-2. Budget Development Process – The Life Cycle of a Budget Request



BUDGET CALENDAR

Table 6-1. 2018-2019 Budget Calendar

Date	Activity	Responsible Party
From October 2017 to December 8, 2017	Academic & Administrative Program Reviews: Submit budget requests (through online Program Review Budget Module) to appropriate Division Deans/Directors	Level 1 - Dept. Chair/Budget Managers
October 9, 2017	PAC-B Meeting: State Chancellor's Office System Budget Proposal; reviews Budget Parameters / Budget Calendar and forwards to Chancellor/Ex Cabinet	Business Services/PAC-B
October and November 2017	Program Review Budget Meetings with Level 1, 2 and 3 Users. Academic Program Reviews - Separate Meetings for Each School. Administrative Program Reviews - Separate Meetings for Each Executive Cabinet Area	Business Services
November 13, 2017	PAC-B Meeting: Finalize Budget Parameters and Budget Calendar for Board of Trustees Approval	Business Services/PAC-B
December 6, 2017	Adopt 2017/18 Budget Parameters	Chancellor/Board
December 8, 2017	Academic & Administrative Program Reviews: Due Date - Level 1 Program Review Submission	Level 1 - Dept. Chair/Budget Managers
From December 11, 2017 to February 23, 2018	Academic and Administrative Program Reviews: Submit ranked budget requests (through online Program Review budget module) to appropriate Executive Cabinet Member	Level 2 - Division Deans/Directors
December 11, 2017	PAC-B Meeting: Update on Budget Development Process	Business Services/PAC-B
January 2018	Attend January Governor's Budget Workshop	Business Services
February 12, 2018	PAC-B Meeting: Presentation on January Governor's Budget	Business Services/PAC-B
February 23, 2018	Academic and Administrative Program Reviews: Due Date - Level 2 Program Review Submission	Level 2 - Division Deans/Directors
From February 23, 2018 to March 9, 2018	Academic and Administrative Program Reviews: Submit ranked budget requests (through online Program Review budget module) to Business Services	Level 3 - Executive Cabinet Members
March 9, 2018	Academic and Administrative Program Reviews: Due Date - Level 3 Program Review Submission	Level 3 - Executive Cabinet Members
March 12, 2018	PAC-B Meeting: Impact of Prior Year Apportionment Recalculation/Current Year P1 and Status of Budget Requests	Business Services/PAC-B
March 23, 2018	Submit budget data from online Program Review budget module to Business Services	Information Technology
April 3, 2018	Executive Cabinet reviews budget requests	Business Services/Executive Cabinet
April 9, 2018	PAC-B Meeting: Executive Cabinet presents budget request priorities with rationale, in accordance with Budget Parameters and Strategic Goals to ensure Continuity	Business Services/PAC-B
April 23, 2018*		
May 7, 2018	PAC-B Meeting: Prepare and forward recommendations for budget request priorities to CEO for review and approval	Business Services/PAC-B
May 21, 2018*	PAC-B Meeting: Present Governor's May Revise	Business Services/PAC-B
June 11, 2018	PAC-B Meeting: Presentation on Draft Tentative Budget	Business Services/PAC-B
June TBD, 2018	Finalize budget data entry and print Tentative Budget	Business Services
By June 30, 2018	Conduct Tentative Budget Workshop Approve Tentative Budget	Business Services/ Board of Trustees
August 13, 2018	PAC-B Meeting: Presentation on Changes to budget based on the Final Budget signed by Governor (7/1) as well as changes based on District YE Close and Forced Costs received between Tentative and Adopted Budgets	Business Services/PAC-B
September 10, 2018	PAC-B Meeting: Receives Presentation on Adopted Budget; reviews Budget Parameters/Budget Calendar and forwards to Chancellor/Ex Cabinet	Business Services/PAC-B
By September 15, 2018	Conduct Adopted Budget Workshop Approve Adopted Budget	Business Services Board of Trustees

* Dates Added to Review Budget Requests

BUDGET PARAMETERS

2018-19 Budget Parameters:

District Mission Statement:

As an innovative institution of excellence, College of the Canyons offers an accessible, enriching education that provides students with essential academic skills and prepares students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals. To fulfill its mission, College of the Canyons embraces diversity, fosters technical competencies, supports the development of global responsibility, and engages students and the community in scholarly inquiry, creative partnerships, and the application of knowledge.

Background:

The Budget Parameters provide guidelines to assist in the process of developing the annual budget in support of the District's Mission, Strategic Goals, Planning documents and Instructional and Administrative Program Reviews. The Budget Parameters take into consideration the State and Federal regulations and laws governing Community College fiscal and operational standards and requirements as well as professional development training programs related to our Mission and Strategic Plan to ensure the currency of all staff.

CRITERIA FOR A FISCALLY RESPONSIBLE BUDGET:

Program Review/Planning: Strategic Goals inform Department Objectives – Both of Which Must Link to Budget Requests in Program Review.

Balanced Budget: Budget year Revenues should equal or exceed Budget year Expenses to avoid a “structural deficit” that can deplete the District's Fund Balance or savings account.

Designated Contingency (Reserve): The Budget may establish a reserve for anticipated State Revenue shortfalls to help manage reductions or to fund one-time or long-term commitments for debt or future liabilities as well as provide for flexibility to take advantage of opportunities, such as producing additional FTEs to receive additional growth funding.

Fund Balance: Each Budget year, in recognition of the State Chancellor's Office recommendation to maintain a minimum 5% Fund Balance and based on the SCCC Board Policy 6305, a minimum 6% Fund Balance will be established. A larger fund balance will be maintained in anticipation of uncertainty in State funding in order to protect the district against mid-year cuts or other unscheduled revenue shortfalls.

Salary and Benefits – 85% of Total Budget: The District's Unrestricted General fund salaries and benefits should not exceed 85% of the total budgeted expenses.

COMMUNITY COLLEGE REGULATIONS THAT INFLUENCE THE UNRESTRICTED BUDGET:

- **Fifty-Percent Law:** The District's Budget will ensure compliance with the Fifty-Percent Law each year which requires that classroom related instructional salaries and benefits equal 50% or more of the District's Unrestricted Fund expenditures.
- **Full-Time Faculty Obligation (FON):** The Budget will allocate resources for the number of Full-Time Faculty who should be employed by the District each Budget year that meets or exceed the State target established each Fall.
- **State Apportionment/Title 5:** The Budget will fund the required functions and programs as required by Title 5 in order to receive State Apportionment.
- **Local, State and Federal Advocacy:** The Budget will provide resources for Advocacy that supports the on-going Mission of the college for student access and success by providing analysis and input to formula development and legislation that supports community colleges.
 - Policy Reform
 - Tutoring (allow apportionment funding to be claimed for all discipline related tutoring, not just Basic Skills and ESL)
 - Funding Formula

STUDENT ACCESS AND SUCCESSFUL COMPLETION:

- **Enrollment Management:** The Budget will support the District's mission of teaching and learning by providing funding to instructional programs, student services and administrative functions to support the District's Enrollment Management plan goals and strategies and commitment to maximize student access and retention, with a focus on Basic Skills, Transfer and Career Technical Education. This will include time spent on schedule development, implementation of one and two year schedules based on student Education Plans, maximizing facilities, maximizing class offering days/times and developing staffing processes to meet instructor hiring needs.
- **Instruction/Curriculum:** The Budget will support student access through curriculum development, maintenance, redesign, resizing and expansion to ensure the currency and relevance of programs. Programs that have proven effective will be institutionalized. Support will also be provided for a comprehensive system of reporting college indicators to provide standardized reports by term with quantitative and qualitative SLO data.
- **Student Services:** Identify process improvement that will expedite the student services experience, i.e. Amazon Project to streamline registration process, provide access to financial aid and scholarship funds, etc.
- **Accreditation:** In consideration of Accreditation requirements and to meet established standards, the Budget will provide funding as needed to support Institutional Effectiveness, Student Learning Outcome (SLO) goals and Administrative Unit Outcome (AUO) goals. Other support for accreditation such as a document management system should address the ability to maintain agenda and meeting minutes, planning documents, budget development documents, outcomes assessments and accreditation processes.

REVENUES:

New State Funding Formula: Adapt to State revenue allocations by being poised and ready to meet criteria for funding.

FTES Target: The Budget will provide sufficient funding to support student access and retention based on the annual FTES target established by the State Chancellor's Office and will provide for a plan to minimize unfunded FTES which results in expense with no corresponding revenue.

Budgeted Revenues: Budgeted Revenues will be based on reasonable and conservative estimates from the State Chancellor's Office that include formula based or calculated revenues for State Apportionment, Growth, COLA, Categorical Revenue, etc.

Revenue Enhancements: The District will pursue revenue augmentations through Grants development, Foundation efforts, Partnerships with Business and Industry, etc. to augment State Apportionment Revenue which is fixed per State formulas and allocations for each District.

Other Funding Sources: To the extent other funding sources are available, budget requests should reference the possible sources and whether it is one-time or on-going funding, for example: Federal funds such as Perkins and WIOA and/or State funds, including Instructional Equipment Block Grant, Lottery Funds, Other Categorical funds, etc. Requests for funding allocations will be integrated through the Program Review process based on the funding criteria, with final approval by the District.

DISTRICT STRATEGIC VISION GOALS: The District's CPT (College Planning Team) Committee identified goals for 2018-2019 that align with the State Funded Initiatives that are listed below. The goals include establishing capacity to meet the requirements set forth in the guidelines of State funded initiatives, projecting the long-term revenue stream for all initiatives to align budgeted expenses with deliverables and considering potential institutionalization into the District's Unrestricted General Fund, if funding is one-time or short-term.

- **California Community College System – Vision Goals:** As recommended by the State Chancellor, adopt a local Strategic Plan that aligns with the State Chancellor's Office Vision for Success Goals.
- **California Guided Pathways (CAGP) / Guided Pathways Award Program:** As part of the Pathway 20, the District is a leader in this effort and should establish a plan to facilitate implementation in order to receive funding allocations from the State based on the local work plan.
- **Canyons Completes Integrated Plan / SSSP, Student Equity and Basic Skills:** The funding for these initiatives should be leveraged to support Guided Pathways and the Vision for Success Goals.
- **OER – Open Educational Resources:** Continue to identify low cost alternatives for student textbooks and incorporate those options into instructional programming to support student success and completion.
- **AEBG – Adult Education Block Grant:** Through a regional consortium effort, work with local K-12 Districts, WIB and other community based organizations to support synergies with other initiatives, like Strong Workforce, non-credit, etc. to help students to transition to long-term educational goals.

- **Strong Workforce: “Doing What Matters- DWM” – Career Education/Workforce Training:** The District will work collaboratively to identify new programs and projects based on industry demand, futures planning and labor market data that comply with DWM local and regional requirements and maximize federal streams to support CTE and Workforce training to prepare and assist students with job placement. Career Education programs will be developed by providing standardized curriculum, expanded course offerings in industry-recognized certifications and integrating credit, non-credit and contract education into a comprehensive catalog. Career Education outreach and workforce training will be developed to increase workforce opportunities for potential business partners and community members.
- **College Promise – AB19:** Align with Guided Pathways to receive funding in support of student subsidies to offset the cost of education.

EXPENSES:

Budgeted Expenses: The Budget will include expenses based on the prior year Adopted Budget, adjusted for Forced Costs, Expense Augmentations and/or Equipment Augmentations when submitted through Program Review, tied to Planning Documents and approved by Executive Cabinet.

Forced Costs: The Budget will include the required costs, or Forced Costs, including, but not limited to, those costs associated with applicable laws, regulations, state mandates, negotiated agreements, contracts, risk management, health/safety and emergency preparedness and response. Costs in these categories may be added to the budget during the fiscal year by District Administration, as necessary, to address unforeseen circumstances.

A list is included in Program Review/Budget to be selected for consideration:

- X = External (forces beyond our control, i.e. legal/contractual obligations, risk management, health/safety, utilities, insurance, etc.)
- C = Critical Operations (campus would shut down without these)
- E = Enrollment Management/Growth
- V = Department/Program Viability (crucial for the department to function)

Budget Flexibility: The District will facilitate budget requests throughout the year by enhancing the program review process to take advantage of opportunities or to accommodate unexpected or emergency budget items that were not considered during the annual process.

Expense Savings/Efficiencies: When possible, the Budget will incorporate expense reductions and efficiencies achieved through re-engineering or streamlining existing programs/functions that will result in one-time or on-going savings while still maintaining quality. Infrastructure investments and financing opportunities as well as the development, maintenance and upgrade of the information technology infrastructure to avoid excessive maintenance and/or obsolescence will be pursued whenever possible.

FACILITIES FUNDING:

Strategic efforts to use bond funds and coordinate capital outlay efforts with the State will be implemented in conjunction with including in the budget one-time or on-going costs to maintain, modernize or add new facilities as well as to operate leased instructional sites throughout the service area.

FTES PROJECTIONS

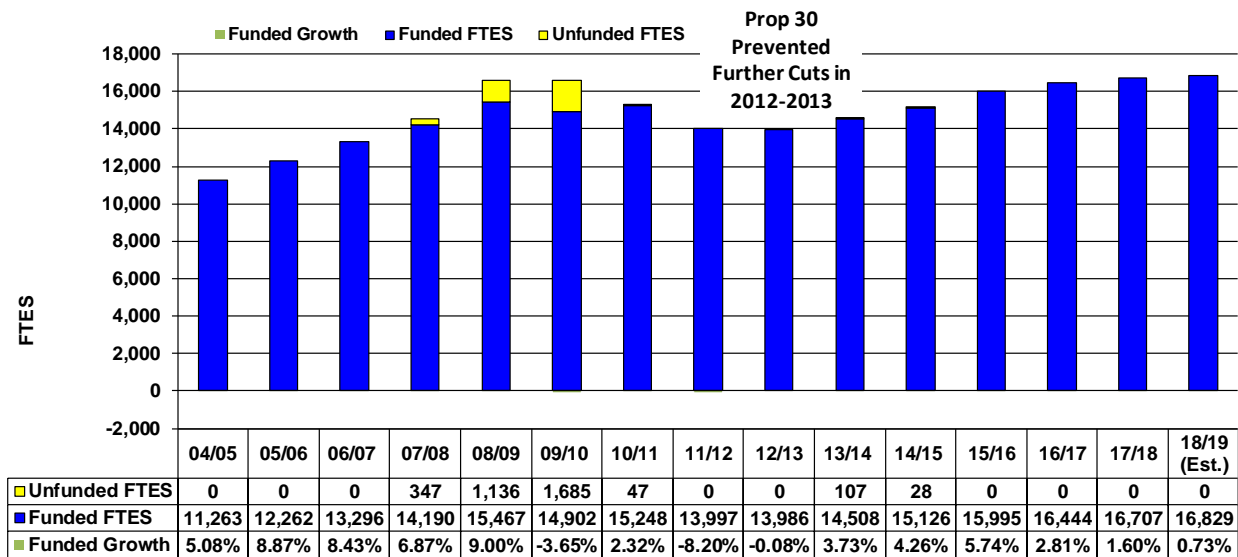
History of Funded and Unfunded FTES:

Enrollment has historically increased due to growth in the District's service area which created a high demand for classes. Unlike K-12, Community College Districts do not get paid for all students served. To avoid "unfunded FTES" a District must strategically serve students based on the annual growth revenue allocation. Even more challenging, this allocation fluctuates as each of the 72 districts submit their periodic FTES reports that may increase or decrease the funding available to other Community College Districts.

In years where growth funding was available from the State, the District increased its FTES and added ongoing funding to the District's base revenue for future years. However, during the last economic downturn that began in 2009-2010, State base funding cuts resulted in the State funding fewer FTES. In response, the District served fewer FTES as it is not fiscally prudent to serve FTES that the State will not fund.

The following chart shows how funded FTES steadily increased until 2009-2010, when the first State funding cut due to the Great Recession was implemented. It wasn't until 2013-2014 that the District's enrollment began to slowly increase again through 2014-2015, as Restoration funding was provided to serve the pent up demand from so many years of class reductions in response to reduced State revenue. In 2015-2016, 2016-2017 and 2017-20018 the State began providing growth funding again, and implemented a new growth formula based 51% on "Need" and 49% on "Demand".

Graph 6-3. History of Funded and Unfunded FTES



	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19 (Est.)
Total FTES	11,263	12,262	13,296	14,537	16,603	16,587	15,294	13,997	13,986	14,615	15,154	15,995	16,444	16,707	16,829
FTES Incr/Decr	5.08%	8.87%	8.43%	6.87%	9.00%	-3.65%	2.32%	-8.20%	-0.08%	3.73%	4.26%	5.74%	2.81%	1.60%	0.73%

Graph 6-4. FTES Comparison - Funded FTES
FY2011-12 Funded Through FY2017-18 - Resident FTES Only



Note: Due to the implementation of the Student Centered Funding Formula (SCFF), FTES tracking in this format will no longer continue after 2017-2018 for budget development.

Actual Funded Growth/Access Compared to Growth Caps:

The following chart illustrates how funded growth has varied drastically from the District's approved growth caps and deficated growth caps over the last 20 years. In years of adequate State growth funding, the District was funded at or above the approved growth cap. In years of inadequate State growth funding, the District was funded well below the approved growth cap.

Prior to 2009-2010, the State Chancellor's Office calculated District specific growth caps based on changes in adult population, high school graduates, and facilities coming on-line, and then adjusted (deficated) the caps down to equal the statewide growth revenue appropriation. The District has received a great benefit from the "facility factor" which is based on new facilities coming on-line by December of that fiscal year. The facility factor was put into the formula after a recommendation was made to the Commission on Innovation in August 1993 by the Facility Task Force, chaired by COC Chancellor Dr. Dianne Van Hook.

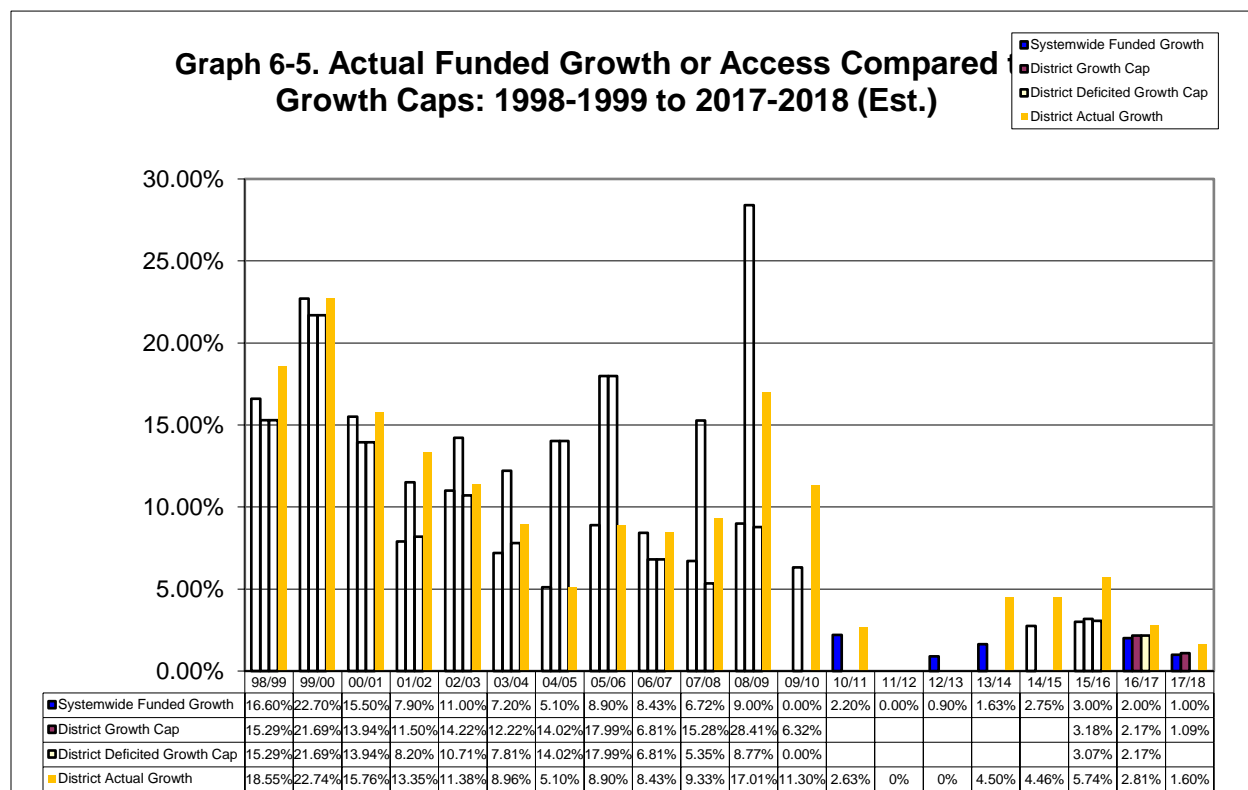
From 2009-2010 through 2014-2015, due to the Great Recession, there was no growth funding but Restoration funding was provided in 2010-2011 and 2012-2013 through 2014-2015 totaling up to \$402 million. The District was able to fully restore the base cuts and reductions in FTES.

In 2015-2016 growth funding resumed with a 3% Statewide allocation included in the State Budget. The State Chancellor's Office Fiscal Workgroup assisted the State Chancellor's Office in developing the SB860 growth formula based on 51% Need (Pell, Unemployment) and 49% Access (FTES Growth). The resulting formula did not align with various Districts' ability to grow, which left funds available above deficated growth caps for other Districts that were able to grow. As a result, the District earned growth of 5.74%, even though it had a deficated growth cap of 3.07%.

In 2016-2017, 2% growth funding was allocated by the State. The District received a funded growth percentage of 2.81% due to fact that other colleges were unable to attain their approved growth targets.

In 2017-2018, the State allocated 1% growth for the Community College System but the District grew 1.6%, again capitalizing on unearned growth from other colleges.

In 2018-2019, the State allocated 1% growth for the Community College System while also implementing a new funding formula, and the District is projecting to grow .73%.



Since 2013, the District’s Vice President of Business Services has participated on the State Chancellor’s Office Advisory Workgroup on Fiscal Affairs that evaluated various factors to include in the growth rate calculation methodology based on SB860 legislative requirements and provided the State Chancellor’s Office with a recommendation for a growth formula in 2015-2016. The Workgroup continued to provide input to the State Chancellor’s Office on growth formula adjustments for 2016-2017, and provided input on the new Apportionment Funding Formula proposed by the Governor and the Department of Finance for 2018-2019.

History of Growth Funding:

The chart below illustrates the history of systemwide and District growth funds for the past 23 years. Some key observations are:

1995-1996 through 2014-2015 - 20 years:

- The average systemwide growth allocation was 2.13%
- The average District growth allocation was 14.41%, far exceeding the systemwide average due to our service area's rapid growth.
- The District only received average growth funding of 8.20% due to insufficient systemwide funding for growth.
- Growth has provided on-going cumulative base funding for the District totaling over \$550 million in the past 20 years.

1995-1996 through 2006-2007:

- There was a systemwide growth allocation from which growth was allocated through district growth rates.

2007-2008 through 2008-2009:

- There was a systemwide growth allocation from which growth was allocated through district "deficit" growth rates. The State Chancellor's Office began issuing "Constrained" growth rates that were reduced to match available statewide growth funding, and districts were precluded from growing to their approved growth rate due to the funding shortfall.

2009-2010:

- State revenue deficits resulted in on-going base cuts and one time deficits to community colleges, and no growth allocation.

2010-2011:

- The State Chancellor's Office did not publish growth rates and the statewide "Access/Restoration" allocation of 2.2% was used as "partial restoration" of the base cut in 2009-2010.

2011-2012:

- State revenue deficits resulted in on-going base cuts and one time deficits to community colleges, and no growth allocation.

2012-2013:

- The State Chancellor's Office did not publish growth rates and the statewide "Access/Restoration" allocation was used as "partial restoration" of the base cuts in 2009-2010.

2013-2014:

- The State Chancellor's Office did not publish growth rates and the statewide "Access/Restoration" allocation was used as "partial restoration" of the base cuts in 2009-2010 and 2011-2012.

2014-2015:

- The State Chancellor's Office did not calculate growth caps or deficated growth caps for Districts in 2014-2015. The State Budget provided \$140.4 million systemwide for 2.75% in "Access/Restoration" funding to be allocated to partially restore the 2009-2010 and 2011-2012 base cuts. As of 2014-15, the District was fully restored for both the 2009-2010 and 2011-2012 workload/base reductions.
- The District's total FTES increased by 4.46%, more than the 2.75% allocation. However, due to insufficient systemwide funding, the District was only funded for 4.26% and served approximately 28 unfunded FTES. This shortage of systemwide funding resulted in the District losing \$133,263 in ongoing funding.

2015-2016:

- The State Budget provided \$156.5 million in system wide growth funding, or an increase of 3%. The District was issued a growth factor of 3.18% based on the new SB860 formula. In light of the systemwide available funding of 3%, a deficated growth factor of 3.07% was issued to the District to constrain growth to the overall available system funding. The District included a projection of 3.5% growth in the 2015-2016 Adopted Budget, due to the fact that many districts were unable to grow and funding above the growth caps (overcap funding) would be available to districts that were able to increase the number of students served above their targets.
- The District's total FTES increased by 5.74%. Because many other Districts were not growing, State funding was available to fully fund the entire 5.74% growth in FTES.

2016-2017:

- The State Budget provided \$114.3 million in system wide growth funding, or an increase of 2%, and published growth rates based on SB860 that provided the District with a growth rate of 2.17%. The District budgeted a growth target of 2.71%.
- The District achieved a growth rate of 2.81% and was completely funded due to the fact many districts were unable to grow and funding above the growth cap was available to increase the number of students served above their targets.

2017-2018:

- The State Budget provided \$32.5 million in system wide growth funding, or an increase of 1% and published rates based on SB860 that provided the District with a growth rate of 1.09%. The District budgeted a growth target of 1.5%.
- The District achieved a growth rate of 1.6%. The District continued to increase FTES, even while constructing a parking structure which limited available parking at the Valencia campus due to a parking lot closure. Innovative parking solutions implemented by the administrative team were instrumental in keeping enrollments growing.

2018-2019:

- The State Budget provided 1% in system wide growth funding, while also implementing a new Student Centered Funding Formula. Growth rates will be established based on SB860. The District budgeted a growth target of .73%.

Table 6-2. History of Systemwide and College of the Canyons Growth/Access Funding

		COC	COC					
	Systemwide	Approved	Funded	\$ Value of	\$ Value of	Total	Cumulative Value	
	Growth	Growth	Growth	Growth Funds if	Growth Funds	\$ Value of	of Growth Funds	Cumulative
Year	Funding	Factor	Rate	Funded at	Received Over	Growth Funds	Received Over	\$ Value of
				Systemwide %	Systemwide %	Received	Systemwide %	Growth Funds
1995-96	1.17%	7.00%	6.60%	85,610	537,822	623,432	537,822	623,432
1996-97	1.46%	16.33%	16.20%	205,614	2,032,363	2,237,977	2,570,184	2,861,409
1997-98	3.00%	15.20%	11.50%	344,565	1,401,231	1,745,796	3,971,415	4,607,205
1998-99	3.00%	15.29%	16.60%	522,538	2,140,648	2,663,186	6,112,063	7,270,391
1999-00	3.50%	21.69%	22.70%	637,062	3,578,376	4,215,438	9,690,439	11,485,829
2000-01	3.50%	13.94%	15.50%	870,784	2,597,420	3,468,204	12,287,858	14,954,033
2001-02	3.00%	11.50%	7.90%	867,498	1,503,662	2,371,160	13,791,521	17,325,193
2002-03	3.00%	14.22%	11.00%	935,287	2,494,097	3,429,384	16,285,618	20,754,577
2003-04	1.50%	12.22%	7.20%	553,928	2,104,926	2,658,854	18,390,544	23,413,431
2004-05	3.00%	14.02%	5.10%	1,213,224	849,257	2,062,481	19,239,801	25,475,912
2005-06	3.00%	17.99%	8.90%	1,441,482	2,834,914	4,276,396	22,074,715	29,752,308
2006-07	2.00%	6.81%	8.43%	1,044,282	3,357,366	4,401,648	25,432,082	34,153,956
2007-08	2.00%	15.28%	6.72%	1,154,114	2,722,554	3,876,668	28,154,636	38,030,624
2008-09	2.00%	28.41%	9.00%	1,224,202	4,284,709	5,508,911	32,439,344	43,539,535
2009-10	0.00%	6.32%	0.00%	-	-	-	32,439,344	43,539,535
2010-11	2.20%	not released	2.31%	1,669,038	83,452	1,752,490	32,522,796	45,292,025
2011-12	0.00%	not released	0.00%		-	-	32,522,796	45,292,025
2012-13	0.92%	not released	0.00%		-	-	32,522,796	45,292,025
2013-14	1.63%	not released	3.73%	1,038,817	1,338,353	2,377,170	33,861,149	47,669,195
2014-15	2.75%	not released	4.26%	1,933,778	1,061,820	2,995,598	33,584,616	50,664,793
2015-16	3.00%	3.18%	5.74%	2,125,816	1,941,578	4,067,394	35,802,728	54,732,187
2016-17	2.00%	2.17%	2.81%	1,636,631	662,835	2,299,466	34,247,452	57,031,653
2017-18	1.00%	1.09%	1.60%	725,073	435,044	1,160,116	36,237,771	58,191,769
Totals	48.63%	222.66%	173.80%	20,229,342	37,962,427	58,191,769	514,719,493	721,953,042
Average	2.11%	12.37%	7.56%			Total Base	Total Cumulative	
						Funding Increases	Value of \$'s Recd.	

Note: In 2007-2008, the Chancellor's Office began issuing a constrained growth factor that was reduced to match available funding statewide and precluded the District from growing to the approved growth factor. In 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015, growth rates were not published. Statewide Access allocations in 2010-2011, 2012-2013, 2013-2014 and 2014-2015 were used to partially restore the 2009-2010 and 2011-2012 base cuts and were not distributed using District Growth Factors.

FTES History and Projections:

During the Great Recession, the California Community College system experienced reductions to district budgets. Ongoing apportionment base cuts, including rebasing FTES to reduce the amount of FTES a district had to achieve, occurred in 2009-2010 and 2011-2012.

State Budgets provided access funds to be used to restore the base cuts in 2010-2011, 2012-2013, 2013-2014 and 2014-2015. During these fiscal years, our District increased the number of FTES served and fully restored its base cuts. Many Districts did not have the student demand to restore and were struggling to grow back their base FTES. In fact, our District was one of only 12 Districts to successfully generate enough

FTES to earn full restoration. Because so many districts were not able to restore, 2014-2015 was the last year the State applied access funding to restoration, providing approximately \$401 million over the 4 year span.

Table 6-3. State Apportionment Base Cuts and Subsequent Restoration

State/COC Base Cuts Totaled 10%

2009-2010	(\$190) Million	3.6% Cut
2011-2012	<u>(\$385) Million</u>	<u>6.4% Cut</u>
	(\$575) Million	10.0% Cut

State Restoration Funding and COC Restoration Percentages

		<u>State %</u>	<u>COC %</u>
2010-2011	\$126 Million	2.39%	2.32%
2012-2013	\$ 49 Million	1.08%	(0.08%)
2013-2014	\$ 86 Million	1.63%	3.73%
2014-2015	<u>\$140 Million</u>	<u>2.75%</u>	<u>4.26%</u>
	\$401 Million	7.85%	10.23%

Beginning in 2015-2016, State access funding was again used to fund FTES growth. But even with available growth funding in 2015-2016, 2016-2017 and 2017-2018, roughly two-thirds of the districts in the California Community College System have been in decline or in stability. As a result, our District has been able to increase FTES beyond our growth caps and earn over-cap growth.

For 2017-2018, the District grew 1.6% or 263 FTES, and ended the year with total funded FTES of 16,707.

The 2018-2019 Adopted Budget was built on a projection of .73% growth, which is an increase of 122 FTES. The District plans on meeting the FTES goal for 2018-2019 of 16,829 through the following enrollment enhancement strategies:

- Increasing CDCP Non-Credit Enrollments Through Additional Sites and More Efficient Use of Existing Facilities
- Expanding High School Dual Enrollment Through AB288
- Expanding Partnerships with Businesses and Non-Profit Organizations in Credit and Continuing Education Programs
- Scaling Up Acceleration Courses in Math and English
- Increasing Instructional Service Agreement Offerings

Noncredit Program:

The District has developed a plan to increase noncredit FTES. This includes offering classes within the communities identified through District research as being locations with the greatest need for noncredit classes. The District is also working with businesses to help train up its employees in need of continuing education. In addition, the District is opening storefront locations that will provide dedicated classroom space for noncredit classes, and continues to exercise community and business partnerships for shared use of space for noncredit classes.

Instructional Service Agreements (ISAs):

In addition to local FTES, College of the Canyons has growth in ISA (Instructional Service Agreement) Public Safety Training for LAPD, LA County Fire and LA County Sheriff. As the State Budget has improved for both Public Safety agencies and Community Colleges, these FTES have increased in recent years, commensurate with available funding. Information from the District's Public Safety agencies (Fire, Lifeguard, Police, and Sheriff) regarding increased course offering plans support the projected growth for this population. Both credit and soon to be developed noncredit Public Safety courses are delivered by the District through ISAs. In 2018-19 under the new Student Centered Funding Formula ISA FTES will only be funded at 70% because these students do not obtain degrees and are not eligible for financial aid. We at the District are advocating to have the FTES associated with this important training carved out to be funded at 100%.

Table 6-4. SCCC Historical FTES: 2008-2009 through 2017-2018

Year	Total FTES			Total % Change	Unfunded FTES	Funded FTES
	Excluding ISAs	ISA FTES	Total FTES			
2008-09	13,324	3,279	16,603	14.21%	1,136	15,467
2009-10	13,338	3,249	16,587	-0.10%	1,685	14,902
2010-11	12,749	2,545	15,294	-7.80%	47	15,248
2011-12	13,226	771	13,997	-8.48%	-	13,997
2012-13	13,025	961	13,986	-0.08%	-	13,986
2013-14	13,602	1,013	14,615	4.50%	107	14,508
2014-15	13,979	1,176	15,154	3.69%	28	15,126
2015-16	14,659	1,336	15,995	5.55%	-	15,995
2016-17	14,791	1,653	16,444	2.81%	-	16,444
2017-18	15,084	1,623	16,707	1.60%	-	16,707

* Ongoing apportionment base cuts, including rebasing FTES to reduce the amount of FTES a district had to achieve, occurred in 2009/10 and 2011/12. Restoration of budgets occurred in 2012/13 through 2014/15.

In addition to the State funded FTES projection described above for 2018-2019, the District will also serve Non-resident FTES. Non-resident FTES includes FTES generated from both International students and Out-of-State students. It is important to note that the District does not get funding from the State for Non-resident students, but instead receives tuition and facility fees paid directly by Non-resident students.

From 2009-2010 to 2017-2018, total Non-resident FTES grew from 326.2 to 495.14, an increase of 169 FTES or 52 %. The FTES generated by International students, who are actively recruited and supported by the District's International Affairs and Global Engagement program, has increased from 30.9 in 2009-2010 to 239 in 2017-2018, an increase of 673%. International students represented approximately 48% of all Non-resident FTES in 2017-2018.



REVENUE DESCRIPTIONS

UNRESTRICTED GENERAL FUND REVENUES

State Apportionment Funding:

Total State Apportionment funding to be received by each district in the California Community College system is calculated based on the apportionment funding formula (contained in Title V Regulations) that is in effect for that fiscal year. **Community College districts have been funded using three different funding models between 1987-1988 and 2018-2019.**

The funding formula in effect for a given fiscal year is used to calculate the amount of general purpose support a district will receive, which is called the district's Total Computational Revenue. Once a district's Total Computational Revenue amount is calculated, the funds are provided through a combination of revenue streams:

- Property Taxes - Paid to the district by the local County Office
- 98% of Student Enrollment Fees - Charged to students by the district
- Education Protection Act funds - Available in fiscal years 2012-2013 through 2031-2032
- State General Apportionment – General Apportionment and Full Time Faculty Hiring Apportionment (when allocated as part of Total Computational Revenue)

State apportionment is paid to districts monthly in percentages dictated by Title V regulations. Payments are initially calculated on the Advance Apportionment statement. Subsequent Apportionment statements are issued to reflect updated information such as property tax or student fee collections and FTES (as reported by districts four times a year on the CCFS320 Attendance Report).

These adjusted apportionment statements are:

- First Principal Apportionment Statement (P1), issued in February
- Second Principal Apportionment Statement (P2), issued in June
- Recalculation Apportionment (R1), issued in February of the subsequent fiscal year

A district's State Apportionment funding may be adjusted due to the following factors:

- Audit adjustments
- Stability adjustments
- Deficit factor adjustments, such as RDA Timing and Property Tax Shortfalls
 - Funding may be reduced to all districts to alleviate a shortfall if funding received for the community colleges is not adequate, which occurs in years where property tax revenues or student fee revenues are received below estimated levels.
 - K-12 does not experience this type of adjustment mid-year. They are funded at 100% and held harmless from any State or local revenue shortfalls.
 - The Community College System continues to ask the Governor and Legislature to provide statutory backfill for these shortfalls.

History of California Community College Apportionment Funding Formulas:

Program Based Funding – 1987-1988 through 2005-2006:

In 1987 a complex funding formula called Program Based funding was developed that recognized the cost of education and established funding targets or Workload Measures for key functions. Base funding was provided based on the following measures:

- Instruction and Instructional Services (Credit FTES)
- Student Services - New Students FTES
- Student Services - Continuing Students FTES
- Non-Credit FTES
- Gross Square Footage
- Leased Space FTES

Traditionally, the State Chancellor's Office distributed growth based on a growth rate calculated for each district. These growth rates were based on the factors listed below, and were specific to each district and not standardized:

- Change in Adult Population
- Change in High School Graduation Rates
- Facilities Factor
 - Additional FTES capacity due to new facilities “coming on line” was calculated over 2 years

Growth funding was earned by achieving increases to any of the 6 workload measures listed above that comprised the base funding:

- Increases in each of the 6 measures were multiplied by established standard funding rates
 - Each measure had a different standard funding rate set by the State, and all Districts received the same standard rate for a measure.
- Increases in Instruction and Student Services were then multiplied by a scale factor
 - The scale factor was applied to recognize the different sizes of colleges and districts.
 - The assumption was that small districts had a larger fixed overhead per student, and small colleges and districts had higher costs per student since they were less able to take advantage of economies of scale.
- Increases in all 6 workload measures were then multiplied by a percentage of standard
 - The percentage of standard was usually just over 50%, and was used to reduce the amounts paid to correspond with the available funding from the State.
 - In reality, the funding rates were “discounted” to about 50% of the funding needed to perform the workload measures due to Community Colleges being underfunded.



SB361 Funding Formula for Community Colleges – 2006-2007 through 2017-2018:

Beginning in 2006-2007, the Community College System was funded based on the provisions in SB361, a new Community College Funding System adopted by the Board of Governors. SB361 replaced the old Program Based Funding mechanism and finally achieved equalized funding between college districts by instituting a standard revenue per FTES (full-time equivalent students) based on 90% of the average revenue/FTES (excluding Basic Aid districts).

The funding components of the SB361 Funding Formula were:

Basic Allocations for Each District/Center:

- Basic Allocations allotted to Colleges and Centers provide a set amount of base funding to cover core maintenance and operations costs.
- Basic Allocations for Colleges and Centers are permanently increased by the COLA percentage in years when a Cost of Living Adjustment (COLA) is provided.
- Basic Allocations for Colleges are paid at different rates dependent on whether a district has a single college or multiple colleges and depending on the amount of FTES served.
- Basic Allocations for all State approved Centers are all paid at the same rate, and Centers must report at least 1,000 FTES annually to receive an allocation.

Base Funding:

- The funding rates per FTES are based on the initial Statewide base funding rates established by SB361, increased annually by any COLA or on-going Base funding increases provided. Base Funding is calculated by taking a district's funded credit, non-credit, and enhanced non-credit FTES from the prior year and multiplying each of these by the respective current year funding rates.
- For 2017-2018, the funding rates were:
 - **\$5,150 for credit base FTES**
 - Credit courses are approved courses, both degree and non-degree applicable, that provide students with units earned and often lead to an Associate's Degree or a Certificate of Competency.
 - **\$3,097 for noncredit base FTES (Non-Career Development College Prep)**
 - Noncredit courses are no cost programs that assist students in reaching their personal and professional goals. They are intended to provide students with lifelong learning, college transfer, and career preparation opportunities. Noncredit often serves as a first point of entry for many underserved students, as well as a transition point to credit instruction.
 - **\$5,150 for noncredit base FTES (Career Development College Prep)**
 - A special subset of noncredit courses that receive enhanced funding because they are part of a sequence of courses that lead to either a certificate of completion or a certificate of competency with the intended result of improving student progress towards a college or career path.

Ongoing Base Funding Increase:

Base Funding increases have been provided in the last few years as an on-going increase to offset the “lost purchasing power” that resulted from 0% COLA over 5 years. Base funding increases are also supposed to partially fund the STRS/PERS Pension Liability expenses that have been mandated by legislation to be funded directly by local districts instead of the State, adding responsibility for pension expense increases to districts without providing commensurate on-going funding. Base funding can also fund on-going Fixed Costs of the District such as Salary Schedule Step Increases, Utility Increases, Insurance Increases, etc.

COLA Funding:

In years when a COLA or Cost of Living adjustment is included in the State Budget for community colleges, the COLA percentage is applied to the total base funding to determine a district's COLA allocation. This allocation is awarded to districts to assist with the additional cost of doing business due to inflation. COLA is determined by the State using economic criteria.

Ongoing Full-Time Faculty Apportionment Funding/ FON (Full-Time Faculty Obligation):

Ongoing Apportionment funding increases can occur which are specifically provided to assist districts in funding the hiring of new full time faculty. This occurred in 2015-2016, when the FON formula was legislatively adjusted to try to equalize the required number of full-time faculty at each college. In 1988-1989, when the first FON (Full-Time Faculty Obligation) target was developed, it established a base using the current full-time faculty at each college. Because some colleges had more full-time faculty per FTES than others, it did not use a standard or percentage of full-time to part-time. With the 75/25 rule a goal of the FON, to staff 75% of faculty positions with full-time faculty, it was determined that an adjustment to each districts’ FON needed to be made. Unfortunately, this happened right after the recession when many districts turned to lower cost part-time faculty to help reduce expenses in alignment with large State funding cuts but still provide classes to students. As a result, a FON adjustment was calculated that required districts to hire up to twice as many full-time faculty prior to the adjustment. Funding was provided in 2015-2016, but it was only half as much as the number of faculty required to be hired. Fortunately, College of the Canyons was able to fund 24 full-time faculty that counted toward the adjusted obligation with on-going funds and met its Fall 2016 FON Target. The District has also met its FON target in 2017 and 2018. See **Section One, Executive Summary**, for information on historic and current FON compliance. Below is our FON estimate for 2018.

FON YEAR	FON OBLIGATION	FON ACTUAL FTEF	FTEF OVER FON OBLIGATION
Fall 2018 (Proj)	214.70	222.70	8.00

Ongoing Growth Funding:

The allocation of growth funding under SB361 went through several revisions during the period of time SB361 was in effect. The following highlights the three major growth-funding models that determined how growth funding was allocated to districts under SB361:

Initial Growth Funding Formula - 2006-2007 through 2008-2009:

SB361 regulations initially included a growth funding formula similar to program based funding. This growth formula, which was based on the following factors, was effective from 2006-2007 through 2008-2009:

- Change in Adult Population
- Change in High School Graduation Rates
- New Facilities Factor
- Adjustment for Underserved Areas

Growth Funding “Suspended” – 2009-2010:

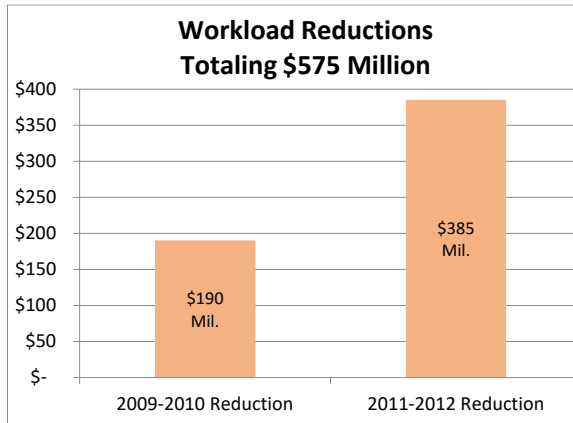
Beginning in 2009-2010, the original SB361 regulations dictated that the initial growth funding formula expired June 30, 2009, and a new model was to be developed by the State Chancellors Office to be effective July 1, 2009. SB361 included guidance on the minimum factors to be included in the new growth funding formula, to make it based primarily on need factors. Due to the Great Recession, Community Colleges experienced a large base cut in 2009-2010, and no growth funding was allocated at the State level. As a result, there was no need for a growth funding formula in 2009-2010, and therefore no urgency to develop the new growth funding formula.

Access/Restoration – 2010-2011 through 2014-2015:

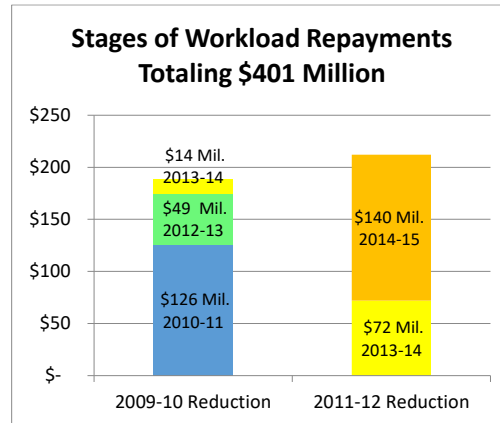
- Access to community colleges was reduced by more than 125,000 students Statewide as a result of \$575 million in system-wide base apportionment cuts:
 - \$190 million base cut in 2009-2010, and
 - \$385 million base cut in 2011-2012.
- Base cuts were accompanied by “FTES rebasing” adjustments that reduced the number of FTES districts were required to serve to earn their reduced base funding, so as not to dilute the per student funding rates.
- Beginning in 2010-2011, any funding received from the State earmarked to increase the number of students served was referred to as "Access" funding instead of "Growth" funding.
 - Access funding was distributed to districts in proportion to their base cuts instead of based on calculated growth rates.
- Access/Restoration funding totaling \$401 million was provided by the State:
 - \$126 million was received in 2010-2011
 - \$49 million was received in 2012-2013
 - \$86 million was received in 2013-2014
 - \$140 million was received in 2014-2015
- Approximately 60 Districts were unable to restore approximately \$174 million of base cuts.



Graph 6-6.



Graph 6-7.



SB860 Access Formula for Underserved Students – 2015-2016 to 2017-2018:

- SB 860 directed the State Chancellor’s Office to develop a revised growth formula and specified primary factors that must be included in the formula:
 - Number of people within a district’s boundaries that do not have a college degree.
 - Number of people who are unemployed, have limited English skills, who are in poverty, or who exhibit other signs of being disadvantaged, as determined by the Chancellor, within a community college district’s boundaries.
- In 2015-2016, the new growth formula was implemented by the State Chancellor’s Office. It used factors that comply with statutory requirements, and also blended in actual growth patterns of each district. The formula allocated 49.9% based on access and 50.01% based on need. The new calculation used the following three need factors:
 - Educational Attainment
 - Unemployment
 - Households below the poverty line
- In 2016-2017 and 2017-2018, the new growth formula was adjusted slightly to include Pell grant awards as an additional needs based factor. Even with this adjustment, there was still a misalignment of calculated growth targets to actual demand. As a result, Districts that could not serve FTES defaulted their District’s designated growth funding to other Districts that were growing. This was not an effective way to allocate funding because it required “growth” districts to take the risk of serving students without the advance allocation of funding commensurate with that “growth”.

AB1809 Student Centered Funding Formula – Begins in 2018-2019:

During the 2018-2019 California State Budget process, the Legislature and the Governor expressed a desire to enact a new Community College Funding Formula that “encourages access for under-represented students, provides additional funding in recognition of the need to provide additional support for low-income students, rewards colleges’ progress on improving student success metrics, and improves overall equity and predictability so that community colleges may more readily plan and implement instruction and programs.”

The Assembly and Senate each rejected the Funding Formula with recommendations to provide funding for COLA, Growth and Base, with the Senate reducing Base funding to \$108 M and providing \$50M for FT Faculty hiring. The Conference Committee then met to reconcile the two budget scenarios, chaired by the Senate Pro Tempore and the Assembly Speaker and comprised of 5 Senators and 5 Assemblymen. On Friday, June 11, 2018, a New Funding Formula was recommended by the “Big 3”; the Governor, Senate Pro Tempore and Assembly Speaker. The State Budget was finalized by June 15, 2018 to forward to the Governor for signature, including Budget Trailer Bill language with new Funding Formula language.

The result was AB1809, a controversial formula which became effective for the 2018-2019 fiscal year. For 2018-2019, the new formula allocates approximately 70% of funding based on FTES, 20% of funding based on need factors, and 10% based on student success factors. During 2019-2020 and 2020-2021 the formula increases the percentage of funding based on student success factors to 15% and 20% respectively, and commensurately decreases the percentage of funding based on FTES to 65% and 60% respectively. The new formula includes the following three funding components:

Base Allocation Component – Approximately 70% of Funding for 2018-2019:

The Base Allocation has **three** subcomponents:

- **Basic Allocation**
 - Each college and comprehensive center receives a basic allocation using the SB361 methodology effective for 2015-2016.
 - The basic allocation is increased each year by COLA and any ongoing base increases.
- **Base FTES Allocation – 10 Districts Received Higher Funding Based on 2017-18 Rates**
 - For 2018-2019, Base FTES are funded using a three year FTES average and the following rates:
 - \$3,727 – Credit FTES
 - \$3,347 – Noncredit FTES
 - \$5,457 – Career Development/College Preparation (CDCP) FTES
 - \$5,457 – Special Admit FTES (Credit - Concurrent Enrollment)
 - \$5,457 – Credit Correctional Facilities FTES
 - \$3,347 – Noncredit Correctional Facilities FTES
 - For 2019-2020 and 2020-2021, these rates are reduced per the funding formula legislation, shifting more funding to the Student Success component in year two and year three.
 - Base Funding percentage: Year 2 - 65%, Year 3 - 60%
 - For 2021-2022, rates will be calculated adjusted for COLA and other base adjustments.
- **Growth Funding**
 - For 2018-2019, growth in FTES is funded at the following rates:
 - \$3,727 – Credit FTES
 - \$3,347 – Noncredit FTES
 - \$5,457 – Career Development/College Preparation (CDCP) FTES
 - \$5,457 – Special Admit FTES (Concurrent Enrollment)
 - \$5,457 – Credit Correctional Facilities FTES
 - \$3,347 – Noncredit Correctional Facilities FTES
 - For 2019-2020 and 2020-2021, these rates are reduced per the funding formula, as more funding shifts to the Student Success component in these years.
 - Commencing with 2021-2022, the rates are calculated as the prior year rates adjusted for COLA and other base adjustments.

Supplemental Allocation Component – Approximately 20% of Funding for 2018-2019

The Supplemental Allocation is calculated using a points system. The total points earned by a district are multiplied by the marginal funding rate in order to determine the district's total Supplemental Allocation for the year.

Points can be earned in the following **three metrics**, and the marginal funding rate for each metric is \$919 for 2018-2019. In subsequent years, this funding rate will be adjusted by COLA and other base adjustments.

- Pell Grant Recipients (One Point Per Student)
 - The District is awarded one point for each student who is a recipient of financial aid under the Federal Pell Grant Program, based on headcount data of students in the prior year.
- AB540 Students (One Point Per Student)
 - The District is awarded one point for each student who is granted an exemption from non-resident tuition pursuant to Section 68130.5, based on headcount data of students in the prior year.
- Promise Grant Students (One Point Per Student)
 - The District is awarded one point for each student who receives a fee waiver pursuant to Section 76300, based on headcount data of students in the prior year.

Student Success Allocation – Approximately 10% of Funding for 2018-2019

- The Student Success Allocation is calculated using a points system. The total points earned by a district are multiplied by the marginal funding rates in order to determine the district's total Student Success Allocation for the year. These marginal rate increases in year two and three are intended to increase the Student Success Allocation from approximately 10% of funding to 15% and then 20% of funding. As noted in the Base Allocation section, these increases are commensurately offset by decreases in funding rates for the Base Allocation. All metrics are based on prior year data. Points can be earned in **seven metrics**.

For All Students:

- 2018-2019 - the marginal funding rate **per point** for each metric is \$440.
- 2019-2020 - the marginal funding rate is increased to \$660 (adjusted for COLA other adjustments).
- 2020-2021- the marginal funding rate is increased to \$880 (adjusted for COLA and other adjustments).

For Promise Grant and Pell Students:

- Through the **Equity Component** of the Student Success Allocation, a district can earn additional points for Promise Grant (Fee Waiver) students and Pell Grant recipient students who achieve one or more of the **seven metrics**.
- The marginal funding rate **per point** for the Equity Component is \$111 in 2018-2019.

- In 2019-2020, the marginal funding rate is increased to \$167 (adjusted for COLA and other base adjustments).
- In 2020-2021 the marginal funding rate is increased to \$222 (adjusted for COLA and other base adjustments).
- These marginal rate increases in year two and three are intended to increase the Student Success Allocation from approximately 10% of funding to 15% and then 20% of funding. As noted in the Base Allocation section, these increases are commensurately offset by decreases in funding rates for the Base Allocation. All metrics are based on prior year data.

Seven Metrics Used in the Student Success Allocation:

- Chancellor's Office Approved Associate Degree (or Baccalaureate Degree) granted, excluding Associate Degree for Transfer.
 - All Students: Three points for each degree at \$440 per point in 2018-2019.
 - Promise Grant Students: Three additional points at \$111 per point in 2018-2019.
 - Pell Grant Recipients: Four and one half additional points at \$111 per point in 2018-2019.
- Chancellor's Office Approved Associate Degree for Transfer Degree granted.
 - All Students: Four points for each degree at \$440 per point in 2018-2019.
 - Promise Grant Students: Four additional points at \$111 per point in 2018-2019.
 - Pell Grant Recipients: Six additional points at \$111 per point in 2018-2019.
- Chancellor's Office Approved Credit Certificates (16 or more units-pending adoption) granted.
 - All Students: Two points for each certificate at \$440 per point in 2018-2019.
 - Promise Grant Students: Two additional points at \$111 per point in 2018-2019.
 - Pell Grant Recipients: Three additional points at \$111 per point in 2018-2019.
- Successful Completion of Both Transfer Level Math and English Courses in First Academic Year.
 - All Students: Two points for each student at \$440 per point in 2018-2019.
 - Promise Grant Students: Two additional points at \$111 per point in 2018-2019.
 - Pell Grant Recipients: Three additional points at \$111 per point in 2018-2019.
- Successful Transfer to a Four Year University.
 - All Students: One and one half points for each student at \$440 per point in 2018-2019.
 - Promise Grant Students: One and one half additional points at \$111 per point in 2018-2019.
 - Pell Grant Recipients: Two and one quarter additional points at \$111 per point in 2018-2019.
- Completion of Nine or More Career Technical Education Units.
 - All Students: One point for each student at \$440 per point in 2018-2019.
 - Promise Grant Students: One additional point at \$111 per point in 2018-2019.
 - Pell Grant Recipients: One and one half additional points at \$111 per point in 2018-2019.
- Regional Living Wage Obtained.
 - All Students: One point for each student at \$440 per point in 2018-2019.
 - Promise Grant Students: One additional point at \$111 per point in 2018-2019.
 - Pell Grant Recipients: One and one half additional points at \$111 per point in 2018-2019.

One-Time Funding:

Nearly 50% of State revenue comes from 1% of the State population generated through Capital Gains income taxes. Because of the volatility of the funding which is dependent on the sale of companies, stocks, etc., the Governor has held firm that he will not jeopardize State funded agencies by providing on-going funding with revenues that are not certain. Instead he has allowed any increases in revenues over projections to be distributed as one-time funding allocations. One-time funding should not be used for on-going costs such as salaries and benefits, new hiring, on-going operational costs, etc. The District has used these one-time funding allocations to fund equipment, short-term employees or other costs that can be funded one-time. This new equipment is a welcome addition after years of no new funding and has helped to restore and expand instructional and operational activities to a higher standard.

Instructional Equipment Block Grant, One-Time Funding:

One-Time funding is often provided to fund Instructional Equipment. Instructional Equipment is equipment used in the course and scope of student instruction and can include equipment, furniture, and computers with a cost over \$200 and useful life of over a year. It does not include “right to access” software licenses.

Unrestricted Lottery:

The District receives lottery funding for both resident and non-resident FTES. The Unrestricted Lottery revenue projection is based on FTES as of the District’s CCFS320 Annual reporting from the previous year, multiplied by the State Chancellor’s Office estimated dollar factor per FTES.

Mandate Block Grant (On-Going):

Districts are given the option each year to file Mandated Cost claims for expenses incurred carrying out mandated activities, or to participate in the Mandate Block Grant program. Districts who opt to file claims must track eligible expenses and then submit claim forms requesting reimbursement. Unfortunately, mandated cost claims have not been reimbursed for many years by the State due to lack of funding. In response to the halt on paying claims, this block grant funding was developed to provide another mechanism to reimburse districts without going through the claims process. The Mandate Block Grant has been funded at the State level for the past several years, and has proven to provide a more reliable revenue stream than filing claims.



REVENUE ASSUMPTIONS

2018-19 Unrestricted General Fund Revenue Assumptions - New or Increasing Revenues:

Table 6-5. State Apportionment – Student Centered Funding Formula (SCFF)

2018/19 SCFF Budget			
Base Allocation			
Basic Allocation			Funding
Basic Allocation - Valencia			5,220,965
Basic Allocation - Canyon Country			1,305,242
Total Basic Allocation			\$ 6,526,207
Base FTES	FTES	18/19 Rate	Funding
Credit FTES (For SCFF 3 year average less carvouts)	15,134.04	3,727.00	56,404,558
Non Credit Base	237.63	3,347.49	795,449
CDCP	166.98	5,456.67	911,155
Total Base FTES Allocation	15,538.64		\$ 58,111,162
Growth FTES			
Credit Growth (SCFF counts growth in three year average)	52.00	3,727.00	193,804
Non-Credit Growth	20.00	3,347.49	66,950
CDCP Growth	50.00	5,456.67	272,834
Total Growth Allocation	122.00		\$ 533,588
FTES Carve outs			
Special Admit - Dual Enrollment	1,081.00	5,456.67	5,898,664
Incarcerated	19.68	5,456.67	107,387
Total FTES Carve outs	1,100.68		\$ 6,006,051
COLA			\$ -
Full-time Faculty Hiring			\$ -
Base Increase			\$ -
Deficit Factor			\$ -
TOTAL Base Allocation	16,761.32		\$ 71,177,007
			71.70%

Table 6-5 (cont'd).

Supplemental Allocation			
	Points	18/19 Rate	Funding
Pell Grant head count, not awards (1 point)	4,123	919.00	3,789,037
AB 540 Students (1 point)	666	919.00	612,054
California Promise Grant Students (1 point)	11,217	919.00	10,308,423
Total Supplemental Allocation	16,006		\$ 14,709,514
			14.82%
Student Success Incentive Allocation			
Success Metrics			
	Points	18/19 Rate	Funding
Associate degree (3 points)	5,523.00	440.00	2,430,120
Associate degree for transfer (4 points)	3,848.00	440.00	1,693,120
Credit certificates requiring 16+ units (2 points)	4,024.00	440.00	1,770,560
Completion of 9 CTE units (1 point)	2,752.00	440.00	1,210,880
Transfer to 4-year institution (1.5 points)	3,604.50	440.00	1,585,980
Completion of transfer-level math and English (2 points)	1,218.00	440.00	535,920
Attainment of regional living wage (1 point)	3,004.00	440.00	1,321,760
Total	23,973.50		\$ 10,548,340
Success Equity Metrics			
	Points	18/19 Rate	Funding
Associate degree - Pell students (4.5 points)	3,469.50	111.00	385,115
Associate degree for transfer - Pell Students (6 points)	2,706.00	111.00	300,366
Credit certificates requiring 16+ units - Pell Students (3 points)	2,589.00	111.00	287,379
Completion of 9 CTE units - Pell Students (1.5 points)	1,413.00	111.00	156,843
Transfer to 4-year institution - Pell Students (2.25 points)	1,728.00	111.00	191,808
Transfer-level math and English - Pell Students (3 points)	423.00	111.00	46,953
Attainment of regional living wage - Pell Students	495.00	111.00	54,945
Total	12,823.50		\$ 1,423,409
	Points	18/19 Rate	Funding
Associate degree - CPG (3 points)	3,258.00	111.00	361,638
Associate degree for transfer - CPG (4 points)	2,480.00	111.00	275,280
Credit certificates requiring 16+ units - CPG (2 points)	2,466.00	111.00	273,726
Completion of 9 CTE units - CPG (1 point)	1,487.00	111.00	165,057
Transfer to 4-year institution - CPG (1.5 points)	1,878.00	111.00	208,458
Completion of transfer-level math and English - CPG (2 points)	466.00	111.00	51,726
Attainment of regional living wage - CPG (1 point)	653.00	111.00	72,483
	12,688.00		\$ 1,408,368
Total Success Allocation			\$ 13,380,117
			13.48%
TOTAL FUNDING FORMULA ALLOCATION			\$ 99,266,638

Table 6-6. Base Allocation

	2016-17	2017-18	2018-19	3-Year Average	Adjusted Counts	Rates	Funding
Basic Allocation							
Basic Allocation - Valencia	\$ 4,802,795	\$ 4,866,179	\$ 5,220,965				
Basic Allocation - Canyon Country	\$ 1,200,699	\$ 1,216,907	\$ 1,305,242				
Total Basic Allocation	\$ 6,003,494	\$ 6,083,086	\$ 6,526,207				\$ 6,526,207
FTES							
Credit FTES	16,099	16,303	16,287	16,229	15,186	\$ 3,727	\$ 56,598,362
Non-Credit	222	238	258			\$ 3,347	\$ 862,399
CDCP	124	167	217			\$ 5,457	\$ 1,183,989
Total FTES	16,444	16,707	16,761				
Special Populations							
Special Admit - Dual Enrollment	646	951	1,081			\$ 5,457	\$ 5,898,664
Incarcerated	34	20	20			\$ 5,457	\$ 107,387
Total Special Populations	680	970	1,101				
Total Base Allocation Funding							\$ 71,177,007

Table 6-7. Supplemental Allocation

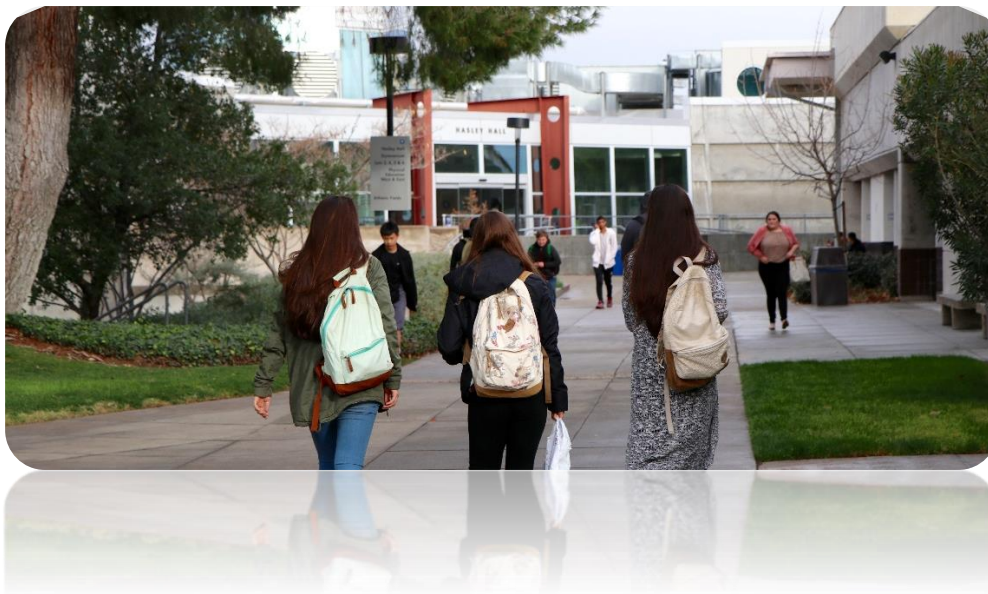
	2016-17	2017-18	2018-19	Rates	Funding
Headcounts					
Pell Grant Student Headcount	4,714	4,123		\$ 919	\$ 3,789,037
AB 540 Student Headcount	663	666		\$ 919	\$ 612,054
California Promise Grant Student Headcount	11,710	11,217		\$ 919	\$ 10,308,423
Total Supplemental Allocation					\$ 14,709,514

Table 6-8. Student Success Allocation

Outcomes	AA	ADTs	Certificates	CTE	Transfer	Math/English	Living Wages	Total
All Students	1,841	962	2,012	2,752	2,403	609	3,004	
Points/Outcome	3	4	2	1	1.5	2	1	
Rate	\$ 440	\$ 440	\$ 440	\$ 440	\$ 440	\$ 440	\$ 440	
Total	\$ 2,430,120	\$ 1,693,120	\$ 1,770,560	\$ 1,210,880	\$ 1,585,980	\$ 535,920	\$ 1,321,760	\$ 10,548,340
Pell Students Only	771	451	863	942	768	141	330	
Points/Outcome	4.5	6	3	1.5	2.25	3	1.5	
Rate	111	111	111	111	111	111	111	
Total	\$ 385,115	\$ 300,366	\$ 287,379	\$ 156,843	\$ 191,808	\$ 46,953	\$ 54,945	\$ 1,423,409
Promise Grant Students	1,086	620	1,233	1,487	1,252	233	653	
Points/Outcome	3	4	2	1	1.5	2	1	
Rate	111	111	111	111	111	111	111	
Total	\$ 361,638	\$ 275,280	\$ 273,726	\$ 165,057	\$ 208,458	\$ 51,726	\$ 72,483	\$ 1,408,368
Total Student Success Allocation Funding								\$ 13,380,117

**Table 6-9. 2018-19 Adopted Budget
General Fund Revenue Summary**

	2017-18 Adopted Budget	2018-19 Adopted Budget	Difference
Total Computational Revenue:			
(State Apportionment/Funding Formula)	\$ 94,488,474	\$ 100,330,638	\$ 5,842,164
Local Revenues & Enrl. Fee Admin.	\$ 4,520,051	\$ 2,431,265	\$ (2,088,786)
Lottery Funding	\$ 2,488,640	\$ 2,695,945	\$ 207,305
Grant Indirect Support	\$ 930,775	\$ 1,014,766	\$ 83,991
Other Transfer-Ins (STRS/PERS)	\$ -	\$ 750,000	\$ 750,000
Facility Use Rentals			
(Filming & University Center Partners)	\$ 1,120,000	\$ 1,220,000	\$ 100,000
Part-Time Faculty Parity Allocation	\$ 340,330	\$ 341,731	\$ 1,401
Federal Funding	\$ 93,120	\$ 102,044	\$ 8,924
Interest Income	\$ 175,000	\$ 175,000	\$ -
Total General Fund Revenues	\$ 104,156,390	\$ 111,574,309	\$ 7,417,919



**Table 6-10. 2018-19 Adopted Budget
Unrestricted General Fund Total Computational Revenue**

	2017-18 Adopted Budget		2018-19 Adopted Budget		Difference	
State Apportionment/Total Computational Revenue:						
Base Apportionment (Credit and Non-Credit)	\$ 83,296,588		\$ 58,111,162		\$ (25,185,426)	New Student Centered Funding Formula (SCFF)
Basic Allocation for Valencia Campus	\$ 4,866,179		\$ 5,220,965		\$ 354,786	Increased by COLA
Basic Allocation for Canyon Country Campus	\$ 1,216,907		\$ 1,305,242		\$ 88,335	Increased by COLA
Add Growth/Access	\$ 1,268,924	1.5%	\$ 533,588	0.7%	\$ (735,336)	Growth calculated Differently in SCFF
FTES Carve outs - HS Dual Enrollment and Incarcerated FTES	\$ -		\$ 6,006,050		\$ 6,006,050	HS Dual Enrollment and Incarcerated FTES are funded differently in new SCFF
Add On-Going Base Increase Funding	\$ 2,476,817		\$ -		\$ (2,476,817)	Not apart of the new SCFF
Add COLA	\$ 1,394,400		\$ -		\$ (1,394,400)	Not apart of the new SCFF
FT Faculty Hiring Allocation as part of Apportionment	\$ 24,060		\$ -		\$ (24,060)	Not apart of the new SCFF
Deficit Factor	\$ (55,401)		\$ -		\$ 55,401	Not apart of the new SCFF
Subtotal - Base Allocation	\$ 94,488,474		\$ 71,177,007		\$ (23,311,467)	
Supplemental Allocation	\$ -		\$ 14,709,514		\$ 14,709,514	Based on Pell, AB540 and College Promise Grant Students
Student Success Allocation	\$ -		\$ 13,380,117			Based on Degrees/Certs and Student Success
Total Computational Revenue	\$ 94,488,474		\$ 99,266,638		\$ 4,778,164	



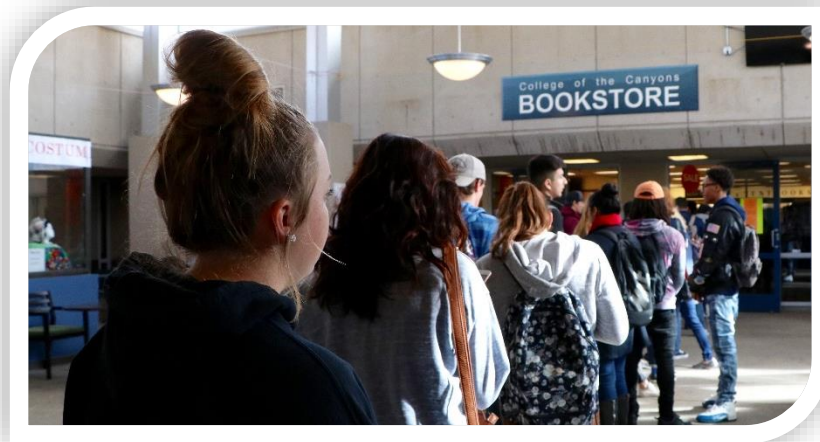
**Table 6-11. 2018-19 Adopted Budget
Unrestricted General Fund Revenue Summary**

	2017-18 Adopted Budget	2018-19 Adopted Budget	Difference	
Subtotal - State Apportionment/Total Computational Revenue:	\$ 94,488,474	\$ 99,266,638	\$ 4,778,164	Student Centered Funding Formula
Other State Revenue - Ongoing:				
FT Faculty Allocation	\$ -	\$ 700,000	\$ 700,000	\$50 Million Allocated
Part-Time Faculty Allocation	\$ 340,330	\$ 341,731	\$ 1,401	Based on Final State Budget Allocations
Lottery Funding	\$ 2,488,640	\$ 2,695,945	\$ 207,305	Higher FTES and Updated State Funding Factors
On-Going Mandated Cost Block Grant	\$ 467,241	\$ 487,544	\$ 20,303	Higher FTES
BOG Fee Waiver Admin (2%)	\$ 183,630	\$ 183,630	\$ -	
Subtotal - Other State Revenue - Ongoing	\$ 3,479,841	\$ 4,408,850	\$ 929,009	
Other State Revenue - One-Time:				
PT Faculty Office Hours	\$ 52,000	\$ 150,000	\$ 98,000	
2017/18 Recalc Apportionment	\$ -	\$ 364,000	\$ 364,000	Based on Final 2017/18 Reclac
Subtotal - Other State Revenue - One-Time	\$ 52,000	\$ 514,000	\$ 462,000	
Subtotal - Other State Revenue	\$ 3,531,841	\$ 4,922,850	\$ 1,391,009	
Subtotal - All State Revenues	\$ 98,020,315	\$104,189,488	\$ 6,169,173	



**Table 6-11 (cont'd). 2018-19 Adopted Budget
Unrestricted General Fund Revenue Summary**

	2017-18 Adopted Budget	2018-19 Adopted Budget	Difference	
Subtotal - All State Revenues	\$ 98,020,315	\$ 104,189,488	\$ 6,169,173	
All Other Revenues/Transfers:				
Local Revenue	\$ 3,542,180	\$ 4,598,011	\$ 1,055,831	Includes , Increases to International and Out of State Tuition, Community Services, ASG Salary Reimbursement and one-time Transfer in from Fund 68 to cover STRS/PERS Liabaility (\$750,000).
Transfers and Grant Indirect	\$ 930,775	\$ 1,014,766	\$ 83,991	Incl. \$150K from STRS/PERS Fund and Higher Grant Indirect
Bookstore Rental	\$ 400,000	\$ 400,000	\$ -	
Facility Use Rentals (Filming and University Center)	\$ 995,000	\$ 1,095,000	\$ 100,000	Increase based on 17-18 Actuals
Federal Funding	\$ 93,120	\$ 102,044	\$ 8,924	Financial Aid Administrative Fee Income
Interest Income	\$ 175,000	\$ 175,000	\$ -	
Subtotal - All Other Revenue	\$ 5,796,084	\$ 7,384,821	\$ 1,588,737	
Total General Fund Revenues	\$ 104,156,390	\$ 111,574,309	\$ 7,417,919	



EXPENSE ASSUMPTIONS

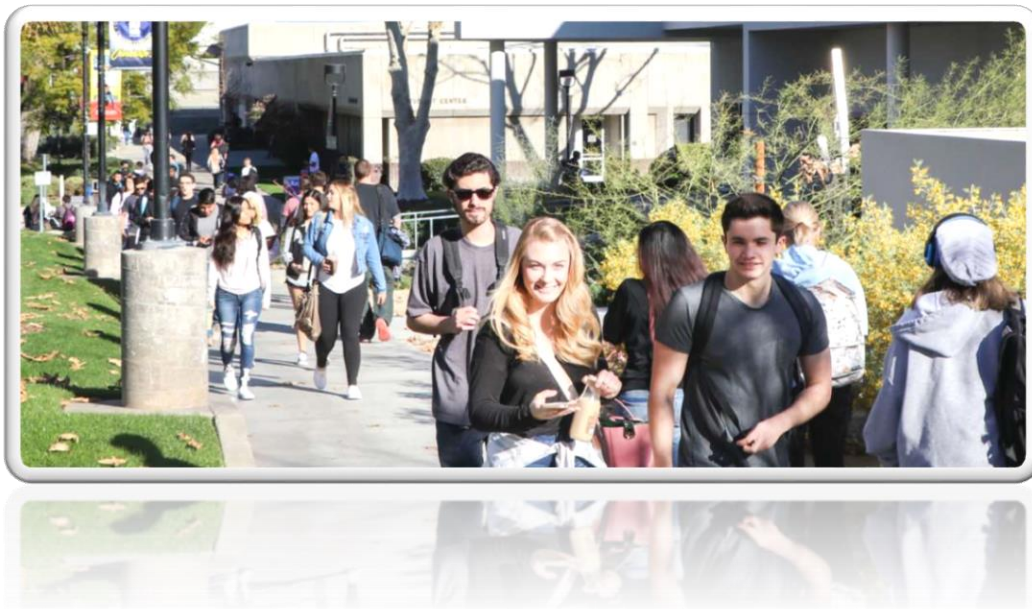
**Table 6-12. 2018-19 Adopted Budget
General Fund Expense Summary**

	2017-18 Adopted Budget	2018-19 Adopted Budget	Difference
Full-Time Salaries (Includes Steps, all groups, \$900k)	\$ 45,486,982	\$ 48,110,389	\$ 2,623,407
Full-Time Overload/Summer/Winter	\$ 3,209,000	\$ 3,739,000	\$ 530,000
Full-Time (Coaches/Counselors/Supp. Svcs/Stipends)	\$ 516,526	\$ 524,253	\$ 7,727
Adjunct Salaries	\$ 11,471,000	\$ 12,581,000	\$ 1,110,000
Substitutes/Non-Credit/Flex	\$ 954,000	\$ 1,048,000	\$ 94,000
Other Salaries (Vacation Cash-Out/Longevity)	\$ 667,500	\$ 809,700	\$ 142,200
All Other Part-Time/Discretionary Wages	\$ 3,247,966	\$ 3,218,891	\$ (29,075)
Fringe Benefits	\$ 23,032,865	\$ 25,619,841	\$ 2,586,976
Supplies	\$ 997,764	\$ 1,017,884	\$ 20,120
Other Operating Expenses (Including ISA Agreements & Election Expenses)	\$ 11,809,391	\$ 12,702,826	\$ 893,435
Capital Outlay	\$ 1,186,088	\$ 1,285,373	\$ 99,285
Transfers Out (Prefunding Parking Subsidy)	\$ 1,097,028	\$ 880,230	\$ (216,798)
Contingency (Reverse for Non Credit FTES)	\$ 431,986	\$ -	\$ (431,986)
Total Expenses	\$ 104,108,096	\$ 111,537,387	\$ 7,429,291



**Table 6-13. 2018-19 Adopted Budget
Unrestricted General Fund Expense Summary – Salaries and Benefits**

	2017-18 Adopted Budget	2018-19 Adopted Budget	Difference	
Full-Time/Permanent Part Time Salaries	\$ 45,486,982	\$ 48,110,389	\$ 2,623,407	Negotiated Increases, Steps/Columns, Funding for New positions
Full-Time Overload for Fall, Spring/Summer/Winter	\$ 3,209,000	\$ 3,739,000	\$ 530,000	Increased based on increased number of sections offered to achieve FTES target
Full-Time Supplementary Services/Athletic Coach Comp	\$ 516,526	\$ 524,253	\$ 7,727	Increase based on requested Forced Costs
Adjunct Salaries for Fall, Spring/Summer/Winter	\$ 11,471,000	\$ 12,581,000	\$ 1,110,000	Increased based on increased number of sections offered to achieve FTES target
Other Salaries (Vacation, Longevity, Cell Phone Stipends)	\$ 667,500	\$ 809,700	\$ 142,200	Increased for higher actuals for Vacation Cash Outs)
Overtime, Adult Hourly, College Assistants	\$ 3,247,966	\$ 3,218,891	\$ (29,075)	Cuts to Self-Fund Classified Positions, reductions based on historical trends, forced costs
Substitutes/Non-Credit/Flex	\$ 954,000	\$ 1,048,000	\$ 94,000	Increased based on increased number of sections offered to achieve FTES target
Fringe Benefits	\$ 23,032,865	\$ 25,619,841	\$ 2,586,976	STRS/PERS Rate Increase, Fixed Fringe on New Positions
Subtotal - Salaries and Benefits	\$ 88,585,839	\$ 95,651,074	\$ 7,065,235	

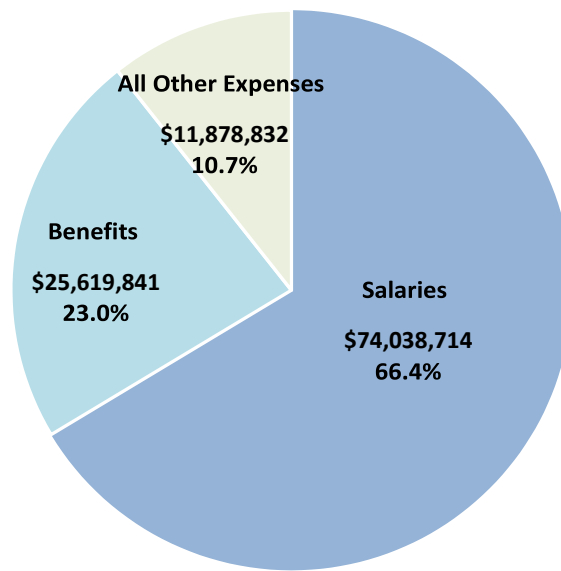


**Table 6-14. 2018-19 Adopted Budget
Unrestricted General Fund Expense Summary – All Expenses**

	2017-18 Adopted Budget	2018-19 Adopted Budget	Difference	
Subtotal - Salaries and Benefits	\$ 88,585,839	\$ 95,651,074	\$ 7,065,235	
Supplies	\$ 997,764	\$ 1,017,884	\$ 20,120	Forced Costs net of reductions based on historical trends
Utilities	\$ 2,418,234	\$ 2,299,851	\$ (118,383)	Reduction based on historical trends
Election Expense	\$ -	\$ 300,000	\$ 300,000	Forced Costs
Other Operating Expenses (Including ISA Agreements)	\$ 9,391,157	\$ 10,102,975	\$ 711,818	Forced Costs, Adjust for Lower One-Time Mandate Block Grant,
Capital Outlay	\$ 1,186,088	\$ 1,285,373	\$ 99,285	Forced Costs, net of reductions based on historical trends and removal 2017-18 One-Time Forced Costs
Transfers Out to Other Funds	\$ 1,097,028	\$ 880,230	\$ (216,798)	Removal of Parking Subsidy because of prepayment, increasing Debt Service and other transfers out for Grant Support
Contingency for STRS/PERS Increases	\$ 431,986	\$ -	\$ (431,986)	Removal of FTES Contingency
Total Expenses	\$ 104,108,096	\$ 111,537,387	\$ 7,429,291	



Graph 6-8. Salaries and Benefits Account for 89.4% of the District's 2018-19 Adopted Budget



STRS/PERS:

Because of the lack of on-going funding to fully fund the projected increases in STRS/PERS District contributions, one-time funding has been allocated by the District to a Restricted Fund 68 at the Los Angeles County Office of Education designated for STRS/PERS pension expenses. The current balance is almost \$6.2 million and the balance can be used to fund the increased annual expenses until an on-going funding source is identified.

Table 6-15. STRS PENSION LIABILITY THROUGH 2022-2023

Fiscal Year	Projected STRS Salaries	Status Quo Rate	STRS Cost	Increased Rate	STRS Cost	Increased Cost Over Status Quo	Year over Year Increased Cost
2013-14	\$ 25,653,745	8.25%	\$ 2,116,434	8.25%	\$ 2,116,434	\$ -	
2014-15	\$ 27,938,142	8.25%	\$ 2,304,897	8.88%	\$ 2,480,907	\$ 176,010	\$ 176,010
2015-16	\$ 31,270,355	8.25%	\$ 2,579,804	10.73%	\$ 3,355,309	\$ 775,505	\$ 599,494
2016-17	\$ 32,904,850	8.25%	\$ 2,714,650	12.58%	\$ 4,139,430	\$ 1,424,780	\$ 649,275
2017-18	\$ 35,045,618	8.25%	\$ 2,891,263	14.43%	\$ 5,057,083	\$ 2,165,819	\$ 741,039
2018-19	\$ 40,901,885	8.25%	\$ 3,374,406	16.28%	\$ 6,658,827	\$ 3,284,421	\$ 1,118,602
2019-20	\$ 43,817,056	8.25%	\$ 3,614,907	18.13%	\$ 7,944,032	\$ 4,329,125	\$ 1,044,704
2020-21	\$ 46,934,801	8.25%	\$ 3,872,121	19.10%	\$ 8,964,547	\$ 5,092,426	\$ 763,301
2021-22	\$ 50,268,934	8.25%	\$ 4,147,187	19.10%	\$ 9,601,366	\$ 5,454,179	\$ 361,753
2022-23	\$ 53,834,197	8.25%	\$ 4,441,321	19.10%	\$ 10,282,332	\$ 5,841,010	\$ 386,831
			\$ 32,056,991		\$ 60,600,267		\$ 5,841,010

Table 6-16. PERS PENSION LIABILITY THROUGH 2022-2023

Fiscal Year	Projected PERS Salaries	Status Quo Rate	PERS Cost	Increased Rate	PERS Cost	Increased Cost Over Status Quo	Year over Year Increased Cost
2013-14	\$ 21,668,593	11.44%	\$ 2,478,887	11.44%	\$ 2,478,887	\$ -	
2014-15	\$ 23,395,480	11.44%	\$ 2,676,443	11.77%	\$ 2,753,648	\$ 77,205	\$ 77,205
2015-16	\$ 25,159,148	11.44%	\$ 2,878,207	11.85%	\$ 2,981,359	\$ 103,153	\$ 25,947
2016-17	\$ 28,123,505	11.44%	\$ 3,217,329	13.89%	\$ 3,905,792	\$ 688,463	\$ 585,311
2017-18	\$ 29,570,246	11.44%	\$ 3,382,836	15.53%	\$ 4,592,555	\$ 1,209,719	\$ 521,255
2018-19	\$ 31,796,335	11.44%	\$ 3,637,501	18.06%	\$ 5,743,054	\$ 2,105,553	\$ 895,835
2019-20	\$ 33,789,733	11.44%	\$ 3,865,545	20.80%	\$ 7,028,264	\$ 3,162,719	\$ 1,057,166
2020-21	\$ 35,907,108	11.44%	\$ 4,107,773	23.50%	\$ 8,438,170	\$ 4,330,397	\$ 1,167,678
2021-22	\$ 38,156,118	11.44%	\$ 4,365,060	24.60%	\$ 9,386,405	\$ 5,021,345	\$ 690,948
2022-23	\$ 40,544,894	11.44%	\$ 4,638,336	24.60%	\$ 9,974,044	\$ 5,335,708	\$ 314,363
			\$ 35,247,917		\$ 57,282,179		\$ 5,335,708

Table 6-17.

STRS/PERS Pension Rate Increases Disrict Contribution Increase Projections					
Fiscal Year	STRS	STRS Annual Contribution Increase	PERS	PERS Annual Contribution Increase	Total STRS/PERS Increase
2013-14	8.25%	\$ -	11.44%	\$ -	\$ -
2014-15	8.88%	\$ 176,010	11.77%	\$ 77,205	\$ 253,215
2015-16	10.73%	\$ 599,494	11.85%	\$ 25,947	\$ 625,442
2016-17	12.58%	\$ 649,275	13.89%	\$ 585,311	\$ 1,234,586
2017-18	14.43%	\$ 741,039	15.53%	\$ 521,255	\$ 1,262,295
2018-19	16.28%	\$ 1,118,602	18.06%	\$ 895,835	\$ 2,014,437
2019-20	18.13%	\$ 1,044,704	20.80%	\$ 1,057,166	\$ 2,101,869
2020-21	19.10%	\$ 763,301	23.50%	\$ 1,167,678	\$ 1,930,979
2021-22	19.10%	\$ 361,753	24.60%	\$ 690,948	\$ 1,052,701
2022-23	19.10%	\$ 386,831	24.60%	\$ 314,363	\$ 701,194
		\$ 5,841,010		\$ 5,335,708	\$ 10,475,524

STAFFING



- Staffing Levels – Fall 1998 through Fall 2018 ●
- New Funded Positions ●
- Negotiated Compensation Increases ●

SECTION 7

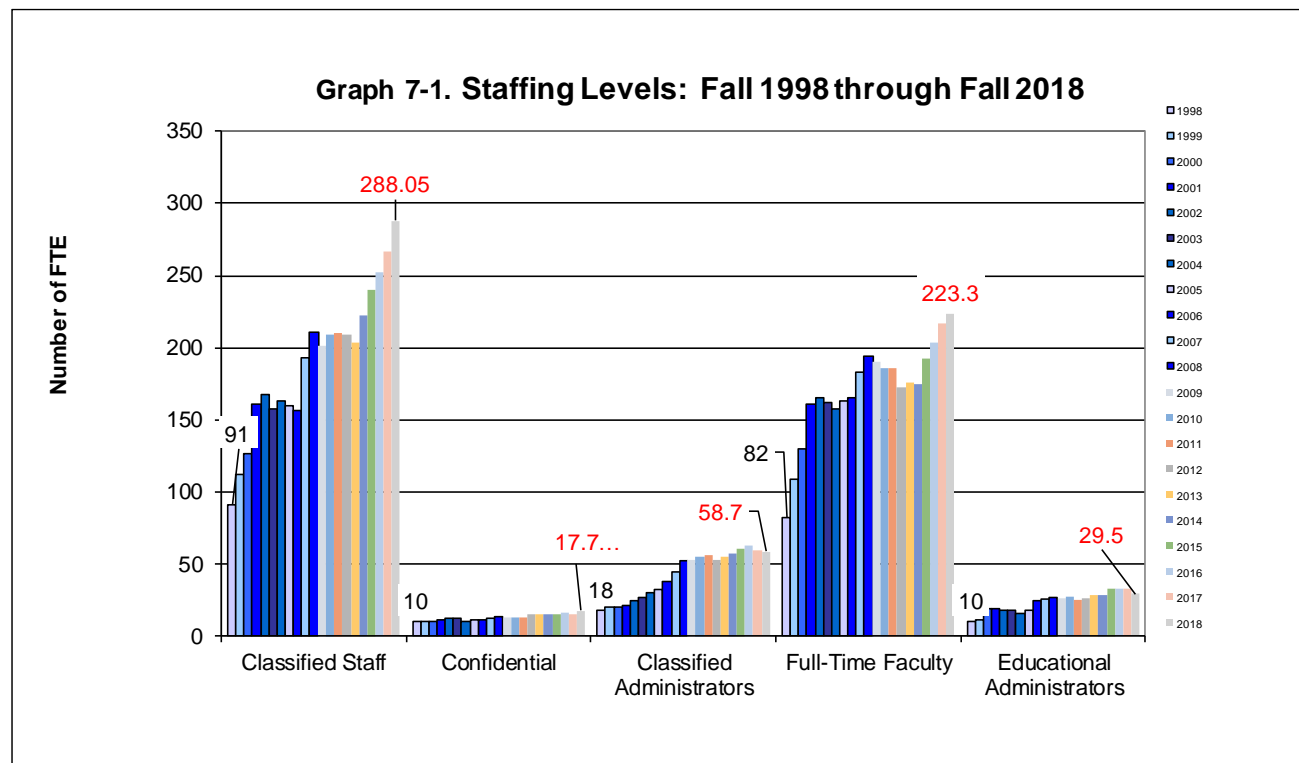
STAFFING LEVELS FALL 1998 THROUGH FALL 2018

History of Staffing Levels:

Over the years, staffing continues to grow and adjustments are made consistent with available State Apportionment funding and other factors such as receipt of new grant funding requiring specific staffing. Staffing declined slightly due to the 2009-2010 and 2011-2012 reduced enrollment targets. These declines in staffing were accomplished through resignations and retirements.

Notably, in 30 years, the District has been able to adjust enrollments, identify expense reductions, cultivate new revenue sources, and make contingency plans which have resulted in the District's ability to respond to volatile State Budgets without layoffs, salary rollbacks, furloughs, or freezes. Despite the statewide base revenue reductions associated with the Great Recession and because of these practices, the District has been able to avoid the invasive operational restructuring and program elimination that other districts have implemented.

Total FTES increased from 9,301 in 2001-2002 to 16,707 in 2017-2018, an increase of 80% in 16 years. Between Fall 2002 through Fall 2018, overall staffing increased 59.5%, consistent not just with the increases in enrollment trends, but also with the requirements to meet the full-time faculty obligation. During periods where the State provided growth funding, the District took advantage of surplus funds to hire in advance of the Full-Time Faculty Obligation. In fact the District exceeded the amount of full time faculty for Fall 2018 by 8 FTE.



NEW FUNDED POSITIONS

Full Time Faculty – New Positions for 2018-2019:

- **4 Additional Faculty – Fall 2018:**

- Business Instructor
- English Instructor
- Librarian
- Non-Credit Instructor

Full Time Classified Administrators – New Positions for 2018-2019:

- **3 New Classified Administrators:**

- Cyber Security Project Manager (Grant Funded)
- Grant Writer
- Public Safety Director (50%)

Full and Permanent Part Time Classified Staff – New Positions for 2018-2019:

- **12 New Classified Staff:**

- Cyber Security System Administrator - 100.0%
- Program Specialist II (Grant Funded) - 72.5%
- Student Services Coordinator II (Grant Funded) - 72.5%
- Accounting Technician III (Self Funded) - 60.0%
- Instructional Lab Technician (Self Funded) - 60.0%
- Communications/Customer Services Technician II (Self Funded) - 55.0%
- Administrative Assistant I (Self Funded) - 47.5%
- Instructional Laboratory Technician (Grant Funded) - 47.5%
- Student Services Specialist I (District Funded) - 47.5%
- Library Media Technician I (Self Funded) - 37.5%
- Student Services Clerk I (Self Funded)
- Instructional Laboratory Technician (Self Funded)



NEGOTIATED COMPENSATION INCREASES

Negotiated Compensation Increases:

With 89% of the budget allocated to salaries and benefits, this area is monitored very closely using an Access database to update costs annually on a position by position basis. Steps are applied for each as well as any negotiated increases. A Total Compensation methodology is used to negotiate increases by allocating a percentage increase applied to a total amount of salaries and benefits which can then be spent at the discretion of the represented group. Despite little to no COLA allocations from the State, the District has provided salary increases for all employee groups over the last few years.

Status of Negotiations:

The District has finalized negotiations with all represented groups for 2017-18. This included salary and benefit increases as well as funding provided for other compensation items. Negotiations for 2018-19 have begun for all represented groups.

Uses of Total Compensation:

Total Compensation can be allocated to salary increases and health and welfare benefit increases as well as other items, including but not limited to; salary schedule reform, increased overload and summer/winter intercession pay rates, increase release time for Department Chair duties, increased release time for COCFA union and negotiation teams, release time for Academic Senate, lecture/lab parity and additional retirement benefits.

Additional Pay Available for Each Unit:

Table 7-1:

Full-Time / Part-Time Faculty	Full-Time / Part-Time Classified	Confidential	Educational / Classified Administrator
Step Increase	Step Increase	Step Increase	One-Time Stipend (for additional responsibilities)
Column	Negotiated Increase	Negotiated Increase	Educational Incentive
Negotiated Increase	Overtime	Overtime	
Overload	Compensatory Time	Compensatory Time	
Summer / Winter Intercession	Reclassification	Reclassification	
Supplementary Services	Educational Incentive	Educational Incentive	
		Longevity	
		Merit	

Table 7-2.

Total Salary and Health & Welfare Increases for All Negotiated Groups						
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<u>COCFA</u>						
Salary Schedule Increase	0.00%	0.00%	0.00%	0.00%	0.00%	1.73%
Average Step/Columns Increase	2.06%	1.95%	1.84%	1.68%	1.34%	1.34%
All Other Increases	0.01%	0.13%	0.10%	0.14%	0.00%	0.00%
Total Salary Increases	2.07%	2.08%	1.94%	1.82%	1.34%	3.07%
On-Going H&W Contribution (Total Comp)	0.00%	0.00%	0.00%	0.77%	0.00%	0.24%
One-Time Funds for H&W (Total Comp)	0.00%	0.00%	0.80%	0.00%	0.00%	0.00%
Total Salary and H&W Increases	2.07%	2.08%	2.74%	2.59%	1.34%	3.31%
<u>CSEA</u>						
Salary Schedule Increase	0.00%	0.00%	0.00%	0.96%	0.00%	1.30%
Average Step Increase	3.32%	3.26%	2.97%	2.72%	3.51%	2.24%
All Other Increases (reclass/mkt adj)	0.37%	0.33%	0.56%	0.36%	0.00%	0.90%
Total Salary Increases	3.69%	3.59%	3.53%	4.04%	3.51%	4.44%
On-Going H&W Contribution (Total Comp)	0.00%	0.00%	2.52%	0.00%	0.00%	0.00%
One-Time Funds for H&W (Total Comp)	0.81% **	1.71% **	0.00%	0.00%	0.00%	0.00%
Total Salary and H&W Increases	4.50%	5.30%	6.05%	4.04%	3.51%	4.44%
<u>Confidential</u>						
Salary Schedule Increase	0.00%	0.00%	0.00%	0.00%	1.10%	1.79%
Average Step/Columns Increase	1.22%	1.53%	1.06%	0.47%	0.71%	2.24%
All Other Increases (ongoing merit/reclass)	2.23%	0.00%	2.06%	0.46%	2.26%	-0.29%
Total Salary Increases	3.45%	1.53%	3.12%	0.93%	4.07%	3.74%
On-Going H&W Contribution (Total Comp)	0.00%	0.00%	0.00%	0.92%	0.00%	0.00%
Total Salary and H&W Increases	3.45%	1.53%	3.12%	1.85%	4.07%	3.74%
<u>Classified Administrators</u>						
Salary Increases - Merit	0.00%	0.00%	0.00%	2.93%	1.32%	1.75%
Promotion/Demotion / Steps (2017 and on)	0.50%	-0.38%	1.06%	1.25%	0.17%	1.18%
Market Adjustments (Equity)	0.00%	1.36%	0.95%	1.51%	0.00%	0.00%
Total Salary Increases	0.50%	0.98%	2.01%	5.69%	1.49%	2.93%
On-Going H&W Contribution (Total Comp)	(Pool established in 2011-12)			0.20%	0.00%	0.00%
Total Salary and H&W Increases	0.50%	0.98%	2.01%	5.89%	1.49%	2.93%
<u>Educational Administrators</u>						
Salary Increases - Merit	0.00%	0.00%	0.00%	4.37%	0.66%	1.75%
Promotion/Demotion / Steps (2017 and on)	0.53%	2.31%	1.87%	2.82%	0.85%	0.28%
Market Adjustments (Equity)	0.00%	0.00%	0.00%	0.77%	0.00%	0.00%
Total Salary Increases	0.53%	2.31%	1.87%	7.96%	1.51%	2.03%
On-Going H&W Contribution (Total Comp)	(Pool established in 2011-12)			0.20%	0.00%	0.00%
Total Salary and H&W Increases	0.53%	2.31%	1.87%	8.16%	1.51%	2.03%
AFT - Adjunct Faculty Total Salary Increase (including Steps)	2.41%	1.20%	1.20%	3.20%	1.20%	3.70%

Table 7-2. (cont'd)

Total Salary and Health & Welfare Increases for All Negotiated Groups						
	2014-15	2015-16	2016-17	2017-18	Cumulative	Average
COCFA						
Salary Schedule Increase	2.76%	5.00%	0.41%	2.50%	12.40%	1.24%
Average Step/Columns Increase	1.61%	1.27%	1.91%	1.53%	16.53%	1.65%
All Other Increases	0.73% *	0.05%	3.79%	0.16%	5.11%	0.51%
Total Salary Increases	5.10%	6.32%	6.11%	4.19%	34.04%	3.40%
On-Going H&W Contribution (Total Comp)	0.16%	0.49%	0.00%	1.22%	2.88%	0.29%
One-Time Funds for H&W (Total Comp)	0.00%	0.00%	0.00%	0.00%	0.80%	0.08%
Total Salary and H&W Increases	5.26%	6.81%	6.11%	5.41%	37.72%	3.77%
CSEA						
Salary Schedule Increase	3.65%	4.41%	3.66%	1.05%	15.03%	1.50%
Average Step Increase	2.83%	2.50%	2.84%	1.69%	27.88%	2.79%
All Other Increases (reclass/mkt adj)	2.10%	5.38%	1.63%	1.74%	13.37%	1.34%
Total Salary Increases	8.58%	12.29%	8.13%	4.48%	56.28%	5.63%
On-Going H&W Contribution (Total Comp)	0.00% *	0.00%	0.00%	0.10%	2.62%	0.26%
One-Time Funds for H&W (Total Comp)	0.00%	0.00%	0.00%	0.00%	2.52%	0.25%
Total Salary and H&W Increases	8.58%	12.29%	8.13%	4.58%	61.42%	6.14%
Confidential						
Salary Schedule Increase	3.60%	3.33%	3.51%	1.75%	15.08%	1.51%
Average Step/Columns Increase	1.69%	1.31%	1.68%	1.46%	13.37%	1.34%
All Other Increases (ongoing merit/reclass)	0.15%	0.28%	1.46%	0.00%	8.61%	0.86%
Total Salary Increases	5.44%	4.92%	6.65%	3.21%	37.06%	3.71%
On-Going H&W Contribution (Total Comp)	0.27%	1.24%	0.00%	1.23%	3.66%	0.37%
Total Salary and H&W Increases	5.71%	6.16%	6.65%	4.44%	40.72%	4.07%
Classified Administrators						
Salary Increases - Merit	3.34%	3.84%	2.35%	0.00%	15.53%	1.55%
Promotion/Demotion / Steps (2017 and on)	2.71%	0.88%	0.73%	3.80%	11.90%	1.19%
Market Adjustments (Equity)	0.00%	1.27%	0.74%	0.00%	5.83%	0.58%
Total Salary Increases	6.05%	5.99%	3.82%	3.80%	33.26%	3.33%
On-Going H&W Contribution (Total Comp)	0.00%	0.00%	0.00%	0.00%	0.20%	0.03%
Total Salary and H&W Increases	6.05%	5.99%	3.82%	3.80%	33.26%	3.33%
Educational Administrators						
Salary Increases - Merit	3.34%	3.48%	2.35%	0.00%	15.95%	1.60%
Promotion/Demotion / Steps (2017 and on)	2.72%	0.87%	0.94%	3.80%	16.99%	1.70%
Market Adjustments (Equity)	0.00%	0.00%	0.00%	0.00%	0.77%	0.08%
Total Salary Increases	6.06%	4.35%	3.29%	3.80%	33.71%	3.37%
On-Going H&W Contribution (Total Comp)	0.00%	0.00%	0.00%	0.00%	0.20%	0.03%
Total Salary and H&W Increases	6.06%	4.35%	3.29%	3.80%	33.91%	3.40%
AFT - Adjunct Faculty Total Salary Increase (including Steps)	4.00%	6.12%	4.21%	3.49%	30.73%	3.07%

INSTRUCTIONAL EQUIPMENT BUDGET

2018 2019 ANNUAL BUDGET



Instructional Equipment Funding ●

SECTION 8

INSTRUCTIONAL EQUIPMENT FUNDING

State Allocations for Instructional Equipment:

In recent years, the Legislature and the Governor have made it a priority to fund Instructional Equipment to ensure that students have access to the same current equipment that potential employers are using.

These allocations were funded using one-time funds. The Governor prefers to provide one-time allocations for part of the increases in Proposition 98 funding levels, since the increases in State revenues prompting higher Proposition 98 funding levels may not be sustained due to the volatility of some State revenues such as capital gains.

Table 8-1. State Allocations for Instructional Equipment

	<u>Statewide Allocation</u>	<u>District Allocation</u>	<u>Spend By</u>
2014-2015	\$148,000,000	\$ 1,147,108*	6/30/15
2015-2016	\$148,000,000	\$ 1,990,261	6/30/17
2016-2017	\$184,565,000	\$ 2,553,817	6/30/18
2017-2018	\$ 69,859,000	\$ 1,011,406	6/30/19
2018-2019	\$ 28,465,000	\$ 422,242	6/30/20

*Represents the portion of the District Allocation used for Instructional Equipment. An additional \$867,003 in District Allocation was used for Scheduled Maintenance and Repairs.

In 2014-2015, all Instructional Equipment requests submitted through Program Review were funded using \$1,147,108 in one-time Instructional Equipment funding and \$179,960 in other District one-time funds.

In 2015-2016, \$4,148,390 in Instructional Equipment requests were submitted through Program Review. Requests were reviewed by Executive Cabinet and PAC-B after Adopted Budget to determine which requests to fund using the one-time Instructional Equipment allocation of \$1,990,261.

In 2016-2017, one-time Instructional Equipment funding was allocated in the amount of \$2,553,817. Through Program Review, the District received almost \$5.5 million in equipment requests with approximately \$3.8 M of those for Instructional Equipment. That list was evaluated by Executive Cabinet so that \$861,774 in equipment requests could be funded early in the fiscal year (in Tentative and Adopted Budgets) to accommodate any RFP/bids that needed to be done for purchases over the bid limit. Instructional departments received communication regarding these requests after approval so they could move forward with the expenditure process. To address allocating the balance of \$1,692,043, a subsequent process was established that allowed new 2016-2017 instructional equipment requests to be submitted through the 2017-2018 Program Review screens for equipment. These requests were evaluated by the Department Chairs/Managers, Division Deans and Executive Cabinet. In addition, a process was established where a small workgroup took a second look at instructional equipment requests submitted through the 2016-2017 Program Review that had not been funded at Adopted Budget. Both lists were presented at the November 2016 PAC-B meeting for final review, and instructional equipment totaling \$1,256,348 was funded. These requests were followed by subsequent requests totaling \$201,144, which were similarly evaluated and funded. The remaining unallocated funds totaling \$234,551 were available for distribution during the 2017-2018 Budget Development process, based on Instructional Equipment requests submitted through Program Review and evaluated in April 2017 by Executive Cabinet and PAC-B.

In 2017-2018, allocation of the District’s one-time Instructional Equipment funding was not included in the Adopted Budget because of pending legislation to shift \$7 million of the Statewide allocation to support financial aid for Dreamers. After Adopted Budget, when the final allocation was confirmed at \$1,011,406 for our District, the process of funding instructional equipment began. Initially, instructional equipment requests submitted in the 2017-2018 Program Review were funded. Since this did not fully utilize all of the 2017-2018 funding, some instructional equipment requests from 2018-2019 Program Reviews were funded early.

For 2018-2019, allocation of the District’s \$422,242 in instructional equipment funding will be allocated based on approved requests submitted through 2019-2020 program review. To provide the “big picture” of the impact of this funding, the following chart shows the departments that have benefitted from these one-time Instructional Equipment allocations totaling almost \$6.4 million from July 1, 2014 through June 30, 2018.

In addition to the expenditures detailed in the table below, \$312,449 of unused 2017-2018 funds will be rolled over and spent by June 30, 2019, and 2018-2019 funding totaling \$422,242 will be allocated and spent by June 30, 2020.



**Table 8-2. Instructional Block Grant Expenditures
2014-2015 through 2017-2018**

Department	2014-15	2015-16	2016-17	2017-18*	Total
Amount Allocated	\$1,147,108	\$1,990,261	\$2,553,817	\$1,011,406	\$ 6,702,592
Administration of Justice	-	5,796	-	-	\$ 5,796
Anthropology	-	-	-	14,735	\$ 14,735
Art	-	12,086	-	7,690	\$ 19,776
Astronomy	-	-	1,244	19,576	\$ 20,820
Automotive Technology	-	-	39,755	40,480	\$ 80,236
Biology	-	237,233	103,042	83,404	\$ 423,679
Campuswide Computers	975,916	753,419	734,770	217,294	\$ 2,681,400
CAWT	-	-	298	-	\$ 298
Chemistry	61,313	6,530	47,471	6,930	\$ 122,244
Computer Networking	-	-	30,000	-	\$ 30,000
Computer Support Services	-	-	508,469	-	\$ 508,469
Culinary Arts	-	28,642	-	-	\$ 28,642
Dance	-	919	-	-	\$ 919
Emergency Medical Technology	-	6,459	-	-	\$ 6,459
Engineering	-	176,042	90,501	-	\$ 266,543
Environmental Science	-	12,749	616	-	\$ 13,365
Fine & Performing Arts	-	-	96,544	55,311	\$ 151,855
Fire Control Technology	-	1,123	-	-	\$ 1,123
General Institutional Support (CCC)	29,879	-	-	-	\$ 29,879
Geography	-	7,341	-	-	\$ 7,341
Geology	-	6,476	-	5,534	\$ 12,010
Interdisciplinary Field Study	-	-	7,631	-	\$ 7,631
Interior Design	-	-	3,700	-	\$ 3,700
Library	-	-	1,407	-	\$ 1,407
Mathematics	-	4,592	-	-	\$ 4,592
Media Entertainment Arts	-	3,954	78,548	161,420	\$ 243,922
Media/Audio Visual	-	102,177	-	-	\$ 102,177
Medical Lab Technology	-	44,263	-	-	\$ 44,263
Music	-	205,542	128,424	-	\$ 333,966
Nursing	-	150,497	676	-	\$ 151,173
Philosophy	-	14,989	-	-	\$ 14,989
Photography	-	40,227	193,430	-	\$ 233,658
Physical Education	-	86,806	-	8,827	\$ 95,633
Physical Sciences	-	-	4,668	1,520	\$ 6,189
Physics	-	55,560	49,168	40,363	\$ 145,091
School of Math, Science & Health	-	1,679	-	-	\$ 1,679
System Administration	-	-	38,340	-	\$ 38,340
Theatre	-	25,160	64,971	23,994	\$ 114,125
Welding And Cutting	80,000	-	330,141	11,879	\$ 422,020
Total Spent	\$1,147,108	\$1,990,261	\$2,553,817	\$ 698,957	\$ 6,390,143
*2017-18 Unspent (\$312,449) Rolls Over to 2018-19 and Must be Spent Out by 6/30/19					

RESTRICTED BUDGET

2018 2019 ANNUAL BUDGET



Grant Revenue Assumptions●

Categorical Funds●

SECTION 9

GRANT REVENUE ASSUMPTIONS

Grant Revenues:

To augment the resources available to the District for program development, new initiatives, innovative projects, and instructional equipment, the District pursues grant revenue from the State of California, the Federal Government, and private foundations.

Beginning in 2009-2010, severe funding cuts were made to all State grants, including Nursing and Economic Development grants. As a result, the District saw a decline in grant revenues that were awarded in 2008-2009 and intended to continue at the same funding levels in 2009-2010. Also, the end of multi-year grant projects in 2008-2009, including Title III and CREATE, further attributed to the reduction in grant revenue in 2009-2010.

From 2009-2010 through 2013-2014 the District's grant funding remained consistently above \$5 million, despite years of State economic challenges during the Great Recession.

In 2014-2015, grant awards totaling \$9,274,112 represented an increase of 77% over the low point in 2009-2010. This large increase was because the District secured many new grants including the Statewide Institutional Effectiveness Partnership Initiative grant, NSF Statistics Educators grant, and a Title V grant.

In 2015-2016, grant awards totaling \$15,951,119 represented a 72% increase over the prior year. The District secured many new grant awards, such as the NSF Create Evaluation grant, a Nursing Enrollment Growth grant, a U.S. Department of Education Title V grant with CSUN, and IDRC Health Information Coding grant, and the CA Career Pathways Trust grant, which lead to this large increase in funding.

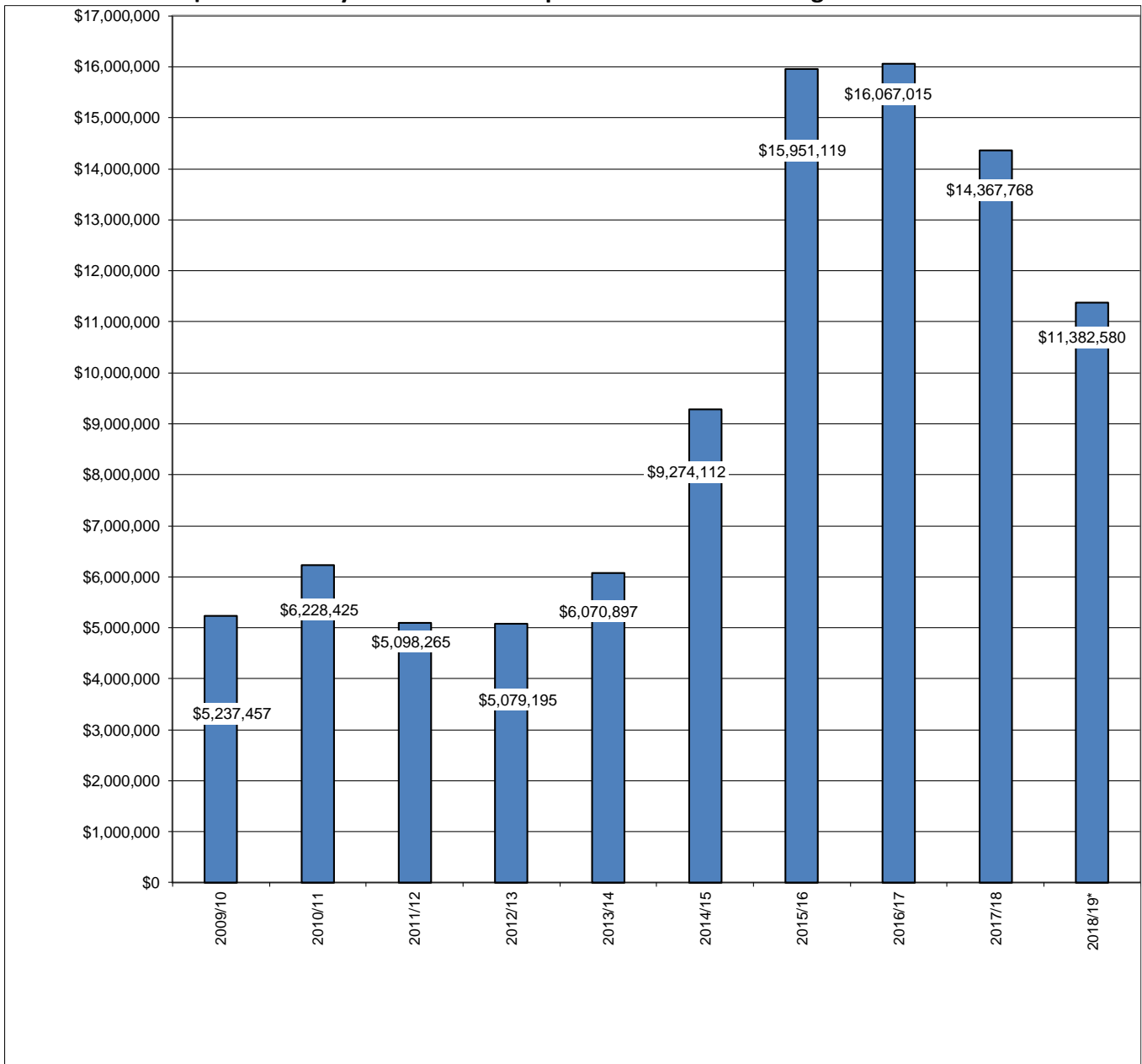
In 2016-2017, the District not only maintained the high dollar funding of over \$15.9 million from 2015-2016, but even saw a slight increase to \$16,067,015. New grant initiatives included a Hispanic Serving Institutions STEM Articulation grant with CSUN, an NSF Create Madison Technical College sub-award, and the Basic Skills and Student Outcomes Transitions grant.

In 2017-2018, grant awards totaled \$14,367,768. The decrease in total awards is mainly attributable to the receipt of a \$2 million CA Career Pathways Trust Grant in 2016-2017 that was awarded in one lump sum but intended to be spent over several years, as well as the successful completion of the Upward Bound, Industry Driven Regional Collaborative, and SB1070 grants in 2016-2017. These decreases were partially offset by several new or increased awards, including a MakerSpace grant, the College Promise Program, two Open Educational Resources grants, a CTE Education Pathways award, and new Welding and Apprenticeship grants.

In 2018-2019, as of August 27, 2018, grant awards already total \$11,382,580. This number will continue to grow as the fiscal year progresses over the next nine months and additional grants are secured.

Looking at the History of Grants Development chart below, the growth in grant funding is impressive. In fact, **grant funding has almost tripled in the last 5 years**, allowing the District to pursue many innovative and crucial projects that would not have otherwise been possible!

Graph 9-1. History of Grants Development 2009-2010 through 2018-2019



**2018-2019 Total Reflects Grants Awarded as of August 27, 2018.*

CATEGORICAL FUNDS

California Community Colleges – A Partner in California's Economic Growth:

The California Community College System plays an important role in boosting our state's economy by serving more than 2.1 million students a year. One out of four community college students in the U.S. is enrolled in a California Community College, making it the nation's largest system of higher education. The 114 Community Colleges in California, organized into 72 Districts, provide students with the knowledge and background necessary for today's competitive job market, providing workforce training, basic skills courses in English and math, certificate and degree programs and preparation for transfer to four-year colleges and universities. **California Community Colleges are the nation's largest system of higher education**, serving as a workforce training provider and also serving as a gateway for veterans seeking a degree or job skills to transition to civilian life. With leadership from the California Community College State Chancellor's Office, California Community Colleges have seized the opportunity to become essential catalysts in California's economic growth and jobs creation at the local, regional, and state levels by launching the **Doing what MATTERS for Jobs and the Economy** initiative. After a series of Community College, Town Hall, and Task Force Meetings, comprehensive strategies and goals have been developed and are being implemented.

The **strategy** is a four-pronged framework to close the skills gap:

- Give Priority for jobs and the economy
- Make Room for jobs and the economy
- Promote Student Success
- Innovate for jobs and the economy

The **goals** of Doing What MATTERS are to:

- Supply in-demand skills for employers
- Create relevant career pathways and stackable credentials
- Promote student success and get Californians into open jobs

The **roadmap** to accomplish these goals involves:

- Focus on priority/emergent sectors and industry clusters
- Take effective practices to scale
- Integrate and leverage programming between funding streams
- Promote common metrics for student success
- Remove structural barriers to execution

With the demand for skilled workers outpacing supply, Doing What MATTERS will be investing in innovation such as highly specialized industry training, technical consulting, and a multitude of services that solve a complex workforce training need. The end result will be the ability to better deliver for employers, sectors, and their workers. The initiative will be supported by several streams of State and Federal Funding, including:

- Governor's Career Technical Education Pathways Initiative (SB70)
- Carl D. Perkins Career and Technical Education Act of 2006
- Proposition 98 dollars for Apprenticeships
- Economic and Workforce Development (EWD) and Career Technical Education (CTE)

Strong Workforce Program:

The Strong Workforce Program was established in 2016-2017 to create “more and better CTE’ courses, programs and pathways”. The use of strong workforce funding aligns well with, and has a direct relationship to, the Vision for Success goals outlined by the Board of Governors.

In the first year of funding (2016-2017), the State budget provided \$200 million for the Strong Workforce Program. In 2017-2018, the allocation was increased to \$248 million. From this allocation, 5% is removed for state leadership/operation, and one-sixth is held back for calculating the positive incentive. The remaining funding is distributed 60% locally to Districts and 40% regionally to 8 established regional groups based on the following factors:

- CTE full-time equivalent students
- Unemployed adults
- Job Openings

Full-Time faculty hiring is allowable for new positions, not to subsidize existing positions:

- 50% Law - No benefit for Unrestricted full time faculty salary and benefits
- FON - Full time faculty will count

FTES can be counted for Apportionment, if less than 80% of funding comes From Workforce Training funds, which are Restricted Funds:

- CTE faculty responsibilities are: Instruction, CTE curriculum development, advisory, etc.
- The Legislature intends to generate more FTES for Apportionment
- The State Chancellor’s Office plans to send out an Advisory regarding the limit of external funding for FTES generated for Apportionment

California Career Pathways Trust (CCPT):

The California Career Pathways Trust (CCPT) was created by Assembly Bill 86 in July 2013, which appropriated \$250 million for the program in the 2013 State Budget Act. From this funding, one-time competitive State grants were made available to school districts, county superintendents of schools, direct-funded charter schools, and community colleges for the purpose of establishing or expanding career pathway programs in grades nine through fourteen (community colleges). These career pathway programs are intended to prepare students for high-skill, high-wage jobs in emerging and growing industry sectors in the local or regional economy.

In response to strong demand for the initial funding, the Legislature appropriated an additional \$250 million of Prop 98 resources in the 2014 State Budget Act for a second round of CCPT grants.

The Santa Clarita Valley Career Pathways Consortium (consisting of the Santa Clarita Community College District, the William S. Hart Union High School District, and various business and industry partners) had already been working on career pathways for over six years when this funding was announced. The Santa Clarita Community College District, on behalf of the Consortium, successfully applied for and received a \$5.5 million local consortium grant from this second round of State funding. The grant was awarded for four years, with the ability to extend the grant performance period, if needed.

With the help of business and industry members and using economic data, the Consortium identified four career pathways to develop using the grant funding. These pathways were chosen because the data indicate they will lead to skilled, high growth, high wage careers:

- Advanced Manufacturing
- Computer Networking
- Construction Technologies
- Legal Studies

The Consortium's plan develops and sustains these career pathways, supports pathway outreach, and prepares students for pathway and college enrollment. The plan includes professional development for school site leadership to ensure an understanding of career pathways, course sequences, and academies. The plan also includes the development and implementation of career coaches and Freshman Seminar. Career Coaches are trained paraprofessionals who help students define career aspirations and identify college programs and training that can enhance their capacity to achieve their goals. Freshman Seminar is a semester length class where 9th graders explore careers and identify their interests and talents using the "Get Focused, Stay Focused" curriculum. Instructional equipment funding for William S. Hart Union High School District is included in the grant spending plan to ensure the continuity of equipment used to deliver high school and community college courses.

California College Promise Innovation Grant Program (College Promise):

Assembly Bill 1741 was signed into law in September of 2016 establishing the California College Promise Innovation Grant Program. This program provides financial support to districts interested in implementing new or expanding existing College Promise programs. In general, College Promise programs are partnerships which align local K-12 districts, community colleges, and public university segments to provide clear pathways for students to follow in order to achieve their educational goals. A successful College Promise program also improves college readiness, access, and the overall success of its participants.

The 2016 State Budget Act appropriated \$15 million in one-time funding to be awarded based on a competitive application process. The Santa Clarita Community College District successfully applied for and was awarded a \$750,000, two-year grant.

This grant award funds the District's College Promise program which is known locally as First Year Promise. First Year Promise is a one-and-a-half year program consisting of pre-entry outreach and orientation, followed by a year-long faculty and student mentor program. First Year Promise participants complete all their new student steps before acceptance into the program, and once in the program, they participate in special First Year Promise opportunities such as:

- First Year Promise Summer Orientation, which allows students to meet faculty, learn about majors and academic areas of interest, and network with COC peer mentors while they become familiar with the campus and various resources.
- A Learning Cohort with designated courses in Fall and Spring that include use of open educational resources.
- Supplemental learning and tutoring through ASG sponsored programs and clubs; and meetings with their faculty and student mentors (student success teams).

COC's First Year Promise program aims to address the challenge of higher education affordability while also developing a college-going culture and increasing completion rates. The program promotes college readiness and helps new students complete their academic goal in a faster and more effective way.

Student Success and Support Program (SSSP):

The Student Success and Support Program is focused on increasing student access and success by providing effective core matriculation services, including orientation, assessment and placement, counseling, and other educational planning services and academic interventions. The focus is on the entering students' transition into college in order to provide a foundation for student achievement and successful completion of students' educational goals.

The Student Success and Support Program (SSSP) is a "process" that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit and non-credit students to be successful in their educational endeavors. The goals of the Student Success and Support Program are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the Student Success and Support Program process:

- Admissions
- Orientation
- Assessment and Testing
- Counseling
- Student follow-up

Student Equity Program (SE):

The Student Equity Program is focused on ensuring that each community college provides equal educational opportunities and promotes student success for all students regardless of race, gender, age, disability or economic circumstances. Student Equity Program funding helps colleges implement strategies that focus on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students. Success indicators linked to the CCC Student Success Scorecard are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity. Title 5 regulations specify that colleges must review and address the following populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, persons with disabilities, foster youth, veterans and low income students. Colleges develop specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics, preferably in program review. College plans must describe the implementation of each indicator, as well as policies, activities and procedures as they relate to improving equity and success at the college.

Basic Skills Initiative (BSI):

The Basic Skills Initiative was created to improve the success rates of students in courses below transfer level. Funding is used to improve curriculum, instruction, student services, and program practices in the areas of basic skills English (reading and writing), mathematics, and English as a second language (ESL). The goal is to transform how we teach students with basic skills needs and to utilize data to drive decisions. This funding can be used for the following:

- Program, Curriculum Planning and Development
- Student Assessment
- Advisement and Counseling
- Supplemental Instruction and Tutoring
- Course Articulation/Alignment of the Curriculum
- Instructional Materials and Equipment
- Coordination
- Research
- Professional Development

Implementation of Integrated Planning – SSSP, SE and BSI:

In an effort to align student success initiatives and break away from functional silos at colleges, the State Chancellor's Office issued new guidance in 2017 requiring colleges to prepare an Integrated Plan encompassing Student Success and Support, Student Equity, and the Basic Skills Initiative. These 3 programs all have similar goals to increase student success and close achievement gaps. An Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) was convened to review program duplication and make recommendations to the State Chancellor's Office on an action plan to integrate the 3 programs. Each college received guidance on how to prepare a 2017-2019 two-year Integrated Plan, which was due December 15, 2017. Colleges were encouraged to align integrated program plans with their college and district strategic plans/educational master plans. The Plans were to be developed in consultation with students, staff administrators, faculty, Academic Senate, and members of the community as appropriate. The Plans were required to be approved by the Governing Board of the Community College District. Integrated expenditure guidelines for the 3 programs were also provided by the State Chancellor's Office.



CAPITAL OUTLAY FUNDS

2018 2019 ANNUAL BUDGET



- General Obligation Bonds - Budget Assumptions ●
- Locally Funded Capital Outlay - Budget Assumptions ●

SECTION 10

GENERAL OBLIGATION BONDS

General Obligation Bonds – Budget Assumptions:

The District will continue to plan, construct, and upgrade facilities at both the Valencia and Canyon Country campuses in 2018-2019, through a combination of funding sources. The District is fortunate to have the support of local voters, who have approved 3 local bond measures from 2001 to 2016. The first Bond Measure, Measure C, has been fully expended. The 2018-2019 Adopted Budget includes expense assumptions for funds from both the second and third bond authorizations, Measures M and E.

Measure M Funding - General Obligation Bonds, Election of 2006:

- Measure M General Obligation Bonds were authorized in an election held on November 7, 2006. The election approved the issuance of \$160 million of general obligation bonds. Measure M passed with 62.65 percent voter approval, and passed in 147 of the 150 precincts with over 55 percent voter approval. Measure M funds were approved to assist in the build out of the Valencia Campus and provide funding for the new Canyon Country Campus as well.
 - The first issuance occurred in May 2007 in the amount of \$79,997,270
 - The second issuance occurred in May 2012 in the amount of \$35,000,000
 - The third issuance occurred in September 2014 in the amount of \$25,000,000
 - The fourth issuance occurred in November 2016 in the amount of \$20,000,000
 - In addition, it is estimated that Measure M funds will be used to leverage approximately **\$30 million** in State Capital Facilities Funding (not including any future State funding for Canyon Country Campus permanent buildings).
- **Measure M Projects Completed Include:**
 - Dr. Dianne G. Van Hook University Center
 - Canyon Country Campus site development, modulars, expanded scope
 - Canyon Country Campus Parking Lot #2
 - Applied Technology Building - Canyon Country Campus
 - Library Expansion
 - Mentry Hall Expansion
 - Student Services/Administration Building (Canyons Hall)
 - Student Services/Administration Building Tenant Improvement
 - Culinary Arts Facility
 - Secondary Effects Projects, including:
 - Mentry Hall
 - First Floor Bonelli Hall
 - Second Floor Bonelli Hall
 - Third Floor Bonelli Hall
 - First Floor Seco Hall
 - Student Support Center
 - Boykin 207 & 208 Laboratory Classrooms Renovation
 - Fire Alarm Panel Replacement
 - Air Handler Replacement – Boykin and Bonelli
 - Chillers Rebuild – Valencia Campus

- Repairs and Modernization
 - Site Upgrades
 - Health and Safety
 - Technology/Technology Infrastructure
 - Educational and Facilities Master Plan and Secondary Effects Master Plan
 - Canyon Country Campus Parking Lot Improvement
 - Soccer Field Renovations/Improvements
 - Bonelli Hall Secondary Effects Renovation
 - Educational and Facilities Master Plan Updates
- **Measure M Projects in Progress Include:**
 - Canyon Country Campus Science/Lecture Building
 - Canyon Country Campus Central Plant
 - ADA Transition Plan
 - Repairs and Modernization
 - Site Upgrades
 - Technology/Technology Infrastructure



Table 10-1.

Measure M Expenditures as of June 30, 2018		Contractually Obligated/	Total		
	Life to Date		GO Bond	Other	Total
Projects	GO Bond	Encumbered/	Proceeds	Funding	Estimated
	Expenses	Budgeted	Committed	Sources	Project Costs
Repairs and Modernization	\$ 12,460,329	\$ 602,327	\$ 13,062,656	\$ 1,184,649	\$ 14,247,304
Boykin Hall Modernization	\$ 857,905	\$ (3,676)	\$ 854,229	\$ -	\$ 854,229
Site Upgrades	\$ 7,925,029	\$ 254,921	\$ 8,179,951	\$ 50,000	\$ 8,229,951
ADA Transition Plan	\$ 473,496	\$ 1,087,382	\$ 1,560,878	\$ -	\$ 1,560,878
Health and Safety	\$ 44,430	\$ -	\$ 44,430	\$ -	\$ 44,430
Technology	\$ 3,788,449	\$ 574,719	\$ 4,363,168	\$ 2,000,000	\$ 6,363,168
Document Imaging Program	\$ 270,000	\$ -	\$ 270,000	\$ -	\$ 270,000
Door Lock Replacement Project	\$ 1,774,046	\$ (84,870)	\$ 1,689,176	\$ -	\$ 1,689,176
New/Expanded Program Space	\$ 6,817	\$ -	\$ 6,817	\$ -	\$ 6,817
Library Expansion	\$ 6,393,215	\$ -	\$ 6,393,215	\$ 9,452,854	\$ 15,846,069
Student Services/Admin Building	\$ 11,273,634	\$ -	\$ 11,273,634	\$ 6,320,446	\$ 17,594,080
Mentry Hall Expansion	\$ 12,428,583	\$ -	\$ 12,428,583	\$ -	\$ 12,428,583
University Center	\$ 7,316,584	\$ -	\$ 7,316,584	\$ 32,498,397	\$ 39,814,981
Culinary Arts Building	\$ 8,544,049	\$ -	\$ 8,544,049	\$ 1,320,600	\$ 9,864,649
Parking Structure (Valencia Campus)	\$ 3,751,684	\$ (152,192)	\$ 3,599,493	\$ 19,143,526	\$ 22,743,019
Canyon Country Campus (CCC)	\$ 32,011,265	\$ -	\$ 32,011,265	\$ 26,000,000	\$ 58,011,265
Canyon Country Parking Lot #2	\$ 1,050,875	\$ -	\$ 1,050,875	\$ -	\$ 1,050,875
Applied Technology Building (CCC)	\$ 7,114,273	\$ -	\$ 7,114,273	\$ -	\$ 7,114,273
Science/Lecture Bldg. (CCC)	\$ 6,627,243	\$ 5,789,410	\$ 12,416,654	\$ 21,277,286	\$ 33,693,940
Parking Lot (CCC)	\$ 1,380,995	\$ -	\$ 1,380,995	\$ -	\$ 1,380,995
Central Plant (CCC)	\$ 1,816,783	\$ 1,901,931	\$ 3,718,714	\$ 2,765,104	\$ 6,483,818
Secondary Effects (Renovation)	\$ 6,749,055	\$ 264,714	\$ 7,013,769	\$ -	\$ 7,013,769
Secondary Effects Holding	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment & Technology Repl.	\$ 1,903,150	\$ -	\$ 1,903,150	\$ -	\$ 1,903,150
Educational & Facilities Master Plans	\$ 899,654	\$ -	\$ 899,654	\$ -	\$ 899,654
Partial Repayment of 2006 COP	\$ 12,838,050	\$ -	\$ 12,838,050	\$ -	\$ 12,838,050
Repayment of 2009 COP (Del Valle)	\$ 5,788,932	\$ -	\$ 5,788,932	\$ -	\$ 5,788,932
Reimbursement - Del Valle Debt Svc Pymt	\$ -	\$ -	\$ -	\$ -	\$ -
Project Mgmt. Svcs/Other Expenses	\$ 1,110,160	\$ -	\$ 1,110,160	\$ 622,871	\$ 1,733,031
Costs of Issuance (2007)	\$ 1,621,838	\$ -	\$ 1,621,838	\$ -	\$ 1,621,838
Costs of Issuance (2012)	\$ 448,224	\$ -	\$ 448,224	\$ -	\$ 448,224
Costs of Issuance (2014)	\$ 387,250	\$ -	\$ 387,250	\$ -	\$ 387,250
Costs of Issuance (2016)	\$ 416,401	\$ -	\$ 416,401	\$ -	\$ 416,401
Debt Service Contribution (2007)	\$ 980,883	\$ -	\$ 980,883	\$ -	\$ 980,883
Debt Service Contribution (2012)	\$ 2,128,901	\$ -	\$ 2,128,901	\$ -	\$ 2,128,901
Debt Service Contribution (2014)	\$ 800,636	\$ -	\$ 800,636	\$ -	\$ 800,636
Debt Service Contribution (2016)	\$ 1,401,232	\$ -	\$ 1,401,232	\$ -	\$ 1,401,232
Contingency	\$ -	\$ 0	\$ 0	\$ 0	\$ 0
Totals	\$ 164,784,052	\$ 10,234,668	\$ 175,018,720	\$ 122,635,733	\$ 297,654,453



Measure E Funding - General Obligation Bonds, Election of 2016:

- Measure E General Obligation Bonds were authorized in an election held on June 7, 2016. The election approved the issuance of \$230 million of general obligation bonds. Measure E passed with 58.46 percent voter approval. Measure E funds were approved to complete and remodel the Valencia Campus and provide funding for new Canyon Country Campus permanent buildings.
 - The first issuance occurred in May 2017 in the amount of \$50,000,000
 - There is \$180,000,000 available for future issuances as needed
- **Measure E Projects in Progress Include:**
 - Valencia Campus Parking Structure
 - Canyon Country Campus Science/Lecture Building
 - Canyon Country Campus Student Services/Learning Resource Center
 - Canyon Country Campus Central Plant
 - PE West Modernization
 - Boykin 105 Remodel

Table 10-2.

Measure E Expenditures as of June 30, 2018	Life to Date GO Bond Expenses	Contractually Obligated/ Encumbered/ Budgeted	Total GO Bond Proceeds Committed	Other Funding Sources	Total Estimated Project Costs
Repairs and Modernization	\$ 13,300	\$ 85,597	\$ 98,897	\$ 14,148,408	\$ 14,247,304
PE West Modernization	\$ 289,709	\$ 1,710,291	\$ 2,000,000	\$ -	\$ 2,000,000
Boykin 105 Remodel	\$ 64,240	\$ 185,760	\$ 250,000	\$ -	\$ 250,000
Technology	\$ -	\$ 2,000,000	\$ 2,000,000	\$ 4,363,168	\$ 6,363,168
Parking Structure (Valencia Campus)	\$ 711,446	\$ 18,432,080	\$ 19,143,526	\$ 3,599,493	\$ 22,743,019
Science/Lecture Bldg. (CCC)	\$ 21,927	\$ 21,255,360	\$ 21,277,286	\$ 12,416,654	\$ 33,693,940
Central Plant (CCC)	\$ -	\$ 2,765,104	\$ 2,765,104	\$ 3,718,714	\$ 6,483,818
Student Services Learning Resource (CCC)	\$ 394,958	\$ 1,605,042	\$ 2,000,000	\$ -	\$ 2,000,000
Project Mgmt. Svcs/Other Expenses	\$ 147,428	\$ 475,442	\$ 622,871	\$ 1,110,160	\$ 1,733,031
Costs of Issuance (2017)	\$ 546,000	\$ -	\$ 546,000	\$ -	\$ 546,000
Debt Service Contribution (2017)	\$ 3,199,569	\$ -	\$ 3,199,569	\$ -	\$ 3,199,569
Contingency	\$ -	\$ 0	\$ 0	\$ -	\$ 0
Totals	\$ 5,388,578	\$ 48,514,675	\$ 53,903,253	\$ 39,356,596	\$ 93,259,849



LOCALLY FUNDED CAPITAL OUTLAY

Locally Funded Capital Outlay – Budget Assumptions:

The District uses local funding to supplement State and Measure M and E capital funding. Securing local dollars for capital construction provides one more revenue source for construction and maintenance projects on the two campuses in the District (Valencia and Canyon Country). State and Measure M and E dollars go further towards completing the projects in the District's Educational and Facilities Master Plan when augmented by local funding.

Local funding includes transfers from the Unrestricted General Fund, Capital Campaign donations from the COC Foundation, Certificate of Participation funding from issuing debt, energy incentive funding, facilities fees paid by international students, money collected from joint use partnerships with the local high school district, and charges from the use of District facilities.

- In 2018-2019, local funding is budgeted for the following projects:
 - Building Maintenance – Valencia Campus
 - Building Maintenance – Canyon Country Campus
 - Grounds Maintenance – Valencia Campus
 - Grounds Maintenance – Canyon Country Campus
 - Wine Room Upgrades
 - Electronics Department Building Improvements
 - Anthropology Department Storage Room



BUDGET SUMMARIES

2018 2019 ANNUAL BUDGET



Description of All Funds ●
Budget Summaries - All Funds ●

SECTION 11

DESCRIPTION OF ALL FUNDS

Governmental Fund Accounting:

The primary purpose of fund accounting is to segregate financial information. This is accomplished by accounting for financial transactions related to specific activities or objectives within separate funds.

A fund is defined as a *“fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities and residual equity or fund balances and changes therein, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions and/or limitations.”* (GASB Codification Section 1300, NCGA-1).

Fund 11: Unrestricted General Fund

The Unrestricted General Fund is used to account for resources available for the Districts' general operations and support of the educational programs. These funds are often referred to as the "General" or "Operating" funds of the District, and include the full scope of operations for the District.

Fund 12: Restricted General Fund

The Restricted General Fund is used to account for resources available for the operation and support of the educational programs that are specifically restricted by laws, regulations, donors or other outside agencies as to their expenditure. Restricted monies are generally from an external source that requires the monies be used for specific purposes, such as grants and state categorical funding.

Fund 21: Bond Interest and Redemption Fund

The Bond Interest and Redemption Fund is used to record property tax transactions related to the receipt and expenditure of local revenues derived from the property tax levied for the payment of principal and interest on outstanding general obligation bonds of the District. The District currently uses this fund for the debt service payments on the Measures C, M, and E General Obligation Bonds passed in November 2001, November 2006, and June 2016, respectively. Revenues for this fund come from property tax levied specifically for the debt service payments as well as the premium from the bond sales.

Fund 29: Debt Service Fund

The Debt Service Fund is used to account for the accumulation of resources and the payment of general long-term debt principal and interest. Although Fund 21 and Fund 29 are both used for debt service payment, they differ in that the resources for Fund 29 are derived from District resources through interfund transfers. The District currently uses this fund for the debt service payments on the COPS issued for the Student Center Remodel, South Parking Lot and COC Improvement Projects.

Fund 32: Cafeteria Fund

The Cafeteria Fund is used to record commission revenue from cafeteria, specialty coffee, and vending machine contractors and record expenses for campus food and expenses related to the repair and upkeep of the cafeteria kitchen facility.

Fund 33: Child Development Center Fund

The Child Development Center Fund is used to account for all revenues for, or from the operation of, the Child Development Center (CDC). This includes State Child Development grants and fees paid by parents for child development services. Costs incurred in the operation and maintenance of the CDC are paid from this fund.

Fund 37: Special Revenue - Asset Management Fund

The Asset Management Fund is used to record revenues and expenses in conjunction with any Asset Management efforts.

Fund 39: Special Revenue - Student Center Fee Fund

The Student Center Fee Fund is used to record fees paid by students for the Student Center Remodel (\$10 max. per academic year). Part of the revenue is transferred to the Debt Service fund to pay annual debt service on the Student Center Remodel portion of the COP. The remainder is accumulated for future debt service payments.

Fund 41: State Construction Fund

The State Construction Fund is used to record revenues and expenses related to the State funded portions of construction projects. State Capital Construction Funds are provided as match for District Capital Construction Projects, and are to be used only on projects identified by the State Chancellor's Office based on prior approval by the Board of Governors. This fund also accounts for Proposition 39 Energy Efficiency funds, which are provided by the State for approved energy efficiency projects.

Fund 43: Locally Funded Capital Projects Fund

The Locally Funded Capital Projects Fund records revenues from resources transferred from the District's Unrestricted General Fund or from local revenues derived from Foundation capital campaign funds, Redevelopment Agency capital funds, International Students Capital Outlay Fees, Energy Company rebates, or construction partnerships with other entities like the City of Santa Clarita or the local High School District.

Fund 44: Scheduled Maintenance Fund

The Scheduled Maintenance Fund is used to record the State revenue and related construction expenses for State funded scheduled maintenance projects.

Fund 45, 46, 47 and 48: General Obligation Bond Funds

The General Obligation (GO) Bond Funds are designated to account for the proceeds from the sale of bonds under Proposition 39, and the expenditures related to construction of projects as indicated in the ballot measures. Each bond issuance must be recorded in a separate fund to comply with Proposition 39 and Internal Revenue Service requirements. Fund 45 accounts for Measure M – Series 2012 GO Bonds, Fund 46 accounts for Measure M- Series 2016 GO Bonds, Fund 47 accounts for Measure M - Series 2014 GO Bonds, and Fund 48 accounts for Measure E - Series 2017 GO Bonds.

Fund 49: Field Turf Replacement Fund

The Field Turf Replacement Fund accounts for funds being set aside for future field turf repairs or replacement. Annual contributions are made per the provisions of a partnership agreement between the Santa Clarita Community College District and the William S. Hart Union High School District.

Fund 57: K-12 Arts Education Outreach Fund

The K-12 Arts Education Outreach Fund is used to record revenue and expenses for K-12 Outreach activities, including assemblies, arts residencies, bus-in shows at COC's Performing Arts Center, and professional development training for K-12 teachers.

Fund 58: Performing Arts Center Fund

The Performing Art Center Fund is used to record revenue and expenses for the "COC Presents" performances held in the Performing Arts Center at the Valencia Campus.

Fund 59: Employee Training Institute

The Employee Training Institute Fund is used to record revenue and expenses for contract education offered through the Employee Training Institute.

Fund 68: STRS/PERS Liability Fund

The STRS/PERS Liability Fund was established to accumulate one-time funds whenever possible to assist in paying the increased cost of STRS/PERS District contributions. The STRS District contribution rate will increase annually through 2020-2021 due to legislation passed in an effort to eliminate the STRS unfunded liability. The PERS District contribution rate is also expected to increase annually due to CalPERS' ability to increase the District contribution rate based on annual actuarial valuations of the PERS unfunded liability.

Fund 69: Retiree Benefits Fund

The Retiree Benefits Fund is used to accumulate annual contributions from the Unrestricted General Fund in order to fund future retiree medical benefits. Contribution amounts are based on an actuarial valuation that estimates the liability, with the goal of fully funding retiree health and welfare commitments over 30 years. This fund is also used to record "pay as you go" expenses for current year negotiated retiree health benefits.

Fund 72: Student Representation Fee Trust Fund

The Student Representation Fee Trust Fund is used to account for assets held on behalf of the student body. The fund is used to account for the \$1 per semester mandatory Student Representation Fee charged at registration. This fee is to be expended to provide for the support of governmental affairs representatives who may be stating their positions and viewpoints before city, county and district governments and before offices and agencies of the State government. Appropriate advocacy expenses are recorded in this fund.

Fund 74: Student Financial Aid Trust Fund

The Student Financial Aid Trust Fund is used to account for the receipt and payment of Federal and State funded Student Financial Aid. The aid is distributed in the form of grants and direct loans, such as PELL Grants, SEOG Grants, Cal Grants, Student Success/Completion Grants, and Federal Direct Loans. This fund also is used to record the required 25% District match for SEOG Grants.



BUDGET SUMMARIES ALL FUNDS

Table 11-1.

Budget Summary - Unrestricted General Fund (Fund 11)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	100,688	189,220	110,682	93,120	131,262	102,044
State	57,390,869	72,021,352	65,681,487	74,020,315	67,057,965	80,189,488
Local	27,043,493	31,600,172	37,934,807	29,110,380	39,965,896	29,516,211
Transfer/ (Contribution)	582,113	623,147	790,684	932,775	630,886	1,766,566
Total Revenue	85,117,163	104,433,890	104,517,659	104,156,590	107,786,009	111,574,309
Beginning Fund Balance	8,957,907	9,557,293	10,008,748	10,632,165	10,632,165	10,861,291
Total Rev & Beg Fund Bal	94,075,070	113,991,184	114,526,407	114,788,755	118,418,174	122,435,600
EXPENDITURES						
Salaries:						
Certificated Instruction	26,805,185	29,536,400	30,465,578	31,065,202	33,781,149	33,356,900
Certificated Non-Instruction	7,539,399	7,696,924	8,484,139	9,128,632	8,618,925	9,747,889
Classified	21,585,853	22,512,933	25,224,070	25,359,140	26,068,290	26,926,444
Total Salaries	55,930,436	59,746,256	64,173,787	65,552,974	68,468,364	70,031,233
Fringe Benefits	14,352,156	17,191,893	20,306,416	23,032,865	22,622,262	25,619,841
Total Sal & Frg Benefits	70,282,592	76,938,150	84,480,203	88,585,839	91,090,626	95,651,074
Supplies & Materials	845,708	962,715	934,775	997,764	808,176	1,017,884
Other Operating Exp/Services	9,383,014	10,715,888	12,181,160	11,808,891	11,528,518	12,701,326
Capital Outlay	1,346,791	2,202,896	1,824,717	1,186,088	1,140,286	1,285,373
Payments to Students	-	-	-	500	1,000	1,500
Student Financial Aid	-	-	-	-	-	-
Debt Service	45,024	45,024	37,520	-	-	-
Transfers	2,614,647	13,117,763	4,435,867	1,097,028	2,988,277	880,230
Contingencies	-	-	-	431,986	-	-
Total Expenditures	84,517,777	103,982,436	103,894,242	104,108,096	107,556,883	111,537,387
Ending Fund Balance	9,557,293	10,008,748	10,632,165	10,680,659	10,861,291	10,898,213
Total Exp and End Fund Bal	94,075,070	113,991,184	114,526,407	114,788,755	118,418,174	122,435,600

Table 11-2.

Budget Summary - Restricted General Fund (Fund 12)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	2,441,498	2,693,571	2,642,887	3,044,164	2,332,032	2,939,173
State	11,614,489	21,196,859	27,488,919	29,535,571	24,558,453	36,012,527
Local	2,385,655	2,328,250	2,368,313	2,361,721	2,297,769	2,759,332
Transfer/ (Contribution)	592,407	595,834	749,231	929,213	1,341,112	528,220
Total Revenue	17,034,049	26,814,515	33,249,350	35,870,669	30,529,366	42,239,252
Beginning Fund Balance	1,002,428	1,372,464	2,515,381	2,439,440	2,439,440	2,676,696
Total Rev & Beg Fund Bal	18,036,477	28,186,979	35,764,731	38,310,109	32,968,805	44,915,948
EXPENDITURES						
Salaries:						
Certificated Instruction	438,016	420,870	521,461	872,729	742,463	1,032,760
Certificated Non-Instruction	2,322,322	3,546,825	3,352,201	3,580,700	3,591,934	3,961,752
Classified	4,514,089	5,740,473	6,465,917	7,633,007	7,093,950	8,414,925
Total Salaries	7,274,427	9,708,167	10,339,579	12,086,436	11,428,348	13,409,437
Fringe Benefits	1,784,458	2,552,866	3,194,636	3,718,393	3,664,095	4,698,364
Total Sal & Frg Benefits	9,058,886	12,261,033	13,534,214	15,804,829	15,092,442	18,107,801
Supplies & Materials	827,324	773,661	903,683	1,219,711	915,344	1,182,155
Other Operating Exp/Services	3,279,120	8,833,486	13,274,947	17,167,222	9,894,846	21,337,351
Capital Outlay	2,184,797	2,210,511	3,763,726	2,038,309	2,765,514	1,471,092
Payments to Students	245,145	301,164	394,382	826,676	676,301	1,465,595
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	1,068,741	1,291,742	1,454,339	1,249,551	947,662	1,350,141
Contingencies	-	-	-	-	-	-
Total Expenditures	16,664,013	25,671,598	33,325,292	38,306,298	30,292,110	44,914,135
Ending Fund Balance	1,372,464	2,515,381	2,439,440	3,811	2,676,696	1,813
Total Exp and End Fund Bal	18,036,477	28,186,979	35,764,731	38,310,109	32,968,805	44,915,948

Table 11-3.

Budget Summary - Bond Interest/Redemption Fund (Fund 21)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	88,179	84,547	81,764	-	-	-
Local	11,715,988	10,915,916	15,802,433	16,767,917	126,085	18,022,425
Transfer/ (Contribution)	-	-	-	-	17,896,340	-
Total Revenue	11,804,167	11,000,463	15,884,197	16,767,917	18,022,425	18,022,425
Beginning Fund Balance	7,326,053	9,032,059	8,060,841	12,350,454	12,350,454	17,098,668
Total Rev & Beg Fund Bal	19,130,220	20,032,522	23,945,038	29,118,371	30,372,879	35,121,093
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	7,716,314	8,429,402	6,963,459	10,274,508	10,274,508	9,952,250
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	2,381,847	3,542,279	4,631,125	2,999,703	2,999,703	9,506,069
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	10,098,161	11,971,681	11,594,584	13,274,211	13,274,211	19,458,319
Ending Fund Balance	9,032,059	8,060,841	12,350,454	15,844,160	17,098,668	15,662,774
Total Exp and End Fund Bal	19,130,220	20,032,522	23,945,038	29,118,371	30,372,879	35,121,093

Table 11-4.

Budget Summary - Debt Service Fund (Fund 29)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	1,729	1,617	1,736	1,000	20,782	1,000
Transfer/ (Contribution)	1,566,208	2,493,027	931,937	505,661	804,832	673,535
Total Revenue	1,567,937	2,494,644	933,673	506,661	825,614	674,535
Beginning Fund Balance	1,618,361	1,153,872	1,781,674	163,560	163,560	702,446
Total Rev & Beg Fund Bal	3,186,298	3,648,516	2,715,347	670,221	989,174	1,376,981
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	830,157	781,843	618,274	286,728	286,727	377,706
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	1,202,268	1,085,000	1,933,512	-	-	745,000
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	2,032,426	1,866,843	2,551,787	286,728	286,727	1,122,706
Ending Fund Balance	1,153,872	1,781,674	163,560	383,493	702,446	254,275
Total Exp and End Fund Bal	3,186,298	3,648,516	2,715,347	670,221	989,174	1,376,981

Table 11-5.

Budget Summary - Cafeteria Fund (Fund 32)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	65,404	86,516	77,257	65,700	75,496	65,700
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	65,404	86,516	77,257	65,700	75,496	65,700
Beginning Fund Balance	38,033	36,901	33,431	43,493	43,493	49,251
Total Rev & Beg Fund Bal	103,437	123,416	110,688	109,193	118,990	114,951
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	64,401	86,101	67,195	109,193	69,738	114,951
Capital Outlay	2,135	3,884	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	66,536	89,985	67,195	109,193	69,738	114,951
Ending Fund Balance	36,901	33,431	43,493	-	49,251	-
Total Exp and End Fund Bal	103,437	123,416	110,688	109,193	118,990	114,951

Table 11-6.

Budget Summary - Child Development Fund (Fund 33)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	125,371	118,166	89,591	103,283	96,276	97,713
State	275,842	285,218	333,996	317,956	378,695	386,042
Local	563,385	663,667	686,901	673,700	678,611	695,500
Transfer/ (Contribution)	190,000	190,000	150,000	-	75,000	-
Total Revenue	1,154,598	1,257,052	1,260,488	1,094,939	1,228,582	1,179,255
Beginning Fund Balance	-	69,968	140,796	210,903	210,903	159,569
Total Rev & Beg Fund Bal	1,154,598	1,327,020	1,401,284	1,305,842	1,439,485	1,338,824
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	208,934	230,418	237,672	210,793	218,867	240,055
Classified	618,286	665,166	674,835	788,753	766,902	712,871
Total Salaries	827,219	895,584	912,507	999,546	985,769	952,926
Fringe Benefits	193,105	219,214	219,819	241,502	245,957	256,615
Total Sal & Frg Benefits	1,020,324	1,114,799	1,132,326	1,241,048	1,231,725	1,209,541
Supplies & Materials	22,928	30,057	11,820	8,640	9,151	7,500
Other Operating Exp/Services	39,940	34,587	35,743	47,481	36,663	117,783
Capital Outlay	1,438	6,782	10,493	8,673	2,376	4,000
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	1,084,629	1,186,224	1,190,381	1,305,842	1,279,916	1,338,824
Ending Fund Balance	69,968	140,796	210,903	-	159,569	-
Total Exp and End Fund Bal	1,154,598	1,327,020	1,401,284	1,305,842	1,439,485	1,338,824

Table 11-7.

Budget Summary - Special Revenue-Asset Management Fund (Fund 37)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	118	138	194	100	279	150
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	118	138	194	100	279	150
Beginning Fund Balance	17,376	17,494	17,631	17,825	17,825	18,105
Total Rev & Beg Fund Bal	17,494	17,631	17,825	17,925	18,105	18,255
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	17,925	-	18,255
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	-	-	-	17,925	-	18,255
Ending Fund Balance	17,494	17,631	17,825	-	18,105	-
Total Exp and End Fund Bal	17,494	17,631	17,825	17,925	18,105	18,255

Table 11-8.

Budget Summary - Special Revenue-Student Center Fund (Fund 39)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	193,732	196,311	201,720	201,000	206,182	201,000
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	193,732	196,311	201,720	201,000	206,182	201,000
Beginning Fund Balance	558,212	561,818	570,155	586,459	586,459	605,556
Total Rev & Beg Fund Bal	751,943	758,130	771,874	787,459	792,641	806,556
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	190,125	187,975	185,415	187,085	187,085	188,160
Contingencies	-	-	-	-	-	-
Total Expenditures	190,125	187,975	185,415	187,085	187,085	188,160
Ending Fund Balance	561,818	570,155	586,459	600,374	605,556	618,396
Total Exp and End Fund Bal	751,943	758,130	771,874	787,459	792,641	806,556

Table 11-9.

Budget Summary - State Construction Fund (Fund 41)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	729,449	439,363	579,422	-	564,085	-
Local	2,597	2,227	6,236	2,000	7,308	2,000
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	732,046	441,590	585,658	2,000	571,393	2,000
Beginning Fund Balance	419,521	11,675	13,902	592,679	592,679	737,275
Total Rev & Beg Fund Bal	1,151,567	453,265	599,559	594,679	1,164,072	739,275
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	1,139,892	439,363	6,881	572,541	426,796	650,000
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	1,139,892	439,363	6,881	572,541	426,796	650,000
Ending Fund Balance	11,675	13,902	592,679	22,138	737,275	89,275
Total Exp and End Fund Bal	1,151,567	453,265	599,559	594,679	1,164,072	739,275

Table 11-10.

Budget Summary - Capital Projects Fund (Fund 43)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	414,873	249,929	312,494	182,483	266,665	189,000
Transfer/ (Contribution)	164,620	4,900,005	250,080	27,426	142,520	30,277
Total Revenue	579,492	5,149,933	562,574	209,909	409,185	219,277
Beginning Fund Balance	1,803,313	473,141	4,447,847	3,822,002	3,822,002	3,628,515
Total Rev & Beg Fund Bal	2,382,805	5,623,074	5,010,421	4,031,911	4,231,187	3,847,792
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	75,482	149,334	144,165	252,675	300,200	477,429
Capital Outlay	1,647,821	1,025,893	1,044,255	3,779,236	302,472	3,370,363
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	186,361	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	1,909,664	1,175,227	1,188,419	4,031,911	602,672	3,847,792
Ending Fund Balance	473,141	4,447,847	3,822,002	-	3,628,515	-
Total Exp and End Fund Bal	2,382,805	5,623,074	5,010,421	4,031,911	4,231,187	3,847,792

Table 11-11.

Budget Summary - Scheduled Maintenance Fund (Fund 44)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	867,003	-	-	-	-	-
Local	1,068	1,891	50	40	73	40
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	868,071	1,891	50	40	73	40
Beginning Fund Balance	60,966	525,889	4,599	4,650	4,650	4,723
Total Rev & Beg Fund Bal	929,037	527,779	4,650	4,690	4,723	4,763
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	403,148	523,180	-	4,690	-	4,763
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	403,148	523,180	-	4,690	-	4,763
Ending Fund Balance	525,889	4,599	4,650	-	4,723	-
Total Exp and End Fund Bal	929,037	527,779	4,650	4,690	4,723	4,763

Table 11-12.

Budget Summary - GO Bond - Measure M, Series 2012 Fund (Fund 45)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	50,089	2,903	-	-	-	-
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	50,089	2,903	-	-	-	-
Beginning Fund Balance	13,213,102	948,315	-	-	-	-
Total Rev & Beg Fund Bal	13,263,190	951,218	-	-	-	-
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	78,967	-	-	-	-	-
Total Salaries	78,967	-	-	-	-	-
Fringe Benefits	23,568	-	-	-	-	-
Total Sal & Frg Benefits	102,535	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	72,602	40,648	-	-	-	-
Capital Outlay	12,139,738	910,570	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	12,314,875	951,218	-	-	-	-
Ending Fund Balance	948,315	-	-	-	-	-
Total Exp and End Fund Bal	13,263,190	951,218	-	-	-	-

Table 11-13.

Budget Summary - Measure M Series 2016 Fund (Fund 46)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	-	-	106,324	75,000	223,661	75,000
Transfer/ (Contribution)	-	-	22,379,744	-	-	-
Total Revenue	-	-	22,486,069	75,000	223,661	75,000
Beginning Fund Balance	-	-	-	14,879,504	14,879,504	10,442,171
Total Rev & Beg Fund Bal	-	-	22,486,069	14,954,504	15,103,165	10,517,171
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	300,000	-	-
Capital Outlay	-	-	-	14,654,504	4,660,993	10,517,171
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	7,606,565	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	-	-	7,606,565	14,954,504	4,660,993	10,517,171
Ending Fund Balance	-	-	14,879,504	-	10,442,171	-
Total Exp and End Fund Bal	-	-	22,486,069	14,954,504	15,103,165	10,517,171

Table 11-14.

Budget Summary - Measure M GO Bond Election 2006 Series 2014 Fund (Fund 47)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	127,532	186,560	178,640	50,000	108,842	-
Transfer/ (Contribution)	26,187,886	-	-	-	-	-
Total Revenue	26,315,418	186,560	178,640	50,000	108,842	-
Beginning Fund Balance	-	24,900,591	21,410,233	11,478,369	11,478,370	-
Total Rev & Beg Fund Bal	26,315,418	25,087,152	21,588,873	11,528,369	11,587,212	-
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	82,206	82,506	-	-	-
Total Salaries	-	82,206	82,506	-	-	-
Fringe Benefits	-	24,321	26,362	-	-	-
Total Sal & Frg Benefits	-	106,526	108,867	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	41,650	146,300	10,700	11,300	-
Capital Outlay	226,941	3,528,742	9,855,336	11,517,669	11,575,912	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	1,187,886	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	1,414,826	3,676,918	10,110,504	11,528,369	11,587,212	-
Ending Fund Balance	24,900,591	21,410,233	11,478,370	-	-	-
Total Exp and End Fund Bal	26,315,418	25,087,152	21,588,873	11,528,369	11,587,212	-

Table 11-15.

Budget Summary - Measure E GO Bond Election 2016 Series 2017 Fund (Fund 48)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	-	-	103,684	300,000	776,998	300,000
Transfer/ (Contribution)	-	-	53,499,569	-	-	-
Total Revenue	-	-	53,603,253	300,000	776,998	300,000
Beginning Fund Balance	-	-	-	49,853,563	49,853,563	48,991,674
Total Rev & Beg Fund Bal	-	-	53,603,253	50,153,563	50,630,562	49,291,674
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	1,520	415,000	105,720	310,000
Total Salaries	-	-	1,520	415,000	105,720	310,000
Fringe Benefits	-	-	351	166,000	33,838	124,000
Total Sal & Frg Benefits	-	-	1,871	581,000	139,558	434,000
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	40,000	6,000	34,000
Capital Outlay	-	-	2,250	49,532,563	1,493,330	48,823,674
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	3,745,569	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	-	-	3,749,690	50,153,563	1,638,888	49,291,674
Ending Fund Balance	-	-	49,853,563	-	48,991,674	-
Total Exp and End Fund Bal	-	-	53,603,253	50,153,563	50,630,562	49,291,674

Table 11-16.

Budget Summary - Field Turf Replacement Fund (Fund 49)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	25,573	26,067	26,942	26,800	28,543	26,800
Transfer/ (Contribution)	25,000	25,000	25,000	25,000	25,000	25,000
Total Revenue	50,573	51,067	51,942	51,800	53,543	51,800
Beginning Fund Balance	51,280	101,852	147,259	199,202	199,202	252,744
Total Rev & Beg Fund Bal	101,852	152,919	199,202	251,002	252,744	304,544
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	-	5,660	-	251,002	-	304,544
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	-	5,660	-	251,002	-	304,544
Ending Fund Balance	101,852	147,259	199,202	-	252,744	-
Total Exp and End Fund Bal	101,852	152,919	199,202	251,002	252,744	304,544

Table 11-17.

Budget Summary - K-12 Arts Education Outreach Fund (Fund 57)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	1,907	3,799	-	67	-
Local	271,791	304,081	364,942	375,720	256,730	316,077
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	271,791	305,988	368,741	375,720	256,797	316,077
Beginning Fund Balance	22,421	13,352	16,653	34,838	34,838	26,490
Total Rev & Beg Fund Bal	294,212	319,340	385,394	410,558	291,634	342,567
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	1,700	-	-	-	-
Classified	46,342	38,282	56,238	39,488	22,850	62,339
Total Salaries	46,342	39,982	56,238	39,488	22,850	62,339
Fringe Benefits	10,844	10,965	17,463	18,480	9,111	23,468
Total Sal & Frg Benefits	57,186	50,947	73,702	57,968	31,961	85,807
Supplies & Materials	741	152	1,627	1,850	1,030	1,000
Other Operating Exp/Services	222,932	251,587	275,228	350,740	232,153	255,760
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	280,860	302,687	350,557	410,558	265,144	342,567
Ending Fund Balance	13,352	16,653	34,838	-	26,490	-
Total Exp and End Fund Bal	294,212	319,340	385,394	410,558	291,634	342,567

Table 11-18.

Budget Summary - Performing Arts Center Fund (Fund 58)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	395	537	-	547	-
Local	358,067	313,769	481,715	484,267	486,143	470,445
Transfer/ (Contribution)	74,595	-	-	-	-	-
Total Revenue	432,662	314,164	482,252	484,267	486,690	470,445
Beginning Fund Balance	7,539	-	-	32,026	32,026	64,295
Total Rev & Beg Fund Bal	440,201	314,164	482,252	516,293	518,716	534,740
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	5,974	-
Classified	50,000	45,566	62,382	68,263	64,226	59,536
Total Salaries	50,000	45,566	62,382	68,263	70,200	59,536
Fringe Benefits	7,365	8,849	11,358	16,813	11,759	16,142
Total Sal & Frg Benefits	57,366	54,415	73,741	85,076	81,960	75,678
Supplies & Materials	1,101	1,725	609	2,742	2,688	1,195
Other Operating Exp/Services	378,916	258,024	359,640	411,049	344,772	437,590
Capital Outlay	-	-	-	-	6,554	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	2,818	-	16,236	17,426	18,448	20,277
Contingencies	-	-	-	-	-	-
Total Expenditures	440,201	314,164	450,226	516,293	454,421	534,740
Ending Fund Balance	-	-	32,026	-	64,295	-
Total Exp and End Fund Bal	440,201	314,164	482,252	516,293	518,716	534,740

Table 11-19.

Budget Summary - Employee Training Institute Fund (Fund 59)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	159,854	279,152	376,999	475,000	406,901	400,000
Local	703,391	652,051	651,687	430,450	612,010	470,752
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	863,245	931,203	1,028,686	905,450	1,018,912	870,752
Beginning Fund Balance	126,711	29,346	41,984	66,738	66,738	249,256
Total Rev & Beg Fund Bal	989,955	960,549	1,070,670	972,188	1,085,650	1,120,008
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	19,800	33,800	60,489	97,500	34,796	27,970
Classified	534,459	463,798	441,645	373,474	437,377	462,136
Total Salaries	554,259	497,598	502,133	470,974	472,173	490,106
Fringe Benefits	142,288	134,030	113,831	129,585	123,136	147,070
Total Sal & Frg Benefits	696,547	631,628	615,964	600,559	595,309	637,176
Supplies & Materials	53,969	47,664	44,012	70,500	42,674	42,300
Other Operating Exp/Services	210,093	239,272	343,701	186,600	196,696	119,558
Capital Outlay	-	-	255	6,500	1,715	6,500
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	960,610	918,564	1,003,932	864,159	836,394	805,534
Ending Fund Balance	29,346	41,984	66,738	108,029	249,256	314,474
Total Exp and End Fund Bal	989,955	960,549	1,070,670	972,188	1,085,650	1,120,008

Table 11-20.

Budget Summary - CalSTRS/CalPERS Liability Fund (Fund 68)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	-	7,303	54,048	55,000	95,011	80,000
Transfer/ (Contribution)	-	4,900,000	1,100,241	-	-	-
Total Revenue	-	4,907,303	1,154,289	55,000	95,011	80,000
Beginning Fund Balance	-	-	4,907,303	6,061,592	6,061,593	6,156,604
Total Rev & Beg Fund Bal	-	4,907,303	6,061,593	6,116,592	6,156,604	6,236,604
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	750,000
Contingencies	-	-	-	-	-	-
Total Expenditures	-	-	-	-	-	750,000
Ending Fund Balance	-	4,907,303	6,061,593	6,116,592	6,156,604	5,486,604
Total Exp and End Fund Bal	-	4,907,303	6,061,593	6,116,592	6,156,604	6,236,604

Table 11-21.

Budget Summary - Internal Services-Retiree Benefits Fund (Fund 69)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	26,165	34,854	49,066	45,000	96,465	45,000
Transfer/ (Contribution)	736,660	736,660	1,969,692	12,700	991,196	12,700
Total Revenue	762,825	771,514	2,018,758	57,700	1,087,661	57,700
Beginning Fund Balance	3,614,999	4,105,486	4,600,812	6,333,569	6,333,569	7,070,423
Total Rev & Beg Fund Bal	4,377,824	4,877,000	6,619,570	6,391,269	7,421,230	7,128,123
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	272,338	276,188	286,001	415,500	350,807	439,500
Total Sal & Frg Benefits	272,338	276,188	286,001	415,500	350,807	439,500
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	272,338	276,188	286,001	415,500	350,807	439,500
Ending Fund Balance	4,105,486	4,600,812	6,333,569	5,975,769	7,070,423	6,688,623
Total Exp and End Fund Bal	4,377,824	4,877,000	6,619,570	6,391,269	7,421,230	7,128,123

Table 11-22.

Budget Summary - Student Representation Fee Trust Fund (Fund 72)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	47,102	48,409	50,316	50,000	52,526	51,000
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	47,102	48,409	50,316	50,000	52,526	51,000
Beginning Fund Balance	183,137	216,111	245,898	281,402	281,402	314,401
Total Rev & Beg Fund Bal	230,239	264,520	296,214	331,402	333,928	365,401
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	870	-	-	1,000	-	1,000
Other Operating Exp/Services	11,459	16,822	13,012	46,500	17,372	46,500
Capital Outlay	-	-	-	28,000	355	28,000
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	1,800	1,800	1,800	1,800	1,800	1,800
Contingencies	-	-	-	-	-	-
Total Expenditures	14,128	18,622	14,812	77,300	19,527	77,300
Ending Fund Balance	216,111	245,898	281,402	254,102	314,401	288,101
Total Exp and End Fund Bal	230,239	264,520	296,214	331,402	333,928	365,401

Table 11-23.

Budget Summary - Student Financial Aid Fund (Fund 74)

	2014-15 Actuals	2015-16 Actuals	2016-17 Actuals	2017-18 Adopted Budget	2017-18 Actuals	2018-19 Adopted Budget
REVENUE						
Federal	20,476,688	19,047,622	18,124,884	23,360,346	16,443,744	23,462,930
State	1,093,088	1,509,652	1,707,616	1,760,000	2,253,376	2,400,000
Local	1,398	1,910	4,071	1,000	9,860	1,000
Transfer/ (Contribution)	132,890	135,608	126,792	120,115	132,726	154,310
Total Revenue	21,704,064	20,694,792	19,963,363	25,241,461	18,839,706	26,018,240
Beginning Fund Balance	116,568	96,994	77,041	136,203	136,202	116,692
Total Rev & Beg Fund Bal	21,820,632	20,791,786	20,040,403	25,377,664	18,975,908	26,134,932
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	45,972	46,863	38,517	68,595	29,370	117,692
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	21,677,666	20,667,882	19,865,684	25,309,069	18,829,846	26,017,240
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	21,723,638	20,714,745	19,904,201	25,377,664	18,859,216	26,134,932
Ending Fund Balance	96,994	77,041	136,202	-	116,692	-
Total Exp and End Fund Bal	21,820,632	20,791,786	20,040,403	25,377,664	18,975,908	26,134,932