



COLLEGE OF THE CANYONS

2020-21

Annual
Budget

2020-21 ANNUAL BUDGET

		<u>Service Dates</u>
BOARD OF TRUSTEES:	Ms. Michele R. Jenkins, President	1985-2020
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BOARD SECRETARY/ PARLIAMENTARIAN/CHANCELLOR:	Dr. Dianne G. Van Hook	
STUDENT TRUSTEE:	Mr. David Gonzales	
BUDGET DEVELOPMENT:	Ms. Sharlene Coleal, Assistant Superintendent/ Vice President, Business Services	
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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.

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.

Adopted Budget Approved by Board of Trustees on 10/28/20

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EXECUTIVE SUMMARY

2020 - 2021 ANNUAL BUDGET



Fiscal Year 2020-2021 Adopted Budget Executive Summary ●

SECTION 1

EXECUTIVE SUMMARY: 2020-2021 ADOPTED BUDGET

Background – How the COVID-19 Pandemic Impacted the 2020-2021 Adopted Budget

This Executive Summary highlights the main components in the Fiscal Year 2020-2021 Adopted Budget and provides an overview of the assumptions used to prepare the budget. The unexpected and sudden occurrence of the COVID 19 pandemic in March 2020 resulted in the California stay-at-home order for all but essential businesses and the related functions to support the essential business. With the leadership and vision of Chancellor, Dr. Dianne G. Van Hook, the District was able to “pivot” within 1 week to establish remote instruction and operations. The Chancellor was dedicated to being on campus every day of the pandemic to ensure the campus continued to serve its students and community, even in the new world of “Zoom” and online education. Key administrators and essential staff were also allowed on campus to handle critical functions that could not be done remotely. Faculty, both full-time and part-time, received training in online education before moving quickly into the new remote mode of instruction. Based on Los Angeles County Department of Health orders issued in March 2020, the District worked with attorneys and consulting experts in COVID protocols, CDC/OSHA regulations and healthcare to develop the required COVID-19 Plan for the District. This plan established the on-campus protocols, including; facility cleaning, PPE (personal protection equipment), physical distancing requirements, including office and instructional space, health questionnaire, quarantine, travel, etc. With appropriate protocols in place, the District was able to schedule “essential” classes in allied health: nursing, EMT and medical lab technicians, as well as in other areas such as welding and food service. Critical on-campus functions included campus safety, maintenance/custodial, technology and business services. This plan was one of the first developed for a community college and was used as a template for other Community Colleges to provide guidelines on COVID requirements for facilities, social distancing, protective equipment, quarantine, daily health questionnaire, etc. Contact tracing and reporting positive cases on campus to Los Angeles County became a full-time job, shared between Human Resources, Health Center and the legal and nursing consultants with required campus updates to the campus community provided by the Public Information Office. The District’s number of incidents were proportionally very low as the activity on campus was managed very carefully to follow CDC, OSHA and LA County DPH guidelines. The District’s Incident Command was initiated and met weekly to evaluate the status of operations in conjunction with information on the pandemic and implemented any required changes based on the ever-changing LA County mandates. Two committees were established to address pandemic specific issues and include representatives from campus constituents; the Coronavirus Return to Campus Committee and The Coronavirus Task Force.

2020-21 State Budget:

The 2020-2021 California State Budget continued to reflect a commitment to higher education by the Governor and the Legislature, despite a pandemic and recession resulting from the global spread of the COVID-19 virus. Chancellor Eloy Oakley provided an overview of the Community College budget at the 2020-21 May Revise and said that it was an unprecedented budget – worse than the Great Recession. That Recession covered 5 years but only took 8 months to recover. The COVID-19 pandemic caused an immediate shutdown of the State economy in March 2020 that turned a 5.4B State revenue surplus into a 54.6 B State Revenue shortfall by May 2020, a \$60 B downward spiral of State revenues. The recovery period is estimated to take close to 5 years or by 2026. Despite the dire revenue predictions, the State Chancellor’s Office advocated on behalf of the Community College System for the following priorities:

- Mitigate cuts and create flexibility with federal support.
- Focus on equity and access and capture efficiencies throughout the crisis.
- Keep the foot on the gas to focus on Vision for Success Goals.
- Respond to vulnerable communities that need resources.
- Provide access to education by removing barriers.

The advocacy was successful and replaced 10% State revenue reductions, or permanent revenue cuts, with \$1.5 B in State revenue deferrals which are temporary revenue cuts. Governor Newsom had proposed 10% budget cuts to Prop 98 funding for K-12 and community colleges but by the Final 2020-2021 State Budget, those cuts were replaced with State Revenue Deferrals with the promise to repay \$1.5 B back to community colleges in 2021-2022. The deferrals were to be implemented by February 2021 when districts would stop receiving State apportionment funds and have to borrow from their own internal funds or seek outside loans through a TRAN (Tax Revenue Anticipation Note).

Other provisions were put in place to protect Community College revenues like the 2019-2020 Emergency Conditions Allowance, which allowed Districts to be funded at the “pre-pandemic” level of their 2019-2020 P1 submission for FTES, Supplemental and Success metrics. The Emergency Conditions Allowance was extended to fiscal year 2020-2021 so that District revenues were “frozen” at the State revenue level funded at the 2019-2020 P1 of approximately \$102 M. Community College funding was still based on the SCFF; a three-pronged formula that focuses on access, equity, and success that allocates funding at 70% for Base (FTES), 20% for Supplemental (Financial Aid) and 10% for Success (Degrees, Certificates, etc.) with the Hold Harmless provision extended legislatively through 2023-2024.

2020-2021 Adopted Budget – Santa Clarita Community College District

The 2020-2021 Adopted Budget was developed using revenue information from the State as well as District expense projections based on the new “remote” environment for both instruction and operations. Because of reduced on-campus operations, one-time savings were achieved in many budget categories and helped to offset the flat revenues and increasing on-going expenses in mandated categories like STRS/PERS, insurance, step increases, etc. The District’s 2020-2021 Adopted Budget for the Unrestricted General Fund included \$113 M in Total Revenue and Expenses, resulting in a **balanced** budget with no structural deficit (deficit spending). The Fund 11 – Unrestricted Fund Balance ended at 10.1%. Other State compliance targets were exceeded with the Fifty Percent Law estimated at over 54% and the FON at 217.7 vs. 207.7, which was 10 FTEF over the District goal.

The sections that follow will provide information on the following:

- Overview of the Local Community and District
- State Budget Overview
- District Planning
- PAC-B - District Budget Committee
- History of Community College Funding
- State Regulations
- Enrollment Management
- District Staffing
- Institutional Equipment
- Restricted Budgets
- Capital Outlay

COMMUNITY OVERVIEW

2020 - 2021 ANNUAL BUDGET



Community Overview ●

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 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 assigned square feet, with more than 49,000 assigned 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 January 2020, the overall median house price in Santa Clarita was \$685,500 – up from \$605,300 a year earlier. Compared to many parts of California and Los Angeles County, the Santa Clarita Valley has much more affordable homes.

In an environment as influential as the Coronavirus Recession, economic trends at the regional levels tend to mirror the U.S. macro environment. The SCV housing market has largely followed national trends, but there have been some important differences. The median home price in the SCV looks similar to the U.S.

and California – declines in April and May, followed by large increases in June and July. The same is true for home sales.

So where does the SCV market differ from the broader macro environment? Whereas homes across California have gotten more expensive, homes in the Santa Clarita Valley have gotten more affordable. Even though selling prices have increased since the beginning of the year, the typical mortgage payment on the median priced home has actually decreased. Interest rates have declined faster than homes in the SCV have appreciated, meaning that many local buyers could afford a more expensive house in July than they could in January.

Graph 2-1.

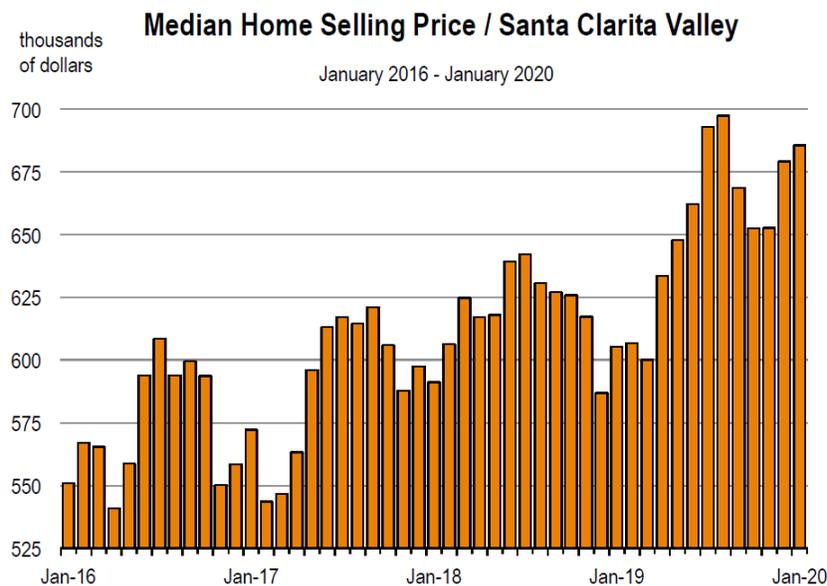


Table 2-1. Residential Construction Projects

Project Name	Location	Units	Status
Whittaker Bermite	Santa Clarita	2,411	On Hold
Aliento	Santa Clarita	499	Under Construction
Plum Canyon Master	Santa Clarita	411	Environmental Impact Report
Bouquet Canyon Project	Santa Clarita	366	Environmental Impact Report
Placerita Ranch	Santa Clarita	310	Planning Commission Review
River Village Area D	Santa Clarita	182	Under Construction
Park Vista	Santa Clarita	182	Environmental Impact Report
Mancara at Robinson Ranch	Santa Clarita	109	Planning Commission Review
Dentec	Santa Clarita	95	On Hold
Dockweiler 21	Santa Clarita	93	Approved
Skyline Ranch	Unincorporated L.A. County	1,070	Under Construction
Tesoro del Valle Phase 2	Unincorporated L.A. County	820	Approved
Williams Ranch	Unincorporated L.A. County	497	Approved
Tapia Ranch	Unincorporated L.A. County	405	Under Revision
Canyon Heights	Unincorporated L.A. County	157	Under Construction
The Reserve at Sloan Canyon	Unincorporated L.A. County	137	Environmental Impact Report
Aidlin Hills	Unincorporated L.A. County	102	Approved
PI Properties No. 36	Unincorporated L.A. County	37	Environmental Impact Report

Community Development:

The Santa Clarita Valley has the potential to become one of the fastest growing regions in the state, in view of the Valencia project (previously known as the Newhall Ranch project), which is now underway. The Valencia project will contribute more than 21,000 homes to the region's housing stock and accommodate 65,000 new residents.

During 2019, 818 residential units were authorized through the permitting process in the greater Santa Clarita Valley. This includes both the City and the surrounding unincorporated area. Housing production in 2019 was down slightly from 2018, but it was still among the most productive years of the current real estate cycle. Most of the housing permits in the SCV occurred within the city limits of Santa Clarita. Within the city limits, 248 single-family homes were started, along with 557 multifamily units. Multifamily production was dominated by a 352-unit complex in the Vista Canyon project, located at 17350 Humphreys Parkway. Permits for this complex were issued in January 2019, and through the remainder of the year an additional 264 multifamily units were authorized throughout the City.

Among the principal projects in the Santa Clarita Valley, there are 35,585 residential units in some phase of the planning process. Across the Santa Clarita Valley, there are 7,400 units in projects that are actively under construction, including the early villages of the Valencia project. There are also 4,503 units in projects that have been approved but have not broken ground. There are 23,682 units in projects that are awaiting approval, including the portions of the Valencia project that have yet to be approved for vertical construction.

The forecast calls for approximately 9,200 new housing starts in the Santa Clarita Valley between 2020 and 2025. This includes almost 3,000 units within the City of Santa Clarita, with the remaining units in the surrounding unincorporated areas. Investment in non-residential structures will be in the range of \$100 million to \$140 million annually, summing to more than \$740 million for the entire 2020-2025 forecast period. The Valencia Project began preliminary construction in October 2017. Land sales to builders began in late 2019, and permits for individual units will begin to be issued in 2020. Consequently, the forecast shows a meaningful rise in new housing permits beginning in 2020 and continuing through 2025.

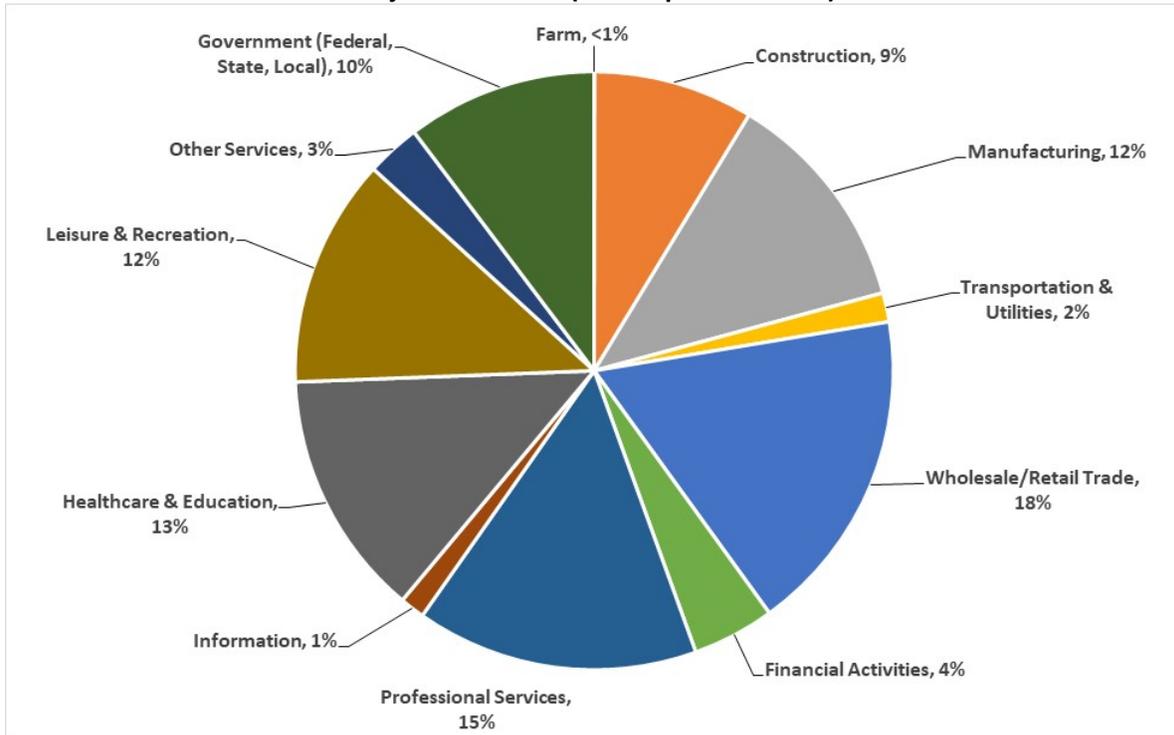
Despite the pandemic, home building has an optimistic forecast for 2021 when more large housing projects will be under construction, including Rio Mesa in Madera, the Tejon Grapevine project, FivePoint Valencia in Santa Clarita, and numerous large projects in the Sacramento Valley.

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.

The two largest employers in the region have been devastated and this has disproportionately impacted the Santa Clarita Valley labor market. They happen to be in sectors in which the lockdowns of April-May have never eased. This includes Magic Mountain and Princess Cruises. Together, they account for 2,500 layoffs in Santa Clarita.

Graph 2-2. Key Industries within the Santa Clarita Community College District’s Service Area Projected for 2020 (as of September 2020)



Industrial Market:

In 2019, the Santa Clarita Valley showed reasonable growth with nearly 1.65 million square feet of transactions completed. Still, absorption was below 2018 levels due to a reduction in migration from the San Fernando Valley, which was likely caused by the I-5 freeway construction project.

The activity was enough to maintain the vacancy rate at under 3 percent for all of 2019. Over the past 10 years, the area has shown strong absorption with over 18.3 million square feet of lease and sale transactions consummated. Several new developments were under construction in 2019, which will add much-needed supply for the market, including:

- The Center at Needham Ranch, which is constructing six buildings in its first phase totaling over 850,000 square feet and ranging in size from 67,639 square feet to 212,236 square feet. The first three buildings were completed in February 2020 and the next three buildings were completed in the second quarter of 2020.
- IAC Commerce Center broke ground on two industrial buildings of 134,500 square feet and 155,690 square feet. Those buildings were completed in the second quarter of 2020.

The market was driven by three primary industries in 2019: entertainment, e-commerce and consumer products. These same industries are driving much of the activity throughout Southern California. Several

large transactions in the SCV in 2019 included:

- Sale of a 187,540 square foot building at IAC Commerce Center to a food-processing user.
- Lease of 170,990 square foot building in the Valencia Commerce Center to Valencia Pipe Company.
- Lease of a 166,359 square foot building in the Valencia Industrial Center to Santa Clarita Studios.
- Lease renewal of a 113,908 square foot building in the Valencia Commerce Center to SalonCentric.
- Sale of a 105,047 square foot building in the Valencia Commerce Center to Sunco Lighting.
- Lease of an 88,752 square foot building in Valencia Commerce Center to Hello Bello.
- Lease of a 67,747 square foot building at Center at Needham Ranch to Illumination Dynamics.

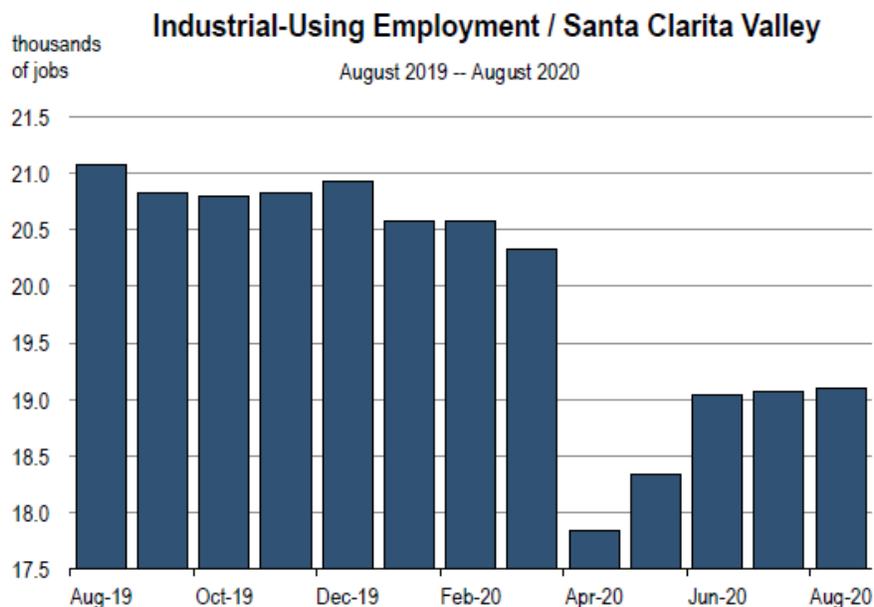
Industrial vacancy rates are rising sharply. Vacancy rates are rising because new facilities are being built and added to the market base. These deliveries have not slowed down during the recession, as seven new buildings totaling 640,000 square feet were added to the industrial market in 2020. This has increased the vacancy rate to 9.1 percent.

Though some industrial using firms have failed during this year’s recession, the market is generally the healthiest of the three non-residential sectors, and lease rates have been relatively unchanged. Leasing activity in 2020 has kept pace with 2019 and have stabilized around \$0.82 per square foot. Several tenants have acquired space at Needham Ranch (including Amazon and Illumination Dynamics), absorbing some of the new space that is being added.

Some industrial-using firms have gone out of business because of the Coronavirus Recession, but the completion of new facilities has impacted vacancy rates to a much greater extent than business failures.

Construction activity has slowed substantially during 2020. Midway through the third quarter, only three buildings (350,000 square feet) were underway, which should limit the amount of space that will be completed at the end of 2020 and into 2021.

Graph 2-3.



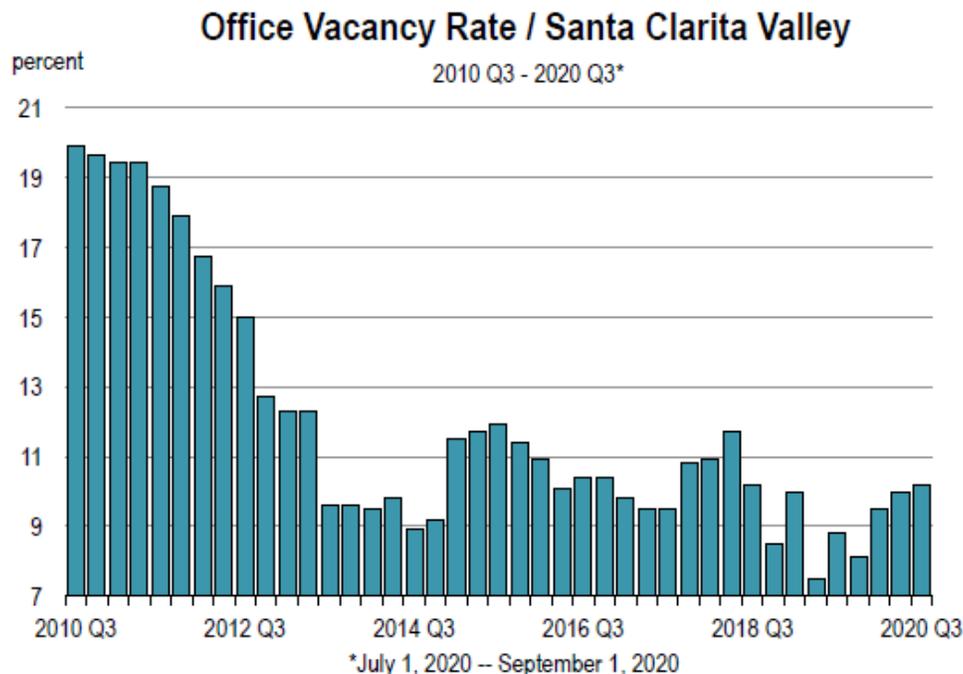
Office Market:

Approaching the end of the first quarter of 2020, the SCV Office Market was strong and growing. Amidst the pandemic, across the Santa Clarita Valley, the office vacancy rate is rising. During the third quarter of 2020, 10.2 percent of office space was vacant.

Net absorption has been negative, with more companies vacating their office facilities than companies expanding or moving into new facilities. Only 73 leases have been signed in 2020, with transactions declining after the Coronavirus Recession began in March. In a typical year, more than 100 leases are signed during the first three quarters.

Only a small amount of new space has been built and added to the market in 2020, and all of it occurred in the first quarter. Five buildings are under construction, and upon completion, these facilities will deliver more than 250,000 square feet of capacity.

Graph 2-4.



Employment:

The Coronavirus Recession has inflicted major job losses across the Santa Clarita Valley economy. Almost no industries were spared, and some have lost more than half of their pre-pandemic headcounts. The most prominent losses were in transportation and entertainment. Two of the Valley's most prominent companies – Six Flags Magic Mountain and Princess Cruises – were forced to scale back their business operations, leading to large-scale layoffs (Princess Cruises is officially classified as a transportation firm).

In general, the industries with the biggest declines were subjected to the most restrictive social distancing requirements, including hotels, restaurants, and “other services” (which includes childcare centers and barbershops).

Most industries began to recover in May, when some of the lockdowns were lifted and after federal stimulus funding had been deployed. Through August, the fastest rebounds have been observed in hotels and food services, which has recovered 17 percent of the jobs lost during the recession, and retail, which has recovered 10 percent.

Unemployment:

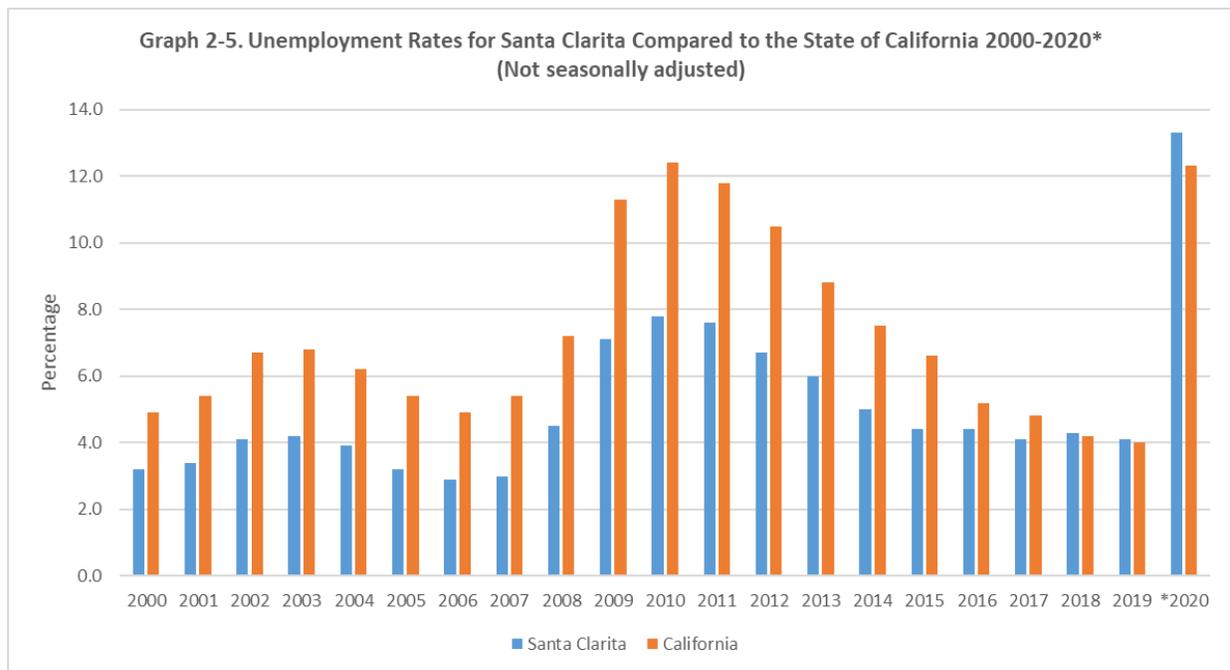
The unemployment rate for the City of Santa Clarita remained low from 2000 through 2008 and then began to increase in 2008 and continued rising into 2010. From 2010 to 2017, unemployment rates decreased.

The Coronavirus had a devastating effect on unemployment. In April, at the bottom of the recession, the unemployment rate in the SCV surpassed 20 percent. It improved substantially through August, but is still above 15 percent.

The Santa Clarita Valley lost approximately 14,000 jobs between February and April and is expected to regain 3,000 jobs by the end of 2020. This puts annual average job loss in 2020 at approximately 11,000.

In 2021, the SCV is expected to generate 4,000 to 5,000 jobs, at which point half of the jobs lost during the recession will have been recovered. The unemployment rate is forecast to average 13.3 percent for the 2020 calendar year and decline to 9 percent in 2021.

In general, the unemployment rate should improve faster than it did after the Great Recession of 2008-2009, but it could take several years to return to a healthier range of five to six percent.



**Projected*

Santa Clarita Valley Employers:

In the Santa Clarita Valley, five of the 10 largest employers are public organizations. Among the 50 largest employers for which complete information is available, there were 30,687 workers in the Santa Clarita Valley. The Santa Clarita Valley's largest employers added a small number of jobs last year. Large public organizations added 271 workers to their payrolls. Among public institutions, the biggest gains were with the U.S. Postal Service, which now employs 261 more workers than last year. 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 2-2. Top Employers in the Santa Clarita Valley

Employer	Employees	Business
Six Flags Magic Mountain	3,200	Amusement Park
College of the Canyons	2,135	Higher Education
Princess Cruises	2,092	Cruise Line
William S. Hart Union School District	1,959	School District
Henry Mayo Newhall Hospital	1,917	Hospital
Saugus Union School District	1,675	School District
U.S. Postal Service	1,271	Government
Boston Scientific	1,000	Manufacturer
City of Santa Clarita	877	Government
The Master's University	796	Higher Education

Santa Clarita Valley Employment by Sector:

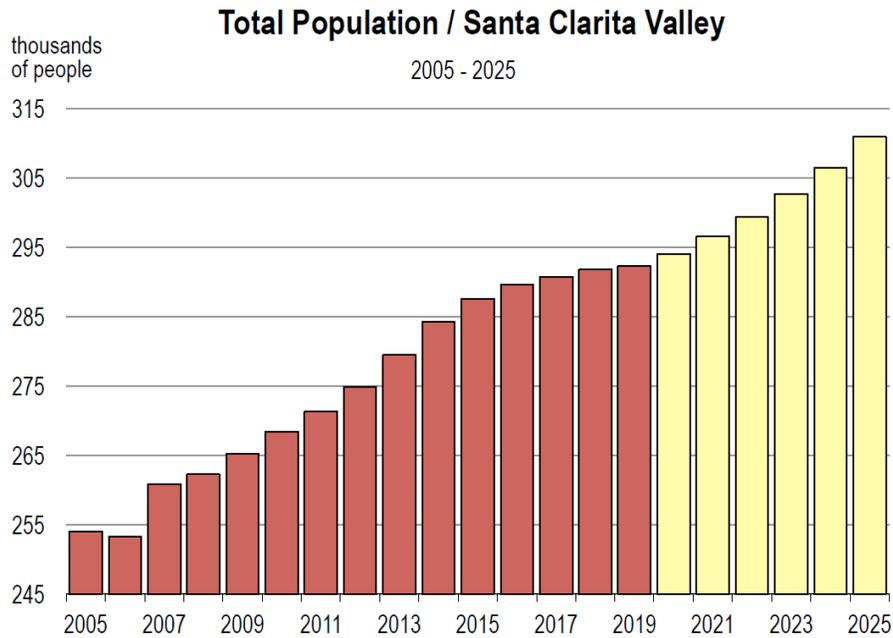
Table 2-3. Santa Clarita Valley Employment by Sector: 2016-2020

Employment Sector	Total Jobs 2016	Total Jobs 2017	Total Jobs 2018	Total Jobs 2019	Total Jobs 2020*
Farm	18	28	31	31	21
Construction	6,163	6,817	7,517	7,728	7,304
Manufacturing	11,210	11,040	11,253	11,470	10,252
Transportation & Utilities	1,524	1,533	1,602	1,806	1,327
Wholesale/Retail Trade	16,465	16,767	16,614	16,082	14,919
Financial Activities	3,779	3,868	3,974	3,910	3,755
Professional Services	12,538	12,927	13,244	13,647	12,893
Information	1,346	1,348	1,338	1,392	1,134
Healthcare & Education	10,816	11,282	11,327	11,539	11,251
Leisure & Recreation	13,983	14,691	15,068	15,128	10,461
Other Services	2,908	2,950	2,896	2,918	2,471
Government	10,010	9,890	9,952	10,021	8,690
Total Wage & Salary	90,840	93,953	95,566	95,858	85,028
Percent Change	1.6%	3.4%	1.7%	0.3%	-11.3%
Total Non-Farm Jobs Created	1,441	3,103	1,610	292	(10,820)
Unemployment Rate (percent)	4.7%	4.1%	4.3%	4.1%	13.3%

Population:

Population growth in the Santa Clarita Valley is expected to average 1.0 percent per year between 2020 and 2025, and the valley wide population is expected to grow by approximately 18,600 residents. The current population of approximately 292,281 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). The Santa Clarita Valley lost residents through the migratory process between 2018 and 2019. During this period, there were 500 more out-migrants than in-migrants. The Valley gained approximately 1,000 new residents through the natural increase (new births) in 2019.

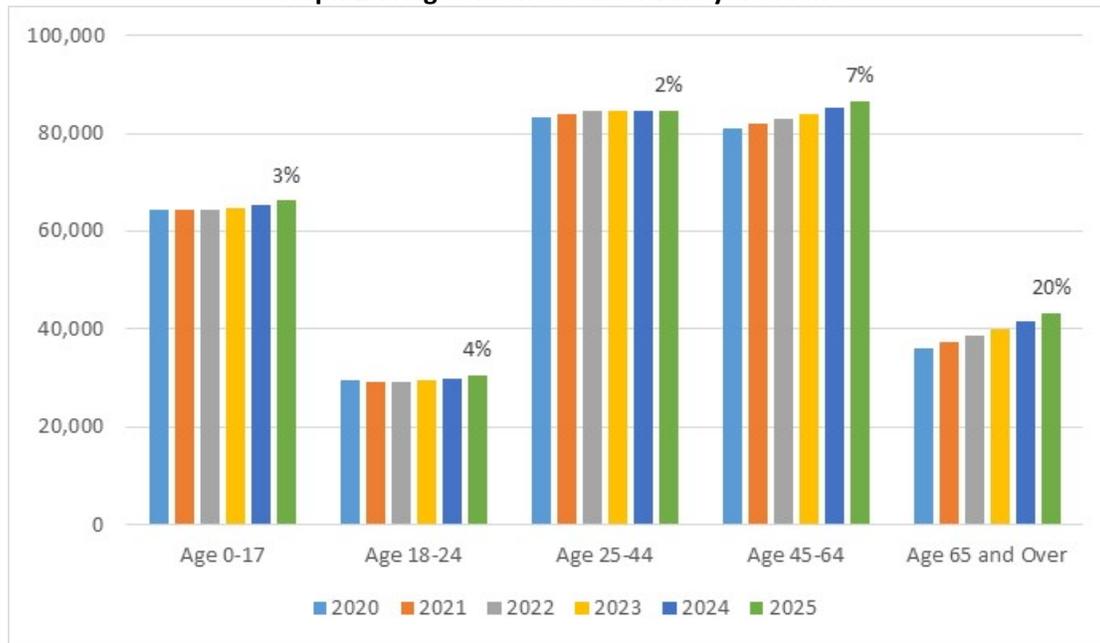
Graph 2-6.



Age:

Across the Santa Clarita Valley, the age structure of the population is similar to that of California, with some noteworthy differences. Compared to other parts of the state, the Santa Clarita Valley has a higher percentage of people between the ages of 18 and 24, as well as people between 45 and 64. These groups represent college age residents, entry-level workers, and late career individuals. Such disparities are indicative of the Valley’s academic institutions, as well as its concentration of high-skilled jobs. Some people move to the Valley to attend the College of the Canyons, California Institute of the Arts, and other schools. Mid-career professionals also move to the region for its high-wage positions. Specific growth within the age categories for the next five years are as follows:

Graph 2-7. Age of Santa Clarita Valley Residents



Income:

In 2019, the median household income in the Santa Clarita Valley was estimated at \$110,400 – one of the highest levels in the state. More than 43 percent of all households earn at least \$125,000, and more than 65 percent garner at least \$75,000. These are the markings of a very prosperous region.

Education:

The Santa Clarita Valley has a more highly educated population than much of California. Compared to the rest of the state, the Santa Clarita Valley has a higher share of individuals who went to college, and a much lower share of residents who dropped out before earning a high school diploma.

Of the residents who are 25 years old or older, over 34 percent have taken some college courses or obtained an associate degree, and over 37 percent have a bachelor’s degree or higher. Statewide, over 28 percent have taken some college courses or obtained an associate degree, and below 34 percent have a bachelor’s degree or higher.

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 99 degree programs, 45 certificates of achievement, 35 certificates of specialization, 30 certificates of completion, and 7 certificates of competency (as of 09/03/2020). Over the past five years, new programs and certificates include:

- Adobe Photoshop Association Certification Exam Preparation Certificate of Completion (Noncredit)
- Applied GIS and Spatial Reasoning Certificate of Achievement
- Advanced Diagnosis and Performance AS Degree
- Advanced Diagnosis and Performance Certificate of Achievement

- Anthropology AA-T Degree
- Art History AA-T Degree
- Autodesk Maya Certified Users Preparation Certificate of Completion (Noncredit)
- Biology AS-T Degree
- Business Administration AS-T Degree
- Cal-LAW Scholar Certificate of Achievement
- California Studies Certificate of Specialization
- Career and Lifestyle Exploration Certificate of Completion (Noncredit)
- Career Strategist Certificate of Completion (Noncredit)
- Carpentry Technology Certificate of Achievement
- CBEST Preparation Certificate of Completion (Noncredit)
- Civic and Community Engagement Certificate of Specialization
- College Success Toolkit Certificate of Completion (Noncredit)
- Commercial Sexual Exploitation of Children (CSEC) Training Certificate of Completion (Noncredit)
- Construction Technology AS Degree
- Construction Technology Certificate of Achievement
- Culinary Arts AA Degree
- Customer Relations Certificate of Completion (Noncredit)
- Deaf-Blind Support Service Provider Certificate of Specialization
- Diesel Technician Certificate of Specialization
- Digital Office Certificate of Completion (Noncredit)
- Digital Office for the Office Certificate of Completion (Noncredit)
- Digital Photographic Camera and Manual Exposure Fundamentals Certificate of Completion (Noncredit)
- Digital Photographic Camera and Composition Fundamentals Certificate of Completion (Noncredit)
- Digital Photographic Project Fundamentals Certificate of Completion (Noncredit)
- Economics AS-T Degree
- Electrical Technology Certificate of Achievement
- Engine Repair Certificate of Achievement
- English as a Second Language for College Preparation I Certificate of Competency (Noncredit)
- Essential Algebra Skills Certificate of Competency (Noncredit)
- Essential Arithmetic Skills Certificate of Competency (Noncredit)
- Essential Pre-Algebra Skills Certificate of Competency (Noncredit)
- Essential Reading and Writing Skills Certificate of Competency (Noncredit)
- Entering the Workforce Post Criminal Conviction Fundamentals Certificate of Completion (Noncredit)
- Environmental Science AS-T Degree
- Environmental Studies AA Degree
- Fundamentals of Communication Certificate of Completion (Noncredit)
- Gateway Human Resources Assistant Certificate of Completion (Noncredit)
- Gas Tungsten Arc Certificate of Specialization Certificate of Completion (Noncredit)
- Global Competencies Certificate of Achievement
- Global Navigation Satellite System (GNSS) Certificate of Completion (Noncredit)
- Global Studies AA-T Degree
- Green Gardener Certificate of Completion (Noncredit)
- Hospitality Management AS-T Degree

- Hotel Front Office Training Certificate of Completion (Noncredit)
- Human Resources Professional Certificate of Completion (Noncredit)
- Instructional Aide Training Certificate of Completion (Noncredit)
- Introduction to Residential Building Trade Skills
- Liberal Arts and Sciences: Health Science Emphasis AA Degree
- Management Toolbox Certificate of Completion (Noncredit)
- Manufacturing Fundamentals Certificate of Specialization
- Metal Fabrication Certificate of Achievement
- Mindful Co-Worker Certificate of Completion (Noncredit)
- Navigating Mental health Issues if the Workplace Certificate of Completion (Noncredit)
- Network Engineer Certificate of Specialization
- Personal Trainer Preparation Certificate of Completion (Noncredit)
- Pipe Fabrication/Welding Certificate of Specialization
- Plumbing Technology Certificate of Achievement
- Public Health AS-T Degree
- Quick Service Technician Certificate of Achievement
- Semi-Automatic Welding Certificate of Achievement
- Social Justice AA-T Degree
- Spanish for Healthcare Workers Certificate of Completion (Noncredit)
- Supervisor’s Roadmap Certificate of Completion (Noncredit)
- Survive and Thrive in the Workplace Certificate of Completion (Noncredit)
- System Administrator Certificate of Specialization
- Therapeutic Procedures Certificate of Specialization
- Transmission Service Technician Certificate of Achievement
- Web Development AS Degree
- Web Development Certificate of Achievement
- Web Publishing and Design AS Degree
- Web Publishing and Certificate of Achievement
- Workplace Essentials Certificate of Completion (Noncredit)

District Area Assessed Valuations and Taxpayer Information:

The following chart shows the history of assessed valuations of taxable property within the District.

Table 2-4. Assessed Valuations of Taxable Property within the District

Fiscal Year	Local Secured	Utilities	Unsecured	Total
2011-12	\$32,745,262,030	\$41,967,599	\$1,112,599,687	\$33,899,829,316
2012-13	32,129,086,278	41,967,599	1,149,783,098	33,320,836,975
2013-14	32,899,757,420	9,410,995	1,141,052,861	34,050,221,276
2014-15	35,498,113,398	7,701,513	1,158,284,919	36,664,099,830
2015-16	37,376,563,155	4,764,954	1,146,371,535	38,527,699,644
2016-17	39,190,223,733	5,090,240	1,098,586,944	40,293,900,917
2017-18	40,802,920,012	10,322,510	1,117,253,297	41,930,495,819
2018-19	43,042,296,952	6,715,145	1,163,305,069	44,212,317,166
2019-20	45,015,142,636	5,894,176	1,177,530,657	46,198,567,469
2020-21	47,421,311,098	4,912,960	1,197,391,877	48,623,615,935

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 2-5. Secured Tax Charges, Delinquencies and Collections

Fiscal Year	Secured Tax Charge ⁽¹⁾	Amount Delinquent as of June 30	Percent Delinquent June 30
2010-11	\$12,309,383.47	\$295,902.85	2.40%
2011-12	12,409,438.36	259,390.95	2.09
2012-13	12,249,950.19	220,494.39	1.80
2013-14	12,556,770.67	185,463.99	1.48
2014-15	13,577,034.60	195,979.22	1.44
2015-16	14,326,152.89	203,680.67	1.42
2016-17	14,953,247.87	177,989.37	1.19
2017-18	15,679,577.26	195,139.41	1.24
2018-19	16,507,001.86	225,868.68	1.37
2019-20	17,336,008.04	391,432.53	2.26

(1) 1% General Fund apportionment. Excludes redevelopment agency impounds. Source: California Municipal Statistics, Inc.

The following table lists the 20 largest local secured taxpayers in the District in terms of their fiscal year 2020-2021 secured assessed valuations. The list reflects varying land uses and stable property owners, many of whom have been in the District for decades.

Table 2-6. 20 Largest Local Secured Taxpayers - Fiscal Year 2020-21 - SCCCD

Property Owner	Primary Land Use	2020-21 Assessed Valuation	% of Total ⁽¹⁾
Valencia Town Center Venture LP	Shopping Center	\$406,490,247	0.86%
Newhall Land and Farming Co.	Land Holdings	239,211,801	0.50
Wesco IV LLC	Apartments	201,363,422	0.42
Magic Mountain LLC	Theme Park	189,292,457	0.40
IMT Capital V Stevenson Ranch	Apartments	170,721,385	0.36
Valencia Marketplace I & II LLC	Shopping Center	165,657,889	0.35
Park Sierra Properties	Apartments	147,564,742	0.31
Bel Valencia LLC, Lessor	Office Building	140,716,182	0.30
Saugus Colony Limited	Apartments	125,702,773	0.27
IVT River Oaks Valencia LLC	Shopping Center	119,645,996	0.25
EQR Valencia LLC	Apartments	111,495,487	0.24
EQR The Oaks LLC	Apartments	109,272,595	0.23
Valencia Biomedical Park LLC	Industrial	107,326,854	0.23
ARC SLSTCA001 LLC	Industrial	105,498,161	0.22
Aerospace Dynamics International	Industrial	102,370,343	0.22
Berry Petroleum Company LLC	Oil & Gas	96,012,204	0.20
Logix Federal Credit Union	Industrial	89,967,901	0.19
Pardee Construction Co. Corp.	Residential Development	89,388,785	0.19
Chiquita Canyon LLC	Landfill	88,746,384	0.19
Rreef America REIT II Corp. DD	Apartments	88,680,172	0.19
	Total	\$2,895,125,780	6.11%

(1) 2020-21 Local Secured Assessed Valuation: \$47,421,311,098. Source: California Municipal Statistics, Inc.

OVERVIEW OF SCCCD

2020 - 2021 ANNUAL BUDGET



- District Overview ●
- District Governance ●
- Organizational Chart ●
- Organizational Units ●
- Academic Program and Activity Overview ●
- District Highlights ●

SECTION 3

DISTRICT OVERVIEW

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 2020-2021 of 16,405. Total 2020-2021 Unrestricted General Fund revenues are budgeted at \$113,309,135 and Unrestricted Fund expenses are budgeted at \$113,266,334. The 2020-2021 assessed valuation for its community is over \$44.2 billion. The Governing Board is comprised of five trustees elected to four-year terms, elected by the voters of the District.

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 (5 of 70). 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, a Parking Structure at the Valencia Campus has been completed and work is continuing on a Science building at the Canyon Country Campus.

College of the Canyons has been among the fastest growing community colleges in the nation for close to three decades. 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. 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.

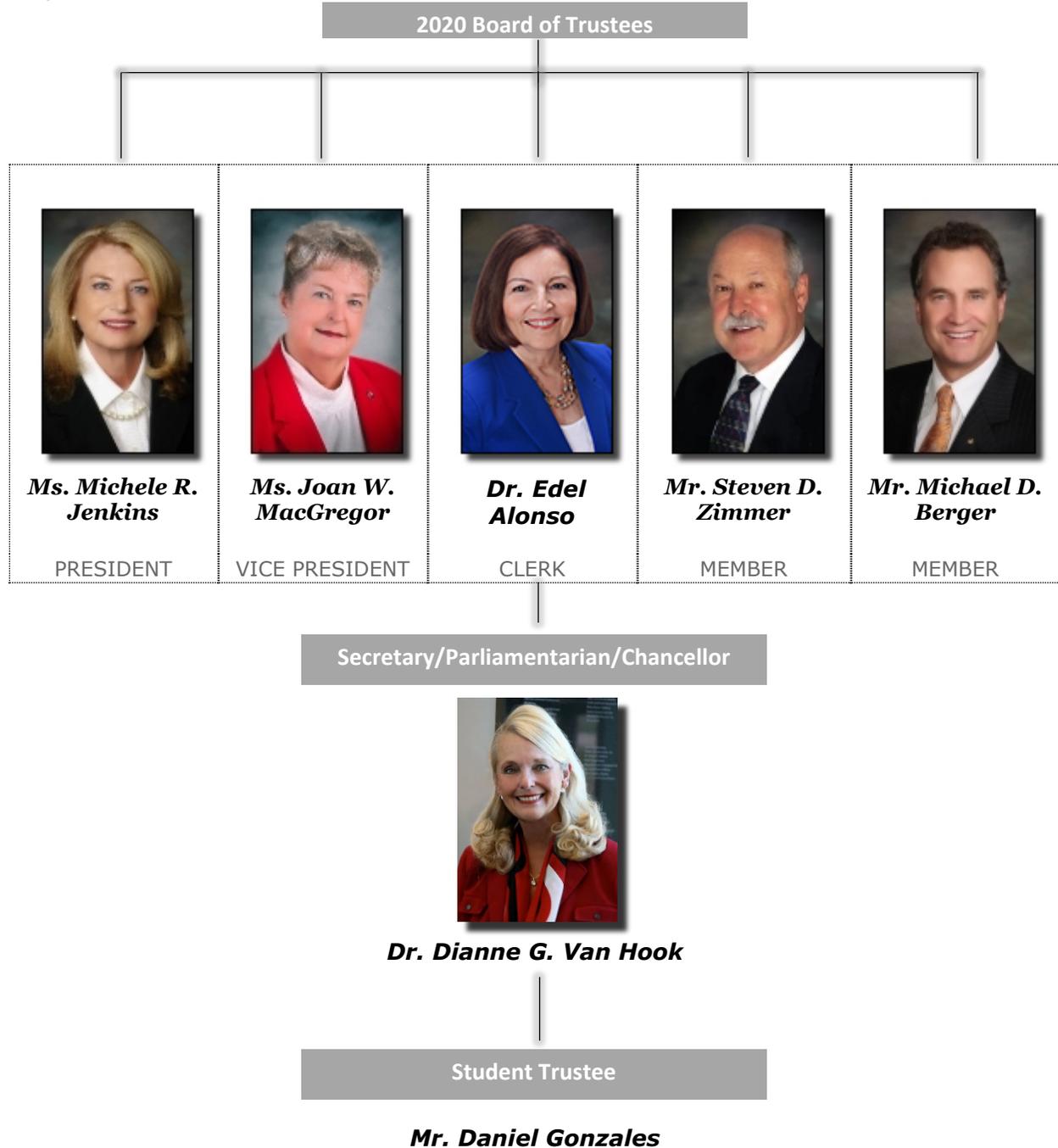
Given its commitment to growth and innovation, College of the Canyons sets a new standard for what a college can achieve. It is a vital cultural, educational, and economic force in the region.



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 Chancellor is Dr. Dianne Van Hook. The organization structure is as follows:

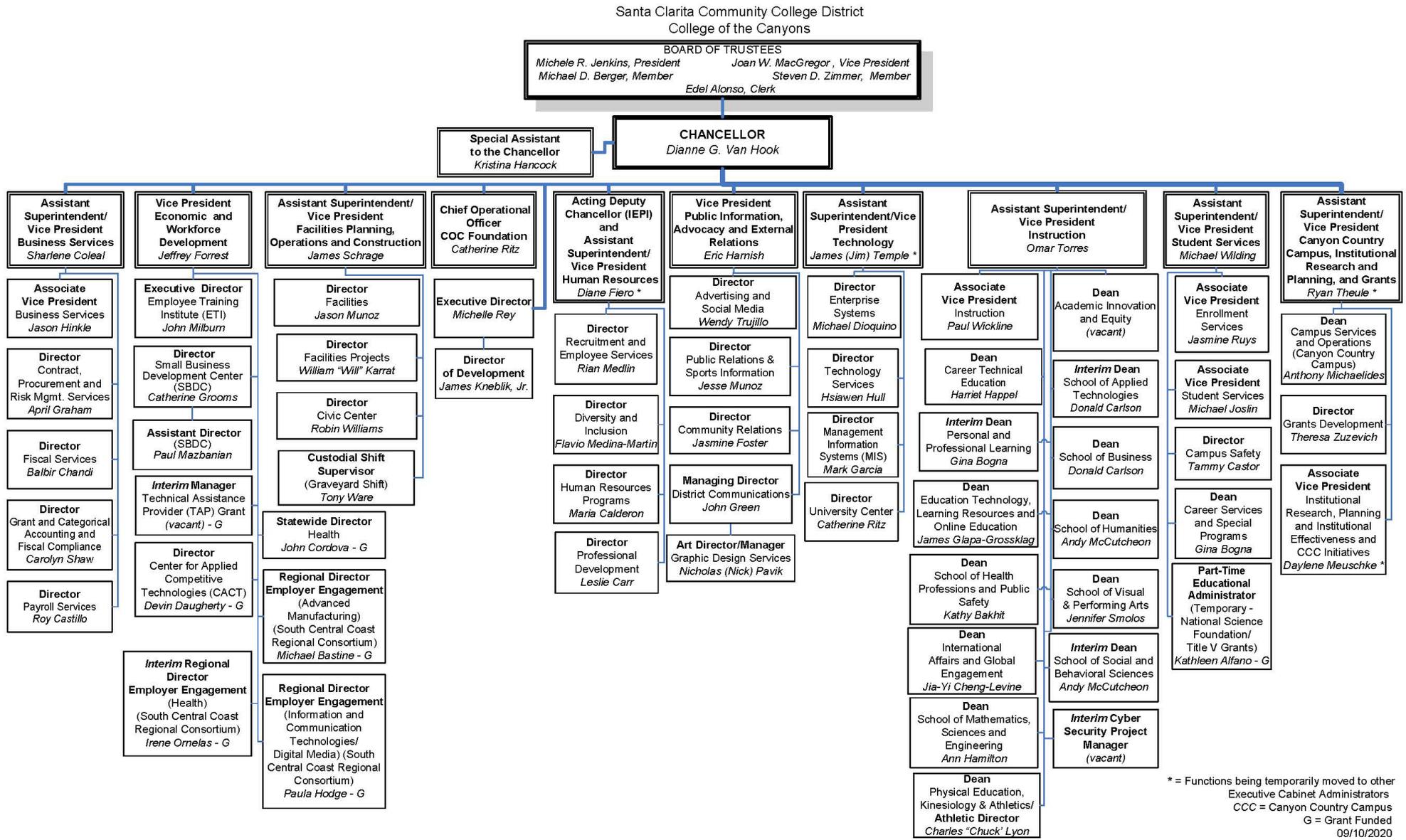
Graph 3-1.



ORGANIZATIONAL CHART

Staffing evolves as functions change and demand to serve the community changes.

Graph 3-2.



ORGANIZATIONAL UNITS

Office of the Chancellor

The Chancellor leads and provides the visions for the work of the College and supervises the Deputy Chancellor and Assistant Superintendents/Vice Presidents. The Office of the Chancellor works alongside and provides support to the Board of Trustees.

Instruction/Academic Affairs

Instruction oversees educational progress and support of the College. The Assistant Superintendent/Vice President of Instruction provides oversight for the Associate Vice President of Academic Affairs, 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 Assistant Superintendent/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 twelfth anniversary in Fall 2019. 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 99 degree, 45 certificates of achievement, 35 certificates of specialization, 30 certificates of completion, and 7 certificates of competency (as of 09/03/2020), 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 started to 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 12 percent increase in the number of graduates in 2019-2020. There were 3,183 associate degrees awarded over this one-year period. That is an 18 percent increase from two years ago in 2017-2018 when we awarded 2,604. On top of the associate degrees awarded the District awarded 2,713 Certificates of Achievement and Specialization. Also, the Median wage increase of students who completed career education courses at the District was 31 percent.

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. During the pandemic in 2019-2020 the District was able to convert most classes to a remote environment in March of 2020 in order to ensure the safety of our students, faculty and staff while continuing our excellent education.

Student Development 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, which greatly improves the diversity of our college campus. 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 was projected to reach 1,187 in 2021. 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.



DISTRICT HIGHLIGHTS – FISCAL YEAR 2019 - 2020 AND FALL 2020

The District achieved many things in the past fiscal year. Below are some of the highlights.

Collaboration with Education Partners:

Pathways Partnership Created With the Hart District

To help prepare students for transfer or for career technical education, COC and the William S. Hart Union High School District have created a partnership that will offer eight college classes at high school campuses during the regular school day. The College and Career Access Pathways (CCAP) Partnership will allow 180 Hart District students to enroll in up to a maximum of five units per term and will provide all course materials, including books and equipment necessary for course completion. Ten classes per semester were offered during the 2019/20 academic year.

COC Assists LBCC with Instructional Service Agreements

COC was pleased to welcome six members of the Long Beach City College (LBCC) team to COC on August 8, 2019 to discuss Instructional Service Agreements (ISAs). COC's team provided LBCC with notebooks that included everything from course outlines to accounting information and spent three hours answering questions and providing information. They were extremely appreciative of the support COC provided in helping them as they work to reinstitute their own program.

CalArts Partners with COC for Training

College of the Canyons is excited to launch a new partnership with California Institute for the Arts (CalArts). Between July 10 and August 7, 2019, 14 CalArts employees participated in the Beginning Excel class through its non-credit program as part of the Computer Application and Web Technology (CAWT) courses. CalArts leadership is looking to expand their use of its workforce training programs.

United Kingdom Delegation Visits COC

On July 18, 2019, College of the Canyons had the privilege to host the Association of Employment and Learning Providers (AELP), a United Kingdom based organization that provides apprenticeship opportunities to job seekers. The UK delegation was comprised of government officials, UK businesses, AELP employees and others. The U.S. was represented by a number of COC employees and students, the Division of Apprenticeship Standards (DAS), local businesses, and other community college employees. During the event, COC discussed global trends in apprenticeship and workforce development, and shared best practices. The delegation acknowledged COC as a leader in workforce development and is seeking to foster an international partnership.

COC Has a Visible Presence on State Committees

Several of COC administrators were appointed to Christy Smith's (District 38) Advisory Committees. The appointments included Dr. Diane Fiero – Commission on the Status of Women & Girls; Mr. Jeffrey Forrest – Small Business and Economic Development Advisory Committee; Mr. Omar Torres – Public Safety Advisory Committee; and Dr. Dianne Van Hook – Higher Education Advisory Committee.

Men of Tomorrow at Golden Valley High School

College of the Canyons was pleased to partner with Golden Valley High School in hosting the "Men of Tomorrow" event on August 29, 2019. 40 Golden Valley High School juniors and seniors participated in a half-day event where they were able to interact with business leaders in the community to talk about

careers, life after graduation, and what it means to be a good male in today's society. Mentors conducted quarterly check-ins with the students and had an end-of-the-year celebration. COC mentors include Jeffrey Forrest, Flavio Medina-Martin, Devin Daugherty, Juan Buriel, and Justin Wallace.

COC Hosts ZTC Summit

COC hosted a conference devoted to celebrating the successes of the statewide Zero Textbook Cost Degree program on September 6, 2019. The event attracted 140 attendees from 43 colleges, the state Chancellor's Office, the CSU Chancellor's Office, the Michelson Foundation, the statewide Academic Senate, and the Online Education Initiative. Speakers included Nicole Allen, internationally recognized OER advocate; Hal Plotkin, former Special Advisor on Education for President Obama; and a panel of students. COC has provided leadership and technical assistance for this program since 2017.

Assessment of Prior Learning Summit

On September 20, 2019, COC welcomed 24 participants to the Assessment of Prior Learning Summit at COC. The event, organized by James Glapa-Grossklag, included speakers from: Council of Adult and Experiential Learning, Norco College, and West Hills Community College District. Key topics discussed included the impact of APL; Title 5 changes; best practices; and serving veterans.

2019/20 Funding For Statistics Institute

For the second year in a row, the Chancellor's Office Statistics Institute (COSI) was funded in the full amount of \$88,000 for the 2019/20 academic year. This funding allowed us to continue to provide professional development that supports mathematics faculty on how to better teach statistics, which directly relates to the implementation of AB705. Last year, the grant allowed approximately 360 faculty from over 80 community colleges to participate in these workshops in the craft of teaching statistics.

Student Centered Funding Formula

On October 31, 2019, Dr. Van Hook participated in a Student Centered Funding Formula (SCFF) Oversight Committee conference call. The Committee reviewed and made recommendations on the following elements and their inclusion in the supplemental allocation and a proposed implementation plan: first generation college students, including a timeline for data collection and incorporation into the funding formula by no later than the 2022-23 fiscal year; and the definition of a low-income student and whether to adjust the point system to better reflect low-income students in regions of the state with a high cost of living.

Long Beach City College Meets With COC ISP

COC was pleased to welcome a group from Long Beach City College on November 4, 2019 to meet with its International Services and Programs (ISP) staff, students, and administrators to learn about ISP's operations and recruitment strategies. At this visit, requested by LBCC, COC presented an overview of how ISP works at College of the Canyons; discussed how COC mitigates unpredictable political climates; had students from Germany and China discuss their experiences with the program; and concluded with a discussion on how the two Districts can collaborate and bring attention to international education at the State level. Joining us from LBCC were: Vivian Malauulu, President, Board of Trustees; Reagan Romali, Superintendent-Presidents; Marlene Drinkwine, Vice President Business Services; Yvonne Gutierrez, Dean, Enrollment Services; Nohel Corral, Dean Counseling & Student Support Services; and Erin Murphy, Interim Director, Special Projects.

IEPI Partnership Resource Team Visits COC

COC was pleased to welcome an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) headed by Dr. Gil Stork, retired CEO from Cuesta College, to COC on October 22, 2019. The visiting team met with faculty, staff, and administrators to gather information on what is currently being done in its in-reach and out-reach efforts. The PRT will visit again to help with its Innovation and Effectiveness Plan that will come with a seed grant of \$200,000. COC looks forward to improving its in-reach and out-reach efforts, while helping to eliminate duplication, enhance cooperation, solicit input across silos, and engage more members of the campus community.

Kinders Go To College

Kindergartners from Old Orchard Elementary School visited College of the Canyons on October 23, 2019. The kinder students, also known as the Class of 2034, toured the campus and participated in science and chemistry experiments with its college students. Kindergartners from all ten Newhall School District schools will visit COC before the end of the school year. It is never too young to light the spark in developing a college going culture.

SCV Education Leaders Meet at COC

On November 5, 2019, COC was pleased to host the SCV Education Leaders for a meeting that focused on: K12 Arts Initiative and College Going Initiative. Ken Striplin joined us for the second half of the meeting, and the Educational Leaders were able to share their concerns regarding security on their campuses; transportation to support the arts; advocacy priorities; and coordination with the city on initiatives including homelessness, food insecurity, and other issues.

18 Apprentices at Advantage Media Services (AMS) Complete Swag Program

The Strong Workforce Apprenticeship Group (SWAG), a partnership between College of the Canyons and Goodwill Southern California hosted the graduation of 18 apprentices from its Material Coordinator Program. The event took place on November 12, 2019 at AMS, a leading fulfillment firm and employer of record for the apprenticeship. Tracy DiFilippis, Sector Strategies Manager at Goodwill Southern California worked with the US Department of Labor to register the occupation. College of the Canyons provided the related Technical Instruction, and AMS delivered the On-the-Job Training. SWAG is grateful for the support of the US Department of Labor, along with its partnership with employers such as AMS in making registered apprenticeship available to employees seeking to obtain marketable skills in the fulfillment industry.

Hart District Coordination with COC

College of the Canyons has been working with the William S. Hart Union High School District to help graduating seniors begin their path in higher education. A survey was distributed to graduating seniors, determining their plans for the Fall 2020 semester. The goal of the survey is to determine whether graduating seniors from the Class of 2020 will defer their acceptance into a transfer 4-year college or university, and if so, whether they plan to attend COC during the Fall 2020 semester. The survey also asks students to identify which disciplines they may be interested in enrolling. Special thanks to Dr. Ryan Theule, Dr. Daylene Meuschke, and Alicia Levalley for their support in creating this survey so quickly to deploy to the Hart District seniors. In addition, quite a few sections of additional classes in History, Spanish, and Biology have been added this Summer 2020 to help students continue along the path. Lastly, COC has confirmed that its College NOW and Dual Enrollment Classes, typically taught at the Hart District high school sites, will be taught in distance education mode for the first time this fall (synchronously and asynchronously). Additional information will be specifically communicated to instructors teaching these classes prior to the start of the Fall 2020 semester

West LA College

On July 20th, 2020, West LA College confirmed its award to College of the Canyons in the amount of \$82,500 to provide training for 75 apprentices as Machine Operators. College of the Canyons already received an award to provide 75 pre-apprentices in support of West LA College. This award was the second of its kind, and increased the total amount awarded to COC to more than \$170,000 in the past year. The West LA Grant is part of a \$12 million dollar national apprenticeship expansion grant that was issued by the U.S. Department of Labor in 2019. This new agreement will extend to December 2023.

College Futures Foundation Board

On July 29, 2020, the College Futures Foundation Board approved their investment for CA Guided Pathways Phase Two with a project timeline running from Fall 2020 through Fall 2023. There will be a total of 43 colleges participating in CAGP Phase Two: 22 colleges participating as "Cohort One" colleges in Phase Two 21 new colleges participating as "Cohort Two" colleges Virtual support structures will include a monthly event series running virtually from September 2020 thru March 2021 including six "Critical Student Experiences of Guided Pathways" events, six sets of Office Hours with your NCII Team Lead, and six Virtual Consultancy / Problem Solving Sessions.

COC/Hart District Collaboration Gearing Up for Online

On August 3, 2020, leadership from the Center for Excellence in Teaching and Learning (CETL) and Online Education met with 45 Hart District administrators and instructional coaches to share best practices for online teaching and learning. The webinar included a panel discussion with experienced COC online instructors. In addition, COC collaborated with Hart instructional coaches to create a self-paced online course for Hart teachers to learn about important principles of online instruction.

Equity & Growth Mindset Award

Everyone that took one of Joe Gerda's many classes or worked alongside his 33-year career at College of the Canyons knows Joe cared deeply for equity and the lives of students. As Joe retired in June 2020, the District established a new scholarship entitled, "Recognizing Promise: The Joe Gerda Persistence, Equity & Growth Mindset Award." The purpose of this new endowed scholarship will be to support individuals from historically marginalized populations. Due to a generous contribution, all donations to this new scholarship will be matched dollar-for-dollar, up to \$5,000.

Collaboration with Business Partners:

COC Provides UCEN Information for Oceanside Promise

COC was contacted by Dr. Rafe Trickey, Jr., Interim President and CEO of Oceanside Promise, regarding its University Center. Oceanside Promise is a community-wide partnership that supports a cradle to career agenda to prepare Oceanside students for success in college, career and life. Dr. Trickey is very interested in getting behind an effort in Northern San Diego Country to build a University Center for students who aspire to complete a Bachelor's degree, but are either unable, or unwilling to relocate. COC was pleased to provide Dr. Trickey with the information he requested so that it can be shared with his local community colleges as well as other municipal partners. Dr. Trickey said that he considers its University Center model as the "gold standard".

COC Brings Education to the Workplace

On July 9, 2019, long-time Employee Training Institute client, Stratasys Direct Manufacturing launched a dedicated English as a Second Language (ESL) cohort of 14 of their employees. Stratasys Direct is an

innovative leader in 3D printing and advanced manufacturing services, specializing in additive manufacturing. This is a great example of how COC is bringing education directly to the workplace.

Sexual Harassment Prevention Training Continues

The Employee Training Institute (ETI) continues to partner with local businesses to offer Sexual Harassment Prevention Training so they can meet the requirements of SB1434 which legally mandates California businesses with five or more employees to provide this training for their employees. On July 19, 2019, 11 employees from Elite Media Technologies participated in the one-hour non-supervisory training and five employees participated in the two-hour training. Elite Media Technologies offers end-to-end post-production services and specializes in master level and foreign audio quality control services.

COC Receives \$20,000 Donation for Auto Tech Program

COC received a \$20,000 donation from the Greater Los Angeles New Car Dealers Association (GLANCD) to go towards the Automotive Technology Program. These funds allowed the program to purchase equipment, curriculum materials, and supplies required to expand hybrid vehicle training within the program. GLANCD provides valuable educational and philanthropic benefits to member dealers and the local region.

McDonald's Launches 2nd ESL Cohort

McDonald's launched their second English as a Second Language (ESL) cohort with 12 employees who began their ESL journey by participating in classes at their corporate office. McDonald's was pleased to report that several of the managers from the first cohort were promoted and took on additional responsibilities as a direct result of participating in the ESL training program. This is just one great example of how COC is bringing education directly to the workplace.

COC to Participate In Apprenticeship Initiative

College of the Canyons was selected to collaborate in the U.S. Department of Labor Growing Advanced Manufacturing Apprentices Across America (GAMAAA) Program. This program prepared and placed 5,000 workers into pre-apprenticeship and apprenticeship roles. Led by West L.A. College and the South Bay Workforce Investment Board, the program was funded by a \$12 million grant from the U.S. Department of Labor to support expanding registered apprenticeships in advanced manufacturing, primarily in the aerospace and bioscience industries. This award propelled COC onto the national stage in the conversation regarding apprenticeships. This collaboration between colleges from different regions was historic and will become a pilot for encouraging similar partnerships among the 115 California Community Colleges.

Logix Joins Us on the Valencia Campus

The Marketing Department of Logix Federal Credit Union held a strategic planning session in its Art Gallery and dined in the iCUE on September 17, 2019. It is always a pleasure to share COC's facilities with its Foundation partners. COC is extremely appreciative to Logix for their support of its First-Year Promise Campaign and Foundation Golf Tournament.

Business Alliance Meets at COC

COC was pleased to host the Business Alliance meeting on September 18, 2019. The meeting featured more than a dozen representatives who discussed the challenge of finding good people in a good economy. COC shared information on its robust work-based learning programs (internships and apprenticeships), and classes COC offers in soft skills (customer service, critical thinking and problem solving).

Chancellor's Circle Briefing

The Chancellor's Circle welcomed State Senator Scott Wilk to present "How Business Leaders Can Advocate Change" on September 20, 2019. Two workshops were offered with over 40 local business leaders, Chancellor's Circle members, and college leadership attending. Attendees gained first-hand knowledge on how best to navigate the system; how the legislative process really works; and some techniques that will help to ensure that their voice is heard. Of the over 30 Chancellor's Circle Briefings held, this is the first one led by a State Senator.

COC and Logix: Partnering For Success

Dr. Van Hook was pleased to speak to the Logix Board of Directors and Executive Management at their retreat on October 2, 2019 in Montecito. The audience was extremely engaged as Dr. Van hook discussed an overview of Economic Development at COC; why COC does Economic Development; how Logix is partnering with COC; and what's on the horizon between COC and Logix?

Canyons BaNC Receives Donation

COC was extremely pleased to accept a donation from Valencia Business Associates for \$2,900 to support its BaNC. This donation will help the BaNC in providing students with food, clothing, personal hygiene items, and assistance with housing and social services coordinated through community providers.

COC at the VIA Bash

College of the Canyons was represented well at the Valley Industry Association (VIA) "Black & White Bash" held on October 19, 2019 at the Hyatt Valencia. The event celebrates the accomplishments of local businesses and supports VIA programs. Vicki Engbrecht, Hart Superintendent, received the Lifetime Achievement Award. Other award winners included: Business of the Year – Hyatt Regency Valencia; Volunteer of the Year – Sue Tweddel, Primerica; Rising Star – Thrivent Financial; and the VIA Vision & Inspiration Award – Wm. S. Hart Union High School District.

ETI Partners With Cardinal Health

In late September 2019, the Employee Training Institute began training a new cohort from Cardinal Health. 26 leads and front-line supervisors took a series of eight Career Skills Courses. All of the classes were taught onsite at Cardinal Health.

Sexual Harassment Prevention Training Provided By ETI

The Employee Training Institute continued to partner with local businesses to offer Sexual Harassment Prevention Training as mandated by SB1434. Talladium.com had 39 employees participate in the one-hour non-supervisory training and seven employees participate in the two-hour training. On October 21, 2019, Hedman Partners had 16 employees participate in the one-hour non-supervisory training and ten employees participate in the two-hour training.

SCV Career Spark

COC partnered with the City of Santa Clarita on October 23, 2019 to host the 2nd annual SCV Career Spark. This event brings teens and local business professionals together to help youth find their passion in non-traditional careers. 40 teens and ten business mentors participated in this event. Mentors represented companies included Walt Disney, Morgan Stanley, SCV TV, COC, and others.

COC FBLA-PBL Hosts Leadership Conference

COC Future Business Leaders of America (FBLA) – Phi Beta Lambda (PBL) was proud to host the California State Fall Business Leadership Conference in the University Center on November 16, 2019. Students from across the state gathered to participate in workshops to enhance leadership and community skills, and to compete in business case analysis competitions. Participants developed and presented business ideas in a business incubator simulation similar to Shark Tank. Approximately 135 students from COC, UC San Diego, UC Riverside, Cerritos College, Las Positas College and Diablo Valley College participated in the conference. Thank you to faculty advisors Christina Chung, Gary Collis, Heaven Warner Gary Quite and Bob Maxwell.

Foundation Board Meeting & Holiday Celebration

The COC Foundation Board of Directors held their meeting and holiday celebration on November 19, 2019 at Scorpion Internet Marketing. Foundation board members were greeted by Scorpion Chief Financial Officer Matthew Shephard and Vice President of Public Relations Jill Wilson, who provided a guided tour of their amazing facilities. Scorpion presented a check for \$20,000 to the Foundation to support the Basic Needs Center (BaNC), student scholarships, and the Chancellor's Circle.

Pritzker Foster Care Initiative Grant

COC was excited to receive a one-year grant for \$40,000 to support its RISE program. These funds were crucial in providing expanded services to the current/former foster youth served in its RISE program by: offering opportunities to engage in cultural experiences in its local community; supporting a healthy mind by providing in-house mental health counseling services; providing meal subsidies; and collaborating with the San Fernando Valley Scholars Network to expand opportunities. Congratulations to Dora Lozano for pursuing this grant opportunity.

Headman Partners Leadership Academy

The Employee Training Institute (ETI) was excited to launch a Leadership Academy with local CPA firm, Hedman Partners. 12 employees from Hedman Partners are participating in the 40-hour program that will include training in managing priorities; delegating for productivity; business acumen; and more. This is the first accounting firm that ETI has been able to get approval for state funded training.

Chick-Fil-A Training Program

Chick-fil-A Santa Clarita partnered with College of the Canyons on numerous training programs for their employees. On January 16 and 17 of 2020, over 100 Chick-fil-A employees participated in Sexual Harassment Prevention Training, which is state mandated.

Creating Partnerships for Its Students - COC Partners with AJCC

Dr. Devin Daugherty, Director, Centers for Applied Competitive Technologies is currently working on a partnership with the Veterans Services Branch of America's Job Centers of California (AJCC) located in Lancaster, California. This partnership will enable us to establish an all-veteran pre-apprenticeship program in CNC Machining. All students would receive 100% funding through AJCC. This program will be the first in California history.

The Northrop Grumman Low Observable Paint Program

College of the Canyons provided training to Northrop Grumman employees in how to apply a special coating to drones, missiles and other defense products that will allow them to fly undetected by the enemy. College of the Canyons is the *only* community college in the country that offered this training. In addition, Northrop Grumman asked us to create and deploy a Milling and Machining program for those

seeking a career in advanced manufacturing. This program launched in October 2020. Northrop Grumman is one of the largest Aerospace companies in the world, and we were honored to be chosen by them to provide training to their employees

Bank of America Workforce Investment Proposal

Bank of America reached out to College of the Canyons to present a proposal in the amount of \$10 million dollars to reach up to 2,000 individuals from underserved communities over the next four years with skills training that will lead to immediate employment. This is a countywide proposal that will involve a number of community colleges and workforce development stakeholders. This investment by Bank of America is part of \$1 billion dollar initiative to create access and economic mobility for communities of color and those who are often left out of the nation's prosperity.

Valencia Acura Donation

College of the Canyons received a \$20,000 donation from the Greater Los Angeles New Car Dealer Association (GLANCA) in support of the college's Automotive Technology Program. The funds allow the program to purchase equipment, curriculum materials, and supplies required to expand hybrid vehicle training. The college's automotive technology program is designed to prepare students with the entry-level skills needed for an automotive technician position in a variety of settings including dealerships, independent automotive repair facilities, as well as with county or federal agencies. The program offers certificate and degree pathways that range from one semester to two years in length allowing students to get into the workforce quickly by providing in-depth training with extensive hands-on experiences in all nine ASE (Automotive Service Excellence) certification programs and State of California Smog Tech Training.

Fostering Partnerships in the Age of COVID-19

The Employment Training Institute is working with local companies to offer \$200,000 in training subsidy through the Employment Training Panel. Dr. Devin Daugherty created a partnership with the Aerospace and Defense Forum to place more graduates from its program. The MakerSpace produced 450 Face Shields – now available for health care centers, restaurants and retail outlets in the Santa Clarita area. The Small Business Development Center awarded nearly \$300,000 to expand ability to support small businesses impacted by COVID-19.

Student Engagement:

Canyons Promise Accepts Over 700 for 2019/20 Cohort

COC admitted 732 students for the 2019/2020 College Promise cohort. The program received 1,242 applications, a 151% increase since its launch in 2017. Along with waived tuition and fees, a \$100 voucher per semester could be applied toward textbooks, supplies and instructional materials, access to a parking pass or city bus pass, and free computer lab printing services. Courses were offered with the benefit of Zero Textbook Cost materials, peer mentors, counseling and student support throughout the year. Students who maintained eligibility the first year would be eligible for waived tuition and fees for their second year.

Ready to Work Academy

In 2019, COC launched the Ready to Work Academy for seven students from Carousel Ranch. Certificate-based courses in a variety of subjects, including "Workplace Skills in Customer Service for Retail, Food Service and Hospitality" was offered to young adults with special needs. This pilot class, along with two others, were funded through a grant from Supervisor Kathryn Barger. COC plans to continue to develop

partnerships to offer short-term training suited for students with special needs, providing vocational training in specific job categories with the goal of job placement for candidates who enroll in the program.

Visit by Taiwanese Students

COC was pleased to welcome its first organized Taiwanese delegation since 2014 for a ten-day visit in July. The delegation was the result of 2½ years of partnership building and a grant from the Ministry of Education in Taiwan. The delegation, from five high schools, included five administrators/ teachers and seven students. During their visit, they planned with the ISP team to expand partner schools in Taiwan and China, met with COC administrators, observed COC classes, participated in the 4th of July parade, and took a tour of Remo Drums.

Summer Technology Institute

The Summer Technology Institute offered more than 60 technology workshops to attendees so they could expand their knowledge, acquire new skills related to technological advancement, and leave better prepared to begin the busy fall semester. The workshops were open to all full-time and adjunct faculty, administrators, classified and confidential staff, college assistants and short-term employees.

Summer Institute

The COC Summer Institute provided students entering grades six, seven, or eight an opportunity to consider a career path and provided an alternative to traditional summer camps. Over 177 students registered for a variety of classes offered, including Photography, Robotics, Architecture, Forensics, Sun-Wind-Fire, MakerSpace, Windows Computer Apps, Automotive Technology, and Sports Medicine/ Rehabilitation.

Strong Workforce Program Allocation Increased

The 2019/20 district and regional allocations for the Strong Workforce Program announced that COC was awarded \$1,428,406. This was an increase of nearly \$400,000 over the allocation from last year. COC is proud to be a part of the top five highest percent allocations of the 115 community colleges.

NASA RockSatX Launches

COC students Kyle Strickland and Coulson Aguirre, along with advisor Teresa Ciardi and adjunct faculty member Gregory Poteat were at the NASA Wallops Flight Facility in Virginia for pre-flight testing and launch of its NASA RockSatX Payload on August 12, 2019. COC students envisioned and manufactured a payload experiment that deployed when the sounding rocket reached apogee (the point where it was furthest from the earth) and then utilized autorotation to slow the descent of its capsule. During their trip, students from COC and the only other community college with a payload (Colorado Community College) had the opportunity to tour the facility, sit in on NASA interviews, watch the screens in the Hubble Space Telescope Mission Control room, and stand above the clean room where the James Webb Space Telescope was recently prepared for launch.

2019/20 Funding for Chancellor's Office Statistics Institute

COC received confirmation that COC would be funded in the full amount of \$88,000 for the 2019/20 academic year. The funding allows COC to continue to provide professional development that supports mathematics faculty on how to better teach statistics, which directly relates to the implementation of AB705.

Nuts, Bolts, & Thingamajigs – Mars Rover

During the week of July 23–27, 2019, incoming eighth to twelve grade students had the opportunity to attend the “Nuts, Bolts, & Thingamajigs Manufacturing Summer Camp”. During this five-day camp, expert instructors guided the students through a journey into the world of working with metal. Students worked in COC’s welding and metal fabrication laboratory, using many of today’s common welding processes. On July 23, students were treated to a presentation by JPL engineers on “Missions to Mars”.

Welcome Day 2019

Welcome Day debuted on August 9, 2019 on the Valencia Campus for hundreds of new students and their families. More than 25 workshops were held on topics, including financial aid and how to be a successful student. Students met fellow classmates and professors, explored majors, took campus tours and learned about support programs. The idea for Welcome Day began as a LEAP – Guided Pathways 2018 idea under the mentorship of Michael Joslin, Dean of Student Services.

NASA HASP/RockSatX Students Reach for the Stars

Ten COC students received \$600 scholarships from the California Space Grant Consortium this year. The California Space Grant Consortium is the California arm of NASA’s National Space Grant College and Fellowship Program. It targets pre-college to university level education and learning, research, workforce development, and public outreach. COC’s students were recognized for their work on NASA HASP and NASA’s RockSatX.

International Forum on Youth

The Office of International Services and Programs (ISP) kicked off its first International Forum on Youth, on September 9, 2019. Thanks to the work of two faculty coordinators, Dr. Brent Riffel and Dr. Sab Matsumoto, they put together an exciting program with speakers from Egypt, Taiwan, Japan, and Algeria. The speakers covered a wide range of topics and what they uniquely mean to this generation’s youth, including Order & Chaos; Geo-Political Boundaries; Social Media Platforms; and Military Forces. Dr. Van Hook was pleased to speak at the “Tea with the Scholars” and to have a chance to meet the esteemed speakers who will be on campus throughout the week.

Opening Day 2019

Opening Day 2019 was a rocking good time as COC celebrated the kick-off of its 50th anniversary with the theme “The Promise of Opportunity Since 1969”. Music, dancing, and photos through the decades kept the crowd energized as COC celebrated 2019 mini-grant winners; new employees; and service awardees. Attendees enjoyed the special 50th Anniversary Video as well as an Opening Day video that included highlights of past videos.

Art Gallery Presents First Exhibition of the Academic Year

The first COC Art Gallery exhibition of the 2019/20 academic year, which ran from August 9–October 19, 2019, was Carolyn Castaño: Delineando un Paisaje Femenino (Outlying a Female Landscape). Carolyn Castaño is a Columbian American artist based in Los Angeles. Her vibrant painting, drawing, video, and mixed-media installations have been exhibited both nationally and internationally. The collection brought together selections from her most recent bodies of work and considered themes and images originating in Latin and Central America, with particular emphasis on how gender and ecological concerns play out in regional conflicts, narco-trafficking, and post-colonial struggle.

COC Have Lift Off

COC's Aerospace and Sciences Team (formally the NASA Payload Team) launched its second experiment with NASA for 2019-20 on September 5, 2019 after being delayed a few times due to weather. This mission, launched from Fort Sumner, New Mexico, was to test neutralization of harmful acids in the upper Stratosphere. This project came just a month after its successful launch on a sounding rocket as part of the NASA RockSatX program.

ASL Students Participate In "Evening of Remembrance"

Four of COC's ASL students and one alumni participated in the City of Santa Clarita "Evening of Remembrance" on September 17, 2019. The community Walk of Remembrance ended at the Youth Grove in Central Park and was followed by the Evening of Remembrance where COC's students interpreted a song for the grieving family and friends in attendance. The event was held in memory of local youth who have died in traffic-related incidents.

Transfer Day 2019

COC's annual Transfer Day was held on September 17, 2019. More than 50 colleges and universities participated, providing students with information, advice and resources to map out the next destination on their educational pathway.

LatinX & Hispanic Heritage Cultural Festival

The LatinX and Hispanic Heritage Cultural Festival was held on the Valencia campus on September 25, 2019. The event featured an art exhibit by Angela Divina, the first Latina transgender artist to be featured in a one-person show at COC; cultural tables; Mariachi Arcoiris del Los Angeles, the first openly LGBTQ mariachi band; dancing; food; and hands on making of tortillas. A film screening of "La Distancia Mas Larga" was also held in the Hasley Hall Theater.

50th Anniversary Community Homecoming

Under the Cougar Stadium lights, COC welcomed hundreds of faculty, staff, students, alumni and community members to its 50th Anniversary Community Homecoming on September 28, 2019. The event featured pre-game festivities, including family activities, food vendors, music, photo opportunities, and giveaways. At half time, the COC alumni in the stands, as well as current and former students and current staff, were invited onto the field for a group photo. COC's mighty Cougar football team scored 21 points in the second half to hand previously unbeaten Cerritos College its first loss of the season.

Fall Job Fair

COC's Fall Job Fair was held on October 4, 2019 with more than 90 employers in attendance and 4 virtual employers. An estimated 700 job seekers attended. According to the surveys, every employer in attendance expects to hire at least one person interviewed at the job fair.

Paralegal Students Attend Conference

Ten Paralegal students attended the Los Angeles Paralegal Association's Annual Conference on October 12, 2019. The conference, held in Glendale, was particularly memorable for student Kendra Pfalzgraf, who was awarded a \$1,000 scholarship. Faculty members Nicole Faudree and Lori Young accompanied the students. Attendance was made possible with a Chancellor's Circle mini-grant.

Executive Cabinet Meets With ASG Leadership

The Executive Cabinet met with ASG leadership on October 30, 2019 to collaborate on a variety of topics including: an update on the Canyon Country Campus; establishing an emergency fund for students in

need; steps needed to plant more trees on both the Canyon Country and Valencia campuses; establishing an online platform to communicate with students regarding ASG events and initiatives; and collaborating on advocacy efforts such as city support for bus transportation.

5th Annual Green Stem Summit

COC partnered with the Santa Clarita Environmental Education Consortium (SCEEC) to host the fifth annual Green STEM Summit, held in its Student Center on November 16, 2019. More than 100 local college and high school students explored careers in a variety of STEM fields, including Natural & Physical Sciences; Biomimicry & Biotechnology; Engineering & Technology; Environmental Art/Ethics/Design; and Advanced Manufacturing (MakerSpace). Students had the opportunity for hands-on mentoring at the event by industry, government, and academic STEM professions. 70% of survey respondents said the event inspired them to pursue a career in STEM. The event was sponsored by COC, SCV Water and Lockheed Martin.

Creating a “Making” Culture on Campus

COC was pleased to host Zach Dowell from Folsom Lake College Innovation Center MakerSpace on November 15, 2019. After a tour of the COC MakerSpace, Zach gave us an overview of the Innovation Center MakerSpace, discussed how to engage students and the community, and talked about how to achieve sustainability. More than 20 of COC’s faculty, staff, and administrators were inspired, engaged, and ready to create after meeting and interacting with Zach.

5th Straight Year of Space Flight for COC Team

Congratulations to the COC Aerospace & Sciences Team who was selected to launch an experiment on NASA’s 2020 RockSatX for the second year in a row (NASA HASP & NASA’s RockSatX programs). This team’s students received \$600 in scholarships from the CA Space Grant. Students acquire real, applicable, and marketable space flight skills through these activities. 54 internships & scholarships have resulted to date (NASA, JPL, CalTech, Sweitzer Engineering, Boeing, EPA, Aerojet Rocketdyne). Two full-time positions have resulted to date (EPA and Northrop Grumman). Funding for these payloads currently comes from outside donors, innovation funds, and COC Foundation mini-grants.

Uniquely Abled Academy Open House

The Uniquely Abled Academy (UAA) held an open house for its CNC training program on February 4, 2020. The Uniquely Abled Academy at College of the Canyons provides an intensive career preparation program for job seekers with high functioning autism looking for an opportunity to start a new career as a Computer Numerically Controlled (CNC) machinist. UAA is a 12-week program, with over 300 hours of in-class instruction led by a highly experienced CNC operator and instructor, plus 60 hours of focus on job readiness, soft skills, and open laboratory.

COC’s Call to Action

There are initial steps that COC took to begin the important work of ensuring equity on its campuses: engaged student groups in online forums with college administrators, faculty, and staff so COC could learn how the college could best support and provide a safe, inclusive, and equitable experience; immediately expanded its equity and inclusion training opportunities to staff and faculty; reevaluated its hiring practices and materials so that COC was not arbitrarily and preferentially excluding people; continued to support existing equity programs, and developed new resources, and services, even though COC face budget challenges; reviewed its curriculum processes, delivery modes, and prerequisites to ensure they reflect the perspectives multiple races and cultures. As COC continues to engage in dialogue, listen for

understanding, and hear what is being said, COC will generate new ideas and action steps for moving forward.

Powerful Student Panel @ (IE)²

The Institutional Effectiveness and Inclusive Excellence (IE)² Committee held its annual Summer Retreat on June 12, 2020. The retreat centered on a student panel as an opportunity for participants to listen, learn, and reflect on the actions COC can take to bring about change and address institutional racism and student barriers. 110 engaged participants joined this impactful meeting, which was facilitated by a planning group of more than 40 faculty, classified, admins, and students. The (IE)² group — in particular Dr. Daylene Meuschke — worked hard to organize an impactful meeting. Special thanks to those involved in the planning, facilitating, and speaking at the retreat.

AOC Drive-Through and Virtual Graduation

AOC's Drive-Through Graduation was held at Central Park. Graduating students were able to exit their car, pick up their diploma cover, and have a photo opportunity before stepping onto the stage. The graduates exited through a parade of AOC teachers and staff who were there to cheer on them on. The ceremony was livestreamed.

Early Childhood Education Drive-Through Celebration of its Student Graduates

The ECE Department decorated the parking lot with COC colors and a rubber ducky theme. Faculty and Center staff lined the lot with noisemakers and pom-poms to honor its student graduates. Over 20 graduates drove through to be celebrated during this first-ever event. Students received well wishes and a goodie bag containing a rubber duck, a poem, a TEACH flash drive, and a bag of M&M candies (representing magical mistakes). Special thanks are extended to Cindy Stephens, Jennifer Paris, Wendy Ruiz, Paul Wickline, and the rest of its ECE faculty and staff.

Nursing Drive-Through Pinning Ceremony

Faculty celebrated its 60 Nursing student graduates during its 6-hour drive-through pinning ceremony, which allowed for proper social distancing. Students were provided with their nursing pins, certificates reflecting completion of the nursing program, a custom celebratory coffee mug from the Nursing faculty, as well as letters from Dr. Van Hook and Henry Mayo Newhall Hospital, thanking them for their work during the COVID-19 testing that occurred on the parking garage at COC in concert with the LA County Fire department. Alpha Delta Nu members also received honor cords and pins as well as letters of thanks from Dr. Van Hook for completion of their tutoring hours. Congratulations to Mary Corbett, Anh Vo, Dr. Sandy Carroll, Adina Carrillo, Dr. Kathy Bakhit, and the entire Nursing Faculty for their exemplary support of its students.

Veteran's Graduation Ceremony

Graduate Stats: 627 Student Veterans 18/19 Enrolled; 547 Student Veterans 18/19 Using Benefits; 77 Veteran Student Graduates; 10 Veteran Dependent Graduates; Average GPA 3.1; 3 Veteran Graduates earned 4.0 GPA; 20 Veteran Graduates earned 3.5 GPA or greater; 49 Veteran Graduates earned 3.0 GPA or greater; 19 Student Veterans and Dependents Graduating with More Than One Major; 3 Veteran and Dependent Students Graduating with a Nursing AS Degree; and 18 Veteran and Dependent Students Graduating with a Math or Science Major

Honors/PTK Virtual Celebration

On May 23, 2020, the COC Honors Program and Phi Theta Kappa held their first-ever virtual celebration.

Highlights: 54 Honors students are transferring to UCLA, UCSB, UCI, UCSD, Stanford, USC, Oregon State University, CSUN, CSULB, CSULA, Mount Saint Mary's; over 30 new Phi Theta Kappa members were inducted; and new Officer Board for 2020-2021 was installed. The Phi Theta Kappa chapter earned three awards this year: Five Star Chapter; 2nd place on the Theme: Visions of Justice; and 3rd place for most distinguished chapter member for Alyssa Delarosa's contributions to the chapter and COC. Family members were in attendance at this Zoom celebration.

MESA Transfer Celebration

80 MESA students attended with their families in the background cheering them on. Administrators, Faculty, Counselors, Classified, Alumni, and Industry Board members attended. MESA Awards were given out, including a special Southern California Gas Co. Scholarship awarded: So. Cal. Gas Co. Scholarship for \$5,000 awarded to Leonardo Martinez, who is going to USC studying Electrical and Computer Engineering. AAUW STEM Outstanding Student Award went to Alyssa Tompkins-Webb, who is going to CSUN studying Computer Science. Dr. Ram Manvi Academic Achievement Award went to Pablo Gratas, who is going to UC Berkeley studying Computer Science. MESA Outstanding Service Award went to Jennifer Barrera, who is going to CSUN studying Biology and Pre-Med. MESA Director Award went to Basil Aranda, who is going to Cal Poly Pomona studying Aerospace Engineering. Congratulations to Amy Foote, Joni McMahan, Dr. Kathy Bakhit, and its dedicated faculty and staff supporting its successful MESA Program.

Incoming 2020/2021 Canyons Promise Students

An informational video was created and uploaded to COC's website, social media platforms, etc. The Canyons Promise Team will be sending emails to all currently "signed-up" students welcoming them, updating them on its progress, and what to expect in the coming weeks and months as it relates to Canyons Promise. COC's Canyons Promise website remains as up to date as possible: www.canyons.edu/promise. Over 1200 have enrolled in boot camp. COC is working with the others to get enrolled in the final two cohorts - 1865 students have applied.

The Uniquely-Abled Academy

For the past three years, College of the Canyons has operated the Uniquely-Abled Academy, which trains individuals with high-functioning Autism to become machine operators. The program has a graduation and job placement rate of more than 90%. A main feature of the program is face-to-face classes, which are conducted by instructors who have more than 40 years of advanced manufacturing experience between them. But the impact of COVID-19 has meant no more face-to-face lessons. But Dr. Devin Daugherty, Director of the Center for Applied and Competitive Technologies, with the support of Dr. Jim Temple, VP of Information Technology, took the steps to migrate coursework online so that COC could continue to offer training to this very important segment of our population.

Veterans Resource Center

Funding In July 2020, the Chancellor's Office allocated the base funding to all 113 colleges serving veterans through a resource center. COC's anticipated FY 2020-2021 allocation will be \$88,495. An increase of 20% from FY 2019-2020. The Veterans Resource Center provides a benefits orientation for all new student veterans or veteran dependents interested in using VA Education/Vocation Benefits. Academic Success Veteran Counselors meet with students regularly for academic advisement, academic counseling and to create an academic student education plan written to the VA standard for VA Education/Vocation Benefits. Of the 116 students who attended Summer 2020, 114 of the students met with a counselor at some point while at COC and 95 of them were student Veterans.

Virtual Welcome Week

Campus Life and Student Engagement presented a virtual Welcome Week the week of August 31, 2020. This was an opportunity to welcome our new and returning students. With the transition to remote services, it was more important than ever to help our students feel supported. These events help us connect students to campus resources, community resources, as well as our student organizations.

Student/Alumni Success:

Dreaming of the NFL – Season One

On August 12 and 13, 2019, a German documentary film crew visited the COC campus as part of the production for “Dreaming of the NFL – Season 1”. This new docuseries focuses on German-born players in the NFL, or on their way to making it in the pros. The crew followed COC football player Kilian Zierer. They made stops in the athletic training room, weight room, pre-practice meetings and on-field practice. The crew conducted interviews with Sarah Ehram (Athletic Trainer), Matt Crater (Student-Athlete Mentor), Marc Dumlai (Offensive Line Coach), Ted Jacenda (Head Coach), in addition to Kilian Zierer.

COC Alum Makes NFL Debut

Former COC wide receiver Marquise “Hollywood” Brown (COC 2016) made his NFL debut on Sunday for the Baltimore Ravens. Brown got off to an electric start by scoring touchdowns on his first two catches. He now holds the distinction of being the only player in NFL history to score two touchdowns of 40 or more yards in his NFL debut.

Golf Tournament

The COC Foundation Golf Tournament was held on September 9, 2019 at the Valencia Country Club. With over 50 business sponsors and over 100 golfers, the Foundation reached its fundraising goal during an amazing day of golf.

Model UN Stands Out In First Competition of Season

The COC Model United Nations (COCMUN) team attended their first competition of the season on October 5, 2019 at Santiago Canyon College. More than 130 delegates participated in the conference. Congratulations to COCMUN team members: Megan Boye – Outstanding Delegate; Sebastian Cazares – Distinguished Delegate; Victoria Dangtounda – Best Delegate; Brylee Flores - Distinguished Delegate (COCMUN Club President); Brandon Huetter – Outstanding Delegate; and Mariah Lima-Kuderer – Distinguished Delegate. Faculty Advisor Dr. Phil Gussin accompanied the students to the SoCalMUN and was extremely pleased with their performance both in winning awards and in providing leadership to others.

Interior Design Students Excel and Win

Congratulations to COC’s Interior Design students for winning the People’s Choice Award at the International Interior Design Association Southern California Chapter Haute Couture competition. The event fuses fashion, design and architecture, and challenges designers to create and construct inspiring haute couture fashion from interior design materials. Nine large interior design firms participated along with three schools, with COC being the only 2-year school competing. COC has won awards 4 out of the last 5 years. Congratulations to faculty advisor Holly Hitt- Zuniga and its amazing students.

Board of Registered Nursing Its Students Set the Standard

COC received its July 1 – September 30 NCLEX pass rate report for its Nursing students. NCLEX is also known as the National Council Licensure Examination and is a standardized test that every state regulatory board uses to determine if a candidate is ready to become licensed as an entry-level nurse. For U.S.

educated, the first time pass rate was 88.23% for July 1 – September 30, 2019. COC’s first time pass rate for July 1 – September 30, 2019 was 92.86%.

Model United Nations Takes on TrojanMUN

COC’s Model UN team participated in the TrojanMUN conference October 24–27, 2019. This conference, hosted by USC, is considered one of the most dynamic conferences in the country. Congratulations to the entire team, including the following award winners: Brylee Flores, COCMUN President - Outstanding Delegate; Rosa Garcia – Honorable Mention; Brandon Huetter – Outstanding Delegate; Mariah Lima-Kuderer – Honorable Mention; and Victoria Dangtounda – Honorable Mention. COC is also proud of its COC MUN alumni Joel Szakmeister (now at UCLA) and John McCloud (now at UC Berkeley) for being designated “Best Delegate”. Dr. Phil Gussin does an amazing job as the Faculty Advisor.

Graphic Multimedia Design Students Demonstrate What They Have Learned

Congratulations to COC’s Graphic Multimedia Design students on the second edition of their Type and Typography Fall 2019 specimen book. This project provided its students with a foundation for understanding the ways that they interact with type in the world around them; how to recognize specific typefaces; and it gave them the satisfaction of seeing something they designed, professionally printed and bound. Full-time faculty member Shannon Doronio sent commented on how much she loves working with its students to build new and innovative opportunities to prepare them for further education and career positions.

COC Model United Nations Stands Out As a Team

COC’s Model United Nations (MUN) participated in their final competition of the season in November. After a difficult MUN season punctuated with fires, the incident at Saugus High School, a student having a seizure at a competition (she is fine), upcoming finals, college application deadlines, and the normal pressures of competition, the team bonded together to support each other and came away with six of the seventeen delegates winning awards. A special thank you to Phil Gussin, advisor extraordinaire, for providing both the business and emotional guidance to help these students be the best they can be.

Women’s Golf Team Wins State Championship

The women’s golf team won back-to-back state championships, with sophomore Haruka Koda winning the individual state championship. This was the fourth state championship since the program began in 1997, all coming under head coach Gary Peterson. The women’s golf team now holds the distinction of being the first COC athletic program to win back-to-back state championships. Earlier in the season, the program won their 4th Southern California Regional Championship, as well as their 10th Western State Conference title. Canyons finishes the 2019 season with a perfect 94-0 through 13 events, and has won 25 straight tournaments dating back to the start of the 2018 season.

Cougar Football Moves Into Playoffs

Students and staff from the William S. Hart High School District and all SCV first responders were invited to be COC’s guests at the Cougar playoff game on November 14, 2019 against Saddleback College. The Cougars won the CCCAA SoCal Regional Playoff round one game against Saddleback 58–53 to move into the SCFA Championship game against Riverside. No. 3 seed, College of the Canyons, fell 68-21 to No. 1, Riverside City College, in the California Community College Athletic Association (CCCAA) Southern California Regional Championship game. Canyons finished the season with an 9-3 overall record having won a second straight National Division, Northern League championship, and winning the first playoff game in head coach Ted Lacenda’s tenure with a thrilling 58-53 first round playoff victory over Saddleback College.

Cross Country Goes To State Championships

The Cougars cross country program completed the 2019 season with a final run at the California Community College Athletic Association (CCCCA) State Championships in Fresno. The event marked the first time since 2016 that both College of the Canyons cross-country programs competed at the state meet. COC's men's team ran to an 18th place result on the four-mile course at Woodward Park. The Cougars' women's team was 19th in the team standings.

Women's Volleyball Advances to Regional Playoffs

COC middle blocker Grace Ferguson was named to the American Volleyball Coaches Association (AVCA) All-American, All-State, and All-Western State Conference (WSC) teams for a second straight season to cap a brilliant Cougar career. Ferguson is joined on the All-WSC team by first team selection Elizabeth Gannon, second-team honorees Kayla Tait and Sydney Higginson, with Madison Martinez and Kyra Titner both earning Honorable Mention recognitions. Canyons finished the regular season 15-8 overall and was second in the WSC, South Division with a record of 10-2 in conference play. The Cougars lost 3-1 to San Diego Mesa College in the opening round of the CCAA SoCal Regional Playoffs.

Hollywood Gallery to Display Students' Work

Design work from three Architecture and Interior Design students – Dakotah Gordon, Daniel Paniagua, and Judah Bateman – was exhibited at the WUHO Gallery in Hollywood. Located on the iconic Hollywood Boulevard Walk of Fame, the Woodbury University Hollywood Outpost (WUHO) invites a diverse audience to a vital and celebratory place for learning about architecture and interior architecture.

Cougars Pick Up All-American, All-State Team Honors

Wide receiver Alonzell Henderson and center Jordan Palmer represent College of the Canyons as selections to the 2019 California Community College Football Coaches Association (CCCFCA) All-America Team, headlining a class of honorees that also includes four All-State Team selections. COC sophomore middle linebacker Charles Ike and sophomore quarterback Armani Edden also join Henderson and Palmer as members of the 2019 Region III All-California Community College Football Team. This is the second straight season that Canyons has had at least two players named to the All-American team. This year also marks the sixth straight season that the Cougars have had at least one player named to the All-State team.

Mesa Student Selected For Paid Internship

Caroline Trujillo, who has been working 2-3 jobs to put herself through school, was selected for a paid summer internship as a Mechanical Engineer. MESA provided the connection, and Caroline expressed much gratitude for the MESA program and for Amy Foote. Caroline stated that the skills she gained through participating on NASA HASP & NASA's RockSatX missions last year, including building her confidence, helped her get the position.

COC Standout Golfer Heading To Fullerton

COC standout golfer Haruka Koda will take her game to California State University, Fullerton after signing a National Letter of Intent with the Titans' women's golf program. Koda, who is from Miyoshi City, Japan, put together a stellar two-year run with the Cougars' women's golf program, leading Canyons to back-to-back CCAA state championships in 2018 & 2019. By doing so, the women's golf team earned the distinction of being the first COC athletic program to win back-to-back state championships in the college's 50-year history. As a sophomore in 2019, Koda also claimed the CCAA individual state championship, becoming just the third golfer in women's golf program history to do so.

Football Player Signs On With Arkansas State University

COC offensive tackle Kideam Douf inked a National Letter of Intent with Arkansas State University, becoming the third former Cougar in as many years to join the Red Wolves football program. Diouf was a Southern California Football Association (SCFA), National Division, Northern League Second-Team honoree in his single season at COC. His play along the offensive line helped the Cougars' offensive unit to an average of more than 458 yards of total offense per game.

District/Employee Success:

Paul Wickline Completes 2019 Administration 201

Paul Wickline, Associate Vice President Education Pathways, completed the 2019 Administration 201: Transformational Leadership Program. The Admin 201 Program was launched in 2010 to help train the next generation of leaders in California Community Colleges. It provides leadership skills development in an Academy setting and focuses on change management and core leadership skills. Participants are vetted for their potential for future system leadership and are selected from a pool of statewide applicants.

COC Number One for Adult Learners in County

COC was ranked among the best U.S. colleges in Washington Monthly magazine's ranking of "Best Two-Year Colleges for Adult Learners." Out of the ten California Community Colleges that made the list, COC ranks #1 in Los Angeles County, #2 in Southern California, and #53 nationally. Washington Monthly analyzed data from 978 colleges to create the top 100 two-year colleges in the nation for adult students (defined as students who are over the age of 25). At the time of the ranking, adult learners made up 34% of COC's student population. COC's Adult Reentry Program is a valuable resource for adult learners, which helps new, returning, and continuing students who are 25 years of age and older.

Music Professor Nominated for Latin Grammy

COC music professor Yalil Guerra received a Latin Grammy nomination in the Best Classical Album category for his album "Cuba: The Legacy." Guerra has taught at COC for three years and shares his passion for music with his students.

2019 Champion of Higher Education

College of the Canyons recognized as a Champion of Higher Education for the second year in a row. This award is given for exemplary work in implementing the Associate Degree for Transfer (ADT) and recognizes its dedicated leadership in working to ensure a strong transfer pathway.

Bruce Fortine Named 2020 Silver Spur Recipient

The COC Foundation was pleased to announce Bruce Fortine as the 2020 recipient of the "Silver Spur" Community Service Award. Bruce's role as a founding board member, his involvement since before the inception of the college, and the important role he played in establishing the college as an innovative learning institution has particular significance this year as COC celebrate its 50th anniversary. His service to its college and the community has been marked by singular dedication and relentless enthusiasm.

40 Under Forty Honorees Named

Congratulations to Amy Lagusker-Komen, COC Mathematics Instructor, for being named one of the SCV 40 Under Forty. It is inspiring to see one of its hardworking, dedicated and passionate faculty honored for their efforts on behalf of College of the Canyons and its students.

Michael Levin, AOC Alumni – Driven For a Better World

Michael Levin, a determined and driven young man, who has, at the age of 22, already traveled the world and attended Ivy League and elite schools on both coasts. Michael attended AOC and graduated with both his high school diploma and an Associate’s Degree in Mathematics from College of the Canyons. Michael went on to graduate from UC Berkeley in two years with a Bachelor’s in Economics. He then went on to Columbia Law in New York City, and then transferred to Stanford University. At the age of 22, Michael graduated with a law degree and a Master of Science in Environment and Resources. This fall Michael will join Orrick, Herrington & Sutcliff’s technology companies in Santa Monica, where he will counsel startups focused on the environment. COC is incredibly proud of Michael Levin.

Innovation Scholar in Australia

James Glapa-Grossklag was invited to serve as “Innovation Scholar” at RMIT University in Melbourne, Australia on October 10, 2019. James facilitated workshops on Online Educational Resources (OER) for staff and faculty and delivered the opening Keynote “Digital Citizenship in an Age of Disruption and Openness” for this annual conference. This recognition underscores the global reputation of COC as a source of innovation.

All in Challenge Awards Ceremony

College of the Canyons was recognized four times at the “All in Challenge” in Washington, DC in November 2019. The “All in Challenge” recognizes the work of over 1,000 two-year and four-year college and university campuses nationwide, as well as 6.2 million students, in improving college democratic engagement. COC was awarded: Overall Most Improved Voting Rate at a Community College; Most Improved Voting Rate Large Community College; an increase from Bronze Seal to Gold Seal (Campuses with 40-49% voter participation in the 2018 midterm election). COC’s rate was up 12.6% from 2014. COC was also recognized for its Engage the Vote Action Plan. Congratulations to Patty Robinson for her outstanding leadership in Civic Engagement.

2019 Champion of Higher Education

College of the Canyons was honored to be one of twelve community colleges recognized as a Champion of Higher Education for the second year in a row. This award is given for exemplary work in implementing the Associate Degree for Transfer (ADT) and recognizes its dedicated leadership in working to ensure a strong transfer pathway.

National Student Nurses’ Association Award

The Student Nursing Club was awarded almost \$3,000 from the Vietnamese Student Association of Southern California to help support the cost of their pinning ceremony.

Glapa-Grossklag Honored For OER Leadership

For his exceptional contributions to advancing open education around the world, James Glapa-Grossklag, Dean of Learning Resources, received the President’s Award for Excellence at the Open Education Global Conference. Glapa-Grossklag was recognized at the Open Education Consortium’s (OEC) annual conference held in Milan, Italy. In addition, Glapa-Grossklag received the Best Open Course in the World award for “Zero Textbook Cost Pathways: OER & Equity,” a course that explores the fundamental connections between Equity, Open Educational Resources (OER), Guided Pathways, and Zero Textbook Cost (ZTC). Glapa-Grossklag developed the course as part of the CCC ZTC program with Aloha Sargent, a Cabrillo College librarian. Highlighting the role that students play in advancing OER at the college, Trudi Radtke — COC alumna and current short- term employee — was one of the conference’s opening keynote speakers, along with students from Italy and Germany.

COC Receives Award from LAEDC

College of the Canyons was presented with the 15-Year Membership award from the LA Economic Development Corporation (EDC) Board of Governors. Presenting the award was Dr. Dianne Harrison, President of CSUN and Chair of the LAEDC BOG, along with Bill Allen, CEO of LAEDC. John Milburn attended to receive the award on behalf of the college.

Campus Improvements/Events:

PE West Modernization

The PE Modernization Project began in March 2019 and included an extensive remodel to better accommodate the various athletic disciplines. The remodel includes updated and additional faculty offices; three new classrooms; relocation and upgrade to the dance instruction room; restroom and locker room upgrades; ADA improvements; refinishing of the wood flooring in the main gym; and new bleachers. The gym was ready for 2019-20 Opening Day.

2019/20 Season Opener at the PAC

Grammy award winning singer/song writer Rick Springfield rocked the PAC on September 13, 2019 to open the 2019/20 PAC Season. The audience got up close and personal with the man and his music in a special intimate solo performance that included interactive multimedia and storytelling. Prior to the event 54 guests attended the pre-concert dinner in Pico Hall, assisted by four members of its Volunteer Bureau. Dautat St. Marie opened the performance.

CCC Science Center Flex Tour

On October 4, 2019, Facilities and Canyon Country Campus staff hosted a guided tour of the Science Center construction project. A mix of 20+ faculty and staff attended with the opportunity to observe the project up close and ask questions. Follow-up meetings reviewed and discussed ideas for active learning lab space and other furniture details.

Boykin Receives State Renovation Funding

COC was pleased to receive state funding to begin planning much needed renovations to Boykin Hall, its 44 year-old science lab facility on the Valencia Campus. Thanks to the efforts of Senator Scott Wilk and Assemblywoman Christy Smith the 2019-20 state budget included \$397,000 from Prop. 51 that funded preliminary plans and a working drawing for the renovation project. The total cost of the Boykin Hall modernization is \$9.4 million. Of that, the state is expected to provide an additional \$4.4 million in Prop. 51 funding in the 2020-21 budget. The college's share of the project (\$4.6 million) will come from Measure E.

Facilities & Faculty Collaborate On Boykin Remodel

Recently, Assistant Superintendent/Vice President of Facilities Planning and Operations, Jim Schrage, met with instructional faculty to discuss plans and get input for the Boykin remodel, which is currently in the planning stage.

Movie Under the Stars at Canyon Country Campus

Over 100 people attended the Canyon Country Campus "Movie Under the Stars Night" showing of "Monster University" on October 18, 2019. ECE and ASG hosted family activities before the movie that included crafts and pumpkin painting. ASG provided movie snacks, helped to promote the event, and engaged the attendees. This event is a great example of collaboration between the Canyon Country Campus, ECE, and ASG.

David Spade at the PAC

Stand-up comedian David Spade brought uproarious laughter to a full house at the PAC on October 18, 2019. Prior to the event, 50 guests were greeted by David Spade at a pre-show party.

The 2019 College of the Canyons Foundation Year-End Appeal

The theme of COC's Year-End communication was "Because We Are Canyons." The theme was intended to coincide with the celebration of the College's 50th Anniversary and raise awareness of the COC Foundation within the community. Elements of Year-End Campaign included: a Foundation newsletter and various appeal letters sent to Foundation donors; social media posts and advertisements on Instagram, Twitter, and Facebook; Giving Tuesday special appeal; highlighted student stories and testimonials – produced by COC alumna Heather Duncan. Results: the largest grossing year-end appeal for the COC Foundation, and the Year-End Campaign raised over \$100,000.

Super Bowl Commercial Filming On Campus

Verizon filled the campus with production crews to film a Super Bowl Sunday commercial. They filmed six different scenes all over campus.

"Belle Jet and Cabinet Cards" Opens In the Art Gallery

The COC Art Gallery was pleased to present an exciting new exhibition, "Belle Jet and Cabinet Cards", by Jessica Wimbley. Merging memory, biology, culture, and history, Jessica Wimbley investigates identity through portraiture. Wimbley's complex and poetic portraits are made up of layers of photographic images of herself, her grandmother, great grandmother, and other relatives dating back to the early 1900's. She also uses Victorian portraits, pop culture images from black periodicals like JET Magazine, and ethnographic images of Native, African, and African American women.

Employee Town Hall on Anti-Racism

COC had over 260 participants in the meeting from all employee groups. The focus was creating a safe space for its African American/Black employees to share their experiences with employment at COC and elsewhere. It was an important opportunity to hear from its employees about their experiences, their concerns, and ways to improve going forward. It was also a call to action for each of us to reflect on what COC can do individually and the actions each one of us needs to take to improve its institution. Special thanks to organizers and speakers: Daylene Meuschke, Jeffrey Forrest, Rebecca Eikey, David Andrus, Justin Hunt, Michael Monsour, Nicole Faudree, Kerry Carlson, Trevor Brackett, Robert Wonser, Catherine Grooms, Anthony Morris, and Diane Fiero.



STATE BUDGET OVERVIEW

2020 - 2021 ANNUAL BUDGET



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

SECTION 4

The State Economy – Overview

On June 30, 2020, Governor Newsom signed the 2020 Budget Act. In total, the 2020-21 budget reflects state expenditures of \$202 billion, including \$134 billion on General Fund Expenditures. The Budget Act includes components of the Governor’s May Revision and a different plan adopted by the Legislature on June 15 and is markedly different for the budget initially proposed by the Governor in January.

The public health emergency associated with the COVID-19 pandemic has resulted in enormous hardship for families, business, and governments at all levels. In addition to massive impacts on the general health and health systems, the emergency has caused a seismic shift in the State’s economic conditions. The budget outlook since the initial release of the Governor’s Budget on January 10 has deteriorated due to the COVID-19 pandemic and the ensuing recession. In January, the State projected a \$5.6 billion surplus in 2020-21 and projected \$21 billion in reserves, including \$18 billion in the State’s Rainy Day Fund. Following three quarters of strong economic growth, the State’s economy entered a deep and unexpected recession in the fourth quarter. The recession, combined with \$5.7 billion in new spending related to the State’s COVID-19 response, transformed the projected surplus to a \$54.3 billion deficit.

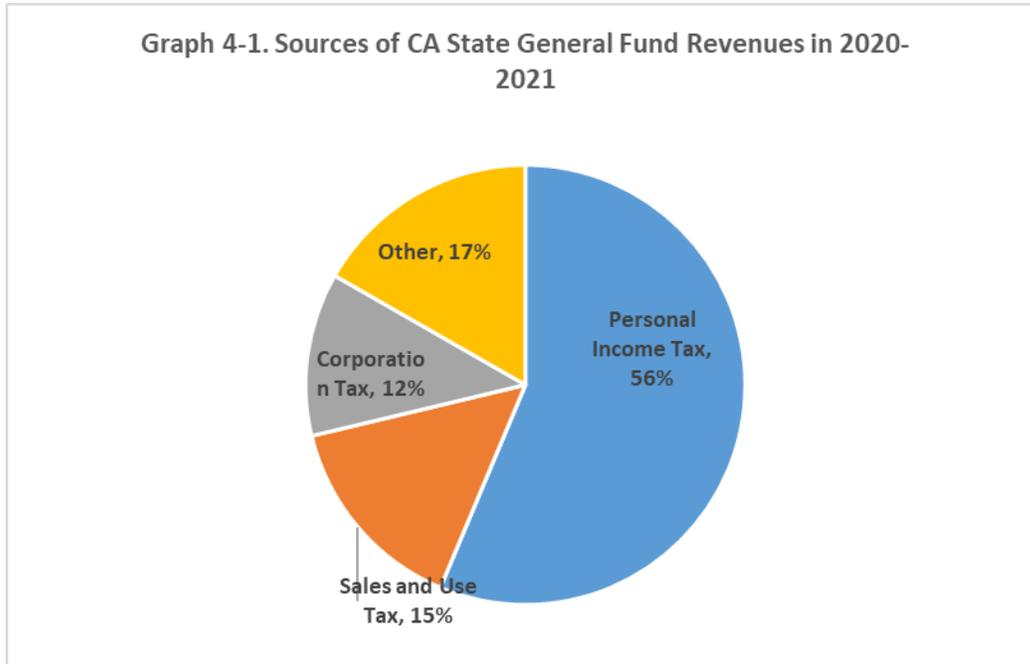
To address the deficit at a State level, the budget omitted new spending that is unrelated to the COVID-19 pandemic, reduced funding for several ongoing programs including universities, delayed payment to schools and community colleges, and reduced employee compensation through collective bargaining agreements and furloughs. It also raises new revenue from temporary changes to corporate taxes and uses budget reserves and Federal relief funds to mitigate reductions. The result is a decline in overall State General Fund spending of approximately 9% compared to 2019-20.

The Budget Act preserves funding for most California Community College Programs at the 2019-20 levels. In addition the budget provided a new \$120 million block grant to help districts cover costs related to the COVID-19 pandemic. To meet budget reduction targets while maintaining and expanding funding the budget defers \$1.45 billion in apportionment payments to community colleges in 2020-21. Because of this, districts can maintain funding levels from 2019-20 but this will cause cash flow issues as the deferrals will not be repaid until 2021-22.



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 2020-2021 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	

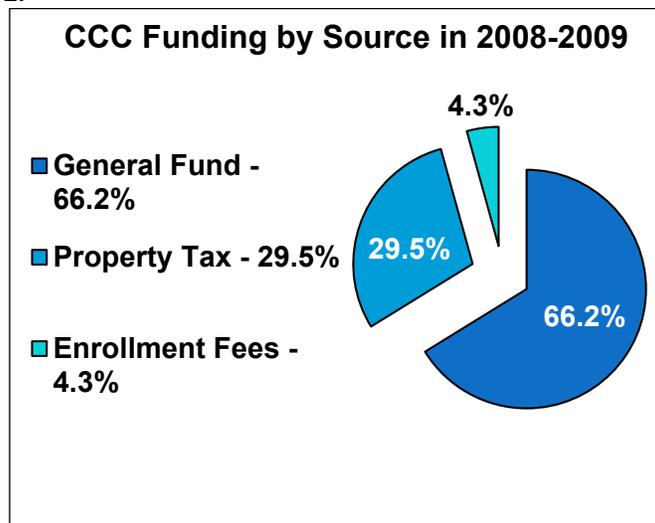
Funds generated through Proposition 30 are deposited into the “Education Protection Account” (EPA) within the State’s General Fund and are available for meeting the State’s Proposition 98 obligation. The funds stabilized the Prop 98 minimum guarantee, which was falling because of the economic downturn 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 \$15 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 \$17.6 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.

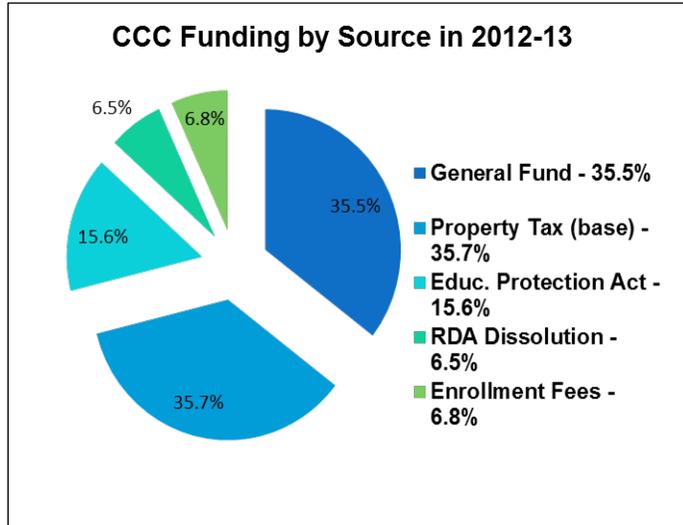
EPA funding changed the proportion of the various revenue sources that fund the California Community College System. In 2008-2009, two thirds of Community College funding came from the State General Fund. By 2012-2013, only one third of the revenue came from the State General Fund with EPA comprising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

2020-2021 State Budget:

The Governor signed the Fiscal Year 2020-2021 State Budget on June 30, 2020. In total, the 2020-2021 Budget reflects state expenditures of \$202 billion, including \$134 billion in General Fund expenditures. The public health emergency associated with COVID-19 has resulted in enormous hardship for families, businesses, and governments at all levels. In addition to massive impacts on general health and health systems, the emergency has caused a seismic shift in the state's economic conditions. The enacted budget is reflective of this reality.

While the 2020-21 budget prevents immediate cuts to CCC apportionments and categoricals, it defers \$1.5 billion in California Community College funding to 2021-2022.

2020-2021 California Community College System Funding:

The 2020-2021 Budget provided Community College System funding increase of \$345.4 million on-going and a decrease of \$1,453.2 M in one-time.

On-Going Funding

\$329.3 M	Funding Formula: Technical Adjustment
\$ 10.0 M	Legal services support for immigrant students, faculty and staff
\$ 9.1 M	Adjust Student Success Completion Grant funding for recipients
\$ 5.8 M	Fund Dreamer Resource Liaisons and related support services
(\$ 5.0 M)	Reduce California Online Community College (Calbright College) funding
<u>(\$ 3.8 M)</u>	Adjust California College Promise for recipients
\$ 345.4 M	Total On-Going Apportionments

One-Time Funding

(\$1,453.2 M)	Defer Apportionment payments from 2020-21 to 2021-22
\$ 330.1 M	Repayment of deferred apportionment payments from 2019-20 to 2020-21
<u>\$ 33.0 M</u>	Provide COVID-19 Response Block Grant
(\$1,090.1 M)	Total One-Time Apportionments

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.

The Student Centered Funding Formula (SCFF) continued in 2020-21. It was implemented in 2018-19 and changed the way that Community Colleges do business in order to maximize funding through the new funding formula, which is now based on 29 different metrics:

Base Allocation -

- Credit FTES (3-Year Average)
- Special Admit – Dual Enrollment
- Non-Credit Base
- Incarcerated
- CDCP

Supplemental Allocation -

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

Student Success Allocation –

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

Success Add-Ons –

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

The Vice-President, Business Services has been encouraged by the Chancellor to be involved in State advocacy regarding the Community College budget, State funding and the related funding formulas. As a result, she has had the opportunity to provide feedback and analysis to funding formula changes. In 2006, a major funding formula change was enacted with SB361 that equalized funding for all community colleges within 90% of the Statewide average. Beginning in 2014, she served on the Chancellor’s Office Fiscal Workgroup, along with 12 other CBOs from representative districts, and was able to provide input to different versions of SB361. Then in 2017 the Fiscal Workgroup was asked to evaluate presentations on “accountability” funding formulas used by community colleges from other States. These presentations were intended to inform a new formula for the California Community College System. In 2018-19, a new formula was implemented based on criteria identified by Chancellor Eloy Oakley with a focus on Financial Aid and underserved populations. This was the SCFF or Student Centered Funding Formula. The actual formula was developed by his Chancellor’s Office staff and consultants who had little experience with community colleges. The Workgroup was not able to do any analysis or evaluation of a proposed formula so the new formula was implemented without, multi-year projections or scenarios to take into account

certain circumstances such as recessions, State funding shortfalls, etc. Also, certain student populations, like students who participate in public safety training, were ignored in the formula.

As a result of these flaws in the formula, the District has been actively involved with advocacy, during the time the State Chancellor's Office was developing the new formula and in the subsequent few years. 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 Faculty who made many 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 and 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+ age Limit on BOG Students Counted in Equity Metrics
- Received an extra Year of Hold Harmless, now 4 years, with compounding COLA.
- Recognized all transfers to any four-year school, not just Cal State or University of California schools.
- Continued the ability to apply Summer Shift to allow 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+ units in the Success metrics.
- Reflected standard number of units earned for a certificate.

Successful Advocacy – Public Safety Training Fully Funded

The reduced funding for ISA FTES was a significant oversight of the SCFF with the FTES associated with Instructional Service Agreements (ISAs) for Public Safety training funded in the same way as regular Credit FTES at 70%. But this did not take into account that the remaining 30% would not be achieved because there is no chance for additional funding because these students don't qualify for financial aid because they have full-time jobs and earn too much and because there is no degree associated with public safety training. As a result of this funding cap, many Districts that provide some level of public safety training have experienced severe reductions in funding with the consequence that this type of training could be reduced or even discontinued. In 2020-21, after nearly 3 years, the legislatively appointed SCFF Oversight Committee finally made the decision to fully fund ISA FTES. Continued advocacy by the District's Chancellor, Dr. Dianne Van Hook, resulted in this agreement that those FTES should be counted in the same way as CDCP or Dual Enrollment FTES, as a carve out to be 100% funded. With the approval for 100% funding of ISAs, Districts will receive full funding for this critical public safety training.



PLANNING

2020 - 2021 ANNUAL BUDGET



- Strategic Plan ●
- Educational and Facilities Master Plans ●

SECTION 5

Strategic Plan – Highlighted Goals 2019–2022:

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 2019-2022 Strategic Plan presents data that have implications for planning, highlights accomplishments since the previous Strategic Plan in 2015, 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 2019–2022 Strategic Plan are:

Access:

With an equity-minded lens, promote student access so that every student is able to enter an informed path

- Increase the adult participation (25+) rate by one percent each year from 2018-2019 to 2021-2022.
- Increase dual enrolled full-time equivalent students
- Increase incarcerated FTES
- Increase noncredit CDCP FTES
- Increase overall enrollments for all CTE programs by 4 percent by 2021-2022
- Maintain capture rate from application to enrollment from 2019 to 2022
- Set additional targets including those for high school transitions by high school, education plan completion, Canyon Country Campus FTES and noncredit to credit transition.

Engagement:

Cultivate an equitable, inclusive and welcoming environment that supports teaching and learning, fosters engagement, promotes belonging, values diversity and sustains well-being at our campuses.

- Increase diversity of hiring
- Increase student participation in civic, social, global and cultural engagement
- Increase faculty, staff and administrator participation in civic, social and cultural engagement
- Increase the percent of students who participate in campus life
- Increase the percent of faculty, staff and administrators who participate in campus life.

- Decrease the number of students who are food and housing insecure
- Increase the number of students who engage with mental health services at VLC/CCC/OLC
- Increase employee well-being and satisfaction
- Increase interconnectedness through dialogue and collaboration
- Increase participation in student support services

Success:

Promote equitable student success, attainment of students’ goal and intentionally maximize opportunities for all students.

- Increase number of students earning non ADT awards
- Increase number of students earning ADT awards
- Increase number of certificates awarded
- Increase number of noncredit certificates awarded
- Increase percent of exiting CTE students employed in field of study
- Increase number of students completing nine credit CTE units
- Increase number of students who transfer to a four year institution
- Increase completion of Transfer-Level Math and English in the first year for first-time-ever-in-college students
- Increase student persistence from term-to-term
- Decrease the average number of units to degree completers

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 2021 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 on either 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**.



PAC-B (PRESIDENT'S ADVISORY COUNCIL – BUDGET)

2020 - 2021 ANNUAL BUDGET



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

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.

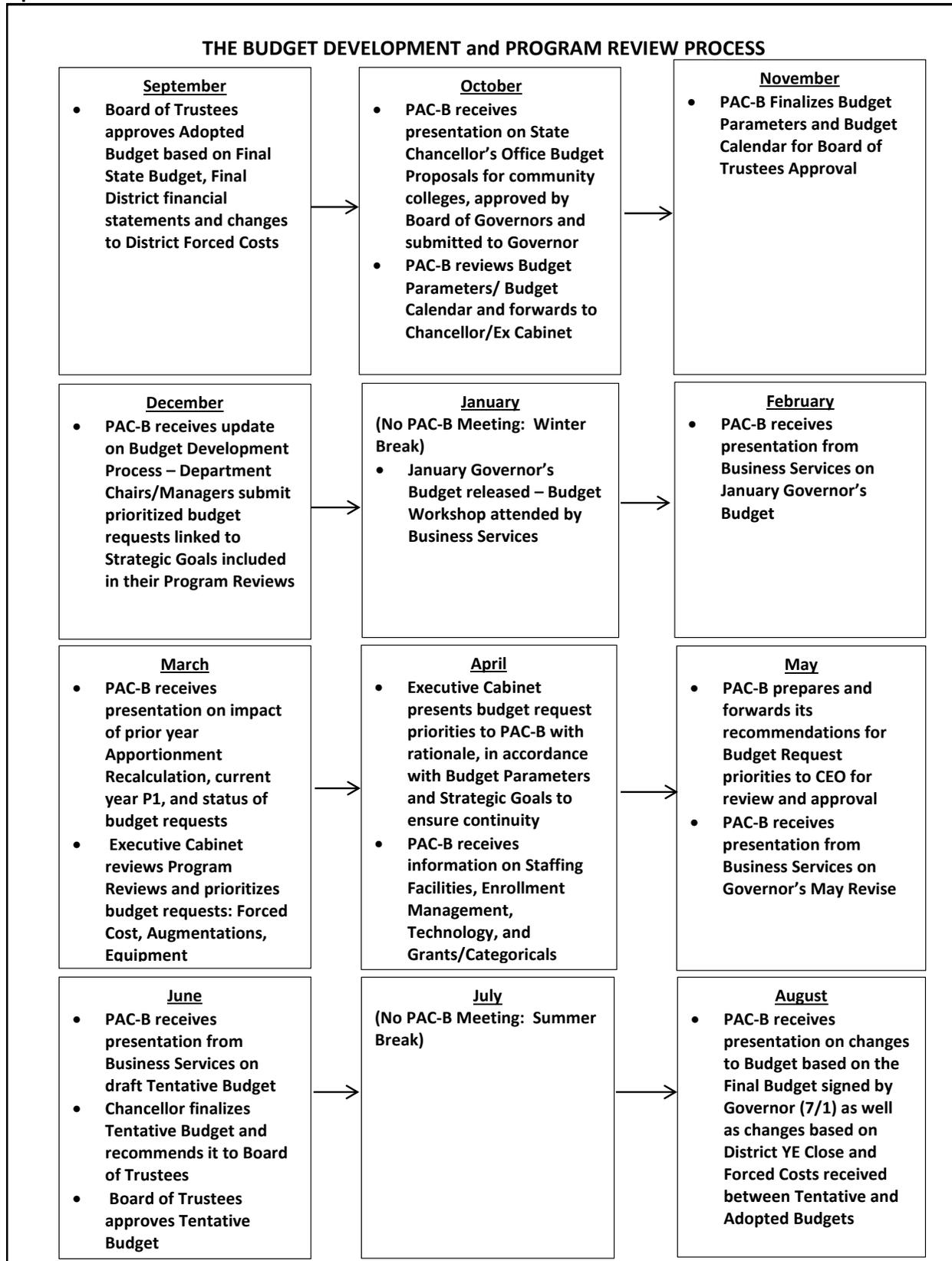
Co-Chairs:

Vice President, Business Services and a faculty representative

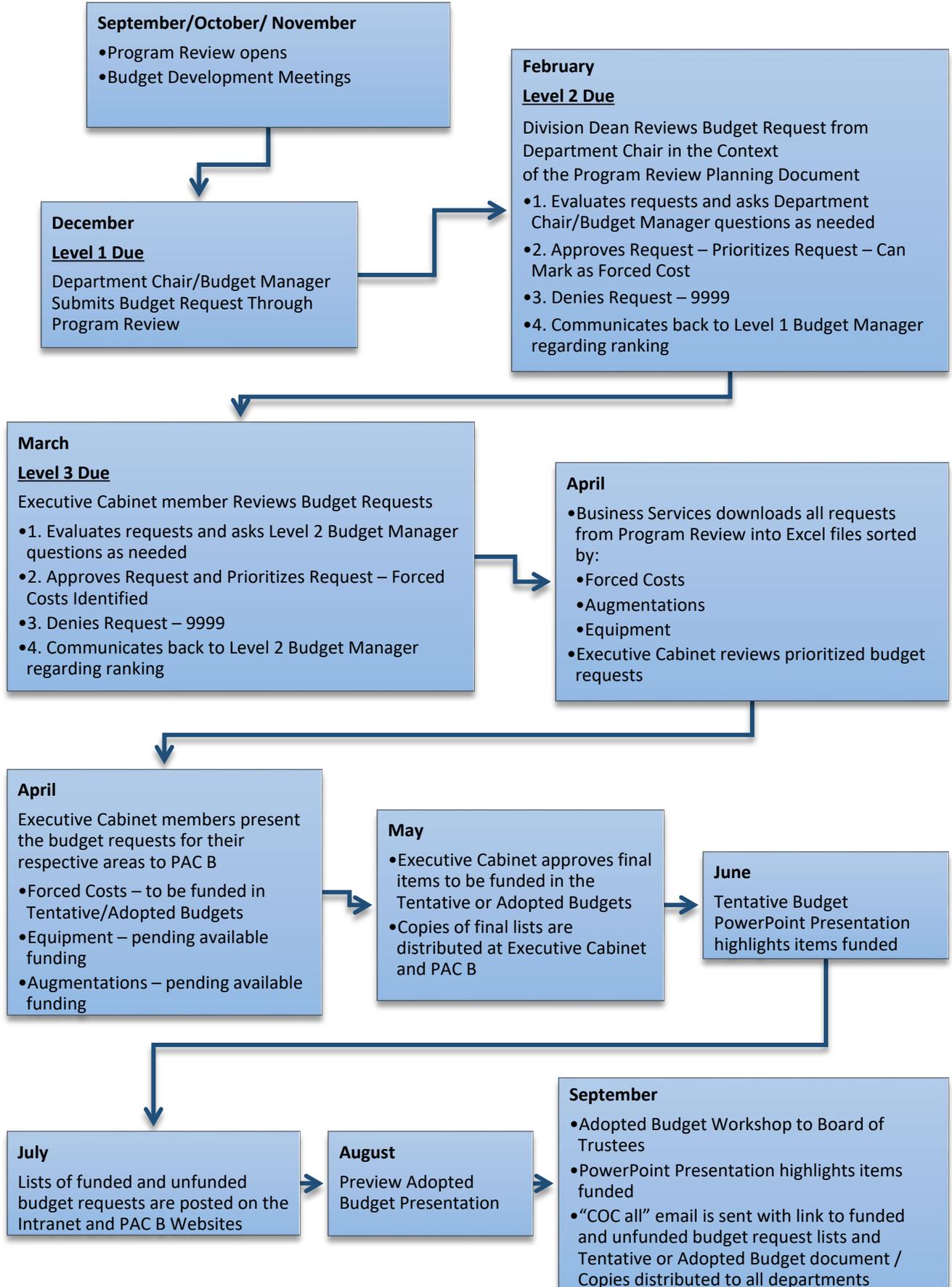
Connects to:

Executive Cabinet via Vice President of Business Services

Graph 6-1.



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



B U D G E T C A L E N D A R

Table 6-1. 2020-2021 Budget Calendar

Date	Activity	Responsible Party
From October 2019 to December 6, 2019	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 14, 2019	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 2019	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 4, 2019	PAC-B Meeting: Finalize Budget Parameters and Budget Calendar for Board of Trustees Approval	Business Services/PAC-B
November 25, 2019	PAC-B Meeting: Update on Budget Development Process	Business Services/PAC-B
December 4, 2019	Adopt 2019/20 Budget Parameters	Chancellor/Board
December 6, 2019	Academic & Administrative Program Reviews: Due Date - Level 1 Program Review Submission	Level 1 - Dept. Chair/Budget Managers
From December 7, 2019 to February 20, 2020	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
January 2020	Attend January Governor's Budget Workshop	Business Services
January 2020	PAC-B Meeting: NONE	N/A
February 10, 2020	PAC-B Meeting: Presentation on January Governor's Budget	Business Services/PAC-B
February 20, 2020	Academic and Administrative Program Reviews: Due Date - Level 2 Program Review Submission	Level 2 - Division Deans/Directors
From February 21, 2020 to March 6, 2020	Academic and Administrative Program Reviews: Submit ranked budget requests (through online Program Review budget module) to Business Services	Level 3 - Executive Cabinet Members
March 6, 2020	Academic and Administrative Program Reviews: Due Date - Level 3 Program Review Submission	Level 3 - Executive Cabinet Members
March 9, 2020	PAC-B Meeting: Impact of Prior Year Apportionment Recalculation/Current Year P1 and Status of Budget Requests	Business Services/PAC-B
March 20, 2020	Submit budget data from online Program Review budget module to Business Services	Information Technology
April 7, 2020	Executive Cabinet reviews budget requests	Business Services/Executive Cabinet
April 13, 2020	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 27, 2020		
May 11, 2020	PAC-B Meeting: Prepare and forward recommendations for budget request priorities to CEO for review and approval; Present Governor's May Revise; reviews Budget Parameters and forwards to Chancellor/Ex Cabinet	Business Services/PAC-B
June 8, 2020	PAC-B Meeting: Presentation on Draft Tentative Budget	Business Services/PAC-B
June TBD, 2020	Finalize budget data entry and print Tentative Budget	Business Services
By June 30, 2020	Conduct Tentative Budget Workshop Approve Tentative Budget	Business Services/ Board of Trustees
July 2020	PAC-B Meeting: NONE	N/A
August 2020	PAC-B Meeting: NONE	N/A
September 14, 2020	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. Receives <u>Presentation on Adopted Budget.</u>	Business Services/PAC-B
By September 15, 2020	Conduct Adopted Budget Workshop Approve Adopted Budget	Business Services Board of Trustees

BUDGET PARAMETERS

2020-2021 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.

Budget Parameters Serve As A Guideline For Budget Development:

- 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 Academic 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.
- Budget Parameters may be revised upon approval of the final State Budget to incorporate any criteria that may have changed since the May Revise.

Criteria for A Fiscally Responsible Budget:

Program Review/Planning: A responsible budget process includes frequent and timely communication regarding the status of budget requests at all levels of the Budget/Program Review process; Level 1– Department Chair/Department Director, Level 2 – School Dean/Department Director, Level 3 – Executive Cabinet. The budget requests should not move forward without a meeting between the parties at each level and the appropriate approvals. Strategic Goals inform Educational/Facility Master Plan and other planning processes. Department Objectives must link Strategic Goals to Budget Requests in Program Review. Programs should be evaluated as part of the Program Review process to determine if functions are operating optimally and identify opportunities to create efficiencies.

Communication: The budget process should incorporate feedback from all constituents, including faculty, staff, administrators and students. The information should be distributed to all stakeholders to inform the budget request process, including; State budget information, District Committee planning documents (CPT, Enrollment Management, Technology Committee, Staffing Committee, IE2, etc.), student surveys and other information pertinent to the budget process.

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.

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 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.

Student Centered Funding Formula (SCFF): Adapt to State revenue allocations by being poised and ready to meet criteria for funding.

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
- Funding Formula Priorities
 - Fully Fund ISA Training
 - Provide COLA to High Cost Districts
 - Use Perkins definition for the Supplemental Metric criteria
 - Expand the definition for First Generation Student

District Planning and Strategic Goals:

As recommended by the State Chancellor, the District will adopt a local Comprehensive Plan by FY 2020 that aligns with the State Chancellor’s Office Vision for Success Goals. The District’s CPT (College Planning Team) identified new strategic goals that align with the Vision for Success: **Access, Engagement, and Success.**

The District Strategic Goals are established every 3 years and inform the Educational and Facility Master Plans. They will be used to develop and adopt a local, comprehensive plan, to implement the Vision for Success. The budget will support the District Strategic Plan and the future adoption and implementation of a comprehensive plan. Program Review objectives must tie to the District Strategic Goals in order to request budget augmentations.

Support for Student Access and Successful Completion:

Enrollment Management: The Budget will support the District’s mission and maximize student access, equity and success by providing funding to instructional programs, student services and administrative functions to support the District’s Enrollment Management plan.

Instructional Programs/Curriculum: The Budget will support student access, engagement and success through curriculum development, maintenance, redesign, resizing and expansion to ensure the currency and relevance of programs. Instructional Programs that have proven effective will be institutionalized.

Student Services: The Budget will support process improvements that will enhance and streamline student services functions by removing barriers from the student orientation and registration process and by providing improved access to financial aid and scholarship funds, etc.

Accreditation: In consideration of Accreditation requirements, the Budget will provide funding as needed to meet and/or exceed established standards, by supporting Institutional Effectiveness, Student Learning Outcome (SLO) goals, Administrative Unit Outcome (AUO) goals, and operational support mechanisms to effectively maintain evidence of compliance.

Revenues:

Funding Formula Targets: The Budget will provide sufficient funding to support student access, engagement and success in order to maximize funding formula targets established by the State Chancellor’s Office while minimizing unfunded FTES to avoid expenses 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 limited by 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 in the objectives 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.

Expenses:

Budgeted Expenses: The Budget will include expenses based on the prior year Adopted Budget, adjusted for Priorities that support Strategic Goals, including 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. These costs will be prioritized based on available funding.

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

- C – Critical:** Districtwide Operations – funding is absolutely essential to continue district operations: Utilities, Health & Safety, Software License, LACOE Fees, Equipment (Instructional/Non-Instructional), etc.
- X – External:** Mandated, Legal, Contractual, Regulatory, Health & Safety, Risk Management, Mandated Equipment (Instructional/Non-Instructional), and other required priorities.
- E – Enrollment Management:** Priorities associated with the Enrollment Management Plan, including resources needed to produce outcomes identified in the SCFF; FTES, Success and Supplemental metrics.
- V – Program Viability:** Priorities associated with starting new or sustaining existing programs, to be approved by a Program Viability subcommittee
- I – Institutionalization:** Priorities associated with grant, categorical, partnership or other revenue opportunities that would result in on-going programs that require District match or District funding to continue. (2021-22)

Budget Flexibility: The District will facilitate budget requests throughout the year by enhancing the program review process to take advantage of new partnership or funding opportunities or to accommodate unexpected or emergency budget items that were not considered during the annual process, including furniture and equipment that requires replacement mid-year to continue operations.

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.

Restricted Funding:

Restricted funds compliment funds from the unrestricted budget in informing, supporting, and advancing the Strategic Goals of the District through one-time and on-going funds.

SEA – Student Equity Achievement: The funding for these initiatives should be leveraged to support Guided Pathways and the Vision for Success Goals.

AEP – Adult Education Program (on-going funding): 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: 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 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.

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.



HISTORY OF COMMUNITY COLLEGE FUNDING

2020 - 2021 ANNUAL BUDGET



History of FTES and Growth Funding ●
State Apportionment Funding and Funding Formulas ●

SECTION 7

HISTORY OF FTES AND GROWTH FUNDING

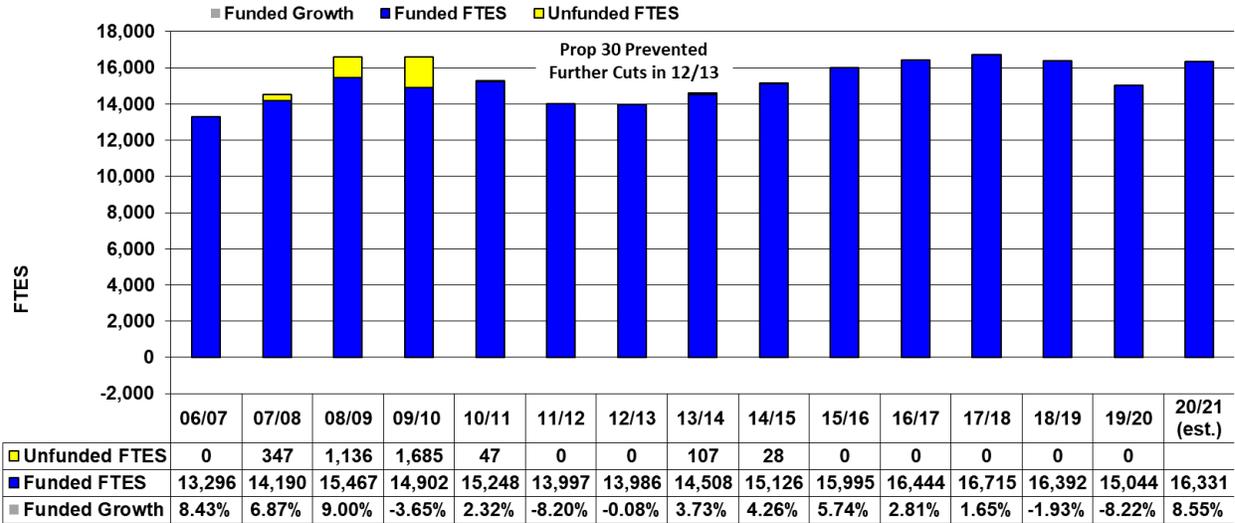
History of Funded and Unfunded FTES:

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.

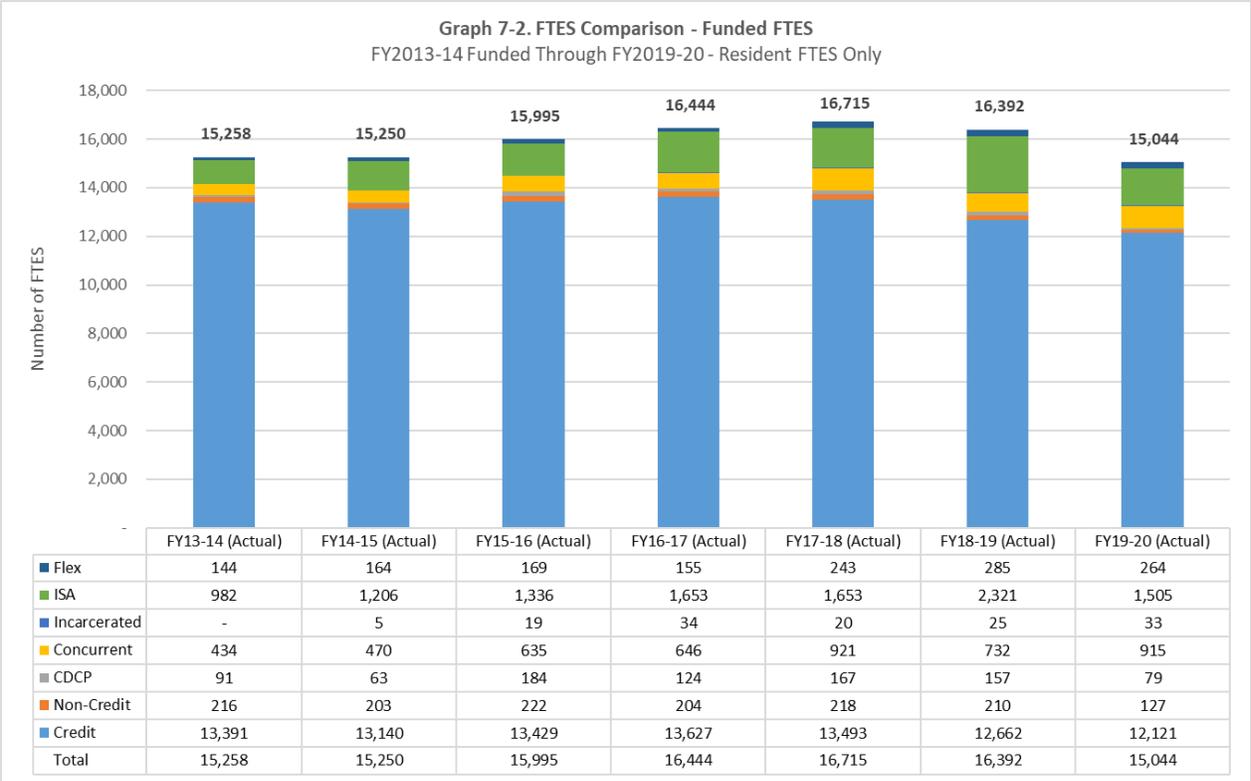
In years where growth funding was available from the State, the District increased its FTES and added ongoing funding to the District’s base revenue for future years. However, during the last economic downturn that began in 2009-2010, State base funding **cuts** resulted in the State **funding** fewer 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 7-1. History of Funded and Unfunded FTES

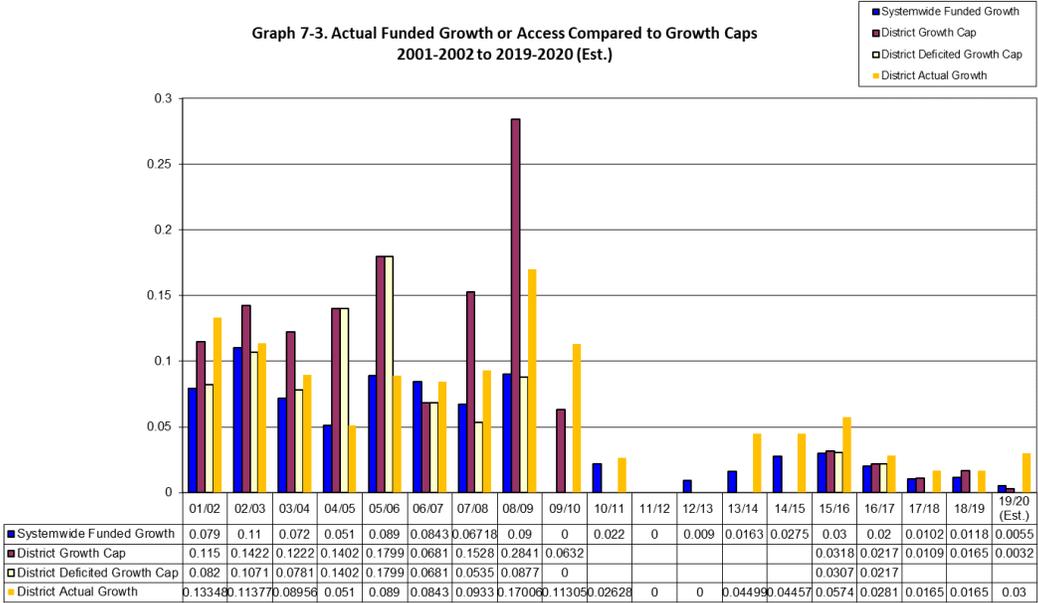


	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21 (est.)
Total FTES	13,296	14,537	16,603	16,587	15,294	13,997	13,986	14,615	15,154	15,995	16,444	16,715	16,392	15,044	16,331
FTES Incr/Decr	8.43%	6.87%	9.00%	-3.65%	2.32%	-8.20%	-0.08%	3.73%	4.26%	5.74%	2.81%	1.65%	-1.93%	-8.22%	8.55%



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 (deficited) 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 deficited 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 deficited 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 and used this funding to implement a new funding formula, and the District finished the year claiming fewer FTES than in 2017-2018 while strategically pushing FTES forward to 2019-2020 in order to maximize revenue in the Student Centered Funding Formula in that fiscal year.

In 2019-2020, the State allocated .5% growth for the Community College System and used this funding to fund the SCFF. Because of the COVID-19 Pandemic, the State allowed Districts to file an Emergency Conditions Allowance to maintain their FTES level, for funding purposes, at the level before the COVID-19 Pandemic. All funding for 2019-2020 went to funding Districts at that level.

In 2020-2021, the State maintained a 'workload budget' meaning there were no increases or decreases to apportionment funding. Districts were still required to use the SCFF, however; the Emergency Conditions Allowance extended into 2020-2021 allowing Districts to use FTES, success, and supplemental metrics prior to COVID-19 in order to calculate their revenue.

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 Student Centered Funding Formula (SCFF) proposed by the State Chancellor's Office.

History of Growth Funding:

The chart above illustrates the history of systemwide and District growth funds for the past 21 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 "deficited" 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 allocated 1% growth for the Community College System and used this funding to implement a new funding formula, and the District finished the year claiming fewer FTES than in 2017-2018 while strategically pushing FTES forward to 2019-2020 in order to maximize revenue in the Student Centered Funding Formula in that fiscal year.

2019-2020:

- The State allocated .5% growth for the Community College System and used this funding to fund the SCFF. Because of the COVID-19 Pandemic, the State allowed Districts to file an Emergency Conditions Allowance to maintain their FTES level, for funding purposes, at the level before the COVID-19 Pandemic. All funding for 2019-2020 went to funding Districts at that level.

2020-2021:

- The State maintained a ‘workload budget’ meaning there were no increases or decreases to apportionment funding. Districts were still required to use the SCFF, however; the Emergency Conditions Allowance extended into 2020-2021 allowing Districts to use FTES, success, and supplemental metrics prior to COVID-19 in order to calculate their revenue.

Table 7-1. History of Systemwide and College of the Canyons Growth/Access Funding

Year	COC		COC		\$ Value of	\$ Value of	Total	Cumulative Value	
	Systemwide	Approved	Funded	Growth Funds if	Growth Funds	\$ Value of	of Growth Funds	Cumulative	
	Growth	Growth	Growth	Funded at	Received Over	Growth Funds	Received Over	\$ Value of	
	Funding	Factor	Rate	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	
01/02	3.00%	11.50%	7.90%	867,498	1,503,662	2,371,160	13,791,521	17,325,193	
02/03	3.00%	14.22%	11.00%	935,287	2,494,097	3,429,384	16,285,618	20,754,577	
03/04	1.50%	12.22%	7.20%	553,928	2,104,926	2,658,854	18,390,544	23,413,431	
04/05	3.00%	14.02%	5.10%	1,213,224	849,257	2,062,481	19,239,801	25,475,912	
05/06	3.00%	17.99%	8.90%	1,441,482	2,834,914	4,276,396	22,074,715	29,752,308	
06/07	2.00%	6.81%	8.43%	1,044,282	3,357,366	4,401,648	25,432,082	34,153,956	
07/08	2.00%	15.28%	6.72%	1,154,114	2,722,554	3,876,668	28,154,636	38,030,624	
08/09	2.00%	28.41%	9.00%	1,224,202	4,284,709	5,508,911	32,439,344	43,539,535	
09/10	0.00%	6.32%	0.00%	-	-	-	32,439,344	43,539,535	
10/11	2.20%	not released	2.31%	1,669,038	83,452	1,752,490	32,522,796	45,292,025	
11/12	0.00%	not released	0.00%	-	-	-	32,522,796	45,292,025	
12/13	0.92%	not released	0.00%	-	-	-	32,522,796	45,292,025	
13/14	1.63%	not released	3.73%	-	-	-	32,522,796	45,292,025	
14/15	2.75%	not released	4.46%	-	-	-	32,522,796	45,292,025	
15/16	3.00%	3.18%	5.74%	2,125,816	1,941,578	4,067,394	34,464,375	49,359,419	
16/17	2.00%	2.17%	2.81%	1,636,631	662,835	2,299,466	33,185,632	51,658,885	
17/18	1.02%	1.09%	1.65%	836,534	516,682	1,353,216	34,981,057	53,012,101	
18/19	1.18%	1.65%	1.65%	829,659	330,457	1,160,116	33,516,089	54,172,217	
19/20 (Est.)	0.55%	0.32%	3.00%	212,688	947,428	1,160,116	35,928,485	55,332,333	
Totals	50.38%	224.63%	178.70%	18,410,555	36,921,778	55,332,333	578,107,007	807,782,450	
Average	2.19%	12.48%	8.12%			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 7-2. 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

Great Recession - 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.

Table 7-3. SCCCD Historical FTES: 2009-2010 through 2020-2021 (Projected)

Year	Total FTES		Total FTES	Total % Change	Unfunded FTES	Funded FTES
	Excluding ISAs	ISA FTES				
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	15,062	1,653	16,715	1.65%	-	16,715
2018-19	13,952	2,439	16,392	-1.93%	-	16,392
2019-20	13,539	1,505	15,044	-8.22%	-	15,044
2020-21 (Projected)	14,970	1,435	16,405	0.08%	-	16,405

* 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 2020-2021, 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.



STATE APPORTIONMENT FUNDING AND FUNDING FORMULAS

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 2020-2021.**

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. It is interesting to note that the Canyon Country Campus generates 1,500 FTES annually. For this, we receive a Basic Allocation of \$1.3 million. At the same time, the Basic Allocation for a college, which is smaller than Canyon Country Campus, receives a Basic Allocation of \$3.9 million.

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 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

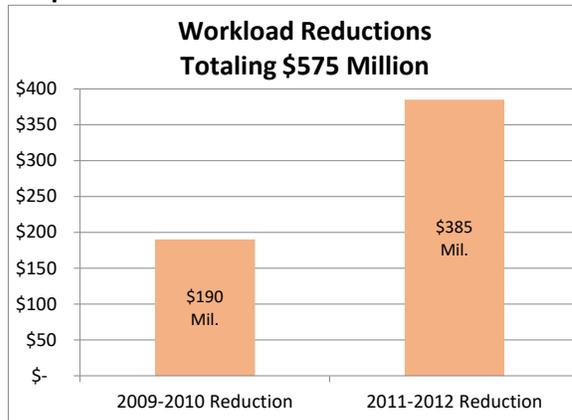
Growth Funding “Suspended” – 2009-2010:

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.

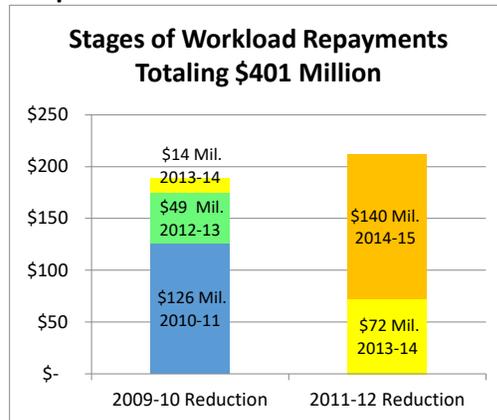
Access/Restoration – 2010-2011 through 2014-2015:

- 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 7-4.



Graph 7-5.



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 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”.

Student Centered Funding Formula (SCFF) AB1809: 2018-2019 to 2020-2021

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 that became effective for the 2018-2019 fiscal year. For 2018-2019 through 2020-2021, 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.

Base Allocation Component –70% of Funding for 2020-2021:

The Base Allocation has **two** 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**
 - For 2020-2021, Base FTES are funded using a three-year FTES average. In 2020-2021 the State will recalculate the FTES rate to ensure exactly 70% of the funding dedicated to the formula will be spend on the Base Allocation. The District budgeted using the following estimated rates:
 - \$4,009.00 – Credit FTES
 - \$3,380.63 – Noncredit FTES
 - \$5,621.94 – Career Development/College Preparation (CDCP) FTES
 - \$5,621.94 – Special Admit FTES (Credit - Concurrent Enrollment)
 - \$5,621.94 – Credit Correctional Facilities FTES
 - \$3,380.63 – Noncredit Correctional Facilities FTES

Supplemental Allocation Component –20% of Funding for 2020-2021

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.

In 2020-2021 the State will recalculate the FTES rate to ensure exactly 20% of the funding dedicated to the formula will be spend on the Supplemental Allocation. Points can be earned in the following **three metrics**, and the estimated marginal funding rate for each metric is \$948.00 for 2020-2021. 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 –10% of Funding for 2020-2021

- The Student Success Allocation is calculated using a points system. The total points earned by a district are averaged over the previous three years and multiplied by the marginal funding rates in order to determine the district’s total Student Success Allocation for the year. All metrics are based on prior year data. Points can be earned in **seven metrics**.

For All Students:

- 2020-2021 - the estimated marginal funding rate **per point** for each metric is \$559.00.

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 estimated marginal funding rate **per point** for the Equity Component is \$141.00 in 2020-2021.

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 \$559 per point in 2020-2021.
 - Promise Grant Students: Three additional points at \$141 per point in 2020-2021.
 - Pell Grant Recipients: Four and one half additional points at \$141 per point in 2020-2021.
- Chancellor’s Office Approved Associate Degree for Transfer Degree granted.
 - All Students: Four points for each degree at \$559 per point in 2020-2021.
 - Promise Grant Students: Four additional points at \$141 per point in 2020-2021.
 - Pell Grant Recipients: Six additional points at \$141 per point in 2020-2021.
- Chancellor’s Office Approved Credit Certificates (16 or more units-pending adoption) granted.
 - All Students: Two points for each certificate at \$559 per point in 2020-2021.
 - Promise Grant Students: Two additional points at \$141 per point in 2020-2021.
 - Pell Grant Recipients: Three additional points at \$141 per point in 2020-2021.
- Successful Completion of Both Transfer Level Math and English Courses in First Academic Year.
 - All Students: Two points for each student at \$559 per point in 2020-2021.
 - Promise Grant Students: Two additional points at \$141 per point in 2020-2021.
 - Pell Grant Recipients: Three additional points at \$141 per point in 2020-2021.

- Successful Transfer to a Four Year University.
 - All Students: One and one half points for each student at \$559 per point in 2020-2021.
 - Promise Grant Students: One and one half additional points at \$141 per point in 2020-2021.
 - Pell Grant Recipients: Two and one quarter additional points at \$141 per point in 2020-2021.

- Completion of Nine or More Career Technical Education Units.
 - All Students: One point for each student at \$559 per point in 2020-2021.
 - Promise Grant Students: One additional point at \$141 per point in 2020-2021.
 - Pell Grant Recipients: One and one half additional points at \$141 per point in 2020-2021.

- Regional Living Wage Obtained.
 - All Students: One point for each student at \$559 per point in 2020-2021.
 - Promise Grant Students: One additional point at \$141 per point in 2020-2021.
 - Pell Grant Recipients: One and one half additional points at \$141 per point in 2020-2021.

OTHER STATE FUNDING:

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.

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.



STATE REGULATIONS

2020 - 2021 ANNUAL BUDGET



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

SECTION 8

COMPLIANCE WITH STATE REGULATIONS: FIFTY PERCENT LAW, FON, FUND BALANCE

Fifty Percent Law

The Fifty Percent Law requires districts to spend at least 50% of the Current Cost of Education on instructional salaries and benefits. The District’s 2020-2021 Adopted Budget is projected to comply with the 50% law for the cost of instructional salaries and benefits associated with faculty teaching in the classroom. In 2019-2020 the District was in full compliance with the 50% Law, reporting 54.41%.

The Fifty Percent Law is an antiquated law that was established in 1959 for K-12 Class Size Reduction. Sixty years later, instruction is not delivered the same way as it was in the 1950’s. 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.
 - Accreditation Committee Work by Faculty
- The roles of Counselors, Librarians and Instructional Support staff.
- Staff needed to support and use new technology in the classroom.
- Instructional Replacement Equipment or Instructional Supplies

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 2018-2019, one District was not able to comply and the other 71 Districts reported a range of percentages between 50.00% and 56.32%. The 2019-2020 Fifty Percent Law information is not available yet for all colleges, but the Santa Clarita Community College District reported 54.85% in 2018-2019 and 54.41% in 2019-2020.

Table 8-1. FIFTY PERCENT (50%) LAW TRENDS

	FY15-16 Actuals	FY16-17 Actuals	FY17-18 Actuals	FY18-19 Actuals	FY19-20 Actuals
Total Instructional Costs	40,732,695	43,316,407	48,093,921	50,704,780	52,235,775
Total Current Expense of Education	74,893,415	82,017,363	87,218,557	92,448,169	96,002,700
Percent of CEE	54.39%	52.81%	55.14%	54.85%	54.41%

Fifty Percent Law vs. FON

In addition, the Fifty Percent Law conflicts with other State regulations that Community Colleges are required to comply with.

- FON and 75/25: Includes Librarians and Counselors
- Fifty Percent Law: Does not include Librarians and Counselors

Table 8-2. 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

Faculty Obligation Number (FON)

The District’s 2020-2021 Adopted Budget provides sufficient funding for full time faculty in order to comply with the District’s Fall 2020 Projected Advance Faculty Obligation Number (FON) of 207.7. In fact, the District projects 217.8 actual Full Time Equivalent Faculty, which is 10.1 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. 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. The FON sets an annual minimum number of full-time faculty that each district is obligated to hire:

- The FON target is assigned annually by the State Chancellor’s Office,
- The FON target is based on prior year FON increased by growth or decreased by declines, and
- New FON targets are to be achieved by Fall of the following year.

Full-Time Faculty Obligation (FON) Target and Projections: 2019 and 2020

<u>Fall 2019 FON</u>	
Fall 2019 FON Target	219.7
Actual FTEF	<u>220.8</u>
Fall 2019 FTEF Over FON	1.1

<u>Fall 2020 FON</u>	
Fall 2020 FON Target	207.7
Fall 2020 Actual FTEF	<u>217.8</u>
Fall 2020 FTEF Over FON	10.1

case of unexpected shortfalls. However, statewide we rank in the bottom 10 Districts in Fund Balance as compared to total expenses. It should be noted the Fund Balance is a category in the FCMAT checklist and therefore a trigger for State intervention.

Table 8-4. Fund Balance History

2020-2021	10.1%
2019-2020	9.7%
2018-2019	10.10%
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%



ENROLLMENT MANAGEMENT

2020 - 2021 ANNUAL BUDGET



Enrollment Management ●

SECTION 9

ENROLLMENT MANAGEMENT

College of the Canyons' enrollment management planning, procedures, and strategies have a primary focus on sustaining long-term student success. This is done in a manner that implements mission-focused college plans in a cost-effective and sustainable manner.

The Enrollment Management Team ensures that ongoing college-wide dialogue plays a central role in the coordination, implementation, and philosophical approaches relating to the management of student enrollment at College of the Canyons. The Enrollment Management Plan is designed to help frame annual discussion, guide planning decisions, and ensure the integration of enrollment planning processes with college-wide planning.

The College of the Canyons Mission Statement speaks to the college being “an innovative institution of excellence” that offers students an “accessible, enriching education” with “essential academic skills.” Driven by these specific components of our mission, the College of the Canyons Enrollment Management Team (EMT) guides the coordination and integration of planning activities for operational components that are seen as critical to the successful long-term enrollment of students.

The Enrollment Management Committee is a collegial consultation committee that meets monthly to review and discuss the Enrollment Management Plan. The Committee includes constituents from all of the respective groups that represent faculty, classified staff, administrators and students. The committee strategizes about priorities to achieve FTES goals and the Success and Supplemental metrics included in the Student Centered Funding Formula (SCFF). Other goals include strategies for departments that can support the Enrollment Management goals, Student Services, Public Information Office.

Credit FTES

- **Campus Generated FTES**
Before COVID-19, on-ground classes at the Valencia and Canyon Country campus generated the largest share of FTES, however most of these courses have been converted to online.
- **Online Classes**
Online classes give students additional options to complete their educational goals, the majority of our courses are now delivered online during the COVID-19 Pandemic.

Non-Credit FTES

- **Non-Credit Classes**
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)
- **Non-Credit ISA (Instructional Service Agreement)**
Some training for public safety personnel has been transitioned to non-credit, asynchronous classes.
- **Non-Credit CDCP Classes**
Career Technical Education (CTE) classes include multiple sections that lead to a certificate and skills that can lead to potential employment.

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.

Concurrent 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 Dual Collaboration schools 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 (ISAs):

In addition to local FTES, College of the Canyons has seen 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. Under the 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%.



2020-2021 ADOPTED BUDGET

2020 - 2021 ANNUAL BUDGET



- Revenue Assumptions ●
- Expense Assumptions ●

SECTION 10

R E V E N U E A S S U M P T I O N S

Precision & Budgeting – No Structural Deficit:

The District’s 2020-2021 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 17 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. 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 State imposed deficits and ongoing reductions by the State 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.**

New Revenues and New Expenses

Revenue Assumptions – 2020-2021 New Revenue

2019-2020 Adopted Budget – Total Revenue **\$115,673,818**

Ongoing New Revenue:

General Apportionment

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

- **Base Allocation** (FTES/Access) – Approximately 75%
 - FTES are held at Pre-COVID numbers per the Emergency Conditions Allowance **\$ 467,249**
- **Supplemental Allocation** (Equity) – Approximately 14%
 - PELL Grant Recipients, AB540 Students, Promise Grant Students **(\$ 724,251)**
- **Student Success Allocation** (Success/Equity) – Approximately 11%
 - Success Metrics defied by the State **(\$ 102,042)**
- **2020-2021 Advance Deficit** – Approximately .85% Deficit Percentage **(\$ 871,842)**

Total Adjusted General Apportionment Revenues **(\$ 1,230,886)**

Other Revenue:

• Grants Indirect Revenue	\$ 54,141
• ASG Reimbursement for Positions and Campus Safety	\$ 38,531
• On-Going Mandated Cost Block Grant	\$ 8,841
• Part-Time Faculty Revenue	\$ 6,977
• Federal Revenues	\$ 473
• Community Education – Reduced due to COVID-19	(\$ 42,760)
• PAC Civic Center Rentals – Reduced due to COVID-19	(\$ 50,000)
• International Students Revenue – Reduced due to COVID-19	(\$120,000)
• Other Local Revenues– Reduced due to COVID-19	(\$125,000)
• Bookstore Rental – Reduced due to COVID-19	(\$150,000)
• University Center Rental – Reduced due to COVID-19	(\$150,000)
• Parking Ticket Revenue – Reduced due to COVID-19	(\$180,000)
• Civic Center Rental – Filming – Reduced due to COVID-19	<u>(\$425,000)</u>

Subtotal – Other Funding **(\$ 1,133,797)**

2020-2021 Adopted Budget – Adjusted Revenue **(\$ 2,364,683)**

2020-2021 Adopted Budget – Total Revenue **\$113,309,135**

Expense Assumptions – 2020-2021 New Expenses

2019-2020 Adopted Budget – Total Expenses **\$115,372,085**

New Expenses:

• Full-Time Regular Wages Increase	\$1,975,815
• FT Faculty: Overload/Summer School/Winter Increase	\$ 812,017
• STRS/PERS Costs Increase	\$ 526,448
• Parking Subsidy - Debt Service Increase	\$ 390,080
• Election Expense (Every Other Year) Increase	\$ 300,000
• Child Development Center Funding Increase	\$ 137,000
• Other Salaries (Vacation, Longevity, Cell Phones) Increase	\$ 44,250
• Institutional Development - District Support Increase	\$ 30,047
• Equipment Increase	\$ 17,160
• Other Budgeted Transfers Increase	\$ 12,140
• Financial Aid SEOG Pass Thru Increase	\$ 266
• FT Wages: Coaches/Counselors/Misc. Stipends Decrease	(\$ 1,017)
• IEPI Fringe Benefit - District Support Decrease	(\$ 22,950)
• Supplies Decrease	(\$ 159,630)
• Utilities (Gas, Power, Water, Telephone) Decrease	(\$ 178,851)
• Adjunct Salaries - Fall/Spring, Summer School/Winter/Substitutes/Flex/Non-Credit Decrease	(\$ 251,688)
• Fringe Benefits - Non STRS/PERS Decrease	(\$ 254,216)
• Debt Service Funding Decrease	(\$ 297,667)
• All Other Operating Expenses Decrease	(\$ 966,148)

• Full-Time Regular Wages Increase	\$1,975,815
• All Other Part-Time Wages (Discretionary) Decrease	(\$1,409,874)
• Instructional Service Agreement Decrease	(\$2,808,933)
Subtotal – New Expenses	(\$ 2,105,751)
2020-2021 Adopted Budget – Total Expenses	\$113,266,334
Net – Increase to Fund Balance	\$ 42,801

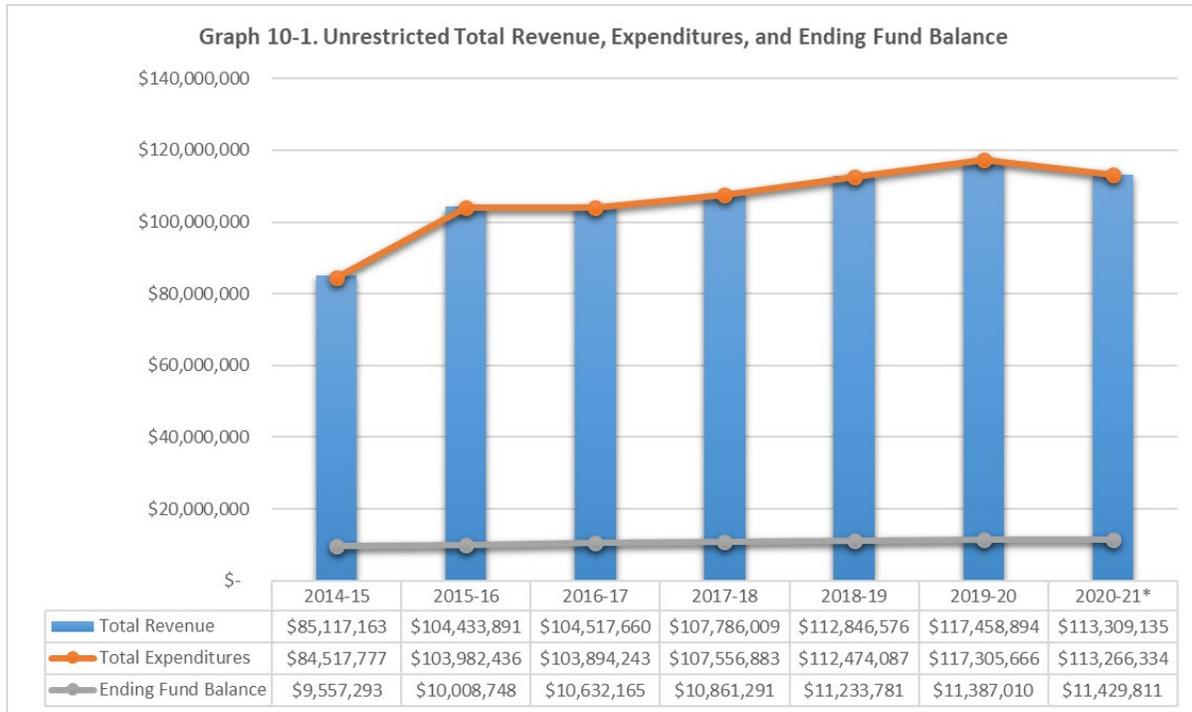
District’s Unrestricted General Fund Budget:

General Apportionment funding continues to be the District’s largest unrestricted funding source. In 2020-2021, 90% 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 2020-2021 Adopted Budget projects funding based on the Student Centered Funding Formula and focuses on assumptions regarding enrollment demand and student equity and success metrics. The 2020-2021 Adopted Budget reflects a 10.1% Fund Balance and no structural deficit. The following table provides a summarized list of the 2020-2021 Adopted Budget by fund, which includes total budgeted expenditures and budgeted reserves:

Table 10-1. Total Appropriations (Budgeted Appropriations & Budgeted Reserves)

Funds	Budgeted Appropriations & Budgeted Reserves
General Fund	
Unrestricted (Fund 11)	\$124,696,145
Restricted (Fund 12)	\$48,519,909
Bond Interest/Redemption Fund (Fund 21)	\$32,608,761
Debt Service Fund (Fund 29)	\$1,202,390
Cafeteria Fund (Fund 32)	\$23,115
Child Development Fund (Fund 33)	\$1,015,038
Special Revenue-Asset Management Fund (Fund 37)	\$19,099
Special Revenue-Student Center Fund (Fund 39)	\$847,659
State Construction Fund Fund (41)	\$166,050
Capital Projects Fund (Fund 43)	\$3,305,482
Scheduled Maintenance Fund (Fund 44)	\$4,984
Measure E GO Bond Election 2016 Series 2019 Fund Fund (45)	\$80,852,177
Field Turf Replacement Fund (Fund 49)	\$418,582
Performing Arts Center Fund (Fund 58)	\$246,809
Employee Training Institute Fund (Fund 59)	\$884,532
CalSTRS/CalPERS Liability Fund (Fund 68)	\$4,616,706
Internal Services-Retiree Benefits Fund (Fund 69)	\$6,722,953
Student Representation Fee Trust Fund (Fund 72)	\$464,170
Student Financial Aid Fund (Fund 74)	\$19,764,791
Scholarship and Loan Trust Fund (Fund 75)	\$837,504



*The numbers from FY2016-2017 through FY2018-2019 are audited actuals. FY2019-2020 are unaudited actuals. FY2020-2021 is budgeted.

Full Time Equivalent Students (FTES):

Through a comprehensive Enrollment Management Plan, the District strategically projects to serve a target number of students based on the availability of State funding. Serving our students requires a fine balance between available funding and creating capacity for student demand.

Unlike K-12 Education, Community Colleges are **not** paid for every student they serve. With the SCFF, Credit FTES funding was further diluted to 70% of a three-year average. Other FTES are still funded at 70% but without being averaged over 3 years.

In 2020-2021, the District projects serving 16,045 FTES, an additional 1,361 FTES over the 2019-2020 funded FTES of 15,044, an increase of 9.05%. This increase is based on the District’s enrollment management plan. Growth in the District’s 2020-2021 FTES is projected to be generated in these areas:

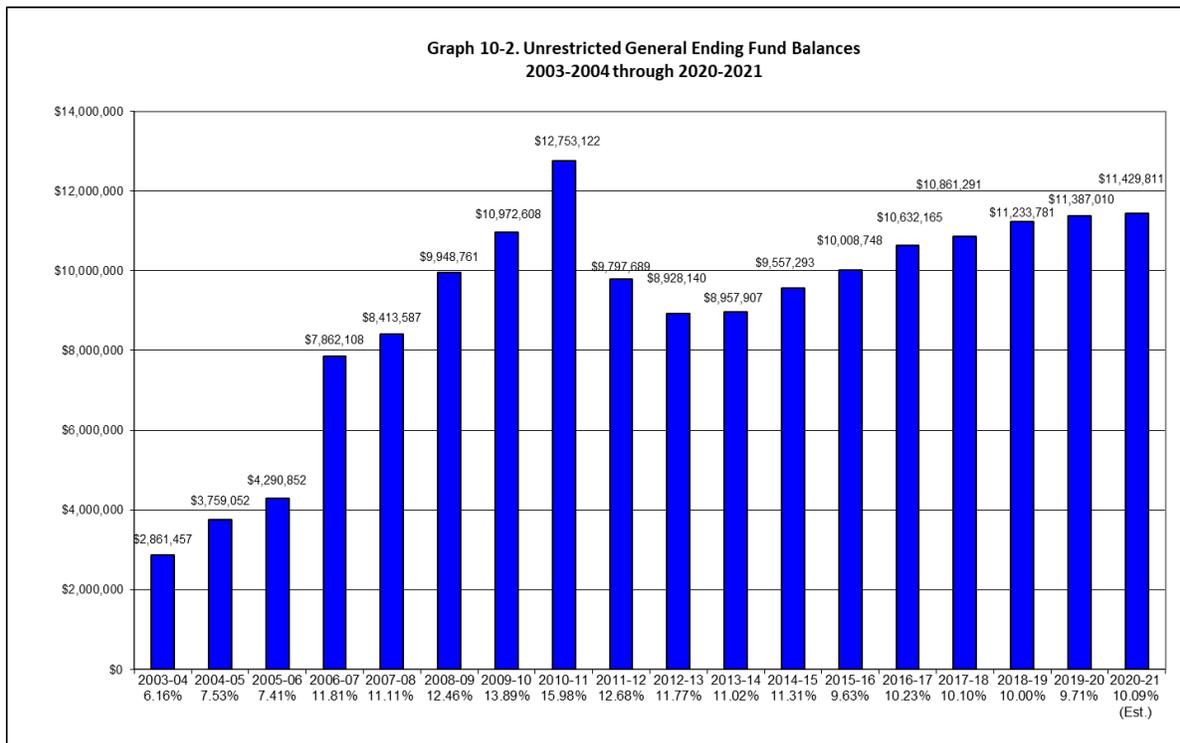
<u>Category</u>	<u>FTES Incr</u>	
2019-20 FTES		15,044
• Credit	927	
• Dual Enrollment	264	
• CDCP Non-Credit	124	
• Non-Credit	29	
• Non-Credit	11	
• Incarcerated Students	6	
2020-21 FTES		16,405

Ending Fund Balance/Unrestricted Reserves:

The District’s Ending Fund Balance has been stable or increasing in 17 of the last 18 years. In addition, the District’s 2020-2021 Adopted Budget projects a small increase in the Ending Fund Balance and an Ending Fund Balance percentage of 10.1%.

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.

2020-2021 Unrestricted General Fund Revenue Assumptions - New or Increasing Revenues:

Table 10-2. State Apportionment – Student Centered Funding Formula (SCFF)

2020/21 Adopted Budget			
Base Allocation	70%		
<i>Basic Allocation</i>			Funding
Basic Allocation - Valencia			\$ 5,393,975
Basic Allocation - Canyon Country			\$ 1,348,532
Total Basic Allocation			\$ 6,742,507
<i>Credit FTES</i>	FTES	20/21 Rate	Funding
Credit FTES (For SCFF 3 year average less carveouts below)	14,532.92	4,009.00	\$ 58,262,462
Special Admit - Dual Enrollment	1,311.21	5,621.94	\$ 7,371,534
Incarcerated	38.90	5,621.94	\$ 218,693
Total Credit FTES Allocation	15,883.02		\$ 65,852,690
<i>Non Credit FTES</i>	FTES	20/21 Rate	Funding
Non-Credit	562.81	4,009.00	\$ 2,256,305
CDCP	250.33	5,621.94	\$ 1,407,340
Total Non Credit Allocation	813.14		\$ 3,663,646
TOTAL Base Allocation	16,696.16		\$ 76,258,843
			74.69%

2020/21 Adopted Budget			
Supplemental Allocation	20%		
	Points	20/21 Rate	Funding
Pell Grant head count, not awards (1 point)	3,957	948.00	3,751,236
AB 540 Students (1 point)	627	948.00	594,396
California Promise Grant Students (1 point)	10,446	948.00	9,902,808
Total Supplemental Allocation	15,030		\$ 14,248,440
			13.96%

Table 10-2 (cont'd).

Student Success Incentive Allocation		10%	
Success Metrics - Three Year Average			
	Average	20/21 Rate	Funding
Associate degree (3 points)	880	1,677.00	1,475,201
Associate degree for transfer (4 points)	979	2,236.00	2,188,299
Credit certificates requiring 16+ units (2 points)	136	1,118.00	151,675
Completion of 9 CTE units (1 point)	2,909	559.00	1,626,131
Transfer to 4-year institution (1.5 points)	1,294	838.50	1,085,019
Completion of transfer-level math and English (2 points)	802	1,118.00	897,009
Attainment of regional living wage (1 point)	3,473	559.00	1,941,593
Total Success Metrics	10,473		\$ 9,364,927
Success Equity Metrics (Add ons)			
	Average	20/21 Rate	Funding
Associate degree - Pell students (4.5 points)	344	634.50	218,480
Associate degree for transfer - Pell Students (6 points)	412	846.00	348,834
Credit certificates requiring 16+ units - Pell Students (3 points)	53	423.00	22,560
Completion of 9 CTE units - Pell Students (1.5 points)	825	211.50	174,558
Transfer to 4-year institution - Pell Students (2.25 points)	467	317.25	148,156
Transfer-level math and English - Pell Students (3 points)	215	423.00	91,086
Attainment of regional living wage - Pell Students (1.5 points)	398	211.50	84,177
Total Pell Student (Add ons)	2,716		\$ 1,087,850
	Average	20/21 Rate	Funding
Associate degree - CPG (3 points)	518	423.00	218,974
Associate degree for transfer - CPG (4 points)	611	564.00	344,604
Credit certificates requiring 16+ units - CPG (2 points)	82	282.00	23,218
Completion of 9 CTE units - CPG (1 point)	1,325	141.00	186,872
Transfer to 4-year institution - CPG (1.5 points)	689	211.50	145,724
Completion of transfer-level math and English - CPG (2 points)	369	282.00	104,152
Attainment of regional living wage - CPG (1 point)	822	141.00	115,855
Total College Promise Student (Add ons)	4,416		\$ 1,139,399
Total Success Allocation			\$ 11,592,176
			11.35%
TOTAL FUNDING FORMULA ALLOCATION			\$ 102,099,459
DEFICIT FACTOR - 0.85%			\$ 871,842
TOTAL FUNDING FORMULA ALLOCATION			\$ 101,227,617

**Table 10-3. 2020-21 Adopted Budget
Unrestricted General Fund Total Computational Revenue**

	2019-20 Adopted Budget	2020-21 Adopted Budget	Difference	
State Apportionment/Total Computational Revenue:				
Base Apportionment (Credit and Non-Credit)	\$ 61,788,549	\$ 61,926,108	\$ 137,559	Use of Emergency Conditions Allowance - FTES remain at 19/20 Levels
Basic Allocation for Valencia Campus	\$ 5,393,975	\$ 5,393,975	\$ -	No COLA in 20/21
Basic Allocation for Canyon Country Campus	\$ 1,348,494	\$ 1,348,532	\$ 38	No COLA in 20/21
FTES Carve outs - HS Dual Enrollment and Incarcerated FTES	\$ 7,260,576	\$ 7,590,228	\$ 329,652	Use of Emergency Conditions Allowance - FTES remain at 19/20 Levels
Subtotal - Base Allocation	\$ 75,791,594	\$ 76,258,843	\$ 467,249	
Supplemental Allocation	\$ 14,972,691	\$ 14,248,440	\$ (724,251)	Based on Pell, AB540 and College Promise Grant Students
Student Success Allocation	\$ 11,694,218	\$ 11,592,176	\$ (102,042)	Based on Degrees/Certs and Student Success
Advance Deficit	\$ -	\$ (871,842)		
Total Computational Revenue	\$ 102,458,503	\$ 101,227,617	\$ (1,230,886)	



**Table 10-4. 2020-21 Adopted Budget
Unrestricted General Fund Revenue Summary**

	2019-20 Adopted Budget	2020-21 Adopted Budget	Difference	
Subtotal - State Apportionment/Total Computational Revenue:	\$ 102,458,503	\$ 101,227,617	\$ (1,230,886)	Student Centered Funding Formula
Other State Revenue - Ongoing:				
FT Faculty Allocation	\$ 742,433	\$ 742,433	\$ -	\$50 Million Allocated
Part-Time Faculty Allocation	\$ 343,421	\$ 350,398	\$ 6,977	Based on Final State Budget Allocations
Lottery Funding	\$ 2,752,695	\$ 2,752,695	\$ -	Remain Flat as FTES remain same because of Emergency Conditions Allowance
On-Going Mandated Cost Block Grant	\$ 493,399	\$ 502,240	\$ 8,841	Based on Final State Budget Allocations
BOG Waiver Admin (2%)	\$ 183,630	\$ 183,630	\$ -	
Subtotal - Other State Revenue - Ongoing	\$ 4,515,578	\$ 4,531,396	\$ 15,818	
Other State Revenue - One-Time:				
PT Faculty Office Hours	\$ 100,000	\$ 100,000	\$ -	
Prior Year Adjustment from Recalc	\$ -	\$ -	\$ -	
Subtotal - Other State Revenue - One-Time	\$ 100,000	\$ 100,000	\$ -	
Subtotal - Other State Revenue	\$ 4,615,578	\$ 4,631,396	\$ 15,818	
Subtotal - All State Revenues	\$ 107,074,081	\$ 105,859,013	\$ (1,215,068)	



**Table 10-4 (cont'd). 2020-21 Adopted Budget
Unrestricted General Fund Revenue Summary**

	2019-20 Adopted Budget	2020-21 Adopted Budget	Difference	
Subtotal - All State Revenues	\$ 107,074,081	\$ 105,859,013	\$ (1,215,068)	
All Other Revenues/Transfers:				
Local Revenue	\$ 5,683,178	\$ 5,253,949	\$ (429,229)	Decrease in Revenue Due to the effect of the COVID-19 Pandemic
Transfers and Grant Indirect	\$ 1,010,167	\$ 1,064,308	\$ 54,141	
Bookstore Rental	\$ 300,000	\$ 150,000	\$ (150,000)	Decrease in Revenue Due to the effect of the COVID-19 Pandemic
Facility Use Rentals (Filming and University Center)	\$ 1,284,000	\$ 659,000	\$ (625,000)	Decrease in Revenue Due to the effect of the COVID-19 Pandemic
Federal Funding	\$ 97,392	\$ 97,865	\$ 473	
Interest Income	\$ 225,000	\$ 225,000	\$ -	
Subtotal - All Other Revenue	\$ 8,599,737	\$ 7,450,122	\$ (1,149,615)	
Total Unrestricted General Fund Revenues	\$ 115,673,818	\$ 113,309,135	\$ (2,364,683)	



EXPENSE ASSUMPTIONS

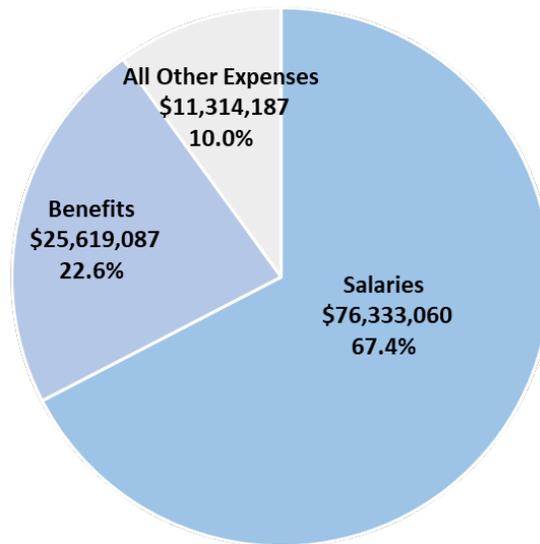
**Table 10-5. 2020-21 Adopted Budget
Unrestricted General Fund Expense Summary – Salaries and Benefits**

	2019-20 Adopted Budget	2020-21 Adopted Budget	Difference	
Full-Time/Permanent Part-Time Salaries	\$ 50,058,819	\$ 52,034,634	\$ 1,975,815	Steps/Column Increases and New Positions reduced by Strategic Vacancies for 20/21
Full-Time Overload for Fall, Spring/Summer/Winter	\$ 3,918,503	\$ 4,730,520	\$ 812,017	Increase based on more sections taught by FT Faculty Overload due to Retirees offset by reduction in Adjunct Expense
Full-Time Supplementary Services/Athletic Coach Comp	\$ 536,174	\$ 535,157	\$ (1,017)	
Adjunct Salaries for Fall, Spring/Summer/Winter	\$ 12,272,268	\$ 11,887,573	\$ (384,695)	Decrease due to more sections being taught by FT Faculty as Overload
Other Salaries (Vacation, Longevity, Cell Phone Stipends)	\$ 810,300	\$ 854,550	\$ 44,250	
Overtime, Adult Hourly, College Assistants	\$ 3,507,491	\$ 2,097,617	\$ (1,409,874)	Reduced Part Time staff Expense due to Remote Operations During COVID-19 Pandemic
Substitutes/Non-Credit/Flex	\$ 1,092,322	\$ 1,225,329	\$ 133,007	
Fringe Benefits	\$ 25,346,855	\$ 25,619,087	\$ 272,232	
Subtotal - Salaries and Benefits	\$ 97,542,732	\$ 98,984,467	\$ 1,441,735	

**Table 10-6. 2020-21 Adopted Budget
Unrestricted General Fund Expense Summary – All Expenses**

	2019-20 Adopted Budget	2020-21 Adopted Budget	Difference	
Subtotal - Salaries and Benefits	\$ 97,542,732	\$ 98,984,467	\$ 1,441,735	
Supplies	\$ 968,286	\$ 808,656	\$ (159,630)	Reduced Expenses due to Remote Operations During COVID-19 Pandemic
Utilities	\$ 2,334,851	\$ 2,156,000	\$ (178,851)	Reduced Expenses due to Remote Operations During COVID-19 Pandemic
Election Expense	\$ -	\$ 300,000	\$ 300,000	Election Expense for Even Year
Other Operating Expenses (including ISA Agreements)	\$ 11,722,867	\$ 7,947,786	\$ (3,775,081)	Reduced Expenses due to Remote Operations During COVID-19 Pandemic and reduction of ISA Agreements due to less FTES because of COVID-19 Pandemic
Capital Outlay	\$ 1,104,825	\$ 1,121,985	\$ 17,160	
Transfers Out to Other Funds	\$ 1,698,524	\$ 1,947,440	\$ 248,916	
Total Expenses	\$ 115,372,085	\$ 113,266,334	\$ (2,105,751)	

Graph 10-3. Salaries and Benefits Account for 90.01% of the District's 2020-21 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 \$4.5 million and the balance can be used to fund the increased annual expenses until an on-going funding source is identified.

Table 10-7. STRS Pension Liability through 2024-2025

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	\$ 36,994,841	8.25%	\$ 3,052,074	16.28%	\$ 6,022,760	\$ 2,970,686	\$ 804,867
2019-20	\$ 40,050,067	8.25%	\$ 3,304,131	17.10%	\$ 6,848,561	\$ 3,544,431	\$ 573,745
2020-21	\$ 42,296,647	8.25%	\$ 3,489,473	16.15%	\$ 6,830,908	\$ 3,341,435	\$ (202,996)
2021-22	\$ 44,159,534	8.25%	\$ 3,643,162	16.02%	\$ 7,074,357	\$ 3,431,196	\$ 89,761
2022-23	\$ 46,099,217	8.25%	\$ 3,803,185	18.10%	\$ 8,343,958	\$ 4,540,773	\$ 1,109,577
2023-24	\$ 48,118,732	8.25%	\$ 3,969,795	18.10%	\$ 8,709,490	\$ 4,739,695	\$ 198,922
2024-25	\$ 50,221,233	8.25%	\$ 4,143,252	18.10%	\$ 9,090,043	\$ 4,946,791	\$ 207,096
			\$ 38,012,121		\$ 52,269,708		\$ 4,946,791

Table 10-8. PERS Pension Liability through 2024-2025

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	\$ 32,596,385	11.44%	\$ 3,729,026	18.06%	\$ 5,887,559	\$ 2,158,533	\$ 948,814
2019-20	\$ 33,272,776	11.44%	\$ 3,806,406	19.72%	\$ 6,561,724	\$ 2,755,319	\$ 596,786
2020-21	\$ 33,399,335	11.44%	\$ 3,820,884	20.70%	\$ 6,913,662	\$ 3,092,778	\$ 337,460
2021-22	\$ 34,338,506	11.44%	\$ 3,928,325	22.84%	\$ 7,842,915	\$ 3,914,590	\$ 821,811
2022-23	\$ 35,303,176	11.44%	\$ 4,038,683	25.50%	\$ 9,002,310	\$ 4,963,626	\$ 1,049,037
2023-24	\$ 36,294,020	11.44%	\$ 4,152,036	25.70%	\$ 9,327,563	\$ 5,175,527	\$ 211,901
2024-25	\$ 37,311,732	11.44%	\$ 4,268,462	25.70%	\$ 9,589,115	\$ 5,320,653	\$ 145,126
			\$ 42,377,524		\$ 71,837,089		\$ 5,320,653

Table 10-9.

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	\$ 253,215
2015-16	10.73%	\$ 599,494	11.85%	\$ 25,947	\$ 625,441	\$ 625,441
2016-17	12.58%	\$ 649,275	13.89%	\$ 585,311	\$ 1,234,586	\$ 1,234,586
2017-18	14.43%	\$ 741,039	15.53%	\$ 521,255	\$ 1,262,294	\$ 1,262,294
2018-19	16.28%	\$ 804,867	18.06%	\$ 948,814	\$ 1,753,681	\$ 1,753,681
2019-20	17.10%	\$ 573,745	19.72%	\$ 596,786	\$ 1,170,531	\$ 1,170,531
2020-21	16.15%	\$ (202,996)	20.70%	\$ 337,460	\$ 134,464	\$ 134,464
2021-22	16.02%	\$ 89,761	22.84%	\$ 821,811	\$ 911,572	\$ 911,572
2022-23	18.10%	\$ 1,109,577	25.50%	\$ 1,049,037	\$ 2,158,614	\$ 2,158,614
2023-24	18.10%	\$ 198,922	25.70%	\$ 211,901	\$ 410,823	\$ 410,823
2024-25	18.10%	\$ 207,096	25.70%	\$ 145,126	\$ 352,222	\$ 352,222
		\$ 4,946,790		\$ 5,320,652	\$ 10,267,443	\$ 10,267,443



STAFFING

2020 - 2021 ANNUAL BUDGET



Staffing Levels – Fall 2000 through Fall 2020 ●
Negotiated Compensation Increases ●

SECTION 11

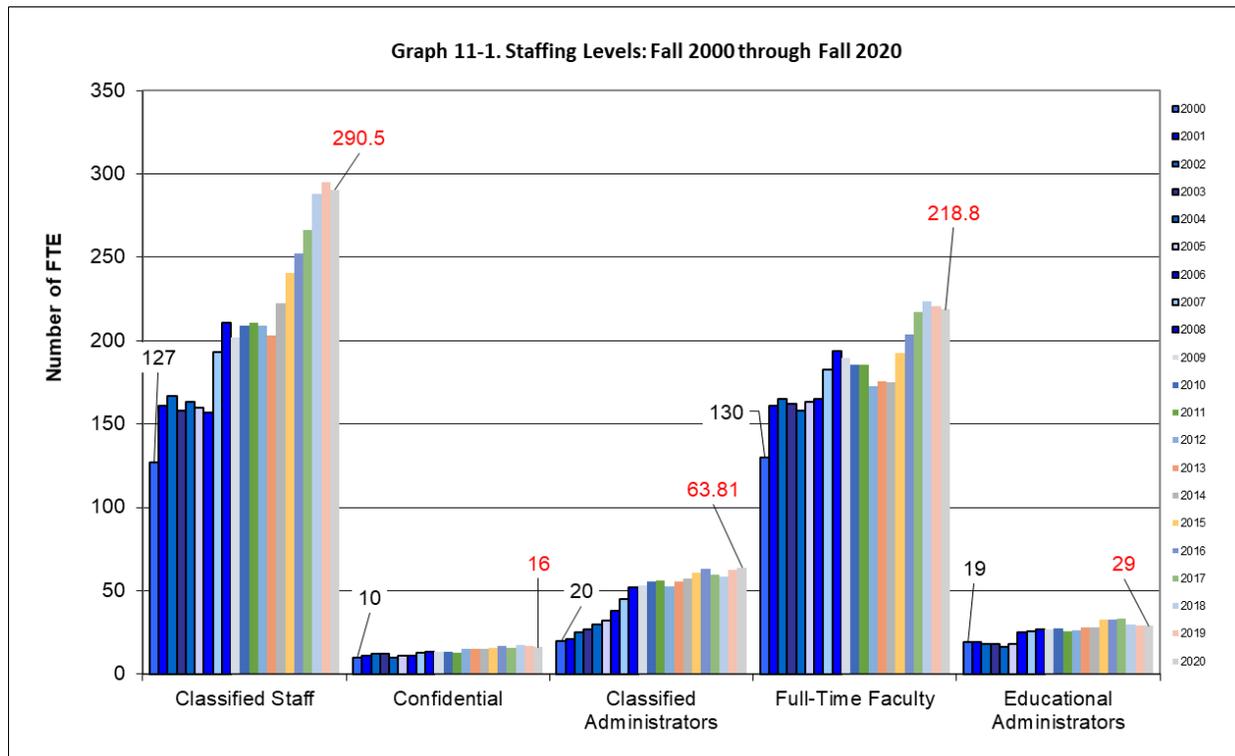
STAFFING LEVELS – FALL 2000 THROUGH FALL 2020

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 31 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 10,362 in 2002-2003 to 15,044 in 2019-2020, an increase of 45.2% in 17 years. Between Fall 2003 through Fall 2020, overall staffing increased 64%, 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 2020 by 10.1 FTEF.



**Numbers are based on the Adopted Budget, and the count is based on each employee’s FTE*

NEGOTIATED COMPENSATION INCREASES

Negotiated Compensation Increases:

With 90.01% 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 2019-20. This included salary and benefit increases as well as funding provided for other compensation items. Negotiations for 2020-2021 are underway 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 11-1:

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



Table 11-2.

Total Salary and Health & Welfare Increases for All Negotiated Groups						
	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-15</u>	<u>2015-16</u>
<u>COCFA</u>						
Salary Schedule Increase	0.00%	0.00%	0.00%	1.73%	2.76%	5.00%
Average Step/Columns Increase	1.84%	1.68%	1.34%	1.34%	1.61%	1.27%
All Other Increases	0.10%	0.14%	0.00%	0.00%	0.73%	0.05%
Total Salary Increases	<u>1.94%</u>	<u>1.82%</u>	<u>1.34%</u>	<u>3.07%</u>	<u>5.10%</u>	<u>6.32%</u>
On-Going H&W Contribution (Total Comp)	0.00%	0.77%	0.00%	0.24%	0.16%	0.49%
One-Time Funds for H&W (Total Comp)	0.80%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Salary and H&W Increases	<u>2.74%</u>	<u>2.59%</u>	<u>1.34%</u>	<u>3.31%</u>	<u>5.26%</u>	<u>6.81%</u>
<u>CSEA</u>						
Salary Schedule Increase	0.00%	0.96%	0.00%	1.30%	3.65%	4.41%
Average Step Increase	2.97%	2.72%	3.51%	2.24%	2.83%	2.50%
All Other Increases (reclass/mkt adj)	0.56%	0.36%	0.00%	0.90% *	2.10%	5.38%
Total Salary Increases	<u>3.53%</u>	<u>4.04%</u>	<u>3.51%</u>	<u>4.44%</u>	<u>8.58%</u>	<u>12.29%</u>
On-Going H&W Contribution (Total Comp)	2.52%	0.00%	0.00%	0.00%	0.00%	0.00%
One-Time Funds for H&W (Total Comp)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Salary and H&W Increases	<u>6.05%</u>	<u>4.04%</u>	<u>3.51%</u>	<u>4.44%</u>	<u>8.58%</u>	<u>12.29%</u>
<u>Confidential</u>						
Salary Schedule Increase	0.00%	0.00%	1.10%	1.79%	3.60%	3.33%
Average Step/Columns Increase	1.06%	0.47%	0.71%	2.24%	1.69%	1.31%
All Other Increases (ongoing merit/reclass)	2.06%	0.46%	2.26%	-0.29%	0.15%	0.28%
Total Salary Increases	<u>3.12%</u>	<u>0.93%</u>	<u>4.07%</u>	<u>3.74%</u>	<u>5.44%</u>	<u>4.92%</u>
On-Going H&W Contribution (Total Comp)	0.00%	0.92%	0.00%	0.00%	0.27%	1.24%
Total Salary and H&W Increases	<u>3.12%</u>	<u>1.85%</u>	<u>4.07%</u>	<u>3.74%</u>	<u>5.71%</u>	<u>6.16%</u>
<u>Classified Administrators</u>						
Salary Increases - (Salary Schedule 2017)	0.00%	2.93%	1.32%	1.75%	3.34%	3.84%
Promotion/Demotion / Steps (2017 and on)	1.06%	1.25%	0.17%	1.18%	2.71%	0.88%
Market Adjustments (Equity)	0.95%	1.51%	0.00%	0.00%	0.00%	1.27%
Total Salary Increases	<u>2.01%</u>	<u>5.69%</u>	<u>1.49%</u>	<u>2.93%</u>	<u>6.05%</u>	<u>5.99%</u>
On-Going H&W Contribution (Total Comp)		0.20%	0.00%	0.00%	0.00%	0.00%
Total Salary and H&W Increases	<u>2.01%</u>	<u>5.89%</u>	<u>1.49%</u>	<u>2.93%</u>	<u>6.05%</u>	<u>5.99%</u>
<u>Educational Administrators</u>						
Salary Increases - (Salary Schedule 2017)	0.00%	4.37%	0.66%	1.75%	3.34%	3.48%
Promotion/Demotion / Steps (2017 and on)	1.87%	2.82%	0.85%	0.28%	2.72%	0.87%
Market Adjustments (Equity)	0.00%	0.77%	0.00%	0.00%	0.00%	0.00%
Total Salary Increases	<u>1.87%</u>	<u>7.96%</u>	<u>1.51%</u>	<u>2.03%</u>	<u>6.06%</u>	<u>4.35%</u>
On-Going H&W Contribution (Total Comp)		0.20%	0.00%	0.00%	0.00%	0.00%
Total Salary and H&W Increases	<u>1.87%</u>	<u>8.16%</u>	<u>1.51%</u>	<u>2.03%</u>	<u>6.06%</u>	<u>4.35%</u>
AFT - Adjunct Faculty Total Salary Increase (including Steps)	<u>1.20%</u>	<u>3.20%</u>	<u>1.20%</u>	<u>3.70%</u>	<u>4.00%</u>	<u>6.12%</u>

Table 11-2. (cont'd)

Total Salary and Health & Welfare Increases for All Negotiated Groups

	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>Cumulative</u>	<u>Average</u>
<u>COCFA</u>						
Salary Schedule Increase	0.41%	2.50%	4.37%	3.15%	19.92%	1.99%
Average Step/Columns Increase	1.91%	1.53%	2.08%	2.07%	16.67%	1.67%
All Other Increases	3.79%	0.16%	0.00%	0.21%	5.18%	0.52%
Total Salary Increases	6.11%	4.19%	6.45%	5.43%	41.77%	4.18%
On-Going H&W Contribution (Total Comp)	0.00%	1.22%	0.36%	0.38%	3.62%	0.36%
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	6.11%	5.41%	6.81%	5.81%	46.19%	4.62%
<u>CSEA</u>						
Salary Schedule Increase	3.66%	1.05%	2.85%	0.00%	17.88%	1.79%
Average Step Increase	2.84%	1.69%	2.53%	2.59%	26.42%	2.64%
All Other Increases (reclass/mkt adj)	1.63%	1.74%	1.24%	0.98%	14.89%	1.49%
Total Salary Increases	8.13%	4.48%	6.62%	3.57%	59.19%	5.92%
On-Going H&W Contribution (Total Comp)	0.00%	0.10%	0.14%	0.41%	3.17%	0.32%
One-Time Funds for H&W (Total Comp)	0.00%	0.00%	0.00%	0.04%	0.04%	0.00%
Total Salary and H&W Increases	8.13%	4.58%	6.76%	4.02%	62.40%	6.24%
<u>Confidential</u>						
Salary Schedule Increase	3.51%	1.75%	4.29%	0.45%	19.82%	1.98%
Average Step/Columns Increase	1.68%	1.46%	2.15%	1.96%	14.73%	1.47%
All Other Increases (ongoing merit/reclass)	1.46%	0.00%	0.00%	0.00%	6.38%	0.64%
Total Salary Increases	6.65%	3.21%	6.44%	2.41%	40.93%	4.09%
On-Going H&W Contribution (Total Comp)	0.00%	1.23%	0.00%	0.00%	3.66%	0.37%
Total Salary and H&W Increases	6.65%	4.44%	6.44%	2.41%	44.59%	4.46%
<u>Classified Administrators</u>						
Salary Increases - (Salary Schedule 2017)	2.35%	0.00%	4.07%	0.00%	19.60%	1.96%
Promotion/Demotion / Steps (2017 and on)	0.73%	3.80%	1.50%	1.50%	14.78%	1.48%
Market Adjustments (Equity)	0.74%	0.00%	0.00%	0.00%	4.47%	0.45%
Total Salary Increases	3.82%	3.80%	5.57%	1.50%	38.85%	3.89%
On-Going H&W Contribution (Total Comp)	0.00%	0.00%	0.00%	0.00%	0.20%	0.02%
Total Salary and H&W Increases	3.82%	3.80%	5.57%	1.50%	39.05%	3.91%
<u>Educational Administrators</u>						
Salary Increases - (Salary Schedule 2017)	2.35%	0.00%	4.07%	0.00%	20.02%	2.00%
Promotion/Demotion / Steps (2017 and on)	0.94%	3.80%	1.50%	1.50%	17.15%	1.72%
Market Adjustments (Equity)	0.00%	0.00%	0.00%	0.00%	0.77%	0.08%
Total Salary Increases	3.29%	3.80%	5.57%	1.50%	37.94%	3.79%
On-Going H&W Contribution (Total Comp)	0.00%	0.00%	0.00%	0.00%	0.20%	0.02%
Total Salary and H&W Increases	3.29%	3.80%	5.57%	1.50%	38.14%	3.82%
AFT - Adjunct Faculty Total Salary Increase (including Steps)	4.21%	4.26%	4.46%	2.85%	35.20%	3.52%

INSTRUCTIONAL EQUIPMENT BUDGET

2020 - 2021 ANNUAL BUDGET



Instructional Equipment Funding ●

SECTION 12

I N S T R U C T I O N A L E Q U I P M E N T F U N D I N G

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 12-1. 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
2019-2020	\$ 13,500,000	\$ 196,423	6/30/21
2020-2021	\$ 0	\$ 0	N/A

*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.

In 2018-2019, allocation of the District’s \$422,242 in instructional equipment funding was allocated to approved Augmentation requests submitted through 2018-2019 Program Review.

For 2019-2020, \$196,081 of the District’s \$196,423 allocation in instructional equipment funding has been allocated to approved requests submitted through 2019-2020 and 2020-2021 Program Review. The remaining funding will be allocated based on approved requests submitted through PAC-B and Executive Cabinet. 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 \$7.3 million from 2015-2016 through the 2019-2020 fiscal year.

In addition to the expenditures detailed in the table below, \$342 remains unallocated of 2019-2020 funding and must be spent by June 30, 2021.

For 2020-2021, the State has not allocated any funds for Instructional Equipment.



**Table 12-2. Instructional Block Grant Expenditures
2015-16 through 2019-20**

Department	2015-16	2016-17	2017-18	2018-19	2019-20**	Total
Amount Allocated by State	\$ 1,990,261	\$ 2,553,817	\$ 1,011,406	\$ 422,242	\$ 196,423	\$ 6,174,149
Academic Affairs	-	-	6,000	26,193	-	\$ 32,193
Administration of Justice	5,796	-	-	-	-	\$ 5,796
Anthropology	-	-	14,735	-	-	\$ 14,735
Art	12,086	-	7,690	-	32,605	\$ 52,381
Astronomy	-	1,244	20,394	-	-	\$ 21,638
Automotive Technology	-	39,755	41,000	-	-	\$ 80,755
Biology	237,233	103,042	111,210	36,134	39,501	\$ 527,121
Campuswide Computers	753,419	734,770	303,587	-	-	\$ 1,791,776
CAWT	-	298	492	-	-	\$ 790
Chemistry	6,530	47,471	32,615	-	-	\$ 86,616
Computer Networking	-	30,000	-	-	-	\$ 30,000
Computer Support Services	-	508,469	-	144,632	-	\$ 653,101
Culinary Arts	28,642	-	-	-	15,000	\$ 43,642
Dance	919	-	-	-	-	\$ 919
Drafting Technology	-	-	-	-	24,000	\$ 24,000
Emergency Medical Technology	6,459	-	-	-	-	\$ 6,459
Engineering	176,042	90,501	165	1,622	-	\$ 268,330
Environmental Science	12,749	616	-	-	-	\$ 13,365
Fine & Performing Arts	-	96,544	97,129	69,258	43,990	\$ 306,920
Fire Control Technology	1,123	-	-	-	-	\$ 1,123
General Institutional Support (CCC)	-	-	-	-	-	\$ -
Geography	7,341	-	-	-	-	\$ 7,341
Geology	6,476	-	5,534	17,006	-	\$ 29,015
Interdisciplinary Field Study	-	7,631	-	-	-	\$ 7,631
Interior Design	-	3,700	1,300	-	-	\$ 5,000
Library	-	1,407	-	-	-	\$ 1,407
Mathematics	4,592	-	-	-	-	\$ 4,592
Media Entertainment Arts	3,954	78,548	175,881	24,684	4,963	\$ 288,030
Media/Audio Visual	102,177	-	-	-	-	\$ 102,177
Medical Lab Technology	44,263	-	-	-	-	\$ 44,263
Music	205,542	128,424	-	26,558	-	\$ 360,524
Nursing	150,497	676	-	70,312	6,516	\$ 228,001
Philosophy	14,989	-	-	-	-	\$ 14,989
Photography	40,227	193,430	1,018	-	3,200	\$ 237,876
Physical Education	86,806	-	25,400	-	-	\$ 112,206
Physical Sciences	-	4,668	1,691	5,842	-	\$ 12,202
Physics	55,560	49,168	43,010	-	-	\$ 147,738
School of Math, Science & Health	1,679	-	-	-	-	\$ 1,679
School of Social & Behavioral Sciences	-	-	44,167	-	-	\$ 44,167
System Administration	-	38,340	-	-	-	\$ 38,340
Theatre	25,160	64,971	23,994	-	-	\$ 114,125
Welding And Cutting	-	330,141	54,394	-	26,307	\$ 410,842
Wine Studies	-	-	-	-	-	\$ -
Total Spent*	\$ 1,990,261	\$ 2,553,817	\$ 1,011,406	\$ 422,242	\$ 196,081	\$ 6,173,807

*Total amount spent or allocated to departments for 2019-20

**2019-20: \$342 remains unallocated to departments. Funds must be spent by 6/30/21

Additional Funding for Instructional Equipment:

In addition to the Instructional Equipment Block Grant, the District has dedicated funding from other sources towards the purchase of Instructional Equipment. These sources include funding from the

Unrestricted General Fund, Restricted Grant and Categorical Funds, Capital Outlay Fund and General Obligation Bond Funds.

**Table 12-3. History of Instructional Equipment Purchases (not through the Instructional Block Grant)
2015-16 through 2019-20**

Department	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Academic Administration	62,634	151,554	5,013	3,110	-	222,311
Administration of Justice	1,137	-	-	-	-	1,137
Adult Education Block Grant Administrative Activities	-	-	24,377	3,108	-	27,486
American Sign Language	-	35,441	569	1,046	-	37,056
Animation	23,398	-	32,362	-	61,481	117,241
Anthropology	21,478	10,138	-	-	-	31,617
Art	1,767	-	-	4,059	282	6,108
Astronomy	5,067	-	-	-	-	5,067
Athletic Training/Sports Med	1,902	3,221	785	-	3,106	9,014
Audio Visual	-	-	-	-	98,538	98,538
Automotive Technology	40,730	37,328	75,074	5,919	1,604	160,655
Biology	5,209	51,070	21,336	-	-	77,615
Boykin Hall Modernization	-	-	57,999	3,425	-	61,424
CA Career Pathways Trust Grant	-	311,830	68,016	260,205	-	640,051
CA College Promise Grant	-	-	-	-	38,028	38,028
Center for Applied Competitive Technologies	-	-	-	196	-	196
CalWorks	-	20,585	-	-	-	20,585
Campuswide Computers	88,088	1,120	7,095	41,940	-	138,243
Chemistry	-	-	1,994	-	-	1,994
Child Development	19,826	1,888	-	-	620	22,334
Complete Renovation of S-130	-	43,700	-	-	-	43,700
Computer Applications Web Technologies	-	-	-	-	487	487
Computer Networking	61,166	22,420	27,511	23,203	-	134,299
Construction Management	-	-	-	-	3,449	3,449
Culinary Arts	1,562	-	-	7,288	363	9,213
Dance	4,365	-	-	-	-	4,365
Drafting Technology	2,083	13,548	-	-	34,560	50,191
DSP&S - Deaf, Hard Of Hearing	-	8,677	4,122	1,575	3,147	17,520
Electronics And Electric Technology	12,824	-	-	-	-	12,824
Emergency Medical Technology	78,937	4,959	-	-	4,296	88,193
Energy Systems Technology	9,182	-	-	-	-	9,182
English As Second Language	-	-	-	-	-	-
Fire Control Technology	2,000	5,948	6,832	4,773	28,399	47,952
Foundation Grant	7,062	18,762	37,148	16,922	-	79,893
Golf	-	-	-	-	-	-
Geography	992	18,083	-	-	-	19,075
Subtotal	451,409	760,273	370,232	376,769	278,359	2,237,042

**Table 12-3 (cont'd) . History of Instructional Equipment Purchases (not through the Instructional Block Grant)
2015-16 through 2019-20**

Department	2015-16	2016-17	2017-18	2018-19	2019-20	Total
Geology	56,966	17,329	433	-	-	74,727
History	14,835	-	-	-	-	14,835
Incarcerated Students Reentry	-	-	-	-	55,639	55,639
Incident Response #1 - COVID-19	-	-	-	-	601,824	601,824
Interior Design	4,938	-	-	3,508	-	8,446
Land Surveying	46,151	1,285	-	-	-	47,436
Learning Skills, Handicapped	60,662	6,778	15,595	107	6,727	89,869
MakerSpace	-	632	-	-	-	632
Manufacturing	53,216	16,298	-	-	-	69,513
Media Entertainment Arts	8,771	-	2,589	-	272	11,632
Medical Lab Technology	10,900	9,148	-	5,668	-	25,716
Modernization	-	5,704	66,426	238,021	31,671	341,822
Multimedia	10,637	-	-	-	-	10,637
Music	2,671	5,770	4,003	1,432	-	13,875
Nursing	11,656	7,001	-	3,195	19,693	41,545
P39 Clean Energy Workforce Grant	17,463	20,261	15,208	-	-	52,931
PE West Modernization	-	-	-	-	89,624	89,624
Photography	22,928	20,279	-	13,043	-	56,250
Physical Sciences	-	-	-	-	-	-
Physics	21,731	259	-	-	-	21,990
Plumbing & Pipefitting	608	-	-	-	-	608
Skills 4 Success Instruction Materials/Equipment	-	-	-	124,832	-	124,832
School of Humanities	29,368	-	-	-	-	29,368
School of Math, Science & Engineering	347	13,590	2,703	-	2,168	18,809
Science Lecture Building - CCC	-	-	-	-	38,843	38,843
Spanish	-	-	-	-	-	-
Strong Workforce Local	-	-	101,824	465	-	102,289
Strong Workforce Regional	-	-	-	-	47,372	47,372
Student Equity	-	17,835	-	-	-	17,835
Surveying	-	-	34,042	-	2,529	36,572
Temporary Aid for Needy Families	5,803	-	-	-	-	5,803
Theatre	3,577	-	129,958	-	6,141	139,677
Title V - Online Tutor	-	-	-	-	-	-
Water Science	1,793	-	-	-	3,440	5,233
Welding And Cutting	217,711	430,660	4,229	83,244	120,186	856,031
Grand Total	1,054,142	1,333,101	747,240	850,284	1,304,488	5,289,255

RESTRICTED BUDGET

2020 - 2021 ANNUAL BUDGET



Grant Revenue Assumptions●
Categorical Funds●

SECTION 13

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.

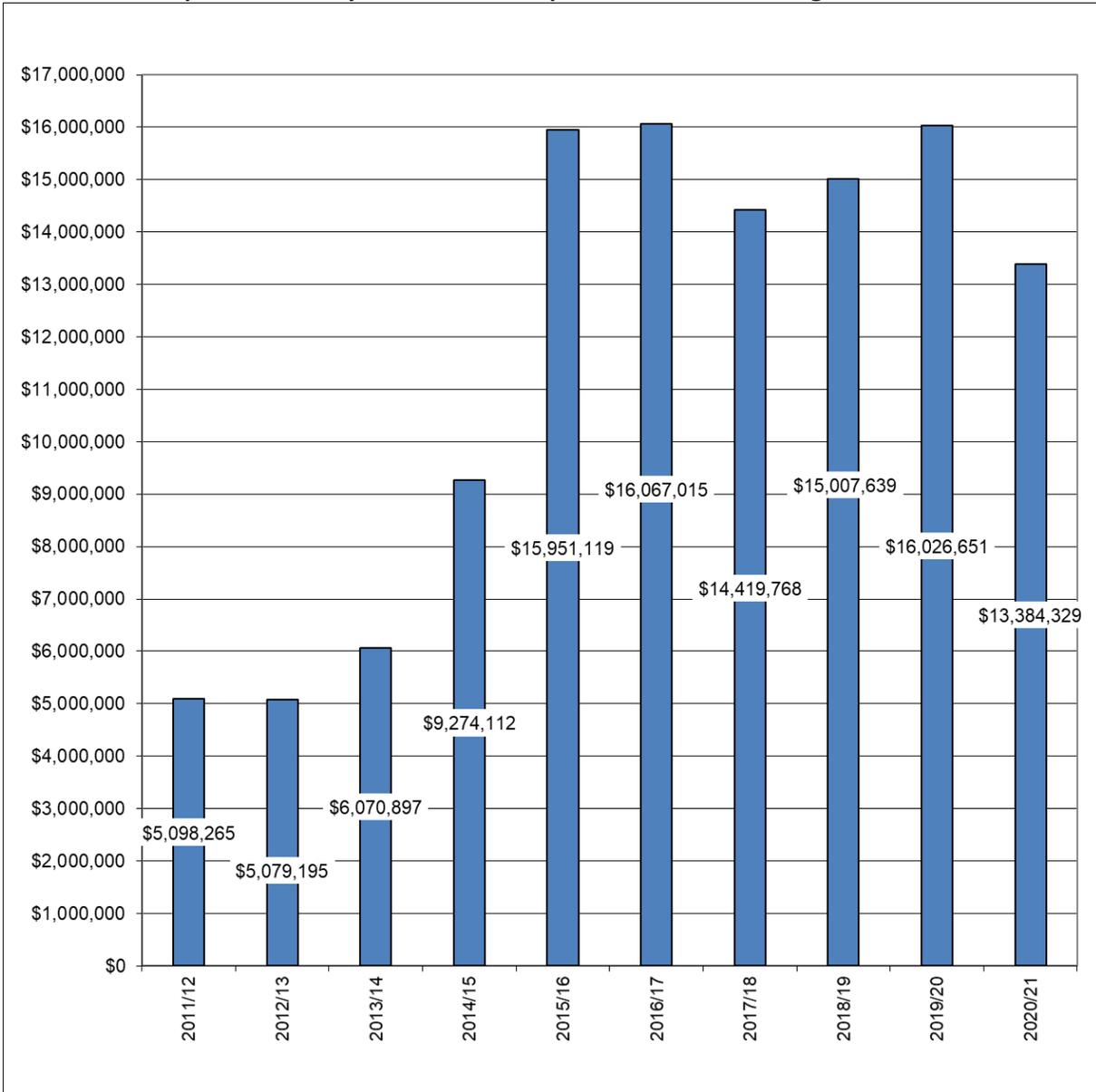
In 2017-2018, grant awards totaled \$14,367,768. The decrease in total awards is mainly attributable to the receipt of a \$2 million CA Career Pathways Trust Grant in 2016-2017 that was awarded in one lump sum but intended to be spent over several years, as well as the successful completion of the Upward 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, grant awards totaled \$15,007,639. The District secured new grant awards, such as a Nursing Enrollment Growth grant, Song Brown Capitation Grant, Sector Navigator Grant, a Veterans' Resource Grant, and Civic Engagement grants.

In 2019-2020, grant awards totaled \$16,026,651. In 2020-2021, as of October 23, 2020, grant awards total \$13,384,329. This number will continue to grow as the fiscal year progresses over the next eight 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 grown by more than 2.5 times the amount awarded in 2013-2014**, allowing the District to pursue many innovative and crucial projects that would not have otherwise been possible!

Graph 12-1. History of Grants Development 2011-2012 through 2020-2021



**2020-2021 Total Reflects Grants Awarded as of October 23, 2020.*

C A T E G O R I C A L F U N D S

Table 12-1. Categorical Funding 2015-2016 through 2020-2021

CATEGORICAL FUNDING

	2020-2021*	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
STUDENT EQUITY AND ACHIEVEMENT (FORMERLY SE,BSI, SSSP) Includes funding for AB 943 - Allowable Emergency Student Financial Aid	\$5,342,073	\$5,342,073				
STUDENT EQUITY			\$1,352,853	\$1,352,853	\$1,360,970	\$1,582,414
BASIC SKILLS			\$704,764	\$678,694	\$90,106	\$113,191
STUDENT SUCCESS CREDIT PROGRAM			\$3,216,289	\$3,216,289	\$3,086,019	\$3,209,094
STUDENT SUCCESS NON CREDIT PROGRAM			\$68,167	\$68,167	\$77,697	\$126,664
Sub total former SE, SBI, SSSP			\$5,342,073	\$5,316,003	\$4,614,792	\$5,031,363
CALWORKS	\$357,405	\$377,356	\$394,919	\$393,455	\$387,369	\$290,861
DISABLED STUDENTS PROGRAMS AND SERVICES (DSP&S)	\$1,201,628	\$1,217,335	\$1,217,571	\$1,285,612	\$1,190,350	\$1,112,933
CALIFORNIA ADULT EDUCATION PLAN	\$409,769	\$415,484	\$402,355	\$386,508	\$378,701	\$375,000
CALIFORNIA COLLEGE PROMISE (AB19)	\$1,629,942	\$1,720,110	\$998,434			
COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE)	\$91,472	\$101,585	\$90,579	\$85,709	\$77,461	\$72,945
EXTENDED OPPORTUNITIES PROGRAMS AND SERVICES (EOPS)	\$719,483	\$679,541	\$617,294	\$590,211	\$548,180	\$510,687
TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF)	\$61,986	\$64,976	\$69,779	\$70,445	\$71,251	\$64,826
BOARD FINANCIAL ASSISTANCE PROGRAM (BFAP)	\$534,132	\$532,572	\$539,083	\$511,496	\$482,636	\$538,972
** CAMPUS SAFETY AND SEXUAL ASSAULT				\$29,489		
** HUNGER FREE CAMPUS		\$54,586	\$146,901	\$34,686		
** MENTAL HEALTH			\$146,249			
*** VETERANS RESOURCE CENTER	\$17,699	\$125,758	\$68,796	\$67,391		
**** STRONG WORKFORCE LOCAL	\$1,715,388	\$1,786,495	\$1,344,047	\$1,440,425	\$919,811	
LOTTERY	\$1,027,646	\$941,759	\$998,179	\$838,320	\$738,249	\$642,757
STAFF DEVELOPMENT			\$67,644			
STAFF DIVERSITY	\$50,000	\$50,000	\$50,000	\$50,000	\$60,000	\$6,792
GUIDED PATHWAYS	\$150,732	\$376,830	\$452,195	\$376,829		
FINANCIAL AID TECHNOLOGY (FY1819 includes one time funds of \$166,957)	\$64,279	\$62,341	\$228,794			
INSTRUCTIONAL BLOCK GRANT		\$196,423	\$422,242	\$1,011,406	\$2,553,817	\$1,990,261
OVERALL TOTALS	\$13,373,634	\$14,045,224	\$13,597,134	\$12,487,985	\$12,022,617	\$10,637,397
INCREASE/DECREASE	-5%	3.30%	8.88%	3.87%	13.02%	

* Based on Advanced allocation. May increase or decrease

** Denotes One Time Funding

*** Initial allocation. Will increase mid year

**** 90% Base funding (83% + Estimated Incentive funds (17%))

BOLD One time funds still available in FY 20-21

No Funding/ No New funding

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 116 Community Colleges in California, organized into 73 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 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 Powered By California Community Colleges 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 Powered By California Community Colleges 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, Powered By California Community Colleges 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 95% 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

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:

Assembly Bill 19 was signed into law in October 2017 establishing the California College Promise. This program provides 81.3 million in ongoing financial support to districts to improve college access and success. The legislation establishes clear goals aligned to the Vision for Success, calling on California College Promise to increase the number of high school students enrolling "college ready" directly into the California Community Colleges, the number of students successfully completing a career education goal or transferring, and reducing and eliminating achievement gaps.

Funding is based on:

- A \$3.7 decrease in total allocation funding
- Number of first-time, full-time non-CCPG students
- One additional college entering the Promise program
- Number of students at a community college who satisfy the requirements to receive federal Pell Grants

Known locally as First Year Promise, First Year Promise is a 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 Equity and Achievement Plan

In 2018, the SEA Program was established and merged funding for three initiatives: the Student Success and Support Program; the Basic Skills Initiative; and Student Equity. Integrating these efforts into a single program advances our goal of demolishing once and for all the achievement gaps for students from traditionally underrepresented populations

The SEA Program requires colleges to implement the Guided Pathways framework offering a clear path to a stated goal, to provide all students with an education plan based on that goal, and to toss aside outdated and inaccurate placement policies that are keeping far too many from completing their goals in a timely manner. Colleges must also maintain a student equity plan.

Equity plans are focused on boosting achievement as measured by specific "success indicators" (access; course completion; ESL and basic skills completion; degrees and certificates awarded; and transfer rates) and require each college to develop detailed goals and measures addressing

With the intent of supporting Guided Pathways and the system wide goal to eliminate achievement gaps, the State Chancellor's Office issued new guidance in 2019 requiring colleges to maintain an equity plan, provide matriculation services, adopt placement policies, and provide all students with an educational plan.

The Student Equity and Achievement 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, and 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.

The Student Equity and Achievement Program 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 Equity and Achievement 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 Equity and Achievement Program process:

- Admissions
- Orientation
- Assessment and Testing
- Counseling
- Student follow-up
- Program, Curriculum Planning and Development
- Student Assessment
- Advisement and Counseling
- Supplemental Instruction and Tutoring



CAPITAL OUTLAY FUNDS

2020 - 2021 ANNUAL BUDGET



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

SECTION 14

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 2020-2021, 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 2019. The first and second Bond Measures, Measure C and Measure M, have been fully expended. The 2020-2021 Adopted Budget includes expense assumptions for funds from the third bond authorization, Measures E.

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
 - The second issuance occurred in August 2019 in the amount of \$85,000,000
 - There is \$95,000,000 available for future issuances as needed

- **Measure E Projects Completed Include:**
 - Boykin 105 Remodel
 - Door & Lock Replacement Phase 2
 - Parking Structure Valencia

- **Measure E Projects in Progress Include:**
 - Canyon Country Campus Science/Lecture Building
 - Canyon Country Campus Student Services/Learning Resource Center
 - Canyon Country Campus Central Plant
 - PE West Modernization
 - ADA Transition Plan
 - Boykin Hall Modernization Phase 2
 - CCC – Modernization (HVAC & Modulars)



Table 14-1.

Measure E Expenditures as of June 30, 2020		Contractually Obligated/	Total Measure E	Measure E		Total Funds
Projects	Life to Date GO Bond Expenses	Encumbered/ Budgeted	Proceeds Committed	Future Funding Sources	Other Funding Sources	Spent/Obligated to Project
Repairs and Modernization	\$ 1,019,890	\$ 4,544,466	\$ 5,564,356	\$ 11,610,244	\$ 1,403,186	\$ 18,577,786
CCC - Modernization (HVAC & Modular)	\$ 961,568	\$ 1,976,733	\$ 2,938,300	\$ 1,061,700	\$ -	\$ 4,000,000
PE West Modernization	\$ 5,538,091	\$ 2,875	\$ 5,540,966	\$ -	\$ -	\$ 5,540,966
Boykin 105 Remodel **	\$ 830,161	\$ -	\$ 830,161	\$ -	\$ -	\$ 830,161
Boykin Hall Modernization Phase 2	\$ 35,247	\$ 4,764,753	\$ 4,800,000	\$ -	\$ 4,800,000	\$ 9,600,000
Door & Lock Replacement Phase 2 **	\$ 913,708	\$ -	\$ 913,708	\$ -	\$ -	\$ 913,708
Student Center Modernization	\$ 45	\$ 14,999,955	\$ 15,000,000	\$ -	\$ -	\$ 15,000,000
Towsley Modernization	\$ -	\$ -	\$ -	\$ 7,500,000	\$ -	\$ 7,500,000
Seco Modernization	\$ -	\$ -	\$ -	\$ 6,000,000	\$ -	\$ 6,000,000
ADA Transition Plan	\$ 1,640,483	\$ 6,165,111	\$ 7,805,594	\$ -	\$ 2,511,420	\$ 10,317,014
Site Upgrades	\$ 185,716	\$ 60,130	\$ 245,846	\$ -	\$ 1,551,739	\$ 1,797,585
Technology	\$ 742,464	\$ 3,057,536	\$ 3,800,000	\$ 6,800,000	\$ 908,051	\$ 11,508,051
Parking Structure Valencia **	\$ 19,253,141	\$ -	\$ 19,253,141	\$ -	\$ 4,655,878	\$ 23,909,018
Health Professions Bldg	\$ -	\$ 1,500,000	\$ 1,500,000	\$ 13,500,000	\$ -	\$ 15,000,000
CCC - Central Plant	\$ 4,136,083	\$ 593,441	\$ 4,729,524	\$ -	\$ 2,814,186	\$ 7,543,710
CCC - Science/Lecture Bldg.	\$ 17,788,505	\$ 11,068,427	\$ 28,856,933	\$ -	\$ 11,491,572	\$ 40,348,505
CCC Student Services Learning Resource	\$ 3,628,963	\$ 29,885,418	\$ 33,514,381	\$ -	\$ -	\$ 33,514,381
CCC - Classroom Bldg #3	\$ -	\$ 1,000,000	\$ 1,000,000	\$ 14,000,000	\$ 15,000,000	\$ 30,000,000
CCC - M&O Warehouse/Support Bldgs	\$ -	\$ -	\$ -	\$ 5,000,000	\$ -	\$ 5,000,000
CCC - CTE Building	\$ -	\$ -	\$ -	\$ 15,000,000	\$ -	\$ 15,000,000
CCC - Parking Structure	\$ -	\$ -	\$ -	\$ 12,000,000	\$ -	\$ 12,000,000
CCC - Arts & Lecture	\$ 78,195	\$ -	\$ 78,195	\$ -	\$ -	\$ 78,195
Secondary Effects (Renovation)	\$ 117,461	\$ 6,910	\$ 124,372	\$ -	\$ 10,924	\$ 135,296
Costs of Issuance (2017) **	\$ 546,000	\$ -	\$ 546,000	\$ -	\$ -	\$ 546,000
Debt Service Contribution (2017) **	\$ 3,199,569	\$ -	\$ 3,199,569	\$ -	\$ -	\$ 3,199,569
Costs of Issuance (2019) **	\$ 601,500	\$ -	\$ 601,500	\$ -	\$ -	\$ 601,500
Project Mgmt. Svcs/Other Expenses	\$ 484,107	\$ 326,422	\$ 810,528	\$ 2,467,769	\$ 249,294	\$ 3,527,591
Contingency	\$ 1,969	\$ 100,000.00	\$ 101,969	\$ 5,321,759.20	\$ -	\$ 5,423,728
Totals	\$ 61,702,865	\$ 80,052,177	\$ 141,755,043	\$ 100,261,472	\$ 45,396,251	\$ 287,412,765
** Indicates Completed Project						



LOCALLY FUNDED CAPITAL OUTLAY

Locally Funded Capital Outlay – Budget Assumptions:

The District uses local funding to supplement State and Measure 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 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 2020-2021, 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



BUDGET SUMMARIES

2020 - 2021 ANNUAL BUDGET



Description of All Funds ●
Budget Summaries - All Funds ●

SECTION 15

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 15: 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 E – Series 2019 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.

Fund 75: Scholarship and Loan Trust Fund

The Scholarship and Loan Trust Fund is used to account for scholarship and awards from the Foundation and different funding sources. These funds will be disbursed to students in the same manner as financial aid, through Bank Mobile.



BUDGET SUMMARIES – ALL FUNDS

Table 15-1.

Fund 11 - Unrestricted General Fund

2020-21 Adopted Budget	
Beginning Fund Balance	11,387,010
Revenue	113,309,135
Expenditures	
Certificated Instructional Salaries	35,972,146
Certificated Non-Instructional Salaries	9,540,085
Classified Instructional Salaries	1,335,800
Classified Non-Instructional Salaries	26,517,349
Total Salaries	73,365,380
Employee Benefits	25,619,087
Total Salary & Benefits	98,984,467
Supplies and Materials	808,656
Other Operating Expenses & Services	342,163
Contract Services	3,898,338
Travel and Conference Expense	255,287
Dues and Memberships	192,535
Insurances	801,477
Utilities and Housekeeping	2,191,075
Maintenance, Repairs and Rentals	1,270,835
Professional Services	296,608
Other Expenses	1,154,468
Capital Outlay	5,000
Site and Site Improvements	-
Building Improvements	3,750
Library Books & Materials	-
New Equipment	1,113,235
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	1,000
Interfund Transfers	1,947,440
Total Expenditures	113,266,334
Net (Revenues - Expenditures)	42,801
Ending Fund Balance	11,429,811

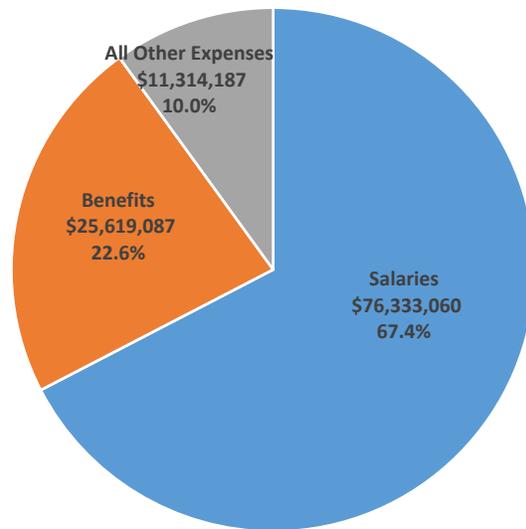


Table 15-2.

Unrestricted General Fund (Fund 11) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	110,682	131,262	174,282	97,392	141,140	97,865
State	65,681,487	67,057,965	70,299,523	83,074,081	73,635,138	81,859,013
Local	37,934,807	39,965,896	41,339,028	29,990,378	41,360,175	28,786,149
Transfer/ (Contribution)	790,684	630,886	1,033,744	2,511,967	2,322,441	2,566,108
Total Revenue	104,517,659	107,786,009	112,846,576	115,673,818	117,458,894	113,309,135
Beginning Fund Balance	10,008,748	10,632,165	10,861,291	11,233,781	11,233,781	11,387,010
Total Rev & Beg Fund Bal	114,526,407	118,418,174	123,707,868	126,907,599	128,692,675	124,696,145
EXPENDITURES						
Salaries:						
Certificated Instruction	30,465,578	33,781,149	34,871,048	34,046,498	34,944,613	35,972,146
Certificated Non-Instruction	8,484,139	8,618,925	9,054,105	9,851,064	9,441,472	9,540,085
Classified	25,224,070	26,068,290	27,804,322	28,298,315	29,230,537	27,853,149
Total Salaries	64,173,787	68,468,364	71,729,475	72,195,877	73,616,621	73,365,380
Fringe Benefits	20,306,416	22,622,262	24,773,229	25,346,855	27,157,561	25,619,087
Total Sal & Frg Benefits	84,480,203	91,090,626	96,502,704	97,542,732	100,774,182	98,984,467
Supplies & Materials	934,775	808,176	899,327	968,286	836,803	808,656
Other Operating Exp/Services	12,181,160	11,528,518	12,716,760	14,055,718	11,859,369	10,402,786
Capital Outlay	1,824,717	1,140,286	1,178,142	1,104,825	1,140,419	1,121,985
Payments to Students	-	1,000	907	2,000	1,023	1,000
Student Financial Aid	-	-	-	-	-	-
Debt Service	37,520	-	-	-	-	-
Transfers	4,435,867	2,988,277	1,176,246	1,698,524	2,693,869	1,947,440
Contingencies	-	-	-	-	-	-
Total Expenditures	103,894,242	107,556,883	112,474,087	115,372,085	117,305,666	113,266,334
Ending Fund Balance	10,632,165	10,861,291	11,233,781	11,535,514	11,387,010	11,429,811
Total Exp and End Fund Bal	114,526,407	118,418,174	123,707,868	126,907,599	128,692,675	124,696,145

Table 15-3.

Fund 12 - Restricted General Fund

2020-21 Adopted Budget	
Beginning Fund Balance	2,544,597
Revenue	45,975,312
Expenditures	
Certificated Instructional Salaries	1,019,587
Certificated Non-Instructional Salaries	5,048,618
Classified Instructional Salaries	817,290
Classified Non-Instructional Salaries	8,589,990
Total Salaries	15,475,485
Employee Benefits	4,800,982
Total Salary & Benefits	20,276,467
Supplies and Materials	2,436,949
Other Operating Expenses & Services	-
Contract Services	16,636,546
Travel and Conference Expense	539,642
Dues and Memberships	25,294
Insurances	50,000
Utilities and Housekeeping	1,600
Maintenance, Repairs and Rentals	164,877
Professional Services	-
Other Expenses	1,459,862
Capital Outlay	-
Site and Site Improvements	118,644
Building Improvements	-
Library Books & Materials	152,750
New Equipment	2,128,418
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	2,348,892
Interfund Transfers	2,179,158
Total Expenditures	48,519,099
Net (Revenues - Expenditures)	(2,543,787)
Ending Fund Balance	810

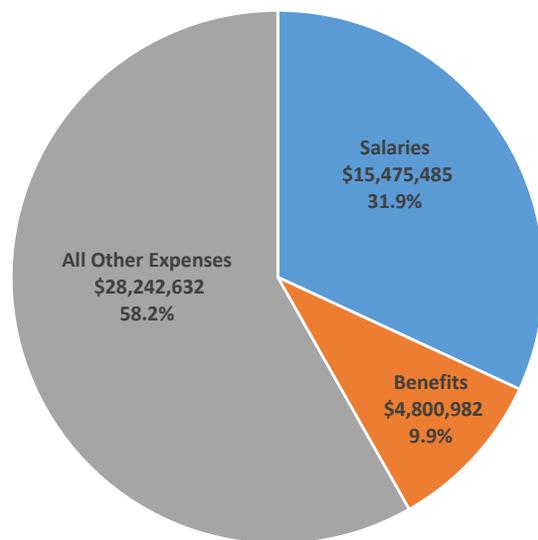


Table 15-4.

Restricted General Fund (Fund 12) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	2,642,887	2,332,032	2,582,337	2,874,477	4,131,783	5,168,675
State	27,488,919	24,558,453	27,083,612	36,821,819	28,372,030	36,939,892
Local	2,368,313	2,297,769	2,213,278	2,529,430	1,806,596	1,859,902
Transfer/ (Contribution)	749,231	1,341,112	629,402	1,097,526	1,469,988	2,006,843
Total Revenue	33,249,350	30,529,366	32,508,630	43,323,252	35,780,397	45,975,312
Beginning Fund Balance	2,515,381	2,439,440	2,676,696	1,850,519	1,850,519	2,544,597
Total Rev & Beg Fund Bal	35,764,731	32,968,805	35,185,325	45,173,771	37,630,916	48,519,909
EXPENDITURES						
Salaries:						
Certificated Instruction	521,461	742,463	1,092,001	1,464,196	1,057,357	1,019,587
Certificated Non-Instruction	3,352,201	3,591,934	3,945,824	4,175,366	4,309,710	5,048,618
Classified	6,465,917	7,093,950	8,185,340	8,764,022	8,312,706	9,407,280
Total Salaries	10,339,579	11,428,348	13,223,165	14,403,584	13,679,774	15,475,485
Fringe Benefits	3,194,636	3,664,095	4,472,975	4,722,545	4,856,234	4,800,982
Total Sal & Frg Benefits	13,534,214	15,092,442	17,696,139	19,126,129	18,536,008	20,276,467
Supplies & Materials	903,683	915,344	1,091,014	1,673,878	1,061,137	2,436,949
Other Operating Exp/Services	13,274,947	9,894,846	10,971,318	19,292,697	10,629,073	18,877,821
Capital Outlay	3,763,726	2,765,514	1,766,552	1,417,755	1,752,524	2,399,812
Payments to Students	394,382	676,301	792,264	2,029,445	1,350,540	2,348,892
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	1,454,339	947,662	1,017,519	1,632,942	1,757,037	2,179,158
Contingencies	-	-	-	-	-	-
Total Expenditures	33,325,292	30,292,110	33,334,806	45,172,846	35,086,319	48,519,099
Ending Fund Balance	2,439,440	2,676,696	1,850,519	925	2,544,597	810
Total Exp and End Fund Bal	35,764,731	32,968,805	35,185,325	45,173,771	37,630,916	48,519,909

Table 15-5.

Fund 21 - Bond Interest/Redemption Fund

	2020-21 Adopted Budget
Beginning Fund Balance	13,986,305
Revenue	18,622,456
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
Total Salaries	-
Employee Benefits	-
Total Salary & Benefits	-
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	-
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	11,161,828
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	8,743,678
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	19,905,506
Net (Revenues - Expenditures)	(1,283,050)
Ending Fund Balance	12,703,255

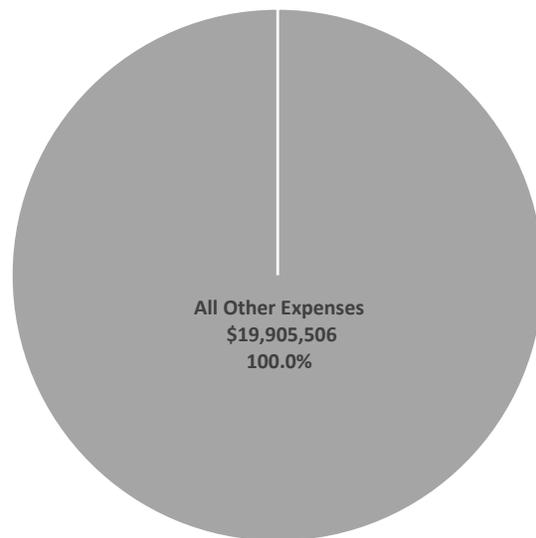


Table 15-6.

Bond Interest/Redemption Fund (Fund 21) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	81,764	-	118,390	-	85,313	-
Local	15,802,433	126,085	18,815,417	18,933,807	18,537,143	18,622,456
Transfer/ (Contribution)	-	17,896,340	-	-	-	-
Total Revenue	15,884,197	18,022,425	18,933,807	18,933,807	18,622,456	18,622,456
Beginning Fund Balance	8,060,841	12,350,454	17,098,668	15,269,355	15,269,355	13,986,305
Total Rev & Beg Fund Bal	23,945,038	30,372,879	36,032,475	34,203,162	33,891,811	32,608,761
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials						
Other Operating Exp/Services	6,963,459	10,274,508	10,699,909	9,952,250	11,161,828	11,161,828
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	4,631,125	2,999,703	10,063,211	10,063,211	8,743,678	8,743,678
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	11,594,584	13,274,211	20,763,120	20,015,461	19,905,506	19,905,506
Ending Fund Balance	12,350,454	17,098,668	15,269,355	14,187,701	13,986,305	12,703,255
Total Exp and End Fund Bal	23,945,038	30,372,879	36,032,475	34,203,162	33,891,811	32,608,761

Table 15-7.

Fund 29 - Debt Service Fund

	2020-21 Adopted Budget
Beginning Fund Balance	402,718
Revenue	799,672
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
Total Salaries	-
Employee Benefits	-
Total Salary & Benefits	-
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	-
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	332,707
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	760,000
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	1,092,707
Net (Revenues - Expenditures)	(293,035)
Ending Fund Balance	109,683

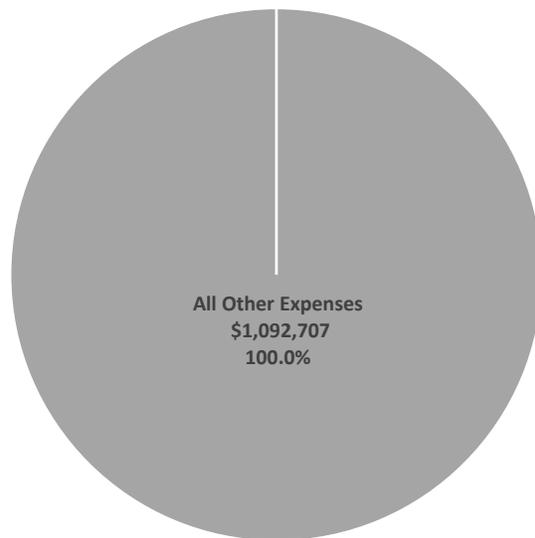


Table 15-8.

Debt Service Fund (Fund 29) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	1,736	20,782	1,970	1,000	3,238	1,000
Transfer/ (Contribution)	931,937	804,832	523,735	1,104,082	1,398,116	798,672
Total Revenue	933,673	825,614	525,705	1,105,082	1,401,354	799,672
Beginning Fund Balance	1,781,674	163,560	702,446	105,445	105,445	402,718
Total Rev & Beg Fund Bal	2,715,347	989,174	1,228,151	1,210,527	1,506,799	1,202,390
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	618,274	286,727	377,706	359,082	359,081	332,707
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	1,933,512	-	745,000	745,000	745,000	760,000
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	2,551,787	286,727	1,122,706	1,104,082	1,104,081	1,092,707
Ending Fund Balance	163,560	702,446	105,445	106,445	402,718	109,683
Total Exp and End Fund Bal	2,715,347	989,174	1,228,151	1,210,527	1,506,799	1,202,390

Table 15-9.

Fund 32 - Cafeteria Fund

	2020-21 Adopted Budget
Beginning Fund Balance	22,915
Revenue	200
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
Total Salaries	-
Employee Benefits	-
Total Salary & Benefits	-
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	-
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	23,115
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	23,115
Net (Revenues - Expenditures)	(22,915)
Ending Fund Balance	-

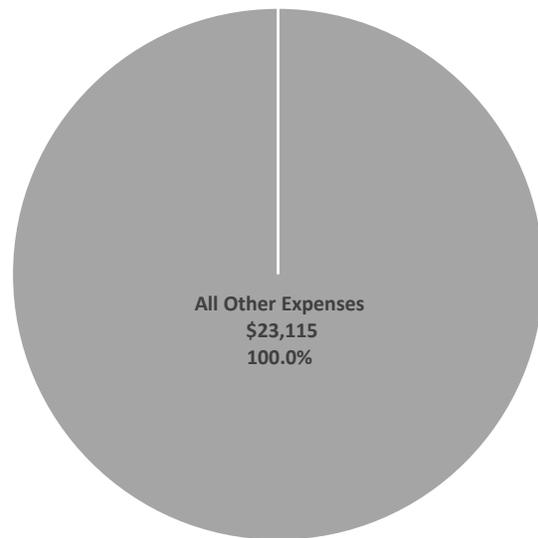


Table 15-10.

Cafeteria Fund (Fund 32) History

	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2019-20 Adopted Budget	2019-20 Actuals	2020-21 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	77,257	75,496	71,879	65,700	57,718	200
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	77,257	75,496	71,879	65,700	57,718	200
Beginning Fund Balance	33,431	43,493	49,251	42,546	42,546	22,915
Total Rev & Beg Fund Bal	110,688	118,990	121,130	108,246	100,264	23,115
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	2,340	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	2,340	-	-	-
Fringe Benefits	-	-	155	-	-	-
Total Sal & Frg Benefits	-	-	2,495	-	-	-
Supplies & Materials	-	-	-	-	195	-
Other Operating Exp/Services	67,195	69,738	76,089	108,246	57,398	23,115
Capital Outlay	-	-	-	-	19,757	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	67,195	69,738	78,585	108,246	77,349	23,115
Ending Fund Balance	43,493	49,251	42,546	-	22,915	-
Total Exp and End Fund Bal	110,688	118,990	121,130	108,246	100,264	23,115

Table 15-11.

Fund 33 - Child Development Fund

2020-21 Adopted Budget	
Beginning Fund Balance	186,031
Revenue	829,007
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	118,732
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	641,298
Total Salaries	760,030
Employee Benefits	216,447
Total Salary & Benefits	976,477
Supplies and Materials	15,970
Other Operating Expenses & Services	-
Contract Services	1,000
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	17,160
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	4,431
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	1,015,038
Net (Revenues - Expenditures)	(186,031)
Ending Fund Balance	-

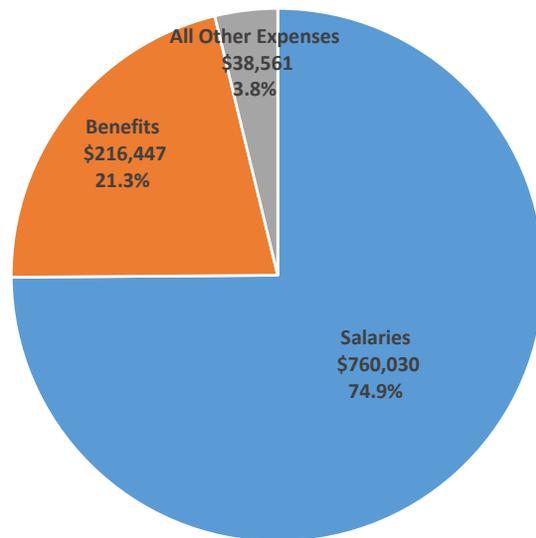


Table 15-12.

Child Development Fund (Fund 33) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	89,591	96,276	101,649	115,157	68,467	59,851
State	333,996	378,695	428,794	407,756	463,623	251,766
Local	686,901	678,611	683,519	715,383	530,332	280,390
Transfer/ (Contribution)	150,000	75,000	514	100,000	487,758	237,000
Total Revenue	1,260,488	1,228,582	1,214,475	1,338,296	1,550,180	829,007
Beginning Fund Balance	140,796	210,903	159,569	-	-	186,031
Total Rev & Beg Fund Bal	1,401,284	1,439,485	1,374,044	1,338,296	1,550,180	1,015,038
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	237,672	218,867	229,996	195,199	235,218	118,732
Classified	674,835	766,902	826,729	763,890	809,708	641,298
Total Salaries	912,507	985,769	1,056,725	959,089	1,044,927	760,030
Fringe Benefits	219,819	245,957	267,486	246,776	285,462	216,447
Total Sal & Frg Benefits	1,132,326	1,231,725	1,324,211	1,205,865	1,330,388	976,477
Supplies & Materials	11,820	9,151	10,460	9,000	6,437	15,970
Other Operating Exp/Services	35,743	36,663	34,262	118,000	25,379	18,160
Capital Outlay	10,493	2,376	5,112	5,431	1,944	4,431
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	1,190,381	1,279,916	1,374,044	1,338,296	1,364,149	1,015,038
Ending Fund Balance	210,903	159,569	-	-	186,031	-
Total Exp and End Fund Bal	1,401,284	1,439,485	1,374,044	1,338,296	1,550,180	1,015,038

Table 15-13.

Fund 37 - Special Revenue-Asset Management Fund

	2020-21 Adopted Budget
Beginning Fund Balance	18,799
Revenue	300
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
Total Salaries	-
Employee Benefits	-
Total Salary & Benefits	-
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	-
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	19,099
Other Expenses	-
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	19,099
Net (Revenues - Expenditures)	(18,799)
Ending Fund Balance	-

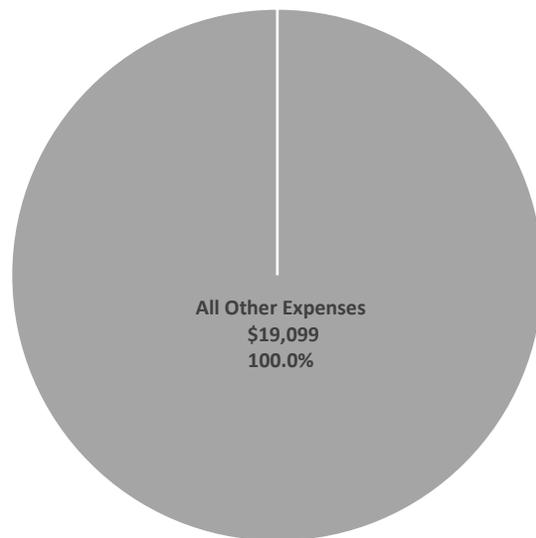


Table 15-14.

Special Revenue-Asset Management Fund (Fund 37) History

	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2019-20 Adopted Budget	2019-20 Actuals	2020-21 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	194	279	379	300	315	300
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	194	279	379	300	315	300
Beginning Fund Balance	17,631	17,825	18,105	18,484	18,484	18,799
Total Rev & Beg Fund Bal	17,825	18,105	18,484	18,784	18,799	19,099
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	18,784	-	19,099
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	-	-	-	18,784	-	19,099
Ending Fund Balance	17,825	18,105	18,484	-	18,799	-
Total Exp and End Fund Bal	17,825	18,105	18,484	18,784	18,799	19,099

Table 15-15.

Fund 39 - Special Revenue-Student Center Fund

2020-21 Adopted Budget	
Beginning Fund Balance	642,659
Revenue	205,000
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
Total Salaries	-
Employee Benefits	-
Total Salary & Benefits	-
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	-
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	-
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	183,822
Total Expenditures	183,822
Net (Revenues - Expenditures)	21,178
Ending Fund Balance	663,837

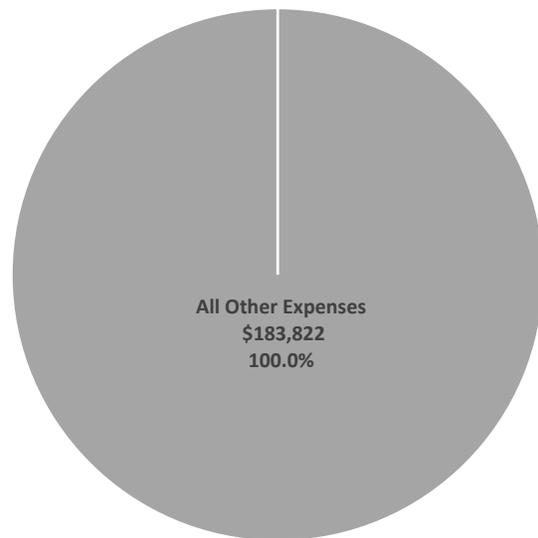


Table 15-16.

Special Revenue-Student Center Fund (Fund 39) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	201,720	206,182	207,802	205,000	201,106	205,000
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	201,720	206,182	207,802	205,000	201,106	205,000
Beginning Fund Balance	570,155	586,459	605,556	625,198	625,198	642,659
Total Rev & Beg Fund Bal	771,874	792,641	813,358	830,198	826,305	847,659
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	6	-
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	185,415	187,085	188,160	183,640	183,640	183,822
Contingencies	-	-	-	-	-	-
Total Expenditures	185,415	187,085	188,160	183,640	183,646	183,822
Ending Fund Balance	586,459	605,556	625,198	646,558	642,659	663,837
Total Exp and End Fund Bal	771,874	792,641	813,358	830,198	826,305	847,659

Table 15-17.

Fund 41 - State Construction Fund

2020-21 Adopted Budget	
Beginning Fund Balance	25
Revenue	166,025
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
Total Salaries	-
Employee Benefits	-
Total Salary & Benefits	-
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	-
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	-
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	166,050
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	166,050
Net (Revenues - Expenditures)	(25)
Ending Fund Balance	-

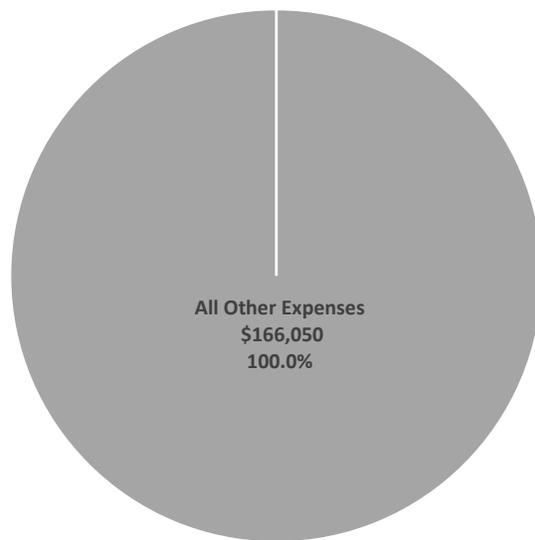


Table 15-18.

State Construction Fund (Fund 41) History

	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2019-20 Adopted Budget	2019-20 Actuals	2020-21 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	579,422	564,085	-	-	231,000	166,000
Local	6,236	7,308	12,141	-	25	25
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	585,658	571,393	12,141	-	231,025	166,025
Beginning Fund Balance	13,902	592,679	737,275	-	-	25
Total Rev & Beg Fund Bal	599,559	1,164,072	749,417	-	231,025	166,050
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	6,881	426,796	660,142	-	231,000	166,050
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	89,275	-	-	-
Total Expenditures	6,881	426,796	749,417	-	231,000	166,050
Ending Fund Balance	592,679	737,275	-	-	25	-
Total Exp and End Fund Bal	599,559	1,164,072	749,417	-	231,025	166,050

Table 15-19.

Fund 43 - Capital Projects Fund

	2020-21 Adopted Budget
Beginning Fund Balance	3,098,381
Revenue	207,101
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
Total Salaries	-
Employee Benefits	-
Total Salary & Benefits	-
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	39,833
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	147,484
Professional Services	-
Other Expenses	-
Capital Outlay	-
Site and Site Improvements	222,500
Building Improvements	116,542
Library Books & Materials	-
New Equipment	2,779,123
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	3,305,482
Net (Revenues - Expenditures)	(3,098,381)
Ending Fund Balance	-

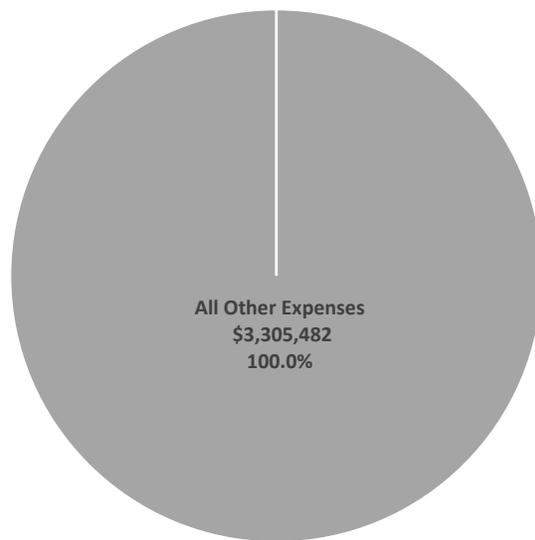


Table 15-20.

Capital Projects Fund (Fund 43) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	312,494	266,665	284,132	209,000	288,714	195,000
Transfer/ (Contribution)	250,080	142,520	342,320	27,590	271,343	12,101
Total Revenue	562,574	409,185	626,452	236,590	560,056	207,101
Beginning Fund Balance	4,447,847	3,822,002	3,628,515	3,126,032	3,126,032	3,098,381
Total Rev & Beg Fund Bal	5,010,421	4,231,187	4,254,967	3,362,622	3,686,088	3,305,482
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits						
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials						
Other Operating Exp/Services	144,165	300,200	409,267	321,693	264,733	187,317
Capital Outlay	1,044,255	302,472	719,668	3,040,929	322,975	3,118,165
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	1,188,419	602,672	1,128,935	3,362,622	587,708	3,305,482
Ending Fund Balance	3,822,002	3,628,515	3,126,032	-	3,098,381	-
Total Exp and End Fund Bal	5,010,421	4,231,187	4,254,967	3,362,622	3,686,088	3,305,482

Table 15-21.

Fund 44 - Scheduled Maintenance Fund

	2020-21 Adopted Budget
Beginning Fund Balance	4,904
Revenue	80
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
Total Salaries	-
Employee Benefits	-
Total Salary & Benefits	-
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	-
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	-
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	4,984
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	4,984
Net (Revenues - Expenditures)	(4,904)
Ending Fund Balance	-

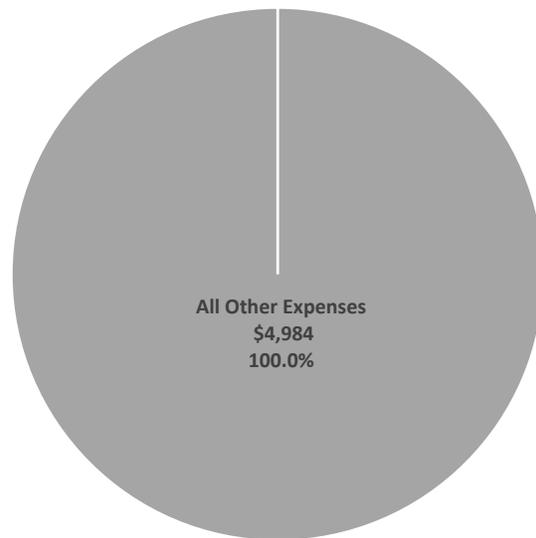


Table 15-22.

Scheduled Maintenance Fund (Fund 44) History

	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2019-20 Adopted Budget	2019-20 Actuals	2020-21 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	50	73	99	80	82	80
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	50	73	99	80	82	80
Beginning Fund Balance	4,599	4,650	4,723	4,822	4,822	4,904
Total Rev & Beg Fund Bal	4,650	4,723	4,822	4,902	4,904	4,984
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	-	-	-	4,902	-	4,984
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	-	-	-	4,902	-	4,984
Ending Fund Balance	4,650	4,723	4,822	-	4,904	-
Total Exp and End Fund Bal	4,650	4,723	4,822	4,902	4,904	4,984

Table 15-23.

Fund 45 - Measure E GO Bond Election 2016 Series 2019 Fund

2020-21 Adopted Budget	
Beginning Fund Balance	80,052,177
Revenue	800,000
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Holding	158,036
Classified Management Salaries	115,056
Total Salaries	273,092
Employee Benefits	87,013
Total Salary & Benefits	360,105
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	-
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	45,200
Other Expenses	-
Capital Outlay	-
Site and Site Improvements	2,650,750
Building Improvements	73,844,519
Library Books & Materials	-
New Equipment	3,951,603
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	80,852,177
Net (Revenues - Expenditures)	(80,052,177)
Ending Fund Balance	-

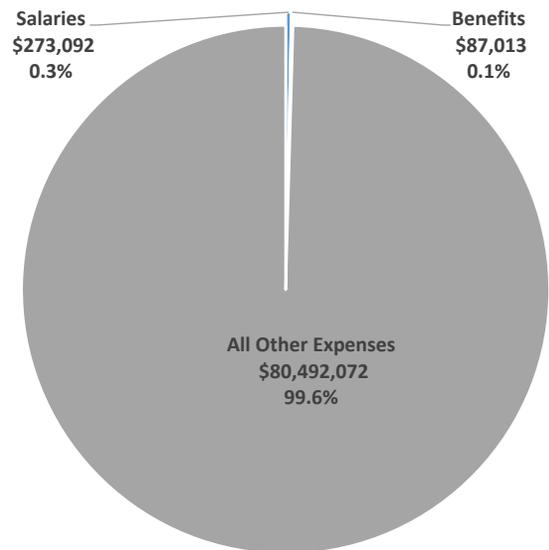


Table 15-24.

Measure E GO Bond Election 2016 Series 2019 Fund (Fund 45) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	-	-	-	-	1,150,998	800,000
Transfer/ (Contribution)	-	-	-	-	85,331,500	-
Total Revenue	-	-	-	-	86,482,498	800,000
Beginning Fund Balance	-	-	-	-	-	80,052,177
Total Rev & Beg Fund Bal	-	-	-	-	86,482,498	80,852,177
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	273,092
Total Salaries	-	-	-	-	-	273,092
Fringe Benefits	-	-	-	-	-	87,013
Total Sal & Frg Benefits	-	-	-	-	-	360,105
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	45,200
Capital Outlay	-	-	-	-	5,828,821	80,446,872
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	601,500	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	-	-	-	-	6,430,321	80,852,177
Ending Fund Balance	-	-	-	-	80,052,177	-
Total Exp and End Fund Bal	-	-	-	-	86,482,498	80,852,177

Table 15-25.

Measure M Series 2016 Fund (Fund 46) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	106,324	223,661	103,031	-	-	-
Transfer/ (Contribution)	22,379,744	-	-	-	-	-
Total Revenue	22,486,069	223,661	103,031	-	-	-
Beginning Fund Balance	-	14,879,504	10,442,171	-	-	-
Total Rev & Beg Fund Bal	22,486,069	15,103,165	10,545,202	-	-	-
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	11,300	-	-	-
Capital Outlay	-	4,660,993	10,533,902	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	7,606,565	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	7,606,565	4,660,993	10,545,202	-	-	-
Ending Fund Balance	14,879,504	10,442,171	-	-	-	-
Total Exp and End Fund Bal	22,486,069	15,103,165	10,545,202	-	-	-

Table 15-26.

Measure M GO Bond Election 2006 Series 2014 Fund (Fund 47) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	178,640	108,842	-	-	-	-
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	178,640	108,842	-	-	-	-
Beginning Fund Balance	21,410,233	11,478,370	-	-	-	-
Total Rev & Beg Fund Bal	21,588,873	11,587,212	-	-	-	-
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	82,506	-	-	-	-	-
Total Salaries	82,506	-	-	-	-	-
Fringe Benefits	26,362	-	-	-	-	-
Total Sal & Frg Benefits	108,867	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	146,300	11,300	-	-	-	-
Capital Outlay	9,855,336	11,575,912	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	10,110,504	11,587,212	-	-	-	-
Ending Fund Balance	11,478,370	-	-	-	-	-
Total Exp and End Fund Bal	21,588,873	11,587,212	-	-	-	-

Table 15-27.

Measure E GO Bond Election 2016 Series 2017 Fund (Fund 48) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	103,684	776,998	691,111	300,000	201,182	-
Transfer/ (Contribution)	53,499,569	-	-	-	-	-
Total Revenue	53,603,253	776,998	691,111	300,000	201,182	-
Beginning Fund Balance	-	49,853,563	48,991,674	18,622,786	18,622,786	-
Total Rev & Beg Fund Bal	53,603,253	50,630,562	49,682,785	18,922,786	18,823,968	-
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	1,520	105,720	111,672	198,328	113,340	-
Total Salaries	1,520	105,720	111,672	198,328	113,340	-
Fringe Benefits	351	33,838	37,910	86,090	39,856	-
Total Sal & Frg Benefits	1,871	139,558	149,582	284,418	153,196	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	6,000	11,300	22,700	28,546	-
Capital Outlay	2,250	1,493,330	30,899,117	18,615,668	18,642,226	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	3,745,569	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	3,749,690	1,638,888	31,059,999	18,922,786	18,823,968	-
Ending Fund Balance	49,853,563	48,991,674	18,622,786	-	-	-
Total Exp and End Fund Bal	53,603,253	50,630,562	49,682,785	18,922,786	18,823,968	-

Table 15-28.

Fund 49 - Field Turf Replacement Fund

	2020-21 Adopted Budget
Beginning Fund Balance	364,582
Revenue	54,000
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
Total Salaries	-
Employee Benefits	-
Total Salary & Benefits	-
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	-
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	-
Capital Outlay	-
Site and Site Improvements	418,582
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	418,582
Net (Revenues - Expenditures)	(364,582)
Ending Fund Balance	-

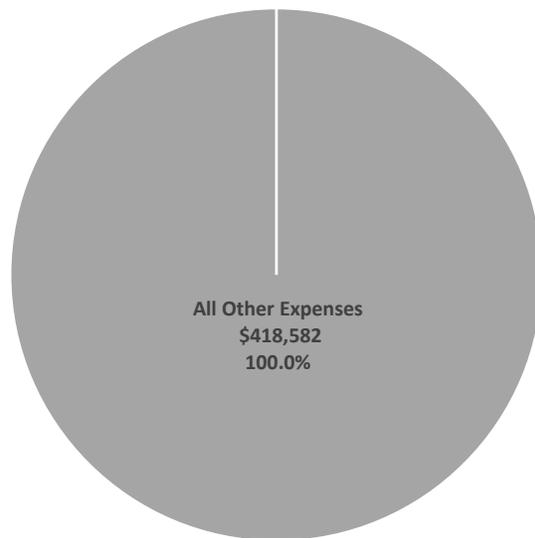


Table 15-29.

Field Turf Replacement Fund (Fund 49) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	26,942	28,543	31,057	29,000	30,781	29,000
Transfer/ (Contribution)	25,000	25,000	25,000	25,000	25,000	25,000
Total Revenue	51,942	53,543	56,057	54,000	55,781	54,000
Beginning Fund Balance	147,259	199,202	252,744	308,801	308,801	364,582
Total Rev & Beg Fund Bal	199,202	252,744	308,801	362,801	364,582	418,582
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	-	-	-	362,801	-	418,582
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	-	-	-	362,801	-	418,582
Ending Fund Balance	199,202	252,744	308,801	-	364,582	-
Total Exp and End Fund Bal	199,202	252,744	308,801	362,801	364,582	418,582

Table 15-30.

K-12 Arts Education Outreach Fund (Fund 57) History

	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2019-20 Adopted Budget	2019-20 Actuals	2020-21 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	3,799	67	-	-	-	-
Local	364,942	256,730	223,688	226,059	107,130	-
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	368,741	256,797	223,688	226,059	107,130	-
Beginning Fund Balance	16,653	34,838	26,490	-	-	-
Total Rev & Beg Fund Bal	385,394	291,634	250,178	226,059	107,130	-
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	56,238	22,850	50,561	40,482	36,478	-
Total Salaries	56,238	22,850	50,561	40,482	36,478	-
Fringe Benefits	17,463	9,111	20,150	18,818	16,585	-
Total Sal & Frg Benefits	73,702	31,961	70,711	59,300	53,064	-
Supplies & Materials	1,627	1,030	36	1,500	88	-
Other Operating Exp/Services	275,228	232,153	179,431	165,259	53,979	-
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	350,557	265,144	250,178	226,059	107,130	-
Ending Fund Balance	34,838	26,490	-	-	-	-
Total Exp and End Fund Bal	385,394	291,634	250,178	226,059	107,130	-

Table 15-31.

Fund 58 - Performing Arts Center Fund

	2020-21 Adopted Budget
Beginning Fund Balance	74,709
Revenue	172,100
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	27,136
Total Salaries	27,136
Employee Benefits	12,388
Total Salary & Benefits	39,524
Supplies and Materials	800
Other Operating Expenses & Services	-
Contract Services	117,000
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	5,000
Professional Services	-
Other Expenses	82,384
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	2,101
Total Expenditures	246,809
Net (Revenues - Expenditures)	(74,709)
Ending Fund Balance	-

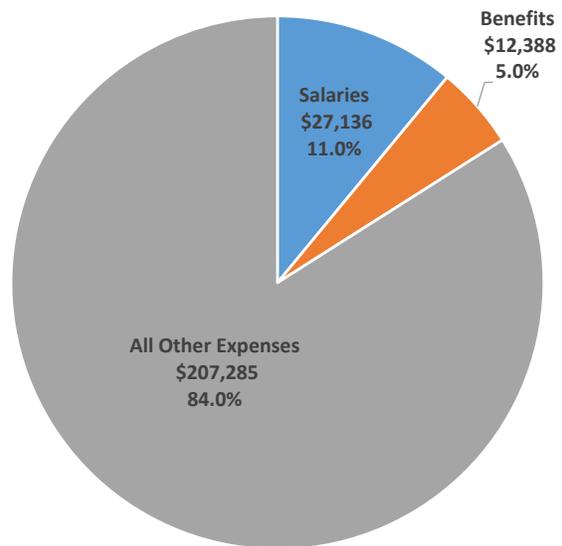


Table 15-32.

Performing Arts Center Fund (Fund 58) History

	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2019-20 Adopted Budget	2019-20 Actuals	2020-21 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	537	547	560	-	870	-
Local	481,715	486,143	376,623	505,451	500,632	172,100
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	482,252	486,690	377,183	505,451	501,502	172,100
Beginning Fund Balance	-	32,026	64,295	-	-	74,709
Total Rev & Beg Fund Bal	482,252	518,716	441,478	505,451	501,502	246,809
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	5,974	160	-	1,009	-
Classified	62,382	64,226	60,802	72,426	53,730	27,136
Total Salaries	62,382	70,200	60,961	72,426	54,739	27,136
Fringe Benefits	11,358	11,759	12,967	16,987	13,175	12,388
Total Sal & Frg Benefits	73,741	81,960	73,928	89,413	67,914	39,524
Supplies & Materials	609	2,688	1,772	4,814	2,115	800
Other Operating Exp/Services	359,640	344,772	365,778	393,634	339,898	204,384
Capital Outlay	-	6,554	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	16,236	18,448	-	17,590	16,866	2,101
Contingencies	-	-	-	-	-	-
Total Expenditures	450,226	454,421	441,478	505,451	426,793	246,809
Ending Fund Balance	32,026	64,295	-	-	74,709	-
Total Exp and End Fund Bal	482,252	518,716	441,478	505,451	501,502	246,809

Table 15-33.

Fund 59 - Employee Training Institute Fund

2020-21 Adopted Budget	
Beginning Fund Balance	224,482
Revenue	660,050
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	35,808
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	330,081
Total Salaries	365,889
Employee Benefits	124,975
Total Salary & Benefits	490,864
Supplies and Materials	39,356
Other Operating Expenses & Services	-
Contract Services	258,762
Travel and Conference Expense	5,500
Dues and Memberships	1,000
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	84,150
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	4,900
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	884,532
Net (Revenues - Expenditures)	(224,482)
Ending Fund Balance	-

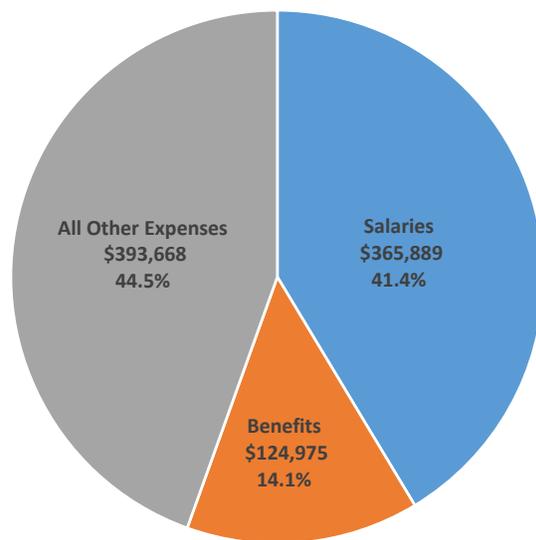


Table 15-34.

Employee Training Institute Fund (Fund 59) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	376,999	406,901	412,424	538,055	278,816	350,000
Local	651,687	612,010	435,817	493,050	282,610	310,050
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	1,028,686	1,018,912	848,241	1,031,105	561,426	660,050
Beginning Fund Balance	41,984	66,738	249,256	312,903	312,903	224,482
Total Rev & Beg Fund Bal	1,070,670	1,085,650	1,097,497	1,344,008	874,329	884,532
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	60,489	34,796	26,359	44,377	28,003	35,808
Classified	441,645	437,377	454,335	488,416	358,505	330,081
Total Salaries	502,133	472,173	480,694	532,793	386,508	365,889
Fringe Benefits	113,831	123,136	132,799	149,449	126,526	124,975
Total Sal & Frg Benefits	615,964	595,309	613,493	682,242	513,035	490,864
Supplies & Materials	44,012	42,674	35,851	84,300	22,266	39,356
Other Operating Exp/Services	343,701	196,696	129,267	572,966	110,182	349,412
Capital Outlay	255	1,715	5,983	4,500	4,363	4,900
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	1,003,932	836,394	784,593	1,344,008	649,847	884,532
Ending Fund Balance	66,738	249,256	312,903	-	224,482	-
Total Exp and End Fund Bal	1,070,670	1,085,650	1,097,497	1,344,008	874,329	884,532

Table 15-35.

Fund 68 - CalSTRS/CalPERS Liability Fund

	2020-21 Adopted Budget
Beginning Fund Balance	4,536,706
Revenue	80,000
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
Total Salaries	-
Employee Benefits	-
Total Salary & Benefits	-
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	-
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	-
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	1,500,000
Total Expenditures	1,500,000
Net (Revenues - Expenditures)	(1,420,000)
Ending Fund Balance	3,116,706

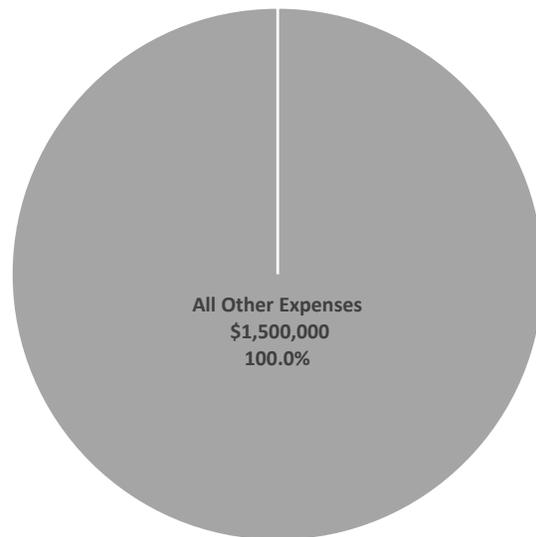


Table 15-36.

CalSTRS/CalPERS Liability Fund (Fund 68) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	54,048	95,011	129,004	80,000	101,099	80,000
Transfer/ (Contribution)	1,100,241	-	-	-	-	-
Total Revenue	1,154,289	95,011	129,004	80,000	101,099	80,000
Beginning Fund Balance	4,907,303	6,061,593	6,156,604	5,935,607	5,935,607	4,536,706
Total Rev & Beg Fund Bal	6,061,593	6,156,604	6,285,607	6,015,607	6,036,706	4,616,706
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	-	-	350,000	1,500,000	1,500,000	1,500,000
Contingencies	-	-	-	-	-	-
Total Expenditures	-	-	350,000	1,500,000	1,500,000	1,500,000
Ending Fund Balance	6,061,593	6,156,604	5,935,607	4,515,607	4,536,706	3,116,706
Total Exp and End Fund Bal	6,061,593	6,156,604	6,285,607	6,015,607	6,036,706	4,616,706

Table 15-37.

Fund 69 - Internal Services-Retiree Benefits Fund

	2020-21 Adopted Budget
Beginning Fund Balance	6,610,253
Revenue	112,700
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
Total Salaries	-
Employee Benefits	439,500
Total Salary & Benefits	439,500
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	-
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	-
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	439,500
Net (Revenues - Expenditures)	(326,800)
Ending Fund Balance	6,283,453

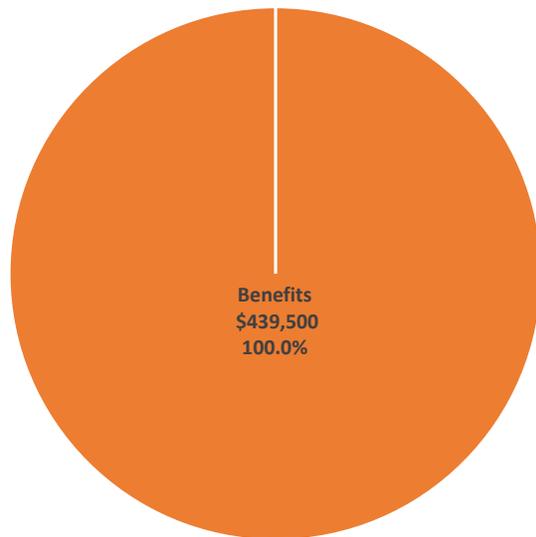


Table 15-38.

Internal Services-Retiree Benefits Fund (Fund 69) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	49,066	96,465	144,422	100,000	114,118	100,000
Transfer/ (Contribution)	1,969,692	991,196	12,700	12,700	12,700	12,700
Total Revenue	2,018,758	1,087,661	157,122	112,700	126,818	112,700
Beginning Fund Balance	4,600,812	6,333,569	7,070,423	6,863,750	6,863,750	6,610,253
Total Rev & Beg Fund Bal	6,619,570	7,421,230	7,227,545	6,976,450	6,990,568	6,722,953
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	286,001	350,807	363,795	439,500	380,315	439,500
Total Sal & Frg Benefits	286,001	350,807	363,795	439,500	380,315	439,500
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	286,001	350,807	363,795	439,500	380,315	439,500
Ending Fund Balance	6,333,569	7,070,423	6,863,750	6,536,950	6,610,253	6,283,453
Total Exp and End Fund Bal	6,619,570	7,421,230	7,227,545	6,976,450	6,990,568	6,722,953

Table 15-39.

Fund 72 - Student Representation Fee Trust Fund	
2020-21 Adopted Budget	
Beginning Fund Balance	413,170
Revenue	51,000
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
Total Salaries	-
Employee Benefits	-
Total Salary & Benefits	-
Supplies and Materials	1,000
Other Operating Expenses & Services	-
Contract Services	4,000
Travel and Conference Expense	23,000
Dues and Memberships	500
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	19,000
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	5,000
Library Books & Materials	-
New Equipment	23,000
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	1,800
Total Expenditures	77,300
Net (Revenues - Expenditures)	(26,300)
Ending Fund Balance	386,870

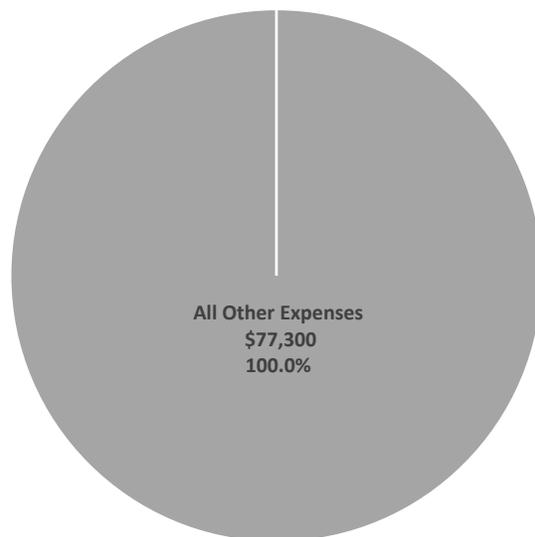


Table 15-40.

Student Representation Fee Trust Fund (Fund 72) History

	2016-17 Actuals	2017-18 Actuals	2018-19 Actuals	2019-20 Adopted Budget	2019-20 Actuals	2020-21 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	50,316	52,526	54,664	51,000	68,257	51,000
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	50,316	52,526	54,664	51,000	68,257	51,000
Beginning Fund Balance	245,898	281,402	314,401	350,596	350,596	413,170
Total Rev & Beg Fund Bal	296,214	333,928	369,065	401,596	418,852	464,170
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	1,000	-	1,000
Other Operating Exp/Services	13,012	17,372	16,670	46,500	3,623	46,500
Capital Outlay	-	355	-	28,000	260	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	14,812	19,527	18,470	77,300	5,682	77,300
Ending Fund Balance	281,402	314,401	350,596	324,296	413,170	386,870
Total Exp and End Fund Bal	296,214	333,928	369,065	401,596	418,852	464,170

Table 15-41.

Fund 74 - Student Financial Aid Fund

	2020-21 Adopted Budget
Beginning Fund Balance	136,204
Revenue	19,628,587
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
Total Salaries	-
Employee Benefits	-
Total Salary & Benefits	-
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	-
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	136,830
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	19,627,961
Payments to Students	-
Interfund Transfers	-
Total Expenditures	19,764,791
Net (Revenues - Expenditures)	(136,204)
Ending Fund Balance	-

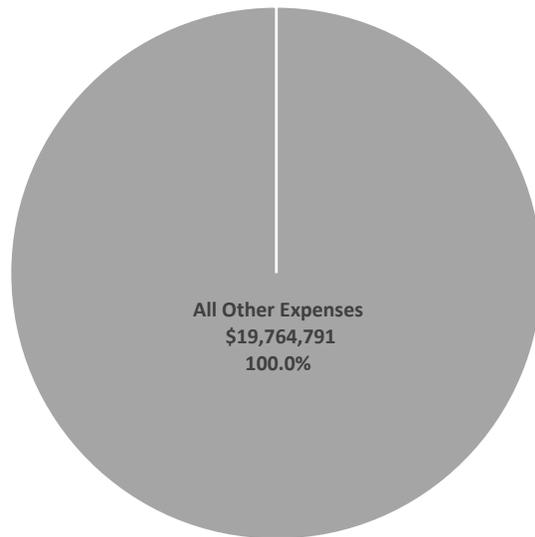


Table 15-42.

Student Financial Aid Fund (Fund 74) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	18,124,884	16,443,744	15,587,523	18,966,893	19,277,263	16,967,690
State	1,707,616	2,253,376	2,528,147	2,351,268	2,959,293	2,500,000
Local	4,071	9,860	17,507	5,000	10,999	5,000
Transfer/ (Contribution)	126,792	132,726	166,310	155,631	165,867	155,897
Total Revenue	19,963,363	18,839,706	18,299,487	21,478,792	22,413,422	19,628,587
Beginning Fund Balance	77,041	136,202	116,692	131,830	131,830	136,204
Total Rev & Beg Fund Bal	20,040,403	18,975,908	18,416,179	21,610,622	22,545,252	19,764,791
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	38,517	29,370	2,369	136,830	6,625	136,830
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	19,865,684	18,829,846	18,281,980	21,473,792	22,402,423	19,627,961
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	19,904,201	18,859,216	18,284,349	21,610,622	22,409,048	19,764,791
Ending Fund Balance	136,202	116,692	131,830	-	136,204	-
Total Exp and End Fund Bal	20,040,403	18,975,908	18,416,179	21,610,622	22,545,252	19,764,791

Table 15-43.

Fund 75 - Scholarship and Loan Trust Fund

2020-21 Adopted Budget	
Beginning Fund Balance	87,504
Revenue	750,000
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
Total Salaries	-
Employee Benefits	-
Total Salary & Benefits	-
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	-
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	-
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	837,504
Payments to Students	-
Interfund Transfers	-
Total Expenditures	837,504
Net (Revenues - Expenditures)	(87,504)
Ending Fund Balance	-

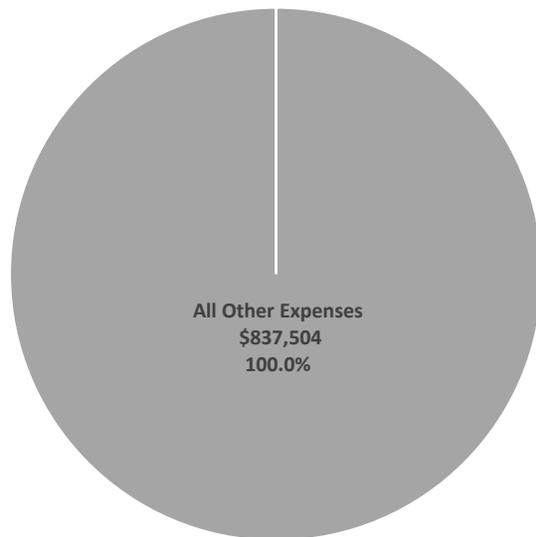


Table 15-44.

Scholarship and Loan Trust Fund (Fund 75) History

	2016-17	2017-18	2018-19	2019-20	2019-20	2020-21
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	-	-	76,684	750,000	394,937	750,000
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	-	-	76,684	750,000	394,937	750,000
Beginning Fund Balance	-	-	-	76,684	76,684	87,504
Total Rev & Beg Fund Bal	-	-	76,684	826,684	471,621	837,504
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	-	-	-	826,684	384,117	837,504
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	-	-	-	826,684	384,117	837,504
Ending Fund Balance	-	-	76,684	-	87,504	-
Total Exp and End Fund Bal	-	-	76,684	826,684	471,621	837,504



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