



COLLEGE OF THE CANYONS

2021-22 Annual Budget



2021-22 ANNUAL BUDGET

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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: College of the Canyons delivers an accessible, holistic education for students to earn associate degrees, certificates, and credentials, to prepare for transfer, and to attain workforce skills. The College champions diversity, equity, inclusion, and global responsibility, while providing clear pathways in an engaging, supportive environment where all students can successfully achieve their educational goals.

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 09/15/21

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EXECUTIVE SUMMARY

2021 - 2022 ANNUAL BUDGET



Fiscal Year 2021-2022 Adopted Budget Executive Summary ●

SECTION 1

EXECUTIVE SUMMARY: 2021-2022 ADOPTED BUDGET

This Executive Summary highlights the main components in the Fiscal Year 2021-2022 Adopted Budget and provides an overview of the assumptions used to prepare the budget.

Background – How the COVID-19 Pandemic Impacted the 2021-2022 Adopted 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 culinary. 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 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 Los Angeles County mandates. Two task forces were established to address pandemic specific issues and include representatives from campus constituents; the Coronavirus Return to Campus Committee and The Coronavirus Task Force.

2021-2022 State Budget:

On July 12, 2021, Governor Newsom signed the 2021 Budget Act which reflected state expenditures of \$263 billion, including \$196 billion in General Fund expenditures. The delay in signing from the due date of July 1 was because the Budget Act included components of the Governor’s May Revision and additions/modification from the Legislature on June 14, 2021 with subsequent changes between the Legislature and the Governor that took additional negotiation. The Governor’s priorities were to maintain State’s commitments:

- Pay Down Liabilities
- Maintain Reserves
- Increase Spending for One-Time Initiatives
- Address Urgent Economic Needs Resulting From the COVID Pandemic

The Final State Budget included the Governor’s recommendations for the Community College system with additional resources of \$3.5 billion for apportionment and categorical programs which included \$1.5 billion as full repayment of deferrals of system funding in 2020-2021. This increased the total Community College system budget from \$8.1 billion in 2020-2021 to \$10.1 billion in 2021-2022, excluding the deferral repayment of \$1.5 billion. With \$700 million in on-going funding and \$1.2 billion in one-time funding, the Statewide Focus became, “How to Build Back Equity Through Basic Needs Programs”. Some of the highlights included:

- The 2021-2022 State budget is the largest in State history, built for long-term results.
- The focus should be on Basic Needs which are critical to the success of students.
- Financial Aid is a priority with \$235 million in funding:
 - Eliminate age and time out of college requirements, and
 - Mandate that all students complete FAFSA.
- Pathways between education and employment should be streamlined by:
 - Providing resources to assist students working while in school,
 - Pursuing jobs at higher wages, aligned with academic goals, and
 - Focusing on regional employment with a pilot project to build out 5-8 regions throughout the State.
- On-Going Funding included:
 - COLA to fund SCFF funding formula
 - Enrollment increase
 - Full-time faculty funding
 - Repayment of Deferrals
- One-time Investments
 - Emergency Student Financial Assistance
 - Work-Based Learning
 - Mental Health
 - Student Retention and Enrollment
 - Online Education Infrastructure
 - Expansion of Apprenticeships

The Community College System also received unprecedented amounts of federal stimulus funding through HEERF, the Higher Education Emergency Relief Fund, as well as State and Federal COVID Block Grant funding. Congress approved over \$2 trillion in HEERF Funding in three rounds between March 2020 and March 2021 to provide Student Financial Aid Grants for COVID Emergency Costs; housing, food, mental health, transportation, childcare and other basic needs. For institutional costs, the funding could be used to defray expenses and lost revenue due to COVID and well as to fund Student Support Activities Related to COVID.

2021-2022 Adopted Budget – Santa Clarita Community College District

The 2021-2022 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 2021-2022 Adopted Budget for the Unrestricted General Fund included \$124.6 M in Total Revenue and \$123.8 M in Total Expenses, resulting in a **balanced** budget with no structural deficit (deficit spending). The Fund 11 – Unrestricted Fund Balance ended at 10.2%. Other State compliance targets were exceeded with the Fifty Percent Law estimated at over 55% and the FON at 217.8 vs. 204.7, which was 13.1 FTEF over the District goal.

The 2019-2020 Emergency Conditions Allowance provision that was put in place continued to protect Community College revenues through 2020-2021 and 2021-2022. This allowed Districts to be funded at the “pre-pandemic” level of their 2019-2020 P1 submission for FTES, Supplemental and Success metrics. 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. However, the Emergency Conditions Allowance was extended through fiscal year 2021-2022 so that District revenues were “frozen” at the State revenue level funded at the 2019-2020 P1 of approximately \$102 million, increased by COLA of 5.07% in 2021-2022.

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

2021 - 2022 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 third largest city in Los Angeles County, preceded only by 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 229,000 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 E, the campus is expected to triple in size over the next three years.

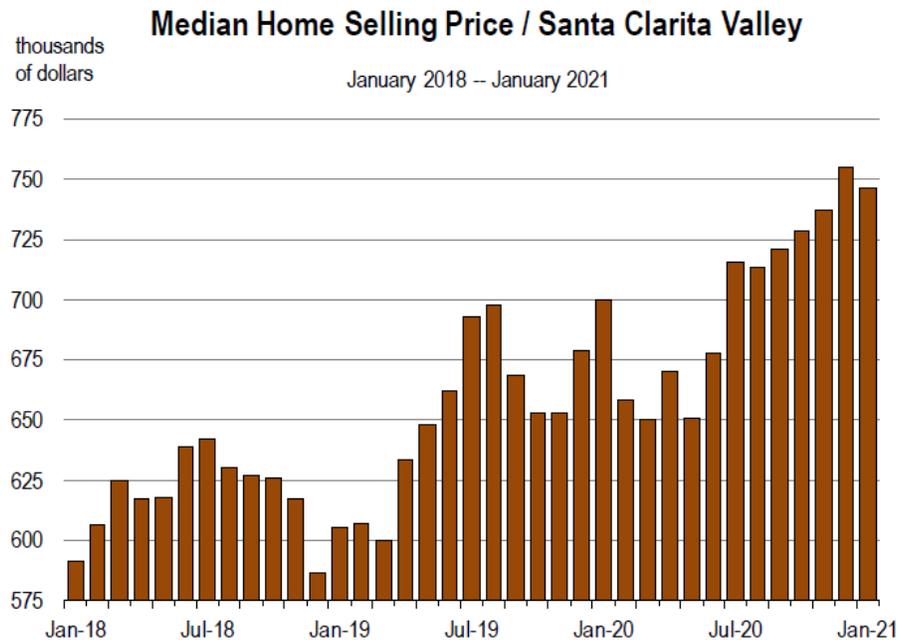
Housing Market:

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 2021, the overall median house price in Santa Clarita was roughly \$745,000 – up from \$685,500 a year earlier. Home price appreciation in the SCV looks similar to California and Los Angeles County, with a softening in the first of 2020 and growth thereafter. The same is true for home sales.

So how does the SCV market differ from statewide trends? Affordability. Homes across California have become more expensive over the past year, with the typical mortgage payment increasing by 9 percent.

But homes in the Santa Clarita Valley have become more affordable. Even though selling prices have increased, the typical mortgage payment on that home has actually decreased. Interest rates have declined faster than home prices have appreciated in the SCV, meaning that many local buyers could afford a more expensive house in early 2021 than they could before the pandemic. This increase in affordability has led to a huge rise in sales, with total transactions up by 70 percent over the last 12 months.

Graph 2-1.



Community Development:

During 2020, a total of 1,090 residential units were permitted in the City of Santa Clarita. Approximately two-thirds of these units were single-family homes, while the rest were in multifamily structures. Housing production increased substantially in 2020, surpassing activity in the previous year by 35 percent. Production of single-family units almost doubled, while permitting of multifamily units declined.

Investment into the construction of new commercial and industrial structures totaled \$54 million in 2020. The most prominent category for development was retail and logistics as two major projects – totaling \$1.4 million and \$3.0 million – were authorized in the second half of the year.

Among the principal projects in the Santa Clarita Valley, there are 37,181 residential units in some phase of the planning process. Across the Valley, there are 13,860 units in projects that are actively under construction, including the early villages of the Valencia project. There are also 4,735 units in projects that have been approved but have not broken ground.

There are 18,586 units in projects that are awaiting approval, including the portions of the Valencia project that have yet to be approved for vertical construction. The Santa Clarita Valley now has 19.6 million square feet of space in its commercial and industrial development pipeline.

Across the SCV there are 7.0 million square feet of space in projects that are actively under construction, including Needham Ranch and IAC Commerce Center. There are also 4.5 million square feet of space in projects that have been approved but have not broken ground. There are 8.1 million square feet of space in projects that are awaiting approval, including the portions of the Valencia project that have yet to be approved for vertical construction.

Table 2-1. Residential Construction Projects

Project Name	Location	Units	Status
MetroWalk	Santa Clarita	498	Pending
Aliento	Santa Clarita	495	Under Construction
Plum Canyon Master	Santa Clarita	411	Under Construction
DACA Castaic	Santa Clarita	405	Pending
Bouquet Canyon Project	Santa Clarita	375	Approved
Placerita Ranch	Santa Clarita	310	On Hold
Single Family Condos	Santa Clarita	245	Under Construction
River Village Area D	Santa Clarita	184	Under Construction
Park Vista	Santa Clarita	182	Pending
Golden Triangle Apartments	Santa Clarita	164	Pending
Mancara at Robinson Ranch	Santa Clarita	109	Pending
Dentec	Santa Clarita	95	Approved
Dockweiler 21	Santa Clarita	93	Under Construction
Ted Robinson Residential	Santa Clarita	48	Pending
Canyon Brook	Santa Clarita	35	Approved
Sand Canyon Estates	Santa Clarita	22	Approved
Tesoro Highlands	Unincorporated L.A. County	820	Under Construction
Williams Ranch	Unincorporated L.A. County	497	Under Construction
Tapia Ranch	Unincorporated L.A. County	405	Pending
Canyon Heights	Unincorporated L.A. County	157	Complete
The Reserve at Sloan Canyon	Unincorporated L.A. County	157	Pending
Aidlin Hills	Unincorporated L.A. County	230	Approved
Canyon View Estates	Unincorporated L.A. County	37	Pending

Key Industries:

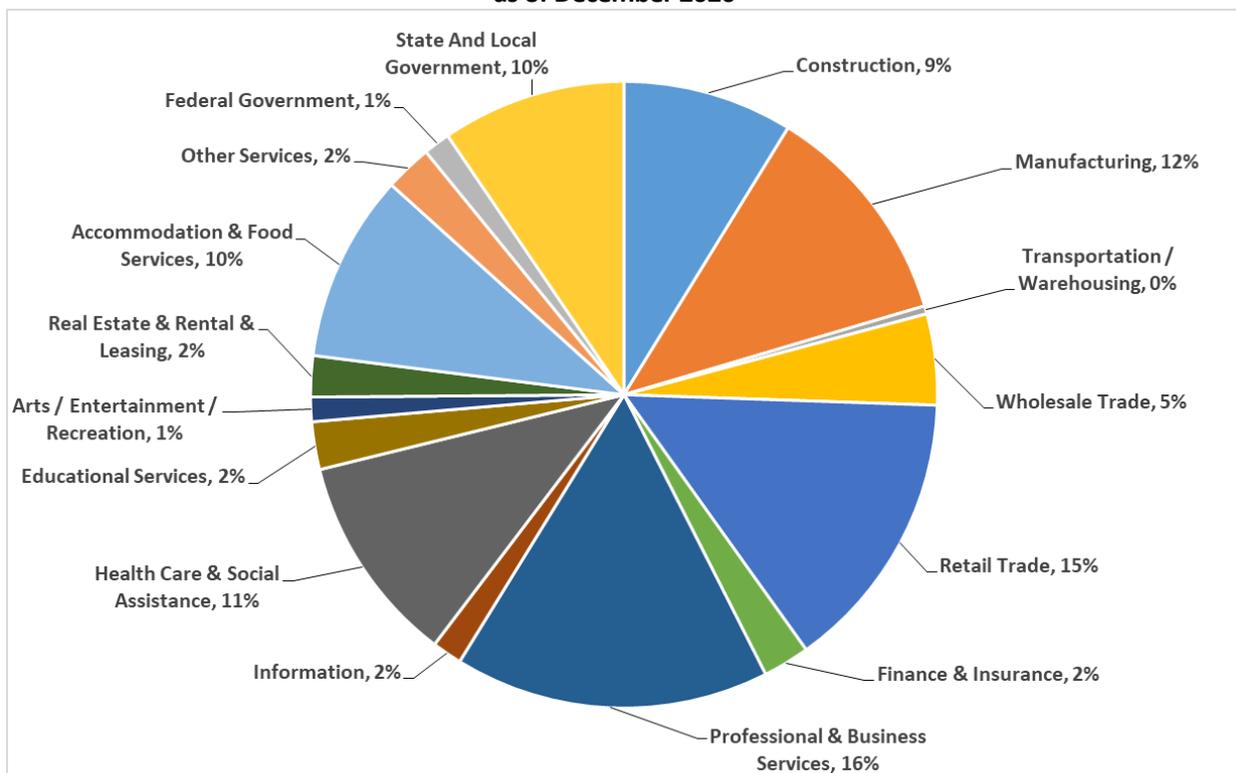
Key industries within the District’s service area include Aerospace & Defense, Medical Devices, Advanced Manufacturing, Digital Media & Entertainment and Information Technology. The top employment categories include Wholesale/Retail Trade, Leisure & Recreation, Professional Services, Manufacturing, Healthcare & 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.

Where we best and clearly see the economic calamity caused by the pandemic is in the labor markets, especially those sectors that were not essential and that were closed down due to business restrictions imposed by the Governor last Spring.

This, together with ongoing limitations on business activity has led to a meaningful loss of employment in the Santa Clarita Valley during 2020, and most of the decline was due to the closures of, or restrictions on hotels, travel, restaurants, other food services, personal services, and Magic Mountain. Between February and December of 2020, the Valley-wide labor market is lower by nearly 12,000 jobs.

But now we are beginning to see the first indications of recovery for these largest employers in the Santa Clarita Valley. If expected momentum can be generated over the next several months with rising demand for cruises and parks, a faster recovery in jobs and income for the regional economy will be realized this year.

Graph 2-2. Key Industries within the Santa Clarita Community College District’s Service Area as of December 2020



Industrial Market:

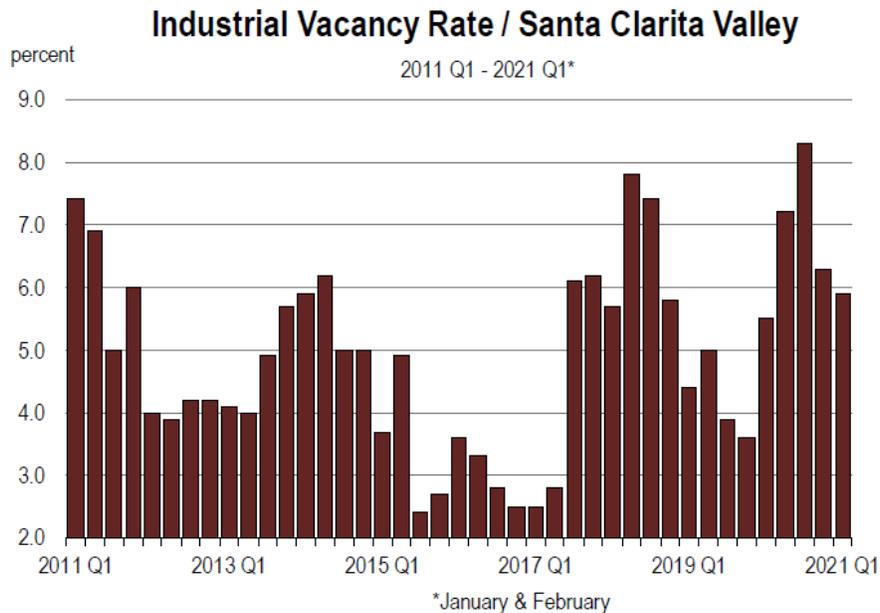
The industrial market is showing few if any signs of recessionary impact. The vacancy rate actually improved in late 2020 and early 2021. More than 500,000 square feet of space was absorbed in the fourth quarter of 2020, the largest quarterly total in two decades.

After six consecutive years of industrial projects being under development, no new projects are currently under construction in the Valley. The market wide vacancy rate for retail space is now 5.8 percent, up about one percentage point from year ago levels. Lease rates have softened but appear to be rising again

during the first quarter of 2021.

Throughout 2020, 98 lease deals were signed. Activity was surprisingly consistent on a quarter-by-quarter basis, indicating that the Coronavirus Recession did not deter many transactions in the first half of the year. Companies are filling new facilities at Needham Ranch as the SCV becomes a hub for e-commerce and the filming industry springs back to life.

Graph 2-3.



Office Market:

In a trend that is consistent across California and the U.S., the office vacancy rate is rising in the Santa Clarita Valley, though the impact through mid-March 2021 has been moderate. During the first quarter of 2021, a total of 11.1 percent of office space was vacant in the SCV. Net absorption was negative in 2020, but this was largely the result of new space being added to the market.

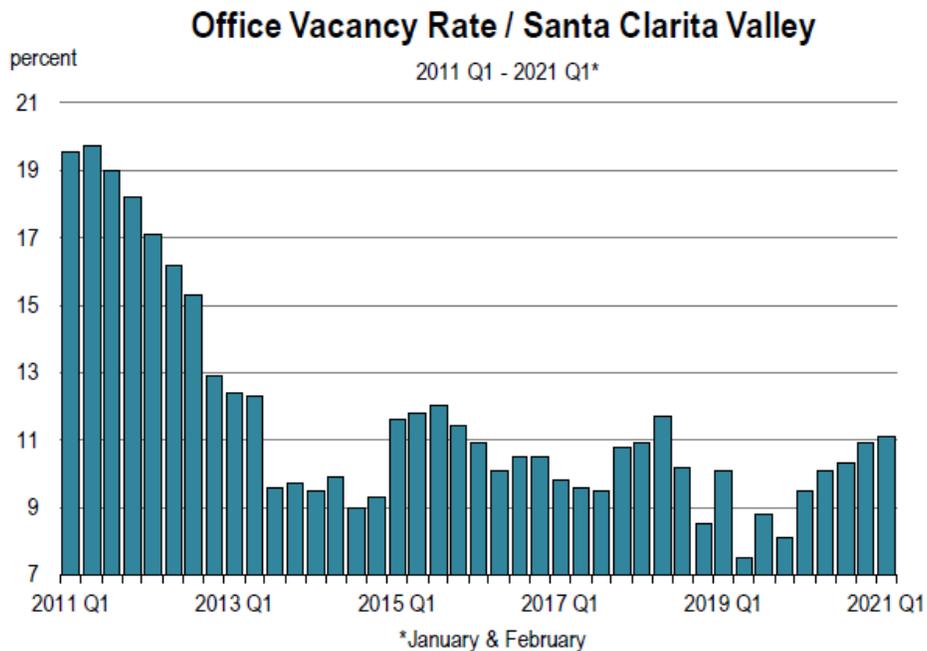
The office wide vacancy rate moved from 9.5 percent in the first quarter of 2020 to 11.1 percent today. Average gross rents do not appear to have changed much.

In 2020, approximately 70,000 square feet of space was built and ready for use. Leasing activity increased from the prior year, with 111 leases signed. It was actually higher in the first half of the year, during the worst period of the Coronavirus Recession.

As of February 2021, 3 buildings were under construction. Upon completion, these facilities will deliver more than 250,000 square feet of capacity. Lease rates were above \$2.70 per square foot in early 2021.

Below is a chart that has the historical Office Vacancy Rate of the Santa Clarita Valley.

Graph 2-4.



Employment / Unemployment:

Following a horrific fallout of employment in March and April of 2020, the Santa Clarita Valley labor market began to recover in May 2020 and continues to rebound. Companies in the Santa Clarita Valley reported employing 18,000 fewer workers in about a 30-day period in March and April of 2020. Then, between the low point in April and December 2020, the region experienced a net recovery of 5,400 jobs. In some sectors, the rebound has been swift. In real estate and professional business services, employment has returned to at least 97 percent of pre-pandemic levels. In several additional industries, the staffing totals have surpassed 90 percent of previous conditions.

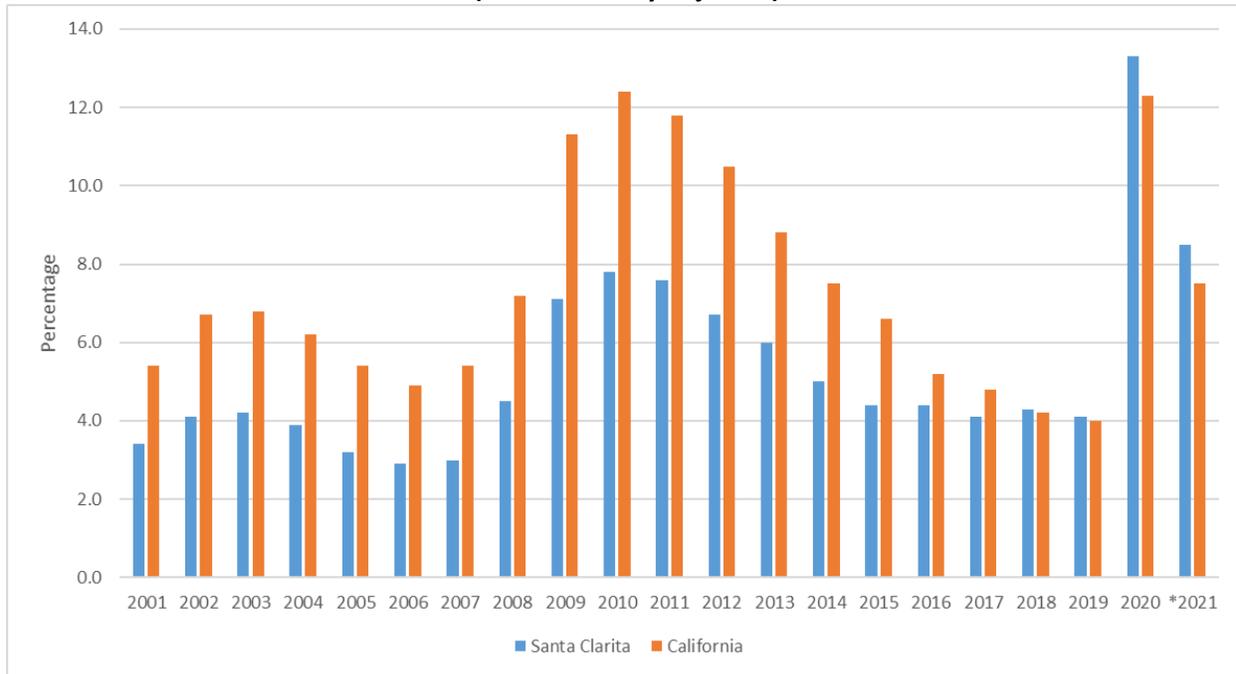
But in other industries, a recovery has not yet begun, and the weakest outcomes have been observed in entertainment and transportation. Two of the SCV's most prominent companies – Six Flags Magic Mountain and Princess Cruises – were forced to scale back their business operations, leading to meaningful layoffs (Princess Cruises is officially classified as a transportation firm). As of December, job counts in the transportation and entertainment industries were still down by more than 70 percent, with no visible recovery yet occurring.

By the end of 2020, the unemployment rate in the Santa Clarita Valley was still north of 9 percent, much higher than the rate for the nation and slightly higher than the composite rate for California. Until transportation, entertainment, and hospitality firms are allowed to return to normal activity, the overall job market recovery will remain muted, but there is reason to believe that 2021 could still be a prosperous year.

At the same time, the vaccine rollout, which started slowly, is now progressing more quickly than expected, meaning that person-to-person service industries can return. So even though labor market

conditions are still weak, optimism is building as 2021 progresses.

**Graph 2-5. Unemployment Rates for Santa Clarita Compared to the State of California 2001-2021*
(Not seasonally adjusted)**



*as of August 2021

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 25,137 workers in the Santa Clarita Valley. The Santa Clarita Valley’s largest employers eliminated 3,512 jobs last year due to the Pandemic. Large public organizations eliminated 1,262 workers because of COVID related cutbacks. Despite the Pandemics strain on the economy, College of the Canyons, the fourth largest employer in the Santa Clarita Valley, is still playing a vital role in the economic health of the community. The District did not lay any workers off during the pandemic and built on a 32 year track record of not laying people off.

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

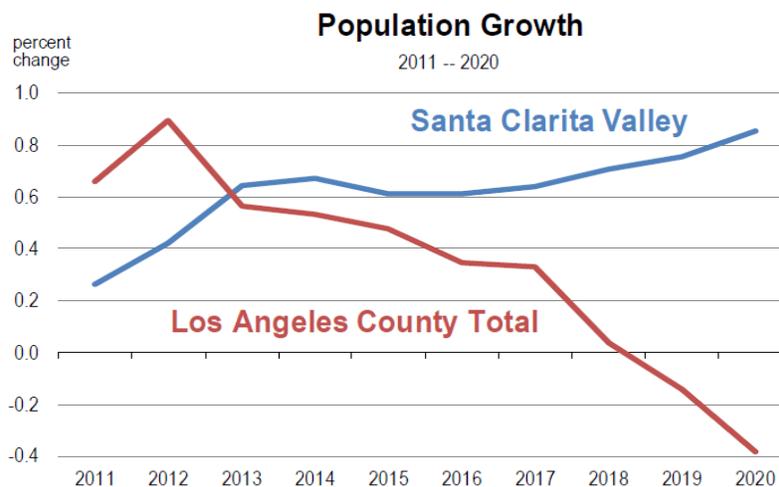
Employer	Employees	Business
Henry Mayo Newhall Hospital	1,917	Hospital
Six Flags Magic Mountain	1,900	Amusement Park
William S. Hart Union School District	1,641	School District
College of the Canyons	1,535	Higher Education
U.S. Postal Service	1,414	Government
Princess Cruises	1,308	Cruise Line
Saugus Union School District	1,254	School District
Boston Scientific	875	Manufacturer
City of Santa Clarita	811	Government

Employer	Employees	Business
The Master's University	755	Higher Education

Population:

The growth of jobs, business formations, and now housing is responsible for the extraordinary population increase over time in the region. Compared to greater Los Angeles County, the region is rapidly expanding its population, and its share of total county population. The greater Los Angeles County population is now in decline, and is forecast to remain in decline over the next few years. Alternatively, the growth of population in the local region has been accelerating, pushing upwards the demand for more housing, business in-migration, and new business formation. The growing population provides meaningful opportunities to employers for a larger and more diverse labor force.

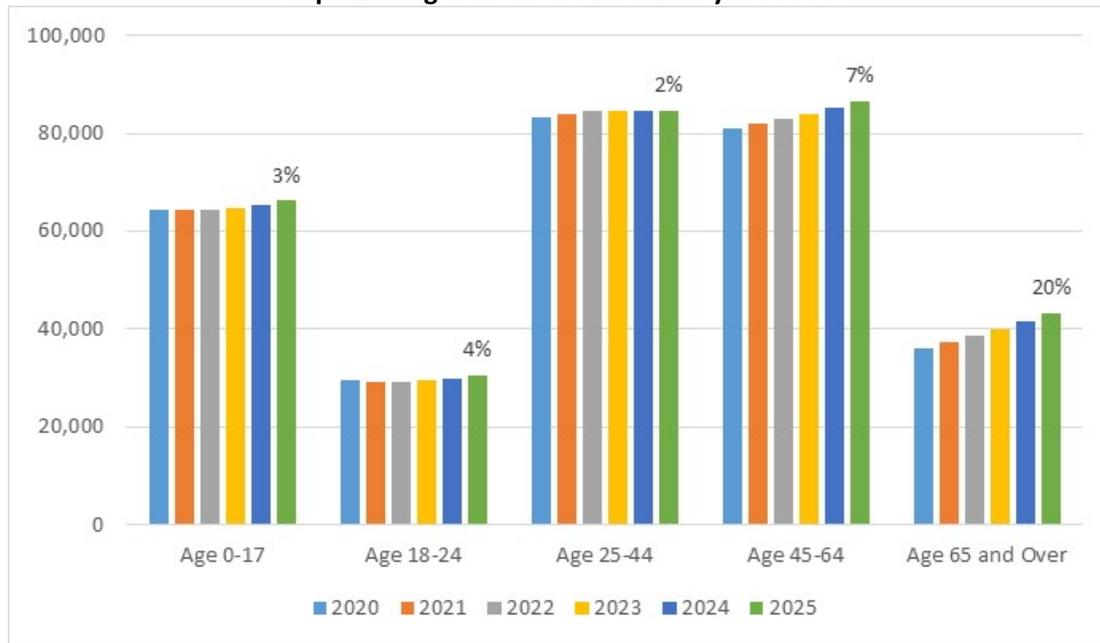
Graph 2-6.



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



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, 34-plus percent have taken some college courses or obtained an associate degree, and 37-plus 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 District is continually assessing and responding to the needs of the community by developing new programs. Currently, there are 96 degree programs (including 31 Associate Degrees for Transfer) and 148 different certificates including 60 certificates of achievement, 42 certificates of specialization, 36 certificates of completion, and 10 certificates of competency (as of 09/29/2021). Over the past five years, new programs and certificates developed include:

- 21st Century Career Skills Certificate of Completion (Noncredit)
- 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)

- Basic Proficiency in Chinese Certificate of Specialization
- Basic Proficiency in French Certificate of Specialization
- Basic Proficiency in German Certificate of Specialization
- Basic Proficiency in Italian Certificate of Specialization
- Basic Proficiency in Spanish Certificate of Specialization
- Business of Acting Certificate of Completion (Noncredit)
- 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
- Carpentry Technology Certificate of Specialization
- CBEST Preparation Certificate of Completion (Noncredit)
- Civic and Community Engagement Certificate of Specialization
- Cloud/Virtualization 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 Publishing 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)
- English as a Second Language for College Preparation II 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
- Fire Service Management In-Service AS Degree
- Fundamentals of Communication Certificate of Completion (Noncredit)
- Fundamental Skills for Commercial Artists Certificate of Completion (Noncredit)
- Gateway Human Resources Assistant Certificate of Completion (Noncredit)

- Gas Tungsten Arc Certificate of Achievement
- 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)
- Heritage Speaker Proficiency in Spanish Certificate of Specialization
- 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)
- Intermediate Proficiency in French Certificate of Specialization
- Intermediate Proficiency in Spanish Certificate of Specialization
- Introduction to Residential Building Trade Skills Certificate of Completion (Noncredit)
- IoT – Internet of Things Certificate of Specialization
- Law Enforcement Technology AS Degree
- Law Enforcement Certificate of Achievement
- Liberal Arts and Sciences: Health Science Emphasis AA Degree
- Logic Pro Certificate of Specialization
- Management Toolbox Certificate of Completion (Noncredit)
- Manufacturing Fundamentals Certificate of Specialization
- Metal Fabrication Certificate of Achievement
- Mindful Co-Worker Certificate of Completion (Noncredit)
- Music Recording Software Certificate of Specialization
- Navigating Mental health Issues in the Workplace Certificate of Completion (Noncredit)
- Network Foundation Certificate of Specialization
- Occupational Safety Health Administration (OSHA) Construction Certification Certificate of Completion (Noncredit)
- Paralegal Studies Certificate of Achievement
- Personal Trainer Preparation Certificate of Completion (Noncredit)
- Pipe Fabrication/Welding Certificate of Specialization
- Pro Tools – Level I Certificate of Specialization
- Public Health AS-T Degree
- Quick Service Technician Certificate of Achievement
- Semi-Automatic Welding Certificate of Achievement
- Sibelius Certificate of Specialization
- 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 Associate Certificate of Specialization
- Teaching Foundation Certificate of Completion (Noncredit)
- Technical Theatre AA Degree
- Technical Theatre Certificate of Achievement
- Therapeutic Procedures Certificate of Specialization
- Transmission Service Technician Certificate of Achievement
- Upgrade to Academic Success Certificate of Completion (Noncredit)

- 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)
- Yoga Teacher Training 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. This chart shows a near 50% increase in assessed valuation in the last 10 years.

Table 2-3. 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
2021-22	49,073,856,060	4,432,800	1,239,665,860	50,317,954,720

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 2-4. 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
2020-21	18,266,473.88	311,619.71	1.71

(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 2021-2022 secured assessed valuations. The list reflects varying land uses and stable property owners, many of whom have been in the District for decades.

Table 2-5. 20 Largest Local Secured Taxpayers - Fiscal Year 2021-22 - SCCCD

Property Owner	Primary Land Use	2020-21 Assessed Valuation	% of Total ⁽¹⁾
Valencia Town Center Venture LP	Shopping Center	\$410,701,471	0.84%
Newhall Land and Farming Co.	Land Holdings	238,170,309	0.49
Wesco IV LLC	Apartments	203,494,374	0.41
IMT Capital V Stevenson Ranch	Apartments	172,475,019	0.35
Valencia Marketplace I & II LLC	Shopping Center	167,374,080	0.34
Magic Mountain LLC	Theme Park	157,876,215	0.32
Park Sierra Properties	Apartments	149,967,582	0.31
Bel Valencia LLC, Lessor	Office Building	142,173,991	0.29
Valencia Phase One Newhall LP	Residential Land	136,637,052	0.28
Saugus Colony Limited	Apartments	126,995,587	0.26
IVT River Oaks Valencia LLC	Shopping Center	120,885,522	0.25
EQR Valencia LLC	Apartments	112,632,436	0.23
EQR The Oaks LLC	Apartments	110,316,799	0.22
Valencia Biomedical Park LLC	Industrial	108,556,962	0.22
ARC SLSTCA001 LLC	Industrial	106,591,121	0.22
Berry Petroleum Company LLC	Oil & Gas	96,021,567	0.20
Aerospace Dynamics International	Industrial	95,762,130	0.20
Logix Federal Credit Union	Industrial	90,899,967	0.19
Reef America REIT II Corp. DD	Apartments	89,590,506	0.18
LA Silver Aspen 20152017 LLC	Apartments	87,756,453	0.18
Total		\$2,924,879,143	5.96%

⁽¹⁾ 2021-22 Local Secured Assessed Valuation: \$49,073,856,060. Source: California Municipal Statistics, Inc.



OVERVIEW OF SCCCD

2021 - 2022 ANNUAL BUDGET



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

SECTION 3

DISTRICT OVERVIEW

Mission:

College of the Canyons delivers an accessible, holistic education for students to earn associate degrees, certificates, and credentials, to prepare for transfer, and to attain workforce skills. The College champions diversity, equity, inclusion, and global responsibility, while providing clear pathways in an engaging, supportive environment where all students can successfully achieve their educational goals.

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 229,000 and has budgeted FTES in 2021-2022 of 14,075. Total 2021-2022 Unrestricted General Fund revenues are budgeted at \$124,592,437 and Unrestricted Fund expenses are budgeted at \$123,790,885. The 2021-2022 assessed valuation for its community is over \$49.1 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.

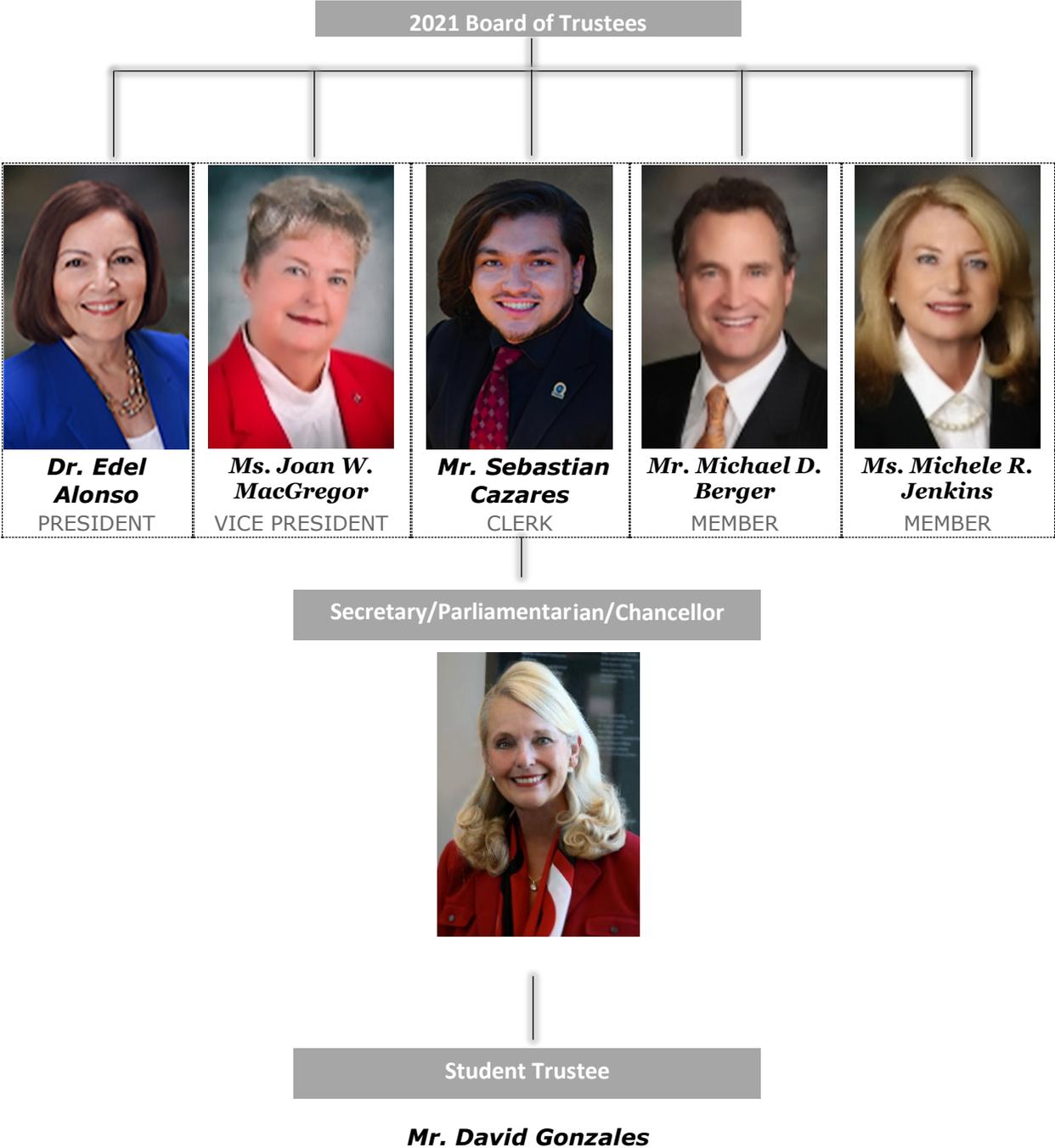
Given its commitment to growth and innovation, College of the Canyons sets a new standard for what a college can achieve. It is a vital cultural, educational, and economic force in the region.



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.



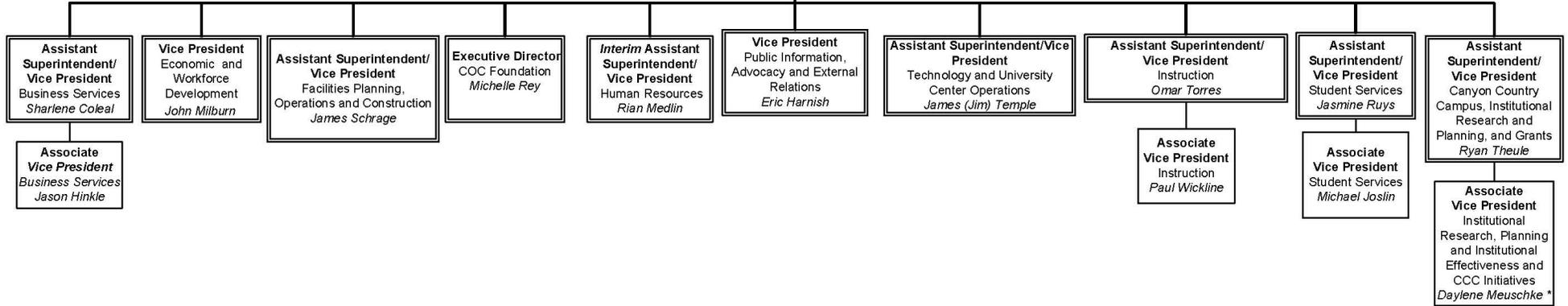
ORGANIZATIONAL CHART

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

Graph 3-2.

ADMINISTRATIVE ORGANIZATIONAL CHART

Santa Clarita Community College District
College of the Canyons



CCC = Canyon Country Campus
G = Grant Funded
09/09/2021
Page 1

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 as well as oversees and coordinates all aspects of the District.

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 fourteenth anniversary in Fall 2021. 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 96 degree programs (including 31 Associate Degrees for Transfer), 60 certificates of achievement, 42 certificates of specialization, 36 certificates of completion, and 10 certificates of competency (as of 09/29/2021). 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 over 30 bachelor's and advanced degrees from public and private universities, including 16 undergraduate degrees, nine master's degree programs, one doctoral degree program, and five credential or certificate programs.. 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:

As defined in the District's Fact Book 2021, the number of degrees and certificates awarded by College of the Canyons increased 74 percent from 2014/15 to 2019/20. The District awarded 5,906 degrees and certificates in 2019/20. With regards to ethnicity, the largest increases in awards were for Native American, Asian/Filipino/a, and Latinx/Hispanic students. In regards to age, the largest increase was for students ages 19 or younger. In regards to sex, female students had the largest increase in awards. The District's efforts to close equity gaps are impacting students based on the demographic breakdown of degree completers while also pointing to areas where additional efforts are warranted.

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 to offer excellent education for our students and our community.

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. The District ensured these activities and clubs remained open and active as much as possible during the pandemic to ensure our students had the connections and resources they needed.

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. The number of concurrently enrolled high school students is projected to reach 889 in 2021-22. 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 SBDC is the Small Business Administration's (SBA) largest service program and provides high quality business & economic development assistance to small businesses &

entrepreneurs. The SBDC provide no-cost business advising and low-cost training to existing and new businesses.

- The **Employee Training Institute (ETI)** provides onsite, customized training in most technical skills and business topics. Subject Matter Experts teach courses that are relevant for business and industry. ETI also administers Employment Training Panel funding for upskilling new and existing employees. ETI works with businesses to provide education and training opportunities that will increase employee productivity and help businesses retain their pool of talented employees. Through the numerous resources we provide and the many partner agencies we work with at College of the Canyons, we help keep businesses competitive and increase their bottom line. Our dedication to working with the local business community and listening to their needs allows us to provide opportunities for support.
- The **Centers for Applied Competitive Technologies (CACT)** partners with advanced technology companies to provide workforce training and technical solutions. The CACT at College of the Canyons has the mission of advancing the global competitiveness and innovation for advanced technology companies in California, through responsive workforce training and technical consulting services. The Uniquely Abled Academy is a premier retraining program that provides individuals with Autism career opportunities in CNC Machining.
- The **Fast Track Institute (FTI)** provides fast-paced, intensive, job preparation programs for those looking for an opportunity to quickly jumpstart their career. Several new programs including Milling & Tooling, Lean Six Sigma Green Belt, and Certified in Production and Inventory Management (CPIM) Certification programs.
- 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 2020 - 2021

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

Collaboration with Education Partners:

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 29th, 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.

Collaboration with Business Partners:

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.

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.

Valencia Acura Donation

College of the Canyons received a \$20,000 donation from the Greater Los Angeles New Car Dealer Association (GLANCD) 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.

COC Works to Foster the Development and Expansion of Partnerships That Lead to Jobs

ETI now has a Simulated Forklift program that trains displaced workers for positions with local fulfillment companies. ETI also offers a Certified Logistics Associate Program gives trains employees in the basics of supply chain management, which is in demand by employers across several industry sectors.

WIOA Funding Update

COC received a 40% increase in WIOA funding to train CNC machinists through our Fast Track program. In addition, we anticipate full funding through WIOA of our Low Observable Training Program, a partnership between COC and Northrop Grumman.

Business Alliance Celebrates African-American Entrepreneurs

In February 2021, the Business Alliance at COC devoted a session to recognizing the contributions of the African-American entrepreneurs in the Santa Clarita Valley. Panelists were made up of a cross-section of industries from HR Consulting, Real Estate, and a restaurant owner. Catherine Grooms, Director of the Small Business Development Center at COC, spoke about the efforts of her team to provide access to financial assistance for minority-owned businesses through the Paycheck Protection Program. Each of the panelists shared that their reason for choosing to live in Santa Clarita was its affordability, schools, and opportunities to launch their business

Volunteer Bureau News

The Volunteer Bureau launched a new joint venture program with the ECE Center – The ECE Readers Program. The volunteers read remotely to an excited audience of young children on campus.

COC is Equipping Essential Workers

The Employee Training Institute (ETI) received approval for 16 programs through I-Train (WIOA) to equip workers for essential industries. This positions the college to respond to the Governor’s budget that includes \$42 million dollars in spending to put people back to work. Course topics include Customer Service, Low Observable Technician (Northrop), Lean Sigma, Micro Soldering, and Project Management.

Student Engagement:

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.

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.

Student Alliances

COC currently has 7 alliance groups supporting over 100 students and two more in development. These include: African American/Black Student Alliance; LatinX Alliance; Trans Alliance; Autism Social Alliance; First Generation Student Alliance; Gender Sexuality Alliance; and Veteran’s Alliance Organization. Coming soon: STEM Without Borders and Filipinx student alliances.

COC Alumni Network Webinar Series

The many challenges surrounding the COVID-19 pandemic were financially challenging for our students and alumni. Therefore, the COC Foundation Alumni Network hosted a webinar in December 2020 designed to help equip them with essential financial planning advice for strengthening their financial future. Distinguished COC Alumnus Terrance Meyer, a certified financial planner and COC Foundation Board Member was keynote speaker. Attendees were equipped with tools to help them achieve the following: Creating and maintaining a personal budget; Managing debt, credit cards, and student loans;

and Building an emergency fund and saving for the future. The event was attended by over 30 COC students and alumni.

Welcome Week

Campus Life and Student Engagement hosted a virtual edition of the Spring 2021 Welcome Week in February 2021. The week was jam packed with over 30 amazing sessions. 400 total students attended sessions throughout the week. There was an increase in student participation, compared to last Fall semester, since students were able to check out a wider range of session times. Staff communicated their preference for this format, as they were able to host their own sessions with more focused intention and purpose.

Black History Month Activities

In Celebration of Black History Month during February 2021, COC hosted a variety of events: *Let's Celebrate Soul Food* – 25 students joined an interactive cooking demonstration by Culinary Arts Chefs Cindy Schwanke and Daniel Otto based on recipes from a digital cookbook created by student graphic design artist, Arielle Guillen; *Noteworthy Films* – Black History Month Film Series; *Artist Talk with Kumasi J. Barnett* – over 105 people attended this session, with most of the students staying past the allotted time for two hours to keep the conversation going; *Open Mic/Poetry Reading*.

The School of Visual and Performing Arts Industry Insight Series

The Dean of the School of Visual & Performing Arts welcomed Pete Souza: Award-Winning photojournalist, best-selling author and White House Photographer for a 75 minute presentation in February 2021. Souza shared insights from his extraordinary career and answered questions from our students, faculty, staff and patrons.

Armenian Artists Resist, React and Recover

As part of our Happenings of World Series, the English Department in collaboration with the Multicultural Center hosted a virtual panel discussion “The War in Artsakh: Armenian Artists Resist, React and Recover.” The discussion included the history of Artsakh and its cultural kinship with Armenia leading up to the 2020 War with Azerbaijan and showcased Armenian artists who are currently using their work to enact change and instill hope. The presentation was moderated by English Department Chair Alene Terzian-Zeitounian and professors Arthur Kayzakian and Annie Aboulian.

Multicultural Center Celebrations

The Multicultural Center was busy during the month of March offering a wealth of opportunities to expand our cultural awareness of the community we are a part of, including: Webinar Series Celebrating the Persian New Year; Webinars in Celebration of Women’s History Month (“Women in Sports: Re-Shaping How Women are Viewed in the World of Sports;” “Lifting as we Climb-Women and Social Justice;” and “The Witch Is Back” - an Intersectional Feminist Analysis of Witches in Pop Culture); and Webinars in Celebration of Jewish Passover 2021.

History Department Lecture Series

In April 2021, professor Adam Morgenstern gave an informative lecture entitled, "A Century of Persistence: The Origins of the American Indian Movement, 1890-1971." Thirty students attended, as well as faculty and staff from a variety of departments across campus. The discussion began with an overview of American Indian policy between 1865 and 1890, leading up to the Wounded Knee Massacre and went on to fill in the blanks between Wounded Knee and the formation of the American Indian Movement. Discussion questions ranged from the origins of the movement to how the movement continues to affect the relationship between indigenous tribes and the United States government today.

Student/Alumni Success:

Nursing Students Not Distracted by COVID

College of the Canyons' graduates' performance on NCLEX is record-breaking: 92.45% or 49 out of 53 nursing students tested on July 1 – September 30, 2020. Congratulations to our amazing nurse educators.

MLT Spring 2020 Graduates Achieve 100% Success on Board Exam

During the Spring 2020 semester, many MLT programs were halted due to COVID-19. COC's program continued, and 13 students graduated in June 2020. They went on to take the American Society for Clinical Pathologists National Board Exam, and all 13 students passed the exam on their first attempt, achieving a 100% pass rate. Congratulations to our students, Dr. Hencelyn Chu (MLT Director and Department Chair), and the entire MLT faculty for their support of our students.

COC Students are Offered LCO Summer Internships

Teresa Ciardi recently had the opportunity to share the accomplishments of our globally competitive Aerospace & Sciences Team with the Director of the Las Cumbres Observatory (LCO), Dr. Lisa Storrie-Lombardi, resulting in a unique partnership opportunity for our community college students. Although LCO is in Santa Barbara, they are initiating a community college internship program with College of the Canyons as the primary focus for the student pool. This is the first internship at LCO that will target community college students. We continue to become more visible each year as the only community college team repeatedly being selected for NASA HASP and NASA's RockSatX programs.

COC Students Receive Edison Fire Tech Scholarships

Ten COC Fire Technology students received \$1,000 scholarships from Edison International to cover tuition, books and school-related fees. The scholarships were awarded through a \$25,000 grant from Edison International in support of the college's development of present and future fire personnel. In addition to the scholarship awards, this grant allows us to purchase uniforms for our students and storage for our firefighting gear and equipment. This is COC's third year receiving Edison's Fire Technology Grant.

Aerospace & Sciences Team Presentation

Our Aerospace & Sciences Team impressed the CA Space Grant Director in a NASA Event held in December 2020 that included 14 colleges. The CA Space Grant Director stated at the end of our presentation that they "look forward to continuing to support our team," so we are well positioned to receive another round of student scholarships and funding for materials. All other teams constructed simple rovers using an Arduino or Rasberry Pi while our COC team is constructing NASA payloads that use student designed flight computers. 13 COC students received \$650 scholarship stipends for their work on NASA RockSatX and NASA HASP. The team received \$2000 for materials.

Congratulations College of the Canyons 2021 CESF Student Fellows

Students from California's university and college campuses were selected in Spring 2021 to participate in California Campus Compact's Community Engagement Student Fellowship (CESF) Program, a 4-month initiative specifically designed to support student leaders advancing community and civic engagement at California Campus Compact member campuses throughout the state. Congratulations to our COC students Mr. Adam Dirickson and Mr. Lane Farrell, who are serving as California Campus Compact's 2021 Community Engagement Student Fellows.

COC Women's Golf Team Receives Scholarship Award

Our Women's Golf team was selected as a California Community College Athletic Association Scholar Team recipient. The Scholar Team Award is the highest academic team achievement given annually by the CCCAA. It emphasizes the academic achievement of all members of one specific team. Only one team is selected for each CCCAA sport. To be eligible, all team members must have excelled academically with a total GPA of 3.0 or higher. The team was also recognized for demonstrating better than average accomplishments in intercollegiate athletic competition.

Women's Tennis Transfers First Player

College of the Canyons Women's Tennis standout Mary MacAdam committed to Ottawa University in Arizona, becoming the first player in program history to continue competing with a four-year program. MacAdam played just one season at COC, finishing her freshman campaign a perfect 11-0 in singles competition. In doing so, she set the program record for most consecutive singles wins and ranks second with seven consecutive Western State Conference (WSC) singles wins. Her career total of 11 singles wins is tied for the program's No. 2 mark. Congratulations Mary!

Speech Team Earns Awards

The COC Speech Team medals at both the National and State tournaments. Phi Rho Pi National Speech Tournament Awards: Bronze Medalist - Impromptu - Bella Peña; Bronze Medalist - Impromptu - Alejandro Carranza; Bronze Medalist - Informative - Alejandro Carranza. CCCFA State Speech Championship Awards: Bronze Medalist - Prose - Britney Kim; Bronze Medalist - Impromptu - Bella Peña; Bronze Medalist - Informative - Andrea Martinez.

Honors Students Presented at Research Conference

Congratulations to the following students, who presented virtually at the Honors Transfer Council of California Research Conference at UC Irvine in March 2021. They each presented research completed in their Honors courses. This is a very competitive conference with over 1200 abstracts being submitted in December 2020. Only 300 were selected. Our Honors program had 17 students accepted to present. The following were available to present: Isabela Solorio, Marian Khalil, Jacob Ventura, Melanie Perez-Diaz, Janny Oh, Joshua Botros, Kaya Aziz, and Elen Chakhoyan. They did an amazing job!

Aerospace Team Gets Lift from NASA

For the fifth time in a row, the College of the Canyons Aerospace and Sciences Team (AST) was selected to participate in NASA's High Altitude Student Platform (HASP) program. NASA has selected 11 student teams to launch scientific payloads on a NASA heavy-lift balloon for the 15th High-Altitude Student Platform mission flying during the Fall 2021 campaign in Fort Sumner, New Mexico. Our team plans to build a compact scintillator, which converts high-energy radiation to a visible light to detect gamma rays and neutrinos in the upper stratosphere.

COC Scholarship Awards

For the first time in COC history, all available scholarships were awarded! 311 Scholarships were awarded to 135 individual students.

Former Cougar Headed to the Seahawks

Former College of the Canyons defensive back Bryan Mills is the latest former Cougar to join the NFL ranks after signing a free agent contract with the Seattle Seahawks. Mills, who played the 2018 season at COC before transferring to North Carolina Central University (NCCU), had drawn heavy attention as a potential pro prospect leading up to the 2021 NFL Draft. Mills impressed scouts with his 2019 season at NCCU, where he recorded five interceptions and eight pass breakups. While at COC, Mills helped the Cougars to

a 10-0 regular season record and the 2018 Southern California Football Association (SCFA) National Division, Northern League championship. Mills is one of five former Cougars to transfer to an HBCU over the last eight years.

COC Team Selected to Participate in AAC&U Event

An eight-member team of students led by Patty Robinson, director of COC's Center for Civic Engagement was accepted to participate in the Association of American Colleges and Universities (AAC&U) 2021 Institute on Integrative Learning and Signature Work. In this four-day virtual learning experience, teams work with ILSW faculty to develop a campus action plan specific to their individual institutions. Teams explore and create ways to build their capacity to integrate knowledge and skills across disciplines and curricular and co-curricular experiences; transfer learning to new, complex experiences within and beyond campus; and embed learning into signature work. Congratulations to Patty and her team!

Four Students Receive the 2021 Linda Cushing Memorial Scholarship

Four COC students were selected to receive the 2021 Linda Cushing Memorial Scholarship. Each Spring semester, Part Time Faculty United (AFT Local 6262) offers a scholarship to COC students nominated by their adjunct instructors. This year, they were able to award \$500 to four deserving students. The awards went to: Britney Coreas - nominated by Linda Beauregard-Vasquez (English); Chloe Grunberg - nominated by Michael B Habib, PhD (Biology); Mary MacAdam - nominated by Patty LaBat (PE/Kinesiology); and LeLeyna Rodriguez - nominated by Mike Edwards (English). Thank you to the adjunct faculty members who recognized their students' merits and nominated them for this award!

Making the Case for Sustainability

A College of the Canyons student team competed in the International Business Ethics and Sustainability Case Competition that was hosted virtually in April 2021 by Loyola Marymount University. The competition enables students to apply ethical reasoning to practical issues. Teams chose their own ethics issue related to one of the globally adopted United Nations sustainable development goals. COC's team – the only one from a two-year college – was named runner-up in the 10-minute case competition category for its presentation on "The Power of Tourism to Address the Challenges of Poverty." Congratulations to advisor Kevin Anthony and his students!

COC Celebrates Apprenticeship

The Strong Workforce Apprenticeship Group completed 29 apprentices who will receive their State Apprenticeship Certifications as Material Coordinators and Machine Operators. Apprentices who completed the program received increases of up to 40% in their base salary. COC received an endorsement from the Defense Acquisition University to launch its Cyber Security Apprenticeship for DoD companies. COC completed its Department of Labor sub-award with Los Rios College by providing 32 apprentices in areas such as manufacturing and cyber security.

COC Foundation Scholarship Donor Recognition 2021

The College of the Canyons Foundation is extremely proud that we were able to celebrate the continued support of our impactful donors in giving the gift of education and opportunity to a group of talented and enthusiastic students. This year's virtual event provided a forum for over 50 scholarship recipients to meet with over 25 donors. Facilitating meet and greets between donors and their scholarship recipients is a joy, and we look forward to continuing engagement for many years to come.

District/Employee Success:

Riding the Budget Roller Coaster

Despite reductions in revenue and unpredictable revenue due to COVID-19, COC's Employee bases continued to increase with an additional 30 Faculty Members, 96 Classified Members, and 8 Administrators.

Bellwether Finalist

College of the Canyons was selected as a Top 10 Bellwether Finalist for its submission entitled "Dismantling Barriers to Support Students: Placement Exams & Developmental courses." This nationally recognized Bellwether Award focuses on cutting-edge, trend-setting programs worthy of replication, where selected community colleges address critical issues through applicable research and the promotion of best practices addressing instructional programs and services. This highlights the College's innovative approach to English and mathematics assessment and course sequence design that has resulted in increased student completion in transfer-level English and mathematics while greatly reducing equity gaps.

Awarded Grant to Support Anti-Racism with OER

The Community College Consortium for OER (CCCOER), jointly with COC received a grant awarded by the William and Flora Hewlett Foundation, for an Open for Anti-Racism (OFAR) Project for the California community colleges. The one-year project aims to demonstrate how faculty can use open educational resources and open pedagogy to make instructional materials and their teaching more anti-racist. Participating faculty will learn about anti-racism, open educational resources, and open pedagogy in a newly developed course entitled Open for Anti-Racism (OFAR).

Canyons News Perseveres Despite Pandemic

In a normal non-pandemic semester, our Canyons News classes would produce multiple newscasts and news articles for canyonsnews.com. With COVID-19 forcing us into remote learning, the Media Department adjusted by creating a collaborative workflow for our students in 3 different courses. The students from those classes produced over 30 NewsMicros for all of our Canyons News social media outlets. They worked collaboratively to produce nearly 50 articles for canyonsnews.com. In addition, they learned to story tell through in-person and Zoom interviews as well as gather original video and images from a creative use of cell phone technology. We are very proud of what our students have achieved in unprecedented times.

COC Sponsored Program Takes Second Place in Partners In Education Contest

Michael Bastine, Regional Engagement Director of Advanced Manufacturing at College of the Canyons won 2nd place in the 2020 Partnerships for Industry and Education (PIE) awards, for its STEMBassadors Program. The PIE contest was founded to identify and honor innovative employer-education partnerships that are successful in preparing the workforce to meet the needs of the California economy.

COC Recognized in NCATC Newsletter

College of the Canyons was featured in the Network of Advanced Technology Expertise (NCATC) newsletter. The featured article, *College of the Canyons Community College: Helping to Create an Industry 4.0 Ready Workforce*, was written by Tim Baber, Professor of Welding Technology. Highlighted in the article was our partnerships with the William S. Hart High School District to create career technical education dual-enrollment opportunities at the community's newest high school. A 10,000-square-foot building at Castaic High School will house advanced manufacturing and welding labs. Students will earn industry certifications such as NC3, AWS, and NIMS, which will ultimately position them for employment

upon graduation. All dual-enrollment courses offered will articulate with current certificate and degree programs offered by the college, allowing students to pursue certificates and degrees offered by the college.

Noncredit Receives Honorable Mention Award

The College of the Canyons noncredit program was presented an Honorable Mention award by the Academic Senate for California Community Colleges' 2021 Exemplary Program Award. The award was presented virtually in January 2021 at the Board of Governors for California Community Colleges meeting. Sponsored by the Foundation for California Community Colleges, the Board of Governors created the Exemplary Program Award in 1991 to recognize outstanding community college programs. In light of the ongoing COVID-19 pandemic, the Academic Senate chose "Equitable Practices in a Virtual Educational Environment" as the theme for the 2020-21 Exemplary Program award. Congratulations to Garrett Rieck and The School of Personal and Professional Learning.

COC Awarded the Way Forward Grant

COC, working with Cerritos College, LACC, CSUDH, CSULA, CSUN, and the California Community Colleges' Success Network (3CSN) was just awarded the nationwide The Way Forward grant of \$12,000 by Bringing Theory to Practice (BTP). BTP is the nation's premier organization in higher education focused on civic learning and democratic engagement. This grant builds on an earlier grant addressing the need to create an intersegmental civic engagement pathway between the California Community College and California State University systems.

That's Classified! A Classified Senate Newsletter

In December 2020, the Classified Senate released the first edition of its very own newsletter - "That's Classified!" The first edition featured everything from COVID-19 perspectives, to honoring some of our on-the-ground campus employees, to Classified Staff's favorite holiday recipes, and much more. While written by the Classified Staff, it is their hope that all employee groups will find something of interest while browsing through the articles. A special thank you to all Classified staff who wrote, interviewed, formatted, and illustrated for this collaborative effort.

SBDC Award Finalists

For 2020-21, at the SCV Chamber Awards and Installation Gala, the Small Business Development Center at COC was selected as a finalist to receive the "Pandemic Leadership Award" for its work in assisting companies with the Paycheck Protection Program. The SBDC has provided assistance to more than 500 companies, and continues to be the leading resource in the Santa Clarita Valley for employers looking to access resources to help them get through these difficult times.

Workforce Training 2021

The COVID-19 pandemic created changes in how businesses operate and changed the skills they need from their employees. The Economic Development Division responded to this trend by developing new programs and modifying existing initiatives such as Registered Apprenticeship.

IT Recognized for Pandemic Response

The College of the Canyons Information Technology department was recognized with two awards at the 2021 California Community College Chief Information Systems Officers Association (CISOA) Virtual Technology Summit for their outstanding support in transitioning the college's operations and instructional programs to a remote environment in response to the COVID-19 pandemic. The division's Computer Support Services (CSS) Team will receive a CISOA 2021 Technology Excellence Award, which annually recognizes demonstrated excellence through technological advancements by a community

college. In addition, Dr. James Temple, the college's Vice President of Technology, who leads the IT division, will received a 2021 Excellence in Technology Leadership Award by the California Community Colleges Chancellor's Office (CCCCO), which distinguishes individuals demonstrating exemplary leadership contributions within the technology profession.

COC Receives US DOE Open Textbook Pilot Grant

College of the Canyons was awarded a 3 year OER Grant totaling \$370,149 by the US Department of Education. The funding will enable COC to design and deliver online courses for faculty at consortium partners to link OER with equity and culturally responsive teaching; design and deliver online training for support staff and student workers at consortium partners on best practices for developing and promoting OER; and organize and host virtual and in-person events to promote a community of practice in OER practices across the state. In addition, COC faculty will have the opportunity to create OER in collaboration with faculty from consortium partners, via mini-grants managed by West Hills.

Chad Peters Named Athletic Trainer of the Year

We are proud to announce that Chad Peters has been selected as the 2021 California Community College Athletic Trainers' Association Athletic Trainer of the Year! Chad has served his students, his college, and our statewide organization with distinction for many years. His contributions are directly responsible for a higher level of health and safety and student success, both on the field and in the classroom for students at community colleges across the state. Congratulations, Chad!

Campus Improvements/Events:

BaNC Thanksgiving Food Drive and Giveaway

BaNC and Rotary Club of the Santa Clarita Valley hosted a food drive for COC students in November 2020. Over 100 bags of Thanksgiving-themed food items were donated. Michael Joslin purchased another 100 bags worth of food items using Hunger Free Campus grant funds. The combined 200 pantry bags were distributed to students along with \$50 grocery cards (500 cards were distributed). Seven college staff and three students joined more than 15 Rotary Club members to work the food drive event.

Feel Good for Finals – Partnership with BaNC

In an effort to help prepare our students for Finals week, The Office of Campus Life and Student Engagement partnered with the Basic Needs Center (BaNC) for the Feel Good Finals event. Our ASG student leaders, BaNC staff and Campus Life staff distributed a "finals week" goody bag and a \$50 grocery gift card to each participant. Between both campuses, COC successfully distributed 500 packages to students.

Canyon Country Campus Hosts Virtual Star Party

In April 2021, the Canyon Country campus hosted a virtual Spring Star Party as part of the Science Talks lecture series - "Perseverance on Mars – The First Two Months." Over 150 attended this virtual event, including students, faculty, staff and community members. NASA's Dr. Jennifer Trosper provided an update on the Mars Perseverance Rover and Ingenuity Helicopter. The local group Astronomy Club, COC faculty, and an update by our student Aerospace and Sciences Team rounded out the evening. The Science Talks series continues to engage both our campus and local communities, building excitement around the opening of the Science Center.

Canyon Country Campus Hosts Garden Walk

In May 2021, over thirty attendees participated in a virtual stroll through the Canyon Country campus, where they were treated to a discussion of local plant life, insects and birds. Host Jeannie Chari provided

exciting pictures and facts about the birds, the bees, the flowers and the trees of the Canyon Country campus. With the assistance of two of her Hands on Earth students, Jeannie demonstrated how to properly mulch and irrigate the ground. Thank you to the Committee: Jamie Page, Maria Sanchez, Nick Schutz, Shawn Irwin, Ryan Theule and Anthony Michaelides. All of the exciting Science Talks episodes for the 2020/21 event series are available to view and share at www.canyons.edu/canyoncountry.

Honors/PTK Event

The COC Honors Program and Phi Theta Kappa held two virtual celebrations to accommodate most students. 64 Honors students graduated and are transferring to UCLA, UCSB, UCSD, UC Berkeley, UCI, CSUN, CSLB, USC, CSCI, CSEB. Forty new Phi Theta Kappa members were inducted and new officers were elected for the year 21-22.

PPL Drive-Through Event

Forty School of Personal and Professional Learning students participated in a Drive-Thru Recognition event. PPL issued 1200 certificates in the 20-21 academic year, through the pandemic. Forty students came through between the morning and evening sessions. Seventeen students came to pick up gift bags from the office. All received a flower lei and written inspirational letter from a former student who transitioned to the credit program, as well as a car decal that says, "Proud Student of School of Personal and Professional Learning Program."

Veteran's Graduation Ceremony

The Veterans Resource Center hosted a Veterans Virtual Celebration. Graduate Stats: 467 Student Veterans & Dependents 20/21 Enrolled (Excluding Summer 2021); 393 Veterans; 63 Dependents; 11 Spouses; 326 Student Veterans 20/21 Using Benefits; 83 Total Graduates; 69 Veteran Student Graduates; 12 Veteran Dependent Graduates; 2 Veteran Spouses; Average GPA 3.19. The top five programs were: 12 Business Administration for Transfer; 13 Psychology for Transfer; 10 Administration of Justice for Transfer; 8 Accounting; and 3 Communication Studies for Transfer. The branches of the Veteran Graduates were: 20 Army; 23 Marines; 16 Navy; and 10 Air Force.

Early Childhood Education Drive-Through Celebration

The ECE Department hosted its second annual Drive-Through Graduation Ceremony. The Department decorated Lot 8 and cheered on grads (and their families). Around 30 of our 92 ECE and EDUC graduates joined. The Department handed out a survival kit goodie bag and congratulations certificate. Many of the students and their families enjoyed taking a photo with our ECE and EDU letters. Special thanks to Jennifer Paris, Cindy Stephens, Wendy Ruiz, Sharon Eyrich, Amanda Picard, Antoinette Ricardo, Andy McCutcheon, and the rest of our ECE faculty and staff.

Academy of the Canyons Graduation

103 AOC students graduated in person from AOC in the COC Cougar Stadium. It was also livestreamed. 69 graduates earned at least one Associate degree from College of the Canyons. 15 students have maintained a cumulative grade point average of 4.0 or higher throughout their academic career in COC courses. 82 students are graduating with honors with a 4.0 and higher. For college, 30 will attend UCs; 20 will attend Cal States; 6 will attend private schools (including USC, LMU and Occidental); 11 will move out of state (to Boston College, Washington University in St. Louis, Texas A & M, Carnegie Mellon, and BYU); and 18 will continue at COC.

Nursing Graduation

41 COC nursing graduates celebrated a Zoom graduation and a drive-through pinning celebration. Over 100 Zooming families and friends joined the graduates who completed over 900 skills lab/simulation/

patient care clinical hours during the course of their studies, in addition to classroom theory lectures. Highlights of the celebration included Chancellor Van Hook’s keynote speech and kind words shared from Trustees Jenkins and Dr. Alonso. Students received their Nursing pins and Alpha Delta Nu honor society pins and cords. Both celebrations were coordinated by Professor Shaunasey Lane and student leaders. Graduates are now vigorously preparing for the NCLEX exam for licensure. The COC first-time pass rate for the NCLEX exam is now over 91%, up from 89% last year!

The Class of 2021 Celebrates

Graduates from the class of 2021 returned to campus to celebrate commencement at Grad Walk. Held Wednesday through Saturday in the Honor Grove, COC's traditional graduation site, the event gave each student the opportunity to have each of their names announced; to be professionally photographed with friends and family; and to cross the graduation stage while cheering faculty and staff recognized their accomplishments. 579 Graduates participated in this Grad event. It was a one-of-a-kind experience and well-deserved celebration for a class that overcame the unprecedented challenges of the pandemic.

A Sneak Peek Behind the Scenes

The Canyon Country Campus Advisory Committee held its spring meeting and members had a chance to tour the new Science Center. Work is well under way on installing furniture and equipping and setting up the labs to ensure it is ready to welcome its first students in the Fall 2021 semester. Exterior hardscape, landscaping, and irrigation are also underway.



STATE BUDGET OVERVIEW

2021 - 2022 ANNUAL BUDGET



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

SECTION 4

THE STATE ECONOMY AND THE CALIFORNIA COMMUNITY COLLEGES

The State Economy – Overview

The public health emergency associated with the COVID-19 pandemic resulted in enormous hardships for families, business, and governments at all levels. In addition to the impact on the healthcare system, the emergency caused a seismic shift in the State’s economic conditions. The recession only lasted a few months from March 2020 when the State projected a large deficit; combining \$5.7 billion in new spending related to the State’s COVID-19 response and a drastic drop in State revenues as a result of reduced personal and corporate income tax and sales tax which resulted in a \$54.3 billion deficit.

On July 12, 2021, Governor Newsom signed the 2021 Budget Act with State expenditures of \$263 billion, including \$196 billion in General Fund expenditures. In total, the 2021-22 State Budget reflected state funding for Community Colleges of \$3.5 billion; \$1.5 billion repayment of deferrals and \$1.9 billion in funding, including \$700 million in on-going funding and \$1.2 billion in one-time funding. The Budget Act includes components of the Governor’s May Revision, updated with funding allocations reach through compromise between the Assembly, Senate and Governor. The Legislature approved the budget by June 15 in compliance with SB2, otherwise they risk having their salaries frozen.

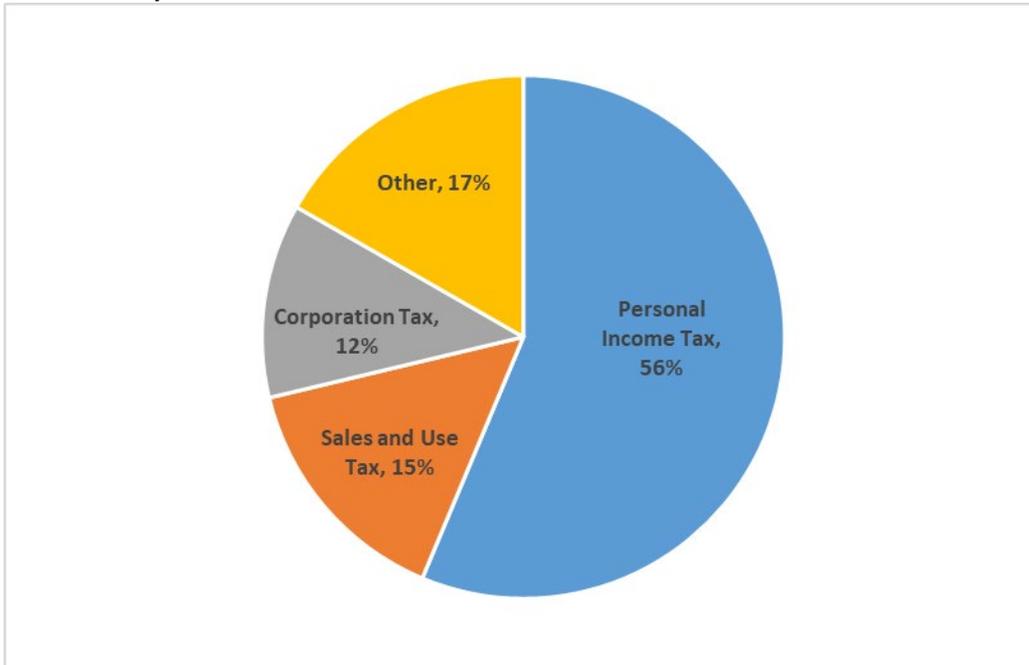
The budget outlook since the initial release of the Governor’s Budget on January 10, 2021 improved significantly by the final State budget release in July 2021, despite the COVID-19 pandemic. The 2021-2022 Revenues increased significantly due largely to increases in the big three taxes: Personal, Sales and Corporate. The Budget Act continues to preserve funding for most California Community College Programs at the 2019-20 levels if they have signed the Emergency Condition Form to keep revenue at the pre-pandemic level at P1 in February 2020.



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.

Graph 4-1. Sources of CA State General Fund Revenues in 2021-2022



It is projected that 86 percent of the **District's** Unrestricted General Fund revenue in 2021-2022 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	

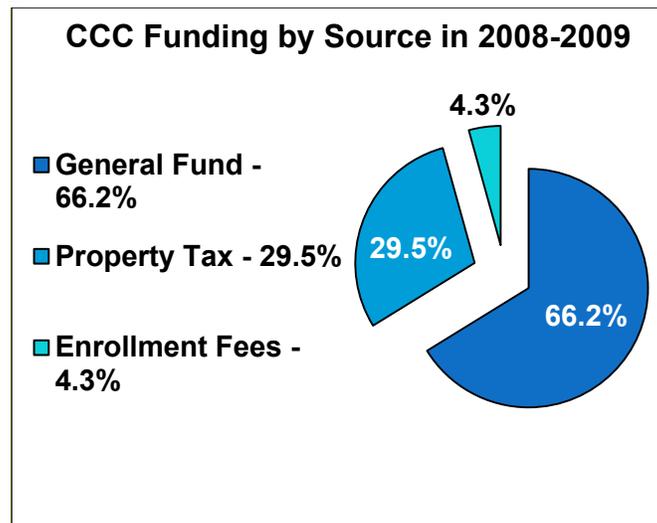
Funds generated through Proposition 30 are deposited into the “Education Protection Account” (EPA) within the State’s General Fund and are available for meeting the State’s Proposition 98 obligation. The funds stabilized the Prop 98 minimum guarantee, which was falling because of the economic downturn 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 \$21 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 over \$30 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.

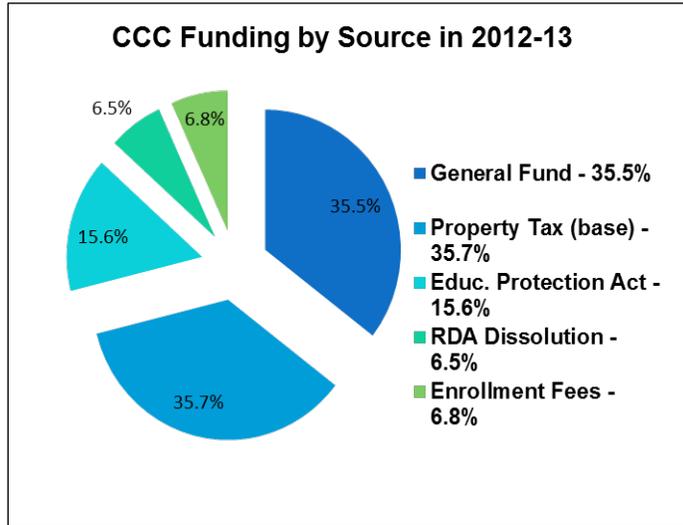
EPA funding changed the proportion of the various revenue sources that fund the California Community College System. In 2008-2009, two thirds of Community College funding came from the State General Fund. By 2012-2013, only one third of the revenue came from the State General Fund with EPA comprising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

2021-2022 California Community College System Funding:

The 2021-2022 Budget provided Community College System funding increase of \$752.9 million on-going and an increase of \$1,171.2 M in one-time.

On-Going Funding

\$ 424.4 M	Student Centered Funding Formula
\$ 100.0 M	Full Time Faculty Hiring
\$ 42.4 M	Strong Workforce Program
\$ 30.0 M	Basic Need Center Integration
\$ 30.0 M	Mental Health
\$ 29.2 M	COLA for Categorical Programs
\$ 23.8 M	Student Equity and Achievement
\$ 16.5 M	Apprenticeship Initiative
\$ 10.6 M	Online Education Infrastructure
\$ 10.0 M	Part-Time Faculty Office Hours
\$ 10.0 M	Rising Scholars
\$ 8.2 M	MESA
\$ 8.0 M	Broadband Access Provided by CENIC
\$ 5.8 M	Dreamer Resource Liaisons
\$ 4.0 M	Library Services Platform
\$ 752.9 M	Total On-Going Apportionments

One-Time Funding

\$ 511.0 M	Deferred Maintenance
\$ 115.0 M	Expand Zero-Textbook Cost Pathways
\$ 100.0 M	Student Basic Needs: Food and Housing
\$ 90.0 M	Part-time Faculty Office Hours
\$ 80.0 M	Retention and Enrollment Strategies
\$ 69.8 M	Other College Specific Allocations
\$ 50.0 M	Emergency Financial Assistance Grants
\$ 50.0 M	Implementation of Guided Pathways
\$ 20.0 M	Faculty Professional Development
\$ 20.0 M	EEO Best Practices
\$ 20.0 M	High Road Training/Partnerships
\$ 10.0 M	LGBTQ+ Support
\$ 10.0 M	Accelerate Competency Based Education
\$ 10.0 M	Implement Common Course Numbering
\$ 5.6 M	AB 1460 Implementation of Anti-Racism Initiatives
\$ 5.0 M	Community College Law School Initiative
\$ 2.5 M	Instructional Materials for Dual Enrollment
\$ 1.3 M	HBCU Transfer Pathway Project
\$ 1.0 M	Modernize the CCC Registry
\$ 1,171.2 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 2021-22. 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 Assistant Superintendent/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, 32 ISA colleges will receive full funding for this critical public safety training.



PLANNING

2021 - 2022 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 (CPTF) 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 identify the educational needs of the community we serve and serve as an extension of the Strategic Plan, which envisions the goals we intend to achieve. 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 2022 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



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

2021 - 2022 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 summarized information on the state budget as it applies to the District's budget;
- Disseminate information to constituents regarding the District's financial resources and expenditures and bring feedback through Committee representatives;
- 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 to ensure alignment with strategic goals established in planning documents while supporting integrated planning efforts;
- Review information on external funding sources that have an impact on the budget (in future years);
- Review 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;
- Prepare final recommendations on the process to the District Chancellor; and
- Recognize the scope of the PAC-B Committee and refer items outside the scope of responsibility to the appropriate committee, e.g. Technology Committee, Academic and Classified Staffing Committees, Facilities Planning Committee, Program Viability Committee, IE2 Committee, etc.
- Provide timely and pertinent budget information to campus committees, such as Program Viability, in order to submit their proposals to the appropriate decision making body. Committee Chairs and appropriate Administrators will serve as liaisons to PAC-B and provide an update on possible budget implications.
- PAC-B does not have authority for making budget recommendations in the areas of permanent staffing, facilities or categorical programs.

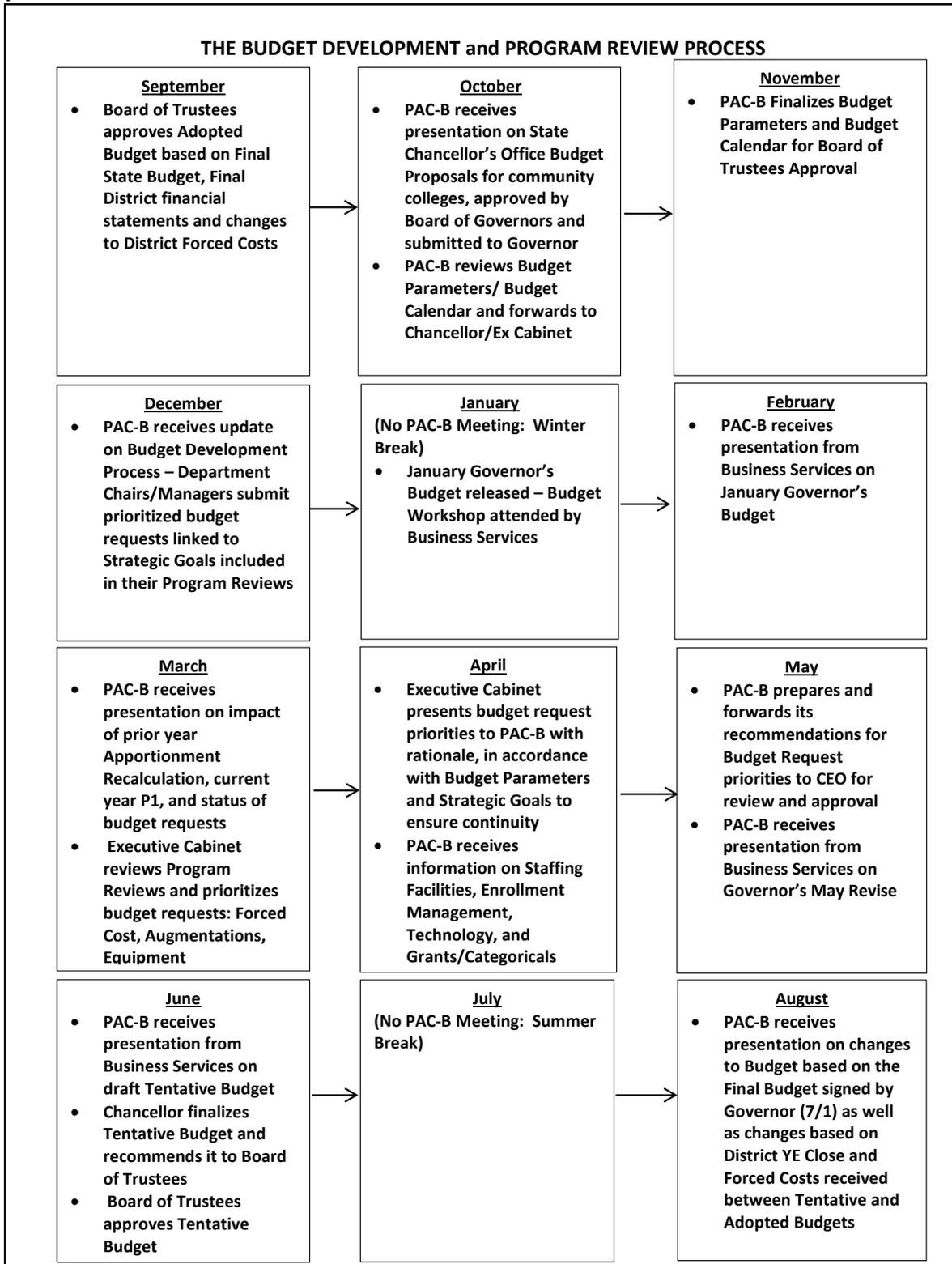
Co-Chairs:

Vice President, Business Services and a faculty representative

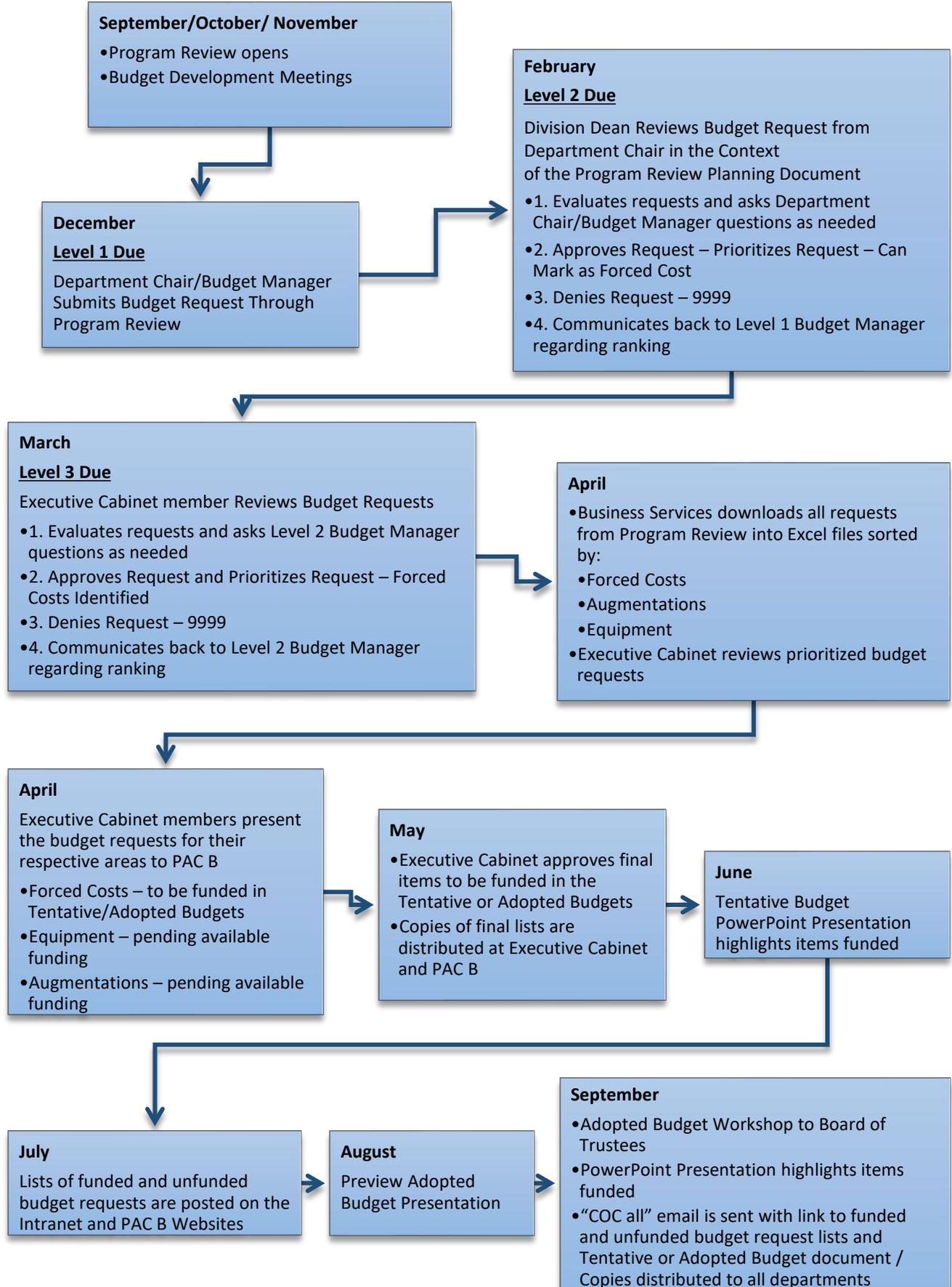
Connects to:

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. 2021-2022 Budget Calendar

Date	Activity	Responsible Party
From October 2020 to December 4, 2020	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 12, 2020	PAC-B Meeting: Reviews Budget Parameters / Budget Calendar and forwards to Chancellor/Ex Cabinet	Business Services/PAC-B
October and November 2020	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 2, 2020	PAC-B Meeting: Finalize Budget Parameters and Budget Calendar for Board of Trustees Approval; State Chancellor's Office System Budget Proposal	Business Services/PAC-B
November 30, 2020	PAC-B Meeting: Update on Budget Development Process	Business Services/PAC-B
December 11, 2020	Academic & Administrative Program Reviews: Due Date - Level 1 Program Review Submission	Level 1 - Dept. Chair/Budget Managers
December 16, 2020	Adopt 2019/20 Budget Parameters	Chancellor/Board
From December 11, 2020 to February 19, 2021	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 2021	Attend January Governor's Budget Workshop	Business Services
January 2021	PAC-B Meeting: NONE	N/A
February 8, 2021	PAC-B Meeting: Presentation on January Governor's Budget	Business Services/PAC-B
February 19, 2021	Academic and Administrative Program Reviews: Due Date - Level 2 Program Review Submission	Level 2 - Division Deans/Directors
From February 19, 2021 to March 5, 2021	Academic and Administrative Program Reviews: Submit ranked budget requests (through online Program Review budget module) to Business Services	Level 3 - Executive Cabinet Members
March 5, 2021	Academic and Administrative Program Reviews: Due Date - Level 3 Program Review Submission	Level 3 - Executive Cabinet Members
March 8, 2021	PAC-B Meeting: Impact of Prior Year Apportionment Recalculation/Current Year P1 and Status of Budget Requests	Business Services/PAC-B
March 19, 2021	Submit budget data from online Program Review budget module to Business Services	Information Technology
April 6, 2021	Executive Cabinet reviews budget requests	Business Services/Executive Cabinet
April 5, 2021	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 19, 2021		
May 10, 2021	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 14, 2021	PAC-B Meeting: Presentation on Draft Tentative Budget	Business Services/PAC-B
June TBD, 2021	Finalize budget data entry and print Tentative Budget	Business Services
By June 30, 2021	Conduct Tentative Budget Workshop Approve Tentative Budget	Business Services/ Board of Trustees
July 2021	PAC-B Meeting: NONE	N/A
August 2021	PAC-B Meeting: NONE	N/A
September 13, 2021	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 Presentation on Adopted Budget.	Business Services/PAC-B
By September 15, 2021	Conduct Adopted Budget Workshop Approve Adopted Budget	Business Services Board of Trustees

BUDGET PARAMETERS

2021-2022 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 employees.
- 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, classified and confidential 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: The District will not budget more in expenses than it receives in revenue Budget year Revenues shall 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: The Unrestricted Fund balance will meet or exceed the board approved minimum. 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.

Programming Aligned with FTES Target – the District will budget in accordance with the level of service it plans to provide to students.

- **Program Viability** – The District will provide the resources per the recommendations of the Program Viability Committee to ensure programmatic viability. In the event that an instructional program is identified for possible program initiation, modification, revitalization, discontinuance, or related viability considerations, the Academic Senate Program Viability Committee will apply criteria in accordance with BP/AP 4021 and the PAC-B Budget Parameters - Budget Reductions. The Program Viability Committee recommendation will be communicated to the Academic Senate to communicate to the CEO who will evaluate the recommendation before making a final determination regarding the continued viability of the program.

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. FON penalties have been suspended through FY 2020-21.

Student Centered Funding Formula (SCFF): The District will adapt to State revenue allocations by being ready to meet changes in 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 has adopted a local Comprehensive Plan that aligns with the State Chancellor's Office Vision for Success Goals. The District's CPT (College Planning Team) has 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 Plan that is updated every five years as required by the State Chancellor's Office. 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. 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, review, redesign, resizing and expansion to ensure the currency and relevance of programs.

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 District will establish SCFF metric targets based on local and State data for FTES, Supplemental and Success metrics.

Budgeted Revenues: The Budget will include revenue projections based on Funding Formula targets and local revenues. Budgeted Revenues will be based on reasonable and conservative estimates. .

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 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 critical operations (C) external applicable laws, regulations, state mandates, negotiated agreements, contracts, risk management, health/safety and emergency preparedness and response (X) as well as expenses in support of enrollment management (E), program viability (V) and the institutionalization of expenses (I) previously covered by restricted expenses. 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 Expenses: 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. 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.

Budget Reduction Process:

Background: In order to formalize a process for the District to enact budget reductions in response to a fiscal event as identified in this document, the President’s Advisory Council on Budget (PAC-B) created a sub-committee charged with developing a recommendation for a Budget Reduction Process. The sub-committee included representatives from multiple constituencies across the District (faculty, classified and confidential staff, and administrators) who collaborated effectively to create a document that ensures College of the Canyons stays true to our Mission, strategic goals, and various planning documents designed to guide the District’s decision making process.

If the Budget Reduction process needs to be amended -Academic Senate and Classified Union will appoint key faculty and/or classified staff, respectively to participate in a sub-committee to revise the budget reduction process and Executive Cabinet will determine funding if the work is to be completed during an off contract period.

Budget Reduction Process: In the event of a Revenue shortfall, the Budget Reduction process will be used as documented in AP 6200 – Budget Development. Executive Cabinet will identify the reason for the budget reductions, which could include, but not be limited to: State revenue shortfalls, State mid-year cuts, Community College system funding formula shortfall, District structural deficit resulting from State revenue reductions, District internal structural deficit resulting from on-going costs exceeding on-going revenues, external economic factors or other local, state, national crisis on operations, etc.

Executive Cabinet will analyze the impact of external economic factors or other local, state, national crisis on operations and will establish a timeline for the budget reduction recommendation cycle to be completed. Executive Cabinet will first identify budget solutions that can be achieved at a Districtwide level and share that information before proceeding with division/department specific budget reductions.

Once the need for budget reductions is determined, the following process shall be utilized:

- Examine patterns of spending using historical trends to evaluate the required/necessary level of funding for the program/department to function.
- Determine if cuts are one-time or on-going.
- Evaluate previous cuts before making additional cuts to the same program/department.
- Ensure all programs retain a minimum discretionary budget or have access to necessary funding.
- Minimize impact on student success and retention, linking to Guided Pathways, Vision Goals, and District Strategic Goals (access, engagement, success).
- Avoid reducing existing programs that demonstrate positive outcomes.
- Evaluate new services and programs in the context of available financial resources and the need to achieve District Strategic goals.

Documentation:

- A detailed list of reductions and recommendations will be provided to each program/department.
- An electronic copy will be provided on the PAC-B website and a history of budget reductions will be maintained by Business Services.
- These records will be used in the future to help inform decision making on additional budget reductions and in restoring funds to reduced budgets.

Transparency and Communication:

- Budget 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.
- The budget reduction process should incorporate feedback from all constituents, including faculty, classified and confidential employees, administrators and students.
- When budget requests are rejected or budget reductions are recommended, notifications will be made with sufficient time for a collaborative and interactive process in an attempt to accommodate constituents' participation.
- An explanation should be provided regarding proposed requests/reductions.
 - A detailed chronological narrative explanation of the process and criteria used to determine the proposed reductions will be provided to the budget manager.
- Responsibility for communicating budget requests/reductions will follow the Program Review hierarchy;
 - The Department Chair or Program Director will be notified by the Dean or Department Director, respectively, and
 - The Dean or Department Director will be notified by the Executive Cabinet member.

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.

COVID19 Pandemic:

- Federal and State Funding has been provided to assist community colleges during the pandemic to assist with the conversion to remote instruction and operations and to also provide additional

support to employees and students.

- This funding included Federal CARES Student and Institutional Funding and the COVID19 Block Grant – Federal and State funded.
- The District will establish a plan to allocate the remaining State portion of the COVID 19 Block Grant based on the guidelines established for this funding, to be expended by 6/30/2022. The main categories of funding include:
 - Student Reengagement
 - Student Support
 - Instruction/Student Service Online Support of Students
 - Professional Development
 - Technology
 - Cleaning and PPE



HISTORY OF COMMUNITY COLLEGE FUNDING

2021 - 2022 ANNUAL BUDGET



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

SECTION 7

HISTORY OF FTES AND GROWTH FUNDING

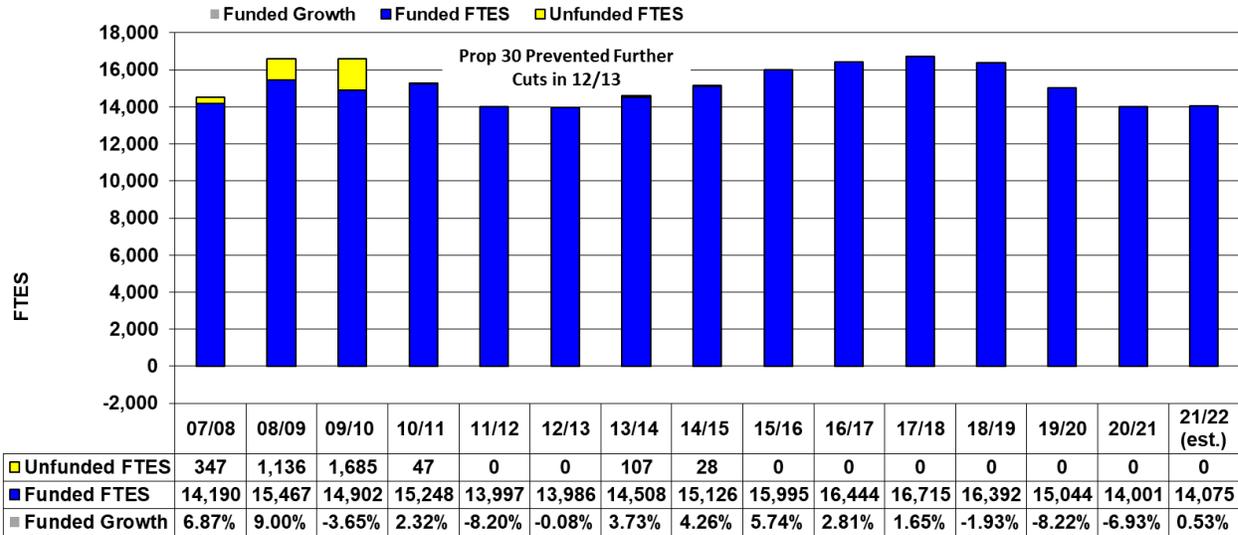
History of Funded and Unfunded FTES:

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.

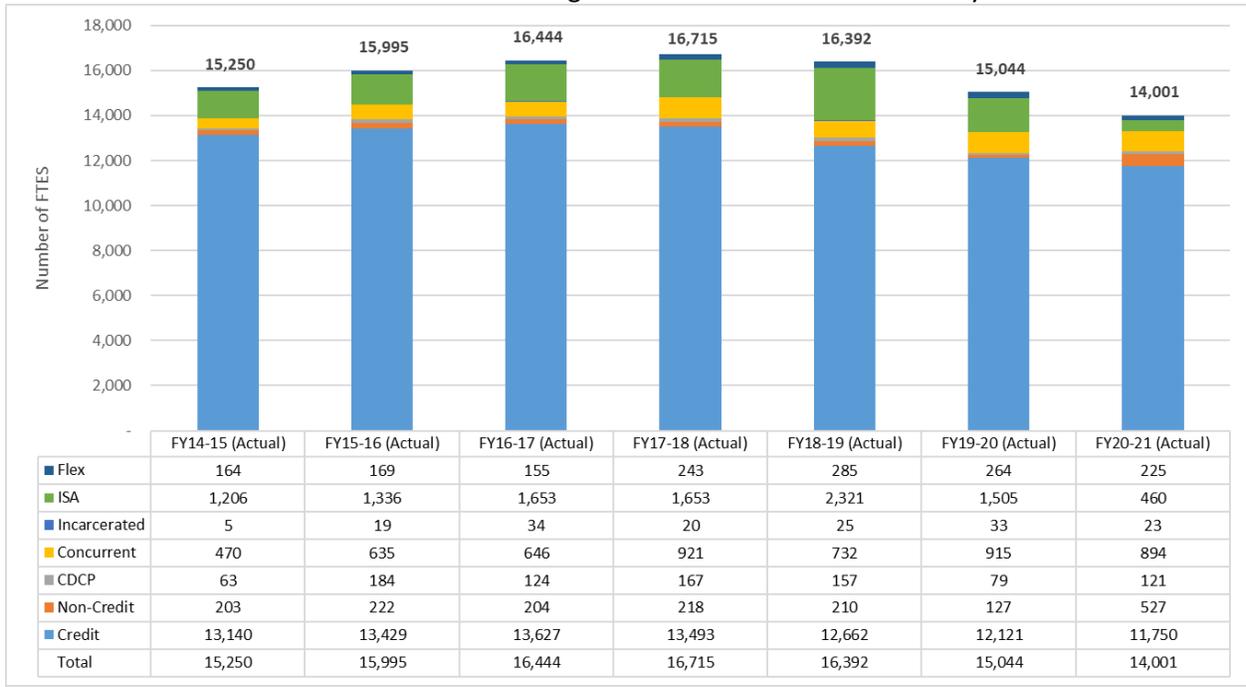
The following chart shows how funded FTES steadily increased until 2009-2010, when the first State funding cut due to the Great Recession was implemented. It wasn’t until 2013-2014 that the District’s enrollment began to slowly increase again through 2014-2015, as Restoration funding was provided to 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



	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	21/22 (est.)
Total FTES	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	14,001	14,075
FTES Incr/Decr	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%	-6.93%	0.53%

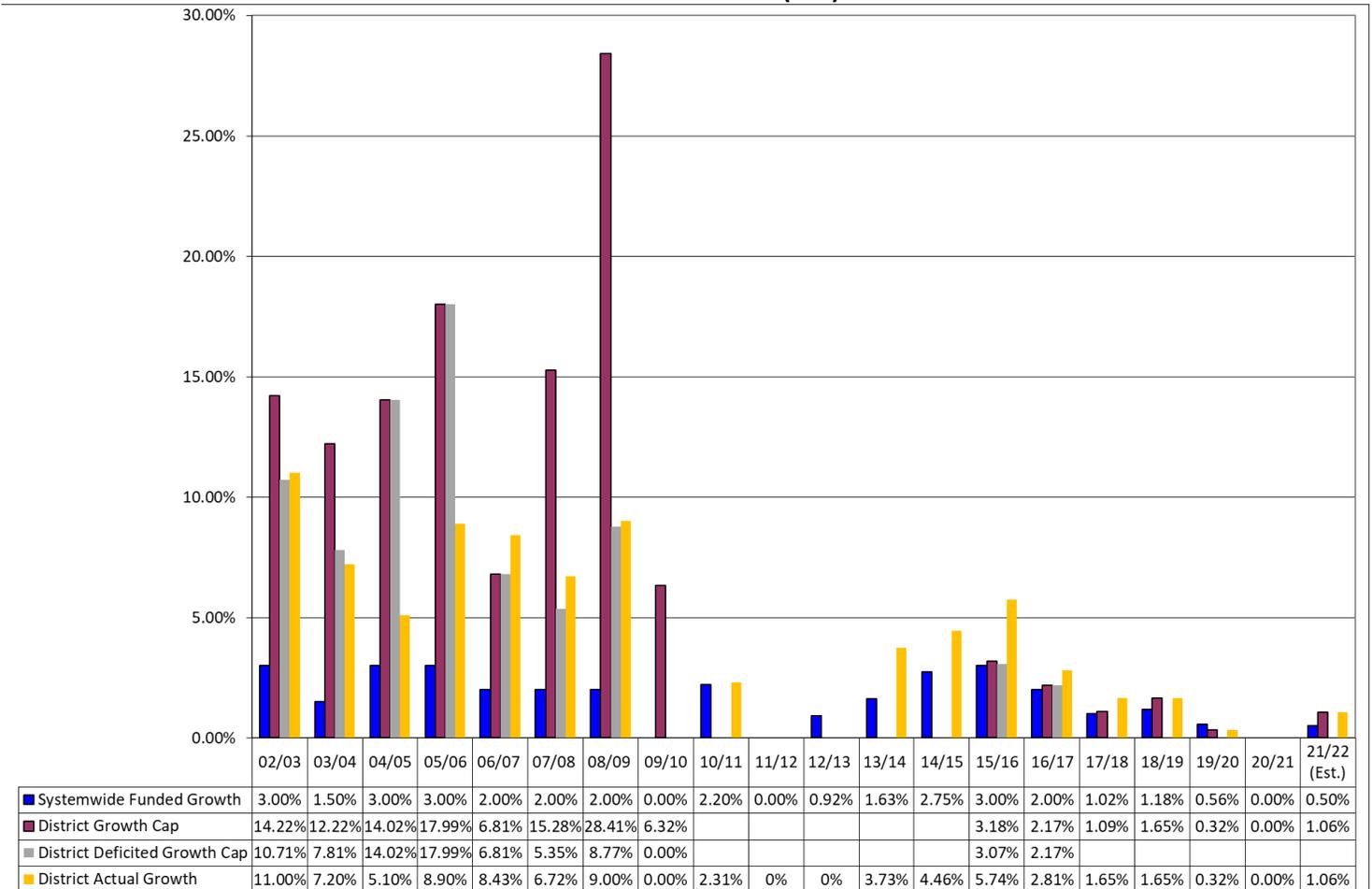
Graph 7-2. FTES Comparison – Funded FTES
 FY2014-15 Funded Through FY2020-21 – Resident FTES Only



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.

**Graph 7-3. Actual Funded Growth or Access Compared to Growth Caps
2002-2003 to 2021-2022 (Est.)**



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

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

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

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

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

In 2018-2019, the State allocated 1% growth for the Community College System 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.

In 2021-2022, the State extended the Emergency Conditions Allowance for one more year. Again this protection will allow Districts to use pre-pandemic FTES when calculating revenue in the SCFF. The state also allocated 1% growth for the Community College system and used this funding to fund the SCFF.

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:

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

History of Systemwide and College of the Canyons Growth/Access Funding								
		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
Year	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	0.56%	0.32%	0.32%	375,755	(161,038)	214,717	34,820,019	54,386,934
20/21	0.00%	0.00%	0.00%	-	-	-	34,820,019	54,386,934
21/22 Est.	0.50%	1.06%	1.06%	-	-	-	34,820,019	54,386,934
Totals	50.89%	225.69%	177.08%	18,573,622	35,813,312	54,386,934	646,638,579	915,610,919
Average	1.96%	8.68%	6.81%			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.

The chart above illustrates the history of systemwide and District growth funds for the past 27 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 deficited 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.

2021-2022:

- The State extended the Emergency Conditions Allowance for one more year. Again this protection will allow Districts to use pre-pandemic FTES when calculating revenue in the SCFF. The state also allocated 1% growth for the Community College system and used this funding to fund the SCFF.

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 7-2. SCCCD Historical FTES: 2010-2011 through 2021-2022 (Projected)

Year	Total FTES Excluding ISAs	ISA FTES	Total FTES	Total % Change	Unfunded FTES	Funded FTES
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	13,470	531	14,001	-6.93%	-	14,001
2021-22 (Projected)	12,967	1,108	14,075	0.53%	-	14,075

* 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.

While the FTES that were submitted for 2019-20 through 2021-22 have declined because of the COVID-19 pandemic, the funding has not decreased because of the Emergency Conditionals Allowance granted by the State which keeps funding of FTES in the SCFF at a pre-pandemic level. In addition to the State funded FTES projection described above for 2021-2022, 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 2021-2022.**

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:

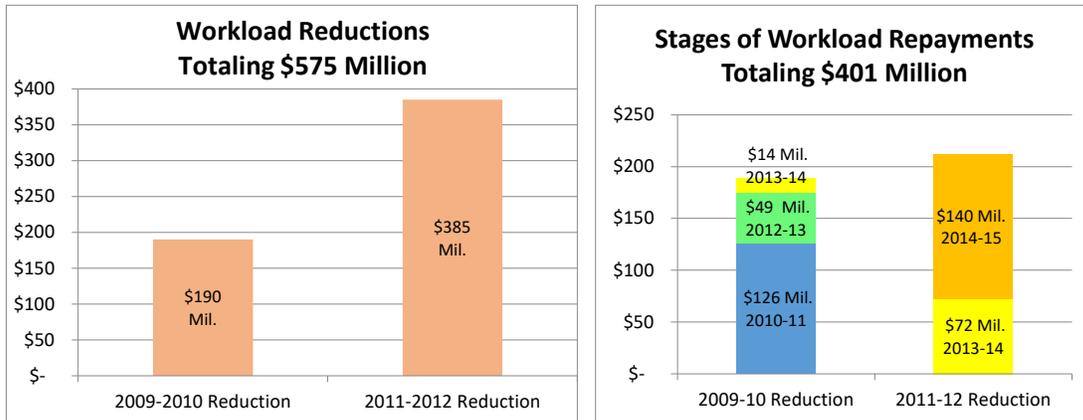
- Change in Adult Population
- Change in High School Graduation Rates
- New Facilities Factor
- Adjustment for Underserved Areas

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.



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 2021-2022

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 2021-2022, 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 2021-2022:

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 2021-2022, Base FTES are funded using a three-year FTES average. In 2021-2022 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:
 - \$4,212.26 – Credit FTES
 - \$3,552.03 – Noncredit FTES
 - \$5,906.97 – Career Development/College Preparation (CDCP) FTES
 - \$5,906.97 – Special Admit FTES (Credit - Concurrent Enrollment)
 - \$5,906.97 – Credit Correctional Facilities FTES
 - \$3,552.03 – Noncredit Correctional Facilities FTES

Supplemental Allocation Component –20% of Funding for 2021-2022

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 2021-2022 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 \$996.06 for 2021-2022. 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 2021-2022

- 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 **eight metrics**.

For All Students:

- 2021-2022 - the estimated marginal funding rate **per point** for each metric is \$587.34.

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 **eight metrics**.
- The estimated marginal funding rate **per point** for the Equity Component is \$148.15 in 2021-2022.

Eight Metrics Used in the Student Success Allocation:

- Chancellor’s Office Approved Associate Degree for Transfer Degree granted.
 - All Students: Four points for each degree at \$587.34 per point in 2021-2022.
 - Promise Grant Students: Four additional points at \$148.15 per point in 2021-2022.
 - Pell Grant Recipients: Six additional points at \$148.15 per point in 2021-2022.
- Chancellor’s Office Approved Associate Degree (or Baccalaureate Degree) granted, excluding Associate Degree for Transfer.
 - All Students: Three points for each degree at \$587.34 per point in 2021-2022.
 - Promise Grant Students: Three additional points at \$148.15 per point in 2021-2022.
 - Pell Grant Recipients: Four and one half additional points at \$148.15 per point in 2021-2022.
- Chancellor’s Office Approved Baccalaureate Degree granted, excluding Associate Degree for Transfer.
 - All Students: Three points for each degree at \$587.34 per point in 2021-2022.
 - Promise Grant Students: Three additional points at \$148.15 per point in 2021-2022.
 - Pell Grant Recipients: Four and one half additional points at \$148.15 per point in 2021-2022.
- Chancellor’s Office Approved Credit Certificates (16 or more units-pending adoption) granted.
 - All Students: Two points for each certificate at \$587.34 per point in 2021-2022.

- Promise Grant Students: Two additional points at \$148.15 per point in 2021-2022.
- Pell Grant Recipients: Three additional points at \$148.15 per point in 2021-2022.
- Successful Completion of Both Transfer Level Math and English Courses in First Academic Year.
 - All Students: Two points for each student at \$587.34 per point in 2021-2022.
 - Promise Grant Students: Two additional points at \$148.15 per point in 2021-2022.
 - Pell Grant Recipients: Three additional points at \$148.15 per point in 2021-2022.
- Successful Transfer to a Four Year University.
 - All Students: One and one half points for each student at \$587.34 per point in 2021-2022.
 - Promise Grant Students: One and one half additional points at \$148.15 per point in 2021-2022.
 - Pell Grant Recipients: Two and one quarter additional points at \$148.15 per point in 2021-2022.
- Completion of Nine or More Career Technical Education Units.
 - All Students: One point for each student at \$587.34 per point in 2021-2022.
 - Promise Grant Students: One additional point at \$148.15 per point in 2021-2022.
 - Pell Grant Recipients: One and one half additional points at \$148.15 per point in 2021-2022.
- Regional Living Wage Obtained.
 - All Students: One point for each student at \$587.34 per point in 2021-2022.
 - Promise Grant Students: One additional point at \$148.15 per point in 2021-2022.
 - Pell Grant Recipients: One and one half additional points at \$148.15 per point in 2021-2022.

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.

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 rates in the SCFF to help increase the funding of a District. This is no longer a set allocation given to each District, but additional funding can only be achieved if a District meets or exceeds its FTES, Supplemental, and Success metrics from the prior year. COLA is determined by the State using economic criteria.

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

Ongoing Apportionment funding increases can occur which are specifically provided to assist districts in funding the hiring of new full time faculty. This occurred in 2015-2016, when the FON formula was legislatively adjusted to try to equalize the required number of full-time faculty at each college. In 1988-1989, when the first FON (Full-Time Faculty Obligation) target was developed, it established a base using the current full-time faculty at each college. Because some colleges had more full-time faculty per FTES than others, it did not use a standard or percentage of full-time to part-time. With the 75/25 rule a goal of the FON, to staff 75% of faculty positions with full-time faculty, it was determined that an adjustment to each districts' FON needed to be made. Unfortunately, this happened right after the recession when many districts turned to lower cost part-time faculty to help reduce expenses in alignment with large State funding cuts but still provide classes to students. As a result, a FON adjustment was calculated that required districts to hire up to twice as many full-time faculty prior to the adjustment. Funding was provided in 2015-2016, but it was only half as much as the number of faculty required to be hired. Fortunately, College of the Canyons was able to fund 24 full-time faculty that counted toward the adjusted obligation with on-going funds and met its Fall 2016 FON Target. The State also allocated Full-Time Faculty Funding in 2018-2019 and 2021-2022, the FON target was increased in both of these years commensurately with the funding and the District was able to meet its FON target each time.

STATE REGULATIONS

2021 - 2022 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 2021-2022 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 2020-2021 the District was in full compliance with the 50% Law, reporting 55.32%.

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 2019-2020, one District was not able to comply and the other 71 Districts reported a range of percentages between 50.00% and 59.17%. The 2020-2021 Fifty Percent Law information is not available yet for all colleges, but the Santa Clarita Community College District reported 54.41% in 2019-2020 and 55.32% in 2020-2021.

Table 8-1. Fifty Percent (50%) Law Trends

	FY16-17 Actuals	FY17-18 Actuals	FY18-19 Actuals	FY19-20 Actuals	FY20-21 Actuals
Total Instructional Costs	43,316,407	48,093,921	50,704,780	52,235,775	51,792,453
Total Current Expense of Education	82,017,363	87,218,557	92,448,169	96,002,700	93,631,516
Percent of CEE	52.81%	55.14%	54.85%	54.41%	55.32%

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 2021-2022 Adopted Budget provides sufficient funding for full time faculty in order to comply with the District’s Fall 2021 Projected Advance Faculty Obligation Number (FON) of 204.7. In fact, the District projects 217.8 actual Full Time Equivalent Faculty, which is 13.1 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: 2020 and 2021

<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

<u>Fall 2021 FON</u>	
Fall 2021 FON Target	204.7
Fall 2021 Actual FTEF	<u>217.8</u>
Fall 2021 FTEF Over FON	13.1

**Table 8-3. Faculty Obligation Number (FON) History
Santa Clarita Community College District**

FON YEAR	FON OBLIGATION	FON ACTUAL FTEF	FTEF OVER FON OBLIGATION
Fall 2021 (Proj)	204.70	217.80	13.10
Fall 2020	207.70	217.80	10.10
Fall 2019	219.70	220.80	1.10
Fall 2018	214.70	222.55	7.85
Fall 2017	212.70	218.30	5.60
Fall 2016	204.10	204.80	0.70
Fall 2015	182.80	191.45	8.65
Fall 2014	171.80	177.15	5.35
Fall 2013	169.80	177.60	7.80
Fall 2012	176.80	177.30	0.50
Fall 2011	182.80	185.55	2.75
Fall 2010	182.80	186.35	3.55
Fall 2009	182.80	189.55	6.75
Fall 2008	179.80	194.35	14.55
Fall 2007	169.80	181.55	11.75
Fall 2006	163.80	163.80	-
Fall 2005	151.80	170.00	18.20
Fall 2004	146.90	152.10	5.20
Fall 2003	152.80	163.00	10.20
Fall 2002	143.80	165.00	21.20

Full Time Faculty Hiring Funding

In 2021-2022, the State allocated \$100.0M in on-going funding for Full-Time Faculty Hiring. The District’s allocation from this funding was \$1,518,451. By accepting this funding the District’s FON requirement will be increased by 17. This required increase to the FON will be implemented in Fall 2023. Our current projections have our FON target for Fall of 2022 at 217.7 and for Fall of 2023 at 234.7, an increase of 17. This target could change as funded credit FTES change.

Fund Balance

The District’s 2021-2022 Adopted Budget is projected to comply with all Fund Balance requirements. An adequate fund balance provides fiscal stability.

The State Chancellor’s Office recommends the following Fund Balance “best practices”:

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

The State Chancellor’s Office recommends a 5% minimum Fund Balance. Statewide Fund Balances in 2019-2020:

- 20.0% to 58.1% 46 Districts
- 10.0% to 19.9% 20 Districts
- 2.6% to 9.9% 6 Districts

The District’s Budget Parameters establish a 6% minimum Fund Balance requirement. The District’s historical fund balances have always exceeded that target which provided more fiscal stability in the 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

2021-2022 (Projected)	10.19%
2020-2021	10.24%
2019-2020	9.70%
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

2021 - 2022 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 delivering “an accessible, holistic education...while providing clear pathways in an engaging, supportive environment where all students can successfully achieve their educational goals.” 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 body that meets monthly to review and discuss the Enrollment Management Plan, goals and statuses. The Committee includes constituents from all of the respective groups that represent faculty, classified staff, administrators and students. The committee strategizes and sets priorities to achieve FTES goals and the Success and Supplemental metrics included in the Student Centered Funding Formula (SCFF).

FTES Types in the SCFF

Credit FTES

Between 2010 and 2018, the number of credit sections steadily increased, peaking in 2018. In Fall 2020, less credit sections were offered due to lower enrollment. With the COVID-19 stay at home orders and subsequent continuation of the pandemic, students had to take classes either in a traditional fully online format, onlineLIVE (or synchronous) via Zoom, with limited but steadily increasing in-person, on-campus offerings as COVID numbers begin to lessen. As one can imagine, this has posed challenges for students and the District's overall FTES generation in recent years. Students may have chosen to take a break from their education until face-to-face classes resumed. Barriers reported by students in the Fall 2020 semester included lack of digital access, challenges of online learning when more accustomed to in-person, and personal and familial responsibilities. To help mitigate the barriers students are experiencing, the District provided a multitude of student support through efforts such as laptop distribution and disbursement of available federal grant dollars.

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.

Between Fall 2017 to Fall 2021, the District has increased our noncredit course offerings from 34 noncredit courses to 154 noncredit courses, plus an additional 129 noncredit Instructional Service Agreement (ISA) courses. The District has also increased our noncredit certificate offerings from 5 noncredit certificates in Fall 2017 to 46 Noncredit certificates in Fall 2021.

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. There are several points of access for concurrent enrollment, College Now, Academy of the Canyons, Castaic High School, as well as Dual Enrollment who can participate in classes on the Valencia Campus, Canyon Country Campus or online.

Incarcerated Students

Through a partnership with the Pitchess Detention Center and other Correctional Institutions, 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 Agreements) Public Safety Training for LAPD, LA County Fire and LA County Sheriff before the start of the current pandemic, where then we saw a decline in enrollments due to the deployment of public safety personnel to combat the current pandemic. Information from the District's Public Safety agencies (Fire, Lifeguard, Police, and Sheriff) regarding course offering plans support the projected growth for this population. Both credit and recently 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 fully funded at 100%. Without fully funding these FTES there is a chance this vital training could be curtailed or stopped because it is not cost effective to continue without full funding.

2021-2022 ADOPTED BUDGET

2021 - 2022 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 2021-2022 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 18 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 – 2021-2022 New Revenue

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

Ongoing New Revenue:

General Apportionment

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

- **Base Allocation** (FTES/Access) – Approximately 69%
 - FTES are held at Pre-COVID numbers per the Emergency Conditions Allowance **\$ 4,060,009**
- **Supplemental Allocation** (Equity) – Approximately 13%
 - PELL Grant Recipients, AB540 Students, Promise Grant Students **\$ 545,097**
- **Student Success Allocation** (Success/Equity) – Approximately 12%
 - Success Metrics defined by the State **\$ 1,894,218**
- **2021-2022 Advance Deficit** – Approximately 1.03% Deficit Percentage **(\$ 1,123,015)**

Total Adjusted General Apportionment Revenues **\$ 6,248,150**

Other Revenue:

• Interfund Transfer-In from HEERF Increase	\$ 3,715,281
• Estimated FT Faculty Hiring Allocation Increase	\$ 1,518,451
• Grants Indirect Revenue Increase	\$ 917,734
• Lottery Increase	\$ 205,600
• Other Local Revenues Increase	\$ 168,470
• Civic Center Rental - Filming Increase	\$ 125,000
• Part Time Faculty Office Hours Increase	\$ 100,000
• ASG Reimbursement for Positions and Campus Safety Increase	\$ 15,921
• Part Time Faculty Allocation Increase	\$ 15,237
• Mandated Costs Block Grant (On-Going Funding) Increase	\$ 11,080
• Federal Revenues Decrease	\$ (3,158)
• BOG Fee Waiver Admin (2%) Increase Decrease	\$ (23,464)
• PAC Civic Center Rentals Increase Decrease	\$ (25,000)
• Bookstore Rental Decrease	\$ (30,000)
• Community Education Decrease	\$ (42,000)
• International Students Revenue Decrease	\$ (50,000)
• University Center Rental Decrease	\$ (84,000)
• Transfer-In from Fund 68 to cover STRS/PERS Decrease	\$(1,500,000)

Subtotal – Other Funding **\$ 5,035,152**

2021-2022 Adopted Budget – Adjusted Revenue **\$ 11,283,302**

2021-2022 Adopted Budget – Total Revenue **\$ 124,592,437**

Expense Assumptions – 2021-2022 New Expenses

2020-2021 Adopted Budget – Total Expenses **\$113,266,334**

New Expenses:

• Fringe Benefits - Non STRS/PERS Increase	\$ 4,619,704
• All Other Part-Time Wages (Discretionary) Increase	\$ 1,349,031
• Full-Time Regular Wages Increase	\$ 1,046,740
• All other operating expenses Increase	\$ 1,035,027
• STRS/PERS Costs Increase	\$ 956,543
• Retiree H&W Funding (ARC) Increase	\$ 700,000
• FT Faculty: Overload/Summer School/Winter Increase	\$ 343,387
• ISA Contract Increase	\$ 303,798
• Debt Service Funding Increase	\$ 300,000
• Equipment Increase	\$ 292,796
• Utilities (Gas, Power, Water, Telephone) Increase	\$ 268,595
• Supplies & Materials Increase	\$ 171,943
• FT Wages: Coaches/Counselors/Misc. Stipends Increase	\$ 36,561
• Institutional Development - District Support Increase	\$ 33,430
• Other Salaries (Vacation, Longevity, Cell Phones) Decrease	\$ (1,750)

New Expenses:

- Financial Aid SEOG Pass Thru Decrease \$ (2,308)
- IEPI Fringe Benefit - District Support Decrease \$ (3,126)
- Other Budgeted Transfers Decrease \$ (9,035)
- CDC Funding Decrease \$ (50,969)
- Adjunct Salaries - Fall/Spring, Summer School/Winter/Substitutes/Flex/Non-Credit Decrease \$ (32,902)
- Election Expense (Every Other Year) Decrease \$ (300,000)
- Parking Subsidy - Debt Service Decrease \$ (532,914)

Subtotal – New Expenses \$ 10,524,551

2021-2022 Adopted Budget – Total Expenses \$ 123,790,885

Net – Increase to Fund Balance \$ 801,552

District’s Unrestricted General Fund Budget:

General Apportionment funding continues to be the District’s largest unrestricted funding source. In 2021-2022, 88% 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 2021-2022 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 2021-2022 Adopted Budget reflects a 10.19% Fund Balance and no structural deficit.



The following table provides a summarized list of the 2021-2022 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)	\$136,403,771
Restricted (Fund 12)	\$68,271,765
Bond Interest/Redemption Fund (Fund 21)	\$35,831,985
Debt Service Fund (Fund 29)	\$1,496,957
Cafeteria Fund (Fund 32)	\$17,270
Child Development Fund (Fund 33)	\$1,419,270
Special Revenue-Asset Management Fund (Fund 37)	\$19,202
Special Revenue-Student Center Fund (Fund 39)	\$845,594
State Construction Fund Fund (41)	\$4,404,478
Capital Projects Fund (Fund 43)	\$3,987,179
Scheduled Maintenance Fund (Fund 44)	\$2,255,011
Measure E GO Bond Election 2016 Series 2019 Fund Fund (45)	\$59,820,054
Field Turf Replacement Fund (Fund 49)	\$469,145
Performing Arts Center Fund (Fund 58)	\$647,791
Employee Training Institute Fund (Fund 59)	\$1,779,537
CalSTRS/CalPERS Liability Fund (Fund 68)	\$5,111,457
Internal Services-Retiree Benefits Fund (Fund 69)	\$7,040,712
Student Representation Fee Trust Fund (Fund 72)	\$517,749
Student Financial Aid Fund (Fund 74)	\$34,540,625
Scholarship and Loan Trust Fund (Fund 75)	\$866,496



Graph 10-1. Unrestricted Total Revenue, Expenditures, and Ending Fund Balance



*The numbers from FY2017-2018 through FY2019-2020 are audited actuals. FY2020-2021 are unaudited actuals. FY2021-2022 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 2021-2022, the District projects serving 14,075 FTES, an additional 74 FTES over the 2020-2021 funded FTES of 14,001, an increase of 0.5%. This increase is based on the District’s enrollment management plan. Growth in the District’s 2021-2022 FTES is projected to be generated in these areas:

<u>Category</u>	<u>FTES Incr/Decr</u>	
2020-21 FTES		14,001
• Credit	(147)	
• Dual Enrollment	(14)	
• CDCP Non-Credit	32	
• Non-Credit	187	
• Incarcerated Students	<u>16</u>	
2021-22 FTES		14,075

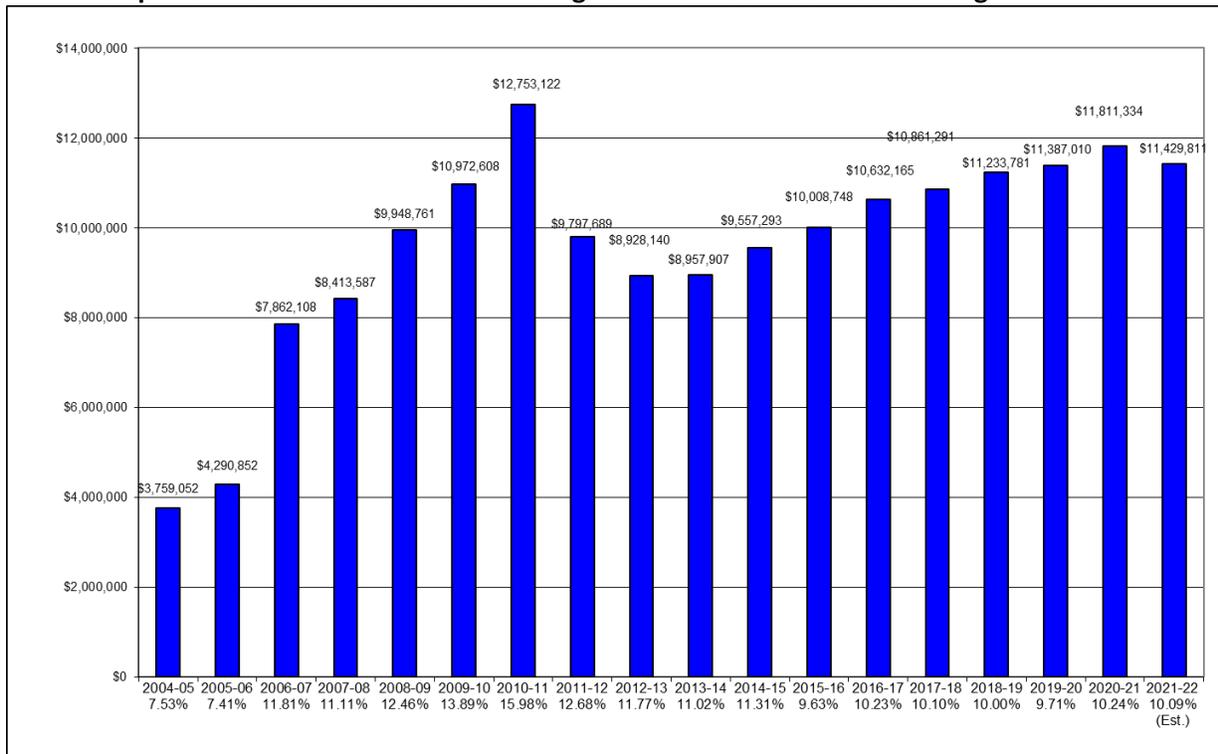
Ending Fund Balance/Unrestricted Reserves:

The District’s Ending Fund Balance has been stable or increasing in 18 of the last 19 years. In addition, the District’s 2021-2022 Adopted Budget projects a small increase in the Ending Fund Balance and an Ending Fund Balance percentage of 10.19%.

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.

Graph 10-2. Unrestricted General Ending Fund Balances 2004-2005 through 2021-2022



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.

2021-2022 Unrestricted General Fund Revenue Assumptions - New or Increasing Revenues:

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

2021/22 Adopted Budget			
Base Allocation	70%		
Basic Allocation			Funding
Basic Allocation - Valencia			\$ 5,667,450
Basic Allocation - Canyon Country			\$ 1,416,903
Total Basic Allocation			\$ 7,084,352
Credit FTES	FTES	21/22 Rate	Funding
Credit FTES (For SCFF 3 year average less carveouts below)	14,793.32	4,212.26	\$ 62,313,255
Special Admit - Dual Enrollment	1,221.21	5,906.97	\$ 7,213,654
Incarcerated	38.90	5,906.97	\$ 229,781
Total Credit FTES Allocation	16,053.43		\$ 69,756,690
Non Credit FTES	FTES	21/22 Rate	Funding
Non-Credit	562.81	3,552.03	\$ 1,999,117
CDCP	250.33	5,906.97	\$ 1,478,692
Total Non Credit Allocation	813.14		\$ 3,477,809
TOTAL Base Allocation	16,866.57		\$ 80,318,852
			73.96%
2021/22 Adopted Budget			
Supplemental Allocation	20%		
	Points	21/22 Rate	Funding
Pell Grant head count, not awards (1 point)	4,148	996.06	4,131,672
AB 540 Students (1 point)	524	996.06	521,937
California Promise Grant Students (1 point)	10,180	996.06	10,139,927
Total Supplemental Allocation	14,852		\$ 14,793,537
			13.62%

		2021/22 Adopted Budget		
Student Success Incentive Allocation		10%		
Success Metrics - Three Year Average				
	Average	21/22 Rate	Funding	
Associate degree for transfer (4 points)	1,119	2,349.37	2,628,157	
Associate degree (3 points)	854	1,762.02	1,504,181	
Baccalaureate Degree (3 points)	-	1,762.02	-	
Credit certificates requiring 16+ units (2 points)	187	1,174.68	220,057	
Completion of transfer-level math and English (2 points)	1,069	1,174.68	1,255,344	
Transfer to 4-year institution (1.5 points)	1,311	881.01	1,154,713	
Completion of 9 CTE units (1 point)	2,865	587.34	1,682,733	
Attainment of regional living wage (1 point)	4,177	587.34	2,453,520	
Total Success Metrics	11,581		\$ 10,898,705	
Success Equity Metrics (Add ons)				
	Average	21/22 Rate	Funding	
Associate degree for transfer - Pell Students (6 points)	460	888.89	408,890	
Associate degree - Pell students (4.5 points)	346	666.67	230,668	
Baccalaureate Degree - Pell Students (4.5 points)	-	666.67	-	
Credit certificates requiring 16+ units - Pell Students (3 points)	72	444.45	32,000	
Transfer-level math and English - Pell Students (3 points)	334	444.45	148,445	
Transfer to 4-year institution - Pell Students (2.25 points)	453	333.33	151,112	
Completion of 9 CTE units - Pell Students (1.5 points)	801	222.22	177,927	
Attainment of regional living wage - Pell Students (1.5 points)	501	222.22	111,408	
Total Pell Student (Add ons)	2,967		\$ 1,260,449	
	Average	21/22 Rate	Funding	
Associate degree for transfer - CPG (4 points)	679	592.59	402,569	
Associate degree - CPG (3 points)	523	444.45	232,445.31	
Baccalaureate Degree - CPG (3 points)	-	444.45	-	
Credit certificates requiring 16+ units - CPG (2 points)	116	296.30	34,469	
Completion of transfer-level math and English - CPG (2 points)	555	296.30	164,445	
Transfer to 4-year institution - CPG (1.5 points)	678	222.22	150,593	
Completion of 9 CTE units - CPG (1 point)	1,312	148.15	194,371	
Attainment of regional living wage - CPG (1 point)	1,001	148.15	148,346	
Total College Promise Student (Add ons)	4,865		\$ 1,327,240	
Total Success Allocation			\$ 13,486,394	
			12.42%	
TOTAL FUNDING FORMULA ALLOCATION			\$ 108,598,782	
DEFICIT FACTOR - 1.03%			\$ 1,123,015	
TOTAL FUNDING FORMULA ALLOCATION			\$ 107,475,767	

**Table 10-3. 2021-22 Adopted Budget
Unrestricted General Fund Total Computational Revenue**

	2020-21 Adopted Budget	2021-22 Adopted Budget	Difference	
State Apportionment/Total Computational Revenue:				
Base Apportionment (Credit and Non-Credit)	\$ 61,926,108	\$ 65,791,065	\$ 3,864,957	Use of Emergency Conditions Allowance - FTES remain at 19/20 Levels
Basic Allocation for Valencia Campus	\$ 5,393,975	\$ 5,667,450	\$ 273,475	Increased by COLA
Basic Allocation for Canyon Country Campus	\$ 1,348,532	\$ 1,416,903	\$ 68,371	Increased by COLA
FTES Carve outs - HS Dual Enrollment and Incarcerated FTES	\$ 7,590,228	\$ 7,443,435	\$ (146,793)	Use of Emergency Conditions Allowance - FTES remain at 19/20 Levels
Subtotal - Base Allocation	\$ 76,258,843	\$ 80,318,852	\$ 4,060,009	
Supplemental Allocation	\$ 14,248,440	\$ 14,793,537	\$ 545,097	Based on Pell, AB540 and College Promise Grant Students
Student Success Allocation	\$ 11,592,176	\$ 13,486,394	\$ 1,894,218	Based on Degrees/Certs and Student Success
Advance Deficit	\$ (871,842)	\$ (1,123,015)		
Total Computational Revenue	\$ 101,227,617	\$ 107,475,767	\$ 6,248,150	

**Table 10-4. 2021-22 Adopted Budget
Unrestricted General Fund Revenue Summary**

	2020-21 Adopted Budget	2021-22 Adopted Budget	Difference	
Subtotal - State Apportionment/Total Computational Revenue:	\$ 101,227,617	\$ 107,475,767	\$ 6,248,150	Student Centered Funding Formula
Other State Revenue - Ongoing:				
FT Faculty Allocation	\$ 742,433	\$ 2,260,884	\$ 1,518,451	Additional \$100 M Allocated by the State in 2021-2022
Part-Time Faculty Allocation	\$ 350,398	\$ 365,635	\$ 15,237	Based on Final State Budget Allocations
Lottery Funding	\$ 2,752,695	\$ 2,958,295	\$ 205,600	Increased projected rates in 2021- 2022
On-Going Mandated Cost Block Grant	\$ 502,240	\$ 513,320	\$ 11,080	Based on Final State Budget Allocations
BOG Waiver Admin (2%)	\$ 183,630	\$ 160,166	\$ (23,464)	
Subtotal - Other State Revenue - Ongoing	\$ 4,531,396	\$ 6,258,300	\$ 1,726,904	
Other State Revenue - One-Time:				
PT Faculty Office Hours	\$ 100,000	\$ 200,000	\$ 100,000	Additional Funds Allocated in State Budget
Prior Year Adjustment from Recalc	\$ -	\$ -	\$ -	
Subtotal - Other State Revenue - One-Time	\$ 100,000	\$ 200,000	\$ 100,000	
Subtotal - Other State Revenue	\$ 4,631,396	\$ 6,458,300	\$ 1,826,904	
Subtotal - All State Revenues	\$ 105,859,013	\$ 113,934,067	\$ 8,075,054	

**Table 10-4 (cont'd). 2021-22 Adopted Budget
Unrestricted General Fund Revenue Summary**

	2020-21 Adopted Budget	2021-22 Adopted Budget	Difference	
Subtotal - All State Revenues	\$ 105,859,013	\$ 113,934,067	\$ 8,075,054	
All Other Revenues/Transfers:				
Local Revenue	\$ 5,253,949	\$ 3,971,340	\$ (1,282,609)	Decrease in Revenue Due to not Transferring in from Fund 68 to cover increase in STRS/PERS costs
Transfers and Grant Indirect	\$ 1,064,308	\$ 5,697,323	\$ 4,633,015	Increased in Transfers In from HEERF Funding for Lost Revenue and Indirect Revenue
Bookstore Rental	\$ 150,000	\$ 120,000	\$ (30,000)	Decrease in Revenue Due to the effect of the COVID-19 Pandemic
Facility Use Rentals (Filming and University Center)	\$ 659,000	\$ 550,000	\$ (109,000)	Decrease in Revenue Due to the effect of the COVID-19 Pandemic
Federal Funding	\$ 97,865	\$ 94,707	\$ (3,158)	
Interest Income	\$ 225,000	\$ 225,000	\$ -	
Subtotal - All Other Revenue	\$ 7,450,122	\$ 10,658,370	\$ 3,208,248	
Total Unrestricted General Fund Revenues	\$ 113,309,135	\$ 124,592,437	\$ 11,283,302	



EXPENSE ASSUMPTIONS

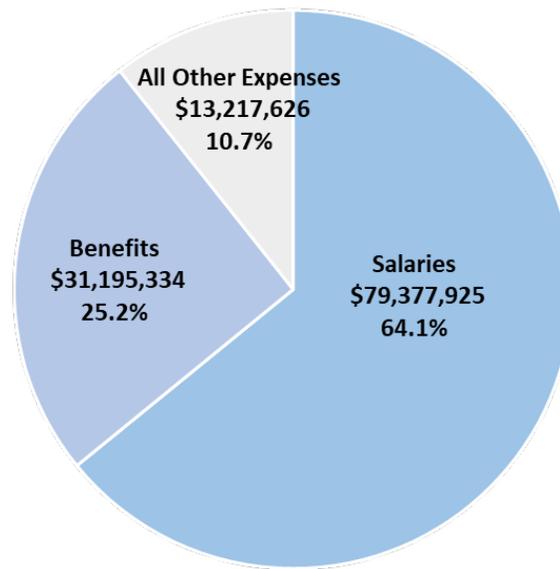
**Table 10-5. 2021-22 Adopted Budget
Unrestricted General Fund Expense Summary – Salaries and Benefits**

	2020-21 Adopted Budget	2021-22 Adopted Budget	Difference	
Full-Time/Permanent Part-Time Salaries	\$ 52,034,634	\$ 53,081,374	\$ 1,046,740	Steps/Column Increases for all Groups
Full-Time Overload for Fall, Spring/Summer/Winter	\$ 4,730,520	\$ 5,073,907	\$ 343,387	Increase due to higher negotiated rate
Full-Time Supplementary Services/Athletic Coach Comp	\$ 535,157	\$ 571,718	\$ 36,561	
Adjunct Salaries for Fall, Spring/Summer/Winter	\$ 11,887,573	\$ 11,750,000	\$ (137,573)	Slight Decrease based on planned sections
Other Salaries (Vacation, Longevity, Cell Phone Stipends)	\$ 854,550	\$ 852,800	\$ (1,750)	
Overtime, Adult Hourly, College Assistants	\$ 2,097,617	\$ 3,446,648	\$ 1,349,031	Reinstate Reductions made in 2020-2021 that were made due to Remote Operations During COVID-19 Pandemic
Substitutes/Non-Credit/Flex	\$ 1,225,329	\$ 1,330,000	\$ 104,671	
Fringe Benefits	\$ 25,619,087	\$ 31,195,334	\$ 5,576,247	Increased Costs for STRS/PERS, State Unemployment Insurance, and other Fringe Benefits
Subtotal - Salaries and Benefits	\$ 98,984,467	\$ 107,301,781	\$ 8,317,314	

**Table 10-6. 2021-22 Adopted Budget
Unrestricted General Fund Expense Summary – All Expenses**

	2020-21 Adopted Budget	2021-22 Adopted Budget	Difference	
Subtotal - Salaries and Benefits	\$ 98,984,467	\$ 107,301,781	\$ 8,317,314	
Supplies	\$ 808,656	\$ 980,599	\$ 171,943	Reinstate Reductions made in 2020-2021 that were made due to Remote Operations During COVID-19 Pandemic
Utilities	\$ 2,156,000	\$ 2,424,595	\$ 268,595	Reinstate Reductions made in 2020-2021 that were made 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)	\$ 7,947,786	\$ 9,286,611	\$ 1,338,825	Reinstate Reductions made in 2020-2021 that were made due to Remote Operations During COVID-19 Pandemic. Also increased by Forced Costs requested in 2021-2022
Capital Outlay	\$ 1,121,985	\$ 1,414,781	\$ 292,796	
Transfers Out to Other Funds	\$ 1,947,440	\$ 2,382,518	\$ 435,078	
Total Expenses	\$ 113,266,334	\$ 123,790,885	\$ 10,524,551	

Graph 10-3. Salaries and Benefits Account for 89.32% of the District's 2021-22 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 \$5.1 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 2026-2027

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	\$ 599,495
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	\$ 38,074,907	8.25%	\$ 3,141,180	17.10%	\$ 6,510,809	\$ 3,369,629	\$ 398,943
2020-21	\$ 39,274,623	8.25%	\$ 3,240,156	16.15%	\$ 6,342,852	\$ 3,102,695	\$ (266,934)
2021-22	\$ 44,087,012	8.25%	\$ 3,637,178	16.92%	\$ 7,459,522	\$ 3,822,344	\$ 719,649
2022-23	\$ 47,829,286	8.25%	\$ 3,945,916	19.10%	\$ 9,135,394	\$ 5,189,478	\$ 1,367,134
2023-24	\$ 50,361,661	8.25%	\$ 4,154,837	19.10%	\$ 9,619,077	\$ 5,464,240	\$ 274,762
2024-25	\$ 53,023,287	8.25%	\$ 4,374,421	19.10%	\$ 10,127,448	\$ 5,753,027	\$ 288,787
2025-26	\$ 55,820,595	8.25%	\$ 4,605,199	19.10%	\$ 10,661,734	\$ 6,056,535	\$ 303,508
2026-27	\$ 58,760,327	8.25%	\$ 4,847,727	19.10%	\$ 11,223,222	\$ 6,375,495	\$ 318,960
			\$ 47,605,738		\$ 94,251,981		\$ 6,375,495

Table 10-8. PERS Pension Liability through 2026-2027

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	\$ 25,948
2016-17	\$ 28,123,505	11.44%	\$ 3,217,329	13.89%	\$ 3,905,792	\$ 688,463	\$ 585,310
2017-18	\$ 29,570,246	11.44%	\$ 3,382,836	15.53%	\$ 4,592,555	\$ 1,209,719	\$ 521,256
2018-19	\$ 32,596,385	11.44%	\$ 3,729,026	18.06%	\$ 5,887,559	\$ 2,158,533	\$ 948,814
2019-20	\$ 33,853,220	11.44%	\$ 3,872,808	19.72%	\$ 6,676,193	\$ 2,803,385	\$ 644,852
2020-21	\$ 33,233,537	11.44%	\$ 3,801,917	20.70%	\$ 6,879,342	\$ 3,077,426	\$ 274,041
2021-22	\$ 34,480,865	11.44%	\$ 3,944,611	22.91%	\$ 7,899,566	\$ 3,954,955	\$ 877,529
2022-23	\$ 37,236,736	11.44%	\$ 4,259,883	26.10%	\$ 9,718,788	\$ 5,458,906	\$ 1,503,951
2023-24	\$ 39,032,387	11.44%	\$ 4,465,305	27.10%	\$ 10,577,777	\$ 6,112,472	\$ 653,566
2024-25	\$ 40,913,573	11.44%	\$ 4,680,513	27.70%	\$ 11,333,060	\$ 6,652,547	\$ 540,075
2025-26	\$ 42,884,330	11.44%	\$ 4,905,967	27.70%	\$ 11,878,959	\$ 6,972,992	\$ 320,445
2026-27	\$ 44,948,879	11.44%	\$ 5,142,152	27.70%	\$ 12,450,840	\$ 7,308,688	\$ 335,696
			\$ 53,435,884		\$ 100,014,326		\$ 7,308,688

Table 10-9.

STRS/PERS Pension Rate Increases District 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%	\$ 398,944	19.72%	\$ 644,853	\$ 1,043,797	\$ 1,043,797
2020-21	16.15%	\$ (266,934)	20.70%	\$ 274,041	\$ 7,107	\$ 7,107
2021-22	16.92%	\$ 719,649	22.91%	\$ 877,529	\$ 1,597,178	\$ 1,597,178
2022-23	19.10%	\$ 1,367,134	26.10%	\$ 1,503,951	\$ 2,871,085	\$ 2,871,085
2023-24	19.10%	\$ 274,762	27.10%	\$ 653,566	\$ 928,328	\$ 928,328
2024-25	19.10%	\$ 288,787	27.70%	\$ 540,075	\$ 828,862	\$ 828,862
2025-26	19.10%	\$ 303,508	27.70%	\$ 320,445	\$ 623,953	\$ 623,953
2026-27	19.10%	\$ 318,960	27.70%	\$ 335,696	\$ 654,656	\$ 654,656
		\$ 6,375,495		\$ 7,308,688	\$ 13,684,183	\$ 13,684,183

STAFFING

2021 - 2022 ANNUAL BUDGET



Staffing Levels – Fall 2001 through Fall 2021 ●
Negotiated Compensation Increases ●

SECTION 11

STAFFING LEVELS – FALL 2001 THROUGH FALL 2021

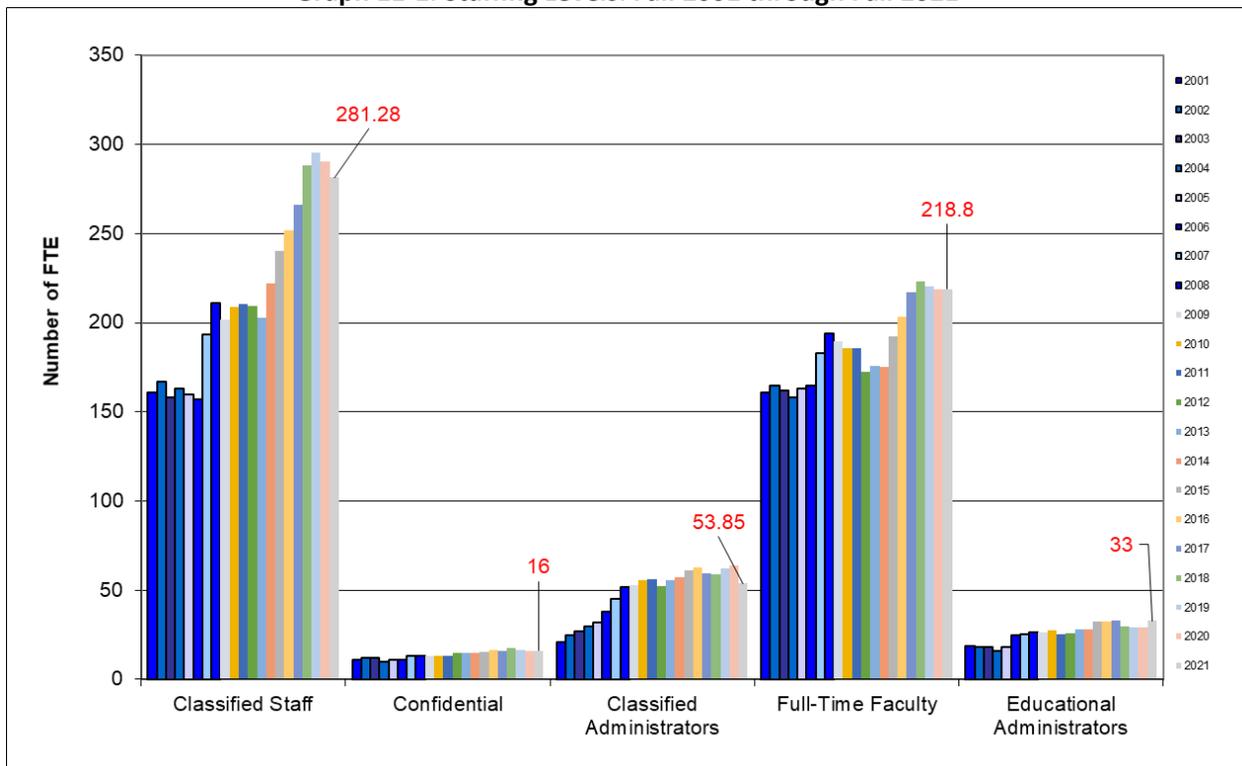
History of Staffing Levels:

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 14,001 in 2020-2021, an increase of 35.1% in 18 years. Between Fall 2003 through Fall 2021, overall staffing increased 60%, 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 2021 by 13.1 FTEF.

Graph 11-1. Staffing Levels: Fall 2001 through Fall 2021



NEGOTIATED COMPENSATION INCREASES

Negotiated Compensation Increases:

With 89.32% 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.

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



INSTRUCTIONAL EQUIPMENT BUDGET

2021 - 2022 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>
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
2021-2022	\$314,000,000	\$ 5,335,690*	6/30/23

*Represents the portion of the District Allocation used for Instructional Equipment. An additional \$2,250,000 in District Allocation is allotted for Deferred Maintenance.

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, \$196,423 in instructional equipment funding was allocated to approved requests submitted through 2019-2020 and 2020-2021 Program Review.

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

For 2021-2022, \$32,600 of the District’s \$5,335,690 allocation in instructional equipment funding has been allocated to approved requests submitted through 2021-2022 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 one-time Instructional Equipment allocations totaling \$4.2 million from 2016-2017 through the 2020-2021 fiscal year.



Table 12-2. Instructional Block Grant Expenditures 2016-17 through 2020-21

Department	2016-17	2017-18	2018-19	2019-20	2020-21*	Total
Amount Allocated by State	\$ 2,553,817	\$ 1,011,406	\$ 422,242	\$ 196,423	\$ -	\$ 4,183,888
Academic Affairs	-	6,000	26,193	-	-	\$ 32,193
Administration of Justice	-	-	-	-	-	\$ -
Anthropology	-	14,735	-	-	-	\$ 14,735
Art	-	7,690	-	11,050	-	\$ 18,739
Astronomy	1,244	20,394	-	-	-	\$ 21,638
Automotive Technology	39,755	41,000	-	-	-	\$ 80,755
Biology	103,042	111,210	36,134	38,679	-	\$ 289,065
Campuswide Computers	734,770	303,587	-	-	-	\$ 1,038,357
CAWT	298	492	-	-	-	\$ 790
Chemistry	47,471	32,615	-	-	-	\$ 80,086
Computer Networking	30,000	-	-	-	-	\$ 30,000
Computer Support Services	508,469	-	144,632	-	-	\$ 653,101
Culinary Arts	-	-	-	28,434	-	\$ 28,434
Dance	-	-	-	-	-	\$ -
Drafting Technology	-	-	-	23,106	-	\$ 23,106
Emergency Medical Technology	-	-	-	-	-	\$ -
Engineering	90,501	165	1,622	-	-	\$ 92,288
Environmental Science	616	-	-	-	-	\$ 616
Fine & Performing Arts	96,544	97,129	69,258	46,902	-	\$ 309,833
Fire Control Technology	-	-	-	-	-	\$ -
General Institutional Support (CCC)	-	-	-	-	-	\$ -
Geography	-	-	-	-	-	\$ -
Geology	-	5,534	17,006	-	-	\$ 22,539
Interdisciplinary Field Study	7,631	-	-	-	-	\$ 7,631
Interior Design	3,700	1,300	-	-	-	\$ 5,000
Library	1,407	-	-	-	-	\$ 1,407
Mathematics	-	-	-	-	-	\$ -
Media Entertainment Arts	78,548	175,881	24,684	4,963	-	\$ 284,076
Media/Audio Visual	-	-	-	-	-	\$ -
Medical Lab Technology	-	-	-	-	-	\$ -
Music	128,424	-	26,558	-	-	\$ 154,982
Nursing	676	-	70,312	6,992	-	\$ 77,980
Philosophy	-	-	-	-	-	\$ -
Photography	193,430	1,018	-	3,185	-	\$ 197,634
Physical Education	-	25,400	-	6,806	-	\$ 32,206
Physical Sciences	4,668	1,691	5,842	-	-	\$ 12,202
Physics	49,168	43,010	-	-	-	\$ 92,178
School of Math, Science & Health	-	-	-	-	-	\$ -
School of Social & Behavioral Sciences	-	44,167	-	-	-	\$ 44,167
System Administration	38,340	-	-	-	-	\$ 38,340
Theatre	64,971	23,994	-	-	-	\$ 88,966
Welding And Cutting	330,141	54,394	-	26,307	-	\$ 410,842
Wine Studies	-	-	-	-	-	\$ -
Total Spent*	\$ 2,553,817	\$ 1,011,406	\$ 422,242	\$ 196,423	\$ -	\$ 4,183,888

*There was no State allocation for Instruction Block Grant in 2020-21

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)
2016-17 through 2020-21**

Department	2016-17	2017-18	2018-19	2019-20	2020-21	Total
Academic Administration	151,554	5,013	3,110	-	-	159,678
Academy of the Canyons	-	-	-	-	27,519	27,519
Administration of Justice	-	-	-	-	-	-
Adult Education Block Grant Administrative Activities	-	24,377	3,108	-	-	27,486
American Sign Language	35,441	569	1,046	-	-	37,056
Animation	-	32,362	-	61,481	65,570	159,413
Anthropology	10,138	-	-	-	-	10,138
Art	-	-	4,059	282	-	4,340
Astronomy	-	-	-	-	-	-
Athletic Training/Sports Med	3,221	785	-	3,106	-	7,112
Audio Visual	-	-	-	98,538	141,687	240,225
Automotive Technology	37,328	75,074	5,919	1,604	1,515	121,439
Biology	51,070	21,336	-	-	-	72,406
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	1,120	7,095	41,940	-	2,521	52,675
Chemistry	-	1,994	-	-	-	1,994
Child Development	1,888	-	-	620	1,202	3,710
Complete Renovation of S-130	43,700	-	-	-	-	43,700
Computer Applications Web Technologies	-	-	-	487	-	487
Computer Networking	22,420	27,511	23,203	-	-	73,134
Construction Management	-	-	-	3,449	-	3,449
COVID-19 Response Block Grant	-	-	-	-	607,997	607,997
Culinary Arts	-	-	7,288	363	4,113	11,764
Dance	-	-	-	-	-	-
Drafting Technology	13,548	-	-	34,560	-	48,108
DSP&S - Deaf, Hard Of Hearing	8,677	4,122	1,575	3,147	7,274	24,795
Electronics And Electric Technology	-	-	-	-	-	-
Emergency Medical Technology	4,959	-	-	4,296	28,157	37,413
Energy Systems Technology	-	-	-	-	-	-
English As Second Language	-	-	-	-	-	-
Fire Control Technology	5,948	6,832	4,773	28,399	20,419	66,371
Fine & Performing Arts	-	-	-	-	1,231	1,231
Foundation Grant	18,762	37,148	16,922	-	1,211	74,042
Golf	-	-	-	-	-	-
Geography	18,083	-	-	-	-	18,083
Subtotal	760,273	370,232	376,769	278,359	910,417	2,696,050

Table 12-3 (cont'd). History of Instructional Equipment Purchases (not through the Instructional Block Grant) 2016-17 through 2020-21

Department	2016-17	2017-18	2018-19	2019-20	2020-21	Total
Geology	17,329	433	-	-	-	17,762
History	-	-	-	-	-	-
Incarcerated Students Reentry	-	-	-	55,639	-	55,639
Incident Response #1 - COVID-19	-	-	-	601,824	153,279	755,103
Interior Design	-	-	3,508	-	-	3,508
Land Surveying	1,285	-	-	-	-	1,285
Learning Skills, Handicapped	6,778	15,595	107	6,727	-	29,206
MakerSpace	632	-	-	-	-	632
Manufacturing	16,298	-	-	-	-	16,298
Media Entertainment Arts	-	2,589	-	272	3,181	6,041
Medical Lab Technology	9,148	-	5,668	-	-	14,816
Modernization	5,704	66,426	238,021	31,671	-	341,822
Multimedia	-	-	-	-	-	-
Music	5,770	4,003	1,432	-	4,421	15,625
Nursing	7,001	-	3,195	19,693	-	29,889
P39 Clean Energy Workforce Grant	20,261	15,208	-	-	-	35,469
PE West Modernization	-	-	-	89,624	-	89,624
Photography	20,279	-	13,043	-	24,360	57,681
Physical Sciences	-	-	-	-	-	-
Physics	259	-	-	-	-	259
Plumbing & Pipefitting	-	-	-	-	-	-
Skills 4 Success Instruction Materials/Equipment	-	-	124,832	-	-	124,832
School of Humanities	-	-	-	-	-	-
School of Math, Science & Engineering	13,590	2,703	-	2,168	-	18,461
Science Lecture Building - CCC	-	-	-	38,843	1,204,704	1,243,547
Spanish	-	-	-	-	-	-
Strong Workforce Local	-	101,824	465	-	46,736	149,025
Strong Workforce Regional	-	-	-	47,372	93,437	140,809
Student Equity	17,835	-	-	-	-	17,835
Surveying	-	34,042	-	2,529	-	36,572
Temporary Aid for Needy Families	-	-	-	-	-	-
Theatre	-	129,958	-	6,141	-	136,100
Title V - Online Tutor	-	-	-	-	-	-
Water Science	-	-	-	3,440	-	3,440
Welding And Cutting	430,660	4,229	83,244	120,186	106,537	744,857
Grand Total	1,333,101	747,240	850,284	1,304,488	2,547,070	6,782,183

RESTRICTED BUDGET

2021 - 2022 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. The District secured new grant awards, such as the Advanced Technology Center, Kaiser Mental Health Pipeline, Quality Rating and Improvement awards for Early Childhood Education, a subaward with the Department of Labor for Apprenticeships, a subaward with the Department of Defense for Cyber Security Apprenticeships, as well as an Incarcerated Student Program.

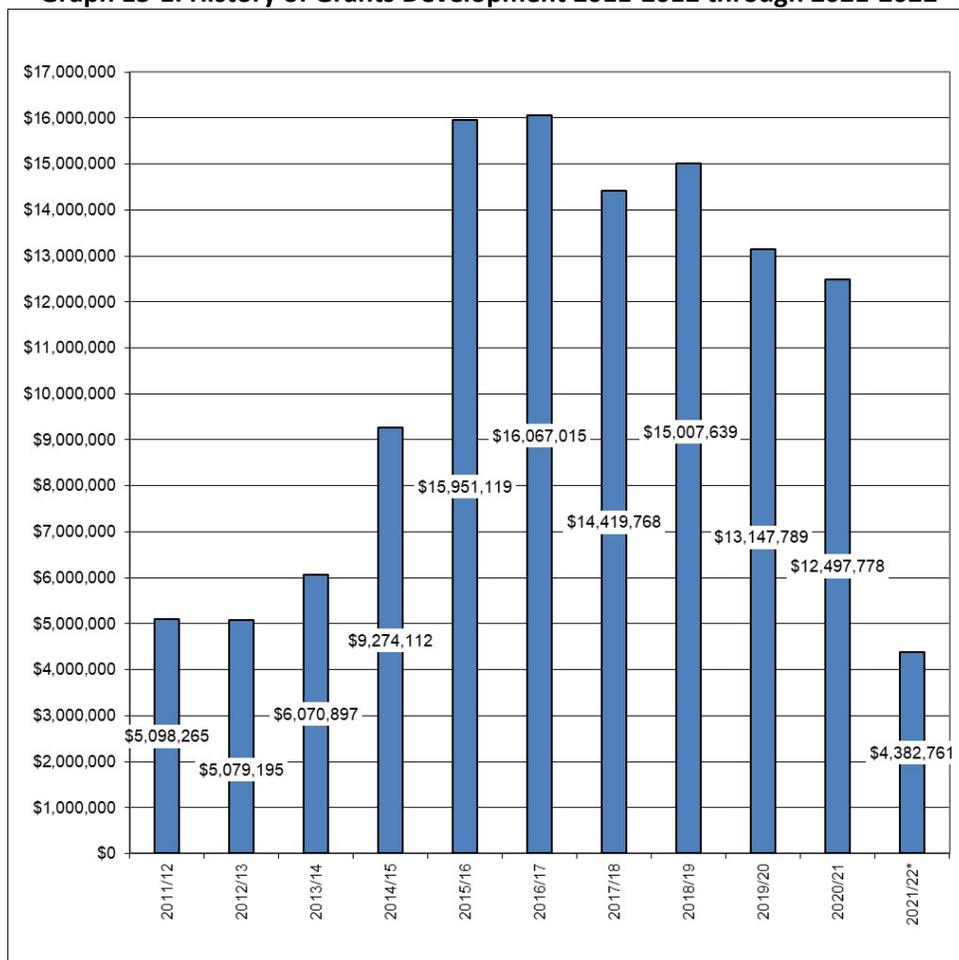
In 2020-2021, grant awards totaled \$13,384,329. The decrease in total awards is mainly attributable to the successful completion of the Zero Textbook Cost Degree Technical Assistant Provider award, two California Virtual Campus-Online Education Initiatives and Education Futures grant in 2019-2020.

These decreases were partially offset by several new or increased awards, including a new NSF Center for Renewable Energy Advanced Education Resource Center sub-award, and a two-year CalFRESH Award.

In 2021-2022, as of September 24, 2021, grant awards total \$4,382,761. This number will continue to grow as the fiscal year progresses over the next nine months and additional grants are secured. Some of the newer awards in 2021-22 include a \$1.4M NSF S-STEM award, NSF Campus as a living Lab, \$1M Advanced Technology Center Equipment award, Fresh Success contract.

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 2.1 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 13-1. History of Grants Development 2011-2012 through 2021-2022



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

Table 13-1. Categorical Funding 2016-2017 through 2021-2022

CATEGORICAL FUNDING

	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
STUDENT EQUITY AND ACHIEVEMENT (FORMERLY SE,BSI, SSSP) Includes funding for AB 943 - Allowable Emergency Student Financial Aid	\$5,342,073.00	\$5,342,073.00	\$5,342,073.00			
STUDENT EQUITY				\$1,352,853.00	\$1,352,853.00	\$1,360,970.00
BASIC SKILLS				\$704,764.00	\$678,694.00	\$90,106.00
STUDENT SUCCESS CREDIT PROGRAM				\$3,216,289.00	\$3,216,289.00	\$3,086,019.00
STUDENT SUCCESS NON CREDIT PROGRAM				\$68,167.00	\$68,167.00	\$77,697.00
Sub total former SE, SBI, SSSP				\$5,342,073.00	\$5,316,003.00	\$4,614,792.00
CALWORKS	\$339,925.00	\$357,405.00	\$377,356.00	\$394,919.00	\$393,455.00	\$387,369.00
DISABLED STUDENTS PROGRAMS AND SERVICES (DSP&S)	\$1,216,572.00	\$1,222,534.00	\$1,217,335.00	\$1,217,571.00	\$1,285,612.00	\$1,190,350.00
CALFRESH IMMEDIATE ACTION PACKAGE		\$39,086.00				
CALIFORNIA ADULT EDUCATION PLAN	\$508,888.00	\$409,769.00	\$415,484.00	\$402,355.00	\$386,508.00	\$378,701.00
CALIFORNIA COLLEGE PROMISE (AB19)	\$1,452,430.00	\$1,629,942.00	\$1,720,110.00	\$998,434.00		
COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE)	\$106,003.00	\$91,472.00	\$101,585.00	\$90,579.00	\$85,709.00	\$77,461.00
EMERGENCY FINANCIAL ASSISTANCE IMMEDIATE ACTION PACKAGE		\$1,083,537.00				
EXTENDED OPPORTUNITIES PROGRAMS AND SERVICES (EOPS)	\$837,732.00	\$719,483.00	\$679,541.00	\$617,294.00	\$590,211.00	\$548,180.00
FOSTER AND KINSHIP CARE Education (FKCE)	\$72,387.00	\$77,836.00	\$83,961.00	\$91,027.00	\$97,232.00	\$98,491.00
TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF)	\$58,525.00	\$61,986.00	\$64,976.00	\$69,779.00	\$70,445.00	\$71,251.00
BOARD FINANCIAL ASSISTANCE PROGRAM (BFAP)	\$515,277.00	\$534,132.00	\$532,572.00	\$539,083.00	\$511,496.00	\$482,636.00
CAMPUS SAFETY AND SEXUAL ASSAULT					\$29,489.00	
HUNGER FREE CAMPUS			\$54,586.00	\$146,901.00	\$34,686.00	
MENTAL HEALTH				\$146,249.00		
DREAMERS RESOURCE LIAISON	\$135,866.00	\$68,524.00				
VETERANS RESOURCE CENTER	\$125,758.00	\$125,758.00	\$125,758.00	\$68,796.00	\$67,391.00	
VETERANS PROGRAM		\$68,070.00				
STRONG WORKFORCE LOCAL	\$1,543,051.00	\$1,714,501.00	\$1,786,495.00	\$1,344,047.00	\$1,440,425.00	\$919,811.00
STUDENT RETENTION AND OUTREACH IMMEDIATE ACTION PACKAGE		\$274,309.00				
LOTTERY	\$1,260,982.00	\$1,042,266.00	\$941,759.00	\$998,179.00	\$838,320.00	\$738,249.00
STAFF DEVELOPMENT				\$67,644.00		
STAFF DIVERSITY	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$60,000.00
GUIDED PATHWAYS (last year of funding)	\$150,732.00	\$150,732.00	\$376,830.00	\$452,195.00	\$376,829.00	
FINANCIAL AID TECHNOLOGY (FY1819 includes one time funds of \$166,957)	\$64,152.00	\$64,279.00	\$62,341.00	\$228,794.00		
INSTRUCTIONAL BLOCK GRANT	\$7,585,690.00		\$196,423.00	\$422,242.00	\$1,011,406.00	\$2,553,817.00
OVERALL TOTALS	\$21,366,043.00	\$15,127,694.00	\$14,129,185.00	\$13,688,161.00	\$12,585,217.00	\$12,121,108.00
INCREASE/DECREASE	41%	7%	3%	9%	4%	13%
New Immediate Action Package Funding		\$1,396,932.00				

- ** Denotes One Time Funding
- BOLD** One time funds still available in FY 21-22
- 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, in 2021-2022 the allocation was increased to \$290.4 M. 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.

Immediate Action Budget Package

Senate Bill 85 added \$121,1M in one-time local assistance funds that provide funding for immediate COVID-19 response and relief efforts.

- \$100 million to support emergency student financial assistance grants
- \$3.1 million to support outreach and application assistance to students applying for CalFresh
- \$18 million to support efforts to bolster CCC student retention rates and enrollment
- Funding is based on:
- Emergency student financial assistance grants
 - Number of students exempt from paying nonresident tuitions
 - Number of CCPG fee waivers
- CalFresh Outreach
 - \$25,000 base allocation
 - Number of students exempt from paying nonresident tuitions
 - Number of students CCPG fee waivers
- Student Retention and Enrollment Outreach
 - \$25,000 base allocation
 - Reported 2019-20 FTES
 - Decline in 2020-21 P1 FTES

Funds must be used on student financial unmet need, assistance to students in applying for CalFresh benefits, engagement of former, current and prospective community college students that may have withdrawn from college due the impact of COVID-19, are hesitant to remain in college or hesitant to enroll due to COVID-19.

Dreamer Resource Liaison

Senate Bill 74, part of the Budget Act of 2020 includes \$5.8 million in local assistance funds to support Dreamer Resource Liaisons and support services for Immigrant and undocumented student in community colleges. These services provide an opportunity to address disparities and advance economic justice by supporting education attainment, career pathways and economic mobility for students who may face barriers related to their immigration status. In October 2019 Assembly Bill 1645 was signed into law requiring California Community Colleges to designate a Dreamer Resource Liaison at each campus.

Funding is based on:

- A \$25,439 base allocation to each campus
- Additional funds based on FTES

These funds are to assist students by streamlining access to all available financial aid and academic opportunities. Each campus shall have a designated Dreamer Resource Liaison knowledgeable in financial aid, social services, state-funded immigration legal services, internships, externships and academic opportunities.

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



H I G H E R E D U C A T I O N E M E R G E N C Y R E L I E F F U N D I N G (H E E R F)

The Community College System received unprecedented amounts of federal stimulus funding through HEERF, the Higher Education Emergency Relief Fund. Congress approved over \$2 trillion in HEERF Funding in three rounds between March 2020 and March 2021 to provide Student Financial Aid Grants for COVID Emergency Costs; housing, food, mental health, transportation, childcare and other basic needs. For institutional costs, the funding could be used to defray expenses and lost revenue due to COVID and well as to fund Student Support Activities Related to COVID. The District received HEERF Funding in the amounts below:

Table 13-2: HEERF Funding

Federal Funding	Student Portion	Institutional Portion	Total
HEERF I (CARES)	\$ 3.1 M	\$ 3.1 M	\$ 6.2 M
HEERF II	\$ 3.1 M	\$ 11.3 M	\$ 14.4 M
HEERF Minority Serving Institution Funds	\$ 1.5 M	\$ 1.4 M	\$ 2.9 M
HEERF III	\$ 12.8 M	\$ 12.6 M	\$ 25.4 M
TOTAL	\$ 20.5 M	\$ 28.4 M	\$ 48.9 M

This one-time flexible funding was distributed directly to institutions of higher education to help with immediate needs related to the Coronavirus, including:

- Providing additional emergency financial aid grants to students
- Providing reimbursements for tuition, housing, room and board, or other fee refunds
- Providing tuition discounts
- Covering the cost of providing additional technology hardware to students, such as laptops or tablets, or covering the added cost of technology fees
- Subsidizing off-campus housing costs due to dormitory closures or decisions to limit housing to one student per room; subsidizing housing costs to reduce housing density; paying for hotels or other off-campus housing for students who need to be isolated; paying travel expenses for students who need to leave campus early due to coronavirus infections or campus interruptions
- Subsidizing food service to reduce density in eating facilities, to provide pre-packaged meals, or to add hours to food service operations to accommodate social distancing
- Costs related to operating additional class sections to enable social distancing, such as those for hiring more instructors and increasing campus hours of operations
- Campus safety and operations
- Purchasing, leasing, or renting additional instructional equipment and supplies (such as laboratory equipment or computers) to reduce the number of students sharing equipment or supplies during a class period and to provide time for disinfection between uses
- Replacing lost revenue from academic sources
- Replacing lost revenue from auxiliary services sources
- Purchasing faculty and staff training in online instruction; or paying additional funds to staff who are providing training in addition to their regular job responsibilities
- Purchasing, leasing, or renting additional equipment or software to enable distance learning, or upgrading campus wi-fi access or extending open networks to parking lots or public spaces

Over \$28 million of HEERF funding has assisted COC students by going towards:

- Book vouchers

- Waiving student debt
- Creating jobs for students on campus
- Emergency grants
- Additional hours for Counseling
- Grocery cards, food vouchers, and other basic needs
- Additional Athletic equipment
- Additional hours for Mental Health
- Additional costs associated with transcripts
- Laptops purchased and distributed to students
- Re-engaging students who dropped classes with an Emergency Withdrawal
- Developing dynamic (online) forms
- Hiring temporary employees to process student COVID petitions to re-register
- Enhancing online services: Live Chat
- Ensuring safety: temperature taking, Health Safety Officers, etc.
- Additional class sections in order to socially distance
 - Expanding sections/hours by increasing Overload or Adjunct
 - Expanding Nursing clinical training by adding hours for Instructors
 - Transitioning Faculty and Staff to remote instruction
 - Providing FIT testing and a software designer
 - Providing funds to PAC for streamed presentations
- Additional instructional equipment in order to socially distance (essential classes)
 - Purchasing non-instructional equipment (including PAC)
 - Purchasing equipment for on-ground courses: patient simulators/ambulance simulator
 - Purchasing instructional supplies, equipment, and software for remote/hybrid classes, including Math/Science/Engineering, Health Professions, Public Safety, Astronomy, Chemistry, Geology, Environmental Sciences, and Visual and Performing Arts

The District's institutional costs that HEERF funding covered due to COVID-19 were:

- Technology costs associated with transitioning to remote instruction
- Technology costs to transition to on-campus instruction, including Hi-Flex
- Laptops for employees
- Software licenses
- Professional Development to transition to online instruction
- Consultants to develop and maintain a COVID Plan
- Student jobs
- Campus operations (Safety and Health expenses)
 - Disinfection of District facilities
 - UV lights
 - HVAC inspections
 - Restroom rentals
 - COVID partitions
- Mandated vaccination/testing check-in stations
 - College assistants and temporary staff
 - Consulting services to schedule and manage staff
 - Technology for iPads/scanners
 - Furniture – tables, chairs, and tents
 - Supplies – wristbands
 - Printing – information / Q&As

CAPITAL OUTLAY FUNDS

2021 - 2022 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 2021-2022, 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 2021-2022 Adopted Budget includes expense assumptions for funds from the third bond authorization, Measure 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
 - PE West Modernization
 - Canyon Country Campus Science/Lecture Building

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



Table 14-1.

Measure E Expenditures					
as of June 30, 2021					
		Contractually			Total
	Life to Date	Obligated/	Measure E	Other	Funds
	GO Bond	Encumbered/	Future Funding	Funding	Spent/Obligated
Projects	Expenditures	Budgeted	Sources	Sources	to Project
Repairs and Modernization	\$ 1,436,840	\$ 6,869,505	\$ 14,556,834	\$ 1,403,186	\$ 24,266,366
CCC - Modernization (HVAC & Modular)	\$ 1,480,688	\$ 1,418,665	\$ 1,100,647	\$ -	\$ 4,000,000
PE West Modernization **	\$ 5,576,007	\$ -	\$ -	\$ -	\$ 5,576,007
Boykin 105 Remodel **	\$ 830,161	\$ -	\$ -	\$ -	\$ 830,161
Boykin Hall Modernization Phase 2	\$ 418,657	\$ 6,987,893	\$ -	\$ 4,801,550	\$ 12,208,100
Door & Lock Replacement Phase 2 **	\$ 913,708	\$ -	\$ -	\$ -	\$ 913,708
Student Center Modernization	\$ 54,045	\$ 5,200,000	\$ 9,745,955	\$ -	\$ 15,000,000
Towsley Modernization	\$ -	\$ -	\$ 7,500,000	\$ -	\$ 7,500,000
ADA Transition Plan	\$ 1,979,052	\$ 2,880,314	\$ 2,675,000	\$ 2,511,420	\$ 10,045,786
Site Upgrades	\$ 194,980	\$ 70,782	\$ -	\$ 1,551,739	\$ 1,817,501
Technology	\$ 1,214,837	\$ 2,585,164	\$ 6,800,000	\$ 908,051	\$ 11,508,052
Parking Structure Valencia **	\$ 19,253,141	\$ -	\$ -	\$ 4,655,878	\$ 23,909,018
Health Professions Bldg	\$ -	\$ 1,500,000	\$ 13,500,000	\$ -	\$ 15,000,000
CCC - Central Plant	\$ 4,500,966	\$ 391,347	\$ -	\$ 2,814,186	\$ 7,706,500
CCC - Science/Lecture Bldg.	\$ 26,136,400	\$ 2,932,956	\$ -	\$ 11,491,572	\$ 40,560,928
CCC Student Services Learning Resource	\$ 13,482,341	\$ 22,675,295	\$ -	\$ -	\$ 36,157,636
CCC - Classroom Bldg #3	\$ 49,000	\$ 1,500,000	\$ 18,451,000	\$ -	\$ 20,000,000
CCC - M&O Warehouse/Support Bldgs	\$ -	\$ 1,000,000	\$ 4,000,000	\$ -	\$ 5,000,000
CCC - CTE Building	\$ 29,413	\$ 2,618,473	\$ 12,352,114	\$ -	\$ 15,000,000
CCC - Arts & Lecture **	\$ 78,195	\$ -	\$ -	\$ -	\$ 78,195
Secondary Effects (Renovation)	\$ 117,461	\$ 6,910	\$ -	\$ 10,924	\$ 135,296
Costs of Issuance (2017) **	\$ 246,000	\$ -	\$ -	\$ -	\$ 246,000
Costs of Issuance (2019) **	\$ 270,000	\$ -	\$ -	\$ -	\$ 270,000
Project Mgmt. Svcs/Other Expenses	\$ 596,663	\$ 832,749	\$ 1,927,769	\$ 249,294	\$ 3,606,474
Contingency	\$ -	\$ -	\$ 4,065,681	\$ -	\$ 4,065,681
Totals	\$ 78,858,553	\$ 59,470,054	\$ 96,675,001	\$ 30,397,801	\$ 265,401,409
** 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 2021-2022, local funding is budgeted for the following projects:
 - Founder's Walk/Builder's Wall
 - Building Maintenance – Valencia Campus
 - Building Maintenance – Canyon Country Campus
 - Grounds Maintenance – Valencia Campus
 - Grounds Maintenance – Canyon Country Campus



BUDGET SUMMARIES

2021 - 2022 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

2021-22 Adopted Budget	
Beginning Fund Balance	11,811,334
Revenue	124,592,437
Expenditures	
Certificated Instructional Salaries	36,010,978
Certificated Non-Instructional Salaries	10,740,357
Classified Instructional Salaries	2,111,331
Classified Non-Instructional Salaries	27,243,781
Total Salaries	76,106,447
Employee Benefits	31,195,334
Total Salary & Benefits	107,301,781
Supplies and Materials	980,599
Other Operating Expenses & Services	76,200
Contract Services	4,225,372
Travel and Conference Expense	423,882
Dues and Memberships	240,120
Insurances	851,477
Utilities and Housekeeping	2,466,286
Maintenance, Repairs and Rentals	1,534,093
Professional Services	316,608
Other Expenses	1,574,743
Capital Outlay	25,000
Site and Site Improvements	-
Building Improvements	6,500
Library Books & Materials	15,623
New Equipment	1,367,658
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	2,425
Interfund Transfers	2,382,518
Total Expenditures	123,790,885
Net (Revenues - Expenditures)	801,552
Ending Fund Balance	12,612,886

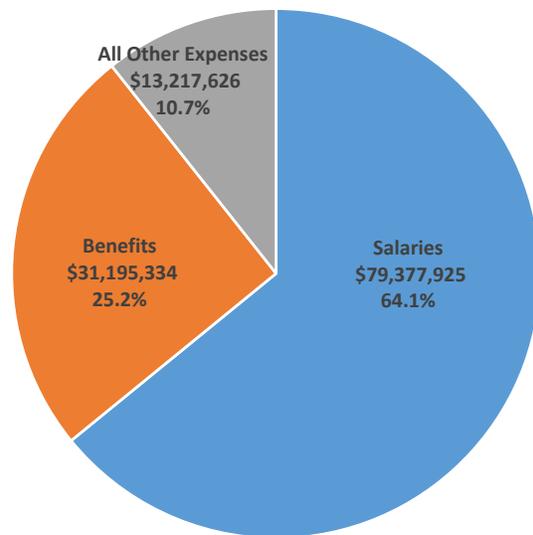


Table 15-2.

Unrestricted General Fund (Fund 11) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	131,262	174,282	141,140	97,865	89,982	94,707
State	67,057,965	70,299,523	73,635,138	81,859,013	71,432,638	89,934,067
Local	39,965,896	41,339,028	41,360,175	28,786,149	42,311,448	28,864,540
Transfer/ (Contribution)	630,886	1,033,744	2,322,441	2,566,108	1,974,732	5,699,123
Total Revenue	107,786,009	112,846,576	117,458,894	113,309,135	115,808,800	124,592,437
Beginning Fund Balance	10,632,165	10,861,291	11,233,781	11,387,010	11,387,010	11,811,334
Total Rev & Beg Fund Bal	118,418,174	123,707,868	128,692,675	124,696,145	127,195,809	136,403,771
EXPENDITURES						
Salaries:						
Certificated Instruction	33,781,149	34,871,048	34,944,613	35,972,146	36,528,256	36,010,978
Certificated Non-Instruction	8,618,925	9,054,105	9,441,472	9,540,085	9,658,165	10,740,357
Classified	26,068,290	27,804,322	29,230,537	27,853,149	27,675,823	29,355,112
Total Salaries	68,468,364	71,729,475	73,616,621	73,365,380	73,862,244	76,106,447
Fringe Benefits	22,622,262	24,773,229	27,157,561	25,619,087	27,294,309	31,195,334
Total Sal & Frg Benefits	91,090,626	96,502,704	100,774,182	98,984,467	101,156,553	107,301,781
Supplies & Materials	808,176	899,327	836,803	808,656	553,869	980,599
Other Operating Exp/Services	11,528,518	12,716,760	11,859,369	10,402,786	9,444,984	11,708,781
Capital Outlay	1,140,286	1,178,142	1,140,419	1,121,985	1,151,471	1,414,781
Payments to Students	1,000	907	1,023	1,000	-	2,425
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	2,988,277	1,176,246	2,693,869	1,947,440	3,077,598	2,382,518
Contingencies	-	-	-	-	-	-
Total Expenditures	107,556,883	112,474,087	117,305,666	113,266,334	115,384,475	123,790,885
Ending Fund Balance	10,861,291	11,233,781	11,387,010	11,429,811	11,811,334	12,612,886
Total Exp and End Fund Bal	118,418,174	123,707,868	128,692,675	124,696,145	127,195,809	136,403,771

Table 15-3.

Fund 12 - Restricted General Fund

	2021-22 Adopted Budget
Beginning Fund Balance	2,287,490
Revenue	65,984,275
Expenditures	
Certificated Instructional Salaries	998,590
Certificated Non-Instructional Salaries	5,494,934
Classified Instructional Salaries	313,468
Classified Non-Instructional Salaries	10,210,084
Total Salaries	17,017,076
Employee Benefits	5,640,341
Total Salary & Benefits	22,657,417
Supplies and Materials	3,755,372
Other Operating Expenses & Services	-
Contract Services	16,811,497
Travel and Conference Expense	503,888
Dues and Memberships	37,846
Insurances	64,000
Utilities and Housekeeping	146,290
Maintenance, Repairs and Rentals	91,054
Professional Services	-
Other Expenses	1,482,901
Capital Outlay	-
Site and Site Improvements	215,644
Building Improvements	7,190
Library Books & Materials	152,750
New Equipment	10,579,821
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	4,093,513
Interfund Transfers	7,669,028
Total Expenditures	68,268,211
Net (Revenues - Expenditures)	(2,283,936)
Ending Fund Balance	3,554

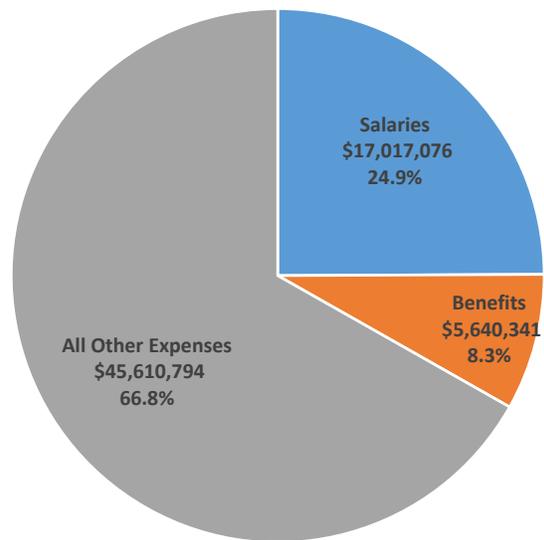


Table 15-4.

Restricted General Fund (Fund 12) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	2,332,032	2,582,337	4,131,783	5,168,675	12,194,822	19,587,248
State	24,558,453	27,083,612	28,372,030	36,939,892	24,828,049	42,579,049
Local	2,297,769	2,213,278	1,806,596	1,859,902	1,147,886	1,751,893
Transfer/ (Contribution)	1,341,112	629,402	1,469,988	2,006,843	1,891,063	2,066,085
Total Revenue	30,529,366	32,508,630	35,780,397	45,975,312	40,061,820	65,984,275
Beginning Fund Balance	2,439,440	2,676,696	1,850,519	2,544,597	2,544,597	2,287,490
Total Rev & Beg Fund Bal	32,968,805	35,185,325	37,630,916	48,519,909	42,606,416	68,271,765
EXPENDITURES						
Salaries:						
Certificated Instruction	742,463	1,092,001	1,057,357	1,019,587	911,458	998,590
Certificated Non-Instruction	3,591,934	3,945,824	4,309,710	5,048,618	4,420,573	5,494,934
Classified	7,093,950	8,185,340	8,312,706	9,407,280	7,441,963	10,523,552
Total Salaries	11,428,348	13,223,165	13,679,774	15,475,485	12,773,994	17,017,076
Fringe Benefits	3,664,095	4,472,975	4,856,234	4,800,982	4,437,380	5,640,341
Total Sal & Frg Benefits	15,092,442	17,696,139	18,536,008	20,276,467	17,211,375	22,657,417
Supplies & Materials	915,344	1,091,014	1,061,137	2,436,949	1,190,904	3,755,372
Other Operating Exp/Services	9,894,846	10,971,318	10,629,073	18,877,821	9,350,284	19,137,476
Capital Outlay	2,765,514	1,766,552	1,752,524	2,399,812	1,795,683	10,955,405
Payments to Students	676,301	792,264	1,350,540	2,348,892	6,476,454	4,093,513
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	947,662	1,017,519	1,757,037	2,179,158	4,294,226	7,669,028
Contingencies	-	-	-	-	-	-
Total Expenditures	30,292,110	33,334,806	35,086,319	48,519,099	40,318,926	68,268,211
Ending Fund Balance	2,676,696	1,850,519	2,544,597	810	2,287,490	3,554
Total Exp and End Fund Bal	32,968,805	35,185,325	37,630,916	48,519,909	42,606,416	68,271,765

Table 15-5.

Fund 21 - Bond Interest/Redemption Fund	
2021-22 Adopted Budget	
Beginning Fund Balance	16,104,006
Revenue	19,727,979
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	12,795,943
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	21,539,621
Net (Revenues - Expenditures)	(1,811,642)
Ending Fund Balance	14,292,364

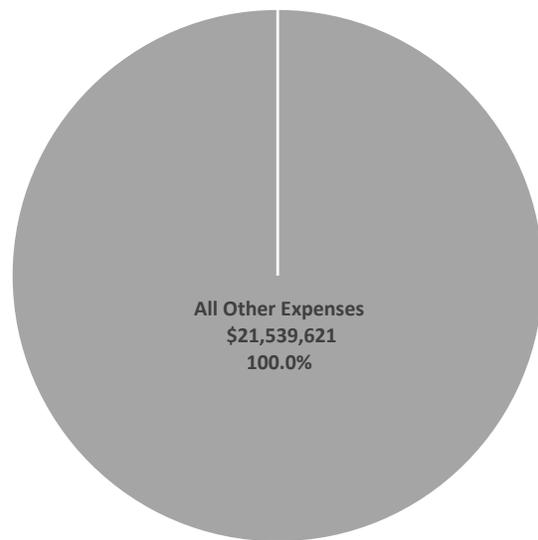


Table 15-6.

Bond Interest/Redemption Fund (Fund 21) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	118,390	85,313	-	111,981	-
Local	126,085	18,815,417	18,537,143	18,622,456	19,615,998	19,727,979
Transfer/ (Contribution)	17,896,340	-	-	-	-	-
Total Revenue	18,022,425	18,933,807	18,622,456	18,622,456	19,727,979	19,727,979
Beginning Fund Balance	12,350,454	17,098,668	15,269,355	13,986,305	13,986,305	16,104,006
Total Rev & Beg Fund Bal	30,372,879	36,032,475	33,891,811	32,608,761	33,714,284	35,831,985
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	10,274,508	10,699,909	11,161,828	11,161,828	12,795,943	12,795,943
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	2,999,703	10,063,211	8,743,678	8,743,678	4,814,335	8,743,678
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	13,274,211	20,763,120	19,905,506	19,905,506	17,610,278	21,539,621
Ending Fund Balance	17,098,668	15,269,355	13,986,305	12,703,255	16,104,006	14,292,364
Total Exp and End Fund Bal	30,372,879	36,032,475	33,891,811	32,608,761	33,714,284	35,831,985

Table 15-7.

Fund 29 - Debt Service Fund

2021-22 Adopted Budget	
Beginning Fund Balance	406,772
Revenue	1,090,185
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	301,807
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	785,000
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	1,086,807
Net (Revenues - Expenditures)	3,378
Ending Fund Balance	410,150

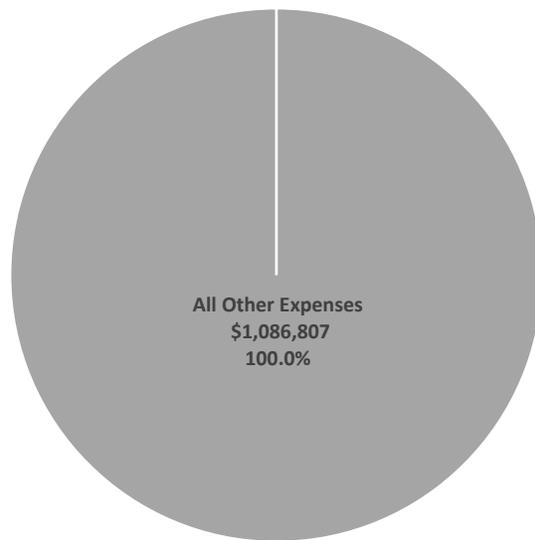


Table 15-8.

Debt Service Fund (Fund 29) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	20,782	1,970	3,238	1,000	(143)	1,611
Transfer/ (Contribution)	804,832	523,735	1,398,116	798,672	1,096,904	1,088,574
Total Revenue	825,614	525,705	1,401,354	799,672	1,096,761	1,090,185
Beginning Fund Balance	163,560	702,446	105,445	402,718	402,718	406,772
Total Rev & Beg Fund Bal	989,174	1,228,151	1,506,799	1,202,390	1,499,479	1,496,957
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	286,727	377,706	359,081	332,707	332,706	301,807
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	745,000	745,000	760,000	760,000	785,000
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	286,727	1,122,706	1,104,081	1,092,707	1,092,706	1,086,807
Ending Fund Balance	702,446	105,445	402,718	109,683	406,772	410,150
Total Exp and End Fund Bal	989,174	1,228,151	1,506,799	1,202,390	1,499,479	1,496,957

Table 15-9.

Fund 32 - Cafeteria Fund

	2021-22 Adopted Budget
Beginning Fund Balance	16,961
Revenue	309
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	17,270
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	17,270
Net (Revenues - Expenditures)	(16,961)
Ending Fund Balance	-

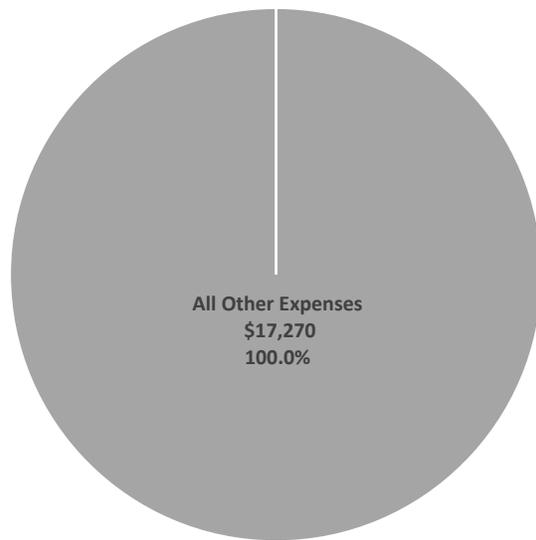


Table 15-10.

Cafeteria Fund (Fund 32) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	75,496	71,879	57,718	200	(489)	309
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	75,496	71,879	57,718	200	(489)	309
Beginning Fund Balance	43,493	49,251	42,546	22,915	22,915	16,961
Total Rev & Beg Fund Bal	118,990	121,130	100,264	23,115	22,425	17,270
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	69,738	76,089	57,398	23,115	5,464	17,270
Capital Outlay	-	-	19,757	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	69,738	78,585	77,349	23,115	5,464	17,270
Ending Fund Balance	49,251	42,546	22,915	-	16,961	-
Total Exp and End Fund Bal	118,990	121,130	100,264	23,115	22,425	17,270

Table 15-11.

Fund 33 - Child Development Fund

2021-22 Adopted Budget	
Beginning Fund Balance	318,724
Revenue	1,100,546
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	185,549
Classified Instructional Salaries	(57,002)
Classified Non-Instructional Salaries	690,669
Total Salaries	819,216
Employee Benefits	234,493
Total Salary & Benefits	1,053,709
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	344,160
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	1,419,270
Net (Revenues - Expenditures)	(318,724)
Ending Fund Balance	-

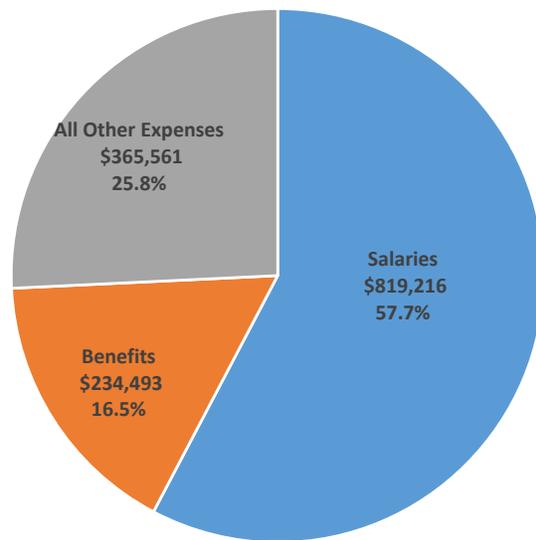


Table 15-12.

Child Development Fund (Fund 33) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	96,276	101,649	68,467	59,851	49,870	39,741
State	378,695	428,794	463,623	251,766	430,156	160,210
Local	678,611	683,519	530,332	280,390	392,416	594,456
Transfer/ (Contribution)	75,000	514	487,758	237,000	301,247	306,139
Total Revenue	1,228,582	1,214,475	1,550,180	829,007	1,173,689	1,100,546
Beginning Fund Balance	210,903	159,569	-	186,031	186,031	318,724
Total Rev & Beg Fund Bal	1,439,485	1,374,044	1,550,180	1,015,038	1,359,720	1,419,270
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	218,867	229,996	235,218	118,732	148,945	185,549
Classified	766,902	826,729	809,708	641,298	621,409	633,667
Total Salaries	985,769	1,056,725	1,044,927	760,030	770,354	819,216
Fringe Benefits	245,957	267,486	285,462	216,447	243,508	234,493
Total Sal & Frg Benefits	1,231,725	1,324,211	1,330,388	976,477	1,013,862	1,053,709
Supplies & Materials	9,151	10,460	6,437	15,970	5,480	15,970
Other Operating Exp/Services	36,663	34,262	25,379	18,160	19,225	345,160
Capital Outlay	2,376	5,112	1,944	4,431	2,430	4,431
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	1,279,916	1,374,044	1,364,149	1,015,038	1,040,996	1,419,270
Ending Fund Balance	159,569	-	186,031	-	318,724	-
Total Exp and End Fund Bal	1,439,485	1,374,044	1,550,180	1,015,038	1,359,720	1,419,270

Table 15-13.

Fund 37 - Special Revenue-Asset Management Fund

	2021-22 Adopted Budget
Beginning Fund Balance	18,796
Revenue	406
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	19,202
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	19,202
Net (Revenues - Expenditures)	(18,796)
Ending Fund Balance	-

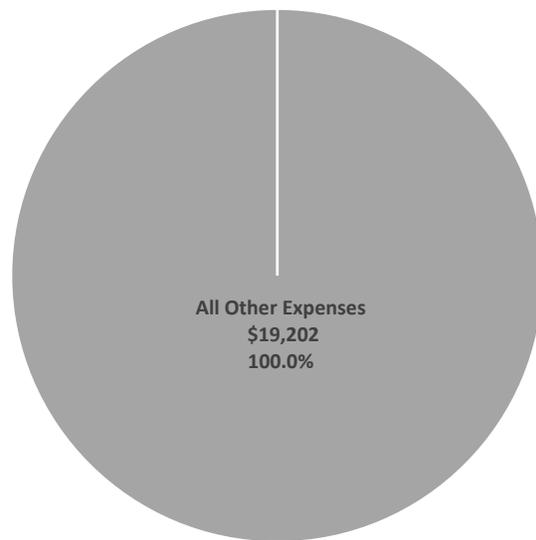


Table 15-14.

Special Revenue-Asset Management Fund (Fund 37) History

	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals	2020-21 Adopted Budget	2020-21 Actuals	2021-22 Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	279	379	315	300	(3)	406
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	279	379	315	300	(3)	406
Beginning Fund Balance	17,825	18,105	18,484	18,799	18,799	18,796
Total Rev & Beg Fund Bal	18,105	18,484	18,799	19,099	18,796	19,202
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	19,099	-	19,202
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	-	-	-	19,099	-	19,202
Ending Fund Balance	18,105	18,484	18,799	-	18,796	-
Total Exp and End Fund Bal	18,105	18,484	18,799	19,099	18,796	19,202

Table 15-15.

Fund 39 - Special Revenue-Student Center Fund

	2021-22 Adopted Budget
Beginning Fund Balance	636,790
Revenue	208,804
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	183,410
Total Expenditures	183,410
Net (Revenues - Expenditures)	25,394
Ending Fund Balance	662,184

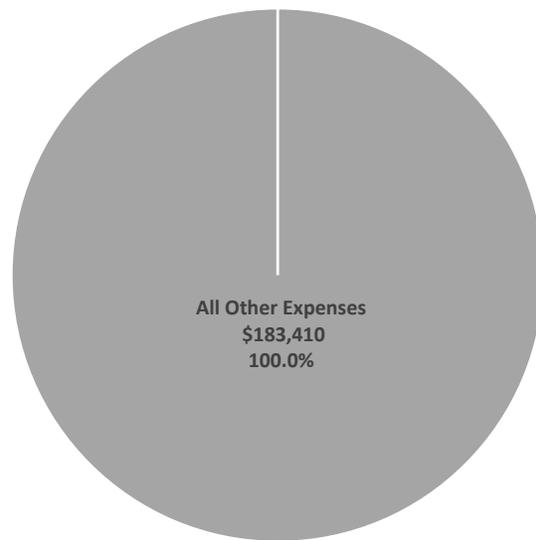


Table 15-16.

Special Revenue-Student Center Fund (Fund 39) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	206,182	207,802	201,106	205,000	177,953	208,804
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	206,182	207,802	201,106	205,000	177,953	208,804
Beginning Fund Balance	586,459	605,556	625,198	642,659	642,659	636,790
Total Rev & Beg Fund Bal	792,641	813,358	826,305	847,659	820,612	845,594
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	187,085	188,160	183,640	183,822	183,822	183,410
Contingencies	-	-	-	-	-	-
Total Expenditures	187,085	188,160	183,646	183,822	183,822	183,410
Ending Fund Balance	605,556	625,198	642,659	663,837	636,790	662,184
Total Exp and End Fund Bal	792,641	813,358	826,305	847,659	820,612	845,594

Table 15-17.

Fund 41 - State Construction Fund	
2021-22 Adopted Budget	
Beginning Fund Balance	78
Revenue	4,404,400
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	4,404,478
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	4,404,478
Net (Revenues - Expenditures)	(78)
Ending Fund Balance	-

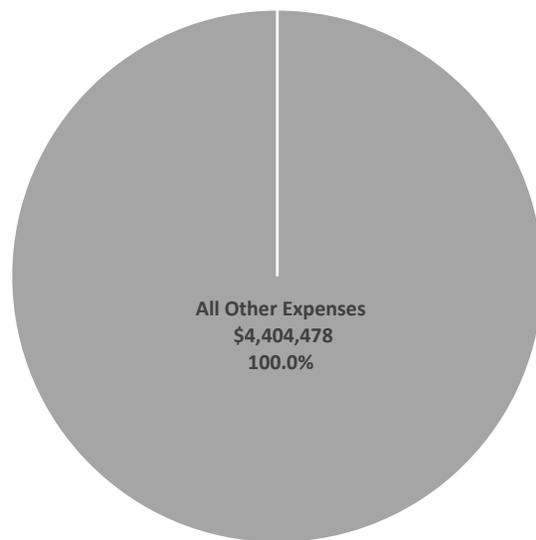


Table 15-18.

State Construction Fund (Fund 41) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	564,085	-	231,000	166,000	166,000	4,403,000
Local	7,308	12,141	25	25	53	1,400
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	571,393	12,141	231,025	166,025	166,053	4,404,400
Beginning Fund Balance	592,679	737,275	-	25	25	78
Total Rev & Beg Fund Bal	1,164,072	749,417	231,025	166,050	166,078	4,404,478
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	426,796	660,142	231,000	166,050	166,000	4,404,478
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	89,275	-	-	-	-
Total Expenditures	426,796	749,417	231,000	166,050	166,000	4,404,478
Ending Fund Balance	737,275	-	25	-	78	-
Total Exp and End Fund Bal	1,164,072	749,417	231,025	166,050	166,078	4,404,478

Table 15-19.

Fund 43 - Capital Projects Fund

	2021-22 Adopted Budget
Beginning Fund Balance	3,737,533
Revenue	249,646
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	8,561
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	123,969
Professional Services	-
Other Expenses	-
Capital Outlay	-
Site and Site Improvements	251,410
Building Improvements	114,540
Library Books & Materials	-
New Equipment	3,488,699
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	3,987,179
Net (Revenues - Expenditures)	(3,737,533)
Ending Fund Balance	-

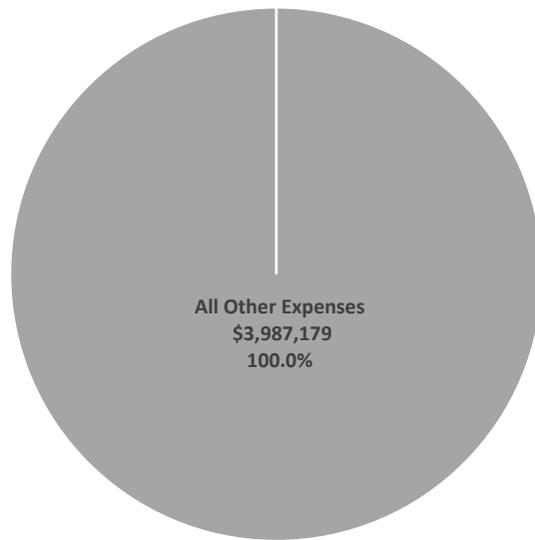


Table 15-20.

Capital Projects Fund (Fund 43) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	266,665	284,132	288,714	195,000	119,646	225,074
Transfer/ (Contribution)	142,520	342,320	271,343	12,101	1,020,458	24,572
Total Revenue	409,185	626,452	560,056	207,101	1,140,104	249,646
Beginning Fund Balance	3,822,002	3,628,515	3,126,032	3,098,381	3,098,381	3,737,533
Total Rev & Beg Fund Bal	4,231,187	4,254,967	3,686,088	3,305,482	4,238,485	3,987,179
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	300,200	409,267	264,733	187,317	191,612	132,530
Capital Outlay	302,472	719,668	322,975	3,118,165	309,340	3,854,649
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	602,672	1,128,935	587,708	3,305,482	500,952	3,987,179
Ending Fund Balance	3,628,515	3,126,032	3,098,381	-	3,737,533	-
Total Exp and End Fund Bal	4,231,187	4,254,967	3,686,088	3,305,482	4,238,485	3,987,179

Table 15-21.

Fund 44 - Scheduled Maintenance Fund

2021-22 Adopted Budget	
Beginning Fund Balance	4,903
Revenue	2,250,108
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	2,250,000
Building Improvements	5,011
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	2,255,011
Net (Revenues - Expenditures)	(4,903)
Ending Fund Balance	-

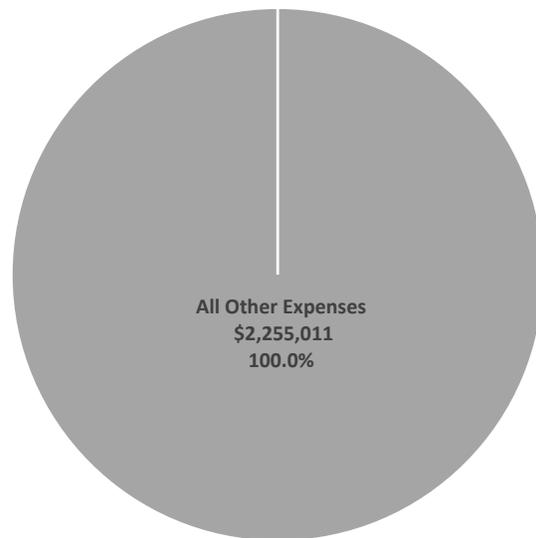


Table 15-22.

Scheduled Maintenance Fund (Fund 44) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	2,250,000
Local	73	99	82	80	(1)	108
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	73	99	82	80	(1)	2,250,108
Beginning Fund Balance	4,650	4,723	4,822	4,904	4,904	4,903
Total Rev & Beg Fund Bal	4,723	4,822	4,904	4,984	4,903	2,255,011
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	-	-	-	4,984	-	2,255,011
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	-	-	-	4,984	-	2,255,011
Ending Fund Balance	4,723	4,822	4,904	-	4,903	-
Total Exp and End Fund Bal	4,723	4,822	4,904	4,984	4,903	2,255,011

Table 15-23.

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

	2021-22 Adopted Budget
Beginning Fund Balance	59,109,173
Revenue	710,881
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Holding	107,725
Classified Management Salaries	111,672
Total Salaries	219,397
Employee Benefits	50,252
Total Salary & Benefits	269,649
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	529,200
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	100,000
Professional Services	33,900
Other Expenses	41,000
Capital Outlay	-
Site and Site Improvements	2,380,007
Building Improvements	51,907,608
Library Books & Materials	-
New Equipment	4,558,690
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	59,820,054
Net (Revenues - Expenditures)	(59,109,173)
Ending Fund Balance	-

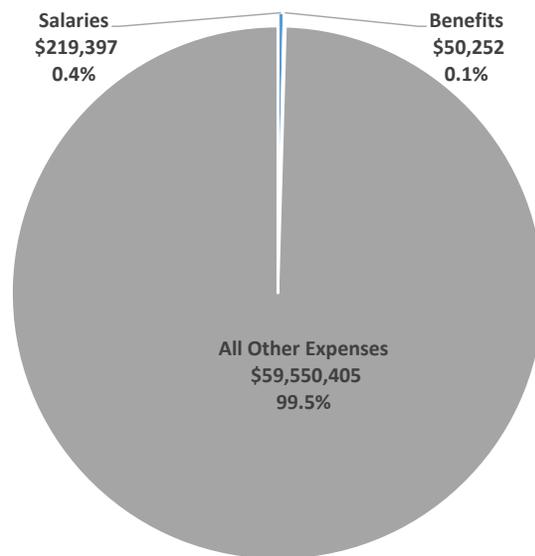


Table 15-24.

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

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	-	-	1,150,998	800,000	43,753	710,881
Transfer/ (Contribution)	-	-	85,331,500	-	-	-
Total Revenue	-	-	86,482,498	800,000	43,753	710,881
Beginning Fund Balance	-	-	-	80,052,177	80,052,177	59,109,173
Total Rev & Beg Fund Bal	-	-	86,482,498	80,852,177	80,095,930	59,820,054
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	273,092	67,116	219,397
Total Salaries	-	-	-	273,092	67,116	219,397
Fringe Benefits	-	-	-	87,013	23,340	50,252
Total Sal & Frg Benefits	-	-	-	360,105	90,456	269,649
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	45,200	125,661	704,100
Capital Outlay	-	-	5,828,821	80,446,872	20,770,640	58,846,305
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	601,500	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	-	-	6,430,321	80,852,177	20,986,757	59,820,054
Ending Fund Balance	-	-	80,052,177	-	59,109,173	-
Total Exp and End Fund Bal	-	-	86,482,498	80,852,177	80,095,930	59,820,054

Table 15-25.

Measure M Series 2016 Fund (Fund 46) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	223,661	103,031	-	-	-	-
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	223,661	103,031	-	-	-	-
Beginning Fund Balance	14,879,504	10,442,171	-	-	-	-
Total Rev & Beg Fund Bal	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	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	4,660,993	10,545,202	-	-	-	-
Ending Fund Balance	10,442,171	-	-	-	-	-
Total Exp and End Fund Bal	15,103,165	10,545,202	-	-	-	-

Table 15-26.

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

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	108,842	-	-	-	-	-
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	108,842	-	-	-	-	-
Beginning Fund Balance	11,478,370	-	-	-	-	-
Total Rev & Beg Fund Bal	11,587,212	-	-	-	-	-
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	11,575,912	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	11,587,212	-	-	-	-	-
Ending Fund Balance	-	-	-	-	-	-
Total Exp and End Fund Bal	11,587,212	-	-	-	-	-

Table 15-27.

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

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	776,998	691,111	201,182	-	-	-
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	776,998	691,111	201,182	-	-	-
Beginning Fund Balance	49,853,563	48,991,674	18,622,786	-	-	-
Total Rev & Beg Fund Bal	50,630,562	49,682,785	18,823,968	-	-	-
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	105,720	111,672	113,340	-	-	-
Total Salaries	105,720	111,672	113,340	-	-	-
Fringe Benefits	33,838	37,910	39,856	-	-	-
Total Sal & Frg Benefits	139,558	149,582	153,196	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	6,000	11,300	28,546	-	-	-
Capital Outlay	1,493,330	30,899,117	18,642,226	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	1,638,888	31,059,999	18,823,968	-	-	-
Ending Fund Balance	48,991,674	18,622,786	-	-	-	-
Total Exp and End Fund Bal	50,630,562	49,682,785	18,823,968	-	-	-

Table 15-28.

Fund 49 - Field Turf Replacement Fund

	2021-22 Adopted Budget
Beginning Fund Balance	414,412
Revenue	54,733
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	469,145
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	469,145
Net (Revenues - Expenditures)	(414,412)
Ending Fund Balance	-

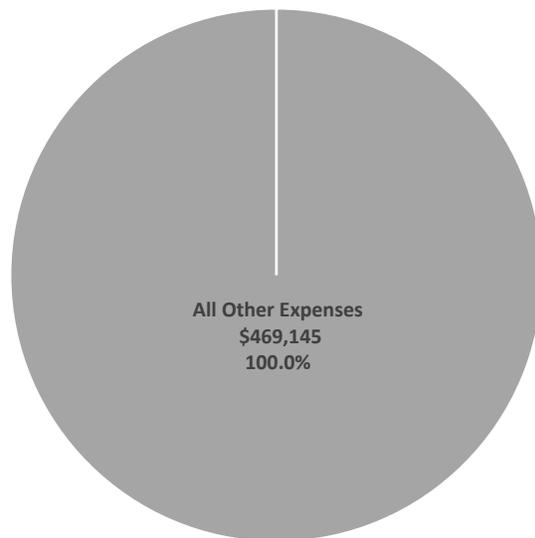


Table 15-29.

Field Turf Replacement Fund (Fund 49) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	28,543	31,057	30,781	29,000	24,830	29,733
Transfer/ (Contribution)	25,000	25,000	25,000	25,000	25,000	25,000
Total Revenue	53,543	56,057	55,781	54,000	49,830	54,733
Beginning Fund Balance	199,202	252,744	308,801	364,582	364,582	414,412
Total Rev & Beg Fund Bal	252,744	308,801	364,582	418,582	414,412	469,145
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	-	-	-	418,582	-	469,145
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	-	-	-	418,582	-	469,145
Ending Fund Balance	252,744	308,801	364,582	-	414,412	-
Total Exp and End Fund Bal	252,744	308,801	364,582	418,582	414,412	469,145

Table 15-30.

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

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	67	-	-	-	-	-
Local	256,730	223,688	107,130	-	-	-
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	256,797	223,688	107,130	-	-	-
Beginning Fund Balance	34,838	26,490	-	-	-	-
Total Rev & Beg Fund Bal	291,634	250,178	107,130	-	-	-
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	22,850	50,561	36,478	-	-	-
Total Salaries	22,850	50,561	36,478	-	-	-
Fringe Benefits	9,111	20,150	16,585	-	-	-
Total Sal & Frg Benefits	31,961	70,711	53,064	-	-	-
Supplies & Materials	1,030	36	88	-	-	-
Other Operating Exp/Services	232,153	179,431	53,979	-	-	-
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	265,144	250,178	107,130	-	-	-
Ending Fund Balance	26,490	-	-	-	-	-
Total Exp and End Fund Bal	291,634	250,178	107,130	-	-	-

Table 15-31.

Fund 58 - Performing Arts Center Fund

	2021-22 Adopted Budget
Beginning Fund Balance	74,458
Revenue	573,333
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	57,422
Total Salaries	57,422
Employee Benefits	14,911
Total Salary & Benefits	72,333
Supplies and Materials	1,850
Other Operating Expenses & Services	-
Contract Services	392,475
Travel and Conference Expense	5,000
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	25,225
Professional Services	-
Other Expenses	131,336
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	19,572
Total Expenditures	647,791
Net (Revenues - Expenditures)	(74,458)
Ending Fund Balance	-

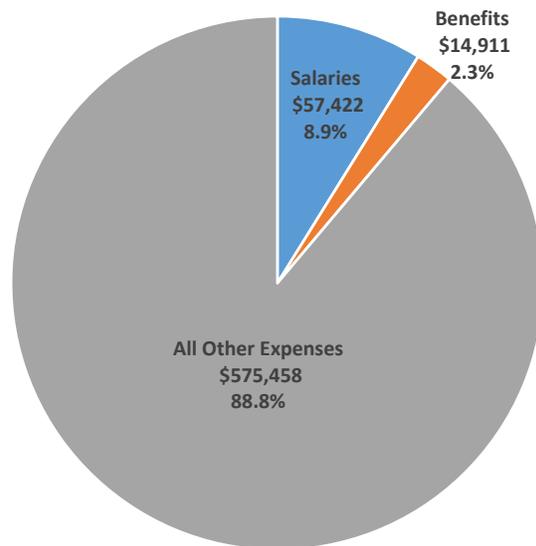


Table 15-32.

Performing Arts Center Fund (Fund 58) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	547	560	870	-	720	-
Local	486,143	376,623	500,632	172,100	80	573,333
Transfer/ (Contribution)	-	-	-	-	31,171	-
Total Revenue	486,690	377,183	501,502	172,100	31,971	573,333
Beginning Fund Balance	32,026	64,295	-	74,709	74,709	74,458
Total Rev & Beg Fund Bal	518,716	441,478	501,502	246,809	106,680	647,791
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	5,974	160	1,009	-	-	-
Classified	64,226	60,802	53,730	27,136	22,485	57,422
Total Salaries	70,200	60,961	54,739	27,136	22,485	57,422
Fringe Benefits	11,759	12,967	13,175	12,388	9,238	14,911
Total Sal & Frg Benefits	81,960	73,928	67,914	39,524	31,723	72,333
Supplies & Materials	2,688	1,772	2,115	800	499	1,850
Other Operating Exp/Services	344,772	365,778	339,898	204,384	-	554,036
Capital Outlay	6,554	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	18,448	-	16,866	2,101	-	19,572
Contingencies	-	-	-	-	-	-
Total Expenditures	454,421	441,478	426,793	246,809	32,222	647,791
Ending Fund Balance	64,295	-	74,709	-	74,458	-
Total Exp and End Fund Bal	518,716	441,478	501,502	246,809	106,680	647,791

Table 15-33.

Fund 59 - Employee Training Institute Fund

	2021-22 Adopted Budget
Beginning Fund Balance	312,597
Revenue	1,466,940
Expenditures	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	27,173
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	594,518
Total Salaries	621,691
Employee Benefits	199,674
Total Salary & Benefits	821,365
Supplies and Materials	98,311
Other Operating Expenses & Services	-
Contract Services	498,424
Travel and Conference Expense	5,500
Dues and Memberships	1,000
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	349,037
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	5,900
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Total Expenditures	1,779,537
Net (Revenues - Expenditures)	(312,597)
Ending Fund Balance	-

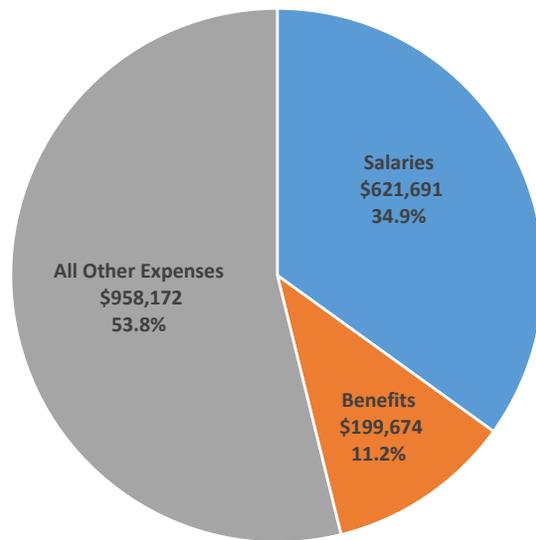


Table 15-34.

Employee Training Institute Fund (Fund 59) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	20,000	139,538
State	406,901	412,424	278,816	350,000	95,054	650,000
Local	612,010	435,817	282,610	310,050	208,824	496,856
Transfer/ (Contribution)	-	-	-	-	497,872	180,546
Total Revenue	1,018,912	848,241	561,426	660,050	821,751	1,466,940
Beginning Fund Balance	66,738	249,256	312,903	224,482	224,482	312,597
Total Rev & Beg Fund Bal	1,085,650	1,097,497	874,329	884,532	1,046,233	1,779,537
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	34,796	26,359	28,003	35,808	26,773	27,173
Classified	437,377	454,335	358,505	330,081	395,456	594,518
Total Salaries	472,173	480,694	386,508	365,889	422,229	621,691
Fringe Benefits	123,136	132,799	126,526	124,975	152,749	199,674
Total Sal & Frg Benefits	595,309	613,493	513,035	490,864	574,979	821,365
Supplies & Materials	42,674	35,851	22,266	39,356	14,991	98,311
Other Operating Exp/Services	196,696	129,267	110,182	349,412	141,866	853,961
Capital Outlay	1,715	5,983	4,363	4,900	1,800	5,900
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	836,394	784,593	649,847	884,532	733,636	1,779,537
Ending Fund Balance	249,256	312,903	224,482	-	312,597	-
Total Exp and End Fund Bal	1,085,650	1,097,497	874,329	884,532	1,046,233	1,779,537

Table 15-35.

Fund 68 - CalSTRS/CalPERS Liability Fund	
2021-22 Adopted Budget	
Beginning Fund Balance	5,035,919
Revenue	75,538
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	-
Total Expenditures	-
Net (Revenues - Expenditures)	75,538
Ending Fund Balance	5,111,457

Zero Expenses
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Table 15-36.

CalSTRS/CalPERS Liability Fund (Fund 68) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	95,011	129,004	101,099	80,000	(787)	75,538
Transfer/ (Contribution)	-	-	-	-	500,000	-
Total Revenue	95,011	129,004	101,099	80,000	499,213	75,538
Beginning Fund Balance	6,061,593	6,156,604	5,935,607	4,536,706	4,536,706	5,035,919
Total Rev & Beg Fund Bal	6,156,604	6,285,607	6,036,706	4,616,706	5,035,919	5,111,457
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	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	-	350,000	1,500,000	1,500,000	-	-
Ending Fund Balance	6,156,604	5,935,607	4,536,706	3,116,706	5,035,919	5,111,457
Total Exp and End Fund Bal	6,156,604	6,285,607	6,036,706	4,616,706	5,035,919	5,111,457

Table 15-37.

Fund 69 - Internal Services-Retiree Benefits Fund

	2021-22 Adopted Budget
Beginning Fund Balance	6,193,105
Revenue	847,607
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)	408,107
Ending Fund Balance	6,601,212

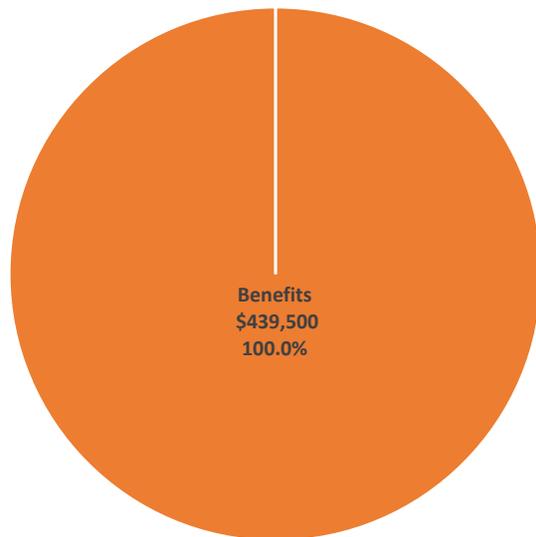


Table 15-38.

Internal Services-Retiree Benefits Fund (Fund 69) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	96,465	144,422	114,118	100,000	225	134,907
Transfer/ (Contribution)	991,196	12,700	12,700	12,700	12,700	712,700
Total Revenue	1,087,661	157,122	126,818	112,700	12,925	847,607
Beginning Fund Balance	6,333,569	7,070,423	6,863,750	6,610,253	6,610,253	6,193,105
Total Rev & Beg Fund Bal	7,421,230	7,227,545	6,990,568	6,722,953	6,623,178	7,040,712
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	350,807	363,795	380,315	439,500	430,074	439,500
Total Sal & Frg Benefits	350,807	363,795	380,315	439,500	430,074	439,500
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	350,807	363,795	380,315	439,500	430,074	439,500
Ending Fund Balance	7,070,423	6,863,750	6,610,253	6,283,453	6,193,105	6,601,212
Total Exp and End Fund Bal	7,421,230	7,227,545	6,990,568	6,722,953	6,623,178	7,040,712

Table 15-39.

Fund 72 - Student Representation Fee Trust Fund

2021-22 Adopted Budget	
Beginning Fund Balance	464,022
Revenue	53,727
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)	(23,573)
Ending Fund Balance	440,449

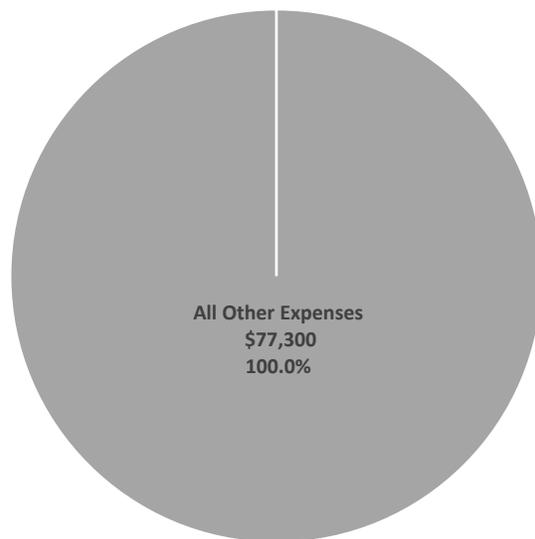


Table 15-40.

Student Representation Fee Trust Fund (Fund 72) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	52,526	54,664	68,257	51,000	86,151	53,727
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	52,526	54,664	68,257	51,000	86,151	53,727
Beginning Fund Balance	281,402	314,401	350,596	413,170	413,170	464,022
Total Rev & Beg Fund Bal	333,928	369,065	418,852	464,170	499,321	517,749
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	17,372	16,670	3,623	46,500	33,499	46,500
Capital Outlay	355	-	260	28,000	-	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	19,527	18,470	5,682	77,300	35,299	77,300
Ending Fund Balance	314,401	350,596	413,170	386,870	464,022	440,449
Total Exp and End Fund Bal	333,928	369,065	418,852	464,170	499,321	517,749

Table 15-41.

Fund 74 - Student Financial Aid Fund

	2021-22 Adopted Budget
Beginning Fund Balance	93,024
Revenue	34,447,601
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	105,219
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	34,435,406
Payments to Students	-
Interfund Transfers	-
Total Expenditures	34,540,625
Net (Revenues - Expenditures)	(93,024)
Ending Fund Balance	-

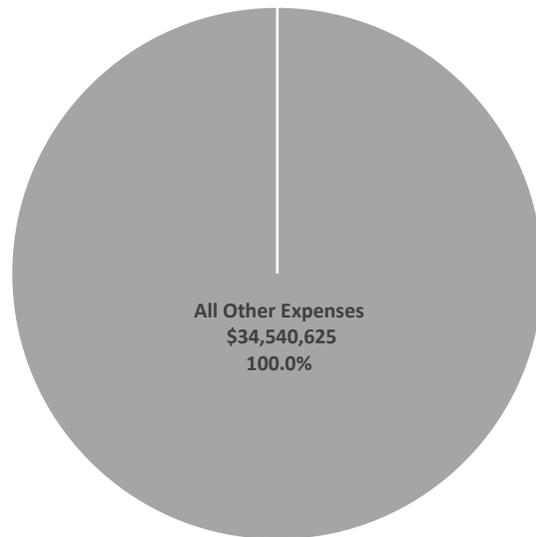


Table 15-42.

Student Financial Aid Fund (Fund 74) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
REVENUE						
Federal	16,443,744	15,587,523	19,277,263	16,967,690	18,156,967	30,781,817
State	2,253,376	2,528,147	2,959,293	2,500,000	4,351,470	3,500,000
Local	9,860	17,507	10,999	5,000	(531)	12,195
Transfer/ (Contribution)	132,726	166,310	165,867	155,897	206,299	153,589
Total Revenue	18,839,706	18,299,487	22,413,422	19,628,587	22,714,205	34,447,601
Beginning Fund Balance	136,202	116,692	131,830	136,204	136,204	93,024
Total Rev & Beg Fund Bal	18,975,908	18,416,179	22,545,252	19,764,791	22,850,409	34,540,625
EXPENDITURES						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
Total Salaries	-	-	-	-	-	-
Fringe Benefits	-	-	-	-	-	-
Total Sal & Frg Benefits	-	-	-	-	-	-
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	29,370	2,369	6,625	136,830	42,649	105,219
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	18,829,846	18,281,980	22,402,423	19,627,961	22,714,736	34,435,406
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	18,859,216	18,284,349	22,409,048	19,764,791	22,757,385	34,540,625
Ending Fund Balance	116,692	131,830	136,204	-	93,024	-
Total Exp and End Fund Bal	18,975,908	18,416,179	22,545,252	19,764,791	22,850,409	34,540,625

Table 15-43.

Fund 75 - Scholarship and Loan Trust Fund

	2021-22 Adopted Budget
Beginning Fund Balance	116,470
Revenue	750,026
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	866,496
Payments to Students	-
Interfund Transfers	-
Total Expenditures	866,496
Net (Revenues - Expenditures)	(116,470)
Ending Fund Balance	-

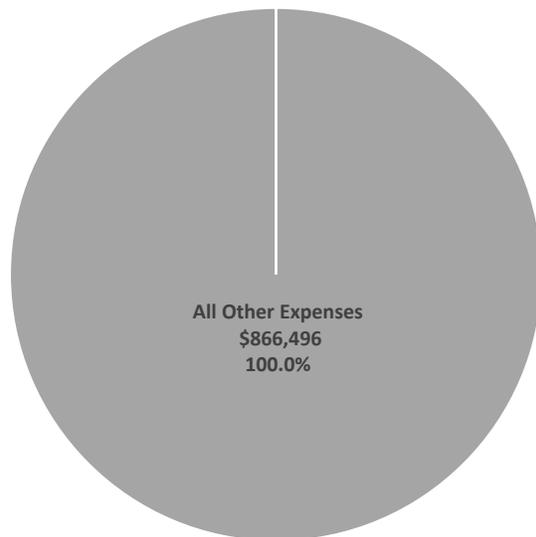


Table 15-44.

Scholarship and Loan Trust Fund (Fund 75) History

	2017-18	2018-19	2019-20	2020-21	2020-21	2021-22
	Actuals	Actuals	Actuals	Adopted	Actuals	Adopted
				Budget		Budget
REVENUE						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	-	76,684	394,937	750,000	404,898	750,026
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	-	76,684	394,937	750,000	404,898	750,026
Beginning Fund Balance	-	-	76,684	87,504	87,504	116,470
Total Rev & Beg Fund Bal	-	76,684	471,621	837,504	492,401	866,496
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	-	-	384,117	837,504	375,931	866,496
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	-	-	384,117	837,504	375,931	866,496
Ending Fund Balance	-	76,684	87,504	-	116,470	-
Total Exp and End Fund Bal	-	76,684	471,621	837,504	492,401	866,496



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