



**COLLEGE OF THE CANYONS**

# 2022-23 Annual Budget

# 2022-23 ANNUAL BUDGET

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**BUDGET DEVELOPMENT:**Ms. Sharlene Coleal, Assistant Superintendent/  
Vice President, Business Services

Mr. Jason Hinkle, Associate Vice President, Business Services

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

**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 09/14/22

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# EXECUTIVE SUMMARY

2022 2023 ANNUAL BUDGET



Fiscal Year 2022-2023 Adopted Budget Executive Summary ●

**SECTION 1**

## EXECUTIVE SUMMARY: 2022 2023 ADOPTED BUDGET

This Executive Summary highlights the main components in the Fiscal Year 2022-2023 Adopted Budget and provides an overview of the assumptions used to prepare the budget.

### **2022-2023 State Budget:**

On June 30, 2022, Governor Newsom signed the 2022-2023 Budget Act which reflected state expenditures of just over \$300 billion, including \$234 billion in General Fund expenditures, of which 40% funds Prop 98 for K-12 and Community Colleges. The Governor's priorities were to maintain the State's commitments:

- Reserve Increases
- Economic Recovery
- Infrastructure and Fiscal Relief for Taxpayers
- Energy Efficiency to Meet Sustainability Goals

The Budget Act of 2022-2023 increases overall funding for community colleges by roughly \$4 billion over 2021-2022 levels, of which \$1.9 billion (47%) are provided as ongoing resources and \$2.1 billion (53%) as one-time funding. It makes substantial additional investments in per-student funding, deferred maintenance, provides one-time block grants to districts focused on pandemic recovery, and invests in part-time faculty health insurance, and a wide array of student support programs. As was the case in 2021-2022, many new investments are one-time, focused on needs revealed or exacerbated by the pandemic. The "roadmap" for the California Community Colleges includes a set of metrics and goals focused on equity and student success, building on the Vision for Success goals. Key goals and expectations in the roadmap include:

- Increased collaboration across segments and sectors to enhance timely transfer,
- Improved completion rates and reduction in excess units,
- Closure of equity gaps, and
- Better alignment of the system with K-12 and workforce needs.

Some of the 2022-2023 Budget Act highlights included:

- District Hold Harmless Protections Extended:
  - The budget extends the revenue protections in a modified form, supporting a smooth transition to the SCFF over time.
  - A district's 2024-25 funding will represent its new "floor," below which it cannot drop.
  - A district's hold harmless amount will not grow by COLA each year after 2024-2025.
- On-Going Funding For:
  - COLA - Increase Through the SCFF funding formula
  - Part-Time Faculty Health Insurance Program
  - Student Success Completion Grants
  - COLA - Increase to Adult Education
- One-Time Investments For:
  - Physical Plant Deferred Maintenance and Instructional Support
  - Technology Upgrades
  - COVID-19 Block Grants
  - Student Retention and Enrollment
  - Health-Care Focused Vocation Pathways in Adult Education

- Gaining Momentum on College Affordability Efforts To:
  - Expand Support for Completion Grants
  - Provide Emergency Financial Assistance for AB 540 Students
  - Expand Support for Financial Aid Administration
  - Reform Cal Grant Program, Subject to Available Funding
  - Support Formerly Incarcerated Students
- Addressing Student Needs Remains a Concern To:
  - Build on Efforts to Retain and Enroll Students
  - Expand Student Support Programs
  - Invest Student Housing Funds
- Streamlining Academic Pathways is an Enduring Priority To:
  - Invest in Implementation of Equitable Placement and Completion Practices
  - Invest in Common Course Numbering
  - Support Transfer Reform
  - Invest in Technology to Navigate Pathways
  - Invest in Healthcare-Focused Adult Ed Pathways
  - Support Apprenticeships
- College Workforce Receives Support To:
  - Establish Assistance Program for Classified Employees
  - Address Health Care Needs of Part-Time Faculty
  - Invest in Diversifying the Workforce
- Appropriations for Specific Local Initiatives

**2022-2023 Adopted Budget – Santa Clarita Community College District**

The 2022-2023 Adopted Budget was developed using revenue information from the State as well as District expense projections. The District’s 2022-2023 Adopted Budget for the Unrestricted General Fund included \$137.9 M in Total Revenue and \$137.0 M in Total Expenses, resulting in a **balanced** budget with no structural deficit (deficit spending). The Fund 11 – Unrestricted Fund Balance ended at 10.36%. Other State compliance targets were exceeded with the Fifty Percent Law estimated at 52.55% and the FON at 218.5 vs. 217.7, which was 0.8 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, 2021-2022, and 2022-2023. 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 2022-2023 so that District FTES were “frozen” at pre-pandemic levels to ensure revenue levels were stable throughout the pandemic. To receive the Emergency Conditions Allowance for 2022-23, districts must:

- Develop an Emergency Conditions Recovery Plan that is adopted and approved by the Local Board of Trustees,
- Incentivize and prioritize participation in professional development to enhance quality online teaching and learning,
- Become a member of the CVC-OEI Consortium and sign the Master Consortium Agreement,

- Submit and Continue to Maintain On-time Submission for All Management Information System (MIS) Data Submission Dates,
- Have No Outstanding Audit Reports Due to the Chancellor’s Office, and
- Have its Board of Trustees Adopt a Policy Aiming to Align Reserve Balances to Recommendations Included in the Government Finance Officers Association Budgeting Best Practices by no Later than February 28, 2023.

The sections that follow will provide information on the following:

- Overview of the Local Community, the District, and the State Budget
- 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

2022 2023 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, Castaic, Val Verde, and Agua Dulce. 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 300,000 residents commute each day to the Antelope and San Fernando valleys and south into the Los Angeles basin.

#### **District Service Area:**

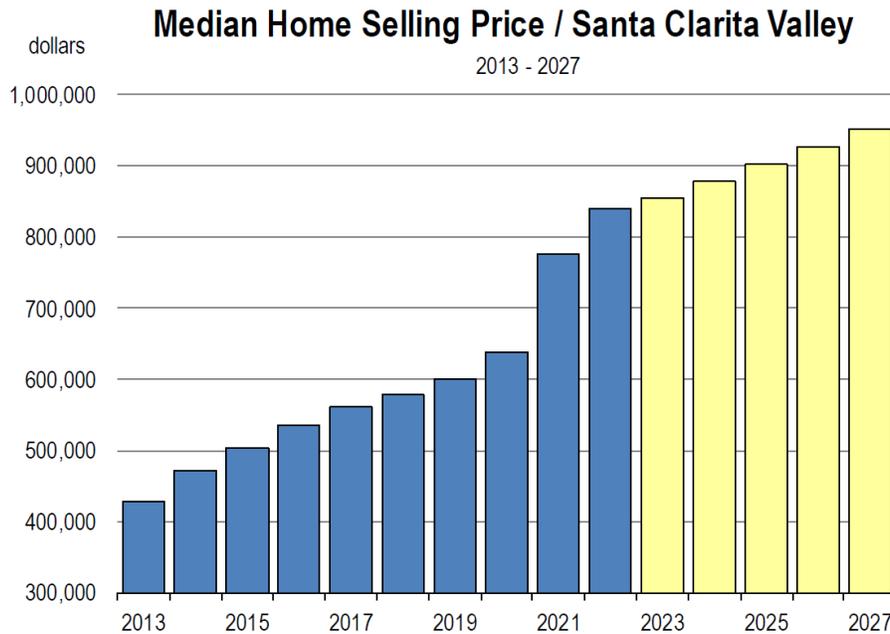
Changes and significant progress have occurred throughout the SCV over the years, and College of the Canyons (COC)/Santa Clarita Community College District (SCCCD) has been propelled forward by a combination of the community's growth and the unwavering vision of the campus leadership to transform it into the best community college in the country. The Santa Clarita Community College District serves a geographic area of 520 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. Prior to July 2021, the Canyon Country Campus contained 56,000 gross square feet, with more than 49,000 assigned square feet of dedicated learning space. Since then, the campus has tripled, adding 55,000 GSF with the completion of the Takeda Science Center (opened July 2021) and another 55,000 GSF in the Student Services/Learning Resource Center (opened December 2022) for a total of 166,000 GSF. The next major project on that campus will be a 25,000 GSF Public Health/Science building, which is currently in the programming phase.

#### **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 2022, the overall median house price in Santa Clarita was roughly \$840,000 – up from \$745,000 a year earlier. Compared to past economic cycles, there have been fewer existing and new homes for sale in the Santa Clarita Valley market. Lower inventory levels have contributed largely to the higher prices over the last 9 years, culminating in record appreciation rates in 2021.

**Graph 2-1.**



The runaway pace of selling values for existing homes is expected to cool off. The 2021 selling frenzy moderated in 2022, largely due to the sharp rise in mortgage rates and the rise in median home values. Household affordability in the SCV has now declined to 20 percent. Sales levels this year will be 20 to 25 percent lower than last year. Sales in 2023 are forecast to decline another 6 percent before rebounding in 2024 when mortgage rates reverse course.

**Community Development:**

The forecast for new housing has been overly optimistic in previous years. This has occurred because of the slower than expected development pace for a number of projects in the SCV including the Valencia project, Tesoro Highlands and Sand Canyon. Whittaker Bermite and Northlake projects are on hold pending final approvals.

This year’s forecast for housing starts is downgraded due to a slowdown in new housing demand and the slow production rate of new homes. While more new units are forecast in 2023 and 2024, the annual pace of more than 1,000 new homes per year has been dramatically reduced. The number of new homes started over the next 5 years is forecast to be 4,200. Last year, the 5-year forecast was 7,100. As mortgage rates demonstrate a clear reversal and the growth forecast picks up, new and existing housing activity will expand in concert.

More apartments are desperately needed in view of the tightness of the local rental market. Consequently, apartment production may accelerate over the next 3 years if cost-effective development can be engineered.

**Table 2-1. Residential Construction Projects**

Project Name	Location	Units	Status
Plum Canyon Master	Santa Clarita	411	Under Construction
Bouquet Canyon Project	Santa Clarita	375	Approved
Park Vista	Santa Clarita	182	Pending
Mancara at Robinson Ranch	Santa Clarita	109	Pending
Dockweiler 21/ Trenton Heights	Santa Clarita	93	Under Construction
Sand Canyon Estates	Santa Clarita	22	Approved
Whittaker Bermite	Santa Clarita	2,911	On Hold
MetroWalk	Santa Clarita	498	Approved
Golden Triangle Apartments	Santa Clarita	164	Approved
Ted Robinson Residential	Santa Clarita	48	Pending
Canyon Brook	Santa Clarita	35	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	Approved
Aidlin Hills	Unincorporated L.A. County	230	Approved
Canyon View Estates	Unincorporated L.A. County	37	Approved
Spring Canyon	Unincorporated L.A. County	495	Approved
Saddle Peak	Unincorporated L.A. County	492	Under Construction

**Key Industries:**

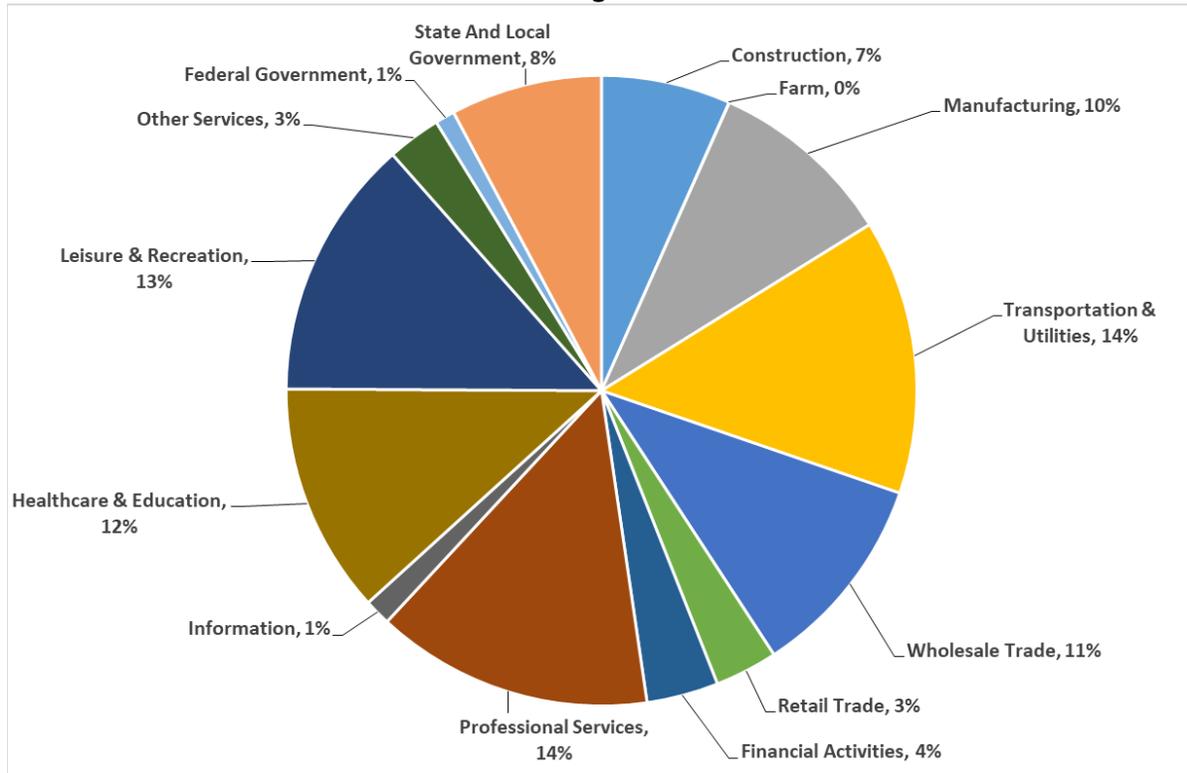
Key industries within the District’s service area include Aerospace & Defense, Medical Devices, Advanced Manufacturing, Digital Media & Entertainment and Information Technology. The top employment categories include Professional Services, Transportation & Utilities, Health Care & Education, Wholesale/Retail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

During 2022, the Santa Clarita Valley labor market has rebounded sharply with the fading of the pandemic and the restoration of unrestricted economic activity.

Furthermore, the labor market recovery from the pandemic recession is just about complete. Jobs have been restored across all industries, with some sectors now exceeding pre-pandemic levels of employment. The growth of employment is currently on a path that will reinstate approximately 5,200 jobs this year in the SCV economy.

The accommodation, food services, entertainment, and recreation sector that suffered the largest job loss from the pandemic has nearly recovered.

**Graph 2-2. Key Industries within the Santa Clarita Community College District’s Service Area as of August 2022**



**Industrial Market:**

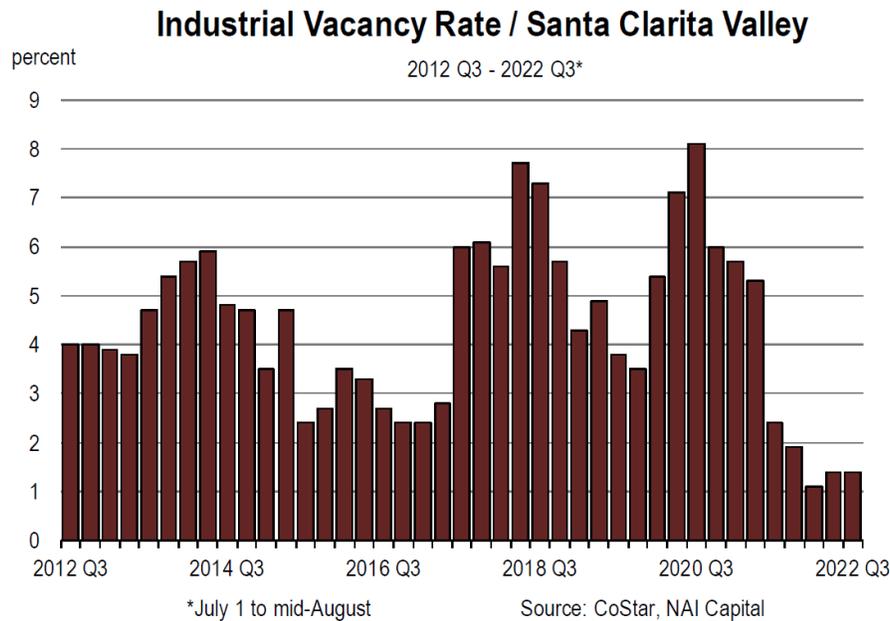
In 2022, the Santa Clarita Valley Industrial Market saw unprecedented growth as major drivers like e-commerce and entertainment pushed vacancy to nearly 0% resulting in record sales prices, lease rates, and investment demand.

Overall, the Industrial Market is one of the only markets, in fact, that has strongly shown significant activity in the post-pandemic environment as both retail and office struggle to find their footing. Historically, the biggest constraint in the Santa Clarita Valley was the lack of available supply caused by a severe land shortage. This supply/demand imbalance has resulted in the vacancy rate plummeting even further to 0.17% and average lease rates jumping to \$1.75.

There were very limited new developments under construction in 2022 except for The Center at Needham Ranch, which has added two buildings this year to date with both buildings preleased. The market was driven by three primary industries in 2022 including entertainment, e-commerce, and consumer products, and investors aggressively acquired additional assets in the area.

Tenants in the Santa Clarita Valley are facing the dilemma of whether to renew leases that are often doubling in cost or to join the growing pool of eager companies competing to out-bid one another in an effort to secure other available space. Demand for industrial space continues to be very strong, supply is near zero resulting in lease rates rising to unprecedented levels.

**Graph 2-3.**



#### **Office Market:**

The death of the office market was highly exaggerated a year ago and a near-full return to pre-pandemic conditions is ultimately expected. Consequently, office demand is projected to increase and office vacancies will fill. Already, utilization rates nationwide have declined towards 2019 levels nationwide.

The office market remains stable in the Santa Clarita Valley, aligning with most office markets in California and the U.S. During the second quarter of 2022, the rate had declined back to 12.7 percent. But an increase in about 90,000 square feet of space ticked the rate up to 14.4 percent during the third quarter.

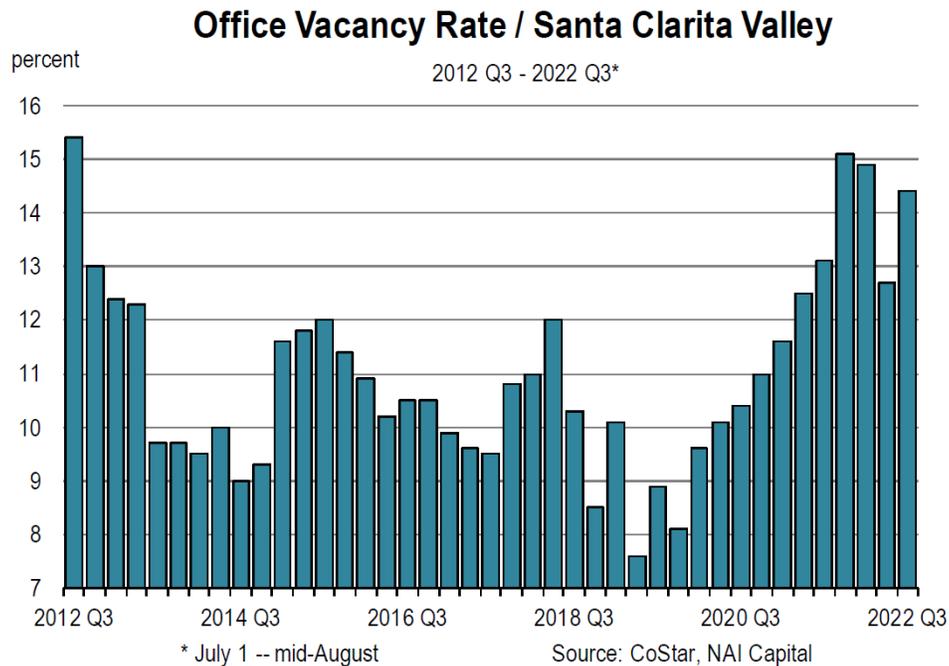
There are now 770,000 square feet of vacant space. There is an additional 250,000 square feet of occupied space that is available for lease, putting the availability rate at 19.4 percent. In part, the rising vacancy has been a result of new construction. Since 2020, five buildings have been constructed adding 331,000 square feet to the total office inventory.

During the first 7 ½ months of 2022, only 4 lease deals were consummated. As of August 2022, there are no office buildings under construction. Lease rates have been hovering at \$2.75 per square foot since early 2020. Office-using employment has climbed sharply over the last year in the Santa Clarita Valley. However, not all workers have actually returned to the office. And there is still reluctance and/or uncertainty regarding the demand for space by office-based companies.

It appears however that the demand for office space will only increase over the next two years in tandem with the shrinking number of workers that are working remotely. Current indications still point to the popularity of hybrid work schedules slowing down the need for employers to expand office space even as they expand employment.

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

**Graph 2-4.**



**Employment / Unemployment:**

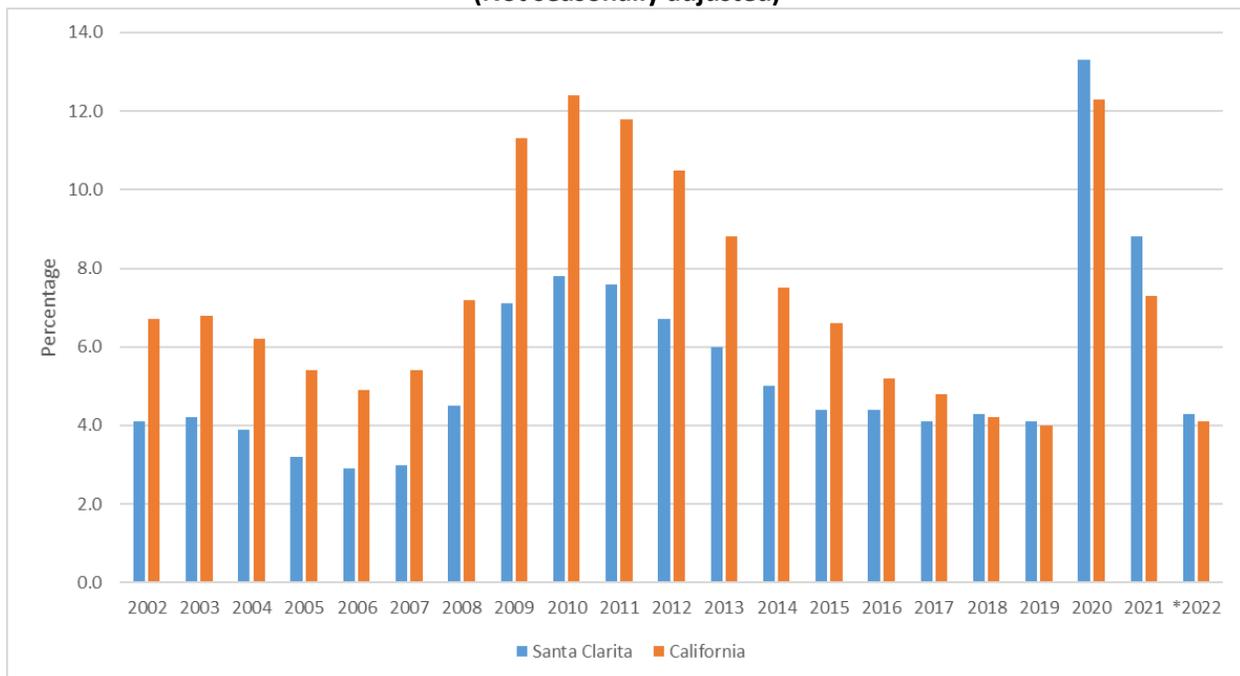
The unemployment rate is moving rapidly lower. Rates have been in the low 4s for most of this year. Despite substantial progress in the labor market recovery, the regional labor market still has 6,000 fewer jobs than it did before the Coronavirus Recession because the labor force has not been fully restored.

The labor force is the number of residents in the region who either are working or want to work. In February of 2020, the labor force within the Santa Clarita City boundaries was estimated at 118,000. Today, it is at 112,000 people. The other 6,000 people have not returned, and this is the principal reason why employment levels have not entirely recovered and job postings are extraordinarily high.

There are a record number of job postings in the Santa Clarita Valley, indicating that the demand for workers is high. Openings are particularly high in healthcare and hourly jobs in food services. On the Indeed website, there were 3,201 jobs advertised for jobs in and within 5 miles of the City of Santa Clarita. Most jobs advertised were at Henry Mayo, Princes Cruises-Holland America, Six Flags, Vons, Starbucks, and Jack in the Box.

Now that all school age children have returned to an in-person school schedule, and enhanced unemployment benefits have long ended, labor force dropouts have reasons to return. Furthermore, the looming slowdown in the economy is strongly influencing many retirees, caregivers, or home-schooling parents to return to the formal work effort.

**Graph 2-5. Unemployment Rates for Santa Clarita Compared to the State of California 2002-2022\*  
(Not seasonally adjusted)**



\*as of August 2022

**Santa Clarita Valley Employers:**

In the Santa Clarita Valley, five of the 10 largest employers are public organizations. Among the 58 largest employers for which complete information is available, there were 29,187 workers in the Santa Clarita Valley. The Santa Clarita Valley’s largest employers added 1,014 jobs last year. Large public organizations added 812 workers. College of the Canyons, the fifth largest employer in the Santa Clarita Valley, plays a vital role in the economic health of the community. The District did not lay off any workers during the pandemic and built on a 33-year track record of not laying people off.

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

Employer	Employees	Business	Rank
Six Flags Magic Mountain	2,200	Amusement Park	1
William S. Hart Union School District	1,999	School District	2
Henry Mayo Newhall Memorial Hospital	1,778	Healthcare	3
U.S. Postal Service	1,642	Government	4
College of the Canyons	1,481	Higher Education	5
Saugus Union School District	1,374	School District	6
Princess Cruises	1,116	Cruise Line	7
City of Santa Clarita	943	Government	8
Boston Scientific	893	Manufacturer	9
The Master’s University	863	Higher Education	10

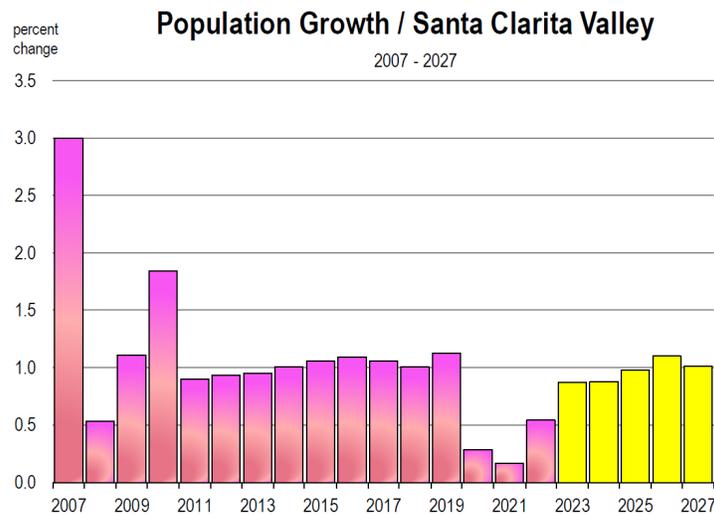
## Population:

The population is now estimated at 298,731 residents in the greater Santa Clarita Valley, and just over 221,000 residents within the incorporated city limits. The approximately 25 percent of the population that lives in the unincorporated area of the Santa Clarita Valley is located in Castaic, Stevenson Ranch, or the eastern stretch between Canyon Country and Agua Dulce.

Over the last 3 years, the SCV-wide population has grown slowly, averaging 0.3 percent per year. The total gain in population from 2017 to 2022 is estimated at 9,200 people. The pandemic slowed down migration into the region. Estimates of net in-migration during 2020 and 2021 were less than 200 persons per year. However, during 2022, a restoration of net migration is occurring as the units built since 2020 are sold and occupied.

In-migration population growth is limited by new housing production, which has been relatively austere over the last few years. In general, however, population growth has decelerated because the birth rate has declined and the mortality rate has increased. This characteristic of the natural increase in population is not unique to Santa Clarita; it is occurring throughout the state and much of the nation. Net migration is expected to accelerate as the FivePoint Valencia project raises production of homes and apartments, leading to an acceleration of population growth.

**Graph 2-6.**



## Population Age:

The age structure of the Santa Clarita Valley population is very similar to California but there are minor differences that have served to advantage in the local area. Compared to other regions of the state, the Santa Clarita Valley has a higher percentage of residents between the ages of 18 and 24, and between 45 and 64. These groups represent college-age residents, entry-level workers, and workers in supervisory and management positions.

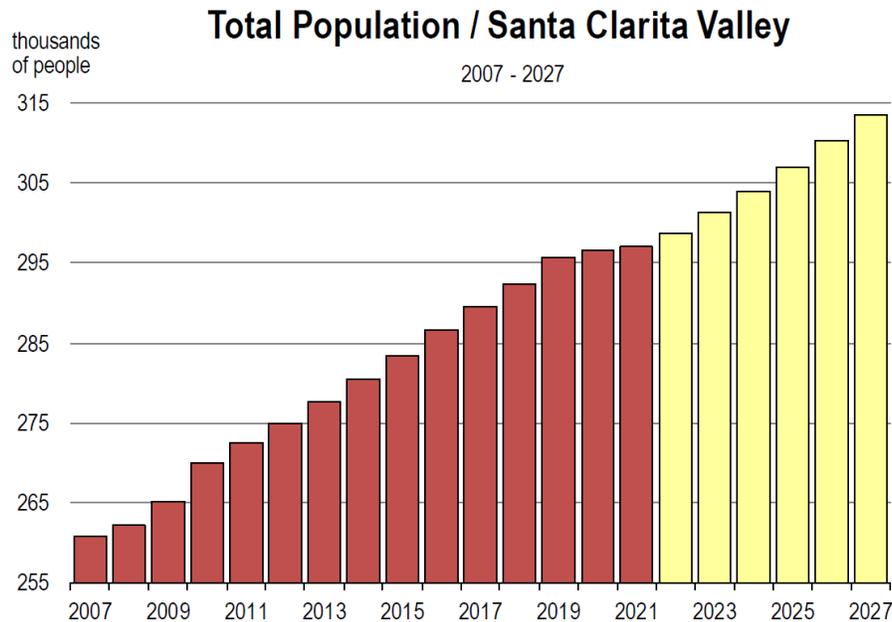
Sixty-five percent of the resident population is in the working age cohort. Another 9 percent is aged 65 to 74, a group of which 25 percent are still in the labor force. The Santa Clarita Valley, therefore, has a higher percentage working population than the rest of Los Angeles County, or adjacent Ventura County. And

consequently, a higher percentage of the population is employed.

Among the population employed, Santa Clarita has a high percentage of all jobs in white-collar occupations. Consequently, the median household income is very high in the region, and also relative to broader Los Angeles County, adjacent Ventura County, and the median for the entire state.

Population growth in the Santa Clarita Valley is expected to average 0.8 percent per year between 2022 and 2027, and the SCV-wide population is expected to grow by approximately 12,000 residents.

**Graph 2-7.**



**Education:**

Higher educational attainment is statistically correlated with higher income generation over an individual’s lifetime. Educational attainment is principally categorized by levels of formal schooling achieved, or diplomas/degrees/certificates received for completing particular educational over vocational coursework.

The region has a much higher proportion of residents with a bachelor’s degree than adjacent counties. It is these workers that have largely been recruited by local aerospace, engineering, software, and management companies. Compared to the rest of California, the region has a much lower share of residents who did not finish high school. In the region, less than 10 percent of residents who are over the age of 25 do not have a high school diploma, an exceptionally low rate. Across California, 16 percent of residents do not have a high school diploma. The region also has a slightly higher proportion of residents with an associate’s degree or a graduate degree.

**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 161

different certificates including 61 certificates of achievement, 41 certificates of specialization, 44 certificates of completion, and 15 certificates of competency (as of 10/21/2022). 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)
- Baking Fundamentals 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)
- Commercial Sewing Certificate of Completion (Noncredit)
- Construction Technology AS Degree
- Construction Technology Certificate of Achievement
- Customer Relations Certificate of Completion (Noncredit)
- 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
- Emerging Leaders Certificate of Completion (Noncredit)
- 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)

- English for the Workplace Certificate of Completion (Noncredit)
- Entering the Workforce Post Criminal Conviction Fundamentals Certificate of Completion (Noncredit)
- Entrepreneurship Certificate of Specialization
- Environmental Science AS-T Degree
- Environmental Studies AA Degree
- Essential Academic Skills Certificate of Competency (Noncredit)
- Essential Beginning Algebra Skills Certificate of Competency (Noncredit)
- Essential Arithmetic Skills Certificate of Competency (Noncredit)
- Essential Intermediate Algebra Skills: Functions and Rational Exponents (Noncredit)
- Essential Intermediate Algebra Skills: Polynomials (Noncredit)
- Essential Intermediate Algebra Skills: Quadratics, Exponentials, and Logarithms (Noncredit)
- Essential Intermediate Algebra Skills: Shapes and Patterns (Noncredit)
- Essential Pre-Algebra Skills Certificate of Competency (Noncredit)
- Essential Reading and Writing Skills Certificate of Competency (Noncredit)
- Film Studies Certificate of Specialization
- Firefighter Academy Certificate of Achievement
- 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)
- Global Competencies Certificate of Achievement
- Global Navigation Satellite System (GNSS) Certificate of Completion (Noncredit)
- Global Studies AA-T Degree
- 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
- 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)
- Master Gardener Certificate of Completion (Noncredit)
- Masonry and Concrete 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)
- Occupational Safety Health Administration (OSHA) Construction Certification Certificate of Completion (Noncredit)
- Paralegal Studies Certificate of Achievement

- Personal Trainer Preparation Certificate of Completion (Noncredit)
- Pro Tools – Level I Certificate of Specialization
- Project Management for Non-Project Managers Certificate of Completion (Noncredit)
- Public Health AS-T Degree
- Quick Service Technician Certificate of Achievement
- Real Estate Certificate of Completion (Noncredit)
- Recording Techniques Certificate of Specialization
- Semi-Automatic Welding Certificate of Achievement
- Sibelius Certificate of Specialization
- 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)
- Teaching Foundation Certificate of Completion (Noncredit)
- Technical Theatre AA Degree
- Technical Theatre Certificate of Achievement
- Therapeutic Procedures Certificate of Specialization
- Therapeutic Rehabilitation Technician Certificate of Completion (Noncredit)
- Transmission Service Technician Certificate of Achievement
- Understanding Trauma in Children and Youth Training Certificate of Completion (Noncredit)
- Upgrade to Academic Success Certificate of Completion (Noncredit)
- 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 60% increase in assessed valuation in the last 10 years.

**Table 2-3. Assessed Valuations of Taxable Property within the District**

<u>Fiscal Year</u>	<u>Local Secured</u>	<u>Utility</u>	<u>Unsecured</u>	<u>Total</u>
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
2022-23	52,844,081,561	5,730,932	1,312,998,673	54,162,811,166

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 <sup>(1)</sup>	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 <sup>(1)</sup>
Valencia Town Center Venture LP	Shopping Center	\$410,701,471	0.84%
Newhall Land and Farming Co	Land Holdings	219,154,946	0.45
Wesco IV LLC	Apartments	203,494,374	0.41
IMT Capital V Stevenson Ranch	Apartments	172,475,019	0.35
Magic Mountain LLC	Theme Park	157,876,215	0.32
Bel Valencia LLC Lessor	Office Building	142,173,991	0.29
Valencia Phase One Newhall LP	Land Holdings	136,637,052	0.28
Saugus Colony Limited	Apartments	126,995,587	0.26
IVT River Oaks Valencia 1031 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 SLSTCCA001 LLC	Industrial	106,591,121	0.22
Valencia Marketplace I LLC	Shopping Center	104,631,775	0.21
Berry Petroleum	Oil & Gas	96,021,567	0.20
Park Sierra Properties	Apartments	93,332,180	0.19
Logix Federal Credit Union	Industrial	90,899,967	0.18
Aerospace Dynamics International	Industrial	90,552,596	0.18
RREEF America Reit II Corp Dd	Apartments	89,590,506	0.18
La Silver Aspen 20152017 LLC	Apartments	87,756,453	0.18
	<b>Total</b>	<b>\$2,781,276,539</b>	<b>5.66%</b>

(1) 2021-22 Local Secured Assessed Valuation: \$49,177,767,966. Source: California Municipal Statistics, Inc.

# OVERVIEW OF SCCCD

2022 2023 ANNUAL BUDGET



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

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**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 298,731 and has budgeted FTES in 2022-2023 of 14,449. Total 2022-2023 Unrestricted General Fund revenues are budgeted at \$137,941,274 and Unrestricted Fund expenses are budgeted at \$137,027,286. The 2022-2023 assessed valuation for its community is over \$52.8 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 as well as the Takeda Science Center 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. 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.

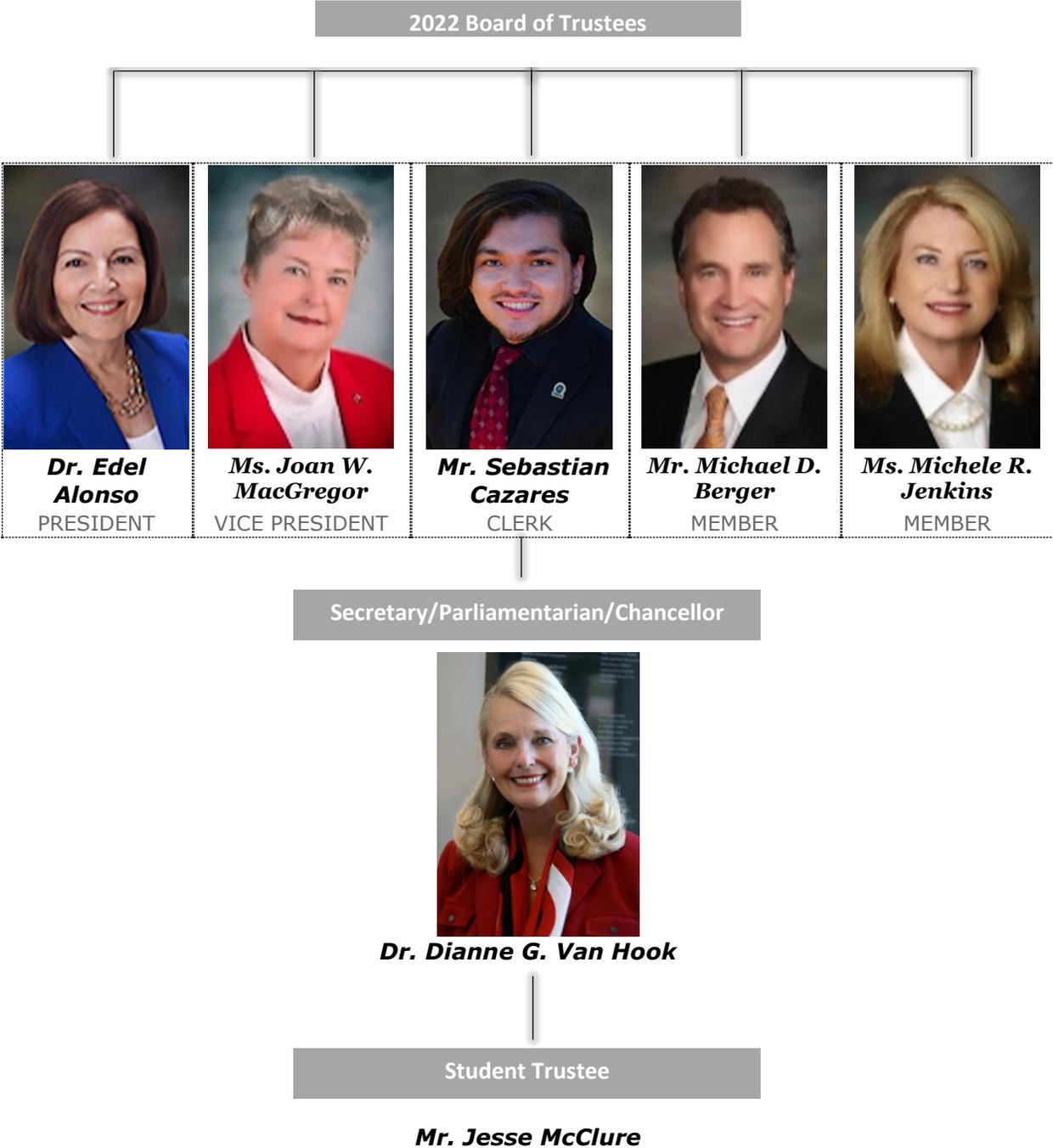
Given its commitment to growth and innovation, College of the Canyons sets a new standard for what a college can achieve. It is a vital cultural, educational, and economic force in the region.



**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:

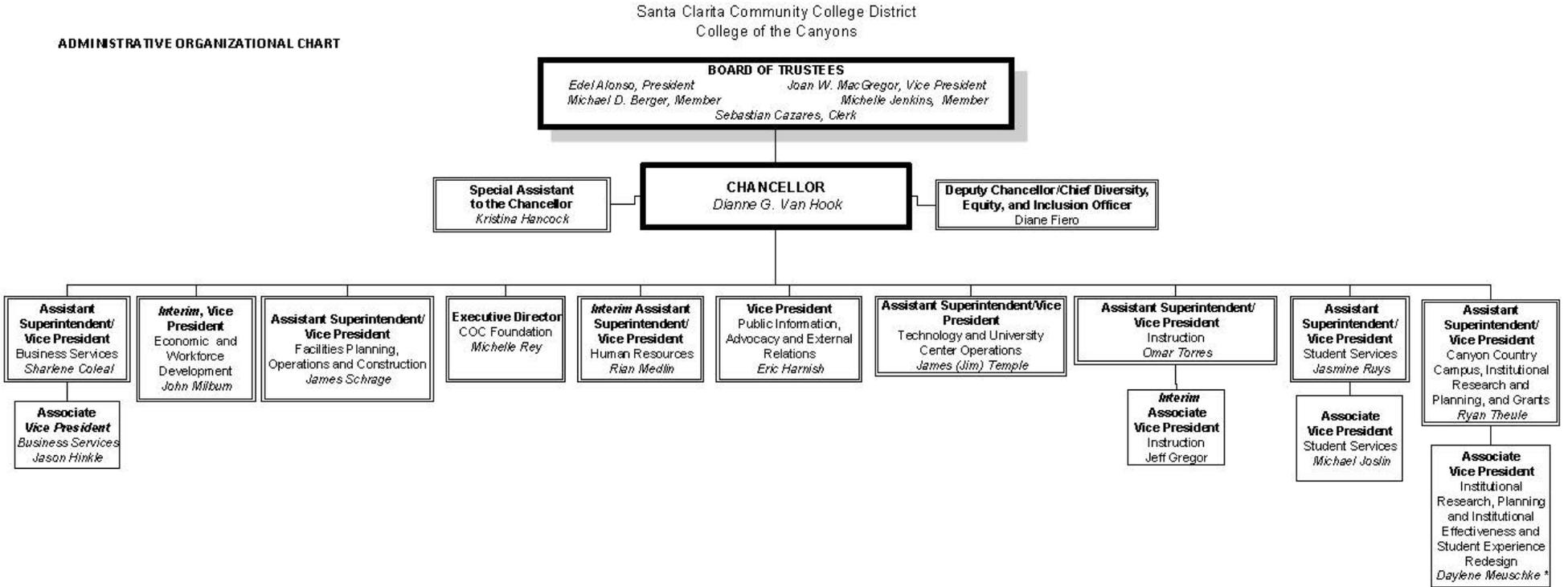
**Graph 3-1.**



# ORGANIZATIONAL CHART

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

**Graph 3-2.**



CCC = Canyon Country Campus  
G = Grant Funded  
9/14/2022  
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**

Instruction oversees educational progress and support of the College. The Assistant Superintendent/Vice President of Instruction provides oversight for the Associate Vice President of Instruction, 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 Interim 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 15th anniversary in Fall 2022. 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 Assistant Superintendent, 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), 61 certificates of achievement, 41 certificates of specialization, 44 certificates of completion, and 15 certificates of competency (as of 10/21/2022). Classes are offered during traditional fall and spring semesters, as well as shorter, intensive summer and winter sessions. 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. In addition, the University Center, located on the Valencia Campus, offers over 30 bachelor's and advanced degrees from public and private universities, including 18 undergraduate degrees, 14 master's degree programs, one doctoral degree program, and one credential or certificate programs

### **Outcome and Achievement Metrics:**

According to the District's 2022 Fast Facts Book, 32,392 students enrolled during the 2020-2021 Academic Year and 3,214 degrees and 2,825 certificates were awarded. College of the Canyons received national acclaim in winning a 2021 Bellwether Award for its innovative changes to assessment and course sequence redesign. The changes not only enable students to graduate faster, but also paved the way for Assembly Bill 705, which eliminated developmental courses in those math and English for most students at California community colleges. The number of students placed into transfer-level English and math at COC has increased significantly: English - From 16 percent to 75 percent (2012 to 2018); Math - From 10.3 percent to 74 percent (2011 to 2018).

The District was named a 2021 Equity Champion of Higher Education by The Campaign for College Opportunity for increasing the number of Hispanic students earning an Associate's Degree for Transfer (ADT) by 163 percent over a five-year period. The College saved students \$5 million in academic year 2020-21 through the use of Zero Textbook Cost (ZTC), teaching and learning materials available in the public domain, which offer a low-cost alternative to costly traditional textbooks. College of the Canyons continued to support student access, engagement and success through the Canyons Promise Program, which offers two years of free college for first-time, full-time students. Since its beginning in 2017, the program has helped students save more than \$2.3 million in tuition and fees. Of the 4,421 students who have participated in the program, nearly half received their associate degree or career certificate within two years and they have earned an average cumulative GPA of 3.07. The District also generated \$12.4 million in grant revenue during 2020-21 to support existing programs and launch new initiatives.

### **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. 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. The District will continue to offer educational travel opportunities, which provide students with the opportunity to meet new people, see new places and learn new ideas first-hand, while applying classroom learning in an experiential format.

### **Student 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 Speech team, a Model U.N., Future Business Leaders of America (FBLA), 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. Since returning to campus, the ASG, clubs, organizations, academic and athletic teams, and alliances have come back to pre-pandemic levels.

### **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 for Los Angeles County Fire training. 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, as well as the benefit the international and out of state students bring to the College's culture, 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 940 in 2022-23. 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.

### **Workforce and Economic Advancement Division:**

The **Workforce and Economic Advancement Division** at College of the Canyons provides workforce solutions 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 provides no-cost business advising and low-cost training to existing and new businesses.
- The **Employee Training Institute** (ETI) provides customized training programs in most technical skills and business topics. Subject Matter Expert Instructors teach courses that are relevant for business and industry. ETI is dedicated to working with the local business community and listening to their needs allows us to provide rapid-response workforce courses and programs. ETI also administers Employment Training Panel funding for upskilling new and existing employees. ETI works with businesses to provide education and training solutions that 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.
- The **Center 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 that meets employer's needs.
- The **Fast Track Institute** (FTI) provides fast-paced, intensive, job preparation programs for those looking to quickly jumpstart their career. Several new programs including Milling & Tooling, Lean Six Sigma Green Belt, and APICS Certified in Production and Inventory Management (CPIM) Certification programs have been added to the FTI. The Uniquely Abled Academy (UAA) is a premier retraining program that provides individuals with Autism career opportunities in CNC Machining and maintains more than 90% job placement rate.
- The **Strong Workforce Apprenticeship Group** (SWAG) offers apprenticeship and pre-apprenticeship pathways that provides companies the opportunity to develop their own talent in occupations such as Cybersecurity, Advanced Manufacturing, Allied Health, Logistics and Education.

## DISTRICT HIGHLIGHTS FISCAL YEAR 2021 2022

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

### **Collaboration with Education Partners:**

#### **James Glapa-Grossklag Joins Michelson 20MM Foundation as OER Fellow**

James Glapa-Grossklag, Dean of Educational Technology, Learning Resources, and Distance Learning has been named the Michelson 20MM Foundation's most recent Open Educational Resources (OER) Fellow. In this role, James will assist in shaping our textbook affordability strategy and priorities. Michelson 20MM is a private, nonprofit foundation seeking to accelerate progress towards a more just world through grantmaking, operating programs, and impact investing.

#### **Focus on Green STEM Careers**

COC and the Santa Clarita Environmental Education Consortium (SCEEC) hosted the 2021 Green STEM Virtual Summit on October 9, 2021 to introduce students to green careers. Geared toward high school and college-age students, the event featured 9 amazing presentations by leading professionals from STEM industries, research labs and non-profit organizations. There were 200 participants, including students from a dozen states within the U.S., as well as from places as far away as Iceland, Argentina and Taiwan.

#### **Education Alliance**

The Education Alliance, which consists of COC leadership and the Superintendents of all 5 school districts, met on February 28, 2022. The meeting occurred at the Canyon Country Science Center and a tour was provided. Meeting topic highlights included: Spring 2022 status updates; planning for COVID-19 restrictions/testing; Outreach, in-reach, and resource fairs; Community Education/Dual Enrollment opportunities; College Going Culture Update; Kennedy Center Partnership update.

### **Collaboration with Business Partners:**

#### **Training the Next Generation of Machinists**

For over 30 years, COC has operated the Center for Applied and Competitive Technologies (CACT), which offers accelerated training for dislocated workers, Veterans and those with high-functioning Autism for jobs in advanced manufacturing. In ramping up our efforts to train the next generation of machinists, COC has entered into a partnership with B&B Manufacturing to utilize its facilities for providing hands-on training for students. Construction for the training center is underway, and the first cohort of students is scheduled to begin classes January 2022. Over 70 companies in the Santa Clarita Valley count on COC to provide quality machinists for their operations each year. This agreement will enable the College to keep its promise for years to come. The agreement with B&B is the first step in the colleges efforts to build and operate an Advanced Technology Center (ATC). The ATC, which will be over 50,000 square feet and house programs in Construction, Welding, Manufacturing, and Logistics.

#### **Low Observable Technology Comes to COC**

On August 5, 2021, the Employee Training Institute's new program in partnership with Northrop Grumman and supported by COC's Strong Workforce Program was successfully launched with 14 participants being trained to become LO Technicians to be hired by Northrop Grumman Corporation. Stealth technology, also termed Low Observable Technology (LO technology) provides an aircraft the ability to go undetected by the enemy. The LO career pathway allows individuals to pursue higher skill levels as well as a pathway to leadership positions within Northrop Grumman.

### **COC Completes Low Observable Pilot Cohort**

The first cohort of the college's Low Observable (stealth) Technician Pathway program graduated on November 23, 2021 and a small graduation ceremony was held in the iCUE to celebrate this momentous occasion. Thirteen students completed the 14-week program and will gain employment with Northrop Grumman. College of the Canyons is the only community college in the state to offer such a program. Congressman Mark Garcia, state Sen. Scott Wilk, L.A. County Supervisor Kathryn Barger, Assemblyman Tom Lackey, and Northrop Grumman Vice President Pat Hund were among those in attendance. The graduation concluded with a demonstration of the virtual simulator students used for the hands-on portion of the training.

### **Business Alliance Meeting**

COC's Business Alliance meeting on February 16, 2022 was a huge success, thanks to the panel of insightful and talented business owners and leaders. This meeting was a first step in a larger initiative on how COC can support Black and African American Business owners and leaders in the valley and surrounding region. The next steps include convening again to develop ideas and actions that will positively support these business owners and entrepreneurs going forward.

### **Second 'Stealth' Cohort Graduates**

College of the Canyons is proud to announce the completion of the 2nd cohort for the Low Observable Technician Program. 15 participants went through a 14-week, 160-hour program and 15 are being given contingent offers of employment. In partnership with Instruction, a second Virtual Reality sprayer was purchased using Strong Workforce funds to support the program.

### **Student Engagement:**

#### **Fall 2021 Welcome Week**

The Office of Campus Life and Student Engagement hosted an in- person edition of the Fall 2021 Welcome Week on August 30, 2021 at the Valencia Campus and September 2nd at the Canyon Country Campus. 400+ students were connected to our campus resources between both events. With the limited amount of in-person classes, it was difficult to know if students would participate in the events, but expectations were exceeded with the high attendance and positive feedback from students. Students have definitely missed the physical presence of engaging with staff in-person and love knowing what COC has to offer.

#### **HASP Project Launch a Success**

The Aerospace and Science Team's NASA High- Altitude Student Platform (HASP) project successfully launched from Fort Sumner, New Mexico in the early morning hours of September 14, 2022. On October 1<sup>st</sup>, COC's HASP 2021 experiment was returned to COC for student inspection of the structure and internal systems, and all was intact. This year's HASP had the youngest leadership team we have ever had. The COC Team leaders were all 17.

#### **Student Services Chat Bot Has Now Gone Live**

On COC's website, we have live Chat now available for our students to connect with a staff member to answer quick questions or navigate the website. This idea came out of a LEAP 2021 proposal to improve the website experience of our students. The new service was rolled out on October 4, 2022 as a soft launch. COC will do a marketing push shortly to the campus and community.

### **Study Abroad Virtual Fair**

On October 7-8, 2022, the International Services & Programs (ISP) hosted a virtual live stream event for students to learn about the various Study Abroad options available to them. 6 partner universities from England, France, Italy, and Belgium, presented on their study abroad program options for COC students. Program Types: Transfer Abroad – Student can complete a BA abroad in 1 year after completing their AA at COC; Tuition Free – Semester Bi-lateral exchange programs. Partner university received Semester/ Short Term tuition free for 1 semester; programs – Reduced cost program options through partner institutions for semester-length or shorter programs abroad.

### **Manufacturing Day at College of the Canyons**

The Economic Development Division hosted a virtual Manufacturing Day Celebration on October 8, 2021 to an audience of over 7,000 students. Thought leaders in Manufacturing and Advanced Technology came together to provide inspiration, information, and resources the students would need to advance their education and future careers. Partners in COC's Manufacturing Day 2021 included: S.T.R.E.A.M. – Science, Technology, Reading, Engineering, Art, Mathematics; William S. Hart Union High School District; City of Santa Clarita; Santa Clarita Valley Economic Development Corporation (SCVEDC); California Manufacturing Technology Consulting (CMTC).

### **Volunteer Bureau Launches Student Diversity Forum**

Diversity Spoken premiered on October 8, 2021 and welcomed 16 participants. Diversity Spoken aims to: Engage non-native English-speaking students to expand their vocabulary, improve their verbal communication skills, and converse with confidence; Empower students to shine a light on their cultures, history, and experiences and promote diversity; and Connect students within an interactive social forum to exchange ideas and strengthen the COC student community. Students were excited to share their personal "Name Stories" and cultural backgrounds. Volunteers facilitated activities and provided a safe and welcoming virtual environment for students.

### **ISP Orientation**

The International Services & Programs (ISP) held an orientation to welcome their new Spring 2022 students. COC welcomed 60 new students. This was COC's largest cohort of incoming new ISP students. ISP students, as of Spring 2022, come from 40 countries, with 23 languages represented. As many of the new students are from Bangladesh, COC connected them to the Islamic centers in town to foster a stronger sense of community for the students.

### **Administration of Justice Newsletter**

The COC Administration of Justice Program continues to promote its program offerings, discipline, and the many associated careers by highlighting the Department in a positive light through a new newsletter, *The Rap Sheet*, which launched earlier this month. A new edition is planned for release at the start of every future semester and will typically follow a theme. Each newsletter will showcase: Updates to the program, such as the new Law Enforcement Technology degree; "In the Spotlight," which showcases the successes of our prior students, faculty, and advisory board members; Highlights to current courses; and Generate Campus wide interest and support for the Admin Justice program and its courses.

### **Spring 2022 Welcome Week**

The Office of Campus Life and Student Engagement hosted over 30 booths, with over 20 club booths on both campuses for Spring 2022 Welcome Week on February 14 and 17, 2022. Although it was in a hybrid format, 500+ students were connected to COC's campus resources and clubs/alliances through both of the events.

### **Preview of New Programs at UCEN**

The University Center hosted an Open House Preview of its Fall 2022 Programs in the UCEN Lobby on April 12, 2022. Attendees learned firsthand about the degree and certificate programs that will be available this fall and were able to meet with university representatives and receive guidance from enrollment counselors and academic advisors.

### **Engage the Vote Sign Painting**

The Center for Civic Engagement and its Engage the Vote and PLACE Action Teams partnered with Los Angeles Artist Deborah Aschheim on April 13, 2022 to pilot the first of several planned student Get Out the Vote sign-making activities to encourage participation in the June 7, 2022 California Primary. Participants met in Mentry Hall 109. Deborah provided some basic painting tips. Students reflected on personal messages for their signs. Signs will be displayed on campus closer to the election. Additional sign-making events will also take place this fall.

### **Student/Alumni Success:**

#### **Student Success Story**

Aerospace & Science Team student member Kyle Strickland was hired as a Spacecraft Electrical Systems Engineer at Millennium Space focusing on PCB design and power electronics for satellites. Kyle stated that for ALL interview questions, his answers did not come from his academic work but rather his work on NASA HASP and NASA RockSatX. He is both a COC and CSUN alum who continues to mentor our COC Aerospace & Sciences Team members.

#### **Heading to Stanford**

Last spring HASP Electrical Engineer, Michael Souliman graduated from Saugus High School and from COC with a degree in Computer Science, and is now heading to Stanford in the fall to pursue his dream of becoming a math teacher and developing AI that will differentiate the learning process for individual learners. While at COC, Michael has designed and built our HASP flight computer, taught others how to crimp wires and solder connections, led the team through testing all sensors, integrated our electrical system with the HASP payload deck, and worked countless hours to fix computer code and write new code to get our HASP experiment working. We are very proud of his accomplishments and know he will go on to do even greater things in the years to come.

#### **SBD Book Scholarship Winner**

Congrats to this year's winner of the Sustainability Book Scholarship, Ashley Canchola. This \$250 scholarship is awarded annually to a College of the Canyons student or Santa Clarita Valley area High School student working on projects in any topic area related to sustainability (either as academic coursework or non-profit volunteer work/community service). Ashley Canchola received this year's award in recognition of her on-going efforts involving sustainable food practices with Santa Clarita Grocery, helping food insecure members of the SCV community.

#### **Nursing Graduates Make History**

The California Board of Registered Nursing (BRN) reported 1st quarter (July 1- Sept. 30) first-time pass rates to all nursing programs in the state. Nursing programs are required by the BRN to maintain a 75% first-time pass rate, although students do have the ability to re-take the examination. For FY 2020-2021, COC Nursing topped 90% first-time pass rate for the first time ever. For the recently reported first quarter, 40/42 COC graduates passed, at a rate of over 95%. This is the highest quarter first-time pass rate in COC history. These graduates benefitted from significant investments in simulation equipment and virtual simulation technology to supplement direct clinical experience during the pandemic.

### **Salcedo Claims State Title**

Cross country standout Danielle Salcedo went into the Community College State Championships with an undefeated record – and she left with the Women's Title and a Personal Best of 17:54.9 for the 5K competition.

### **Women's Soccer Championship Update**

No. 12 seed Cougars dropped a 2-1 decision to No. 4 Mt. San Antonio College (SAC) in the second round of the CCCAA Southern California Regional Playoffs to bring its season to an end. Canyons had 11 players earn All-Western State Conference honors, with freshman Rebekah Brooks named the WSC, South Division Offensive Player of the Year and head coach Justin Lundin earning WSC, South Coach of the Year. Congratulations on a great season.

### **'Cinderella' Women's Volleyball Season Comes to End**

Canyons had its Cinderella season come to an end in the opening round of the state championship tournament with a 3-0 loss to North No. 1 seed Feather River College. The Cougars finished tied 5th at the state tourney and earned a No. 8 state ranking in the final CCCWVCA Top-25 poll. Canyons previously toppled higher-ranked teams from Pasadena and Ventura to advance to the championship tournament for the fourth time in program history. COC had six players earn All-WSC, South Division honors.

### **Nursing Students are Pinned-Back in the PAC**

On December 7, 2021, College of the Canyons Nursing graduates celebrated their traditional pinning ceremony, signifying their completion of the nursing program. The 36 graduates were joined by friends and family in the Performing Arts Center, the first pinning ceremony held there since December 2019. Dr. Van Hook spoke to the students about their commitment to their own education during the challenges of COVID and applauded them for never giving up. Dr. Larry Kidd, of Henry Mayo Newhall Hospital, spoke about the importance of compassion and self-care, as our graduates transition to clinical practice. Student speakers shared about the joys of their achievement and thanked COC nursing faculty and Dean Kathy Bakhit for helping them to complete all clinical requirements through innovative methods, including telehealth, the COC COVID test site, virtual and on-the-ground simulation, and COVID vaccination sites.

### **Aerospace & Sciences Supported**

Teresa Ciardi and students Natalie Aliaga and Jammal Yargrough represented the college's Aerospace and Sciences Team during the S.T.R.E.A.M. Turns 7 fundraising event at the Hyatt Regency on December 2, 2021. The team received an award of \$500 for the HASP and RockSatX projects, and Aliaga was recognized as one of the panelists. S.T.R.E.A.M. is a youth-founded nonprofit whose mission is to ensure all students have equal access to education and career opportunities.

### **Recipients of the 35th Semi-Annual Sociology Book Award**

Congrats to the students on their selection for the Fall 2021 Sociology Book Awards: 1st place: Briell Cohen (MESA student) for her artwork titled, "Bittersweet" - \$250 Award; 2nd place: Angela Baluyut for her artwork titled, "Loking Ahead" - \$150 Award; and 3rd place: Andrew Kim for his essay titled, "The Essence of 'Now' on Gun Control" - \$100 Award.

### **Canyons Football**

Canyons Football holds 12 spots on SCFA All-Northern League Team, three named all-state, Gilmore an All-American – COC had 11 players representing 12 spots, including four unanimous selections, named to the 2021 Southern California Football Association (SCFA) National Division, All-Northern League Team. Wide receiver Tiquan Gilmore was honored as a unanimous selection on the SCFA First-Team Offense as

a wide receiver and the First-Team Defense as a kick return specialist. Gilmore was joined by offensive lineman Justice Spates and defensive tackle Taylor Lewis on the 2021 Regional III All-California Community College Football Team. Gilmore was also named to the 2021 California Community Colleges Football Coaches Association (CCFCA) All-American Team as an All-Purpose selection.

### **Canyons Track**

COC Freshman forward Rebekah Brooks has been named the Western State Conference (WSC), South Division Offensive Player of the Year, in addition to earning All-Region and All-State honors. She finished her freshman campaign with 19 goals and 4 assists for 42 points. She is the 8<sup>th</sup> WSC, South Player of the Year honoree in COC women's soccer program history. 12 players were named to the All-WSC, South Team, including 5 first-team selections. COC head coach Justin Lundin was named the WSC, South Coach of the Year for the 7<sup>th</sup> time in his career.

### **Women's Volleyball**

COC Women's Volleyball had 6 players earn All-Western State Conference (WSC), South Division accolades. Caitlin Liebe and Abby Sherman were selected as ALL-WSC First-Team members, Damani Harvey and Rhiannon Boddy were both All-WSC Second-Team honorees., Breanne Kelley and Jacquelin Ibarra were both named All-WSC Honorable Mention. The Cougars recorded three postseason wins to advance to the CCCAA State Championship Tournament for the 4<sup>th</sup> time in program history, and finished the year as the No. 8 ranked team in the state according to the final CCWVCA statewide rankings.

### **Highest Math Score in the Nation**

COC received the highest team score in the nation for the American Mathematical Association of Two-Year Colleges (AMATYC) Student Mathematics League Test. Congrats to students Praneel Samel (first place), Roman Yakunin (second place), and Melquicedec Avila-Cruz (third place) for their achievements on this challenging exam.

### **Aerospace & Science Team Donation**

Teresa Ciardi and Dr. Van Hook posed with a mock check representing a \$500 donation by S.T.R.E.A.M. Global Innovations. The donation for the teams HASP and RockSatX projects was announced during the S.T.R.E.A.M. Turns 7 fundraising event at the Hyatt Regency on December 2, 2021.

### **COC Team Selected for NASA RockSatX 2022 Mission**

COC students were selected to be on this year's flight manifest set to launch in August 2022 out of NASA Wallops Flight Facility. This is a huge accomplishment for the Aerospace and Science Team locking in COC's position for a third year running.

### **2 NASA Missions for College of the Canyons**

COC's Aerospace & Sciences Team was selected for both NASA HASP and NASA RockSatX. The student team competed with university teams from around the world and were selected for both space missions. These students are so motivated to persist, take initiative, and learn on their own, that the only barrier COC faces is a lack of funding the university teams have. This was COC's 6th NASA HASP mission (2016, 2017, 2018, 2019, 2021, 2022); 1st year being selected for a large payload spot on HASP & 1st time including student art. This was COC's 3rd NASA RockSatX mission (2019, 2021, 2022). COC students have earned 91 Internships/scholarships & 5 full-time careers to date – with 3 more in process. Our team represents a variety of backgrounds: Asian, African American, American Indian, Hispanic, Indian, Japanese, Korean, Mexican, and Middle Eastern.

### **MESA Student Arely Castillo and NCAS Project**

MESA student Arely Castillo was chosen to be part of NASA Community College Aerospace Scholars (NCAS), where scholars discover NASA's research and missions through a guided experience during a five-week course that affords scholars the opportunity to learn about NASA missions and research. Upon completion Arely was chosen to participate in a team project competition. Arely took on the challenge of being the project manager of the team, and their project was the Umbra Pertetua by Mercury Gold, which came in first place. Arely was also invited to apply to a prestigious James A. Abrahamson Space Leader Fellowship through the ISS National Laboratory for advancement of science in space due to her exemplary work done on the project.

### **COC Speech and Acting Team Wins Big in Fall and Winter**

The COC Speech Team enters record number of students at online tournaments during Fall and Winter semesters - 30 students at 13 tournaments. Online tournaments have allowed the Speech Team to compete in twice as many tournaments, including in Northern California, Illinois, and Missouri, that were previously unfeasible. Our students rose to the challenge every time, meeting as early as 5:30am to compete. We're so proud of the results. Of the 13 tournaments we've competed in, we've advanced competitors to the final round 15 times. A heartfelt congrats to our team's accomplishments.

### **Math Score Second Highest in Nation**

College of the Canyons received the second highest team score in the nation for the American Association of Two-Year Colleges Student Mathematics League Test, which is a two-round competition that tests the problem-solving skills of students across the nation. Of 29 College of the Canyons students who competed, the cumulative scores of Praneel Samal (first place), Roman Yakunin (second place), Melquicedec Avila-Cruz (third place), Zhiyuan He and Osmaan Mysorewala placed the college on the scoreboard with 66.5 points ahead of 51 other teams.

### **Tennis Clinches First Championship**

The Tennis team seized its first Western State Conference championship in dramatic fashion on March 15, 2022 with an 8-1 home win over Antelope Valley College. The team's dominant performance in its 10th consecutive victory secured the conference title. Two days later the team reinforced its command of the court by claiming its 11th straight win in a home match against Bakersfield College. The tennis team debuted in 2018 as the college's 17th athletic program.

### **Men's Basketball**

College of the Canyons freshman Andrew Henderson has been named to the 2021-22 California Community College Men's Basketball Coaches Associations (CCCMBCA) All-State Team, capping a season in which he also took home all-conference honors. Henderson was one of 23 players, and 10 freshmen, from both the north and south regions to earn All-State honors. An additional seven players earned All-State Honorable Mention accolades.

### **COC Students Honored by Phi Theta Kappa**

Students Marina Onaca and Isabella Solorio were selected for the 2022 Phi Theta Kappa (PTK), All California Academic Team. Grades, leadership and community service determine selection to the All-California Academic Teams. The students selected represent some of the best of the two million students enrolled in California's 116 community colleges. Congratulations to these outstanding students.

### **Uniquely Abled Academy Graduation**

The Uniquely Abled Academy at College of the Canyons honored 10 new graduates of its CNC Machinist Training program on April 8, 2022. This program, in its third year, provides intensive training for individuals

with high-functioning autism and prepares them for career paths in industries including aerospace, automotive and medical devices. COC has 100% of placement in the UAA for CNC Machining and expects the same with this 3rd cohort. UAA Students receive: National Institute of Metalworking Skills (NIMS) Credentials; ACT National Career Certification; Certificate of SME ToolingU.

### **College Selected for 2022 HASP Launch**

For the sixth time in a row, the Aerospace and Sciences Team has been selected to participate in NASA's High-Altitude Student Platform (HASP) scientific balloon mission, set to launch from New Mexico in Fall 2022. The college is one of nine higher education institutions, and the only community college, to have been chosen. The college's Ourania student team will focus on detection of antimatter particles, along with the added inclusion of artwork on the exterior to measure the reaction of different pigments and materials to light and temperature in the stratosphere.

### **Student Wins African Heritage Award**

Engineering major Jammal Yarbrough is one of 14 students, and the only community college student, from across the nation to be selected for the inaugural class of (Tyco Electronics) TE Connectivity's African Heritage Scholarship Program. The \$3.5 million scholarship program will create new opportunities in the technology industry for top-performing Black and African American students, while further diversifying the company's workforce. The two-year program includes a paid 10- to 12-week internship and scholarship funds of up to \$22,500 per year.

### **COC Students Win at California FBLA-PBL State Conference**

Seven students from COC Future Business Leaders of America – Phi Beta Lambda competed at the 2022 Spring FBLA-PBL California State Business Leadership Conference held in San Francisco on April 22-24, 2022. Over 100 students from colleges and universities across California participated in the first in-person state conference held since 2019. COC's team was able to bring home seven 1st place awards, three 2nd place awards and two 3rd place awards. COC student Chanchol Krasaesin was elected to the California PBL state leadership team for the 2022-2023 term. A big congratulations to our student team.

### **Students to Participate in Lunar Mission**

The Astronomy & Physics Club was selected to participate in GLEE (Great Lunar Expedition for Everyone), a science and technology mission to the surface of the Moon conducted by students from around the world. GLEE will mix space science, technology demonstrations, and hands-on activities, as well as test technology with hundreds of student-built LunaSats. The project's lead organization is the Colorado Space Grant Consortium.

### **Student Representation at the Voter Youth Summit**

COC student Sona Tigranyan, member of the Center for Civic Engagement's Engage the Vote Action Team represented the voice of California Community Colleges at the California Voter Youth Summit on May 6th. She provided examples of civic engagement occurring on the COC campus. This work is meeting the requirements of AB 963, the Student Civic and Voter Empowerment Act.

### **COC Scholarship Awards**

The 2022 Scholarship Awards recipients were announced on April 25, 2022. 319 Scholarships were awarded to 301 individual students, totaling \$280,950. A special Scholarship Reception event to honor the donors and connect them with the student recipients was held on May 25, 2022 in the University Center lobby.

### **Canyons Wins Second Consecutive CCCAA State Championship, 10th in Program History**

For the 10th time in program history and the second consecutive championship-eligible season, College of the Canyons was crowned the California Community College Athletic Association (CCCAA) Men's Golf State Champions. COC fended off runner- up Saddleback College by two strokes, finishing with a field low 720. The team coached by Gary Peterson fended off runner- up Saddleback College by two strokes to secure the California Community College Athletic Association's top prize.

### **Ballentine and Osorio lead Canyons to Three Top-Five Finishes at State Championship Meet**

Canyons had two Cougars compete at the 2022 California Community College Athletic Association (CCCAA) Track & Field State Championships hosted by Mt. San Antonio College May 20- 21, 2022. Milca Osorio ran to a fifth-place finish on the meet's opening day; then returned the next day to finish seventh in the 5,000m concluding her freshman season. Matthew Ballentine threw for a mark of 53.22m (174' 7") during the individual javelin event, to claim third and earn JC All-American honors in a season in which he also won the individual Western State Conference (WSC) javelin championship. Ballentine was one of five athletes in the field of 12 to top the 6,000-point plateau.

### **Softball Players Named All-American**

The softball team was represented with two selections on the 2022 National Fastpitch Coaches Association California JC College All- American Team, with slugger Ashlynn Heck and pitcher/utility player Allyson Melgar included in the group of 26 honorees from across the state. Canyons was one of seven teams to have multiple players selected to the All-American team. Honorees must be nominated by their NFCA- member head coach before being selected by coaches in their region.

### **Valedictorians Honored**

College of the Canyons celebrated the academic achievements of 46 valedictorians during an event at the Cougar Den on May 19, 2022. As valedictorians, the students had the highest academic achievements of the class of 2022.

### **Student-Athletes Recognized**

College of the Canyons student- athletes were recognized during an awards dinner on May 19, 2022. Held in the Cougar Cage (West PE Gymnasium), the event celebrated the academic accomplishments of the 84 student-athletes who graduated or will transfer to four- year universities in the fall. The event included Dr. Van Hook's keynote speech and the presentation of awards to student-athletes for their accomplishments.

### **Transfer Students Commended**

College of the Canyons recognized the achievements of 1,362 transfer students during a virtual event on May 20, 2022. Among those transferring, 558 will attend Cal State Northridge, 178 will attend CSU Channel Islands, 176 will attend UC Santa Barbara, and 97 will attend UCLA. COC is proud of you and wishes you the very best on a job well done.

### **MESA Transfers Recognized**

Transferring MESA students were commended during a celebration at the Takeda Science Center on May 20, 2022. Among the 58 students transferring, 125 degrees were earned, an average 3.54 GPA was attained, 17 scholarships were awarded, and 14 internships were offered. COC is so proud of you and excited to see you help make the world a better place in your own unique ways.

### **Ceremony Honors Nursing Graduates**

On May 31, 2022, 53 soon-to-be registered nurses celebrated their traditional Pinning Ceremony with an exuberant group of family and friends at the Performing Arts Center. Dr. Van Hook gave the keynote address, noting the resilience of this group of students, and shared highlights regarding the growth and success of COC Nursing in contributing to the meeting of registered nursing workforce needs. Dr. Jodi Hein, Chief Nursing Officer, Providence Holy Cross Medical Center, encouraged the students to enter their professional lives ready to keep personal, empathetic patient care central to all while remembering the importance of self-care and mindfulness.

### **Students Honored During Grad Walk**

College of the Canyons graduates who opted for a simpler commencement ceremony were honored for their achievements during Grad Walk on June 2, 2022. 400 Graduates participated in this Grad Walk event. A traditional commencement ceremony, the first since 2019, was held the following day.

### **Congratulations, Class of 2022**

The first traditional commencement ceremony since 2019 honored the Class of 2022 on June 3, 2022. 460 Graduates participated in this Graduation event. In all, 2,443 students petitioned to graduate, representing an approximately 3.5 percent increase over 2021. The Class of 2022 has shown tremendous grit and determination by reaching graduation despite the unpredictability they faced during the past two years of the pandemic.

### **Graduate Puts Life on Track**

When Sarah Zamudio walked across the College of the Canyons graduation stage on June 3, 2022, she wore a cap featuring a quote from the film “Up”. Zamudio’s COC adventure culminated with three associate degrees, but it started in 2019 with a call for help. Homeless and couch-surfing, the 19-year-old called her Bowman High School counselor, Ami Gonzalez, out of desperation. Ami encouraged her to come to COC, and doing so transformed her life.

### **Student Named Cooke Scholar**

College of the Canyons student Isabella Solorio was named a 2022 Cooke Foundation Undergraduate Transfer Scholar. Recipients receive up to \$55,000 per year toward tuition, living expenses, books, and fees to complete their bachelor’s degrees. Cooke Scholars also receive educational advising, invitations to campus-wide and regional activities, and are eligible for internship and graduate school funding. Solorio was previously named a Phi Theta Kappa Honor Society 2022 Hites Scholar, which comes with a \$7,500 award for baccalaureate studies.

### **Student Chosen for Citi Program**

College of the Canyons student Brenda Bales was selected to participate in the Citi University Partnerships in Innovation and Discovery program this summer. The program helps students build pathways to internships and engage them in innovative activities within Citi’s corporate umbrella. Selected students are interviewed by Citi personnel to work with mentors on real-world, real-time capstone projects that will be presented to senior leaders at the company.

### **Students Awarded at National Event**

College of the Canyons students David Jingoian, Ellis Kim, and Chanchol Krasaesin achieved Top-10 status during the Future Business Leaders of America – Phi Beta Lambda National Leadership Conference in Chicago June 24 to 27, 2022. Jingoian and Krasaesin were awarded sixth place in Global Analysis and Decision Making for demonstrating knowledge of management, marketing, and international business economics. They also took eighth place in Hospitality Management for demonstrating knowledge of

business principles utilized in the hotel, restaurant, and tourism industry. Kim was awarded ninth place in Client Service for demonstrating skills in interacting with internal and external clients to provide an outstanding client service experience in an interactive role-play situation with a panel of judges.

### **Aerospace & Sciences Update**

NASA's RockOn mission successfully launched from the Wallops Flight Facility in Virginia on June 24, 2022 with two payloads designed by students from the College of the Canyons Aerospace & Sciences Team. The mission is just one of multiple projects team members are working on this summer.

### **District/Employee Success:**

#### **CPRM Receives the Achievement of Excellence in Procurement Award**

On July 27, 2021, the CPRM department received the National Procurement Institute's Achievement of Excellence in Procurement Award. The application process required narratives clearly explaining and demonstrating evidence of various procurement criteria including: Procurement Ethics, Procurement Manual; Procurement Professional Development Program; Surveys of Internal Customers and External Vendors; Formal Internal Training, Performance Measures; Centralized Procurement Authority; Internet Webpage; Online Electronic Vendor Registration; Web-Posting of Solicitation Tabulations and Award Documentation; Online Surplus Auction System; Staff Member Bachelor Degrees; Participation as a Presenter on a Procurement Topic at a Conference; Implementation of a Cooperative Procurement Strategy.

#### **College Receives NSF Grant for Bee Research**

College of the Canyons received a \$74,707 Campus as a Living Lab (CALL) grant from the National Science Foundation (NSF) to provide opportunities for underrepresented community college students to engage in undergraduate research focusing on native bees. Using the campus landscape as a living lab, faculty and students will research native bee biodiversity with the intent to enrich campus habitats, foster increased biodiversity of native bee species and address the current rapid loss of biodiversity affecting ecosystem stability and pollination services. The project's goal is to create a strong foundation for establishing a sizeable future network of colleges that can use the available data to foster ongoing critical pollinator research opportunities for underrepresented student. Jeannie Chari, Professor of Biology/Environmental Science, developed the concept and application during the pandemic, assembling collaborators from two-year colleges in the U.S. and Argentina.

#### **National Science Foundation S-STEM Scholarship Award**

College of the Canyons successfully secured a \$1,493,379 grant award from the National Science Foundation (NSF). This grant will fund S-STEM Equity Alliance Scholars to increase enrollment and graduation rates among STEM majors in key student populations including Black, Latinx, women, first-generation college students, and low- income students. The SEA Scholars program will recruit, mentor, and support academically talented STEM students pursuing degrees in Biology, Biological Sciences, Computer Science, Engineering, Environmental Science, Mathematics, and Physics. Approximately 100 underrepresented STEM students will receive scholarships of up to \$10,000 and academic support by building upon COC's MESA program to improve educational outcomes through mentorship, support services, and equitable classroom practices.

#### **Kelly Cude Speaks at the Circle of Hope Charity Tea Event**

Kelly Cude was this year's keynote speaker for the Circle of Hope's 17th Annual Charity Tea on October 9, 2021. This year's event was held in the Hyatt Regency's Main Ballroom with creatively themed tables to celebrate holidays from St Patrick's Day and Halloween to National Chocolate Day and World Safari Day.

Kelly Presented – “What my diagnosis has TAUGHT me: a teacher’s perspective” to a group of 250 attendees.

#### **Renard Thomas Honored at SCV Chamber 11th Annual Salute to Patriots Event**

Veterans Resource Center Director, Renard Thomas was among six honorees recognized at the SCV Chamber of Commerce 11th Annual Salute to Patriots event, which honors local veterans for their service to our nation and leadership in our business community. The Veterans were nominated by chamber members and local residents throughout October. Renard served in the Army and Army Reserves for over 20 years, and was deployed for 18 months in Operation Iraqi Freedom. Under Renard’s leadership, the Veterans Resource Center serves more than 600 veteran students attending COC.

#### **College Ranked 19th Nationally**

College of the Canyons was ranked No. 19 nationally by The Hispanic Outlook on Education magazine for enrolling the largest number of Hispanics. The Top 100 Community Colleges for Hispanics rankings used enrollment data for fall 2019 and spring 2020, which recorded a Hispanic population of 15,528 students, or 47 percent of total student enrollment. College data shows that over a five-year period, there was a 163 percent increase in the number of Hispanic students earning an Associate’s Degree for Transfer (ADT). Students who earn an ADT were guaranteed admission to a California State University.

#### **COC Honored at the 2021 NCMPR Awards**

The National Council for Marketing and Public Relations (NCMPR) announced winners of the District 6 Medallion Awards. College of the Canyons received 2 Bronze, 6 Silver, and 2 Gold awards. The district includes community colleges in California, Arizona, Utah, Nevada and Hawaii. COC was awarded in the following categories: Bronze: Radio Advertisement - Canyons Promise, Poster - Mission Statement; Silver: Radio Advertisement - Canyons Promise, Poster - Mission Statement, Outdoor Media - Make This Summer Count, Paseo Banner, Brochure - 2021 Get Going Guide, E-Card - Holiday Card, Notes/Cards/Invitations - Foundation Annual Scholarship Fundraiser; and Gold: Academic Catalog or Class Schedule – PPL Summer Class Schedule, Logo Design – Multicultural Center Logo.

#### **Congratulations Coach Herrick**

A big Cougar congratulations goes out to COC Women’s Basketball Head Coach Greg Herrick for winning his 600th career victory at the college on December 17, 2021, as the Cougars fought for a historic 78-67 win over Rio Hondo College during day one of the Glendale Crossover Tournament.

#### **Workforce Development**

ETI has been awarded \$1.5 million in Employment Training Panel funds as a part of the CA Community College Fund. This is the 16<sup>th</sup> contract and double our last award.

#### **STEM Grant Update**

We received \$1,493,379 for the Stem Students (Biological/Computer/ Earth/Space Science/Mathematics), 100 student scholars will participate for 2 years; they will earn associate degree or join STEM workforce or transfer to a four-year university.

#### **COC Awarded \$5K Grant from the City of Santa Clarita**

The City of Santa Clarita was generously awarded our Art Gallery with \$5K through the 2022 Community Services and Arts Grant Program. Within our annual programming, the Gallery serves to foster a campus climate that champions artistic excellence, anti-racist & equity-minded practice, and expands student access to professional artists and their work. This grant will allow the Gallery to expand our exhibitions

and artist talks to include both virtual and live events in our two gallery spaces – Mentry 108 and Library 206 – for our students, faculty, staff, patrons and community members.

### **California LAW Diversity Champion Award for 2022**

COC received the California LAW Diversity Champion Award for 2022. The selection committee was very impressed with the great work COC is doing with our students. The Award was established in 2008 by the State Bar of California to recognize the outstanding efforts of law-related educational programs that train and support students to become interested in the judicial system and careers in the law. This semester 131 students have self-identified as Pathway to Law school participants. Over the last four years, 303 students have participated in the Pathway to Law School program, with approximately 250 Pathway to Law classes being offered each semester. Congratulations to Nicole Faudree and Liz Shaker for all you have done to make this an exceptional program.

### **College Wins Diversity Champion Award**

The College of the Canyons Pathway to Law School program has received the California Leadership-Access-Workforce (LAW) Diversity Champion Award. The certificate program serves underrepresented groups, first-generation college students, and first-generation students. This semester 131 students have self-identified as Pathway to Law school participants. Over the last four years, 303 students have participated in the Pathway to Law School program, with approximately 250 Pathway to Law classes being offered each semester. Congratulations to Nicole Faudree and Liz Shaker for all you have done to make this an exceptional program.

### **College Receives Apprenticeship Grant**

College of the Canyons received a \$250,000 grant from the California Apprenticeship Initiative to train students with workforce-ready skills and serve the needs of the local construction industry. In partnership with the Southwest Regional Council of Carpenters (SRCC) and William S. Hart Union High School District, the college will offer a pre-apprenticeship to apprenticeship pathway to 50 students. Upon completion, students will be prepared for one or more of the SRCC Union Registered Apprenticeship programs under the umbrella of the Southwest Carpenters Training Fund. The project is expected to benefit both students and industry while contributing to the state's economic recovery emerging out of the COVID-19 pandemic.

### **College Helps Afghan Refugees**

College of the Canyons aided Afghan refugees, who arrived in the Santa Clarita Valley earlier this year following the U.S. military withdrawal from their country. The International Services and Programs (ISP) department stepped up to aid with legal matters, housing, ESL activities, and enrollment at College of the Canyons. So far, 22 refugees have enrolled in 46 non-credit classes, and additional assistance and resources are being provided by numerous college entities, throughout campus.

### **Women's Basketball**

Former longtime College of the Canyons Women's Basketball Assistant Coach Harlan Perlman was inducted into the California Community College Women's Basketball Coaches Association (CCCWBCA) Hall of Fame, officially becoming the first assistant coach to be selected by the organization's Hall of Fame committee.

### **College Chosen for Project-Based Learning**

College of the Canyons has been selected to participate in the 2022 Institute on Project-Based Learning at Worcester Polytechnic Institute in Worcester, Massachusetts. A team led by Patty Robinson was selected based on the strength of its application and its potential to effect change. This is the 4th year COC has been selected to participate in this nationwide training. The Institute on Project-Based Learning is a 2.5-

day intensive workshop in June. Teams of faculty and administrators work with experts to learn about project-based learning and make tangible progress to integrate best practices into their own curricula.

### **One of California's Best High Schools**

Academy of the Canyons has been named one of California's best high schools, ranking 16th overall, according to Stacker, which specializes in converting data into compelling editorial content. The rankings considered eight differently weighted factors, with 60 percent of the score based on academics and grades. From there, culture and diversity, parent and student surveys on their overall experiences, and teachers each contributed to 10 percent of the score. Finally, scores for each school's clubs and activities, health and safety, resources and facilities, and sports constituted 2.5 percent each. College of the Canyons has hosted the middle college high school at its Valencia campus since its inception in 1999.

### **Funding for Advanced Technology Center**

College of the Canyons has received nearly \$1 million in federal funding that will help launch the Advanced Technology Center (ATC), a state-of-the-art advanced manufacturing and CNC (Computer Numerical Control) production lab to help meet the demand for skilled employees in fast-growing industry sectors. Congressman Mike Garcia secured the funding through the \$1.5 trillion Omnibus Spending package recently passed by Congress. The allocation will equip the ATC with a state-of-art CNC production lab that includes both simulation machining centers and full production type machining centers, including several CNC 5-axis machining centers, mills, lathes and routers. It will also include a full computer lab to support programming skills in Computer Aided Drafting and Manufacturing and additive manufacturing tools that will begin 3D printing applications for prototype projects.

### **College Awarded Innovation Grant**

The Workforce and Economic Development Division of the California Community Colleges Chancellor's Office has awarded College of the Canyons \$125,000 as part of the CCCC Invention and Inclusive Innovation (i3) Initiative. The goal of the i3 Initiative is to strengthen community connections and build college, career, and civic readiness, closing the "civic opportunity gap." This project will enhance student social entrepreneurship and support civic engagement through design thinking, project-based learning, and professional development training. COC is one of 18 colleges awarded in this cycle. Many thanks to Harriet Happel, Patty Robinson, Teresa Ciardi, and Gary Quire among many others involved in this project.

### **Meuschke Receives Top Honor**

Dr. Daylene Meuschke, Associate Vice President of Institutional Research, Planning, and Institutional Effectiveness (IRPE), and Student Experience Redesign, received the 2022 IRPE Professional Leadership Award from the RP Group for her exceptional contributions to student and institutional success. Meuschke received the award at the RP Conference 2022, which was held on April 12-13, 2022 in Garden Grove, California. The annual RP Conference is the largest gathering of institutional research, planning, and effectiveness professionals in the California Community Colleges system. Congratulations Daylene.

### **Equitable Course Placement Honors**

College of the Canyons has been named a 2022 Champion for Excelling in Equitable Course Placement in Campuswide English Enrollment, Latinx English Enrollment, and Black English Enrollment by The Campaign for College Opportunity. The categories and descriptions from The Campaign for College Opportunity include: Campuswide Transfer-Level English Enrollment - Colleges successfully supported 100% of their students to enroll directly into transfer level English coursework; Equity Distinction: Latinx Transfer-Level English Enrollment - In supporting Latinx student Enrollment in Transfer-Level English, colleges successfully supported 100% of their Latinx students to enroll directly into transfer level English coursework; Equity Distinction: Black Transfer-Level English Enrollment - In supporting Black student

enrollment in transfer-level English, colleges successfully supported 100% of their Black students to enroll directly into transfer level English coursework.

### **\$646K to Support Welding Technology**

The college was awarded \$646,345 from the National Science Foundation to support a Welding Education Smart Technology project, which will integrate smart technology platforms, paired with industry-recognized stackable certificates, into the curriculum to improve welding education. Key activities include: Outfitting the existing welding technology lab with state-of-the-art “smart” welding systems for more hands-on training time, instant assessment of welds, higher-quality training, and improved safety; Creating a pipeline of skilled works to meet industry demands; Aligning the curriculum to the smart technology students will encounter in the workforce. An estimated 300 students will benefit during the grant period. Congratulations to Tim Baber (project director) for his tenacity in securing this grant.

### **Classified Appreciation Week**

May 3, 2022 marked COC’s annual “Classified Appreciation Week” with this year’s theme Cruising Out of COVID. To kick-off the week, all classified and confidential employees were invited to a breakfast at the Canyon Country Campus. On May 5<sup>th</sup>, a luncheon was held in the West PE Gym. Annual award winners were announced: CSEA Member of the Year – Gayle Freund; Classified Senate Spirit Award – Joanna Kelly; Humanitarian Award – Linda Malik; Professional Achievement – Nicholas Schutz; Dare to Dream Award – Nicholas Schutz; Gloria Jackson Service Award – Justin Bradshaw; Employee of the Year – Chad Estrella.

### **College Commended for Leadership**

Los Angeles County Fifth District Supervisor Kathryn Barger recognized College of the Canyons at the annual State of the County luncheon for the support the college provided to the community throughout the pandemic. Barger presented Dr. Van Hook with a commendation recognizing the college’s leadership in providing a COVID-19 testing site for the community. The drive-through location was staffed initially with the help of COC nursing students, and has administered thousands of tests in the two years it has been open in the parking structure at the Valencia campus.

### **Grant Supports Incarcerated Students**

College of the Canyons was awarded a \$372,000 Rising Scholars Network grant from the California Community Colleges Chancellor’s Office to increase services provided to justice- involved students. The funds will allow the college to create an on-campus program for justice-impacted students to serve as a counterpart to the college’s existing programming at county jails, including Pitchess Detention Center. The grant will fund an on-campus Rising Scholars Coordinator position to work alongside the Rising Scholars faculty coordinator, as well as a dedicated part-time counselor starting this fall.

### **Pre-Apprenticeship Program**

College of the Canyons was recently awarded a California Apprenticeship Initiative grant to train 50 Pre-Apprentices. COC is partnering with the Southwest Regional Council of Carpenters (SWRCC) to create a pathway to a Registered Apprenticeship program with their union.

### **Campus Improvements/Events:**

#### **The Vision Resource Center/Cornerstone is Here**

Professional Development launched COC’s new professional development portal, the Vision Resource Center/Cornerstone. The Cornerstone platform supports professional development learning and connection with colleagues across the state. The goals in pursuing this full integration are to: Provide all COC employees with a single place to access, register, track, and report on professional development

activities; Connect with other California community colleges to share information, ideas, and resources; and Provide equal access for all COC employees to system-wide information and resources.

### **New Project Management Workshop Series Offered**

On July 29, 2021, Professional Development launched a new 3-part workshop series that provided a solid foundation for project management strategies and tools to successfully manage the project life cycle. Presenter Dr. Barbara Sweet, President/CEO, Learning Transfer Institute, taught participants how to effectively create circumstances that inspire your team members to achieve the desired project results. The series also provided 22 COC employees an opportunity to apply problem-solving tools to manage project challenges and conflicts.

### **Boykin Modernization Coming Soon**

This project entails the complete ‘gutting’ and interior upgrade of the Lab building, which has remained largely untouched since opening in 1974. This is a 50% state-match project, saving the district nearly \$5M in Measure E funds, which is a very impressive fact in and of itself. Boykin will retain the same number and type of science labs, service rooms and classrooms, which will be outfitted with entirely new, state-of-the-art interiors: cabinets, casework, fume hoods, lab tops, ceilings, floors, doors, etc. Behind the walls, all new plumbing, electrical, and HVAC will also be replacing the OEM infrastructure. The building will also be seismically retrofitted (voluntarily, not mandated by any state agency), to current building codes.

### **Automotive Technology Program Update**

The Automotive Technology program successfully sought recertification of its accreditation through NATEF. NATEF stands for the National Automotive Technicians Education Foundation. The department previously upgraded its certification to the AST or Automobile Service Technician level. A site visit was held at CCC during June 2021, consisting of 4 NATEF evaluators and led by Gary Sornborger, department chair for Automotive Technologies. Special thanks to Kimberly Night, Don Carlson, and Anthony Michaelides for their support during the successful visit. The Team Visitors had many positive comments to make about our program and facilities, including the quality of instruction and curriculum, well-maintained facility, caliber of equipment, and overall excellence in student engagement.

### **COC PLACE Project**

Patty Robinson and Jessica Edmond are the Project Co-Leads for a new COC initiative entitled PLACE Project: Partnerships for Listening and Action by Communities and Educators, which addresses Housing Insecurity and Affordability, involves COC Students and SCV Community Members, and builds Community, Increases Belonging, and Ensures Well-Being.

### **Canyons Complete/Pathways Update**

COC continues to implement the guided pathways framework to support our students so they remain engaged and moving forward to complete their certificates and degrees. COC hired a Black Student Success Counselor for the first Student Success Team. Program Mapper is LIVE and in use by students to explore programs and pathways. COC increased faculty use of Canyons Connects to refer students to services and support. COC is working with statewide leaders in Guided Pathways implementation in virtual consultancy and coaching this year.

### **COC Co-hosts First Statewide OER Conference**

COC and James GG co-hosted the 1st statewide OER Conference with all sectors of CA higher education. The conference goals included increasing collaboration amongst the 3 systems of higher education; highlighting replicable best practices; and documenting positive impact of OER on student success across the state.

### **2021 Swing for Scholarship Tournament**

The COC Foundation held their annual Swing for Scholarship Tournament on August 30, 2022. This year's event had 112 participants (up 15% from previous golf tournament). \$70,000 was raised towards our goal of \$40,000 (75% above our goal). COC is deeply grateful for all the support the COC Foundation, the sponsors, volunteers, and of course our community members and staff who registered for the event.

### **The Fall 2021 Civic Dialogues Series Has Begun**

The Center for Civic Engagement launched the first of its Fall 2021 Civic Dialogues Series on October 8, 2021 with a special session by Elizabeth Clay Roy, CEO of Generation Citizen. The series is part of an intersegmental Bringing Theory to Practice grant collaboration among College of the Canyons, Cerritos College, Los Angeles City College, CSUDH, CSULA, CSUN, and 3CSN. Elizabeth Clay Roy discussed the importance of engaging today's young people in civic learning and democratic engagement.

### **College Honored for Latinx Transfers**

College of the Canyons was honored as an Equity Champion for Excellence in Transfer for Latinx Students during the Campaign for College Opportunity's annual Champions of Higher Education celebration on November 16, 2021. The college was recognized for being one of California's leading community colleges that support Latinx students on the Associate Degree for Transfer pathway.

### **Chancellor's Circle Dinner**

COC was pleased to welcome over 166 guests in-person to the annual Chancellor's Circle Dinner held on October 22, 2021 under the stars at our new Don Takeda Science Center Plaza on the Canyon Country campus. One of the highlights of the evening was hearing from scholarship recipient student Sona Tigranyan.

### **Hiring Fest at College of the Canyons**

College of the Canyons hosted an in-person Hiring Fest on October 22, 2021 in the University Center. 71 participants (students and community members) had the opportunity to interact with 26 local companies to interview and learn about their job openings.

### **Star Party Sparkle**

The stars were shining at the Fall Star Party on October 29, 2021 back in-person following two years of virtual events. The stars of the show included NASA guest speaker Camilo Prada, student clubs and organizations, our local community astronomy clubs, and many faculty, staff and student volunteers. Attendees enjoyed Science-based table demonstrations, star gazing with telescopes, a spotlight on our Aerospace and Sciences students, and free books and snacks. Over 200 were in attendance, including many from our local community – a great showcase for our Science Talks series.

### **Grand Opening: Takeda Science Center**

A grand opening and ribbon-cutting ceremony was held for the Don Takeda Science Center at the Canyon Country campus on December 1, 2021. The Takeda Science Center was named in honor of longtime biology instructor Don Takeda, who retired in 2017. The ceremony included remarks from Dr. Van Hook, the Board President, college staff, recognition from elected officials, and touching personal comments from Don and his children Cameron and Phoebe. The Takeda Science Center will offer online in-demand science laboratory classrooms, instructional service rooms, faculty offices, lecture halls, computer labs, and student study spaces. It is wonderful to see the results of many years of careful planning in the culmination of this impactful facility.

### **Science Talks**

Fresh off the heels of October's successful Star Party, Canyon Canyon hosted a virtual Science Talks Series event on November 19, 2021. Professor Shane Ramey led participants on a virtual tour of the Don Takeda Science Center's microbiology laboratory, one of the region's most advanced instructional labs. From wireless microscope cameras to iPads to the "cloud," viewers were able to see how our students are using the latest technology.

### **Chancellor's Circle Business Briefing**

Attorney Brian Koegle provided an employment law update at this month's Chancellor's Circle Business Briefing on December 2, 2021. New federal and state laws and regulations affecting businesses and employees were covered. Discrimination and harassment information about claims was shared. Steps to ensure compliance and avoid costly fines and litigation were provided.

### **Spring Instruction Convocation 2022**

The Instruction Office, in concert with the Academic Senate, held its Spring 2022 Convocation on February 4, 2022. Dr. Omar Torres and David Andrus gave opening remarks to 200+ attendees, followed by a series of three 30-minute breakout sessions for faculty to select from. The various breakout sessions consisted of topics that included: How an Adjunct Can Become a Full-time Faculty Member Department Chair Leadership; Teaching Online Classes While Ensuring Regular and Substantive Interaction; A Faculty Panel on Returning to Campus Instruction During a Pandemic; Teaching "Inside" – Highlighting our Rising Scholars Program; and Preparing for the Upcoming Accreditation Visit.

### **Artist Talk**

On February 24, 2022 the Multicultural Center partnered with the Art Gallery to host a virtual Artist Talk with comic book artist Kumasi J. Barnett, as part of its Black History Month events. 98 participants logged on to hear his lecture and ask questions.

### **Ask the Psychiatrist**

On March 8, 2022, the Student Health & Wellness Personal Counseling Program, in collaboration with the National Alliance on Mental Illness (NAMI), once again hosted an Ask the Psychiatrist open forum Q&A session, for students and the community. Dr. Neil Hartman MD PhD, who has been donating his time to the program for the last four months, was the resident psychiatrist answering questions for the evening. The event was well attended, and addressed various issues related to caring for children with Schizophrenia, mental illness and student homelessness, substance abuse, depression and medical treatment options for mental illness. The program has been offering these sessions to the community for 8 years now, and has recently increased session offerings to once a month, since COVID.

### **Job Fair Draws Large Crowd**

The Employment Center (formerly known as Career Services) hosted an in-person Job Fair on March 11, 2022 to connect a variety of local employers with those seeking positions ranging from entry-level to management. Hundreds of job seekers packed the East PE building for the Spring Job Fair. 73 employers from a variety of industries from the community participated in this event. 4 COC departments had representatives - Employment Center, Internships, COC HR, Student Employment. 2 sponsors had tables - KHTS, American Joint, and Committee on Cancer (AJCC).

### **2022 Women's Conference: Reimagine a New You**

125 Community leaders and entrepreneurs from throughout the Santa Clarita Valley gathered at the University Center for the 2022 Women's Conference on March 26, 2022. The event featured a variety of specialized workshops and activities, as well as a headlining panel of trailblazing women who discussed

their life journeys, how they remain engaged, and how they stayed resilient during the pandemic. The Leading as a Female Business Owner and Painting sessions were among the best attended and left participants walking away with a plan or a piece of art.

### **College Hosts Native Bee Workshop**

The COC Biodiversity Initiative hosted 15 visiting faculty members from 10 community colleges on April 1 and 2, 2022 to launch the Campus as a Living Lab (CALL) initiative with a native bee identification workshop funded by the National Science Foundation (NSF). The goal of the grant is to increase undergraduate research opportunities for underrepresented students in community colleges. Participating faculty were provided the supplies, training, and resources necessary to begin mentoring students on native bee studies. The event was coordinated by Jeannie Chari, Biodiversity Initiative Coordinator, Jaime Pawelek from the Essig Museum of Entomology at UC Berkeley and Dr. Patricia Palavecino from Antelope Valley College.

### **Community Education – Career Exploration Camps**

For over a decade, COC has held summer career exploration camps for 6th – 8th graders that the community has fondly come to know as COC’s Summer Institute. COC is expanding those camps to now include Winter, Spring, and Summer Institutes.

### **Classified Professional Development Week**

The 24th Annual Classified Professional Development Week took place April 5–7, 2022. The theme was A Healthy YOU in 2022. The Classified Professional Development Committee organized 12 workshops, covering numerous topics throughout the week. A big thank you to Leslie and the Professional Development Committee.

### **“Ready to Work” Academy Returns**

On hold for more than two years because of the pandemic, the Ready to Work Academy returned to College of the Canyons. The program, a partnership between the college and Carousel Ranch, provides certificate courses and work experience to young adults with special needs. Courses offered include Workplace Skills in Customer Service for Retail, Food Service and Hospitality, and Warehouse Fulfillment and Logistics. Students participate in training courses and work experience at partner companies such as Starbucks, Holiday Inn Express, Bluemark, and AMS Fulfillment.

### **Interim Multicultural Center Open House**

The Multicultural Center Grand Opening was held on April 18, 2022. The Interim Multicultural Center is on the north side of the cafeteria until the permanent space is ready in early Fall 2022 on the first floor of Bonelli. Approximately 100+ people attended throughout the day. Thank you to Flavio, MCC Director and our DEI Coordinators Brandon Ashford, Samantha McCray and Ciara Asberry, who help staff the center.

### **CPT Plans for the Road Ahead**

The College Planning Team held its spring retreat on April 18, 2022 with attendees gathered in the University Center and on Zoom to consider “Planning for the Road Ahead.” A panel of community experts from local government and business shared data on our region’s economy and their perspective on emerging workforce needs. Van Ton-Quinlivan, former Executive Vice Chancellor of the California Community Colleges and current CEO of Futuro Health, highlighted opportunities for forging better connections between employers, workers, and colleges to provide in an uncertain economy. Keynote speaker Matt Sigelman shared data illustrating the unprecedented pace and shape of skill change required in the current workforce today, and pointed to the challenges and opportunities this creates for community colleges.

### **Spring Star Party**

The always-popular Star Party returned to the Canyon Country campus on April 22, 2022. An estimated 250-300 guests turned out, including students, faculty, staff and community members. The keynote speaker, Dr. John Callas (JPL), was engaging and captured attention with his interesting comments on robotic exploration of Mars. The event had a very solid turnout of campus programs/clubs at tables showcasing interactive experiments and demos. Telescopes were available to visitors to view the skies.

### **The Theatre Department**

The Theatre Department presented "Into the Woods" on the Main Stage of the Performing Arts Center from April 22 to May 1, 2022. This production marked the return of the annual musical on the Performing Arts Mainstage. The last musical production on the PAC mainstage was the production of "Bright Star" in Spring 2019. It was very well received by the general public, and students. The musical is a capstone project for a more than seven of our theatre courses, including: Acting Fundamentals; Scene Study; Musical Theatre I & II; Technical Theatre I & II; Stagecraft.

### **All Campus Budget & Enrollment Presentation**

Sharlene Coleal, Omar Torres, Jason Hinkle, and Dr. Van Hook gave an All Campus Budget and Enrollment Management presentation on April 26, 2022 with about 40 people in attendance in person and over 100 in attendance via zoom. This was an opportunity to review the major happenings in the State as it relates to Community Colleges, how they affect College of the Canyons, and how we plan to move forward with what we know. Some of the highlights of the presentation included: An overview of the California Economy and the Governor's January Budget Proposal; a look at the SCFF, what it was designed to do and how it is working (or not working); How College of the Canyons is moving forward with Enrollment Management; A look at what COC's budget might look like in 2022-2023; Advocacy efforts from the District and System-wide.

### **Civic Empowerment Summit**

The Center for Civic Engagement, in collaboration with A Band of Voters, Student PIRGs, and Democracy Works hosted a virtual Student Civic Empowerment Summit on April 29, 2022. 80 participants from CCC, CSU, and UC joined the event to learn about the importance of voter engagement. California Secretary of State, Dr. Shirley Weber, provided a historic overview and rationale behind California AB 963 and the mandates public colleges and universities must meet. The keynote session was followed by student speakers from around the state, who discussed ways to create a campus vote plan.

### **Science Talk's Garden Walk Event**

On May 6, 2022, a group of students, faculty, staff and community members were treated to an educational morning at the Canyon Country campus led by professor Jeannie Chari, that included: a discussion on bio-diversity tips and techniques; a walk throughout the campus identifying and collecting plant and insect specimens; and exploring in the lab with microscopes. It was perfect weather and a great morning for all.

### **Discover Day**

Student Services hosted a Discovery Day event on May 14, 2022 at the Valencia Campus. The event was designed to inform new and prospective students about the various student services, academic programs, and campus life opportunities. Approximately 400-500 visitors met with representatives from 50+ departments by stopping by information tables, visiting open offices, taking campus tours, and attending workshops focused on different topics including paying for college and Program Mapper.

### **Retirees Honored for Service**

College of the Canyons held a luncheon celebration to honor 16 retiring employees on May 16, 2022. Those honored were Connie Perez, Deanna Davis, Mary Corbett, Enrique Aldana-Hernandez, Guillermo Cruz, Joy Reilley, Kelly Burke, Susan Hinshaw, Kevin Anthony, Linda Maricle, Deborah Klein, Pierre Etienne, Rebecca Edwards, Ron Karlin, Sam Otoo, and Julie Lawson.

### **Takeda Science Center Exhibit**

The Canyon Country campus presented a special artist exhibition and reception on May 20, 2022 by Phoebe Takeda entitled “My Family, History, Future.” Attendees had the opportunity to fold commemorative origami cranes as part of the kimono art exhibit as well as interact with STEM student displays. The event was held at the Takeda Science Center.

### **L.A. County Mobile Vote Center (VMC) at COC**

On May 31, 2022, COC hosted the Los Angeles Registrar- Recorder/County Clerk’s Mobile Vote Center in Lot 4 – a one-day event for the Primary Election, which the LA RRCC hopes to have as a 11-day Vote Center for the Midterm Election in November 2022.

### **Classified Summer Kick-Off**

On June 30, 2022, Classified staff celebrated the beginning of summer with a fun-filled Kick-Off event hosted by CSEA, the Classified Senate, and Canyons Cares Committee. 60+ Classified professionals enjoyed frozen desserts, outdoor games, and a dunk tank, which Jasmine Ruys, Steve Ruys and Justin Wallace graciously volunteered to partake of. No water was wasted! – Following the event, the Dunk Tank water was pumped out by Justin Bradshaw and used in place of sprinklers on areas damaged during graduation. The event provided an opportunity for Classified to have fun, socialize, and relax after a challenging year.



# STATE BUDGET OVERVIEW

2022 2023 ANNUAL BUDGET



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

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**SECTION 4**

## The State Economy – Overview

On June 30, 2022, Governor Newsom signed the 2022 Budget Act which reflected state expenditures of just over \$300 billion, including \$234 billion in General Fund expenditures. The Budget Act of 2022 increases overall funding for community colleges by roughly \$4 billion over 2021-2022 levels, of which \$1.9 billion (47%) are provided as ongoing resources and \$2.1 billion (53%) as one-time funding. It makes substantial additional investments in per-student funding, deferred maintenance, provides one-time block grants to districts focused on pandemic recovery, and invests in part-time faculty health insurance and a wide array of student support programs. The Budget Act includes components of the Governor's May Revision, updated with funding allocations agreed upon through compromise between the Assembly, Senate and Governor. The Legislature approved the budget by June 15, 2022 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, 2022 improved significantly by the final State budget release in July 2022. The 2022-2023 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 2019-2020 levels if they have signed the Emergency Condition Form to keep revenue at the pre-pandemic level at P1 in February 2020. To obtain the Emergency Conditions Allowance in 2022-23, districts must:

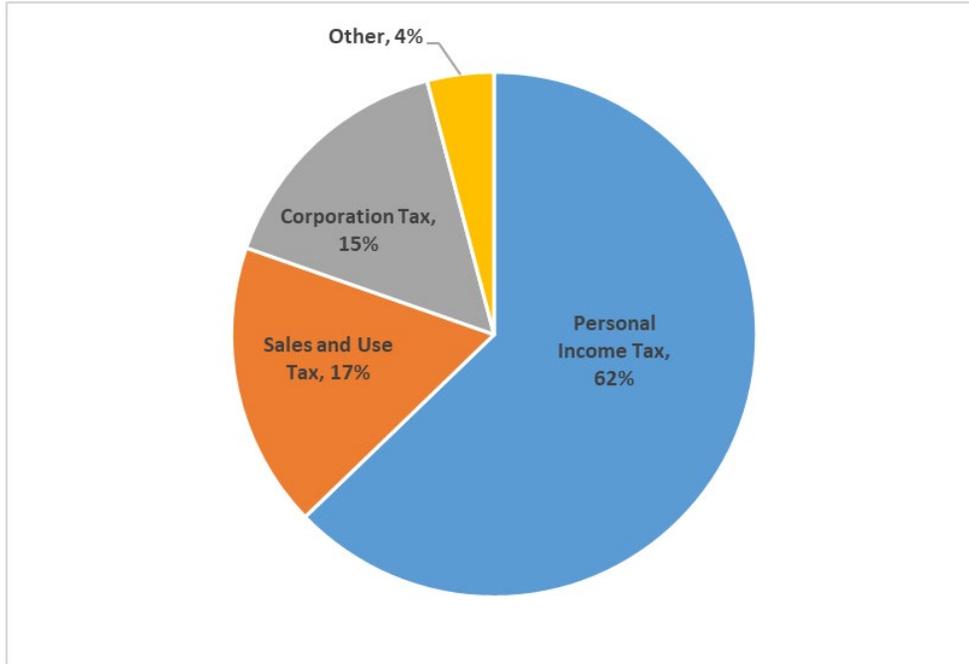
- Develop an Emergency Conditions Recovery Plan that is adopted and approved by the Local Board of Trustees
- Incentivize and prioritize participation in professional development to enhance quality online teaching and learning
- Become a member of the CVC-OEI Consortium and sign the Master Consortium Agreement
- Submit and Continue to Maintain On-time Submission for All Management Information System (MIS) Data Submission Dates
- Have No Outstanding Audit Reports Due to the Chancellor's Office
- Have its Board of Trustees Adopt a Policy Aiming to Align Reserve Balances to Recommendations Included in the Government Finance Officers Association Budgeting Best Practices by no Later than February 28, 2023



**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; PIT @ 62%, Sales/Use @ 17%, Corporate Tax @ 15% and Other @ 4%.

**Graph 4-1. Sources of CA State General Fund Revenues in 2022-2023**



It is projected that 92 percent of the **District's** Unrestricted General Fund revenue in 2022-2023 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

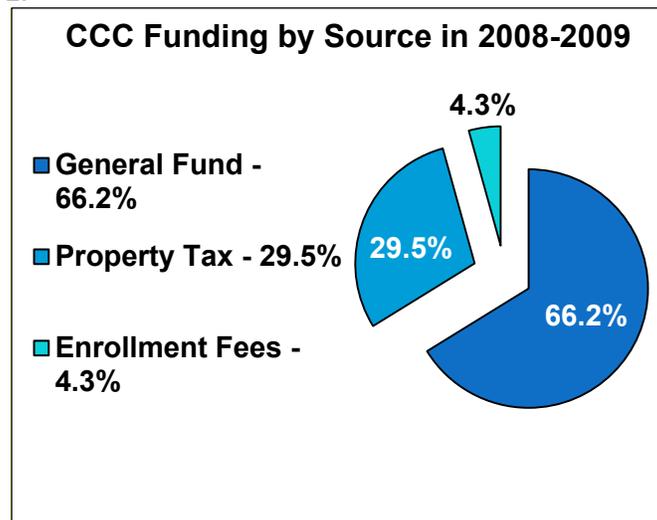
Funds generated through Proposition 30 are deposited into the “Education Protection Account” (EPA) within the State’s General Fund and are available for meeting the State’s Proposition 98 obligation. The funds stabilized the Prop 98 minimum guarantee, which was falling because of the economic downturn 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 \$26 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 \$37 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.

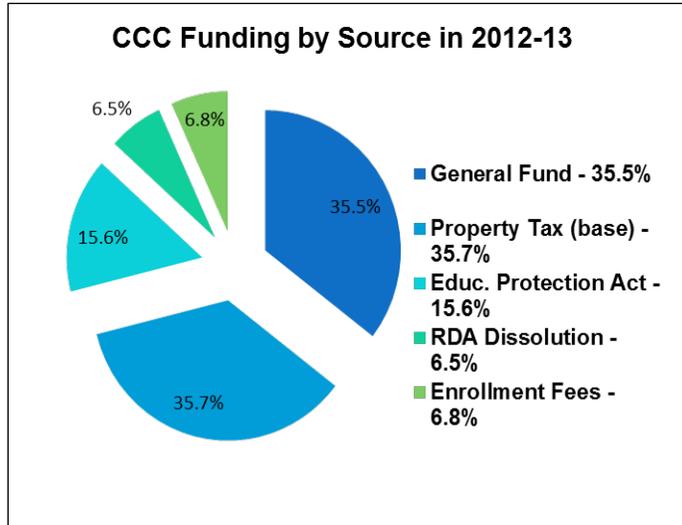
EPA funding changed the proportion of the various revenue sources that fund the California Community College System. In 2008-2009, two thirds of Community College funding came from the State General Fund. By 2012-2013, only one third of the revenue came from the State General Fund with EPA comprising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

## **2022-2023 California Community College System Funding:**

The 2022-2023 Budget provided a Community College System funding increase of \$1,905 million on-going and an increase of \$2,111.9 M in one-time.

### **On-Going Funding**

\$ 1,119.7 M	Student Centered Funding Formula (SCFF)
\$ 200.0 M	Part-Time Faculty Health Insurance Program
\$ 250.1 M	Student Success Completion Grants
\$ 36.8 M	Adult Education
\$ 33.9 M	EOPS
\$ 33.3 M	DSPS
\$ 30.0 M	NextUp Program
\$ 25.7 M	MESA
\$ 25.0 M	Student Equity and Achievement program
\$ 24.0 M	CCC Technology / Protect Sensitive Data
\$ 18.7 M	California Promise Waiver
\$ 15.0 M	Rising Scholars Network
\$ 11.3 M	CARE
\$ 10.0 M	Emergency Temporary Housing
\$ 10.0 M	Classified Employee Summer Assistance Program
\$ 10.0 M	Financial Aid Administration
\$ 10.0 M	Employment Opportunity Best Practices
\$ 10.0 M	Basic Needs Centers
\$ 8.0 M	Asian American, Native Hawaiian, Pacific Islander Student Achievement Program
\$ 7.5 M	Apprenticeship Related And Supplemental Instruction
\$ 3.1 M	CalWORKS
\$ 3.0 M	Puente Project
\$ 2.4 M	Mandated Block Grant
\$ 1.6 M	Apprenticeship
\$ 1.6 M	Part-Time Faculty Compensation
\$ 1.4 M	Part-Time Faculty Office Hours
\$ 1.1 M	A2MEND
\$ 1.0 M	Umoja Program
\$ 0.1 M	Academic Senate
\$ 0.5 M	Foster And Kinship Care Education Programs
\$ 0.2 M	Childcare Tax Bailout
<b>\$ 1,905.0 M</b>	<b>Total On-Going Apportionments</b>

### **One-Time Funding**

\$ 840.7 M	Deferred Maintenance
\$ 650.0 M	COVID-19 Block Grants
\$ 171.5 M	Local District Efforts And Initiatives
\$ 150.0 M	Retention And Enrollment Strategies
\$ 130.0 M	Adult Education

**One-Time Funding**

\$ 105.0 M	Common Course Numbering System Wide
\$ 75.0 M	CCC Technology / Protect Sensitive Data
\$ 65.0 M	Transfer Reforms Of AB928
\$ 64.0 M	Equitable Placement And Completion Practices
\$ 45.0 M	California Healthy School Meals Pathway Program
\$ 30.0 M	Native American Student Support And Success Program
\$ 30.0 M	Hire UP Pilot Program
\$ 25.0 M	Program Pathways Mapping Technology
\$ 23.3 M	Reappropriation For Prior Year SCFF
\$ 20.0 M	Emergency Financial Assistance Grants To AB540 Students
\$ (312.6) M	SCFF Technical Adjustments
<b>\$ 2,111.9 M</b>	<b>Total One-Time Apportionments</b>

**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 2022-2023. It was implemented in 2018-2019 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)
- Non-Credit Base
- CDCP
- Special Admit – Dual Enrollment
- Incarcerated

**Supplemental Allocation -**

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

**Student Success Allocation –**

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

**Student Success Add-Ons –**

- Associate Degree with Pell Grant
- Baccalaureate Degree with Pell
- Associate Degree for Transfer with Pell Grant
- Credit Certificates Requiring 16+ Units with Pell Grant
- Completion of 9 CTE Units with Pell Grant
- Transfer to 4-Year Institution with Pell Grant

### Student Success Add-Ons –

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

In 2022-2023, Jason Hinkle, Associate Vice-President Business Services, worked with the Legislative Analyst’s Office as well as the State Chancellor’s Office to ensure that all new funding went to Districts and no money would be left by fully allocating all SCFF funding to Districts. He was also instrumental in assisting with the creation of a State-wide SCFF Calculator.

### **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.

### **Public Safety Training – To Be 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 colleges will receive full funding for this critical public safety training.



# PLANNING

2022 2023 ANNUAL BUDGET



Strategic Plan ●  
Educational and Facilities Master Plans ●

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**SECTION 5**

## **Strategic Plan – Highlighted Goals:**

College of the Canyons utilizes an effective integrated planning process, which has produced numerous plans such as the Strategic Plan, Educational & Facilities Master Plan, Technology Master Plan, Equal Employment Opportunity Plan, the Student Equity & Achievement Plan, Construction Plans, along with enrollment management, facilities, and marketing strategies. **Operational planning is driven by COC's Strategic Plan**, which includes three overarching goals of Access, Engagement, and Success as well as specific objectives underneath these goals which are reviewed annually and updated every three years. The Strategic Plan is also used by college divisions, departments, and work units during annual Program Planning & Review in order to develop annual unit objectives that help drive the short-term directions and future plans of the District. This link to annual program planning also provides a mechanism to review accomplishments by areas according to the Strategic Plan goals.

The College is currently updating the 2019-22 Strategic Plan during the 2022-23 academic year. This plan will inform ongoing planning activities as well as highlight progress made since the prior Strategic Plan. The College Planning Team also supports the annual review of accomplishments and objectives linked to the Strategic Plan goals as well as overall progress on planning, with the associated accomplishments and program priorities drawn directly from unit-level Program Review plans.

The Strategic Plan is driven by, and sets the tone for, internal and external data collection, the establishment of action priorities, the development and revision of the Educational & 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. Additional information about planning practices and the comprehensive integrated planning model is available online at [www.canyons.edu/planning](http://www.canyons.edu/planning).

The College's ongoing **Strategic Plan goals** are currently defined as follows:

### **Access:**

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

### **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.

### **Success:**

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

Specific objectives under the three goals are defined for the following student populations and/or activities, below, and these items are currently under review during the Strategic Plan update process underway during the 2022/23 academic year:

- Adult participation
- Dual-enrollment
- Justice Impacted (formerly incarcerated)

- Noncredit
- Career Education enrollment
- Career Education field employment
- Career Education units
- Application capture rate
- Specific population targets
- Diverse hiring
- Student and staff participation
- Campus life
- Food/housing insecurity
- Mental health services
- Employee well-being
- Collaboration
- Student support services
- ADT and non-ADT awards
- Certificates and NC certificates
- Transfer
- Math/English
- Student persistence
- Average units upon degree completion
- Equity gaps
- Other metrics/  
dashboards
- See [www.canyons.edu/data](http://www.canyons.edu/data)

**Ongoing Action Fuels the Achievement of COC’s Strategic Goals:**

The Strategic Plan goals are supported by specific objectives within the Strategic Plan as well as by a set of program-level action priorities defined during the annual Program Planning and Review process. These action priorities are specific unit objectives identified by departments, committees, task forces, associations, teams, and/or work units, and these are coordinated through the comprehensive planning processes that is a regular part of COC’s day-to-day practices and operations.

The accomplishments and outcomes that result from each plan are documented and analyzed, and COC uses regular planning summits and the College Planning Team to provide further assessment opportunities. COC continues to use this information to refine college goals, develop new priorities, and update future plans. These plans are also robustly supported by institutional research, external planning context, and other relevant information to inform 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)

2 0 2 2   2 0 2 3   A N N U A L   B U D G E T



- 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.

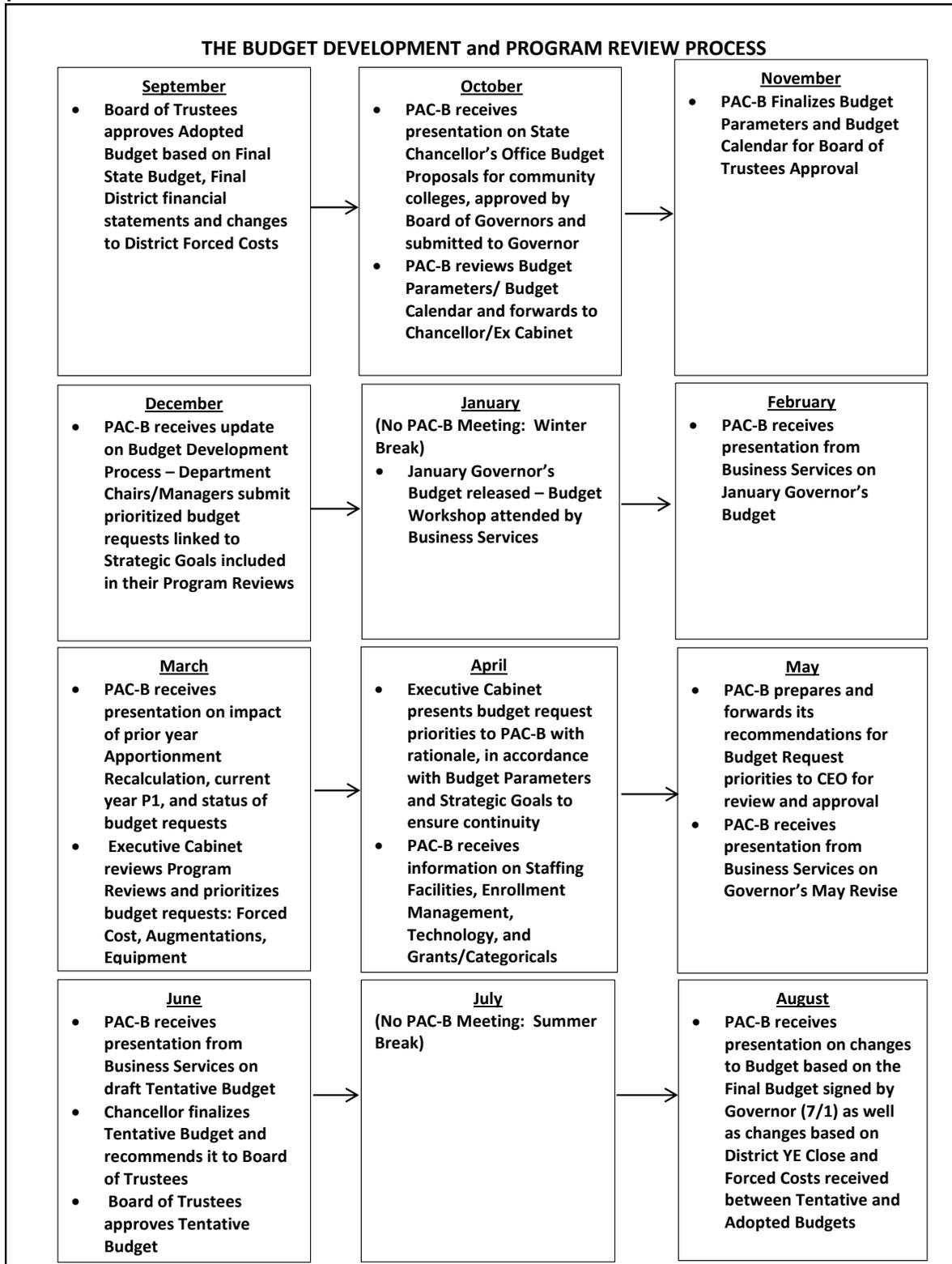
**Co-Chairs:**

Vice President, Business Services and a faculty representative

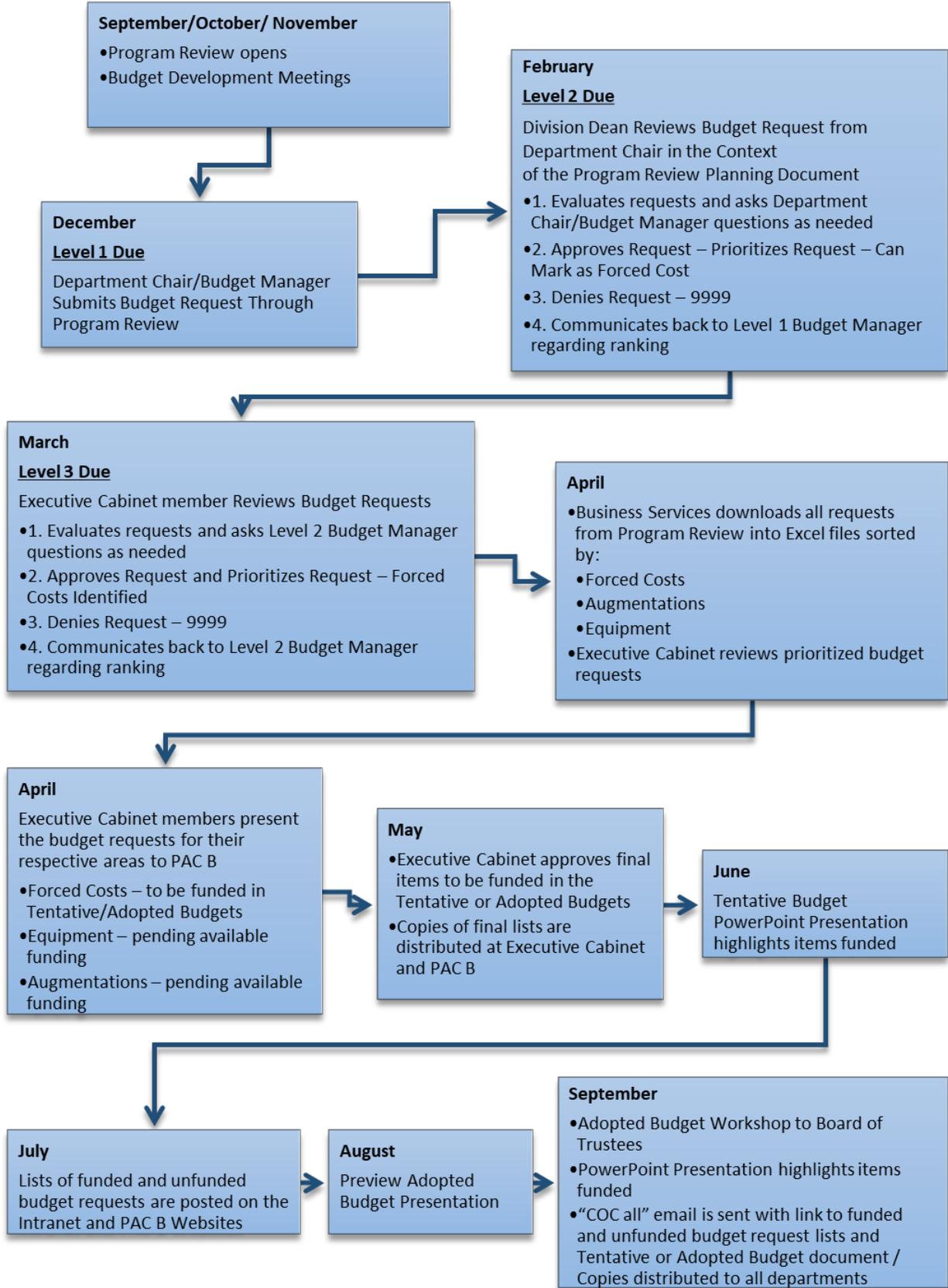
Connects to:

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. 2022-2023 Budget Calendar**

Date	Activity	Responsible Party
From October 2021 to December 10, 2021	<b>Academic &amp; Administrative Program Reviews:</b> Submit budget requests (through online Program Review Budget Module) to appropriate Division Deans/Directors	Level 1 - Dept. Chair/Budget Managers
October 11, 2021	<b>PAC-B Meeting:</b> Reviews Budget Parameters / Budget Calendar and forwards to Chancellor/Ex Cabinet	Business Services/PAC-B
October and November 2021	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 8, 2021	<b>PAC-B Meeting:</b> Finalize Budget Parameters and Budget Calendar for Board of Trustees Approval; State Chancellor's Office System Budget Proposal	Business Services/PAC-B
December 6, 2021	<b>PAC-B Meeting:</b> Update on Budget Development Process; Development of PAC-B Procedures	Business Services/PAC-B
December 10, 2021	<b>Academic &amp; Administrative Program Reviews:</b> Due Date - Level 1 Program Review Submission	Level 1 - Dept. Chair/Budget Managers
December 15, 2021	Adopt 2022/23 Budget Parameters	Chancellor/Board
From December 10, 2021 to February 25, 2022	<b>Academic and Administrative Program Reviews:</b> Submit ranked budget requests (through online Program Review budget module) to appropriate Executive Cabinet Member	Level 2 - Division Deans/Directors
January 2022	Attend January Governor's Budget Workshop	Business Services
January 2022	<b>PAC-B Meeting: NONE</b>	N/A
February 7, 2022	<b>PAC-B Meeting:</b> Presentation on January Governor's Budget	Business Services/PAC-B
February 25, 2022	<b>Academic and Administrative Program Reviews:</b> Due Date - Level 2 Program Review Submission	Level 2 - Division Deans/Directors
From February 25, 2022 to March 11, 2022	<b>Academic and Administrative Program Reviews:</b> Submit ranked budget requests (through online Program Review budget module) to Business Services	Level 3 - Executive Cabinet Members
March 7, 2022	<b>PAC-B Meeting:</b> Impact of Prior Year Apportionment Recalculation/Current Year P1 and Status of Budget Requests	Business Services/PAC-B
March 11, 2022	<b>Academic and Administrative Program Reviews:</b> Due Date - Level 3 Program Review Submission	Level 3 - Executive Cabinet Members
March 18, 2022	Submit budget data from online Program Review budget module to Business Services	Information Technology
March 29, 2022	Executive Cabinet reviews budget requests	Business Services/Executive Cabinet
April 11, 2022	<b>PAC-B Meeting:</b> Executive Cabinet presents budget request priorities with rationale, in accordance with Budget Parameters and Strategic Goals to ensure Continuity	Business Services/PAC-B
April 18, 2022		

Date	Activity	Responsible Party
May 9, 2022	<b>PAC-B Meeting:</b> 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 13, 2022	<b>PAC-B Meeting:</b> Presentation on Draft Tentative Budget	Business Services/PAC-B
June TBD, 2022	Finalize budget data entry and print Tentative Budget	Business Services
By June 30, 2022	Conduct Tentative Budget Workshop Approve Tentative Budget	Business Services/ Board of Trustees
July 2022	<b>PAC-B Meeting: NONE</b>	N/A
August 2022	<b>PAC-B Orientation: Flex Week</b>	Business Services/PAC-B
September 12, 2022	<b>PAC-B Meeting:</b> 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, 2022	Conduct Adopted Budget Workshop Approve Adopted Budget	Business Services Board of Trustees



# BUDGET PARAMETERS

## **2022-2023 BUDGET PARAMETERS:**

### **District Mission Statement:**

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. (Updated Spring 2021)

### **Budget Parameters Serve as a Guideline for Budget Development by:**

- Providing guidelines to assist in the process of developing the annual budget in support of the District's Mission, Strategic Plan goals, planning documents and Academic and Administrative Program Reviews.
- Taking into consideration the State and Federal regulations and laws governing Community College fiscal and operational standards and requirements such as FON and Fifty Percent Law. Incorporating revisions based on any criteria that may have changed since the May Revise.
- Making structural changes, as necessary, that reflect the State's fiscal climate as we evaluate the District's programs, services and operations.
- Encouraging flexibility in order to take advantage of opportunities as well as to manage reductions (moved from Expenses)
- Distributing information to campus groups and committees to inform the budget request process and incorporating feedback from all constituents, including faculty, classified and confidential staff, administrators and students.

### **Criteria for a Fiscally Responsible Budget:**

**Balanced Budget:** Budget year Revenues shall equal or exceed Budget year Expenses in order to avoid a "structural deficit" that can deplete the District's Fund Balance or savings account.

**Designated Contingency (Reserve):** The Budget will establish reserves 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 State Chancellor's Office recommends that districts maintain a minimum 5% fund balance or be subject to review, however, the District will make every effort to maintain a minimum 6% fund balance based on BP6305.

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:** Based on the State Chancellor's Office recommendation for a fiscally prudent 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 course offerings it plans to provide to students in order to make the FTES target.

**Align Budget Requests with District Planning and Strategic Goals:**

As recommended by the State Chancellor, the District has adopted **local** plans that align with the State Chancellor’s Office Vision for Success Goals. The District’s CPT (College Planning Team) has oversight for the development of the Strategic Plan goals that align with the Vision for Success: **Access, Engagement, and Success.**

The budget will support the District Strategic Plan with all Program Review objectives tied to the District Strategic Plan goals in order to request budget augmentations. The budget will provide funding for the implementation of:

- The Educational and Facilities Master Plan,
- The Technology Master Plan including the development, maintenance, and upgrade of the information technology infrastructure with a goal of staying current and avoiding excessive maintenance and/or obsolescence,
- A strategic Enrollment Management Plan that focuses on efficiency, marketing, staffing, and supplies for growth over efficiency standards (WSCH, FTES/Section, etc.),
- Partnerships with business and industry to meet workforce needs,
- Professional development and training programs related to the Mission and Strategic Plan to ensure the currency of all employees,
- Outreach and service to existing and potential students,
- Economic Development outreach and service to business partners,
- Program Viability Committee recommendations to revitalize existing programs and support the launch of new programs.

**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. Instruction will work with other areas of the College to restore instructional services to pre-pandemic levels, diversify its portfolio of programs and course offerings, increase the number of students served annually, and improve efficiency of operations via enhanced productivity

**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 and expansion that will enhance and streamline student services functions by removing barriers for students with the orientation and registration process while providing improved access to financial aid and scholarship funds, etc. Student Services will prioritize the following areas related to student support.

- Providing Student Grants
- Re-engaging of students who left the College due to the pandemic
- Supporting continuing students affected by the pandemic
- Supporting basic needs, mental health, and wellness of students

- Expanding services to include extended hours through live chat
- Providing students with access to technology

**Facilities:**

- Space will be programmed based on the Educational and Facility Master Plan with funding to support the infrastructure needs of those spaces.
- Safety precautions will be provided to prevent COVID-19 spread on campus including:
  - Personal Protective Equipment
  - Equipment to clean/sanitize
  - Equipment to increase social distancing and reduction of shared resources

**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:**

**Budgeted Revenues:** The Budget will include revenue projections based on SCFF targets that use local and State data for FTES, Supplemental and Success metrics. Budgeted Revenues will be based on reasonable and conservative estimates.

**Revenue Enhancements:** Because State Apportionment allocations to each district are limited based on available State funding, the District will pursue revenue augmentations through Grants development, Foundation efforts, partnerships with Business and Industry, Government agency collaboration (Federal, State, County and City) and other Educational entities.

**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 (X) enrollment management (E), program viability (V) and the institutionalization of expenses (I) previously covered by restricted funds. 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 Operations:** Districtwide Operations – funding is absolutely essential to continue district operations: Utilities, Insurance, Software License, LACOE Fees, Equipment (Instructional/Non-Instructional), etc.
- **“X” – External:** Required Expenditures - Mandated, Legal, Contractual, State/Federal Regulations, Health & Safety, Risk Management, Emergency Preparedness and Response, 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. Include activities to restore access to pre-pandemic levels.
- **“V” – Program Viability:** Priorities associated with starting new or sustaining existing instructional 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.

**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 will be considered to reduce costs and improve efficiency, while maintaining quality. This would include 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:**

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.

**2021-2022 PAC-B Goals:**

- **Planning:** Establish the parameters and budget decision-making process in alignment with District strategic goals and Canyons Completes efforts.
  - **Integrate Asset Inventory list with Program Review.**
  - **Restore and Sustain District Services for Instruction and Operations at a Pre-Pandemic Level.**
- **Coordination:** Coordinate budget priorities with PAC-B, CPT, Enrollment Management Committee, CASL/PR, Program Viability Committee, Facilities Planning Committee, Technology Committee, Staffing Committees and other governance committees.
  - **Establish Protocol to Coordinate Budget Information Before Decision Making at the Committee Level.**
- **Education:** Schedule training on SCFF, Grants, State Regulations, State Budget and Prop 98 Funding, etc.
  - **FON**

- **Fifty Percent Law**
- **Communication:** Communicate with constituents to encourage dialog, receive feedback and provide timely updates for PAC-B members to share with the campus community.
  - **Establish Function in Program Review for Funding Status of Request.**
  - **Communicate Information on HEERF And Other Sources of Funding Available.**



# HISTORY OF COMMUNITY COLLEGE FUNDING

2022 2023 ANNUAL BUDGET



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

**SECTION 7**

# HISTORY OF FTES AND GROWTH FUNDING

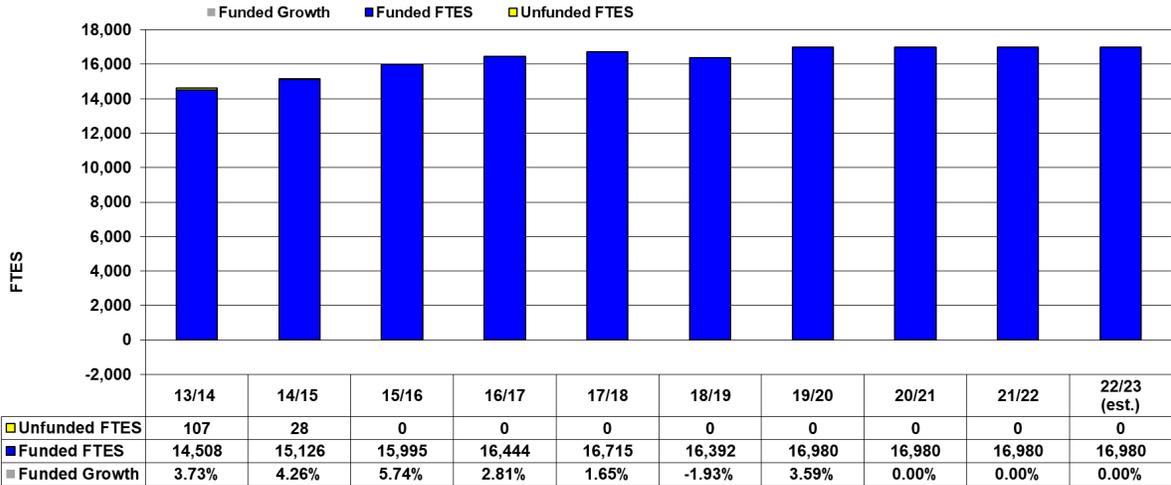
**History of Funded and Unfunded FTES:**

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.

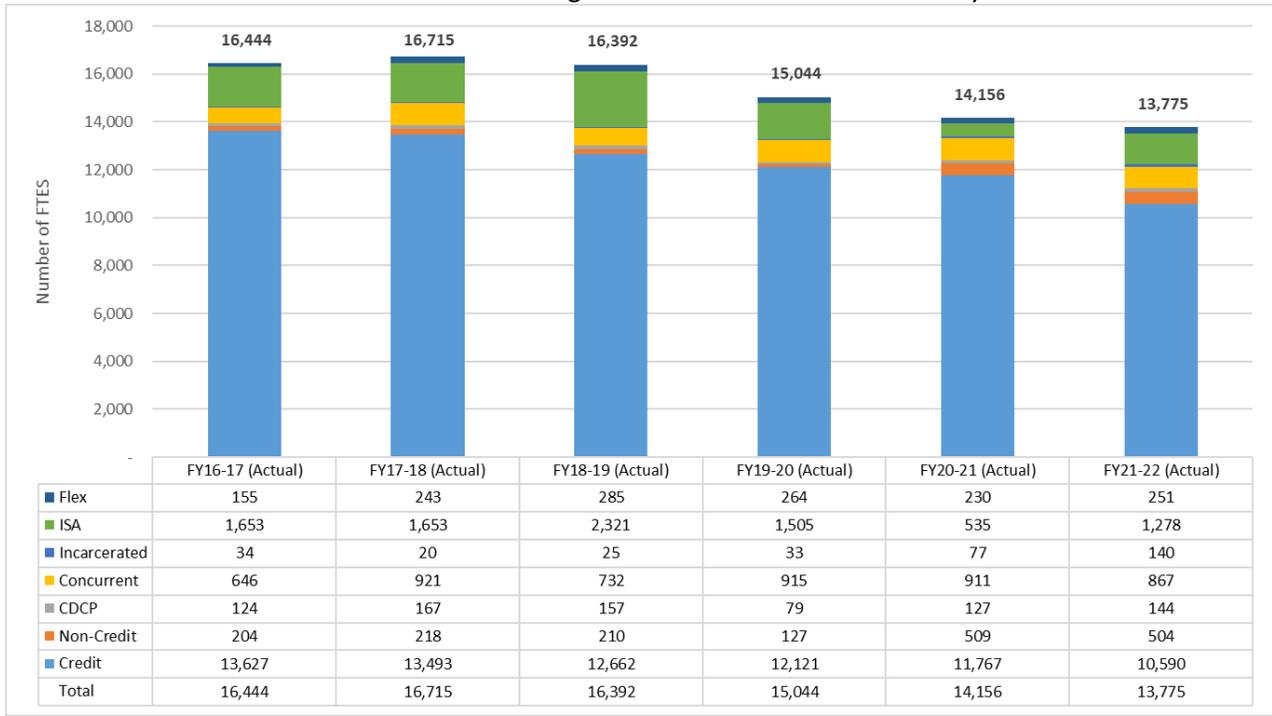
The graph below shows that from 2013-2014 the District’s enrollment increased each year through 2017-2018, then had a slight decrease in 2018-2019. Then, beginning in 2019-20, the District has been funded at pre-pandemic levels, even though FTES have declined over 18% since the beginning of the pandemic.

**Graph 7-1. History of Funded and Unfunded FTES**



	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23 (est.)
Actual FTES	14,615	15,154	15,995	16,444	16,715	16,392	15,044	14,001	13,775	14,449
FTES Incr/Decr	4.50%	3.69%	5.55%	2.81%	1.65%	-1.93%	-8.22%	-6.93%	-1.61%	4.89%

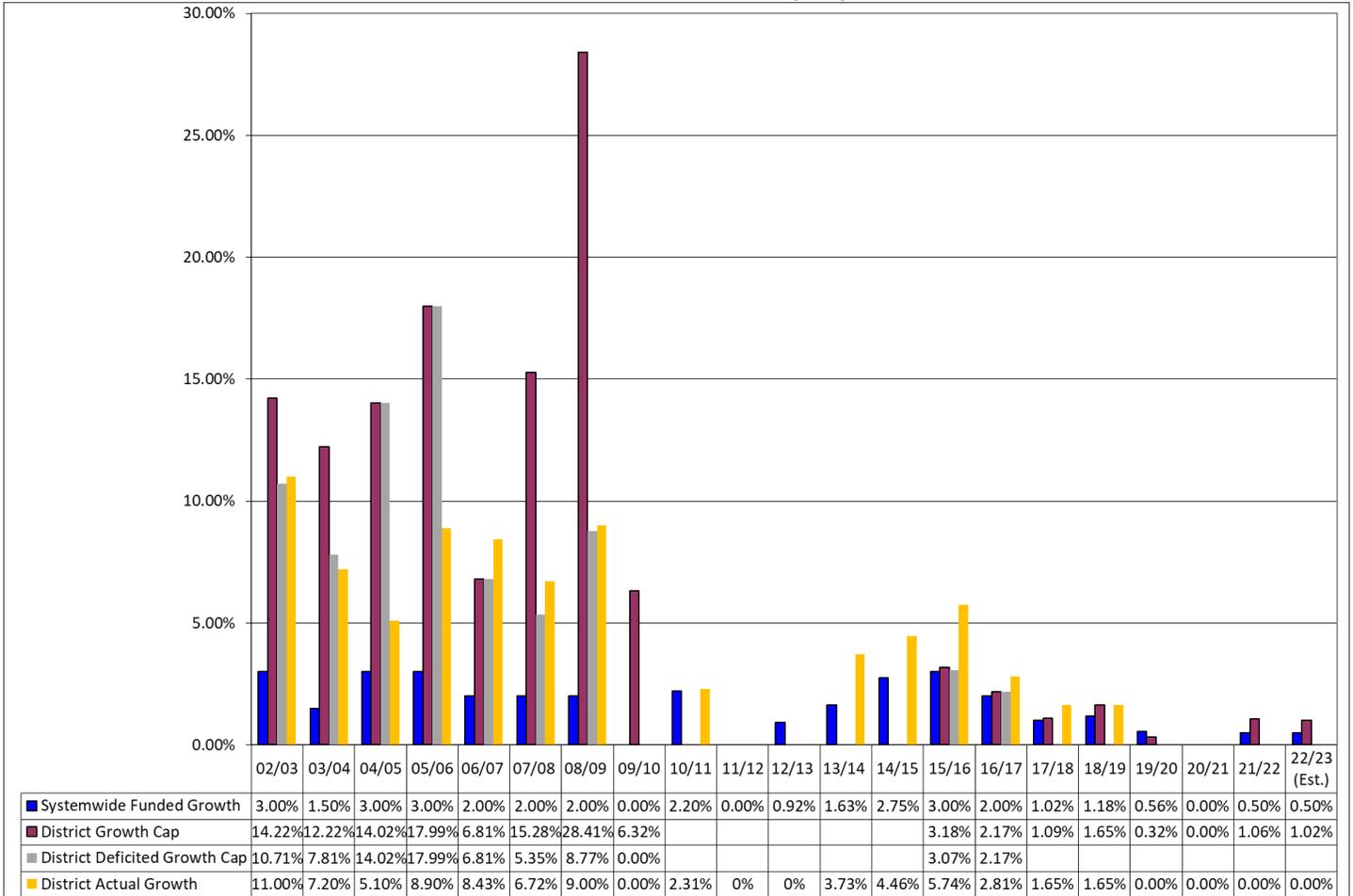
**Graph 7-2. FTES Comparison – Funded FTES**  
 FY2016-17 Funded Through FY2021-22 – Resident FTES Only



**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 2022-2023 (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 (ECA) 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.

In 2022-2023, the State extended the Emergency Conditions Allowance for another year, which allows Districts to use-pre-pandemic FTES when calculating revenue in the SCFF, but Districts need apply for the ECA and meet specific criteria to receive the Allowance. The state also allocated 0.5% 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**

Year	Systemwide Growth Funding	COC Approved Growth Factor	COC Funded Growth Rate	\$ Value of Growth Funds if Funded at Systemwide %	\$ Value of Growth Funds Received Over Systemwide %	Total \$ Value of Growth Funds Received	Cumulative Value of Growth Funds Received Systemwide %	Cumulative \$ Value of Growth Funds
	Funding	Factor	Rate					
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%	0.00%	214,717	-	214,717	34,981,057	54,386,934
20/21	0.00%	0.00%	0.00%	-	-	-	34,981,057	54,386,934
21/22	0.50%	1.06%	0.00%	-	-	-	34,981,057	54,386,934
22/23 Est.	0.50%	1.02%	0.00%	-	-	-	34,981,057	54,386,934
<b>Totals</b>	<b>51.39%</b>	<b>226.71%</b>	<b>175.70%</b>	<b>18,412,585</b>	<b>35,974,350</b>	<b>54,386,934</b>	<b>682,102,750</b>	<b>969,997,853</b>
<b>Average</b>	<b>1.84%</b>	<b>8.10%</b>	<b>6.27%</b>			<b>Total Base</b>		<b>Total Cumulative</b>
						<b>Funding Increases</b>		<b>Value of \$'s Recd.</b>

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 28 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.

**2022-2023:**

- In 2022-2023, the State extended the Emergency Conditions Allowance for another year, which allows Districts to use-pre-pandemic FTES when calculating revenue in the SCFF, but Districts need apply for the ECA and meet specific criteria to receive the Allowance. The state also allocated 0.5% 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 7-3. SCCCD Historical FTES: 2010-2011 through 2022-2023 (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	12,441	1,334	13,775	-1.62%	-	13,775
2022-23 (Projected)	13,017	1,432	14,449	4.90%	-	14,449

\* 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 2022-23 have declined (with 2022-2023 projected to have a slight uptick) 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 2022-2023, 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 2022-2023.**

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

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

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

These adjusted apportionment statements are:

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

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

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

## **History of California Community College Apportionment Funding Formulas:**

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

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

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

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

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

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

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

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

Beginning in 2006-2007, the Community College System was funded based on the provisions in SB361, a new Community College Funding System adopted by the Board of Governors. SB361 replaced the old Program Based Funding mechanism and finally achieved equalized funding between college districts by

instituting a standard revenue per FTES (full-time equivalent students) based on 90% of the average revenue/FTES (excluding Basic Aid districts).

The funding components of the SB361 Funding Formula were:

#### **Basic Allocations for Each District/Center:**

- Basic Allocations allotted to Colleges and Centers provide a set amount of base funding to cover core maintenance and operations costs.
- Basic Allocations for Colleges and Centers are permanently increased by the COLA percentage in years when a Cost of Living Adjustment (COLA) is provided.
- Basic Allocations for Colleges are paid at different rates dependent on whether a district has a single college or multiple colleges and depending on the amount of FTES served.
- Basic Allocations for all State approved Centers are all paid at the same rate, and Centers must report at least 1,000 FTES annually to receive an allocation. It is interesting to note that the Canyon Country Campus generates 1,500 FTES annually. For this, we receive a Basic Allocation of \$1.3 million. At the same time, the Basic Allocation for a college, which is smaller than Canyon Country Campus, receives a Basic Allocation of \$3.9 million.

#### **Base Funding:**

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

### **Ongoing Growth Funding:**

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

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

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

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

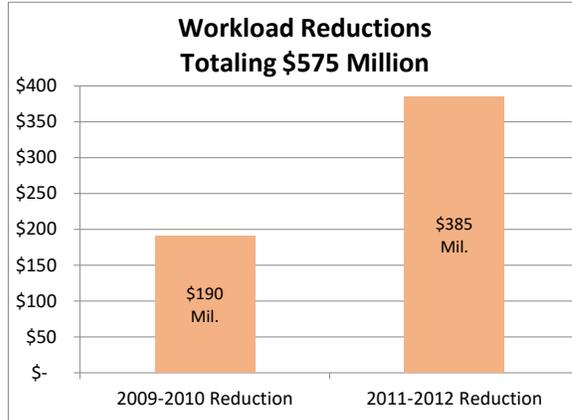
### **Growth Funding “Suspended” – 2009-2010:**

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

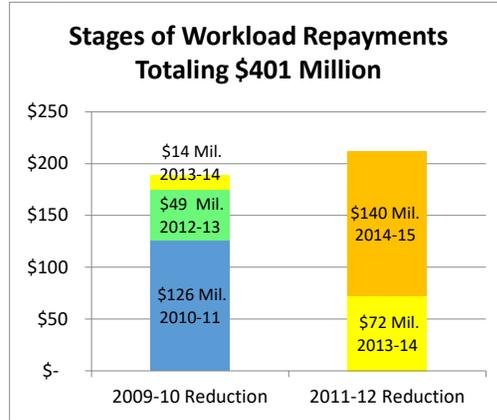
### **Access/Restoration – 2010-2011 through 2014-2015:**

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

**Graph 7-4.**



**Graph 7-5.**



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

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

**Student Centered Funding Formula (SCFF) AB1809: 2018-2019 to 2022-2023**

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 2022-2023:**

The Base Allocation has **two** subcomponents:

- **Basic Allocation**
  - Each college and comprehensive center receives a basic allocation using the SB361 methodology effective from 2015-2016.
  - The basic allocation is increased each year by COLA and any ongoing base increases.
  
- **Base FTES Allocation**
  - For 2022-2023, Base FTES are funded using a three-year FTES average. In 2022-2023 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:
    - \$4,840.04 – Credit FTES
    - \$4,081.41 – Noncredit FTES
    - \$6,787.33 – Career Development/College Preparation (CDCP) FTES
    - \$6,787.33 – Special Admit FTES (Credit - Concurrent Enrollment)
    - \$6,787.33 – Credit Correctional Facilities FTES
    - \$4,081.41 – Noncredit Correctional Facilities FTES

### **Supplemental Allocation Component –20% of Funding for 2022-2023**

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

Points can be earned in the following **three metrics**, and the estimated marginal funding rate for each metric is \$1,144.51 for 2022-2023. 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 2022-2023**

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:**

- 2022-2023 - the estimated marginal funding rate **per point** for each metric is \$674.88.

#### **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 \$255.34 in 2022-2023.

#### **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 \$674.88 per point in 2022-2023.
  - Promise Grant Students: Four additional points at \$255.34 per point in 2022-2023.
  - Pell Grant Recipients: Six additional points at \$255.34 per point in 2022-2023.
- Chancellor’s Office Approved Associate Degree (or Baccalaureate Degree) granted, excluding Associate Degree for Transfer.
  - All Students: Three points for each degree at \$674.88 per point in 2022-2023.
  - Promise Grant Students: Three additional points at \$255.34 per point in 2022-2023.
  - Pell Grant Recipients: Four- and one-half additional points at \$255.34 per point in 2022-2023.
- Chancellor’s Office Approved Baccalaureate Degree granted, excluding Associate Degree for Transfer.
  - All Students: Three points for each degree at \$674.88 per point in 2022-2023.
  - Promise Grant Students: Three additional points at \$255.34 per point in 2022-2023.
  - Pell Grant Recipients: Four- and one-half additional points at \$255.34 per point in 2022-2023.
- Chancellor’s Office Approved Credit Certificates (16 or more units-pending adoption) granted.
  - All Students: Two points for each certificate at \$674.88 per point in 2022-2023.

- Promise Grant Students: Two additional points at \$255.34 per point in 2022-2023.
- Pell Grant Recipients: Three additional points at \$255.34 per point in 2022-2023.
- Successful Completion of Both Transfer Level Math and English Courses in First Academic Year.
  - All Students: Two points for each student at \$674.88 per point in 2022-2023.
  - Promise Grant Students: Two additional points at \$255.34 per point in 2022-2023.
  - Pell Grant Recipients: Three additional points at \$255.34 per point in 2022-2023.
- Successful Transfer to a Four Year University.
  - All Students: One- and one-half points for each student at \$674.88 per point in 2022-2023.
  - Promise Grant Students: One- and one-half additional points at \$255.34 per point in 2022-2023.
  - Pell Grant Recipients: Two and one quarter additional points at \$255.34 per point in 2022-2023.
- Completion of Nine or More Career Technical Education Units.
  - All Students: One point for each student at \$674.88 per point in 2022-2023.
  - Promise Grant Students: One additional point at \$255.34 per point in 2022-2023.
  - Pell Grant Recipients: One- and one-half additional points at \$255.34 per point in 2022-2023.
- Regional Living Wage Obtained.
  - All Students: One point for each student at \$674.88 per point in 2022-2023.
  - Promise Grant Students: One additional point at \$255.34 per point in 2022-2023.
  - Pell Grant Recipients: One- and one-half additional points at \$255.34 per point in 2022-2023.

**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 these years commensurately with the funding and the District was able to meet its FON target each time).

# STATE REGULATIONS

2022 2023 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 2022-2023 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 2021-2022, the District was in full compliance with the 50% Law, reporting 52.55%.

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 2020-2021, three Districts were not able to comply, and the other 69 Districts reported a range of percentages between 50.00% and 59.82%. The 2021-2022 Fifty Percent Law information is not available yet for all colleges, but the Santa Clarita Community College District reported 55.32% in 2020-2021 and 52.55% in 2021-2022.

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

50% LAW	FY17 18 Actuals	FY18 19 Actuals	FY19 20 Actuals	FY20 21 Actuals	FY21 22 Actuals
Total Instructional Costs	48,093,921	50,704,780	52,235,775	51,792,453	53,107,583
Total Current Expense of Education	87,218,557	92,448,169	96,002,700	93,631,516	101,057,417
Percent of CEE	55.14%	54.85%	54.41%	55.32%	52.55%

## 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

Description	FON (FTEF)	50% Law (Expense)
Instructional 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 2022-2023 Adopted Budget provides sufficient funding for full time faculty in order to comply with the District’s Fall 2022 Projected Advance Faculty Obligation Number (FON) of 217.7. The District projects 218.5 actual Full Time Equivalent Faculty, which is 0.8 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: 2021 and 2022**

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

<u>Fall 2022 FON</u>	
Fall 2022 FON Target	<b>217.7</b>
Fall 2022 Actual FTEF	<b><u>218.5</u></b>
Fall 2022 FTEF Over FON	<b>0.8</b>

**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 2022 (Proj)	217.70	218.50	0.80
Fall 2021	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

FON YEAR	FON OBLIGATION	FON ACTUAL FTEF	FTEF OVER FON OBLIGATION
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

**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 approximately \$1.5 M. 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 2022-2023 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 2020-2021:

- 20.0% to 88.7% 58 Districts
- 10.0% to 19.9% 11 Districts
- 7.2% to 9.9% 3 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	
2022-2023 (Projected)	10.36%
2021-2022	10.51%
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

2022 2023 ANNUAL BUDGET



Enrollment Management ●

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## 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 2022, the District has increased our noncredit course offerings from 34 noncredit courses to 170 noncredit courses, plus an additional 130 noncredit Instructional Service Agreement (ISA) courses. The District has also increased our noncredit certificate offerings from 5 noncredit certificates in Fall 2017 to 59 Noncredit certificates in Fall 2022.

### **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. 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.

# 2022-2023 ADOPTED BUDGET

2022 2023 ANNUAL BUDGET



- Revenue Assumptions
- Expense Assumptions

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## 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 2022-2023 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 19 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 – 2022-2023 New Revenue**

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

**Ongoing New Revenue:**

**General Apportionment**

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

- **Base Allocation** (FTES/Access) – Approximately 75%
  - FTES are held at Pre-COVID numbers per the Emergency Conditions Allowance **\$ 12,864,996**
- **Supplemental Allocation** (Equity) – Approximately 12%
  - PELL Grant Recipients, AB540 Students, Promise Grant Students **\$ 666,551**
- **Student Success Allocation** (Success/Equity) – Approximately 12%
  - Success Metrics defined by the State **\$ 1,851,363**
- **No Advance Deficit** **\$ 1,123,015**

**Total Adjusted General Apportionment Revenues** **\$ 16,505,925**

**Other Revenue:**

• LACOE Fair Market Value Adjustment Increase	\$ 1,106,427
• International Students Revenue Increase	\$ 100,000
• University Center Rental Increase	\$ 75,000
• Community Education Increase	\$ 53,660
• Parking Ticket Revenue Increase	\$ 50,000
• ASG Reimbursement for Positions and Campus Safety Increase	\$ 49,523
• Lottery Increase	\$ 41,705
• Mandated Costs Block Grant (On-Going Funding) Increase	\$ 37,753
• Part Time Faculty Allocation Increase	\$ 23,760
• Federal Revenues Decrease	\$ (3,193)
• BOG Fee Waiver Admin (2%) Decrease	\$ (3,205)
• Interest & Investment Income Decrease	\$ (100,000)
• Other Local Revenues Decrease	\$ (136,272)
• Grants Indirect Revenue Decrease	\$ (736,965)
• Interfund Transfer-In from HEERF Decrease	\$ (3,715,281)

**Subtotal – Other Funding** \$ **(3,157,088)**

**2022-2023 Adopted Budget – Adjusted Revenue** \$ **13,348,837**

**2022-2023 Adopted Budget – Total Revenue** \$ **137,941,274**

**Expense Assumptions – 2022-2023 New Expenses**

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

**New Expenses:**

• Full-Time Regular Wages Increase	\$ 4,457,823
• Fringe Benefits - Non STRS/PERS Increase	\$ 4,448,914
• STRS/PERS Costs Increase	\$ 2,177,151
• Utilities (Gas, Power, Water, Telephone) Increase	\$ 1,130,349
• Contingency Increase	\$ 1,000,000
• ISA Contract Increase	\$ 586,626
• All other operating expenses Increase	\$ 330,181
• All Other Part-Time Wages (Discretionary) Increase	\$ 267,090
• Parking Subsidy – Debt Service Increase	\$ 175,110
• Supplies & Materials Increase	\$ 87,806
• Institutional Development - District Support Increase	\$ 64,543
• FT Wages: Coaches/Counselors/Misc. Stipends Increase	\$ 37,755
• Other Budgeted Transfers Increase	\$ 15,652
• Election Expense Increase	\$ 5,000
• IEPI Fringe Benefit – District Support Increase	\$ 4,793
• Other Salaries (Vacation, Longevity, Cell Phones) Increase	\$ 100
• Debt Service Funding Decrease	\$ (4,120)
• Financial Aid SEOG Pass Thru Decrease	\$ (8,216)

**New Expenses:**

- **FT Faculty: Overload/Summer School/Winter Decrease** \$ (223,907)
- **Equipment Decrease** \$ (276,249)
- **Adjunct Salaries - Fall/Spring, Summer School/Winter/Substitutes/Flex/Non-Credit Decrease** \$(1,040,000)

**Subtotal – New Expenses** \$ **13,236,401**

**2022-2023 Adopted Budget – Total Expenses** \$ **137,027,286**

**Net – Increase to Fund Balance** \$ **913,988**

**District’s Unrestricted General Fund Budget:**

General Apportionment funding continues to be the District’s largest unrestricted funding source. In 2022-2023, 90% percent of the District’s Unrestricted General Fund revenue is projected to come from State General Apportionment funding. This funding is received as a combination of State Apportionment, Education Protection Act funding (EPA), Property Taxes, and Student Enrollment Fees.

The 2022-2023 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 2022-2023 Adopted Budget reflects a 10.36% Fund Balance and no structural deficit.

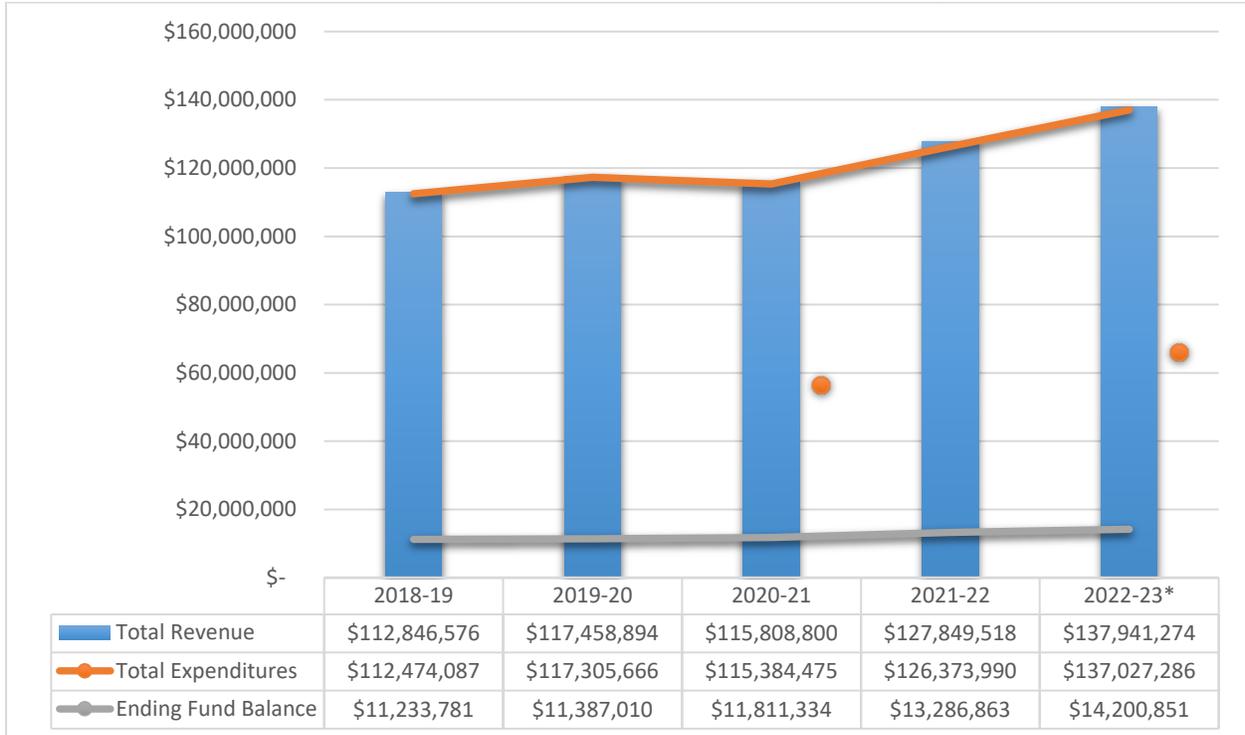
The following table provides a summarized list of the 2022-2023 Adopted Budget by fund, which includes total budgeted expenditures and budgeted reserves:

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

Funds	Budgeted Appropriations & Budgeted Reserves
General Fund	
Unrestricted (Fund 11)	\$151,228,137
Restricted (Fund 12)	\$77,715,930
Bond Interest/Redemption Fund (Fund 21)	\$36,997,832
Debt Service Fund (Fund 29)	\$1,481,470
Cafeteria Fund (Fund 32)	\$18,086
Child Development Fund (Fund 33)	\$1,523,461
Special Revenue-Asset Management Fund (Fund 37)	\$19,318
Special Revenue-Student Center Fund (Fund 39)	\$825,012
State Construction Fund Fund (41)	\$4,332,156
Capital Projects Fund (Fund 43)	\$5,269,056
Scheduled Maintenance Fund (Fund 44)	\$1,856,233
Measure E GO Bond Election 2016 Series 2019 Fund Fund (45)	\$38,496,932
Field Turf Replacement Fund (Fund 49)	\$521,443
Performing Arts Center Fund (Fund 58)	\$438,423
Employee Training Institute Fund (Fund 59)	\$2,291,410
CalSTRS/CalPERS Liability Fund (Fund 68)	\$6,142,670
Internal Services-Retiree Benefits Fund (Fund 69)	\$8,035,060
Student Representation Fee Trust Fund (Fund 72)	\$552,216

Funds	Budgeted Appropriations & Budgeted Reserves
Student Financial Aid Fund (Fund 74)	\$22,951,810
Scholarship and Loan Trust Fund (Fund 75)	\$845,758

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



\*The numbers from FY2018-2019 through FY2020-2021 are audited actuals. FY2021-2022 are unaudited actuals. FY2022-2023 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 2022-2023, the District projects serving 14,449 FTES, an additional 674 FTES over the 2021-2022 funded FTES of 13,775, an increase of 4.9%. This increase is based on the District’s enrollment management plan. Growth in the District’s 2022-2023 FTES is projected to be generated in these areas:

<u>Category</u>	<u>FTES Incr/Decr</u>	<b>13,775</b>
<b>2021-22 FTES</b>		
• Credit	475	
• Dual Enrollment	59	
• CDCP Non-Credit	19	

<u>Category</u>	<u>FTES Incr/Decr</u>	
• Non-Credit	133	
• Incarcerated Students	( 12)	
<b>2022-23 FTES</b>		<b>14,449</b>

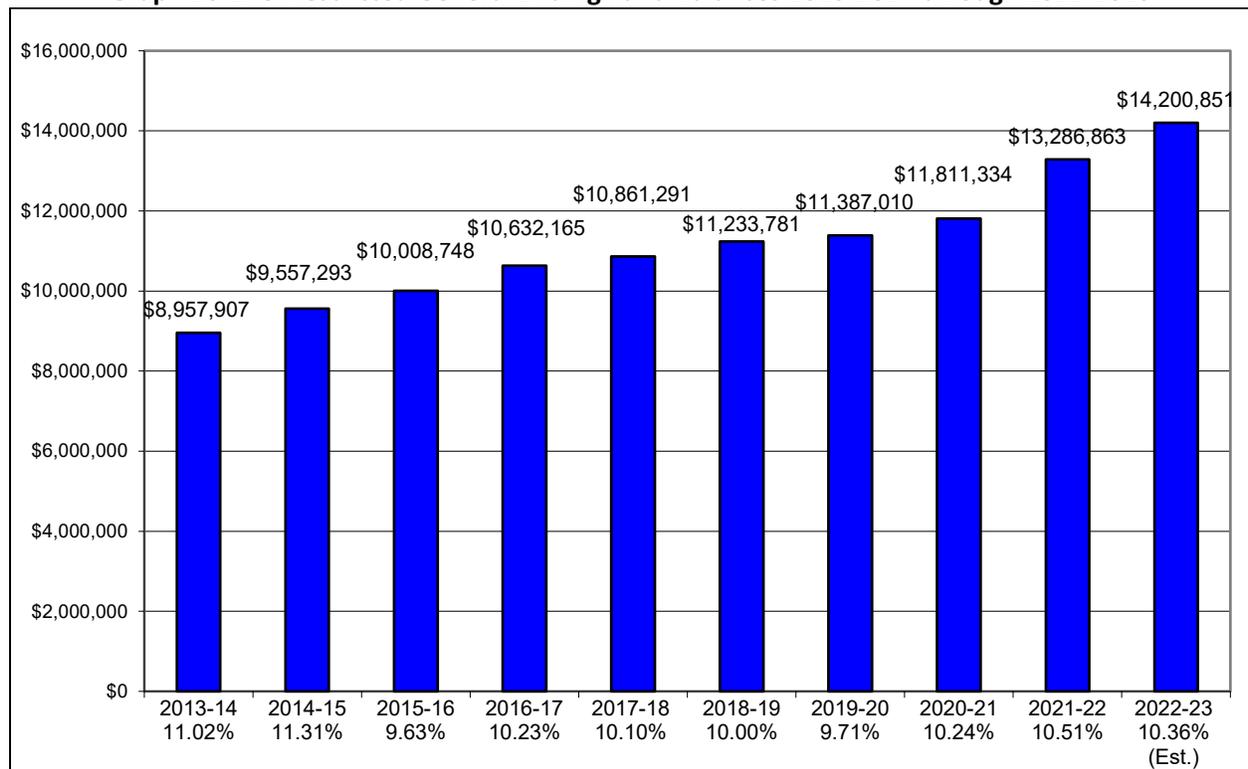
**Ending Fund Balance/Unrestricted Reserves:**

The District’s Ending Fund Balance has been stable or increasing in 19 of the last 20 years. In addition, the District’s 2022-2023 Adopted Budget projects a small increase in the Ending Fund Balance but a small decrease in an Ending Fund Balance percentage of 10.36% due to increased expenses.

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

*Fund Balance: The State Chancellor’s Office recommends that districts maintain a minimum 5% fund balance or be subject to review, however, the District will make every effort to maintain a minimum 6% fund balance based on BP6305.*

**Graph 10-2. Unrestricted General Ending Fund Balances 2013-2014 through 2022-2023**



**2022-2023 Unrestricted General Fund Revenue Assumptions - New or Increasing Revenues:**

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

<b>2022/23 Adopted Budget</b>			
<b>Base Allocation</b>	<b>70%</b>		
<b>Basic Allocation</b>			<b>Funding</b>
Basic Allocation - Valencia			\$ 7,933,898
Basic Allocation - Canyon Country			\$ 1,983,475
<b>Total Basic Allocation</b>			<b>\$ 9,917,373</b>
<b>Credit FTES</b>	<b>FTES</b>	<b>22/23 Rate</b>	<b>Funding</b>
Credit FTES (For SCFF 3 year average less carveouts below)	14,793.32	4,840.04	\$ 71,600,204
Special Admit - Dual Enrollment	1,091.17	6,787.33	\$ 7,406,115
Incarcerated	38.90	6,787.33	\$ 264,027
<b>Total Credit FTES Allocation</b>	<b>15,923.39</b>		<b>\$ 79,270,345</b>
<b>Non Credit FTES</b>	<b>FTES</b>	<b>22/23 Rate</b>	<b>Funding</b>
Non-Credit	562.81	4,081.41	\$ 2,297,058
CDCP	250.33	6,787.33	\$ 1,699,071
<b>Total Non Credit Allocation</b>			<b>\$ 3,996,130</b>
			<b>\$ 93,183,848</b>
			<b>75.16%</b>
	<b>20%</b>		
	<b>Points</b>	<b>22/23 Rate</b>	<b>Funding</b>
Pell Grant head count, not awards (1 point)	3,619	1,144.51	4,141,994
AB 540 Students (1 point)	418	1,144.51	478,407
California Promise Grant Students (1 point)	9,471	1,144.51	10,839,687
			<b>\$ 15,460,087</b>
			<b>12.47%</b>
	<b>10%</b>		
<b>Success Metrics - Three Year Average</b>	<b>Average</b>	<b>22/23 Rate</b>	<b>Funding</b>
Associate degree for transfer (4 points)	1,168	2,699.51	3,153,023
Associate degree (3 points)	811	2,024.63	1,641,975
Baccalaureate Degree (3 points)	-	2,024.63	-
Credit certificates requiring 16+ units (2 points)	187	1,349.75	252,404
Completion of transfer-level math and English (2 points)	1,247	1,349.75	1,683,592
Transfer to 4-year institution (1.5 points)	1,291	1,012.31	1,306,561
Completion of 9 CTE units (1 point)	2,724	674.88	1,838,589
Attainment of regional living wage (1 point)	3,603	674.88	2,431,805
<b>Total Success Metrics</b>	<b>11,032</b>		<b>\$ 12,307,949</b>
<b>Success Equity Metrics (Add ons)</b>			

<b>2022/23 Adopted Budget</b>			
	<b>Average</b>	<b>22/23 Rate</b>	<b>Funding</b>
Associate degree for transfer - Pell Students (6 points)	475	1,021.37	484,810
Associate degree - Pell students (4.5 points)	326	766.03	249,470
Baccalaureate Degree - Pell Students (4.5 points)	-	766.03	-
Credit certificates requiring 16+ units - Pell Students (3 points)	75	510.68	38,472
Transfer-level math and English - Pell Students (3 points)	381	510.68	194,741
Transfer to 4-year institution - Pell Students (2.25 points)	440	383.01	168,526
Completion of 9 CTE units - Pell Students (1.5 points)	827	255.34	211,083
Attainment of regional living wage - Pell Students (1.5 points)	446	255.34	113,883
<b>Total Pell Student (Add ons)</b>	<b>2,970</b>		<b>\$ 1,460,984</b>
	<b>Average</b>	<b>22/23 Rate</b>	<b>Funding</b>
Associate degree for transfer - CPG (4 points)	718	680.91	488,896
Associate degree - CPG (3 points)	501	510.68	255,853
Baccalaureate Degree - CPG (3 points)	-	510.68	-
Credit certificates requiring 16+ units - CPG (2 points)	120	340.46	40,741
Completion of transfer-level math and English - CPG (2 points)	684	340.46	232,759
Transfer to 4-year institution - CPG (1.5 points)	661	255.34	168,866
Completion of 9 CTE units - CPG (1 point)	1,365	170.23	232,418
Attainment of regional living wage - CPG (1 point)	877	170.23	149,290
<b>Total College Promise Student (Add ons)</b>	<b>4,926</b>		<b>\$ 1,568,824</b>
<b>Total Success Allocation</b>			<b>\$ 15,337,757</b>
			<b>12.37%</b>
			<b>\$ 123,981,692</b>

**Table 10-3. 2022-23 Adopted Budget  
Unrestricted General Fund Total Computational Revenue**

State Apportionment/Total Computational Revenue:	2021 22 Adopted Budget	2022 23 Adopted Budget	Difference	
Base Apportionment (Credit and Non-Credit)	\$ 65,791,065	\$ 75,596,333	\$ 9,805,269	Use of Emergency Conditions Allowance - FTES remain at 19/20 Levels

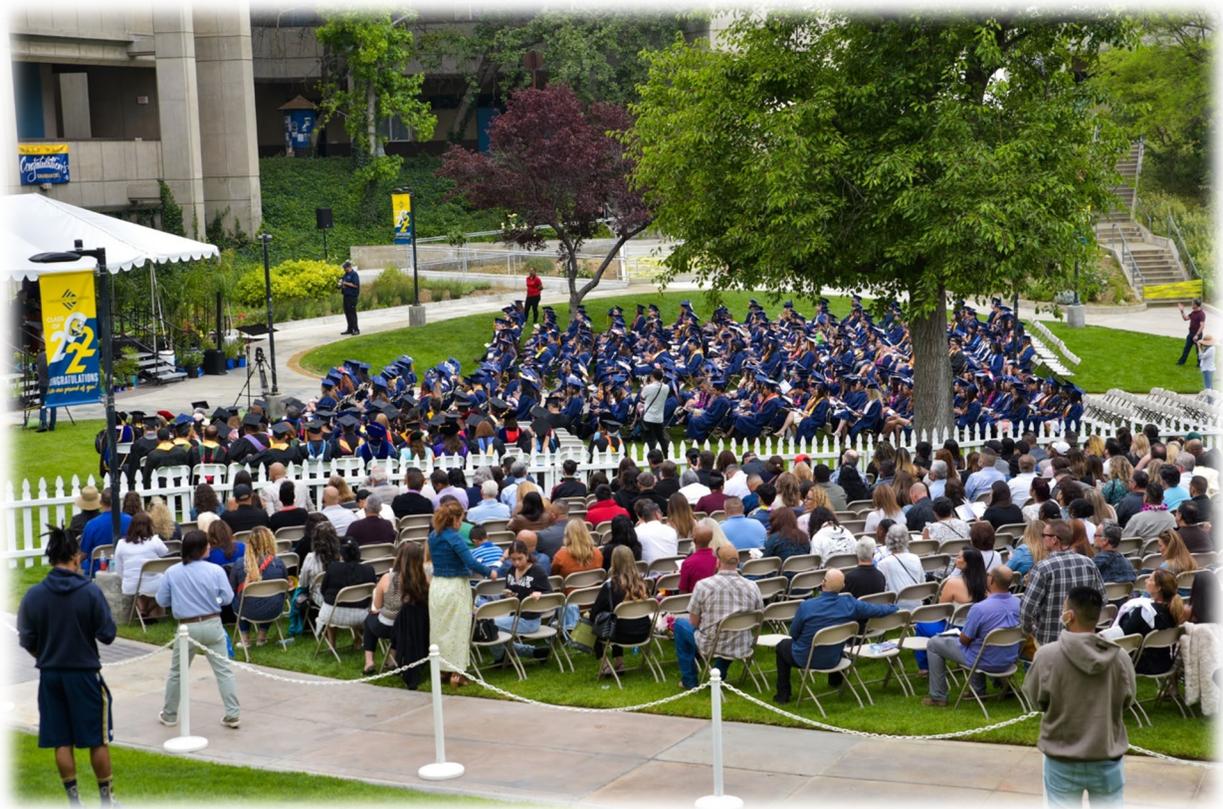
State Apportionment/Total Computational Revenue:	2021 22 Adopted Budget	2022 23 Adopted Budget	Difference	
Basic Allocation for Valencia Campus	\$ 5,667,450	\$ 7,933,898	\$ 2,266,448	Increased by COLA
Basic Allocation for Canyon Country Campus	\$ 1,416,903	\$ 1,983,475	\$ 566,572	Increased by COLA
FTES Carve outs - HS Dual Enrollment and Incarcerated FTES	\$ 7,443,435	\$ 7,670,142	\$ 226,707	Use of Emergency Conditions Allowance - FTES remain at 19/20 Levels
<b>Subtotal - Base Allocation</b>	\$ 80,318,852	\$ 93,183,848	\$ 12,864,996	
<b>Supplemental Allocation</b>	\$ 14,793,537	\$ 15,460,087	\$ 666,551	Based on Pell, AB540 and College Promise Grant Students
<b>Student Success Allocation</b>	\$ 13,486,394	\$ 15,337,757	\$ 1,851,363	Based on Degrees/Certs and Student Success
<b>Advance Deficit</b>	\$ (1,123,015)	\$ -	\$ 1,123,015	
<b>Total Computational Revenue</b>	<b>\$ 107,475,767</b>	<b>\$ 123,981,692</b>	<b>\$ 16,505,925</b>	

**Table 10-4. 2022-23 Adopted Budget  
Unrestricted General Fund Revenue Summary**

Revenue Summary	2021 22 Adopted Budget	2022 23 Adopted Budget	Difference	
<b>State Apportionment/Total Computational Revenue:</b>	<b>\$ 107,475,767</b>	<b>\$ 123,981,692</b>	<b>\$ 16,505,925</b>	<b>Student Centered Funding Formula</b>
<b>Other State Revenue - Ongoing:</b>				
FT Faculty Allocation	\$ 2,260,884	\$ 2,260,884	\$ -	
Part-Time Faculty Allocation	\$ 365,635	\$ 389,395	\$ 23,760	Based on Final State Budget Allocations

Revenue Summary	2021 22 Adopted Budget	2022 23 Adopted Budget	Difference	
Lottery Funding	\$ 2,958,295	\$ 3,000,000	\$ 41,705	Increased projected rates in 2022-2023 Based on Final State Budget Allocations
On-Going Mandated Cost Block Grant	\$ 513,320	\$ 551,073	\$ 37,753	
BOG Waiver Admin (2%)	\$ 160,166	\$ 156,961	\$ (3,205)	
<b>Subtotal - Other State Revenue - Ongoing</b>	<b>\$ 6,258,300</b>	<b>\$ 6,358,313</b>	<b>\$ 100,013</b>	
<b>Other State Revenue - One-Time:</b>				
PT Faculty Office Hours	\$ 200,000	\$ 200,000	\$ -	
Prior Year Adjustment from Recalc	\$ -	\$ -	\$ -	
<b>Subtotal - Other State Revenue - One-Time</b>	<b>\$ 200,000</b>	<b>\$ 200,000</b>	<b>\$ -</b>	
<b>Subtotal - Other State Revenue</b>	<b>\$ 6,458,300</b>	<b>\$ 6,558,313</b>	<b>\$ 100,013</b>	
<b>Subtotal - All State Revenues</b>	<b>\$ 113,934,067</b>	<b>\$ 130,540,005</b>	<b>\$ 16,605,938</b>	
<b>All Other Revenues/Transfers:</b>				
Local Revenue	\$ 3,786,170	\$ 3,903,081	\$ 116,911	Decrease in Transfers In due to no HEERF Funding for 2022-23
Transfers and Grant Indirect	\$ 5,697,323	\$ 1,245,077	\$ (4,452,246)	
Bookstore Rental	\$ 120,000	\$ 120,000	\$ -	
Facility Use Rentals (Filming and University Center)	\$ 625,000	\$ 700,000	\$ 75,000	
Federal Funding	\$ 94,707	\$ 91,514	\$ (3,193)	
LACOE Fair Market Value Adjustment	\$ -	\$ 1,106,427	\$ 1,106,427	
A&R Enrollment, Transcripts and Other revenue	\$ 110,170	\$ 110,170	\$ -	
Interest Income	\$ 225,000	\$ 125,000	\$ (100,000)	
<b>Subtotal - All Other Revenue</b>	<b>\$ 10,658,370</b>	<b>\$ 7,401,269</b>	<b>\$ (3,257,101)</b>	

Revenue Summary	2021 22 Adopted Budget	2022 23 Adopted Budget	Difference	
Total Unrestricted General Fund Revenues	\$ 124,592,437	\$ 137,941,274	\$ 13,348,837	



**EXPENSE ASSUMPTIONS**

**Table 10-5. 2022-23 Adopted Budget  
Unrestricted General Fund Expense Summary – Salaries and Benefits**

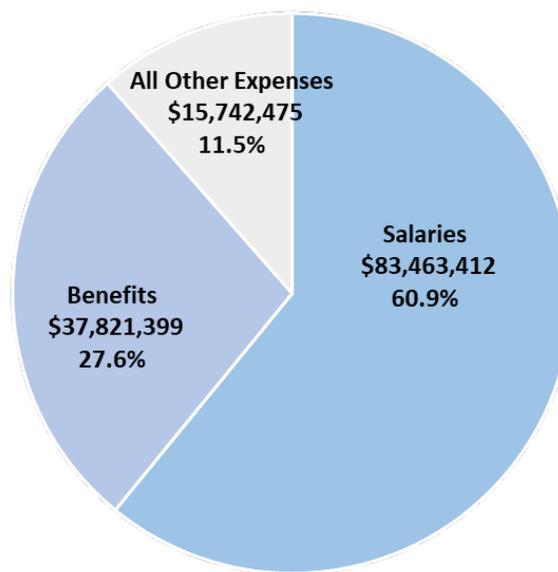
	2021 22 Adopted Budget	2022 23 Adopted Budget	Difference	
Full-Time/Permanent Part-Time Salaries	\$ 53,081,374	\$ 57,539,197	\$ 4,457,823	Steps/Column Increases for all Groups
Full-Time Overload for Fall, Spring/Summer/Winter	\$ 5,073,907	\$ 4,850,000	\$ (223,907)	
Full-Time Supplementary Services/Athletic Coach Comp	\$ 571,718	\$ 609,473	\$ 37,755	
Adjunct Salaries for Fall, Spring/Summer/Winter	\$ 11,750,000	\$ 10,750,000	\$ (1,000,000)	Slight Decrease based on planned sections
Other Salaries (Vacation, Longevity, Cell Phone Stipends)	\$ 852,800	\$ 852,900	\$ 100	
Overtime, Adult Hourly, College Assistants	\$ 3,446,648	\$ 3,713,738	\$ 267,090	
Substitutes/Non- Credit/Flex	\$ 1,330,000	\$ 1,290,000	\$ (40,000)	
Fringe Benefits	\$ 31,195,334	\$ 37,821,399	\$ 6,626,065	
<b>Subtotal Salaries and Benefits</b>	<b>\$ 107,301,781</b>	<b>\$ 117,426,707</b>	<b>\$ 10,124,926</b>	

**Table 10-6. 2022-23 Adopted Budget  
Unrestricted General Fund Expense Summary – All Expenses**

	2021 22 Adopted Budget	2022 23 Adopted Budget	Difference	
<b>Subtotal - Salaries and Benefits</b>	<b>\$ 107,301,781</b>	<b>\$ 117,426,707</b>	<b>\$ 10,124,926</b>	
Supplies	\$ 980,599	\$ 1,068,405	\$ 87,806	
Utilities	\$ 2,424,595	\$ 3,554,944	\$ 1,130,349	
Election Expense	\$ -	\$ 5,000	\$ 5,000	Election Expense for Even Year
Other Operating Expenses (including ISA Agreements)	\$ 9,286,611	\$ 10,203,418	\$ 916,807	

Capital Outlay	\$ 1,414,781	\$ 1,138,532	\$ (276,249)	
Contingency	\$ -	\$ 1,000,000	\$ 1,000,000	

**Graph 10-3. Salaries and Benefits Account for 88.51% of the District's 2022-23 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 \$5.9 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

Fiscal Year	Projected STRS Salaries	Status		Increased Rate	STRS Cost	Increased Cost Over Status Quo	Year over Year Increased Cost
		Quo Rate	STRS Cost				
2020-21	\$ 39,274,623	8.25%	\$ 3,240,156	16.15%	\$ 6,342,852	\$ 3,102,695	\$ (266,934)
2021-22	\$ 40,465,770	8.25%	\$ 3,338,426	16.92%	\$ 6,846,808	\$ 3,508,382	\$ 405,687
2022-23	\$ 46,012,784	8.25%	\$ 3,796,055	19.10%	\$ 8,788,442	\$ 4,992,387	\$ 1,484,005
2023-24	\$ 49,400,344	8.25%	\$ 4,075,528	19.10%	\$ 9,435,466	\$ 5,359,937	\$ 367,550
2024-25	\$ 53,032,013	8.25%	\$ 4,375,141	19.10%	\$ 10,129,114	\$ 5,753,973	\$ 394,036
2025-26	\$ 55,853,970	8.25%	\$ 4,607,953	19.10%	\$ 10,668,108	\$ 6,060,156	\$ 306,183
2026-27	\$ 58,820,451	8.25%	\$ 4,852,687	19.10%	\$ 11,234,706	\$ 6,382,019	\$ 321,863
			\$ 47,086,249		\$ 93,128,228		\$ 6,382,019

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

Fiscal Year	Projected PERS Salaries	Status		Increased Rate	PERS Cost	Increased Cost Over Status Quo	Year over Year Increased Cost
		Quo Rate	PERS 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	\$ 34,837,487	11.44%	\$ 3,985,409	22.91%	\$ 7,981,268	\$ 3,995,860	\$ 918,434
2022-23	\$ 36,397,553	11.44%	\$ 4,163,880	25.37%	\$ 9,234,059	\$ 5,070,179	\$ 1,074,319
2023-24	\$ 39,960,810	11.44%	\$ 4,571,517	25.37%	\$ 10,138,058	\$ 5,566,541	\$ 496,362
2024-25	\$ 41,890,703	11.44%	\$ 4,792,296	25.37%	\$ 10,627,671	\$ 5,835,375	\$ 268,834
2025-26	\$ 43,912,635	11.44%	\$ 5,023,605	25.37%	\$ 11,140,636	\$ 6,117,030	\$ 281,655
2026-27	\$ 46,030,954	11.44%	\$ 5,265,941	25.37%	\$ 11,678,053	\$ 6,412,112	\$ 295,082
			\$ 53,840,101		\$ 96,955,081		\$ 6,412,112

Table 10-9. STRS/PERS Pension Rate Increases -Disrict Contribution Increase Projections

Fiscal Year	STRS	STRS Annual Contribution Increase	PERS	PERS Annual Contribution Increase	Total STRS/PERS Increase
2013-14	8.25%	\$ -	11.44%	\$ -	\$ -
2014-15	8.88%	\$ 176,010	11.77%	\$ 77,205	\$ 253,215
2015-16	10.73%	\$ 599,494	11.85%	\$ 25,947	\$ 625,441
2016-17	12.58%	\$ 649,275	13.89%	\$ 585,311	\$ 1,234,586
2017-18	14.43%	\$ 741,039	15.53%	\$ 521,255	\$ 1,262,294
2018-19	16.28%	\$ 804,867	18.06%	\$ 948,814	\$ 1,753,681
2019-20	17.10%	\$ 398,944	19.72%	\$ 644,853	\$ 1,043,797
2020-21	16.15%	\$ (266,934)	20.70%	\$ 274,041	\$ 7,107
2021-22	16.92%	\$ 405,687	22.91%	\$ 918,434	\$ 1,324,121
2022-23	19.10%	\$ 1,484,005	25.37%	\$ 1,074,319	\$ 2,558,324
2023-24	19.10%	\$ 367,550	25.37%	\$ 496,362	\$ 863,912
2024-25	19.10%	\$ 394,036	25.37%	\$ 268,834	\$ 662,870
2025-26	19.10%	\$ 306,182	25.37%	\$ 281,655	\$ 587,838
2026-27	19.10%	\$ 321,863	25.37%	\$ 295,082	\$ 616,945
		\$ 6,382,019		\$ 6,412,112	\$ 12,794,131

# STAFFING

2022 2023 ANNUAL BUDGET



- Staffing Levels – Fall 2001 through Fall 2022 ●
- Negotiated Compensation Increases ●

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## SECTION 11

# STAFFING LEVELS FALL 2003 THROUGH FALL 2022

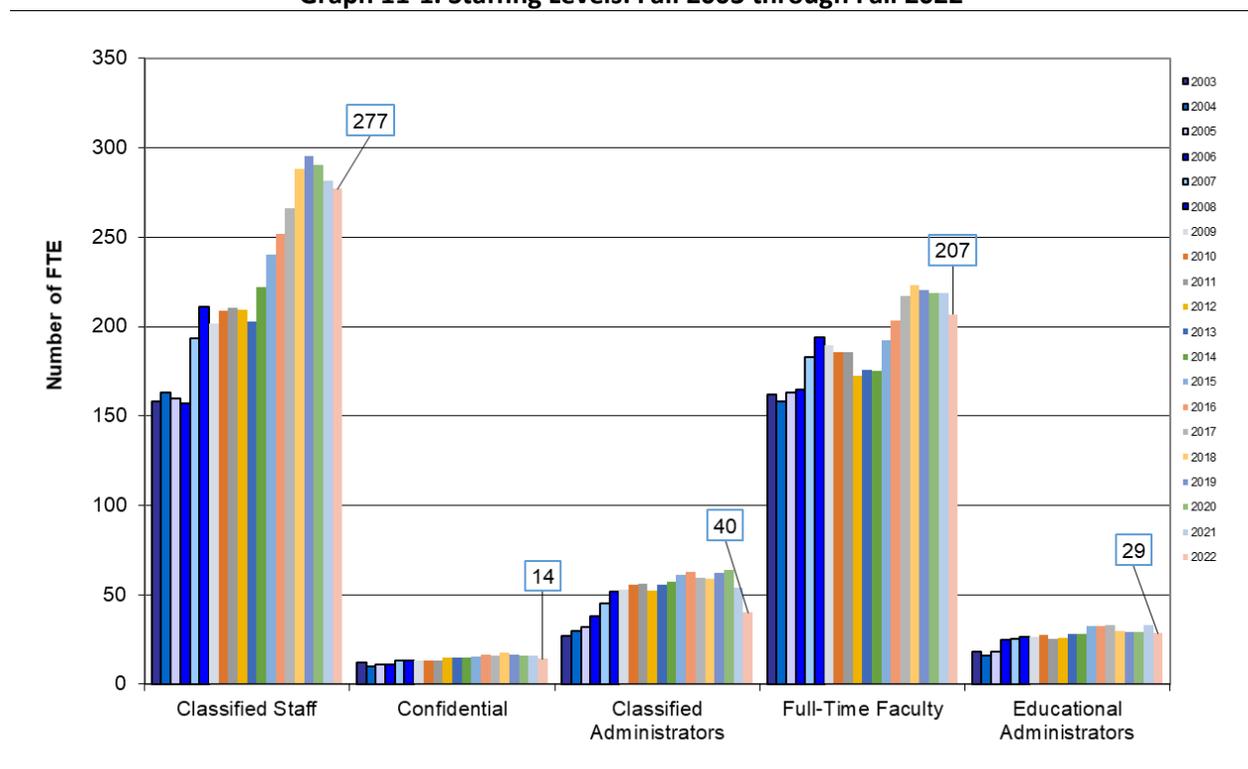
## History of Staffing Levels:

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

Total FTES increased from 9,768 in 2002-2003 to 13,775 in 2021-2022, an increase of 41% in 20 years. Between Fall 2003 through Fall 2022, overall staffing increased 50.3%, 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. The District exceeded the amount of full-time faculty for Fall 2022 by 0.3 FTEF.

**Graph 11-1. Staffing Levels: Fall 2003 through Fall 2022**



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

# NEGOTIATED COMPENSATION INCREASES

**Negotiated Compensation Increases:**

With 88.51% 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.

**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

2022 2023 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	\$ 7,335,690*	6/30/23
2022-2023	\$1,523,000,000	\$12,280,391*	6/30/24

\*\$2,250,000 in District Allocation was allotted for Deferred Maintenance in 2021-22. \$10,000,000 in District Allocation is allotted for Deferred Maintenance in 2022-23, as well as \$1,000,000 allotted for Technology Equipment (for instructional purposes).

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 allocate any funds for Instructional Equipment.

For 2021-2022, \$5,081,690 of the District’s \$5,085,690 allocation in instructional equipment funding has either been spent or allocated to approved requests submitted through 2021-2022 and 2022-2023 Program Reviews. The remaining funding will be allocated based on approved requests submitted through PAC-B and Executive Cabinet.

For 2022-2023, \$350,854 of the District’s \$1,280,391 allocation in instructional equipment funding has been allocated to approved requests submitted through 2022-2023 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 2018-2019 through the 2022-2023 fiscal year.

**Table 12-2. Instructional Block Grant Expenditures 2018-19 through 2022-23**

Department	2018 19	2019 20	2020 21	2021 22	2022 23	Total
<b>Amount Allocated by State</b>	<b>\$ 422,242</b>	<b>\$ 196,423</b>	<b>\$ -</b>	<b>\$ 5,085,690</b>	<b>\$ 1,280,391</b>	<b>\$ 6,984,746</b>
Academic Affairs	26,193	-	-	-	-	\$ 26,193
Anthropology	-	-	-	7,000	-	\$ 7,000
Art	-	11,050	-	-	-	\$ 11,050
Astronomy	-	-	-	19,500	-	\$ 19,500
Automotive Technology	-	-	-	64,758	-	\$ 64,758
Biology	36,134	38,679	-	823,885	-	\$ 898,698
Campuswide Computers	-	-	-	1,334,349	-	\$ 1,334,349
Chemistry	-	-	-	83,908	22,542	\$ 106,450
Cinema	-	-	-	63,604	-	\$ 63,604
Computer Networking	-	-	-	59,500	-	\$ 59,500
Computer Support Services	144,632	-	-	933,700	-	\$ 1,078,332
Culinary Arts	-	28,434	-	41,000	-	\$ 69,434

Department	2018 19	2019 20	2020 21	2021 22	2022 23	Total
<b>Amount Allocated by State</b>	<b>\$ 422,242</b>	<b>\$ 196,423</b>	<b>\$ -</b>	<b>\$ 5,085,690</b>	<b>\$ 1,280,391</b>	<b>\$ 6,984,746</b>
Datatel				165,651	-	\$ 165,651
Drafting Technology	-	23,106	-	-	-	\$ 23,106
Electronics and Electric Technology				3,000	-	\$ 3,000
Engineering	1,622	-	-	-	-	\$ 1,622
Environmental Science	-	-	-	5,000	-	\$ 5,000
Fine & Performing Arts	69,258	46,902	-	26,500	-	\$ 142,660
Fire Control Technology	-	-	-	3,000	-	\$ 3,000
Geography	-	-	-	40,257	-	\$ 40,257
Geology	17,006	-	-	27,000	-	\$ 44,006
Honors Program				6,000	-	\$ 6,000
Interior Design	-	-	-	6,600	-	\$ 6,600
Media Entertainment Arts	24,684	4,963	-	199,340	134,250	\$ 363,237
Medical Lab Technology	-	-	-	14,772	-	\$ 14,772
Multimedia				1,000	-	\$ 1,000
Music	26,558	-	-	5,509	-	\$ 32,067
Noncredit Acad. Administr.				5,000	-	\$ 5,000
Nursing	70,312	6,992	-	-	-	\$ 77,304
Photography	-	3,185	-	-	-	\$ 3,185
Physical Education	-	6,806	-	58,670	194,062	\$ 259,538
Physical Sciences	5,842	-	-	14,400	-	\$ 20,242
Welding and Cutting	-	26,307	-	1,068,500	-	\$ 1,094,807
<b>Total Spent*</b>	<b>\$ 422,242</b>	<b>\$ 196,423</b>	<b>\$ -</b>	<b>\$ 5,081,402</b>	<b>\$ 350,854</b>	<b>\$ 6,050,921</b>

\*Total amount spent or allocated to departments for 2021-22 & 2022-23

\*\*2021-22: \$4,288 remains unallocated to departments. Funds must be spent by 6/30/23

\*\*\*2022-23: \$929,537 remains unallocated to departments. Funds must be spent by 6/30/24

#### **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) 2017-18 through 2021-22**

Department	2017 18	2018 19	2019 20	2020 21	2021 22	Total
Academic Administration	5,013	3,110	-	-	-	8,123
Academy of the Canyons	-	-	-	27,519	-	27,519
Adult Education Block Grant Administrative Activities	24,377	3,108	-	-	-	27,486
American Sign Language	569	1,046	-	-	-	1,615

Department	2017 18	2018 19	2019 20	2020 21	2021 22	Total
Animation	32,362	-	61,481	65,570	-	159,413
					-	4,340
Athletic Training/Sports Med	785	-	3,106	-	-	3,891
					-	240,225
Automotive Technology	75,074	5,919	1,604	1,515	4,400	88,512
					-	21,336
Boykin Hall Modernization	57,999	3,425	-	-	-	61,424
					-	328,221
CA College Promise Grant	-	-	38,028	-	-	38,028
					8,016	8,016
Campuswide Computers	7,095	41,940	-	2,521	75,608	127,163
					-	196
Chemistry	1,994	-	-	-	-	1,994
					-	1,822
Computer Applications Web Technologies	-	-	487	-	-	487
					-	50,714
Computer Replacement	-	-	-	-	440,298	440,298
Construction Management					-	3,449
COVID-19 Response Block Grant	-	-	-	607,997	-	607,997
Culinary Arts					2,711	14,475
Del Valle ISA	-	-	-	-	104,362	104,362
Distance Education					7,067	7,067
Drafting Technology	-	-	34,560	-	-	34,560
DSP&S - Deaf, Hard of Hearing	4,122				47,293	63,410
Emergency Medical Technology	-	-	4,296	28,157	5,437	37,891
Extended Opportunities Programs and Services					246	246
Fine & Performing Arts	-	-	-	1,231	-	1,231
Fire Control Technology	6,832				3,016	63,439
Foundation Grant	37,148	16,922	-	1,211	-	55,281
Geology	433				-	433
Higher Education Emergency Relief Fund (HEERF)	-	-	-	-	934,565	934,565
Incarcerated Students Reentry					11,092	66,731
Incident Response #1 - COVID-19	-	-	601,824	153,279	-	755,103
Interior Design					-	3,508
Learning Skills, Handicapped	15,595	107	6,727	-	-	22,429

Department	2017 18	2018 19	2019 20	2020 21	2021 22	Total
					3,300	3,300
Media Entertainment Arts	2,589	-	272	3,181	487	6,528
					16,140	21,808
Modernization	66,426	238,021	31,671	-	-	336,117
					-	9,855
Nursing	-	3,195	19,693	-	29,253	52,141
					-	15,208
PE West Modernization	-	-	89,624	-	-	89,624
					-	37,402
Physical Education	-	-	-	-	1,720	1,720
					-	4,871
Science Lecture Building - CCC	-	-	38,843	1,204,704	572,522	1,816,069
					-	124,832
Strong Workforce Local	101,824	465	-	46,736	-	149,025
					425,098	565,907
Surveying	34,042	-	2,529	-	-	36,572
					-	136,100
Water Science	-	-	3,440	-	-	3,440
					-	314,197
<b>Grand Total</b>	<b>747,240</b>	<b>850,284</b>	<b>1,304,488</b>	<b>2,547,070</b>	<b>2,692,631</b>	<b>8,141,714</b>



# RESTRICTED BUDGET

2022 2023 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.

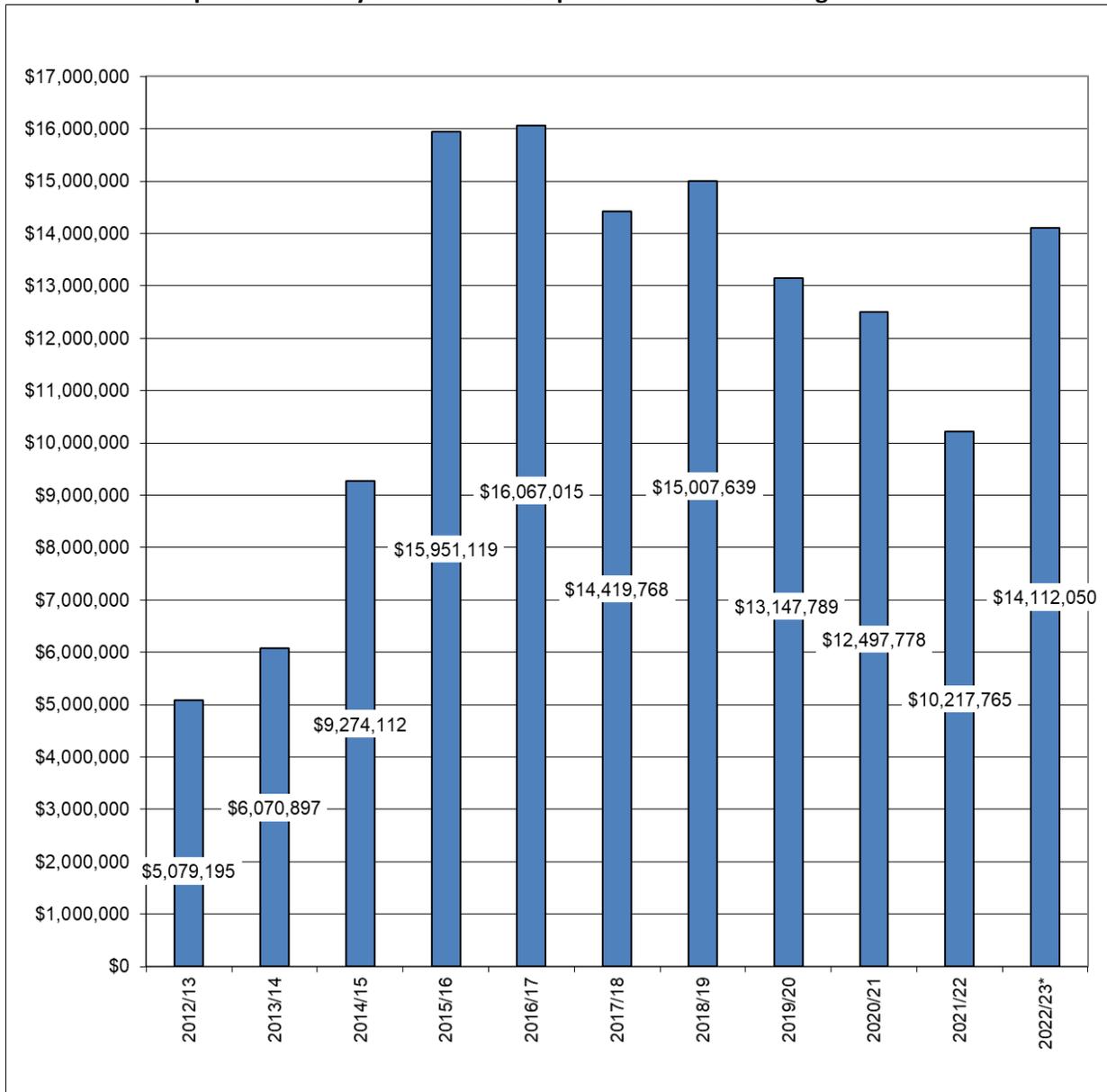
In 2021-2022, as of September 24, 2021, grant awards total \$4,382,761. This number will continue to grow as the fiscal year progresses over the next nine months and additional grants are secured. Some of the newer awards in 2021-22 include a \$1.4M NSF S-STEM award, NSF Campus as a living Lab, \$1M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

In 2022-2023, The District maintained prior year funding and realized an increase in grant awards for total funding of \$40M. The increase in total awards is attributed to the successful completion of the following awards: \$10M IEPI, \$2M Strong Workforce, \$1.4M NSF S-STEM, \$1.7M NSF CREATE, \$1.2M DECT, \$1M Federal appropriation funding for ATC equipment, and \$1.3M CCAMPIS, as well as continuing contracts with Fresh Success and CalFRESH.



Looking at the History of Grants Development chart below, the work of Grants Development has profoundly impacted college programs, services, and overall funding. In the last ten years (2012/13 through 2021/22), Grants Development has secured \$121,505,990 in grant awards (growing 101.2%). These funds enable new and enhanced activities to support COC’s mission and boost Access, Engagement, and Success-related work.

**Graph 13-1. History of Grants Development 2012-2013 through 2022-2023**



\*2022-2023 Total Reflects Grants Awarded as of October 18, 2022.

**C A T E G O R I C A L   F U N D S**

**Table 13-1. Categorical Funding 2017-2018 through 2022-2023**

CATEGORICAL FUNDING	2022 2023	2021 2022	2020 2021	2019 2020	2018 2019	2017 2018
STUDENT EQUITY AND ACHIEVEMENT (FORMERLY SE,BSI, SSSP) Includes funding for AB 943 - Allowable Emergency Student Financial Aid	\$5,560,067	\$5,342,073	\$5,342,073	\$5,342,073		
BASIC NEEDS CENTER (New Ongoing)	\$450,565	\$306,694				
CALWORKS	\$348,960	\$339,925	\$357,405	\$377,356	\$394,919	\$393,455
DISABLED STUDENTS PROGRAMS AND SERVICES (DSP&S)	\$1,635,947	\$1,216,572	\$1,222,534	\$1,217,335	\$1,217,571	\$1,285,612
CALIFORNIA ADULT EDUCATION PLAN	\$447,849	\$508,888	\$409,769	\$415,484	\$402,355	\$386,508
COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE)	\$180,440	\$106,003	\$91,472	\$101,585	\$90,579	\$85,709
EEO BEST PRACTICES (One Time)		\$208,333				
EXTENDED OPPORTUNITIES PROGRAMS AND SERVICES (EOPS)	\$873,996	\$837,732	\$719,483	\$679,541	\$617,294	\$590,211
TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF)	\$56,954	\$58,525	\$61,986	\$64,976	\$69,779	\$70,445
CAMPUS SAFETY AND SEXUAL ASSAULT						\$29,489
LGBTQIA+ (One Time)		\$152,507				
DREAMERS RESOURCE LIAISON	\$135,866	\$135,866	\$68,524			
VETERANS RESOURCE CENTER	\$125,451	\$125,758	\$125,758	\$125,758	\$68,796	\$67,391
STRONG WORKFORCE LOCAL	\$1,714,501	\$1,935,646	\$1,714,501	\$1,786,495	\$1,344,047	\$1,440,425
LOTTERY	\$1,103,050	\$1,260,982	\$1,042,266	\$941,759	\$998,179	\$838,320
PERKINS	\$610,520	\$516,484	\$500,771	\$455,254	\$433,352	\$450,475
STAFF DIVERSITY	\$138,888	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
GUIDED PATHWAYS	\$529,660	\$150,732	\$150,732	\$376,830	\$452,195	\$376,829
INSTRUCTIONAL BLOCK GRANT	\$12,280,391	\$7,585,690		\$196,423	\$422,242	\$1,011,406
ZERO TEXTBOOK COST PROGRAM (Base funding Amount)	\$20,000					

CATEGORICAL FUNDING	2022 2023	2021 2022	2020 2021	2019 2020	2018 2019	2017 2018
OVERALL TOTALS	\$105,083,601	\$25,222,501	\$15,738,572	\$14,694,546	\$19,573,693	\$18,351,695

**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 the enactment of the 2022 Budget Act, Gov. Newsom and the Legislature renewed their support for the Vision for Success by including the Roadmap for the Future, a bold agenda to increase equitable student success, and new capacity for the system office to lead key strategies to reach these important goals. State budget resources by way of the Student-Centered Funding Formula and categorical program funding are intended to provide support services to students to improve educational outcomes, reduce equity, achievement and regional gaps, to address basic needs such as food and housing insecurity, and to help increase college affordability. These investments position the California Community Colleges to advance educational equity and economic mobility. It is a remarkable opportunity to support students, their families and our communities while strengthening our statewide commitment to the Vision for Success.

Categorical programs are important institutional resources that support the success of special student populations. They can significantly contribute to the student-centered support infrastructure by delivering evidence-based high touch interventions to special student populations and by providing critical insight into building equitable structures that benefit all students. Leveraging funding sources not only facilitates the coordinated service delivery among programs but also maximizes resources for students with the greatest need and eliminate equity gaps. Most importantly, cross-program conversations on funding and service delivery create opportunities for institutional leaders to engage in structural redesigns that focus on shifting burdens from students to institutions and reducing the negative impacts of social determinants of educational success have on student outcomes.

**Basic Needs Center:**

The Budget Act of 2021 includes \$40 million in on going funds to support Basic Needs Centers for each California community college campus to establish and/or expand a Basic Needs Center, and designate at least one staff person as the Basic Needs Coordinator to provide holistic, comprehensive basic needs services and resources to students to support their successful matriculation through the California community colleges and beyond. The Basic Needs Center is intended to be a one-stop, single location and point of contact for students to more easily access and gain awareness of basic needs services and resources.

An additional \$100 million in one-time funds is included to support students in addressing food insecurity, including meal donation programs, food pantries services, CalFresh application assistance, or other means

of directly providing nutrition assistance to students. The funds shall also be used to assist homeless and housing-insecure students in securing stable housing.

Each college is allocated \$130,000 in ongoing and \$150,00 in one time with the remaining funds allocated by head count and Pell grant recipients.

#### **COVID Recovery Block Grant:**

The 2022-23 state budget provided \$650 million in one-time funding to establish the California Community College COVID-19 Recovery Block Grant.

The funds are intended to be used on activities that directly support community college students and mitigate learning losses related to the impacts of the COVID-19 pandemic for purposes, including, but not limited to, professional development, technology infrastructure, developing open education resources and zero-textbook-cost degrees, and supporting the mental health and wellness needs of students and staff.

Allocation of funds were based on actual reported FTES in the second principal apportionment for the 2021-22 fiscal year.

#### **Mental Health Program:**

The 2022-23 state budget provided \$30 million to for mental health programs to:

- Engaging in student-centered design process to establish and strengthen structures to enable and streamline the delivery of holistic support for students across the continuum, including mental health promotion, prevention, crisis / acute treatment, post-acute care and recovery.
- Providing campus-based training to faculty, staff and students regarding early identification, intervention and referral of students with mental health needs.
- Ensuring students receive all applicable internal and external support services because of the close linkage between mental health and other social determinants of educational success.
- Establishing partnership(s) with local county behavioral health departments, subcontractors of county behavioral health departments or community-based organizations, with the goal of establishing appropriate referral processes for students in need of clinically appropriate mental health supports.
- Leveraging other community-based mental health resources, where available.

#### **Retention and Enrollment Outreach:**

The 2022-23 state budget provided \$135 million for student retention and enrollment outreach to engage former community college students that may have withdrawn from college due to the impacts of COVID-19, as well as with current community college students that may be hesitant to remain in college and prospective students that may be hesitant to enroll in a community college due to COVID-19.

Each district allocation begins with a \$50,000 per college base. The remaining funds are then proportionally distributed based on reported 2019-20 FTES (75%) and the decline in 2020-21 P2 FTES (25%).

### **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 9<sup>th</sup> 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.

### **Dreamer Resource Liaison:**

The 2022-23 state budget provided \$11.6 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:**

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
<b>TOTAL</b>	<b>\$ 20.5 M</b>	<b>\$ 28.4 M</b>	<b>\$ 48.9 M</b>

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

2022 2023 ANNUAL BUDGET



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

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**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 2022-2023, 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 2022-2023 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
  - Canyon Country Campus Central Plant
  
- **Measure E Projects in Progress Include:**
  - Canyon Country Campus Student Services/Learning Resource Center
  - ADA Transition Plan
  - Boykin Hall Modernization Phase 2
  - CCC – Modernization (HVAC & Modulares)
  - Multi-Cultural Center



**Table 14-1.**

Measure E Expenditures as of June 30, 2022	Life to Date GO Bond Expenditures	Contractually Obligated/ Encumbered/ Budgeted	Measure E Future Funding Sources	Measure M Funding Sources	Other Funding Sources	Total Funds Spent/Obligated to Project	
							Projects
Repairs and Modernization	\$ 1,988,486	\$ 3,598,784	\$ 4,546,037	\$ 753,186	\$ 2,950,030	\$ 13,836,523	
CCC - Modernization	\$ 1,504,123	\$ 1,395,230	\$ 1,100,647	\$ -	\$ -	\$ 4,000,001	
PE West Modernization **	\$ 5,576,007	\$ -	\$ -	\$ -	\$ -	\$ 5,576,007	
Boykin 105 Remodel **	\$ 830,161	\$ -	\$ -	\$ -	\$ -	\$ 830,161	
Boykin Hall Modernization Phase 2	\$ 610,828	\$ 9,053,444	\$ -	\$ -	\$ 4,729,000	\$ 14,393,272	
Door & Lock Replacement Phase 2 **	\$ 913,708	\$ -	\$ -	\$ -	\$ -	\$ 913,708	
Counseling 2nd Floor Canyons Hall	\$ -	\$ 1,500,000	\$ -	\$ -	\$ -	\$ 1,500,000	
Multi-Cultural Center	\$ -	\$ 500,000	\$ -	\$ -	\$ 300,000	\$ 800,000	
Student Center Modernization	\$ 54,045	\$ 2,200,000	\$ 15,389,234	\$ -	\$ -	\$ 17,643,279	
Towsley Modernization	\$ -	\$ -	\$ 12,859,724	\$ -	\$ -	\$ 12,859,724	
ADA Transition Plan	\$ 2,194,456	\$ 2,969,152	\$ 2,675,000	\$ 2,511,420	\$ -	\$ 10,350,028	
Site Upgrades	\$ 328,239	\$ 1,040,918	\$ -	\$ 952,322	\$ 2,099,417	\$ 4,420,897	
Technology	\$ 2,037,283	\$ 1,762,718	\$ 4,799,999	\$ 908,051	\$ -	\$ 9,508,052	
ATC Building	\$ 29,413	\$ 4,415,156	\$ 15,555,432	\$ -	\$ -	\$ 20,000,000	
Parking Structure Valencia **	\$ 19,253,141	\$ -	\$ -	\$ 4,655,878	\$ -	\$ 23,909,018	
Health Professions Bldg	\$ -	\$ -	\$ 15,801,747	\$ -	\$ -	\$ 15,801,747	
CCC - Central Plant**	\$ 5,032,593	\$ 1,637	\$ -	\$ 2,814,186	\$ -	\$ 7,848,416	
CCC - Science/Lecture Bldg.**	\$ 27,976,040	\$ 325,000	\$ -	\$ 11,491,572	\$ -	\$ 39,792,612	
CCC Student Services Learning Resource	\$ 30,253,617	\$ 6,601,572	\$ -	\$ -	\$ -	\$ 36,855,189	
CCC - Classroom Bldg #3	\$ 49,000	\$ 1,500,000	\$ 17,833,000	\$ -	\$ 13,618,000	\$ 33,000,000	
CCC - M&O Warehouse/Support Bldgs	\$ -	\$ 1,000,000	\$ 4,000,000	\$ -	\$ -	\$ 5,000,000	
CCC - Arts & Lecture **	\$ 78,195	\$ -	\$ -	\$ -	\$ -	\$ 78,195	
Secondary Effects (Renovation)	\$ 117,461	\$ -	\$ -	\$ 10,924	\$ -	\$ 128,386	
Costs of Issuance (2017) **	\$ 246,000	\$ -	\$ -	\$ -	\$ -	\$ 246,000	
Costs of Issuance (2019) **	\$ 270,000	\$ -	\$ -	\$ -	\$ -	\$ 270,000	
Project Mgmt. Svcs/Other Expenses	\$ 1,002,163	\$ 433,321	\$ 1,764,179	\$ 249,294	\$ -	\$ 3,448,957	
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Totals</b>	<b>\$ 100,344,957.97</b>	<b>\$ 38,296,932</b>	<b>\$ 96,325,000</b>	<b>\$ 24,346,834</b>	<b>\$ 23,696,447</b>	<b>\$ 283,010,170</b>	

**\*\* 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 2022-2023, local funding is budgeted for the following projects:
  - Building Maintenance – Valencia Campus
  - Building Maintenance – Canyon Country Campus
  - Grounds Maintenance – Valencia Campus
  - Grounds Maintenance – Canyon Country Campus



# BUDGET SUMMARIES

2022 2023 ANNUAL BUDGET



- Description of All Funds
- Budget Summaries - All Funds

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## 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 11: Unrestricted General Fund**

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

### **Fund 12: Restricted General Fund**

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

### **Fund 21: Bond Interest and Redemption Fund**

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

### **Fund 29: Debt Service Fund**

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

### **Fund 32: Cafeteria Fund**

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

### **Fund 33: Child Development Center Fund**

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

### **Fund 37: Special Revenue - Asset Management Fund**

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

### **Fund 39: Special Revenue - Student Center Fee Fund**

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

### **Fund 41: State Construction Fund**

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

### **Fund 43: Locally Funded Capital Projects Fund**

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

### **Fund 44: Scheduled Maintenance Fund**

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

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

The General Obligation (GO) Bond Funds are designated to account for the proceeds from the sale of bonds under Proposition 39, and the expenditures related to construction of projects as indicated in the ballot measures. Each bond issuance must be recorded in a separate fund to comply with Proposition 39 and Internal Revenue Service requirements. Fund 45 accounts for Measure 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**

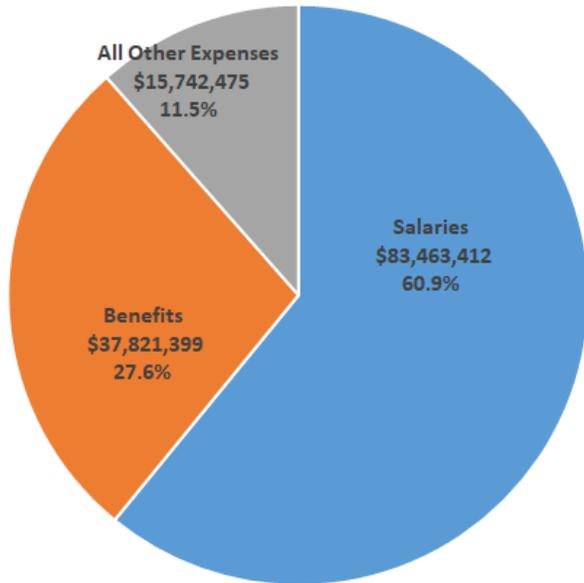
The Scholarship and Loan Trust Fund is used to account for scholarship and awards from the Foundation and different funding sources. These funds will be disbursed to students in the same manner as financial aid, through Bank Mobile.



**Table 15-1.**

**Fund 11 - Unrestricted General Fund**

	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>13,286,863</b>
<b>Revenue</b>	<b>137,941,274</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	35,877,055
Certificated Non-Instructional Salaries	11,373,269
Classified Instructional Salaries	3,418,654
Classified Non-Instructional Salaries	28,936,330
<b>Total Salaries</b>	<b>79,605,308</b>
Employee Benefits	37,821,399
<b>Total Salary &amp; Benefits</b>	<b>117,426,707</b>
Supplies and Materials	1,068,405
Other Operating Expenses & Services	77,000
Contract Services	4,898,669
Travel and Conference Expense	451,156
Dues and Memberships	255,122
Insurances	851,477
Utilities and Housekeeping	3,599,969
Maintenance, Repairs and Rentals	1,587,424
Professional Services	326,153
Other Expenses	1,713,967
Capital Outlay	6,000
Site and Site Improvements	-
Building Improvements	6,500
Library Books & Materials	15,071
New Equipment	1,110,961
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	2,425
Interfund Transfers	2,630,280
Contingency	1,000,000
<b>Total Expenditures</b>	<b>137,027,286</b>
<b>Net (Revenues - Expenditures)</b>	<b>913,988</b>
<b>Ending Fund Balance</b>	<b>14,200,851</b>



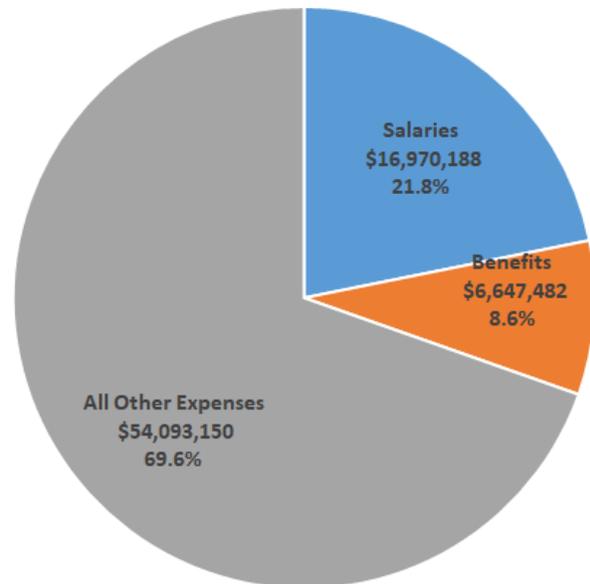
**Table 15-2.**

<b>Unrestricted General Fund (Fund 11) History</b>						
	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2021-22</b>	<b>2022-23</b>
	<b>Actuals</b>	<b>Actuals</b>	<b>Actuals</b>	<b>Adopted</b>	<b>Actuals</b>	<b>Adopted</b>
				<b>Budget</b>		<b>Budget</b>
<b>REVENUE</b>						
Federal	174,282	141,140	89,982	94,707	99,963	91,514
State	70,299,523	73,635,138	71,432,638	89,934,067	82,321,913	106,540,005
Local	41,339,028	41,360,175	42,311,448	28,864,540	39,583,868	30,062,878
Transfer/ (Contribution)	1,033,744	2,322,441	1,974,732	5,699,123	5,843,774	1,246,877
<b>Total Revenue</b>	<b>112,846,576</b>	<b>117,458,894</b>	<b>115,808,800</b>	<b>124,592,437</b>	<b>127,849,518</b>	<b>137,941,274</b>
Beginning Fund Balance	10,861,291	11,233,781	11,387,010	11,811,334	11,811,334	13,286,863
<b>Total Rev &amp; Beg Fund Bal</b>	<b>123,707,868</b>	<b>128,692,675</b>	<b>127,195,809</b>	<b>136,403,771</b>	<b>139,660,853</b>	<b>151,228,137</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	34,871,048	34,944,613	36,528,256	36,010,978	35,876,296	35,877,055
Certificated Non-Instruction	9,054,105	9,441,472	9,658,165	10,740,357	10,794,016	11,373,269
Classified	27,804,322	29,230,537	27,675,823	29,355,112	29,431,106	32,354,984
<b>Total Salaries</b>	<b>71,729,475</b>	<b>73,616,621</b>	<b>73,862,244</b>	<b>76,106,447</b>	<b>76,101,418</b>	<b>79,605,308</b>
Fringe Benefits	24,773,229	27,157,561	27,294,309	31,195,334	30,150,993	37,821,399
<b>Total Sal &amp; Frg Benefits</b>	<b>96,502,704</b>	<b>100,774,182</b>	<b>101,156,553</b>	<b>107,301,781</b>	<b>106,252,410</b>	<b>117,426,707</b>
Supplies & Materials	899,327	836,803	553,869	980,599	877,347	1,068,405
Other Operating Exp/Services	12,716,760	11,859,369	9,444,984	11,708,781	12,397,056	13,760,937
Capital Outlay	1,178,142	1,140,419	1,151,471	1,414,781	1,386,231	1,138,532
Payments to Students	907	1,023	-	2,425	-	2,425
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	1,176,246	2,693,869	3,077,598	2,382,518	5,460,946	2,630,280
Contingencies	-	-	-	-	-	1,000,000
<b>Total Expenditures</b>	<b>112,474,087</b>	<b>117,305,666</b>	<b>115,384,475</b>	<b>123,790,885</b>	<b>126,373,990</b>	<b>137,027,286</b>
Ending Fund Balance	11,233,781	11,387,010	11,811,334	12,612,886	13,286,863	14,200,851
<b>Total Exp and End Fund Bal</b>	<b>123,707,868</b>	<b>128,692,675</b>	<b>127,195,809</b>	<b>136,403,771</b>	<b>139,660,853</b>	<b>151,228,137</b>

**Table 15-3.**

**Fund 12 - Restricted General Fund**

	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>9,312,844</b>
<b>Revenue</b>	<b>68,403,086</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	1,046,602
Certificated Non-Instructional Salaries	6,175,116
Classified Instructional Salaries	751,296
Classified Non-Instructional Salaries	8,997,174
<b>Total Salaries</b>	<b>16,970,188</b>
<b>Employee Benefits</b>	<b>6,647,482</b>
<b>Total Salary &amp; Benefits</b>	<b>23,617,670</b>
Supplies and Materials	13,725,087
Other Operating Expenses & Services	-
Contract Services	20,611,103
Travel and Conference Expense	537,124
Dues and Memberships	78,186
Insurances	64,000
Utilities and Housekeeping	1,703
Maintenance, Repairs and Rentals	278,641
Professional Services	-
Other Expenses	1,875,378
Capital Outlay	-
Site and Site Improvements	215,644
Building Improvements	459,880
Library Books & Materials	170,111
New Equipment	10,909,746
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	2,759,847
Interfund Transfers	2,406,700
Contingency	-
<b>Total Expenditures</b>	<b>77,710,820</b>
<b>Net (Revenues - Expenditures)</b>	<b>(9,307,734)</b>
<b>Ending Fund Balance</b>	<b>5,110</b>



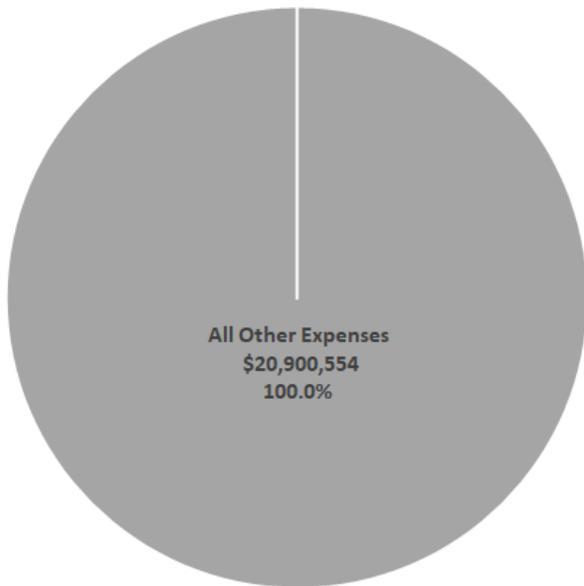
**Table 15-4.**

**Restricted General Fund (Fund 12) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	2,582,337	4,131,783	12,194,822	19,587,248	16,135,235	7,787,971
State	27,083,612	28,372,030	24,828,049	42,579,049	34,107,110	55,805,441
Local	2,213,278	1,806,596	1,147,886	1,751,893	891,395	3,008,237
Transfer/ (Contribution)	629,402	1,469,988	1,891,063	2,066,085	1,915,005	1,801,437
<b>Total Revenue</b>	<b>32,508,630</b>	<b>35,780,397</b>	<b>40,061,820</b>	<b>65,984,275</b>	<b>53,048,746</b>	<b>68,403,086</b>
Beginning Fund Balance	2,676,696	1,850,519	2,544,597	2,287,490	2,287,490	9,312,844
<b>Total Rev &amp; Beg Fund Bal</b>	<b>35,185,325</b>	<b>37,630,916</b>	<b>42,606,416</b>	<b>68,271,765</b>	<b>55,336,236</b>	<b>77,715,930</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	1,092,001	1,057,357	911,458	998,590	916,400	1,046,602
Certificated Non-Instruction	3,945,824	4,309,710	4,420,573	5,494,934	4,969,186	6,175,116
Classified	8,185,340	8,312,706	7,441,963	10,523,552	8,707,429	9,748,470
<b>Total Salaries</b>	<b>13,223,165</b>	<b>13,679,774</b>	<b>12,773,994</b>	<b>17,017,076</b>	<b>14,593,015</b>	<b>16,970,188</b>
Fringe Benefits	4,472,975	4,856,234	4,437,380	5,640,341	5,003,682	6,647,482
<b>Total Sal &amp; Frg Benefits</b>	<b>17,696,139</b>	<b>18,536,008</b>	<b>17,211,375</b>	<b>22,657,417</b>	<b>19,596,697</b>	<b>23,617,670</b>
Supplies & Materials	1,091,014	1,061,137	1,190,904	3,755,372	1,771,496	13,725,087
Other Operating Exp/Services	10,971,318	10,629,073	9,350,284	19,137,476	11,480,088	23,446,135
Capital Outlay	1,766,552	1,752,524	1,795,683	10,955,405	3,332,995	11,755,381
Payments to Students	792,264	1,350,540	6,476,454	4,093,513	2,205,161	2,759,847
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	1,017,519	1,757,037	4,294,226	7,669,028	7,636,954	2,406,700
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>33,334,806</b>	<b>35,086,319</b>	<b>40,318,926</b>	<b>68,268,211</b>	<b>46,023,391</b>	<b>77,710,820</b>
Ending Fund Balance	1,850,519	2,544,597	2,287,490	3,554	9,312,844	5,110
<b>Total Exp and End Fund Bal</b>	<b>35,185,325</b>	<b>37,630,916</b>	<b>42,606,416</b>	<b>68,271,765</b>	<b>55,336,236</b>	<b>77,715,930</b>

**Table 15-5.**

Fund 21 - Bond Interest/Redemption Fund	
	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>16,100,642</b>
<b>Revenue</b>	<b>20,897,190</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
<b>Total Salaries</b>	<b>-</b>
<b>Employee Benefits</b>	<b>-</b>
<b>Total Salary &amp; Benefits</b>	<b>-</b>
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	-
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	11,486,680
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	9,413,874
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Contingency	-
<b>Total Expenditures</b>	<b>20,900,554</b>
<b>Net (Revenues - Expenditures)</b>	<b>(3,364)</b>
<b>Ending Fund Balance</b>	<b>16,097,278</b>



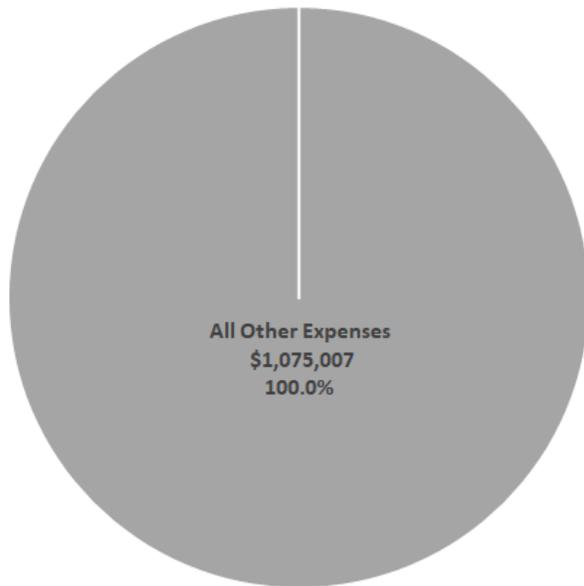
**Table 15-6.**

**Bond Interest/Redemption Fund (Fund 21) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	118,390	85,313	111,981	-	113,068	-
Local	18,815,417	18,537,143	19,615,998	19,727,979	20,784,122	20,897,190
Transfer/ (Contribution)	-	-	-	-	-	-
<b>Total Revenue</b>	<b>18,933,807</b>	<b>18,622,456</b>	<b>19,727,979</b>	<b>19,727,979</b>	<b>20,897,190</b>	<b>20,897,190</b>
Beginning Fund Balance	17,098,668	15,269,355	13,986,305	16,104,006	16,104,006	16,100,642
<b>Total Rev &amp; Beg Fund Bal</b>	<b>36,032,475</b>	<b>33,891,811</b>	<b>33,714,284</b>	<b>35,831,985</b>	<b>37,001,196</b>	<b>36,997,832</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
<b>Total Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Fringe Benefits	-	-	-	-	-	-
<b>Total Sal &amp; Frg Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	10,699,909	11,161,828	12,795,943	12,795,943	11,486,680	11,486,680
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	10,063,211	8,743,678	4,814,335	8,743,678	9,413,874	9,413,874
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>20,763,120</b>	<b>19,905,506</b>	<b>17,610,278</b>	<b>21,539,621</b>	<b>20,900,554</b>	<b>20,900,554</b>
Ending Fund Balance	15,269,355	13,986,305	16,104,006	14,292,364	16,100,642	16,097,278
<b>Total Exp and End Fund Bal</b>	<b>36,032,475</b>	<b>33,891,811</b>	<b>33,714,284</b>	<b>35,831,985</b>	<b>37,001,196</b>	<b>36,997,832</b>

**Table 15-7.**

Fund 29 - Debt Service Fund	
	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>400,939</b>
<b>Revenue</b>	<b>1,080,531</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
<b>Total Salaries</b>	<b>-</b>
<b>Employee Benefits</b>	<b>-</b>
<b>Total Salary &amp; Benefits</b>	<b>-</b>
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	270,007
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	805,000
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Contingency	-
<b>Total Expenditures</b>	<b>1,075,007</b>
<b>Net (Revenues - Expenditures)</b>	<b>5,524</b>
<b>Ending Fund Balance</b>	<b>406,463</b>



**Table 15-8.**

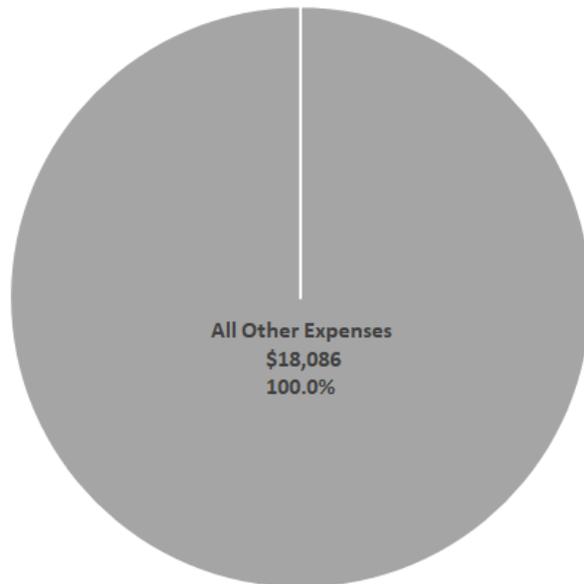
**Debt Service Fund (Fund 29) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	1,970	3,238	(143)	1,611	(3,481)	5,523
Transfer/ (Contribution)	523,735	1,398,116	1,096,904	1,088,574	1,084,454	1,075,008
<b>Total Revenue</b>	<b>525,705</b>	<b>1,401,354</b>	<b>1,096,761</b>	<b>1,090,185</b>	<b>1,080,973</b>	<b>1,080,531</b>
Beginning Fund Balance	702,446	105,445	402,718	406,772	406,772	400,939
<b>Total Rev &amp; Beg Fund Bal</b>	<b>1,228,151</b>	<b>1,506,799</b>	<b>1,499,479</b>	<b>1,496,957</b>	<b>1,487,745</b>	<b>1,481,470</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
<b>Total Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Fringe Benefits						
<b>Total Sal &amp; Frg Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplies & Materials						
Other Operating Exp/Services	377,706	359,081	332,706	301,807	301,806	270,007
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	745,000	745,000	760,000	785,000	785,000	805,000
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>1,122,706</b>	<b>1,104,081</b>	<b>1,092,706</b>	<b>1,086,807</b>	<b>1,086,806</b>	<b>1,075,007</b>
Ending Fund Balance	105,445	402,718	406,772	410,150	400,939	406,463
<b>Total Exp and End Fund Bal</b>	<b>1,228,151</b>	<b>1,506,799</b>	<b>1,499,479</b>	<b>1,496,957</b>	<b>1,487,745</b>	<b>1,481,470</b>

**Table 15-9.**

**Fund 32 - Cafeteria Fund**

	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>5,574</b>
<b>Revenue</b>	<b>12,512</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
<b>Total Salaries</b>	<b>-</b>
<b>Employee Benefits</b>	<b>-</b>
<b>Total Salary &amp; Benefits</b>	<b>-</b>
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	18,086
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	-
Contingency	-
<b>Total Expenditures</b>	<b>18,086</b>
<b>Net (Revenues - Expenditures)</b>	<b>(5,574)</b>
<b>Ending Fund Balance</b>	<b>-</b>



**Table 15-10.**

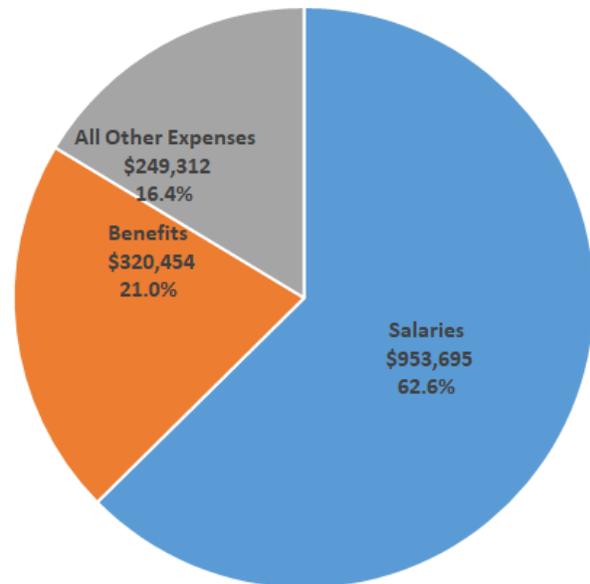
**Cafeteria Fund (Fund 32) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	71,879	57,718	(489)	309	16,810	12,512
Transfer/ (Contribution)	-	-	-	-	-	-
<b>Total Revenue</b>	<b>71,879</b>	<b>57,718</b>	<b>(489)</b>	<b>309</b>	<b>16,810</b>	<b>12,512</b>
Beginning Fund Balance	49,251	42,546	22,915	16,961	16,961	5,574
<b>Total Rev &amp; Beg Fund Bal</b>	<b>121,130</b>	<b>100,264</b>	<b>22,425</b>	<b>17,270</b>	<b>33,771</b>	<b>18,086</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	2,340	-	-	-	-	-
Classified	-	-	-	-	-	-
<b>Total Salaries</b>	<b>2,340</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Fringe Benefits	155	-	-	-	-	-
<b>Total Sal &amp; Frg Benefits</b>	<b>2,495</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplies & Materials	-	195	-	-	496	-
Other Operating Exp/Services	76,089	57,398	5,464	17,270	27,702	18,086
Capital Outlay	-	19,757	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>78,585</b>	<b>77,349</b>	<b>5,464</b>	<b>17,270</b>	<b>28,197</b>	<b>18,086</b>
Ending Fund Balance	42,546	22,915	16,961	-	5,574	-
<b>Total Exp and End Fund Bal</b>	<b>121,130</b>	<b>100,264</b>	<b>22,425</b>	<b>17,270</b>	<b>33,771</b>	<b>18,086</b>

**Table 15-11.**

**Fund 33 - Child Development Fund**

	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>180,322</b>
<b>Revenue</b>	<b>1,343,139</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	183,800
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	769,895
<b>Total Salaries</b>	<b>953,695</b>
<b>Employee Benefits</b>	<b>320,454</b>
<b>Total Salary &amp; Benefits</b>	<b>1,274,149</b>
Supplies and Materials	32,459
Other Operating Expenses & Services	-
Contract Services	1,350
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	-
Professional Services	-
Other Expenses	92,703
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	122,800
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Contingency	-
<b>Total Expenditures</b>	<b>1,523,461</b>
<b>Net (Revenues - Expenditures)</b>	<b>(180,322)</b>
<b>Ending Fund Balance</b>	<b>-</b>



**Table 15-12.**

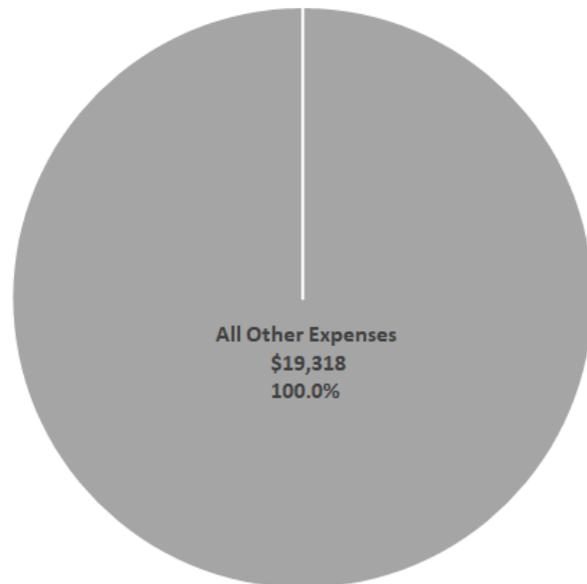
**Child Development Fund (Fund 33) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	101,649	68,467	49,870	39,741	34,379	49,539
State	428,794	463,623	430,156	160,210	270,724	287,609
Local	683,519	530,332	392,416	594,456	616,159	819,960
Transfer/ (Contribution)	514	487,758	301,247	306,139	-	186,031
<b>Total Revenue</b>	<b>1,214,475</b>	<b>1,550,180</b>	<b>1,173,689</b>	<b>1,100,546</b>	<b>921,262</b>	<b>1,343,139</b>
Beginning Fund Balance	159,569	-	186,031	318,724	318,724	180,322
<b>Total Rev &amp; Beg Fund Bal</b>	<b>1,374,044</b>	<b>1,550,180</b>	<b>1,359,720</b>	<b>1,419,270</b>	<b>1,239,986</b>	<b>1,523,461</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	229,996	235,218	148,945	185,549	134,802	183,800
Classified	826,729	809,708	621,409	633,667	649,064	769,895
<b>Total Salaries</b>	<b>1,056,725</b>	<b>1,044,927</b>	<b>770,354</b>	<b>819,216</b>	<b>783,867</b>	<b>953,695</b>
<b>Fringe Benefits</b>	<b>267,486</b>	<b>285,462</b>	<b>243,508</b>	<b>234,493</b>	<b>241,098</b>	<b>320,454</b>
<b>Total Sal &amp; Frg Benefits</b>	<b>1,324,211</b>	<b>1,330,388</b>	<b>1,013,862</b>	<b>1,053,709</b>	<b>1,024,965</b>	<b>1,274,149</b>
Supplies & Materials	10,460	6,437	5,480	15,970	7,508	32,459
Other Operating Exp/Services	34,262	25,379	19,225	345,160	25,732	94,053
Capital Outlay	5,112	1,944	2,430	4,431	1,458	122,800
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>1,374,044</b>	<b>1,364,149</b>	<b>1,040,996</b>	<b>1,419,270</b>	<b>1,059,663</b>	<b>1,523,461</b>
Ending Fund Balance	-	186,031	318,724	-	180,322	-
<b>Total Exp and End Fund Bal</b>	<b>1,374,044</b>	<b>1,550,180</b>	<b>1,359,720</b>	<b>1,419,270</b>	<b>1,239,986</b>	<b>1,523,461</b>

**Table 15-13.**

**Fund 37 - Special Revenue-Asset Management Fund**

2022-23 Adopted Budget	
<b>Beginning Fund Balance</b>	<b>18,233</b>
<b>Revenue</b>	<b>1,085</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
<b>Total Salaries</b>	<b>-</b>
<b>Employee Benefits</b>	<b>-</b>
<b>Total Salary &amp; Benefits</b>	<b>-</b>
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	19,318
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	-
Contingency	-
<b>Total Expenditures</b>	<b>19,318</b>
<b>Net (Revenues - Expenditures)</b>	<b>(18,233)</b>
<b>Ending Fund Balance</b>	<b>-</b>



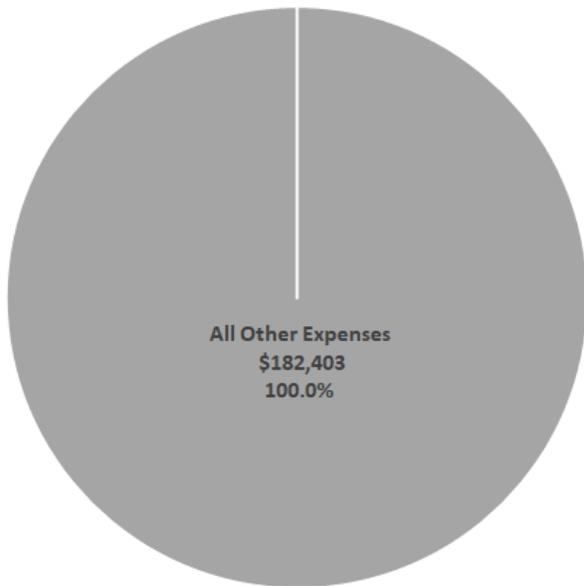
**Table 15-14.**

**Special Revenue-Asset Management Fund (Fund 37) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	379	315	(3)	406	(562)	1,085
Transfer/ (Contribution)	-	-	-	-	-	-
<b>Total Revenue</b>	<b>379</b>	<b>315</b>	<b>(3)</b>	<b>406</b>	<b>(562)</b>	<b>1,085</b>
Beginning Fund Balance	18,105	18,484	18,799	18,796	18,796	18,233
<b>Total Rev &amp; Beg Fund Bal</b>	<b>18,484</b>	<b>18,799</b>	<b>18,796</b>	<b>19,202</b>	<b>18,233</b>	<b>19,318</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
<b>Total Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fringe Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Sal &amp; Frg Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	19,202	-	19,318
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>19,202</b>	<b>-</b>	<b>19,318</b>
Ending Fund Balance	18,484	18,799	18,796	-	18,233	-
<b>Total Exp and End Fund Bal</b>	<b>18,484</b>	<b>18,799</b>	<b>18,796</b>	<b>19,202</b>	<b>18,233</b>	<b>19,318</b>

**Table 15-15.**

Fund 39 - Special Revenue-Student Center Fund	
	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>591,237</b>
<b>Revenue</b>	<b>233,775</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
<b>Total Salaries</b>	<b>-</b>
<b>Employee Benefits</b>	<b>-</b>
<b>Total Salary &amp; Benefits</b>	<b>-</b>
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	182,403
Contingency	-
<b>Total Expenditures</b>	<b>182,403</b>
<b>Net (Revenues - Expenditures)</b>	<b>51,372</b>
<b>Ending Fund Balance</b>	<b>642,609</b>



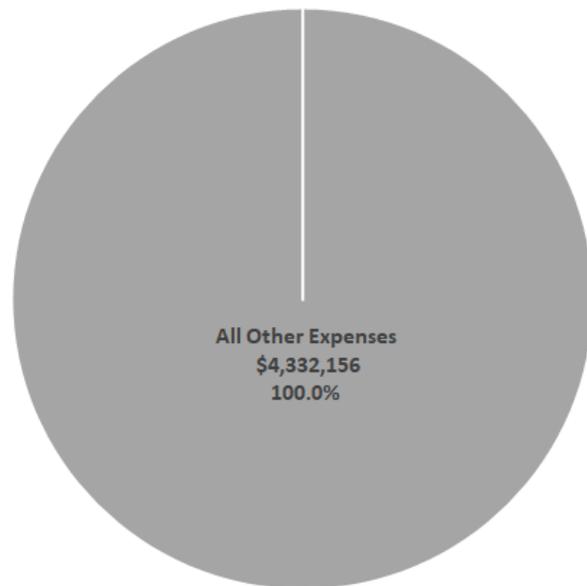
**Table 15-16.**

**Special Revenue-Student Center Fund (Fund 39) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	207,802	201,106	177,953	208,804	137,858	233,775
Transfer/ (Contribution)	-	-	-	-	-	-
<b>Total Revenue</b>	<b>207,802</b>	<b>201,106</b>	<b>177,953</b>	<b>208,804</b>	<b>137,858</b>	<b>233,775</b>
Beginning Fund Balance	605,556	625,198	642,659	636,790	636,790	591,237
<b>Total Rev &amp; Beg Fund Bal</b>	<b>813,358</b>	<b>826,305</b>	<b>820,612</b>	<b>845,594</b>	<b>774,647</b>	<b>825,012</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
<b>Total Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fringe Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Sal &amp; Frg Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	6	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	188,160	183,640	183,822	183,410	183,410	182,403
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>188,160</b>	<b>183,646</b>	<b>183,822</b>	<b>183,410</b>	<b>183,410</b>	<b>182,403</b>
Ending Fund Balance	625,198	642,659	636,790	662,184	591,237	642,609
<b>Total Exp and End Fund Bal</b>	<b>813,358</b>	<b>826,305</b>	<b>820,612</b>	<b>845,594</b>	<b>774,647</b>	<b>825,012</b>

**Table 15-17.**

Fund 41 - State Construction Fund	
2022-23 Adopted Budget	
<b>Beginning Fund Balance</b>	<b>(661)</b>
<b>Revenue</b>	<b>4,332,817</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
<b>Total Salaries</b>	<b>-</b>
<b>Employee Benefits</b>	<b>-</b>
<b>Total Salary &amp; Benefits</b>	<b>-</b>
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	4,332,156
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Contingency	-
<b>Total Expenditures</b>	<b>4,332,156</b>
<b>Net (Revenues - Expenditures)</b>	<b>661</b>
<b>Ending Fund Balance</b>	<b>-</b>



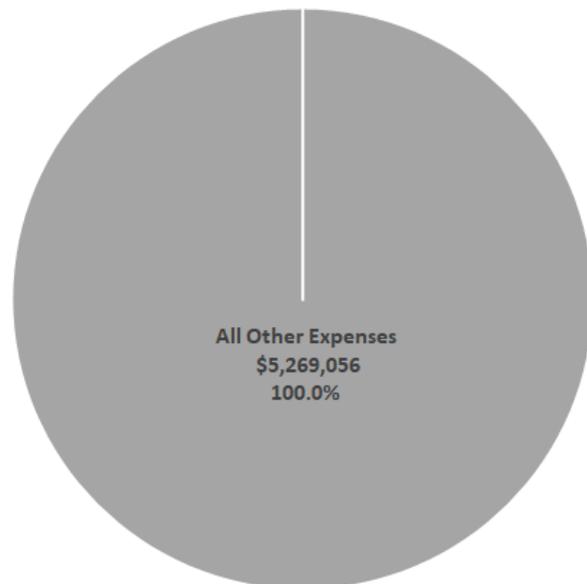
**Table 15-18.**

**State Construction Fund (Fund 41) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	231,000	166,000	4,403,000	-	4,332,078
Local	12,141	25	53	1,400	(738)	739
Transfer/ (Contribution)	-	-	-	-	-	-
<b>Total Revenue</b>	<b>12,141</b>	<b>231,025</b>	<b>166,053</b>	<b>4,404,400</b>	<b>(738)</b>	<b>4,332,817</b>
Beginning Fund Balance	737,275	-	25	78	78	(661)
<b>Total Rev &amp; Beg Fund Bal</b>	<b>749,417</b>	<b>231,025</b>	<b>166,078</b>	<b>4,404,478</b>	<b>(661)</b>	<b>4,332,156</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
<b>Total Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Fringe Benefits	-	-	-	-	-	-
<b>Total Sal &amp; Frg Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	660,142	231,000	166,000	4,404,478	-	4,332,156
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	89,275	-	-	-	-	-
<b>Total Expenditures</b>	<b>749,417</b>	<b>231,000</b>	<b>166,000</b>	<b>4,404,478</b>	<b>-</b>	<b>4,332,156</b>
Ending Fund Balance	-	25	78	-	(661)	-
<b>Total Exp and End Fund Bal</b>	<b>749,417</b>	<b>231,025</b>	<b>166,078</b>	<b>4,404,478</b>	<b>(661)</b>	<b>4,332,156</b>

**Table 15-19.**

Fund 43 - Capital Projects Fund	
	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>4,918,849</b>
<b>Revenue</b>	<b>350,207</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
<b>Total Salaries</b>	<b>-</b>
<b>Employee Benefits</b>	<b>-</b>
<b>Total Salary &amp; Benefits</b>	<b>-</b>
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	30,807
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	242,965
Professional Services	-
Other Expenses	14,393
Capital Outlay	-
Site and Site Improvements	152,328
Building Improvements	84,912
Library Books & Materials	-
New Equipment	4,743,651
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Contingency	-
<b>Total Expenditures</b>	<b>5,269,056</b>
<b>Net (Revenues - Expenditures)</b>	<b>(4,918,849)</b>
<b>Ending Fund Balance</b>	<b>-</b>



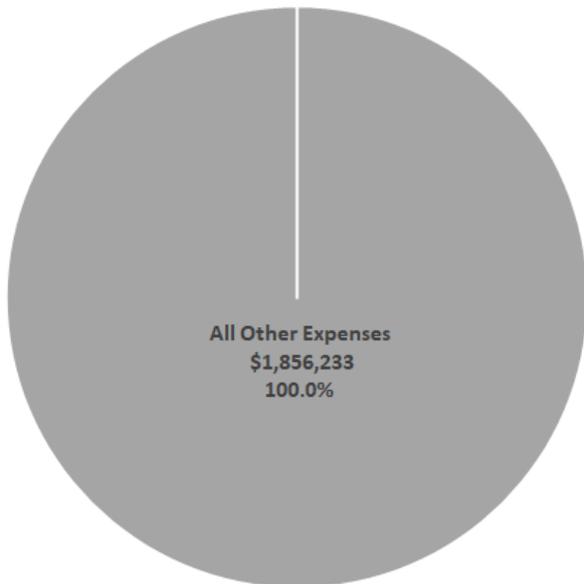
**Table 15-20.**

**Capital Projects Fund (Fund 43) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	284,132	288,714	119,646	225,074	1,040,015	312,353
Transfer/ (Contribution)	342,320	271,343	1,020,458	24,572	1,706,400	37,854
<b>Total Revenue</b>	<b>626,452</b>	<b>560,056</b>	<b>1,140,104</b>	<b>249,646</b>	<b>2,746,415</b>	<b>350,207</b>
Beginning Fund Balance	3,628,515	3,126,032	3,098,381	3,737,533	3,737,533	4,918,849
<b>Total Rev &amp; Beg Fund Bal</b>	<b>4,254,967</b>	<b>3,686,088</b>	<b>4,238,485</b>	<b>3,987,179</b>	<b>6,483,948</b>	<b>5,269,056</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
<b>Total Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Fringe Benefits	-	-	-	-	-	-
<b>Total Sal &amp; Frg Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	409,267	264,733	191,612	132,530	197,489	288,165
Capital Outlay	719,668	322,975	309,340	3,854,649	1,367,610	4,980,891
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>1,128,935</b>	<b>587,708</b>	<b>500,952</b>	<b>3,987,179</b>	<b>1,565,098</b>	<b>5,269,056</b>
Ending Fund Balance	3,126,032	3,098,381	3,737,533	-	4,918,849	-
<b>Total Exp and End Fund Bal</b>	<b>4,254,967</b>	<b>3,686,088</b>	<b>4,238,485</b>	<b>3,987,179</b>	<b>6,483,948</b>	<b>5,269,056</b>

**Table 15-21.**

Fund 44 - Scheduled Maintenance Fund	
	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>1,774,448</b>
<b>Revenue</b>	<b>81,785</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
<b>Total Salaries</b>	<b>-</b>
<b>Employee Benefits</b>	<b>-</b>
<b>Total Salary &amp; Benefits</b>	<b>-</b>
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	1,357,623
Building Improvements	498,610
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Contingency	-
<b>Total Expenditures</b>	<b>1,856,233</b>
<b>Net (Revenues - Expenditures)</b>	<b>(1,774,448)</b>
<b>Ending Fund Balance</b>	<b>-</b>



**Table 15-22.**

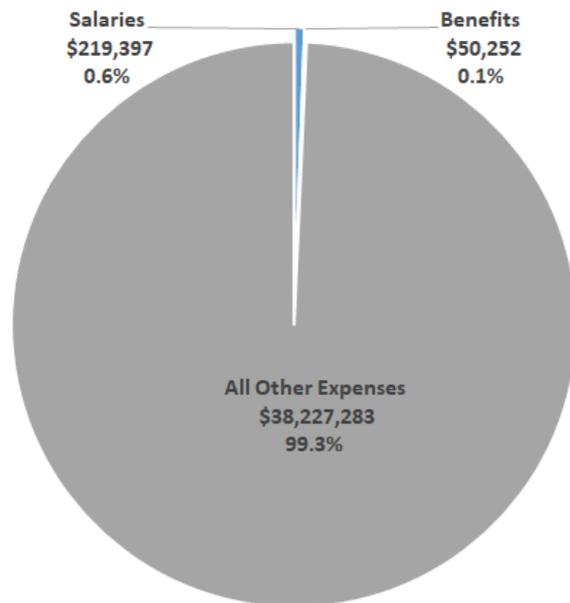
**Scheduled Maintenance Fund (Fund 44) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	-	-	2,250,000	2,500,000	-
Local	99	82	(1)	108	(74,708)	81,785
Transfer/ (Contribution)	-	-	-	-	-	-
<b>Total Revenue</b>	<b>99</b>	<b>82</b>	<b>(1)</b>	<b>2,250,108</b>	<b>2,425,292</b>	<b>81,785</b>
Beginning Fund Balance	4,723	4,822	4,904	4,903	4,903	1,774,448
<b>Total Rev &amp; Beg Fund Bal</b>	<b>4,822</b>	<b>4,904</b>	<b>4,903</b>	<b>2,255,011</b>	<b>2,430,195</b>	<b>1,856,233</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
<b>Total Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fringe Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Sal &amp; Frg Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	-	-	-	2,255,011	655,747	1,856,233
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,255,011</b>	<b>655,747</b>	<b>1,856,233</b>
Ending Fund Balance	4,822	4,904	4,903	-	1,774,448	-
<b>Total Exp and End Fund Bal</b>	<b>4,822</b>	<b>4,904</b>	<b>4,903</b>	<b>2,255,011</b>	<b>2,430,195</b>	<b>1,856,233</b>

**Table 15-23.**

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

	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>36,599,648</b>
<b>Revenue</b>	<b>1,897,284</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Holding	101,653
Classified Management Salaries	117,744
<b>Total Salaries</b>	<b>219,397</b>
<b>Employee Benefits</b>	<b>50,252</b>
<b>Total Salary &amp; Benefits</b>	<b>269,649</b>
Supplies and Materials	-
Other Operating Expenses & Services	-
Contract Services	135,000
Travel and Conference Expense	-
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	65,000
Professional Services	22,600
Other Expenses	39,040
Capital Outlay	-
Site and Site Improvements	3,249,094
Building Improvements	32,571,649
Library Books & Materials	-
New Equipment	2,144,900
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Contingency	-
<b>Total Expenditures</b>	<b>38,496,932</b>
<b>Net (Revenues - Expenditures)</b>	<b>(36,599,648)</b>
<b>Ending Fund Balance</b>	<b>-</b>



**Table 15-24.**

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

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	-	1,150,998	43,753	710,881	(1,023,121)	1,897,284
Transfer/ (Contribution)	-	85,331,500	-	-	-	-
<b>Total Revenue</b>	-	86,482,498	43,753	710,881	(1,023,121)	1,897,284
Beginning Fund Balance	-	-	80,052,177	59,109,173	59,109,173	36,599,648
<b>Total Rev &amp; Beg Fund Bal</b>	-	86,482,498	80,095,930	59,820,054	58,086,053	38,496,932
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	67,116	219,397	-	219,397
<b>Total Salaries</b>	-	-	67,116	219,397	-	219,397
Fringe Benefits	-	-	23,340	50,252	-	50,252
<b>Total Sal &amp; Frg Benefits</b>	-	-	90,456	269,649	-	269,649
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	125,661	704,100	542,466	261,640
Capital Outlay	-	5,828,821	20,770,640	58,846,305	20,943,939	37,965,643
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	601,500	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	-	6,430,321	20,986,757	59,820,054	21,486,405	38,496,932
Ending Fund Balance	-	80,052,177	59,109,173	-	36,599,648	-
<b>Total Exp and End Fund Bal</b>	-	86,482,498	80,095,930	59,820,054	58,086,053	38,496,932

Table 15-25.

Measure M Series 2016 Fund (Fund 46) History

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	103,031	-	-	-	-	-
Transfer/ (Contribution)	-	-	-	-	-	-
Total Revenue	103,031	-	-	-	-	-
Beginning Fund Balance	10,442,171	-	-	-	-	-
Total Rev & Beg Fund Bal	10,545,202	-	-	-	-	-
<b>EXPENDITURES</b>						
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	10,533,902	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
Total Expenditures	10,545,202	-	-	-	-	-
Ending Fund Balance	-	-	-	-	-	-
Total Exp and End Fund Bal	10,545,202	-	-	-	-	-

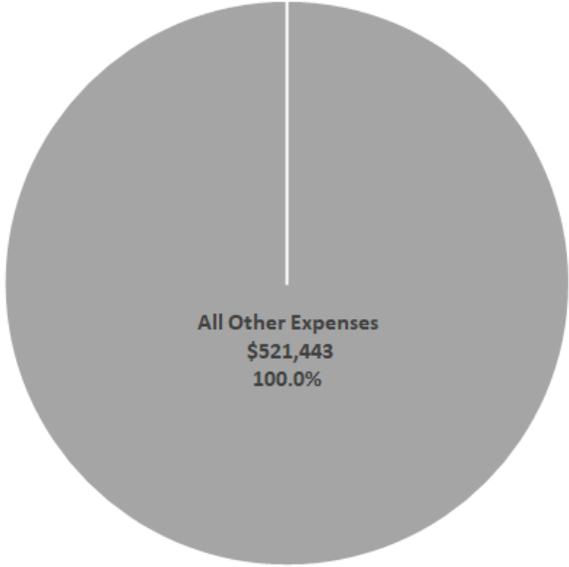
**Table 15-26.**

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

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	691,111	201,182	-	-	-	-
Transfer/ (Contribution)	-	-	-	-	-	-
<b>Total Revenue</b>	<b>691,111</b>	<b>201,182</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Beginning Fund Balance	48,991,674	18,622,786	-	-	-	-
<b>Total Rev &amp; Beg Fund Bal</b>	<b>49,682,785</b>	<b>18,823,968</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	111,672	113,340	-	-	-	-
<b>Total Salaries</b>	<b>111,672</b>	<b>113,340</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Fringe Benefits	37,910	39,856	-	-	-	-
<b>Total Sal &amp; Frg Benefits</b>	<b>149,582</b>	<b>153,196</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	11,300	28,546	-	-	-	-
Capital Outlay	30,899,117	18,642,226	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>31,059,999</b>	<b>18,823,968</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Ending Fund Balance	18,622,786	-	-	-	-	-
<b>Total Exp and End Fund Bal</b>	<b>49,682,785</b>	<b>18,823,968</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

**Table 15-27.**

Fund 49 - Field Turf Replacement Fund	
	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>450,161</b>
<b>Revenue</b>	<b>71,282</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
<b>Total Salaries</b>	<b>-</b>
<b>Employee Benefits</b>	<b>-</b>
<b>Total Salary &amp; Benefits</b>	<b>-</b>
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	521,443
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	-
Payments to Students	-
Interfund Transfers	-
Contingency	-
<b>Total Expenditures</b>	<b>521,443</b>
<b>Net (Revenues - Expenditures)</b>	<b>(450,161)</b>
<b>Ending Fund Balance</b>	<b>-</b>



**Table 15-28.**

**Field Turf Replacement Fund (Fund 49) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	31,057	30,781	24,830	29,733	10,748	46,282
Transfer/ (Contribution)	25,000	25,000	25,000	25,000	25,000	25,000
<b>Total Revenue</b>	<b>56,057</b>	<b>55,781</b>	<b>49,830</b>	<b>54,733</b>	<b>35,748</b>	<b>71,282</b>
Beginning Fund Balance	252,744	308,801	364,582	414,412	414,412	450,161
<b>Total Rev &amp; Beg Fund Bal</b>	<b>308,801</b>	<b>364,582</b>	<b>414,412</b>	<b>469,145</b>	<b>450,161</b>	<b>521,443</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
<b>Total Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fringe Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Sal &amp; Frg Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	-	-	-	469,145	-	521,443
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>469,145</b>	<b>-</b>	<b>521,443</b>
Ending Fund Balance	308,801	364,582	414,412	-	450,161	-
<b>Total Exp and End Fund Bal</b>	<b>308,801</b>	<b>364,582</b>	<b>414,412</b>	<b>469,145</b>	<b>450,161</b>	<b>521,443</b>

**Table 15-29.**

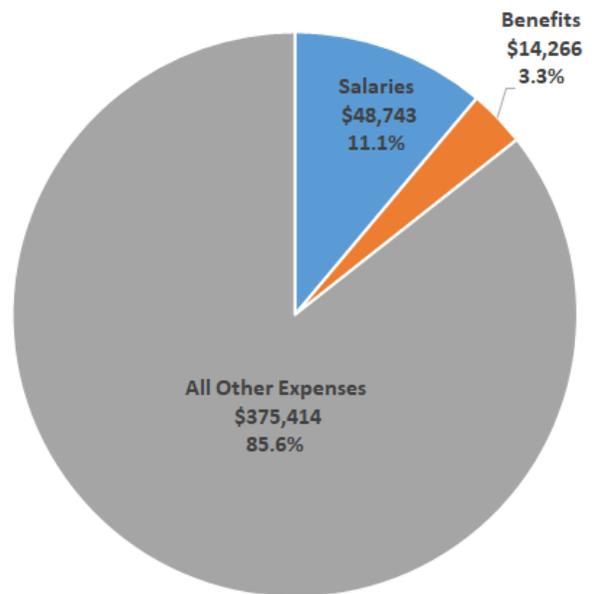
**K-12 Arts Education Outreach Fund (Fund 57) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	223,688	107,130	-	-	-	-
Transfer/ (Contribution)	-	-	-	-	-	-
<b>Total Revenue</b>	<b>223,688</b>	<b>107,130</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Beginning Fund Balance	26,490	-	-	-	-	-
<b>Total Rev &amp; Beg Fund Bal</b>	<b>250,178</b>	<b>107,130</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	50,561	36,478	-	-	-	-
<b>Total Salaries</b>	<b>50,561</b>	<b>36,478</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Fringe Benefits	20,150	16,585	-	-	-	-
<b>Total Sal &amp; Frg Benefits</b>	<b>70,711</b>	<b>53,064</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplies & Materials	36	88	-	-	-	-
Other Operating Exp/Services	179,431	53,979	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>250,178</b>	<b>107,130</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Ending Fund Balance	-	-	-	-	-	-
<b>Total Exp and End Fund Bal</b>	<b>250,178</b>	<b>107,130</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

**Table 15-30.**

**Fund 58 - Performing Arts Center Fund**

	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>73,058</b>
<b>Revenue</b>	<b>365,365</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	48,743
<b>Total Salaries</b>	<b>48,743</b>
<b>Employee Benefits</b>	<b>14,266</b>
<b>Total Salary &amp; Benefits</b>	<b>63,009</b>
Supplies and Materials	1,835
Other Operating Expenses & Services	-
Contract Services	215,800
Travel and Conference Expense	3,850
Dues and Memberships	-
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	22,725
Professional Services	-
Other Expenses	120,350
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	10,854
Contingency	-
<b>Total Expenditures</b>	<b>438,423</b>
<b>Net (Revenues - Expenditures)</b>	<b>(73,058)</b>
<b>Ending Fund Balance</b>	<b>-</b>



**Table 15-31.**

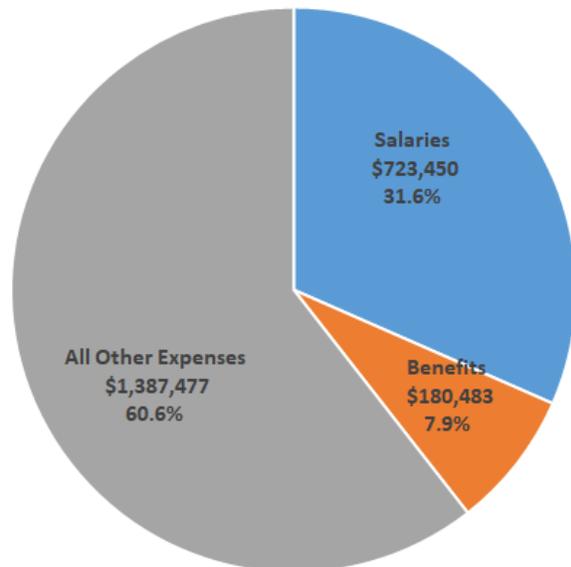
**Performing Arts Center Fund (Fund 58) History**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2021-22</b>	<b>2022-23</b>
	<b>Actuals</b>	<b>Actuals</b>	<b>Actuals</b>	<b>Adopted Budget</b>	<b>Actuals</b>	<b>Adopted Budget</b>
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	560	870	720	-	980	-
Local	376,623	500,632	80	573,333	287,044	365,365
Transfer/ (Contribution)	-	-	31,171	-	36,058	-
<b>Total Revenue</b>	<b>377,183</b>	<b>501,502</b>	<b>31,971</b>	<b>573,333</b>	<b>324,082</b>	<b>365,365</b>
Beginning Fund Balance	64,295	-	74,709	74,458	74,458	73,058
<b>Total Rev &amp; Beg Fund Bal</b>	<b>441,478</b>	<b>501,502</b>	<b>106,680</b>	<b>647,791</b>	<b>398,540</b>	<b>438,423</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	160	1,009	-	-	-	-
Classified	60,802	53,730	22,485	57,422	32,817	48,743
<b>Total Salaries</b>	<b>60,961</b>	<b>54,739</b>	<b>22,485</b>	<b>57,422</b>	<b>32,817</b>	<b>48,743</b>
<b>Fringe Benefits</b>	<b>12,967</b>	<b>13,175</b>	<b>9,238</b>	<b>14,911</b>	<b>8,958</b>	<b>14,266</b>
<b>Total Sal &amp; Frg Benefits</b>	<b>73,928</b>	<b>67,914</b>	<b>31,723</b>	<b>72,333</b>	<b>41,775</b>	<b>63,009</b>
Supplies & Materials	1,772	2,115	499	1,850	71	1,835
Other Operating Exp/Services	365,778	339,898	-	554,036	275,770	362,725
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	16,866	-	19,572	7,866	10,854
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>441,478</b>	<b>426,793</b>	<b>32,222</b>	<b>647,791</b>	<b>325,482</b>	<b>438,423</b>
Ending Fund Balance	-	74,709	74,458	-	73,058	-
<b>Total Exp and End Fund Bal</b>	<b>441,478</b>	<b>501,502</b>	<b>106,680</b>	<b>647,791</b>	<b>398,540</b>	<b>438,423</b>

**Table 15-32.**

**Fund 59 - Employee Training Institute Fund**

2022-23 Adopted Budget	
<b>Beginning Fund Balance</b>	<b>301,005</b>
<b>Revenue</b>	<b>1,990,405</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	50,682
Classified Instructional Salaries	(123,636)
Classified Non-Instructional Salaries	796,404
<b>Total Salaries</b>	<b>723,450</b>
<b>Employee Benefits</b>	<b>180,483</b>
<b>Total Salary &amp; Benefits</b>	<b>903,933</b>
Supplies and Materials	139,460
Other Operating Expenses & Services	-
Contract Services	820,809
Travel and Conference Expense	5,500
Dues and Memberships	1,000
Insurances	-
Utilities and Housekeeping	-
Maintenance, Repairs and Rentals	24,000
Professional Services	-
Other Expenses	390,808
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	-
Contingency	-
<b>Total Expenditures</b>	<b>2,291,410</b>
<b>Net (Revenues - Expenditures)</b>	<b>(301,005)</b>
<b>Ending Fund Balance</b>	<b>-</b>



**Table 15-33.**

**Employee Training Institute Fund (Fund 59) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	20,000	139,538	17,100	18,007
State	412,424	278,816	95,054	650,000	406,424	1,150,000
Local	435,817	282,610	208,824	496,856	334,211	822,398
Transfer/ (Contribution)	-	-	497,872	180,546	87,997	-
<b>Total Revenue</b>	<b>848,241</b>	<b>561,426</b>	<b>821,751</b>	<b>1,466,940</b>	<b>845,732</b>	<b>1,990,405</b>
Beginning Fund Balance	249,256	312,903	224,482	312,597	312,597	301,005
<b>Total Rev &amp; Beg Fund Bal</b>	<b>1,097,497</b>	<b>874,329</b>	<b>1,046,233</b>	<b>1,779,537</b>	<b>1,158,330</b>	<b>2,291,410</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	26,359	28,003	26,773	27,173	37,331	50,682
Classified	454,335	358,505	395,456	594,518	407,018	672,768
<b>Total Salaries</b>	<b>480,694</b>	<b>386,508</b>	<b>422,229</b>	<b>621,691</b>	<b>444,348</b>	<b>723,450</b>
<b>Fringe Benefits</b>	<b>132,799</b>	<b>126,526</b>	<b>152,749</b>	<b>199,674</b>	<b>118,190</b>	<b>180,483</b>
<b>Total Sal &amp; Frg Benefits</b>	<b>613,493</b>	<b>513,035</b>	<b>574,979</b>	<b>821,365</b>	<b>562,538</b>	<b>903,933</b>
Supplies & Materials	35,851	22,266	14,991	98,311	13,596	139,460
Other Operating Exp/Services	129,267	110,182	141,866	853,961	278,990	1,242,117
Capital Outlay	5,983	4,363	1,800	5,900	2,200	5,900
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>784,593</b>	<b>649,847</b>	<b>733,636</b>	<b>1,779,537</b>	<b>857,324</b>	<b>2,291,410</b>
Ending Fund Balance	312,903	224,482	312,597	-	301,005	-
<b>Total Exp and End Fund Bal</b>	<b>1,097,497</b>	<b>874,329</b>	<b>1,046,233</b>	<b>1,779,537</b>	<b>1,158,330</b>	<b>2,291,410</b>

**Table 15-34.**

Fund 68 - CalSTRS/CalPERS Liability Fund	
	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>5,882,449</b>
<b>Revenue</b>	<b>260,221</b>
<b>Expenditures</b>	
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	-
Contingency	-
<b>Total Expenditures</b>	<b>-</b>
<b>Net (Revenues - Expenditures)</b>	<b>260,221</b>
<b>Ending Fund Balance</b>	<b>6,142,670</b>

Zero Expenses  
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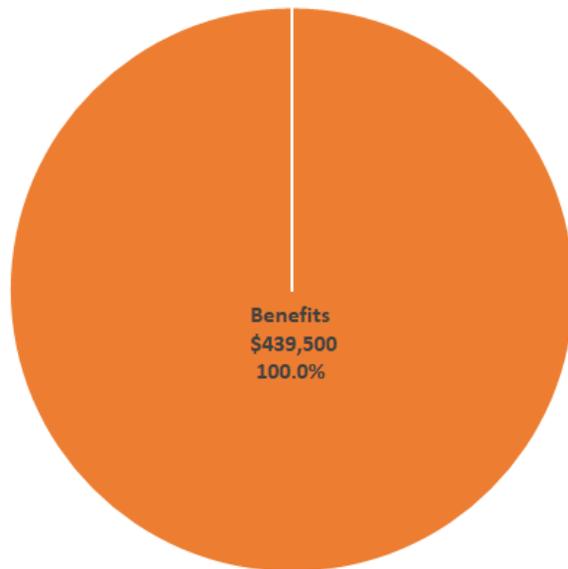
**Table 15-35.**

**CalSTRS/CalPERS Liability Fund (Fund 68) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	129,004	101,099	(787)	75,538	(153,470)	260,221
Transfer/ (Contribution)	-	-	500,000	-	1,000,000	-
<b>Total Revenue</b>	<b>129,004</b>	<b>101,099</b>	<b>499,213</b>	<b>75,538</b>	<b>846,530</b>	<b>260,221</b>
Beginning Fund Balance	6,156,604	5,935,607	4,536,706	5,035,919	5,035,919	5,882,449
<b>Total Rev &amp; Beg Fund Bal</b>	<b>6,285,607</b>	<b>6,036,706</b>	<b>5,035,919</b>	<b>5,111,457</b>	<b>5,882,449</b>	<b>6,142,670</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
<b>Total Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fringe Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Sal &amp; Frg Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	350,000	1,500,000	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>350,000</b>	<b>1,500,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Ending Fund Balance	5,935,607	4,536,706	5,035,919	5,111,457	5,882,449	6,142,670
<b>Total Exp and End Fund Bal</b>	<b>6,285,607</b>	<b>6,036,706</b>	<b>5,035,919</b>	<b>5,111,457</b>	<b>5,882,449</b>	<b>6,142,670</b>

**Table 15-36.**

Fund 69 - Internal Services-Retiree Benefits Fund	
	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>6,980,319</b>
<b>Revenue</b>	<b>1,054,741</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
<b>Total Salaries</b>	<b>-</b>
<b>Employee Benefits</b>	<b>439,500</b>
<b>Total Salary &amp; Benefits</b>	<b>439,500</b>
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	-
Contingency	-
<b>Total Expenditures</b>	<b>439,500</b>
<b>Net (Revenues - Expenditures)</b>	<b>615,241</b>
<b>Ending Fund Balance</b>	<b>7,595,560</b>



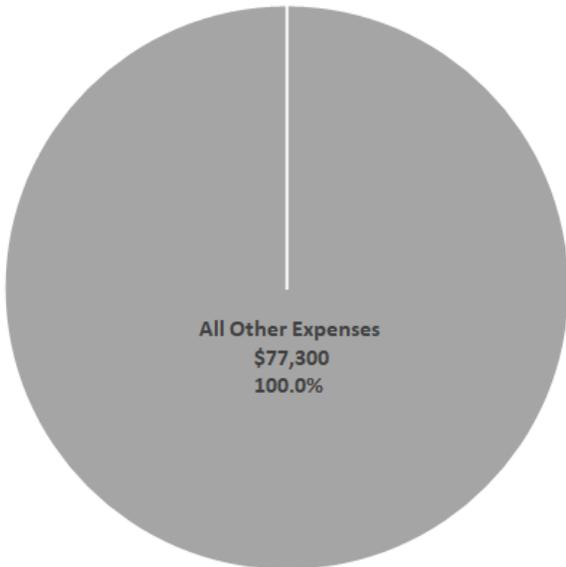
**Table 15-37.**

**Internal Services-Retiree Benefits Fund (Fund 69) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	144,422	114,118	225	134,907	(168,598)	340,284
Transfer/ (Contribution)	12,700	12,700	12,700	712,700	1,412,700	714,457
<b>Total Revenue</b>	<b>157,122</b>	<b>126,818</b>	<b>12,925</b>	<b>847,607</b>	<b>1,244,102</b>	<b>1,054,741</b>
Beginning Fund Balance	7,070,423	6,863,750	6,610,253	6,193,105	6,193,105	6,980,319
<b>Total Rev &amp; Beg Fund Bal</b>	<b>7,227,545</b>	<b>6,990,568</b>	<b>6,623,178</b>	<b>7,040,712</b>	<b>7,437,207</b>	<b>8,035,060</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
<b>Total Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Fringe Benefits	363,795	380,315	430,074	439,500	456,888	439,500
<b>Total Sal &amp; Frg Benefits</b>	<b>363,795</b>	<b>380,315</b>	<b>430,074</b>	<b>439,500</b>	<b>456,888</b>	<b>439,500</b>
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>363,795</b>	<b>380,315</b>	<b>430,074</b>	<b>439,500</b>	<b>456,888</b>	<b>439,500</b>
Ending Fund Balance	6,863,750	6,610,253	6,193,105	6,601,212	6,980,319	7,595,560
<b>Total Exp and End Fund Bal</b>	<b>7,227,545</b>	<b>6,990,568</b>	<b>6,623,178</b>	<b>7,040,712</b>	<b>7,437,207</b>	<b>8,035,060</b>

**Table 15-38.**

Fund 72 - Student Representation Fee Trust Fund	
	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>479,329</b>
<b>Revenue</b>	<b>72,887</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
<b>Total Salaries</b>	<b>-</b>
<b>Employee Benefits</b>	<b>-</b>
<b>Total Salary &amp; Benefits</b>	<b>-</b>
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
Contingency	-
<b>Total Expenditures</b>	<b>77,300</b>
<b>Net (Revenues - Expenditures)</b>	<b>(4,413)</b>
<b>Ending Fund Balance</b>	<b>474,916</b>



**Table 15-39.**

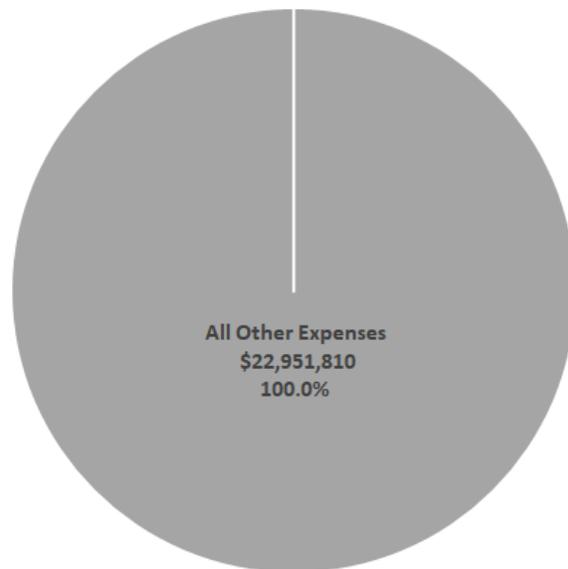
**Student Representation Fee Trust Fund (Fund 72) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	54,664	68,257	86,151	53,727	61,119	72,887
Transfer/ (Contribution)	-	-	-	-	-	-
<b>Total Revenue</b>	<b>54,664</b>	<b>68,257</b>	<b>86,151</b>	<b>53,727</b>	<b>61,119</b>	<b>72,887</b>
Beginning Fund Balance	314,401	350,596	413,170	464,022	464,022	479,329
<b>Total Rev &amp; Beg Fund Bal</b>	<b>369,065</b>	<b>418,852</b>	<b>499,321</b>	<b>517,749</b>	<b>525,141</b>	<b>552,216</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
<b>Total Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Fringe Benefits	-	-	-	-	-	-
<b>Total Sal &amp; Frg Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplies & Materials	-	-	-	1,000	-	1,000
Other Operating Exp/Services	16,670	3,623	33,499	46,500	44,012	46,500
Capital Outlay	-	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	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>18,470</b>	<b>5,682</b>	<b>35,299</b>	<b>77,300</b>	<b>45,812</b>	<b>77,300</b>
Ending Fund Balance	350,596	413,170	464,022	440,449	479,329	474,916
<b>Total Exp and End Fund Bal</b>	<b>369,065</b>	<b>418,852</b>	<b>499,321</b>	<b>517,749</b>	<b>525,141</b>	<b>552,216</b>

**Table 15-40.**

**Fund 74 - Student Financial Aid Fund**

	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>99,084</b>
<b>Revenue</b>	<b>22,852,726</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
<b>Total Salaries</b>	<b>-</b>
<b>Employee Benefits</b>	<b>-</b>
<b>Total Salary &amp; Benefits</b>	<b>-</b>
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	111,977
Capital Outlay	-
Site and Site Improvements	-
Building Improvements	-
Library Books & Materials	-
New Equipment	-
Equipment Replacement	-
Debt Retirement	-
Student Financial Aid	22,839,833
Payments to Students	-
Interfund Transfers	-
Contingency	-
<b>Total Expenditures</b>	<b>22,951,810</b>
<b>Net (Revenues - Expenditures)</b>	<b>(99,084)</b>
<b>Ending Fund Balance</b>	<b>-</b>



**Table 15-41.**

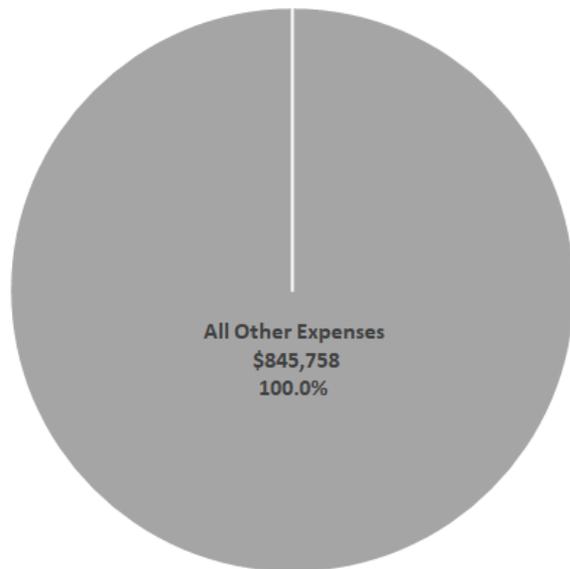
**Student Financial Aid Fund (Fund 74) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	15,587,523	19,277,263	18,156,967	30,781,817	27,854,396	14,061,312
State	2,528,147	2,959,293	4,351,470	3,500,000	4,098,239	8,633,148
Local	17,507	10,999	(531)	12,195	5,557	12,893
Transfer/ (Contribution)	166,310	165,867	206,299	153,589	179,589	145,373
<b>Total Revenue</b>	<b>18,299,487</b>	<b>22,413,422</b>	<b>22,714,205</b>	<b>34,447,601</b>	<b>32,137,780</b>	<b>22,852,726</b>
Beginning Fund Balance	116,692	131,830	136,204	93,024	93,024	99,084
<b>Total Rev &amp; Beg Fund Bal</b>	<b>18,416,179</b>	<b>22,545,252</b>	<b>22,850,409</b>	<b>34,540,625</b>	<b>32,230,803</b>	<b>22,951,810</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
<b>Total Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Fringe Benefits						
<b>Total Sal &amp; Frg Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplies & Materials						
Other Operating Exp/Services	2,369	6,625	42,649	105,219	(504)	111,977
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	18,281,980	22,402,423	22,714,736	34,435,406	32,132,223	22,839,833
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>18,284,349</b>	<b>22,409,048</b>	<b>22,757,385</b>	<b>34,540,625</b>	<b>32,131,719</b>	<b>22,951,810</b>
Ending Fund Balance	131,830	136,204	93,024	-	99,084	-
<b>Total Exp and End Fund Bal</b>	<b>18,416,179</b>	<b>22,545,252</b>	<b>22,850,409</b>	<b>34,540,625</b>	<b>32,230,803</b>	<b>22,951,810</b>

**Table 15-42.**

**Fund 75 - Scholarship and Loan Trust Fund**

	2022-23 Adopted Budget
<b>Beginning Fund Balance</b>	<b>95,532</b>
<b>Revenue</b>	<b>750,226</b>
<b>Expenditures</b>	
Certificated Instructional Salaries	-
Certificated Non-Instructional Salaries	-
Classified Instructional Salaries	-
Classified Non-Instructional Salaries	-
<b>Total Salaries</b>	<b>-</b>
<b>Employee Benefits</b>	<b>-</b>
<b>Total Salary &amp; Benefits</b>	<b>-</b>
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	845,758
Payments to Students	-
Interfund Transfers	-
Contingency	-
<b>Total Expenditures</b>	<b>845,758</b>
<b>Net (Revenues - Expenditures)</b>	<b>(95,532)</b>
<b>Ending Fund Balance</b>	<b>-</b>



**Table 15-43.**

**Scholarship and Loan Trust Fund (Fund 75) History**

	2018-19	2019-20	2020-21	2021-22	2021-22	2022-23
	Actuals	Actuals	Actuals	Adopted Budget	Actuals	Adopted Budget
<b>REVENUE</b>						
Federal	-	-	-	-	-	-
State	-	-	-	-	-	-
Local	76,684	394,937	404,898	750,026	301,204	750,226
Transfer/ (Contribution)	-	-	-	-	-	-
<b>Total Revenue</b>	<b>76,684</b>	<b>394,937</b>	<b>404,898</b>	<b>750,026</b>	<b>301,204</b>	<b>750,226</b>
Beginning Fund Balance	-	76,684	87,504	116,470	116,470	95,532
<b>Total Rev &amp; Beg Fund Bal</b>	<b>76,684</b>	<b>471,621</b>	<b>492,401</b>	<b>866,496</b>	<b>417,674</b>	<b>845,758</b>
<b>EXPENDITURES</b>						
Salaries:						
Certificated Instruction	-	-	-	-	-	-
Certificated Non-Instruction	-	-	-	-	-	-
Classified	-	-	-	-	-	-
<b>Total Salaries</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Fringe Benefits						
<b>Total Sal &amp; Frg Benefits</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Supplies & Materials	-	-	-	-	-	-
Other Operating Exp/Services	-	-	-	-	-	-
Capital Outlay	-	-	-	-	-	-
Payments to Students	-	-	-	-	-	-
Student Financial Aid	-	384,117	375,931	866,496	322,142	845,758
Debt Service	-	-	-	-	-	-
Transfers	-	-	-	-	-	-
Contingencies	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>-</b>	<b>384,117</b>	<b>375,931</b>	<b>866,496</b>	<b>322,142</b>	<b>845,758</b>
Ending Fund Balance	76,684	87,504	116,470	-	95,532	-
<b>Total Exp and End Fund Bal</b>	<b>76,684</b>	<b>471,621</b>	<b>492,401</b>	<b>866,496</b>	<b>417,674</b>	<b>845,758</b>



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