

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

website: [Fiscal Resources Committee](#)

Agenda for November 14, 2018

1:30 p.m. - 3:00 p.m.

Executive Conference Room #114

1. Welcome
2. State/District Budget Update – Hardash
 - ACBO Fall Conference SCFF PowerPoint
 - ACBO Fall Conference 50% Law PowerPoint
 - ACBO Fall Conference Chancellor’s Office Update
 - ACBO Fall Conference Economic Update
 - LAO 2018/19 Spending Plan: <https://lao.ca.gov/reports/2018/3870/spending-plan-2018.pdf>
 - LAO 2019/20 Fiscal Outlook: <https://lao.ca.gov/Publications?productid=5>
 - SSC – What Is a Reasonable Reserve?
3. SAC and SCC Distributions of \$5 Million Allocation
4. Status update regarding the IEPI consultant and timeline to begin review of BAM for changes relative to the new state funding model
 - George Walters and Austin Dike, Consultants with Cambridge West Partnership to discuss SCFF White Paper - October 2018
5. Standing Report from District Council – Zarske
6. Informational Handouts
 - District-wide expenditure report link: <https://intranet.rscsd.edu>
 - Vacant Funded Position List as of November 6, 2018
 - Measure “Q” Project Cost Summary as of October 31, 2018
 - Monthly Cash Flow Summary as of October 31, 2018
 - [SAC Planning and Budget Committee Agendas and Minutes](#)
 - [SCC Budget Committee Agendas and Minutes](#)
7. Approval of FRC Minutes – October 17, 2018
8. Other

Next FRC Committee Meeting: January 23, 2019

The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.

Student Centered Funding Formula

ACBO Conference

October 2018

Presented by: Ann-Marie Gabel – South Orange County CCD

Peter Hardash – Rancho Santiago CCD

Christian Osmena – CCCCCO

Chris Yatooma - CCCCCO

Student Centered Funding Formula Learning Objectives

- Rationale
- Components and Data Sources
- Timing
- District Calculation
- Future Rates and District Projections
- Credit FTES Review
- Hold Harmless Review

Student Centered Funding Formula - Rationale

- New formula aligned with *Vision for Success*
- Creates outcomes based metrics
- Moves away from reliance on growth in FTES
- Recognizes need for differential funding for students facing barriers
- Provides three years of “hold harmless”
- **28** Data elements

Student Centered Funding Formula - Components

- Contains three components:
 1. **Base Allocation** – similar to current funding model using SB 361, but creates a three-year rolling average for credit FTES
 - 70% of funding in Year 1, 65% of funding in Year 2, 60% of funding in Year 3
 2. **Supplemental Allocation** – counts of low-income students and AB 540 students
 - 20% of funding
 3. **Student Success Incentive Allocation** – counts of outcomes for specific metrics with “equity” bumps provided for CA Promise Fee Waiver and Pell Grant recipients
 - 10% of funding in Year 1, 15% of funding in Year 2, 20% of funding in Year 3

Student Centered Funding Formula - Components

- Base Allocation metrics:
 1. Credit FTES – 3 year rolling average (2016-17, 2017-18, 2018-19)
- \$3,727* per FTES
 2. Non-Credit FTES - \$3,347 per FTES
 3. CDCP FTES - \$5,457 per FTES
 4. Special Admit FTES - \$5,457* per FTES
 5. Inmate Education FTES - \$5,457* per Credit FTES and \$3,347 per Non-Credit FTES

* 10 districts grandfathered in at different rates

Student Centered Funding Formula - Components

- Supplemental Allocation metrics (\$919 per point):
 1. California Promise Grant (formerly BOG) Recipient – 1 point each
 2. AB 540 Students – 1 point each
 3. Pell Recipient – 1 point each

Student Centered Funding Formula - Components

- Student Success Incentive Allocation metrics (\$440 per point):
 1. Associate and Baccalaureate degrees – 3 points each
 2. Associate degrees for Transfer – 4 points each
 3. Credit certificates (16 units or more) – 2 points each
 4. Completion of 9 or more CTE units – 1 point each
 5. Transfers to a four-year university – 1.5 points each
 6. Completion of transfer-level math and English in 1st year – 2 points each
 7. Attainment of regional living wage – 1 point each

Student Centered Funding Formula - Components

- Student Success Incentive Allocation “Equity bump” metrics (\$111 per point):
 1. Pell Recipient – 1.5 times points in Student Success metrics
 2. California Promise Recipient – 1.0 times points in Student Success metrics

SCFF – Data Sources

Base Allocation

FTES Workload Measures	Source/Calculation
Credit	CCFS-320
Non-Credit	CCFS-320
CDCP	CCFS-320
Special Admit Students	CCFS-320
Inmates Correctional Facilities -Credit	SG04 in (1, 2, 3, 4, 5, 6)*
Inmates Correctional Facilities – Non- Credit	SG04 in (1, 2, 3, 4, 5, 6)*

* SGo₄= Student Incarcerated Status from COMIS

SCFF – Data Sources

Supplemental Allocation

Category	Source/Calculation
Pell Grant Recipient	SF21 = GP*
Promise Grant Recipient	SF21 in (BA, B1, B2, B3, BB, BC, BD)*
AB-540	CCFS-320

* SF21 = Student Aid Award Type from COMIS

SCFF – Data Sources

Student Success Allocation – AA/AS Degree

Data Sources	<ul style="list-style-type: none">• COMIS• COCI
Data Elements	<ul style="list-style-type: none">• SPo2 Student Program Award• Award ADT Flag
Calculations	SPo2 in (A, S) AND Award in (A, S)

- Counts number of degrees and not students

SCFF – Data Sources

Student Success Allocation – BA Degree

Data Sources	<ul style="list-style-type: none">• COMIS
Data Elements	<ul style="list-style-type: none">• SPo2 Student Program Award
Calculations	<ul style="list-style-type: none">• SPo2 in (Y, Z)

- Counts number of CCC BA degrees and not students

SCFF – Data Sources

Student Success Allocation – ADT Degree

Data Sources	<ul style="list-style-type: none">• COMIS• COCI
Data Elements	<ul style="list-style-type: none">• SPo2 Student Program Award• Award ADT Flag
Calculations	SPo2 in (A, S) AND Award in (Y, X)

- Counts number of degrees and not students

SCFF – Data Sources

Student Success Allocation – Certificates

Data Sources	• COMIS
Data Elements	• SPo2 Student Program Award
Calculations	• SPo2 in (L, T, F)

- Counts number of certificates and not students
- MIS currently cannot isolate certificates 16+, only 18+

SCFF – Data Sources

Student Success Allocation – CTE 9+ Units

Data Sources	<ul style="list-style-type: none">• COMIS
Data Elements	<ul style="list-style-type: none">• SX03 Enrollment Units• CB03 Course TOP Code• CB09 SAM Code
Calculations	SUM (SX03) for SX04 IN (A, B, C, IA, IB, IC, IPP, P) ≥ 9 AND CB03 = Vocational Flag OR CB09 IN (A, B, C)

SCFF – Data Sources

Student Success Allocation – Transfer to 4-Year

Data Sources	<ul style="list-style-type: none">• COMIS• National Student Clearinghouse• CSU/UC Files
Data Elements	<ul style="list-style-type: none">• SX03 Enrollment Units• National Student Clearinghouse and CSU/UC Transfer Bucket
Calculations	SUM (SX03) ≥ 12 AND SX is null for 2016-2017 AND Valid course enrollment reported by CSU/UC or the National Student Clearinghouse for four-year institutions

SCFF – Data Sources

Student Success Allocation – College Level Math and English

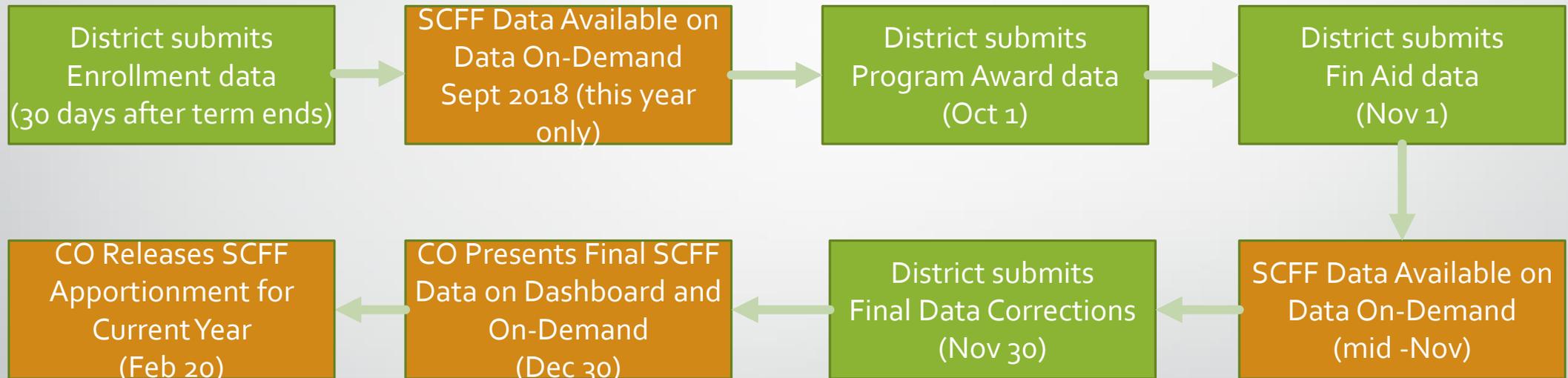
Data Sources	<ul style="list-style-type: none">• COMIS
Data Elements	<ul style="list-style-type: none">• SXD2 Enrollment Credit Status• CBo3 Course TOP Code• SXo4 Enrollment Grade
Calculations	<p>SXD2 = T AND CBo3 = IN (1701.00, 1501.00, 1520.00) AND SXo4 in (A, B, C, IA, IB, IC, IPP, P)</p>

SCFF – Data Sources

Student Success Allocation – Living Wage

Data Sources	<ul style="list-style-type: none">• National Student Clearinghouse• EDD Unemployment Insurance Dataset• Insight Center for Community Economic Development
Data Elements	<ul style="list-style-type: none">• National Student Clearinghouse Transfer Bucket
Calculations	Transfer Bucket is null AND Sum earnings in the four fiscal quarters after academic year of exit \geq the living wage for the primary county for the district

Student Centered Funding Formula - Timing



Caution: We won't know our current year apportionment amounts until **February 20**
(8 months into the fiscal year)

Student Centered Funding Formula - Timing

- 30 Days after Term Ends: College enrollment data to MIS
- Mid-September (for 2018 ONLY): CO makes SCFF data available to the colleges on Data On Demand
- October 30: Districts submit awards data to the CO
- November 1: District submit Financial Aid data to CO

Student Centered Funding Formula - Timing

- **Mid-November:** CO makes SCFF data available to the colleges on Data On-Demand (supplemental and success data)
- **November 30th:** Deadline for Districts to submit all final corrections to the CO (supplemental and success data)
- **Before December 31:** CO makes all SCFF data available on Data On-Demand (supplemental and success data)
- **February 20th:** SCFF Apportionment is released for current year

SCFF – South Orange County CCD Advanced 2018-19

Calculation of Base Allocation					
	A	B	C= A*B	D	E=C*D
	Per FTES Amount	% Applicable	Payment Per FTES	FTES Funded	Amount Paid
Basic Allocation					\$ 9,136,691.00
Credit	\$ 3,826	100.00%	\$ 3,826.00	23,548.69	\$ 90,097,301.00
Non-Credit	\$ 3,347	100.00%	\$ 3,347.00	1,992.56	\$ 6,670,080.00
CDCP	\$ 5,457	100.00%	\$ 5,457.00	895.35	\$ 4,885,632.00
Special Admit	\$ 5,600	100.00%	\$ 5,600.00	593.07	\$ 3,321,365.00
			Total Funding From Base Allocation:		\$ 114,111,069.00

SCFF – South Orange County CCD Advanced 2018-19

Calculation of Supplemental Allocation					
	A	B	C= A*B	D	E=C*D
	Point Amount	Total Counts	Total Points	Rate per Point	Amount Paid
Cal. Promise Grant (BOG)	1	16,230	16,230	\$ 919.00	\$ 14,915,370.00
AB540	1	1,405	1,405	\$ 919.00	\$ 1,291,195.00
Pell	1	6,071	6,071	\$ 919.00	\$ 5,579,249.00
Total Funding From Supplemental Allocation:					\$ 21,785,814.00

SCFF – South Orange County CCD Advanced 2018-19

Calculation of Student Success Incentive Allocation					
	A	B	C= A*B	D	E=C*D
	Point Amount	Total Counts	Total Points	Rate per Point	Amount Paid
Associate Degree	3.0	2,010	6,030	\$ 440.00	\$ 2,651,880.00
Associate Degree for Transfer	4.0	1,082	4,328	\$ 440.00	\$ 1,904,320.00
Credit Certificates (16 or more units)	2.0	3,538	7,076	\$ 440.00	\$ 3,113,440.00
Completion of 9 CTE units	1.0	4,535	4,535	\$ 440.00	\$ 1,976,040.00
Transfer to 4-year institution	1.5	4,748	7,122	\$ 440.00	\$ 3,131,040.00
Completion of transfer level math and Eng	2.0	759	1,518	\$ 440.00	\$ 649,440.00
Attainment of regional living wage	1.0	2,981	2,981	\$ 440.00	\$ 1,311,640.00
Total					\$ 14,737,800.00
Equity Bump for CA Promise Fee Waivers					
Associate Degree	3.0	1,120	3,360	\$ 111.00	\$ 373,293.00
Associate Degree for Transfer	4.0	585	2,340	\$ 111.00	\$ 261,516.00
Credit Certificates (16 or more units)	2.0	1,854	3,708	\$ 111.00	\$ 413,808.00
Completion of 9 CTE units	1.0	2,068	2,068	\$ 111.00	\$ 250,194.00
Transfer to 4-year institution	1.5	2,335	3,503	\$ 111.00	\$ 360,806.00
Completion of transfer level math and Eng	2.0	276	552	\$ 111.00	\$ 57,498.00
Attainment of regional living wage	1.0	841	841	\$ 111.00	\$ 93,351.00
Total					\$ 1,810,466.00
Equity Bump for Pell Recipients					
Associate Degree	4.5	722	3,249	\$ 111.00	\$ 368,631.00
Associate Degree for Transfer	6.0	366	2,196	\$ 111.00	\$ 247,086.00
Credit Certificates (16 or more units)	3.0	1,167	3,501	\$ 111.00	\$ 394,272.00
Completion of 9 CTE units	1.5	1,166	1,749	\$ 111.00	\$ 197,802.00
Transfer to 4-year institution	2.25	1,260	2,835	\$ 111.00	\$ 303,946.00
Completion of transfer level math and Eng	3.0	162	486	\$ 111.00	\$ 52,281.00
Attainment of regional living wage	1.5	294	441	\$ 111.00	\$ 48,951.00
Total					\$ 1,612,969.00
Total Funding From Student Success Incentive Allocation:					\$ 18,161,235.00

SCFF – South Orange County CCD Advanced 2018-19

New Funding Formula - Advance FY 2018-2019

Base Allocation (Enrollment)	114,111,069
Supplemental Allocation (Low Income)	21,785,814
Student Success Incentive Allocation	18,161,235
Total Calculated Allocation	\$154,058,118
<u>FY 2017-2018 SB361 Plus COLA</u>	
P2 funding + 2.71%	\$156,809,621
Hold Harmless Amount	\$2,751,503

SCFF – 2019-20 Rates

	2019-20 No COLA	2019-20 2.57% COLA
Credit FTES	\$ 3,387.00	\$ 3,474.05
Non-Credit FTES	\$ 3,347.49	\$ 3,433.52
CDCP FTES	\$ 5,456.67	\$ 5,596.91
Special Admit FTES	\$ 5,456.67	\$ 5,596.91
Supplemental Allocation	\$ 919.00	\$ 942.62
Student Success Allocation	\$ 660.00	\$ 676.96
Equity Bump	\$ 167.00	\$ 171.29

SCFF – 2020-21 Rates

	2020-21 No COLA	2020-21 2.67% COLA
Credit FTES	\$ 3,046.00	\$ 3,207.70
Non-Credit FTES	\$ 3,347.49	\$ 3,525.20
CDCP FTES	\$ 5,456.67	\$ 5,746.34
Special Admit FTES	\$ 5,456.67	\$ 5,746.34
Supplemental Allocation	\$ 919.00	\$ 967.79
Student Success Allocation	\$ 880.00	\$ 926.72
Equity Bump	\$ 222.00	\$ 233.79

SCFF – South Orange County CCD Projections

No Changes in Data, No COLA

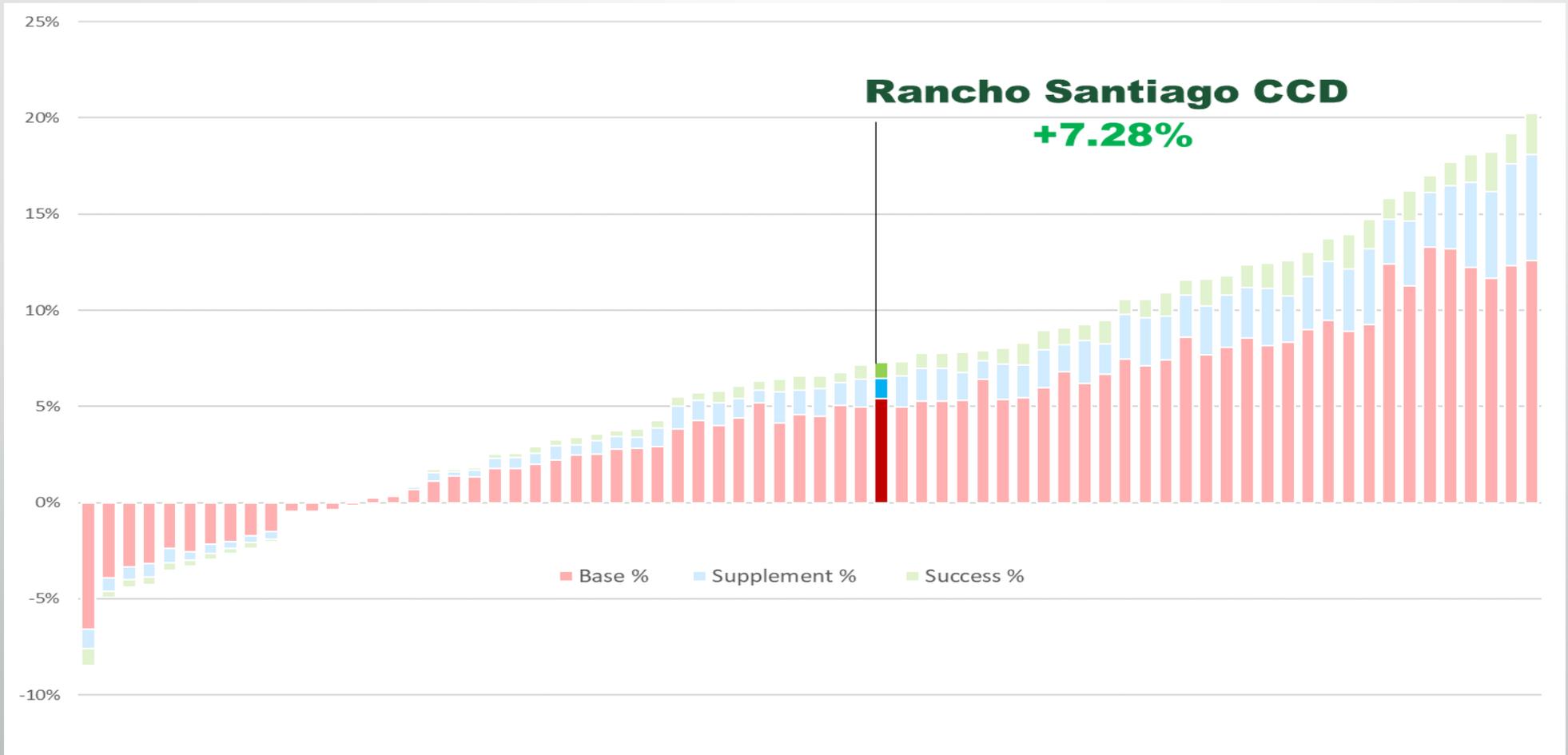
	2018-19	2019-20	2020-21
	Advance	No COLA	No COLA
Base Allocation (Enrollment)	\$ 114,111,069	\$ 105,869,026	\$ 97,626,983
Supplemental Allocation (Low Income)	\$ 21,785,814	\$ 21,785,814	\$ 21,785,814
Student Success Incentive Allocation	\$ 18,161,235	\$ 27,257,273	\$ 36,322,470
Total Calculated Allocation	\$ 154,058,118	\$ 154,912,113	\$ 155,735,267
<u>FY 2017-18 SB361 Plus COLA</u>			
P2 funding + 2.71%	\$ 156,809,621	\$ 156,809,621	\$ 156,809,621
Hold Harmless Amount	\$ 2,751,503	\$ 1,897,508	\$ 1,074,354
% Change Related to shift in SCFF		0.55%	0.53%

SCFF – South Orange County CCD Projections

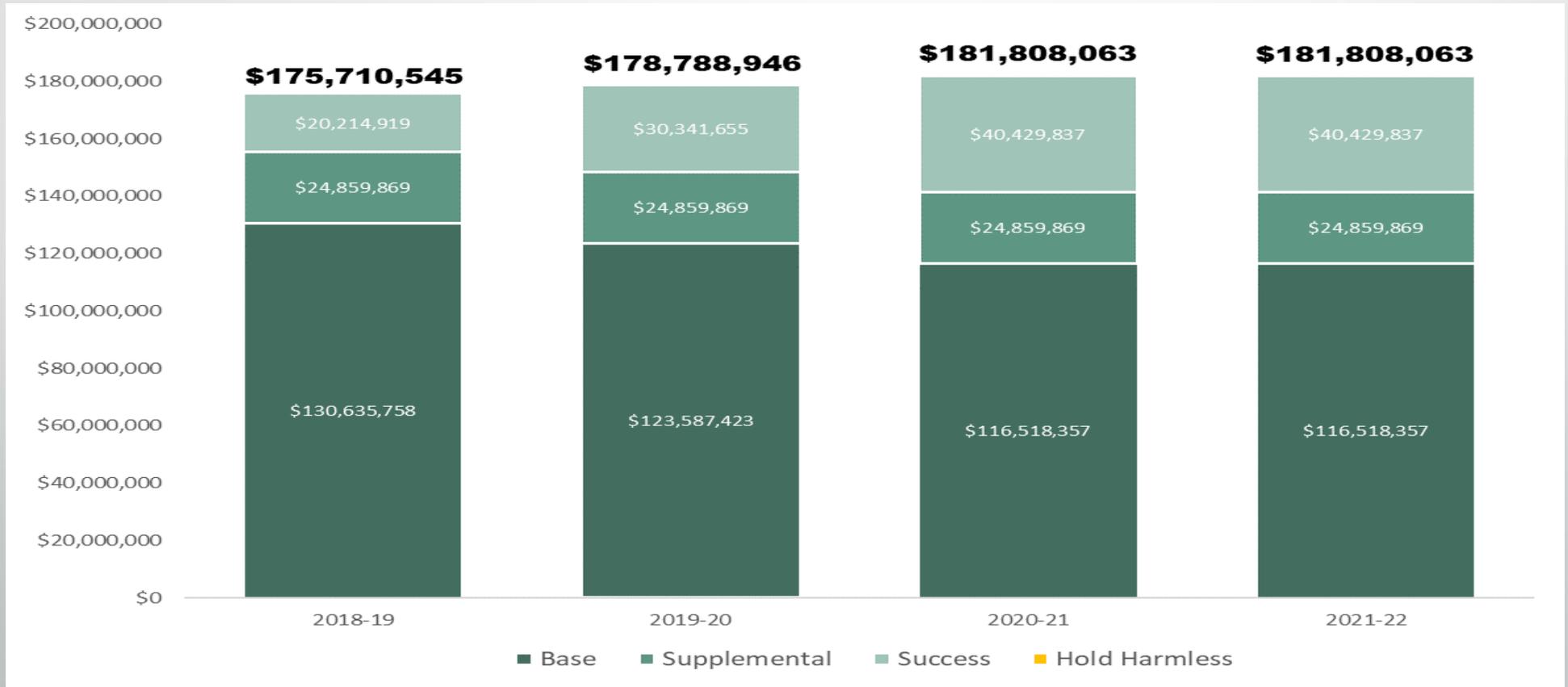
No Changes in Data, with COLA

	2018-19	2019-20	2020-21
	Advance	COLA = 2.57%	COLA = 2.67%
Base Allocation (Enrollment)	\$ 114,111,069	\$ 108,589,851	\$ 102,819,044
Supplemental Allocation (Low Income)	\$ 21,785,814	\$ 22,345,710	\$ 22,942,381
Student Success Incentive Allocation	\$ 18,161,235	\$ 28,019,827	\$ 38,335,629
Total Calculated Allocation	\$ 154,058,118	\$ 158,955,388	\$ 164,097,054
FY 2017-18 SB361 Plus COLA			
P2 funding + 2.71%	\$ 156,809,621	\$ 160,839,628	\$ 165,134,046
Hold Harmless Amount	\$ 2,751,503	\$ 1,884,240	\$ 1,036,993
% Change Related to shift in SCFF		3.18%	3.23%

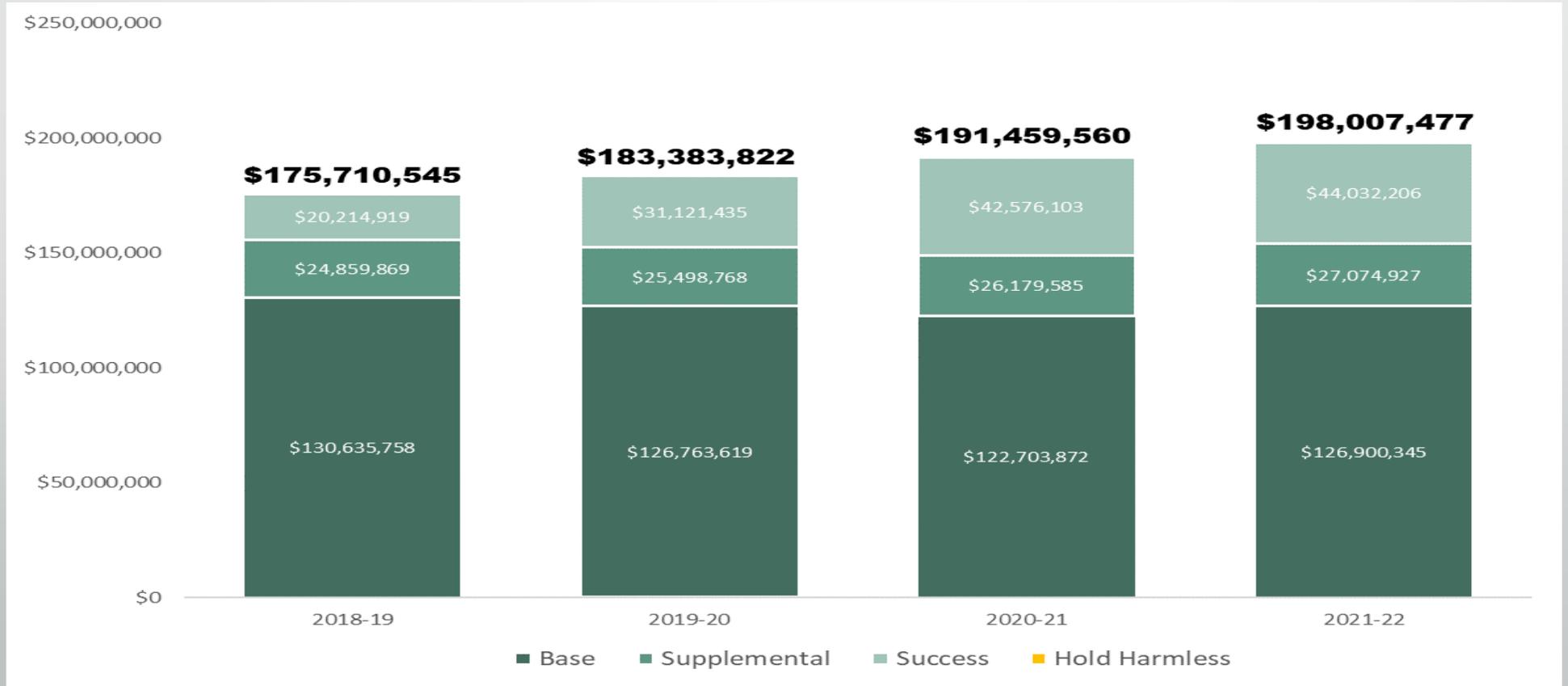
SCFF – Rancho Santiago CCD Advanced 2018-19



SCFF – Rancho Santiago CCD Projections No COLA



SCFF – Rancho Santiago CCD Projections With COLA



SCFF – Rancho Santiago CCD Projections With COLA

Rancho Santiago Community College District: 4-Year SCFF Projections																															
		2017-18		2018-19		% change from 17-18		2019-20		% change from 18-19		2020-21		% change from 19-20		2021-22		% change from 20-21													
Estimated State COLA Rate				2.71%				2.57%				2.67%				3.42%															
Total TCR		\$ 163,785,707		\$ 175,710,545		7.28%		\$ 183,383,822		4.37%		\$ 191,459,560		4.40%		\$ 198,007,477		3.42%													
Hold Harmless		\$ -		\$ -				\$ -				\$ -				\$ -															
Base Allocation	FTES		Rate		Total		FTES		Rate		Total		FTES		Rate		Total		FTES		Rate		Total								
	Basic Allocation		\$		11,747,172		\$		12,049,074		2.57%		\$		12,370,784		2.67%		\$		12,793,865		3.42%								
	Credit FTES ¹		20,730 \$ 3,727		\$ 77,262,195		20,730 \$ 3,474		\$ 72,018,355		-7%		20,730 \$ 3,208		\$ 66,496,910		-8%		20,730 \$ 3,317		\$ 68,771,104		3%								
	Non Credit FTES		600 \$ 3,347		\$ 2,008,931		600 \$ 3,434		\$ 2,060,560		3%		600 \$ 3,525		\$ 2,115,577		3%		600 \$ 3,646		\$ 2,187,930		3%								
	CDCP FTES		5,009 \$ 5,457		\$ 27,329,856		5,009 \$ 5,597		\$ 28,032,233		3%		5,009 \$ 5,746		\$ 28,780,694		3%		5,009 \$ 5,943		\$ 29,764,994		3%								
	Special Admit Credit FTES		1,945 \$ 5,457		\$ 10,610,664		1,945 \$ 5,597		\$ 10,883,358		3%		1,945 \$ 5,746		\$ 11,173,944		3%		1,945 \$ 5,943		\$ 11,556,093		3%								
	Incarcerated Credit & CDCP FTES		7 \$ 5,457		\$ 36,669		7 \$ 5,597		\$ 37,611				7 \$ 5,746		\$ 38,615				7 \$ 5,943		\$ 39,936										
	Incarcerated Non-Credit FTES		490 \$ 3,347		\$ 1,640,272		490 \$ 3,434		\$ 1,682,426				490 \$ 3,525		\$ 1,727,347				490 \$ 3,646		\$ 1,786,423										
Total		28,780		\$ 130,635,758		28,780		\$ 126,763,619		-3.0%		28,780		\$ 122,703,872		-3.2%		28,780		\$ 126,900,345		3.42%									
Supplemental Allocation	Headcount		Rate				Headcount		Rate				Headcount		Rate				Headcount		Rate										
	Pell Grant Recipients		5,388 \$ 919		\$ 4,951,572		5,388.00 942.62		\$ 5,078,827.40				5,388 \$ 968		\$ 5,214,432				5,388 \$ 1,001		\$ 5,392,766										
	AB540 Students		2,360 \$ 919		\$ 2,168,840		2,360.00 942.62		\$ 2,224,579.19				2,360 \$ 968		\$ 2,283,975				2,360 \$ 1,001		\$ 2,362,087										
	California Promise Grant Recipients		19,303 \$ 919		\$ 17,739,457		19,303.00 942.62		\$ 18,195,361.04				19,303 \$ 968		\$ 18,681,177				19,303 \$ 1,001		\$ 19,320,073										
	Total		27,051		\$ 24,859,869		27,051		\$ 25,498,768		2.57%		27,051		\$ 26,179,585		2.67%		27,051		\$ 27,074,927		3.42%								
Student Success Allocation	All Students	Outcomes		Rate				Outcomes		Rate				Outcomes		Rate				Outcomes		Rate									
		Associate Degrees		2,989 \$ 1,320		\$ 3,945,480		2,989 \$ 2,031		\$ 6,070,318				2,989 \$ 2,780		\$ 8,309,861				2,989 \$ 2,875		\$ 8,594,058									
		Associate Degrees for Transfer		1,062 \$ 1,760		\$ 1,869,120		1,062 \$ 2,708		\$ 2,875,735				1,062 \$ 3,707		\$ 3,936,689				1,062 \$ 3,834		\$ 4,071,324									
		Credit Certificates		2,614 \$ 880		\$ 2,300,320		2,614 \$ 1,354		\$ 3,539,157				2,614 \$ 1,853		\$ 4,844,870				2,614 \$ 1,917		\$ 5,010,565									
		Nine or More CTE Units		3,761 \$ 440		\$ 1,654,840		3,761 \$ 677		\$ 2,546,054				3,761 \$ 927		\$ 3,485,378				3,761 \$ 958		\$ 3,604,578									
		Transfer		3,482 \$ 660		\$ 2,298,120		3,482 \$ 1,015		\$ 3,535,773				3,482 \$ 1,390		\$ 4,840,237				3,482 \$ 1,438		\$ 5,005,773									
		Transfer Level Math and English		629 \$ 880		\$ 553,520		629 \$ 1,354		\$ 851,618				629 \$ 1,853		\$ 1,165,809				629 \$ 1,917		\$ 1,205,679									
		Achieved Regional Living Wage		7,532 \$ 440		\$ 3,314,080		7,532 \$ 677		\$ 5,098,878				7,532 \$ 927		\$ 6,980,024				7,532 \$ 958		\$ 7,218,741									
	Total		22,069		\$ 15,935,480		22,069		\$ 24,517,533		54%		22,069		\$ 33,562,868		37%		22,069		\$ 34,710,718		3%								
	Pell Grant Recipients Bonus	Associate Degrees		1,348 \$ 500		\$ 673,326		1,348 #####		\$ 1,039,057				1,348 \$ 1,052		\$ 1,418,141				1,348 \$ 1,088		\$ 1,466,641									
		Associate Degrees for Transfer		496 \$ 666		\$ 330,336		496 \$ 1,028		\$ 509,765				496 \$ 1,403		\$ 695,745				496 \$ 1,451		\$ 719,539									
		Credit Certificates		1,123 \$ 333		\$ 373,959		1,123 \$ 514		\$ 577,082				1,123 \$ 701		\$ 787,622				1,123 \$ 725		\$ 814,559									
		Nine or More CTE Units		1,085 \$ 167		\$ 180,653		1,085 \$ 257		\$ 278,778				1,085 \$ 351		\$ 380,485				1,085 \$ 363		\$ 393,498									
		Transfer		1,128 \$ 250		\$ 281,718		1,128 \$ 385		\$ 434,739				1,128 \$ 526		\$ 593,347				1,128 \$ 544		\$ 613,639									
		Transfer Level Math and English		255 \$ 333		\$ 84,915		255 \$ 514		\$ 131,038				255 \$ 701		\$ 178,846				255 \$ 725		\$ 184,962									
Achieved Regional Living Wage		361 \$ 167		\$ 60,107		361 \$ 257		\$ 92,755				361 \$ 351		\$ 126,595				361 \$ 363		\$ 130,924											
Total		5,796		\$ 1,985,013		5,796		\$ 3,063,213		54%		5,796		\$ 4,180,780		36%		5,796		\$ 4,323,762		3%									
California Promise Grant Recipients Bonus	Associate Degrees		2,199 \$ 333		\$ 732,267		2,199 \$ 514		\$ 1,130,013				2,199 \$ 701		\$ 1,542,281				2,199 \$ 725		\$ 1,595,027										
	Associate Degrees for Transfer		762 \$ 444		\$ 338,328		762 \$ 685		\$ 522,098				762 \$ 935		\$ 712,577				762 \$ 967		\$ 736,947										
	Credit Certificates		1,838 \$ 222		\$ 408,036		1,838 \$ 343		\$ 629,669				1,838 \$ 468		\$ 859,394				1,838 \$ 484		\$ 888,785										
	Nine or More CTE Units		2,267 \$ 111		\$ 251,637		2,267 \$ 171		\$ 388,319				2,267 \$ 234		\$ 529,991				2,267 \$ 242		\$ 548,117										
	Transfer		2,063 \$ 167		\$ 343,490		2,063 \$ 257		\$ 530,063				2,063 \$ 351		\$ 723,448				2,063 \$ 363		\$ 748,190										
	Transfer Level Math and English		390 \$ 222		\$ 86,580		390 \$ 343		\$ 133,608				390 \$ 468		\$ 182,352				390 \$ 484		\$ 188,589										
	Achieved Regional Living Wage		1,208 \$ 111		\$ 134,088		1,208 \$ 171		\$ 206,921				1,208 \$ 234		\$ 282,412				1,208 \$ 242		\$ 292,071										
Total		10,727		\$ 2,294,426		10,727		\$ 3,540,689		54%		10,727		\$ 4,832,456		36%		10,727		\$ 4,997,726		3%									
Total		38,592		\$ 20,214,919		38,592		\$ 31,121,435		54%		38,592		\$ 42,576,103		37%		38,592		\$ 44,032,206		3.4%									
Total as Calculated by SCFF				\$ 175,710,545				\$ 183,383,822				4%				\$ 191,459,560				4%				\$ 198,007,477				3%			
Total as Calculated by 17-18 FTES Rates in 2021-22				\$ 162,099,668				\$ 162,099,668				-15.3%				\$ 162,099,668				-15.3%											
Total Potential Gain/Loss of Revenue from Prior Year				\$ 6,547,917				\$ 6,547,917				\$ 6,547,917				\$ 6,547,917															

Base Credit FTES, Growth & Decline

- The 2018-19 rate is \$3,727.
- Base equals three-year average of Current Year, Prior Year and Prior, Prior Year.
- Special Admit and Inmate Education FTES excluded from 3-year average
- Current Year will include any restoration of prior year declines.
- Growth will be calculated from this three-year average base.

Base Credit FTES and Growth

Example:

2016-17 = 8,000 FTES

2017-18 = 8,100 FTES

2018-19 = 8,400 FTES (reported FTES)

2018-19 funded base is 3-year average = 8,167 FTES

Growth Rate equals 2%

2018-19 Growth FTES = 163 FTES

2018-19 Funded FTES = 8,330 FTES

Base Credit FTES and Decline

Example:

2016-17 = 8,000 FTES

2017-18 = 7,900 FTES

2018-19 = 7,700 FTES

2018-19 funded base is 3-year average = 7,867 FTES

Stability FTES = 33 FTES

2018-19 Funded FTES = 7,900 FTES

Implementation

Line	2018-19	2019-20	2020-21	2021-22 and Outyears
1	SCFF Calculation	SCFF Calculation	SCFF Calculation	SCFF Calculation
2	2017-18 Total Computational Revenue (TCR) (No COLA)	2017-18 TCR (No COLA)	N/A	N/A
3	N/A	N/A	2017-18 Credit, Noncredit, and CDCP Noncredit Rates, with Basic Allocation, Applied to 2020-21 Workload (No COLA)	2017-18 Credit, Noncredit, and CDCP Noncredit Rates, with Basic Allocation, Applied to 2021-22 (or Current) Workload (No COLA)
4	N/A	Greater of Line 1 or Line 2 in 2018-19	Greater of Line 1 or Line 2 in 2019-20	Greater of Line 1 or Line 3 in 2020-21 (or Prior Year)
5	2017-18 TCR—Adjusted by 2018-19 COLA	2017-18 TCR—Adjusted by 2018-19 and 2019-20 COLAs	2017-18 TCR—Adjusted by 2018-19, 2019-20, and 2020-21 COLAs	N/A

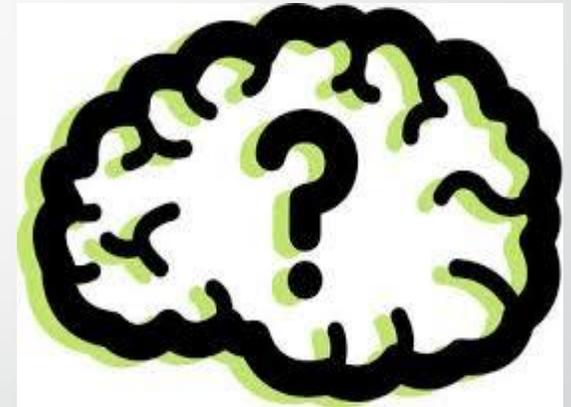
Example

What's the district's 2020-21 TCR? What's their TCR in 2021-22 TCR?

2020-21 SCFF Calculation	\$50 million
2020-21 Hold Harmless Calculation	\$51 million
2021-22 SCFF Calculation	\$49 million



Questions?





50 % Law Once More

ACBO 2018 Fall Conference
October 22, 2018

Dr. Bonnie Ann Dowd

Executive Vice Chancellor, Business & Technology Services, SDCCD

Ron Galatolo

Chancellor, San Mateo County Community College District



Snapshot of Various Laws and Regulations

1961 – Fifty Percent Law

1977 – Educational Employment Relations Act (EERA)

1988 – AB 1725

1988 – 75/25 Goal

1989 – Faculty Obligation Number (FON)

2006 – SB 361

Other Requirements

- Accreditation
- Minimum Conditions

2012 – SB 1456

2018 – SCFF

The Sacred Cows

- ▶ 50% Law (1961)
- ▶ AB 1725 (1988)
- ▶ 75/25% Goal (1988)
- ▶ Faculty Obligation Number (1989)
- ▶ SB 1456 (2012)
- ▶ Others



Background

- ▶ Originally enacted in 1961 when most community college districts were part of K-14.
- ▶ Designed to result in districts allocating sufficient revenue to support instruction
- ▶ Enacted before collective bargaining was implemented.
- ▶ Included in Education Code (§84362).



Definition

Education Code 84362 (d):

“There shall be expended during each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district's current expense of education.”

Definition (cont'd)

Title 5 Section 58204 (a):

(a) “Salaries of classroom instructors” as used in Education Code Section 84362 means:

- (1) that portion of salaries paid for purposes of instruction of students by full-time and part-time instructors employed by the district, and
- (2) all salaries paid to district classified employees who are:
 - (A) assigned the basic title of “Instructional Aide” or other appropriate title designated by the governing board which denotes that the employees’ duties include instructional tasks, and
 - (B) employed to assist instructors in the performance of their duties, in the supervision of students, and in the performance of instructional tasks
. . . An employee shall be deemed to be under the supervision of an instructor for the purpose of Education Code Section 84362 if the employee performs duties under the general direction of an instructor.

In addition, salaries of classroom instructors shall include the cost of all benefits provided such instructors and instructional aides.

Intent

- ▶ Designed to be a class-size reduction measure for K-12, but it applies equally to community colleges.
- ▶ “The policy judgment underlying this bill is that school districts are expending too much money on administration and on student counseling and guidance services. It is believed that the need for extensive counseling and administrative services would be substantially reduced if the classroom teacher was not confronted with overly large classes...”
 - *Correspondence from Legislature to the Governor, 1961*
- ▶ “Legislative history appears to demonstrate that the objective was to decrease class size in California’s public schools rather than guarantee teachers any particular level of compensation, as some have argued.”
 - *Fifty Percent Law: Background Paper. Community College League of California, 2000)*

Issues

- ▶ The definition of instruction has changed. It no longer just takes place in the classroom, but the law applies only to classroom instruction. It does not recognize that learning occurs much more broadly and encompasses many factors beyond the traditional teaching model.
- ▶ Students are less prepared now than when the law was instituted. Colleges need to provide more support services to help them succeed—counseling, learning centers, etc. 50% law is a disincentive to fulfill these needs, especially during bad budget times.

Issues

- ▶ Workload reductions depress the instructional side while operating costs rise on the other side (utilities, etc.). When costs are forced down on one side, decisions may be made for the wrong reasons on the other in order to meet 50% Law requirements.
- ▶ 50% Law tends to be discussed/addressed in isolation. It interacts with 75/25% Goal and FON but this is often not acknowledged. However, bad decisions can be made because of pressure from the laws and regulations.
- ▶ Enacted before collective bargaining was implemented in 1975 in school and community college districts (Educational Employment Relations Act – Government Code §3540 et seq.) and for a K-14 education model .

Issues

- ▶ Any release time to engage in collective bargaining counts against 50% Law because it takes faculty out of the classroom; thereby reducing instructional costs.
 - ▶ Expenditures for classroom technology, hardware and software needed to offer online/distance education, instructional designers, and online tutors are not considered costs of instruction under 50% Law model.
- 

Unintended Consequences

- ▶ Each of these laws and regulations were designed to address a particular issue, but they overlap in certain areas and are often in conflict with one or more of the others.
- ▶ Many of these requirements also lead to unfunded mandates:
 - Initial funding was sometimes provided when legislation was passed, but funding was later cut, yet the mandates remained.
 - In some cases, legislation was passed without any funding to implement it, yet districts are still required to meet the requirements.

Unintended Consequences

- ▶ Laws and regulations were added one at a time to address specific issues.
 - ▶ No one studied the collective impact as new laws, regulations and mandates (funded and unfunded) were proposed and enacted.
 - ▶ Initial funding was sometimes provided when legislation was passed, but funding was later cut, yet the mandates remained.
 - ▶ In some cases, legislation was passed without any funding to implement it, yet community colleges must still meet the requirements.
- 

Workgroup on CCC Regulations

- ▶ Bonnie engaged in discussions regarding 50% Law and AB 1725 with several CCC Academic Senate Presidents – Beth Smith (2013–14); David Morse (2014–16); Julie Bruno (2016–18) and John Stankas (2018–) .
- ▶ 2013 Bonnie and Beth Smith presented at CCLC and ASCCC Plenary about Quality Education and impact of various laws and regulations in its regard.
- ▶ 2014 David Morse, Willy Duncan and Bonnie motivated by a shared interest in exploration of ways to improve the 50% Law did presentations at various conferences and meetings to include: CCLC, ASCCC, ACCA and ACBO.
- ▶ Chancellor Brice Harris contacted Bonnie and David asking them to co-chair a small workgroup he intended to commission to explore the issues and develop a proposal for reform.

Workgroup on CCC Regulations

- ▶ Chancellor Eloy Ortiz Oakley reached out to Bonnie and David and asked the workgroup to continue its efforts.
- ▶ March 17, 2016 the workgroup presented its initial report titled: “The 50% Law and the Faculty Obligation Number: A Proposal” to Consultation Council.
- ▶ In 2017, Chancellor Oakley asked the workgroup to revisit the proposal in light of policy changes including the BOG’s *Vision for Success* and the system’s implementation of *Guided Pathways*.
- ▶ March 15, 2018 the workgroup presented its updated report to Consultation Council titled: “The 50% Law and the Faculty Obligation Number: An Updated Proposal”.

Workgroup on CCC Regulations

- ▶ Following are the links to both reports:
 - <http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/March2018Agenda.aspx>
 - <http://extranet.cccco.edu/SystemOperations/ConsultationCouncil/AgendasandSummaries/March2016Agenda.aspx>
- ▶ Chancellor Oakley has asked the workgroup to continue its efforts based upon the Student-Centered Funding Formula to be implemented in FY2018-19.
- ▶ The workgroup is expected to reconvene in FY 2018-19 with Dr. John Stankas and Dr. Bonnie Ann Dowd co-chairing the workgroup.
- ▶ Several of the individuals serving in the various roles on the workgroup have changed since it was initially formed due to retirements and changes in ASCCC leadership.

Workgroup on CCC Regulations

▶ FY2018–19 Workgroup Members:

- Dr. Bonnie Ann Dowd, Co–Chair
- Dr. John Stankas, Co–Chair
- Dr. Constance Carroll, CEO
- Willy Duncan, CEO
- Joe Wyse, CEO
- Julie Bruno, ASCCC Immediate Past President
- Jim Mahler, CA Federation of Teachers Community College Council
- Lynette Nyaggah, California Teachers Association
- Richard Hansen, California Community College Independents

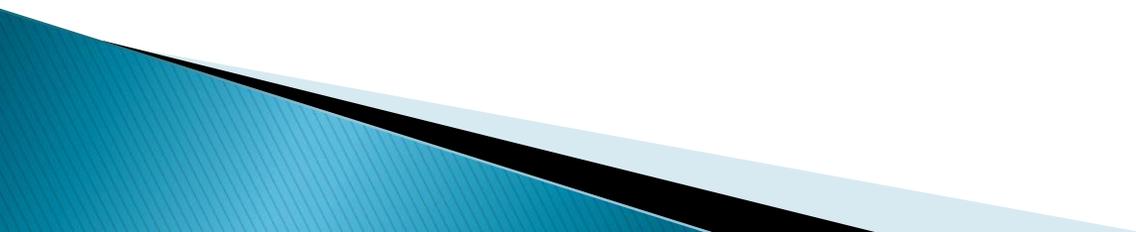
Workgroup on CCC Regulations

Next Steps:

- Review data and develop a specific percentage of the general fund budget that will constitute the minimum for instructional expenses under the revised formula. (ED Code Section 84362 – 50% Law).
 - Revision of 50% Law must be pursued in conjunction with a demonstrated commitment to progress toward the 75% Goal for full-time faculty.
- 

The Key to Finding a Solution

- ▶ Several attempts have been made in the past to address the 50% Law; however, what makes this workgroup unique is faculty and administrators worked together to find shared interests.
 - ▶ Commitment to reaching consensus throughout the process and everyone's willingness to keep an open mind.
 - ▶ Trust each other!
 - ▶ Recognize that if faculty take the lead in this conversation, it will have a much greater chance to produce results.
- 



ACBO Fall Conference

Chancellor's Office Update

College Finance and Facilities
Planning Division
October 24, 2018



You are here:

Divisions > Finance & Facilities > Student Centered Funding Formula

Finance & Facilities Division

Division Home Page

Fiscal Services Unit

Apportionments

Attendance Accounting/Residency

Fiscal Standards and Accountability Unit

Fiscal Standards

Fiscal Accountability

Facilities Planning Unit

Sustainability

Staff Directory

Division Links

Accounting Advisories and

Fiscal Memorandums

Advisory Workgroup on Fiscal Affairs

Apportionment Reports

Auxiliary Organization Manual

Budget News

Budget Workshop

New College Education Center

Planning

Emergency Conditions Memo

Emergency Preparedness

Facilities Planning

Memorandums

Mandated Holidays Memo

Proposition 39

Reporting Calendar

Student Centered Funding Formula

The California Community College System, which serves 2.2 million students annually, has a mission that includes reducing equity gaps, providing educational access and opportunity, and strengthening the state's economy. The system has continued to face challenges in pursuing this mission: too few students reach their educational goals, and others take far too long to do so; access and achievement gaps exist for low-income and students of color; older and working adults are often left behind.

The objective of the new funding formula is to mitigate these challenges that the system has long struggled to address institutionally. A new funding formula that focuses on rewarding equity and success, in addition to but not fully focused on enrollment, is vital in guiding California Community Colleges in realizing their mission.

The Student Centered Funding Formula is one of several connected efforts aimed at reaching the goals articulated in the *Vision for Success*. [Learn more here from our talking points document.](#)

Resources

- [2018-19 Student Centered Funding Formula Simulations \(excel\)](#)
- [Statutory Language: Student Centered Funding Formula Language - AB 1809 \(pdf\)](#)
- [Non-Technical Student Centered Funding Formula FAQs \(pdf, updated August 17, 2018\)](#)
- [Technical Student Centered Funding Formula FAQs \(pdf, updated August 17, 2018\)](#)
- [Overview of the Student Centered Funding Formula \(posted August 27, 2018\)](#)
 - [PDF Format](#)
 - [PowerPoint Format](#)
- [Hold Harmless Provisions \(pdf posted August 17, 2018\)](#)

Webinar Series

Update on Implementation plus the Nuts and Bolts

September 13, 2018 - 10:30 a.m. - 12:00 p.m.

Presentation

[PDF Format](#)

[PowerPoint Format](#)

[Video](#)

SCFF Website

<http://extranet.cccco.edu/Divisions/FinanceFacilities/StudentCenteredFundingFormula.aspx>



IEPI Website

<http://iepi.cccco.edu/professional-development>

Student Centered Funding Formula Webinar Series

Thank you to all of you who participated in the first two Student Centered Funding Formula (SCFF) webinars in this four-part series. This email contains links and updates related to the ongoing SCFF discussion.

Want more? Join the SCFF conversation on the new [Vision Resource Center](#), or attend one of our upcoming conference presentations (listed below).

Webinar #1

Update on Implementation Plus the Nuts and Bolts

[Click here for webinar #1 recording.](#)

Webinar #2

Deep Dive into Data

[Click here for webinar #2 recording](#), and [click here to view the slides.](#)

Webinar #3

Information on Local Goals

November 5, 2018

[Click here to register.](#)

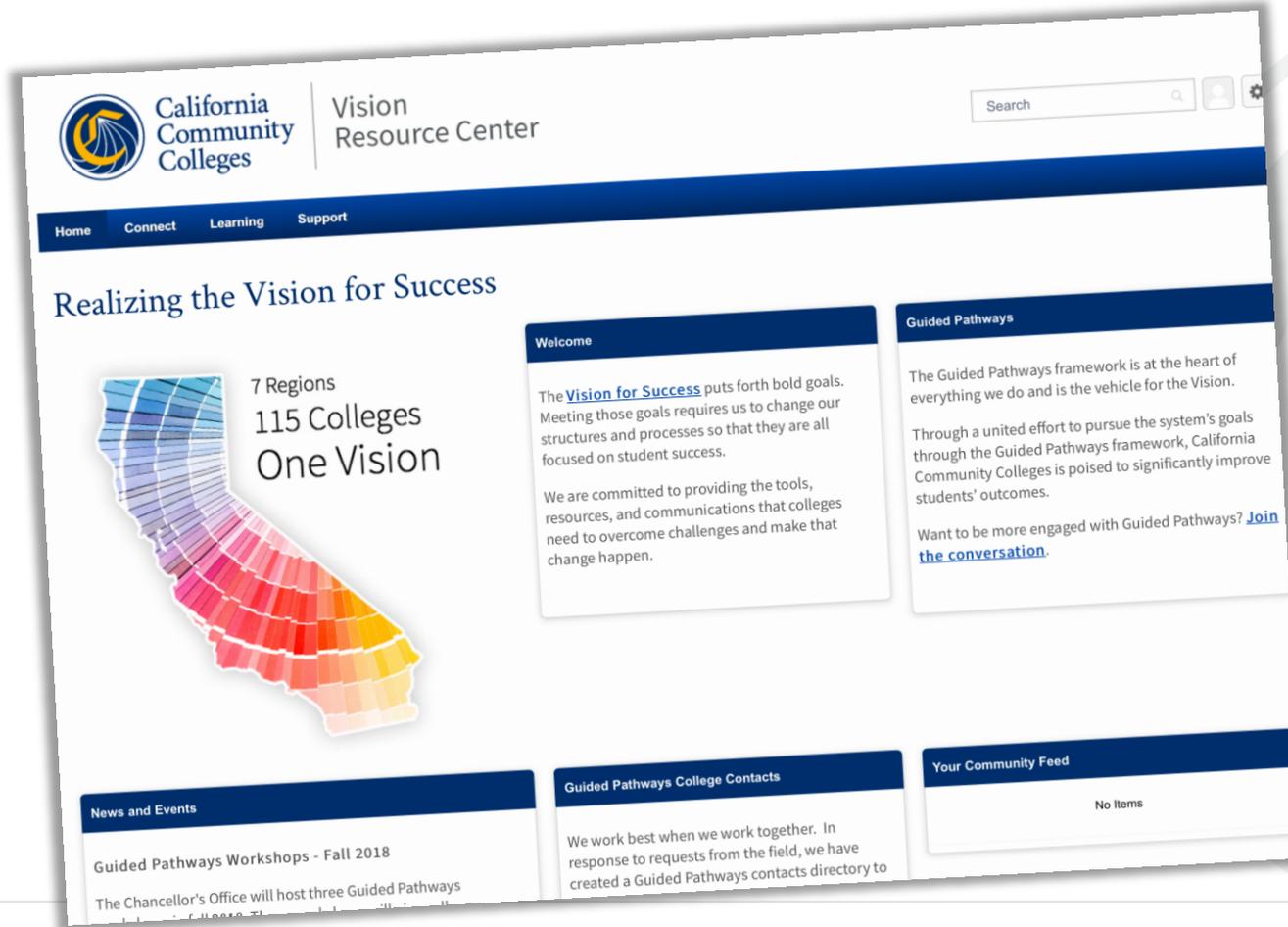
Webinar #4

Student Equity and Achievement Program

December 2018

More info to come...

Vision Resource Center



Fiscal Standards and Accountability Unit Update



Upcoming Due Dates

November 1

- P/T Faculty Health Benefits & Office Hours Final Reimbursement Claims for 2017-18
- Attendance CCFS-320 “Recal Report” for revisions to Annual Report

November 15

- 311 Q for 2018-19 Q1

November 30

- Part-Time Faculty Compensation Certification
- Full-Time Faculty Obligation Report (Fall 2018 FON Compliance vs Actual)
- Auxiliary Audit Reports
- Changes to Master Agreements/Bylaw



AB 19 – California College Promise

- Revenue
 - Restricted General Fund (12)
 - 8620 - Other General Categorical Programs
- Treat as direct assistance
- Identify student enrollment fee expenditures
- Chancellor's Office Financial Aid unit will use MIS data to track the amount of enrollment fees paid with AB19 funds

<http://extranet.cccco.edu/Divisions/StudentServices/FinancialAid/FinancialAidPrograms/ab19.aspx>

2017-18 Annual Financial Audit Reports

- Acceptance/Follow-Up Letters
- Corrective Action Plan
 - Repeat findings
 - Prior year findings not fully implemented

Contracted District Audit Manual (CDAM) Changes for 2018-19

• **Deletions**

- Section 428 – Student Equity
- Section 429 – Student Success & Support Program Funds
The Student Equity and Student Success & Support programs have been replaced by the Student Equity Achievement Program.
- Section 440 – Intersession Extension Program
The Education Code that created this program was repealed.

• **Revisions**

- Section 424, 425, 427

FY 18-19 CDAM – Revisions/Updates

Section 424 – State General Apportionment Funding System

Background and criteria sections now reflect the newly enacted Student Centered Funding Formula (SCFF).

NO specific audit procedures for supplemental or student success allocations are added this year.

Apprenticeship programs that don't claim RSI are now eligible to claim FTES for apportionment purposes.

FY 18-19 CDAM – Revisions/Updates

Section 425 – Residency

The audit procedures have been updated to reflect recent legislation related to the residency determination for students cross enrolled through the online course exchange of the Online Education Initiative Consortium.

The residency determination of the student's home college is accepted if the teaching college possesses a signed consortium reciprocity agreement.

FY 18-19 CDAM – Revisions/Updates

Section 427 – Dual Enrollment

Recent legislation now allows :

- CCAP agreements with charter schools
- Closed courses for eligible high school students in person or using an online platform

In addition, the CCAP annual report must include the total number of FTES generated by online CCAP participants.

Fall 2019 Advance Faculty Obligation Number (FON)

Fall 2018 Base FON

Adjustment for Projected FTES *

+ Adjustment for new Full-Time Faculty Hiring Funds

Fall 2019 Advance FON

***FTES estimate assumes FULL RESTORATION & FULL GROWTH**

FTES Adjustment

$$=(\text{Fall 2018 Base FON}) \times (\text{Percentage Change in FTES})$$

Percentage Change in FTES =

$$\frac{\text{Projected 2018-19 Credit FTES}^* - \text{2017-18 P2 Credit FTES}}{\text{2017-18 P2 Credit FTES}}$$

***FTES estimate assumes FULL RESTORATION & FULL**

GROWTH

Full-Time Faculty Hiring Funds Adjustment

= (\$ Allocation) / (Statewide Average Replacement Cost)

Statewide Average Replacement Cost =

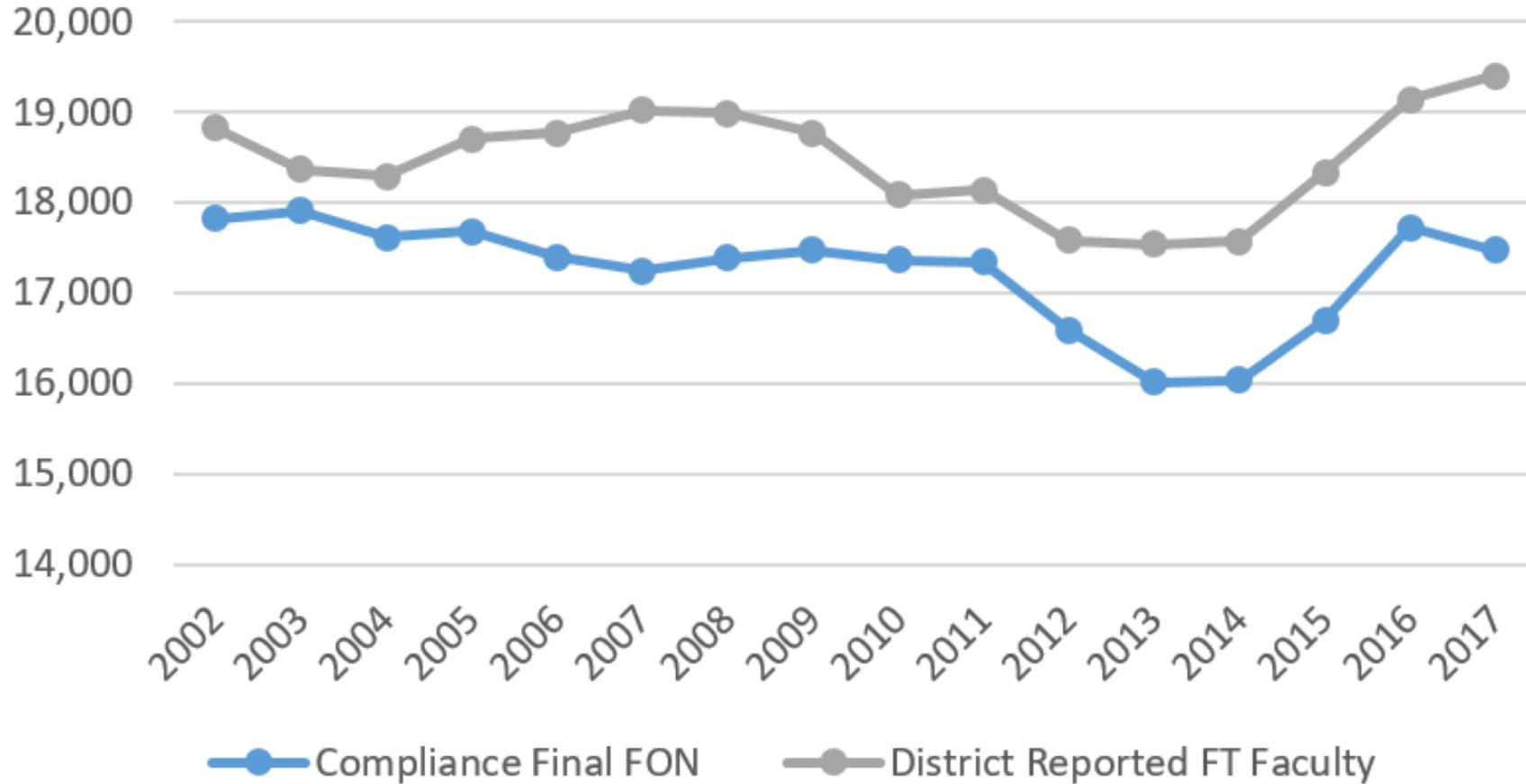
Faculty salary & benefits – [(P/T rate) x (F/T teaching load)]

2017-18 Statewide Average Replacement Cost = \$77,063

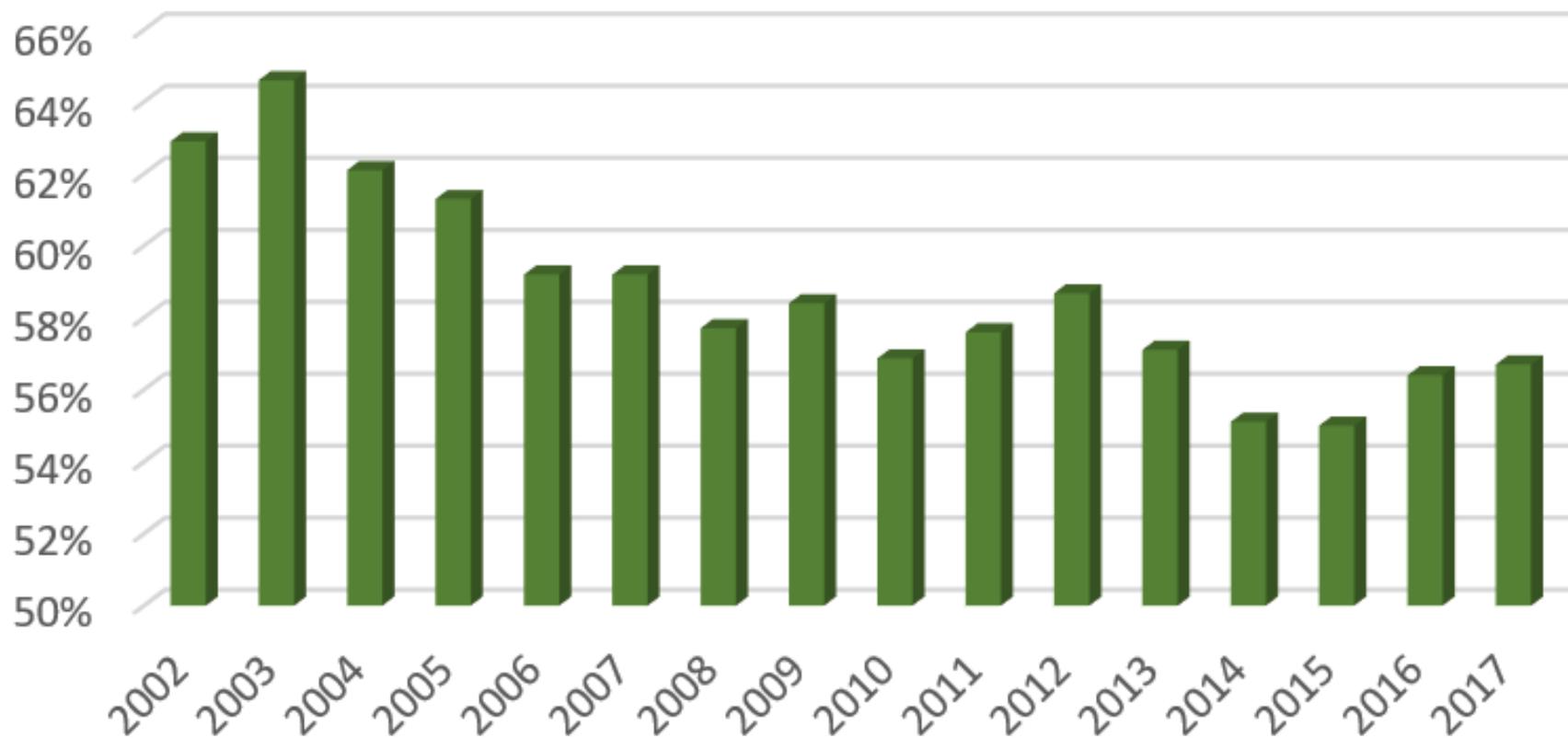
FON Penalty Timeline

- Fall 2018 Compliance report due Friday, November 30, 2018
- Notification Memo sent no later than April 2019
- Invoice from Chancellor's Office issued in May 2019
- Equal Employment Opportunity Fund

Compliance FON vs Actual Faculty (FTEF) 2002-2017



Full-Time Faculty Percentage (# FT Faculty/Total # Faculty) 2002-2017



2018-19 Part-Time Office Hours One-time \$50 million

- No change to claim process
- Office hour claims due to Chancellor's Office June 1, 2019
- Reimbursement limited to no more than 50% of claim
- Remaining funds used for 2019-20 claims

2017-18

- \$12.2 million reimbursement budget authority
- 35 districts submitted claims (as of June 2018)
- \$22 million eligible for reimbursement



Community College Fiscal Challenges

Uncertain funding projections as system adjusts to SCFF

Actual Costs > Funding Increases

- CalSTRS & CalPERS Contributions
- Recruiting, Retaining, & Training Faculty
- Employee Health Care Costs
- Aging Facilities
- Declining Enrollment

Silent Recession, *Why California School Districts are Underwater Despite Increases in Funding*

Krausen, K., Willis, J. (2018)

<https://www.wested.org/resources/silent-recession/>

Why Monitor District Fiscal Health?

Early detection

Targeted, customized technical assistance

Crisis Prevention

Develop proactive statewide support

Inform policy discussions

Drive legal and regulatory change



Principles for Sound Fiscal Management

1. Stewardship
2. Safeguard assets
3. Personnel
4. Auxiliary organizations
5. Accountability
6. Inform Board
7. Reliable information system
8. Internal Control Policies & Procedures
9. Develop & communicate fiscal policy
10. Process to evaluate change
11. Financial planning
12. Capital Outlay budget

Fiscal Health Monitoring Timeline

Chancellor's Office Internal Reports

- November 15
Annual Fiscal Health Summary Report Part I: Financial Indicators
- February 28
Annual Fiscal Health Summary Report Part II: Audit Indicators
- March 15
Second Quarter Fiscal Health Update
- June 15
Third Quarter Fiscal Health Update

Financial Indicators

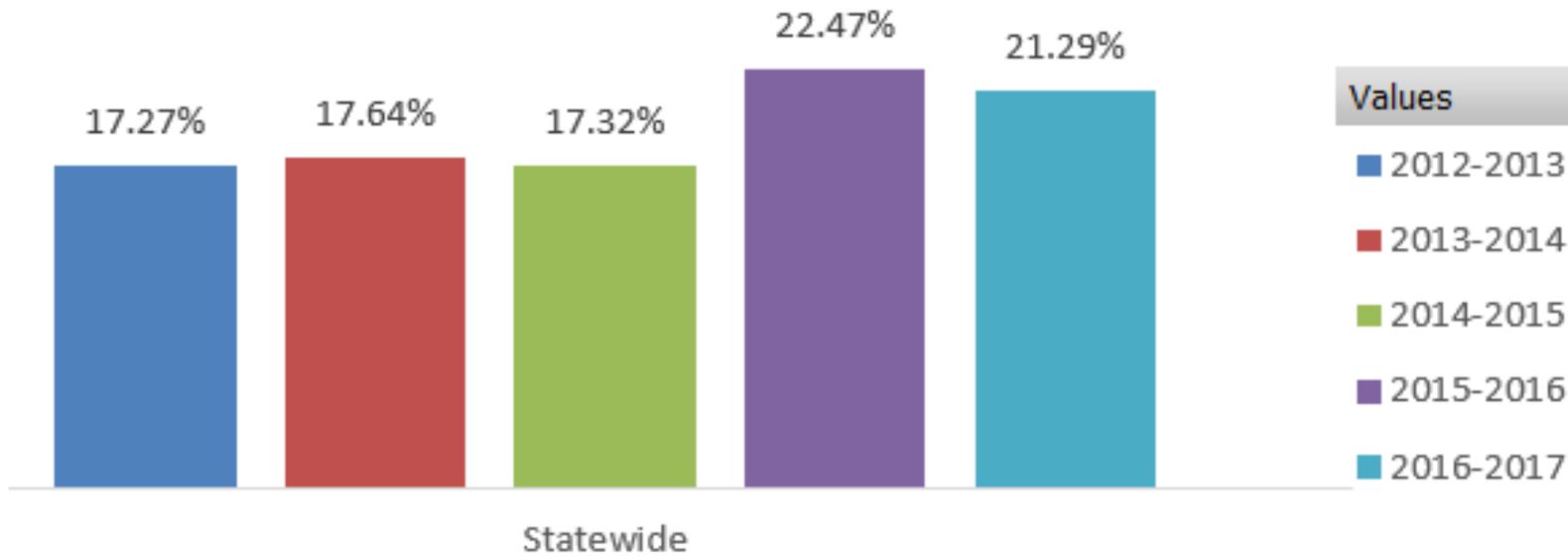
- Unrestricted General Fund Ending Balance
- Deficit Spending
- Cash Balance
- FTES

Others may include, but are not limited to:

- Pension costs
- Pension and OPEB liabilities
- Compensation ratios
- Debt to revenue ratios
- SCFF factors

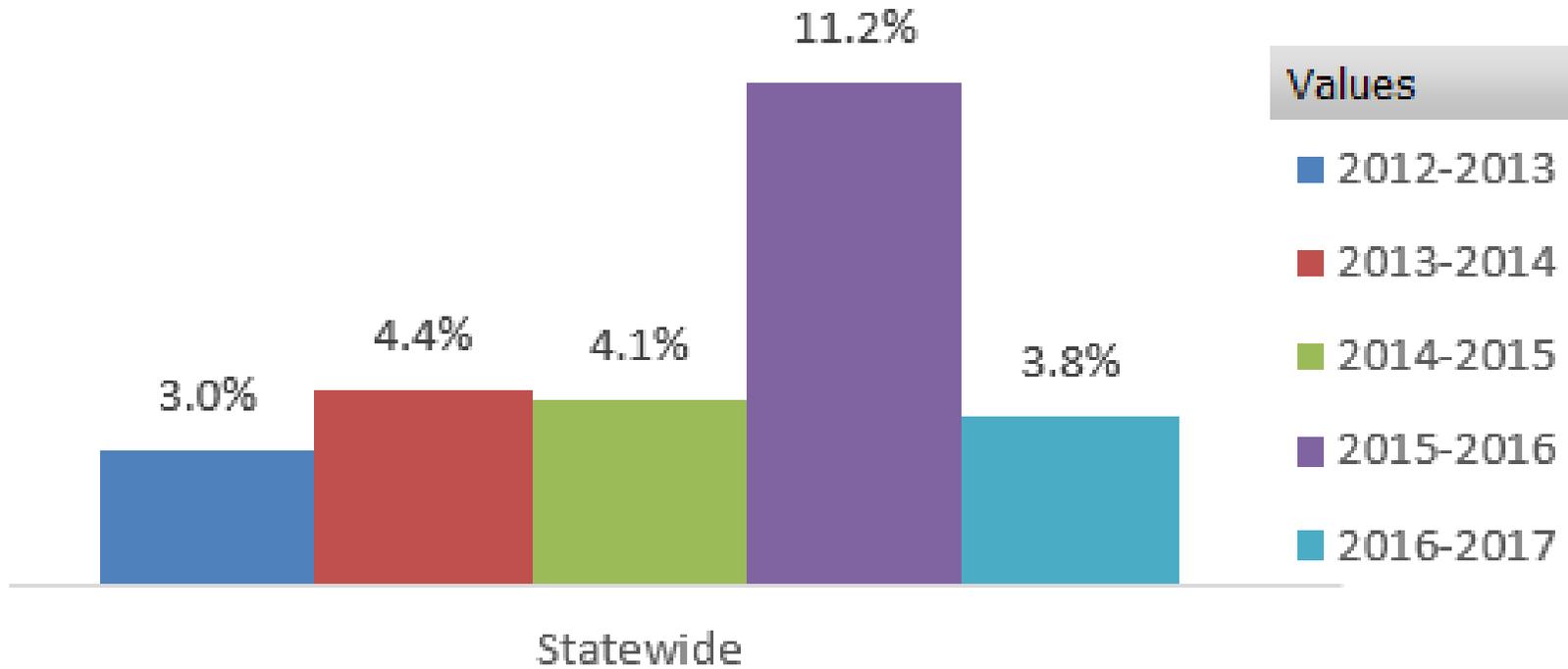


Primary Reserve Ratio Unrestricted GF (Ending Fund Balance/Expenditures)



2016-17 Primary Reserve Ratio ranged from 5.1% - 51.5%

Net Operating Revenue Ratio (Surplus(Deficit)/Total Revenue)



- 2016-17 Net Operating Revenue ranged from -17% to 23%

Audit Indicators

- Opinions
 - Financial Statement
 - Federal Compliance
 - State Compliance
- Management Letter
- Findings
- Repeat and Unresolved Findings
- Regulatory compliance
- Pension and OPEB liability trends

Fiscal Health Monitoring Follow-Up

Moderate/High Risk = Additional Inquiry

Next steps determined on case-by-case basis:

- Recommended published resources (Vision Resource Center)
- Training
- Site visits
- IEPI Partnership Resource Team (PRT)
- District Recovery Plan
- FCMAT Review
- Special Trustee

Apportionments & Funding Formula Updates



Categorical Allocations

- Strong Workforce Allocations = \$117 million
- Physical Plant & Instructional Equipment - \$10.9 million (total 2018/19 funding is \$28.4 million. Additional information is available on Facilities Planning memorandum, [FP 18-14.](#))

Categorical Allocations

- 2018/19 Full-Time Faculty Hiring Funds - \$50 million
- Mandates Block Grant (November) - \$32.8 million

Full-Time Faculty Hiring Allocation

- 2015-16 Full-Time Faculty Hiring Funds
 - Exhibit C, Total Computational Revenue
- 2018-19 Full-Time Faculty Hiring Funds
 - Exhibit B-2A, Categorical Apportionments
 - Initial allocation based on pro-rata share of Total FTES
 - Annual adjustment for base increase and COLA

Funding Formula Update

- **320 Attendance Report Changes**

With the new formula, we need to make changes to the 320 attendance report. Right now, we collect AB 540 Headcount and Special Admit FTES on the 320 but only at P2 and Annual. We are going to start collecting this information at the P1, as well. We also need to add the collection of Inmates in Correctional Facilities FTES for both credit and non-credit. We hope to have this change before January 2019 so districts can report for P1.

Funding Formula Update

Exhibit C Changes

We are working on a new Exhibit C display to accommodate the new metrics that are part of the new funding formula. The new formula has added 30 new metrics to the formula, so we are trying to fit these metrics on to the existing Exhibit C and we are trying to keep it to two pages. We plan to share a draft of the exhibit with the ACBO board in November/December.

Other Issues

Student Attendance Accounting Manual

The review committee plans to meet in late November to review a draft of the rewritten SAAM. The SAAM has not been updated since 2001. We hope to have a newly updated SAAM by late winter/early spring 2019.

Facilities Planning and Utilization Unit



CCC Facilities Needs

- 5-year Facilities Needs = \$23B
- 10-year Facilities Needs = \$42.5B

- Enrollment Growth Needs = 7M ASF
- Modernization Needs = 29.4M ASF
 - 62% of buildings: over 25 years old
 - 50% of buildings: over 40 years old



Prop 51 - Implementation

- 2017-18 State Budget
 - \$16.9M - 15 new projects
Preliminary Plan Phase only
- 2018-19 State Budget
 - \$40.2M – 15 continuing projects
Working Drawing Phase
 - \$9.6M – 6 new projects
P and W Phases
- 2019-20 Proposed Plan
 - \$503M – 19 continuing projects
Construction and Equip Phases
 - \$48.3M – 39 new projects
P and W Phases
- \$569M of Projects – 28%
- \$1.2B Proposed – 63%

2019-20 Proposed Spending Plan - New

BOG Cat.	Description	Project Funding	# of Projects
A	Health and Safety	\$9,073,000	3
B	Instructional Growth	\$20,163,000	15
C	Instructional Modernization	\$13,144,000	15
D	Complete Campus	\$5,954,000	6
E	Institutional Growth	\$0	0
F	Institutional Modernization	\$0	0
		\$48,334,000	39

Prop 51 - Implementation

Project	2017-18	2018-19	2019-20*	2020-21**	Totals
Cont. Project		\$40,243,000	\$503,131,000	\$654,859,000	\$1,198,233,000
New Project	\$16,894,000	\$9,677,000	\$48,334,000	Under Review	\$74,905,000
Total	\$16,894,000	\$49,920,000	\$551,465,000	\$654,859,000	\$1,273,138,000

*Proposed Spending Plan, Pending BOG Approval.

** Dependent on 2019-20 State Budget

Funding Shelf Life - Traditional Projects

Phase	Encumbrance Period	Liquidation Period	Total Shelf Life
Preliminary Plans	1 year	2 years	3 years
Working Drawings	1 year	2 years	3 years
Construction	3 years*	2 years	5 years
Equipment	3 years	2 years	5 years

Proposition 39 Update

- \$185M Program
- 968 total projects
- Chancellor's Office close-out deadline is June 28, 2019
- Final Citizen's Oversight Board report due Fall 2019

Proposition 39 – Close-out Information

Total Projects Approved	Total Prop 39 Funds Encumbered	Total Projects Not Closed-Out	Funding Encumbered for Projects Not Closed-Out	Prop 39 Funds Available from Project Savings
968	\$184,904,000	413	\$102,694,289	\$2,843,546

As of October 23, 2018

Proposition 39 Team Contact Information

Investor Owned Utility

Contact your account
manager/representative

Chancellor's Office

Hoang Nguyen
hnguyen@cccoco.edu
(916) 327-5363

Newcomb, Anderson, McCormick (NAM)

Matt Sullivan
Matt_Sullivan@newcomb.cc
(415) 896-0300

Steve Clarke (Southern California)
Steve_Clarke@newcomb.cc
(415) 699-9310

Budget Update



2019-20 Budget and Legislative Request

Description	Action
<p>1. Adjustment to Funding Rates Specified for the Student Centered Funding Formula</p>	<p>Additional appropriations consistent with available Proposition 98 resources, with related changes in statutes to adjust funding rates.</p> <p>(Costs of 5-percent adjustment estimated at \$345 million Proposition 98 General Fund.)</p> <p>\$250,000 Proposition 98 General Fund in 2019-20 and 2020-21 (\$500,000 total) for support of oversight committee.</p> <p>\$250,000 Proposition 98 General Fund in 2019-20, 2020-21, and 2021-22 (\$750,000 total) for evaluation.</p>

2019-20 Budget and Legislative Request

Description	Action
2. Comprehensive Support for All Students	
Reforms to the Cal Grant Program Focused on Community College Students	Changes in statutes to reform Cal Grant program. (Costs of reforms estimated at \$1.5 billion—to be funded from General Fund.)
Augmentations for the Student Equity and Achievement Program	Augmentation of \$23 million (representing 5-percent increase). Changes in statutes authorizing establishment of allocation methodology. One position to support the program.
Further Outreach to Support Colleges in Making the “College Promise” Real for Students	An additional \$5 million one-time and statutes to establish the program. Two positions for state leadership.

2019-20 Budget and Legislative Request

Description	Action
3. Improved Quality through Support for Education Professionals	
Ongoing Funding for College-Wide Professional Development	An additional \$25 million ongoing and statutes to establish the program. One position for state leadership.
Ongoing Funding to Support Faculty	An additional \$50 million ongoing and statutes around faculty programs. One position for state leadership.
Pilot Program to Improve Faculty Diversity	An additional \$15 million one-time. One position for state leadership.

2019-20 Budget and Legislative Request

Description	Action
4. Expanded Access to Work-Based Learning within Guided Pathways	\$20 million one-time and statutes to establish the program. One position for state leadership.
5. Statewide Leadership for Educational Equity	
Data Use for Educational Improvement	Changes in statutes and expected General Fund costs.
Greater Capacity for Chancellor's Office Leadership of Statewide Change	Augmentation of \$2 million for state operations budget. Changes in statutes around various local assistance programs.
Better Library Services through Statewide Approach	\$4 million annually for five years beginning in 2019-20 (\$20 million total) with related language.



Advisory Workgroup on Fiscal Affairs

- The Chancellor asked the Advisory Workgroup on Fiscal Affairs to lend expertise on the following:
 - The adoption of regulations that clarify the provisions of the related statutes.
 - The development of new reports, including apportionment reports, that reflect the formula and associated processes to collect data from districts.
 - The production of tools that would help business officials and other local leaders forecast revenues under the formula, including new multi-year planning tools.
- The Chancellor also asked for appointment of members who serve in other roles.

Oversight Committee

- Budget legislation would create an oversight committee consisting of 12 members appointed by the Senate Rules Committee, the Assembly Speaker, and the Governor.
- The committee would make recommendations:
 - By January 1, 2020, on use of measures (as part of the supplemental allocation) related to a student's status as a first-generation college student, a student's financial need given regional considerations, and a student's academic proficiency.
 - By June 30, 2021, on funding for noncredit courses and instructional service agreements, as well as methods by which allocations could be adjusted in a recession.

Other Concerns

- We have heard concerns that a district would not receive points in the student success allocation for the following:
 - A student who has completed a transfer-level mathematics course in the district and a transfer-level English course in another district (or vice versa).
 - A student who has taken some CTE units (less than nine) in the district and some CTE units (less than nine) in another district—even if those units total nine units or more.
 - A “special admit” student (generally a high school student in dual or concurrent enrollment) who has achieved outcomes included in the new formula (e.g., completion of nine CTE units or completion of transfer-level mathematics and English within one year).

Other Concerns

- We have also heard concerns that the formula might encourage districts to create new certificates or pathways that have limited value for the student, because formula allocates points in the student success allocation based on the total number of outcomes across the categories, with multiple outcomes achieved by the same student counted each time.

Questions



The Latest Economic Forecasts And the Future of Proposition 98

Association of Chief Business Officials

Presented By:

Robert Miyashiro, Vice President

October 24, 2018



Overview

- **Near-term Economic Outlook and State Revenues**
 - UCLA's forecast
 - State revenues to date
- **30 Years of Proposition 98: Has school funding really improved?**
 - Enrollment and inflation
 - Comparison to other states
 - State voters and outlook for the future
- **The Changing Political Environment: A new Governor and Legislature**
 - Education policies and priorities

Near-Term Economic and State Revenue Outlook

UCLA September 2018 Forecast

- Consistent with their prior forecast, UCLA economists continue to see a “3-2-1” economy
 - 3% Gross Domestic Product (GDP) growth in 2018
 - 2% GDP growth in 2019
 - 1% GDP growth in 2020
- However, as the economy slows, the chances of a recession increase
 - One-sixth chance of a recession in 2019
 - One-third chance of a recession in 2020



Pulling Demand Forward

- **The economy is expected to slow because at full employment further increases in growth cannot be sustained**
 - **Federal deficit spending is stimulating the economy today, pulling demand from 2020 into 2018**
 - **As the effects of the federal stimulus wane, the economy will slow**
 - **Job growth will slow from an average of 200,000 jobs per month to 50,000 jobs per month**
- **“In 2020 Wile E. Coyote is going to go off the cliff, and he’s going to look down, and that (stimulus) will be withdrawn at that point.” – Ben Bernanke, (former chairman of the Federal Reserve), Business Insider, June 8, 2018**

Risks on the Horizon

- The *UCLA Forecast* indicates that federal fiscal policy will increase the deficit from \$400 billion in 2015 to \$1.4 trillion by 2022 and will continue “as far as the eye can see”
 - This is “completely unprecedented” in peacetime
 - The U.S. is already at a full employment economy and does not need stimulus to promote job growth
 - The Federal Reserve is expected to raise interest rates in December 2018 and four more times in 2019

Wild Cards: U.S. Trade Policy

- The *UCLA Forecast* estimates that if tariffs are imposed on all Chinese imports – a total value of \$537 billion – the effect on the U.S. economy would be similar to an \$80 billion tax hike
- However, the tariffs will not have the intended effect of stemming the trade imbalance
 - Instead, while the trade deficit with China will fall, it will increase with other nations which produce similar export goods (i.e., Vietnam, Thailand, and South Korea)
 - The trade deficit is projected to rise from \$580 billion in 2014 to \$1.1 trillion by 2020
- Since the release of the *UCLA Forecast*, the U.S. has struck trade deals with Mexico and Canada, which has relieved some anxiety about a successor to NAFTA

UCLA's California Forecast

- California has enjoyed strong economic growth during the economic expansion
 - Among the major states, California ranked fifth in terms of state GDP growth from July 2017 to July 2018
 - 3.5% growth for California vs. 2.5% growth for the U.S.
 - The state added three million jobs (21%) since the bottom of the recession
- However, rising interest rates could threaten the expansion
- UCLA economists simulated the effects of a recession on state tax revenues
 - “Garden variety” recession: \$36 billion loss over two years
 - Mild recession: \$31 billion loss over two years
 - Rainy Day Fund: \$14 billion total



State Revenue Picture

- **Department of Finance (DOF) report – through the first three months of the new fiscal year, state revenues are up \$1.032 billion (about 3.8%) from the May Revision forecast**
 - **September collections beat the forecast by \$1.6 million or 1.4%**
- **California's job market also remains strong**
 - **The state added 46,700 jobs in July and 44,800 jobs in August, more than three times the level needed to absorb population-related increases**
 - **The California unemployment rate has remained at a record low of 4.2% for five months through August; the U.S. unemployment rate dropped to 3.7% in September, the lowest rate since 1969**

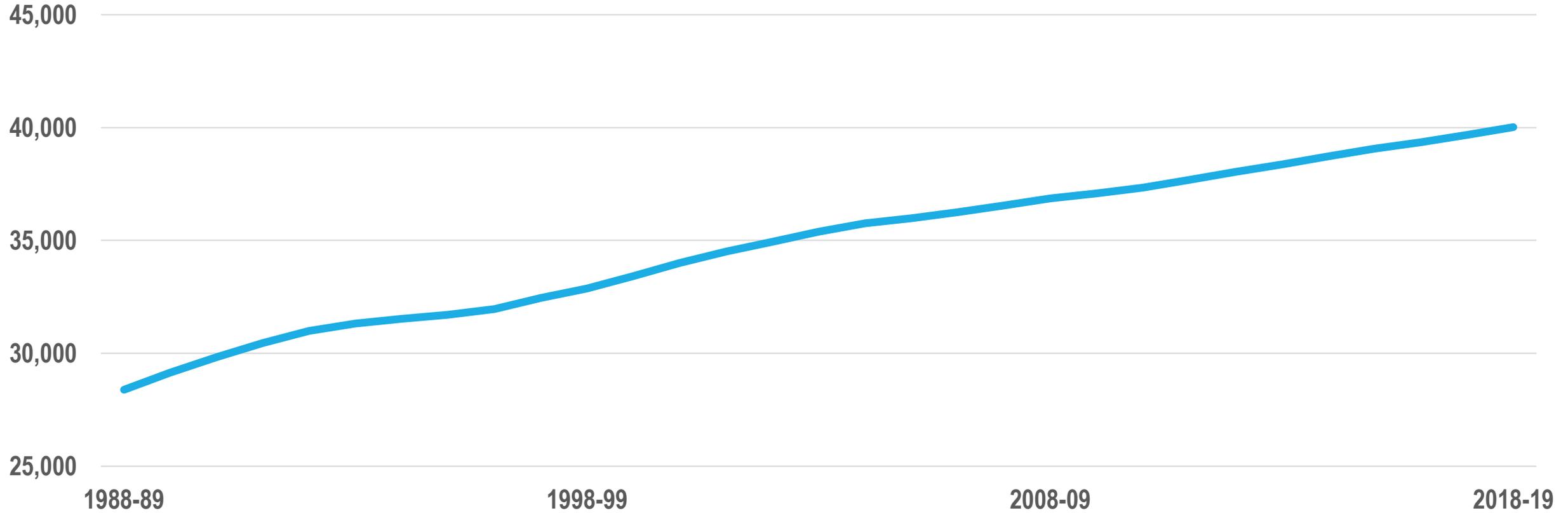
30 Years of Proposition 98

The Last 30 Years: California's Experience

- Proposition 98, the state's minimum funding guarantee, was enacted in 1988, 30 years ago
- During this period, the state's population has increased 41%, from 28.4 million in 1988-89 to just over 40 million today
 - This is an average annual increase of 1.2%
 - However, population growth has slowed over this period
 - In the late 1980s, the annual growth rate was about 2.5%
 - The growth rate has been below 1% since 2005-06
- Personal income has increased almost 340%, from \$555 billion in 1988-89 to \$2.4 trillion today
 - This is equal to an average annual gain of 5% not adjusted for inflation
 - Per capita personal income has increased 3.8% annually

State Population

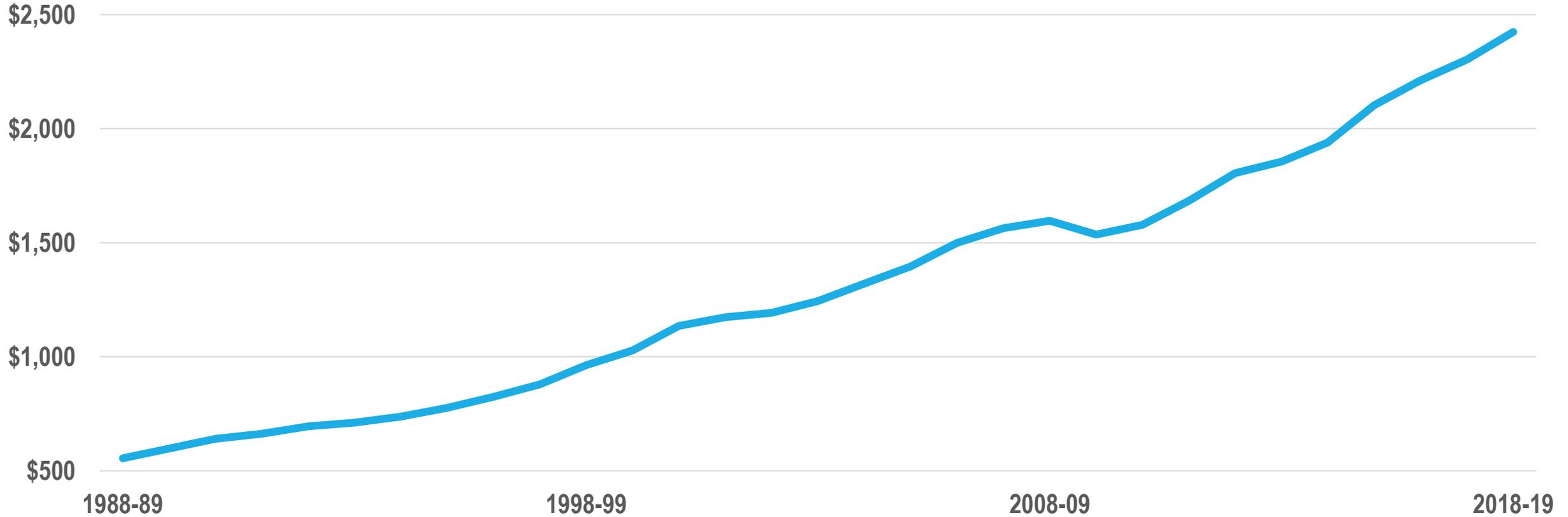
California Population (in Millions)



Source: Department of Finance, Governor's Budget 2018-19, Schedule 6

State Personal Income

California Personal Income (\$ in Billions)

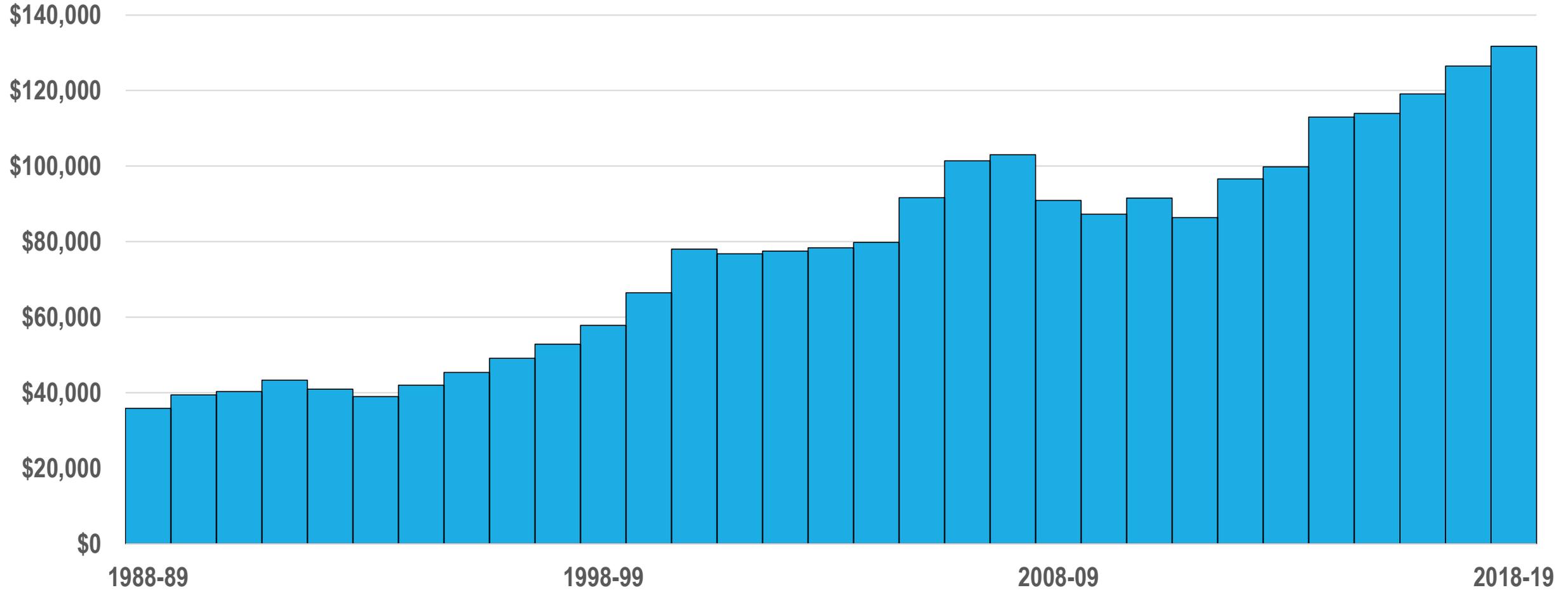


Source: Department of Finance, Governor's Budget 2018-19, Schedule 6

State General Fund Expenditures

- The state General Fund supports many programs, including Medi-Cal, CalWorks, the University of California and California State University, State Parks, Corrections and Rehabilitation, as well as K-12 education and the community colleges under Proposition 98
- General Fund spending has increased almost 270% over this 30-year period, from \$35.9 billion to \$131.7 billion under the Governor's proposed Budget
 - This is an average annual increase of 4.4%
 - Unlike population and personal income, General Fund spending is volatile, rising and falling with tax receipts
 - Spending plummeted in 2001-02 and remained flat for four years
 - The Great Recession saw General Fund spending drop from \$103 billion in 2007-08 and not exceed that level until 2014-15

State General Fund Expenditures

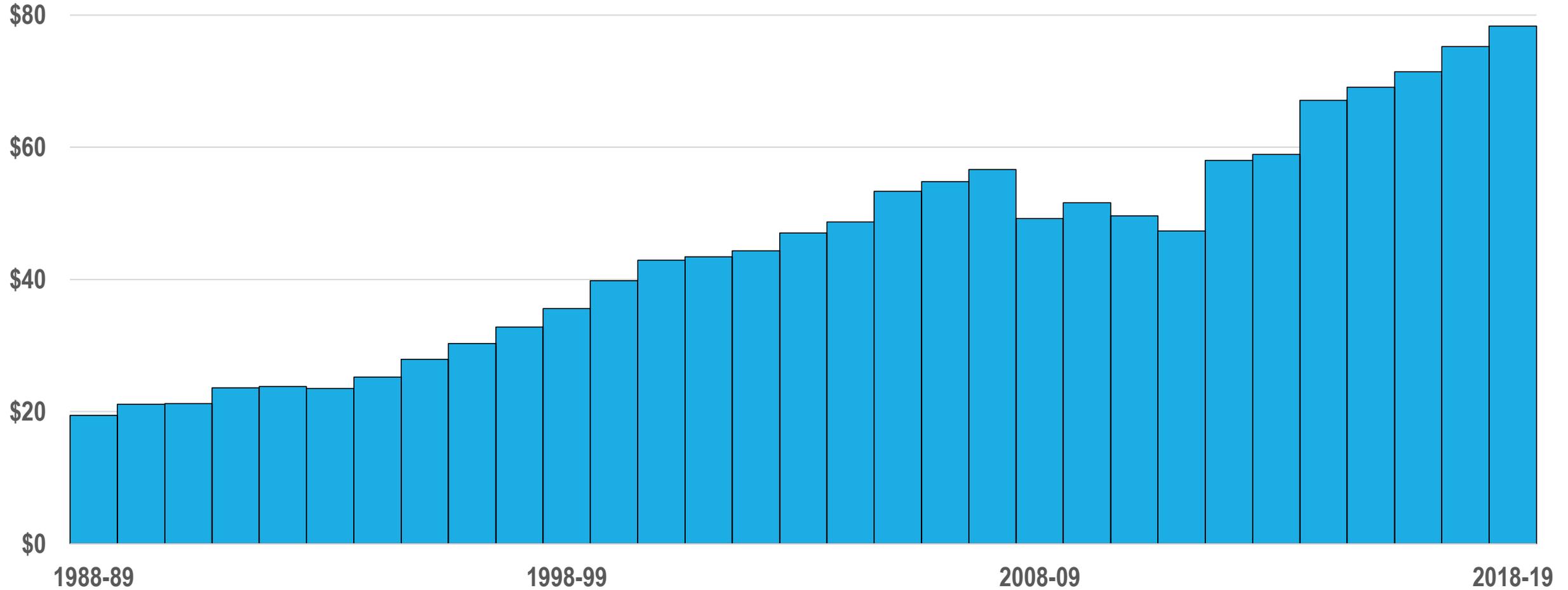


Source: Department of Finance, Governor's Budget 2018-19, Schedule 6

Proposition 98: Has School Funding Improved?

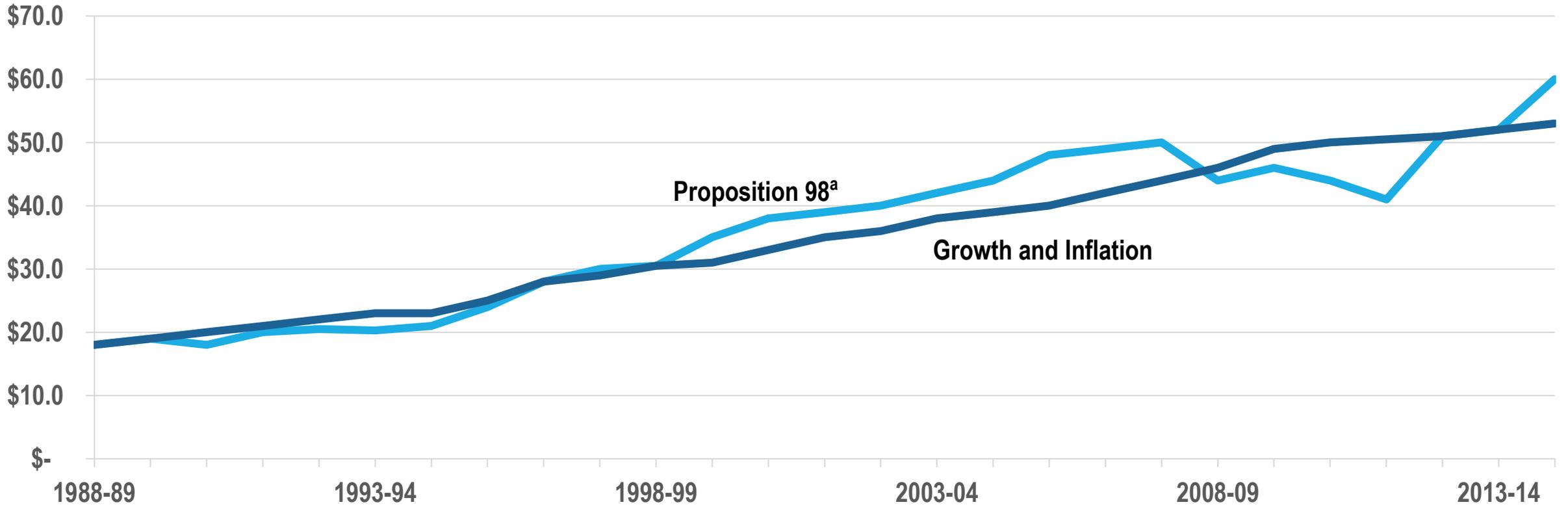
- **Enacted by state voters in November 1988, Proposition 98 amended the state constitution to establish a minimum funding guarantee for K-12 education and the community colleges**
 - **The formulas take into consideration changes in workload as measured by ADA and inflation as measured by (1) the change in per capita personal income or (2) the change in General Fund revenues**
 - **Proponents argued that Proposition 98 would take politics out of school finance**
- **According to a report by the Legislative Analyst's Office (LAO), over the period during which Proposition 98 has been in effect, "There is no evidence that school funding is higher as a result of the formulas"**
 - **The formulas fail to address "real world" developments and there is no evidence that school funding decisions are any less political**

Proposition 98 Funding



Source: LAO, *A Historical Review of Proposition 98*, page 13, January 2017

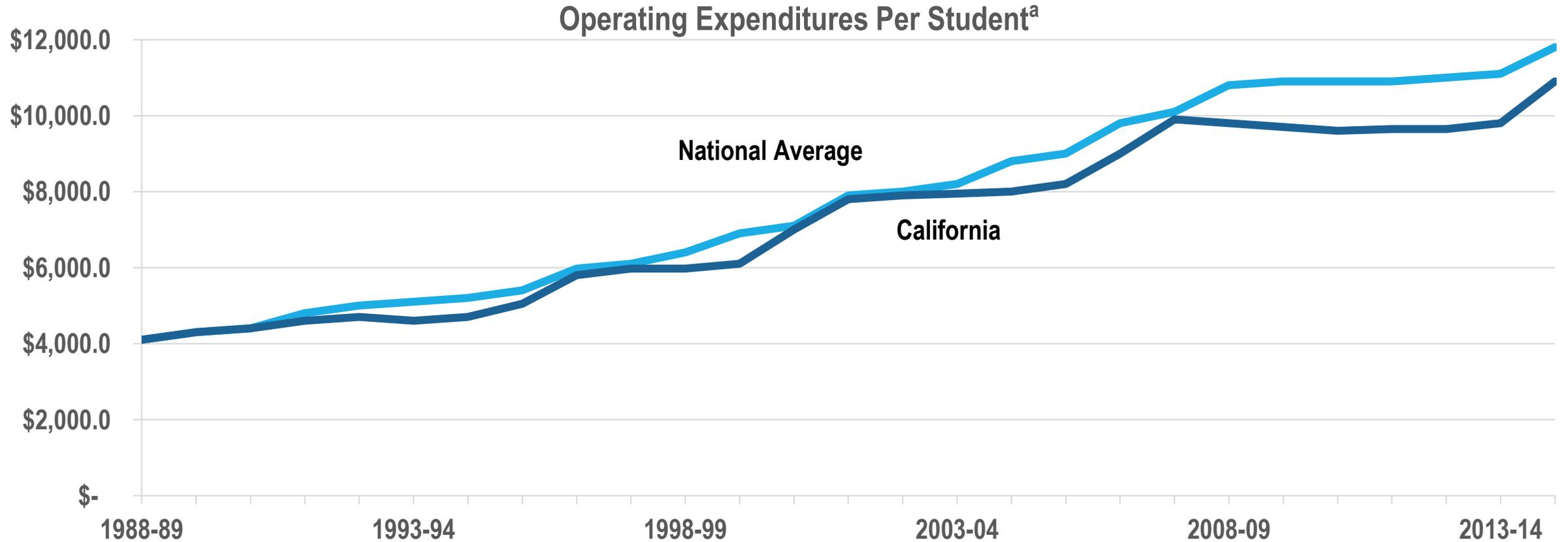
Proposition 98 vs. Enrollment Growth and Inflation



^aIncludes all Proposition 98 funding except the amount going to the California Community Colleges

Source: LAO, *A Historical Review of Proposition 98*, page 25, January 2017

California's Proposition 98 vs. the Rest of the Nation



^aReflects spending data reported by the U.S. Census Bureau. Amounts for 1988-89 to 1990-91 have been adjusted for comparability with subsequent years. Amounts shown for 2014-15 reflect an LAO estimate.

Source: LAO, *A Historical Review of Proposition 98*, page 17, January 2017

Outlook for the Future

- **The state's economy will drive state tax revenues, with an increasing reliance on the high income earners**
 - **Greater volatility in state revenues should be expected**
- **The Legislature and Governor set the state's spending**
 - **State General Fund support for K-14 education has been weak because of flat or declining enrollment and consistently strong property tax growth**
 - **Most other state programs have seen larger increases in General Fund support**
 - **The Legislature rarely funds education above the Proposition 98 minimum guarantee**
 - **Policy discussion regarding the needs of K-14 education are rare; funding the Proposition 98 target substitutes for meaningful budget priority setting**

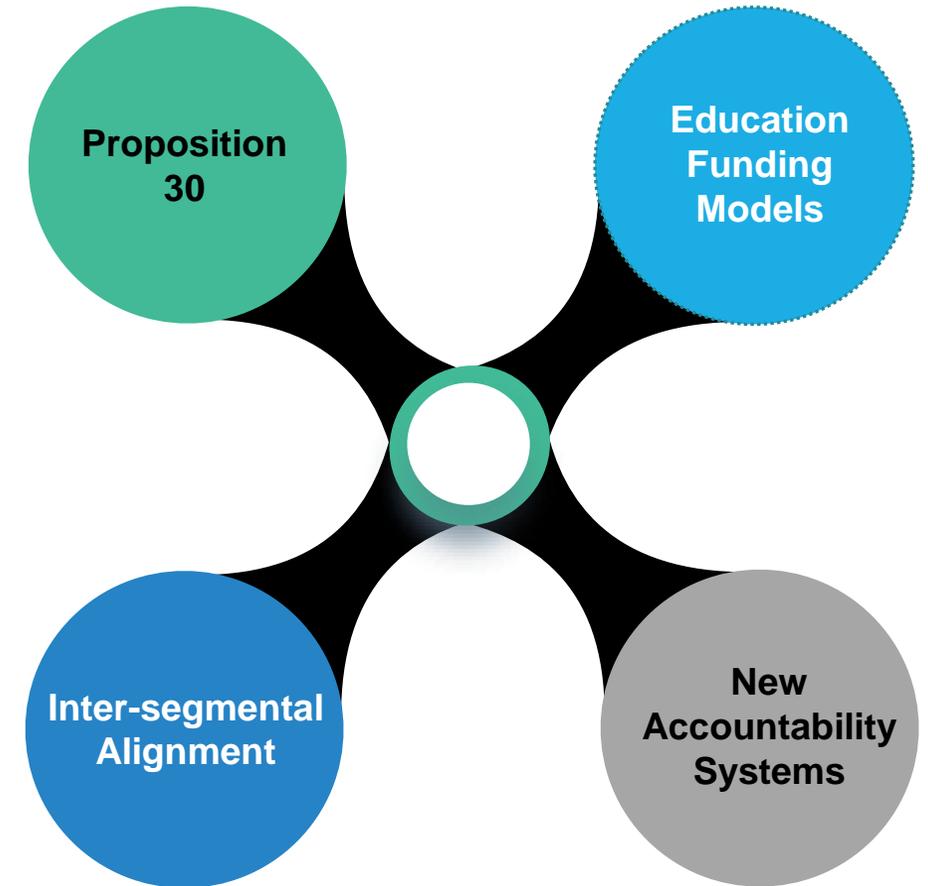
The Outlook for the Future – The Voters

- California voters have consistently identified public education as their top budget priority
 - The Lottery was sold to voters as benefitting education
 - Proposition 98 was approved by voters, notwithstanding the opposition of most state political leaders
 - Recently, voters approved Propositions 30 and 55, the temporary tax on high income earners
 - Voters were told this was a tax to save K-12 education from cuts; the reality is that these tax revenues benefit all General Fund programs
 - Voters approved Proposition 51, the K-14 education bond program
- A direct appeal to voters through the initiative process may be the only way to substantially improve funding for California's K-14 education system

The Changing Political Environment: A New Governor and Legislature

Transitioning From the Brown Era

- During his eight-year tenure, Governor Jerry Brown instituted bold and historic reforms, particularly with respect to public education
 - Proposition 30, and subsequently Proposition 55, generate \$6-\$11 billion annually
 - Unprecedented regional collaboration to deliver key educational programs
 - Reformed the community college and K-12 funding formulas
 - Accountability systems using multiple measures of institutional effectiveness and student success



Transitioning to a New Governor

California's next governor will want to distinguish himself, which can impact the future direction of education policy . . .



**Commitment to
the local control and local
decision making**



**Position on
categorical
programs**



**Position on education
accountability**



**Strength of leadership &
relationship with key
education leaders**

Transitioning to a New Governor – State Budget

- **The next Governor will take office on January 7, 2019 – three days shy of the constitutional deadline to introduce a state spending plan**
- **As we speak, Governor Brown's DOF is beginning the framework of that spending plan**
 - **Plugging in revenue estimates**
 - **Estimating workload and statutorily required spending**
- **After Election Day, the current Administration and the next Administration will work together on the details of the 2019-20 Governor's State Budget so it will be ready on January 10**

The Next Governor – On Education

- The next Governor will preside over a “fully funded” K-12 Local Control Funding Formula but a newly enacted allocation model for the community colleges
- In the event of economic downturn, how he prioritizes education will be critical for the success of our schools
 - Will Proposition 98 suspension be on the table or out of the question?
 - If K-14 education cuts are needed, how will they be implemented?
- A new Governor’s first budget is often driven by
 - The revenue outlook
 - The costs of continuing existing commitments
 - Unless they are clearly defined, the new Governor’s policy priorities take time to emerge

Summary

- **On the economy:** No recession on the horizon, but few economists warned us of the Great Recession before it began
- **On Proposition 98:**
 - The Legislature and Governor will provide enough to meet the minimum guarantee, but no more
 - The voters offer the best chance of increasing funding in the long run
- **On the political environment:**
 - Governor Brown had a clear view of the role of state government – local decision making should prevail in most cases
 - The Legislature has traditionally sought and secured a greater role in education policymaking

Thank You!

ROBERT MIYASHIRO
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THE COMMUNITY COLLEGE UPDATE

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Volume 38

For Publication Date: November 16, 2018

No. 23

Ask SSC . . . What Is a Reasonable Reserve?

Q. Our Board wants to maintain a reserve of 10%. Is the Board's goal reasonable? Do you have any advice on how to respond to some of our stakeholders when they question the need for a reserve beyond the 5% minimum required by the Chancellor's Office?

A. Setting a specific reserve level is always tough. Your goal is to have the resources to meet both planned and unplanned financial challenges, while at the same time spending as much as possible of this year's money on this year's students.

Here are some of the factors we encourage districts to consider:

- Given the automatically increasing costs in the current environment, even a 10% reserve in year one will not cover the automatic cost increases for three years (California State Teachers' Retirement System rate increase, California Public Employees' Retirement System rate increase, step and column movement, health benefits, etc.)
- The 5% prudent reserve level established by the Board of Governors is a minimum, and it represents less than two weeks of payroll costs
- The reserve is one-time money; if you spend it, replacement is essential and often difficult
- Most financial problems occur over multiple years; it takes a lot of one-time reserve dollars to solve a multiyear problem, even temporarily
- Potential exposure to significant one-time expenditures, such as inadequate resources for a facilities project or a large uninsured claim against the district
- Most districts do not carry reserves specifically set aside for post-retirement health benefits; that means the General Fund reserve is the only source of payment for this growing liability
- There is some additional guidance available from the national Government Finance Officers Association (GFOA). The GFOA published a "Best Practice" report in January 2015, which include the following:
 - A formal policy should be established by the community college that specifies the level of unrestricted reserves that should be maintained in the General Fund, how reserves may be spent, who can authorize the use of reserves, and then how reserves will be replenished if used below the level prescribed
 - At a minimum, regardless of a district's size, no less than 10% of regular General Fund expenditures and transfers out should be set aside for reserves

- The various risk factors listed above should be considered when determining how much greater than the 10% minimum a local district's reserves should be
- For comparison, the total average net ending balance for all community college districts was 21.3% in 2016-17 (the latest statewide data available), a number we think is reasonable given current economic circumstances and the volatile state revenues and funding in California

Conclusion

Considering all of these factors, we think a Board policy of a minimum 10% reserve is a good idea. In setting a reserve level, the goal for a community college is to have the resources necessary to meet both planned and unplanned financial challenges, while spending as much of the current year's resources as possible on the current year's programs and students. This is a balancing act that will be unique to each district, and we recommend that each district examine the guidance provided above and the risk factors that apply in order to determine how much is needed for local reserves.

—John Gray

posted 11/06/2018

Santa Ana College

Reorg from Project Manager to Director, Student Information Support (J. Steffens)	11-0000-678000-11400-2110	Classified Management	118,336
	11-0000-678000-11400-3215	PERS - Non-Instructional	21,374
	11-0000-678000-11400-3315	OASDHI - Non-Instructional	7,543
	11-0000-678000-11400-3325	Medicare - Non-Instructional	1,764
	11-0000-678000-11400-3415	H & W - Non-Instructional	7,827
	11-0000-678000-11400-3435	H & W - Retiree Fund Non-Inst	4,416
	11-0000-678000-11400-3515	SUI - Non-Instructional	61
	11-0000-678000-11400-3615	WCI - Non-Instructional	2,737
	11-0000-678000-11400-3915	Other Benefits - Non-Instruct	3,320
			<u>167,378</u>
Reorg for CEC - 1 FT and 1 PT High School and Community Outreach Specialist	11-0000-649000-18100-2130	Classified Employees	55,656
	11-0000-649000-18100-2310	Classified Employees - Ongoing	23,992
	11-0000-649000-18100-3215	PERS - Non-Instructional	14,386
	11-0000-649000-18100-3315	OASDHI - Non-Instructional	5,031
	11-0000-649000-18100-3325	Medicare - Non-Instructional	1,177
	11-0000-649000-18100-3415	H & W - Non-Instructional	17,966
	11-0000-649000-18100-3435	H & W - Retiree Fund Non-Inst	2,946
	11-0000-649000-18100-3515	SUI - Non-Instructional	41
	11-0000-649000-18100-3615	WCI - Non-Instructional	1,826
	11-0000-649000-18100-3915	Other Benefits - Non-Instruct	1,500
			<u>124,521</u>
Electronic Media Specialist position. Need to secure funding when GP funds no longer exist.	11-0000-678000-11500-2130	Classified Employees	61,973
	11-0000-678000-11500-3215	PERS - Non-Instructional	11,194
	11-0000-678000-11500-3315	OASDHI - Non-Instructional	3,935
	11-0000-678000-11500-3325	Medicare - Non-Instructional	920
	11-0000-678000-11500-3415	H & W - Non-Instructional	17,980
	11-0000-678000-11500-3435	H & W - Retiree Fund Non-Inst	2,304
	11-0000-678000-11500-3515	SUI - Non-Instructional	32
	11-0000-678000-11500-3615	WCI - Non-Instructional	1,428
	11-0000-678000-11500-3915	Other Benefits - Non-Instruct	1,500
			<u>101,266</u>
reinstate fund took out to fund Dean of Academic Affairs-BC#24177	11-0000-651000-17700-5100	Contracted Services	26,192
	11-0000-679000-17100-5810	Bank/Credit Card Use Fees	26,192
			<u>52,384</u>
to account for cost increase in PM, routine maintenance and utilities, to fund 18/19 RAR items; allocate funds for funding critical classified positions; and budget for fund transfer to meet Health Science Center Bldg unfunded liability	11-0000-657000-17500-5515	Electricity	60,725
	11-0000-657000-17500-5520	Gas (Heat)	20,242
	11-0000-657000-17500-5570	Water	20,242
	11-0000-651000-17400-5640	Maint/Oper Service Agreement	38,068
	11-0000-731000-10000-7300	Interfund Transfers Out	1,273,898
	11-0000-000000-10000-5999	Special Project Holding Acct	100,000
	11-0000-679000-10000-5999	Special Project Holding Acct	100,000
			<u>1,613,175</u>
move ongoing expenses to FD 11, originally budgeted in FD 13	11-0000-679000-17100-5950	Software License and Fees	31,000
	11-0000-675000-17100-5210	Conference Expenses	25,000
	11-0000-601000-18100-5715	Public Agencies' Assess & Fees	33,200
	11-0000-499900-15100-6410	Equip-All Other >\$1,000<\$5,000	850,000
	11-0000-601000-18200-5611	Lease Agreement - Facility	341,076
	11-0000-651000-17700-5100	Contracted Services	90,000
	11-0000-619000-15051-5605	Contracted Repair Services	25,000
	11-0000-679000-17100-5100	Contracted Services	25,000
			<u>1,420,276</u>
			<u>3,479,000</u>
		Submitted	<u>3,479,000</u>

Santiago Canyon College

Part-time Instructional Accounts	13XX	Academic Instr Sal Non-Reg	1,060,962
	3111	STRS - Instructional	172,727
	3321	Medicare - Instructional	15,382
	3431	H & W - Retiree Fund -Inst	38,514
	3511	SUI - Non-Instructional	530
	3611	WCI - Non-Instructional	23,871
			<u>1,311,986</u>
	11-0000-601000-28100-4610	Non-Instructional Supplies	10,000
	11-0000-653000-27200-4610	Non-Instructional Supplies	20,000
	11-0000-190500-25163-5100	Contracted Services	300
	11-0000-651000-27400-5100	Contracted Services	112,614
	11-0000-675000-27105-5210	Conference Expenses	2,000
	11-0000-675000-29100-5210	Conference Expenses	100
	11-0000-655000-27300-5530	Landscaping	10,000
	11-0000-679000-27105-5610	Lease Agreement - Equipment	11,000
	11-0000-677000-27105-5715	Public Agencies' Assess & Fees	40,000
	11-0000-679000-27105-5940	Reproduction/Printing Expenses	3,000
			<u>1,521,000</u>
	Submitted		<u>1,521,000</u>



Rancho Santiago Community College District
Student Centered Funding Formula
White Paper

October 2018



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Executive Summary

The Student Centered Funding Formula, written into California State Law on June 27, 2018, significantly changes the way California Community College Districts are funded. With new goals—identified by the State’s initiative *Vision for Success*—of narrowing the access and achievement gap for disadvantaged students and improving community college student outcomes as a whole, the Student Centered Funding Formula targets not only educational access, but also equity and success.

The new formula divides the State’s Community College Budget into three Allocations. The Base Allocation, which in 2018-19 comprises 70% of the statewide budget, targets Access. It is distributed based on Full Time Equivalent Student enrollments. The Supplemental Allocation, which comprises 20% of the state budget, targets Equity. It is distributed based on headcounts of Pell Grant Recipients, AB540 Students, and California College Promise Grant Recipients. The Student Success Allocation, which comprises 10% of the budget, targets Successful Outcomes. It is distributed based on a variety of weighted metrics that indicate various types of student success.

Under the Student Centered Funding Formula, Rancho Santiago Community College District’s simulated 2018-19 revenue is \$175.7 million. This represents a 7.3% increase from the 2017-18 revenue of \$163.8 million. While it is impossible to isolate the specific reasons for the increase in funding, the district particularly excels in Enrollment metrics—most of all in its exceptionally high number of CDCP and Special Admit FTES. Relative to the system, the District’s performance in Equity metrics is sub-par, both relative to overall unduplicated headcount and Credit FTES. In Success metrics, the District performs well when outcomes are compared to Credit FTES, but poorly when compared to headcount. Large populations of both CDCP students and, potentially, students in Instructional Service Agreements (ISAs) may be causing the difference in these performance measures.

In the final year of the simulation, 2021-22, Rancho Santiago CCD’s TCR is projected to be \$198 million, with no assumed growth in FTES or Supplemental and Equity measures, and with estimated COLA for all three years.

Over and above a district-level study, individual analyses of both Santa Ana College and Santiago College, in addition to their education centers, will provide insight into how each college performs on each of the SCFF metrics, and will model future college funding levels based on historical data on each metric. This assessment will enable the District to set a more informed Budget Allocation Model under the new formula.

In the near future, Rancho Santiago CCD will be required by the State to align its goals with the *Vision for Success* and by extension the Student Centered Funding Formula. These goals must be measurable, have a clear timeline, and be consolidated in a report to be submitted by January 1st, 2019. It is also the District’s responsibility to adjust to the new audit report instructions. As of September 2018 these audit requirements have not yet been shared with districts.

Purpose of the Student Centered Funding Formula

The California Community College (CCC) System, which serves a diverse body of 2.2 million students and is the largest system of higher education in the nation, has a mission that includes providing full and open access to higher education, reducing equity gaps, and strengthening the state’s economy. Historically, the System has experienced successes in some areas, including maintaining universal access for California residents and functioning as the largest workforce provider in California. It has, however, also continued to face challenges in pursuing its mission: too few students reach their educational goals, and others take far too long to do so; access and achievement gaps exist for low-income and students of color; older and working adults are often left behind.



Recognizing these persistent challenges, in 2017 the California Community Colleges Chancellor’s Office adopted the *Vision for Success* initiative, which outlines the institutional goals that will guide the system over the next five years. The *Vision* establishes the following six broad goals for the system to achieve by 2022:

- “Increase by at least 20 percent the number of CCC students annually who acquire associate’s degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate’s degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.”

The purpose of the Student Centered Funding Formula (SCFF) is to help the CCC System realize the new *Vision for Success* and mitigate these challenges that it has long struggled to address institutionally. Following the example of many other states that have implemented innovative equity- and performance-based funding models, the CCC System is adopting a new metrics-based funding framework that specifically targets the goals of the *Vision for Success*. Namely, the SCFF promotes the access and opportunity of all students while prioritizing that of underrepresented and economically disadvantaged students, improves overall equity, and rewards colleges for improving student success metrics in areas of progress, transfer, skills acquisition, and awards conferred.



The SCFF was in development for over one year. After the adoption of the *Vison for Success*, the CCC Chancellor entrusted the Advisory Workgroup on Fiscal Affairs, consisting of Chief Business Officials of community college districts, with developing a new funding formula that reflects the new vision of the State. The workgroup considered the ideas of a variety of stakeholders in the system, as well as officials from community college systems in other states. The recommendations of this workgroup were later incorporated into a budget proposal by Governor Brown in January 2018 that proposed a new CCC System funding formula, and over the course of the year the Chancellor's Office, Fiscal Advisory Workgroup, and a separate CCC CEO workgroup deliberated in order to design the foundation of the new funding formula. Community leaders, college faculty and students, and the public all had their voices heard throughout the process. After this long process of collaboration and deliberation, on June 27, 2018 the Student Centered Funding Formula was signed into law as California Education Code Section 84750.4, a significant and progressive achievement for the State and its community college system.



Formula Structure and Elements

Prior to the SCFF, apportionment funding for the CCC System was based entirely on Full-Time Equivalent Student (FTES) Enrollment in each district, in addition to a Basic Allocation that considered the number of colleges and educational centers in the district. As such, district funding levels were only targeting access, without regard for measures of equity or student success. This singularly-focused, simplistic formula was not sufficient to guide the CCC System in achieving its long-term goals. **The new SCFF instead has a three-pronged focus, which still supports access through enrollment-based funding, but also bolsters equity and student success through allocations that target low-income students and successful student outcomes.**



There are three major components of the SCFF. First, the **Base Allocation** comprises 70% of total systemwide funding and focuses on overall access. A district's individual base allocation is determined by overall district enrollments and district size. Second, the **Supplemental Allocation** comprises 20% of total systemwide funding and focuses on supporting equity. An individual district's portion of the supplemental allocation is determined by the headcount of low-income students served by the district. Third, the **Student Success Allocation** comprises 10% of total systemwide funding and focuses on supporting Success. Each district's success allocation is determined by the number of outcomes for various measures of student success in progress, transfer, completion and wage earning, with a funding bonus for successful outcomes of low-income students.

Systemwide allocation percentages will change in future years: in 2019-20, they will be approximately 65%/20%/15%, and in 2020-21 they will be approximately 60%/20%/20%. In subsequent years they will remain unchanged. The allocation percentages are changing in order to gradually increase the prioritization of low-income students and student success. The gradual shift over three years will allow districts to adjust strategies, programs and practices in order to align with the SCFF and CCC System's *Vision for Success* Goals. **Over the course of these three years districts will be held harmless and guaranteed their 2017-18 TCR, accounting for any Cost of Living Adjustments (COLA) in subsequent years. This hold harmless provision disappears in 2021-22.**

The table below summarizes the changes to the Student Centered Funding Formula over the next three years:

		Approximate Percent of Total Systemwide Budget				
	Target	2018-19	2019-20	2020-21	2021-22 ¹	
Base Allocation	Access	70%	65%	60%	60%	
Supplemental Allocation	Equity	20%	20%	20%	20%	
Student Success Allocation	Success	10%	15%	20%	20%	

¹ In 2021-22 and years that follow, districts are no longer held harmless to their 2017-18 TCR plus subsequent years' COLA



Base Allocation

The **Base Allocation** is the enrollment-based component that is most similar to the current funding formula. A district's Base Allocation is the sum of its **Basic Allocation** funding, which is derived from the number of colleges and centers in a district as well as its size, and its funding for **Credit, Non-Credit, CDCP, Incarcerated** and **Special Admit FTES**². Across all districts, in 2018-19 this sum comprises 70% of the total systemwide available funds in the budget.

For each unit of FTES, districts are funded the following amounts in 2018-19: Credit (\$3,727), Non-Credit (\$3,347), CDCP (\$5,457), Special Admit (\$5,457), Incarcerated Credit (\$5,457), and Incarcerated Non-Credit (\$3,347). For all FTES categories besides Credit, the data used to establish funding are the actual FTES from the most recent year.

For Credit FTES, a three-year average of the FTES of the current year, prior year, and the year prior to the prior year is the benchmark for current year funding. This three-year average FTES is used instead of the most recent year's Credit FTES in order to financially protect districts from large enrollment swings and unexpected economic downturns. It is also used in order to increase district stability and predictability in planning, program implementation, and budgeting.

Funding rates are the same for all districts, save for the 10 districts with higher Credit FTES rates as established in the previous funding formula. The base Credit FTES funding rate will decrease in 2019-2020 (\$3,387) and 2020-21 (\$3,046), to facilitate the shift from a systemwide 70% Base Allocation to 60%³.

The following table demonstrates how a **hypothetical district** would be funded for its **Base Allocation**:

	Rate (\$/FTES)	FTES	Total (\$)
Basic Allocation			5,000,000
3-Year Average Credit ⁴	3,727	3,000	11,181,000
Non-Credit ⁵	3,347	500	1,673,500
CDCP	5,457	300	1,637,100
Special Admit	5,457	100	545,700
Incarcerated Credit	5,457	25	136,425
Incarcerated Non-Credit	3,347	0	0
			20,173,725

The Base Allocation funding for this district would be **\$20,173,725**.

While systemwide the Base Allocation comprises 70% of total revenue, it is not guaranteed and indeed unlikely that at the district level, exactly 70% of districtwide funds come from the Base Allocation, as the

² Special Admit students are defined as students currently enrolled in high school, who are also enrolled in college courses at the District. Refer to Education Code, Section 48800.

³ Refer to question B8 in the Technical FAQ, and Education Code Section 84750.4(c) added per Bill AB 1809, linked at the end of the report.

⁴ With Special Admit and Incarcerated Credit FTES removed

⁵ With Incarcerated Non-Credit removed.



balance of individual districts' funding allocations will differ based on each district's own unique conditions and composition relative to the field.

Supplemental Allocation



The **Supplemental Allocation** is the component of the SCFF that targets equity of access and opportunity for low-income students. It is calculated by distributing 20% of total systemwide revenue to districts based on their most recent year's unduplicated headcounts of **Pell Grant Recipients**, **AB540 Students**, and **College Promise Grant Recipients**. For 2018-19, all equity student categories are funded at a rate of \$919 per student. If a student is both a Pell Grant and California College Grant recipient, they are funded twice. For 2019-20 and 2020-21, this \$919 rate persists, adjusted for changes in cost of living and other base adjustments, since the Supplemental Allocation will continue to comprise 20% of total systemwide funding. All districts are funded at the same rate for the Supplemental Allocation.

The \$919 rate was established by dividing the total Supplemental Allocation funds available (20% of Total System Revenue) by the total number of Pell, AB540 and College Promise Grant students in the CCC System, to establish dollars funded per student systemwide.

Unduplicated headcounts are used instead of FTES because some of the data is only available on a headcount basis (e.g., AB540 data). Headcounts are also preferred because, although some of these students may generate low individual FTES, each individual still requires specialized services, e.g. counseling. Using headcounts in the funding calculation ensures such services can stay funded.

The following table demonstrates how a **hypothetical district** would be funded for its **Supplemental Allocation**:

	Rate (\$/Student)	Headcount	Total (\$)
Pell Grant Recipients	919	2,500	2,297,500
AB540 Students	919	500	459,500
California Promise Grant Recipients	919	4,500	4,135,500
			6,892,500

The Supplemental Allocation funding for this district would be **\$6,892,500**.



Student Success Allocation

The **Student Success Allocation** is the component of the SCFF that targets and incentivizes successful outcomes of CCC students. The Success Allocation is calculated by distributing the remaining 10% of the total systemwide revenue to districts based on their performance in various outcome metrics. This will increase to 15% in 2019-20 and 20% in 2020-21. There are eight outcome metrics that can generate success funding for a district: **Associate's Degrees, Bachelor's Degrees,⁶ Associate's Degrees for Transfer, Credit Certificates, Completion of 9+ CTE Units, Transfer, Completion of Transfer Level Math & English, and Achievement of Regional Living Wage.**

In formulating the SCFF, some metrics were weighted more than others by ascribing different point values to each metric. A single student outcome with more points will have a higher rate and thus generate more funding. Outcome metrics for Pell and College Promise students receive additional funding, in addition to the "All Students" rate⁷.

The tables on the following page shows how the Student Success Allocation is calculated for **a single hypothetical district** on a per-outcome basis. While the outcome counts in the example are arbitrary, the rates (\$/outcome) used are those that apply to all districts in 2018-19. Notably, a student who achieves multiple outcomes will have all of his or her outcomes count toward a district's funding.

⁶ Bachelor's Degrees will be funded at the same rate as Associate's Degrees. In the data used for the 2018-19 SCFF Simulation, there were no Bachelor's Degrees in the system. Thus they will not be addressed in this paper.

⁷ Each metric has a precise definition used when gathering data for districts; refer to Section D in the Technical FAQ (linked at the end of the report) for further definitions of the metrics, an explanation on how their funding rates were formed, and how they will increase in 2019 -20 and 2020 - 21.



Associate's Degree

	Rate	Outcomes	Total (\$)
All Students	1,320	300	396,000
Pell	500	200	100,000
Promise	333	250	83,250
			579,250

The district receives **\$579,250** in funding from Associate's Degrees awarded in the most recent year

Credit Certificates

	Rate	Outcomes	Total (\$)
All Students	880	50	44,000
Pell	333	15	4,995
Promise	222	30	6,660
			55,655

The district receives **\$55,655** in funding from Credit Certificates awarded in the most recent year

Transfer

	Rate	Outcomes	Total (\$)
All Students	660	500	330,000
Pell	250	100	25,000
Promise	167	200	33,400
			388,400

The district receives **\$388,400** in funding from students who were enrolled in their districts the year prior to successfully transferring to a 4-year higher education institution in the most recent year.

Achieved Regional Living Wage

	Rate	Outcomes	Total (\$)
All Students	440	500	220,000
Pell	167	150	25,050
Promise	111	200	22,200
			267,250

The district receives **\$267,250** from students who were enrolled the prior year and achieved the regional living wage in the most recent year.

Associate's Degree for Transfer (AD-T)

	Rate	Outcomes	Total (\$)
All Students	1,760	25	44,000
Pell	666	5	3,330
Promise	444	10	4,440
			51,770

The district receives **\$51,770** in funding from Associate's Degrees for Transfer

Completion of 9+ CTE Units

	Rate	Outcomes	Total (\$)
All Students	440	500	220,000
Pell	167	300	50,100
Promise	111	400	44,400
			314,500

The district receives **\$314,500** in funding from students who completed at least 9 CTE units in the most recent year.

Transfer Level Math and English

	Rate	Outcomes	Total (\$)
All Students	880	40	35,200
Pell	333	20	6,660
Promise	222	30	6,660
			48,520

The district receives **\$48,520** in funding from students who successfully completed transfer level math and English in their first year, the most recent year.

In total, the Student Success Allocation funding for this this **hypothetical district** would be **\$1,705,345**.



Rancho Santiago CCD Projections

According to the Simulation of the SCFF released by the CCC Chancellor’s Office and based on the most recent data, Rancho Santiago Community College District’s **2018-19 Total Computational Revenue (TCR) will be \$175,710,545, which is a 7.28% increase over the previous year’s TCR of \$163,785,707**, which includes the 2018-19 COLA of 2.71% (Table 2, page 19).



Figure 1 below ranks the projected year-to-year funding changes between 2017-18 and 2018-19 for all districts in the system, before being held harmless. Each column represents one of the seventy-two CCC Districts. Systemwide these values range between -8% and 20%. Rancho Santiago CCD is highlighted at 7.28%. Systemwide the average year-to-year funding change in switching to the SCFF is 6.4%.

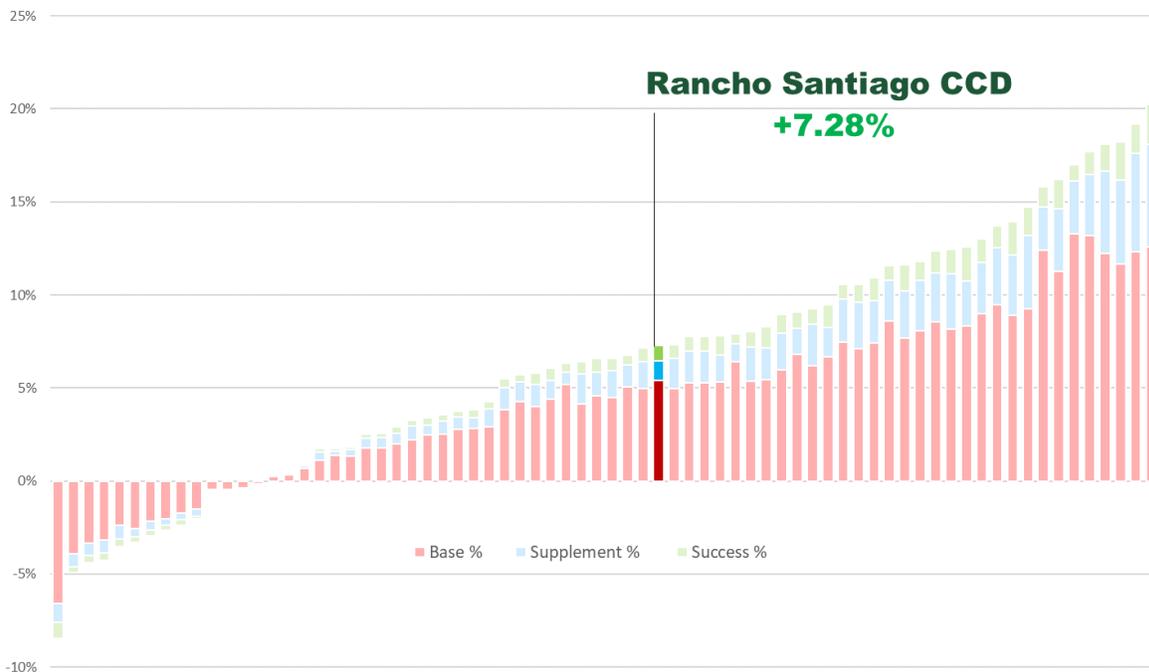


Figure 1: CCC System – All 72 Districts’ Projected Year-to-Year % Change, 2017-18 to 2018-19

The reason for this 7.28% increase of funding with the switch to the SCFF is likely that the District is performing well in multiple metrics that have been added or modified with the new formula, relative to the **systemwide standard**. The sections below will examine in detail each of the Base, Supplemental, and Student Success Allocations for the District, and the District’s performance in various metrics against the systemwide average. For the Supplemental and Success allocations, the District’s total 2016-17 unduplicated headcount will be used in analysis of its performance on individual funding metrics. **Rancho Santiago CCD’s 2016-17 Unduplicated Headcount was 88,276**. This headcount includes all categories of students—Credit, CDCP, Non-Credit, Incarcerated, and Special Admit.



Base Allocation

Rancho Santiago CCD is allocated **\$130,635,758 from the Base Allocation** in the 2018-19 SCFF Simulation. This represents 74% of its 2018-19 TCR, larger than the systemwide average Base proportion of 70%. Across the system, there is a moderate-to-strong negative relationship⁸ between a district's proportion of base funding and its year-to-year growth under the SCFF, indicating that the largest winners under the new formula *tend to be* those whose Base Allocation is less prominent. **For Rancho Santiago CCD, however, this trend does not hold true, as the District receives a relatively large percentage of its total funding in its Base Allocation, yet also has an above average year-to-year change in switching to the SCFF.**

Figure 2 on the next page visualizes the systemwide distribution of each district's allocation between Base, Supplemental and Student Success funding sources. Each column represents one of the seventy-two CCC districts. For each district, red represents the percentage of its revenue that is from the Base Allocation (with blue and green representing Supplemental and Success Allocations, respectively). **Rancho Santiago CCD is highlighted, with 74% of its Total 2018-19 Revenue from the Base Allocation, 14% from the Supplemental Allocation, and 12% from the Success Allocation.** Systemwide, in 2018-19 the split between Base/Supplemental/Success Allocations is 70%/20%/10%.

From left to right, the districts are ranked in order of the percent of their total 2018-19 revenue that is sourced from the Base Allocation. Across the system, this amount ranges from 62% to 82%. The average year-to-year funding increase of the bottom half of the districts—those on the left side of the chart with a Base Allocation proportion of less than 70%—is 9.5%, compared with only 3.3% for the top half of districts. This further emphasizes that districts with less funding from the Base Allocation *tend to* receive more funding under the SCFF. **Rancho Santiago CCD is in the second group of districts, with 74% of its total funding from the Base Allocation. However, it again does not follow the trend of lower year-to-year growth of this group. The reasons for this will be explored below.**

⁸ Correlation coefficient = -0.5

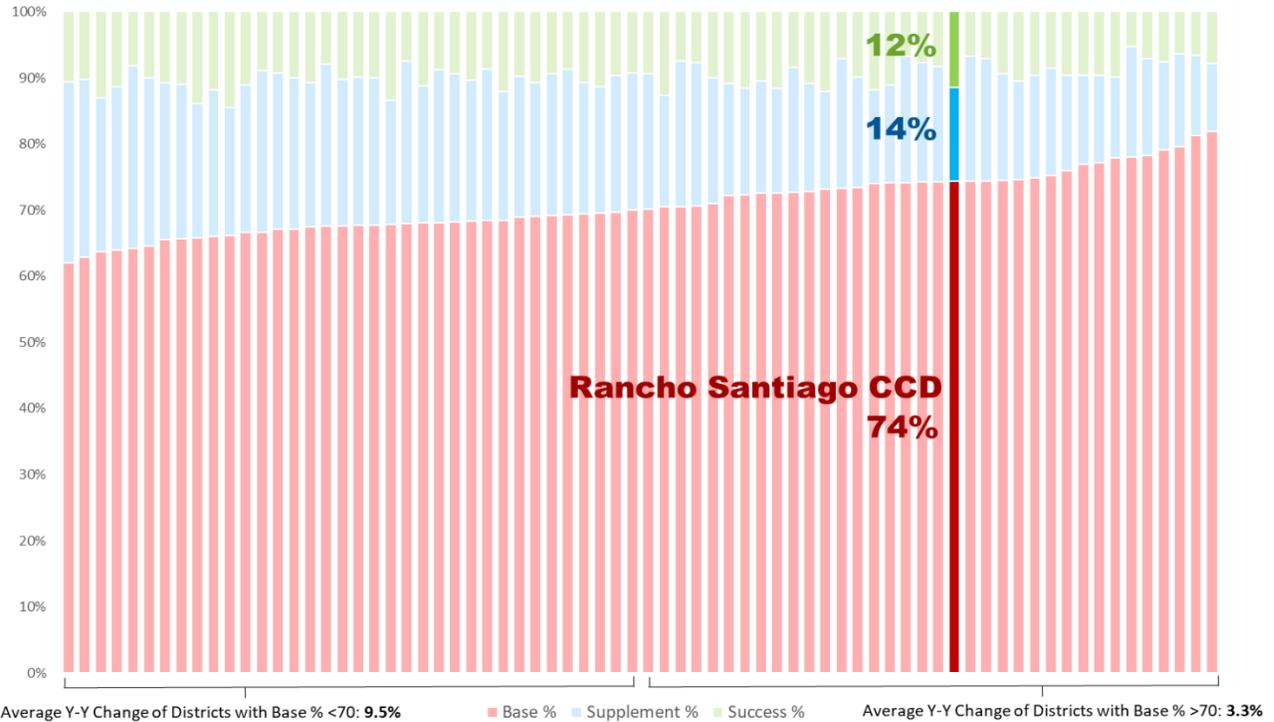


Figure 2: CCC System – All 72 Districts' Individual Allocation Proportions in 2018-19

Highlights from Rancho Santiago CCD's Base Allocation (refer to Table 2, page 16):

- Only 59% of the District's Base Allocation is from Credit FTES funding (\$77,262,195). This is the 9th lowest percentage of Credit FTES in the system. In 2018-19, Credit FTES are funded at a rate that is roughly 32% less than the previous year's rate. It is likely that the District's relatively low reliance upon the under-funded Credit FTES contributes to its year-to-year increase in 2018-19 under the SCFF.
- 21% of the District's Base Allocation is from CDCP FTES (\$27,329,856), a fully funded population. This is the 5th highest percentage of CDCP revenue in the system.
- Rancho Santiago CCD also generates significant funding from Special Admit students, another fully funded population (\$10,610,664). This is 9% of the District's Base Allocation, and the 6th highest proportion of Special Admit revenue in the system.
- Rancho Santiago CCD additionally generates over \$1.5 million from Non-Credit Incarcerated students.



Supplemental Allocation

Rancho Santiago CCD is allocated **\$24,859,869** from the Supplemental Allocation in the 2018-19 SCFF Simulation. This represents 14% of the District's total TCR, far below the systemwide Supplemental proportion of 20%, which might suggest that the District is underperforming in equity metrics. Systemwide there is a moderate positive relationship⁹ between the proportion of a district's TCR that comes from the Supplemental Allocation and its year-to-year growth under the new formula. That is, districts whose portion of equity revenue is greater than the systemwide 20% *tend to fare better* under the SCFF.

Highlights of Rancho Santiago CCD's Supplemental Allocation:

- In 2016-17 the District served 5,388 Pell Grant Recipients, which generates \$4,951,572 in supplemental funding in the Simulation. Systemwide, 21% of an average district's unduplicated headcount are Pell students. For Rancho Santiago CCD, which had a 2016-17 unduplicated headcount of 88,276,¹⁰ this proportion is 6%, the 2nd lowest in the system. If instead the District's Pell population were up to the systemwide average of 21% of overall unduplicated headcount, it would generate an additional \$12 million in Supplemental Revenue.
- In 2016-17 the District served 19,303 California Promise Grant Recipients, which generates \$17,739,457 in supplemental funding in the Simulation. Systemwide, on average 47% of a district's unduplicated headcount are Promise students. For Rancho Santiago CCD, this proportion is 22%, far below the system average. If instead the District's Promise population were up to the systemwide average of 47% of overall unduplicated headcount, it would generate an additional \$20 million in Supplemental Revenue.
- It is very important to note that the above unduplicated headcount is inflated by the large number of CDCP/Non-Credit students enrolled at Rancho Santiago CCD. Potentially, students in instructional service agreements (ISAs) may also be inflating this number. This exaggerates the District's underperformance in Equity metrics. When partially accounting for this by using Credit FTES as a basis of comparison instead of headcounts, the District still is below average relative to the System regarding Equity, presented in the table below. This indicates the District still has room to improve on Equity measures.

	Pell ÷ Headcount	Pell ÷ Credit FTES	Promise ÷ Headcount	Promise ÷ Credit FTES
Rancho Santiago CCD	6%	26%	22%	93%
System Average	21%	45%	47%	99% ¹¹

⁹ Correlation coefficient = 0.48

¹⁰ As mentioned before, this headcount includes all groups of students—Credit, CDCP, Non-Credit, Incarcerated, and Special Admit.

¹¹ This does not indicate that 99% of all Credit FTES in the system are from Promise students. The Promise to Credit FTES proportion of 99% is due to there being a total headcount of Promise Grant Recipients of 1.02 million in the system and a total Credit FTES in the system of 1.03 million. Most students are not full-time students, so there is no equivalence between FTES and headcounts. Rather, the purpose of comparing against Credit FTES is to establish a



- Of all of the new funding metrics added with the SCFF, the ones most associated with year-to-year funding increases from 2017-18 to 2018-19 are the headcounts of Pell and Promise students. Systemwide, there is a strong positive relationship between a district's year-to-year funding growth and its proportion of Pell and Promise Grant student headcounts.¹² That is, districts with proportionally more Pell and Promise students *are very likely* to receive significantly more total funding under the SCFF, not considering any other variables.

Figure 3 below presents this trend for Promise headcounts. On the plot, each dot represents one district. Districts are placed according to their year-to-year funding % change from 2017-18 to 2018-19 (y-axis) against their proportion of Promise headcount to overall unduplicated headcount (x-axis). Rancho Santiago CCD is highlighted in red (22% Promise headcount proportion, 7.3% Y-to-Y funding change). **The District's very high position above the trendline signifies that its actual year-to-year growth is far greater than its expected level given its proportion of Promise students, and that other factors are driving the year-to-year funding increase. As mentioned before, the District's proportion of Promise students is skewed downward due to high levels of Non-Credit & CDCP students, and possibly ISAs, that are included in their overall unduplicated headcount.**

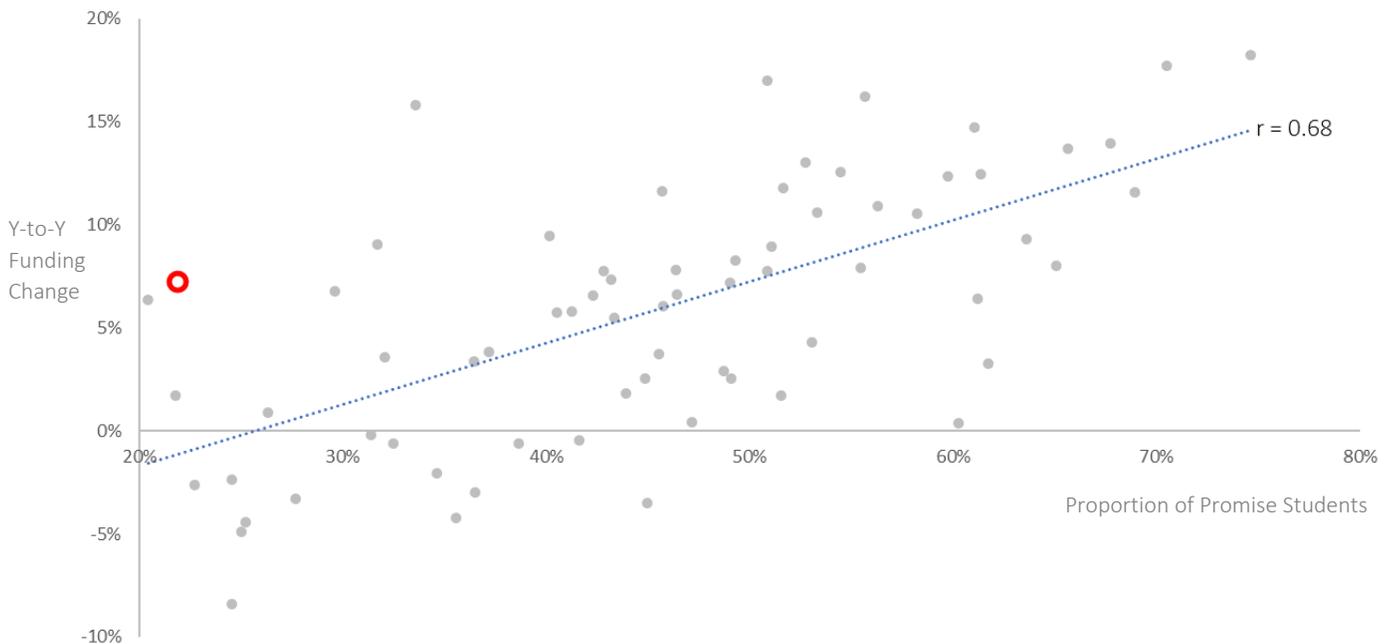


Figure 3: Year-to-Year Growth versus Proportion of Promise Grant Recipients, All Districts

basis for comparison that accounts for the large number of CDCP/non-credit students at the district, who are not included in the Credit FTES counts.

¹² Pell correlation coefficient = 0.58. Promise correlation coefficient = 0.68



Student Success Allocation

Rancho Santiago CCD is allocated **\$20,214,919** from the Student Success Allocation in the 2018-19 SCFF Simulation, which is **11% of the District's total TCR**, close to the systemwide proportion of 10%. \$15,935,480 of Success funds are from all students, and successful outcomes of Pell Grant and California Promise Grant recipients generate an additional \$4,279,439.

Highlights of Rancho Santiago CCD's Student Success Allocation:

- The outcome from which the District earns the highest amount of success revenue is by far **Associate's Degrees**, followed by **Living Wage, Credit Certificates**, and **Transfer**.
- **21% of the District's success revenue is from the Pell and Promise student success bonus**, lower than the systemwide average of 25%.
- **As a proportion of total unduplicated headcount, in all outcome metrics the District performs below or at average compared to the system. As with the equity measures, this underperformance is exaggerated due to the high number of CDCP students included in the headcount.**

A "Success Score" was developed that aggregates each district's performance on all success metrics, weighted for their respective point values and funding amounts as ascribed by the SCFF, then scaled to 100. **Given Rancho Santiago CCD's uniquely large number of CDCP students, these scores will be assigned twice: the first using unduplicated headcounts as a basis, and the second with Credit FTES.**

Using unduplicated headcounts as basis for comparison, across the system the success scores range from 31 to 100. **Rancho Santiago CCD's Success Score is 46.** Systemwide, the average Success Score is 60. The distribution of scores in in Figure 4 below (Rancho Santiago CCD in green):

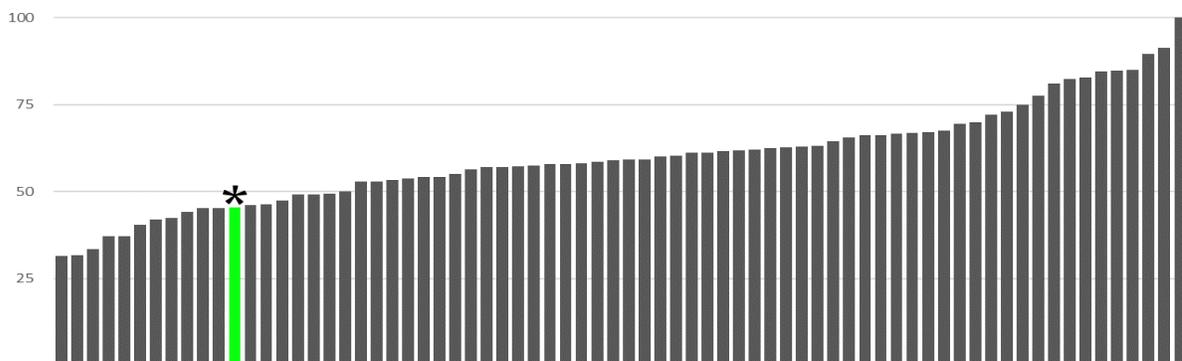


Figure 4: Success Score Distribution for CCC System, Unduplicated Headcount as Base



The table below demonstrates the methodology used to compute the Success Score.¹³

Rancho Santiago CCD Success Score Computation

Unduplicated Headcount: <u>88,276</u>	Total Outcomes	% of Total Unduplicated Headcount	System Average	Funding Weight	Weighted Percentage	Scaled Sum (Success Score) = Weighted percentage sum*111
AA	2,989	3.39%	4.75%	3	10.17%	
AD-Ts	1,062	1.20%	1.66%	4	4.80%	
Certificates	2,614	2.96%	2.41%	2	5.92%	
9+ CTE Units	3,761	4.26%	8.44%	1	4.26%	
Transfer	3,482	3.94%	6.36%	1.5	5.91%	
Xfer M&E	629	0.71%	0.96%	2	1.42%	
Living Wage	7,532	8.53%	8.47%	1	8.53%	46

The Figure below visualizes the performance of Rancho Santiago CCD in each of the seven Success Metrics, compared with the System average.

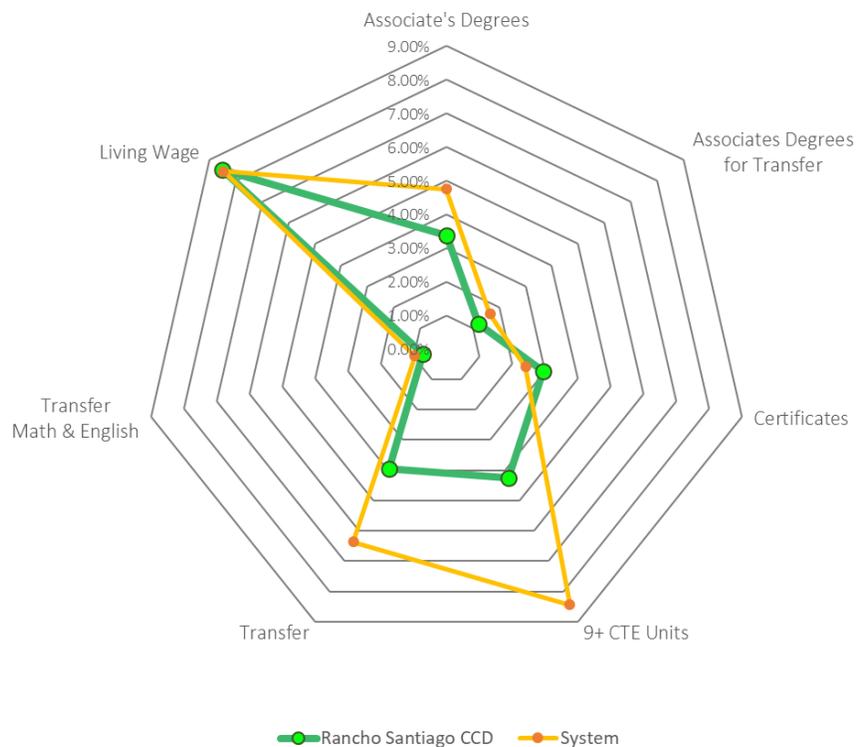


Figure 5: Rancho Santiago CCD vs. System: Success Metrics' Outcomes as % of Unduplicated Headcount

¹³ For each district, the number of total outcomes for each of the seven Success metrics (All Students only) was divided by the total unduplicated headcount of the district. These percentages were then multiplied by a weighting factor, based on the point value attributed to each metric by the SCFF. This ensures the relative importance and funding level of each metric is accounted for in the Success Score. The sum of all of these weighted percentages was then scaled to be a maximum of 100 for the whole system. The resulting value is the Success Score.



When using Credit FTES as a basis for comparison of outcome metrics, Rancho Santiago CCD's position within the system changes drastically. The distribution of the Success Scores for the whole system is below, ranging 32 to 100, with an average of 53. Rancho Santiago CCD is near the top with a score of 75. The scores were computed in the same way as with unduplicated headcounts.

This indicates that the District is performing relatively well in most of the Success metrics, or at least to a higher level than what unduplicated headcount-based comparisons would suggest, when Non-Credit & CDCP students are accounted for.

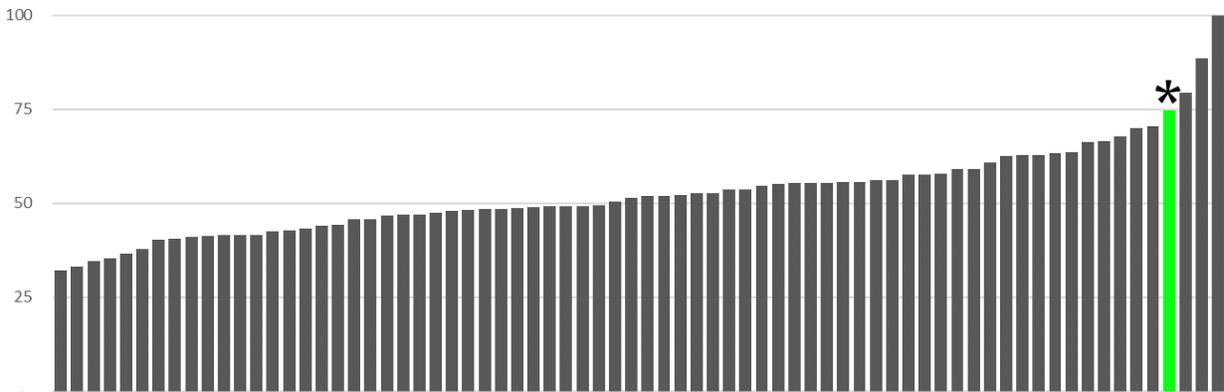


Figure 6: Success Score Distribution for CCC System, Credit FTES as Base

The District's performance in each of the seven success metrics when compared to Credit FTES is visualized below:

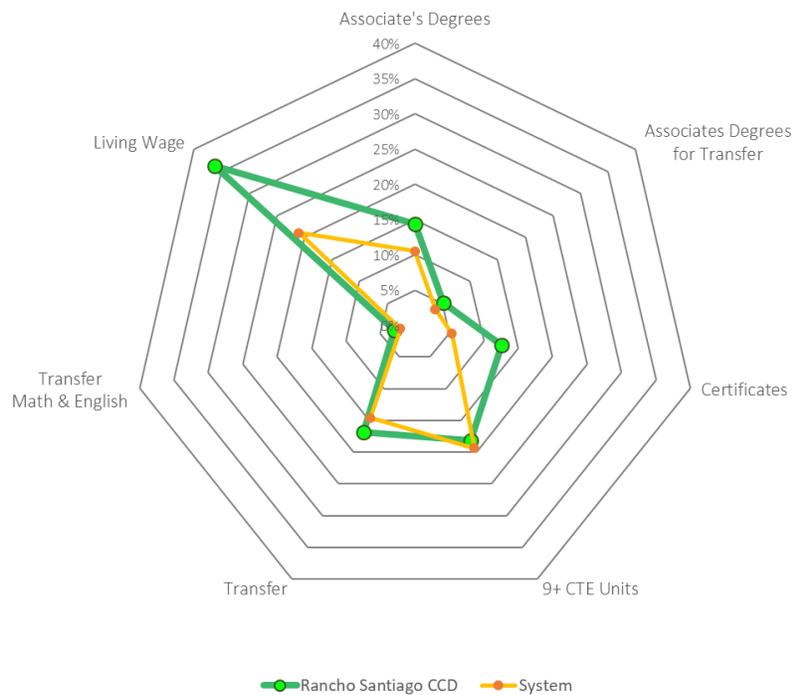


Figure 7: Rancho Santiago CCD vs. System: Success Metrics' Outcomes as % of Credit FTES



2019-20, 2020-21 and 2021-22

The SCFF simulation is extendable to years beyond 2018-19. Later years will be projected according to the following scenario.¹⁴ All headcounts, outcomes, and FTES are projected not to grow or decline over the period.¹⁵ Systemwide rates will shift as the overall allocation between Base, Supplemental and Success Allocations change from approximately 70%/20%/10% to 60%/20%/20% and COLA is applied to all years, which also affects the rates. It is important to note that these COLA percentages are estimates, and any funding increases resulting from changes in COLA are contingent on these estimates holding true in future years. All projections are presented in Figures 8 and 9 on the following page, and on Table 1 further down.

In 2019-20, Rancho Santiago CCD's Revenue as calculated by the SCFF is projected to be \$183,383,822. This represents a 4.37% increase from the prior year.

In 2020-21, Rancho Santiago CCD's Revenue as calculated by the SCFF is projected to be \$191,459,560. This represents a 4.40% increase from the prior year.

In both of the above years where the SCFF transition into more strongly emphasizing Success is taking place, the District's funding increases exceed the estimated COLA for each year, indicating that increased success funding and decreased enrollment funding is beneficial to the District.

In 2021-22, Rancho Santiago CCD's Revenue as calculated by the SCFF is \$198,007,477, a 3.42% increase from the prior year (purely from estimated COLA), with the following composition:

- Base Allocation: \$126,900,345 (64% of TCR)
- Supplemental Allocation: \$27,074,927 (14% of TCR)
- Student Success Allocation: \$44,032,206 (23% of TCR)

Again, it is important to note is that a significant part of the year-to-year growth over the period is from estimated COLA for each year. **Even without COLA, however, the District's year-to-year funding increases are still positive in both 2019-20 and 2020-21 when the SCFF rates progressively become more oriented towards Success.** Figure 9 on the next page shows projected growth rates for Rancho Santiago CCD without estimated COLA.

Figures 10 and 11, and Tables 7 and 8, model Rancho Santiago CCD's 4-year SCFF revenue with a 2% FTES Growth, and 2% FTES decline, respectively. Supplemental headcounts and Success outcomes are not projected to change over the period. **Important to note is that, even with a 2% year-to-year FTES decline, during the transitional period into the SCFF the yearly revenue increases for the district in each year still outpace COLA, which indicates that the District benefits from the shift of funding from enrollment to success, even with projected enrollment decline.**

¹⁴ Scenarios were chosen in consultation with District administration.

¹⁵ Non-credit FTES was modified from the SCFF simulation value based on consultation with District administration

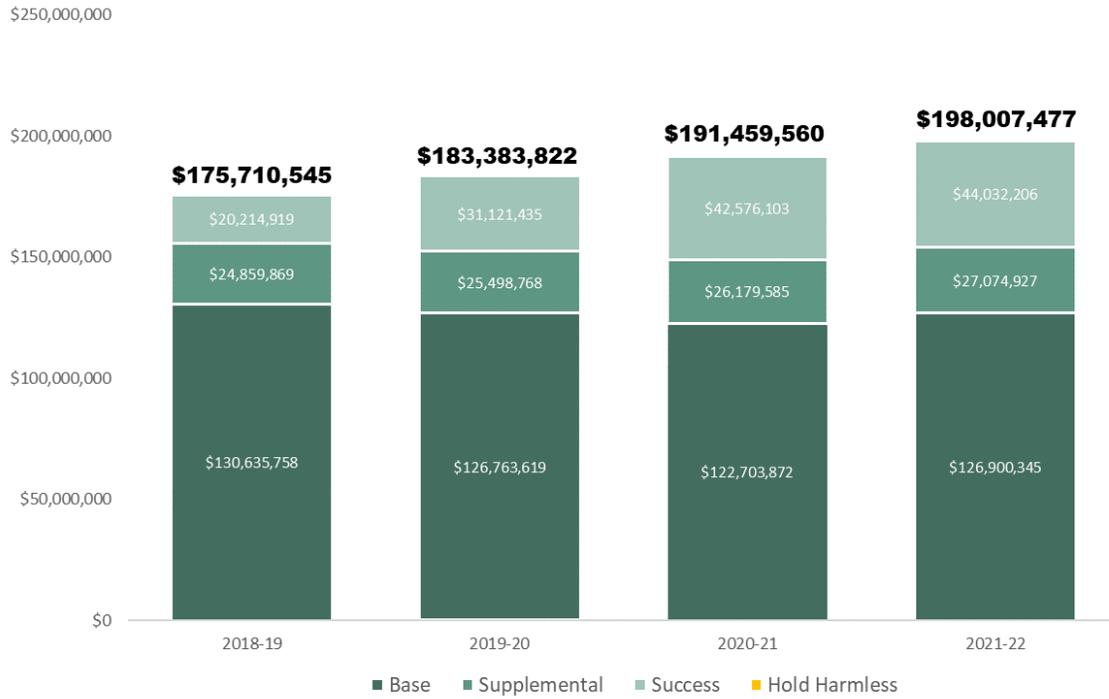


Figure 8: Rancho Santiago CCD's Projected Revenue, 2018-19 to 2021-22

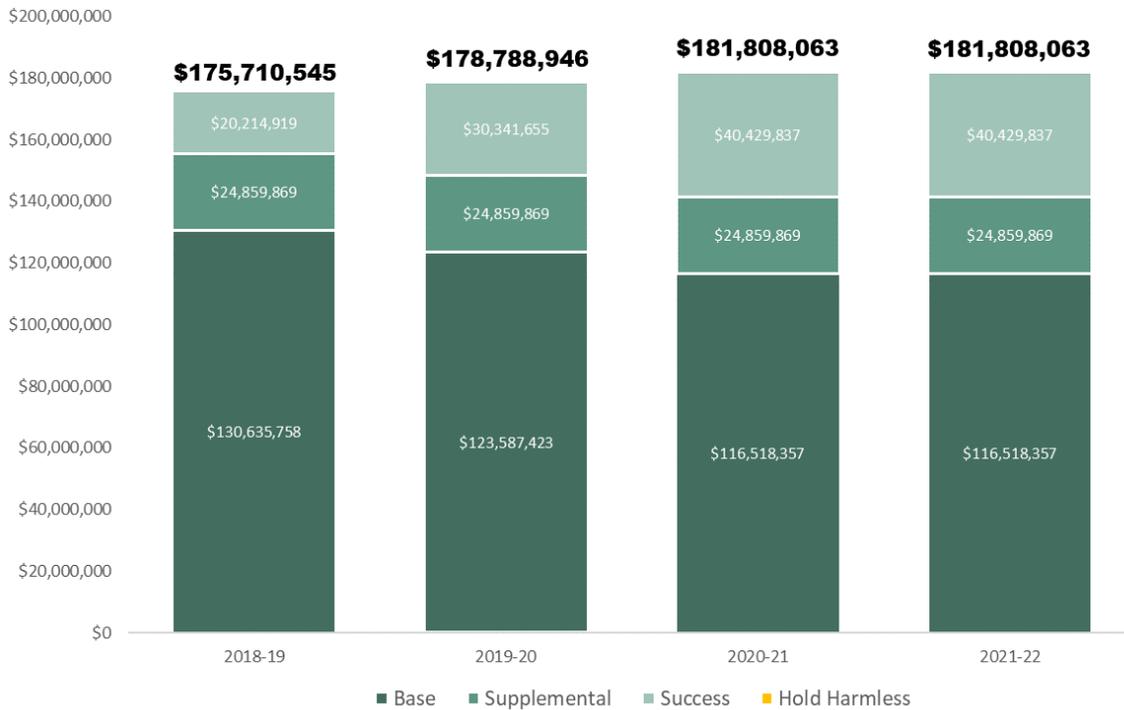


Figure 9: Rancho Santiago CCD's Projected Revenue, 2018-19 to 2021-22, Without COLA

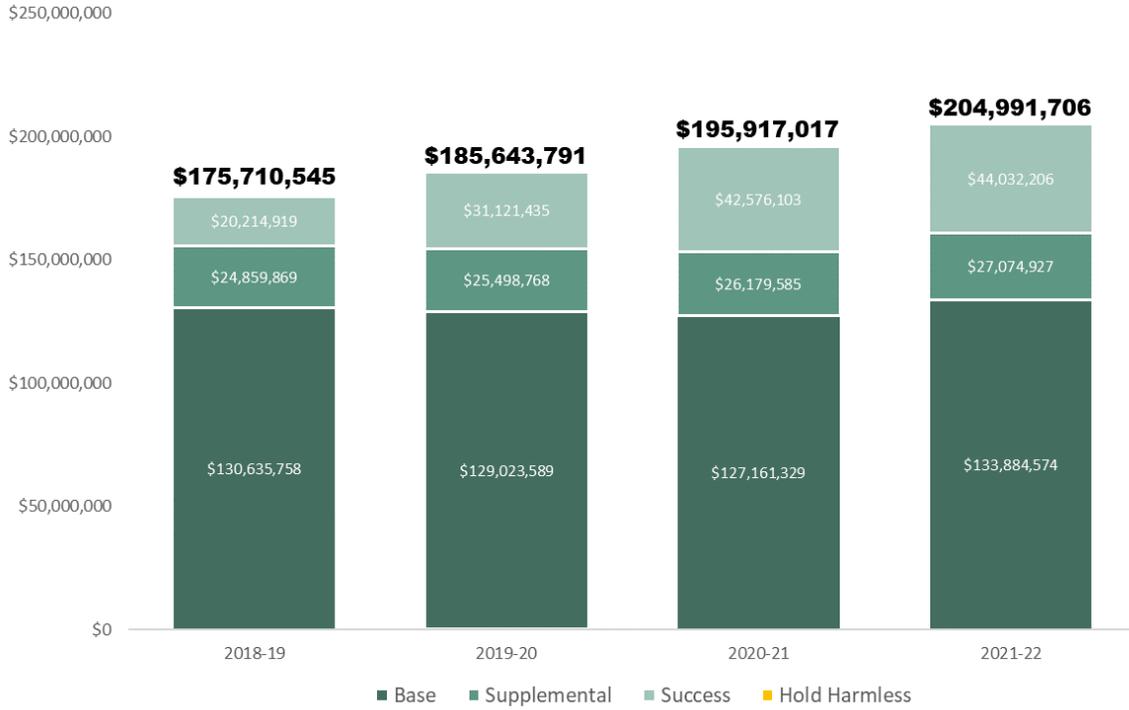


Figure 10: Rancho Santiago CCD's Projected Revenue, 2018-19 to 2021-22, with 2% FTES Growth

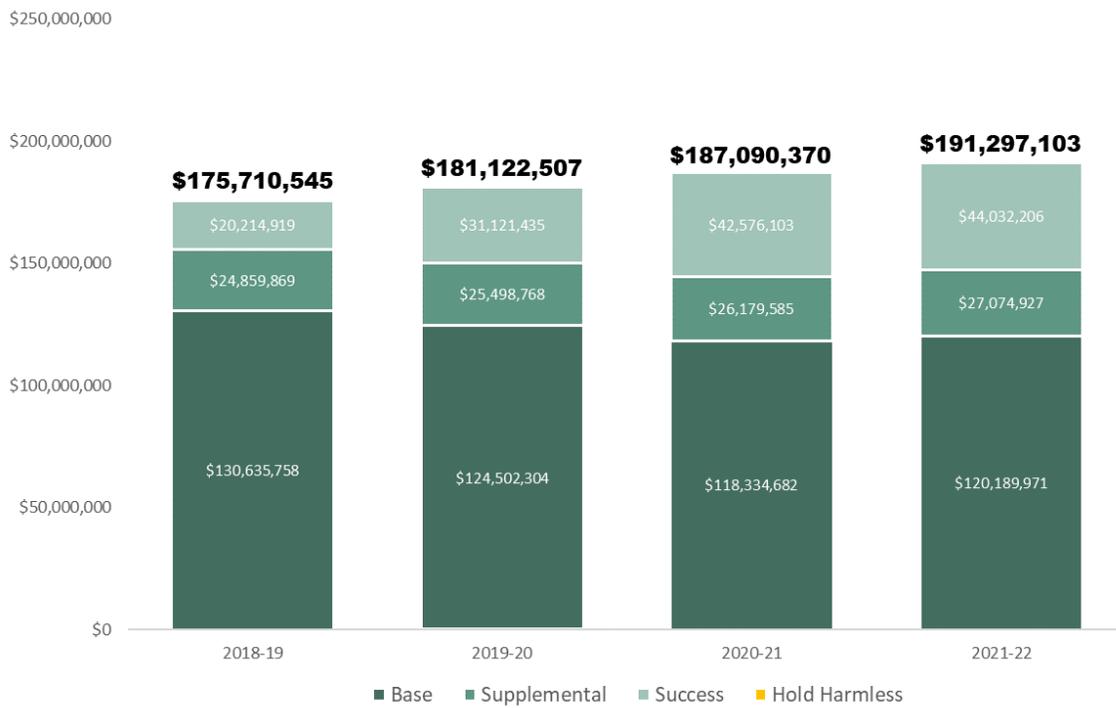


Figure 11: Rancho Santiago CCD's Projected Revenue, 2018-19 to 2021-22, with 2% FTES Decline



Rancho Santiago Community College District: 4-Year SCFF Projections

Rancho Santiago Community College District: 4-Year SCFF Projections																			
		2017-18			2018-19			2019-20			2020-21			2021-22					
Estimated State COLA Rate					% change from 17-18			% change from 18-19			% change from 19-20			% change from 20-21					
Total TCR		\$ 163,785,707			\$ 175,710,545			\$ 183,383,822			\$ 191,459,560			\$ 198,007,477					
Hold Harmless					\$ -			\$ -			\$ -			\$ -					
Base Allocation			FTES	Rate	Total	FTES	Rate	Total	FTES	Rate	Total	FTES	Rate	Total					
	Basic Allocation				\$ 11,747,172			\$ 12,049,074	2.57%			\$ 12,370,784	2.67%		\$ 12,793,865	3.42%			
	Credit FTES ¹		20,730	\$ 3,727	\$ 77,262,195	20,730	\$ 3,474	\$ 72,018,355	-7%	20,730	\$ 3,208	\$ 66,496,910	-8%	20,730	\$ 3,317	\$ 68,771,104	3%		
	Non Credit FTES		600	\$ 3,347	\$ 2,008,931	600	\$ 3,434	\$ 2,060,560	3%	600	\$ 3,525	\$ 2,115,577	3%	600	\$ 3,646	\$ 2,187,930	3%		
	CDCP FTES		5,009	\$ 5,457	\$ 27,329,856	5,009	\$ 5,597	\$ 28,032,233	3%	5,009	\$ 5,746	\$ 28,780,694	3%	5,009	\$ 5,943	\$ 29,764,994	3%		
	Special Admit Credit FTES		1,945	\$ 5,457	\$ 10,610,664	1,945	\$ 5,597	\$ 10,883,358	3%	1,945	\$ 5,746	\$ 11,173,944	3%	1,945	\$ 5,943	\$ 11,556,093	3%		
	Incarcerated Credit & CDCP FTES		7	\$ 5,457	\$ 36,669	7	\$ 5,597	\$ 37,611		7	\$ 5,746	\$ 38,615		7	\$ 5,943	\$ 39,936			
	Incarcerated Non-Credit FTES		490	\$ 3,347	\$ 1,640,272	490	\$ 3,434	\$ 1,682,426		490	\$ 3,525	\$ 1,727,347		490	\$ 3,646	\$ 1,786,423			
Total		28,780		\$ 130,635,758	28,780		\$ 126,763,619	-3.0%	28,780		\$ 122,703,872	-3.2%	28,780		\$ 126,900,345	3.42%			
Supplemental Allocation			Headcount	Rate		Headcount	Rate		Headcount	Rate		Headcount	Rate						
	Pell Grant Recipients		5,388	\$ 919	\$ 4,951,572	5,388.00	942.62	5,078,827.40		5,388	\$ 968	\$ 5,214,432		5,388	\$ 1,001	\$ 5,392,766			
	AB540 Students		2,360	\$ 919	\$ 2,168,840	2,360.00	942.62	2,224,579.19		2,360	\$ 968	\$ 2,283,975		2,360	\$ 1,001	\$ 2,362,087			
	California Promise Grant Recipients		19,303	\$ 919	\$ 17,739,457	19,303.00	942.62	18,195,361.04		19,303	\$ 968	\$ 18,681,177		19,303	\$ 1,001	\$ 19,320,073			
	Total		27,051		\$ 24,859,869	27,051		\$ 25,498,768	2.57%	27,051		\$ 26,179,585	2.67%	27,051		\$ 27,074,927	3.42%		
Student Success Allocation	All Students	Outcomes		Rate		Outcomes	Rate		Outcomes	Rate		Outcomes	Rate						
		Associate Degrees		2,989	\$ 1,320	\$ 3,945,480	2,989	\$ 2,031	\$ 6,070,318		2,989	\$ 2,780	\$ 8,309,861		2,989	\$ 2,875	\$ 8,594,058		
		Associate Degrees for Transfer		1,062	\$ 1,760	\$ 1,869,120	1,062	\$ 2,708	\$ 2,875,735		1,062	\$ 3,707	\$ 3,936,689		1,062	\$ 3,834	\$ 4,071,324		
		Credit Certificates		2,614	\$ 880	\$ 2,300,320	2,614	\$ 1,354	\$ 3,539,157		2,614	\$ 1,853	\$ 4,844,870		2,614	\$ 1,917	\$ 5,010,565		
		Nine or More CTE Units		3,761	\$ 440	\$ 1,654,840	3,761	\$ 677	\$ 2,546,054		3,761	\$ 927	\$ 3,485,378		3,761	\$ 958	\$ 3,604,578		
		Transfer		3,482	\$ 660	\$ 2,298,120	3,482	\$ 1,015	\$ 3,535,773		3,482	\$ 1,390	\$ 4,840,237		3,482	\$ 1,438	\$ 5,005,773		
		Transfer Level Math and English		629	\$ 880	\$ 553,520	629	\$ 1,354	\$ 851,618		629	\$ 1,853	\$ 1,165,809		629	\$ 1,917	\$ 1,205,679		
	Achieved Regional Living Wage		7,532	\$ 440	\$ 3,314,080	7,532	\$ 677	\$ 5,098,878		7,532	\$ 927	\$ 6,980,024		7,532	\$ 958	\$ 7,218,741			
	Total		22,069		\$ 15,935,480	22,069		\$ 24,517,533	54%	22,069		\$ 33,562,868	37%	22,069		\$ 34,710,718	3%		
	Pell Grant Recipients Bonus	Associate Degrees		1,348	\$ 500	\$ 673,326	1,348	\$ 771	\$ 1,039,057		1,348	\$ 1,052	\$ 1,418,141		1,348	\$ 1,088	\$ 1,466,641		
		Associate Degrees for Transfer		496	\$ 666	\$ 330,336	496	\$ 1,028	\$ 509,765		496	\$ 1,403	\$ 695,745		496	\$ 1,451	\$ 719,539		
		Credit Certificates		1,123	\$ 333	\$ 373,959	1,123	\$ 514	\$ 577,082		1,123	\$ 701	\$ 787,622		1,123	\$ 725	\$ 814,559		
		Nine or More CTE Units		1,085	\$ 167	\$ 180,653	1,085	\$ 257	\$ 278,778		1,085	\$ 351	\$ 380,485		1,085	\$ 363	\$ 393,498		
		Transfer		1,128	\$ 250	\$ 281,718	1,128	\$ 385	\$ 434,739		1,128	\$ 526	\$ 593,347		1,128	\$ 544	\$ 613,639		
		Transfer Level Math and English		255	\$ 333	\$ 84,915	255	\$ 514	\$ 131,038		255	\$ 701	\$ 178,846		255	\$ 725	\$ 184,962		
Achieved Regional Living Wage		361	\$ 167	\$ 60,107	361	\$ 257	\$ 92,755		361	\$ 351	\$ 126,595		361	\$ 363	\$ 130,924				
Total		5,796		\$ 1,985,013	5,796		\$ 3,063,213	54%	5,796		\$ 4,180,780	36%	5,796		\$ 4,323,762	3%			
California Promise Grant Recipients Bonus	Associate Degrees		2,199	\$ 333	\$ 732,267	2,199	\$ 514	\$ 1,130,013		2,199	\$ 701	\$ 1,542,281		2,199	\$ 725	\$ 1,595,027			
	Associate Degrees for Transfer		762	\$ 444	\$ 338,328	762	\$ 685	\$ 522,098		762	\$ 935	\$ 712,577		762	\$ 967	\$ 736,947			
	Credit Certificates		1,838	\$ 222	\$ 408,036	1,838	\$ 343	\$ 629,669		1,838	\$ 468	\$ 859,394		1,838	\$ 484	\$ 888,785			
	Nine or More CTE Units		2,267	\$ 111	\$ 251,637	2,267	\$ 171	\$ 388,319		2,267	\$ 234	\$ 529,991		2,267	\$ 242	\$ 548,117			
	Transfer		2,063	\$ 167	\$ 343,490	2,063	\$ 257	\$ 530,063		2,063	\$ 351	\$ 723,448		2,063	\$ 363	\$ 748,190			
	Transfer Level Math and English		390	\$ 222	\$ 86,580	390	\$ 343	\$ 133,608		390	\$ 468	\$ 182,352		390	\$ 484	\$ 188,589			
	Achieved Regional Living Wage		1,208	\$ 111	\$ 134,088	1,208	\$ 171	\$ 206,921		1,208	\$ 234	\$ 282,412		1,208	\$ 242	\$ 292,071			
Total		10,727		\$ 2,294,426	10,727		\$ 3,540,689	54%	10,727		\$ 4,832,456	36%	10,727		\$ 4,997,726	3%			
Total		38,592		\$ 20,214,919	38,592		\$ 31,121,435	54%	38,592		\$ 42,576,103	37%	38,592		\$ 44,032,206	3.4%			
Total as Calculated by SCFF				\$ 175,710,545	\$ 183,383,822				4%	\$ 191,459,560				4%	\$ 198,007,477				3%
Total as Calculated by 17-18 FTES Rates in 2021-22										\$ 162,099,668				-15.3%					
Total Potential Gain/Loss of Revenue from Prior Year										\$ 6,547,917									

Table 1: Rancho Santiago CCD Simulated Revenue, 2018-19 through 2021-22



Rancho Santiago Community College District 2018 - 19 Simulated Revenue

2017 - 18 TCR		2018 - 19 Revenue with Student Centered Funding Formula				Year after Year Change		% Change	
	\$163,785,707	\$			175,710,545	\$	11,924,838	7.28%	
		Base Allocation	Supplemental Allocation	Student Success Allocation	Hold Harmless	Systemwide			
				All Pell & Promise		Overall Change: 6.49%			
		\$ 130,635,758	\$ 24,859,869	\$ 15,935,480	\$ 4,279,439	\$ -	Median District Change: 6.59%		
	Funding Source			FTES		Rate	Total	% of Total	
Base	Basic Allocation					\$	11,747,172	7%	
	Credit FTES¹				20,730	\$ 3,727	\$ 77,262,195	44%	
	Non Credit FTES				600	\$ 3,347	\$ 2,008,931	1.1%	
	CDCP FTES				5,009	\$ 5,457	\$ 27,329,856	16%	
	Special Admit Credit FTES				1,945	\$ 5,457	\$ 10,610,664	6.0%	
	Incarcerated Credit & CDCP FTES				7	\$ 5,457	\$ 36,669	0%	
	Incarcerated Non-Credit FTES				490	\$ 3,347	\$ 1,640,271.51	1%	
					Headcount	\$	130,635,758	74%	
Supplemental	Pell Grant Recipients				5,388	\$ 919	\$ 4,951,572	3%	
	AB540 Students				2,360	\$ 919	\$ 2,168,840	1.2%	
	California Promise Grant Recipients				19,303	\$ 919	\$ 17,739,457	10%	
					Outcomes	\$	24,859,869	14%	
All Students	Associate Degrees				2,989	\$ 1,320	\$ 3,945,480	2%	
	Associate Degrees for Transfer				1,062	\$ 1,760	\$ 1,869,120	1.1%	
	Credit Certificates				2,614	\$ 880	\$ 2,300,320	1.3%	
	Nine or More CTE Units				3,761	\$ 440	\$ 1,654,840	0.9%	
	Transfer				3,482	\$ 660	\$ 2,298,120	1.3%	
	Transfer Level Math and English				629	\$ 880	\$ 553,520	0.3%	
	Achieved Regional Living Wage				7,532	\$ 440	\$ 3,314,080	1.9%	
						\$	15,935,480	9%	
Student Success	Pell Grant Recipients	Associate Degrees				1,348	\$ 500	\$ 673,326	0.4%
		Associate Degrees for Transfer				496	\$ 666	\$ 330,336	0.2%
		Credit Certificates				1,123	\$ 333	\$ 373,959	0.2%
		Nine or More CTE Units				1,085	\$ 167	\$ 180,653	0.1%
		Transfer				1,128	\$ 250	\$ 281,718	0.2%
		Transfer Level Math and English				255	\$ 333	\$ 84,915	0.0%
	Achieved Regional Living Wage				361	\$ 167	\$ 60,107	0.0%	
	California Promise Grant Recipients	Associate Degrees				2,199	\$ 333	\$ 732,267	0.4%
		Associate Degrees for Transfer				762	\$ 444	\$ 338,328	0.2%
		Credit Certificates				1,838	\$ 222	\$ 408,036	0.2%
Nine or More CTE Units				2,267	\$ 111	\$ 251,637	0.1%		
Transfer				2,063	\$ 167	\$ 343,490	0.2%		
Transfer Level Math and English				390	\$ 222	\$ 86,580	0.0%		
Achieved Regional Living Wage				1,208	\$ 111	\$ 134,088	0.1%		
						\$	4,279,439	2%	
					Hold Harmless	\$	-	\$ -	

Table 2: Rancho Santiago CCD Simulated 2018-19 Revenue Sources



Rancho Santiago Community College District 2019-20 Simulated Revenue

2018 - 19 TCR		2019-20 Revenue with Student Centered Funding Formula				Year after Year Change		%	
		Base Allocation	Supplemental Allocation	Student Success Allocation		Hold Harmless	Systemwide		
				All	Pell & Promise			Change	
\$ 175,710,545						183,383,822	\$ 7,673,276	4.37%	
		\$ 126,763,619	\$25,498,768	\$ 24,517,533	\$ 6,603,902	\$ -	Overall Change: 2.73% Median District Change: 2.57%		
		Funding Source	FTES	Rate	Total	% of Total			
Base	Basic Allocation				\$ 12,049,074	7%			
	Credit FTES		20,730	\$ 3,474	\$ 72,018,355	39%			
	Non Credit FTES		600	\$ 3,434	\$ 2,060,560	1.1%			
	CDCP FTES		5,009	\$ 5,597	\$ 28,032,233	15.3%			
	Special Admit Credit FTES		1,945	\$ 5,597	\$ 10,883,358	5.9%			
	Incarcerated Credit & CDCP FTES		7	\$ 5,597	\$ 37,611	0.0%			
	Incarcerated Non-Credit FTES		490	\$ 3,434	\$ 1,682,426	1%			
		Headcount			\$ 126,763,619	69%			
Supplemental	Pell Grant Recipients		5,388	\$ 943	\$ 5,078,827	3%			
	AB540 Students		2,360	\$ 943	\$ 2,224,579	1.2%			
	California Promise Grant Recipients		19,303	\$ 943	\$ 18,195,361	10%			
		Outcomes			\$ 25,498,768	14%			
All Students	Associate Degrees		2,989	\$ 2,031	\$ 6,070,318	3%			
	Associate Degrees for Transfer		1,062	\$ 2,708	\$ 2,875,735	2%			
	Credit Certificates		2,614	\$ 1,354	\$ 3,539,157	1.9%			
	Nine or More CTE Units		3,761	\$ 677	\$ 2,546,054	1%			
	Transfer		3,482	\$ 1,015	\$ 3,535,773	2%			
	Transfer Level Math and English		629	\$ 1,354	\$ 851,618	0.5%			
	Achieved Regional Living Wage		7,532	\$ 677	\$ 5,098,878	3%			
					\$ 24,517,533	13%			
Student Success	Pell Grant Recipients	Associate Degrees		1,348	\$ 771	\$ 1,039,057	0.6%		
		Associate Degrees for Transfer		496	\$ 1,028	\$ 509,765	0.3%		
		Credit Certificates		1,123	\$ 514	\$ 577,082	0.3%		
		Nine or More CTE Units		1,085	\$ 257	\$ 278,778	0.2%		
		Transfer		1,128	\$ 385	\$ 434,739	0.2%		
		Transfer Level Math and English		255	\$ 514	\$ 131,038	0.1%		
		Achieved Regional Living Wage		361	\$ 257	\$ 92,755	0.1%		
	California Promise Grant Recipients	Associate Degrees		2,199	\$ 514	\$ 1,130,013	0.6%		
		Associate Degrees for Transfer		762	\$ 685	\$ 522,098	0.3%		
		Credit Certificates		1,838	\$ 343	\$ 629,669	0.3%		
		Nine or More CTE Units		2,267	\$ 171	\$ 388,319	0.2%		
		Transfer		2,063	\$ 257	\$ 530,063	0.3%		
		Transfer Level Math and English		390	\$ 343	\$ 133,608	0.1%		
		Achieved Regional Living Wage		1,208	\$ 171	\$ 206,921	0.1%		
					\$ 6,603,902	4%			
				Hold Harmless	\$ -	-			

Table 3: Rancho Santiago CCD Simulated 2019 – 20 Revenue Sources



Rancho Santiago Community College District 2020 - 21 Simulated Revenue

2019 - 20 TCR		2020 - 21 Revenue with Student Centered Funding Formula				Year after Year Change	% Change	
	\$ 183,383,822	\$	191,459,560			8,075,738	4.40%	
		Base Revenue	Supplement	Success Grant	Hold Harmless	Systemwide		
				All Pell & Promise			Overall Change: 2.84%	
		\$ 122,703,872	\$26,179,585	\$ 33,562,868	\$ 9,013,235	\$ -	Median District Change: 2.67%	
		Funding Source	FTES	Rate	Total	% of Total		
Base		Basic Allocation			\$ 12,370,784	6%		
		Credit FTES	20,730	\$ 3,208	\$ 66,496,910	35%		
		Non Credit FTES	600	\$ 3,525	\$ 2,115,577	1.1%		
		CDCP FTES	5,009	\$ 5,746	\$ 28,780,694	15%		
		Special Admit Credit FTES	1,945	\$ 5,746	\$ 11,173,944	5.8%		
		Incarcerated Credit & CDCP FTES	7	\$ 5,746	\$ 38,615.45	0%		
		Incarcerated Non-Credit FTES	490	\$ 3,525	\$ 1,727,347	1%		
		Headcount			\$122,703,872	64%		
Supplemental		Pell Grant Recipients	5,388	\$ 968	\$ 5,214,432	3%		
		AB540 Students	2,360	\$ 968	\$ 2,283,975	1.2%		
		California Promise Grant Recipients	19,303	\$ 968	\$ 18,681,177	10%		
			Outcomes			\$ 26,179,585	14%	
Student Success	All Students	Associate Degrees	2,989	\$ 2,780	\$ 8,309,861	4%		
		Associate Degrees for Transfer	1,062	\$ 3,707	\$ 3,936,689	2%		
		Credit Certificates	2,614	\$ 1,853	\$ 4,844,870	3%		
		Nine or More CTE Units	3,761	\$ 927	\$ 3,485,378	2%		
		Transfer	3,482	\$ 1,390	\$ 4,840,237	3%		
		Transfer Level Math and English	629	\$ 1,853	\$ 1,165,809	0.6%		
		Achieved Regional Living Wage	7,532	\$ 927	\$ 6,980,024	4%		
						\$ 33,562,868	18%	
	Pell Grant Recipients	Associate Degrees	1,348	\$ 1,052	\$ 1,418,141	0.7%		
		Associate Degrees for Transfer	496	\$ 1,403	\$ 695,745	0.4%		
		Credit Certificates	1,123	\$ 701	\$ 787,622	0.4%		
		Nine or More CTE Units	1,085	\$ 351	\$ 380,485	0.2%		
		Transfer	1,128	\$ 526	\$ 593,347	0.3%		
		Transfer Level Math and English	255	\$ 701	\$ 178,846	0.1%		
Achieved Regional Living Wage		361	\$ 351	\$ 126,595	0.1%			
California Promise Grant Recipients	Associate Degrees	2,199	\$ 701	\$ 1,542,281	0.8%			
	Associate Degrees for Transfer	762	\$ 935	\$ 712,577	0.4%			
	Credit Certificates	1,838	\$ 468	\$ 859,394	0.4%			
	Nine or More CTE Units	2,267	\$ 234	\$ 529,991	0.3%			
	Transfer	2,063	\$ 351	\$ 723,448	0.4%			
	Transfer Level Math and English	390	\$ 468	\$ 182,352	0.1%			
	Achieved Regional Living Wage	1,208	\$ 234	\$ 282,412	0.1%			
					\$ 9,013,235	5%		
				Hold Harmless	\$ -	\$ -	\$ -	

Table 4: Rancho Santiago CCD Simulated 2020 - 21 Revenue Sources



Rancho Santiago Community College District 2021 - 22 Simulated Revenue

2020 - 21 TCR							2021 - 22 Revenue with Student Centered Funding Formula				Year after Year Change		% Change
\$191,459,560							\$ 198,007,477				\$ 6,547,917		3.42%
	Base Revenue		Supplement	Success Grant		Hold Harmless	Systemwide						
				All	Pell & Promise		Overall Change: 1.99%		Median District Change: 3.42%				
	\$ 126,900,345		\$27,074,927	\$34,710,718	\$ 9,321,488	\$ -							
		Funding Source	FTES		Rate	Total	% of Total						
Base	Basic Allocation					\$ 12,793,865	6%						
	Credit FTES		20,730		\$ 3,317	\$ 68,771,104	35%						
	Non Credit FTES		600		\$ 3,646	\$ 2,187,930	1.1%						
	CDCP FTES		5,009		\$ 5,943	\$ 29,764,994	15%						
	Special Admit Credit FTES		1,945		\$ 5,943	\$ 11,556,093	5.8%						
	Incarcerated Credit & CDCP FTES		7		\$ 5,943	\$ 39,936.10	0.0%						
	Incarcerated Non-Credit FTES		490		\$ 3,646	\$ 1,786,423	1%						
		Headcount			\$ 126,900,345	64%							
Supplemental	Pell Grant Recipients		5,388		\$ 1,001	\$ 5,392,766	3%						
	AB540 Students		2,360		\$ 1,001	\$ 2,362,087	1.2%						
	California Promise Grant Recipients		19,303		\$ 1,001	\$ 19,320,073	10%						
		Outcomes			\$ 27,074,927	14%							
All Students	Associate Degrees		2,989		\$ 2,875	\$ 8,594,058	4%						
	Associate Degrees for Transfer		1,062		\$ 3,834	\$ 4,071,324	2%						
	Credit Certificates		2,614		\$ 1,917	\$ 5,010,565	3%						
	Nine or More CTE Units		3,761		\$ 958	\$ 3,604,578	2%						
	Transfer		3,482		\$ 1,438	\$ 5,005,773	3%						
	Transfer Level Math and English		629		\$ 1,917	\$ 1,205,679	0.6%						
Achieved Regional Living Wage		7,532		\$ 958	\$ 7,218,741	4%							
					\$ 34,710,718	18%							
Student Success	Pell Grant Recipients	Associate Degrees		1,348		\$ 1,088	\$ 1,466,641	0.7%					
		Associate Degrees for Transfer		496		\$ 1,451	\$ 719,539	0.4%					
		Credit Certificates		1,123		\$ 725	\$ 814,559	0.4%					
		Nine or More CTE Units		1,085		\$ 363	\$ 393,498	0.2%					
		Transfer		1,128		\$ 544	\$ 613,639	0.3%					
		Transfer Level Math and English		255		\$ 725	\$ 184,962	0.1%					
	Achieved Regional Living Wage		361		\$ 363	\$ 130,924	0.1%						
	California Promise Grant Recipients	Associate Degrees		2,199		\$ 725	\$ 1,595,027	0.8%					
		Associate Degrees for Transfer		762		\$ 967	\$ 736,947	0.4%					
		Credit Certificates		1,838		\$ 484	\$ 888,785	0.4%					
		Nine or More CTE Units		2,267		\$ 242	\$ 548,117	0.3%					
		Transfer		2,063		\$ 363	\$ 748,190	0.4%					
Transfer Level Math and English		390		\$ 484	\$ 188,589	0.1%							
Achieved Regional Living Wage		1,208		\$ 242	\$ 292,071	0.1%							
					\$ 9,321,488	5%							
		Hold Harmless			\$ -	\$ -							

Table 5: Rancho Santiago CCD Simulated 2021-22 Revenue Sources (No COLA)



Revenue Calculation with 17-18 Rates

Funding Source	2021-22 FTES	Rate	Total	% of Total
Basic Allocation			\$ 11,437,223	7%
Credit FTES	20,730	\$ 5,313	\$ 110,134,364	68%
Non Credit FTES	600	\$ 3,259	\$ 1,955,925	1%
CDCP FTES	5,009	\$ 5,313	\$ 26,608,759	16%
Special Admit Credit FTES	1,945	\$ 5,313	\$ 10,330,702	6%
Incarcerated Credit & CDCP FTES	7	\$ 5,313	\$ 35,701	0%
Incarcerated Non-Credit FTES	490	\$ 3,259	\$ 1,596,993	1%
			\$ 162,099,668	

Table 6: Rancho Santiago 2021-22 Revenue Calculation with 17-18 Rates

Rancho Santiago Community College District: 4-Year SCFF Projections (2% Growth in FTES)

		2017-18			2018-19			2019-20			2020-21			2021-22		
Estimated State COLA Rate					2.71%			2.57%			2.67%			3.42%		
Total TCR \$		163,785,707			175,710,545			185,643,791			195,917,017			204,991,706		
Hold Harmless																
					% change from 17-18			% change from 18-19			% change from 19-20			% change from 20-21		
					7.28%			5.65%			5.53%			4.63%		
Base Allocation		FTES	Rate	Total	FTES	Rate	Total	FTES	Rate	Total	FTES	Rate	Total	FTES	Rate	Total
	Basic Allocation			\$ 11,747,172			\$ 12,049,074	2.57%			\$ 12,370,784	2.67%			\$ 12,793,865	3.42%
	Credit FTES ¹	20,730	\$ 3,727	\$ 77,262,195	21,145	\$ 3,474	\$ 73,458,722	-5%	21,568	\$ 3,208	\$ 69,183,385	-6%	21,999	\$ 3,317	\$ 72,980,446	5%
	Non Credit FTES	600	\$ 3,347	\$ 2,008,931	612	\$ 3,434	\$ 2,067,450	3%	624	\$ 3,525	\$ 2,201,047	6%	637	\$ 3,646	\$ 2,321,849	5%
	CDCP FTES	5,009	\$ 5,457	\$ 27,329,856	5,109	\$ 5,597	\$ 28,592,878	5%	5,211	\$ 5,746	\$ 29,943,434	5%	5,315	\$ 5,943	\$ 31,586,849	5%
	Special Admit Credit FTES	1,945	\$ 5,457	\$ 10,610,664	1,983	\$ 5,597	\$ 11,101,026	5%	2,023	\$ 5,746	\$ 11,625,372	5%	2,064	\$ 5,943	\$ 12,263,418	5%
	Incarcerated Credit & CDCP FTES	7	\$ 5,457	\$ 36,669	7	\$ 5,597	\$ 38,363		7	\$ 5,746	\$ 40,176		7	\$ 5,943	\$ 42,381	
	Incarcerated Non-Credit FTES	490	\$ 3,347	\$ 1,640,272	500	\$ 3,434	\$ 1,716,075		510	\$ 3,525	\$ 1,797,132		520	\$ 3,646	\$ 1,895,766	
	Total	28,780		\$ 130,635,758	29,356		\$ 129,023,589	-1.2%	29,943		\$ 127,161,329	-1.4%	30,542		\$ 133,884,574	5.29%
Supplemental Allocation		Headcount	Rate		Headcount	Rate		Headcount	Rate		Headcount	Rate		Headcount	Rate	
	Pell Grant Recipients	5,388	\$ 919	\$ 4,951,572	5,388	\$ 943	\$ 5,078,827.40		5,388	\$ 968	\$ 5,214,432		5,388	\$ 1,001	\$ 5,392,766	
	AB540 Students	2,360	\$ 919	\$ 2,168,840	2,360	\$ 943	\$ 2,224,579.19		2,360	\$ 968	\$ 2,283,975		2,360	\$ 1,001	\$ 2,362,087	
	California Promise Grant Recipients	19,303	\$ 919	\$ 17,739,457	19,303	\$ 943	\$ 18,195,361.04		19,303	\$ 968	\$ 18,681,177		19,303	\$ 1,001	\$ 19,320,073	
	Total	27,051		\$ 24,859,869	27,051		\$ 25,498,768	2.57%	27,051		\$ 26,179,585	2.67%	27,051		\$ 27,074,927	3.42%
Student Success Allocation	All Students	Outcomes	Rate		Outcomes	Rate		Outcomes	Rate		Outcomes	Rate				
		Associate Degrees	2,989	\$ 1,320	\$ 3,945,480	2,989	\$ 2,031	\$ 6,070,318		2,989	\$ 2,780	\$ 8,309,861		2,989	\$ 2,875	\$ 8,594,058
		Associate Degrees for Transfer	1,062	\$ 1,760	\$ 1,869,120	1,062	\$ 2,708	\$ 2,875,735		1,062	\$ 3,707	\$ 3,936,689		1,062	\$ 3,834	\$ 4,071,324
		Credit Certificates	2,614	\$ 880	\$ 2,300,320	2,614	\$ 1,354	\$ 3,539,157		2,614	\$ 1,853	\$ 4,844,870		2,614	\$ 1,917	\$ 5,010,565
		Nine or More CTE Units	3,761	\$ 440	\$ 1,654,840	3,761	\$ 677	\$ 2,546,054		3,761	\$ 927	\$ 3,485,378		3,761	\$ 958	\$ 3,604,578
		Transfer	3,482	\$ 660	\$ 2,298,120	3,482	\$ 1,015	\$ 3,535,773		3,482	\$ 1,390	\$ 4,840,237		3,482	\$ 1,438	\$ 5,005,773
		Transfer Level Math and English	629	\$ 880	\$ 553,520	629	\$ 1,354	\$ 851,618		629	\$ 1,853	\$ 1,165,809		629	\$ 1,917	\$ 1,205,679
		Achieved Regional Living Wage	7,532	\$ 440	\$ 3,314,080	7,532	\$ 677	\$ 5,098,878		7,532	\$ 927	\$ 6,980,024		7,532	\$ 958	\$ 7,218,741
	Total	22,069		\$ 15,935,480	22,069		\$ 24,517,533	54%	22,069		\$ 33,562,868	37%	22,069		\$ 34,710,718	3%
	Pell Grant Recipients Bonus	Associate Degrees	1,348	\$ 500	\$ 673,326	1,348	\$ 771	\$ 1,039,057		1,348	\$ 1,052	\$ 1,418,141		1,348	\$ 1,088	\$ 1,466,641
		Associate Degrees for Transfer	496	\$ 666	\$ 330,336	496	\$ 1,028	\$ 509,765		496	\$ 1,403	\$ 695,745		496	\$ 1,451	\$ 719,539
		Credit Certificates	1,123	\$ 333	\$ 373,959	1,123	\$ 514	\$ 577,082		1,123	\$ 701	\$ 787,622		1,123	\$ 725	\$ 814,559
		Nine or More CTE Units	1,085	\$ 167	\$ 180,653	1,085	\$ 257	\$ 278,778		1,085	\$ 351	\$ 380,485		1,085	\$ 363	\$ 393,498
		Transfer	1,128	\$ 250	\$ 281,718	1,128	\$ 385	\$ 434,739		1,128	\$ 526	\$ 593,347		1,128	\$ 544	\$ 613,639
		Transfer Level Math and English	255	\$ 333	\$ 84,915	255	\$ 514	\$ 131,038		255	\$ 701	\$ 178,846		255	\$ 725	\$ 184,962
	Achieved Regional Living Wage	361	\$ 167	\$ 60,107	361	\$ 257	\$ 92,755		361	\$ 351	\$ 126,595		361	\$ 363	\$ 130,924	
	Total	5,796		\$ 1,985,013	5,796		\$ 3,063,213	54%	5,796		\$ 4,180,780	36%	5,796		\$ 4,323,762	3%
	California Promise Grant Recipients Bonus	Associate Degrees	2,199	\$ 333	\$ 732,267	2,199	\$ 514	\$ 1,130,013		2,199	\$ 701	\$ 1,542,281		2,199	\$ 725	\$ 1,595,027
		Associate Degrees for Transfer	762	\$ 444	\$ 338,328	762	\$ 685	\$ 522,098		762	\$ 935	\$ 712,577		762	\$ 967	\$ 736,947
		Credit Certificates	1,838	\$ 222	\$ 408,036	1,838	\$ 343	\$ 629,669		1,838	\$ 468	\$ 859,394		1,838	\$ 484	\$ 888,785
Nine or More CTE Units		2,267	\$ 111	\$ 251,637	2,267	\$ 171	\$ 388,319		2,267	\$ 234	\$ 529,991		2,267	\$ 242	\$ 548,117	
Transfer		2,063	\$ 167	\$ 343,490	2,063	\$ 257	\$ 530,063		2,063	\$ 351	\$ 723,448		2,063	\$ 363	\$ 748,190	
Transfer Level Math and English		390	\$ 222	\$ 86,580	390	\$ 343	\$ 133,608		390	\$ 468	\$ 182,352		390	\$ 484	\$ 188,589	
Achieved Regional Living Wage		1,208	\$ 111	\$ 134,088	1,208	\$ 171	\$ 206,921		1,208	\$ 234	\$ 282,412		1,208	\$ 242	\$ 292,071	
Total		10,727		\$ 2,294,426	10,727		\$ 3,540,689	54%	10,727		\$ 4,832,456	36%	10,727		\$ 4,997,726	3%
Total	38,592		\$ 20,214,919	38,592		\$ 31,121,435	54%	38,592		\$ 42,576,103	37%	38,592		\$ 44,032,206	3.4%	
Total as Calculated by SCFF																
Total as Calculated by 17-18 FTES Rates in 2021-22																
Total Potential Gain/Loss of Revenue from Prior Year																

Table 7: Rancho Santiago CCD Simulated Revenue, 2018-19 through 2021-22, with 2% FTES Growth



Rancho Santiago Community College District: 4-Year SCFF Projections (2% Decline in FTES)

		2017-18		2018-19		2019-20		2020-21		2021-22				
Estimated State COLA Rate				2.71%		2.57%		2.67%		3.42%				
Total TCR \$		163,785,707		175,710,545		181,122,507		187,090,370		191,297,103				
Hold Harmless														
Base Allocation		FTES	Rate	Total	FTES	Rate	Total	FTES	Rate	Total	FTES	Rate	Total	
	Basic Allocation			\$ 11,747,172			\$ 12,049,074			\$ 12,370,784			\$ 12,793,865	
	Credit FTES ¹	20,730	\$ 3,727	\$ 77,262,195	20,316	\$ 3,474	\$ 70,577,988	19,909	\$ 3,208	\$ 63,863,632	19,511	\$ 3,317	\$ 64,726,813	
	Non Credit FTES	600	\$ 3,347	\$ 2,008,931	588	\$ 3,434	\$ 2,052,325	576	\$ 3,525	\$ 2,031,801	565	\$ 3,646	\$ 2,059,262	
	CDCP FTES	5,009	\$ 5,457	\$ 27,329,856	4,908	\$ 5,597	\$ 27,471,589	4,810	\$ 5,746	\$ 27,640,978	4,714	\$ 5,943	\$ 28,014,574	
	Special Admit Credit FTES	1,945	\$ 5,457	\$ 10,610,664	1,906	\$ 5,597	\$ 10,665,691	1,868	\$ 5,746	\$ 10,731,456	1,830	\$ 5,943	\$ 10,876,502	
	Incarcerated Credit & CDCP FTES	7	\$ 5,457	\$ 36,669	7	\$ 5,597	\$ 36,859	6	\$ 5,746	\$ 37,086	6	\$ 5,943	\$ 37,588	
	Incarcerated Non-Credit FTES	490	\$ 3,347	\$ 1,640,272	480	\$ 3,434	\$ 1,648,778	471	\$ 3,525	\$ 1,658,944	461	\$ 3,646	\$ 1,681,367	
	Total	28,780		\$ 130,635,758	28,205		\$ 124,502,304	27,641		\$ 118,334,682	27,088		\$ 120,189,971	
Supplemental Allocation		Headcount	Rate		Headcount	Rate		Headcount	Rate		Headcount	Rate		
	Pell Grant Recipients	5,388	\$ 919	\$ 4,951,572	5,388	\$ 943	\$ 5,078,827	5,388	\$ 968	\$ 5,214,432	5,388	\$ 1,001	\$ 5,392,766	
	AB540 Students	2,360	\$ 919	\$ 2,168,840	2,360	\$ 943	\$ 2,224,579	2,360	\$ 968	\$ 2,283,975	2,360	\$ 1,001	\$ 2,362,087	
	California Promise Grant Recipients	19,303	\$ 919	\$ 17,739,457	19,303	\$ 943	\$ 18,195,361	19,303	\$ 968	\$ 18,681,177	19,303	\$ 1,001	\$ 19,320,073	
	Total	27,051		\$ 24,859,869	27,051		\$ 25,498,768	27,051		\$ 26,179,585	27,051		\$ 27,074,927	
Student Success Allocation	All Students	Outcomes	Rate		Outcomes	Rate		Outcomes	Rate		Outcomes	Rate		
		Associate Degrees	2,989	\$ 1,320	\$ 3,945,480	2,989	\$ 2,031	\$ 6,070,318	2,989	\$ 2,780	\$ 8,309,861	2,989	\$ 2,875	\$ 8,594,058
		Associate Degrees for Transfer	1,062	\$ 1,760	\$ 1,869,120	1,062	\$ 2,708	\$ 2,875,735	1,062	\$ 3,707	\$ 3,936,689	1,062	\$ 3,834	\$ 4,071,324
		Credit Certificates	2,614	\$ 880	\$ 2,300,320	2,614	\$ 1,354	\$ 3,539,157	2,614	\$ 1,853	\$ 4,844,870	2,614	\$ 1,917	\$ 5,010,565
		Nine or More CTE Units	3,761	\$ 440	\$ 1,654,840	3,761	\$ 677	\$ 2,546,054	3,761	\$ 927	\$ 3,485,378	3,761	\$ 958	\$ 3,604,578
		Transfer	3,482	\$ 660	\$ 2,298,120	3,482	\$ 1,015	\$ 3,535,773	3,482	\$ 1,390	\$ 4,840,237	3,482	\$ 1,438	\$ 5,005,773
		Transfer Level Math and English	629	\$ 880	\$ 553,520	629	\$ 1,354	\$ 851,618	629	\$ 1,853	\$ 1,165,809	629	\$ 1,917	\$ 1,205,679
		Achieved Regional Living Wage	7,532	\$ 440	\$ 3,314,080	7,532	\$ 677	\$ 5,098,878	7,532	\$ 927	\$ 6,980,024	7,532	\$ 958	\$ 7,218,741
	Total	22,069		\$ 15,935,480	22,069		\$ 24,517,533	22,069		\$ 33,562,868	22,069		\$ 34,710,718	
	Pell Grant Recipients Bonus	Associate Degrees	1,348	\$ 500	\$ 673,326	1,348	\$ 771	\$ 1,039,057	1,348	\$ 1,052	\$ 1,418,141	1,348	\$ 1,088	\$ 1,466,641
		Associate Degrees for Transfer	496	\$ 666	\$ 330,336	496	\$ 1,028	\$ 509,765	496	\$ 1,403	\$ 695,745	496	\$ 1,451	\$ 719,539
		Credit Certificates	1,123	\$ 333	\$ 373,959	1,123	\$ 514	\$ 577,082	1,123	\$ 701	\$ 787,622	1,123	\$ 725	\$ 814,559
		Nine or More CTE Units	1,085	\$ 167	\$ 180,653	1,085	\$ 257	\$ 278,778	1,085	\$ 351	\$ 380,485	1,085	\$ 363	\$ 393,498
		Transfer	1,128	\$ 250	\$ 281,718	1,128	\$ 385	\$ 434,739	1,128	\$ 526	\$ 593,347	1,128	\$ 544	\$ 613,639
		Transfer Level Math and English	255	\$ 333	\$ 84,915	255	\$ 514	\$ 131,038	255	\$ 701	\$ 178,846	255	\$ 725	\$ 184,962
	Total	5,796		\$ 1,985,013	5,796		\$ 3,063,213	5,796		\$ 4,180,780	5,796		\$ 4,323,762	
	California Promise Grant Recipients Bonus	Associate Degrees	2,199	\$ 333	\$ 732,267	2,199	\$ 514	\$ 1,130,013	2,199	\$ 701	\$ 1,542,281	2,199	\$ 725	\$ 1,595,027
		Associate Degrees for Transfer	762	\$ 444	\$ 338,328	762	\$ 685	\$ 522,098	762	\$ 935	\$ 712,577	762	\$ 967	\$ 736,947
		Credit Certificates	1,838	\$ 222	\$ 408,036	1,838	\$ 343	\$ 629,669	1,838	\$ 468	\$ 859,394	1,838	\$ 484	\$ 888,785
		Nine or More CTE Units	2,267	\$ 111	\$ 251,637	2,267	\$ 171	\$ 388,319	2,267	\$ 234	\$ 529,991	2,267	\$ 242	\$ 548,117
Transfer		2,063	\$ 167	\$ 343,490	2,063	\$ 257	\$ 530,063	2,063	\$ 351	\$ 723,448	2,063	\$ 363	\$ 748,190	
Transfer Level Math and English		390	\$ 222	\$ 86,580	390	\$ 343	\$ 133,608	390	\$ 468	\$ 182,352	390	\$ 484	\$ 188,589	
Total	10,727		\$ 2,294,426	10,727		\$ 3,540,689	10,727		\$ 4,832,456	10,727		\$ 4,997,726		
Total as Calculated by SCFF				\$ 175,710,545	\$ 181,122,507				3%	\$ 187,090,370				3%
Total as Calculated by 17-18 FTES Rates in 2021-22					\$ 153,239,511				-18.1%	\$ 191,297,103				2%
Total Potential Gain/Loss of Revenue from Prior Year										\$ 4,206,733				

Table 8: Rancho Santiago CCD Simulated Revenue, 2018-19 through 2021-22, with 2% FTES Decline



Future Obligations of District

After passage of the Higher Education Trailer Bill AB-1809, on June 27, 2018, Section 84750.4(m)(1) of the California State Education Code requires the following from all districts:

“The governing board of each community college district shall certify it will do all the following, no later than January 1, 2019:

(i) Adopt goals for the community college district that meet the following requirements:

(I) Are aligned with the systemwide goals identified in the Vision for Success, which were adopted by the Board of Governors of the California Community Colleges in 2017.

(II) Are measurable numerically.

(III) Specify the specific timeline for achievement.

(ii) For the meeting when the goals are considered for adoption, include in the written agenda an explanation of how the goals are consistent and aligned with the systemwide goals.

(iii) Submit the written item and summary of action to the chancellor’s office.”

Regarding the above obligations, the January 1, 2019 deadline is to be extended, and a future date will be released from the Chancellor’s Office.

Section 84750.4(m)(2) requires:

“Each community college district shall align its comprehensive plan pursuant to paragraph (9) of subdivision (b) of Section 70901 with the adopted local plan goals and align its budget with the comprehensive plan. The funds apportioned to a community college district pursuant to this section, and for excess tax districts, the Student Equity and Achievement Program, shall be available to implement the activities required pursuant to this paragraph.”

Additionally, it is the responsibility of the district to adjust to new instructions for the external audit report, per section 84750.4 (m)(4)(C):

“The board of governors shall include instructions in the audit report required by Section 84040 related to the implementation of the funding formula pursuant to this section. The chancellor may require a community college district to repay any funding associated with an audit exception identified in a community college district’s audit report pursuant to this subparagraph.”



Resources

[Technical FAQ](#)

http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/SCFF/Technical-StudentCenteredFundingFormulaFrequentlyAskedQuestionsupdated8.10.18.pdf

[Education Code Section 84750.4](#)

http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/SCFF/Statutory%20Language%20Student%20Centered%20Funding%20Formula%20Language%20-%20AB%201809.pdf

[SCFF 2018-19 Simulation \(w/ Data Dictionary\)](#)

http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/SCFF/2018-19%20Student%20Centered%20Funding%20Formula%20Simulations%20July%202017,%202018.xlsx

Vacant Funded Positions as of 11/6/2018 - Projected Annual Salary and Benefits Savings

Fund	Management/ Academic/ Confidential	Title	Reasons	Site	Effective Date	Notes	2018-19 Estimated Annual Budgeted Sal/Ben	Total Unr. General Fund by Site
11	Conner-Crabbe, Tracey	Director, Purchasing Services	Retirement	District	8/1/2017	Linda Melendez Interim Assignment 7/01/18-12/14/18 CL18-1210	163,443	
11	District Administrator Institutional Equity Compliance & Title IX Reorg#1060	District Administrator Institutional Equity Compliance & Title IX Reorg#1060	Reorg#1060	District	7/1/2018		224,633	704,918
11	Gonzalez, Yezid (Jesse)	Director Network and Communication	Promotion	District	11/1/2018	B024143 transferred fund to Hrly Acct	152,791	
11	Iannaccone, Judith	Director, Public Affairs & Publications	Retirement	District	8/31/2018		164,050	
11	Brown, Lawrence	Instructor, Comm Studies	Retirement	SAC	6/7/2019		-	
11	Bryant, Micki	Dean of Counseling	Retirement	SAC	7/7/2017	Maria Dela Cruz Interim Assignment 7/1/2018. AC18-0690	211,764	
11	Budarz, Timo	Physics Instructor	Resignation	SAC	10/26/2018		114,486	
11	Collins, Michael	VP, Administrative Services	Resignation	SAC	4/1/2018	CL18-1109. Bart Hoffman Interim Assignment 7/1/18-6/30/19	224,633	
11	Coopman, Ronald	Associate Dean, CJA	Resignation	SAC	6/14/2018	AC18-0680	175,946	
11	Dean of Academic Affairs	Dean of Academic Affairs	New position	SAC	8/23/2018	BCF#B024177	200,174	
11	English, Noemi	Automotive Technology/Engine Instructor	Resignation	SAC	10/8/2018		105,390	
11	Giroux, Regina	Nursing Instructor	Retirement	SAC	12/15/2018		103,402	
11	Hammonds, Elvin G.	Automotive Technology	Retirement	SAC	5/31/2018		160,786	
11	Hyman, Deborah	Occup Therapy Asst	Retirement	SAC	6/2/2018	Erika Downs temporary employee resigned 10-1-2018	121,960	
11	Kashi, Majid	Professor, Mathematics	Retirement	SAC	5/31/2018		136,968	2,855,566
11	Kikawa, Eve S.	Dean, Fine/Performing Art	Retirement	SAC	8/7/2018	Brian Kehlenbach Interim Assignment 7/1/18-6/30/19	195,028	
11	Lewis, Michael L.	Instructor, ESL Writing	Retirement	SAC	6/8/2019		-	
11	Lipiz, Nilo	Dean, Instr & Std Svcs	Retirement	SAC	6/29/2018	Lorena Chavez inerim Assignment 7/20/18/ 12/31/18. AC18-0691	202,156	
11	Moreno, George	Instructor, Welding	Resignation	SAC	6/1/2018		150,137	
11	Nguyen, Michael T.	Computer Info Sy	Retirement	SAC	8/10/2018		131,347	
11	Quinn, Nicole J.	Instructor, Anthropology	Resignation	SAC	5/31/2018		122,539	
11	Sadler, Dennis	Counselor/Instructor	Retirement	SAC	6/30/2019		-	
11	Sanchez, Angelo H.	Maintenance Supervisor	Retirement	SAC	5/31/2018	CL18-1162	107,080	
11	Serrano, Maximiliano H.	Automotive Technology	Resignation	SAC	10/5/2018		102,822	
11	Sneddon, Marta	Instructor, CJ/Fire Academy	Retirement	SAC	6/8/2019		-	
11	Thornton, Shantel L.	Psychology Instructor	Termination	SAC	5/31/2018		129,301	
11	Vercelli, Julia C.	Counselor	Retirement	SAC	6/30/2018		159,646	
11	Hovanitz, Eric W	Geology/Earth & Space Science Instructor	Retirement	SCC	6/7/2019		-	
11	Rizvi, Syed A.	Dean-Enrollment & Support Services	Promotion	SCC	3/1/2018	Jennifer Coto Interim Assignment 7/1/18- 6/30/19	199,296	414,379
11	Williams, Alison M.	Math Instructor	Resignation	SCC	8/9/2018		131,001	
11	Wright, Kelley Laney	Math Instructor	Resignation	SCC	12/15/2018		84,082	
							3,974,863	
	Classified	Title	Reasons		Effective Date	Notes	2018-19 Estimated Annual Budgeted Sal/Ben	Total Unr. General Fund by Site
11	Baldemor, Amparo O.	Senior Accountant	Probational Dismiss	District	11/2/2018	Nikki Nguyen Interim Assignment 11/1/18	65,690	
11	Borboa, Kenneth	Technical Specialist I	Promotion	District	9/4/2018	CL18-1191	90,014	
11	Ferraro, Dominick A.	Custodian	Resignation	District	9/28/2018		18,765	
11	Gonzalez, Jaime	P/T District Safety Officer	Resignation	District	8/27/2017		21,984	381,160
11	Martinez, Daniel R	P/T District Safety Officer	Promotion	District	6/16/2018	Reorg#1092/CL18-1207	26,106	
11	Montana, Tracy	Senior Account Clerk	Promotion	District	3/11/2018		83,034	
11	Salinas, Jose	Sr Custodian/Util Worker	Resignation	District	6/7/2018	CL18-1205	75,566	
11	Butler, Aaron J.	P/T Gardener Utility Worker	Promotion	SAC	3/26/2018	REORG#1095 changed position from P/T Athletic Field Grounds Worker to Gardener Utility Worker 11 month grade 8	22,837	
11	Figueroa, Claudia S.	Administrative Secretary	Resignation	SAC	10/16/2018	CL18-1208	73,244	
11	Flores, Erika	Counseling Assistant	Resignation	SAC	8/14/2018	CL18-1188	18,627	
50%-fd 11 50%-fd 12	Gutierrez, Katherine	Admission/Records Specialist II	Transfer	SAC	8/20/2018	CL18-1189	35,633	174,435
50%-fd 11 50%-fd 12	Nguyen, Trang T.	Admission/Records Specialist II	COA	SAC	11/1/2018		24,094	
11	Barsky, Dena L.	Library Technician	Resignation	SCC	10/8/2018		18,175	
14%-fd 11 86%-fd 12	Berganza, Leyvi C	High School & Community Outreach Specialist	Promotion	OEC	3/19/2017		13,268	
11	Mills, Bryan B	Instructional Center Specialist	Retirement	SCC	6/7/2018		89,352	178,170
11	Myers, Jacqueline F.	Job Placement Coordinator	Retirement	SCC	12/29/2018	CL18-1192	57,375	
							733,765	
TOTAL							4,708,628	

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

MEASURE Q

Projects Cost Summary
10/31/18 on 11/05/18

Special Project Numbers	Description	Project Allocation	Total PY Expenditures	FY 2018-2019		Cumulative Exp & Enc	Project Balance	% Spent
				Expenditures	Encumbrances			
ACTIVE PROJECTS								
SANTA ANA COLLEGE								
3035/ 3056	Johnson Student Center	44,739,281	2,894,922	125,176	2,897,585	5,917,683	38,821,598	13%
	Agency Cost		375,487	1,162	6,840	383,490		
	Professional Services		2,517,260	124,014	2,890,744	5,532,018		
	Construction Services		2,175	-	-	2,175		
	Furniture and Equipment		-	-	-	-		
3042	Central Plant Infrastructure	68,170,000	57,052,336	152,740	1,585,040	58,790,116	9,379,884	86%
	Agency Cost		416,740	-	1,658	418,397		
	Professional Services		9,381,093	152,740	1,581,157	11,114,990		
	Construction Services		47,216,357	-	-	47,216,357		
	Furniture and Equipment		38,146	-	2,226	40,371		
3049	Science Center & Building J Demolition	73,380,861	12,903,939	3,661,394	41,032,125	57,597,458	15,783,403	78%
	Agency Cost		423,648	2,846	2,465	428,959		
	Professional Services		4,962,728	259,116	3,639,718	8,861,562		
	Construction Services		7,517,563	3,399,432	37,389,942	48,306,937		
	Furniture and Equipment		-	-	-	-		
TOTAL ACTIVE PROJECTS		186,290,142	72,851,197	3,939,309	45,514,750	122,305,256	63,984,886	66%
CLOSED PROJECTS								
3032	Dunlap Hall Renovation	12,620,659	12,620,659	-	-	12,620,659	0	100%
	Agency Cost		559	-	-	559		
	Professional Services		1,139,116	-	-	1,139,116		
	Construction Services		11,480,984	-	-	11,480,984		
	Furniture and Equipment		-	-	-	-		
3043	17th & Bristol Street Parking Lot	198,141	198,141	-	-	198,141	0	100%
	Agency Cost		16,151	-	-	16,151		
	Professional Services		128,994	-	-	128,994		
	Construction Services		52,996	-	-	52,996		
	Furniture and Equipment		-	-	-	-		
TOTAL CLOSED PROJECTS		12,818,800	12,818,799	0	0	12,818,799	0	100%
GRAND TOTAL ALL PROJECTS		199,108,942	85,669,997	3,939,309	45,514,750	135,124,056	63,984,886	66%
SOURCE OF FUNDS								
	ORIGINAL Bond Proceeds	198,000,000						
	Interest Earned	1,108,942						
	Totals	199,108,942						

Rancho Santiago Community College
FD 11/13 Combined – Unrestricted General Fund Cash Flow Summary
FY 2018-19, 2017-18, 2016-17
YTD Actuals- October 31, 2018

FY 2018/2019															
	July Actual	August Actual	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	2018-2019		
Beginning Fund Balance	\$37,903,213	\$41,278,430	\$35,293,411	\$35,521,757	\$27,521,615	\$27,521,615	\$27,521,615	\$27,521,615	\$27,521,615	\$27,521,615	\$27,521,615	\$27,521,615	Total	Adopted Budget	Variance
Total Revenues	12,626,143	6,866,260	14,600,385	6,661,956	0	0	0	0	0	0	0	0	40,754,743	223,542,347	182,787,604
Total Expenditures	9,250,925	12,851,279	14,372,039	14,662,098	0	0	0	0	0	0	0	0	51,136,341	186,162,593	135,026,252
Change in Fund Balance	3,375,218	(5,985,019)	228,345	(8,000,142)	0	0	0	0	0	0	0	0	(10,381,598)	37,379,754	47,761,352
Ending Fund Balance	41,278,430	35,293,411	35,521,757	27,521,615	27,521,615	27,521,615	27,521,615	27,521,615	27,521,615	27,521,615	27,521,615	27,521,615			

FY 2017/2018															
	July Actual	August Actual	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	2017-2018		
Beginning Fund Balance	\$35,254,317	\$40,165,384	\$34,555,513	\$34,261,380	\$26,080,179	\$27,224,885	\$42,521,590	\$43,680,834	\$33,946,676	\$32,674,972	\$35,963,224	\$26,790,583	Total	Adopted Budget	Variance
Total Revenues	13,230,747	6,401,471	13,730,226	7,947,537	17,388,889	29,510,148	14,345,552	4,546,656	15,319,442	17,749,412	6,431,657	38,131,074	184,732,811	212,618,530	27,885,719
Total Expenditures	8,319,680	12,011,343	14,024,358	16,128,738	16,244,183	14,213,443	13,186,308	14,280,814	16,591,146	14,461,160	15,604,298	27,018,444	182,083,915	181,413,468	(670,447)
Change in Fund Balance	4,911,068	(5,609,872)	(294,132)	(8,181,201)	1,144,706	15,296,705	1,159,244	(9,734,158)	(1,271,704)	3,288,252	(9,172,641)	11,112,630	2,648,896	31,205,062	28,556,166
Ending Fund Balance	40,165,384	34,555,513	34,261,380	26,080,179	27,224,885	42,521,590	43,680,834	33,946,676	32,674,972	35,963,224	26,790,583	37,903,213			

FY 2016/2017															
	July Actual	August Actual	September Actual	October Actual	November Actual	December Actual	January Actual	February Actual	March Actual	April Actual	May Actual	June Actual	2016-2017		
Beginning Fund Balance	\$36,934,285	\$43,339,545	\$38,688,887	\$42,888,559	\$35,251,863	\$37,089,867	\$44,994,813	\$45,583,312	\$29,932,160	\$29,972,359	\$31,677,983	\$19,898,488	Total	Adopted Budget	Variance
Total Revenues	13,317,549	7,899,458	17,481,417	7,032,694	17,260,075	21,386,237	13,039,249	1,848,175	14,033,540	21,401,470	6,295,496	35,646,442	176,641,802	223,542,347	46,900,545
Total Expenditures	6,912,289	12,550,116	13,281,745	14,669,390	15,422,071	13,481,291	12,450,751	17,499,326	13,993,341	19,695,846	18,074,991	20,290,613	178,321,770	186,162,593	7,840,823
Change in Fund Balance	6,405,260	(4,650,658)	4,199,672	(7,636,696)	1,838,004	7,904,946	588,498	(15,651,151)	40,199	1,705,624	(11,779,495)	15,355,829	(1,679,968)	37,379,754	39,059,722
Ending Fund Balance	43,339,545	38,688,887	42,888,559	35,251,863	37,089,867	44,994,813	45,583,312	29,932,160	29,972,359	31,677,983	19,898,488	35,254,317			

Fiscal Resources Committee
Executive Conference Room – District Office
1:30 p.m. – 3:00 p.m.

Meeting Minutes for October 17, 2018

FRC Members Present: Morrie Barembaum, Steven Deeley, Ed Fosmire, Maria Gil, Pilar Gutierrez-Lucero, Bart Hoffman, Thao Nguyen, Adam O'Connor, Arleen Satele, Michael Taylor, Monica Zarske

Alternates/Guests Present: Esmeralda Abejar, Michael DeCarbo, James Kennedy, Roy Shabazian, Jose Vargas

1. Welcome: Mr. O'Connor called the meeting to order at 1:33 p.m.

2. State/District Budget Update

Mr. O'Connor walked the committee through the SCFF White Paper and Presentation to BOSCCC. He noted that the consultant would be in attendance at the November FRC meeting.

Mr. O'Connor pointed out the following items in the white paper:

- The future obligations listed on page 25
 - Aligning goals and budget
 - Audit criteria should be updated to include additional factors relevant to SCFF

Mr. O'Connor pointed out the following items in the presentation:

- New formula is more volatile than previous formula
 - Changes can occur year to year
 - Will need to be cautious with internal fund allocations
- The importance of clean data
 - A districtwide task force has been created to address this issue
- ISAs were not included in the new funding formula
- Simple slides to summarize rates for base allocations, Pell and Promise, and certificates
- Corrections
 - Item “****” should state 12 units in CCC system
 - Item “*****” should state Completion of math and English in first academic year
- Future years
 - RSCCD's data
 - All data elements stay frozen, adds cola and change in split between FTES and other funding factors
 - Increases above cola during shift from 70% to 60% FTES
- Each district's funding will be slightly different
 - Factors like non-credit programs can change the funding mix slightly

Corrections and questions for the consultant's visit were noted.

3. 2019-20 Draft Budget Calendar

The draft calendar was reviewed by the committee. A change was suggested for clarity. Mr. O'Connor asked for a motion to approve the calendar. A motion was made by Mr. Barembaum, seconded by Ms. Satele and approved unanimously.

4. Status update regarding the IEPI consultant and timeline to begin review of BAM for changes relative to the new state funding model
Mr. O'Connor reiterated that the consultant would be in attendance for the next FRC meeting.
5. Standing Report from District Council
Ms. Zarske noted that the last meeting had been short with nothing out of the ordinary.
6. Informational Handouts
The following handouts were distributed:
 - District-Wide Expenditure Report
 - Vacant Funded Position List as of October 9, 2018
 - Measure "Q" Project Cost Summary September 30, 2018
 - Monthly Cash Flow Summary as of September 30, 2018
 - SAC Planning and Budget Committee Agendas and Minutes
 - SCC Budget Committee Agendas and Minutes
7. Approval of FRC Minutes – September 20, 2018
Mr. O'Connor called for a motion to approve the minutes from the September 20, 2018 meeting. A motion was made by Ms. Zarske, seconded by Ms. Gutierrez-Lucero and approved unanimously.
9. Other
No other items were discussed.

Next meeting reminder: Wednesday, November 14, 2018, 1:30 – 3:00 in the Executive Conference Room #114, District Office

The meeting was adjourned at 2:19 p.m.