

1. **CALL TO ORDER – PLEDGE OF ALLEGIANCE**

2. **ORGANIZATIONAL MEETING OF THE BOARD**

- a. Elect Officers – President, Vice President, and Clerk (p5)
- b. Elect Board Representative and Alternate to the Nominating Committee for the County Committee on School District Organization (p6)
- c. Approve Committee Assignments (KVCR Foundation, San Bernardino Regional Emergency Training Center Joint Powers Authority) (p7)
- d. Consideration to Confirm Assignments of Oversight Committees to the Redevelopment Successor Agencies (p8)

3. **ANNOUNCEMENT OF CLOSED SESSION ITEMS**

- a. Conference with Labor Negotiators Government Code 54957.6
Agency Negotiator(s): Dr. Lisa Norman and Bruce Baron
CTA, CSEA, Management/Supervisors, Confidential Employees
- b. Public Employee Performance Evaluation Government Code 54957 Title: Chancellor
- c. Conference with Legal Counsel – Anticipated Litigation: Significant exposure to litigation pursuant to Government Code 54956.9(e)(1): 1 case
- d. Public Employee Discipline/Dismissal Release Government Code 54957: 4 cases
- e. Conference with Legal Counsel – Existing Litigation: Government Code 54956.9: J.M. vs. SBCCD, Case No CIVDS1417422

4. **PUBLIC COMMENTS ON CLOSED SESSION ITEMS**

The San Bernardino Community College Board of Trustees offers an opportunity for the public to address the Board on any agenda item prior to or during the Board's consideration of that item. Matters not appearing on the agenda will be heard after the board has heard all action agenda items. Comments must be limited to five (5) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of public comment, the Board may ask staff to review a matter or may ask that a matter be put on a future agenda. As a matter of law, members of the Board may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion or action in Open Session.

Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor's Office at (909) 382-4091 as far in advance of the Board meeting as possible.

This is an opportunity for members of the public to address the Board concerning closed session items.

5. **CONVENE CLOSED SESSION**

If closed session business is not concluded by 5:15pm, the Board will reconvene to the regular meeting and recess the Closed Session until the end of the meeting.

6. **RECONVENE PUBLIC MEETING**

7. **REPORT OF ACTION IN CLOSED SESSION (if any)**

8. REPORTS

Under Section 54954.2(a)(2) of the Brown Act, trustees are permitted to make a brief announcement or to make a brief report on his or her own activities. Reports from all groups are intended to be non-controversial and used for reporting on conferences, meetings, and other activities related to District business. No action will be taken.

- a. Board Members
 - i. Board Information Requests (p9)
- b. Student Trustees
- c. Chancellor
- d. CHC
 - i. President
 - ii. Academic Senate
 - iii. Classified Senate
 - iv. Associated Students
- e. SBVC
 - i. President
 - ii. Academic Senate
 - iii. Classified Senate
 - iv. Associated Students
- f. CSEA
- g. CTA

9. APPROVAL OF MINUTES

- a. November 12, 2015 (p16)

10. PUBLIC COMMENTS ON AGENDA ITEMS

The San Bernardino Community College Board of Trustees offers an opportunity for the public to address the Board on any agenda item prior to or during the Board's consideration of that item. Matters not appearing on the agenda will be heard after the board has heard all action agenda items. Comments must be limited to five (5) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of public comment, the Board may ask staff to review a matter or may ask that a matter be put on a future agenda. As a matter of law, members of the Board may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion or action in Open Session.

Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor's Office at (909) 382-4091 as far in advance of the Board meeting as possible.

11. CONSENT AGENDA

The Consent Agenda is expected to be routine and non-controversial. It will be acted upon by the Board at one time without discussion. Any member of the Board, staff member or citizen may request that an item be removed from this section for discussion.

- a. **BOARD OF TRUSTEES & CHANCELLOR**
 - i. None
- b. **INSTRUCTIONAL/STUDENT SERVICES**
 - i. Consideration of Approval of Curriculum Modifications - CHC (p27)
 - ii. Consideration of Approval of Curriculum Modifications – SBVC (p32)
 - iii. Consideration of Approval of Student Equity Plan 2015 – CHC (p47)
 - iv. Consideration of Approval of Student Equity Plan 2015 – SBVC (p146)

- c. **HUMAN RESOURCES**
 - i. Consideration of Acceptance of Employee Resignation (p244)
 - ii. Consideration of Approval of Adjunct and Substitute Academic Employees (p245)
 - iii. Consideration of Approval of Appointment of District Employees (p247)
 - iv. Consideration of Approval of District Volunteers (p249)
 - v. Consideration of Approval of Extension of Sabbatical Leave to the 2016-2017 Academic Year (p251)
 - vi. Consideration of Approval of Interim Management Appointments (p252)
 - vii. Consideration of Approval of Non-Instructional Pay for Academic Employees (p254)
 - viii. Consideration of Approval of Professional Expert Short-Term and Substitute Employees (p258)
 - ix. Consideration of Approval of Revision to Management Job Description (p287)
 - x. Consideration of Approval of Salary Step Advancement for Management Employee (p291)
- d. **BUSINESS & FISCAL SERVICES**
 - i. Consideration of Approval of Conference Attendance (p292)
 - ii. Consideration of Approval of District & College Expenses (p296)
 - iii. Consideration of Approval of Individual Memberships (p303)
 - iv. Consideration of Approval of Professional Contracts (p305)
 - v. Consideration of Approval of Purchase Order Report (p308)
 - vi. Consideration of Approval of Routine Contracts (p314)
 - vii. Consideration of Approval to Appoint Members to the CBOC – Starbuck (p348)
 - viii. Consideration of Approval to Surplus Property (p350)
- e. **FACILITIES**
 - i. None
- f. **RESOLUTIONS**
 - i. Consideration of Approval to Adopt a Resolution - Reserve Fund Transfers (p352)
 - ii. Consideration of Approval to Adopt a Resolution to Appropriate Funds (p355)
 - iii. Consideration of Resolution to Acknowledge the Reverend Martin Luther King, Jr. Holiday (p359)
 - iv. Consideration to Adopt a Resolution Expressing Support for International Holocaust Remembrance Day (p361)

12. **ACTION AGENDA**

- a. **BOARD OF TRUSTEES & CHANCELLOR**
 - i. Board Ad Hoc Reports (p363)
 - ii. Consideration of Approval to Accept Board Policies for First Reading (p364)
- b. **INSTRUCTIONAL/STUDENT SERVICES**
 - i. None
- c. **HUMAN RESOURCES**
 - i. Consideration of Approval of Vacation Payout (p379)
- d. **BUSINESS & FISCAL SERVICES**
 - i. Consideration of Approval to Accept Independent Audit Report – District (p380)
 - ii. Consideration of Approval to Accept Independent Audit Report - Measures P and M (p495)
- e. **FACILITIES**
 - i. Consideration of Approval to Award Contract - BWW (p524)
 - ii. Consideration of Approval to Award Contract - Three Peaks (p529)
 - iii. Consideration of Approval to Award RFP and Contract – ISES (p534)

13. **PUBLIC COMMENT ON NON-AGENDA ITEMS**

This is an opportunity for members of the public to address the Board concerning issues on not on the agenda.

14. INFORMATION ITEMS

- a. Applause Cards (p535)
- b. Board Directives for 2016-17 Budget (p542)
- c. Budget Report (p546)
- d. Cenergistic Report (p594)
- e. CHC Building Names (p596)
- f. Construction Pre-Qualification Program (p598)
- g. Enterprise Resource Planning (p600)
- h. General Fund Cash Flow Analysis (p602)
- i. Local Hire Report (p604)
- j. Measure M Construction Change Order and Amendment Summary (p633)
- k. Quarterly Financial Status Report (p660)

15. CONVENE CLOSED SESSION

Convene Closed Session for unfinished business on closed session items.

16. RECONVENE PUBLIC MEETING

17. REPORT OF ACTION IN CLOSED SESSION (if any)

18. ADJOURN – the next Board of Trustees Meeting will be Thursday, January 21, 2016, at SBCCD Board Room

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Stacey Nikac, Executive Assistant

DATE: December 10, 2015

SUBJECT: Consideration of Approval to Elect a President, Vice President and Clerk of the Board of Trustees

RECOMMENDATION

It is recommended that the Board of Trustees elect a President, Vice President and Clerk of the Board of Trustees.

ANALYSIS

Education Code 72000(c)(2)(C) requires that governing boards elect officers at their annual organizational meeting.

Per Administrative Procedure 2305, new officers will begin their term of service at the first meeting of the board in January of the next year. Prior to the first board meeting in January, the outgoing board president and the newly elected board president will meet together to discuss:

- Duties of the board officers, especially the president
- Board policy dates pertinent to the function of the board
- Evaluation of the Chancellor
- Board self-evaluation
- Any current ongoing discussions with the Chancellor

BOARD IMPERATIVE

- I. Institutional Effectiveness
- II. Learning Centered Institution for Student Access, Retention, and Success
- III. Resource Management for Efficiency, Effectiveness, and Excellence
- IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

No impact to the budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Bruce Baron, Chancellor
PREPARED BY: Stacey Nikac, Executive Assistant
DATE: December 10, 2015
SUBJECT: Consideration of Approval to Elect Board Representative and Alternate to the Nominating Committee for the County Committee on School District Organization

RECOMMENDATION

It is recommended that the Board of Trustees elect a Board representative and alternate to serve on the Nominating Committee for the County Committee on School District Organization.

OVERVIEW

Donna Ferracone currently serves as the representative. Gloria Harrison serves as the alternate.

ANALYSIS

The governing board of each community college district shall select one of its members to serve as its voting representative/elector at the annual October meeting of school and community college district representatives (E.C. 4005).

BOARD IMPERATIVE

- I. Institutional Effectiveness
- II. Learning Centered Institution for Student Access, Retention, and Success
- III. Resource Management for Efficiency, Effectiveness, and Excellence
- IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

No impact to the budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Bruce Baron, Chancellor
PREPARED BY: Stacey Nikac, Executive Assistant
DATE: December 10, 2015
SUBJECT: Consideration of Approval of Committee Assignments (KVCR Foundation EDCT Foundation, and San Bernardino Regional Emergency Training Center Joint Powers Authority)

RECOMMENDATION

It is recommended that the Board of Trustees elect three Board members to the KVCR Foundation, three Board members to the EDCT Foundation, and one Board member to the San Bernardino Regional Emergency Training Center Joint Powers Authority.

OVERVIEW

Gloria Harrison, John Longville, and Donna Ferracone currently serve as the Board representatives on the KVCR Foundation.

Two (2) Trustees Needed. Joseph Williams currently serve as the Board representatives on the EDCT Foundation.

Trustee Ferracone serves as the Board representative on the San Bernardino Regional Emergency Training Center Joint Powers Authority.

BOARD IMPERATIVE

- I. Institutional Effectiveness
- II. Learning Centered Institution for Student Access, Retention, and Success
- III. Resource Management for Efficiency, Effectiveness, and Excellence
- IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

No impact to the budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Bruce Baron, Chancellor
PREPARED BY: Stacey Nikac, Executive Assistant
DATE: December 10, 2015
SUBJECT: Consideration to Confirm Assignments of Oversight Committees to the Redevelopment Successor Agency

RECOMMENDATION

It is recommended that the Board of Trustees confirm the assignments of Oversight Committees to the Redevelopment Successor Agency.

OVERVIEW

The Board appoints individuals to the cities Oversight Committee to the Redevelopment Successor Agencies. This information must be transmitted to the State Chancellor's office. Appointees should participate in one-time training and ongoing staff support. Assignments for representation on Oversight Committees to the Redevelopment Successor Agencies are confirmed below.

Current assignments are as follows:

City of Big Bear Lake, Larry Strong

City of Calimesa, (represented by Mt. San Jacinto)

City of Colton, Steve Sutorus

City of Fontana, (represented by Chaffey)

City of Grand Terrace, Jose Torres

City of Highland, (Dr. Anne L. Viricel or staff replaces Dr. Kathleen Henry)

City of Loma Linda, Steve Sutorus

City of Redlands, Donna Ferracone

City of Rialto, Joseph Williams

City of San Bernardino, John Longville

County of San Bernardino, (represented by Chaffey)

IVDA Joint, Jose Torres, ~~Interim~~ Vice Chancellor of Business & Fiscal Services

City of Yucaipa, Donna Ferracone

BOARD IMPERATIVES

- I. Institutional Effectiveness
- II. Learning Centered Institution for Student Access, Retention and Success
- III. Resource Management for Efficiency, Effectiveness and Excellence
- IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

No impact to the budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Bruce Baron, Chancellor
PREPARED BY: Stacey Nikac, Executive Assistant
DATE: December 10, 2015
SUBJECT: Board of Trustees Information Requests

RECOMMENDATION

This item is for information only. No action is required.

ANALYSIS

The Board of Trustees requested a form be developed to track requests made by the board and updates be provided at board meetings.

BOARD IMPERATIVE

- I. Institutional Effectiveness
- II. Learning Centered Institution for Student Access, Retention, and Success
- III. Resource Management for Efficiency, Effectiveness, and Excellence
- IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

No impact to the budget.

**San Bernardino Community College District
2015-2016 Board of Trustees Information Requests
(updated 11/30/15)**

Date of Request: 10/10/2013
Requested by: Trustee Williams
Planned Completion Date: Completed
4/9/2015

Request: Consider succession planning at the President/CEO and Cabinet levels.

Comments: The Board approved BP 2432 on 4/9/15

Date of Request: 5/14/2015
Requested by: Trustee Williams
Planned Completion Date: Completed
8/3/2015

Request: Trustee Williams asked for more information on the bookstore at a future meeting.

Comments: Chancellor provided to the Board on 8/3/15. ASG was very satisfied with the outcome.

Date of Request: 6/11/2015
Requested by: Trustee Longville
Planned Completion Date: Completed
8/3/2015

Request: President Longville asked to have an agenda item to address all concerns presented by the CSEA.

Comments: The final update was provided to the Board on 8/3/15. The President of the CSEA stated that he was satisfied with the results.

Date of Request: 7/9/2015
Requested by: Trustee Henry
Planned Completion Date: Completed
8/3/2015

Request: Chancellor recommends CSEA meet with Vice Chancellor HR and EH&S Director to go through each concern and report back to the board. Trustee Henry requested for Dr. Norman to facilitate the meeting. Dr. Henry asked for an Itemization of what happened, transpired, what was brought forward, what were the responses. The Board will ensure they will address the report once it is received from CSEA/HR.

Comments: Chancellor provided a final detailed report to the Board on 8/3/15.

Date of Request: 7/9/2015
Requested by: Trustee Williams
Planned Completion Date: Completed
8/14/2015

Request: Gabriel Jaramillo asked if we could have Webadvisor fixed as it goes down when students have to register. Trustee Williams asked for a board item to discuss solutions for Webadvisor.

Comments: Chancellor updated the board on 8/14/15. Additional presentations can be made at the request of the Board.

Date of Request: 3/12/2015
Requested by: Trustee Williams
Planned Completion Date: Completed
9/4/2015

Request: Trustee Williams asked who is in charge of Measure M Work? Who has done work within the District over the last year? He would like to have a conversation to give feedback on the process and their bids to the board.

Comments: Chancellor provided the response to the Board on 9/4/15.

Date of Request: 4/9/2015
Requested by: Trustee Harrison
Planned Completion Date: Completed
9/4/2015

Request: Trustee Harrison requested the Chancellor to give direction to KBRJ to give local people the feedback they need to know why their bids were not successful.

Comments: Chancellor provided the response to the Board on 9/4/15.

Date of Request: 7/9/2015
Requested by: Trustee Henry
Planned Completion Date: Completed
9/4/2015

Request: Trustee Henry requested a report that shows how many injuries by department and training reports.

Comments: Chancellor provided the information to the Board on 9/4/15.

Date of Request: 3/12/2015
Requested by: Trustee Ferracone
Planned Completion Date: Completed
9/4/2015

Request: Strategic Planning Committee and Accreditation Ad Hoc Task Force include board members and be agendized to have discussion

Comments: Board ratified member to the Ad Hoc Task Force on 4/9/15. Ad Hoc Task Force updates have been provided in the Trustee's Chat. An update presentation is scheduled for the October board meeting and again in early 2016.

Date of Request: 3/12/2015
Requested by: Trustee Williams
Planned Completion Date: Completed
10/8/2015

Request: Trustee Williams asked how much did the Community Counseling Services raise for the KVCR and SBVC Foundations?

Comments: CCS provided their accomplishments in the Information Items section of the 10/8/15 Board Book.

Date of Request: 9/2/2015
Requested by: Trustee Williams
Planned Completion Date: Completed
10/8/2015

Request: Requested HR Staff to create a chart with Chancellor and Board Self-Evaluation deadlines

Comments: The Vice Chancellor of HR provided the deadlines to the Board on 10/8/15.

Date of Request: 9/8/2015
Requested by: Trustee Ferracone
Planned Completion Date: Completed
10/8/2015

Request: Trustee Ferracone asked how the state figures the FON.

Comments: The report was included in the 10/8/15 Board packet under Information Items.

Date of Request: 9/8/2015
Requested by: All Trustees
Planned Completion Date: Completed
10/8/2015

Request: Trustees asked for a written report from CCS on their accomplishments.

Comments: The report was included in the 10/8/15 Board packet under Information Items.

Date of Request: 9/8/2015
Requested by: Trustees Williams and Singer
Planned Completion Date: Completed
10/8/2015

Request: What is the relationship between the demand for classes/programming and building/seat capacity.

Comments: The report was included in the 10/8/15 Board packet under Information Items.

Date of Request: 9/8/2015
Requested by: Trustee Harrison
Planned Completion Date: Completed
10/8/2015

Request: Trustee Harrison asked for a breakdown of the 765 faculty and staffing needs that were budgeted for. Where is the salary being funded from? How many are funded through the general fund and how many through the restricted fund? Send percentage figure

Comments: The report was included in the 10/8/15 Board packet under Information Items.

Date of Request: 10/8/2015
Requested by: Trustee Williams
Planned Completion Date: Completed
10/26/2015

Request: Trustee Williams recommended the following changes to the Board Orientation Handbook: Line 389 should change to: Board members should be mindful of their role as members of the board and any comments made should not be presented as views of the Board of Trustees. Page 170 add oversight committees to the redevelopment agencies and add KVCR and EDCT Org charts to page 184.

Comments: The recommended changes were made and the revised Board Handbook is posted online.

Date of Request: 8/13/2015
Requested by: Trustee Harrison
Planned Completion Date: Ongoing

Request: The Board requested a report at least every three months on the pre-qualification program for construction projects.

Comments: Fiscal Services will provide a report will be provided in the Information Items section of the board book.

Date of Request: 8/13/2015
Requested by: Trustee Harrison
Planned Completion Date: Ongoing

Request: Trustee Harrison asked for a report every six months to cover local hire reports, disadvantaged business entities, and apprenticeships program reports

Comments: Fiscal Services will provide a report will be provided in the Information Items section of the board book after program implementation.

Date of Request: 8/20/2015
Requested by: Board Retreat
Planned Completion Date: Ongoing

Request: Receive regular information on the progress of filling interim positions via Chancellor's Chat.

Comments: HR will provide a report in the Information Items section of the board book as requested.

Date of Request: 4/9/2015
Requested by: Trustee Williams
Planned Completion Date: Ongoing

Request: Trustee Williams asked for a follow up on the claim for the gymnasium floor through Lima Consulting.

Comments: Chancellor will update the Board on a regular basis until the issue has been resolved. Weekly reports have been provided in Trustee's Chat. Future reports will be included in the Information Items section of the board book as requested.

Date of Request: 4/9/2015
Requested by: Trustee Harrison
Planned Completion Date: 12/10/15

Request: Trustee Harrison requested the Strategic Plan should come back to the board in six months with elements to include TESS, KVCR, and ATTC.

Comments: The complete Strategic Plan will be revised and resubmitted to the Board for 1st read by the end of 2015. It is pending review by the DSPC.

Date of Request: 10/8/2015
Requested by: Trustees Williams and Harrison
Planned Completion Date: 12/10/15

Request: Board requested for staff to look for alternate ways to encourage local vendors to participate in bids.

Comments: Fiscal Services will provide a report back to the Board in the Information Items section of the Board book.

Date of Request: 9/24/2015
Requested by: Goals Ad Hoc Committee
Planned Completion Date: 12/01/15

Request: To incorporate a Meet Your Trustees (use "Collegial") with the Chancellor's Holiday Party. Special invite to the members of District Assembly so the board can get to know the members and better understand the process. Opening dialogue might help them work together on policies.

Comments: The invitation will be emailed to District Assembly members,

Date of Request: 10/8/2015
Requested by: Trustee Harrison
Planned Completion Date: 12/10/15

Request: Trustees would like a creative perpetual recognition listing all board members who served over the last 90 years.

Comments: The Chancellor will bring designs for the Board of Trustees to select. Staff will obtain an accurate list of all past board members.

Date of Request: 9/8/2015
Requested by: Trustee Singer
Planned Completion Date: 02/04/16

Request: Trustee Singer asked the board to consider whether or not they want to change the 15% reserve?

Comments: Trustees to discuss at the Study Session: Budget Directives & Development on 2/4/16.

Date of Request: 9/8/2015
Requested by: Trustee Ferracone
Planned Completion Date: 05/26/16

Request: The Board would like to have more discussion on the budget. Trustee Ferracone suggested a meeting in May to have discussion on where we could go or might go with the budget to be able to make a more informed decision.

Comments: The preliminary budget presentation is scheduled for a study session on 5/26/16, which was approved by the Board on 10/8/15. The Board Ad Hoc Budget Committee meets on a monthly basis and will report updates at the Board meetings.

Date of Request: 9/24/2015
Requested by: Goals Ad Hoc Committee
Planned Completion Date: TBD

Request: Develop a State of Community Colleges "From Cradle to College" Have the college CDC students involved.

Comments: The Board Goals Ad Hoc Committee to work with the Chancellor to develop a plan for this event.

Date of Request: 11/13/2014
Requested by: Trustee Ferracone
Planned Completion Date: TBD

Request: Trustee Ferracone would like the board to consider developing a policy on the hiring of a college president.

Comments: The Board Policy Work Group is tasked to develop the policy with the VC HR.

Date of Request: 3/12/2015
Requested by: Trustee Williams
Planned Completion Date: TBD

Request: SWOT Analysis of CTE Programs.

Comments: This is being worked on through the Educational Master Plan.

Date of Request: 11/12/2015
Requested by: Trustee Williams
Planned Completion Date: TBD

Request: Trustee Williams requested for a future board item on feasibility study to open middle college to all youth in our service area. What are the costs and how many students are displaced?

Comments: A report will be prepared for a future Board meeting that will include consideration of AB 288.

Date of Request: 11/12/2015
Requested by: Board Members
Planned Completion Date: Completed
12/10/15

Request: Board members requested for the Board Information Requests to be placed in the front of the agenda under Board's Report.

Comments: Chancellor place this item back on the agenda under Board's Report as requested.

CALL TO ORDER – PLEDGE OF ALLEGIANCE

President Longville called the meeting to order at 2:40pm. Trustee Ferracone led the pledge of allegiance.

Members Present:

John Longville, President
Joseph Williams, Vice President
Gloria Macias Harrison, Clerk
Donna Ferracone, Trustee
Nickolas W. Zombos Trustee

Members Absent:

Dr. Donald L. Singer, Trustee
Esmeralda Vazquez, CHC Student Trustee
Thomas Robles, SBVC Student Trustee

Administrators Present:

Bruce Baron, Chancellor
Dr. Gloria Fisher, President, SBVC (arrived at 4:30pm)
Dr. Cheryl Marshall, President, CHC (arrived at 4:30pm)
Dr. Lisa Norman, Vice Chancellor Human Resources
Jose Torres, Vice Chancellor Fiscal Services

Administrators Absent:

None

ANNOUNCEMENT OF ELIGIBLE CANDIDATES AND CANDIDATE INTERVIEWS

Four candidates were interviewed for the vacant position of Trustee Area 7. Each of the candidate was provided a list of nine questions and members of the board asked the same questions of the candidates.

2:40-3:00pm Candidate #1, Dr. Anne L. Viricel

CONVENE BREAK

Break convened at 3:05pm

RECONVENE PUBLIC MEETING

Public meeting reconvened at 3:10pm

3:10-3:25pm Candidate #2, Nader Fayez Shahatit

3:30-3:50pm Candidate #3, Susan Barkdoll

CONVENE BREAK

Break convened at 3:50pm

RECONVENE PUBLIC MEETING

Public meeting reconvened at 4:00pm

ANNOUNCEMENT OF CLOSED SESSION ITEMS

- **Conference with Labor Negotiators**, Government Code § 54957.6
Agency Negotiator(s): Dr. Lisa Norman and Bruce Baron
CTA, CSEA, Management/Supervisors, Confidential Employees
- **Public Employee Performance Evaluation**, Government Code § 54957 Title: Chancellor
- **Conference with Legal Counsel – Anticipated Litigation**: Significant exposure to litigation pursuant to Government Code section 54956.9(e)(1): 1 case
- **Public Employee Discipline/Dismissal Release**, Government Code 54957: 4 cases

- **Discrimination Complaint Appeal**, Complainant's Appeal of the District's Administrative Determination Regarding Internal Discrimination Complaint, 5 CCR Section 59338
- **Public Employment**, Government Code 54957 Title: President of SBVC

PUBLIC COMMENTS ON CLOSED SESSION ITEMS

None.

CONVENE CLOSED SESSION

Closed session convened at 4:01pm

RECONVENE PUBLIC MEETING

Public meeting reconvened at 4:28pm

REPORT OF ACTION IN CLOSED SESSION (if any)

None.

4:29-4:40pm Candidate #4, Stephen Sandlin was interviewed by conference call.

PUBLIC COMMENTS ON CANDIDATES

None.

BOARD VOTE FOR PROVISIONAL APPOINTEE

By a majority vote of the Board of Trustees, Dr. Anne L. Viricel was appointed to serve as the trustee for SBCCD District Area 7, commencing the next scheduled board meeting on December 3, from 12-2pm, until the next election in November 2016.

AYES: Ferracone, Harrison, Longville, Williams
 NOES: Zombos
 ABSENT: Singer, Robles, Vazquez
 ABSTENTIONS: None

CONVENE CLOSED SESSION

Closed session convened at 4:40pm

RECONVENE PUBLIC MEETING

Public meeting reconvened at 6:28pm

REPORT OF ACTION IN CLOSED SESSION (if any)

- The Board unanimously took action to approve the settlement agreement and release of all claims for employee #23474.
- The Board unanimously approved a retirement agreement with SBVC College President, Gloria Fisher, effective June 30, 2016.

REPORTS

- Trustee Zombos attended the ACCT Leadership Conference and reported on sessions he attended.
- Trustee Williams attended the ACCT Leadership Conference and reported on the sessions he attended.
- President Longville attended Excellence in Education meeting and reported SBVC's Middle College High School was recognized for having a 100% graduation rate.
- Trustee Harrison attended and reported on the ACCT Leadership Conference, San Bernardino County of School Board members, and the Excellence in Education event.
- Trustee Ferracone attended and reported on the ACCT Leadership Conference, Valley's STEM paloosa, Crafton Center Opening, and San Bernardino County of School Board members.
- Chancellor Baron new legislation AB798 College Textbook Affordability Act. Asked the audience to support the America's College Promise Act.
- SBVC President provided a written report. Trustee Williams requested for a future board item on feasibility study to open middle college to all youth in our service area. What are the costs and how many students are displaced?
- SBVC Associated Students reported on Veteran's Luncheon, Clash of the Clubs 11/19/15, Survivor packages will be passed out in December, Office of Life Holiday Dinner December 18, Black Student Union Kwanza event December 12, ASG went to Redlands to support Veterans. Region 9 supported AB798.
- CHC President provided a written report.

- CSEA Political Action Coordinator gave thanks for the diversity efforts. Trust is still lacking between leadership and classified staff.

APPROVAL OF MINUTES

Trustee Ferracone motioned, Trustee Williams seconded the motion and the board members voted as follows:
To approve the minutes of October 8, 2015.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
 NOES: None
 ABSENT: Singer, Robles, Vazquez
 ABSTENTIONS: None

PUBLIC COMMENTS ON AGENDA ITEMS

None.

CONSENT AGENDA

INSTRUCTIONAL/STUDENT SERVICES

Consideration of Approval of Curriculum Modifications – CHC

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the attached Curriculum Modifications for CHC.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
 NOES: None
 ABSENT: Singer, Robles, Vazquez
 ABSTENTIONS: None

Consideration of Approval of Donation – Science

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To accept the donation from US Food and Drug Administration, Pacific Regional Laboratory Southwest of (1) VWR Aquasonic Cleanser, Model 750D to be used for cleaning glassware in the Chemistry Department.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
 NOES: None
 ABSENT: Singer, Robles, Vazquez
 ABSTENTIONS: None

Consideration of Approval to Serve Champagne at Campus Event – Crafton

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve champagne to be served at a campus event: President’s Circle Preview Party of the new Canyon Hall Building, December 3, 2015.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
 NOES: None
 ABSENT: Singer, Robles, Vazquez
 ABSTENTIONS: None

Consideration of Approval of Donation – Textbooks

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To accept a donation from Mr. Steve Harrington of (20) Heavy Duty Truck Systems, 6th Edition Textbooks made to the Diesel Department to be used for student training purposes.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
 NOES: None
 ABSENT: Singer, Robles, Vazquez
 ABSTENTIONS: None

HUMAN RESOURCES

Consideration of Approval of Sabbatical Leave for the 2015-2016 Academic Year

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the granting of sabbatical leave for Dave Bastedo for the 2015-2016 academic year.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos

NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of the Revision to Professional Expert and Short Term Lists

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the list of professional expert and short term lists.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Acceptance of Employee Resignation

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To accept the resignation of Melinda Wallace, Child Development Assistant, CHC. Resigning effective October 14, 2015. Last day of employment October 13, 2015. 7 months of service. Marcial Cardenas, Custodian I, SBVC. Resigning effective November 30, 2015. Last day of employment is November 30, 2015. 11 years of service. Thomas Crane, Lab Technician, Environmental Science, CHC. Resigning effective October 10, 2015. Last day of employment October 9, 2015. 4 years of service.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Adjunct and Substitute Academic Employees

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the list of adjunct and substitute academic employees.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Appointment of District Employees

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the list of district employees; Yancie Carter, Matriculation Coordinator, SBVC, effective November 30, 2015. Ericka Morgan, Custodian, SBVC, effective November 30, 2015. Keenan Giles, EOPS Counselor, SBVC, effective November 13, 2015. Maribel Cisneros, EOPS Counselor, SBVC, effective January 4, 2016.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Coordinator Stipend

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve coordinator stipends for Moreno, Mariana, Transfer Center \$1,440 total for 12 months; Winningham, Laura, Library \$1,440 total for 12 months.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of District Volunteers

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the list of district volunteers.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None

ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Employee Promotion

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the promotion of Martha Camacho-Kelly, Account Clerk II, District, promoted to Purchasing Agent, District, effective November 16, 2015.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Employment Rescission

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To rescind the employment of Larry Blanco, Student Success Services and Programs (SSS&P) Coordinator, Counseling, SBVC, effective November 12, 2015 and rescind the employment of Letitia Baden, Clerical Assistant, CHC, effective October 13, 2015.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Management Tuition Reimbursement

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the management tuition reimbursement for Dr. Lisa Norman.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Non-Instructional Pay for Academic Employees

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the list of non-instructional pay for academic employees.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

BUSINESS & FISCAL SERVICES

Consideration of Approval of Conference Attendance

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the list of conference attendance with a modification to the CCLC Annual Conference for President Marshall. Conference travel date should be 11/17/15-11/20/15.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of District & College Expenses

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the list of district and college expenses.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Individual Memberships

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the list of individual memberships.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Professional Services Contracts

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the list of professional services contracts.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Purchase Order Report

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the purchase order report.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Routine Contracts

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the list of routine contracts.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Sole Source Contract – Ellucian

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the contract for managed and hosting services with Ellucian Company L.P. as a sole source vendor for Colleague (Database, Applications, UI WebAdvisor, and Self-Service) applications in the amount of \$1,061,123.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval to Appoint Members to the CBOC - Garcia-Jaramillo-Retana

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the appointment of Kevin Retana and Gabriel Jaramillo to the Citizens Bond Oversight Committee for an initial two-year term, and reappoint Albert Garcia for a second two-year term.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval to Donate Property - City of Redlands

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the surplus and donation of six precast concrete steps to the City of Redlands.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None

ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval to Donate Property - Rio Hondo

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve the surplus and donation of seven pieces of Diesel department equipment to Rio Hondo College.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval to Surplus Property

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To declare the equipment and/or materials listed on the attached as surplus property, and direct the Business Manager to arrange for its sale or disposal.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

FACILITIES

Consideration of Approval of Amendment 002 – CHJ

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve Amendment 002 to the CHJ Incorporated contract in the amount of \$299,351.00.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Amendment 002 - Leighton Consulting Inc.

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve Amendment 002 to the Leighton Consulting, Inc. contract for Measure M Projects at CHC in the amount of \$25,000.00.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Amendment 005 - Knowland Construction Services

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve Amendment 005 to the Knowland Construction Services, Inc. contract for Measure M Projects in the amount of \$26,496.00.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Amendment 010 - Little Diversified at SBVC

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows:
To approve Amendment 010 to the Little Diversified Architectural Consulting, Inc. contract at SBVC in the amount of \$750.00.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Measure M Construction Changes

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows: To approve the following contract amendments and ratify the following change orders. These changes are required and necessary, benefit the District, and reflect the most favorable negotiated costs.

Crafton Hills College – PE Complex						
	<u>Change #</u>	<u>Original Contract</u>	<u>Previous Changes</u>	<u>Proposed Changes</u>	<u>New Contract</u>	<u>Total CO %</u>
All-Surface Roofing & Waterproofing	CO-01	7,320.00	0	243.00	7,563	3.32%
Restoration Management Company	CO-01	48,658.68	0	500.00	49,158.68	1.03%
Crafton Hills College – Small Scale Construction Projects – Swing Space						
Three Peaks Corporation	CO-01	14,085.00	0	1,155.00	15,240.00	8.20%
Mobile Modular Management Corporation	CO-01	107,242.00	0	(1,155.00)	106,087.00	-1.08%

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval to Ratify UCCAP Contract - Beaumont Electric

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows: To ratify a UCCAP contract with Beaumont Electric, Inc. of Beaumont, California in the amount of \$13,928.00.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval to Ratify UCCAP Contract - National Construction

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows: To ratify a UCCAP contract with National Construction & Maintenance of San Bernardino, California for the CHC – Chemistry, Health, Science; Tenant Improvements (1st Floor Phase 1) project in the amount of \$162,872.10.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

RESOLUTIONS

Resolution for International Day Persons with Disabilities

Trustee Harrison motioned, Trustee Ferracone seconded the motion and the board members voted as follows: To adopt a resolution proclaiming December 3, 2015 as “International Day of Persons with Disabilities”.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

ITEMS PULLED FOR DISCUSSION

Consideration of Approval of Revised Management Job Description- District Director of Public Affairs and Government Relations

The item was pulled from the agenda.

Consideration of Approval of Professional Expert Short-Term and Substitute Employees

Trustee Ferracone recused herself and left the room.

Trustee Harrison motioned, Trustee Williams seconded the motion and the board members voted as follows:
To approve the list of professional expert short-term and substitute employees.

AYES: Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: Ferracone

Resolution In Support of College Promise Nov 2015

Trustee Williams motioned, Trustee Harrison seconded the motion and the board members voted as follows:
To adopt a resolution in support of "America's College Promise" Proposal: Tuition-Free Community College for Responsible Students and the work of the California College Promise Campaign. Trustee Williams would like the board to look at Heads up Strategy and consider supporting it.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

ACTION AGENDA

BOARD OF TRUSTEES & CHANCELLOR

Board Ad Hoc Committee Reports

Trustee Ferracone motioned, Trustee Williams seconded the motion and the board members voted as follows:
To accept the reports given from the Ad Hoc Committees:

Established meeting date to meet with

- o Board Policy & Accreditation Ad Hoc – Donna Ferracone, Dr. Donald L. Singer, Gloria Harrison

Trustee Ferracone reported the Board Policy Ad Hoc has reviewed all BPs and APs that were scheduled for the first year of the 6-year review cycle. Chancellor will send his rationale of changes to AP 2410 to the subcommittee and AP 2410 will be resent to District Assembly.

- o Evaluation (Board Self-Evaluation and Chancellor Evaluation) Ad Hoc – Gloria Harrison, John Longville, Nickolas W. Zoumbos

Trustee Harrison reported established and reviewed timeline and are keeping within the timeline. The first meeting is scheduled for December 3.

- o Board Goals Ad Hoc – John Longville, Joseph Williams, Donna Ferracone

President Longville reported the board is doing outreach by joining with the Chancellor's Holiday Party to meet and greet with District Assembly.

- o Budget Ad Hoc – Joseph Williams, Donna Ferracone, Gloria Harrison

Trustee reported receiving an in depth education on the budget and how it is constructed.

- o Student Success Ad Hoc – Joseph Williams, Donna Ferracone, John Longville

Trustee Williams asked the Chancellor to assign staff to the committee and schedule a meeting. The purpose of the meeting will be to discuss a proposed agenda and to establish a purpose of the committee with a mission and vision.

- o Board Vacancy Ad Hoc – John Longville, Nickolas W. Zoumbos Gloria Harrison

The committee met and developed questions. The new trustee who was appointed will be sworn in at the December 3 meeting.

- o SBCCD Board & Local K-12 Boards Issues – Dr. Donald L. Singer, Joseph Williams, Donna Ferracone

This committee is still pending.

HUMAN RESOURCES

Consideration of Acceptance of Employee Retirement

Trustee Harrison motioned, Trustee Zoumbos seconded the motion and the board members voted as follows:

To accept the retirement of Laura Winningham, Librarian, CHC, retiring effective June 30, 2016, after 32 years of service to the District. Her last day of employment is June 30, 2016.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos

NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of Management Appointment - Vice Chancellor Fiscal Services

Trustee Harrison motioned, Trustee Zoumbos seconded the motion and the board members voted as follows:
To approve the management appointment of Jose Torres, Vice Chancellor, Business and Fiscal Services, District.
Effective November 13, 2015, through June 30, 2017.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of One Time Off Salary Schedule Bonus for Classified Employees

Trustee Harrison motioned, Trustee Zoumbos seconded the motion and the board members voted as follows:
To approve a one-time off salary schedule bonus of \$1,000 for Classified employees.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of One Time Off Salary Schedule Bonus for Confidential Employees

Trustee Harrison motioned, Trustee Zoumbos seconded the motion and the board members voted as follows:
To approve a one-time off salary schedule bonus of \$1,000 for Confidential employees.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of One Time Off Salary Schedule Bonus for CTA Employees

Trustee Harrison motioned, Trustee Zoumbos seconded the motion and the board members voted as follows:
To approve a one-time off salary schedule bonus of \$700 for full-time faculty employees and \$300 for part-time faculty employees.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval of One Time Off Salary Schedule Bonus for Management Employees

Trustee Harrison motioned, Trustee Zoumbos seconded the motion and the board members voted as follows:
To approve a one-time off salary schedule bonus of \$1,000 for management employees.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

BUSINESS & FISCAL SERVICES

Consideration of Approval to Adopt a Resolution to Appropriate Funds

Trustee Harrison motioned, Trustee Zoumbos seconded the motion and the board members voted as follows:
To adopt a resolution approving the appropriation of income from the general reserve to various major expense classifications as indicated by need on the resolution.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

Consideration of Approval to Adopt Budget Calendar

Trustee Harrison motioned, Trustee Zoumbos seconded the motion and the board members voted as follows:
To adopt the attached Budget Calendar.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

FACILITIES

Consideration of Approval to Award Bid and Contract – BWW

Trustee Harrison motioned, Trustee Zoumbos seconded the motion and the board members voted as follows:
To award bid and contract to BWW & Company of Redlands, California for the Chemistry, Health, Science/Occupational Education 1 (OE1): Tenant Improvement (OE1, CHS, MSA) Phase 2 project in the amount of \$320,013.67.

AYES: Ferracone, Harrison, Longville, Williams, Zoumbos
NOES: None
ABSENT: Singer, Robles, Vazquez
ABSTENTIONS: None

PUBLIC COMMENT ON NON-AGENDA ITEMS

Anthony Serrano
Mary Copeland

Board members requested for the Board Information Requests to be placed in the front of the agenda under Chancellor’s Report.

INFORMATION ITEMS

- Applause Cards
- Board of Trustees Information Requests – place back to where it was
- Budget Report
- Cenergistic Report
- CHC Program Viability Process Policy
- CHC Veterans Task Force Report
- Clery Report
- EDCT Accomplishments September 2015
- Energy Conservation Program Board Update
- General Fund Cash Flow Analysis
- HSI Stem Pass Go Report
- Local Hire Summary
- Measure M Construction Change Orders & Amendments
- Quarterly Investment Report
- Status of District Strategic Planning Committee Alignment Activities

ADJOURN

President Longville adjourned the meeting at 7:40pm

Gloria Macias Harrison, Clerk
San Bernardino Community College District
Board of Trustees

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Cheryl A. Marshall, President, CHC
PREPARED BY: Bryan Reece, Vice President of Instruction, CHC
DATE: December 10, 2015
SUBJECT: Consideration of Approval of Curriculum Modifications

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached Curriculum Modifications.

OVERVIEW

The courses, certificates and degrees at CHC are continually being revised and updated to reflect and meet student needs.

ANALYSIS

These courses, certificates and degrees have been approved by the Curriculum Committee of the Academic Senate.

BOARD IMPERATIVE

II. Learning Centered Institution for Student Access, Retention and Success.

FINANCIAL IMPLICATIONS

None.

**CRAFTON HILLS COLLEGE
SUBMITTED FOR BOARD OF TRUSTEES APPROVAL**

December 10, 2015

COURSE MODIFICATIONS

COURSE ID	COURSE TITLE
ENG 101	Freshman Composition

Note: The course is being updated to add the possibility of a hybrid course in order to allow for more flexibility as needed. The course currently equated with ENGL 101 at Valley.

Effective: FA16

Rationale: De addition only (added hybrid possibility)

COURSE ID	COURSE TITLE
ENG 281	World Literature from the 17 th Century to the Present

Note: The course is being revised for C-ID. The course currently equates with ENGL 281 at Valley

Effective: FA16

Rationale: To meet C-ID descriptor requirements.

COURSE ID	COURSE TITLE
MATH 952L	Prealgebra Laboratory

SCHEDULE DESCRIPTION: Projects and additional materials to enhance the understanding of Prealgebra content, integrated math study skills specific to MATH 952, strategies to overcome math avoidance, and approaches to reduce math anxiety. Graded on a pass or no pass basis only. Not degree applicable.

Note: The course units are being changed to variable units in order to allow for greater flexibility in the course offering and depth of coverage of material. Corequisite for the class is MATH 952. The semester units are now 0.5-1 and lab hours have changed to 24-48 hours. Currently the course is no equated with Valley because the class is not offered.

Effective: FA16

Rationale: Revise semester units and lab hours

COURSE ID	COURSE TITLE
MATH 990L	Elementary Algebra

CATALOG DESCRIPTION: Projects and additional materials to enhance the understanding of Elementary Algebra content, integrated math study skills specific to MATH 090, Elementary Algebra with an emphasis the differences in strategies from those for MATH 952, strategies to overcome math avoidance, and approaches to reduce math anxiety. Graded on a Pass or No Pass basis only. Not degree applicable.

SCHEDULE DESCRIPTION: Projects and additional materials to enhance the understanding of Elementary Algebra content, integrated math study skills specific to MATH 090, Elementary Algebra with an emphasis the differences in strategies from those for MATH 952, strategies to overcome avoidance, and approaches to reduce math anxiety. Graded on a Pass or No Pass basis only. Not degree applicable.

Note: The course is being updated in order to allow for more flexibility as needed. Course may vary the units needed to be changed to variable. The corequisite for the class is MATH 090. The semester units are now .5-1 and lab hours have changed to 24-48 hours. The course is currently not equated with Valley because it is not offered.

Effective: FA16

Rationale: Revise semester units and lab hours

NEW COURSES

	COURSE TITLE
KIN/S 138A	Pickleball I

Course Title: Pickleball I

Course I.D.:KIN/S 138A

Prerequisite(s): None

Corequisite(s): None

Departmental Recommendation(s): None

Semester Units: 0.5 – 1

Minimum Semester Hours:

Lecture: 0 **Lab:** 24 – 48 **Clinical:** 0 **Field:** 0 **Independent:** 0

Catalog Description:

Development of beginning-level playing and competitive skills in the paddle sport of Pickleball. Instruction in the beginning skills, techniques, strategies, along with rules and etiquette. Pickleball features simple rules and is easy to learn. Because beginners can enjoy the sport almost immediately, while advanced players experience it as a fast-paced, highly competitive game, Pickleball is suitable for individuals of all ages, fitness levels and athletic abilities.

Schedule Description:

Development of beginning-level playing and competitive skills in the paddle sport of Pickleball. Instruction in the beginning skills, techniques, strategies, along with rules and etiquette. Pickleball features simple rules and is easy to learn. Because beginners can enjoy the sport almost

immediately, while advanced players experience it as a fast-paced, highly competitive game, Pickleball is suitable for individuals of all ages, fitness levels and athletic abilities.

Note: This course does not equate with SBVC. SBVC does not offer this course.

Effective: FA16

COURSE ID	COURSE TITLE
KIN/X 150A	Intercollegiate Golf – Women – In Season

Course Title: Intercollegiate Golf – Women – In Season

Course I.D.:KIN/X 150A X3

Prerequisite(s): None

Corequisite(s): None

Departmental Recommendation(s): None

Semester Units: 3

Minimum Semester Hours:

Lecture: 0 **Lab:** 144 **Clinical:** 0 **Field:** 0 **Independent:** 0

Catalog Description:

Instruction and training in the techniques, strategies, conditioning and teamwork required for intercollegiate golf competition. This course is intended for members of the Women's Intercollegiate Golf team. Limitation on enrollment: enrollment is based on a success tryout.

Schedule Description:

Instruction and training in the techniques, strategies, conditioning and teamwork required for intercollegiate golf competition. This course is intended for members of the Women's Intercollegiate Golf team. Limitation on enrollment: enrollment is based on a success tryout

Effective: FA16

COURSE ID	COURSE TITLE
KIN/X 150B	Intercollegiate Golf – Women’s Off-Season

Course Title: Intercollegiate Golf – Women - Off-Season

Course I.D.:KIN/X 150B X3

Prerequisite(s): None

Corequisite(s): None

Departmental Recommendation(s): None

Semester Units: 2

Minimum Semester Hours:

Lecture: 0 **Lab:** 96 **Clinical:** 0 **Field:** 0 **Independent:** 0

Catalog Description:

Off-season sports conditioning in preparation for intercollegiate athletic participation for female golfers. Sport specific training with the goal of addressing individual needs, growth and development. Limitation on enrollment: enrollment is based on a successful tryout.

Schedule Description:

Off-season sports conditioning in preparation for intercollegiate athletic participation for female golfers. Sport specific training with the goal of addressing individual needs, growth and development. Limitation on enrollment: enrollment is based on a successful tryout.

Effective: FA16

COURSE ID	COURSE TITLE
MICRO 100	Microbes and Society

Course Title: Microbes and Society

Course I.D.: MICRO 100

Prerequisite(s): None

Corequisite(s): None

Departmental Recommendation(s): None

Semester Units: 3

Minimum Semester Hours:

Lecture: 48 **Lab:** 0 **Clinical:** 0 **Field:** 0 **Independent:** 0

Catalog Description: Students will learn about the microbiology of human disease through lecture, discussion and independent projects. Topics will include historical plagues, more recent outbreaks, and ongoing endemic global diseases and potential bioterror agents. Students will learn how scientists identify, study and control infectious agents and the complex ecological, social, political and economic issues that must also be considered. Other topics covered include the role of microbes in the production of food, common infectious disease in domestic pets and the socioeconomic significance of disease in livestock. The major goal of this course is to capture the interest of students by introducing them to the fascinating and crucial roles of microbes in everyday life including public health, environmental science, agriculture, and biotechnology.

Schedule Description:

Introduction to microbes and their impact on society for the nonmajor.

Effective: FA16

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Dr. Gloria Fisher, President, SBVC
PREPARED BY: Dr. Haragewen Kinde, Vice President, Instruction, SBVC
DATE: December 10, 2015
SUBJECT: Consideration of Approval of Curriculum - SBVC

RECOMMENDATION

It is recommended that the Board of Trustees approve the SBVC curriculum modifications.

OVERVIEW

The courses, certificates, and degrees at SBVC are continually being revised and updated to reflect and meet student needs.

ANALYSIS

These courses, certificates, and degrees have been approved for addition, modification, and deletion by the Curriculum Committee of the Academic Senate and will be included in the 2016-2017 College Catalog.

BOARD IMPERATIVE

II. Learning Centered Institution for Student Access, Retention, and Success.

FINANCIAL IMPLICATIONS

None.

SAN BERNARDINO VALLEY COLLEGE
SUBMITTED FOR BOARD OF TRUSTEE APPROVAL
December 10, 2015

NEW COURSE

Course ID: MATH 601
Course Title: Independent Lab for Fundamental Mathematical Skills
Units: 0 - 0
Laboratory: 5 - 10 contact hour(s) per week
Prerequisite: None
Catalog Description: This class is offered as a study or review of the fundamental concepts of arithmetic and prealgebra. The course reviews topics of mathematical properties, including the fundamental operations of whole numbers, integers, fractions, decimals, ratios, proportions, and percent. Topics also include exponential notation, linear equations in one variable, algebraic word problems, variables, polynomials, and the appropriate operation rules for rational numbers, whole numbers and integers.
Schedule Description: The course reviews topics of mathematical properties, including the fundamental operations of whole numbers, integers, fractions, decimals, ratios, proportions, and percent. Topics also include exponential notation, linear equations, variables, polynomials, and the appropriate operation rules for rational numbers, whole numbers and integers.
Rationale: The course will be offered as an open entry, open exit lab. Many students cannot complete the semester credit course in the time allotted. This allows students to successfully complete the material at their own pace allowing them to move to a credit pathway.
Equate: Course not offered at CHC.
Effective: Fall 2016

MODIFY COURSE

COURSE ID	COURSE TITLE
AERO 900	LAB STUDIES IN AVIATION MAINTENANCE TECHNOLOGY

Prerequisite: AERO 100L and AERO 101L
Corequisite: AERO 100L and AERO 101L
Rationale: To Help Military personal and students to finish the course. Changed prerequisite to corequisite and repeatability.
Equate: Course not offered at CHC.
Effective: Fall 2016

COURSE ID	COURSE TITLE
BIOL 260	HUMAN ANATOMY

Prerequisite: ENGL 015 or eligibility for ENGL 101 or ENGL 101H as determined by the SBVC assessment process and MATH 090.
Departmental Advisory: BIOL 100

Curriculum Meeting: 10-12-15, 11-9-15
 Conjoint Meeting: 11-10-15
 Board of Trustees Meeting: December 10, 2015
 1 of 14

Rationale: Biology Department decided to adjust prerequisites and departmental advisories after evaluating further the needs of our students, and meeting with Chemistry and Nursing.
Equate: Course not offered at CHC.
Effective: Fall 2016
C-ID: BIOL 110B (Approved)

COURSE ID	COURSE TITLE
BIOL 261	HUMAN PHYSIOLOGY

Prerequisite: BIOL 260 and CHEM 101
Departmental Advisory: BIOL 100
Rationale: Biology Department decided to adjust prerequisites and departmental advisories after evaluating further the needs of our students, and meeting with Chemistry and Nursing.
Equate: Course not offered at CHC.
Effective: Fall 2016
C-ID: BIOL 120B (Conditional)

COURSE ID	COURSE TITLE
BIOL 270	MICROBIOLOGY

Prerequisite: BIOL 205 or CHEM 101
Departmental Advisory: BIOL 100 and ENGL 101 or ENGL 101H
Rationale: Biology Department decided to adjust prerequisites and departmental advisories after evaluating further the needs of our students, and meeting with Chemistry and Nursing.
Equate: Equates with CHC's MICRO 150.
Effective: Fall 2016

COURSE ID	COURSE TITLE
KINX 120BX3	INTERCOLLEGIATE BASKETBALL – MEN, SPRING

Units: 1.5
Laboratory: 4.5 contact hour(s) per week
 72-81 contact hours per semester
Catalog Description: This course is intended for members of the Men's Intercollegiate Basketball team. The course is the second of the sequence that focuses on conference and postseason competition. **LIMITATION ON ENROLLMENT: ENROLLMENT IS BASED ON A SUCCESSFUL TRYOUT FOR KINX 120Ax3.**
Schedule Description: This course is intended for members of the Men's Intercollegiate Basketball team. The course is the second of the sequence that focuses on conference and postseason competition. **LIMITATION ON ENROLLMENT: ENROLLMENT IS BASED ON A SUCCESSFUL TRYOUT FOR KINX 120Ax3.**
Rationale: Department changed lab hours to reflect contact hours per week, as well as per semester. Course would not load into the OSCAR system because the lab hours were too large. Courses are divided into Pre-Season and Post-Season. Students must try out for the course, changing course description to reflect successful tryout of KINX120 AX3.

Curriculum Meeting: 10-12-15, 11-9-15
 Conjoint Meeting: 11-10-15
 Board of Trustees Meeting: December 10, 2015
 2 of 14

Equate: Course not offered at CHC.
Effective: Fall 2016

COURSE ID	COURSE TITLE
KINX 121BX3	INTERCOLLEGIATE BASKETBALL – WOMEN, SPRING

Units: 1.5
Laboratory: 4.5 contact hour(s) per week
 72-81 contact hours per semester
Catalog Description: This course is intended for members of the Women's Intercollegiate Basketball team. The course is the second of the sequence that focuses on conference and postseason competition. **LIMITATION ON ENROLLMENT: ENROLLMENT IS BASED ON A SUCCESSFUL TRYOUT FOR KINX 121Ax3.**
Schedule Description: This course is intended for members of the Women's Intercollegiate Basketball team. The course is the second of the sequence that focuses on conference and postseason competition. **LIMITATION ON ENROLLMENT: ENROLLMENT IS BASED ON A SUCCESSFUL TRYOUT FOR KINX 121Ax3.**
Rationale: Department changed lab hours to reflect contact hours per week, as well as per semester. Course would not load into the OSCAR system because the lab hours were too large. Students must try out for the course, changing course description to reflect successful tryout of KINX121 AX3.
Equate: Course not offered at CHC.
Effective: Fall 2016

COURSE ID	COURSE TITLE
PSYCH 105	STATISTICS FOR THE BEHAVIORAL SCIENCES

Units: 4
Lecture: 4 contact hour(s) per week
 64 - 72 contact hours per semester
Rationale: PSYCH 105 has been taught as a 3 unit course but more in class time is needed to help increase student success, retention (completion), and satisfaction. Therefore, we wish to change this course to a 4-unit course.
Equate: Equates with CHC's MATH 110
Effective: Fall 2016

COURSE ID	COURSE TITLE
WST 061	WATER DISTRIBUTION I

Prerequisite: MATH 952 or eligibility for MATH 090 as determined by the SBVC assessment process or WST 052
Corequisite: MATH 952 or eligibility for MATH 090 as determined by the SBVC assessment process or WST 052
Catalog Description: This introductory course is designed for students interested in the field of water distribution. It covers the configuration, operation and maintenance of a water distribution system, and includes the Expected Range of Knowledge (ERK) required for the State Water Resource Control Board (SWRCB) water distribution certification tests at D1 and D2 levels. Successful completion of this course fulfills

Curriculum Meeting: 10-12-15, 11-9-15
 Conjoint Meeting: 11-10-15
 Board of Trustees Meeting: December 10, 2015
 3 of 14

Schedule Description: the requirements for specialized training covering fundamentals of water supply principles required to apply for the SWRCB D2 certification test. This introductory course in water distribution covers the configuration, operation and maintenance of a water distribution system. It prepares students for the State Water Resource Control Board (SWRCB) D1 and D2 certification tests. Successful completion of this course fulfills training required to apply for the SWRCB D2 certification exam.

Rationale: Update the course to reflect change in pre-requisite/co-requisite. WST 052 is changing from departmental advisory to a pre-requisite or co-requisite to improve student success. WST 052 is already required as part of Water Supply Technology Certificate, thus will not require additional course work for students. This change will only encourage students to enroll in WST 052 earlier in the water supply sequence of courses. MATH 942 is changing to MATH 952 to increase student success, and provide students with another option for those pursuing an Associate of Science Degree in Water Supply Technology.

Equate: Course not offered at CHC.

Effective: Fall 2016

COURSE ID	COURSE TITLE
WST 071	WATER TREATMENT I

Prerequisite: MATH 952 or eligibility for MATH 090 as determined by the SBVC assessment process or WST 052

Corequisite: MATH 952 or eligibility for MATH 090 as determined by the SBVC assessment process or WST 052

Catalog Description: This introductory course is designed for students interested in the field of water treatment. It includes processes required to treat source water into potable water and includes the Expected Range of Knowledge (ERK) required to pass the California State Water Resource Control Board (SWRCB) water treatment certification test at T1 level. Successful completion of this course fulfills the requirements for the specialized training covering drinking water treatment required to apply for SWRCB T2 certification test.

Schedule Description: This introductory course includes processes required to treat source water into potable water. It prepares students for the California State Water Resource Control Board (SWRCB) T1 certification test. Successful completion of this course fulfills the training required to apply for SWRCB T2 certification test.

Rationale: Update the course to reflect change in pre-requisite/co-requisite. WST 052 is changing from departmental advisory to a pre-requisite or co-requisite to improve student success. WST 052 is already required as part of Water Supply Technology Certificate, thus will not require additional course work for students. This change will only encourage students to enroll in WST 052 earlier in the water supply sequence of courses. MATH 952 is changing from departmental advisory to a pre-requisite/co-requisite to increase student success, and provide students with another option for those pursuing an Associate of Science Degree in Water Supply Technology.

Equate: Course not offered at CHC.

Effective: Fall 2016

DISTRIBUTED EDUCATION

BIOL 260 BIOL 270 WST 061 WST 071

Curriculum Meeting: 10-12-15, 11-9-15

Conjoint Meeting: 11-10-15

Board of Trustees Meeting: December 10, 2015

4 of 14

100% ONLINE

Rationale: One of the planning themes of San Bernardino Valley College (SBVC) is access. For career technical courses, the issue of scheduling is crucial. Students working the night shift can only take class in the morning while those working traditional day schedules can only take evening classes. Given these variables and difficult schedules, students need the flexibility of time that an online class affords. An asynchronous online class allows students to study when their schedules allow and where they have the space and materials to do so effectively. The online delivery method of these courses supports the mission of SBVC by providing access to education to a diverse community of learners who find themselves in a community with complicated lives and difficult and demanding schedules and responsibilities.

Effective: FA16

MODIFY DEGREE

Anthropology Associates of Arts Transfer Degree (AA-T)

Anthropology is the study of what it means to be human. It has been called the most scientific of the humanities and the most humanistic of the sciences as it takes a broad approach to the study of humanity, integrating biological, archaeological, cultural, and linguistic perspectives. Anthropologists often aim for their work to aid in understanding and solving real-world issues faced by humans today. The courses within this program are designed to provide students with applicable skills useful in a vast range of occupations.

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer", a newly established variation of the associate degrees traditionally offered at a California community college. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. Students transferring to a CSU campus that does accept the AA-T or AS-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high unit" major). This degree may not be the best option for students intending to transfer to a particular CSU campus or to a university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

To earn this AA-T degree, students must meet the following requirements:

- completion of the following major requirements with grades of C or better;
- completion of a minimum of 60 CSU transferable semester units with a grade point average of a least 2.0; and
- certified completion of the CSU General Education-Breadth (CSUGE) or Intersegmental General Education Transfer Curriculum (IGETC) for CSU, which requires a minimum of 39 units.

It is highly recommend that students complete courses that satisfy the U.S. History, Constitution, and American Ideals requirement as part of CSUGE or IGETC before transferring to a CSU.

Students planning to transfer to a four-year institution and major in Anthropology should consult with a counselor regarding the transfer process and lower division requirements.

Curriculum Meeting: 10-12-15, 11-9-15

Conjoint Meeting: 11-10-15

Board of Trustees Meeting: December 10, 2015

5 of 14

Required Core Courses:		Units
ANTHRO100	Introduction to Archaeology	3
ANTHRO102	Cultural Anthropology	3
or		
ANTHRO102H	Cultural Anthropology - Honors	3
ANTHRO106	Biological Anthropology	3
or		
ANTHRO106H	Biological Anthropology - Honors	3
List A: Select one of the following (3 units minimum):		Units
ANTHRO125	Language and Culture	3
ENGL102	Intermediate Composition and Critical Thinking	4
or		
ENGL102H	Intermediate Composition and Critical Thinking - Honors	4
MATH108	Introduction to Probability and Statistics	4
PSYCH105	Statistics for the Behavioral Sciences	4
List B: Select one to two courses (3-8 units):		Units
BIOL260	Human Anatomy	4
GEOL101	Introduction to Physical Geology	3
and		
GEOL111	Introduction to Physical Geology Laboratory	1
GIS130	Introduction to Geographic Information Systems (GIS)	3
PSYCH201	Research Methods for the Behavioral Sciences	4
List C: 3 units minimum		Units
Any course from List A or B not already used:		
COMMST174	Intercultural Communication	3
GEOG102	Cultural Geography	3
MUS107	Music of the World	3
RELIG101	Introduction to World Religions	3
RELIG150	Introduction to Mythology	3
SOC100	Introduction to Sociology	3
or		
SOC100H	Introduction to Sociology - Honors	3
SOC141	Race and Ethnic Relations	3
ART107	Art History: Africa, Asia, the Americas, and Oceania	3

Curriculum Meeting: 10-12-15, 10-26-15, 11-9-15

Conjoint Meeting: 11-10-15

Board of Trustees Meeting: December 10, 2015

6 of 14

ART108	Art of Mexico and Mesoamerica	3
ENGL163	Chicano Literature	3
ENGL165	African-American Literature	3
ENGL280	World Literature: To 17th Century	3
ENGL281	World Literature: 17th Century to Present	3
HIST107	The United States and the North American Indians	3
HIST137	Racial and Ethnic Groups in United States History	3
HIST139	African-American History 1877 to Present	3
HIST140	Chicano History	3
HIST150	Introduction to Latin American History	3
HIST170	World History to 1500	3
HIST171	World History Since 1500	3
POLIT141	Introduction to World Politics	3
ANTHRO108	North American Indians	3
ANTHRO109	Visual Culture and Art	3
ANTHRO110	Magic, Witchcraft, and Religion	3
RELIG110	Magic, Witchcraft, and Religion	3
Major Total: 18-24		Units
CSU GE-Breadth or IGETC for CSU requirements: 37-39		Units
CSU electives (as needed to reach 60 transferable units): 0-5		Units
Total Units		60

Rationale: This degree is being modified to reflect changes to PSYCH 105 unit value, PSYCH 101 course ID and unit value, as well as course name changes.

Effective: Fall 2016

Biology Associate of Science Degree

The Associate of Science degree in Biology is intended to provide breadth in the aspects of biology that investigate the living world including cellular physiology, genetics, ecology, and evolutionary biology. Majors in Biology prepare for a wide variety of occupations in education, government, medicine, research, and biotechnology. This degree prepares students to transfer to four-year universities to pursue a Bachelor's degree. At the four-year institutions, students may choose to specialize in one particular field of Biology.

To graduate with the A.S degree in Biology, students must complete the following required courses plus the general breadth requirements for the Associate's Degree (minimum total = 60 units).

REQUIRED COURSES:		Units
BIOL205	Cell and Molecular Biology	4
BIOL206	Organismal Biology	4

Curriculum Meeting: 10-12-15, 10-26-15, 11-9-15

Conjoint Meeting: 11-10-15

Board of Trustees Meeting: December 10, 2015

7 of 14

BIOL207	Evolutionary Ecology	4
CHEM150	General Chemistry I	5
	or	
CHEM150H	General Chemistry I - Honors	5
CHEM151	General Chemistry II	5
	or	
CHEM151H	General Chemistry II - Honors	5
MATH250	Single Variable Calculus I	4
MATH251	Single Variable Calculus II	4
RECOMMENDED COURSES:		Units
CHEM212	Organic Chemistry I	4
	or	
CHEM212H	Organic Chemistry I - Honors	4
CHEM213	Organic Chemistry II	4
	or	
CHEM213H	Organic Chemistry II - Honors	4
PHYSIC150A	General Physics for the Life Sciences I	5
PHYSIC150B	General Physics for the Life Sciences II	5

Total Units **30**
PID 533

Rationale: Content Review.

Effective: Fall 2016

Library Technology Associate of Arts Degree

To graduate with a specialization in Library Technology, students must complete 21 units from the following list of courses plus the general breadth requirements for the Associate Degree (minimum 60 units).

REQUIRED COURSES:		Units
LIB062	Care and Repair of Library Materials	1
LIB063 *	Survey of Literature for Library Technicians	2
LIB064	Introduction to Library Services	3
LIB065	Public Services	3
LIB066	Acquisitions	3
LIB067	Cataloging and Classification	3
LIB070	Library Technology and Media Services	4
LIB110	Information Literacy and Research	2

Total Units **21**

* or any other college-level literature course

PID 570

This is a Gainful Employment Program

Rationale: Approved before the 2014-2015 Catalog Deadline. Resubmitted to correct number of units.

Curriculum Meeting: 10-12-15, 10-26-15, 11-9-15

Conjoint Meeting: 11-10-15

Board of Trustees Meeting: December 10, 2015

8 of 14

Effective: FA 16

Psychology Associate of Arts Transfer Degree (AA-T)

Psychology is both a natural and a social science concerned with the study of human behavior, thoughts, and emotions. As such, it is a broad discipline which involves both pure science and practical application of science to matters of daily living. The Psychology Associate in Arts Degree for Transfer (Psychology AA-T degree) provides students with an education in the core aspects of Psychology which include research methods, statistics, biological influences on behavior and mental processes, and major theoretical perspectives in the discipline. The Psychology AA-T degree prepares students for transfer to CSU campuses that offer bachelor's degrees in psychology.

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer", a newly established variation of the associate degrees traditionally offered at a California community college. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. Students transferring to a CSU campus that does accept the AA-T or AS-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high unit" major). This degree may not be the best option for students intending to transfer to a particular CSU campus or to a university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

To earn this AS-T degree, students must meet the following requirements:

- completion of the following major requirements with grades of C or better;
- completion of a minimum of 60 CSU transferable semester units with a grade point average of at least 2.0; and
- Certified completion of the CSU General Education-Breadth (CSUGE) or Intersegmental General Education Transfer Curriculum (IGETC), which requires a minimum of 39 units.

It is highly recommend that students complete courses that satisfy the U.S. History, Constitution, and American Ideals requirement as part of CSUGE or IGETC before transferring to a CSU.

It is also highly recommended that students complete ENGL 101/101H or the equivalent before taking any Psychology courses beyond Psychology 100/100H.

Required Core Courses:

		Units
PSYCH100	General Psychology	3
	or	
PSYCH100H	General Psychology - Honors	3
PSYCH105	Statistics for the Behavioral Sciences	4
	or	
MATH108	Introduction to Probability and Statistics	4
PSYCH201	Research Methods for the Behavioral Sciences	4

List A: Select one from the following courses (3-4 units):

Curriculum Meeting: 10-12-15, 10-26-15, 11-9-15

Conjoint Meeting: 11-10-15

Board of Trustees Meeting: December 10, 2015

9 of 14

PSYCH141	Introduction to Biological Psychology	3
BIOL100	General Biology	4
List B: Select one from the following courses (3-4 units) or any course from List A not already used:		Units
CD105	Child Growth and Development	3
CD105H	Child Growth and Development-Honors	3
ENGL102	Intermediate Composition and Critical Thinking	4
ENGL102H	Intermediate Composition and Critical Thinking - Honors	4
PSYCH111	Developmental Psychology: Lifespan	3
PSYCH112	Developmental Psychology: Child and Adolescent Psychology	3
SOC100	Introduction to Sociology	3
SOC100H	Introduction to Sociology - Honors	3
List C: Select one from the following courses (3 units) or any course from List A or B not already used:		Units
PSYCH102	Personal and Social Adjustment	3
PSYCH110	Abnormal Psychology	3
PSYCH118	Human Sexual Behavior	3
Major Total: 20-22		Units 60
CSU GE-Breadth or IGETC requirements: 37-39		Units 39 - 42
CSU Electives (as needed to reach 60 transferable units)		Units 0 - 3
Total Units		60

Rationale: This degree is being modified to reflect changes to PSYCH 105 unit value, PSYCH 101 course ID and unit value, as well as course name changes.

Effective: Fall 2016

Sociology Associate of Arts Transfer Degree (AA-T)

Sociology is both a scientific and humanistic discipline. Sociologists examine the systems of social action including single social acts, social relationships, organizations, institutions, communities, and societies. Through analyses of society, its groups, institutions, and processes, sociologists attempt to understand and predict human behavior. The study of sociology prepares students for further study of and careers in social work, probation, corrections, human services, law enforcement, research, public policy, law and education.

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer", a newly established variation of the associate degrees traditionally offered at a California community college. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission

Curriculum Meeting: 10-12-15, 10-26-15, 11-9-15

Conjoint Meeting: 11-10-15

Board of Trustees Meeting: December 10, 2015

10 of 14

to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. Students transferring to a CSU campus that does accept the AA-T or AS-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high unit" major). This degree may not be the best option for students intending to transfer to a particular CSU campus or to a university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

To earn this AA-T degree, students must meet the following requirements:

- completion of the following major requirements with grades of C or better;
- completion of 60 CSU transferable semester units with a grade point average of a least 2.0; and
- certified completion of the CSU General Education-Breadth (CSUGE) or Intersegmental General Education Transfer Curriculum (IGETC) for CSU, which requires a minimum of 39 units.

It is highly recommend that students complete courses that satisfy the U.S. History, Constitution, and American Ideals requirement as part of CSUGE or IGETC before transferring to a CSU.

Students planning to transfer to a four-year institution and major in sociology should consult with a counselor regarding the transfer process and lower division requirements.

Completion of CSU GE-Breadth or IGETC for the UC or CSU is required in addition to the major requirements listed below.

REQUIRED CORE COURSES: (10 UNITS)

	Units
SOC100	3
	or
SOC100H	3
	and
SOC110	3
	or
SOC110H	3
	and
PSYCH105	4
	or
ECON208	4
	or
MATH108	4
	or
PSYCH201	4

Curriculum Meeting: 10-12-15, 10-26-15, 11-9-15

Conjoint Meeting: 11-10-15

Board of Trustees Meeting: December 10, 2015

11 of 14

LIST A: SELECT TWO COURSES (6 units)**Any required core course not already used**

		Units
SOC130	Family Sociology	3
SOC135	Introduction to Crime	3
SOC141	Race and Ethnic Relations	3
SOC145	Sociology of Gender	3
SOC150	Aging and the Life Course	3

LIST B: SELECT ONE COURSE (3 units minimum):**Any course not used from List A:**

		Units
ADJUS101	Introduction to Administration of Justice	3
ANTHRO100	Introduction to Archaeology	3
ANTHRO102	Cultural Anthropology	3
	or	
ANTHRO102H	Cultural Anthropology - Honors	3
ANTHRO106	Biological Anthropology	3
	or	
ANTHRO106H	Biological Anthropology - Honors	3
ANTHRO108	North American Indians	3
ANTHRO109	Visual Culture and Art	3
ANTHRO110	Magic, Witchcraft, and Religion	3
ANTHRO125	Language and Culture	3
CD105	Child Growth and Development	3
	or	
CD105H	Child Growth and Development-Honors	3
COMMST135	Mass Media and Society	3
COMMST174	Intercultural Communication	3
COMMST176	Gender Differences in Communication	3
ECON100	Introduction to Economics	3
ECON200	Principles of Macroeconomics	3
	or	
ECON200H	Principles of Macroeconomics - Honors	3
ECON201	Principles of Microeconomics	3
	or	
ECON201H	Principles of Microeconomics - Honors	3
ENGL102	Intermediate Composition and Critical Thinking	4

Curriculum Meeting: 10-12-15, 10-26-15, 11-9-15

Conjoint Meeting: 11-10-15

Board of Trustees Meeting: December 10, 2015

12 of 14

	or	
ENGL102H	Intermediate Composition and Critical Thinking - Honors	4
GEOG102	Cultural Geography	3
GEOG106	Geographic Perspectives on the Environment	3
GEOG120	World Regional Geography	3
HIST100	United States History to 1877	3
	or	
HIST100H	United States History to 1877 - Honors	3
HIST101	United States History: 1865 to Present	3
	or	
HIST101H	United States History: 1865 to Present - Honors	3
HIST107	The United States and the North American Indians	3
HIST137	Racial and Ethnic Groups in United States History	3
HIST138	African-American History to 1877	3
HIST139	African-American History 1877 to Present	3
HIST140	Chicano History	3
HIST145	History of California	3
HIST150	Introduction to Latin American History	3
HIST170	World History to 1500	3
HIST171	World History Since 1500	3
PHIL102	Critical Thinking and Writing	3
	or	
PHIL103	Introduction to Logic: Argument and Evidence	3
PHIL180	Death and Dying	3
POLIT100	American Politics	3
POLIT110	Introduction to Political Theory	3
	or	
POLIT110H	Introduction to Political Theory Honors	3
POLIT140	Introduction to Comparative Politics	3
POLIT141	Introduction to World Politics	3
PS112	Introduction to the Development of Modern Science	3

Curriculum Meeting: 10-12-15, 10-26-15, 11-9-15

Conjoint Meeting: 11-10-15

Board of Trustees Meeting: December 10, 2015

13 of 14

PSYCH100	General Psychology	3
	or	
PSYCH100H	General Psychology - Honors	3
PSYCH102	Personal and Social Adjustment	3
PSYCH110	Abnormal Psychology	3
PSYCH111	Developmental Psychology: Lifespan	3
PSYCH112	Developmental Psychology: Child and Adolescent Psychology	3
PSYCH118	Human Sexual Behavior	3
RELIG110	Magic, Witchcraft, and Religion	3
RELIG135	Religion in America	3
RELIG180	Death and Dying	3
RTVF100	Introduction to Electronic Media	3
SOC120	Medical Sociology	3

Major Total: 19-23 **Units**

CSU GE-Breadth or IGETC for CSU requirements: 37-39 **Units**

CSU electives (as needed to reach 60 transferable units): 0-2 **Units**

Total Units **60**

Rationale: This degree is being modified to reflect changes to PSYCH 105 unit value, PSYCH 101 course ID and unit value, as well as course name changes.

Effective: Fall 2016

Curriculum Meeting: 10-12-15, 10-26-15, 11-9-15

Conjoint Meeting: 11-10-15

Board of Trustees Meeting: December 10, 2015

14 of 14

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Cheryl A. Marshall, President, CHC
PREPARED BY: Rebecca Warren-Marlatt, Vice President, Student Services, CHC
DATE: December 10, 2015
SUBJECT: Consideration of Approval of Student Equity Plan 2015

RECOMMENDATION

It is recommended that the Board of Trustees approve Crafton Hills College's Student Equity Plan 2015. A hard copy of the Student Equity Plan has been provided to the Board of Trustees.

OVERVIEW

Guidelines set by the California Community College's Chancellor's Office require Crafton Hills College to submit the Student Equity Plan for Board approval.

ANALYSIS

The 2015 Student Equity Plan is due to the State Chancellor's Office on December 18, 2015. The California Community College's Chancellor's Office will approve the plan and notify Crafton Hills College.

BOARD IMPERATIVE

- I. Institutional Effectiveness
- II. Learning-Centered Institution for Student Access, Retention and Success
- III. Resource Management for Efficiency Effectiveness and Excellence
- IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

Increased categorical funding for services and support will increase access, success, degree/certificate attainment, and transfer for disproportionately impacted groups.



Student Equity Plan

December 18, 2015

TABLE OF CONTENTS

SIGNATURE PAGE.....5

EXECUTIVE SUMMARY7

 Introduction7

 Target Groups.....9

 Goals11

 Activities12

 Student Equity Funding and Other Resources.....15

 Contact Person/Student Equity Coordinator17

PLANNING COMMITTEE AND COLLABORATION18

 Role of the Student Success, Equity, and Enrollment Management (SSEEM) Committee18

 Membership of the SSEEM Committee18

 Planning Process19

METHOD: ASSESSMENT OF DISPROPORTIONATE IMPACT.....21

ACCESS.....24

 Campus-Based Research: Access.....24

 Overview24

 Indicator Definitions and Data24

 Conclusions: Disproportionately Impacted Student Groups: Access.....25

 Goals, Activities, Funding, and Evaluation: Access26

 Access Baseline Data26

 Goals and Activities to Improve Access for Target Student Groups29

 Goal A: Access.....29

 Activity A.129

 Expected Outcomes A.1.1-A.1.4.....29

 Research and Evaluation, Goal A.....29

COURSE COMPLETION34

Campus-Based Research34

 Overview34

 Conclusions: Disproportionately Impacted Student Groups: Course Completion.....39

Goals and Activities: Course Completion41

 Goal B: Course Completion.41

 Activity B.141

 Expected Outcome B.1.141

 Research and Evaluation, Goal B.....41

BASIC SKILLS COMPLETION44

 Campus-Based Research44

 Overview44

 Indicator Definitions and Data44

 Conclusions: Disproportionately Impacted Student Groups: Basic Skills Completion59

Goals and Activities: Basic Skills Completion61

 Goal C: Basic Skills Completion.....61

 Activity C.1 – C.1.461

 Expected Outcome C.1.1-C.1.4.....61

 Research and Evaluation, Goal C.....61

DEGREE AND CERTIFICATE COMPLETION65

 Campus-Based Research.....65

 Overview65

 Indicator Definitions and Data65

 Conclusions: Disproportionately Impacted Student Groups: Degree and Certificate Completion69

Goals and Activities for Degree and Certificate Completion.....71

 Goal D: Degree and Certificate Completion71

 Activity D.171

 Expected Outcome D.1.1-D.1.771

 Research and Evaluation, Goal D71

TRANSFER76

 Campus-Based Research.....76

Overview76

Indicator Definitions and Data76

Conclusions: Disproportionately Impacted Student Groups: Transfer.....80

Goals and Activities for Transfer82

 Goal E: Transfer82

 Activity E.182

 Expected Outcome E.1.1-1.3.....82

 Research and Evaluation, Goal E.....82

SUMMARY BUDGET86

SUMMARY EVALUATION PLAN.....90

 Appendix A: Demographics of the Surrounding Community.....92

ENDNOTES.....96

CRAFTON HILLS COLLEGE

Student Equity Plan

SIGNATURE PAGE

District: San Bernardino Community College District

Date Approved by Board of Trustees: December 10, 2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance with the student equity expenditure guidelines published by the California Community College Chancellor’s Office (CCCCO).

College President: _____
Dr. Cheryl A. Marshall

I certify that student equity categorical funding allocated to my college will be expended in accordance with the student equity expenditure guidelines published by the CCCCCO.

College Chief Business Officer, Michael Strong

District Chief Business Officer, Jose Torres

I certify that I was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

Vice President of Student Services Dr. Rebeccah Warren-Marlatt

Vice President of Instruction Dr. Bryan Reece

Academic Senate President, Professor Denise Allen Hoyt

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

Classified Senate President Michelle Tinoco

Student Equity Coordinator Dr. Rebecca Warren-Marlatt, Vice President, Student Services

Student Equity Coordinator Dr. Bryan Reece, Vice President, Instruction

EXECUTIVE SUMMARY

All of us in the academy and in the culture as a whole are called to renew our minds if we are to transform educational institutions--and society--so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and our love of freedom. -bell hooks

Introduction

Since the opening of Crafton Hills College (CHC) in 1971, more than 100,000 people of all ages, interests, and backgrounds have enrolled at the College. Crafton Hills College currently serves approximately 5,500 students. Crafton Hills College offers more than 38 majors in the liberal arts and sciences, career and technical studies. The buildings and grounds have been designed to promote community, reflection, growth and learning.

An emphasis on diversity, inclusion, and the growth of each individual is clearly stated in the mission, vision, and values of Crafton Hills College.

- *Mission: To advance the educational, career, and personal success of our diverse campus community through engagement and learning.*
- *Vision: Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.*
- *Values: Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.*

Crafton Hills College demonstrates a commitment to equity and diversity through its major planning processes, curriculum and instructional programs, services and programming, professional development and hiring practices, and research and evaluation priorities.

Planning Processes. Several major planning documents at Crafton Hills College cite inclusion, diversity, and equity as institutional priorities.

- The institution's values include inclusiveness and the advancement of each individual.
- Goal 2.1 of the Educational Master Plan is to "Seek, welcome, and respect diversity, and promote inclusiveness." Objective 2.1.2 is to "Improve the inclusiveness of targeted programs in which at least one student demographic group is significantly underrepresented."

Disaggregated data is provided to all units in the Planning and Program Review processes, and unit members are asked to identify disproportionate impact for their particular program(s), and to reflect on the actions needed to remedy it.

Curriculum and Teaching. The CHC general education pattern includes a diversity and multicultural course requirement. Diversity courses can be found in the following disciplines: Anthropology, Arabic, ASL, Communication Studies, English, French, History, Humanities, Japanese, Religion, Russian, Spanish, and Sociology.

Programming and Services. There are 31 clubs at the College. Some of them--such as El Club Español, the Terrestrial Investigation Club, the Philosophy Club, and Phi Beta Lambda--support students' diverse academic interests. Others--such as Active Minds (mental health issues), the Black Student Union, Hands on ASL (Deaf and hard-of-hearing), MECHA (Latino/a issues), PossAbilities (disabilities), and Walking Tall (undocumented immigrant students)--directly support an understanding and appreciation of diversity.

The College provides a broad range of events designed to promote understanding of diversity. Events are sponsored by various campus entities, such as clubs, Student Life, Theatre Arts, Communication Studies, and the Foreign Languages Department. Some of the diversity events and celebrations held at Crafton Hills College include:

- Cinco De Mayo
- Dia De Los Muertos
- Wa'at Native American Days
- Operation Glitter Drag Show, a Benefit for Foothill Aids
- The Laramie Project, a Theatre Arts production
- Arts Day
- Art Gallery Exhibits with themes of diversity
- Day of Advocacy, sponsored by the Communication Studies Department
- Arabic Celebration
- Multicultural Day
- Theater Arts Events, e.g. *Diversity in the I.E.; Including You: IE*
- Speaker: Luis Montalvan, author of *Until Tuesday*

The institution maintains a Department of Disabled Student Programs and Services (DSPS), a program for homeless students (Project REACH), and a food cupboard for food-insecure, economically disadvantaged students (COACH Cupboard).

Hiring Practices and Professional Development. According to a recent District staffing plan, the College's full- and part-time Hispanic student headcount represented 42.69 percent of the student population, while the Hispanic staff count and Hispanic faculty headcounts represented only 8.76 and 9.06 percent of these respective groups. In order to align with the District and College values of inclusiveness and diversity, the College and the District are working collaboratively to increase Hispanic representation in the staff and faculty.

The Professional Development Committee has sponsored training opportunities centered on diversity and equity. For example, in December 2013, the Professional Development Committee sponsored Safe Space training to a large group of faculty, staff, and managers to support CHC's lesbian, gay, bisexual, transgender, queer (LGBTQ) population, and during fall, 2012, Dr. Tom Brown, an expert on educational equity, was invited to address the managers and faculty on the topic of increasing first-year student success in all CHC students, including those with backgrounds typically thought of as "at risk."

Research and Evaluation. Crafton Hills College disaggregates student success data annually in order to identify disproportionately impacted groups. The results of analysis are used to improve services and teaching, and to select and/or design effective interventions. The College ensures that cultural and linguistic biases are minimized by using placement instruments that are approved by the California Community College Chancellor's Office, such as Accuplacer, which is used for student assessment and placement into math and English courses. As a condition of approval, the vendor must be able to demonstrate that their instrument is free of cultural or linguistic biases. Students are provided complete instructions of the assessment process in the Student Pre-Assessment Review Guide, available online at the Assessment web page.

The College regularly evaluates placement instruments to validate their effectiveness and minimize biases. Disproportionate impact is assessed in all assessment and placement studies. The College Office of Institutional Effectiveness, Research and Planning routinely disaggregates data by group membership to determine disproportionate impact so that the College can develop plans to eliminate it.

Target Groups

The results of analysis indicated that African American, Hispanic, Native American, and students 20 years old or older experience the greatest levels of disproportionate impact across outcomes. African American and Hispanic students were more likely to have substantially lower math and English throughput rates and lower degree/certificate and transfer rates. In addition, Native American students were less likely to attend Crafton Hills College and more likely to have substantially lower degree/certificate completion rates than others. In general, students who

were 20 years old or older were also less likely to earn a degree/certificate or transfer than younger students. Moreover, students 30 years old or older were also less likely to attend CHC, finish their degrees or certificates, and transfer compared to the College's primary service area population. Veterans and individuals with disabilities are under-represented at the College, and Foster Youth have significant difficulty with course completion. Table 1 summarizes the results of the disproportionate impact study by group membership and outcome.

Table 1: Summary of Disproportionate Impact by Protected Status and Outcome.

Group Membership	Access	Course Success	Throughput Rate		Degree/Cert Completion Rate	Transfer Rate	# DP	# RG
			Math	English				
Gender								
Female	No	RG	RG	RG	RG	RG	0	5
Male	No	No	No	No	Yes	No	1	0
Ethnicity								
Asian	No	No	RG	RG	RG	RG	0	4
African American	No	No	Yes	Yes	Yes	Yes	4	0
Hispanic	No	No	No	Yes	Yes	Yes	3	0
Native American	Yes	No	NA	NA	Yes	No	2	0
Caucasian	Yes	RG	No	No	No	No	1	1
Two or More Races	No	No	No	No			0	0
Missing	No	No	No	NA	No	No	0	0
Age								
19 or younger	No	No	No	RG	No	RG	0	2
20-24	No	No	RG	No	Yes	Yes	2	1
25-29	No	No	No	No	Yes	Yes	2	0
30-34	Yes	No	Yes	NA	Yes	Yes	4	0
35-39	Yes	No	NA	NA	RG	Yes	2	1
40-49	Yes	No	NA	NA	No	Yes	2	0
50 or older	Yes	No	NA	NA	Yes	Yes	3	0
Disability	Yes	RG	RG	No	No	Yes	2	2
Economically Disadvantaged	No	No	Yes	No	RG	No	1	1
Foster Youth	No	Yes	NA	NA	NA	NA	1	0
Veteran	Yes	RG	No	NA	NA	NA	1	1
Total DP	9	1	3	2	8	9		

Note: "DP" refers to Disproportionate Impact. "Yes" means that DP was present and "No" means that it was not present. "NA" refers to Not Applicable and refers to subgroups with the number of records below 30. The sub-group was not large enough for a methodological sound comparison. "RG" refers to the Reference Group, is the sub-group with the highest outcome rate, and the sub-group to which all other sub-groups were compared.

Goals

The major goals of the plan are to identify and implement research-based interventions and actions that will bring disproportionately impacted groups to parity with the reference groups for each outcome. A more overarching goal is to increase the access, course completion, basic skills throughput, degree and certificate completion, and transfer of *all* CHC students. These goals are closely linked with the CHC Educational Master Plan and the institution's Quantitative Effectiveness Indicators.

Goal	Objectives
<p>GOAL A: ACCESS Serve a higher proportion of veterans, the disabled, 30-34, and 35-39 year olds in the Crafton Hills College Primary Service Area.</p>	<p>Increase access of:</p> <ul style="list-style-type: none"> • 30-34 year olds from 6.1 % to 7.6% • 35-39 year olds from 3.3% to 7.9% • Veterans from 3.3% to 7.3% • Students with disabilities from 4.5% to 7.8%
<p>GOAL B: COURSE COMPLETION Improve the course success rate of CHC foster youth students.</p>	<p>Increase the course success rate of foster youth students from 49.0% to 58.7%.</p>
<p>GOAL C: BASIC SKILLS COMPLETION Increase the English throughput rate of African American and Hispanic students and increase the math throughput rate of African American and economically disadvantaged students.</p>	<p>Increase the English throughput rate of:</p> <ul style="list-style-type: none"> • African American Students from 32.4% to 45.2% • Hispanic students from 44.9% to 46.9% <p>Increase the math throughput rate of:</p> <ul style="list-style-type: none"> • African American students from 14.0% to 28.2% • Economically disadvantaged students from 34.7% to 38.1%
<p>GOAL D: DEGREE AND CERTIFICATE COMPLETION Increase the degree/certificate completion rate of males, African American, Hispanic, Native American, and students 20 – 34 years old</p>	<p>Increase the degree/certificate completion rate of</p> <ul style="list-style-type: none"> • Males from 14.6% to 17.2% • African American students from 13.3% to 16.5% • Hispanic students from 14.1% to 16.5% • Native American students from 14.1% to 16.5% • 20-24 year old students from 10.3% to 17.2% • 25-29 year old students from 14.3% to 18.0% • 30-34 year old students from 14.3% to 18.0%.
<p>GOAL E: TRANSFER Increase the transfer rate of African American, Hispanic, and students 20 – 24 years old</p>	<p>Increase the transfer rate of:</p> <ul style="list-style-type: none"> • African American students from 14.3% to 18.0% • Hispanic students from 14.3% to 18.0% • 20-24 year-old students from 14.3% to 18%

Activities

Activities and interventions are clustered around five broad areas:

- Embedded Instructional Support
- Intrusive Advisement
- Universal Design
- Peer Mentoring and Engagement
- Expansion of Services and Support
- Professional Development

Embedded Instructional Support is a strategy stemming from extant literature showing that tutoring that is situated within the framework of a developmental math or Englishⁱ course, such as supplemental instruction, has positive impact on students' grades and course persistence.ⁱⁱ This strategy will be undertaken to improve course success of Foster Youth and basic skills throughput of Hispanic, African American, Native American, economically disadvantaged, and working adults.

Intrusive Advisement is a composite of strategies designed to make the student feel cared for by the institution. Examples include early alert for students in academic or personal distress, the proactive monitoring of grades and engagement, and overt actions to better connect with students. The research shows that intrusive advisement improves students' academic skills and increases their retention, key factors in degree/certificate and course completion.ⁱⁱⁱ This strategy will be undertaken to improve course success of Foster Youth and basic skills throughput of Hispanic, African American, Native American, economically disadvantaged, and working adults. It is expected that Intrusive Advisement will have an indirect impact on the degree and certificate completion of males, African American, Hispanic, Native American, students in their twenties, and working-aged adults.

Universal Design for learning is an educational framework based on research in cognitive neuroscience that promotes the development of individually-tailored learning environments that can accommodate individual learning needs. Principles of universal design address the creation of learning goals, methods, materials, and assessments that work for everyone. Though the concept emerged in addressing the learning and access needs of individuals with disabilities, other groups are also potential beneficiaries of this approach; older students, those with low academic attainment, students with learning differences, and students whose first language is not English.^{iv} This strategy is expected to positively impact access for students with disabilities and to promote the course success of Foster Youth and the basic skills throughput for African American, Hispanic, and economically disadvantaged students.

Peer and Faculty Mentoring have been found to have a particularly positive impact on student engagement and satisfaction, critical factors in developing a campus climate of inclusion and appreciation of diversity.^{vvi} Other research shows students are more likely to remain in college if they feel connected to the institution.^{vii} This strategy is expected to influence degree and certificate completion of males, African Americans, Hispanics, Native Americans, and students in the 20-34-year age range.

Expansion of Services and Support is critical in ensuring that key units have the infrastructure and staff to promote the access of veterans and individuals with disabilities, and the course success of foster youth. Critical services include outreach and recruitment, orientation, educational planning, and follow-up for under-served populations.

Professional Development is critical in providing support to faculty and staff as they face the challenge of effectively teaching and serving a diverse student population. Within the framework of professional development, the college will engage in rigorous dialogue about cross-cultural competency, racial identity, and intercultural sensitivity.^{viii} This intervention will impact all disproportionately impacted groups across all outcomes because it will positively influence the culture to become more inclusive, the instructional faculty to become more flexible and student-centered in their teaching design, and the service units to better understand each student's context and needs.

The table below provides a general summary of the research-based activities selected to address each goal/objective, as well as some examples. A more thorough description of the activities designed for each goal is provided in the appropriate section of this plan.

Goal and Activity Summary	Examples of Activities
<p>Goal A: Access Increase outreach to target individuals with disabilities, veteran, and students in the 30-39 year age range, and ensure that instruction and support promotes their equal access.</p>	<p>Develop a re-entry program Develop comprehensive degree, certificate and/or transfer programs in a range of formats Create a Veterans’ Resource Center Provide professional development to faculty and staff regarding universal design curriculum, instruction, and service</p>
<p>Goal B: Course Completion Improve population identification and tracking of foster youth, and provide counseling, intrusive advisement, mentoring, and support services</p>	<p>Provide early alert, intrusive advisement, and follow up services Provide intensive academic support to Foster Youth enrolled in Basic Skills courses Provide a program to connect Foster Youth with college and community resources and counseling</p>
<p>Goal C: Basic Skills Completion Improve professional development, services, and instruction, focusing on principles of Universal Design, Embedded Instructional Support, Cultural Competency and Intrusive Advisement to promote the basic skills completion of African American, Hispanic, and economically disadvantaged students.</p>	<p>Implement principles of Universal Design in basic skills instruction Adopt the use of culturally relevant teaching materials in reading and English Attach supplemental instruction, tutoring, and/or lab courses to all basic skills English and mathematics courses Attach intrusive advising to all basic skills courses Provide low-cost textbook and technology options</p>
<p>Goal D: Degree and Certificate Completion Develop peer and staff/student mentoring programs, create targeted support services, and broaden the formats and modalities of the college’s program and course offerings to promote the degree and certificate completion of males, African American, Hispanic, and Native American students, and working adults.</p>	<p>Develop student mentor programs Create mentoring and support services and communities that include disproportionately impacted groups Develop and implement a completion campaign Develop a schedule that allows degree completion within 2 years Identify training needs and develop workforce development programs Increase the level of services offered at non-traditional times</p>
<p>Goal E: Transfer Develop culturally responsive teaching techniques and mentoring; improve identification and proactive (intrusive) advisement of potential transfer students; improve enrollment management based on educational planning, engage in effective scheduling of courses and programs to promote timely completion and transfer of African American, Hispanic, and college-aged students.</p>	<p>Assess students’ career interests and develop an aligned educational plan Increase access to tutoring services and implement mandatory participation, when appropriate Expand strategies to streamline pathways from high school through CHC to four-year universities Require students to follow their SEPs Offer high-demand classes at non-traditional times and formats</p>

Student Equity Funding and Other Resources

Student Equity interventions are funded by a variety of sources. The table below summarizes the Equity and SSSP expenditures, and identifies other funding streams that support Equity efforts. These funding streams are identified in the table below in the column labeled “Other Funds” and are coded as follows: Basic Skills Initiative (BSI), categorical, such as DSPS or EOPS/CARE/CalWORKS/Foster Youth (C), grants or gifts (G/G), and general fund (GF).

Resource	Description	Equity Funds	SSSP	Other Funds	Goal Alignment
Research Analyst, .5	Salary and benefits for ongoing equity research	\$36,068	\$40,868		A,B,C,D,E
Professional Development Coordinator, .5	Salary and benefits for the coordination of professional development to better support, teach, and guide all students	\$62,658		\$55,893(GF)	A,B,C,D,E
Counselor (Foster Youth), .25	Counseling and programming for Foster Youth	\$20,716		\$72,504 (EOPS)	B
Professional Development Travel	Training, workshops, and conference attendance to address CHC’s disproportionately impacted populations, includes Leading from the Middle costs	\$32,760		\$5,000 (G/G)	A,B,C,D,E
Professional Development, Contracts	Speakers, other professional development contracts	\$13,000			A,B,C,D,E
Tutoring/Instructional Support	Embedded Tutoring: supplemental instruction, group tutoring, zero-unit labs, summer bridge	\$200,000	\$0	\$70,000(BSI)	B,C
Re-Entry Counselor, .25	Counseling, services, and programming for re-entry students	\$20,716	\$79,701		B,C
Distance Education Coordinator, .40	Faculty release to develop DE, weekend, and evening programs and support services	\$52,460	\$0	\$0	B,C,D

Resource	Description	Equity Funds	SSSP	Other Funds	Goal Alignment
Assistive Technology Specialist, .5	Promote the use of technology in basic skills learning and universal design	\$28,627		\$28,627 (DSPS)	A
Veterans Counselor/Coordinator, .5	Counseling and Coordination of Veterans Center	\$53,200	\$40,678		A
Veterans, Planning Consultant	Contractual consultant to plan and conduct outreach for the new Veterans' Resource Center	\$20,678			A
Peer/Faculty to Student Mentoring Programs, .5	Faculty Release, Brother to Brother, Safe Spaces, and other student mentoring program leadership	\$49,310			D,E
Participation Costs, Brother to Brother	Program to engage and promote the success of males of color	\$5,000			D,E
Student Travel	University visits, competitions, and conferences for students	\$16,254		\$3,000 (G/G)	D,E
Supplies	Supplies for Veterans, Tutoring, Professional Development, Assistive Technology	\$9,192			A,C,
Student Success Advisors, 2.0	Student Success advisor to provide proactive, intrusive advisement to Basic Skills students		\$114,512		C,D,E
Total		\$620,639	\$275,759	\$235,024	

Contact Person/Student Equity Coordinator

Reflecting the importance of equity throughout the institution, Crafton Hills College has appointed joint Student Equity Coordinators: Dr. Rebeccah Warren-Marlatt, Vice President of Student Services, and Dr. Bryan Reece, Vice President of Instruction.

Rebeccah Warren-Marlatt, Ed.D.
Vice President, Student Services
Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399-1799
O: (909) 389-3355
C: (951) 201-4434
rmarla@sbccd.cc.ca.us

Bryan Reece, Ph.D.
Vice President of Instruction
Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399-1799
O: (909) 389-3202
C: (909) 815-9449
breece@sbccd.cc.ca.us



PLANNING COMMITTEE AND COLLABORATION

Role of the Student Success, Equity, and Enrollment Management (SSEEM) Committee

The Student Success, Equity, and Enrollment Management Committee is charged with developing and overseeing the Student Success Plan, the Student Equity Plan, and the Enrollment Management Plan for the college. Relying on quantitative and qualitative research and the results of student learning assessments, the SSEEM committee uses an evidence-based approach in planning recruitment, admission, retention, and student support services and programs to promote the success of all students. The Student Success, Equity, and Enrollment Management committee meets twice per month.

Membership of the SSEEM Committee

Two representatives each:

Student Success and Support *Larry Aycok, Coordinator, A&R; Ben Mudgett, Lead Evaluator, A&R*

Social, Information and Natural Sciences *Rick Hogrefe, Dean; (second vacant)*

Counseling and Student Success *Robert McAtee, Chair, Counseling; Souts Xayaphanthong, Counselor; Kathy Wilson, Administrative Secretary, Division of Student Services/Counseling and Matriculation*

Letters, Arts, and Mathematics *Mark Snowwhite, Dean, Letters, Arts and Mathematics; Dean Papas, Professional Development Coordinator and Chair, English Department*

CTE and Human Development *June Yamamoto, Dean, CTE and Human Development, (second vacant)*

Tutoring *Patricia Quach, Coordinator, Tutoring; Karen Peterson, Tutor Coordinator*

Students *Jose Lopez and Kevin Ratana, Associated Students*

One representative each from:

DSPS *Alicia Hallex, Senior Student Services Technician*

EOPS/CARE/CalWORKS *Rejoice Chavira, Director, EOPS/CARE/CalWORKS*

Financial Aid *John Muskavitch, Director, Financial Aid*

Library *Laura Winningham, Library Coordinator*

Research and Planning *Keith Wurtz, Dean, Office of Institutional Effectiveness, Research, and Planning*

Student Life *Erica Paddock, Director, Student Life*

STEM *Ernesto Rivera, STEM Activity Coordinator (Counselor)*

Additional representatives from:

Math *Scott Rippy, Professor, Mathematics; Sherri Wilson, Professor, Mathematic*
English/Reading *Dean Papas, Professional Development Coordinator (Chair, English and Reading Department; Academic Senate), Ryan Bartlett, Professor, English*
Instructional Support *Karen Peterson, Tutoring Center*

Other representatives by position:

Dean of Student Services, Student Success (Kirsten Colvey)
Dean of Letters, Arts, and Mathematics (Mark Snowwhite)
Vice President of Instruction (Dr. Bryan Reece)
Vice President of Student Services (Dr. Rebecca Warren-Marlatt)
Dean of Student Services, Student Support (Joe Cabrales)

Within the membership, there shall be a minimum of two managers, two faculty, two classified staff, and two students

Planning Process

The Crafton Hills College Student Equity Plan's goals, objectives, and actions were developed based on feedback received from the entire campus. The Vice President of Student Services and Dean of Institutional Effectiveness, Research, and Planning attended nine meetings: the Academic Senate; Student Senate; Faculty Chairs, Student Success, Engagement, Equity, and Enrollment Management (SSEEM) Committee, Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC), Student Services Council; two Student Services meetings; and one open forum. At each of these meetings the student equity data was presented and members were asked to identify the gaps that they felt were most in need of institutional intervention, and to brainstorm strategies to close the gaps for the top three objectives. The information generated in these meetings was used to inform the Crafton Hills College Student Equity Plan. The SSEEM Committee was responsible for reviewing and revising the proposed actions in light of existing literature, and for choosing the most promising interventions.

A draft of the plan was sent to the entire campus via email for comment. The Dean of Language Arts and Mathematics, a former English professor, reviewed the plan for technical errors. The committee reviewed and approved the final plan and forwarded it to the Crafton Council, and then to the Board of Trustees for approval.

The target for each objective is the minimum increase needed to bring each disproportionately impacted group to parity with the reference group. The methodology for identifying disproportionate impact was identified in the Campus-Based Research Section and is described in greater detail in [the Crafton Hills College 2014 Student Equity Data Report](#). As an illustration, the access targets were set by calculating the proportion of students needed to exceed the .90 proportional index threshold, and the other outcome targets were set by calculating the

percentage of students needed to exceed the 80% rule ratio. In instances where the increase to meet the 80% threshold was less than 2%, the overall rate was used to set the target.

The College has identified responsibility centers for each activity in the plan. All activities that include the academic and professional matters accorded to the Academic Senate will be planned in close consultation with that body, and will be implemented only with the Senate's support.



METHOD: ASSESSMENT OF DISPROPORTIONATE IMPACT

The Office of Institutional Effectiveness, Research, and Planning used three indicators to identify disproportionate impact. In order to identify any group as disproportionately impacted, two of the three indicators had to be present. The three indicators selected were the 80% rule, proportionality index, and *Cohen's d* effect size.

80% Rule

The 80% rule, used for Title VII enforcement by the US Equal Opportunity Commission (EEOC), Department of Labor, and the Department of Justice, states:

A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact. [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295 (August 25, 1978)]

The 80% index is calculated by dividing the outcome rate (e.g. success rate) of a non-reference subgroup into the outcome rate of the reference subgroup^{ix}(Michalowski, 2014). A result less than 80% is considered evidence of disproportionate impact. The subgroup with the highest outcome rate was chosen as the reference group. However, if the subgroup did not have the amount of cases needed for a statistically significant finding ($N = 30$), then the highest outcome rate with the amount of cases needed for a significant finding was selected as the reference group.

Proportionality Index

The proportionality index "...compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group" (Michalowski, 2014). The proportionality index is calculated by dividing the column percentage in the outcome group by the column percentage in the original cohort. A ratio of 1.0 indicates that the subgroup is present in the original cohort and in the outcome group at the same rate. A ratio less than 1.0 indicates that the subgroup is less prevalent in the outcome group, and a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome group. Disproportionate impact may be present if the ratio is less than 1.0. Disproportionate impact was considered to be present if the ratio was less than .90.

Effect Size

The *Cohen's d* effect size statistic was used to indicate whether there was a substantial difference between the reference group and the subgroup being examined. The effect size is calculated by taking the difference in the rates divided by the pooled standard deviation. One method of interpreting effect size was developed by Jacob Cohen, who defined “small,” “medium,” and “large” effect sizes. He explained that an effect size of .20 can be considered small, an effect size of .50 can be considered medium, and an effect size of .80 can be considered large. An effect size is considered to be meaningful if it is .20 or higher, which usually indicates that the difference in the outcome rate is 10% or greater.

Indicator Definitions

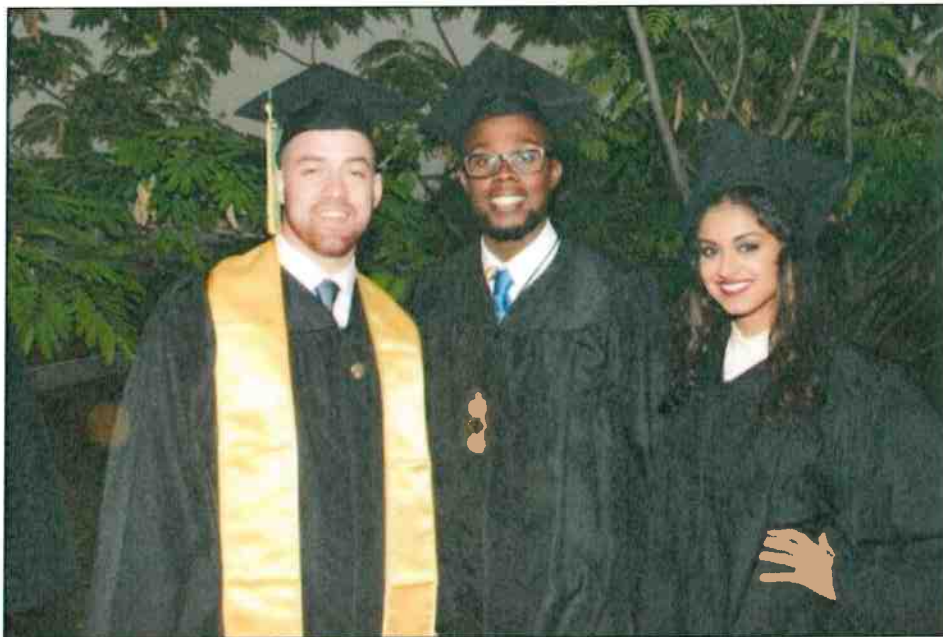
Economically Disadvantaged Status. The Student Scorecard methodology was used to identify students who were economically disadvantaged for the basic skills, degree and certificate completion, and transfer outcomes. Students who met any of the following criteria were identified as economically disadvantaged:

- Student is a participant in the Workforce Investment Act (WIA) – SB26 in the Student Basic (SB) Data Record is equal to “J” and is located in the ST referential file.
- The student is an eligible participant in CalWORKs, which is determined by having his/her eligibility status verified by the local County Welfare Department – SC01 in the Student CalWORKs (CW) Data Record is equal to 1, 2, 3, 4, or 6 and is located in the CWA referential file.
- The student received financial aid – SF21 in the Student Financial (SF) Aid Data Record is equal to BA, B1, B2, B3, BB, BC, F1, F2, F3, F4, F5, WC, WE, WF, or WU and is located in the FA annual referential file.
- A vocational student was identified as being economically disadvantaged – SV03 in the Student VTEA Data Record is equal to 1, 2, 3, or 4 and is located in the SV referential file.

When we examined course success, we identified students as economically disadvantaged if they received any form of financial aid at Crafton Hills College in summer 2013, fall 2013, or spring 2014. The MIS referential files were not used for course success because the FA annual referential file was not available for the 2013-2014 academic year.

Foster Youth Status. Students identified as foster youth have, at one time, been in a court-ordered out-of-home placement. Crafton Hills College started tracking whether students were foster youth in 2012 and began reporting foster youth status to the CCCCCO in the Special Population (SG) Data Record MIS Referential file in the 2013-2014 academic year. Accordingly, the SG MIS Data Record was used to identify foster youth students for the access and course completion outcome measures. However, this was not possible for the basic skills throughput, degree and certificate completion, and transfer rate measures.

The following fields in Elucian were used to identify foster youth status: S02.SSTU.FY.IND, S02.STU.FYC.IND, and S02.SSTU.FYM.IND. First, the field S02.SSTU.FY.IND indicates that the student is a documented foster youth student. Second, the S02.STU.FYC.IND field indicates that Crafton has identified the student as a foster youth student, but the student is not considered an official foster youth student. Finally, the S02.SSTU.FYM.IND field indicates that the State would consider the student a foster youth student, based on the student's application, but the student is also not considered an *official* foster youth student.



ACCESS

Campus-Based Research: Access

Overview

Our research showed disproportionate impact in the area of access for the following groups: students with disabilities, military veterans, and Native American students. There is also disproportionate impact for students in the over-30 age range.

Indicator Definitions and Data

As stated in the preceding section, the Office of Institutional Effectiveness, Research, and Planning used three indicators to identify disproportionate impact. In order to identify any group as disproportionately impacted, two of the three indicators had to be present. The three indicators selected were the 80% rule, proportionality index, and *Cohen's d* effect size.

Access Methodology

For primary service area census data, 5-year 2012 American Community Survey (ACS) estimates were used. Primary service area cities were selected if a majority of community college students within a city enrolled at Crafton Hills College; the primary service area cities were determined to be Redlands, Yucaipa, Mentone, Calimesa, and Beaumont. For the Crafton Hills College student population, an unduplicated headcount of students earning a grade on record in academic year 2013-2014 (summer 2013, fall 2013, and spring 2014) was merged with CCCCCO MIS data.

Gender. Using ACS Table B01001, the primary service area adult population by gender was calculated for persons who are 18 years old or older.

Age. Using ACS Table B01001, the primary service area adult population by age was calculated for persons who are 18 years old or older. Ages of CHC students were calculated as of the beginning of academic year 2013-2014, which was 5/28/2013.

Ethnicity. Using ACS Table B03002, we calculated the service area population by ethnicity. Persons identifying with a Hispanic ethnicity, except those selecting two or more races, were combined into the Hispanic category. Asian, Native Hawaiian, and Pacific Islander races were combined in the Asian category. Two or more races from Hispanic and Not Hispanic categories were combined together.

Disability. Using ACS Table S1810, the primary service area adult population by ethnicity was calculated for persons who are 18 to 64 years old only.

Economically Disadvantaged. Using ACS Table B17024, we calculated the primary service area adult population for persons who are 18 years old or older and living at less than two times the federal poverty level. CHC students' economic status was calculated by determining whether a student received financial aid during academic year 2013-2014.

Foster Youth. Using ACS Table B09019, the primary service area foster youth population was calculated.

Veterans. Using ACS Table S2101, the primary service area adult population was calculated by military veteran status.

Conclusions: Disproportionately Impacted Student Groups: Access

Gender: Crafton Hills College (CHC) serves approximately the same proportion of females and males in comparison to the representation in the primary service area adult population.

Ethnicity: CHC students represent a higher proportion of Hispanics, African-Americans, and individuals reporting two or more races compared to the representation of these groups in the primary service area population. Conversely, CHC serves a lower proportion of Caucasian students in comparison to the primary service area population. In addition, CHC also serves a marginally lower percentage of Native American students relative to the primary service area population.

Age: Crafton Hills College serves a higher proportion of students who are 18-29 and a lower proportion of students aged 30 or older, which is typical for a college.

Disability: Crafton Hills College serves a lower proportion of students with disabilities in comparison to the primary service area population.

Economically Disadvantaged: Crafton Hills College serves a much higher proportion of students who are economically disadvantaged in comparison to the representation in the primary service area population.

Foster Youth: Crafton Hills College serves a slightly higher proportion of students who are foster youth in comparison to the representation in the primary service area population.

Veterans: Crafton Hills College serves a lower proportion of students who are military veterans in comparison to the representation in the primary service area population. Further analysis revealed that 77.7% of military veterans in the primary service area population are Vietnam era, Korean War, and World War II veterans.

Goals, Activities, Funding, and Evaluation: Access**Access Baseline Data**

The following tables show a comparison of the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served

Table A1: 2013 – 2014 Course Enrollment and Primary Service Area Population by Gender.

Gender	CHC Student Population		Primary Service Area Adult Population (18+)		Proportionality Index
	#	%	#	%	
Female	3,919	52.1%	66,818	51.9%	1.004
Male	3,590	47.7%	61,862	48.1%	0.992
Unknown	12	0.2%	0	0.0%	
Total	7,521	100.0%	128,680	100.0%	

Table A2: 2013 – 2014 Course Enrollment and Primary Service Area Population by Ethnicity.

Ethnicity	CHC Student Population		Primary Service Area Adult Population		Proportionality Index
	#	%	#	%	
Asian	417	5.6%	10,755	6.2%	0.903
African American	343	4.6%	6,437	3.7%	1.243
Hispanic	3,209	42.7%	49,705	28.6%	1.493
Native American	18	0.2%	718	0.4%	0.500
Caucasian	3,140	41.7%	98,565	56.8%	0.734
Two or More Races	368	4.9%	6,961	4.0%	1.225
Missing/Other	26	0.3%	370	0.2%	1.500
Total	7,521	100.0%	173,511	100.0%	

Table A3: 2013 – 2014 Course Enrollment and Primary Service Area Population by Age.

Age	CHC Student Population		Primary Service Area Adult Population (18+)		Proportionality Index
	#	%	#	%	
18 – 19	2,653	35.3%	5,887	4.6%	7.674
20 – 24	2,727	36.3%	10,987	8.5%	4.271
25 – 29	949	12.6%	11,598	9.0%	1.400
30 – 34	458	6.1%	10,868	8.4%	0.726
35 – 39	245	3.3%	11,355	8.8%	0.375
40 – 49	310	4.1%	22,953	17.8%	0.230
50 or older	179	2.4%	55,032	42.8%	0.056
Total	7,521	100.0%	128,680	100.0%	

Table A4: 2013 – 2014 Course Enrollment and Primary Service Area Population by Disability.

Disability	CHC Student Population		Primary Service Area Adult Population (18-64)		Proportionality Index
	#	%	#	%	
No	7,186	95.5%	96,334	91.3%	1.046
Yes	335	4.5%	9,157	8.7%	0.517
Total	7,521	100.0%	128,680	100.0%	

Table A5: 2013 – 2014 Course Enrollment and Primary Service Area Population by Economic Status.

Economically Disadvantaged	CHC Student Population		Primary Service Area Adult Population (18+)		Proportionality Index
	#	%	#	%	
No	3,400	45.2%	99,673	79.1%	0.571
Yes	4,121	54.8%	26,286	20.9%	2.622
Total	7,521	100.0%	125,959	100.0%	

Table A6: 2013 – 2014 Course Enrollment and Primary Service Area Population by Foster Status.

Foster Youth	CHC Student Population		Primary Service Area Population		Proportionality Index
	#	%	#	%	
No	7,467	99.3%	173,388	99.9%	0.994
Yes	54	0.7%	123	0.01%	70.00
Total	7,521	100.0%	173,511	100.0%	

Table A7: 2013 – 2014 Course Enrollment and Primary Service Area Population by Veteran Status.

Veteran	CHC Student Population		Primary Service Area Adult Population (18+)		Proportionality Index
	#	%	#	%	
No	7,271	96.7%	118,191	91.9%	1.052
Yes	250	3.3%	10,348	8.1%	0.407
Total	7,521	100.0%	128,539	100.0%	

Goals and Activities to Improve Access for Target Student Groups

Goal A: Access. The College will serve a greater proportion of **veterans, the disabled, 30-34, and 35-39 year olds** in the Crafton Hills College Primary Service Area.

Activity A.1 Actions related to Activity A.1 focus on increasing outreach to individuals with disabilities, veterans, and individuals aged 30-39 and ensuring that instruction and support promote their equal access. Detail is provided in the tables below.

Expected Outcomes A.1.1-A.1.4: The expected outcomes are to increase the access of:

- 30-34 year olds from 6.1% to 7.6% (an increase of 114)
- 35-39 year olds from 3.3% to 7.9% (an increase of 349)
- Military veterans from 3.3% to 7.3% (an increase of 299),
- Individuals with disabilities from 4.5% to 7.8% (an increase of 259)

Research and Evaluation, Goal A

Method	Purpose	Timeline
Student Equity Data Analysis	Identify disproportionate impact	June, July, annually
Campus Climate Survey	Assess climate and inclusion	Even Numbered Years
CCSSE	Assess student engagement	Odd Numbered Years
Disaggregation of Data, Program Review	Assess program-level data for disproportionate impact	Four-year cycle for each department

Objective A.1.1: Increase the access of 30-34 year olds from 6.1% in 2013-2014 to 7.6% in 2016-2017 (+114). Objective A.1.2: Increase the access of 35-39 year olds from 3.3% in 2013-2014 to 7.9% in 2016-2017 (+349).	Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Start Date End Date	Activity Type
Step 1: Conduct segmentation modeling research to identify the courses and majors that 30-39 year old CHC students are most interested in taking.	Dean, Institutional Effectiveness, Research, and Planning (IERP)	March 2015 annually	Research/Evaluation	
Step 2: Conduct target marketing research using GIS and US Census data, the environmental scan data, and market to Espaniola and Urban Cliff-Climbers.	Dean, IERP Director of Marketing	March 2015 annually	Research/Evaluation	
Step 3: Increase and offer sections at non-traditional times (i.e. online, night, Friday's, and weekends.	Vice President Instruction	February 2016 May 2017	Curriculum/Course Development/ Adaptation	
Step 4: Develop a comprehensive degree, certificate, and/or transfer program in online, evening, Friday, and weekend formats that allows completion within two years.	Vice President Instruction	June 2016 June 2017	Curriculum/Course Development/ Adaptation	
Step 5: Develop and implement a re-entry program.	Dean, Student Services, Counseling, and Matriculation	June 2015 June 2016	Direct Student Support/Student Equity Coordination	
Step 6: Provide student support and instructional services (i.e. counseling, DSPS, EOPS, Admissions & Records, Student Life, career services, tutoring, Library and child care) at non-traditional times and formats.	Dean, Student Success Dean, Student Development	May 2016 May 2017	Curriculum/Course Development/ Adaptation	
Step 7: Develop pathway options that include courses on career choice, college re-entry, parenting skills, and family financial planning.	Vice President, Instruction, Curriculum Committee, Chair of Counseling	Dec. 2016 Dec. 2017	Curriculum/Course Development/ Adaptation	
Step 8: Develop a working adult cohort program that includes an end date for completing a specific program.	Vice President Instruction, Deans of Instruction, Faculty	May 2016 May 2017	Curriculum/Course Development/ Adaptation	
Step 9: Increase the number and type of short-term/compressed course offerings.	Vice President Instruction, Deans of Instruction, Faculty	May 2016 May 2017	Curriculum/Course Development/ Adaptation	
Step 10: Develop and offer a BA Degree and make courses available online.	Vice President Instruction, Deans of Instruction, Faculty	May 2016 May 2017	Curriculum/Course Development/ Adaptation	

Objective A.1.3: Increase the access of veterans from 3.3% in 2013-2014 to 7.3% in 2016-2017 (+299).				
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Start Date End Date	Activity Type	
Step 1: Connect with local VA hospitals to promote educational opportunities at CHC	Dean, Student Services/Student Support	May 2015 May 2016	Outreach	
Step 2: Conduct segmentation modeling research to identify the courses and majors that veteran CHC students are most interested in taking.	Dean, Institutional Effectiveness, Research and Planning	May 2015 May 2016	Research/Evaluation	
Step 3: Advertise the programs identified from the research and from talking to VA hospitals on Omnitrans buses, various local military bases, and on CHC website.	Dean, Student Services/Student Support	December 2015 December 2016	Outreach	
Step 4: Create more diverse degree and certificate options for veterans.	Vice President Instruction in collaboration with Dean, Student Services/Student Support	May 2016 May 2017	Curriculum/Course Development or Adaptation	
Step 5: Increase veterans' access to workshops and mental health services.	Dean, Student Success and Support	May 2015 May 2016	Direct Student Support	
Step 6: Develop and offer recovery classes for veterans.	Vice President Instruction	May 2016 May 2017	Direct Student Support	
Step 7: Create a Veterans' Resource Center at CHC.	Dean Student Services/Student Support	May 2016 May 2017	Direct Student Support	

Objective A.1.4: Increase the access of individuals with disabilities from 4.5% in 2013-2014 to 7.8% in 2016-2017 (+259).

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Start Date End Date	Activity Type
Step 1: Conduct outreach with Special Education Local Plan Areas, Resource Special Programs, Adult Education providers and community organizations serving qualified individuals with disabilities	DSPS Staff and Faculty	May 2016 May 2017	Outreach SS or Other Categorical Program
Step 2: Provide expanded SOA ³ R to assure qualified groups of individuals with disabilities can participate.	Dean, Student Success and Support	June 2015 June 2016	Outreach, Direct Student Support
Step 3: Provide professional development opportunities to faculty and staff regarding universal design of curriculum, instruction, and service ^x	Dean, Student Success and Support Coordinator, Professional Development	December 2016 December 2017	Professional Development
Step 4: Investigate the implementation of Adaptive PE courses	Dean, Student Success and Support Faculty, Health/Kinesiology	December 2015 December 2016	Curriculum/Course Development or Adaptation
Step 5: Establish a robust adaptive technology system on campus including a dedicated High Tech Center and appropriate equipment and software throughout campus.	Dean, Student Success and Support	December 2016 December 2017	Instructional Support Activities, Direct Student Support
Step 6: Develop and expand in-reach and outreach activities and ensure the timely processing of requests for services.	Dean, Student Success and Support	December 2015 December 2016	Outreach, Direct Student Support

Student Equity, SSSP, and Other Costs for Goal A.1

Resources, A.1.1, A.1.2	FTEF	Equity Cost	SSSP	Other	Step Alignment
Research Analyst	.04	\$7,214	\$7,214		1,2
DE Coordinator		\$17,487			3,4
Re-entry Counselor	.125	\$13,283		\$13,283 (EOPS)	5,6,8
VPs, Deans, Faculty	.02	0			3,6,7,8,9
Resources, A.1.3	FTEF	Equity Cost			Step Alignment
Research Analyst	.04	See above			2
Veterans Center Coordinator	.50	\$53,200	\$53,200		1,3,5,6,7
Veterans Center Planning	.25 (one year only)	\$20,678			1,3
Veterans Center Supplies	N/A	2500			7
VPs, Deans, Instruction	.02	0		\$18,627 (GF)	4
Resources, A.1.4	FTEF	Equity Cost			Step Alignment
Dean, Student Success	.10	0		\$17,149 (GF)	2,3,4,5,6
Instructional Faculty	.01	0			4
Professional Development Coordinator	.1	\$12,531			3
Professional Dev. Travel	N/A	\$2,746			3
Professional Dev. Speakers	N/A	\$6,552			3
Professional Dev. Supplies	N/A	\$400			3
Assistive Tech Specialist	.25	\$28,627		\$28,627 (DSPS)	1, 5
DSPS Coordinator	.05	0			1.5

COURSE COMPLETION

Campus-Based Research

Overview

An examination of the data showed that foster youth are disproportionately impacted with regard to course completion.

Indicator Definitions and Data

Ratio by population group of the number of credit courses that students actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Table B1: 2013 – 2014 Course Success by Gender, 80% Rule Ratio, and Effect Size.

Gender	# Successful	# GOR	Success Rate	80% Rule Ratio	Effect Size
Female	13,103	17,636	74.3%	Reference Group	
Male	11,468	15,923	72.0%	96.9	-.05
Unknown	39	49	79.6%		
Total	24,610	33,608	73.2%		

Table B1.A: 2013 – 2014 Proportion of Grades on Record and Successful Course Completions by Gender and Proportionality Index.

Gender	Grades on Record		Successful Course Completions		Proportionality Index
	#	Column %	#	Column %	
Female	17,636	52.5	13,103	53.2	1.013
Male	15,923	47.4	11,468	46.6	0.983
Unknown	49	0.1	39	0.2	
Total	33,608	100.0	24,610	100.0	

Table B2: 2013 – 2014 Course Success by Ethnicity, 80% Rule Ratio, and Effect Size.

Ethnicity	# Successful	# GOR	Success Rate	80% Rule Ratio	Effect Size
Asian	1,418	1,863	76.1%	99.0	-.02
African American	1,847	2,663	69.4%	90.2	-.18
Hispanic	10,096	14,436	69.9%	90.9	-.16
Native American	500	668	74.9%	97.4	-.05
Caucasian	10,677	13,879	76.9%	Reference Group	
Missing	72	99	72.7%	94.5	-.10
Total	24,610	33,608	73.2%		

Table B2.A: 2013 – 2014 Proportion of Grades on Record and Successful Course Completions by Ethnicity and Proportionality Index.

Ethnicity	Grades on Record		Successful Course Completions		Proportionality Index
	#	Column %	#	Column %	
Asian	1,863	5.5	1,418	5.8	1.055
African American	2,663	7.9	1,847	7.5	.949
Hispanic	14,436	43.0	10,096	41.0	.953
Native American	668	2.0	500	2.0	1.000
Caucasian	13,879	41.3	10,677	43.4	1.051
Missing	99	0.3	72	0.3	1.000
Total	33,608	100.0	24,610	100.0	

Table B3: 2013 – 2014 Course Success by Age, 80% Rule Ratio, and Effect Size.

Age	# Successful	# GOR	Success Rate	80% Rule Ratio	Effect Size
19 or younger	8,652	12,197	70.9%	83.8	-.30
20-24	9,936	13,667	72.7%	85.9	-.27
25-29	2,906	3,776	77.0%	91.0	-.18
30-34	1,243	1,635	76.0%	89.8	-.21
35-39	655	840	78.0%	92.2	-.17
40-49	762	954	79.9%	94.4	-.12
50 and above	456	539	84.6%	Reference Group	
Total	24,610	33,608	73.2%		

Table B3.A: 2013 – 2014 Proportion of Grades on Record and Successful Course Completions by Age and Proportionality Index.

Age	Grades on Record		Successful Course Completions		Proportionality Index
	#	Column %	#	Column %	
19 or younger	12,197	36.3	8,652	35.2	.970
20-24	13,667	40.7	9,936	40.4	.992
25-29	3,776	11.2	2,906	11.8	1.054
30-34	1,635	4.9	1,243	5.1	1.041
35-39	840	2.5	655	2.7	1.080
40-49	954	2.8	762	3.1	1.107
50 and above	539	1.6	456	1.9	1.188
Total	33,608	100.0	24,610	100.0	

Table B4: 2013 – 2014 Course Success by Disability Status, 80% Rule Ratio, and Effect Size.

Disability Status	# Successful	# GOR	Success Rate	80% Rule Ratio	Effect Size
No	23,558	32,195	73.2%	98.3	-.03
Yes	1,052	1,413	74.5%	Reference Group	
Total	24,610	33,608	73.2%		

Table B4.A: 2013 – 2014 Proportion of Grades on Record and Successful Course Completions by Disability Status and Proportionality Index.

Disability Status	Grades on Record		Successful Course Completions		Proportionality Index
	#	Column %	#	Column %	
No	32,195	95.8	23,558	95.7	1.0
Yes	1,413	4.2	1,052	4.3	1.0
Total	33,608	100.0	24,610	100.0	

Table B5: 2013 – 2014 Course Success by Economic Status, 80% Rule Ratio, and Effect Size.

Economically Disadvantaged	# Successful	# GOR	Success Rate	80% Rule Ratio	Effect Size
No	9,436	12,550	75.2	Reference Group	
Yes	15,174	21,058	72.1	95.9	-.07
Total	24,610	33,608	73.2		

Table B5.A: 2013 – 2014 Proportion of Grades on Record and Successful Course Completions by Economic Status and Proportionality Index.

Economically Disadvantaged	Grades on Record		Successful Course Completions		Proportionality Index
	#	Column %	#	Column %	
No	12,550	37.3	9,436	38.3	1.03
Yes	21,058	62.7	15,174	61.7	.98
Total	33,608	100.0	24,610	100.0	

Table B6: 2013 – 2014 Course Success by Foster Youth Status, 80% Rule Ratio, and Effect Size.

Foster Youth	# Successful	# GOR	Success Rate	80% Rule Ratio	Effect Size
No	24,490	33,363	73.4%	Reference Group	
Yes	120	245	49.0%	66.8	-.55
Total	24,610	33,608	73.2%		

Table B6.A: 2013 – 2014 Proportion of Grades on Record and Successful Course Completions by Foster Youth Status and Proportionality Index.

Foster Youth	Grades on Record		Successful Course Completions		Proportionality Index
	#	Column %	#	Column %	
No	33,363	99.3	24,490	99.5	1.00
Yes	245	0.7	120	0.5	.71
Total	33,608	100.0	24,610	100.0	

Table B7: 2013 – 2014 Course Success by Veteran Status, 80% Rule Ratio, and Effect Size.

Veteran	# Successful	# GOR	Success Rate	80% Rule Ratio	Effect Size
No	23,676	32,408	73.1	94.0	.11
Yes	934	1,200	77.8	Reference Group	
Total	24,610	33,608	73.2%		

Table B7.A: 2013 – 2014 Proportion of Grades on Record and Successful Course Completions by Veteran Status and Proportionality Index.

Veteran	Grades on Record		Successful Course Completions		Proportionality Index
	#	Column %	#	Column %	
No	32,408	96.4	23,676	96.2	1.0
Yes	1,200	3.6	934	3.8	1.1
Total	33,608	100.0	24,610	100.0	

Conclusions: Disproportionately Impacted Student Groups: Course Completion

Gender: The course success rate was slightly higher for females (74%) than males (72%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

Ethnicity: Caucasian students had the highest success rate (77%) and were the reference group. When we compared all of the other ethnic groups to Caucasians, none of the ethnic groups had a substantially lower success rate according to all three indices. Students are not disproportionately impacted on course success by ethnicity. At the same time, African American students had almost a substantially (Cohen’s $d = -.18$) lower success rate (69%) than Caucasian (77%) students; however, both the 80% rule ratio and the proportionality index were above 90.

Age: Students 50 years old or older had the highest success rate (80%) and were the reference group. When comparing the age groups to students 50 years old or older, we found that none of the age groups had a substantially lower success rate in two or more of the indices. Students are not disproportionately impacted on course success by age. At the same time, students 19 years old or younger (71%), 20 – 24 years old (73%), and 30 – 34 years old (76%) all had a substantially (Cohen’s $d > -.20$) lower success rate than students 50 years old or older; however, none of the 80% rule ratios were below 80 and all of the proportionality indices were above 90.

Disability: The course success rate was slightly higher for students with a disability (75%) than for students not identified as having a disability (73%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

Economically Disadvantaged: The course success rate was slightly higher for students who were not identified as being economically disadvantaged (75%) than for students who were identified as economically disadvantaged (72%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

Foster Youth: Foster youth students appear to be disproportionately impacted on course success. All three indices indicated that foster youth students are substantially less likely to complete their courses (49%) than students not so identified (73%).

Veterans: The course success rate was higher for student veterans (78%) than for students who were not veterans (73%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.



Goals and Activities: Course Completion

Goal B: Course Completion. Improve the success rate of **CHC foster youth students**.

Activity B.1 Actions related to Activity B.1 are provided in the table below. These actions center on the provision of improvements in population identification, counseling, intrusive advisement, mentoring, and support services.

Expected Outcome B.1.1: The expected outcome is to increase the course success rate of foster youth students from 49.0% to 58.7% (this outcomes measures courses completed, not students)

Research and Evaluation, Goal B.

Method	Purpose	Timeline
Student Equity Data Analysis	Identify disproportionate impact	June, July, annually
Student Focus Group	Understand barriers to course completion	September, November, annually
Campus Climate Survey	Assess climate and inclusion	Even Numbered Years
CCSSE	Assess student engagement	Odd Numbered Years
Disaggregation of Data, Program Review	Assess program-level data for disproportionate impact	Four-year cycle for each department

Objective B.1.1: Increase the course success of foster youth students from 49.0% in 2013-2014 to 58.7% in 2016-2017.			
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Start Date End Date	Activity Type
Step 1: Develop a specialized orientation for Foster Youth	Director, EOPS/CARE, CalWORKS	December 2015 December 2016	Direct Student Support, SS or Other Categorical Program
Step 2: Connect foster youth with support services, including Financial Aid, EOPS, Counseling, and Health and Wellness Center	Director, EOPS/CARE, CalWORKS	December 2015 December 2016	Direct Student Support
Step 3: Engage in the early identification of prospective CHC students who are foster youth by working closely with high schools.	Director, EOPS/CARE, CalWORKS	December 2015 December 2016	Evaluation/Research Direct Student Support
Step 4: Provide counseling, support, referral, and integrated services on and off campus to foster youth.	Director, EOPS/CARE, CalWORKS	December 2015 December 2016	SS or Other Categorical Program, Direct Student Support
Step 5: Provide early alert, intrusive support, and follow up services to Foster Youth.	Director, EOPS/CARE, CalWORKS	December 2015 December 2016	Direct Student Support
Step 6: Provide intensive academic support to Foster Youth enrolled in basic skills courses.	Dean, Language Arts and Mathematics with Director, EOPS/CARE/CalWORKS	May 2016 May 2017	Instructional Support Activities, Direct Student Support
Step 7: Develop a program to connect Foster Youth with student organizations, peers and employee mentors	Director, EOPS/CARE/CalWORKS and Director, Student Life	May 2016 May 2017	SS or Other Categorical, Direct Student Support
Step 8: Develop professional development workshops to better inform staff and faculty about the social and educational barriers that face foster youth	Coordinator, Professional Development with Counseling and EOPS Staff	May 2016 May 2017	Professional Development
Step 9: Develop tracking methodologies to ensure every Foster Youth is identified and supported	Dean, IERP	May 2016 May 2017	Research and Evaluation

Student Equity, SSSP, and Other Costs for Goal B.1

Resources, B.1.1	FTEF	Equity Cost	SSSP	Other	Step Alignment
Foster Youth Counselor	.25	\$20,716		\$62,148 (EOPS)	1,2,3,4,7
EOPS/CARE Staff	.25	0		\$30,000 (EOPS)	1,2,3,4,7
Student Success Advisor	.10	0	\$6,871		5
Tutoring	N/A	\$25,000		\$17,500 (BSI)	6
Tutoring Leads	N/A.	\$25,000			6
Professional Development Coordinator	.1	\$12,532			8
Professional Development Travel	N/A	\$2,746			8
Professional Dev. Speakers	N/A	\$6,552			8
Professional Dev. Supplies	N/A	\$400			8
Research Analyst	.1	\$7214	\$7,214		9

BASIC SKILLS COMPLETION

Campus-Based Research

Overview

A close examination of the data revealed that African American students and those who are in the 30-34 age range or economically disadvantaged are most likely to experience disproportionate impact with regard to mathematics throughput rate.

Disproportionate impact in English throughput rate was also found in African American and Hispanic students.

Indicator Definitions and Data

CCCCO Basic Skills Throughput Rate: Ratio of the number of students by population group who complete a transfer-level course within three years after having completed their first developmental math or English course at Crafton Hills compared to the number of students who completed such a final math or English course.

Math Basic Skills Throughput Rate

Table C1: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Gender, 80% Rule Ratio, and Effect Size.

Gender	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
Female	191	616	31.0	Reference Group	
Male	159	570	27.9	90.0	-.07
Total	350	1,186	29.5		

Table C1.A: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Gender and Proportionality Index.

Gender	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
Female	616	51.9	191	54.6	1.1
Male	570	48.1	159	45.4	.94
Total	1,186	100.0	350	100.0	

Table C2: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Ethnicity, 80% Rule Ratio, and Effect Size.

Ethnicity	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
Asian	19	54	35.2	Reference Group	
African American	6	43	14.0	39.8	-.48
Hispanic	144	533	27.0	76.7	-.18
Native American	2	9	22.2	63.1	-.27
Caucasian	154	488	31.6	89.8	-.08
Multi-Ethnicity	23	60	38.3		
Total	348	1,187	29.3		

Table C2.A: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Ethnicity and Proportionality Index.

Ethnicity	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
Asian	54	4.5	19	5.5	1.2
African American	43	3.6	6	1.7	.47
Hispanic	533	44.9	144	41.4	.92
Native American	9	0.8	2	0.6	.75
Caucasian	488	41.1	154	44.3	1.1
Multi-Ethnicity	60	5.1	23	6.6	1.3
Total	1,187	100.0	348	100.0	

Table C3: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Age, 80% Rule Ratio, and Effect Size.

Age	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
19 or younger	246	731	33.7	86.1	-.11
20-24	93	238	39.1	Reference Group	
25-29	32	88	36.4	93.1	-.06
30-34	5	39	12.8	32.7	-.55
35-39	3	18	16.7	42.7	-.46
40-49	8	29	27.6	70.6	-.24
50 and above	2	13	15.4	39.4	-.49
Total	389	1,156	33.7		

Table C3.A: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Age and Proportionality Index.

Age	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
19 or younger	731	63.2	246	63.2	1.0
20-24	238	20.6	93	23.9	1.2
25-29	88	7.6	32	8.2	1.1
30-34	39	3.4	5	1.3	.38
35-39	18	1.6	3	0.8	.50
40-49	29	2.5	8	2.1	.82
50 and above	13	1.1	2	0.5	.46
Total	1,156	100.0	389	100.0	

Table C4: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Disability Status, 80% Rule Ratio, and Effect Size.

Disability Status	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	332	1,097	30.3	72.3	-.25
Yes	39	93	41.9	Reference Group	
Total	371	1,190	31.2		

Table C4.A: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Disability Status and Proportionality Index.

Disability Status	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	1,097	92.2	332	89.5	.97
Yes	93	7.8	39	10.5	1.3
Total	1,190	100.0	371	100.0	

Table C5: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Economically Disadvantaged Status (BOG Fee Waiver), 80% Rule Ratio, and Effect Size.

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	238	500	47.6	Reference Group	
Yes	177	510	34.7	72.9	-.26
Total	415	1,010	41.1		

Table C5.A: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Economically Disadvantaged Status (BOG Fee Waiver) and Proportionality Index.

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	500	49.5	238	57.3	1.2
Yes	510	50.5	177	42.7	.85
Total	1,010	100.0	415	100.0	

Table C5.B: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Economically Disadvantaged Status (Cal B or C, CARE, Pell, or SEOG), 80% Rule Ratio, and Effect Size.

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	238	500	47.6	Reference Group	
Yes	148	414	35.7	75.0	-.24
Total	386	914	42.2		

Table C5.C: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Economically Disadvantaged Status (Cal B or C, CARE, Pell, or SEOG) and Proportionality Index.

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	500	54.7	238	61.7	1.1
Yes	414	45.3	148	38.3	.85
Total	914	100.0	386	100.0	

Table C5.D: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Economically Disadvantaged Status (Scholarship), 80% Rule Ratio, and Effect Size.

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	238	500	47.6	54.4	-.80
Yes	7	8	87.5	Reference Group	
Total	245	508	48.2		

Table C5.E: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Economically Disadvantaged Status (Scholarship) and Proportionality Index.

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	500	98.4	238	97.1	.99
Yes	8	1.6	7	2.9	1.8
Total	508	100.0	245	100.0	

Table C5.F: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year Math Throughput Rate by Economically Disadvantaged Status (Work Study Student), 80% Rule Ratio, and Effect Size.

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	238	500	47.6	87.3	-.14
Yes	6	11	54.5	Reference Group	
Total	244	511	47.7		

Table C5.G: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the Math Cohort and Throughput Number by Economically Disadvantaged Status (Work Study Student) and Proportionality Index.

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	500	97.8	238	97.5	1.0
Yes	11	2.2	6	2.5	1.1
Total	511	100.0	244	100.0	

Table C6: Fall 2013 to Spring 2014 Math Basic Skills Improvement Rate by Foster Youth Status, 80% Rule Ratio, and Effect Size.

Foster Youth	# Improved	Cohort #	Improvement Rate	80% Rule Ratio	Effect Size
No	350	853	41.0	NA	NA
Yes	0	3	0.0	NA	NA
Total	350	856	40.9		

Table C6.A: Fall 2013 to spring 2014 Proportion of the Number in the Math Cohort and Basic Skills Improvement Number by Foster Youth Status and Proportionality Index.

Foster Youth	Cohort		Improvement		Proportionality Index
	#	Column %	#	Column %	
No	853	99.6	350	100.0	1.0
Yes	3	0.4	0	0.0	NA
Total	856	100.0	350	100.0	

Table C7: Fall 2013 to Spring 2014 Math Basic Skills Improvement Rate by Veteran Status, 80% Rule Ratio, and Effect Size.

Veteran	# Improved	Cohort #	Improvement Rate	80% Rule Ratio	Effect Size
No	340	827	41.1	Reference Group	
Yes	10	29	34.5	83.9	.13
Total	350	856	40.9		

Note: The math improvement rate refers to the number of students who successfully completed a developmental level math course in fall 2013 and successfully completed the next highest level math course in spring 2014.

Table C7.A: Fall 2013 to spring 2014 Proportion of the Number in the Math Cohort and Basic Skills Improvement Number by Veteran Status and Proportionality Index.

Veteran	Cohort		Improvement		Proportionality Index
	#	Column %	#	Column %	
No	827	96.6	340	97.1	1.0
Yes	29	3.4	10	3.9	1.1
Total	856	100.0	350	100.0	

Note: The math improvement rate refers to the number of students who successfully completed a developmental level math course in fall 2013 and successfully completed the next highest level math course in spring 2014.

*English Basic Skills Throughput Rate***Table C8: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Gender, 80% Rule Ratio, and Effect Size.**

Gender	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
Female	226	452	50.0	Reference Group	
Male	164	379	43.3	86.6	-.13
Total	390	831	46.9		

Table C8.A: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Gender and Proportionality Index.

Gender	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
Female	452	54.4	226	57.9	1.1
Male	379	45.6	164	42.1	.92
Total	831	100.0	390	100.0	

Table C9: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Ethnicity, 80% Rule Ratio, and Effect Size.

Ethnicity	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
Asian	26	46	56.5	Reference Group	
African American	11	34	32.4	57.3	-.48
Hispanic	182	405	44.9	79.5	-.23
Native American	1	2	50.0	88.5	-.13
Caucasian	146	300	48.7	86.2	-.16
Multi-Ethnicity	22	41	53.7	95.0	-.06
Total	388	828	46.9		

Note: Groups chosen as the reference group had to have 50 or more cases in the cohort and be the highest rate.

Table C9.A: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Ethnicity and Proportionality Index.

Ethnicity	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
Asian	46	5.6	26	6.7	1.2
African American	34	4.1	11	2.8	.69
Hispanic	405	48.9	182	46.9	.96
Native American	2	0.2	1	0.3	1.1
Caucasian	300	36.2	146	37.6	1.0
Multi-Ethnicity	41	5.0	22	5.7	1.1
Total	828	100.0	388	100.0	

Table C10: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Age, 80% Rule Ratio, and Effect Size.

Age	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
19 or younger	276	523	52.8	Reference Group	
20-24	67	128	52.3	99.1	-.01
25-29	26	57	45.6	86.4	-.14
30-34	8	23	34.8	65.9	-.36
35-39	3	14	21.4	40.5	-.63
40-49	7	24	29.2	55.3	-.47
50 and above	5	10	50.0	94.7	-.06
Total	392	779	50.3		

Table C10.A: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Age and Proportionality Index.

Age	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
19 or younger	523	67.1	276	70.4	1.0
20-24	128	16.4	67	17.1	1.0
25-29	57	7.3	26	6.6	.91
30-34	23	3.0	8	2.0	.69
35-39	14	1.8	3	0.8	.43
40-49	24	3.1	7	1.8	.58
50 and above	10	1.3	5	1.3	.99
Total	779	100.0	392	100.0	

Table C11: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Disability Status, 80% Rule Ratio, and Effect Size.

Disability Status	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	364	750	48.5	Reference Group	
Yes	28	69	40.6	83.7	-.16
Total	392	819	47.9		

Table C11.A: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Disability Status and Proportionality Index.

Disability Status	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	750	91.6	364	92.9	1.1
Yes	69	8.4	28	7.1	.85
Total	819	100.0	392	100.0	

Table C12: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Economically Disadvantaged Status (BOG Fee Waiver), 80% Rule Ratio, and Effect Size.

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	190	393	48.3	Reference Group	
Yes	201	425	47.3	97.9	-.02
Total	391	818	47.8		

Table C12.A: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Economically Disadvantaged Status (BOG Fee Waiver) and Proportionality Index.

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	393	48.0	190	48.6	1.0
Yes	425	52.0	201	51.4	.99
Total	818	100.0	391	100.0	

Table C12.B: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Economically Disadvantaged Status (Cal B or C, CARE, Pell, or SEOG), 80% Rule Ratio, and Effect Size.

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	190	393	48.3	92.2	-.08
Yes	152	290	52.4	Reference Group	
Total	342	683	50.1		

Table C12.C: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Economically Disadvantaged Status (Cal B or C, CARE, Pell, or SEOG) and Proportionality Index.

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	393	57.5	190	55.6	.97
Yes	290	42.5	152	44.4	1.1
Total	683	100.0	342	100.0	

Table C12.D: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Economically Disadvantaged Status (Scholarship), 80% Rule Ratio, and Effect Size.

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	190	393	48.3	Reference Group	
Yes	2	5	40.0	82.8	-.17
Total	192	398	48.2		

Table C12.E: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Economically Disadvantaged Status (Scholarship) and Proportionality Index.

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	393	98.7	190	99.0	1.0
Yes	5	1.3	2	1.0	.83
Total	398	100.0	192	100.0	

Table C12.F: 2011 – 2012 to 2013 – 2014 Basic Skills Three-Year English Throughput Rate by Economically Disadvantaged Status (Work Study Student), 80% Rule Ratio, and Effect Size.

Economically Disadvantaged	# Successful	Cohort #	Throughput Rate	80% Rule Ratio	Effect Size
No	190	393	48.3	Reference Group	
Yes	4	10	40.0	82.8	-.17
Total	194	403	48.1		

Table C12.G: 2011 – 2012 to 2013 – 2014 Proportion of the Number in the English Cohort and Throughput Number by Economically Disadvantaged Status (Work Study Student) and Proportionality Index.

Economically Disadvantaged	Cohort		Throughput		Proportionality Index
	#	Column %	#	Column %	
No	393	97.5	190	97.9	1.0
Yes	10	2.5	4	2.1	.83
Total	403	100.0	194	100.0	

Table C13: Fall 2013 to Spring 2014 English Basic Skills Improvement Rate by Foster Youth Status, 80% Rule Ratio, and Effect Size.

Foster Youth	# Improved	Cohort #	Improvement Rate	80% Rule Ratio	Effect Size
No	351	548	64.1	96.1	-.05
Yes	2	3	66.7	Reference Group	
Total	353	551	64.1		

Table C13.A: Fall 2013 to spring 2014 Proportion of the Number in the English Cohort and Basic Skills Improvement Number by Foster Youth Status and Proportionality Index.

Foster Youth	Cohort		Improvement		Proportionality Index
	#	Column %	#	Column %	
No	548	99.5	351	99.4	1.0
Yes	3	0.5	2	0.6	1.2
Total	551	100.0	353	100.0	

Table C14: Fall 2013 to spring 2014 English Basic Skills Improvement Rate by Veteran Status, 80% Rule Ratio, and Effect Size.

Veteran	# Improved	Cohort #	Improvement Rate	80% Rule Ratio	Effect Size
No	349	544	64.2	Reference Group	
Yes	4	7	57.1	88.9	-.15
Total	353	561	62.9		

Note: The English improvement rate refers to the number of students who successfully completed a developmental level English course in fall 2013 and successfully completed the next highest level English course in spring 2014.

Table C14.A: Fall 2013 to spring 2014 Proportion of the Number in the English Cohort and Basic Skills Improvement Number by Veteran Status and Proportionality Index.

Veteran	Cohort		Improvement		Proportionality Index
	#	Column %	#	Column %	
No	544	98.7	349	98.9	1.0
Yes	7	1.3	4	1.1	.85
Total	551	100.0	353	100.0	

Note: The English improvement rate refers to the number of students who successfully completed a developmental level English course in fall 2013 and successfully completed the next highest level English course in spring 2014.

Conclusions: Disproportionately Impacted Student Groups: Basic Skills Completion

Gender: Females' math throughput rates were higher than males' (31% compared to 28%). Females also had higher English throughput rates than males (50% compared to 43%). However, the differences were not substantial as indicated by the 80% rule, effect size, and proportionality index. At the same time, males had a lower (Cohen's $d = -.13$) English throughput rate (43%) than females (50%).

Ethnicity: The ethnic group with the highest math (35%) and English (57%) throughput rates were Asian students. African American students were disproportionately impacted for both the math (14%) and English (32%) throughput rates when compared to the Asian reference group. At the same time, Hispanic students almost had a substantially (Cohen's $d = -.18$) lower math throughput rate (27%) than Asian students (35%). In addition, Hispanic students had a substantially (Cohen's $d = -.23$) lower English throughput rate. Both the 80% rule ratio and proportionality thresholds were met.

Age: Students 20 – 24 years old had the highest math throughput rate (39%) and were the reference group. Three of the age groups had fewer than 30 students and were therefore excluded from the disproportionate impact analysis (35-39, 40-49 and 50 years or older). All three indices indicated that 30 – 34 year old students were disproportionately impacted on the math throughput rate. Specifically, 30 – 34 year old students (13%) had a substantially (Cohen's $d = -.55$) lower success rate than the 20 – 24 year old students (39%).

Students 19 years old or younger had the highest English throughput rate (53%) and were the reference group. Four of the age groups had fewer than 30 students and were excluded from the disproportionate impact analysis (30-34, 35-39, 40-49 and 50 years or older). None of the other age groups were disproportionately impacted.

Disability: The math throughput rate was substantially (Cohen's $d = .25$) higher for students with a disability (42%) than for students not identified as having a disability (30%). Students identified as having a disability were not disproportionately impacted on the math throughput rate.

Only the proportionality index (.85) indicated that students identified with a disability were disproportionately impacted on the English throughput rate. Specifically, students not identified as having a disability had a higher English throughput rate (49%) than students who were identified as having a disability (41%).

Economically Disadvantaged: The number of students in each economically disadvantaged cohort was large enough to examine disproportionate impact for students who received a BOG Fee Waiver or students who received a Cal B or C, CARE, Pell, or SEOG financial aid award.

All three indices indicated that students who received a BOG Fee Waiver were disproportionately impacted on the math throughput rate. Specifically, students who received a BOG Fee Waiver had a substantially (Cohen's $d = -.26$) lower math throughput rate (35%) than students who were not identified as being economically disadvantaged (48%). All three indices also indicated that students who received a Cal B or C, CARE, Pell, or SEOG financial aid award were disproportionately impacted on the math throughput rate. Students who received a Cal B or C, CARE, Pell, or SEOG financial aid award had a substantially (Cohen's $d = -.24$) lower math throughput rate (36%) than students who were not identified as being economically disadvantaged (48%).

All three indices indicated that disproportionate impact did not occur for the English throughput rate by economically disadvantaged status.

Foster Youth: There were not enough foster youth identified to examine disproportionate impact. Foster youth students have only been tracked since 2012 and only three foster youth students had taken a developmental math or English course in fall 2013.

Veterans: Since military veteran student status was not identified in the CCCCCO Basic Skills Throughput Rate Data Mart, the basic skills improvement rate from fall 2013 to spring 2014 was examined for CHC student veterans. The results indicated that disproportionate impact did not occur for veterans for both the math and English improvement rates. However, students not identified as veterans had a higher math improvement rate (41%) than veterans (35%). In addition, students not identified as veterans also had a higher English improvement rate (64%) than veterans (57%). These differences do not rise to the level of disproportionate impact.

Goals and Activities: Basic Skills Completion

Goal C: Basic Skills Completion. Increase the English throughput rate of **African American and Hispanic students** and increase the math throughput rate of **African American and economically disadvantaged** students.

Activity C.1 – C.1.4 Activities C.1 through C.1.4 focus on principles of Universal Design, Embedded Instructional Support, promoting Cultural Competency through increased Professional Development opportunities, the modification of instructional techniques and modalities, and Inclusive Advisement. Actions are detailed in the tables below.

Expected Outcome C.1.1-C.1.4: The expected outcomes are to:

Increase the English throughput rate of:

- African American students from 32.4% to 45.2%, an increase of 4 students
- Hispanic students from 44.9.0% to 46.9, an increase of 8 students

Increase the math throughput rate of:

- African American students from 14.0% to 28.2, an increase of 6 students
- Economically disadvantaged students from 34.7% to 38.1%, an increase of 17 students

Research and Evaluation, Goal C

Method	Purpose	Timeline
Student Equity Data Analysis	Identify disproportionate impact	June, July, annually
Student Focus Group	Understand barriers to basic skills throughput	September, November, annually
Campus Climate Survey	Assess climate and inclusion	Even Numbered Years
CCSSE	Assess student engagement	Odd Numbered Years
Disaggregation of Data, Program Review	Assess program-level data for disproportionate impact	Four-year cycle for each department

Objective C.1.1: Increase the English throughput rate of African American students from 32.4% in 2013-2014 to 45.2% in 2016-2017 (+4). Objective C.1.2: Increase the English throughput rate of Hispanic students from 44.9.0% in 2013-2014 to 46.9% in 2016-2017 (+8).			
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Start Date End Date	Activity Type
Step 1: Implement the principles of universal design at CHC ^{xi} (e.g. instruct all basic skills and developmental students in the use of Read and Write Gold)	Coordinator of Professional Development with faculty	December 2016 December 2017	Instructional Support Activities Direct Student Support
Step 2: Adopt the use of culturally relevant course materials in reading and English courses. ^{xii}	Vice President of Instruction	December 2015 December 2016	Curriculum/Course Development or Adaptation
Step 3: Provide professional development opportunities to increase faculty expertise in cultural competency,	Coordinator of Professional Development	December 2016 December 2017	Professional Development
Step 4: Provide professional development to faculty in the use of Reading Apprenticeship techniques ^{xiii}	Coordinator of Professional Development	June 2015 June 2016	Professional Development
Step 5: Provide fiscal support for faculty to work with K-12 on curricular alignment	Vice President Instruction	December 2016 December 2017	Curriculum/Course Development or Adaptation
Step 6: Explore the development of Puente and Tumaini programs	Vice President Student Services	December 2016 December 2017	Student Equity Coordination/Planning
Step 7: Attach supplemental instruction, tutoring, and/or lab courses to all basic skills English courses	Vice President Instruction	December 2016 December 2017	Instructional Support Activities Direct Student Support
Step 8: Increase the use of learning communities that focus on African American and Hispanic literatures, histories, and social issues	Deans of Instruction	December 2016 December 2017	Curriculum/Course Development or Adaptation
Step 9: Fully implement the use of Early Alert in all basic skills courses	Dean of Student Success and Support	May 2016	Direct Student Support
Step 10: Attach intrusive advising to basic skills courses	Dean of Language Arts and Mathematics Dean of Student Success and Support	June 2016 June 2017	Direct Student Support
Step 11: Implement a campus wide effort to require students to begin taking Math and English during their first semester at CHC	Vice President of Instruction and Vice President of Student Services	June 2016 June 2017	Curriculum/Course Development or Adaptation Student Equity Coordination/Planning
Step 12: Disaggregate all data by group membership and provide to faculty, SSEEM, and Professional Development	Research Analyst	May 2016 May 2017	Research and Evaluation

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Start Date End Date	Activity Type
<p>Objective C.1.3: Increase the math throughput rate of African American students from 14.0% in 2013-2014 to 28.2% in 2016-2017 (+6). Objective C.1.4: Increase the math throughput rate of economically disadvantaged students from 34.7% in 2013-2014 to 38.1% in 2016-2017 (+17).</p>			
<p>Step 1: Provide fiscal support for faculty to work with K-12 on curricular alignment</p>	<p>Vice President Instruction</p>	<p>December 2016 December 2017</p>	<p>Curriculum/Course Development or Adaptation</p>
<p>Step 2: Attach supplemental instruction, tutoring, and/or lab courses to all basic skills mathematics courses</p>	<p>Vice President Instruction</p>	<p>December 2016 December 2017</p>	<p>Direct Student Support, Instructional Support Activities</p>
<p>Step 3: Offer an adequate number and variety of math sections to promote student completion of mathematics sequences</p>	<p>Vice President Instruction</p>	<p>December 2016 December 2017</p>	<p>Curriculum/Course Development or Adaptation</p>
<p>Step 4: Provide mathematics instruction in a variety of formats (e.g. accelerated, modularized, open entry, stacked, flipped) to ensure alignment with students' learning styles and scheduling needs</p>	<p>Mathematics Faculty</p>	<p>May 2016 May 2017</p>	<p>Curriculum/Course Development or Adaptation</p>
<p>Step 5: Provide low-cost textbook and technology options.</p>	<p>Vice President Instruction</p>	<p>May 2016 May 2017</p>	<p>Direct Student Support</p>
<p>Step 6: Provide professional development in culturally relevant teaching techniques to all faculty who work with basic skills mathematics students.^{xiv}</p>	<p>Professional Development Coordinator</p>	<p>May 2016 May 2017</p>	<p>Professional Development</p>
<p>Step 7: Contextualize math instruction so that students understand how math is applied in the real world.</p>	<p>Dean of Language Arts and Mathematics with Faculty</p>	<p>May 2016 May 2017</p>	<p>Curriculum/Course Development or Adaptation</p>
<p>Step 8: Fully implement the use of Early Alert in all basic skills courses</p>	<p>Vice President of Instruction</p>	<p>May 2016 May 2017</p>	<p>Direct Student Support</p>
<p>Step 9: Attach intrusive advisement to all basic skills courses^{xv}</p>	<p>Dean of Student Success and Support</p>	<p>June 2016 June 2017</p>	<p>Direct Student Support</p>
<p>Step 10: Require students to begin taking Math and English during their first semester at CHC</p>	<p>Vice President of Instruction and Vice President of Student Services</p>	<p>June 2016 June 2017</p>	<p>Curriculum/Course Development or Adaptation Student Equity Coordination and Planning</p>

Student Equity, SSSP, and Other Costs for Goal C.1

Resources, C.1.1, C.1.2	FTEF	Equity Costs	SSSP	Other	Step Alignment
Assistive Technology Specialist	.5	\$28,627		\$28,627 (DSPS)	1
Supplies, Assistive Technology	N/A	\$2192			1
Professional Development Coordinator	.1	\$12,532			2,3,4
Professional Development Travel	N/A	\$2,746			2,3,4
Professional Development Speakers	N/A	\$6,552			2,3,4
Professional Development Supplies	N/A	\$400			2,3,4
Tutoring	N/A	\$75,000		\$52,500 (BSI)	7
Tutoring Leads	N/A	\$75,000			7
Student Success Advisor	.1	0	\$6,871		8,9,10
VPI/VPSS/Deans	.02	0			5,6
Research Analyst	.1	\$7,214	\$7,214		11
Resources, C.1.3, C.1.4	FTEF	Equity Cost			Step Alignment
Tutoring	N/A	See above			2
Distance Education Coordinator	.05	\$3,059			4
Equity Coordinator	.02	0			1, 3, 5, 7, 10
Professional Development Coordinator	N/A	See above			6
Professional Development Travel	N/A	See above			6
Student Success Advisor	.10	0	\$6,871		8,9

DEGREE AND CERTIFICATE COMPLETION

Campus-Based Research

Overview

The data revealed several disproportionately impacted groups with regard to degree and certificate completion at Crafton Hills College. Males, African Americans, Hispanics, Native Americans, and students in the 20-34 age range were less likely to complete their degrees and certificates than the reference groups.

Indicator Definitions and Data

Student Scorecard Measure: The percentage of first-time degree and/or transfer-seeking students (i.e. minimum of 6 units earned who attempted any math or English in the first three years) tracked for six years from 2007-08 to 2012-13 who completed a degree or certificate.

Table D1: 2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by Gender, 80% Rule Ratio, and Effect Size.

Gender	# Earned Deg/Cert	# in Cohort	Completion Rate	80% Rule Ratio	Effect Size
Female	500	2,569	19.5	Reference Group	
Male	323	2,211	14.6	74.9	-.13
Unknown	45	263	17.1	87.7	-.06
Total	868	5,043	17.2		

Table D1.A: 2007 – 2008 to 2012 - 2013 Proportion of Students in the Degree/Certificate Completion Cohort and Degree/Certificate Completions by Gender and Proportionality Index.

Gender	Degree/Certificate Cohort		Earned Degree/Certificate		Proportionality Index
	#	Column %	#	Column %	
Female	2,569	50.9	500	57.6	1.1
Male	2,211	43.8	323	37.2	.85
Unknown	263	5.2	45	5.2	.99
Total	5,043	100.0	868	100.0	

Table D2: 2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by Ethnicity, 80% Rule Ratio, and Effect Size.

Ethnicity	# Earned Deg/Cert	# in Cohort	Completion Rate	80% Rule Ratio	Effect Size
Asian	56	272	20.6	Reference Group	
African American	22	166	13.3	64.6	-.19
Hispanic	174	1,232	14.1	68.4	-.18
Native American	9	64	14.1	68.4	-.16
Caucasian	524	2,857	18.3	88.8	-.06
Missing	83	452	18.4	89.3	-.06
Total	868	5,043	17.2		

Table D2.A: 2007 – 2008 to 2012 - 2013 Proportion of Students in the Degree/Certificate Completion Cohort and Degree/Certificate Completions by Ethnicity and Proportionality Index.

Ethnicity	Degree/Certificate Cohort		Earned Degree/Certificate		Proportionality Index
	#	Column %	#	Column %	
Asian	272	5.4	56	6.5	1.2
African American	166	3.3	22	2.5	.77
Hispanic	1,232	24.4	174	20.0	.82
Native American	64	1.3	9	1.0	.82
Caucasian	2,857	56.7	524	60.4	1.1
Missing	452	9.0	83	9.6	1.1
Total	5,043	100.0	868	100.0	

Table D3: 2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by Age, 80% Rule Ratio, and Effect Size.

Age	# Earned Deg/Cert	# in Cohort	Completion Rate	80% Rule Ratio	Effect Size
19 or younger	722	4,004	18.0	80.0	-.12
20-24	49	478	10.3	45.8	-.37
25-29	23	161	14.3	63.6	-.22
30-34	12	84	14.3	63.6	-.21
35-39	20	89	22.5	Reference Group	
40-49	31	144	21.5	95.6	-.02
50 and above	4	33	12.1	53.8	-.26
Total	861	4,993	17.2		

Table D3.A: 2007 – 2008 To 2012 - 2013 Proportion of Students in the Degree/Certificate Completion Cohort and Degree/Certificate Completions by Age and Proportionality Index.

Age	Degree/Certificate Cohort		Earned Degree/Certificate		Proportionality Index
	#	Column %	#	Column %	
19 or younger	4,004	80.2	722	83.9	1.0
20-24	478	9.6	49	5.7	.59
25-29	161	3.2	23	2.7	.83
30-34	84	1.7	12	1.4	.83
35-39	89	1.8	20	2.3	1.3
40-49	144	2.9	31	3.6	1.2
50 and above	33	0.7	4	0.5	.70
Total	4,993	100.0	861	100.0	

Table D4: 2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by Disability Status, 80% Rule Ratio, and Effect Size.

Disability Status	# Earned Deg/Cert	# in Cohort	Completion Rate	80% Rule Ratio	Effect Size
No	824	4,762	17.3	Reference Group	
Yes	44	281	15.7	90.8	-.04
Total	868	5,043	17.2		

Table D4.A: 2007 – 2008 To 2012 - 2013 Proportion of Students in the Degree/Certificate Completion Cohort and Degree/Certificate Completions by Disability Status and Proportionality Index.

Disability Status	Degree/Certificate Cohort		Earned Degree/Certificate		Proportionality Index
	#	Column %	#	Column %	
No	4,762	94.4	824	94.9	1.0
Yes	281	5.6	44	5.1	.91
Total	5,043	100.0	868	100.0	

Table D5: 2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by Economic Status, 80% Rule Ratio, and Effect Size.

Economically Disadvantaged	# Earned Deg/Cert	# in Cohort	Completion Rate	80% Rule Ratio	Effect Size
No	421	2,674	15.7	83.1	-.08
Yes	447	2,369	18.9	Reference Group	
Total	868	5,043	17.2		

Table D5.A: 2007 – 2008 To 2012 - 2013 Proportion of Students in the Degree/Certificate Completion Cohort and Degree/Certificate Completions by Economic Status and Proportionality Index.

Economically Disadvantaged	Degree/Certificate Cohort		Earned Degree/Certificate		Proportionality Index
	#	Column %	#	Column %	
No	2,674	53.0	421	48.5	.92
Yes	2,369	47.0	447	51.5	1.1
Total	5,043	100.0	868	100.0	

Table D6: 2007 – 2008 To 2012 - 2013 Six Year Degree/Certificate Completion Rate by Veteran Status, 80% Rule Ratio, and Effect Size.

Veteran	# Earned Deg/Cert	# in Cohort	Completion Rate	80% Rule Ratio	Effect Size
No	864	5,027	17.2	68.8	-.21
Yes	4	16	25.0	Reference Group	
Total	868	5,043	17.2		

Table D6.A: 2007 – 2008 To 2012 - 2013 Proportion of Students in the Degree/Certificate Completion Cohort and Degree/Certificate Completions by Veteran Status and Proportionality Index.

Veteran	Degree/Certificate Cohort		Earned Degree/Certificate		Proportionality Index
	#	Column %	#	Column %	
No	5,027	99.7	864	99.5	1.0
Yes	16	0.3	4	0.5	1.5
Total	5,043	100.0	868	100.0	

Conclusions: Disproportionately Impacted Student Groups: Degree and Certificate Completion

Gender: The degree and certificate completion rate was higher for females (20%) than males (15%). Both the 80% rule ratio and the proportionality index indicated that males were disproportionately impacted on the degree and certificate completion rate when compared to females. Specifically, the male completion rate is less than 75% of the female completion rate and male students are proportionately less likely to earn a degree or certificate than females.

Ethnicity: Asian students had the highest degree and certificate completion rate (21%) and were therefore the reference group. Compared to Asians, African American (13%), Hispanic (14%), and Native American (14%) students have lower degree and certificate completion rates. Both the 80% rule ratio and the proportionality index indicated that African American, Hispanic, and Native American students were disproportionately impacted on the degree and certificate completion rate compared to Asian students.

Age: Students aged 35 – 39 years comprised the reference group, with a degree and certificate completion rate of 23 percent. Compared to students 35 – 39 years old, the remaining age

groups had lower degree and certificate completion rates across all three indices. The data showed there is disproportionate impact for students aged 20 – 24 (10%), 25 – 29 (14%), 30 – 34 (14%), and students 50 years old or older (12%).

Disability: The degree and certificate completion rate was slightly higher for students not identified as having a disability (17%) than for students identified as having a disability (16%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

Economically Disadvantaged: The degree and certificate completion rate was slightly higher for students who were identified as being economically disadvantaged (19%) than for students who were not identified as being economically disadvantaged (16%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

Foster Youth: It was not possible to identify a large enough sample of foster youth students to analyze disproportionate impact for the degree and certificate completion rate outcome.

Veterans: The degree and certificate completion rate was substantially (Cohen's $d = .21$) higher for students identified as veterans (25%) than for students who were not identified veterans (17%). However, Only 16 Veterans Were Included In The Cohort.

Goals and Activities for Degree and Certificate Completion

Goal D: Degree and Certificate Completion. Increase the degree/certificate completion rate of **males, African American, Hispanic, Native American, and students 20 – 34 years old.**

Activity D.1 Activities D.1.1 through D.1.7 include the development of peer-peer and staff-student mentoring programs, the creation of targeted support services, and broadening the formats and modalities of the college’s program and course offerings.

Expected Outcome D.1.1-D.1.7: The expected outcomes are to increase the degree/certificate completion rate of:

- Males from 14.6% to 17.2%, by 57 students
- African American students from 13.3% to 16.5%, an increase of 27 students
- Hispanic students from 14.1% to 16.5%, an increase of 29 students
- Native American students from 14.1% to 16.5%, an increase of 2 students
- 20-24 year old students from 10.3% to 17.2%, an increase of 33 students
- 25-29 year old students from 14.3% to 18.0%, an increase of 6 students
- 30-34 year old students from 14.3% to 18.0%, an increase of 3 students

118

Research and Evaluation, Goal D

Method	Purpose	Timeline
Student Equity Data Analysis	Identify disproportionate impact	June, July, annually
Student Focus Group	Understand barriers to degree and certificate completion	September, November, annually
Campus Climate Survey	Assess climate and inclusion	Even Numbered Years
CCSSE	Assess student engagement	Odd Numbered Years
Disaggregation of Data, Program Review	Assess program-level data for disproportionate impact	Four-year cycle for each department

<p>Objective D.1.1: Increase the degree/certificate completion rate of males from 14.6% in 2013-2014 to 17.2% in 2016-2017 (+57). Objective D.1.2: Increase the degree/certificate completion rate of African American students from 13.3% in 2013-2014 to 16.5% in 2016-2017 +27) Objective D.1.3: Increase the degree/certificate completion rate of Hispanic students from 14.1% in 2013-2014 to 16.5% in 2016-2017 (+29). Objective D.1.4: Increase the degree/certificate completion rate of Native American students from 14.1% in 2013-2014 to 16.5% in 2016-2017 (+2).</p>			
<p>Action Steps <i>What Will Be Done?</i></p>	<p>Responsibilities <i>Who Will Do It?</i></p>	<p>Start Date End Date</p>	<p>Activity Type</p>
<p>Step 1: Provide professional development to increase cultural competency and an awareness of institutional and societal barriers to degree completion</p>	<p>Professional Development Coordinator</p>	<p>May 2015 May 2017</p>	<p>Professional Development</p>
<p>Step 2: Communicate to students the relationship between earning a certificate/degree and potential salary.</p>	<p>Dean, Student Success and Support and Director, Financial Aid</p>	<p>December 2015 December 2016</p>	<p>Direct Student Support</p>
<p>Step 3: Communicate to students the jobs that are most likely available within their particular field of study on a regular basis.</p>	<p>Vice President, Instruction with Instructional Deans</p>	<p>May 2015 May 2017</p>	<p>Direct Student Support</p>
<p>Step 4: Automatically award degrees and certificates when students have completed the requirements</p>	<p>Vice President Instruction and Vice President Student Services</p>	<p>May 2015 May 2017</p>	<p>Student Equity Coordination/Planning</p>
<p>Step 5: Create support services, mentoring, and cohort communities that include males, African American, Hispanic, and Native American students.</p>	<p>Dean, Student Success and Support Instructional Deans</p>	<p>May 2015 May 2017</p>	<p>Direct Student Support, Student Equity Coordination/Planning SS or Other Categorical Programs</p>
<p>Step 6: Develop clear pathways to certificate/degree completion.</p>	<p>Dean, Student Success and Support Instructional Deans</p>	<p>May 2015 May 2017</p>	<p>Curriculum/Course Development or Adaptation</p>
<p>Step 7: Require students to have an informed educational plan to register.</p>	<p>Dean, Student Success and Support</p>	<p>May 2015 May 2016</p>	<p>Student Equity Coordination/Planning Direct Student Support Curriculum/Course Development or Adaptation</p>
<p>Step 8: Develop a schedule that allows students to complete certificate/degree programs within 2 years</p>	<p>Vice President Instruction Vice President Student Services</p>	<p>December 2015 December 2017</p>	<p>Curriculum/Course Development or Adaptation</p>

Action Steps, Objectives D.1.1 – D.1.4, Continued <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Start Date End Date	Activity Type
Step 9: Develop and implement a completion campaign.	Vice President Instruction, Student Services Director, Marketing and Public Information	December 2015 December 2016	Curriculum/Course Development or Adaptation
Step 10: Partner with four-year universities that are recruiting non-traditional students.	Vice President Student Services	May 2015 May 2016	Outreach, Student Equity Coordination/Planning Curriculum/Course Development or Adaptation
Step 11: Engage students with their majors by providing student travel opportunities to conferences, competitions, and universities	Transfer Coordinator, Deans	May 2015 May 2016	Direct Student Support
Step 12: Provide faculty mentoring to a broad range of disproportionately impacted students, e.g. Brother to Brother, Safe Spaces, and other diverse groups	Faculty Mentors	January 2016 January 2017	Direct Student Support
Step 13: Disaggregate degree/certificate data, provide to faculty, SSEEM Committee, and Professional Development	Dean of OIERP	May 2014 Ongoing	Research and Evaluation

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Start Date End Date	Activity Type
Objective D.1.5: Increase the degree/certificate completion rate of 20-24 year old students from 10.3% in 2013-2014 to 17.2% in 2016-2017 (+33). Objective D.1.6: Increase the degree/certificate completion rate of 25-29 year old students from 14.3% in 2013-2014 to 18.0% in 2016-2017 (+6). Objective D.1.7: Increase the degree/certificate completion rate of 30-34 year old students from 14.3% in 2013-2014 to 18.0% in 2016-2017 (+3).			
Step 1: Survey the age group to identify their interests and use to inform course offerings and target marketing.	Dean of the Office of Institutional Effectiveness, Research and Planning	May 2015 May 2016	Research and Evaluation

Step 2: Work with employers to identify training needs and develop certificates and degrees based on the information learned.	Instructional Deans	December 2015 December 2016	Outreach, Research and Evaluation
Step 3: Offer sections at campus satellite sites and in the work place.	Vice President Instruction	January 2016 December 2016	Curriculum/Course Development or Adaptation Student Equity Coordination
Step 4: Offer more online, Friday, weekend, and evening classes.	Vice President Instruction	January 2016 January 2017	Curriculum/Course Development or Adaptation Student Equity Coordination
Step 5: Increase the level of services offered at non-traditional times (e.g.: child care, counseling, tutoring, library, etc.)	Vice President Student Services Vice President Instruction	January 2016 May 2016	Direct Services Student Equity Coordination/Planning
Step 6: Develop degree and certificate programs that can be completed at non-traditional times (weekend and/or online only).	Vice President Instruction	January 2016 May 2016	Curriculum/Course Development or Adaptation Student Equity Coordination
Step 7: Engage students with their majors by providing student travel opportunities to conferences, competitions, and universities	Transfer Coordinator, Deans	January 2016 May 2016	Direct Student Support
Step 8: Provide faculty mentoring to a broad range of disproportionately impacted students, e.g. Brother to Brother, Safe Spaces, and other diverse groups	Faculty Mentors	January 2016 May 2016	Direct Student Support

121

Student Equity, SSSP, and Other Costs for Goal D.1

Resources, D.1.1, D.1.2, D.1.3, D.1.4	FTEF	Equity Cost	SSSP	Other	Step Alignment
Instructional Deans	.02	0		\$5145 (GF)	2,7
VPs	.02	0		\$8337 (GF)	4,5,6,7
Professional Development Coordinator	.5	\$12,532			1
Professional Development Travel	N/A	\$2,746			1
Professional Development Speakers	N/A	\$6,552			1
Professional Development Supplies	N/A	\$400			1
Dean, Student Support	.02	0		\$3,429 (GF)	4

Counseling/Career/Transfer	.10		0	\$30,964		2,3,6,7
Student Travel	N/A		\$5,127		\$3000 (Gift)	11
Faculty Mentors	.5		\$20,504			12
Research Analyst	.1		\$7214	\$7,214		1
Resources, D.1.5, D.1.6, /D.1.7	FTEF		Equity Cost			Step Alignment
Research Analyst	.1		See above			1
Instructional Deans	.02		0		\$54145 (GF)	2,
Vice Presidents	.02		0		\$8337 (GF)	4,5,6
DE Coordinator			\$17,487			4,5,6
Student Travel	N/A		See above			7
Faculty Mentors	N/A		See above			8

TRANSFER

Campus-Based Research

Overview

Groups that were disproportionately impacted in the area of transfer included African American and Hispanic students, and those in all age ranges except 19 or younger.

Indicator Definitions and Data

Student Scorecard Measure: The percentage of first-time degree and/or transfer-seeking students (i.e. minimum of 6 units earned who attempted any math or English in the first three years) tracked for six years from 2007-08 to 2012-13 who transferred to four-year institution.

Table E1: 2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Gender, 80% Rule Ratio, and Effect Size.

Gender	# Transferred	# in Cohort	Transfer Rate	80% Rule Ratio	Effect Size
Female	802	2,569	31.2	Reference Group	
Male	622	2,211	28.1	90.1	-.07
Unknown	77	263	29.3	93.9	-.04
Total	1,501	5,043	29.8		

Table E1.A: 2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and Transfers by Gender and Proportionality Index.

Gender	Transfer Cohort		Transferred		Proportionality Index
	#	Column %	#	Column %	
Female	2,569	50.9	802	53.4	1.0
Male	2,211	43.8	622	41.4	.95
Unknown	263	5.2	77	5.1	.98
Total	5,043	100.0	1,501	100.0	

Table E2: 2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Ethnicity, 80% Rule Ratio, and Effect Size.

Ethnicity	# Transferred	# in Cohort	Transfer Rate	80% Rule Ratio	Effect Size
Asian	97	272	35.7	Reference Group	
African American	43	166	25.9	72.6	-.21
Hispanic	274	1,232	22.2	62.3	-.31
Native American	21	64	32.8	91.9	-.06
Caucasian	916	2,857	32.1	89.8	-.08
Missing	150	452	33.2	93.0	-.05
Total	1,501	5,043	29.8		

Table E2.A: 2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and Transfers by Ethnicity and Proportionality Index.

Ethnicity	Transfer Cohort		Transferred		Proportionality Index
	#	Column %	#	Column %	
Asian	97	6.5	272	5.4	.84
African American	43	2.9	166	3.3	1.1
Hispanic	274	18.3	1,232	24.4	1.3
Native American	21	1.4	64	1.3	.91
Caucasian	916	61.0	2,857	56.7	.93
Missing	150	10.0	452	9.0	.90
Total	1,501	100.0	5,043	100.0	

Table E3: 2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Age, 80% Rule Ratio, and Effect Size.

Age	# Transferred	# in Cohort	Transfer Rate	80% Rule Ratio	Effect Size
19 or younger	1,290	4,004	32.2	Reference Group	
20-24	110	478	23.0	71.5	-.20
25-29	30	161	18.6	57.9	-.29
30-34	19	84	22.6	70.2	-.21
35-39	19	89	21.3	66.3	-.23
40-49	19	144	13.2	41.0	-.41
50 and above	1	33	3.0	9.4	-.63
Total	1,488	4,993	29.8		

Table E3.A: 2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and Transfers by Age and Proportionality Index.

Age	Transfer Cohort		Transferred		Proportionality Index
	#	Column %	#	Column %	
19 or younger	4,004	80.2	1,290	86.7	1.1
20-24	478	9.6	110	7.4	.77
25-29	161	3.2	30	2.0	.63
30-34	84	1.7	19	1.3	.76
35-39	89	1.8	19	1.3	.72
40-49	144	2.9	19	1.3	.44
50 and above	33	0.7	1	0.1	.14
Total	4,993	100.0	1,488	100.0	

Table E4: 2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Disability Status, 80% Rule Ratio, and Effect Size.

Disability Status	# Transferred	# in Cohort	Transfer Rate	80% Rule Ratio	Effect Size
No	1,449	4,762	30.4	Reference Group	
Yes	52	281	18.5	60.9	-.26
Total	1,501	5,043	29.8		

Table E4.A: 2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and Transfers by Disability Status and Proportionality Index.

Disability Status	Transfer Cohort		Transferred		Proportionality Index
	#	Column %	#	Column %	
No	4,762	94.4	1,449	96.5	1.0
Yes	281	5.6	52	3.5	.62
Total	5,043	100.0	1,501	100.0	

Table E5: 2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Economic Status, 80% Rule Ratio, and Effect Size.

Economically Disadvantaged	# Transferred	# in Cohort	Transfer Rate	80% Rule Ratio	Effect Size
No	856	2,674	32.0	Reference Group	
Yes	645	2,369	27.2	85.1	-.10
Total	1,501	5,043	29.8		

Table E5.A: 2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and Transfers by Economic Status and Proportionality Index.

Economically Disadvantaged	Transfer Cohort		Transferred		Proportionality Index
	#	Column %	#	Column %	
No	2,674	53.0	856	57.0	1.1
Yes	2,369	47.0	645	43.0	.92
Total	5,043	100.0	1,501	100.0	

Table E6: 2007 – 2008 To 2012 - 2013 Six Year Transfer Rate by Veteran Status, 80% Rule Ratio, and Effect Size.

Veteran	# Transferred	# in Cohort	Transfer Rate	80% Rule Ratio	Effect Size
No	1,496	5,027	29.8	95.2	-.03
Yes	5	16	31.3	Reference Group	
Total	1,501	5,043	29.8		

Table E6.A: 2007 – 2008 to 2012 - 2013 Proportion of Students in the Transfer Cohort and Transfers by Veteran Status and Proportionality Index.

Veteran	Transfer Cohort		Transferred		Proportionality Index
	#	Column %	#	Column %	
No	5,027	99.7	1,496	99.7	1.0
Yes	16	0.3	5	0.3	1.1
Total	5,043	100.0	1,501	100.0	

Conclusions: Disproportionately Impacted Student Groups: Transfer

Gender: The transfer rate was higher for females (31%) than males (28%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

Ethnicity: With a transfer rate of 26%, Asian students formed the reference group. Compared to the reference group, African American (26%) and Hispanic (22%) students have significantly lower transfer rates using the 80% rule ratio and the effect size index as indices of disproportionality.

Age: Students 19 years old or younger had the highest transfer rate (32%) and were the reference group. When comparing the other age groups every student 20 years old or older appeared to be disproportionately impacted when their transfer rate was compared to students who were 19 years old or younger. All three indices indicated that students who were 20 years old or older were disproportionately impacted when compared to students 19 years old or younger. However, students 19 years old or younger may be more likely to have an educational goal of transfer than students who are 20 years old or older.

Disability: The transfer rate was substantially higher for students not identified as having a disability (30%) than for students identified as having a disability (18%). All three indices indicated that the difference was substantial.

Economically Disadvantaged: The transfer rate was slightly higher for students who were not identified as being economically disadvantaged (32%) than for students who were identified as being economically disadvantaged (27%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.

Foster Youth: It wasn't possible to identify a large enough sample of foster youth students to analyze disproportionate impact on the transfer rate outcome.

Veterans: The transfer rate was slightly higher for students who were identified as veterans (31%) than for students who were identified as not being a veteran (30%). However, the difference was not substantial as indicated by the 80% rule, effect size, and proportionality index.



Goals and Activities for Transfer

Goal E: Transfer. Increase the transfer rate of **African American, Hispanic, and students 20 – 24 years old.**

Activity E.1 Activity E.1 focuses on the development of culturally responsive teaching techniques, mentoring, improved identification and proactive (intrusive) advisement of potential transfer students, improved enrollment management based on educational planning, and effective scheduling of courses and programs to promote timely completion and transfer.

Expected Outcome E.1.1-1.3: The expected outcomes are to increase the transfer rate of:

- African American students from 14.3% to 18.0%, an increase of 4 students
- Hispanic students from 14.3% to 18.0%, an increase of 78 students
- 20-24 year old students from 14.3% to 18.0%, an increase of 13 students

Research and Evaluation, Goal E

Method	Purpose	Timeline
Student Equity Data Analysis	Identify disproportionate impact	June, July, annually
Student Focus Group	Understand barriers to transfer	September, November, annually
Campus Climate Survey	Assess climate and inclusion	Even Numbered Years
CCSSE	Assess student engagement	Odd Numbered Years
Disaggregation of Data, Program Review	Assess program-level data for disproportionate impact	Four-year cycle for each department

Objective E.1: Increase the transfer rate of African American students from 25.9% in 2013-2014 to 28.6% in 2016-2017 (+4) Objective E.2: Increase the transfer rate of Hispanic students from 22.2% in 2013-2014 to 28.6% in 2016-2017 (+78).	Action Steps <i>What Will Be Done?</i>			Responsibilities <i>Who Will Do It?</i>	Start Date End Date	Activity Type
Step 1: Assess students' career interest and develop an aligned educational plan				Career Counselor	May 2015 May 2016	Direct Student Support
Step 2: Develop transfer workshops designed specifically for students enrolled in basic skills courses.				Transfer Center Coordinator	Dec. 2015 Dec. 2016	Direct Student Support
Step 3: Increase the use of Early Alert.				Vice President Instruction	May 2015 May 2016	Direct Student Support
Step 4: Provide professional development that teaches instructors how to incorporate universal design concepts in the classroom ^{xvi} and to use culturally responsive teaching techniques ^{xvii}				Professional Development Coordinator DSFS Faculty	Dec. 2015 Dec. 2016	Professional Development
Step 5: Develop and implement intrusive instructional and student support programming.				Dean Student Success and Support	Dec. 2015 Dec. 2016	Direct Student Support
Step 6: Increase access to tutoring services and implement a system that requires participation, if needed.				Dean of Language Arts and Mathematics	Dec. 2015 Dec. 2016	Instructional Support Activities
Step 7: Develop and implement a process of mandatory counseling				Dean of Student Success and Support	Jan. 2016 Dec. 2016	Student Equity Coordination
Step 8: Expand effective programs such as fast track math courses, Left Lane, and others.				Vice President Instruction Vice President Student Services	Aug. 2015 May 2017	Curriculum/Course Development or Adaptation
Step 9: Expand strategies to streamline pathways from high school, through Crafton Hills College, to four-year universities.				Dean Student Success and Support Vice President Student Services	Aug. 2015 May 2017	Curriculum/Course Development or Adaptation
Step 10: Support student visits to four-year institutions, such as HBCUs, Northern California, and other sites				Transfer Center Coordinator Deans	Aug. 2015 May 2016	Direct Student Support
Step 11: Develop a student mentoring program				VP Student Services	Nov. 2015 May 2016	Direct Student Support

Objective E.1.3: Increase the transfer rate of 20-24 year old students from 23.0% in 2013-2014 to 25.8% in 2016-2017 (+13).			
Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Start Date End Date	Activity Type
Step 1: Provide professional development to faculty to help students develop assignments that connect career goals to in-class assignments.	Professional Development Coordinator Career Counselor	Aug. 2015 May 2016	Professional Development
Step 2: Develop process for assessing students' career interests and use to inform development of SEP.	Career Counselor	May 2015 May 2016	Direct Student Support
Step 3: Expand the transfer center services and provide more support to students (e.g.: essay writing workshops for transfer applications).	Transfer Center Coordinator	August 2015 May 2016	Direct Student Support
Step 4: Require students to follow their SEPs to maintain priority registration.	Dean, Student Success and Support	December 2015 Jan. 2017	Direct Student Support/SS or Other Categorical Program
Step 5: Ensure every student has a complete SEP.	Dean, Student Success and Support	May 2015 Dec. 2017	Direct Student Support/SS or Other Categorical Program
Step 6: Create and offer a scholarship/transfer course and encourage transfer students to take the course.	Chair, Counseling and Counseling Faculty	May 2015 Dec. 2017	Curriculum/Course Development or Adaptation
Step 7: Develop a three-year schedule based on SEPs and ensure that planned courses are available.	Vice President Student Services Vice President Instruction	Jan. 2016 May 2017	Student Equity Coordination
Step 8: Offer high demand classes at non-traditional times.	Vice President Instruction	Jan. 2016 May 2017	Student Equity Coordination Curriculum/Course Development or Adaptation
Step 9: Using the SEP, encourage students to attend both CHC and Valley to complete the work necessary to transfer.	Director, Marketing and Public Information	December 2015 May 2016	Direct Student Support
Step 10: Disaggregate age and ethnicity data, share with relevant constituencies to ensure that interventions are informed by data.	Dean, OIERP	December 2015 ongoing	Research and Evaluation

Student Equity, SSSP, and Other Costs for Goal E.1

Resources, E.1., E.2	FTEF	Equity Cost	SSSP	Other Funds	Step Alignment
Counseling/Career/Transfer	.1	0	\$30,964		1,2, 7, 8
Professional Development Coordinator	.1	\$12,531			4
Professional Development Travel	N/A	\$2,746			4
Professional Dev. Speakers	N/A	\$6,552			4
Professional Development Supplies	N/A	\$400			4
Deans, Student Services	.02	0		\$6,859 (GF)	5, 7, 8
Student Travel	N/A	\$5,127			10
Faculty Mentors		\$20,504			11
Contract, Mentoring		\$5,000			11
Resources, E.1.3	FTEF	Equity Cost			Step Alignment
Professional Development Coordinator	N/A	See above			1
Professional Development, Travel		See above			1
Counseling/Transfer/Career	.40	0			2,3,4,5,6,9
VPs	.02	0		\$8,337 (GF)	7,8,9
Marketing	.02	0		\$1,345 (GF)	9
Faculty Mentors		See above			9
Research Analyst	.1	\$7,214	\$7,214		10

SUMMARY BUDGET

The Crafton Hills College Student Equity budget includes the expenditures described in the table below. Further detail is offered in the 2015-16 Student Equity Plan Summary Budget on the next page.

Classification	Description	Classification Total
Faculty	Faculty salaries for professional development, programming for Foster Youth, Veterans, and Re-entry students, release time for faculty leadership of peer and faculty-mentoring programs, and expansion of distance education courses and programs.	\$202,422
Staff	Hourly wages for tutoring and coordination to promote embedded tutoring in CHC’s gateway courses, salaries for ongoing research and support of a universal-design learning lab.	\$248,150
Employee Benefits	Employee benefits for the faculty and staff described in the faculty and staff classifications.	\$ 73,184
Supplies and Materials	Supplies and materials for professional development, the new Veterans’ Resource Center, tutoring, particularly embedded tutoring, and the assistive technology/universal design learning lab.	\$9,912
Other Operating Expenses and Services	Equity related travel and conference attendance for CHC staff and faculty, planning, outreach, and program coordination of the new Veteran’s Resource Center, equity-related speakers, workshops, and webinars, membership costs for a national mentoring program, student transportation for university visits, and student travel costs for conference attendance, university visits, competitions, and other opportunities otherwise unavailable to CHC’s disproportionately impacted groups.	\$87,692
Total Equity Expenditures		\$620,640

2015-16 Student Equity Plan Summary Budget
 San Bernardino CCD
 Crafton Hills College

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).
 BAM can be found at: <http://extranet.cccco.edu/Divisions/Finance/Facilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries: Position Title(s)										
	Professional Development Coord.	A.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,785	\$ -	\$ -	9,785
	Professional Development Coord.	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,785	\$ -	\$ -	9,785
	Professional Development Coord.	C.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,785	\$ -	\$ -	9,785
	Professional Development Coord.	D.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,785	\$ -	\$ -	9,785
	Professional Development Coord.	E.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,785	\$ -	\$ -	9,785
	Re-Entry Counselor	A.1	\$ -	\$ 16,538	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	16,538
	Foster Youth Counselor	B.1	\$ -	\$ 16,538	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	16,538
	Veterans Counselor/Coordinator	A.1	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	20,000
	Veterans Counselor/Coordinator	A.1	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	20,000
	Distance Education Coordinator	D.1	\$ -	\$ -	\$ -	\$ -	\$ 44,413	\$ -	\$ -	\$ -	44,413
	Faculty Leads: Mentoring Programs	E.1	\$ -	\$ 36,008	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	36,008
	Subtotal		\$ 40,000	\$ 69,084	\$ -	\$ -	\$ 44,413	\$ 48,925	\$ -	\$ -	\$ 202,422

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Research Analyst	A.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,825	\$ -	\$ -	1,825
	Research Analyst	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,825	\$ -	\$ -	1,825
	Research Analyst	C.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,825	\$ -	\$ -	1,825
	Research Analyst	D.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,825	\$ -	\$ -	1,825
	Research Analyst	E.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,825	\$ -	\$ -	1,825
	Professional Development Coordinator	A.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,746	\$ -	\$ -	2,746
	Professional Development Coordinator	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,746	\$ -	\$ -	2,746
	Professional Development Coordinator	C.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,746	\$ -	\$ -	2,746
	Professional Development Coordinator	D.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,746	\$ -	\$ -	2,746
	Professional Development Coordinator	E.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,746	\$ -	\$ -	2,746
	Re-Entry Counselor	A.1	\$ -	\$ 4,178	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	4,178
	Foster Youth Counselor	A.1	\$ -	\$ 4,178	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	4,178
	Veterans Counselor/Coordinator	A.1	\$ -	\$ 13,200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	13,200
	Distance Education Coordinator	D.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,048	\$ -	8,048
	Mentoring Faculty	E.1	\$ -	\$ 13,303	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	13,303
	Assistive Technology Specialist	C.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,422	\$ -	7,422
	Subtotal		\$ -	\$ 34,859	\$ -	\$ -	\$ -	\$ 22,855	\$ 15,470	\$ -	\$ 73,184
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Professional Development Supplies	A.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 400	\$ -	\$ -	400
	Professional Development Supplies	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 400	\$ -	\$ -	400
	Professional Development Supplies	C.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 400	\$ -	\$ -	400
	Professional Development Supplies	D.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 400	\$ -	\$ -	400
	Professional Development Supplies	E.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 400	\$ -	\$ -	400
	Veterans Center Supplies	A.1	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	2,500
	Tutoring Supplies	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,250	\$ -	1,250
	Tutoring Supplies	C.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,250	\$ -	1,250
	Assistive Technology Supplies	A.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,192	\$ -	2,192
	Subtotal		\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ 9,192

5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Professional Development, Travel	A.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,552	\$ -	\$ -	6,552
	Professional Development, Travel	B.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,552	\$ -	\$ -	6,552
	Professional Development, Travel	C.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,552	\$ -	\$ -	6,552
	Professional Development, Travel	D.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,552	\$ -	\$ -	6,552
	Professional Development, Travel	E.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,552	\$ -	\$ -	6,552
	Consultant, Veterans	A.1			\$ 20,678						20,678
	Transportation, Student University Visits	E.1								\$ 6,000	6,000
	Mentoring Membership, Contract	E.1		\$ 5,000							5,000
	Student Travel	D.1								\$ 5,127	5,127
	Student Travel	E.1								\$ 5,127	5,127
	Professional Development, Contracts	A.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,600	\$ -	\$ -	2,600
	Professional Development, Contracts	B.1						\$ 2,600			2,600
	Professional Development, Contracts	C.1						\$ 2,600			2,600
	Professional Development, Contracts	D.1						\$ 2,600			2,600
	Professional Development, Contracts	E.1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,600	\$ -	\$ -	2,600
	Subtotal		\$ -	\$ 5,000	\$ -	\$ 20,678		\$ 45,760		\$ 16,254	\$ 87,692
6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Grand Total		\$ 42,500	\$ 108,943	\$ 26,945	\$ 20,678	\$ 44,413	\$ 119,540	\$ 236,675	\$ 16,254	\$ 620,640

SUMMARY EVALUATION PLAN

The Student Success, Equity, and Enrollment Management Committee (SSEEM) and the Office of Institutional Effectiveness, Research, and Planning (OIERP) will conduct annual formative and summative reviews to assess our progress toward meeting the College's equity goals and to monitor our progress toward implementing our planned activities.

Student Equity evaluation has been added to the CHC Office of Institutional Effectiveness, Research and Planning Research Calendar. During the summer of each year the OIERP will conduct a summative review of the College's progress toward meeting its equity objectives in each of the five focal areas: (1) Access, (2) Course Success, (3) Basic Skills Throughput Rate, (4) Degree/Certificate Completion Rate, and (5) Transfer Rate. The results of the analysis will be shared with the SSEEM Committee and the College in the fall and will be used to inform the development of further strategies to eliminate access and achievement gaps, and to identify additional groups that may be disproportionately impacted. Equally important, the results will be shared with the appropriate programs to inform the planning and program review process. For example, each year the data concerning the math and English basic skills throughput rates will be disaggregated by group and shared with the math and English departments to inform their program reviews.

Method	Purpose	Goal(s)	Timeline
Student Equity Data Analysis	Identify disproportionate impact	A,B,C,D,E	June, July, annually
Student Focus Groups	Understand barriers to access, course completion, basic skills completion and throughput, certificate and degree completion, and transfer	A,B,C,D,E	September, November, annually
Campus Climate Survey	Assess climate and inclusion	A,B,C,D,E	Even Numbered Years
CCSSE	Assess student engagement	A,B,C,D,E	Odd Numbered Years
Impact Studies	Assess the impact of Equity Interventions	A,B,C,D,E	Upon completion of each Activity
Program evaluation	Evaluate disproportionate impact in programs	A,B,C,D,E	Every four years on the Planning and Program Review cycle

As part of the summative review, OIERP will track the impact of tutoring services, foster youth counseling, student success advising, re-entry counseling, and distance education on the success and access of our disproportionately impacted groups. The SSEEM Committee will elicit progress reports from the individuals responsible for each activity. Any barriers to the completion of planning activities will be addressed by the SSEEM Committee, and action will be taken to remedy them.

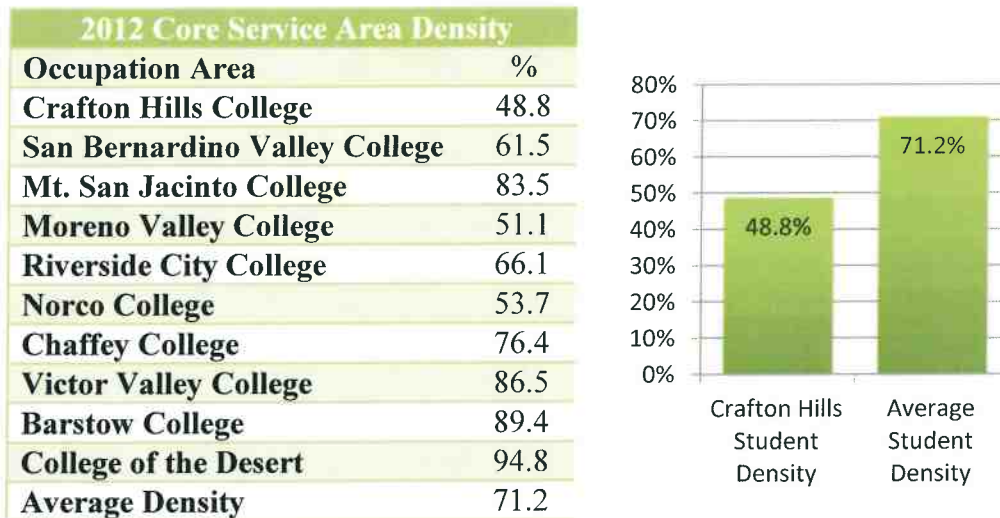


Appendix A: Demographics of the Surrounding Community

To understand the composition of the community it serves, the College examined data from a recent environmental scan. The detailed socioeconomic and demographic data from the 2013 study has provided the College with considerable data for use in planning, outreach, and institutional improvement.

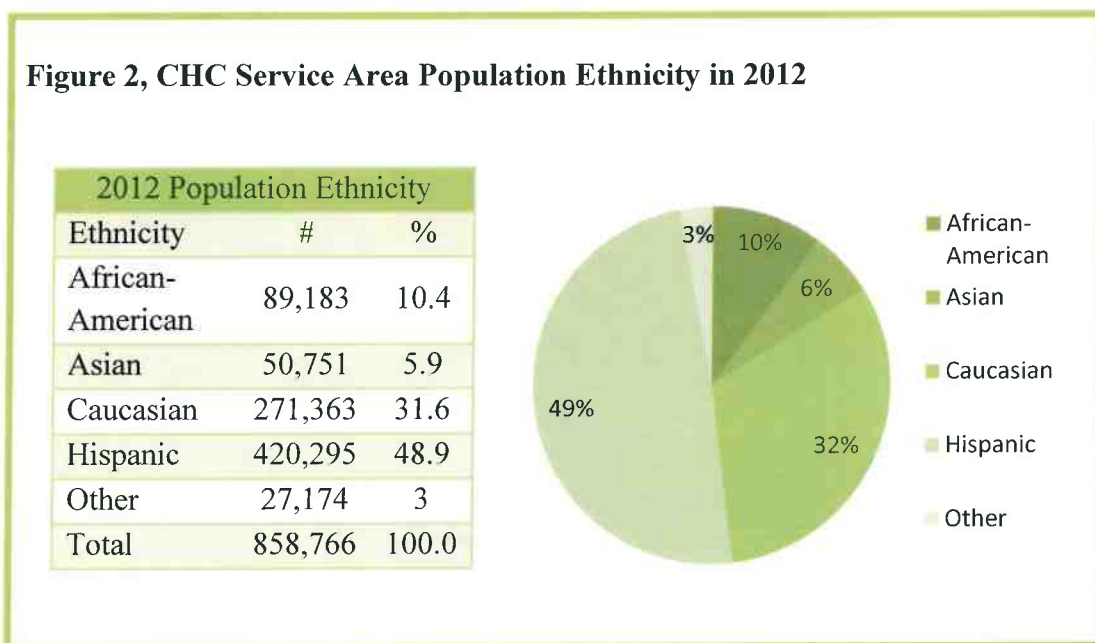
The District’s communities will experience 35 percent increase by 2022. The Crafton Hills College core service area includes the zip codes covering the cities of Yucaipa, Calimesa, Mentone, Redlands, Highland, and Beaumont. While the overall population in the College’s service area is increasing, the College serves only 49 percent of local residents enrolled in community colleges, compared to an average market penetration rate of 71% in the Inland Empire community colleges as a whole. Figure 1 shows CHC’s core service density compared to the immediate service area. In short, fewer than half of the community college students in its service area attended Crafton Hills College in 2012.

Figure 1, CHC Core Service Area Student Density, 2012



The age distribution data for the Crafton Hills College service area reveals a significant opportunity for growth. As Figure 2 reveals, the community has a relatively high percentage of residents aged 50 and older, at 27.3% of the estimated 858,766 residents in the service area. However, there is also growth in the youngest population. Those under aged 17 totaled 28 percent of the total population. The traditional college-aged student, ages 18-24, numbers 11.6 percent, and those 25-29 years old totaled 7.3 percent. Forty-seven percent of the population in the CHC service area was under the age of 30. With 30 to 50-year-olds constituting another 25 percent of the population, the College will continue to be a vital force in workforce development for its surrounding communities.

The ethnic and racial diversity of the community has also increased over time. The environmental scan data shown in Figure 3 shows that in 2012, 49 percent of residents in the Crafton Hills College service area were Hispanic and 10 percent were African-American.



Compared to all county residents, the CHC service area population has lower annual income. As Figure 4 shows, the median household income of those in CHC’s service area was \$54,853 in 2012 compared to the San Bernardino and Riverside county medians of \$56,703 and \$59,109, respectively. The number of residents earning less than \$40,000 per year totaled 36.4 percent, while those earning incomes greater than \$100,000 totaled 21 percent.

Twenty-two percent of adults 25 years or older in the CHC service area did not have a high school diploma while 27 percent had no more than a high school diploma or GED. Given the characteristics of the CHC community, it is clear that the College has an important role to play with regard to the economic well-being of the community, and with regard to equity in college access and degree attainment.

Figure 3, CHC Service Area Annual Household Income in 2012

2012 Household Income		
Income Range	#	%
\$0 – \$40,000	94,481	36.4
\$40,000 – \$60,000	46,803	18.0
\$60,000 – \$80,000	36,702	14.1
\$80,000 – \$100,000	27,203	10.5
\$100,000 – \$150,000	35,521	13.7
\$150,000 and up	19,152	7.4
Total	259,862	100.0
Median Income		\$54,853

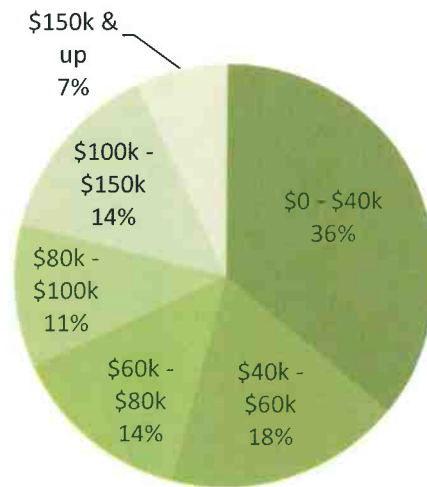
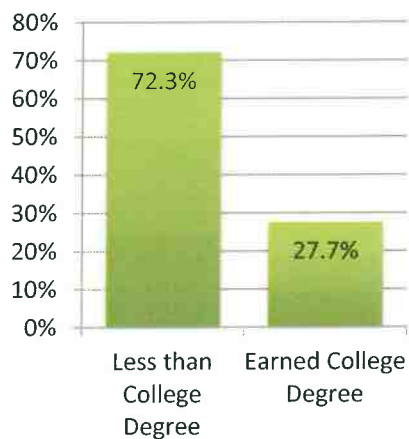


Figure 4, CHC Service Area Education Level Attainment as of 2012

2012 Education Level Attained	
Education Level Attained	#
Less than High School Diploma	114,031
High School Diploma/GED	137,999
Some College	123,136
Associate's Degree	42,844
Bachelor's Degree	63,321
Graduate Degree	37,408
Total	518,739



ENDNOTES

- ⁱ Vick, N, Robles-Pina, R.A., Martiroyan, N.M., & Kite, V. (2015). The effectiveness of tutoring on developmental English grades. *The Community College Enterprise*, 21 (1), 11-26.
- ⁱⁱ Dawson, P., van der Meer, J., Skalicky, J., Cowley, K. (2014). On the effectiveness of supplemental instruction: A systematic review of Supplemental Instruction and Peer-Assisted Study Sessions literature between 2001 and 2010. *Review of Educational Research*, 84 (4), 609-639.
- ⁱⁱⁱ Earl, W.R. (N.D.). Intrusive advising for freshmen. Retrieved from the NACADA Clearinghouse of Academic Advising Resources web site: <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Intrusive-Advising-for-Freshmen.aspx>.
- ^{iv} King-Sears, M. (2009). Universal Design for learning: Technology and Pedagogy. *Learning Disability Quarterly*, 32 (4), 199-201.
- ^v Sanchez, R.J., Bauer, T.N., and Paronto, M.E. (2006). Peer-mentoring freshmen: Implications for satisfaction, commitment, and retention to graduation. *Academic Management, Learning, and Education*, 5 (1), 25-37.
- ^{vi} Crisp, G.& Cruz, I. (2009). Mentoring college students: A critical review of the literature between 1990 and 2007. *Research in Higher Education*, 50, 525-545.
- ^{vii} Kuh, G.D., Cruce, T.M., Shoup, R., & Kinzie, J. (2008). Unmasking the effects of student engagement on first-year college grades and persistence. *The Journal of Higher Education*, 79 (5), 540-563.
- ^{viii} DeJaeghere, J.G., & Zhang, Y. (2008). Development of intercultural competence among US American teachers; professional development factors that enhance competence. *Intercultural Education*, 19 (3), 255-268.
- ^{ix} Michalowski, L. (2014). *Updated student equity plan*. California Community Colleges Chancellor's Office (CCCCO).
- ^x Baurhoo, N.; Asghar, A. (2014). Using universal design for learning to construct inclusive science classrooms for diverse learners. *Learning Landscapes*, 7 (2), 59- 80.
- ^{xi} Baurhoo, N.; Asghar, A. (2014). Using universal design for learning to construct inclusive science classrooms for diverse learners. *Learning Landscapes*, 7 (2), 59- 80.

-
- ^{xii} Ladson-Billings, G. (1992). Culturally relevant teaching: the key to making multicultural education work. In C.A. Grant (Ed.), *Research and Multicultural Education*, 106-121. London: Falmer Press.
- ^{xiii} Lesmeister, M.B. (2010). Teaching adults to read with reading apprenticeship. *CTE and Literacy*, 222. actonline.org, 28-32.
- ^{xiv} Ladson-Billings, G. (1994). Culturally relevant teaching: the key to making multicultural education work. In C.A. Grant (Ed.), *Research and Multicultural Education* (pp. 106-121). London: Falmer Press.
- ^{xv} Center for Community College Student Engagement (2012). *A Matter of Degrees: Promising Practices for Community College Student Success (A First Look)*. Austin, TX: The University of Texas at Austin, Community College Leadership Program.
- ^{xvi} Baurhoo, N.; Asghar, A. (2014). Using universal design for learning to construct inclusive science classrooms for diverse learners. *Learning Landscapes*, 7 (2), 59- 80.
- ^{xvii} Ladson-Billings, G. (1994). Culturally relevant teaching: the key to making multicultural education work. In C.A. Grant (Ed.), *Research and Multicultural Education* (pp. 106-121). London: Falmer Press.

2015-16 Student Equity Plan Summary Budget
San Bernardino CCD
Crafton Hills College

Part I: Student Equity Funding

Enter whole numbers only

Total 2015-16 College Student Equity Allocation \$ 620,640

If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level

Part II: 2015-16 Planned Student Equity Expenditures \$ 620,640

Balance 2015-16 College Student Equity Allocation \$ -

**2014-15 Student Equity Plan Summary Budget.
Part I: Funding
Specific Entry Instructions**

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their *college* allocation from the district office.
- F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
- F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
- F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
 - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
 - 0+ If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
 - 0- If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Dr. Gloria Fisher, President

PREPARED BY: Dr. Ricky Shabazz, Vice President of Student Services

DATE: December 10, 2015

SUBJECT: Consideration of Approval of the Student Equity 2015 Plan

RECOMMENDATION

It is recommended that the Board of Trustees approve SBVC's Student Equity 2015 Plan (SEP).

OVERVIEW

Guidelines set by the California Community Colleges Chancellor's Office require SBVC to submit the Student Equity 2015 Plan.

ANALYSIS

The Student Equity Plan will be submitted on December 18, 2015 to the California Community Colleges Chancellor's Office (CCCCO). CCCCCO will approve the plan and notify SBVC.

BOARD IMPERATIVE

- I. Institutional Effectiveness
- II. Learning-Centered Institution for Student Access, Retention and Success
- III. Resource Management for Efficiency, Effectiveness and Excellence
- IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

None.



San Bernardino
Valley College

Student Equity Plan



Fall 2015

Table of Contents

Table of Contents.....	i
Signature Page.....	ii
Executive Summary.....	1
Targeted Groups.....	1
Goals and Outcomes.....	2
Support for Veterans.....	3
Support for Foster Youth.....	4
Support for First Year College Students.....	4
Support for Categorical Programs.....	6
Support for Basic Skills.....	7
Activities and Actions.....	8
Student Equity Funding.....	12
Contact Person/Student Equity Coordinator.....	12
Planning Committee and Collaboration.....	13
Access.....	18
CAMPUS-BASED RESEARCH: ACCESS	19
GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS.....	20
Success Indicator: Course Completion.....	29
CAMPUS-BASED RESEARCH: COURSE COMPLETION	30
GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION.....	32
Success Indicator: ESL and Basic Skills Completion.....	41
CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION	42
GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION.....	45
Success Indicator: Degree and Certificate Completion.....	54
CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION	55
GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION.....	58
Transfer.....	61
CAMPUS-BASED RESEARCH: TRANSFER	62
GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER.....	64
Summary Budget.....	72
Summary Evaluation.....	75
Summary Evaluation Schedule and Process.....	77
Attachments.....	80

Signature Page



Mr. Aaron Beavor (President Classified)

abeavor@sbccd.cc.ca.us

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

Mr. Gabriel Jaramillo (Vice-President, ASG)

Vicepresident.asg.sbvc@outlook.com

I certify that Associated Student Body representatives were involved in the development of the plan, and supports the research goals, activities, budget and evaluation it contains.

Mr. Johnny Conley (Interim Director FYE)

jconley@sbccd.cc.ca.us

909.384.8988

I certify that I am the Student Equity Director, and that I was involved in the development of the plan and the and support the research goals, activities, budget and evaluation it contains.

Executive Summary

San Bernardino Valley College (SBVC) serves approximately 17,000 students each academic year. The campus is located in an urban section of San Bernardino County within the boundaries of the City of San Bernardino. The campus is diverse in every respect-including the faculty, staff, and the students enrolled in the college. The diverse makeup of the campus contributes to our strong commitment to student equity. This Student Equity Plan is intended to increase student equity amongst students who are historically underperforming. This Executive Summary is broken up into ten areas:

1. Targeted Groups
2. Goals and Outcomes
3. Support for Veterans
4. Support for Foster Youth
5. Support for First Year Students
6. Support for Categorical Programs
7. Support for Basic Skills
8. Activities
9. Student Equity Funding
10. Contact Person for Coordination

The Office of Research, Planning and Institutional Effectiveness analyzed data for this Student Equity Plan from a variety of sources. These sources include: the SBVC Datatel Database System, the State Chancellor's Management Information System (MIS), the SBVC's Student Success Scorecard, the Accountability Reporting for Community College (ARCC) databases, the U.S. Dept. of Education's Integrated Post-Secondary Data System (IPEDS) database, California Partnership for Achieving Student Success (Cal-Pass) database, and the U.S. Census database. SBVC will allocate Student Equity funds and provide additional support for the Office of Research, Planning and Institutional Effectiveness by hiring graduate assistants to aid in the evaluation of student equity activities and programs, and providing data to support decision-making for this plan.

The data outlined in this Student Equity Plan indicates that African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first year college students, and males are experiencing lower success and retention rates compared to their counterparts. Toward this end, this Student Equity Plan contains an ambitious set of goals, activities, programs, staffing, and follow-up services to improve the access, success and retention among the targeted populations that are outlined above.

Targeted Groups

The targeted populations of students for this Student Equity Plan are African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first generation college students, veterans and males on campus. The release of SBVC's 2014 Student Success Card showcased the educational attainment of our students. SBVC believes that one of the key factors in student success among our underperforming students continues to be improving student engagement with the college's instructional and student support programs. According to the college's recent climate survey, students who persist at SBVC typically feel more connected to the college, are invested in their education and usually believe that the college is equally committed to the success of students. Students who are engaged in the college's

student support services are more likely to earn an associate's degree or certificate, utilize campus tutoring and support services, and complete their academic program. Increasing student engagement with first year college students and underperforming at-risk students serves as one of the fundamental principles of this Student Equity Plan.

This Student Equity Plan outlines several goals and expected outcomes connected to increasing student success among our underperforming students. Table 1a outlines the number of non-resident students who attend SBVC. It shows that AB540 students are nearly half of all non-resident students who attend SBVC.

SBVC's Enrollment Management and Student Equity Committee (SEC) is comprised of faculty, staff, students and administrators. The Student Equity Committee was charged with creating a responsive, flexible, educationally sound, research based approach to improving student success amongst the college's targeted populations that are outlined in this plan.

This Student Equity Plan presents data on age, race/ethnicity, gender, and other known challenges faced by our first time college students as well as students with disabilities, veterans and foster youth. The Student Equity Committee proposes to use Student Equity funds to improve the achievement gaps that persist among our targeted population of students. Table 1b provides data on the success rate of students who attend SBVC. The following is a list of the Student Equity Committee's 2015/16 Student Equity Goals and Outcomes. Each Of the Student Equity goals is linked to the college's Strategic Initiatives and related Objectives.

Goals and Outcomes

Student Equity Goals and Outcomes: Linkage to Strategic Plan Goals and Objectives

Goals	Strategic Initiative/Objective
1. Increase by 5% the number of students from targeted populations from SBVC feeder high schools who enroll at the SBVC compared to the previous academic year.	Access: Objective 1.6.3
2. Increase by 5% the number of students from targeted populations who earn a degree and certificate compared to the previous academic year.	Student Success: Objective 2.5.1.1
3. Increase by 5% the number of students from targeted populations that transfer to four-year colleges/universities compared to the previous academic year	Student Success: Objective 2.5.1.2
4. Increase student retention by 2% among students from targeted populations each semester/term compared to the previous academic year.	Student Success: Objective 2.5.2
5. Increase by 2% the success rates of students from targeted populations each semester/term compared to the previous academic year.	Student Success: Objective 2.5.1.1

6. Increase by 2% the number of continuing students from targeted populations who enroll at the SBVC in the sequential semester/term compared to the previous academic year.	Persistence: Objective 2.5.2
7. Increase by 2% the number of continuing students from targeted populations that register prior to new students registration compared to the previous academic year.	Student Success Objective 2.8.4
8. Increase by 5% the number of students from targeted populations that complete Financial Aid applications by the March 2nd deadline compared to the previous academic year.	Access Objective 1.5.2

During the 2014/15 academic year, the Student Equity Committee used the above stated goals to pilot programs, establish partnerships and offer activities that serve as a baseline for establishing ongoing goals among our stated targeted populations.

Support for Veterans

In spring 2012, SBVC opened the Veterans Resource Center (VRC) to provide student support services to over 200 veteran students. This Student Equity Plan allocates funds to the VRC to support counseling, educational planning and transitional services for veterans and their dependents. The VRC was launched to offer veterans and their dependents a welcoming campus environment where they could successfully transition into college life and accomplish their academic and career goals. The VRC was founded on the premise that the challenges faced by our veterans could be supported through a combination of student support services, peer-to-peer networking and camaraderie, and through efforts to support the wellness of our veterans as they successfully transition back into civilian life.

The VRC has developed into a hub that offers veterans and their dependents a comprehensive “one stop site” student support program that provides resources such as academic and career advising, tutoring, peer-to-peer advising, and access to wellness and educational counseling. The VRC is designed to assist veterans and their families with access the wide range of education benefits offered by the Veterans Administration (VA) while they successfully transition into college and accomplish their educational and career goals. The list of educational and personal services offered at the VRC include: college admissions, financial aid, registration, educational and career counseling, wellness counseling, certification of enrollment, assistance with tutoring and homework (3 veteran student tutors), a computer lab with free printing, a veteran’s club, VA work study/veteran student ambassadors (15 student workers who are veterans), and access to peer network with other veteran students.

SBVC uses Student Equity funds to provide additional resources for the VRC such as seven student computer workstations, four study cubicles, a text book loan program, a VRC student club, and a host of workshops and programs targeting veterans and their dependents. The implementation of the computers, study cubicles and tutors has significantly increased the volume of veterans visiting the VRC for services.

Support for Foster Youth

SBVC used Student Success Funds (SSSP) to assign a fulltime counselor to work with current and former foster youth on campus. The goal is to assist current and former foster youth with successfully transitioning into college. This Student Equity Plan allocates funds to support current and former foster youth in accessing textbooks, advising and additional student support services. The counselor assigned to work with foster youth is charged with developing a Guardian Scholars program on campus. Guardian Scholars is a comprehensive program with a goal of supporting foster youth in their efforts to gain a degree, certificate and/or transferring. The Guardian Scholars program identifies and trains liaisons that are located in the student services office on campus. The goal is to ensure that foster youth get the services that they need without getting the run-around. The counselor is assigned to work with foster youth on developing life skills training, academic performance with the objective of achieving self-sufficiency, and assisting with college degree or certificate completion.

The counselor provides student support services to foster youth to assist them with accomplishing their educational goals. The counselor and the Guardian Scholars liaisons host an annual conference on campus to bring foster youth practitioners together to discuss best practices and student support services. Additionally, the Guardian Scholars Liaisons are trained to provide advising to foster youth to successfully transition them into college life. The counselor and Guardian Scholars Liaisons assist foster youth in the Guardian Scholars program with accessing student support services such as financial aid, EOPS/CARE, academic and career counseling, field trips, student employment, housing, and county services for transitional students. Additionally, Student Equity funds were allocated to develop a textbook library for foster youth. The textbook library ensures that foster youth have access to the academic resources that often serve as barriers to their success. The textbook library consists of purchasing basic skills texts that are in high demand courses on campus.

Support for First Year College Students

The first year of college can be very trying for many first generation college students. This is one of the main reasons that a large percentage of first year students often do not persist to their second year of college. SBVC allocated Student Equity funds to support four programs that seek to increase student success and persistence among first year college students. The four programs include but are not limited to:

1. First-Year Experience
2. Valley-Bound Commitment
3. Dreamer's Resource Center
4. New Student Welcome Day

All four of these programs are housed under the newly created First-Year Experience (FYE) Program. Student Equity funds were used to hire a Director of FYE, secretary, student services technician, a FYE counselor, adjunct counselors, student ambassadors, and tutors to support first year college students. SBVC's FYE program is designed to successfully transition first year students into college. FYE provides a supportive and welcoming environment where first year students connect with student support services on campus. In addition to working with all first year students, FYE also launched a two cohort (35 males and 35 foster youth, veterans, general population) learning community. The FYE learning community seeks to take first year students from basic skills math to transfer level math within one year.

Additionally, the FYE staff host workshops and other student support services for all first year students on campus.

One of the disproportionate groups identified in our Student Success Scorecard is males. Males on campus appear to be less successful and graduate at significantly lower rates compared to females. Males also appear to be utilizing the college's student support services at significantly lower rates compared to females. One of the initiatives launched by the FYE staff is the creation of a student club for males on campus. The name of the club is BROTHERS. The club works with students in FYE Male Cohort and other males on campus. Two faculty members serve as co-advisors for the club. The goal of the club is to connect males on campus with a mentor, peer-to-peer support and encourage them to actively participate in the college's student support services such as tutoring and advising. The club meets twice a month and focuses in on providing both social networking and access for males to utilize student support services such as tutoring, the writing center and academic advising.

The key to the success of the FYE program is faculty involvement. A team of faculty, staff and administrators collaborated to design the FYE curriculum and student support services. The FYE curriculum focuses on linked courses, linked assignments, service-learning projects, workshops, and fieldtrips. FYE students participate in mandatory volunteer hours (service learning) at community agencies and on campus. FYE and the Valley-Bound Commitment program utilize supplemental instruction for basic skill courses and provide textbook assistance for the students in the program.

Valley-Bound Commitment

SBVC has offered the Valley-Bound Commitment (VBC) program for the last eight years. The VBC program is a learning community that provides academic advising and student support for low income students from our feeder high schools. VBC is designed to remove all economic barriers and strengthen the academic achievement of low-income students. Students in VBC have their enrollment fees covered, textbooks, supplies, and academic support services covered for their first year of attendance at SBVC. VBC features embedded counseling and student enrollment in a Student Development course as a learning community. Students have mandatory workshops and volunteer hours. There are approximately 230 students in the VBC program. The VBC program is made possible by a generous grant from the San Manuel Band of Mission Indians in partnership with Student Equity funds. The Student Equity funds made it possible to increase the staffing in the VBC program from one person to five people. The five staff members in FYE provide student support services for all new students which includes students in FYE, VBC, AB540/Dreamers, foster youth, veterans, and males.

Dreamers (AB540 Students)

SBVC allocated Student Equity funds to develop a Dreamer Resource Center (DRC) on campus. The DRC offers advising and support services for international students, undocumented students, and AB540 students. The DRC is a "One-Stop" welcoming environment designed to provide students with academic advising, referrals to financial aid, and access to workshops that focus on improving retention and graduation rates. The DRC is staffed with student ambassadors, a Guardian Scholars and Dreamers Liaison, and adjunct counselors. Each of the student services offices on campus provide Dreamers Liaisons who each spend time in the DRC and assist with workshops. The FYE staff also provides student support services in the DRC. This includes hosting an annual Dreamer Conference on campus to support the educational attainment of undocumented students in our community.

New Student Welcome Day

During fall 2014, SBVC used SSSP funds to launch New Student Welcome Day (NSWD) as a campus wide orientation to successfully transition all new students into college. NSWD is an all-day orientation for new students. NSWD occurs the Wednesday before the start of instruction. NSWD is a collaborative effort and partnership between instruction and student support services. All first year students and their parents/guardians are invited to campus to learn about the college's academic and student support programs. Approximately 850 students participated in NSWD 2015. NSWD offers students and their parents an opportunity to meet college administrators, faculty, staff, and other new students. NSWD offers campus tours and introduces new students to all of the campus's educational programs and student support services.

All of the programs and student support services discussed in this section use a combination of SSSP and Student Equity funds to provide a variety of services and resources for new students to successfully transition into college. Some of the resources include hands on academic advising, textbook assistance, student success kits (school supplies), workshops, early alert, learning communities, and the enrollment of students into categorical programs.

Support for Categorical Programs

SBVC is using Student Equity funds to support categorical programs on campus. Categorical programs on campus received Student Equity funds to support additional counseling, tutoring, professional development, student employment, textbooks, and to purchase student success kits (school supplies) for their students. A recent survey of students on campus listed access to textbooks and school supplies as the number one barrier to student success. SBVC used Student Equity funds to purchase approximately \$135,000 worth of backpacks, binders, notebooks, calculators, pens, pencils, Scantrons, green books, flash drives, and other school supplies for students enrolled in EOPS, CalWORKs, STAR (Federal TrIO program), foster youth, Puente, Tumaini, Dreamers (AB540), DSPS, FYE, VBC, and veterans.

SBVC uses Student Equity funds to support disabled students require accommodation to participate in shared governance and extracurricular activities. American Sign Language interpretation will be offered to DSPS students who participate in shared governance and extracurricular activities that will increase retention, building community, morale, and campus involvement of disabled students.

SBVC is supporting CalWORKs and EOP&S students with Student Equity funds by providing transportation vouchers. The lack of transportation resources has become a barrier to many of our CalWORKs and EOP&S students; this intervention will allow students without vehicles to travel to school and/or work.

SBVC used Student Equity funds to purchase and update program brochures, and purchase table banners and tents for the above mentioned categorical programs. SBVC is working with the Office of Instruction to offer additional Student Development courses for students enrolled in our categorical programs. The instructors of the Student Development courses implement the StrengthsQuest assessment to assess student engagement.

SBVC uses Gallup's StrengthsQuest assessment in categorical programs and other student support programs on campus. StrengthsQuest is an intervention that focuses on what is good and positive about each student and what he or she can do to accomplish his/her educational and career goals. SBVC allocated Student Equity funds to purchase Strengths interventions for students in categorical programs

and other student support programs on campus. The StrengthsQuest intervention focuses on building on strengths rather than repairing deficits to build student success. Students, faculty, administrators, and staff took the Gallup StrengthsQuest assessment to identify their top five talents. Students received this training by participating in small groups, workshops, classroom exercises, or individual meetings to learn about and understand their top five talents, and begin to develop their top five talents into strengths. Participants learn to apply these strengths to succeed in academics, team building, leadership, relationships, and goal attainment.

SBVC is using Student Equity funds to increase the success of underperforming students enrolled in our Tumaini and Puente learning communities. The mission of the Tumaini Program is to increase retention and assist students in graduating with an associate's degree or certificate. Tumaini is Swahili for Hope. Tumaini seeks to increase transfer readiness for Black students to a four-year college or university. Tumaini participates in the Umoja learning communities in the state community college system. The mission of the Puente Project is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities. The SBVC Puente program is celebrating its 30th anniversary in assisting Chicano/Latino students in achieving a college degree.

Students who enroll in the Tumaini or Puente learning communities take basic skills courses that are linked to student development class. Both Tumaini and Puente focus on increasing success among Black, Chicano/Latino and other underperforming students on campus. SBVC plans to use Student Equity funds to launch additional cohorts for Tumaini and Puente. Launching additional cohorts will require using Student Equity funding to purchase textbooks, motivational speakers, additional counseling, supplemental instruction, tutoring, mentoring, service learning, and other student support services. Additionally, we intend to send approximately 30 Puente students and chaperones to the Hispanic Association of Colleges and Universities (HACU) conference and to send approximately 30 Tumaini students and chaperones on a HBCU college tour. Both of these experiences will afford Puente and Tumaini students an opportunity to network and explore transfer related opportunities that are intended to inspire student success and graduation. The students who participate in each of the categorical programs mentioned in this section will benefit from having economic barriers removed via Student Equity and Student Success funds.

Support for Basic Skills

In April 2015, the SEC sent out campus-wide emails seeking to fund faculty-driven interventions to improve the success of students enrolled in basic skill courses. The SEC received approximately 16 funding proposals. What evolved out of this campaign was the Learning COMPASS. The Learning COMPASS is a centralized committee comprised of faculty, staff and administrators who serve on various campus committees. Learning COMPASS bridges members of the Basic Skills Committee with members on the SEC to support interventions that utilize funding and support from SSSP, Basic Skills and Student Equity. The following is a list of projects and interventions that Learning COMPASS is using Student Equity funding to support during the 2015/16 academic year:

1. Campus-wide professional development for supplemental instruction
2. Supplemental instruction for the social sciences (non-STEM majors)
3. Tutoring, workshops and marketing for the Writing Lab
4. 24 hour Online Tutoring (Smarthinking)
5. Additional textbooks and 24 hour checkout system for the library reserve section
6. Reading Plus Software for students enrolled in basic skills

7. Laptops for English 914 (basic skills courses)
8. Student Development (focused on careers and transfer opportunities)
9. Academic support and advising for student athletes (The Huddle)

Activities and Actions

This Student Equity Plan intends to pilot several key activities and programs that aim to increase success amongst African Americans, Hispanics/Latinos, Foster Youth, AB540 students (Dreamers), first year college students, veterans, and males on campus. The Student Equity Committee is partnering with departments, categorical programs and student support programs on campus to offer research backed approaches to improving student success amongst our stated targeted populations. The following is a list of the activities and actions that SBVC intends to implement during the 2015/16 academic year. Each of the activities is linked to the Student Equity Goals and the college’s Strategic Initiatives.

SBVC Activities & Actions
Professional Development
<p>Professional Development for faculty and staff who work with targeted at-risk populations</p> <ol style="list-style-type: none"> 1. Identify and send First-Year Experience (FYE) staff to trainings to integrate assignments and team teaching. 2. Training for Basic Skills staff. 3. Training for classified staff, students, faculty and administrators who work with targeted populations. 4. As a part of the college’s collegial consultation process, stipends will be provided for faculty who work with at-risk populations outside of the classroom. This would include supplemental instruction, tutoring, and working in learning communities. 5. Provide additional support for the Office of Research, Planning and Institutional Effectiveness by hiring graduate assistants with training in program evaluation, and data collection to support decision-making.
Access
<p>Provide targeted outreach and recruitment to high school, middle school, and elementary students and parents, community, faith-based organizations, and local agencies. Special emphasis on Black and Latino males, English Language Learners, and Learning Communities (First-Year Experience, Valley-Bound Commitment, Tumaini, Puente, and Guardian Scholars)</p> <p>Hire two program assistants to support outreach (access) efforts and a third to assist with offsite classes and contract education, which connect to offering additional classes at the feeder high schools and community agencies.</p> <p>Offer concurrent enrollment and student development courses at feeder high schools with high populations of African Americans, Hispanics/Latinos, Foster Youth, AB540 students, first- generation college students, males, and veteran dependents.</p> <p>Develop a Student Ambassador program to offer peer-peer advising and outreach to our targeted populations. Student ambassadors will be placed in strategic locations to include the proposed new</p>

Student Services Success Centers, Financial Aid, the Welcome Center, the Veterans Resource Center, Outreach, and the Dreamers Resource Center.

Campus conferences focused on closing the achievement gap. This would include conferences that focus on the following topics: leadership, The Dream Act (to include ESL students), men and women in career and technical education (CTE) careers, Guardian Scholars, students with disabilities, and/or veterans.

Provide two speaking engagements to SBVC students (Valley Bound, First-Year Experience, Tumaini, Guardian Scholars, Veterans, Dreamers, and Puente) to encourage them to continue their education and focus on student success: community engagement on “Black Lives Matter” and partner with local high school’s clubs/organizations such as Black Student Union and MEChA.

Support for Veterans

Provide additional resources for the VRC such as student computer workstations, four study cubicles, a text book loan program, a VRC student club, and a host of workshops and programs that will serve veterans and their dependents.

Support for Foster Youth

Development of a Guardian Scholars Programs to increase the success of foster youth on campus. Assign a full-time counselor to coordinate the Guardian Scholars Program and have a Guardian Scholars Liaisons in every student service office. Offer current and former foster youth access to textbooks, school supplies, academic advising, workshops, tutoring, supplemental instruction, and other student support services.

Support for First Year Students

Expand the First-Year Experience program with two additional cohorts targeting basic skills students, CTE, health sciences, and targeted populations.

Purchase and provide the StrengthsQuest training for all first year students such as First-Year Experience, Valley-Bound Commitment, Dreamers, Guardian Scholars, Puente, Tumaini and Veterans.

Offer a Summer Bridge program for African American, Chicano/Latina, foster youth, and males. Target successfully transitioning males, veterans, and foster youth into college and increase their knowledge of CTE and STEM programs.

Support for Categorical Programs

Additional cohorts for Tumaini and Puente to increase graduation rates and student support services for African Americans, Hispanics/Latinos, foster youth, AB540/Dreamer students, first-generation college students, veterans, and males.

Send the FYE male cohort and Tumaini students to the annual A2MEND Conference in March that focus on student success among African American males.

Provide textbook vouchers for foster youth, Puente, Tumaini, AB 540 (Dreamers), veterans, FYE, Valley-Bound Commitment, first year college students, and low income students.

Provide additional counseling, professional development, student employment, and student support services to categorical programs that will contribute to increased course and degree completion.

Host a HBCU college fair to increase transfer rates by providing awareness of requirements for out-of-state universities.

Send approximately 30 students from Tumaini to attend a HBCU college tour to increase transfer rates by providing awareness of requirements for out-of-state universities. The Umoja Community has developed partnerships with the HBCU Transfer Initiative that will provide our community college students guaranteed admissions to nine HBCU campuses.

Send approximately 30 Puente students to attend The Hispanic Association of Colleges and Universities (HACU) national conference to increase transfer rates by providing awareness of requirements for out-of-state universities.

Increase the course completion of students in our special programs and learning communities (Tumaini, Puente, FYE, VBC, etc.) by providing resources and services such as mentoring and leadership opportunities, academic preparedness, motivational speakers, transfer readiness, graduation/certificate awareness, supplemental instruction, tutoring, textbook loans, and a range of integrated educational and student support services.

Provide student success kits that includes: backpack, binder, notebooks, calculator, pens, pencils, Scantrons, green books, flash drive, etc. to EOPS, CalWORKs, STAR, foster youth, Puente, Tumaini, FYE, Valley-Bound Commitment, AB 540, Veteran students.

Provide American Sign Language interpretation to DSPS students who participate in shared governance and extracurricular activities that will contribute to increased retention, building community, morale, and campus involvement of disabled students.

Provide CalWORKs and EOP&S students with transportation vouchers. The lack of transportation resources has become a barrier to many of our CalWORKs and EOP&S students; this intervention will afford students without vehicles the ability to travel to school and/or work.

Provide signs, banners, A-frames, brochures, and flyers to advertise categorical programs: CalWORKs, EOPS, STAR, Veterans, foster youth, and AB540/Dreamers.

Support for Basic Skills

Provide supplemental instruction (Learning COMPASS) to academic programs. Learning COMPASS will expand the support of and resources for faculty projects that enhance learning experiences for students. Learning COMPASS is a centralized program that brings faculty members from across various disciplines together to dialogue about teaching and learning and provides support to faculty members who choose to participate in the learning communities and other programs supporting student success.

Offer supplemental instruction to the Radio/Television/Film Program and Inland Empire Media Academy that will increase student success and retention rates. The supplemental instruction will provide students with the opportunity to write, produce, and edit programming for KVCR television and radio, as well as special video programming for campus departments and programs.

Provide additional resources to the writing lab for tutors, basic skills courses, conducting academic workshops, and advertising the writing lab (banners, brochures, A-frames, and pole banners) to targeted populations.

Increase the offering of tutoring/supplemental instruction support services across multiple disciplines which are currently not being supported and increase support for disciplines where there has been an increase of student need in the Student Success Center.

Provide training that targets increasing math and English assessment scores among African Americans, Hispanics/Latinos, foster youth, AB540/Dreamer students, first-generation college students, males, and veterans. The goal is to successfully transition target populations into college and increase the number who place into higher level basic skills or college level math and English.

Create two additional Student Success Centers that provide counseling, tutoring, advising and mentoring to serve students in targeted populations. This would include a Dreamers Resource Center for AB540 students and an Athletic Success Center (The Huddle) to offer tutoring and advising for student athletes. There will also be greater collaboration with the Veterans Resource Center to improve support and counseling for our veterans.

Provide an overnight (24 hours) reserve book check out by increasing the number of textbooks available for students to check out overnight (24 hours). Purchase several additional copies of each title, the majority of which will be assigned 24-hour circulation status during the pilot project to guarantee access to students visiting the library during the day.

Provide 24 hour tutoring (Smarthinking) to all our targeted populations. The tutoring addresses student needs, provides virtual teaching assistance, and affords constant interaction with academic support services.

Provide 30 laptops in English 914 (Basic Skills course) to access technology, establish a controlled classroom environment and support a variety of vital skills that are used in the course.

Provide Alpha Gamma Sigma (AGS) Delta Chapter at SBVC with the opportunity to attend the Alpha Gamma Sigma State Convention. The Conference will afford AGS students exposure to professional networking, business and academic communication, and knowledge about the transfer process.

Collaborate with instruction by providing training sessions for instructional assessment technician, full-time reading and study skills faculty, and adjunct faculty in the Reading and Study Skills Department.

Purchase Reading Plus software for all Reading and Study Skills Department developmental courses to improve student success and retention in basic skills reading and study skills classes.

Student Equity Funding

This Student Equity Plan includes both items that have costs associated with implementation as well as items that have zero costs. This plan contains items funded through general fund as well as several other categorical program budgets. The funding for the Student Equity Plan uses resources from the Student Success Services and Programs (SSSP/Matriculation), the Counseling budget, the Outreach budget, the Student Success Center, and Enrollment Management as well as items that are funded via other individual department/program budgets.

The Student Equity budget that is outlined in this section includes figures that the college intends to allocate to increase access and student success among our targeted populations. The figures that appear in the following sections are grouped based on the following areas: Staffing, Support for Veterans and Foster Youth, Support for First Year students, Support for Categorical Programs, Support for Basic Skills, and Activities and Actions.

The following list is comprised of activities and actions that SBVC intends to implement:

Staffing: \$507,000

Director of First-Year Experience; First-Year Experience Counselor; Secretary II for FYE; Sr. Student Services Technician; Adjunct Counselors; Professional Experts for Outreach; Researchers

Professional and Student Development: \$100,000

Activities and Actions: \$230,000

Support for Categorical Programs: \$209,524

Support for Basic Skills: \$300,000

Total Anticipated Resources: \$1,346,524

The detailed Student Equity Budget is outlined in the Summary Budget section of this plan.

Contact Person/Student Equity Coordinator

The Director of FYE serves as the primary contact for this Student Equity Plan. The Director of FYE reports to the Dean of Counseling and Matriculation, Mr. Marco Cota, and the Vice President of Student Services, Dr. Ricky Shabazz. The director is charged with coordinating the college's student equity efforts on campus. The Director of FYE serves on the college's Enrollment Management and Student Equity Committee, Student Success Committee, Student Services Council Committee, and the Student Services Manager's Committee. Mr. Johnny Conley currently serves as the Interim Director of FYE. Mr. Conley can be reached via email at jconley@valleycollege.edu or via phone at (909) 384-8988. The college intends to pursue a dialogue with campus constituent groups as to the proper coordination (which may involve hiring a Dean, Director, and/or a Coordinator) to implement the efforts that are outlined in the Student Equity Plan.

Planning Committee and Collaboration

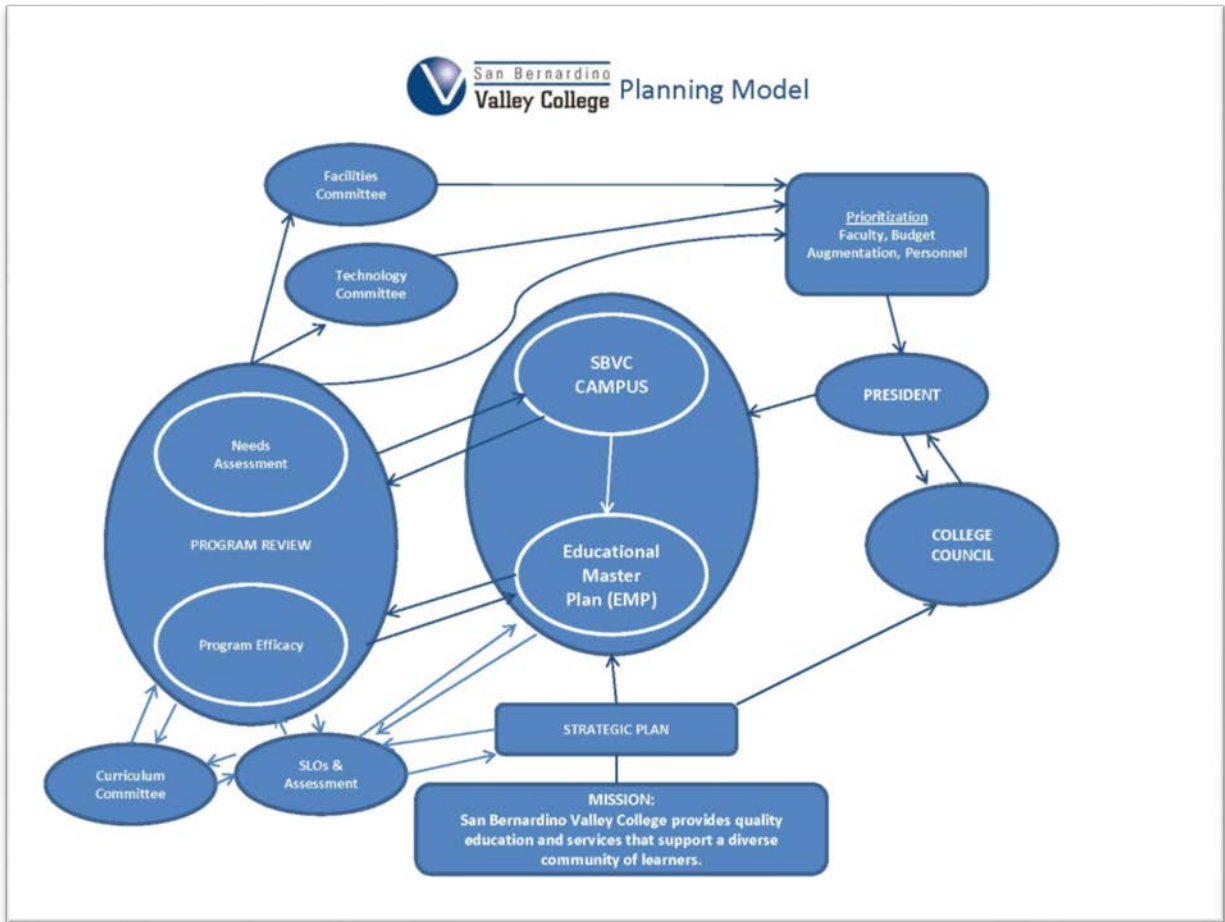


PLANNING COMMITTEE AND COLLABORATION

The Enrollment Management and Student Equity Committee (SEC) serves in an advisory capacity to the President's cabinet regarding student equity. Membership in the SEC is comprised of the Vice President of Instruction, Vice President of Student Services, Dean of Counseling and Matriculation, Academic Deans, Director of Admissions and Records, Director of FYE, Director of Financial Aid, Student Success Coordinators, Matriculation Coordinator, Institutional Research, faculty, staff, and students. The Director of FYE serves as the primary contact and coordinator for this Student Equity Plan.

The SEC is responsible for reviewing internal and external assessment trend data as it applies to enrollment planning, researching and reviewing successful models of recruitment and retention programs, projecting enrollment growth/decline, projecting academic and student support service needs based on enrollment trends. The committee makes recommendations regarding recruitment and retention strategies, in the annual updating of the Enrollment Management Plan. The committee reviews and regularly updates the Student Equity Plan. Both plans are forwarded to College Council for review. Figure 1p is a diagram of the college's decision-making process.

Figure 1p. SBVC Planning Model



The Director of FYE works with all of the college's categorical programs to ensure greater collaboration amongst our student equity programs. These programs include: EOP&S/CARE, CalWORKs, DSP&S, Foster Care Education, Veterans, Student Life, STAR, Tumaini, Puente, and FYE, VBC, and the Student Health Center. Members of each of these programs serve on SBVC's Student Services Council which meets once a month to discuss student support services.

The SEC, the Basic Skills Committee and Learning COMPASS lead campus wide discussions on student success and student equity. Discussions about student success and student equity take place in the following arenas: Academic Senate, Classified Senate, Division/Unit/Program meetings, SEC meetings, SSSP meetings, Joint Cabinet meetings, Student Services Manager's meetings, Student Services Council meetings, College Council meetings, Student Government, and Board of Trustees meetings. The SEC works with Institutional Research to evaluate and measure student access, persistence, retention, matriculation, student learning, and ultimately student success on campus.

The Director of FYE presented the Student Equity Plan to all of the college's constituent groups. These groups include: SEC, Academic Senate, Classified Senate, Associated Student Government, Student Services Council, Joint Student Services and Instruction Cabinet, all

Student Services staff meeting, and College Council. All of these groups had an opportunity to provide input and feedback on the college’s Student Equity Plan. Additionally, in April 2015 the SEC sent out a campus wide email inviting interested parties to submit requests for funding innovative approaches to increasing student success amongst our targeted populations. The SEC received approximately 16 proposals. In the future, the SEC plans to work with the college’s program review process to fund requests that meet the allowable expenses under Student Equity funding. The goal is to align the college’s Student Equity Plan with the established program review process.

The following is the timeline for Student Equity Plan approval process.

SBVC Student Equity Plan Timeline	
October	
➤	Provide instructions and SEP draft to Enrollment Management Committee and Student Equity Committee (SEC) on Tuesday, October 6 th . Will send out electronically on October 6 th .
➤	SEC provides feedback by Friday October 16 th .
Feedback Directions:	
1. A link to the SEP was sent out and all comments or feedback to Johnny Conley by October 16 th .	
➤	A final SEP version will be sent out on Monday, October 19 th for you to review prior to the SEC meeting.
➤	SEC will meet on October 20 th for final approval.
➤	Provide instructions and present SEP to Academic Senate on October 21 st .
➤	Present SEP to ASG on October 23 rd .
November	
➤	Academic Senate review and vote on SEP on November 4 th at 3pm.
➤	Instruction Office/Student Services Joint Cabinet Meeting on November 5 th at 10am.
➤	Present SEP to Classified Senate on November 13 th at 1pm.
➤	Provide handouts for College Council meeting to Dora by November 18 th .
➤	All Student Services Staff meeting on November 20 th at 4pm.
➤	Present SEP to College Council meeting on November 25 th at 1pm.
➤	Submit the SEP written report to Board of Trustees on November 25 th
December	
➤	Board of Trustees meeting for approval on December 10 th board meeting.
➤	Mail out SBVC SEP to CCCCCO no later than December 18 th .

Student Equity Plan Committee Membership List

Member Name	Title	Organizations, Programs or Roles Represented
Dr. Haragewen Kinde	Vice President of Instruction	Instruction
Dr. Ricky Shabazz	Vice President of Student Services	Student Services
Mr. Marco Cota	Dean of Counseling and Matriculation	Student Services, Puente, and Latino Staff Faculty and Administrator Association
Mr. Johnny Conley	Interim Director of FYE	Student Services
Dr. Israel Abeir	Math/Associate Professor	Instruction
Dr. Stephanie Briggs	Math/Associate Professor	Instruction
Ms. April Dale Carter	Director of Admissions & Records	Student Services
Ms. Jeanne Marquis	Counseling	Student Services
Dr. James Smith	Dean of Research and Planning	Research
Dr. Kathryn Weiss	Dean of Arts and Humanities	Instruction
Ms. Amber Gallagher	Director of Financial Aid	Student Services
Dr. Carol Wells	Associate Dean of Nursing	Instruction
Mr. Raymond Carlos	Director of Student Life	Student Services
Mr. Gabriel Jaramillo	Vice President of ASG	Associated Student Government
Ms. Raquel Villa	Admissions & Records	Student Services
Ms. Mary Valdemar	Secretary II	Student Services
Mr. Ronald Hastings	Director of Library	Student Services
Mr. Clyde Williams	Outreach Coordinator	Student Services and Black Faculty Staff Association

Access



CAMPUS-BASED RESEARCH: ACCESS

A. ACCESS. Table 1a compares the percentage of each population group enrolled on campus to the percentage of each group in the adult population within the community served by SBVC.

Target Populations within the service area where 85% of SBVC students reside	Total enrollment at SBVC in Fall 2014–Spring 2015	% total enrollment at SBVC (proportion)	Adult population within the community served expressed as a proportion.	Gain or loss in proportion (Percentage point difference)
American Indian / Alaska Native	32	0.2%	0.32%	-.12
Asian/Filipino	795	4.7%	5.44%	-.74
Black or African American	2,223	13.0%	9.5%	+3.5
Hispanic or Latino	10,874	63.8%	55.2%	+8.6
Native Hawaiian or other Pacific Islander	64	0.38%	0.35%	+0.03
White	2,397	14.1%	27.06%	-12.96
Some other race	71	0.42%		N/A
More than one race	588	3.5%	2.1%	+1.4
Total of 8 cells above (Orange cells should = 100%)	17,044	100%	100%	
Males	7,435	43.6%	49.48%	-5.88
Females	9,577	56.2%	50.52%	+5.68
Unknown	32	0.2%	0	N/A
Total of 3 cells above (Orange cells should = 100%)	17,044	100%	100%	
Current or former foster youth	197	1.1%	0.6%	+0.5
Individuals with disabilities	1030	4.7%	5.9%	-3.8
Low-income students ¹	13,013	40%	19.0%	+21
Veterans	278	1.6%	4.48%	-2.8
*AB540	176	1.0%	1.1%	-.1

*AB540/Dreamer students represent approximately half the non-resident student population at SBVC.

¹ There are two numbers presented here for low-income students. One is for students who qualified for need-based financial aid (13,013); the other is for those students from households who fall below the federal poverty line (6,818). Student who fall below the poverty line represent 40% of the students enrolled for 2014-15. Because this table is comparing low-income students on campus to low-income residents in the community, the federal poverty line is used in this table in order to make a valid comparison.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Table 2A

Target Populations	Current gap, year	Goal*	Goal Year
Males	-5.8, 2014	No gap	2020
Students with disabilities	-3.8, 2014	No gap	2020
Veterans	-2.8, 2014	No gap	2020

Methodology and Analysis

Data for this section assesses the primary service area for SBVC. Sources include the regular U.S. Census Bureau reports (2009-2013) and the 5-year American Community Survey (ACS) estimates. (Maps of the service area are shown in Figures 1a and 1b of Attachment A.)

Ethnicity: These data come from Table ACS_13_5yr_DP05, and provide statistics for the SBVC primary service area. As shown in the table, SBVC serves an increasingly large number of Hispanic students. The campus has been a Hispanic Serving Institution (HSI) for nearly two decades. White students are less represented on the campus than they are in the service area. This identifies an ongoing trend that started 30 years ago. At that time (during the 1980s), the student population was over 60 percent non-Hispanic white, while Hispanics represented just over 15% of enrolled students. This relationship has reversed as the residential makeup of the surrounding community has become more Hispanic. Neighborhoods that remain predominantly White tend to be further from the campus, and white students tend to choose other campuses that may be approximately the same distance from their homes. This has accelerated the process of ethnic transition on campus.

Gender: Using Table ACS_13_5yr_DP05, the primary service area adult population by gender was calculated for persons who are 18 years or older. Enrollment data shows that men are less represented than women are. Using the 80% rule, men are a disproportionately impacted group. Using women as the reference group, males are only 77% of female enrollment. Therefore, they fall below the 80% threshold.

Students with Disabilities: Table ACS_13_5ys_DP02 provides data for disability status of the civilian noninstitutionalized population in the primary service area. Students with disabilities are underrepresented on campus compared to their numbers in the community. Using the disproportionality index method, these students are disproportionately impacted.

Economically Disadvantaged: Table ACS_13_5ys_DP02 provides data on poverty levels by ZIP Code. This table identified the percentage of college-aged residents below the poverty line. The data shows that students below the poverty line are more highly represented on campus than they are in the community. Students were compared to similar households that fall below the poverty line.

Foster Youth: Table ACS_13_5yr_B09018 provided data for foster youth or other unrelated youth under the age of 18 years. As a group, foster youth are disproportionately impacted as indicted by the proportionality index measure.

Veterans: According to Table ACS_13_5yr_DP02, civilian veterans represent 4.48% within the primary service area. Only 1.6% of the students enrollment at SBVC are veterans. Veterans are disproportionately impacted based on the proportionality index measure. The percentage difference is large and needs to be addressed.

ACTIVITIES: A. ACCESS

A.1

• **Activity Types**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups**

ID	Target Group	# of Students Affected
A.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540/Dreamer students, first generation college students, and males	10,000 prospective students

• **Activity Implementation Plan**

Targeted outreach and recruitment to high school, middle school, and elementary students and parents, community, faith-based organizations, and local agencies. Special emphasis on increasing college access for Black and Latino males, English Language Learners, and Learning Communities (First-Year Experience, Valley-Bound Commitment, Tumaini, Puente, and Guardian Scholars)

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
A.1	Fall 2015-Spring 2016	\$26,500	

• **Link to Goal**

To increase college access for Black and Latino males, English language learners, and learning communities (First-Year Experience), Valley-Bound Commitment, Tumaini, Puente, and Guardian Scholars)

• **Evaluation**

(1) The Office of Research, Planning, and Institutional Effectiveness (ORPIE) will maintain a count of visits and calculate the yield rate (using contact cards to track the enrollment of students from our targeted populations); (2) Administer point-of-contact surveys with questions that ask whether the session was helpful and informative; (3) conduct an analysis of demographics for contacted students. Currently, approximately 17% (1600) students enroll in SBVC directly after graduation from high school—70% of these students are Black or Latino.

A.2

• **Activities**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups:**

ID	Target Group	# of Students Affected
A.2	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540/Dreamer students, first generation college students, and males	3,000 prospective students

• **Activity Implementation Plan**

Hire two professional experts for outreach (access) and a third to assist with offsite classes, which connect to offering offsite classes at the feeder high schools.

ID	Timelines	Student Equity Funds	Other Funds**
A.2	Fall 2015-Spring 2016	\$40,000	

• **Link to Goal**

To assist with setting up offsite classes, which connect to 6 classes at the feeder high schools with high populations of African Americans, Hispanics/Latinos, foster youth, AB540/Dreamer students, first-generation college students, males, and veterans.

• **Evaluation**

(1) Students who enroll in off-site courses at SBVC feeder high schools will be tracked using contact cards and email lists to determine the yield rate. The yield rate will be calculated as the percentage of high school students who attend SBVC as full-time students after graduating divided by the total number of contacts. (2) Enrollment statistics will be analyzed to determine the demographic make-up of contacted students from each feeder high school. (3) Surveys will be conducted to assess student satisfaction with course content and delivery. (4) Interviews will be conducted with professional experts to gain their perspectives on how to improve course content and delivery.

• **Activity Types**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.3	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	9,000

• **Activity Implementation Plan**

Develop a Student Ambassador program for peer-to-peer advising and outreach that trains our current student workers to support students in our targeted populations. Student ambassadors will be placed in strategic locations to include the proposed new Student Services Success Centers, Financial Aid, the Welcome Center, the Veterans Resource Center, Outreach, and the Dreamers Resource Center.

ID	Timelines	Student Equity Funds	Other Funds**
A.3	Fall 2015-Spring 2016	\$30,000	

• **Link to Goal**

The goal is to train our current student workers to support students in our targeted populations. Student ambassadors will be placed in strategic locations to include the proposed new Student Services Success Centers, Financial Aid, the Welcome Center, the Veterans Resource Center, Outreach, and the Dreamers Resource Center.

• **Evaluation**

(1) Conduct a focus group to assess student worker knowledge regarding campus services for our targeted populations. (2) Distribute point-of-contact surveys for students in targeted populations to assess their satisfaction with the student ambassador program. (3) Interview student ambassadors for their perspectives on how service delivery might be improved.

A.4

• **Activity Types**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.4	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	2500

• **Activity Implementation Plan**

Student Equity conferences and workshops focused on closing the achievement gap and increasing access for targeted groups from our feeder high schools. This would include conferences that focus on the following topics: Leadership, The Dream Act (to Include ESL students), Males and Women in Career and Technical Education Careers, Guardian Scholars, Students with Disabilities, and/or veterans.

ID	Timelines	Student Equity Funds	Other Funds**
A.4	Fall 2015-Spring 2016	\$50,000	

• **Link to Goal**

To increase college access by hosting Student Equity conferences and workshops that focus on: leadership, The Dream Act, men and women in career and technical education careers, Guardian Scholars, students with disabilities, and/or veterans from our feeder high schools.

• **Evaluation**

(1) ORPIE will maintain a database to track the number of conferences and workshops. Student Services will maintain sign-in sheets with the number of participants—these counts will be included in the database. (2) Point-of-contact surveys will be distributed to participants for their feedback about the value of the conferences and workshops.

A.5

• **Activity Types**

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.5	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	15,000

• **Activity Implementation Plan**

To purchase and distribute marketing materials such as brochures, table banners, and other promotional items for student support services that will provide visibility and access for our targeted population to utilize the following support student services programs: CalWORKs, EOPS, STAR, Veterans, foster youth, and DRC.

ID	Timelines	Student Equity Funds	Other Funds**
A.5	Fall 2015-Spring 2016	\$20,000	

• **Link to Goal**

To increase enrollment and participation of students from targeted populations in student support services and categorical programs.

• **Evaluation**

(1) ORPIE will maintain a database to assess the levels of awareness and participation rates within student support services and categorical programs. (2) Survey data from the campus climate survey and other program and departmental surveys will be included in the database. (3) Monitor applications to assess how prospective students are learning about the campus and whether there is an increase in those who learn about the campus from marketing materials.

A.6

• **Activity Types**

X	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.6	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	700

• **Activity Implementation Plan**

Provide CalWORKs and EOP&S students with transportation vouchers.

ID	Timelines	Student Equity Funds	Other Funds**
A.6	Fall 2015-Spring 2016	\$20,000	

• **Link to Goal**

Remove the lack of transportation as a barrier for CalWORKs and EOP&S students. Afford students without vehicles the ability to travel to school and/or work.

• **Evaluation**

(1) Survey the students who receive transportation vouchers to determine whether they significantly improved the student’s ability to get to school and back. (2) Compare the grades and persistence rates of student who received the vouchers with those who did not receive vouchers.

A.7

• **Activity Types**

X	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Group & # of Each Affected*:**

ID	Target Group	# of Students Affected
A.7	Disabled Students	1030

• **Activity Implementation Plan**

Provide American Sign Language (ASL) interpretation to DSPS students who participate in shared governance and extracurricular activities.

ID	Timelines	Student Equity Funds	Other Funds**
A.7	Fall 2015-Spring 2016	\$5,000	

• **Link to Goal**

The ASL interpretation will increase retention, building community, morale, and campus involvement of disabled students.

• **Evaluation**

(1) Distribute surveys to the deaf students who participate in sponsored activities for their assessment of the effectiveness of the services.
 (2) Interview the staff, and faculty of the ASL/DSPS program to assess their perspective on the effectiveness of the ASL interpretation program.

Success Indicator: Course Completion



CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. Table 1b shows the ratio of credit courses that students complete, compared to the number of courses in which they are enrolled in courses on the census day. Course completion rates were calculated by dividing the number of students with passing grades by the number of students enrolled at census.

Table 1b					
Rate of Course Completion	Number of courses students enrolled in & were present in on census day in base year	Number of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	311	224	72%	66%	+6
Asian	1751	1296	74%	66%	+8
Black or African American	8937	5273	59%	66%	-7
Hispanic or Latino	34265	22272	65%	66%	-1
Native Hawaiian or other Pacific Islander	327	193	59%	66%	-7
White	6484	4733	73%	66%	+7
Some other race	N/A	N/A	N/A	66%	N/A
More than one race	N/A	N/A	N/A	66%	N/A
All Students	53498	35041	*		
Males	23286	15136	65%	66%	-1
Females	30070	19846	66%	66%	0
Unknown				66%	
Current or former foster youth	492	261	53%	66%	-13
Students with disabilities	1851	1166	63%	66%	-3
Low-income students	20041	12729	64%	66%	-2
Veterans	2382	1572	66%	66%	0
AB540	86	60	70%	66%	+4

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year	= Number of Students "Lost"
Largest Gap	Current or former foster youth	13	.13	X	492	= 64
Second Largest	Black	7	.07	X	8937	= 626
Third Largest	Native Hawaiian or other Pacific Islander	7	.07	X	327	= 23

Methodology and Analysis

All course grades for the 2014-15 academic year were queried from the SBCCD Datatel data warehouse system. To calculate success rates, the total number of grades was used as the denominator; passing grades were used as the numerators. The pass rates were calculated for all campus sub-populations. Passing grades constituted all grades of A, B, C, or credit-only credit courses were counted. The 80% methodology was used to identify disproportionately impacted groups.

Ethnicity—African-American and Pacific Islanders fall slightly below the 80% mark, when using Asians as the reference group. Therefore, these groups are identified as disproportionately impacted on this measure: overall course completion.

No other groups were found to have disproportionate impact.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Populations	Current gap, year	Goal	Goal Year
Current or former foster youth	13, 2014	No gap	2020
Black	7, 2014	No gap	2020
Native Hawaiian or other Pacific Islander	7, 2014	No gap	2020

ACTIVITIES: B. COURSE COMPLETION

B.1

• **Activity Types**

	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Groups	Number of Students Affected
B.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	70

• **Activity Implementation Plan**

The campus will develop a First-Year Experience (FYE) program with cohorts for African Americans, Hispanics/Latinos, Foster Youth, Native Hawaiian or other Pacific Islander, AB540 students, first-generation college students, males and females.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
B.1	Fall 2015-Spring 2016	\$45,000	

• **Link to Goal**

The FYE program will successfully transition first year students into college and connect first year college students with student support services on campus to ensure student success.

• **Evaluation**

(1) The Office of Research and Planning will distribute point-of-contact surveys to determine where student see the strengths and weaknesses of the FYE program; (2) Pre & Post-test surveys will be administered to targeted groups to assess the effectiveness of the program; (3) researchers will use course grades for the full-year to compare program participants to a comparable group of non-participants.

B.2

• **Activity Types**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
B.2	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	500

• **Activity Implementation Plan**

Provide resources and services such as book vouchers, mentoring and leadership opportunities, academic preparedness, transfer readiness, graduation/certificate awareness, supplemental instruction, tutoring, and a range of integrated educational and student support services to the following programs: foster youth, Puente, Tumaini, AB 540, Veterans, FYE, and Valley-Bound Commitment.

ID	Timelines	Student Equity Funds	Other Funds**
B.2	Fall 2015-Spring 2016	\$80,000	

• **Link to Goal**

Increase the success rates of students from targeted populations each semester/term compared to the previous academic year.

• **Evaluation**

(1) Maintain sign-in sheets with the number of students served and assess their success rate after each semester. Currently, FYE and Valley Bound require mid-semester report. (2) Staff members will be interviewed to assess the effectiveness of the mid-semester reporting process.

B.3

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
B.3	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	2500

• **Activity Implementation Plan**

Purchase and provide the StrengthsQuest training to all first year students such as First-Year Experience, Valley-Bound Commitment, AB540/Dreamers, EOPS/CARE, CalWORKs, DSPS, Guardian Scholars, Puente, Tumaini and veterans.

ID	Timelines	Student Equity Funds	Other Funds**
B.3	Fall 2015-Spring 2016	\$5,100	\$10,000 (SSSP)

• **Link to Goal**

The StrengthsQuest training focuses on the positive talents that engage students; this will assist in increasing the hope indicator which research has shown to increase retention amongst targeted student populations.

• **Evaluation**

(1) ORPIE will maintain a record of the number of StrengthsQuest workshops held; (2) use sign-in sheets at each workshop to maintain a database with all participants; (3) distribute pretest and post-test surveys for participants to assess the value of the workshops; (4) track the course success data for student participants, and compare them to a similar group of non-participants; (5) measure whether students are more aware of how their strength can lead to success.

• **Activity Types**

X	Outreach		Student Equity Coordination/ Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
B.4	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	2500

• **Activity Implementation Plan**

Provide student success kits that includes: backpack, binder, notebooks, calculator, pens, pencils, Scantrons, green books, flash drive, etc. to EOPS, CalWORKs, STAR, foster youth, Puente, Tumaini, FYE, Valley-Bound Commitment, AB 540, Veteran students.

ID	Timelines	Student Equity Funds	Other Funds**
B.4	Fall 2015-Spring 2016	\$135,000	

• **Link to Goal**

To provide students with the necessary school supplies and academic resources to increase student success as well as eliminate a financial barrier that negatively affect student success.

• **Evaluation**

(1) Maintain sign-in sheets with the number of students served and assess their success rate after each semester. (2) Conduct a focus group with students to determine whether they view success kits as making a meaningful contribution to their academic success.

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
B.5	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	500

• **Activity Implementation Plan**

Provide a speaker that will hold workshops to encourage SBVC students to continue their education and focus on student success; community engagement on “Black Lives Matter,” and partner with local high school’s clubs/organizations such as Black Student Union and MEChA.

ID	Timelines	Student Equity Funds	Other Funds**
B.5	Fall 2015-Spring 2016	\$10,000	\$5,000 Diversity Committee; \$5,000 ASG

• **Link to Goal**

The speaking engagement is for students will provide encouragement for our targeted populations to continue their education and stay the course toward completing their educational and career goals.

• **Evaluation**

(1) Maintain sign-in sheets to record the number of participants; (2) Distribute email surveys for participants to assess the effectiveness of the workshops.

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
B.6	SBVC faculty and staff	10,000

• **Activity Implementation Plan**

Provide a speaker for SBVC faculty and staff to discuss the importance of student equity. The Research Planning Group presenters will focus on Student Success and Student Equity to discuss challenges faculty and staff face with our disproportionately impacted groups and provide interventions for our targeted populations to increase student success.

ID	Timelines	Student Equity Funds	Other Funds**
B.6	Fall 2015-Spring 2016	\$10,000	

• **Link to Goal**

The speaker working with faculty and staff will offer research backed methods to increase student success among targeted populations.

• **Evaluation**

(1) Maintain sign-in sheets with the number of participants. (2) Distribute point-of-contact surveys for participants to assess the value of the workshops. (3) Conduct a follow-up focus group with faculty to gauge whether they (or their colleagues) have implemented any of the recommendations of the RP Group presenters.

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
B.7	Foster Youth	197

• **Activity Implementation Plan**

Development of a Guardian Scholars Program to increase the success of foster youth on campus. Assign a full-time counselor to coordinate the Guardian Scholars Program and have a Guardian Scholars Liaisons in every student service office. Increase the number of foster youth who register, persist, and take advantage of student support services. There will be targeted outreach to foster youth to increase their participation in learning communities and other student support services on campus.

ID	Timelines	Student Equity Funds	Other Funds**
B.7	Fall 2016-Spring 2016	\$10,000	\$150,000 SSSP funds; \$60,000 FKCE funds; \$10,000 YESS funds

• **Link to Goal**

The Guardian Scholars Program work with foster youth on developing life skills training and boosting academic performance with the objective of achieving self-sufficiency, and assisting with college degree or certificate completion. A Guardian Scholars liaison will be assigned in each student support program to assist foster youth with enrolling in college and student support programs.

• **Evaluation**

(1) Maintain a database to assess program participation rates in the Guardian Scholars Program. (2) Point-of-contact pre- and post-surveys for targeted groups to determine the perceived effectiveness of, and satisfaction with, the Guardian Scholars Program. (3) Compare retention rates of program participants with a comparable group of non-participants.

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
B.8	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	300

• **Activity Implementation Plan**

Provide a Summer Bridge Program that assists the targeted population with successful transition into college. The Summer Bridge Program will consist of extensive workshops that focus on mentoring and leadership opportunities, academic preparedness, transfer readiness, graduation/certificate awareness, supplemental instruction, tutoring, and a range of integrated educational and student support services.

ID	Timelines	Student Equity Funds	Other Funds**
B.8	Fall 2016-Spring 2016	\$10,000	

• **Link to Goal**

Increase the number of the targeted populations that successfully transition into college, as well as increase overall course success rate for Summer Bridge Program participant.

• **Evaluation**

(1) Maintain a database with information on high school students who participate in the Summer Bridge Program to determine the number who enroll in the college (calculate the yield rate); (2) Distribute point-of-contact surveys to all participants; (3) Assess retention rates and course success rates for participants rates compared to a similar group of non-participants.

Success Indicator: ESL and Basic Skills Completion

San Bernardino Valley College
701 S. Mt. Vernon Ave.
San Bernardino, CA 92410
www.valleycollege.edu • 909.384.4400

Catalog 2015-16

Your future starts here.

Our Mission
San Bernardino Valley College provides quality education and services that support a diverse community of learners.

The cover features a collage of images: a large photo of two graduates, a student holding a diploma, a student in a wheelchair, and a baseball game.

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. Table 1c. Shows the ratio of students by population group who completed a degree-applicable course after completing the final ESL or basic skills course in the same subject. Progress rates in Table 1c were calculated by dividing the number of students in the cohort with passing grades in degree-applicable courses by the number of students in the total cohort. Table 1c includes all basic skills courses. Individual subjects can be found in the Attachments section in Tables 1.1c, 1.2c, 1.3c, and 1.4c.

Table 1c. Rate of ESL and Basic Skills Completion					
Target Populations	The number of students who complete a final ESL or basic skills course with an A, B, C or credit	The number of basic skills students that completed a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Combined total of all ESL and basic skills courses Fall 2012 to Spring 2015					
American Indian / Alaska Native	0	0	0	50%	n/a
Asian	33	18	55%	50%	+5
Black or African American	96	36	38%	50%	-12
Hispanic or Latino	578	311	54%	50%	+4
Native Hawaiian or other Pacific Islander	4	1	25%	50%	N/A
White	84	37	44%	50%	-6
Some other race	n/a	n/a	n/a	50%	n/a
More than one race	20	6	30%	50%	-20
Unknown (ethnicity)	1	0	0	50%	N/A
All Students	816	409	*		
Males	358	171	48%	50%	-2
Females	457	237	52%	50%	+2
Unknown (gender)	1	1	100%	50%	N/A
Current or former foster youth	28	12	43%	50%	-7
Individuals with disabilities	56	26	46%	50%	-4
Low-income students	662	356	54%	50%	+4
Veterans	84	27	32%	50%	-18
AB540	1	0	0	50%	N/A

Combined total of all ESL and basic skills course		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	Number of Students "Lost"
Largest Gap	Veterans	18	<u>.18</u>	x	84	= 15
Second Largest	Black or African-American	12	<u>.12</u>	x	96	= 12
Third Largest	Current of Former Foster Youth	7	<u>.07</u>	x	28	= 2
Fourth Largest	White	6	<u>.06</u>	x	84	= 5

Methodology and Analysis

Individual student data from the 2014 Scorecard report (using the 2009-10 cohort) was downloaded from the California Community College website. Success rates were calculated for students in first-level degree-applicable courses for those students who had completed a final level basic skills course. Table 1c combines all basic skills courses. Disaggregated data for individual basic skills subjects can be found in the Attachments section Tables 1.2c, 1.3c, 1.4c.

Ethnicity: Using the 80% rule with Asian students as the reference group, two ethnic groups are found to be disproportionately impacted: African-Americans for all basic skill combined (72%) – see attachments section for separate Math and English measures), White students for math (63%); and Pacific Islanders (45%) (a very small sample size).

Gender: In general women are more successful in basic skills courses than men. The major difference between genders is with reading. There are very small differences in math, English, and writing. No differences are large enough to trigger disproportionate impact.

Students with Disabilities: For students with disabilities, reading turns out to be a significant obstacle. Disabled students succeed at a rate that is far below the rate of other students. This is not true for math or English writing.

Economically Disadvantaged: Low-income students represent a large percentage of the campus population. Those who are identified in the sample as low income achieve success in basic skills courses at a rate that is relatively the same as other students in the sample.

Foster Youth: Foster youth pass at a rate lower than the Scorecard cohort average. The amount is not large enough to trigger disproportionate impact. Using the proportionate index measure foster youth represent 3.4% of the scorecard cohort and 2.9% of the student who receive passing grade. Again, although they fall short, the different is not large enough for disproportionate impact $2.9 / 3.4 = 85\%$. See the Attachment section for an analysis of individual subjects: math, English, Reading, and ESL.

Veterans: Veterans are disproportionately impacted. They pass at rate of 64% of the Scorecard average.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Populations	Current gap, year	Goal*	Goal Year
Veterans	-18,2014	<i>No gap</i>	2020
African Americans	-12,2014	<i>No gap</i>	2020
Foster youth	-7,2014	<i>No gap</i>	2020

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1

• **Activity Types**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Groups	Number of Students Affected
C.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	3,000

• **Activity Implementation Plan**

Provide supplemental instruction (Learning COMPASS) to non-STEM majors.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
C.1	Fall 2015-Spring 2016	\$100,000	

• **Link to Goal**

Learning COMPASS seeks to use supplemental instruction (SIs) for non-STEM majors, basic skills courses, and in the Radio, Television and Film Department. The SI's will work with basic skills faculty to increase the success of students in the targeted population by focusing in tutoring and retention.

• **Evaluation**

Maintain a sign-in sheet with the number of participants and assess the student success rate after each semester. Point-of-contact surveys for participants to assess the value of the student support services.

C.2

• **Activity Types**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation		Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
C.2	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	3,000

• **Activity Implementation Plan**

Provide campus wide training for all supplemental instruction. To include training for faculty and students who participate in SI.

ID	Timelines	Student Equity Funds	Other Funds**
C.2	Fall 2015-Spring 2016		

• **Link to Goal**

To train multiple supplemental instructors from various disciplines to increase student success, retention, and persistence through a variety of quality academic support programs/tools to our targeted population.

• **Evaluation**

Interviews will be conducted with selected supplemental instructors to determine the effectiveness of training.

C.3

• **Activity Types**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
C.3	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	2,500

• **Activity Implementation Plan**

Collaborate with the Writing Lab to provide additional tutorial services for basic skills courses, academic workshops, and advertising and marketing materials.

ID	Timelines	Student Equity Funds	Other Funds**
C.3	Fall 2015-Spring 2016	\$15,500	

• **Link to Goal**

Partnering with the Writing Lab will increase math and English assessment scores, improve student success and retention in basic skills courses, increase access and student traffic in the Writing Lab for our targeted population.

• **Evaluation**

(1) Sign-in sheets will be maintained to calculate participation rates in all basic skills subjects, (2) Surveys will be distributed to target populations to assess the value and satisfaction of each workshop, (3) measure the increase participation of students utilizing the Writing Lab specifically.

C.4

• **Activity Types**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
C.4	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	1,700

• **Activity Implementation Plan**

We will partner with the Reading Lab to provide Reading Plus (a software package to aid students in acquiring reading skills) for all Reading and Study Skills Department developmental courses.

ID	Timelines	Student Equity Funds	Other Funds**
C.4	Fall 2015-Spring 2016	\$34,000	Reading and Study Skills Department \$15,000

• **Link to Goal**

Improve student success and retention in basic skills reading and study skills classes. Reading Plus will prepare our targeted population for success in the English composition sequence and across other disciplines, requiring reading, writing, and critical thinking skills.

• **Evaluation**

(1) Survey students who use the Reading Plus program to assess program effectiveness; (2) Assess the course success rate of students who utilize Reading Plus in their basic skills reading courses where the program is used; (3) Maintain a record of students who make use of the Reading Plus Program in study-skills classes, and (4) track their overall course success rates.

• **Activity Types**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
C.5	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	

• **Activity Implementation Plan**

Provide an overnight (24 hours) reserve textbook check out by increasing the number of basic skills textbooks available for students to check out overnight (24 hours).

ID	Timelines	Student Equity Funds	Other Funds**
C.5	Fall 2015-Spring 2016	\$40,000	

• **Link to Goal**

The 24-hour circulation will guarantee access to students visiting the library during the day.

• **Evaluation**

(1) Maintain a record of the number of students who use library circulation after regular hours to assess usage of the service. (2) Survey students who use the after-hours services to assess the usefulness of the services—analyze the satisfaction rates separately for the target populations.

• **Activity Types**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
C.6	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	5,000

• **Activity Implementation Plan**

Provide 24 hours tutoring (Smarthinking) by increasing the number of students using virtual academic support services.

ID	Timelines	Student Equity Funds	Other Funds**
C.6	Fall 2015-Spring 2016	\$30,000	

• **Link to Goal**

The 24-hour tutoring will guarantee access to students utilizing academic support services during the day and night.

• **Evaluation**

(1) Record the number of students who use the 24-hour tutoring services after regular campus hours and track,```` their course success—analyze results for students in targeted populations separately; (2) Survey students who use the after-hours services to assess the usefulness of the services—analyze the satisfaction rates separately for target populations.

• **Activity Types**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
C.7	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	300

• **Activity Implementation Plan**

Provide 30 laptops in English 914 (Basic Skills course).

ID	Timelines	Student Equity Funds	Other Funds**
C.7	Fall 2015-Spring 2016	\$30,000	

• **Link to Goal**

The laptops will afford access technology, establish a controlled classroom environment and support a variety of vital skills that are used in the course.

• **Evaluation**

Assess the course success of students who have access to the laptops and compare them to similar students who do not have access to these computers.

• **Activity Types**

Provide Alpha Gamma Sigma (AGS) Delta Chapter at SBVC to attend the Alpha Gamma Sigma State Convention. The Conference will give AGS students exposure to professional networking, business and academic communication, and knowledge about the transfer process.

	Outreach	X	Student Equity Coordination/ Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
C.8	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	30

• **Activity Implementation Plan**

ID	Timelines	Student Equity Funds	Other Funds**
C.8	Fall 2015-Spring 2016	\$5,000	

• **Link to Goal**

The Conference will allow AGS students to gain exposure to professional networking, business and academic communication, and knowledge about the transfer process.

• **Evaluation**

Distribute surveys to students to determine what they gained from the conference. The questions on the surveys will address students' perspectives on the benefits of attending the conference and what they learned.

Success Indicator: Degree and Certificate Completion



CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. Tables 1d and 2d show the percentage of students by population group the who receive degrees or certificates. They are compared to the number of students in that group from the same Student Success Scorecard cohort.

AA/AS Degrees	The number of students in the 2008-09 Student Success Scorecard Cohort.	The number of students in the 2008-09 Student Success Scorecard Cohort who earn AA/AS degrees with 6 years	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	**n/a				
Asian	83	10	12%	12	0
Black or African American	347	29	8%	12	-4
Hispanic or Latino	1129	140	12%	12	0
Native Hawaiian or other Pacific Islander	25	4	16%	12	+4
White	306	45	15%	12	+3
Some other race	139	12	8%	12	-5
More than one race	54	9	16%	12	+4
All Students	2083	250	*12		
Males	880	79	9%	12	-3
Females	1185	166	14%	12	+2
Unknown	18	2	11%	12	-1
Current or former foster youth	n/a	n/a	n/a	n/a	n/a
Individuals with disabilities	93	8	9%	12	-3
Low-income students	1696	204	12	12	0
Veterans	53	9	17%	12	+5
AB540					

**American Indian/Alaskan Natives represent a very small percentage of the campus population—see the awards table in the Attachments section. They were almost absent from the Scorecard sample, thus could not be measured in this and other tables.

Table 2d					
Certificates	The number of students in the 2008-09 Student Success Scorecard Cohort.	The number of students in the 2008-09 Student Success Scorecard Cohort who earned a certificate with 6 years	The rate of degree and certificate completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native					
Asian	83	4	5%	5%	0
Black or African American	347	20	5%	5%	0
Hispanic or Latino	1129	46	4%	5%	-1
Native Hawaiian or other Pacific Islander	14	1	7%	5%	+2
White	306	22	7%	5%	+2
Some other race	139	5	3%	5%	-2
More than one race	55	2	3%	5%	-2
All Students	2083	100	*4%	5%	
Males	880	47	5%	5%	0
Females	1185	52	4%	5%	-1
Unknown	17	1	2%	5%	-3
Current or former foster youth	na	n/a	n/a	5%	n/a
Individuals with disabilities	401	45	11%	5%	+9
Low-income students	1696	85	5%	5%	
Veterans	47	13	28%	5%	+23
AB540	0	0	0	5%	N/A

Note: Percentages for foster youth, veterans, and AB540 students were calculated for campus data, not from scorecard cohort data.

Methodology and Analysis

Tables 1d and 2d use the criteria outlined in the Scorecard to establish a cohort for determining graduation rates. The cohort was tracked over six years. The tables show the number of first-time students who enrolled during the 2009-10 academic year, completed 6 units, and took a degree or certificate applicable math or English course within their first three years. The percentages represent the number of student who earned a degree or certificate within six years divided by the number of students in the total cohort.

Ethnicity: For AA/AS degrees, African-American students are disproportionately impacted using the 80% rule with white students as the reference group (53%). For Certificates, Asians (71%), African-American (71%), and Hispanic (57%) students are disproportionately impacted.

Gender: Men are disproportionately impacted (64%) on AA/AS achievement compared to women.

Foster Youth: Students in this group have not been identified long enough to be tracked six years on this measure.

Students With Disabilities: Students with disabilities are disproportionately impacted on the achieving AA/AS degrees (75%) using the Scorecard cohort average as the reference.

Veterans: Veterans in the sample tended to graduate at a higher rate than the scorecard cohort average.

AB540: students in this group have not been identified long enough to be tracked six years on this measure.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

AA/AS		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	Number of Students "Lost"
Largest Gap	African Americans	-4	<u>.04</u>	x	347	=	58
Second Largest	Males	-3	<u>.03</u>	x	880	=	26
Third Largest	Individuals with disabilities	-3	<u>.03</u>	x	93	=	3

Target Populations (AA/AS)	Current gap, year	Goal*	Goal Year
African Americans	-4,2014	No gap	2020
Males	-3,2014	No gap	2020
Individuals with disabilities	-3,2014	No gap	2020

Certificates		1	2	3	4		
Equity Gap	Student Group	Gap in comparison to the average, expressed as percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	Number of Students "Lost"
Largest Gap							
Hispanic or Latino	1%	.01	x	1129	=	11	
Females	1%	.01	x	1185	=	12	

Target Populations Certificates	Current gap, year	Goal*	Goal Year
	-1,2014	<i>No gap</i>	2020
	-1,2014	<i>No gap</i>	2020

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

• **Activity Types**

Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation		Direct Student Support
Research and Evaluation	X	Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Groups	Number of Students Affected
D.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	1,000

• **Activity Implementation Plan**

Professional Development for faculty and staff who work with targeted at-risk populations that consist of FYE staff and faculty trainings to integrate assignments, team teaching, basic skills training, and stipends for faculty who work with at-risk populations outside of the classroom. This would include supplemental instruction, tutoring, and working in learning communities.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
D.1	Fall 2015-Spring 2016	\$60,000	

• **Link to Goal**

Faculty and staff collaboration will provide distribution counseling; develop syllabi and curriculum in order to create themes in the classroom, counseling, tutoring, and experimental activities to ensure student success and an increase in students' obtaining degrees and certificates.

• **Evaluation**

(1) Maintain a record of the number of faculty and staff who attended training workshops—calculate attendance rates; (2) Conduct a focus group with FYE faculty members to assess their strategies for effectively aligning course syllabi and class assignments. Assess student success in courses with participating faculty and compare them to a similar group of students.

Transfer



CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. Table 1e shows the percentage of students by population group who transfer after completing a minimum of 12 units and attempting a transfer level course in mathematics or English. The students were tracked for six years.

Transfer	Number of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	Number of students from the cohort who actually transferred within six years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian /Alaska Native					
Asian	83	15	18%	20%	-2
Black or African American	347	80	23%	20%	3
Hispanic or Latino	1129	192	17%	20%	-3
Native Hawaiian or other Pacific Islander	25	5	20%	20%	0
White	306	77	25%	20%	5
Some other race	139	28	20%	20%	0
More than one race	n/a	n/a	n/a		n/a
All Students	2083	407	*20		
Males	880	167	19	20%	-1
Females	1185	237	20	20%	0
Unknown	18	4	23%	20%	3
Current or former foster youth	19	5	26%	20%	+6
Individuals with disabilities	93	8	9%	20%	-11
Low-income students	1696	305	18%	20%	-2
Veterans	113	33	29%	20	+9
AB540	3	N/A	N/A	N/A	N/A

*Data for this table comes from Scorecard cohorts and represents six-year success rates. Students records were taken from the 2008-09 to 2013-14 cohort.

Transfer		1	2		3		4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	=	Number of Students "Lost"
Largest Gap	Students with Disabilities	-11	<u>.11</u>	x	93	=	34
Second Largest	Hispanic Students	-3	.03	x	1129	=	34
Third Largest	Low-income students	-2	.02	x	169		3

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Populations	Current gap, year	Goal*	Goal Year
Students with Disabilities	-11,2014	<i>No gap</i>	2020
Hispanic Students	-3,2014	<i>No gap</i>	2020
Low-income students	-2,2014	<i>No gap</i>	2020

Methodology and Analysis

Tables 1e uses the criteria outlined in the Student Success Scorecard to establish a cohort for determining transfer rates. The cohort was tracked over six years. The tables show the number of first-time students who enrolled during the 2009-10 academic year, completed six units, and took a degree or certificate applicable math or English course within their first three years. The percentages represent the number of students who earned a degree or certificate within six years divided by the number of students in the total cohort.

Ethnicity: Asian (72%) and Hispanic (68%) students are disproportionately impacted on transfer rates using White students as the reference group.

Gender: Transfer rates between men and women were only slightly different, with women being 1% higher than men. There is not disproportionate impact. However, there is a large gap in absolute numbers because women outnumber men in the student population. Therefore, there are a significantly larger number of women than men who transfer in the Scorecard sample. This is also true in the general student population.

Students with Disabilities: Students with disabilities are disproportionately impacted for transfer. Using the proportionality index method, students with disabilities represent 4.4% of the students in the cohort, and 2.0% of the successful students. The success rate is well below their proportionate representation (44%).

Economically Disadvantaged: Students who are economically disadvantaged in the cohort transfer at a rate only slightly lower than the student average. The gap is not large enough for them to be considered disproportionately impacted using the proportionality index measurement.

Foster Youth: Foster youth were not identified in the Chancellor’s Scorecard cohort, so researchers queried a similar group of students. The students in this group had a higher transfer rate than students in the comparable cohort.

Veterans: Veterans, like foster youth and AB540 students, were not identified in the state Scorecard cohort. Students identified as veterans were queried to form a comparable sample. The students in the sample transfer at a rate 13% higher than those in the Chancellor’s Scorecard cohort.

ACTIVITIES: E. TRANSFER

E.1

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Groups	Number of Students Affected
E.1	African Americans, Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	3,000

• **Activity Implementation Plan**

Host a HBCU college fair to increase transfer rates by providing admission workshops and on-site admissions from out-of-state universities.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
E.1	Fall 2015-Spring 2016	\$10,000	

• **Link to Goal**

Increase transfer rates amongst targeted population by providing admission workshops and on-site admissions from the nine HBCU campuses who signed articulation agreements with the CA Community College Chancellor’s Office.

• **Evaluation**

(1) Maintain sign-in sheets with the number of participants; (2) Distribute point-of-contact surveys for participants to assess the value of the college fair; (3) Record the number of SBVC students who apply to an HBCU within a month of the fair; (4) record the number of SBVC student who are admitted to HBCU campuses.

E.2

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Groups	Number of Students Affected
E.2	African Americans, Foster Youth, Veterans, AB540 students, first generation college students, and males	35

• **Activity Implementation Plan**

To create an additional cohort for the SBVC Umoja Program (Tumaini) for the purpose of enhancing student support services, and increasing transfer and graduation rates and for African Americans students.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
E.2	Fall 2015-Spring 2016	\$10,000	

• **Link to Goal**

To increase transfer and graduation rates and student support services for our targeted populations.

• **Evaluation**

(1) Maintain a count of participants in the Tumaini program (to monitor any increases in the participation rate); (2) Maintain a record of student support services for Tumaini student (counselor visits, tutor visits, etc.); (3) Track the course success of participants—compare 2015-2016, 2016-17 measures to previous years; (4) Compare the performance of Tumaini students to a comparable group of non-Tumaini students.

E.3

• **Activity Types**

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Groups	Number of Students Affected
E.3	Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	35

• **Activity Implementation Plan**

To create an additional cohort for our Puente program to increase transfer and graduation rates and student support services for Hispanic/Latino students.

ID	Planned Start and End Dates	Student Equity Funds	Other Funds**
E.3	Fall 2015-Spring 2016	\$10,000	

• **Link to Goal**

To increase transfer and graduation rates and student support services for our targeted populations.

• **Evaluation**

(1) Maintain a count for the number of participants in the Puente Program (to monitor any increases in the participation rate); (2) Track the use of support services (counselor visits, tutor visits, etc.); (3) Assess course success for Puente participants. (3) Compare success rates for 2015-2016, 2016-17 to previous years; (4) compare student success rate to non-Puente students.

E.4

• **Activity Types**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
E.4	African Americans, Foster Youth, Veterans, AB540 students, first generation college students, and males	30

• **Activity Implementation Plan**

Send students from our Tumaini learning community to a Historical Black College University (HBCU) college tour.

ID	Timelines	Student Equity Funds	Other Funds**
E.4	Fall 2015-Spring 2016	\$20,000	

• **Link to Goal**

Provide access and admission workshops to our targeted population to increase transfer rates. The Tumaini students will be identified through the two linked courses: Student Development and African American History.

• **Evaluation**

(1) Distribute a survey to students who participate in the HBCU college tour; (2) Record the number of SBVC Tumaini students who apply to an HBCU within a month for the tour; (3) Record the number of Tumaini students who are admitted to HBCU campuses.

E.5

• **Activity Types**

	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation	X	Professional Development		

• **Target Student Groups & # of Each Affected*:**

ID	Target Group	Number of Students Affected
E.5	Hispanics/Latinos (which include our ESL students), Foster Youth, Veterans, AB540 students, first generation college students, and males	30

• **Activity Implementation Plan**

Send students from Puente to attend The Hispanic Association of Colleges and Universities (HACU) national conference to increase transfer rates by providing admission workshops for out-of-state universities.

ID	Timelines	Student Equity Funds	Other Funds**
E.5	Fall 2015-Spring 2016	\$20,000	

• **Link to Goal**

Provide access and admission workshops to our targeted population to increase transfer rates. The Puente students will be identified through the two linked courses: Student Development and English.

• **Evaluation**

(1) Maintain a sign-in sheet with the number of students who participate in the conference; (2) Distribute a point-of-contact survey for participants to assess the value of the workshops; (3) Maintain a count of the number of students who applied to a college; and, (4) maintain a record of the number of students who were accepted to a four-year college.

Table 1: Summary of Disproportionate Impact (DI) by Protected Status and Outcome.

	Access	Course Success	Success Rate			Degree Completion Rate	Certificate	Transfer Rate	DI
			Math	English	Reading				
Gender									
Female	No	No	No	No	No	No	No	No	0
Male	Yes	No	No	No	Yes	Yes	No	No	3
Ethnicity									
Asian	No	No	No	No	No	No	Yes	No	1
African American	No	Yes	Yes	Yes	No	Yes	Yes	Yes	6
Hispanic	No	No	No	No	No	No	Yes	Yes	2
+Native American	Yes	No	N/A	N/A	No	N/A	N/A	No	
+Pacific Isl.		Yes	Yes	n/a	n/a	n/a	n/a	n/a	2
White	Yes	No	Yes	No	Yes	No	No	No	3
Multi-ethnicity	No	No	Yes	N/A	No	No	No	No	1
Missing	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Disability	Yes	No			Yes	No	No	Yes	3
Economically Disadvantaged	No	No	No	No	No	No	No	Yes	1
Foster Youth	Yes	No	Yes	No	No	No	No	No	2
Veteran	Yes	No	Yes	Yes	Yes	No	No	No	4
AB540	N/A	No	N/A	Yes	No	No	N/A	N/A	1
Total DP	6	2	6	3	4	2	3	4	30

+These groups have very small sample sizes in the Scorecard data set. AB540 students have not been tracked long enough to calculate six-year transfer and graduation rates.

Summary Budget

The budget for this Student Equity Plan contains items funded through general fund as well as several other categorical program budgets. The funding for the Student Equity Plan uses resources from the Student Success Services and Programs (SSSP/Matriculation), the Counseling budget, the Outreach budget, the Student Success Center, Enrollment Management, as well as items that are funded via other individual department/program budgets.

The Student Equity budget that is outlined in this summary includes figures that the college intends to allocate to increase access and student success among our stated targeted populations. The figures that appear in this Student Equity Plan are grouped based on the following areas: Staffing, Support for Veterans, Support for Foster Youth, Support for First Year College students, Support for Categorical Programs, Support for Basic Skills, and Support for Activities.

The following is a summary of the major budget areas that SBVC intends to use Student Equity funds to support:

1. Staffing \$507,000
2. Professional and Student Development \$100,000
3. Activities \$230,000
4. Support of Categorical Programs \$ 209,524
5. Support for Basic Skills (Instruction) \$300,000

Total Anticipated Resources: \$1,346,524

The following list of activities and actions that SBVC intends to implement:

Staffing: \$507,000

- Director of First-Year Experience; First-Year Experience Counselor; Secretary II for Student Equity and SSSP; Sr. Student Services Technician; Adjunct Counselors; Professional Experts for Outreach; Researchers

Professional and Student Development: \$100,000

- Professional Development for staff and faculty to work with targeted populations
- Send the FYE male cohort, Brothers Club and Tumaini students to the annual A2MEND Conference that focus on student success among African American males

Activities and Actions: \$230,000

Student Equity Conferences--

- Male/Senior Day Conference for feeder high Schools to focus on transfer and CTE programs
- Dreamers Conference for AB 540 students and parents from feeder high schools
- Guardian Scholars Conference for Foster Youth
- Student Leadership Conference
- DSPS Conference for Feeder High Schools
- Provide targeted outreach and recruitment to high school, middle school, and elementary students and parents, community, and faith based organizations, and local agencies. Special emphasis on increasing college access for Black and Latino males, English Language Learners, and Learning Communities (First-Year Experience, Valley-Bound Commitment, Tumaini, Puente, and Guardian Scholars)
- Develop a Student Ambassador program for peer-peer advising and outreach that trains our current student body to support students in our targeted populations
- Pilot Programs and Outreach to at-risk students (tutoring, supplemental instruction, marketing, outreach, etc.)
- Development of First-Year Experience with Cohorts for Males, Foster Youth, and other target populations
- Development of a Summer Bridge Program for FYE, VBC, Foster Youth, and other target populations
- Development of Guardian Scholars program for Foster Youth
- Purchase and provide the StrengthsQuest training to all first year students and in categorical programs
- Provide two speaking engagements; one speaker (from RP Group) will target Student Equity in relation to faculty and staff. One speaker to encourage students from our targeted population to continue their education and focus on student success and community engagement on “Black Lives Matter”
- Provide additional resources and assistance to Veterans geared towards helping veterans transitioning from service member to student, such as, workshops, counseling, tutors, and other student support services
- Send Tumaini to attend a HBCU college tour to increase transfer rates by providing awareness of requirements for out-of-state universities
- Send Puente to attend The Hispanic Association of Colleges and Universities (HACU) national conference to increase transfer rates by providing awareness of requirements for out-of-state universities
- Host a HBCU college fair to increase transfer rates by providing awareness of requirements for out-of-state universities
- Host a Spring Transfer/Career Fair

Support for Categorical Programs: \$209,524

- Provide signs, banners, A-frames, brochures, flyers, and marketing to advertise categorical programs
- Provide additional staffing, professional development, student employment for stated categorical programs
- Provide student success kits (backpack, binder, notebooks, calculator, pens, pencils, Scantrons, green books, flash drives)
- Additional cohort for Tumaini and Puente
- Provide basic skills textbooks to Puente, Tumaini, FYE, VBC, Dreamers, Foster Youth, and Veterans
- To provide counseling services that will allow program participants to increase their understanding of an educational goal plan and establishing educational career markers for STAR students
- Provide CalWORKs and EOP&S students with transportation vouchers
- Provide DSP&S with American Sign Language interpreters for shared governance and extra-curricular activities

Support for Basic Skills: \$300,000

- Provide supplemental instruction (Learning COMPASS) to non-STEM majors.
- Provide training for all faculty and students who utilizes supplemental instruction
- Pilot a Summer Bridge program for targeted populations to increase math and English assessment scores
- Additional textbooks in the Library Reserve section. Provide an overnight (24 hours) reserve textbook check out system for students to access academic and basic skills materials
- Provide 24 hour tutoring (Smarthinking) to all our targeted populations.
- Provide 30 laptops in English 914 (Basic Skills course) to access technology, establish a controlled classroom environment and support a variety of vital skills that are used in the course.
- Provide Alpha Gamma Sigma (AGS) Delta Chapter at SBVC to attend the Alpha Gamma Sigma State Convention.
- Purchase Reading Plus software for basic skills
- Provide additional tutors and marketing for the Writing Center. Afford students enrolled in basic skills courses access to additional academic support

Total Anticipated Resources: \$1,346,524

Summary Evaluation

The SBVC evaluation plan, to assess the effectiveness of student equity activities, includes both quantitative and qualitative tools. It will provide campus planners with the information they need to determine whether programs and activities are making adequate progress toward achieving student equity *goals*. There are numerous goals set forth in this plan. Each goal is linked to a set of activities. Evaluation processes, that include measurable objectives, accompany each goal.

The evaluation process defines success indicators along with the methodology for measurement. Quantitative indicators will be used to measure (1) student success rates in courses and instructional programs; (2) program participation rates; and (3) yield rates for outreach activities. Qualitative indicators will be employed to supplement quantitative measures by assessing student engagement and attitudes about the efficacy of programs and activities.

Assessment of Quantitative Indicators:

Each fall, Scorecard data will be extracted from the California Community College Chancellor's website to assess disproportionate impact for all groups on access and student success as indicated in the body of this plan. For those groups that are not identified in the Chancellor's Scorecard dataset (AB540 students, veterans, and foster youth), internal lists will be developed and maintained to query the students from the Scorecard cohorts. Course-level data will be analyzed to determine where barriers exist by looking at course enrollment and withdrawal patterns. Focus groups will supplement these findings as discussed in the section below. Students will be tracked through basic skills, transfer, and CTE programs using MIS data and data queried directly from SBCCD Datatel data warehouse. Degrees and certificates will be assessed each year to assess changes in existing achievement gaps with awards. Data in this report and in the SBVC strategic plan (2014-15) will serve as a baseline for measuring progress.

Sign-in sheets will be maintained to assess participation rates and attendance at all activities. Course success data for students who participate in activities will be tracked to determine whether their attendance and participation is correlated with increased enrollment and course success. Support program activities will be assessed separately to determine which of these programs contribute most to student success and engagement.

For students contacted by outreach staff at high schools and community centers, sign-in sheets will be used to track subsequent enrollment; yield rates will be calculated from these data. For students who participate in strengths training, pre-test and post-test surveys will be administered at the beginning and end of each session to assess levels of engagement, resilience, and self-efficacy. For students who attend tutoring and courses with supplemental instructors, course success will be measured. Success rates for students in all targeted groups

(or those who participate in student support programs) will be tracked and compared to campus averages.

Qualitative Analysis:

As discussed in the section above, qualitative methods will be used to supplement quantitative data analysis by provided more in-depth meaning to the data.

Open-ended questions on surveys will allow respondents to express opinions. These data will be analyzed for qualitative meaning. We will make a special effort to include open-ended questions on all surveys. Pre-test and post-test surveys will be used for the strengths training sessions and other appropriate activities.

Focus groups and individual interviews are planned for students and staff members at the beginning and end of each semester. The data from faculty and staff who deliver services, as well as feedback from students who receive the services, will provide program administrators with the aim of improving service delivery, participation and engagement. Focus groups will be conducted with successful students as well as students who withdraw from courses to supplement quantitative analysis of enrollment and discontinuation patterns. The aim is to identify boosters and barriers to success.

Reports will be generated to summarize findings on a regular cycle. Table 1e provides a timetable for evaluation activities.

Summary Evaluation Schedule and Process

Table 1e: Evaluation Timetable (Fall 2015 to Spring 2017)

Scheduled Time	Activity	Reports	Presentation/ Discussion
December 2015 near the end of Fall Semester	Pretest surveys administered to all veterans, foster youth, and first year college students (sampled from FYE and Valley Bound students). These surveys will measure current levels of engagement and commitment to school.	Report to the Student Equity Contact Coordinator in February 2016.	Present finding to student services staff –discuss implications
May 2016 point of contact effectiveness surveys are administered at several points throughout the year	Distribute surveys to measure effectiveness of activities and services	Analyze the survey results and report to the Student Equity Contact Coordinator	
May 2016 Near the end of Spring Semester	Post-test surveys to all veterans, foster youth, and first year college students (sampled from FYE and Valley Bound students) These surveys will measure current levels of engagement and commitment to school among these groups.	Report to the Student Equity Contact Coordinator that	Present findings analyzing pretest-post-test results to all program staff at the beginning of semester 2016
May/June 2016 After grades for spring semester have been submitted	Research Assistants will query course success data to track specific students (veterans, foster youth, FYE, Valley Bound)– to compare their achievement gaps.	Generate a report for the Student Equity Contact Coordinator. Present results to the EMC, SSC and Instructional Deans	Present findings to student services staff (VP, Deans, and counseling staff)
May/June 2019 End of Spring Semester 2016	Focus groups with students who participated in support programs	Present general summary of results	Present findings to student services staff (VP,

			Deans, and counseling staff)
May/June 2019 End of Spring Semester 2016	Focus groups with participating faculty and staff	Present general summary of results	Report to the Student Equity Contact Coordinator
Fall 2016 (September)	Analysis of Scorecard data	Written summary for: VP of Student Services Board of Trustees Student Equity Contact Coordinator	Make campus presentations. Specific presentation to faculty and staff of support programs
Spring 2016	Analyze awards data from Spring 2015 graduation	Written summary for: VP of Student Services Board of Trustees Student Equity Contact Coordinator in	
Spring 2016	Update all campus student equity measures --Program Learning Outcomes and core competencies	Strategic Plan and Educational Master Plan	
Summer 2016	Pretest-post-test survey analysis for strengths training- Conduct focus groups with strengths training participants	Written report for Written summary for: VP of Student Services Student Equity Contact Coordinator	Present findings analyzing pretest-post-test results to all program staff at the beginning of semester 2016
Spring 2016	Sign-in sheets and contact records will be analyzed to assess yield-rate for outreach efforts	Written report for Written summary for: VP of Student Services Student Equity Contact Coordinator	Present results to outreach staff for discussion
**April 2016 campus-wide administration of the CCSSE	To measure student engagement among all students on campus	Campus wide report	Campus-wide forum to present results Presentation to instructional deans

**CCSSE is not funded by Student Equity funds but will serve as an additional measure of engagement.

Figure 1b. Map of student enrollment by ZIP code.

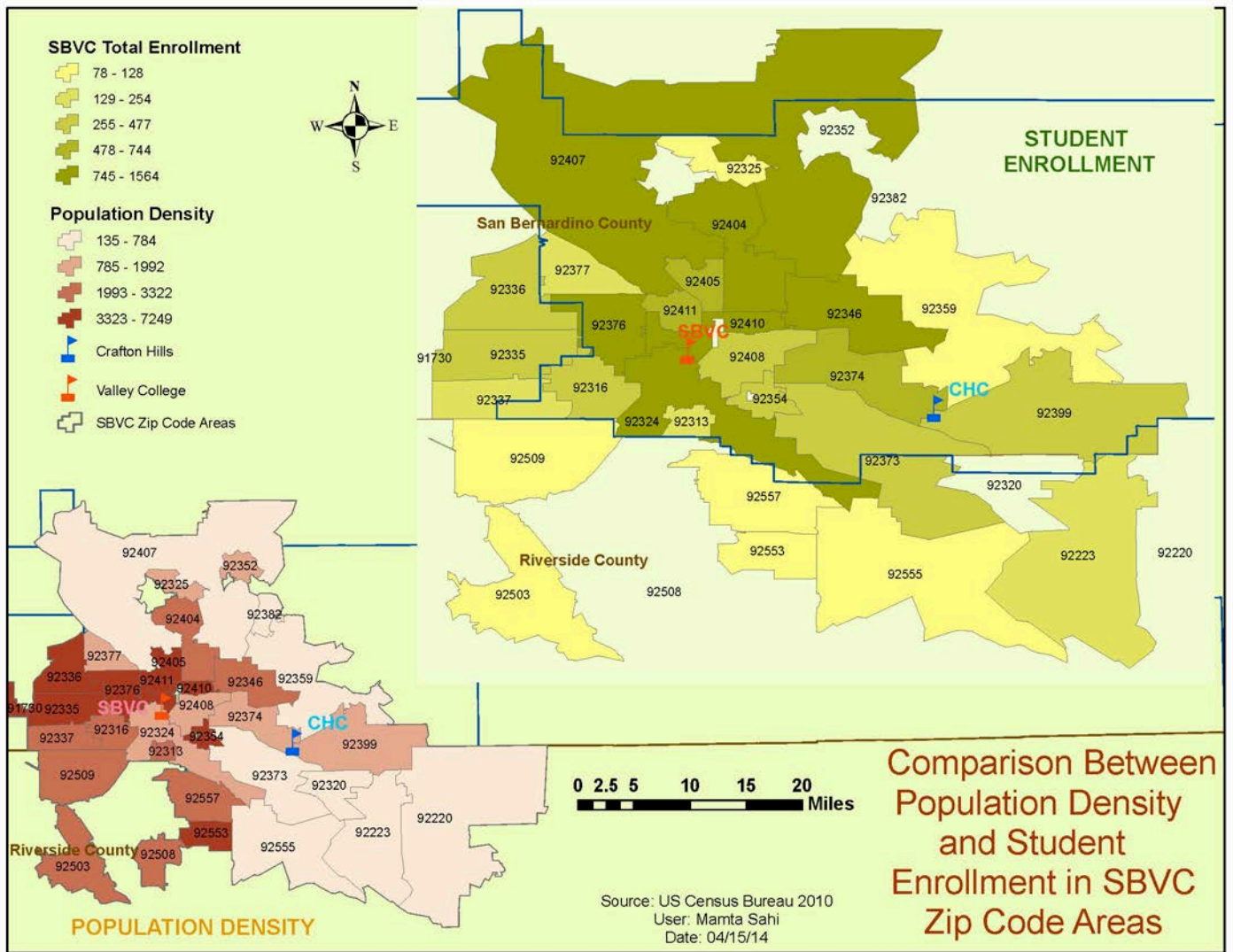


Figure 1c. Campus map of student services and advising locations

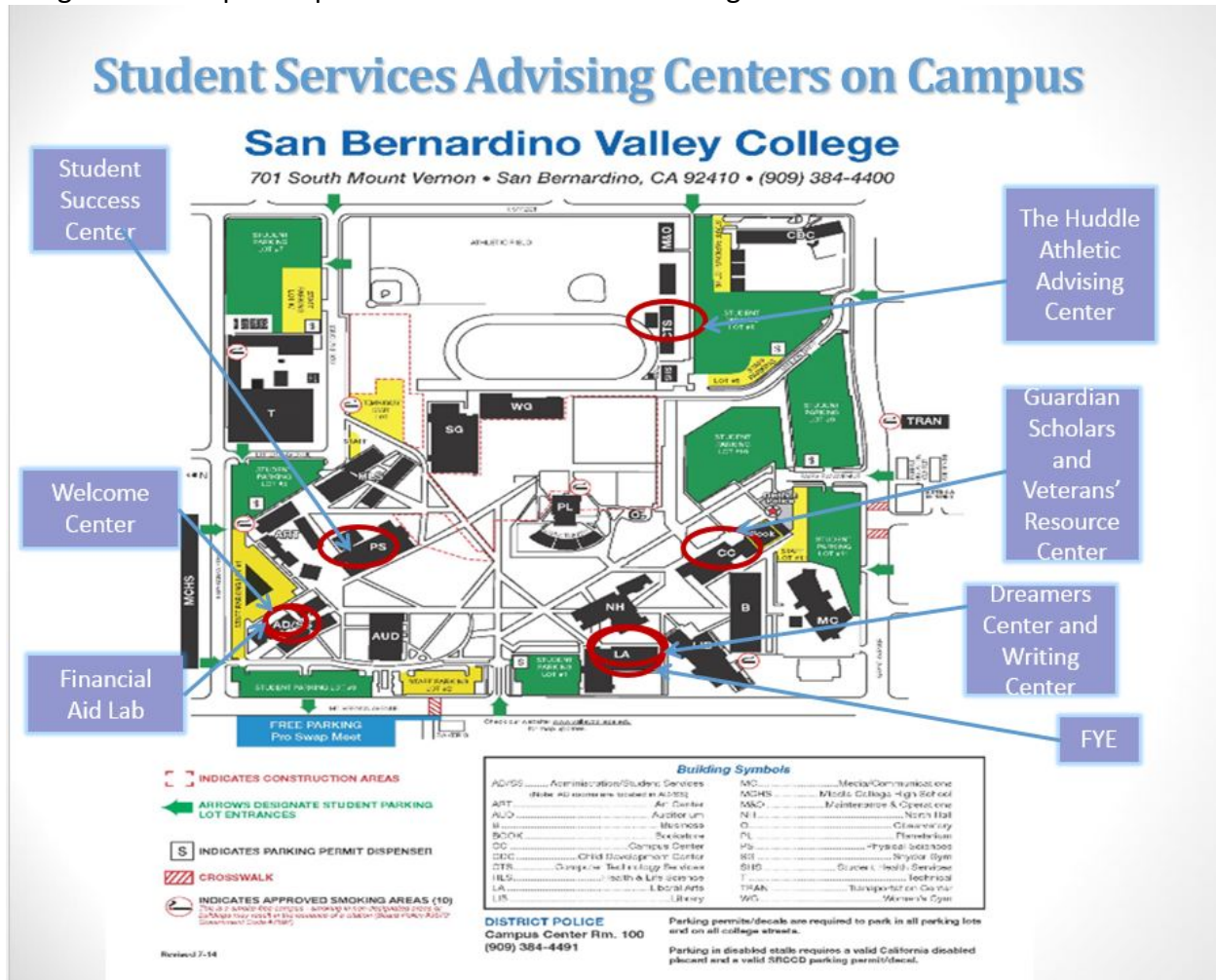


Table 1.1c. Shows the ratio of students by population group who completed a degree-applicable math course after completing the final basic skills math course in the sequence. Progress rates in Table 1.1c were calculated by dividing the number of students in the cohort with passing grades in the degree-applicable math courses by the number of students in the total cohort

Table 1.1C Basic Skills Math					
MATH-952/962 -> MATH-090 Mathematics Fall 2012 to Spring 2015	The # of students who complete a final ESL or basic skills course with an A, B, C or credit - Scorecard Cohort 2008 - 2014	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	0	0	0	50%	N/A
Asian	14	9	64%	50%	+14
Black or African American	41	14	34%	50%	-16
Hispanic or Latino	207	115	56%	50%	+6
Native Hawaiian or other Pacific Islander	2	1	50%	50%	0
White	43	17	40%	50%	-10
Some other race	N/A	N/A	N/A	50%	N/A
More than one race	9	4	44%	50%	-6
Unknown (ethnicity)	1	0	0	50%	N/A
All Students	317	160	*		
Males	139	69	50%	50%	0
Females	178	91	51%	50%	+1
Unknown (gender)	0	0	0	50%	N/A
Current or former foster youth	14	5	36%	50%	-14
Individuals with disabilities	25	14	56%	50%	+6
Low-income students	257	142	55%	50%	+5
Veterans	37	12	32%	50%	-18
AB540	1	0	0%	50%	n/a

MATH-952/962 -> MATH-090		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit =	Number of Students "Lost"
Largest Gap	Veterans	18	<u>.18</u>	x	37	= 7
Second Largest	Black or African-American	16	<u>.16</u>	x	41	= 7
Third Largest	Current of Former Foster Youth	14	<u>.14</u>	x	14	= 2
Fourth Largest	White	10	<u>.10</u>	x	43	= 4

Table 1.2c. Shows the ratio of students by population group who completed a degree-applicable English course after completing the final basic skills Reading course in the sequence. Progress rates in Table 1.1c were calculated by dividing the number of students in the cohort with passing grades in the degree-applicable English courses by the number of students in the total cohort

Table 1.2c. Reading Success Rates					
Target Populations	Number of students who complete a final ESL or basic skills course with an A, B, C or credit – Scorecard Cohort 2008 - 2014	The number of students that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Reading 950/951 - > English 015 English - Reading Fall 2012 to Spring 2015					
American Indian /Alaska Native	0	0	0	47%	N/A
Asian	1	1	100%	47%	N/A
Black or African American	18	8	44%	47%	-3
Hispanic or Latino	68	34	50%	47%	+3
Native Hawaiian or other Pacific Islander	0	0	0	47%	N/A
White	8	3	38%	47%	-9
Some other race	N/A	N/A	N/A	47%	N/A
More than one race	2	0	0	47%	N/A
Unknown (ethnicity)	0	0	0	47%	N/A
All Students	97	46	*		
Males	36	14	39%	47%	-8
Females	61	32	52%	47%	+5
Unknown (gender)	0	0	0	47%	N/A
Current or former foster youth	5	3	60%	47%	+13
Individuals with disabilities	11	2	18%	47%	-29
Low-income students	83	44	53%	47%	+6
Veterans	14	2	14%	47%	-33
AB540	N/A	N/A	N/A	47%	N/A

Reading 950/951 - > English 015		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	= Number of Students "Lost"

Largest Gap	Veterans	33	<u>.33</u>	x	14	=	5
Second Largest	Students with Disabilities	29	<u>.29</u>	x	11	=	3
Third Largest	White	9	.09	x	8	=	1
Fourth Largest	Males	8	.08	x	36	=	3

Table 1.3c. Shows the ratio of students by population group who completed a degree-applicable English course after completing the final basic skills English writing course in the sequence. Progress rates in Table 1.1c were calculated by dividing the number of students in the cohort with passing grades in the degree-applicable English courses by the number of students in the total cohort

Table 1.3c. English Writing Success Rate					
Target Populations ENGL-914 -> ENGL-015 English - Writing Fall 2012 to Spring 2015	The # of students who complete a final ESL or basic skills course with an A, B, C or credit— Scorecard Cohort 2008 - 2014	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	1457	247	17%	24%	-7**
American Indian / Alaska Native	0	0	0	50%	N/A
Asian	18	8	44%	50%	-6
Black or African American	37	14	38%	50%	-12
Hispanic or Latino	296	158	53%	50%	+3
Native Hawaiian or other Pacific Islander	2	0	0	50%	N/A
White	32	16	50%	50%	0
Some other race	N/A	N/A	N/A	50%	N/A
More than one race	9	2	22%	50%	-28
Unknown (ethnicity)	0	0	0	50%	N/A
All Students	394	198	*		
Males	181	88	49%	50%	-1
Females	212	109	51%	50%	+1
Unknown (gender)	1	1	100%	50%	N/A
Current or former foster youth	7	3	43%	50%	-7
Individuals with disabilities	19	10	53%	50%	+3
Low-income students	315	166	53%	50%	+3
Veterans	32	12	34%	50%	-16
AB540	N/A	N/A	N/A	50%	N/A

ENGL-914 -> ENGL-015		1	2	3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or = Number of Students "Lost"

			credit				
Largest Gap	Veterans	16	<u>.16</u>	x	32	=	5
Second Largest	Black or African American	12	<u>.12</u>	x	37	=	4
Third Largest	Current or Former Foster Youth	7	<u>.07</u>	x	7	=	1
Fourth Largest	Asian	6	<u>.06</u>	x	18	=	1

Table 1.4c. Shows the ratio of students by population group who completed a degree-applicable English course after completing the final basic skills ESL course in the sequence. Progress rates in Table 1.1c were calculated by dividing the number of students in the cohort with passing grades in the degree-applicable English courses by the number of students in the total cohort

Table 1.4 ESL Success Rates Comparison					
Target Populations <i>ESL-941 -> ENGL-015 ESL - Writing Fall 2012 to Spring 2015</i>	The # of students who complete a final ESL or basic skills course with an A, B, C or credit - Scorecard Cohort 2008 - 2014	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL and Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)*
Example Group	1457	247	17%	24%	-7**
American Indian / Alaska Native	0	0	0	63%	n/a
Asian	0	0		63%	n/a
Black or African American	0	0	0	63%	n/a
Hispanic or Latino	7	4	57%	63%	-6
Native Hawaiian or other Pacific Islander	0	0	0	63%	n/a
White	1	1	100%	63%	n/a
Some other race	n/a	n/a	n/a	63%	n/a
More than one race	0	0	0	63%	n/a
Unknown (ethnicity)	0	0	0	63%	n/a
All Students	8	5	*		
Males	2	0	0	63%	n/a
Females	6	5	83%	63%	+20
Unknown (gender)	0	0	0	63%	n/a
Current or former foster youth	2	1	50%	63%	-13
Individuals with disabilities	1	0	0	63%	n/a
Low-income students	7	4	57%	63%	-6
Veterans	1	1	100%	63%	n/a
AB540	n/a	n/a	n/a	63%	n/a

ESL-941 -> ENGL-015		1	2	3	4		
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	Number of Students "Lost"

Largest Gap	Current or Former Foster Youth	13	<u>.13</u>	x	2	=	<1
Second Largest	Hispanic	6	.06	x	7	=	<1
Third Largest	Low-Income	6	.06	x	7	=	<1

Graduation Count For All Students

Tables 1g, 2g, and 3g show the total graduation counts for all SBVC students in 2014-15. Notice that there are a very small number of “American Indians or Alaska Native” and “Native Hawaiian or Other Pacific Islander” students who graduated among the total student population. Several of the tables in the previous sections have “0” or N/A for these groups. The data in the tables from the sections above comes from the California Community College Chancellor’s Scorecard cohort data. The chancellor’s Scorecard data is a subset of this population and has the same low representation of these groups. For this reason, several of the measures have no American Indian or Pacific Islander students in the scorecard cohort.

Summary for Men 2014-15	Nonresident alien	Hispanic Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more Races	Race/Ethnicity Unknown	Total	PY Total
Awards < 1 academic year	0	44	0	3	6	0	23	3	0	79	86
Awards of at least 1 but < 2 academic years	0	58	0	12	16	0	40	4	0	130	157
Associate's degree	2	207	0	27	50	2	77	4	3	372	274
Awards of at least 2 but < 4 academic years	0	1	0	0	1	0	0	0	0	2	1
Total	2	310	0	42	73	2	140	0	3	583	518

Notice how few “American Indians or Alaska Native” and “Native Hawaiian or Other Pacific Islander” graduated among all students in the general student population at SBVC. This provides insight into why so few students from these groups were in the Scorecard cohort.

Table 2g All SBVC Awards For Women 2014-15 (Degrees and Certificates)

Summary for Women 2014-15	Nonresident alien	Hispanic Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more Races	Race/ Ethnicity Unknown	Total	PY Total
Awards < 1 academic year	0	63	1	7	13	0	10	4	2	100	84
Awards of at least 1 but < 2 academic years	0	31	0	5	27	0	16	3	1	83	72
Associate's degree	0	373	7	35	60	1	114	15	6	611	541
Awards of at least 2 but < 4 academic years	0	4	1	1	0	0	5	1	0	12	9
Total	0	471	9	48	100	1	145	23	9	806	706

Table 3g Total Awards for 2013-14 and 2014-15

Grand Total	Nonresident alien	Hispanic Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more Races	Race/ Ethnicity Unknown	Total
2013-14	2	639	5	80	160	11	282	26	19	1224
2014-15	2	781	9	90	173	3	285	34	12	1389

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Dr. Lisa Norman,
Vice Chancellor, Human Resources & Employee Relations

PREPARED BY: Dr. Lisa Norman,
Vice Chancellor, Human Resources & Employee Relations

DATE: December 10, 2015

SUBJECT: Consideration of Acceptance of Employee Resignation

RECOMMENDATION

It is recommended that the Board of Trustees accept the resignation of Baybie Scudder and Benjamin Mudgett.

OVERVIEW

Baybie Scudder, Financial Aid Specialist, SBVC. Resigning effective December 31, 2015. Last day of employment December 31, 2015. 25 years of service.

Benjamin Mudgett, Admissions & Records Lead Evaluator, CHC. Resigning effective December 1, 2015. Last day of employment is November 30, 2015. 8 years and 2 months of service.

ANALYSIS

The resignation correspondence was received and accepted by the Human Resources Department.

BOARD IMPERATIVE

None.

FINANCIAL IMPLICATIONS

None.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Dr. Lisa Norman,
Vice Chancellor, Human Resources & Employee Relations

PREPARED BY: Dr. Cheryl Marshall, President, CHC
Dr. Gloria Fisher, President, SBVC

DATE: December 10, 2015

SUBJECT: Consideration of Approval of Adjunct and Substitute Academic Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve the employment of adjunct and substitute academic employees as needed for the 2015-2016 academic year.

OVERVIEW

The following list of adjunct and substitute academic employees is submitted for approval of employment.

ANALYSIS

Part-time academic employees selected from the established pool are offered individual contracts on a semester-by-semester basis. Adjunct employees not assigned will remain in the pool for future consideration during the 2015-2016 academic year.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

Included in the 2015-2016 budget.

Adjunct & Substitute Academic Employees
Crafton Hills College
December 10, 2015

<u>NAME</u>	<u>DISCIPLINE</u>
Groff, Rick	Fire Technology
Sanchez, Abel	Biology
Smith, Deborah J.	Mathematics
Tilman, Susan	Counselor, College Life, Counseling, Learning Disabilities

San Bernardino Valley College
Adjunct & Substitute Academic Employees
December 10, 2015

<u>NAME</u>	<u>DISCIPLINE</u>
Fathy, Sherif	Political Science
Garibay, Clara	Computer Information Systems
Hanes, Esther	Psychology
Ladani, Safieh	Chemistry
Lagoykina, Svetlana	Chemistry
Tumang, Mimi	Psychiatric Technology

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Dr. Lisa Norman,
Vice Chancellor, Human Resources & Employee Relations
PREPARED BY: Dr. Lisa Norman,
Vice Chancellor, Human Resources & Employee Relations
DATE: December 10, 2015
SUBJECT: Consideration of Approval of Appointment of District Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve the appointment of Mark Sheridan, Krista Ornelas-Mora, Kenneth Wilkerson, Amelia Gonzales, Bruce Underwood, Anthony Castro, Brandy Nelson, Andrea Hecht, and Debbie Orozco.

OVERVIEW

The employees on the attached list are recommended for appointment.

ANALYSIS

All requirements for employment processing have been completed and Human Resources has cleared the individuals for employment.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

Included in the 2015-2016 budget.

Appointment of District Employees
December 10, 2015

Mark Sheridan, Safety and Risk Management Specialist, District, Effective November 30, 2015, Schedule Range 3, Step C, \$5317.15 per month. New Position, Funding Source is Human Resources General Fund.

Krista Ornelas-Mora, Secretary II, Financial Aid, SBVC, effective January 4, 2016, at Classified Salary Schedule Range 33, Step A, \$3,203.00 per month. Replaces Mary Smith. Funding Source is Financial Aid General Fund.

Kenneth Wilkerson, Laboratory Technician, Aeronautics, SBVC, effective January 4, 2016, at Classified Salary Schedule Range 38, Step A, \$3,623 per month. Replaces James Young. Funding Source is Aeronautics Department General Fund.

Amelia Gonzales, Secretary II, Police Science, SBVC, effective January 4, 2016, at Classified Salary Schedule Range 33, Step A, \$3,203.00 per month. Replaces Jennifer Rodrick. Funding Source is Police Academies General Budget Fund.

Bruce Underwood, Business Instructor, SBVC, effective January 4, 2016. 177 days of service. Salary placement to be determined upon verification of education and experience. Replaces Daniel Angelo. Funding Source is Business Department General Fund.

Anthony Castro, Mathematics Instructor, SBVC, effective January 4, 2016. 177 days of service. Salary placement to be determined upon verification of education and experience. Replaces Kristin Dillard. Funding Source is Mathematics Department General Fund.

Brandy Nelson, Human Services Instructor, SBVC, effective January 4, 2016. 177 days of service. Salary placement to be determined upon verification of education and experience. Replaces James Robinson. Funding Source is Human Services General Fund.

Andrea Hecht, Counselor, SBVC, effective January 4, 2016. 200 days of service. Salary placement to be determined upon verification of education and experience. Replaces Felipe Salazar. Funding Source is Student Success Categorical Fund.

Debbie Orozco, Counselor, SBVC, effective January 4, 2016. 200 days of service. Salary placement to be determined upon verification of education and experience. Replaces Erik Moberly. Funding Source is Student Success Categorical Fund.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Dr. Lisa Norman,
Vice Chancellor, Human Resources & Employee Relations

PREPARED BY: Dr. Lisa Norman,
Vice Chancellor, Human Resources & Employee Relations
Dr. Gloria Fisher, President, SBVC

DATE: December 10, 2015

SUBJECT: Consideration of Approval of District Volunteers

RECOMMENDATION

It is recommended that the Board of Trustees approve District volunteers.

OVERVIEW

The individuals on the following list have volunteered their services and acknowledge that they will not receive payment of any kind for services performed.

ANALYSIS

Assignments performed by volunteers will not take away responsibilities or duties of regular academic or classified employees.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

None.

San Bernardino Valley College
 Volunteers
 Academic Year 2015-2016
 December 10, 2015

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>DATE</u>
Adu-Beng, Emmeline	Science/Chemistry	01/04/2016-06/30/2016
Alcaraz, Cintya	Science/Chemistry	01/04/2016-06/30/2016
Anderson, Shanyka	Science/Chemistry	01/04/2016-06/30/2016
Botten, Nathan	President's Office/Police Academies	01/01/2016-06/30/2016
Deanda, Julieta	President's Office/Police Academies	01/01/2016-06/30/2016
Estrada, Michelle	Science/Chemistry	01/04/2016-06/30/2016
Federoff, Thomas	President's Office/Police Academies	01/01/2016-06/30/2016
Fratlicelli, Kerry	Student Services/DSP&S	01/04/2016-06/30/2016
Fries, Kevin	President's Office/Police Academies	01/01/2016-06/30/2016
Hall, David	President's Office/Police Academies	01/01/2016-06/30/2016
Herrera, Jared	Student Services/DSP&S	01/04/2016-06/30/2016
Ho, Handy	Science/Chemistry	01/04/2016-06/30/2016
Ibarra, Maura	Science/Chemistry	01/04/2016-06/30/2016
Kantun, Iban	President's Office/Police Academies	01/01/2016-06/30/2016
Koch, Brandon J.	President's Office/Police Academies	01/01/2016-06/30/2016
Matthews, Craig	President's Office/Police Academies	01/01/2016-06/30/2016
McChristian, Julius	President's Office/Police Academies	01/01/2016-06/30/2016
Mcleod, Mikiko	President's Office/Marketing & PR	12/11/2015-12/31/2015
Migaiolo, John	President's Office/Police Academies	01/01/2016-06/30/2016
Mitchell, Kirsten	President's Office/Police Academies	01/01/2016-06/30/2016
O'Camb, Geoffry	Science/Chemistry	01/04/2016-06/30/2016
Ortega, Jose	Science/Chemistry	01/04/2016-06/30/2016
Pivaral, Miriam	Science/Chemistry	01/04/2016-06/30/2016
Riley, Jordan	Student Services/DSP&S	01/04/2016-06/30/2016
Robles, Sandra	Science/Chemistry	01/04/2016-06/30/2016
Rodrick, Jennifer	President's Office/Police Academies	01/01/2016-06/30/2016
Rodriguez, Aaron	President's Office/Police Academies	01/01/2016-06/30/2016
Shaneyfelt-King, Christina	President's Office/Police Academies	01/01/2016-06/30/2016
Stuart, Michelle	President's Office/Police Academies	01/01/2016-06/30/2016
White, David	President's Office/Police Academies	01/01/2016-06/30/2016
White, Margie	President's Office/Police Academies	01/01/2016-06/30/2016
Woldearegay, Danial	Science/Chemistry	01/04/2016-06/30/2016

District Volunteers
 Academic Year 2015-2016
 December 10, 2015

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>DATE</u>
Alfonso, Maria	KVCR – TV	12/11/2015-12/31/2015
Navas, Nancy	KVCR	01/01/2016-06/30/2016

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Dr. Lisa Norman,
Vice Chancellor, Human Resources and Employee Relations
PREPARED BY: Dr. Lisa Norman,
Vice Chancellor, Human Resources & Employee Relations
DATE: December 10, 2015
SUBJECT: Consideration of Approval of Extension of Sabbatical Leave to the
2016-2017 Academic Year

RECOMMENDATION

It is recommended that the Board of Trustees approve the extension of sabbatical leave for Lisa Shimeld to the 2016-2017 academic year.

OVERVIEW

Lisa Shimeld's sabbatical leave is being recommended to be extended from the 2015-2016 academic year to the Fall 2016 semester of the 2016-2017 academic year.

ANALYSIS

On February 19, 2015, the Board of Trustees granted sabbatical leave to Lisa Shimeld for the Spring 2016 semester in the 2015-2016 academic year. Lisa Shimeld has requested to postpone her sabbatical leave from Spring 2016 to Fall of 2016. The District Sabbatical Committee has discussed and supports this recommendation.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

The cost to the District is the adjunct replacement for the instructor's classes.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron
Chancellor

REVIEWED BY: Dr. Lisa Norman,
Vice Chancellor, Human Resources & Employee Relations

PREPARED BY: Dr. Lisa Norman,
Vice Chancellor, Human Resources & Employee Relations

DATE: December 10, 2015

SUBJECT: Consideration of Approval of Interim Management Appointments

RECOMMENDATION

It is recommended that the Board of Trustees approve the interim management appointments on the attached list.

OVERVIEW

The interim management appointments on the attached list are submitted for approval.

ANALYSIS

It is necessary to appoint individuals to serve on an interim basis until the positions are filled permanently.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

Included in the 2015-2016 budget.

INTERIM MANAGEMENT APPOINTMENTS

December 10, 2015

Mark Snowwhite, Interim Dean, Math, English, Reading & Instructional Support, CHC, Management Salary Schedule Range, 19, Step A, \$108,532.00 annually, effective January 1, 2016, through June 30, 2016, or until position is filled on a permanent basis, whichever occurs first. Replaces Bharadwaj Hedge. Crafton Hills General Fund.

Lawrence Strong, Interim Director, Fiscal Services, District, Management Salary Schedule Range 19, Step D, \$125,638.00 annually, effective January 1, 2016, through June 30, 2016, or until position is filled on a permanent basis, whichever occurs first. Replaces Jose Torres. Fiscal General Fund.

Keith Wurtz, Interim Executive Director of Research, Planning & Institutional Effectiveness, Annex, Management Salary Schedule Range 23, Step C, \$145,445.00 annually, effective January 1, 2016, through June 30, 2016, or until position is filled on a permanent basis, whichever occurs first. New Position. Chancellor's General Fund.

Giovanni Sosa, Interim Dean, Research Planning & Institutional Effectiveness, CHC, Management Salary Schedule Range 19, Step A, \$108,532.00 annually, effective January 1, 2016, through June 30, 2016, or until position is filled on a permanent basis, whichever occurs first. Replaces Keith Wurtz. Crafton Hills General Fund.

Erika Almaraz, Interim Director, Internal Audits, District, Management Salary Schedule Range 16, Step A, \$93,762.00 annually, effective January 1, 2016, through June 30, 2016, or until position is filled on a permanent basis, whichever occurs first. Replaces Lawrence Strong. Fiscal General Fund.

Deirdre Marsac, Interim Assistant Manager, Workforce Development, Professional Development Center, Management Salary Schedule Range 4, Step A, \$52,203.00 annually, effective January 1, 2016, through June 30, 2016, or until position is filled on a permanent basis, whichever occurs first. New Position. Employment Training Panel Grant.

Yecenia Ross, Interim Assistant Manager, Workforce Development, Professional Development Center, Management Salary Schedule Range 4, Step A, \$52,203.00 annually, effective January 1, 2016, through June 30, 2016, or until position is filled on a permanent basis, whichever occurs first. Replaces Deanna Krehbiel. California Manufacturing Technology Consulting Grant.

Ashley Gaines, Interim Director of Grants & Resource Development, Economic Development & Corporate Training, Management Salary Schedule Range 16, Step A, \$93,762.00 annually, effective January 1, 2016, through June 30, 2016, or until position is filled on a permanent basis, whichever occurs first. New Position. Economic Development & Corporate Training Foundation.

Jeffrey Klug, Interim Director, Police Academy, SBVC, at Management Salary Schedule Range 15, Step B, 60% of full time, \$4,688.10 per month, January 1, 2016 through June 30, 2016 or until position is filled on a permanent basis, whichever occurs first. Funding Source General Funds.

Johnny Conley, Interim Director First Year Experience, SBVC, Management Salary Schedule Range 16, Step A, \$7,813.50 per month effective January 1, 2016 through June 30, 2016 or until position is filled on a permanent basis, whichever occurs first. Funding Source Student Equity

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Dr. Lisa Norman,
Vice Chancellor, Human Resources & Employee Relations

PREPARED BY: Dr. Lisa Norman,
Vice Chancellor, Human Resources & Employee Relations
Dr. Cheryl Marshall, President, CHC
Dr. Gloria Fisher, President, SBVC

DATE: December 10, 2015

SUBJECT: Consideration of Approval of Non-Instructional Pay for Academic Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve non-instructional pay for academic employees.

OVERVIEW

The following list of employees is submitted for approval.

ANALYSIS

Non-instructional pay is requested on a periodic basis to assist departments with various events on campus or in the community.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

Included in the 2015-2016 budget.

Crafton Hills College
Non-Instructional Pay
Academic Year 2015-2016
December 10, 2015

Torres-Nez, John, Stipend for Title V Honors component, 10/10/2015 through 12/18/2015, not to exceed \$600.00. Funding source is Title V.

Urbanovich, Jim, Stipend for Title V Honors component, 10/19/2015 through 12/18/2015, not to exceed \$100.00. Funding source is Title V.

Honors: This stipend is given to faculty members who have taken on an honors component with their taught course. One of the objectives of the Title V grant is to increase the number of honors courses offered at Crafton hills College.

San Bernardino Valley College
Non-Instructional Pay
Academic Year 2015-2016
December 10, 2015

Amina Carter, Wilmer, First Year Experience, Counseling, 1-4-16 to 6-30-16, not to exceed 422 hours per semester, at \$49.00 per hour. Funding source is the Student Equity Categorical Fund.

Ask, Laden, First Year Experience, Academic Support, Training and Workshops, 1-4-16 to 6-30-16, not to exceed 422 hours per semester, at \$49.00 per hour. Funding source is the Student Equity Categorical Fund.

Barta, Christopher, to update and improve the operations of the Welding Program to meet industry needs, 12-11-15 to 12-24-15, not to exceed 20 hours, at \$49.00 per hour. Funding source is TAACCCT (Trade Adjustment Assistance Community College and Career Training) Grant.

Butris, Nabil, to update and improve the operations of the Welding Program to meet industry needs, 12-11-15 to 12-24-15, not to exceed 20 hours, at \$49.00 per hour. Funding source is TAACCCT (Trade Adjustment Assistance Community College and Career Training) Grant.

Clark, Tamala, First Year Experience, Counseling, 1-4-16 to 6-30-16, not to exceed 422 hours per semester, at \$49.00 per hour. Funding source is the Student Success & Support Programs Categorical Fund.

Comiskey, Daniel, to update and improve the operations of the Welding Program to meet industry needs, 12-11-15 to 12-24-15, not to exceed 20 hours at, \$49.00 per hour. Funding source is TAACCCT (Trade Adjustment Assistance Community College and Career Training) Grant.

Doyle, Alicia, to support the MSEIP (Math, Science & Engineering Improvement Program) Grant, will assist with developing and training of the Supplemental Instruction leaders, 1-4-16 to 6-30-16, not to exceed 40 hours, at \$49.00 per hour. Funding source is the MSEIP grant.

Estrada, Laura, Student Health Services, Adjunct Nurse, 12-11-15 to 12-31-15, not to exceed 160 hours per semester, at \$49.00 per hour. Funding source is the Student Health Fees Restricted/General Funds.

Estrada, Laura, Student Health Services, Adjunct Nurse, 1-1-16 to 6-30-16, not to exceed 160 hours per semester, at \$49.00 per hour. Funding source is the Student Health Fees Restricted/General Funds.

Fratini, Amber, DSP&S, Counseling, 1-4-16 to 6-30-16, not to exceed 144 hours per semester, at \$49.00 per hour. Funding source is the DSP&S Categorical Fund.

Hecht, Andrea, First Year Experience, Counseling, 1-4-16 to 6-30-16, not to exceed 422 hours per semester, at \$49.00 per hour. Funding source is the Student Success & Support Programs Categorical Fund.

Heckle, Lisa, First Year Experience, Academic Support, Training and Workshops, 1-4-16 to 6-30-16, not to exceed 422 hours per semester, at \$49.00 per hour. Funding source is the Student Equity Categorical Fund.

Hird, Scott, to support the Big Bear Program during the Super Saturday event on 1-9-16, not to exceed 9 hours, at \$49.00 per hour. Funding source is the Big Bear Program general fund.

Johnson, Dominique, First Year Experience, Counseling, 1-4-16 to 6-30-16, not to exceed 422 hours per semester, at \$49.00 per hour. Funding source is the Student Success & Support Programs Categorical Fund.

Johnson, Heather, First Year Experience, Counseling, 1-4-16 to 6-30-16, not to exceed 422 hours per semester, at \$49.00 per hour. Funding source is the Student Success & Support Programs Categorical Fund.

Lemieux, Jesse, to support the MSEIP (Math, Science & Engineering Improvement Program) Grant, will assist with developing and training of the Supplemental Instruction leaders, 1-4-16 to 6-30-16, not to exceed 114 hours, at \$49.00 per hour. Funding source is the MSEIP grant.

Mayne, Michael, will facilitate the STEM (Science, Technology, Engineering & Math) Supplemental Instructor trainings, workshops and other STEM activities, 1-4-16 to 6-30-16, not to exceed 72 hours, at \$49.00 per hour. Funding source is the STEM grant.

Milligan, Joshua, to update and improve the operations of the Welding Program to meet industry needs, 12-11-15 to 12-24-15, not to exceed 20 hours, at \$49.00 per hour. Funding source is TAACCCT (Trade Adjustment Assistance Community College and Career Training) Grant.

Moreno, Robert, to update and improve the operations of the Welding Program to meet industry needs, 12-11-15 to 12-24-15, not to exceed 20 hours, at \$49.00 per hour. Funding source is TAACCCT (Trade Adjustment Assistance Community College and Career Training) Grant.

Mubashshir, Haniyyah, First Year Experience, Tutorial Services, 1-4-16 to 6-30-16, not to exceed 422 hours per semester, at \$49.00 per hour. Funding source is the Student Equity Categorical Fund.

Peck, Jacob, DSP&S, Counseling, 1-4-16 to 6-30-16, not to exceed 275 hours per semester, at \$49.00 per hour. Funding source is the DSP&S Categorical Fund.

Preston, Tammy, First Year Experience, Counseling, 1-4-16 to 6-30-16, not to exceed 422 hours per semester, at \$49.00 per hour. Funding source is the Student Success & Support Programs Categorical Fund.

Sadjadi, Shala, First Year Experience, Academic Support, Training and Workshops, 1-4-16 to 6-30-16, not to exceed 25 hours per semester, at \$49.00 per hour. Funding source is the Student Equity Categorical Fund.

Somers, Nivard, First Year Experience, Counseling, 1-4-16 to 6-30-16, not to exceed 422 hours per semester, at \$49.00 per hour. Funding source is the Student Success & Support Programs Categorical Fund.

Tolstova, Ana, to support the MSEIP (Math, Science & Engineering Improvement Program) Grant, will assist with developing and training of the Supplemental Instruction leaders, 1-4-16 to 6-30-16, not to exceed 114 hours, at \$49.00 per hour. Funding source is the MSEIP grant.

Vasquez, Tatiana, to support the MSEIP (Math, Science & Engineering Improvement Program) Grant, will assist with developing and training of the Supplemental Instruction leaders, 1-4-16 to 6-30-16, not to exceed 40 hours, at \$49.00 per hour. Funding source is the MSEIP grant.

Wellenstein, Nicholas, , to update and improve the operations of the Welding Program to meet industry needs, 12-11-15 to 12-24-15, not to exceed 20 hours, at \$49.00 per hour. Funding source is TAACCCT (Trade Adjustment Assistance Community College and Career Training) Grant.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron
Chancellor

REVIEWED BY: Dr. Lisa Norman
Vice Chancellor, Human Resources & Employee Relations

PREPARED BY: Dr. Lisa Norman
Vice Chancellor, Human Resources & Employee Relations

DATE: December 10, 2015

SUBJECT: Consideration of Approval of Professional Expert, Short-Term, and Substitute Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve the employment of Professional Expert, Short-Term, and Substitute Employees.

OVERVIEW

The following list of Professional Expert, Short-Term, and Substitute Employees is submitted for approval.

ANALYSIS

Approval of Professional Expert, Short-Term, and Substitute Employees is essential to the operation and needs of the District.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

Included in the 2015-2016 budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT**Professional Expert Hourly Employees****December 10, 2015**

Name	Department	Site	Duties	Start Date	End Date	Hourly Rate
Nguyen, Phong	Emergency Medical Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$20/\$30
Nguyen, Phong	Emergency Medical Services	CHC	Medical Director	1/1/16	6/30/16	\$3,500/per semester
Carnes, Mike	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22.50
deBoer, Frank	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22.50
Gaddy, Duran	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22.50
Groff, Rick	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22.50
Hale, Stephen	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22.50
Hesterly, Alison	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22.50
Horton, Mike	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22.50
Kelsheimer, Jeff	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22.50
Ketcherside, David	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22.50
Konrad, Josef	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22.50
Lagace, Paul	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22.50

Libel, Mike	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22 .50
Lopez, Nathanael	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22 .50
Marini, John	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22 .50
Nafzgar, Dan	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22 .50
Page, Tony	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22 .50
Pierson, John	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22 .50
Ramos, Jesus	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22 .50
Smerber, Mathew	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22 .50
Solometo, Richard	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22 .50
Spellman, Ron	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22 .50
Stewart, Barry	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22 .50
Teter, James	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22 .50
Timboe, Robert	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22 .50
Tovar, Ralph	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22 .50
Tronaas, Joshua	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22 .50

Valdez, Travis	Fire Technology	CHC	Fire Tech Specialist/Tactical Officer/Safety Officer	1/1/16	6/30/16	\$30/\$23/\$22.50
Brown, Liz	Fire Technology	CHC	Outreach	1/1/16	6/30/16	\$30.00
Newsom, Helen	Health & Wellness Center	CHC	Nurse Practitioner III	1/1/16	6/30/16	\$65.00
Hjortnaes, Christine	Health & Wellness Center	CHC	Post Masters Counseling Intern	1/1/16	6/30/16	\$25.00
Aguilar, Edward	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Anderson, Chris	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Arias, Jose	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$20/\$30
Baca, Mary	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$20/\$30
Baker, William	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Belknap, Toby	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Bennett, Evan	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Bohner, Shane	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$20/\$30
Breazile, Cisco	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Campbell, Matthew	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Cardenas, Christopher	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Clark, Devan	Public Safety & emergency	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30

	Services					
Clements, Charles	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Commander, John	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Compton, Kevin	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Copeland, Madison	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Dimmock, Neli	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Drazin, Noelle	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Elswick, Morgan	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Francis, Ross	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Garcia, Javier	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Gastel, Robert	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Gorter, Brennian	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Grindle, Gail	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Groff, Nathan	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Gutierrez, Omar	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Hendriks, Jeffrey	Public Safety & emergency	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30

	Services					
Jabr, Alexander	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Jeide, William	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Johnson, Ryan	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Kibbery, Bryttany	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Lawrie, Thomas	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Long, Brandie	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Lopez, Laura	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Lynch-Walters, Elizabeth	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Macleod, Seth	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Mancha, Trina	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Manuatu, Joseph	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Marini, John	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Marsman, Martin	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Mathews, Kyle	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Miller, Matthew	Public Safety & emergency	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$20/\$30

	Services					
Moledor, Kevin	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Moore, Steven	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Morning, Sara	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Paladino, Christopher	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Phern, Caleb	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Pierce, Michael	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Riggs, Nicholas	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Sabbah, Nesreen	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Sanchez, Micahel	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Sandez, Ann	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Seanz, Heather	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Seek, Gabriel	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
SeLegue, Phillip	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Stinnett, Brian	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Stone, Paige	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30

	Services					
Tidswell, Michael	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Trovato, Jonathan	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Valdez, Trevor	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Vasquez, Henry	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Verosik, Eileen	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Ward, Amanda	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$20/\$30
Williams, Bradford	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
Yamamoto, Yoshi	Public Safety & emergency Services	CHC	Lab Inst/Primary Inst/EMS Specialist	1/1/16	6/30/16	\$20/\$25/\$30
McClain, Julie	Resource Development	CHC	Project Assistant III	1/1/16	6/30/16	\$14.00
Mardis, Christine	Resource Development	CHC	Public Information Specialist	1/1/16	6/30/16	\$60.00
Bailey, Susan	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Billicke, Donald	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Bose, Sherleen	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Day, Colin	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Gaulke, Dawn	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Grainger, Michele	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Horton, William	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Landa, Cristina	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40

Merrill-Henry, Jeanette	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Nguyne, Nicholas	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Rafeedle, Nidal	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Rahn, Amy	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Rives, Lori	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Rives, Ryan	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Roberts, James	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Westholder, Joshua	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Winter, Daniel	Respiratory Care	CHC	Respiratory Care Clinical	1/1/16	6/30/16	\$40
Assumma, Michael	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$60.00
Barta, Christopher	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Basoco, Kelly	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Benderman, Bibi	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$20.00
Braatz-Brown, Linda	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$40.00/\$50.00
Brown, June	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$40.00
Burgraff, Roger	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$75.00
Burns, Paul N.	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$40.00/\$50.00

Cain, Marlene	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Comiskey, Daniel	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Day, Ruth	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
De Los Santos, Cynthia	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$15.00
Exson, Dominiguez	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$15.00
Gonzales, Carlos	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$40.00/\$50.00
Hoyt, James	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Jackson III, Davil	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$30.00
Johnson, Chad	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$20.00
Jones, Stacy	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$20.00
Kipling, Jonie	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$40.00/\$50.00
Li, Benson	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
McCutcheon, Maria	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Monin, Craig	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00

Morton, Ralph	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Napoli, William	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$60.00
Ortiz, Frank	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Ortiz, Miguel	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Ortman, Carolyn	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Pitman, Darlene	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$40.00/\$50.00
Pooler, Paul	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$40.00/\$50.00
Radney, Charles	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Ramirez, Kimberly	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$15.00
Reese, Timm	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Romeo, Lampa	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Romero, Markazan	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
rounds, Mike	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$75.00
Stevens, corey	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00

Valdez, Eugene	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$60.00
Variyam, Biju	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Vasquez, Leo	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Wellenstien, Nick	Professional Development Center	EDCT	Workforce Development/PDC Trainer	1/1/16	6/30/16	\$50.00
Wilkerson, Kenneth	Applied Technology Division/Water Supply	SBVC	Aeronautics Lab Tech	1/1/16	6/30/16	\$20.82
Groves, Jayce	Applied Technology Division/Water Supply	SBVC	Assistant Instructor	1/1/16	6/30/16	\$20.00
Hernandez, Jason	Applied Technology Division/Water Supply	SBVC	Assistant Instructor	1/1/16	6/30/16	\$20.00
Hughes, Kevin	Applied Technology Division/Water Supply	SBVC	Assistant Instructor	1/1/16	6/30/16	\$20.00
Lea, Brandon	Applied Technology Division/Water Supply	SBVC	Assistant Instructor	1/1/16	6/30/16	\$20.00
Peterson, Neil	Applied Technology Division/Water Supply	SBVC	Assistant Instructor	1/1/16	6/30/16	\$20.00
Russell, Jeffrey	Applied Technology Division/Water Supply	SBVC	Assistant Instructor	1/1/16	6/30/16	\$20.00
Sanchez, Adrian	Applied Technology Division/Water Supply	SBVC	Assistant Instructor	1/1/16	6/30/16	\$20.00

Shelby, Desmond	Applied Technology Division/Water Supply	SBVC	Assistant Instructor	1/1/16	6/30/16	\$20.00
Sysawang, Brittany	Applied Technology Division/Water Supply	SBVC	Program Assistant	1/1/16	6/30/16	\$20.00
Cruz, Jose	Applied Technology Division/Water Supply	SBVC	Short-Term II	1/1/16	6/30/16	\$12.00
Wessels, Kathy	Art	SBVC	Special Event Planner	1/1/16	6/30/16	\$25.00
Castro, Omar	CalWORKs & Workforce Development	SBVC	Training Specialist	1/1/16	6/30/16	\$19.00
Bojorquez-Gonzalez, Manuel	Disabled Student Programs and Services	SBVC	Assistant Instructor	1/1/16	6/30/16	\$20.00
Mendoza, Jorge Armando	Disabled Student Programs and Services	SBVC	Assistant Instructor	1/1/16	6/30/16	\$20.00
Conde, Jennifer Bruno	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level I	1/1/16	6/30/16	\$24.00
Santos, Norma	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level I	1/1/16	6/30/16	\$24.00
Soloranzo, Catherine	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level I	1/1/16	6/30/16	\$24.00
Coleman, Irene	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level II	1/1/16	6/30/16	\$21.00
Enriquez, Areli	Disabled Student Programs and Services	SBVC	Interpreting/transliterating Level II	1/1/16	6/30/16	\$21.00
Fajardo, Melissa	Disabled Student	SBVC	Interpreting/transliterating Level II	1/1/16	6/30/16	\$21.00

	Programs and Services					
Guevara, Evan	Disabled Student Programs and Services	SBVC	Interpreting/transliterating Level II	1/1/16	6/30/16	\$21.00
Watson, Delaynee	Disabled Student Programs and Services	SBVC	Interpreting/transliterating Level II	1/1/16	6/30/16	\$21.00
Covarrubias, Albert	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level III	1/1/16	6/30/16	\$18.00
Ellen, Marlon	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level III	1/1/16	6/30/16	\$18.00
Magill, Brittany	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level III	1/1/16	6/30/16	\$18.00
Mele, Aimee	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level III	1/1/16	6/30/16	\$18.00
Rodriguez Valencia, Javier	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level III	1/1/16	6/30/16	\$18.00
Enriquez, Lucia	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level IV	1/1/16	6/30/16	\$24.00
Kelly, Shamica	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level IV	1/1/16	6/30/16	\$21.00
King, Tabatha	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level IV	1/1/16	6/30/16	\$24.00
Martinez Porter, Alisha	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level IV	1/1/16	6/30/16	\$15.00

Nunez, Roberto	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level IV	1/1/16	6/30/16	\$15.00
Phelps, Suzanne	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level IV	1/1/16	6/30/16	\$15.00
Picker, Krista	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level IV	1/1/16	6/30/16	\$15.00
Ramirez, Rocio	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level IV	1/1/16	6/30/16	\$15.00
Smith, Steffany	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating level IV	1/1/16	6/30/16	\$15.00
Steward, Lashon	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level IV	1/1/16	6/30/16	\$15.00
Trevino, Catherine	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level IV	1/1/16	6/30/16	\$15.00
Zogg, Samantha	Disabled Student Programs and Services	SBVC	Interpreting/Transliterating Level IV	1/1/16	6/30/16	\$15.00
Jacocks, Ratibu	First Year Experience	SBVC	Assistant Instructor	1/1/16	6/30/16	\$20.00
Juarez-Magana	First Year Experience	SBVC	Dreamers Liaison	1/1/16	6/30/16	\$45
Cooper, Wanda	Foster & Kinship Care Education	SBVC	Foster Parenting	1/1/16	6/30/16	\$45
Harville-Washington, Gwendolyn	Foster & Kinship Care Education	SBVC	Foster Parenting	1/1/16	6/30/16	\$45
Arteaga, Elisa	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/16	6/30/16	\$45.00

Bolivar, Luis Fernando	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/16	6/30/16	\$45.00
Bradley, Vernon	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/16	6/30/16	\$45.00
Buffong, Keynasia	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/16	6/30/16	\$45.00
Cervantes, Charles	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/16	6/30/16	\$45.00
Crain, Daniel	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/16	6/30/16	\$45.00
Dixon, Karen	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/16	6/30/16	\$45.00
Hosea, Keith	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/16	6/30/16	\$45.00
Mathis, Bernard	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/16	6/30/16	\$45.00
Razo, Jorge	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/16	6/30/16	\$45.00
Tyler, Ida	Foster & Kinship Care Education	SBVC	Foster Parenting Education	1/1/16	6/30/16	\$45.00
Esclovon-Dexter, Lionel	Human Services	SBVC	Training Specialist	1/1/16	6/30/16	\$19.00
Ho, Anh	Mathematics, Business and Computer Information Technology	SBVC	Program Assistant	1/1/16	6/30/16	\$35.00
Gonzalez, Pedro	Mathematics, Business and Computer Information Technology	SBVC	Veterans Resource Specialist	1/1/16	6/30/16	\$50.00
Anderson, Mark	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25/

Blankenship, James	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Boswell, Ben	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Byerly, Ted	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Campa, Erica	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Chencharick, John	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Corral, Robert	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Dickey, Steve	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Engen, James	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$45
Ford, Kevin	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Gardner, Lonnie	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Gonzales, Julian	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Green, Kenneth	Police Academies/	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per

	Criminal Justice					session/\$25
Griffith, George	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Griggith, Raymond	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Hardesty, Saban	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Houser, Dennis	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Jones, Lynette	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Martinez, Will	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
McGreevy, William	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Paulino, Joseph	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Poston, Douglas	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Price, Robert	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Ramos, Sean	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25

Ranpolph, Robert	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Recatto, Peter	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Rincon, Richard	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Skinner, Douglas	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Stanzione, Charles	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Stuart, Doris	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Sutcliffe, James	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Wolfe, Brian	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Zemel, Grant	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator	1/1/16	6/30/16	\$35/\$105 per session/\$25
Asboth, Gus	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator/Tactical Officer	1/1/16	6/30/16	\$35/\$105 per session/\$25/ \$28
Boatwright, Horace	Police Academies/ Criminal Justice	SBVC	Facilitator/Evaluator/ Safety Facilitator/Tactical Officer	1/1/16	6/30/16	\$35/\$105 per session/\$25/ \$28

Edmonson, Kindra	Student Health Services	SBVC	Mental Health Educator/Counselor Intern	1/1/16	6/30/16	\$55.00
Newsom, Helen	Student Health Services	SBVC	Nurse Practitioner III	1/1/16	6/30/16	\$65.00
Gravesande, Cadisha	Student Health Services	SBVC	Post Masters Counseling Intern	1/1/16	6/30/16	\$25.00
Galope, Richard	Chancellor's Office	DIST	Business & Resource Development	1/1/16	6/30/16	\$60.00
Moore, Alisa	Chancellor's Office	DIST	Public Information Specialist	1/1/16	6/30/16	\$65.00

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

Short Term Hourly Employees

December 10, 2015

Name	Department	Site	Duties	Start Date	End Date	Hourly Rate
Alcanices, Camille	Admin Services/ Aquatics	CHC	Lifeguard	1/1/16	6/30/16	\$12.00
Baer, Cynthia	Admin Services/ Aquatics	CHC	Lifeguard	1/1/16	6/30/16	\$12.00
Belska, Anastasiya	Admin Services/ Aquatics	CHC	Lifeguard	1/1/16	6/30/16	\$12.00
Carso, Christopher	Admin Services/ Aquatics	CHC	Lifeguard	1/1/16	6/30/16	\$12.00
Copeland, Madison	Admin Services/ Aquatics	CHC	Lifeguard	1/1/16	6/30/16	\$12.00
McLellan, Alec	Admin Services/ Aquatics	CHC	Lifeguard	1/1/16	6/30/16	\$12.00

Sheble, Adam	Admin Services/ Aquatics	CHC	Lifeguard	1/1/16	6/30/16	\$12.00
Taylor, Miles	Admin Services/ Aquatics	CHC	Lifeguard	1/1/16	6/30/16	\$12.00
Van Hoozen, Megan	Admin Services/ Aquatics	CHC	Lifeguard	1/1/16	6/30/16	\$12.00
Espy, Nick	Aquatics	CHC	Lifeguard	1/1/16	6/30/16	\$12.00
Sullivan, Jordan	Disabled Student Services	CHC	Project Asst. II	1/1/16	5/31/16	\$12.00
Garcia, Sarahi	EOPS/CARE /CalWORKs	CHC	Special Proejct Asst. I	1/1/16	6/30/16	\$10.00
Smith, Veronica	Public Safety &Emergency Services	CHC	Project Asst. III	1/1/16	6/30/16	\$14.00
Gu, Shenwen	STEM Pathways Grant	CHC	Tutor II	1/1/16	6/30/16	\$12.00
Jauregui, Mirtha	STEM Pathways Grant	CHC	Tutor II	1/1/16	6/30/16	\$12.00
Jones, Evan	STEM Pathways Grant	CHC	Tutor II	1/1/16	6/30/16	\$12.00
Millis, Jonathan	STEM Pathways Grant	CHC	Tutor II	1/1/16	6/30/16	\$12.00
Villavicencio, Derek	STEM Pathways Grant	CHC	Tutor II	1/1/16	6/30/16	\$12.00
VonSydow, Kethryn	STEM Pathways Grant	CHC	Tutor II	1/1/16	6/30/16	\$12.00
English, Clarence	First Year Experience	SBVC	Tutor III	1/4/16	6/30/16	\$14.00
Flores, Cindy	First Year Experience	SBVC	Tutor III	1/4/16	6/30/16	\$14.00
Garcia, Krystel	First Year Experience	SBVC	Tutor III	1/4/16	6/30/16	\$14.00
Martin, Rosa	First Year Experience	SBVC	Tutor III	1/4/16	6/30/16	\$14.00

Mubashshir, Ibrahim	First Year Experience	SBVC	Tutor III	1/4/16	6/30/16	\$14.00
Skoretz, Daniel	First Year Experience	SBVC	Tutor III	1/4/16	6/30/16	\$14.00
Davis, Cynthia	Geographic Information Systems	SBVC	Tutor I	1/1/16	5/26/16	\$10.00
Chiem, Vinh	Science Division	SBVC	Tutor II	1/1/16	6/30/16	\$14.00
Gomez, Sonia	Science Division	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Lopez, David	Science Division	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Montano, Johnathan	Science Division	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Nguyen, Duong	Science Division	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Schafer, Nicholas	Science Division	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Segura, Richard	Science Division	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
De Leon, Nicholas	STAR Program/ TRIO	SBVC	Tutor III/Program Specialist/English	1/1/16	5/27/16	\$14.00
Long, Janet	STAR Program/ TRIO	SBVC	Tutor III/Program Specialist/English	1/1/16	6/30/16	\$14.00
Quezada, Raymundo	STAR Program/ TRIO	SBVC	Tutor III/Program Specialist/English	1/1/16	5/27/16	\$14.00
Loera, Andrew	Student Health Services	SBVC	Project Asst. II	1/1/16	6/30/16	\$14.00
Chavez Gonzalez, Natalie	Student Health Services	SBVC	Project Asst. III	1/4/16	6/30/16	\$14.00
Aguayo, Jesse	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Almeida-Kelly, Ame	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00

Alvarez, Ivan	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Ambriz, Sergio	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Anazodo, Esther	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Becker, Deanna	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Bryson, Shanunna	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Can, Francine	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Chavez, Noe	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Cohenour, Nicholas	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Diaz, Maria	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Eyler, John	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Flores, Cesar	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Flores, Edwin	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Flores, Steve	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Galvez, Sebastian	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Garcia, Lisbeth	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00

Gastelum, Yancey	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Gomez, Brooke	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Hassani, Thomas	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Hernandez, Jose	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Hernandez, Lorenz	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Herrera, Christopher	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Higuera, Maria	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Hill, Katie	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Johnson, Jamelia	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Kasouha, Samar	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Limpus, Renee	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Lizarraga, Wendy	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Lopez, Yadira	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Mendoza, Matthew	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Mercado, Oscar	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00

Morales, Brenda	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Morning, John	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Nelson, Cherie	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Nguyen, Minh	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Nguyne, Leon	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Ovalle, Natally	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Pantan, Laralynn	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Pantan, Ledric	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Rabago, Raquel	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Ramirez, Alexa	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Ramirez, Rubi	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Ramirez, Steve	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Rodriguez, Steven	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Rogers, Clover	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Rojas, Salvador	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00

Romero, Vincent	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Salazar, Gustavo	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Saldana, Koraima	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Sheehan, Barry	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Tan, Keomakara	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Tenorio, John	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Thayer, Helen	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Touch, Ryan	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Trinh, Linda	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Tulisiak, Michael	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Vega, Janet	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
White, Joseph	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Witort, Michael	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Wood, Travis	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Zahid, Hunter	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00

Zuick, Nhan	Student Success Center	SBVC	Tutor II	1/1/16	6/30/16	\$12.00
Ho, Vinh	Student Success Center	SBVC	Tutor III	1/1/16	6/30/16	\$14.00
Pham, Thuy	Student Success Center	SBVC	Tutor III	1/1/16	6/30/16	\$14.00
Stuart, Rebecca	First Year Experience	SBVC	Tutor III	1/1/2016	6/30/16	\$14.00
Davila, Janeth	Student Success Center	SBVC	Tutor II	1/1/2016	6/30/16	\$12.00
Cruz, Jose	Applied Technology	SBVC	Tutor II	1/1/2016	6/30/16	\$12.00
Groves, Jayce	Applied Technology	SBVC	Assistant Instructor	1/1/2016	6/30/16	\$20.00

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

Substitute Employees

December 10, 2015

Name	Department	Site	Duties	Start Date	End Date	Hourly Rate	Justification
St Jean, Sara	Instruction Office	CHC	Administrative Assistant I	10/27/15	11/25/15	\$22.43	Employee on leave
St Jean, Sara	OIERP	CHC	Administrative Secretary	10/15/15	12/15/15	\$20.32	Employee on leave
Hadsock, Harrison	Environmental Science	CHC	Laboratory Technician	11/1/15	1/1/16	\$20.82	Vacancy: In Recruitment
Duran, Ricardo	Police	DIST	College Security Officer	10/26/15	12/25/15	\$16.69	Vacancy: In Recruitment

Stiles, Christopher	Police	DIST	College Security Officer	11/2/15	1/1/16	\$16.69	Vacancy: In Recruitment
Wilkerson, Kenneth	Applied Technology	SBVC	Laboratory Technician - Aeronautics	11/9/15	1/1/16	\$20.82	Vacancy: In Recruitment
Chi, David	Custodial	SBVC	Custodian	1/1/16	3/1/16	\$15.87	Extension: On Call vacancy in active recruitment/sick/vacation coverage.
Campos, Emily	Bookstore	CHC	Bookstore Assistant I	11/2/15	12/11/15	\$14.37	New: For employee working out of class
Fractions, Mary	Custodial	SBVC	Custodian	1/1/16	3/1/16	\$15.87	Extension: On Call vacancy in active recruitment/sick/vacation coverage.
Murillo, Rosa	Custodial	SBVC	Custodian	1/1/16	3/1/16	\$15.87	Extension: On Call vacancy in active recruitment/sick/vacation coverage.
Sanchez, Mark	Custodial	SBVC	Custodian	1/1/16	3/1/16	\$15.87	Extension: On Call vacancy in active recruitment/sick/vacation coverage.
Shephard, Anissa	Custodial	SBVC	Custodian	12/12/15	2/12/16	\$15.87	Extension: On Call vacancy in active recruitment/sick/vacation coverage.

Pinedo, Vanessa	Custodial	SBVC	Custodian	1/1/16	3/1/16	\$15.87	Extension: On Call vacancy in active recruitment/sick/vacation coverage.
Rykbos, Tiffany	Food Services	SBVC	Food Service Worker	1/1/16	3/1/16	\$12.71	Extention: On call for sick/vacation/LOA coverage.
Valen, Reynolds	Food Services	SBVC	Food Service Worker	1/1/16	3/1/16	\$12.71	Extension: On call for sick/vacation/LOA coverage.
Audet, Carrie	Resource Development	CHC	Administrative Secretary	10/4/15	12/4/15	\$20.32	New: Vacancy: In recruitment for Nicole Rodriquez

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Dr. Lisa Norman
Vice Chancellor, Human Resources & Employee Relations
PREPARED BY: Dr. Lisa Norman
Vice Chancellor, Human Resources & Employee Relations
DATE: December 10, 2015
SUBJECT: Consideration of Approval of Revision to Management Job Description

RECOMMENDATION

It is recommended that the Board of Trustees approve the revisions of the Director, Police Academy, management job description.

OVERVIEW

The revisions to the Director, Police Academy, management job description provides clarity to the administrative direction for the programs, projects, activities and the minimum requirements of the Police Academy.

ANALYSIS

The revisions to the Director, Police Academy management job description adds clarity to the position.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

No financial impact.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

DIRECTOR, POLICE ACADEMY

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job; however, any additional duties will be reasonably related to this class.*

SUMMARY DESCRIPTION

Under the administrative direction of the ~~Dean of Criminal Justice~~ College President, the Director, Police Academy plans, organizes, directs, and manages the programs and operations of the San Bernardino County Sheriff Department (SBCSD) Intensive Academy at the Frank Bland Regional Training Center and the San Bernardino Valley College Extended Format Academy certificate programs and in-service training for police; and perform administrative support duties related to the operations of the Police Academy.

REPRESENTATIVE DUTIES

The following duties are typical for this classification.

1. Plan, organize, direct, and provide leadership for the programs, projects and activities of the Police Academy to create effective learning environments for students.
2. Manage and participate in the development and implementation of goals, objectives, policies, and priorities for assigned activities, programs, and operations; recommend and administer policies, procedures, and programs; provide program analysis and participate in strategic instructional planning.
3. Oversee and administer the Physical Agility Testing and preparedness; and ensure the submission of all testing materials and scores to the California Commission on Peace Officer Standards and Training (POST).
4. Participate in the selection, assignment, training, supervision, and evaluation of assigned staff; supervise assigned personnel in accordance with District policy; provide and coordinate training for staff;
5. Recruit, train, schedule, assign, supervise and evaluate the work performance of assigned ~~academic~~ personnel.
6. Provide leadership for program development, implementation, evaluation and revision of the curriculum.
7. Administer external accreditations and assure regulatory compliance with the California Commission on Peace Officer Standards and Training.
8. Maintain current knowledge of new developments and innovations in Police Academy Programs; recommend changes to maintain relevance and meet student and community needs; conduct instructional needs assessments as appropriate.
9. Monitor registration in program classes; recommend opening of new class section and the cancellation of classes.
10. Manage the facility operations of the Police Academy including facility planning.
11. Assure that all programs, services and functions comply with federal, state and local codes, rules, regulations, ordinances and District policies and procedures.
12. Communicate with community leaders to determine needs for new courses and programs in the Academy.

13. Participate in cooperative arrangements with other educational institutions.
14. Anticipates, prevents and resolves difficult and sensitive inquiries, conflicts and complaints.
15. Supervise academy staff in the performance of their assigned duties.
16. Performs related duties as required.

QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

Operational characteristics, services, and activities of Police Academy operations, activities and programs.

Methods and techniques of leadership and management.

California Police Officer Standard Training policies, procedures, codes and regulations.

Principles and practices of program development and administration.

Principles and practices of budget preparation and administration.

Principles of supervision, training, and performance evaluation.

Modern office procedures, methods, and equipment including computers and applicable software.

Pertinent federal, state, and local laws, codes, and regulations and applicable sections of the California Education Code.

Educational philosophy with a primary emphasis on student learning in the design, delivery, and evaluation of courses.

Ability to:

Oversee and participate in the management and leadership of a comprehensive Police Academy program.

Oversee, direct, and coordinate the work of lower level staff.

Participate in the selection and recommendation, supervision, training, and evaluation of staff.

Participate in the development and administration of goals, objectives, and procedures for assigned area.

Gather and analyze data and situations and make appropriate decisions.

Prepare and present comprehensive, concise, clear oral and written reports.

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.

Interpret and apply California Education Code, Title 5, federal, state, and local policies, laws, and regulations as it relates to the position.

Demonstrate a sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including those with physical or learning disabilities.

Demonstrate professionalism, fairness and honesty in all aspects of the performance of duties.

Provide leadership based on ethics and principles as they relate to the functions and operations of the Police Academy.

Communicate clearly and concisely, both orally and in writing.

Establish and maintain effective working relationships with those contacted in the course of work.

Education and Experience Guidelines

Education and Experience:

A ~~Master's~~ Bachelor's degree in police science or related field from an accredited college or university.

Required Experience:

1. One year of formal training, internship, or leadership experience related to the administrative assignment. Six (6) years of experience as a full-time public safety professional in a law enforcement agency at the supervisory level.
2. One year of higher education teaching experience.
3. Evidence of a sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including those with physical or learning disabilities.

License and Certificates:

1. Possession of California Peace Officer and Standards Training (P.O.S.T.) advanced and supervisory certificates or eligible.
2. Possession of or, ability to obtain a valid California Driver's License upon appointment.
3. Possession of, or ability to obtain First Aid and CPR certificates upon appointment.

Desired Qualifications:

1. Master's degree in a police science or related field from an accredited college or university.
2. Community College experience.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.

Board Approved: June 14, 2012

Revised: December 10, 2015

Management Salary Schedule Range: 15

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Dr. Lisa Norman,
Vice Chancellor, Human Resources & Employee Relations

PREPARED BY: Dr. Lisa Norman,
Vice Chancellor, Human Resources & Employee Relations

DATE: December 10, 2015

SUBJECT: Consideration of Approval of Salary Step Advancement for Management Employees

RECOMMENDATION

It is recommended that the Board of Trustees approve the salary step advancement for Ricky Shabazz.

OVERVIEW

Acting on the recommendation of Bruce Baron, Chancellor, it is being recommended that:

Ricky Shabazz, Vice President, Student Services, SBVC, be advanced on the Management Salary Schedule from Range 23, Step C, \$145,445 annually, to Range 23, Step D, \$ 152,714 annually, effective July 1, 2015.

ANALYSIS

Advancement on the Management Salary Schedule for employees on Range 23 and higher is at the discretion of the Chancellor.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness and Excellence.

FINANCIAL IMPLICATIONS

Included in the 2015-2016 budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Stacey Nikac, Executive Assistant to the Chancellor

DATE: December 10, 2015

SUBJECT: Consideration of Approval of Conference Attendance

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached conference attendance requests.

OVERVIEW

Individual conference requests for professional growth and staff development for academic and classified staff are submitted by the campuses and the district office.

ANALYSIS

Faculty and staff attend conferences to obtain updated information on policies and procedures in their fields. In addition, conference attendance provides professional growth and staff development.

BOARD IMPERATIVE

- I. Institutional Effectiveness
- III. Resource Management for Efficiency, Effectiveness and Excellence
- IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

Included in the 2015-2016 budget.

DISTRICT CONFERENCE ATTENDANCE

NAME	DEPARTMENT	CONFERENCE NAME	TRAVEL START DATE	TRAVEL END DATE	CITY, STATE	PURPOSE	ESTIMATED COST	FUNDING SOURCE
Joe Opris	Human Resources	ATIXA	01/24/16	01/29/16	Orlando, FL	Course is a topically-focused, train-the trainer event. Event offers a heavy emphasis on practical skills that Title IX Coordinators, Administrators and Deputies need to fulfill their duties to their campuses, and take their expertise to the next level	\$5,000.00	Human Resources General Funds
Secret Brown & Lisa Norman	Human Resources	Society for Human Resource Management	06/18/16	06/23/16	Washington, D.C.	To take responsibility and assume leadership for the professional development efforts of human resource professionals	\$7,000.00	Human Resources General Funds
Frank Blanquet	KVCR/FNX	International Film and Video Festival Indian 2016 (FICVI 2016)	03/10/16	03/21/16	Pueblo, Mexico	The platform provides the television programmers with the technology to make program selection. FNX and KVCR will be searching for new programs	\$2,500.00	FNX San Manuel Funds
Alfredo Cruz	KVCR/FNX	International Film and Video Festival Indian 2016 (FICVI 2016)	03/10/16	03/21/16	Pueblo, Mexico	The platform provides the television programmers with the technology to make program selection. FNX and KVCR will be searching for new programs	\$2,500.00	FNX San Manuel Funds

CHC CONFERENCE ATTENDANCE

NAME	DEPARTMENT	CONFERENCE NAME	TRAVEL START DATE	TRAVEL END DATE	CITY, STATE	PURPOSE	ESTIMATED COST	FUNDING SOURCE
Chavira, Rejoice	Student Services	CalWORKs Association Training Institute	04/10/16	04/13/16	San Francisco, CA	The training will provide program updates, budget information, and professional development workshops to better serve CalWORKs students and to create collaboration between community college CalWORKs programs and the Department of Social Services.	\$1,975.00	CalWORKs categorical fund.
Hoffmann, Donna	Marketing	CCPRO Annual Conference	04/12/16	04/16/16	Santa Rosa, CA	The Community College Public Relations Organization (CCPRO) annual conference provides colleagues from the California Community Colleges an opportunity to network and receive professional development in marketing, media relations, graphic design and public relations specifically for community colleges.	\$1,700.00	Marketing General Fund

SBVC CONFERENCE ATTENDANCE

NAME	DEPARTMENT	CONFERENCE NAME	TRAVEL START DATE	TRAVEL END DATE	CITY, STATE	PURPOSE	ESTIMATED COST	FUNDING SOURCE
Dubois-Eastman, Kim	Science	2016 Elsevier Faculty Development Conference	01/02/16	01/05/16	Las Vegas, NV	National nurse leaders will be speaking on how to integrate critical thinking into the classroom and implement active learning techniques. Information learned at this conference will improve student state license exam performance at SBVC.	\$750.00	Professional Development General Fund
Fogle-Oliver, Melinda and 10 Students	Arts and Humanities	Kennedy Center American College Theatre Festival	02/10/16	02/15/16	Honolulu, HI	Acting as advisor and chaperone to 10 SBVC students who were nominated to compete at this festival, we will represent SBVC and interact with peers from Region VIII colleges and universities. Information learned through performances and workshops will be shared with the SBVC Campus.	\$1,885.00 for Melinda Fogle-Oliver and \$2,211.50 for each Student	SBVC Foundation Account, Student Clubs & Trust/Theatre Trust Account, and Associated Student Government Body General Fund
Ricky Shabazz	Student Services	9th Annual African American Male Summit - Moving the Needle from Injustice to Equity	03/01/16	03/04/16	Los Angeles, CA	Professional Development for examining equity minded approaches to African American male success. To learn approaches and receive training in order to provide successful college experiences to the African American male.	\$1,668.80	Student Equity Categorical Fund.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Stacey Nikac, Executive Assistant

DATE: December 10, 2015

SUBJECT: Consideration of Approval of District/College Expenses

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached requests for District/College Expenses.

OVERVIEW

Individual requests are submitted to fund expenses related to various functions planned for the colleges and district office.

ANALYSIS

Faculty and staff attend conferences to obtain updated information on policies and procedures in their fields. In addition, conference attendance provides professional growth and staff development.

BOARD IMPERATIVE

IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

Included in the 2015-2016 budget.

SBVC EXPENSES

EVENT	DATE	ITEM BEING PURCHASED	ESTIMATED COST	FUNDING SOURCE	AMENDMENT
Southern California Transfer Motivational Conference	10/17/15	Transportation Sponsored by the First Year Experience program, this event will take San Bernardino Valley College Puente Students who are part of the Student Equity Program to a conference at the University of California, San Diego. This conference is to inform the students and to motivate them to continue higher education once they have completed their studies at San Bernardino Valley College. Anticipated attendance will be 50 students, faculty and staff. Chaperones are Alma Lopez and Maribel Cisneros	\$1,300.95	Student Equity Categorical Fund	Item was previously board approved at the September 12, 2015 meeting. Item is being amended to reflect description change to include a change of chaperone from Johnny Conley to Alma Lopez.
Kwanzaa Celebration	12/12/15	Refreshments/Meals, Supplies, Advertisement and Speaker Fees Sponsored by the Black Student Union, this is the third annual Kwanzaa Celebration for students, faculty and staff. The goal of this celebration is to enlighten the San Bernardino Valley College (SBVC) campus on African culture and honor students and staff who celebrate this holiday. Anticipated attendance is approximately 190 faculty, staff, students and community members	\$5,475.00	Student Clubs & Trust/Black Student Union Club Account and Diversity and Equity General Fund Accounts.	
Faith in Motion	12/14/15	Refreshments Sponsored by the Guardian Scholars Program, the purpose of this meeting is to establish a relationship with Children and Family Services with a focus on developing an Adopt a Social Worker Unit, Recruiting Foster and Adoptive Parents, and College Bound Box (for college bound foster youth). Anticipated attendance is 30 staff and community members	\$140.00	Student Equity Categorical Funds	

SBVC EXPENSES

EVENT	DATE	ITEM BEING PURCHASED	ESTIMATED COST	FUNDING SOURCE	AMENDMENT
Tumaini Program Family Affair	12/16/15	Refreshments, Decorations and Supplies Sponsored by the Tumaini Program, this event will bring students in the Tumaini Program and their families together so both understand that progress and retention cannot be achieved in a vacuum. This event is for the Tumaini Program to share what the program is about with family members; it also helps to develop a strong sense of community. Anticipated attendance is approximately 75 students, faculty, staff and community members. Kathy Kafela will be acting as the advisor for this event.	\$969.34	Tumaini Program General Funds	Item was previously board approved at the September 10, 2015 meeting. Item is being amended to reflect a change in the event date from October 28, 2015 to December 16, 2015.
TESS Annual Building Wide Meeting	12/17/15	Refreshments/food for the TESS annual building wide meeting. This event will be an annual meeting to discuss the overall planning of TESS and the status of each departments.	\$750.00	DCS General Funds	
Youth Empowerment Strategies for Success/Independent Living Program (YESS/ILP) Graduation Celebration	12/16/15	Refreshments Sponsored by the Foster and Kinship Department, the YESS/ILP graduation celebration is held for the foster youth who have successfully completed the 14-week Independent Living Program Life Skills classes which consists of four modules: Daily Living Skills, Education, Employment, and Financial Literacy. These classes help to prepare the youth to continue their educational or vocational goals and to gain employment. The celebration will take place in The Sun Room. Anticipated attendance is 25 foster youth and 5 staff members.	\$600.00	Youth Empowerment Strategies for Success/Independent Living Program (YESS/ILP) Categorical Funds	

SBVC EXPENSES

EVENT	DATE	ITEM BEING PURCHASED	ESTIMATED COST	FUNDING SOURCE	AMENDMENT
Student Holiday Luncheon	12/18/15	Meals, Decorations and Prizes Sponsored by the Office of Student Life, Associated Student Government and the President's Office, we would like to host a student holiday luncheon. San Bernardino Valley College has a large homeless population, International students, foster youth and many students that may not have a holiday meal. We would like to provide this opportunity for our students. Anticipated attendance is approximately 250 students.	\$3,739.10	Associated Student Government Body Fund and SBVC Foundation President's PEPSI Fund	
Associated Student Government Winter Retreat	1/12/16-1/13/16	Rentals, Meals, Lodging, Tickets and Transportation Sponsored by the Associated Student Government (ASG), along with the Office of Student Life, this event will be our annual winter retreat where ASG members are given information, training and guidelines for San Bernardino Community College (SBCCD) policies and procedures as well as team building and conflict resolution skills. All activities will take place in Anaheim, CA.	\$7,500.00	Student Representation Fee Fund	
Spring In-Service Day - All Staff Meeting - Opening Day	01/15/16	Refreshments and Supplies Annual meeting to kick off the Spring semester. Anticipated attendance is approximately 360 faculty, staff, administrators and trustees.	\$3,000.00	President's Office General Funds	
Student Success Workshop #4	01/15/16	Refreshments Sponsored by the First Year Experience Program, this FAFSA workshop will be hosted for San Bernardino Valley College students in the Student Equity Programs. Anticipated attendance is 200 students, faculty and staff.	\$1,071.80	Student Equity Categorical Funds	

SBVC EXPENSES

EVENT	DATE	ITEM BEING PURCHASED	ESTIMATED COST	FUNDING SOURCE	AMENDMENT
Student Success-Male Cohort Retreat	1/15/16 - 1/17/16	Lodging, Meals (Food Package), Team-building Activities and Transportation. Sponsored by First Year Experience Program, the Retreat for San Bernardino Valley College students who are a part of the First Year Experience-Male Cohort. The retreat will take place at the Pali Mountain Retreat and Conference Center in Running Springs, California. It will consist of teambuilding activities. Anticipated attendance is approximately 45 students, faculty and staff.	\$14,525.00	Student Equity Categorical Funds	
Kennedy Center Forty-Eighth Annual Region VIII Festival (2016) Honolulu, Hawaii	2/10/16 - 2/15/16	Lodging, meals, transportation, and registration. Ten students will be participating and competing at the Kennedy Center Region VIII Festival. Melinda Fogle-Oliver will be advising and chaperoning this event.	\$24,000.00	SBVC Foundation Account, Student Clubs & Trust/Theatre Trust Account, and Associated Student Government Body General Fund	
STAR Program Cultural and Educational Field Trip - McCallum Theater Palm Desert - The Producers Musical Comedy	02/27/16	Tickets, Transportation and Refreshments Sponsored by the STAR Program, this event will allow students to experience a live theater show, The Producers - Musical Comedy. This trip will be both educational and cultural, providing students the opportunity to engage in a social setting and learn about the theatre. Anticipated attendance is 28 students, faculty and staff members. Chaperones will be Deanne Babon	\$4,200.00	TRIO Grant Funds	

SBVC EXPENSES

EVENT	DATE	ITEM BEING PURCHASED	ESTIMATED COST	FUNDING SOURCE	AMENDMENT
STAR Program Cultural and Educational Field Trip - California Baptist University and La Sierra University	03/07/16	Transportation, Meals and Refreshments Sponsored by the STAR Program, this event will be an educational trip, providing students the opportunity to tour California Baptist University and La Sierra University campuses and learn about transfer options. Anticipated attendance is 33 students, faculty and staff members. Chanerones will be Deanne Rahon	\$2,600.00	TRIO Grant Funds	

CHC EXPENSES

EVENT	DATE	ITEM BEING PURCHASED	ESTIMATED COST	FUNDING SOURCE
Left Lane Appreciation Breakfast	12/14-18/15	Refreshments Refreshments and light snacks for Left Lane students during finals week sponsored by the CHC Counseling Office.	\$500.00	Counseling General Fund
Crafton Cares Holiday Event	12/18/15	Refreshments, gifts, decorations and supplies. Sponsored by the Associated Student Government for the CHC in partnership with AGS.	\$700.00	Student General Fund #027

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Stacey Nikac, Executive Assistant to the Chancellor

DATE: December 10, 2015

SUBJECT: Consideration of Approval of Individual Memberships

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached request for individual memberships.

OVERVIEW

Individual requests are submitted to fund expenses related to various functions planned for the colleges and district office.

ANALYSIS

Individual memberships related to job duties are submitted when institutional memberships are not available.

BOARD IMPERATIVE

I. Institutional Effectiveness
IV. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

Included in the 2015-2016 budget.

DISTRICT INDIVIDUAL MEMBERSHIPS

NAME	MEMBERSHIP	PURPOSE	ESTIMATED COST	FUNDING SOURCE
Janet Penn	Society for Human Resource Management	Founded in 1948, the Society for Human Resource Management (SHRM) is the world's largest HR membership organization devoted to human resource management. Representing more than 275,000 members in over 160 countries, the Society is the leading provider of resources to serve the needs of HR professionals and advance the professional practice of human resource management.	\$180.00	Human Resources General Funds
Lisa Norman	Society for Human Resource Management	Founded in 1948, the Society for Human Resource Management (SHRM) is the world's largest HR membership organization devoted to human resource management. Representing more than 275,000 members in over 160 countries, the Society is the leading provider of resources to serve the needs of HR professionals and advance the professional practice of human resource management.	\$180.00	Human Resources General Funds

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Steven J. Sutorus, Business Manager
DATE: December 10, 2015
SUBJECT: Consideration of Approval of Professional Services Contracts/Agreements

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached list of Professional Services contracts/agreements.

OVERVIEW

In accordance with Board Policy 6340 and Administrative Procedure 6340, Section A, Sub-section 3, the attached list of contracts for Professional Services, Consultants and Legal Services is submitted for approval.

ANALYSIS

The attached list of contracts, agreements and their associated purchase orders are for fiscal audits, legal services, consultants and other professional services that are needed by the District. Unless otherwise noted the amount shown for multi-year agreements is the projected total amount for the full contract period. Any changes to these amounts will be submitted for board ratification and/or approval.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

The contracts/agreements on the attached list are budgeted for via purchase orders.

Contracts for Approval

Scheduled Board Date 12/10/2015

Contract Type

<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
Legal				
Bennet & Bennet, LLC	(12637) Legal services for KVCR Spectrum Auction project Term: 3/1/2015 - 6/30/2015 Funding Source: KVCR - CPB Grant - TV	Chancellor/SBCCD	\$13,000.00	BBaron
SubTotal for Legal: 1				
Professional Services				
Aon Hewitt- Health & Benefits	(12638) Provide broker consulting services for the District employee health benefit insurance programs Term: 12/11/2015 - 7/31/2016 Funding Source: General Funds	Human Resources/SBCCD	\$75,000.00	SSutorus
Padilla & Associates	(12635) Consulting services for Community Benefits Agreement and labor compliance for CHC's Student Services Building (SSA) and Laboratory and Administration Building (LADM) renovations Term: 12/11/2015 - 6/30/2017 Funding Source: Bond Funded	Facilities Planning/SBCCD	\$155,000.00	SSutorus
Stafford, Kristen	(12600) Braille Transcribing Term: 11/1/2015 - 6/30/2016 Funding Source: Braille Grant	TESS/SBCCD	\$20,000.00	SSutorus

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
Titan Group, The - Professional Investigations	(12552) Surveillance investigations for the Human Resources Department Term: 11/1/2015 - 6/30/2016 Funding Source: General Funds	Human Resources/SBCCD	\$10,000.00	SSutorus

SubTotal for Professional Services: 4

Grand Total Contracts for Board Date 12/10/2015: 5

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Steven J. Sutorus, Business Manager
DATE: December 10, 2015
SUBJECT: Consideration of Approval of Purchase Order Report

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached list of purchase orders.

OVERVIEW

Education Code 81656 provides that all transactions entered into by an authorized officer shall be reviewed by the Board every 60 days. All Purchase Orders have been issued in accordance with the District's policies and procedures by an authorized officer of the District.

ANALYSIS

Purchase Orders between the ranges of 162258 - 162530 are attached for approval, except those approved through the contract agenda items. Purchase Orders are detailed by number, vendor, purpose, and amount.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

Included in the 2015/2016 budget.

Purchase Order Report
December 10, 2015

PO#	Vendor Name	Purchase Order Description	Amount
162416	CENGAGE ACADEMIC LEARNING	Classroom Textbooks	38,000.00
162260	PEREZ, AMALIA	Conference	997.2
162300	HAWAII INT'L CONFERENCE	Conference	1,395.00
162495	US BANK CORPORATE PMT SYSTEMS	Conference	350
162496	STRONG, LAWRENCE	Conference	342
162497	TORRES, JOSE	Conference	325.35
162288	EASTMAN, KIM	Conference	750
162291	ACADEMIC INNOVATIONS	Conference	299
162289	GABRIEL-MILLETTE, CHRISTIE	Conference	293.25
162290	FESS PARKER SANTA BARBARA, THE	Conference	400.98
162494	STRONG, LAWRENCE	Conference	441
162308	MORENO, MARIANA	Conference	750.11
162425	MARSHALL, CHERYL A	Conference	573.04
162283	US BANK CORPORATE PMT SYSTEMS	Conference	80.12
162284	CRUZ, ALFREDO	Conference	160.24
162281	US BANK CORPORATE PMT SYSTEMS	Conference	180.05
162309	FRY, MAUREEN	Conference	886.3
162282	PENN, JANET	Conference	767
162407	STARK, SCOTT	Conference	30
162294	US BANK CORPORATE PMT SYSTEMS	Conference	220
162295	US BANK CORPORATE PMT SYSTEMS	Conference	220
162498	CHAVIRA, REJOICE C	Conference	316.67
162430	WURTZ, KEITH	Conference	611
162424	US BANK CORPORATE PMT SYSTEMS	Conference	2,341.36
162428	HUA, HENRY	Conference	85
162277	GOLDEN WEST COLLEGE-HWI	Conference	350
162276	SHAW HR CONSULTING INC	Conference	450
162271	OAKLAND MARRIOTT CITY CENTER	Conference	924
162272	UMOJA COMMUNITY EDUCATION	Conference	975
162273	BLACKMAN, SANDRA	Conference	1,000.00
162274	KAFELA, KATHY	Conference	1,000.00
162275	RAMSEY, DANIELE	Conference	1,000.00
162461	DIGGLE, VIRGINIA	Conference	169
162280	FRED PRYOR SEMINARS	Conference	179
162530	GCCCD AUXILIARY	Conference	225
162334	CAMBRIAN GROUP, THE	Conference	1,580.00
162335	CAMBRIAN GROUP, THE	Conference	1,580.00
162336	CAMBRIAN GROUP, THE	Conference	1,580.00
162458	US BANK CORPORATE PMT SYSTEMS	Conference	2,030.00
162459	US BANK CORPORATE PMT SYSTEMS	Conference	2,360.00
162460	KUCK, GLEN	Conference	1,730.00
162499	CHAVIRA, REJOICE C	Conference	782
162353	SACRAMENTO STATE UNIVERSITY	Conference	325
162326	ELLUCIAN INC	Conference	480
162343	US BANK CORPORATE PMT SYSTEMS	Conference	1,470.00

Purchase Order Report
December 10, 2015

162344	SHABAZZ, RICKY	Conference	300
162278	SAN BERNARDINO AREA CHAMBER OF	Conference	550
162270	AMERICAN COLLEGE HEALTH ASSN	Dues & Memberships	375
162362	US BANK CORPORATE PMT SYSTEMS	Dues & Memberships	270
162503	SOUTHERN CALIFORNIA INTER-	Dues & Memberships	100
162269	NPR	Dues & Memberships	12,900.00
162279	FRED PRYOR SEMINARS	Dues & Memberships	597
162301	CALIFORNIA ASSOCIATION OF PUBL	Dues & Memberships	225
162382	FOUNDATION FOR CALIFORNIA COMM	Dues & Memberships	1,000.00
162383	FOUNDATION FOR CALIFORNIA COMM	Dues & Memberships	1,000.00
162456	SOCIETY FOR COLLEGE &	Dues & Memberships	900
162457	RIALTO CHAMBER OF COMMERCE	Dues & Memberships	200
162474	NATIONAL INSTITUTE FOR	Dues & Memberships	2,000.00
162472	FISHER SCIENTIFIC	Equipment	13,628.20
162261	GAUMARD SCIENTIFIC COMPANY	Equipment	33,052.20
162313	BTS OFFICE SEATING	Equipment	233.28
162329	COROVAN MOVING & STORAGE	Equipment	12,000.00
162346	HAMPDEN ENGINEERING CORP	Equipment	31,894.32
162408	FLINN SCIENTIFIC INC	Equipment	21,831.50
162464	G/M BUSINESS INTERIORS	Equipment	801.14
162469	SNAP-ON INDUSTRIAL	Equipment	24,371.95
162470	SNAP-ON INDUSTRIAL	Equipment	23,541.48
162473	CUREUV	Equipment	1,162.08
162475	1-WORLD GLOBES & MAPS	Equipment	4,392.31
162508	HOLT ANATOMICAL INC	Equipment	3,680.18
162516	STEAMX	Equipment	5,953.22
162306	RDO EQUIPMENT CO.	Grounds Supplies	2,300.00
162263	KEN'S SPORTING GOODS	Instructional Supplies	500
162265	KEN'S SPORTING GOODS	Instructional Supplies	1,370.00
162267	STAPLES	Instructional Supplies	97.75
162302	BOUND TREE MEDICAL	Instructional Supplies	153.45
162315	LEDOUX, JANINE	Instructional Supplies	107.04
162317	FISHER SCIENTIFIC	Instructional Supplies	162.73
162332	HARDY DIAGNOSTICS	Instructional Supplies	71.87
162339	STAPLES	Instructional Supplies	99.84
162427	US BANK CORPORATE PMT SYSTEMS	Instructional Supplies	800
162463	BOUND TREE MEDICAL	Instructional Supplies	1,495.79
162476	OPTICSPLANET INC	Instructional Supplies	6,794.15
162478	CAROLINA BIOLOGICAL SUPPLY CO	Instructional Supplies	271.51
162483	ALLIED REFRIGERATION INC	Instructional Supplies	712.76
162523	LAKE CHARLES MANUFACTURING	Instructional Supplies	868.89
162524	GRAINGER INC W W	Instructional Supplies	178.09
162268	CDW GOVERNMENT INC	IT Equipment	5,623.30
162387	DELL COMPUTER COMPANY	IT Equipment	6,933.16
162488	DELL COMPUTER COMPANY	IT Equipment	3,312.35
162348	BARNES & NOBLE INC	Library Book Expansion	2,500.00
162266	SBVC BOOKSTORE	Non Instructional Supplies	100

Purchase Order Report
December 10, 2015

162321	STAPLES	Non Instructional Supplies	1,788.43
162333	STAPLES	Non Instructional Supplies	202.59
162347	WISEGARVER, LILLIAN	Non Instructional Supplies	194.54
162349	STAPLES	Non Instructional Supplies	122.43
162369	STAPLES	Non Instructional Supplies	1,173.58
162371	STAPLES	Non Instructional Supplies	381.19
162394	PACIFIC STAINLESS	Non Instructional Supplies	280.8
162396	ECOLINE INDUSTRIAL SUPPLY INC	Non Instructional Supplies	478.6
162477	FLINN SCIENTIFIC INC	Non Instructional Supplies	2,133.79
162487	STAPLES	Non Instructional Supplies	242.57
162489	PACIFIC STAINLESS	Non Instructional Supplies	419.9
162328	STAPLES	Non Instructional Supplies	259.95
162520	STAPLES	Non Instructional Supplies	475.16
162258	STAPLES	Non Instructional Supplies	295.22
162259	STAPLES	Non Instructional Supplies	186.25
162262	BADGE EXPRESS	Non Instructional Supplies	121.11
162264	TROXELL COMMUNICATIONS INC	Non Instructional Supplies	1,607.04
162292	US BANK CORPORATE PMT SYSTEMS	Non Instructional Supplies	269.05
162324	STAPLES	Non Instructional Supplies	387.53
162345	US BANK CORPORATE PMT SYSTEMS	Non Instructional Supplies	48.71
162351	SBVC BOOKSTORE	Non Instructional Supplies	100
162359	STAPLES	Non Instructional Supplies	143.22
162360	STAPLES	Non Instructional Supplies	181.86
162368	STAPLES	Non Instructional Supplies	339.1
162370	STAPLES	Non Instructional Supplies	128.84
162409	STAPLES	Non Instructional Supplies	323.17
162417	STAPLES	Non Instructional Supplies	327.97
162422	K-LOG CO INC	Non Instructional Supplies	209.83
162433	HAYNEEDLE	Non Instructional Supplies	210.54
162500	STAPLES	Non Instructional Supplies	430.92
162501	BADGE EXPRESS	Non Instructional Supplies	129.59
162519	STAPLES	Non Instructional Supplies	558.55
162528	REVOLVING CASH	Officials	1,100.00
162529	REVOLVING CASH	Officials	3,960.00
162305	SBVC FOOD SERVICES	Operational Expenses & Fees	225.96
162307	MORENO, MARIANA	Operational Expenses & Fees	55.64
162312	ARAMARK EDUCATIONAL SERVICES	Operational Expenses & Fees	679.8
162318	SBVC SUN ROOM	Operational Expenses & Fees	4,987.44
162319	SBVC SUN ROOM	Operational Expenses & Fees	3,715.20
162322	SBVC SUN ROOM	Operational Expenses & Fees	385.56
162325	NATIONAL EDUCATIONAL	Operational Expenses & Fees	175
162338	NIELSEN MEDIA RESEARCH INC	Operational Expenses & Fees	852
162361	COUNTY OF SAN BERNARDINO	Operational Expenses & Fees	506
162373	SESAC LLC	Operational Expenses & Fees	800
162374	SANTOYO, LAURA ROCIO	Operational Expenses & Fees	540
162390	ASCAP	Operational Expenses & Fees	1,979.92
162402	SBVC FOOD SERVICES	Operational Expenses & Fees	433.99

Purchase Order Report
December 10, 2015

162410	REVOLVING CASH	Operational Expenses & Fees	1,170.00
162411	REVOLVING CASH	Operational Expenses & Fees	1,080.00
162490	TRACY, ALEX MILAN	Operational Expenses & Fees	800
162491	NPR	Operational Expenses & Fees	8,953.00
162506	SBVC FOOD SERVICES	Operational Expenses & Fees	1,071.80
162513	SBVC FOOD SERVICES	Operational Expenses & Fees	139.58
162514	US BANK CORPORATE PMT SYSTEMS	Operational Expenses & Fees	600
162518	SBVC FOOD SERVICES	Operational Expenses & Fees	723.8
162527	STATE OF CALIFORNIA	Operational Expenses & Fees	675
162285	JACKSON, DENNIS L	Personal Mileage	2,500.00
162286	VALDEZ, MARIA	Personal Mileage	2,000.00
162298	DIAZ, EMMA	Personal Mileage	500
162378	MARSAC, DEIDRE	Personal Mileage	1,000.00
162431	BLANQUET, FRANCISCO	Personal Mileage	250
162462	MCGOWAN, ARLENE	Personal Mileage	56
162509	WILKINS, JANICE	Personal Mileage	80.84
162510	WILKINS, JANICE	Personal Mileage	200
162511	GOMEZ, LAURA	Personal Mileage	6.33
162512	AGUILAR-KITIBUTR, AILSA	Personal Mileage	6.33
162327	VERIZON WIRELESS	Phone Utilities	140
162342	VERIZON CALIFORNIA	Phone Utilities	33,476.26
162365	VERIZON WIRELESS	Phone Utilities	550
162293	US BANK CORPORATE PMT SYSTEMS	Postage & Freight	74.64
162296	HERMAN, DEBORAH K	Postage & Freight	23.76
162299	US BANK CORPORATE PMT SYSTEMS	Postage & Freight	62.98
162341	SBCCD PRINTING SERVICES	Printing, SBCCD	28
162350	SBCCD PRINTING SERVICES	Printing, SBCCD	30.9
162393	EXECUTIVE ADVERTISING, THE	Promotional Products	858.84
162397	GRAPHIC SOLUTION, THE	Promotional Products	356.4
162432	GRAPHIC SOLUTION, THE	Promotional Products	129.6
162502	CRESTLINE SPECIALTIES INC	Promotional Products	4,025.70
162287	SBVC FOOD SERVICES	Refreshments	517.12
162310	BLANQUET, FRANCISCO	Refreshments	45.3
162331	SBVC FOOD SERVICES	Refreshments	332.66
162337	SBVC FOOD SERVICES	Refreshments	1,235.93
162354	CHC FOOD SERVICES	Refreshments	364.5
162363	SBVC SUN ROOM	Refreshments	4,498.20
162398	SBVC FOOD SERVICES	Refreshments	1,469.75
162399	SBVC FOOD SERVICES	Refreshments	1,307.38
162400	SBVC FOOD SERVICES	Refreshments	2,117.63
162401	SBVC FOOD SERVICES	Refreshments	430.28
162419	SBVC FOOD SERVICES	Refreshments	335
162481	WISEGARVER, LINDSEY	Refreshments	42.23
162482	SBVC SUN ROOM	Refreshments	42.22
162485	SBVC FOOD SERVICES	Refreshments	236.95
162486	SBVC SUN ROOM	Refreshments	227.33
162522	US BANK CORPORATE PMT SYSTEMS	Refreshments	20.17

Purchase Order Report
December 10, 2015

162526 BROWN, SECRET

Refreshments

41.12

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Steven J. Sutorus, Business Manager
DATE: November 12, 2015
SUBJECT: Consideration of Approval of Routine Contracts/Agreements and Memorandums of Understanding

RECOMMENDATION

It is recommended that the Board of Trustees ratify the attached list of routine contracts/agreements and memorandums of understanding

OVERVIEW

In accordance with Board Policy 6340, the attached list is submitted for Board ratification and/or approval

ANALYSIS

The attached list of contracts, agreements and their associated purchase orders are routine, customary and necessary for the on-going operations of the District. Unless otherwise noted the amount shown for multi-year agreements is the projected total amount for the full contract period. Any changes to these amounts will be submitted for board ratification and/or approval.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness and Excellence

FINANCIAL IMPLICATIONS

The contracts/agreements/memorandums of understanding on the attached list are budgeted for via purchase orders.

Routine Contracts and Agreements***Scheduled Board Date 12/10/2015***

Contract Type

<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<i>Broadcasting Rights</i>				
Aanensen, Kurt Emil dba Ilapso Media	(12525) Broadcasting rights for the airing of "Amanecer, Aqui Boy A Andar, De Mas Alla, El Ultimo Trapiche, Entre Lenguas, Pampairos, Tierra Secca, Los Sufragistas, Prinicpe Azteca, and Tierra Brillante" Term: 1/2/2016 - 1/1/2021 Funding Source: KVCR - Gen Funds	TV/KVCR	\$6,285.00	SSutorus
American Public Television	(12596) Broadcasting rights for "Create TV" Term: 1/1/2016 - 12/31/2016 Funding Source: KVCR - Gen Funds	TV/KVCR	\$4,214.00	SSutorus
<i>SubTotal for Broadcasting Rights: 2</i>			<i>\$10,499.00</i>	
<i>CalWorks Child Care</i>				
Campos, Amairany	(12612) CalWorks Grant to cover cost of Childcare for participating Students - Parent – Martinez, Sonja Term: 11/16/2015 - 6/30/2016 Funding Source: CalWorks	Calworks/SBVC	\$5,313.99	SSutorus
<i>SubTotal for CalWorks Child Care: 1</i>			<i>\$5,313.99</i>	

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<i>CalWorks Off-Campus Work Study</i>				
Inland Empire Concerned African American Churches	(12610) Off-Campus workstudy - Student - Medina, Sandra ; reimbursed at 75% of per hourly rate Term: 11/16/2015 - 6/30/2016 Funding Source: CalWorks	Calworks/SBVC	\$10,560.00	SSutorus
Synergy Technical Network, Inc.	(12542) Off-Campus workstudy - Student - Barrow, Tiemessha; reimbursed at 75% of per hourly rate Term: 11/2/2015 - 6/30/2016 Funding Source: CalWorks	Calworks/SBVC	\$8,820.00	SSutorus
<i>SubTotal for CalWorks Off-Campus Work Study: 2</i>			<i>\$19,380.00</i>	
<i>General</i>				
AdageGraphics, LLC	(12624) Production of table throws and a table top retractable stand with vinyl banner used to promote SBCCD to prospective employment candidates at work and job fairs Term: 12/1/2015 - 1/31/2016 Funding Source: General Funds	Human Resources/SBCCD	\$1,021.57	SSutorus
Allied Storage Containers Inc	(12586) On-site move of two storage containers located on the CHC campus Term: 6/23/2015 - 6/23/2015 Funding Source: Bond Funded	Kitchell/SBCCD	\$540.00	SSutorus

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>				
Allied Storage Containers Inc	(12397) Rental of storage containers for furniture, fixtures and equipment from OE2 and CHC M&O buildings; equipment numbers 504344-0, 412472-7 Term: 5/28/2013 - 6/30/2016 Funding Source: Bond Funded	Kitchell/SBCCD	\$9,000.00	SSutorus
American Technologies, Inc (ATI)	(12592) Provide asbestos abatement services for ceilings in the janitor's room and women's restroom Term: 11/1/2015 - 6/30/2016 Funding Source: General Funds	Administrative Services/SBVC	\$3,620.00	SSutorus
Ashlock, Jess dba Ashlock Multigraphic	(12615) On demand repairs on printing equipment in the Print Shop Term: 7/1/2014 - 6/30/2015 Funding Source: General Funds	TESS/SBCCD	\$7,000.00	SSutorus
Automatic Transmission Service	(12544) Removal of current transmission and replacement with a rebuilt transmission for District Police vehicle license #1274009 Term: 11/1/2015 - 6/30/2016 Funding Source: General Funds	District Police/SBCCD	\$2,600.00	SSutorus

<i>Contract Type</i>	<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>					
	Ben's Lock And Key	(11959) On-demand repairs and maintenance of District locks and doors; this is to amend the not to exceed amount from \$1,000 to \$2,000 Term: 7/1/2015 - 6/30/2016 Funding Source: General Funds	District M & O/SBCCD	\$2,000.00	SSutorus
	BioIQ CSA	(12636) Provide an integrated measurable health and wellness and/or disease-management program to employees; cost to paid by Keenan & Associates as part of their Health and Wellness contract with the District; no cost to District Term: 10/16/2015 - 10/15/2018 Funding Source: N/A	Human Resources/SBCCD		SSutorus
	Brown Publishing Companies	(12561) Full page color advertisement to promote SBVC and CHC programs Term: 12/10/2015 - 1/7/2016 Funding Source: General Funds	Marketing/SBCCD	\$3,000.00	SSutorus
	California Education & Training Export Consortium	(12633) MOU - CHC to provide office space and part-time employee to work with the international students recruited by contractor; no cost to District Term: 11/18/2015 - 11/17/2017 Funding Source: N/A	TESS/SBCCD		SSutorus

<i>Contract Type</i>	<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>					
	California State University - San Bernardino	(12551) Partnership in the STEM Certificate for Educators Online Program that focuses on the Common Core and Next Generation Science standards; no cost to District Term: 11/1/2015 - 10/31/2018 Funding Source: N/A	PDC/SBCCD		SSutorus
	Cart Man, The	(12519) Repairs and replacement of parts for golf carts at SBVC Term: 10/1/2015 - 6/30/2016 Funding Source: General Funds	TESS/SBCCD	\$1,542.32	SSutorus
	Clute, Pamala Sue	(12632) Keynote speaker for the CHC 2015 Science Friday events on 02/19 & 02/26 Term: 2/19/2016 - 2/26/2016 Funding Source: STEM Grant	STEM/CHC	\$3,128.80	SSutorus
	Cortez Ornamental Iron	(12545) Installation of two loop detectors on parking lot slide gate operator Term: 11/1/2015 - 6/30/2016 Funding Source: General Funds	District Police/SBCCD	\$362.00	SSutorus

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>				
Crestline Company	(12590) Production of 500 lip balms, journals, sports bottles, and 1,000 lanyards and pens for promotional giveaways to prospective students Term: 11/1/2015 - 6/30/2016 Funding Source: General Funds	Admissions & Records/SBVC	\$4,025.70	SSutorus
Daily Journal Corporation	(12563) Advertisement for Call for Applications for vacant Trustee Area 7 seat Term: 10/15/2015 - 10/15/2015 Funding Source: General Funds	Marketing/SBCCD	\$92.40	SSutorus
David M. Bertino Manufacturing, Inc	(12629) Furnish and install new cabinetry in Student Health Center Term: 12/11/2015 - 1/31/2016 Funding Source: Student Health Fee	Health Center/SBVC	\$18,785.00	SSutorus
Dewey Pest Control	(12548) Service for fire ants on the soccer and baseball fields Term: 10/1/2015 - 6/30/2016 Funding Source: General Funds	Administrative Services/SBVC	\$3,680.00	SSutorus

<i>Contract Type</i>	<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>					
	Direct Connection	(12618) Printing campaign mailers for Winter KVCR-TV & FM fund-raiser to current donors Term: 11/17/2015 - 12/31/2015 Funding Source: KVCR - Foundation	TV/FM/KVCR	\$970.92	SSutorus
	Direct Connection	(12620) Printing campaign mailers for Winter KVCR-TV & FM fund-raiser to past donors Term: 11/17/2015 - 12/31/2015 Funding Source: KVCR - Foundation	TV/FM/KVCR	\$3,169.03	SSutorus
	Direct Connection	(12617) Process campaign mailers for Winter KVCR TV & FM fund-raiser to past donors Term: 11/17/2015 - 12/31/2015 Funding Source: KVCR - Foundation	TV/FM/KVCR	\$5,324.67	SSutorus
	Direct Connection	(12619) Process campaign mailers to community for Winter KVCR-FM fund-raiser to current donors Term: 11/17/2015 - 12/31/2015 Funding Source: KVCR - Foundation	TV/FM/KVCR	\$2,760.29	SSutorus
	Emergency Power Controls, Inc	(12520) Maintenance on automatic transfer switch Term: 7/1/2015 - 6/30/2016 Funding Source: General Funds	TESS/SBCCD	\$800.00	SSutorus

<i>Contract Type</i>	<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>					
	Executive Advertising, The	(12543) Production of 400 police car stress reliever items with logo for promotional giveaways to prospective students Term: 11/1/2015 - 6/30/2016 Funding Source: General Funds	District Police/SBCCD	\$858.84	SSutorus
	Facebook, Inc	(12627) Advertisement to promote SBVC Foundation events Term: 12/11/2015 - 6/30/2016 Funding Source: General Funds	Foundation/SBVC	\$2,000.00	SSutorus
	Facebook, Inc	(12616) Ongoing advertisement on Facebook to promote SBVC programs and registration Term: 12/11/2015 - 6/30/2016 Funding Source: General Funds	Marketing/SBVC	\$10,000.00	SSutorus
	FastSigns	(12559) Production of 36 directional signs printed on corrugated plastic with wire stakes Term: 11/4/2015 - 12/31/2015 Funding Source: General Funds	Marketing/CHC	\$584.55	SSutorus

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>				
Full Capacity Marketing, Inc	(12523) Provide assistance in the development of a brand name and website for the AB86 Inland Adult Education Consortium Term: 10/20/2015 - 12/31/2015 Funding Source: AB86 Adult Consortium	Mathematics/SBVC	\$27,235.00	SSutorus
Gallup Organization - Gallup Press Department	(12613) Online access to "Accelerated Strengths Coaching"; a tool for decreasing suicide risks, depression and anxiety Term: 3/7/2016 - 3/11/2016 Funding Source: Student Health Fee	Health Center/SBVC	\$3,750.00	SSutorus
Gilardoni, Inc.	(12384) Cleaning services for the Sunroom's hoods; revised total and scope of work Term: 9/14/2015 - 6/30/2016 Funding Source: General Funds	Maintenance/SBVC	\$6,320.00	SSutorus
Graphic Solutions, The	(12521) Production of 24 T-Shirts for promotional giveaways Term: 10/12/2015 - 12/31/2015 Funding Source: Student Health Fee	Health Center/CHC	\$356.40	SSutorus

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>				
Graphic Solutions, The	(12547) Production of 3' X 10' Full Color Banner for Soberfest Term: 11/9/2015 - 12/11/2015 Funding Source: Student Health Fee	Health Center/CHC	\$129.60	SSutorus
Grizzly, The	(12564) Advertisement for Call for Applications for vacant Trustee Area 7 seat Term: 10/24/2015 - 10/28/2015 Funding Source: General Funds	Marketing/SBCCD	\$409.00	SSutorus
H & L Charter Co, Inc	(12584) Bus rental to and from Pali Mountain Conference Center for a teambuilding retreat Term: 1/15/2016 - 1/17/2016 Funding Source: Student Equity	First Year/SBVC	\$1,930.00	SSutorus
iHeartMedia	(12583) Audio and digital media advertising of CHC programs Term: 11/9/2015 - 1/11/2016 Funding Source: General Funds	Marketing/CHC	\$3,000.00	SSutorus

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>				
Inland Empire Tours & Transportation	(12611) Bus rental for field trip to Los Angeles for a visit to La Brea Tar Pits; funded through HEA-Minority Science Improvement grant Term: 12/5/2015 - 12/5/2015 Funding Source: State Grant	Science/SBVC	\$913.00	SSutorus
Marcoux, Peter	(12605) Provide workshop on First Year Experience planning summit for SBVC Staff and Faculty Term: 1/8/2016 - 1/8/2016 Funding Source: Student Equity	First Year/SBVC	\$1,050.00	SSutorus
Middle College National Consort	(12608) Provide assistance in analyzing data about current Middle College students; funded through Middle College High School State Grant Term: 7/1/2015 - 6/30/2016 Funding Source: State Grant	Middle College/SBVC	\$3,000.00	SSutorus
Mosqueda, Cynthia	(12606) Provide workshop on First Year Experience planning summit for SBVC staff and faculty Term: 1/8/2016 - 1/8/2016 Funding Source: Student Equity	First Year/SBVC	\$1,050.00	SSutorus

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>				
National Public Radio, Inc. (NPR)	(12513) Digital Service for news bundle Term: 10/1/2015 - 9/30/2016 Funding Source: KVCR - Gen Funds	FM/KVCR	\$10,519.00	SSutorus
Pali Mountain Retreat and Conference Center	(12582) Site reservation for the Tumaini Student Program Teambuilding Retreat Term: 1/15/2016 - 1/17/2016 Funding Source: Student Equity	First Year/SBVC	\$12,595.00	SSutorus
Pandora	(12553) Advertising on the radio for CHC and SBVC Spring Enrollment Term: 11/9/2015 - 1/17/2016 Funding Source: General Funds	Marketing/SBCCD	\$20,000.00	SSutorus
Paton Group	(12621) MasterCAM software update; Software allows Machine Trades students to draw accurate three dimensional models of complex parts to be manufactured through computer generated machining processes as part of the academic program Term: 11/17/2015 - 11/16/2016 Funding Source: Perkins	Technical Training/SBVC	\$4,950.00	SSutorus

<i>Contract Type</i>	<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>					
	Press Enterprise, The	(12557) Half page advertisement in the Press Enterprise Riverside, PE.com and Unidos IE Prens to promote CHC and SBVC Spring Enrollment Term: 12/13/2015 - 12/31/2015 Funding Source: General Funds	Marketing/SBCCD	\$3,000.00	SSutorus
	Presstek, LLC	(12614) Repair of FL52 printing equipment Term: 11/16/2015 - 12/31/2015 Funding Source: General Funds	TESS/SBCCD	\$2,328.47	SSutorus
	Public Media Partnerships, Inc	(10016) Plan and execute KVCR-FM membership campaign for Fall 2015 Term: 10/14/2015 - 10/22/2015 Funding Source: KVCR - Foundation	FM/KVCR	\$3,882.00	SSutorus
	San Joaquin Chemicals, Inc	(12628) Furnish and install Dual Bleed Line for SBVC's Central Plant Term: 11/19/2015 - 1/31/2016 Funding Source: General Funds	Maintenance/SBVC	\$3,780.00	SSutorus

<i>Contract Type</i>	<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>					
	Santoya, Laura	(12354) Provide catering for non-employees for the Fall Transfer Fair; this is to revise contractor name Term: 10/14/2015 - 10/14/2015 Funding Source: General Funds	Transfer Center/SBVC	\$540.00	SSutorus
	SIGMAnet	(12599) Assessment that provides engineering recommendation reports used to ensure technology is functioning correctly; no cost to District Term: 10/29/2015 - 10/8/2016 Funding Source: N/A	TESS/SBCCD		SSutorus
	South Orange County CCD	(12539) Saddleback College to provide training to companies using Employment Training Panel Funds; funded through the Employment Training Panel grant Term: 11/1/2015 - 6/30/2016 Funding Source: State Grant	PDC/SBCCD	\$10,000.00	SSutorus
	Stone's & Chin Corp dba Stone's & Chins Jamaican Restaurant	(12602) Catering for the "Tumaini Program Family Affair" event Term: 12/16/2015 - 12/16/2015 Funding Source: General Funds	Counseling/SBVC	\$769.34	SSutorus

<i>Contract Type</i>	<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>					
	Sun, The	(12554) Half page advertisement in the San Bernardino Sun and the Redlands Daily Facts to promote Spring registration for both SBVC and CHC Term: 12/13/2015 - 12/13/2015 Funding Source: General Funds	Marketing/SBCCD	\$1,764.00	SSutorus
	Sun, The	(12555) Half page advertisement in the San Bernardino Sun and the Redlands Daily Facts to advertise for Trustee vacancy Term: 10/25/2015 - 10/29/2015 Funding Source: General Funds	Marketing/SBCCD	\$2,047.50	SSutorus
	Sun, The	(12581) Half page advertisement to promote SBVC and CHC Spring registration Term: 1/3/2016 - 1/5/2016 Funding Source: General Funds	Marketing/SBCCD	\$3,264.00	SSutorus
	Thompson, Darrell	(12607) Provide workshop on First Year Experience planning summit for SBVC staff and faculty Term: 1/8/2016 - 1/8/2016 Funding Source: Student Equity	First Year/SBVC	\$1,050.00	SSutorus

<i>Contract Type</i>	<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>					
	Total Compensation Systems, Inc	(12526) Prepare updated retiree health benefits actuarial report Term: 10/20/2015 - 3/31/2016 Funding Source: General Funds	Business Services/SBCCD	\$6,900.00	SSutorus
	Trapeze Software Group	(12530) Provide fixed asset inventory management and verification services for SBVC Campus Term: 11/5/2015 - 6/30/2016 Funding Source: General Funds	Business Services/SBCCD	\$24,500.00	SSutorus
	Treptow, William dba Treps Consulting & Braille Services	(12589) Repairs to Perkins Manual Braille machines Term: 11/1/2015 - 6/30/2016 Funding Source: Braille Grant	TESS/SBCCD	\$450.00	SSutorus
	U.S. Department of Interior	(12534) Special Use Permit - CHC field trip to Kelso Dunes, Lava Fields, Hole in the Wall areas; no cost to District Term: 11/6/2015 - 11/6/2015 Funding Source: N/A	Geology/CHC		SSutorus

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>				
Universal Hospital Service	(12529) On-demand rental of respiratory equipment for use in lab setting Term: 10/1/2015 - 6/30/2016 Funding Source: General Funds	Respiratory Care/CHC	\$1,784.16	SSutorus
Yucaipa & Calimesa News Mirror	(12528) 2"x9" full color advertisement to promote CHC Open House Term: 11/6/2015 - 11/6/2015 Funding Source: General Funds	Marketing/CHC	\$262.40	SSutorus
Yucaipa & Calimesa News Mirror	(12556) Half page advertisement to promote CHC and SBVC Spring registration Term: 10/23/2015 - 10/30/2015 Funding Source: General Funds	Marketing/SBCCD	\$424.80	SSutorus
Yucaipa & Calimesa News Mirror	(12558) Half page color advertisement in the News Mirror, Record Gazette and Highland Community News to promote CHC and SBVC Spring registration Term: 12/18/2015 - 1/8/2016 Funding Source: General Funds	Marketing/SBCCD	\$2,067.50	SSutorus
Yucaipa & Calimesa News Mirror	(12550) Purchase of a full page color advertisement in the "Our Town Special Section 2015" to promote CHC programs Term: 11/20/2015 - 11/20/2015 Funding Source: General Funds	Marketing/CHC	\$730.00	SSutorus

<i>Contract Type</i>	<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>General</u>					
<i>SubTotal for General: 64</i>				<i>\$253,617.26</i>	
<u>Income - Contract Ed</u>					
	Rialto Unified School District	(12532) Contract Education for Spanish 101 courses to be offered to high school students at the three Rialto Unified High School campuses; contract income may vary and is based on the number of enrolled students in each course Term: 8/16/2015 - 6/30/2016 Funding Source: N/A	Middle College/SBVC	\$40,000.00	SSutorus
<i>SubTotal for Income - Contract Ed: 1</i>				<i>\$40,000.00</i>	
<u>Income - Facilities Use</u>					
	Metrolink	(12626) Use of meeting room on SBVC campus for community meeting - Room B-214; fees waived Term: 11/18/2015 - 11/18/2015 Funding Source: N/A	Administrative Services/SBVC		SSutorus
	TJ Striders Youth Track/Field Club	(12518) Use of track for track practice Term: 1/11/2016 - 6/30/2016 Funding Source: N/A	Administrative Services/SBVC	\$3,000.00	SSutorus
<i>SubTotal for Income - Facilities Use: 2</i>				<i>\$3,000.00</i>	

<i>Contract Type</i>	<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>Income - General</u>					
	Fender Musical Instruments	(12546) PDC to offer on-site training to Fender program participants Term: 10/1/2015 - 6/30/2016 Funding Source: N/A	PDC/SBCCD	\$10,000.00	SSutorus
	Queen Jen, Inc dba Queen Been Caffe	(12639) Vendor to occupy unused designated kitchen space in the Crafton Book Store to operate a coffee cafe Term: 1/1/2016 - 6/30/2016 Funding Source: N/A	Administrative Services/CHC	\$10,000.00	SSutorus
	Southern California Foothills Consortium	(12536) MOU - Membership 2015-2016 Study Abroad Program - Allows participating students and instructors to get financial aid through the Consortium; Reimbursement for up to \$12,000 for each college for participating faculty reassigned in consortium duties Term: 8/19/2015 - 6/30/2016 Funding Source: N/A	Humanities/CHC	\$24,000.00	SSutorus
	Victor Valley CCD	(12588) PDC to provide training for the Counselor Conclave for regional community colleges and high school counselors Term: 10/15/2015 - 11/2/2015 Funding Source: N/A	PDC/SBCCD	\$1,000.00	SSutorus

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>Income - General</u>				
SubTotal for Income - General: 4			\$45,000.00	
<u>Income - Grant</u>				
California Department of Ed	(12594) Continued Funding Application for California State Preschool Program (CSPP) and California Center - Infant/Toddler Program (CCTR) for the 2016-2017 year; no cost Term: 7/1/2016 - 6/30/2017 Funding Source: N/A	Child Care Center/SBVC		SSutorus
CCC Chancellor's Office	(12517) Adult Education Block Grant Regional Consortium Funding Appropriation Agreement Term: 7/1/2015 - 6/30/2016 Funding Source: AB86 Adult Consortium	Mathematics/SBVC	\$2,996,771.00	SSutorus
CPB - Corp for Public Broadcasting	(12565) Television Community Services Grant for KVCR-TV Term: 10/1/2015 - 9/30/2017 Funding Source: N/A	TV/KVCR	\$726,031.00	SSutorus
CPB - Corp for Public Broadcasting	(12566) Television Interconnection Grant for KVCR-TV Term: 10/1/2015 - 9/30/2016 Funding Source: N/A	TV/KVCR	\$13,314.00	SSutorus

<i>Contract Type</i>	<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>Income - Grant</u>					
	Cuyamaca College	(12634) Grant application agreement for funding through the Prop 39 Region F College Project Term: 3/1/2016 - 6/30/2016 Funding Source: N/A	Technical Training/SBVC	\$25,190.00	SSutorus
	Solano CCD	(12630) Faculty Entrepreneurship Champion Mini-Grant Agreement through the Small Business Sector Navigator Grant Term: 10/22/2015 - 6/30/2016 Funding Source: N/A	EDCT Foundation/SBCCD	\$7,500.00	SSutorus
	Victor Valley CCD	(12535) ATTC to create an Enhanced Non-Credit Certificate of Completion program for youth called Young Entrepreneurs Success (YES) Initiative Term: 10/15/2015 - 5/31/2016 Funding Source: N/A	ATTC/SBCCD	\$5,000.00	SSutorus
<i>SubTotal for Income - Grant: 7</i>				\$3,773,806.00	
<u>Income - Underwriter</u>					
	Horizon Media	(12514) Dignity Health to sponsor KVCR-FM Term: 1/1/2016 - 4/30/2016 Funding Source: N/A	FM/KVCR	\$36,750.00	SSutorus

<i>Contract Type</i>	<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>Income - Underwriter</u>					
	La Sierra University	(12562) Underwriter agreement to sponsor KVCR-FM morning programs Term: 11/3/2015 - 11/13/2015 Funding Source: N/A	FM/KVCR	\$1,000.00	SSutorus
<i>SubTotal for Income - Underwriter: 2</i>				<i>\$37,750.00</i>	
<u>Joint Power/Piggyback Purchase</u>					
	Dell Computer Company	(12609) Purchase adapters to expand the data in existing servers; WSCA-Naspo 7-15-70-34-003 Term: 11/9/2015 - 1/31/2016 Funding Source: General Funds	Campus Tech/SBVC	\$3,312.35	SSutorus
	Dell Computer Company	(12549) Software license for VmWare software "ESXi and Vcenter" used to virtualize all academic servers; WSCA-Naspo 7-15-70-34-003 Term: 12/22/2015 - 12/21/2018 Funding Source: General Funds	Technology Services/SBVC	\$10,706.88	SSutorus
	Dell Computer Company	(12541) VMware software to maintain District wide virtual servers; WSCA-Naspo 7-15-70-34-003 Term: 10/29/2015 - 10/28/2016 Funding Source: Capital Outlay	TESS/SBCCD	\$20,504.16	SSutorus

<i>Contract Type</i>	<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>Joint Power/Piggyback Purchase</u>					
	Golden Star Technology Inc. DBA GST	(12400) Purchase of smart classroom technology equipment for CHC New Science Building project; piggyback contract from Los Angeles Community College District Bid #94; Amendment 1 - Increase the not to exceed amount by \$100,000 to meet the equipment needs for the new buildings Term: 10/9/2015 - 6/30/2016 Funding Source: Bond Funded	Kitchell/CHC	\$700,000.00	SSutorus
<i>SubTotal for Joint Power/Piggyback Purchase: 4</i>				<i>\$734,523.39</i>	
<u>Maintenance Agreement</u>					
	Three M (3M) Library Systems	(12524) Maintenance for CHC library detection system Term: 11/12/2015 - 11/11/2016 Funding Source: Lottery Fund	Library/CHC	\$2,410.00	SSutorus
<i>SubTotal for Maintenance Agreement: 1</i>				<i>\$2,410.00</i>	
<u>PO as Contract</u>					
	Johnson Power Systems	(12540) Emergency repair of generator at KVCR studio Term: 9/28/2015 - 10/15/2015 Funding Source: KVCR - Gen Funds	TV/KVCR	\$1,000.00	SSutorus

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>PO as Contract</u>				
Kone, Inc	(12623) One-time elevator inspection of the LRC Building elevator at CHC Term: 7/20/2015 - 7/20/2015 Funding Source: General Funds	Maintenance/CHC	\$832.50	SSutorus
L N Curtis & Sons	(12595) One time repair of ladders in Fire Technology program Term: 11/10/2015 - 1/31/2016 Funding Source: Perkins	Fire Technology/CHC	\$1,018.60	
<i>SubTotal for PO as Contract: 3</i>			<i>\$2,851.10</i>	
<u>Program Acquisition</u>				
Espresso TV	(12631) Programming acquisition rights for "Back in the Day" Term: 11/15/2015 - 11/14/2020 Funding Source: KVCR - FNX Grant	FNX/KVCR	\$6,500.00	SSutorus
KEET-TV	(12533) Program acquisition for the program "Original Patriots"; no cost to District Term: 10/1/2015 - 9/30/2020 Funding Source: N/A	FNX/KVCR		SSutorus

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>Program Acquisition</u>				
Redwater, Dominic Duwayne dba Chiefs of Comedy	(12531) Program rights to the show "Full Blooded Hilarious" Term: 12/11/2016 - 12/10/2020 Funding Source: KVCR - FNX Grant	FNX/KVCR	\$1,700.00	SSutorus
Resolution Pictures International Inc	(12579) Programming acquisition rights for "Cree Spoken Here" Term: 10/1/2015 - 9/30/2018 Funding Source: KVCR - Gen Funds	FNX/KVCR	\$13,500.00	SSutorus
Resolution Pictures International Inc	(12578) Programming acquisition rights for "Dab Lyiyuu" Season I Term: 10/1/2015 - 9/30/2018 Funding Source: KVCR - Gen Funds	FNX/KVCR	\$300.00	SSutorus
Resolution Pictures International Inc	(12577) Programming acquisition rights for "Dab Lyiyuu" Season II Term: 10/1/2015 - 9/30/2018 Funding Source: KVCR - Gen Funds	FNX/KVCR	\$300.00	SSutorus
Resolution Pictures International Inc	(12576) Programming acquisition rights for "Dab Lyiyuu" Season III Term: 10/1/2015 - 9/30/2018 Funding Source: KVCR - Gen Funds	FNX/KVCR	\$2,600.00	SSutorus

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>Program Acquisition</u>				
Rezolution Pictures International Inc	(12575) Programming acquisition rights for "Down The Mighty River" Term: 10/1/2015 - 9/30/2018 Funding Source: KVCR - Gen Funds	FNX/KVCR	\$3,000.00	SSutorus
Rezolution Pictures International Inc	(12574) Programming acquisition rights for "Heavy Metal: A Mining Disaster in Northern Quebec" Term: 10/1/2015 - 9/30/2018 Funding Source: KVCR - Gen Funds	FNX/KVCR	\$3,000.00	SSutorus
Rezolution Pictures International Inc	(12573) Programming acquisition rights for "Indians & Aliens" Term: 10/1/2015 - 9/30/2018 Funding Source: KVCR - Gen Funds	FNX/KVCR	\$3,600.00	SSutorus
Rezolution Pictures International Inc	(12580) Programming acquisition rights for "Mohawk Girls" Term: 10/1/2015 - 9/30/2018 Funding Source: KVCR - Gen Funds	FNX/KVCR	\$3,000.00	SSutorus
Rezolution Pictures International Inc	(12572) Programming acquisition rights for "Moose TV" Term: 12/11/2015 - 12/10/2018 Funding Source: KVCR - Gen Funds	FNX/KVCR	\$3,000.00	SSutorus

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>Program Acquisition</u>				
Rezolution Pictures International Inc	(12571) Programming acquisition rights for "One More River" Part I & II Term: 10/1/2015 - 9/30/2018 Funding Source: KVCR - Gen Funds	FNX/KVCR	\$3,000.00	SSutorus
Rezolution Pictures International Inc	(12570) Programming acquisition rights for "Rez Rides" Season I & II Term: 12/11/2015 - 12/10/2018 Funding Source: KVCR - Gen Funds	FNX/KVCR	\$22,500.00	SSutorus
Rezolution Pictures International Inc	(12569) Programming acquisition rights for "Smoke Traders" Term: 10/1/2015 - 9/30/2018 Funding Source: KVCR - Gen Funds	FNX/KVCR	\$3,000.00	SSutorus
Rezolution Pictures International Inc	(12568) Programming acquisition rights for "Working It Out Together" Season I Term: 10/1/2015 - 9/30/2018 Funding Source: KVCR - Gen Funds	FNX/KVCR	\$3,000.00	SSutorus
Rezolution Pictures International Inc	(12567) Programming acquisition rights for "Working It Out Together" Season II Term: 1/4/2016 - 1/3/2019 Funding Source: KVCR - Gen Funds	FNX/KVCR	\$3,000.00	SSutorus

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>Program Acquisition</u>				
VIDCAPT - Video Center Arts Performances in Theater Inc.	(12538) Program acquisition rights for "Is Anybody Listening"; no cost to District Term: 11/1/2015 - 10/31/2018 Funding Source: N/A	FNX/KVCR		SSutorus
Vision Maker Media	(12601) Program acquisition rights for "Finding Refuge" Term: 1/25/2016 - 1/24/2019 Funding Source: KVCR - Gen Funds	TV/KVCR	\$1,215.00	SSutorus
Vision Maker Media	(12598) Program acquisition rights for "Horse Tribe, Spirit in Glass, Across the Creek, LaDonna Harris, Yellow Fever, Crying Earth Rise Up, The Medicine Game, and Rising Voices" Term: 1/25/2016 - 1/24/2021 Funding Source: KVCR - Gen Funds	TV/KVCR	\$28,350.00	SSutorus
<i>SubTotal for Program Acquisition: 20</i>			<i>\$104,565.00</i>	
<u>Rescinded/Cancelled</u>				
Aramark Educational Service, LLC at UCI	(12408) Refreshments for faculty and staff attending the UCI campus tour; canceled - to be rescheduled for a different date Term: 11/6/2015 - 11/6/2015 Funding Source: Student Equity	First Year/SBVC	(\$679.80)	SSutorus

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>Rescinded/Cancelled</u>				
H & L Charter Co, Inc	(12363) Bus rental for field trip to UC Irvine for a campus tour; canceled - to be rescheduled for a different date Term: 11/6/2015 - 11/6/2015 Funding Source: Student Equity	First Year/SBVC	(\$1,077.50)	SSutorus
<i>SubTotal for Rescinded/Cancelled: 2</i>			<i>(\$1,757.30)</i>	
<u>Software/Online Services</u>				
Allegiance Software, Inc	(12625) Software License for "Allegiance Main Fund-Raising System" to include expanded premium model, electronic data transmission module, major gift module and web membership module Term: 10/15/2015 - 10/14/2016 Funding Source: KVCR - Foundation	TV/FM/KVCR	\$14,049.62	SSutorus
Clarus Corporation	(12120) On-demand software license agreement for "InstantInfo" used to create e-brochures; revision to term start and end dates Term: 10/6/2015 - 10/5/2016 Funding Source: General Funds	Marketing/CHC	\$4,500.00	SSutorus

<i>Contract Type</i>	<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u><i>Software/Online Services</i></u>					
	Constant Contact, Inc	(12560) E-mail marketing, Event Spot and My Library Plus online services for upgrade of address database and potential donor search Term: 11/4/2015 - 11/3/2016	Foundation/SBVC	\$756.00	SSutorus
		Funding Source: General Funds			
	EPC It Solutions Inc	(12603) Software license for "Ridgeline Network Management Software" which allows technology staff to install, control, backup and monitor network equipment Term: 11/1/2015 - 9/30/2016	Technology Services/SBVC	\$5,656.17	SSutorus
		Funding Source: General Funds			
	Foundation for California CC	(12662) Blackboard renewal software license FY 2016-2018 for "Course deliver/CMTY Engage Hena 8-K", "Data Integration ICM" and "Gradebook Extract ICM" as part of the Blackboard solution which serves as the primary academic course management system for District Term: 7/1/2016 - 6/30/2018	TESS/SBCCD	\$95,870.00	SSutorus
		Funding Source: General Funds			

<i>Contract Type</i>				
<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u><i>Software/Online Services</i></u>				
Lewis Center for Educational Research	(12527) Web-based service for the K-16 Bridge Program; funded through the RAMP UP Grant Term: 11/1/2015 - 6/30/2017 Funding Source: State Grant	Technical Training/SBVC	\$17,500.00	SSutorus
lynda.com Inc.	(12522) Subscription for online training for self-paced software training Term: 10/23/2015 - 10/23/2017 Funding Source: General Funds	TESS/SBCCD	\$30,000.00	SSutorus
MyOpenJobs, LLC	(12591) Online services for SBVC graduates to post resumes to local employers Term: 9/1/2015 - 8/30/2016 Funding Source: General Funds	Research & Planning/CHC	\$4,800.00	SSutorus
Namecheap, Inc.	(12593) Registration of domain name "kvcrnews.org" Term: 11/4/2015 - 11/3/2020 Funding Source: KVCR - Gen Funds	FM/KVCR	\$60.40	SSutorus
SyncRO Soft SRI	(12622) Software license for Oxygen XML for editing website programming language Term: 11/13/2015 - 11/12/2016 Funding Source: General Funds	TESS/SBCCD	\$476.00	SSutorus

<i>Contract Type</i>	<i>Firm</i>	<i>Purpose and Information</i>	<i>Department / Location</i>	<i>Amount</i>	<i>Signed</i>
<u>Software/Online Services</u>					
	Texthelp Systems Inc	(12604) Software license for reading and writing assistance programs for students with disabilities Term: 7/1/2015 - 6/30/2016 Funding Source: DSP&S	DSP&S/CHC	\$1,250.00	SSutorus
	VIMEO	(12597) Online services for video uploads and storage for FNX Term: 1/5/2016 - 1/4/2017 Funding Source: KVCR - Gen Funds	FNX/KVCR	\$59.95	SSutorus
<i>SubTotal for Software/Online Services: 12</i>				<i>\$174,978.14</i>	
<i>Grand Total Contracts for Board Date 12/10/2015: 127</i>					

Routine Contracts - Summary

Scheduled Board Meeting 12/10/2015

EXPENSES

<u>Category</u>	<u>Number of Contracts</u>	<u>Contract Value</u>
<i>Broadcast Rights</i>	2	\$10,499.00
<i>CalWorks Child Care</i>	1	\$5,313.99
<i>Calworks Workstudy</i>	2	\$19,380.00
<i>General</i>	64	\$253,617.26
<i>Joint Power/Piggyback</i>	4	\$734,523.39
<i>Maintenance Agreement</i>	1	\$2,410.00
<i>PO as contract</i>	3	\$5,851.10
<i>Program Acquisition</i>	20	\$106,590.00
<i>Rescinded/Canceled</i>	2	(\$1,757.30)
<i>Software/Online Services</i>	12	\$174,978.14
	111	
		Total Expenses <u><u>\$1,311,405.58</u></u>

INCOME

<u>Category</u>	<u>Number of Contracts</u>	<u>Contract Value</u>
<i>Income - Contract Ed</i>	1	\$40,000.00
<i>Income - Facilities Use</i>	2	\$3,000.00
<i>Income - General</i>	4	\$45,000.00
<i>Income - Grant</i>	7	\$3,773,806.00
<i>Income - Underwriter</i>	2	\$37,750.00
	16	
Total Number of Contracts	<u><u>127</u></u>	Total Income <u><u>\$3,899,556.00</u></u>

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
DATE: December 10, 2015
SUBJECT: Consideration of Approval to Appoint a Member to the Citizens Bond Oversight Committee (CBOC)

RECOMMENDATION

It is recommended that the Board of Trustees approve the appointment of Betsy Starbuck to the Citizens Bond Oversight Committee for an initial two-year term.

OVERVIEW

The Citizens Bond Oversight Committee is comprised of at least seven members of the community, and serves the purpose of reviewing the expenditure of Bond Measure P and M funds. Members of the Committee shall be appointed by the Board of Trustees through the following process: (a) appropriate local groups will be solicited for applications; (b) the Chancellor or his designee will review the applications; and (c) the Chancellor or his designee will make recommendations to the Board.

A resident of Highland, Ms. Starbuck's appointment would enable her to fulfill the required role of Taxpayer Organization Representative on the District's CBOC. She is a member of the League of Women Voters and currently sits on the CBOC for the Redlands Unified School District.

ANALYSIS

Approval of this recommendation will enable the CBOC to continue in an efficient and effective manner.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

This item carries no financial implications.

CITIZENS BOND OVERSIGHT COMMITTEE

MEMBER APPLICATION FORM

Resume may be attached, but is optional. Submit completed application to Kelly Goodrich via email at kgoodric@sbccd.cc.ca.us, or via regular mail to SBCCD Fiscal Services, 114 S. Del Rosa Drive, San Bernardino, CA 92408. If you have questions, please call 909-382-4022.

Name Elizabeth A. (Betsy) Starbuck	Date of Application November 3, 2015
Street Address	Telephone #(s)
City, State Zip	Email Address

- 1) Are you currently 18 years of age or older? Yes No
- 2) Are you currently an employee or an official of the District? Yes No
- 3) Are you a vendor, contractor or consultant of the District? Yes No

Please indicate organizational representation, if applicable:

- Local Community Bona-fide Taxpayers Organization
- Business Organization within the District SBVC, CHC or KVCR Foundation
- Senior Citizens Organization SBVC or CHC Student Active in a College Group

Statement of expected contributions if appointed.

As a retired Asst. County Auditor/Controller, I am knowledgeable of government accounting and finance regulations.

I am a Board Member for the League of Women Voters, which is a bona-fide taxpayer organization.

I attended a Calif. community college many years ago and my son currently attend . I have been active in PTA and other educational organizations for several years.

Statement of qualifications (see **DESIRABLE QUALITIES FOR CANDIDATES** on reverse).

Asst. Auditor/Controller-Recorder, County of San Bernardino, 1998-2010, Retired.

Chief of Staff, Board of Supervisors, County of San Bernardino, 1986-1998

I am currently a member of the Citizens Bond Oversight Committees for Measures R and J for Redlands Unified School District.

Please provide three professional references including name, address, phone number and relationship.

Bernie Cavanaugh, Asst. Supt. of Business Services, Redlands USD,

Gloria Anderson, Co-President, League of Women Voters,

James Ramos, Third District County Supervisor,

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Steven J. Sutorus, Business Manager
DATE: December 10, 2015
SUBJECT: Consideration of Approval of Surplus Property and Authorization for Private Sale or Disposal

RECOMMENDATION

It is recommended that the Board of Trustees declare the equipment and/or materials listed on the attached as surplus property, and direct the Business Manager to arrange for its sale or disposal.

OVERVIEW

California Education Code 81452 states that if a governing board, by a unanimous vote of those members present, finds that property, whether one or more items, does not exceed in value the sum of \$5,000, the property may be sold at private sale without advertising or disposed of.

ANALYSIS

The items listed on the attached have been identified as obsolete and no longer usable. Upon approval by the board, they will be sold or disposed of through reputable auction houses and/or salvage companies.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

Funds for materials sold will be provided to the district within 30 days after auction and positively impact the budget.

Fixed Assets Surplus Report
December 10, 2015

Asset Number	Date Retired	Location	Description	Date In Service	Initial Value	Current Value
34744	11/1/2015	CHC	1982 Fire Engine - Lic Plate #786851	10/25/2012	\$10,000.00	\$0.00
Total					<u>\$10,000.00</u>	

Non-Fixed Assets Surplus Report
December 10, 2015

1960 Crown Coach, Lic # 118213	1 ea
1981 Crown Coach, Lic # 780704	1 ea
1982 Van Pelt, Lic # 798808	1 ea

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Lawrence P. Strong, Interim Director, Fiscal Services

DATE: December 10, 2015

SUBJECT: Consideration of Approval to Adopt a Resolution Approving Transfers from the Reserve for Contingencies to Various Expenditure Classifications

RECOMMENDATION

It is recommended that the Board of Trustees adopt a resolution approving the transfer of funds from the reserve for contingencies to various expenditure classifications as indicated in the attached resolution.

OVERVIEW

The 2015-16 Final Budget adopted by the Board of Trustees on September 10, 2015 represents the District's best estimates for income and expenditures during the ensuing fiscal year. However, as the year progresses, additional income is sometimes received and must be distributed to appropriate accounts, expenditures change from projected levels, and increased costs may need to be covered. As provided in Title 5, §58307, and in accordance with SBCCD Administrative Procedure 6250, the Board of Trustees may approve the transfer of funds from the reserve for contingencies to any expenditure classifications via the adoption of a resolution by a two-thirds majority vote.

ANALYSIS

The board is being asked to adopt a resolution approving budget transfers from the reserve for contingencies to the expenditure classifications indicated on the attached resolution.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

The approval of this board item will reduce the reserve for contingency accounts by the amounts indicated in the attached resolution.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
RESOLUTION TO APPROVE TRANSFERS FROM
RESERVE FOR CONTINGENCIES TO VARIOUS EXPENDITURE CLASSIFICATIONS
December 10, 2015

ON MOTION of Member _____, seconded by Member _____,
the following resolution is hereby adopted:

WHEREAS, on the 10th day of September, 2015, the San Bernardino Community College District (the District) adopted the 2015-16 Final Budget specifying the maximum amount which may be expended for each classification of expenditure; and

WHEREAS, Title 5, §58307 of the California Code of Regulations and District Administrative Procedure 6250 allows the Board of Trustees to approve transfers from the reserve for contingencies to any expenditure classification via a resolution adopted by a two-thirds majority; and

WHEREAS, the transfers listed on the attached Exhibit A were deemed necessary and prudent by the District;

NOW THEREFORE, BE IT RESOLVED that the governing body of the San Bernardino Community College District hereby adopts this resolution and authorizes, by a two-thirds majority vote, to approve said transfers.

PASSED AND ADOPTED by the Governing Board on December 10, 2015, by the following majority vote:

AYES: _____
NOES: _____
ABSTENTIONS: _____
ABSENT: _____

STATE OF CALIFORNIA)
COUNTY OF SAN BERNARDINO)

I, Bruce Baron, Secretary of the governing board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED my hand this _____ day of _____, 20_____.

_____ Secretary of the Governing Board

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
 RESOLUTION TO APPROVE TRANSFERS FROM
 RESERVE FOR CONTINGENCIES TO VARIOUS EXPENDITURE CLASSIFICATIONS
 December 10, 2015

EXHIBIT A

Fund 01 – General Fund Unrestricted

Fund Balance Prior to Transfers			\$15,819,009		
		Transfer to Classification	Amount	Comments	
1	10/23/2015	160101	4000 Books & Supplies	\$3,950	<i>To fund approved 2014 Program Review and other items not completed in fiscal year 2015 that need to be done in fiscal year 2016.</i>
			5000 Other Expenses	\$21,216	
			6000 Capital Outlay	\$33,900	
2	11/20/2015		5000 Other Expenses	\$280,000	<i>To pay for legal services for Federal Communications Commission/ KVCR legal fees (Burke, Williams & Sorensen and Bennet & Bennet).</i>
Fund Balance After Transfers			\$15,479,943		

Fund 78 – Self Insurance – Liability & Property

Fund Balance Prior to Transfers			\$1,143,157		
		Transfer to Classification	Amount	Comments	
1	11/5/2015	160102	5000 Other Expenses	\$198,145	<i>To increase Fund 78 budget for fiscal year 2016.</i>
Fund Balance After Transfers			\$945,012		

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Lawrence P. Strong, Interim Director, Fiscal Services
DATE: December 10, 2015
SUBJECT: Consideration of Approval to Adopt a Resolution to Appropriate Funds

RECOMMENDATION

It is recommended that the Board of Trustees adopt a resolution approving the appropriation of income from the general reserve to various major expense classifications as indicated by need on the attached resolution.

OVERVIEW

The 2015-16 Final Budget adopted by the Board of Trustees on September 10, 2015 represents the District's best estimates for income and expenditures during the ensuing fiscal year. However, as the year progresses, additional funds may become available. According to Title 5, §58308, and in accordance with Administrative Procedure 6250, all income in excess of budgeted amounts shall be added to the general reserve. However, the Board of Trustees may approve the appropriation of such funds, according to need, by the adoption of a resolution by a majority vote.

ANALYSIS

The board is being asked to adopt a resolution approving the appropriation of funds in excess of final budget allocation, based on need, to the various expenditure classifications indicated on the attached resolution.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

The approval of this board item will allow for the appropriation of income to various expense classifications to match revenues over and above that which was anticipated in the 2015-16 budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
RESOLUTION TO APPROPRIATE ASSURED INCOME OVER THE FINAL BUDGETED ALLOCATION
FROM THE GENERAL RESERVE TO VARIOUS EXPENDITURE CLASSIFICATIONS
December 10, 2015

ON MOTION of Member _____, seconded by Member _____,
the following resolution is hereby adopted:

WHEREAS, on the 10th day of September, 2015, the San Bernardino Community College District (the District) adopted the 2015-16 Final Budget specifying the maximum amount which may be expended for each classification of expenditure; and

WHEREAS, Title 5, §58308 of the California Code of Regulations and District Administrative Procedure 6250 stipulate that all income accruing to the District in excess of the amounts required to finance the total proposed expenditures, including transfers to other community college districts and funds, as shown in the budget of the District shall be added to the general reserve of the District; and

WHEREAS, Title 5, §58308 of the California Code of Regulations and District Administrative Procedure 6250 also stipulate that the governing board may pass a resolution setting forth the need according to major classification, expenditures to be met from any portion of the general reserve derived from assured income in excess of the total amount anticipated in the budget; and

WHEREAS, the appropriations listed on the attached Exhibit A were deemed necessary and prudent by the District;

NOW THEREFORE, BE IT RESOLVED that the governing body of the San Bernardino Community College District hereby adopts this resolution and authorizes, by a majority vote, to approve said appropriations.

PASSED AND ADOPTED by the Governing Board on December 10, 2015, by the following majority vote:

AYES: _____
NOES: _____
ABSTENTIONS: _____
ABSENT: _____

STATE OF CALIFORNIA)
COUNTY OF SAN BERNARDINO)

I, Bruce Baron, Secretary of the governing board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED my hand this _____ day of _____, 20_____.

_____ Secretary of the Governing Board

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
 RESOLUTION TO APPROPRIATE ASSURED INCOME OVER THE FINAL BUDGETED ALLOCATION
 FROM THE GENERAL RESERVE TO VARIOUS EXPENDITURE CLASSIFICATIONS
 December 10, 2015

EXHIBIT A

Fund 01 – General Fund, Restricted

Date	Ref #	Income	Amount to Be Appropriated	Major Classification	Comments
9/17/2015	160078	\$35,000	\$20,000	2000 Classified Salaries	<i>To establish an operating budget for the Pre-Apprenticeship Construction Training Program for fiscal year 2015-16. EDCT will serve as the local education agency for regional multi-craft pre-apprenticeship. Funding source is the administrative fees from EDCT grants.</i>
			\$600	3000 Employee Benefits	
			\$1,300	4000 Books & Supplies	
			\$13,100	5000 Other Expenses	
10/28/2015	160131	\$3,750	\$1,600	2000 Classified Salaries	<i>To establish a budget for facilitators to conduct Commercial Sexual Exploitation of Children (CSEC) workshops to provide training and awareness on the subject. This funding is an extension of the Foster Kinship Care Education (FKCE) program.</i>
			\$45	3000 Employee Benefits	
			\$2,105	5000 Other Expenses	
Total		\$38,750	\$38,750	General Fund, Restricted	

Fund 72 – Child Development

Date	Ref #	Income	Amount to Be Appropriated	Major Classification	Comments
9/30/2015	160103	\$20,891	\$20,891	5000 Other Expenses	<i>To reflect increase 2% increase in meal reimbursements for fiscal year 2015-16</i>
Total		\$20,891	\$20,891	Child Development	

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
 RESOLUTION TO APPROPRIATE ASSURED INCOME OVER THE FINAL BUDGETED ALLOCATION
 FROM THE GENERAL RESERVE TO VARIOUS EXPENDITURE CLASSIFICATIONS
 December 10, 2015

Fund 74 – KVCR Fund

Date	Ref #	Income	Amount to Be Appropriated	Major Classification	Comments
11/3/2015		-\$1,627	\$867	5000 Other Expenses	<i>Correction to increase the TV Community Service Grant and decrease the Interconnect Grant to what Corporation for Public Broadcasting is actually giving KVCR</i>
			-\$2,494		
Total		-\$1,627	-\$1,627	KVCR Fund	

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Bruce Baron, Chancellor

DATE: December 10, 2015

SUBJECT: Consideration of Resolution to Acknowledge the Reverend Martin Luther King, Jr. Holiday, January 18, 2016

RECOMMENDATION

It is recommended that the Board of Trustees adopt a resolution to recognize the contributions of spiritual leader and educator, the Rev. Martin Luther King, whose contributions in furtherance of respect and tolerance for all are recognized as a national holiday on Martin Luther King Day, January 18, 2016.

OVERVIEW

The San Bernardino Community College District (SBCCD) recognizes the Rev. Martin Luther King, Jr., and his lifetime of dedication to the ideals of nonviolent activism in the civil rights movement, which became a federal holiday in 1983 and is observed annually on the third Monday of January each year, around the time of his birthday.

ANALYSIS

The San Bernardino Community College District shares Martin Luther King's commitment to improving our community through the enhancement of civil and human rights, expressly by improving and expanding educational opportunities for all, thereby paying tribute to his many years of service on behalf of young people, people of color, immigrants, women, and all those who have struggled for equality and representation in the political and economic arenas.

BOARD IMPERATIVE

II. Learning-Centered Institution for Student Access, Retention and Success

FINANCIAL IMPLICATIONS

None

**RESOLUTION
TO ACKNOWLEDGE THE REVERAND MARTIN LUTHER KING, JR. HOLIDAY
ON JANUARY 18, 2016**

WHEREAS, The San Bernardino Community College District (SBCCD) acknowledges the myriad contributions of the Rev. Martin Luther King, Jr. to improve the economic and political opportunities of people of color, women, young people, and all who have struggled against inequality in our nation; and

WHEREAS, the Mission of the SBCCD is to transform lives through the education of our students for the benefit of our diverse communities. This Mission is achieved through the District's two colleges, the Economic Development and Corporate Training Division, and public broadcast system (KVCR TV-FM/FNX) by providing high quality, effective and accountable instructional programs and services, and

WHEREAS, the Rev. Martin Luther King, Jr. dedicated his life and leadership to collective action, nonviolent activism and the furtherance of civil and human rights, and in 1964, became the youngest person to receive the Nobel Peace Prize for his work to end racial segregation and racial discrimination; and

WHEREAS, President Ronald Reagan signed the holiday into law in 1983 and in 1994, Congress designated the Martin Luther King Jr. Federal Holiday as a national day of service, the only federal holiday observed as such, calling for Americans from all walks of life to work together to provide solutions to our most pressing national problems. The MLK Day of Service empowers individuals, strengthens communities, bridges barriers, creates solutions to social problems, and moves us closer to Dr. King's vision of a "Beloved Community"; and

WHEREAS, the California Community Colleges, including the SBCCD, were created through the California Master Plan to provide access to higher education for those with limited means, with the understanding that education levels the political and economic playing fields; and

THEREFORE, be it resolved that the Board of Trustees of the San Bernardino Community College District joins in honoring the Reverend Martin Luther King, Jr., for his life of advocacy on behalf of those who have struggled for economic and political equality in the United States.

ADOPTED this 10th day of December, 2015

Bruce Baron, Chancellor and
Secretary to the Board of Trustees

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Bruce Baron, Chancellor

PREPARED BY: Bruce Baron, Chancellor

DATE: December 10, 2015

SUBJECT: Consideration to Adopt a Resolution expressing Support for the United Nations designation of January 27, 2016 as International Holocaust Remembrance Day

RECOMMENDATION

It is recommended that the Board of Trustees adopt a resolution proclaiming January 27, 2016 as "International Holocaust Remembrance Day".

OVERVIEW

The San Bernardino Community College District (SBCCD) supports the United Nations General Assembly's designation of International Holocaust Remembrance Day which was so designated to honor the victims of the Nazi era and to develop educational programs to help prevent future genocides.

ANALYSIS

Declared the International Holocaust Remembrance Day by the United Nations General Assembly in 2005 in Resolution 60/7, the day urges individuals and nations to honor the memory of Holocaust victims, and encourages the development of educational programs about Holocaust history to help prevent future acts of genocide, rejects any denial of the Holocaust as an event and condemns all manifestations of religious intolerance, incitement, harassment or violence against persons or communities based on ethnic origin or religious belief.

BOARD IMPERATIVE

II. Learning-Centered Institution for Student Access, Retention and Success

FINANCIAL IMPLICATIONS

None

**RESOLUTION
TO PROCLAIM JANUARY 27, 2016 AS
“INTERNATIONAL HOLOCAUST REMEMBRANCE DAY”**

WHEREAS, The San Bernardino Community College District (SBCCD) recognizes and appreciates the contributions all people bring to our community, and we rededicate ourselves to improving the lives of those individuals and communities who have suffered or been impacted by religious intolerance, incitement, harassment or violence based on ethnic origin or religious belief; and

WHEREAS, the Mission of the SBCCD is to transform lives through the education of our students for the benefit of our diverse communities. This Mission is achieved through the District's two colleges, the Economic Development and Corporate Training Division, and public broadcast system (KVCR TV-FM/FNX) by providing high quality, effective and accountable instructional programs and services, and

WHEREAS, The United Nations General Assembly passed Resolution 60/7 on November 1, 2005 to designate January 27 annually as the International Day of Commemoration in memory of the victims of the Holocaust, recognizing the date when the advancing Red Army entered the Auschwitz-Birkenau extermination camp complex, liberating more than 7,000 remaining prisoners, and, upon which every year the world would mark and remember the Holocaust and its victims. Now, given the wars and genocides occurring around the world, it is more important than ever to remind ourselves of the universal lessons of the Holocaust and to foster a shared culture of remembrance; and

WHEREAS, President Obama said, "... noble acts of courage performed by liberators, rescuers, and the Righteous Among Nations remind us that we are never powerless. ... In our time, this means choosing to confront bigotry and hatred in all of its forms, especially anti-Semitism. It means condemning any attempts to deny the occurrence of the Holocaust"; and

WHEREAS, the issue of Holocaust denial arose in our own community this year and a faculty member from the SBCCD, Jeffrey Demsky, provided a presentation at Carter High School in Rialto on "The Challenges of Upholding Holocaust Lessons in American Public Memory"; and

THEREFORE, be it resolved that the Board of Trustees of the San Bernardino Community College District does hereby proclaim January 27, 2016 as "International Holocaust Remembrance Day", supporting the position that all persons should live free of religious bigotry and in peace, and that we should not forget the lessons of the past.

ADOPTED this 10th day of December, 2015

Bruce Baron, Chancellor and Secretary to the Board of Trustees

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Bruce Baron, Chancellor
PREPARED BY: Stacey Nikac, Executive Assistant
DATE: December 10, 2015
SUBJECT: Board Ad Hoc Committee Reports

RECOMMENDATION

To provide an opportunity for Board Ad Hoc Committees to give a report to the full board and have discussions as necessary.

- Board Policy & Accreditation Ad Hoc – Donna Ferracone, Dr. Donald L. Singer, Gloria Harrison
- Evaluation (Board Self-Evaluation and Chancellor Evaluation) Ad Hoc – Gloria Harrison, John Longville, Nickolas W. Zoumbos
- Board Goals Ad Hoc – John Longville, Joseph Williams, Donna Ferracone
- Budget Ad Hoc – Joseph Williams, Donna Ferracone, Gloria Harrison
- Student Success Ad Hoc – Joseph Williams, Donna Ferracone, John Longville
- Board Vacancy Ad Hoc – John Longville, Nickolas W. Zoumbos, Gloria Harrison
- SBCCD Board & Local K-12 Boards Issues – Dr. Donald L. Singer, Joseph Williams, Donna Ferracone

OVERVIEW

The Board developed Ad Hoc Committees to meet on an as needed basis until projects are complete or June 30, 2016, whichever comes first. The Ad Hoc committees will do the necessary research and provide recommendations to the full board in order to take appropriate action.

BOARD IMPERATIVE

I. Institutional Effectiveness

FINANCIAL IMPLICATIONS

None

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Bruce Baron, Chancellor
PREPARED BY: Stacey Nikac, Executive Assistant
DATE: December 10, 2015
SUBJECT: Consideration of Approval to Accept Board Policies for First Reading:

BP 2200 Board Duties & Responsibilities
BP 2210 Officers
BP 2220 Committees of the Board
BP 2305 Annual Organizational Meeting
BP 2410 Board Policies & Procedures

RECOMMENDATION

It is recommended that the Board of Trustees accept Board Policies for first reading.

OVERVIEW

The changes to these policies include requirements of the Education Code and current law.

The SBCCD is constantly reviewing its Board Policies and Administrative Procedures to ensure compliance with Title 5, California Education Code and current district/college needs.

ANALYSIS

The Board may adopt policies authorized by law or determined to be necessary for the efficient operation of the district.

The attached Board Policies have been modified and or reviewed and have gone through the collegial consultation process.

BOARD IMPERATIVE

- I. Institutional Effectiveness
- II. Enhanced and Informed Governance and Leadership

FINANCIAL IMPLICATIONS

None.

San Bernardino Community College District
Board Policy
Chapter 2 – Board of Trustees

BP 2200 BOARD DUTIES AND RESPONSIBILITIES

(Replaces SBCCD BP 2000 and BP 2270)

The Board of Trustees governs on behalf of the citizens of the District in accordance with the authority granted and duties defined in Education Code Section 70902.

The Board is committed to fulfilling its responsibilities to:

- Represent the public interest
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
- Select, hire, and evaluate the Chancellor
- Delegate power and authority to the Chancellor to effectively lead the District
- Assure fiscal health and stability
- Monitor institutional performance and educational quality
- Advocate and protect the District

The Board is committed to excellence and effectiveness in all the operations and entities that comprise the District. It is committed to student access, retention and success and to prudent management of all the District's resources. The Board strives for and expects informed and excellent governance and leadership from themselves and from all the key leaders of the District.

To that end, the Board has established four Board Imperatives:

I. Institutional Effectiveness

II. Learning Centered Institution for Student Access, Retention, and Success

III. Resource Management for Efficiency, Effectiveness, and Excellence

IV. Enhanced and Informed Governance and Leadership

The Board directs the Chancellor to ensure that each entity of the District develops and meets goals to ensure that the Board's Imperatives are met.

44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86

In addition, the Board of Trustees is committed to fulfilling the following duties and responsibilities:

A. General

1. Select the Chancellor of the District.
2. Approve the college calendar and determine which holidays to observe and on what days to observe them within the framework of providing the necessary number of days of instruction to qualify for state apportionment. The calendar shall be established after consultation with the District constituencies.
3. Consider communications and requests from citizens or organizations on matters of administration and policy.
4. Provide auxiliary services necessary to achieve the purposes of the community college.
5. Approve and provide such classes, programs and facilities under the provisions of the Community Service Act and the Civic Center Act as deemed appropriate.
6. Notify the Board President or Chancellor when a member shall be absent from a Board meeting. Such notification shall be given as far in advance of the meeting as possible.
7. Evaluate annually, in writing, the Chancellor's performance using selected evaluation instruments.
8. Evaluate annually, in writing, the Board of Trustees performance using selected evaluation instruments.

B. Business

1. Establish policies and approve long-range master plans for facilities, and submit such plans to the Board of Governors for review and approval.
2. Determine and control the District budget and present the budget to County authorities.
3. Consider reports of the financial condition of the District.

- 87 4. Provide for periodic audit of funds of the District as provided by law, including
88 those of student organizations, food services, bookstores, and others handled
89 under the supervision of the District.
90
91 5. Authorize expenditures of funds and approve payment for authorized
92 purchases.
93
94 6. Manage and control District property.
95
96 7. Contract for the procurement of such goods and services as authorized by
97 law.
98
99 8. Receive and administer gifts, grants, and scholarships.

100
101 **C. Educational**

- 102
103 1. Establish policies for, and approve, current and long-range educational plans
104 and programs, and promote orderly growth and development of the colleges
105 within the District.
106
107 2. Establish academic standards, probation and dismissal and readmission
108 policies, and graduation requirements not inconsistent with the minimum
109 standards adopted by the Board of Governors.
110
111 3. Approve courses, programs of instruction, and certificate and graduation
112 requirements.
113
114 4. Establish ad hoc citizen advisory committees and curricular or career and
115 technical advisory committees, and appoint, upon the recommendation of the
116 Chancellor, the members of such committees.

117
118 **D. Personnel**

- 119
120 1. Employ and assign all personnel.
121
122 2. Establish employment practices, salaries, and benefits for all employees.
123
124 3. Serve as a Board of final appeal for employees and the public.
125
126 4. Act upon the recommendations of the Chancellor pertaining to the
127 appointment or dismissal of District employees.
128

129 **E. Students**

- 130
131 1. Establish such student fees as authorized by law.
132

- 133 2. Establish rules and regulations governing student conduct.
 134
 135 3. Serve as a final appeal for complaints regarding administrative actions
 136 against students, employees, and citizens of the District. The Board shall
 137 serve in its appellate role for students, employees, and citizens only after a
 138 decision on the matter in contention has been made by administrative action
 139 and then upon the basis of a request for reconsideration of the matter to the
 140 Board. Appeals on grievances and discipline matters of bargaining unit
 141 members will be handled in accordance with the Collective Bargaining
 142 Agreements.

143 **References:** ACCJC Accreditation Standard IV (formerly IV.B.1.d);
 144 Education Code Section 70902
 145
 146

Adopted: 1/11/01 (BP 2000); 11/6/08 (BP 2270)

Revised: 4/8/04, 7/10/14, 12/11/14

Reviewed: 12/10/15

147

148

COMMENTS

149

BP or AP #	Representative group	COMMENT	RESPONSE
BP 2200	Board Policy Ad Hoc Committee 8/14/15	Reviewed-no changes.	11/3/15 – District Assembly Agreed
BP 2200	11/13/15 - Allen	No comments	

150

151

San Bernardino Community College District
Board Policy
Chapter 2 – Board of Trustees

BP 2210 OFFICERS

(Replaces current SBCCD BP 2100)

At the annual organizational meeting (See BP 2305 titled Annual Organizational Meeting), the Board of Trustees shall elect officers from among its members. The terms of officers shall be for one year, beginning the following January 1 through December 31.

Duties of the President of the Board:

1. Preside over all meetings of the Board;
2. Call emergency and special meetings of the Board as required by law;
3. Consult with the Chancellor on the Board meeting agendas;
4. Communicate with individual Board members about their responsibilities;
5. Participate in the orientation process for new Board members as outlined in the Board Orientation Handbook; The President is ultimately responsible for the orientation process of new board members and student trustees.
6. Assure Board compliance with policies on Board education, Board self-evaluation, and evaluation of the Chancellor;
7. Represent the Board at official events or ensure Board representation.

—The Board President may contact District legal counsel regarding business of the District as ~~he/she deems~~ necessary and the Board President will provide a report to the Board and Chancellor. ~~regarding the topic of the call and the associated costs.~~

8.

8.9. The President has the right to vote on all issues and to participate in the discussions. (Note: This is an exception to Robert's Rules of Order.)

43 10. The Board President shall establish ad hoc committees to comply with Board
44 Policies and deadlines.

45
46 11. When applicable, the Board President will orient the incoming Board President in
47 duties and responsibilities.

48
49 9.12. The Board President will attend a New Board Chair Workshop hosted by
50 the California Community College League in January.

51
52
53 **Duties of the Vice President of the Board:**

- 54
55 1. To perform in the absence of the President, all the duties of the President;
56
57 2. To attest the signature of the President or other members of the Board on
58 contracts, agreements, deeds, leases, and other legal documents not delegated
59 to the Chancellor or other officers of the District;
60
61 3. To attest to the signature of the President or other members of the Board on all
62 other documents of the District when the attestation is a legal requirement.

63
64 **Duties of the Clerk of the Board:**

- 65
66 1. To perform in the absence of the President, or the Vice President all the duties of
67 the President;
68
69 2. To attest the signature of the President or other members of the Board on
70 contracts, agreements, deeds, leases, and other legal documents not delegated
71 to the Chancellor or other officers of the District;
72
73 3. To attest to the signature of the President or other members of the Board on all
74 other documents of the District when the attestation is a legal requirement;
75
76 4. To certify copies of records of the District as required.

77 4.5. Monitor calendar deadlines pertinent to the Board and report them to the
78 Board President and the Board.

79
80 **Board Secretary**

81
82 The Chancellor of the District shall serve as the Secretary to the Board.

83
84 **Duties of the Secretary to the Board:**

- 85
86 1. Notify members of the Board of regular, special, emergency, and adjourned
87 meetings;
88

- 89 2. Prepare and post the Board meeting agendas;
- 90
- 91 3. Have prepared for adoption minutes of the Board meetings;
- 92
- 93 4. Attend all Board meetings and closed sessions unless excused, and in such
- 94 cases to assign a designee;
- 95
- 96 5. Conduct the official correspondence of the Board;
- 97
- 98 6. Certify as legally required all Board actions;
- 99
- 100 7. Sign, when authorized by law or by Board action, any documents that would
- 101 otherwise require the signature of the Secretary or the Clerk of the Board.
- 102

103 The Board does not have an official system of rotation or officers; it elects the officers
 104 each year from among all its members.

105
 106 **Reference:** Education Code Section 72000

107

Adopted: 6/11/09
Revised: 4/9/15

108
 109
 110
 111

COMMENTS

BP or AP #	Representative group	COMMENT	RESPONSE
BP 2210 Officers of the Board	Board Handbook committee – 5/7/15	<p>Line 26 – change to: Ultimately responsible for the orientation process of new board members and student trustees.</p> <p>Line 36 – make this sentence #9 The President has the right to vote on all issues and to participate in the discussions.</p>	<p>8/14/15 – Board Policy Work Group Agreed.</p> <p>8/14/15 – Board Policy Work Group Agreed.</p> <p>8/14/15 – Board Policy Work Group added to line 14 <u>“beginning the following January 1 through December 31”</u> Added to line 27-29 <u>as outlined in the Board Orientation Handbook and “The President is ultimately responsible for the orientation process of new board members and student trustees.”</u> Strike 36-39 “The Board President may</p>

BP or AP #	Representative group	COMMENT	RESPONSE
			<p>contact District legal counsel regarding business of the District as he/she deems necessary and the Board President will provide a report to the Board and Chancellor regarding the topic of the call and the associated costs.</p> <p>Added 47-51 <u>“When applicable, the Board President will orient the incoming Board President in duties and responsibilities.</u></p> <p><u>The Board President will attend a New Board Chair Workshop in January.”</u></p> <p><u>Add line 79-80 #5 Monitor calendar deadlines pertinent to the Board and report them to the Board President and the Board.</u></p> <p><u>11/4/15 – District Assembly suggested adding language to line 49-50 item #12: hosted by the California Community College League</u></p>

112

113

San Bernardino Community College District
Board Policy
Chapter 2 – Board of Trustees

BP 2220 COMMITTEES OF THE BOARD

(Replaces current SBCCD BP 2220)

The Board may, by action, establish committees that it determines are necessary to assist the Board in its responsibilities. Any committee established by Board action shall comply with the requirements of the California Public Meetings Act (Brown Act) and with these policies regarding open meetings.

Board committees that are composed solely of less than a quorum of members of the Board that are advisory are not required to comply with the Brown Act, or with these policies regarding open meetings, unless they are standing committees.

Board committees that are only advisory have no authority or power to act on behalf of the Board. Findings or recommendations shall be reported to the Board for consideration.

[Standing committees of the Board can be found on the Board of Trustees page of the District Website \[http://www.sbccd.org/Board_of_Trustees\]\(http://www.sbccd.org/Board_of_Trustees\)](http://www.sbccd.org/Board_of_Trustees)

Reference: Government Code Section 54952

Adopted: 1/11/01

Revised: 4/8/04, 4/9/15

Reviewed: 8/14/15

32

COMMENTS

33

BP or AP #	Representative group	COMMENT	RESPONSE
BP 2220 Committees of the Board	Board Policy Work Group – 8/14/15	List standing committees of the Board as determined by the Board at the Retreat.	<u>11/3/15 – District Assembly suggested listing standing committees on the website so changes can be made easily without having to go through the approval process.</u>
<u>BP 2220</u>	<u>11/13/15 - Allen</u>	<u>No comments</u>	

34

35

San Bernardino Community College District
Board Policy
Chapter 2 – Board of Trustees

BP 2305 ANNUAL ORGANIZATIONAL MEETING

(Replaces current SBCCD BP 2100)

The Board shall hold an annual organizational meeting on a day within fifteen calendar days of the last Friday in November

The purpose of the annual organizational meeting is to elect a president, vice president, and a clerk, and conduct any other business as required by law or determined by the Board.

Reference: Education Code Section 72000(c)(2)(A)

Adopted: 6/11/09

Revised: 4/9/15

Reviewed: 12/10/15

COMMENTS

BP or AP #	Representative group	COMMENT	RESPONSE
BP 2305 Annual Organizational Meeting	Board Policy Work Group – 8/14/15	No change	11/3/15 District Assembly agreed

San Bernardino Community College District
Board Policy
Chapter 2 – Board of Trustees

BP 2410 BOARD POLICIES AND ADMINISTRATIVE PROCEDURES

(Replaces SBCCD BP 2045)

The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to District activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to or amended at any regular Board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended. The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission.

Administrative procedures are to be issued by the Chancellor as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Chancellor through regular consultation processes and/or as required by revisions to laws and regulations. Administrative procedures are forwarded to the Board of Trustees as information items only and do not require a Board vote.

~~At the July Regular Board of Trustees Meeting, the Chancellor shall present each member of the Board with copies of any revisions of administrative procedures since the last time they were provided.~~

Board policies and administrative procedures are to be reviewed on a six-year cycle per the schedule specified in AP 2410.

Board policies and administrative procedures shall be readily available on the District's website.

Reference: Education Code Section 70902;

44 ACCJC Accreditation Standards IV.C.7, IV.D.4, I.B.7, and I.C.5 (formerly
45 IV.B.1.b & e)

Adopted: 10/14/10

Revised: 7/10/14; 12/11/14

46

47
48

COMMENTS

BP or AP #	Representative group	COMMENT	RESPONSE
BP2410	District Assembly/ ACCJC Task Force Sub-Committees - 6/4/15	End of line 30. ADD: Administrative procedures are forwarded to the Board of Trustees as information items only and do not require a Board vote.	Board Policy Work Group 8/14/15 – agreed with changes 9/1/15 DA approved recommendations
		Delete lines 32 through 34	9/1/15 DA approved recommendations
		Add new paragraph after paragraph ending on line 30. ADD: Board policies and administrative procedures are to be review on a six year cycle per the schedule specified in AP2410	9/1/15 DA approved recommendations

49
50

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Fiscal Services
PREPARED BY: Lawrence P. Strong, Interim Director of Fiscal Services
DATE: December 10, 2015
SUBJECT: Consideration of Approval of Vacation Payout

RECOMMENDATION

It is recommended that the Board of Trustees approve the payout of earned vacation as indicated below.

OVERVIEW

Payout of vacation for district administrative personnel requires approval from its Board of Trustees.

ANALYSIS

Name	Job Title	Number of Hours/Days	Rate	Total Payout
Bonnie Cruz	Secretary II Cal Works Development	250.00 hours	\$ 22.37	\$ 5,592.50
April Dale-Carter	Director of Admission & Records	20.63 days	\$ 342.13	\$ 7,058.14
Lazarus Mascarenhas	Sr. Technology Support Specialist	500.00 hours	\$ 37.49	\$ 18,745.00
Treesa Oliver	Sr. Student Services Technician EOPS/Care	175.00 hours	\$ 25.32	\$ 4,431.00

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

This expense will be funded by the general fund.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Erika Almaraz, Interim Director of Internal Audits
DATE: December 10, 2015
SUBJECT: Consideration of Approval to Accept Independent Audit Report of the San Bernardino Community College District for 2014-15

RECOMMENDATION

It is recommended that the Board of Trustees accept the 2014-15 independent audit report of the San Bernardino Community College District.

OVERVIEW

Vavrinek, Trine, Day & Company has conducted the yearly districtwide independent audit for the period ending June 30, 2015.

ANALYSIS

Each year the District undergoes an independent audit, after which the auditing firm compiles a written report detailing its financial statements.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

This board item has no financial implications.



To the Board of Trustees and Management
San Bernardino Community College District
San Bernardino, California

In planning and performing our audit of the financial statements of San Bernardino Community College District (the District) as of and for the year ended June 30, 2015, in accordance with auditing standards generally accepted in the United States of America, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected, on a timely basis.

A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the following deficiencies in the District's internal control to be control deficiencies:

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT AND KVCR EDUCATIONAL FOUNDATION, INC. MASTER OPERATING AGREEMENT

Observation

There is a master agreement by and between the District and KVCR Educational Foundation, Inc. (the Foundation) that is dated 2000. However, neither the District's copy nor the Foundation's copy was signed. The Foundation's function is to raise and/or receive gifts, property, and funds to be used for the benefit of the District's television and radio station known as KVCR TV and FM. In turn, the Foundation shall reimburse the District, at such times as the District shall reasonably determine, for expenditures incurred by the District. Due to the changeover in management with both the Foundation and the District, it is important that this agreement be reviewed and updated as needed as to the oversight, monitoring, and reporting responsibilities between the two organizations.

Recommendation

It is recommended that the District and the Foundation review the master agreement at least every three years and update it as needed so both the District and the Foundation are aware of the responsibilities of each organization.

Management Response

The Foundation's bylaws were approved by the Board at the September 2015 Board meeting. Currently, the Foundation is in the process of reviewing and updating its master agreement with the District to ensure both entities are aware of their respective responsibilities.

DISTRICT CREDIT CARD POLICIES

Observation

The District maintains a purchasing credit card program known as the CalCard which is issued to individuals throughout the District. Written purchasing guidelines and approved uses for the card are provided to all employees through the SBCCD Card Holder Agreement. During the year, the District discovered inappropriate and fraudulent usage by one individual that continues to be investigated. As a result, we expanded our testing related to the credit cards and noted the review and oversight of the usage had not been consistently maintained during the year. Additionally, it was noted that the master statement of these credit cards had not been paid in full each month as some employees took up to six months to provide the supporting documentation. As a result, the District incurred late fees and interest charges on the open account balance.

Recommendation

The District's detailed internal review should continue with recommendations to ensure the CalCard credit card usage is in line with District policies and procedures. The procedures surrounding the payment of the monthly credit card statement should be reviewed with a more efficient and effective payment system that will reduce and eliminate the potential finance charges from accruing.

Management Response

The District will complete its internal review with recommendations to ensure the CalCard credit card usage is in line with District policies and procedures. Further, the process of paying credit card statements will be reviewed, and a more efficient and effective payment process will be implemented in order to eliminate potential finance charges from accruing.

BURSAR'S OFFICE CASH COLLECTIONS

Observation

It is the policy of the Bursar's Office to deposit funds received into the Brink's safe on a daily basis. Our testing at the Crafton Hills College Bursar's Office noted four instances during our test month of September 2014 where the deposits were made between five and seven days after collection. During the same test month at the San Bernardino Valley College Bursar's Office, there were eight instances where the deposit to the safe was delayed between one and three days. This also delayed the deposit to the bank.

It is also the current policy to have all receipts counted and reviewed by two different individuals to ensure accuracy and completeness of the deposit. At both Crafton Hills College and San Bernardino Valley College, there were instances where only one individual had documented the count and review of the daily deposit.

Recommendation

The internal policies and procedures provide for the safekeeping and accuracy of the deposits collected at the Bursars' Offices. Our recommendation is that all staff follow the established policies regarding the deposit of funds and the counting and review of daily cash receipts.

Management Response

Management will review proper cash handling policies and procedures with the Bursar's staff at both colleges. An emphasis will be placed on policies regarding the deposit of funds and the counting and review of daily cash receipts.

CRAFTON HILLS CAFETERIA CASH COLLECTIONS

Observation

Sound accounting controls over cash recommend depositing daily receipts as soon as possible to the bank to ensure safekeeping. During the test months of October, November, and December, deposits were held on site for over two weeks before deposit to the bank, and in two instances, the deposit to the bank was made 20 days after receipt.

Recommendation

All cash received through the Cafeteria should be deposited at least weekly so that no monies remain at the site over a weekend. A written procedure to ensure all staff know and follow this essential control should be written and provided to Cafeteria personnel.

Management Response

Management will review proper cash handling policies and procedures with the Cafeteria personnel. An emphasis will be placed on policies regarding the deposit of funds.

EMPLOYEE PERSONNEL FILES

Observation

In testing the Academic employee files to determine current status and educational transcripts to support the teaching position, we were unable to obtain the file for several employees. These employees had been long-time employees of the District, but had left employment for over three semesters. During this time, the employee personnel files were sent to storage, but not retrieved prior to the rehiring which resulted in the prior documentation not being included in the current files.

Recommendation

All pertinent information related to employment history should be retrieved and included in the current employee personnel files for those individuals rehired by the District. This will ensure all proper credentials are part of the employee's personnel history.

Management Response

Going forward, all pertinent information related to employment history will be retrieved and retained in the current employment personnel file for those individuals rehired by the District. Further, management will consider the option of retaining documentation electronically.

CAFETERIA OPERATIONS

Observation

Over the past several years, the Cafeteria fund, which records the activity for both Crafton Hills College and Valley College Cafeterias, has not been able to generate sufficient revenues to cover expenses. While the District developed a multi-year plan to increase Cafeteria revenues, the fund ended the year in a deficit balance. Additionally, the Cafeteria fund owes the General Fund approximately \$430,000 for past salaries and benefits paid to Cafeteria staff.

Recommendation

The revenues and expenses of the Cafeteria fund should be closely monitored to ensure the operating plan is followed and the fund is able to be self supporting. The balance owing to the General Fund should be reviewed on a regular basis to ensure it is paid back as cash becomes available within the fund.

Management Response

Following the prior year audit, management developed a plan for the continuing operation of the Cafeteria fund to reduce overhead costs and improve overall profitability. The plan included process consolidation and relocation of the cafeteria to the new student center building which is expected to attract more student and staff traffic. As the new student center building is scheduled to open in January 2016, implementation of the plan to improve overall profitability remains in progress. Going forward, management's plan will also include a review of the fund against the budget on a regular basis, and an appropriate reduction of program expenses if actual revenues fall short of budgeted revenues.

BOOKSTORE ACCOUNTS RECEIVABLE RECONCILIATIONS

Observation

The Bookstore had an outstanding accounts receivable balance of \$414,911 as of June 30, 2015. The analysis of the transactions making up this balance showed approximately \$220,000 was outstanding over 90 days, and many transactions related to the 2010 and prior fiscal years. Many of the outstanding balances related to prior year grants such as WIA, TANF, EOPS, and the Associated Students. We were unable to determine if these balances will be collectable, and the Bookstore had not prepared an analysis of an allowance for doubtful accounts.

Recommendation

A detailed analysis of all balances owing beyond 90 days should be performed immediately, and any amounts that are deemed to be uncollectable should be written off in the current year. This procedure should take place every quarter to ensure outstanding balances do not roll forward and if the ability to collect the amount owed is lost.

To the Board of Trustees and Management
San Bernardino Community College District
Page 5 of 5

Management Response

Management will perform a detailed analysis of all accounts receivables outstanding beyond 90 days, and any amounts that are deemed to be uncollectable will be written off. Going forward, management will review outstanding balances for collectability on a regular basis.

We appreciate the time and assistance provided to our auditors during the course of the audit. This communication is intended solely for the use of the Board of Trustees, as well as management of San Bernardino Community College District and the College Business Offices, and is not intended to be and should not be used by anyone other than these specified parties. We will be happy to discuss these recommendations with you in more detail and provide assistance with the implementation of the recommendations.

Varrick, Irine, Day & Co. LLP

Rancho Cucamonga, California
November 20, 2015



SAN BERNARDINO
COMMUNITY COLLEGE
DISTRICT

ANNUAL FINANCIAL REPORT

JUNE 30, 2015

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TABLE OF CONTENTS JUNE 30, 2015

FINANCIAL SECTION

Independent Auditor's Report	2
Management's Discussion and Analysis	5
Basic Financial Statements - Primary Government	
Statement of Net Position	12
Statement of Revenues, Expenses, and Changes in Net Position	14
Statement of Cash Flows	15
Fiduciary Funds	
Statement of Net Position	17
Statement of Changes in Net Position	18
Notes to Financial Statements	19

REQUIRED SUPPLEMENTARY INFORMATION

Schedule of Other Postemployment Benefits (OPEB) Funding Progress	64
Schedule of the District's Proportionate Share of the Net Pension Liability	65
Schedule of District Contributions	66

SUPPLEMENTARY INFORMATION

District Organization	68
Schedule of Expenditures of Federal Awards	69
Schedule of Expenditures of State Awards	71
Schedule of Workload Measures for State General Apportionment Annual (Actual) Attendance	73
Reconciliation of <i>Education Code</i> Section 84362 (50 Percent Law) Calculation	74
Reconciliation of Annual Financial and Budget Report (CCFS-311) With Fund Financial Statements	77
Proposition 30 Education Protection Act (EPA) Expenditure Report	78
Reconciliation of Governmental Funds to the Statement of Net Position	79
Note to Supplementary Information	80

INDEPENDENT AUDITOR'S REPORTS

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With <i>Government Auditing Standards</i>	83
Report on Compliance for Each Major Program and Report on Internal Control Over Compliance Required by OMB Circular A-133	85
Report on State Compliance	88

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Summary of Auditor's Results	91
Financial Statement Findings and Recommendations	92
Federal Awards Findings and Questioned Costs	94
State Awards Findings and Questioned Costs	96
Summary Schedule of Prior Audit Findings	98

FINANCIAL SECTION



INDEPENDENT AUDITOR'S REPORT

Board of Trustees
San Bernardino Community College District
San Bernardino, California

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities of San Bernardino Community College District (the District) as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the Table of Contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatements, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate remaining fund information of the District as of June 30, 2015, and the respective changes in financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter - Change in Accounting Principles

As discussed in Note 2 and Note 15 to the financial statements, in 2015, the District adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 68, *Accounting and Financial Reporting for Pensions*. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require the Management's Discussion and Analysis on pages 5 through 11, the Schedule of Other Postemployment Benefits (OPEB) Funding Progress on page 64, the Schedule of the District's Proportionate Share of the Net Pension Liability on page 65, and the Schedule of District Contributions on page 66 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying supplementary information listed in the Table of Contents, including the Schedule of Expenditures of Federal Awards, as required by (U.S. Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*), is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The accompanying supplementary information, including the Schedule of Expenditures of Federal Awards, is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 20, 2015, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Warrick Fine, Day & Co. LLP

Rancho Cucamonga, California
November 20, 2015

USING THIS ANNUAL REPORT

The purpose of this annual report is to provide readers with information about the activities programs and financial condition of San Bernardino Community College District (the District) as of June 30, 2015. The report consists of three basic financial statements: the Statement of Financial Position, Statement of Revenues, Expenses, and Changes in Net Position, and Statement of Cash Flows and provides information about the District as a whole. This section of the annual financial report presents our discussion and analysis of the District's financial performance during the fiscal year that ended on June 30, 2015. Please read it in conjunction with the District's financial statements, which immediately follow this section. Responsibility for the completeness and accuracy of this information rests with the District management.

OVERVIEW OF THE FINANCIAL STATEMENTS

San Bernardino Community College District's financial statements are presented in accordance with Governmental Accounting Standards Board Statements No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments* and No. 35, *Basic Financial Statements - and Management Discussion and Analysis - for Public College and Universities*. These statements allow for the presentation of financial activity and results of operations which focuses on the District as a whole. The entity-wide financial statements present the overall results of operations whereby all of the District's activities are consolidated into one total versus the traditional presentation by fund type. The focus of the Statement of Net Position is designed to be similar to the bottom line results of the District. This statement combines and consolidates current financial resources with capital assets and long-term obligations. The Statement of Revenues, Expenses, and Changes in Net Position focuses on the costs of the District's operational activities with revenues and expenses categorized as operating and nonoperating, and expenses are reported by natural classification. The Statement of Cash Flows provides an analysis of the sources and uses of cash within the operations of the District.

The California Community Colleges Chancellor's Office has recommended that all State community colleges follow the Business-Type Activity (BTA) model for financial statement reporting purposes.

FINANCIAL HIGHLIGHTS

- The District's primary funding source is apportionment received from the State of California. The District's apportionment amount is determined by the number and size of colleges in the District and the number of Full-Time Equivalent Students (FTES). In fiscal year 2014-2015, the District continued to increase access to classes and restored 97 percent of the fiscal year 2010-2011 student enrollment. The District FTES for the year ended June 30, 2015, increased 2.2 percent over the prior year as noted below and plans to return to previous enrollment levels within the next two years.

	Year Ended June 30		
	2015	2014	Change
San Bernardino Valley College	10,117	9,902	2.2%
Crafton Hills College	4,600	4,499	2.2%
San Bernardino Community College District	14,717	14,401	2.2%

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2015

- During the year ended June 30, 2015, the District endeavored to fill various vacant employee positions across the District and improved staffing levels by 6.3 percent over the prior year as noted below.

	Year Ended June 30		
	2015	2014	Change
Administrators	92	84	9.5%
Faculty	243	220	10.5%
Classified	403	390	3.3%
Total	738	694	6.3%

- The District continues to monitor compliance with the 50 percent law, which requires that at least 50 percent of the current expense of education be spent on instructional salaries. At year ended June 30, 2015, the District had a rate of 50.23 percent.

Statement of Net Position

The Statement of Net Position presents the assets, liabilities, and net position of the District as of the end of the fiscal year and is prepared using the accrual basis of accounting, which is similar to the accounting method used by most private-sector organizations. The Statement of Net Position is a point-of-time financial statement whose purpose is to present to the readers a fiscal snapshot of the District. The Statement of Net Position primarily presents end-of-year data concerning assets (current and noncurrent), liabilities (current and noncurrent), and net position (assets plus deferred outflows of resources minus liabilities).

From the data presented, readers of the Statement of Net Position are able to determine the assets available to continue the operations of the District. Readers are also able to determine how much the District owes vendors and employees. Finally, the Statement of Net Position provides a picture of the assets and their availability for expenditure by the District.

The difference between the sum of total assets plus deferred outflows of resources and total liabilities (net position) is one indicator of the current financial condition of the District; another indicator is the change in net position which shows whether the overall financial condition has improved or worsened during the year. Assets and liabilities are generally measured using current values. One notable exception is capital assets, which are stated at historical cost less an allocation for depreciation expense.

The Net Position is divided into three major categories. The first category, net investment in capital assets, provides the equity amount in property, plant, and equipment owned by the District. The second category is expendable restricted assets; these assets are available for expenditure by the District, but must be spent for purposes as determined by external entities and/or donors that have placed time or purpose restrictions on the use of the assets. The final category is unrestricted net position that is available to the District for any lawful purpose of the District.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2015**

The Statement of Net Position as of June 30, 2015 and June 30, 2014, is summarized below.

(Amounts in thousands)

	<u>2015</u>	<u>2014*</u> (as restated)
ASSETS		
Current Assets		
Cash and investments	\$ 184,718	\$ 243,216
Accounts receivable (net)	6,740	12,952
Other current assets	1,331	1,157
Total Current Assets	<u>192,789</u>	<u>257,325</u>
Net OPEB Assets	4,234	4,605
Capital Assets (net)	470,098	410,041
Total Assets	<u>667,121</u>	<u>671,971</u>
DEFERRED OUTFLOWS OF RESOURCES		
Deferred charge on refunding	23,612	34,947
Current year pension contribution	5,893	4,672
Total Deferred Outflows of Resources	<u>29,505</u>	<u>39,619</u>
LIABILITIES		
Current Liabilities		
Accounts payable and accrued liabilities	36,357	33,152
Current portion of long-term debt	7,502	6,782
Total Current Liabilities	<u>43,859</u>	<u>39,934</u>
Long-Term Obligations	565,803	582,241
Total Liabilities	<u>609,662</u>	<u>622,175</u>
DEFERRED INFLOWS OF RESOURCES		
Difference between projected and actual earnings on pension plan investments	16,600	-
NET POSITION		
Net investment in capital assets	54,980	64,893
Restricted	40,132	41,511
Unrestricted	(24,748)	(16,989)
Total Net Position	<u>70,364</u>	<u>89,415</u>
Total Liabilities and Net Position	<u>\$ 680,026</u>	<u>\$ 711,590</u>

*As restated. See Note 15 for more information.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2015

Statement of Revenues, Expenses, and Changes in Net Position

Changes in total net position are presented in the Statement of Revenues, Expenses, and Changes in Net Position. The purpose of this statement is to present the operating and nonoperating revenues earned, whether received or not by the District; the operating and nonoperating expense incurred, whether paid or not by the District; and any other revenues, expenses, gains and/or losses earned or incurred by the District. Thus, this statement presents the District's results of operations.

Generally, operating revenues are earned for providing goods and services to the various customers and constituencies of the District. Operating expenses are those expenses incurred to acquire or produce the goods and services provided in return for the operating revenues and to fulfill the mission of the District. Nonoperating revenues are those received or pledged for which goods and services are not provided; for example, State appropriations are nonoperating because they are provided by the legislature to the District without the legislature directly receiving commensurate goods and services for those revenues.

The Statement of Revenues, Expenses, and Changes in Net Position for the years ended June 30, 2015 and June 30, 2014, is summarized below.

(Amounts in thousands)

	2015	2014
Operating Revenues		
Tuition and fees	\$ 6,545	\$ 6,222
Auxiliary sales and charges	4,549	4,316
Total Operating Revenues	<u>11,094</u>	<u>10,538</u>
Operating Expenses		
Salaries and benefits	86,009	77,392
Supplies and maintenance	27,832	26,856
Student financial aid	27,425	27,397
Depreciation	15,159	15,311
Total Operating Expenses	<u>156,425</u>	<u>146,956</u>
Loss on Operations	<u>(145,331)</u>	<u>(136,418)</u>
Nonoperating Revenues		
State apportionments	55,259	45,922
Property taxes	42,590	43,944
Grants and contracts	46,550	41,560
State revenues	4,338	3,031
Net interest expense	(31,180)	(30,059)
Other nonoperating revenues	7,054	9,207
Total Nonoperating Revenue	<u>124,611</u>	<u>113,605</u>
Other Revenues		
State and local capital income	<u>1,670</u>	<u>1,958</u>
Net Change in Net Position	<u>\$ (19,050)</u>	<u>\$ (20,855)</u>

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2015**

In accordance with requirements set forth by the California Community Colleges Chancellor's Office, the District reports operating expenses by object code. Operating expenses by functional classification are as follows:

Year ended June 30, 2015:

	Salaries	Employee Benefits	Supplies, Material, and Other Expenses and Services	Equipment, Maintenance, and Repairs	Student Financial Aid	Depreciation	Total
Instructional activities	\$ 32,117	\$ 6,803	\$ 1,427	\$ 507	\$ -	\$ -	\$ 40,854
Academic support	4,407	1,609	302	106	-	-	6,424
Student services	8,239	2,343	1,123	132	-	-	11,837
Plant operations and maintenance	3,036	1,525	2,381	207	-	-	7,149
Instructional support services	9,651	5,383	9,828	1,632	-	-	26,494
Community services and economic development	2,506	868	1,942	33	-	-	5,349
Ancillary services and auxiliary operations	5,324	2,055	6,590	75	-	-	14,044
Student aid	-	-	-	-	27,425	-	27,425
Physical property and related acquisitions	107	36	1,351	196	-	-	1,690
Unallocated depreciation	-	-	-	-	-	15,159	15,159
Total	\$ 65,387	\$ 20,622	\$ 24,944	\$ 2,888	\$ 27,425	\$ 15,159	\$ 156,425

Statement of Cash Flows

The Statement of Cash Flows provides information about cash receipts and cash payments during the fiscal year. This statement also helps users assess the District's ability to generate positive cash flows, meet obligations as they come due, and the need for external financing.

The Statement of Cash Flows reports cash provided by or used in the following activities:

- Operating - consists of cash receipts from enrollment fees, grants and contracts, and cash payments for salaries, benefits, supplies, utilities, and other items related to the instructional program.
- Noncapital financing - primarily State apportionment and property taxes.
- Capital financing - purchase of capital assets (land, buildings, and equipment) and bond interest payments and receipts from Federal and State grants for capital purposes, as well as property tax revenue for bond repayments.
- Investing - consists of investment activities and earnings on those investments.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2015**

The Statement of Cash Flows for the years ended June 30, 2015 and June 30, 2014, is summarized below.

(Amounts in thousands)

	<u>2015</u>	<u>2014</u>
Cash Provided by (Used in)		
Operating activities	\$ (127,049)	\$ (129,203)
Noncapital financing activities	137,553	131,294
Capital financing activities	(69,298)	(25,865)
Investing activities	48,955	3,086
Net Decrease in Cash	<u>(9,839)</u>	<u>(20,688)</u>
Cash, Beginning of Year	99,773	120,461
Cash, End of Year	<u><u>\$ 89,934</u></u>	<u><u>\$ 99,773</u></u>

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

As of June 30, 2015, the District had \$582.5 million in capital assets, less \$112.4 million accumulated depreciation for net capital assets of \$470.1 million. The District continues to work on the facilities projects that are part of the \$450 million bond master plan. The District spent approximately \$75.3 million on capital assets during the year, the majority of which relate to bond proceeds. Depreciation charges during the year totaled \$15.2 million. Note 5 in the financial statements provides additional information on capital assets.

(Amounts in thousands)

	<u>Balance Beginning of Year</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance End of Year</u>
Land and construction in progress	\$ 71,496	\$ 73,375	\$ (34,375)	\$ 110,496
Buildings and improvements	411,385	34,831	-	446,216
Furniture and equipment	24,739	1,385	(332)	25,792
Subtotal	<u>507,620</u>	<u>109,591</u>	<u>(34,707)</u>	<u>582,504</u>
Accumulated depreciation	<u>(97,579)</u>	<u>(15,159)</u>	<u>332</u>	<u>(112,406)</u>
	<u><u>\$ 410,041</u></u>	<u><u>\$ 94,432</u></u>	<u><u>\$ (34,375)</u></u>	<u><u>\$ 470,098</u></u>

Obligations

As of June 30, 2015, the District had \$573.3 million in debt consisting of \$509.5 million from general obligation bonds, \$58.0 million from pension obligation, \$0.3 million from community service grant payable, \$2.6 million from compensated absences, and \$2.9 million claims liability.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

MANAGEMENT'S DISCUSSION AND ANALYSIS JUNE 30, 2015

Details including the type, interest rates, and maturities of the general obligation bonds are found in Note 9.

(Amounts in thousands)

	Balance Beginning of Year (as restated)	Additions	Deletions	Balance End of Year
General obligation bonds	\$ 509,665	\$ 8,536	\$ (8,663)	\$ 509,538
Compensated absences	2,304	283	-	2,587
Claims liability	2,920	-	-	2,920
Community service grant payable	-	328	-	328
Aggregate pension liability	74,134	-	(16,202)	57,932
Total Long-Term Debt	<u>\$ 589,023</u>	<u>\$ 9,147</u>	<u>\$ (24,865)</u>	<u>\$ 573,305</u>
Amount due within one year				<u>\$ 7,502</u>

ECONOMIC FACTORS AFFECTING THE FUTURE OF SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

The financial position of San Bernardino Community College District is closely tied to that of the State of California. The District receives over 75 percent of its combined general fund revenues through State apportionments and local property taxes. These two sources, along with allocations from the Education Protection Account, redevelopment allocations, and student paid enrollment fees, essentially make up the District's general apportionment, the main funding support for California community colleges.

Management continues to closely monitor the State budget information and operating costs of the District and will maintain a close watch over resources to ensure financial stability and retain reserve levels required by Board Policy and the State Chancellor's Office.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the Vice Chancellor, Business and Fiscal Services, at San Bernardino Community College District, 114 South Del Rosa Drive, San Bernardino, California 92408.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**STATEMENT OF NET POSITION - PRIMARY GOVERNMENT
JUNE 30, 2015**

ASSETS

Current Assets

Cash and cash equivalents	\$ 769,465
Investments	183,948,323
Accounts receivable, net	5,953,933
Student loans receivable, net	786,155
Due from fiduciary funds	75,582
Prepaid expenses	196,366
Inventories	1,057,621
Other current assets	1,750
Total Current Assets	<u>192,789,195</u>

Noncurrent Assets

Net OPEB assets	4,233,769
Nondepreciable capital assets	110,496,158
Depreciable capital assets, net of depreciation	359,601,942
Total Noncurrent Assets	<u>474,331,869</u>
TOTAL ASSETS	<u>667,121,064</u>

DEFERRED OUTFLOWS OF RESOURCES

Deferred charge on refunding	23,612,674
Current year pension contribution	5,892,825
Total Deferred Outflows of Resources	<u>29,505,499</u>

LIABILITIES

Current Liabilities

Accounts payable	22,951,654
Accrued interest payable	7,324,126
Due to fiduciary funds	230,630
Unearned revenue	5,850,330
Bonds payable - current portion	7,393,097
Community service grant payable - current portion	109,374
Total Current Liabilities	<u>43,859,211</u>

Noncurrent Liabilities

Compensated absences payable	2,587,344
Bonds payable - noncurrent portion	502,144,656
Claims liability	2,920,000
Community service grant payable - noncurrent portion	218,746
Aggregate net pension obligation	57,932,090
Total Noncurrent Liabilities	<u>565,802,836</u>
TOTAL LIABILITIES	<u>609,662,047</u>

DEFERRED INFLOWS OF RESOURCES

Difference between projected and actual earnings on pension plan investments	16,599,939
	<u>16,599,939</u>

The accompanying notes are an integral part of these financial statements.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

STATEMENT OF NET POSITION - PRIMARY GOVERNMENT, CONTINUED
JUNE 30, 2015

NET POSITION

Net investment in capital assets	\$ 54,979,644
Restricted for:	
Debt service	28,793,393
Capital projects	11,552,264
Unrestricted	<u>(24,960,724)</u>
TOTAL NET POSITION	<u>\$ 70,364,577</u>

The accompanying notes are an integral part of these financial statements.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**STATEMENT OF REVENUES, EXPENSES,
AND CHANGES IN NET POSITION - PRIMARY GOVERNMENT
FOR THE YEAR ENDED JUNE 30, 2015**

OPERATING REVENUES	
Student Tuition and Fees	\$ 19,990,165
Less: Scholarship discount and allowance	(13,445,022)
Net tuition and fees	<u>6,545,143</u>
Auxiliary Enterprise Sales and Charges	
Bookstore	3,845,397
Cafeteria	<u>703,490</u>
TOTAL OPERATING REVENUES	<u><u>11,094,030</u></u>
OPERATING EXPENSES	
Salaries	65,386,639
Employee benefits	20,622,531
Supplies, materials, and other operating expenses and services	24,944,383
Equipment, maintenance, and repairs	2,888,010
Student financial aid	27,424,651
Depreciation	<u>15,158,868</u>
TOTAL OPERATING EXPENSES	<u><u>156,425,082</u></u>
OPERATING LOSS	<u><u>(145,331,052)</u></u>
NONOPERATING REVENUES (EXPENSES)	
State apportionments, noncapital	55,259,312
Local property taxes, levied for general purposes	18,163,906
Taxes levied for other specific purposes	24,426,035
Federal grants	29,828,773
State grants	16,721,550
State taxes and other revenues	4,101,136
Investment income	236,526
Interest expense on capital related debt	(31,269,048)
Investment income on capital asset-related debt, net	88,153
Transfer to fiduciary fund	(60,800)
Other nonoperating revenue	<u>7,114,899</u>
TOTAL NONOPERATING REVENUES (EXPENSES)	<u><u>124,610,442</u></u>
LOSS BEFORE OTHER REVENUES	<u><u>(20,720,610)</u></u>
State revenues, capital	403,706
Local revenues, capital	<u>1,266,439</u>
TOTAL OTHER REVENUES	<u><u>1,670,145</u></u>
CHANGE IN NET POSITION	(19,050,465)
BEGINNING FUND BALANCE, AS RESTATED (See Note 15)	<u>89,415,042</u>
NET POSITION, END OF YEAR	<u><u>\$ 70,364,577</u></u>

The accompanying notes are an integral part of these financial statements.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**STATEMENT OF CASH FLOWS - PRIMARY GOVERNMENT
FOR THE YEAR ENDED JUNE 30, 2015**

CASH FLOWS FROM OPERATING ACTIVITIES	
Tuition and fees	\$ 6,554,444
Payments to or on behalf of employees	(87,904,705)
Payments to vendors for supplies and services	(22,823,436)
Payments to students for scholarships and grants	(27,424,651)
Auxiliary enterprise sales and charges	4,548,887
Net Cash Flows From Operating Activities	<u>(127,049,461)</u>
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES	
State apportionments	62,697,183
Grant and contracts	29,448,755
Property taxes	18,163,906
State taxes and other apportionments	21,159,572
Other nonoperating	6,083,767
Net Cash Flows From Noncapital Financing Activities	<u>137,553,183</u>
CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES	
Purchase of capital assets	(75,336,031)
State revenue, capital projects	403,706
Local revenue, capital projects	1,266,439
Property taxes - related to capital debt	24,426,035
Principal paid on capital debt	(8,663,165)
Interest paid on capital debt	(11,483,056)
Interest received on capital asset-related debt	88,153
Net Cash Flows From Capital Financing Activities	<u>(69,297,919)</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Sale of investments	48,659,274
Interest received from investments	295,509
Net Cash Flows From Investing Activities	<u>48,954,783</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	(9,839,414)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>99,773,032</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 89,933,618</u></u>

The accompanying notes are an integral part of these financial statements.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**STATEMENT OF CASH FLOWS - PRIMARY GOVERNMENT, Continued
FOR THE YEAR ENDED JUNE 30, 2015**

**RECONCILIATION OF NET OPERATING LOSS TO NET CASH
FLOWS FROM OPERATING ACTIVITIES**

Operating Loss	<u>\$ (145,331,052)</u>
Adjustments to Reconcile Operating Loss to Net Cash Flows From Operating Activities	
Depreciation expense	15,158,868
Changes in Assets, Liabilities, Deferred Inflows and Deferred Outflows of Resources:	
Receivables	9,301
Inventories	(46,604)
Prepaid expenses	(59,933)
Accounts payable and accrued liabilities	2,601,960
Unearned revenue	458,946
Current year pension contribution	(1,220,942)
Compensated absences	282,682
Community service grant payable	328,120
Net OPEB assets	371,332
Difference between projected and actual earnings on pension plan investments	16,599,939
Aggregate net pension obligation	<u>(16,202,078)</u>
Total Adjustments	<u>18,281,591</u>
Net Cash Flows From Operating Activities	<u><u>\$ (127,049,461)</u></u>

CASH AND CASH EQUIVALENTS CONSIST OF THE FOLLOWING:

Cash in banks	\$ 769,465
Cash in county treasury	89,164,153
Total Cash and Cash Equivalents	<u><u>\$ 89,933,618</u></u>

NONCASH TRANSACTIONS

On behalf payments for benefits	<u><u>\$ 1,545,690</u></u>
---------------------------------	----------------------------

The accompanying notes are an integral part of these financial statements.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**STATEMENT OF FIDUCIARY NET POSITION
JUNE 30, 2015**

	<u>Trust</u>	<u>Agency Funds</u>
ASSETS		
Cash and cash equivalents	\$ 392,024	\$ 272,002
Investments	9,096,132	-
Accounts receivable	3,042	70
Due from primary government	230,630	-
Prepaid expenses	45,636	-
Other current assets	17,062	-
Total Assets	<u>9,784,526</u>	<u>\$ 272,072</u>
LIABILITIES		
Accounts payable	179,536	\$ 5,581
Due to primary government	75,582	-
Unearned revenue	13,126	-
Due to student groups	-	266,491
Total Liabilities	<u>268,244</u>	<u>\$ 272,072</u>
NET POSITION		
Unreserved	<u>9,516,282</u>	
Total Net Position	<u>\$ 9,516,282</u>	

The accompanying notes are an integral part of these financial statements.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
FOR THE YEAR ENDED JUNE 30, 2015**

	<u>Trust</u>
ADDITIONS	
Local revenues	<u>\$ 2,676,908</u>
DEDUCTIONS	
Classified salaries	473,897
Employee benefits	135,200
Services and operating expenditures	2,358,187
Capital outlay	18,880
Total Deductions	<u>2,986,164</u>
OTHER FINANCING SOURCES (USES)	
Transfer from primary government	60,800
Other uses	(170,287)
Total Other Financing Sources (Uses)	<u>(109,487)</u>
Change in Net Position	(418,743)
Net Position - Beginning, as restated (See Note 15)	<u>9,935,025</u>
Net Position - Ending	<u><u>\$ 9,516,282</u></u>

The accompanying notes are an integral part of these financial statements.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

NOTE 1 - ORGANIZATION

San Bernardino Community College District (the District) was established in 1926 as a political subdivision of the State of California and is a comprehensive, public, two-year institution offering educational services to residents of the surrounding area. The District operates under a locally elected seven-member Board of Trustees form of government, which establishes the policies and procedures by which the District operates. The Board must approve the annual budgets for the General Fund, special revenue funds, and capital project funds, but these budgets are managed at the department level. Currently, the District operates two colleges, a Professional Development Center, and a television and radio station located within San Bernardino County. While the District is a political subdivision of the State of California, it is legally separate and is independent of other State and local governments, and it is not a component unit of the State in accordance with the provisions of Governmental Accounting Standards Board (GASB) Statement No. 61.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Financial Reporting Entity

The District has adopted GASB Statement No. 61, *Determining Whether Certain Organizations are Component Units*. This statement amends GASB Statement No. 14, *The Financial Reporting Entity*, to provide additional guidance to determine whether certain organizations, for which the District is not financially accountable, should be reported as component units based on the nature and significance of their relationship with the District. The three components used to determine the presentation are: providing a "direct benefit", the "environment and ability to access/influence reporting", and the "significance" criterion. As defined by accounting principles generally accepted in the United States of America and established by the Governmental Accounting Standards Board, the financial reporting entity consists of the primary government, the District, and the following component units:

- KVCR Educational Foundation, Inc.

The KVCR Educational Foundation, Inc. (the Foundation) is a legally separate, tax-exempt component unit of the District. The Foundation acts primarily as a fundraising organization to provide funding support to KVCR-TV/FM, a wholly owned broadcasting affiliate of the District. Although the District does not control the timing or amount of receipts, the majority of resources, or income thereon that the Foundation holds and invests, are restricted to the activities of the District by the donors. Because these restricted resources held by the Foundation can only be used by, or for the benefit of, the District, the Foundation is considered a component unit of the District with the inclusion of the statements as a blended component unit.

Condensed Statement of Net Position

The Foundation is a not-for-profit organization under Internal Revenue Code (IRC) Section 501(c)(3) that reports its financial results in accordance with Financial Accounting Standards Codifications. As such, certain revenue recognition criteria and presentation features have been accounted for within this report using GASB revenue recognition criteria and presentation features.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

- Economic Development and Corporate Training Foundation

The Economic Development and Corporate Training Foundation (EDCT Foundation) is a legally separate, tax-exempt component unit of the District. The EDCT Foundation's primary focus is to develop resources and philanthropic support for the advancement of the economic and workforce development and student success efforts of the San Bernardino Community College District. Because of the types of activities and the restricted resources held by the EDTC Foundation can only be used by, or for the benefit of, the District, the EDTC Foundation is considered a component unit of the District with the inclusion of the statements as a blended component unit.

Complete financial statements for the Foundation and the EDTC Foundation can be obtained from the District's Business Office. Condensed component unit information for the Foundation and the EDTC Foundation, the District's blended component units, for the year ended June 30, 2015, is as follows:

Condensed Statement of Net Position

	KVCR Educational Foundation	Economic Development and Corporate Training Foundation
	<u> </u>	<u> </u>
ASSETS		
Total Assets	\$ 970,395	\$ 47,478
	<u> </u>	<u> </u>
LIABILITIES		
Total Liabilities	227,238	4,792
	<u> </u>	<u> </u>
NET POSITION		
Total Net Position	\$ 743,157	\$ 42,686
	<u> </u>	<u> </u>

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Condensed Statement of Revenues, Expenses, and Changes in Net Position

	KVCR Educational Foundation	Economic Development and Corporate Training Foundation
	<u> </u>	<u> </u>
REVENUES		
Total Revenues	\$ 2,034,660	\$ 58
EXPENSES		
Total Expenditures	<u>2,475,286</u>	<u>18,172</u>
Transfer from primary government	-	60,800
CHANGE IN NET POSITION	(440,626)	(18,114)
NET POSITION, BEGINNING OF YEAR, AS RESTATED	<u>1,183,783</u>	<u>-</u>
NET POSITION, END OF YEAR	<u><u>\$ 743,157</u></u>	<u><u>\$ 42,686</u></u>

Measurement Focus, Basis of Accounting, and Financial Statement Presentation

For financial reporting purposes, the District is considered a special-purpose government engaged only in business-type activities as defined by GASB Statements No. 34 and No. 35 as amended by GASB Statements No. 37, No. 38, and No. 39. This presentation provides a comprehensive entity-wide perspective of the District's assets, liabilities, activities, and cash flows and replaces the fund group perspective previously required. Accordingly, the District's financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. The significant accounting policies followed by the District in preparing these financial statements are in accordance with accounting principles generally accepted in the United States of America as prescribed by GASB. Additionally, the District's policies comply with the California Community Colleges Chancellor's Office *Budget and Accounting Manual*. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred. All material intra-agency and intra-fund transactions have been eliminated.

Revenues resulting from exchange transactions, in which each party gives and receives essentially equal value, are classified as operating revenues. These transactions are recorded on the accrual basis when the exchange takes place. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, operating revenues consist primarily of student fees and auxiliary activities through the bookstore and cafeteria.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

Nonexchange transactions, in which the District receives value without directly giving equal value in return, include State apportionments, property taxes, certain Federal and State grants, entitlements, and donations. Property tax revenue is recognized in the fiscal year received. State apportionment revenue is earned based upon criteria set forth from the Community Colleges Chancellor's Office and includes reporting of full-time equivalent students (FTES) attendance. The corresponding apportionment revenue is recognized in the period the FTES are generated. Revenue from Federal and State grants and entitlements are recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements may include time and/or purpose requirements.

Operating expenses are costs incurred to provide instructional services including support costs, auxiliary services, and depreciation of capital assets. All other expenses not meeting this definition are reported as nonoperating. Expenses are recorded on the accrual basis as they are incurred, when goods are received, or services are rendered.

The District reports are based on all applicable GASB pronouncements, as well as applicable Financial Accounting Standards Board (FASB) pronouncements issued on or before November 30, 1989, unless those pronouncements conflict or contradict GASB pronouncements. The District has not elected to apply FASB pronouncements after that date.

The financial statements are presented in accordance with the reporting model as prescribed in GASB Statement No. 34, *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*, and GASB Statement No. 35, *Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities*, as amended by GASB Statements No. 37, No. 38, and No. 39. The business-type activities model followed by the District requires the following components of the District's financial statements:

- Management's Discussion and Analysis
- Basic Financial Statements for the District as a whole including:
 - Statements of Net Position - Primary Government
 - Statements of Revenues, Expenses, and Changes in Net Position - Primary Government
 - Statements of Cash Flows - Primary Government
 - Financial Statements for the Fiduciary Funds including:
 - Statements of Fiduciary Net Position
 - Statements of Changes in Fiduciary Net Position
- Notes to the Financial Statements

Cash and Cash Equivalents

The District's cash and cash equivalents are considered to be unrestricted cash on hand, demand deposits, and short-term unrestricted investments with original maturities of three months or less from the date of acquisition. Cash equivalents also include unrestricted cash with county treasury balances for purposes of the Statement of Cash Flows. Restricted cash and cash equivalents represent balances restricted by external sources such as grants and contracts or specifically restricted for the repayment of capital debt.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Investments

In accordance with GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and External Investment Pools*, investments held at June 30, 2015, are stated at fair value. Fair value is estimated based on quoted market prices at year-end. Short-term investments have an original maturity date greater than three months, but less than one year at time of purchase. Long-term investments have an original maturity of greater than one year at the time of purchase.

Accounts Receivable

Accounts receivable include amounts due from the Federal, State and/or local governments, or private sources, in connection with reimbursement of allowable expenditures made pursuant to the District's grants and contracts. Accounts receivable also consist of tuition and fee charges to students and auxiliary enterprise services provided to students, faculty, and staff, the majority of each residing in the State of California. The District provides for an allowance for uncollectible accounts as an estimation of amounts that may not be received. This allowance is based upon management's estimates and analysis. The allowance was estimated at \$130,704 for the year ended June 30, 2015.

Prepaid Expenses

Prepaid expenses represent payments made to vendors and others for services that will benefit periods beyond June 30.

Inventories

Inventories consist primarily of bookstore merchandise and cafeteria food and supplies held for resale to the students and faculty of the colleges. Inventories are stated at cost, utilizing the lower of cost or market. The cost is recorded as an expense as the inventory is consumed.

Capital Assets and Depreciation

Capital assets are stated at cost at the date of acquisition or fair value at the date of gift. The District's capitalization policy includes all items with a unit cost of \$5,000 for machinery and equipment and an estimated useful life of greater than one year. Buildings, renovations to buildings, infrastructure, and land improvements that cost more than \$25,000, significantly increase the value, or extend the useful life of the structure, are capitalized. Routine repair and maintenance costs are charged to operating expenses in the year in which the expense is incurred. Depreciation of equipment and vehicles, facilities, and other physical properties is provided using the straight-line method over the estimated useful lives of the respective assets, or in the case of assets acquired under capital leases, the shorter of the lease term or useful life. Costs for construction in progress are capitalized when incurred.

Depreciation of capital assets is computed and recorded utilizing the straight-line method. Estimated useful lives of the various classes of depreciable capital assets are as follows: buildings, 40 to 50 years; improvements, 25 to 50 years; equipment, 5 to 10 years.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the entity-wide financial statements.

Bond Premiums and Discounts

Debt premiums and discounts are amortized over the life of the bonds using the straight-line method.

Deferred Charge on Refunding

Deferred charge on refunding is amortized using the straight-line method over the remaining life of the new debt.

Deferred Outflows/Inflows of Resources

In addition to assets, the Statement of Net Position also reports deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then. The District reports deferred outflows of resources for the deferred charges on the refunding of the general obligation bonds and current year pension contributions.

In addition to liabilities, the Statement of Net Position reports a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then. The District reports deferred inflows of resources for the difference between projected and actual earnings on pension plan investments specific to the net pension liability.

Pensions

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions and pension expense, information about the fiduciary net position of the California State Teachers' Retirement System (CalSTRS) and the California Public Employees' Retirement System (CalPERS) plan for schools (the Plans) and additions to/deductions from the Plans' fiduciary net position have been determined on the same basis as they are reported by CalSTRS and CalPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Member contributions are recognized in the period in which they are earned. Investments are reported at fair value.

Compensated Absences

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the entity-wide financial statements. The amounts have been recorded in the fund from which the employees, who have accumulated the leave, are paid.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

Sick leave is accumulated without limit for each employee based upon negotiated contracts. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time. Therefore, the value of accumulated sick leave is not recognized as a liability in the District's financial statements. However, retirement credit for unused sick leave is applicable to all classified school members who retire after January 1, 1999. At retirement, each member will receive .004 year of service credit for each day of unused sick leave. Retirement credit for unused sick leave is applicable to all academic employees and is determined by dividing the number of unused sick days by the number of base service days required to complete the last school year, if employed full time.

Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the combined balance sheet and revenue is recognized. Unearned revenue includes (1) amounts received for tuition and fees prior to the end of the fiscal year that are related to the subsequent fiscal year and (2) amounts received from Federal and State grants received before the eligibility requirements are met.

Noncurrent Liabilities

Noncurrent liabilities include bonds, compensated absences, and claims payable with maturities greater than one year.

Net Position

GASB Statements No. 34 and No. 35 report equity as "Net Position" and represent the difference between assets and liabilities. The net position is classified according to imposed restrictions or availability of assets for satisfaction of District obligations according to the following net asset categories:

Net Investment in Capital Assets consists of capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, or improvement of those assets. To the extent debt has been incurred, but not yet expended for capital assets, such accounts are not included as a component invested in capital assets – net of related debt.

Restricted: Net position is reported as restricted when there are limitations imposed on their use, either through enabling legislation adopted by the District, or through external restrictions imposed by creditors, grantors, or laws or regulations of other governments. The District first applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted resources are available.

None of the District's restricted net position has resulted from enabling legislation adopted by the District.

Unrestricted: Net position that is not subject to externally imposed constraints. Unrestricted net position may be designated for specific purposes by action of the Board of Trustees or may otherwise be limited by contractual agreements with outside parties.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

When both restricted and unrestricted resources are available for use, it is the District's practice to use restricted resources first and the unrestricted resources when they are needed. The entity-wide financial statements report \$40,345,657 of restricted net position.

State Apportionments

Certain current year apportionments from the State are based on financial and statistical information of the previous year. Any corrections due to the recalculation of the apportionment are made in February of the subsequent year. When known and measurable, these recalculations and corrections are accrued in the year in which the FTES are generated.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. The County Assessor is responsible for assessment of all taxable real property. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County of San Bernardino bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

The voters of the District passed General Obligation Bonds in November 2002 and February 2008 for the acquisition, construction, and remodeling of certain District property. As a result of the passage of the Bond, property taxes are assessed on the property within the District specifically for the repayment of the debt incurred. The taxes are assessed, billed, and collected as noted above and remitted to the District when collected.

Board of Governors Grants (BOGG) and Fee Waivers

Student tuition and fee revenue is reported net of allowances and fee waivers approved by the Board of Governors through BOGG fee waivers in the Statement of Revenues, Expenses, and Changes in Net Position. Scholarship discounts and allowances represent the difference between stated charges for enrollment fees and the amount that is paid by students or third parties making payments on the students' behalf. To the extent that fee waivers have been used to satisfy tuition and fee charges, the District has recorded a scholarship discount and allowance.

Federal Financial Assistance Programs

The District participates in federally funded Pell Grants, SEOG Grants, and Federal Work-Study programs, as well as other programs funded by the Federal government. Financial aid to students is either reported as operating expenses or scholarship allowances, which reduce revenues. The amount reported as operating expense represents the portion of aid that was provided to the student in the form of cash. Scholarship allowances represent the portion of aid provided to students in the form of reduced tuition. These programs are audited in accordance with the Single Audit Act Amendments of 1996, and the U.S. Office of Management and Budget's revised Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and the related *Compliance Supplement*.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

On Behalf Payments

GASB Statement No. 24 requires direct on behalf payments for fringe benefits and salaries made by one entity to a third party recipient for the employees for another legally separate entity be recognized as revenues and expenditures by the employer entity. The State of California makes direct on behalf payments to CalSTRS on behalf of all community colleges in California. The California Department of Education has issued a fiscal advisory instructing districts not to record the revenue and expenditures for the on behalf payments within the funds and accounts of a district. The amount of the on behalf payments made for the District for the year ended June 30, 2015, was \$1,545,690 for CalSTRS. These amounts are reflected in the District's audited financial statements.

Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Interfund Activity

Interfund transfers and interfund receivables and payables are eliminated during the consolidation process in the Primary Government and Fiduciary Funds' financial statements, respectively.

Change in Accounting Principles

In June 2012, the GASB issued Statement No. 68, *Accounting and Financial Reporting for Pensions—an amendment of GASB Statement No. 27*. The primary objective of this Statement is to improve accounting and financial reporting by State and local governments for pensions. It also improves information provided by State and local governmental employers about financial support for pensions that is provided by other entities. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for pensions with regard to providing decision-useful information, supporting assessments of accountability and inter-period equity, and creating additional transparency.

This Statement replaces the requirements of Statement No. 27, *Accounting for Pensions by State and Local Governmental Employers*, as well as the requirements of Statement No. 50, *Pension Disclosures*, as they relate to pensions that are provided through pension plans administered as trusts or equivalent arrangements (hereafter jointly referred to as trusts) that meet certain criteria. The requirements of Statements No. 27 and No. 50 remain applicable for pensions that are not covered by the scope of this Statement.

The scope of this Statement addresses accounting and financial reporting for pensions that are provided to the employees of State and local governmental employers through pension plans that are administered through trusts that have the following characteristics:

- Contributions from employers and non-employer contributing entities to the pension plan and earnings on those contributions are irrevocable.
- Pension plan assets are dedicated to providing pensions to plan members in accordance with the benefit terms.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

- Pension plan assets are legally protected from the creditors of employers, non-employer contributing entities, and the pension plan administrator. If the plan is a defined benefit pension plan, plan assets also are legally protected from creditors of the plan members.

This Statement establishes standards for measuring and recognizing liabilities, deferred outflows of resources and deferred inflows of resources, and expense/expenditures. For defined benefit pensions, this Statement identifies the methods and assumptions that should be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service.

Note disclosure and required supplementary information requirements about pensions also are addressed. Distinctions are made regarding the particular requirements for employers based on the number of employers whose employees are provided with pensions through the pension plan and whether pension obligations and pension plan assets are shared. Employers are classified in one of the following categories for purposes of this Statement:

- Single employers are those whose employees are provided with defined benefit pensions through single-employer pension plans—pension plans in which pensions are provided to the employees of only one employer (as defined in this Statement).
- Agent employers are those whose employees are provided with defined benefit pensions through agent multiple-employer pension plans—pension plans in which plan assets are pooled for investment purposes, but separate accounts are maintained for each individual employer so that each employer's share of the pooled assets is legally available to pay the benefits of only its employees.
- Cost-sharing employers are those whose employees are provided with defined benefit pensions through cost-sharing multiple-employer pension plans—pension plans in which the pension obligations to the employees of more than one employer are pooled, and plan assets can be used to pay the benefits of the employees of any employer that provides pensions through the pension plan.

In addition, this Statement details the recognition and disclosure requirements for employers with liabilities (payables) to a defined benefit pension plan and for employers whose employees are provided with defined contribution pensions. This Statement also addresses circumstances in which a non-employer entity has a legal requirement to make contributions directly to a pension plan.

The District has implemented the Provisions of this Statement for the year ended June 30, 2015.

In November 2013, the GASB issued Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date—an Amendment of GASB Statement No. 68*. The objective of this Statement is to address an issue regarding application of the transition provisions of Statement No. 68, *Accounting and Financial Reporting for Pensions*. The issue relates to amounts associated with contributions, if any, made by a State or local government employer or non-employer contributing entity to a defined benefit pension plan after the measurement date of the government's beginning net pension liability.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

Statement No. 68 requires a State or local government employer (or non-employer contributing entity in a special funding situation) to recognize a net pension liability measured as of a date (the measurement date) no earlier than the end of its prior fiscal year. If a State or local government employer or non-employer contributing entity makes a contribution to a defined benefit pension plan between the measurement date of the reported net pension liability and the end of the government's reporting period, Statement No. 68 requires that the government recognize its contribution as a deferred outflow of resources. In addition, Statement No. 68 requires recognition of deferred outflows of resources and deferred inflows of resources for changes in the net pension liability of a State or local government employer or non-employer contributing entity that arise from other types of events. At transition to Statement No. 68, if it is not practical for an employer or non-employer contributing entity to determine the amounts of *all* deferred outflows of resources and deferred inflows of resources related to pensions, paragraph 137 of Statement No. 68 required that beginning balances for deferred outflows of resources and deferred inflows of resources not be reported.

Consequently, if it is not practical to determine the amounts of all deferred outflows of resources and deferred inflows of resources related to pensions, contributions made after the measurement date of the beginning net pension liability could not have been reported as deferred outflows of resources at transition. This could have resulted in a significant understatement of an employer or non-employer contributing entity's beginning net position and expense in the initial period of implementation.

This Statement amends paragraph 137 of Statement No. 68 to require that, at transition, a government recognize a beginning deferred outflow of resources for its pension contributions, if any, made subsequent to the measurement date of the beginning net pension liability. Statement No. 68, as amended, continues to require that beginning balances for other deferred outflows of resources and deferred inflows of resources related to pensions be reported at transition only if it is practical to determine all such amounts.

The District has implemented the Provisions of this Statement for the year ended June 30, 2015.

As the result of implementing GASB Statement No. 68, the District has restated the beginning net position in the government-wide Statement of Net Position, effectively decreasing net position as of July 1, 2014, by \$69,462,285. The decrease results from recognizing the net pension liability, net of related deferred outflows of resources.

New Accounting Pronouncements

In February 2015, the GASB issued Statement No. 72, *Fair Value Measurement and Application*. This Statement addresses accounting and financial reporting issues related to fair value measurements. The definition of *fair value* is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. This Statement provides guidance for determining a fair value measurement for financial reporting purposes. This Statement also provides guidance for applying fair value to certain investments and disclosures related to all fair value measurements.

The requirements of this Statement are effective for financial statements for periods beginning after June 15, 2015. Early implementation is encouraged.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

In June 2015, the GASB issued Statement No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement No. 68, and Amendments to Certain Provisions of GASB Statements No. 67 and No. 68*. The objective of this Statement is to improve the usefulness of information about pensions included in the general purpose external financial reports of State and local governments for making decisions and assessing accountability. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for all postemployment benefits with regard to providing decision-useful information, supporting assessments of accountability and inter-period equity, and creating additional transparency.

This Statement establishes requirements for defined benefit pensions that are not within the scope of Statement No. 68, *Accounting and Financial Reporting for Pensions*, as well as for the assets accumulated for purposes of providing those pensions. In addition, it establishes requirements for defined contribution pensions that are not within the scope of Statement No. 68. It also amends certain provisions of Statement No. 67, *Financial Reporting for Pension Plans*, and Statement No. 68 for pension plans and pensions that are within their respective scopes.

The requirements of this Statement extend the approach to accounting and financial reporting established in Statement No. 68 to all pensions, with modifications as necessary to reflect that for accounting and financial reporting purposes, any assets accumulated for pensions that are provided through pension plans that are not administered through trusts that meet the criteria specified in Statement No. 68 should not be considered pension plan assets. It also requires that information similar to that required by Statement No. 68 be included in notes to financial statements and required supplementary information by all similarly situated employers and non-employer contributing entities.

This Statement also clarifies the application of certain provisions of Statements No. 67 and No. 68 with regard to the following issues:

- Information that is required to be presented as notes to the ten-year schedules of required supplementary information about investment-related factors that significantly affect trends in the amounts reported.
- Accounting and financial reporting for separately financed specific liabilities of individual employers and non-employer contributing entities for defined benefit pensions.
- Timing of employer recognition of revenue for the support of non-employer contributing entities not in a special funding situation.

The requirements of this Statement are effective for financial statements for periods beginning after June 15, 2016. Early implementation is encouraged.

In June 2015, the GASB issued Statement No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*. The objective of this Statement is to improve the usefulness of information about postemployment benefits other than pensions (other postemployment benefits or OPEB) included in the general purpose external financial reports of State and local governmental OPEB plans for making decisions and assessing accountability. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for all postemployment benefits (pensions and OPEB) with regard to providing decision-useful information, supporting assessments of accountability and inter-period equity, and creating additional transparency.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

This Statement replaces Statements No. 43, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*, as amended, and No. 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans*. It also includes requirements for defined contribution OPEB plans that replace the requirements for those OPEB plans in Statement No. 25, *Financial Reporting for Defined Benefit Pension Plans and Note Disclosures for Defined Contribution Plans*, as amended, Statement No. 43, and Statement No. 50, *Pension Disclosures*.

Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, establishes new accounting and financial reporting requirements for governments whose employees are provided with OPEB, as well as for certain non-employer governments that have a legal obligation to provide financial support for OPEB provided to the employees of other entities.

The scope of this Statement includes OPEB plans—defined benefit and defined contribution—administered through trusts that meet the following criteria:

- Contributions from employers and non-employer contributing entities to the OPEB plan and earnings on those contributions are irrevocable.
- OPEB plan assets are dedicated to providing OPEB to plan members in accordance with the benefit terms.
- OPEB plan assets are legally protected from the creditors of employers, non-employer contributing entities, and the OPEB plan administrator. If the plan is a defined benefit OPEB plan, plan assets also are legally protected from creditors of the plan members.

This Statement also includes requirements to address financial reporting for assets accumulated for purposes of providing defined benefit OPEB through OPEB plans that are not administered through trusts that meet the specified criteria.

The requirements of this Statement are effective for financial statements for periods beginning after June 15, 2016. Early implementation is encouraged.

In June 2015, the GASB issued Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pension*. The primary objective of this Statement is to improve accounting and financial reporting by State and local governments for postemployment benefits other than pensions (other postemployment benefits or OPEB). It also improves information provided by State and local governmental employers about financial support for OPEB that is provided by other entities. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for all postemployment benefits (pensions and OPEB) with regard to providing decision-useful information, supporting assessments of accountability and inter-period equity, and creating additional transparency.

This Statement replaces the requirements of Statements No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, as amended, and No. 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans*, for OPEB. Statement No. 74, *Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans*, establishes new accounting and financial reporting requirements for OPEB plans.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

The scope of this Statement addresses accounting and financial reporting for OPEB that is provided to the employees of State and local governmental employers. This Statement establishes standards for recognizing and measuring liabilities, deferred outflows of resources, deferred inflows of resources, and expense/expenditures. For defined benefit OPEB, this Statement identifies the methods and assumptions that are required to be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service. Note disclosure and required supplementary information requirements about defined benefit OPEB also are addressed.

In addition, this Statement details the recognition and disclosure requirements for employers with payables to defined benefit OPEB plans that are administered through trusts that meet the specified criteria and for employers whose employees are provided with defined contribution OPEB. This Statement also addresses certain circumstances in which a non-employer entity provides financial support for OPEB of employees of another entity.

In this Statement, distinctions are made regarding the particular requirements depending upon whether the OPEB plans through which the benefits are provided are administered through trusts that meet the following criteria:

- Contributions from employers and non-employer contributing entities to the OPEB plan and earnings on those contributions are irrevocable.
- OPEB plan assets are dedicated to providing OPEB to plan members in accordance with the benefit terms.
- OPEB plan assets are legally protected from the creditors of employers, non-employer contributing entities, the OPEB plan administrator, and the plan members.

The requirements of this Statement are effective for financial statements for periods beginning after June 15, 2017. Early implementation is encouraged.

In June 2015, the GASB issued Statement No. 76, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments*. The objective of this Statement is to identify—in the context of the current governmental financial reporting environment—the hierarchy of generally accepted accounting principles (GAAP). The "GAAP hierarchy" consists of the sources of accounting principles used to prepare financial statements of State and local governmental entities in conformity with GAAP and the framework for selecting those principles. This Statement reduces the GAAP hierarchy to two categories of authoritative GAAP and addresses the use of authoritative and non-authoritative literature in the event that the accounting treatment for a transaction or other event is not specified within a source of authoritative GAAP.

This Statement supersedes Statement No. 55, *The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments*.

The requirements of this Statement are effective for financial statements for periods beginning after June 15, 2015, and should be applied retroactively. Earlier implementation is permitted.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

NOTE 3 - DEPOSITS AND INVESTMENTS

Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

Investment in County Treasury

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (*Education Code* Section (ECS) 41001). The fair value of the District's investment in the pool is reported in the accompanying financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

General Authorizations

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

<u>Authorized Investment Type</u>	<u>Maximum Remaining Maturity</u>	<u>Maximum Percentage of Portfolio</u>	<u>Maximum Investment in One Issuer</u>
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

Authorized Under Debt Agreements

Investments of debt proceeds held by bond trustees are governed by provisions of the debt agreements rather than the general provisions of the California Government Code. These provisions allow for the acquisition of investment agreements with maturities of up to 30 years.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Summary of Deposits and Investments

Deposits and investments as of June 30, 2015, consist of the following:

Primary government	\$ 184,717,788
Fiduciary funds	9,760,158
Total Deposits and Investments	<u>\$ 194,477,946</u>
Cash on hand and in banks	\$ 1,370,591
Cash in revolving	62,900
Investments	193,044,455
Total Deposits and Investments	<u>\$ 194,477,946</u>

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by primarily investing in the San Bernardino County Investment pool and various short-term securities.

Specific Identification

Information about the sensitivity of the fair values of the District's investments to market interest rate fluctuation is provided by the following schedule that shows the distribution of the District's investment by maturity:

Investment Type	Book Value	Fair Value	Weighted Average Days to Maturity
San Bernardino County Investment Pool	\$ 90,949,735	\$ 91,007,942	344
Short-Term Securities	94,676,694	94,676,694	N/A
Fixed Income	4,069,175	4,069,175	N/A
Equities	3,241,375	3,241,375	N/A
Certificate of Deposits	107,476	107,476	N/A
Total	<u>\$ 193,044,455</u>	<u>\$ 193,102,662</u>	

Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The District's investment in the San Bernardino County Investment pool is rated at AAA/VI by Fitch Ratings agency. All other investments are not required to be rated, nor have they been rated as of June 30, 2015.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Custodial Credit Risk - Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk. However, the California Government Code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agency. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2015, the District's bank balance of \$1,400,121 was exposed to custodial credit risk because it was uninsured and collateralized with securities held by the pledging financial institution's trust department or agent.

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable for the District consisted primarily of intergovernmental grants, entitlements, interest, and other local sources.

The accounts receivable are as follows:

	<u>Primary Government</u>	<u>Fiduciary Funds</u>
Federal Government		
Categorical aid	\$ 1,501,762	\$ -
State Government		
Categorical aid	1,045,251	-
Lottery	1,270,794	-
Local Sources		
Interest	46,905	-
Other local sources	2,089,221	3,112
Total	<u>\$ 5,953,933</u>	<u>\$ 3,112</u>
Student receivables	\$ 916,859	
Less allowance for bad debt	(130,704)	
Student receivables, net	<u>\$ 786,155</u>	

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

NOTE 5 - CAPITAL ASSETS

Capital asset activity for the District for the fiscal year ended June 30, 2015, was as follows:

	Balance Beginning of Year	Additions	Deductions	Balance End of Year
Capital Assets Not Being Depreciated				
Land	\$ 4,518,454	\$ -	\$ -	\$ 4,518,454
Construction in progress	66,977,603	73,374,666	34,374,565	105,977,704
Total Capital Assets Not Being Depreciated	<u>71,496,057</u>	<u>73,374,666</u>	<u>34,374,565</u>	<u>110,496,158</u>
Capital Assets Being Depreciated				
Land improvements	72,449,257	3,718,036	-	76,167,293
Buildings and improvements	338,935,451	31,113,221	-	370,048,672
Furniture and equipment	24,738,752	1,385,465	331,751	25,792,466
Total Capital Assets Being Depreciated	<u>436,123,460</u>	<u>36,216,722</u>	<u>331,751</u>	<u>472,008,431</u>
Total Capital Assets	<u>507,619,517</u>	<u>109,591,388</u>	<u>34,706,316</u>	<u>582,504,589</u>
Less Accumulated Depreciation				
Land improvements	27,193,016	6,627,977	-	33,820,993
Buildings and improvements	50,874,386	6,629,689	-	57,504,075
Furniture and equipment	19,511,231	1,901,202	331,012	21,081,421
Total Accumulated Depreciation	<u>97,578,633</u>	<u>15,158,868</u>	<u>331,012</u>	<u>112,406,489</u>
Net Capital Assets	<u>\$ 410,040,884</u>	<u>\$ 94,432,520</u>	<u>\$ 34,375,304</u>	<u>\$ 470,098,100</u>

Depreciation expense for the year was \$15,158,868.

Interest expense on capital related debt for the year ended June 30, 2015, was \$34,774,313. Of this amount, \$3,505,265 was capitalized.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

NOTE 6 - ACCOUNTS PAYABLE

Accounts payable for the District consisted of the following:

	<u>Primary Government</u>	<u>Fiduciary Funds</u>
Accrued payroll	\$ 2,493,497	\$ -
Apportionment	2,855,251	-
Construction	11,551,141	-
Other	6,051,765	185,117
Total	<u>\$ 22,951,654</u>	<u>\$ 185,117</u>

NOTE 7 - UNEARNED REVENUE

Unearned revenue consisted of the following:

	<u>Primary Government</u>	<u>Fiduciary Funds</u>
Federal financial assistance	\$ 55,425	\$ -
State categorical aid	4,145,258	-
Enrollment fees	715,497	-
Other local	934,150	13,126
Total	<u>\$ 5,850,330</u>	<u>\$ 13,126</u>

NOTE 8 - INTERFUND TRANSACTIONS

Interfund Receivables and Payables (Due To/Due From)

Interfund receivable and payable balances arise from interfund transactions and are recorded by all funds affected in the period in which transactions are executed. Interfund activity within the governmental funds and fiduciary funds has been eliminated respectively in the consolidation process of the basic financial statements. Balances owing between the Primary Government and the Fiduciary Funds are not eliminated in the consolidation process. As of June 30, 2015, the amount owed to the Fiduciary Funds from the Primary Government was \$230,630, and the amount owed to Primary government from the fiduciary was \$75,582.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

Interfund Operating Transfers

Operating transfers between funds of the District are used to (1) move revenues from the fund that statute or budget requires to collect them to the fund that statute or budget requires to expend them, (2) move receipts restricted to debt service from the funds collecting the receipts to the debt service fund as debt service payments become due, and (3) use restricted revenues collected in the General Fund to finance various programs accounted for in other funds in accordance with budgetary authorizations. Operating transfers within the funds of the District have been eliminated in the consolidation process. Transfers between the primary government and the Fiduciary Funds are not eliminated in the consolidation process. During the 2015 fiscal year, the Primary Government transferred \$60,800 to the Fiduciary Funds.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

NOTE 9 - LONG-TERM OBLIGATIONS

Summary

The changes in the District's long-term obligations during the 2015 fiscal year consisted of the following:

	*Balance Beginning of Year (as restated)	Additions	Deductions	Balance End of Year	Due in One Year
Bonds Payable					
Election 2002 Series B	\$ 385,000	\$ -	\$ 385,000	\$ -	\$ -
Election 2002 Series C	58,390,000	-	-	58,390,000	-
Election 2002 Series D	7,026,237	541,369	-	7,567,606	-
Election 2002 Series E	15,000,000	-	-	15,000,000	-
Subtotal Election 2002	<u>80,801,237</u>	<u>541,369</u>	<u>385,000</u>	<u>80,957,606</u>	<u>-</u>
 2005 GO Refunding Bonds	 16,563,466	 736,466	 3,455,000	 13,844,932	 4,030,000
 Election 2008 Series A	 7,005,000	 -	 540,000	 6,465,000	 935,000
Election 2008 Series B	100,078,046	7,258,210	631,848	106,704,408	633,097
Election 2008 Series C	45,210,000	-	-	45,210,000	-
Subtotal Election 2008	<u>152,293,046</u>	<u>7,258,210</u>	<u>1,171,848</u>	<u>158,379,408</u>	<u>1,568,097</u>
 2013 GO Refunding Bonds Series A	 195,545,000	 -	 1,175,000	 194,370,000	 1,195,000
2013 GO Refunding Bonds Series B	31,930,000	-	595,000	31,335,000	600,000
Premium on debt	32,532,124	-	1,881,317	30,650,807	-
Total Bonds Payable	<u>509,664,873</u>	<u>8,536,045</u>	<u>8,663,165</u>	<u>509,537,753</u>	<u>7,393,097</u>
 Other Liabilities					
Community service grant payable	-	328,120	-	328,120	109,374
Compensated absences	2,304,662	282,682	-	2,587,344	-
Claims liabilities	2,920,000	-	-	2,920,000	-
Aggregate net pension obligation	74,134,168	-	16,202,078	57,932,090	-
Total Other Liabilities	<u>79,358,830</u>	<u>610,802</u>	<u>16,202,078</u>	<u>63,767,554</u>	<u>109,374</u>
 Total Long-Term Obligations	 <u>\$ 589,023,703</u>	 <u>\$ 9,146,847</u>	 <u>\$ 24,865,243</u>	 <u>\$ 573,305,307</u>	 <u>\$ 7,502,471</u>

*As restated. See Note 15 for description of restatement.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

Description of Obligations

Payments on the general obligation bonds are made by the bond interest and redemption fund with local property tax collections. Workers' compensation claims liability is an estimate based on an actuarial study completed by a third party specialist. Actual claims paid will be made from the Self-Insurance Fund. Management is responsible to evaluate the adequacy of the change in value. The compensated absences will be paid by the fund for which the employee worked. Pension expense related to the Aggregate net pension obligation will be paid by the fund for which the employee worked. The community service grant payable is for the overpayment of grant monies received from the Corporation for Public Broadcasting. The community service grant payable will be paid from the KVCR Special Revenue Fund as a reduction in future grants. The obligation is expected to be met in fiscal year 2018. See Note 12 for further details of the Aggregate net pension obligation.

Bonded Debt

The San Bernardino Community College District Election of 2002

General obligation bonds were approved by a local election in November 2002. The total amount approved by the voters was \$190,000,000. As of June 30, 2015, \$189,999,797 had been issued, and \$80,957,606 was outstanding. Interest rates on the bonds range from 2.25 to 7.63 percent.

The San Bernardino Community College District 2005 Refunding Bonds

In April 2005, the District issued \$56,562,550 in general obligation bonds to advance refund a portion of 2002 Series A and B Bonds. Interest rates on the bonds range from 3.00 to 5.14 percent. The proceeds were deposited into an escrow account to pay future principal and interest amounts on the refunded bonds. The assets and liabilities for the defeased bonds are not included on the District's financial statements. As of June 30, 2015, the outstanding balance was \$13,844,932.

The San Bernardino Community College District Election of 2008

General obligation bonds were approved by a local election in November 2008. The total amount approved by the voters was \$500,000,000. As of June 30, 2015, \$258,312,389 had been issued, and \$158,379,408 was outstanding. Interest rates on the bonds range from 2.60 to 7.63 percent.

The San Bernardino Community College District 2013 Refunding Bonds

In April 2013, the District issued 2013 General Obligation Series A Refunding Bonds and 2013 General Obligation Series B Refunding Bonds to advance refund portions of 2002 Series C, the 2005 General Obligation Refunding Bonds, and the 2008 Series A Bonds. Interest rates on the bonds range from 0.49 to 5.00 percent. The proceeds from the bonds were deposited into an escrow account to pay future principal and interest amounts on the refunded bonds. The assets and liabilities for the defeased bonds are not included on the District's financial statements. The outstanding balances for the 2013 General Obligation Series A Refunding Bonds and the 2013 General Obligation Series B Refunding Bonds are \$194,370,000 and \$31,335,000, respectively.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Debt Maturity

General Obligation Bonds

Issue Series	Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds			Bonds
					Outstanding July 1, 2014	Additions	Redeemed	Outstanding June 30, 2015
2002 B	2/12/2004	8/1/2014	2.25%-5.25%	20,000,000	\$ 385,000	\$ -	\$ 385,000	\$ -
2002 C	8/22/2006	8/1/2031	4.25%-5.00%	100,000,000	58,390,000	-	-	58,390,000
2002 D	6/9/2009	8/1/2033	6.02%-6.79%	4,999,797	7,026,237	541,369	-	7,567,606
2002 E	6/9/2009	8/1/2033	7.63%	15,000,000	15,000,000	-	-	15,000,000
Refunding 2005	3/22/2005	8/1/2023	3.00%-5.14%	56,562,550	16,563,466	736,466	3,455,000	13,844,932
2008 A	12/17/2008	8/1/2018	3.75%-6.50%	140,000,000	7,005,000	-	540,000	6,465,000
2008 B	6/9/2009	8/1/2048	2.60%-7.19%	73,102,389	100,078,046	7,258,210	631,848	106,704,408
2008 C	6/9/2009	8/1/2044	7.43%-7.63%	45,210,000	45,210,000	-	-	45,210,000
Refunding 2013 Series A	4/10/2013	8/1/2033	.50%-5.00%	198,570,000	195,545,000	-	1,175,000	194,370,000
Refunding 2013 Series B	4/10/2013	8/1/2021	.49%-3.06%	32,460,000	31,930,000	-	595,000	31,335,000
Subtotal General Obligation Bonds					477,132,749	8,536,045	6,781,848	478,886,946
Premium on debt					32,532,124	-	1,881,317	30,650,807
					<u>\$ 509,664,873</u>	<u>\$ 8,536,045</u>	<u>\$ 8,663,165</u>	<u>\$ 509,537,753</u>

The 2002 General Obligation Series C Bonds mature through August 1, 2031, as follows:

Fiscal Year	Principal	Interest to Maturity	Total
2016	\$ -	\$ 2,919,500	\$ 2,919,500
2017	-	2,919,500	2,919,500
2018	-	2,919,500	2,919,500
2019	-	2,919,500	2,919,500
2020	-	2,919,500	2,919,500
2021-2025	-	14,597,500	14,597,500
2026-2030	26,665,000	13,293,875	39,958,875
2031-2032	31,725,000	1,619,875	33,344,875
Total	<u>\$ 58,390,000</u>	<u>\$ 44,108,750</u>	<u>\$ 102,498,750</u>

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

The 2002 General Obligation Series D Bonds mature through August 1, 2033, as follows:

<u>Fiscal Year</u>	<u>Principal Including Accreted Interest</u>	<u>Accreted Interest</u>	<u>Total</u>
2021-2025	\$ 79,691	\$ 60,309	\$ 140,000
2026-2030	1,064,204	1,340,796	2,405,000
2031-2034	6,423,711	19,921,290	26,345,001
Total	<u>\$ 7,567,606</u>	<u>\$ 21,322,395</u>	<u>\$ 28,890,001</u>

The 2002 General Obligation Series E Bonds mature through August 1, 2033, as follows:

<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2016	\$ -	\$ 1,144,500	\$ 1,144,500
2017	-	1,144,500	1,144,500
2018	-	1,144,500	1,144,500
2019	-	1,144,500	1,144,500
2020	-	1,144,500	1,144,500
2021-2025	-	5,722,500	5,722,500
2026-2030	-	5,722,500	5,722,500
2031-2034	15,000,000	3,433,500	18,433,500
Total	<u>\$ 15,000,000</u>	<u>\$ 20,601,000</u>	<u>\$ 35,601,000</u>

The 2005 General Obligation Refunding Bonds mature through August 1, 2033, as follows:

<u>Fiscal Year</u>	<u>Principal Including Accreted Interest</u>	<u>Accreted Interest</u>	<u>Current Interest</u>	<u>Total</u>
2016	\$ 4,030,000	\$ -	\$ 256,750	\$ 4,286,750
2017	-	-	156,000	156,000
2018	3,120,000	-	78,000	3,198,000
2019	-	-	-	-
2020	-	-	-	-
2021-2024	6,694,932	9,990,068	-	16,685,000
Total	<u>\$ 13,844,932</u>	<u>\$ 9,990,068</u>	<u>\$ 490,750</u>	<u>\$ 24,325,750</u>

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

The 2008 General Obligation Series A Bonds mature through August 1, 2018, as follows:

<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2016	\$ 935,000	\$ 305,712	\$ 1,240,712
2017	1,365,000	248,212	1,613,212
2018	1,830,000	168,338	1,998,338
2019	2,335,000	61,294	2,396,294
Total	<u>\$ 6,465,000</u>	<u>\$ 783,556</u>	<u>\$ 7,248,556</u>

The 2008 General Obligation Series B Bonds mature through August 1, 2048, as follows:

<u>Fiscal Year</u>	<u>Principal Including Accreted Interest</u>	<u>Accreted Interest</u>	<u>Current Interest</u>	<u>Total</u>
2016	\$ 633,097	\$ 621,903	\$ -	\$ 1,255,000
2017	629,284	765,716	-	1,395,000
2018	621,190	918,810	-	1,540,000
2019	609,583	1,080,417	-	1,690,000
2020	595,086	1,249,914	1,005,019	2,850,019
2021-2025	360,163	1,379,837	10,050,188	11,790,188
2026-2030	858,840	5,816,160	10,050,188	16,725,188
2031-2035	16,948,199	16,596,801	8,548,875	42,093,875
2036-2040	19,638,174	117,241,826	-	136,880,000
2041-2045	17,653,457	180,166,543	-	197,820,000
2046-2049	12,585,722	186,934,278	-	199,520,000
Subtotal	<u>71,132,795</u>	<u>512,772,205</u>	<u>29,654,270</u>	<u>613,559,270</u>
Accumulated Accretion	<u>35,571,613</u>	<u>(35,571,613)</u>	<u>-</u>	<u>-</u>
	<u>\$ 106,704,408</u>	<u>\$ 477,200,592</u>	<u>\$ 29,654,270</u>	<u>\$ 613,559,270</u>

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

The 2008 General Obligation Series C Bonds mature through August 1, 2044, as follows:

<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2016	\$ -	\$ 3,387,103	\$ 3,387,103
2017	-	3,387,103	3,387,103
2018	-	3,387,103	3,387,103
2019	-	3,387,103	3,387,103
2020	-	3,387,103	3,387,103
2021-2025	-	16,935,515	16,935,515
2026-2030	-	16,935,515	16,935,515
2031-2035	-	16,935,515	16,935,515
2036-2040	31,210,000	15,776,064	46,986,064
2041-2045	14,000,000	4,806,900	18,806,900
Total	<u>\$ 45,210,000</u>	<u>\$ 88,325,024</u>	<u>\$ 133,535,024</u>

The 2013 General Obligation Series A Refunding Bonds mature through August 1, 2033, as follows:

<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2016	\$ 1,195,000	\$ 8,701,725	\$ 9,896,725
2017	1,235,000	8,659,100	9,894,100
2018	1,285,000	8,608,700	9,893,700
2019	1,330,000	8,556,400	9,886,400
2020	4,275,000	8,444,300	12,719,300
2021-2025	41,585,000	37,867,125	79,452,125
2026-2030	86,730,000	20,255,875	106,985,875
2031-2034	56,735,000	4,281,700	61,016,700
Total	<u>\$ 194,370,000</u>	<u>\$ 105,374,925</u>	<u>\$ 299,744,925</u>

The 2013 General Obligation Series B Refunding Bonds mature through August 1, 2021, as follows:

<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest to Maturity</u>	<u>Total</u>
2016	\$ 600,000	\$ 717,924	\$ 1,317,924
2017	5,040,000	683,658	5,723,658
2018	2,190,000	633,570	2,823,570
2019	5,725,000	553,966	6,278,966
2020	6,070,000	415,430	6,485,430
2021-2022	11,710,000	329,406	12,039,406
Total	<u>\$ 31,335,000</u>	<u>\$ 3,333,954</u>	<u>\$ 34,668,954</u>

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Community Service Grant Payable

Principal is due through 2018 as follows:

<u>Fiscal Year</u>	<u>Principal</u>
2016	\$ 109,374
2017	109,373
2018	109,373
Total	<u>\$ 328,120</u>

NOTE 10 - POSTEMPLOYMENT HEALTH CARE PLAN AND OTHER POSTEMPLOYMENT BENEFITS (OPEB) ASSET

The District provides postemployment health care benefits for retired employees in accordance with negotiated contracts with the various bargaining units of the District. The District has entered into an agreement with Benefit Trust Company to form the Futuris Public Entity Investment Trust to be used for the funding and payments of the District's obligations under the employee benefit plans that provide retiree health and other postemployment benefits.

Plan Description

The San Bernardino Community College District Health Plan (the Plan) is a single-employer defined benefit health care plan administered by the District. The Plan provides medical and dental insurance benefits to eligible retirees. Membership of the Plan consists of 48 retirees and beneficiaries currently receiving benefits and 653 active Plan members.

Contribution Information

The contribution requirements of Plan members and the District are established and may be amended by the District and the District's bargaining units. The required contribution is based on projected pay-as-you-go financing requirements with an additional amount to prefund benefits as determined annually through agreements between the District and the bargaining units. For fiscal year 2014-2015, the District contributed \$374,226, all of which was used for current premiums. The District did not make any contributions to an irrevocable trust in the current year.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Annual OPEB Cost and Net OPEB Asset

The District's annual OPEB cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the payments of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial accrued liabilities (UAAL) (or funding costs) over a period not to exceed 30 years. The following table shows the components of the District's annual OPEB cost for the year, the amount actually contributed to the Plan, and changes in the District's net OPEB asset to the Plan:

Annual required contribution	\$ 732,097
Change in value of irrevocable trusts	<u>13,461</u>
Annual OPEB cost (expense)	745,558
Pay as you go contribution	<u>(374,226)</u>
Decrease in net OPEB asset	371,332
Net OPEB asset, beginning of year	<u>(4,605,101)</u>
Net OPEB asset, end of the year	<u><u>\$ (4,233,769)</u></u>

Trend Information

Trend information for the annual OPEB cost, the percentage of annual OPEB cost contributed to the Plan, and the net OPEB asset for the past three years is as follows:

Year Ended June 30,	Annual OPEB Cost	Actual Contribution	Percentage Contributed	Net OPEB Asset
2013	\$ 477,934	\$ 1,117,143	234%	\$ (576,194)
2014	355,220	4,384,127	1234%	(4,605,101)
2015	745,558	374,226	50%	(4,233,769)

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Funding Status and Funding Progress

Actuarial Accrued Liability (AAL)	\$ 7,224,899
Actuarial Value of Plan Assets	<u>3,288,535</u>
Unfunded Actuarial Accrued Liability (UAAL)	<u><u>\$ 3,936,364</u></u>
Funded Ratio (Actuarial Value of Plan Assets/AAL)	45.52%
Covered Payroll	<u>52,594,073</u>
UAAL as Percentage of Covered Payroll	<u><u>7.48%</u></u>

The above noted actuarial accrued liability was based on the February 1, 2014, actuarial valuation. Actuarial valuation of an ongoing plan involves estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the health care cost trend. Amounts determined regarding the funded status of the Plan and the annual required contribution of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The Schedule of Other Postemployment Benefits Funding Progress, presented as required supplementary information, follows the notes to the financial statements and presents multi-year trend information about whether the actuarial value of Plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive Plan (the Plan as understood by the employer and the Plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and the Plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial values of assets, consistent with the long-term perspective of the calculations.

In the February 1, 2014, actuarial valuation, the Entry Age Normal cost method was used. The actuarial assumptions included a 6.0 percent investment rate of return based on the Plan being funded in an irrevocable employee benefit trust fund. The health care cost trend rate used was an ultimate rate of 4.0 percent. The UAAL is being amortized using a level percentage of payroll method. The actuarial value of assets was \$3,288,535 as of the actuarial valuation date. At June 30, 2015, the Trust held assets in the amount of \$7,310,550.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

NOTE 11 - RISK MANAGEMENT

Insurance Coverages

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. During fiscal year ended June 30, 2015, the District contracted with the Statewide Association for Excess Risks (SAFER) for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. There has not been a significant reduction in coverage from the prior year.

Workers' Compensation

For fiscal year 2014-2015, the District participated in the Schools Alliance for Workers' Compensation Excess (SAWCX II) Joint Powers Authority (JPA), an insurance purchasing pool. The District is self insured for the first \$500,000 of each workers' compensation claim. The intent of the JPA is to achieve the benefit of a reduced premium for the District by virtue of its grouping and representation with other participants in the JPA. The workers' compensation experience of the participating districts is calculated as one experience, and a common premium rate is applied to all districts in the JPA. Each participant pays its workers' compensation premium based on its individual rate. Total savings are then calculated and each participant's individual performance is compared to the overall saving. A participant will then either receive money from or be required to contribute to the "equity-pooling fund." This "equity pooling" arrangement ensures that each participant shares equally in the overall performance of the JPA. Participation in the JPA is limited to K-12 and community college districts that can meet the JPA's selection criteria.

<u>Insurance Program / Company Name</u>	<u>Type of Coverage</u>	<u>Limits</u>
Schools Alliance for Worker's Compensation Excess (SAWCX II)	Excess Workers' Compensation	\$ 50,500,000
Schools Association for Excess Risk (SAFER)	Property	250,000,000
Schools Association for Excess Risk (SAFER)	Liability	25,000,000

NOTE 12 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of CalSTRS and classified employees are members of CalPERS.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

The District implemented GASB Statements No. 68 and No. 71 for the fiscal year ended June 30, 2015. As a result, the District reported its proportionate share of the net pension liabilities, pension expense, and deferred inflow of resources for each of the above plans and a deferred outflow of resources for each of the above plans as follows:

<u>Pension Plan</u>	Proportionate Share of Net Pension Liability	Deferred Outflow of Resources	Proportionate Share of Deferred Inflow of Resources	Proportionate Share of Pension Expense
CalSTRS	\$ 33,957,179	\$ 2,994,123	\$ 8,361,891	\$ 2,931,601
CalPERS	23,974,911	2,898,702	8,238,048	2,130,880
Total	<u>\$ 57,932,090</u>	<u>\$ 5,892,825</u>	<u>\$ 16,599,939</u>	<u>\$ 5,062,481</u>

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The District contributes to the State Teachers' Retirement Plan (STRP) administered by CalSTRS. STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2013, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publically available reports that can be found on the CalSTRS website under Publications at: <http://www.calstrs.com/member-publications>.

Benefits Provided

The STRP provides retirement, disability, and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program, and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and non-employer contributing entity to the STRP.

The District contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

The STRP provisions and benefits in effect at June 30, 2015, are summarized as follows:

	<u>STRP Defined Benefit Program</u>	
	On or before	On or after
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	8.15%	8.15%
Required employer contribution rate	8.88%	8.88%
Required State contribution rate	5.95%	5.95%

Contributions

Required member, District, and State of California contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2015, are presented above, and the District's total contributions were \$2,994,123.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2015, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

Total net pension liability, including State share:

District's proportionate share of net pension liability	\$ 33,957,179
State's proportionate share of net pension liability associated with the District	20,504,811
Total	<u><u>\$ 54,461,990</u></u>

The net pension liability was measured as of June 30, 2014. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating college districts and the State, actuarially determined. At June 30, 2015, the District's proportion was 0.0581 percent.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

For the year ended June 30, 2015, the District recognized pension expense of \$2,931,601. In addition, the District recognized revenue and pension expense of \$1,770,227 for support provided by the State. At June 30, 2015, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Pension contributions subsequent to measurement date	\$ 2,994,123	\$ -
Difference between projected and actual earnings on pension plan investments	-	8,361,891
Total	<u>\$ 2,994,123</u>	<u>\$ 8,361,891</u>

The deferred outflow of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. The deferred inflow of resources will be amortized over a closed five-year period and will be recognized in pension expense as follows:

<u>Year Ended June 30,</u>	<u>Amortization</u>
2016	\$ 2,090,473
2017	2,090,473
2018	2,090,473
2019	2,090,472
Total	<u>\$ 8,361,891</u>

Actuarial Methods and Assumptions

Total pension liability for STRP was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2013, and rolling forward the total pension liability to June 30, 2014. The financial reporting actuarial valuation as of June 30, 2013, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2013
Measurement date	June 30, 2014
Experience study	July 1, 2006 through June 30, 2010
Actuarial cost method	Entry age normal
Discount rate	7.60%
Investment rate of return	7.60%
Consumer price inflation	3.00%
Wage growth	3.75%

CalSTRS uses custom mortality tables to best fit the patterns of mortality among its members. These custom tables are based on RP2000 series tables adjusted to fit CalSTRS experience.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense, and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant. Based on the model for CalSTRS consulting actuary investment practice, a best estimate range was determined assuming the portfolio is re-balanced annually and that the annual returns are lognormally distributed and independent from year to year to develop expected percentile for the long-term distribution of annualized returns. The assumed asset allocation is based on board policy for target asset allocation in effect on February 2, 2012, the date the current experience study was approved by the board. Best estimates of 10-year geometric real rates of return and the assumed asset allocation for each major asset class used as input to develop the actuarial investment rate of return are summarized in the following table:

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global equity	47%	4.50%
Private equity	12%	6.20%
Real estate	15%	4.35%
Inflation sensitive	5%	3.20%
Fixed income	20%	0.20%
Cash/liquidity	1%	0.00%

Discount Rate

The discount rate used to measure the total pension liability was 7.60 percent. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.60 percent) and assuming that contributions, benefit payments, and administrative expense occurred midyear. Based on these assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate, as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

<u>Discount Rate</u>	<u>Net Pension Liability</u>
1% decrease (6.60%)	\$ 52,930,361
Current discount rate (7.60%)	\$ 33,957,179
1% increase (8.60%)	\$ 18,136,993

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

California Public Employees' Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under CalPERS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2013, annual actuarial valuation report, Schools Pool Actuarial Valuation, 2013. This report and CalPERS audited financial information are publically available reports that can be found on the CalPERS website under Forms and Publications at: <https://www.calpers.ca.gov/page/forms-publications>.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor, and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or age 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2015, are summarized as follows:

	<u>School Employer Pool (CalPERS)</u>	
	On or before	On or after
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.000%	6.000%
Required employer contribution rate	11.771%	11.771%

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The District is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contribution rates are expressed as a percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2015, are presented above, and the total District contributions were \$2,898,702.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

As of June 30, 2015, the District reported net pension liabilities for its proportionate share of the CalPERS net pension liability totaling \$23,974,911. The net pension liability was measured as of June 30, 2014. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating college districts, actuarially determined. At June 30, 2015, the District's proportion was 0.2112 percent.

For the year ended June 30, 2015, the District recognized pension expense of \$2,130,880. At June 30, 2015, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 2,898,702	\$ -
Difference between projected and actual earnings on pension plan investments	-	8,238,048
Total	<u>\$ 2,898,702</u>	<u>\$ 8,238,048</u>

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

The deferred outflow of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. The deferred inflow of resources will be amortized over a closed five-year period and will be recognized in pension expense as follows:

Year Ended June 30,	Amortization
2016	\$ 2,059,512
2017	2,059,512
2018	2,059,512
2019	2,059,512
Total	<u>\$ 8,238,048</u>

Actuarial Methods and Assumptions

Total pension liability for the SEP was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2013, and rolling forward the total pension liability to June 30, 2014. The financial reporting actuarial valuation as of June 30, 2013, used the following methods and assumptions, applied to all prior periods included in the measurement:

Valuation date	June 30, 2013
Measurement date	June 30, 2014
Experience study	July 1, 1997 through June 30, 2011
Actuarial cost method	Entry age normal
Discount rate	7.50%
Investment rate of return	7.50%
Consumer price inflation	2.75%
Wage growth	3.00%

Mortality assumptions are based on mortality rates resulting from the most recent CalPERS experience study adopted by the CalPERS Board. For purposes of the post-retirement mortality rates, those revised rates include five years of projected ongoing mortality improvement using Scale AA published by the Society of Actuaries.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations, as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first ten years) and the long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest one quarter of one percent. The target asset allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global equity	47%	5.25%
Global fixed income	19%	0.99%
Private equity	12%	6.83%
Real estate	11%	4.50%
Inflation sensitive	6%	0.45%
Infrastructure and Forestland	3%	4.50%
Liquidity	2%	-0.55%

Discount Rate

The discount rate used to measure the total pension liability was 7.50 percent. The projection of cash flows used to determine the discount rate assumed the contributions from plan members and employers will be made at statutory contribution rates. Based on these assumptions, the School Employer Pool fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine total pension liability.

The following presents the District's proportionate share of the net pension liability calculated using the current discount rate, as well as what the net pension liability would be if it were calculated using a discount rate that is one percent lower or higher than the current rate:

<u>Discount Rate</u>	<u>Net Pension Liability</u>
1% decrease (6.50%)	\$ 42,057,468
Current discount rate (7.50%)	\$ 23,974,911
1% increase (8.50%)	\$ 8,865,113

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS JUNE 30, 2015

Accumulation Program for Part-Time and Limited-Service Employees (APPLE) Plan

Plan Description

The District contributes to the Accumulation Program for Part-Time and Limited-Service Employees (APPLE) plan. All employees who do not participate in another retirement plan provided by the District are eligible to participate in the APPLE plan, a multi-employer defined-contribution retirement program.

The District's contributions for employees covered by the APPLE plan for the years ended June 30, 2015, 2014, and 2013, were \$63,538, \$62,610, and \$50,531, respectively.

Participants become 100 percent vested in the Employer Contribution Account at normal retirement age, total disability, or death. Participants are 100 percent vested in the Employee Contribution Account at all times.

On Behalf Payments

The State of California makes contributions to CalSTRS and CalPERS on behalf of the District. These payments consist of State General Fund contributions to CalSTRS for the fiscal year ended June 30, 2015, which amounted to \$1,545,690 (5.679 percent) of salaries subject to CalSTRS. Contributions are no longer appropriated in the annual *Budget Act* for the legislatively mandated benefits to CalPERS. Therefore, there is no on behalf contribution rate for CalPERS. No contributions were made for CalPERS for the years ended June 30, 2015, 2014, and 2013. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. These amounts have been reflected in the basic financial statements as a component of nonoperating revenue and employee benefit expense.

NOTE 13 - PARTICIPATION IN PUBLIC ENTITY RISK POOLS AND JOINT POWERS AUTHORITIES

The District is a member of several JPAs. The relationship between the District and the JPAs is such that they are not considered component units of the District for financial reporting purposes. The following is summary of these arrangements:

Schools Association for Excess Risk (SAFER)

SAFER's excess property and liability insurance program was established in 2002 to meet the needs of California K-12 schools and community college districts. The program provides their members with comprehensive coverage and competitive rates. SAFER's membership consists of one individual member district and three joint powers authority members, which represent 547 school and college districts. A board comprised of two representatives from each member with an average daily attendance (ADA) of over 100,000, or one representative for ADAs with less than 100,000, governs SAFER. Each member is allowed votes based on a weighted system based on ADA.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2015

Statewide Association of Community Colleges (SWACC)

SWACC arranges for and provides the broadest possible property and liability protection available to school districts. SWACC's membership consists of 44 community college districts and two joint powers authority members, which represent 20 districts. A board comprised of one representative from each member governs SWACC. Each member is allowed votes based on a weighted system based on ADA. The board controls the operations of SWACC and elects officers from its members.

Schools Alliance for Workers' Compensation Excess II Self Joint Powers Authority (SAWCX II)

SAWCX II arranges for and provides services necessary for members to establish, operate, and maintain a joint program of workers' compensation protection. SAWCX II membership consists of various educational districts and JPAs statewide. A board comprised of one representative from each member governs SAWCX II.

California Community College Financing Authority (CCCFA)

CCCFA provides short-term financing for members. A board of 16 elected voting members, elected alternates, and two ex-officio members governs CCCFA. Membership consists of community college districts throughout California. A board comprised of one representative from each member governs CCCFA.

San Bernardino Regional Emergency Training Center (SBRETC)

SBRETC was formed to establish a live-fire aircraft, rescue, and fire-fighting training facility in Southern California.

Membership consists of the San Bernardino County Consolidated Fire District, the City of San Bernardino, and the San Bernardino Community College District. The governing board is comprised of representatives from each member agency.

NOTE 14 - COMMITMENTS AND CONTINGENCIES

Grants

The District receives financial assistance from Federal and State agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and is subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the District. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2015.

Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2015.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Operating Leases

The District leases land on Box Springs Mountain for KVCR's broadcasting equipment. The lease term expires on October 31, 2032.

The District leases land in the City of Desert Hot Springs for additional broadcasting equipment. The five-year lease agreement was renewed for an additional five years commencing on January 1, 2011. The terms of the lease provide for quarterly payments of rent.

The District leases equipment for general use. Payout amounts vary by lease agreement.

<u>Year Ending June 30,</u>	<u>Lease Payment</u>
2016	\$ 238,795
2017	191,779
2018	176,203
2019	44,670
2020	15,600
Thereafter	<u>192,400</u>
Total	<u>\$ 859,447</u>

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Construction Commitments

As of June 30, 2015, the District had the following commitments with respect to the unfinished capital projects:

<u>CAPITAL PROJECT</u>	<u>Spent to Date</u>	<u>Remaining Construction Commitment</u>
SBVC Gymnasium and Stadium	\$ 27,607,197	\$ 41,705,811
SBVC Applied Technology	1,960,202	1,197,578
CHC Physical Education Complex	6,695,571	408,804
CHC Performing Arts Center Renovation	245,394	2,169,925
CHC Science Building	20,488,061	5,834,411
CHC LADM Renovation	1,245,727	13,480,267
CHC Occupational Education 1 - OE1	281,753	390,298
CHC Occupational Education 2 - OE2	18,744,079	5,037,417
CHC College Center Renovation	254,909	1,301,375
CHC Student Services A Renovation	678,277	6,286,669
CHC M & O Renovation	2,010,024	39,976
CHC Student Services Bldg (Crafton Ctr)	24,678,764	6,121,487
CHC Chemistry Health Science Renovation	166,803	386,641
CHC Classroom Building Renovation	71,013	231,685
	<u>\$ 105,127,774</u>	<u>\$ 84,592,344</u>

The projects are funded through a combination of general obligation bonds and capital project apportionments from the California State Chancellor's Office.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

NOTE 15 - RESTATEMENT OF PRIOR YEAR NET POSITION

The District's beginning net position has been restated as of June 30, 2015.

The District adopted GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*, in the current year. The implementation of this standard required a change in accounting principle and restatement of the beginning net position of the District by \$69,462,285.

Also, the beginning net position was restated for a change in accounting principle. During the current fiscal year, the District created the KVCR Education Foundation Fund, a fiduciary fund, which was previously included in the KVCR Special Revenue Fund within the Primary Government. See the reconciliation of the beginning net position below.

Primary Government	
Net Position - Beginning	\$ 160,061,110
Restatement of Aggregate Net Pension Obligation for implementation of GASB Statement No. 68	(74,134,168)
Restatement of Deferred Outflows of Resources for implementation of GASB Statement No. 68	4,671,883
Restatement of Fund presentation for KVCR Special Revenue Fund	(1,183,783)
Net Position - Beginning, as Restated	<u>\$ 89,415,042</u>
Fiduciary Funds	
Net Position - Beginning	\$ 8,751,242
Restatement of Fund presentation for KVCR Education Foundation	1,183,783
Net Position - Beginning, as Restated	<u>\$ 9,935,025</u>

NOTE 16 - SUBSEQUENT EVENTS

On October 14, 2015, the District issued two new bond issuances. The District issued the Election of 2008 Series D General Obligation Current Interest Bonds in the amount of \$29,070,000 and the Election of 2008 Series D General Obligation Capital Appreciation Bonds in the amount of \$8,466,960. These bonds will be used for the renovating, acquiring, constructing, repairing, and equipping District buildings and other facilities. Also, on October 14, 2015, the District issued 2015 General Obligation Refunding Bonds in the amount of \$55,975,000. These bonds will be used to pay off previous bond obligations.

REQUIRED SUPPLEMENTARY INFORMATION

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF OTHER POSTEMPLOYMENT BENEFITS (OPEB) FUNDING
PROGRESS
FOR THE YEAR ENDED JUNE 30, 2015**

Actuarial Valuation Date	Actuarial Value of Assets (a)	Actuarial Accrued Liability (AAL) - Method *Used (b)	Unfunded AAL (UAAL) (b - a)	Funded Ratio (a / b)	Covered Payroll (c)	UAAL as a Percentage of Covered Payroll ((b - a) / c)
August 1, 2009	\$ 1,168,751	\$ 8,338,911	\$ 7,170,160	14.02%	\$ 42,707,577	16.79%
February 1, 2012	2,027,100	6,253,735	4,226,635	32.41%	43,070,755	9.81%
February 1, 2014	3,288,535	7,224,899	3,936,364	45.52%	52,594,073	7.48%

* Entry age normal costs method

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE
NET PENSION LIABILITY
FOR THE YEAR ENDED JUNE 30, 2015**

CalSTRS

District's proportion of the net pension liability	<u>0.0581%</u>
District's proportionate share of the net pension liability	\$ 33,957,179
State's proportionate share of the net pension liability associated with the District	20,504,811
Total	<u>\$ 54,461,990</u>
District's covered - employee payroll	<u>\$ 30,941,662</u>
District's proportionate share of the net pension liability as a percentage of its covered - employee payroll	<u>109.75%</u>
Plan fiduciary net position as a percentage of the total pension liability	<u>77%</u>

CalPERS

District's proportion of the net pension liability	<u>0.2112%</u>
District's proportionate share of the net pension liability	<u>\$ 23,974,911</u>
District's covered - employee payroll	<u>21,652,411</u>
District's proportionate share of the net pension liability as a percentage of its covered - employee payroll	<u>110.73%</u>
Plan fiduciary net position as a percentage of the total pension liability	<u>83%</u>

Note : In the future, as data become available, ten years of information will be presented.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF THE DISTRICT CONTRIBUTIONS
FOR THE YEAR ENDED JUNE 30, 2015**

CalSTRS

Contractually required contribution	\$ 2,994,123
Contributions in relation to the contractually required contribution	<u>2,994,123</u>
Contribution deficiency (excess)	<u>\$ -</u>
District's covered - employee payroll	<u>\$ 33,717,601</u>
Contributions as a percentage of covered - employee payroll	<u>8.88%</u>

CalPERS

Contractually required contribution	\$ 2,897,702
Contributions in relation to the contractually required contribution	<u>2,897,702</u>
Contribution deficiency (excess)	<u>\$ -</u>
District's covered - employee payroll	<u>\$ 24,617,297</u>
Contributions as a percentage of covered - employee payroll	<u>11.771%</u>

Note : In the future, as data become available, ten years of information will be presented.

SUPPLEMENTARY INFORMATION

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

DISTRICT ORGANIZATION JUNE 30, 2015

San Bernardino Community College District was established in 1926 and is located in San Bernardino County. There were no changes in the boundaries of the District during the current year. The District's colleges are accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, which is one of six regional associations that accredit public and private schools, colleges, and universities in the United States.

BOARD OF TRUSTEES

<u>MEMBER</u>	<u>OFFICE</u>	<u>TERM EXPIRES</u>
John Longville	President	2018
Dr. Kathleen Henry	Vice President	2016
Joseph Williams	Clerk	2018
Donna Ferracone	Member	2016
Gloria Macias Harrison	Member	2016
Dr. Donald L. Singer	Member	2018
Nickolas W. Zoumbos	Member	2016
Esmeralda Vasquez	Student Trustee, CHC	2016
Thomas Robles	Student Trustee, SBVC	2016

ADMINISTRATION

Bruce Baron, M.S.	Chancellor
Gloria Fisher, J.D.	President - San Bernardino Valley College
Cheryl A. Marshall, Ed.D.	President - Crafton Hills College

See accompanying note to supplementary information.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2015**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. DEPARTMENT OF EDUCATION			
Student Financial Assistance Cluster			
Supplemental Educational Opportunity Grant	84.007		\$ 677,309
Federal Work Study	84.033		856,166
Federal Pell Grant	84.063		23,554,523
Federal Perkins Loan	84.038		5,000
Supplemental Educational Opportunity Grant - Administrative Allowance	84.007		29,623
Federal Work Study - Administrative Allowance	84.033		21,245
Federal Pell Grant - Administrative Allowance	84.063		37,180
Perkins Loan Administration	84.038		250
Total Student Financial Assistance Cluster			25,181,296
Title IV - TRIO - Student Support Services	84.042A		343,089
Minority Science and Engineering Improvement Program	84.120A		165,596
Title V - Hispanic Serving Institutions - Strengthening Institutions	84.031S		714,654
Title V - Hispanic Serving Institutions - STEM	84.031C		2,361,731
Passed through from the California Community Colleges Chancellor's Office			
Career and Technical Education Act (Perkins Title I-C)	84.048	13-C01-046	404,622
CTE Transitions	84.048A	13-112-982	86,214
Total U.S. Department of Education			29,257,202
U.S. DEPARTMENT OF VETERANS AFFAIRS			
Veterans Services			14,422
U.S. DEPARTMENT OF AGRICULTURE			
Passed through the California Department of Education			
Child and Adult Care Food Program	10.558	[1]	157,964
U.S. DEPARTMENT OF LABOR			
TANF Work Study	17.258		1,376
Passed through from the Chaffey Community College			
Trade Adjustment Assistance Community College and Career Training Grants	17.282	[1]	141,314
Total U.S. Department of Labor			142,690
NATIONAL SCIENCE FOUNDATION			
Bridging the Water Divide**	47.076		91,202

[1] Pass-Through Entity Identifying Number not available.

[2] The difference between the Schedule of Expenditures of Federal Awards and Federal revenues reported on the Statement of Revenues, Expenses, and Changes in Net Position is due to differences of \$917 related to revenue recognition principles in various programs.

** Research and Development Grant.

See accompanying note to supplementary information.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS, Continued
FOR THE YEAR ENDED JUNE 30, 2015**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Passed through from Yosemite Community College District			
Child Development Consortium	93.575	[1]	\$ 25,000
Passed through from the California Community Colleges Chancellor's Office			
Temporary Assistance for Needy Families	93.558	[1]	<u>140,326</u>
Total U.S. Department of Health and Human Services			<u>165,326</u>
U.S. DEPARTMENT OF COMMERCE			
Pass-through California Manufacturers and Technology Consulting (CMTC)			
Manufacturing Extension Partnership	11.611	70NANB10H292	<u>884</u>
Total Expenditures of Federal Awards			<u><u>\$ 29,829,690</u></u> [2]

[1] Pass-Through Entity Identifying Number not available.

[2] The difference between the Schedule of Expenditures of Federal Awards and Federal revenues reported on the Statement of Revenues, Expenses, and Changes in Net Position is due to differences of \$917 related to revenue recognition principles in various programs.

** Research and Development Grant.

See accompanying note to supplementary information.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF EXPENDITURES OF STATE AWARDS
FOR THE YEAR ENDED JUNE 30, 2015**

Program	Program Entitlements		
	Current Year	Prior Year	Total Entitlement
SFAA-BFAP Admin Allowance	\$ 217,395	\$ 422,263	\$ 639,658
CARE	123,758	-	123,758
EOPS	1,002,148	-	1,002,148
Handicapped Students Program	1,129,193	-	1,129,193
Child Development	774,744	-	774,744
State Preschool Grant	1,813,489	-	1,813,489
Foster Parents	169,764	-	169,764
Youth Empowerment	22,500	-	22,500
Workability III	142,762	-	142,762
Telecommunications Technology	-	5,641	5,641
Basic Skills	194,869	165,492	360,361
Instructional Equipment	-	420,391	420,391
Block Grant FY-98	1,914,551	335,839	2,250,390
Matriculation	2,203,954	93,872	2,297,826
Lottery - Prop 20	377,241	191,662	568,903
3C Media Solutions	-	293,491	293,491
Alternate Text Production Center	1,300,000	44,714	1,344,714
CalWORKS	579,785	-	579,785
Equal Employment Opportunity	6,994	26,544	33,538
ATTC/IDRC	-	-	-
Employment Training Panel	-	584,391	584,391
Middle College High School	99,000	2,600	101,600
Student Mental Health Program	50,000	-	50,000
Job Development Incentive Funding	-	-	-
Communication Technology Education	-	165,247	165,247
Staff Development	-	4,348	4,348
WIA - State Match II	-	-	-
AB86 - Adult Consortium	-	348,137	348,137
Prop 39 - Clean Energy Funding	608,718	37,910	646,628
ICT/Digital Media - 1070	100,000	68,649	168,649
CalTRANS Workcrew Project	-	2,002,822	2,002,822
ICT/Digital Media - ATTC	200,000	101,163	301,163

See accompanying note to supplementary information.

Program Revenues				
Cash	Accounts	Unearned	Total	Program
Received	Receivable	Revenue	Revenue	Expenditures
\$ 639,658	\$ -	\$ -	\$ 639,658	\$ 639,658
123,001	-	-	123,001	123,001
1,002,148	-	-	1,002,148	1,002,148
1,083,637	-	-	1,083,637	1,083,637
811,966	-	-	811,966	811,966
1,679,225	-	-	1,679,225	1,679,225
84,882	84,882	-	169,764	169,764
7,256	15,080	-	22,336	22,336
54,123	63,482	-	117,605	117,605
5,641	-	5,641	-	-
372,146	-	183,529	188,617	188,617
420,391	-	403,560	16,831	16,831
2,215,370	-	1,063,484	1,151,886	1,151,886
2,297,826	-	628,273	1,669,553	1,669,553
(27,211)	505,004	-	477,793	477,793
293,491	-	291,394	2,097	2,097
1,332,592	-	-	1,332,592	1,332,592
552,589	12,915	-	565,504	565,504
33,220	-	13,403	19,817	19,817
-	-	-	-	-
223,551	-	-	223,551	223,551
42,200	52,905	-	95,105	95,105
23,671	25,151	-	48,822	48,822
-	-	-	-	-
165,247	-	-	165,247	165,247
4,348	-	1,792	2,556	2,556
63	-	63	-	-
311,448	-	99,137	212,311	212,311
505,960	-	-	505,960	505,960
8,649	52,144	-	60,793	60,793
877,579	147,000	324,111	700,468	700,468
61,163	120,000	27,560	153,603	153,603

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF EXPENDITURES OF STATE AWARDS, Continued
FOR THE YEAR ENDED JUNE 30, 2015**

Program	Program Entitlements		
	Current Year	Prior Year	Total Entitlement
Enrollment Growth/Nursing Program	\$ 126,737	\$ -	\$ 126,737
Student Equity Grant	889,081	-	889,081
CTE Enhancement Grant	353,733	-	353,733
Prop 39 Region F Colleges/SBVC	50,704	-	50,704
Ramp Up/Victor Valley Community College	601,120	-	601,120
ETP #4 ATTC	374,474	-	374,474
Industry Driven	353,214	-	353,214
IDRC - ATTC	298,836	-	298,836
Total State Awards			

See accompanying note to supplementary information.

Program Revenues				
Cash Received	Accounts Receivable	Unearned Revenue	Total Revenue	Program Expenditures
\$ 126,737	\$ -	\$ 27,689	\$ 99,048	\$ 99,048
892,458	-	466,117	426,341	426,341
141,493	-	61,629	79,864	79,864
-	43,826	-	43,826	43,826
601,120	-	417,884	183,236	183,236
80,700	75,368	-	156,068	156,068
-	141,285	129,992	11,293	11,293
87,623	211,213	-	298,836	298,836
<u>\$ 17,135,961</u>	<u>\$ 1,550,255</u>	<u>\$ 4,145,258</u>	<u>\$ 14,540,958</u>	<u>\$ 14,540,958</u>

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**SCHEDULE OF WORKLOAD MEASURES FOR STATE GENERAL
 APPORTIONMENT ANNUAL (ACTUAL) ATTENDANCE
 FOR THE YEAR ENDED JUNE 30, 2015**

CATEGORIES	<u>Reported Data</u>	<u>Audit Adjustments</u>	<u>Audited Data</u>
A. Summer Intersession (Summer 2014 only)			
1. Noncredit	-	-	-
2. Credit	654	-	654
B. Summer Intersession (Summer 2015 - Prior to July 1, 2015)			
1. Noncredit	-	-	-
2. Credit	704	-	704
C. Primary Terms (Exclusive of Summer Intersession)			
1. Census Procedure Courses			
(a) Weekly Census Contact Hours	9,854	-	9,854
(b) Daily Census Contact Hours	1,171	-	1,171
2. Actual Hours of Attendance Procedure Courses			
(a) Noncredit	57	-	57
(b) Credit	771	-	771
3. Independent Study/Work Experience			
(a) Weekly Census Contact Hours	964	-	964
(b) Daily Census Contact Hours	542	-	542
(c) Noncredit Independent Study/Distance Education Courses	-	-	-
D. Total FTES	<u>14,717</u>	<u>-</u>	<u>14,717</u>
SUPPLEMENTAL INFORMATION (Subset of Above Information)			
E. In-Service Training Courses (FTES)	-	-	-
H. Basic Skills Courses and Immigrant Education			
1. Noncredit	57	-	57
2. Credit	1,053	-	1,053

See accompanying note to supplementary information.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**RECONCILIATION OF EDUCATION CODE SECTION 84362 (50 PERCENT LAW) CALCULATION
FOR THE YEAR ENDED JUNE 30, 2015**

	Object/TOP Codes	ECS 84362 A Instructional Salary Cost AC 0100 - 5900 and AC 6110			ECS 84362 B Total CEE AC 0100 - 6799		
		Reported Data	Audit Adjustments	Revised Data	Reported Data	Audit Adjustments	Revised Data
<u>Academic Salaries</u>							
Instructional Salaries							
Contract or Regular	1100	\$ 16,477,615	\$ -	\$ 16,477,615	\$ 16,477,615	\$ -	\$ 16,477,615
Other	1300	11,669,695	-	11,669,695	5,956,207	-	5,956,207
Total Instructional Salaries		28,147,310	-	28,147,310	22,433,822	-	22,433,822
Noninstructional Salaries							
Contract or Regular	1200	-	-	-	11,201,929	-	11,201,929
Other	1400	-	-	-	488,959	-	488,959
Total Noninstructional Salaries		-	-	-	11,690,888	-	11,690,888
Total Academic Salaries		28,147,310	-	28,147,310	34,124,710	-	34,124,710
<u>Classified Salaries</u>							
Noninstructional Salaries							
Regular Status	2100	-	-	-	13,986,423	-	13,986,423
Other	2300	-	-	-	1,264,550	-	1,264,550
Total Noninstructional Salaries		-	-	-	15,250,973	-	15,250,973
Instructional Aides							
Regular Status	2200	1,154,469	-	1,154,469	1,154,469	-	1,154,469
Other	2400	595,459	-	595,459	595,459	-	595,459
Total Instructional Aides		1,749,928	-	1,749,928	1,749,928	-	1,749,928
Total Classified Salaries		1,749,928	-	1,749,928	17,000,901	-	17,000,901
Employee Benefits	3000	6,659,428	-	6,659,428	14,485,985	-	14,485,985
Supplies and Material	4000	-	-	-	767,586	-	767,586
Other Operating Expenses	5000	691,930	-	691,930	10,006,283	-	10,006,283
Equipment Replacement	6420	-	-	-	274,109	-	274,109
Total Expenditures		37,248,596	-	37,248,596	76,659,574	-	76,659,574
Prior to Exclusions		37,248,596	-	37,248,596	76,659,574	-	76,659,574

See accompanying note to supplementary information.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**RECONCILIATION OF EDUCATION CODE SECTION 84362 (50 PERCENT LAW) CALCULATION, Continued
FOR THE YEAR ENDED JUNE 30, 2015**

	Object/TOP Codes	ECS 84362 A Instructional Salary Cost AC 0100 - 5900 and AC 6110			ECS 84362 B Total CEE AC 0100 - 6799		
		Reported Data	Audit Adjustments	Revised Data	Reported Data	Audit Adjustments	Revised Data
<u>Exclusions</u>							
Activities to Exclude							
Student Health Services Above Amount Collected	6441	\$ -	\$ -	\$ -	\$ 74,641	\$ -	\$ 74,641
Objects to Exclude							
Rents and Leases	5060	-	-	-	632,760	-	632,760
Lottery Expenditures							-
Books, Magazines, and Periodicals	4200	-	-	-	-	-	-
Instructional Supplies and Materials	4300	-	-	-	-	-	-
Total Supplies and Materials		-	-	-	-	-	-

See accompanying note to supplementary information.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**RECONCILIATION OF EDUCATION CODE SECTION 84362 (50 PERCENT LAW) CALCULATION, Continued
FOR THE YEAR ENDED JUNE 30, 2015**

	Object/TOP Codes	ECS 84362 A Instructional Salary Cost AC 0100 - 5900 and AC 6110			ECS 84362 B Total CEE AC 0100 - 6799		
		Reported Data	Audit Adjustments	Revised Data	Reported Data	Audit Adjustments	Revised Data
Other Operating Expenses and Services	5000	\$ -	\$ -	\$ -	\$ 1,800,332	\$ -	\$ 1,800,332
Capital Outlay							
Equipment	6300	-	-	-	-	-	-
Equipment - Replacement	6420	-	-	-	-	-	-
Total Equipment		-	-	-	-	-	-
Total Exclusions		-	-	-	2,507,733	-	2,507,733
Total for ECS 84362, 50 Percent Law		\$ 37,248,596	\$ -	\$ 37,248,596	\$ 74,151,841	\$ -	\$ 74,151,841
Percent of CEE (Instructional Salary Cost/Total CEE)		50.23%		50.23%	100.00%		100.00%
50% of Current Expense of Education					\$ 37,075,921		\$ 37,075,921

See accompanying note to supplementary information.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT (CCFS-311)
WITH FUND FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2015**

Summarized below is the fund balance reconciliation between the Annual Financial and Budget Report (CCFS-311) and the fund financial statements.

	General Fund	Workers' Compensation Fund	Capital Project Fund	Bond Fund	KVCR Fund
FUND BALANCE					
Balance, June 30, 2015, (CCFS-311)	\$ 16,141,525	\$ 4,248,747	\$ 11,431,432	\$ 91,921,289	\$ 276,015
Change in:					
Beginning fund balance	-	(820,419)	-	-	-
Load banking	77,169	-	-	-	-
Accounts payable	148,263	-	120,832	2,498,008	-
Due to other funds	176,988	-	-	-	(276,015)
Balance, June 30, 2015, Audited	<u>\$ 16,543,945</u>	<u>\$ 3,428,328</u>	<u>\$ 11,552,264</u>	<u>\$ 94,419,297</u>	<u>\$ -</u>

See accompanying note to supplementary information.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**PROPOSITION 30 EDUCATION PROTECTION ACT (EPA) EXPENDITURE REPORT
FOR THE YEAR ENDED JUNE 30, 2015**

Activity Classification	Object Code				Unrestricted
EPA Proceeds:	8630				\$ 13,538,804
Activity Classification	Activity Code	Salaries and Benefits (Obj 1000-3000)	Operating Expenses (Obj 4000-5000)	Capital Outlay (Obj 6000)	Total
Instructional Activities	1000-5900	\$ -	-	-	\$ 13,538,804
Total Expenditures for EPA		\$ -	-	-	\$ 13,538,804
Revenues Less Expenditures					\$ -

See accompanying note to supplementary information.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

RECONCILIATION OF GOVERNMENTAL FUNDS TO THE STATEMENT OF NET POSITION

JUNE 30, 2015

Amounts Reported for Governmental Activities in the Statement of Net Position are Different Because:

Total Fund Balance:

General Fund	\$ 16,543,945	
Special Revenue Funds	(213,101)	
Capital Project Funds	105,971,561	
Debt Service Funds	28,793,393	
Enterprise Funds	1,043,739	
Internal Service Funds	8,515,139	
Fiduciary Funds	<u>181,905</u>	
Total Fund Balance - All District Funds		\$ 160,836,581

Capital assets used in governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds.

The cost of capital assets is	582,504,589	
Accumulated depreciation is	<u>(112,406,489)</u>	470,098,100

Contributions to pension plans made subsequent to the measurement date were recognized as expenditures on the modified accrual basis, but are not recognized on the accrual basis.

5,892,825

The District has refunded debt obligations. The difference between the amount that was sent to escrow agent for the payment of the old debt and the actual remaining debt obligations will be amortized as an adjustment to interest expense over the remaining life of the refunded debt. The balance represents the unamortized deferred charges on refunding amounts as of June 30, 2015.

23,612,674

In governmental funds, postemployment benefit costs are recognized as expenditures in the period they are paid. In the government-wide financial statements, postemployment benefit costs are recognized in the period that they are incurred. The other postemployment benefit net asset is a result of the accumulated contributions in excess of the annual required contribution (ARC).

4,233,769

Difference between projected and actual earnings on pension plan investments are not recognized on the modified accrual basis, but are recognized on the accrual basis as an adjustment to pension expense.

(16,599,939)

In governmental funds, unmatured interest on long-term debt is recognized in the period when it is due. On the government-wide statements, unmatured interest on long-term debt is recognized when it is incurred.

(7,324,126)

Long-term liabilities at year end consist of:

Bonds payable	509,537,753	
Community service grant payable	328,120	
Compensated absences	2,587,344	
Aggregate net pension liability	<u>57,932,090</u>	(570,385,307)
Total Net Position		<u><u>\$ 70,364,577</u></u>

See accompanying note to supplementary information.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

NOTE TO SUPPLEMENTARY INFORMATION JUNE 30, 2015

NOTE 1 - PURPOSE OF SCHEDULES

District Organization

This schedule provides information about the District's governing board members and administration members.

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of the United States Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

Schedule of Expenditures of State Awards

The accompanying Schedule of Expenditures of State Awards includes the State grant activity of the District and is presented on the modified accrual basis of accounting. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The information in this schedule is presented to comply with reporting requirements of the California State Chancellor's Office.

Schedule of Workload Measures for State General Apportionment Annual (Actual) Attendance

FTES is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds, including restricted categorical funding, are made to community college districts. This schedule provides information regarding the annual attendance measurements of students throughout the District.

Reconciliation of Education Code Section 84362 (50 Percent Law) Calculation

ECS 84362 requires the District to expend a minimum of 50 percent of the unrestricted General Fund monies on salaries of classroom instructors. This is reported annually to the State Chancellor's Office. This schedule provides a reconciliation of the amount reported to the State Chancellor's Office and the impact of any audit adjustments and/or corrections noted during the audit.

Reconciliation of Annual Financial and Budget Report (CCFS-311) With Fund Financial Statements

This schedule provides the information necessary to reconcile the fund balance of all funds reported on the Form CCFS-311 to the District's internal fund financial statements.

Proposition 30 Education Protection Act (EPA) Expenditure Report

This schedule provides the District's summary of receipts and uses of the monies received through the EPA.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2015**

Reconciliation of Governmental Funds to the Statement of Net Position

This schedule provides a reconciliation of the adjustments necessary to bring the District's internal fund financial statements, prepared on a modified accrual basis, to the entity-wide full accrual basis financial statements required under GASB Statements No. 34 and No. 35 business-type activities reporting model.

INDEPENDENT AUDITOR'S REPORTS



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees
San Bernardino Community College District
San Bernardino, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the basic financial statements of the business-type activities and the aggregate remaining fund information of San Bernardino Community College District (the District) as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the District's basic financial statements and have issued our report thereon dated November 20, 2015.

Emphasis of Matter - Change in Accounting Principles

As discussed in Note 2 and Note 15 to the financial statements, in 2015, the District adopted new accounting guidance, GASB Statement No. 68, *Accounting and Financial Reporting for Pensions*. Our opinion is not modified with respect to this matter.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as described in the accompanying Schedule of Findings and Questioned Costs, we identified a certain deficiency in internal control that we consider to be a material weakness.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected, on a timely basis. We consider the deficiency described in the accompanying Schedule of Findings and Questioned Costs as item 2015-001 to be a material weakness.

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness yet important enough to merit attention by those charged with governance.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of the District in a separate letter dated November 20, 2015.

San Bernardino Community College District's Response to the Finding

The District's response to the finding identified in our audit is described in the accompanying Schedule of Findings and Questioned Costs. The District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vaivuek, Irine, Day & Co. LLP

Rancho Cucamonga, California
November 20, 2015



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR
EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133**

Board of Trustees
San Bernardino Community College District
San Bernardino, California

Report on Compliance for Each Major Federal Program

We have audited San Bernardino Community College District's (the District) compliance with the types of compliance requirements described in the OMB Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of the District's major Federal programs for the year ended June 30, 2015. The District's major Federal programs are identified in the Summary of Auditor's Results section of the accompanying Schedule of Findings and Questioned Costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its Federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of State, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we consider necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of the District's compliance.

Opinion on Each Major Federal Program

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2015.

Other Matters

The results of our auditing procedures disclosed an instance of noncompliance, which is required to be reported in accordance with OMB Circular A-133 and which is described in the accompanying Schedule of Findings and Questioned Costs as item 2015-002. Our opinion on each major Federal program is not modified with respect to these matters.

The District's response to the noncompliance finding identified in our audit is described in the accompanying Schedule of Findings and Questioned Costs. The District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the responses.

Report on Internal Control Over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major Federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major Federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, we identified a certain deficiency in internal control over compliance described in the accompanying Schedule of Findings and Questioned Costs as item 2015-002 that we consider to be a significant deficiency.

The District's response to the internal control over compliance finding identified in our audit is described in the accompanying Schedule of Findings and Questioned Costs. The District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Varrick, Fine, Day & Co. LLP

Rancho Cucamonga, California
November 20, 2015



INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Trustees
San Bernardino Community College District
San Bernardino, California

Report on State Compliance

We have audited San Bernardino Community College District's (the District) compliance with the types of compliance requirements as identified in the California Community Colleges Chancellor's Office *District Audit Manual* issued in August 2014 that could have a direct and material effect on each of the District's programs as noted below for the year ended June 30, 2015.

Management's Responsibility

Management is responsible for compliance with the requirements identified in the California Community Colleges Chancellor's Office *District Audit Manual* issued in August 2014.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of each of the District's State programs based on our audit of the types of compliance requirements referred to above. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the standards and procedures identified in the California Community Colleges Chancellor's Office *District Audit Manual*. These standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above could have a material effect on the applicable programs noted below. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such procedures as we consider necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

Basis for Qualified Opinion

As described in the accompanying Schedule of Findings and Questioned Costs, the District did not comply with requirements regarding Section 491 Proposition 30 Education Protection Account Funds. Compliance with such requirements is necessary, in our opinion, for the District to comply with the requirements applicable to that program.

Qualified Opinion

In our opinion, except for the noncompliance described in the Basis for Qualified Opinion paragraph, the District complied, in all material respects, with the types of compliance requirements referred to above for the year ended June 30, 2015.

Unmodified Opinion for Each of the Other Programs

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that are applicable to the programs noted below that were audited for the year ended June 30, 2015, except as described in the State Awards Findings and Questioned Costs section of the accompanying Schedule of Findings and Questioned Costs.

In connection with the audit referred to above, we selected and tested transactions and records to determine the District's compliance with State laws and regulations applicable to the following:

- Section 421 Salaries of Classroom Instructors (50 Percent Law)
- Section 423 Apportionment for Instructional Service Agreements/Contracts
- Section 424 State General Apportionment Funding System
- Section 425 Residency Determination for Credit Courses
- Section 426 Students Actively Enrolled
- Section 427 Concurrent Enrollment of K-12 Students in Community College Credit Courses
- Section 430 Schedule Maintenance Program
- Section 431 Gann Limit Calculation
- Section 435 Open Enrollment
- Section 438 Student Fees – Health Fees and Use of Health Fee Funds
- Section 439 Proposition 39 Clean Energy
- Section 440 Intersession Extension Programs
- Section 474 Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE)
- Section 475 Disabled Student Programs and Services (DSPS)
- Section 479 To Be Arranged (TBA) Hours
- Section 490 Proposition 1D State Bond Funded Projects
- Section 491 Proposition 30 Education Protection Account Funds

Vaughan, Fine, Day & Co. LLP

Rancho Cucamonga, California
November 20, 2015

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**SUMMARY OF AUDITOR'S RESULTS
FOR THE YEAR ENDED JUNE 30, 2015**

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weaknesses identified?	<u>Yes</u>
Significant deficiencies identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

Internal control over major Federal programs:	
Material weaknesses identified?	<u>No</u>
Significant deficiencies identified?	<u>Yes</u>
Type of auditor's report issued on compliance for major Federal programs:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Section .510(a) of OMB Circular A-133?	<u>Yes</u>

Identification of major Federal programs:

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
<u>84.007, 84.033, 84.063, 84.038,</u>	<u>Student Financial Assistance Cluster</u>
<u>84.031S, 84.031C</u>	<u>Title V - Hispanic Serving Institutions - Strengthening Institutions</u>
<u>84.048</u>	<u>Title V - Hispanic Serving Institutions - STEM</u>
<u>84.048A</u>	<u>Career and Technical Education Act</u>
<u>84.042A</u>	<u>CTE Transitions</u>
	<u>Title IV - TRIO - Student Support Services</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 300,000</u>
Auditee qualified as low-risk auditee?	<u>No</u>

STATE AWARDS

Type of auditor's report issued on compliance for State programs:	<u>Qualified</u>
Unmodified for all State programs except for the following State program which was qualified:	

<u>Name of State Program</u>
<u>Section 491 Proposition 30 Education Protection Account Funds</u>

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

FINANCIAL STATEMENT FINDINGS AND RECOMMENDATIONS FOR THE YEAR ENDED JUNE 30, 2015

The following finding represents a material weakness related to the financial statements that is required to be reported in accordance with *Government Auditing Standards*.

2015-001 Financial Reconciliation Process

Criteria or Specific Requirement

The accounting system used to record the financial affairs of any community college district shall be in accordance with the definitions, instructions, and procedures published in the California Community Colleges *Budget and Accounting Manual* (BAM). Colleges are also required to present their financial statements in accordance with generally accepted accounting principles (GAAP).

Condition

Material Weakness - Errors were made within the closing process of the District's financial records during the current fiscal year. Material adjustments and reclassifications were required to conform to the BAM. Errors were found in various accounts including, but not limited to:

- Accounts Payable

The accounts payable balances were not properly reconciled at the end of the year. Controls in place did not operate effectively to ensure the proper closing of open purchase orders. Material adjustments were necessary to reconcile these account balances.

- Fund Balance

Prior year audit adjustments were not properly posted to the general ledger. Beginning balance adjustments were necessary to properly reconcile the beginning balances per the general ledger to the prior year audit report.

- Inter-Fund Activity

Amounts owing between funds of the District were not appropriately monitored during the year. We noted inter-fund obligations were, in some instances, carried over from prior years, and, in other instances, may have been cleared within one fund, but not in the corresponding fund.

Effect

Material adjustments to the general ledger were proposed as a result of the audit procedures. These adjustments were accepted by management to ensure the financial statements were presented fairly.

Cause

The oversight controls over the closing process appeared not to have been adhered to, resulting in adjustments and a material weakness.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

FINANCIAL STATEMENT FINDINGS AND RECOMMENDATIONS FOR THE YEAR ENDED JUNE 30, 2015

Recommendation

The District needs to develop a closing procedure calendar at year end to ensure that all information is prepared, reviewed, and reconciled prior to the closing of the general ledger. All inter-fund activity accounts should be examined and investigated to determine the purpose of the inter-fund borrowings and the true amount owed to various funds.

Management's Response and Corrective Action Plan

Errors were made during the closing process due to significant changeover in staff. Management will develop a closing procedures calendar for year end to ensure that all information is prepared, reviewed, and reconciled prior to the closing of the general ledger. As part of closing procedures, management will examine and investigate all inter-fund activity accounts to determine the purpose of the inter-fund borrowings and the true amounts owed to various funds. The closing procedures calendar will be developed by December 2015.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2015

The following finding represents a significant deficiency and an instance of noncompliance that is required to be reported in accordance with OMB Circular A-133.

2015-002 Procurement, Suspension, and Debarment

Programs

U.S. Department of Education (DOE): Title V - Strategies to Improve Hispanic Student Success and Transfer (CFDA #84.031S); Hispanic Serving Institution - STEM (CFDA #84.031C); and Creating a STEM Pathway to Increase Hispanic Student STEM Degrees and Transfer (CFDA #84.031C), U.S. Department of Education (DOE) Career and Technical Education Act (CFDA #84.048)

Compliance Requirement

Procurement, Suspension, and Debarment

Criteria or Specific Requirements

OMB Circular A-110, Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations. (2 CFR part 215.13) require that prohibits non-federal entities from contracting with or making sub-awards under covered transactions to parties that are suspended or debarred. All vendors who are providing services to federally funded programs in excess \$25,000 should be verified to ensure they are not suspended or debarred.

Condition

Significant Deficiency - The District did not have policies or procedures in place to ensure that covered transactions are not entered into with parties that are suspended or debarred.

Questioned Costs

No questioned costs. See Context.

Context

Of the vendors who had more than \$25,000 in disbursements that were tested, none were adequately checked and documented for suspension and debarment; however, the District did not expend any funds to excluded parties.

Effect

Future expenditures to excluded parties can result in the District having to return Federal funds.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2015

Cause

The District had not adopted policies and procedures to ensure the compliance with Federal requirements.

Recommendation

It is recommended that the District adequately verify all vendors who are providing services to federally funded programs in excess of \$25,000 to ensure that the entity is not suspended, debarred, or otherwise excluded. This verification should be checked on the System for Awards Management (SAM) website. The District should also establish policies and procedures for individuals to follow who are approving and creating contracts with Federal funds.

Management's Response and Corrective Action Plan

Management has verified that all current vendors who are providing services to federally funded programs in excess of \$25,000 are not suspended, debarred, or otherwise excluded. Additionally, management has developed internal procedures for procurement staff to follow before approving future contracts with Federal funds.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

STATE AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2015

The following finding represents an instance of noncompliance and questioned costs relating to State program laws and regulations.

2015-003 491 - Proposition 30 Education Protection Account Funds

Criteria or Specific Requirement

A community college district shall have sole authority to determine how the monies received from the Education Protection Account (EPA) are spent in the school or schools within its jurisdiction, provided, however, the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the EPA for salaries or benefits of administrators or any other administrative costs.

Condition

In an open-session Board meeting held on June 11, 2015, the Board approved the resolution to spend EPA funds on instruction-related expenses, which are allowable costs. Although the District incurred sufficient instruction-related expenses during the year to be covered by the EPA funds, the District did not code these expenses as EPA expenditures in its accounting system to clearly evidence that EPA funds were not expended for salaries or benefits of administrators or any other administrative costs.

Questioned Costs

The District received \$13,538,804 in EPA funds.

Context

See Questioned Costs.

Effect

The District did not clearly show that all EPA funds were spent on allowable costs.

Cause

The District did not set up a separate sub-program in its accounting system to code costs covered by EPA funds as EPA expenditures.

Recommendation

The District should set up a separate sub-program in its accounting system to identify EPA expenditures. These expenditures should reconcile to the amount of monies received from the Chancellor's Office.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**STATE AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2015**

Management's Response and Corrective Action Plan

Management has set up a sub-program in its accounting system to identify EPA expenditures. At year end, management will perform a reconciliation of these expenditures to funds received from the Chancellor's Office.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2015

Except as specified in previous sections of this report, summarized below is the current status of all audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Financial Statement Findings

2014-001 Material Weakness - Material Audit Adjustment

Criteria or Specific Requirements

Best practices require a review and reconciliation of the components of State apportionment at year end. This will ensure property tax revenue, student enrollment fees, and State apportionment have been accurately reported in the financial statements.

Condition

The State apportionment components were not reconciled at year end. Property tax revenue was received in excess of amounts anticipated which then reduces State apportionment. An accrual in the amount of \$4.8 million was calculated by the auditors, reviewed, and accepted by management to properly account for the revenues.

Recommendation

Management should develop a procedure and control to reconcile the apportionment accounts at year end. As part of the closing process, an accounts receivable or payable should be booked to properly account for current year activity.

Current Status

Implemented.

2014-002 Significant Deficiency - Deficit Fund Balance

Criteria or Specific Requirement

Best accounting practices require the District to maintain adequate financial resources, both at an entity-wide level and at the specific fund level.

Condition

At year end, the District had two funds that showed a negative fund balance: the Cafeteria Fund and the Child Development Fund. The Cafeteria Fund balance has shown a negative balance for the last two years and ended with a deficit balance of \$197,374. The expenditures for the Cafeteria Fund exceeded the revenues by \$16,276 in the current year. Included in the liabilities of the Cafeteria Fund is an amount owed to the General Fund for salaries, benefits, and other support in the amount of \$400,000. Without positive net income, this amount is at risk of not being repaid.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2015**

The Child Development Fund showed an ending negative fund balance of \$133,598. The expenditures for the Child Development Fund exceeded the revenues by \$398,775. We also noted that current year revenues were \$455,757 less than what was initially budgeted for the year. Corresponding reductions in the expenses of the fund were not made.

Recommendation

A plan for the continuing operations of the Cafeteria Fund should be discussed and implemented to ensure the program has the ability to sustain itself. The revenues of the Child Development Fund should be reviewed against the budget during the year, and when revenues are reduced, institute plans to also reduce the expenses related to the program. The District should continue to monitor the budget of these two funds to ensure that the operating losses do not continue and become a General Fund obligation.

Current Status

Implemented.

Federal Awards Findings

San Bernardino Valley College

2014-003 Student Financial Aid Eligibility

Program

U.S. Department of Education (ED), Student Financial Assistance Cluster (CFDA #s 84.007, 84.033, and 84.063)

Federal Program Affected

U.S. Department of Education, Student Financial Assistance Cluster: Federal Supplemental Education Opportunity Grant (CFDA #84.007), Federal Work Study Program (CFDA #84.033), and Federal Pell Grant Program (CFDA #84.063)

Compliance Requirement

Eligibility.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2015

Criteria or Specific Requirement

34 CFR Section 600.10(c)(2)). Student Financial Assistance (SFA) funds can be awarded only to students enrolled in eligible programs. Eligible programs are listed on an institution's Eligibility and Certification Approval Report (ECAR). Other programs can be added after the school's most recent certification without obtaining ED's approval if they lead to an associate, baccalaureate, professional, or graduate degree or are at least 8 semester hours, 12 quarter hours, or 600 clock hours, and they prepare students for gainful employment in the same or a related occupation of a previously ED-designated eligible program (34 CFR Section 600.10(c)(2)).

Condition

Significant Deficiency - Students must be enrolled in an eligible program or matriculation towards a transfer to a higher education in order to receive financial aid awards. During the review of eligibility documents, the District Student Financial Aid Office does not have procedures in place to determine if recipients of financial aid are enrolled in an eligible program. Students have been enrolled in more than a semester each and received funding for all semesters.

Also, the District used the IRS Form 1040 for verification of income for 2 of the 40 students tested.

Questioned Costs

None.

Context

At San Bernardino Valley College, the total population of Financial Aid Students was 4,599. During the fiscal year, of these students, 40 student files were tested. Six student files did not show evidence that the student declared a major during the year for San Bernardino Valley College.

When income is verified, only IRS tax transcripts should be used unless the student's IRS Form 1040 was modified and submitted by the IRS.

Effect

The District Student Financial Aid Office is at risk of disbursing Federal financial aid funds to ineligible students.

Cause

The District Student Financial Aid Office had not updated its procedures to provide steps for ensuring that the students disbursed financial aid funds are in an eligible program, and the 1040 IRS form is no longer being used for income verification.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2015**

Recommendation

The District Student Financial Aid Office should develop and implement procedures to review the academic program of all financial aid recipients to ensure that funds are only paid to those students enrolled in an eligible program. Also, the District should ensure that the correct forms are used to verify income.

Current Status

Implemented.

San Bernardino Valley College and Crafton Hills College

2014-004 Return to Title IV

Program

U.S. Department of Education (ED), Student Financial Assistance Cluster (CFDA #s 84.007, 84.033, and 84.063)

Federal Program Affected

U.S. Department of Education, Student Financial Assistance Cluster: Federal Supplemental Education Opportunity Grant (CFDA #84.007), Federal Work Study Program (CFDA #84.033), and Federal Pell Grant Program (CFDA #84.063)

Compliance Requirement

Special tests and provisions.

Criteria or Specific Requirement

A-133 Compliance Supplement, 34 CFR Section 668.22(j):
Return of Title IV funds are required to be deposited or transferred into the SFA account or electronic funds transfer initiated to ED as soon as possible, but no later than 45 days after the date the institution determines that the student withdrew. Returns by check are late if the check is issued more than 45 days after the institution determined that the student withdrew, or the date on the cancelled check shows the check was endorsed more than 60 days after the date the institution determined that the student withdrew.

Condition

Significant Deficiency - During our review of the requirements for Return of Title IV funds, we determined that both campuses were not remitting within the 45 day time requirement.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2015

Questioned Costs

None noted.

Context

At San Bernardino Valley College, the total population of Return to Title IV students was 181 students. There were 15 students of 21 tested for whom the Return of Title IV funds exceeded the 45 day time requirement.

At Crafton Hills College, the total population of Return to Title IV students was 64 students. There were 4 students of 8 tested for whom the Return of Title IV funds exceeded the 45 day time requirement.

Effect

The District is not in compliance with the Federal requirements described in A-133 Compliance Supplement, 34 CFR Section 668.22(j).

Cause

The District has not implemented policies and procedures to monitor the Return of Title IV funds.

Recommendation

It is recommended that the District implement procedures to ensure that the Return of Title IV funds occurs within 45 days from the date the District determines that the student withdrew from classes. In addition, the District needs to ensure that all amounts owed are returned.

Current Status

Implemented.

2014-005 Cash Management

Program

U.S. Department of Education (ED), Student Financial Assistance Cluster (CFDA #s 84.007, 84.033, and 84.063)

Federal Program Affected

U.S. Department of Education, Student Financial Assistance Cluster: Federal Supplemental Education Opportunity Grant (CFDA #84.007), Federal Work Study Program (CFDA #84.033), and Federal Pell Grant Program (CFDA #84.063)

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2015

Compliance Requirement

Cash management.

Criteria or Specific Requirement

For each bank or investment account that includes Title IV, HEA program funds, an institution must clearly identify that Title IV, HEA program funds are maintained in that account by:

- (i) Including in the name of each account the phrase "Federal Funds"; or
 - (A) Notifying the bank or investment company of the accounts that contain Title IV, HEA program funds and retaining a record of that notice; and
 - (B) Except for a public institution, filing with the appropriate State or municipal government entity a UCC-1 statement disclosing that the account contains Federal funds and maintaining a copy of that statement.

Condition

Significant Deficiency - The District has a bank account that includes Title IV funds that are not identified as "Federal Funds". For these unidentified Federal funds, the District also has not filed with the appropriate State or municipal government entity a UCC-1 statement.

Questioned Costs

There are no questioned costs related to this finding due to the District not identifying their bank or investment accounts as "Federal Funds".

Context

At the end of the 2013-2014 fiscal year, the District's bank account had a balance of \$201,742 that was not identified as "Federal Funds".

Effect

Without proper documentation, the District is at risk of noncompliance with 34 CFR 84 §668.163.

Cause

The District did not ensure that FSA funds are maintained in the account by including the phrase "Federal Funds" or did not file a UCC-1 statement with the appropriate State or municipal government entity that discloses that an account contains Federal funds when opening the account.

Recommendation

Whenever the District opens a bank or investment account that will contain Federal funds, they should ensure that proper disclosure of Federal funds has been achieved.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2015**

Current Status

Implemented.

State Awards Findings

San Bernardino Valley College

2014-006 Cooperative Agencies Resources for Education (CARE)

Criteria or Specific Requirement

Per guidelines set forth by the California Community Colleges Chancellor's Office, each CARE program shall have an advisory committee and/or interagency group. The CARE advisory committee and/or interagency group shall meet at least twice during each academic year.

Condition

The San Bernardino Valley College CARE advisory committee did not hold a second advisory committee meeting during the academic year.

Questioned Costs

Not determinable.

Context

The District receives approximately \$1.6 million in CARE funding.

Effect

The campus is not in compliance with State requirements to hold two CARE advisory committee meetings per academic year.

Cause

The campus maintains a joint EOPS and CARE advisory committee meeting; however, the committee only met once during the academic year.

Recommendation

The District should implement procedures to ensure the CARE advisory committee holds two meetings each academic year. Each year, the District should adopt a meeting schedule to ensure compliance.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2015**

Current Status

Implemented.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Erika Almaraz, Interim Director of Internal Audits
DATE: December 10, 2015
SUBJECT: Consideration of Approval to Accept Independent Audit Report of the San Bernardino Community College District Measures P and M Proposition 39 Bond Building Fund for 2014-15

RECOMMENDATION

It is recommended that the Board of Trustees accept the 2014-15 independent audit report of the San Bernardino Community College District Measures P and M Proposition 39 Bond Building Fund.

OVERVIEW

Vavrinek, Trine, Day & Company has conducted the yearly independent audit for the period ending June 30, 2015.

ANALYSIS

Each year the District's Measures P and M Proposition 39 Bond Building Fund undergoes an independent audit, after which the auditing firm compiles a written report detailing its financial statements.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

This board item has no financial implications.

**SAN BERNARDINO
COMMUNITY COLLEGE DISTRICT**

**MEASURE P AND MEASURE M
GENERAL OBLIGATION BONDS
ELECTION 2002 AND 2008**

AUDIT REPORT

JUNE 30, 2015

**SAN BERNARDINO
COMMUNITY COLLEGE DISTRICT**

**MEASURE P AND MEASURE M
GENERAL OBLIGATION BONDS
ELECTION 2002 AND 2008**

FINANCIAL AUDIT

JUNE 30, 2015

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
GENERAL OBLIGATION BOND CONSTRUCTION FUND
(MEASURE P AND MEASURE M)**

**FINANCIAL AUDIT
TABLE OF CONTENTS
JUNE 30, 2015**

FINANCIAL SECTION

Independent Auditor's Report	2
General Obligation Bonds Construction Funds (Measure P and Measure M)	
Balance Sheet - Modified Accrual Basis	4
Statement of Revenues, Expenditures, and Changes in Fund Balance - Modified Accrual Basis	5
Notes to Financial Statements	6

INDEPENDENT AUDITOR'S REPORT

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With <i>Government Auditing Standards</i>	13
--	----

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Financial Statement Findings and Recommendations	16
Summary Schedule of Prior Audit Findings	17

FINANCIAL SECTION



INDEPENDENT AUDITOR'S REPORT

Board of Trustees and Citizens' Bond Oversight Committee
San Bernardino Community College District
General Obligation Bonds
San Bernardino, California

Report on the Financial Statements

We have audited the accompanying financial statements of the San Bernardino Community College District's (the District) General Obligation Bonds Construction Funds (General Obligation Bonds, Election 2002 and 2008) as of and for the year ended June 30, 2015, and the related notes to the financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting principles used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall financial statement presentation.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the General Obligation Bonds Construction Funds (General Obligation Bonds, Election 2002 and 2008) of the District at June 30, 2015, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the General Obligation Bonds Construction Funds specific to General Obligation Bonds, Election 2002 and 2008, and are not intended to present fairly the financial position and changes in financial position of the District in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 20, 2015, on our consideration of the District General Obligation Bonds Construction Funds' (General Obligation Bonds, Election 2002 and 2008) internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District General Obligation Bonds Construction Funds' (General Obligation Bonds, Election 2002 and 2008) internal control over financial reporting and compliance. Accordingly, this communication is not suitable for any other purpose.

Warrick Fine, Day & Co. LLP

Rancho Cucamonga, California
November 20, 2015

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
GENERAL OBLIGATION BOND CONSTRUCTION FUND
(MEASURE P AND MEASURE M)**

**BALANCE SHEET – MODIFIED ACCRUAL BASIS
JUNE 30, 2015**

	<u>Measure P</u>	<u>Measure M</u>	<u>Total</u>
ASSETS			
Cash and investments	\$ 1,705,282	\$ 103,468,258	\$ 105,173,540
Accounts receivable	1,432	6,877	8,309
Total Assets	<u>\$ 1,706,714</u>	<u>\$ 103,475,135</u>	<u>\$ 105,181,849</u>
LIABILITIES AND FUND BALANCE			
LIABILITIES			
Accounts payable	\$ -	\$ 10,761,328	\$ 10,761,328
Due to other funds	-	1,224	1,224
Total Liabilities	<u>-</u>	<u>10,762,552</u>	<u>10,762,552</u>
FUND BALANCE			
Restricted for capital projects	1,706,714	92,712,583	94,419,297
Total Fund Balance	<u>1,706,714</u>	<u>92,712,583</u>	<u>94,419,297</u>
Total Liabilities and Fund Balance	<u>\$ 1,706,714</u>	<u>\$ 103,475,135</u>	<u>\$ 105,181,849</u>

The accompanying notes are an integral part of these financial statements.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
GENERAL OBLIGATION BOND CONSTRUCTION FUND
(MEASURE P AND MEASURE M)**

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCE - MODIFIED ACCRUAL BASIS
JUNE 30, 2015**

	<u>Measure P</u>	<u>Measure M</u>	<u>Total</u>
REVENUES			
Local revenues	\$ 12,167	\$ 46,246	\$ 58,413
EXPENDITURES			
Salaries and benefits	-	1,315	1,315
Professional services and other operating expenditures	-	958,934	958,934
Capital outlay	1,682,543	67,513,575	69,196,118
Total Expenditures	<u>1,682,543</u>	<u>68,473,824</u>	<u>70,156,367</u>
EXCESS OF REVENUES UNDER EXPENDITURES	<u>(1,670,376)</u>	<u>(68,427,578)</u>	<u>(70,097,954)</u>
FUND BALANCE, BEGINNING OF YEAR	<u>3,377,090</u>	<u>161,140,161</u>	<u>164,517,251</u>
FUND BALANCE, END OF YEAR	<u>\$ 1,706,714</u>	<u>\$ 92,712,583</u>	<u>\$ 94,419,297</u>

The accompanying notes are an integral part of these financial statements.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
GENERAL OBLIGATION BOND CONSTRUCTION FUND
(MEASURE P AND MEASURE M)**

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of San Bernardino Community College District (the District) General Obligation Bonds Construction Funds (Measure P and Measure M) conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA). San Bernardino Community College District Bond Funds account for the financial transactions in accordance with the policies and procedures of the California Community Colleges Budget and Accounting Manual.

Financial Reporting Entity

The audited financial statements include only the General Obligation Bonds Construction Funds (Measure P and Measure M) of the District. These funds were established to account for the receipt of proceeds of general obligation bond issuances and the expenditures of the proceeds under the General Obligation Bond Election of November 2002 and February 2008. These financial statements are not intended to present fairly the financial position and the changes in financial position of the District in compliance with accounting principles generally accepted in the United States of America.

Fund Accounting

The operations of the General Obligation Bonds Construction Funds (Measure P and Measure M) are accounted for in a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues, and expenditures. Resources are allocated to and accounted for in the fund based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

Basis of Accounting

The Bond Funds are accounted for using a flow of current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. The statement of revenues, expenditures, and changes in fund balance reports on the sources (revenues and other financing sources) and uses (expenditures and other financing uses) of current financial resources. These fund financial statements do not include the adoption of GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, as the District was not required to adopt GASB Statement No. 54 under the reporting requirements of GASB Statement No. 35.

Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America for all governmental funds. The District's Board of Trustees adopts an operating budget no later than July 1 in accordance with State law. A public hearing must be conducted to receive comments prior to adoption. The District's Board of Trustees satisfied these requirements. The Board revises this budget during the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
GENERAL OBLIGATION BOND CONSTRUCTION FUND
(MEASURE P AND MEASURE M)**

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Encumbrances

The District utilizes an encumbrance accounting system under which purchase orders, contracts, and other commitments for the expenditure of monies are recorded in order to reserve that portion of the applicable appropriation. Encumbrances are liquidated when the commitments are paid and all outstanding encumbrances are liquidated at June 30 since they do not constitute expenditures or liabilities.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures/expenses during the reporting period. Actual results could differ from those estimates.

Fund Balance - Governmental Funds

As of June 30, 2015, the fund balance of the General Obligation Bonds Construction Funds (Measure P and Measure M) was classified as follows:

Restricted - amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation, or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

NOTE 2 - INVESTMENTS

Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

Investment in County Treasury

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (*Education Code* Section 41001). The fair value of the District's investment in the pool is reported in the accounting financial statements at amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
GENERAL OBLIGATION BOND CONSTRUCTION FUND
(MEASURE P AND MEASURE M)**

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

General Authorizations

Limitations as they relate to interest rate risk, credit risk, and concentration of credit risk are indicated in the schedules below:

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	0	None	None
U.S. Agency Securities	0	None	None
Banker's Acceptance	0	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	0	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	0	None	None

Summary of Investments

Investments as of June 30, 2015, consist of the following:

	Measure P	Measure M	Total
San Bernardino County investment pool	\$ 1,705,282	\$ 8,791,565	\$ 10,496,847
Short-term securities	-	94,676,693	94,676,693
Total Deposits and Investments	\$ 1,705,282	\$ 103,468,258	\$ 105,173,540

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
GENERAL OBLIGATION BOND CONSTRUCTION FUND
(MEASURE P AND MEASURE M)**

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District has a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The District also manages its exposure to interest rate risk by investing in the San Bernardino County Investment Pool and various short-term securities.

Specific Identification

Information about the sensitivity of the fair values of the District's investments to market interest rate fluctuation is provided by the following schedule that shows the distribution of the District's investment by maturity:

<u>Investment Type</u>	<u>Reported Value</u>	<u>Fair Value</u>	<u>Weighted Average Days to Maturity</u>
San Bernardino County investment pool	\$ 10,496,847	\$ 10,507,856	344
Short-term securities	94,676,693	94,676,693	N/A
Total	<u>\$ 105,173,540</u>	<u>\$ 105,184,549</u>	

Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. Presented below is the minimum rating required by the California Government Code, the District's investment policy, or debt agreements, and the actual rating as of the year end for each investment type.

<u>Investment Type</u>	<u>Fair Value</u>	<u>Minimum Legal Rating</u>
San Bernardino County investment pool	\$ 10,507,856	AAA/V1
Short-term securities	94,676,693	Not rated
Total	<u>\$ 105,184,549</u>	

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
GENERAL OBLIGATION BOND CONSTRUCTION FUND
(MEASURE P AND MEASURE M)**

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

NOTE 3 - ACCOUNTS RECEIVABLE

Receivables at June 30, 2015, consist of the following:

Interest	<u>\$ 8,309</u>
----------	-----------------

NOTE 4 - ACCOUNTS PAYABLE

Accounts payable at June 30, 2015, consist of the following:

Construction payables	<u>\$ 10,761,328</u>
-----------------------	----------------------

NOTE 5 - FUND BALANCE

Fund balance is composed of the following element:

Restricted Capital projects	<u>\$ 94,419,297</u>
--------------------------------	----------------------

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
GENERAL OBLIGATION BOND CONSTRUCTION FUND
(MEASURE P AND MEASURE M)**

**NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015**

NOTE 6 - COMMITMENTS AND CONTINGENCIES

As of June 30, 2015, the General Obligation Bonds Construction Funds had the following significant construction commitments with respect to unfinished capital projects:

Approved Measure M Bond Projects	Total Project Cost Through June 30, 2014	Costs Incurred During Current Year	Total Project Cost Through June 30, 2015
SBVC Gymnasium and Stadium	\$ 7,152,034	\$ 19,384,658	\$ 26,536,692
SBVC Business Building Renovation	9,381,172	18,184	9,399,356
SBVC Site Infrastructure/ ADA Compliance Project	3,015,891	66,421	3,082,312
SBVC Central Plant/Infrastructure	17,066,126	156,007	17,222,133
SBVC Auditorium Renovation	8,818,100	1,459,420	10,277,520
SBVC K Street Lighting	110,462	4,730	115,192
SBVC Applied Technology	217,555	1,742,647	1,960,202
CHC Student Services Building (Crafton Center)	6,900,274	17,596,644	24,496,918
CHC Science Building	6,337,331	14,042,519	20,379,850
CHC Physical Education Complex	5,943,793	751,778	6,695,571
CHC Performing Arts Center Renovation	221,358	24,036	245,394
CHC LADM Renovation	1,162,369	83,358	1,245,727
CHC Occupational Education 1	280,376	1,377	281,753
CHC Occupational Education 2	7,612,919	11,131,159	18,744,078
CHC College Center Renovation	176,108	78,801	254,909
CHC Student Services A Renovation	631,305	46,972	678,277
CHC Maintenance and Operations Renovation	121,219	1,888,806	2,010,025
CHC Solar Farm	3,901,443	(6,119)	3,895,324
CHC Chemistry Health Science Renovation	165,590	1,213	166,803
CHC Classroom Building Renovation	69,800	1,213	71,013
Total	\$ 79,285,225	\$ 68,473,824	\$ 147,759,049
	Total Project Cost Through June 30, 2014	Costs Incurred During Current Year	Total Project Cost Through June 30, 2015
Approved Measure P Bond Projects			
SBVC Gymnasium and Stadium	\$ -	\$ 1,682,543	\$ 1,682,543
Total	\$ -	\$ 1,682,543	\$ 1,682,543

Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2015.

INDEPENDENT AUDITOR'S REPORT



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED
ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees and Citizens' Bond Oversight Committee
San Bernardino Community College District
General Obligation Bonds
San Bernardino, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the accompanying financial statements of the San Bernardino Community College District's (the District) General Obligation Bonds Construction Funds (General Obligation Bonds, Election 2002 and 2008), as of and for the year ended June 30, 2015, and have issued our report thereon dated November 20, 2015.

As discussed in Note 1, the financial statements present only the General Obligation Bonds Construction Funds specific to General Obligation Bonds, Election 2002 and 2008, and are not intended to present fairly the financial position and changes in financial position of San Bernardino Community College District in accordance with accounting principles generally accepted in the United States of America.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as described in the accompanying Schedule of Findings and Questioned Costs, we identified a certain deficiency in internal control that we consider to be a material weakness.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected, on a timely basis. We consider the deficiency described in the accompanying Schedule of Findings and Questioned Costs as item 2015-001 to be a material weakness.

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness yet important enough to merit attention by those charged with governance.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The result of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

San Bernardino Community College District's Response to the Finding

The District's response to the finding identified in our audit is described in the accompanying Schedule of Findings and Questioned Costs. The District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vaurvik, Irine, Day & Co. LLP

Rancho Cucamonga, California
November 20, 2015

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
GENERAL OBLIGATION BOND CONSTRUCTION FUND
(MEASURE P AND MEASURE M)**

**FINANCIAL STATEMENT FINDINGS AND RECOMMENDATIONS
JUNE 30, 2015**

The following finding represents a material weakness related to the financial statements that is required to be reported in accordance with *Government Auditing Standards*.

2015-001 Financial Reconciliation Process

Criteria or Specific Requirement

The accounting system used to record the financial affairs of any community college district shall be in accordance with the definitions, instructions, and procedures published in the California Community Colleges *Budget and Accounting Manual* (BAM). Colleges are also required to present their financial statements in accordance with generally accepted accounting principles (GAAP).

Condition

Material Weakness - The accounts payable balances were not properly reconciled at the end of the year. Controls in place did not operate effectively to ensure the proper closing of open purchase orders. Material adjustments were necessary to reconcile the account balances.

Effect

Material adjustments to the general ledger were proposed as a result of the audit procedures. These adjustments were accepted by management to ensure the financial statements were presented fairly.

Cause

The oversight controls over the closing process appear not to have been adhered to, resulting in adjustments and a material weakness.

Recommendation

The District needs to develop a closing procedure calendar at year end to ensure that all information is prepared, reviewed, and reconciled prior to the closing of the general ledger.

Management's Response and Corrective Action Plan

Errors were made during the closing process due to significant changeover in staff which reduced time for managerial review. Management will develop a closing procedures calendar for year end to ensure that all information is prepared, reviewed, and reconciled prior to the closing of the general ledger. As part of closing procedures, management will review all open purchase orders and ensure they are properly closed out. The closing procedures calendar will be developed by December 2015.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
GENERAL OBLIGATION BOND CONSTRUCTION FUND
(MEASURE P AND MEASURE M)**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
JUNE 30, 2015**

None reported.

**SAN BERNARDINO
COMMUNITY COLLEGE DISTRICT**

**MEASURE P AND MEASURE M
GENERAL OBLIGATION BONDS
ELECTION 2002 AND 2008**

PERFORMANCE AUDIT

JUNE 30, 2015

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
MEASURE M AND MEASURE P GENERAL OBLIGATION BONDS**

**PERFORMANCE AUDIT
TABLE OF CONTENTS
JUNE 30, 2015**

Independent Auditor's Report on Performance	1
Authority for Issuance	2
Purpose of Issuance	2
Authority for the Audit	2
Objectives of the Audit	3
Scope of the Audit	3
Procedures Performed	3
Conclusion	4
Schedule of Findings and Questioned Costs	5
Summary Schedule of Prior Audit Findings and Questioned Costs	6



INDEPENDENT AUDITOR'S REPORT ON PERFORMANCE

Board of Trustees and Citizens' Bond Oversight Committee
San Bernardino Community College District
General Obligation Bonds
San Bernardino, California

We were engaged to conduct a performance audit of San Bernardino Community College District's (the District) Proposition 39 Measure P and Measure M General Obligation Bond funds for the year ended June 30, 2015.

We conducted this performance audit in accordance with the standards applicable to performance audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our conclusion based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our conclusions based on our audit objectives.

Our audit was limited to the objectives listed within the report which includes determining the District's compliance with the performance requirements as referred to in Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution. Management is responsible for the District's compliance with those requirements.

In planning and performing our performance audit, we obtained an understanding of the District's internal control in order to determine if the internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

The results of our tests indicated that the District expended Proposition 39 Measure P and Measure M General Obligation Bond funds only for the specific projects approved by the voters, in accordance with Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution.

Vavrinek, Trine, Day & Co. LLP

Rancho Cucamonga, California
November 20, 2015

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
MEASURE P AND MEASURE M GENERAL OBLIGATION BONDS**

JUNE 30, 2015

AUTHORITY FOR ISSUANCE

The Measure P and Measure M General Obligation Bonds (the Bonds) were issued pursuant to the Constitution and laws of the State of California (the State), including the provisions of Chapters 1 and 1.5 of Part 10 of the California *Education Code*, and other applicable provisions of law. The Bonds were authorized to be issued by a resolution adopted by the Board of Supervisors of San Bernardino County (the County Resolution), pursuant to a request of the San Bernardino Community College District (the District) made by a resolution adopted by the Board of Education of the District (the District Resolution).

The District received authorization at elections held on November 5, 2002 and February 5, 2008, to issue bonds of the District in an aggregate principal amount not to exceed \$690,000,000 to finance specific construction and renovation projects approved by eligible voters within the District. The Measures required approval by at least 55 percent of the votes cast by eligible voters within the District. The Bond Funds represent the authorized bond issuance of the Measure P Series 2002B, 2002C, 2002D, 2002E and Measure M 2008A, 2008B, 2008C, as well as the 2005 and 2013 Refunding Bonds.

PURPOSE OF ISSUANCE

The general obligation bond funds of the District would be used to finance the design, acquisition, installation, restoration, and construction of public schools and school facilities and providing facilities improvements and upgrades, and the acquisition of related facilities costs, including, but not limited to, financing the following: renovation of student restrooms, classrooms, and science labs; upgrading of electrical systems and wiring to safely accommodate computers, technology, and other electrical devices; repair and replacement of fixtures and systems. Project costs for expansion of existing facilities may include, but is not limited to, some or all of the following: vocational and technical training programs and to enhance nursing, firefighter, paramedic, public safety, and hi-tech job training. Project costs for furniture and equipment may include, but is not limited to, some or all of the following: desks and tables; window and floor covering; computer, media recording, and presentation equipment; science laboratory equipment; and/or other electronic equipment.

AUTHORITY FOR THE AUDIT

On November 7, 2000, California voters approved Proposition 39, the Smaller Classes, Safer Schools, and Financial Accountability Act. Proposition 39 amended portions of the California Constitution to provide for the issuance of general obligation bonds by school districts, community college districts, or county offices of education, "for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of rental property for school facilities", upon approval by 55 percent of the electorate. In addition to reducing the approval threshold from two-thirds to 55 percent, Proposition 39 and the enacting legislation (AB 1908 and AB 2659) requires the following accountability measures as codified in *Education Code* Sections 15278-15282:

1. Requires that the proceeds from the sale of the bonds be used only for the purposes specified in Article XIII A, Section 1(b)(3)(C) of the California Constitution, and not for any other purpose, including teacher and administrator salaries and other school operating expenses.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
MEASURE P AND MEASURE M GENERAL OBLIGATION BONDS**

JUNE 30, 2015

2. The district must list the specific school facilities projects to be funded in the ballot measure, and must certify that the governing board has evaluated safety, class size reduction, and information technology needs in developing the project list.
3. Requires the district to appoint a Citizens' Oversight Committee.
4. Requires the district to conduct an annual independent financial audit and performance audit in accordance with the *Government Auditing Standards* issued by the Comptroller General of the United States of the bond proceeds until all of the proceeds have been expended.
5. Requires the district to conduct an annual independent performance audit to ensure that the funds have been expended only on the specific projects listed.

OBJECTIVES OF THE AUDIT

Determine whether expenditures charged to the Bond Funds have been made in accordance with the Bond project list approved by the voters through the approval of Measure P and Measure M.

SCOPE OF THE AUDIT

The scope of our performance audit covered the period of July 1, 2014 through June 30, 2015. The population of expenditures tested included all object and project codes associated with the Bond projects. The propriety of expenditures for capital projects and maintenance projects funded through other State or local funding sources, other than proceeds of the bonds, were not included within the scope of the audit. Expenditures incurred subsequent to June 30, 2015, were not reviewed or included within the scope of our audit or in this report.

PROCEDURES PERFORMED

We obtained the general ledger and the project expenditure reports prepared by the District for the fiscal year ended June 30, 2015, for the Bond Funds (Measure P and Measure M). Within the fiscal year audited, we obtained the actual invoices and other supporting documentation for a sample of expenditures to ensure compliance with the requirements of Article XIII A, Section 1(b)(3)(C) of the California Constitution and Measure P and Measure M as to the approved Bond projects list. We performed the following procedures:

1. We verified that a separate Bond Construction Fund of the District has been established to account for the receipt of Bond proceeds and expenditure of the funds for the period July 1, 2014 through June 30, 2015.
2. We verified the District has established a Citizens' Bond Oversight Committee comprised of representatives from the seven specific constituency groups required by the Proposition.
3. We verified the Citizens' Bond Oversight Committee met regularly during the year and minutes of the meetings were maintained.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
MEASURE P AND MEASURE M GENERAL OBLIGATION BONDS**

JUNE 30, 2015

4. We selected a sample of expenditures for the period starting July 1, 2014 and ending June 30, 2015, and reviewed supporting documentation to ensure that such funds were properly expended on the specific projects listed in the ballot text.
5. Our sample included transactions totaling \$30,472,993. This represents 43 percent of the total expenditures of \$70,156,367.
6. We verified that funds from the Bond Construction Funds (Measure P and Measure M) were expended for the voter authorized Bond projects as listed in the Approved Bond Project Listing.
7. We verified that the District used formal bid procedures for those contracts over the construction bid level requirements in accordance with the Education Code requirements and District policies.

CONCLUSION

The results of our tests indicated that, in all significant respects, San Bernardino Community College District has properly accounted for the expenditures held in the Bond Funds (Measure P and Measure M) and that such expenditures were made for authorized Bond projects. There were no salaries of administrators charged to the Bond Funds for District general administration or operations. District procedures for disbursement of funds were applied in accordance with laws and regulations, as well as policies approved by the Board of Trustees.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
MEASURE P AND MEASURE M GENERAL OBLIGATION BONDS**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2015**

None reported.

**SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
MEASURE P AND MEASURE M GENERAL OBLIGATION BONDS**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS AND QUESTIONED COSTS
JUNE 30, 2015**

None reported.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Bruce Baron, Chancellor

REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services

PREPARED BY: Fath-Allah Oudghiri, Director of Facilities, Planning & Construction

DATE: December 10, 2015

SUBJECT: Consideration of Approval to Award a Contract to BWW & Company of Redlands, California

RECOMMENDATION

It is recommended that the Board of Trustees award a contract to BWW & Company of Redlands, California for the KVCR Parking Lot project at San Bernardino Valley College in the amount of \$152,300.00.

OVERVIEW

This contract is part of the Miscellaneous Bond Improvement projects and will provide a new lot near the Media Communications building to accommodate additional parking for faculty and staff.

ANALYSIS

As part of the its Uniform Construction Cost Cost Accounting (UCCAP), the District maintains a pre-qualified list of contractors according to trade category for public works projects valued between \$45,000.00 and \$175,000.00. Informal bids were solicited from those qualified contractors and the lowest, most responsive bid was from BWW & Company in the amount of \$152,300.00.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

Included in Fund 42 Construction Bond budget.

Monday November 2, 2015 @ 1:00PM
 San Bernardino Community College District
 San Bernardino Valley College -KVCR Parking Lot



BID RESULTS




Contractor	City	County	Bid Bond Y/N	Addenda (3) Noted Y/N	Allowance Included Y/N	Base Bid	Allowance	Alternate	Total Bid Amount
BWW and Company	Redlands	San Bernardino	Y	Y	Y	\$144,700.00	\$10,000.00	(\$2,400.00)	\$152,300.00
National Construction and Maintenance ¹	Redlands	San Bernardino	Y	Y	Y	\$161,000.00	Included	(\$2,500.00)	\$158,500.00
Dalke & Sons Construction, Inc. ¹	Riverside	Riverside	Y	Y	Y	\$167,680.00	Included	(\$1,200.00)	\$166,480.00
Three Peaks Corporation	Calimesa	Riverside	Y	Y	Y	\$163,828.00	\$10,000.00	(\$2,500.00)	\$171,328.00
Broughton Construction, Inc. ²	Rancho Cucamonga	San Bernardino	Y	Y	Y	\$224,555.00	\$10,000.00	(\$2,500.00)	\$237,500.00

- Notes:**
- Based on the Total Bid being the sum of the Base Bid, Allowance and Alternate, both National Construction and Maintenance and Dalke and Sons appear to have included the Allowance in their respective Base Bid amounts.
 - For Broughton Construction, it appears that the deductive alternate was mistakenly added.

No. VC 434 – KVCR Parking Lot

DATE: 11/03/2015

TO: Fath-Allah Oudghiri, AIA, MBA
Director of Facilities, Planning and Construction
San Bernardino Community College District (SBCCD)

FROM: Glenn Nadalet 
Project Manager
San Bernardino Valley College (SBVC)
Kitchell/BRj

RE: **San Bernardino Valley College (SBVC) Measure M**
 SBVC – Project #5234 - Misc. Bond Improvements – KVCR Parking Lot
 BWW and Company Approval for a New Construction Contract and Purchase Order

PROJECT SCOPE:

SBCCD approval for a New Construction Contract and Purchase Order for BWW and Company for the KVCR Parking Lot Project at San Bernardino Valley College.

NARRATIVE:

Kitchell/BRj utilized an informal bid process, issuing a Notice Inviting Bids to the pre-approved UCCAP list, to provide a modified parking lot, with new lighting, at the KVCR Media Building. Kitchell/BRj has determined that the lowest responsible and responsive bidder is BWW and Company at \$152,300.00. BWW and Company will provide a modified parking lot with six new light standards, along with placement of decomposed granite in adjacent planters.

RECOMMENDATION:

Kitchell/BRj recommends that SBCCD approve the execution of a New Construction Contract and Purchase Order for BWW and Co. for a total of \$152,300.00.

BUDGET INFORMATION:

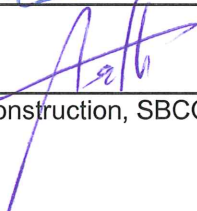
Miscellaneous Bond Improvements – 5234
Info from Measure M Budget Version 29 09/30/2015

Project Original Budget Amount:	\$	365,253.20
Project Current Spent to date:	\$	36,752.98
Project Current Estimate to Complete:	\$	364,546.75
Project Memo Forecast Cost:	\$	152,300.00
Project Change Amount:	\$	00.00

Project Memo cost of \$152,300.00 will be added to Budget Line Item 42-50-01-5234-0257- 6220.50-7100

NOV 03 2015
 LRB: [unclear]
 [unclear]

Approvals:

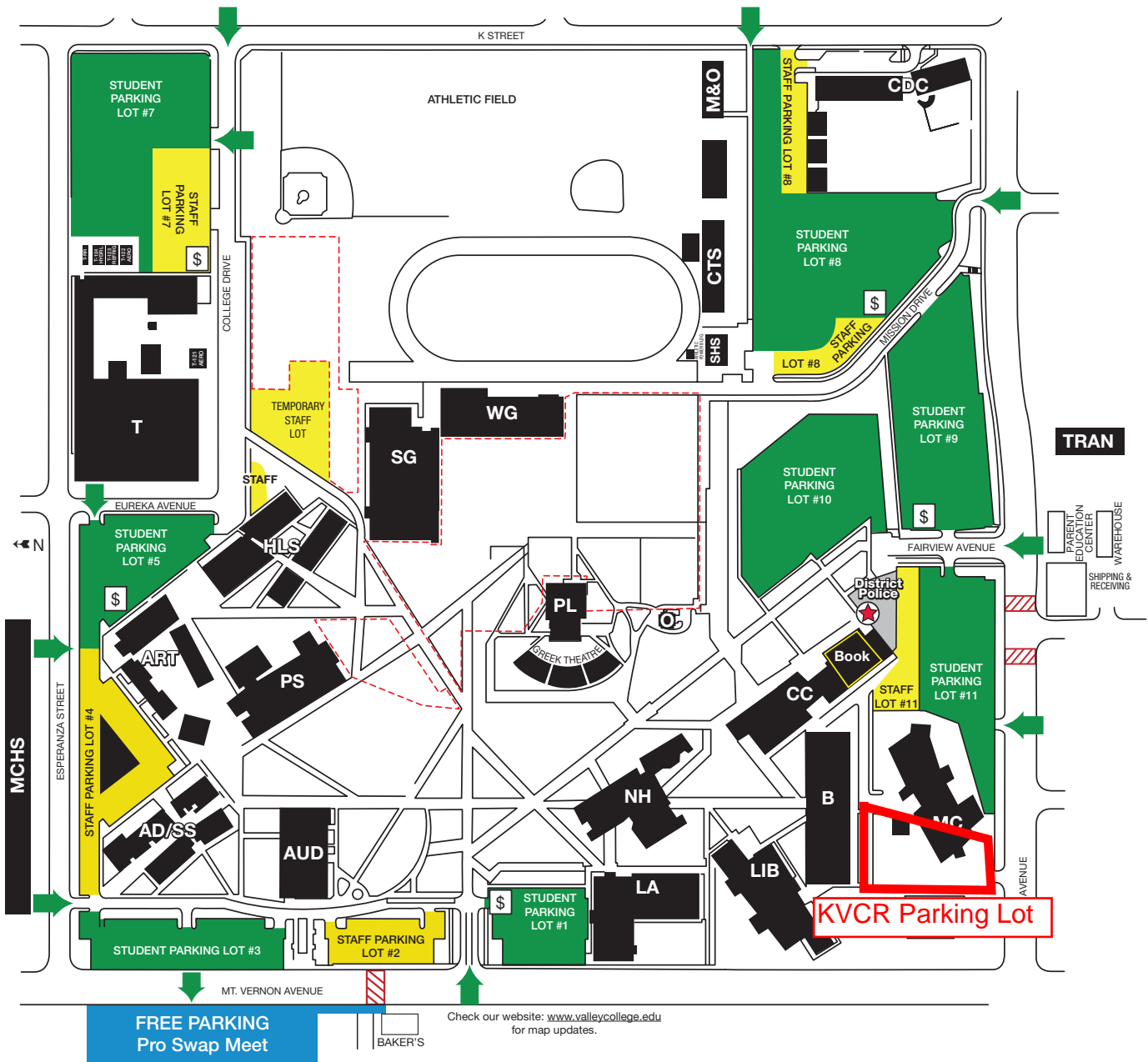
 Hussain Agah, Senior Campus Manager, Kitchell/BRj	NOV. 4, 2015
 George Johnson, Bond Program Manager, Kitchell/BRj	11/6/15
 Scott Stark, Vice President, Administrative Services, SBVC	11/8/15
 Fath-Allah Oudghiri, AIA, MBA, Director Facilities Planning & Construction, SBCCD	11.10.2015

Attachments: Bid Analysis and Recommendation; Official Bid Summary; BWW and Co. Post-bid Interview

BC 11-5-15

San Bernardino Valley College

701 South Mount Vernon • San Bernardino, CA 92410 • (909) 384-4400



INDICATES CONSTRUCTION AREAS

ARROWS DESIGNATE STUDENT PARKING LOT ENTRANCES

INDICATES PARKING PERMIT DISPENSER

CROSSWALK

INDICATES APPROVED SMOKING AREAS (10)
This is a smoke-free campus - smoking in non-designated areas or buildings may result in the issuance of a citation (Board Policy #3570; Government Code #7597)

Building Symbols

AD/SS..... Administration/Student Services (Note: AD rooms are located in AD/SS)	MC.....Media/Communications
ART.....Art Center	MCHS..... Middle College High School
AUD..... Auditorium	M&O..... Maintenance & Operations
B..... Business	O..... Observatory
BOOK..... Bookstore	PL..... Planetarium
CC..... Campus Center	PS..... Physical Sciences
CDC.....Child Development Center	SG..... Snyder Gym
CTS..... Computer Technology Services	SHS..... Student Health Services
HLS.....Health & Life Science	T..... Technical
LA..... Liberal Arts	TRAN..... Transportation Center
LIB..... Library	WG..... Women's Gym

DISTRICT POLICE
Campus Center Rm. 100
(909) 384-4491

Parking permits/decals are required to park in all parking lots and on all college streets.

Parking in disabled stalls requires a valid California disabled placard and a valid SBCCD parking permit/decals.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Fath-Allah Oudghiri, Director of Facilities, Planning & Construction
DATE: December 10, 2015
SUBJECT: Consideration of Approval to Award a Contract to Three Peaks Corp. of Calimesa, California

RECOMMENDATION

It is recommended that the Board of Trustees approve a contract with Three Peaks Corp. of Calimesa, California for the Outfield Baseball Netting South project at San Bernardino Valley College in the amount of \$85,791.00.

OVERVIEW

This scope of work is part of the campus Miscellaneous Bond Improvement projects. The baseball netting is necessary for the safety of players on the adjacent soccer practice field.

ANALYSIS

As part of the its Uniform Construction Cost Cost Accounting (UCCAP), the District maintains a pre-qualified list of contractors according to trade category for public works projects valued between \$45,000.00 and \$175,000.00. Informal bids were solicited from those qualified contractors and the lowest, most responsive bid was from Three Peaks Corp. in the amount of \$85,791.00.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

Included in the Fund 42 Construction Bond budget.

Friday October 30, 2015 @ 1:00PM
 San Bernardino Community College District
 San Bernardino Valley College - Outfield Netting



BID RESULTS




Contractor	City	County	Bid Bond Y/N	Addenda (2) Noted Y/N	Allowance Included Y/N	Base Bid	Allowances	Alternate	Bid Total
Three Peaks Corp	Calimesa	San Bernardino	Y	Y	Y	\$69,291.00	\$10,000.00	\$6,500.00	\$85,791.00
BWW and Company	Redlands	San Bernardino	Y	N	Y	\$135,000.00	\$10,000.00	\$5,500.00	\$150,500.00
Dalke & Sons Construction, Inc.	Riverside	Riverside	Y	N	Y	\$134,680.00	\$10,000.00	\$12,000.00	\$156,680.00

Notes:

No. VC 433 – Outfield Baseball Netting

DATE: 11/03/2015

TO: Fath-Allah Oudghiri, AIA, MBA
 Director of Facilities, Planning and Construction
 San Bernardino Community College District (SBCCD)

FROM: Glenn Nadalet 
 Project Manager
 San Bernardino Valley College (SBVC)
 Kitchell/BRj

RE: **San Bernardino Valley College (SBVC) Measure M**
 SBVC – Project #5234 - Misc. Bond Improvements - Outfield Baseball Netting South
 Three Peaks Corp. Approval for a New Construction Contract and Purchase Order

SCOPE:

SBCCD approval for a New Construction Contract and Purchase Order for Three Peaks Corp. for the Outfield Baseball Netting South Project at San Bernardino Valley College.

NARRATIVE:

Kitchell/BRj used an informal bid process, issuing a Notice Inviting Bids to the pre-approved UCCAP list, to furnish and install baseball netting between the baseball and soccer practice fields. Kitchell/BRj has determined that the lowest responsible and responsive bidder is Three Peaks Corp. at \$85,791.00. Three Peaks Corp. will install baseball netting, a flagpole and a band of decomposed granite outside the baseball field, from the right field line to a location approximately five feet west of the fence along K Street.

RECOMMENDATION:

Kitchell/BRj recommends that SBCCD approve the execution of a New Construction Contract and Purchase Order for Three Peaks Corp. for a total of \$85,791.00.

BUDGET INFORMATION:

Miscellaneous Bond Improvements – 5234
Info from Measure M Budget Version 29 09/30/2015

Project Original Budget Amount:	\$	365,253.20
Project Current Spent to date:	\$	36,752.98
Project Current Estimate to Complete:	\$	364,546.75
Project Memo Forecast Cost:	\$	85,791.00
Project Change Amount:	\$	00.00

Project Memo cost of \$85,791.00 will be added to Budget Line Item 42-50-01-5234-0257- 6220.50-7100

RECEIVED
 NOV 10 2015
 KITCHELL/BRJ
 PROJECT OFFICE

Kitchell/BRj

701 South Mount Vernon, San Bernardino, CA 92410

Project Memo

Ph: 909.693-3160 Fax: 909.889-9952

Approvals:

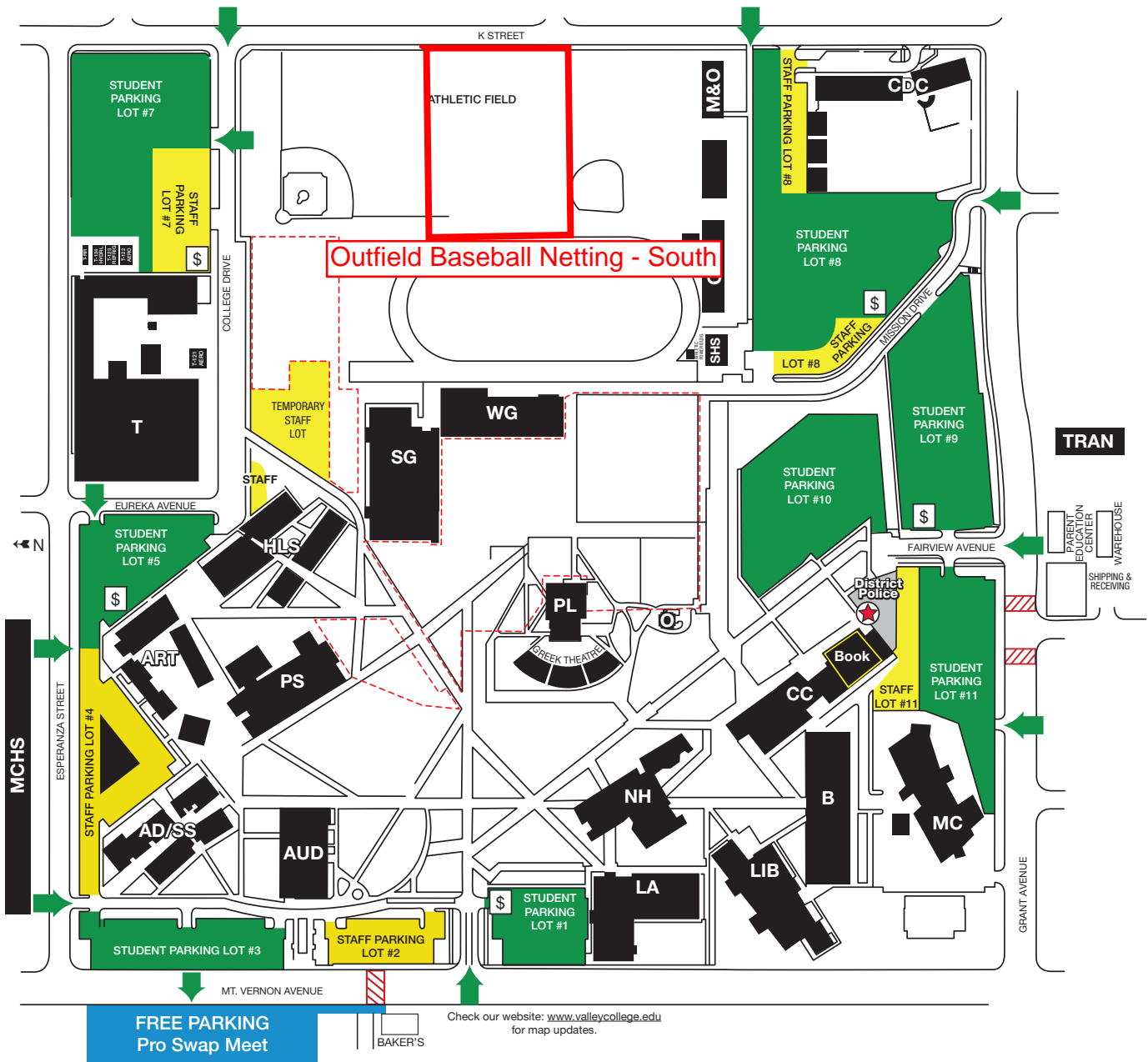
 Hussain Agah, Senior Campus Manager, Kitchell/BRj	Nov. 4, 2015
 George Johnson, Bond Program Manager, Kitchell/BRj	11/6/15
 Scott Stark, Vice President, Administrative Services, SBVC	11/9/15
 Fath-Allah Oudghiri, AIA, MBA, Director Facilities Planning & Construction, SBCCD	11.10.2015

Attachments: Bid Analysis and Recommendation; Official Bid Summary; Three Peaks Post-bid Interview

PC
11-5-15

San Bernardino Valley College

701 South Mount Vernon • San Bernardino, CA 92410 • (909) 384-4400



INDICATES CONSTRUCTION AREAS

ARROWS DESIGNATE STUDENT PARKING LOT ENTRANCES

INDICATES PARKING PERMIT DISPENSER

CROSSWALK

INDICATES APPROVED SMOKING AREAS (10)
This is a smoke-free campus - smoking in non-designated areas or buildings may result in the issuance of a citation (Board Policy #3570; Government Code #7597)

Building Symbols

AD/SS..... Administration/Student Services (Note: AD rooms are located in AD/SS)	MC.....Media/Communications
ART.....Art Center	MCHS..... Middle College High School
AUD..... Auditorium	M&O..... Maintenance & Operations
B..... Business	O..... Observatory
BOOK..... Bookstore	PL..... Planetarium
CC..... Campus Center	PS..... Physical Sciences
CDC.....Child Development Center	SG..... Snyder Gym
CTS..... Computer Technology Services	SHS..... Student Health Services
HLS.....Health & Life Science	T..... Technical
LA..... Liberal Arts	TRAN..... Transportation Center
LIB..... Library	WG..... Women's Gym

DISTRICT POLICE
Campus Center Rm. 100
(909) 384-4491

Parking permits/decals are required to park in all parking lots and on all college streets.

Parking in disabled stalls requires a valid California disabled placard and a valid SBCCD parking permit/decals.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Steven J. Sutorus, Business Manager
DATE: December 10, 2015
SUBJECT: Consideration of Approval to Award Request for Proposal and Contract for RFP 2016-03 Facility Condition Assessment Services to ISES Corporation of Duluth, GA

RECOMMENDATION

It is recommended that the Board of Trustees award Request for Proposal (RFP) and Contract for RFP 2016-03 Facility Condition Assessment Services to ISES Corporation of Duluth, GA for the purpose of providing Facility Condition Assessment Services for all District sites. The total amount of the contract is not to exceed \$178,000.

OVERVIEW

Facility Condition Assessment Services are required by the District Facilities Planning and Construction Department to provide a comprehensive assessment of all SBCCD facilities at its campuses and ancillary sites. Services will include identifying and documenting current facility condition deficiencies, recommending corrections for deficiencies, providing cost estimates for corrections, and forecasting future facility renewal costs. Data will be managed through software tools which will provide readily accessible facilities information to support the institutional planning and decision-making processes on issues that impact campus facilities.

ANALYSIS

The District received and evaluated four proposals. An evaluation committee ranked the proposals as follows:

<u>Vendor</u>	<u>Ranking</u>
ISES Corporation (Duluth, GA)	1
EMG (Laguna Hills, CA)	2
Cardno (Solano Beach, CA)	3
IBI Group (Los Angeles, CA)	4

Through an analysis of the proposals received and a committee based review process, rankings indicate ISES Corporation is the vendor that will best meet the needs of the District. The facility condition assessment services will be completed during the initial year of the contract. During years two through five, ISES will be providing software and database management services. Total first year cost is \$161,740, with annual maintenance costs of \$3,975 per year.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

Included in the Fund 41 Capital Outlay budget.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Bruce Baron, Chancellor
PREPARED BY: Stacey Nikac, Executive Assistant
DATE: December 10, 2015
SUBJECT: Applause Cards

RECOMMENDATION

This item is for information only. No action is required.

OVERVIEW

The attached individuals have received special recognition for extending that extra effort in providing quality service and valued assistance:

ANALYSIS

The *Caring Hands* Applause Card was developed so that employees, students, visitors and vendors would have the opportunity to recognize someone at SBCCD who provides outstanding quality and service.

BOARD IMPERATIVE

I. Institutional Effectiveness

FINANCIAL IMPLICATIONS

None.

Caring Hands Applause Cards – December 2015

The *Caring Hands* Applause Card was developed so that employees, students, visitors and vendors would have the opportunity to recognize someone at SBCCD who provides outstanding quality and service.

The attached individuals have received special recognition for extending that extra effort in providing quality service and valued assistance:

DISTRICT

Carranza, Frank Technical services	<i>"Thank you for fixing my phone so quickly!"</i>	Karen Childers
Datillo, Alyssa Police Department	<i>"Thank you for consistently going the extra mile to help wherever it is needed. I appreciate you!"</i>	Stacey Nikac
Gamboa, Colleen Payroll Department	<i>"Thank you for your help with all of the Webadvisor directory updates. I couldn't do it without you!"</i>	Stacey Nikac
Garcia, Stacy Economic Development and Corporate Training	<i>"Hard Working and always on stacy deserves recognition for all the years she has put in this company and all the hard work she has done"</i>	John Cena
Harris, James Technical services	<i>"James always goes above and beyond in making sure we're set up correctly and the phones are in good working order. Thank you!"</i>	Karen Childers
Parada, Osman Technical services	<i>"Thank you for spending most of your day troubleshooting and fixing my computer issues. I really appreciate what you do for us!"</i>	Stacey Nikac
CHC		
Bidney, Cindy Respiratory	<i>"For working with CHC Assessment/Testing Center to test CHC Respiratory students."</i>	CHC Assessment Ctr
Bogh, Debbie Honors	<i>"Thank you for meeting with Assemblyman Mays to share the great things you are doing with the Honors Institute."</i>	Michelle Riggs
Cook, Larry Facilities	<i>"Thank you for sharing your knowledge about Crafton Hills College Solar Farm and campus with Assemblyman Mays."</i>	Michelle Riggs
Cummings, Lou'Rie Counseling	<i>"Thank you for taking the time to facilitate and guest speak at the Left Lane check in meeting."</i>	Left Lane

Hinds, Colleen Kinesiology	<i>"For organizing the Herbivore Festival. It was a great event that the community loved. People are talking about it all over the Inland Empire. Your coordination and effort was amazing."</i>	Angela Raykowski
Johnson, Corey CIS	<i>"Corey goes above and beyond for students in his lab. He is very, very patient and helpful, always!!!"</i>	Anonymous
Lara, Naomi EMS	<i>"For working with CHC Assessment/Testing Center to test students for EMS."</i>	CHC Assessment Ctr
Ledoux, Janine Kinesiology	<i>"Thank you for agreeing to meet with Assemblyman Mays at the COACH cupboard. I'm sorry we were so far off schedule."</i>	Michelle Riggs
Manzanilla, Elicinda Counseling	<i>"Thank you for taking the time to facilitate and guest speak at the Left Lane check in meeting."</i>	Left Lane
Moreno, Mariana Transfer Center	<i>"Thank you for meeting with Assemblyman Mays to share the great things you are doing in the Transfer Center."</i>	Michelle Riggs
Paddock, Ericka Student Life	<i>"Thank you for being part of the Career Pathways Panel, sharing your story, and offering valuable insight to the attendees!"</i>	Rania Hamdy
Purves, Dianne Biology	<i>"Thank you for taking the time to facilitate and guest speak at the Left Lane check in meeting."</i>	Left Lane
Schmidt, Jeff Spanish	<i>"For always thinking of the students and working with CHC Assessment/Testing Center to help students."</i>	CHC Assessment Ctr
Snowwhite, Mark Math, English, Fine Arts and Instructional Support	<i>"Thank you for taking the time to facilitate and guest speak at the Left Lane check in meeting."</i>	Left Lane
St. Jean, Cyndie President's Office	<i>"For going above and beyond with assistance on numerous occasions. Thank you so much."</i>	Frances Southerland-Amsden
Tasaka, Bethany Tutoring Center	<i>"For working above and beyond to offer workshops for Math Review for students taking the assessment."</i>	CHC Assessment Ctr
Williams, Barbara DSPS	<i>"For going above and beyond for the students of CHC."</i>	CHC Assessment Ctr
SBVC		
Alvarez, Jason VRC	<i>"Great job with the Veteran's Celebration."</i>	Dr. Ricky Shabazz

Bangasser, Dr. Susan Science Division	<i>"Thank you for being part of the Career Pathways Panel, sharing your career story and offering valuable insight to the attendees."</i>	Rania Hamdy
Beavor, Aaron M & O	<i>"I would like to give special thanks to Aaron for his hard work and dedication for working with our Football home games concession stand. Good Job! You're Appreciated!"</i>	Kathryn Jaramillo
Bowens, Nia Counseling	<i>"She is very helpful and she puts in a great amount of time helping people."</i>	Anonymous, Employee
Buffong, Keynasia STEM	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde
Carlos, Raymond Student Life Office	<i>"Raymond showed great leadership in resolving a longstanding issue with ASG. Great work!"</i>	Dr. Ricky Shabazz
Conley, Johnny First Year Experience	<i>"Great job on the BROTHERS club kickoff."</i>	Dr. Ricky Shabazz
Cota, Marco Counseling	<i>"He is very understanding and always here to help students."</i>	Anonymous, Student
Cota, Marco Counseling	<i>"Thank you for being part of the Career Pathways Panel, sharing your story, and offering valuable insight to the attendees!"</i>	Rania Hamdy
Dale Carter, April Admissions & Records	<i>"Great job with the Veteran's Celebration."</i>	Dr. Ricky Shabazz
Enriquez, Mildred SSC, Student Worker	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde
Fender, Rochelle Health Science, Nursing	<i>"For volunteering at the Valley Bound Health Professions Pipeline visit. She scheduled 4th semester volunteer students, designed the information handouts and worked a station. She is a creative, dedicated Team member."</i>	Michele Spahn
Frausto, Jeanette Financial Aid Office	<i>"Thank you so much for performing CPR on the little boy, you saved his life."</i>	Chief Galvez
Gallagher, Amber Financial Aid Office	<i>"Great job assisting the District in resolving an outstanding audit finding that occurred prior to your arrival."</i>	Dr. Ricky Shabazz

Gallagher, Amber Financial Aid Office	<i>"Helping two students who were really in need of her leadership and problem solving. She continues to grow as a leader and she has a very bright future. Thank you for helping and caring!"</i>	Dr. Ricky Shabazz
Giles, Keenan EOPS	<i>"For your leadership with the SOS Orientation. Thanks for your idea."</i>	Dr. Ricky Shabazz
Giles, Keenan EOPS	<i>"Great job on the BROTHERS club kickoff."</i>	Dr. Ricky Shabazz
Gonzalez, Pedro STEM	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde
Grotke, Angela Social Science Division	<i>"I would like to give special thanks to Angela for her hard work and dedication for working with our football Home games Concession Stand. Good Job! You're Appreciated!"</i>	Kathryn Jaramillo
Heredia, Melissa Mathematics, Business, and Computer Technology	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde
Hernandez, Robert Custodial	<i>"Robert goes the extra mile here at the Bookstore. We are grateful for all that he does, without being asked...He just does it! He is a very valuable employee...especially to us!"</i>	Lisa Hepburn-Stroud
Ho, Albert STEM	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde
Hua, Henry Mathematics, Business, and Computer Technology	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde
Jones, Patricia Counseling	<i>"Patty has been helping our students with the ask a counselor program. I never know where I am going to see her on campus, but she is always helping students with their questions."</i>	Dr. Ricky Shabazz
Kafela, Kathy Transfer Center	<i>"Kathy did a great job of getting SBVC to host the regional HBCU college fair."</i>	Dr. Ricky Shabazz
Kracher, Gloria Custodial	<i>"Special Thanks to Gloria for her hard work and dedication for working with our Football Home Games Concession Stand. Good Job! You're Appreciated!"</i>	Kathryn Jaramillo

Lemieux, Jessy Chemistry	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde
Lopez, Elizabeth STEM	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde
Luke, Craig First Year Experience	<i>"Dr. Luke is a great counselor and teacher. He will explain things over and over until you understand. He listens to you when you have a problem or you are just feeling down. He is the person you can talk to and feel relieved."</i>	Denise Graciano, Student
Luke, Dr. First Year Experience	<i>"Dr. Luke is a positive motivator and his lectures are always helpful. Dr. Luke is a caring professor and helps out the whole male cohort to succeed."</i>	Joseph Thornhill, Student
Luke, Dr. First Year Experience	<i>"My experience in Dr. Luke's class has been motivational, fun, and filled with REAL talk. For example, we all have character defects, but that does not mean we are defective characters. Thank you Dr. Luke for your inspiration!"</i>	Darrell Fisher, Student
Luke, Dr. Craig First Year Experience	<i>"I would like to start off by saying that Dr. Craig is a man of character and valor. His teaching style is phenomenal. His class structure and order is awesome. There is such a peace in class. Keep up the good work, Dr. Luke."</i>	Jaquise Henry, Student
Mayne, Michael Mathematics, Business, and Computer Technology	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde
McLeod, Mikiko First Year Experience, Student Worker	<i>"He helps me in the DRC, and I am now able to help someone else that does not know anything about Valley College."</i>	Anonymous, Student
Moore, Anita Counseling	<i>"Anita is an amazing person always helping students putting everyone's troubles before her own. Goes above and beyond in her work here. Many people come to her to solve their problems here at school, and at home, a true genuine person."</i>	Anonymous, Student
Moore, Anita Counseling	<i>"She's a wonderful women with a beautiful heart, she always here to help anyone in need."</i>	Anonymous, Student
Murillo, Joan Biology	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde

Powell, Roger Computer Information Technology	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde
Ramsey, Daniele STEM	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde
Shabazz, Dr. Ricky Vice President Student Services Office	<i>"Successful teamwork and implementation of Career Pathways @ SBVC!"</i>	Rania Hamdy
Sherrill, Dan Geography	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde
Tolstova, Anna Physics	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde
Torrez, Michael Chemistry	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde
Wahab, Abena STEM	<i>"The success of the STEMAPALOOZA event was greatly attributed to the teamwork and your commitment to STEM education. Your contribution is commendable. Thank you!"</i>	Dr. Haragewen Kinde
Yarbrough, Kay Dee Office of Instruction	<i>"Thank you for the support you provided during the Fall 2015 Adjunct Orientation, it was exemplary!"</i>	Dr. Haragewen Kinde

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
DATE: December 10, 2015
SUBJECT: Board Directives for 2016-17 Budget

RECOMMENDATION

This is an information item and no action is necessary.

OVERVIEW

District Administrative Procedure 6200, Budget Preparation, calls for the Board of Trustees to give initial direction concerning the distribution of resources. This includes setting the level of contingencies and other reserves, making any changes in the District's mission, and determining the amount of resources available in the District for allocation to the colleges.

ANALYSIS

Attached are the Board Directives for the 2015-16 budget, as well as the Board of Trustee goals. These documents are being forwarded to the Board for its review in preparation for the development of directives for the 2016-17 budget. In accordance with Administrative Procedure 6200, the directives for the budget are to be approved by the Board of Trustees no later than February 2016.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

This board item has no financial implications.



Board Directives for the 2015-16 Budget

As Submitted for Approval at the November 13, 2014 Board of Trustees Meeting

1. Balance the 2015-16 budget without the use of Fund Balance (Reserve).
2. Maintain a minimum Fund Balance level of 15% (state minimum is 5%).
3. Fund Balance may be utilized for specially identified "one-time" needs as long as the 15% balance can be maintained. "One-time" is defined as an expenditure that has no ongoing commitment. While "one-time" needs may be repeated in future years, the nature of the expenditure must conform to the definition.
4. Allocate funding through the district resource allocation model to support SBVC and CHC as comprehensive community colleges through transfer education, career/technical education, and basic skills education.
5. Increase student success and access.
6. Identify new or reallocated funds for strategic initiatives.
7. Maintain "selective hiring freeze" to provide strategic funding of priority needs.
8. Reorganize and reallocate resources where possible to increase efficiency and improve services.
9. Reduce expenditures that are not mission-critical.
10. Invest in projects that enhance the efficiency of district and college operations.
11. Continue the Measure M bond program based on facilities master plans.
12. Continue to develop external funding streams including grants, scholarships, and fundraising.
13. Maintain full funding for step and column increases.
14. Maintain 50% law ratios in staffing plans.
15. Honor collective bargaining agreements.
16. Continue toward the sustainability of KVCR.

The Board of Trustees has the following priorities and goals related to the Board Imperatives (Board Policy 2200)

I. INSTITUTIONAL EFFECTIVENESS		
Board Goal	Action	Results
1. Develop a plan to effect a district-wide emphasis on leadership development.	<ul style="list-style-type: none"> a. Chancellor to assign responsible staff immediately. b. Develop strategies to be reported to the Board by December 2015. c. Plan completion by March 2016. d. Implementation of development training by April 2016. 	a. On August 20, 2015, Chancellor assigned Vice Chancellor Human Resources
II. LEARNING CENTERED INSTITUTION FOR STUDENT ACCESS, RETENTION AND SUCCESS		
Board Goal	Action	Results
2. Develop collaborative partnerships with other educational institutions, especially Pre-12.	<ul style="list-style-type: none"> a. Board President to form an Ad Hoc Committee of the Board for the purpose of prioritizing the institutions to be contacted and to outline the proposed issues for discussion. 	
3. Strengthen the Board's capacity to use metrics to monitor improvement in student access and success.	<ul style="list-style-type: none"> a. To form a student success committee formed to continue the work currently being done and to bring back, to the Board, a report on how many students are being trained and how many are gainfully employed through CTE and Department of Labor programs (SCANS report). 	

	<ul style="list-style-type: none"> b. Monitor all District Programs that provide workforce training and experience for students. c. Obtain measurement from Contra Costa with consideration from California Competes on skill attainment. d. Monitor, each semester, the progress of the campuses in meeting the access and success goals as outlined in the Strategic Plan. e. Request a written report or a presentation from the campuses from the Chancellor at the Board's discretion. 	
--	---	--

III. RESOURCE MANAGEMENT FOR EFFICIENCY, EFFECTIVENESS, AND EXCELLENCE

Board Goal	Action	Results
4. Monitor budget process.	a. Form a Budget Ad Hoc committee to meet with the Vice Chancellor of Business & Fiscal Services at least quarterly.	

IV. ENHANCED AND INFORMED GOVERNANCE AND LEADERSHIP

Board Goal	Action	Results
5. Strengthen the effectiveness of the Board of Trustees.	<ul style="list-style-type: none"> a. New Board Orientation and Handbook b. Trustees to attend local and state conferences. c. Chancellor to attend CCLC Annual Conference and ACCT Legislative Conference 	

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Lawrence P. Strong, Interim Director of Fiscal Services
DATE: December 10, 2015
SUBJECT: Budget Report

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

This summary budget report is submitted monthly to the Board of Trustees for its review.

ANALYSIS

The attached Revenue and Expenditure Summary reflects activity for the 2015-16 fiscal year through November 19 for all District funds. As of November 19, the District was 38.9% through the fiscal year and had spent and encumbered about 33.4% of its budgeted general funds.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

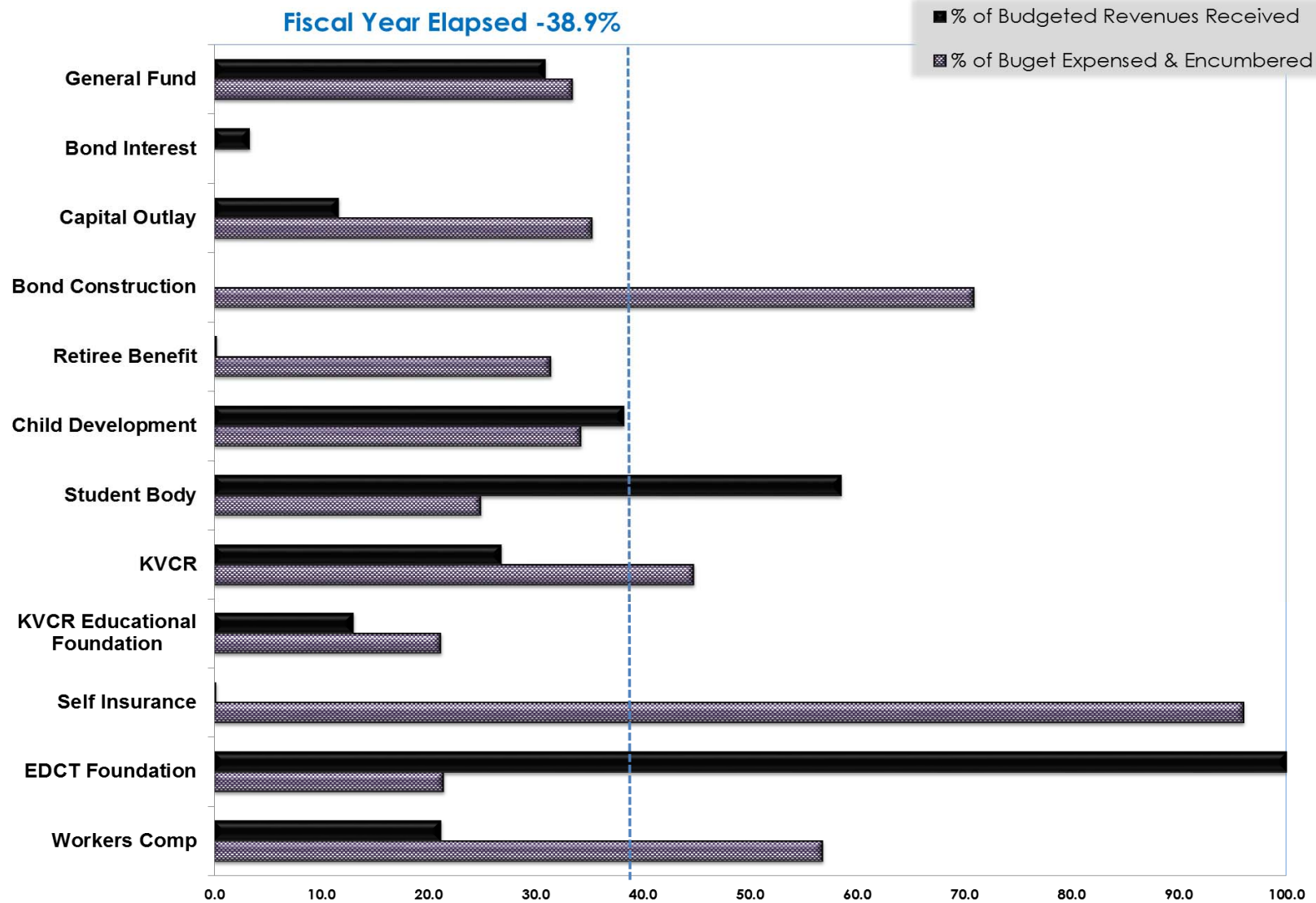
This is an information item and there are no financial implications.



Budget Revenue & Expenditure Summary

Year to Date 11/19/2015
38.9% of Fiscal Year Elapsed

	REVENUES			EXPENDITURES			COMMENTS
	Budget	Received YTD	%	Budget	Expensed/ Encumbered YTD	%	
01 General Fund	\$ 124,011,394	\$ 38,276,863	30.9%	\$ 124,470,045	\$ 41,603,880	33.4%	<i>Encumbered amount is \$9,369,895.</i>
21 Bond Interest & Redemption	\$ 24,000,000	\$ 795,559	3.3%	\$ 24,000,000	\$ -	0.0%	
41 Capital Outlay Projects	\$ 4,990,221	\$ 578,433	11.6%	\$ 8,935,221	\$ 3,151,249	35.3%	<i>Encumbered amount is \$2,104,475.</i>
42 Bond Construction	\$ 35,000,000	\$ 12,360	11.6%	\$ 75,174,727	\$ 53,278,665	70.9%	<i>Encumbered amount is \$35,589,867.</i>
68 Retiree Benefit	\$ 1,875,000	\$ 4,534	0.2%	\$ 375,000	\$ 117,660	31.4%	
72 Child Development	\$ 2,709,804	\$ 1,034,112	38.2%	\$ 2,709,804	\$ 927,015	34.2%	
73 Student Body Center Fee	\$ 293,352	\$ 171,512	58.5%	\$ 293,352	\$ 72,857	24.8%	<i>Revenues reflect Fall fees.</i>
74 KVCR	\$ 5,860,576	\$ 1,568,457	26.8%	\$ 5,860,576	\$ 2,619,925	44.7%	<i>Encumbered amount is \$1,377,210.</i>
76 KVCR Educational Foundation	\$ 2,841,126	\$ 369,154	13.0%	\$ 2,841,126	\$ 601,225	21.2%	
78 Self Insurance-Liability	\$ 550,000	\$ 1,072	0.2%	\$ 748,145	\$ 718,145	96.0%	<i>Premiums are paid in July. Budget adjustment included in this board packet.</i>
79 EDCT Foundation	\$ 200,000	\$ 200,048	100.0%	\$ 240,000	\$ 51,362	21.4%	
84 Workers Compensation	\$ 1,082,000	\$ 228,933	21.2%	\$ 1,082,000	\$ 613,795	56.7%	<i>Encumbered amount is \$208,631.</i>



Fund: 01 GENERAL FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENED/ ENCUMBERED	UNENCUMBERED BALANCE	%
8100.00 FEDERAL HEA REVENUES	6,471,947.89	131,360.52	131,360.52	2.0	0.00	6,340,587.37	97.9
8600.00 STATE REVENUES	91,460,158.92	31,519,341.22	31,519,341.22	34.4	0.00	59,940,817.70	65.5
8800.00 LOCAL REVENUES	25,987,287.37	6,622,842.16	6,622,842.16	25.4	0.00	19,364,445.21	74.5
8900.00 OTHER FINANCING SOURCES	92,000.00	3,318.90	3,318.90	3.6	0.00	88,681.10	96.3
TOTAL: 8000	124,011,394.18	38,276,862.80	38,276,862.80	30.8	0.00	85,734,531.38	69.1
1100.00 CONTRACT CLASSROOM INST.	16,703,619.12	4,726,607.35	4,726,607.35	28.2	0.00	11,977,011.77	71.7
1200.00 CONTRACT CERT. ADMINISTRATORS	9,219,781.86	2,832,482.45	2,832,482.45	30.7	0.00	6,387,299.41	69.2
1300.00 INSTRUCTORS DAY/HOURLY	12,450,233.52	3,769,346.81	3,769,346.81	30.2	0.00	8,680,886.71	69.7
1400.00 NON-INSTRUCTION HOURLY CERT.	2,168,578.98	725,961.71	725,961.71	33.4	0.00	1,442,617.27	66.5
TOTAL: 1000	40,542,213.48	12,054,398.32	12,054,398.32	29.7	0.00	28,487,815.16	70.2
2100.00 CLASSIFIED MANAGERS-NON-INSTRU	19,852,268.43	6,307,896.76	6,307,896.76	31.7	0.00	13,544,371.67	68.2
2200.00 INSTRUCTIONAL AIDS	1,408,878.26	451,323.07	451,323.07	32.0	0.00	957,555.19	67.9
2300.00 NON-INSTRUCTION HOURLY CLASS.	3,025,300.70	945,235.72	945,235.72	31.2	0.00	2,080,064.98	68.7
2400.00 INST AIDES-HOURLY- DIR. INSTRU	1,700,456.34	369,620.37	369,620.37	21.7	0.00	1,330,835.97	78.2
TOTAL: 2000	25,986,903.73	8,074,075.92	8,074,075.92	31.0	0.00	17,912,827.81	68.9
3100.00 CERTIFICATED RETIREMENT	3,808,480.25	1,136,868.86	1,136,868.86	29.8	0.00	2,671,611.39	70.1
3200.00 CLASSIFIED RETIREMENT	2,551,015.35	986,449.47	986,449.47	38.6	0.00	1,564,565.88	61.3
3300.00 OASDHI /FICA	2,427,623.26	780,300.85	780,300.85	32.1	0.00	1,647,322.41	67.8
3400.00 HEALTH AND WELFARE BENEFITS	9,802,222.26	2,804,364.18	2,804,364.18	28.6	0.00	6,997,858.08	71.3
3500.00 STATE UNEMPLOYMENT INSURANCE	74,095.98	24,624.45	24,624.45	33.2	0.00	49,471.53	66.7
3600.00 WORKERS COMPENSATION INSURANCE	962,654.00	312,225.00	312,225.00	32.4	0.00	650,429.00	67.5
3900.00 OTHER BENEFITS	219,623.03	85,709.28	85,709.28	39.0	0.00	133,913.75	60.9
TOTAL: 3000	19,845,714.13	6,130,542.09	6,130,542.09	30.8	0.00	13,715,172.04	69.1
4100.00 TEXTBOOKS	301,198.40	13,065.06	13,065.06	4.3	149,995.55	138,137.79	45.8
4200.00 BOOK, MAGAZINE&PERIOD-DIST. USE	97,710.81	15,821.83	15,821.83	16.1	27,245.63	54,643.35	55.9
4300.00 INSTRUCTIONAL SUPPLIES	419,991.90	79,824.76	79,824.76	19.0	87,384.40	252,782.74	60.1
4400.00 MEDIA AND SOFTWARE-DISTRCT USE	23,928.00	31.68	31.68	.1	863.67	23,032.65	96.2
4500.00 NONINSTRUCTIONAL SUPPLIES	1,573,382.79	258,653.74	258,653.74	16.4	532,435.00	782,294.05	49.7
4700.00 FOOD SUPPLIES	130,117.92	18,153.22	18,153.22	13.9	44,449.17	67,515.53	51.8
TOTAL: 4000	2,546,329.82	385,550.29	385,550.29	15.1	842,373.42	1,318,406.11	51.7
5100.00 PERSON&CONSULTANT SVC-DIST USE	6,796,454.12	1,177,009.30	1,177,009.30	17.3	3,315,526.12	2,303,918.70	33.8
5200.00 TRAVEL & CONFERENCE EXPENSES	1,355,125.85	253,985.58	253,985.58	18.7	213,815.75	887,324.52	65.4
5300.00 POST/DUES/MEMBERSHIPS-DIST. USE	420,826.60	141,747.99	141,747.99	33.6	29,709.46	249,369.15	59.2
5400.00 INSURANCES - DISTRICT USE	121,000.00	120,331.00	120,331.00	99.4	0.00	669.00	.5
5500.00 UTILITIES & HOUSEKEEP-DIST. USE	2,935,563.22	555,715.15	555,715.15	18.9	2,130,695.22	249,152.85	8.4
5600.00 RENTS, LEASES&REPAIRS-DIST. USE	4,102,443.63	1,863,907.90	1,863,907.90	45.4	964,548.12	1,273,987.61	31.0
5700.00 LEGAL/ELECTION/AUDIT-DIST. USE	607,950.00	86,145.90	86,145.90	14.1	238,940.95	282,863.15	46.5
5800.00 OTHER OPERATING EXP-DIST. USE	6,546,987.07	256,173.06	256,173.06	3.9	347,938.83	5,942,875.18	90.7
TOTAL: 5000	22,886,350.49	4,455,015.88	4,455,015.88	19.4	7,241,174.45	11,190,160.16	48.8

Fund: 01 GENERAL FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL: 1000-5999	111,807,511.65	31,099,582.50	31,099,582.50	27.8	8,083,547.87	72,624,381.28	64.9
6100.00 SITES & IMPROVEMENTS-DIST. USE	320,093.79	151,916.45	151,916.45	47.4	12,728.55	155,448.79	48.5
6200.00 BUILDINGS&IMPROVEMENT-DIST. USE	1,703,239.49	46,212.15	46,212.15	2.7	287,355.85	1,369,671.49	80.4
6300.00 LIBRARY BOOKS - EXPANSION	106,718.00	67,777.55	67,777.55	63.5	36,630.83	2,309.62	2.1
6400.00 EQUIP/FURNITURE (EXCLD COMPTR)	2,990,995.34	280,172.18	280,172.18	9.3	408,754.95	2,302,068.21	76.9
TOTAL: 6000	5,121,046.62	546,078.33	546,078.33	10.6	745,470.18	3,829,498.11	74.7
TOTAL: 1000-6999	116,928,558.27	31,645,660.83	31,645,660.83	27.0	8,829,018.05	76,453,879.39	65.3
7300.00 INTERFUND TRANSFERS	5,750,000.00	500,000.00	500,000.00	8.6	0.00	5,250,000.00	91.3
7400.00 OTHER TRANSFERS	886,735.00	0.00	0.00	.0	0.00	886,735.00	100.0
7500.00 OTHER OUTGO-STUDENT FIN AID	55,935.78	6,997.99	6,997.99	12.5	11,198.75	37,739.04	67.4
7600.00 OTHER STUDENT AID	848,815.54	81,325.91	81,325.91	9.5	529,677.73	237,811.90	28.0
TOTAL: 7000	7,541,486.32	588,323.90	588,323.90	7.8	540,876.48	6,412,285.94	85.0
TOTAL: 1000-7999	124,470,044.59	32,233,984.73	32,233,984.73	25.8	9,369,894.53	82,866,165.33	66.5

Fund: 01 GENERAL FUND

SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	124,011,394.18	38,276,862.80	38,276,862.80	30.8	0.00	85,734,531.38	69.1
TOTAL:	1000-5999	111,807,511.65	31,099,582.50	31,099,582.50	27.8	8,083,547.87	72,624,381.28	64.9
TOTAL:	1000-6999	116,928,558.27	31,645,660.83	31,645,660.83	27.0	8,829,018.05	76,453,879.39	65.3
TOTAL:	1000-7999	124,470,044.59	32,233,984.73	32,233,984.73	25.8	9,369,894.53	82,866,165.33	66.5
TOTAL EXPENSES	(1000 - 7999)	124,470,044.59	32,233,984.73	32,233,984.73	25.8	9,369,894.53	82,866,165.33	66.5

Fund: 21 BOND INTEREST AND REDEMPTION

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
8600.00 STATE REVENUES	200,000.00	772,184.91	772,184.91	100.0	0.00	572,184.91-	.0
8800.00 LOCAL REVENUES	23,800,000.00	23,373.99	23,373.99	.0	0.00	23,776,626.01	99.9
TOTAL: 8000	24,000,000.00	795,558.90	795,558.90	3.3	0.00	23,204,441.10	96.6
7100.00 DEBT RETIREMENT	24,000,000.00	0.00	0.00	.0	0.00	24,000,000.00	100.0
TOTAL: 7000	24,000,000.00	0.00	0.00	.0	0.00	24,000,000.00	100.0
TOTAL: 1000-7999	24,000,000.00	0.00	0.00	.0	0.00	24,000,000.00	100.0

Fund: 21 BOND INTEREST AND REDEMPTION SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	24,000,000.00	795,558.90	795,558.90	3.3	0.00	23,204,441.10	96.6
TOTAL:	1000-5999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL:	1000-6999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL:	1000-7999	24,000,000.00	0.00	0.00	.0	0.00	24,000,000.00	100.0
TOTAL EXPENSES	(1000 - 7999)	24,000,000.00	0.00	0.00	.0	0.00	24,000,000.00	100.0

Fund: 41 CAPITAL OUTLAY PROJECTS FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ ENCUMBERED	UNENCUMBERED BALANCE	%
8600.00 STATE REVENUES	531,159.28	531,159.28	531,159.28	100.0	0.00	0.00	.0
8800.00 LOCAL REVENUES	1,259,061.60	47,273.94	47,273.94	3.7	0.00	1,211,787.66	96.2
8900.00 OTHER FINANCING SOURCES	3,200,000.00	0.00	0.00	.0	0.00	3,200,000.00	100.0
TOTAL: 8000	4,990,220.88	578,433.22	578,433.22	11.5	0.00	4,411,787.66	88.4
2100.00 CLASSIFIED MANAGERS-NON-INSTRU	95,724.00	31,908.00	31,908.00	33.3	0.00	63,816.00	66.6
TOTAL: 2000	95,724.00	31,908.00	31,908.00	33.3	0.00	63,816.00	66.6
3200.00 CLASSIFIED RETIREMENT	11,340.42	3,780.12	3,780.12	33.3	0.00	7,560.30	66.6
3300.00 OASDHI/FICA	7,359.61	2,432.80	2,432.80	33.0	0.00	4,926.81	66.9
3400.00 HEALTH AND WELFARE BENEFITS	12,253.15	4,084.16	4,084.16	33.3	0.00	8,168.99	66.6
3500.00 STATE UNEMPLOYMENT INSURANCE	48.10	15.92	15.92	33.0	0.00	32.18	66.9
3600.00 WORKERS COMPENSATION INSURANCE	1,200.00	400.00	400.00	33.3	0.00	800.00	66.6
3900.00 OTHER BENEFITS	58.94	19.64	19.64	33.3	0.00	39.30	66.6
TOTAL: 3000	32,260.22	10,732.64	10,732.64	33.2	0.00	21,527.58	66.7
5100.00 PERSON&CONSULTANT SVC-DIST USE	1,165,400.00	66,841.75	66,841.75	5.7	756,206.25	342,352.00	29.3
5200.00 TRAVEL & CONFERENCE EXPENSES	480.00	160.00	160.00	33.3	0.00	320.00	66.6
5600.00 RENTS, LEASES&REPAIRS-DIST. USE	68,565.96	31,000.00	31,000.00	45.2	33,460.92	4,105.04	5.9
5800.00 OTHER OPERATING EXP-DIST. USE	3,123.60	0.00	0.00	.0	0.00	3,123.60	100.0
TOTAL: 5000	1,237,569.56	98,001.75	98,001.75	7.9	789,667.17	349,900.64	28.2
TOTAL: 1000-5999	1,365,553.78	140,642.39	140,642.39	10.2	789,667.17	435,244.22	31.8
6100.00 SITES & IMPROVEMENTS-DIST. USE	1,660,801.88	0.00	0.00	.0	0.00	1,660,801.88	100.0
6200.00 BUILDINGS&IMPROVEMENT-DIST. USE	2,182,000.40	413,238.09	413,238.09	18.9	1,128,880.64	639,881.67	29.3
6400.00 EQUIP/FURNITURE (EXCLD COMPTR)	3,726,865.04	492,893.76	492,893.76	13.2	185,927.61	3,048,043.67	81.7
TOTAL: 6000	7,569,667.32	906,131.85	906,131.85	11.9	1,314,808.25	5,348,727.22	70.6
TOTAL: 1000-6999	8,935,221.10	1,046,774.24	1,046,774.24	11.7	2,104,475.42	5,783,971.44	64.7

Fund: 41 CAPITAL OUTLAY PROJECTS FUND SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	4,990,220.88	578,433.22	578,433.22	11.5	0.00	4,411,787.66	88.4
TOTAL:	1000-5999	1,365,553.78	140,642.39	140,642.39	10.2	789,667.17	435,244.22	31.8
TOTAL:	1000-6999	8,935,221.10	1,046,774.24	1,046,774.24	11.7	2,104,475.42	5,783,971.44	64.7
TOTAL:	1000-7999	8,935,221.10	1,046,774.24	1,046,774.24	11.7	2,104,475.42	5,783,971.44	64.7
TOTAL EXPENSES	(1000 - 7999)	8,935,221.10	1,046,774.24	1,046,774.24	11.7	2,104,475.42	5,783,971.44	64.7

Fund: 42 REVENUE BOND CONSTRUCTION FU

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
8800.00 LOCAL REVENUES	35,000,000.00	12,359.73	12,359.73	.0	0.00	34,987,640.27	99.9
TOTAL: 8000	35,000,000.00	12,359.73	12,359.73	.0	0.00	34,987,640.27	99.9
2100.00 CLASSIFIED MANAGERS-NON-INSTRU	0.00	1,285.60	1,285.60	100.0	0.00	1,285.60-	.0
TOTAL: 2000	0.00	1,285.60	1,285.60	100.0	0.00	1,285.60-	.0
5100.00 PERSON&CONSULTANT SVC-DIST USE	824,249.00	32,221.75	32,221.75	3.9	177,571.50	614,455.75	74.5
5400.00 INSURANCES - DISTRICT USE	233,468.00	8,325.00	8,325.00	3.5	0.00	225,143.00	96.4
5600.00 RENTS, LEASES&REPAIRS-DIST. USE	10,267.00	4,636.48	4,636.48	45.1	4,287.19	1,343.33	13.0
5700.00 LEGAL/ELECTION/AUDIT-DIST. USE	256,000.00	440.00	440.00	.1	145,110.00	110,450.00	43.1
5800.00 OTHER OPERATING EXP-DIST. USE	6,407,904.50	6,116.67	6,116.67	.0	23,983.33	6,377,804.50	99.5
TOTAL: 5000	7,731,888.50	51,739.90	51,739.90	.6	350,952.02	7,329,196.58	94.7
TOTAL: 1000-5999	7,731,888.50	53,025.50	53,025.50	.6	350,952.02	7,327,910.98	94.7
6100.00 SITES & IMPROVEMENTS-DIST. USE	487,020.00	0.00	0.00	.0	0.00	487,020.00	100.0
6200.00 BUILDINGS&IMPROVEMENT-DIST. USE	61,315,792.50	17,506,947.92	17,506,947.92	28.5	33,552,368.84	10,256,475.74	16.7
6400.00 EQUIP/FURNITURE (EXCLD COMPTR)	5,640,026.00	128,825.07	128,825.07	2.2	1,686,546.33	3,824,654.60	67.8
TOTAL: 6000	67,442,838.50	17,635,772.99	17,635,772.99	26.1	35,238,915.17	14,568,150.34	21.6
TOTAL: 1000-6999	75,174,727.00	17,688,798.49	17,688,798.49	23.5	35,589,867.19	21,896,061.32	29.1

Fund: 42 REVENUE BOND CONSTRUCTION FU SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	35,000,000.00	12,359.73	12,359.73	.0	0.00	34,987,640.27	99.9
TOTAL:	1000-5999	7,731,888.50	53,025.50	53,025.50	.6	350,952.02	7,327,910.98	94.7
TOTAL:	1000-6999	75,174,727.00	17,688,798.49	17,688,798.49	23.5	35,589,867.19	21,896,061.32	29.1
TOTAL:	1000-7999	75,174,727.00	17,688,798.49	17,688,798.49	23.5	35,589,867.19	21,896,061.32	29.1
TOTAL EXPENSES	(1000 - 7999)	75,174,727.00	17,688,798.49	17,688,798.49	23.5	35,589,867.19	21,896,061.32	29.1

Fund: 51 BOOKSTORE FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
8800.00 LOCAL REVENUES	0.00	106.76	106.76	100.0	0.00	106.76-	.0
TOTAL: 8000	0.00	106.76	106.76	100.0	0.00	106.76-	.0

Fund: 51 BOOKSTORE FUND

SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	106.76	106.76	100.0	0.00	106.76-	.0
TOTAL:	1000-5999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL:	1000-6999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL:	1000-7999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Fund: 68 RETIREE BENEFIT FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ ENCUMBERED	UNENCUMBERED BALANCE	%
8800.00 LOCAL REVENUES	374,999.87	4,533.95	4,533.95	1.2	0.00	370,465.92	98.7
8900.00 OTHER FINANCING SOURCES	1,500,000.00	0.00	0.00	.0	0.00	1,500,000.00	100.0
TOTAL: 8000	1,874,999.87	4,533.95	4,533.95	.2	0.00	1,870,465.92	99.7
3300.00 OASDHI /FICA	190.02	39.92	39.92	21.0	0.00	150.10	78.9
3400.00 HEALTH AND WELFARE BENEFITS	360,348.38	115,853.70	115,853.70	32.1	0.00	244,494.68	67.8
3500.00 STATE UNEMPLOYMENT INSURANCE	7.39	1.39	1.39	18.8	0.00	6.00	81.1
3900.00 OTHER BENEFITS	14,454.55	1,764.52	1,764.52	12.2	0.00	12,690.03	87.7
TOTAL: 3000	375,000.34	117,659.53	117,659.53	31.3	0.00	257,340.81	68.6
TOTAL: 1000-5999	375,000.34	117,659.53	117,659.53	31.3	0.00	257,340.81	68.6

Fund: 68 RETIREE BENEFIT FUND SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/CURRENT	RECEIVED YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	1,874,999.87	4,533.95	4,533.95	.2	0.00	1,870,465.92	99.7
TOTAL:	1000-5999	375,000.34	117,659.53	117,659.53	31.3	0.00	257,340.81	68.6
TOTAL:	1000-6999	375,000.34	117,659.53	117,659.53	31.3	0.00	257,340.81	68.6
TOTAL:	1000-7999	375,000.34	117,659.53	117,659.53	31.3	0.00	257,340.81	68.6
TOTAL EXPENSES	(1000 - 7999)	375,000.34	117,659.53	117,659.53	31.3	0.00	257,340.81	68.6

BDX110
 ALL FUNDS
 72 San Bernardino Community Col

BEST NET CONSORTIUM
 BUDGET SUMMARY REPORT
 07/01/2015 TO 06/30/2016

#J2738

11/19/2015

PAGE 14

Fund: 69 EMPL LOAD BANKING TRUST FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
8800.00 LOCAL REVENUES	0.00	0.11	0.11	100.0	0.00	0.11-	.0
TOTAL: 8000	0.00	0.11	0.11	100.0	0.00	0.11-	.0

Fund: 69 EMPL LOAD BANKING TRUST FUND SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.11	0.11	100.0	0.00	0.11-	.0
TOTAL:	1000-5999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL:	1000-6999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL:	1000-7999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Fund: 72 CHILD DEVELOPMENT FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
8100.00 FEDERAL HEA REVENUES	167,710.70	53,244.47	53,244.47	31.7	0.00	114,466.23	68.2
8600.00 STATE REVENUES	2,362,093.00	934,928.22	934,928.22	39.5	0.00	1,427,164.78	60.4
8800.00 LOCAL REVENUES	180,000.00	45,939.28	45,939.28	25.5	0.00	134,060.72	74.4
TOTAL: 8000	2,709,803.70	1,034,111.97	1,034,111.97	38.1	0.00	1,675,691.73	61.8
2100.00 CLASSIFIED MANAGERS-NON-INSTRU	1,339,466.26	381,264.85	381,264.85	28.4	0.00	958,201.41	71.5
2300.00 NON-INSTRUCTION HOURLY CLASS.	291,774.00	136,740.17	136,740.17	46.8	0.00	155,033.83	53.1
TOTAL: 2000	1,631,240.26	518,005.02	518,005.02	31.7	0.00	1,113,235.24	68.2
3100.00 CERTIFICATED RETIREMENT	26,493.00	8,820.92	8,820.92	33.2	0.00	17,672.08	66.7
3200.00 CLASSIFIED RETIREMENT	105,471.73	34,812.46	34,812.46	33.0	0.00	70,659.27	66.9
3300.00 OASDHI/FICA	81,632.27	24,502.59	24,502.59	30.0	0.00	57,129.68	69.9
3400.00 HEALTH AND WELFARE BENEFITS	458,504.16	138,653.37	138,653.37	30.2	0.00	319,850.79	69.7
3500.00 STATE UNEMPLOYMENT INSURANCE	1,242.93	208.61	208.61	16.7	0.00	1,034.32	83.2
3600.00 WORKERS COMPENSATION INSURANCE	52,096.04	17,000.00	17,000.00	32.6	0.00	35,096.04	67.3
3900.00 OTHER BENEFITS	17,934.42	4,761.36	4,761.36	26.5	0.00	13,173.06	73.4
TOTAL: 3000	743,374.55	228,759.31	228,759.31	30.7	0.00	514,615.24	69.2
4300.00 INSTRUCTIONAL SUPPLIES	24,000.00	4,343.28	4,343.28	18.0	13,072.43	6,584.29	27.4
4500.00 NONINSTRUCTIONAL SUPPLIES	68,250.00	13,108.74	13,108.74	19.2	38,000.11	17,141.15	25.1
4700.00 FOOD SUPPLIES	127,230.70	40,418.55	40,418.55	31.7	70,331.45	16,480.70	12.9
TOTAL: 4000	219,480.70	57,870.57	57,870.57	26.3	121,403.99	40,206.14	18.3
5600.00 RENTS, LEASES&REPAIRS-DIST. USE	11,208.00	370.67	370.67	3.3	0.00	10,837.33	96.6
5800.00 OTHER OPERATING EXP-DIST. USE	95,800.21	0.00	0.00	.0	605.00	95,195.21	99.3
TOTAL: 5000	107,008.21	370.67	370.67	.3	605.00	106,032.54	99.0
TOTAL: 1000-5999	2,701,103.72	805,005.57	805,005.57	29.8	122,008.99	1,774,089.16	65.6
6400.00 EQUIP/FURNITURE (EXCLD COMPTR)	8,700.00	0.00	0.00	.0	0.00	8,700.00	100.0
TOTAL: 6000	8,700.00	0.00	0.00	.0	0.00	8,700.00	100.0
TOTAL: 1000-6999	2,709,803.72	805,005.57	805,005.57	29.7	122,008.99	1,782,789.16	65.7

Fund: 72 CHILD DEVELOPMENT FUND SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDING/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	2,709,803.70	1,034,111.97	1,034,111.97	38.1	0.00	1,675,691.73	61.8
TOTAL:	1000-5999	2,701,103.72	805,005.57	805,005.57	29.8	122,008.99	1,774,089.16	65.6
TOTAL:	1000-6999	2,709,803.72	805,005.57	805,005.57	29.7	122,008.99	1,782,789.16	65.7
TOTAL:	1000-7999	2,709,803.72	805,005.57	805,005.57	29.7	122,008.99	1,782,789.16	65.7
TOTAL EXPENSES	(1000 - 7999)	2,709,803.72	805,005.57	805,005.57	29.7	122,008.99	1,782,789.16	65.7

Fund: 73 STUDENT BODY CENTER FEE FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
8800.00 LOCAL REVENUES	293,352.00	171,511.58	171,511.58	58.4	0.00	121,840.42	41.5
TOTAL: 8000	293,352.00	171,511.58	171,511.58	58.4	0.00	121,840.42	41.5
2100.00 CLASSIFIED MANAGERS-NON-INSTRU	99,245.36	35,836.50	35,836.50	36.1	0.00	63,408.86	63.8
2300.00 NON-INSTRUCTION HOURLY CLASS.	54,000.00	18,820.70	18,820.70	34.8	0.00	35,179.30	65.1
TOTAL: 2000	153,245.36	54,657.20	54,657.20	35.6	0.00	98,588.16	64.3
3200.00 CLASSIFIED RETIREMENT	11,662.82	4,245.56	4,245.56	36.4	0.00	7,417.26	63.5
3300.00 OASDHI/FICA	7,592.26	2,677.66	2,677.66	35.2	0.00	4,914.60	64.7
3400.00 HEALTH AND WELFARE BENEFITS	35,493.34	10,210.38	10,210.38	28.7	0.00	25,282.96	71.2
3500.00 STATE UNEMPLOYMENT INSURANCE	49.62	17.49	17.49	35.2	0.00	32.13	64.7
3600.00 WORKERS COMPENSATION INSURANCE	3,000.00	1,000.00	1,000.00	33.3	0.00	2,000.00	66.6
3900.00 OTHER BENEFITS	147.36	49.12	49.12	33.3	0.00	98.24	66.6
TOTAL: 3000	57,945.40	18,200.21	18,200.21	31.4	0.00	39,745.19	68.5
4200.00 BOOK, MAGAZINE&PERIOD-DIST. USE	2,000.00	0.00	0.00	.0	0.00	2,000.00	100.0
4500.00 NONINSTRUCTIONAL SUPPLIES	20,500.00	0.00	0.00	.0	0.00	20,500.00	100.0
TOTAL: 4000	22,500.00	0.00	0.00	.0	0.00	22,500.00	100.0
5600.00 RENTS, LEASES&REPAIRS-DIST. USE	9,661.24	0.00	0.00	.0	0.00	9,661.24	100.0
5800.00 OTHER OPERATING EXP-DIST. USE	50,000.00	0.00	0.00	.0	0.00	50,000.00	100.0
TOTAL: 5000	59,661.24	0.00	0.00	.0	0.00	59,661.24	100.0
TOTAL: 1000-5999	293,352.00	72,857.41	72,857.41	24.8	0.00	220,494.59	75.1

Fund: 73 STUDENT BODY CENTER FEE FUND SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	293,352.00	171,511.58	171,511.58	58.4	0.00	121,840.42	41.5
TOTAL:	1000-5999	293,352.00	72,857.41	72,857.41	24.8	0.00	220,494.59	75.1
TOTAL:	1000-6999	293,352.00	72,857.41	72,857.41	24.8	0.00	220,494.59	75.1
TOTAL:	1000-7999	293,352.00	72,857.41	72,857.41	24.8	0.00	220,494.59	75.1
TOTAL EXPENSES	(1000 - 7999)	293,352.00	72,857.41	72,857.41	24.8	0.00	220,494.59	75.1

Fund: 74 KVCR FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ ENCUMBERED	UNENCUMBERED BALANCE	%
8800.00 LOCAL REVENUES	4,125,992.05	1,168,457.11	1,168,457.11	28.3	0.00	2,957,534.94	71.6
8900.00 OTHER FINANCING SOURCES	1,734,584.00	400,000.00	400,000.00	23.0	0.00	1,334,584.00	76.9
TOTAL: 8000	5,860,576.05	1,568,457.11	1,568,457.11	26.7	0.00	4,292,118.94	73.2
2100.00 CLASSIFIED MANAGERS-NON-INSTRU	1,464,324.07	425,167.30	425,167.30	29.0	0.00	1,039,156.77	70.9
2300.00 NON-INSTRUCTION HOURLY CLASS.	555,100.00	148,546.01	148,546.01	26.7	0.00	406,553.99	73.2
TOTAL: 2000	2,019,424.07	573,713.31	573,713.31	28.4	0.00	1,445,710.76	71.5
3200.00 CLASSIFIED RETIREMENT	171,714.10	58,729.44	58,729.44	34.2	0.00	112,984.66	65.7
3300.00 OASDHI/FICA	112,043.73	43,531.08	43,531.08	38.8	0.00	68,512.65	61.1
3400.00 HEALTH AND WELFARE BENEFITS	322,086.42	75,407.49	75,407.49	23.4	0.00	246,678.93	76.5
3500.00 STATE UNEMPLOYMENT INSURANCE	732.32	298.47	298.47	40.7	0.00	433.85	59.2
3600.00 WORKERS COMPENSATION INSURANCE	32,625.00	9,125.00	9,125.00	27.9	0.00	23,500.00	72.0
3900.00 OTHER BENEFITS	12,852.54	3,442.44	3,442.44	26.7	0.00	9,410.10	73.2
TOTAL: 3000	652,054.11	190,533.92	190,533.92	29.2	0.00	461,520.19	70.7
4200.00 BOOK, MAGAZINE&PERIOD-DIST. USE	300.00	0.00	0.00	.0	70.00	230.00	76.6
4400.00 MEDIA AND SOFTWARE-DISTRCT USE	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
4500.00 NONINSTRUCTIONAL SUPPLIES	46,700.00	7,366.20	7,366.20	15.7	19,187.75	20,146.05	43.1
TOTAL: 4000	50,000.00	7,366.20	7,366.20	14.7	19,257.75	23,376.05	46.7
5100.00 PERSON&CONSULTANT SVC-DIST USE	111,579.00	15,833.70	15,833.70	14.1	33,729.25	62,016.05	55.5
5200.00 TRAVEL & CONFERENCE EXPENSES	73,900.00	6,309.96	6,309.96	8.5	12,190.44	55,399.60	74.9
5300.00 POST/DUES/MEMBERSHIPS-DIST. USE	79,915.00	15,714.71	15,714.71	19.6	31,153.81	33,046.48	41.3
5400.00 INSURANCES - DISTRICT USE	10,500.00	0.00	0.00	.0	7,810.00	2,690.00	25.6
5500.00 UTILITIES & HOUSEKEEP-DIST. USE	206,808.00	64,297.01	64,297.01	31.0	102,106.66	40,404.33	19.5
5600.00 RENTS, LEASES&REPAIRS-DIST. USE	457,769.00	110,573.38	110,573.38	24.1	186,660.75	160,534.87	35.0
5700.00 LEGAL/ELECTION/AUDIT-DIST. USE	142,000.00	75,596.23	75,596.23	53.2	54,663.70	11,740.07	8.2
5800.00 OTHER OPERATING EXP-DIST. USE	1,767,459.05	172,878.83	172,878.83	9.7	929,637.84	664,942.38	37.6
TOTAL: 5000	2,849,930.05	461,203.82	461,203.82	16.1	1,357,952.45	1,030,773.78	36.1
TOTAL: 1000-5999	5,571,408.23	1,232,817.25	1,232,817.25	22.1	1,377,210.20	2,961,380.78	53.1
6400.00 EQUIP/FURNITURE (EXCLD COMPTR)	153,168.00	9,897.60	9,897.60	6.4	0.00	143,270.40	93.5
TOTAL: 6000	153,168.00	9,897.60	9,897.60	6.4	0.00	143,270.40	93.5
TOTAL: 1000-6999	5,724,576.23	1,242,714.85	1,242,714.85	21.7	1,377,210.20	3,104,651.18	54.2
7200.00 INTRAFUND TRANSFERS OUT	56,000.00	0.00	0.00	.0	0.00	56,000.00	100.0
7300.00 INTERFUND TRANSFERS	80,000.00	0.00	0.00	.0	0.00	80,000.00	100.0
TOTAL: 7000	136,000.00	0.00	0.00	.0	0.00	136,000.00	100.0
TOTAL: 1000-7999	5,860,576.23	1,242,714.85	1,242,714.85	21.2	1,377,210.20	3,240,651.18	55.2

Fund: 74 KVCR FUND

SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT YEAR TO DATE		%	PENDED/ ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	5,860,576.05	1,568,457.11	1,568,457.11	26.7	0.00	4,292,118.94	73.2
TOTAL:	1000-5999	5,571,408.23	1,232,817.25	1,232,817.25	22.1	1,377,210.20	2,961,380.78	53.1
TOTAL:	1000-6999	5,724,576.23	1,242,714.85	1,242,714.85	21.7	1,377,210.20	3,104,651.18	54.2
TOTAL:	1000-7999	5,860,576.23	1,242,714.85	1,242,714.85	21.2	1,377,210.20	3,240,651.18	55.2
TOTAL EXPENSES	(1000 - 7999)	5,860,576.23	1,242,714.85	1,242,714.85	21.2	1,377,210.20	3,240,651.18	55.2

Fund: 76 KVCR EDUCATIONAL FOUNDATION

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
8800.00 LOCAL REVENUES	2,785,125.91	369,154.43	369,154.43	13.2	0.00	2,415,971.48	86.7
8900.00 OTHER FINANCING SOURCES	56,000.00	0.00	0.00	.0	0.00	56,000.00	100.0
TOTAL: 8000	2,841,125.91	369,154.43	369,154.43	12.9	0.00	2,471,971.48	87.0
2100.00 CLASSIFIED MANAGERS-NON-INSTRU	258,115.97	33,490.56	33,490.56	12.9	0.00	224,625.41	87.0
2300.00 NON-INSTRUCTION HOURLY CLASS.	200,250.00	51,223.75	51,223.75	25.5	0.00	149,026.25	74.4
TOTAL: 2000	458,365.97	84,714.31	84,714.31	18.4	0.00	373,651.66	81.5
3200.00 CLASSIFIED RETIREMENT	30,430.91	8,406.23	8,406.23	27.6	0.00	22,024.68	72.3
3300.00 OASDHI/FICA	19,722.92	6,050.07	6,050.07	30.6	0.00	13,672.85	69.3
3400.00 HEALTH AND WELFARE BENEFITS	110,670.02	5,156.00	5,156.00	4.6	0.00	105,514.02	95.3
3500.00 STATE UNEMPLOYMENT INSURANCE	128.91	46.82	46.82	36.3	0.00	82.09	63.6
3600.00 WORKERS COMPENSATION INSURANCE	4,875.00	625.00	625.00	12.8	0.00	4,250.00	87.1
3900.00 OTHER BENEFITS	989.46	30.68	30.68	3.1	0.00	958.78	96.8
TOTAL: 3000	166,817.22	20,314.80	20,314.80	12.1	0.00	146,502.42	87.8
4500.00 NONINSTRUCTIONAL SUPPLIES	15,500.00	451.73	451.73	2.9	986.19	14,062.08	90.7
TOTAL: 4000	15,500.00	451.73	451.73	2.9	986.19	14,062.08	90.7
5100.00 PERSON&CONSULTANT SVC-DIST USE	296,000.00	79,199.68	79,199.68	26.7	86,224.87	130,575.45	44.1
5200.00 TRAVEL & CONFERENCE EXPENSES	1,300.00	0.00	0.00	.0	0.00	1,300.00	100.0
5300.00 POST/DUES/MEMBERSHIPS-DIST. USE	53,500.00	2,900.00	2,900.00	5.4	10,000.00	40,600.00	75.8
5600.00 RENTS, LEASES&REPAIRS-DIST. USE	23,500.00	3,875.67	3,875.67	16.4	0.00	19,624.33	83.5
5700.00 LEGAL/ELECTION/AUDIT-DIST. USE	16,883.00	0.00	0.00	.0	9,000.00	7,883.00	46.6
5800.00 OTHER OPERATING EXP-DIST. USE	365,675.91	84,978.26	84,978.26	23.2	118,579.66	162,117.99	44.3
TOTAL: 5000	756,858.91	170,953.61	170,953.61	22.5	223,804.53	362,100.77	47.8
TOTAL: 1000-5999	1,397,542.10	276,434.45	276,434.45	19.7	224,790.72	896,316.93	64.1
6400.00 EQUIP/FURNITURE (EXCLD COMPTR)	9,000.00	0.00	0.00	.0	0.00	9,000.00	100.0
TOTAL: 6000	9,000.00	0.00	0.00	.0	0.00	9,000.00	100.0
TOTAL: 1000-6999	1,406,542.10	276,434.45	276,434.45	19.6	224,790.72	905,316.93	64.3
7200.00 INTRAFUND TRANSFERS OUT	1,434,584.00	100,000.00	100,000.00	6.9	0.00	1,334,584.00	93.0
TOTAL: 7000	1,434,584.00	100,000.00	100,000.00	6.9	0.00	1,334,584.00	93.0
TOTAL: 1000-7999	2,841,126.10	376,434.45	376,434.45	13.2	224,790.72	2,239,900.93	78.8

Fund: 76 KVCR EDUCATIONAL FOUNDATION SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	2,841,125.91	369,154.43	369,154.43	12.9	0.00	2,471,971.48	87.0
TOTAL:	1000-5999	1,397,542.10	276,434.45	276,434.45	19.7	224,790.72	896,316.93	64.1
TOTAL:	1000-6999	1,406,542.10	276,434.45	276,434.45	19.6	224,790.72	905,316.93	64.3
TOTAL:	1000-7999	2,841,126.10	376,434.45	376,434.45	13.2	224,790.72	2,239,900.93	78.8
TOTAL EXPENSES	(1000 - 7999)	2,841,126.10	376,434.45	376,434.45	13.2	224,790.72	2,239,900.93	78.8

Fund: 78 SELF INSURANCE-LIABILITY&PRO

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENED/ENCUMBERED	UNENCUMBERED BALANCE	%
8800.00 LOCAL REVENUES	0.00	1,072.33	1,072.33	100.0	0.00	1,072.33-	.0
8900.00 OTHER FINANCING SOURCES	550,000.00	0.00	0.00	.0	0.00	550,000.00	100.0
TOTAL: 8000	550,000.00	1,072.33	1,072.33	.1	0.00	548,927.67	99.8
5100.00 PERSON&CONSULTANT SVC-DIST USE	20,000.00	1,251.02	1,251.02	6.2	8,748.98	10,000.00	50.0
5400.00 INSURANCES - DISTRICT USE	474,810.00	454,810.00	454,810.00	95.7	0.00	20,000.00	4.2
5800.00 OTHER OPERATING EXP-DIST. USE	253,335.00	181,875.59	181,875.59	71.7	71,459.41	0.00	.0
TOTAL: 5000	748,145.00	637,936.61	637,936.61	85.2	80,208.39	30,000.00	4.0
TOTAL: 1000-5999	748,145.00	637,936.61	637,936.61	85.2	80,208.39	30,000.00	4.0

Fund: 78 SELF INSURANCE-LIABILITY&PRO SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/CURRENT	RECEIVED YEAR TO DATE	%	PENED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	550,000.00	1,072.33	1,072.33	.1	0.00	548,927.67	99.8
TOTAL:	1000-5999	748,145.00	637,936.61	637,936.61	85.2	80,208.39	30,000.00	4.0
TOTAL:	1000-6999	748,145.00	637,936.61	637,936.61	85.2	80,208.39	30,000.00	4.0
TOTAL:	1000-7999	748,145.00	637,936.61	637,936.61	85.2	80,208.39	30,000.00	4.0
TOTAL EXPENSES	(1000 - 7999)	748,145.00	637,936.61	637,936.61	85.2	80,208.39	30,000.00	4.0

Fund: 79 EDCT FOUNDATION

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
8800.00 LOCAL REVENUES	0.00	48.39	48.39	100.0	0.00	48.39-	.0
8900.00 OTHER FINANCING SOURCES	200,000.00	200,000.00	200,000.00	100.0	0.00	0.00	.0
TOTAL: 8000	200,000.00	200,048.39	200,048.39	100.0	0.00	48.39-	.0
2100.00 CLASSIFIED MANAGERS-NON-INSTRU	93,762.00	31,972.48	31,972.48	34.0	0.00	61,789.52	65.9
2300.00 NON-INSTRUCTION HOURLY CLASS.	15,000.00	15.00	15.00	.1	0.00	14,985.00	99.9
TOTAL: 2000	108,762.00	31,987.48	31,987.48	29.4	0.00	76,774.52	70.5
3200.00 CLASSIFIED RETIREMENT	11,107.98	3,787.79	3,787.79	34.0	0.00	7,320.19	65.9
3300.00 OASDHI/FICA	7,172.79	2,416.41	2,416.41	33.6	0.00	4,756.38	66.3
3400.00 HEALTH AND WELFARE BENEFITS	20,316.44	5,105.19	5,105.19	25.1	0.00	15,211.25	74.8
3500.00 STATE UNEMPLOYMENT INSURANCE	46.88	15.80	15.80	33.7	0.00	31.08	66.2
3600.00 WORKERS COMPENSATION INSURANCE	1,500.00	500.00	500.00	33.3	0.00	1,000.00	66.6
3900.00 OTHER BENEFITS	73.68	24.56	24.56	33.3	0.00	49.12	66.6
TOTAL: 3000	40,217.77	11,849.75	11,849.75	29.4	0.00	28,368.02	70.5
4200.00 BOOK, MAGAZINE&PERIOD-DIST. USE	453.00	0.00	0.00	.0	0.00	453.00	100.0
4500.00 NONINSTRUCTIONAL SUPPLIES	2,000.00	826.22	826.22	41.3	1,105.09	68.69	3.4
TOTAL: 4000	2,453.00	826.22	826.22	33.6	1,105.09	521.69	21.2
5100.00 PERSON&CONSULTANT SVC-DIST USE	20,000.00	0.00	0.00	.0	0.00	20,000.00	100.0
5200.00 TRAVEL & CONFERENCE EXPENSES	9,100.00	1,059.59	1,059.59	11.6	2,592.00	5,448.41	59.8
5300.00 POST/DUES/MEMBERSHIPS-DIST. USE	4,000.00	0.00	0.00	.0	0.00	4,000.00	100.0
5600.00 RENTS, LEASES&REPAIRS-DIST. USE	12,267.00	513.93	513.93	4.1	0.00	11,753.07	95.8
5700.00 LEGAL/ELECTION/AUDIT-DIST. USE	14,200.00	0.00	0.00	.0	0.00	14,200.00	100.0
5800.00 OTHER OPERATING EXP-DIST. USE	27,000.00	20.00	20.00	.0	160.00	26,820.00	99.3
TOTAL: 5000	86,567.00	1,593.52	1,593.52	1.8	2,752.00	82,221.48	94.9
TOTAL: 1000-5999	237,999.77	46,256.97	46,256.97	19.4	3,857.09	187,885.71	78.9
6400.00 EQUIP/FURNITURE (EXCLD COMPTR)	2,000.00	1,248.26	1,248.26	62.4	0.00	751.74	37.5
TOTAL: 6000	2,000.00	1,248.26	1,248.26	62.4	0.00	751.74	37.5
TOTAL: 1000-6999	239,999.77	47,505.23	47,505.23	19.7	3,857.09	188,637.45	78.5

Fund: 79 EDCT FOUNDATION

SUMMARY

=====		WORKING	EXPENDED/RECEIVED			PENDING/	UNENCUMBERED	
=====		BUDGET	CURRENT	YEAR TO DATE	%	ENCUMBERED	BALANCE	%
=====		=====						
SUMMARY BY OBJECT								
=====		=====						
TOTAL INCOME	(8000 - 8999)	200,000.00	200,048.39	200,048.39	100.0	0.00	48.39-	.0
TOTAL:	1000-5999	237,999.77	46,256.97	46,256.97	19.4	3,857.09	187,885.71	78.9
TOTAL:	1000-6999	239,999.77	47,505.23	47,505.23	19.7	3,857.09	188,637.45	78.5
TOTAL:	1000-7999	239,999.77	47,505.23	47,505.23	19.7	3,857.09	188,637.45	78.5
TOTAL EXPENSES	(1000 - 7999)	239,999.77	47,505.23	47,505.23	19.7	3,857.09	188,637.45	78.5

Fund: 84 WORKERS COMPENSATION FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
8800.00 LOCAL REVENUES	1,082,000.00	228,933.47	228,933.47	21.1	0.00	853,066.53	78.8
TOTAL: 8000	1,082,000.00	228,933.47	228,933.47	21.1	0.00	853,066.53	78.8
5100.00 PERSON&CONSULTANT SVC-DIST USE	260,000.00	99,823.36	99,823.36	38.3	153,866.95	6,309.69	2.4
5400.00 INSURANCES - DISTRICT USE	167,000.00	140,983.00	140,983.00	84.4	26,017.00	0.00	.0
5800.00 OTHER OPERATING EXP-DIST. USE	655,000.00	164,357.19	164,357.19	25.0	28,747.07	461,895.74	70.5
TOTAL: 5000	1,082,000.00	405,163.55	405,163.55	37.4	208,631.02	468,205.43	43.2
TOTAL: 1000-5999	1,082,000.00	405,163.55	405,163.55	37.4	208,631.02	468,205.43	43.2

Fund: 84 WORKERS COMPENSATION FUND SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	1,082,000.00	228,933.47	228,933.47	21.1	0.00	853,066.53	78.8
TOTAL:	1000-5999	1,082,000.00	405,163.55	405,163.55	37.4	208,631.02	468,205.43	43.2
TOTAL:	1000-6999	1,082,000.00	405,163.55	405,163.55	37.4	208,631.02	468,205.43	43.2
TOTAL:	1000-7999	1,082,000.00	405,163.55	405,163.55	37.4	208,631.02	468,205.43	43.2
TOTAL EXPENSES	(1000 - 7999)	1,082,000.00	405,163.55	405,163.55	37.4	208,631.02	468,205.43	43.2

Fund: 01 GENERAL FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
8100.00 FEDERAL HEA REVENUES	30,000.00	2,735.00	2,735.00	9.1	0.00	27,265.00	90.8
8600.00 STATE REVENUES	41,373,491.00	12,924,818.08	12,924,818.08	31.2	0.00	28,448,672.92	68.7
8800.00 LOCAL REVENUES	12,558,170.95	350,848.92	350,848.92	2.7	0.00	12,207,322.03	97.2
TOTAL: 8000	53,961,661.95	13,278,402.00	13,278,402.00	24.6	0.00	40,683,259.95	75.3
1100.00 CONTRACT CLASSROOM INST.	11,357,640.16	3,240,464.58	3,240,464.58	28.5	0.00	8,117,175.58	71.4
1200.00 CONTRACT CERT. ADMINI STRATORS	3,652,569.92	1,140,825.26	1,140,825.26	31.2	0.00	2,511,744.66	68.7
1300.00 INSTRUCTORS DAY/HOURLY	8,402,593.52	2,604,816.63	2,604,816.63	31.0	0.00	5,797,776.89	68.9
1400.00 NON-INSTRUCTION HOURLY CERT.	339,772.08	94,778.24	94,778.24	27.8	0.00	244,993.84	72.1
TOTAL: 1000	23,752,575.68	7,080,884.71	7,080,884.71	29.8	0.00	16,671,690.97	70.1
2100.00 CLASSIFIED MANAGERS-NON-INSTRU	6,492,306.89	2,185,796.89	2,185,796.89	33.6	0.00	4,306,510.00	66.3
2200.00 INSTRUCTIONAL AIDS	809,108.92	262,026.24	262,026.24	32.3	0.00	547,082.68	67.6
2300.00 NON-INSTRUCTION HOURLY CLASS.	387,650.00	138,799.25	138,799.25	35.8	0.00	248,850.75	64.1
2400.00 INST AIDES-HOURLY- DIR. INSTRUC	249,057.00	46,745.44	46,745.44	18.7	0.00	202,311.56	81.2
TOTAL: 2000	7,938,122.81	2,633,367.82	2,633,367.82	33.1	0.00	5,304,754.99	66.8
3100.00 CERTIFICATED RETIREMENT	2,366,759.29	673,593.02	673,593.02	28.4	0.00	1,693,166.27	71.5
3200.00 CLASSIFIED RETIREMENT	876,828.52	328,331.92	328,331.92	37.4	0.00	548,496.60	62.5
3300.00 OASDHI /FICA	981,595.10	317,802.01	317,802.01	32.3	0.00	663,793.09	67.6
3400.00 HEALTH AND WELFARE BENEFITS	4,403,725.72	1,351,964.28	1,351,964.28	30.7	0.00	3,051,761.44	69.2
3500.00 STATE UNEMPLOYMENT INSURANCE	14,973.57	4,824.32	4,824.32	32.2	0.00	10,149.25	67.7
3600.00 WORKERS COMPENSATION INSURANCE	452,230.50	148,736.44	148,736.44	32.8	0.00	303,494.06	67.1
3900.00 OTHER BENEFITS	100,101.55	36,213.80	36,213.80	36.1	0.00	63,887.75	63.8
TOTAL: 3000	9,196,214.25	2,861,465.79	2,861,465.79	31.1	0.00	6,334,748.46	68.8
4100.00 TEXTBOOKS	6,914.95	0.00	0.00	.0	0.00	6,914.95	100.0
4200.00 BOOK, MAGAZINE&PERIOD-DI ST. USE	7,030.55	644.25	644.25	9.1	592.86	5,793.44	82.4
4300.00 INSTRUCTI ONAL SUPPLIES	40,159.00	7,776.48	7,776.48	19.3	5,682.86	26,699.66	66.4
4400.00 MEDIA AND SOFTWARE-DI STRCT USE	7,795.00	0.00	0.00	.0	61.50	7,733.50	99.2
4500.00 NONI NSTRUCTI ONAL SUPPLIES	500,054.35	97,919.72	97,919.72	19.5	231,132.89	171,001.74	34.1
4700.00 FOOD SUPPLIES	12,000.00	2,073.91	2,073.91	17.2	9,926.09	0.00	.0
TOTAL: 4000	573,953.85	108,414.36	108,414.36	18.8	247,396.20	218,143.29	38.0
5100.00 PERSON&CONSULTANT SVC-DI ST USE	951,740.15	24,739.03	24,739.03	2.5	623,391.16	303,609.96	31.9
5200.00 TRAVEL & CONFERENCE EXPENSES	169,226.90	28,110.91	28,110.91	16.6	31,591.25	109,524.74	64.7
5300.00 POST/DUES/MEMBERSHI PS-DI ST. USE	194,706.00	31,717.89	31,717.89	16.2	8,467.30	154,520.81	79.3
5500.00 UTI LI TIES & HOUSEKEEP-DI ST. USE	1,842,225.00	274,272.03	274,272.03	14.8	1,354,465.01	213,487.96	11.5
5600.00 RENTS, LEASES&REPAIRS-DI ST. USE	1,148,078.60	425,396.13	425,396.13	37.0	367,812.21	354,870.26	30.9
5800.00 OTHER OPERATING EXP-DI ST. USE	265,964.00	139,045.75	139,045.75	.0	125,354.11	279,655.64	100.0
TOTAL: 5000	4,571,940.65	645,190.24	645,190.24	14.1	2,511,081.04	1,415,669.37	30.9
TOTAL: 1000-5999	46,032,807.24	13,329,322.92	13,329,322.92	28.9	2,758,477.24	29,945,007.08	65.0
6200.00 BUI LDI NGS&I MPROVEMENT-DI ST. USE	44,731.00	0.00	0.00	.0	0.00	44,731.00	100.0

Fund: 01 GENERAL FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
6400.00 EQUIP/FURNITURE (EXCLD COMPTR)	229,936.60	23,825.42	23,825.42	10.3	20,428.99	185,682.19	80.7
TOTAL: 6000	274,667.60	23,825.42	23,825.42	8.6	20,428.99	230,413.19	83.8
TOTAL: 1000-6999	46,307,474.84	13,353,148.34	13,353,148.34	28.8	2,778,906.23	30,175,420.27	65.1

Fund: 01 GENERAL FUND

SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT YEAR TO DATE		%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	53,961,661.95	13,278,402.00	13,278,402.00	24.6	0.00	40,683,259.95	75.3
TOTAL:	1000-5999	46,032,807.24	13,329,322.92	13,329,322.92	28.9	2,758,477.24	29,945,007.08	65.0
TOTAL:	1000-6999	46,307,474.84	13,353,148.34	13,353,148.34	28.8	2,778,906.23	30,175,420.27	65.1
TOTAL:	1000-7999	46,307,474.84	13,353,148.34	13,353,148.34	28.8	2,778,906.23	30,175,420.27	65.1
TOTAL EXPENSES	(1000 - 7999)	46,307,474.84	13,353,148.34	13,353,148.34	28.8	2,778,906.23	30,175,420.27	65.1

Fund: 41 CAPITAL OUTLAY PROJECTS FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
8800.00 LOCAL REVENUES	0.00	13,169.28	13,169.28	100.0	0.00	13,169.28-	.0
TOTAL: 8000	0.00	13,169.28	13,169.28	100.0	0.00	13,169.28-	.0
6200.00 BUILDINGS&IMPROVEMENT-DIST. USE	1,667,995.00	404,558.09	404,558.09	24.2	1,061,941.29	201,495.62	12.0
6400.00 EQUIP/FURNITURE (EXCLD COMPTR)	74,000.00	0.00	0.00	.0	22,990.70	51,009.30	68.9
TOTAL: 6000	1,741,995.00	404,558.09	404,558.09	23.2	1,084,931.99	252,504.92	14.4
TOTAL: 1000-6999	1,741,995.00	404,558.09	404,558.09	23.2	1,084,931.99	252,504.92	14.4

Fund: 41 CAPITAL OUTLAY PROJECTS FUND SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	13,169.28	13,169.28	100.0	0.00	13,169.28-	.0
TOTAL:	1000-5999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL:	1000-6999	1,741,995.00	404,558.09	404,558.09	23.2	1,084,931.99	252,504.92	14.4
TOTAL:	1000-7999	1,741,995.00	404,558.09	404,558.09	23.2	1,084,931.99	252,504.92	14.4
TOTAL EXPENSES	(1000 - 7999)	1,741,995.00	404,558.09	404,558.09	23.2	1,084,931.99	252,504.92	14.4

BDX110
 SBVC UNRESTRICTED
 72 San Bernardino Community Col

BEST NET CONSORTIUM
 BUDGET SUMMARY REPORT
 07/01/2015 TO 06/30/2016

#J2736

11/19/2015

PAGE 6

Fund: 72 CHILD DEVELOPMENT FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
8800.00 LOCAL REVENUES	0.00	161.28	161.28	100.0	0.00	161.28-	.0
TOTAL: 8000	0.00	161.28	161.28	100.0	0.00	161.28-	.0

Fund: 72 CHILD DEVELOPMENT FUND SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	161.28	161.28	100.0	0.00	161.28-	.0
TOTAL:	1000-5999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL:	1000-6999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL:	1000-7999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Fund: 01 GENERAL FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ ENCUMBERED	UNENCUMBERED BALANCE	%
8100.00 FEDERAL HEA REVENUES	0.00	395.00	395.00	100.0	0.00	395.00-	.0
8600.00 STATE REVENUES	20,659,568.00	6,030,808.12	6,030,808.12	29.1	0.00	14,628,759.88	70.8
8800.00 LOCAL REVENUES	6,068,133.43	267,963.33	267,963.33	4.4	0.00	5,800,170.10	95.5
TOTAL: 8000	26,727,701.43	6,299,166.45	6,299,166.45	23.5	0.00	20,428,534.98	76.4
1100.00 CONTRACT CLASSROOM INST.	5,018,143.16	1,486,142.77	1,486,142.77	29.6	0.00	3,532,000.39	70.3
1200.00 CONTRACT CERT. ADMINI STRATORS	2,613,956.83	860,173.26	860,173.26	32.9	0.00	1,753,783.57	67.0
1300.00 INSTRUCTORS DAY/HOURLY	3,712,637.50	1,152,953.18	1,152,953.18	31.0	0.00	2,559,684.32	68.9
1400.00 NON-INSTRUCTION HOURLY CERT.	314,763.00	79,894.11	79,894.11	25.3	0.00	234,868.89	74.6
TOTAL: 1000	11,659,500.49	3,579,163.32	3,579,163.32	30.6	0.00	8,080,337.17	69.3
2100.00 CLASSIFIED MANAGERS-NON-INSTRU	3,652,447.53	1,259,725.11	1,259,725.11	34.4	0.00	2,392,722.42	65.5
2200.00 INSTRUCTIONAL AIDS	584,299.41	184,694.83	184,694.83	31.6	0.00	399,604.58	68.3
2300.00 NON-INSTRUCTION HOURLY CLASS.	258,899.32	114,665.73	114,665.73	44.2	0.00	144,233.59	55.7
2400.00 INST AIDES-HOURLY- DIR. INSTRUC	382,085.00	75,875.60	75,875.60	19.8	0.00	306,209.40	80.1
TOTAL: 2000	4,877,731.26	1,634,961.27	1,634,961.27	33.5	0.00	3,242,769.99	66.4
3100.00 CERTIFICATED RETIREMENT	1,139,485.85	332,083.27	332,083.27	29.1	0.00	807,402.58	70.8
3200.00 CLASSIFIED RETIREMENT	522,453.52	290,700.68	290,700.68	55.6	0.00	231,752.84	44.3
3300.00 OASDHI /FICA	574,172.46	191,455.95	191,455.95	33.3	0.00	382,716.51	66.6
3400.00 HEALTH AND WELFARE BENEFITS	2,276,339.07	708,443.54	708,443.54	31.1	0.00	1,567,895.53	68.8
3500.00 STATE UNEMPLOYMENT INSURANCE	7,669.26	2,594.78	2,594.78	33.8	0.00	5,074.48	66.1
3600.00 WORKERS COMPENSATION INSURANCE	229,168.75	79,555.91	79,555.91	34.7	0.00	149,612.84	65.2
3900.00 OTHER BENEFITS	45,381.78	17,225.38	17,225.38	37.9	0.00	28,156.40	62.0
TOTAL: 3000	4,794,670.69	1,622,059.51	1,622,059.51	33.8	0.00	3,172,611.18	66.1
4200.00 BOOK, MAGAZINE&PERIOD-DI ST. USE	4,363.79	1,879.65	1,879.65	43.0	1,011.48	1,472.66	33.7
4300.00 INSTRUCTIONAL SUPPLIES	42,839.00	12,446.19	12,446.19	29.0	5,685.78	24,707.03	57.6
4400.00 MEDIA AND SOFTWARE-DI STRCT USE	1,825.00	31.68	31.68	1.7	24.57	1,768.75	96.9
4500.00 NONINSTRUCTIONAL SUPPLIES	176,014.71	55,150.62	55,150.62	31.3	54,446.57	66,417.52	37.7
TOTAL: 4000	225,042.50	69,508.14	69,508.14	30.8	61,168.40	94,365.96	41.9
5100.00 PERSON&CONSULTANT SVC-DI ST USE	49,405.00	4,821.40	4,821.40	9.7	23,262.27	21,321.33	43.1
5200.00 TRAVEL & CONFERENCE EXPENSES	103,831.84	16,895.43	16,895.43	16.2	14,581.04	72,355.37	69.6
5300.00 POST/DUES/MEMBERSHI PS-DI ST. USE	38,490.00	20,620.59	20,620.59	53.5	1,869.93	15,999.48	41.5
5500.00 UTILITIES & HOUSEKEEP-DI ST. USE	816,145.00	178,668.34	178,668.34	21.8	649,009.16	11,532.50-	.0
5600.00 RENTS, LEASES&REPAIRS-DI ST. USE	422,295.00	172,819.91	172,819.91	40.9	169,576.32	79,898.77	18.9
5800.00 OTHER OPERATING EXP-DI ST. USE	762,481.75	35,890.91	35,890.91	4.7	17,377.94	709,212.90	93.0
TOTAL: 5000	2,192,648.59	429,716.58	429,716.58	19.5	875,676.66	887,255.35	40.4
TOTAL: 1000-5999	23,749,593.53	7,335,408.82	7,335,408.82	30.8	936,845.06	15,477,339.65	65.1
6400.00 EQUIP/FURNITURE (EXCLD COMPTR)	58,015.00	0.00	0.00	.0	6,449.67	51,565.33	88.8
TOTAL: 6000	58,015.00	0.00	0.00	.0	6,449.67	51,565.33	88.8

Fund: 01 GENERAL FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL: 1000-6999	23,807,608.53	7,335,408.82	7,335,408.82	30.8	943,294.73	15,528,904.98	65.2

Fund: 01 GENERAL FUND

SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	26,727,701.43	6,299,166.45	6,299,166.45	23.5	0.00	20,428,534.98	76.4
TOTAL:	1000-5999	23,749,593.53	7,335,408.82	7,335,408.82	30.8	936,845.06	15,477,339.65	65.1
TOTAL:	1000-6999	23,807,608.53	7,335,408.82	7,335,408.82	30.8	943,294.73	15,528,904.98	65.2
TOTAL:	1000-7999	23,807,608.53	7,335,408.82	7,335,408.82	30.8	943,294.73	15,528,904.98	65.2
TOTAL EXPENSES	(1000 - 7999)	23,807,608.53	7,335,408.82	7,335,408.82	30.8	943,294.73	15,528,904.98	65.2

Fund: 41 CAPITAL OUTLAY PROJECTS FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ ENCUMBERED	UNENCUMBERED BALANCE	%
8800.00 LOCAL REVENUES	0.00	12,198.24	12,198.24	100.0	0.00	12,198.24-	.0
TOTAL: 8000	0.00	12,198.24	12,198.24	100.0	0.00	12,198.24-	.0
5600.00 RENTS, LEASES&REPAIRS-DIST. USE	15,500.00	0.00	0.00	.0	12,956.76	2,543.24	16.4
TOTAL: 5000	15,500.00	0.00	0.00	.0	12,956.76	2,543.24	16.4
TOTAL: 1000-5999	15,500.00	0.00	0.00	.0	12,956.76	2,543.24	16.4
6200.00 BUILDINGS&IMPROVEMENT-DIST. USE	122,500.00	8,000.00	8,000.00	6.5	5,545.75	108,954.25	88.9
6400.00 EQUIP/FURNITURE (EXCLD COMPTR)	86,500.00	66,430.34	66,430.34	76.7	8,451.02	11,618.64	13.4
TOTAL: 6000	209,000.00	74,430.34	74,430.34	35.6	13,996.77	120,572.89	57.6
TOTAL: 1000-6999	224,500.00	74,430.34	74,430.34	33.1	26,953.53	123,116.13	54.8

Fund: 41 CAPITAL OUTLAY PROJECTS FUND SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	12,198.24	12,198.24	100.0	0.00	12,198.24-	.0
TOTAL:	1000-5999	15,500.00	0.00	0.00	.0	12,956.76	2,543.24	16.4
TOTAL:	1000-6999	224,500.00	74,430.34	74,430.34	33.1	26,953.53	123,116.13	54.8
TOTAL:	1000-7999	224,500.00	74,430.34	74,430.34	33.1	26,953.53	123,116.13	54.8
TOTAL EXPENSES	(1000 - 7999)	224,500.00	74,430.34	74,430.34	33.1	26,953.53	123,116.13	54.8

BDX110
 CHC UNRESTRICTED
 72 San Bernardino Community Col

BEST NET CONSORTIUM
 BUDGET SUMMARY REPORT
 07/01/2015 TO 06/30/2016

#J2737

11/19/2015

PAGE 6

Fund: 51 BOOKSTORE FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
8800.00 LOCAL REVENUES	0.00	106.76	106.76	100.0	0.00	106.76-	.0
TOTAL: 8000	0.00	106.76	106.76	100.0	0.00	106.76-	.0

Fund: 51 BOOKSTORE FUND

SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	106.76	106.76	100.0	0.00	106.76-	.0
TOTAL:	1000-5999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL:	1000-6999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL:	1000-7999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

BDX110
 CHC UNRESTRICTED
 72 San Bernardino Community Col

BEST NET CONSORTIUM
 BUDGET SUMMARY REPORT
 07/01/2015 TO 06/30/2016

#J2737

11/19/2015

PAGE 8

Fund: 72 CHILD DEVELOPMENT FUND

SUMMARY BY OBJECT	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
8800.00 LOCAL REVENUES	0.00	100.80	100.80	100.0	0.00	100.80-	.0
TOTAL: 8000	0.00	100.80	100.80	100.0	0.00	100.80-	.0

Fund: 72 CHILD DEVELOPMENT FUND SUMMARY

SUMMARY BY OBJECT		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	PENDED/ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	100.80	100.80	100.0	0.00	100.80-	.0
TOTAL:	1000-5999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL:	1000-6999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL:	1000-7999	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Fath-Allah Oudghiri, Director, Facilities Planning & Construction
DATE: December 10, 2015
SUBJECT: Cenergistic Cumulative Cost Savings

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The attached report illustrates the cumulative energy savings identified by Cenergistic under its energy management program, which began in June of 2012.

ANALYSIS

At its May 17, 2012 meeting, SBCCD approved a contract to implement a comprehensive energy savings program. As of November 17, 2015, Cenergistic is reporting the following savings:

Expected Energy Cost	\$10,204,570
Actual Energy Cost	\$8,205,349
Program Savings	\$1,999,221
Percent Savings	19.6%

The savings are the result of teamwork, data analysis, on-site training and expertise, comprehensive facilities audits, and, especially, the dedicated effort of SBCCD students, faculty, staff and administrators.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

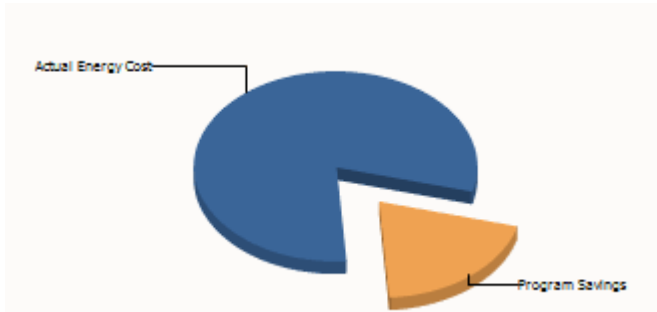
This item is for information only; there are no financial implications.

San Bernardino Community College District, California

Energy Conservation Program CAP - 19 November 2015

Cumulative Cost Savings

Expected Energy Cost	\$10,204,570
Actual Energy Cost	\$8,205,349
Program Savings	\$1,999,221
Percent Savings	19.6%
Other Savings	\$0
Total Savings	\$1,999,221



Expected Energy Cost

Anticipated expense without energy management.
 Base year usage after adjustments for such variables as changes in weather, equipment, schedules, occupancy and prices.

Actual Energy Cost

Actual utility costs for electricity, gas, water, sewer, etc. obtained directly from bills.

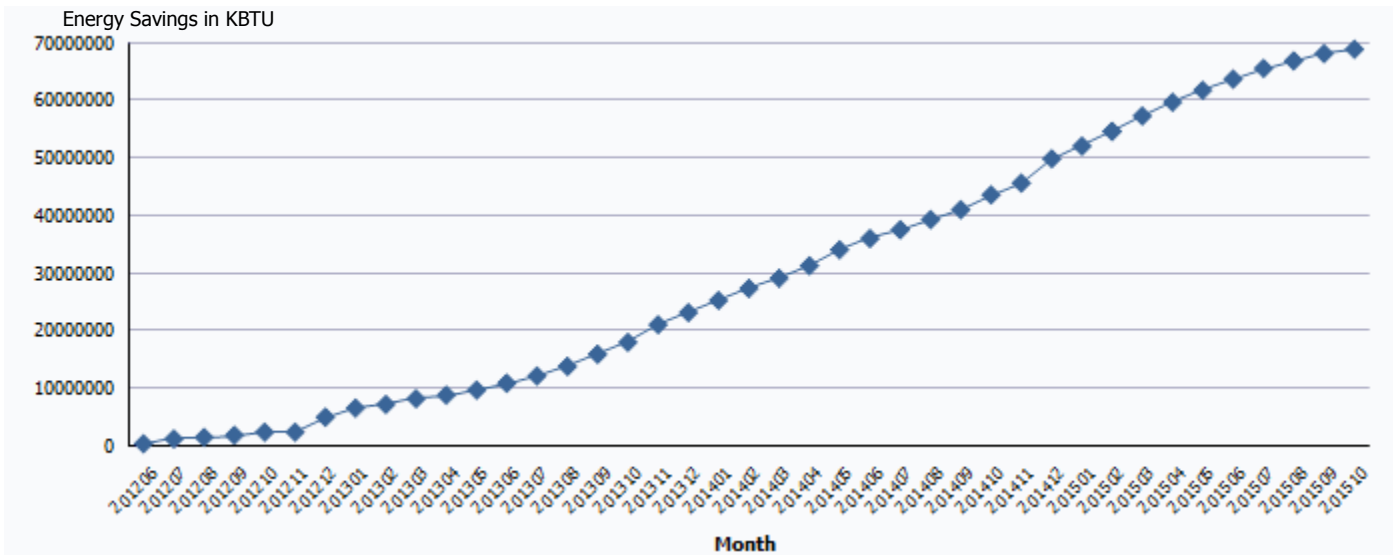
Program Savings

The difference between Expected and Actual Cost, calculated in accordance with the International Performance Measurement & Verification Protocol. Does not include savings attributable to reduced equipment maintenance and replacement costs and other collateral benefits. These savings can increase the program savings up to 20%.

Other Savings

Additional documented savings attributable to Program activities but not the direct result of usage reductions, such as rebates, refunds, tariff changes, etc.

Cumulative Energy Savings



Cumulative Greenhouse Gas Reduction

Energy Reduction Impact: 68,808,315 KBTU 4,302 equiv. metric tons of CO2

This is equivalent to the following:

Passenger cars not driven for one year:	896
Tree seedlings grown for 10 years:	110,310

Requested by: Mendter
Version:
Report Version: 14

Filters: Billing Period Between 201206|201511; Topmost Place Name Equals San Bernardino CC - CA

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Cheryl A. Marshall, President, CHC
PREPARED BY: Cheryl A. Marshall, President, CHC
DATE: December 10, 2015
SUBJECT: CHC Building Names

RECOMMENDATION

This item is for information only. No action is required.

OVERVIEW

Crafton Hills College has named the new buildings and has renamed the existing buildings to improve wayfinding and appropriately reflect the building's intended use.

ANALYSIS

Crafton Hills College has several new buildings on campus and many departments are relocating. In addition, many of the existing buildings will be renovated and different programs will occupy those spaces. In an effort to reduce confusion since many of the existing buildings were identified by the program it housed (which will no longer be accurate), new building names were recommended. On March 24, 2015, Crafton Council approved the new building names for all existing buildings and the buildings under construction. New signage has been installed, maps updated and brochures printed with the new building names.

BOARD IMPERATIVE

I. Institutional Effectiveness

FINANCIAL IMPLICATIONS

None.

Approved by Crafton Council 3/24/15

Building Number	Current Building Name	Proposed Building Name	Acronym	Comments
3	Student Center/ Cafeteria	Crafton Hall	CHL	
4	Student Services A	Faculty-Bridge Clock Tower Building	FB C TB	Change approved by Crafton Council 3/24/15
5	Classroom Building	West Complex	WEST	
6	Crafton Center	Crafton Center	CCR	
7	Student Services B	Student Support Annex Building	SSA SSB	Change approved by Crafton Council 3/24/15
10	LADM/Administration	Central Complex	CC CNTL	Change approved by Crafton Council 3/24/15
11	Chemistry/ Health Sciences	Science-Annex-Central Complex	SA CNTL	Change approved by Crafton Council 3/24/15
12	Science Building	Canyon Hall Chemistry & Biological Sciences	CYN	
13	Occupational Education 1	Visual Arts	ART ARTS	Change approved by Crafton Council 3/24/15
14	Bookstore	East Complex	EAST	
15	Bookstore Classroom	East Complex	EAST	
16	Occupational Education 2	Public Safety & Allied Health Complex	PSAH	
18	Math & Science Annex	North Complex	NRTH	Proposed change to keep MSA was rejected by Crafton Council 3/24/15
19	Aquatic Center	Kinesiology, Health Education & Aquatics Complex	KHA	

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
DATE: December 10, 2015
SUBJECT: Construction Pre-Qualification Program

RECOMMENDATION

This is an information item and no action from the Board of Trustees is required.

OVERVIEW

On August 13, 2015, the Board of Trustees adopted a resolution to develop and implement a Pre-Qualification Program Districtwide for Construction Projects within our District regardless of funding source.

The goals of this pre-qualification program(s) were to 1) reach out to and establish well-qualified pools of contractors and subcontractors who will perform District projects; 2) permit enrollment in such pre-qualified pools on a regular/ongoing basis; and 3) develop and implement pre-qualification processes and procedures which are designed to be inclusive of the residents, local businesses, and contractors living in, and/or who have business located in, close proximity to the projects being constructed.

ANALYSIS

The Pre-Qualification Program has been developed; however, we are currently working with the General Counsel at the San Bernardino County Superintendent of Schools since we are fiscally dependent and they must approve this Pre-Qualification Program for procurement purposes.

The Pre-Qualification Program has been designed to develop pre-qualified pools of general contractors (A and/or B licenses) and also develop pre-qualified pools of some 40+ subcontractor license classifications. As projects come up, the pre-qualified contractors and subcontractors, as applicable, will be issued a request for bids and/or proposals for each specific project. This process will also cut down the length of procurement time and permit the District to secure contracting services from pre-qualified contractors and subcontractors in a more cost effective and efficient manner.

The Pre-Qualification Program has been developed with five different sections as follows:

Section 1 – Information for Applicants (this section is not scored)

- This section includes instructions to contractors

Section 2 – General Information (this section is not scored)

- This section requests general information from the contractor such as business name, address, phone numbers, etc.

Section 3 – Essential Requirements for Qualifications (contractor must meet this criteria)

- This section requests information from contractor that is essential such as insurance, workers compensation, surety letter, Department of Industrial Relations (DIR) registration, etc.

Section 4 – General Qualifications (contractor must reach at least 115 points from a maximum of 150 points)

- This section requests information from contractor that provides general construction qualifications such as completing income taxes, having a license, claims against contractor, litigations, crime, fraud, bonding capacity, etc.

Section 5 – Specific Qualifications (Contractor must reach at least 160 points from a maximum of 300 points)

- This section requests information from contractor regarding their experience with public works (maximum of 145 points)
- In addition, this section provides additional points as follows:
 - Local Business or Minority/Women Owned or Veteran Owned (125 points)
 - Local Hires - 50% of Employees or Subs (15 points)
 - Participant in the SBCCD's Pre-Apprenticeship Program (15 points)

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

This is an information item and carries no financial implications.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
DATE: December 10, 2015
SUBJECT: Enterprise Resource Planning (ERP)

RECOMMENDATION

This is an information item and no action from the Board of Trustees is required.

OVERVIEW

In June of 2015, the District began the process of developing the best approach to meeting its system needs for business, finance, human resources and payroll. Furthermore, as part of this process, we will be evaluating the feasibility of becoming fiscally independent from the San Bernardino County Superintendent of Schools.

ANALYSIS

Step	Status	Date/ Timeframe
<p>Step One: Vendors will be invited to submit proposals in response to the RFP. No cost information is desired from vendors in Step One of the procurement process.</p>	<p>Name of Vendor was contracted in order ensure maximum effectiveness throughout the process of selecting an ERP. A Request for Proposals (RFP) was developed and sent out on June 22, 2015.</p>	<p>Complete</p>
<p>Step Two: District selection committee will evaluate vendors' written responses with respect to the District's needs and important criteria, as presented in the RFP. Qualified vendors will be invited to continue in the procurement process.</p>	<p>Various user groups comprised of college and district staff, end users, expert users, deans and managers, were formed to evaluate the different ERP systems. Five vendors chosen out of six respondents for further review.</p>	<p>Complete</p>

Step	Status	Date/ Timeframe
<p>Step Three: Qualified vendors will be asked to perform in-depth product demonstrations. Such demonstrations will be based upon the District's specific functional needs and requirements.</p>	<p>The user groups met several times to review educational demos from five different vendors over a period of two days, and then to hear on-site demonstrations by the top three vendors over a period of three weeks.</p>	<p>Complete</p>
<p>Step Four: After a thorough evaluation of vendors' proposals and on-site demonstrations, the District will solicit proposed pricing from qualified vendors. Furthermore, the District may ask qualified vendors to refine their proposals for various products and services. At the conclusion of such a process, the District will make a final recommendation to the District's Governing Board to authorize a contract.</p>	<p>The steering team has met with three vendors and received pricing proposals.</p>	<p>90% Complete</p>
<p>Step Five: Fiscal independence conversations with San Bernardino County Superintendent of Schools</p>	<p>Not yet begun.</p>	<p>December 2015- January 2016</p>
<p>Step Six: Approval of contract award by the District's Board</p>	<p>Not yet begun.</p>	<p>January or February 2016</p>

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

This is an information item and carries no financial implications.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Lawrence P. Strong, Interim Director of Fiscal Services
DATE: December 10, 2015
SUBJECT: General Fund Cash Flow Analysis

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The District's budget is a financial plan based on estimated revenues and expenditures for the fiscal year, which runs from July 1 through June 30. Cash refers to what is actually in the District's treasury on a day-to-day and month-to-month basis. Monitoring the amount of cash available to meet the District's financial obligations is the core responsibility of the Fiscal Services Department. Attached is the General Fund monthly cash flow analysis for the District.

ANALYSIS

The General Fund cash balance as of June 30, 2016 is estimated to be \$14,901,326.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

This is an information item only. There are no financial implications.

General Fund Cash Flow Analysis[†]

Fiscal Year 2015-16

					PROJECTIONS								TOTAL	
	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN		ACCRUALS
Beginning Cash Balance	23,494	23,287	22,910	25,696	27,012	24,312	20,639	19,848	19,812	20,218	17,878	17,286		
Receipts														
Federal	10	5	59	58	11	847	32	1,621	-375	179	2,484	1,522		6,452
State	4,931	4,246	12,507	10,124	7,100	4,736	8,328	7,380	10,930	7,399	6,479	14,450		98,611
State Deferrals														
Local	704	1,458	241	955	354	944	482	169	53	581	720	-2,930		3,731
Temporary Borrowings														
Inc Transfer & Sale of Assets			3											3
Accounts Receivable/Accruals	688	322	151	2,941										4,101
Total Receipts	6,333	6,031	12,960	14,078	7,465	6,526	8,842	9,170	10,609	8,160	9,684	13,041		112,897
Disbursements														
Academic Salaries	4	1,586	3,284	3,539	3,647	3,624	3,806	3,393	3,588	3,646	3,623	5,724		39,463
Classified Salaries	1,699	1,901	1,869	2,159	2,204	2,370	2,195	1,973	2,187	2,247	2,169	2,117		25,090
Benefits	779	1,331	1,557	1,629	1,652	1,705	1,679	1,643	1,687	1,694	1,708	2,435		19,498
Supplies & Materials	3	51	118	157	166	103	177	80	197	173	335	808		2,366
Other Operating Exp	81	547	1,629	1,223	1,872	1,849	921	1,595	2,009	2,051	1,582	4,155		19,514
Capital Outlay		17	316	169	196	120	427	94	106	262	431	2,238		4,376
Other Outgo	2	59	62	428	428	428	428	428	428	428	428	-2,052		1,496
Loan Repayment														
Accounts Payable/Accruals	3,972	916	1,339	3,459										9,687
Total Disbursements	6,540	6,408	10,174	12,763	10,164	10,199	9,633	9,206	10,202	10,500	10,276	15,426		121,490
Increase / (Decrease) in Cash Balance	-207	-377	2,786	1,315	-2,699	-3,673	-791	-36	407	-2,340	-592	-2,384		
Ending Cash Balance	23,287	22,910	25,696	27,012	24,312	20,639	19,848	19,812	20,218	17,878	17,286	14,901		

[†] Rounded to the nearest 1,000.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Bruce Baron, Chancellor
PREPARED BY: Stacey Nikac, Executive Assistant
DATE: December 10, 2015
SUBJECT: Local Hire Summary

RECOMMENDATION

This item is for information only. No action is required.

OVERVIEW

Local Hire Summary Report of Active Construction Projects for October 2015. This report presents the local hire status for each project and indicates the city of residence for the labor force.

ANALYSIS

In November 2013, the Board of Trustees passed Board Policy 6610, which sets minimum goals at fifty percent (50%) participation of Local Hires and twenty-five percent (25%) participation of Local Businesses in its District Bid projects awarded each fiscal year. As of October 2015, the District-wide total of local hires was 68%, exceeding the Board goal by 18%. The District-wide total of local business was 46%, exceeding the Board goal by 21%.

BOARD IMPERATIVE

I. Institutional Effectiveness

FINANCIAL IMPLICATIONS

None.



MEASURE M

DEMOGRAPHICS REPORT

October 2015

Chancellor: Bruce Barron

Vice Chancellor Jose Torres

Director Facilities Planning and Construction: Fath-Allah Oudghiri

Program Manager:  | 

Report Prepared By: Kitchell/BRj

Report Date: 11/25/2015

Demographics / Local Contracts Summary

October 2015

SBVC	Local On-Site Work Force	%	Non Local On-Site Work Force	%	Contract Total – Riverside County	Contract Total – San Bernardino County	Contract Total – Non Local	Wages - Local (cumulative)	Wages - Non Local (cumulative)
Applied Technology	0	0%	0	0%	413,251.50	11,036.25	558,099.00	261,636.04	132,889.67
New Gymnasiums & Pools	123	71%	50	29%	4,531,008.85	15,699,082.84	28,187,738.50	2,087,504.27	917,076.92
TOTAL	123	71%	50	29%	\$ 4,944,260.35	\$ 15,710,119.09	\$ 28,745,837.50	\$ 2,349,140.31	\$ 1,049,966.59
							\$ 28,745,837.50		
							\$20,654,379.44		
							42%	58%	

CHC	Local On-Site Work Force	%	Non Local On-Site Work Force	%	Contract Total – Riverside County	Contract Total – San Bernardino County	Contract Total– Non-Local	Wages - Local (cumulative)	Wages - Non Local (cumulative)
New Crafton Center	77	65%	42	35%	7,496,846.94	7,096,378.00	6,822,698.06	1,919,887.20	760,404.82
New Science Building	62	76%	20	24%	3,579,050.00	6,804,716.00	8,199,240.00	2,919,606.23	956,289.05
Occupational Education #2	36	57%	27	43%	1,329,733.00	2,412,208.00	12,146,059.00	1,976,600.12	1,290,836.70
Maintenance and Operations Reno	0	0%	0	0%	104,149.00	982,433.00	161,418.00	168,237.32	10,283.79
PE Complex	0	0%	0	0%	-	852,800.00	3,658,270.00	1,353.48	-
Miscellaneous Bond Improvements: Swing Project - Phase A NCC Portables	0	0%	0	0%	107,242.00	-	-	11,134.20	-
Miscellaneous Bond Improvements: Swing Project - Phase B Gym	0	0%	0	0%	-	14,085.00	-	8,502.55	3,973.17
Miscellaneous Bond Improvements: Campus Wayfinding Signage	0	0%	0	0%	-	14,440.00	42,200.00	-	14,120.00
Miscellaneous Bond Improvements: Chemistry, Health, Science Remodel	3	100%	0	0%	-	162,872.10	-	7,222.89	-
TOTAL	178	67%	89	33%	\$ 12,617,020.94	\$ 18,339,932.10	\$ 31,029,885.06	\$ 7,005,321.10	\$ 3,035,907.53
							\$30,956,953.04		
							50%	50%	

DISTRICT WIDE WORKFORCE Combined - This month	Local On-Site Work Force	%	Non Local On-Site Work Force	%	Contract Total – Riverside County	Contract Total – San Bernardino County	Contract Total– Non-Local	Wages - Local (cumulative)	Wages - Non Local (cumulative)
TOTAL	301	68%	139	32%	\$ 17,561,281.29	\$ 34,050,051.19	\$ 59,775,722.56	\$ 9,354,461.41	\$ 4,085,874.12
DISTRICT GOAL	50.00%				\$51,611,332.48		\$59,775,722.56		
							46%	54%	

SUBCONTRACTORS - This month	ALL SUBS	LOCAL	MBE	WBE	VOBE	VOSB	SDVBE	DVBE	TOTAL CERTIFIED SUBS - This month
TOTAL FOR ALL PROJECTS	87	41	0	2	1	0	0	0	3
%	100	47.13%	2.30%				1.15%	3.45%	
DISTRICT GOAL	N/A	25.00%	25.00%				10.00%		

Note: Data not recorded because project started before implementation of Local Hire Bond Policy BP6610 as revised 2/19/14

Apprentice Information

October 2015

SBVC	General Contractor Name	Subcontractor Name	Apprentices
New Gymnasiums & Pools	Swinerton	All Area Plumbing	2
		Anning Johnson Company	1
		Berg Electric	6
		Caston Inc.	18
		Genisa Iron Inc. dba DM IronWorks	1
		H.L. Moe Co.	2
		McGuire Contracting Inc.	2
		Quality Reinforcing, Rebar	2
		Swinerton Builders	2
		Triumph Painting	
TOTAL # OF APPRENTICES			36

Note: This information is gathered from reports provided by the General Contractors. Kitchell/BRj is not required to perform a labor compliance report or audit on this information.

Apprentice Information

October 2015

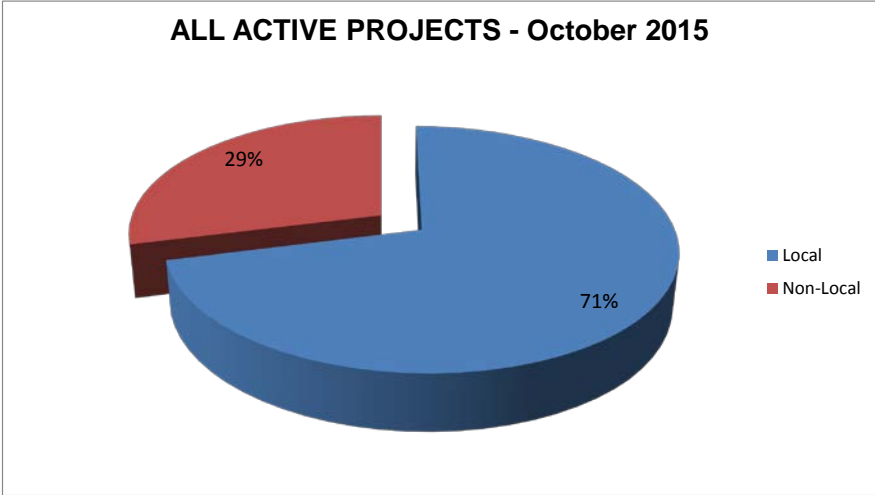
CHC	General Contractor Name	Subcontractor Name	Apprentices
New Crafton Center	Bernard's	Donald M. Hoover Company	3
		Hamilton Ceiling	2
		Howard Roofing Company, Inc.	1
		Pennsylvania Coatings, Inc.	2
		Precision Concrete Inc	3
		So Cal West Coast Electrical	5
New Science Building	Earl Corporation	Alert Insulation	3
		Blue Point Electric Inc	1
		KONE Inc.	3
		Monteith Plumbing & Mechanical Contractors Inc	3
		Orange County Plastering	1
		RDM Tile Company North, Inc	3
Occupational Education #2	Sinanian Development	West-Tech Mechanical	2
		HM Flooring Group	1
		Mack Construction	1
		Platnum Construction	1
		Scoutlight Corp	2
		Simmons & Wood, Inc.	1
TOTAL # OF APPRENTICES			38

Note: This information is gathered from reports provided by the General Contractors. Kitchell/BRj is not required to perform a labor compliance report or audit on this information.

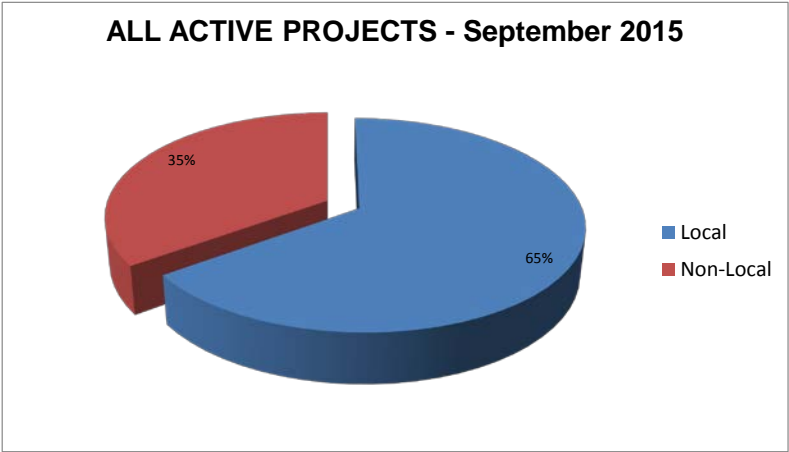
Demographics Summary

October 2015

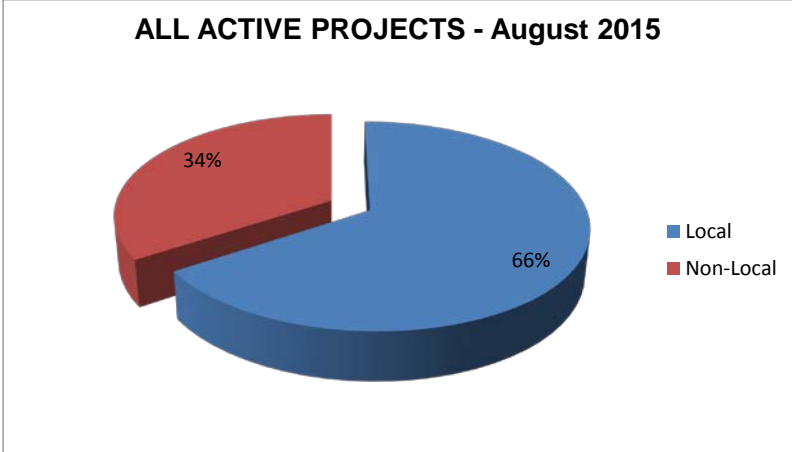
San Bernardino Valley College On-Site Work Force All Projects



OVERALL		
Local	123	71%
Non-Local	50	29%
Total	173	



OVERALL		
Local	168	65%
Non-Local	90	35%
Total	258	



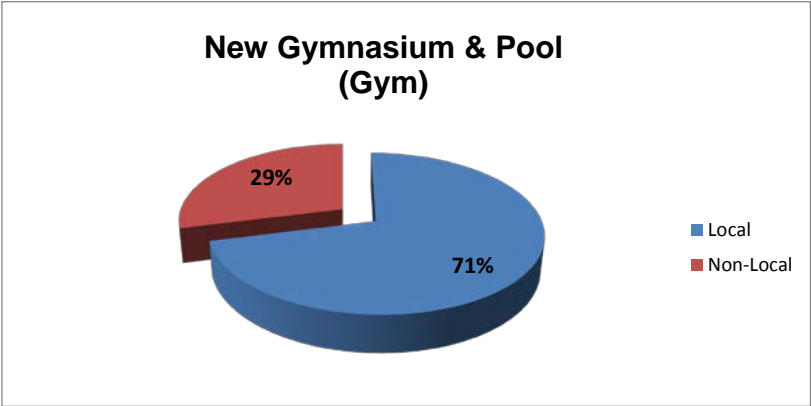
OVERALL		
Local	150	66%
Non-Local	78	34%
Total	228	

Notes:
 Information is taken directly from contractor provided data.
 How SBCCD tracked on-site labor force has evolved over time so reporting may be different from job to job.
 Overall numbers shown on the summary are local and non-local.

Demographics Summary

October 2015

San Bernardino Valley College On-Site Work Force By Project



New Gymnasiums & Pools		
Local	123	71%
Non-Local	50	29%
Total	173	

Notes:

Information is taken directly from contractor provided data.
How SBCCD tracked on-site labor force has evolved over time so reporting may be different from job to job.
Overall numbers shown on the summary are local and non-local.

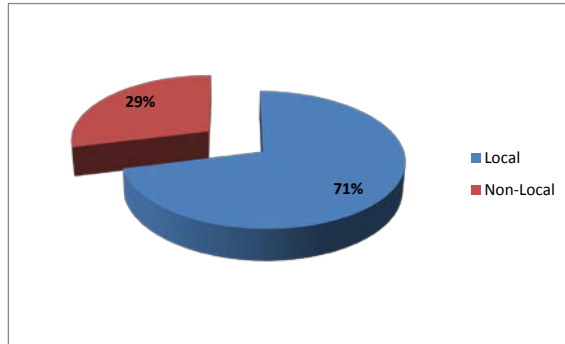
Project With Historical Data

(Active Projects Only)

New Gymnasiums & Pools

(Gym)

October 2015



Jul-14			
Veteran	0		
Apprentice	12		
San Bernardino	16	Local 34	47%
Riverside	18	Non-Local 38	53%
Other	38	Total 72	

Aug-14			
Veteran	0		
Apprentice	12		
San Bernardino	23	Local 45	56%
Riverside	22	Non-Local 35	44%
Other	35	Total 80	

Sep-14			
Veteran	0		
Apprentice	1		
San Bernardino	15	Local 23	51%
Riverside	8	Non-Local 22	49%
Other	22	Total 45	

Oct-14			
Veteran	0		
Apprentice	1		
San Bernardino	8	Local 21	46%
Riverside	13	Non-Local 25	54%
Other	25	Total 46	

Nov-14			
Veteran	0		
Apprentice	0		
San Bernardino	5	Local 19	48%
Riverside	14	Non-Local 21	53%
Other	21	Total 40	

Dec-14			
Veteran	0		
Apprentice	3		
San Bernardino	5	Local 25	66%
Riverside	20	Non-Local 13	34%
Other	13	Total 38	

Jan-15			
Veteran	0		
Apprentice	5		
San Bernardino	8	Local 33	65%
Riverside	25	Non-Local 18	35%
Other	18	Total 51	

Feb-15			
Veteran	0		
Apprentice	10		
San Bernardino	9	Local 34	60%
Riverside	25	Non-Local 23	40%
Other	23	Total 57	

Mar-15			
Veteran	0		
Apprentice	10		
San Bernardino	13	Local 35	49%
Riverside	22	Non-Local 37	51%
Other	37	Total 72	

Apr-15			
Veteran	0		
Apprentice	12		
San Bernardino	22	Local 44	57%
Riverside	22	Non-Local 33	43%
Other	33	Total 77	

May-15			
Veteran	0		
Apprentice	18		
San Bernardino	30	Local 68	59%
Riverside	38	Non-Local 47	41%
Other	47	Total 115	

Jun-15			
Veteran	0		
Apprentice	33		
San Bernardino	45	Local 97	59%
Riverside	52	Non-Local 68	41%
Other	68	Total 165	

Jul-15			
Veteran	0		
Apprentice	45		
San Bernardino	62	Local 133	66%
Riverside	71	Non-Local 68	34%
Other	68	Total 201	

Aug-15			
Veteran	0		
Apprentice	40		
San Bernardino	68	Local 134	64%
Riverside	66	Non-Local 74	36%
Other	74	Total 208	

Sep-15			
Veteran	0		
Apprentice	53		
San Bernardino	86	Local 168	65%
Riverside	82	Non-Local 90	35%
Other	90	Total 258	

Oct-15			
Veteran	0		
Apprentice	36		
San Bernardino	62	Local 123	71%
Riverside	61	Non-Local 50	29%
Other	50	Total 173	

PROJECT ONGOING

Project With Historical Data

(Active Projects Only)

Applied Technology

(AT - Phase I)

PROJECT COMPLETE

Feb-15				
Veteran	1			
Apprentice	3			
San Bernardino	5	Local	7	70%
Riverside	2	Non-Local	3	30%
Other	3	Total	10	

Mar-15				
Veteran	1			
Apprentice	2			
San Bernardino	6	Local	9	75%
Riverside	3	Non-Local	3	25%
Other	3	Total	12	

Apr-15				
Veteran	1			
Apprentice	2			
San Bernardino	9	Local	13	50%
Riverside	4	Non-Local	13	50%
Other	13	Total	26	

May-15				
Veteran	0			
Apprentice	3			
San Bernardino	8	Local	15	50%
Riverside	7	Non-Local	15	50%
Other	15	Total	30	

Jun-15				
Veteran	0			
Apprentice	3			
San Bernardino	9	Local	15	48%
Riverside	6	Non-Local	16	52%
Other	16	Total	31	

Jul-15				
Veteran	0			
Apprentice	4			
San Bernardino	10	Local	14	52%
Riverside	4	Non-Local	13	48%
Other	13	Total	27	

Aug-15				
Veteran	0			
Apprentice	6			
San Bernardino	10	Local	16	80%
Riverside	6	Non-Local	4	20%
Other	4	Total	20	

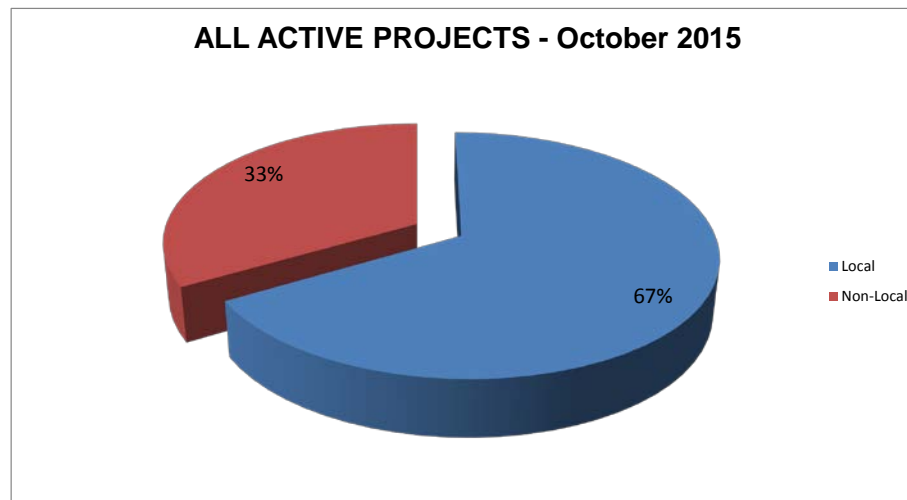
Sep-15				
Veteran	0			
Apprentice	0			
San Bernardino	0	Local	0	0%
Riverside	0	Non-Local	0	0%
Other	0	Total	0	

PROJECT CLOSED

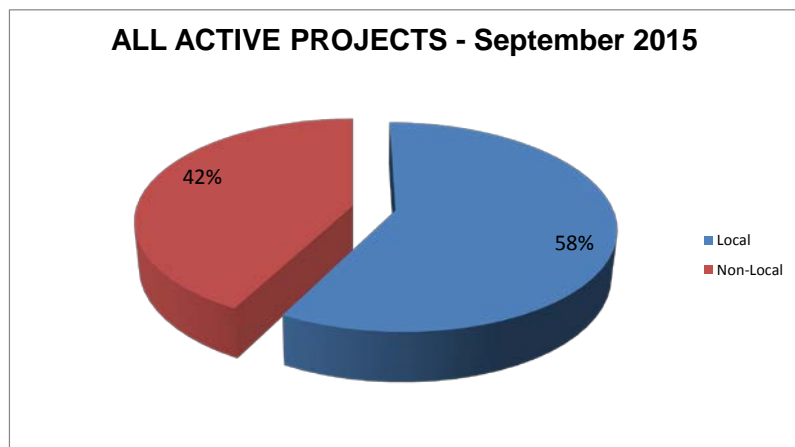
Demographics Summary

October 2015

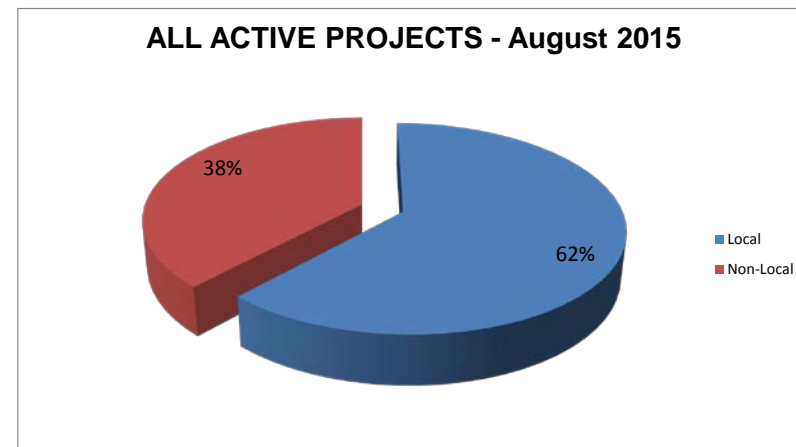
Crafton Hills College On-Site Work Force All Projects



OVERALL		
Local	178	67%
Non-Local	89	33%
Total	267	



OVERALL		
Local	229	58%
Non-Local	167	42%
Total	396	



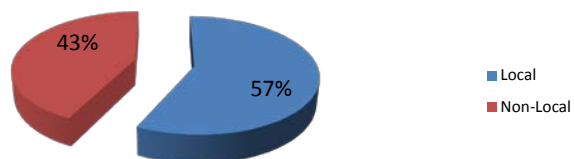
OVERALL		
Local	183	62%
Non-Local	112	38%
Total	295	

Notes:
 Information is taken directly from contractor provided data.
 How SBCCD tracked on-site labor force has evolved over time so reporting may be different from job to job.
 Overall numbers shown on the summary are local and non-local.

Demographics Summary

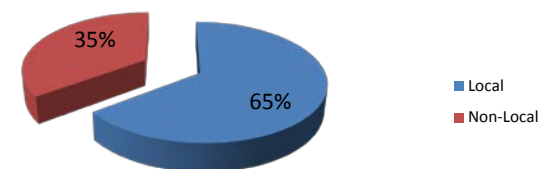
October 2015
 Crafton Hills College On-Site Work Force By Project

**Occupational Education #2
(OE-2)**



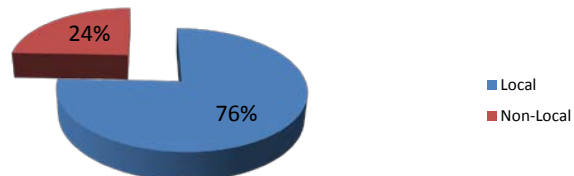
Occupational Education #2		
Local	36	57%
Non-Local	27	43%
Total	63	

**New Crafton Center
(NCC)**



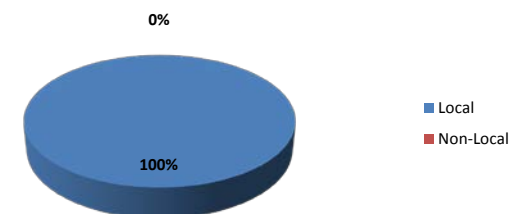
New Crafton Center		
Local	77	65%
Non-Local	42	35%
Total	119	

**New Science Building
(NSB)**



New Science Building		
Local	62	76%
Non-Local	20	24%
Total	82	

**Miscellaneous Bond Improvements:
Chemistry, Health, Science Remodel**



Chemistry, Health, Science Remodel		
Local	3	100%
Non-Local	0	0%
Total	3	

Notes:
 Information is taken directly from contractor provided data.
 How SBCCD tracked on-site labor force has evolved over time so reporting may be different from job to job.
 Overall numbers shown on the summary are local and non-local.

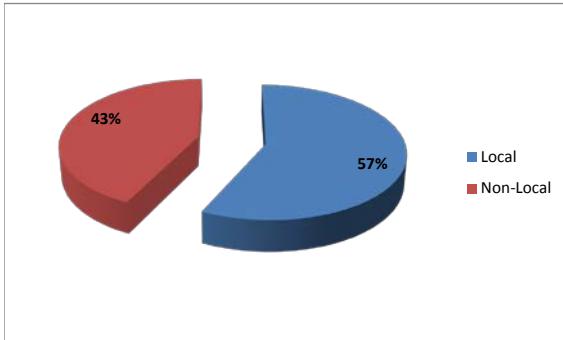
Project With Historical Data

(Active Projects Only)

Occupational Education #2

(OE2)

October 2015



Dec-13				
Veteran	0			
Apprentice	0			
San Bernardino	0	Local	0	0%
Riverside	0	Non-Local	0	0%
Other	0	Total	0	

Jan-14				
Veteran	0			
Apprentice	0			
San Bernardino	1	Local	2	67%
Riverside	1	Non-Local	1	33%
Other	1	Total	3	

Feb-14				
Veteran	0			
Apprentice	0			
San Bernardino	7	Local	20	91%
Riverside	13	Non-Local	2	9%
Other	2	Total	22	

Mar-14				
Veteran	0			
Apprentice	2			
San Bernardino	8	Local	17	94%
Riverside	9	Non-Local	1	6%
Other	1	Total	18	

Apr-14				
Veteran	0			
Apprentice	4			
San Bernardino	5	Local	10	91%
Riverside	5	Non-Local	1	9%
Other	1	Total	11	

May-14				
Veteran	0			
Apprentice	11			
San Bernardino	14	Local	32	73%
Riverside	18	Non-Local	12	27%
Other	12	Total	44	

Jun-14				
Veteran	0			
Apprentice	8			
San Bernardino	13	Local	28	70%
Riverside	15	Non-Local	12	30%
Other	12	Total	40	

Jul-14				
Veteran	0			
Apprentice	6			
San Bernardino	18	Local	33	66%
Riverside	15	Non-Local	17	34%
Other	17	Total	50	

Aug-14				
Veteran	0			
Apprentice	6			
San Bernardino	9	Local	20	57%
Riverside	11	Non-Local	15	43%
Other	15	Total	35	

Sep-14				
Veteran	0			
Apprentice	6			
San Bernardino	11	Local	32	49%
Riverside	21	Non-Local	33	51%
Other	33	Total	65	

Oct-14				
Veteran	0			
Apprentice	8			
San Bernardino	13	Local	33	55%
Riverside	20	Non-Local	27	45%
Other	27	Total	60	

Nov-14				
Veteran	3			
Apprentice	5			
San Bernardino	11	Local	31	60%
Riverside	20	Non-Local	21	40%
Other	21	Total	52	

Dec-14				
Veteran	3			
Apprentice	11			
San Bernardino	8	Local	27	61%
Riverside	19	Non-Local	17	39%
Other	17	Total	44	

Jan-15				
Veteran	3			
Apprentice	11			
San Bernardino	9	Local	28	47%
Riverside	19	Non-Local	31	53%
Other	31	Total	59	

Feb-15				
Veteran	3			
Apprentice	9			
San Bernardino	8	Local	27	47%
Riverside	19	Non-Local	31	53%
Other	31	Total	58	

Mar-15				
Veteran	3			
Apprentice	9			
San Bernardino	13	Local	35	47%
Riverside	22	Non-Local	39	53%
Other	39	Total	74	

Apr-15				
Veteran	3			
Apprentice	17			
San Bernardino	15	Local	39	51%
Riverside	24	Non-Local	37	49%
Other	37	Total	76	

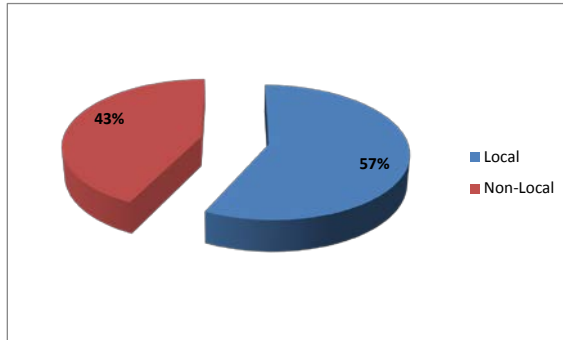
May-15				
Veteran	2			
Apprentice	28			
San Bernardino	33	Local	73	60%
Riverside	40	Non-Local	49	40%
Other	49	Total	122	

Jun-15				
Veteran	0			
Apprentice	29			
San Bernardino	36	Local	66	64%
Riverside	30	Non-Local	37	36%
Other	37	Total	103	

Occupational Education #2

(OE2)

October 2015



Jul-15			
Veteran	3		
Apprentice	29		
San Bernardino	53	Local	99 54%
Riverside	46	Non-Local	85 46%
Other	85	Total	184

Aug-15			
Veteran	0		
Apprentice	38		
San Bernardino	54	Local	101 54%
Riverside	47	Non-Local	86 46%
Other	86	Total	187

Sep-15			
Veteran	0		
Apprentice	0		
San Bernardino	31	Local	65 47%
Riverside	34	Non-Local	74 53%
Other	74	Total	139

Oct-15			
Veteran	0		
Apprentice	6		
San Bernardino	18	Local	36 57%
Riverside	18	Non-Local	27 43%
Other	27	Total	63

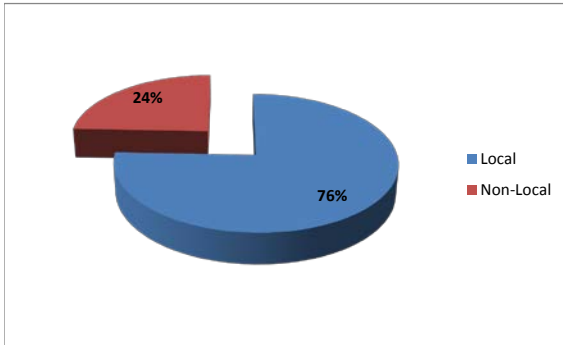
PROJECT ONGOING

Project With Historical Data

(Active Projects Only)

New Science Building (NSB)

October 2015



Dec-13			
Veteran	0		
Apprentice	0		
San Bernardino		Local	0 0%
Riverside	0	Non-Local	0 0%
Other	0	Total	0

Jan-14			
Veteran	0		
Apprentice	0		
San Bernardino	2	Local	3 60%
Riverside	1	Non-Local	2 40%
Other	2	Total	5

Feb-14			
Veteran	0		
Apprentice	0		
San Bernardino	4	Local	8 57%
Riverside	4	Non-Local	6 43%
Other	6	Total	14

Mar-14			
Veteran	0		
Apprentice	0		
San Bernardino	4	Local	8 53%
Riverside	4	Non-Local	7 47%
Other	7	Total	15

Apr-14			
Veteran	0		
Apprentice	0		
San Bernardino	12	Local	17 65%
Riverside	5	Non-Local	9 35%
Other	9	Total	26

May-14			
Veteran	0		
Apprentice	4		
San Bernardino	12	Local	21 58%
Riverside	9	Non-Local	15 42%
Other	15	Total	36

Jun-14			
Veteran	0		
Apprentice	7		
San Bernardino	13	Local	27 59%
Riverside	14	Non-Local	19 41%
Other	19	Total	46

Jul-14			
Veteran	0		
Apprentice	5		
San Bernardino	12	Local	22 51%
Riverside	10	Non-Local	21 49%
Other	21	Total	43

Aug-14			
Veteran	4		
Apprentice	10		
San Bernardino	23	Local	36 75%
Riverside	13	Non-Local	12 25%
Other	12	Total	48

Sep-14			
Veteran	4		
Apprentice	10		
San Bernardino	24	Local	41 73%
Riverside	17	Non-Local	15 27%
Other	15	Total	56

Oct-14			
Veteran	4		
Apprentice	10		
San Bernardino	31	Local	56 73%
Riverside	25	Non-Local	21 27%
Other	21	Total	77

Nov-14			
Veteran	1		
Apprentice	12		
San Bernardino	20	Local	45 75%
Riverside	25	Non-Local	15 25%
Other	15	Total	60

Dec-14			
Veteran	1		
Apprentice	12		
San Bernardino	20	Local	45 75%
Riverside	25	Non-Local	15 25%
Other	15	Total	60

Jan-15			
Veteran	2		
Apprentice	16		
San Bernardino	20	Local	54 73%
Riverside	34	Non-Local	20 27%
Other	20	Total	74

Feb-15			
Veteran	2		
Apprentice	21		
San Bernardino	23	Local	36 69%
Riverside	13	Non-Local	16 31%
Other	16	Total	52

Mar-15			
Veteran	1		
Apprentice	20		
San Bernardino	37	Local	81 73%
Riverside	44	Non-Local	30 27%
Other	30	Total	111

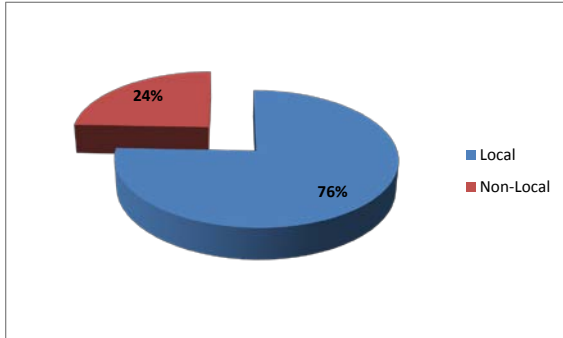
Apr-15			
Veteran	2		
Apprentice	18		
San Bernardino	46	Local	106 76%
Riverside	60	Non-Local	33 24%
Other	33	Total	139

May-15			
Veteran	1		
Apprentice	25		
San Bernardino	28	Local	75 73%
Riverside	47	Non-Local	28 27%
Other	28	Total	103

Jun-15			
Veteran	0		
Apprentice	19		
San Bernardino	36	Local	64 62%
Riverside	28	Non-Local	40 38%
Other	40	Total	104

**New Science Building
(NSB)**

October 2015



Jul-15			
Veteran	2		
Apprentice	18		
San Bernardino	33	Local	60 69%
Riverside	27	Non-Local	27 31%
Other	27	Total	87

Aug-15			
Veteran	0		
Apprentice	10		
San Bernardino	20	Local	31 70%
Riverside	11	Non-Local	13 30%
Other	13	Total	44

Sep-15			
Veteran	0		
Apprentice	10		
San Bernardino	41	Local	87 65%
Riverside	46	Non-Local	47 35%
Other	47	Total	134

Oct-15			
Veteran	0		
Apprentice	16		
San Bernardino	31	Local	62 76%
Riverside	31	Non-Local	20 24%
Other	20	Total	82

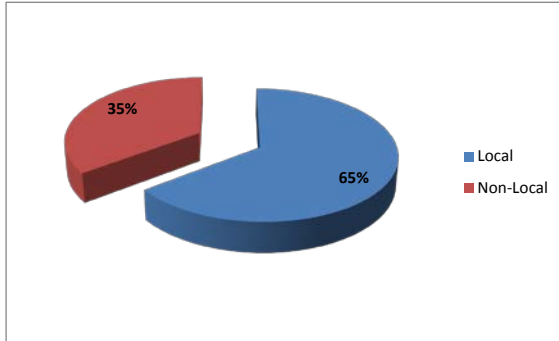
PROJECT ONGOING

Project With Historical Data

(Active Projects Only)

New Crafton Center (NCC)

October 2015



May-14				
Veteran	0			
Apprentice	0			
San Bernardino	9	Local	12	100%
Riverside	3	Non-Local	0	0%
Other	0	Total	12	

Jun-14				
Veteran	0			
Apprentice	1			
San Bernardino	7	Local	15	79%
Riverside	8	Non-Local	4	21%
Other	4	Total	19	

Jul-14				
Veteran	0			
Apprentice	1			
San Bernardino	11	Local	17	71%
Riverside	6	Non-Local	7	29%
Other	7	Total	24	

Aug-14				
Veteran	3			
Apprentice	5			
San Bernardino	24	Local	34	83%
Riverside	10	Non-Local	7	17%
Other	7	Total	41	

Sep-14				
Veteran	3			
Apprentice	5			
San Bernardino	18	Local	33	67%
Riverside	15	Non-Local	16	33%
Other	16	Total	49	

Oct-14				
Veteran	3			
Apprentice	5			
San Bernardino	17	Local	38	67%
Riverside	21	Non-Local	19	33%
Other	19	Total	57	

Nov-14				
Veteran	3			
Apprentice	15			
San Bernardino	31	Local	52	53%
Riverside	21	Non-Local	47	47%
Other	47	Total	99	

Dec-14				
Veteran	3			
Apprentice	23			
San Bernardino	52	Local	78	57%
Riverside	26	Non-Local	59	43%
Other	59	Total	137	

Jan-15				
Veteran	1			
Apprentice	16			
San Bernardino	31	Local	90	64%
Riverside	33	Non-Local	50	36%
Other	28	Total	140	

Feb-15				
Veteran	1			
Apprentice	6			
San Bernardino	23	Local	36	69%
Riverside	13	Non-Local	16	31%
Other	16	Total	52	

Mar-15				
Veteran	1			
Apprentice	6			
San Bernardino	20	Local	53	72%
Riverside	33	Non-Local	21	28%
Other	21	Total	74	

Apr-15				
Veteran	1			
Apprentice	10			
San Bernardino	24	Local	51	63%
Riverside	27	Non-Local	30	37%
Other	30	Total	81	

May-15				
Veteran	1			
Apprentice	17			
San Bernardino	47	Local	82	65%
Riverside	35	Non-Local	44	35%
Other	44	Total	126	

Jun-15				
Veteran	0			
Apprentice	14			
San Bernardino	38	Local	66	60%
Riverside	28	Non-Local	44	40%
Other	44	Total	110	

Jul-15				
Veteran	0			
Apprentice	26			
San Bernardino	58	Local	91	64%
Riverside	33	Non-Local	52	36%
Other	52	Total	143	

Aug-15				
Veteran	0			
Apprentice	15			
San Bernardino	22	Local	50	60%
Riverside	28	Non-Local	34	40%
Other	34	Total	84	

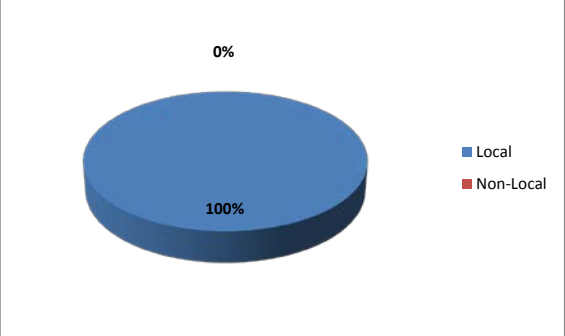
Sep-15				
Veteran	0			
Apprentice	18			
San Bernardino	41	Local	65	61%
Riverside	24	Non-Local	41	39%
Other	41	Total	106	

Oct-15				
Veteran	0			
Apprentice	16			
San Bernardino	39	Local	77	65%
Riverside	38	Non-Local	42	35%
Other	42	Total	119	

PROJECT ONGOING

Miscellaneous Bond Improvements: Chemistry, Health, Science Remodel
(TI CHS)

October 2015



*****PROJECT STARTED*****

Oct-15			
Veteran	0		
Apprentice	0		
San Bernardino	2	Local	3 100%
Riverside	1	Non-Local	0 0%
Other	0		
Total		3	

*****PROJECT ONGOING*****

Project With Historical Data

(Active Projects Only)

**PE Complex
(PEC)**

October 2015

PROJECT COMPLETE			
-------------------------------	--	--	--

Oct-13			
Veteran	0		
Apprentice	0		
San Bernardino	3	Local 12	71%
Riverside	9	Non-Local 5	29%
Other	5	Total 17	

Nov-13			
Veteran	0		
Apprentice	1		
San Bernardino	7	Local 14	70%
Riverside	7	Non-Local 6	30%
Other	6	Total 20	

Dec-13			
Veteran	0		
Apprentice	2		
San Bernardino	15	Local 26	81%
Riverside	11	Non-Local 6	19%
Other	6	Total 32	

Jan-14			
Veteran	0		
Apprentice	1		
San Bernardino	9	Local 27	82%
Riverside	18	Non-Local 6	18%
Other	6	Total 33	

Feb-14			
Veteran	0		
Apprentice	0		
San Bernardino	9	Local 27	82%
Riverside	18	Non-Local 6	18%
Other	6	Total 33	

Mar-14			
Veteran	0		
Apprentice	0		
San Bernardino	7	Local 28	82%
Riverside	21	Non-Local 6	18%
Other	6	Total 34	

Apr-14			
Veteran	0		
Apprentice	1		
San Bernardino	11	Local 30	81%
Riverside	19	Non-Local 7	19%
Other	7	Total 37	

May-14			
Veteran	0		
Apprentice	2		
San Bernardino	15	Local 36	78%
Riverside	21	Non-Local 10	22%
Other	10	Total 46	

Jun-14			
Veteran	0		
Apprentice	0		
San Bernardino	14	Local 26	67%
Riverside	12	Non-Local 13	33%
Other	13	Total 39	

Jun-14			
Veteran	0		
Apprentice	0		
San Bernardino	14	Local 26	67%
Riverside	12	Non-Local 13	33%
Other	13	Total 39	

Jul-14			
Veteran	0		
Apprentice	0		
San Bernardino	15	Local 22	71%
Riverside	7	Non-Local 9	29%
Other	9	Total 31	

Aug-14			
Veteran	0		
Apprentice	0		
San Bernardino	0	Local 7	70%
Riverside	0	Non-Local 3	30%
Other	0	Total 10	

Sep-14			
Veteran	0		
Apprentice	0		
San Bernardino	0	Local 0	0%
Riverside	0	Non-Local 0	0%
Other	0	Total 0	

*****MAJORITY OF PROJECT ENDED*****

Aug-15			
Veteran	0		
Apprentice	0		
San Bernardino	0	Local 1	100%
Riverside	1	Non-Local 0	0%
Other	0	Total 1	

Sep-15			
Veteran	0		
Apprentice	0		
San Bernardino	2	Local 2	100%
Riverside	0	Non-Local 0	0%
Other	0	Total 2	

Oct-15			
Veteran	0		
Apprentice	0		
San Bernardino	0	Local 0	0%
Riverside	0	Non-Local 0	0%
Other	0	Total 0	

*****PROJECT COMPLETE*****

Project With Historical Data

(Active Projects Only)

**Maintenance and Operations Reno
(M&O)**

October 2015

PROJECT COMPLETE			
------------------------	--	--	--

Dec-14			
Veteran	0		
Apprentice	0		
San Bernardino	0	Local	2 67%
Riverside	0	Non-Local	1 33%
Other	0	Total	3

Jan-15			
Veteran	0		
Apprentice	2		
San Bernardino	10	Local	22 92%
Riverside	12	Non-Local	2 8%
Other	2	Total	24

Feb-15			
Veteran	0		
Apprentice	2		
San Bernardino	10	Local	16 94%
Riverside	6	Non-Local	1 6%
Other	1	Total	17

Mar-15			
Veteran	0		
Apprentice	2		
San Bernardino	18	Local	26 96%
Riverside	8	Non-Local	1 4%
Other	1	Total	27

Apr-15			
Veteran	0		
Apprentice	1		
San Bernardino	18	Local	26 96%
Riverside	8	Non-Local	1 4%
Other	1	Total	27

May-15			
Veteran	0		
Apprentice	1		
San Bernardino	9	Local	16 94%
Riverside	7	Non-Local	1 6%
Other	1	Total	17

Jun-15			
Veteran	0		
Apprentice	6		
San Bernardino	9	Local	23 66%
Riverside	14	Non-Local	12 34%
Other	12	Total	35

Jul-15			
Veteran	0		
Apprentice	0		
San Bernardino	2	Local	3 100%
Riverside	1	Non-Local	0 0%
Other	0	Total	3

Aug-15			
Veteran	0		
Apprentice	0		
San Bernardino	0	Local	0 0%
Riverside	0	Non-Local	0 0%
Other	0	Total	0

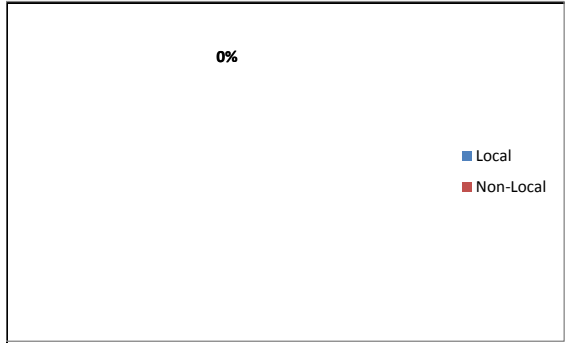
PROJECT COMPLETE

Project With Historical Data

(Active Projects Only)

Miscellaneous Bond Improvements: Swing Project - Phase A NCC Portables (CSS)

October 2015



*****PROJECT STARTED*****

Sep-15			
Veteran	0		
Apprentice	0		
San Bernardino	4	Local	5 100%
Riverside	1	Non-Local	0 0%
Other	0	Total	5

Oct-15			
Veteran	0		
Apprentice	0		
San Bernardino	0	Local	0 0%
Riverside	0	Non-Local	0 0%
Other	0	Total	0

*****PROJECT ON HOLD TILL CRAFTON CENTER COMPLETION*****

Miscellaneous Bond Improvements: Swing Project - Phase B Gym

October 2015

PROJECT COMPLETE

*****PROJECT STARTED*****

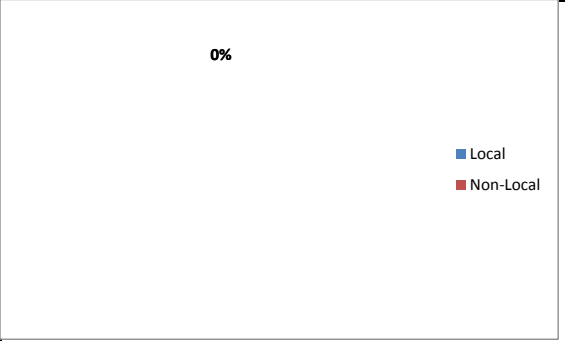
Sep-15			
Veteran	0		
Apprentice	0		
San Bernardino	5	Local	5 83%
Riverside	0	Non-Local	1 17%
Other	1	Total	6

Oct-15			
Veteran	0		
Apprentice	0		
San Bernardino	0	Local	0 0%
Riverside	0	Non-Local	0 0%
Other	0	Total	0

*****PROJECT COMPLETED*****

**Miscellaneous Bond Improvements: Campus Wayfinding Signage
(Wayfinding)**

October 2015



*****PROJECT STARTED*****

Sep-15			
Veteran	0		
Apprentice	0		
San Bernardino	0	Local	0 0%
Riverside	0	Non-Local	4 100%
Other	4	Total	4

Oct-15			
Veteran	0		
Apprentice	0		
San Bernardino	0	Local	0 0%
Riverside	0	Non-Local	0 0%
Other	0	Total	0

*** CERTIFIED PAYROLL NOT SUBMITTED BY CONTRACTOR FOR THIS MONTH***

Project: New Gymnasium (and Stadium)
Program: SBCCD Measure M Bond Program - Valley College

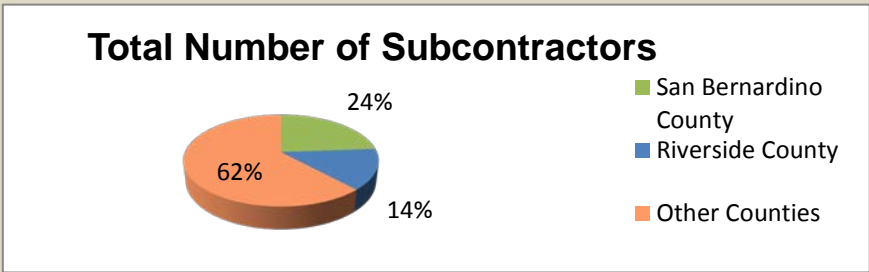
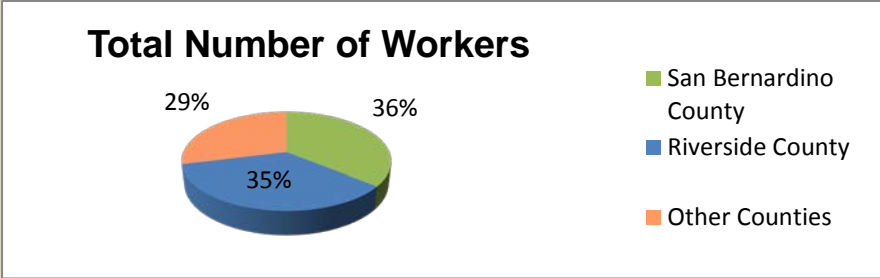
Report Date: October 31, 2015
 Report By: Hussain Agah, Sr. Campus Manager

Total Number of Workers: 173					
San Bernardino County		Riverside County		Other Counties	
City	# of Workers	City	# of Workers	City	# of Workers
Apple Valley	1	Beaumont	2	Altadena	1
Bloomington	2	Corona	5	Anaheim	2
Chino	3	Desert Hot Springs	3	Bell Gardens	1
Chino Hills	2	Eastvale	1	Covina	2
Colton	1	Hemet	3	Granada Hills	1
Fontana	12	Homeland	1	Garden Grove	1
Hesperia	4	Lake Elsinore	4	Gardena	2
Highland	2	Menifee	3	Glendora	1
Lake Arrowhead	1	Mira Loma	1	Hacienda Heights	1
Loma Linda	1	Moreno Valley	5	Hawthorne	1
Ontario	6	Murrieta	3	La Puente	2
Phelan	1	Norco	1	Lake Forest	1
Rancho Cucamonga	2	Nuevo	2	Lakewood	2
Redlands	4	Palm Desert	1	Las Vegas	1
Rialto	3	Perris	5	Long Beach	1
San Bernardino	7	Riverside	19	Los Angeles	3
Upland	1	Romoland	1	Orange	3
Victorville	4	Sun City	1	Pacoima	2
Wrightwood	1			Palmdale	2
Yucaipa	1			Paramount	1
Yucca Valley	1			Pahrump	1
				Pasadena	1
				Placentia	1
				Pomona	4
				San Dimas	2
				Santa Ana	4
				Stanton	1

Project: New Gymnasium (and Stadium)
Program: SBCCD Measure M Bond Program - Valley College

Report Date: October 31, 2015
Report By: Hussain Agah, Sr. Campus Manager

Total Number of Workers: 173					
San Bernardino County		Riverside County		Other Counties	
City	# of Workers	City	# of Workers	City	# of Workers
				Whittier	3
				Wilmington	1
				Yorba Linda	1
Total	62	Total	61	Total	50
Amount Paid to Workers:					
\$175,073.15		\$136,209.42		\$113,060.96	
Total Number of Subcontractors: 60					
San Bernardino County	5	Riverside County	3	Other Counties	13
Paid to Workers of Subcontractors:					
\$288,945.51		\$12,685.59		\$122,712.43	



Total Number of Workers: 82					
San Bernardino County		Riverside County		Other Counties	
City	# of Workers	City	# of Workers	City	# of Workers
Alta Loma	1	Calimesa	1	Anaheim	2
Apple Valley	3	Corona	5	Costa Mesa	2
Bloomington	4	Hemet	1	Covina	1
Chino	3	Lake Elsinore	3	El Monte	1
Fontana	1	Menifee	2	Fountain Valley	1
Hesperia	1	Mira Loma	1	Glendora	1
Montclair	1	Moreno Valley	2	La Habra	1
Ontario	5	Murrieta	1	La Verne	1
Rancho Cucamonga	2	Perris	5	Long Beach	1
Redlands	1	Riverside	5	Monterey Park	1
Rialto	3	Romoland	1	Oceanside	2
San Bernardino	3	San Jacinto	2	Pomona	1
Upland	1	Sun City	1	San Diego	1
Victorville	1	Wildomar	1	San Dimas	1
Yucca Valley	1			Santa Ana	2
				Sylmar	1
Total	31	Total	31	Total	20

Amount Paid to Workers:		
\$64,461.32	\$92,302.89	\$53,987.30

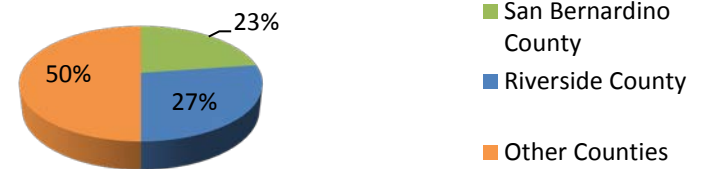
Total Number of Subcontractors: 22					
San Bernardino County	5	Riverside County	6	Other Counties	11

Paid to Workers of Subcontractors:		
\$34,830.46	\$84,292.57	\$91,628.48

Total Number of Workers



Total Number of Subcontractors



Project: New Crafton Center

Report Date: October 31, 2015

Program: SBCCD Measure M Bond Program - Crafton Hills College

Report By: Leilani Nunez, Project Manager

Total Number of Workers: 117					
<u>San Bernardino County</u>		<u>Riverside County</u>		<u>Other Counties</u>	
City	# of Workers	City	# of Workers	City	# of Workers
Adelanto	1	Banning	4	Artesia	1
Chino	1	Beaumont	3	Bell Gardens	1
Chino Hills	2	Corona	1	Chula Vista	2
Colton	4	Hemet	1	Downey	2
Fontana	6	Lake Elsinore	6	Escondido	3
Hesperia	6	Menifee	1	Fullerton	1
Highland	2	Mira Loma	1	Garden Grove	3
Ontario	4	Moreno Valley	6	Huntington Beach	2
Redlands	1	Perris	5	Inglewood	1
Rialto	4	Riverside	10	La Habra	2
Running Springs	1			La Verne	2
San Bernardino	2			Long Beach	2
Upland	1			Los Angeles	1
Victorville	2			National City	1
Yucaipa	2			North Hollywood	1
				Norwalk	1
				Oceanside	2
				Pacoima	1
				Pomona	1
				San Dimas	1
				San Fernando	1
				San Ysidro	2
				Santa Ana	4
				Tustin	1
				Wilmington	1

Project: New Crafton Center

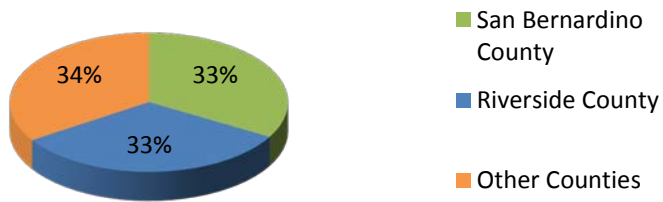
Report Date: October 31, 2015

Program: SBCCD Measure M Bond Program - Crafton Hills College

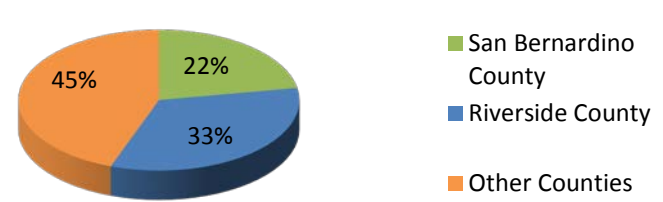
Report By: Leilani Nunez, Project Manager

Total	39	Total	38	Total	40
Amount Paid to Workers:					
\$82,014.60		\$85,135.47		\$67,995.91	
Number of Subcontractors: 18					
San Bernardino	4	Riverside County	6	Other Counties	8
Paid to Workers of Subcontractors:					
\$39,124.26		\$75,716.24		\$120,305.48	

Total Number of Workers



Total Number of Subcontractors



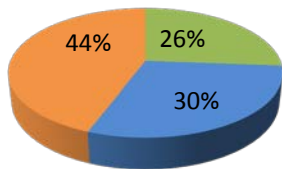
Yucaipa

Project: Occupational Education #2 (OE2)
Program: SBCCD Measure M Bond Program - Crafton Hills College

Report Date: October 31, 2015
Report By: Nicholas Farano, Project Manager

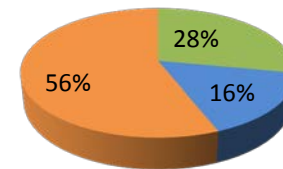
Total Number of Workers: 61					
San Bernardino County		Riverside County		Other Counties	
City	# of Workers	City	# of Workers	City	# of Workers
Chino	1	Banning	1	Anaheim	5
Colton	2	Corona	1	Cerritos	2
Fontana	2	Eastvale	1	Fullerton	1
Hesperia	1	Hemet	4	Huntington Beach	1
Highland	1	Menifee	1	La Puente	1
Ontario	1	Moreno Valley	1	Los Angeles	6
Redlands	1	Murrieta	1	Lynwood	1
Rialto	1	Norco	2	Orange	1
San Bernardino	2	Perris	1	Paramount	1
Upland	1	Riverside	4	Pasadena	1
Yucaipa	2	San Jacinto	1	Pico Rivera	1
Yucca Valley	1			San Fernando	1
				Santa Ana	1
				Valencia	1
				West Covina	3
Total	16	Total	18	Total	27
Amount Paid to Workers:					
\$61,511.61		\$58,360.06		\$30,341.35	
Total Number of Subcontractors: 24					
San Bernardino County	7	Riverside County	4	Other Counties	14
Paid to Workers by Subcontractors:					
\$48,605.07		\$38,265.62		\$63,342.33	

Total Number of Workers



■ San Bernardino County
■ Riverside County
■ Other Counties

Total Number of Subcontractors



■ San Bernardino County
■ Riverside County
■ Other Counties

Project: Miscellaneous Bond Improvements: Chemistry, Health, Science Remodel - Phase I

Report Date: October 31, 2015

Program: SBCCD Measure M Bond Program - Crafton Hills College

Report By: Tom Anderson, Project Manager

Total Number of Workers: 3					
San Bernardino County		Riverside County		Other Counties	
City	# of Workers	City	# of Workers	City	# of Workers
Redlands	1	Perris	1		
Yucaipa	1				
Total	2	Total	1	Total	0
Amount Paid to Workers: 3					
\$6,681.39		\$3,699.32		\$0.00	
Total Number of Subcontractors: 1					
San Bernardino County	1	Riverside County	0	Other Counties	0
Paid to Workers by Subcontractors:					
\$10,380.71		\$0.00		\$0.00	

Total Number of Workers



Total Number of Subcontractors



SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Fath-Allah Oudghiri, Director, Facilities Planning & Construction
DATE: December 10, 2015
SUBJECT: Summary of Measure M Construction Contract Change Orders and Amendments

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

Attached is a summary of all Measure M construction contract change orders and amendments to date.

ANALYSIS

Construction contract change orders and amendments for currently awarded Measure M projects have been held to a minimal amount of \$4,930,273.34 which is only 3.04% of the project cost of \$162,399,258.95.

All change orders and amendments are approved following a specific process of review by the construction manager, architect, program/project managers, and District staff. Nonessential changes are rejected and never receive approval. Any changes determined to be essential to the health of the project, required by the Division of the State Architect (DSA), and/or, of major benefit to the District are approved and implemented.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

This item is for information only. There are no financial implications.

Measure M Projects
Construction Change Summary

CONTRACT AMENDMENTS

PROJECTS	Original Contract Amount	Contract Amendments		Base Contract Amount	Cumulative Contract Amendments
		Previous	Pending		
CHC-Crafton Hills College	\$ 76,476,609.00	\$ 441,122.93	\$ -	\$ 76,917,731.93	0.58%
SBVC-San Bernardino Valley College	\$ 85,922,649.95	\$ 1,610,483.49	\$ -	\$ 87,533,133.44	1.87%
				\$ -	
TOTAL for CONTRACT AMENDMENTS	\$ 162,399,258.95	\$ 2,051,606.42	\$ -	\$ 164,450,865.37	1.26%

CHANGE ORDERS

PROJECTS	Base Contract Amount	Change Orders		New Contract Amount	Cumulative Change Orders
		Previous	Pending		
CHC-Crafton Hills College	\$ 76,917,731.93	\$ 1,279,658.69	\$ 296,775.99	\$ 78,494,166.61	2.05%
SBVC-San Bernardino Valley College	\$ 87,533,133.44	\$ 971,456.24	\$ 330,776.00	\$ 88,835,365.68	1.49%
TOTAL for CHANGE ORDERS	\$ 164,450,865.37	\$ 2,251,114.93	\$ 627,551.99	\$ 167,329,532.29	1.75%

Measure M Projects
Construction Change Summary
CHC Recap

PROJECTS	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
PARKING LOT/ADA/LIGHTING IMPRV/MNTS.	\$ 6,146,450.00	\$ 402,801.00	\$ -	\$ 296,344.00	\$ -	\$ 6,845,595.00	4.82%
MATH AND SCIENCE ANNEX	\$ 2,270,500.00	\$ -	\$ -	\$ 187,294.60	\$ -	\$ 2,457,794.60	8.25%
MPOE/DATA RELOCATION	\$ 527,700.00	\$ -	\$ -	\$ 37,234.00	\$ -	\$ 564,934.00	7.06%
OLD LIBRARY DEMOLITION	\$ 574,576.50	\$ -	\$ -	\$ -	\$ -	\$ 574,576.50	0.00%
SOLAR FARM	\$ 2,700,000.00	\$ -	\$ -	\$ 62,678.43	\$ -	\$ 2,762,678.43	2.32%
OE 2	\$ 16,623,427.00	\$ 38,321.93	\$ -	\$ 248,516.94	\$ -	\$ 16,910,265.87	1.49%
OE 1 Roofing Package	\$ 278,450.00	\$ -	\$ -	\$ (26,099.38)	\$ -	\$ 252,350.62	-9.37%
PE Complex	\$ 4,624,088.68	\$ -	\$ -	\$ 99,009.46	\$ 711.00	\$ 4,723,809.14	2.16%
Science Building	\$ 18,795,178.82	\$ -	\$ -	\$ 170,334.69	\$ 226,012.91	\$ 19,191,526.42	2.11%
Crafton Center	\$ 21,939,546.00	\$ -	\$ -	\$ 136,880.00	\$ 50,909.00	\$ 22,127,335.00	0.86%
Temporary Parking Lot	\$ 169,500.00	\$ -	\$ -	\$ 4,369.93	\$ -	\$ 173,869.93	2.58%
Chemistry/Health/Science/Classrooms	\$ 226,870.00	\$ -	\$ -	\$ -	\$ -	\$ 226,870.00	0.00%
M&O Renovation	\$ 1,267,550.00			\$ 63,096.02	\$ 19,143.06	\$ 1,349,789.10	6.49%
Misc. Bond Improvements	\$ 332,772.00	\$ -	\$ -	\$ -	\$ -	\$ 332,772.00	0.00%
TOTAL	\$ 76,476,609.00	\$ 441,122.93	\$ -	\$ 1,279,658.69	\$ 296,775.99	\$ 78,494,166.61	2.05%

Construction Change Summary
 PAL

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
PAL-01: ASR Constructors, Inc.	\$ 3,058,000.00	\$ 402,801.00	\$ -	\$ 94,560.00		\$ 3,555,361.00	2.73%
PAL-02: Pierre Sprinkler & Landscape	\$ 569,450.00	\$ -	\$ -	\$ 36,260.00		\$ 605,710.00	6.37%
PAL-03: RDM Electric Company, Inc.	\$ 2,519,000.00	\$ -	\$ -	\$ 165,524.00		\$ 2,684,524.00	6.57%
TOTAL	\$ 6,146,450.00	\$ 402,801.00	\$ -	\$ 296,344.00	\$ -	\$ 6,845,595.00	4.82%

Construction Change Summary

M S Annex

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
MODS-01: Conengr Corporation	\$ 539,500.00	\$ -	\$ -	\$ 20,253.60	\$ -	\$ 559,753.60	3.75%
MODS-02: Global Modular, Inc.	\$ 1,731,000.00	\$ -	\$ -	\$ 167,041.00	\$ -	\$ 1,898,041.00	9.65%
TOTAL	\$ 2,270,500.00	\$ -	\$ -	\$ 187,294.60	\$ -	\$ 2,457,794.60	8.25%

Construction Change Summary

MPOE-Data

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
MPOE/DATA-01: Shanks Electric Corporation	\$ 527,700.00	\$ -	\$ -	\$ 37,234.00	\$ -	\$ 564,934.00	7.06%
TOTAL	\$ 527,700.00	\$ -	\$ -	\$ 37,234.00	\$ -	\$ 564,934.00	7.06%

Construction Change Summary
 Library Demo

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
LIBRARY DEMO-01:Miller Environmental, Inc.	\$ 574,576.50	\$ -	\$ -	\$ -	\$ -	\$ 574,576.50	0.00%
TOTAL	\$ 574,576.50	\$ -	\$ -	\$ -	\$ -	\$ 574,576.50	0.00%

Measure M Projects
Construction Change Summary
 Solar Farm

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
Rosendin Electric, Inc. ***	\$ 2,700,000.00	\$ -	\$ -	\$ 62,678.43	\$ -	\$ 2,762,678.43	2.32%
TOTAL	\$ 2,700,000.00	\$ -	\$ -	\$ 62,678.43	\$ -	\$ 2,762,678.43	2.32%

***NOTE: \$3,500,000 OF THIS CONTRACT WAS IN MEASURE P -- THE TOTAL BASE AMOUNT OF THE CONTRACT IS \$6,200,000.

Construction Change Summary
 OE 2

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
<i>OE 2 Demo Pkg.</i>							
The Richards Group	\$ 614,100.00	\$ -	\$ -	\$ 10,755.80	\$ -	\$ 624,855.80	1.75%
<i>Building Pkg.</i>							
Sinanian Development, Inc.	\$ 15,888,000.00	\$ 38,321.93	\$ -	\$ 237,761.14		\$ 16,164,083.07	1.49%
Mobile Modular	\$ 107,242.00					\$ 107,242.00	0.00%
The Peaks Corp.	\$ 14,085.00					\$ 14,085.00	0.00%
TOTAL	\$ 16,623,427.00	\$ 38,321.93	\$ -	\$ 248,516.94	\$ -	\$ 16,910,265.87	1.49%

Sinanian Development, Inc. NOTE: THIS WAS BOARD APPROVED ON 12/12/13 UP TO 10% IN CHANGE ORDERS

Construction Change Summary
 OE 1 Roof

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
<i>OE 1 Roof Pkg.</i>							
Best Contracting Services	\$ 278,450.00	\$ -	\$ -	\$ (26,099.38)	\$ -	\$ 252,350.62	-9.37%
TOTAL	\$ 278,450.00	\$ -	\$ -	\$ (26,099.38)	\$ -	\$ 252,350.62	-9.37%

Construction Change Summary

Misc. Bond Improvements

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
Yesco Signs LLC	\$ 187,360.00					\$ 187,360.00	0.00%
Yesco Signs LLC	\$ 88,772.00	\$ -	\$ -		\$ -	\$ 88,772.00	0.00%
Broughton Construction, Inc.	\$ 56,640.00					\$ 56,640.00	0.00%
		\$ -	\$ -				
TOTAL	\$ 332,772.00	\$ -	\$ -	\$ -	\$ -	\$ 332,772.00	0.00%

Construction Change Summary

PE Complex

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
Minco Construction	\$ 4,511,070.00	\$ -	\$ -	\$ 99,009.46	\$ -	\$ 4,610,079.46	2.19%
Oakview Constructors	\$ 16,125.00					\$ 16,125.00	0.00%
All Surface Roofing & Waterproofing, Inc.	\$ 7,320.00					\$ 7,320.00	0.00%
Oakview Constructors	\$ 6,350.00				\$ 711.00	\$ 7,061.00	11.20%
Restoration Management Company	\$ 48,658.68					\$ 48,658.68	0.00%
Three Peaks Corp.	\$ 34,565.00					\$ 34,565.00	0.00%
TOTAL	\$ 4,624,088.68	\$ -	\$ -	\$ 99,009.46	\$ 711.00	\$ 4,723,809.14	2.16%

Minco Construction NOTE: THIS WAS BOARD APPROVED ON 8/08/13 UP TO 10% IN CHANGE ORDERS

Construction Change Summary

Science Bldg.

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
<i>Circuit C</i>							
RDM Electric	\$ 65,700.00	\$ -	\$ -	\$ 492.89	\$ -	\$ 66,192.89	0.75%
<i>Building</i>							
Earl Corporation	\$ 18,573,131.00	\$ -	\$ -	\$ 169,841.80	\$ 226,012.91	\$ 18,968,985.71	2.13%
Western Audio Visual	\$ 156,347.82					\$ 156,347.82	0.00%
TOTAL	\$ 18,795,178.82	\$ -	\$ -	\$ 170,334.69	\$ 226,012.91	\$ 19,191,526.42	2.11%

Earl Corporation NOTE: THIS WAS BOARD APPROVED ON 12/12/13 UP TO 10% IN CHANGE ORDERS

Measure M Projects
Construction Change Summary

M & O Renovation

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
Oakview Constructors, Inc.	\$ 1,248,000.00			\$ 63,096.02	\$ 19,143.08	\$ 1,330,239.10	6.59%
Mission Paving & Sealing, Inc.	\$ 19,550.00					\$ 19,550.00	0.00%
TOTAL	\$ 1,267,550.00	\$ -	\$ -	\$ 63,096.02	\$ 19,143.08	\$ 1,349,789.10	6.49%

Oakview Constructors, Inc. NOTE: THIS WAS BOARD APPROVED ON 11/12/14 UP TO 10% IN CHANGE ORDERS

Measure M Projects
Construction Change Summary
 New Crafton Center

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
<i>CIRCUIT A</i>							
Dalke & Sons Construction	\$ 141,480.00	\$ -	\$ -	\$ 3,502.00	\$ -	\$ 144,982.00	2.48%
<i>Building</i>							
Bernards Brothers	\$ 21,798,066.00	\$ -	\$ -	\$ 133,378.00	\$ 50,909.00	\$ 21,982,353.00	0.85%
TOTAL	\$ 21,939,546.00	\$ -	\$ -	\$ 136,880.00	\$ 50,909.00	\$ 22,127,335.00	0.86%

Bernards Brothers NOTE: THIS WAS BOARD APPROVED ON 04/10/14 UP TO 10% IN CHANGE ORDERS

Measure M Projects
Construction Change Summary

Temporary Parking Lot

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
Three Peaks	\$ 169,500.00	\$ -	\$ -	\$ 4,369.93	\$ -	\$ 173,869.93	2.58%
TOTAL	\$ 169,500.00	\$ -	\$ -	\$ 4,369.93	\$ -	\$ 173,869.93	2.58%

Measure M Projects
Construction Change Summary

CHS - Chemistry Health Sciences Renovation

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
Roy O. Hoffman	\$ 226,870.00	\$ -	\$ -	\$ -	\$ -	\$ 226,870.00	0.00%
TOTAL	\$ 226,870.00	\$ -	\$ -	\$ -	\$ -	\$ 226,870.00	0.00%

Measure M Projects
Construction Change Summary

SBVC - Recap

PROJECTS	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
Central Plant / Infrastructure	\$ 11,860,084.00	\$ 83,941.49	\$ -	\$ 55,854.00	\$ -	\$ 11,999,879.49	0.47%
HVAC Cafeteria & Health Science	\$ 325,000.00	\$ -	\$ -	\$ -	\$ -	\$ 325,000.00	0.00%
Gymnasium	\$ 52,163,223.00	\$ 1,480,000.00		\$ 200,014.75	\$ 309,718.00	\$ 54,152,955.75	0.95%
Business Building Remodel	\$ 9,886,651.95	\$ 12,209.00	\$ -	\$ 850,839.00		\$ 10,749,699.95	8.60%
Site Signage	\$ 2,680,378.00	\$ 34,333.00	\$ -	\$ (739,853.51)		\$ 1,974,857.49	-27.25%
Auditorium	\$ 6,800,000.00	\$ -	\$ -	\$ 616,730.00	\$ -	\$ 7,416,730.00	9.07%
Applied Technology Renovation	\$ 2,090,363.00	\$ -	\$ -	\$ (5,534.00)	\$ 21,058.00	\$ 2,105,887.00	0.74%
K-Street Lighting	\$ 112,750.00	\$ -	\$ -	\$ (6,594.00)	\$ -	\$ 106,156.00	-5.85%
Miscellaneous Bond Improvements	\$ 4,200.00					\$ 4,200.00	0.00%
	\$ 85,922,649.95	\$ 1,610,483.49	\$ -	\$ 971,456.24	\$ 330,776.00	\$ 88,835,365.68	1.49%

Measure M Projects
Construction Change Summary

Central Plant & Inf

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
<i>Infrastructure Sewer Improvements</i>							
Kirtley Construction dba TK Construction	\$ 348,300.00	\$ 83,941.49	\$ -	\$ 26,806.00	\$ -	\$ 459,047.49	6.20%
<i>Central Plant</i>							
Plumbing, Piping & Construction	\$ 10,878,000.00	\$ -	\$ -	\$ 122,077.00	\$ -	\$ 11,000,077.00	1.12%
<i>Grant Street Sewer Project</i>							
Tyco General Engineering	\$ 567,780.00	\$ -	\$ -	\$ (85,500.00)	\$ -	\$ 482,280.00	-15.06%
Broughton - ADA Access	\$ 26,485.00	\$ -	\$ -	\$ (5,568.00)	\$ -	\$ 20,917.00	-21.02%
L.A. Air Conditioning	\$ 39,519.00	\$ -	\$ -	\$ (1,961.00)	\$ -	\$ 37,558.00	-4.96%
TOTAL	\$ 11,860,084.00	\$ 83,941.49	\$ -	\$ 55,854.00	\$ -	\$ 11,999,879.49	0.47%

Measure M Projects
Construction Change Summary

HVAC

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
BP 1: Arrowhead Mechanical	\$ 183,000.00	\$ -	\$ -	\$ -	\$ -	\$ 183,000.00	0.00%
BP 2: Arrowhead Mechanical	\$ 142,000.00	\$ -	\$ -	\$ -	\$ -	\$ 142,000.00	0.00%
				\$ -			
TOTAL	\$ 325,000.00	\$ -	\$ -	\$ -	\$ -	\$ 325,000.00	0.00%

Construction Change Summary

Gynasium

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
E. Avico, Inc.	\$ 253,071.00	\$ -	\$ -	\$ (15,000.00)	\$ -	\$ 238,071.00	-5.93%
JM Builders	\$ 256,000.00	\$ -	\$ -	\$ (35,905.00)	\$ -	\$ 220,095.00	-14.03%
Three Peaks (Soccer Field)	\$ 116,414.00	\$ -	\$ -	\$ 3,693.00	\$ -	\$ 120,107.00	3.17%
Inland Building Company	\$ 81,200.00			\$ (10,489.00)	\$ -	\$ 70,711.00	-12.92%
Swinerton Builders, Inc.	\$ 51,456,538.00	\$ 1,480,000.00		\$ 257,715.75	\$ 309,718.00	\$ 53,503,971.75	1.07%
				\$ -			
TOTAL	\$ 52,163,223.00	\$ 1,480,000.00	\$ -	\$ 200,014.75	\$ 309,718.00	\$ 54,152,955.75	0.95%

Swinerton Builders NOTE: THIS WAS BOARD APPROVED ON 06/12/14 UP TO 10% IN CHANGE ORDERS

Construction Change Summary

Business Building

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
Janus Corporation	\$ 417,600.00	\$ 12,209.00	\$ -	\$ 5,127.00	\$ -	\$ 434,936.00	1.19%
Three Peaks	\$ 34,923.95	\$ -	\$ -			\$ 34,923.95	0.00%
Three Peaks (Swing Space)	\$ 60,528.00	\$ -	\$ -	\$ (7,500.00)	\$ -	\$ 53,028.00	-12.39%
Doug Wall Construction, Inc.	\$ 9,250,000.00	\$ -	\$ -	\$ 848,321.00	\$ -	\$ 10,098,321.00	9.17%
Pacific Industrial Electric	\$ 123,600.00	\$ -	\$ -	\$ 4,891.00	\$ -	\$ 128,491.00	3.96%
TOTAL	\$ 9,886,651.95	\$ 12,209.00	\$ -	\$ 850,839.00	\$ -	\$ 10,749,699.95	8.60%

Construction Change Summary

Signage - ADA

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
Broughton Construction, Inc.	\$ 1,170,000.00	\$ -	\$ -	\$ (20,502.00)	\$ -	\$ 1,149,498.00	-1.75%
C.S. Legacy Construction *	\$ 1,365,776.00	\$ 34,333.00	\$ -	\$ (720,807.51)	\$ -	\$ 679,301.49	-51.48%
Three Peaks Corporation	\$ 87,187.00	\$ -	\$ -	\$ (413.00)		\$ 86,774.00	-0.47%
Three Peaks Corporation	\$ 42,655.00			\$ 1,869.00		\$ 44,524.00	4.38%
Three Peaks Corporation	\$ 14,760.00					\$ 14,760.00	0.00%
*Note: \$71,836.58 - claim settlement							
TOTAL	\$ 2,680,378.00	\$ 34,333.00	\$ -	\$ (739,853.51)	\$ -	\$ 1,974,857.49	-27.25%

*Note: District terminated for Convenience and final contract total is reflected.

Measure M Projects
Construction Change Summary

Auditorium

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
Woodcliff Corporation	\$ 6,800,000.00			\$ 616,730.00	\$ -	\$ 7,416,730.00	9.07%
						\$ -	
TOTAL	\$ 6,800,000.00	\$ -	\$ -	\$ 616,730.00	\$ -	\$ 7,416,730.00	9.07%

Woodcliff Corporation NOTE: THIS WAS BOARD APPROVED ON 7/11/13 UP TO 10% IN CHANGE ORDERS

Measure M Projects
Construction Change Summary
 K-Street Lighting

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
RDM Electric	\$ 112,750.00			\$ (6,594.00)	\$ -	\$ 106,156.00	-5.85%
TOTAL	\$ 112,750.00	\$ -	\$ -	\$ (6,594.00)	\$ -	\$ 106,156.00	-5.85%

Measure M Projects
Construction Change Summary

Applied Technology Renovation

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
RDM Electric (Security Lighting)	\$ 44,950.00	\$ -	\$ -	\$ (534.00)		\$ 44,416.00	-1.19%
Cal City Construction, Inc.	\$ 1,977,000.00	\$ -	\$ -	\$ -	\$ 21,058.00	\$ 1,998,058.00	1.07%
Three Peaks Corporation	\$ 14,040.00					\$ 14,040.00	0.00%
Three Peaks Corporation	\$ 29,130.00			\$ (5,000.00)		\$ 24,130.00	-17.16%
Giannelli Electric, Inc.	\$ 19,817.00					\$ 19,817.00	0.00%
Stanley Security	\$ 5,426.00					\$ 5,426.00	0.00%
TOTAL	\$ 2,090,363.00	\$ -	\$ -	\$ (5,534.00)	\$ 21,058.00	\$ 2,105,887.00	0.74%

Cal City Construction, Inc. NOTE: THIS WAS BOARD APPROVED ON 01/15/15 UP TO 10% IN CHANGE ORDERS

Measure M Projects
Construction Change Summary

Miscellaneous Bond Improvements

Contractors	Original Contract Amount	Contract Amendments		Change Orders		New Contract Amount	Change Order % of Contract
		Previous	Pending	Previous	Pending		
Aten Construction	\$ 4,200.00	\$ -	\$ -	\$ -		\$ 4,200.00	0.00%
		\$ -	\$ -	\$ -			
TOTAL	\$ 4,200.00	\$ -	\$ -	\$ -	\$ -	\$ 4,200.00	0.00%

Cal City Construction, Inc. NOTE: THIS WAS BOARD APPROVED ON 01/15/15 UP TO 10% IN CHANGE ORDERS

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees
FROM: Bruce Baron, Chancellor
REVIEWED BY: Jose F. Torres, Vice Chancellor, Business & Fiscal Services
PREPARED BY: Lawrence P. Strong, Interim Director of Fiscal Services
DATE: December 10, 2015
SUBJECT: Quarterly Financial Status Report

RECOMMENDATION

This item is for information only and no action is required.

OVERVIEW

The District is required to report its financial and budgetary conditions to the Chancellor's Office quarterly on the CCFS-311Q form.

ANALYSIS

The attached report reflects the District's ability to operate within its fiscal means, with the use of short-term borrowing to meet its cash flow needs. Questions regarding this report may be addressed to the Fiscal Services Department.

BOARD IMPERATIVE

III. Resource Management for Efficiency, Effectiveness, and Excellence

FINANCIAL IMPLICATIONS

There are no financial implications associated with this board item.

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

Quarterly Financial Status Report, CCFS-311Q
ENTER OR EDIT CURRENT DATA

Record Updated

CHANGE THE PERIOD ▼

Fiscal Year: 2015-2016

Quarter Ended: (Q1) Sep 30, 2015

District: (980) SAN BERNARDINO

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Projected Actuals as of June 30 (Col. 4)
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
Closed for edits after Nov 16, 2015					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	93,938,335	93,938,335	22,724,228	93,938,335
A.2	Other Financing Sources (Object 8900)	12,000	12,000	2,734	12,000
A.3	Total Unrestricted Revenue (A.1 + A.2)	93,950,335	93,950,335	22,726,962	93,950,335
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	85,085,727	85,085,727	13,181,237	85,085,727
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	7,256,716	7,256,716	75,000	7,256,716
B.3	Total Unrestricted Expenditures (B.1 + B.2)	92,342,443	92,342,443	13,256,237	92,342,443
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	1,607,892	1,607,892	9,470,725	1,607,892
D.	Fund Balance, Beginning	14,446,622	14,446,622	14,446,622	14,446,622
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	14,446,622	14,446,622	14,446,622	14,446,622
E.	Fund Balance, Ending (C. + D.2)	16,054,514	16,054,514	23,917,347	16,054,514
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	17.4%	17.4%	180.4%	17.4%

SAVE EDITS **

II. Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)				14,717
-----	---	--	--	--	--------

III. Total General Fund Cash Balance (Unrestricted and Restricted)

H.1	Cash, excluding borrowed funds	25,697,455
H.2	Cash, borrowed funds only	0
H.3	Total Cash (H.1 + H.2)	25,697,455

Amount as of the Specified Quarter Ended

IV. Has the district settled any employee contracts during this quarter? Yes No

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify) YYYY-YY	Management		Academic		Classified	
	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:						
Year 1:						
Year 2:						
Year 3:						
b. BENEFITS:						
Year 1:						
Year 2:						
Year 3:						

* As specified in Collective Bargaining Agreement or other Employment Contract

SAVE EDITS **

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

2000 Characters Remaining

V. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)?

Yes No

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

2000 Characters Remaining

VI. Does the district have significant fiscal problems that must be addressed?

This year? Yes No
Next year? Yes No

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

2000 Characters Remaining

« EXIT WITHOUT SAVING

SAVE EDITS »

California Community Colleges, Chancellor's Office
Fiscal Services Unit
1102 Q Street, Suite 4554
Sacramento, California 95814-6511

Send questions to:
Christine Atalig (916)327-5772 atalig@cccoco.edu or Tracy Britten (916)323-6899 tbritten@cccoco.edu

© 2007 State of California. All Rights Reserved.

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q
CERTIFY QUARTERLY DATA

CHANGE THE PERIOD ▼

Fiscal Year: 2015-2016

Quarter Ended: (Q1) Sep 30, 2015

District: (980) SAN BERNARDINO

Your Quarterly Data is Certified for this quarter.

Chief Business Officer

CBO Name: Jose Torres

CBO Phone: 909-382-4029

CBO Signature: 
Date Signed: _____

Chief Executive Officer Name: Bruce Baron

CEO Signature: 
Date Signed: NOV 04 2015

Electronic Cert Date: 11/03/2015

District Contact Person

Name: Susan Ryckevic

Title: Budget Analyst

Telephone: 909-382-4029

Fax: 909-382-0116

E-Mail: srych@sbccd.edu

California Community Colleges, Chancellor's Office
Fiscal Services Unit
1102 Q Street, Suite 4554
Sacramento, California 95814-6511

Send questions to:
Christine Atalig (916)327-5772 atalig@ccco.edu or Tracy Britten (916)323-6899 tbritten@ccco.edu

© 2007 State of California. All Rights Reserved.