



Rancho Santiago Community College District
District Council Meeting

April 3, 2023

1:30 p.m.

Via Zoom

<https://us06web.zoom.us/j/87891674951>

669-444-9171 / 878 9167 4951

Passcode is required and provided to District Council members in separate email.

Contact Debra Gerard at gerard_debra@rscdd.edu to obtain passcode.

Agenda

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|---|-----------|
| 1. Call to Order/Update | Martinez |
| 2. Approval of Minutes - ACTION | Martinez |
| a. March 6, 2023 Meeting | |
| 3. Administrative Regulations – ACTION | Winter |
| a. AR 7120.1 – Full-Time Faculty Recruitment | |
| b. AR 7120.2 – Classified Recruitment | |
| 4. Revision to Budget Allocation Model Language – ACTION | Ingram |
| 5. SRP Overview – INFORMATION | Ingram |
| 6. Committee Reports – INFORMATION | |
| a. Planning & Organizational Effectiveness Committee | Perez |
| b. Human Resources Committee | Winter |
| c. Fiscal Resources Committee | Ingram |
| d. Physical Resources Committee | Ingram |
| e. Technology Advisory Group | Gonzalez |
| 7. Constituent Representative Reports - INFORMATION | |
| a. Academic Senate - SAC | Isbell |
| b. Academic Senate - SCC | Rutan |
| c. Classified Staff | Johnson |
| d. Student Government - SAC | Fernandez |
| e. Student Government – SCC | Green |

Next Meeting: May 1, 2023



Rancho Santiago Community College District District Council Meeting

MINUTES March 6, 2023

Members:	Marvin Martinez	Present
	Enrique Perez	Absent
	Adam O'Connor for Iris Ingram	Present
	Alistair Winter for Cheng Yu Hou	Present
	Annebelle Nery	Present
	Jeannie Kim	Present
	Jesse Gonzalez	Absent
	Jim Isbell	Present
	Craig Rutan	Present
	William Nguyen	Present
	Corinna Evett	Absent
	Tara Kubicka-Miller	Present
	Tyler Johnson	Present
	Zina Edwards	Present
	Ambar Nakagami	Present
	Melani Fernandez	Absent
	Michael Green	Present
Guests:	Sil Han Jin	

1. Call to Order/Update

- a. Chancellor Martinez convened the meeting via Zoom Conference at 1:32 p.m.
- b. Chancellor Martinez provided the following updates:
 - i. The new State Chancellor is Dr. Sonya Christian, Chancellor Kern CCD. The first woman State Chancellor.
 - ii. SAC & SCC enrollment is up; more efficient because of the increasing number of students taking more than one class.
 - iii. Will need to look at the impacts on the implementation of AB 928 relating to some courses no longer a part of IGETC requirements which will mean a lower number of students taking them.
 - iv. The April Board Facilities Meeting will be dedicated to a discussion on student housing.

2. Approval of Minutes

- a. It was moved by Ms. Kubicka-Miller, seconded by Mr. Johnson and carried with abstentions from Dr. Kim and Mr. Green to approve the minutes of the January 30, 2023 meeting with corrections as noted.

3. Reorg #1324 v2 – DO/P&C/Operations

- a. Asst. Vice Chancellor Winter and Interim Asst. Vice Chancellor Jin presented the reorg and provided answers to questions raised during the discussion. It was moved by Mr. Isbell, seconded by Dr. Nery and carried with an abstention by Mr. Nguyen to approve Reorg #1324 v2.

4. Participatory Governance Committee Reports

- a. Planning and Organizational Effectiveness Committee (POEC)
Co-Chair Craig Rutan provided a report of the February 22, 2023 meeting and expressed concern about the completion of important planning activities. The Chancellor committed to looking into this concern.
- b. Human Resources Committee (HRC)
Asst. Vice Chancellor Winter reported on the February 8, 2023 meeting. The next meeting will be held on March 8, 2023.
- c. Fiscal Resources Committee (FRC)
Asst. Vice Chancellor O'Connor reported there had not been a meeting since the last District Council meeting and the next meeting will be held on March 15, 2023.
- d. Physical Resources Committee (PRC)
Asst. Vice Chancellor O'Connor reported on the March 1, 2023 meeting. The next meeting will be held on May 3, 2023.
- e. Technology Advisory Group (TAG)
Ms. Kubicka-Miller reported on the February 2, 2023 and March 2, 2023 meetings. The Chancellor urged TAG to work on an analysis of ongoing funding requests to support the technology infrastructure for the district. The Chancellor also raised a concern about CHAT GPT and whether TAG was looking at this. Ms. Kubicka-Miller reported this has not been a topic of TAG, but it is happening and could be turned into a huge positive.

5. Constituent Representative Reports

- a. Academic Senate/SAC: Mr. Isbell reported on the SAC Academic Senate activities.
- b. Academic Senate/SCC: Mr. Rutan reported on the SCC Academic Senate activities.
- c. CSEA: Mr. Johnson provided a report on CSEA activities.
- d. Student Government/SAC: There was no report.
- e. Student Government/SCC: Mr. Green reported on the SCC ASG activities.

Next Meeting: The next meeting will be held on Monday, April 3, 2023
Meeting Adjourned: 2:30 p.m.
Approved: April 3, 2023

Rancho Santiago Community College District
ADMINISTRATIVE REGULATION
Chapter 7
Human Resources

AR 7120.1 Full-Time Faculty Recruitment and Selection

1. General Provisions

a. Purpose of Administrative Regulation

The faculty and administration cooperatively shall have major responsibilities in the process of recommending probationary faculty, hereafter referred to as contract faculty. These responsibilities shall include establishing the need for the position; formulating the qualifications; screening and interviewing candidates; then selecting the candidates for recommendation. The recommendation process shall comply with the District EEO Plan, and information regarding candidates shall be treated as confidential. In addition, the governing board, represented by the administration, has the principal legal and public responsibility for ensuring a fair and effective hiring process. To that end, it is our philosophy that the responsibility for selecting well-qualified individuals involves the effective participation of appropriate personnel in the required phases of the hiring process.

2. Faculty Prioritization and Committee Planning:

Each year, the Academic Senate at each college will develop faculty hiring priority recommendations and submit those to the College President (typically in October). The College President's recommendations will be submitted to the Chancellor for final approval and recruitment authorization (typically in November).

Transfer Opportunity: Pursuant to the transfer provisions in the Faculty Association of Rancho Santiago Community College District contract, a notice of approved vacancies will be provided to all tenured full-time faculty.

a. Screening Committee Membership:

- i. **Administrative Co-Chair:** The College President shall designate an administrative co-chair for the committee, responsible for convening the initial meeting of the committee in a timely manner and serving as the liaison with the People and Culture Department. The screening committee should be established prior to the closing and/or the first review date.
- ii. **Faculty Co-Chair:** The screening committee will have a faculty co-chair. The faculty co-chair shall be elected by the faculty on the committee and shall be responsible for leading the deliberations of the committee. The faculty co-chair shall be a tenured faculty member. If there are no tenured faculty on the committee, the administrative co-chair will notify the

Academic Senate President, who will appoint a tenured faculty member as co-chair.

iii. **Equal Employment Opportunity (“EEO”) Monitor:**

The screening committee will have a designated EEO Monitor. As a voting member of the committee, EEO monitor serves as a resource in the area of EEO, therefore, they serve as a liaison, as necessary, between the committee and the People and Culture Department, and the Equal Employment Opportunity Officer to address issues and concerns related to the screening process. The EEO monitor is to observe the selection process for adherence to established procedures and sound personnel practices. If the EEO Monitor resigns from the committee, the chair will contact the District EEO Officer or designee to find a replacement.

At the first meeting, the EEO Monitor will provide an EEO Orientation to the Screening Committee. People and Culture will provide the EEO agreement with the Orientation script to the EEO Monitor. The EEO Monitor should determine with the Screening Committee how their decisions at the different stages of the process will be determined. Ideally, any agreement between the screening committee should be unanimous, but other suggestions include a majority (over 50%) or super-majority (over 66%);

iv. **Coordination and Composition:** The administrative co-chair will coordinate the appointment of committee members. The membership of the committee shall consist of the following:

- All full-time faculty in the discipline should be invited to serve on the committee. In the event there are no full-time faculty within the discipline and/or there is a need to add members to the committee, the administrative co-chair shall request that the Academic Senate President appoint other full-time faculty to the committee.
- At least one member of the corresponding department/discipline at the sister college shall also be invited to serve on the committee. The department chair at the college with a vacancy shall extend the invitation to the department chair at the sister college.
- The President of the Academic Senate or designee shall select one faculty member for the screening committee, who may be from a different academic discipline than the one under consideration.
- When appropriate, classified representatives may be appointed by the administrative co-chair in consultation with the department chair and the CSEA President.
- In the Child Development Center Program, one teacher from each center, selected by the teachers at the center, **may** serve on the committee.

- It will be the responsibility of the administrative co-chair to ensure that committee representation is complete.
 - All members of the Screening Committee must have attended EEO/Diversity training within the last two (2) years.
 - All members of the screening committee will be required to sign and submit to People and Culture a statement of confidentiality prior to beginning the screening process.
- v. **Academic Senate Review**: The complete list of committee members will be submitted by the administrative co-chair to the College President and Academic Senate President for review and approval. The form shall identify which member of the committee is representing the sister college and which member is a classified representative. In the event the sister college declined to serve on the committee, the form shall identify who was contacted at the sister college.
 - vi. **Equal Employment Review**: After this review, the administrative co-chair will submit the form to the District EEO Officer or designee, who will review the committee composition for appropriate diversity. An EEO Monitor shall be appointed, by the District EEO Officer, from the list of committee members. If modification of committee membership is required, the District EEO Officer or designee will consult with the administrative co-chair and Academic Senate President.
 - vii. **Equal Employment Opportunity Reporting**: If a committee member has concerns about the screening process, those concerns should be brought to the EEO Monitor. If the EEO Monitor is unable to address the concerns, the committee member should bring the concerns to the chair and the District EEO Officer or designee.
 - viii. **Committee Calendar**: When establishing the committee calendar, all meetings should be scheduled during the regular Fall/Spring faculty work year. In the evening, this scheduling is not possible, faculty member(s) will be compensated for meetings scheduled outside of the Fall/Spring semester or a Summer/Intersession during which the faculty member(s) is not assigned.

3. Hiring Process:

a. Stage 1 – Position Development and Announcement

Prior to posting, the administrative co-chair and department chair will work together to develop and approve the position announcement, including minimum qualifications, desired qualifications, and applicable equivalencies. They should ensure that the job announcement avoids and/or identifies and eliminates minimum qualifications that are not job-related and act as barriers to traditionally excluded groups. The job announcement will identify preferred qualifications that are job-related and maximize opportunities to create a qualified pool of diverse applicants.

All faculty job position announcements shall include:

- Position Number
- Opening / Closing dates and/or first review date / Intended start date

- The Minimum Qualifications set by the state academic senate, any desired qualification including evidence of responsiveness to, and understanding of the racial, ethnic, disability, gender identity, sexual orientation, socioeconomic, academic, and cultural diversity within the community college student population, including students with different ability statuses (e.g., physical and/or learning) as these factors relate to equity-minded and inclusive practices within the classroom
- Education and/or experience equivalent to the Minimum Qualifications as per the District’s equivalency requirements.
 1. When a department agrees to advertise a position without stating specific equivalencies, the job announcement will include “OR the equivalent” when listing the qualifications. The District equivalency Form II will then be used to document if a candidate has met the minimum qualifications through equivalency.
 2. When a department agrees that specific equivalencies to minimum qualifications exist, these equivalencies must be approved prior to the posting of the job announcement. Each time a department wishes to alter its agreed-upon equivalencies, it must file a new “Request for Equivalencies to Minimum Qualifications” form. (Form I). In addition, the approved equivalencies will be posted on the job announcement with a clear statement that the applicant must provide proof with their application form.
- Desirable qualifications (if applicable)
- Ability to contribute to College and District-wide professional responsibilities and activities
- Job responsibilities
- Application requirements – resume/cover letter/transcripts
- Special testing if applicable
- Salary and benefits
- Grant funded (if applicable)
- Location and work schedule
- Summary of student demographics
- District’s statement on their commitment to Justice, Equity, Diversity, Inclusion and Belonging, and Anti-Racism (JEDIBAR).
- Supplemental questions if applicable

Once the job announcement is approved, sufficient time will be allowed for advertising the position, but it should be at least 20 working days.

The department chair will assist People and Culture with the position announcement distribution by recommending possible announcement locations, including a diverse array of associations, agencies, organizations, publications, and websites, particularly if it is a hard-to-reach discipline. After the closing and/or the first review date, the District EEO Officer or designee shall determine if an adequate applicant pool has been recruited. In consultation with the administrative co-chair and the department chair, this closing and/or the first review date may be extended if an adequate pool is not achieved and additional recruitment is needed. If a priority date system is used

(e.g. the position is advertised as “open until filled”) screening may begin after the District EEO Officer or designee determines there is an adequate pool.

b. Stage 2 – Screening and Selection for Interview

Once People and Culture has reviewed applications for completion, the Screening Committee will individually evaluate candidates who meet the Minimum Qualifications or have been granted Equivalency and perform an evaluation of any desirable qualifications and/or additional required screening criteria.

In addition to the specific requirements and responsibilities listed in the Job Announcement, the following criteria will be considered in selecting candidates:

- Educational experience breadth and depth
- Work experience breadth and depth
- Demonstrated leadership capabilities
- Curriculum development
- Program development
- Community involvement
- Demonstrated experience in working with a diverse socioeconomic community
- Credential or minimum qualifications authorizing service in other areas of need
- Demonstrated ability to work cooperatively with others
- Bilingual ability (if needed)

Screening shall be based solely on the application materials submitted. Rating forms must be used to standardize the evaluation of these criteria.

Screening Committee members:

- shall participate in both phases of the screening tasks (application materials screening, i.e., paper screening, and the interview phase);
- will not discuss ratings, rankings, or recommendations of candidates until all evaluations have been completed by each committee member;
- shall meet to first discuss all of the candidates, resolve any discrepancies, and then determine candidates to be interviewed;
- must submit all notes, screening forms, or other screening materials to the administrative co-chair at the conclusion of the screening process to People and Culture for retention and storage. Should future complaints or lawsuits be filed, the notes, forms, and/or other material will be made available to the committee members.

c. Stage 3 – Interview and Selection of Finalists

Prior to the position closing and/or first review date the screening committee should develop the screening criteria, the interview questions, other employment tests, and a timetable for the hiring process including the screening meeting and the first-level interview dates. These all should be submitted to People and Culture for approval. The

committee should leave at least ten (10) working days between their deliberation meeting and first-level interviews.

The same amount of time will be scheduled for each candidate. Consistency will be maintained during the interview process for a valid comparison, with the administrative co-chair answering any questions from the candidate.

The Screening Committee will:

- decide on how to conduct the interviews, options include in-person, online, or a hybrid approach;
- provide options to make the process as inclusive as possible;
- approve questions that will be asked of each candidate;
- make written comments for each response on the interview form and submit all notes to People and Culture at the end of the interviews;
- evaluate candidates according to the answers provided and their performance in other employment tests;
- submit to the College President or designee the acceptable candidates;
- not rank the candidates. If the screening committee cannot recommend at least three finalists, it will provide the College President with a written rationale for its recommendation. If the screening committee is unable to recommend any of the candidates, the administrative co-chair shall consult with the College President to decide how to proceed;
- recommend finalists to the appropriate President or designee.

As such, in the screening process, each committee member is acting as an agent of the Board of Trustees. Therefore, it is important for members to know how screening processes work, maintain the confidentiality of the deliberations and follow procedures and EEO guidelines. Should individual committee members be named as defendants in a complaint or lawsuit, the Board will indemnify those members, provided each has followed prescribed policy and processes in executing his/her committee responsibilities. Screening committee members are expressly prohibited from meeting or conferring with one another outside of scheduled meetings to discuss any candidates or issues related to the screening process. All discussions of candidates or screening-related issues must occur with the entire committee at a scheduled meeting.

d. Stage 4 – Final Interviews and Recommendation

Scheduling: The College President or designee shall contact the recommended finalists and schedule the final interviews. A schedule of appointments will be sent to People and Culture.

Composition: The final interviews will include the College President and, ~~at the discretion of the College President, other representation such as a vice president and faculty as advisory votes. In alignment with the District's commitment to equal employment opportunity, final interviews shall not include members of the screening committee. the hiring chair/co-chair of the screening committee. At the President's discretion, a college administrator may also be included. Both the faculty and college administrator votes are advisory votes.~~

Reference Checks: The College President or designee will conduct reference checks on the prescribed form of the selected candidates after the final interviews.

Finalist Notification: The College President or designee shall notify the unsuccessful finalists via a phone call.

Final Selection and Recommendation: The College President then recommends their selection to the People and Culture on the appropriate form. All recommended candidates are subject to Board approval.

Revised: April 20, 2015
Revised: September 19, 2016
Revised: January 29, 2018
Rewritten: January 30, 2023
Revised: xxxxxxxxx, 2023

Rancho Santiago Community College District ADMINISTRATIVE REGULATION

Chapter 7 Human Resources

AR 7120.2 Classified Employee (CSEA Bargaining Unit) Recruitment and Selection

1. General Provisions

a. Purpose of Administrative Regulation

California School Employee Association (CSEA) and administration cooperatively shall have major responsibilities in the process of hiring new CSEA/Classified positions. These responsibilities shall include establishing the need for the position; formulating the qualifications; screening and interviewing candidates; then selecting the candidates for recommendation. The recommendation process shall comply with the District EEO Plan, and information regarding candidates shall be treated as confidential. In addition, the governing board, represented by the administration, has the principal legal and public responsibility for ensuring a fair and effective hiring process. To that end, it is our philosophy that the responsibility for selecting well-qualified individuals involves the effective participation of appropriate personnel in the required phases of the hiring process.

2. Position Authorization

- a. Salaried positions are those with a 20 to 40 hours per week assignment.
- b. 'Percent of Contract' and 'Hourly' positions are those with less than 20-hour-per-week per week assignments and are not substitute or short-term in nature.
- c. Replacement positions and new positions require the administrator/supervisor to submit a Personnel Requisition online.
- d. Requests for new or restructured replacement positions at one of the colleges must be reviewed by the appropriate President's Council or by the District Council for District Office positions.
- e. Class Specifications on file in the People and Culture Department will be used for the individual job announcements. Any special needs (e.g., bilingualism, evening hours, or other requirements) not included in the district class specification should be listed on the Personnel Requisition under special requirements.

3. Screening Committee Membership:

- i. **Composition**: The hiring chair is responsible to coordinate the development of the screening committee. The committee shall consist of three (3) to seven (7) members, which includes as a minimum: the chair, an Equal Employment Opportunity (EEO) Monitor (appointed by People and Culture), and one non-management classified employee. The screening committee may elect a co-chair to work with the chair.
- ii. **CSEA Members**: The chair shall notify the CSEA President of the CSEA unit members appointed to the committee and it will be the responsibility of the CSEA President or designee to contact the chair within five (5) working days if the CSEA President is able to appoint a representative to the committee.
- iii. **Equal Employment Review**: The hiring chair will submit the form to the District EEO Officer or designee, who will review the committee composition for appropriate diversity. An EEO Monitor shall be appointed, by the District EEO Officer, from the list of committee members. If modification of committee membership is required, the District EEO Officer or designee will consult with the hiring chair.
- iv. **Equal Employment Opportunity (“EEO”) Monitor**:
The screening committee will have a designated EEO Monitor. As a voting member of the committee, EEO monitor serves as a resource in the area of EEO, therefore, they serve as a liaison, as necessary, between the committee and People and Culture, and the Equal Employment Opportunity Officer to address issues and concerns related to the screening process. The EEO monitor is to observe the selection process for adherence to established procedures and sound personnel practices. If the EEO Monitor resigns from the committee, the chair will contact the District EEO Officer or designee to find a replacement.

At the first meeting, the EEO Monitor will provide an EEO Orientation to the Screening Committee. People and Culture will provide the EEO agreement with the Orientation script to the EEO Monitor. The EEO Monitor should determine with the Screening Committee how their decisions at the different stages of the process will be determined. Ideally, any agreement between the screening committee should be unanimous, but other suggestions include a majority (over 50%) or super-majority (over 66%);

- v. **Equal Employment Opportunity Reporting**: If a committee member has concerns about the screening process, those concerns should be brought to the EEO Monitor. If the EEO Monitor is unable to address the concerns, the committee member should bring the concerns to the chair and the District EEO Officer or designee.
- vi. **Committee Calendar**: When establishing the committee calendar, all meetings should be scheduled during the regular work day. In the event, this scheduling is not possible, non-exempt member(s) will be compensated for meetings scheduled outside of the normal work day. If faculty or school session part-time employees are on these screening committees, they will be compensated for meetings scheduled outside of the fall/spring or summer/intercession during which the employee is not assigned.

3. Hiring Process:

a. **Stage 1 – Position Development and Announcement**

- i. The open application period is a minimum of 15 working days in order to provide adequate time for effective recruitment. Following the first review date, the Vice Chancellor, People and Culture, or designee shall determine if an adequate applicant pool has been recruited. The review date may be extended if an adequate qualified pool is not achieved and additional recruitment efforts are required.
- ii. The Job Opportunities listing, including a Classified Transfer Request form, along with instructions on how to complete it, is emailed to all RSCCD email users.
- iii. Positions advertised “Internal Posting” are available only to current employees and employees on the 39-month rehire list. (Excluding short-term and substitute employees).
- iv. Current employees of the District wishing to be considered for open positions need to submit a district application and meet all requirements of the application process (excludes transfer opportunities). Former employees, who are on the 39-month rehire list, shall be treated in this process as though they were current employees.
- v. Job announcements will include screening criteria to be used during screening and interviews. This may include, but is not limited to:
 - Educational experience (breadth and depth).
 - Working experience (breadth and depth).
 - Demonstrated ability to work cooperatively with others.
 - Bilingual ability (if needed).
 - Demonstrated experience and sensitivity to diversity, equity, and inclusion.
 - Professional growth activities.
 - Specialized skills training.
 - Leadership skills.
 - Written and/or oral communication skills.
 - Presentation.
 - Problem-solving.
- vi. The hiring chair will assist People and Culture with the position announcement distribution by recommending possible announcement

- locations, including a diverse array of associations, agencies, organizations, publications, and websites, particularly if it is a hard-to-reach area.
- vii. After the closing and/or the first review date, the District EEO Officer or designee shall determine if an adequate applicant pool has been recruited. In consultation with the hiring chair, this closing and/or the first review date may be extended if an adequate pool is not achieved and additional recruitment is needed. If a priority date system is used (e.g. the position is advertised as “open until filled”) screening may begin after the District EEO Officer or designee determines there is an adequate pool.

b. Stage 2 – Committee Procedures

- i. Prior to the position closing and/or first review date the screening committee should develop the screening criteria, the interview questions, other employment tests, and a timetable for the hiring process including the screening meeting and the first-level interview dates. These all should be submitted to People and Culture for approval.
- ii. It is the responsibility of the hiring chair to review the Job Announcement with the committee highlighting specific requirements and qualifications, screening criteria, the screening process, interview questions, other screening options, and the method of choosing candidates.
- iii. In consultation with the committee, the chair will determine if the prepared set of questions is to be (a) given to the interviewees prior to the interview, (b) given to the interviewees during the interview session, or (c) asked of the interviewees during the interview. The preference of the committee shall be communicated to the People and Culture Department.
- iv. All interview questions shall be job-related. The questions should be based on the criteria for selection as published in the job announcement. The approved questions shall be asked consistently of all applicants. Follow-up questions are not allowed but may be asked to clarify a response given by an applicant if the response is unclear or if the candidate clearly misunderstood the question.
- v. Consistency across candidates is of utmost importance in defending the screening process.

c. Stage 3 – Screening and Selection for Interview

Once People and Culture have reviewed applications for completion, the Screening Committee will individually evaluate candidates who meet the Minimum Qualifications and perform an evaluation of any desirable qualifications and/or additional required screening criteria.

Screening shall be based solely on the application materials submitted. Rating forms must be used to standardize the evaluation of these criteria. Utilizing the Screening Review Form, the committee shall review all applications and evaluate them on the basis of job announcement-related qualifications and competencies. Evaluation criteria must be applied consistently to all candidates. Applicants not selected for an interview shall have at least one job announcement-related deficiency.

The Vice Chancellor, People and Culture, or designee will review materials

submitted by the committee to ensure consistency of screening criteria and the reasons for recommending or not recommending applicants for interviews.

Screening Committee members:

- i. shall participate in both phases of the screening tasks (application materials screening, i.e., paper screening, and the interview phase);
- ii. will not discuss ratings, rankings, or recommendations of candidates until all evaluations have been completed by each committee member;
- iii. shall meet to first discuss all of the candidates, resolve any discrepancies, and then determine candidates to be interviewed;
- iv. must submit all notes, screening forms, or other screening materials to the administrative co-chair at the conclusion of the screening process to People and Culture for retention and storage. Should future complaints or lawsuits be filed, the notes, forms, and/or other material will be made available to the committee members.
- v. People and Culture will coordinate the scheduling of interviews.
- vi. Interviews will be scheduled no sooner than ten (10) working days following receipt of the paper screening materials in People and Culture.

d. Stage 4 – Interview and Selection of Finalists

The Screening Committee will:

- i. decide on how to conduct the interviews; options include in-person, online, or a hybrid approach;
- ii. provide options to make the process as inclusive as possible;
- iii. make written comments for each response on the interview form and submit all notes to People and Culture at the end of the interviews; evaluate candidates according to the answers provided and their performance in other employment tests;
- iv. submit to People and Culture the candidates selected for final interviews;
- v. not rank the candidates. If the screening committee cannot recommend at least two (2) finalists, it will provide People and Culture with a written rationale for its recommendation. If the screening committee is unable to recommend any of the candidates, the hiring chair shall consult with People and Culture to decide how to proceed.

During first-level interviews, candidates should not be allowed to ask questions of the hiring committee, except in the case of process and timelines. The same amount of time will be scheduled for each candidate. Consistency will be maintained during the interview process for a valid comparison, with the administrative co-chair answering any questions from the candidate. The hiring manager is responsible for ensuring consistency throughout the first-level interviews.

As such, in the screening process, each committee member is acting as an agent of the Board of Trustees. Therefore, it is important for members to know

how screening processes work, maintain the confidentiality of the deliberations and follow procedures and EEO guidelines. Should individual committee members be named as defendants in a complaint or lawsuit, the Board will indemnify those members ~~provided each has~~ who have followed prescribed policy and processes in executing his/her committee responsibilities. Screening committee members are expressly prohibited from meeting or conferring with one another outside of scheduled meetings to discuss any candidates or issues related to the screening process. All discussions of candidates or screening-related issues must occur with the entire committee at a scheduled meeting.

e. **Stage 5 – Final Interviews and Recommendation**

Scheduling: The hiring chair or designee shall contact the recommended finalists and schedule the final interviews.

Composition: The final interviews will include the hiring administrator and at the discretion of the hiring administrator, other representatives, such as a CSEA representative and manager as advisory votes.

Reference Checks: The hiring manager or designee will conduct reference checks on the prescribed form of the selected candidates after the final interviews.

Final Selection and Recommendation: People and Culture shall contact the top candidate and offer the position. If the first candidate does not accept the offer, People and Culture will consult with the hiring Administrator to determine if another candidate will be selected or if the position will be reopened.

Salary Placement: Placement on the salary schedule is based on Administrative Regulation (AR 7131) Salary Placement for Management Personnel and Classified Bargaining Unit Employees and reviewed by the Vice Chancellor, People and Culture, or designee.

Board Approval: Candidates recommended for hire are submitted to the Board of Trustees at the first regularly scheduled meeting following the acceptance of the position. People and Culture will notify the program administrator of the candidate's acceptance and provide a written offer of employment to the successful candidate.

Revised: August 20, 2015
Revised: September 19, 2016
Revised: January 29, 2018
Rewritten: xxxxxxxx, 2023



Rancho Santiago Community College District Budget Allocation Model Based on the Student Centered Funding Formula

The *“Rancho Santiago Community College District Budget Allocation Model Based on the SCFF”* was recommended at the November 18, 2020 Fiscal Resource Committee meeting, updated on April 20, 2022 and updated again on March 15, 2023.

Introduction

In February of 2012, the Rancho Santiago Community College District approved and adopted a revenue allocation formula, based on SB 361, in order to provide the greatest amount of flexibility for each of the campuses. The change was initiated by the district Budget Allocation and Planning Review Committee (BAPR) and a technical subgroup of BAPR who was then delegated the task of reviewing the model that the District had been using for the previous ten years. The BAPR workgroup proceeded to review and evaluate approximately 20 other California community college multi-campus budget allocation models. Following the review of other models, the BAPR workgroup ultimately decided on a revenue allocation model as opposed to the expenditure allocation model that had been in effect in the District. On July 1, 2018, the Student Centered Funding Formula (SCFF) was adopted by the State of California marking one of the biggest changes to California Community College funding yet. The SCFF is based on three allocations:

- 1) Base Allocation (70% of state funding) is based on the number of colleges and comprehensive centers in the community college district and total FTES generation
- 2) Supplemental Allocation (20% of state funding) is based on the number of low-income students.
- 3) Student Success Allocation (10% of state funding) is based on student progress such as transfer, completion, and wage earnings.

RSCCD’s Fiscal Resource Committee (FRC), as the current participatory governance body in charge of reviewing and evaluating the RSCCD revenue allocation model, determined that based on the new

distribution of funds from the State, the District's current budget model needed to be reviewed and revised to be in accordance with the Student Centered Funding Formula.

Noncredit and Career Development and College Preparation (CDCP) funding are considered fully funded in the base allocation and do not qualify for supplemental and success funding. See Appendix A - Definition of Terms for enhanced descriptions.

The goal of the BAM is to create a documented revenue allocation process that provides financial stability and encourages fiscal accountability at all levels in times of either increasing or decreasing revenue streams. It is also intended to be transparent, fair, predictable and consistent, using quantitative, verifiable factors with performance incentives. District Council should conduct a review(s) during each fiscal year to assess if the operation of the budget allocation model is meeting the goal.

Under State law, the District is the legal entity and is ultimately responsible for actions, decisions and legal obligations of the entire organization. The Board of Trustees of the Rancho Santiago Community College District has clear statutory authority and responsibility and, ultimately, makes all final decisions. Likewise, the Chancellor, under the direction of the Board of Trustees, is responsible for the successful operation, reputation, and fiscal integrity of the entire District. The funding model does not supplant the Chancellor's role, nor does it reduce the responsibility of the District Services staff to fulfill their fiduciary role of providing appropriate oversight of the operations of the entire District. It is important that guidelines, procedures and responsibility be clear with regard to District compliance with any and all laws and regulations such as the 50% Law, full-time/part-time faculty requirements, Faculty Obligation Number (FON), attendance accounting, audit requirements, fiscal and related accounting standards, procurement and contract law, employment relations and collective bargaining, payroll processing and related reporting requirements, etc. The oversight of these requirements is to be maintained by District Services, which has a responsibility to provide direction and data to the colleges to assure they have appropriate information for decision making with regard to resource allocation at the local level, thus, assuring District compliance with legal and regulatory requirements.

All revenue is considered District revenue because the district is the legal entity authorized by the State of California to receive and expend income and to incur expenses. However, the majority of revenue is provided by the taxpayers of California for the sole purpose of providing educational services to the communities and students served by the District. Services such as classes, programs, and student services are, with few exceptions, the responsibility of the colleges. It is the intent of the Revenue Allocation Model to allocate the majority of funds to the colleges in order to provide those educational services. The model intends to provide an opportunity to maximize resource allocation decisions at the local college level. Each college president is responsible for the successful operation and performance of his/her college as it relates to resource allocation and utilization. The purpose and function of the District Services in this structure is to maintain the fiscal and operational integrity of the District and its individual colleges and centers and to facilitate college operations so that their needs are met and fiscal stability is assured. District Services is responsible for providing certain centralized functions, both to provide efficient operations as well as to assist in coordination between District Services and the colleges. Examples of these services include: human resources, business services, fiscal and budgetary oversight, procurement, construction and capital outlay, district safety and security and information technology. On the broadest level, the goal of this partnership is to encourage and support collaboration between the colleges and District Services.

This BAM should be reviewed on an annual basis by the FRC to evaluate any changes in the SCFF as updates are signed into law and recommend any related changes to the BAM to District Council.

College and District Services Budgets and Expenditure Responsibilities

Since the RSCCD BAM is a revenue allocation model, all expenditures and allocation of revenues under the model are the responsibilities of the colleges and centers. Revenue responsibilities for the colleges, District Services and Institutional Costs are summarized in Table 1.

Expenditure responsibilities for the colleges, District Services and Institutional Costs are summarized in Table 2.

TABLE 1 Revenue and Budget Responsibilities		Santa Ana College & CEC ☑	Santiago Canyon College & OEC ☑	District Services ☑	Institutional Cost ☑
Federal Revenue- (81XX)					
1	Grants Agreement	✓	✓	✓	
2	General Fund Matching Requirement	✓	✓	✓	
3	In-Kind Contribution (no additional cost to general fund)	✓	✓	✓	
4	Indirect Cost (overhead)	✓	✓	✓	
State Revenue- (86XX)					
1	Base Funding	✓	✓	✓	
	Supplemental Funding	✓	✓	✓	
	Student Success Funding	✓	✓	✓	
2	Apportionment	✓	✓		
3	COLA or Negative COLA	✓	✓	✓ subject to collective bargaining	
4	Growth, Work Load Measure Reduction, <i>Negative Growth</i>	✓	✓	✓	
5	Categorical Augmentation/Reduction	✓	✓	✓	
6	General Fund Matching Requirement	✓	✓	✓	
7	Apprenticeship	✓	✓		
8	In-Kind Contribution	✓	✓	✓	
9	Indirect Cost	✓	✓	✓	

TABLE 1 Revenue and Budget Responsibilities		Santa Ana College & CEC ☑	Santiago Canyon College & OEC ☑	District Services ☑	Institutional Cost ☑
State Revenue- (86XX)					
10	Lottery				
	- Unrestricted (abate cost of utilities)	✓	✓	✓	
	- Restricted-Proposition 20	✓	✓		
11	Instructional Equipment Matches (3:1)	✓	✓		
12	Scheduled Maintenance Matches	✓	✓	✓	
13	Part-time Faculty Compensation Funding	✓	✓	✓ subject to collective bargaining	
14	State Mandated Cost	✓	✓	✓	
Local Revenue- (88XX)					
1	Contributions	✓	✓	✓	
2	Fundraising	✓	✓	✓	
3	Proceed of Sales	✓	✓	✓	
4	Health Services Fees	✓	✓		
5	Rents and Leases	✓	✓	✓	
6	Enrollment Fees	✓	✓		
7	Non-Resident Tuition	✓	✓		
8	Student ID and ASB Fees	✓	✓		
9	Parking Fees			✓	

TABLE 2 Expenditure and Budget Responsibilities		Santa Ana College & CEC ☑	Santiago Canyon College & OEC ☑	District Services ☑	Institutional Cost ☑
Academic Salaries- (1XXX)					
1	State required full-time Faculty Obligation Number (FON)	✓	✓	✓	
2	Bank Leave	✓	✓	✓	
3	Impact upon the 50% law calculation	✓	✓	✓	
4	Faculty Release Time	✓	✓	✓	
5	Faculty Vacancy, Temporary or Permanent	✓	✓	✓	
6	Faculty Load Banking Liability	✓	✓	✓	
7	Adjunct Faculty Cost/Production	✓	✓		
8	Department Chair Reassigned Time	✓	✓		
9	Management of Sabbaticals (Budgeted at colleges)	✓	✓	✓	
10	Sick Leave Accrual Cost	✓	✓	✓	
11	Administrator Vacation	✓	✓	✓	
Classified Salaries- (2XXX)					
1	Classified Vacancy, Temporary or Permanent	✓	✓	✓	
2	Working Out-of-Class	✓	✓	✓	
3	Vacation Accrual Cost	✓	✓	✓	
4	Overtime	✓	✓	✓	
5	Sick Leave Accrual Cost	✓	✓	✓	
6	Compensation Time taken	✓	✓	✓	
Employee Benefits-(3XXX)					
1	STRS Employer Contribution Rates, Increase/(Decrease)	✓	✓	✓	
2	PERS Employer Contribution Rates, Increase/(Decrease)	✓	✓	✓	
3	OASDI Employer Rates, Increase/(Decrease)	✓	✓	✓	

TABLE 2 Expenditure and Budget Responsibilities		Santa Ana College & CEC ☑	Santiago Canyon College & OEC ☑	District Services ☑	Institutional Cost ☑
TABLE 2 Expenditure and Budget Responsibilities		Santa Ana College & CEC ☑	Santiago Canyon College & OEC ☑	District Services ☑	Institutional Cost ☑
Employee Benefits-(3XXX)					
4	Medicare Employer Rates, Increase/(Decrease)	✓	✓	✓	
5	Health and Welfare Benefits, Increases/(Decrease)	✓	✓	✓	
6	SUI Rates, Increase/(Decrease)	✓	✓	✓	
7	Workers' Comp. Rates, Increase/(Decrease)	✓	✓	✓	
8	Retiree Health Benefit Cost				
	-OPEB Liability vs. "Pay-As-You-Go"				✓
9	Cash Benefit Fluctuation, Increase/(Decrease)	✓	✓	✓	
Other Operating Exp & Services-(5XXX)					
1	Property and Liability Insurance Cost				✓
2	Utilities				
	-Gas	✓	✓	✓	
	-Water	✓	✓	✓	
	-Electricity	✓	✓	✓	
	-Waste Management	✓	✓	✓	
	-Water District, Sewer Fees	✓	✓	✓	
3	Audit			✓	
4	Board of Trustee Elections				✓
5	Scheduled Maintenance	✓	✓	✓	
6	Copyrights/Royalties Expenses	✓	✓	✓	
Capital Outlay-(6XXX)					
1	Equipment Budget				
	-Instructional	✓	✓	✓	
	-Non-Instructional	✓	✓	✓	

TABLE 2 Expenditure and Budget Responsibilities		Santa Ana College & CEC ☑	Santiago Canyon College & OEC ☑	District Services ☑	Institutional Cost ☑
2	Improvement to Buildings	✓	✓	✓	
3	Improvement to Sites	✓	✓	✓	

The revenue allocations will be regularly reviewed by the FRC. In reviewing the allocation of general funds, the FRC should take into consideration all revenues, including restricted revenues, available to each of the Budget Centers less any apportionment deficits, property tax shortfalls or uncollected student fees or shortfalls. If necessary, the FRC will recommend adjustments to District Council for submission to the Chancellor.

The expenditures allocated for District Services and for Institutional Costs will be developed based on the projected levels of expenditure for the prior fiscal year, taking into account unusual or one-time anomalies, reviewed by the FRC and the District Council and approved by the Chancellor and the Board of Trustees. Any transfers made between District departments during a fiscal year are one-time in nature and do not increase the overall District budget. If any permanent transfers are made at Tentative or Adopted budget, one department is reduced and another increased by the same amount and also do not increase the overall District budget.

DISTRICT SERVICES – Examples are those expenses associated with the operations of the Chancellor’s Office, Board of Trustees, Public Affairs, Human Resources, Risk Management, Educational Services, Institutional Research, Business Services, Internal Auditing, Fiscal Services, Payroll, Purchasing, Facilities Planning, ITS and Safety Services. The Publications Department operates on a chargeback system in Fund 13 and therefore their funds carryover from year to year to operate the enterprise. Economic Development expenditures are to be included in the District Services budget and ~~but~~ clearly delineated from other District expenditures. An annual report of Economic Development activities and related costs will be presented to FRC.

INSTITUTIONAL COSTS – Examples are those expenses associated with State and Federal regulatory issues, property, liability and other insurances, board election, interfund transfers and Retiree Health Benefit Costs. As the board election expense is incurred every other year, it will be budgeted each year at one-half of the estimated cost. In the off years, the funds will remain unspent and specifically carried over to the next year to be used solely for the purpose of the election expense. If there is insufficient budget, the colleges will be assessed the difference based on the current SCFF split. If any funds remain unspent in an election year, it will be allocated to the colleges based on the current SCFF split for one-time uses.

An annual review of District Services and Institutional Costs will be conducted by the District Council each fall in order to give time to complete the evaluation in time to prepare for the following fiscal year budget cycle and implement any suggestions. The review will include an evaluation of the effectiveness of the services provided to assure the District is appropriately funded. If the District Council believes a change to

the allocation is necessary, it will submit its recommendation to the FRC for funding consideration and recommendation to the Chancellor.

District Reserves and Deficits

The Board of Trustees will establish a reserve through board policy, state guidelines and budget assumptions.

The Chancellor reserves the right to adjust allocations as necessary.

The Board of Trustees is solely responsible for labor negotiations with employee groups. Nothing in this budget model shall be interpreted to infringe upon the Board's ability to collectively bargain and negotiate in good faith with employee organizations and meet and confer with unrepresented employees.

College Budget and Expenditure Responsibilities

Colleges will be responsible for funding the current programs and services that they operate as part of their budget plans within the revenues each generate. There are some basic guidelines the colleges must follow:

- Allocating resources to achieve the maximum state funded level of FTES and other SCFF metrics is a primary objective for all colleges.
- Requirements of the collective bargaining agreements apply to college level decisions.
- To ensure that the District complies with the State required full-time Faculty Obligation Number (FON), the District Chancellor will establish a FON for each college. Each college is required to fund at least that number of full-time faculty positions. Any financial penalties imposed by the state due to FON non-compliance will be borne proportionately by the college(s) not in compliance unless a districtwide strategic decision is made to fall below FON and other funding sources are identified.
- In making expenditure decisions, the impact upon the 50% law calculation must be considered and budgeted appropriately. Any financial penalties imposed by the state due to 50% law non-compliance will be borne proportionally (by SCFF split) by both campuses.
- With unpredictable state funding, the cost of physical plant maintenance is especially important. Lack of maintenance of the operations and district facilities and grounds will have a significant impact on the campuses and therefore needs to be addressed with a detailed plan and dedicated budget whether or not funds are allocated from the state.

Budget Center Reserves and Deficits

At the Adopted Budget each college shall set aside a contingency reserve in the Unrestricted General Fund equal to a minimum of 1% of its total current year budgeted Fund 11 expenditures to handle unforeseen expenses. If the contingency reserve is unspent by fiscal year end, the college reserve rolls over into the colleges' beginning balance for the following fiscal year. The District Services and Institutional Cost allocations are budgeted as defined in the model for the appropriate operation of the district and therefore are not subject to carryover, unless specifically delineated. The Chancellor and Board of Trustees reserve the right to modify the budget as deemed necessary.

If a college incurs an overall deficit for any given year, the following sequential steps will be implemented:

The college reserve shall first be used to cover any deficit (structural and/or one-time). If reserves are not sufficient to cover the deficit, then the college is to prepare an immediate expenditure reduction plan that covers the amount of deficit along with a plan to replenish the 1% minimum reserve level. Once the college reserve has been exhausted, in circumstances when any remaining deficit is greater than 1.5% of budgeted Fund 11 expenditures, and a reduction plan has been prepared up to the 1.5% level, the college may request a temporary loan from District Reserves. The request, including a proposed payback period, should be submitted to the FRC for review. If the FRC supports the request, it will forward the recommendation to the District Council for review and recommendation to the Chancellor who will make the final determination.

Revenue Modifications

Apportionment Revenue Adjustments

It is very likely each fiscal year that the District's revenues from state apportionment could be adjusted after the close of the fiscal year in the fall, but most likely at the P1 recalculation, which occurs eight months after the close of the fiscal year. This budget model therefore will be fluid, with changes made throughout the fiscal year (P-1, P-2, P-annual) as necessary. Any increase or decrease to prior year revenues is treated as a one-time addition or reduction to the colleges' current budget year and distributed in the model based on the most up to date SCFF apportionment split reported by the District and funded by the state.

The apportionment includes funded FTES, **basic allocations for colleges and centers**, supplemental, and student success allocations.

An example of revenue allocation adjustment:

\$100,000,000 is originally split 70% Santa Ana College (\$70,000,000) and 30% Santiago Canyon College (\$30,000,000) based on the SCFF split at the time of budget adoption. At the final SCFF recalculation for that year, the District earns an additional \$500,000 based on the total funded apportionment. In addition, the split of apportionment changes to 71% / 29%. The total revenue of \$100,500,000 is then redistributed \$71,355,000 to Santa Ana College and \$29,145,000 to Santiago Canyon College which would result in a shift of \$855,000 between the colleges. A reduction in funding will follow the same calculation.

It is necessary in this model to set a base level of FTES for each college. Per agreement by the Chancellor and college Presidents, the base FTES split is determined by the prior year final FTES total. Similar to how the state sets a base for district FTES, this will be the beginning base level for each college. Each year through the planning process there will be a determination made if the district has growth potential for the coming fiscal year. Each college will determine what level of growth they believe they can achieve and targets will be discussed and established through Chancellor's Cabinet. For example, if the district believes it has the opportunity for 2% growth, the colleges will determine the level of growth they wish to pursue. If both colleges decide to pursue and earn 2% growth and the district is funded for 2% growth, then each

college's base would increase 2% the following year. In this case the split would still remain 70.80% / 29.20% as both colleges moved up proportionately (Scenario #1).

	Base FTES	% split	Scenario #1	New FTES	% split
SAC	19,824	70.80%	2.00%	20,220.48	70.80%
SCC	8,176	29.20%	2.00%	8,339.52	29.20%
	<u>28,000</u>		2.00%	<u>28,560.00</u>	

If instead, one college decides not to pursue growth and the other college pursues and earns the entire district 2% growth, all of these FTES will be added to that college's base and therefore its base will grow more than 2% and the split will then be adjusted (Scenario #2).

	Base FTES	% split	Scenario #2	New FTES	% split
SAC	19,824	70.80%	2.82%	20,384.00	71.37%
SCC	8,176	29.20%	0.00%	8,176.00	28.63%
	<u>28,000</u>		2.00%	<u>28,560.00</u>	

	Base FTES	% split	Scenario #2	New FTES	% split
SAC	19,824	70.80%	0.00%	19,824.00	69.41%
SCC	8,176	29.20%	6.85%	8,736.00	30.59%
	<u>28,000</u>		2.00%	<u>28,560.00</u>	

Using this same example in which the district believes it has the opportunity for 2% growth, and both colleges decide to pursue 2% growth, however one college generates 3% growth and the other generates 2%, the college generating more FTES would have unfunded over cap FTES. The outcome would be that each college is credited for 2% growth, each base increases 2% and the split remains (Scenario #3).

	Base FTES	% split	Scenario #3	New FTES	% split
SAC	19,824		3.00%	20,418.72	
unfunded				(198.24)	
SAC	19,824	70.80%	2.00%	20,220.48	70.80%
SCC	8,176	29.20%	2.00%	8,339.52	29.20%
	<u>28,000</u>		2.00%	<u>28,560.00</u>	

If instead, one college generates 3% and the other college less than 2%, the college generating the additional FTES can earn its 2% target plus up to the difference between the other college's lost FTES opportunity and the total amount funded by the district (Scenario #4).

	Base FTES	% split	Scenario #4	New FTES	% split
SAC	19,824		3.00%	20,418.72	
unfunded				(136.92)	
SAC	19,824	70.80%	2.31%	20,281.80	71.01%
SCC	8,176	29.20%	1.25%	8,278.20	28.99%
	<u>28,000</u>		2.00%	<u>28,560.00</u>	

All of these examples exclude the effect of statewide apportionment deficits. In the case of any statewide deficits, the college revenues will be reduced accordingly. In addition, the Chancellor reserves the right to make changes to the base FTES as deemed necessary in the best interest of the district as a whole.

Hold Harmless

This model includes several hold harmless mechanisms in alignment with the SCFF. The chart below describes the various methods the State Chancellor’s Office uses to fund districts in the event apportionments are reduced from year to year. Hold Harmless funding currently is extended through 2024/25.

In any given year, a district’s funding under the new Student Centered Funding Formula (SCFF) would be the highest of the amounts included in the lines below:

Line	Statutory Reference	2018-19	2019-20	2020-21	2021-22
1	Education Code section (ECS) 84750.4(b), 84750.4(c), 84750.4(d), 84750.4(e), and 84750.4(f) [STUDENT-CENTERED FUNDING FORMULA (SCFF)]	SCFF calculation	SCFF calculation	SCFF calculation	SCFF calculation
2	ECS 84750.4(g)(1)	2017-18 TCR. ^{/1}	2017-18 TCR. ^{/1}	N/A	N/A
3	ECS 84750.4(g)(2)	N/A	N/A	2017-18 credit, noncredit, and CDCP noncredit rates, multiplied by 2020-21 FTES, with basic allocation. ^{/1}	2017-18 credit, noncredit, and CDCP noncredit rates, multiplied by 2021-22 FTES, with basic allocation. ^{/1}
4	ECS 84750.4(g)(4)	N/A	Greater of lines 1 or 2 as calculated in 2018-19.	Greater of lines 1 or 2 as calculated in 2019-20.	Greater of lines 1 or 3 as calculated in 2020-21.
5	ECS 84750.4(h)	2017-18 TCR adjusted by 2018-19 COLA.	2017-18 TCR adjusted by 2018-19 and 2019-20 COLAs.	2017-18 TCR adjusted by 2018-19, 2019-20, and 2020-21 COLAs.	N/A

^{/1} Special provisions for San Francisco Community College District and Compton Community College District.
TCR = Total Computational Revenue

Stability

There remains one year of stabilization under SCFF following Hold Harmless. If a district drops below the prior year total apportionment, they are stabilized at the prior year apportionment amount for that year, giving the district the following year to regain the funding or be reduced to the actual amount earned.

Allocation of New State Revenues

Growth Funding: A college seeking the opportunity for growth funding will utilize its own carryover funds to offer a schedule to achieve the desired growth. Once the growth has been confirmed as earned and funded by the state and distributed to the district, the appropriate allocation will be made to the college(s) generating the funded growth back through the model. Growth/Restoration Funds will be allocated to the colleges when they are actually earned.

Revenues which are not college specific (for example, student fees that cannot be identified by college), will be allocated based on total funded SCFF percentage split between the campuses.

After consultation with district's independent audit firm, the implementation team agreed that any unpaid, uncollected student fees will be written off as uncollectible at each year end. This way, only actual collected revenues are distributed in this model. At P-1, P-2 and P-annual, uncollected fee revenues will be adjusted.

Due to the instability of revenues, such as interest income, discounts earned, auction proceeds and vendor rebates (not including utility rebates which are budgeted in Fund 41 for the particular budget center), revenues from these sources will **not** be part of the revenue allocation formula. Income derived from these sources will be deposited to the institutional reserves. The ongoing state allocation for the Mandates Block Grant will be allocated to the colleges through the model. Any one-time Mandates allocations received from the state will be discussed by FRC and recommendations will be made for one-time uses.

Cost of Living Adjustments: COLAs included in the tentative and adopted budgets shall be distributed to the three budget centers pro rata based on total budgeted salary and benefits expenses and sequestered and not allocated for expenditure until after collective bargaining for all groups have been finalized.

Lottery Revenue: Income for current year lottery income is received based on the prior fiscal year's FTES split. At Tentative Budget, the allocation will be made based on projected FTES without carryover. At Adopted Budget, final FTES will be used and carryovers will be included.

Other Modifications

Salary and Benefits Cost

All authorized full-time and ongoing part-time positions shall be budgeted with corresponding and appropriate fixed cost and health and welfare benefits. Vacant positions will be budgeted at the beginning of the fiscal year or when newly created at the level Class VI, Step 12 for full-time faculty and at the mid-level for other positions (ex. Step 3 for CSEA, Step 4 for Management, and AA step 6 for teachers and BA step 6 for master teachers in child development), with the district's average cost for the health and welfare benefits by employee group. The full cost of all positions, regardless of the budgeted amount, including step and column movement costs, longevity increment costs and any additional collective bargaining agreement costs, will be charged to the particular Budget Center. The colleges are responsible for this entire cost, including any increases or adjustments to salary or benefits throughout the year. If a position becomes vacant during a fiscal year, the Budget Center has the discretion to move unused and available budget from the previous employee's position for other one-time costs until filled or defunded. Any payoffs of accrued vacation, or any additional costs incurred at separation from employment with the district, will be borne by the particular Budget Center. When there is a vacancy that won't be filled immediately, Human Resources should be consulted as to how long it can remain vacant. The colleges should also consult Human Resources regarding the FON when recommending to defund faculty positions.

Grants/Special Projects

Due to the timeliness issues related to grants, approvals rest with the respective Chancellor's Cabinet member, through established processes, in all cases except for Economic Development grants in which a new grant opportunity presents itself which requires an increase to the District Office budget due to match

or other unrestricted general fund cost. In these cases, the grant will be reviewed by Chancellor's Cabinet with final approval made by the Chancellor.

Certain grants and special categorical programs are specifically allocated at the college level. In those cases, the specific college would receive the related funding. In other cases, certain grants and special categorical programs are allocated at the district level for both colleges based on particular criteria. In these cases, the allocation would be split pro rata to the colleges based on the same criteria used to allocate funding to the district, unless the two college presidents agree to some other split arrangement.

Some grants allow for charges of indirect costs. These charges will accumulate by Budget Center during each fiscal year. At fiscal year-end, once earned, each college will be allocated 100% of the total indirect costs earned by that college and transferred into Fund 13 the following year to be used for one-time expenses. The indirect costs earned by district projects will roll into the institutional ending fund balance with the exception of the District Educational Services grants. In order to increase support services and resources provided to the colleges and to acknowledge the additional costs associated with administering grants, any accumulated indirect costs generated from these grants will be distributed as follows: 25% will roll into the institutional ending fund balance, 25% will offset the overall District Services expenditures in that given year, and 50% will carryover specifically in a Fund 13 account to be used at the discretion of the Chancellor.

It is the district's goal to fully expend grants and other special project allocations by the end of the term; however, sometimes projects end with a small overage or can be under spent. For any overage or allowable amount remaining, these amounts will close into the respective Budget Center's Fund 13 using 7200 transfers.

Banked LHE Load Liability

The liability for banked LHE is accounted for in separate college accounts. The cost of faculty banking load will be charged to the college during the semester the course is taught and added to the liability. When an instructor takes banked leave, they will be paid their regular salary and District Fiscal Services will make a transfer from the liability to the college 1300 account to pay the backfill cost of teaching the load. A college cannot permanently fill a faculty position at the time someone takes their final year or semester off before retirement. Filling a vacancy cannot occur until the position is actually vacant. In consultation with Human Resources and Fiscal Services, a college can request to swap another faculty vacancy they may have in another discipline or pay the cost differential if they determine programmatically it needs to be filled sooner.

This method will appropriately account for the costs of each semester offerings and ensure an appropriate liability. Although the liability amounts will be accounted for by college, only District Fiscal Services will be able to make transfers from these accounts. Each year end a report will be run to reconcile the total cost of the liability and to determine if any additional transfers are required. The college will be charged or credited for the differences.

Other Possible Strategic Modifications

Summer FTES

The 3-year average used under SCFF for credit FTES funding has severely reduced the effectiveness of the “summer shift,” nevertheless, there may be times when it is in the best financial interest of the District to shift summer FTES between fiscal years. When this occurs, the first goal will be to shift FTES from both colleges in the same proportion as the total funded FTES for each of the colleges. If this is not possible, then care needs to be exercised to ensure that any such shift does not create a disadvantage to either college. If a disadvantage is apparent, then steps to mitigate this occurrence will be addressed by the FRC.

Borrowing of summer FTES is not a college-level decision, but rather it is a District-level determination. It is not a mechanism available to individual colleges to sustain their internal FTES levels.

Long-Term Plans

Colleges: Each college has a long-term plan for facilities and programs. The District Chancellor, in consultation with the Presidents, will evaluate additional funding that may accrue to the colleges beyond what the model provides. The source of this funding will also have to be identified.

Santa Ana College (SAC) utilizes the Educational Master Plan in concert with the SAC Strategic Plan to determine the long-term plans for the college. Long-term facilities plans are outlined in the latest Facilities Master Plan, and are rooted in the Educational Master Plan. SAC links planning to budget through the use of the SAC Comprehensive Budget Calendar, which includes planning milestones linked to the college’s program review process, Resource Allocation Request (RAR) process, and to the District’s planning and budget calendar. As a result of the Program Review Process, resource allocation needs are requested via the RAR process, which identifies specific resources required to achieve specific intended outcomes. The budget augmentation requests are then prioritized at the department, division, and area level in accordance with established budget criteria. The college’s Planning and Budget Committee reviews the prioritized RARs, and they are posted to the campus Planning and Budget web page for the campus community to review. As available resources are realized, the previously prioritized RAR are funded.

At Santiago Canyon College (SCC), long-term plans are developed similarly to short-term plans, and exist in a variety of interconnected processes and documents. Program Reviews are the root documents that form the college’s Educational Master Plan and serve to align planning with resource allocation. The allocation of resources is determined through a formal participatory governance process. The Planning and Institutional Effectiveness (PIE) committee is the participatory governance committee that is charged with the task of ensuring resource allocation is tied to planning. Through its planning cycle, the PIE committee receives resource requests from all college units and ensures that each request aligns with the college mission, college goals, and program reviews. All requests are then ranked by the PIE committee, placed on a college-wide prioritized list of resource requests, and forwarded to the college budget committee for review. If the budget committee identifies available funds, those funds are noted on the prioritized list, and sent back to the PIE committee. The PIE committee then forwards the prioritized list, along with the budget committee’s identification of available funds, to College Council for approval of the annual budget.

District Services: District Services and Institutional Costs may also require additional funding to implement new initiatives in support of the colleges and the district as a whole. POE will evaluate budget augmentation requests and forward a recommendation to District Council. District Council may then refer

such requests to FRC for funding consideration.

Budget Input

Using a system for Position Control, Fiscal Services will budget 100% of all regular personnel cost of salary and benefits, and notify the Budget Centers of the difference between the computational total budget from the Budget Allocation Model and the cost of regular personnel. The remaining line item budgets will roll over from one year to the next so the Budget Centers are not required to input every line item. The Budget Centers can make any allowable budget changes at their discretion and will also be required to make changes to reconcile to the total allowable budget per the model.

Rancho Santiago Community College District
Budget Allocation Model Based on the SCFF

Appendix A – Definition of Terms

AB 1725 – Comprehensive California community college reform legislation passed in 1988, that covers community college mission, governance, finance, employment, accountability, staff diversity and staff development.

Accreditation – The review of the quality of higher education institutions and programs by an association comprised of institutional representatives. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) accredits California's community colleges.

Apportionments – Allocations of State or federal aid, local taxes, or other monies among school districts or other governmental units. The district's base revenue provides most of the district's revenue. The State general apportionment is equal to the base revenue less budgeted property taxes and student fees. There are other smaller apportionments for programs such as apprenticeship and EOPS.

Augmentation – An increased appropriation of budget for an intended purpose.

Bank Leave – Faculty have the option to “bank” their beyond-contract teaching load instead of getting paid during that semester. They can later request a leave of absence using the banked LHE.

BAM – Budget Allocation Model

BAPR – Budget and Planning Review Committee.

Base Allocation (Funding) – The base allocation represents approximately 70% of the statewide funding for CCC's. The base allocation includes the Basic Allocation and FTES in Traditional Credit, Special Admit Credit, Incarcerated Credit, Traditional Noncredit, CDCP, and Incarcerated Noncredit. A district's base funding could be higher or lower than the 70% statewide target depending on FTES generation as a comparison to overall apportionment.

Base FTES – The amount of funded actual FTES from the prior year becomes the base FTES for the following year. For the tentative budget preparation, the prior year P1 will be used. For the proposed adopted budget, the prior year P2 will be used. At the annual certification at the end of February, an adjustment to actual will be made.

Basic Allocation – Funding based on the number of colleges and comprehensive educational centers in the community college district. Rates for the size of colleges and comprehensive educational centers were established as part of SB 361 and henceforth are adjusted annually by COLA. The district receives a basic allocation for CEC, OEC, SAC, and SCC. Current year FTES is used to determine the basic allocation.

Budget Center – The three Budget Centers of the district are Santa Ana College, Santiago Canyon College, and District Services.

Budget Stabilization Fund – The portion of the district’s ending fund balance, in excess of the 12.5% Board Policy Contingency, budget center carryovers and any restricted balances, available for one-time needs at the discretion of the chancellor and Board of Trustees.

Cap – An enrollment limit beyond which districts do not receive funds for additional students.

Capital Outlay – Capital outlay expenditures are those that result in the acquisition of, or addition to, fixed assets. They are expenditures for land or existing buildings, improvement of sites, construction of buildings, additions to buildings, remodeling of buildings, or initial or additional equipment. Construction-related salaries and expenses are included.

Categorical Funds – Money from the State or federal government granted to qualifying districts for special programs, such as Student Equity and Achievement or Career Education. Expenditure of categorical funds is restricted to the fund's particular purpose. The funds are granted to districts in addition to their general apportionment.

Career Development and College Preparation (CDCP) - Noncredit courses offered in the four distinct categories (instructional domains) of English as a Second Language (ESL), Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation are eligible for "enhanced funding" when sequenced to lead to a Chancellor's Office approved certificate of completion, or certificate of competency, in accordance with the provisions of the California Education Code governing Career Development and College Preparation (CDCP) programs.

CCCCO – California Community College Chancellor’s Office

Comprehensive Educational Center – An off-campus site administered by a parent college that offers programs leading to certificates or degrees that are conferred by the parent institution. The district comprehensive centers are Centennial Education Center (CEC) and Orange Education Center (OEC).

COLA – Cost of Living Adjustment allocated from the State calculated by a change in the Consumer Price Index (CPI).

College Reserve – College-specific one-time funds set aside to provide for estimated future expenditures or deficits, for working capital, economic uncertainty, or for other purposes.

Credit FTES – Credit FTES include traditional credit, special admit and incarcerated populations. Traditional credit FTES are funded based on a simple three-year rolling average of the current year and prior two years. Special admit and incarcerated FTES are funded based on the current year production.

Decline – When a District (or college internally) earns fewer FTES than the previous year. (please see Stabilization and Restoration)

Defund – Eliminating the cost of a position from the budget.

Ending Fund Balance – Defined in any fiscal year as Beginning Fund Balance plus total revenues minus total expenditures. The Ending Fund Balance rolls over into the next fiscal year and becomes the Beginning Fund Balance. It is comprised of College Reserves, Institutional Reserves and any other specific carryovers as defined in the model or otherwise designated by the Board.

Fifty Percent Law (50% Law) – Section 84362 of the Education Code, commonly known as the 50% Law, requires each community college district to spend at least half of its “current expense of education” each fiscal year on the “salaries of classroom instructors.” Salaries include benefits and salaries of instructional aides.

Fiscal Year – Twelve calendar months; in California, it is the period beginning July 1 and ending June 30. Some special projects use a fiscal year beginning October 1 and ending September 30, which is consistent with the federal government’s fiscal year.

FON – Faculty Obligation Number. The minimum number of full-time faculty the district is required to employ as set forth in title 5, section 53308.

FRC – Fiscal Resources Committee.

FTES – Full-Time Equivalent Students. The number of students in attendance as determined by actual count for each class hour of attendance or by prescribed census periods. Every 525 hours of actual attendance counts as one FTES. The number 525 is derived from the fact that 175 days of instruction are required each year, and students attending classes three hours per day for 175 days will be in attendance for 525 hours (3 x 175 = 525). FTES are separated into the following categories for funding; traditional credit, special admit, incarcerated, traditional noncredit and CDCP.

Fund 11 – The unrestricted general fund used to account for ongoing revenue and expenditures.

Fund 12 – The restricted general fund used to account for categorical and special projects.

Fund 13 – The unrestricted general fund used to account for unrestricted carryovers and one-time revenues and expenses.

Growth – Funds provided in the State budget to support the enrollment of additional FTES.

In-Kind Contributions – Project-specific contributions of a service or a product provided by the organization or a third-party where the cost cannot be tracked back to a cash transaction which, if allowable by a particular grant, can be used to meet matching requirements if properly documented. In-kind expenses generally involve donated labor or other expense.

Indirect Cost – Indirect costs are institutional, general management costs (i.e., activities for the direction and control of the district as a whole) which would be very difficult to be charged directly to a particular project. General management costs consist of administrative activities necessary for the general operation of the agency, such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing. An indirect cost rate is the percentage of a district’s indirect costs to its direct costs and is a standardized method of charging individual programs for their share of indirect costs.

Institutional Reserve – Overall districtwide one-time funds set aside to provide for estimated future expenditures or deficits, for working capital, economic uncertainty, or for other purposes. The Institutional Reserve consists of the Board Policy Contingency, the Budget Stabilization Fund, and any other contingency fund held at the institutional level over and above the College Reserves.

Mandated Costs – District expenses which occur because of federal or State laws, decisions of federal or State courts, federal or State administrative regulations, or initiative measures.

Modification – The act of changing something.

Noncredit – Noncredit coursework consists of traditional noncredit and CDCP. CDCP is eligible for enhanced funding. Current year FTES are used to determine funding.

POE – Planning and Organizational Effectiveness Committee.

Proposition 98 – Proposition 98 refers to an initiative constitutional amendment adopted by California’s voters at the November 1988 general election which created a minimum funding guarantee for K-14 education and also required that schools receive a portion of State revenues that exceed the State’s appropriations limit.

Reserves – Funds set aside to provide for estimated future expenditures or deficits, for working capital, economic uncertainty, or for other purposes. Districts that have less than a 5% reserve are subject to a fiscal “watch” to monitor their financial condition.

Restoration – A community college district is entitled to restore any reduction of apportionment revenue related to decreases in total FTES during the three years following the initial year of decrease if there is a subsequent increase in FTES.

SB 361 – The Community College Funding Model (Senate Bill 361), effective October 1, 2006 through July 1, 2018, included funding-based allocations depending on the number of FTES served, credit FTES funded at an equalized rate, noncredit FTES funded at an equalized rate, and enhanced noncredit FTES funded at an equalized rate. The intent of the formula was to provide a more equitable allocation of system-wide resources, and to eliminate the complexities of the previous Program-Based Funding model while still retaining focus on the primary component of that model instruction. In addition, the formula provided a base operational allocation for colleges and centers scaled for size.

SCFF – The Student Centered Funding Formula was adopted on July 1, 2018 as the new model for funding California community colleges. The SCFF is made up of three parts: Base Allocation, Supplemental Allocation, and Student Success Allocation. The aim of the SCFF is to improve student outcomes as a whole while targeting student equity and success.

Seventy-five/twenty-five (75/25) – Refers to policy enacted as part of AB 1725 that sets 75% of the hours of credit instruction as a goal for classes to be taught by full-time faculty.

Stabilization – If a district drops below the prior year total apportionment, they are stabilized at the prior year apportionment amount for that year, giving the district the following year to regain the funding or be reduced to the actual amount earned.

Student Success Allocation (Funding) – Consists of approximately 10% of the statewide budget. Apportioned to districts based on a variety of metrics that measures student success. Some examples of the metrics used include associate degrees and certificates awarded, transfers, nine or more CTE units, number of students successfully completing transfer level Math and English in their first academic year and number of students achieving a regional living wage. The student success allocation is based on a simple three-year rolling average which uses the prior year; prior, prior year; and prior, prior, prior year outcome metrics. Students contributing to fully funded FTES populations (special admit and incarcerated) are not included for funding.

Supplemental Allocation (Funding) – Consists of approximately 20% of the statewide budget. Apportioned to districts based on districts students that are Pell Grant Recipients, AB540 students and/or California Promise Grant Recipients. Prior year data is used for funding.

Target FTES – The estimated amount of agreed upon FTES the district or college anticipates the opportunity to earn growth/restoration funding during a fiscal year.

Three-year Average – Traditional credit FTES data for any given fiscal year is the average of current year, prior year and prior, prior year. Special Admit and Incarcerated FTES are not included in the three-year average. A three-year average is also utilized for student success metrics. For student success, the three-year average uses the prior year; prior, prior year; and prior, prior, prior years to determine funded outcomes.

Title 5 – The portion of the California Code of Regulations containing regulations adopted by the Board of Governors which are applicable to community college districts.

1300 accounts – Object Codes 13XX designated to account for part-time teaching and beyond contract salary cost.

7200 Transfers – Intrafund transfers made between the restricted and unrestricted general fund to close a categorical or other special project at the end of the fiscal year or term of the project.

Appendix B – History of Allocation Model

In 2008, both colleges were visited by ACCJC Accreditation Teams in the normal accreditation cycle. The Teams noticed that the district's budget allocation model that was in place for approximately ten years had not been annually reviewed as to its effectiveness as stated in the model documents. The existing revenue allocation model was developed when the district transformed into a multi-college district. The visiting Team recommended a review of the existing budget allocation model and recommended changes as necessary.

The Budget Allocation and Planning Review Committee (BAPR) charged the BAPR Workgroup, a technical subgroup of BAPR, with the task of reviewing the ten-year-old model. In the process, the Workgroup requested to evaluate other California Community College multi-campus budget allocation models. Approximately twenty models were reviewed. Ultimately, the Workgroup focused on a revenue allocation model as opposed to an expenditure allocation model. A revenue allocation model allocates revenues (state and local) generated in a budget year to the college campuses in the district based on the state funding model that allocates state apportionment revenues to districts. An expenditure allocation model allocates, by agreed upon formulas, expenditure appropriations for full-time faculty staffing, adjunct faculty staffing, classified and administrative staffing, associated health and welfare benefit costs, supply and equipment budgets, utility costs, legal and other services. The BAPR Workgroup ultimately decided on a revenue allocation formula in order to provide the greatest amount of flexibility for the campuses.


Senate Bill 361, passed in 2006, changed the formula of earned state apportionment revenues to essentially two elements, 1) Basic Allocations for college/center base funding rates based on FTES size of the college and center and 2) Full Time Equivalent Students (FTES) based on earned and funded FTES. The BAPR Workgroup determined that since this is how our primary funding comes from the state this model should be used for distribution on earned revenues to the colleges. The colleges and centers are the only entities in the district that generates this type of funding. Revenue earned and funded by the state will be earned and funded at the colleges.

In the Spring of 2019, Rancho Santiago Community College District began the process of developing a new budget allocation model (BAM) to better align with the newly adopted Student Centered Funding Formula. On November 18, 2020 the Fiscal Resource Committee (FRC) finished their work and recommended a new BAM.

The following committee members participated in the process:

Santa Ana College	Santiago Canyon College	District
Bart Hoffman	Steven Deeley	Morrie Barembaum (FARSCCD)
Vanessa Urbina	Cristina Morones	Noemi Guzman
William Nguyen	Craig Rutan – Co-Chair	Adam O’Connor – Chair
Roy Shahbazian	Arleen Satele	Thao Nguyen
		Enrique Perez
Vaniethia Hubbard (alternate)	Syed Rizvi (alternate)	Erika Almaraz (alternate)

The Budget Allocation Model (BAM) described in this document provides the guidelines, formulas, and basic steps for the development of an annual district budget including the allocation of budget expenditure responsibilities for Santa Ana College, Santiago Canyon College, and District Services referred to as the three district Budget Centers. The budget is the financial plan for the district, and application of this model should be utilized to implement the district’s vision, mission statement, district strategic plan and the technology strategic plan as well as the colleges’ mission statements, educational master plans, facilities master plans and other planning resources. The annual implementation of the budget allocation model is to be aligned with all of these plans. To ensure that budget allocation is tied to planning, it is the responsibility of District Council to review budget and planning during the fiscal year and, if necessary, recommend adjustments to the budget allocation model to keep the two aligned for the coming year. The Chancellor and the Board of Trustees are ultimately responsible for the annual budget and the expenditures associated with the budget. In February of 2013, the Board of Trustees adopted a new planning design manual. This document eliminated BAPR and created the Fiscal Resources Committee (FRC). The FRC is responsible for recommending the annual budget to the District Council for its recommendation to the Chancellor and Board of Trustees. FRC is also responsible for annual review of the model for accreditation and can recommend any modifications to the guidelines.



Supplemental Retirement Plan (SRP) 1 and 2 Analysis and Recommendation

SPRING 2023

IRIS INGRAM, VICE CHANCELLOR, BUSINESS SERVICES

ADAM O'CONNOR, ASSISTANT VICE CHANCELLOR, FISCAL SERVICES

SRP1

- ▶ Due to the need for budget cuts in 2020, **80% of final compensation** was offered as a SRP incentive
- ▶ Faculty to resign/retire on or before December 31, 2020 and other employees as of September 30, 2020
- ▶ A total of **75 employees** took the SRP (16 faculty, 11 management, and 48 classified staff)
- ▶ Based on permanent adjunct replacement only for faculty and 50% replacement of other positions, **first year savings of \$3 million and five-year cumulative savings of \$18 million was projected**

SRP2

- ▶ For additional budget reductions SRP2 was offered at **75% of final compensation** as the incentive
- ▶ Classified and management to resign/retire as of June 30, 2021
- ▶ In order to incentivize Faculty and **maximize participation and savings as well as reduce the liability**, offer **two additional retirement windows** to allow them to take “Banking Leave”, but get the commitment to retire now
- ▶ 75% of salary at 6/30/21, 55% of salary at 12/31/21 and 35% of salary at 6/30/22

Combined SRP1 and SRP2 Outcome

- ▶ 21 Faculty accepted, including 13 with Banking Leave, for a total of **37 SRP1 and SRP2**
- ▶ 19 Classified accepted for a total of **67 SRP1 and SRP2**
- ▶ 9 Managers accepted for a total of **20 SRP1 and SRP2**
- ▶ Total **49 new retirements** for **124 total SRP1 and SRP2**
- ▶ Five-year estimated savings from SRP2 = **\$14.6 million**
- ▶ Total five-year estimated savings from SRP1 and SRP2 = **\$32.6 million**
- ▶ Banking Leave Liability reduced by **over 10% (Approx. \$600k)**

Accumulated and Projected Savings

▶ 2020 (Half Year)	\$3,433,866
▶ 2021/2022	\$9,201,153
▶ 2022/2023 (Est.)	\$6,000,000
▶ 2023/2024 (Proj.)	\$6,000,000
▶ 2024/2025 (Proj.)	\$6,000,000
▶ 2025 (Half Year)	<u>\$3,000,000</u>
▶ Total Projected	\$33,635,019 over Five Years

Recommendation

- ▶ The budget outlook has changed significantly over last three years
- ▶ Our district has ~\$10.4 million in ongoing FTES Restoration we can capture if we can continue to grow
- ▶ Continued growth is dependent on ability to hire additional faculty and necessary support staff as soon as possible, therefore the colleges need access to the ongoing SRP savings vacant positions funding
- ▶ Recommend ending the separate accounting of the SRP savings vacant positions funding and allocate remaining ongoing budget to the colleges through the District Budget Allocation Model (BAM) effective July 1, 2023
- ▶ Further recommend a transfer of the projected accumulated one-time net savings of \$14 million to increase the Board Policy Contingency