



**2022-23 REPORT**

# Student Equity and Achievement

California Community Colleges Chancellor's Office | Sonya Christian, Chancellor





California  
Community  
Colleges

**SONYA CHRISTIAN**  
Chancellor

January 3, 2025

Secretary of the Senate  
Erika Contreras  
State Capitol, Room 305  
Sacramento, CA 95814

**RE: Student Equity and Achievement Program Legislative Report**

Dear Secretary Contreras,

Pursuant to California Education Code 78222 the California Community Colleges Chancellor's Office and the Board of Governors for California Community Colleges (Board of Governors) are pleased to release the 2022-23 Student Equity and Achievement Program Legislative Report.

In this report, the California Community Colleges Chancellor's Office presents a summary on how Student Equity and Achievement funds have been expended throughout the system to advance achievement and equity goals for all students, with an emphasis on traditionally underrepresented student groups. This report will also provide an update on three primary goals of the Student Equity and Achievement Program pursuant to Education Code 78222 a(2).

For any questions regarding this report, please contact James Todd, Assistant Vice Chancellor for Educational Services and Support, at [jtodd@cccco.edu](mailto:jtodd@cccco.edu).

Sincerely,

A handwritten signature in black ink that reads "Sonya Christian". The signature is fluid and cursive, with a long horizontal line extending from the end.

Sonya Christian, Chancellor

Enclosure: Report

CC:  
Department of Finance  
Office of Legislative Counsel  
Sue Parker, Chief Clerk of the Assembly

**Chancellor's Office**

1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | [www.cccco.edu](http://www.cccco.edu)



# 2022-23 STUDENT EQUITY AND ACHIEVEMENT PROGRAM LEGISLATIVE REPORT

---

---

Prepared By

**California Community Colleges Chancellor's Office**

Educational Services and Support



# TABLE OF CONTENTS

EXECUTIVE SUMMARY . . . . .	1
KEY FINDINGS . . . . .	1
SEA Program Expenditures . . . . .	1
System Progress in Advancing SEA Program Goals. . . . .	1
INTRODUCTION . . . . .	2
SEA PROGRAM OVERVIEW . . . . .	3
Program Funding . . . . .	3
Program Requirements . . . . .	3
Student Equity Plans . . . . .	4
SEA PROGRAM EXPENDITURES . . . . .	4
SYSTEM PROGRESS IN ADVANCING SEA PROGRAM GOALS . . . . .	6
Goal 1: Implementing Activities and Practices Pursuant to the California Community College Guided Pathways Program . . . . .	6
Goal 2: Ensuring Students Complete their Educational Goals and a Defined Course of Study . . . . .	9
Goal 3: Providing Quality Curriculum, Instruction, and Support Services to Students who Enter College Deficient In English and Mathematics to Ensure These Students Complete a Course of Study in a Timely Manner . . . . .	10
CONCLUSION . . . . .	14
APPENDIX A: SEA PROGRAM ALLOCATION TABLE . . . . .	15
APPENDIX B: STUDENT EQUITY PLAN – EXECUTIVE SUMMARIES . . . . .	18
REFERENCES . . . . .	21





## EXECUTIVE SUMMARY

The Student Equity and Achievement (SEA) Program was established during the 2018-2019 legislative and budget cycle by the California State Legislature and Administration to consolidate funding for three interconnected categorical programs: the Basic Skills Initiative, the Student Equity Program, and the Student Success and Support Program. Pursuant to Education Code § 78222, it is the intent of the Legislature that SEA Program funds are used to advance systemwide goals of increasing achievement for all students and eliminating achievement gaps for underserved students by doing the following:

1. Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.<sup>1</sup>
2. Ensuring students complete their educational goals and a defined course of study.
3. Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

## KEY FINDINGS

### SEA PROGRAM EXPENDITURES

- For the 2022-2023 academic year, the SEA Program funded colleges a total of \$497,781,950. Colleges have two years to spend these funds.
- In 2022-2023, 93% of SEA fund expenditures were spent on salaries, benefits, and other operating expenses.

### SYSTEM PROGRESS IN ADVANCING SEA PROGRAM GOALS

- Twenty percent of Guided Pathways practices and activities are fully implemented by colleges and 71% are in progress of being implemented during 2022-2023.
- Though the three-year AA/ADT completion rates across three cohorts—fall 2019, fall 2020, and fall 2021—slightly varied, the system was able to keep rates for the 2020 cohort equal to the 2018 cohort (pre-pandemic) of 13%.
- Between fall 2018 and fall 2022, rates for direct transfer-level English placement increased from 70% to 99% with racial equity gaps almost closed.
- Between fall 2018 and fall 2022, rates for direct transfer-level math placement increased from 76% to 98% with racial equity gaps almost closed.

---

<sup>1</sup> California Community College Guided Pathways Grant Program, Cal. Education Code § 88920.  
[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=88922&lawCode=EDC](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=88922&lawCode=EDC)

## INTRODUCTION

The California Community Colleges is the largest higher education system in the nation, serving 2 million students in every community in the state. California's 116 community colleges serve the most diverse student body of any California higher education system, and as such, are uniquely positioned to help residents of all backgrounds improve their social and economic mobility and build a better future for themselves, their communities, and the state. The California Community Colleges system is a critical partner in achieving state higher education priorities by supporting baccalaureate degree attainment through transfer to four-year institutions—and meeting its workforce needs by providing opportunities for upskilling and workforce preparation for all Californians, particularly working adults.

Building on the foundation of the Vision for Success (2017) and the Governor's Roadmap (2022), Vision 2030 reinforces the importance of equitable access, support, and success while bringing to the forefront equitable socioeconomic mobility for historically underserved communities by proactively taking the college to them wherever they are. As a future-looking plan that charts a new frontier while addressing current challenges, Vision 2030 guides field practices, fosters policy reform, and supports college innovation and implementation. In alignment with Vision 2030, the Student Equity and Achievement Program (SEA Program) is a critical tool to move the needle on student success and equity, as student equity is at the core of the Program. By ensuring colleges maintain an equity plan, adopt equitable placement policies, and provide all students with an education plan, the SEA Program provides equal educational opportunities and promotes student success for all students regardless of race, gender, age, disability, or economic circumstances.

During the 2018 – 2019 legislative and budget cycle, the California State Legislature and Administration established the SEA Program. The impetus for creating the SEA Program was to consolidate funding allocated for three distinct, but interconnected, categorical programs—the Basic Skills Initiative, the Student Equity Program, and the Student Success and Support Program. These programs had a similar goal to promote equitable outcomes for California community college students. In creating the SEA Program, the Legislature and administration aimed to strengthen the impact of these programs by providing greater flexibility, integrating support services under Guided Pathways, and streamlining administrative processes.

As outlined in Education Code § 78222, it is the intent of the Legislature that funds for the SEA Program are used to advance systemwide goals for increasing achievement for all students with an emphasis on eliminating achievement gaps for underserved students by doing the following:

1. Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.
2. Ensuring students complete their educational goals and a defined course of study.
3. Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

Per Education Code § 78222, colleges are to submit an annual report to the Chancellor's Office detailing how funding was expended in the prior fiscal year. This report to the legislature provides a brief overview of the SEA Program and summarizes how SEA Program funding was expended across the system. It also details how the system is making progress in implementing Guided Pathways activities and practices, helping students complete their educational goals, and implementing equitable placement for transfer-level math and English courses.

## **SEA PROGRAM OVERVIEW**

### **PROGRAM FUNDING**

The Chancellor's Office allocates SEA Program funding to each district on an annual basis based on their combined 2017-2018 funding for the Basic Skills Initiative, Student Equity Program, and Student Success and Support Program. Funds beyond those appropriated in the 2017 – 2018 budget cycle are allocated based on each district's share of enrolled students (See Appendix A for district allocations). Districts have two years to spend their allocation and have local control and flexibility in how to spend these funds to implement activities and practices that support educational opportunities and eliminate disparities for underrepresented students, regardless of race, gender, age, disability, or economic circumstance.

### **PROGRAM REQUIREMENTS**

To receive SEA Program funds, colleges must:

1. Maintain a student equity plan.
2. Provide matriculation services.
3. Implement equitable placement policies.
4. Provide all students with an education plan.
5. Establish and support on-campus food pantries or regular food distributions.

## STUDENT EQUITY PLANS

Of the requirements noted above, the Student Equity Plans are the most critical to supporting and advancing the systems equity goals. Colleges are required to update their Student Equity Plan every three years (Education Code § 78220). To support their efforts and ensure alignment with systemwide goals, the Chancellor's Office provides disproportionate impact data to each college across five metrics:

- Successful enrollment.
- Persistence from first primary term to secondary term.
- Completion of transfer-level math and transfer-level English.
- Transfer to a four-year institution.
- Completion of a credential or associate degree.

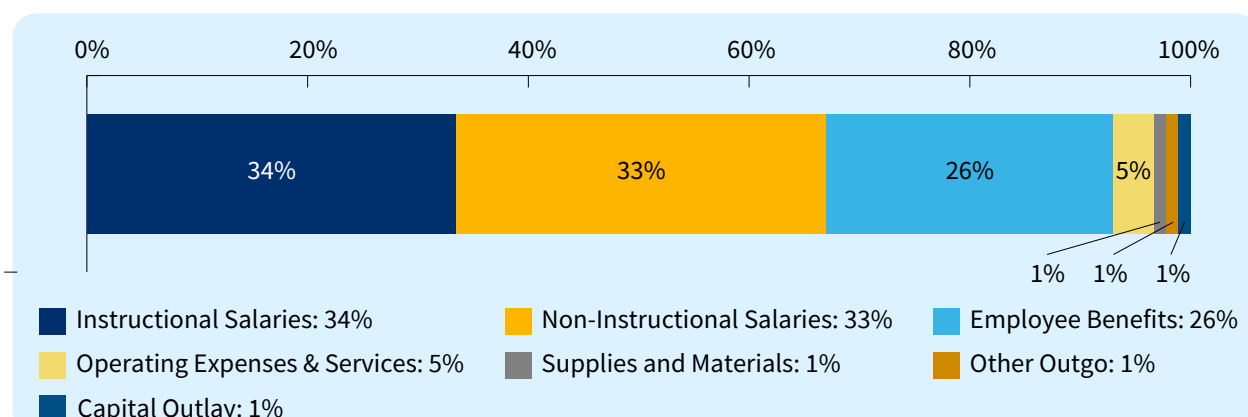
Colleges' Plans must include goals, practices, and activities aligned with Guided Pathways to close equity gaps for disproportionately impacted populations across those five metrics.

## SEA PROGRAM EXPENDITURES

For the 2022-2023 academic year, the SEA Program funded colleges a total of \$497,781,950. Colleges have two years to spend these funds.

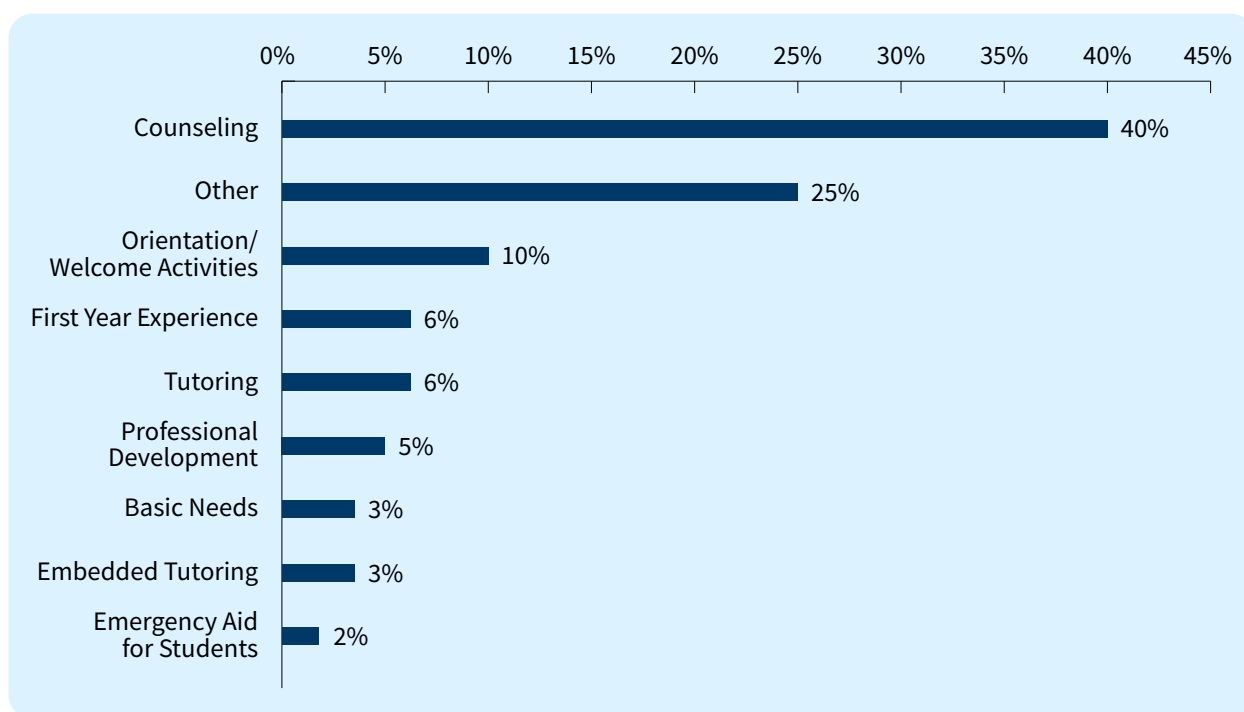
The Chancellor's Office required colleges' to report in the annual report their SEA Program expenditure expenses across the following categories: instructional salaries (academic salary positions, including counseling faculty, requiring minimum qualifications established by the Board of Governors), non-instructional salaries (classified and non-academic salary positions that do not require a minimum qualifications established by the Board of Governors), employee benefits, operating expenses and services, supplies and materials, and other outgoing costs. Only expenditures during the 2022-23 academic year are available. As shown in Figure 1, colleges spent 93% of their SEA funds on salaries and benefits. The remaining six percent of funds were spent on other operating expenses and services, supplies and materials, and other outgoing costs.

**Figure 1: 2022-23 Expenditures by Object Code**



In addition to reporting administrative expenditures, colleges also reported their estimated expenditures for the full two years of funding by activity. These activities include basic needs, counseling, orientation, and tutoring, among others. Counseling services are estimated to account for 40% of all SEA Program expenditures (see Figure 2). A quarter of estimated expenditures are in the “other” category. The following are examples of expenditures under the “other” category: 1) operating expenses to support various services centers, such as the Transfer Center, Multicultural Center, Financial Aid Department, Career Services Center, Foster Youth Center, Veterans Services, Wellness Center, Black African Success Centers, Umoja Community, and ESL/Non-Credit Centers; and 2) salaries for various personnel positions supporting the college goals developed in their SEPs, such as DEIA Directors, Student Success Coordinators for DI Groups, and Institutional Researchers.

**Figure 2: 2022-24 Planned Expenditures by Activity**

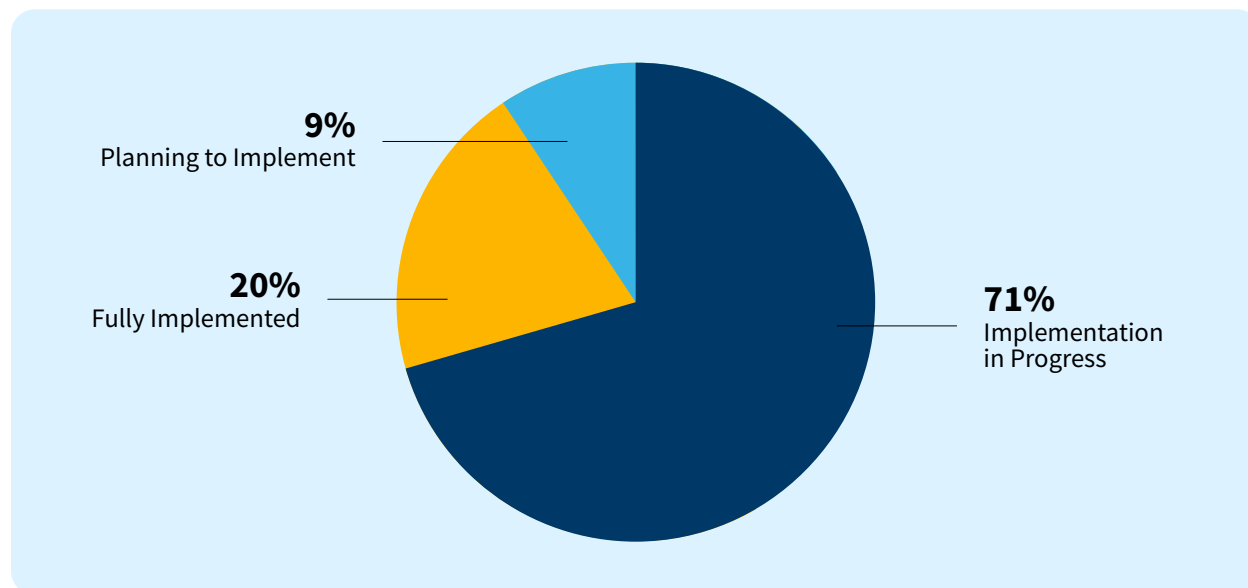


## SYSTEM PROGRESS IN ADVANCING SEA PROGRAM GOALS

### GOAL 1: IMPLEMENTING ACTIVITIES AND PRACTICES PURSUANT TO THE CALIFORNIA COMMUNITY COLLEGE GUIDED PATHWAYS PROGRAM

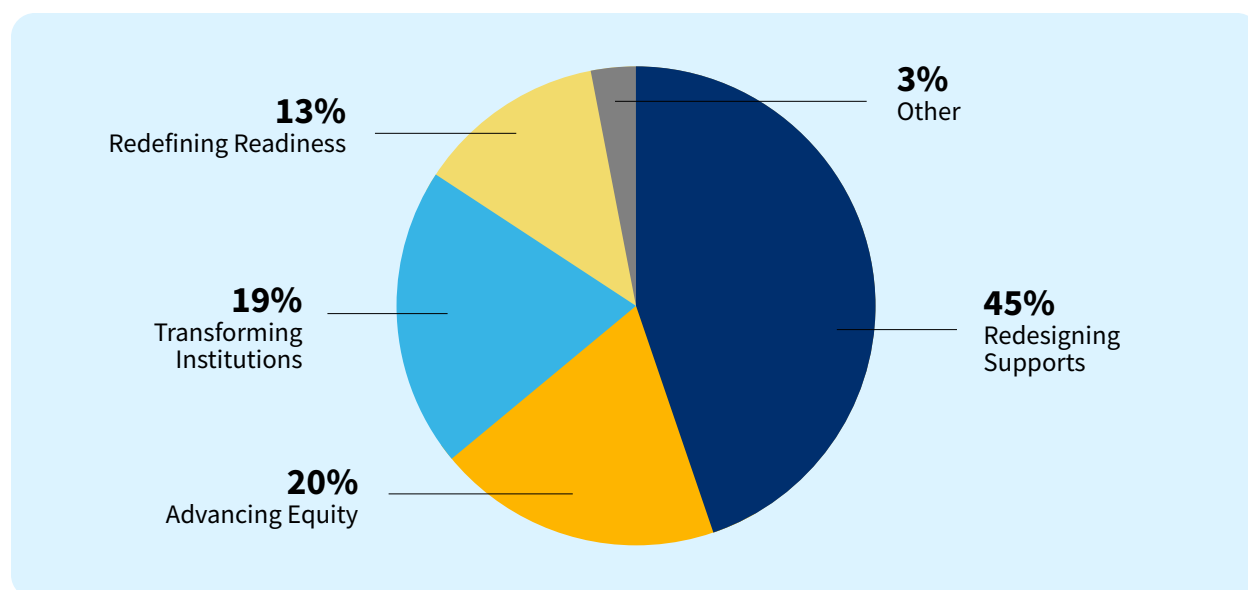
Under the requirements of the SEA Program, colleges are asked to implement practices and activities in alignment with the Guided Pathways framework. The Guided Pathways framework is an equity-focused framework that enables colleges to forge clear paths for students, provide support services, and remove institutional and systemic obstacles to student success. Guided Pathways seeks to achieve four goals: advancing equity, redefining readiness, redesigning supports, and transforming institutions. By requiring colleges to align their activities with Guided Pathways practices, SEA Program funds help increase student success and eliminate equity gaps for traditionally underserved student populations. Legislation requires colleges to report on progress towards implementing SEA Program activities that advance or align with their local Guided Pathways efforts. An analysis of the 2022-2023 annual reports from 102 colleges indicates that twenty percent of practices and activities are fully implemented by colleges and 71% are in progress of being implemented (see Figure 3).

**Figure 3: Implementation of SEA Program activities aligned with Guided Pathways**



In addition to reporting progress towards Guided Pathways implementation, colleges are asked to report SEA Program activities in alignment with the four Guided Pathways goals. An analysis of data from 102 California community colleges shows that 45% of practices and activities align with the Guided Pathways goal of redesigning supports, 20% with advancing equity, 19% with transforming institutions, 13% with redefining readiness, and the remaining 3% of activities fall under 'other' meaning those activities were not specifically related to one of the four Guided Pathways goals.

**Figure 4: SEA Program Activities by Guided Pathways Goal**



In summary, this analysis found that activities that fall under “Advancing Equity” focused on embedding diversity, equity, and inclusion principles into existing practices for data reporting, hiring, and professional development. Activities reported under “Redefining Readiness” included the development of cross-functional student success teams to break down silos and identify barriers. For activities under “Redesigning Support” colleges focused on expanding student support services with a clear focus on basic needs. Lastly, under “Transforming Institutions” colleges demonstrated a wide range of activities to improve academic support services. Table 1 provides examples of key activities implemented by colleges using SEA Program funds that advance the Guided Pathways goals. Collectively these activities center on reforming colleges to support the whole student and advance equitable student outcomes.

**Table 1: Guided Pathways' Goals and Key SEA Program Activities**

Guided Pathways Goal	Key Activities
<p><b>Advancing Equity</b></p> <p><i>Removing barriers that today's students face, particularly students of color, first-generation students, students from low-income backgrounds, and working adults.</i></p>	<ul style="list-style-type: none"> <li>• Using disaggregated data</li> <li>• Reforming hiring practices</li> <li>• Embedding equity competencies in evaluations and tenure review processes</li> <li>• Professional development on topics such as: <ul style="list-style-type: none"> <li>○ Becoming cultural competency</li> <li>○ Creating a culturally responsive curriculum</li> <li>○ Using equity-minded language</li> </ul> </li> </ul>
<p><b>Redefining Readiness</b></p> <p><i>Fundamentally shifting the conversation about what it means to put students first, encouraging colleges to focus on their readiness for students rather than students' readiness for college</i></p>	<ul style="list-style-type: none"> <li>• Developing student success teams</li> <li>• Evaluating programs and services to identify and address barriers.</li> </ul>
<p><b>Redesigning Supports</b></p> <p><i>Recognizing that students need more than financial support and resources to be successful. It allows colleges to recognize and holistically support students' academic and non-academic needs.</i></p>	<ul style="list-style-type: none"> <li>• Early warning systems</li> <li>• Developing new learning communities for gateway courses</li> <li>• Expanding basic needs resources</li> <li>• Integrating zero textbook costs</li> <li>• Open educational resources</li> </ul>
<p><b>Transforming Institutions</b></p> <p><i>A highly structured, comprehensive approach to systemic change to improve students' attainment of skills, credentials, and socioeconomic mobility. It is founded on the principle that everything can and should change.</i></p>	<ul style="list-style-type: none"> <li>• Removing pre-requisite coursework</li> <li>• Developing flexible course schedules</li> <li>• Embedding transfer-level math and English into program maps</li> <li>• Embedding counseling services into courses</li> <li>• Improving the registration process.</li> </ul>

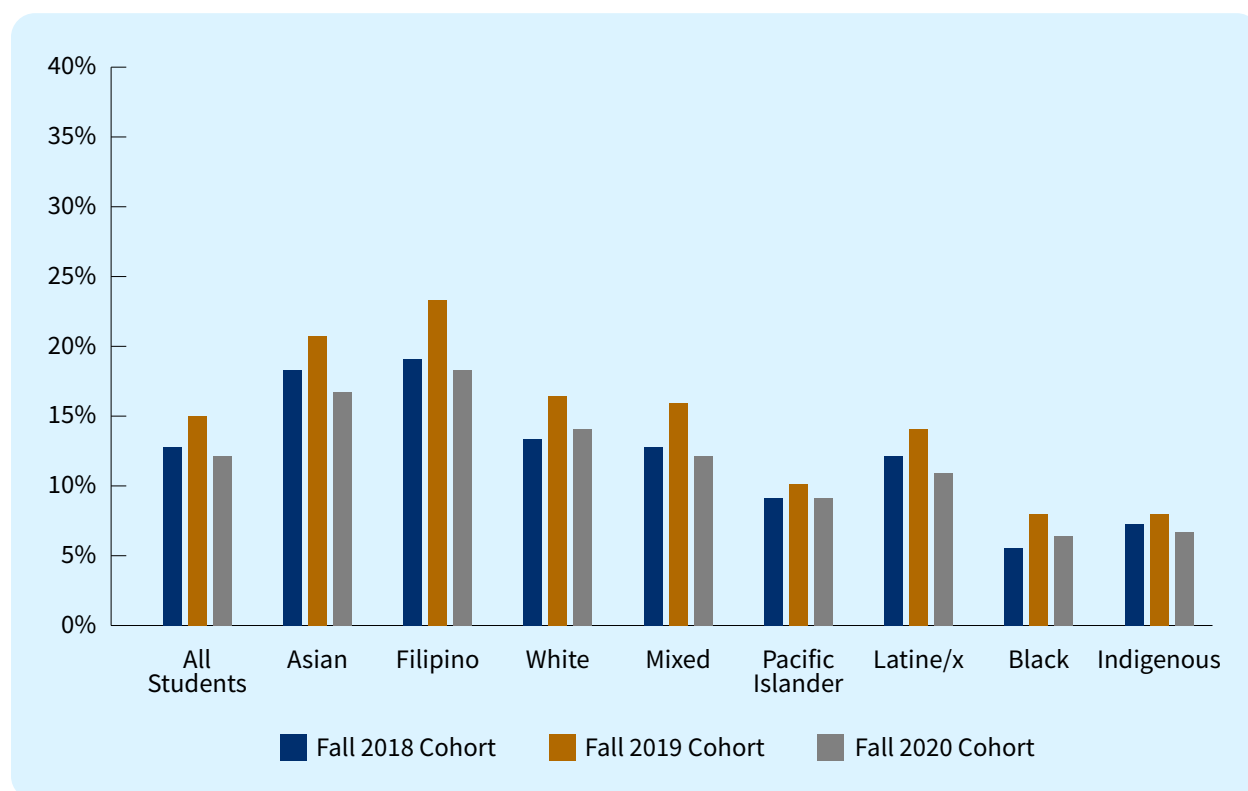


## GOAL 2: ENSURING STUDENTS COMPLETE THEIR EDUCATIONAL GOALS AND A DEFINED COURSE OF STUDY

When examining completion rates among three different cohorts—2018, 2019, and 2020—of first-time students who enrolled in a fall term, their three-year AA/ADT completion rates slightly varied (see Figure 5). While the 2020 cohort who started at the beginning of the COVID-19 pandemic have lower completion rates than the 2019 cohort—13% compared to 15%—the system was able to keep rates equal to pre-pandemic rates of the 2018 cohort.

When disaggregating the completion data by racial identities, equity gaps are present. More specifically, Black, Indigenous, or Pacific Islander students continually had the lowest completion rates across the three cohorts—all under 10%. In contrast, Filipino or Asian students continually had the highest completion rates—17% or higher. To better serve and address equity gaps for Black, Indigenous, and Pacific Islander students, the Chancellor's Office has refined the 2025-2028 Student Equity Plan process to strengthen metrics and strategies aligned with Vision 2030. Key focus areas include transfer and completion, as well as a new section that focuses on timely student educational planning rates. Colleges will engage data points and strategies that focus on (1) eliminating disproportionate impact and (2) fully closing equity gaps in these areas. Additionally, the Chancellor's Office will provide key professional development opportunities for colleges to understand data, plan for equity-centered institutional change, and designing effective strategies in supporting student groups with the lowest completion, transfer, and educational planning rates.

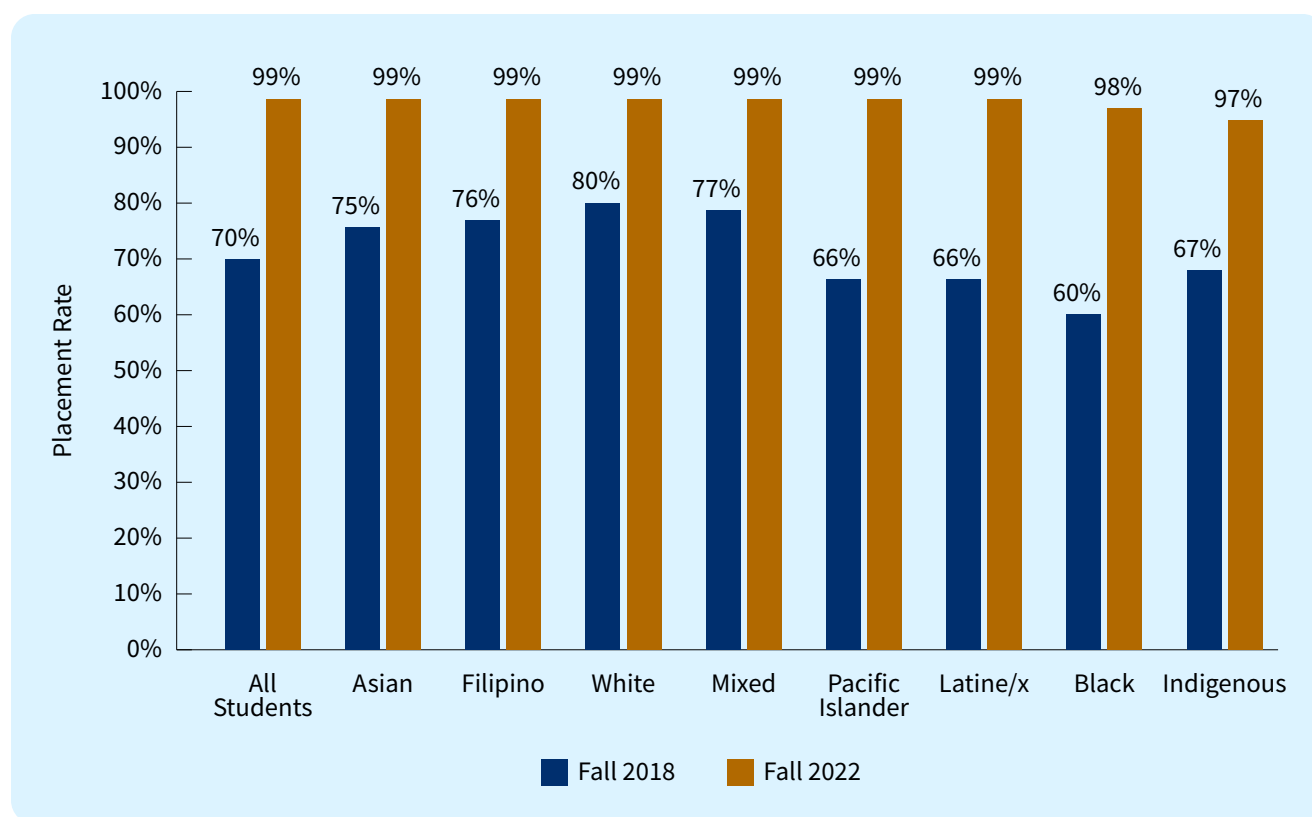
**Figure 5: Three-Year AA/ADT Rates**



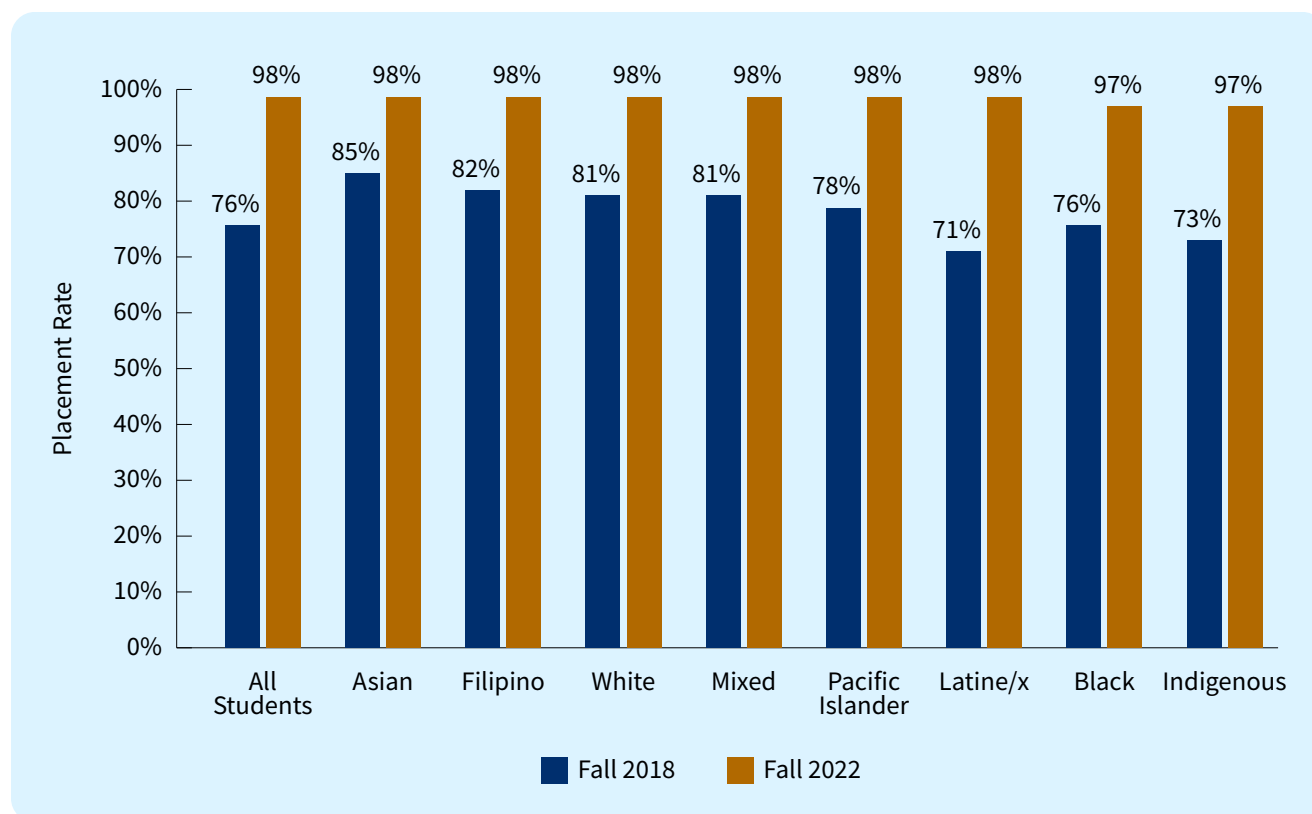
### GOAL 3: PROVIDING QUALITY CURRICULUM, INSTRUCTION, AND SUPPORT SERVICES TO STUDENTS WHO ENTER COLLEGE DEFICIENT IN ENGLISH AND MATHEMATICS TO ENSURE THESE STUDENTS COMPLETE A COURSE OF STUDY IN A TIMELY MANNER

Transfer-level math and English are key milestones to earning an associate degree and/or transferring to a four-year institution. As a result of recently enacted legislation, such as AB 705 (Irwin, 2017) and AB 1705 (Irwin, 2022), direct placement into transfer-level math or English is high among California community college students. Between fall 2018 and fall 2022, English placement rates increased, from 70% to 99% with racial equity gaps essentially closed (See Figure 6). Similarly, transfer-level math placement rates increased from 76% to 98%, with rates being nearly identical across student racial and ethnic identities (see Figure 7).

**Figure 6: Fall Transfer-Level English Placement by Racial Identities**

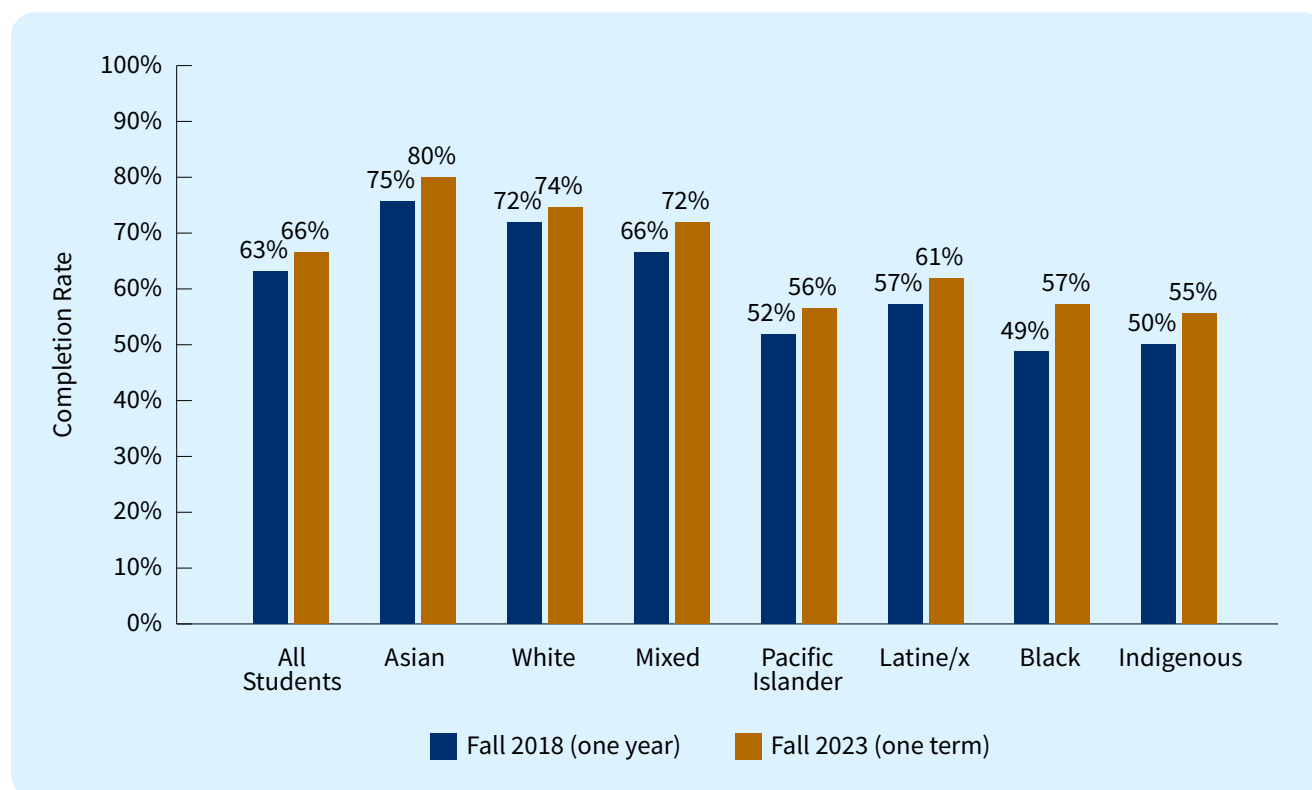


**Figure 7: Fall Transfer-Level Math Placement by Racial Identities**



As placement rates have increased, the number and proportion of students completing Transfer Level English has also increased. Prior to AB 705, 56% of students (97,3356 out of 174,940) beginning English coursework during fall 2017 completed transfer level coursework within one year. By comparison, 68% of students (108,346 out of 161,333) who started English coursework during fall 2022 completed transfer level coursework within one year. Like the overall completion rate, we see that overall completion has increased for all groups. For example, of Black and African American students who began English in fall 2017, only 41% successfully completed transfer level course work while those who began English in fall 2022 56% completed transfer level coursework. While all groups shifted upwards, achievement gaps narrowed slightly or remained unchanged.

**Figure 8: Transfer-Level English Completion within One Term by Racial Identities**



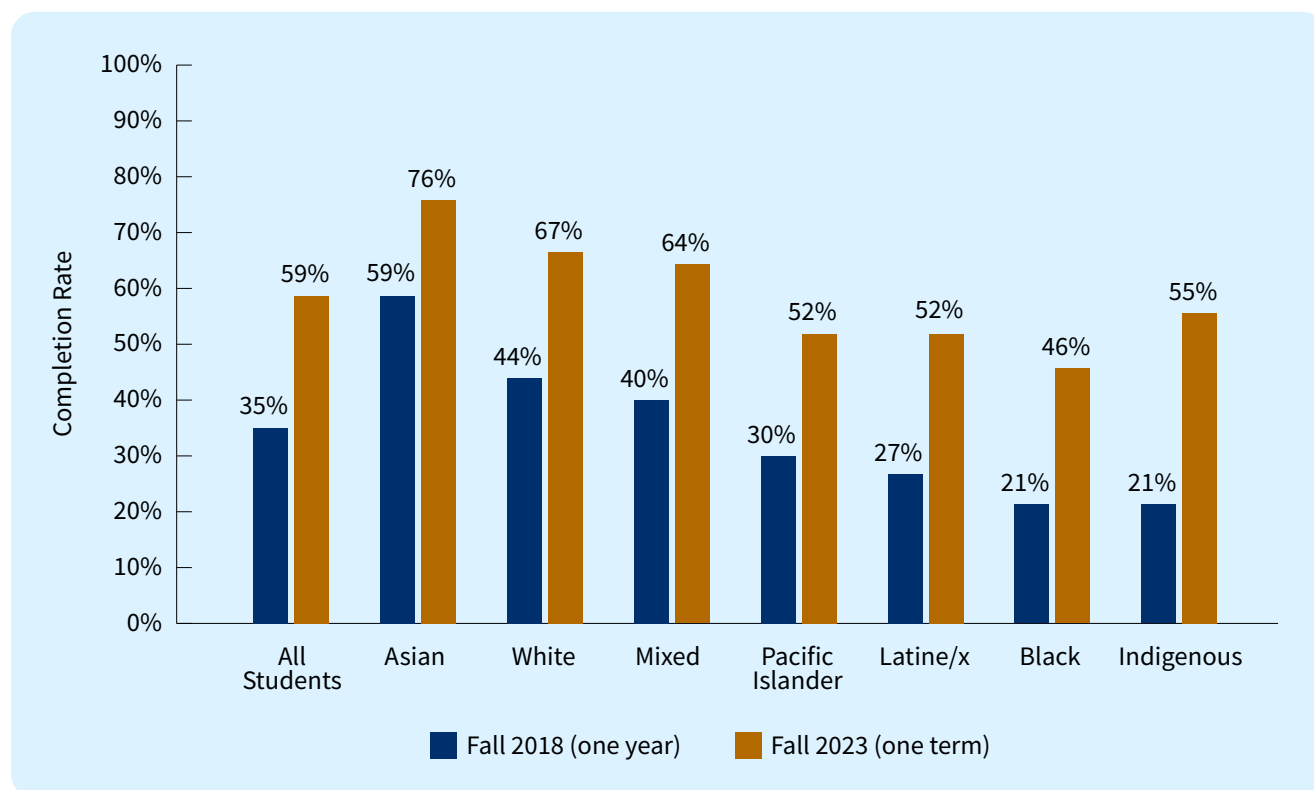
*Note: Consistent with IPEDS definition, Filipino students' transfer-level English completion rates are included with the Asian students' completion rates.*

Similar trends exist for math completion rates, proportionally more students are completing transfer level math coursework within their first year in 2022 (60%) compared to 2017 (30%). Despite enrollment declines to the pandemic, not only are proportionally more students completing transfer level coursework within one year, but the number has increased from 50,611 in fall 2017 to 73,468 in fall 2022. Although the data for the 2023 fall cohort is not yet complete, already 78,009 students have completed transfer level mathematics—the highest one year completion rate of all time in the California Community Colleges. (see Figure 9). Much like with English, all student groups have seen an increase in the proportion of students completing transfer level coursework in mathematics (see Figure 9). As an example, of the 88,126 Hispanic/Latine students who began math in fall 2017, only 18,222 completed transfer level coursework (21%). By comparison, 52% of fall 2022 Hispanic/Latine students completed transfer level mathematics in their first year (32,425 out of 62,470). Despite the enrollment decline, both more students and a higher proportion of students completed transfer level mathematics coursework after the implementation of AB 705. Unfortunately, much like English, achievement gaps have, at best, narrowed slightly or remained unchanged despite all groups seeing gains.

Though the system is still recovering from the COVID-19 pandemic's impact on students, student enrollment has again surpassed 2 million students. SEA funds will continue to help colleges implement programs and practices to help eliminate these gaps, such as funding

the needed initiatives or activities to proactively support students—specifically the college’s student groups with the lowest completion rates—in completing transfer level English and Math courses. Initiatives on campuses include: increasing culturally responsive communities of practice and evidence-based professional development opportunities for fulltime and adjunct Math and English instructors; imbedding peer mentors, tutors, counselors, and librarians in co-requisite courses to aid in transfer-level Math and English courses; and continuing AB705/1705 Workgroups.

**Figure 9: Transfer-Level Math Completion within One Term by Racial Identities**



*Note: Consistent with IPEDS definition, Filipino students’ transfer-level Math completion rates are included with the Asian students’ completion rates.*

## CONCLUSION

The SEA Program serves as a critical tool to advance equity across the California Community Colleges system. Its alignment with key state and system initiatives such as Vision 2030, the Governor’s Roadmap, and legislative mandates such as AB 705 and AB 1705 reflects its widespread approach to advance the systemwide goals of increasing achievement for all students and eliminating achievement gaps for underserved students. The flexibility in how funds are spent allows the districts and colleges to leverage the resources, tools, and supports to best serve their students, particularly underserved student populations. During the 2022-2023 academic year, a substantial portion of the SEA Program funds were used for instructional and support services, as well as counseling resources.

Despite the challenges the COVID-19 pandemic brought, colleges continue to work towards implementing practices and activities that advance the Guided Pathways framework and goals of transforming institutional structures and processes, redefining readiness, redesigning holistic support for students, and advancing equity. More specifically, colleges have made significant progress in adopting more equitable placement policies that have increased access to transfer-level English and math courses across the board and nearly eliminated equity gaps in access to these courses. The Chancellor’s Office will continue to highlight innovative practices and support professional development efforts across the system to improve ongoing challenges in achieving equitable completion rates for transfer-level Math and English courses.

As part of the continuous improvement process for the SEA program, the Chancellor’s Office redesigned the Student Equity Plan (SEP) template for colleges for the 2025-2028 period to align with Vision 2030, the current strategic action plan for the California Community Colleges system. In the SEP, colleges are required to develop, implement, and monitor data-informed strategies to address equity gaps in access, persistence, transfer-level Math and English attainment, completion, and transfer. In addition to asking colleges how they will continue to align SEA Program and equity-centered efforts with their local Guided Pathways framework, the 2025-2028 SEP also asks colleges to address key equity-centered strategies outlined in Vision 2030 designed to serve all Californians: growing dual enrollment pathways to enable all students to complete 12 units of college credit in high school; building Credit for Prior Learning (CPL) into degree and certificate pathways; designing local pathways and support frameworks for veterans, foster youth, justice-involved and justice-impacted students; and providing pathways to economic mobility for the 6.8 million primarily low-income adult learners in California who have graduated high school but never completed a college credential. All of these new planning efforts will be supported in the 2025-2028 SEP through a new data-informed section focusing on timely and equitable comprehensive educational planning for all students—with an emphasis on supporting students seeking transfer to four-year universities.

With a new 2025-2028 Student Equity Plan template in place for college plans, as well as continued systemwide efforts aimed at improving articulation, transfer, and workforce development (specifically Common Course Numbering, the new Cal-GETC general education pattern, and Strong Workforce program regional planning), California community colleges are working across several areas to serve all Californians and to identify, address, and eliminate equity gaps across the entire student journey.

## APPENDIX A: SEA PROGRAM ALLOCATION TABLE

District	Allocation
Allan Hancock Joint Community College District	\$4,196,436
Antelope Valley Community College District	\$6,535,345
Barstow Community College District	\$1,578,473
Butte-Glenn Community College District	\$4,658,457
Cabrillo Community College District	\$3,736,650
Cerritos Community College District	\$6,951,448
Chabot-Las Positas Community College District	\$6,469,061
Chaffey Community College District	\$6,962,426
Citrus Community College District	\$4,763,275
Coast Community College District	\$12,421,111
Compton Community College District	\$2,518,742
Contra Costa Community College District	\$12,297,017
Copper Mountain Community College District	\$963,852
Desert Community College District	\$3,992,069
El Camino Community College District	\$7,222,916
Feather River Community College District	\$934,967
Foothill-Deanza Community College District	\$11,148,543
Gavilan Joint Community College District	\$2,120,862
Glendale Community College District	\$5,684,389
Grossmont-Cuyamaca Community College District	\$7,949,686
Hartnell Community College District	\$3,907,672
Imperial Community College District	\$3,104,235
Kern Community College District	\$11,357,100
Lake Tahoe Community College District	\$1,099,960
Lassen Community College District	\$1,245,620
Long Beach Community College District	\$7,113,161
Los Angeles Community College District	\$50,437,129
Los Rios Community College District	\$22,219,870
Marin Community College District	\$1,742,863
Mendocino-Lake Community College District	\$1,532,389

District	Allocation
Merced Community College District	\$4,358,234
Miracosta Community College District	\$4,501,012
Monterey Peninsula Community College District	\$2,573,251
Mt. San Antonio Community College District	\$14,299,313
Mt. San Jacinto Community College District	\$5,850,731
Napa Valley Community College District	\$2,396,694
North Orange County Community College District	\$13,944,111
Ohlone Community College District	\$2,715,571
Palo Verde Community College District	\$1,221,488
Palomar Community College District	\$6,303,922
Pasadena Area Community College District	\$8,320,983
Peralta Community College District	\$9,129,926
Rancho Santiago Community College District	\$14,522,011
Redwoods Community College District	\$1,817,019
Rio Hondo Community College District	\$6,073,173
Riverside Community College District	\$12,283,288
San Bernardino Community College District	\$8,230,259
San Diego Community College District	\$18,455,499
San Francisco Community College District	\$9,765,038
San Joaquin Delta Community College District	\$5,975,978
San Jose-Evergreen Community College District	\$5,090,419
San Luis Obispo County Community College District	\$3,022,433
San Mateo County Community College District	\$7,080,386
Santa Barbara Community College District	\$4,661,832
Santa Clarita Community College District	\$5,838,638
Santa Monica Community College District	\$9,735,824
Sequoias Community College District	\$5,354,834
Shasta-Tehama-Trinity Community College District	\$3,017,202
Sierra Joint Community College District	\$5,845,784
Siskiyou Joint Community College District	\$921,473
Solano Community College District	\$3,238,962



District	Allocation
Sonoma County Community College District	\$6,426,583
South Orange County Community College District	\$11,011,529
Southwestern Community College District	\$6,448,903
State Center Community College District	\$14,883,884
Ventura County Community College District	\$10,460,614
Victor Valley Community College District	\$4,241,685
West Hills Community College District	\$2,842,938
West Kern Community College District	\$1,792,012
West Valley-Mission Community College District	\$4,956,355
Yosemite Community College District	\$7,308,598
Yuba Community College District	\$3,997,837

## APPENDIX B: STUDENT EQUITY PLAN – EXECUTIVE SUMMARIES

Listed below are links to the Student Equity Plan Executive Summary for each college. Each executive summary includes, at a minimum, the student groups for whom goals have been set, the goals, the initiatives that the community college or community college district will undertake to achieve these goals, the resources that have been budgeted for that purpose, and the community college district official to contact for further information.

[Allan Hancock College](#)

[American River College](#)

[Antelope Valley College](#)

[Bakersfield College](#)

[Barstow College](#)

[Berkeley City College](#)

[Butte College](#)

[Cabrillo College](#)

[Canada College](#)

[Cerritos College](#)

[Cerro Coso Community College](#)

[Chabot College](#)

[Chaffey College](#)

[Citrus College](#)

[City College of San Francisco](#)

[Clovis Community College](#)

[Coastline Community College](#)

[College of Alameda](#)

[College of Marin](#)

[College of San Mateo](#)

[College of the Canyons](#)

[College of the Desert](#)

[College of the Redwoods](#)

[College of the Sequoias](#)

[College of the Siskiyous](#)

[Compton College](#)

[Contra Costa College](#)

[Copper Mountain College](#)

[Cosumnes River College](#)

[Crafton Hills College](#)

[Cuesta College](#)

[Cuyamaca College](#)

[Cypress College](#)

[De Anza College](#)

[Diablo Valley College](#)

[East Los Angeles College](#)

[El Camino College](#)

[Evergreen Valley College](#)

[Feather River College](#)

[Folsom Lake College](#)

[Foothill College](#)

[Fresno City College](#)

[Fullerton College](#)

[Gavilan College](#)

[Glendale Community College](#)

[Golden West College](#)

[Grossmont College](#)  
[Hartnell College](#)  
[Imperial Valley College](#)  
[Irvine Valley College](#)  
[Lake Tahoe Community College](#)  
[Laney College](#)  
[Las Positas College](#)  
[Lassen College](#)  
[Long Beach City College](#)  
[Los Angeles City College](#)  
[Los Angeles Harbor College](#)  
[Los Angeles Mission College](#)  
[Los Angeles Pierce College](#)  
[Los Angeles Southwest College](#)  
[Los Angeles Trade-Technical College](#)  
[Los Angeles Valley College](#)  
[Los Medanos College](#)  
[Madera Community College](#)  
[Mendocino College](#)  
[Merced College](#)  
[Merritt College](#)  
[MiraCosta College](#)  
[Mission College](#)  
[Modesto Junior College](#)  
[Monterey Peninsula College](#)  
[Moorpark College](#)  
[Moreno Valley College](#)  
[Mt. San Antonio College](#)  
[Mt. San Jacinto College](#)  
[Napa Valley College](#)

[Norco College](#)  
[Ohlone College](#)  
[Orange Coast College](#)  
[Oxnard College](#)  
[Palo Verde College](#)  
[Palomar College](#)  
[Pasadena City College](#)  
[Porterville College](#)  
[Reedley College](#)  
[Rio Hondo College](#)  
[Riverside City College](#)  
[Sacramento City College](#)  
[Saddleback College](#)  
[San Bernardino Valley College](#)  
[San Diego City College](#)  
[San Diego Mesa College](#)  
[San Diego Miramar College](#)  
[San Joaquin Delta College](#)  
[San Jose City College](#)  
[Santa Ana College](#)  
[Santa Barbara City College](#)  
[Santa Monica College](#)  
[Santa Rosa Junior College](#)  
[Santiago Canyon College](#)  
[Shasta College](#)  
[Sierra College](#)  
[Skyline College](#)  
[Solano Community College](#)  
[Southwestern College](#)  
[Taft College](#)

[Ventura College](#)

[Victor Valley College](#)

[West Hills College Coalinga](#)

[West Hills College Lemoore](#)

[West Los Angeles College](#)

[West Valley College](#)

[Woodland Community College](#)

[Yuba College](#)

## REFERENCES

Student Matriculation, Cal. Education Code § 78213.

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=78213.&lawCode=EDC](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78213.&lawCode=EDC)

Student Equity Plans, Cal. Education Code § 78220.

[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.5](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.5)

Student Equity Plans, Cal. Education Code § 78222.

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=78222&lawCode=EDC](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78222&lawCode=EDC)

Student Success Act, of 2012, A.B. 705, Chapter 745 (Cal. Stat.2017).

[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB705](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705)

Student Success Act, of 2012, A.B. 1705, Chapter 926 (Cal. Stat. 2022).

[https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=202120220AB1705](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705)



Front cover photo:  
Los Angeles Pierce College

Photo at right:  
Cerritos College

Back cover photo:  
Sacramento City College



Connect  
with us!

## WEBSITES

**California Community Colleges**  
cocco.edu

**Salary Surfer**  
salarysurfer.cocco.edu

**I Can Go To College**  
icangotocollege.com

## SOCIAL MEDIA



**California Community Colleges Facebook**  
facebook.com/CACommColleges



**California Community Colleges Twitter**  
twitter.com/CalCommColleges

**Chancellor Sonya Christian Twitter Feed**  
twitter.com/sonyachristian

**Government Relations Twitter Feed**  
twitter.com/CCGRAvocates



**California Community Colleges YouTube**  
youtube.com/CACommunityColleges



**California Community Colleges Instagram**  
instagram.com/CaliforniaCommunityColleges



**California Community Colleges LinkedIn**  
linkedin.com/company/  
californiacommunitycolleges/



**California Community Colleges Threads**  
threads.net/@californiacommunitycolleges





California Community Colleges Chancellor's Office

1102 Q Street | Suite 4400 | Sacramento, CA 95811

[www.cccco.edu](http://www.cccco.edu)