



# MT. SAN ANTONIO COLLEGE

## REGULAR MEETING OF THE BOARD OF TRUSTEES

Wednesday, January 13, 2016

### MINUTES

#### CALL TO ORDER

The regular meeting of the Board of Trustees of Mt. San Antonio College was called to order by Board President Hall at 5:31 p.m. on Wednesday, December 9, 2015. Trustees Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos, and Student Trustee Santos were present.

#### STAFF PRESENT

Bill Scroggins, President/CEO; James Czaja, Vice President, Human Resources; Mike Gregoryk, Vice President, Administrative Services; Irene Malmgren, Vice President, Instruction; and Audrey Yamagata-Noji, Vice President, Student Services were present.

#### 1. PUBLIC COMMUNICATION REGARDING CLOSED SESSION

None.

#### 2. CLOSED SESSION

The Board adjourned to Closed Session at 5:32 p.m. to discuss the following items:

- **Conference with Legal Counsel – Existing Litigation pursuant to Section 54956.9(d)**  
(Case Nos. BC 576587 and BS 159593)

#### 3. PUBLIC SESSION

The public meeting reconvened at 6:34 p.m., and the Pledge of Allegiance was led by Student Trustee Elizabeth (Betty) Santos.

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*The Board reserves the right to modify the order of business in the manner it deems appropriate.*

*Closed session shall not extend past the designated time, but should the business considered in closed session require additional time, the Board shall reserve time after the public meeting to continue discussion.*

#### 4. REPORTING OF ACTION TAKEN IN CLOSED SESSION

Note: The entire dialogue may be heard beginning at 00:34 on the attached meeting audio.

None.

#### 5. INTRODUCTIONS AND RECOGNITION

Note: The entire dialogue may be heard beginning at 00:44 on the attached meeting audio.

- The following newly appointed and promoted employees were introduced:

##### Classified Employee (Newly Appointed)

- **Giovanni Rodriguez**, Student Center Specialist (Student Life) (present)
- **Eric Santos**, Parking Officer (Public Safety) (present)

##### Management Employee (Newly Appointed)

- **Mauro Ivan Pena**, Director, Career and Transfer Services (Student Services) (present)

##### Management Employee (Promoted)

- **Mary Lange**, Interim Director, Education for Older Adults and Adults with Disabilities

##### Classified Employee (Promoted)

- **Christine Santiago**, Financial Aid Specialist (Financial Aid) (present)

- The following members of the Citizens Oversight Committee were recognized for their service:

- **Paul Breit**, 4 years of service (absent)
- **Theodore (Ted) Ebenkamp**, 4 years of service (absent)
- **Marilyn Peters**, 4 years of service (present)
- **Edward Walsh**, 2 years of service (absent)
- **Michael Zhang**, 4 years of service (present)

- The following retirees were recognized, but not present; therefore, their Certificates of Service will be mailed to their homes:

- **Elizabeth Delgadillo**, Administrative Specialist I (Business), 8 years of service (absent)
- **Kathy Killiany**, Coordinator, Health Career Resource Center (Technology and Health), 10 years of service (absent)
- **Linda Rodriguez**, Account Clerk II (Continuing Education), 22 years of service (absent)

#### 6. APPROVAL OF MINUTES

Note: The entire dialogue may be heard beginning at 12:23 on the attached meeting audio.

It was moved by Trustee Baca, seconded by Trustee Hall, and passed to approve the minutes of the regular meeting of December 9, 2015.

Ayes: Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos

Noes: None

Abstained: None

Absent: None

Student Trustee concurred.

## 7. PUBLIC COMMUNICATION

Note: The entire dialogue may be heard beginning at 13:05 on the attached meeting audio.

- Resident Mansfield Collins and Barbara Leibold (attorney for the City of Walnut) spoke in opposition to tonight's Action Item #2 (approval of the Environmental Impact Report Addendum and Revised Mitigation for the West Parcel Solar Project). Mr. Collins distributed a handout for the Board's consideration, which may be viewed in the President's Office.

## 8. REPORTS

Note: The entire dialogue may be heard beginning at 22:20 on the attached meeting audio.

Reports by the following constituency leaders were given and are posted on the College website with these minutes:

- **Fabian Pavon**, Inter-Club Council Chair, Associated Students; and **Alejandro Juarez**, Inter-Club Council Co-Chair, Associated Students
- **Dan Smith**, President, Academic Senate
- **John Lewallen**, President, Classified Senate
- **Eric Kaljumagi**, President, Faculty Association
- **Mark Fernandez**, 2<sup>nd</sup> Vice President, CSEA 262 (no written report)
- **Bill Lambert**, Executive Director, Mt. SAC Foundation

## 9. BOARD COMMUNICATION

Note: The entire dialogue may be heard beginning at 45:00 on the attached meeting audio.

A. Trustee Chen Haggerty read the following reminder: "At this time, the Board of Trustees will report on matters related to attendance at conferences, professional affiliations, and community involvement directly related to their functions as Board members."

B. All Board members shared the following comments:

- They welcomed and congratulated newly appointed and promoted employees Mauro Ivan Pena, Giovanni Rodriguez, Christine Santiago, and Eric Santos.
- They congratulated Paul Breit, Ted Ebenkamp, Marilyn Peters, Ed Walsh, and Michael Zhang for their service on the Citizens Oversight Committee.
- They congratulated Elizabeth Delgadillo, Kathy Killiany, and Linda Rodriguez on their retirement.

C. Trustee Hall reported the following:

- He spoke about Associated Students President Rene Jimenez's mother, who passed away recently, and suggested that the family may need some financial support through this trying time.
- He talked about the Women's Basketball team and how well they're doing again this year.

D. Trustee Hidalgo reported the following:

- He thinks it's great that we're investing in some of our local talent.
- He attended the CalWORKS and CARE event.
- He attended the San Gabriel Valley Civic Alliance event.
- He plans on performing in Puttin' on the Hits.

E. Trustee Baca reported the following:

- He will be serving on a general session panel at the Statewide Academic Senate Instructional Innovation Design Conference in Riverside to discuss Civic Engagement.
- He will be serving on a general panel at UC Davis to discuss the Pathways to Law School program.

F. Trustee Bader reported the following:

- She attended the CalWORKS and CARE event.
- She attended the Pomona Christmas Parade.
- She talked about an article in the *Daily Bulletin* entitled 'New Community College Degrees Lifting States' Educational Level' regarding our Associate in Arts Degree for Transfer and our Associate in Sciences Degree for Transfer program, which was started in 2011. By 2015, the number of community colleges pursuing the degrees almost doubled.
- She'll be attending the ACCT National Legislative Conference in Washington, DC.

G. Trustee Santos reported the following:

- She enjoyed all the holiday events.
- She attended the CalWORKS and CARE event.
- She participated in the gift drive for disabled adults.
- She's been working with L. A. County on their Parks and Recreation Assessment.

H. Trustee Chen reported the following:

- He expressed his condolences to Associated Students President Rene Jimenez and his family.
- He will be attending the Classies and Puttin' on the Hits.
- He attended several TV stations to talk about Mt. SAC.
- He will be attending the Effective Trustee Workshop in Sacramento.
- He will be attending the ACCT Legislative Conference in Washington, DC.

I. Student Trustee Santos reported the following:

- She attended the CalWORKS and CARE event.
- She attended the Mountie Café opening.
- She will be attending the Student Trustee Workshop in Sacramento.
- She will be attending the ACCT Legislative Conference in Washington, DC.
- She'll pass along everyone's well wishes to Rene Jimenez, and his family does have a GoFundMe page.

J. Trustee Chen Haggerty reported the following:

- She thanked Dr. Scroggins for helping her with a lot of outreach programs.

**10. PRESIDENT SCROGGINS' REPORT INCLUDED THE FOLLOWING:**

Note: The entire dialogue may be heard beginning at 58:20 on the attached meeting audio.

- He welcomed and congratulated newly appointed and promoted employees Mauro Ivan Pena, Giovanni Rodriguez, Christine Santiago, and Eric Santos.
- He congratulated Paul Breit, Ted Ebenkamp, Marilyn Peters, Ed Walsh, and Michael Zhang for their service on the Citizens Oversight Committee.

- He congratulated Elizabeth Delgadillo, Kathy Killiany, and Linda Rodriguez on their retirement.
- He read three components of the Brown Act that must be met to add Action Item #7 to tonight's Agenda.

It was moved by Trustee Santos and seconded by Trustee Hall to add Action Item #7 to tonight's Agenda.

Discussion: None.

Ayes: Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos

Noes: None

Abstained: None

Absent: None

Student Trustee concurred.

- He asked Mike Gregoryk, Vice President, Administrative Services, to introduce Heather Decauwer, a partner of Vicenti, Lloyd & Stutzman, who then gave an oral report relating to books and records of the Mt. San Antonio Community College District Proposition 39, General Obligation Bonds (Measure R, November 2001; Measure RR, November 2008; Lease Revenue Bonds, 2007; and Bond Anticipation Notes, 2009) Performance and Financial Audits for the fiscal year ending June 30, 2015 (Action #1).

Discussion: Trustee Hall had a question, and Ms. Decauwer answered it. Mike Gregoryk commended both Gary Nellesen and Rosa Royce and their staff in monitoring and accounting for these expenditures. He also said that the Citizens Oversight Committee has become an integral part of our operation and that other colleges are calling Mr. Nellesen for his spreadsheets. Trustee Hall said that there's complete transparency when it comes to our reporting of expenditures, and that's what we strive to live up to.

The audit reports may be found with these minutes on the College website.

## 11. CONSENT CALENDAR

Note: The entire dialogue may be heard beginning at 1:10:27 on the attached meeting audio.

The following corrections were made to the Consent Calendar:

- On Page 24, Consent Item #7 was pulled from the agenda and will be brought back for approval at a later date.
- On Page 31, Personnel Transactions – under SUPERVISORY EMPLOYMENT – Extension of Interim Assignment, the salary for Juan Jauregui should read \$84,766.20/year.

It was moved by Trustee Bader, seconded by Trustee Chen, and passed to approve the following items, as corrected:

### ADMINISTRATIVE SERVICES

1. This item was pulled and acted upon separately (see Paragraph No. 12)
2. Ratification to hire various Independent Contractors in order to acquire the expertise needed to accomplish College goals and to meet deadlines.
3. Approval of the re-issuance of stale-dated warrants, as listed.

4. Approval of a contract amendment with Accountemps, a division of Robert Half International, Inc., to provide higher level temporary staffing services for the Fiscal Services Department.
5. This item was pulled and acted upon separately (see Paragraph No. 13).
6. Approval of an agreement with M. G. Andrews, Inc. to provide background investigation services for the Public Safety Department.
7. This item was pulled from the agenda and will be brought back for approval at a later date.
8. This item was pulled and acted upon separately (see Paragraph No. 14).
9. This item was pulled and acted upon separately (see Paragraph No. 15).
10. Approval of the following Change Order for the Professional and Organizational Development Remodel.
  - Contract GDL Best Contractors, Inc. (Utility Contractor) – Change Order No. 2.

#### **HUMAN RESOURCES**

11. Approval of Personnel Transactions.
12. Approval of an Addendum to the Agreement with QCERA Inc. for LeaveSource Enterprise.

#### **INSTRUCTION**

13. Approval of Continuing Education Division additions.
14. Approval of a survey agreement with Los Rios Community College District and Rio Hondo Community College District.
15. Approval of a contract with Davis Research, LLC.
16. Approval of Parachutes and Ladders Conference XV expenditures.
17. Approval of a renewal contract with Qualtrics.
18. Approval of an agreement with In-N-Out Burger for the Dr. Deborah Boroch Science Discovery Day.
19. Ratification of a contract renewal with Evans & Sutherland Computer Corporation for the Digistar Encore Maintenance Service Agreement.
20. Approval of modified courses and modified certificates and degrees effective with the 2016-17 academic year.
21. Approval of a Career Technical Education Employment Outcomes Survey.

22. Approval of a Course Identification Program Grant amendment.
23. Approval of Child Development Workforce Initiative Grant approval of activities.

#### **PRESIDENT'S OFFICE**

24. Approval of the proposed revised Board of Trustees 2015-16 Regular Meeting Calendar, adding the March 12, 2016, Board Study Session date.

Discussion: None.

Ayes: Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos

Noes: None

Abstained: None

Absent: None

Student Trustee concurred.

#### **12. CONSENT ITEM #1 – APPROPRIATION TRANSFERS AND BUDGET REVISIONS SUMMARY**

Note: The entire dialogue may be heard beginning at 1:12:25 on the attached meeting audio.

It was moved by Trustee Baca and seconded by Trustee Hall to approve this item.

Discussion: Trustee Hall had a question, and Dr. Scroggins answered it.

Ayes: Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos

Noes: None

Abstained: None

Absent: None

Student Trustee concurred.

#### **13. CONSENT ITEM #5 – 2016-17 NONRESIDENT TUITION FEES**

Note: The entire dialogue may be heard beginning at 1:14:39 on the attached meeting audio.

It was moved by Trustee Bader and seconded by Trustee Baca to approve this item.

Discussion: Trustee Bader and Trustee Chen Haggerty had questions, and President Scroggins and Mike Gregork answered them.

Ayes: Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos

Noes: None

Abstained: None

Absent: None

Student Trustee concurred.

#### **14. CONSENT ITEM #8 - AGREEMENTS TO PROVIDE PROFESSIONAL DESIGN AND CONSULTING SERVICES WITH H2 ENVIRONMENTAL CONSULTING SERVICES, INC. FOR THE FORMER CAMPUS CAFÉ DEMOLITION; HILL PARTNERSHIP, INC. FOR THE HUMANITIES AIR HANDLING UNIT REPLACEMENT; PSOMAS FOR THE WEST PARCEL SOLAR PROJECT; AND RIDGE LANDSCAPE ARCHITECTS FOR CAMPUS INTERIOR SITE IMPROVEMENTS**

Note: The entire dialogue may be heard beginning at 1:19:13 on the attached meeting audio.

It was moved by Trustee Bader and seconded by Trustee Baca to approve this item.

Discussion: Trustees Bader, Chen, and Hall had questions, and Gary Nellesen answered them.

Ayes: Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos

Noes: None

Abstained: None

Absent: None

Student Trustee concurred.

**15. CONSENT ITEM #9 – MODULAR BUILDINGS INSTALLATION CONTRACT AMENDMENT**

Note: The entire dialogue may be heard beginning at 1:25:27 on the attached meeting audio.

It was moved by Trustee Baca and seconded by Trustee Hall to approve this item.

Discussion: Trustee Hall had a question, and Gary Nellesen answered it. Trustee Chen Haggerty had a question, and Gary Nellesen and Dr. Scroggins answered it.

Ayes: Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos

Noes: None

Abstained: None

Absent: None

Student Trustee concurred.

**16. ACTION ITEM #1 – AUDIT REPORTS FROM VICENTI, LLOYD & STUTZMAN, CERTIFIED PUBLIC ACCOUNTANTS, FOR THE FISCAL YEAR ENDING JUNE 30, 2015, RELATING TO BOOKS AND RECORDS OF THE MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT PROPOSITION 39, GENERAL OBLIGATION BONDS (MEASURE R, NOVEMBER 2001; MEASURE RR, NOVEMBER 2008; LEASE REVENUE BONDS, 2007; AND BOND ANTICIPATION NOTES, 2009) PERFORMANCE AND FINANCIAL AUDITS**

Note: The entire dialogue may be heard beginning at 1:32:05 on the attached meeting audio.

It was moved by Trustee Baca and seconded by Trustee Chen to approve this item.

Discussion: None.

Ayes: Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos

Noes: None

Abstained: None

Absent: None

Student Trustee concurred.



**17. ACTION ITEM #2 – ENVIRONMENTAL IMPACT REPORT (EIR) ADDENDUM AND THE REVISED AND MITIGATION MEASURES FOR THE WEST PARCEL SOLAR PROJECT**

Note: The entire dialogue may be heard beginning at 1:33:20 on the attached meeting audio.

It was moved by Trustee Hall and seconded by Trustee Baca to approve this item.

Discussion: Trustee Chen had questions, and Gary Nellesen answered them.

Ayes: Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos

Noes: None

Abstained: None

Absent: None

Student Trustee concurred.

**18. ACTION ITEM #3 – JUDY NIEH (BUSINESS/COMMUNITY REPRESENTATIVE) APPOINTED TO THE CITIZENS OVERSIGHT COMMITTEE, EFFECTIVE JANUARY 14, 2016, THROUGH DECEMBER 31, 2017**

Note: The entire dialogue may be heard beginning at 1:36:43 on the attached meeting audio.

It was moved by Trustee Hidalgo and seconded by Trustee Bader to approve this item.

Discussion: Both Trustees Chen Haggerty and Hall recommended Judy Nieh, and Trustee Hidalgo said that he has worked with her and thinks she'll do a good job.

Ayes: Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos

Noes: None

Abstained: None

Absent: None

Student Trustee concurred.

**19. ACTION ITEM #4 – EQUAL EMPLOYMENT OPPORTUNITY PLAN**

Note: The entire dialogue may be heard beginning at 1:37:49: on the attached meeting audio.

It was moved by Trustee Baca and seconded by Trustee Hidalgo to approve this item.

Discussion: None.

Ayes: Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos

Noes: None

Abstained: None

Absent: None

Student Trustee concurred.

**20. ACTION ITEM #5 – PROPOSAL TO INITIATE FACULTY NEGOTIATIONS: YEAR THREE OF A THREE-YEAR CONTRACT, EFFECTIVE JULY 1, 2014, THROUGH JUNE 30, 2017**

Note: The entire dialogue may be heard beginning at 1:38:36 on the attached meeting audio.

It was moved by Trustee Chen and seconded by Trustee Bader to approve this item.

Discussion: None.

Ayes: Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos

Noes: None

Abstained: None

Absent: None

Student Trustee concurred.

**21. ACTION ITEM #6 – NOMINATIONS FOR THE 2016 CCCT BOARD OF DIRECTORS**

Note: The entire dialogue may be heard beginning at 1:39:26 on the attached meeting audio.

It was moved by Trustee Bader and seconded by Trustee Baca to approve this item.

Discussion: Trustees Bader and Chen had questions, and Trustee Hall and Dr. Scroggins answered them. No action taken.

Ayes: Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos

Noes: None

Abstained: None

Absent: None

Student Trustee concurred.

**22. ACTION ITEM #7 – ADDENDUM - STUDENT EQUITY PLAN**

Note: The entire dialogue may be heard beginning at 1:44:07 on the attached meeting audio.

It was moved by Trustee Baca and seconded by Trustee Bader to approve this item.

Discussion: Trustee Hall had a question, and Audrey Yamagata-Noji answered it.

Ayes: Baca, Bader, Chen, Chen Haggerty, Hall, Hidalgo, Santos

Noes: None

Abstained: None

Absent: None

Student Trustee concurred.

**23. ADJOURNMENT**

The meeting adjourned at 8:21 p.m.

OBJECTIONS TO DRAFT ADDENDUM TO THE MT. SAN ANTONIO COLLEGE 2012  
FACILITY MASTER PLAN EIR, SCH 2002041161

By United Walnut Taxpayers  
Dennis G. Majors, P.E., UWT Board Member  
January 13, 2016

**Comprehensive Alternatives Analysis is Required in a Project Specific EIR**

1. A Mt. SAC solar alternatives analysis included an evaluation of three alternative sites and methods for solar power generation in a report, "Solar Power Options for Mt. San Antonio College", November 2013, which included the proposed West Parcel Solar Project. Three alternative sites and methods were evaluated as representative of the various available options, and used for decision-making: (1) 2.0 MW ground-mounted system located on the West Parcel, (2) a 0.33 MW system mounted on the top deck of the planned parking structure, and (3) a 1.5 MW watt carport [canopy] type system located in student Lot F. However, only the first alternative was included in an abbreviated Subsequent Program EIR when a site specific EIR with full disclosure of alternatives was clearly required. Such an alternatives evaluation is needed at this time in a project specific EIR.

**An Addendum is Inappropriate and Requires a Project Specific EIR**

2. The Addendum states that:

*(a) The conditions stated in Section 15162 that would require preparation of a subsequent EIR are discussed below in Section (e), but are not met here.*

*(b) An addendum to an adopted negative declaration may be prepared if only minor technical changes or additions are necessary or none of the conditions described in Section 15162 calling for preparation of a subsequent EIR or negative declaration have occurred.*

*(c) An addendum need not be circulated for public review but can be included in or attached to the final EIR or adopted negative declaration.*

3. Yet the Addendum states that a total of 11,000 truckloads will be dispatched from the Stadium Hill borrow source to the West Parcel at a rate of 20 truckloads per hour or at a spacing of 3 minute intervals minutes, 9 hours a days for 73 days over 6-mile haul route through three cities, two major college campuses and an unincorporated county area. The Addendum further states that truck spacing at 5-minute intervals will avoid congestion at intersections yet,

by this definition, congestion will occur through the dispatch of trucks at 3-minute intervals as stated elsewhere in the Addendum. Safety logistics of empty trucks accelerating through gaps in traffic south on Grand Avenue have also not been identified.

4. The Addendum states in defense of the not preparing a new environmental document that:

*“New information of substantial importance, which was not known and could not have been known with the exercise of reasonable diligence at the time the previous EIR was certified as complete or the Negative Declaration was adopted, ... ..”*

5. Competent facility planning would demonstrate the need to plainly define to the public how 11,000 truckloads of dirt would be routed through city streets of three cities and two college campuses co-mingled with public traffic. This was not done. These significant impacts justify the preparation of a new environmental document.

6. An Addendum is inappropriate because of these significant undisclosed impacts to the public. A project specific EIR must be prepared to provide adequate public disclosure, including the comprehensive evaluation of alternatives. The analysis of alternatives will allow the public an opportunity to compare impacts and benefits of the alternatives and allow Mt. SAC to receive informed input from the community.

### **Significant Changes to West Parcel Solar Project**

7. Mt. SAC attempts to justify that the physical building pad of the Solar Project has not changed significantly by stating:

*“The project remains at the same location, the project's characteristics are similar, and the magnitude of the potential environmental impact of the Solar Project are equal or less than that initially identified in Section 3.2 and Section 3.9 of the 2012 draft EIR.”*

8. However, a description of the building pad of the West Parcel Solar Project is shown on page 6, Draft Subsequent EIR to Final Program EIR, Response to Public Comments, November 2013. Section 3. Revisions to the Draft EIR, Paragraph 10 states:

*“The solar facility on the West Parcel was previously planned as a 1.5 to 2.0 MW facility on 6.6 acres (DEIR, p. 135). The proposed project is now a 2.0 MW facility on 10.6 acres.*

9. The above alterations in landforms between the DEIR, p. 135 and FEIR, pg. 6 constitutes a significant 61% increase in solar facility acreage (from 6.6 to 10.6 acres) without any disclosure in revised environmental documents.

10. Further and significantly, the revised building pad configuration recently disclosed in the Draft Addendum to the Mt. SAC 2012 Facility Master Plan EIR (SCH 2002041161) shows an unnumbered figure entitled Overall Planting Plan (EPT Design) which is so blurred to the reader that the physical scale shown at the bottom of the map cannot be read. However, from my personal knowledge of the project site and my measurement of known distances on the ground, I was able to determine that the build pad area has now been expanded to over 15 acres which is a approximately a 40% increase over than shown on page 6, Draft Subsequent EIR to Final Program EIR, Response to Public Comments, November 2013.

11. Since the solar panels have been pushed to the southern half of the building pad, Mt. SAC is creating building space for future uses on the northern portion of the pad undisclosed to the public. These significant changes have not been made available for public review in the Draft Addendum to the Mt. SAC 2012 Facility Master Plan EIR.

#### **Lack of Identification of the West Parcel Solar Project in the 2012 Facilities Master Plan**

12. An examination of the 2012 FMP indicates while the words "Solar and Retail" appeared at the West Parcel site, there was no specific information provided on the West Parcel Solar Project or what the project would entail. Effectively, the West Parcel Solar Project has not been included in any Mt. SAC Master Plan. This suggests the West Parcel Solar Project was a hastily developed land use scheme, not identified in the master plan, and only addressed in an abbreviated Subsequent Program EIR with no evaluation and disclosure of alternatives.

#### **The Addendum Excludes Line of Sight Analysis**

13. Very significant changes to the project have not been disclosed in visual or line of sight analyses and included in the Addendum even though a line of sight analysis was performed by Mt. SAC and disclosed to the Board of Trustees with no previous public disclosure when seeking approval for award of the contract, "Assessment, Design, Installation and Operation and Maintenance of a Photovoltaic Solar System (West Parcel Solar Project)" on September 16, 2015. A line of sight analysis was conducted by United Walnut Taxpayers and presented to the Board of Trustees on September 9 and 16, 2015 to examine the visual effects of the Solar Plant from a number of perspectives in the City of Walnut up to a mile from the Solar Plant site, based on its highly elevated location in the natural hillsides above city streets and near residences. Principle viewsheds were evaluated from highly traveled city streets, and from home sites that would be representative of many homes in a particular community. Residences are impacted by

both blocked views of the solar building pad and by the placement of a significant eyesore in the midst of the community where natural hillsides once existed. As well, significant visual impacts are experienced by motorists entering the city on main thoroughfares like Grand Avenue and from other city streets.

### **West Parcel Solar Projects Neglects City of Walnut General Plan Scenic View Highways**

14. The City of Walnut General Plan identifies a Scenic Highway on Grand Avenue in the location of the West Parcel Solar Project, which should be considered in a project specific EIR.. The West Parcel Solar Project is decimating this valued Scenic Highway. Under Scenic Highways, the General Plan states:

*“Grand Avenue between Valley Boulevard and the northern City limits. Of all the existing roads within the City of walnut, Grand Avenue possesses the most Scenic value”.*

### **Truck Haul Analysis**

15. The Addendum states that the earthmoving operation will use fifteen (15) cubic yard dump trucks. These trucks weigh approximately 30 tons and carry approximately 30 tons of dirt, for a total loaded weight of 60 tons. The maximum weight on City of Walnut streets is 8,500 pounds, such that trucks will significantly exceed weight limits.

16. Regarding the Truck Haul Analysis, the Addendum states:

*“The number of trucks traveling westbound on Temple Avenue and entering the 260-foot left-turn pocket to proceed southbound on Grand Avenue may cause potential congestion. If there is not enough left-turn pocket length, the haul trucks may cause congestion for other vehicles attempting to also use the outside left-turn lane.”*

17. The Addendum further states that truck spacing at 5-minute intervals will avoid congestion at intersections:

*“Therefore, trucks near the left-turn pocket at the Grand Avenue and Temple Avenue intersection is the key factor in determining if congestion will occur on the truck haul route to the West Parcel. Based on this analysis, if loaded trucks do not leave the borrow site under five (5) minutes apart, the left-turn pocket will not be congested.”*

18. Yet elsewhere the Addendum states that trucks will be dispatched from the Stadium Hill borrow source to the West Parcel at a rate of 20 truckloads per hour or at a spacing

of 3-minute intervals to achieve construction schedules. With truck intervals of 3 minutes, it falls well below the 5-minute interval to avoid traffic congestion at intersections. With more than one truck in the right lane of the left turn pocket at Temple and Grand, more than half the left turn lane will be filled, displacing public traffic onto through-traffic lanes. This congestion would likely occur in left-turn pockets at Temple Avenue turning left on Grand Avenue, from Grand Avenue turning left on Valley Boulevard, and from Valley Boulevard turning left on Temple Avenue. Significantly, Mt. SAC now extends the haul route to a total of 6 miles through the City of Walnut, the City of Pomona, the City of Industry, unincorporated county areas, the Cal Poly campus and the Mt. SAC campus, involving 11,000 truckloads of dirt, at a pace of 20 truckloads per hour for 73 days. This was probably unavoidable to avoid dangerous U-turns along any shorter route, but results in extraordinary impacts on these cities and entities.

19. The Addendum includes a “gap analysis” performed by Itetris, Inc. concluding:

*“The gap analysis identified 27 gaps in traffic exceeding 15 seconds during the peak hour analyzed. This indicates there is ample space for truck traffic to travel south on Grand Avenue from Temple Avenue to the site driveway, or space for entering or leaving the West Parcel without disrupting traffic flow on Grand Avenue or causing delays for haul trucks entering or leaving the West Parcel.”*

20. However, this means that in these short gaps in traffic occurring every couple minutes, one or possibly two 30-ton trucks at a time leaving the West Parcel after dumping their loads will be required to quickly weave into traffic gaps from a “full stop” to normal traffic speeds onto Grand Avenue. These trucks will travel south while public traffic quickly closes in and encounters them from behind on a right trending Grand Avenue turn with poor views looking ahead. Cars can close in quickly and unexpectedly on slow moving trucks after turning right from Amar Road on to Grand Avenue or passing through the Amar Road / Grand Intersection. These types of “real time” safety issues cannot be analyzed through numerical models. From my extensive experience in earth moving operations, the co-mingling of a haul route with public traffic, as is being done here, should always be avoided.

### **Revised Mitigation Measures**

21. The Addendum states:

*“MM-3a in the 2012 MMP is revised because the District does not issue demolition or grading permits for its construction projects. The District approves contracts for demolition or grading activities for their projects. As indicated in some public comments, the initial language may be misinterpreted that permits are required from outside agencies. The 2012 MMP and the 2012 Final EIR Facts and Findings did not state the*

*involvement of any outside agencies in this regard. The change is not significant and no new effects result from the change."*

22. Mt. SAC uses an Addendum to a Subsequent Supplemental EIR to attempt to provide justification for exemption from City permits, and County permits which have adopted by reference by the City of Walnut. The California Government Code, the City of Walnut Municipal Code and the County of Los Angeles Building Code all require grading permits for a local agency entity such as Mt. San Antonio College.

23. CA Gov. Code Symbol 53097 states:

*"Notwithstanding any other provisions of this article, the governing board of a school district shall comply with any city or county ordinance (1) regulating drainage improvements and conditions, (2) regulating road improvements and conditions, or (3) requiring the review and approval of grading plans as these ordinance provisions relate to the design and construction of onsite improvements which affect drainage, road conditions, or grading, and shall give consideration to the specific requirements and conditions of city or county ordinances relating to the design and construction of offsite improvements. If a school district elects not to comply with the requirements of city or county ordinances relating to the design and construction of offsite improvements, the city or county shall not be liable for any injuries or for any damage to property caused by the failure of the school district to comply with those ordinances. (Amended by Stats. 1990, Ch. 275, Sec. 2.)"*

24. Further, the Los Angeles County Building Code, which includes its planning and zoning ordinances, imposes additional regulations on a project with more than 100,000 cubic yards of on-site earthwork to avoid mass landform alteration, preserve hillside shapes and maintain viewsheds of surrounding areas. Because of the volume of earth fill involved on the West Parcel Solar Project, the provisions of Title 22, Planning and Zoning Restrictions Hillside Grading specifically apply.

25. This Code Section states, in part:

*County Building Code – Title 22 Planning and Zoning, 1. Conditional Use Permits, 22.56.217 – Hillside Management Areas – Additional Regulations*

*Appendix for Section 22.56.217 – Hillside Design Guidelines, VI Sensitive Hillside Design Measures, 2. Grading and Facilities*

*Avoid mass landform alteration, preserve the physical shape of the hillside, and maintain pleasant views.*



*2.1. For projects with more than 100,000 cubic yards of onsite earthwork, avoid any mass cut and fill grading that would result in a change of 25 feet or greater in elevation from the existing natural grade to the finished manufactured grade at any one point on the site.*

*2.2. Use contoured grading lines that match or closely match the existing topography, generally avoiding lines that trace 45 to 90 degrees against the natural contour.*

*2.3. Utilize undulating banks for graded slopes to maintain the natural pattern of the topography to the greatest extent feasible.*

# LEIBOLD McCLENDON & MANN

A PROFESSIONAL CORPORATION

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January 13, 2016

Board of Trustees  
Mount San Antonio College  
1100 North Grand Avenue  
Walnut, CA 91789

Re: *Environmental Impact Report Addendum and Revised Mitigation for the West Parcel Solar Project MT. SAC Photovoltaic System – West Parcel Solar Project*

Dear Members of the Board of Trustees:

The purpose of this letter is to provide comments and objections on behalf of the City of Walnut to the above-referenced documents presented as Action Item 2 on the Agenda for the January 13, 2016 Regular Meeting of the Board of Trustees.

## Introduction

On September 16, 2015, the Board of Trustees awarded a design-build agreement for the Solar Project to be located on the College's West Parcel. At the November 18, 2015 meeting, the Board of Trustees approved the award of bids, including grading of the West Parcel site. In both instances, the Mt. San Antonio Community College District (the "District") relied on the Master Facility Plan 2012 Program EIR (SCH 2002041161), including the 2012 EIR Response to Public Comments and the 2012 Mitigation Monitoring Program (the "2012 EIR") and made findings that no additional environmental review was required under the California Environmental Quality Act (CEQA).

The City of Walnut has previously submitted comments to the District challenging the reliance on the 2012 EIR and asserting that a project-level environmental analysis is required. As a responsible agency under CEQA, the City should be included in Project review and regulation, including but not limited to the conditional use permit, a grading permit, and a City-approved truck haul route. The City's position is based not only on applicable state law and the City's Municipal Code, but representations made by District officials and the Project's own mitigation measures included in the 2012 EIR.

For example, Mitigation Measure MM-2c of the Mitigation Monitoring Program in the 2012 EIR states:

MM-2c: **Prior to issuance of a grading permit**, Facilities Planning & Management shall consult with the City of Walnut on a Truck Route Plan for truck hauling activities with more than fifty

(50) trucks per day. Hauling of earth materials shall only occur between 9:00 am and 2:00 pm Monday through Friday and between 8:00 am to 5:00 pm on Saturdays to void peak hour traffic. Light duty trucks with a weight of no more than 8,500 pounds are exempted from this restriction. Facilities Planning & Management shall ensure compliance. (Emphasis added.)

Now, in a failed effort to correct the inadequacies of the District's environmental review and to evade the City's rights as a responsible agency under CEQA, the District has prepared an Addendum to the 2012 FMP Final EIR (the "Addendum"). The proposed Addendum includes revisions to four mitigation measures (2c, 2k, 3a, and 3i) to allow for extended dump truck traffic, require parking supply studies at regular intervals, remove the requirement for obtaining a grading permit, and bring the paint VOC standards up to current industry and state requirements. The Addendum also adds six new mitigation measures to "mitigate potentially significant traffic impacts from the construction truck hauling of soil import to the West Parcel."

The District is trying to game the CEQA system through its preparation of the Addendum.

The District is using the Addendum in an attempt to usurp both the City's rights as a responsible agency under CEQA and its general police powers to properly regulate and control grading activities, traffic, and weight limits on City streets. Furthermore, the Addendum is woefully inadequate as an informational CEQA document.

In correspondence over the past few months, the City has brought to light several glaring deficiencies in how the District has gone about moving forward with the Solar Project, including its lack of detailed project-level review, its misrepresentation regarding consultation with the City on a truck haul route to import soil to the West Parcel site, the District's plans to violate the City's street weight limits in importing, and the District's apparent inability to describe the Solar Project in sufficient detail from one environmental document to the next.

The Addendum represents the District's attempt to put a bandage over the substantial missteps taken thus far in the Solar Project's environmental review process. Even so, the Addendum falls well short of providing adequate disclosure of potentially significant impacts, and in fact changes the Project so substantially that further study and review is warranted in several key CEQA areas.

Quite simply, the Addendum is not the proper instrument to carry out the type of substantial changes the District has made to the Project, including the proposed truck haul route, the revision and addition of several key mitigation measures, and the (once again) revision to the Project description.

The District has improperly changed the Project description in violation of CEQA.

The District's description of the Solar Project has been a moving target—never remaining the same over the course of the public review process, with the result that no adequate review has been undertaken by virtue of the Project's changeability. The Project has been described in the

RFP for the design/build agreement and in several CEQA documents such as the Final EIR, Responses to Public Comments, and Draft Subsequent EIR, and now the Addendum. At least one component of the Project has been changed or added since the publication of the first environmental review document.

These changes are outlined in the table below:

	<b>2012 Draft Subsequent EIR</b>	<b>2012 Response to Public Comments (Final EIR)</b>	<b>2015 Addendum</b>
<b>Earth Import</b>	261,000 cubic yards import	333,980 cubic yards import	163,571 cubic yards import <sup>1</sup>
<b>Truck Hauling Distance</b>	1 mile	No change	6 miles
<b>Truck Hauling Route</b>	Consult with the City of Walnut	Consult with the City of Walnut	No Consultation; six mile loop through the Cities of Walnut and Pomona
<b>Truck hauling time</b>	[3 minutes implied by 1 mile haul route]	[3 minutes implied by 1 mile haul route]	13.5 minutes per truck
<b>Truck Idling time</b>	Over 5 minutes prohibited	Over 5 minutes prohibited	Over 5 minutes prohibited
<b>Truck trips per hour</b>	Not analyzed	Not analyzed	160 trips per day or 20 trips/hour
<b>Number of Days for Grading and Construction</b>	312 days of grading and 312 days of construction	Not analyzed in light of greater earth import	73 days or three months
<b>Truck weight</b>	Not analyzed	Not analyzed	14 cubic yards/load = 65,000 loaded
<b>Hours of hauling per week</b>	34 hours/week 9-2 M-F, 8-5 Sat	34 hours/week 9-2 M-F, 8-5 Sat	48 hours/week 8:30-4:30 M-Sat
<b>Solar Project Area</b>	1.5 to 2.0 MW facility on 6.6 acres (DEIR, p. 135.)	2.0 MW facility on 10.6 acres (p. 6.)	2.2 MW Facility; 8.9 acre array on "approximately" 10.6 acre pad
<b>Grading Permit</b>	Grading permit required	No change	No grading permit required

<sup>1</sup> With the remainder of the 333,980 cubic yards being graded onsite using commercial earth-moving equipment. (Gary Nellesen comments, November 18, 2015 meeting of the Board of Trustees of Mt. SAC.)

Mitigation Measure 2c

In the 2012 draft subsequent EIR and the 2012 final EIR, Mitigation Measure 2c read:

“2c. Prior to issuance of a grading permit Facilities Planning & Management shall consult with the City of Walnut on a Truck Route Plan for truck hauling activities with more than fifty (50) trucks per day. Hauling of earth materials shall only occur between 9:00 am and 2:00 pm Monday through Friday and between 8:00 am to 5:00 pm on Saturdays to avoid peak hour traffic. Light duty trucks with a weight of no more than 8,500 pounds are exempted from this restriction. Facilities Planning & Management shall ensure compliance.”

The District now proposes to revise Mitigation Measure 2c to take out any mention of the requirements that the District seek a grading permit from the City and consult with the City on a truck haul route prior to importing soil and commencing grading. Another change is that the District now wishes to increase by 41 percent the number of hours it is allowed to conduct truck hauling activities on the City’s streets.

Moreover, the District now concedes its mitigation measure in the 2012 Final EIR was inadequate and lacked specificity, both due to an incomplete Project description, and to the fact that the District had not decided on a truck haul route, meaning the Project was not fully described or planned at the time it was approved:

“It is now apparent that MM-2c will intrude into the Saturday pm peak hour and **does not have the specificity needed for assessing truck hauling activities for the Solar Project** or future campus projects that involve large amounts of earth, concrete or other construction debris. Therefore, an extensive congestion analysis for truck hauling (Appendix A) was completed by Iteris, Inc., based on recent traffic counts, to aid the District in assessing potential truck haul route impacts on the area circulation network.”

(Addendum, pg. 6; emphasis added.)

The courts have repeatedly stated that: “An accurate, stable and finite project description is the *sine qua non* of an informative and legally sufficient EIR.” *County of Inyo v. City of Los Angeles* (1977) 71 Cal.App.3d 185, 192-93; *San Joaquin Raptor/Wildlife Reserve Center v. County of Stanislaus* (1994) 27 Cal.App.4th 713, 730.) “The defined project *and not some different project* must be the EIR’s bona fide subject.” (*M.M. Homeowners v. San Buenaventura City* (1985) 165 Cal.App.3d 357, 365, emphasis added.) While an EIR is not designed to freeze a project in the mold of the original proposal, “[o]n the other hand, a curtailed or distorted description of the project may ‘stultify the objectives of the reporting process.’” (*Dry Creek Citizens Coalition v. County of Tulare*, (1999) 70 Cal.App.4th 20, 28.)

A curtailed, enigmatic or unstable project description draws a red herring across the path of public input.” (*County of Inyo, supra*, at p. 198.) “[O]nly through an accurate view of the project may the public and interested parties and public agencies balance the proposed project's benefits against its environmental cost, consider appropriate mitigation measures, assess the advantages of terminating the proposal and properly weigh other alternatives.” (*City of Santee v. County of San Diego* (1989) 214 Cal.App.3d 1438, 1454); see also (*San Joaquin Raptor Rescue Center v. County of Merced* (2007) 149 Cal.App.4th 645, 654.)

To quote *County of Inyo* above, the District’s description of the Solar Project has not been “accurate, stable, and finite”. (*County of Inyo, supra*, at p. 192–193.) Even now, there is no apparent end in sight to what the District may have planned for the Project. CEQA does not sanction such ambiguity.

The Addendum constitutes a post hoc rationalization of the proposed Project and impermissibly defers mitigation measures to a later date when the Project will be well under way and out of sight of public review.

The Addendum revises Mitigation Measure 2k, which formerly contained a requirement that the District provide “8,825 parking spaces by 2020, and approximately 11,025 spaces by 2025.” Revised MM-2k does away with those mandates and instead defers mitigation to a later date by requiring the District to conduct a study every five years and then come up with a recommendation as to the number of parking spaces needed at that particular time. This sort of mitigation measure deferral is not allowed under CEQA.

In the leading case on deferred mitigation, *Sundstrom v. County of Mendocino* (1988) 202 Cal.App.3d 296, 307-309, the court disapproved a negative declaration requiring the project proponent to perform two studies in the future, holding that deferring evaluation of environmental impacts until after adoption of a negative declaration would amount to a *post hoc* rationalization and would skirt the required procedure for public review and agency scrutiny of potential impacts. The same equally holds true for EIRs. The CEQA Guidelines require an EIR to identify and describe *feasible* mitigation measures to minimize significant impacts on the environment. (Guidelines §15126.4(a); *emphasis added*.) CEQA defines “feasible” as meaning “capable of being accomplished in a successful manner within a reasonable period of time, taking into account economic, environmental, social, and technological factors.” (Public Resources Code § 21061.1.) Revised Mitigation Measure 2k is not a feasible mitigation measure

The Addendum omits several potentially significant environmental impacts from its analysis of the proposed truck haul route.

The District claims “[t]here are no new or exacerbated significant environmental impacts associated with the proposed Project that were not analyzed in the certified Final EIR.” (Addendum, pg. 16.) To the contrary, the District either completely failed to analyze certain required environmental impacts or failed to sufficiently update its now-outdated analyses in key areas such as air quality and noise.

### Air quality

The 2012 EIR analyzed air quality (table 3.2.15) from three simultaneous projects – Fire Training Academy, Athletic Education Building, Parking Structure, and the Solar Project. The air quality impacts from the Solar Project were analyzed separately in table 3.2.12 for 261,000 cubic yards of dirt. Mitigation Measure AQ-07 in the 2012 EIR prohibited vehicle and engine idling for longer than five minutes. (2012 EIR, p. 76.)

As described above, however, the proposed truck haul route is now six miles long, instead of the originally analyzed one-mile route from the 2012 EIR. The Addendum does not analyze the air quality impacts of the 500 percent increase in distance that trucks will be driving. Furthermore, while the Addendum analyzes traffic impacts for 160 truck trips per day, nowhere does it analyze the air quality impacts for these trips.

In addition to a general air quality analysis, the District should perform an OEHHA Toxic Air Contaminant health hazard assessment. The 2012 draft EIR concludes a health risk assessment is not required because Mitigation Measure AQ – 04 requires the use of ultra low sulfur diesel fuel, and because diesel emissions occur over a relatively short duration of construction. However the February 2015 OEHHA Air Toxics Hotspots Program Guidance Manual states:

“Due to the uncertainty in assessing cancer risk from very short-term exposures, we do not recommend assessing cancer risk for projects lasting less than two months at the MEIR. We recommend that exposure from projects longer than 2 months but less than 6 months be assumed to last 6 months (e.g., a 2-month project would be evaluated as if it lasted 6 months). Exposure from projects lasting more than 6 months should be evaluated for the duration of the project. In all cases, for assessing risk to residential receptors, the exposure should be assumed to start in the third trimester to allow for the use of the ASFs (OEHHA, 2009)” (Air Toxics Hotspots Program Risk Assessment Guidance Manual, 2015, p. 8-18).

In other words, any project lasting longer than two months should be evaluated for health risks. Here, the District has stated in the Addendum that soil importation to the West Parcel site will last 73 days, or three months. Therefore, an exposure assessment should be completed as if the Project lasted for six months.

### Noise

Noise impacts for the Project were analyzed in the 2008 EIR § 3.4. However, like air quality analysis discussed above, the Addendum does not discuss much less analyze noise impacts from 20 truck trips per hour. These trucks will be driving through the cities of Walnut and Pomona directly adjacent to residential neighborhoods and businesses. While Mitigation Measure AQ-07, discussed above, prohibited vehicle idling for longer than five minutes, that

measure will be vitiated by the trucks now constantly driving the six-mile haul route eight hours a day, six days a week.

The Addendum is improper under CEQA.

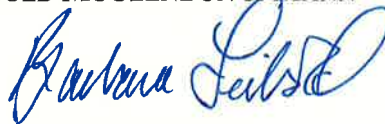
The District takes the position that its proposed Addendum to the 2012 EIR is properly prepared because “some changes or additions are necessary for the project,” and that those changes are sufficiently insubstantial to warrant a lesser degree of scrutiny of the kind addressed in the Addendum. The District is mistaken. As discussed above, the Addendum proposes changes to several key mitigation measures, and those proposed revisions will result in potentially significant impacts to the environment.

Summary

The District’s belated attempt to fix its CEQA problems *after* its approval of the Project and cut the City of Walnut out of the CEQA review process violate the very purpose of CEQA itself.

Very truly yours,

LEIBOLD McCLENDON & MANN



By: Barbara Leibold

cc: Walnut City Council  
Robert M. Wishner, City Manager  
Tom Weiner, Community Development Director





# Associated Students Report

*Presented by A.S. President Rene Jimenez*

*January 13, 2016*

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Greetings Members of the Board,

## UPCOMING EVENTS

### **NASPA Conference-** March 12 – 16<sup>th</sup>, Indianapolis, ID

Student Affairs Administrators in Higher Education – a delegation of AS students are excited to attend this conference to learn more about careers in education, emerging trends, equity issues affecting students, and programs that are being implemented at other institutions that promote student success and retention.

### **Sacramento - TBD**

AS is working on planning a trip to Sacramento this winter or spring.

### **Blood Drive -** January 20<sup>th</sup> & 21<sup>st</sup> 9C-5 Patio

### **Alumni Day-** 11/6/15

Associated Students are looking forward to volunteering at this great event. We will have our own reception 3pm to 5pm at 9C-5 Stage to meet and greet the alumni and inform them on this year's projects and goals.

## Updates

Although the fall semester has ended and we are in a slower winter session, Associated Students is still hard at work in their offices preparing, planning, and networking to improve student involvement and engagement on campus.

We were involved in the launching the Mountie Café and would like to express our gratitude for the soft opening invite to visit the building and sample the food.

We would like to express our appreciation for being involved in the Campus Center planning process and hope to have the ability to involve more student voices in the planning of our building. We look forward to meeting with the firm that is selected to communicate what the users are needing and looking for such as space for more student cultural programming or a cultural center.

**Academic Senate Report  
to the Board of Trustees  
January 13, 2016**

Full Senate Activity

The full Senate is on its winter break, and will not meet again until February 25.

Winter Work

Although most faculty are not slated to be on campus during the winter, several Senate task forces are working during the intersession to expedite campuswide issues:

1. Reassigned Time Task Force
2. Workforce Report Task Force
3. Noncredit, Continuing Education and Community Education Task Force

Other task forces and work groups have been formed or authorized, and will work on sustainability, learning communities, AB 288 implementation, and college textbook affordability in the near future.

A task force made up of both managers and faculty has been working on revising the AP governing faculty hiring, and will continue its work soon.

THE LGBTQ Task Force has completed most of its work, and will present its report early in the new semester.

Flex Activities for Winter

Although the mandatory Flex Day for faculty was held in August, additional professional development goes on throughout the academic year. A full day of voluntary professional development activities has been scheduled for February 19. Sixteen workshops are planned which address the myriad changes we expect in the next year, and the various ways in which faculty can help students.

Respectfully submitted,  
Dan Smith  
President, Academic Senate



# MT. SAN ANTONIO COLLEGE CLASSIFIED SENATE

REPORT TO THE BOARD OF TRUSTEES  
WEDNESDAY JAN. 13, 2016

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1. The Great Staff Retreat Task Force met on January 7 and finalized the list of facilitators and approved the application and flyer. The application has been sent out to all classified staff with a deadline of February 11. The retreat will be at the UCLA Conference Center from May 4 to 6, 2016.

The Retreat Task Force continues to report their efforts and progress to the Classified Professional Development Committee (CPDC) and to the Classified Senate.

2. Work is underway for this springs "Classys Excellence Awards." You will be hearing progress reports at future meetings.
3. The 15<sup>th</sup> Annual Pint Challenge Blood Drive is scheduled for March 15. As many know, Dave Schmidt, retired Mt. SAC electronics and computer professor, started this event in honor of his daughter. This will be an all-day drive, right here on the Mt. SAC campus. Classified Senate will be helping to promote the event. I will have more detailed information, soon.

Respectfully submitted by,  
John Lewallen  
President, Classified Senate



*Strengthen, Increase, Promote and Advance*

**Faculty Association Report  
To the Board of Trustees  
13 January 2016**

1. 2016-17 Negotiations

The Faculty Association is looking forward to the start of negotiations. The FA team of Eric Kaljumagi as lead, Joan Sholars, Sandra Essingler, Veronica Alvarez, and Judy Lawton has already started meeting and preparing for the reopener negotiations. The Faculty Association urges the Board to approve Action Item #5 tonight in order to formally initiate negotiations between the District and the Faculty Association.

2. CCA Winter Conference

The FA is sending a full delegation of seventeen to the Winter CCA Conference which will be held in Manhattan Beach on 19 - 21 February. Collective Bargaining and leadership are the foci of this event's professional development workshops. Professors Joan Sholars and Judy Lawton will participate in the Bargaining Academy and I will graduate from CCA's Leadership Academy during this event.

3. Puttin' on the Hits 2016

Rehearsals have begun for this year's Puttin' on the Hits, and once again the show promises to be a fun way to bring students, staff, faculty, and management together and raise money for student awards. Background musicians are still needed for many numbers, and we are hoping to recruit more managers and Board of Trustee members. This year's shows will be at 7:30 pm on March 4<sup>th</sup> and at 7:00 pm on March 5<sup>th</sup>. We hope you will join us. The FA will also accept tax deductible donations to the Faculty Association Student Achievement Fund from those that wish to support our work but not wear a costume.

Respectfully submitted by,  
Eric Kaljumagi, Faculty Association President



**Foundation Report to the Board of Trustees  
January 13, 2016**

As you may recall from my report last month, the Foundation secured a \$100K gift in support of the Nursing Program. After many conversations with the Division leadership I wanted to fill you in on the fun process of how we are spending the money. The funds will help to enhance the Skills Lab and Simulation Center. I want to thank Gary Gidcumb and Sarah Plesetz for their assistance helping to move this forward. Also I want to recognize Michelle Boyer in the Nursing Department. Michelle had the first contact with the donor and it was within days of being appointed the new Director of the Nursing program. Despite all that she was dealing with at that time she had the foresight to contact the Foundation and make the connection and advance our relationship with the donor.

On the topic of relationship building, I had an opportunity at the end of the year to steward one of Mt. SAC's good friends, Gary Chow. With the help of Foundation Board member David Sonner, we hosted Gary and a group of Walnut Boy Scouts. They visited the farm and planetarium and had a great time while learning a lot about Mt. SAC at the same time. Gary was very pleased we were able to accommodate him in that way. It's another example of people working together to support our efforts. A special thanks to Matt Pawlak, Larry Poncetta in the Ag program and Heather Jones and Jessica Draper at the Planetarium.

I also want to use this example to illustrate a point about the Development of the Foundation Board. David Sonner has taken the lead with this relationship and is very involved. This is the kind of activity we're starting to see more of from our Board. It's a much more sophisticated level of involvement that keeps them at the center of each of these relationships. It leverages their knowledge both of community connections interests and opportunities at Mt. SAC that match those interests.

Upcoming activities:

- January Foundation Board meeting on Thursday, January 21 will explore the new Dining Services building, Mountie Café.
- The Athletics Hall of Fame Banquet is coming up on February 6 at Pacific Palms. We have another great class of inductees this year. We will be a hosting a tour of campus the day before for inductee Mike Hohensee.
- Kepler dinner and lecture is right around the corner on Saturday, April 9. We will be welcoming Dr. Linda Spilker, Cassini mission scientist from JPL. I'll have more details for you coming up. But please mark your calendars for this always exciting event

Annual Giving Stats	FY2014/15	FY2015/16 To-Date	FY2015/16 Goal	FY2015/16 % to Goal
Total Dollars Raised	\$774,288.08	\$294,602.53	\$715,000	41.2%
Total # of Donors	710	324	781	41.4%

*Submitted by Bill Lambert, Executive Director, Mt. SAC Foundation*

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT**

**PERFORMANCE AUDIT**  
**OF**  
**PROPOSITION 39, GENERAL OBLIGATION BONDS**  
**(MEASURE R, NOVEMBER 2001 & MEASURE RR, NOVEMBER 2008)**  
**LEASE REVENUE BONDS (2007)**  
**BOND ANTICIPATION NOTES (2009)**

**June 30, 2015**



**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT**  
**PERFORMANCE AUDIT**  
**OF**  
**PROPOSITION 39, GENERAL OBLIGATION BONDS**  
**(MEASURE R, NOVEMBER 2001 & MEASURE RR, NOVEMBER 2008)**  
**LEASE REVENUE BONDS (2007)**  
**BOND ANTICIPATION NOTES (2009)**

**June 30, 2015**

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## INDEPENDENT AUDITOR'S REPORT

The Board of Trustees  
The Citizens' Oversight Committee  
Mt. San Antonio Community College District  
1100 North Grand Avenue  
Walnut, California 91789

We have conducted a performance audit of the Mt. San Antonio Community College District's (the District), Measure R and Measure RR General Obligation Bond funds for the year ended June 30, 2015. In addition, as a result of the District's use of Measure RR General Obligation Bond funds to defease temporary financing debt, we have conducted a performance audit of the District's use of proceeds from lease revenue bonds (2007) and bond anticipation notes (2009) for the fiscal year ended June 30, 2015.

We conducted our performance audit in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusion based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusion based on our audit objectives.

Our audit was limited to the objectives listed on pages 5-6 of this report which includes determining the District's compliance with the performance requirements for the Proposition 39 Measure R and Measure RR General Obligation Bonds under Section 1(b)(3)(C) of Article XIII A of the California Constitution and Proposition 39 as they apply to the Bonds and the net proceeds thereof. Management is responsible for the District's compliance with those requirements.

Solely to assist us in planning and performing our performance audit, we obtained an understanding of the internal controls of the District to determine if internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution. Accordingly, we do not express any assurance on internal control.

The results of our tests indicated that for the fiscal year ended June 30, 2015 the District complied, in all significant respects, with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution. In addition, the District expended proceeds from the lease revenue bonds and bond anticipation notes for the fiscal year ended June 30, 2015, only for the purposes approved by the voters and only on the specific projects developed by the District's Board of Trustees under Measure RR, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution.

*Vicenti, Lloyd & Stutzman LLP*  
VICENTI, LLOYD & STUTZMAN LLP  
Glendora, California  
November 19, 2015

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT**  
**PERFORMANCE AUDIT**  
**OF**  
**PROPOSITION 39, GENERAL OBLIGATION BONDS**  
**(MEASURE R, NOVEMBER 2001 & MEASURE RR, NOVEMBER 2008)**  
**LEASE REVENUE BONDS (2007)**  
**BOND ANTICIPATION NOTES (2009)**

**June 30, 2015**

**BACKGROUND INFORMATION**

In November 2000, the voters of the State of California approved Proposition 39 authorizing the issuance of general obligation bonds by California public school districts and community colleges under certain circumstances and subject to certain conditions.

Measure R

In November 2001, a general obligation bond proposition (Measure R) of the Mt. San Antonio Community College District was approved by the voters of the District. Measure R authorized the District to issue up to \$221 million of general obligation bonds to finance various capital projects and related costs, as specified in the bond measure provisions.

Accordingly, the following bonds were issued:

- In May 2002, the first series of bonds, Series A, in the amount of \$40 million was issued.
- In February 2004, the second series of bonds, Series B, in the amount of \$75 million was issued.
- In September 2005, \$75.7 million in general obligation refunding bonds were issued to refund certain outstanding Series A and Series B bonds. In addition, the refunding bonds generated \$8.6 million in proceeds received by the District (net of the original bond issuance costs).
- In September 2006, the third series of bonds, Series C, in the amount of \$80 million was issued.
- In July 2008, the fourth and final series of bonds, Series D, in the amount of \$26 million was issued.
- In June 2012, \$29.9 million in general obligation refunding bonds were issued to refund certain outstanding 2005 refunding bonds.
- In August 2013, \$74.9 million in general obligation refunding bonds (Series A) were issued to refund certain outstanding 2005 refunding bonds, Series C bonds, and 2012 refunding bonds.

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**BOND ANTICIPATION NOTES (2009)**

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**BACKGROUND INFORMATION (continued)**

Measure R (continued)

- In August 2013, \$48.2 million in general obligation refunding bonds (Series B) were issued to refund certain outstanding 2005 refunding bonds, Series C bonds, and 2012 refunding bonds.

Measure RR

In November 2008, voters of the District approved an additional general obligation bond proposition (Measure RR) of the Mt. San Antonio Community College District. Measure RR authorized the District to issue up to \$353 million of general obligation bonds to finance various capital projects and related costs, as specified in the bond measure provisions.

Until the 2013-14 fiscal year, assessed property values were insufficient to allow the approval of a bond issuance under Measure RR. In order to continue with planned construction projects, the District sought temporary financing sources. In June 2008, the District issued \$10.8 million in lease revenue bonds to provide the financing of equipment, relocatable structures, and building projects. In April 2010, the District issued \$64.9 million in bond anticipation notes to (a) finance the repair, upgrading, acquisition, construction and equipping of certain District property and facilities and (b) refund the District's outstanding lease revenue bonds.

In anticipation that the bond anticipation notes, together with the interest thereon, would be paid from the proceeds of the sale of Measure RR bonds, the District requested that expenditures paid with the proceeds from lease revenue bonds and bond anticipation notes be audited to ensure funds have been expended only for the authorized Measure RR bond projects described in the Official Ballot for the Bond Measure.

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**BACKGROUND INFORMATION (continued)**

Measure RR (continued)

Property values have since appreciated to a level sufficient to allow the District to issue bonds under Measure RR. Accordingly, the following bonds were issued:

- In August 2013, the first series of bonds, Series A, in the amount of \$205.6 million was issued to pay off certain outstanding bond anticipation notes and to finance projects approved under Measure RR.
- In August 2013, the second series of bonds, Series B, in the amount of \$11.7 million was issued to pay off certain outstanding bond anticipation notes.

Citizen's Oversight Committee

Pursuant to the requirements of Proposition 39, and related state legislation, the Board of Trustees of the District appropriately established a Citizens' Oversight Committee and appointed its initial members. In January 2009, the Board of Trustees of the District expanded the scope of the current Measure R Citizens' Oversight Committee and designated it to also serve as the independent bond oversight committee for Measure RR.

The principal purpose of the Citizens' Oversight Committee, as set out in state law, is to inform the public as to the expenditures of the proceeds of the bonds issued pursuant to the applicable bond measure. The Citizens' Oversight Committee is required to issue at least one report annually as to its activities and findings.

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**BACKGROUND INFORMATION (continued)**

Performance Audit

Section 1(b)(3)(C) of Article XIII A of the California Constitution requires the District to conduct an annual independent performance audit to ensure that the proceeds of the bonds have been expended only for the authorized bond projects. Consistent with this provision, Section 15286 of the California Education Code requires the performance audit to be conducted in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States and be submitted to the Citizens' Oversight Committee by March 31<sup>st</sup> of each year.

**OBJECTIVES**

The objectives of our performance audit were to:

- Obtain documentation for the expenditures charged against the Mt. San Antonio Community College District bond construction funds, bond anticipation note funds (hereinafter referred to as the "BAN funds"), and lease revenue bond funds (hereinafter referred to as the "lease revenue funds").
- Determine whether expenditures charged against the bond construction funds for the fiscal year ended June 30, 2015 have been made in accordance with the bond project authorization approved by the voters through the approval of Measure R in November 2001 (Measure R Bond Projects) and Measure RR in November 2008 (Measure RR Bond Projects).
- Determine whether expenditures charged against the BAN funds for the fiscal year ended June 30, 2015 have been made in accordance with the bond project authorization approved by the voters through the approval of Measure RR in November 2008 (Measure RR Bond Projects).
- Determine whether expenditures charged against the lease revenue funds for the fiscal year ended June 30, 2015 have been made in accordance with the bond project authorization approved by the voters through the approval of Measure RR in November 2008 (Measure RR Bond Projects).

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**OBJECTIVES (continued)**

- Note incongruities or system weaknesses and provide recommendations for improvement.
- Provide the District Board and the Citizens' Oversight Committee with a performance audit as required under the requirements of the California Constitution and Proposition 39.

**SCOPE OF THE AUDIT**

The scope of our performance audit covered the fiscal year ended June 30, 2015. Our sample selection considered object and project codes associated with the Measure R and Measure RR Bond Projects including those projects originally funded by BAN and lease revenue funds. However, not all planned projects incurred expenditures in the current year, and not all projects with expenditures were tested. The propriety of expenditures for capital projects and maintenance projects funded through sources other than the funds described above, including interest thereon, were not included within the scope of our audit. Expenditures incurred subsequent to June 30, 2015 were not reviewed or included within the scope of our audit or in this report.

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**OF**

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**LEASE REVENUE BONDS (2007)**

**BOND ANTICIPATION NOTES (2009)**

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**PROCEDURES PERFORMED**

We obtained the general ledger and the project expenditure summary reports and detail prepared by the District for the fiscal year ended June 30, 2015 for the bond construction funds, lease revenue funds, and BAN funds. Within the fiscal year audited, we obtained the actual invoices and other supporting documentation for a sample of expenditures to ensure compliance with the requirements of Proposition 39, Measure R and Measure RR funding. We performed the following procedures:

- For Measure R, we reviewed the Campus Master Plan Bond Project publicized list of intended projects. For Measure RR, we reviewed the list of intended projects published in the Official Ballot.
- We selected a sample of expenditures for the fiscal year ended June 30, 2015 and reviewed supporting documentation to ensure that funds were properly expended on the authorized bond projects, met the requirements for bidding, if applicable, and were not used for salaries of school administrators or other operating expenses of the District. The following table illustrates the sample selected for each source of funding, as well as the percentage of total expenditures tested.

Fund	Number of Transactions Tested	Dollar Value of Transactions Tested	Total Project Expenditures	Percentage of Total Expenditures
Bond Construction Fund #1 - Measure R	5	\$ 272,744	\$ 503,684	54%
Lease Revenue Funds	1	870	870	100%
BAN Funds	35	1,094,745	1,545,709	71%
Bond Construction Fund #2 - Measure RR	64	15,880,795	30,804,933	52%

Detailed results of our testing are identified by project beginning on page 8.

- We compared total project expenditures to budgets to determine if there were any expenditures in excess of appropriation.

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**PROCEDURES PERFORMED (continued)**

Each of the projects has been given a specific project identification number and budget within the District's financial reporting system. Actual expenditures are matched against the budget to prevent cost overruns.

**RESULTS OF PROCEDURES**

Measure R Bond Projects – Bond Construction Funds

In 2001, the District put forward, as adopted by the Board of Trustees, 17 projects for use with the Measure R bond funding in a Campus Master Plan. During 2005, the Master Plan was reconfigured to better accommodate the projects and improvements associated with bond funding. Several of the original Measure R projects have been modified to balance cost effectiveness of bond funds, state funding priorities and campus needs. Budget amounts below were provided by the District and may be subject to further revision. The District has incurred cumulative total costs of \$242,612,929 through June 30, 2015 of which \$503,684 were expended during the fiscal year ended June 30, 2015. The projects and related costs are outlined below:



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**RESULTS OF PROCEDURES (continued)**

Measure R Bond Projects – Bond Construction Funds (continued)

		Total <u>Budget</u>	Actual Costs for Fiscal Year Ended <u>June 30, 2015</u>	Cumulative Costs through <u>June 30, 2015</u>
Project 1	Science Laboratories	\$ 14,361,620	\$	\$ 14,361,620
Project 2	Workforce Training Center	290,433		290,433
Project 3	Campus-wide Energy Conservation Program	15,544,446		15,544,446
Project 4	Off-Campus Learning Centers	389		389
Project 5	Agricultural Science	19,725,966	6,312	19,725,966
Project 6	Child Development Center	1,955,361	154,586	1,955,360
Project 7	Campus Classroom Improvements	32,787,919		32,787,919
Project 10	Design and On-line Technology Center	13,654,920		13,654,922
Project 11	Physical Education/Wellness Facility and Athletic Fields	10,400,851		10,400,851
Project 12	Campus Center	73,882		73,882
Project 13	Student Support Services Renovations	7,364,858		7,364,858
Project 14	Welding/Air Conditioning Programs	6,181,760		6,181,760
Project 15	Language Center	9,776,059		9,776,059
Project 16	Health Careers Center	9,789,393		9,789,393
Project 17	Campus-Wide Improvements	100,547,967	342,786	100,548,081
Bond Investment		156,990		156,990
Bond Refunding Reserves/Interest Reserves		<u>115</u>		
		<u>\$ 242,612,929</u>	<u>\$ 503,684</u>	<u>\$ 242,612,929</u>
<b>Budget Reconciliation:</b>				
	Measure R Proceeds	\$ 220,999,812		
	Bond Refunding Proceeds	8,606,226		
	Bond Investment Funds	<u>13,006,891</u>		
		<u>\$ 242,612,929</u>		

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**RESULTS OF PROCEDURES (continued)**

The following list outlines the detailed expenditures tested for the fiscal year ended June 30, 2015. The costs tested appear appropriate for the respective projects.

**Project 6 – Child Development Center**

Current year expenditures tested included legal settlement and legal expense related to the arbitration of the Child Development Center construction project.

**Project 17 – Campus-Wide Improvements**

The campus-wide improvement project has been sub-divided into nine categories. Not all project categories had expenditures during this period. Expenditures were reviewed in the following area:

- 17e. Infrastructure – Landscape – Current year expenditures tested included fencing installation.

**Related Measure RR Bond Projects – Lease Revenue and BAN Funds**

In 2008, the District put forward, as adopted by the Board of Trustees, the Official Ballot for Measure RR which describes the projects to be completed with the bond funding. Project costs have been expended using proceeds from lease revenue bonds and bond anticipation notes, which have been repaid using Measure RR proceeds. Budget amounts below were provided by the District and may be subject to further revision. The District has incurred cumulative total costs of \$11,011,673 and \$64,407,932 through June 30, 2015 with the use of lease revenue funds and BAN funds, respectively. Of these amounts \$870 and \$1,545,709 are current year expenditures, respectively. The projects and costs are outlined below:

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**BOND ANTICIPATION NOTES (2009)**

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**RESULTS OF PROCEDURES (continued)**

*Lease Revenue Funds*

	<u>Total Budget</u>	Actual Costs for Fiscal Year Ended <u>June 30, 2015</u>	Cumulative Costs through <u>June 30, 2015</u>
Project 7 Campus Classroom Improvements	\$ 3,725,707	\$	\$ 3,725,707
Project 17 Campus-wide Improvements	<u>7,300,800</u>	<u>870</u>	<u>7,285,966</u>
	<u>\$ 11,026,507</u>	<u>\$ 870</u>	<u>\$ 11,011,673</u>
<b>Budget Reconciliation:</b>			
Lease Revenue Bond Proceeds	\$ 10,904,255		
Bond Investment Funds	<u>122,252</u>		
	<u>\$ 11,026,507</u>		

**Project 17 – Campus-wide Improvements**

The campus-wide improvement project has been sub-divided into four categories. Not all project categories had expenditures during the period tested. Expenditures were tested in the following area:

- Admin. Administration Building Remodel: Current year expenditures tested included the installation of fire alarms. Costs were tested and appear proper for the project.

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**LEASE REVENUE BONDS (2007)**

**BOND ANTICIPATION NOTES (2009)**

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**RESULTS OF PROCEDURES (continued)**

*BAN Funds*

	<u>Total Budget</u>	<u>Actual Costs for Fiscal Year Ended June 30, 2015</u>	<u>Cumulative Costs through June 30, 2015</u>
Project A     Library, Learning Resources and Campus Center	\$     197,529	\$	\$     197,529
Project B     Business and Computer Technology	526,083	3,355	496,771
Project C     Child Development Center	16,728,825	116,782	16,680,968
Project D     Athletics Complex Phase 2	38,772		38,772
Project E     Career and Technical Education Building Renovation	92,043		92,043
Project F     Classroom Building Renovation	4,567,312	56,524	4,486,364
Project G     Laboratory Building Expansion Sciences	791,201	1,533	789,634
Project H     Fire Academy	106,161		106,161
Project J     Parking, Public Safety, and Traffic Improvements	582,639		581,550
Project K     Scheduled Maintenance	2,426,574	22,623	2,269,781
Project L1    Infrastructure Improvement Utilities, Site, Traffic, Energy	5,637,159	141,940	5,010,239
Project L3    Temporary Space	1,691,489	64,163	1,617,745
Project L4    Demolition	261,813		261,813
Project L5    Administration Building Remodel	1,120,131		1,120,131
Project L6    Contingency	221,531		
Project L7    Campus-wide Improvement Projects	15,887,388	1,096,377	15,392,060
Project L8    Construction Support	5,975,099	42,412	5,670,371
Lease Revenue Bonds (COPS) Debt Retirement	9,596,001		9,596,001
Bond Investment/Interest Reserves	54,141		
	<u>\$   66,501,891</u>	<u>\$   1,545,709</u>	<u>\$   64,407,933</u>

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**BOND ANTICIPATION NOTES (2009)**

**June 30, 2015**

**RESULTS OF PROCEDURES (continued)**

The following list outlines the detailed expenditures tested for the fiscal year ended June 30, 2015. The costs tested appear appropriate for the respective projects.

**Project C – Child Development Center**

Current year expenditures tested included construction costs, HVAC services, electrical, plumbing and utilities.

**Project F – Classroom Building Renovation**

The classroom building renovation project has been sub-divided into two categories. Not all project categories had expenditures during the period tested. Expenditures were tested in the following area:

- F1. Phase 1 – Building 45 Renovation: Current year expenditures tested included shading structure installation.

**Project L1 – Infrastructure Improvement (Utilities, Site, Traffic, Energy)**

The infrastructure improvement project has been sub-divided into 24 categories. Certain project categories have been further divided into multiple projects to allow for tracking of different buildings or activities. Not all project categories had expenditures during the period tested. Expenditures were reviewed for the following areas:

- L1-Q1. Utility Infrastructure SW – Building 47: Current year expenditures tested included construction costs.

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**RESULTS OF PROCEDURES (continued)**

**Project L7 – Campus-wide Improvement Projects**

The campus-wide improvement project has been sub-divided into 21 categories. Not all project categories had expenditures during the period tested. Expenditures were reviewed in the following areas:

- L7-B. Building 12 Renovation for Classroom Space – Current year expenditures tested included architecture design, audio visual equipment and media systems, mobile shelving system installation, computers, and office and classroom furniture and supplies.
  
- L7-C1. Building 47 Facilities Plan Room and Renovation – Current year expenditures tested included architectural design, construction costs, the purchase of office furniture, audio visual equipment, computer network equipment, flooring, and project DSA fees.
  
- L7-C13. Design and Online Technology – Current year expenditures tested included purchases of classroom furniture and parts.

**Project L8 – Construction Support**

Current year expenditures tested included construction support services for projects.

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**RESULTS OF PROCEDURES (continued)**

**Measure RR Bond Projects – Bond Construction Funds**

In 2008, the District put forward, as adopted by the Board of Trustees, the Official Ballot for Measure RR which describes the projects to be completed with the bond funding. During August 2013, the District issued Series A and B of the Measure RR bonds. Budget amounts below were provided by the District and may be subject to further revision. The District has incurred cumulative total costs of \$56,875,109 through June 30, 2015, which \$30,804,933 were expended during fiscal year ended June 30, 2015. The projects and related costs are outlined below:

		Total <u>Budget</u>	Actual Costs for Fiscal Year Ended <u>June 30, 2015</u>	Cumulative Costs through <u>June 30, 2015</u>
Project B	Business and Computer Technology	\$ 22,213,917	\$ 1,179,777	\$ 3,061,787
Project C	Child Development Center	924,723	390,578	645,982
Project D	Athletics Complex Phase 2	12,536,115	1,988,519	3,028,477
Project F	Classroom Building Renovation	74,803		
Project H	Fire Academy	6,185,999	2,409,378	3,192,189
Project J	Parking, Public Safety, and Traffic Improvements	23,721,800	1,501,380	3,523,054
Project K	Scheduled Maintenance	4,563,018	1,461,000	2,657,589
Project L1	Infrastructure Improvement Utilities, Site, Traffic, Energy	16,627,233	1,634,126	6,106,722
Project L3	Temporary Space	7,719,059	852,699	1,024,113
Project L4	Demolition	303,145	157,614	206,532
Project L5	Administration Building Remodel	1,435,556	343,011	946,053
Project L6	Contingency	475,995		
Project L7	Campus-wide Improvement Projects	40,586,181	15,440,569	24,209,026
Project L8	Construction Support	10,536,782	3,446,282	8,273,585
	Bond Investment/Interest Reserves	<u>1,655,905</u>		
		<u>\$ 149,560,231</u>	<u>\$ 30,804,933</u>	<u>\$ 56,875,109</u>
<b>Budget Reconciliation:</b>				
	Measure RR Proceeds	\$ 144,822,655		
	Proceeds from Bond Issuance	1,353,064		
	Bond Investment Funds	1,908,517		
	Proceeds from Legal Settlement	<u>1,475,995</u>		
		<u>\$ 149,560,231</u>		

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**RESULTS OF PROCEDURES (continued)**

The following list outlines the detailed expenditures tested for the fiscal year ended June 30, 2015. The costs tested appear appropriate for the respective projects.

**Project B – Business and Computer Technology**

Current year expenditures tested included architectural services and Division of the State Architect fees.

**Project C – Child Development Center**

Current year expenditures tested included plumbing installation and legal settlement payments related to arbitration of the construction project.

**Project D – Athletics Complex Phase 2**

Current year expenditures tested included architectural services.

**Project H1 – Fire Academy**

Current year expenditures tested included grading, and site improvements construction costs.

**Project J1 – Parking, Public Safety, and Traffic Improvements**

Current year expenditures tested included construction costs.

**Project K – Scheduled Maintenance**

The scheduled maintenance project has been sub-divided into 46 categories. Not all project categories had expenditures during the period tested. Expenditures were reviewed for the following areas:

- K-25. Building 2 Mechanical – Current year expenditures tested included energy conservation program costs.



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**RESULTS OF PROCEDURES (continued)**

**Project K – Scheduled Maintenance (continued)**

- K-27. Building 28 Duct Cleaning – Current year expenditures tested included air duct cleaning services.
- K-40. Bldg. 60 Boiler Replacement – Current year expenditures tested included demolition of existing equipment.
- K-43. Bldg. 2 Flooring Replacement – Current year expenditures tested included flooring improvement.

**Project L1 – Infrastructure Improvement (Utilities, Site, Traffic, Energy)**

The infrastructure improvement project has been sub-divided into 61 categories. Certain project categories have been further divided into multiple projects to allow for tracking of different buildings or activities. Not all project categories had expenditures during the period tested. Expenditures were reviewed for the following areas:

- L1-I1. Campus Interior Site Improvements – Former Bldg. 5/5A Site – Current year expenditures tested included construction costs related to the Food Services Building.
- L1-I2. Campus Interior Site Improvements – South of Bldg. 12 – Current year expenditures tested included construction costs related to north campus.
- L1-P1. Utility Infrastructure NW Quadrant – Student Success: Current year expenditures tested included construction costs.
- L1-Q1. Utility Infrastructure SW Quadrant – Utilities – Bldg. 47: Current year expenditures tested included construction costs.
- L1-Q2. Utility Infrastructure SW Sewer: Current year expenditures tested included sewer line replacement.

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**RESULTS OF PROCEDURES (continued)**

**Project L1 – Infrastructure Improvement (Utilities, Site, Traffic, Energy)**  
**(continued)**

L1-R1. Utility Infrastructure SE Quadrant – Central Plant: Current year expenditures tested included architectural design.

**Project L4 – Demolition**

The Demolition project has been sub-divided into 6 categories. Not all project categories had expenditures during the period tested. Expenditures were reviewed for the following area:

L4E. Building 9EFG Demolition – Current year expenditures tested included demolition of the existing Child Development Center buildings.

**Project L7 – Campus-wide Improvement Projects**

The campus-wide improvement project has been sub-divided into 35 categories. Not all project categories had expenditures during the period tested. Expenditures were reviewed in the following areas:

L7-B. Building 12 Renovation for Classroom Space: Current year expenditures tested included construction costs for north campus improvements.

L7-C1. Building 47 – Facilities Plan Room and Renovation – Current year expenditures tested included construction costs, and audio/visual parts and equipment purchases.

L7-C2. Food Service Building: Current year expenditures tested included construction costs.

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**RESULTS OF PROCEDURES (continued)**

**Project L7 – Campus-wide Improvement Projects (continued)**

- L7-C8. Student Success Annex – Current year expenditures tested included construction costs.
- L7-C9. Student Life Improvement – Current year expenditures tested included construction costs for the renovation of building 9C.
- L7-C12. Agricultural Science – Current year expenditures tested included construction costs.
- L7-C13. Design Technology – Current year expenditures tested included digital network radio broadcast consoles and system accessories.
- L7-C21. Campus Wide Door Hardware – Current year expenditures tested included construction costs door hardware improvements.
- L7-C22. Audiovisual Upgrade Improvement – Current year expenditures tested included construction costs for the Computer Technology Center.

**Project L8 – Construction Support**

Current year expenditures tested included legal services.

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**CONCLUSION**

The results of our tests indicated that, in all significant respects, the Mt. San Antonio Community College District has properly accounted for the expenditures associated with bond construction funds, lease revenue funds, and BAN funds. Additionally, expenditures associated with bond construction funds were made on authorized Measure R and Measure RR bond projects, and expenditures associated with lease revenue funds and BAN funds were made on authorized Measure RR bond projects. Further, the bond construction funds, lease revenue funds, and BAN funds were not used for salaries of school administrators or other operating expenditures.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT**

**PROPOSITION 39, GENERAL OBLIGATION BONDS  
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FINANCIAL AUDIT**

**June 30, 2015**



**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT**

**PROPOSITION 39, GENERAL OBLIGATION BONDS  
(MEASURE R, NOVEMBER 2001)  
FINANCIAL AUDIT**

**June 30, 2015**

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**INDEPENDENT AUDITOR'S REPORT**

The Board of Trustees  
The Citizens' Oversight Committee  
Mt. San Antonio Community College District  
1100 North Grand Avenue  
Walnut, California 91789

We have conducted a performance audit of the Mt. San Antonio Community College District's (the District), Measure R and Measure RR General Obligation Bond funds for the year ended June 30, 2015. In addition, as a result of the District's use of Measure RR General Obligation Bond funds to defease temporary financing debt, we have conducted a performance audit of the District's use of proceeds from lease revenue bonds (2007) and bond anticipation notes (2009) for the fiscal year ended June 30, 2015.

We conducted our performance audit in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusion based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusion based on our audit objectives.

Our audit was limited to the objectives listed on pages 5-6 of this report which includes determining the District's compliance with the performance requirements for the Proposition 39 Measure R and Measure RR General Obligation Bonds under Section 1(b)(3)(C) of Article XIII A of the California Constitution and Proposition 39 as they apply to the Bonds and the net proceeds thereof. Management is responsible for the District's compliance with those requirements.

Solely to assist us in planning and performing our performance audit, we obtained an understanding of the internal controls of the District to determine if internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution. Accordingly, we do not express any assurance on internal control.

The results of our tests indicated that for the fiscal year ended June 30, 2015 the District complied, in all significant respects, with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution. In addition, the District expended proceeds from the lease revenue bonds and bond anticipation notes for the fiscal year ended June 30, 2015, only for the purposes approved by the voters and only on the specific projects developed by the District's Board of Trustees under Measure RR, in accordance with the requirements of Proposition 39, as specified by Section 1(b)(3)(C) of Article XIII A of the California Constitution.

*Vicenti, Lloyd & Stutzman LLP*  
VICENTI, LLOYD & STUTZMAN LLP  
Glendora, California  
November 19, 2015

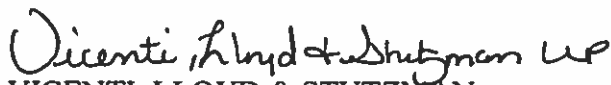
The Board of Trustees  
The Citizens' Oversight Committee  
Mt. San Antonio Community College District

### **Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the Bond Construction Fund (Measure R) of the Mt. San Antonio Community College District as of June 30, 2015, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated November 19, 2015 on our consideration of the Mt. San Antonio Community College District's internal control over the Bond Construction Fund (Measure R) financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over the Bond Construction Fund (Measure R) financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Mt. San Antonio Community College District's internal control over the Bond Construction Fund (Measure R) financial reporting and compliance.

  
VICENTI, LLOYD & STUTZMAN LLP  
Glendora, California  
November 19, 2015



**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT**

**BALANCE SHEET  
BOND CONSTRUCTION FUND  
(MEASURE R)  
June 30, 2015**

**ASSETS**

Cash in County Treasury	\$	64,952
Accounts Receivable		<u>1,183</u>
<b>TOTAL ASSETS</b>	<b>\$</b>	<b><u>66,135</u></b>

**LIABILITIES AND FUND BALANCE**

**Liabilities**

Accounts Payable	\$	<u>66,135</u>
<b>TOTAL LIABILITIES</b>		<u>66,135</u>

**Fund Balance**

Restricted for Capital Projects		<u>-</u>
<b>TOTAL FUND BALANCE</b>		<u>-</u>
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<b>\$</b>	<b><u>66,135</u></b>

See the accompanying notes to the financial statements.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT**

**STATEMENT OF REVENUES, EXPENDITURES  
AND CHANGE IN FUND BALANCE  
BOND CONSTRUCTION FUND  
(MEASURE R)**

**For the Fiscal Year Ended June 30, 2015**

**REVENUES**

Revenues from Local Sources	
Interest Income	\$ 3,279
<b>TOTAL REVENUES</b>	<u>3,279</u>

**EXPENDITURES**

Supplies and Materials	2,622
Other Expenses and Services	273,755
Capital Outlay	<u>227,307</u>
<b>TOTAL EXPENDITURES</b>	<u>503,684</u>

Net Change in Fund Balance (500,405)

Fund Balance at Beginning of Year	<u>500,405</u>
Fund Balance at End of Year	<u>\$ -</u>

See the accompanying notes to the financial statements.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT**

**STATEMENT OF REVENUES, EXPENDITURES  
AND CHANGE IN FUND BALANCE - BUDGET AND ACTUAL  
BOND CONSTRUCTION FUND**

**(MEASURE R)**

**For the Fiscal Year Ended June 30, 2015**

	<u>Budget*</u>	<u>Actual</u>	<u>Variance Favorable (Unfavorable)</u>
<b>REVENUES</b>			
Revenues from Local Sources			
Interest Income	\$ 3,279	\$ 3,279	\$
<b>TOTAL REVENUES</b>	<u>3,279</u>	<u>3,279</u>	<u>-</u>
<b>EXPENDITURES</b>			
Supplies and Materials	2,622	2,622	
Other Expenses and Services	273,755	273,755	
Capital Outlay	<u>227,307</u>	<u>227,307</u>	
<b>TOTAL EXPENDITURES</b>	<u>503,684</u>	<u>503,684</u>	<u>-</u>
Net Change in Fund Balance	<u>\$ (500,405)</u>	(500,405)	<u>\$ -</u>
Fund Balance at Beginning of Year		<u>500,405</u>	
Fund Balance at End of Year		<u>\$ -</u>	

\* The budget for revenues reflects estimated amounts to be received in the current year. The budget for expenditures reflects amounts remaining and available for current and subsequent years' expenditures and does not necessarily coincide with actual planned expenditures in the current year.

See the accompanying notes to the financial statements.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT  
BOND CONSTRUCTION FUND  
(MEASURE R)**

**NOTES TO FINANCIAL STATEMENTS  
June 30, 2015**

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:**

**ACCOUNTING POLICIES**

The accompanying financial statements have been prepared in conformity with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board and *Audits of State and Local Governmental Units* issued by the American Institute of Certified Public Accountants.

**FUND STRUCTURE**

The Statement of Revenues, Expenditures, and Change in Fund Balance is a statement of financial activities of the Bond Construction Fund (Measure R) related to the current reporting period. Expenditures frequently include amounts for buildings, equipment, etc. Consequently, these statements do not purport to present the result of operations or the net income or loss for the period as would a statement of income for a profit-type organization.

**BASIS OF ACCOUNTING**

The Bond Construction Fund (Measure R) of the Mt. San Antonio Community College District (the District) is maintained on the modified accrual basis of accounting. As such, revenues are recognized when they become susceptible to accrual, which is to say, when they become both measurable and available to finance expenditures of the current period. Expenditures are recognized in the accounting period in which the liability is incurred (when goods are received or services rendered).

Cash in the County Treasury is recorded at cost, which approximates fair value, in accordance with the requirements of GASB Statement No. 31.

**BUDGET**

The Statement of Revenues, Expenditures and Change in Fund Balances – Budget and Actual includes a column entitled “Budget”. The amounts in this column represent the budget adopted by the Board and all amendments throughout the year.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT  
BOND CONSTRUCTION FUND  
(MEASURE R)**

**NOTES TO FINANCIAL STATEMENTS  
June 30, 2015**

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)**

**FUND BALANCE CLASSIFICATION**

In accordance with GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, the governmental fund financial statements present fund balance classifications that comprise a hierarchy based on the extent to which the District is bound to honor constraints on the specific purposes for which amounts can be spent. Amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation are considered restricted. The fund balance of the Bond Construction Fund (Measure R) is therefore classified as restricted.

**CAPITAL ASSETS AND LONG-TERM DEBT**

The accounting and reporting treatment applied to the capital assets and long-term liabilities associated with the Bond Construction Fund (Measure R) are determined by its measurement focus. The Bond Construction Fund (Measure R) is accounted for on a spending or “financial flow” measurement focus. This means that only current assets and current liabilities are generally included on the balance sheet. The reported fund balance is considered a measure of “available spendable resources”. Thus, the capital assets and long-term liabilities associated with the Bond Construction Fund (Measure R) are accounted for in the basic financial statements of the District.

**ESTIMATES**

The preparation of the financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

**NOTE 2 – DEPOSITS – CASH IN COUNTY TREASURY:**

In accordance with the *Budget and Accounting Manual*, the District maintains all of its cash in the Los Angeles County Treasury as part of the common investment pool. These pooled funds are carried at amortized cost which approximates fair value. Fair value of the pooled investments at June 30, 2015 is measured at 99.8957% of amortized cost on investments with maturities in excess of one year.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT  
BOND CONSTRUCTION FUND  
(MEASURE R)**

**NOTES TO FINANCIAL STATEMENTS  
June 30, 2015**

**NOTE 2 – DEPOSITS – CASH IN COUNTY TREASURY: (continued)**

The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The County is restricted by Government Code Section 53635 pursuant to Section 53601 to invest in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The funds maintained by the County are either secured by federal depository insurance or are collateralized. The County investment pool is not required to be rated. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

**NOTE 3 – EXCESS OF EXPENDITURES OVER APPROPRIATIONS:**

No excess of expenditures over appropriations, by major object codes, occurred in the Bond Construction Fund (Measure R).

**NOTE 4 – BONDED DEBT:**

On November 6, 2001, \$221 million in general obligation bonds were authorized by an election held within the Mt. San Antonio College District under Proposition 39/Measure R. Proceeds from the sale of the bonds will be used to finance the construction, acquisition, furnishing and equipping of District facilities.

On May 1, 2002 the District offered for sale \$40,000,000 in general obligation bonds. The bonds are the first series (Series A) of general obligation bonds authorized by the November 6, 2001 election. The bonds were issued as current interest bonds. The bonds have since been fully defeased.

On February 4, 2004 the District offered for sale \$75,000,000 in general obligation bonds. The bonds are the second series (Series B) of general obligation bonds authorized by the November 6, 2001 election. The bonds were issued as current interest bonds. Certain maturities of the bonds have been fully defeased and the remaining balance was repaid in the current year.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT  
BOND CONSTRUCTION FUND  
(MEASURE R)**

**NOTES TO FINANCIAL STATEMENTS  
June 30, 2015**

**NOTE 4 – BONDED DEBT: (continued)**

On September 7, 2005 the District offered for sale \$75,745,843 in general obligation refunding bonds. The bonds were issued to refund certain outstanding general obligation bonds (Series A and Series B) of the District and to pay for certain capital improvements. The bonds were issued as current interest bonds in the aggregate principal amount of \$63,945,000 and as capital appreciation bonds in the aggregate principal amount of \$11,800,843. The bonds have since been fully defeased.

The proceeds associated with the refunding were deposited in an escrow fund for repayment of the outstanding balances of the defeased debt (Series A and Series B) and were paid by the escrow agent in August 2014.

On September 8, 2006 the District offered for sale \$79,996,203 in general obligation bonds. The bonds are the third series (Series C) of general obligation bonds authorized by the November 6, 2001 election. The bonds were issued as current interest bonds in the aggregate principal amount of \$78,755,000 and as capital appreciation bonds in the principal amount of \$1,241,203. Certain maturities of the bonds have been in-substance defeased.

The capital appreciation bonds were issued with maturity dates of September 1, 2008 through September 1, 2012. Prior to the applicable maturity date, each bond will accrete interest on the principal component. Accreted interest is included as long-term debt in the basic financial statements of the District.

On July 9, 2008 the District offered for sale \$26,003,609 in general obligation bonds. The bonds are the fourth series (Series D) of general obligation bonds authorized by the November 6, 2001 election. The bonds were issued as current interest bonds in the aggregate principal amount of \$20,065,000 and as capital appreciation bonds in the aggregate principal amount of \$5,938,609.

The capital appreciation bonds were issued with maturity dates of June 1, 2010 through June 1, 2018. Prior to the applicable maturity date, each bond will accrete interest on the principal component. Accreted interest is included as long-term debt in the basic financial statements of the District.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT  
BOND CONSTRUCTION FUND  
(MEASURE R)**

**NOTES TO FINANCIAL STATEMENTS  
June 30, 2015**

**NOTE 4 – BONDED DEBT: (continued)**

On June 6, 2012 the District offered for sale \$29,850,000 in general obligation refunding bonds. The bonds were issued to refund certain outstanding general obligation bonds (2005 Refunding) of the District. The bonds were issued as current interest bonds. The bonds have been in-substance defeased.

The proceeds associated with the refunding were deposited in an escrow fund for repayment of the outstanding balance of the defeased debt in August 2012.

On August 1, 2013 the District offered for sale \$74,910,000 (Series A) and \$48,190,000 (Series B) in general obligation refunding bonds. The bonds were issued to refund certain outstanding general obligation bonds (2005 Refunding, Series C, and 2012 Refunding) of the District. The bonds were issued as current interest bonds.

The proceeds associated with the refunding were deposited in an escrow fund for future repayment. At June 30, 2015 the outstanding balance of the refunded debt to be paid by the escrow agent totaled \$114,080,000 and is scheduled to be fully repaid by August, 2017. The refunded bonds are considered in-substance defeased and are not recorded on the basic financial statements of the District.

The outstanding bonded debt of the District at June 30, 2015 is:

Date of Issue	Interest Rate %	Final Maturity Date <sup>(1)</sup>	Amount of Original Issue	Outstanding July 1, 2014	Issued Current Year	Redeemed Current Year	Outstanding June 30, 2015
2/4/2004 B	2.75-5.00%	8/1/2014	\$ 75,000,000	\$ 2,150,000	\$	\$ 2,150,000	\$ -
9/8/2006 C	4.00-5.00%	9/1/2016	79,996,203	2,940,000		965,000	1,975,000
7/9/2008 D	2.92-5.00%	6/1/2033	26,003,609	22,378,676		672,021	21,706,655
8/1/2013 A	2.00-5.00%	9/1/2028	74,910,000	74,910,000		1,000,000	73,910,000
8/1/2013 B	0.72-4.10%	8/1/2023	48,190,000	48,190,000		1,105,000	47,085,000
			<u>\$ 304,099,812</u>	<u>\$ 150,568,676</u>	<u>\$ -</u>	<u>\$ 5,892,021</u>	<u>\$ 144,676,655</u>

<sup>(1)</sup> Original maturity date prior to refunding:  
Series B 8/1/2028  
Series C 9/1/2031



**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT  
BOND CONSTRUCTION FUND  
(MEASURE R)**

**NOTES TO FINANCIAL STATEMENTS  
June 30, 2015**

**NOTE 4 – BONDED DEBT: (continued)**

The annual requirements to amortize the bonds payable, outstanding as of June 30, 2015, are as follows:

Year Ended June 30,	Principal	Accreted Interest	Interest	Total
2016	\$ 7,655,731	\$ 254,270	\$ 6,136,733	\$ 14,046,734
2017	8,161,112	288,888	5,898,886	14,348,886
2018	8,574,812	485,188	5,602,168	14,662,168
2019	10,445,000		5,274,272	15,719,272
2020	11,385,000		4,840,267	16,225,267
2021-2025	62,790,000		15,914,514	78,704,514
2026-2030	30,540,000		4,344,250	34,884,250
2031-2034	5,125,000		488,000	5,613,000
Total Debt Service	<u>\$ 144,676,655</u>	<u>\$ 1,028,346</u>	<u>\$ 48,499,090</u>	<u>\$ 194,204,091</u>

The repayment of debt related to the general obligations bonds is accounted for in the District's Bond Interest and Redemption Fund which is part of the District's basic financial statements. The recognition of premiums or discounts on bonds is recorded with long-term liabilities in the District's basic financial statements. Costs of issuance are expensed when incurred.



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL  
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND  
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL  
STATEMENTS PERFORMED IN ACCORDANCE  
WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees  
The Citizens' Oversight Committee  
Mt. San Antonio Community College District  
1100 North Grand Avenue  
Walnut, California 91789

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the Balance Sheet, Statement of Revenues, Expenditures and Change in Fund Balance and Statement of Revenues, Expenditures and Change in Fund Balance – Budget and Actual for the Bond Construction Fund (Measure R) of the Mt. San Antonio Community College District (the District), as of and for the fiscal year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the District's Bond Construction Fund (Measure R) financial statements, and have issued our report thereon dated November 19, 2015.

**Internal Control Over Financial Reporting**

In planning and performing our audit, we considered the District's internal control over the Bond Construction Fund (Measure R) financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL  
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND  
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL  
STATEMENTS PERFORMED IN ACCORDANCE  
WITH *GOVERNMENT AUDITING STANDARDS***

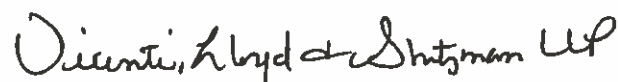
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the District's Bond Construction Fund (Measure R) financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

  
VICENTI, LLOYD & STUTZMAN LLP  
Glendora, California  
November 19, 2015

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT  
BOND CONSTRUCTION FUND  
(MEASURE R)**

**SCHEDULE OF FINDINGS AND RESPONSES  
June 30, 2015**

There were no findings related to the financial audit of the Bond Construction Fund (Measure R) for the fiscal years ended June 30, 2015 and June 30, 2014.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT**

**PROPOSITION 39, GENERAL OBLIGATION BONDS  
(MEASURE RR, NOVEMBER 2008)  
FINANCIAL AUDIT**

**June 30, 2015**



**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT**

**PROPOSITION 39, GENERAL OBLIGATION BONDS  
(MEASURE RR, NOVEMBER 2008)  
FINANCIAL AUDIT**

**June 30, 2015**

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**INDEPENDENT AUDITOR'S REPORT**

The Board of Trustees  
The Citizens' Oversight Committee  
Mt. San Antonio Community College District  
1100 North Grand Avenue  
Walnut, California 91789

**Report on the Financial Statements**

We have audited, in accordance with auditing standards generally accepted in the United States of America, the basic financial statements of the Mt. San Antonio Community College District, as of and for the fiscal year ended June 30, 2015, and have issued our report thereon dated November 19, 2015. We have also audited the accompanying financial statements of the Bond Construction Fund (Measure RR) of the Mt. San Antonio Community College District as of and for the fiscal year ended June 30, 2015, and the related notes to the financial statements as listed in the table of contents.

**Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

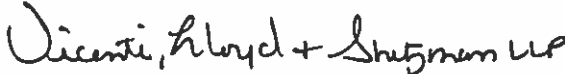
The Board of Trustees  
The Citizens' Oversight Committee  
Mt. San Antonio Community College District

## **Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the Bond Construction Fund (Measure RR) of the Mt. San Antonio Community College District as of June 30, 2015, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## **Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated November 19, 2015 on our consideration of the Mt. San Antonio Community College District's internal control over the Bond Construction Fund (Measure RR) financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over the Bond Construction Fund (Measure RR) financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Mt. San Antonio Community College District's internal control over the Bond Construction Fund (Measure RR) financial reporting and compliance.

  
VICENTI, LLOYD & STUTZMAN LLP  
Glendora, California  
November 19, 2015



**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT**

**BALANCE SHEET  
BOND CONSTRUCTION FUND  
(MEASURE RR)  
June 30, 2015**

**ASSETS**

Cash in County Treasury	\$ 97,695,579
Accounts Receivable	<u>327,299</u>
<b>TOTAL ASSETS</b>	<b><u>\$ 98,022,878</u></b>

**LIABILITIES AND FUND BALANCE**

**Liabilities**

Accounts Payable	\$ 5,812,908
Accrued Liabilities	<u>24,848</u>
<b>TOTAL LIABILITIES</b>	<b><u>5,837,756</u></b>

**Fund Balance**

Restricted for Capital Projects	<u>92,185,122</u>
<b>TOTAL FUND BALANCE</b>	<b><u>92,185,122</u></b>
<b>TOTAL LIABILITIES AND FUND BALANCE</b>	<b><u>\$ 98,022,878</u></b>

See the accompanying notes to the financial statements.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT**

**STATEMENT OF REVENUES, EXPENDITURES  
AND CHANGE IN FUND BALANCE  
BOND CONSTRUCTION FUND  
(MEASURE RR)**

**For the Fiscal Year Ended June 30, 2015**

**REVENUES**

Revenues from Local Sources	
Interest Income	\$ 812,499
Other Local Revenue	<u>1,475,995</u>
<b>TOTAL REVENUES</b>	<u><u>2,288,494</u></u>

**EXPENDITURES**

Salaries	908,466
Employee Benefits	236,986
Supplies and Materials	39,175
Other Expenses and Services	2,261,869
Capital Outlay	<u>27,358,437</u>
<b>TOTAL EXPENDITURES</b>	<u><u>30,804,933</u></u>

Net Change in Fund Balance	<u>(28,516,439)</u>
Fund Balance at Beginning of Year	<u>120,701,561</u>
Fund Balance at End of Year	<u><u>\$ 92,185,122</u></u>

See the accompanying notes to the financial statements.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT**

**STATEMENT OF REVENUES, EXPENDITURES  
AND CHANGE IN FUND BALANCE - BUDGET AND ACTUAL  
BOND CONSTRUCTION FUND**

**(MEASURE RR)**

**For the Fiscal Year Ended June 30, 2015**

	<u>Budget*</u>	<u>Actual</u>	<u>Variance Favorable (Unfavorable)</u>
<b>REVENUES</b>			
Revenues from Local Sources			
Interest Income	\$ 812,499	\$ 812,499	\$
Other Local Revenue	1,475,995	1,475,995	
<b>TOTAL REVENUES</b>	<u>2,288,494</u>	<u>2,288,494</u>	<u>-</u>
<b>EXPENDITURES</b>			
Salaries	1,124,702	908,466	216,236
Employee Benefits	244,756	236,986	7,770
Supplies and Materials	221,999	39,175	182,824
Other Expenses and Services	2,906,451	2,261,869	644,582
Capital Outlay	116,348,628	27,358,437	88,990,191
<b>TOTAL EXPENDITURES</b>	<u>120,846,536</u>	<u>30,804,933</u>	<u>90,041,603</u>
 Change in Fund Balance	 <u>\$ (118,558,042)</u>	 (28,516,439)	 <u>\$ 90,041,603</u>
 Fund Balance at Beginning of Year		 <u>120,701,561</u>	
Fund Balance at End of Year		<u>\$ 92,185,122</u>	

\* The budget for revenues reflects estimated amounts to be received in the current year. The budget for expenditures reflects amounts remaining and available for current and subsequent years' expenditures and does not necessarily coincide with actual planned expenditures in the current year.

See the accompanying notes to the financial statements.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT  
BOND CONSTRUCTION FUND  
(MEASURE RR)**

**NOTES TO FINANCIAL STATEMENTS  
June 30, 2015**

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:**

**ACCOUNTING POLICIES**

The accompanying financial statements have been prepared in conformity with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board and *Audits of State and Local Governmental Units* issued by the American Institute of Certified Public Accountants.

**FUND STRUCTURE**

The Statement of Revenues, Expenditures, and Change in Fund Balance is a statement of financial activities of the Bond Construction Fund (Measure RR) related to the current reporting period. Expenditures frequently include amounts for buildings, equipment, etc. Consequently, these statements do not purport to present the result of operations or the net income or loss for the period as would a statement of income for a profit-type organization.

**BASIS OF ACCOUNTING**

The Bond Construction Fund (Measure RR) of the Mt. San Antonio Community College District (the District) is maintained on the modified accrual basis of accounting. As such, revenues are recognized when they become susceptible to accrual, which is to say, when they become both measurable and available to finance expenditures of the current period. Expenditures are recognized in the accounting period in which the liability is incurred (when goods are received or services rendered).

Cash in the County Treasury is recorded at cost, which approximates fair value, in accordance with the requirements of GASB Statement No. 31.

**BUDGET**

The Statement of Revenues, Expenditures and Change in Fund Balances – Budget and Actual includes a column entitled “Budget”. The amounts in this column represent the budget adopted by the Board and all amendments throughout the year.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT  
BOND CONSTRUCTION FUND  
(MEASURE RR)**

**NOTES TO FINANCIAL STATEMENTS  
June 30, 2015**

**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)**

**FUND BALANCE CLASSIFICATION**

In accordance with GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, the governmental fund financial statements present fund balance classifications that comprise a hierarchy based on the extent to which the District is bound to honor constraints on the specific purposes for which amounts can be spent. Amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors, grantors, contributors, or laws or regulations of other governments, or (b) imposed by law through constitutional provisions or enabling legislation are considered restricted. The fund balance of the Bond Construction Fund (Measure RR) is therefore classified as restricted.

**CAPITAL ASSETS AND LONG-TERM DEBT**

The accounting and reporting treatment applied to the capital assets and long-term liabilities associated with the Bond Construction Fund (Measure RR) are determined by its measurement focus. The Bond Construction Fund (Measure RR) is accounted for on a spending or “financial flow” measurement focus. This means that only current assets and current liabilities are generally included on the balance sheet. The reported fund balance is considered a measure of “available spendable resources”. Thus, the capital assets and long-term liabilities associated with the Bond Construction Fund (Measure RR) are accounted for in the basic financial statements of the District.

**ESTIMATES**

The preparation of the financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

**NOTE 2 – DEPOSITS – CASH IN COUNTY TREASURY:**

In accordance with the *Budget and Accounting Manual*, the District maintains all of its cash in the Los Angeles County Treasury as part of the common investment pool. These pooled funds are carried at amortized cost which approximates fair value. Fair value of the posted investments at June 30, 2015 is measured at 99.8957% of amortized cost on investments with maturities in excess of one year.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT  
BOND CONSTRUCTION FUND  
(MEASURE RR)**

**NOTES TO FINANCIAL STATEMENTS  
June 30, 2015**

**NOTE 2 – DEPOSITS – CASH IN COUNTY TREASURY: (continued)**

The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The County is restricted by Government Code Section 53635 pursuant to Section 53601 to invest in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The funds maintained by the County are either secured by federal depository insurance or are collateralized. The County investment pool is not required to be rated. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

**NOTE 3 – EXCESS OF EXPENDITURES OVER APPROPRIATIONS:**

No excess of expenditures over appropriations, by major object codes, occurred in the Bond Construction Fund (Measure RR).

**NOTE 4 – BONDED DEBT:**

On November 4, 2008, \$353 million in general obligation bonds were authorized by an election held within the Mt. San Antonio College District under Proposition 39/Measure RR. Proceeds from the sale of the bonds will be used to finance the construction, acquisition, furnishing and equipping of District facilities and to liquidate the outstanding bond anticipation notes.

On August 1, 2013 the District offered for sale \$205,586,691 (Series A) and \$11,715,000 (Series B) in general obligation bonds. The bonds were issued to liquidate the bond anticipation notes of the District and to pay for certain capital improvements. The Series A bonds were issued as current interest serial bonds in the aggregate principal amount of \$5,280,000, as current interest item bonds in the principal amount of \$22,520,000, as capital appreciation serial bonds in the aggregate principal amount of \$28,534,146, and as convertible capital appreciation term bonds in the aggregate principal amount of \$149,252,545. Series B bonds were issued as current interest bonds.

Proceeds of \$78,815,326 associated with the bond issue were deposited in an escrow fund for repayment of the bond anticipation notes of the District.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT  
BOND CONSTRUCTION FUND  
(MEASURE RR)**

**NOTES TO FINANCIAL STATEMENTS  
June 30, 2015**

**NOTE 4 – BONDED DEBT: (continued)**

The capital appreciation bonds were issued with maturity dates of August 1, 2019 through August 1, 2033. Prior to the applicable maturity date, each bond will accrete interest on the principal component. The convertible capital appreciation term bonds were issued with conversion dates of August 1, 2023 and August 1, 2028. Prior to the applicable maturity date, each bond will accrete interest on the principal component. Accreted interest is included as long-term debt in the basic financial statements of the District.

The outstanding bonded debt of the District at June 30, 2015 is:

Date of Issue	Interest Rate %	Final Maturity Date	Amount of Original Issue	Outstanding July 1, 2014	Issued Current Year	Redeemed Current Year	Outstanding June 30, 2015
8/1/2013 A	2.00-6.25%	8/1/2043	\$ 205,586,691	\$ 205,586,691	\$ -	\$ 1,725,000	\$ 203,861,691
8/1/2013 B	0.72-4.10%	8/1/2023	11,715,000	11,715,000	-	1,075,000	10,640,000
			<u>\$ 217,301,691</u>	<u>\$ 217,301,691</u>	<u>\$ -</u>	<u>\$ 2,800,000</u>	<u>\$ 214,501,691</u>

The annual requirements to amortize the bonds payable, outstanding as of June 30, 2015, are as follows:

Year Ended June 30,	Principal	Accreted Interest	Interest	Total
2016	\$ 2,595,000	\$ -	\$ 1,523,529	\$ 4,118,529
2017	2,885,000	-	1,459,622	4,344,622
2018	1,365,000	-	1,399,030	2,764,030
2019	1,135,000	-	1,368,076	2,503,076
2020	1,355,225	99,775	1,336,250	2,791,250
2021-2025	12,690,816	7,799,184	10,363,056	30,853,056
2026-2030	35,253,038	32,246,962	42,204,743	109,704,743
2031-2035	35,470,369	25,924,631	100,561,750	161,956,750
2036-2040	51,512,705	78,157,295	77,620,000	207,290,000
2041-2044	70,239,538	106,570,462	23,623,439	200,433,439
Total Debt Service	<u>\$ 214,501,691</u>	<u>\$ 250,798,309</u>	<u>\$ 261,459,495</u>	<u>\$ 726,759,495</u>

The repayment of debt related to the general obligation bonds is accounted for in the District's Bond Interest and Redemption Fund which is part of the District's basic financial statements. The recognition of premiums or discounts on bonds is recorded with long-term liabilities in the District's basic financial statements. Costs of issuance are expensed when incurred.

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT  
BOND CONSTRUCTION FUND  
(MEASURE RR)**

**NOTES TO FINANCIAL STATEMENTS  
June 30, 2015**

**NOTE 5 – COMMITMENTS AND CONTINGENCIES:**

A. Purchase Commitments

As of June 30, 2015 the District was committed under various capital expenditure purchase agreements for bond projects totaling approximately \$26.5 million associated with the Bond Construction Fund (Measure RR).

B. Litigation

The District is involved in various claims and legal actions arising in the ordinary course of business. In the opinion of management, the ultimate disposition of these matters will not have a material adverse effect on the District's financial statements. However, one such claim is scheduled for arbitration to begin in November 2015 with ultimate binding resolution to occur early 2016. The claim has been estimated not to exceed \$1 million. This amount has not been accrued in these financial statements as the outcome is uncertain and the District intends to defend against the claim. An amount has been reserved in the event arbitration results in a judgment against the District.

**NOTE 6 – SUBSEQUENT EVENT:**

General Obligation Bonds (Measure RR)

The District issued for sale \$20,000,000 General Obligation Bonds, Election of 2008, Series 2015C on September 11, 2015. The bonds were issued with an interest rate of 2.00% to 4.00% and mature on August 1, 2022. The bonds were sold to finance the acquisition, construction, renovation and equipping of District sites and facilities. The District also issued for sale \$19,440,000 of General Obligation Refunding Bonds on September 11, 2015. The bonds were issued with an interest rate of 2.00% to 5.00% and mature on June 1, 2033. The bonds were sold to refund a portion of the District's outstanding General Obligation Bonds, 2001 Election, Series D resulting in a net savings to taxpayers from reduced interest rates.





**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL  
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND  
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL  
STATEMENTS PERFORMED IN ACCORDANCE  
WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees  
The Citizens' Oversight Committee  
Mt. San Antonio Community College District  
1100 North Grand Avenue  
Walnut, California 91789

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the Balance Sheet, Statement of Revenues, Expenditures and Change in Fund Balance and Statement of Revenues, Expenditures and Change in Fund Balance – Budget and Actual for the Bond Construction Fund (Measure RR) of the Mt. San Antonio Community College District (the District), as of and for the fiscal year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the District's Bond Construction Fund (Measure RR) financial statements, and have issued our report thereon dated November 19, 2015.

**Internal Control Over Financial Reporting**

In planning and performing our audit, we considered the District's internal control over the Bond Construction Fund (Measure RR) financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL  
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND  
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL  
STATEMENTS PERFORMED IN ACCORDANCE  
WITH *GOVERNMENT AUDITING STANDARDS***


Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the District's Bond Construction Fund (Measure RR) financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

  
VICENTI, LLOYD & STUTZMAN LLP  
Glendora, California  
November 19, 2015

**MT. SAN ANTONIO COMMUNITY COLLEGE DISTRICT  
BOND CONSTRUCTION FUND  
(MEASURE RR)**

**SCHEDULE OF FINDINGS AND RESPONSES  
June 30, 2015**

There were no findings related to the financial audit of the Bond Construction Fund (Measure RR) for the fiscal years ended June 30, 2015 and June 30, 2014.

# Mt. San Antonio College Equal Employment Opportunity Plan



Adopted by the Board of Trustees  
October 26, 2011

## EEO Plan and Guidelines

### Plan Component 1: Introduction

The Mount San Antonio Community College District Equal Employment Opportunity Plan (*Plan*) was adopted by the Board of Trustees on **September 14, 2011**. The *Plan* reflects the district's commitment to equal employment opportunity. It is the district's belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all will foster diversity and promote excellence.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The *Plan's* immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (Section 53000 et. seq.) and the steps the district shall take in the event of under-representation of monitored groups. (To be completed when state availability data is supplied by the state Chancellor's office.) The *Plan* contains an analysis of the demographic makeup of the district's workforce population and an analysis of whether under-representation of monitored groups exists. The *Plan* also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of a **Campus Equity and Diversity Committee**; methods to support equal employment opportunity and an environment which is welcoming to all<sup>1</sup>; and procedures for dissemination of the *Plan*. To properly serve a growing diverse population, the district will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

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William T. Scroggins  
President / CEO  
Mt. San Antonio College

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<sup>1</sup> Diversity and equal employment opportunity are related but separate concepts. An environment that promotes principles of diversity simultaneously promotes an accepting environment for implementation of equal employment opportunity. Because of the interrelationship of diversity and EEO, Plan Component 14 is dedicated to diversity programs and projects as a way to further EEO efforts.

## Plan Component 2: Definitions

- A. **Adverse Impact:** a statistical measure (such as those outlined in the EEO Commission's *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- B. **Business Necessity:** circumstances which justify an exception to the requirements of Section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.
- C. **Diversity:** means a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experience, and other enriching characteristics.
- D. **Equal Employment Opportunity:** means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories listed in Section 53004(a). Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by Title 5, Section 53000 et seq.
- E. **Equal Employment Opportunity Plan:** a written document in which a district's workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
- F. **Equal Employment Opportunity Programs:** all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of Section 53006.
- G. (1) **Ethnic Minorities:** American Indians or Alaskan natives, Asians or Pacific Islanders, Black/African-Americans, and Hispanics/Latinos.
- (2) **Ethnic Group Identification:** means an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to Section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- H. **Goals for Persons with Disabilities:** a statement that the district will strive to attract and hire additional qualified persons with a disability in order to achieve the level or projected representation for that group by a target date established by taking into account the expected turnover in the workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not "quotas" or rigid proportions.

- I. ***In-House or Promotional Only Hiring***: means that only existing district employees are allowed to apply for a position.
- J. ***Monitored Group***: means those groups identified in Section 53004(b) for which monitoring and reporting is required pursuant to Section 53004(a).
- K. ***Person with a Disability***: any person who (1) has a physical or mental impairment as defined in Government Code, Section 12926 which limits one or more of such person's major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is "limited" if the condition makes the achievement of the major life activity difficult.
- L. ***Projected Representation***: the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.
- M. ***Reasonable Accommodation***: the efforts made on the part of the district to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. "Reasonable accommodations" may include the items designated in Section 53025.
- N. ***Screening or Selection Procedures***: any job-related measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
- O. ***Significantly Underrepresented Group***: any monitored group for which the percentage of persons from that group employed by the district in any job category listed in Section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.
- P. ***Target Date***: a point in time by which the district plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.
- Q. ***Timetable***: a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by projected target date.

### **Plan Component 3: Policy Statement**

The Mt. San Antonio Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the district's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity and are not subjected to discrimination in any program or activity of the district on the basis of **ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry, sexual orientation**, language, accent, citizenship status, transgender, parental status, marital status, economic status, veteran status, medical condition, or on the basis of these perceived characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.<sup>2</sup>

The district will strive to achieve a workforce that is welcoming to men, women, persons with disabilities and individuals from all ethnic and other groups to ensure the district provides an inclusive educational and employment environment. Such an environment fosters cooperation, acceptance, democracy and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.

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<sup>2</sup> The protected categories bolded above are described in the Board of Governors regulations and nondiscrimination regulations. Individual districts may broaden the scope of protected categories, and in some cases may be required to do so by other law or local ordinance. Although districts may broaden who is protected under their nondiscrimination statement, these additional groups will not be entitled to the safeguards under the Title 5 regulations in regarding to appeal and/or review by the Chancellor's Office.



## **Plan Component 4: Delegation of Responsibility, Authority and Compliance**

It is the goal of the Mt. San Antonio Community College District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the district. The general responsibilities for the prompt and effective implementation of this *Plan* are set forth below.

### **1. *Governing Board***

The governing board is ultimately responsible for proper implementation of the district's *Plan* at all levels of district and college operation, and for ensuring equal employment opportunity as described in the *Plan*.

### **2. *President / CEO***

The governing board delegates to the President / CEO, **William T. Scroggins**, the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the district's equal employment opportunity policies and procedures. The President / CEO shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on *Plan* implementation. The President / CEO shall evaluate the performance of all administrative who report directly to him on their ability to follow and implement the *Plan*.

### **3. *Equal Employment Opportunity Officer***

The district has designated **Annette Loria** as its equal employment opportunity officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the equal employment opportunity officer changes before this *Plan* is next revised, the district will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the *Plan* and for assuring compliance with the requirements of Title 5, Sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.<sup>3</sup>

### **4. *Campus Equity and Diversity Committee***

The Campus Equity and Diversity Committee will act as an advisory body to the equal employment opportunity officer and the district as a whole to promote understanding and support

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<sup>3</sup> Section 53026 requires districts to develop a process permitting "any person" to file a complaint alleging that the EEO requirements (Title 5, § 53000 et seq.) have been violated. Complaints that also allege discrimination are to be processed according to the discrimination complaint procedures that commence at section 59300 of Title 5. Title 5 does not require, nor does it prohibit, that the officer who receives section 53026 complaints be the officer who receives section 59300 complaints. In this *Plan*, the same officer receives both *Plan* complaints and discrimination complaints, but that arrangement is not required by the regulations.

of equal employment opportunity policies and procedures.<sup>4</sup> The committees shall assist in the implementation of the *Plan* in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for *Plan* revisions as appropriate.

**5. *Agents of the District***

Any organization or individual, whether or not an employee of the district, who acts on behalf of the governing board with regard to the recruitment and screening of personnel, is an agent of the district and is subject to all the requirements of this *Plan*.

**6. *Good Faith Effort***

The District shall make a continuous good faith effort to comply with all the requirements of its *Plan*.

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<sup>4</sup> Many districts continue to call these advisory committees Diversity Advisory Committees, as they were called in the prior Title 5 language. This is acceptable, although the current Title 5 language refers to them as Equal Employment Opportunity Advisory Committees. The committee name is not critical; the important thing is for the committee to carry out the duties described in section 53005 of Title 5.

## **Plan Component 5: Advisory Committee**

The District has established a Campus Equity and Diversity Committee to assist with the implementation of its *Plan*. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train and advisory committee on equal employment compliance and the *Plan* itself.

The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the district is unable to meet this requirement it will document that efforts were made to recruit advisory committee members who are members of monitored groups. The committee will be composed of six faculty members, three classified members (one member to be from DSP&S), one administrator/manager, and one students.<sup>5</sup>

Ex officio members may include whenever applicable, the human resources director, the equal employment opportunity officer, the Title IX officer, and the ADA coordinator. The committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the committee shall make recommendations to the governing board, the President / CEO, and the equal employment opportunity officer.

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<sup>5</sup> Title 5 does not require any specific composition for the advisory committee. It is recommended that advisory committees include representatives from all constituency groups: Students, faculty, classified staff and administrators.

## Plan Component 6: Complaints

### 1. *Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026).*

The district has established a process (BP 3410, BP 3420, AP 3410, AP 3420) permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations have been violated:<sup>6</sup>

Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation.

Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the district to waive the sixty (60) day limitation. Complaints alleging violations of the *Plan* that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the district's determination pursuant to Section 53026 to the Chancellor's office, but under some circumstances violations of the equal opportunity regulations in Title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor's Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by Section 53026. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaint*) at:

<http://www.cccco.edu/division/legal/guidelines/Guidelines%20for%20Minimum%20Conditions%20Complaints.htm>

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a district statement of the reason for returning the complaint without action.

The complaint shall be filed with the equal employment opportunity officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the President / CEO. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The equal employment opportunity officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under Section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Section 59300 et seq.

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<sup>6</sup> The equal employment opportunity regulations are found in California Code of Regulations, Title 5, section 53000 et seq.

2. ***Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)***

The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Vice President, Human Resources is responsible for receiving such complaints and for coordinating their investigation. Campus complaint officers may be assigned investigation responsibilities. *(The district's discrimination and sexual harassment complaint procedures are attached to this Plan).*

## **Plan Component 7: Notification to District Employees**

The commitment of the governing board and the President / CEO to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the *Plan*. The policy statement is printed in the college catalog and class schedules. The *Plan* and subsequent revisions will be distributed to the district's governing board, the President / CEO administrators, the academic senate leadership, union representatives, and members of the Campus Equity and Diversity Committee.

The *Plan* is available on the district's website and, when appropriate, may be distributed by e-mail. Each year, the district will provide all employees with a copy of the board's Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this *Plan*) and written notice summarizing the provisions of the district's Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the district. The annual notice will contain the following provisions:

1. The importance of the employee's participation and responsibility in ensuring the *Plan*'s implementation.
2. Where complete copies of the *Plan* are available, including in the campus library, in the district's public folders, on the district internet/intranet site, the office of the President / CEO, the office of Human Resources, and each department office.

## **Plan Component 8: Training for Screening / Selection Committees**

Any organization or individual who is involved in the recruitment and screening / selection of personnel shall receive appropriate training on the requirements of the Title 5 regulations regarding equal employment opportunity (section 53000 et seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the district's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency<sup>7</sup>; the value of a diverse workforce; and recognizing bias.

### Hiring Committee

- Persons serving on a hiring committee will be required to participate in a pre-hiring EEO norming session prior to serving.

### EEO Committee Representative

Persons serving the first time in the above capacities will be required to receive training prior to serving. EEO Rep. training is mandatory; individuals who have not received this training will not be allowed to serve as an EEO representative.

The Office of Human Resources in collaboration with the Campus Equity and Diversity Committee is responsible for providing the required training. Any individual, whether or not an employee of the district, acting on behalf of the district with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of title 5<sup>8</sup> and the District's Equal Employment Opportunity Plan.

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<sup>7</sup> "Cultural proficiency" involves successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success. "Culture" refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavior expectations, and principles that are widely used or recognized. "Culture" therefore refers to more than simply race and ethnicity.

<sup>8</sup> See Title 5, § 53020(c).

### **Plan Component 9: Annual Written Notice to Community Organizations & Professional Groups**

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The notice will inform these organizations that they may obtain a copy of the *Plan*, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the *Plan*.

The notice will also include the Internet address where the district advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The district will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations which will receive this notice is attached to this *Plan*. This list may be revised from time to time as necessary.



## **Plan Component 10: Analysis of District Workforce and Applicant Pool**

The Human Resources Department will annually survey the district's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the college's progress in implementing the *Plan*, to provide data needed for the reports required by this *Plan*, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians or Alaskan natives, Asians or Pacific islanders, blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report all applicants and employees will be afforded the opportunity to voluntarily identify their gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they wish, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). The district will annually report to the Chancellor the result of its annual survey of employees. At least every three years the *Plan* will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

- (1) Executive/Administrative/Managerial
- (2) Faculty and other Instructional Staff
  - (a) Business
  - (b) Arts
  - (c) Continuing & Noncredit Education
  - (d) Humanities
  - (e) Library & Learning Resources
  - (f) Natural Sciences
  - (g) Physical Education
  - (h) Student Services
  - (i) Technology & Health
- (3) Secretarial/Clerical
- (4) Technical and Paraprofessional
- (5) Skilled Trades
- (6) Service and Maintenance

The district's workforce and applicant pools for the fall of 2010 are as follows.

Page for spreadsheet

**Plan Component 11: Analysis of Degree of Under-representation and Significant Under-representation** (Completion of this section awaits Chancellor’s Office availability data).

The district continues to make progress in reducing the under-representation of certain monitored groups in its workforce. To determine whether under-representation exists, the district’s workforce data provided in Plan Component 10 above must be compared to the Chancellor’s availability data (i.e., the pool of persons determined by the Chancellor to be qualified and available to perform the work in question). Of those hired, **X percent (X hires)** of the new employees are members of ethnic groups which had previously been found to be underrepresented in several job categories. Faculty hiring trends over the past ten years demonstrated an increase in the participation rate of underrepresented ethnic groups from **X percent** to **X percent** and persons with disabilities from **X percent** to **X percent**. **X percent** of new hires during this period were women.

The analysis has been done for monitored groups in each job category. Underrepresentation exists whenever the district’s workforce for any monitored group in a job category falls below the projected representation as indicated by the Chancellor’s Office availability data.<sup>9</sup> Significant under-representation exists when the percentage of persons from that group falls below 80 percent of the projected representation. The tables showing the degree of under-representation for each monitored group in each job category are detailed in *Appendix A*. The summary of the analysis of the district’s workforce is as follows:

- (1) *Under-representation* – Under-representation exists to some degree in most categories; the least exist within the **X, Y and Z** categories. The district will take steps described in Component 12 of this Plan to address the identified instances of under-representation.
- (2) *Significant Under-representation* – Significant under-representation exists across several categories. The group showing the greatest significant under-representation district-wide, pursuant to the state’s availability data are **X** followed by **Y and Z**.

*(Examples of Language to Use in Final EEO Plan)*

**Asian/Pacific Islanders** are significantly underrepresented in X, Y and Z categories at Mt. San Antonio College.

**American Indian/Alaskan Natives** are significantly underrepresented in X, Y and Z categories at Mt. San Antonio College.

**Hispanics** are significantly underrepresented in X, Y and Z categories at Mt. San Antonio College.

**African-Americans** are significantly underrepresented in X, Y and Z categories at Mt. San Antonio College.

**Whites** are significantly underrepresented in X, Y and Z categories at Mt. San Antonio College.

**Women** are significantly underrepresented in X, Y and Z categories at Mt. San Antonio College.

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<sup>9</sup> Although Title 5 provides a definition for “significant underrepresentation,” it does not provide a definition for “underrepresentation.” Therefore it is logical that underrepresentation occurs whenever representation falls below projected representation to any degree.

**Men** are significantly underrepresented in X, Y and Z categories at Mt. San Antonio College.

**Persons with disabilities** are significantly underrepresented at X, Y and Z categories at Mt. San Antonio College.

- (3) In those areas where significant under-representation persists for three years or more, section 53006(b) of Title 5 requires that additional measures be taken. The categories requiring additional measures are:

***Examples: (to be filled in after survey is completed)***

(a) Executive/Administrative/Managerial – **X category**

(b) Faculty / English – **X category**

(c) Faculty / Math – **X category**

## Plan Component 12: Methods to Address Under-representation

The district will ensure equal employment opportunity which involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups that are protected from discrimination. In so doing, the district places great emphasis on the recruitment of potential applicants in order to create a diverse pool of qualified individuals from which to hire. With a diverse pool, the district takes steps within the screening/selection process to allow for the hiring of candidates with varied backgrounds who can contribute to and effectively communicate in a diverse community. The equal employment opportunity provisions below are applicable to all full-time and part-time hiring, including hiring meant to address the ratio of full-time to part-time faculty that may be required by Education Code Section 87482.6<sup>10</sup>

To address any identified under-representation of monitored groups pursuant to Plan Component 11, the district will revise its recruitment and hiring procedures and policies in accordance with the following provisions. These provisions will be in place henceforth, whether or not under-representation exist, because the provisions are also valuable in ensuring equal employment opportunity. The district's Recruitment and Hiring Procedures includes in its section on recruitment the following provisions:

### 1) Recruitment

It is the policy of the district to aggressively pursue a program of verifiable recruitment that is inclusive and open to all individuals.

Efforts will be undertaken on a regular basis to develop and contact new recruitment sources that ensure diverse pools of candidates. Diverse pools should include, but not be limited to, men, women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. The Campus Equity and Diversity Committee is encouraged to utilize and notify the district of additional recruitment options that may enable the district to obtain a diverse pool of applicants. All recruitment announcements will state that the district is an "Equal Employment – Affirmative Action Employer."<sup>11</sup>

- a) For any job category where continuing under-representation exists, the district will apply the recruitment procedures set forth in Title 5, Section 53201 to conduct full and open recruitment for all new openings and will not invoke the provisions for in-house interim appointments or the exception under 53201(c)(7) for engaging an administrator through a professional services contract unless the President/CEO or his/her designee first notifies the governing board and the Campus Equity and Diversity Committee in writing of the compelling reason to limit the persons who may be considered for a vacancy in a job category where under-representation persists.

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<sup>10</sup> Education Code section 87102 requires each district's Plan to address how progress will be made in achieving the ratio of full-time to part-time faculty hiring as required by Education Code section 87482.6, while still ensuring equal employment opportunity.

<sup>11</sup> Some districts may have a federal contract that may require the use of the term "affirmative action." Proposition 209 permits affirmative action programs that are required by federal law. Technically, Proposition 209 did not make all other affirmative action programs unlawful.

- b) Recruitment for all open positions shall include, but not be limited to, placement of job announcements in the following instruments:
  - (1) General circulation newspapers, general circulation publications, and general market radio and television stations, including electronic media.
  - (2) Local and regional community newspapers.
  - (3) Newspapers, publications, and radio and television stations that provide information in languages other than English and to low-income communities.
  - (4) Publications, including electronic media, that are distributed to the general market and to newspapers, publications, and radio and television stations whose primary audience is comprised of groups found to be underrepresented in the district's workforce.
  - (5) Recruitment booths at job fairs or conferences oriented to both the general market and the economically disadvantaged as well as those events drawing significant participation by groups found to be underrepresented in the college's workforce.
- c) Annually the district shall consider hosting an open house for persons interested in employment with the district. The open house will allow potential candidates to meet deans, division chairs, faculty, and classified employees of the district. Attendees will be provided with information regarding current job openings, the demographic makeup of the student body, hiring criteria and procedures, and information on the district's commitment to equal employment opportunity. Effort will be made to attract diverse groups of individuals to the open house.
- d) District employees will be surveyed on a regular basis requesting resources and locations where open positions may be advertised to ensure that recruitment is as inclusive and broad as possible and includes recruitment of monitored groups. Human resources will compile, store, and update this list.

## 2) Job Announcements

The district's Recruitment and Hiring Procedures section on "Job Announcements" includes the following provisions:

- a) Job announcements will state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. For all position, job requirements will include demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. For faculty and administrative positions, requirements will also include knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination. All faculty and administrative positions will state as preferred or desired qualification knowledge of multiculturalism and training in cultural proficiency. Job specifications, including any "required," "desired," or "preferred" qualifications beyond the state minimum qualifications which the district wishes to utilize will be reviewed by the Equal Employment Opportunity Officer before the position is announced to ensure conformity with equal employment regulations and state and federal

nondiscrimination laws.<sup>12</sup> All job announcements shall state that the district is an “Equal Employment – Affirmative Action Employer.”<sup>13</sup>

- b) For identified public contact or community liaison positions, bilingual ability in the language spoken by a significant number of students may be a required qualification. Before bilingual ability in the identified languages can be made a required qualification, the district will conduct an analysis to ensure that such a requirement meets the standard for a bona fide occupational requirement. The district will identify the specific positions that may require bilingual ability and the language(s) needed and in which positions bilingual ability in a particular language may be listed as a required, preferred, or desired qualification.

3) Review of Initial and qualified Applicant Pools<sup>14</sup>

Initial applicant pools will be reviewed for projected representation of monitored groups. Once the initial pool is approved, the pool will be screened for minimum qualifications, resulting in a qualified applicant pool. The qualified applicant pool will be reviewed so that no monitored group is adversely impacted. Once the qualified applicant pool is approved, the pool may be forwarded to the screening/selection committee. The college’s Recruitment and Hiring Procedures include the following provisions:

- a) The application for employment will afford each applicant an opportunity to voluntarily identify his or her gender, ethnic group and, if applicable, his or her disability.
- b) *Initial Applicant Pool:* The initial applicant pool is composed of all applications received by the application deadline. The following steps will be taken when reviewing the initial applicant pool.

**Step 1:** The composition of the initial applicant pool will be analyzed to ensure that any failure to obtain projected representation for any monitored group is not due to discriminatory recruitment procedures.

**Step 2:** If projected representation has not been met, the application deadline may be extended so that additional recruitment can be conducted that eliminates discriminatory recruitment procedures and ensures that recruitment efforts provide a full and fair opportunity for participation to a wide diversity of potential applicants.

**Step 3:** When recruitment efforts have offered an opportunity for participation to a wide diversity of potential applicants or further recruitment efforts would be futile, applications will be screened to determine which candidates satisfy the minimum qualifications set forth in the job description.

- c) *Qualified Applicant Pool:* The qualified applicant pool is composed of those applicants from the initial applicant pool who satisfy the minimum qualifications set forth in the job description. Before the qualified applicant pool is forwarded to the screening/selection

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<sup>12</sup> Title5, section 53022.

<sup>13</sup> See footnote 11 regarding the use of the term “affirmative action.”

<sup>14</sup> See Title 5, section 53023 for general authority for this section.

committee, its composition will be analyzed to ensure that no monitored group is adversely impacted. If adverse impact is found to exist, effective steps will be taken to address the adverse impact before the selection process continues. Such steps may include, but are not limited to:

**Step 1:** Extending the deadline and undertaking inclusive outreach efforts to ensure that members of the adversely impacted group have equal opportunity to seek employment with the college.

**Step 2:** Including all applicants who were screened out on the basis of any locally established qualifications beyond the state minimum qualifications which have not been specifically demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law.

**Step 3:** If the minimum qualifications stated on the job announcement are changed, the job announcement will be reposted.

**Step 4:** If adverse impact persists after taking Steps 1 and 2 above, the selection process may proceed only if:

- The job announcement does not require qualifications beyond the statewide minimum qualifications or
- Locally established qualifications beyond state minimum qualifications, if any, are demonstrated to be job-related and consistent with business necessity through a process meeting the requirements of federal law and suitable alternative selection procedures to reduce the adverse impact were unavailable.

**Step 5:** Once the qualified applicant pool is approved, the pool will be forwarded to the screening/selection committee for paper screening, interviews, and final recommendations for hiring consideration.

- d) The college will not advertise or utilize in future hiring processes for the same position or a substantially similar position any locally established qualifications beyond state minimum qualifications that the college was unable to verify under Step (c) 2 above unless such qualifications are so verified in advance of commencing any such future hiring process.

4) *Screening/Selection Committee Procedures*<sup>15</sup>

The college seeks to employ qualified persons with a broad range of backgrounds and abilities who have the knowledge and experience to work effectively in a diverse environment. The selection process is based on merit and will extend to all candidates a fair, impartial examination of qualifications based on job-related criteria. The college's Recruitment and Hiring Procedures include in its section on applicant screening by screening/selection committees the following provisions:

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<sup>15</sup> See Title 5, section 53024 for general authority for this section.



- a) All screening or selection techniques, including the procedure for developing interview questions, and the selection process as a whole, will be:
- (1) Designed to ensure that, for all positions, meaningful consideration is given to the extent to which applicants demonstrate a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students;
  - (2) Designed to ensure, that for all faculty and administrative positions, meaningful consideration is given to the extent to which applicants demonstrate knowledge of multi-culturalism, of training in cultural proficiency, and knowledge of the history and culture of underrepresented groups and groups that have experienced discrimination;
  - (3) Based solely on job-related criteria; and
  - (4) Designed to avoid an adverse impact and monitored by means consistent with this section to detect and address adverse impact which does occur for any monitored group.
- b) When possible, every effort will be made, within the limits allowed by federal and state law, to ensure selection/screening committees include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications. Selection/screening committees will be encouraged to include members from monitored groups.
- c) The Equal Employment Opportunity officer will approve the makeup of selection/screening committees. If the Equal Employment Opportunity officer does not approve a selection/screening committee for lack of diversity, steps will be taken to remedy the lack of diversity.
- d) Before a person can serve on a selection/screening committee, he or she must receive equal employment opportunity and diversity training.
- e) Interviews must include at least two questions which assess the candidate's understanding of and commitment to equal employment opportunity and his or her level of cultural proficiency. Reference checks must include at least one question addressing such issues.
- f) All screening materials must be approved for compliance with equal employment opportunity principles.
- g) Monitoring for adverse impact will occur at each of the following stages of the screening/selection committee process:
- (1) After the selection/screening committee has conducted the paper screening and **prior** to contacting any of the applicants for interviews. Interviews cannot be

scheduled until the applicant pool has been approved and cleared for adverse impact.

- (2) After the applicants have been interviewed and **prior** to forwarding finalists to the hiring administrator. Finalists cannot be forwarded for hiring consideration until the applicant pool has been approved and cleared for adverse impact.
- h) If monitoring for adverse impact reveals that any selection technique or procedure has adversely impacted any monitored group, the president/ CEO or his/her designee will do the following:
- (1) Suspend the selection process and take timely and effective steps to remedy the problem before the selection process resumes.
  - (2) When appropriate, assist the screening committee by discussing the overall composition of the applicant pool and the screening criteria or procedures which have produced an adverse impact, provided that confidential information about individual candidates is not disclosed.
  - (3) If adverse impact results from locally established qualifications beyond state minimum qualifications that have not been verified as job-related and consistent with business necessity, the use of such locally established qualifications will be immediately discontinued and any applicants eliminated on the basis of such qualifications will be placed back in the pool and continue to be considered during the hiring process.
  - (4) Where necessary, the position may be reopened at any time and a new selection process initiated in a way designed to avoid adverse impact.
- i) The college will not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, ancestry, national origin, age, sex, religion, sexual orientation, marital status, disability, or medical condition, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law. The college will not apply the *Plan* in a rigid manner that has the purpose or effect of so discriminating.
- j) The college will review all of its current and future job specifications to ensure that seniority or length of service is taken into consideration only to the extent it is job-related, is not the sole criterion, and is included in the job announcement consistent with the requirements of Plan Component 12, section 2)a) (see Title 5, §§53022 and 53024(d)).

Service will be considered job-related for purposes of taking seniority or length of service into account only if it is closely related to the actual teaching or other faculty assignment. Service in the same department will not automatically be considered closely related unless the actual assignments within the department are similar. The use of seniority or length of service will be assessed for adverse impact in each selection process where it is taken into account. If adverse impact results from the use of

seniority or length of service as a job-related factor, the process will continue only if applicants who were eliminated by the use of seniority or length of service considerations are placed back in the pool and continue to be considered during the hiring process.

- k) Selection testing employees will follow procedures as outlined in the Equal Employment Opportunity Commission's *Uniform Guidelines on Employee Selection Procedures*.
- l) The governing board or its designee shall make all final hiring decisions based upon careful review of the candidate or candidates recommended through the screening/selection committee. This includes the right to reject all candidates and to order further review or to reopen the position where necessary to achieve the objective of the *Plan* or to ensure equal employment opportunity.
- m) The college will review the pattern of its hiring decisions over time, and, if it determines that those patterns do not meet the objectives of the *Plan*, the college will request the Campus Equity and Diversity Committee to recommend new methods to meet the *Plan* objectives, or if necessary, to modify the *Plan* itself to ensure equal employment opportunity.

### **Plan Component 13: Additional Steps to Remedy Significant Under-representation**

In Component 11 of this *Plan*, the district identified particular monitored groups that are significantly underrepresented with respect to one or more job categories. In order to address these instances of significant under-representation, the district will take the following steps:

- 1) The district will request that the Campus Equity and Diversity Committee, in conjunction with appropriate human resources staff, review the district's recruitment procedures and make recommendations on modifications that would address the under-representation.
- 2) The district will increase the advertising and recruitment budget for a three-year period to ensure that recruitment is broad and inclusive.
- 3) The district will require that the dean or responsible administrator for the division or department where the significant under-representation occurs develop, in conjunction with the Equal Employment Opportunity Officer, a recruitment and hiring program to assist in addressing the significant under-representation. The program should include additional locations or resources to advertise positions that would likely attract candidates from the significantly under-represented groups; whatever changes in staffing, curricular offerings or department structure would assist in attracting candidates from significantly under-represented groups; additional training for current faculty and staff on the value of a diverse workforce; and recommended changes to the job announcement and screening criteria, including interview questions, that may reasonably be expected to attract candidates from the significantly under-represented groups. The responsible administrator(s) will be evaluated on the ability to develop and implement this recruitment and hiring program.
- 4) The district may develop and implement an intern program where graduate students will be provided the opportunity to co-teach a class offered by the district. The intern program will be designed to interest graduate students in teaching at community colleges and provide them with teaching experience. The program will be designed to provide a diverse group of students with this opportunity.
- 5) The district will actively monitor the representation rate of each group which was identified in Component 11 as being significantly underrepresented in one or more categories. If significant under-representation persists for a particular group in the job category in question, after the measures described above have been in place for a period of at least three years, the district will:
  - a) Review each locally established "required," "desired," or "preferred" qualification being used to screen applicants for positions in the job category to determine if it is job-related and consistent with business necessity through a process meeting the requirements of federal law.
  - b) Discontinue the use of any locally established qualification that is not found to satisfy the requirements set forth in the previous paragraph and continue using qualification standards meeting the requirements in the previous paragraph only where no alternative qualification standard is reasonably available which would select for the same characteristics, meet the requirements of the previous paragraph, and be expected to have a less exclusionary effect.
  - c) Increase the recruitment budget for another three years and hire a staff person to work on recruitment full-time for a least a two-year period.

- d) Develop a recruitment committee composed of the college president (or designee), the human resource director, the equal employment opportunity officer, the dean or responsible administrator for the division or department where the significant under-representation persists and members of the Campus Equity and Diversity Committee to review the effectiveness of the recruitment and hiring program described in *section 3* above. The committee will provide recommendations to modify the recruitment and hiring program to better address the significant under-representation. The college president (or designee) will be evaluated on his/her ability to successfully implement the recruitment and hiring program.

## **Plan Component 14: Other Measures Necessary to Further Equal Employment Opportunity**

The district recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, in addition to the steps to address under-representation and/or significant under-representation, the district will implement a diversity program. Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well planned, well funded, and supported by the leadership of the district can be of great value. The district will sponsor cultural events and speakers on issues dealing with diversity and explore how to infuse diversity into the classroom and curriculum. The district will promote the concept of cultural proficiency and it will develop an evaluation form that integrates diversity into the evaluation of employees. The district will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations. In implementing a diversity program, the district shall do the following:

- 1) Commit to a visible, valued and adequately funded diversity program that is part of the structure of the district and supported by the campus leadership.<sup>16</sup>
- 2) Conduct campus climate studies to identify hidden barriers.
- 3) Include guest speakers from under-represented groups who are in leadership positions and who may inspire students and employees alike.
- 4) Highlight the district's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.
- 5) Conduct diversity dialogues, forums, and cross-cultural workshops.
- 6) Work with the Curriculum Committee to assist in the development of a resources for faculty and staff interested in infusing diversity and multiculturalism into their instruction or services to students.
- 7) Review and revise college publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.

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<sup>16</sup> It is recommended that the Chancellor's office website for information on Systemwide Commitments to Equity and Diversity be reviewed. This information may be accessed at [www.cccco.edu](http://www.cccco.edu); click on agency; governmental relations division; equal employment opportunity; equity and diversity taskforce recommendations; and more. The Chancellor's office has not evaluated the application of specific practices, and therefore there is a risk that inappropriate application could cause the district to be in violation of the law. Additionally, because the information may not have been recently reviewed for consistency with legal requirements, advice from legal counsel is recommended when implementing specific practices.

- 8) Recognize and value staff and faculty who have promoted diversity and equal employment opportunity principles by awarding a yearly diversity recognition award.
- 9) Provide a series of EEO/diversity workshops at all staff improvement days (flex days).
- 10) Evaluate administrators yearly on their ability and efforts to meet the district's equal employment opportunity and diversity efforts.
- 11) Establish an "Equal Employment Opportunity and diversity" online presence by highlighting the district's diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the district's website. The website will also list contact persons for further information on all of these topics.
- 12) Promote sabbaticals that will assist the district in achieving its equal employment opportunity and diversity objectives.
- 13) Promote various cultural celebrations on campus.
- 14) Recognize multilingualism and knowledge of multiculturalism as a desired and, when appropriate, required skill and qualification for community college employees.
- 15) Consider alternative educational or experience requirements for nonacademic positions.
- 16) Develop leadership opportunities for current staff which focus on diversity.
- 17) Establish a *Community Outreach Advisory Council* to involve community-based organizations in the recruitment and other equal employment opportunity efforts of the college. Recommended membership will include representatives from local business and industry as well as from diverse community groups such as MALDEF, NAACP, Chamber of Commerce, and city Council(s).
- 18) Ensure that top administrative staff support diversity objectives and that the Equal Employment Opportunity officer position is maintained as a cabinet or other high-level administrative position.
- 19) Seek direct contact with student (Student Equity and Diversity Committee), professional, community and other organizations (e.g. MALDEF, NAACP, Chamber of Commerce, and city councils) that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.

**Plan Component 15: Persons with Disabilities: Accommodations and Goals for Hiring** (Completion awaits Chancellor's office availability data.)

1) *Reasonable Accommodations*

Applicants and employees with disabilities<sup>17</sup> shall receive reasonable accommodations consistent with the requirements of Government Code Sections 11135 et seq. and 12940(m); Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. Such accommodations may include, but are not limited to, job site modifications, job restructuring, part-time work schedules, flexible scheduling, reassignment to a reasonably equivalent vacant position, adaptive equipment, and auxiliary aides such as readers, interpreters, and notetakers.

The ADA coordinator is responsible for handling requests for accommodations from current employees. The Office of Human resources is responsible for handling requests from applicants seeking such accommodations during the application process. Requests can be made on the "Request for Reasonable Accommodations" form.

2) *Procedures When Under-representation is Found*

When persons with disabilities are found to be significantly underrepresented, measures required under Plan Component 13 and 14 will be implemented.

3) *Goals for persons with Disabilities*

Currently the projected representation for persons with disabilities is only required by the total district workforce and not by job categories.

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<sup>17</sup> See the definition of "person with a disability" in the definitions section of the *Plan*. A more detailed definition of physical and mental disability is found in Government Code, section 12926. California has a broader definition of disability than the ADA. California also requires accommodations to be made under circumstances where accommodations might not be necessary under federal law.



### **Plan Component 16: Graduate Assumption Program of Loans for Education**

As federal and/or State funding permits, the district will encourage community college students to become qualified for, and seek employment as, community college employees. The district shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The district will post informational flyers on the campuses concerning such programs and make information available in student newspapers, the catalog, and in locations accessible to students, including but not limited to Counseling, Financial Aid, Admissions and Records, the Bookstore, and the Student Center, Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.



# MT. SAN ANTONIO COLLEGE

## REGULAR MEETING OF THE BOARD OF TRUSTEES

Wednesday, January 13, 2016

6:30 p.m. Public Session

Founders Hall  
1100 North Grand Avenue  
Walnut, CA 91789

## ADDENDUM TO THE AGENDA

### ACTION AGENDA

7. Consideration of approval of the Student Equity Plan. (See attached backup information.)

**BOARD OF TRUSTEES  
MT. SAN ANTONIO COLLEGE**

**DATE:** January 13, 2016

**ACTION**

**SUBJECT:** Student Equity Plan

**BACKGROUND**

At the December 9, 2015, Board of Trustees meeting, the trustees reviewed the various components of the Student Equity Plan. The State Chancellor's Office requires that the Plan be approved by the Board of Trustees as well as the Academic Senate, Classified Senate, Associated Students, and the college administration. The Board is requested to approve the submission of the College's Student Equity Plan to the California Community Colleges Chancellor's Office.

**ANALYSIS AND FISCAL IMPACT**

The College's Student Equity Plan details the distribution of the state categorical funding received for Student Equity of \$5,042,328. Additionally, complementary funding from the College's unrestricted general fund and the state categorical funding for the Student Success and Support Program (SSSP) that supports Student Equity is also detailed in the Student Equity Plan.

**Funding Sources**

Student Equity allocation.  
Unrestricted General Fund.  
Student Success and Support Program allocation.

**RECOMMENDATION**

It is recommended that the Board of Trustees approves the College's Student Equity Plan for submission to the State Chancellor's Office.

Recommended by: Bill Scroggins Reviewed by: Audrey Yamagata-Noji  
Agenda Item: Action #7

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# Executive Summary

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## EXECUTIVE SUMMARY

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### **Introduction and Background**

Mt. San Antonio College (Mt. SAC) has been committed to the foundational principles of Student Equity for 20 years. Whereas many colleges are initiating critical dialogs and planning equity-based activities, Mt. SAC has had a focus on addressing the needs of under-represented and under-served students for two decades. Although the development of a Student Equity Plan is tedious, the college's over-riding commitment to the values and purposes of Student Equity has enabled Mt. SAC to write a comprehensive plan based on a commitment to addressing the areas in which we need to improve to assure great student success for all students.

### **The Development of the Plan**

The foundation of the 2015-16 Student Equity Plan is based on the college's successful submission and acceptance of the 2014-15 Student Equity Plan as well as on both former and recent campus-wide dialogs related to student equity issues focusing on improving student success. In 2011-12, the Student Preparation and Success Council developed a Student Success Plan, years before the state required the revised equity plan. The purpose of the plan was to identify gaps in our support for students and interventions to improve success. Three main goals and action plans were developed: Student Engagement and Persistence, Development of Students' Own Goals, and Increasing Successful Completion of Basic Skills Course Sequences. In May of 2013, the Plan was updated and participants engaged in activities to integrate Mt. SAC's work with elements of the RP Group's presentation of Student Success (re)Defined. Student voices were essential in the development of our Student Success Plan in 2011-12, in the development of our 2014-15 state Student Equity Plan and in the current submission of our 2015-16 Student Equity Plan.

Following the creation of the Student Success Plan, a campus-wide Student Equity Convening was held in May 2014 with over 70 faculty, staff, students and managers in attendance. Key campus leaders and constituency groups were able to provide input on the five Student Equity Success Indicators. This enabled the committee members and writing teams to draft goals, activities, timelines, and expected outcomes that formed the foundation for the 2014-15 Student Equity Plan. Subsequently, presentations were made to the Associated Students, the faculty at faculty (Flex Day) meetings, the management team, and the Board of Trustees, to review the plan and bring further understanding to the goals, activities and expected outcomes.

Throughout 2014-15, departments and programs worked diligently to implement the various aspects of the 2014-15 Student Equity Plan. In the spring of 2015, a campus-wide gathering of faculty, students, staff and managers met to review the specific goals and activities to ensure that the college's implementation of the Plan was on target. Additionally, members of the Board of Trustees received an update on the college's work related to Student Equity and Student Success at their spring planning retreat.

The 2015-16 Student Equity Plan is a product of many forces coming together to provide research data, planning information, sharing of past successes and future plans to continue to address the needs of under-represented and under-served students. Heroic efforts are in place to develop essential services to meet the needs of the college’s targeted student groups. Cross-collaboration, including integration with the College’s SSSP Plan, Basic Skills Plan, Accreditation, and Strategic Plan has enabled the Mt. SAC Student Equity Plan to represent a comprehensive approach to addressing disproportionality and the five success indicators.

### TARGET STUDENT GROUPS

Mt. SAC is both an Hispanic-Serving Institution (HSI) with an enrollment of 59.4% Hispanic students and an Asian American Native American Pacific Islander Serving Institution (AANAPISI) with an Asian/Pacific Islander enrollment of over 20% (2014-15, Credit Enrollment, N=38,114). There are nearly 5% African American students and 1,200 students who state “two or more races.” At Mt. SAC, 43% of credit students receive Pell grants, and 73% receive some form of financial aid (e.g., Board of Governors fee waivers, grants, scholarships, loans). These data indicate the diversity of the campus, which leads to compelling needs of our student population.

Mt. SAC’s student equity plan is targeted to serving the following student groups (based on post-census data for Fall 2015 credit enrollment of 29,491).

Target Group	% Enrollment
American Indian or Alaska Native	0.20%
Asian	18.86%
Black or African American	4.14%
Hispanic or Latino	61.78%
Native Hawaiian or other Pacific Islander	0.30%
White	11.30%
Some other race	N/A
More than one race	2.90%
Males	47.60%
Females	50.70%
Current or former foster youth	1.54%
Students with disabilities	6.27%
Low-income students – students receiving Pell and/or BOGW	67.27%
Veterans	1.74%
AB 540/Dream students	4.18%
LGBTQ students	N/A
Basic skills students	N/A

<b>Target Group</b>	<b>% Enrollment</b>
First generation college students	N/A
Minority males	40.41%
Non-native English speakers – including non-credit counts	N/A

### **Categorical Program Coordination**

Additionally, the development of the Mt. San Antonio College Student Equity Plan was done in concert and collaboration with Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), CalWORKs, the Student Success and Support Program (SSSP) Plan, programs for Foster Youth, Veterans, Foster Youth, Board Financial Assistance Program (BFAP) and the Basic Skills Initiative (BSI). A faculty counselor representing DSPS is on the Student Equity Committee, which is co-chaired by a faculty counselor representing EOPS. Embedded in the plan are clear ties linking specific activities and services for targeted student populations representing disabled, educationally disadvantaged, low income, Foster Youth, Veterans, BFAP students, basic skills efforts, and core services related to SSSP. In addition, Mt. SAC has identified other targeted student groups whose success rates warrant further study with accompanying interventions, including: AB 540/Undocumented/Dream, LGBTQ, first generation college, minority males, and non-native English speakers. Further examples of this collaboration and coordination are contained in the narrative sections of the Executive Summary that follows.

### **Approach to Research**

Beginning in the 2014-15 academic year and continuing through the 2015-16 academic year, the college has committed work of the Research and Institutional Effectiveness (RIE) to continuously collect and analyze data related to disproportionality in student success for target student groups. The research method selected by Mt. SAC for the 2015-16 combines the 80% disproportionality method together using a velocity approach using current rather than cohort data, along with a gap measurement. The following is a summary of the major research findings:

<b><i>Success Indicator</i></b>	<b><i>Research Focus</i></b>
<b><i>Access</i></b>	Underserved communities for Hispanic/Latino, disabled, and low income are concentrated in Pomona, La Puente, Baldwin Park
<b><i>Course Completion</i></b>	Somewhat below equity are African American (89%), Foster Youth (91%), Disabled (93%), Latino/a (95%), and Pacific Islander (96%).

<b>ESL/Basic Skills Completion</b>	<p><u>AmLa (ESL) Completion</u>          Latino/a are far below equity (41%). Of the other groups with sufficient students to give reliable data the following are somewhat below equity: Males (91%), and students who are not low income (97%).</p> <p><u>Basic Skills</u>          Below equity: Foster Youth (56%), Disabled (59%), African American (59%), and Male Latino (77%). Also Low Income (96%) are somewhat below equity.</p>
<b>Degree/Certificate Completion</b>	<p><u>Degree Completion</u>          Below equity: Males of Two or more races (62%), Foster Youth (80%)          Somewhat below equity are Males (81%), Asian Male (85%), Unknown race (87%), Two or more races (89%), and Asian (90%),</p> <p><u>Certificate Completion</u>          Latino/a (75%) are below equity. Somewhat below equity are AB540 (84%), Foster Youth (91%), Female (91%), students who are not low income (96%), and Disabled (97%)</p>
<b>Transfer</b>	<p>Below equity: AB540 (33%), Disabled (49%), Latino/a (71%), and African American (77%). However, African Americans, especially African American Males, are improving rapidly with current year values of 87% (males) and 85% (females).          Somewhat below equity are Foster Youth (97%) and Males (97%).</p>

In addition, to gender and ethnicity, Mt. SAC disaggregates student data by: disability, age, veterans, foster youth, single parents, individuals receiving public assistance, recent high school graduates, re-entry and older adults, and limited English-proficient students. The college is looking by zip code to determine particular communities of students who are under-served. The Research and Institutional Effectiveness (RIE) staff work directly with college leadership (staff, faculty and administrators) assigned to Student Success and Student Equity projects to develop reports and provide research/evaluation services that measure progress and completion for these particular groups of students. The college makes decisions and develops interventions based on this data.

From 2004-2006, Mt. SAC participated in the Equity for All project through USC's Center for Urban Partnerships. This effort enabled the college to complete a finer grain analysis of which student groups were below equity on key indicators. The findings of this work helped to focus



several interventions to improve success rates, especially in math, for Latinos, African Americans and Pacific Islanders. Although many under-represented students placed below equity into English classes, students were found to have made substantial progress in successfully passing English courses required for graduation and transfer. This was not the same finding with math courses. Students were neither enrolling nor passing transfer level math courses, leading to a marked disproportionality in transfer rates especially for Latino and African American students.

Continuing research is a primary focus for the college's Student Equity efforts. Monitoring more specifically which particular student groups are making progress and which are lagging is critically important. Finer grain access to look at within-group differences will be our focus to more clearly determine the specific needs of students which need to be addressed.

## GOALS AND ACTIVITIES

Mt. San Antonio College's over-arching approach to implementing Student Equity goals and activities is organized along the following lines:

- ***Specific, targeted interventions for specific populations of students enrolled in particular college programs***
  - Aspire (African American) – Umoja-based effort
  - Arise (Asian American/Pacific Islander)
  - Dream (AB 540/Undocumented/DACA-eligible)
  - Foster Youth
  - Veterans
  - DSPS (disabled)
  - EOPS
  - CalWORKs
  - Non-native English Speaking (NES)/ESL students
- ***Novel, new initiatives designed to provide under-represented and under-served students with interventions to improve their success rates***
  - Minority Male Initiative
  - SSEED: Student Support for Educational and Employment Development
  - Inreach/Student Ambassadors
  - LGBTQ
  - Work Preparedness Training
  - Student Leadership Development and Diversity Awareness
  - Student Diversity Diversity
- ***Cross-collaboration between various departments and programs through shared resources and integrated activities***
  - Transfer Bridge
  - Financial Literacy

- Outreach
- Math Boot Camps
- Accessible Media and Assistive Technology
- **College-wide initiatives designed to improve student equity and student success through larger scale efforts**
  - Science, Technology, Engineering and Mathematics (STEM) Center
  - Technical Education Resource Center (TERC)
  - Pathways to Transfer
  - Bridge English and Math
  - Library/Textbook Access
  - Teaching Learning Center
  - Equity Research and evaluation
  - Universal Design

The main, over-arching goals of the 2015-16 Student Equity Plan are integrated with key activities as shown below. The majority of activities have multiple equity success indicators and are therefore part of section “F”, such that some of the indicator areas may initially appear to be under-addressed.

<b>Success Indicator and Target Populations</b>	<b>Success Indicator Goal</b>	<b>Activities</b>
<b>Access</b> First generation African American Low income Non-native English speakers Foster Youth Dream Disabled Latino	Continually evaluate and implement strategies and programs to ensure that enrolled students match their population within the communities served by the college and that comprehensive pathways enable seamless access for identified student groups.	A-1: Expansion of Summer Bridge; inclusion of more African American students A-2: Cash4College Financial Aid Access for students from under-served, low income communities A-3: Support for non-native English speakers A-4: Expansion of High School Outreach to under-served communities, foster youth, Dream, and disabled students A-5: Establish a Re-Connect activity to support the first time enrollment of high school students A-6: Outreach services A-7: Seniors Day activities for students from under-served high schools with lower college-going rates (Latino, African American)
<b>Course Completion</b>	Improve course completion for specific student populations (Latino, African	B-1: Professional development for FYE program to improve course completion B-2: Expansion of the Bridge FYE program

Success Indicator and Target Populations	Success Indicator Goal	Activities
First generation Basic skills Low income Latino African American Native American Pacific Islander Disabled Foster Youth Veterans LGBTQ Dream Non-native English speakers ESL Basic skills	American, Native American Pacific Islander, disabled, former/foster youth, veterans, disabled, LGBTQ, Dream) by implementing specialized program interventions supported by research efforts.	to include more under-served students B-3: Student leadership development to increase retention and persistence B-4: Leadership development and multi-cultural awareness for under-represented students B-5: Mental health services for veterans, foster youth, homeless and other low income students B-6: Support for non-credit vocational ESL students B-7: Retention research and counseling for non-credit, ESL and basic skills students B-8: Diversity training for tutors B-9: Diverse, success strategies using supplemental instruction for under-represented students enrolled in STEM courses B-10: Library competency workshops B-11: Increase access to textbooks and library services B-12: Support for under-represented students in STEM courses and STEM majors
<b>ESL/Basic Skills Completion</b>  Non-native English speakers African American	Improve students' successful course completion of ESL/AmLa and basic skills course sequences and their subsequent enrollment and completion of degree applicable courses.	C-1: Writing Center tutorial training focused on non-native English students C-2: Writing Center support for AmLa (non-native English) students C-3: Instructional support for Non Native English Speakers C-4: Summer Boot Camp to prepare athletes (predominantly African American) for fall enrollment
<b>Degree/Certificate Completion</b>  First generation Basic skills Low income	Improve degree and certificate completion rates among targeted student populations by implementing specialized instructional and support services related to students' career development,	D-1: Enhancing career development for Bridge students D-2: Work Preparedness training for low income students in degree/certificate programs D-3: Digital Arts Lab access for low income students

Success Indicator and Target Populations	Success Indicator Goal	Activities
	workforce preparedness and attainment of specific career skills and knowledge.	
<b>Transfer</b> First generation Low income Disabled Dream African American Latino Native American Pacific Islanders Foster Youth	Implement instructional and support services designed to improve the successful transfer of under-represented students.	E-1: Transfer Bridge program E-2: DSPTS workshops to increase transfer E-3: Dream students university field trips E-4: Enhancing under-represented students' transfer rates through Honors program E-5: Transfer assistance for under-represented students E-5: Summer Science Transfer Program

There are 24 distinct activities that fall into the “more than one success indicator” category. They are summarized below.

#### F: More Than One Success Indicator

Target Population	Activity
Disabled/DSPTS	F-1: Transfer counseling; autism intervention
Disabled/DSPTS	F-2: Autism – Puzzle Project
Disabled/DSPTS	F-3: DHH counseling and peer mentors
First generation, basic skills, African American, Latino, Pacific Islander, Native American	F-4: Pathways project – cohort learning to enhance successful course completion in basic skills and transfer
Veterans	F-5: Counseling and program support services
Low income; financial aid recipients	F-6: Financial literacy training
Disabled/DSPTS	F-7: Universal Design planning and training
Disabled/DSPTS	F-8: Professional development course completion and transfer
Disabled/DSPTS	F-9: Accessible media and assistive technology implementation and training
Low income; first generation Latino, African American	F-10: Tech Ed Resource Center for course, degree and certificate completion in highly employable majors (Aeronautics, AOJ, Fire)
All targeted populations	F-11: Research support for student equity
Pacific Islanders and Southeast Asians Low income, first generation	F-12: Counseling, tutoring, study support, advising for under-represented Asian and Pacific Islander

	students
First generation, low income, basic skills African American, Latino, Pacific Islander, Native American, Foster Youth	F-13: Math Boot Camp – test preparation and math refresher for course completion, basic skills advancement, and transfer
First generation, low income, basic skills African American; Pacific Islander; Latino	F-14: GRASP – Gray and red shirt support program for under-prepared athletes prior to competition
African American Low income, first generation	F-15: Support services for African American students; UMOJA effort
Latino, Asian Undocumented/AB 540/DACA-eligible	F-16: Support services for Dream students
EOPS Low income, educationally disadvantaged	F-17: Support to expand program by 150 additional students
Foster Youth	F-18: Comprehensive, wrap-around support for former and current foster youth students
First generation, low income African American, Latino, Pacific Islander, Southeast Asian, Native American, Foster Youth, reentry	F-19: In-reach services through student ambassadors for access and course completion and connection with support services
First generation, low income, CalWORKs, foster youth, African American, Latino, Native American, Pacific Islander, disabled, DACA-eligible DREAM	F-20: SSEED (Student Support for Educational and Employment Development) – job training and support to improve course completion and degree/certificate completion
Latino, African American, Pacific Islander, Native American, Southeast Asian	F-21: Minority Male Initiative to increase completion and transfer; digital stories project and campus professional development
LGBTQ (Lesbian, Gay, Bi-sexual, Transgender, Queer)	F-22: Professional development, planning and development of support for LGBTQ students
All targeted student populations	F-23: Teaching Learning Center to provide diversity training and professional development for faculty and staff, curricular development in ethnic and diversity studies, safe places training, support for cultural literacy
All targeted student populations	F-24: Student equity coordination and planning

The following target populations will be served by very specialized, integrated programs and services:

Target Population	Activity
Foster Youth	Counseling and mental health counseling Educational advising Peer mentoring Collaboration with community/county services Housing referral assistance Specialized workshops Field trips
Dream	Counseling Workshops and seminars Collaboration with community organizations/legal services Field trips Peer mentoring
Veterans	Counseling and mental health counseling Veterans Administration benefits coordination Tutoring Workshops and seminars Mentoring
Disabled	Counseling – especially for transfer and DHH students Autism Universal design planning and implementation Alternative media and assistive technology across the campus
Low Income (and First Generation; Basic Skills/BSI)	Financial aid outreach and application assistance; financial literacy EOPS program expansion Bridge expansion Transfer Bridge Instructional programs: Pathways, TERC, STEM, GRASP
Non-Native English Speakers	Tutoring Workshops Counseling VESL programs Mentoring

Additionally, ongoing categorical programs have been incorporated into the Student Equity Plan in the following ways:

Program/Funding	Integration of Activities
DSPS	Transfer counseling Counseling and peer mentors Coordination with local high schools to transition students to college

<b>Program/Funding</b>	<b>Integration of Activities</b>
	Collaboration with transfer institutions to increase transfers Accessible media and adaptive technology DHH (Deaf and Hard of Hearing) mentoring and counseling Autism counseling and socialization Universal design planning and implementation
EOPS	Counseling Peer advising Tutoring Book Vouchers Student Success Kits Transfer Counseling; Transfer Bridge
CalWORKs	Work Preparation Financial Literacy Counseling Student Success Kits
SSSP	Math Preparation and Boot Camps Counseling Educational planning Inreach services High School Outreach/Connect 4 Orientations

Specific ethnic groups will receive specialized support services embedded in the various equity activities:

<b>Program</b>	<b>Target Population</b>	<b>Services</b>
Aspire	African Americans	Counseling Peer mentoring Tutoring Group study Cohort learning communities Workshops Field Trips Multi-cultural events Leadership Development University visitations
Arise	Asian, Filipino, Southeast Asian and Pacific Islanders	
ACES	Low income, first generation, transfer bound	
Bridge	Low income, first generation, basic skills	
Dream	AB 540/undocumented Latino, Asians	

## STUDENT EQUITY FUNDING AND OTHER RESOURCES

Mt. SAC's Student Equity Plan contains a balance of funding from additional resources to augment the categorical allocation of Student Equity funds. SSSP, unrestricted general fund, Basic Skills Initiative, as well as categorical and federal grant funds are part of the overall plan. Some activities included in the Student Equity Plan are not funded with equity dollars, demonstrating the integrated planning and implementation of success efforts at the college.

The college's new Student Success Center, coming online in the spring of 2016 will house a brand new, state of the art facility for veterans, disabled, first generation/basic skills, and foster youth students. The Veterans Resource Center includes both quiet study and access to a computer lab with assistive technology as well as an open lounge area which research has shown is critical to the support and transition of veteran students. An equity-funded program specialist and counselor will assist these students. The High Tech Center will be centrally located in the new facility to provide access to a completely updated computer lab, instructional support, and classrooms for students with disabilities. The new, equity-funded coordinator for Accessible Media and Adaptive Technology will be housed in this location. The highly successful Bridge program serving first generation, low income and basic skills students will have permanent space for counseling, group study, and peer mentoring. The ACES Program (TRiO Student Support Services) and Foster Youth Program will have a new, private, spacious location for counseling, advising, group study, tutoring, and workshops and seminars. The equity-funded Foster Youth staff will have private offices and will share activities and space in this location.

Mt. SAC is committing substantial support of student equity activities associated with the new Equity Center and to support programs focusing on Latino, Native American, African American, Pacific Islander, low-income, disabled, veterans and foster youth students. The college has committed \$2.4 million toward the design and building of a brand new Student Equity Center, to open in Spring 2016 to house the Aspire Program (African American/Umoja), the Dream Center (AB 540/undocumented/DACA-eligible), and the Arise Program (AANAPISI project). The college has hired counselors, advisors, and support program leaders into permanent positions to support these programs.

Several initiatives exemplify the coordination and collaboration between Student Equity and the Student Success and Support Program. Linking data and analysis regarding assessment with equity outcomes analyses for basic skills course completion has enabled the college to focus on specific improvements and enhancements directly tied to assessment, orientation and counseling. For example, the college's Equity for All research project indicated a below-average equity rating for African American, Latino, and Pacific Islander males. Data showed that these groups were less likely to graduate/transfer because 1) they placed at the lowest levels in English and math from placement tests, and 2) they were either not enrolling in or not passing higher-level math classes. In response to these findings, Mt. SAC is implementing three efforts to provide a structured model for improving the math skills of these students, who have a strong tendency not to seek help on their own. This combined effort between Instruction and



Student Services also serves to better prepare students to take the placement test (linking SSSP and Student Equity). These include: a self-paced, computer-based math instruction program (ALEKs), math information overview sessions, and six-week summer boot camps to prepare students for the math placement exam and subsequent enrollment in math classes.

During boot camps, participants interact with peer mentors, tutors, and math faculty to assess their math abilities and learn strategies to improve math knowledge and increase confidence. In 2014-15, more than 500 students participated; over 70% were non-white, and 54% were male. Survey responses and data on number of hours participating, number of units completed, and pre-post math assessments, have demonstrated an overwhelming improvement in attitude toward math and confidence in math abilities. This success enabled many students to enroll in higher-level math classes, accelerating time to goal completion. By Fall 2014, 50% of students who had participated in math preparation activities had enrolled in a math class. Preliminary results from Summer of 2015 show students' placement levels increased, and the percentage enrolling in a math course was nearly 75%. This activity is tied to Student Equity, but funded through SSSP.

Improving enrollment, retention, persistence, and completion rates has depended on how students transition to college, the support and direction they receive, and the mastery of critical basic skills (English and math). The college's Bridge Program has developed a Freshman Experience effort that focuses on incoming students who are low-income, first-generation, and basic skills (developmental level) students. Instruction faculty work closely with Student Services faculty, staff, and managers to offer integrated cohort learning communities supported with specialized classroom-based instructional assistance, peer mentoring, supplemental instruction, and study areas with computer resources. Students enrolled in the Bridge Program, the majority of whom are Latino, have first-time pass rates of required, sequential basic skills classes in English and math of 91.5% and 81.0% (Summer 2015), respectively. Bridge students demonstrate higher course success and retention rates when compared to non-Bridge students. The Bridge Program serves approximately 800 students annually through the Summer Bridge, English Academy, and Math Academy structured learning communities. The college has plans to expand the Summer Bridge, English and Math Academies through support from both Student Equity and SSSP.

In winter and spring of 2014, Mt. SAC implemented an accelerated learning program called Pathways to Transfer aimed at helping students who tested below college-level math and English reach transfer-level courses. The program offers students an intersession (winter or summer) math or English basic skills course (over six weeks), and the next two courses in the sequence during the following semester at an accelerated eight-week pace. Successful completion of each course guarantees enrollment in the sequential course and keeps students on track for completion. In addition to the accelerated timeline, the students learn with the same professor, classmates, and tutors in a cohort learning community environment. Rather than the normal progression of three classes over three semesters, students are immersed in an engaging learning experience over an intersession and semester, completing coursework in

22 weeks instead of the traditional 28 to 48 weeks (combination of two six-week intersessions plus a 16-week semester or three 16-week semesters).

After three completed cohort sessions, the successful completion and persistence rates have been dramatic, with a marked increase over non-Pathways course sections. The college is scaling up the program based in part on the overall 17.7% increase in success rate for students in Pathways to Transfer completing college-level English composition as well as an overall 21.9% increase in college-level math when compared to success rates for students in the same courses but not in a Pathways cohort. These efforts are part of the Student Equity Plan.

During fall 2015, Mt. SAC offered its first General Education (GE) Pathways cohorts, supported by the Title V HSI grant and based on extensive research showing how offering guided pathways, tutors in the classroom, cohort learning, and dedicated counseling leads to greater student success. The GE Pathways allow students to connect an English course with another general education course in history, psychology, or political science. Based on student surveys thus far, and how quickly all of the GE cohorts filled during registration for fall 2015, the college is preparing to scale up GE Pathways in the coming semesters.

The college has embarked on a Minority Male Initiative in response to Mt. SAC students' articulated need to feel supported in successfully completing their college goals. Based on African American, Latino, Pacific Islander, and Native American students' recommendations to focus on peer-to-peer interventions, the college has re-directed resources to establish minority male student ambassadors. The student ambassadors are trained to conduct in-reach services to better connect minority male students with onboarding services related to SSSP and critical support services such as financial aid, counseling, DSPS, EOPS, Aspire/Umoja, Dream, and Arise/AANAPISI. Group "study halls" allow for minority male students to study in an environment where they feel comfortable and have access to computers and other resources. Students have embraced the notion of working together and accessing readily available assistance, motivating them to continue toward their goals. This is a joint effort between SSSP and Student Equity.

Collaboration has been a key focus of the planning associated with Student Equity. Several activities focus on joining efforts across various programs and departments on campus to improve students' transfer awareness and participation in transfer preparedness activities as well as leadership development and multi-cultural understanding. Financial literacy events are a prime example of cross-collaboration to better inform students in money management so that they are able to buy books and make their financial aid dollars stretch through the term.

Development of the new STEM Center is another example of cross-collaboration. High School Outreach has added recruiters that work with low income, first generation, Latino and African American high school students to encourage their pursuit of STEM career fields. The new STEM Center on campus has forged critical partnerships with the Arise/Umoja, Dream, Foster Youth and Arise/AANAPISI programs to attract under-represented students to improve their

successful pass rates of STEM courses to reach graduation and transfer goals, as well as to increase the potential for students to pursue STEM majors.

### **CONTACT PERSON/STUDENT EQUITY COORDINATOR**

The principal contact person for Student Equity is our Dean, Student Services, Carolyn Keys. Carolyn serves as the co-chair for the Student Equity Committee. The college is in the process of hiring an Associate Dean of Student Success and Equity who will be the official Student Equity Coordinator. In the interim, this responsibility is with Dean, Student Services, Carolyn Keys.

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**Part II: Planned Student Equity (SE) Expenditures**

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

BAM can be found at: <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx>

BAM Codes	Classification	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
1000	<b>Academic Salaries: Position Title(s)</b>	<b># of Hours</b>										
	Adjunct Faculty - ESL		A-3	\$ -	\$ 40,756	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,756	
	Adjunct Faculty - ABE		B-7	\$ -	\$ 44,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 44,000	
	Adjunct Faculty - Librarians		B-11	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,600	\$ -	\$ 13,600	
	Adjunct Faculty - STEM		B-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 54,000	\$ -	\$ 54,000	
	Faculty Counselor -- DSPS	1.00	F-1	\$ -	\$ 90,174	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 90,174	
	Adjunct Faculty - DSPS		F-2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,929	\$ -	\$ 5,929	
	Faculty Counselor -- Veterans	1.00	F-5	\$ -	\$ 90,174	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 90,174	
	Adjunct Faculty - TERC		F-10	\$ -	\$ 57,000	\$ -	\$ -	\$ -	\$ 57,000	\$ -	\$ 114,000	
	Faculty Counselor -- Dream	1.00	F-16	\$ -	\$ 90,174	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 90,174	
	Adjunct Faculty - LGBTQ		F-22	\$ -	\$ 30,000	\$ -	\$ -	\$ 24,000	\$ -	\$ -	\$ 54,000	
	Adjunct Faculty - TLC		F-23	\$ -	\$ -	\$ -	\$ -	\$ 67,000	\$ -	\$ -	\$ 67,000	
	Associate Deans - Student Equity Coord (2@.50)	1.00	F-24	\$ -	\$ -	\$ -	\$ 150,752	\$ -	\$ -	\$ -	\$ 150,752	
	Associate Dean - Student Services	0.40	F-24	\$ -	\$ 57,337	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 57,337	
<b>Subtotal</b>			\$ -	\$ 499,615	\$ -	\$ 150,752	\$ -	\$ 91,000	\$ 130,529	\$ -	\$ 871,896	
2000	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>	<b># of Hours</b>	<b>Activity ID</b>	<b>Outreach</b>	<b>Student Services &amp; Categoricals</b>	<b>Research and Evaluation</b>	<b>SE Coordination &amp; Planning</b>	<b>Curriculum/Co course Dev. &amp; Adptation</b>	<b>Professional Development</b>	<b>Instructional Support</b>	<b>Direct Student Support</b>	<b>Total</b>
	Hourly Staff Support - Financial Aid		A-2	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
	Professional Expert - ESL		A-3	\$ 19,014								\$ 19,014
	Student Services Program Specialist, Bridge	1.00	B-2	\$ 11,170	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 51,170
	S/T Hourly Support - Bridge		B-2	\$ 8,000	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ -	\$ 88,000
	S/T Hourly Mentors - Bridge		B-3	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000
	Mental Health Clinicians (2@.475)	1.00	B-5	\$ -	\$ 96,488	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 96,488
	Student Services Specilaist - Health Services (2@.475)	1.00	B-5	\$ -	\$ 24,803	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,803
	S/T Hourly Tutors - ESL		B-6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ -	\$ 30,000

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**Part II: Planned Student Equity (SE) Expenditures**

S/T Project Program Specialist - ESL		<b>B-6</b>	\$ -	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000
S/T Hourly - ABE Non-Credit		<b>B-7</b>	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000
S/T Hourly Mentor Tutors - LAC		<b>B-8</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ -	\$ 15,000
S/T Hourly Supplemental Instructors - LAC		<b>B-9</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ 20,000
S/T Hourly - Library		<b>B-11</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,886	\$ -	\$ 24,886
S/T Hourly Support Staff - STEM		<b>B-12</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ -	\$ 40,000
S/T Hourly Tutors - STEM		<b>B-12</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,000	\$ -	\$ 45,000
Project Program Coordinator - STEM	<b>1.00</b>	<b>B-12</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 62,480	\$ -	\$ 62,480
Tutorial Specialist - Writing Center	<b>1.00</b>	<b>C-1</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,277	\$ 30,000		\$ 58,277
Professional Expert - AmLa		<b>C-2</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,640		\$ 35,640
S/T Hourly Tutorial Assistants - Writing Center		<b>C-3</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,172	\$ -	\$ 35,172
S/T Hourly - Boot Camp		<b>C-4</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ -	\$ 10,000
S/T Hourly - Lab Asst - Digital Arts		<b>D-3</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 58,000	\$ -	\$ 58,000
S/T Hourly Tutors- Digital Arts		<b>D-3</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ -	\$ 15,000
S/T Hourly - Honors		<b>E-4</b>	\$ 5,000	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000
Transfer Specialist - Transfer Center	<b>1.00</b>	<b>E-5</b>	\$ -	\$ 78,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 78,000
S/T Hourly Supplemental Instructors - Summer Science Transfer		<b>E-6</b>	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000
S/T Hourly Peer- Summer Science		<b>E-6</b>	\$ -	\$ 1,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,500
S/T Hourly Peer Mentors - DSPS		<b>F-2</b>	\$ -	\$ 21,780	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,780
S/T Hourly Peer Mentors - DSPS DHH		<b>F-3</b>	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ 10,000
Project Program Coordinator - Pathways	<b>1.00</b>	<b>F-4</b>	\$ -	\$ -	\$ -	\$ -	\$ 17,480	\$ -	\$ 45,000	\$ -	\$ 62,480
Student Services Specialist - Veterans	<b>1.00</b>	<b>F-5</b>	\$ -	\$ 52,016	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 52,016
S/T Hourly Tutors - Veterans		<b>F-5</b>	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ 14,250	\$ -	\$ 24,250
Coordinator, DSPS - Accessible Media	<b>1.00</b>	<b>F-9</b>	\$ -	\$ 15,620	\$ -	\$ -	\$ 15,620	\$ 15,620	\$ 15,620	\$ -	\$ 62,480
S/T Hourly Tutors - TERC		<b>F-10</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,389	\$ -	\$ 50,389
Educational Advisor - TERC	<b>1.00</b>	<b>F-10</b>	\$ 58,088	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 58,088
Researchers	<b>2.00</b>	<b>F-11</b>	\$ -	\$ -	\$ 134,282	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 134,282
S/T Hourly - Research		<b>F-11</b>	\$ -	\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000
Educational Advisor - Aspire	<b>1.00</b>	<b>F-15</b>	\$ -	\$ 58,088	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 58,088
S/T Hourly Tutors- Aspire		<b>F-15</b>	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ -	\$ 35,000

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**Part II: Planned Student Equity (SE) Expenditures**

Project Program Coordinator - Dream	1.00	F-16	\$ -	\$ 62,480	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 62,480
S/T Hourly Tutors and Mentors - Dream		F-16	\$ 10,000	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ 35,000
S/T Hourly Clerical - Dreams		F-16	\$ -	\$ 27,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27,500
S/T Hourly Tutors and Mentors - EOPS		F-17	\$ 5,000	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ 21,380	\$ -	\$ 41,380
S/T Hourly Clerical - EOPS		F-17	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000
S/T Hourly Tutors and Mentors - Foster Youth		F-18	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -	\$ 30,000
Project Program Coordinator - Foster Youth		F-18	\$ 12,480	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 62,480
Educational Advisor - Foster Youth	1.00	F-18	\$ -	\$ 58,088	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 58,088
S/T Hourly Student Workers - SSEED		F-20	\$ -	\$ 500,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500,000
S/T Clerical Support - SSEED		F-20	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000
Project Program Coordinator - SSEED	1.00	F-20	\$ -	\$ 62,480	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 62,480
S/T Hourly Peer Mentors - MMI		F-21	\$ -	\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000
S/T Hourly Clerical Support - LGBTQ		F-22	\$ -	\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000
Project Program Coordinator - TLC	1.00	F-23	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 62,480	\$ -	\$ -	\$ 62,480
Administrative Specialist - TLC	0.475	F-23	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,819	\$ -	\$ -	\$ 24,819
Administrative Specialist - Equity Coordination (2@.50)	1.00	F-24	\$ -	\$ -	\$ -	\$ 54,180	\$ -	\$ -	\$ -	\$ -	\$ 54,180
<b>Subtotal</b>			\$ 130,752	\$ 1,375,843	\$ 174,282	\$ 54,180	\$ 33,100	\$ 131,196	\$ 652,817	\$ -	<b>\$ 2,552,170</b>

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**Part II: Planned Student Equity (SE) Expenditures**

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Student Services Specialist - Bridge	B-2	\$ 4,761	\$ 16,881	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,642
	Mental Health Clinicians (2)	B-5	\$ -	\$ 16,823	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,823
	Student Services Specialist - Health Center	B-5	\$ -	\$ 8,647	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,647
	Project Program Coordinator - STEM	B-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,027	\$ -	\$ 24,027
	Tutorial Specialist - Writing Center	C-1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,107	\$ 12,033	\$ -	\$ 23,140
	Transfer Specialist - Transfer Center	E-5	\$ -	\$ 27,199	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27,199
	Faculty Counselor - DSPS	F-1	\$ -	\$ 24,248	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,248
	Project Program Coordinator- Pathways	F-4	\$ -	\$ -	\$ -	\$ -	\$ 6,728	\$ -	\$ 17,299	\$ -	\$ 24,027
	Student Services Specialist - Veterans	F-5	\$ -	\$ 21,819	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 21,819
	Faculty Counselor - Veterans	F-5	\$ -	\$ 24,248	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,248
	Coordinator, DSPS - Accessible Media	F-9	\$ -	\$ 6,007	\$ -	\$ -	\$ 6,007	\$ 6,007	\$ 6,006	\$ -	\$ 24,027
	Educational Advisor - TERC	F-10	\$ 23,100	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,100
	Researchers (2)	F-11	\$ -	\$ -	\$ -	\$ 50,022	\$ -	\$ -	\$ -	\$ -	\$ 50,022
	Educational Advisor - Aspire	F-15	\$ -	\$ 23,100	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,100
	Faculty Counselor - Dream	F-16	\$ -	\$ 24,248	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,248
	Project Program Coordinator - Dream	F-16	\$ -	\$ 24,027	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,027
	Project Program Coordinator - Foster Youth	F-18	\$ 4,805	\$ 19,222	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,027
	Educational Advisor - Foster Youth	F-18	\$ -	\$ 23,100	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,100
	Project Program Coordinator - SSEED	F-20	\$ -	\$ 24,027	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,027
	Project Program Coordinator - TLC	F-23	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,027	\$ -	\$ -	\$ 24,027
	Administrative Specialist - TLC	F-23	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,655	\$ -	\$ -	\$ 8,655
	Associate Deans - Student Equity Coord (2@.50)	F-24	\$ -	\$ -	\$ -	\$ 28,451	\$ -	\$ -	\$ -	\$ -	\$ 28,451
	Administrative Specialist - Student Equity Coord.	F-24	\$ -	\$ -	\$ -	\$ 15,167	\$ -	\$ -	\$ -	\$ -	\$ 15,167
	<b>Subtotal</b>		\$ 32,666	\$ 283,596	\$ -	\$ 93,640	\$ 12,735	\$ 49,796	\$ 59,365	\$ -	\$ 531,798
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
	Supplies - Bridge	A-1	\$ 800	\$ 5,500	\$ -	\$ -	\$ -	\$ -	\$ 3,500	\$ 2,000	\$ 11,800
	Supplies - Financial Aid	A-2	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000
	Supplies - Bridge	B-2	\$ 5,000	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ 20,000
	Instructional Supplies - Bridge: textbooks	B-2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000
	Supplies - Student Leadership	B-3	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
	Supplies - Diversity Training	B-4	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	\$ 3,500
	Supplies - Health Services	B-5	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000
	Supplies - ESL Non-credit	B-6	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ 2,500	\$ -	\$ 5,000
	Supplies - ABE Non-credit	B-7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 400	\$ 400
	Supplies - Library	B-10	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ 2,000
	Supplies - STEM	B-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ 5,000

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**Part II: Planned Student Equity (SE) Expenditures**

Instructional Supplies - Bridge Career Prep	D-1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,300	\$ 1,300
Supplies - Work Prep Conference	D-2	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	\$ 5,000
Supplies - Transfer Bridge	E-1	\$ -	\$ 1,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,500
Instructional Supplies - Honors Transfer	E-4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000
Instructional Supplies - ACES (textbooks)	E-6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500	\$ 500
Supplies - Veterans	F-5	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ 8,000
Supplies -Financial Literacy	F-6	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000
Supplies- DSPS Planning	F-8	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500
Supplies- SE Research	F-11	\$ -	\$ -	\$ 6,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,500
Instructional Supplies- Aspire (Textbooks)	F-15	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ 2,500	\$ -	\$ 5,000
Supplies- Aspire	F-15	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000
Instructional Supplies - Dream (textbooks)	F-16	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,000	\$ 12,000
Supplies- EOPS	F-17	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000
Supplies- EOPS (Book Vouchers)	F-17	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ 100,000
Instructional Supplies- Foster Youth	F-18	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ 15,000
Supplies- Foster Youth	F-18	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000
Instructional Supplies - SSEED	F-20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,500	\$ 9,500
Supplies: -SS Minority Male Initiative	F-21	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
Supplies- LGBTQ	F-22	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
Supplies - TLC	F-23	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000
Office Supplies- Equity Coordination	F-24	\$ -	\$ -	\$ -	\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ 4,000
<b>Subtotal</b>		\$ -	\$ 55,000	\$ 6,500	\$ 4,000	\$ -	\$ 5,000	\$ 25,500	\$ 176,700	\$ 281,500

<b>5000</b>	<b>Other Operating Expenses and Services</b>	<b>Activity ID</b>	<b>Outreach</b>	<b>Student Services &amp; Categoricals</b>	<b>Research and Evaluation</b>	<b>SE Coordination &amp; Planning</b>	<b>Curriculum/Co course Dev. &amp;</b>	<b>Professional Development</b>	<b>Instructional Support</b>	<b>Direct Student Support</b>	<b>Total</b>
	Catering - Bridge	A-1	\$ 10,000	\$ 6,000	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ 21,000
	Catering - Financial Aid	A-2	\$ 15,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000
	Promotional - HSO	A-4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 60,000	\$ 60,000
	Catering - HSO	A-5	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000
	Promotional Supplies - HSO	A-5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000
	Catering - HSO	A-7	\$ 6,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,000
	Promotional Supplies - HSO	A-7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000
	Consultant - Bridge	B-1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ 10,000
	Catering - Bridge	B-1	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 7,000	\$ -	\$ -	\$ 12,000
	Travel & Conference - Bridge	B-1	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 10,000	\$ -	\$ -	\$ 15,000
	Consultants - Bridge	B-2	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000
	Catering - Bridge	B-3	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000
	Promotional - Bridge	B-3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000
	Consultants - Bridge	B-3	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
	Contracted Services - Bridge	B-3	\$ -	\$ 8,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,000
	Travel & Conference- Bridge	B-4	\$ -	\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000



**2015-16 Student Equity Plan Summary Budget**

Mt. San Antonio CCD

Mt. San Antonio College

**Part II: Planned Student Equity (SE) Expenditures**

Contract Services- Bridge	B-4	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000
Catering- Bridge	B-4	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000
Consultants	B-4	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000
Catering - Health Services	B-5	\$ -	\$ 1,300	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,300
Travel & Conference - Health Services	B-5	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
Catering - ESL	B-6	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500
Catering - STEM	B-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	\$ -	\$ 3,000
Catering - Bridge Career Prep	D-1	\$ -	\$ 2,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,500
Student Travel & Conference - Bridge	D-1	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000
Catering - Work Prep Conference	D-2	\$ -	\$ 9,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,000
Consultant - Work Prep Conference	D-2	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000
Catering - Transfer Bridge	E-1	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000
Student Travel & Conference - Transfer Bridge	E-1	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000
Contracted Services - Transfer Bridge	E-1	\$ -	\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000
Catering - DSPS Transfer	E-2	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500
Student Travel & Conference - Transfer DREAMERS	E-3	\$ -	\$ 1,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,500
Student Travel & Conference - Transfer Honors	E-4	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000
Contracted Services - ACES	E-6	\$ -	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000
Student Travel & Conference - ACES	E-6	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000
Catering - DSPS Autism	F-2	\$ -	\$ 6,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,600
Catering - DSPS DHH	F-3	\$ -	\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000
Catering - Veterans	F-5	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000
Student Travel & Conference - Veterans	F-5	\$ -	\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000
Catering -Financial Literacy	F-6	\$ -	\$ 7,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,000
Promotional -Financial Literacy	F-6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ 2,000
Catering- DSPS Planning	F-8	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000
Consultants -Aspire	F-15	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000
Student Travel & Conference - Aspire	F-15	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000
Catering - Aspire	F-15	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
Catering- Dream	F-16	\$ -	\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000
Printing - Dream	F-16	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000
Promotional Supplies - Dream	F-16	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
Mileage- Dream	F-16	\$ -	\$ 1,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,500
Contracted Services- Dream	F-16	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000
Student Travel & Conference - Foster Youth	F-18	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000
Catering/Promotional- Foster Youth	F-18	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
Catering- SSEED	F-20	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000
Contracted Services -SSEED	F-20	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000
Student Travel & Conference - SS Minority Male Initiative	F-21	\$ -	\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000

<b>2015-16 Student Equity Plan Summary Budget</b>
Mt. San Antonio CCD
Mt. San Antonio College

**Part II: Planned Student Equity (SE) Expenditures**

Consultants -SS Minority Male Initiative	F-21	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ 30,000	\$ -	\$ -	\$ 50,000
Contracted Services -SS Minority Male Initiative	F-21	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000
Promotional - SS Minority Male Initiative	F-21	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ 10,000
Catering- -SS Minority Male Initiative ; Digital Storie	F-21	\$ -	\$ 9,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,000
Student Travel & Conference - LGBTQ	F-22	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ 15,000
Catering- LGBTQ	F-22	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ 4,000
Contracted Services - LGBTQ	F-22	\$ -	\$ -	\$ 5,000			\$ 3,000	\$ -	\$ -	\$ 8,000
Catering - TLC	F-23	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,000	\$ -	\$ -	\$ 6,000
Contracted Services - TLC	F-23	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ -	\$ -	\$ 15,000
Travel & Conference - TLC	F-23	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000	\$ -	\$ -	\$ 25,000
Contracted Services- Student Equity Coordination	F-24	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 219,564	\$ -	\$ -	\$ 219,564
Student Travel & Conference-Student Equity Coordination	F-24	\$ -	\$ -	\$ -	\$ 6,000	\$ -	\$ -	\$ -	\$ -	\$ 6,000
<b>Subtotal</b>		\$ 33,500	\$ 317,900	\$ 5,000	\$ 6,000	\$ 10,000	\$ 337,564	\$ 8,000	\$ 87,000	\$ 804,964

<b>2015-16 Student Equity Plan Summary Budget</b>
Mt. San Antonio CCD
Mt. San Antonio College

**Part II: Planned Student Equity (SE) Expenditures**

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/Course Dev. & Adptation	Professional Development	Instructional Support	Direct Student Support	Total
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Grand Total</b>			\$ 196,918	\$ 2,531,954	\$ 185,782	\$ 308,572	\$ 55,835	\$ 614,556	\$ 876,211	\$ 263,700	\$ 5,042,328

<b>2015-16 Student Equity Plan Summary Budget</b>
Mt. San Antonio CCD
Mt. San Antonio College

**Part II: Planned Student Equity (SE) Expenditures**

**Student Equity Plan 2015-16 Budget  
Part II: Planned SE Expenditures  
Other Instructions**

**A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at <http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>.** Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

**Eligible expenditures:**

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

**Ineligible Expenditures:**

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture -- Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions -- Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.