



**AMENDED 9/5/2012**

**NOTICE OF  
SPECIAL MEETING OF  
THE BOARD OF TRUSTEES OF  
THE SAN FRANCISCO COMMUNITY COLLEGE DISTRICT**

The Board of Trustees of  
The San Francisco Community College District will meet on

**LOCATION:** Chinatown/North Beach Campus  
Annex Auditorium  
628 Washington Street, ~~808 Kearny Street~~, San Francisco

**DATE:** Tuesday, September 11, 2012

**TIME:** 6:30 P.M.

**I. Roll Call**

**II. Pledge of Allegiance**

**III. CONSIDERATION OF VOLUNTARY REQUEST OF A SPECIAL TRUSTEE  
(Item held over from August 23 Special Board Meeting)**

In various venues and conversations the possibility of voluntarily requesting that the State Chancellor appoint a special trustee to the CCSF Board of Trustees has been referenced. The possible merits and value of such an action will be discussed at this special meeting. The Board has received letters from the Accrediting Commission and the State Chancellor's office recommending such an action.

**RECOMMENDATION:** That the Board of Trustees consider the information they have received and take action as they deem appropriate.

**IV. RESOLUTION 120911-B1: Adoption of Final Budget for FY 2012-2013**

**V. RESOLUTION 120911-P1: Amend the SFCCD Policy Manual by Amending Board Policy 1200 – DISTRICT VISION AND MISSION STATEMENT 2<sup>ND</sup> Reading**

**VI. BOARD PRIORITIES FOR SPRING 2013**

As the College faces its accreditation and fiscal management crisis, direction is needed by the Board to guide the institution. For example, the institution must meet base enrollment for Spring 2013 in the most cost effective way; the institution must meet the accreditation recommendations; the institution must demonstrate its financial solvency.

**RECOMMENDATION:** That the Board of Trustees provide guidance and direction to the College administration in the form of priority goals for Spring 2013.

BOARD OF TRUSTEES

JOHN RIZZO, PRESIDENT · DR. ANITA GRIER, VICE PRESIDENT  
DR. NATALIE BERG · CHRIS JACKSON · STEVE NGO · RODRIGO SANTOS · LAWRENCE WONG  
WILLIAM WALKER, STUDENT TRUSTEE · DR. PAMILA FISHER, INTERIM CHANCELLOR

**VII. ANNUAL ASSESSMENT, PLANNING AND BUDGETING PROCESS AND TIMELINE**  
Accreditation Workgroup #2 (Institutional Effectiveness and Planning) drafted a proposed Annual Assessment, Planning, and Budgeting timeline which reflects the following characteristics of effective planning: (a) directed by Board priorities and the College's Mission Statement; (b) informed by data and assessments; (c) supported by unit-level planning that addresses Board priorities, references data trends, and is sufficiently timely so as to inform the following year's annual plan and annual budget; (d) transparent and efficient in prioritizing allocation and resource decisions, including resource reductions when necessary, for the upcoming year; and (e) characterized by broad communication and dialogue at several critical junctures.

**RECOMMENDATION:** That the Board of Trustees review and approve the proposed Annual Assessment, Planning and Budgeting Process and Timeline.

**VIII. BOARD PLANNING PRIORITIES FOR FISCAL YEAR 2013-2014**  
Determining priorities for next fiscal year is the first step in the proposed annual assessment, planning and budgeting process, and will influence the program review process, in turn informing the resource allocation process for fiscal year 2013-14. The Board will review College data and assessments to determine the board planning priorities for fiscal year 2013-2014.

**RECOMMENDATION:** That the Board of Trustees identify board planning priorities for Fiscal Year 2013-2014.

## **IX. Adjournment**

Members of the public shall have an opportunity to speak in accordance with Government Code 54954.3 and Education Code 72121.5. Moreover, the public shall have the opportunity to speak at each teleconference location in accordance to Government Code 54954.3 and Education Code 72121.5.

The San Francisco Community College District does not discriminate on the basis of disability in the admission or access to, or treatment or employment in, its programs or activities. Persons who wish to request disability-related accommodations including sign language interpreters should contact Leilani Battiste, Title 5 Compliance Monitor, 31 Gough Street, Room 9A, San Francisco, CA 94103, Phone: (415) 241-2294, Fax: (415) 241-2203. Please request accommodations as early as possible prior to the date of the Board meeting in order to assure the best possible arrangements.

Periodically, writings that are public records, which relate to an agenda item for an open session of a regular meeting of the Board of Trustees are distributed less than 72 hours prior to that meeting. Any such writings are available for public inspection at the time these writings are distributed to at least a majority of the Board. The address where such writings will be available for public inspection is:

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### BOARD OF TRUSTEES

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DR. NATALIE BERG · CHRIS JACKSON · STEVE NGO · RODRIGO SANTOS · LAWRENCE WONG  
WILLIAM WALKER, STUDENT TRUSTEE · DR. PAMILA FISHER, INTERIM CHANCELLOR

**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

1102 Q STREET  
SACRAMENTO, CA 95811-6549  
(916) 445-8752  
<http://www.cccco.edu>



August 10, 2012

Dear Board President John Rizzo and Interim Chancellor Pamela Fisher:

Let me begin by thanking you for inviting California Community Colleges Board of Governors President Scott Himelstein and me to attend your board meeting of August 6. I feel that our discussion regarding the potential loss of the accreditation of City College of San Francisco (CCSF) was frank, respectful, and constructive. I appreciate your role in ensuring that was the case.

As I stated in my remarks, I believe your district has made important initial steps towards addressing the accreditation deficiencies identified by the Accrediting Commission for Community and Junior Colleges (ACCJC). First, your request for a fiscal review and recovery plan by the Fiscal Crisis and Management Assistance Team is a critical step forward. Second, the establishment of work groups to address the college's accreditation deficiencies is absolutely necessary and will allow you to tap into local expertise as you develop plans of action. Together, these steps will help to move CCSF towards compliance.

However, given the number of accreditation deficiencies identified and the size of CCSF, I am deeply concerned that these steps may prove insufficient to save the college's accreditation so I would urge you to take the important additional step of requesting the placement of a Special Trustee at CCSF. The voluntary placement of Special Trustees at Lassen Community College District (CCD) and Solano CCD proved to be tremendously beneficial actions that helped those colleges to achieve compliance and maintain accreditation standing. In both these instances, the local board requested the placement of a Special Trustee to provide oversight and guidance in the recovery process. I would emphasize that in both these cases, the local boards remained seated and maintained all the legal standing and status associated with their role. This was in stark contrast to the case of Compton CCD in which a Special Trustee was inserted under force of state law (Assembly Bill 318, Chapter 50, Statutes of 2006) and the local board was stripped of all authority.

Let me outline how the model used at Lassen CCD and Solano CCD allowed the local board to retain its authority while a Special Trustee performed the following functions:

- Provide advice and counsel, and make recommendations on all matters relating to the operation of the district, including governance and administration; finances, accounting and other economic issues; collegiality and college community relationships; title 5 compliance; education and accreditation standards; and any other matters that may arise regarding the operation of the district.
- Review, provide advice, and make recommendations regarding recent ACCJC reports, appropriate audit reports, State title 5 compliance and federal compliance reports, and reports submitted by the State Chancellor's Office.
- As necessary, stay and/or rescind board actions where such actions are inconsistent with the developed recovery plan, accreditation standards, and the fiscal health of the district.

John Rizzo/Pamela Fisher

August 10, 2012

Page 2

- Schedule meetings with individual members of the Board of Trustees, members of the administration, faculty and classified staff, representatives of the student government, community leaders and other local elected officials, and appropriate members of the Chancellor's Office staff.
- Provide advice and make recommendations regarding Board agenda items where appropriate and attend Board meetings as determined necessary.
- Provide advice and recommendations regarding title 5 compliance, minimum conditions issues, and assisting with the development any fiscal and educational recovery plan.
- Assist with the development and writing of the ACCJC Closure Report and ACCJC Follow-Up Reports.

In the cases of Lassen CCD and Solano CCD, the Special Trustee's guidance and assistance was instrumental in supporting recovery. Importantly, the presence of a Special Trustee also demonstrated to the ACCJC that the district had made a significant commitment to the fundamental structural improvements necessary to bring the districts into compliance with accreditation standards. Recently, College of the Redwoods, a district that was also placed on "show cause" by ACCJC, requested the appointment of a Special Trustee to assist in its recovery efforts.

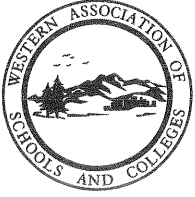
I would be glad to assist the Board in working with my office in a collaborative process in the appointment of a Special Trustee to assist CCSF in addressing these critical accreditation deficiencies. Given the very limited time available under the ACCJC compliance process for CCSF to cure its deficiencies, I urge your immediate attention to this matter.

Sincerely,



Jack Scott, Ph.D.  
Chancellor

cc: CCSF Board Members Milton Marks, Natalie Berg, Anita Grier, Chris Jackson, Steve Ngo,  
Lawrence Wong, Jeffrey Fang  
Board of Governors President Scott Himmelstein



**ACCREDITING  
COMMISSION  
for COMMUNITY and  
JUNIOR COLLEGES**

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of Schools and Colleges*

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August 22, 2012

Chancellor Pamela Fisher and  
Members of the Board of Trustees  
City College of San Francisco  
50 Phelan Avenue  
San Francisco, CA 94112

Dear Dr. Fisher and Members of the Board of Trustees:

I have learned that California Community Colleges Chancellor Jack Scott has written to you offering his office's assistance through the placement of a Special Trustee at City College of San Francisco (CCSF). I am writing to urge you to accept Chancellor Scott's suggestion, and to request that he appoint a Special Trustee. I am making this suggestion in the context of the many deficiencies identified by the evaluation team that visited CCSF in March 2012 and in light of fiscal issues recently identified by the State Teachers Retirement Fund Audit of CCSF as well as the Fiscal Crisis Management Assistance Report.

CCSF will need to make significant changes in its operations in order to come into compliance with Accreditation Standards and preserve fiscal solvency within the time provided by the ACCJC's action letter dated July 2, 2012. As stated in the ACCJC's workshop to the CCSF Board of Trustees in July, 2012, the governing board "has ultimate responsibility for educational quality and financial integrity, and for ensuring the quality, integrity, and improvement of student learning programs and services, and the resources necessary to support them." (Standard IV. B.) As the Board of Trustees and the Chancellor of CCSF confront the difficult and complicated decision points that lie ahead, I believe a Special Trustee can provide critically important support, advice and counsel to the Board of Trustees and to CCSF.

I hope you are aware that the appointment of a Special Trustee that is voluntarily accepted by a college governing board does not harm an institution's standing with the ACCJC. The ACCJC has observed the positive impact of a Special Trustee in the Solano and Lassen Community College Districts, and it is for that reason I am suggesting you accept Chancellor Scott's offer.

Please contact me if you have any questions about accreditation related to the appointment of a Special Trustee.

Sincerely yours,

A handwritten signature in cursive script that reads "Barbara A. Beno".

Barbara A. Beno, Ph.D.  
President

**CALIFORNIA COMMUNITY COLLEGES  
CHANCELLOR'S OFFICE**

1102 Q STREET  
SACRAMENTO, CA 95811-6549  
(916) 445-8752  
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August 23, 2012

Dear Interim Chancellor Pamela Fisher:

The experience of Special Trustees in the California Community Colleges is, fortunately, not extensive. Over the years, only a small handful of districts have required such significant intervention to assist in crises related to fiscal solvency and/or accreditation. While the number of such cases is small, the lessons learned from these experiences have been quite clear. An overview of our key findings is provided below.

Two Models for the Special Trustee

Since 2004, the California Community Colleges Chancellor's Office has employed two very different versions of the Special Trustee—the state-imposed model and the voluntary placement model. The reasons for employing these different models was dictated by the unique circumstances of each case and was based on factors including the type and severity of the crisis, recovery time lines, and the approach of the local board.

**State-Imposed Model:**

Under this model, the Board of Governors appoints a Special Trustee to replace a local board of trustees. The Special Trustee is given all the powers normally vested in a local board, including all operational and budget decisions. Under this model, the local board becomes an advisory body that provides input to the Special Trustee but lacks direct authority over any district actions. Upon a determination of the Board of Governors that the district has recovered the capacity to self-govern, the Special Trustee is removed and the local board is restored to power.

**Voluntary Placement Model:**

Under the voluntary placement model, the local board requests that the Board of Governors place a Special Trustee in their district to provide oversight and guidance in the recovery process. The local board remains seated and maintains all the legal standing and status associated with their role.

Under the voluntary placement model, the Special Trustee performs the following functions:

- Provide advice and counsel, and make recommendations on all matters relating to the operation of the district, including, governance and administration; finances, accounting and other economic issues; collegiality and college community relationships; title 5 compliance; education and accreditation standards; and any other matters that may arise regarding the operation of the district.
- Review, provide advice, and make recommendations regarding recent ACCJC reports, appropriate audit reports, State title 5 compliance and federal compliance reports, and reports submitted by the State Chancellor's Office.
- As necessary, stay and/or rescind board actions where such actions are inconsistent with the developed recovery plan, accreditation standards, and the fiscal health of the district.
- Schedule meetings with individual members of the Board of Trustees, members of the administration, faculty and classified staff, representatives of the student government, community leaders and other local elected officials, and appropriate members of the Chancellor's Office staff.
- Provide advice and make recommendations regarding Board agenda items where appropriate and attend Board meetings as determined necessary.
- Provide advice and recommendations regarding title 5 compliance, minimum conditions issues, and assisting with the development any fiscal and educational recovery plan.
- Assist with the development and writing of the ACCJC Closure Report and ACCJC Follow-Up Reports.



**Pros and Cons of the Two Models**

<b>STATE-IMPOSED MODEL</b>	
<b>Pros</b>	<b>Cons</b>
Necessary for an emergency loan from the state	Eliminates local autonomy
Allows for a "clean start" in board and district leadership	Potentially disruptive to existing "home grown" recovery efforts
Useful when criminal activities are suspected (fraud, corruption)	Erodes local leadership capacity
Helpful in addressing deficiencies related to ACCJC eligibility requirements, accreditation standards, and policies	More damaging to district's public standing
	Possible litigation from deposed board
	Politically disruptive; diverts energy from recovery efforts
	Longer recovery period than voluntary placement model

<b>VOLUNTARY PLACEMENT MODEL</b>	
<b>Pros</b>	<b>Cons</b>
Local autonomy retained	Difficult to address suspected criminal activities (fraud, corruption)
More likely to support existing "home grown" recovery efforts	Does not immediately address problems of severe board dysfunction
Retains local leadership capacity	
Helpful in addressing deficiencies related to ACCJC eligibility requirements, accreditation standards, and policies	
Shorter recovery period than state-imposed model	



## **Conclusion**

From our experience, the voluntary placement model has in most cases proven to be the preferred approach to assisting community college districts facing severe threats to fiscal solvency or accreditation. Where this model has been employed, the Special Trustee's guidance and assistance has been instrumental in supporting recovery, restoring fiscal health, and facilitating institutional improvements that justified continued accreditation. Importantly, the presence of a Special Trustee also demonstrated to the community, the state, and the ACCJC that the districts had made significant commitments to achieving the fundamental structural improvements necessary to bring the districts into compliance with accreditation standards.

I hope this background is useful to you and your board. Please let me know if I can provide assistance in any way. My direct line is 916-323-7007. We are deeply committed to helping City College of San Francisco maintain its accreditation so that it can continue to serve the citizens of San Francisco.

Sincerely,



Erik Skinner

Executive Vice Chancellor for Programs

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August 29, 2012

Dear Interim Chancellor Pamela Fisher:

This memorandum provides answers to questions you recently asked regarding the appointment of a Special Trustee. The responses, below, pertain to a circumstance in which a local board requests that the California Community Colleges Board of Governors (BOG) approves the placement of a Special Trustee in the district.

**Q1: Who selects the Special Trustee in the case of a voluntary placement?**

**A1:** The State Chancellor typically provides to the district a list of names of potential candidates for the position of Special Trustee. An eventual selection is done in consultation with the California Community Colleges Chancellor's Office (CCCCO). There is a contract that is reached between three parties, (Chancellor's Office, District and Special Trustee) and the appointment ultimately requires the approval of the State Chancellor.

**Q2: Who pays for the Special Trustee?**

**A2:** Consistent with title 5 section 58312, the district pays for the Special Trustee. The compensation is worked out during the development of the mutually agreed upon contract of the three parties.

**Q3: How long does the Special Trustee remain in the district?**

**A3:** In past experiences, the Special Trustee has remained until the institution has been removed from accrediting sanctions and regains fiscal stability. The Special Trustee remains in place long enough to ensure that the district is solidly on its way to recovery. Making the determination as to when this point has been reached requires substantive and honest

discussions between district leadership and the CCCCCO. In approaching these situations, it is always our preference to remove the Special Trustee as soon as reasonably possible. In our previous dealings with districts under the voluntary placement model we have never had a dispute with a local board over whether or when to remove a Special Trustee; it has always been a mutually agreed upon decision.

**Q4: Could the local board terminate the special trustee in the voluntary model?**

A4: The local board could request a different individual to serve as Special Trustee, and the contractual provisions speak to that process. The expectation of the CCCCCO is that, before taking such a step, the local board would communicate its concerns to the CCCCCO, so that the parties could explore mutually agreeable solutions to improve the situation. For the voluntarily placed Special Trustee to be effective, district leadership and the CCCCCO must work cooperatively and openly to address the challenges facing the district. Once a Special Trustee is accepted (voluntarily placed), they have the authority provided to them under title 5, section 58312. If the relationship between the Special Trustee and local board had deteriorated to that extent of removal of the Special Trustee, there would be no further potential benefit of maintaining the voluntarily placed Special Trustee.

As noted, the responses above apply to a Special Trustee placed in a district at the request of a local board. The responses would be different in the case of a state imposed Special Trustee placed in the district pursuant to title 5, section 58312 or through district-specific legislation. Let me know if you need further information about those scenarios.

I hope these answers are useful to you and your board. Please let me know if further information is required please do not hesitate to contact me (direct line: 916-323-7007).

Sincerely,



Erik Skinner

Executive Vice Chancellor for Programs



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(a) It is the intent of the Legislature to encourage sound fiscal management practices among community college districts for the most efficient and effective use of public funds for the education of community college students by strengthening fiscal accountability at the district and state levels.

(b) The governing board of each community college district shall provide for an annual audit of all funds, books, and accounts of the district in accordance with regulations of the board of governors. The audit shall be made by certified public accountants licensed by the California Board of Accountancy. In the event the governing board of a community college district fails to provide for an audit, the board of governors shall provide for an audit, and if the board of governors fails or is unable to make satisfactory arrangements for such an audit, the Department of Finance shall make arrangements for the audit. The cost of any audit described above shall be paid from district funds.

(c) The board of governors shall adopt criteria and standards for periodic assessment of the fiscal condition of community college districts, and these regulations regarding the review and improvement of district fiscal conditions as necessary to encourage sound fiscal management practices. In so doing:

(1) The governing board of a community college district, as required by regulations of the board of governors, shall periodically report information to the board of governors regarding the fiscal condition of the district.

(2) The board of governors, by regulation, shall develop standards for district maintenance of sound fiscal conditions. The regulations shall authorize a board comprehensive management review of any community college district which, after assessing itself or being assessed in accordance with board criteria and standards, is shown to be experiencing fiscal difficulty. On the basis of the findings of the management review, the board of governors may recommend appropriate changes in a district's management practices.

(3)The board of governors, by regulation, shall develop appropriate procedures and actions for districts that fail to achieve fiscal stability or that fail to comply with the board of governors' recommendations. The procedures and remedies may include the appointment of a special trustee to manage the district. The board of governors shall be authorized to reduce or withhold apportionment to districts to pay for the cost of the special trustee, management review, or other extraordinary costs resulting from the district's fiscal difficulties and to ensure the stabilization of the district's financial condition.

(4)The board of governors shall report to the chairs of the educational policy and fiscal committees of both houses of the Legislature, the Director of Finance, and the Governor any corrective action taken by the district and any action taken against the district pursuant to paragraph (3).

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# ANNUAL BUDGET

2012-2013

Final Recommendation



City College of San Francisco

September 11, 2012

## **Foreword**

This document contains the annual budget and annual plan for fiscal year 2012-2013. This version is the Final Budget. As specified by the California Code of Regulations, the governing board of each community college district is required to adopt a final budget for the ensuing fiscal year on or before June 30. The code further requires a hearing and the adoption of a final budget on or before the 15<sup>th</sup> day of September. The Budget contained herein is recommended as the Final Budget. The Final Budget is subject to confirmation of revenue forecasts and state funding allocations.



# Annual Budget 2012-2013

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## District Board of Trustees

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Chris Jackson, Member

Rodrigo Santos, Member

Steve Ngo, Member

Lawrence Wong, Esq., Member

William Walker, *Student Trustee*

## Planning and Budgeting Council

Dr. Pamila Fisher, *Interim Chancellor*

Dr Pamila Fisher, Interim  
Chancellor (Chair)

Peter Goldstein, VCFA

John Bilmont, AVCFA/CFO

Tom Boegel, Dean of  
Curriculum Tenure review  
and Faculty Evaluation

Joanne Low, Interim VCAA

Attila Gabor, SEIU

Steve Kech, SEIU

James Rogers, SEIU

Athena Steff, SEIU

Maria Heredia, AS

Alisa Messer, AFT

Madeline Mueller, DCC

Francine Podenski, DCC

Karen Saginor, AS

Jane Sneed, AS

Kathleen White, AS

Robert Arenas, AS

Julie Du, AS

Jeff Fang, AS

Coung Tang, AS

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Phyllis McGuire

Lindy McKnight

Pamela Mery

Leslie Smith

David Yee

For more information see [http://www.ccsf.edu/Offices/Shared\\_Governance/pbc.html](http://www.ccsf.edu/Offices/Shared_Governance/pbc.html)

Documents from Board Planning and Budget Committee meetings can be viewed at:

<http://www.ccsf.edu/NEW/en/about-city-college/board-of-trustees/budget.html>

**Revenue Assumptions  
And  
Final Revenue Budget**

## Revenue Assumptions for FY 2012-13

- The final budget is based on the final state budget for FY 2012-13 as signed by the Governor;
- State apportionment funding for FY 2012-13 will be reduced by \$10.3 million if the Governor's Tax Initiative fails with an accompanying decrease in the amount of FTES needed to reach base funding;
- Lottery income will be \$4 million during 2012-13 due to the lower FTES base used to calculate the College's allocation;
- Sales tax revenue will be unchanged in 2012-13. While local economic activity continues to increase, a lower FTES base will be used to calculate the College's allocation;
- Non-resident fees will be unchanged for 2012-13, however the College will increase such fees effective summer 2013 ;
- Net Interest income will be negative due to state deferrals and the need to borrow cash to cover these delays in state funding;
- Other revenues will be relatively flat;
- Transfers into the Unrestricted General Fund will return to their historic trend of \$0.900 million during 2012–13;
- Fundraising goals in the 2012-13 budget are \$180K;
- Closeout from 2011-12 that is available for 2012-13 will be zero;
- This budget does not currently include any of the one-time revenue solutions applied to help balance the 2011-2012 budget.

**Enrollment Projections.** The College forecast for enrollment in 2012-2013 along with historic trends is summarized in the following table.

**ENROLLMENT GROWTH 2007 to 2013  
FULL TIME EQUIVALENT STUDENT (FTES)**

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012		2012-2013	2012-2013
	Base	Base	Base	Base	Base	Projected Base	Actual Enrollment		
	FTES <sub>(3)</sub>	FTES <sub>(3)</sub>	FTES <sub>(3)</sub>	FTES <sub>(3)</sub>	FTES <sub>(3)</sub>	FTES <sub>(4)</sub>	FTES <sub>(3)(3a)</sub>	FTES <sub>(5)</sub>	FTES <sub>(6)</sub>
Credit	20,986	24,265	25,346	24,805	23,379	23,607	22,390	23,982	22,235
Noncredit CDCP <sub>(2)</sub>	N/A	8,396	8,087	8,237	8,030	7,798	7,257	7,189	6,664
Noncredit	11,758	3,742	3,757	3,182	3,332	2,821	2,953	2,821	2,615
<b>Total</b>	<b>32,744</b>	<b>36,403</b>	<b>37,190</b>	<b>36,224</b>	<b>34,741</b>	<b>34,226</b>	<b>32,600</b>	<b>33,992</b>	<b>31,514</b>

(1) Projected FTES based on Projected P2 Report.

(2) CDCP=Career Development College Preparation funding differential started in 2006-2007.

2007-2008 Base FTES are from 2006-2007 CDCP funding levels.

(3) California Community Colleges state apportionment is primarily driven by the Full-Time Equivalent Student (FTES) workload measure.

FTES is not "headcount enrollment," but is the equivalent of 525 hours of student instruction per each FTES for both credit and noncredit.

(3a) Actual enrollment takes into account the Flex Day Factor.

(4) Exhibit E 10-11 recalculation.

(5) Governor's plan passes.

(6) Governor's plan fails.

## Overall District Budget at a Glance

Fund Type	Fund Description	FY 2008-09 <sup>(3)</sup>	FY 2009-10 <sup>(3)</sup>	FY 2010-11 <sup>(3)</sup>	FY 2011-12 <sup>(3)</sup>	FY 2012-13 <sup>(3)</sup>
11	General Fund Unrestricted	\$ 198,760,446	\$ 193,524,356	\$195,783,698	\$ 190,794,117	\$ 186,572,237
14	Departmental Accounts <sup>(1)</sup>	964,289	1,048,738	1,249,246	1,391,296	1,559,765
15	Designated Internal Service Funds <sup>(1)</sup>	-	-	-	3,077,030	1,196,322
12	Restricted Programs <sup>(2)</sup>	35,896,052	30,177,979	34,676,963	29,110,951	27,353,587
21	Child Development <sup>(2)</sup>	7,805,088	6,755,109	2,027,515	2,576,548	2,343,022
22	Cafeteria Fund	930,000	930,000	930,000	1,807,816	1,475,000
41	Capital Projects – Fed/State/Local <sup>(1)</sup>	1,813,987	2,395,024	423,701	1,262,004	2,059,732
42	Capital Projects – Bonds 1997/1999 <sup>(1) (4)</sup>	2,398,804	2,468,214	4,112,042	4,316,508	832,685
43	Capital Projects - Bonds 2001 <sup>(1) (7)</sup>	14,993,263	10,186,467	17,501,761	34,010,687	8,738,698
44	Capital Projects - Bonds 2005 <sup>(1) (7)</sup>	140,609,594	98,950,467	130,486,680	104,017,391	57,591,199
51	Auxiliary Enterprise-Bookstore <sup>(5)</sup>	9,300,000	8,965,000	7,365,000	6,585,000	5,900,000
61	Workers Compensation Fund <sup>(1)</sup>	(2,443,060)	(2,615,513)	(2,317,940)	(3,918,300)	(2,000,012)
61	Other Post Employment Benefit Fund <sup>(1)</sup>	-	-	-	500,000	1,000,000
71	Student Financial Aid <sup>(2)</sup>	28,554,527	29,000,000	40,000,000	42,000,000	52,500,000
72	General Trusts <sup>(1) (6)</sup>	61,921	35,257	11,263	604,449	6,103,289
73	Associated Students <sup>(1)</sup>	707,497	676,112	688,782	609,927	603,191
74	Scholarship <sup>(1)</sup>	250,017	340,446	420,420	532,722	624,024
75	Trust Funds and Accommodation Accounts <sup>(1)</sup>	117,342	111,597	112,423	83,787	81,988
<b>Total</b>		<b>\$ 440,719,767</b>	<b>\$ 382,949,253</b>	<b>\$433,471,554</b>	<b>\$ 419,361,933</b>	<b>\$ 354,534,727</b>

(1) FY 2012-13 represents fund balance as of June 18, 2012.

(2) Fund Types 12, 14, 15, 21 & 71 for FY2012-13 will increase or decrease as restricted funds authorization letters new award are received.

(3) FT 11 Expenditures are presented net of unallocated restricted fund charge-outs, if applicable.

(4) FT 42 1997/1999 Bond fund is closed except for the sale of the mission campus.

(5) Amount represents the Bookstore Preliminary Revenue estimate for 2012-2013.

(6) FY 2012-13 represents fund balance as of June 18, 2012 plus District Trust funds returned from the Foundation ( BR # 111215-B4)

(7) The Capital Projects Bond funds for 2001 and 2005, fund Types 43 and 44, represent multi-year appropriations previously approved by the Board.

SFCCD Schedule of Revenues Unrestricted General Fund, FY 2012-13

	A	B	C	D	E	F
		Actual Revenue	Actual Revenue	Actual Revenue	Estimated Final	Final Budget (4)
		FY2008-09	FY2009-10	FY2010-11	Revenue	Estimated Revenue
					FY2011-12	FY2012-13
5	State General Apportionment <sup>(1)</sup>	\$ 115,521,727	\$ 83,879,369	\$ 81,446,295	\$ 99,213,065	\$ 98,382,676
6	State General Apportionment - Noncredit	-	6,375,652	6,329,970	-	-
7	State General Apportionment - Noncredit CDCP	-	19,411,903	19,272,814	-	-
8	Growth:credit, noncredit CDCP rate increase	-	-	-	-	-
9	Growth:CREDIT	1,971,517	-	3,756,289	-	-
14	State COLA Apportionment	-	-	-	-	-
18	<b>Total</b>	<b>117,493,244</b>	<b>109,666,924</b>	<b>110,805,368</b>	<b>99,213,065</b>	<b>98,382,676</b>
20	Local Property Taxes	42,637,559	43,843,481	47,817,794	46,221,252	46,221,252
21	Student Enrollment Fees (98%)	7,295,100	8,744,521	7,551,276	10,073,942	10,073,942
22		49,932,659	52,588,002	55,369,070	56,295,194	56,295,194
24	<b>Total District General Revenues</b>	<b>167,425,903</b>	<b>162,254,926</b>	<b>166,174,438</b>	<b>155,508,259</b>	<b>154,677,870</b>
25	Deficit Factor	0.98515425	0.99886762	0.99676839	0.97650559	0.99923381
26	<b>Revised Deficit Affected Revenues</b>	<b>164,940,339</b>	<b>162,071,192</b>	<b>165,637,427</b>	<b>151,854,685</b>	<b>154,559,357</b>
27		-	-	-	-	-
28		164,940,339	162,071,192	165,637,427	151,854,685	154,559,357
30	Prior Year Correction	2,551,789	1,399,692	501,467	68,342	-
31	Lottery	4,374,928	4,457,924	3,789,392	4,640,000	4,000,000
32	Mandated Cost	1,239,184	376,285	568,943	120,720	950,000
33	Part-Time Equalization	1,482,297	785,955	785,955	785,955	785,955
34	Part-Time Faculty Instructional/Health Ins	165,000	93,385	84,569	84,569	84,569
35	Part-Time Faculty Office Hours	48,120	35,454	35,812	35,812	35,812
37	Apprenticeship	477,187	232,414	232,547	232,547	232,547
38	One-Time Equalization	-	-	-	-	-
39	Sales Tax	14,815,434	13,795,174	14,841,656	15,415,000	15,415,000
40	Interest Income (net)	-	51,179	80,054	-	-
41	Non-Resident Tuition	6,665,348	7,187,172	7,924,894	8,916,298	8,916,298
42	Enrollment Fee	88,280	93,171	119,892	132,165	112,699
43	Other Revenue Fundraising External/Internal	-	-	459,702	183,817	180,000
44	Unclaimed Credit Balances	-	-	-	1,118,959	-
45	Other Revenue	843,888	851,987	1,454,846	-	400,000
46	Transfers	184,199	1,690,187	923,049	3,112,075	900,000
47	Transfers In - BD Reserve	-	-	-	-	-
48	<b>Total District Other Revenues</b>	<b>32,935,653</b>	<b>31,049,978</b>	<b>31,802,777</b>	<b>34,846,258</b>	<b>32,012,879</b>
50	<b>Total Unrestricted Revenues</b>	<b>197,875,992</b>	<b>193,121,170</b>	<b>197,440,204</b>	<b>186,700,943</b>	<b>186,572,236</b>
51	Beginning Balance	2,291,520	1,917,921	1,917,921	3,033,269	-
52	Additional Release of Corpus (Note 3)	-	-	-	506,000	-
	Additional Closing Adjustments - Revenue and Expenditure	-	-	-	921,013	-
55	Prior Year ADJUSTMENTS-ISA Agrees	-	-	284,515	-	-
56	Transfers from Board Designated Reserves	-	-	-	3,500,000	-
57	<b>Total Resources</b>	<b>\$ 200,167,512</b>	<b>\$ 195,039,091</b>	<b>\$ 199,642,640</b>	<b>\$ 194,661,225</b>	<b>\$ 186,572,236</b>

59 (1) For 2010-2011 includes Restoration funding.  
60 (2) Basic Skills was fully Unrestricted up through 2005-2006 and thereafter is treated as restricted funding from 2006-2007 forward.  
61 (3) For fiscal year 2011-2012 the \$1,076,000 amount includes \$570,000 in release of corpus, Donor's permission pending.  
62 (4) Governor's Compromise Ballot Measure Passes



San Francisco Community College District  
Fund Balance History  
July 1, 2006 to June 30, 2013

	Actual <sup>(3)</sup> 2006-2007	Actual 2007-2008	Actual 2008-2009	Actual 2009-2010	Actual 2010-2011	Estimated Final 2011-2012	Estimated Budget 2012-2013
<b>Reservations:</b>							
Short-term prepaids	\$ 938,857	\$ -	\$ 100,913	\$ 981,015	\$ 217,633	\$ -	\$ -
Encumbrances	547,320	562,718	-				
Long-term prepaid Rent <sup>(2)</sup>	10,888,888	10,733,332	10,577,777	10,422,222	10,266,667	10,111,112	9,955,557
<b>Total Reservations</b>	<b>12,375,065</b>	<b>11,296,050</b>	<b>10,678,690</b>	<b>11,403,237</b>	<b>10,484,300</b>	<b>10,111,112</b>	<b>9,955,557</b>
<b>Designations</b>							
Board Designated Reserve	\$ 6,652,879	\$ 6,652,879	\$ 6,652,879	\$ 6,652,879	\$ 6,652,879	\$ 6,652,879	\$ 3,152,879
Transfer From Reserve <sup>(1)</sup>	-	-	-	-	-	(3,500,000)	-
Transfer To Reserve	-	-	-	-	-	-	-
Designated Departmental Funds	956,610	964,289	1,048,738	1,265,018	1,410,541	1,559,765	1,200,000
Designated Internal Service Funds	-	-	-	2,616,792	2,628,371	1,196,322	1,196,000
<b>Total Designations</b>	<b>\$ 7,609,489</b>	<b>\$ 7,617,168</b>	<b>\$ 7,701,617</b>	<b>\$ 10,534,689</b>	<b>\$ 10,691,791</b>	<b>\$ 5,908,966</b>	<b>\$ 5,548,879</b>
<b>Unreserved, Undesignated</b>	<b>\$ 1,693,854</b>	<b>\$ 2,291,520</b>	<b>\$ 1,917,921</b>	<b>\$ 1,185,450</b>	<b>\$ 3,033,269</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Total Fund Balance</b>	<b>\$ 21,678,408</b>	<b>\$ 21,204,738</b>	<b>\$ 20,298,228</b>	<b>\$ 23,123,376</b>	<b>\$ 24,209,360</b>	<b>\$ 16,020,078</b>	<b>\$ 15,504,436</b>

(1) Projected 2011-2012 Board Authorized Transfers from the Reserve are currently \$3,500,000.

(2) Mission 75 Year Ground Lease.

Recommended Final Budget Summary for FY 2012-2013  
 Resolution No. 120911-B1  
 For Restricted General Fund & Special Revenue Fund

	Fund Code	FY 2012-2013 +Carry-forward Budget to	*FY 2012-2013 Renewal Award	FY 2012-2013 Total Appropriation
<b>Restricted General Fund:</b>				
<b>Federal Sources:</b>				
	NSF - Biolink National ATE Center	121009	\$ 1,268,747	\$ 1,268,747
	NSF - MPICT Program	121044	486,125	486,125
	NSF - STEM Program 5 yrs	121038	8,072	8,072
	NSF-IWITTS	121039	20,917	20,917
	NSF - Stem Cell Pipeline	121047	258,213	258,213
	NSF - UMASS Synergy	121014	(935)	(935)
	NSF - UMASS - ASSECT	121017	3,957	3,957
	NSF - UMASS - BATEC	121050	94,841	94,841
	SBA - HSUSPFoundation - SBDC Center	121294	101,595	101,595
	HSUSPF Federal Jobs Bill	121295	26,135	26,135
	USDC - ARRA FCCC CA Connects	121951	3,324	3,324
	USDC - SF CBOP BTOP	121952	394,321	394,321
	USDE-Federal Work Study-Campus Based	121367/121368	(36,352)	715,042
	USDE - FIPSE - SFSU Metro Academy	121825	102,120	102,120
	USDE - TRIO Writing Success	121437	39,528	39,528
	USDE - CCCCC Vtea Perkins Basic	121459		1,508,044
	USDE - PAAPI Leadership	121783	77,924	77,924
	Fipse-SFSU Metro Academy	121825	78,839	78,839
	ARRA FCCC Ca Connect MESA	121951	2,842	2,842
	SFDTIS-USCNIT-ARRA Broadband Opportunity BEM	121952	275,622	275,622
	SFDTIS-USCNIT-ARRA - Broadband Opportunity -CN	121953	407,196	407,196
	SFDPH-Public Health Foundation	122252	94,624	94,624
	USDEE-Transportation Electrification	122471	124,498	124,498
	USDHHS-CDE-Early Child Care Mentoring	122524	613,913	613,913
fb	USDHHS-CMS-Medical Admin Allowance	125513/5515	2,113,011	2,113,011
	WIA - CaDe ABE/321 & Citizenship	121329		1,235,508
	WIA - CCCCC - TANF Base *	121669		99,380
	<b>Total Federal Sources</b>		<b>\$ 6,559,077</b>	<b>\$ 10,153,403</b>
<b>State Sources:</b>				
	AB 1725 Staff Development	123008/123011	\$ 6,453	\$ 6,453
	AB 1725 Staff Diversity	23034/123012-1	52,172	14,088
	Board of Financial Assistance Prog *	123049		996,663
	Calworks Program *	123089		323,475
	CTE-Strategic Hubs	123670/3676	210,296	210,296
	CTE - Community Collaborative	123671/3675	472,376	472,376
	CTE - Community Collaborative Suppl	123672	228,770	228,770
	CTE - Teacher Prep Pipeline	123674	76,281	76,281
	DSPS Excess Cost *	123069		1,480,607
	EOPS Part A, B, & C *	123132		999,753
	EOPS/CARE *	123159		55,622
	EWD - Industry Driven Regional Center	123285	78,000	78,000
	EWD - Cabrillo CCD SBDC BEC/YEP	123286	3,500	3,500
	EWD - Adv Transportation Tech Center	123396	97,528	97,528
	EWD - Center of Excellence Center	123445	157,969	157,969
	Matriculation Credit *	123179		779,758
	Matriculation Non-credit *	123199		1,251,034
	Transfer & Articulation	123632	9,256	9,256
	Inst Materials & Lib Materials	123741/123746	-	-
	FY07 General Purpose Trailer	123742	-	-
	FY07 General Purpose Reapp	123743	-	-
	FY07 SB1133 Settle-Up	123747	-	-
	FY12 Basic Skills Apportionment	124997		1,476,633
	Restricted Lottery Inst Materials	124523/4524	-	400,000
	CIRM - Bridges to Stem Cell	123689	233,001	233,001
	<b>Total State Sources</b>		<b>\$ 1,625,602</b>	<b>\$ 7,777,633</b>
<b>City College San Francisco Foundation Pass thru:</b>				
	Rosenberg - for Library Use	125053	\$ 42,251	\$ 42,251
	Wells Fargo Foundation-Teachers Academy	125055	32,704	32,704
	Bechtel Foundation - Idesign Summer Program	125060	7,399	7,399
	<b>Total City College SF Foundation</b>		<b>\$ 82,354</b>	<b>\$ 82,354</b>

Recommended Final Budget Summary for FY 2012-2013  
 Resolution No. 120911-B1  
 For Restricted General Fund & Special Revenue Fund

	Fund Code	FY 2012-2013 +Carry-forward Budget to	*FY 2012-2013 Renewal Award	FY 2012-2013 Total Appropriation
<b>Foundations</b>				
Avon Foundation - m.powerment	125159	\$ 2,471	\$ -	\$ 2,471
Genentech Foundation	125009	10,125		10,125
Gates Foundation Gateway to College (Arrears)	125065	(67,699)		(67,699)
David Gold Expect Respect	125066	15,910		15,910
HAAS - Metro Academy for ECE	125166	45,475		45,475
HAAS - SF Early Childhood Prof Development	125165	21,054		21,054
LEF Foundation - Liberal Arts	125171	12,756		12,756
Leong May Way Scholar	125046	5,342		5,342
Lipman - Guardian Scholars	125204	23,750		23,750
Mimi & Peter Haas Fund Prof Dev #10	125172	429,796		429,796
Osher - Computer Lab	125021	50,000		50,000
Pottruck Family Foundation	125071	23,312		23,312
Registry Foundation - Second Chance	125064	674		674
SD Bechtel Jr Foundation	125168	232,294		232,294
The SF Foundation - Bridge to Biotech	125169	385,444		385,444
The SF Foundation - Way Pass Program	125070	6,021		6,021
Ticket to Dream Foundation	125158	9,673		9,673
Walter S Johnson Foundation	125157	41,148		41,148
Wells Fargo Foundation - Foster Youth	125202	892		892
<b>Total Foundations</b>		<b>\$ 1,248,439</b>	<b>\$ -</b>	<b>\$ 1,248,439</b>
<b>Other Organizations/Entity:</b>				
Amer Assn of Commtly College-TSA Training	129105	\$ 113,637	\$ -	\$ 113,637
Federal Work Study - Off Campus Share	1213xx	8,459		8,459
Jumpstart - Academy Administration	125316	1,818		1,818
Single Stop USA Financial Aid	125317	78,071		78,071
HP LIFE 2011	125313	5,684		5,684
Growth Sector=Stem Summer Intern	125321	3,985		3,985
UC - Calteach Initiative	125703/5707	2,939		2,939
University Fresenius- Business	125705	34,092		34,092
SFUSD- Teacher Academy Summer	125712	24,814		24,814
Longquan Middle School	125711	4,517		4,517
UCC Daego South Korea	125706	26,806		26,806
LGBT Access!	125318	1,836		1,836
<b>Total Community Based Organization</b>		<b>\$ 306,658</b>	<b>\$ -</b>	<b>\$ 306,658</b>
<b>SF City Subcontracts</b>				
Mayors' Office Channel 27 - Operational	125250	\$ -	\$ 118,505	\$ 118,505
Children Council Mixed Ages	125319	2,261		2,261
SFOWED - City Build Gen Fund	125332	420,862		420,862
SFHSA - LIFT	125337	43,407		43,407
<b>Total SF City Sub-contracts</b>		<b>\$ 466,530</b>	<b>\$ 118,505</b>	<b>\$ 585,035</b>
<b>Contract Education Programs</b>				
CT Ed - SF DHR	127448	\$ 6,960	\$ -	\$ 6,960
CT Ed - Therma Tru Doors	127866	800		800
CT Ed - Meitetsu Travel #13	127861	3,099		3,099
CT Ed SEIU-UHW Ed Fund #9	128075 (#4)	214,615		214,615
CT Ed - Year Up #7 & 8	128084/128088	103,617		103,617
<b>Total Contract Education Programs</b>		<b>\$ 329,091</b>	<b>\$ -</b>	<b>\$ 329,091</b>
<b>Restricted Student Fees</b>				
Parking Fees	125503	\$ -	\$ 760,574	\$ 760,574
Student Health Services	125504		2,198,144	2,198,144
<b>Total Restricted Student Fees</b>		<b>\$ -</b>	<b>\$ 2,958,718</b>	<b>\$ 2,958,718</b>

Recommended Final Budget Summary for FY 2012-2013  
 Resolution No. 120911-B1  
 For Restricted General Fund & Special Revenue Fund

	Fund Code	FY 2012-2013 +Carry-forward	*FY 2012-2013 Renewal Award	FY 2012-2013 Total Appropriation
<b>Restricted Program Income</b>				
fb Program Income - SBDC [Payable to SFCCD]	125510	\$ (15,063)	\$ -	\$ (15,063)
fb Program Income- REEC	125511	9,512		9,512
fb Program Income-EWD ATT Center	125517	14,146		14,146
fb Program Income-EWD COEx	125521	43,007		43,007
fb Program Income ECMP Material Sales	214002	8,456		8,456
<b>Total Restricted Program Income</b>		<b>\$ 60,058</b>	<b>\$ -</b>	<b>\$ 60,058</b>
<b>Total Restricted Student Fees &amp; Program Income</b>				
		<b>\$ 60,058</b>	<b>\$ 2,958,718</b>	<b>\$ 3,018,776</b>
<b>Unrestricted Transfer &amp; Bailout</b>				
Federal Work Study Institutional Match	121366	\$ -	\$ 250,464	\$ 250,464
Categorical Program Transfer-In, OPEB, FT 61		-	2,672,454	2,672,454
<b>Total Unrestricted Transfer &amp; Bailout</b>		<b>\$ -</b>	<b>\$ 2,922,918</b>	<b>\$ 2,922,918</b>
<b>Total General Fund - Restricted</b>		<b>\$ 10,677,809</b>	<b>\$ 17,372,101</b>	<b>\$ 28,049,909</b>
<b>Special Revenue Fund:</b>				
<b>Child Development Fund:</b>				
<b>Federal Sources:</b>				
Child Care Food Program	211049/211050	\$ 85,434	\$ -	\$ 85,434
<b>State Sources:</b>				
Child Care Tax Bailout*	212018	\$ -	\$ 77,151	\$ 77,151
General Child Care & Development	212075		116,020	116,020
CA State Preschool	212130		942,370	942,370
<b>Foundation &amp; Other Organization/Entity</b>				
Haas Fund - Child Care Center Materials	213012	\$ 7,561	\$ -	\$ 7,561
<b>City College Foundation Pass Thru:</b>				
Orfalea Foundation-Child Care Center	213812		350,000	350,000
fb Child Care & Services Parent Fees	214001	34,011		34,011
Transfer-In to Child Care Program			750,000	750,000
<b>Total Child Development Fund</b>		<b>\$ 127,006</b>	<b>\$ 2,235,541</b>	<b>\$ 2,362,547</b>
<b>Cafeteria Fund</b>				
Transfer-In to Cafeteria Operations	220000	\$ -	\$ 1,000,000	\$ 1,000,000
			475,000	475,000
<b>Total Cafeteria Development Fund</b>		<b>\$ -</b>	<b>\$ 1,475,000</b>	<b>\$ 1,475,000</b>
<b>Other Post Employment Benefits Fund</b>				
Transfer-In OPEB Fund	614000	\$ 500,000	\$ 500,000	\$ 1,000,000
<b>Total Cafeteria Development Fund</b>		<b>\$ 500,000</b>	<b>\$ 500,000</b>	<b>\$ 1,000,000</b>
<b>Total Special Revenue Funds</b>		<b>\$ 127,006</b>	<b>\$ 3,710,541</b>	<b>\$ 3,837,547</b>
<b>Total Restricted General Funds and Special Revenue Funds</b>		<b>\$ 10,804,815</b>	<b>\$ 21,082,642</b>	<b>\$ 31,887,456</b>

Notes:

- + Carry-forward Balances rolled over are estimated as of Sept 5, 2012.
- \* Budgets for 2012-2013 are based on the State Apportionment Schedule dated 7-18-2012 and other revenue information.
- #1 General Fund - Restricted Programs and Child Development Programs eligible to carry-forward commitments and available balance to be used in the Annual Appropriation for FY 2012-13.
- #2 General Fund - Restricted and Child Development Fund appropriations shall be increased in accordance with the amounts made available during fiscal year 2012-2013. It is informed to the Board of Trustees either by single resolution or by matrix resolution.
- #3 Unrestricted General Fund appropriates this transfer to various State Categorical and Child Care Program Awards in the event the annual authorized operational cost exceeds the State and Local Allocations.
- fb Indicates that the "Carry Forward" IS the Fund Balance measured as of Sept 5, 2012 for fiscal year ending 06/30/2012.

**Recommended Final Budget Summary for FY 2012-2013  
Resolution No.120911-B1  
For Internally Restricted Program Fund/Internal Services**

	FY 2011-2012 Fund	Carry-forward Budget to FY 2012-13	* FY 2012-2013 Estimated Revenues and Resources Budget	FY 2012-2013 Estimated Expenditures Appropriation
Fund Code	Balance			
<b>Fee Based Program:</b>				
Continuing Education Programs	125501	\$ 128,929	\$ -	\$ 530,000
College for Teens	125514	135,696		185,153
ESL International Institute	125502	74,341		893,700
ESL Processing Fees	125505	98,342		58,200
Web & Telephone Fees	125508	74,767		213,750
fb GIS Center Training Fees	125518	37,334	37,334	37,334
fb Dacum -Workshop Fees	129102	3,692	3,692	3,692
fb District Property Mgt Fees	125520	29,105	29,105	29,105
<b>Participating F &amp; A Cost Recovery:</b>				
fb Contract Ed Dept Incentives	125601	35,680	\$ 35,680	\$ 35,680
fb Continuing Ed Dept Incentives	125602	40,079	40,079	40,079
Grant Fiscal F & A Cost Recovery	125603	226,107		451,127
Research F & A Cost Recovery	125607	-		281,188
Contract Ed F & A Cost Recovery	129991	150,866		432,334
fb Safety Officer Training Recovery	125608	3,013	3,013	3,013
fb PE Van	126001	6,174	6,174	6,174
Board Designated Program Service Fund				
+ Second Chance Program	153002	84,988	84,988	84,988
+ Mentoring and Service Learning Lab	153003	100,000	100,000	100,000
				-
<b>Total Internally Designated Fund Type 15</b>		<b>\$ 1,229,113</b>	<b>\$ 340,065</b>	<b>\$ 3,045,452</b>
<b>fb Total Departmental Funds Type 14</b>		<b>\$ 1,551,410</b>	<b>\$ 1,551,410</b>	<b>\$ -</b>
<b>Total Designated and Internal Service Funded Programs</b>		<b>\$ 2,780,523</b>	<b>\$ 1,891,475</b>	<b>\$ 3,045,452</b>

Notes:

+ Carry-forward Balances rolled over are estimated as of Sept 5, 2012.

\* Budgets for 2012-2013 are based on the State Apportionment Schedule dated 7-18-2012 and / or other Revenue and Resources estimates.

#1 General Fund - Restricted Programs and Child Development Programs eligible to carry-forward commitments and available balance to be used in the Annual Appropriation for FY 2012-13.

#2 General Fund - Restricted and Child Development Fund appropriations shall be increased in accordance with the amounts made available during fiscal year 2012-2013. The Board of Trustees is informed either by single resolution or by matrix resolution.

#3 Unrestricted General Fund appropriates this transfer to various State Categorical and Child Care Program Awards in the event the annual authorized operational cost exceeds the State and Local Allocations.

**Expenditure Assumptions  
And  
Final Expenditure Budget**

## Expenditure Assumptions for FY 2012-13

- Expenditures are based on the final state budget as signed by the Governor
- Fund allocated for classes need to be used in the most productive manner for the College to generate base enrollment of approximately 34,000 FTES;
- A Summer session will be held in 2013, the size will depend on the outcome of the November elections;
- Sufficient funds are budgeted to cover the cost of increased costs for fringe benefits such as health insurance for active and retired employees and for increased employer contributions for some employees who are members of the SF Employee Retirement System;
- All college employees will have their wages reduced during 2012-13, such reductions range from -2.85% to -5.2%
- The transfer out from the Unrestricted Fund to Categorical Restricted Funds is budgeted at \$2.3 Million;
- Spending for non-instructional assignments are reduced by \$875K;
- The college will reduce personnel by the equivalent of about 70 positions combined all categories;
- Non personnel spending reduction including materials and supplies and contract services will be maintained at 2011-12 levels.
- If the ballot measures proposed by the Governor and by the College for the November elections are not approved by voters the College will need to reduce spending by \$10.3 M. A plan for such reductions will be based on the FCMAT report to be received during mid-September 2012



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SFCCD

Summary of Instruction Services, Student Services, and Maintenance/Administration

Fiscal Years 2010, 2011, 2012, 2013

Description	2009-2010 Actual	2010-2011 Actual	2011-2012 Actual	2012-2013 Estimated Budget
Total Instruction	64.21%	64.47%	64.30%	64.06%
Total Student Services	10.59%	10.59%	10.93%	11.00%
Total Maintenance/Administratio	25.19%	24.94%	24.77%	24.94%
Total Expenditures	<u>100.00%</u>	<u>100.00%</u>	<u>100.00%</u>	<u>100.00%</u>

SFCCD SFCCD Final Budget Unrestricted Fund Fiscal Year 2012-2013	Personnel Expenditures: Budget, Forecast and Actual			
	Actual	Actual	Forecast	Final Budget
	2009-2010	2010-2011	2011-2012	2012-2013
	Total Unrestricted	Total Unrestricted	Total Unrestricted	Total Unrestricted
<b>Certificated Salaries</b>				
1120 - Faculty-Sch1	\$ 49,028,135	\$ 49,457,265	\$ 50,053,422	\$ 46,508,454
1129 - Faculty-Long Term Substitute	152,211	150,685	94,400	90,418
1210 - Administrators	6,978,406	5,131,893	5,254,015	4,537,708
1220 - Nonteaching-Sch1	2,154,973	2,165,398	2,069,167	1,706,554
1230 - Librarians-Sch1	1,685,600	1,720,768	1,811,903	1,568,158
1240 - Counselors-Sch1	5,784,377	6,071,341	6,456,840	6,046,561
1250 - Student Health Personnel			76,174	
1280 - Supervisors	1,227,076	1,109,668	1,103,893	1,214,366
1322 - Faculty-Regular Hours	2,574,347	2,640,093	2,347,158	2,392,625
1323 - Faculty-Reg Hrs PBL	18,739,405	15,592,023	14,548,315	14,791,963
1324 - Faculty-Summer/Int Hourly	1,592,420	1,575,303	1,084,398	2,706,706
1325 - Faculty-Subs	1,021,716	1,019,124	609,657	565,763
1333 - Faculty-Reg Hrs Ovrl'd By Loa	1,657,117	3,284,488	2,748,395	2,723,836
1412 - Supervisors-Hourly	-	-	60,203	44,953
1422 - Nonteaching-Hourly	2,295,380	2,275,036	2,169,504	1,969,111
1423 - Part-time Office Hours	479,800	464,216	442,839	432,151
1424 - Nonteaching-Sum/Int	31,119	19,338	45,056	8,490
1432 - Librarians-Hourly	30,926	17,814	10,615	10,615
1442 - Counselors-Hourly	526,020	590,372	482,929	482,000
1444 - Counselors-Sum/Int	61,221	103,149	126,244	159,834
1452 - Student Health Persn-Hourly	12,570	7,385	-	-
1484 - Supervisors-Stipends	525,156	553,116	621,272	622,000
1990 - Grievance-Acad Settle	90,774	20,769	4,377	-
1992 - AFT-contract retros	10,569	7,618	96,477	-
1220 and 1422 - Unallocated reductions in Nonteaching-Schedule 1 and Nonteaching-Hourly	-	-	-	500,000
<b>Total Certificated Salaries</b>	<b>\$ 96,659,318</b>	<b>\$ 93,976,862</b>	<b>\$ 92,317,252</b>	<b>\$ 89,082,266</b>
<b>Classified Salaries</b>				
2110 - Classified-Reg	34,101,083	33,206,124	31,836,297	\$ 30,007,471
2113 - Classified-Perm Non-Sched Extra Hr:	287			
2115 - Governing Board	41,757	41,439	41,439	42,000
2210 - Instructional Aides-Reg	2,439,280	2,517,110	2,450,540	2,232,761
2330 - Classified-NI Temp	1,208,684	1,385,418	1,288,878	1,179,855
2334 - Classified-Sum/Int	34,490	52,673	35,885	75,009
2370 - Classified-NI Coll Aide	1,317,514	1,455,469	1,381,425	1,387,150
2374 - Classified-Summer Lab Aide	76,921	58,698	73,762	75,000
2375 - Classified-NI Coll Aide WK Stdy	81	8,075	5,499	5,000
2410 - Instructional Aides-Non Reg	480,099	422,199	413,718	446,126
2380 - Classified-Overtime	180,937	197,483	175,264	180,024
2386 - Classified-Lead Pay	246			
2XXX - Adjustments	-	(279,007)	131,918	
<b>Total Classified Salaries</b>	<b>\$ 39,881,379</b>	<b>\$ 39,065,681</b>	<b>\$ 37,834,624</b>	<b>\$ 35,630,396</b>
<b>Fringe Benefits-Budget Only</b>				
3100 - STRS	7,196,258	7,069,382	6,966,870	\$ 6,679,835
3200 - PERS Retirement	500,163	428,366	381,559	451,159
3300 - OASDI	2,375,686	2,288,004	2,231,320	2,081,320
3320 - Medicare	1,759,703	1,734,208	1,719,611	1,850,473
3400 - Health Plan	13,032,494	13,593,750	13,775,840	13,409,239
3414 - Lila ER Contribution	18,519	(22,601)	-	-
3420 - Dental	2,774,580	2,832,684	2,804,361	2,720,079
3430 - Life Insurance	150,545	151,254	141,338	148,608
3440 - Prescriptions	127,399	126,798	119,587	120,000
3460 - Post-Retirement	5,720,950	6,317,670	6,743,730	7,500,000
3500 - State Unemployment Insurance	697,123	1,205,514	2,201,734	1,754,327
3600 - Workers Compensation	1,330,840	1,294,218	1,271,433	2,007,742
3700 - SF Retirement System	5,920,627	5,917,687	6,305,308	6,163,493
3901 - Budget Undistributed-to Balance	6,197	15,118		
3980 - Other Benefits	45,919	150,963	6,760	-
<b>Total Fringe Benefits</b>	<b>\$ 41,657,003</b>	<b>\$ 43,103,015</b>	<b>\$ 44,669,453</b>	<b>\$ 44,886,275</b>
<b>Subtotal Salaries and Benefits</b>	<b>178,197,700</b>	<b>176,145,558</b>	<b>174,821,330</b>	<b>169,598,937</b>

<b>SFCCD</b>					
	<b>Non-personnel Expenditures: Budget, Forecast and Actual</b>				
Final Budget	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Unrestricted Fund	Actual	Actual	Actual	Forecast	Tentative
Fiscal Year 2012-2013	Total	Total	Total	Total	Total
	Unrestricted	Unrestricted	Unrestricted	Unrestricted	Unrestricted
	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Estimated</b>	<b>Tentative</b>
Acct Code & Title	<b>FY 08-09</b>	<b>FY09-10</b>	<b>FY10-11</b>	<b>FY11-12</b>	<b>Budget FY12-13</b>
<b>4000-Budget-Supplies/Materials *</b>	\$ -	\$ -	\$ -	\$ -	\$ -
4102-Textbooks	32,333	546	2,417	2,341	2,500
4103-Other Books	6,568	13,494	8,333	9,718	11,400
4211-Cafeteria-COGS (Food)	222	-	-	-	-
4301-Printing Supplies	588,697	209,428	230,319	137,234	140,000
4302-Computer Supplies	34,613	33,626	24,655	18,652	24,000
4303-Other Supplies	990,736	927,154	886,703	822,813	877,000
4304-Durable Supplies	13,853	335	335	4,958	5,000
4305-Instructional Supplies	142,660	40,357	32,459	-	242,199
4306-Food Supplies	-	26,153	25,125	-	-
4313-BKST Bags & Packing (BSTORE ONLY)	-	-	-	-	-
4402-Uniforms	10,991	13,957	26,903	24,982	25,200
4405-Paper/Plastic Supplies	-	-	-	3,005	3,000
4410-Miscellaneous	(17)	-	-	-	-
<b>4000 - Proposition Lottery Transfers *</b>					<b>(300,000)</b>
4888-SUPPLIES EXPENSE RECOVERY	-	-	-	-	-
<b>Total</b>	<b>\$ 1,820,655</b>	<b>\$ 1,265,050</b>	<b>\$ 1,237,249</b>	<b>\$ 1,023,703</b>	<b>\$ 1,030,299</b>
<b>5000-Budget-Other Operating Expenses *</b>	\$ -	\$ -	\$ -	\$ -	\$ -
5060-Depreciation-Computer Equipment	1,628	-	-	-	-
5070-Depreciation-Misc. Equipment	687	-	-	-	-
5080-Capital Lease Amortization	155,556	-	-	-	-
5101-Instructional Service Agreements	1,367,371	(4,636)	100,000	393,025	125,000
5110-Guest Lecturer	3,000	3,014	2,631	862	1,000
5120-Computer Consulting	200	-	-	-	-
5130-Dues and Memberships	163,297	121,598	197,166	207,331	188,876
5131-Participants Cost	-	(7,407)	-	-	-
5190-Other Consulting	1,086,344	716,614	758,062	908,279	1,143,279
5191-Misc Personal Services	108	-	32,479	-	-
5192-Stipends	-	2,164	3,666	14,400	14,400
5193-Honorarium	-	-	1,480	-	-
5202-Conference and Food Services	45,668	2,375	3,577	729	-
5210-Travel - Non-Local	108,741	32,127	49,190	31,246	15,000
5212-Travel - Local	35,133	10,098	9,463	46,831	15,000
5254-Election	1,116,710	(529,820)	120,000	121,414	-
5350-Postage	347,863	192,434	139,252	98,319	100,000
5410-Insurance	1,055,639	1,058,864	1,197,616	1,141,230	1,200,000
5450-Self-Insurance Claims	-	-	(31,135)	31,235	32,000
5510-Water/Sewage	459,540	487,043	425,433	488,246	550,000
5520-Gas/Electricity	1,487,799	1,324,246	1,260,314	1,213,723	1,526,122
5530-Telephone	379,526	190,450	189,634	207,843	175,000
5540-Other utilities	-	293	-	372	-
5560-Housekeeping	461,318	458,375	540,042	456,925	530,000

SFCCD	Non-personnel Expenditures: Budget, Forecast and Actual				
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Final Budget	Actual	Actual	Actual	Forecast	Tentative
Unrestricted Fund	Total	Total	Total	Total	Total
Fiscal Year 2012-2013	Unrestricted	Unrestricted	Unrestricted	Unrestricted	Unrestricted
	Actual	Actual	Actual	Estimated	Tentative
Acct Code & Title	FY 08-09	FY09-10	FY10-11	FY11-12	Budget FY12-13
5610-Other Property Leases	701,923	723,888	690,581	713,083	716,000
5620-Property Leases - SFUSD	773,657	914,401	813,257	786,383	243,575
5631-Vehicle Leases	52,319	43,276	16,707	11,398	11,000
5632-Copier Leases	210,259	293,857	258,852	265,909	340,000
5633-Other Leases	77,527	73,312	174,659	148,644	153,000
5640-Maint & Repair - Non-Equipment	991,483	803,160	973,597	766,717	815,000
5650-Maint & Repair - Equipment	602,935	516,317	665,396	605,696	846,848
5655-Maint & Repair - Vehicles	77,664	67,875	78,515	68,360	65,000
5656-Software License Fees	779,119	758,599	911,851	560,541	660,000
5657-Maint - Hazardous Materials	152,989	125,513	125,972	134,685	125,000
5658-Maint - Other	2,900	6,840	3,544	4,336	-
5720-Litigation	314,851	250,829	175,843	63,243	100,000
5721-Judgments/Claims/Settlements	7,830	(14,616)	85,529	-	100,000
5722-Legal Services	168,846	577,847	196,932	261,939	400,000
5723-Alternative Dispute Resolution	7,035	-	-	-	-
5724-Investigations	193,999	2,400	3,360	-	-
5801-Broadcasting	66,156	21,062	70,326	48,639	45,000
5802-Print Advertising	53,500	21,366	84,944	33,375	34,000
5803-Other Advertising	11,665	5,582	1,250	160	-
5804-Community Outreach	15,965	4,364	2,085	1,751	1,800
5805-Student Outreach	34,299	148	-	150	-
5888-SERVICES EXPENSE RECOVERY	(16,701)	(1,264)	(1,448)	(26,417)	-
5901-Interest expense	13	168	54,274	-	-
5901T-Interest expense-TRAN	299,685	346,976	288,923	160,476	500,000
5902-Testing Services	21,556	-	-	-	-
5903-City Services	17,844	18,924	19,704	19,122	21,000
5904-Meals for Governing Board	12,843	1,930	-	2,188	2,000
5906-Credit Card Fees	274,685	294,105	329,546	347,976	328,000
5907-Over/Short	200	(212)	114	-	-
5908-Bank Service Fees	86,418	88,081	100,179	102,366	92,000
5909-Receiveable Write-Off	-	718,122	2,931	400,000	400,000
5910-Other Expenses	109,577	17,766	41,629	52,282	100
5911-Tuition Reimbursement	30,908	37,622	36,993	41,878	40,000
5912-Fees for Services	15,867	302,969	262,713	127,710	126,000
5913-Banquet and Other Food Expenses	48,172	1,225	159	1,034	-
5914-Governmental Fees, Taxes & License	-	440	-	26,696	14,000
<b>5000 - Proposition Lottery Transfers *</b>					<b>(300,000)</b>
5XXX-Unallocated					
<b>Total</b>	<b>\$ 14,474,115</b>	<b>\$ 11,080,702</b>	<b>\$ 11,467,789</b>	<b>\$ 11,092,330</b>	<b>\$ 11,495,000</b>

SFCCD	Non-personnel Expenditures: Budget, Forecast and Actual				
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Final Budget	Actual	Actual	Actual	Forecast	Tentative
Unrestricted Fund	Total	Total	Total	Total	Total
Fiscal Year 2012-2013	Unrestricted	Unrestricted	Unrestricted	Unrestricted	Unrestricted
	Actual	Actual	Actual	Estimated	Tentative
Acct Code & Title	FY 08-09	FY09-10	FY10-11	FY11-12	Budget FY12-13
<b>6000-Budget-Capital Outlay *</b>	\$ -	\$ -	\$ -	\$ -	\$ -
6102-Site Improvements	-	-	-	-	-
6201-Planning Costs	-	-	150	-	-
6202-Construction in Progress	-	-	60,589	-	-
6308-Video	5,014	4,372	5,127	1,251	1,260
6411-Add-Furniture/Fixtures	3,988	3,287	15,809	-	-
6412-Add-Vehicles	-	-	15,770	-	-
6413-Add-Computer Equipment	21,980	2,320	27,501	789	50,000
6414-Add-Miscellaneous Equipment	5,061	20,204	17,340	-	-
6431-Repl-Furniture/Fixtures	12,700	-	-	-	-
6432-Repl-Vehicles	21,436	19,489	24,770	20,946	21,000
6433-Repl-Computer Equipment	2,600	-	1,869	1,915	2,000
6434-Repl-Miscellaneous Equipment	9,770	29,363	(190)	4,980	5,200
6441-Add-Non Cap Custodial Furn/Fix	-	-	12,203	669	700
6443-Add-Non Cap Computer Eqp	6,095	-	2,506	-	-
6444-Add-Non Cap Custodial Misc Equip	14,544	27,020	11,265	-	14,700
6451-Add-Expendable Furniture/Fixt	963	(0)	2,735	1,462	6,600
6453-Add-Expendable Computer Equip	-	9,524	16,237	-	-
6454-Add-Expendable Misc Equipment	650	9,791	14,653	3,506	9,087
<b>Total</b>	\$ 104,802	\$ 125,369	\$ 228,334	\$ 35,516	\$ 110,547
<b>7000-Budget - Other outgoing</b>	\$ -	\$ -	\$ -	\$ -	\$ -
7320-Transfer out - State Categoricals	225,452	1,116,141	5,810,229	5,436,568	2,363,553
7330-Transfer out - Cafeteria, PYMTS to Student	772,943	781,918	656,679	540,658	475,000
7340-Transfer out - Child Development	938,331	565,000	381,732	906,727	750,000
7370-Transfer out - Self-Insurance	173,920	147,439	131,577	83,404	83,404
7380-Transfer out - Financial Aid	-	-	-	157,816	157,997
7382-Transfer out - OPEB Trust Fund	-	-	29,855	500,000	500,000
7383-Transfer out - Scholarship Trust	41,400	23,400	9,000	7,200	7,500
7501-Payments to Students	-	-	-	-	-
7600-Other Payments to/for Students	28,318	-	-	-	-
7901- Unallocated Cost	-	-	-	-	-
<b>Total</b>	\$ 2,180,364	\$ 2,633,898	\$ 7,019,072	\$ 7,632,373	\$ 4,337,454
<b>Subtotal Non-Personnel</b>	\$ 18,579,936	\$ 15,105,019	\$ 19,952,444	\$ 19,783,922	\$ 16,973,300
<b>Subtotal Salaries and Benefits</b>				\$ 174,821,330	\$ 169,598,937
<b>Total Budget</b>				\$ 194,605,252	\$ 186,572,237

\* Will seek to backfill with Prop 20



## Budget Resolution



**DATE:** September 11, 2012

**B1**

**SUBJECT: GENERAL FUND**  
**Adoption of Annual 2012-2013 Budget**  
**(Final Budget)**  
**(Resolution No. 120911-B1)**

**BACKGROUND INFORMATION:**

The Final Annual Budget for City College for 2012-13 reflects the final state budget as enacted. Revenue estimates presume that the Governor's compromise ballot measure passes and the parcel tax fails. The Final Annual Budget for 2012-2013 is a roll-over of current expenses plus unavoidable cost increases, minus anticipated saving. The Board adopted a tentative budget for fiscal year 2012-2013 in June 2012.

**Annual Budget for 2012-2013: Final Recommendations**

The 2012-2013 Annual Budget for the General Fund Unrestricted is based on the Governor's compromise ballot measure Revised Budget with projected revenue and resources totaling \$186,572,237 of which \$186,572,237 represents the sum of state and local allocations and fees and \$ 0 represents the prior year's forecasted unreserved undesignated fund balance.

The General Fund Unrestricted Expenditure Budget for FY 2012-2013 is \$186,572,237, the same amount as the Tentative Budget adopted June 28, 2012.

The recommended 2012-2013 Annual Budget, as proposed by the Chancellor and submitted to the Board of Trustees for approval, is as follows:

**General Fund - Unrestricted**

**Estimated Revenue Appropriations**

Estimated Revenues and Transfers-in	\$ 186,572,237
Add: Beginning Balance	-
Add: Transfer from Designated Reserve	-
<b>Total Estimated Revenue &amp; Resources</b>	<u>186,572,237</u>

**Estimated Expenditure Appropriations**

Estimated Expenditures	\$ 186,572,237
Less: Unallocated Abatements	-
<b>Total Estimated Expenditures</b>	<u>186,572,237</u>

**Estimated Surplus / (Deficit)**

	<u>\$ -</u>
Internally Designated Fees & Services Fund Type 15	3,385,517
Internally Designated Departmental Fund Type 14	<u>\$ 1,551,410</u>
<b>Total Internally Designated Unrestricted Funds</b>	<u>4,936,927</u>

Federal	\$ 10,153,403
State	9,403,235
Pass Thru the City College of San Francisco	82,354
Foundations	1,248,439
Community Based Organizations	306,658
City and County of San Francisco	585,035
Contract Education Programs	329,091
Fees and Restricted Program Income	3,018,776
FWS Inst match & Categorical Transfers-In	2,922,918
<b>Total Restricted Funds Type 12</b>	<u>\$ 28,049,909</u>

Special Revenue Fund - Child Development Funds Type 21	<u>\$ 2,362,547</u>
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Special Revenue Fund – Cafeteria Funds Type 22	<u>\$ 1,475,000</u>
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Self Insurance – OPEB 61	<u>\$ 1,000,000</u>
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**Total Restricted, Special Revenue and OPEB funds**

<u>\$ 32,887,456</u>
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**Capital Projects Funds (Estimated Fund Balance 06/30/2012)**

Local Capital Projects	\$ 2,059,732
2001 Bond	7,906,013
2005 Bond	57,591,199

**Total Capital Projects Funds**

<u>\$ 67,556,944</u>
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**Notes:**

(1): Fund Balance (Balance sheet) Measurement Dates are as of September 6, 2012

(2): All other Budgeted fund amounts are based on the Income measurement approach covering the Period July 1, 2012 to June 30, 2013.

(3): No transfers from the Board Designated Reserve into the Unrestricted General fund are contemplated in the final budget. Therefore, the Board Designated Reserve is disclosed in memorandum format only.

Projected Board Designated Reserve 6/30/2012	<u>\$ 3,152,879</u>
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Projected Board Designated Reserve 6/30/2013	<u>\$ 3,152,879</u>
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## **Part 1: Adoption of the Annual Budget**

- Section 1 In accordance with Title 5, California Code of Regulations, Section 58196 the Board of Trustees of the San Francisco Community College District hereby adopts the Annual Budget for 2012-2013, hereafter termed the Final Annual Budget of the San Francisco Community College District, as detailed on Community College District forms and summarized by fund, purpose, and amount as follows:
- Section 2 Any action taken by the Board of Trustees at its meeting of September 11, 2012 shall be incorporated in the 2012-2013 Annual Budget and a copy of the 2012-2013 Annual Budget with modifications shall be placed in the official files of the Board of Trustees.
- Section 3 The estimated receipts, income and revenue enumerated in the Annual Budget are hereby appropriated to the several funds and departments indicated in the Annual Budget for the purpose of meeting expenditure appropriations provided in the Annual Budget. These proposed expenditures are hereby appropriated to the funds and departments enumerated in the Annual Budget. Each department for which an expenditure appropriation is made is hereby authorized to use, in the manner provided by law, the amounts so appropriated for the purpose specified in the Annual Budget.
- Section 4 The Chancellor and Vice Chancellor of Finance and Administration are also authorized to execute all necessary budgetary documents, including current and subsequent budget transfers as required to maintain depository accounts with the San Francisco Controller and Treasurer, provided they are within the purposes and amounts of the budgets adopted on Community College District forms.
- Section 5 The Chancellor and Vice Chancellor of Finance and Administration are hereby authorized to withhold filing the documents described in Section 4 above until such time as they are legally required to be filed with the local and state agencies.
- Section 6 The Chancellor and Vice Chancellor of Finance and Administration are hereby authorized and obligated to the Administrative Provisions as contained in the attachment to this resolution entitled, Administrative Provisions, 2012-2013.

## **Part 2: General Fund Restricted**

- Section 1 The General Fund - Restricted portion of the SFCCD Annual Budget contains appropriation of categorical funds from various granting agencies, thru RFP's, Apportionment, Allocations, Subcontracts, Sub-Recipient Agreements, Fee Based Programs, Property rentals and overhead. Such appropriation shall be increased or decreased in accordance with the amount made available during the year 2012-2013 by cash receipts or allocations from the State of California or by amounts carried over from the prior fiscal year. Throughout the year, General Fund - Restricted Awards, Allocations, Sub-contract, Sub-recipients Agreements accepted by the District are communicated to the Board of Trustees monthly and appropriated to the Annual Budget. Such receipts are hereby appropriated in accordance with law for the purpose and subject to the conditions under which each receipt was received. Within each

categorical program, transfers from unallocated amounts, transfers between accounts, and transfers between major classes are authorized to be made by the Chancellor and Vice Chancellor of Finance and Administration to the extent permitted by the laws and regulations of the State of California.

### **Part 3: Child Development Fund**

Section 1 The Child Development Fund portion of the SFCCD Annual Budget contains appropriations of categorical funds from California Dept. of Education thru RFP's, Subcontracts, Sub-Recipient Agreements or gifts from various donors. Such appropriations shall be increased or decreased in accordance with the amount made available during fiscal year 2012-2013 by cash receipts or allocations from the State of California. Throughout the year, General Fund - Restricted Awards, Allocations, Sub-contract, Sub-recipients Agreements accepted by the District are communicated to the Board of Trustees monthly and appropriated to the Annual Budget. Such receipts are hereby appropriated in accordance with law for the purpose and subject to the conditions under which each receipt was received. Within each categorical program, transfers from unallocated amounts, transfers between accounts, and transfers between major classes are authorized to be made by the Chancellor and Vice Chancellor of Finance and Administration to the extent permitted by the laws and regulations of the State of California.

### **Administrative Provisions 2012-2013**

Section 1 Because total appropriations contained in the Annual Budget are based on estimated revenues, it shall be incumbent upon the Chancellor and Vice Chancellor of Finance and Administration to review revenue estimates each month. If such revenue estimates indicate a shortage, the Chancellor and Vice Chancellor of Finance and Administration are authorized to freeze an equivalent amount of expenditure appropriations and report this action to the Board of Trustees. These frozen appropriations may only be released if subsequent estimates indicate that the collection of the amount originally estimated is assured.

Section 2 The Chancellor and Vice Chancellor of Finance and Administration are hereby authorized to make any transfer necessary to correct technical errors. In contrast, transfers from the unallocated appropriations to any expenditure classification shall be made only by formal resolution approved by a two-thirds vote of the members of the Governing Board as provided for in Title 5, California Code of Regulations, Section 58199; in addition transfers between major budget classifications shall be made only by a formal resolution approved by a majority of the members of the Board of Trustees as provided for in Title 5, California Code of Regulations, Section 58199. Transfers between subordinate accounts within a single major classification may be made by the Chancellor and Vice Chancellor of Finance and Administration.

- Section 3 That the San Francisco Community College District is hereby authorized and directed to continue the existing special and trust funds, reserves; and the receipts in each such fund are hereby appropriated in accordance with law and the conditions under which such fund was established. The Chancellor and the Vice Chancellor of Finance and Administration are hereby authorized and directed to set up additional special and trust funds and reserves as may be created by either additional requests or under other conditions and the receipts in each fund are hereby appropriated in accordance with law for the purposes and subject to the conditions under which each fund was established.
- Section 4 That whenever the San Francisco Community College District shall receive for a special purpose from the United States of America, the State of California, or from any public or semi-public agency, or from any private person, firm or corporation any money or property to be converted into money, there shall be set up in the accounting records of the San Francisco Community College District, a special fund or account evidencing the amount received and specifying the special purposes for which it has been received and for which it is held. Such an account or fund shall be maintained as long as any portion of said money or property remains. Such receipts are hereby appropriated in accordance with law for the purpose and subject to the conditions under which each receipt was received.
- Section 5 Permanent certificated and classified positions continued or created by the Board of Trustees in the Annual Budget, may be increased, decreased, or reclassified only by approval of the Chancellor and Vice Chancellor of Finance and Administration. Funds provided with approval of the Chancellor and Vice Chancellor of Finance and Administration may be used to provide temporary employment when it becomes necessary to replace a permanent occupant of a position while on extended leave without pay, or for the temporary filling of a vacancy for a permanent classified position. Funds provided in the Annual Budget for permanent certificated positions may be with the approval of the Chancellor and Vice Chancellor of Finance and Administration transferred to other certificated positions.
- Section 6 Money received as payment for damage to SFCCD property is hereby appropriated to pay the cost of repairing such equipment or property. Any excess funds, and any amount received for damaged equipment which is not to be repaired shall be credited to Miscellaneous Revenues of the General Fund; provided that where the property is damaged during construction and such construction is funded from the Capital Outlay Projects Fund, the excess funds shall be credited to the specific construction project in the Capital Outlay Projects Fund.

Section 7 In compliance with Government Code Section 7900 et seq., the College has calculated its Gann Appropriation Limit for fiscal year 2012-13. The final budget as adopted will be in compliance with this limit.

**RECOMMENDATION:**

**RESOLVED:** That as staff execute the final 2012-13 Budget presented to the Board of Trustees on September 11, 2012 and September 27, 2012, any identified additional savings and/or new revenue will be added to the Board Designated Reserve account as much as possible, and

**RESOLVED:** Any and all changes to the Final Budget adopted by the Board of Trustees at its meetings on September 11, 2012 and September 27, 2012 shall be incorporated into the final budget.

**FURTHER BE IT RESOLVED:** That the Chancellor, Vice Chancellor of Finance and Administration and/or their designee are hereby authorized to execute any and all documents on behalf of the District to effectuate this resolution.

**SHARED GOVERNANCE REVIEW:**

This resolution does not require review by the Shared Governance System.

This resolution requires review by the Shared Governance System for recommendation to the Chancellor. The following Shared Governance body(ies) reviewed this resolution and took action on it on the date indicated:

	Date	Recommended	Not Recommended	Reviewed Only
Academic Senate				
CAC				
College PBC				

Only \_\_\_\_\_ required to review this resolution.

Recommended for adoption:

Dr. Pamela Fisher, Interim Chancellor



## Supplemental Schedules



**CPBC Work Group on Campuses  
CCSF Campuses Cost Model Summary  
FALL 2012**

		Airport	Castro	Chinatown	Civic Center (and FTM)	Downtown	Evans	Gough	John Adams	Mission	Southeast
State Basic Allocation	FTEs										
	State Approved Center	0	0	\$1,107,182.00	\$1,107,182.00	\$1,107,182.00	\$830,386.00	0	\$1,107,182.00	\$1,107,182.00	\$276,795.00
Instruction- Classes	Number of Credit Classes	5	46	20	46	82	68	0	103	116	33
	Number of Noncredit Classes	0	1	218	79	199	49	0	266	261	26
Student Services	A&E/Matriculation staff	0	0	3.4	1.3	1	0	0	4	1	1.4
	A&R staff	0	0	0	0	0	0	0	1	1	0
	CDPC	0	0	0	0	0	0	0	0.2		
	Counselors	0	0								
	Counseling Support Staff	0	0	1.4	0	1	0	0	1.5	1	1
	DSPS	0	0								
	DSPS Staff	0	0						3.8		
	Financial Aid	0	0	0.3	0.1	0.1	0.6	0	0.3	1	0.1
	Librarians	0	0	1	0	1	0	0	1.3	1	1
	Library Staff	0	0	0	0	2	0	0	2	2	1
Institutional Support	Bookstore Staff										
	Buildings & Grounds	0	0	1	0	2	0	0	1	2	0
	CCSF Police	0	0	2	2	2	1	2	2	3	3
	Custodians										
Operating Expenses	Leases or Rental Agreements										
	Electric										
	Gas										
	Water										
	Garbage										

Campus Summary-Prelim-FY12-13  
DRAFT

**CPBC Work Group on Campuses  
CCSF Campuses Cost Model Summary  
SUMMER 2012**

		Airport	Castro	Chinatown	Civic Center (and FTM)	Downtown	Evans	Gough	John Adams	Mission	Southeast
State Basic Allocation	FTES										
	State Approved Center	0	0	\$1,107,182.00	\$1,107,182.00	\$1,107,182.00	\$830,386.00	0	\$1,107,182.00	\$1,107,182.00	\$276,795.00
Instruction- Classes	Number of Credit Classes	1	0	0	0	5	10	0	3	9	5
	Number of Noncredit Classes	0	0	22	136	160	5	0	21	40	4
Student Services	A&E/Matriculation staff	0	0	3.4	1.3	1	0	0	4	1	1.4
	A&R staff	0	0	0	0	0	0	0	1	1	0
	CDPC	0	0	0	0	0	0	0	0.2	0	0
	Counselors	0	0	0	0	0	0	0	0	0	0
	Counseling Support Staff	0	0	1.4	0	1	0	0	1.5	1	1
	DSPS	0	0	0	0	0	0	0	0	0	0
	DSPS Staff	0	0	0	0	0	0	0	3.8	0	0
	Financial Aid	0	0	0.3	0.1	0.1	0.6	0	0.3	1	0.1
	Librarians	0	0	1	0	1	0	0	1.3	1	1
	Library Staff	0	0	0	0	2	0	0	2	2	1
Institutional Support	Bookstore Staff										
	Buildings & Grounds	0	0	1	0	2	0	0	1	2	0
	CCSF Police	0	0	2	2	2	1	2	2	3	3
	Custodians										
Operating Expenses	Leases or Rental Agreements										
	Electric	\$27.00	\$-	\$3,736.00	\$1,659.00	\$6,830.00	\$2,350.00	\$1,835.00	\$2,403.00	\$9,174.00	\$-
	Gas	620.00	-	6,455.00	3,132.00	2,800.00	606.00	2,669.00	4,018.00	8,895.00	-
	Water	349.00	-	3,402.00	1,320.00	3,667.00	1,253.00	928.00	2,322.00	5,698.00	-
	Garbage	224.00	-	2,943.00	1,978.00	5,782.00	2,511.00	1,894.00	3,346.00	5,660.00	-

Campus Summary-Prelim-FY12-13  
DRAFT



## Appendices

# **Annual Plan**

## **Draft**



# Annual Plan 2012 – 2013

Draft – May 21, 2012

DRAFT:

Note: This Plan remains a draft until approved by the College's Board of Trustees.

## Introduction

Dear Colleagues, Community Partners, and Friends,

As described in our Mission and Vision, City College strives to provide superior and affordable educational experiences for all students within a supportive, caring, inclusive, and diverse College culture that fosters student success. To move the College closer to this vision of excellence, the Strategic Plan for 2011-2016 identifies these six Strategic Priorities:

- A. EXCELLENCE IN TEACHING, LEARNING, AND SUPPORT SERVICES.**  
Strengthen and improve academic and student development programs to enhance student learning outcomes and promote access, progress, and success for all students.
- B. COMMUNICATION AND INFORMATION**  
Improve communication among all CCSF constituencies, including students, alumni, and community partners. Coordinate the dissemination of information to these groups.
- C. CAMPUS FACILITIES AND COMMUNITIES**  
Respond to the changing academic, CTE, student service, cultural and personal goals and needs of students and communities throughout San Francisco.
- D. DIVERSITY AND INCLUSIVENESS**  
Promote diversity and inclusiveness at all levels of the College.
- E. TECHNOLOGY**  
Update technology infrastructure, hardware, and software to support the College's vision and mission.
- F. RESOURCES AND STAFFING**  
Support workforce practices that put students first and that are economically, socially, and environmentally sustainable for the College and its employees.

The Annual Plan serves as a key integration point for the College's planning, budgeting, and assessment processes. The purpose of this Plan is not to detail the regular work of every department and unit at the College. Rather, the Annual Plan builds upon the broad framework provided by the Strategic Priorities, drawing from the College's other long-range plans and incorporating applicable priorities identified through the Program Review process.

Achievement of the 2012-2013 Annual Objectives partly depends on the resources available this Fiscal Year; however, some progress can be achieved even in the face of diminished resources. This year's Annual Plan focuses on attainable, cost-neutral and cost-containing activities. Annual Objectives include specific measures to gauge progress. Toward the end of the Fiscal Year, the College's Planning and Budgeting Council, as well as the Board's Planning and Budgeting Committee, will review the data collected to assess the Plan's implementation.

***Regarding the structure of this Plan:*** The Annual Plan uses the six Strategic Priorities for 2011-2016 as a transparent reference point. In addition, the Annual Plan includes all Major Objectives from the Strategic Plan (identified by italics). Major Objectives will be implemented from Fall 2011 through Spring 2016. While the College attempts to make progress in nearly all of these areas each year, for some areas where no cost-neutral measures of progress could be delineated, no Annual Objectives are identified for Fiscal Year 2012-2013.

**A. EXCELLENCE IN TEACHING, LEARNING, AND SUPPORT SERVICES:** During this fiscal year, the College will strengthen and improve academic and student development programs to enhance student learning outcomes and promote access, progress, and success for all students, including the development and promotion of programs, services and strategies that narrow achievement gaps and support student preparedness and success, teaching and learning, multicultural infusion and exchange, and a global learning perspective. These efforts include a focus on gateway courses in math and English and services/programs that target underserved, educationally disadvantaged and first generation college students. Additional focus includes professional development covering the relevant areas of GED and adult basic education, basic and developmental skills, English as a Second Language, cohort based learning communities, career technical education, interdisciplinary and intersegmental pathways and connections, immigrant and multicultural populations. Academic Freedom and collegial professionalism create a foundational environment of inquiry, discussion, and critical judgment. Academic Freedom allows the faculty to be bold and visionary as they deliver instruction. Students are provided with opportunities to learn about and try out different perspectives. The process of examining and assessing different perspectives encourages students to contextualize and synthesize what they learn. Freedom of inquiry is essential to City College's goal of providing not just acquisition of skills and credentials, but a full education of the whole person.

- I. *Continue to put students' needs first and continue to acknowledge academic freedom and collegial professionalism of the entire college including students, faculty, the administration, classified staff, and the Board of Trustees as integral to our mission.*
  - a. Assess the vitality of Academic Freedom and Professionalism at the College by reporting on aggregate data from student evaluations of faculty to determine the degree to which faculty respect for Academic Freedom is reported by our diverse student population, specifically whether instructors "respect your efforts and opinions as an individual" (Credit), "respect your individual efforts and opinions" (Noncredit), and "show courtesy and respect to all students" (Noncredit).
  
- II. *Implement strategies to close achievement gaps for identified groups, increase retention and persistence, and support all students in achieving their goals including transfer and achievement of certificates and degrees.*
  - a. Assess whether the implementation of dedicated lab hours for the Math/Stat program has a positive effect by comparing the number of students across all ethnic groups who use the lab while completing the Math 45-Math 80/Psych 5 sequence and achieve transfer level status in 2013 as compared to 2012 and 2011
  - b. Assess our ability to facilitate transfer opportunities for students by measuring the number of new transfer programs approved by the State Chancellor's Office in 2012-2013 under Senate Bill 1440 and the number of students transferring using any of the SB 1440 approved degrees. In addition, measure the number of 2013 Transfer Admission Guarantees (TAG) applications and acceptances as compared to 2012.
  - c. Expand the use of automated certificate evaluation and measure the related increase in the number of certificates awarded to students.
  - d. Identify bridge and academy programs in Career and Technical Education departments that strive for higher transfer and completion rates while focusing on students' long-term employment goals and identify data points for assessing/measuring their effectiveness



- e. Continue to work toward full implementation of the plan to create an English Department Reading and Writing Center. Once established, assess whether there is a positive effect on retaining students, achieving desired learning outcomes, strengthening college readiness, making better use of the lab budget, and improving the morale of students, faculty, and staff.

*III. Strengthen and improve programs and courses including alignment with the Educational Master Plan, student learning outcomes, and the accreditation self-study report.*

- a. Assess effectiveness in promoting program improvement in CTE departments, by evaluating the research conducted in the Perkins-funded Student Success Initiative. This initiative has been supporting program improvement in career and technical education departments through conducting qualitative and quantitative research with students and faculty and supporting professional development activities.
- b. Assess effectiveness in developing remaining program SLOs (Student Learning Outcomes) that reflect critical skills and competencies for student success and completion and finalizing corresponding assessment plans by comparing 2013 percent completion of program SLOs to that of 2012 and 2011.

*IV. Respond to the educational and training needs of students and communities through implementation of workforce, STEM, and community development initiatives.*

- a. Continue to update Career and Technical Education, as well as student services needs, by requesting, evaluating, and including as appropriate the input of CTE students, industry advisory committees, and community partners.
- b. Assess ability to identify and advocate for viable career and technical education programs and services that are identified by employers, industry sectors and communities.
- c. Assess the collaborative work of the Student Development Division in initiating new internships and distributing employment opportunity information to students who successfully complete their programs of study.
- d. Assess effectiveness in providing Career and Technical Education students with tools for post CCSF program employment by working with the Student Job Placement Task Force to continue assessment of piloting employment portal software. Obtain Input from the Task Force on how to better serve students with post-CCSF employment.

*V. Strengthen links between/among departments and programs with classes in basic skills instruction, including but not limited to: Transitional Studies, ESL, Mathematics, English, and Career Technical Education.*

*VI. Strengthen collaboration among various departments and segments within the College including enhancement of noncredit offerings with facilitation of seamless student movement between noncredit and credit.*

- a. Identify opportunities and/or programs where students move seamlessly between noncredit and credit, and measure number of students that transition from noncredit to credit and or straddle both divisions by taking coursework in noncredit and credit.

*VII. Assess student and academic support systems, under the direction of its departments, and develop and implement strategies to most effectively serve students.*

- a. Continue to assess support services needs and financial aid literacy levels, of students in targeted Career and Technical Education programs.
- VIII. *Assess the College curriculum with analytical writing, numeracy, critical thinking, communication skills, and information competencies among the criteria for excellence in order to better prepare students for careers and transfer.*
- a. Examine feasibility of making these areas part of the SLO expectations for students in all disciplines where appropriate.
- IX. *Assess the College curriculum, with multicultural perspectives and inclusiveness among the criteria for excellence.*
- a. To measure faculty access to Multicultural Infusion Project training, we will report by campus the number of faculty who participate in MIP training, and to measure effectiveness, faculty participants will be surveyed about their satisfaction with the training and its perceived impact on student learning in the classroom.
  - b. Compare passing rates of students in accelerated English and Math with those of students in regular English and Math courses.
  - c. Identify and measure increases in opportunities for students to engage in out-of-classroom learning activities (including service learning, internships, tutoring, mentoring, and cultural and recreational activities at all campuses.)
  - d. Measure participation of faculty and staff in professional development opportunities related to diversity issues and multicultural perspectives.
  - e. Promote contextualized and experiential learning strategies, especially in English, ESL, and Math. Begin collecting data to measure and assess the impact on student learning.
  - f. Promote and assess Writing Across the Curriculum in departments other than English that promote language skills.
- X. *Strive to make multicultural perspectives and civic engagement the norm for all disciplines, as appropriate.*
- XI. *Promote the infusion of sustainability practices and themes, as appropriate, into curriculum, learning resources, student support services, and staff development initiatives.*
- a. Identify courses that include project based learning focused on sustainable practices. Continue to identify and promote best practices that can be shared with departments throughout the college.
- XII. *Integrate artistic and cultural resources into the institutional life of the College.*
- XIII. *Support faculty and staff in the use of effective practices in teaching and learning and develop ongoing professional learning programs that promote such strategies.*
- a. To assess professional development activities, both those focusing on scholarly content and those centered on pedagogy, examine the diversity of content and availability to faculty of activities offered during flex days and throughout the year. The number of related sessions held during flex days will be compared to the previous year.

- b. Compare the amount of funding to support innovative efforts to enhance student learning with previous year, and establish a forum for sharing reports on the effectiveness of innovative strategies for teaching and learning.
- XIV. *Encourage out-of-classroom learning activities to provide a range of opportunities, including service learning, internships, tutoring, mentoring, and cultural and recreational activities.*
  - a. Assess effectiveness in expanding experiential learning opportunities, by comparing the number of new internship, service learning, and mentoring courses developed by departments, the number of such courses scheduled, and their corresponding enrollments in 2013 as compared to 2012 and 2011.
- XV. *Provide on and off campus opportunities for cultural exchange including exposure to diverse environments and global careers.*
- XVI. *Develop explicit benchmarks and certificates to acknowledge and document noncredit student achievement.*

**B. COMMUNICATION AND INFORMATION:** During this fiscal year, the College will improve communication among all CCSF constituencies, including students, alumni, and community partners, and coordinates the dissemination of information to these groups. The College will increase the number of opportunities for constituency groups to engage in communication and collaboration that will provide consistent and complete information about college programs, resources, and policies. These efforts will use electronic forms of communication in order to reach and inform the greatest numbers of constituent groups, including faculty, staff, administration, Board members, current and future students, alumni, members of the community, and employers. A major focus of this coming year will include identifying and disseminating online information, particularly promoting easy access to the location of program, resource, and policy information. This will also support the college's commitment to environmentally sustainable practices. Email blasts, City Currents, and CCSF's website will also be used to inform the community of new or revised policies and new and existing resources.

- I. *Increase opportunities to engage in communication and collaboration across all constituent groups to develop more consistent and complete information about college programs, resources, and policies.*
  - a. Continue to work through the appropriate Shared Governance Committees to update online information and create the ability to easily respond to electronic student requests. Continue to use and expand upon the Office of Shared Governance Facebook page to provide up to date information to students.
  - b. Encourage departments and shared governance groups to use social media and relevant communication vehicles to outreach constituents and provide an opportunity for involvement and information on the college. Continue to share information in publications, websites, and other forms of communication used by the college. Encourage constituent groups to review, update and further disseminate to inform the greatest number of users.
  - c. The College's Planning and Budgeting Council Workgroups will continue to develop data on college resources, including campuses and staffing levels, to make well informed and data supported budget decisions.
  - d. Produce materials to provide accurate information about grants at City College and promote college-wide discussion clarifying the role of grants.
- II. *Increase use of social media and other communication tools across the College and for communication with the students and communities the college serves.*
  - a. Continue to identify and promote the use of existing CCSF Facebook and other social media pages of other forms of communication used by CCSF.
  - b. Continue to use the WebCred Work Group to update Department and program webpages and promotional materials. Continue the development of a process for ongoing updating and maintenance. Report the number of sites on CCSF's webpage that have been updated or revised.
- III. *Design outreach communications (publications, web, visual, audio) to appeal to local, state, national and global audiences, including translation of print materials into multiple languages.*
  - a. Continue to strive to reinvigorate the Office of Marketing and Public Information. By hiring a Dean of Marketing and Public Information, CCSF will improve marketing, promotional materials, and communication. The new Dean would ensure that

information resources will be inventoried, standardized, and centralized. Until the new Dean can be hired, support the efforts to engage the services of a private higher education marketing firm to assist in conveying the College's messages to the community.

- b. Continue to work with the Foundation of CCSF to increase online communications with alumni providing opportunities to stay in touch with CCSF, to participate in CCSF activities, and to support CCSF fundraising campaigns.
- IV. *Coordinate the dissemination of information to potential students to ensure greater success in outreach activities.*
- V. *Strengthen and support College shared governance, including educating the College community about its processes.*
- a. Continue to inform the college community of the shared governance process to increase greater college wide participation using City Currents, the college website and Facebook pages. Survey faculty, staff, and students to determine the level of participation and understanding of shared governance and identify factors that motivate participation.
- VI. *Collect, analyze, review and disseminate a broad array of relevant data to inform decision making in all areas of the college.*
- a. Continue to evaluate and assess the data accessed through the Employment Outcomes Pilot Project, which CCSF is involved with along with the Bay Area Community College Consortium (BACCC) and the RP Group. This project uses completer and leaver surveys to assess the outcomes of the CTE programs at Bay Area community colleges, including CCSF, and will consider whether students became employed within their field of study, if their community college coursework positively affected their earning potential, and why students dropped out of CTE programs. Continue to use After College, an online internship and employment tool which was recommended by the CCSF Work Group.
  - b. The Research & Planning and Technology Offices will continue to coordinate and collaborate in order to provide easily accessible and accurate data regarding programs, outcomes, enrollment patterns, etc
  - c. Continue to review and update the Office of Grants and the Office of the Controller websites to include reporting procedures, fundraising protocols and resources, and information on local, state, and federal regulations. Continue to develop an online Grants Manual and standardized grant activity procedures. These procedures, protocols, and guidelines should be regularly reviewed by the Grants Office, the Controller's Office, the Internal Auditor's Office and Legal Counsel for accuracy and compliance with government and District policies and requirements. The grants management site links to the relevant Business Office web pages and the Business Office links back to it. A formal, collaborative review among the relevant offices should be conducted.
  - d. Continue to provide a centralized repository of surveys conducted and provide assistance in the use of Survey Monkey.
- VII. *Conduct employer and professional practice surveys to evaluate curriculum competencies in career and technical education disciplines.*

*VIII. Implement strategies to preserve institutional knowledge.*

*IX. Promote sustainability efforts throughout the College using educational materials about environmentally sustainable practices and policies.*

- a. Continue to encourage faculty to develop and present sustainability workshops for flex day and other college-wide activities that include topics such as, paperless classrooms, zero waste or how to reduce what is added to landfill, and green purchasing practices. Flex day schedule and other CCSF publications should be encouraged to continue to include information on CCSF Recycling. CCSF's Sustainability Subcommittee has developed a new Sustainability Website, which would be promoted.

*X. Ensure appropriate levels of privacy and security for electronic and other communications.*

- a. Inform the College community about effective virus protection and other methods of adequately securing electronic information.

**C. CAMPUS FACILITIES AND COMMUNITIES:** During this fiscal year, the College will continue to respond to the changing needs of students and communities throughout San Francisco. We will work with employers and community partners to identify Career and Technical Education and student services needs. We will enhance, as needed, the physical and operational structure of the College campuses. To support the College's mission we participate in outreach activities in local neighborhoods and communities to improve access to the College. We will administer surveys and conduct focus groups to determine whether appropriate and relevant education programs are offered at campuses. We will continue to conduct outreach activities to underrepresented populations.

- I. *Continue to improve our outreach services and partnerships with high schools and local community organizations.*
  - a. Identify the number of SFUSD high schools participating in concurrent enrollment programs. Compare the number of students enrolled in this year's program to last year.
  - b. Identify by campus the number of community based organizations currently working in some type of partnership with the different campuses, and list the different types of services being offered.
- II. *Move toward an equitable level of student services and curricular offerings at each campus.*
  - a. Document the utilization and student satisfaction of a Pilot "One Stop" Enrollment Services Centers that will integrate Admissions, Financial Aid, matriculation and New Student Counseling Services at Civic Center, John Adams, Mission, Evans and Southeast Campuses.
  - b. Increase staffing, if possible, and document the effects in the Financial Aid Office at the Chinatown Campus.
  - c. In the Fall 2012, fully implement and assess a Web-Registration process for noncredit business students at the Downtown, Mission and Civic Center Campuses.
- III. *Collaborate with community partners to provide wrap-around services for students who need extra support to succeed (i.e. services that contribute to physical, mental, social and economic well-being).*
  - a. Identify the current number of grant funded programs that include wrap-around services provided by community partners. Identify the number of participants in each program and inventory the types of services provided.
- IV. *Complete building projects currently in progress, and assess future needs for facilities planning, funding, construction, utilization and consolidation, always adhering to College standards for sustainability.*
- V. *Improve the availability of facilities at all campuses as feasible, including classrooms, tutoring spaces, group study rooms, and labs.*
  - a. Evaluate the physical layout (use of space) and operational structure at the campuses and assess the College's success at enhancing the programs and services offered at, in particular, the Civic Center, Evans, Mission Campus and Southeast Campuses.

- b. Continue collaborating with PUC to remodel Southeast.
- VI. Develop regular maintenance plans, including retrofits for existing facilities, to provide a high quality educational environment and meet the needs of programs and students, always adhering to College standards for sustainability.*
- VII. Collaborate with community partners in promoting sustainability.*
- VIII. Provide sustainable, ergonomic seating, furniture, equipment, and ADA accommodations for all facilities.*
- IX. Create a maintenance plan for artistic and cultural resources of the College.*
- X. Maintain clean and functional facilities that support student learning.*



**D. DIVERSITY AND INCLUSIVENESS:** During this fiscal year, the College will continue to promote diversity and inclusiveness at all levels of the College. The College will implement initiatives to close student achievement gaps by increasing support for underrepresented populations through improved registration and placement test processes, expanded peer mentoring and tutoring opportunities, greater access to quality counseling services at all campuses, targeted outreach at San Francisco high schools, and increased support for retention-based programs and services assisting underrepresented students. As appropriate, the College will continue to make multicultural perspectives and civic engagement the norm for all disciplines. The College will continue to tie all programs and services to ADA compliance and increase data collection for additional at-risk populations. The College will work to increase the success of underrepresented students in meeting certificate, degree and transfer goals.

- I. *Foster a supportive, positive, and productive environment for our diverse employees and students.*
- II. *Implement strategies to close student achievement gaps for identified underrepresented groups.*
  - a. Continue to implement and assess strategies (such as priority registration for high school students and accelerated sequencing in English and math courses) for reducing the achievement gap by measuring the following (from 2008-09 baseline data):
    - i. the number of high school graduates successfully transitioning to City College and enrolling full time (12 units), including demographic data.
    - ii. persistence in enrollment for underrepresented student groups from fall to spring semesters
    - iii. increases in the number of underrepresented students with a first semester passing GPA (min. 2.0)
    - iv. the number of underrepresented students taking and passing accelerated and traditional sequence English and Math courses as well as transfer/college-level English and Math course sequences
    - v. the number of underrepresented students who utilize the new pilot course placement criteria and subsequently pass (2.0+) their English and Math courses
  - b. Provide additional support for underrepresented students through current retention programs and other retention initiatives to assist students in meeting transfer goals.
  - c. After appropriate Shared Governance review, begin implementation of measures and effective best practices for retention as recommended in the (Haas grant-funded) Strategic Plan for Retention with the aim of increasing access, persistence and transfer readiness.
- III. *Collect and assess data for groups not yet identified who might be affected by achievement gaps. Groups for which we need data so that achievement gaps may be identified include, but are not limited to, transgender students, foster youth, homeless / at risk students, and AB540 students, and in noncredit, students who received less than a 6th grade education in their native language.*
  - a. Begin to gather demographic information for additional at-risk populations to be included in future institutional research reports.
- IV. *Provide support for and expand the success of underrepresented students in meeting transfer goals.*
  - a. Track the number of students who earn certificates, graduate or transfer. Compare with baseline data broken out demographically.

- b. Access and publish the longitudinal data, including demographics, on the transfer rates of students enrolling in the Puente Project.
  - c. Collect baseline data on the number of underrepresented students successfully submitting Transfer Admission Guarantee agreements.
- V. *Support and maintain successful College retention programs and other programs for underserved students, underrepresented students of color, and all underrepresented student populations.*
- a. Continue to collect data for longitudinal comparison of current data to the baseline established in the 2012 research report on retention programs and counseling.
  - b. To assess the effectiveness of the Gateway to College program, measure the persistence of students from fall to spring/spring to fall semesters and establish trend data on cumulative GPA and the number of students passing (2.0+) each course.
- VI. *Increase the opportunity for students to support other students through peer mentors, tutors, and other appropriate methods.*
- a. Maintain the Peer mentoring program and assess its effectiveness through qualitative analysis and quantitative data evaluating the retention and completion rates of program participants.
  - b. Continue to develop the Leadership in Action Speaker Series and build the leadership internship program (housed in the Office of Student Affairs) to provide students with the opportunity to enhance their leadership and mentoring skills.
- VII. *Maintain a commitment to ensure that all programs and services are in compliance with the Americans with Disabilities Act of 1990 (ADA).*
- a. Conduct an analysis of DSPP activities to ensure ADA compliance for all City College programs.
- VIII. *Expand distance education offerings where possible and appropriate in order to accommodate students who are unable to attend classes where they are offered, including exploring methods to document attendance for noncredit online classes.*
- a. Maintain distance learning offerings to include a variety of courses and programs. Compare, by department, the number of 2013 online offerings and the number of students completing the courses to that of 2012 and 2011. Continue to maintain training of faculty teaching online, and track the number of faculty, by department, trained in 2013 to the number trained in 2012 and 2011.
- IX. *Increase the opportunity for students from underrepresented populations to access educational technology readily and easily by ensuring that appropriate equipment is accessible on all campuses and tech support is available.*
- a. To continue closing the digital divide, identify potential space where an additional academic computer lab could be located to support underrepresented populations in special retention-focused programs.
- X. *Improve the registration process to enable students, especially recent graduates of San Francisco high schools, to better access all pre-collegiate and collegiate courses in a manner that promotes persistence in the sequence.*

- a. To assess the effectiveness of outreach efforts to underrepresented and low-enrolling, first generation students enrolled in San Francisco high schools, measure the number of graduating seniors completing the five matriculation steps compared to past averages.
- b. Continue to encourage concurrent enrollment participation of underrepresented student populations through targeted outreach programs into SFUSD high schools.

*XI. Develop policies and support systems to increase opportunities for incoming students to accurately demonstrate their abilities on CCSF placement examinations, including the exploration of alternative testing methods and modalities.*

- a. Implement placement methods for incoming students into Math and English course sequences utilizing identified components to support multiple measures; begin to track students who use alternative placement methods to establish course success (GPA of 2.0+) and persistence into the next course sequence; and compare these success and persistence rates to the rates for students who followed traditional placement methods.
- b. Improve advertising of the college's new placement retest policies, and pursue test preparation options to better inform students about the importance and implications of test results.

*XII. Improve and promote greater access to financial aid and other support resources for all credit and noncredit students.*

- a. Implement Phase Two of the Financial Aid document imaging system which will allow students to submit financial aid documents on line
- b. Review and streamline financial aid information available to students
- c. Develop, implement and analyze a financial aid student satisfaction survey
- d. Continue to expand financial literacy services to students

*XIII. Create structures that encourage and support student participation from diverse segments of the CCSF community in the college's sustainability efforts.*

*XIV. Promote inclusiveness of all four constituent groups, namely; administrators, classified employees, faculty and students, in the shared governance process by preserving independent appointments for each group, collegial interaction, as well as support the impartial coordinating unit of the Office of Shared Governance.*

- a. The College Advisory Council, based on the results of the Bi-Annual CCSF Shared Governance Evaluation, will make recommendation to implement for the next two years by the College and the Office of Shared Governance. Recommendations include:
  - i. Maintain existing interactions such as the Shared Governance Handbook, Brochure, Annual Report, New Employees Orientation, Facebook page, Shared Governance Calendar, and staff to the CAC.
  - ii. Create, disseminate and collect a one time, student only, CCSF Shared Governance Evaluation.
  - iii. Work with the ASC and Associated Dean of Student Activities in the students' effort to establish a new district-wide student appointment system.

**E. TECHNOLOGY:** During this fiscal year, the College will seek to update technology infrastructure, hardware, and software to support the College's vision and mission. The College will continue to provide technology that enhances the student's learning environment and allows greater informational access. The College will continue to provide online training opportunities for faculty in how to use the College's learning management system (Insight) to tech-enhance face-to-face courses and training in various software to support instruction. The use of Insight will continue to be promoted for greater efficiencies and waste reduction. Technological support for distance learning and tech-enhanced learning modalities will be provided through a Distance Learning and Teaching Specialist and by working creatively to maintain student support for Insight. The College will ensure equitable student access to library resources for distance learning and other outside-the-classroom learning modalities. The College will increase efficiency in response to technology project and maintenance requests. The College will ensure technical systems' availability will remain high for equitable access for all students.

- I. *Establish a "refresh program" that updates, recycles, or replaces obsolete hardware, software, and infrastructure by investing in cost effective technology and adopting application replacement cycles throughout the district.*
  - a. To better ensure availability of technological systems, complete the data center remodel. The remodel will install new power circuits, connect the data center to an emergency generator, provide for an uninterruptable power supply, remove and replace the data center's HVAC unit.
- II. *Encourage departmental collaboration in the procurement and use of equipment and software.*
  - a. To increase collaboration, interdepartmental requests will be encouraged through program review and related processes. Results will be measured by totaling the number of new collaborations and estimating cost savings.
- III. *Encourage standardization of equipment for simpler maintenance and repair.*
- IV. *Increase access and support for appropriate technology-mediated instructional equipment used to enhance student learning such as smart classrooms and instructional labs.*
  - a. Ensure adequate information is available to faculty regarding the availability of technology-mediated instructional equipment.
- V. *Improve the use of interactive digital technologies especially those used by students such as CCC Apply, application processes for financial aid and certificates of achievement.*
  - a. Gather business requirements for document imaging requests from Admissions & Records and Payroll.
- VI. *Make education technology programs and services accessible across all campuses and online, to all employees including part-time faculty.*
  - a. To measure accessibility of online training opportunities, we will report by campus the number of faculty who participate in the six hour online class established in spring 2011. To measure effectiveness, we will compare completion rates by campus with faculty completing the face to face training.
- VII. *Use technologies to promote sustainable practices, greater efficiencies, and reduce waste.*

- a. To assess the degree to which Insight has promoted sustainability goals, we will determine the number of faculty who in face-to-face sections use Insight to provide digital versions of course materials, thereby decreasing paper consumption. This will be compared to the prior year's baseline.

*VIII. Increase access and technological support for distance learning and other outside-the-classroom learning modalities.*

- a. To measure improved support for distance learning, we will identify the number of faculty who used this technology for the first time in 2012-13, compared to the number of faculty who started use of the technology in 2011-12.
- b. Support for distance learning and tech-enhanced learning modalities will be provided through a Distance Learning and Teaching Specialist and by working creatively to maintain student support for Insight as resources allow.
- c. To improve student access to courses, equipment allowing the production and distribution of content via EATV and online was installed in MU 389. Use of this new equipment will be piloted with three faculty members. Based on these pilots, BEMA and ETD will develop guidelines for the coordination of and usability of the room.

*IX. Ensure equitable access to library resources for distance learning and other outside the classroom learning modalities by providing adequate levels of online library resources.*

*X. Improve student access to computer labs and other technology resources using integrated systems and consistent policies and procedures.*

*XI. Create structures to evaluate and disseminate information about appropriate technologies and institutional effectiveness.*

**F. RESOURCES AND STAFFING:** During this fiscal year, the College will support workforce practices that put students first and that are economically, socially, and environmentally sustainable for the College and its employees. The College will continue to maintain overall solvency and seek funding streams that will support operations and innovation. The College will increase the efficiency of its use of resources and operate with fewer filled positions for administrators and classified staff, as well as less funding for non-personnel costs. Staff development needs will be assessed and professional development opportunities will be made available. Recruitment efforts for hiring will be used to increase diversity of the College's workforce. The viability of a college-owned bookstore will be determined. The College will continue to work to meet its commitment to employee needs during challenging economic times so that it can attract, retain, and support a highly qualified, diverse workforce.

- I. *Advocate for state and local policies that provide a sustainable resource base for community colleges.*
  - a. To maintain the district's solvency, we will conservatively estimate with total available resources for Fiscal Year 2012-13 to determine how much the College can spend. We will also compare the balance in the Board Designated Reserve on June 30, 2013 with the amounts in the Reserve on June 30, 2012 and June 30, 2011.
- II. *Identify dependable funding streams for operational priorities and innovation while ensuring educational excellence and cost effective and equitable use of College resources.*
  - a. To determine whether efforts to raise funds to support operations have been successful, we will compare total funds raised for supporting operations for FY 2012-13 with the amounts raised during previous years.
  - b. Pursue a parcel tax in November 2012.
  - c. Coordinate the fundraising efforts of the Office of College Development and the CCSF Foundation.
- III. *Review and improve efficient use of resources, including reorganizing and re-engineering College operations and systems as needed to maximize efficient use of resources and maintain solvency.*
  - a. To measure the efficiency with which resources are used, we will compare total expenditures per full time equivalent student (FTES) for FY 2012-13 with previous years.
  - b. To measure the efficiency with which resources are used, we will compare 311 Report data related to the 50 per cent rule (direct expense of education) for FY 2012-13 with previous years.
  - c. To assess the viability of the College continuing to own its own bookstore, financial statements for the bookstore for FY 2012-13 will be compared with previous years and forecasts will be reviewed to determine appropriate action.
- IV. *Develop employment practices that ensure sufficient service to employees and students to maintain the continuity of services.*
  - a. To measure the efficiency with which resources are used, we will compare total non-personnel spending per FTES for FY 2012-13 with previous years.

- b. A comprehensive effort will be conducted to assess historic classified staffing levels and to guide decisions for limited hiring with a goal of rebalancing human resources. This effort will be coordinated by senior management and the Human Resources Department.
- V. *Assess staffing levels across departments and programs and make adjustments that rebalance human resources.*
  - a. To determine whether staffing levels are equitable across departments and programs, we will assess the number of FTE for each major employee group within departments and programs for FY 2012-13 and compare it with other departments and programs of similar size (or serving similar numbers of students).
  - b. The College will share resources across departments, including staff.
- VI. *Increase the recruitment and hiring of a diverse faculty, staff, and administration.*
  - a. Implement those portions of the Blueprint of College-wide Implementation Strategy for Improving Equal Opportunity in Faculty Recruitment and Selection where mutual agreement has been reached between the Board and the Academic Senate or where mutual agreement is not required.
  - b. To assess the effectiveness of efforts to increase the diversity of the College's workforce, we will compare demographic data for all employees hired during FY 2012-13 with previous years.
  - c. Support efforts to increase hiring of a diverse faculty by researching the effectiveness of the Faculty Diversity Internship Program and the Grow Your Own program, and by pursuing best strategies to cultivate and support a future corps of diverse faculty for CCSF. Compare the number of 2012-13 participants in FDIP with the number of 2011-12 participants. Identify alumni of GYO and FDIP employed by CCSF by department.
- VII. *Address cyclical workloads through College-wide cooperation and sharing professional expertise.*
- VIII. *Support critical collaborations between and among counseling faculty, instructional faculty, librarians, administrators, and classified staff.*
- IX. *Provide support for the College's sustainability/green efforts.*
  - a. Continue to provide electronic updates on free and easy sustainable practices, such as double sided printing, recycling of supplies and material, etc.
  - b. Identify current sustainable/green best practice efforts already in place and create an opportunity to share throughout the College.
  - c. Compare and evaluate the results of activities and efforts, to date, implemented by the Office of Buildings and Grounds' Recycling Program.
  - d. Add more facilities to the MUB model for solid waste collection.
- X. *Conduct periodic assessments of professional development needs including input from key college constituencies.*

- a. To determine which professional development opportunities are most needed, we will conduct a survey of the college workforce and compare the results with data on current and past staff development offerings.

*XI. Ensure professional development opportunities are available to all CCSF employees, especially for new faculty, classified staff, and administrators.*



## **Glossary of Terms and Definitions**

## GLOSSARY OF FINANCE TERMS

**Accounting** – The process of identifying, measuring, and communicating financial information to permit informed judgments and decisions by users.

**Apportionment** – Federal or state taxes distributed to college districts or other governmental units according to certain formulas.

**Appropriation** – An allocation of funds made by a legislative or governing body for a specified time and purpose.

**Base Revenue** – The districts' total prior year revenue from state general apportionment's, local property tax revenue, and student enrollment fees, adjusted when applicable for projected deficits.

**Block Grant** – A fixed sum of money, not linked to enrollment/ FTES measures.

**Budget** – A plan of financial operation for a given period for a specified purpose consisting of an estimate of revenue and expenditures. (Ideally, an educational plan expressed in dollars.)

**Career Development College Prep** – Enhanced Non-credit funding applied to these student FTE's.

**Categorical Funds** – Funds received by a district for a certain purpose which can only be spent for that purpose. Examples: Funding for the disabled, EOPS, deferred maintenance, and matriculation.

**Chart of Accounts** – A systematic list of accounts applicable to a specific entity.

**Cost of Living Adjustments** (COLA) – an increase in funding for revenue limits or categorical programs. Current law ties COLAs to indices of inflation, although different amounts are appropriated in some years.

**Current Expense of Education** (CEE) – ECS 84362 – The current General Fund operating expenditures of a community college district excluding expenditures for food services, community services, object classifications 6000 (except equipment replacement) and 7000, and other costs specified in law and regulations.

**Deferred Maintenance** – Major repairs of buildings and equipment which have been postponed by college districts. Some matching state funds are available to districts which establish a deferred maintenance program.

**Encumbrances** – Obligations in the form of purchase orders, contracts, salaries, and other commitments for which part of an appropriation is reserved.

**Enrollment/FTES Cap** – A limit on the number of students (FTES) for which the state will provide funding.

**Equalization** – Funds allocated by the Legislature to raise districts with lower revenue limits toward the statewide average.

**Expenditures** – Amounts disbursed for all purposes. Accounts kept on an accrual basis include all charges whether paid or not. Accounts kept on a cash basis include only actual cash disbursements.

**Fifty Percent Law** – Requires that fifty percent of district expenditures in certain categories must be spent for salaries and benefits of classroom instructors and some instructional aides. Salaries of counselors and librarians are not included in this classification.

**Full-time Equivalent Student** – An FTES is a student workload measure that represents 525 class (contact) hours of student instruction/activity in credit and noncredit courses. Full-time equivalent student (FTES) is one of the workload measures used in the computation of state support for California community colleges.

**Fund** – An independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein.

**Fund Balance** – The difference between assets and liabilities.

**General Fund** – The fund used to account for the ordinary operations of the district. It is available for any legally-authorized purpose not specified for payment by other funds.

**Mandated Costs** – College district expenditures which occur as a result of federal or state law, court decisions, administrative regulations, or initiative measures.

**Reserve** – Funds set aside in a college district budget to provide for future expenditures or to offset future losses, for working capital, or for other purposes.

**Restricted Funds** – Money which must be spent for a specific purpose either by law or by local board action.

**Revenue** – Income from all sources.

**Shortfall** – An insufficient allocation of money, requiring an additional appropriation or resulting in deficits.

**State Apportionment** – An allocation of state money to a district based on total available general revenues less property taxes and enrollment fees.

**Unencumbered Balance** – That portion of an appropriation or allotment not yet expended or obligated.

**Unfunded FTES** – FTES which are generated in excess of the enrollment/FTES cap.



# City College of San Francisco

50 PHELAN AVENUE • SAN FRANCISCO, CA 94112 • (415) 239-3000

**DATE:** September 11, 2012

**P1**  
**2<sup>nd</sup> Reading**

**SUBJECT: POLICY MANUAL**  
**Amend the SFCCD Policy Manual by Amending Board Policy 1200 –**  
**DISTRICT VISION AND MISSION STATEMENT**  
**(Resolution No. 120911-P1)**

The Board of Trustees continues to adopt revisions to its Policy Manual. Board Policy 1200, is the College's Vision and Mission statement. This policy amendment is intended to meet the accreditation standards and the recommendation of the Accrediting Commission per its July 2012 evaluation report. The additional language highlights the importance of student learning, achievement, outcomes, assessment, and links to planning and budgeting. In addition the new policy requires that the Board conduct an annual review of its mission statement.

**RECOMMENDATION:**

**RESOLVED:** The Board amends the San Francisco Community College District Policy Manual by amending existing Board Policy 1200: DISTRICT VISION AND MISSION STATEMENT.

**POLICY MANUAL 1200 DISTRICT VISION AND MISSION STATEMENT**

*City College of San Francisco values and fosters superior levels of educational participation and academic success among all students. Reaching out to and including all populations, we strive to provide an affordable and unparalleled learning experience in a supportive and caring environment that leads students to successfully complete their goals.*

**A Teaching and Learning Community**

*Our principal distinction will be the high quality of instruction. The educational experience will feature successful learning in areas as varied as basic skills, academic courses, advanced honors, career and technical courses, retooling of job skills, and preparation for transfer to other educational institutions. Learning opportunities will extend to a broad array of courses and programs to offer any student a pathway to educational and career success.*

**An Inclusive Community**

*We will continue to reach out to all people, especially to those communities that encounter barriers to education; develop sustainable campuses and sites to better serve students and neighborhoods; diversify and improve programs and services for the benefit of the community; build partnerships with public, private, and community-based agencies to better respond to educational, economic, environmental, and societal needs; foster the participation of our students and employees in community life; and welcome students from around the world. Committed to lifelong educational opportunities for all, we will exchange expertise and innovation with colleagues in the state, the nation and the world.*

**BOARD OF TRUSTEES**

**JOHN RIZZO, PRESIDENT • DR. ANITA GRIER, VICE PRESIDENT • DR. NATALIE BERG • CHRIS JACKSON**  
**STEVE NGO • RODRIGO SANTOS • LAWRENCE WONG • WILLIAM WALKER, STUDENT TRUSTEE**  
**DR. PAMILA FISHER, INTERIM CHANCELLOR**

## **A Diverse Community**

*In our community, respect and trust are common virtues, and all people are enriched by diversity and multicultural understanding. We will maintain a supportive, positive, and productive working environment for our diverse faculty and staff, as well as a responsive environment in which student needs are met in a friendly, timely, and caring manner.*

## **Mission Statement**

### **The Mission statement of the San Francisco Community College District is:**

*Consistent with our Vision, City College of San Francisco CCSF provides educational programs and services that promote successful learning and student achievement to meet the following needs of our diverse community:*

*Our primary mission is to provide programs and services leading to*

- *Transfer to baccalaureate institutions;*
  - *Achievement of Associate Degrees in Arts and Sciences;*
  - *Acquisition of certificates and career skills needed for success in the workplace;*
  - *Basic Skills, including learning English as a Second Language and Transitional Studies.*
- 
- |  |   |
|--|---|
| • <del>Preparation for transfer to baccalaureate institutions</del>                            | • <del>Active engagement in the civic and social fabric of the community, citizenship preparation, and English as a Second Language</del> |
| • <del>Achievement of Associate Degrees in Arts and Science</del>                              | • <del>Completion of requirements for the Adult High School Diploma and GED</del>   |
| • <del>Acquisition of certificates and career skills needed for success in the workplace</del> | • <del>Promotion of economic development and job growth</del>   |
- 
- ~~Lifelong learning, life skills, and cultural enrichment~~

*In addition, the college offers other programs and services consistent with our primary mission, only as resources allow and whenever possible in collaboration with partnering agencies and community-based organizations.*

*To enhance student success, the college provides an array of academic and student development services that support students' intellectual, cultural, and civic achievements. City College of San Francisco belongs to the community and continually strives to provide an*

~~accessible and affordable education as a part of its commitment to serve as a sustainable community resource.~~

City College of San Francisco belongs to the community and continually strives to provide an accessible, affordable, and high quality education to all its students. The College is committed to providing an array of academic and student development services that support students' success in attaining their academic, cultural, and civic achievements. To enhance student success and close equity achievement gaps, the college identifies and regularly assesses student learning outcomes to improve institutional effectiveness. As a part of its commitment to serve as a sustainable community resource, our CCSF mission statement drives institutional planning, decision making and resource allocation.

**Review**

The Vision and Mission statements are reviewed annually during the Board of Trustees summer planning retreat.

**SHARED GOVERNANCE REVIEW:**

This resolution does not require review by the Shared Governance System.

This resolution requires review by the Shared Governance System for recommendation to the Chancellor. The following Shared Governance body(ies) reviewed this resolution and took action; took action on it on the date indicated:

	Date	Recommended	Not Recommended	Reviewed Only
Academic Senate				
CAC				
College PBC				

Only \_\_\_\_\_ required to review this resolution.

Originator:  
Dr. Pamela Fisher

## “Looking at last year to plan for next year”

**Planning for FY 2013-2014**

Spring 2012 - Summer 2012	<b>Annual Performance Indicators and College-Wide Assessments for 2011-2012</b> The Chancellor leads discussions with the Board and College community on Annual Performance Indicators, End-of-Year Assessment, and Annual Program Review Summary.
Summer 2012	<b>Board’s Annual Priorities and Planning Assumptions for Resource Allocation for 2013-2014</b> Using informed planning assumptions based on (a) internal and external trend data and (b) realistic budget scenarios for 2013-2014, the Board reviews the College’s Mission statement and delineates policy-level priorities consistent with the College’s Mission, as well as Board-adopted Policies and College Plans. The Chancellor communicates these Priorities and Planning Assumptions to the College community by mid-September ( <i>in future this will occur at August Flex</i> ).
Fall 2012	<b>Unit-level Program Reviews for 2013-2014</b> Developed by all units during the fall semester in response to the Board’s Priorities and Planning Assumptions, Board-adopted College Plans, and any changes to the College’s Mission statement as well as unit-specific data such as historical trends, projected trends, industry board input, survey data, student achievement data, and learning outcomes assessments. Units should follow guidelines for completing reviews with attention to program effectiveness and student learning outcomes. Program reviews must be submitted to the immediate supervisor by the December deadline for consideration in the upcoming budget. Decisions for increasing or reducing resource allocations will be based on program review.
January 2013 – February 2013	<b>Administrative Recommendations for Increasing / Reducing Resource Allocations for 2013-2014</b> Completed program reviews are posted by immediate supervisors (e.g., School Deans) along with requests which are ranked based upon several factors per program review guidelines. Ranked requests are forwarded up the administrative chain until ultimately each Vice Chancellor identifies priorities for his or her area for that year. The Chancellor meets with the Vice Chancellors regarding the priorities.
February 2013 – April 2013	<b>Governance Review for Increasing / Reducing Resource Allocations for 2013-2014</b> In February, the Chancellor convenes the Governance Council to determine overall prioritization. Final rankings are publicized via Program Review website. The highest ranked resource requests and identified reductions will be considered for inclusion in the upcoming Budget and reflected in the draft Annual Plan.
	<b>Budget Preparation for 2013-2014</b> In February, copies of the current year’s unit-level budgets are forwarded to all units, reviewed, and corrected as necessary to form an initial basis for 2013-2014. Once the Chancellor’s Governance Council completes its work, the 2013-2014 draft budgets for each unit are adjusted to reflect allocation decisions and priorities while maintaining a balanced budget for the college.
May 2013 – June 2013	<b>Board Review and Approval of Tentative Budget and Annual Plan for 2013-2014</b> The Board reviews the draft Annual Plan and Tentative Budget no later than May. The Annual Plan and Tentative Budget are adopted in June. The Final Budget is adopted in September. All documents are posted online and shared with the College community.
July 2013	<b>Resource Allocations Distributed for 2013-2014</b> Upon resource allocation, units implement plans for 2013-2014.

**Planning for FY 2014-2015**

Spring 2013 through Summer 2013	<b>Annual Performance Indicators and College-Wide Assessments for 2012-2013</b> The Chancellor leads discussions with the Board and College community on Annual Performance Indicators, End-of-Year Assessment, and Annual Program Review Summary.
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Notes: An evaluation of entire Annual Assessment, Planning, and Budgeting process will be conducted in Fall 2013 via program review. Changes will be determined in Spring 2014 for implementation in Fall 2014.

Resources requests submitted via program review will be sorted into categories (e.g., staffing, facilities, supplies and equipment, including technology-related requests) to assist with systematic updates of longer-range plans. Schedule TBD.

# **Data to Inform Discussion of Board Planning Priorities for Fiscal Year 2013-2014**

## **I. New State Policies *(oral summary will be provided on 9/11)***

- Repeatability
- Priority Registration
- CalGrants

## **II. Overview of Students Served**

- Page 2 Age Distribution (1999-2011) for Credit Students
- Page 3 Age Distribution (1999-2011) for Non-Credit Students
- Page 4 Ethnic Group Distribution (1999-2011) for Credit Students
- Page 4 Ethnic Group Distribution (1999-2011) for Non-Credit Students
- Page 5 High School of Origin (1999-2011) for Credit Students under 25 Years Old

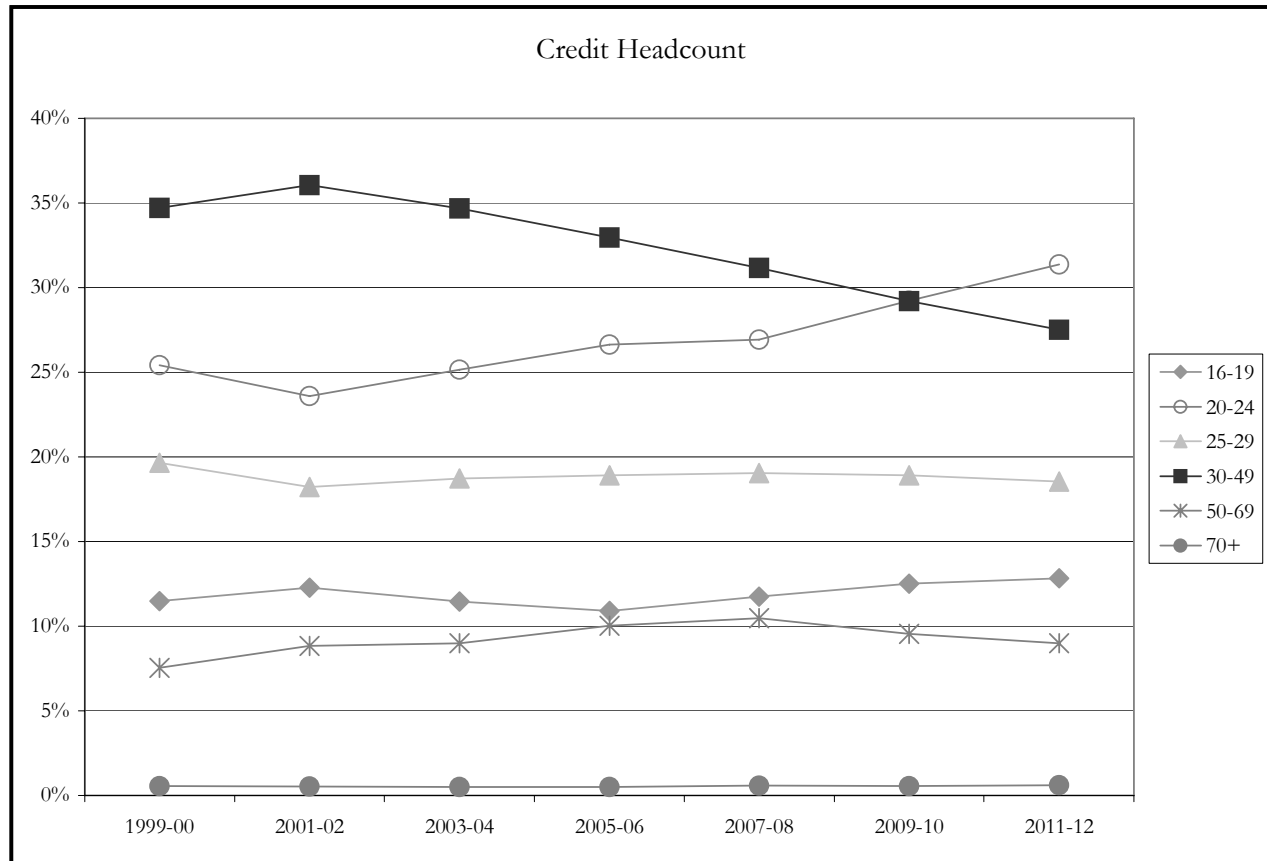
## **III. Overview of Student Achievement**

- Page 5 The Achievement Gap of New SFUSD Graduates at CCSF (Fall 2011 Cohort)
- Page 6-7 ARCC 2012 for CCSF and Comparison Colleges

## **IV. Productivity / Efficiency *(draft data will be provided on 9/11)***



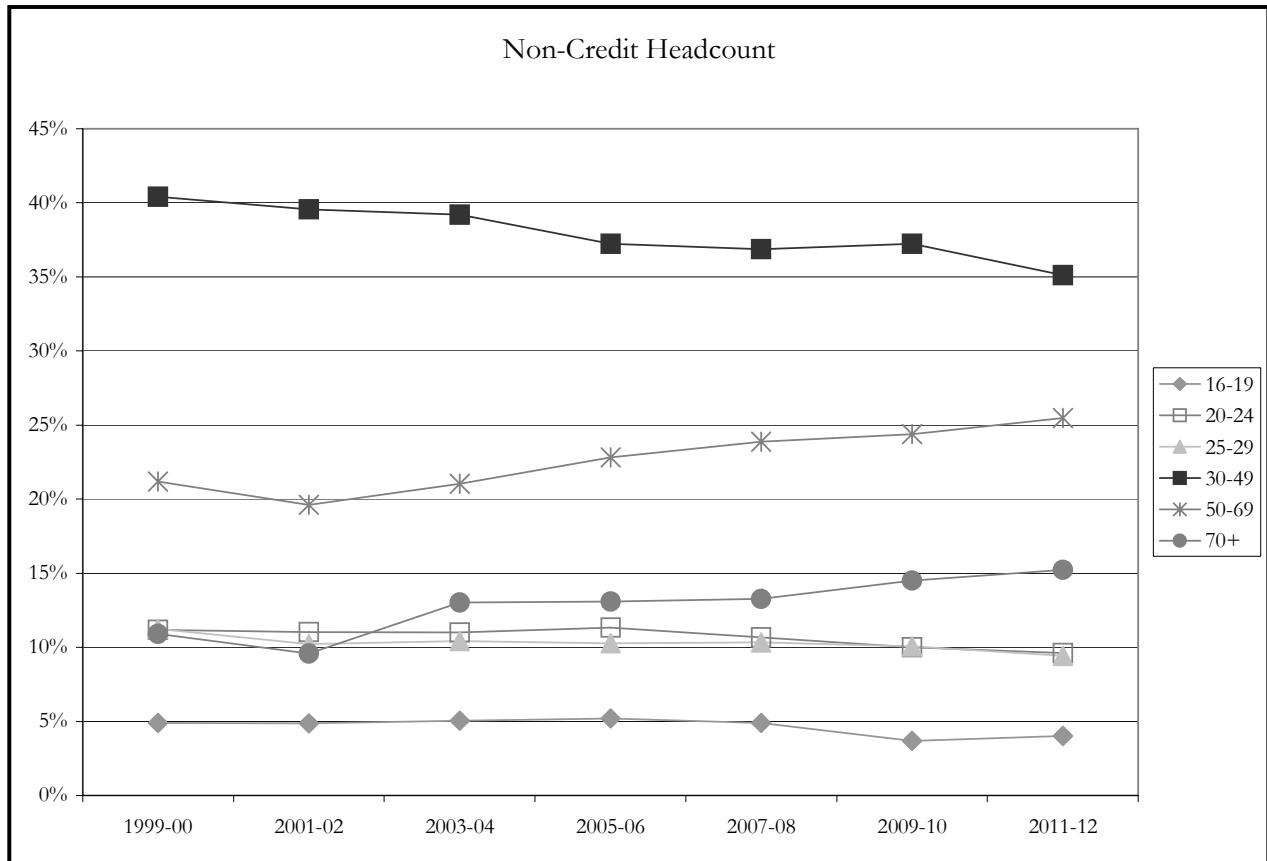
## Age Distribution (1999-2011)



Age	1999-00	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
16-19	5,209	6,275	5,459	5,115	5,998	6,542	6,282
20-24	11,533	12,071	11,987	12,495	13,736	15,288	15,365
25-29	8,921	9,316	8,918	8,872	9,712	9,895	9,085
30-49	15,744	18,433	16,519	15,459	15,898	15,278	13,464
50-69	3,419	4,511	4,284	4,700	5,338	5,001	4,401
70+	252	273	235	242	297	284	304
Unknown	295	246	220	29	29	15	55
<b>Total</b>	<b>45,373</b>	<b>51,125</b>	<b>47,622</b>	<b>46,912</b>	<b>51,008</b>	<b>52,303</b>	<b>48,956</b>

Age	1999-00	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
16-19	23%	25%	23%	22%	24%	25%	26%
20-24	25%	24%	25%	27%	27%	29%	31%
25-29	20%	18%	19%	19%	19%	19%	19%
30-49	35%	36%	35%	33%	31%	29%	28%
50-69	8%	9%	9%	10%	10%	10%	9%
70+	1%	1%	<1%	1%	1%	1%	1%
Unknown	1%	<1%	<1%	<1%	<1%	<1%	<1%

## Age Distribution (1999-2011)



Age	1999-00	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
16-19	2,245	2,516	2,297	2,175	2,103	1,469	1,390
20-24	5,114	5,708	4,994	4,732	4,571	4,000	3,318
25-29	5,136	5,287	4,734	4,287	4,433	4,030	3,254
30-49	18,478	20,461	17,808	15,554	15,813	14,890	12,110
50-69	9,691	10,140	9,554	9,531	10,242	9,758	8,789
70+	4,994	4,958	5,917	5,460	5,690	5,798	5,253
Unknown	3,302	3,482	2,954	2,682	2,310	2,137	7,968
<b>Total</b>	<b>48,960</b>	<b>52,552</b>	<b>48,258</b>	<b>44,421</b>	<b>45,162</b>	<b>42,082</b>	<b>36,717</b>

Age	1999-00	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
16-19	5%	5%	5%	5%	5%	3%	4%
20-24	10%	11%	10%	11%	10%	10%	9%
25-29	10%	10%	10%	10%	10%	10%	9%
30-49	38%	39%	37%	35%	35%	35%	33%
50-69	20%	19%	20%	21%	23%	23%	24%
70+	10%	9%	12%	12%	13%	14%	14%
Unknown	7%	7%	6%	6%	5%	5%	22%

**Ethnic Group Distribution (1999-2011)  
Credit Headcount**

Ethnic Group	1999-00	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
African American/Non Hispanic	4,000	4,451	4,204	4,235	4,224	4,576	4,853
American Indian/Alaskan Native	264	274	260	268	293	248	190
Asian	13,034	15,320	13,742	12,973	13,933	13,975	12,646
Filipino	3,352	3,628	3,732	3,609	3,648	3,539	3,197
Hispanic/Latino	6,693	7,407	7,283	7,278	7,871	8,995	9,867
Other Non White	746	1,028	1,452	1,379	1,552	1,076	648
Pacific Islander	311	339	380	410	485	478	432
SouthEast Asian	1,202	1,233	1,172	1,144	1,181	1,330	1,300
Unknown/No Response	1,675	1,512	1,753	2,225	3,218	3,846	3,207
White Non Hispanic	14,153	15,933	13,644	13,391	14,603	14,240	12,616
Total	45,430	51,125	47,622	46,912	51,008	52,303	48,956

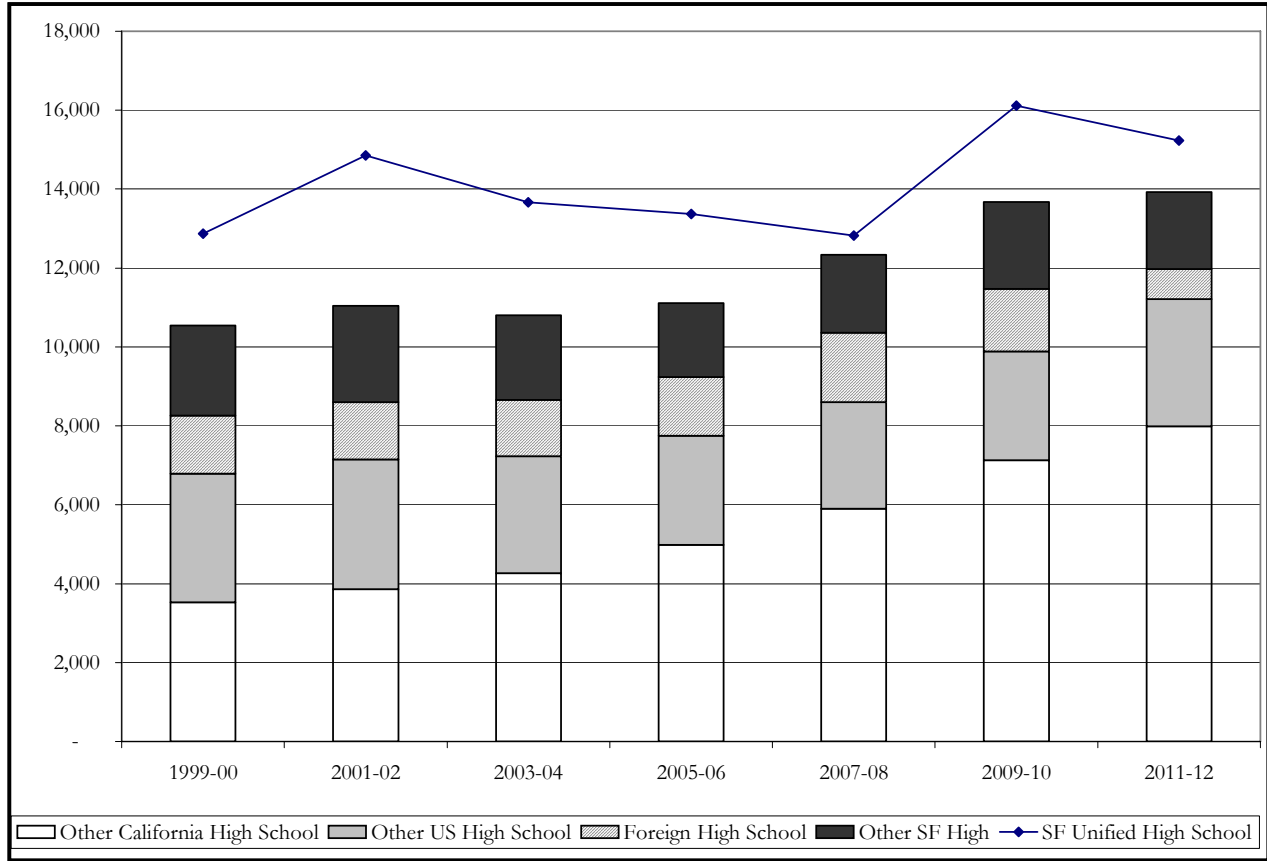
Ethnic Group	1999-00	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
African American/Non Hispanic	9%	9%	9%	9%	8%	9%	10%
American Indian/Alaskan Native	1%	1%	1%	1%	1%	<1%	<1%
Asian	29%	30%	29%	28%	27%	27%	26%
Filipino	7%	7%	8%	8%	7%	7%	7%
Hispanic/Latino	15%	14%	15%	16%	15%	17%	20%
Other Non White	2%	2%	3%	3%	3%	2%	1%
Pacific Islander	1%	1%	1%	1%	1%	1%	1%
SouthEast Asian	3%	2%	2%	2%	2%	3%	3%
Unknown/No Response	4%	3%	4%	5%	6%	7%	7%
White Non Hispanic	31%	31%	29%	29%	29%	27%	26%

**Ethnic Group Distribution (1999-2011)  
Non-Credit Headcount**

Ethnic Group	1999-00	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
African American/Non Hispanic	2,957	3,159	2,816	2,225	2,163	1,949	1,800
American Indian/Alaskan Native	114	111	117	119	100	76	64
Asian	17,644	19,521	17,792	17,135	16,449	15,202	13,970
Filipino	1,307	1,359	1,242	1,082	1,036	927	820
Hispanic/Latino	11,907	14,193	12,650	11,286	11,465	11,256	9,175
Other Non White	259	212	225	241	267	197	134
Pacific Islander	131	143	165	148	154	110	84
SouthEast Asian	989	937	937	853	780	800	810
Unknown/No Response	5,791	5,834	6,339	6,107	7,995	7,094	6,212
White Non Hispanic	7,861	7,083	5,975	5,225	4,753	4,471	3,648
Total	48,960	52,552	48,258	44,421	45,162	42,082	36,717

Ethnic Group	1999-00	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
African American/Non Hispanic	6%	6%	6%	5%	5%	5%	5%
American Indian/Alaskan Native	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Asian	36%	37%	37%	39%	36%	36%	38%
Filipino	3%	3%	3%	2%	2%	2%	2%
Hispanic/Latino	24%	27%	26%	25%	25%	27%	25%
Other Non White	1%	<1%	<1%	1%	1%	<1%	<1%
Pacific Islander	<1%	<1%	<1%	<1%	<1%	<1%	<1%
SouthEast Asian	2%	2%	2%	2%	2%	2%	2%
Unknown/No Response	12%	11%	13%	14%	18%	17%	17%
White Non Hispanic	16%	13%	12%	12%	11%	11%	10%

## High School of Origin (1999-2011) For Credit Students under 25 Years Old



## The Achievement Gap of New SFUSD Graduates at CCSF Fall 2011 Cohort

Ethnicity	Fall 2011			Fall to Spring	Spring 2012	
	N	GPA	Units Passed		GPA	Units Passed
African American/Non Hispanic	92	1.87	45%	68%	1.67	41%
American Indian/Alaskan Native	1	0.00	0%	100%	0.30	0%
Asian	388	2.45	72%	91%	2.39	69%
Filipino	81	2.32	64%	77%	2.35	66%
Hispanic/Latino	314	1.95	53%	81%	1.97	52%
Pacific Islander	12	2.23	69%	75%	2.29	67%
SouthEast Asian	40	2.53	79%	88%	2.55	76%
Unknown/No Response	108	2.18	57%	85%	2.12	59%
White Non Hispanic	64	2.73	72%	91%	2.41	66%
Total/GAP	1,100	0.57	27%	22%	0.71	28%

Note: The achievement gap calculation is between Asian and African American students. Although whites scored highest in Fall 2011, in general, white students do not score the highest on any of the above measures.

**Accountability Reporting for the Community Colleges (ARCC)  
Overview for CCSF and Comparison Colleges**

		<i>2002-2003 to 2007-2008</i>	<i>2003-2004 to 2008-2009</i>	<i>2004-2005 to 2009-2010</i>	<i>2005-2006 to 2010-2011</i>	
Table 1.1	Student Progress & Achievement (SPAR) Rate (Credit)	City College of San Francisco	54.4%	50.2%	52.9%	54.3%
		El Camino	48.7%	49.8%	50.4%	50.0%
		Long Beach	42.1%	45.7%	44.4%	45.0%
		Mt. San Antonio	51.9%	51.4%	51.8%	52.1%
		Santa Monica	58.5%	66.5%	60.5%	59.2%
		Foothill	68.7%	67.2%	64.1%	63.0%
		DeAnza	70.4%	70.8%	72.8%	68.3%

		<i>2002-2003 to 2007-2008</i>	<i>2003-2004 to 2008-2009</i>	<i>2004-2005 to 2009-2010</i>	<i>2005-2006 to 2010-2011</i>	
Table 1.1a	Percent of Students Who Earned at Least 30 Units (Credit)	City College of San Francisco	74.8%	72.1%	73.6%	75.0%
		El Camino	69.1%	67.8%	69.4%	71.5%
		Long Beach	70.4%	72.8%	73.2%	74.2%
		Mt. San Antonio	75.4%	76.4%	77.2%	76.2%
		Santa Monica	76.0%	78.8%	74.6%	76.0%
		Foothill	75.3%	77.2%	80.5%	81.7%
		DeAnza	83.1%	83.8%	83.8%	85.9%

		<i>Fall 2006 to Fall 2007</i>	<i>Fall 2007 to Fall 2008</i>	<i>Fall 2008 to Fall 2009</i>	<i>Fall 2009 to Fall 2010</i>	
Table 1.2	Persistence Rate (Credit)	City College of San Francisco	75.2%	76.7%	75.1%	80.0%
		El Camino	76.5%	78.2%	76.5%	75.7%
		Long Beach	74.9%	76.5%	77.7%	68.6%
		Mt. San Antonio	77.1%	78.1%	70.9%	76.1%
		Santa Monica	73.9%	74.7%	73.2%	76.2%
		Foothill	74.4%	75.9%	75.6%	74.4%
		DeAnza	70.1%	70.9%	63.6%	83.4%

		<i>2007-2008</i>	<i>2008-2009</i>	<i>2009-2010</i>	<i>2010-2011</i>	
Table 1.3	Successful Course Completion Rate for Vocational Courses (Credit)	City College of San Francisco	76.3%	76.9%	76.8%	75.7%
		El Camino	71.6%	73.5%	74.3%	72.0%
		Long Beach	69.7%	70.3%	70.1%	73.2%
		Mt. San Antonio	73.3%	75.6%	76.6%	78.0%
		Santa Monica	67.1%	68.3%	69.2%	70.4%
		Foothill	89.4%	88.0%	87.9%	87.3%
		DeAnza	83.4%	81.9%	76.8%	74.4%

Sources: ARCC 2011 (first three data columns) and ARCC 2012 (last data column).

**Accountability Reporting for the Community Colleges (ARCC)  
Overview for CCSF and Comparison Colleges**

		2007-2008	2008-2009	2009-2010	2010-2011	
Table 1.4	Successful Course Completion Rate for Basic Skills Courses (Credit)	City College of San Francisco	64.2%	64.8%	61.7%	61.9%
		El Camino	53.8%	54.3%	57.6%	57.8%
		Long Beach	55.5%	55.5%	56.6%	60.5%
		Mt. San Antonio	59.5%	61.5%	59.7%	61.4%
		Santa Monica	56.6%	56.5%	59.0%	60.6%
		Foothill	80.4%	83.1%	80.7%	76.6%
		DeAnza	78.6%	77.8%	77.2%	72.5%

		2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011	
Table 1.5 (a)	Improvement Rate for ESL Courses* (Credit)	City College of San Francisco	57.4%	60.8%	66.6%	71.6%
		El Camino	63.5%	61.4%	64.4%	60.9%
		Long Beach	46.1%	46.9%	51.8%	52.9%
		Mt. San Antonio	63.9%	67.0%	69.2%	61.1%
		Santa Monica	65.6%	67.2%	68.2%	66.2%
		Foothill	56.1%	55.4%	57.4%	58.9%
		DeAnza	65.9%	67.2%	68.7%	68.0%

		2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011	
Table 1.5 (b)	Improvement Rate for Basic Skills Courses* (Credit)	City College of San Francisco	58.5%	65.0%	66.1%	64.4%
		El Camino	47.5%	51.0%	62.7%	63.2%
		Long Beach	63.2%	64.4%	64.2%	66.7%
		Mt. San Antonio	64.4%	65.5%	69.3%	67.3%
		Santa Monica	65.6%	67.9%	67.4%	67.3%
		Foothill	67.5%	62.3%	62.8%	60.4%
		DeAnza	72.9%	75.7%	76.0%	76.9%

		2005-2006 to 2007-2008	2006-2007 to 2008-2009	2007-2008 to 2009-2010	2008-2009 to 2010-2011	
Table 1.6	Career Development & College Preparation (CDCP) Progress & Achievement Rate (Enhanced Noncredit)	City College of San Francisco	5.3%	7.1%	7.5%	7.6%
		El Camino	0.0%	0.0%	0.0%	0.0%
		Long Beach	6.1%	7.1%	9.3%	8.3%
		Mt. San Antonio	16.1%	11.5%	4.7%	2.7%
		Santa Monica	15.3%	15.3%	11.5%	8.1%
		Foothill	0.0%	0.0%	0.0%	0.0%
		DeAnza	0.0%	0.0%	0.0%	0.0%

\* Calculations for Table 1.5 -- Course Improvement Rates for Credit ESL and Basic Skills -- vary slightly by reporting year. For example for the 2006-2007 ESL cohort, ARCC 2011 reported 60.8% versus 59.9% in ARCC 2012 for the same cohort. All such differences are within one percentage point.