



**2020-22 REPORT**

# Student Equity and Achievement Legislative Report

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





California  
Community  
Colleges

**SONYA CHRISTIAN**  
Chancellor

September 22, 2023

The Honorable Gavin Newsom  
Governor of California  
State Capitol  
Sacramento, CA 95814

**RE: Legislative Report**

Dear Governor Newsom:

On behalf of the Board of Governors for the California Community Colleges, I am pleased to present to you the California Community Colleges report on Student Equity and Achievement. This report is written in response to Education Code 78221.

In this report, the California Community Colleges Chancellor's Office presents a detailed summary on how Student Equity and Achievement funds have been expended throughout the system to advance achievement goals for all students, with an emphasis on traditionally underrepresented student groups.

Executive Vice Chancellor for the Equitable Student Learning, Experience and Impact Office Aisha Lowe may be contacted for questions and comments at [ALowe@CCCCO.edu](mailto:ALowe@CCCCO.edu).

Sincerely,

A handwritten signature in black ink that reads "Sonya Christian".

Chancellor

Enclosure: Report

**Chancellor's Office**

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

# 2020-22 STUDENT EQUITY AND ACHIEVEMENT PROGRAM ANNUAL REPORT

---

---

Prepared By

**California Community Colleges Chancellor's Office**

# TABLE OF CONTENTS

Introduction . . . . . 1

Student Equity and Achievement Program Expenditures . . . . . 1

System Progress in Advancing SEA Program Goals . . . . . 4

Conclusion . . . . . 8

Appendix 1 - Student Equity Plan – Executive Summaries . . . . .10

## **INTRODUCTION**

In California's 2018-19 budget package, the Student Equity and Achievement (SEA) Program was created by consolidating three separate funding streams that previously had supported the Basic Skills Initiative, the Student Equity program, and the Student Success and Support Program. These programs had similar goals: to increase equity and student success for disproportionately impacted students. However, they each used different strategies to achieve them. By combining these separate funding streams, districts are allowed greater flexibility in allocating funds in the way that best serves their students' needs. In creating this program, the Legislature expressed its intent that the consolidated funding be used to support the California Community Colleges in advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

Pursuant to Education Code §78222, this report will provide a summary detailing how SEA funding has been expended and for what specific purposes. Additionally, this report will assess the progress in advancing the following SEA Program goals required by this section of statute:

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

## **STUDENT EQUITY AND ACHIEVEMENT PROGRAM EXPENDITURES**

The annual SEA Program budget for 2020-21 and 2021-22 is \$474,031,950.

Districts report actual expenses in the following categories: salaries and benefits, operating expenses, supplies and materials, capital outlay, indirect expenses, and other. As shown in Figure 1, instructional and non-instructional salaries and benefits account for 91% of SEA Program expenditures with operating expenses accounting for about 5%, and all other categories (combined) at 4% over the three-year reporting period.

**Figure 1**

Expenditure Category	Percentage of Total Expenditures		
	2018-19	2019-20	2020-21
Salaries and Benefits (instructional & non-instructional)	90%	90%	92%
Operating Expenses	6%	6%	4%
Supplies and Materials	1.6%	1.4%	<1%
Indirect Expenses	<1%		
Capital Outlay			
Other			

Colleges also report which activities SEA Program expenditures supported, summarized in Figure 2 below. Counseling services remain as the top expenditure category consistently, accounting for more than one-third of all SEA funding uses every year since 2018-19. Districts reported a large percentage of expenditures (28% in 2019-20 and 2020-21) under the “other” category, indicating a need to expand the definitions of each category to provide appropriate transparency into the specific activities these dollars are funding.

**Figure 2: Percent of Spending per Category**

Expenditure Category	Percentage of Total Expenditures		
	2018-19	2019-20	2020-21
Basic Needs	2%	3%	4%
Counseling	34%	40%	40%
Embedded Tutoring	3%	3%	3%
Emergency Financial Assistance	30%	3%	3%
First Year experience	3%	5%	5%
Orientation	6%	8%	8%
Other	11%	28%	28%
Professional Development	5%	4%	4%
Tutoring	5%	7%	6%

With the flexibility built into the Education Code, SEA incentivizes colleges to engage in data-informed decision-making and continuous improvement processes to amplify and accelerate solutions towards closing achievement gaps experienced by underserved student populations in several ways:

- Encourages colleges and districts to use local data to establish benchmarks for success and empower local conversations and decision-making about what is working best.
- Broadens the expenditure guidelines to include all activities that advance student equity and achievement.
- Institutionalizes a new approach within Guided Pathways that connects planning to funding and shifts institutional focus from compliance to continuous improvement.
- Diverse activities enable colleges to meet the diverse needs of students.

Funding allocated to colleges is increasingly linked to institutional planning, goal setting, and outcomes, ensuring responsible stewardship of funds. Overall, the system is reaching a watershed, where these collective efforts have shifted from articulating a theory of change to executing a theory of action.

As part of receiving SEA funding, colleges are asked to disaggregate data for at least 14 student populations, target supports as necessary to close achievement gaps, and regularly examine progress. Colleges track progress for underserved student groups including African American, Latinx, Native American, Asian, disabled, economically disadvantaged, Filipino, foster youth, LGBT, native Hawaiian and veteran students. In addition, local governing boards can identify groups of students with particular needs in their communities and target SEA Program activities to support them. Please see Table 1 below for a list of activities highlighted by the colleges.

**Table 1**

Administrative (program or activity office support)	Basic Needs Support (food, transportation, housing)	Bootcamps (intense, short courses or workshops)
Bridge Courses (courses to help students transition successfully from high school)	Campus Climate (impacts to attitudes, behaviors, standards)	Classified (staffing, not management or faculty)
Co-requisite Courses	Communities of Practice (organizational learning)	Concurrent/dual enrollment (high school or other college)
Counseling (related to any part of the student’s journey)	Cultural Awareness Events (related to specific DI groups or other groups)	Curriculum Development (research, design, planning, implementation)
Direct Aid (financial)	Early Alert (programs or methods for intervention)	Embedded Tutoring (within a course or series of courses)



Expanded Hours of Operation (special hours outside of college department's norm)	Faculty (educators, not management or classified staff)	First Year Experience (equipping new students with skills, tools, knowledge)
Flexible Course Scheduling (student-centered schedule design)	High-Touch Enrollment Case Management (proactive counseling and academic support)	Integrations with Mental Health and Wellness Services (psychological and physical supports)
Learning Communities (interdisciplinary collaboration)	New Courses	Online Access to Student Services
Online Educational Plans (technology, course-mapping)	Orientation/Welcome Activities (geared toward new/newer students)	Outreach to K-12 and Community Partners (events, workshops, collaborations, communication)
Pedagogical Tools (resources to enhance, support, facilitate teaching/learning)	Peer Mentoring (student-to-student support)	Professional Development (events, workshops, training for staff and/or faculty)
Research Efforts (related to student equity/student success efforts, activities, goals)	Student Recruitment (searching for/engaging with prospective students)	Student Success Workshops (group sessions for students focused on habits, skills, etc.)
Student Academic Competitions/Research/Conferences (hosting, promoting, supporting)	Student Portal (technology, communication)	Supplemental Instruction (non-traditional tutoring)
Targeted Promotional Print Material (related to events, programs, equity/success messaging, etc.)	Technology Access for Students (programs, systems, apps, hardware, devices)	Textbook Access
Transportation	Tutoring (traditional academic support services)	University Field Trips (group visits to other local colleges and universities)

## SYSTEM PROGRESS IN ADVANCING SEA PROGRAM GOALS

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

Guided Pathways is the organizing framework for the system to organize programs, services, and degree pathways to advance the Vision for Success, which is our north star. To achieve

the desired equitable outcomes for our students, the system has contextualized Guided Pathways further by adopting the following four commitments:

1. Engaging in institutional change that improves student outcomes and closes achievement gaps;
2. Identifying and eliminating student friction points;
3. Assuming everything can and should change; and,
4. Working together to change student outcomes.

The SEA Program supports activities that focus all efforts on equity and student-centered design and redesign. As a result, and even in this endemic period, the California Community Colleges continues to make progress toward meeting its Vision for Success goals, established nearly five years ago to set a path to increase certificate and degree attainment, improve transfer and close equity gaps.

The system added momentum in exceeding its goal of increasing the number of students earning credentials each year by at least 20%. Since 2016-17, the number of students receiving credentials has increased by 27%.

Transfer to California State University and the University of California increased by 4% from 2019 though the increase in the number of transfer-prepared community college students continues to outpace growth in the number of students who are admitted to, and enroll in, a CSU or UC. The number of students earning an Associate Degree for Transfer increased 7.6% in 2019, and the five-year increase stands at 74%.

Progress toward the goal of reducing the units students accumulate before receiving their associate degree and the goal of increasing the number of students who get jobs in their field of study continued to show steady improvements.

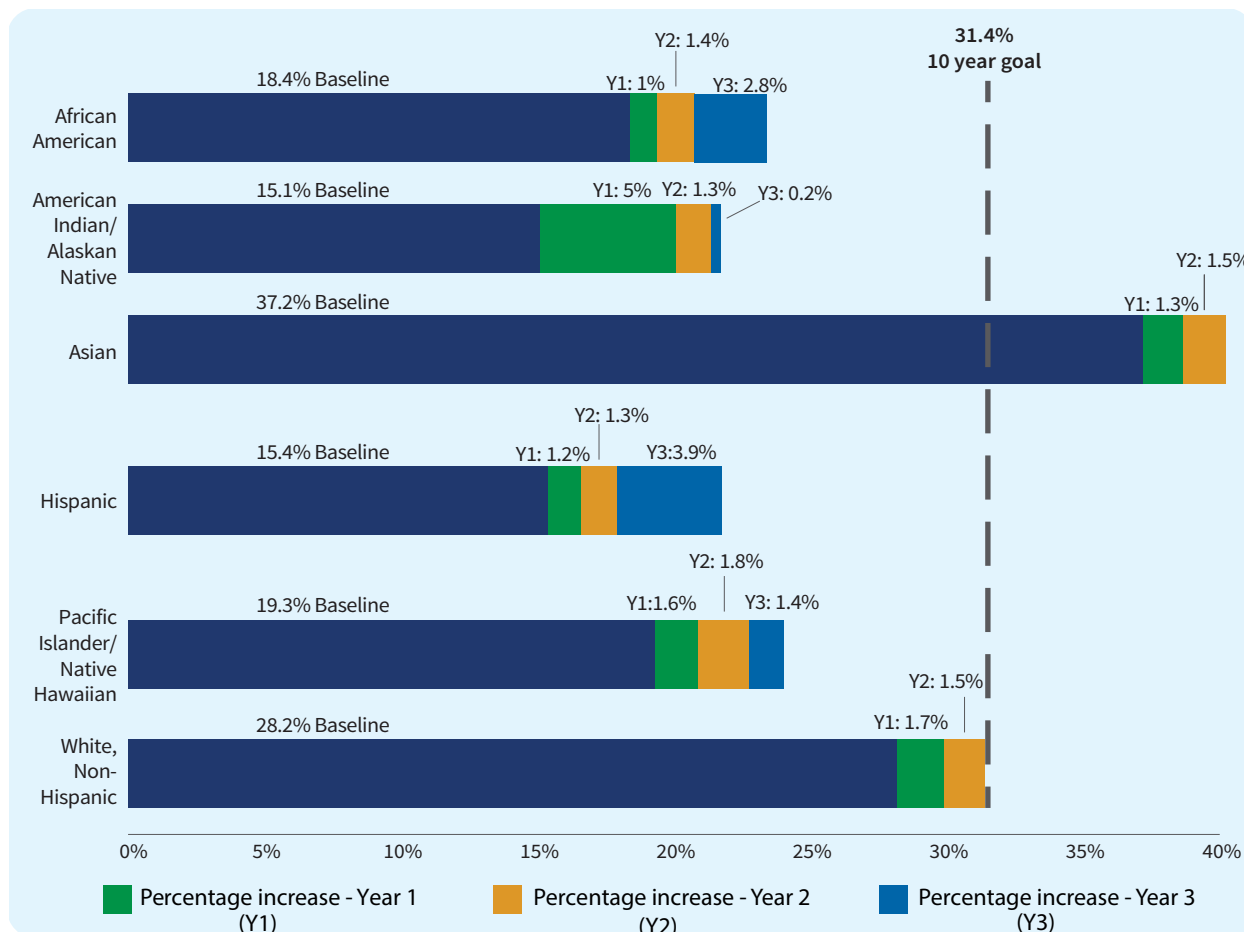
While there has been improvement in outcomes for all students over the timeframe of the Vision for Success, equity and regional gaps remain and, in some cases, have widened. COVID-19 affected students through school closures and class cancellations, a suspension of access to public events and public spaces, and the limiting of access to equitable resources both on and off their community college campuses. The transition to online instruction during the pandemic exacerbated inequities for students lacking access to technology, facing a reduction of income, or who may experience housing and/or food insecurity. Additionally, community college students are more likely to come from a low-income background or be students of color, two demographics that were disproportionately impacted by nearly all facets of the COVID-19 pandemic.

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

The number of students that earned credentials and transferred increased across all ethnicities, as shown in Figure 2. The number of students who identify as American Indian/Alaskan Native showed the largest growth of 5%, with all others growing in the 1-3% range. While progress has been made with the support of SEA Program activities, equity gaps

persist. To make meaningful progress on closing equity gaps, SEA Program funding must be leveraged with additional funding sources such as the California College Promise (AB19) funds, Enrollment and Retention funds, or specific categorical funding to address inequities for students of color, undocumented students, and others; and SEA Program funded activities should align with relevant student success and affinity programs.

**Figure 3: Rate of Completion by Ethnicity**

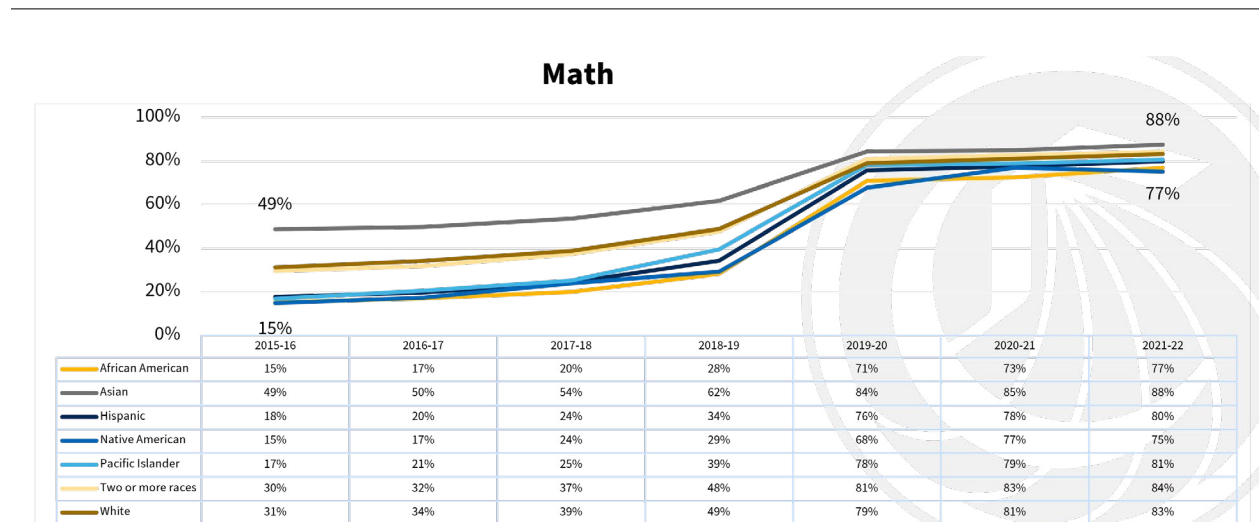
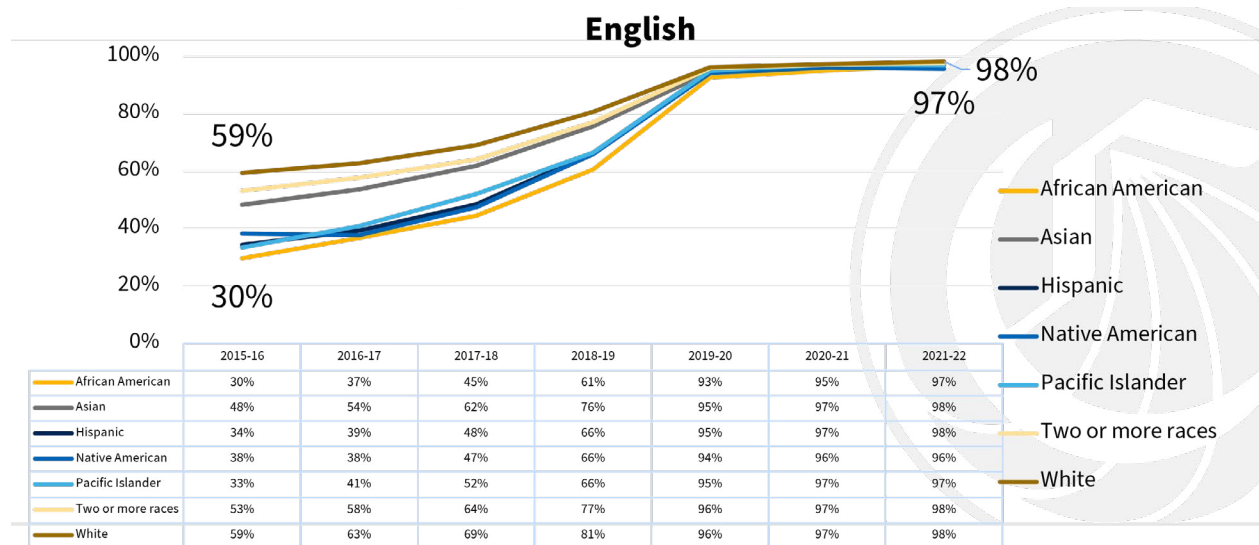


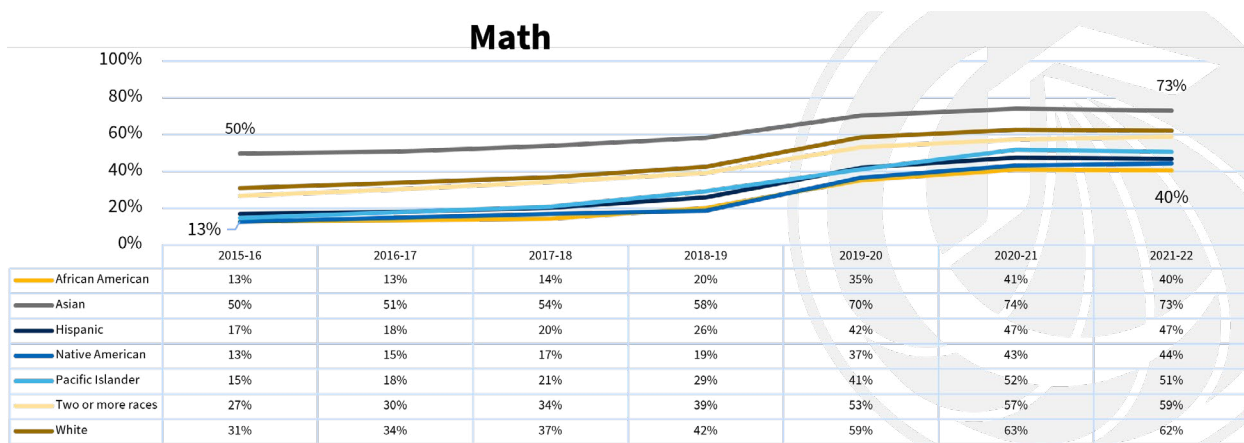
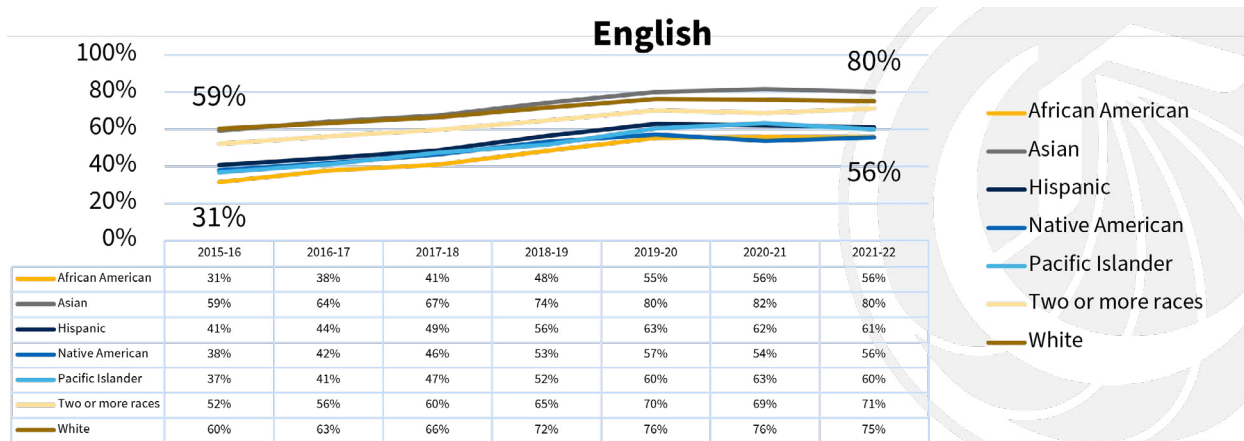
**GOAL 3: PROVIDING QUALITY CURRICULUM, INSTRUCTION, AND SUPPORT SERVICES TO STUDENTS WHO ENTER COLLEGE DEFICIENT IN ENGLISH AND MATHEMATICS TO ENSURE THESE STUDENTS COMPLETE A COURSE OF STUDY IN A TIMELY MANNER.**

Data overwhelmingly demonstrates that equitable placement efforts, signified by the passage and implementation of Assembly Bill (AB) 705 (Irwin, 2017) and AB 1705 (Irwin, 2022), have significantly closed the equity gaps for students who are completing transfer level English and Math classes. As shown in Figure 3, prior to the passage of AB 705, only 30% of African American students had direct access to transfer level English, a rate which increased to 97% in 2021-22. By contrast, nearly 60% of White students, double that of African American students, had direct access to transfer level before AB 705, which has since increased to 98% –

thus effectively eliminating the equity gap between Black and White students in this area. For Math, gaps continue to exist but have narrowed significantly, with access for Black students going from 15% to 77%, while White students increased from 49% to 88%. Eliminating this and all other equity gaps in not just accessing, but succeeding in, transfer-level coursework remains a top priority of the California Community Colleges, one which SEA funds will continue to support.

**Figure 4: Direct enrollment in transfer-level English and math has increased across all racial/ethnic groups, substantially narrowing equity gaps.**





## CONCLUSION

SEA funded activities has been shown to decrease equity gaps by implementing activities that support Guided Pathways and ensuring students complete their educational goals by providing curriculum and support to students placed directly into transfer-level English and mathematics courses. While equity gaps persist, the SEA Program has helped us in needed improvements.

As reported, colleges utilized 90% of SEA funding on instructional and non-instructional salaries and benefits. Counseling services remain as the top expenditure category consistently, accounting for more than one-third of all SEA funding uses every year since 2018-19 with emergency financial assistance as the next highest expenditure category.

The following is a list of SEA Program continuous improvement priorities:

- 1. Continued support in implementing system equity reforms such as equitable placement.** Given the clear impact equitable placement efforts have had on closing equity gaps, the Chancellor’s Office is committed to double down on these efforts and we continue to implement and evaluate the implementation of this transformational reform. The passing of legislation provides the necessary compliance mechanism for the system, but as we move into the next phase, our focus will shift from compliance to full implementation and to ensure students’ entrance into, support in, and successful completion of these courses is maximized.

- 2. Explicit and accountable professional development focused on equity.** Ninety percent of SEA Program funds are spent on the salaries and benefits of the counselors and classified staff, so pairing high expectations with high support for this group of professionals is an important strategy to maximize the impact of SEA program. The Chancellor’s Office plans to invest in and support professional development activities for counselors and classified staff who engage directly with students to support the scaling of evidence-based practices that clearly close equity gaps. The Chancellor’s Office will continue to seed local innovations by encouraging colleges to lean into continuous improvement principles and leverage local data to engage in the student-centered design and redesign process to minimize and remove student friction points.
- 3. Increased activities to transform classroom environments.** Current SEA program expenditures indicate more is spent on student support activities outside of the classroom. The Guided Pathways framework and activities that support innovations in teaching and learning (e.g., distance education, embedded tutoring, bridge & co-requisite courses) are imperative for achieving the Vision for Success goals. With the critical need of embedding equity in everything we do, activities inside and outside the classrooms need to be merged to ensure a seamless student experience.
- 4. Connecting the dots between program activities, expenditures and impact and Student Equity Plans, which occurs in a three-year cycle and are separate from the SEA Program.** Transformative change takes time. Closing equity gaps that have existed for decades will not happen overnight and not without continuous planning and collaboration across college campuses. SEA Prog Annual Report relies heavily on colleges’ Student Equity Plans, updated every three years. Aligning expenditure reporting with equity plan reporting provides a coordinated and streamlined reporting process to see the collective impact. The Chancellor’s Office would like the State Legislature to consider adjusting the annual reporting requirement to every three years, coinciding with the equity plan period.

## APPENDIX 1 - STUDENT EQUITY PLAN – EXECUTIVE SUMMARIES

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

[Allan Hancock College](#)

[American River College](#)

[Antelope Valley College](#)

[Bakersfield College](#)

[Barstow College](#)

[Berkeley City College](#)

[Butte College](#)

[Cabrillo College](#)

[Canada College](#)

[Cerritos College](#)

[Cerro Coso Community College](#)

[Chabot College](#)

[Chaffey College](#)

[Citrus College](#)

[City College of San Francisco](#)

[Clovis Community College](#)

[Coastline Community College](#)

[College of Alameda](#)

[College of Marin](#)

[College of San Mateo](#)

[College of the Canyons](#)

[College of the Desert](#)

[College of the Redwoods](#)

[College of the Sequoias](#)

[College of the Siskiyous](#)

[Compton College](#)

[Contra Costa College](#)

[Copper Mountain College](#)

[Cosumnes River College](#)

[Crafton Hills College](#)

[Cuesta College](#)

[Cuyamaca College](#)

[Cypress College](#)

[De Anza College](#)

[Diablo Valley College](#)

[East Los Angeles College](#)

[El Camino College](#)

[Evergreen Valley College](#)

[Feather River College](#)

[Folsom Lake College](#)

[Foothill College](#)

[Fresno City College](#)

[Fullerton College](#)

[Gavilan College](#)

[Glendale Community College](#)

[Golden West College](#)

[Grossmont College](#)

[Hartnell College](#)

[Imperial Valley College](#)

[Irvine Valley College](#)

[Lake Tahoe Community College](#)

[Laney College](#)

[Las Positas College](#)  
[Lassen College](#)  
[Long Beach City College](#)  
[Los Angeles City College](#)  
[Los Angeles Harbor College](#)  
[Los Angeles Mission College](#)  
[Los Angeles Pierce College](#)  
[Los Angeles Southwest College](#)  
[Los Angeles Trade-Technical College](#)  
[Los Angeles Valley College](#)  
[Los Medanos College](#)  
[Madera Community College](#)  
[Mendocino College](#)  
[Merced College](#)  
[Merritt College](#)  
[MiraCosta College](#)  
[Mission College](#)  
[Modesto Junior College](#)  
[Monterey Peninsula College](#)  
[Moorpark College](#)  
[Moreno Valley College](#)  
[Mt. San Antonio College](#)  
[Mt. San Jacinto College](#)  
[Napa Valley College](#)  
[Norco College](#)  
[Ohlone College](#)  
[Orange Coast College](#)  
[Oxnard College](#)  
[Palo Verde College](#)  
[Palomar College](#)  
[Pasadena City College](#)  
[Porterville College](#)  
[Reedley College](#)  
[Rio Hondo College](#)  
[Riverside City College](#)  
[Sacramento City College](#)  
[Saddleback College](#)  
[San Bernardino Valley College](#)  
[San Diego City College](#)  
[San Diego Mesa College](#)  
[San Diego Miramar College](#)  
[San Joaquin Delta College](#)  
[San Jose City College](#)  
[Santa Ana College](#)  
[Santa Barbara City College](#)  
[Santa Monica College](#)  
[Santa Rosa Junior College](#)  
[Santiago Canyon College](#)  
[Shasta College](#)  
[Sierra College](#)  
[Skyline College](#)  
[Solano Community College](#)  
[Southwestern College](#)  
[Taft College](#)  
[Ventura College](#)  
[Victor Valley College](#)  
[West Hills College Coalinga](#)  
[West Hills College Lemoore](#)  
[West Los Angeles College](#)  
[West Valley College](#)  
[Woodland Community College](#)  
[Yuba College](#)





Front cover photo: San Diego  
Community College District

Photo at right: San Diego  
Community College District

Back cover photo: Santa Ana  
College



Connect  
with us!

## WEBSITES

**California Community Colleges**

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

**Salary Surfer**

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

**I Can Go To College**

[icangotocollege.com](http://icangotocollege.com)

## SOCIAL MEDIA



**California Community Colleges Facebook**  
[facebook.com/CACommColleges](https://facebook.com/CACommColleges)



**California Community Colleges Twitter**  
[twitter.com/CalCommColleges](https://twitter.com/CalCommColleges)

**Chancellor Sonya Christian Twitter Feed**  
[twitter.com/sonyachristian](https://twitter.com/sonyachristian)

**Government Relations Twitter Feed**  
[twitter.com/CCGRAdvocates](https://twitter.com/CCGRAdvocates)



**California Community Colleges YouTube**  
[youtube.com/CACommunityColleges](https://youtube.com/CACommunityColleges)



**California Community Colleges Instagram**  
[instagram.com/CaliforniaCommunityColleges](https://instagram.com/CaliforniaCommunityColleges)



**California Community Colleges Threads**  
[threads.net/@californiacommunitycolleges](https://threads.net/@californiacommunitycolleges)



California Community Colleges Chancellor's Office  
1102 Q Street | Suite 4400 | Sacramento, CA 95811

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