



2024-25 REPORT

Student Equity and Achievement

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



California
Community
Colleges

SONYA CHRISTIAN
Chancellor

August 28, 2026

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

RE: Student Equity and Achievement Program Legislative Report

Dear Secretary Contreras:

Pursuant to California Education Code § 78222, the California Community Colleges Chancellor's Office is pleased to submit the 2024–25 Student Equity and Achievement Program Legislative Report.

This report provides an overview of how Student Equity and Achievement (SEA) Program funds have been used across the system to support student achievement and advance equity, particularly for historically underrepresented student populations. It also includes an update on the SEA Program's three statutory goals, as outlined in Education Code § 78222.

For any questions regarding this report, please contact Erin Larson, Assistant Vice Chancellor for Strategic Educational and Workforce Initiatives, at elarson@cccco.edu.

Sincerely,

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

Sonya Christian, Chancellor

Enclosure: Report

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

Chancellor's Office

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2024-25 STUDENT EQUITY AND ACHIEVEMENT PROGRAM LEGISLATIVE REPORT

Prepared By

California Community Colleges Chancellor's Office
Strategic Educational and Workforce Initiatives

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EXECUTIVE SUMMARY

The Student Equity and Achievement (SEA) Program, established in 2018–19, provides California community colleges with flexible funding to advance student success and eliminate equity gaps, particularly for historically underserved populations. The program supports three core goals:

1. Implementing activities and practices aligned with the California Community Colleges Guided Pathways framework.
2. Ensuring students complete their educational goals and a defined course of study.
3. Providing high-quality curriculum, instruction, and support services to students who enter college underprepared in English and mathematics.

This report fulfills the requirements of Education Code § 78222 by summarizing how SEA Program funds were used and assessing systemwide progress toward these goals during the 2024–25 academic year.

KEY FINDINGS

SEA PROGRAM EXPENDITURES

- In the 2024–25 academic year, colleges received \$497,781,950 in SEA Program funding, with 94% of expenditures allocated to salaries and benefits.

SYSTEM PROGRESS IN ADVANCING SEA PROGRAM GOALS

- Colleges advanced coordinated, equity-focused strategies across all four Guided Pathways pillars through integrated outreach, onboarding, and academic support to help students enter, navigate, and progress along their educational pathways.
- Three-year completion rates for students earning a Chancellor’s Office-approved award ranged from 17% to 19% across the fall 2020–2022 cohorts, reflecting modest but steady progress.
- Transfer-level English and math placement reached approximately 100% across all racial and ethnic groups by fall 2024, and successful completion rates increased across cohorts in both subjects, demonstrating improvements in access and student achievement.

The SEA Program remains a foundational investment in advancing equity and student success across California community colleges. Continued progress will depend on sustained funding, strong alignment between practice and outcomes, and the effective use of data to identify and close persistent equity gaps.

INTRODUCTION

California Community Colleges is the largest system of higher education in the nation, serving more than 2 million students annually. More than 70% of California’s public higher education students attend a California community college. As part of an open-access system, California community colleges are a vital engine of upward mobility, particularly for students from historically underserved communities, by supporting degree attainment, transfer, and workforce readiness.

To advance this mission, the Student Equity and Achievement (SEA) Program was established during the 2018–19 legislative and budget cycle to consolidate funding for three interrelated categorical programs—the Basic Skills Initiative, the Student Equity Program, and the Student Success and Support Program. This restructuring addressed long-standing concerns about fragmentation and overlap and created a unified approach to providing student support services. As outlined in Education Code § 78222, the SEA Program provides colleges with flexible funding to support student achievement, advance equity, and help students achieve their academic and career goals. Over time, it has become a central driver of equity and student success, enabling colleges to sustain core services, scale reforms like Equitable Placement and Guided Pathways, and advance statewide priorities like Vision 2030¹ and the Governor’s Roadmap for California Community Colleges.² Furthermore, Education Code § 78222 requires colleges to use SEA Program funds to achieve the following goals, aimed at eliminating achievement gaps for all students, with a particular focus on underserved students.

1. Implementing activities and practices aligned with the California Community College Guided Pathways Grant Program, which promotes structured academic and career pathways to improve student outcomes.
2. Ensuring that students successfully complete a defined course of study and reach their educational goals.
3. Providing high-quality instruction and support services to students who are underprepared in English and mathematics to ensure they can achieve their educational goals in a timely manner.

This report fulfills the legislative requirements of Education Code § 78222 by detailing how SEA Program funds were expended during the 2024-25 academic year and summarizing systemwide progress toward the three SEA Program goals using the most recent data available for each measure. Specifically, it includes:

- A summary of systemwide SEA Program funding and expenditures.
- An overview of how colleges are leveraging SEA Program funds to support Guided Pathways efforts.

1 California Community Colleges Chancellor’s Office. (2023). Vision 2030: A Roadmap for California Community Colleges. <https://www.cccco.edu/Vision2030>.

2 California Department of Finance. (2022). Governor’s Roadmap for the California Community Colleges. <https://dof.ca.gov/media/docs/programs/education/CCC-Roadmap-May-2022.pdf>

- An assessment of progress in improving student achievement and closing equity gaps for underrepresented groups.

For the 2024–25 reporting cycle, the California Community Colleges Chancellor’s Office advanced its efforts to streamline and strengthen statewide reporting through the launch of Vision-Aligned Reporting (VAR), an innovative systemwide approach to program reporting. Introduced in fall 2024, VAR is designed to transform data collection by aligning reporting to student outcomes and equity goals, while reducing duplication and administrative burden across colleges.

By providing a unified framework for documenting program activities, VAR enables more consistent, transparent, and meaningful reporting, equipping colleges and system leaders with actionable data to inform decision-making, continuous improvement, and equitable student success.¹

SEA Program activity data included in this report were submitted through VAR, offering a clearer, more comprehensive view of how colleges are advancing strategies that support equity and student success statewide.

SEA PROGRAM OVERVIEW

PROGRAM FUNDING

The Chancellor’s Office allocates SEA Program funding to each district on an annual basis based on their combined 2017-18 funding for the Basic Skills Initiative, Student Equity Program, and Student Success and Support Program. Appropriations above the 2017-18 level were allocated to districts proportionally (See Appendix A for district allocations). Districts have two years to expend their allocations and have local control and flexibility in funding activities and practices that support student achievement, advance equity, and address disparities in student outcomes.

PROGRAM REQUIREMENTS

To receive SEA Program funds, colleges must:

1. Maintain a Student Equity Plan.
2. Provide matriculation services.
3. Implement equitable placement policies.
4. Provide all students with a Student Education Plan.
5. Establish and support on-campus food pantries or regular food distributions.
6. Submit an annual report to the Chancellor’s Office.

¹ <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/vision-aligned-reporting>

STUDENT EQUITY PLANS

The Student Equity Plan (SEP) is the primary mechanism for advancing the system's equity goals, enabling colleges to translate statewide priorities into targeted, measurable strategies over a three-year cycle. To support alignment, the Chancellor's Office provides each college with disproportionate impact data across five key metrics: successful enrollment; persistence from first to second term; completion of transfer-level math and English; transfer to a four-year institution; and completion of a credential or associate degree. A disproportionate impact occurs when one subgroup's achievement rate is below a threshold level relative to other groups. In this report, we use the [PPG-1 method](#) to determine if a subgroup's is low enough to warrant focused action on the part of the college.

Colleges use these data to identify disproportionately impacted student groups, set goals to close equity gaps, and design activities aligned with Guided Pathways and Vision 2030. Required three-year updates and annual reporting (Education Code § 78220; Title 5 § 54220) provide the Chancellor's Office with ongoing insight into progress, practices, and remaining gaps.

As both a planning and accountability tool, the SEP informs statewide policy, resource allocation, and technical assistance. For the 2024–25 cycle, colleges reported SEP-aligned activities through VAR, which serves as the primary data source for the Guided Pathways analysis in this report.

SEA PROGRAM EXPENDITURES

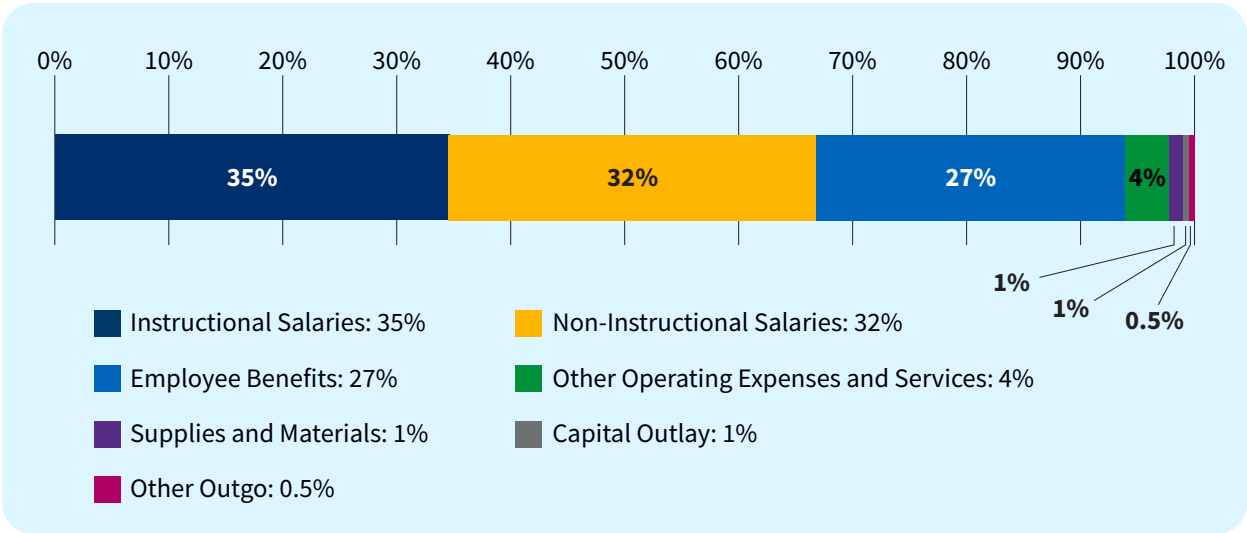
For the 2024–25 academic year, the SEA Program allocated \$497,781,950 to colleges. Colleges have two years to expend each annual distribution, and this report presents expenditures for the 2024–25 allocation only.

The Chancellor's Office requires colleges to report SEA Program expenditures across the following categories: instructional salaries¹, non-instructional salaries², employee benefits, operating expenses and services, supplies and materials, and other outgoing costs. As shown in Figure 1, colleges spent 94% of their SEA funds on instructional salaries, non-instructional salaries, and employee benefits during the 2024-25 academic year. The remaining 6% of the funds were spent on other operating expenses and services, supplies and materials, capital outlay, and other outgoing costs.

1 Instructional salaries for academic positions, including counseling faculty, that require minimum qualifications established by the Board of Governors of the California Community College (Board of Governors).

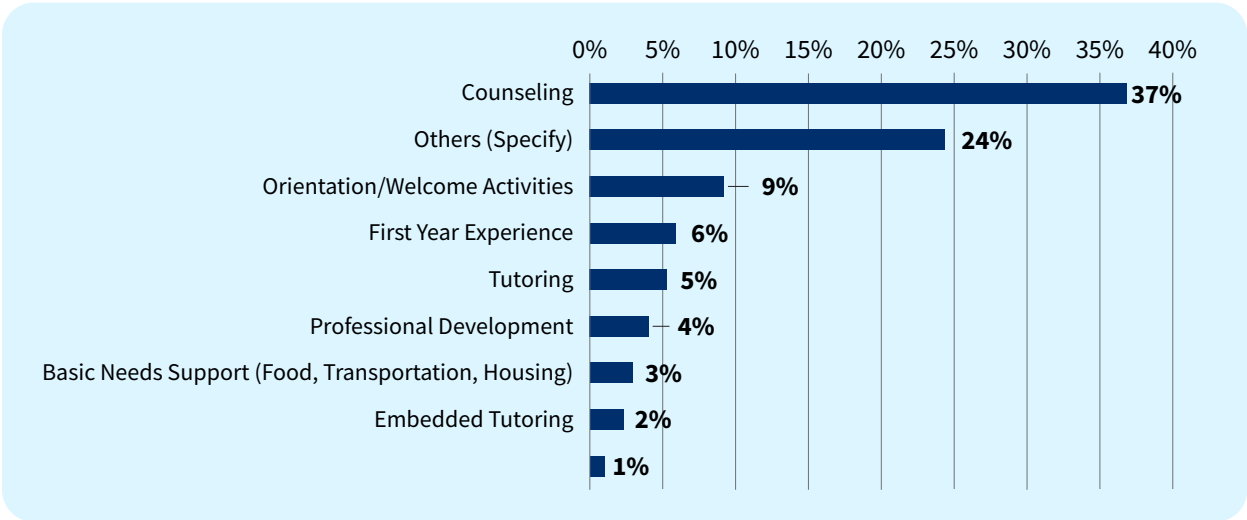
2 Non-instructional salaries for classified and non-academic salary positions that do not require minimum qualifications established by the Board of Governors.

Figure 1: 2024-25 Expenditures by Object Code



In addition to reporting administrative expenditures, colleges reported their estimated 2024-25 expenditures by activity, including basic needs, counseling, orientation, and tutoring, among others. Counseling represents the largest expenditure category, accounting for 37% of all SEA Program expenditures. An additional 24% of estimated expenditures are categorized as “Other” (see Figure 2). For this reporting year, colleges used this category to capture essential costs not included in the other categories, such as salaries and benefits, equity-focused initiatives, and programming.

Figure 2: 2024-25 Planned Expenditures by Activity



SYSTEM PROGRESS IN ADVANCING SEA PROGRAM GOALS

The following sections include an assessment of systemwide progress toward advancing the SEA Program goals. Each section includes a brief overview of each goal, a description of the data collection methods, and an analysis of related outcomes.

GOAL 1: IMPLEMENTING ACTIVITIES AND PRACTICES ALIGNED WITH THE CALIFORNIA COMMUNITY COLLEGES GUIDED PATHWAYS FRAMEWORK

Under the requirements of the SEA Program, colleges are expected to implement practices and activities aligned with the Guided Pathways framework¹ — an equity-centered approach to clarify educational pathways, deliver inclusive support services, and remove systemic barriers to success. The framework is organized around four interrelated pillars: (1) Clarify the Path, (2) Help Students Get on the Path, (3) Help Students Stay on the Path, and (4) Ensure Students are Learning.

For the 2024–25 reporting cycle, colleges reported SEA Program activities through VAR, enabling a more structured analysis of local implementation efforts. Using VAR data, activities from 108 colleges were mapped to the Guided Pathways pillars, providing a clearer view of how colleges are operationalizing student success and equity strategies across the framework. The most commonly reported activities are summarized below by pillar.

PILLAR 1: CLARIFY THE PATH

- Developing and refining academic programs, course sequences, and pathway maps to provide students with clear, structured pathways, helping them understand program requirements, navigate their options, and make steady progress toward achieving their educational and career goals.
- Strengthening pathway alignment, articulation, and transfer planning to improve transfer readiness and increase successful transfer outcomes for students.
- Promoting early and ongoing coordination among instructional faculty, counseling, and student support staff to proactively align program pathways, educational planning, and support services from the outset of students' academic journeys.
- Embedding equity-focused practices early in program and pathway design, including culturally responsive instruction and targeted supports for disproportionately impacted student populations.

PILLAR 2: GET ON THE PATH

- Designing structured onboarding experiences such as orientation, first-year programs, educational planning, and transition activities that help students enter college with a clear understanding of their pathway, expectations, and available supports.
- Expanding early outreach and access efforts with K–12 schools, dual enrollment students, adult learners, and community partners to ensure students enter college with defined pathways and informed educational goals.

1 California Community Colleges Chancellor's Office. (n.d.) Guided Pathways. <https://www.cccco.edu/College-Professionals/Guided-Pathways>

- Aligning outreach, onboarding, counseling, and early student success supports to guide students in selecting a program of study and connecting to resources from the point of entry.
- Integrating identity-based programs and learning communities (e.g., Umoja, Puente) into initial student experiences to foster belonging, clarify pathways, and support early engagement for disproportionately impacted students.

PILLAR 3: STAY ON THE PATH

- Delivering integrated academic, counseling, transfer, and basic needs supports to help students maintain momentum, overcome barriers, and persist along their educational pathways.
- Expanding proactive academic support such as embedded and online tutoring, comprehensive educational planning, transfer counseling, peer support, and early alert interventions, to keep students on track and progressing toward completion and transfer.
- Fostering inclusive, culturally responsive environments through equity-centered programming and services that strengthen belonging and support continued engagement for disproportionately impacted students.
- Coordinating academic, transfer, and basic needs resources as part of a holistic retention strategy designed to sustain student progress and ensure continuous advancement along the pathway.

PILLAR 4: ENSURE LEARNING

- Investing in professional development and faculty learning, such as equity-focused training and leadership development, to strengthen instruction, improve learning environments, and ensure high-quality learning across programs.
- Using institutional research, assessment, and data-informed planning to evaluate student learning and drive continuous improvement aligned with Guided Pathways goals.
- Supporting learning infrastructure and instructional services such as learning centers, STEM centers, assistive technology, and noncredit programming, to enhance student learning, skill development, and successful outcomes.

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

SEA Program legislation emphasizes the importance of helping students complete their educational goals through clear and efficient academic pathways. To assess progress toward this goal, the Chancellor's Office analyzed college progress toward the Vision Goal Completion metric for the fall 2020, fall 2021, and fall 2022 cohorts, which consist of first-time, general admit students. This metric measures the proportion of students who earned a Chancellor's Office-approved certificate, associate degree, or California community college baccalaureate degree within three years of initial enrollment.

The three-year Vision Goal Completion rates ranged from 17% to 19% across the fall 2020, fall 2021, and fall 2022 cohorts (see Figure 3). Completion rates generally increased across cohorts, which may partly reflect the declining impact of COVID-19-related disruptions over time, as the fall 2020 cohort entered during the height of the pandemic.

Disaggregated data by race and ethnicity continue to reveal persistent equity gaps in completion outcomes. Black and Indigenous students consistently had the lowest three-year completion rates, with rates remaining below 13% across cohorts. In contrast, Asian students had the highest completion rates, ranging from approximately 25% to 27%, followed closely by Filipino students. While most racial and ethnic groups experienced stable or improving completion rates across cohorts, Black and Indigenous students did not experience similar gains between the fall 2021 and fall 2022 cohorts, highlighting the persistence of these equity gaps.

Figure 3: Students Earning an Award within Three Years

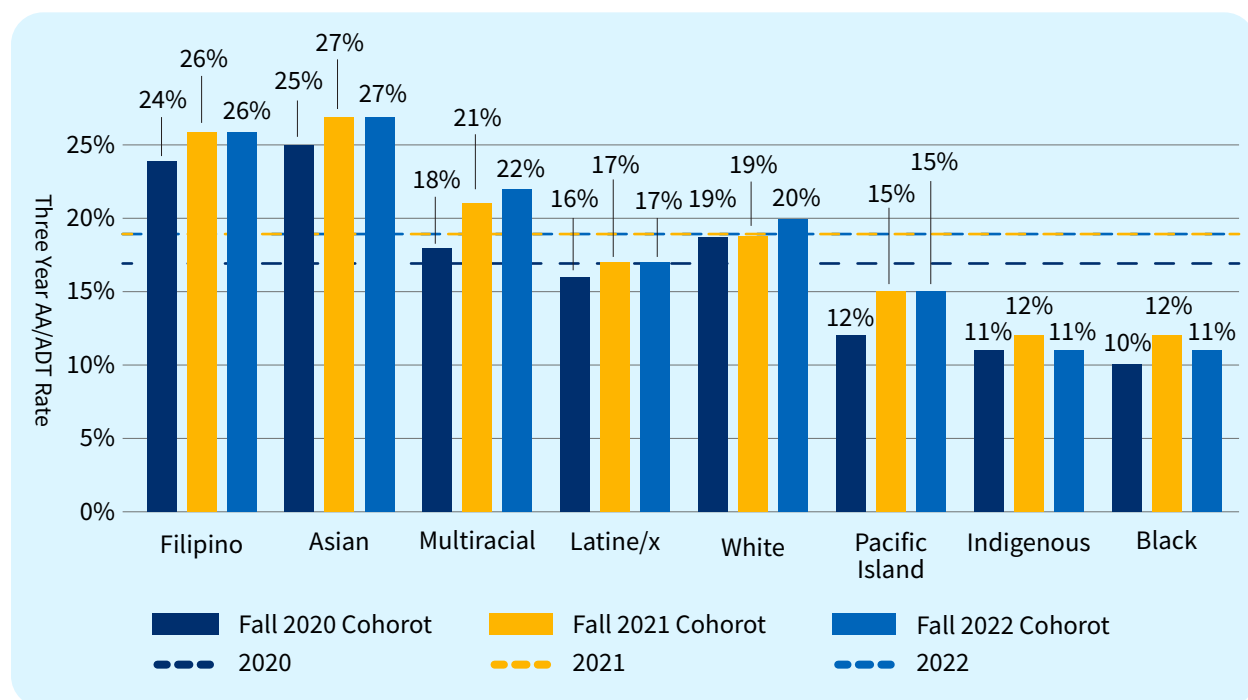


Table 1. Students Earning an Award within Three Years

Racial Identity	Fall 2020 Cohort	Fall 2021 Cohort	Fall 2022 Cohort	All Student - 2020	All Student - 2021	All Student - 2022
Filipino	24%	26%	26%	17%	19%	19%
Asian	25%	27%	27%	17%	19%	19%
Multiracial	18%	21%	22%	17%	19%	19%
Latine/x	16%	17%	17%	17%	19%	19%
White	19%	19%	20%	17%	19%	19%
Pacific Islander	12%	15%	15%	17%	19%	19%
Indigenous	11%	12%	11%	17%	19%	19%
Black	10%	12%	11%	17%	19%	19%

GOAL 3: PROVIDING HIGH-QUALITY CURRICULUM, INSTRUCTION, AND SUPPORT SERVICES TO STUDENTS WHO ENTER COLLEGE UNDERPREPARED IN ENGLISH AND MATHEMATICS

Ensuring timely completion of transfer-level English and math is a core requirement of the SEA Program, consistent with other legislative reforms such as Assembly Bill (AB) 705 and AB 1705. These policies direct colleges to implement Equitable Placement and Support practices that expand access and promote students' success in transfer-level courses. To assess progress on this goal, the Chancellor's Office examined both placement into and completion of transfer-level English and math. The results from this analysis are summarized below.

Transfer-Level English and Math Placement Rates

The overall placement rates into transfer-level English and math increased substantially between fall 2020 and fall 2024 across all racial and ethnic groups. In fall 2020, transfer-level English placement rates were already very high, ranging from 94% for Indigenous students to nearly 98% for White and Mixed-race students (see Figure 4). By fall 2024, placement rates rounded to 100% for all groups, reflecting that almost all students were placed directly into transfer-level English courses.

Figure 4: Fall Transfer-Level English Placement Rate by Race/Ethnicity

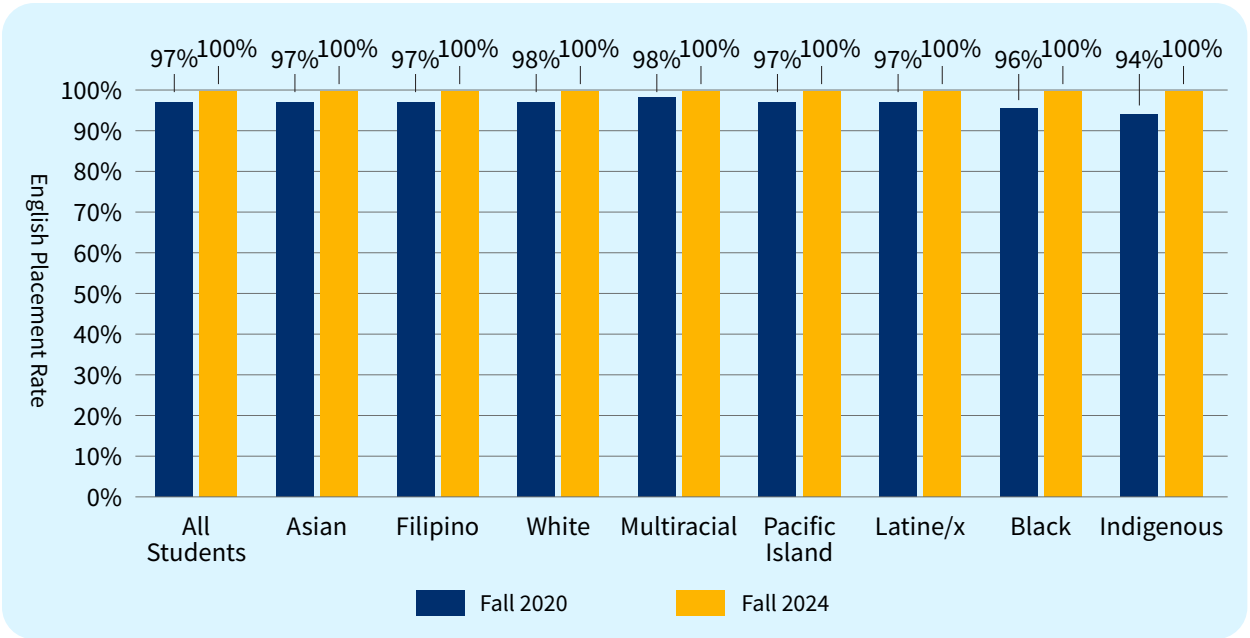


Table 1: Fall Transfer-Level English Placement by Race/Ethnicity

Racial Identity	Fall 2020	Fall 2024
All Students	97.1%	100%
Asian	97.2%	100%
Filipino	97.3%	100%
White	97.6%	100%
Multiracial	97.6%	100%
Pacific Islander	96.8%	100%
Latine/x	97.0%	100%
Black	95.8%	100%
Indigenous	94.3%	100%

Placement into transfer-level math showed larger equity gaps in fall 2020. Black students had the lowest placement rate at 74%, followed by Latine/x students at 78% and Indigenous students at 79%, while Asian students had the highest placement rate at 87% (see Figure 5). By fall 2024, placement rates for all racial and ethnic groups increased to approximately 100%, largely eliminating the equity gaps observed in earlier cohorts. These findings reflect substantial systemwide progress in expanding equitable access to transfer-level English and math gateway courses that are critical to student success.

Figure 5: Fall Transfer-Level Math Placement Rate by Race/Ethnicity

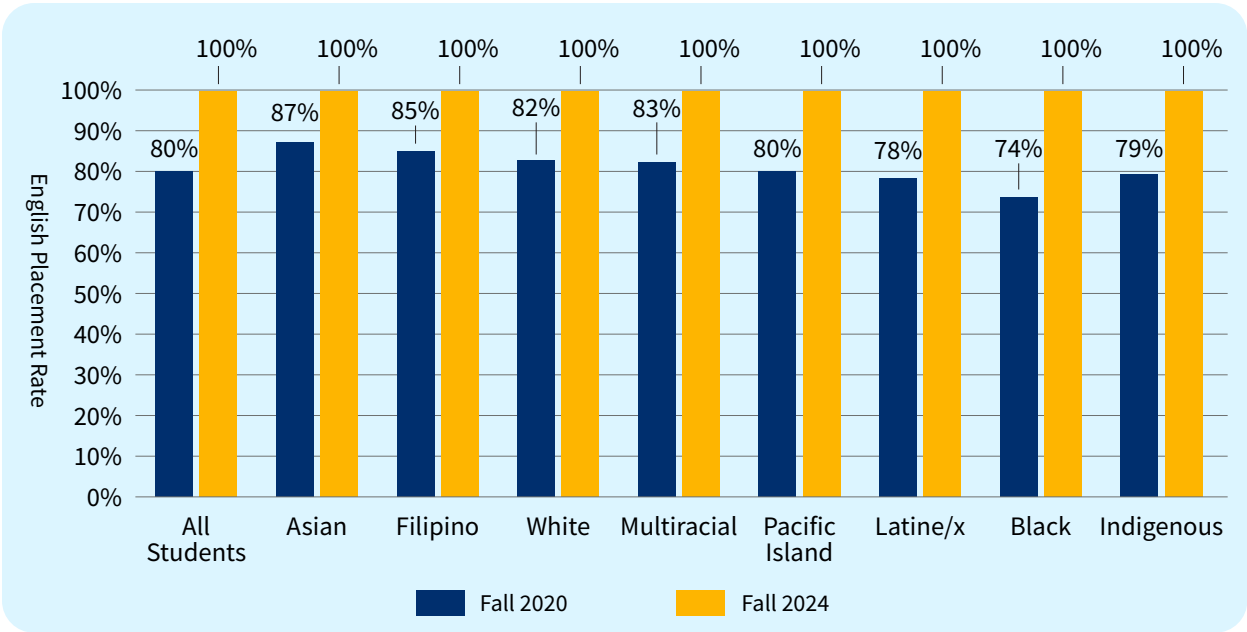


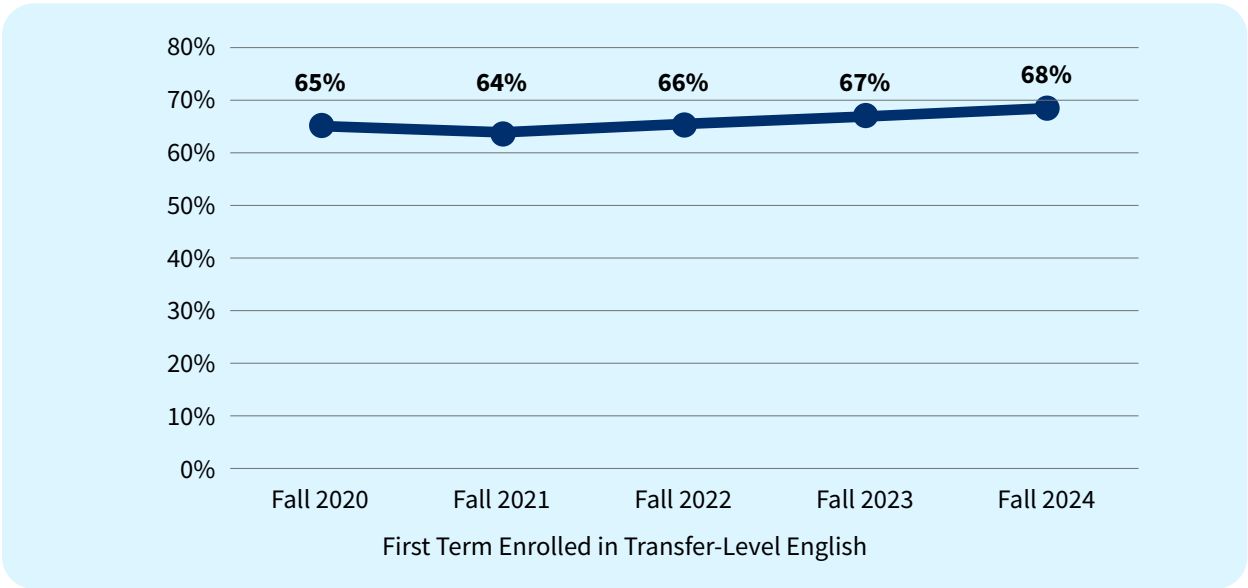
Table 2. Fall Transfer-Level Math Placement Rate by Race/Ethnicity

Racial Identity	Fall 2020	Fall 2024
All Students	80.4%	99.7%
Asian	86.7%	99.7%
Filipino	84.8%	99.5%
White	82.1%	99.5%
Multiracial	83.4%	99.6%
Pacific Islander	80.3%	99.6%
Latine/x	78.3%	99.7%
Black	74.3%	99.6%
Indigenous	78.7%	100.0%

Transfer-Level English and Math Successful Completion Rates

Successful completion (grade of C or better) rates in transfer-level English increased between fall 2020 and fall 2024 (see Figure 6). For fall 2020, success rates may have been elevated due to the increased use of Excused Withdrawal (EW) grading policies during the COVID-19 pandemic. Success rates remained consistently higher in transfer-level English than in transfer-level math across all groups.

Figure 6: Transfer-Level English Successful Completion Rate within First Term of Enrollment



Success rates in transfer-level English have increased for all student groups (see Figure 7). In transfer-level English, Asian students consistently had the highest success rates, increasing from 80% in fall 2020 to 82% in fall 2024. White student success rates increased from 74% to 76% during the same period. Larger improvements were observed among groups that began with lower success rates. Success rates among Latine/x, Black, and Indigenous students increased by five percentage points from fall 2020 to fall 2024.

These gains were not sufficient, however, to eliminate disparities. An analysis of fall 2024 outcomes using the percentage point gap minus one (PPG-1) method found that Indigenous, Black, Latine/x, and Pacific Islander students continued to experience disproportionately lower success rates than their peers (see Appendix C).

Figure 7: Transfer-Level English Successful Completion within First Term by Race/ Ethnicity

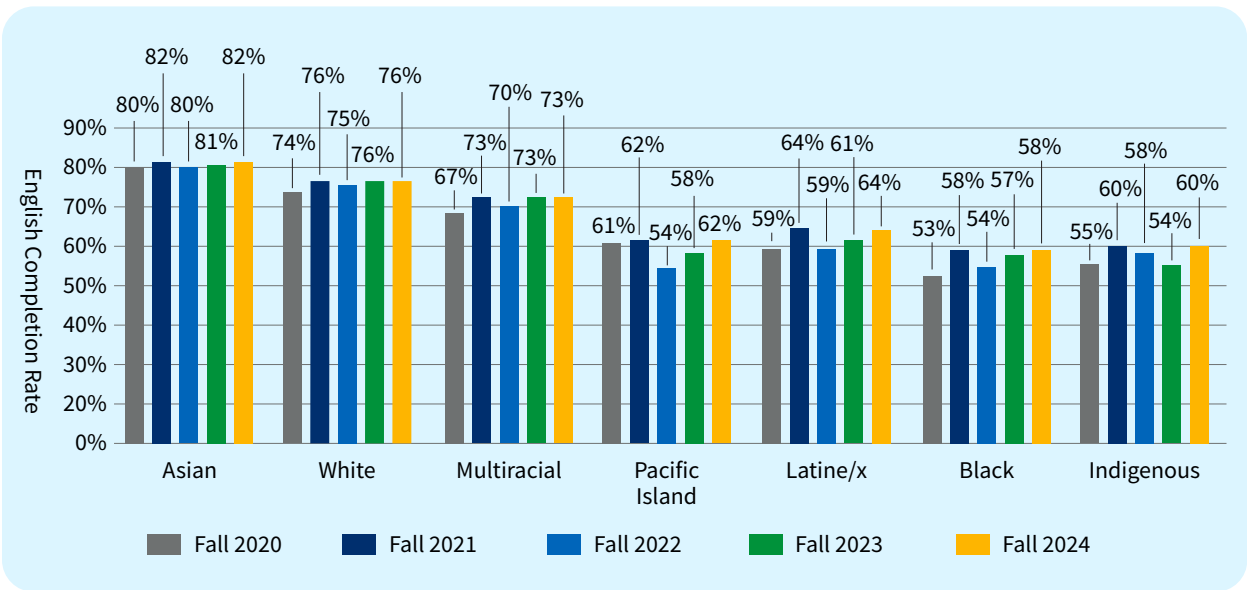
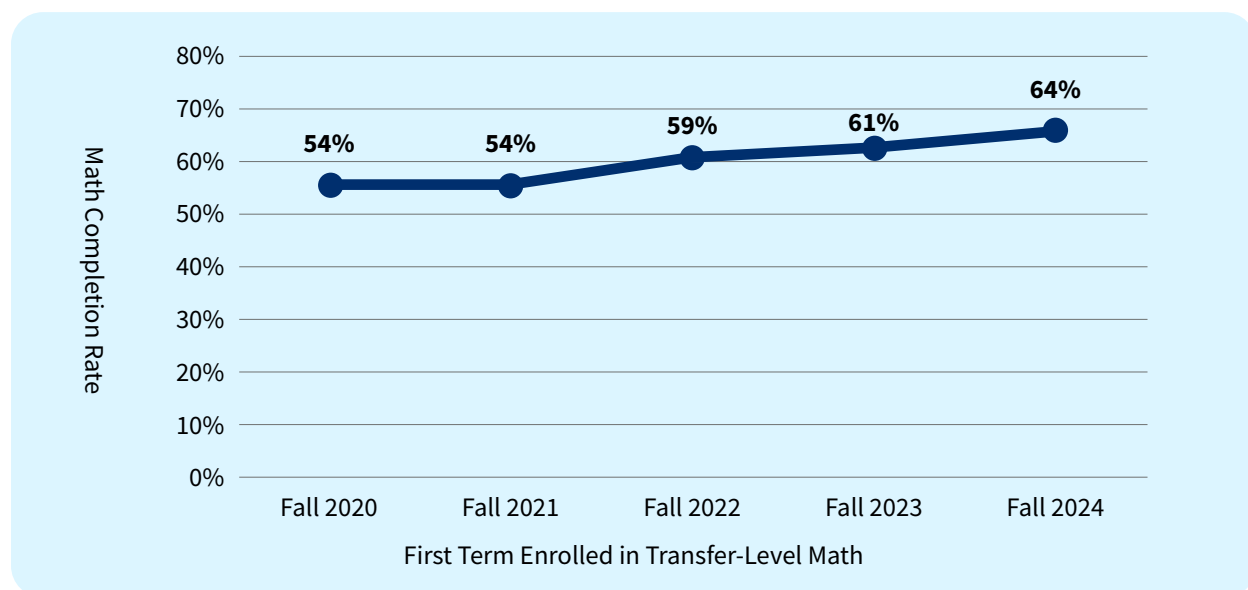


Table 3. Transfer-Level English Successful Completion within One Term by Race/Ethnicity

Racial Identity	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Asian	80%	82%	80%	81%	82%
White	74%	76%	75%	76%	76%
Multiracial	67%	73%	70%	73%	73%
Pacific Islander	61%	62%	54%	58%	62%
Latine/x	59%	64%	59%	61%	64%
Black	53%	58%	54%	57%	58%
Indigenous	55%	60%	58%	54%	60%

Figure 8 shows that transfer-level math success rates increased substantially between fall 2020 and fall 2024, rising by ten percentage points over the period.

Figure 8: Transfer-Level Math Successful Completion Rate in First Term of Enrollment



Asian student success rates increased from 73% in fall 2020 to 79% in fall 2024, while White student success rates increased from 61% to 71%. Latine/x student success rates increased from 46% to 57%, and Black student success rates increased from 39% to 53%. Indigenous students experienced the largest improvement, with success rates increasing from 45% to 62% over the same period (see Figure 9).

Looking at changes between fall 2020 and fall 2024, the largest gains were observed among Indigenous (+17 percentage points), Black (+14 percentage points), and Latine/x (+11 percentage points) students. These increases exceeded those observed among Asian and White students. While equity gaps persist, the substantial improvements among Indigenous, Black, and Latine/x students suggest progress toward more equitable outcomes in transfer-level math success.

Fewer disparities were identified in transfer-level math than in transfer-level English. However, the PPG-1 analysis indicated that Black and Latine/x students continued to experience disproportionately lower success rates than their peers (see Appendix C).

Figure 9: Transfer-Level Math Successful Completion Rate within One Term by Race/Ethnicity

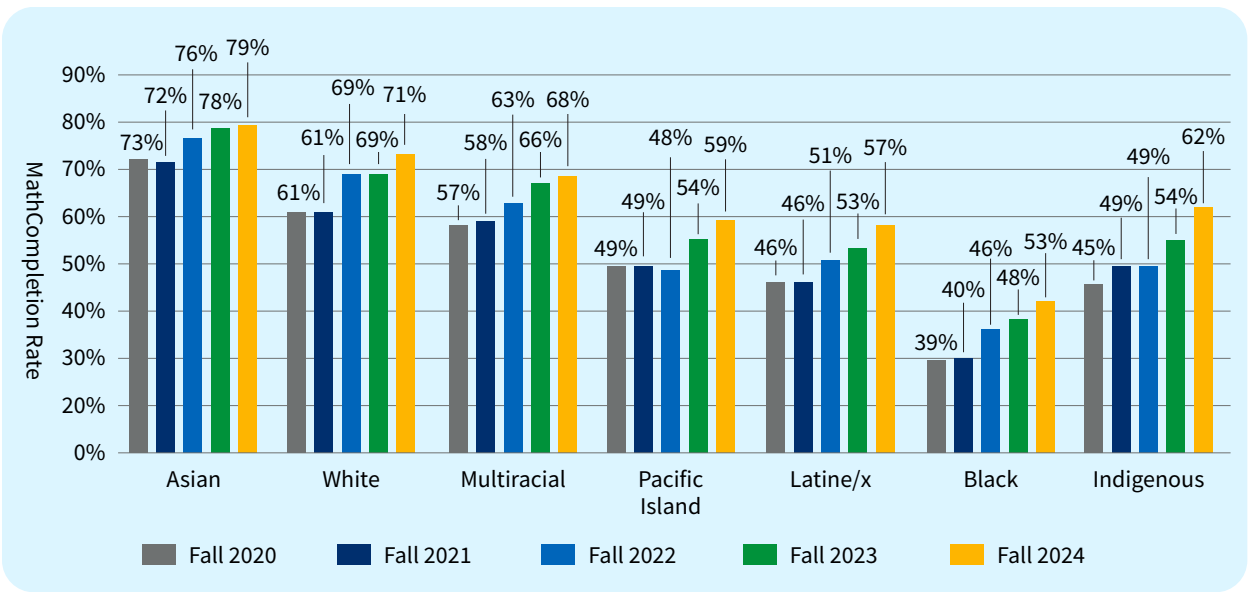


Table 4. Transfer-Level Math Successful Completion Rate within One Term by Race/ Ethnicity

Racial Identity	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Asian	73%	72%	76%	78%	79%
White	61%	61%	61%	69%	71%
Multiracial	57%	58%	63%	66%	68%
Pacific Islander	49%	49%	48%	54%	59%
Latine/x	46%	46%	51%	53%	57%
Black	39%	40%	46%	48%	53%
Indigenous	45%	49%	49%	54%	62%

Overall, these findings show progress in placement into and success in transfer-level English and math courses across all racial and ethnic groups. Nearly all students were placed into transfer-level English and math by fall 2024, and course success rates improved across cohorts in both subjects. Despite these gains, disparities in course success persist across racial and ethnic groups, indicating that continued efforts are needed to ensure equitable course success and completion outcomes. SEA Program funds remain an important source of support for colleges as they continue efforts to strengthen academic and student supports and advance equitable student outcomes.

CONCLUSION

During the 2024–25 academic year, nearly \$498 million in SEA Program funds supported critical instructional and student support functions, with the majority of expenditures dedicated to personnel delivering counseling, academic support, educational planning, and basic needs services. Colleges continued to implement coordinated, equity-focused practices

across all four Guided Pathways pillars—clarifying pathways, supporting onboarding, sustaining student progress, and strengthening learning.

The introduction of VAR is a key step to strengthening the system’s ability to understand and assess these efforts by providing clearer, more consistent insights into how colleges are implementing activities aligned with student success and equity goals. Through VAR, the Chancellor’s Office can more effectively examine how local strategies align with the Guided Pathways framework and identify areas for continued improvement.

While the system has made measurable progress—particularly in expanding access to transfer-level coursework—equity gaps in completion and success persist, especially for Black and Indigenous students. Addressing these disparities will require sustained focus, continued alignment of resources, and the strategic use of data to inform action.

Looking ahead, the Chancellor’s Office will continue to leverage tools like VAR alongside ongoing partnerships with colleges and districts to strengthen implementation, support data-informed decision-making, and drive continuous improvement. Through these efforts, the SEA Program will remain essential to advancing equitable outcomes, increasing educational attainment, and expanding opportunities for all students across the system.

APPENDIX A: SEA PROGRAM ALLOCATION TABLE

District	Allocation
Allan Hancock Joint Community College District	\$4,196,436
Antelope Valley Community College District	\$6,535,345
Barstow Community College District	\$1,578,473
Butte-Glenn Community College District	\$4,658,457
Cabrillo Community College District	\$3,736,650
Cerritos Community College District	\$6,951,448
Chabot-Las Positas Community College District	\$6,469,061
Chaffey Community College District	\$6,962,426
Citrus Community College District	\$4,763,275
Coast Community College District	\$12,421,111
Compton Community College District	\$2,518,742
Contra Costa Community College District	\$12,297,017
Copper Mountain Community College District	\$963,852
Desert Community College District	\$3,992,069
El Camino Community College District	\$7,222,916
Feather River Community College District	\$934,967
Foothill-Deanza Community College District	\$11,148,543
Gavilan Joint Community College District	\$2,120,862
Glendale Community College District	\$5,684,389
Grossmont-Cuyamaca Community College District	\$7,949,686
Hartnell Community College District	\$3,907,672
Imperial Community College District	\$3,104,235
Kern Community College District	\$11,357,100
Lake Tahoe Community College District	\$1,099,960
Lassen Community College District	\$1,245,620
Long Beach Community College District	\$7,113,161
Los Angeles Community College District	\$50,437,129
Los Rios Community College District	\$22,219,870
Marin Community College District	\$1,742,863
Mendocino-Lake Community College District	\$1,532,389
Merced Community College District	\$4,358,234
MiraCosta Community College District	\$4,501,012

District	Allocation
Monterey Peninsula Community College District	\$2,573,251
Mt. San Antonio Community College District	\$14,299,313
Mt. San Jacinto Community College District	\$5,850,731
Napa Valley Community College District	\$2,396,694
North Orange County Community College District	\$13,944,111
Ohlone Community College District	\$2,715,571
Palo Verde Community College District	\$1,221,488
Palomar Community College District	\$6,303,922
Pasadena Area Community College District	\$8,320,983
Peralta Community College District	\$9,129,926
Rancho Santiago Community College District	\$14,522,011
Redwoods Community College District	\$1,817,019
Rio Hondo Community College District	\$6,073,173
Riverside Community College District	\$12,283,288
San Bernardino Community College District	\$8,230,259
San Diego Community College District	\$18,455,499
San Francisco Community College District	\$9,765,038
San Joaquin Delta Community College District	\$5,975,978
San Jose-Evergreen Community College District	\$5,090,419
San Luis Obispo County Community College District	\$3,022,433
San Mateo County Community College District	\$7,080,386
Santa Barbara Community College District	\$4,661,832
Santa Clarita Community College District	\$5,838,638
Santa Monica Community College District	\$9,735,824
Sequoias Community College District	\$5,354,834
Shasta-Tehama-Trinity Community College District	\$3,017,202
Sierra Joint Community College District	\$5,845,784
Siskiyou Joint Community College District	\$921,473
Solano Community College District	\$3,238,962
Sonoma County Community College District	\$6,426,583
South Orange County Community College District	\$11,011,529
Southwestern Community College District	\$6,448,903
State Center Community College District	\$14,883,884

District	Allocation
Ventura County Community College District	\$10,460,614
Victor Valley Community College District	\$4,241,685
West Hills Community College District	\$2,842,938
West Kern Community College District	\$1,792,012
West Valley-Mission Community College District	\$4,956,355
Yosemite Community College District	\$7,308,598
Yuba Community College District	\$3,997,837
Total	\$497,781,950

APPENDIX B: STUDENT EQUITY PLAN – EXECUTIVE SUMMARIES

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

[Allan Hancock College](#)

[American River College](#)

[Antelope Valley College](#)

[Bakersfield College](#)

[Barstow College](#)

[Berkeley City College](#)

[Butte College](#)

[Cabrillo College](#)

[Canada College](#)

[Cerritos College](#)

[Cerro Coso Community College](#)

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[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](#)

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[Contra Costa College](#)

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[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](#)

<u>Imperial Valley College</u>	<u>Orange Coast College</u>
<u>Irvine Valley College</u>	<u>Oxnard College</u>
<u>Lake Tahoe Community College</u>	<u>Palo Verde College</u>
<u>Laney College</u>	<u>Palomar College</u>
<u>Las Positas College</u>	<u>Pasadena City College</u>
<u>Lassen College</u>	<u>Porterville College</u>
<u>Long Beach City College</u>	<u>Reedley College</u>
<u>Los Angeles City College</u>	<u>Rio Hondo College</u>
<u>Los Angeles Harbor College</u>	<u>Riverside City College</u>
<u>Los Angeles Mission College</u>	<u>Sacramento City College</u>
<u>Los Angeles Pierce College</u>	<u>Saddleback College</u>
<u>Los Angeles Southwest College</u>	<u>San Bernardino Valley College</u>
<u>Los Angeles Trade-Technical College</u>	<u>San Diego City College</u>
<u>Los Angeles Valley College</u>	<u>San Diego Mesa College</u>
<u>Los Medanos College</u>	<u>San Diego Miramar College</u>
<u>Madera Community College</u>	<u>San Joaquin Delta College</u>
<u>Mendocino College</u>	<u>San Jose City College</u>
<u>Merced College</u>	<u>Santa Ana College</u>
<u>Merritt College</u>	<u>Santa Barbara City College</u>
<u>MiraCosta College</u>	<u>Santa Monica College</u>
<u>Mission College</u>	<u>Santa Rosa Junior College</u>
<u>Modesto Junior College</u>	<u>Santiago Canyon College</u>
<u>Monterey Peninsula College</u>	<u>Shasta College</u>
<u>Moorpark College</u>	<u>Sierra College</u>
<u>Moreno Valley College</u>	<u>Skyline College</u>
<u>Mt. San Antonio College</u>	<u>Solano Community College</u>
<u>Mt. San Jacinto College</u>	<u>Southwestern College</u>
<u>Napa Valley College</u>	<u>Taft College</u>
<u>Norco College</u>	<u>Ventura College</u>
<u>Ohlone College</u>	<u>Victor Valley College</u>

[West Hills College Coalinga](#)

[West Hills College Lemoore](#)

[West Los Angeles College](#)

[West Valley College](#)

[Woodland Community College](#)

[Yuba College](#)

APPENDIX C: SUCCESS RATES AND DISPROPORTIONATE IMPACT AMONG STUDENTS

Students First Attempting Transfer-Level English, Fall 2024

Student Group	Success Rate	PPG-1 Gap (Percentage Points)	Margin of Error	Disproportionate Impact
American Indian or Alaska Native	59.9%	-8.6 pp	±4.6 pp	✓
Asian	81.8%	+15.0 pp	±2.0	-
Black or African American	58.4%	-10.5 pp	±2.0	✓
Hispanic / Latine	63.7%	-11.1 pp	±2.0	✓
Native Hawaiian or Other Pacific Islander	62.2%	-6.3 pp	±3.8	✓
Two or More Races	72.1%	+4.5 pp	±2.0	-
White	76.0%	+9.2 pp	±2.0	-

Students First Attempting Transfer-Level Math, Fall 2024

Student Group	Success Rate	PPG-1 Gap (Percentage Points)	Margin of Error	Disproportionate Impact
American Indian or Alaska Native	61.0%	-2.9 pp	±5.6	-
Asian	79.1%	+17.6 pp	±2.0	-
Black or African American	53.0%	-11.4 pp	±2.0	✓
Hispanic / Latine	57.4%	-13.9 pp	±2.0	✓
Native Hawaiian or Other Pacific Islander	59.4%	-4.5 pp	±4.7	-
Two or More Races	67.9	+4.3 pp	±2.0	-
White	71.4%	+9.3 pp	±2.0	-

REFERENCES

Student Matriculation, Cal. Education Code § 78213.

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78213.&lawCode=EDC

Student Equity Plans, Cal. Education Code § 78220.

https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=7.&title=3.&part=48.&chapter=2.&article=1.5

Student Equity Plans, Cal. Education Code § 78221.

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78221.&nodeTreePath=3.2.7.3.2&lawCode=EDC

Student Equity and Achievement Program, Cal. Education Code § 78222.

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=78222&lawCode=EDC

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

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB705.

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

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB1705

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Week Conference

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Modesto Junior College



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