



2023-24 REPORT

Student Equity and Achievement

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



California
Community
Colleges

SONYA CHRISTIAN
Chancellor

November 17, 2025

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

RE: Student Equity and Achievement Program Legislative Report

Dear Secretary Contreras:

Pursuant to California Education Code § 78222, the California Community Colleges Chancellor's Office (Chancellor's Office) and the Board of Governors of the California Community Colleges (Board of Governors) are pleased to submit the 2023–24 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". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Sonya Christian, Chancellor

Enclosure: Report

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

Chancellor's Office

1102 Q Street, Sacramento, CA 95811 | 916.445.8752 | www.cccco.edu

2023-24 STUDENT EQUITY AND ACHIEVEMENT PROGRAM LEGISLATIVE REPORT

Prepared By

California Community Colleges Chancellor's Office
Educational Services and Support

TABLE OF CONTENTS

EXECUTIVE SUMMARY	1.
KEY FINDINGS	1
SEA PROGRAM EXPENDITURES	1
INTRODUCTION.	2.
SEA PROGRAM OVERVIEW.	3.
PROGRAM FUNDING	3
PROGRAM REQUIREMENTS	3
STUDENT EQUITY PLANS	3
SEA PROGRAM EXPENDITURES.	4.
SYSTEM PROGRESS IN ADVANCING SEA PROGRAM GOALS	5.
GOAL 1: IMPLEMENTING ACTIVITIES AND PRACTICES ALIGNED WITH THE CALIFORNIA COMMUNITY COLLEGES GUIDED PATHWAYS FRAMEWORK	5
PILLAR 1: CLARIFY THE PATH.	6
PILLAR 2: GET ON THE PATH	6
PILLAR 3: STAY ON THE PATH	6
PILLAR 4: ENSURE LEARNING	6
GOAL 2: ENSURING STUDENTS COMPLETE THEIR EDUCATIONAL GOALS AND A DEFINED COURSE OF STUDY	7
GOAL 3: PROVIDING HIGH-QUALITY CURRICULUM, INSTRUCTION, AND SUPPORT SERVICES TO STUDENTS WHO ENTER COLLEGE UNDERPREPARED IN ENGLISH AND MATHEMATICS. . 8	8
Transfer-Level English and Math Placement Rates	8
Transfer-Level English and Math Completion Rates.	11
CONCLUSION	14.
APPENDIX A: SEA PROGRAM ALLOCATION TABLE.	15.
APPENDIX B: STUDENT EQUITY PLAN – EXECUTIVE SUMMARIES	18.
REFERENCES.	22

EXECUTIVE SUMMARY

The Student Equity and Achievement (SEA) Program was established during the 2018–19 legislative and budget cycle by the California State Legislature and Administration to consolidate funding for three interrelated categorical programs: the Basic Skills Initiative, the Student Equity Program, and the Student Success and Support Program. Pursuant to Education Code § 78222, it is the intent of the Legislature that SEA Program funds be used to advance systemwide goals of increasing achievement for all students and eliminating achievement gaps for underserved students by:

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, that requires our office to submit a report to the legislature that details how funding was expended as well as progress toward advancing the SEA Program goals specified above for the 2023-24 academic year.

KEY FINDINGS.

SEA PROGRAM EXPENDITURES

- For the 2023-24 academic year, a total of \$497,781,950 in SEA Program funds was distributed to colleges.
- In 2023-2024, 95% of SEA Program fund expenditures were spent on salaries and benefits.

SYSTEM PROGRESS IN ADVANCING SEA PROGRAM GOALS

- Colleges advanced all four Guided Pathways pillars by emphasizing equity-focused supports, such as learning communities and integrated services, and fostering cross-campus collaboration to provide students with timely, coordinated guidance.
- Three-year Associate of Arts (AA)/Associate Degree for Transfer (ADT) completion rates remained stable at 13-16% across pandemic-impacted cohorts (fall 2019, fall 2020, and fall 2021 cohorts).
- Direct placement into transfer-level English and math has become nearly universal across all student groups, with English rates increasing from 95.6% in fall 2019 to 99.7% in fall 2021, and math rates increasing from 79% to 99.5% over the same period.

INTRODUCTION

The California Community Colleges is the largest and most diverse system of higher education in the nation, enrolling over 2 million students across 116 colleges. More than 70% of California’s public higher education students attend a community college. As 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. The SEA Program consolidated three categorical programs—the Basic Skills Initiative, the Student Equity Program, and the Student Success and Support Program—into a single, more flexible funding stream. 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 funding to help all students, particularly underserved 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 attention 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 program funds were expended and showcasing systemwide progress toward advancing the three SEA Program goals specified above. 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/wp-content/uploads/sites/352/Programs/Education/CCC-Roadmap-May-2022.pdf>

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

SEA PROGRAM OVERVIEW

PROGRAM FUNDING.

The California Community Colleges Chancellor's Office (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. Funds beyond those appropriated in the 2017–18 budget cycle are allocated based on each district's share of enrolled students (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 promote educational opportunities and eliminate disparities for underrepresented students, regardless of race, gender, age, disability, or economic circumstance.

PROGRAM REQUIREMENTS.

To receive SEA Program funds, colleges must:

1. Maintain a Student Equity Plan.
2. Provide matriculation services.
3. Implement equitable placement policies.
4. Provide all students with a Student Education Plan.
5. Establish and support on-campus food pantries or regular food distributions.

STUDENT EQUITY PLANS.

Of the requirements noted above, the Student Equity Plan (SEP) is perhaps the most critical to supporting and advancing the system's equity goals. The SEP is a tool that enables colleges to translate statewide equity priorities into local strategies that can be implemented, assessed, and refined over a three-year planning cycle. To guide their efforts and ensure alignment with systemwide goals, the Chancellor's Office provides disproportionate impact data to each college across five metrics:

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

Colleges use this data to identify student groups experiencing disproportionate impact for each metric, set measurable goals to close equity gaps, and design activities aligned with Guided

Pathways. For the 2025–2028 cycle, the Chancellor’s Office redesigned the SEP to strengthen alignment with Guided Pathways and Vision 2030. The updated plan builds on existing practices by prioritizing transfer and completion outcomes, implementing targeted strategies for student populations needing intensive support, and advancing efforts to eliminate disproportionate impact and equity gaps. Through this process, equity becomes embedded in core academic and support structures rather than treated as a separate initiative.

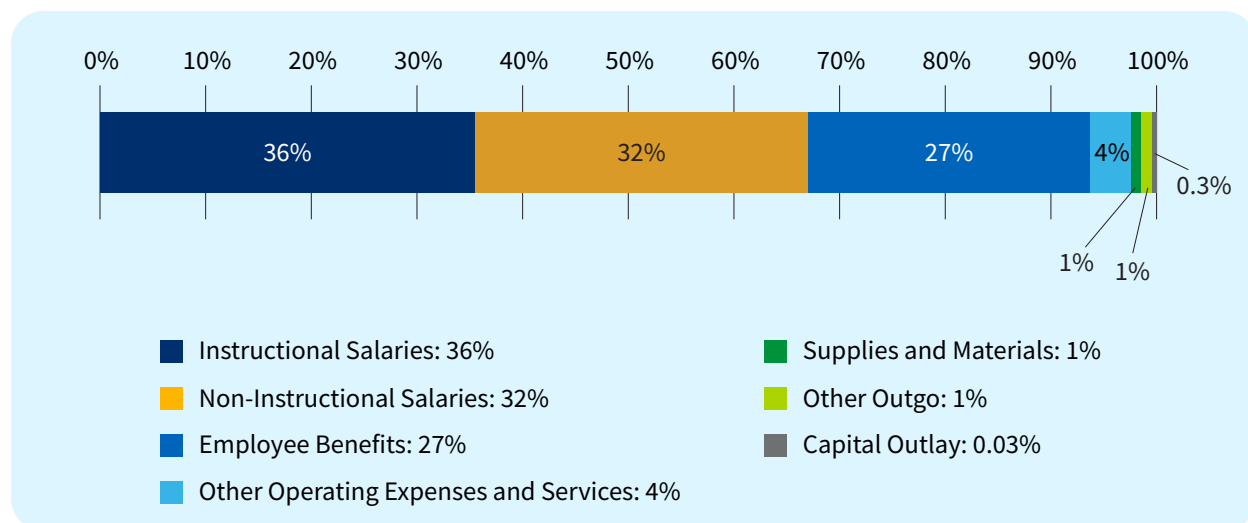
Colleges are required to update their SEP every three years and submit annual reports to the Chancellor’s Office (Education Code § 78220 and Title 5, 54220). This regular reporting provides the Chancellor’s Office with timely insight into where equity gaps persist, what practices colleges are implementing, and how progress varies across student groups. As such, the SEP serves as both a local planning tool and statewide feedback mechanism, informing how the Chancellor’s Office aligns policy, technical assistance, and resources to eliminate equity gaps for underserved students throughout the system.

SEA PROGRAM EXPENDITURES

For the 2023–24 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 2023–24 allocation only.

The Chancellor’s Office requires colleges to report SEA Program expenditures across the following categories: instructional salaries³, non-instructional salaries⁴, employee benefits, operating expenses and services, supplies and materials, and other outgoing costs. As shown in Figure 1, colleges spent 95% of their SEA funds on salaries and benefits during the 2023-24 academic year. The remaining 5% of the funds were spent on other operating expenses and services, supplies and materials, and other outgoing costs.

Figure 1: 2023-24 Expenditures by Object Code

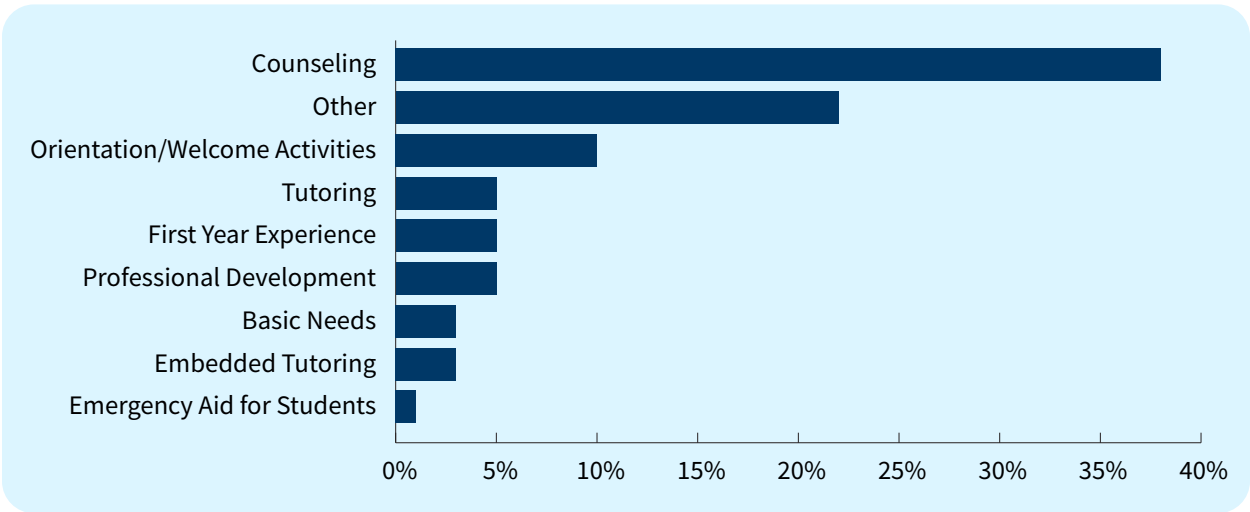


³ Instructional salaries for academic positions, including counseling faculty, that require minimum qualifications established by the Board of Governors of the California Community College (Board of Governors).

⁴ Non-instructional salaries for classified and non-academic salary positions that do not require minimum qualifications established by the Board of Governors

In addition to reporting administrative expenditures, colleges also reported their estimated 2023-24 expenditures by activity, including basic needs, counseling, orientation, and tutoring. Counseling represents the largest expenditure category, accounting for 38% of all SEA Program expenditures. An additional 22% 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: 2023-24 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 that align with the Guided Pathways framework⁵ — 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. Annual reports from 113 colleges revealed the most common activities colleges employed to advance each Guided Pathways pillar. Although this year’s reporting template did not specifically ask colleges to report on Guided Pathways activities, relevant information from their annual reports was reviewed and coded by pillar to assess alignment. The most commonly reported activities are summarized below, organized by pillar.

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

PILLAR 1: CLARIFY THE PATH.

- Organizing programs into career-focused meta-majors to help students identify pathways aligned with their interests and career goals.
- Designing and implementing clear and structured program maps that outline required courses, critical milestones, and recommended sequences, ensuring students understand how to complete their program efficiently.
- Expanding access to campus services by extending service hours and offering online options to accommodate the diverse needs of their student populations.

PILLAR 2: GET ON THE PATH.

- Supporting student onboarding by providing orientation, first-year experience programs, and comprehensive education plans that guide early program selection.
- Providing supplemental supports such as general tutoring, embedded tutoring, and English and math support courses to improve student outcomes in gateway courses.
- Engaging in targeted outreach to high schools, adult learners, and community partners to expand college access, increase college readiness, and support seamless transitions into postsecondary education.
- Supporting identity-based learning communities (e.g., Umoja, Puente) to provide culturally relevant spaces and support that help students enter and persist in programs.

PILLAR 3: STAY ON THE PATH.

- Implementing early alert and intervention systems that proactively connect students with faculty, staff, and resources to help them stay on track toward their goals.
- Utilizing degree tracking tools such as degree audit systems, educational planning software, and dashboards to help faculty, staff, and counselors monitor students' progress toward program completion.
- Fostering inclusive campus cultures through cultural competency training, pedagogy and events that affirm student identities and promote belonging.
- Providing holistic student support services that integrate academic, financial, and wellness resources, connecting students to financial aid, basic needs resources, transportation assistance, technology equipment, childcare, and mental health resources.

PILLAR 4: ENSURE LEARNING

- Drawing on research and assessment data to refine teaching practices and strengthen student learning outcomes.

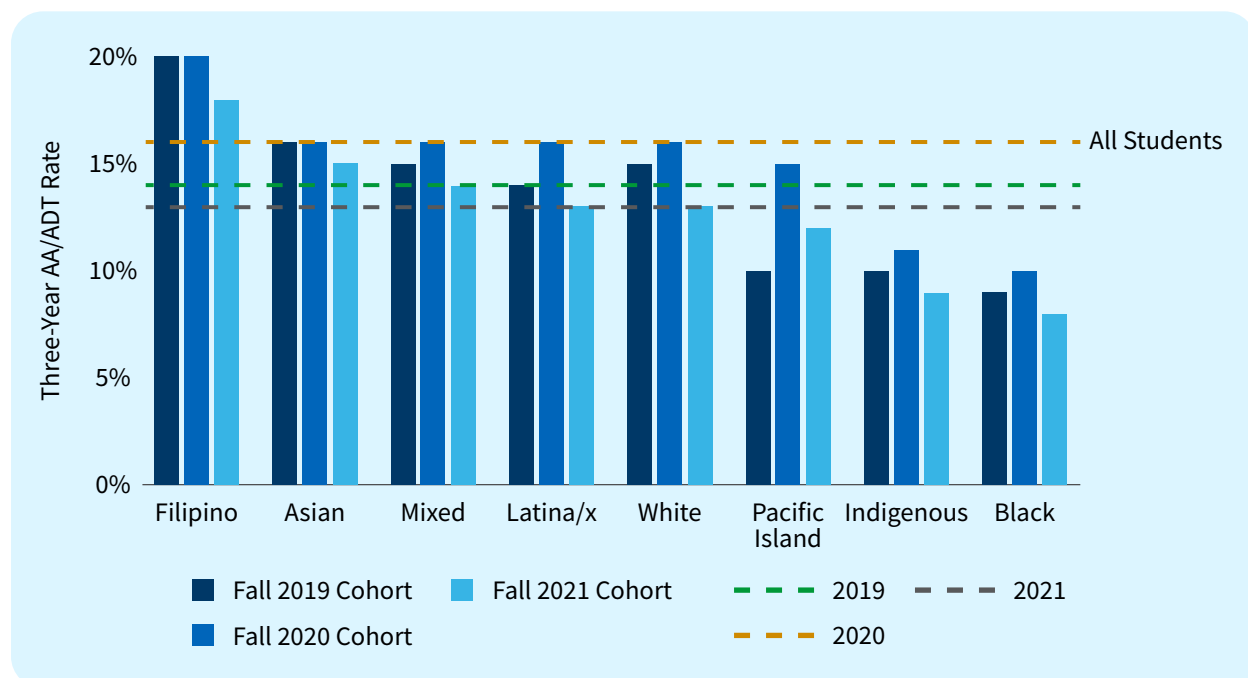
- Expanding experiential and work-based learning opportunities such as internships and volunteer work that connect classroom learning to career preparation.
- Implementing equity-centered hiring practices to diversify faculty, staff and administrators, ensuring that students learn from and are supported by educators who reflect their communities.

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

SEA Program legislation emphasizes the importance of creating clear academic roadmaps that enable students to complete their educational goals efficiently and effectively. To assess progress toward this goal, the Chancellor's Office analyzed outcomes data from the Chancellor's Office Management Information System (COMIS) for first-time students who entered in the fall terms of 2019, 2020, and 2021 with an identified goal of completing an Associate of Arts (AA) or Associate Degree for Transfer (ADT). Since all students in this analysis began or continued their studies during the COVID-19 pandemic, their outcomes may have been influenced by that unique period. Findings from this analysis are presented below.

The three-year completion rates for students pursuing an AA or ADT ranged from 13% to 16% across the fall 2019, 2020, and 2021 cohorts (see Figure 3). The fall 2021 cohort experienced an enrollment period fully affected by pandemic-related disruptions, while the 2019 and 2020 cohorts were also affected by pandemic-related disruptions. Despite these challenges, overall systemwide completion rates remained relatively stable. However, data disaggregated by race and ethnicity reveal equity gaps. Completion rates for Black and Indigenous students were consistently below 12%, while Filipino students achieved the highest rates, 20% for the fall 2019 and 2020 cohorts, and 18% in fall 2021, followed closely by Asian students.

Figure 3: Students Completing an AA or ADT within Three Years



Students Completing an AA or ADT within Three Years

Racial Identity	Fall 2019 Cohort	Fall 2020 Cohort	Fall 2021 Cohort	All Student - 2019	All Student - 2020	All Student - 2021
Filipino	20%	20%	18%	14%	16%	13%
Asian	16%	16%	15%	14%	16%	13%
Mixed	15%	16%	14%	14%	16%	13%
Latine/x	14%	16%	13%	14%	16%	13%
White	15%	16%	13%	14%	16%	13%
Pacific Islander	10%	15%	12%	14%	16%	13%
Indigenous	10%	11%	9%	14%	16%	13%
Black	9%	10%	8%	14%	16%	13%

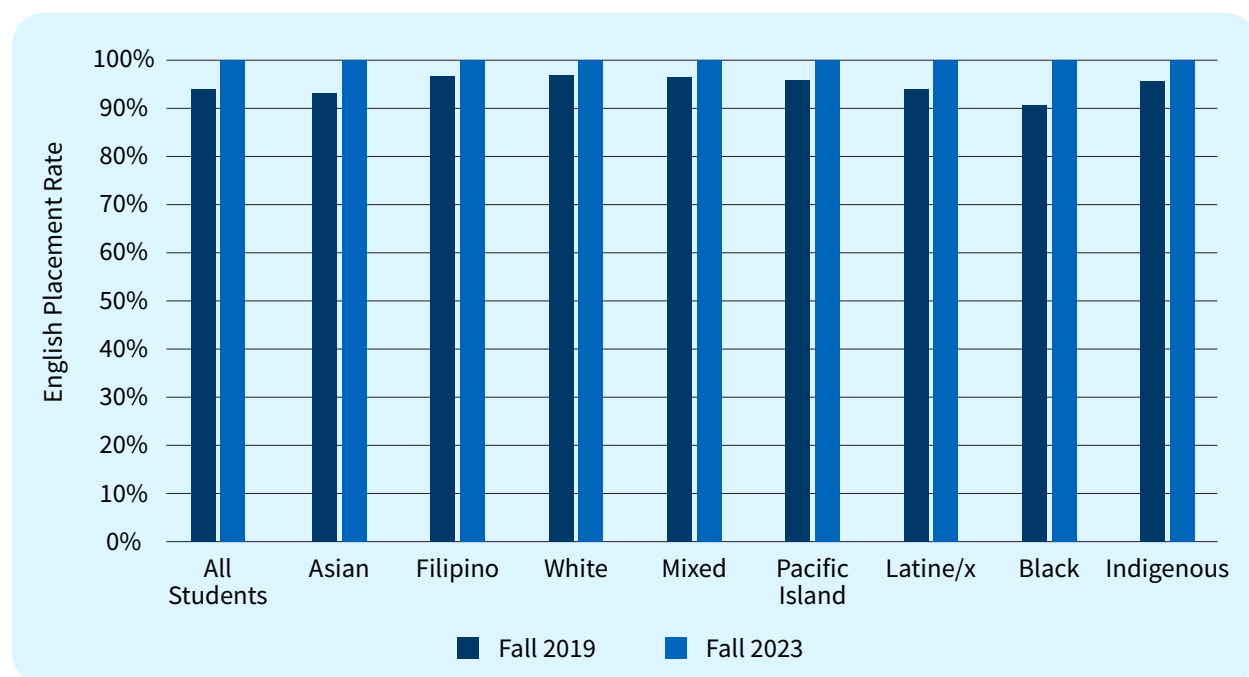
GOAL 3: PROVIDING HIGH-QUALITY CURRICULUM, INSTRUCTION, AND SUPPORT SERVICES TO STUDENTS WHO ENTER COLLEGE UNDERPREPARED IN ENGLISH AND MATHEMATICS.

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 data from COMIS for Academic Years 2019-20 through 2023-24 for both placement into and completion of transfer-level English and math. Aligning with the AB 705/1705 definitions, 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 have increased from fall 2019 to fall 2023, reaching near-universal levels across all racial and ethnic groups. In fall 2019, at least 93% of students across all racial and ethnic groups were placed into transfer-level English, with only small differences across groups (see Figure 4). By fall 2023, this rate increased to 99% across all groups. However, placement into transfer-level math showed greater initial disparities. In fall 2019, Black (73%) and Indigenous (72%) students placed at lower rates compared to Asian (87%) and Filipino (83%) students (see Figure 5). By fall 2023, these gaps were eliminated, and placement rates for all groups reached levels near or at 100%, similar to transfer-level English. These results reflect systemwide progress in advancing equitable access to transfer-level English and math (e.g., gateway courses) that are critical to student success.

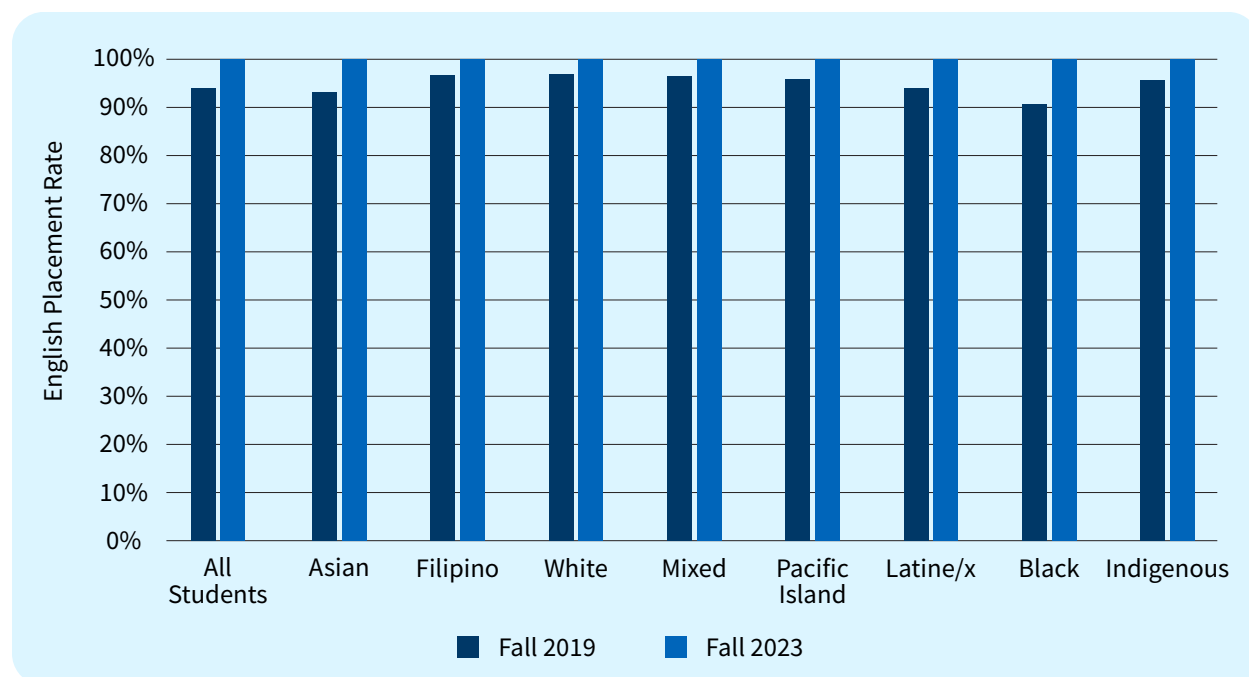
Figure 4: Fall Transfer-Level English Placement Rate by Race/Ethnicity



Fall Transfer-Level English Placement by Racial Identities

Racial Identity	Fall 2019	Fall 2023
All Students	95.6%	99.7%
Asian	95.1%	99.9%
Filipino	96.1%	99.9%
White	96.5%	99.7%
Mixed	96.5%	99.7%
Pacific Islander	95.9%	99.7%
Latine/x	95.4%	99.8%
Black	93.3%	99.6%
Indigenous	95.0%	100.0%

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



Fall Transfer-Level Math Placement Rate by Race/Ethnicity

Racial Identity	Fall 2019	Fall 2023
All Students	79%	100%
Asian	87%	99%
Filipino	83%	99%
White	81%	100%
Mixed	82%	100%
Pacific Islander	78%	99%
Latine/x	77%	100%
Black	73%	99%
Indigenous	72%	100%

Transfer-Level English and Math Completion Rates.

Although placement into transfer-level English and math has steadily increased over time, overall completion rates have not improved much. Persistent equity gaps across racial and ethnic groups highlight the need for continuous improvement and targeted support.

For transfer-level English, first-term completion rates declined by two percentage points from fall 2019 to fall 2020 (66% to 64%, respectively) and remained at 64% in fall 2023 (see Figure 6). In fall 2023, only 52% of Indigenous students and 53% of Black students who enrolled in transfer-level English completed the course, compared to over 70% of Asian, Filipino, and White students (see Figure 7). Completion rates for all groups slightly declined around fall 2020–21, likely reflecting the disruptions of the COV and showed partial recoveries in later years. Still, equity gaps persisted, with completion rates for Pacific Islander, Black, and Indigenous students falling behind those of Asian, Filipino, and White students by 20 to 30 percentage points.

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

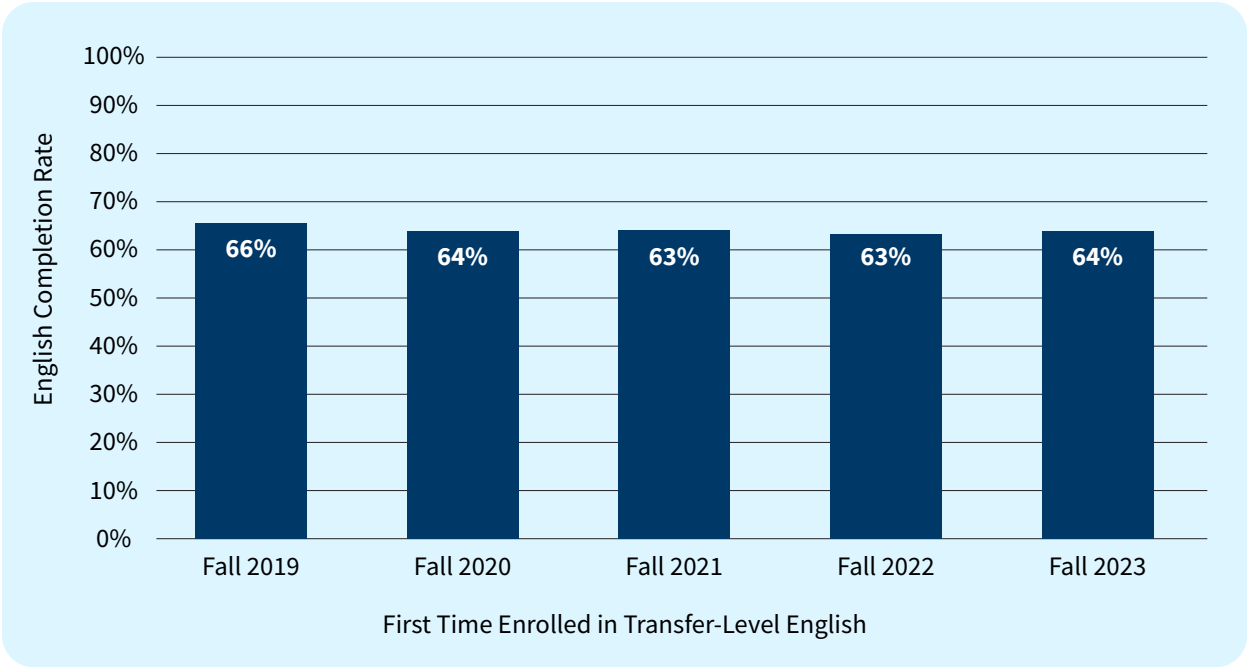
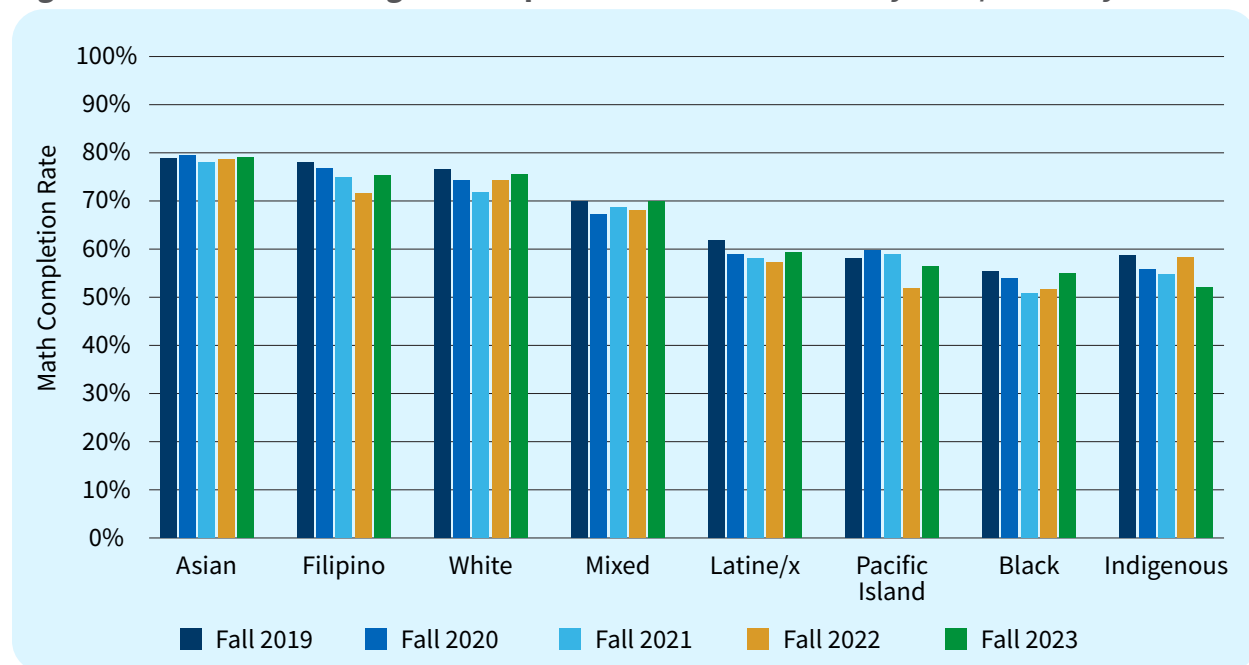


Figure 7: Transfer-Level English Completion within One Term by Race/Ethnicity



Transfer-Level English Completion within One Term by Race/Ethnicity

Racial Identity	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Asian	79%	79%	77%	77%	78%
Filipino	76%	76%	74%	72%	74%
White	75%	73%	72%	73%	74%
Mixed	70%	66%	68%	68%	70%
Latine/x	61%	59%	57%	57%	59%
Pacific Islander	58%	59%	59%	51%	55%
Black	54%	53%	51%	51%	53%
Indigenous	59%	55%	54%	58%	52%

The data for transfer-level math follow a similar trend observed in transfer-level English. Between fall 2020 and fall 2022, the overall completion rate declined from 59% to 55% before slightly increasing to 56% in fall 2023 (see Figure 8).

Equity gaps persisted among racial and ethnic groups. Black students consistently had the lowest completion rates (ranging from 40%-45%), while Asian, Filipino, and White students consistently exceeded 60%. Overall, most groups experienced a general decline around fall 2021, coinciding with the disruptions of the COVID-19 pandemic, followed by a partial recovery by fall 2023.

However, not all student groups followed the same trajectory. From fall 2019 to fall 2020, Asian, Filipino, and White students showed increases of 5 to 10 percentage points, while Mixed, Latine/x, and Black students saw smaller or no increases. The fall 2021 decline affected nearly all groups to varying degrees, except Pacific Islander students. By fall 2023, most groups have not returned to their fall 2020 levels.

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

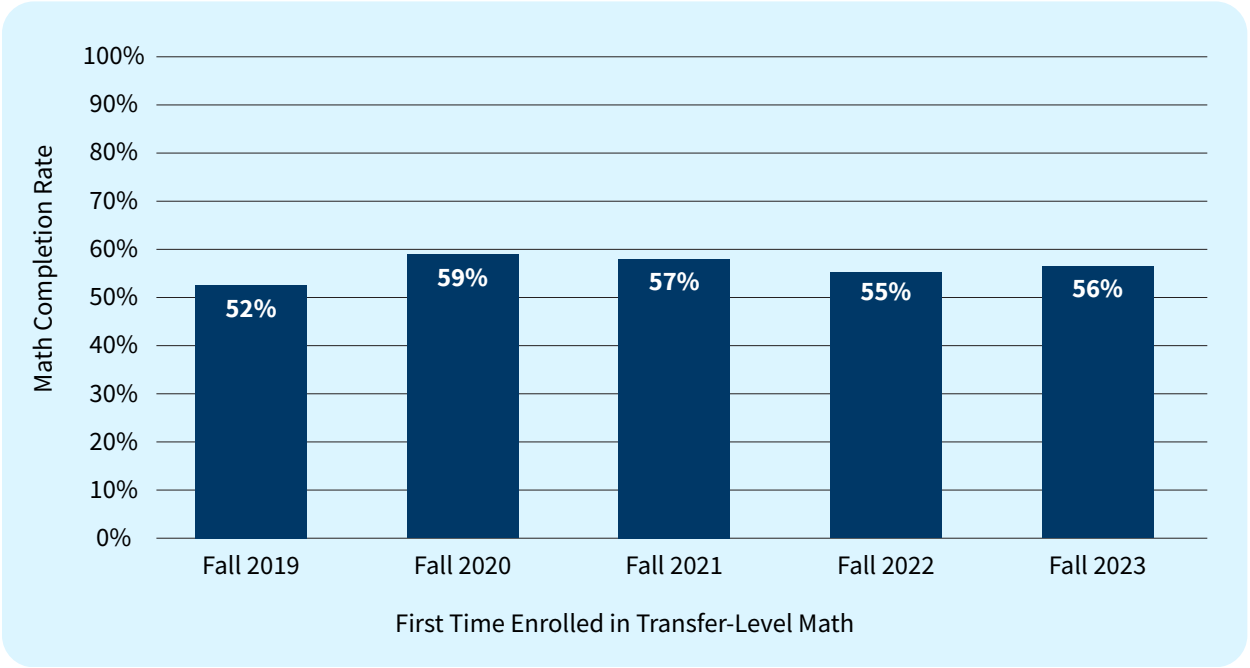
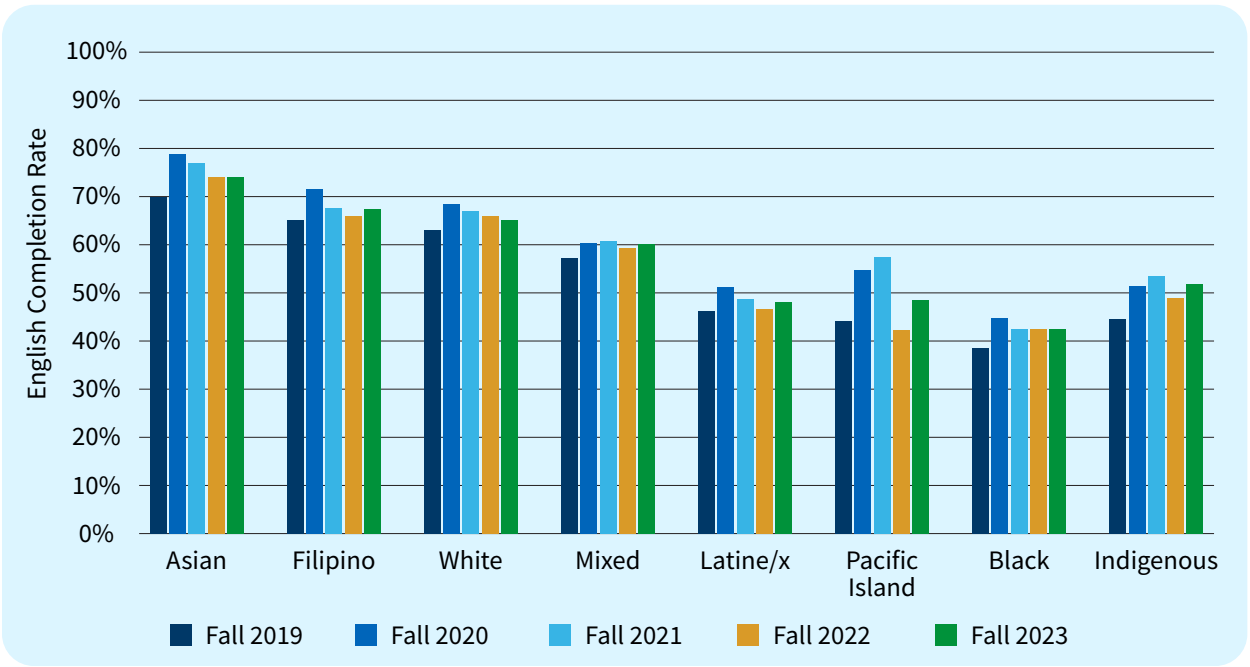


Figure 9: Transfer-Level Math Completion Rate within One Term by Race/Ethnicity



Transfer-Level Math Completion Rate within One Term by Race/Ethnicity

Racial Identity	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Asian	70%	79%	75%	73%	73%
Filipino	64%	71%	67%	65%	66%
White	63%	68%	65%	65%	64%
Mixed	57%	60%	60%	59%	60%
Latine/x	44%	51%	49%	47%	48%
Pacific Islander	43%	54%	57%	43%	49%
Black	38%	44%	42%	42%	42%
Indigenous	44%	51%	52%	49%	52%

Overall, these findings show that while colleges have made progress in enrolling all students in transfer-level English and math, there are opportunities to improve completion rates that have been relatively stagnant since 2019. In addition, continued attention to persistent equity gaps is warranted, particularly for Black and Indigenous students. The system is still recovering from the effects of the COVID-19 pandemic, which affected student outcomes during the years analyzed in this report. SEA Program funds are a key source of funding to continue recovery and advance equitable delivery of targeted academic and student supports. The findings in this report are guiding current and future SEA Program strategies to strengthen student success and support efforts to sustain recovery and promote equitable student outcomes.

CONCLUSION

The SEA Program remains a critical driver of equity efforts across the California Community Colleges. Aligned with Vision 2030, the Governor’s Roadmap, and legislative reforms such as AB 705 and AB 1705, the program supports systemwide efforts to increase student achievement and eliminate equity gaps for disproportionately impacted students. Its flexible funding model enables colleges and districts to sustain core services while scaling innovative reforms that promote student success.

During the 2023–24 academic year, nearly \$498 million in SEA Program funds were allocated to colleges, with 95% of expenditures supporting instructional and student services roles. These investments maintained vital counseling and tutoring services, advanced equitable placement practices —resulting in near-universal placement into transfer-level English and math— and expanded equity-focused initiatives. Colleges also reported activities aligned with Guided Pathways to provide coordinated support services. While progress has been made, persistent equity gaps remain, particularly for Black and Indigenous students. Addressing these disparities remains a top system priority. The lingering effects of the COVID-19 pandemic continue to be reflected in student outcomes, reinforcing the need for sustained commitment to long-term equity efforts.

Looking ahead, the Chancellor’s Office will continue to partner with districts, colleges, and state leaders to monitor progress, scale effective practices, and strengthen support. Through these efforts, the SEA Program remains an important source for advancing educational attainment, workforce readiness, and equitable economic mobility.

APPENDIX A: SEA PROGRAM ALLOCATION TABLE

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

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

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

[Chabot College](#)

[Chaffey College](#)

[Citrus College](#)

[City College of San Francisco](#)

[Clovis Community College](#)

[Coastline Community College](#)

[College of Alameda](#)

[College of Marin](#)

[College of San Mateo](#)

[College of the Canyons](#)

[College of the Desert](#)

[College of the Redwoods](#)

[College of the Sequoias](#)

[College of the Siskiyous](#)
[Compton College](#)
[Contra Costa College](#)
[Copper Mountain College](#)
[Cosumnes River College](#)
[Crafton Hills College](#)
[Cuesta College](#)
[Cuyamaca College](#)
[Cypress College](#)
[De Anza College](#)
[Diablo Valley College](#)
[East Los Angeles College](#)
[El Camino College](#)
[Evergreen Valley College](#)
[Feather River College](#)
[Folsom Lake College](#)
[Foothill College](#)
[Fresno City College](#)
[Fullerton College](#)
[Gavilan College](#)
[Glendale Community College](#)
[Golden West College](#)
[Grossmont College](#)
[Hartnell College](#)
[Imperial Valley College](#)
[Irvine Valley College](#)
[Lake Tahoe Community College](#)
[Laney College](#)
[Las Positas College](#)
[Lassen College](#)

[Long Beach City College](#)
[Los Angeles City College](#)
[Los Angeles Harbor College](#)
[Los Angeles Mission College](#)
[Los Angeles Pierce College](#)
[Los Angeles Southwest College](#)
[Los Angeles Trade-Technical College](#)
[Los Angeles Valley College](#)
[Los Medanos College](#)
[Madera Community College](#)
[Mendocino College](#)
[Merced College](#)
[Merritt College](#)
[MiraCosta College](#)
[Mission College](#)
[Modesto Junior College](#)
[Monterey Peninsula College](#)
[Moorpark College](#)
[Moreno Valley College](#)
[Mt. San Antonio College](#)
[Mt. San Jacinto College](#)
[Napa Valley College](#)
[Norco College](#)
[Ohlone College](#)
[Orange Coast College](#)
[Oxnard College](#)
[Palo Verde College](#)
[Palomar College](#)
[Pasadena City College](#)
[Porterville College](#)

[Reedley College](#)
[Rio Hondo College](#)
[Riverside City College](#)
[Sacramento City College](#)
[Saddleback College](#)
[San Bernardino Valley College](#)
[San Diego City College](#)
[San Diego Mesa College](#)
[San Diego Miramar College](#)
[San Joaquin Delta College](#)
[San Jose City College](#)
[Santa Ana College](#)
[Santa Barbara City College](#)
[Santa Monica College](#)
[Santa Rosa Junior College](#)
[Santiago Canyon College](#)
[Shasta College](#)
[Sierra College](#)
[Skyline College](#)
[Solano Community College](#)
[Southwestern College](#)
[Taft College](#)
[Ventura College](#)
[Victor Valley College](#)
[West Hills College Coalinga](#)
[West Hills College Lemoore](#)
[West Los Angeles College](#)
[West Valley College](#)
[Woodland Community College](#)
[Yuba College](#)

REFERENCES

Student Matriculation, Cal. Education Code § 78213.

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

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

Front cover photo:
College of the Desert

Photo at right:
Virtual Learning

Back cover photo:
Long Beach City College



Connect
with us!

WEBSITES

California Community Colleges
ccco.edu

Salary Surfer
salarysurfer.ccco.edu

I Can Go To College
ICanGoToCollege.com

SOCIAL MEDIA



California Community Colleges Facebook
facebook.com/CACommColleges



California Community Colleges X (Formerly Twitter)
x.com/CalCommColleges

Chancellor Sonya Christian X (Formerly Twitter)
x.com/sonyachristian

Government Relations X (Formerly Twitter)
x.com/CCGRAdvocates



California Community Colleges YouTube
youtube.com/CACommunityColleges



California Community Colleges Instagram
instagram.com/CaliforniaCommunityColleges



California Community Colleges LinkedIn
[linkedin.com/company/
CaliforniaCommunityColleges/](https://linkedin.com/company/CaliforniaCommunityColleges/)



California Community Colleges Threads
threads.com/@californiacommunitycolleges



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