

**Board of Trustees Regular/Committee Meeting  
Tuesday, September 03, 2019 6:00 PM  
District Office, Board Room, 3801 Market Street  
Riverside CA 92501**

**ORDER OF BUSINESS****Pledge of Allegiance**

Anyone who wishes to make a presentation to the Board on an agenda item is requested to please fill out a "REQUEST TO ADDRESS THE BOARD OF TRUSTEES" card, available from the Public Affairs Officer. However, the Board Chairperson will invite comments on specific agenda items during the meeting before final votes are taken. Please make sure that the Secretary of the Board has the correct spelling of your name and address to maintain proper records. Comments should be limited to five (5) minutes or less. (This time limit will be doubled for members of the public utilizing a translator to ensure the non-English speaker receives the same opportunity to directly address the Board, unless simultaneous translation equipment is used.)

Anyone who requires a disability-related modification or accommodation in order to participate in any meeting should contact the Chancellor's Office at (951) 222-8801 and speak to an Executive Administrative Assistant as far in advance of the meeting as possible.

Any public records relating to an open session agenda item that is distributed within 72 hours prior to the meeting is available for public inspection at the Riverside Community College District Chancellor's Office, 3rd Floor, 3801 Market Street, Riverside, California, 92501 or online at [www.rccd.edu/administration/board](http://www.rccd.edu/administration/board).

**I. COMMENTS FROM THE PUBLIC**

*Board invites comments from the public regarding any matters within the jurisdiction of the Board of Trustees. Pursuant to the Ralph M. Brown Act, the Board cannot address or respond to comments made under Public Comment.*

**II. CLOSED SESSION**

**II.A. Pursuant to Government Code 54956.9  
Conference with Legal Counsel - Anticipated Litigation  
Initiation of Litigation Pursuant to Paragraph (4) of Subdivision (d) of 54956.9: One  
Potential Case  
*Recommended Action To Be Determined***

**III. PUBLIC HEARING****IV. CHANCELLOR'S REPORT**

IV.A. [Chancellor's Communications](#)  
*Information Only*

V. BOARD COMMITTEE REPORTS

V.A. [Teaching and Learning](#)  
[District Strategic Plan 2019-2024](#)  
*The Committee to review the District Strategic Plan for 2019-2024.*  
[District Strategic Plan 2019-2024 Presentation](#)  
[District Strategic Plan 2019-2024](#)

V.B. [Teaching and Learning](#)  
[2019-2022 Student Equity Plan and Executive Summary](#)  
*The Committee to review the Student Equity Plans from Moreno Valley, Norco and Riverside City colleges.*  
[College Student Equity Plan Presentation-September 2019](#)  
[2019-2022 Moreno Valley College Student Equity Plan](#)  
[2019-2022 Norco College Student Equity Plan](#)  
[2019-2022 Riverside City College Student Equity Plan](#)

V.C. [Teaching and Learning](#)  
[Accreditation 2020 Update](#)  
*Information Only*  
[Accreditation 2020 BOT 09-03-2019](#)

V.D. [Teaching and Learning](#)  
[Guided Pathways Presentation](#)  
*Information Only*  
[Guided Pathways Presentation](#)

V.E. [Planning and Operations](#)  
[2016-2018 Clery Act Report](#)  
*Information Only*  
[09032019 2016-18 Clery Act Report Presentation](#)  
[09032019 2016-18 Clery Act Report](#)

V.F. [Planning and Operations](#)  
[Foundation Master & Lease Agreements](#)  
*The Committee to review the Foundation Master and Lease Agreements. These agreements have been updated in collaboration with Foundation staff and District leaders,*

*including the Chancellor and Vice Chancellors for Business Services and Institutional Advancement. The Master Agreement specifies the relationship and mutual expectations between the District and Foundation; the Lease Agreement specifies the terms of the Foundation's use of the RCCD Alumni House as its place of business.*

[Master Agreement between RCCD and RCCD Foundation FINAL 7-1-2019](#)

[RCCD Foundation Lease Agreement July 2019](#)

V.G. [Resources Committee](#)

[Resolution Authorizing the Issuance of 2004 General Obligation Bonds Series 2019F, 2019 General Obligation Refunding Bonds, and Actions Related Thereto](#)

*The Committee to set a publicly noticed Board meeting on September 17, 2019; adopt Resolution No. 04-19/20 authorizing the issuance of Riverside Community College District Election of 2004 General Obligation Bonds Series 2019F; adopt Resolution No. 05-19/20 authorizing the issuance of Riverside Community College District 2019 General Obligation Refunding; Bonds, and actions related thereto.*

[09032019 - GO Bond Update Presentation](#)

[09032019 - Series 2019F-Background Information](#)

[09032019 - Series 2019F-Resolution No. 04-1920-Authorizing the Issuance](#)

[09032019 - 2019 GO Refunding Bonds-Background Information](#)

[09032019 - Series 2019F-Purchase Contract](#)

[09032019 - 2019 GO Refunding Bonds-Resolution No. 05-19-20-Authorizing the Issuance](#)

[09032019 - 2019 GO Refunding Bonds-Purchase Contract](#)

[09032019 - 2019 GO Refunding Bonds-Escrow Agreement](#)

[09032019 - Preliminary Official Statement](#)

V.H. [Resources Committee](#)

[Public Hearing and Budget Adoption for the 2019-2020 Riverside Community College District Budget](#)

*The Committee to set a public hearing on the 2019-2020 budget for September 17, 2019; and adopt the 2019-2020 Budget for the Riverside Community College District.*

[09032019 FY2019-20 Final Budget Presentaton](#)

[09032019 FY 2019-20 RCCD Final Budget – Detail by Resource](#)

VI. OTHER BUSINESS

VII. ADJOURNMENT

## Board of Trustees Regular/Committee Meeting (II.A)

Meeting	September 3, 2019
Agenda Item	Other Items (II.A)
Subject	Pursuant to Government Code 54956.9 Conference with Legal Counsel - Anticipated Litigation Initiation of Litigation Pursuant to Paragraph (4) of Subdivision (d) of 54956.9: One Potential Case
College/District	
Funding	N/A
Recommended Action	Recommended Action To Be Determined

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### Background Narrative:

To Be Determined

Prepared By:



## Board of Trustees Regular/Committee Meeting (IV.A)

Meeting	September 3, 2019
Agenda Item	Other Items (IV.A)
Subject	Chancellor's Communications
College/District	District
Funding	N/A
Recommended Action	Information Only

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### Background Narrative:

Chancellor will share general information to the Board of Trustees, including federal, state and local interests and District information.

Prepared By: Wolde-Ab Isaac, Chancellor

# Board of Trustees Regular/Committee Meeting (V.A)

Meeting	September 3, 2019
Agenda Item	Teaching and Learning (V.A)
Subject	Teaching and Learning District Strategic Plan 2019-2024
College/District	District
Funding	N/A
Recommended Action	The Committee to review the District Strategic Plan for 2019-2024.

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## Background Narrative:

Presented for the Board's review is the Riverside Community College District Strategic Plan 2019-2024. The revised district mission, vision, values, goals, and objectives along with sample metrics and planning structures are provided. The revised District Services program review and planning process is also described.

Prepared By: Wolde-Ab Isaac, Chancellor  
Susan Mills, Vice Chancellor Educational Services and Strategic Planning

# Update on Riverside Community College District Strategic Plan 2019-2024

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BOARD OF TRUSTEES TEACHING & LEARNING  
COMMITTEE MEETING  
SEPTEMBER 3<sup>RD</sup>, 2019

**RCCD** | RIVERSIDE COMMUNITY  
COLLEGE DISTRICT

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

# District Strategic Planning Timeline

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- Assessment of RCCD Strategic Plan 2013-2016 –  
Late spring/summer 2017
- Internal and External Environmental Scans developed -  
AY 2017-2018
- SWOT Analysis performed – Spring 2018
- District mission, vision, values, goals, and objectives drafted –  
Summer 2018
- Strategic Planning Council structure developed – AY 2018-2019
- Data analyzed and targets developed – AY 2018-2019
- RCCD Strategic Plan 2019-2024 – Draft in progress Spring 2019

# District Strategic Plan Assessment

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- Include additional voices beyond DSPC in assessment and development of plan
- Clearly define the district and the district office
- Continue work on the function map
- Clarify the district strategic planning process and role(s) of DSPC
- Inventory and align district-wide committees within the planning processes
- Clarify terminology and be as consistent as possible across plans
- Write district strategic plan as an overarching framework for the alignment of the colleges' and district office's plans
- Create a District Office Plan with strategies that are more directly in support of the colleges' goals
- For goals, indicate responsible parties, timeline, resources needed, measures, and targets
- Assess, evaluate, and monitor the strategic plan; hold an annual DSPC retreat

# District Strategic Plan External Environmental Scan

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- Contributes to opportunities/threats in SWOT analysis
- Characteristics and trends
  - Population
  - Education
  - Workforce and Employment
  - Economic
- MVC, NC, RCC Regions
- State Budget and Legislative Issues

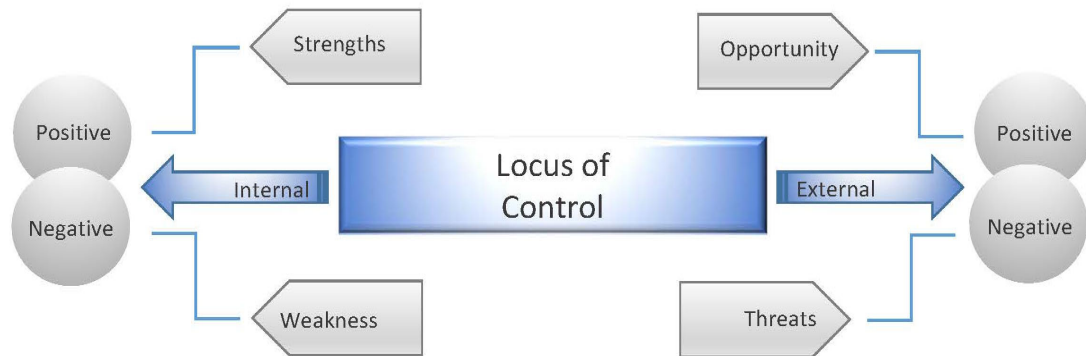
# District Strategic Plan Internal Environmental Scan

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- Contributes to strengths/weaknesses in SWOT analysis
- Student Metrics
- Human Resources
- Technology
- Facilities
- Budget

# District Strategic Plan SWOT Analysis

- Strengths
  - Internal Locus of Control
  - Positive
- Weaknesses
  - Internal Locus of Control
  - Negative
- Opportunities
  - External Locus of Control
  - Positive
- Threats
  - External Locus of Control
  - Negative





# Key Internal Findings

Internal		
Key Findings	Strengths	Weaknesses
> RCCD Colleges are fully accredited.	X	
> RCCD has been successful in securing grants.	X	
> RCCD financial resources/budgets have been increasing.	X	
> RCCD has been increasing the number of Tenured/tenure track faculty & Temporary Academic faculty.	X	
> RCCD Colleges are implementing Guide Pathway framework.	X	
> Persistent student achievement gap exists despite significant levels of state funding.		X
> RCCD has a declining HS graduate capture rate.		X
> Recent decline in efficiency (WSCH/FTES).		X
> RCCD Colleges have lower percentage of freshmen students completing college-level math & English than many of its peers.		X
> RCCD Colleges's student success measures such as % completion, % employed in living wage jobs, etc. have not been improving.		X
> RCCD technology infrastructure and applications have not kept up with the changes in technology, user demands and emerging operational trends.		X
> RCC has many old facilities in poor condition.		X
> MVC has the least amount of space to support its operations.		X

# Key External Findings

External		
Key Findings	Opportunities	Threats
	> Population in our area is likely to increase largely due to net migration, birth rate declining. (Driven by the cost of living in the costal regions)	X
> The percent of the population that is 60+ is increasing.	X	
> RCCD colleges are located near the major population centers of the region.	X	
> More than 50% of RCCD region household speak another language than English at home.	X	
> RCCD service areas are very diverse; Hispanic popuation is the largest and fastest growing.	X	
> RCCD region has lower educational attainment levels; with the lowest levels occurring in the area served by MVC.	X	
> RCCD service area has lower per capital income than the state average, with the areas served by MVC having the lowest.	X	
> Budget allocations at the state level will increasingly be performance based not driven by growth.	X	
> Changes in technology will have both operational and cost implications for RCCD.	X	
> Potential workforce growth areas include: transportation & utilities, professional & business services, warehousing, health care, education, construction, and social services.	X	
> Funding from the state has generally increased over the past five years and is likely to continue for a few more years;		X
> Continued cost increases in employee benefits particularly retirement and health and welfare costs will consume larger share of the budget.		X
> Unemployment rate has been declining and is likely to continue.		X
> Concern regarding the cost of college education is prevalent among a large share of the community. Large public support for state funded free community colleges.		X
> Competition from other colleges in our area is likely to intensify.		X

# District Strategic Plan Mission (Draft)

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The Riverside Community College District through its three colleges – Riverside City College, Norco College, and Moreno Valley College, supported by the District office - serves and enriches its diverse communities by offering certificates, degrees, and transfer programs that help students achieve their educational and career goals. The District strives to impact the social and economic mobility of its students by ensuring access, success, and equity for everyone who wishes to take advantage of the educational opportunities offered by the colleges.

## District Strategic Plan Vision (Draft)

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The Riverside Community College District offers educational opportunities that promote social and economic mobility for its students and demonstrates leadership in the region and the state by providing high quality instructional programs and by advancing social justice for all.

# District Strategic Plan Values (Draft)

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- Inclusiveness
- Excellence
- Innovation
- Collegiality
- Stewardship
- Heritage

# Guided Pathways and the Vision for Success

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- Guided Pathways is the framework for the District Strategic Plan
- Embodies equity
- Is a comprehensive approach to combating poverty
- Is a means to realize social and economic justice
- Starts with careers and works backwards
- Increases transfer
- Increases living wages
- All Fall 2019 new students will be on Guided Pathways

# District Strategic Plan Goals (Draft)

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- Student Access
- Student Success
- Equity
- Institutional Effectiveness
- Resource Generation and Allocation
- Advancement, Partnerships and Communication

# Student Access

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The District will ensure all students have equitable access to the college's courses, programs, and services.

- Objective 1.1: Increase overall enrollments by 3% per year (unduplicated headcount, FTES)
- Objective 1.2: Increase number of high school students in dual enrollment by 2500 over five years
- Objective 1.3: Increase capture rates from feeder high schools by 5% annually
- Objective 1.4: Increase percent of students eligible for financial aid who receive aid by 2% per year
- Objective 1.5: Increase use of technology to improve course scheduling to support student pathways



# Student Success

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The District will provide clear pathways and support for achieving certificates, degrees, and transfer.

- Objective 2.1: Increase number of AA/AS awards by 15% annually
- Objective 2.2: Increase number of certificates completed by 15% annually
- Objective 2.3: Increase transfer to four-year universities by at least 15% per year
- Objective 2.4: Increase percent of CTE students employed in their field of study by 3% annually
- Objective 2.5: Increase percent of CTE graduates with a livable wage by 2% annually
- Objective 2.6: Reduce time for degree completion for part-time students from 6 to 3-4 years and reduce time for degree completion for full-time students from 6 to 2-3 years
- Objective 2.7: Reduce number of units for degrees to not exceed 15% above required number of units (decrease by 3 units per year)
- Objective 2.8: Increase number of full-time students by 10% per year
- Objective 2.9: Increase number of students who complete both transfer-level math and English in first year by 20%

# Equity

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The District will work with community, workforce, and education partners to reduce and eliminate equity gaps.

- Objective 3.1: Decrease equity gaps by 40% in 5 years and eliminate within 10 years
- Objective 3.2: Increase RCCD's workforce diversity to better reflect communities served

# Institutional Effectiveness & Planning

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The District identifies, measures, and reports on student and institutional outcomes to demonstrate the advancement of the district's mission and goals.

- Objective 4.1: Provide the framework and tools for monitoring, assessing, and evaluating progress on goals
- Objective 4.2: Increase efficiency by reducing time for processes such as recruitment, purchasing, conflict resolution, and decision-making
- Objective 4.3: Implement accountability, transparency, and evidence-based communication practices to improve student success and completion
- Objective 4.4: Ensure that all processes and outcomes are aligned with the district's mission and goals and governance structures
- Objective 4.5: Attain a district-level efficiency of 595 (WSCH/FTEF)

# Resources

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The District will acquire, manage, and deploy resources, including human, facilities, technology, and financial, to support district goals and advancement.

- Objective 5.1: Efficiently manage existing resources to support the ongoing academic and student support programs
- Objective 5.2: Develop a Budget Allocation Model grounded on principles of equity, transparency, and fairness
- Objective 5.3: Develop a sustainable and healthy fiscal model
- Objective 5.4: Strategically develop external revenue sources to maximize the funding available to support student learning and success



# Resources cont'd.

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- Objective 5.5: Practice strategic enrollment management that integrates financial planning with student need and achievement
- Objective 5.6: Invest in state-of -the-art technologies to enhance programs, services and operations
- Objective 5.7: Provide a healthy and safe environment for students, faculty, and staff
- Objective 5.8: Human Resources and Employee Relations Strategic Plan covers recruitment, retention, personnel development, and succession planning
- Objective 5.9: Streamline planning and design of facilities to comply with principles of total cost of ownership



# Advancement, Partnerships & Communications

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The District will position its image and reputation as a leading academic institution in the region by actively pursuing, developing and sustaining collaborative partnerships with educational institutions, civic organizations, and businesses.

- Objective 6.1: RCCD will establish and expand relationships with regional educational institutions
- Objective 6.2: RCCD will contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations
- Objective 6.3: RCCD will collaborate with elected officials to develop and secure additional resources that enhance educational programs and student support services
- Objective 6.4: Through the RCCD Foundation, the district will engage in effective fundraising and capital campaigns that enhance educational programs and student support services

# Sample Metrics:

## Success – Objective 2.1: Increase Number of Awards Completed by 15% Annually

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	2015	Change	2016	Change	2017	Change	2018	3 Yr. Avg. Change	3 Yr. Avg. Awards
<b>AA/AS Awards</b>									
<b>District</b>	2993	14%	3404	20%	4070	47%	5965	27%	4480
<b>Riverside</b>	1647	13%	1856	14%	2114	26%	2656	17%	2209
<b>Moreno Valley</b>	527	33%	702	30%	915	71%	1564	45%	1060
<b>Norco College</b>	819	3%	846	23%	1041	68%	1745	31%	1211

# Sample Metrics: Success

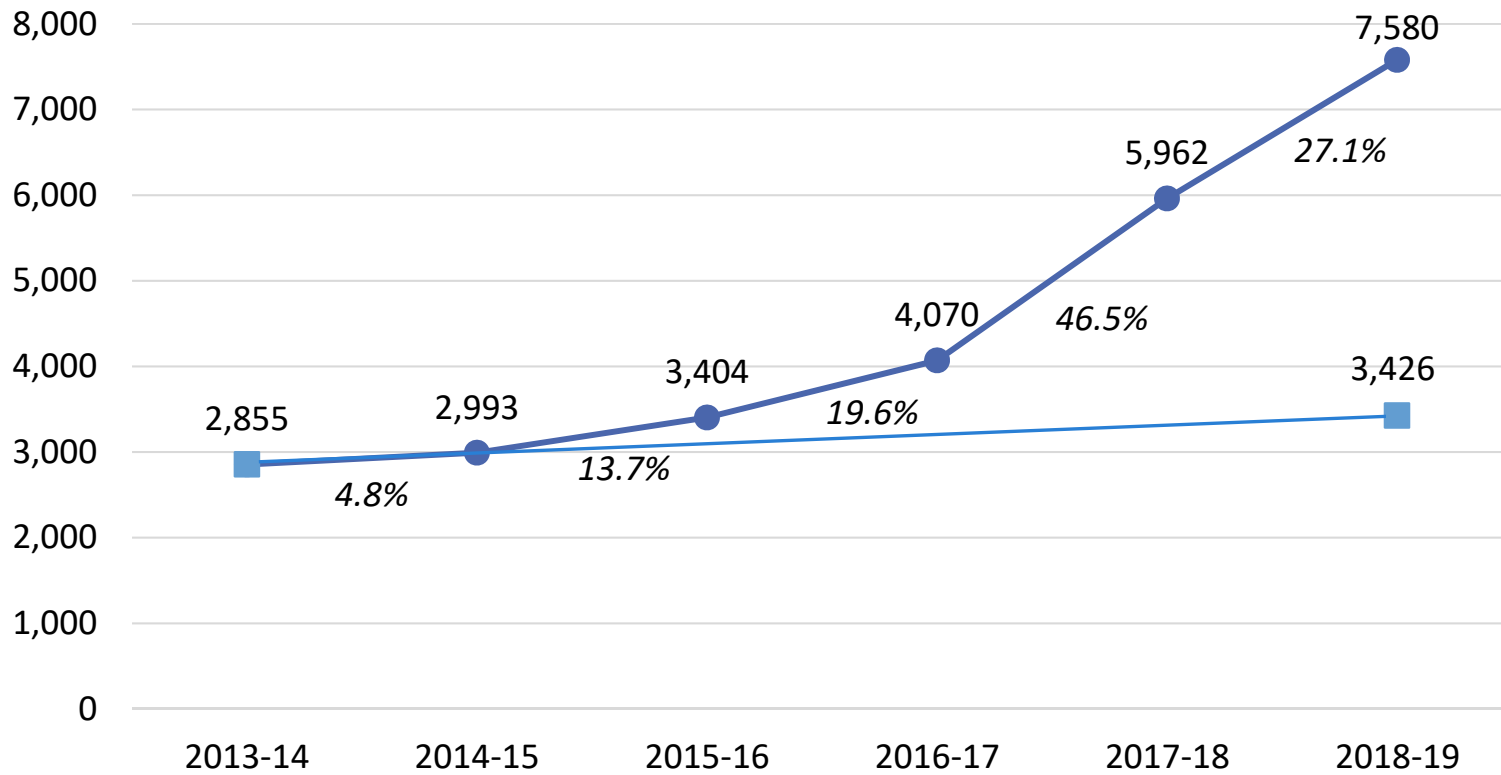
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## Objective 2.1 Increase number of awards completed by 15% annually (Projections)

AA/AS Awards	2018	2019	2020	2021	2022	2023
District	5,965	6,860	7,889	9,072	10,433	11,998
Riverside	2,656	3,054	3,513	4,039	4,645	5,342
Moreno Valley	1,564	1,799	2,068	2,379	2,735	3,146
Norco College	1,745	2,007	2,308	2,654	3,052	3,510



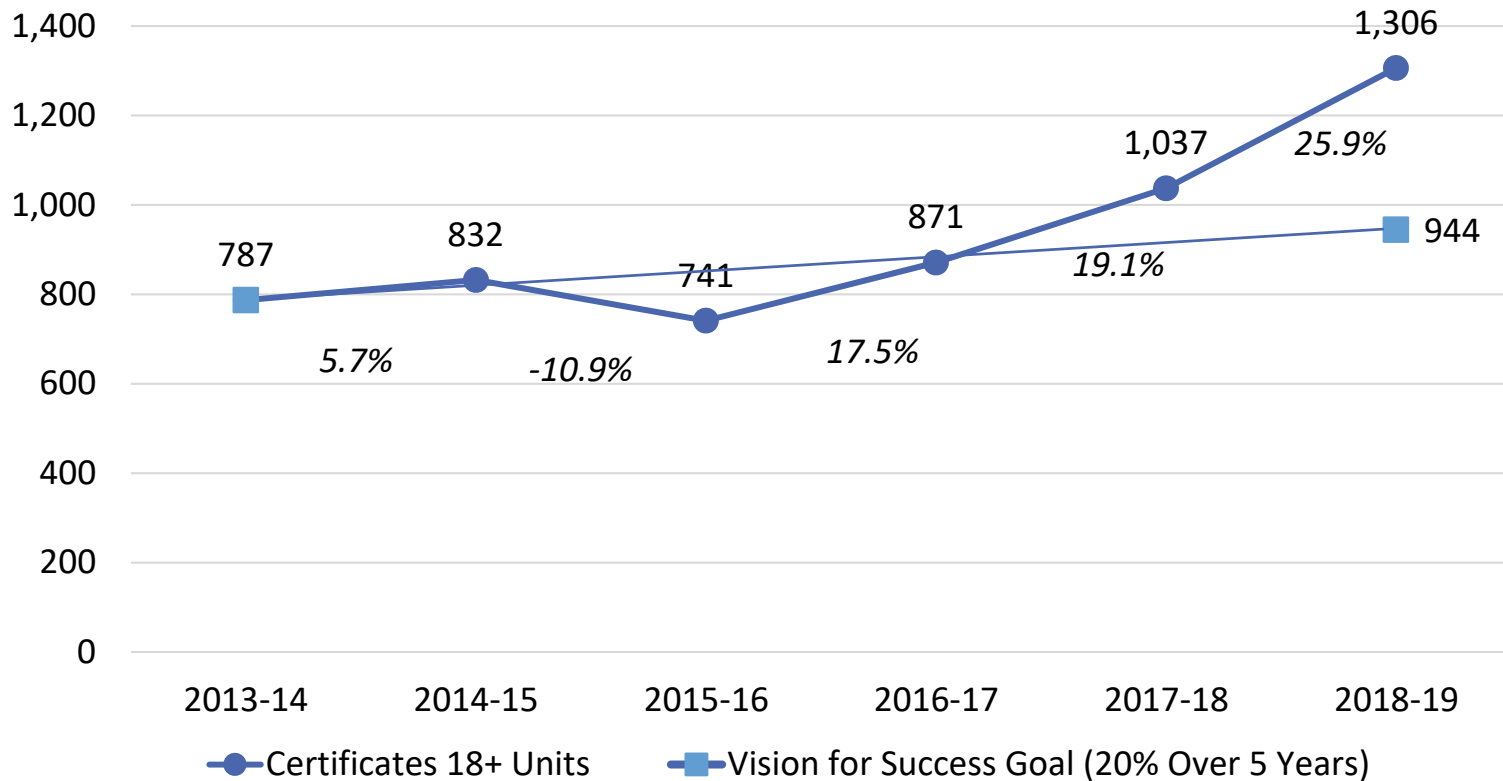
# Student Success Goal- AA/AS/ADT Awards Earned, 2013-14 through 2018-19



Source: CO Data Mart for 2013-14 through 2017-18; local data run for 2018-19

● AA/AS/ADT    ■ Vision for Success Goal (20% over 5 Years)

# Student Success Goal- Certificates (18+ Units or more) Earned, 2013-14 through 2018-19



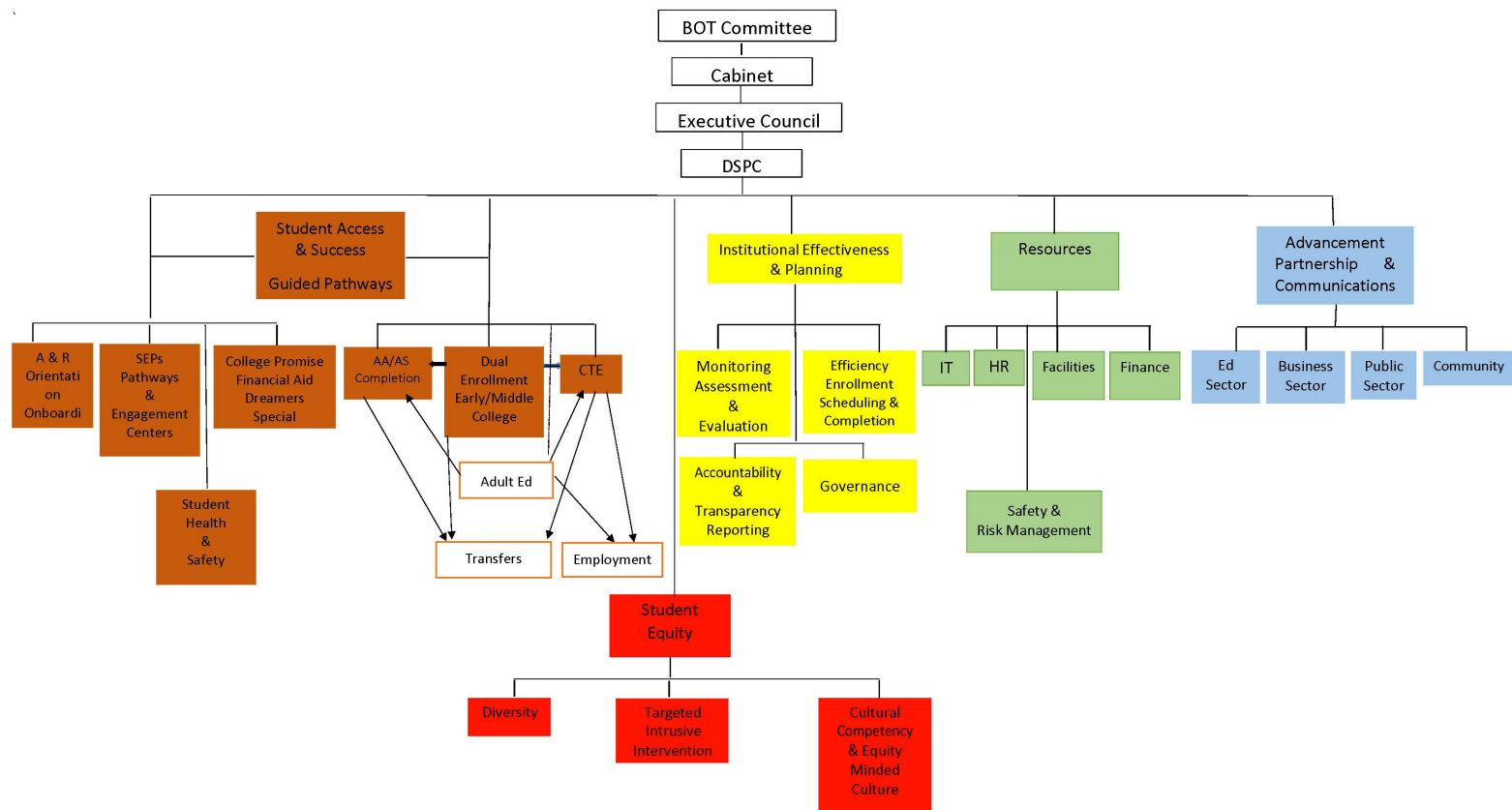
Source: CO Data Mart for 2013-14 through 2017-18; local data run for 2018-19

# District Strategic Planning Councils

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- I. Student Access & Success
- II. Student Equity
- III. Institutional Effectiveness & Planning
- IV. Resources
- V. Advancement, Partnership & Communications

# District Strategic Planning Structure



# Relationships Among the District Office & Colleges in Planning

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- District Strategic Plan goals were developed in full alignment with colleges' goals
- The District is the 3 Colleges and District Services
- The District office fosters and supports goals of student access, success, and equity
- The District office provides strategies for resource development and stewardship, system effectiveness, and partnerships
- District Strategic Plan is an overarching framework for the alignment of the colleges' and district office's plans

# Example: Facilities Planning

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- Develop Sustainability Plan
- Develop Underground Utilities Infrastructure and Integrated Energy Management Plan
- Update Building Design Guidelines and Standards
- Develop Comprehensive California Environmental Quality Act Plans (CEQA)
- Develop Comprehensive Environmental Impact Report Assessment and Plans
- Update ADA Transition, Accessibility Compliance, and Wayfinding Plan
- Develop Integrated Facilities Technology Infrastructure and Systems Plan
- Develop Integrated Facilities Safety and Security Plan
- Develop Comprehensive Facilities Condition Assessment

# Relationships Between Strategic Planning & Program Review

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- Program review and 5-year plan go hand-in-hand
- Program review is an expression of vertical integration of planning and horizontal alignment among colleges and district services
- Departments assess current alignment with strategic planning, develop new and/or revised strategies, and plan initiatives within a five-year planning cycle
- Departments monitor milestones and evaluate progress at least annually during program review

# District Office Program Review Timeline for 2020-2025 Planning

## District Office Program Review & Five-Year Plan Timeline (for Year 1) Fiscal Year 2020-2021 through 2024-2025





# Monitoring, Assessing, Evaluating

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- Set targets and milestones
- Monitor milestones
- Assess processes and outcomes
- Evaluate
  - Efficiencies
  - Effectiveness – How well did we set our goals and targets?
- Plans are living documents – revisit, review, revise, and reset when needed

# Next Steps

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- Draft was reviewed by District Strategic Planning Council on May 17, 2019
- Draft will be reviewed by colleges' shared governance committees/councils in early fall 2019
- Any recommended revisions will be reviewed by DSPC
- Plan will be presented to the Board of Trustees in early fall 2019

# Questions???

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## **Riverside Community College District Strategic Plan 2019-2024**

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## **Chancellor's Message**

The Riverside Community College District Strategic Plan 2019-2024 is an outcome of almost two years of work involving all the stakeholders in an attempt to review and reflect over the past five years, to fully understand the present state of the District and its challenges, and to more clearly define its goals and strategies for the next five years.

The review of the past five years clearly demonstrated that RCCD had never had a coherent and integrated planning process that aligned the plans of the Colleges to the plans of the District office, the entity that provides support and services to the Colleges. The District was never understood to represent the cohesive integration of its components, namely the three colleges and the District office with four district functions and responsibilities as outlined in the function map. The District office has the responsibility of providing adequate resources, and support to the colleges, furthermore, it provides regulatory, advocacy, coordination, guidance and leadership functions.

The second lesson learned was the fact that none of the plans (i.e., neither those coming from the colleges nor those from the District office) had any with concrete, measurable and achievable goal attached to their plans. Therefore the objectives and strategies employed to implement the plans were poorly defined. This made the process of monitoring, assessment and evaluation rather difficult. The absence of a rigorous process of monitoring, assessment and evaluation deprived the planning process from acquiring a built-in memory system to ensure continuity. It is therefore no wonder that achievement on student learning and success was rather stagnant for many years. The absence of concrete measurable goals and the disconnect between the plans of the various entities of the District also made it difficult to establish an accountability system within and between the various entities of the intuition.

The third major lesson learned from the past is the disconnect between the District Strategic Plan and resource allocation. The lack of a fair, equitable and transparent budget allocation model failed to allocate the budget to the different entities of the District satisfactorily. However a similar disconnect between College plans and their internal budget allocation models to their internal entities are all lessons derived from a poorly designed planning process that needed attention.

The 2019-2024 District Strategic Plan has made serious attempts to integrate the lessons learned from the past into the design of the new plan. The District has been very clearly defined to represent the cohesive and integrated organization that is composed of its three colleges and the District office as its support entity. The plan is based on the belief that the whole is much greater than the individual sum of the components. The design principle in the planning process therefore emphasized the comprehensive and cohesive nature of the plan by the vertical integration to strengthen the line functions and horizontal alignment within and between

each of the entities of the District to ensure a fully coordinated system. The composition of the strategic planning councils and their responsibilities are intended to ensure the desired alignment between and within all the District entities.

The District Strategic Plan is an overarching plan guided by overarching goals intended to inspire and galvanize all the District entities' plans to be aligned to the District's plan. If it functions properly, it should serve as a glue connecting and aligning all the plans between and among all the District entities. It should also live up to the basic attributes of a good plan by serving as: a) a good road map very clearly charting where the District is and where it is going next year and the years thereafter in an unambiguous manner b) an effective tool for delineating responsibility to each of the members of the District and their various structures c) a good tool for accountability that comes as a result of the clear delegation of responsibility d) and finally it should serve as an effective platform for transparency in defining relationships to both RCCD's internal as well as external constituencies.

In closing while I want to thank and congratulate all those involved in the production of such a comprehensive and integrated District Strategic Plan, I also want to emphasize the fact that the plan is a living document that is expected to be improved and refined every year through the outcomes of the monitoring, evaluation and assessment processes.

Wolde-Ab Isaac, Ph.D.  
Chancellor

## Statement of Purpose

The 2019-2024 District Strategic Plan recognizes and addresses the unparalleled institutional change that has occurred over the last several years. The recent legislative mandates and the changes in leadership at the colleges and at the District office, which have somewhat stressed the institution's resilience, have actually provided a rare opportunity for the district to re-conceptualize its planning processes by integrating the strategic plans of the colleges into a coherent vision for the district. In addition, the 2019-2024 plan provides a means for the Board of Trustees to engage more directly with the district's long-term planning processes and to evaluate the effectiveness of the district in meeting its institutional mission and goals; it also allows the board, using clear, measurable outcomes, to hold the chancellor and the college administrations accountable for meeting these goals.

The plan clarifies that the district and the district support services are distinct but integrated entities. The district consists of the three colleges, propelled by their instructional missions and overseen by the chancellor. Student success, access, and equity—the essential focus of these institutions—provide the principal basis for all district planning and drive the allocation of resources. District Office support, as the title suggests, function to support the three colleges in their efforts to meet the instructional needs of students, both in the classroom and with necessary support services—including, but not limited to, leadership and oversight, state and national advocacy, statutory compliance, business services, human resources, and other infrastructure needs. Developed by a collaborative group representing the district support offices and the three colleges, the recently revised function map, an essential component of the revised strategic plan, delineates the roles of the district (the three colleges) and the various district support services in their joint efforts to deliver high quality instructional programs and to meet the standards of good practice identified in the accreditation standards

The 2019-2024 District Strategic Plan outlines the processes and assessment instruments the district used to develop long-term strategic goals and identifies the method by which the district will assess, monitor, and evaluate its progress in meeting its long-term initiatives. The plan includes measurable targets for each year of the plan, some of which are statutory and some of which reflect the essential instructional mission of the district, particularly the Guided Pathways framework. As part of the district program-review process, the 2019-2024 District Strategic Plan requires the four district vice-chancellors to develop five-year plans for their areas that integrate the strategic plans of the three colleges and that outline needed improvements in their divisions that make their support efforts more effective and efficient. The vice chancellors—with representatives of the colleges on the newly developed district planning councils—monitor, assess, and evaluate each year the specific strategies used to achieve the identified outcomes and, if necessary, refine the strategies for meeting district targets—or even modifying those targets—that validate student success and completion. Some of these district outcomes involve performance-based targets that impact the apportionment the district receives. The district strategic plan—through an integrated planning process that incorporates each college's long-term educational master plans and five-year strategic plans—not only establishes collective student success and equity targets to ensure the district meets its performance-based funding goals but, more important, holds those charged with developing strategies to meet district objectives

accountable. The plan includes a new Budget Allocation Model that provides a method for allocating and stabilizing resources for all district entities and for prioritizing district initiatives, especially new programs and facilities, and that reflect over-arching district goals established through a deliberative process by the Board of Trustees.

The District Strategic Plan 2019-2024 establishes a new integrated planning structure that allows participation and engagement from the college constituencies with district support services in five district-wide councils: Student Access, Success, and Guided Pathways; District Equity; Institutional Effectiveness and Planning; Resources; and Partnership and Communications. Each of these councils has, as its essential function, the task of monitoring, assessing, and evaluating district progress in meeting its established goals and targets and to make specific recommendations to the District Strategic Planning Council. Each of the four vice chancellors develops five-year comprehensive plans, approved by the District Strategic Planning Council, that coordinate with and provide direct support to the colleges and that configure the necessary district service infrastructure to ensure that the essential support for the colleges is effective and efficient. These newly formulated planning councils parallel the Board of Trustees restructured sub-committees. This new structure will enhance the board's oversight responsibility by providing the board members the necessary concrete data and information they need to monitor, assess, and evaluate the instructional objectives of the district and to hold the chancellor and the college presidents accountable for achieving those aims.



## **Assessment of the Riverside Community College District Centennial Strategic Plan 2013-2016**

### **Environment Scan (June 5, 2018)**

Produced at the request of the chancellor, a group of the District Office and college employees, representing various constituencies, completed an external and internal environmental scan that allows the district to anticipate and respond to changes in the Riverside Community College District service areas. The external scan reviews and assesses data on population, political, social, technological, workforce/economic trends, and changes in law or public policy that may likely influence the district's ability to execute its mission. In particular, the external scan focuses on factors that will impact student enrollment, workforce demands, sources of funding, and student demography. The data presented within this scan allow the district to identify broad strategic objectives to provide high quality educational and career programs for the diverse and changing communities the district serves. The environmental scan allows each college to adjust its planning strategies to serve the interests and needs of the particular communities in its proximity. In general, the external scan outlines several important external trends:

- Projected population growth in Riverside County will parallel the state trends of up to 30% from 2016-2060 with the median age increasing over time.
- Hispanic/Latin population in the RCCD service area (53%) will outpace the county (47.5%) and the state (38.6%).
- 44% of the population over five years of age speak a language other than English in the RCC region, 53.9% in the MVC region, and 40.9% in the NC region.
- Only 21% of the population of those over 25 have a bachelor's degree in the RCCD service area (state 32%, MVC region 13.3%, RCC region 19.9%, NC region 27.6%).
- Riverside County is projected to increase the number of high-school graduates through 2023-24 and then decline to 2019-20 levels.
- RCCD feeder schools show a decline in enrollment in every high-school grade level since 2011-12.
- High-school graduation rates have increased in all RCCD feeder schools and in all ethnic demographic groups.
- Most of the school districts with the RCCD service area have increased the proportion of graduating seniors who have completed the coursework required for CSU entrance since 2011.
- The RCCD feeder group capture rate peaked in 2008 at 32%, declined from 2008-2012 to 20%, and increased from 2012-2016 to 24%.
- Unemployment rates in the nation and state have declined since 2010; the RCCD service area mirrors national and statewide trends.
- Property values in Riverside County and the RCCD service area have grown and almost rebounded to 2010 values.
- Community college funding model, Board of Governors Vision for Success, and other legislative changes are significant issues for the district.

The data in the internal scan identify and examine student metrics, human resources, technology, facilities, and budget trends that offer a basis for developing strategies for improving the educational and career needs of the students in the Riverside Community College service areas. These data also provide the needed information the colleges need for their planning strategies. The internal scan shows a number of important trends:

- The number of full-time equivalent students has increased since the low point during the 2011-12 academic year.
- The number of full-time students (those taking 12.0 or more units) has increased since fall 2010 and is generally younger.
- More students have received financial assistance over the last five years, and the amount of financial aid has increased.
- While the number of AA/AS degrees has increased slightly and while the number of students transferring to CSU and UC have increased, the trend was relatively static until 2016-17.
- The percentage of full-time classified support staff FTE and full-time faculty FTE has decreased in spite of the growth in apportionment and full-time equivalent students.
- While the current network infrastructure to support a single network at all district sites is sufficient for the near-future, the district and colleges should include increased internet bandwidth in their long-term planning.
- Several critical applications software challenges need to be addressed, particularly those requiring coordination of function and cross-compatibility of technologies at various district locations.
- The district needs an integrated district-wide Educational Master Plan to inform college facilities master plans.
- The district needs a budget-allocation model that reflects and supports the district and college strategic plans.

The data and discussion in both the external and internal environmental scans provide some of the information needed for the three colleges and the District Office to integrate their planning strategies. The data also reflect the challenges the district must overcome to serve the educational and career programs. More important, the scans demonstrate that the district has an opportunity to improve the low college completion rate in the region and to offer clear transfer and career pathways for recent high-school graduates by providing access to high-quality instructional programs.

## Assessment and SWOT Analysis

In July 2017, a team composed of representatives from the three college and from the District Office assessed the 2013-2016 District Strategic Plan. In August 2018, another team completed a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis for the Riverside Community College District. These assessments demonstrate the need for integrated district planning—that is, direct and coordinated planning that assimilates the strategic planning processes at the colleges, which emphasize instructional programs, with the District Office to support those programs. The newly developed function map that delineates the responsibilities of the colleges and the District Office advances this need. The chairs of the college program review committees and representatives from the district have also met to share the timelines and processes used at the colleges in order to determine how to coordinate the program review process (Fall 2018 and Spring 2019). Several important observations about the 2013-2016 Plan and the SWOT suggest the importance of this integrated planning that allows for the Board of Trustees to make informed decisions about the instructional mission of the district and to hold the chancellor and college presidents accountable by using concrete and factual metrics to assess the district’s progress in meeting its goals.

The two assessment teams made a number of important observations and recommendations about the 2013-2016 District Strategic Plan and about the current status of the district:

- The plan relied on an outside facilitator and lacked sufficient representation from the colleges.
- It failed to integrate the long-term and short-term college plans in the development of the district plan.
- The plan did not provide a clear alignment with district-wide committees, nor an alignment with operational district-wide plans.
- District office program review failed to identify key strategies and initiatives that integrate with and support the instructional mission of the colleges.
- The plan did not identify any measurable outcomes, responsible parties, targets, or timelines for implementation—as a result, no accountability and no clear way to operationalize the goals.
- The District Strategic Planning Committee membership had only four to five representatives from each college; 12 of the 27 members were district management. The membership lacked sufficient academic representation.
- The plan lacked a clear instructional emphasis.
- The plan failed to define the responsibilities of the colleges and of the district office.

The assessment team included a number of recommendations, most of which have been included in this new plan. The one recommendation, or principle, that reinforces the central focus of the 2019-2024 District Strategic Plan is that the district isn’t accredited; only the colleges are. As a result, the new plan should provide an overarching framework that merges the plans of each vice chancellor’s area with the long-term and strategic plans of the three colleges. The district office support area plans need to

foster and reinforce the goals of student success, access, and equity and provide strategies for resource development and stewardship, system effectiveness, and community engagement.

The Strengths, Weaknesses, Opportunities, and Threats Analysis (August 29, 2018) surveyed and collected responses from 2,433 different individuals representing a significant cross-section of the district community. Many of the responses correspond to the measurable student data presented below and offer a collected perspective about the nature of the district. The open-ended comment section offers, without statistical ratings, a collection of subjective views about what the colleges and district office should do to improve the institution. These subjective views reflect very directly the goals and objectives the 2019-2024 District Strategic Plan seeks to accomplish.

### Analysis of Key Performance Indicators

In an effort to establish clear, measurable targets for the 2019-2024 District Strategic Plan, the district Office of Institutional Research has collected data that reflect the key performance indicators used to evaluate the institution’s efforts to improve student learning and success. These new performance indicators include metrics from the state chancellor’s Vision for Success Goals, suggested performance measures from the ACCJC, and from the Guided Pathways framework. The metrics provide a framework and information about trends over the last three or four years that allow the district to recognize institutional baselines, below which the district will not go, and to develop realistic and measurable targets for the district to improve student success, access, and equity.

One of the essential questions the district must answer involves realistic growth measures. To plan effectively requires stable apportionment and additional resource allocations. In California most of the apportionment is generated by the number of students enrolling in the educational programs. The following table shows the enrollment growth in the district for the last five years.

#### RCCD Enrollments, 2013-14 through 2017-18

	Annual 2013-2014		Annual 2014-2015		Annual 2015-2016		Annual 2016-2017		Annual 2017-2018	
	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	3 Yr. Avg. Change
<b>RCCD</b>	51,966	1.0 %	52,495	3.2 %	54,173	5.4 %	57,125	3.2 %	58,939	3.9 %
<b>Moreno Valley</b>	12,688	1.2 %	12,839	4.7 %	13,447	5.8 %	14,233	3.8 %	14,772	4.8 %
<b>Norco College</b>	13,014	0.2 %	13,045	2.2 %	13,337	4.6 %	13,956	4.8 %	14,624	3.9 %
<b>Riverside</b>	26,264	1.3 %	26,611	2.9 %	27,389	5.6 %	28,936	2.1 %	29,543	3.6 %

Source: Chancellor’s Office Data Mart, [https://datamart.cccco.edu/Students/Student\\_Term\\_Annual\\_Count.aspx](https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx)

These data indicate that the district can use a 3% annual growth as a realistic planning tool for the next five years. The data also demonstrate that a slightly higher growth rate exists for both Moreno Valley College and Norco College. The higher growth rate, if sustained, supports expanding the ability of the both Moreno Valley and Norco colleges to offer additional educational opportunities for the students in those communities.

FTES data also reflect 3% annual growth as a realistic target

FTES	District						
	Credit RES	Credit-NON RES FTES	Non-Credit Total	Total FTES	Sp Admit	Incarcerated	Total FTES Excluding Spadmit and Incarcerated
<b>2016-2017</b>	29139.59	720.63	76.81	<b>29937.03</b>	712.52	0	<b>29224.51</b>
<b>2017-2018</b>	30000.51	719.06	86.21	<b>30805.78</b>	802.3	36.77	<b>29966.71</b>
<b>*2018-2019</b>	30918.08	725	155	<b>31798.08</b>	850	87.36	<b>30860.72</b>
<b>***2019-2020</b>	31857	765	280	<b>32902</b>	880	150	<b>31872</b>

FTES	MVC			
	Credit RES	Credit-NON RES FTES	** Non-Credit Total	Total FTES
<b>2016-2017</b>	6426.53	56.71	5.57	<b>6488.81</b>
<b>2017-2018</b>	6709.75	75.42	5.54	<b>6790.71</b>
<b>*2018-2019</b>	7147.22	75	15	<b>7237.22</b>
<b>***2019-2020</b>	7293	80	50	<b>7423</b>

FTES	NC			
	Credit RES	Credit-NON RES FTES	** Non-Credit Total	Total FTES
<b>2016-2017</b>	6896.92	79.11	0	<b>6976.03</b>
<b>2017-2018</b>	6974.52	79.08	0	<b>7053.6</b>
<b>*2018-2019</b>	7092.41	80	25	<b>7197.41</b>
<b>***2019-2020</b>	7462	85	80	<b>7627</b>

FTES	RCC			
	Credit RES	Credit-NON RES FTES	** Non-Credit Total	Total FTES
<b>2016-2017</b>	15816.14	584.81	71.24	<b>16472.19</b>
<b>2017-2018</b>	16316.24	564.56	80.67	<b>16961.47</b>
<b>*2018-2019</b>	16678.45	570	115	<b>17363.45</b>
<b>***2019-2020</b>	17102	600	150	<b>17852</b>

The above is the FTES produced and not reported; reported FTES varies due to rollback.

\*estimated

\*\*NONCREDIT total includes resident and non-resident FTES

\*\*\*Targets

To ensure that the district serves its communities and offers instructional programs to increase the number of students in the area who attend and benefit from a college education, the district needs to work with the local high schools and also increase the number of students from the local high schools who attend one of the three colleges. The following two tables show the trends over the last few years.

**The number of high school students in dual enrollment**

	2015		2016		2017		2018	
	Student Count	Change	Student Count	Change	Student Count	Change	Student Count	3 Yr. Avg. Change
RCC	396	1%	400	9%	434	18%	513	9%
MVC	442	50%	663	13%	747	25%	932	29%
NC	521	16%	604	1%	609	26%	769	14%
<b>RCCD</b>	<b>1359</b>	<b>23%</b>	<b>1667</b>	<b>7%</b>	<b>1790</b>	<b>24%</b>	<b>2214</b>	<b>18%</b>

(Process note: this table shows the changes in students who were considered “Special Admit,” which is defined by the Chancellor’s Office as not a high school graduate, currently enrolled in k-12.)Source:

Chancellor’s Office Data Mart, [https://datamart.cccco.edu/Students/Education\\_Status\\_Summary.aspx](https://datamart.cccco.edu/Students/Education_Status_Summary.aspx)

These data demonstrate that the three colleges have increased the number of students who participate in programs with the local high schools at a relatively significant rate. The district also wants to increase the number of students from the local high schools who attend one of the three colleges full time and who participate in the Guided Pathways framework. The following table demonstrates the capture rate—that is, the number of students from the local high schools who attend one of the colleges.

**RCCD Capture Rates, 2013-2016**

	2013	Change	2014	Change	2015	Change	2016	3 Yr. Avg. Change	3 Yr. Avg. Rate
<b>Capture Rate</b>	21.0%	15.2%	24.2%	-3.7%	23.3%	3.4%	24.1%	5.0%	23.9%



(NOTE: This table will be updated when the 2017 high school graduates data are available from the California Dept. of Education.)

Source: California Department of Education website (<https://dq.cde.ca.gov/dataquest/>) and locally-created files.

Again, the district has done a relatively good job of encouraging students within the district to attend one of the three colleges; however, to improve the overall college-going rates, the three colleges need to develop additional strategies to encourage students from the local high schools to enroll.

To facilitate this aim by making enrollment more affordable, it is necessary for the district to improve the ability of students to receive the necessary financial aid. The following chart shows the percentage of eligible students in the district who received financial aid.

**Percent of students eligible for financial aid who receive aid**

District	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg. Change
California College Promise Grant	29,528	1.0%	29,824	-2.6%	29,061	1.9%	29,600	0.1%
Pell Grant	15,275	-5.6%	14,425	-3.0%	13,993	5.6%	14,777	-1.0%

RCC	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg. Change
California College Promise Grant	19,096	1.2%	19,334	-1.2%	19,096	1.1%	19,305	0.4%
Pell Grant	8,588	-5.4%	8,125	-0.3%	8,104	6.3%	8,614	0.2%

MVC	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg. Change
California College Promise Grant	9,349	-1.3%	9,226	-1.2%	9,114	5.3%	9,595	0.9%
Pell Grant	3,646	-5.6%	3,443	-8.5%	3,149	4.8%	3,301	-3.1%

NC	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg. Change
<b>California College Promise Grant</b>	8,494	0.7%	8,553	-2.4%	8,347	0.7%	8,406	-0.3%
<b>Pell Grant</b>	3,101	-6.4%	2,902	-4.0%	2,785	4.1%	2,898	-2.1%

(Note: these are unduplicated counts of students each year receiving a California Promise (BOG) grant or a Pell grant, respectively. Trying to estimate the students who are eligible but who do not “take-up” their financial aid is not possible at this time, as we do not have access to the data elements needed to calculate.)

Source: Chancellor’s Office Data Mart, [https://datamart.cccco.edu/Services/FinAid\\_Summary.aspx](https://datamart.cccco.edu/Services/FinAid_Summary.aspx)

Over the last three or four years the district has increased the number of awards and transfers to four-year colleges and universities. This trend demonstrates that the three colleges have made significant progress in this area. However, students take a lot more units than necessary to earn a degree. These data indicate that the district needs to monitor more closely the amount of time it takes for a student to earn an award and to develop strategies to track students’ pattern of unit accumulation.

**Average Number of Units Accumulated by Associate Degree Earners**

	2014-2015	2015-2016	2016-2017	2017-2018
<b>Overall</b>	<b>93.7</b>	<b>91.5</b>	<b>91.4</b>	<b>92.0</b>
Asian	*	94.8	98.4	96.3
Black or African American	91.3	88.8	88.8	89.6
Filipino	*	98.3	*	98.3
Hispanic	93.0	90.7	90.1	92.1
Two or More Races	91.4		87.0	91.8
White	94.4	91.4	94.0	90.3

\*There are insufficient data to calculate metric for these cases, as well as for American Indian/Alaska Native and Native Hawaiian or Other Pacific Islander. “Unknown/Not Reported” are not displayed.

**The number of degrees completed annually**

	2015	<i>Change</i>	2016	<i>Change</i>	2017	<i>Change</i>	2018	3 Yr. Avg. Change	3 Yr. Avg. Awards
<b>AA/AS Awards</b>									
<b>District</b>	2993	14%	3404	20%	4070	47%	5965	27%	4480
<b>Riverside</b>	1647	13%	1856	14%	2114	26%	2656	17%	2209
<b>Moreno Valley</b>	527	33%	702	30%	915	71%	1564	45%	1060
<b>Norco College</b>	819	3%	846	23%	1041	68%	1745	31%	1211

Source: Chancellor’s Office Data Mart, [https://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](https://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

**The number of certificates completed annually**

	2015	<i>Change</i>	2016	<i>Change</i>	2017	<i>Change</i>	2018	3 Yr. Avg. Change	3 Yr. Avg. Awards
<b>Certificates</b>									
<b>District</b>	1375	-7%	1275	36%	1738	23%	2140	17%	1718
<b>Riverside</b>	807	-9%	734	6%	777	20%	932	6%	814
<b>Moreno Valley</b>	297	-9%	271	123%	605	25%	754	46%	543
<b>Norco College</b>	271	0%	270	32%	356	28%	454	20%	360

Source: Chancellor’s Office Data Mart, [https://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](https://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

**Transfers to four-year universities annually**

UC	2013-14	Change	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg. Change	3 Yr. Avg. Students
<b>RCCD</b>	<b>391</b>	<b>-7%</b>	<b>363</b>	<b>8%</b>	<b>392</b>	<b>30%</b>	<b>509</b>	<b>-2%</b>	<b>497</b>	<b>12%</b>	<b>466</b>
<b>RCC</b>	296	-20%	238	6%	252	20%	303	-1%	301	8%	285
<b>MVC</b>	31	42%	44	34%	59	66%	98	-22%	76	26%	78
<b>NC</b>	64	27%	81	0%	81	33%	108	11%	120	15%	103

CSU	2013-14	Change	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg. Change	3 Yr. Avg. Students
<b>RCCD</b>	<b>1013</b>	<b>8%</b>	<b>1091</b>	<b>-2%</b>	<b>1066</b>	<b>10%</b>	<b>1169</b>	<b>-3%</b>	<b>1139</b>	<b>2%</b>	<b>1125</b>
<b>RCC</b>	740	-1%	733	-2%	715	1%	720	-3%	701	-1%	712
<b>MVC</b>	93	26%	117	-8%	108	32%	143	16%	166	14%	139
<b>NC</b>	180	34%	241	1%	243	26%	306	-11%	272	5%	274

SUM	2013-14	Change	2014-15	Change	2015-16	Change	2016-17	Change	2017-18	3 Yr. Avg. Change	3 Yr. Avg. Students
<b>RCCD</b>	<b>1404</b>	<b>4%</b>	<b>1454</b>	<b>0%</b>	<b>1458</b>	<b>15%</b>	<b>1678</b>	<b>-3%</b>	<b>1636</b>	<b>4%</b>	<b>1591</b>
<b>RCC</b>	1036	-6%	971	0%	967	6%	1023	-2%	1002	1%	997
<b>MVC</b>	124	30%	161	4%	167	44%	241	0%	242	16%	217
<b>NC</b>	244	32%	322	1%	324	28%	414	-5%	392	8%	377

Sources: University of California Info Center, <http://www.universityofcalifornia.edu/infocenter/admissions-source-school>, CSU Analytic Studies webpage, <http://www.calstate.edu/as/ccct/index.shtml>

**Average of Degree Applicable Units Attempted in first Year**

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
Asian	19.7	19.3	18.9	19.8
African - American	12.6	11.7	12.7	14.3
Hispanic	14.0	13.9	14.2	16.4
Native American	12.7	16.0	15.5	15.6
Pacific Islander	17.2	15.5	15.7	17.5
Two or More	15.1	14.6	12.3	12.7
White	15.7	15.5	16.2	16.7
Other	20.2	15.9	9.7	14.0
<b>Grand Total</b>	<b>14.6</b>	<b>14.4</b>	<b>14.7</b>	<b>16.5</b>

**The number of full-time students (12 units per semester/24 units per year) of first-time students**

<b>RCCD</b>	<b>2014-15</b>	<b>Change</b>	<b>2015-16</b>	<b>Change</b>	<b>2016-17</b>	<b>Change</b>	<b>2017-18</b>	<b>3 Yr. Avg Annual Change</b>
Attempted 12+ Units / First-Term	1,234	3.0%	1,271	8.7%	1,381	52.0%	2,099	21.2%
Attempted 24+ Units / First-Year	1,195	3.4%	1,236	10.8%	1,370	40.9%	1,931	18.4%
<b>RCC</b>	<b>2014-15</b>	<b>Change</b>	<b>2015-16</b>	<b>Change</b>	<b>2016-17</b>	<b>Change</b>	<b>2017-18</b>	<b>3 Yr. Avg Annual Change</b>
Attempted 12+ Units / First-Term	758	-2.0%	743	4.0%	773	63.8%	1,266	21.9%
Attempted 24+ Units / First-Year	747	-2.9%	725	12.0%	812	50.4%	1,221	19.8%
<b>MVC</b>	<b>2014-15</b>	<b>Change</b>	<b>2015-16</b>	<b>Change</b>	<b>2016-17</b>	<b>Change</b>	<b>2017-18</b>	<b>3 Yr. Avg Annual Change</b>
Attempted 12+ Units / First-Term	175	9.7%	192	6.8%	205	58.5%	325	25.0%
Attempted 24+ Units / First-Year	176	-9.7%	159	15.7%	184	41.8%	261	16.0%
<b>NC</b>	<b>2014-15</b>	<b>Change</b>	<b>2015-16</b>	<b>Change</b>	<b>2016-17</b>	<b>Change</b>	<b>2017-18</b>	<b>3 Yr. Avg Annual Change</b>
Attempted 12+ Units / First-Term	305	9.8%	335	20.6%	404	25.7%	508	18.7%
Attempted 24+ Units / First-Year	307	15.6%	355	4.8%	372	21.8%	453	14.1%

(Process note: These are the counts of first-time students at RCCD who met the criteria using degree-applicable units.)

As the data above reveal, many students do not take a full-time load. As a result, students take on average about six years to earn a degree, longer for part-time students. The district needs to develop clear strategies not only to monitor each student’s progress but also to encourage more students to attend full time—perhaps by providing guidance and financial assistance—to reduce the amount of time for students to complete their educational objectives. One of the most significant obstacles for students to make significant progress is completing college-level English and math courses early in their educational experience. Completion of these courses provides the necessary skills for students to be successful in their other required courses. Recent legislation, AB 705, allows all students to take transfer-level courses and encourages colleges to provide supportive co-requisite courses and/or tutoring and supplemental instruction for those who do not have the necessary skills to meet the academic standards of these foundational courses. The following chart demonstrates the trends over the last three years.

**The number of students who complete both transfer-level math and English in first year**

	<b>2014-15</b>	<i>Change</i>	<b>2015-16</b>	<i>Change</i>	<b>2016-17</b>	<i>Change</i>	<b>2017-18</b>	<i>Avg. Annual Change</i>	<b>3 Yr. Avg.</b>
<b>RCCD</b>	<b>278</b>	<i>7%</i>	<b>298</b>	<i>12%</i>	<b>335</b>	<i>99%</i>	<b>665</b>	<i>39%</i>	<b>433</b>
RCC	162	<i>-30%</i>	113	<i>19%</i>	135	<i>166%</i>	359	<i>52%</i>	202
MVC	23	<i>61%</i>	37	<i>41%</i>	52	<i>52%</i>	79	<i>51%</i>	56
NC	93	<i>59%</i>	148	<i>0%</i>	148	<i>53%</i>	227	<i>38%</i>	174

To serve all members of the community, the students enrolled in and the staff employed by the district should reflect the ethnic, social, and racial makeup of that community. To achieve this aim, the basic strategy is to guide students into structured instructional programs to reduce the time and the number of units it takes for students to complete their educational objectives. By providing support services and helping students complete their educational plans, the district hopes to bridge the equity gap that currently exists. The Guided Pathways framework is structured to help in both reducing the time and units in takes to complete a degree or certificate, but it also provides the necessary support services that may reduce the equity gap. The following charts offer insight into the district’s current status to serve students in an equitable manner and to employ faculty and staff that mirror the demographic makeup of the community.

**Table of Guided Pathways Indicators, 2017-18 District Cohort.**

RCCD	Students attending Full-Time Fall and Spring During First Year	Average Degree-Applicable Units Attempted in First Year	Success in Transfer-Level Math in First Year	Success in Transfer-Level English in First Year	Success in both Transfer Level Math & English in First Year	Attempted 12+ Deg. Appl. Units in First Term	Earned 12+ Deg. Appl. Units in First Term	Attempted 24+ Deg. Appl. Units in First Year	Earned 24+ Deg. Appl. Units in First Year
Asian	31.9%	19.8	29.1%	33.2%	19.1%	36.8%	19.4%	41.0%	28.5%
African American	16.0%	14.3	7.2%	22.0%	4.8%	25.3%	8.6%	22.4%	9.4%
Hispanic	19.9%	16.4	12.8%	28.7%	9.2%	30.8%	12.6%	28.0%	14.6%
Native American	13.0%	15.6	8.7%	30.4%	0.0%	30.4%	8.7%	26.1%	4.3%
Pacific Islander	39.3%	17.5	7.1%	28.6%	7.1%	46.4%	28.6%	39.3%	25.0%
Two or More	16.0%	12.7	16.0%	28.0%	16.0%	16.0%	8.0%	28.0%	20.0%
White	22.4%	16.7	17.2%	31.2%	12.0%	33.3%	18.9%	29.9%	19.6%
Unknown	4.2%	14.0	0.0%	12.5%	0.0%	8.3%	0.0%	12.5%	8.3%

\*Small sample, less than 20 cases.

Note: Guided Pathways cohorts consist of first-time students in the specified year.



**Table of Guided Pathways Indicators, 2017-18 Riverside City College Cohort.**

RCC	Students attending Full-Time Fall and Spring During First Year	Average Degree-Applicable Units Attempted in First Year	Success in Transfer-Level Math in First Year	Success in Transfer-Level English in First Year	Success in both Transfer Level Math & English in First Year	Attempted 12+ Deg. Appl. Units in First Term	Earned 12+ Deg. Appl. Units in First Term	Attempted 24+ Deg. Appl. Units in First Year	Earned 24+ Deg. Appl. Units in First Year
Asian	38.6%	21.8	28.1%	31.4%	18.6%	41.4%	20.0%	47.1%	31.9%
African American	16.4%	15.3	6.3%	19.0%	4.1%	24.9%	7.8%	25.7%	10.4%
Hispanic	21.1%	17.2	11.8%	25.3%	8.3%	32.4%	12.1%	30.5%	15.3%
Native American	14.3%	17.1	14.3%	28.6%	0.0%	28.6%	14.3%	28.6%	7.1%
Pacific Islander	50.0%	19.6	11.1%	27.8%	11.1%	55.6%	44.4%	50.0%	38.9%
Two or More	0.0%	11.1	0.0%	14.3%	0.0%	14.3%	0.0%	14.3%	14.3%
White	26.5%	18.2	18.2%	30.2%	13.1%	36.5%	20.8%	34.9%	23.8%
Unknown	0.0%	14.2	0.0%	0.0%	0.0%	7.7%	0.0%	7.7%	7.7%

\*Small sample, less than 20 cases.

Note: Guided Pathways cohorts consist of first-time students in the specified year.

**Table of Guided Pathways Indicators, 2017-18 Moreno Valley College Cohort.**

MVC	Students attending Full-Time Fall and Spring During First Year	Average Degree-Applicable Units Attempted in First Year	Success in Transfer-Level Math in First Year	Success in Transfer-Level English in First Year	Success in both Transfer Level Math & English in First Year	Attempted 12+ Deg. Appl. Units in First Term	Earned 12+ Deg. Appl. Units in First Term	Attempted 24+ Deg. Appl. Units in First Year	Earned 24+ Deg. Appl. Units in First Year
Asian	14.9%	13.1	12.8%	36.2%	8.5%	25.5%	12.8%	17.0%	12.8%
African American	12.7%	12.2	3.2%	23.4%	1.9%	20.9%	7.6%	14.6%	6.3%
Hispanic	17.8%	14.4	7.7%	34.7%	6.9%	26.3%	9.6%	21.7%	10.8%
Native American	12.5%	12.8	0.0%	25.0%	0.0%	25.0%	0.0%	25.0%	0.0%
Pacific Islander	28.6%	15.4	0.0%	42.9%	0.0%	28.6%	0.0%	28.6%	0.0%
Two or More	11.1%	10.0	11.1%	11.1%	11.1%	0.0%	0.0%	22.2%	22.2%
White	10.4%	11.7	5.5%	24.5%	3.7%	18.4%	12.3%	12.3%	8.0%
Unknown	12.5%	14.3	0.0%	25.0%	0.0%	12.5%	0.0%	12.5%	0.0%

\*Small sample, less than 20 cases.

Note: Guided Pathways cohorts consist of first-time students in the specified year.

**Table of Guided Pathways Indicators, 2017-18 Norco College Cohort.**

NC	Students attending Full-Time Fall and Spring During First Year	Average Degree-Applicable Units Attempted in First Year	Success in Transfer-Level Math in First Year	Success in Transfer-Level English in First Year	Success in both Transfer Level Math & English in First Year	Attempted 12+ Deg. Appl. Units in First Term	Earned 12+ Deg. Appl. Units in First Term	Attempted 24+ Deg. Appl. Units in First Year	Earned 24+ Deg. Appl. Units in First Year
Asian	26.0%	18.9	38.5%	35.6%	25.0%	32.7%	21.2%	39.4%	28.8%
African American	21.6%	15.3	18.9%	29.7%	13.5%	36.5%	13.5%	27.0%	12.2%
Hispanic	18.5%	16.3	19.7%	32.0%	13.4%	31.0%	16.6%	27.6%	16.5%
Native American	0.0%	18.0	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Pacific Islander	0.0%	10.3	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%
Two or More	33.3%	17.1	33.3%	55.6%	33.3%	33.3%	22.2%	44.4%	22.2%
White	19.6%	16.2	20.5%	36.4%	13.6%	33.8%	18.2%	28.1%	16.8%
Unknown	0.0%	12.7	0.0%	33.3%	0.0%	0.0%	0.0%	33.3%	33.3%

\*Small sample, less than 20 cases.

Note: Guided Pathways cohorts consist of first-time students in the specified year.

**RCCD Staff by Employment Categories and Ethnicity, 2017**

	<b>Academic Administrators</b>	<b>Tenure / Tenure Track</b>	<b>Academic Temporary</b>	<b>Classified Management</b>	<b>Classified Support</b>
<b>Asian</b>	7	29	104	2	29
<b>African American</b>	11	23	72	5	81
<b>Hispanic</b>	12	78	235	15	276
<b>Native American</b>	0	2	5	0	3
<b>Pacific Islander</b>	0	0	1	0	7
<b>Two or More</b>	0	10	21	1	13
<b>White</b>	27	272	617	27	236
<b>Unknown</b>	0	0	4	0	1
<b>Total Number</b>	57	414	1,059	50	646
	<b>Academic Administrators</b>	<b>Tenure / Tenure Track</b>	<b>Academic Temporary</b>	<b>Classified Management</b>	<b>Classified Support</b>
<b>Asian</b>	12.3%	7.0%	9.8%	4.0%	4.5%
<b>African American</b>	19.3%	5.6%	6.8%	10.0%	12.5%
<b>Hispanic</b>	21.1%	18.8%	22.2%	30.0%	42.7%
<b>Native American</b>	0.0%	0.5%	0.5%	0.0%	0.5%
<b>Pacific Islander</b>	0.0%	0.0%	0.1%	0.0%	1.1%
<b>Two or More</b>	0.0%	2.4%	2.0%	2.0%	2.0%
<b>White</b>	47.4%	65.7%	58.3%	54.0%	36.5%
<b>Unknown</b>	0.0%	0.0%	0.4%	0.0%	0.2%
<b>Total Number</b>	100%	100%	100%	100%	100%

These data offer a benchmark for developing measurable targets for the next five years. Reducing the equity gap in both the student population, particularly their participation and success, and the employees of the district is a major goal of the district.

## **Revised Riverside Community College District Mission, Vision, and Values**

Another representative group—charged to review and to revise the district’s mission, vision, and values statements—arrived at new statements to reflect the district’s more strategic emphasis on teaching, learning, and equity. The new goals include clear, measurable targets for each of the five years of the plan. These targets rely on data to track yearly progress and provide a means to the three colleges to monitor, assess, and evaluate the effectiveness of their strategies to make significant changes in the success of their students. The revised mission, vision, and values statements result from several years of assessment of student success, access, and equity. They provide a clear framework for the district’s efforts over the next five years.

### **Mission Statement**

The Riverside Community College District through its three colleges—Riverside City College, Norco College, and Moreno Valley College, supported by the District Office—serves and enriches its diverse communities by offering certificates, degrees, and transfer programs that help students achieve their educational and career goals. The district strives to impact the social and economic mobility of its students by ensuring access, success, and equity for everyone who wishes to take advantage of the educational opportunities offered by the colleges.

### **Vision**

The Riverside Community College District offers educational opportunities that promote social and economic mobility for its students and demonstrates leadership in the region and the state by providing high quality instructional programs and by advancing social justice for all.

### **Values**

**Inclusiveness:** The district embraces diversity in all its forms and endeavors to create a fair and equitable climate for its students and workforce.

**Excellence:** The district maintains high standards in teaching, learning, and services.

**Innovation:** The district responds to the changing needs of its communities by continuous improvement and creative solutions.

**Collegiality:** The district respects the unique views of each individual and encourages civility, discussion of ideas, and collaboration.

**Stewardship:** The district maintains public trust by responsible management of its resources and by open and honest reporting of its decision-making processes.

**Heritage:** The district respects and builds on the rich traditions of education, innovation, and service to its communities.

### **Strategic Goal 1: Student Access**

The district will ensure all students have equitable access to the colleges' courses, programs, and services.

Objective 1.1: Increase overall enrollment headcount by 3% per year (unduplicated headcount, FTES).

Objective 1.2: Increase number (headcount) of high school students in dual enrollment by 2500 over five years.

Objective 1.3: Increase capture rates from feeder high schools by 5% annually.

Objective 1.4: Increase percent of students eligible for financial aid who receive aid by 2% per year.

Objective 1.5: Increase use of technology to improve course scheduling to support student pathways. (Target: Increase number of students using EduNav, student planning and registration system, by 10,000 per year.)

### **Strategic Goal 2: Student Success**

The district will provide clear pathways and support for achieving certificates, degrees, and transfer.

Objective 2.1: Increase number of AA/AS awards by 15% annually.

Objective 2.2: Increase number of certificates completed by 15% annually.

Objective 2.3: Increase transfer to four-year universities by at least 15% per year.

Objective 2.4: Increase percent of CTE students employed in their field of study by 3% annually.

Objective 2.5: Increase percent of CTE graduates with a livable wage by 2% annually.

Objective 2.6: Reduce time for degree completion for part-time students from 6 to 3-4 years and reduce time for degree completion for full-time students from 6 to 2-3 years.

Objective 2.7: Reduce number of units for degrees to not exceed 15% above required number of units (reduce by 3 units per year).

Objective 2.8: Increase number of full-time students (12 units per semester, 24 units per year) by 10% per year.

Objective 2.9: Increase number of students who complete both transfer-level math and English in first year by 20%.

### **Strategic Goal 3: Equity**

The district will work with community, workforce, and education partners to reduce and eliminate equity gaps.

Objective 3.1: Decrease equity gaps by 40% in 5 years and eliminate within 10 years.

Objective 3.2: Increase RCCD's workforce diversity to better reflect communities served.

### **Strategic Goal 4: Institutional Effectiveness**

The district identifies, measures and reports on student and institutional outcomes to demonstrate the advancement of the district's mission and goals.

Objective 4.1: Provide the framework and tools for monitoring, assessing, and evaluating progress on goals.

Objective 4.2: Increase efficiency by reducing time for processes such as recruitment, purchasing, conflict resolution, and decision-making.

Objective 4.3: Implement accountability, transparency, and evidence-based communication practices to improve student success and completion.

Objective 4.4: Ensure that all processes and outcomes are aligned with the district's mission and goals and governance structures.

Objective 4.5: Attain a district-level efficiency of 595 (WSCH/FTEF). (A task force has been formed to work on this issue).

### **Strategic Goal 5: Resource Generation and Allocation**

The district will acquire, manage, and deploy resources--including human, facilities, technology, and financial--to support district goals and advancement.

Objective 5.1: Efficiently manage existing resources to support the ongoing academic and student support programs.

Objective 5.2: Develop a Budget Allocation Model (BAM) grounded on principles of equity, transparency, and fairness. (See Appendix D.)

Objective 5.3: Develop a sustainable and healthy fiscal model.

Objective 5.4: Strategically develop external revenue sources to maximize the funding available to support student learning and success. (Target: 30% of overall budget will be from external revenue sources.)

Objective 5.5: Practice strategic enrollment management that integrates financial planning with student need and achievement.

Objective 5.6: Invest in state-of-the-art technologies to enhance programs, services, and operations.

Objective 5.7: Provide a healthy and safe environment for students, faculty, and staff.

Objective 5.8: Human Resources and Employee Relations Strategic Plan covering recruitment, retention, personnel development, and succession planning.

Objective 5.9: Streamline planning and design of facilities to comply with principles of total cost of ownership.

### **Strategic Goal 6: Partnerships & Communication**

The district will position its image and reputation as a leading academic institution in the region by actively pursuing, developing, and sustaining collaborative partnerships with educational institutions, civic organizations, and businesses.

Objective 6.1: RCCD will establish and expand relationships with regional educational institutions.

Objective 6.2: RCCD will contribute to regional economic and workforce development by creating and expanding relationships with business and civic organizations.

Objective 6.3: RCCD will collaborate with elected officials to develop and secure additional resources that enhance educational programs and student support services.

Objective 6.4: Through the RCCD Foundation, the district will engage in effective fundraising and capital campaigns that enhance educational programs and student support services.



## **2019-2024 Strategic Plan**

### **Basic Strategies and Key Performance Indicators**

Of the six district goals, each with specific objectives, the first three—Student Access, Student Success, and Student Equity—correspond most directly to the mission of the district and serve as the driving force of the district’s strategic planning process. These three goals form the basis for all of the district’s teaching and learning activities and provide the essential foundation for prioritizing district resources. The district has adopted a strategy to break each of the goals into component momentum points. Student success during the periods prior to 2014-15 showed no trends of change; in fact, the student success trends were flat and stagnant. However, the district initiated an institution-wide review of data and began discussions on ways to encourage students to participate in educational pathways. As a result of this effort, the district observed noticeable and measurable trends in percentage annual increase since 2014; the mean of these trends became the annual target for each of the momentum points. The specific targets for each of the district goals are listed below.

#### **District Goal 1: Student Access**

Enrollment, the most important contributor to access, has steadily increased on average about 3% per year over the last decade. However, the overall enrollment in district feeder schools is projected to decline, and the number of high-school graduates will increase until 2023-24 and then decline steadily. Population growth in the Inland Empire area will continue to increase and may impact student enrollment in the future. To strengthen enrollment, the district plans to expand dual enrollment, CCAP agreements, Middle College and Early College programs, and the scaling of Guided Pathways. Most important, these initiatives will enable the district to increase its capture rate from its feeder schools and other segments of the population.

In addition, the community college share of students who normally apply to four-year schools should increase. One important component of increasing the capture rate involves making the first two years of college affordable. The district plans to address affordability in a number of ways—including, but not limited to, helping students complete their FAFSA forms, increasing the number of full-time students to expand the College Promise, increasing the RCCD Foundation contributions to College Promise, lobbying to support Cal Grant, and supporting emancipated foster youth and other vulnerable groups threatened by homelessness.

Most important, the district plans to expand access to programs and services by increasing the number of CSU and UC transfer pathways, by clustering academic programs, by introducing EduNav technology, by upgrading the admission, registration, and orientation process, by introducing a case management load system in academic support areas, and by strengthening the faculty advisory program.

The following key performance indicators offer clear, measurable targets to gauge the success of the various college initiatives:

**Objective 1.1 Increase Overall Enrollments – RCCD Enrollment Projections, 2017-18 through 2023-24**

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>RCCD</b>	<b>30,805.78</b>	<b>31,798.08</b>	<b>32,902.00</b>	<b>33,889.06</b>	<b>34,905.73</b>	<b>35,952.90</b>	<b>37,031.49</b>
<b>Riverside</b>	16,961.47	17,363.45	17,852.00	18,387.56	18,939.19	19,507.36	20,092.58
<b>Moreno Valley</b>	6,790.71	7,237.22	7,423.00	7,645.69	7,875.06	8,111.31	8,354.65
<b>Norco College</b>	7,053.60	7,197.41	7,627.00	7,855.81	8,091.48	8,334.23	8,584.26

Assumes 3% annual projected growth

**Objective 1.2 Increase number of high school students in dual enrollment by 500 annually over 5 years**

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>RCCD</b>	<b>2,214</b>	<b>3,714</b>	<b>5,214</b>	<b>6,714</b>	<b>8,214</b>	<b>9,714</b>	<b>11,214</b>
<b>Moreno Valley</b>	932	1,432	1,932	2,432	2,932	3,432	3,932
<b>Norco College</b>	769	1,269	1,769	2,269	2,769	3,269	3,769
<b>Riverside</b>	513	1,013	1,513	2,013	2,513	3,013	3,513

Assumes 500 student annual projected growth

**Objective 1.3 Increase RCCD Capture Rates (Goal 30% of all feeder high school students)**

	2018	2019	2020	2021	2022	2023	2024
<b>Projected Capture Rate*</b>	24.90%	25.90%	26.90%	28.00%	29.10%	30.20%	31.4%

Assumes 4% annual increase

**District Goal 2: Student Success**

The district, at the macro-level, has aligned its student success targets to the state-approved targets established by the Board of Governors. However, most of the district targets are equal to or higher than the state targets. The district’s student success targets include degree completion, transfer to UC and CSU, lower unit accumulation for degrees and certificates, higher CTE employment in areas of training with a living wage, less time for degree completion. Student success measures prior to 2014-15 showed the trends of change were flat and stagnant. However, since the district implemented a more thorough institution-wide review of data and increased the number of educational pathways, some improvement has occurred. Encouraging students to become full-time

<b>RCC</b>	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Attempted 12+ Units / First-Term</b>	1,266	1,393	1,532	1,685	1,854	2,039	2,243
<b>Attempted 24+ Units / First-Year</b>	1,221	1,343	1,477	1,625	1,788	1,966	2,163
<b>MVC</b>	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Attempted 12+ Units / First-Term</b>	325	358	393	433	476	523	575.3
<b>Attempted 24+ Units / First-Year</b>	261	287	316	347	382	420	462
<b>NC</b>	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Attempted 12+ Units / First-Term</b>	508	559	615	676	744	818	899.8
<b>Attempted 24+ Units / First-Year</b>	453	498	548	603	663	730	803
<b>RCCD</b>	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Attempted 12+ Units / First-Term</b>	2,099	2,309	2,540	2,794	3,073	3,380	3,718
<b>Attempted 24+ Units / First-Year</b>	1,931	2,124	2,337	2,570	2,827	3,110	3,421

students and providing improved education support services, the district hopes to reduce the amount of time it takes for students to complete their programs. Also, implementing AB705 allows students to take transfer-level courses with supportive co-requisite courses. The aim is to increase the number of students who take their college-level English and math courses during the first year. The winter and summer intersessions provide ample opportunity for students to complete their studies in two years even if they only take 12 units per semester.

The completion of an abbreviated student educational plan to allow a semester of discovery and the development of comprehensive student educational plans for each Guided Pathway during the second semester provide students with clear educational goals and reduce the amount of time students need to complete those goals. Assisting students to complete transfer applications and implementing the auto-degree award system will help the district significantly increase transfer rates and achieve the State’s Vision for Success targets.

The following tables identify the district’s key performance indicators in the area of student success:

**Objective 2.1 Increase number of awards completed by 15% annually (Projections)**

<b>AA/AS Awards</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>District</b>	<b>5,965</b>	<b>6,860</b>	<b>7,889</b>	<b>9,072</b>	<b>10,433</b>	<b>11,998</b>	<b>13,798</b>
<b>Riverside</b>	2,656	3,054	3,513	4,039	4,645	5,342	6,143
<b>Moreno Valley</b>	1,564	1,799	2,068	2,379	2,735	3,146	3,618
<b>Norco College</b>	1,745	2,007	2,308	2,654	3,052	3,510	4,037

**Objective 2.2 Increase number of certificates completed by 15% annually (Projections)**

<b>Certificates</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>District</b>	<b>2140</b>	<b>2,461</b>	<b>2,830</b>	<b>3,255</b>	<b>3,743</b>	<b>4,304</b>	<b>4,950</b>
<b>Riverside</b>	932	1,072	1,233	1,417	1,630	1,875	2,156
<b>Moreno Valley</b>	754	867	997	1,147	1,319	1,517	1,745
<b>Norco College</b>	454	522	600	690	794	913	1,050

**Objective 2.4 Increase percent of CTE students employed in their field of study by 3% annually.**

	<b>All Students with a Job Closely Related to Their Field of Study</b>			<b>Projections (Based on 3% annual increase)</b>					
	<b>2016-17</b>	<b>Change</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
RCC	70.5	5%	74.2	76.4	78.7	81.1	83.5	86.0	88.6
MVC	72.0	0%	71.8	74.0	76.2	78.5	80.8	83.2	85.7
NC	64.4	3%	66.3	68.3	70.3	72.4	74.6	76.9	79.2
<b>RCCD Total</b>	<b>69.6</b>	<b>3%</b>	<b>71.8</b>	<b>74.0</b>	<b>76.2</b>	<b>78.5</b>	<b>80.8</b>	<b>83.2</b>	<b>85.7</b>

**Objective 2.5 Increase percent of CTE graduates with a livable wage by 5% annually. Projections.**

	<b>All Students Who Attained the Living Wage</b>						
	<b>2016-17</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
RCC	46.5%	48.8%	51.3%	53.8%	56.5%	59.3%	62.3%
MVC	57.1%	60.0%	63.0%	66.1%	69.4%	72.9%	76.5%
NC	51.6%	54.2%	56.9%	59.7%	62.7%	65.9%	69.1%
<b>RCCD Total</b>	<b>50.7%</b>	<b>53.2%</b>	<b>55.9%</b>	<b>58.7%</b>	<b>61.6%</b>	<b>64.7%</b>	<b>67.9%</b>

**Objective 2.3 Increase transfers to four-year universities by at least 15% annually (Total all transfers and projections)**

<b>All Transfers</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>RCCD</b>	<b>3,086</b>	<b>3,549</b>	<b>4,081</b>	<b>4,693</b>	<b>5,397</b>	<b>6,207</b>	<b>7,138</b>
RCC	1,564	1,799	2,068	2,379	2,735	3,146	3,618
MVC	678	780	897	1,031	1,186	1,364	1,569
NC	844	971	1,116	1,284	1,476	1,698	1,953

**Objective 2.3 Increase transfers to four-year universities by at least 15% annually (Total all transfers and projections)**

All Transfers	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>RCCD</b>	<b>3,086</b>	<b>3,549</b>	<b>4,081</b>	<b>4,693</b>	<b>5,397</b>	<b>6,207</b>
RCC	1,564	1,799	2,068	2,379	2,735	3,146
MVC	678	780	897	1,031	1,186	1,364
NC	844	971	1,116	1,284	1,476	1,698

**Objective 2.4 Increase the number of students who complete transfer-level math and English in first year by 20%.**

Math Projections	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>RCCD</b>	<b>942</b>	<b>1,130</b>	<b>1,356</b>	<b>1,628</b>	<b>1,953</b>	<b>2,344</b>	<b>2,813</b>
RCC	515	618	742	890	1,068	1,281	1,537
MVC	93	112	134	161	193	231	277
NC	334	401	481	577	693	831	997

English Projections Only	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
<b>RCCD</b>	<b>1,949</b>	<b>2,339</b>	<b>2,807</b>	<b>3,368</b>	<b>4,041</b>	<b>4,850</b>	<b>5,820</b>
RCC	995	1,194	1,433	1,719	2,063	2,476	2,971
MVC	427	512	615	738	885	1,063	1,276
NC	527	632	759	911	1,093	1,311	1,573

**Objective 2.7: Reduce number of units for degrees to not exceed 15% above required number of units (reduce by 3 units per year).**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>Overall</b>	<b>92.0</b>	<b>89.0</b>	<b>86.0</b>	<b>83.0</b>	<b>80.0</b>	<b>77.0</b>	<b>74.0</b>
Asian	96.3	93.3	90.3	87.3	84.3	81.3	78.3
Black or African American	89.6	86.6	83.6	80.6	77.6	74.6	71.6
Filipino	98.3	95.3	92.3	89.3	86.3	83.3	80.3
Hispanic	92.1	89.1	86.1	83.1	80.1	77.1	74.1
Two or More Races	91.8	88.8	85.8	82.8	79.8	76.8	73.8
White	90.3	87.3	84.3	81.3	78.3	75.3	72.3

### **District Goal 3: Student Equity**

The district has made the goal of achieving equity among the student population and among the employees of the district a high priority. The primary method involves closing the access and student success equity gap. The Caucasian student population serves as a benchmark against whom all other groups are compared. Although the access and success equity gap between Hispanic and Caucasian has nearly vanished in most areas with only a 2-3% difference, the gap between African-American and Caucasians poses a major challenge.

Closing the equity gap also requires the district to address the diversity and inclusion in the work place, especially enhancing diversity in the teaching and learning process. Having a more diverse professorial staff affirms students as empowered learners; therefore, it is critical to continue open, frank, and courageous dialogue to address the lack of diversity in the teaching staff. (Both full-time and part-time faculty are predominantly Caucasians, and 65% of the tenured faculty are Caucasians.) These staffing data do not reflect the more diverse population of the community the district serves.

The district plans to address the issue of equity through the systematic and intentional cultivation of equity mindedness by promoting cross-cultural competencies. The district will commit resources to invite national and regional experts to conduct numerous workshops each year.

The following charts offer clear, measurable targets for the next five years:



**Objective 3.1 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.**

Students Attending Full-Time Fall and Spring during First Year					Assumes 5% Growth, Except African-American 10%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
Asian	5.10%	115	8.20%	3.10%		121	127	133	140	147	154	8.1%
African American	8.50%	80	5.70%	-2.80%	1.10%	88	97	106	117	129	142	7.5%
Hispanic	60.80%	908	65.10%	4.30%		953	1001	1051	1104	1159	1217	64.0%
Native American	0.30%	3	0.20%	-0.10%		3	3	3	4	4	4	0.2%
Pacific Islander	0.40%	11	0.80%	0.40%		12	12	13	13	14	15	0.8%
Two or More		4	0.30%	0.30%		4	4	5	5	5	5	0.3%
White	20.10%	272	19.50%	-0.60%		286	300	315	331	347	364	19.1%
Other	0.90%	1	0.10%	-0.80%		1	1	1	1	1	1	0.1%
<b>Grand Total</b>		<b>1394</b>	<b>100%</b>			<b>1468</b>	<b>1545</b>	<b>1628</b>	<b>1714</b>	<b>1806</b>	<b>1903</b>	<b>100.0%</b>

**Objective 3.2 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.**

	<b>Actual</b>	<b>Projections @ 5%; African American 10%</b>					
<b>Ethnicity</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Asian</b>	19.8	20.8	21.8	22.9	24.1	25.3	26.6
<b>African - American</b>	14.3	15.7	17.3	19.0	20.9	23.0	24.2
<b>Hispanic</b>	16.4	17.2	18.1	19.0	19.9	20.9	21.9
<b>Native American</b>	15.6	16.4	17.2	18.1	19.0	19.9	20.9
<b>Pacific Islander</b>	17.5	18.4	19.3	20.3	21.3	22.3	23.4
<b>Two or More</b>	12.7	13.3	14.0	14.7	15.4	16.2	17.0
<b>White</b>	16.7	17.5	18.4	19.3	20.3	21.3	22.4
<b>Other</b>	14.0	14.7	15.4	16.2	17.0	17.9	18.8
<b>Grand Total</b>	<b>16.5</b>	<b>17.3</b>	<b>18.2</b>	<b>19.1</b>	<b>20.1</b>	<b>21.1</b>	<b>22.2</b>

**Objective 3.3 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.**

Successfully Complete Transfer-Level Math in First Year					Assumes 15% Growth, Except African-American 30% and Hispanic 20%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
Asian	5.10%	105	11.10%	6.00%		121	139	160	184	211	243	9.12%
African American	8.50%	36	3.80%	-4.70%	1.90%	47	61	79	103	134	174	6.54%
Hispanic	60.80%	584	62.00%	1.20%		701	841	1009	1211	1453	1744	65.50%
Native American	0.30%	2	0.20%	-0.10%		2	3	3	3	4	5	0.17%
Pacific Islander	0.40%	2	0.20%	-0.20%		2	3	3	3	4	5	0.17%
Two or More		4	0.40%	0.40%		5	5	6	7	8	9	0.35%
White	20.10%	209	22.20%	2.10%		240	276	318	366	420	483	18.15%
Other	0.90%	0	0.00%	-0.90%		0	0	0	0	0	0	0.00%
<b>Grand Total</b>		<b>942</b>	<b>100%</b>			<b>1118</b>	<b>1328</b>	<b>1578</b>	<b>1877</b>	<b>2235</b>	<b>2662</b>	<b>100%</b>

**Objective 3.3 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.**

Successfully Complete Transfer-Level Math in First Year					Assumes 15% Growth, Except African-American 30% and Hispanic 20%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
<b>Asian</b>	5.10%	105	11.10%	6.00%		121	139	160	184	211	243	9.12%
<b>African American</b>	8.50%	36	3.80%	-4.70%	1.90%	47	61	79	103	134	174	6.54%
<b>Hispanic</b>	60.80%	584	62.00%	1.20%		701	841	1009	1211	1453	1744	65.50%
<b>Native American</b>	0.30%	2	0.20%	-0.10%		2	3	3	3	4	5	0.17%
<b>Pacific Islander</b>	0.40%	2	0.20%	-0.20%		2	3	3	3	4	5	0.17%
<b>Two or More</b>		4	0.40%	0.40%		5	5	6	7	8	9	0.35%
<b>White</b>	20.10%	209	22.20%	2.10%		240	276	318	366	420	483	18.15%
<b>Other</b>	0.90%	0	0.00%	-0.90%		0	0	0	0	0	0	0.00%
<b>Grand Total</b>		<b>942</b>	<b>100%</b>			<b>1118</b>	<b>1328</b>	<b>1578</b>	<b>1877</b>	<b>2235</b>	<b>2662</b>	<b>100%</b>

**Objective 3.4 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.**

Successfully Complete Transfer-Level English in First Year					Assumes 20% Growth, Except African-American 30%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
<b>Asian</b>	5.10%	120	6.20%	1.10%		144	173	207	249	299	359	5.96%
<b>African American</b>	8.50%	110	5.60%	-2.90%	1.10%	143	186	242	314	408	530	8.81%
<b>Hispanic</b>	60.80%	1314	67.40%	6.60%		1577	1892	2271	2725	3270	3924	65.17%
<b>Native American</b>	0.30%	7	0.40%	0.10%		8	10	12	15	17	20	0.34%
<b>Pacific Islander</b>	0.40%	8	0.40%	0.00%		10	12	14	17	20	24	0.40%
<b>Two or More</b>		7	0.40%	0.40%		8	10	12	15	17	20	0.34%
<b>White</b>	20.10%	380	19.50%	-0.60%		456	547	657	788	946	1135	18.85%
<b>Other</b>	0.90%	3	0.20%	-0.70%		4	4	5	6	7	8	0.14%
<b>Grand Total</b>		<b>1949</b>	<b>100%</b>			<b>2350</b>	<b>2834</b>	<b>3419</b>	<b>4128</b>	<b>4984</b>	<b>6022</b>	<b>100.00%</b>

**Objective 3.5 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.**

Successfully Complete Transfer-Level Math and English in First Year					Assumes 20% Growth, Except African-American 35%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
<b>Asian</b>	5.10%	69	10.40%	5.30%		83	99	119	143	172	206	10.02%
<b>African American</b>	8.50%	24	3.60%	-4.90%	2.00%	32	44	59	80	108	146	7.08%
<b>Hispanic</b>	60.80%	420	63.20%	2.40%		504	605	726	871	1045	1254	60.88%
<b>Native American</b>	0.30%	0	0.00%	-0.30%		0	0	0	0	0	0	0.00%
<b>Pacific Islander</b>	0.40%	2	0.30%	-0.10%		2	3	3	4	5	6	0.29%
<b>Two or More</b>		4	0.60%	0.60%		5	6	7	8	10	12	0.58%
<b>White</b>	20.10%	146	22.00%	1.90%		175	210	252	303	363	436	21.15%
<b>Other</b>	0.90%	0	0.00%	-0.90%		0	0	0	0	0	0	0.00%
<b>Grand Total</b>		<b>665</b>	<b>100%</b>			<b>802</b>	<b>967</b>	<b>1167</b>	<b>1409</b>	<b>1703</b>	<b>2060</b>	<b>100%</b>

**Objective 3.6 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.**

First-Term, 12+ Degree Applicable Units Attempted					Assumes 5% Growth, Except African-American 10%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
<b>Asian</b>	5.10%	133	6.30%	1.20%		140	147	154	162	170	179	6.21%
<b>African American</b>	8.50%	127	6.00%	-2.50%	1.00%	140	154	169	186	205	226	7.85%
<b>Hispanic</b>	60.80%	1411	67.10%	6.30%		1482	1556	1633	1715	1801	1891	65.81%
<b>Native American</b>	0.30%	7	0.30%	0.00%		7	8	8	9	9	9	0.33%
<b>Pacific Islander</b>	0.40%	13	0.60%	0.20%		14	14	15	16	17	18	0.62%
<b>Two or More</b>		4	0.20%	0.20%		4	4	5	5	5	5	0.18%
<b>White</b>	20.10%	405	19.30%	-0.80%		425	447	469	492	517	543	18.89%
<b>Other</b>	0.90%	2	0.10%	-0.80%		2	2	2	2	3	3	0.11%
<b>Grand Total</b>		<b>2102</b>	<b>100%</b>			<b>2213</b>	<b>2331</b>	<b>2455</b>	<b>2587</b>	<b>2725</b>	<b>2874</b>	<b>100%</b>

**Objective 3.7 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.**

First-Term, 12+ Degree Applicable Units Earned					Assumes 5% Growth, Except African-American 15%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
<b>Asian</b>	5.10%	70	7.50%	2.40%		74	77	81	85	89	93	7.24%
<b>African American</b>	8.50%	43	4.60%	-3.90%	1.60%	49	57	65	75	86	99	7.66%
<b>Hispanic</b>	60.80%	577	61.90%	1.10%		606	636	668	701	736	773	59.88%
<b>Native American</b>	0.30%	2	0.20%	-0.10%		2	2	2	2	3	3	0.24%
<b>Pacific Islander</b>	0.40%	8	0.90%	0.50%		8	9	9	10	10	11	0.81%
<b>Two or More</b>		2	0.20%	0.20%		2	2	2	2	3	3	0.24%
<b>White</b>	20.10%	230	24.70%	4.60%		242	254	266	280	294	309	23.92%
<b>Other</b>	0.90%	0	0.00%	-0.90%		0	0	0	0	0	0	0.00%
<b>Grand Total</b>		<b>932</b>	<b>100%</b>			<b>983</b>	<b>1037</b>	<b>1095</b>	<b>1156</b>	<b>1221</b>	<b>1291</b>	<b>100%</b>



**Objective 3.8 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.**

First-Year, 24+ Degree Applicable Units Attempted					Assumes 5% Growth, Except African-American 10%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
Asian	5.10%	148	7.70%	2.60%		155	163	171	180	189	198	7.52%
African American	8.50%	112	5.80%	-2.70%	1.10%	123	136	149	164	180	198	7.50%
Hispanic	60.80%	1283	66.30%	5.50%		1347	1415	1485	1559	1637	1719	65.10%
Native American	0.30%	6	0.30%	0.00%		6	7	7	7	8	8	0.32%
Pacific Islander	0.40%	11	0.60%	0.20%		12	12	13	13	14	15	0.56%
Two or More		7	0.40%	0.40%		7	8	8	9	9	9	0.36%
White	20.10%	364	18.80%	-1.30%		382	401	421	442	465	488	18.49%
Other	0.90%	3	0.20%	-0.70%		3	3	3	4	4	4	0.16%
<b>Grand Total</b>		<b>1934</b>	<b>100%</b>			<b>2036</b>	<b>2144</b>	<b>2258</b>	<b>2379</b>	<b>2506</b>	<b>2640</b>	<b>100%</b>

**Objective 3.9 Decrease equity gaps by 40% in 5 years and eliminate within 10 years.**

First-Year, 24+ Degree Applicable Units Earned					Assumes 5% Growth, Except African-American 15%							
Ethnicity	RCCD 2017/18	2017/18 Counts & Percent		Equity Gap	To decrease gap 40%	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24 Counts & Percent	
<b>Asian</b>	5.10%	103	9.60%	4.50%		108	114	119	125	131	138	9.40%
<b>African American</b>	8.50%	47	4.40%	-4.10%	1.60%	54	62	71	82	95	109	6.70%
<b>Hispanic</b>	60.80%	670	62.40%	1.60%		704	739	776	814	855	898	60.80%
<b>Native American</b>	0.30%	1	0.10%	-0.20%		1	1	1	1	1	1	0.10%
<b>Pacific Islander</b>	0.40%	7	0.70%	0.30%		7	8	8	9	9	9	0.60%
<b>Two or More</b>		5	0.50%	0.50%		5	6	6	6	6	6	0.50%
<b>White</b>	20.10%	239	22.30%	2.20%		251	263	277	291	305	320	21.70%
<b>Other</b>	0.90%	2	0.20%	-0.70%		2	2	2	2	3	3	0.20%
<b>Grand Total</b>		<b>1074</b>	<b>100%</b>			<b>1132</b>	<b>1194</b>	<b>1260</b>	<b>1331</b>	<b>1405</b>	<b>1485</b>	<b>100%</b>

## **District Goal 4: Institutional Effectiveness**

In the past the focus of institutional effectiveness involved the assessment of student learning outcomes at the course level, program level, general education level, and at service-area levels. The direct and indirect methods of assessment have served as means to improve the teaching and learning process by monitoring, assessing, and evaluating student progress at the course and program levels. This focus will continue at the discipline and department level at the colleges. However, the district also plans to measure institutional effectiveness by using additional parameters: Efficiency, Effectiveness, Accountability, and Transparency. To accomplish this aim, the district must develop the methodology and instruments to monitor, assess, and evaluate the effectiveness of the district in these four new parameters. The areas or items that need to be measured, monitored, assessed, and evaluated under each parameter are detailed below. Work is underway to determine baselines so that targets for improvement may be set.

### **Efficiency (Objective 4.2)**

- Improve enrollment management to meet enrollment targets
- Streamline process for reassigned time allocation (For spring 2019, there was a district-wide total of 48.9 FTEF for contractual reassigned time and 19.5 FTEF for non-contractual reassigned time. The Course Capacity Task Force will be addressing reassigned time as it considers various aspects of institutional effectiveness.
- Improve efficiency in:
  - Recruitment (meeting institutional needs in a timely manner)
  - Purchasing (meeting institutional needs in a timely manner)
  - Space utilization (meeting scheduling needs)
- Avoid unnecessary legal and/or administrative costs
- Increase speed in decision-making processes

### **Effectiveness (Objectives 4.1 & 4.4)**

- Use appropriate data analysis to determine targets
- Develop and assess process for selecting appropriate strategies
- Assess degree and effectiveness of vertical integration of planning within colleges and district
- Assess degree and effectiveness of horizontal alignment of planning activities within and between district entities
- Develop and assess content, methodology, and frequency of communications
- Develop framework and tools for monitoring, assessing, and evaluating progress on goals to determine extent to which targets and/or desired impact are achieved

**Accountability (Objective 4.3)**

- Clarify the roles and responsibilities at individual, unit, department, division, and area levels at both district and colleges
- Develop appropriate performance evaluation mechanisms that correspond to the delegation of responsibility
- Develop appropriate capacity building processes at various levels through personnel development

**Transparency (Objective 4.3)**

- Streamline and define governance structures with decision-making processes
- Provide comprehensive and user friendly web sites
- Publish and communicate outcomes from the monitoring, assessing, and evaluating processes and the improvement plans that result from those processes
- Publish and communicate the data and outcomes of the student access, success, and equity goals each semester

**Objective 4.5 Attain a district-level efficiency of 595.**

College	MOV			NOR			RIV			District		
	Total WSCH	Total load	Efficiency	Total WSCH	Total load	Efficiency	Total WSCH	Total load	Efficiency	Total WSCH	Total load	Efficiency
15FAL	91,102.87	212.4	428.92	95,981.20	162.25	591.55	216,304.16	409.23	528.57	403,388.23	783.88	514.61
16FAL	88,911.95	193.6	459.26	99,127.04	173.71	570.66	221,961.36	413.24	537.12	410,000.35	780.55	525.27
17FAL	94,948.81	202.08	469.87	101,864.41	183.98	553.68	235,253.14	438.92	535.98	432,066.36	824.97	523.73
18FAL	97,413.43	204.25	476.94	102,926.89	190.57	540.09	244,778.37	453.78	539.42	445,118.69	848.6	524.54

To achieve a fall semester efficiency of 525 as described in the collective bargaining agreement, 35 students are required in each 3-unit course. Five courses comprise 1.000 FTEF; 35 students x 15 hours is a ratio of 525 to 1.000 FTEF. Given the district’s compressed calendar, the enrollment management dashboard (EMD) equates 17 hours to 1.000 FTEF. To maintain the 35 student average for each .2000 FTEF, the standard will be 35 x 17 (five classes at 3.4 contact hours) or 595 to 1.000 FTEF. Each college will review its baseline and set targets to attain an efficiency of 595 over the next five years.

A Course Capacity Task Force has been charged by the District Strategic Planning Council to improve institutional effectiveness by assessing the historic and current course caps that are used within RCCD. Four principles will inform this work as the task force strives to achieve the 595 target: academic integrity, course efficiency, workload equity, and financial sustainability. The task force

will consider other issues critical to institutional effectiveness, such as enrollment management practices, efficiencies in facilities utilization and scheduling, and reassigned time.

### **District Goal 5: Resource Allocation**

To accomplish the instructional mission of the colleges, the district must develop adequate resources to implement the strategic plan (Objective 5.3). As in all planning processes, a gap always exists between the resources needed by the plan and available resources provided by the state's budget allocation. This strategic plan, through the newly established office of Advancement and Economic Development, will aim to raise about 30% of the total general fund budget within five years from alternative resources to help bridge the gap between the resources needed to implement the plan fully and the available state budget allocation. These alternative resources will serve as a cushion to mitigate the disruption caused by fluctuations in the state's budget. To ensure that the district uses all of its resources effectively and efficiently, resource allocation will be guided and driven by planning, and the priorities for the planned strategic planning activities will be developed and monitored by the District Strategic Planning Councils. Each of the vice chancellors will develop five-year plans that integrate the strategic plans of the three colleges to ensure that the district serves as a steward for human resources (Objective 5.8), technology resources (Objective 5.6), physical resources (Objective 5.9), and financial resources (Objectives 5.1 & 5.2).

The human resources plan—a central component of effective stewardship because administrators, faculty, and staff make up most of the costs—will integrate the staffing plans of the colleges and the District Office. Human Resources will conduct a needs assessment, based on each college's staffing plan, to project the human resource requirements for the next five years. The full-time faculty needs will be guided by the 75:25 ratio and the Faculty Obligation Number (FON). For all other positions, HR will work with the colleges to establish a bench-mark for determining the number of positions. The Office of Human Resources will have the following responsibilities:

- Developing an efficient and effective recruitment process for hiring the most competent and diverse workforce.
- Ensuring that the district has an effective and attractive compensation and benefit package to encourage personnel retention.
- Creating a personal development system to ensure that district personnel update and improve their knowledge and skills.
- Developing an efficient and effective succession plan. (Objective 5.8)

The safety and security for the students, staff, and faculty of the district is a priority. Risk Management, Safety, and Police support the district through administration of safety and emergency planning, loss control, claims, security, and risk management programs designed to mitigate loss and prevent injury to students and employees. (Objective 5.7)

Developing alternative resources to augment the general fund budget requires multiple sources of income and clear strategies that need to be cultivated over the next five years. Some of the strategies include larger regional collaborative efforts, such as Pathways and College Futures Foundation, to help the district reach its targeted income. Increasing efforts of the RCCD Foundation and expanding workforce and economic development may contribute to this goal.

**Objective 5.4 Alternative Funds**

General Operating	\$184,678,640	\$180,548,317	\$188,337,460	\$210,139,559	\$218,694,730	\$234,253,697	\$245,676,786
	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
Federal	\$9,877,561	\$9,928,589	\$11,021,729	\$21,441,483	\$11,572,815	\$13,308,738	\$15,305,048
State	\$27,493,807	\$31,137,788	\$41,836,683	\$89,127,310	\$43,928,517	\$48,321,369	\$55,569,574
Local	\$1,309,092	\$1,086,470	\$1,802,239	\$2,862,006	\$2,933,556	\$3,006,895	\$3,082,067
Other/Intrafund Transfers	\$1,839,926	\$946,538	\$1,844,439	\$3,754,208	\$3,848,063	\$3,944,265	\$4,042,871
<b>Total</b>	<b>\$40,520,386</b>	<b>\$43,099,385</b>	<b>\$56,505,090</b>	<b>\$117,185,007</b>	<b>\$62,282,952</b>	<b>\$68,581,266</b>	<b>\$77,999,561</b>
Foundation	\$1,090,000	\$1,970,000	\$1,770,000	\$1,420,000	\$1,900,000	\$2,280,000	\$2,850,000
<b>Total w/ Foundation</b>	<b>\$41,610,386</b>	<b>\$45,069,385</b>	<b>\$58,275,090</b>	<b>\$118,605,007</b>	<b>\$64,182,952</b>	<b>\$70,861,266</b>	<b>\$80,849,561</b>

**Objective 5.5: Practice strategic enrollment management that integrates financial planning with student need and achievement.**

RCCD utilizes a flexible, educationally and financially sound, research-based approach to enrollment management that recognizes the multiple missions of the colleges and supports student access, success, and equity. The table on pages 8 and 9 reflects the credit resident, credit nonresident, and non-credit FTES produced for fiscal years 2016-17, 2017-18, and 2018-19. While targets are provided for fiscal year 2019-20, the District Enrollment Management Committee is at the time of this writing still gathering data to solidify these targets and set targets for additional years, particularly with respect to the growth of non-credit FTES. Riverside County is projected to show an increase in the number of high school graduates in the next six years, through 2023-24. However, from 2023-24 through 2026-27, the number of high school graduates in Riverside County is projected to decline to 2019-20 levels. RCCD will need to take this into account as it determines targets for growing adult education, including enhanced (CDCP) non-credit and non-enhanced non-credit (e.g., Community Education). The District Enrollment Management Committee is also considering the equity and success elements of the Student-Centered Funding Formula and is improving systems for ensuring accurate and timely tracking and reporting.

**District Goal 6: Partnerships and Communication**

The district has created a new area to enhance and to support the six strategic objectives outlined in this plan. Led by the Vice Chancellor for Advancement and Economic Development, the district will strengthen relationships and partnerships with other educational institutions—particularly the four-year colleges and universities and the feeder high schools—to ensure that students have guaranteed transfer opportunities and sufficient resources to continue their educational goals and that students new to the colleges comprehend the full range of educational programs available to them. In addition, the district will cultivate relationships with local business and industry, civic organizations, and public offices in the community, the Inland Empire, the state, and the federal government to discover and to procure grants and other resources to strengthen or to develop educational opportunities for students.

Strategic communication and marketing of the educational programs offered by the district will provide support for several other strategic objectives, especially increasing the capture rate from the feeder high schools and expanding the guaranteed transfer agreements for the students in the district. By creating a strong image of the educational opportunities the district offers, students in the community will discover the instructional quality and the affordability the three colleges offer. In other words, the district will promote the instructional opportunities and the support services, including financial aid, offered at the three colleges in order to encourage students to enroll in one of the Guided Pathways.

To increase the economic development of the region, the district will develop private-public partnerships in the areas to promote entrepreneurial endeavors, to provide apprenticeship programs, to encourage CTE students to create jobs as well as to seek jobs that

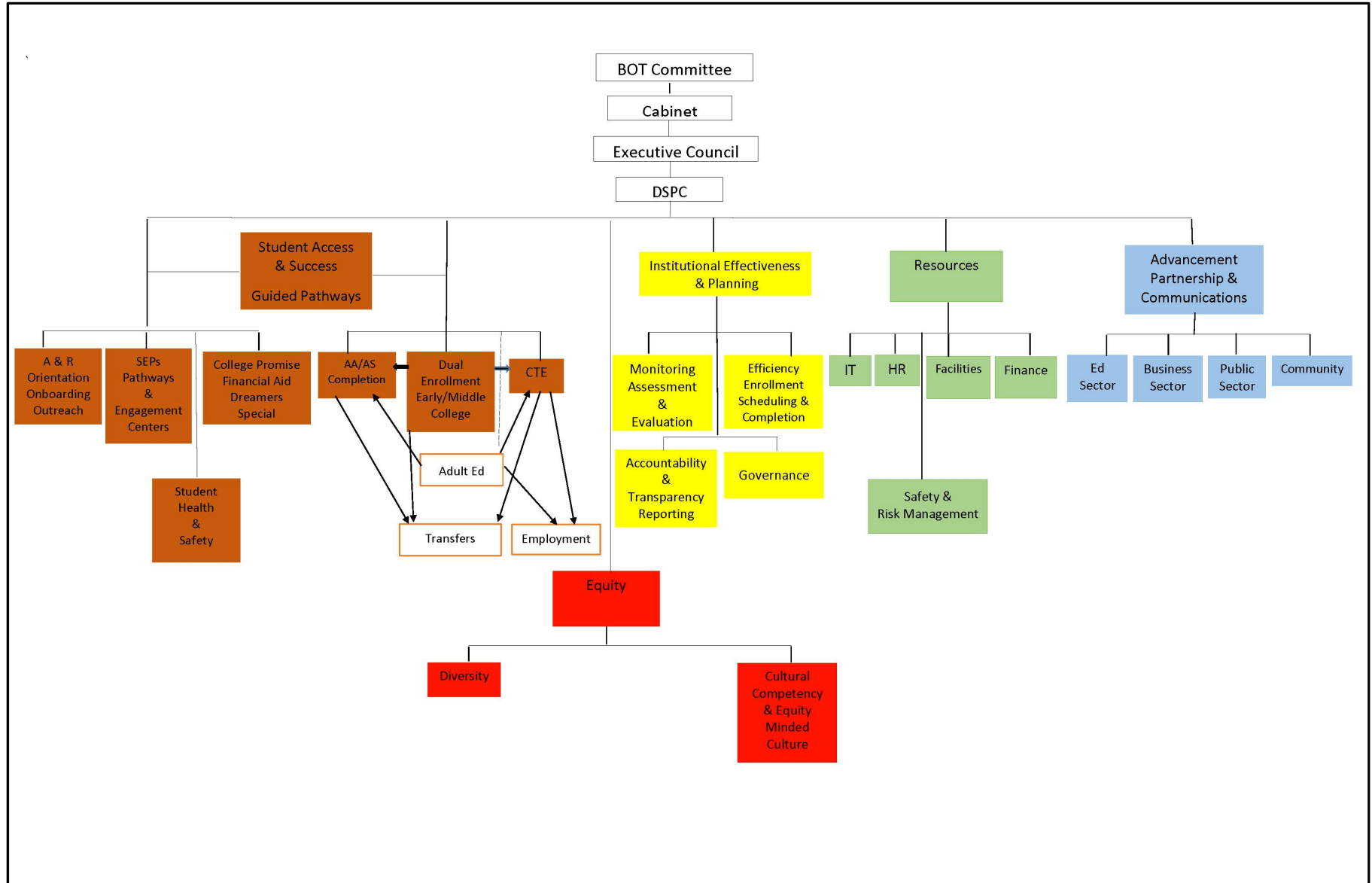
reflect their training. In addition, the district will offer specialized training to businesses and public-sector employees to develop a well-trained workforce.

Some of the possible strategies to meet the objectives are as follows:

- Expand the Guided Pathways initiative as a regional effort (Objective 6.1).
- Develop metrics for the number of business partners that host CTE students at their facilities (Objective 6.2).
- Develop metrics for the number of contacts with elected officials at all levels and the number of legislative actions that support the district's efforts to improve instruction and to fund specific programs (Objective 6.3).
- Align the RCCD Foundation Strategic Plan to develop metrics and strategies that engage in capital campaigns to enhance educational programs and student support services (Objective 6.4)/



### District Strategic Planning Committee Structure



### **Charge and Membership of District Strategic Planning Committees**

The five councils oversee each of the six goals established in the strategic plan. Their main oversight function involves coordinating the specific strategies used by the three colleges and district office to ensure that appropriate levels of integration and alignment occur to execute efficiently and effectively both college and district-wide implementation plans. The councils have the responsibility to monitor the progress the district (the three colleges and district support services) is making to meet the targets at acceptable rates. The councils ensure that fitting collaboration among the colleges and the district office exists. To monitor each goal, the councils rely primarily on the college strategic plans, developed and implemented at each college, and district-wide initiatives. Each council should consider the following general responsibilities:

- Improve efficiency and effectiveness by avoiding unnecessary duplications (economy of scale) and by enhancing synergies among available resources.
- Identify the best and most effective practices used by the colleges and scale them district-wide.
- Encourage the coordination of innovative initiatives designed to address difficult challenges.
- Identify barriers that impede the implementation of plans and recommend administrative and/or policy changes to remove those barriers.
- Organize retreats to assess the planning processes and evaluate the implementation of plans by the degree to which the targets were achieved.
- Prioritize projects and activities within their supervision for additional funding and/or district office support.
- Approve selected district five-year plans that integrate the strategic plans of the three colleges with the district office.

The membership of the five councils reflect the general principles of shared governance. The appropriate vice chancellor chairs the district strategic planning, and his or her office provides the appropriate administrative support for the council. Each college selects representatives that serve on college committees that have responsibilities, experience, and appropriate expertise that parallel the district's six goals. The principles guiding the voting membership of the five councils are established in Standard IV.A., Sections 1-5 of the Accrediting Commission for Community and Junior Colleges.

Many district-wide committees and sub-committees/task forces exist currently and will continue their work as permanent sub-committees under the oversight of the appropriate council. However, some adjustments to membership and charges as the plan is implemented will take place. These assemblies include the following:

- Regular meetings of the Vice Presidents of Student Services, Deans of Enrollment, and Directors of Financial Aid with Educational Services.
- Regular meetings of the Vice Presidents of Academic Affairs with Educational Services
- Guided Pathways Task Force

- AB 705 Task Force
- Early Enrollment Workgroup
- Adult Education Workgroup
- District Enrollment Management Committee
- Distance Education
- District Institutional Research Committee
- Data Warehouse Workgroup
- District Program Review Committee
- Course Caps Task Force
- Information Technology Strategy Council
- Student Centered Funding Formula Workgroup
- District Budget Advisory Council
- Safety Committee

## **Revised Budget Allocation Model**

As part of the assessment of the previous district strategic plan, members of the District Budget Advisory Committee (DBAC) worked to revise how the district allocates funding to its various entities. One of the challenges involved finding a way to recognize that the cost of instruction varies significantly by discipline. Special instructional programs and certain CTE programs have a significantly higher cost of instruction, for example. The previous budget allocation model did not take the varied costs into consideration, nor did it analyze the costs of instruction by discipline. Moreover, the state chancellor's Vision for Success program changed the manner by which the state allocates funding by adding a performance-based funding component. Under the leadership of the Vice Chancellor for Business Services, the members of DBAC developed a new budget allocation model that recognizes the differences in instructional costs and that takes into consideration the performance-based component of the revenue allocated to the district. Below are the principles used to develop the new District Budget Allocation Model (BAM). The full model is included in the appendices.

### **Principles**

1. The Budget Allocation Model will be fair, equitable, and transparent.
  - a) Fair – Resource allocation decisions will be informed by objective, predictable, verifiable, and easily accessible data and will be made in an impartial and consistent manner.
  - b) Equitable – Resources will be distributed in a manner that adequately supports the complement of programs offered at each college while ensuring compliance with statutory and regulatory requirements; efficient and strategic use of resources is expected, and inefficiencies will not be subsidized or supported.
  - c) Transparent – Resource allocation decisions will be made in an open and consultative manner with representative stakeholder groups and that it is simple, easy to administer and communicate as possible.
2. The goals and priorities for student success, equity, and access as articulated in the educational master/strategic plans of each college and the District Office will align with the goals included in the District Strategic Plan and strategic vision plan adopted by the California Community Colleges Board of Governors, including benchmarks and actions for measuring progress, and the Budget Allocation Model will align accordingly.
3. The Budget Allocation Model will provide operational cost predictability and stability to support college and District Office strategic goals and objectives.
4. The Budget Allocation Model will recognize and consider the variable costs associated with unique and common programs at each college and across the district.
5. The Budget Allocation Model will recognize and consider the variable costs associated with new and proposed programs at each college and across the district.
6. Operational structural balance will be maintained by ensuring that ongoing expenditures do not exceed ongoing revenues resulting in a positive fund balance.

7. Ongoing expenditures will be funded with ongoing revenues, and one-time expenditures will be funded with one-time revenues, with exceptions only under rare circumstances.
8. Compliance with state, accreditor, and district reserve requirements will be maintained or exceeded, will be the first item funded in the BAM, and each college will maintain its own prudent reserve of no less than 1% of the previous year's expenditures. Reserves in excess of the minimum reserve requirements will be established in an expenditure holding account to meet unexpected and/or unanticipated expenditures that arise subsequent to budget adoption.
9. Part of the unused prior year budget, exclusive of established net holding account balances and entity specific revenue/expenditure budget sources, may be retained by each entity for plans that could not be accomplished during the plan year for reasons beyond the entity's control.
10. The Budget Allocation Model will be assessed annually.

## **District Program Review Process**

### **The District Office Program Review and Plan**

As part of the District Strategic Planning process, each department in the District office completes a Program Review and Plan (PRaP) on the same five-year cycle. The five-year cycle will begin with fiscal year 2020-2021 and continue to fiscal year 2024-25. District Office plans address the goals and targets in the District Strategic Plan 2019-2024 and align with colleges' strategic plans

In order to achieve vertical integration, directors and deans will develop PRaPs, which will then be integrated into the Associate Vice Chancellors' PRaPs. The Vice Chancellors will then consolidate the plans of the Associate Vice Chancellors (and Deans/Directors when appropriate) in their areas into the four Vice Chancellor Plans.

In addition to the line functions, Associate Vice Chancellors and Vice Chancellors will review and integrate the colleges' plans as they develop their plans. Horizontal integration will also be achieved by working closely with the district strategic planning councils. For example, the Associate Vice Chancellor of Information Technology will review and incorporate relevant data and strategies from the colleges' technology plans. The district IT plan will be reviewed in the Resources Council. Once the IT plan is integrated into the Educational Services Vice Chancellor's plan, it will be presented, discussed, and vetted at each of the colleges.

The Vice Chancellors will work together and with the Chancellor on draft plans to identify areas of synergy and to coordinate strategies. After this review, plans will be sent to the District Budget Allocation Council (DBAC) and the District Strategic Planning Council (DSPC) for further feedback, review, and discussion. The DSPC will hold a retreat to discuss, review, and provide input for plans.

Based on the feedback from the DSPC, the Vice Chancellors will finalize plans and present recommendations on initiatives for funding to the Chancellor for his final review and approval.

Each year, all departments and areas will complete an annual update to monitor, assess, and evaluate progress and plan for the next year.

## District Office Program Review & Five-Year Plan Timeline (for Year 1)

Fiscal Year 2020-2021 through 2024-2025

**1. August 30, 2019:**

Department/Directors/Deans plans drafted

**5. October-December 2019:**

VCs discuss plans with Strategic Planning Councils

**9. Early February 2020:**

Plans sent to DBAC & DSPC

**2. September 30, 2019:**

Incorporating Step 1 input, AVCs plans drafted

**6. Late November-Early December 2019:**

VCs present plans at colleges

**10. February 21, 2020 or March 20, 2020:**

DSPC - Half-day retreat to discuss/review /provide input on initiatives/requests

**3. October 31, 2019:**

Incorporating Step 2 input, VCs draft plans

**7. November 2019:**

Vice Chancellors review plans with Chancellor

**11. April 2020:**

Vice Chancellors finalize

**4. 1<sup>st</sup> Week of November 2019:**

VCs meet to review and coordinate plans

**8. January 2020:**

Vice Chancellors update plans as needed

**12. Early May 2020:**

Chancellor reviews and approves Initiatives/requests

## Appendices

Appendix A: RCCD Environmental Scan (completed 2018)

[Environmental Scan 2018](#)

Appendix B: Strengths, Weaknesses, Opportunities, and Threats Analysis for RCCD (completed 2018)

[SWOT Analysis 2018](#)

Appendix C: District Function Map (completed Spring 2019)

[Standard I Function Map](#)

[Standard II Function Map](#)

[Standard III Function Map](#)

[Standard IV Function Map](#)

Appendix D: District Budget Allocation Model (completed Fall 2019).....

Appendix E: District Five-Year Staffing Plan (competed plan due Spring 2020).....

Appendix F: District Five-Year Finance Plan (completed plan due Spring 2020).....

Appendix G: District Physical Resources Five-Year Plan (completed plan due Spring 2020).....

Appendix H: District Five-Year Equity Plan (completed plan due Spring 2020).....

Appendix I: District Guided Pathways Five-Year Plan (completed plan due Spring 2020).....

Appendix J: District Five-Year Information Technology Plan (completed plan due Spring 2020).....



## Board of Trustees Regular/Committee Meeting (V.B)

Meeting	September 3, 2019
Agenda Item	Teaching and Learning (V.B)
Subject	Teaching and Learning 2019-2022 Student Equity Plan and Executive Summary
College/District	District
Funding	N/A
Recommended Action	The Committee to review the Student Equity Plans from Moreno Valley, Norco and Riverside City colleges.

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### Background Narrative:

Presented for the Board's review is a report that provides an overview of the Student Equity Plans for each college. As a condition of receiving allocations under the Student Equity and Achievement Program, and to effectively meet local Vision for Success goals, each college is required to develop and submit a Student Equity Plan every three years. The 2019-2022 Student Equity Plans represent a comprehensive institutional planning endeavor that has been inclusive of faculty, classified professionals, administrators, and students. The plans reflect strategies that align with the college's strategic priorities and have been developed and approved through each college's respective governance committees. With adoption by the Board of Trustees, the plans shall be submitted to the State Chancellor's Office by September 30, 2019.

Prepared By: Dr. Dyrell Foster, Vice President, Student Services, Moreno Valley College  
Dr. Andrew Sanchez, Dean, Grants and Student Equity Initiatives, Moreno Valley College  
Dr. Gustavo Ocegura, Dean, Grants and Student Equity Initiatives, Norco College  
Dr. Kristi Woods, Dean of Instruction, Languages, Humanities and Social Sciences, Riverside City College



Norco College: Dr. Gustavo Ocegüera, Dean, Student Equity Initiatives

Moreno Valley College: Dr. Dyrell Foster, Vice President, Student Services  
Dr. Andrew Sanchez, Dean Grants & Student Equity Initiatives

Riverside City College: Dr. Kristi Woods, Dean of Instruction,  
Languages, Humanities and Social Sciences

Student Equity Plan Presentations:  
Riverside Community College District Board of Trustees  
Teaching and Learning Committee Meeting, September 3, 2019

# STUDENT EQUITY & ACHIEVEMENT

## **Integrated Planning and Coordination**

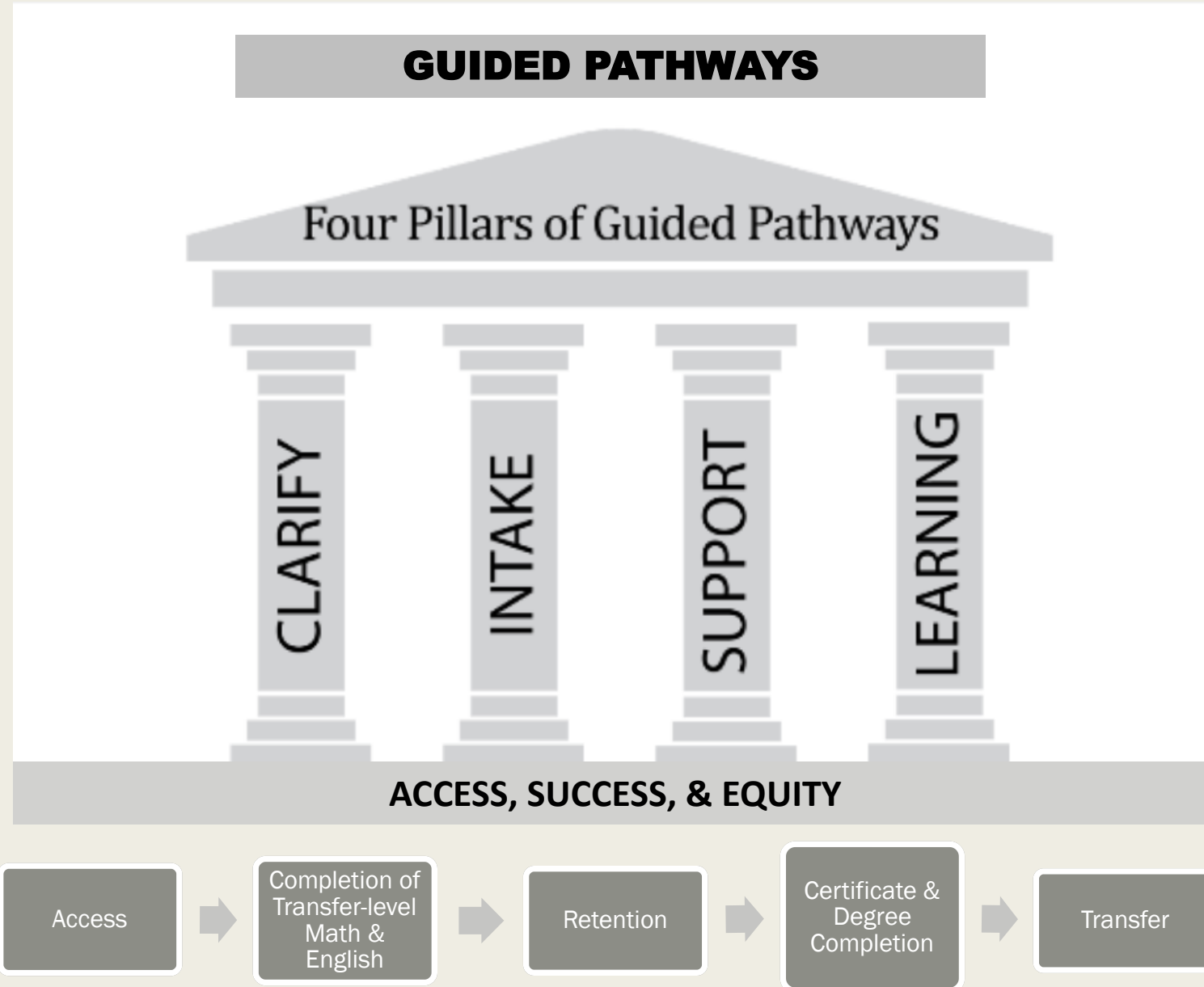
- Consolidates funding from the Student Success and Support Program (SSSP), Basic Skills Initiative (BSI), & Student Equity
- Vision for Success
- College and District Strategic Plans
- Guided Pathways

## **Data-Driven Planning**

Three-year goals for the overall student population and for each student equity population shown to have disproportionate impact in the following areas:

- Access
- Completion of transfer-level math and English
- Retention
- Earned credit certificate over 18 units & degree completion
- Transfer to a four-year institution

# STUDENT EQUITY & GUIDED PATHWAYS



# MORENO VALLEY COLLEGE

2019-2022 STUDENT EQUITY PLAN PHILOSOPHY AND STRATEGIES

# STUDENT EQUITY PLAN PHILOSOPHY



Driven by Moreno Valley College's Theory of Action, the philosophy of the Student Equity Plan at Moreno Valley College is that the institutional conditions that allow all students to reach their full potential must be purposefully designed and sustained for the institution to achieve its student equity goals.

# STUDENT EQUITY PLAN PLANNING PRINCIPLES



## Local Goal Alignment

- Ensure that the new Student Equity Plan is aligned with the college's Integrated Strategic Plan, as well as Riverside Community College District Strategic Plan, the State Chancellor's Office Vision for Success, Guided Pathways, and department/area program reviews.

## Methodology

- Understanding that an effective plan is grounded in data, Moreno Valley College assessed the five student success metrics using the percentage point gap methodology and proportionality index.

# TARGET STUDENT EQUITY POPULATIONS



Based upon campus-based research, the following subgroups are the college's primary equity target populations:

- African American/Black Students
- Foster Youth Students
- Students with Disabilities
- LGBT Students
- Veteran Students
- Native Hawaiian or other Pacific Islander Students
- Hispanic/Latino Students
- Male Students



# STUDENT EQUITY GOAL



The primary goal of this Student Equity Plan is to build on the progress made through the previous plan’s implementation of new activities intended to achieve student success for the targeted subgroups of MVC students who have been identified as being disproportionately impacted.

DISPROPORTIONATELY IMPACTED GROUPS		Statewide Goal	College Rationale for Setting All Equity Goals				
All Ethnic Groups Low-Income Female LGBT Foster Youth Veterans Disabled	32 Instances of DI (defined by state chancellor’s office)	Reduce equity gap by 40% within 5 years	At least a 40% reduction in equity gaps from 2016-2017 through 2021-2022  Driven by MVC’s Theory of Action (Increase in success and equity)				
						Student Group & Metric	Baseline (2016- 2017)
			(Excerpt/Examples)	African American – Transfers to CSU/UC <sup>1</sup>	46	117	154%
				Hispanic – # Earning Living Wage	49%	78%	59%
	Female – Certificate Completion	118	571	384%			

# STUDENT EQUITY ACTIVITIES OVERVIEW



## Access: Enrolled in the Same Community College

- Using Guided Pathways principles for entering a pathway, target outreach and onboarding efforts to students by coordinating with high schools to enroll disproportionate populations and onboard students from disproportionate groups into cohorts or learning communities such as College Promise, FYE, Umoja, Guardian Scholars, Puente, etc.
- Decrease college costs by expanding College Promise program; using zero-cost textbook programs like OER, and whenever possible, increasing cost-of-living reliefs such as food relief programs, meal plans, affordable child care, transportation, and housing support.

## Retention: Fall to Spring

- Through Guided Pathways implementation, develop a system for keeping students on the path by tracking early exiters, especially those “at” or “near the gate” to offer financial, academic, or advising assistance in returning or reenrolling.
- Remove retention barriers by coordinating chair efforts to implement “smart scheduling”; increasing evening and weekend course offerings; improving alignment of course offerings with ADTs and CTE certificates and degrees; and staggering add and drop deadlines to maximize course enrollment.

# STUDENT EQUITY ACTIVITIES OVERVIEW



## Transfer to a Four-Year Institution

- Through Guided Pathways implementation clarify the transfer path for full-time and part-time students (in evening, weekend, and online classes) and ensure program, degree, and certificate clarity via messaging tools like Grad Guru, EduNav, and CANVAS.
- Build and strengthen the college's transfer institution partnerships, to increase transfer opportunities through MOUs and transfer guarantee; connect students with trusted partner individuals at transfer institutions; and develop a bridge program and expand cross-enrollment/dual enrollment at the transfer institution.

## Completion of Transfer Level Math and English

- To keep students on path, expand, integrate, and streamline Supplemental Instruction by assigning SIs and embedded tutors to impacted math and English courses; and increasing the number of SIs/embedded tutors from 1 to 2 in impacted classes.
- Create a uniform campus wide process within all special programs for identifying and reaching out to students not enrolling in or passing their math and/or English courses to offer financial, academic, advising, or tutoring assistance.

# STUDENT EQUITY ACTIVITIES OVERVIEW



## Earned Credit Certificate Over 18 Units and Associate Degrees

- Simplify the degree and certificate awarding process through automatic awarding of degrees and certificates to eligible students.
- To help students choose and enter a pathway program, increase the onboarding of male students into learning communities such as Umoja, EOPS, CalWORKS, and Puente; and connecting students with male mentors, CTE programs, and industry partner mentors.
- Using Guided Pathways principles to keep students on path, develop a system for tracking and reaching out to students near certificate and degree completion by offering financial, academic, advising, and/or tutoring assistance.

# PROFESSIONAL DEVELOPMENT ACTIVITIES



Moreno Valley College recognizes that people are our most important resource for closing student equity gaps and to ensure that students are learning. Our goal is for all faculty and staff members to make the maximum contribution to their departments, while having opportunities to develop their talents, to acquire and use new skills, and thus to achieve greater impact at achieving student equity goals.

- **Completion of Transfer Level Math and English**  
Provide regular, ongoing professional learning to math and English instructors that addresses affective domain, growth mindset, and culturally relevant pedagogies and promotes collaborative learning, project-based learning, and curricular or pedagogical innovations, such as use of the STEM center and Maker Space and innovative practices such as math jams.
- **Retention: Fall to Spring**  
Educate instructors on resources and supports available to students to assist instructors in orienting and guiding students to those resources; train instructors in classroom strategies for supporting special population students (such as training instructors in accessibility aides); and coordinate professional learning with district and college-wide efforts as outlined in the College's plans.



Student Equity Plan Highlights  
Gustavo Ocegüera, Ed.D.  
Dean, Student Equity Initiatives

**RCCD**

RIVERSIDE COMMUNITY  
COLLEGE DISTRICT

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

**Progress Made:** Completion rates for fulltime DI students through 2018 (Certificates, associate degrees or transfer readiness over a 3-year period)

Fulltime Enrolled Students	Completion Rate 2015	Completion Rate 2018
African American	17.4%	29.6%
Foster Youth	20.0%	41.7%
Latinx	25.8%	33.6%
Men of Color	23.7%	29.6%

# 2019-2022 Equity Imperative

## Defined by the Following Concepts:

- Race consciousness
- Intentional in its focus
- Student centered
- Institutional expectations
- Data driven
- Continuous evaluation



# Framework: Five Principles for Enacting Equity by Design

Principle 1	Clarity in language, goals and measures is vital to effective equitable practices.
Principle 2	Equity-mindedness should be the guiding paradigm for language and action.
Principle 3	Practices and policies are designed to accommodate differences and not to treat all students the same.
Principle 4	Commit to a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.
Principle 5	Equity must be enacted as a pervasive institution and system-wide principle.

# Framework: Using the Six Success Factors to Facilitate Guided Pathways Planning

**Directed**- Students have a goal and know how to achieve it.

**Focused**-Students stay on track-keeping their eyes on the prize.

**Nurtured**-Students feel somebody wants and helps them to succeed.

**Engaged**-Students actively participate in class and extracurricular activities.

**Connected**-Students feel like they are part of the college community.

**Valued**-Students' skills, talents, abilities and experiences are recognized.

Pillar 1: CLARIFYING PATHS TO STUDENT END GOALS		
Success Factor	Intersection	Implementation Strategies
Directed	Articulating the value proposition for enrolling in the college in general, and a pathway in particular, allows students to visualize the academic and career benefits of completing their goals.	Orientation; Counseling; First Year Experience; Information sources (e.g. catalog, websites, program webpages, guides).
	Offering students a clear set of courses and actions provides students an opportunity to identify a clear goal and then know what they need to do to achieve that goal.	Curriculum design; Program design; Connecting academic work to employment; Transfer application timeline; Assistance with job preparation
	Embedding real-world application into pathways enables students to make a clear connection between their college experience and their educational/career goals-establishing the value of a college education.	Service learning; Internships; Contextualizing teaching and learning; Project-based learning.

# Findings:

- African American males and females continue to experience the highest DI in retention, completion of transfer level math/English, degree/certificate completion, and transfer.
- Hispanic males and females are DI in completion of transfer level math/English, degree/certificate completion, and transfer.
- Foster youth males and females are DI in completion of transfer level math/English, degrees/certificate completion, and transfer.
- LGBTQ+ males and females are DI in retention, completion of college level math/English, and in certificate/degree completion.
- Pacific Islanders and Filipino males and females continue to experience DI across most metrics but constitute a small proportion of the overall student population.

# Activities for DI Groups:

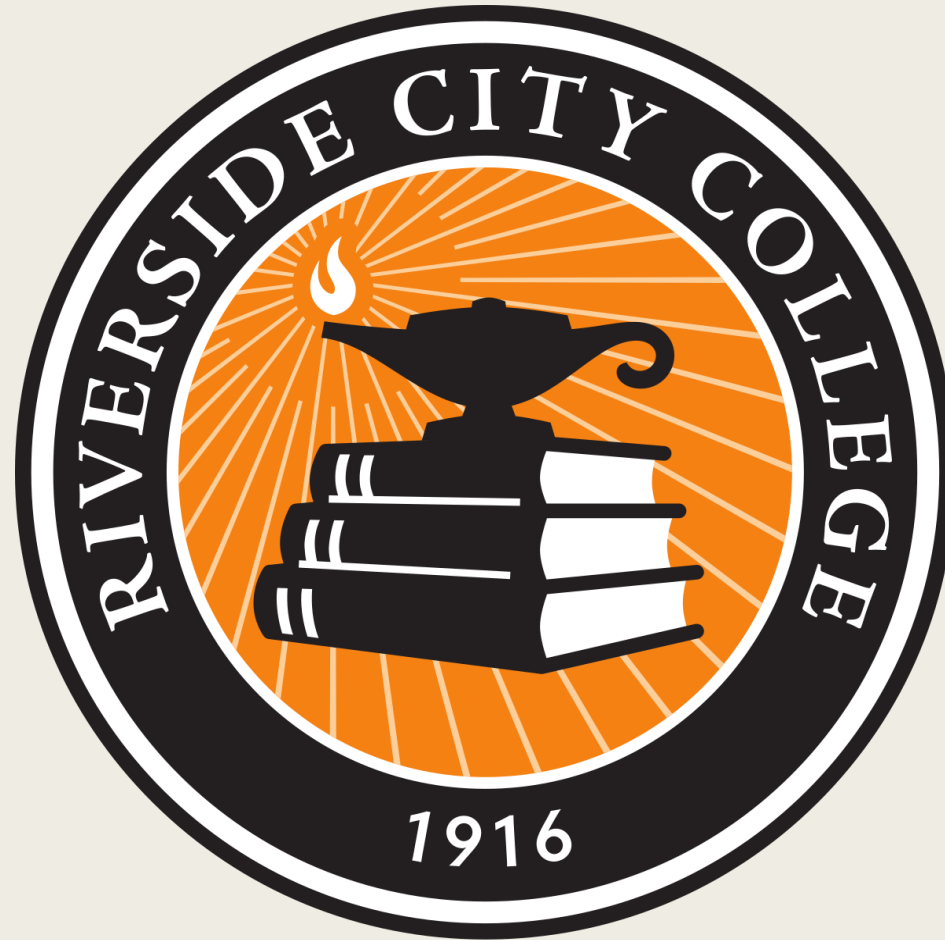
- Targeted outreach and development of high-school to college pathways for African American, Men of Color, foster youth, and LGBTQ+ students.
- In person orientations and bridge programs for African American, Latinx, foster youth, Men of Color, and LGBTQ+ student populations.
- Coordinated identification and placement of DI students in special funded programs to achieve equitable representation of males and females.
- Peer Mentor Programs for Umoja, Puente, Men of Color, Women of color, and foster youth.
- Expansion of Umoja Program to serve more African American males and females.
- Changes to the Puente program model to serve more Latinx students from onboarding to graduation/transfer.
- Establish/support student centers for Umoja, Puente, Foster Youth, and LGBTQ+ students and staff with student success coaches.
- Targeted transfer fairs, information workshops, and services for African American, Latinx, and foster youth.
- Exposure to four-year colleges and universities.
- Connect DI students with NC alumni attending four-year colleges and universities.

## Activities (continued):

- Increased offerings of culturally-relevant courses in multiple disciplines.
- Allocate Learning Resource Center services to Umoja, Puente, and foster youth.
- Math boot camps in summer and winter terms for African American, Latinx, foster youth, and LGBTQ+.
- Development of equity-focused English and math faculty communities of practice.
- Development of instructional faculty into transfer agents.

# Professional Development:

- ❖ Full time professional development coordinator.
- ❖ Training on how to interpret disaggregated data at the program and course level.
- ❖ Training in culturally responsive assessment practices of student learning outcomes.
- ❖ Equity-based pedagogy training and support for all full-time and part-time faculty.
- ❖ Training in the Five Principles for Enacting Equity by Design for staff, faculty and managers.
- ❖ Training in Guided Pathway's four pillars for staff, faculty, and managers.
- ❖ Training in Six Student Success Factors for staff, faculty, and managers.
- ❖ Website with links to trainings, on-line resources, and tools.



**RCCD**

RIVERSIDE COMMUNITY  
COLLEGE DISTRICT

MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

# Framework for Riverside City College 2019-2022 Student Equity Plan

Student Equity Plan Task Force met over five weeks in January and February and attended USC Center for Urban Education Student Equity Planning Institute in March 2019.

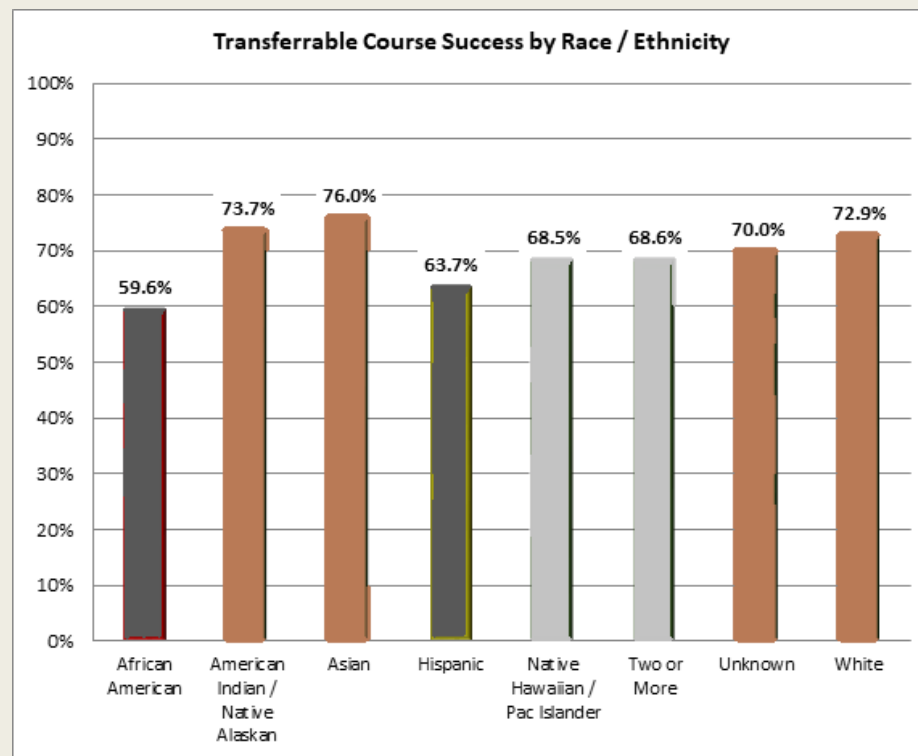
- California Community College Chancellor's Office, Vision for Success Metrics
- Riverside City College Strategic Plan
- California Guided Pathways
- "Through the Gate", RP Group Study
- Center for Urban Education – inquiry, race-conscious methodology and data-based approaches to writing the Student Equity Plan



# Vision for Success Metrics and disproportionately impacted student groups

- Metric: **ACCESS**: Successful enrollment in same community college from Fall to Fall.  
Disproportionate Impact: Foster Youth (f); American Indian or Alaskan Native (f), African American (f)
- Metric: **RETENTION**: Completed Fall to Spring at the same college.  
Disproportionate impact: Foster Youth (m/f), African American (m/f)
- Metric: **MATH AND ENGLISH**: Completed both transfer-level Math and English within the district in the first year.  
Disproportionate impact: Foster Youth (m), African American (m), Hispanic or Latino (m), Disabled (m)
- Metric: **COMPLETION**: # of students who acquire associate degrees, certificates, or specific job-oriented skill sets.  
Disproportionate impact: Foster Youth (m/f), Native Hawaiian/Pacific Islander (m), African American (m)
- Metric: **TRANSFER**: Transferred to a four year institution; CSU and UC Transfer (ADTs and IGETC curriculum)  
Disproportionate Impact: Foster Youth (m/f), American Indian or Alaskan Native (m), Native Hawaiian or Pacific Islander (m/f), Hispanic or Latinx (m/f)

# Riverside City College Fall 2017



# Categories of strategies for each Student Equity metric and DI group by Guided Pathways Pillars, transfer momentum points, Vision for Success goals:

- 1. Transfer Awareness/GPA Awareness/Retention Awareness in support of Guided Pathways Pillars 1-4, VforS, Goals 1,2,3, 4
- 2. Math and English Course Success and course-taking behaviors in support of RCC Strategic Plan (1+2+2), Guided Pathways Pillars 2-4 , VforS Goals 1,2,3, 4
- 3. Ensuring Learning and Data-based pedagogy in support of Guided Pathways Pillar 4, VforS Goal 5
- 4. Mitigate barriers to student access, success and equity in support of RCC Strategic Plan, VforS Goal 5
- 5. Address Affective Domain for equitable student success in support of Guided Pathways Pillars 3, 4, VforS Goal 5
- 6. Integrated Academic Support, intentional and deliberate interventions in Student Equity Programs: La Casa, Puente, Umoja/HOME Room, Guardian Scholars, Disabled Student Resource Center; as well as support for Veterans, LGBTQ and formerly incarcerated students

# Examples of Activities

- Retention (completed Fall to Spring): Support for Student Health and Psychological Services to develop culturally-relevant mental health activities that specifically address the mental health needs of African American (m/f) and Foster Youth (m/f) students.
- Completion (attainment of degrees, certificates, or specific job-oriented skill sets): Faculty professional development in cultural proficiency and student equity, diversity and inclusion, which incorporates readings and best practices in pedagogy for successful student outcomes for Foster Youth (m/f), Native Hawaiian/Pacific Islander (m) and African American (m) students.
- Access (Applied to RCC and Enrolled: Fall to Fall) : Automatic enrollment of African American, Foster Youth and American Indian female students in RCC Promise to intentionally and deliberately support female students in these groups to successfully matriculate to RCC; provide support for books, transportation and childcare.

## Student Equity Plan activities (cont'd)

- Transfer (Transferred to a four year institution; CSU and UC Transfer (ADTs and IGETC curriculum): Peer and program handoff from La Casa, Puente, Guardian Scholars and Pacific Islander and American Indian students to similar culturally relevant and equity-minded peers, programs and services at CSUSB, CSUDH, UCR, UCI, UCLA and local private universities (Cal Baptist, La Sierra, Cal Lutheran).
- Transfer: Transfer Awareness Campaign: Coordinate career and transfer center events with La Casa, Puente, Guardian Scholars and Pathways Engagement Centers; invite speakers to address academic and career interests of Latinx (m/f), Foster Youth (m/f), Pacific Islander (m/f) and American Indian (m) students.
- Math and English (complete both transfer-level Math and English in the first year): culturally-infused math and English lab activities that support and engage male students from DI groups: African American, Latinx, DRC, and Foster Youth.
- Math and English: Hire and train Supplemental Instruction Leaders from Sign Language Interpreting program for academic support for deaf and hard of hearing students enrolled in Math and English courses.

# Guided Pathways Pillar 4 – Ensure Learning

- Professional development continues to be a focus of the student equity plan.
  - *Support faculty in disciplines/departments in developing discipline-based, pedagogically-sound strategies for improving student equity outcomes.*
  - *Engage faculty in the development of rich learning environments that support culturally-relevant teaching in collaborative learning spaces.*
- Support faculty in disciplines and departments to review, monitor and assess disaggregated student equity data in preparation of upcoming five year comprehensive program review.
  - *Director of Institutional Research will work with department chairs and discipline facilitators to support faculty in analysis and interpretation of data.*
- Diversity in faculty hiring
  - *Incorporation of student equity language and demographic information into the job postings for new faculty leads to greater diversity among faculty in all disciplines and has a consequent impact on curriculum development and pedagogy.*

# *Next Steps:*

- RCCD Colleges to adopt a consistent methodology for monitoring, evaluating and assessing Student Equity gaps; keeping in mind an ability to use the same methodology year-over-year for tracking progress.
- Develop a district-wide student equity framework upon which to build a collaborative professional development series for faculty and staff to earn increasing levels of proficiency in Student Equity, Diversity and Inclusion practices that support equitable outcomes for student success.
- Intentional alignment of common student equity activities and strategies at the three colleges in order to collectively reduce equity gaps throughout the district.

# Moreno Valley College

## 2019-22 Student Equity Plan



## Executive Summary



## EXECUTIVE SUMMARY

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Moreno Valley College has created a new Student Equity Plan and has aligned it with multiple institutional, district, and state chancellor's office student success goals. As declared in the initial student equity plan, Moreno Valley College frames its student equity challenges as an institutional problem. As we continue to move forward in implementing integrated strategies that seek to close equity gaps, we also make the necessary time to understand our institution, from multiple perspectives, and target interventions to fix the "leaks" in MVC's systemic processes, practices, and policies. We firmly believe that the causes of students' success and failures are complex. Educational outcomes emerge from multiple processes that interact in and out of classrooms, on and off campus, and in the diverse personal lives of our students. Because these multiple processes exist, we continue focus on improving processes within our scope of responsibility. However, to make these improvements, we need to understand fully the perspectives of the end users—the students, faculty, and "front-line" staff members.

Focusing our interventions on the root causes of students' success and failures, we rely on two important resources: quantitative data and qualitative data. As we move forward in our college wide integrated planning and continued implementation of our student equity plan activities, we recognize we need to continuously dig deeper into our inquiry by disaggregating institutional data to understand fully where our gaps lie so we can target specific interventions to address them. In gathering qualitative data, we seek to understand the end users' points of view by conducting interviews and holding focus group discussions with all stakeholders. This process is ongoing and is part of our college's integrated planning process. We expect this ongoing process to inform our student equity plan, along with its integrated activities, strategies, interventions, and, ultimately, outcomes.

Driven by Moreno Valley College's Theory of Action, the philosophy of the Student Equity Plan at Moreno Valley College is that the institutional conditions that allow all students to reach their full potential must be purposefully designed and sustained for the institution to achieve its student equity goals. We recognize that without these conditions, few of the critical equity strategies identified in this plan will have a significant and long-term impact on closing the student equity gaps within our college. As a result, we seek continuous engagement of all persons at the institution and solicit courageous conversations, about improving equitable practices within an institutional culture that values the importance of student equity and understands why this work matters.

The college's 2019-2022 Student Equity Plan began with the institution's interest in assessing its previous student equity plan activities that intended to improve successful outcomes for all students. Inquiry activities began by the Student Equity and Achievement Committee in October 2018 guided by the knowledge of the California Community College Chancellor's Office (CCCCO) intent to align student success efforts among the Vision for Success, Guided Pathways, the SEA Program, California College Promise, the Student Centered Funding Formula, AB 705, and others. The committee identified, collected, and reviewed the results of institutional data reported using percentage point gap methodologies and success indicators for various demographic subgroups

of the college's student population.

The Student Equity and Achievement Committee has worked conscientiously to collaborate with various constituent groups within the college community to ensure that the new Student Equity planning process is inclusive, diverse and aligned with the college's Integrated Strategic Plan, as well as Riverside Community College District Strategic Plan, the Chancellor's Office Vision for Success, and department/area program reviews. To accomplish this, the Student Equity and Achievement Committee includes a steering committee which is comprised of key members including administrators, faculty, staff, and students. The purpose of the steering committee is to assist the Student Equity and Achievement Committee in negotiating the uneven paths to implementing activities designed to reach the goals of the 2019-22 Student Equity Plan.

### **Data-Driven Planning**

Understanding that an effective plan is grounded in data, Moreno Valley College assessed the five student success metrics using the percentage point gap methodology and proportionality index. The college's Office of Instructional Effectiveness provided disaggregated data as it relates to the following metrics: access: successful enrollment; retention: fall to spring; transfer to a four-year institution; completion of transfer level math and English; and earned credit certificate over 18 units and associate degree, with the following student equity populations defined by the state chancellor's office including: All ethnic groups; low-income students; female students; LGBT; foster youth; students with disabilities; veterans, and homeless students.

### **Target Student Equity Populations**

Based upon campus-based research, the following subgroups are the college's primary equity target populations:

- African American/Black students
- Foster Youth Students
- Students with disabilities
- LGBT Students
- Veteran Students
- Male Students

The subgroups mentioned above are disproportionately impacted in multiple metrics at MVC. In addition, Asian students, students who identify as Some other race, American Indian or Alaska Native, white students, and female students, and others are disproportionately impacted within some indicators as well (see Table 1 for DI summary). Targeted support within this plan is prioritized by focusing on the students who are underperforming in most areas, are historically underrepresented, and show a high magnitude of disproportionate impact. Although the college has not yet conducted extensive campus-based research for homeless students, the college acknowledges that this group may be disproportionately impacted as well based on the Chancellor's Office student success data.

## **Student Equity Goal**

The primary goal of this student equity plan is to build on the progress made through the previous plan's implementation of new activities intended to achieve student success for the targeted subgroups of MVC students who have been identified as being disproportionately impacted. The intent of this new student equity plan will be to eliminate the disproportionate impact experienced by the identified subgroups of students through targeted and purposeful activities that support the goals within each metric. A corollary to this primary goal is to maintain an annual review process through the ongoing collaboration between the Student Equity and Achievement Committee and all participating instructional departments, along with Student Services, to ensure that ongoing qualitative and quantitative efforts are made to evaluate the college's progress achieving student equity goals. Specific goals for each metric regarding student populations demonstrating disproportionate impact and for all students are as follows:

### **A. Access: Enrolled in the Same Community College**

The overall goals for Enrollment are (a) for all students, MVC will increase the number of enrolled in the same community college from approximately 11,184 in 2016-17 to 17,009 in 2022, an increase of at least 52%; and (b) for disproportionate student populations, concerning enrollment for LGBTQ female students, MVC will increase enrollment from 261 to 642, an increase of 145%. Concerning enrollment for Foster Youth male students, MVC will increase enrollment from 114 to 280, an increase of 145%. Concerning enrollment for Foster Youth female students, MVC will increase enrollment from 211 to 519, an increase of 145%. Concerning enrollment for students of Some other race and Female, MVC will increase enrollment from 33 to 81, an increase of 145%. Concerning enrollment for Hispanic or Latino Female students, MVC will increase enrollment from 3870 to 4095, an increase of 5.8% to full equity. Concerning enrollment for Black or African American male students, MVC will increase enrollment from 716 to 1761, an increase of 145%. Concerning enrollment for Black or African American female students, MVC will increase enrollment from 1158 to 1374, an increase of 18% to full equity. Concerning enrollment for Asian female students, MVC will increase enrollment from 167 to 188, an increase of 12% to full equity.

Activities that support the goal for overall student population include:

- A1a. Decrease college costs (tuition, textbooks, access codes, parking) by (1) expanding College Promise program; (2) using zero-cost textbook programs like OER, and whenever possible, (3) increasing cost-of-living reliefs such as food relief programs, meal plans, affordable child care, transportation, and housing support
- A2a. Through Guided Pathways implementation, clarify the path and improve communication with students via (1) course mapping and (2) messaging technologies such as EduNav, Grad Guru, social media, and other advertising platforms
- A3a. Design and develop a robust Guided Pathways intake program for incoming students by (1) coordinating with local high school districts and counselors during college readiness weeks to align matriculation and enrollment efforts into specific pathways and programs and to improve and increase student orientations to campus resources, support services, and special programs; (2) coordinating with college constituents to align messaging and advertise financial aid opportunities, academic programs, career pathways and the benefits of full-time enrollment; and (3) creating and disseminating a

- printed and online resource directory of on and off campus resources
- A4a. Using Guided Pathways principals to ensure that students are learning, increase staff and faculty supports by (1) hiring sufficient staff to support increases or expansions in services related to onboarding such as College Receptionist, Admissions, Outreach, and Orientation during peak transfer seasons; (2) enhancing staff training and professional learning in initial points of contact with the college such as Admissions and Records, college website, Outreach, and College Receptionist; (3) hiring college personnel (staff, faculty, administrators, and students) who reflect the student population, including multilingual personnel (for instance in the Learning Center); (4) institutionalizing coordination and support for K-12 professional development, dual enrollment, non-credit course offerings, and tutoring; (5) providing reassigned time for math and English leads to facilitate K12/MVC professional development and paid participation for adjunct faculty to attend; and (6) hiring sufficient special programs faculty and staff (such as UMOJA and Puente counselors and English faculty and staff)
  - A5a. To clarify and help students enter the path, build and strengthen the college's educational and industry partnerships to (1) offer more robust dual or concurrent enrollment options with unified school districts and allow students to enroll before the first day of courses; (2) scale up dual enrollment in math and English; and (3) coordinate with local employers to enhance workforce pathways, opportunities (e.g. jobs and internships), and mentoring

Additional activities that support the goal for disproportionate student populations include:

- A1b. Using Guided Pathways principals for entering a pathway, target outreach and onboarding efforts to students by (1) coordinating with high schools to enroll disproportionate populations and onboard students from disproportionate groups into cohorts or learning communities such as College Promise, FYE, Umoja, Guardian Scholars, Puente, etc.
- A2b. Research student populations with no or limited data (homeless, LGBTQ, and formerly incarcerated students) and develop, as needed, support programs and activities that outreach to disproportionate populations, connecting them with financial and cost of living support programs (such as those currently provided by Human Services, Guardian Scholars, a Dream Center or Project Rebound/Second Chance program) that offer onboarding services, financial aid information, and other academic or student services)
- A3b. Continue to support Guided Pathways program pathway intake and onboarding efforts of the college's special programs (Puente, Umoja, EOPS, Guardian Scholars, ACES, STEM, Honors, and FYE)

### **B. Retention: Fall to Spring**

The overall goals for retention are (a) for all students, MVC will increase the number of students who are retained from fall to spring from 4,971 in 2016-17 to 7,560 in 2022, an increase of 52%; and (b) for disproportionate student populations among male Veteran students, the number of students who are retained fall to spring will increase from 131 to 322, an increase of 145%. Among LGBT female students, the number of students who are retained fall to spring will increase from 82 to 201, an increase of 145%. Among White male students, the number of

students who are retained fall to spring will increase from 255 to 361, an increase of 41% to full equity. Among White female students, the number of students who are retained fall to spring will increase from 344 to 397, an increase of 15% to full equity.

Activities that support the goal for overall student population include:

- B1a. Using Guided Pathways principals to ensure that students are learning remove retention barriers by (1) coordinating chair efforts to implement “smart scheduling,” using data or predictive analytics (e.g. EduNav) to schedule classes in alignment with course mapping and to support student educational plans; (2) increasing evening and weekend course offerings; (3) improving alignment of course offerings with ADTs and CTE certificates and degrees; and (4) staggering add and drop deadlines to maximize course enrollment
- B2a. Using Guided Pathways principals to keep students on path, increase access to campus resources by (1) ensuring the availability of parking and child care; (2) expanding academic and student services to accommodate students taking evening and weekend courses (including financial aid, admissions, counseling, mental health services, the Learning Center, WRC, Math Lab, library, and food services); and (3) providing more indoor and outdoor student work spaces, gender-neutral bathrooms, and a lactation room
- B3a. Improve communication with students by (1) tailoring technologies such as EduNav and Grad Guru to better inform students of the consequences of withdrawing from courses, taking off a semester, or withdrawing from the college
- B4a. Through Guided Pathways implementation, develop a system to keep students on path by (1) tracking early exiters, especially those “at” or “near the gate”; and (2) reaching out to offer financial, academic, or advising assistance to aid students’ reenrollment
- B5a. Expand peer mentor programs that (1) put students in regular, ongoing contact with trained student mentors knowledgeable about campus resources, transfer, and degree and certificate completion; and (2) provides peer support via student success coaches trained in mental health, personalized counseling, and peer coaching
- B6a. Using Guided Pathways principals to ensure that students are learning, improve online course success and retention rates in math and English by (1) collecting and analyzing data to understand the barriers facing students in online classes and gaps in student services; (2) offering professional learning in best practices to online instructors; (3) improving communication with students taking online classes, through improved orientation for online students, regular check-ins, online counseling opportunities, success coaches, and early alert; and (4) providing online academic supports
- B7a. Using Guided Pathways principals to ensure learning, provide regular, ongoing professional learning for staff, faculty, and administrators in best practices for retaining students
- B8a. To ensure that students are learning, increase staff and faculty supports by (1) providing adjunct office hours space and professional learning and office hours stipends and increasing flex and assessment hours from 3 to 6, especially in math and English; and (2) hiring more full-time faculty, especially in counseling, math, and English
- B9a. To ensure that students are learning to collect, analyze, communicate, align, and

disseminate retention data by (1) developing a system for procuring meaningful student feedback to identify retention barriers and solutions (e.g. the student survey from the Center for Community College Student Engagement at the University of Texas at Austin); (2) assessing and reviewing college costs and student needs to improve the effectiveness of college supports; and (3) educating campus constituents on retention findings and coordinating with Institutional Effectiveness to align cross-campus messaging

Additional activities that support the goal for disproportionate student populations include:

- B1b. Through Guided Pathways implementation, develop a system for keeping students on the path by tracking early exiters and reaching out to disproportionate student populations, especially those “at” or “near the gate” to offer financial, academic, or advising assistance in returning or reenrolling, such as providing employment, leadership, or internship opportunities to disproportionate student populations, perhaps by adopting a priority hiring system for providing campus jobs and offering competitive pay to student employees and to ensure African American, LGBT, Veteran, and white students are linked with peer mentors
- B2b. Research data on student populations with no or limited available data (homeless, LGBTQ, and formerly incarcerated students) and develop, as needed, support programs and activities for retaining student populations not at equity
- B3b. Using Guided Pathways principals to keep students on path, support the retention efforts of the college’s special programs (Puente, Umoja, Veterans, EOPS, Guardian Scholars, Honors, STEM, ACES, and FYE) by ensuring sufficient staff and faculty and funding for events such as Family Day

### **C. Transfer to a Four-Year Institution**

The overall goals for transfer are (a) for all students, MVC will increase the number of students transferring to a UC or CSU (and to a private or out-of-state university) from 506 in 2016-17 to 1,186 in 2022, an increase of 134%; and (b) for disproportionate student populations, among Black or African American students transfers will increase from 46 to 117 an increase of 154%. Among Asian students transfers will increase from 41 to 104 an increase of 154%. Among Filipino students transfers will increase from 14 to 36 an increase of 157%. Among Hispanic students transfers will increase from 301 to 765 an increase of 154%. Among students identifying as Two or More Races transfers will increase from 15 to 38 an increase of 153%. Among White students transfers will increase from 83 to 211 an increase of 154%. Among female students transfers will increase from 294 to 747 an increase of 154%. Among Economically Disadvantaged students, transfers will increase from 442 to 1,123 an increase of 154%. Among Disabled students transfers will increase from 35 to 89 an increase of 154%. Among Veteran students transfers will increase from 22 to 56 an increase of 155%. Among Foster Youth female students transfers will increase from 6 to 14 an increase of 133% to full equity. Among Foster Youth male students transfers will increase from 3 to 7 an increase of 133% to full equity. Among LGBT male students transfers will increase from 4 to 10 an increase of 150% to full equity. Among LGBT female students transfers will increase from 11 to 27 an increase of 145% to full equity. Among Native Hawaiian or other Pacific Islander students transfers will increase from 0 to 4 to full equity. Among American Indian or Alaska Native students transfers will increase from 0 to 3 to full equity.

Activities that support the goal for overall student population include:

- C1a. Through Guided Pathways implementation clarify the transfer path for full-time and part-time students (in evening, weekend, and online classes) and ensure program, degree, and certificate clarity via messaging tools like Grad Guru, EduNav, and CANVAS
- C2a. Improve communication with students by (1) advertising transfer and financial aid resources; and (2) improving transfer-related communications between academic affairs and student services staff and faculty
- C3a. Using Guided Pathways principals for keeping students on the path, design and institute a transfer pathway program by (1) coordinating transfer center efforts with special program directors and coordinators to design and institute transfer awareness curriculum; (2) offering a calendar of transfer events and workshops that assist students in filling out transfer applications, completing personal statements, and submitting financial aid forms and orient students to transfer information and deadlines; (3) hosting events such as a “Blue and Gold” Day that develops students’ transfer and financial literacy (such as how to fund transfer to private institutions, apply for work study or scholarships, or find employment at the transfer institution); (4) scaling up special programs’ motivational and Transfer Day visits to colleges and extending them to all students; (5) holding motivational workshops that address student anxieties (such as imposter syndrome); and (6) celebrating student transfer (and degree and certificate completion) achievements (via an annual or biannual awards ceremony)
- C4a. Using Guided Pathways principals to ensure learning promote an immersive transfer-going culture by (1) enlisting the aid of faculty to (a) embed transfer information and activities in syllabi and curriculum (i.e. a personal statement in English 1A, for instance), especially in math and English transfer-level courses and (b) participate in the transfer pathways program (e.g. by taking their classes to events or incentivizing student attendance)
- C5a. Build and strengthen the college’s educational partnerships, especially with transfer institutions, to (1) increase transfer opportunities (such as MOUs and transfer guarantees); (2) connect students with trusted partner individuals at transfer institutions; and (3) develop a bridge program and expand cross-enrollment (e.g. dual enrollment at the transfer institution)
- C6a. To ensure that students are learning collect, analyze, communicate, align, and disseminate data related to transfer by (1) researching best practices for increasing transfer rates; (2) tracking students who indicate transfer as a goal, (3) tracking and surveying students admitted to a 4-year university who never enroll; (4) surveying students on transfer barriers and reasons for not transferring; and (5) educating campus constituents on transfer findings and coordinating with Institutional Effectiveness to align the cross-campus messaging

Additional activities that support the goal for disproportionate student populations include:

- C1b. Using Guided Pathways principals to keep students on path, target transfer efforts to disproportionate groups by (1) reaching out to students with disabilities and low-income students to ensure their participation in the transfer pathway program; (2) organizing campus visits to (or from) transfer institutions for students with disabilities

and low income students and connecting them with transfer school programs and personnel; (3) connecting low-income students and students with disabilities to peer mentors and faculty advisors who can connect them with college resources; (4) coordinating with Academic Services to increase SI, tutoring, and embedded tutoring supports for low-income students and students with disabilities; (6) expanding and enhancing the spaces, staff, and transfer services provided by the college's special programs and supports (Puente, Umoja, EOPS, Guardian Scholars, ACES, Honors, and FYE)

- C2b. Using Guided Pathways principals to keep students on path, develop a system for tracking and reaching out to low-income students and students with disabilities who are "at" or "near the gate" to offer financial, academic, tutoring, and/or advising assistance, as needed
- C3b. Research transfer data on student populations with no available data (homeless, LGBTQ, and formerly incarcerated) and develop, as needed, support programs and activities for increasing transfer rates for student groups not at equity

#### **D. Completion of Transfer Level Math and English**

The overall goals for completion of both transfer-level math and English within the district in the first year are (a) for all students, MVC will increase the number of students who complete both transfer-level math and English from 137 in 2016-17 to 237 in 20122, an increase of 73%; and (b) for disproportionate student populations, Among Black or African American male students completion of both math and English will increase from 2 to 5, an increase of 150%. Among Black or African American female students completion of both math and English will increase from 4 to 9, an increase of 125%. Among Disabled female students completion of both math and English will increase from 1 to 3, an increase of 200%. Among Veteran male students completion of both math and English will increase from 1 to 3, an increase of 200%. Among LGBT male students completion of both math and English will increase from 0 to 2 to full equity. Among Foster Youth male students completion of both math and English will increase from 0 to 3 to full equity. Among female students of More than One Race completion of both math and English will increase from 0 to 2 to full equity.

Activities that support the goal for overall student population include:

- D1a. Using Guided Pathways principals to ensure that students are learning, remove barriers to course completion in math and English by (1) reducing or eliminating textbook and access code costs for required transferable math and English courses, (2) promoting the "opt out" of English 91; (3) eliminating the requirement that students take below-transfer math courses; and (4) developing a transparent system for informing students of AB-705 and re-assessing students placed below transfer-level math
- D2a. Increase instructional student supports for math and English courses by (1) providing math support/corequisite courses (Math 136, Math 105, and Math 112); (2) decreasing class size in impacted math and English composition classes; (3) scheduling English 91 in computer labs or classrooms with computers; and (4) supporting innovations such as contextualizing English with math and science, team teaching, and "math basketball"
- D3a. To keep students on path, create a process for identifying and reaching out to students not enrolling in or passing their math and/or English courses to offer financial,



- academic, advising, or tutoring assistance
- D4a. To keep students on path, expand, integrate, and streamline Supplemental Instruction by (1) assigning SIs and embedded tutors to impacted math and English courses; (2) increasing the number of SIs/embedded tutors from 1 to 2 in impacted classes; (3) developing SI student discipline leads or faculty leads; (4) integrating and automating year-round SI/embedded tutoring in special programs; (5) enhancing embedded tutoring offerings within the allotted class time; and (6) offering joint collaborative professional learning with SIs/tutors and faculty
- D5a. Using Guided Pathways principals to ensure that students are learning, expand, integrate, and streamline Academic Services by (1) hiring subject experts for math tutors; (2) creating internships and tutoring positions for students from 4-year colleges or who have already transferred to four-year universities; (3) increasing ongoing, professional learning for tutors, writing consultants specific to serving disproportionately impacted students, such as ESL and DSS students; (4) offering skills-based workshops for students led by tutors and writing consultants; (5) improving the collection and accountability of data related to Learning Center usage; (6) increasing utilization of the math lab and WRC; (7) creating online WRC opportunities; and (7) increasing professional learning for academic support coordinators
- D6a. Using Guided Pathways principals to ensure that students are learning, provide regular, ongoing professional learning to math and English instructors regarding best practices for course completion in math and English
- D7a. Through Guided Pathways implementation help students enter the path by building and strengthen educational partnerships to align high school and college curriculum by (1) scaling up dual enrollment for math and English; and (2) continuing K12 Collaborative professional learning for high school and adjunct faculty teaching college classes
- D8a. To ensure that students are learning, collect, analyze, communicate, align, and disseminate data related to course completion in math and English by (1) tracking and analyzing student success and retention rates for math and English on a term-by-term basis; (2) addressing course completion and equity gaps in math and English in program review and developing an action plan to improve success and equity; (3) collecting data on students' experiences in transfer-level math and English and why students did not complete math and English; and (4) educating campus constituents on course completion findings and coordinating with Institutional Effectiveness to align the cross-campus messaging

Additional activities that support the goal for disproportionate student populations include:

- D1b. To keep students on path, create a uniform campus wide process within all special programs for identifying and reaching out to students not enrolling in or passing their math and/or English courses to offer financial, academic, advising, or tutoring assistance
- D2b. To ensure that students are learning, expand, integrate, and streamline Supplemental Instruction by (1) integrate and automate year-round SI/embedded tutoring in special programs; and (2) offer joint collaborative professional learning with SIs/tutors and faculty and coordinate these activities specifically with special programs, learning should include pedagogy which is specific to the special program student population
- D3b. To ensure that students are learning, collect, analyze, communicate, align, and

disseminate data related to course completion in math and English specific to disproportionately impacted student populations by (1) tracking and analyzing student success and retention rates for math and English on a term-by-term basis; (2) addressing course completion and equity gaps in math and English in program review and developing an action plan to improve success and equity; (3) collecting data on students' experiences in transfer-level math and English and why students did not complete math and English; and (4) educating campus constituents on course completion findings and coordinating with Institutional Effectiveness to align the cross-campus messaging

#### **E. Earned Credit Certificate Over 18 Units and Associate Degrees**

The overall goals for earned credit certificate and associate degrees are (a) for all students, MVC will increase the number of Attained the Vision Goal Completion Definition from 882 in 2016-17 to 1341 in 2022, an increase of 52%. In addition, MVC will increase the number of completed CCCCO approved certificates from 304 in 2016-17 to 1,319 in 2022, an increase of 134%. Furthermore, MVC will increase the number of completed ADT degrees from 99 in 2016-17 to 199 in 2022, an increase of 101%; and (b) for disproportionate student populations, among Black or African American male students, the number of Attained the Vision Goal Completion Definition will increase from 28 to 68, an increase of 142%. Among Foster Youth male students, the number of Attained the Vision Goal Completion Definition will increase from 3 to 8, an increase of 166%. Among Foster Youth female students, the number of Attained the Vision Goal Completion Definition will increase from 13 to 31, an increase of 138%. Among LGBT male students, the number of Attained the Vision Goal Completion Definition will increase from 3 to 8, an increase of 166%. Among LGBT female students, the number of Attained the Vision Goal Completion Definition will increase from 9 to 22, an increase of 144%. Among female students who identify as Some Other Race, the number of Attained the Vision Goal Completion Definition will increase from 1 to 3, an increase to full equity. Among Native Hawaiian male students, the number of Attained the Vision Goal Completion Definition will increase from 1 to 3, an increase to full equity. Among Native Hawaiian female students, the number of Attained the Vision Goal Completion Definition will increase from 0 to 2, an increase to full equity. Among Asian male students, the number of Attained the Vision Goal Completion Definition will increase from 9 to 22, an increase of 144%. Among American Indian or Alaska Native male students, the number of Attained the Vision Goal Completion Definition will increase from 0 to 2, an increase to full equity. Among American Indian or Alaska Native female students, the number of Attained the Vision Goal Completion Definition will increase from 1 to 3, an increase of 200%.

Activities that support the goal for overall student population include:

- E1a. Simplify the degree and certificate awarding process through automatic awarding of degrees and certificates to eligible students
- E2a. Using Guided Pathways principals to keep students on path, improve communication with students by (1) sending automatic notifications of the process; (2) building awareness of the rewards of degree and certificate completion, the long-term benefits of stackable degrees, and the relationship between degree completion and earning potential vs. employment (in Spanish and English)
- E3a. Using Guided Pathways principals to ensure that students are learning, improve certificate programs and award opportunities by (1) updating the curriculum to align with

workforce demands and prepare students to pass industry standard testing; (2) expanding articulation agreements; (3) increasing associate degree offerings (e.g. ASL and ADTs and accelerated degree programs; and (4) offering non-credit course pathways that lead to certificates, degrees, and transfer

- E4a. To help students choose and enter a pathway, develop a faculty advising program in which faculty leads from each discipline and department (1) guide course mapping; (2) review curriculum and degree and certificate offerings for currency in the field; (3) advise students on transfer, degree and certificate completion, and major awareness (degree-specific mentoring); (4) coordinate with special programs to promote the transfer pathway program and with instructors to promote an immersive transfer-going culture; and (5) link students to campus resources (such as the WRC or FAFSA applications) as needed
- E5a. To ensure that students stay on path, collect, analyze, communicate, align, and disseminate data by (1) analyzing the patterns of successful students to understand and showcase models to other students; (2) educating campus constituents on the degrees and certificates available at MVC and on completion findings and coordinating with Institutional Effectiveness to align the cross-campus messaging

Additional activities that support the goal for disproportionate student populations include:

- E1b. Using Guided Pathways principals to keep students on path, develop a system for tracking and reaching out to male students near certificate and degree completion by offering financial, academic, advising, and/or tutoring assistance, as needed
- E2b. To help students choose and enter a pathway program, increase the onboarding of male students into learning communities such as Umoja, EOPS, CalWORKS, and Puente by (1) targeting outreach efforts to male students during program enrollment; and (3) connecting students with male mentors, CTE programs, and industry partner mentors
- E3b. To keep students on path, improve communication with and outreach to male students by (1) providing a list of resources to disproportionately impacted students and their families and guardians per their respective groups (FYE, EOPS, CalWORKS, Umoja, DSS, etc.); (2) connecting male students with college personnel, peer mentors, and faculty advisors
- E4b. Using Guided Pathways principals to ensure that students are learning, research certificate and degree completion data on student populations with no available data (homeless, LGBTQ, and formerly incarcerated), and develop, as needed, support programs and activities for groups not at equity (such as building industry partnerships to increase the accessibility of CTE programs to impacted groups like formerly incarcerated students)
- E5b. Using Guided Pathways activities to keep students on path, support the degree and certificate completion efforts of the college's special programs (Puente, Umoja, EOPS, Guardian Scholars, ACES, STEM, Honors, and FYE) by (1) organizing special program coordinators to collaborate on their efforts; and (2) continuing to support end-of-year Banquets

### **Activities to Support Student Equity Goals**

An abundance of activities and related programs are presented in the plan that support MVC

Guided Pathway implementation and are aligned with local goals. Specific activities will target the primary disproportionate subgroups— African American/Black students, Foster Youth Students, Students with disabilities, Veterans, LGBT students, Native Hawaiian or other Pacific Islander, Low-income students, Male students, and others. However, the intent of the abundance of activities across all areas of the college is to design and implement activities that will ultimately serve all students and increase student success outcomes for all students in each metric.

The activities carried out by programs which are designed for subgroups, such as Guardian Scholars (Foster Youth), Veterans, EOPS/Care, CalWorks, First Year Experience, ACES (SSS/TRiO), Disability Support Services, Puente, and Umoja, will provide activities and services for students and address the metric Access and Retention; some of these activities will address recruitment and disproportionately impacted student groups. Activities to address the metrics of math and English completion and certificate and degree completion have also been newly created or redesigned to address disproportionately impacted student populations who have not successfully completed transfer level math or English courses. Redesigning or compressing courses has been an important topic for faculty in light of AB705, as they have either piloted, implemented, or planned to implement student academic supports and redesign activities in English and math to facilitate course completion or degree and certificate completion. Moreover, the Colleges' ongoing development and implementation of guided pathways which will provide students with clear educational pathways that include specific course sequences, progress milestones, and clear program outcomes will aid students with navigating degree and certificate programs and four-year institution transfer maps.

Other activities include the scaling up and enhancement of programs such as the College Promise, First Year Experience, EOPS, Umoja, Guardian Scholars, PUENTE, CalWORKS, TRIO, the Learning Resource Center, and others, with support staff or other resources will allow these programs to serve greater numbers of disproportionately impacted students. Still other activities will allow for expanding or enhancing the Career and Transfer Center, the Veterans Center, and DSS in line with guided pathways principals by providing students with information and services to facilitate completion and transfer. Finally, implementing the array of activities to address the goals designated for each of the five metrics require that the college will monitor all of its student equity activities and regularly evaluate data to review the progress of specific programs and services, along with progress made related to curriculum and instruction, and by developing policies and procedures that will become a critical part of the college's strategic plan.

### **Professional Development Activities**

Moreno Valley College recognizes that people are our most important resource for closing student equity gaps and to ensure that students are learning. To enhance the ability of faculty and staff members to contribute to their departments and to provide career satisfaction for employees, MVC is committed to supporting ongoing professional development for any faculty or staff member. Professional development is defined as growth in an individual's knowledge, skill, and personal effectiveness, all of which support the primary goal of improving instruction to improve learning or to improve institutional processes that support learning.

Our goal is for all faculty and staff members to make the maximum contribution to their departments, while having opportunities to develop their talents, to acquire and use new skills, and thus to achieve greater impact at achieving student equity goals. To develop a strong well-organized, successful professional development program, faculty, staff, and administrators must work as a team to provide coordinated professional development activities. The following professional development activities are intended to address some of our most critical student needs, to ensure that students are learning, and achieve student equity goals.

To address course completion in math and English, Moreno Valley College shall do the following: Provide regular, ongoing professional learning to math and English instructors that (1) addresses affective domain, growth mindset, and culturally relevant pedagogies and promotes collaborative learning, project-based learning, and curricular or pedagogical innovations, such as use of the STEM center and Maker Space and innovative practices such as math jams by (a) creating discipline specific new faculty orientation for full time and part time math and English faculty; (b) designing and offering communities of practice to support corequisite course instructors and math and annual or biannual English professional learning institutes; (c) creating and maintaining instructor resources or repositories (such as a math and English department shell on Canvas) for materials that include completion rate data of transfer-level math and English, best practices, and mission statements; (d) offering FLEX workshops specific to student equity and course completion in math and English; and (d) educating instructors on college resources and open-access sources.

To address retention, Moreno Valley College shall do the following: provide regular, ongoing professional learning for staff, faculty, and administrators that (1) addresses implicit bias, microaggressions, and equity gaps; (2) provides current research in best practices for supporting student success and retention (such as community-building, addressing students' affective domain, and promoting growth mindsets, culturally sustaining pedagogies, and practical activities for embedding wellness checks, addressing topics like text anxiety, and lessons that encourage investment in education and leadership); (3) offers data-driven best practices for equitable grading systems and classroom attendance and late-work policies; (4) encourages early, regular, and positive feedback and clear communication with students of their progress in the course; (5) educates instructors on resources and supports available to students to assist instructors in orienting and guiding students to those resources; (6) trains instructors in classroom strategies for supporting special population students (such as training instructors in accessibility aides); (7) nurtures a "culture of care" by practicing classroom policies that support students holistically and take into account students' life experiences and challenges with the intent of supporting students' success; (8) addresses psychological factors impeding success, such as imposter syndrome or self-sabotage; and (9) coordinates professional learning with state, district, and college-wide efforts, as outlined in the college's plans (such as the Student Equity Plan and Integrated Strategic Plan) and with Institutional Effectiveness to develop, research, and understand students' experience of the campus climate.

### **Resources to Support Student Equity Activities**

Creating the 2019-22 Student Equity Plan occurred as a result of ideas and suggestions made by the MVC community. Besides the Student Equity and Achievement budgeted allocation for 2019-

20 of \$2,910,802 from the Riverside Community College District to the college, some program operating budgets have been integrated whereby funding to support certain aligned activities are supported between multiple programs and funding sources. Furthermore, programs and services in both the division of Instruction and Student Services have contributed from their college general fund and to help institutionalize certain Student Equity Plan activities.

During the fall of 2018 and winter 2019 intersession, faculty and staff worked together with the help of the Office of Institutional Effectiveness to research and assess previous student equity plan activities and outcomes to help prepare for the development and completion of the 2019-22 Student Equity Plan. A number of recommendations emanated from workgroups and committees, these recommendations have been included as new or revised goals and activities in this updated plan. The Academic Senate, the College's Strategic Planning Committee, and Administrative Services have supported past student equity plans and contributed or reallocated personnel or financial resources to help achieve the goals and activities of the student equity plan to reach the expected outcomes of the activities presented in the student equity plan. As indicated in the "Budget" section of the plan, student equity resources received as part of this plan will be prioritized and distributed purposefully to maximize equity outcomes for disproportionately impacted student populations at Moreno Valley College. Funds will be expended in accordance with State Chancellor's Office and local Expenditure Guidelines.

#### **Contact Persons**

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Dean of Grants and Equity Initiatives, Moreno Valley College, 16130 Lasselle St., Moreno Valley, 92551  
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**Table 1: Summary DI impacted subpopulations within Student Success Indicators**

Student Characteristics	Enrolled in the same Community College	Access CTE	Completion of Transfer-Level math & English	Transfer to 4 Year University	Attained the Vision Goal Completion Definition	Retained from Fall to Spring at the Same Community College
Asian	X-Female				X- Male	
African American/Black	X- All		X- All		X-Male	
Hispanic/Latino	X-Female					
American Indian/Alaska Native				X- Male	X- All	
Native Hawaiian/ Pacific Islander				X- All	X- All	
Two or More Races			X- All			
White						X- All
Current or former foster youth	X- All		X- All	X- All	X- All	
Students with disabilities			X- Female	X-Male		
Veterans			X- Male		X- Male	X- Male
More than one Race	X- All				X- All	
LGBT	X- All		X- Male	X- All	X- All	X- Female
*Homeless						
*Formerly incarcerated						

\*No available data

## PLANNING COMMITTEE AND COLLABORATION

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MVC's Student Equity and Achievement Committee has worked diligently to collaborate with the college community to ensure that the Student Equity planning process is inclusive, diverse and aligned with the college's Integrated Strategic Plan, as well as the Vision for Success, Guided Pathways, the Accreditation Self-Study, and department/area program reviews. A college-wide student equity planning retreat was held in January 2019 to review institutional data and the college's current and past student equity activities and to obtain suggestions and recommendations regarding the alignment of planning and implementation efforts.

Based upon the CCCO's October 2018 SEA Program memo, MVC's Student Equity and Achievement Committee began the Student Equity Plan update process. The committee invited faculty, staff, students, and administrators participating on the Student Success and Support Program (SSSP) committee, the Basic Skills Initiative Committee, and representatives from programs of the target populations, to serve on a Student Success and Equity Committee plan workgroup to participate in an integrated planning process during the fall 2018 and winter 2019. The committee indicated that the charge of the workgroup was to assist in assessing and revising the student equity plan, the student success and support plan, and the basic skills initiative plan, and to integrate those plans by identifying or expanding on specific activities and expected outcomes of goals to reduce the achievement gap of MVC's "targeted populations," as identified by college-based data analysis. The workgroup also sent a campus-wide invitation to members of the campus community to participate in a winter 2019 integrated planning retreat. Many academic faculty and staff, student services representatives, administrators, and students were actively involved and met several times during January to examine data, identify goals, and develop activities to close equity gaps where they existed. The Student Equity and Achievement Committee hosted a student equity writing retreat during the winter intersession in January 2019, in which MVC faculty were invited to attend to review data and to evaluate the draft goals and activities; over 60 faculty participated in the writing retreat. The integrated planning efforts of the committee and the faculty who participated in the retreat led to the development of the new Student Equity Plan. The plan was presented through the college governance process, including Associated Students at MVC (ASMVC), Academic Senate, and the College Strategic Planning Council (SPC), and others. The plan was approved and adopted by the governing board of the RCCD Community College District on \_\_\_\_\_, 2019.

The Student Equity and Achievement Committee shares membership in many other college governance committees. In an effort to align and integrate current and future plans and activities, members from each group regularly report on the actions of their respective committees. The groups have an integrated budget workgroup, chaired by the Vice President of Student Services, who has been a prominent member of all committees. All workgroups and committees coordinate their work with other campus planning groups and deliver reports of their work at each meeting of the Strategic Planning Council and the Accreditation Committee. Moreover, student equity goals have been included in department program review documents; the Student Equity and Achievement Committee, likewise, will work with academic departments to include Student Equity goals in their review documents.

To ensure that the Student Equity and Achievement Program is integrated and coordinated into the college's planning process, the Student Equity and Achievement Committee as the umbrella



organization drives planning and integration efforts. In fall of 2018, the college regularly convened workgroup meetings comprised of the co-chairs and administrative facilitators of the formerly SSSP Committee and formerly Basic Skills Committee and the Student Equity Workgroup to strengthen alignment between continuing campus-wide activities. The college stakeholders from Instruction and Student Services, and leadership from each of the three planning committees' support Student Equity and Achievement Program and the goals that the committee seeks to achieve.

The purpose for this Student Equity and Achievement Committee is to do the following:

- Align institutional goals and priorities for enhancing student success on campus
- Improve implementation of goals and objectives related to student success
- Align or leverage resources to have a greater impact on student success
- Minimize duplication of efforts and mitigate the "silo effect" to address student success
- Reduce the number of campus wide committees on which many of the same individuals currently serve.

Coordinating redundant tasks of committees and integrating the goals of the former SE/SSSP/BSI Plan with other college-wide tasks, including the college's categorical programs, are college-wide concerns. Through its strategic planning process, the college established a workgroup whose charge is to examine the college's placement process and to explore alternative methods to determine a student's placement other than solely relying on an assessment test; in addition, one of the college's strategic goals is to ensure that all new students have a comprehensive student educational plan before enrolling in their second semester.

Since student equity is affected by the awareness, actions and assumptions of individuals who are a part of every constituent group of the institution, Moreno Valley College has sought to create a well-rounded plan that is integrated with other college efforts, initiatives and strategic plans. One priority, demonstrated by the MVC's Student Equity Plan, is to ensure that both Academic Affairs and Student Services collaborate with each other and integrate, where appropriate, their tasks with each other's tasks. This priority is represented in the make-up of the Student Equity and Achievement Committee, the workgroup co- chairs, as well as the integrated planning efforts that took place to enhance the development of the plan. In addition, the planning includes intentionally coordinating, supporting and enhancing the many effective programs and services currently in place that serve specific student populations and support student success. These programs include the following: Financial Aid, EOP&S/CARE, Disability Support Services, CalWORKs, Guardian Scholars (Foster Youth), Veterans Services, Umoja, Puente, and ACES/SSS TRiO. MVC is committed to enhancing existing programs that have demonstrated success while strengthening the collaboration between and among student support programs for designated student populations and central campus services that are in place to support all students. The college will ensure that programs and essential services are not duplicated; instead, the college will leverage resources appropriately to create equitable outcomes and to improve success for all students.

## Student Equity Plan Development Membership

Member Name	Role	Organization(s) or Program(s) Represented
Abel Sanchez, Co-Chair, Strategic Planning Council	Faculty	Biology
Andrew Sanchez, Co-Chair, Student Equity	Dean	Student Services (Grants and Student Equity Initiatives)
Ann Yoshinaga	Associate Dean	Academic Affairs
AnnaMarie Amezquita	Dean of Instruction	Academic Affairs
Arnold Sanchez, President, ASMVC	Student	ASMVC (Associated Students)
Art Turnier	Dean	Public Safety Education and Training
Audrey Mae Hernandez, Co-Chair, Student Equity	Classified Staff	Student Services (Grants and Student Equity)
Bonnie Montes	Faculty, Counselor/Coordinator	EOPS/CARE
Carlos Lopez, Co-Chair, Strategic Planning Council	Vice President	Academic Affairs
Carmen Perches	Faculty	Counseling
Carmen Valencia	Classified Staff	Evaluations
Casey Orr	Faculty	Counseling
Chui Yao	Faculty	Math
Cordell Briggs, Co-Chair, Student Equity	Faculty	English
Deanna Murrell	Faculty	Financial Aid Counseling
Dyrell Foster	Vice President	Student Services
Edd Williams	Faculty	Math
Edward Alvarez	Director	First Year Experience
Eugenia Vincent	Dean	Student Services
Evelyn Gonzalez	Faculty	Assessment
Frankie Moore	Faculty	Student Activities
Gabriela Maerean	Faculty	Math
Gertrude Lopez	Faculty, Counselor/Coordinator	UMOJA Program
Giovanni Sosa	Dean	Institutional Effectiveness
Jaime Rodriguez	Classified Staff	Institutional Effectiveness
Jeanne Howard	Faculty	Counseling
Jeanette LaPorte	Associate Faculty	English
Jennifer Cruz	Classified Staff	Academic Affairs
Jennifer Escobar	Faculty	English
Jonathan Maya,	Student	ASMVC (Associated Students)
Jorge Zavala	Student	
Joyce Kim	Faculty	ESL

Julio Gonzalez	Director	Middle College High School and Outreach
Kari Richards-Dinger	Faculty	Math
Kathryn Stevenson, Chair, BSI	Faculty	English
LaTonya Parker, President, Academic Senate	Faculty	Counseling
Luciano Cruz	Faculty	Sociology
Mari Lopp	Faculty	English
MaryAnn Doherty	Dean	Grants & Equity
Mashonda Salsberry	Classified Staff	Guardian Scholars (Foster Youth)
Megan Contreras	Student	ASMVC (Associated Students)
Melanie James	Faculty	English
Melissa Lopez	Classified Staff	First Year Experience
Melody Graveen	Dean	Career and Technical Education (CTE)
Michael Paul Wong	Dean	Student Services (Counseling)
Michael Schwartz	Faculty	English
Micki Grayson	Director	ACES (SSS/TRIO)
Nicolae Baciuna	Faculty	Math
Nikki Thurston	Faculty	Counseling
Robin Steinback	President	Moreno Valley College
Sean Drake	Chair	Math
Shauna Garrett	Student	ASMVC (Associated Students)
Sheila Pisa	Faculty	Math
Silvia Trejo	Faculty, Counselor/Coordinator	STEM Counseling
Sonya Nyrop	Faculty	Reading
Terri Hawthorne	Faculty, Counselor/Coordinator	CalWORKs

<b>2019-20 Student Equity and Achievement Budget: Planned Expenditures</b>
Riverside CCD
Moreno Valley College

BAM Codes	Classification	% of FTE	Activity ID	Total
1000	<b>Academic Salaries: Position Title(s)</b>			
	Counselor/Coordinator, Umoja	0.40	A3b	46,300
	Director, First Year Experience	0.50	D1a	60,509
	Dean, Grants and Student Equity Initiatives	1.00	D1a	159,312
	Counselor/Coordinator, Career&Transfer	1.00	C1a	109,650
	AB 705 Math Lead	0.20	B6a	67,366
	AB 705 ENG Lead	0.20	B6a	67,366
	AB 705 ESL Lead	0.20	D2a	67,366
	Instructional Salaries, BSI Coordinator	0.20	D2a	84,208
	PT Counselors Hourly	0.71	A2a	52,880
	General Counselors	4.00	A2a	410,824
	Public Safety CTE Counselor	1.00	A1b	66,258
	Special Projects, BSSOT	0.00	A1a	52,630
	<b>Subtotal</b>			
2000	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>			
	Administrative Assistant III, Grants & Equity	1.00	D1a	60,069
	Student Success Coach, FYE	1.00	D1a	79,134
	Student Success Coach, Guardian Scholars	0.25	A2b	16,707
	Administrative Assistant II, Basic Skills - BSOTT	1.00	D2a	63,357
	Academic Support Tutoring		D4a	15,789
	Academic Support Supplemental Instruction		D4a	53,866
	Senior Evaluator Diff		E1a	5,911
	Admin Asst III	1.00	A3a	64,141
	Counseling Clerk I	1.00	A4a	48,150
	Counseling Clerk II	1.00	A4a	46,293
	Counseling Clerk III	0.50	A4a	29,058
	Enrollment Services Asst	0.48	A3a	27,227
	Enrollment Services Asst	0.50	D1a	26,133
	Enrollment Services Asst	1.00	A1b	48,150
	SSSP Assistant	1.00	D1a	90,515
	Test Placement Coordinator	0.40	D1a	33,638
	Student Workers/Peer Leaders	0.00	B5a	68,093
<b>Subtotal</b>				<b>\$ 776,231</b>
3000	<b>Employee Benefits</b>			
	Counselor/Coordinator, Umoja		A3b	15,814
	Director, First Year Experience		D1a	23,685
	Dean, Grants and Student Equity Initiatives		D1a	51,126
	Counselor/Coordinator, Career&Transfer		C1a	50,307
	Administrative Assistant III, Grants & Equity		D1a	52,399
	Student Success Coach, FYE		D1a	20,826
	Student Success Coach, Guardian Scholars		A2b	30,993
	Student Workers/Peer Leaders		B5a	-
	Institutional Research Specialist, SEA		B4b	-
	Tutors/SI		D4a	14,444
	General Counselors		A2a	165,753
	Public Safety CTE Counselor		A1b	37,627
	PT Counselors		A2a	13,500
Senior Evaluator Diff		E1a	1,021	

	Admin Asst III	A3a	34,799
	Counseling Clerk I	A4a	49,661
	Counseling Clerk II	A4a	37,291
	0.5 Counseling Clerk III	A4a	22,578
	0.48 Enrollment Services Asst	A3a	12,320
	0.5 Enrollment Services Asst	D1a	511
	Enrollment Services Asst	A1b	22,354
	SSSP Assistant	D1a	50,319
	0.4 Test Placement Coordinator	D1a	16,299
	<b>Subtotal</b>		<b>\$ 723,627</b>
<b>4000</b>		<b>Activity ID</b>	<b>Total</b>
	<b>Supplies &amp; Materials</b>		
	Supplies and Materials (SEA)	B3b	2,000
	Supplies and Materials (SE)	B3b	13,360
	Materials and Supplies (BSSOT)	B3b	2,500
			-
			-
			-
	<b>Subtotal</b>		<b>\$ 17,860</b>
<b>5000</b>		<b>Activity ID</b>	<b>Total</b>
	<b>Other Operating Expenses and Services</b>		
	First Year Experience	A1b	12,000
	Umoja	A3b	3,000
	Faculty - MAT, ENG, REA, ESL	D1a	30,075
	Academic Support	D3a	17,000
	Software License	A2a	34,000
	Speakers, Event, Equity Activities (BSSOT)	E4b	22,500
	Professional Development / Conferences	E4b	21,000
	<b>Subtotal</b>		<b>\$ 139,575</b>
<b>6000</b>		<b>Activity ID</b>	<b>Total</b>
	<b>Capital Outlay</b>		
	Library Subscriptions / Books BSI	D1a	8,000
	COMM	D1a	238
	MATH	D1a	602
	<b>Subtotal</b>		<b>\$ 8,840</b>
<b>7000</b>		<b>Activity ID</b>	<b>Total</b>
	<b>Other Outgoing</b>		
	<b>Subtotal</b>		<b>\$ -</b>
	<b>Grand Total</b>		<b>\$ 2,910,802</b>

## SUMMARY EVALUATION SCHEDULE AND PROCESS

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With each metric and an associated set of activities to support the goal and address the disproportionately impacted student populations at MVC, the plan provides an evaluation statement that identifies the method by which measurable outcomes for each goal and activities will be measured and achieved. Each measurable outcome will be based upon the five metrics: access, successful enrollment; retention, fall to spring; transfer to a four-year institution; completion of transfer level math and English; and earned credit certificate over 18 units and associates degree. The measurable outcomes were developed in consultation with the Student Equity and Achievement Committee and the Office of Institutional Research.

The data collected by the Office of Institutional Research on the five metrics have been shared with faculty and staff in key academic and student services programs. Faculty in the English and math disciplines, in particular, have used the campus-based data as a baseline to support their decisions in some cases and to augment theirs in other cases to review their approaches in revising, piloting, and re-designing programs. They have also reviewed research on First Year Experience and Acceleration programs to design activities for the Student Equity Plan. Collecting both quantitative and qualitative data and using Equity funds to support expanded or new initiatives in Student Equity will provide measurable outcomes that will move the college toward ameliorating academic achievement for disproportionately impacted students.

Other activities will be designed around increasing the number of students served in categorical programs, such as EOPS/CARE, CalWorks, DSS, Puente, Guardian Scholars/NextUp, ACES, Veterans, and Umoja, to obtain degrees, certificates, or transfer. Based on the evaluation of previous student equity plan activities, beginning in fall of 2019, some activities will include enhancing academic tutoring and purposefully aligning Supplemental Instruction with math and English, expanding program and college marketing strategies through the use of commercial services; later in winter of 2020, other activities will include implementing workshops on financial aid for low-income students or students who are at risk of losing financial aid. Activities will also be designed to improve transfer for low-income, Hispanic/Latino, and male students, who experience a disproportionate impact.

Developing an institutional culture to target students in CTE and transfer programs will include establishing a career and transfer center, increasing CTE outreach, conducting careers and transfer fairs, and providing support for categorical and special population programs to collaborate with veteran, EOPS/CARE, CalWorks, First Year Experience, ACES, DSS, Puente, Umoja, and Foster Youth to plan and participate in college and university tours. Data will then be collected and analyzed to reveal the number of students who have completed a comprehensive educational plan by the time they would have completed 15 units or their third semester, whichever comes first. Finally, data will be collected and analyzed regarding those students who have been involved in a special program aligned summer bridge program for disproportionately impacted student groups: the data will be reviewed and assessed each semester.

The faculty coordinator of the Student Equity and Achievement Committee will collaborate with

faculty, staff, administrators, and students of the Student Success and Equity Committee to achieve the goals of the Plan. Continuing into the fall of 2019 and spring of 2020, student services staff will increase outreach to feeder high schools, community veterans, and other special populations; program administrators and instructors in Public Safety Education and Training will engage in a variety of strategies, such as workshops, career fairs, and marketing advertisements, to increase enrollment of women, African-Americans, Asians, and low students in Public Safety Education and Training programs. The Office of Institutional Research will collect and analyze data to help inform decision-making, program development, and assessment. In the summer 2019 and continuing to fall 2019, Student Services staff and the Office of Institutional Research will coordinate their efforts to track the successful course completion for foster youth, African American students, and low-income students completing the Assessment, Orientation, and Counseling (AOC) process.

Beginning in fall 2019, other activities will include providing workshops for students on test preparation and study skills and implementing an annual male students of color success conference each year to focus on habits of mind, identity development and mentoring. Data will be generated and analyzed related to the AOC process, the average number of units this targeted group of students enrolled and completed at the college. Similarly, activities, such as enhancing early alert programs, ensuring that students have access to support services, and implementing professional development training activities for faculty, will be implemented to address ESL Completion and student equity for current and former foster youth, homeless students, African American/Black students, students with disabilities, LGBT students, and male and low-income students. These activities will be structured and aligned around high impact practices being implemented by special programs, such as the First Year Experience program and Umoja and around multiple measures and alternative placement strategies for students' placement in math, English, and ESL data will be collected and analyzed each semester to help inform decision-making, program development, and assessment.

Finally, the faculty coordinator will collaborate with the Student Equity and Achievement Steering Committee, a core group of key administrators, faculty, staff, and students from across the campus who serve on various committees. The task of the steering committee will be to assist the Student Equity and Achievement Committee in negotiating the uneven paths to implementing the activities designed to reach the goals of the 2019-22 Student Equity Plan. An important function to be performed by the steering committee will be to support the committee at large in strategizing how to remove barriers so that students will earn degrees and certificates, and transfer to four-year institutions. The anticipated end result will be seeing "the needle move" as more students enter the college and have access to its programs and services, complete their educational goals, earn degrees and certificates, or transfer to four-year institutions.

## EVALUATION SUMMARY – MATRIX

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
<i>A. Access: Successful Enrollment</i>	<ol style="list-style-type: none"> <li>1. Decrease college costs by (1) expanding College Promise program; (2) using zero-cost textbook programs like OER, and whenever possible, (3) increasing cost-of-living reliefs such as meal plans, affordable child care, transportation, and housing support.</li> <li>2. Clarify the path and improve communication with students via (1) course mapping and (2) messaging technologies such as EduNav, Grad Guru, social media, and other advertising platforms</li> <li>3. Design and develop a robust outreach program for incoming students by (1) coordinating with local high school districts and counselors during college readiness weeks to align matriculation and enrollment efforts into specific pathways and programs and to improve and increase student orientations to campus resources, support services, and special programs; (2) coordinating with college constituents to align messaging and advertise financial aid opportunities, academic programs, career pathways and the benefits of full-time enrollment; and (3) creating and disseminating a printed and online resource directory of on and off campus resources</li> </ol>	<p>Baseline 2016-17</p> <p>Follow up Fall 2019</p> <p>Follow up Spring 2020</p> <p>Follow up Spring 2021</p> <p>Follow up Spring 2022</p>	<ol style="list-style-type: none"> <li>1. Establish baseline data</li> <li>2. Track numbers of cohorts</li> <li>3. Track cohorts</li> <li>4. Track year to year data</li> </ol>	<p>Program Director; Counselor/ Coordinator; Dean Student Services; Dean of Instruction; IE Dean</p>	<p>Program Review; Integrated Strategic Plan; Guided Pathways; Vision for Success.</p>



<p>4. Increase staff and faculty supports by (1) hiring sufficient staff to support increases or expansions in services related to onboarding such as College Receptionist, Admissions, Outreach, and Orientation during peak transfer seasons; (2) enhancing staff training and professional learning in initial points of contact with the college such as Admissions and Records, college website, Outreach, and College Receptionist; (3) hiring college personnel (staff, faculty, administrators, and students) who reflect the student population, including multilingual personnel (for instance in the Learning Center); (4) institutionalizing coordination and support for K-12 professional development, dual enrollment, non-credit course offerings, and tutoring; (5) providing reassigned time for math and English leads to facilitate K12/MVC professional development and paid participation for adjunct faculty to attend; and (6) hiring sufficient special programs faculty and staff (such as UMOJA and Puente counselors and English faculty and staff)</p> <p>5. Build and strengthen the college's educational and industry partnerships to (1) offer more robust dual or concurrent enrollment options with unified school districts and allow students to enroll before the first day of courses; (2) scale up dual enrollment in math and English; and (3) coordinate with local employers to enhance workforce pathways, opportunities (e.g. jobs and internships) and mentoring</p>	<p>Baseline 2016-17</p> <p>Follow up Fall 2019</p> <p>Follow up Spring 2020</p> <p>Follow up Spring 2021</p> <p>Follow up Spring 2022</p>			
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<p><b><u>Disproportionately Impacted Student Population</u></b></p> <ol style="list-style-type: none"> <li>1. Target outreach and onboarding efforts to students with disabilities, and white, male (CTE) and female (PSET) students by (1) coordinating with high schools to enroll disproportionate populations and onboard students from disproportionate groups into cohorts or learning communities such as FYE</li> <li>2. Research student populations with no available data (homeless, LGBTQ, and formerly incarcerated students) and develop, as needed, support programs and activities that outreach to disproportionate populations, connecting them with financial and cost of living support programs (such as those currently provided by Human Services, Guardian Scholars, a Dream Center or Project Rebound/Second Chance program) that offer onboarding services, financial aid information, and other academic or student services)</li> <li>3. Continue to support the enrollment efforts of the college's special programs (Puente, Umoja, EOPS, Guardian Scholars, ACES, STEM, Honors, and FYE)</li> </ol>	<p>Baseline 2016-17</p> <p>Follow up Fall 2019</p> <p>Follow up Spring 2020</p> <p>Follow up Spring 2021</p> <p>Follow up Spring 2022</p>	<ol style="list-style-type: none"> <li>1. Establish baseline data</li> <li>2. Track numbers of cohorts</li> <li>3. Track cohorts</li> <li>4. Track year to year data</li> </ol>	<p>Program Director; Counselor/ Coordinator; Dean Student Services; Dean of Instruction; IE Dean</p>	<p>Program Review; Integrated Strategic Plan; Guided Pathways; Vision for Success.</p>
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Indicator	Activity	Tim eli ne	Measure	Who is Responsible /Informed?	Integration with Program Review
<i>B. Retention: Fall to Spring</i>	1. Remove retention barriers by (1) coordinating chair efforts to implement “smart scheduling,” using data or predictive analytics (e.g. EduNav) to schedule classes in alignment with course mapping and to support student educational plans; (2) increasing evening and weekend course offerings; (3) improving alignment of course offerings with ADTs and CTE certificates and degrees; and (4) staggering add and drop deadlines to maximize course enrollment	Baseline 2016-17	1. Establish baseline data	Program Director; Counselor/Coordinator; Dean of Student Services; Dean of Instruction; IE Dean	Program Review; Integrated Strategic Plan; Guided Pathways; Vision for Success.
		Follow up Fall 2019	2. Track numbers of cohorts		
		Follow up Spring 2020	3. Track cohorts		
		Follow up Spring 2021	4. Track year to year data		
2. Increase access to campus resources by (1) ensuring the availability of parking and child care; (2) expanding academic and student services to accommodate students taking evening and weekend courses (including financial aid, admissions, counseling, mental health services, the Learning Center, WRC, Math Lab, library, and food services); (3) providing more indoor/outdoor student work spaces, gender-neutral bathrooms, and a lactation room	Follow up Spring 2022				

<p>3. Improve communication with students by (1) tailoring technologies such as EduNav and Grad Guru to better inform students of the consequences of withdrawing from courses, taking off a semester, or withdrawing from the college</p> <p>4. Develop a system for (1) tracking early exiters, especially those “at” or “near the gate”; and (2) reaching out to offer financial, academic, or advising assistance to aid students’ reenrollment</p> <p>5. Expand peer mentor programs that (1) put students in regular, ongoing contact with trained student mentors knowledgeable about campus resources, transfer, and degree and certificate completion; and (2) provides peer support via student success coaches trained in mental health, personalized counseling, and peer coaching</p> <p>6. Improve online course success and retention rates in math and English by (1) collecting and analyzing data to understand the barriers facing students in online classes and gaps in student services; (2) offering professional learning in best practices to online instructors; (3) improving communication with students taking online classes, through improved orientation for online students, regular check-ins, online counseling opportunities, success coaches, and early alert; and (4) providing online academic supports</p> <p>7. Provide regular, ongoing professional learning for staff, faculty, and administrators in best practices for retaining students</p> <p>8. Increase staff and faculty supports by (1) providing adjunct office hours space and professional learning and office hours stipends and increasing flex and assessment hours from 3 to 6, especially in math and English; and (2) hiring more full-time faculty, especially in counseling, math, and English</p>				
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<p>9. Collect, analyze, communicate, align, and disseminate retention data by (1) developing a system for procuring meaningful student feedback to identify retention barriers and solutions (e.g. the student survey from the Center for Community College Student Engagement at the University of Texas at Austin); (2) assessing and reviewing college costs and student needs to improve the effectiveness of college supports; and (3) educating campus constituents on retention findings and coordinating with Institutional Effectiveness to align cross-campus messaging</p>				
<p><b><u>Disproportionately Impacted Student Population</u></b></p> <p>1. Develop a system for tracking early exiters and reaching out to disproportionate student populations, especially those “at” or “near the gate” to offer financial, academic, or advising assistance in returning or reenrolling, such as providing employment, leadership, or internship opportunities to disproportionate student populations, perhaps by adopting a priority hiring system for providing campus jobs and offering competitive pay to student employees and to ensure Asian, African American, Two or More Races, and white students are linked with peer mentors</p> <p>2. Research data on student populations with no available data (homeless, LGBTQ, and formerly incarcerated students) and develop, as needed, support programs and activities for retaining student populations not at equity</p> <p>3. Support the retention efforts of the college’s special programs (Puente, Umoja, EOPS, Guardian Scholars, Honors, STEM, ACES, and FYE) by ensuring sufficient staff, faculty, and funding for events such as Family Day.</p>	<p>Baseline 2016-17</p> <p>Follow up Fall 2019</p> <p>Follow up Spring 2020</p> <p>Follow up Spring 2021</p> <p>Follow up Spring 2022</p>	<p>1. Establish baseline data</p> <p>2. Track numbers of cohorts</p> <p>3. Track cohorts</p> <p>4. Track year to year data</p>	<p>Program Director; Counselor/Coordinator; Dean Student Services; Dean of Instruction; IE Dean</p>	<p>Program Review; Integrated Strategic Plan; Guided Pathways; Vision for Success.</p>

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible	Integration with Program Review
<i>c. Transfer to a four-year institution</i>	<ol style="list-style-type: none"> <li>1. Clarify the transfer path for full-time and part-time students (in evening, weekend, and online classes) and ensure program, degree, and certificate clarity via messaging tools like Grad Guru, EduNav, and CANVAS</li> <li>2. Improve communication with students by (1) advertising transfer and financial aid resources; and (2) improving transfer-related communications between academic affairs and student services staff and faculty</li> <li>3. Design and institute a transfer pathway program by (1) coordinating transfer center efforts with special program directors and coordinators to design and institute transfer awareness curriculum; (2) offering a calendar of transfer events and workshops that assist students in filling out transfer applications, completing personal statements, and submitting financial aid forms and orient students to transfer information and deadlines; (3) hosting events such as a “Blue and Gold” Day that develops students’ transfer and financial literacy (such as how to fund transfer to private institutions, apply for work study or scholarships, or find employment at the transfer institution); (4) scaling up special programs’ motivational and Transfer Day visits to colleges and extending them to all students; (5) holding motivational workshops that address student anxieties (such as imposter syndrome); and (6) celebrating student transfer (and degree and certificate completion) achievements (via an annual or biannual awards ceremony)</li> </ol>	<p>Baseline 2016-17</p> <p>Follow up Fall 2019</p> <p>Follow up Spring 2020</p> <p>Follow up Spring 2021</p> <p>Follow up Spring 2022</p>	<ol style="list-style-type: none"> <li>1. Establish baseline data</li> <li>2. Track numbers of cohorts</li> <li>3. Track cohorts</li> <li>4. Track year to year data</li> </ol>	<p>Program Director; Counselor/ Coordinator; Dean Student Services; Dean of Instruction; IE Dean</p>	<p>Program Review; Integrated Strategic Plan; Guided Pathways; Vision for Success.</p>

	<p>4. Promote an immersive transfer-going culture by (1) enlisting the aid of faculty to (a) embed transfer information and activities in syllabi and curriculum (i.e. a personal statement in English 1A, for instance), especially in math and English transfer-level courses and (b) participate in the transfer pathways program (e.g. by taking their classes to events or incentivizing student attendance)</p> <p>5. Build and strengthen the college's educational partnerships, especially with transfer institutions, to (1) increase transfer opportunities (e.g. MOUs and transfer guarantees); (2) connect students with trusted partner individuals at transfer institutions; and (3) develop a bridge program and expand cross-enrollment (e.g. dual enrollment at the transfer institution)</p> <p>6. Collect, analyze, communicate, align, and disseminate data related to transfer by (1) researching best practices for increasing transfer rates; (2) tracking students who indicate transfer as a goal, (3) tracking and surveying students admitted to a 4-year university who never enroll; (4) surveying students on transfer barriers and reasons for not transferring; and (5) educating campus constituents on transfer findings and coordinating with Institutional Effectiveness to align the cross-campus messaging</p>				
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	<p><b><u>Disproportionately Impacted Student Population</u></b></p> <p>1. Target retention efforts to disproportionate groups by (1) reaching out to students with disabilities and low-income students to ensure their participation in the transfer pathway program; (2) organizing campus visits to (or from) transfer institutions for students with disabilities and low income students and connecting them with transfer school programs and personnel; (3) connecting low-income students and students with disabilities to peer mentors and faculty advisors who can connect them with college resources; (4) coordinating with Academic Services to increase SI, tutoring, and embedded tutoring supports for low-income students and students with disabilities; (6) expanding and enhancing the spaces, staff, and transfer services provided by the college’s special programs and supports (Puente, Umoja, EOPS, Guardian Scholars, ACES, Honors, and FYE);</p> <p>2. Develop a system for tracking and reaching out to low-income students and students with disabilities who are “at” or “near the gate” to offer financial, academic, tutoring, and/or advising assistance, as needed</p> <p>3. Research transfer data on student populations with no available data (homeless, LGBTQ, and formerly incarcerated) and develop, as needed, support programs and activities for increasing transfer rates for student groups not at equity.</p>	<p>Baseline 2016-17</p> <p>Follow up Fall 2019</p> <p>Follow up Spring 2020</p> <p>Follow up Spring 2021</p> <p>Follow up Spring 2022</p>	<p>1. Establish baseline data</p> <p>2. Track numbers of cohorts</p> <p>3. Track cohorts</p> <p>4. Track year to year data</p>	<p>Program Director; Counselor/ Coordinator; Dean Student Services; Dean of Instruction; IE Dean</p>	<p>Program Review; Integrated Strategic Plan; Guided Pathways; Vision for Success.</p>
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Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
D. Completion of transfer level math and English	<p>1. Remove barriers to course completion in math and English by (1) reducing or eliminating textbook and access code costs for required transferable math and English courses; (2) promoting the “opt out” of English 91; (3) eliminating the requirement that students take below-transfer math courses; and (4) developing a transparent system for informing students of AB-705 and re-assessing students placed below transfer-level math</p> <p>2. Increase instructional student supports for math and English courses by (1) providing math support/corequisite courses (Math 136, Math 105, and Math 112); (2) decreasing class size in impacted math and English composition classes; (3) scheduling English 91 in computer labs or classrooms with computers; and (4) supporting innovations such as contextualizing English with math and science, team teaching, and “math basketball”</p>	<p>Baseline 2016-17</p> <p>Follow up Fall 2019</p> <p>Follow up Spring 2020</p> <p>Follow up Spring 2021</p> <p>Follow up Spring 2022</p>	<p>1. Establish baseline data</p> <p>2. Track numbers of cohorts</p> <p>3. Track cohorts</p> <p>4. Track year to year data</p>	<p>Program Director; Counselor/ Coordinator ; Dean Student Services; Dean of Instruction; IE Dean</p>	<p>Program Review; Integrated Strategic Plan; Guided Pathways; Vision for Success.</p>
	<p>3. Create a process for identifying and reaching out to students not enrolling in or passing their math and/or English courses to offer financial, academic, advising, or tutoring assistance</p>				

<p>4. Expand, integrate, and streamline Supplemental Instruction by (1) assigning SIs and embedded tutors to impacted math and English courses; (2) increasing the number of SIs/embedded tutors from 1 to 2 in impacted classes; (3) developing SI student discipline leads or faculty leads; (4) integrating and automating year-round SI/embedded tutoring in special programs; (5) enhancing embedded tutoring offerings within the allotted class time; and (6) offering joint collaborative professional learning with SIs/tutors and faculty</p> <p>5. Expand, integrate, and streamline Academic Services by (1) hiring subject experts for math tutors; (2) creating internships and tutoring positions for students from 4-year colleges or who have already transferred to four-year universities; (3) increasing ongoing, professional learning for tutors, writing consultants specific to serving disproportionately impacted students, such as ESL and DSS students; (4) offering skills-based workshops for students led by tutors and writing consultants; (5) improving the collection and accountability of data related to Learning Center usage; (6) increasing utilization of the math lab and WRC; (7) creating online WRC opportunities; and (8) increasing professional learning for academic support coordinators.</p> <p>6. Provide regular, ongoing professional learning to math and English instructors regarding best</p>				
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<p>7. Build and strengthen educational partnerships to align high school and college curriculum by (1) scaling up dual enrollment in math and English; and (2) continuing K12 Collaborative professional learning for high school and adjunct faculty teaching college classes</p>				
<p>8. Collect, analyze, communicate, align, and disseminate data related to course completion in math and English by (1) tracking and analyzing student success and retention rates for math and English on a term-by-term basis; (2) addressing course completion and equity gaps in math and English in program review and developing an action plan to improve success and equity; (3) collecting data on students' experiences in transfer-level math and English and why students did not complete math and English; and (4) educating campus constituents on course completion findings and coordinating with Institutional Effectiveness to align the cross-campus messaging</p>				

<u>Disproportionately Impacted Student Population</u>				
No apparent equity gaps				

Indicator	Activity	Timeline for Evaluation	Measure	Who is Responsible /Informed?	Integration with Program Review
<p><i>E. Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i></p>	<p>1. Simplify the degree and certificate awarding process through automatic awarding of degrees and certificates to eligible students</p>	<p>Baseline 2016-17 Follow up Fall 2019</p>	<p>1. Establish baseline data 2. Track numbers of cohorts</p>	<p>Program Director; Counselor/ Coordinator ; Dean Student Services; Dean of Instruction; IE Dean</p>	<p>Program Review; Integrated Strategic Plan; Guided Pathways; Vision for Success.</p>
	<p>2. Improve communication with students by (1) sending automatic notifications of the degree and certificate completion process;</p>	<p>Follow up Spring 2020</p>	<p>3. Track cohorts</p>		
	<p>(2) building awareness of the rewards of degree and certificate completion, the long-term benefits of stackable degrees, and the relationship between degree completion and earning potential vs. employment (in Spanish and English);</p>	<p>Follow up Spring 2021</p>	<p>4. Track year to year data</p>		
	<p>3. Improve certificate programs and award opportunities by (1) updating the curriculum to align with workforce demands and prepare students to pass industry standard testing; (2) expanding articulation agreements; (3) increasing associate degree offerings (e.g. ASL) and ADTs and accelerated degree programs; and (4) offering non-credit course pathways that lead to certificates, degrees, and transfer</p>	<p>Follow up Spring 2022</p>			
<p>4. Develop a faculty advising program in which faculty leads from each discipline and department (1) guide course mapping; (2) review curriculum and degree and certificate offerings for currency in the field; (3) advise students on transfer, degree and certificate completion, and major awareness (degree-specific mentoring); (4) coordinate with special programs to promote the transfer pathway program and with instructors to promote an immersive transfer-going culture; and (5) link students to campus resources (such as the WRC or FAFSA applications)</p>					

<p>5. Collect, analyze, communicate, align, and disseminate data by (1) analyzing the patterns of successful students to understand and showcase models to other students; (2) educating campus constituents on the degrees and certificates available at MVC and on completion findings and coordinating with Institutional Effectiveness to align the cross-campus messaging</p>				
<p><b><u>Disproportionately Impacted Student Population</u></b></p> <p>1. Develop a system for tracking and reaching out to male students near certificate and degree completion by offering financial, academic, advising, and/or tutoring assistance, as needed</p> <p>2. Increase the onboarding of male students into learning communities such as Umoja and Punte by (1) targeting outreach efforts to male students during program enrollment; and (3) connecting students with male mentors, CTE programs, and industry partner mentors</p>	<p>Baseline 2016-17</p> <p>Follow up Fall 2019</p> <p>Follow up Spring 2020</p> <p>Follow up Spring 2021</p> <p>Follow up Spring 2022</p>	<p>1. Establish baseline data</p> <p>2. Track numbers of cohorts</p> <p>3. Track cohorts</p> <p>4. Track year to year data</p>	<p>Program Director; Counselor/Coordinator; Dean Student Services; Dean of Instruction; IE Dean</p>	<p>Program Review; Integrated Strategic Plan; Guided Pathways; Vision for Success.</p>

<p>3. Improve communication with and outreach to male students by (1) providing a list of resources to disproportionately impacted students and their families and guardians per their respective groups (FYE, DSS, etc.); (2) connecting male students with college personnel, peer mentors, and faculty advisors;</p> <p>4. Research certificate and degree completion data on student populations with no available data (homeless, LGBTQ, and formerly incarcerated), and develop, as needed, support programs and activities for groups not at equity (such as building industry partnerships to increase the accessibility of CTE programs to impacted groups like formerly incarcerated students)</p> <p>5. Support the degree and certificate completion efforts of the college's special programs (Puente, Umoja, EOPS, Guardian Scholars, ACES, STEM, Honors, and FYE) by (1) organizing special program coordinators to collaborate on their efforts; and (2) continuing to support end-of-year Banquets</p>				
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<b>2015-16 Accounting of Student Equity Budget</b>
Riverside CCD
Moreno Valley College

<b>Object Codes</b>	<b>Category</b>	<b>Total</b>
<b>1000</b>	<b>Academic Salaries: Position Title(s)</b>	
	Counselor/Coordinator, RSP	78,692
	Director, First Year Experience	85,310
	Associate Dean, Grants and College Support Programs/Project Director	99,209
	Counselor/Coordinator, Career Transfer	34,287
	<b>Subtotal</b>	<b>\$ 297,498</b>
<b>2000</b>	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>	<b>Total</b>
	Administrative Assistant III, Counseling	27,552
	Customer Service Clerk, Financial Aid	17,788
	Educational Advisor, Foster Youth	46,276
	Administrative Assistant II	22,579
	Outreach Services Supervisor	69,821
	Student Financial Services Outreach Specialist	9,440
	Learning Center Assistant	15,202
	Supplemental Instructional Coordinator	54,444
	Institutional Research Specialist	29,634
	<b>Subtotal</b>	<b>\$ 292,736</b>
<b>3000</b>	<b>Employee Benefits</b>	<b>Total</b>
	Counselor/Coordinator, RSP	23,010
	Director, First Year Experience	48,290
	Associate Dean, Grants and College Support Programs/Project Director	50,875
	Counselor/Coordinator, Career Transfer	8,772
	Administrative Assistant III, Counseling	10,615
	Customer Service Clerk, Financial Aid	7,792
	Educational Advisor, Foster Youth	49,124
	Administrative Assistant II	41,028
	Outreach Services Supervisor	52,622
	Student Financial Services Outreach Specialist	9,496
	Learning Center Assistant	713
	Supplemental Instructional Coordinator	49,512
	Institutional Research Specialist	800
	<b>Subtotal</b>	<b>\$ 352,649</b>
<b>5000</b>	<b>Other Operating Expenses and Services</b>	<b>Total</b>
	First Year Experience (Success Coaches)	9,010
	Professional Development	10,000
	<b>Subtotal</b>	<b>\$ 19,010</b>
<b>Grand Total</b>		<b>\$ 961,893</b>



<b>2016-17 Accounting of Student Equity Budget</b>
Riverside CCD
Moreno Valley College

<b>Object Codes</b>	<b>Category</b>	<b>Total</b>
<b>1000</b>	<b>Academic Salaries: Position Title(s)</b>	
	Counselor/Coordinator, RSP	93,496
	Director, First Year Experience	85,310
	Dean, Grants and Student Equity Initiatives	95,458
	Counselor/Coordinator, Career Transfer	71,509
	<b>Subtotal</b>	<b>\$ 345,773</b>
<b>2000</b>	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>	<b>Total</b>
	Customer Service Clerk, Financial Aid	9,539
	Educational Advisor, Foster Youth	45,312
	Administrative Assistant III, Grants & Equity	11,983
	Outreach Specialist	19,757
	Student Financial Services Outreach Specialist	47,196
	Learning Center Assistant	15,602
	Supplemental Instructional Coordinator	54,444
	Institutional Research Specialist	28,893
	Student Success Coach (FYE)	41,415
	<b>Subtotal</b>	<b>\$ 274,141</b>
<b>3000</b>	<b>Employee Benefits</b>	<b>Total</b>
	Counselor/Coordinator, RSP	27,424
	Director, First Year Experience	49,902
	Dean, Grants and Student Equity Initiatives	34,839
	Counselor/Coordinator, Career Transfer	17,844
	Customer Service Clerk, Financial Aid	3,623
	Educational Advisor, Foster Youth	23,296
	Administrative Assistant III, Grants & Equity	35,218
	Outreach Specialist	47,478
	Student Financial Services Outreach Specialist	35,630
	Learning Center Assistant	437
	Supplemental Instructional Coordinator	37,141
	Institutional Research Specialist	809
	Student Success Coach (FYE)	8,716
<b>Subtotal</b>	<b>\$ 322,357</b>	
<b>5000</b>	<b>Other Operating Expenses and Services</b>	<b>Total</b>
	First Year Experience	6,311
	Umoja	6,311
	Career/Transfer	4,000
	Equity Activities	500
	Professional Development	2,500
<b>Subtotal</b>	<b>\$ 19,622</b>	
<b>Grand Total</b>		<b>\$ 961,893</b>

**2017-18 Accounting of Student Equity Budget**

Riverside CCD

Moreno Valley College

<b>BAM Codes</b>	<b>Classification</b>	<b>Total</b>
<b>1000</b>	<b>Academic Salaries: Position Title(s)</b>	
	Counselor/Coordinator, RSP	81,502
	Director, First Year Experience	49,708
	Dean, Grants and Student Equity Initiatives	142,437
	Counselor/Coordinator, Career Transfer	46,628
	Faculty Hourly	11,342
	Educational Advisor, Foster Youth	46,628
	<b>Subtotal</b>	<b>\$ 378,245</b>
<b>2000</b>	<b>Classified and Other Nonacademic Salaries: Position Title(s)</b>	<b>Total</b>
	Veterans Service Specialist	334
	Educational Advisor, Foster Youth	35,747
	Administrative Assistant III, Grants & Equity	35,688
	Outreach Specialist	1,586
	Learning Center Assistant	15,578
	Institutional Research Specialist	3,394
	Student Success Coach (FYE)	71,320
	Hourly Enrollment Services Specialist	40,310
	Temporary Hourly	4,894
	<b>Subtotal</b>	<b>\$ 208,851</b>
<b>3000</b>	<b>Employee Benefits</b>	<b>Total</b>
	All academic & classified personnel	322,357
	<b>Subtotal</b>	<b>\$ 322,357</b>
<b>4000</b>	<b>Supplies &amp; Materials</b>	<b>Total</b>
	Copying and Printing	1,840
	Other Supplies	176
	Food	4,206
	<b>Subtotal</b>	<b>\$ 6,221</b>
<b>5000</b>	<b>Other Operating Expenses and Services</b>	<b>Total</b>
	Cell Phone Service	1,559
	Mileage	55
	Postal Services	398
	<b>Subtotal</b>	<b>\$ 2,012</b>
<b>6000</b>	<b>Capital Outlay</b>	<b>Total</b>
		0
	<b>Subtotal</b>	
<b>7000</b>	<b>Other Outgoing</b>	<b>Total</b>
		0
	<b>Subtotal</b>	
<b>Grand Total</b>		<b>\$ 917,686</b>



## 2019-2022 Equity Plan

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## 2019-2022 EQUITY PLAN EXECUTIVE SUMMARY

### Introduction

California's community colleges play a critical role in helping to shape our state towards economic and social prosperity. For some, community colleges are an important first step towards their journey towards earning baccalaureate and post-baccalaureate degrees. For others, earning an associate's degree or certificate in a career and technical field can provide them access to high-skilled jobs in an ever-changing economic industry. Regardless of one's educational goal however, the core mission of community colleges is to ensure access and success for the millions of Californians who seek postsecondary education as a means to economic mobility and social justice.

However, as a result of increased financial and political pressures to improve student success rates, community colleges face the philosophical and pragmatic dilemma of whether success will come at the expense of access. The prospect of success over access would undercut the community college's equity mission and negatively impact California's minoritized student populations. For nearly half of all undergraduate students of color and about forty percent of students living in poverty, the path to a college degree begins at a community college.<sup>1</sup> Community colleges embody the most democratic ideals of this nation: the open door policy provides an affordable education to students irrespective of background and privilege. Community colleges continue to provide the primary avenue to good paying jobs and entry into the middle class for many students who otherwise would not get a second chance. Community colleges enroll those students who have the most daunting educational, economic, and social barriers to their education, yet funding for California's community colleges is among the lowest nationwide.<sup>2</sup> Providing vocational training for workforce development, and a transfer curriculum for degree seeking students, community colleges help to reduce the gap between the privileged and historically oppressed groups in American society. The core mission of community colleges is to provide access and a quality education to all students capable of benefitting from higher education. The equity goal at community colleges embodies long cherished American democratic ideals, and the community college remains for this reason the most democratic of all American institutions of higher learning.

Quality, affordability, accessibility, diversity and student success. These things are at the very core of community colleges, and it makes us all stronger...When I think of community colleges and their mission, I am reminded that community colleges are the

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<sup>1</sup> Mullin, C.M. (2012). Why Access Matters: The Community College Student Body. *American Association of Community Colleges Policy Brief*, 2012-01.

<sup>2</sup> Access & Equity Issue Brief (2005). *Insufficient Funding Constrains Opportunity*. California Tomorrow, Oakland, CA.

robust and democratic institutions of higher education that provide (a) socially legitimate pathways to empowerment and (b) means for prosperity and engagement for a segment of society often neglected by others.<sup>3</sup>

## Equity Imperative

While the challenges we confront to effectively serve the educational needs of our surrounding communities are many, Norco College is poised to face them head-on and with a renewed commitment to closing equity gaps. To achieve this goal, we must act with a sense of urgency, and avoid being ambiguous about our equity imperative. Norco College is primarily focused on closing equity gaps for historically minoritized students, specifically Latinx and Black students. While our Latinx and Black students account for 64.5% of the student population, our full-time faculty and senior leadership team are predominantly white at 75.3% and 80% respectively. Targeted interventions and support for Latinx and Black students have been confined to historically unfunded/under-funded special programs, such as Puente and Umoja. Like many institutions, Norco College has provided one-size fits all approach to student success. This race-blind approach fails to recognize the embedded structural racism that American institutions of higher education were founded on when Black Americans were denied the right to an education. We maintain the legacy of historical oppression on minoritized students by making invisible our collective institutional responsibility for equitable outcomes for all students, especially for Latinx and Black students. Our focus on racialized students is based in critical race theory, which asserts that race is the most significant factor in determining educational outcomes. While class and gender intersect to help explain variances in education, race continues to be most powerful in predicting school experience and performance.<sup>4</sup> Our equity priority aims to address our lack of institutional knowledge and practice as agents of racial equity.

Our vision for our equity work is defined by the following concepts:

- Race Consciousness
- Intentional in its Focus
- Student Centered
- Institutional Expectations
- Data Driven
- Continuous Evaluation

Our work will be inwardly focused in order to systematically address institutional attitudes and structure. Sylvia Hurtado argues that the campus racial climate must be addressed through the 1. Inclusion of students, faculty, staff, and managers from minoritized backgrounds, 2.

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<sup>3</sup> Rassoul Dastmozd, Ph.D. President, Saint Paul College -- A Community & Technical College

<sup>4</sup> Ladson-Billings, Gloria, and William F. Tate. "Toward a critical race theory of education." *Teachers college record* 97.1 (1995): 47.

Curriculum that reflects the experiences of minoritized students, 3. Targeted programs and support for minoritized students, and 4. A mission statement that reflects a commitment to equity.<sup>5</sup> Specifically, our work seeks to engage in deep inquiry, action, and evaluation in transforming the attitudes, processes, systems, and climate that pose barriers to minoritized students.

## Approach

The faculty, staff, administrators are committed to working collectively to ensure access and success for minoritized students by approaching our pedagogical and organizational practices through an “equity-minded” lens. According to contributing members of the University of Southern California’s Center for Urban Education, equity-mindedness refers to,

The outlook, perspective, or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity.<sup>6</sup>

By adopting an “equity-minded mode of thinking” as our method of examining student outcomes, we acknowledge that our practices and policies are the main contributors to inequities as oppose to blaming our students for these outcomes. Norco College is committed to conducting inquiry of our policies and practices in order to pinpoint the root causes that are contributing to persistent inequitable outcomes, particularly for African American and Latinx students, as well as men of color and foster youth. We must also commit to addressing equity gaps as described by Bensimon, Dowd, and Witham, “a normative standard for all aspects of the institution, from resource allocation to assessment to strategic planning” (2016).<sup>7</sup> Additionally, we must recognize that we can no longer expect an office, department, committee, or those who were involved in developing this plan to close equity gaps. Equity work is a campus wide effort and everyone has a role and responsibility in helping to close equity gaps.

## Framework

Our work will be guided by the “[Five Principles for Enacting Equity by Design](#)”. According to Bensimon, Dowd, and Witham (2019), these principles provide the blueprints that leaders and practitioners need to build equity by design. Table 1 provides a summary of the five principles.

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<sup>5</sup> Hurtado, S. (1992). The campus racial climate: Contexts of conflict. *The Journal of Higher Education*, 63.5, 539-569.

<sup>6</sup> Pena, E.V., Bensimon, E.M., Colyar, J. (2006). Contextual Problem Defining: Learning to Think and Act from the Standpoint of Equity. *Liberal Education*, 92, 48-55.

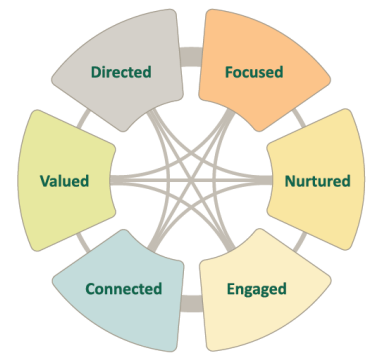
<sup>7</sup> Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principles for Enacting Equity by Design. *Association of American Colleges & Universities*, 19, 1-8.

<b>Table 1. Five Principles for Enacting Equity by Design</b>	
<b>Principle 1</b>	<b>Clarity in language, goals, and measures is vital to effective equitable practices.</b> Clarity in language means that practitioners must not only notice but also name the specific racial/ethnic groups that are experiencing equity gaps and avoid being race-blind. Terms such as “at-risk” and “underrepresented minorities” defuse the differences in circumstances experienced by black, Latinx, Asian American, and American Indian populations.
<b>Principle 2</b>	<b>‘Equity-mindedness’ should be the guiding paradigm for language and action.</b> Equity minded practitioners recognize and assume responsibility for inequities. They recognize that inequities may have been created by existing institutional practices and policies. They also acknowledge that they have the power to make changes.
<b>Principle 3</b>	<b>Equitable practice and policies are designed to accommodate differences in the contexts of student’s learning-not to treat all students the same.</b> Practitioners must not confuse equity with equality. Equity gaps cannot be eliminated by treating everyone equally. Policies and practices must recognize and accommodate differences for minoritized students in order to level the playing field.
<b>Principle 4</b>	<b>Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.</b> Equity-minded practitioners must be willing to continually disaggregate data and conduct inquiry to learn if interventions are working or not working, and why.
<b>Principle 5</b>	<b>Equity must be enacted as a pervasive institution-and system-wide principle.</b> To successfully close equity gaps, institutions must consider equity as the norm for all aspects of the institution. Administrators, staff, faculty, and trustees must demonstrate equity-mindedness not only through language and reasoning, but also in resource allocation, assessment, and strategic planning at the local and district level.
Source: Bensimon, E.M., Dowd A.C., and Witham, K. (2016). <a href="#">Five Principles for Enacting Equity by Design</a> . <i>Association of College and Universities, 19, 1.</i>	

Because the principles for enacting equity by design mirror our equity vision concepts, they will be used to guide our work. We are also committed to using CUE’s methodology of participatory critical action research to uncover root causes of inequities. “Participatory critical action research requires all professionals, not just faculty, to conduct inquiry into their own practices to learn how those practices work, and why they may not be working as intended” (Bensimon, E.M., Dowd A.C., and Witham, K., 2016, pg. 5).

A student success factors framework we also intend to use to close equity gaps is [Student Support \(Re\)defined](#) by the Research and Planning (RP) Group. Student Support (Re)defined is a project that gathered feedback from nearly 900 students from 13 California Community Colleges on what supports their educational success. Their research identified six success factors that contribute to student achievement, particularly for African American and Latinx students. A visual diagram of the six factors and a brief explanation of each are below:

**DIRECTED:** Students have a goal and know how to achieve it  
**FOCUSED:** Students stay on track-keeping their eyes on the prize  
**NURTURED:** Students feel somebody wants and helps them to succeed  
**ENGAGED:** Students actively participate in class and extracurricular activities  
**CONNECTED:** Students feel like they are part of the college community  
**VALUED:** Students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated



The RP Group also presented five integrated themes derived from the six success factors that we will take into account to help students succeed. The five themes are: (1) foster students’ motivation; (2) teach students how to succeed in the postsecondary environment; (3) structure support to ensure all six success factors are addressed; (4) provide comprehensive support to minoritized students to prevent the equity gap from growing; and (5) ensure everyone has a role to play in supporting student achievement, but faculty must take the lead.

We are committed to applying the five principles for enacting equity by design and Student Support (Re)defined integrated themes to close equity gaps. These frameworks will help guide how we approach our work and ensure that activities and interventions provide comprehensive support for all students, particularly minoritized students.

## Plan Requirements

### Student Categories

The completion of a student equity plan is a condition of funding under the Student Equity and Achievement Program (SEA). In order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances, colleges must maintain a student equity plan that includes a disproportionate impact (DI) study. Colleges are required to use campus-based research to conduct a DI analysis using various methodologies. Colleges must assess the extent of student equity by gender and for each of the following categories of students:

- A. Current or former foster youth
- B. Students with disabilities
- C. Low income students
- D. Veterans
- E. Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census:
  - i. American Indian or Alaska Native



- ii. *Asian*
- iii. *Black or African American*
- iv. *Hispanic or Latino*
- v. *Native Hawaiian or other Pacific Islander*
- vi. *White*
- vii. *Some other race*
- viii. *More than one race*

F. Lesbian, gay, bisexual, or transgender students (LGBTQ)

G. Additional categories of students as determined by the governing board of the community college district

### **Student Success Metrics**

The California Community College Chancellor’s Office set the new student success metrics. The metrics are aligned, to some extent, with the Chancellor’s Vision for Success metrics. Colleges were instructed to use Data on Demand for their equity planning rather than the information appearing in the Student Success Metrics (SSM) dashboard. Colleges are required to set three-year goals for the overall student population and for each student equity population shown to have DI in the following success metrics:

1. Access-Successful Enrollment (enroll within one year after applying)
2. Retention-Fall to Spring (all students)
3. Completion of transfer-level math and English (within the first year)
4. Vision Goal Completion (earned credit certificates over 18 units or associate degree within three years)
5. Transfer to a four-year institution (in state or out of state, within three years)

### **Disproportionate Impact Methodologies**

For the 2019-2022 Equity Plan, the Chancellor’s Office requires the use of two methodologies to assess DI: Percentage Point Gap (PPG) and Proportionality Index (PI). PPG must be used for access, retention, and completion of transfer level math and English; PI for transfer and vision goal completion. However, colleges may use other methods as additional methodology for planning purposes. The PPG and PI methodologies differ from the 80% Rule methodology that we used in the [Norco College 2015-2018 Equity Plan](#). Each methodology reveals significantly different DI results for student populations. Table 2 illustrates the effect that each methodology has on DI. Table 2 indicates the DI groups identified using the PI, PPG and 80% Rule for transfer when data are disaggregated by gender and ethnicity. The groups that are green are not DI groups, red are DI groups, and grey have sample sizes that are ten or fewer students so they are suppressed.

Table 2. Proportionality Index, Percentage Point Gap and 80% Rule Disproportionate Groups by Ethnicity-Transfer				
Gender	Ethnicity	PI	PPG	80% Rule
Female	Asian	Green	Green	Green
	African American	Green	Green	Red
	Hispanic	Green	Green	Red
	Native American	Green	Grey	Grey
	Pacific Islander	Green	Grey	Grey
	White	Green	Green	Red
	Multi-ethnic	Green	Red	Red
	Unknown	Green	Grey	Grey
Male	Asian	Green	Green	Red
	African American	Green	Green	Red
	Hispanic	Green	Red	Red
	Native American	Green	Grey	Grey
	Pacific Islander	Green	Grey	Grey
	White	Green	Green	Red
	Multi-ethnic	Green	Green	Red
	Unknown	Red	Grey	Grey

Although the PPG and 80% Rule methodologies both use four-year transfer rates, the PPG does not show as many DI groups. The PPG compares the transfer rate of each group to the overall Norco College transfer rate, whereas the 80% Rule compares the rate of each group to the rate of the group with the highest rate. Since Latinx (Hispanic) make up the majority of students at Norco College and have had low transfer rates, this group affects the overall transfer rate, allowing several groups to be labelled “no DI.” The 80% Rule highlights that one group (Asian female students) outperform all other groups; therefore, although African American males (a historically DI group) have a transfer rate of 11.8%, which is greater than the overall rate of 10.3%, the 80% Rule shows a potential equity gap to be aware of. RP’s document [Using Disproportionate Impact Methodologies to Identify Equity Gaps](#) provides a detailed explanation of each methodology.

## Disproportionate Impact Analysis and Goals

### Disproportionately Impacted Student Populations (PPG and PI)

As was stated previously, colleges are required to use PPG and PI to assess DI across the approved student populations. Table 4 indicates the DI populations that emerge when applying the required methodologies.

Table 4. Disproportionate Impact: Percentage Point Gap and Proportionality Index						
Metric	FEMALE			MALE		
	Population	PPG	Goal	Population	PPG	Goal
<b>Access: Successful Enrollment</b> (within one year after applying)	Pacific Islander (32.1%)	-15.5%	36.9%			
	Filipino (39.7%)	-7.9%	44.3%			
	African American (41.5%)	-6.3%	46.3%			
	White (44.9%)	-2.9%	49.2%			
<b>Retention: Fall to Spring</b> (all students)	Unknown (27.3%)	-35.2%	31.9%	Native Hawaiian or Other Pacific Islander (25.0%)	-37.5%	30.6%
	Multi-ethnic (44.2%)	-18.4%	49.0%	African American (53.3%)	-9.4%	56.5%
	LGBTQ+ (46.8%)	-15.9%	51.2%			
	African American (50.2%)	-12.7%	54.3%			
	Low Income (60.1%)	-4.0%	62.7%			
<b>Completion of transfer level Math and English</b> (in first year)	LGBTQ+ (0%)	-12.0%	5.2%	Foster Youth (0%)	-11.9%	5.1%
	Foster Youth (2.4%)	-9.5%	6.6%	Veteran (4.9%)	-7.0%	8.3%
	Population	PI Gap	Goal	Population	PI Gap	Goal
<b>Vision Goal Completion</b> (comparison of enrollments to awards)	Native Hawaiian or Other Pacific Islander (0)	-0.80	4	American Indian or Alaska Native (0)	-0.80	2
	Unknown (0)	-0.80	3	Foster Youth (3)	-0.34	15
	LGBTQ+ (6)	-0.37	31	LGBTQ+ (5)	-0.27	20
	Filipino (4)	-0.28	17	African American (14)	-0.17	47
	Foster Youth (6)	-0.22	22	Asian (20)	-0.04	53
	African American (23)	-0.04	62	Unknown (1)	-0.01	3
<b>Transfer to a four- year institution</b> (comparison of enrollments to transfers)				Unknown (0)	-0.80	5
				Foster Youth (2)	-0.48	17
				Filipino (11)	-0.03	34

In the 2015-2018 Equity Plan, Latinx, African American, men of color, Veterans, and foster youth were identified as having the highest DI. But when the PPG and PI methodologies are applied, the gaps for historically DI groups are not as obvious. Table 4 shows that African Americans emerged, once again, as DI across multiple metrics. However, Latinx do not appear to be DI. Foster youth, Veterans, Pacific Islanders and Filipinos continue to show DI but not as frequently as before. This year, the SSM contained data for 258 students who self-identified as LGBTQ+ and successfully enrolled in fall 2017. This population emerged as DI across most student metrics under the required methodologies. To view DI tables for all groups, methodologies and metrics, see [Institutional Research College Data](#) under “Equity Data” webpage. To maintain consistency between this equity plan and the 2015-2018 plan, we

have elected to also use the 80% Rule methodology to measure DI. Table 5 represents DI populations when the 80% Rule methodology is applied. As is evident, the same groups that indicated DI in 2015 emerged once again. Latinx and African American groups, two populations that accounted for over 64.5% of the student population in fall 2017, indicate DI across most metrics. LGBTQ+ also emerged as DI in two of the five metrics. To view 80% Rule DI tables for all groups and metrics, also see [Institutional Research College Data](#) under “Equity Data.”

Metric	Female			Male		
	Population	Gap	Goal	Population	Gap	Goal
<b>Access: Successful Enrollment</b> (within one year after applying)	Pacific Islander (32.1%)	-7.9%	36.8%	Native American (37.3%)	-2.7%	40.7%
	Filipino (39.7%)	-0.3%	42.6%	Unknown (37.5%)	-2.5%	40.9%
<b>Retention: Fall to Spring</b> (all students)	Unknown (27.3%)	-29.7%	52.1%	Pacific Islander (25.0%)	-32.0%	33.0%
	Pacific Islander (42.9%)	-14.1%	46.6%	Unknown (50.0%)	-7.0%	52.0%
	Multi-ethnic (44.2%)	-12.7%	47.6%	African American (53.3%)	-3.7%	54.5%
	African American (50.2%)	-6.8%	52.1%			
	LGBTQ+ (46.8%)	-5.3%	49.6%			
<b>Completion of transfer level Math and English</b> (in first year)	LGBTQ+ (0%)	-10.2%	4.7%	African American (7.2%)	-13.3%	10.2%
	African American (12.1%)	-8.5%	13.9%	White (9.0%)	-11.5%	11.6%
	Asian (12.1%)	-8.4%	13.9%	Foster Youth (0%)	-10.1%	4.7%
	Hispanic (12.2%)	-8.3%	14.0%	Hispanic (11.0%)	-9.5%	13.1%
	White (12.9%)	-7.6%	14.5%	Filipino (14.3%)	-6.3%	15.6%
	Foster Youth (2.4%)	-7.6%	6.6%	Veteran	-4.9%	8.4%
	Filipino (14.3%)	-6.3%	15.6%	LGBTQ+ (10.0%)	-0.2%	12.3%
	Disability (6.3%)	-4.4%	9.5%			
Veteran	-0.3%	11.9%				
<b>Vision Goal Completion</b> (degree or certificates completion within four years)	Foster Youth (4.2%)	-21.5%	13.0%	African American (9.8%)	-15.9%	17.3%
	Multi-ethnic (8.0%)	-17.7%	15.9%	Hispanic (13.9%)	-11.8%	20.4%
	Disability (17.5%)	-8.1%	23.2%	White (14.7%)	-11.0%	21.0%
	African American (18.6%)	-7.1%	24.0%	Multi-ethnic (14.8%)	-10.9%	21.1%
	Hispanic (19.1%)	-6.6%	24.4%	Low Income (15.5%)	-10.2%	21.6%
	White (19.4%)	-6.3%	24.6%	Asian (21.5%)	-4.1%	26.2%
<b>Transfer to a four-year institution</b> (within four years)	Multi-ethnic (0%)	-25.9%	10.6%	Disability (5.4%)	-20.5%	14.6%
	Foster Youth (2.4%)	-23.5%	12.4%	Hispanic (6.5%)	-19.4%	15.5%
	Disability (7.0%)	-18.9%	15.9%	White (8.2%)	-17.7%	16.8%
	Hispanic (10.7%)	-15.2%	18.7%	Veteran (8.6%)	-17.3%	17.1%
	African American (11.6%)	-14.3%	19.4%	Low Income (9.2%)	-16.7%	17.5%
	White (17.0%)	-8.9%	23.5%	African American (11.8%)	-14.1%	19.5%
				Asian (13.8%)	-12.1%	21.1%
			Multi-ethnic (14.8%)	-11.1%	21.8%	

## Planned Activities to Achieve Equity Goals

### Activities for Overall Student Population

The 2019-2022 plan template requires colleges to provide baseline data for the overall student population for each student equity plan metric, three-year goals, and a listing of activities that support goal attainment. Table 3 provides the baselines derived from SSM, the goals for overall student population, and planned Guided Pathways activities that support the goals.

Table 3. Goals and Activities for Overall Student Population			
Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that Support the Goal
PERCENTAGE POINT GAP (PPG) METHODOLOGY			
<b>Access: Successful Enrollment</b> (within 12 months after applying)	46.8%	55%	<ul style="list-style-type: none"> <li>▪ Revised Onboarding               <ol style="list-style-type: none"> <li>1. Decreased timeline for Orientation, Assessment, Counseling (OAC) completion</li> <li>2. Face to face advising</li> <li>3. Assessment/placement built into application</li> <li>4. Career assessment</li> <li>5. 1<sup>st</sup> Semester Student Education Plan (SEP)</li> <li>6. Registration assistance</li> </ol> </li> <li>▪ Trailheads &amp; Schools</li> <li>▪ Call center</li> <li>▪ Guided Pathways Educational Advisors</li> <li>▪ Summer Advantage</li> <li>▪ EduNav Smart Rules</li> <li>▪ Success teams</li> <li>▪ Salesforce Enrollment RX</li> <li>▪ Dual enrollment</li> <li>▪ Student-centered scheduling</li> </ul>
<b>Retention: Fall to Spring</b> (all students)	62.6%	65.6%	<ul style="list-style-type: none"> <li>▪ 1<sup>st</sup> Semester SEP + Semester-by-Semester SEP</li> <li>▪ Pathways</li> <li>▪ EduNav</li> <li>▪ Two term registration/ registration workshops</li> <li>▪ Success Teams</li> <li>▪ Winter student success conference</li> <li>▪ Salesforce Advisor Link</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Implement RP's 10 Ways Everyone Can Help Support Student Success</li> </ul>
<b>Completion of Transfer Level Math and English</b> (in first year)	11.8%	17%	<ul style="list-style-type: none"> <li>▪ Success teams</li> <li>▪ Trailheads &amp; Meta-majors</li> <li>▪ Face to Face Advising/1<sup>st</sup> Semester SEP</li> <li>▪ Transfer level placement in Math and English</li> <li>▪ Self-guided placement</li> <li>▪ EduNav Smart Rules</li> <li>▪ Math and English Community of Practice</li> <li>▪ Math and English Support Courses for transfer level courses</li> <li>▪ Math and English Success Centers in LRC</li> <li>▪ Increased computer access for Writing Lab requirement</li> <li>▪ English &amp; counseling partnership (in class presentations)</li> <li>▪ Summer Advantage</li> <li>▪ Increase distance education course offerings (ENG)</li> <li>▪ Professional development on instructional strategies to teach STEM courses</li> <li>▪ Summer/Winter boot camps for MAT 1A and MAT 1B</li> <li>▪ Offer faculty workshops on AB705, affective domain, and teaching statistics</li> <li>▪ Dual enrollment</li> </ul>
<b>PROPORTIONALITY INDEX (PI) METHODOLOGY</b>			
<b>Vision Goal Completion</b> (Earned credit certificate or associate degree within 3 years)	813	976	<ul style="list-style-type: none"> <li>▪ Pathways</li> <li>▪ EduNav</li> <li>▪ Success teams: faculty advising</li> <li>▪ Transfer fairs</li> <li>▪ Transfer center</li> <li>▪ Increased personnel</li> <li>▪ Student events (on and off campus)</li> <li>▪ Success teams: transfer counseling (ADTs)</li> <li>▪ Connection to Career</li> <li>▪ Pilot auto-awarding of certificates</li> <li>▪ Increased certificate courses offerings (evening and on-line)</li> <li>▪ Dual Enrollment</li> </ul>
<b>Transfer to four-year institution</b> (within 3 years)	1,095	1,478	<ul style="list-style-type: none"> <li>▪ Pathways</li> <li>▪ EduNav</li> <li>▪ Success teams: faculty advising</li> <li>▪ Transfer fairs</li> <li>▪ Transfer center</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Increased transfer center personnel</li> <li>▪ College tours</li> <li>▪ Success teams: transfer counseling</li> <li>▪ Connection to Career</li> <li>▪ English and counseling partnership (in-class presentations)</li> <li>▪ Dual Enrollment</li> </ul>
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### Planned Activities for Disproportionately Impacted Student Populations

To close equity gaps for DI student populations identified in Table 5, Norco College will implement the practices and activities outlined in Table 6.

Table 6. Activities and Strategies for Disproportionately Impacted Student Populations	
Metric	Activities
<b>Access: Successful Enrollment</b>	<ul style="list-style-type: none"> <li>▪ Provide in person orientations and summer bridge programs for African American, Latinx, Foster Youth, Men of Color, and LGBTQ+ student populations.</li> <li>▪ Provide financial aid workshops for African American, Latinx, Foster Youth, students and parents.</li> <li>▪ Promote Promise Program funds to DI students</li> <li>▪ Conduct targeted outreach to DI populations in person and via Call Center</li> <li>▪ Collaborate with K-12 to establish pathways for African American, Latinx, men of color, LGBTQ+, and foster youth</li> <li>▪ Coordinated identification and placement of DI students into special funded programs and learning communities</li> </ul>
<b>Retention: Fall to Spring</b>	<ul style="list-style-type: none"> <li>▪ Increase offerings of culturally relevant courses in multiple disciplines to serve the needs of African American and Latinx students.</li> <li>▪ Expand Peer Mentor Program to serve Umoja, Puente, Men of Color, Women of color, and foster youth students.</li> <li>▪ Establish and/or support centers for Umoja, Puente, foster youth and LGBTQ+</li> <li>▪ Enhance support centers for Foster Youth and LGBTQ+.</li> <li>▪ Assign Student Success Coaches to serve primarily first year African American and Latinx student populations.</li> </ul>
<b>Completion of Transfer Level Math AND English</b>	<ul style="list-style-type: none"> <li>▪ Culturally relevant math and English courses, supported with embedded tutors and supplemental instruction.</li> <li>▪ Math boot camps in summer and winter for DI populations using MMAP placements.</li> <li>▪ Allocate Learning Resource Center services to Umoja, Puente, and foster youth populations.</li> </ul>
<b>Vision Goal Completion</b>	<ul style="list-style-type: none"> <li>▪ Expand Umoja/Puente programs and services to serve students from onboarding to degree/certificate completion</li> <li>▪ Offer tours to Hispanic Serving Institutions (HSI) and Historically Black Colleges and Universities (HBCU).</li> <li>▪ Targeted, in-class workshops and services on Associate Degrees for Transfer</li> </ul>

<b>Transfer to four-year institution</b>	<ul style="list-style-type: none"> <li>▪ Offer tours to Hispanic Serving Institutions (HSI) and Historically Black Colleges and Universities (HBCU).</li> <li>▪ Connect transfer-ready DI students with NC alumni attending four-year colleges and universities.</li> <li>▪ Targeted transfer fairs, information workshops and services for African American, Latinx, and foster youth students.</li> </ul>
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In addition to the activities listed in Table 6, Norco College plans to conduct additional initiatives and interventions. Some initiatives involve inquiry activities that are designed to help us gain a better understanding of the causes of equity gaps. Inquiry activities will commence in 2019-2020 and involve a continual process of learning, disaggregated data, and questioning assumptions to close equity gaps. Equity-focused professional development is also a major component of the equity plan. Detailed descriptions of the additional activities, interventions, and professional development plans are provided below.

### **Transfer Level English**

Student retention and success in transfer level English at Norco College presently shows few equity gaps. In fact, the college showed no equity gaps based on race over the last three academic years when using the State Chancellor’s desired percentage point gap methodology. However, equity gaps do appear when other methodologies are used (in particular, the PI methodology), including retention gaps for white students and success gaps for African American, Latinx, and Multi-ethnic students (based on 2017-2018 academic year). To address these gaps, the English discipline will pursue the following initiatives:

#### **Increase Pedagogical Training Focused on Disproportionately Impacted Groups**

The English discipline supports increased pedagogical training focused on programs targeting disproportionately impacted groups. In 2017-2018, several English faculty completed training sponsored by the Center for Organizational Responsibility and Advancement (CORA), including courses in supporting men of color and in addressing microaggressions. Faculty also took part in equity pedagogy workshops sponsored by the Center for Urban Education (CUE). Moving forward, the English discipline supports and encourages additional faculty training with CORA and CUE, as well as training by ESCALA Educational Services focused on faculty at HSIs like Norco College. Over the next three years, the English discipline plans to have 80% of all faculty, full-time and part-time, complete at least one pedagogical training focused on disproportionately impacted groups.

#### **Development of Equity Focused Communities of Practice**

The English discipline will engage in actively developing communities of practice focused on supporting work with disproportionately impacted groups. One area of this focus will be development of and support for themed classes focused on disproportionately impacted groups. Currently, English supports courses as part of the Umoja and Puente programs, and past faculty have developed specific courses addressing LGBTQ+



communities. Over the next three years, the English discipline will work to develop themed classes for additional disproportionately impacted groups, including foster youth, veterans, and disabled students. The English discipline will also commit to developing a common collection of equity-minded materials available to all faculty and focused on Norco's transfer level English course (ENG 1A). These materials will include textbooks, articles, videos, and lesson plans chosen to assist faculty in developing more equity-focused courses targeting disproportionately impacted groups.

## **Transfer Level Math**

Similarly, transfer level completion presently shows no equity gaps based on race when using the State Chancellor's percentage point gap methodology. However, equity gaps do appear when using the 80% rule for African American, Latinx, and white students (based on 2017-2018 academic year). In particular, African American and Latinx males had the lowest completion rates. To address these gaps, the Math discipline will pursue the following initiatives:

### **Examine and Interpret Course Sequence Data by Race and Ethnicity**

Math faculty will request disaggregated data for course sequences for the purposes of identifying "high-risk" courses for Latinx and African American students. Faculty will engage in action research to determine what aspects of the courses identified may be contributing to low success rates. Inquiry team will assess various characteristics of each course (days and times when courses are offered, taught by full time or part-time faculty, on-line course, hybrid, or in person). Faculty will interview students who successfully completed the courses to assist faculty in learning ways in which faculty played a role in their success.

### **Development of Equity Focused Community of Practice**

The Math discipline will engage in actively developing communities of practice focused on researching and developing culturally relevant lessons and activities for Latinx and African American student populations. One of the many areas faculty will research is ways to restructure classroom setups that are focused on group learning for minoritized students. Math faculty will pilot best practices in courses with high enrollments of Latinx and African American students. These courses will be supported with embedded tutoring and supplemental instruction. Math faculty will also work with equity-related program personnel to designate sections specifically for African American and Latinx students. Over the next three years, the Math discipline will work to develop themed classes for additional disproportionately impacted groups, including foster youth, veterans, students with disabilities, and others.

### **Math Boot Camps for DI Student Populations**

Math faculty will offer math boot camps in summer and winter terms to prepare Latinx and African American students for MAT 1A and 1B. The boot camps will provide students an opportunity to brush up on their math skills prior to enrolling in college level math. Boot camps are also designed to help acclimate students to a college

environment and to meet faculty who may serve as their mentors throughout their first year in college. Student equity personnel will assist with outreach and recruitment efforts to ensure boot camps are filled to capacity.

### **Increase Pedagogical Training Focused on Disproportionately Impacted Groups**

Over the next three years, the Math Department plans to have 80% of all faculty, full-time and part-time, complete at least one pedagogical training focused on Latinx and African American students.

## **Vision Goal Completion and Transfer**

### **Assessment Process**

The Student Learning Outcomes (SLO) and Assessment Process is conducted with two primary goals in mind: to improve student learning and to improve the performance of our institution. Institutions of higher education have long acknowledged that pedagogy, curriculum, and student services need to be culturally responsive to the needs of our specific student populations. It is generally understood that there is no “one size fits all” approach to learning that can be successfully applied to every student we serve. However, less attention has been given to the process of SLO assessment. All too often, SLOs are designed, assessed, and used to make changes without consideration of the cultural relevance of the assessment process. Students may be given SLO statements that are not accessible to them, may be assessed using tools that narrowly define appropriate expressions of learning in ways that are bounded by culture, and may not benefit from improvement efforts that aren’t tailored to ensure that all students succeed. If we ignore issues of culture, diversity, and equity in assessment, we will continue to disadvantage minoritized and underserved students in our improvement efforts. Norco College can identify and address student equity gaps through the student learning outcome assessment process by adopting culturally responsive assessment practices as defined by the National Institute of Learning Outcomes Assessment (Montenegro & Jankowski, 2017). Culturally responsive assessment is sensitive to the student populations served by the institution, expresses SLOs in language that is accessible to all students, acknowledges student differences when planning assessments, is based on tools that are appropriate for our student populations, and is explicitly intentional in using assessment results to improve learning for all students. Furthermore, culturally responsive assessment should involve students at every step of the process, including development of SLOs, selection of assessment tools, collection of results, interpretation, and using the results to drive improvement. Finally, collection and interpretation of SLO data at all levels should be disaggregated so we can identify and address equity gaps in SLO attainment.

### **Developing Instructional Faculty into Transfer Agents.**

One of the most important roles that faculty advisors will play in Guided Pathways Success Teams is to promote transfer. Research shows that faculty play a very important role in facilitating transfer, particularly for minoritized students. To prepare faculty

advisors to serve in this capacity, we are planning to create and deliver an academy to develop a minimum of twenty-five faculty who want to take the role of equity-minded transfer agents. Faculty will attend five, three-hour seminars on the theory and practices of transfer agents. These sessions will include readings to understand the concept of agency and power and how they can be harnessed on behalf of minoritized students, understanding the enablers and inhibitors of transfer, strategies for addressing transfer in the classroom, and interviewing students who successfully transferred to assist faculty in learning ways in which faculty can support transfer. The full curriculum for the academy will be developed in Fall 2019 and launched in Spring 2020. Faculty designated as Transfer Agents within each student success team will coach faculty in their schools and departments to take on the role of transfer agents, they will promote transfer by organizing activities and making transfer a standing topic in schools and department meetings, and they will monitor their school's progress.

## Professional Development

With the implementation of Guided Pathways, the Five Principles for Equity by Design, and Student Support (Re)defined framework, professional development for faculty, staff, and administrators is needed. In addition to the professional development activities previously listed, the equity plan supports many of the recommendations made in the [Strategic Plan for Professional Development at Norco College](#) developed by the 2018 Leading From The Middle (LFM) work group. The plan includes detailed professional development recommendations focused on equity-minded practices. The following recommendations contained in the plan will be supported with student equity funding:

### **Full-time Professional Development Coordinator**

NC's commitment to Guided Pathways framework represents a comprehensive institutional paradigm change. This change requires that all staff adopt and consistently maintain a mindset that addresses and supports student success from an equity perspective. Developing, nurturing, and infusing this perspective requires professional development for all college stakeholders on an ongoing basis. To support this goal adequately and to fully implement the LFM strategic plan, a full-time professional development coordinator and an administrative assistant are needed year-round.

### **Disaggregated Data and Training**

Disaggregated data will be provided and readily available for instructional and non-instructional purposes. Faculty will be provided with disaggregated data at the program and course levels, as well as training on how to interpret and utilize said data within classes. Disaggregated data will also be provided and made readily available for programs and services to assess their effectiveness. Staff and administrators will be trained on how to interpret said data to ascertain if the programs and services are in fact achieving desired results and equitable outcomes.

### **Systems and Tools**

Faculty need systems and tools that would allow them to disaggregate all SLO data. While we currently disaggregate assessments that are conducted for General Education SLOs and for Area of Emphasis program SLOs, we do not systematically disaggregate for any other SLO assessment projects. We are currently reevaluating our existing process and the software tools we use to collect and store SLO assessment data. We must ensure that any new systems that are developed have the capacity to seamlessly disaggregate all SLO data. One promising avenue to consider is the collection of SLO data using rubrics in the Canvas Learning Management System (LMS).

### **Culturally Responsive Assessment Practices**

Adopting culturally responsive assessment practices will require considerable professional development. More SLO assessment is occurring at Norco College than ever before. It is critical for us to move beyond a culture of compliance and completion of SLO assessment and start thinking about what students, faculty, and staff can learn from the process. First, faculty would need specific training on culturally responsive assessment, facilitated by an outside organization like the National Institute for Learning Outcomes Assessment (NILOA). This would likely need to be a series of training events and an ongoing emphasis that is reinforced in every conversation about assessment. Faculty may not have thought of assessment as a component of equity gaps, so this will require a shift in our institutional culture. At least some of this professional development should center on specific assessment tools, such as portfolios, capstone projects, and rubrics that can be used to rigorously assess SLO competency across a wide range of assessment types.

### **Equity-based Pedagogy Training and Support for All Faculty**

Innovations in student-centered teaching with an equity lens are continuously being developed but not all faculty have access to these innovations. On-going training in such innovations for full-time and part-time faculty are needed on an on-going basis. Equity-based pedagogy must be supported and encouraged through faculty mentoring, improvement of instruction, and professional development opportunities. Training for part-time faculty must not only be encouraged but also incentivized and provided when it is most convenient for their schedules.

### **Professional Development-Four Pillars of Guided Pathways**

Align professional development training around the Guided Pathways four pillars framework. This framework is designed to increase the effectiveness of our college and promotes the potential for greater student completion. We will work with the RP Group to develop trainings in the following topics: Student Support Redefined-Six Success Factors, Using the Success Factors to Facilitate Pathways Planning, 10 Ways Faculty Can Support Student Success, and 10 Ways Everyone Can Support Student Success. Trainings will be offered once per term to faculty, staff, and administrators to help everyone gain an understanding of their role in increasing overall student success and closing equity gaps.

### **Training and Ongoing Support for Faculty and Staff Advising**

Faculty and staff advising are key elements in the Guided Pathways model and is a characteristic of highly successful colleges and universities. Therefore, members of the Student Success Teams must be supported with initial training and follow-up support before they are fully launched. Create clear descriptions of expectations and time commitments for faculty advisors and staff advisors, respectively, and develop guidelines and recommendations to help facilitate effective faculty and staff advising.

### **Update and Provide Support for Committee Websites**

Committee websites serve as the primary avenue through which to disperse information and share training activities with all members of the institution. The Professional Development Committee and the Teaching and Learning Committee websites will be updated regularly with links to upcoming and past trainings, equity-minded instructional and non-instructional best practices, links to useful websites, and other pertinent information.

## **Evaluation Plan and Process**

Using the Student Equity and Achievement (SEA) data provided by the California Community College Chancellor's Office (CCCCO), this plan has identified disproportionately impacted groups and has presented target goals for each indicator area: access, fall to spring retention, completion of transfer-level English and math in the first year, vision goal attainment, and transfer. The impact of activities outlined in the equity plan will be monitored at two levels. First, data will be gathered on the impact of activities on disproportionately groups. However, since equity efforts should have an impact on the institution as a whole, data on each of the indicators will be gathered for the entire college to determine if the equity plan activities are being scaled to a level that has an impact institutionally. At the most basic level, evaluation will be done at the end of each academic year to determine whether Norco has met its stated goal for each indicator area. The extent to which each goal is being met will be evaluated and reported in our annual review, per the guidelines of the CCCCCO, and will be part of campus-wide program review reporting.

Beyond this basic level of evaluation and reporting on an annual basis, qualitative and quantitative evaluation efforts on campus will demonstrate effectiveness of programs and allow for deeper understanding of institutional progress toward each goal. Utilizing quantitative, qualitative, and mixed-methods approaches to evaluation within each indicator area will allow for a greater understanding of student experiences that may not be adequately captured in quantitative reporting. For example, a qualitative study may help identify barriers that disproportionately impacted student groups encounter during the onboarding process that lead to a fewer of these students enrolling at Norco College. We will be able to develop new interventions to address these barriers, which in turn will be evaluated to determine their impact. These secondary evaluation efforts are consistent with a cyclical approach to

evaluation, in which findings from one evaluation often drive or inform new questions to be explored with follow-up assessment. Thus, we expect that goal progress reporting will occur at the end of each academic year, but that there will be ongoing quantitative and qualitative studies that might speak to Norco’s progress toward meeting different goals, from a student perspective.

Evaluation and assessment of each program or activity identified within the plan will be conducted on an ongoing basis, as described within each activity. These activity-specific evaluations will provide an understanding of the impact each activity is having on student success of disproportionately impacted groups within the respective indicator area. These evaluations in combination with broader, campus-level evaluation will help identify the extent that Norco College is improving student success of disproportionately impacted groups. The evaluation schedule for the equity plan goals and activities will be an ongoing process, per the assessment cycle framework.

**Resources Allocated for Activities**

The college is allocating student equity funds to support the initiatives listed in this plan, as well as personnel needed to implement activities. For example, equity funds will continue supporting Umoja by funding program activities and 50% of the Umoja Counselor/Coordinator position. Equity funds will continue funding two full-time student success coaches to focus on improving overall retention and success for Latinx and African American student populations. Unity Zone will be staffed with an hourly employee in fall and spring of each year. Equity funds will also support student leadership conferences, cultural events, as well as on-site and off-site professional development. The proposed budget below is based on anticipated funding level of \$755,000 for the 2019-2020 fiscal year. Additionally, 2018-2019 carry forward will supplement professional development and activities described throughout this plan.

2019-2020 PROPOSED BUDGET		
Object Code	Category	Expense
1000	<b>Academic Salaries</b>	
	Dean, Student Equity Initiatives (Professional Development Coordinator)	.75
	Counselor/Coordinator- Umoja	.50
	Faculty Special Projects (Professional Development)	\$20,000
2000	<b>Classified and Other Non-Academic Salaries</b>	
	Student Success Coach (Latinx Student Population)	1.00
	Student Success Coach (African American Student Population)	1.00
	Administrative Assistant	1.00
	Temporary, Hourly Staff Member-Unity Zone	\$26,000

		<b>Salaries</b>	<b>\$434,565</b>
<b>3000</b>	<b>Employee Benefits</b>	<b>Benefits</b>	<b>\$260,936</b>
<b>4000</b>	<b>Supplies and Materials</b>		
	Office and other Supplies		\$3,000
	Books and instructional materials (Umoja, Puente)		\$6,000
	Copying and Printing		\$2,499
	Food (local trainings, events, and planning meetings)		\$8,000
	<b>Supplies and Materials</b>		<b>\$19,499</b>
<b>5000</b>	<b>Other Operating Expenses</b>		
	Consultants (Professional Development)		\$10,000
	Student Travel (Conferences, college tours, and cultural events)		\$10,000
	Staff Travel (Conferences, trainings, and retreats)		\$20,000
	<b>Subtotal</b>		<b>\$40,000</b>
<b>6000</b>	<b>Capital Outlay</b>		<b>\$0</b>
<b>7000</b>	<b>Other Outgo</b>		<b>\$0</b>
	<b>Total 2019-20 Anticipated Expenditures</b>		<b>\$755,000</b>
	<b>2019-20 Anticipated Allocation</b>		<b>\$755,000</b>

### Coordination with Equity-related Categorical Programs

The college will coordinate efforts with equity-related categorical programs in two ways. To improve fall to spring retention of DI students, the equity plan administrator will coordinate with program leads to develop a campus-wide strategic recruitment plan to ensure DI students with the most needs are provided the opportunity to join these programs. More specifically, equity-related programs must ensure African American, Latinx, Foster Youth, Pacific Islander, and LGBTQ students with the highest needs are intentionally recruited to fill available slots. Our recruitment strategy is also intended to ensure special funded programs closely reflect the student gender ratio. Historically, these programs have served a higher ration of females than males. When recruiting male participants, men of color, in particular, must be intentionally recruited because they continue to emerge as DI across multiple metrics. To achieve this task, the equity plan administrator will coordinate efforts to change how recruitment occurs throughout the year. We will use the onboarding process and financial aid data to assess the needs of first-time college students, and also to determine eligibility for equity-related programs. These data will be sorted and lists of eligible participants will be forwarded to program personnel. Program leads will direct their staff to actively recruit participants from the lists provided until all slots have been filled. Students will also be informed about the programs that are recommended for them to join based on their needs. This coordinated recruitment plan and process will ensure that students with the highest needs are provided the opportunity to join equity-related categorical programs when they first enroll in college. This plan also ensures that DI students receive support services when they first enroll in the college.

The college also plans to expand the Umoja and Puente programs to serve more African American and Latinx students. Historically, membership in these programs was limited to the

number of the seats available in program sponsored English and guidance courses. To expand these successful learning communities, the Umoja and Puente traditional models need to change. Moving forward, African American and Latinx students will be able to join these learning communities by either enrolling in program-sponsored courses, or by participating in program sponsored meetings and activities outside of class. Program leads will work with instructional deans and faculty to offer culturally relevant courses (ethnic studies, social justice, etc.) in addition to program-sponsored English and guidance courses. Increasing the number and type of culturally relevant courses will help promote student engagement and participation in Umoja and Puente learning communities. The goal is to serve approximately 150 students in each learning community by the end of the 2021-2022 academic year.

**Assessment of Progress Made**

Table 7 provides an overview of progress made between academic years 2015 and 2018. The metrics used to measure progress are the same ones included in the 2017-2019 SSSP, Equity and Basic Skills Integrated Plan. The DI groups under each metric were disaggregated by race and gender. The green arrows indicate a positive, upward trend, black indicates little or no progress made, and red indicates a downward trend. In summary, significant improvements were made in transfer level English completion and associate degree completion. Little or no improvement was made in transfer level math completion and onboarding. Certificate completion percentages for females remained somewhat steady, while African American and Latinx male completion rates are extremely low. Of particular concern is a significant drop in the transfer rate of African American males (23.1% to 13.3%) in the past three years.

Table 7. Integrated Plan Outcomes-DI Populations					
Metric	DI Group	2015-2016	2016-2017	2017-2018	Trend
<b>Onboarding</b> (application to enrollment)	African American Females	45.6%	43.4%	41.5%	↓
	Filipino Females	46.2%	43.5%	39.7%	↓
	Latinx Females	50.3%	49.4%	48.3%	↓
	African American Males	49.8%	48%	46.7%	↓
	Filipino Males	59%	57.1%	49.8%	↓
	Latinx Males	56.2%	53.6%	49.3%	↓
<b>Fall to Fall Retention</b>	African American Females	61.9%	48.6%	50%	↓
	Latinx Females	54%	52.1%	55.8%	↑
	African American Males	40%	42.9%	42.6%	↑
	Latinx Males	51.9%	54%	47%	↓
<b>Transfer Level Math Completion</b> (within 2 years)	African American Females	20%	31.8%	36.4%	↑
	Latinx Females	33.3%	32.5%	24.8%	↓
	African American Males	33.3%	33.3%	42.9%	↑
	Latinx Males	28.8%	30.5%	26.2%	↓
<b>Transfer Level English Completion</b>	African American Females	58.8%	44.4%	60%	↑
	Latinx Females	46.1%	48.9%	47.6%	→
	African American Males	31.6%	28.6%	40%	↑



(within 2 years)	Latinx Males	33.8%	42.9%	48%	↑
<b>Associate Degree Completion</b> (within 4 years)	African American Females	4.4%	14%	8.9%	↑
	Latinx Females	12.5%	12.4%	16.6%	↑
	African American Males	7.7%	3.9%	13.3%	↑
	Latinx Males	10.2%	8.1%	8.6%	↓
<b>Certificate Completion</b> (within 4 years)	African American Females	2.2%	2.3%	2.3%	→
	Latinx Females	.9%	.7%	1%	→
	African American Males	2.6%	0%	0%	↓
	Latinx Males	2.1%	1.3%	1.2%	↓
<b>Transfer</b> (within 4 years)	African American Females	15.6%	11.6%	15.6%	→
	Latinx Females	10.9%	10.6%	11%	→
	African American Males	23.1%	11.8%	13.3%	↓
	Latinx Males	6.9%	6.5%	7.8%	↑

### Accounting of Student Equity Expenditures

The 2019-2022 Equity Plan also requires an accounting of how student equity funding for 2015-2016, 2016-2017, and 2017-2018 was expended. Below is an accounting of expended funds.

2015-2016 STUDENT EQUITY EXPENDITURES		
Object Code	Category	Expense
1000	<b>Academic Salaries</b>	
	Dean, Grants and Student Equity Initiatives	.75
	Counselor, Umoja	.50
	Counselor-Student Support Services	Hourly
	Counselor-Student Support Services-RISE	Hourly
	Faculty Special Projects	
2000	<b>Classified and Other Non-Academic Salaries</b>	
	Student Success Coach-Men of Color Mentoring Program	Hourly
	Student Success Coach-Umoja	Hourly
	Outreach and Recruitment Specialist for Veterans and foster youth	.49
	Institutional Research Specialist	.50
	Grants Administrative Specialist	1.00
	Administrative Assistant	.50
	Veterans Services Specialist	.15
	Tutors	Hourly
	Peer Mentors (Umoja and Men of Color)	Hourly
	<b>Salaries</b>	<b>\$340,789</b>
3000	<b>Employee Benefits</b>	<b>Benefits</b>
		<b>\$88,315</b>
4000	<b>Supplies and Materials</b>	
	Office Supplies	
	Books and instructional materials (Umoja, Puente, FYE, Next Phase, CalWORKs, and foster youth)	

	Copying and printing	
	Outreach materials	
	<b>Supplies and Materials</b>	<b>\$105,575</b>
<b>5000</b>	<b>Other Operating Expenses</b>	
	Professional Development Services	
	Consultants (UCLA's Grit Training Program)	
	Food for trainings, events, planning meetings, students orientations, flex days, etc.	
	Student Travel (Umoja statewide and regional conferences, A2MEND)	
	Staff Travel (Umoja Summer Institute, RP conferences, veterans conferences, CUE Equity Institutes, Faculty Retreat)	
	<b>Other</b>	<b>\$149,652</b>
<b>6000</b>	<b>Capital Outlay</b>	<b>\$0</b>
<b>7000</b>	<b>Other Outgo</b> (educational supplies)	<b>Outgo \$4,387</b>
	<b>Total 2015-16 Expenditures</b>	<b>\$688,718</b>

2016-2017 STUDENT EQUITY EXPENDITURES		
Object Code	Category	Expense
<b>1000</b>	<b>Academic Salaries</b>	
	Dean, Grants and Student Equity Initiatives	.75
	Counselor- Umoja	.50
	Counselor-Student Support Services	Hourly
	Counselor-Student Support Services-RISE	Hourly
	Faculty Special Projects	
<b>2000</b>	<b>Classified and Other Non-Academic Salaries</b>	
	Student Success Coach (Men of Color Mentoring Program and Foster Youth)	1.00
	Student Success Coach-Umoja	1.00
	Student Success Coach-Career Technical Education	.05
	Outreach and Recruitment Specialist for veterans and foster youth	.49
	Institutional Research Specialist	.50
	Grants Administrative Specialist	1.00
	Administrative Assistant	.50
	Peer Mentors (Umoja, Men of Color)	Hourly
	<b>Salaries</b>	<b>\$324,453</b>
<b>3000</b>	<b>Employee Benefits</b>	<b>Benefits \$163,272</b>
<b>4000</b>	<b>Supplies and Materials</b>	
	Office Supplies	
	Books and instructional materials (Umoja, Puente, First Year Experience, Next Phase, CalWORKs, EOPS, and foster youth)	
	Instructional materials	
	Outreach materials	
	<b>Supplies and Materials</b>	<b>\$23,994</b>
<b>5000</b>	<b>Other Operating Expenses</b>	
	Food for trainings, events, planning meetings, and orientations	

	On-site professional development	
	Travel (staff and student travel)	
	<b>Other</b>	<b>\$89,316</b>
<b>6000</b>	<b>Capital Outlay</b>	\$0
<b>7000</b>	<b>Other Outgo</b>	\$148
	<b>Total 2016-17 Expenditures</b>	<b>\$750,438</b>
	<b>Total 2016-17 Allocation</b>	<b>\$750,438</b>

2017-2018 STUDENT EQUITY EXPENSES		
Object Code	Category	Expense
<b>1000</b>	<b>Academic Salaries</b>	
	Dean, Grants and Student Equity Initiatives	.75
	Counselor/Coordinator- Umoja	.50
<b>2000</b>	<b>Classified and Other Non-Academic Salaries</b>	
	Student Success Coach (First Year Experience Program, Men of Color Mentor Program and Foster Youth)	1.00
	Student Success Coach-Umoja and Puente	1.00
	Institutional Research Specialist	.50
	Grants Administrative Specialist	1.00
	Peer Mentors and Program Assistants	Hourly
	<b>Subtotal</b>	<b>\$415,039</b>
<b>3000</b>	<b>Employee Benefits</b>	<b>\$187,558</b>
<b>4000</b>	<b>Supplies and Materials</b>	
	Office and other Supplies	
	Books and instructional materials (Umoja, Puente, First Year Experience, Next Phase, CalWORKs, EOPS, and foster youth)	
	Copying and Printing	
	Food (trainings, events, and planning meetings)	
	<b>Subtotal</b>	<b>\$55,038</b>
<b>5000</b>	<b>Other Operating Expenses</b>	
	Food for trainings, events, planning meetings, and orientations	
	On-site professional development	
	Travel (staff and student travel)	
	<b>Subtotal</b>	<b>\$93,278</b>
<b>6000</b>	<b>Capital Outlay</b>	<b>\$0</b>
<b>7000</b>	<b>Other Outgo (Educational Supplies)</b>	<b>\$3,386</b>
	<b>Total 2017-18 Expenditures</b>	<b>\$754,299</b>
	<b>Total 2017-18 Allocation</b>	<b>\$754,299</b>

## Point of Contact

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## RCC Student Equity Plan 2019-2022

### Executive Summary

The purpose of the Riverside City College Student Equity Plan is to address institutional and larger societal barriers that have resulted in inequitable outcomes for a significant number of societally marginalized groups. The majority of RCC students are from minoritized groups that have faced challenges to success due to policies and processes that were designed based upon cultural standards that have historically been exclusionary and largely an extension of middle class norms. This history has contributed to, among other things, class-based standardized testing that serves more as a proxy for middle class social capital than actual intellect or knowledge, a student-deficit model which absolves the institution of accountability and has rather suggested that students alone bear the responsibility for their successful matriculation and completion without regard to their capacity or to their ability to access the tools and resources that have conventionally been deemed necessary for academic success. Additional examples of the systemic barriers in place in conventional educational settings is that student discipline and conduct policies reward conformity to certain norms and castigate outliers as defiant and where an insistence on colorblindness negates the humanity of the student seated in the classroom.

This RCC Student Equity Plan has identified ***American Indian and Alaskan Native, Pacific Islander and Native Hawaiian, Foster Youth and African American*** students as the primary focus for intentional and deliberate student equity activities due to the degree of the proportionality gaps that *exist across the five success metrics*. Interestingly, on a few of the measures—transfer and math and English course-taking in the first year--there were wide disparities among males and females. ***Hispanic/Latinx student disproportionality was prominent on two metrics— 1) transfer and 2) math and English course taking in the first year metrics.*** Overall, the plan highlights thoughtfully-considered, group specific interventions in order to reach our ambition goals delineated in our Vision for Success Plan, the metrics follow:

1. Metric: **COMPLETION**: # of students who acquire associate degrees, certificates, or specific job-oriented skill sets.
  - Disproportionate impact: Foster Youth (m/f), Native Hawaiian/Pacific Islander (m), African American (m)
2. Metric: **RETENTION**: Completed Fall to Spring at the same college.
  - Disproportionate impact: Foster Youth (m/f), African American (m/f)
3. Metric: **ACCESS**: Successful enrollment in same community college from Fall to Fall.
  - Disproportionate Impact: Foster Youth (f); American Indian or Alaskan Native (f), African American (f)

4. Metric: **TRANSFER:** Transferred to a four year institution; CSU and UC Transfer (ADTs and IGETC curriculum)
  - Disproportionate Impact: Foster Youth (m/f), American Indian or Alaskan Native (m), Native Hawaiian or Pacific Islander (m/f), Hispanic or Latinx (m/f)
5. Metric: **MATH AND ENGLISH:** Completed both transfer-level Math and English within the district in the first year.
  - Disproportionate impact: Foster Youth (m), African American (m), Hispanic or Latino (m), Disabled (m)

### ***Institutional Alignment, Priorities and Target Groups***

Due to diligent efforts and significant restructuring of the college's strategic planning process, the college councils now mirror the strategic initiatives, framework and planning process for all departments, programs and services. The college has embedded student equity into all aspects of planning, program development, assessment, and evaluation. As a result, addressing Student Equity at RCC is now one of three strategic goals: Student Equity, Student Access and Student Success.

This 2019-2022 Student Equity Plan aligns with the Riverside City College Strategic Plan and adheres to the organizing principles of the four pillars of Guided Pathways (clarify the path, get on the path, stay on the path and ensure learning). The implementation of eight instructional pathways and development of program maps for majors will better inform our students for the academic road that lies ahead. Along with the informative course mapping for students' educational planning, the principles underlying the Promise Program and Guided Pathways are the foundational Student Equity strategies: cultural proficiency, integrated academic support, targeted interventions based on disaggregated student equity data, and discipline-based pedagogical practices for improved student outcomes at the curricular level.

Additionally, this plan is using the major findings of the RP group's, *Through the Gate* study as a foundation for organizing activities for the disproportionately impacted student groups. This study indicates that there are considerable opportunities at key momentum points in the students' academic progress that if adequately supported would yield greater transfer success. Especially of note is the finding that while many African American students do not arrive "near, at or through the gate," among those that do, approximately 75% achieve transfer. This is a greater rate of transfer than any other group. In other words, if we can identify successful strategies to support African American students to get to the transfer gate, they are highly likely to transfer. On the other hand, while all Latinx students were more likely to earn an ADT, Latino males and Native American females were less likely to transfer than other groups. The report indicates that "nearly 300,000 students attending CCCs completed all or most of their transfer requirements, yet did not make it 'through the gate' to a university ("Mapping the Transfer Landscape," RP Group, October 2017).

These so-called high-leverage learners wind up near or at the gate and then stall. Based on these students attaining 60 units but with an overall 2.0 GPA; or 60 units with a 2.0 GPA but not having taken math or English, key momentum points and themes, then, serve as the organizing basis for this Student Equity Plan. These are:

- transfer awareness (Guided Pathways pillars 1-4)
- GPA awareness (Guided Pathways pillars 3-4)
- transfer math and English course-taking in the first year (Guided Pathways pillars 3-4)
- course success and program progress at key momentum points (Guided Pathways pillars 3-4).

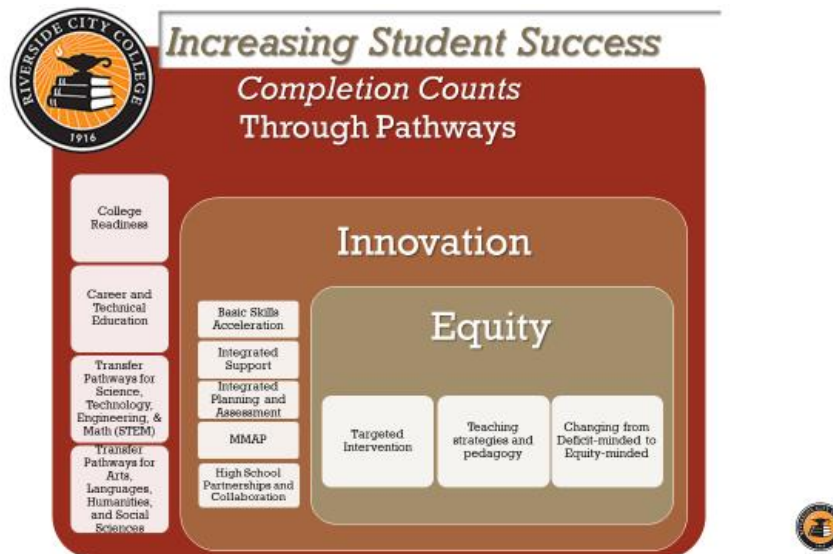
With well-balanced and complementary strategies and activities that will be intentionally and deliberately designed to be culturally-relevant for students and in support of equity-minded institution-wide policies and practices, many of the activities will be similar for the disproportionately impacted groups but tailored, based on best practices, for the particular needs of the groups that have documented proportionality gaps based on disaggregated student equity data and according to the Vision for Success metrics and goals. Finally, this student equity plan is based on the principle that targeted, intentional and deliberate strategies and activities are necessary for closing equity gaps for students in groups identified as being disproportionately impacted. It acknowledges that a significant aspect of the transformational institutional change that is needed in order to remedy achievement gaps must be in the professional learning component of faculty and staff development.

Of further note, this strategic alignment ensures that the responsibility for the implementation of strategies to combat proportional inequities for students in target equity groups rests not within one division nor within the hands of one group of administrators. Achieving Student Equity at RCC is reliant upon the intentional and collaborative efforts of all of our dedicated faculty, academic support and student services professionals, staff and administrators. Our faculty, though, are the linchpin of this plan. Our faculty are not just responsible for the students in their majors. They are not just responsible for the students in their respective classrooms on any given day. With Student Equity embedded into the Pathways structure and our Promise initiative, faculty become key members of the support teams that guide students through advising, mentoring, career and personal development. Faculty are also responsible for implementing best practices in pedagogy and curriculum design to increase student success and decrease disproportionate achievement gaps. And, as participants, along with students, in cultural proficiency retreats, mentoring and leadership development, interacting in Engagement Centers and other extracurricular activities—faculty and students alike will have opportunities to cultivate relationships outside of classroom walls.

## **2019-2022 Plan**

### *Student Equity Committee and Institutional Responsibility for Closing Equity Gaps.*

In the Spring of 2017, a team of RCC administrators, faculty and staff, including the VP of Planning and Development, Dean of Student Success and Support, Dean of Institutional Research, and the faculty leads for Student Equity and Strategic Planning, gave a presentation at the ACCJC conference sharing the process the college had undergone for utilizing Guided Pathways as a framework of equity-minded, team-based innovative practices for student success. The presentation was based on an analysis and evaluation of the three previous years' goals explicated in the college's Strategic Plan, Educational Master Plan and Student Equity plans. With "Completion Counts through Pathways," RCC established its commitment to student equity as the foundational principle of planning. Our core vision is Student Access, Student Success and Student Equity:



While a myriad of intentional strategies targeted for specific student groups exist within the metrics of this 2019-2022 plan, there is cohesive focus on Student Equity through Guided Pathways and momentum points. The strategies and activities that we propose herein are an extension of the efforts of prior years' student equity plans (summaries of those efforts are in the following sections). They are designed to support the four pillars of Guided Pathways and to improve upon the students' likelihood of timely reaching the key momentum points that will get them "through the gate" for degree and certificate completion and transfer. As stated in the opening paragraph, our student equity plan goals are ambitious. This is due to the level of urgency that has been brought to bear on our California Community College system. At RCC we are inspired by the challenge and wholly committed to Student Equity as the central focus of all that we do strategically and operationally. The students most



disproportionately impacted on the Vision for Success Metrics: Native Hawaiian/Pacific Islander, African American, American Indian, Foster Youth, Hispanic or Latinx students are our key focus. Students that are LGBTQ+, veterans, homeless and/or food insecure, and previously incarcerated also deserve targeted and deliberate attention from the college in order to support their success and maintain equitable outcomes.

The RCC Student Equity Committee is the primary conduit and monitor of the student equity Plan. The Committee has envisioned itself to be an active committee that represents the overarching institutional commitment to Student Equity (RCC Student Equity Committee Mission and Vision, Appendix I). This committee is both an actor and a watchdog for accountability for reaching Student Equity goals. A major part of that commitment is professional learning for cultural proficiency, discipline-based pedagogy for improved equity outcomes, implicit bias training, inquiry-based approaches to understanding our students and their needs and to understanding the institutional itself—particularly how the college may be operating with barriers that result in inequitable outcomes for students. Provided here are the overarching strategies that will contribute to transformational change as Riverside City College continues the practice of being a culturally proficient and equity-minded institution:

1. Faculty need many pedagogical tools to help their students succeed. Also necessary is self-reflection and institutional support for change from the level of the individual faculty and staff member to their program, discipline, department, division and indeed the entire institution. Demographic changes, state initiatives, changing technologies, career and labor forecasts all assure us that the one thing that is certain is change. Student equity recognizes that much learning, growth, inquiry, training will be necessary to meet the challenges of our students in order to meet the needs of our community. Trained facilitators for equity, pedagogy and cultural proficiency, motivational speakers that reflect the diversity of the student body within disciplines and instructional pathways, discipline-based learning opportunities, workshops, attendance at NCOR, AHSIE, Umoja, A2MEND, AAC&U, IEPI, 3CSN conferences all serve to provide faculty, staff and students with resources and tools to address systemic inequities in higher education.
2. Engage faculty in the development of rich learning environments that support culturally-relevant teaching in collaborative learning spaces.
3. The student equity plan supports a thoroughly embedded race-equity culture at RCC. Hand in hand with supporting faculty learning opportunities for developing culturally relevant pedagogies is our institutionalization of the requirement to review student equity outcomes data in the comprehensive and annual program reviews. The plan supports faculty and staff in the analysis of

their data for the purpose of engaging in purposeful practices to improve student success rates. One of the primary goals for the student equity committee for the 19/20 school year will be to support the writing of the comprehensive program reviews by facilitating discussion, analysis and evaluation of equity data.

4. Supporting and understanding student capacity necessitates supporting programs that envelop students in a cultural context that enables them to comfortably and assuredly navigate the campus environment. The foundational Student Equity programs at RCC are Umoja at RCC and the HOME Room Engagement Center, La Casa Engagement Center and the Puente program. These programs have demonstrated an above average success rate for students actively involved in these programs and will continue to be supported for staffing for academic and career advising, academic progress, activities programming, academic learning communities and important student college tours, cultural activities. Student Equity also supports programming for Guardian Scholars/Foster Youth, Disabled Resource Center, EOPS, Veterans, LGBTQ students, formerly incarcerated and homeless and food insecure students.
5. Faculty and Staff recruitment: Intentionally engage in equity-minded job posting and recruitment, committee selection and embedded equity training, candidate screening and interviewing and hiring processes that yield highly qualified and culturally proficient candidates for faculty, staff and administrative positions.
6. Coordination with Academic Support for the intentional hiring of Student Equity groups as peer advocates for evening and weekend students, as well as day students, as peer mentors, student group leaders, SI leaders and with student employment to help disproportionately impacted students find on campus jobs with on campus programs and services.
7. Address needs of part-time, evening and weekend students through policies and practices that might be posing systemic barriers to success—such as extension of hours of operation, evening child care and academic support.

### *Staffing Needs*

In looking forward to the next three years of the plan, there are some evident gaps—due in part to the need for additional staff to support student equity needs that fall in the general category of direct student support, yet also address the great degree of mental health and social service needs of many of our equity students. For this reason, for 2019-2022, ***the Student Equity Plan calls for the recruitment and hiring of a Student Equity Social Worker.*** We propose hiring a college Social Worker to address student needs that extend beyond academic advising, mental or physical health or course success. As we learned from webinars and several conferences and workshops, our student have a range of needs that must be met in order to be successful in the classroom: many are food insecure, move in and out of homelessness, have physically demanding, high stress jobs, family obligations and financial stresses. We can support our students' efforts to stay in school and on track to transfer by having a well-informed and trained social worker as part of our student success team. This position can help students identify and connect to the resources they need that will allow them to stay engaged in their coursework and on track to complete a certificate or degree.

Another need is **the distribution of equity data to departments, disciplines and programs with the support needed to assess and evaluate the data.** The director of institutional research will take the lead in the dissemination of data as well as in providing support in the use of the data with the various departments. As stated earlier, as the faculty are the linchpin to student success, they need greater assistance in reviewing their data and using it to develop strategies to close student equity gaps.

Coincident with the ability for faculty to meaningfully use the data is the need for support for them to carry out small or large projects that are pedagogically sound and intentionally designed to close equity gaps. **RCC needs a Student Equity Program support specialist to assist in the carrying out of equity activities that are generated by faculty in disciplines and departments.** The program support specialist will also maintain a resource center accumulated from the growing body of literature, articles, notes from conferences, videos, links to web pages, podcasts, maintain a database of speakers, trainers and facilitators; keep track of key equity conferences that faculty and staff could potentially attend and amass other helpful resources for our faculty and staff to use when considering matters of student equity. This position would work closely with the Student Equity Faculty Chair, the Director of Institutional Research, the Dean of Academic Support and Student Success and instructional deans.

### ***Previous Funding Years and Progress.***

RCC's previous years' student equity budgets were guided by the six goals explained on the following pages. The RCC Student Equity Committee has evolved considerably in its management of the state allocations for Student Equity beginning in 2014-2015. The implementation of Integrated Planning for 2017-2018 and beyond has been beneficial as a tool that provides clarity in reviewing our previous efforts and in thinking ahead to more fully intertwine the efforts of student support programs and services funded by SSSP, BSI, and Student Equity. The Student Equity committee is better situated now as an intentional programming body that is integrated within the college planning structure. The Student Equity Committee is led by a faculty chair who works closely with the Vice President of Planning and Development, the Dean of Student Success and Support, the Dean of Institutional Effectiveness and the academic deans of the divisions of Career and Technical Education, Fine and Performing Arts, Math and Sciences and Languages, Humanities and Social Sciences.

The Student Equity budgets for 2014-2015, 2015-2016 and 2016-2017 included the establishment of an Office of Equity Support to develop equity focused trainings, support for professional development and to support faculty and staff requests for activities directed toward students in the targeted equity groups. The budgets also provided support for RCC's established programs and services for equity students, such as Puente and Ujima. The committee budgeted for strategies, programs and activities within the required Student Equity Plan budget categories: Outreach, Student Services/Categoricals, Research and Evaluation, Student Equity Coordination and Planning, Curriculum/Course Development or Adaptation, Professional Development, Instructional Support and Direct Student Support. The Student Equity Plan was written to overlay RCC goals for student equity onto these established categories. What follows are the foundational principles from previous years' plans and strategy highlights:

#### ***1. Understand students and the root causes of student underachievement.***

Through inquiry, the college will research best practices and support professional development opportunities that will aid faculty and staff to be able to identify and implement processes to address systemic institutional barriers that impede student success. The college must put students at the center of the inquiry and assess students' phenomenological experiences through qualitative sources.

- RCC hired the RP Group to conduct male students of color focus groups in March 2017. The resulting report was widely shared and discussed. Participating students' feedback is informing how faculty interact with students and in alignment with the California Guided Pathways, helping to frame RCC's redesign of Integrated Academic Support.

- Riverside City College is tracking students' progress and outcomes disaggregated in many different ways including gender, race/ethnicity, full-time/part-time, special populations (students with disabilities, foster youth, veterans, athletes, etc.). Course outcome data including an institutional set standard for course success has been distributed at the academic discipline level to inform conversations about student success including equity-focused discussions. As part of this discussion, RCC is using the State Equity Plan's Proportionality Index to frame discussions about student success. Presentations to increase awareness of student equity achievement gaps were included in Fall 2015 and Spring 2016 FLEX days.
- RCC has fully implemented Multiple Measures Placement beginning with a piloting of MMAP in Summer 2016. The college is tracking and reporting on the success of these students including disaggregating by equity categories to better understand student success and implement targeted interventions as needed.

2. ***Support professional development for internal capacity building.*** In order to reframe the conversation about student success away from the student-deficit model towards a model of institutional change and curricular and pedagogical renewal, the Student Equity Plan supported activities that would help shape an equity-minded dialogue of student success and engage faculty to view their curriculum through new lenses. In support of this goal, the Student Equity plan supported attendance at relevant meetings, conferences and colloquiums, participation in working groups and communities of practice and dissemination of available research literature in order to support the development of instructionally-centered, discipline-based strategies to narrow the equity gap for targeted student groups.

### **Curriculum and Pedagogy:**

- Multiple Measures and Cultural Proficiency Retreat – September 2016. Coincided with the initial data outcomes from our summer piloting of using Multiple Measures for student placement into college-level math and English. Attended by fifty math and English faculty, Student Equity committee members and several academic deans, the purpose of the retreat was to examine current placement data and have frank discussions about constraints upon equitable outcomes resulting from high-stakes placement tests. The Cultural Proficiency segment of the retreat was to share strategies with faculty of how to use a cultural proficiency lens to consider institutional barriers that will be needed to overcome resistance to changes that will come from placing more first-time, first-generation students directly into college-level math and English courses.

- Supported by a Student Equity mini-grant, eight math faculty attended the 2017 Carnegie Math Pathways Forum – a multi-day conference designed to provide training and best practices for math acceleration primarily for non-STEM students. Based on an analysis of course registration, RCC’s acceleration courses have a higher representation of our targeted equity groups versus the college’s overall population. The Math Department has now developed a working group to develop curricular changes and address math course sequencing for better alignment with college pathways leading to shorter remediation and reduction in time to transfer.
- Through its work with the California Acceleration Project (CAP), part of the California Community College Success Network (3CSN), more than two dozen RCC faculty have attended 3CSN training. The faculty developed and offered English 80, Preparatory Composition, and Math 37, a pre-statistics course, to shorten the time needed for remediation. CAP data reveals that courses such as these reduce students’ time in remediation by at least a semester; align remediation with college-level requirements; use high-challenge, high support pedagogy; and make no changes to outcomes in transfer-level courses. For most of the acceleration courses, there is a higher percentage of enrollment for disproportionately affected students in these courses than in the college overall.
- Student Equity funding supported a Student Equity Retreat in Fall 2015 for the Library and Learning Support Division. The faculty and staff developed a plan to establish a Student Equity Collection to be used by students, faculty, and staff in the RCC Rotella Digital Library. This collection, along with books on the subject of student equity, diversity and cultural proficiency in Higher education, included an expansion of the main collection of books by and/or about the identified Student Equity groups. Seed money was also provided to broaden the library’s data bases for resources for ethnic studies courses, software for students to evaluate career interests and digital tutoring services. Working with the coordinators of campus student equity programs, the library hosts course textbooks on reserve for a book lending program. Finally, one of the most significant outcomes of the Student Equity efforts of the library is the hiring of a full-time Outreach Librarian in Fall 2017. Student-equity funded research databases are highlighted on the home page of the RCC library.

**Databases Supported by Student Equity**  
*Each One, Reach One*



[African American History](#)



[African American Newspapers](#)



[American Indian History Online](#)



[Ethnic NewsWatch](#)



[Hispanic Documentaries](#)



[Hispanic American Periodicals Index](#)

**Organizational Capacity-building:** Confronting deficit-mindsets and reviving the institutional culture anew is the purpose of internal capacity building.

- In Spring 2016, a core group of forty faculty, staff, and administrators participated in three multi-day Cultural Proficiency workshops creating a Champions for Change cohort. These workshops focused on training the group how to use tools and techniques including equity-minded inquiry to change internal perceptions from a deficit-minded “it’s the students’ fault” to an equity minded “how we can change the policies and practices that perpetuate equity gaps.” With the final training completed in October 2016, the Cultural Proficiency Champions for Change cohort is now a cadre of trained facilitators with tools and strategies to encourage equity-minded discussions about student success, focusing on discipline and department level assessment and program review and planning.

- RCC's second Champions for Change cohort began training in September 2017. This group is largely made up of faculty, which will continue to encourage implementation of techniques in the classroom.
  - Since the 2014-15 budget year, the college has offered numerous workshops offering interpretation of disaggregated Student Equity data and its significance for faculty and staff in their program planning. An interactive session on cultural proficiency was also facilitated during the faculty's Flex Days in February 2017 and August 2017.
  - Trained faculty and staff have incorporated the principles into their teaching and services, have led discussions at department meetings, college brown bags and division retreats and student leadership retreats. We will be assessing the college-wide knowledge of cultural proficiency and equity in Spring 2018.
- Communities of Practice: *Growth Mindset* and *Whistling Vivaldi*.
  - The Growth Mindset working group, Spring 2016, led to five faculty being trained in Growth Mindset practices through 3CSN in Fall 2016. Two faculty leads conducted a series of workshops for student leaders in Summer 2016 and Summer 2017. In Fall 2017, trained student GRIT/Mindset Ambassadors now go into classrooms to conduct cognitive science exercises with their peers.
  - The *Whistling Vivaldi* group read and discussed the landmark Claude Steele book discussing the concept of stereotype threat. The challenge to understand how this impacts what occurs in the classroom is part of our ongoing dialogue at RCC in support of cultural and pedagogical change for equitable student outcomes.
- Participation in programs sponsored by the University of Southern California Center for Urban Education (CUE): Equity funding allowed more than seven faculty, administrators, and staff to attend USC Center for Urban Education: Equity Institute for Men of Color in Community Colleges in April 2017. Twelve faculty, staff and administrators to attend the Equity in Faculty Hiring Institute in October 2017. CUE is well-known for its current research on systemic barriers to student equity. In its April 14, 2017 research publication titled, "Supporting Men of Color in Community Colleges: An Examination of Promising Practices and California Student Equity Plans," which was presented at the April CUE meeting, RCC was acknowledged for our explicit commitment to devising success strategies for male students of color. The report states:
  - *Riverside City College stood out for numerous reasons: (a) it allocated the greatest amount of funding toward basic skills support for males of color; (b) it specifically named African American and Latino males as the target groups; (c) the activity specifically addressed providing specific support for basic skills; and (d) it was very specific in mentioning the use of high school transcripts to evaluate placement in*



*English and math, a strategy which we assume is intended to supplement or substitute for the use of traditional placement tests.”<sup>1</sup>*

- CUE institutes are working meetings for teams from the participating schools to identify challenges and barriers to student equity and develop goals to eliminate them. Participation in the Fall 2017 Equity in Hiring institute resulted in several changes to language in current open faculty job postings that asserts that candidates should value and provide evidence of demonstrated commitment to equity-mindedness as a requirement for the position.
  - Equity funding allowed more than twenty faculty, administrators, and staff to attend the Riverside County Office of Education Excellence in Equity conference in 2016 and 2017. This conference brought in nationally renowned speakers with expertise in issues of Student Equity, Access and Success. The RCOE also hosts single and multi-day retreats which are facilitated working sessions on addressing systemic barriers to equitable outcomes for all students. Participating with the Riverside County Office of Education equity conferences and retreats allows RCC to leverage its resources for faculty development—one of our key Student Equity goals—and expose our faculty and administrators to the current best practices for addressing Student Equity at large public institutions.
  - Additional capacity-building engagements include the following:
    - i. Male Minority College Consortium Workgroup – June 2015
    - ii. UC Riverside Diversity in Higher Education event – Summer 2015
    - iii. Student Equity/SSSP Coordinator training September 2015, 2016
    - iv. California Community College League Student Equity Summit – March 2016
    - v. A2MEND Conference – March 2016 and March 2017
    - vi. 3CSN Building Leadership Networks Conference on Equity – April 2017
3. ***Provide support for instructors*** in Basic Skills courses, but also across the college in Transfer and CTE Pathways, in ***pedagogical training for learner-centered strategies for teaching adult students (andragogy) and for targeted student populations.***
- In Spring 2016, Dr. Andrew Wall, a recognized scholar in adult education, presented a workshop on strategies for teaching adult learners. Through student equity, we are exploring the development of best practices for teaching strategies best suited for adult students. While the percentage of traditional-aged first-time college students has increased upward from 30% over the last few years, a significant majority

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<sup>1</sup> Community College Equity Assessment Lab, San Diego State University and Center for Urban Education, University of Southern California, “Supporting Men of Color in Community Colleges: An Examination of Promising Practices and California Student Equity Plans, 2017: California Futures Foundation.

of our students over the past two school years, (55% - 68%) are between the ages of 20-39. Some of these are also first-time students. Additionally, we have a program of adult education, for non-traditionally-aged students, housed within our CTE Division. In alignment with practices of cultural proficiency, equity-minded instruction and principles of Guided Pathways, andragogy suggests that 1) adults need to be involved in the planning and evaluation of their instruction;

*“RCC’s commitment to improving outcomes for our students is enhanced by continued and ongoing professional development for college-wide and discipline-specific pedagogies and andragogy suitable for today’s learners. We will support faculty-driven strategies that have been developed as a result of inquiry and analysis of data and training per discipline/program expectations.”*

2) experience (including mistakes) provides the basis for learning activities; 3) adults are most interested in learning subjects that have immediate relevance to their job or personal life; 4) adult learning is problem-centered rather than content-oriented. RCC supports innovation in classroom teaching. The incorporation of proven best practices for classrooms populated by adult learners should result in improvement in course success rates and increased degree certificate and degree attainment.

- In Spring 2016, Dr. Todd Zakrajseck, co-author of the book, *The New Science of Learning* was brought to campus for a day where he met with faculty, the college president, academic deans and students to discuss his research and for students to share, in a very engaging presentation, how the brain works and how to align the brain with their studies. The book is being used as part of a project in the math department to develop a pedagogy for the basic skills math courses which is more adaptable to how students learn.
- Student Equity hosted a group of 12 faculty, staff and students to participate in the Black Minds Matter webinar series in Fall 2017. The eight week course is taught by Professor Luke Wood in the Graduate School of Education at San Diego State University. The course focuses on best practices for teaching and providing institutional support to African American male college students. Student Equity is preparing to host a similar series of webinars in Spring 2018 focused on Hispanic students.

4. ***Facilitate ongoing engagement of equity students and cultivate faculty-student interaction*** in order to develop skills and understanding of multiculturalism, cultural proficiency and respect. Foster the value of and celebrate and support diverse students as individuals and as members of our college community deserving of an equitable educational experience.

- Student-based activities include:
  - Historically Black Colleges and Universities Tours in Fall 2015, Fall 2016, Fall 2017 and Fall 2018. These tours align with the Chancellor's HBCU Transfer Agreements, increase awareness of four year opportunities beyond CSU and UC systems and promote better understanding of transfer requirements and therefore motivate students to complete their coursework leading to increased success and engagement, degree attainment and transfer.
  - Direct student support through meal tickets, gas cards, book vouchers and lending library. Research shows that community college students with economic challenges outside of the classroom sometimes has an effect on course success. Some of these challenges could be mitigated by support for books, meals and transportation aid.
  - Student leadership and personal development through GRIT and Growth Mindset training, New Science of Learning training, HOUSE Method of Student Empowerment, cultural proficiency. Over 200 students have been trained in several cohorts beginning in Summer 2016. These students use the tools as Supplemental Instruction leaders, peer mentors and student government and club leaders. Student Equity will continue to support these trainings as they contribute to increased engagement and course success both for the trained students and the students with whom they work as peer mentors and student leaders.
  - Purchasing books by authors (or on the topics of speakers) who come to campus for public lectures and providing the opportunity for students to meet the authors and get autographs contributes to an intellectually rich campus environment. Student Equity supported the appearance and purchase of books by the authors and scholars, Victor Villasenor and Elizabeth Hinton in Spring 2017. Educator Jane Elliot, known for the 1968 "blue eyes/brown eyes" activity with her third graders in an Iowa classroom after the assassination of Martin Luther King, Jr., spoke to a standing room only crowd on campus in Spring 2019.

- On-going support of specific programs designed to provide targeted intervention:
  - Foster Youth/Guardian Scholars program was expanded with the support of Student Equity. The program now has a full-time program specialist to provide assistance to the increased number of self-identified former foster youth attending RCC.
  - EOPS hired an African American male counselor in Fall 2016 to engage in outreach activities. The program has seen an increase in the number of African American male students participating EOPS. EOPS works closely with Ujima and La Casa to continue to support equity efforts in reaching and supporting male students of color.
  - Ujima Project, with Student Equity support, has expanded the number and frequency of classes in its learning communities, hired a part-time counselor to create Student Educational Plans, lead workshops and teach a guidance course in the learning communities. Student Equity funds also provided for the hiring of an educational advisor for Ujima who provides program support to track student success and coordinate programs in its designated engagement center called the HOME Room. The program has expanded from fewer than 100 students to about 400 students in all facets of the program today.
  - Puente Project, with student equity support, was able provide time for its program faculty to prepare for courses and program planning over the summer term.
  - La Casa is a Latino student-focused engagement center supported by Student Equity. The engagement center serves over 400 students and has a full-time educational advisor to track student success and counselors to create Student Educational Plans for students enrolled in the program. In Spring 2017, La Casa took students to a Latino Student Leadership Conference in northern California.

5. ***Integrate and embed student equity goals*** into the college's strategic planning and program planning documents.

- RCC has placed Student Equity at the core of its Completion Counts through Pathways guided pathways architecture.
- RCC is assessing and evaluating student achievement at the course as well as outcomes level include disaggregating by the equity categories. Program Review and Planning for all academic disciplines now includes a prompt about student equity activities. Program Review and Plans from the last two review cycles indicate that faculty are actively identifying and discussing equity gaps at course and program levels and developing strategies to close these gaps. For example, in mathematics, an analysis of course outcomes showed that African American students did slightly better in the hybrid math course with cognitive science lessons built into the curriculum. (The New Science of Learning project) That course was attached to the Ujima

Project learning community. Another example is that the Humanities and Philosophy disciplines noted the lower success rates of equity students in their survey courses and wrote a job announcement for a combined faculty position in Humanities and Philosophy with an emphasis in nonwestern thought and cultures.

6. **Operationalize Student Equity principles:** Promote institutionalization of equity goals:

- “Each one, Reach One” is the motto of the Student Equity Committee, which class for a campus-wide commitment to improved interpersonal contact with students.
- Expect that each proposed strategy and activity ‘moves the needle’ for the target group(s). This calls for the pertinent question of “who does this program help and how” to be asked of each proposed Student Equity initiative and strategy.
- Analyze campus policies and practices, programs and equity strategies and activities from the perspective of whether or not they reinforce or change systemic inequities.
  - i. Over time, campus conversations across various shared governance bodies revealed that many students are simply unaware of the wealth of programs and services that are offered in support of student success. With the creation of three faculty advisor liaisons, the college is cultivating a new practice of intentional faculty-student interaction. In Fall 2017, the faculty liaisons have hosted student-faculty meet and greets, major information sessions and have instated college-wide weekly “five-minute advising” memos that go out to the entire campus with pertinent college information to share with students in class and in their respective service areas.

In addressing the need to hear the student voice, in March 2017, the Student Equity Committee arranged for the RP group to facilitate focus groups of males from four target student equity groups: Latinx, African American, Pacific Islander and Native American to gather their thoughts about their experiences as male students of color at RCC. Two of the six key findings were that the college 1) should foster social connections among students and that the college should 2) regularly capture student feedback that can be used to inform and modify processes, practices, and policies throughout the institution. The questions and challenges that arose from the students’ responses to focus group questions resulted in a commitment to more support for faculty and staff professional development for addressing and understanding the challenges and barriers that contribute to persistent achievement gaps among our students.

- Trainings: In 2017-18 and 2018-19, the Student Equity Committee focused primarily on providing training and conference or workshop opportunities for teams of faculty from the same department or discipline to learn together in order to more cohesively implement new strategies for addressing student equity outcomes in their departments.
  - September 2017, a team of faculty, staff and administrators attended the Institute on Equity in Faculty Hiring by the University of Southern California Center for Urban Education. Faculty, working together with staff professionals from human resources, returned to campus with new language to utilize in job postings in order to attract a more diverse pool of applicants.
  - September 2017: Champions for Change II – the second cohort of faculty and staff was trained in Cultural Proficiency practices.
  - September 2017: Elevating Equity for Social Mobility – Attendees college president, vice president of planning and development, staff from programs for Foster youth, several life science faculty and the chair of the Student Equity Committee attended this summit put on by the Community College League of California. The summit features presentations that identify state and system-wide issues and initiatives that support social mobility by focusing on equitable outcomes.
  - September-November, 2017: Black Minds Matter – the Student Equity Committee hosted the six week webinar from San Diego State University and provided handouts and facilitated discussion with campus colleagues.
  - March 2018: American Association of Colleges and Universities Equity and Diversity Conference, San Diego was attended by Humanities and Behavioral Sciences Faculty, Promise Peer Mentors, and educational advisor and the LHSS Dean of Instruction. These teams came back with the goal to agendize Student Equity data in their respective department meetings; promote equity-minded pedagogy and make changes to curriculum based on strategies learned at the conference.
  - April 2018: The Student Equity Committee sent a group of faculty to attend the IEPI workshop titled, Leading the Nation: Building Excellence for California’s Incarcerated and Formerly Incarcerated College Students.

- May 2018, Dean of LHSS and Dean of Counseling, Library and Academic Support attended the National Conference on Race and Ethnicity in New Orleans, LA. This pair assessed the value of the conference for college-wide participation of faculty and students. Recommendation is to support a large cohort to attend the 2019 conference which will be held in Portland.
- June 2018, a team of faculty from the library, CTE, humanities and social sciences, and the respective deans from these areas attended the USC Center for Urban Education Equity in Pedagogy Institute. One of the most significant strategies learned at this conference was that the language of the course syllabus matters and that minor tweaks to wording can have a big impact on equity outcomes. One of the attendees at this conference in turn led a workshop session on Constructing Equity in the Course Syllabus at the fall retreat for the Division of Languages, Humanities and Social Sciences. The dean of LHSS and the Student Equity Chair are planning to bring one of the speakers from this conference to do a joint training with LHSS and STEM faculty at a Fall 2019 retreat.
- In October 2018, the three RCCD colleges collectively held the first of a pair of Student Equity Summits led by facilitators, Dr. Luke Wood and Dr. Frank Harris of the Community College Equity Assessment Lab at California State University, San Diego. The second is scheduled for March 15, 2019. Over 100 faculty, staff and administrators including two of the college presidents, many deans and directors of student service programs, counselors, educational advisors attended this event. Three male equity students were highlighted as they introduced each of the day's sessions.
- February 2019 - IEPI Training: A team of faculty, staff and administrators attended the Diversity in Faculty Hiring Training in Los Angeles. Much like those who attended the CUE training in September 2017, this group has made a commitment to being advocates for implementing equity-minded practices in all phases of hiring from job recruitment, to application screening to interviewing in order to create a diverse faculty and staff that will best serve our students' diverse needs and capacities in the coming decades. A delegation of this group met with the RCC President's Leadership Team in March to report on what they gained from this training.

- March 2019: An ad hoc committee of the Student Equity Plan Task force attended the USC CUE Student Equity Plan Institute for training on how to take our drafts and finalize a Student Equity Plan in alignment with the new Student Equity Plan Template, our own college Strategic Plan and the California Community College Vision for Success.

In 2018 and 2019 the RCC Student Equity Committee focused on developing its core mission for which the members of the committee can now advocate across the institution and also reached out in partnership with our local unified school district and also with the student equity counterparts at our neighboring community colleges. The mission will direct the work of the committee, especially with respect to accountability for fostering an equity-minded college culture through culturally proficient policies and practices.

- The committee spent several meetings in the Fall of 2018 undergoing a visioning process for the work and role of the committee. Out of this came a working mission and goals. The mission statement was adopted at the Student Equity Meeting of March 8, 2019.
- January and February 2019 – Student Equity Plan Writing Task Force – meets to prepare draft working document of 2020 Student Equity Plan. The Task Force spent several weeks incorporating the work of our visioning process and the strategic data goals of the college Vision for Success into the new Student Equity Plan Template.
- In May 2018, the faculty chair of the Student Equity Committee coordinated with the Director of Student Equity at Chaffey College to convene quarterly meetings of Region IX Student Equity Coordinators. The first meeting was hosted by Chaffey College, followed subsequently by Riverside City College, Victor Valley College and College of the Desert. These meetings have been beneficial for information sharing and networking for the student equity leads throughout the region.
- January 2018, the leads of the Student Equity Committee joined the Riverside Unified School District Student Equity Task Force. This group met throughout the year to engage in discussion and as an advisory committee to RUSD for the creation and implementation of its own Student Equity Plan. The Task Force continues to meet on a quarterly basis.



In summary, the efforts and capacity for fulfilling the goals of the Student Equity Plan are supported by the college's work to embed principles of equity in the college structure, planning, integrated academic support, and through significant ongoing professional development. The college is deeply committed to recognizing and addressing issues of equity and inclusion for all members of our college community. The faculty chair for Student Equity, Dean of Student Success and Support, Deans of Instruction, Student Equity Committee members, and trained faculty, staff, and students, all promote a culture of equity and are supporting the implementation of the necessary infrastructure for a broader college-wide appraisal of student equity needs and ongoing evaluation of progress. Importantly, these faculty, administrators, and staff are modeling and advocating for equity-mindedness on campus. The Office of Institutional Effectiveness, the Vice President of Planning and Development and the college Strategic Planning Councils provide leadership in the dissemination of student equity data to all disciplines, departments and programs. The Student Equity Committee takes the lead in developing, offering and disseminating information about opportunities for off campus and campus-wide dialogues about student equity-related issues and concerns. The Student Equity Plan envisions a shift in awareness for each member of the campus community in each of our respective roles so that we can effectively collaborate and coordinate efforts to ensure equitable outcomes for all RCC students. A review of student equity expenditures over the past few years revealed that almost two thirds (62%) of Student Equity funding has provided Professional Development including guest speakers, conference opportunities, facilitated workshops and presentations, and Student Equity-sponsored activities, programs and retreats for faculty, staff, and student groups. Given the focus, as described over the preceding pages of this summary, we can see that this plan was effectively put into practice.

## Appendix I.

The mission and goals of the Student Equity committee at RCC are foundational to the strategies outlined in this document.

### **Riverside Student Equity Committee Mission and Goals**

*The Riverside City College Student Equity Committee strives to promote a just, fair and inclusive equity-minded college community. Through strategic planning, with the development and implementation of inclusive race-equity policies and practices and by promoting the use of learner-centered pedagogies in the classroom, the Student Equity Committee models the reflective practice of cultural proficiency for the purpose of eliminating systemic barriers and to challenge student-deficit thinking and practices. We value and support each student in the successful attainment of their academic, career and personal development goals.*

With students and the policies and practices of the institution at the center of inquiry, the seven goals of this mission are:

1. Understand student capacity and learn the root causes of inequitable student achievement outcomes.
2. Acknowledge and understand the root causes of systemic barriers to student engagement and achievement; and then dismantle them for equitable student outcomes.
3. Support institution-wide organizational and professional development programs and services in support of internal capacity building in order to reframe an operational mindset of student-deficit thinking to one of institutional transformation where each student is valued and supported in their goals with programs and activities that are intentionally created to support their needs.
4. Provide faculty with support for training, research and inquiry into socio-cultural and brain-based pedagogies that are specific to the learning styles of adult students of all equity groups within appropriate disciplinary and programmatic methodologies.
5. Facilitate ongoing engagement on the topics that result in the creation of a district-wide and college-based race equity culture. Provide opportunities that cultivate faculty-student-staff interactions which develop skills and understanding of the positive outcomes of an inclusive, culturally proficient, just and respectful environment for learning.
6. Integrate and embed student equity outcomes goals in district and college strategic planning documents.
7. Operationalize student equity goals (for closing achievement gaps) with the expectation 1) of campus-wide improved interpersonal contact with students; 2) that each strategy is targeted and intentional for a specific outcome; and 3) that there is continuous monitoring, evaluation and assessment of policies, practices, programs, strategies to ensure reduction of systemic inequities.

## Board of Trustees Regular/Committee Meeting (V.C)

Meeting	September 3, 2019
Agenda Item	Teaching and Learning (V.C)
Subject	Teaching and Learning Accreditation 2020 Update
College/District	District
Funding	N/A
Recommended Action	Information Only

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### Background Narrative:

Background Narrative: In April of 2018 the Board received a presentation about the accreditation process which included the Board's role in that process and the colleges' timelines and planned activities to complete the self-evaluation process.

Presented by accreditation leaders from the Colleges and District, this update informs the Board of the milestones achieved thus far, an overview of the collaborations between the colleges and the District, highlights from the colleges' Institutional Self-Evaluation Reports (ISER) and Quality Focus Essays (QFE), and next-steps in preparation for the March 2020 Accreditation Site Visits.

Prepared By: Dr. Susan Mills, Vice Chancellor, Educational Services and Strategic Planning, RCCD  
Dr. Lijuan Zhai, Associate Vice Chancellor, Educational Services and Institutional Effectiveness, RCCD  
Mr. Carlos Lopez, Vice President, Academic Affairs, Moreno Valley College  
Ms. Sara Nafzgar, Assistant Professor, Communications, Moreno Valley College  
Dr. Samuel Lee, Vice President, Academic Affairs, Norco College  
Ms. Kristine Anderson, Professor, English, Norco College  
Ms. Ruth Leal, Instructional Production Specialist, Library/Learning Resources, Norco College  
Dr. Carol Farrar, Vice President, Academic Affairs, Riverside City College  
Ms. Hayley Ashby, Instructional Multimedia Specialist, Digital Library, Riverside City College

# Accreditation 2020 update

## Presentation to the Riverside Community College District Board of Trustees

September 3, 2019

### Moreno Valley College

Carlos Lopez and Sara Nafzgar

### Norco College

Samuel Lee and Kristine Anderson and Ruth Leal

### Riverside City College

Carol Farrar and Hayley Ashby

### Riverside Community College District

Susan Mills and Lijuan Zhai



## Focus

- Milestones through summer 2019
- College and District Collaboration
- Standard Highlights
- Quality Focus Essays (QFEs)
- Next steps remaining prior to March 2-5, 2020 Site Visit

# Milestones through summer 2019

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## SUMMER AND FALL 2018

Accreditation training

Standards committees begin work

- Evaluate Standards
- Conduct gap analyses
- Gather evidence

Begin writing Standards drafts



## WINTER AND SPRING 2019

Revise and update Standards drafts

Continue gathering evidence

Develop Quality Focus Essay

Ongoing campus-wide communication / progress updates

Collaboration among colleges and District

ACCJC Conference



## SUMMER 2019

Revise and edit Standards

Updating and formatting evidence

Continued collaboration among colleges and District



# College and District Collaboration

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- Function Mapping
- Coordination with Institutional Effectiveness, Educational Services, Human Resources, Facilities, Information Technology, Finance
- Linkages between district strategic planning and colleges' planning
- Board policy updates
- Provision and tracking of evidence
- Shared versions of Institutional Self-Evaluation Report (ISER) with colleges and District throughout process

# Standard I

- ✓ Accomplishments
- + Improvements in progress

	MVC	NC	RCC
<b>A</b> <b>Mission</b> -Mission Review Process -Integrated Strategic Planning	<ul style="list-style-type: none"> <li>+ <b>Mission, Vision, and Values Timeline and Periodic Review</b></li> <li>✓ <b>Mission integrated in strategic planning and comprehensive master plan</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Used data to evaluate alignment with Mission</b></li> <li>✓ <b>Revised Educational Master Plan with Mission</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Mission Review Process</b></li> <li>✓ <b>Strategic Planning Report Card used to assess mission</b></li> <li>+ Link between department, division, and VP initiatives</li> </ul>
<b>B</b> <b>Academic Quality and Institutional Effectiveness</b> -SLO & PLO Assessment -Equity Minded	<ul style="list-style-type: none"> <li>✓ <b>Course level SLO assessment</b></li> <li>+ <b>Improved PLO and Institutional-level assessment</b></li> <li>✓ <b>Equity focused</b> to reduce gaps</li> <li>+ Institutional Effectiveness Office capacity and hiring stability</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>New resources and efforts focused on SLO, PLO assessment</b></li> <li>+ New Professional Development Plan and leadership focused on <b>equity-minded pedagogy</b></li> <li>✓ Syllabus Shell system</li> </ul>	<ul style="list-style-type: none"> <li>+ <b>Alignment of planning and resources with instructional practices</b></li> <li>✓ Strategic planning model <b>integrates equity</b>, accreditation, and guided pathways</li> </ul>
<b>C</b> <b>Institutional Integrity</b> -Accurate Communication -Student Ed Planning	<ul style="list-style-type: none"> <li>✓ Improved <b>curriculum accuracy and communication</b> for both courses and programs</li> <li>+ <b>All program maps drafted with 14 ADT maps in EduNav</b></li> <li>✓ College-based review of Catalog</li> </ul>	<ul style="list-style-type: none"> <li>✓ New Strategic Development focus on <b>accuracy, integrity, and distribution of College information</b></li> <li>✓ Processes for college-based review of Catalog</li> </ul>	<ul style="list-style-type: none"> <li>+ Technology support that more effectively ensures the <b>accuracy and communication of curriculum-related information</b></li> <li>✓ <b>Guided pathways program maps and EduNav</b></li> </ul>



# Standard II

- ✓ Accomplishments
- + Improvements in progress

	MVC	NC	RCC
<b>A</b> <b>Instructional Programs</b> -English and Math Placement -Focus on Teaching and Learning	<ul style="list-style-type: none"> <li>✓ Improved practices for <b>student placement in Math &amp; English</b></li> <li>✓ Program &amp; Student Support expansion</li> <li>+ DE Plan</li> <li>+ <b>Teaching, learning, service, and leadership strategies</b> – Culturally Responsive College</li> </ul>	<ul style="list-style-type: none"> <li>✓ Changes to <b>English and math placement</b></li> <li>✓ Guided Pathways framework</li> <li>✓ Student-centered scheduling practices</li> <li>+ Equity-based <b>pedagogy</b></li> <li>+ Partnership Resource Team on Scheduling Platform</li> </ul>	<ul style="list-style-type: none"> <li>✓ Changes to <b>Placement</b></li> <li>✓ Integrated Program Review and Plan Process</li> <li>✓ Strategic Enrollment Management Plan</li> <li>+ <b>Teaching and learning</b> discussions and strategies</li> </ul>
<b>B</b> <b>Library and Learning Support Services</b> -Enhanced Library and Learning Support Services	<ul style="list-style-type: none"> <li>✓ Learning Center centralized</li> <li>✓ Adoption of <b>new Library Services Platform</b></li> <li>✓ Expanded embedded tutoring</li> <li>✓ Extended Library and LC days/hours</li> </ul>	<ul style="list-style-type: none"> <li>✓ Extended Library &amp; LRC hours</li> <li>✓ <b>New Library Services Platform</b></li> <li>✓ Remodeled Library &amp; LRC for expanded student support</li> <li>✓ Data-based program and services enhancements</li> </ul>	<ul style="list-style-type: none"> <li>✓ Aligned with guided pathways framework</li> <li>✓ Migration to <b>new Library Services Platform</b></li> <li>+ Library assessment and evaluation</li> </ul>
<b>C</b> <b>Student Support Services</b> -Enhanced Services for Student Completion	<ul style="list-style-type: none"> <li>✓ Extended student support services</li> <li>✓ Comprehensive <b>enrollment management action plan</b></li> <li>✓ Increased student completion</li> <li>✓ Created Food Bank</li> </ul>	<ul style="list-style-type: none"> <li>✓ Data-based enhancements of programs and services</li> <li>+ Student clubs &amp; athletics</li> <li>+ <b>Engagement Centers</b> for caseload counseling</li> </ul>	<ul style="list-style-type: none"> <li>✓ Aligned with guided pathways framework</li> <li>✓ Revised onboarding</li> <li>+ <b>Student Success Teams</b></li> <li>+ Caseload counseling</li> </ul>

# Standard III

- ✓ Accomplishments
- + Improvements in progress

	MVC	NC	RCC
<b>A</b> <b>Human Resources</b> -Prof Development -Equity in Hiring	<ul style="list-style-type: none"> <li>✓ Hiring FT faculty/staff/administrators in critical areas</li> <li>+ New/Improved FT &amp; PT <b>faculty orientation</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ New <b>Professional Development Plan</b></li> <li>+ <b>Hiring through an equity lens</b></li> <li>+ Stronger college-wide PT <b>faculty orientation</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Professional Development Plan</b></li> <li>✓ <b>Equity-minded hiring practices</b></li> </ul>
<b>B</b> <b>Physical Resources</b> -Aligned Facilities Master Plan	<ul style="list-style-type: none"> <li>+ <b>Comprehensive Master Plan</b></li> <li>+ Efficiency upgrades</li> <li>+ Increased student and academic facilities</li> <li>+ 36% of service and instruction still in modular</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>New Facilities Master Plan</b></li> <li>✓ Repurposing space to support Guided Pathways</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Facilities Master Plan guided by Ed Master Plan</b></li> <li>✓ Total Cost of Ownership Projections</li> <li>✓ Safety documents</li> </ul>
<b>C</b> <b>Technology Resources</b> -Technology Updates	<ul style="list-style-type: none"> <li>✓ <b>Improved technology</b> in all classrooms</li> <li>✓ Single Sign-on</li> <li>Upgraded Internet Access</li> </ul>	<ul style="list-style-type: none"> <li>✓ New annual budget for <b>technology updates</b></li> <li>✓ Technology process/ resource support</li> </ul>	<ul style="list-style-type: none"> <li>✓ Technology Plan</li> <li>✓ <b>Lifecycle Databases for updates</b></li> <li>+ Communication on policies, security, privacy</li> </ul>
<b>D</b> <b>Financial Resources</b> -Resource Allocation -District BAM	<ul style="list-style-type: none"> <li>+ Planning, Program Review, and <b>Resource Allocation</b></li> <li>+ Improved <b>fiscal control</b></li> <li>+ <b>Updated District BAM</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ College <b>budget control</b></li> <li>+ Improved <b>Resource Allocation</b> Process</li> <li>+ <b>Updated District BAM</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Budgeting</b> guided by the strategic planning process</li> <li>✓ Robust <b>internal control</b> structure</li> <li>+ <b>Updated District BAM</b></li> </ul>

# Standard IV

- ✓ Accomplishments
- + Improvements in progress

	MVC	NC	RCC
<b>A</b> <b>Decision-Making Roles &amp; Processes</b> -Governance Handbook	<ul style="list-style-type: none"> <li>✓ Update of Strategic Plan and evaluation cycle</li> <li>+ <b>Governance Process Handbook</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Inclusive and engaged governance</li> <li>+ Reviewing and revising <b>planning and governance processes</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Transparent, inclusive, integrated strategic planning structure and processes</li> <li>+ <b>Shared Governance Handbook</b></li> <li>+ Strategic Plan Update</li> </ul>
<b>B</b> <b>Chief Executive Officer</b> -Community Engagement -Communication	<ul style="list-style-type: none"> <li>✓ Development of strong <b>community relationships</b></li> <li>+ Campus <b>communication</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Strengthened <b>ties to the community</b></li> <li>✓ Increased <b>communication</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Community engagement</b> and philanthropy</li> <li>✓ <b>Communication</b> and transparency</li> <li>✓ President's leadership in guiding institutional improvements</li> </ul>
<b>C</b> <b>Governing Board</b>	<ul style="list-style-type: none"> <li>✓ Reviewed and approved colleges' goals alignment with State Chancellor's Office Vision for Success</li> <li>✓ Reviewed detailed access, success, and equity data at its annual retreat</li> <li>+ Update of Board policies and administrative procedures</li> <li>+ Board self-evaluation and goal setting</li> </ul>		
<b>D</b> <b>Multi-College Districts</b>	<ul style="list-style-type: none"> <li>+ Update of RCCD Function Map</li> <li>+ Development and Implementation of District Strategic Plan</li> <li>+ Revision of RCCD Budget Allocation Model</li> <li>+ Development of District Services Five-Year Program Review and Plan</li> </ul>		

# Quality Focus Essay (QFE)

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## Moreno Valley College

To increase student goal attainment and reduce equity gaps, MVC has engaged in self-assessment under the Guided Pathways framework and developed plans for implementation.

1. Adopting a **Six School Structure for Academic Programs**
  - Completing program maps for all degrees and certificates
  - Aligning all academic disciplines with the school structure
2. Embedding **Student and Academic Support Services** within Schools
  - Integrating academic and student support services
  - Developing composition and roles of Student Success support teams
  - Creating a cohort and school-based caseload model
3. Focusing **Profession Development on Student Learning** (Pillar IV)
  - Exploring active and project-based teaching and learning strategies including design thinking and entrepreneurship with an equity focus
  - Developing additional opportunities for internships and apprenticeships



# Quality Focus Essay (QFE)

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## Norco College

To promote access, success, and equity, implement two substantial projects within a Guided Pathways context:

1. Promoting equity-focused **Professional Development** with a teaching/learning emphasis
  - Generate data-driven conversations through workshops and trainings to close equity gaps
  - Involve full-time faculty, associate faculty, and staff
  - Build a sustainable model to increase student success
2. Actualizing **Student Success Teams** for the four Schools
  - Create communication plan to support students from the moment they enter college until they complete their educational goal
  - Train faculty and staff for roles as navigators
  - Assess and improve





# Quality Focus Essay (QFE) - RCC

## Description

Three key projects informed by college plans, the Guided Pathways Framework, and the *Vision for Success* that aim to improve student learning and achievement at every level of the institution:

Project 1. Clarifying student pathways through **Program Mapping**

Project 2. Developing **Integrated Academic Support**

Project 3. Sharpening the Focus on **Teaching and Learning**

## Metrics/Outcome Measures

Early momentum points including:

- Units attempted / completed in the first term
- Units attempted / completed in the first year
- Completion of college-level math and English in the first year
- Completion of college-level math and English in the first 30 units

## Anticipated Impact

Per college goals/targets:

- Higher degree and certificate completion
- Increase in transfer
- Closure of equity gaps

# Next Steps prior to the site visit, March 2-5, 2020

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## FALL 2019

### **AUGUST 2019**

College Flex presentations

### **AUGUST-OCTOBER 2019**

Update ISER with newly-approved college & district plans

### **SEPTEMBER 2019**

ACCJC training colleges, District, Board

### **SEPTEMBER-OCTOBER 2019**

Local college approvals

### **OCTOBER 2019**

DSPC and Chancellor's Cabinet review

### **NOVEMBER 2019**

Board of Trustees approval

### **DECEMBER 2019**

Send ISERs to ACCJC teams



## WINTER & SPRING 2020

### **JANUARY-FEBRUARY 2020**

Intensive preparation for site visit

### **MARCH 2-5**

Accreditation teams visit

# Accreditation 2020

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Questions?





# Accreditation 2020 links

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*Roles and Responsibilities of Governing Boards in Accreditation*

[https://accjc.org/wp-content/uploads/Guide-to-Accreditation-for-Governing-Boards\\_Jan2017.pdf](https://accjc.org/wp-content/uploads/Guide-to-Accreditation-for-Governing-Boards_Jan2017.pdf)

*Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems*

<https://accjc.org/wp-content/uploads/Evaluation-of-Institutions-Multi.pdf>

*RCCD District Accreditation Website*

<http://www.rccd.edu/administration/educationalservices/Pages/accreditation.aspx>

*Moreno Valley College Accreditation website*

<http://www.mvc.edu/accreditation/>

*Norco College Accreditation website*

<http://norcocollege.edu/about/president/Accreditation/Pages/index.aspx>

*Riverside City College Accreditation website*

<http://www.rcc.edu/about/president/Accreditation/Pages/Accreditation.aspx>

## Board of Trustees Regular/Committee Meeting (V.D)

Meeting	September 3, 2019
Agenda Item	Teaching and Learning (V.D)
Subject	Teaching and Learning Guided Pathways Presentation
College/District	District
Funding	N/A
Recommended Action	Information Only

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### Background Narrative:

Presented for the Board's information is an update on guided pathways. In particular, the infrastructure changes and design principles for scaling guided pathways district-wide are highlighted. Outcomes for the goals of access, success, and equity are provided. The Inland Empire Guided Pathways progress is described.

Prepared By: Susan Mills, Vice Chancellor Educational Services and Strategic Planning  
Monica Green, Interim President, Norco College  
Jeannie Kim-Han, Associate Vice Chancellor Grants & Economic Development

# Riverside Community College District Guided Pathways

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BOARD OF TRUSTEES MEETING

SEPTEMBER 3<sup>RD</sup>, 2019

**RCCD** | RIVERSIDE COMMUNITY  
COLLEGE DISTRICT  
MORENO VALLEY COLLEGE | NORCO COLLEGE | RIVERSIDE CITY COLLEGE

# RCCD Goals Alignment with Vision for Success – Goals 1 & 2

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## VISION FOR SUCCESS

Over 5 years, increase by  $\geq 20\%$  the number of CCC students annually who acquire associate degrees, credentials, certificates, or special skill sets that prepare them for an in-demand job

Over 5 years, increase by 35% the number of CCC students transferring annually to a UC or CSU

## RCCD

Increase  $\geq 15\%$  annually the number of RCCD students who acquire associate degrees and certificates

Over 5 years, increase by 100% the number of RCCD students transferring to a UC or CSU

# RCCD Goals Alignment with Vision for Success – Goals 3 & 4

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## VISION FOR SUCCESS

Over 5 years, decrease the average number of units accumulated by CCC students earning associate degrees from 87 to 79 total units

Over 5 years, increase the percent of exiting CTE students who report being employed in their field of study from 60 to 76 percent.

## RCCD

Reduce number of units for degrees to not exceed 15% above required number of units (Reduce by 3 units per year over 5 years)

Increase percent of CTE students employed in their field of study by 3% annually (67 to 82 percent)

# RCCD Goals Alignment with Vision for Success – Goals 5 & 6

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## VISION FOR SUCCESS

Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those gaps within 10 years

Over 5 years, reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with lowest educational attainment of adults, close regional gaps in 10 years

## RCCD

Decrease equity gaps by 40% in 5 years and eliminate within 10 years

RCCD's goals, objectives, and targets meet or exceed Vision for Success goals

# Student Access, Success, and Equity

**Paradigm Shift From:**



**to Clearly Defined Paths to Success with an emphasis on moving away from a student deficit mindset and focusing on removing institutional barriers to success. This means**

- **Clearly defined guided pathways**
- **Comprehensive and integrated Student Academic Support System**
- **Extensive attention to equity in access, success, and completion**

## Completion Counts Success Rates (3 years) vs Scorecard Success Rates (6 years)

	<b>Completion Counts (3 year rate)</b>	<b>Scorecard (6 year rate)</b>
<b># in Cohort</b>	<b>663</b>	<b>6,778</b>
<b># Received Degree</b>	<b>122</b>	<b>984</b>
<b>% with Degree</b>	<b>18.4%</b>	<b>14.5%</b>
<b>Degrees + Certificates</b>	<b>128</b>	<b>1,148</b>
<b>% Degrees + Certificates</b>	<b>19.3%</b>	<b>16.9%</b>
<b>Degree, Certificate, and/or Transfer</b>	<b>210</b>	<b>2,383</b>
<b>% Degree, Certificate, and/or Transfer</b>	<b>31.7%</b>	<b>35.2%</b>
<b>Completion (Degree, Cert, Transfer, 60 Units)*</b>	<b>339</b>	<b>3,318</b>
<b>Overall % Completion</b>	<b>51.1%</b>	<b>49.0%</b>

*\*Includes students who completed 60 transferrable units but did not transfer nor receive a degree or certificate*



# RCCCD Participation in Guided Pathways

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- Norco and Riverside City Colleges are 2 of the 20 CA Guided Pathways Project colleges
- Leading from the Middle
- IEPI Workshops
- RP Group Workshops
- CCCCO Guided Pathways Planning
- Inland Empire Guided Pathways leadership

# Scaling GP District-wide: Design Principles

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- Eliminate remediation and shorten time to completion
- Equity-mindedness
- Consistency in terminology and program mapping (Pillar 1)
- Common onboarding (Pillar 2)
- Use of technologies district-wide for economies of scale and less confusion for students (Pillars 2 & 3)
- Similar structures and ratios for academic support teams (Pillar 3)
- Centers for Teaching Excellence (Pillar 4)
- Apprenticeships and internships (Pillar 4)
- Pathways work with K-12 partners, 4-year transfer institutions, and business/industry

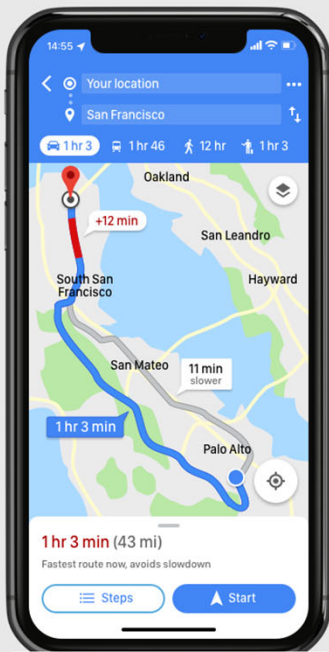
# Creating Infrastructure for Guided Pathways

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- Administrative Reorganization
- Integrated Program Review and Planning Processes
- Pathways Engagement Centers with Integrated Academic Support Teams
- One-stop Student Services
- Professional development to address best practices for equity and success
- Staff participation in Caring Campus

# EduNav Campus: A Google Maps-like approach to solve institutional challenges

## Real-time navigation to graduation



EduNav works like **Google Maps**

COLLEGE Business Administration (2AA.A) Hello, Allison Burton

SAVE LOAD Recommend What if Download Progress: [Progress Bar]

Completed Fall 2018 Spring 2019 EdPlan Requirements Basic editing

Spring 2019 12/15 CR Summer 2019 15/16 CR Fall 2019 16/16 CR

**BUS 96** (20403, Stephen Price) 6 CR Available  
PRINC OF MANAGEMENT

**ACCT 1A** 5 CR  
FINAN ACCOUNTING I  
Financial Accounting I

**ACCT 1B** 5 CR  
FINAN ACCOUNTG II  
Financial Accounting II

**READ 211** (32709, Alexander Rich...) 3 CR Available  
DEVEL READING  
English Reading & Writing

**EWRT 1A** 5 CR  
COMPOSITION AND READING  
English Composition/English

**P E 32T** 3 CR  
TENNIS TECHNIQUES  
PE Option 1

**MATH 114** 5 CR  
Mathematics  
Mathematics

**ACCT 1C** 5 CR  
MANAG ACCOUNTG  
Managerial Accounting

**Additional credits** 3 CR  
Minimum 120 credits

**Goals** Business Administration (2AA.A) Declared  
+ Add more goals

**Careers** Business Administration Sales Management  
Business Administration Financial Management  
Business Administration Human Resources Manage  
Business Administration Marketing Management

Estimated \$45,517 and 4 quarters remaining

1 EduNav **calculates** your optimal path to **graduation**

2 Easily **customize** your plan based on your **preferences**

3 Adjust your **class schedule** and **register**

# Student Online Educational Planning: EduNav

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## FEATURES

- Directly supports districtwide Guided Pathways efforts
- Automatically recalculates and revises student's plan as conditions change
- Programmed to keep the student on the most optimal path to completion
- Real-time recalculation of academic plans
- Uses existing degree requirements in district degree audit system plus allows for SmartPlan rules
- Alerts students when conditions cause increase length of plan
- Registration features embedded in the student's plan

## TIMELINE

- *Fall 2017* – Free pilot
- *Spring 2018* – 3-year contract & program planning
- *Summer 2018* – Product update & program planning
- *Nov 2018* – Program launch with **3,125** students in 7 programs
- *May 2019* – Program expansion with **15,000** students districtwide
- *Nov 2019* – Planned launch with **all** student districtwide

# EduNav Early Impact Study

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## OBJECTIVE & CONSTRAINTS

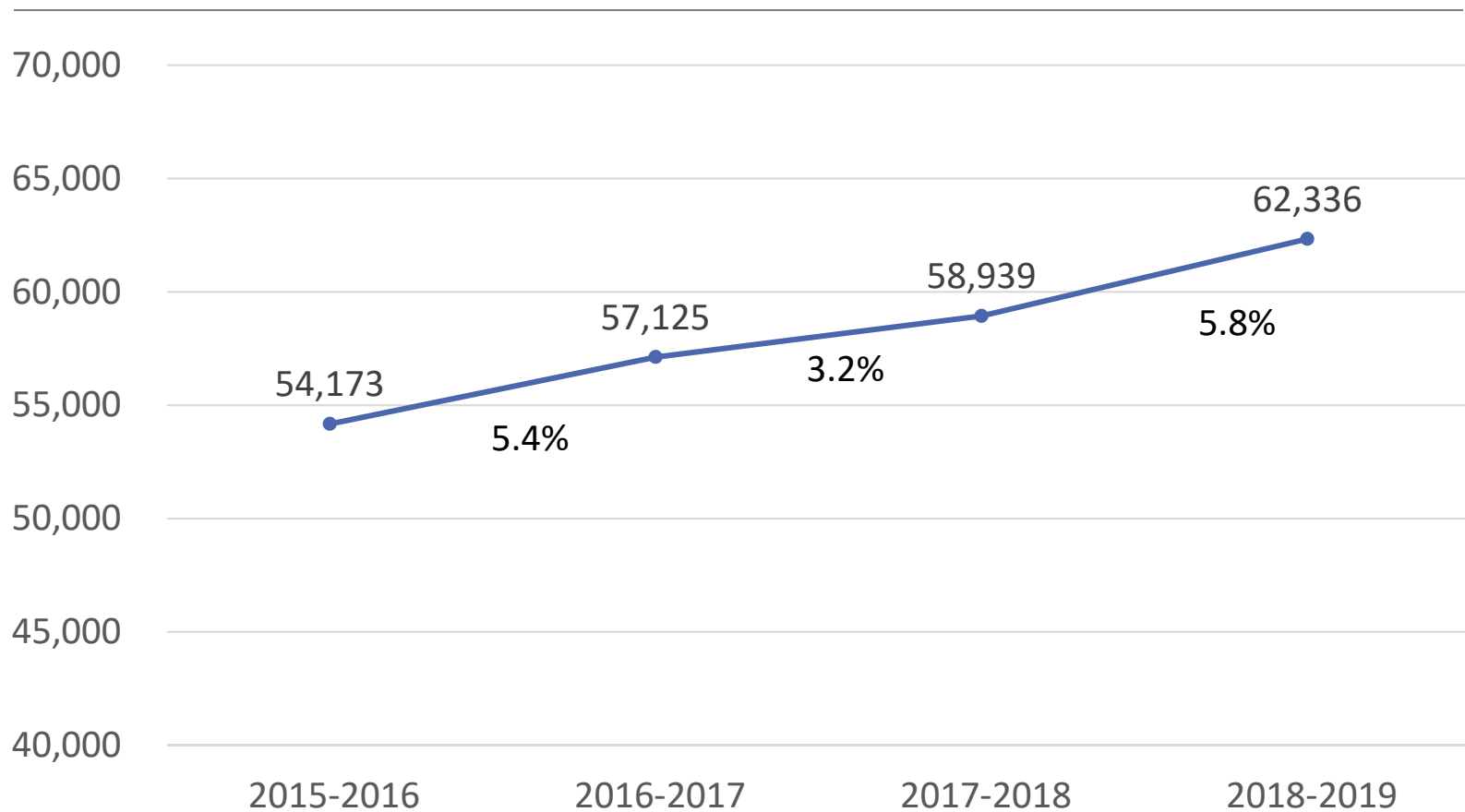
- Impact on student completion timelines & inform project decision making
- Actual registration patterns compared to EduNav-selected classes
- EduNav planner constraints: 1) registered student for same number of units; 2) registered in current seats available; 3) class selection limited to home college

## RESULTS – ONLY 1 REGISTRATION EVENT

- 23% students - reduce units taken to achieve degree by AT LEAST 3
- 13% students - potential to graduate AT LEAST 1 term earlier
- 27% students- potential to graduate a term earlier AND take at least 3 less units
- 1.4 number of average units reduced in average educational plan from just one registration cycle
- 5% students - current advising rules made plans longer resulted in decision making changes

# Outcomes – Access

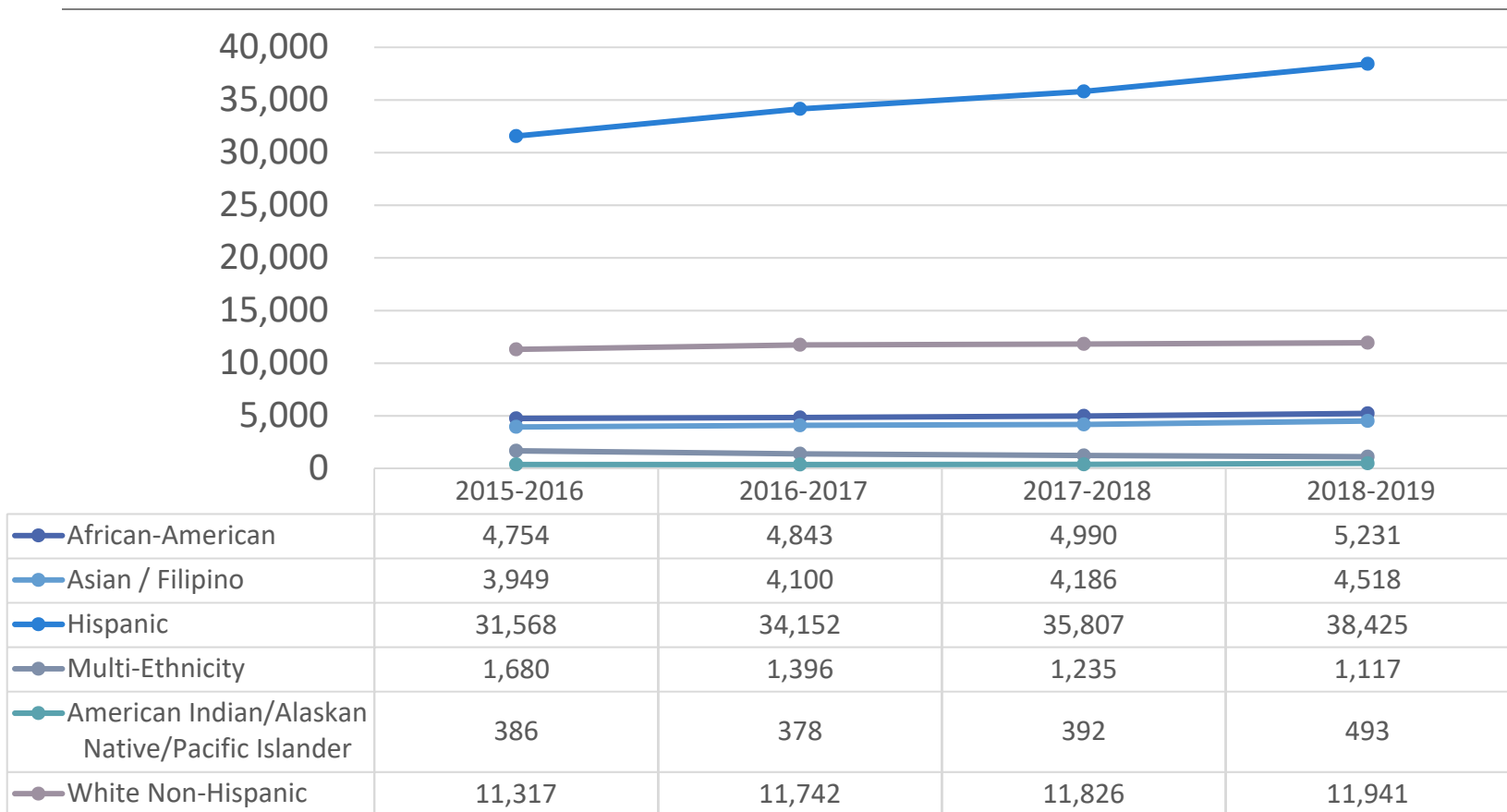
## RCCD Student Population, 2015-16 through 2018-19



Source: Chancellor's Office Data Mart, except for 2018-19, which includes Spring 2019 census figures.

# Outcomes – Access

## RCCD Student Population by Ethnicity, 2015-16 through 2018-19

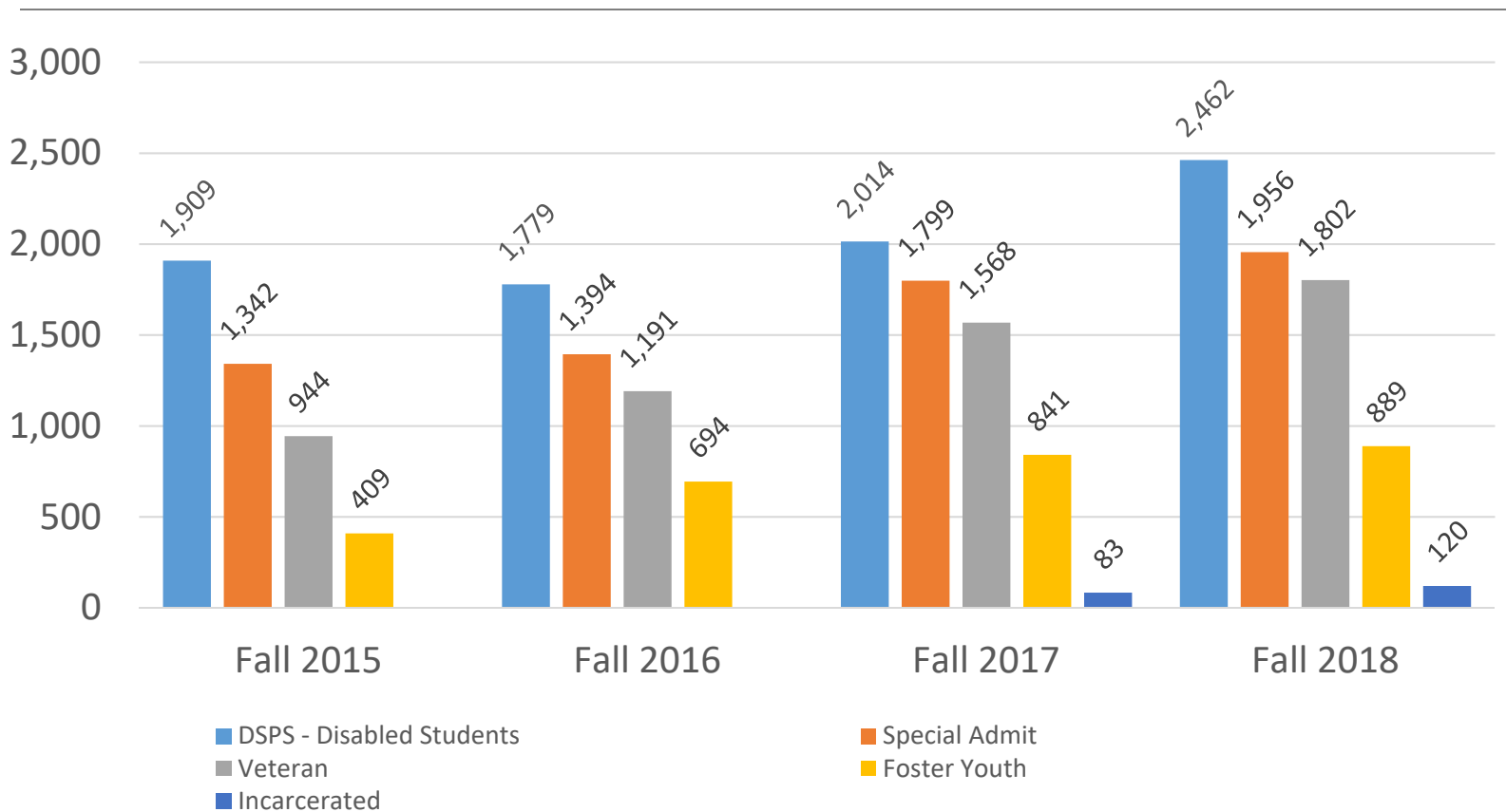


Source: Chancellor's Office Data Mart, except for 2018-19, which includes Spring 2019 census figures.



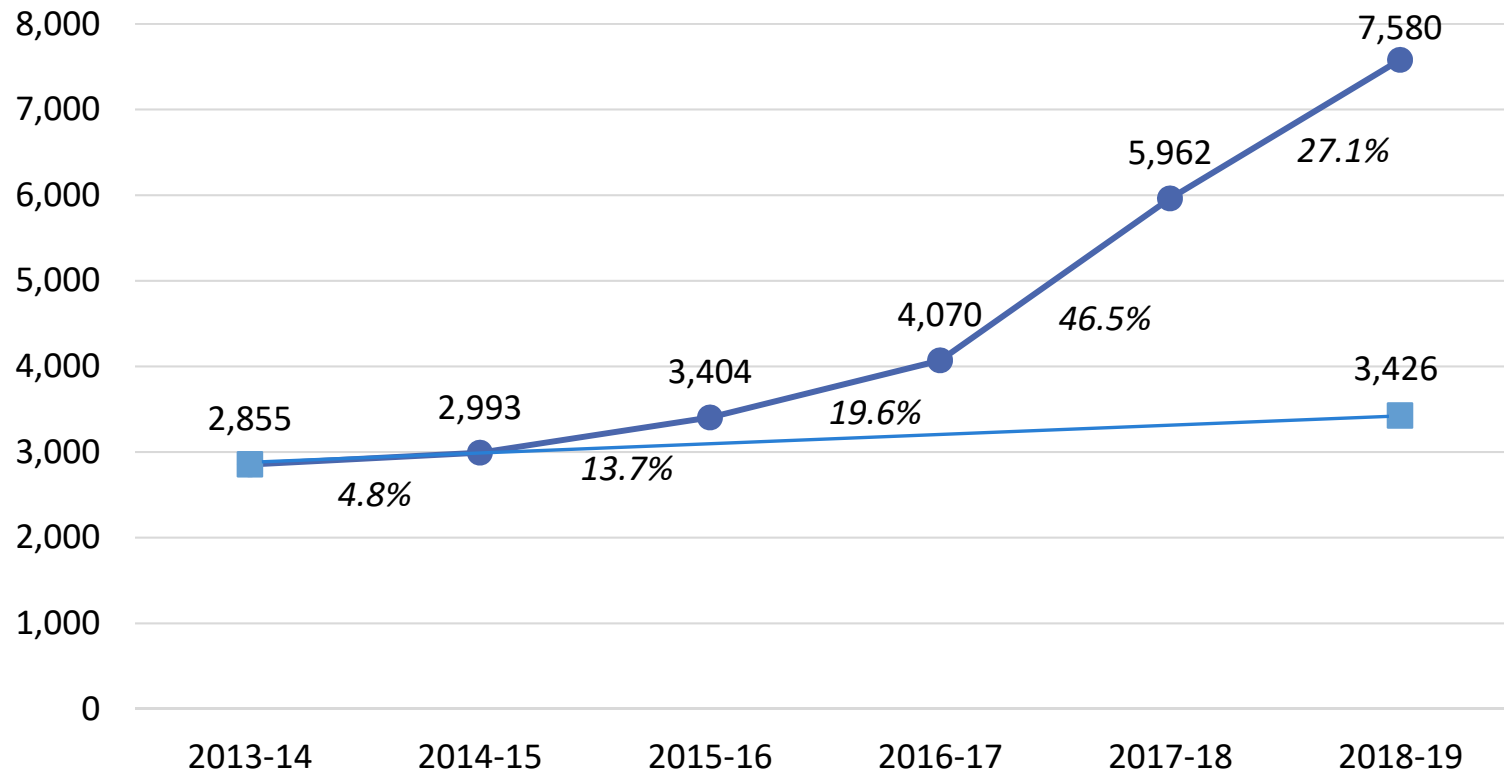
# Outcomes – Access

## RCCD Student Special Populations, Fall terms, 2015-2018



Source: Chancellor's Office Data Mart.

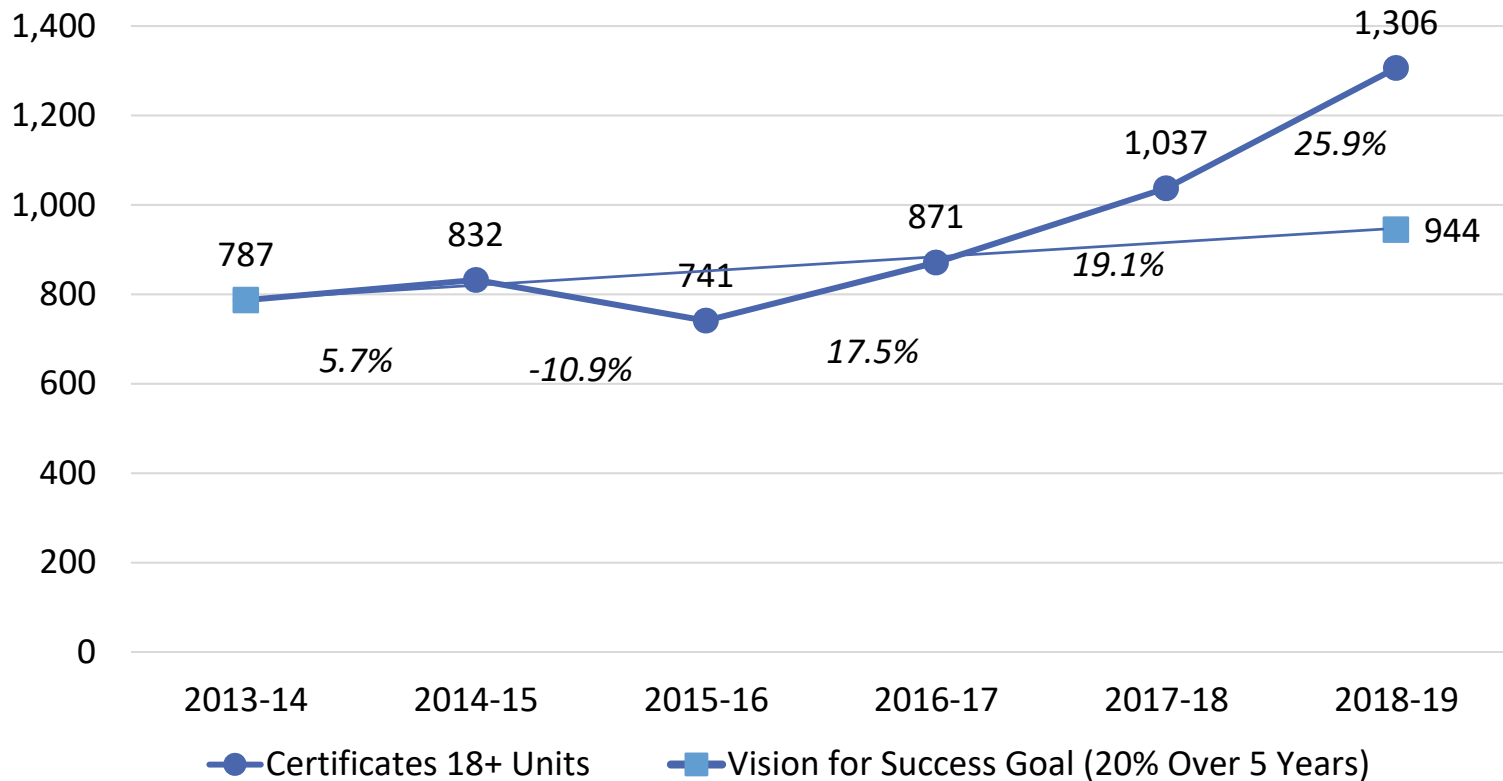
# Student Success Goal- AA/AS/ADT Awards Earned, 2013-14 through 2018-19



Source: CO Data Mart for 2013-14 through 2017-18; local data run for 2018-19

● AA/AS/ADT    ■ Vision for Success Goal (20% over 5 Years)

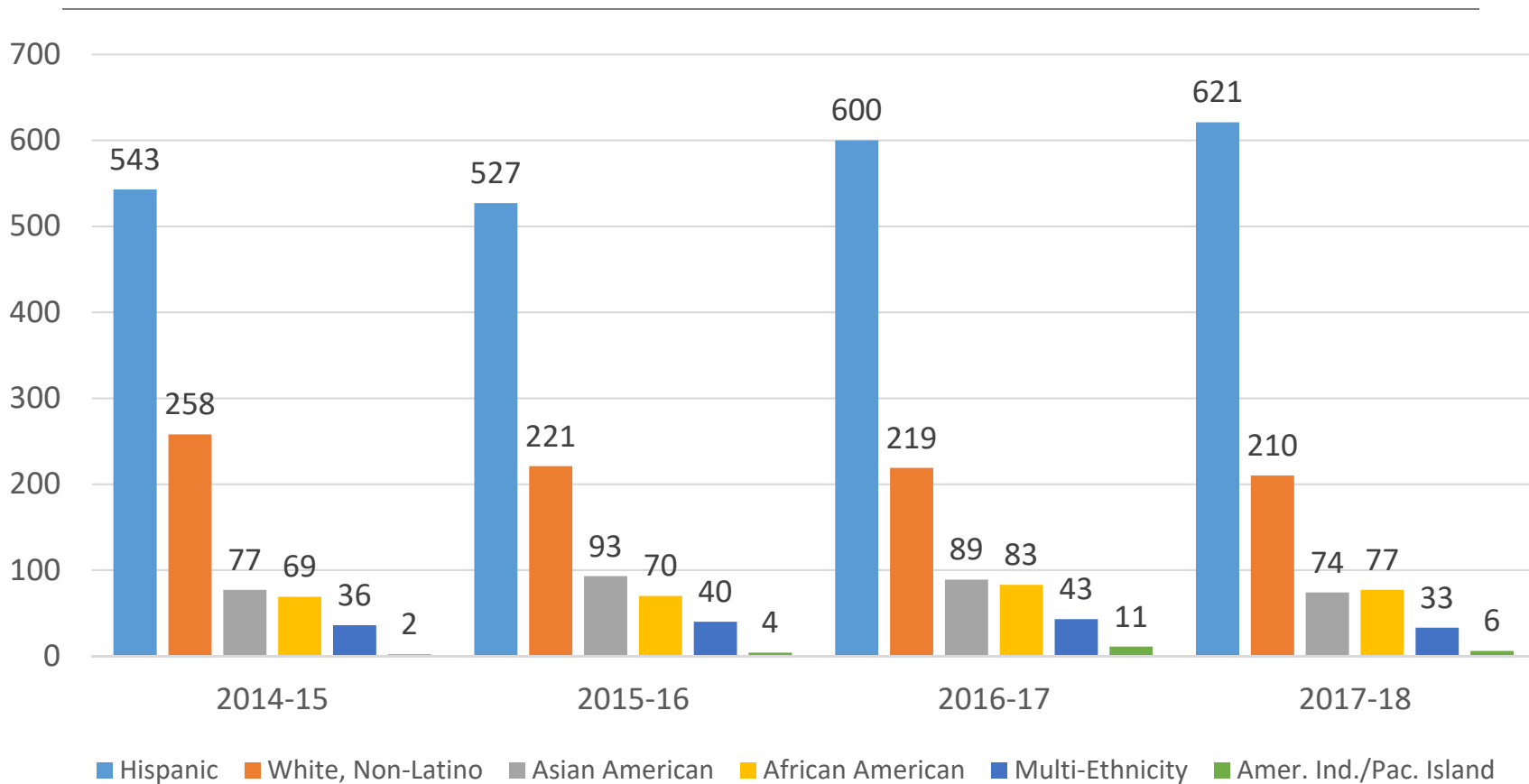
# Student Success Goal- Certificates (18+ Units or more) Earned, 2013-14 through 2018-19



Source: CO Data Mart for 2013-14 through 2017-18; local data run for 2018-19

# Student Success Goal

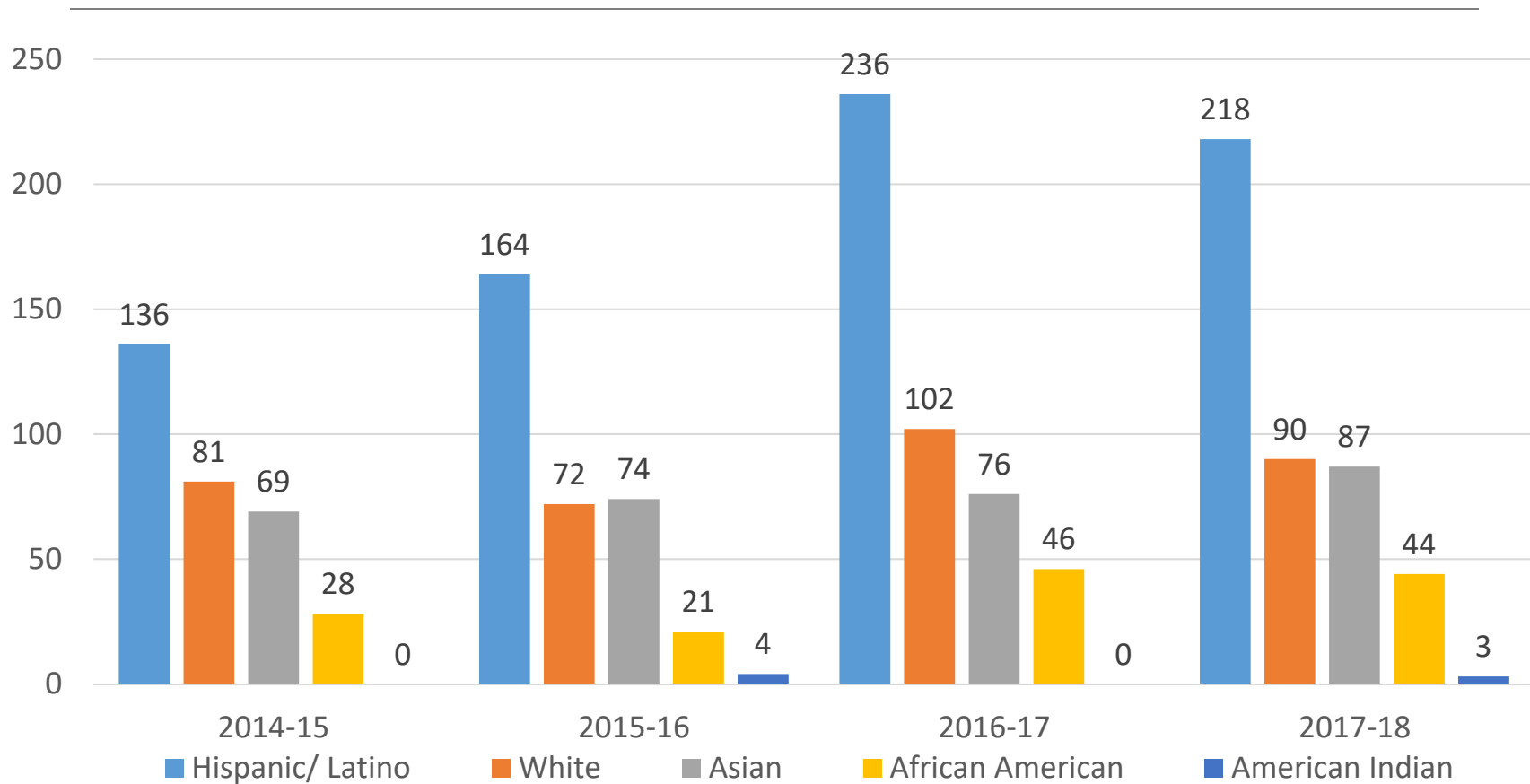
## RCCD Transfers to any CSU by ethnicity, 2014-15 through 2017-18



Source: California Community College Transfers to the CSU, <http://asd.calstate.edu/ccct/2017-2018/index.shtml>

# Student Success Goal

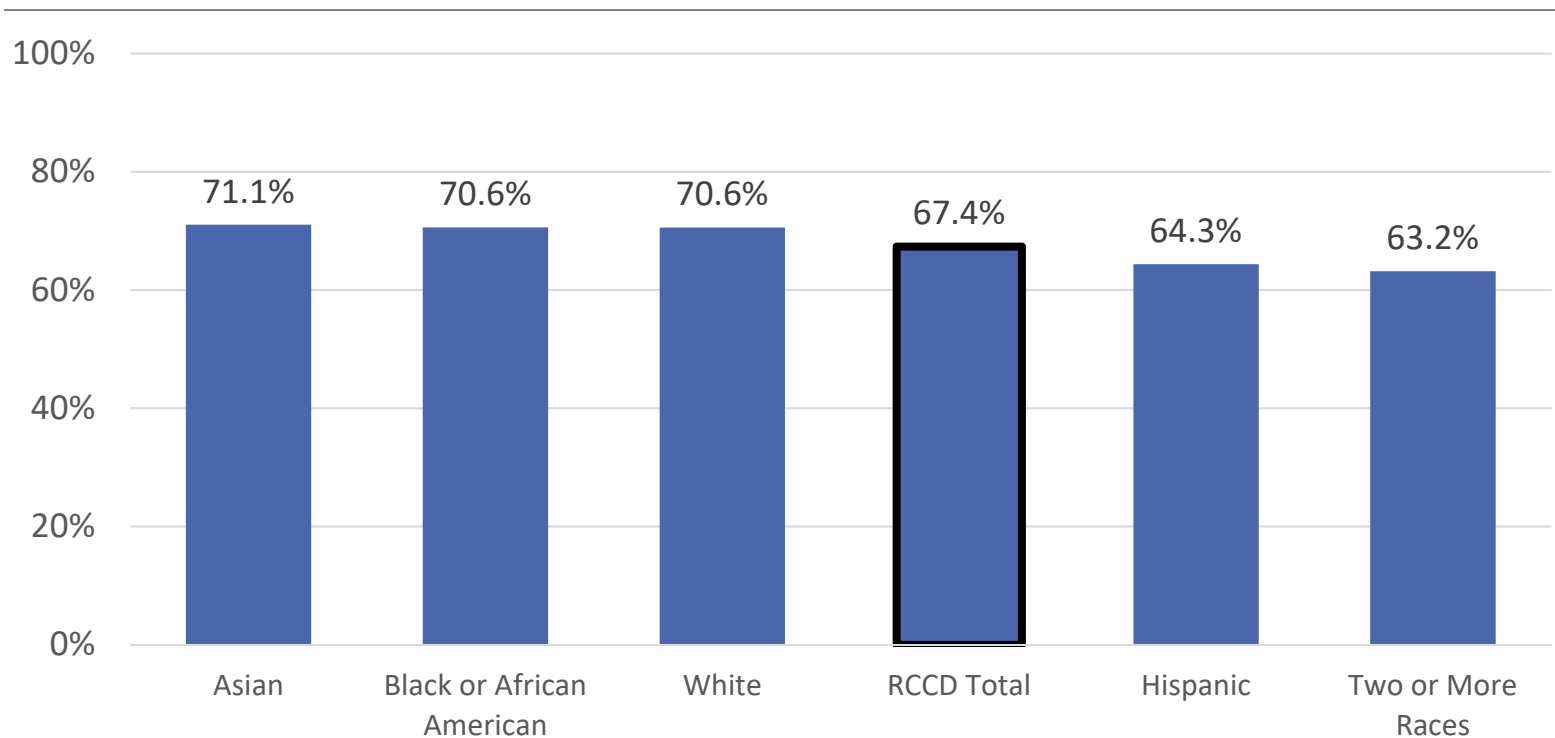
## RCCD Transfers to any UC by ethnicity, 2014-15 through 2017-18



Source: California Community College Transfers to the CSU, <http://asd.calstate.edu/ccct/2017-2018/index.shtml>

# Student Success Goal

## Job Closely Related to Field of Study



Among all students who responded to the 2015 CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job “very closely” or “closely” related to their field of study.

Source: Student Success Metrics dashboard, <https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>

# Outcomes – Equity

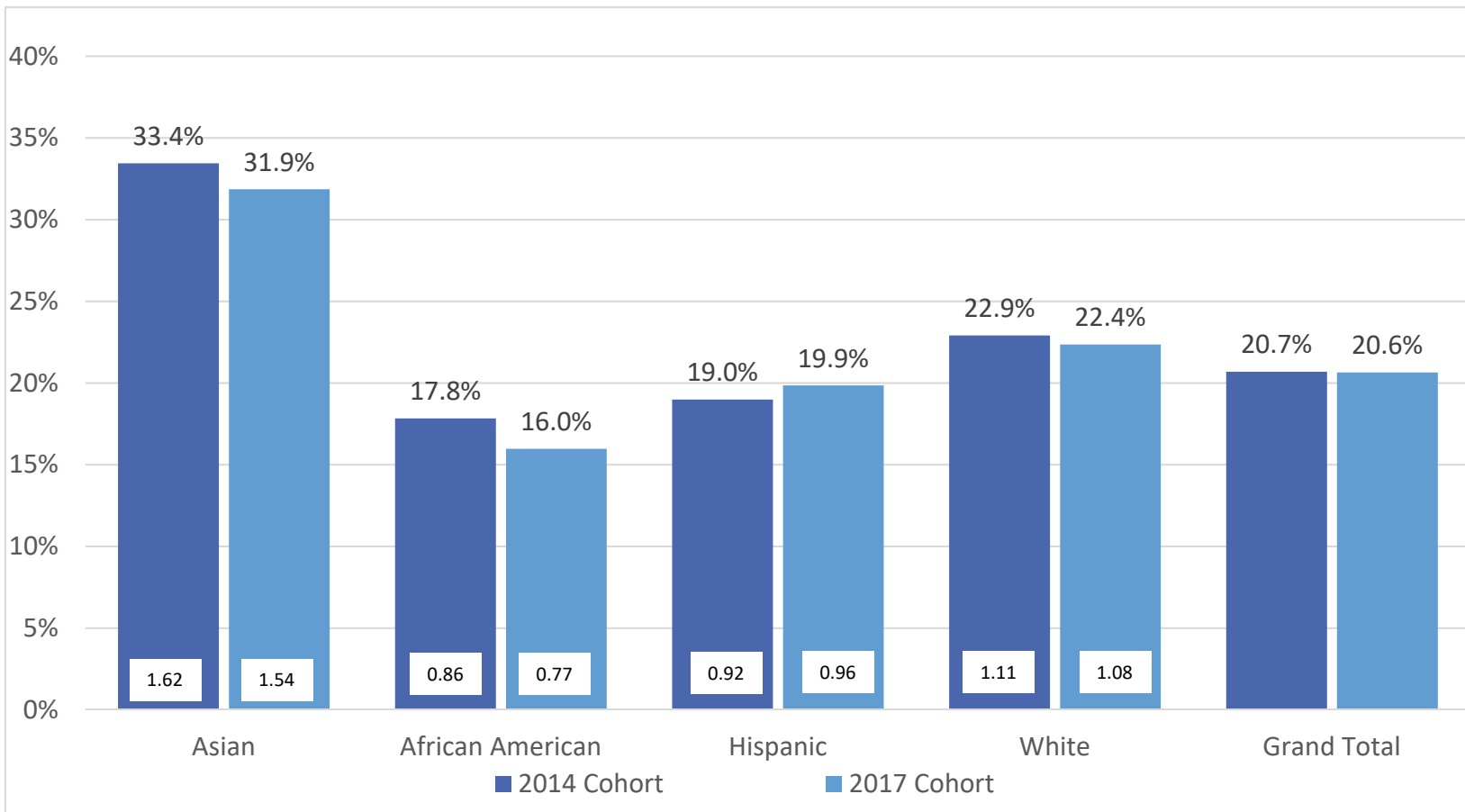
## Closing Gaps in Success

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- Achievement Rate = Percent of successful student achievement
- Proportionality Index (PI) = Measures if outcome is proportionate to representation in population.
  - Example: If a subgroup is 20% of the population, but only 15% of the outcomes, the subgroup's PI is .75 ( $15\%/20\% = .75$ )
- PI of less than .90 indicate areas of potential disproportionate impact.
  - Achievement Rates presented as percentages
  - Proportionality Indices presented in boxes at base of column

# Outcomes – Equity

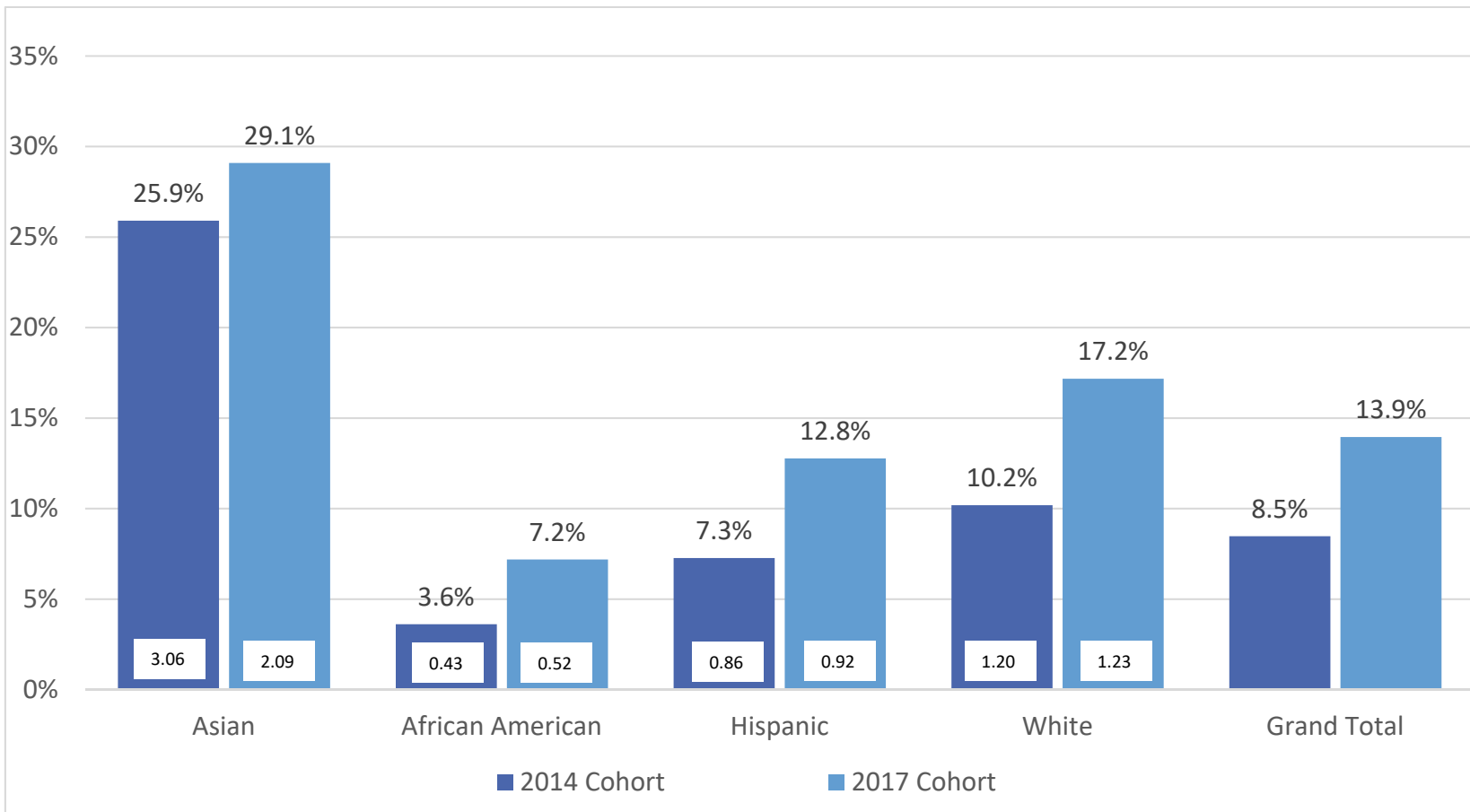
## Students Attending Full-Time Fall and Spring during First Year





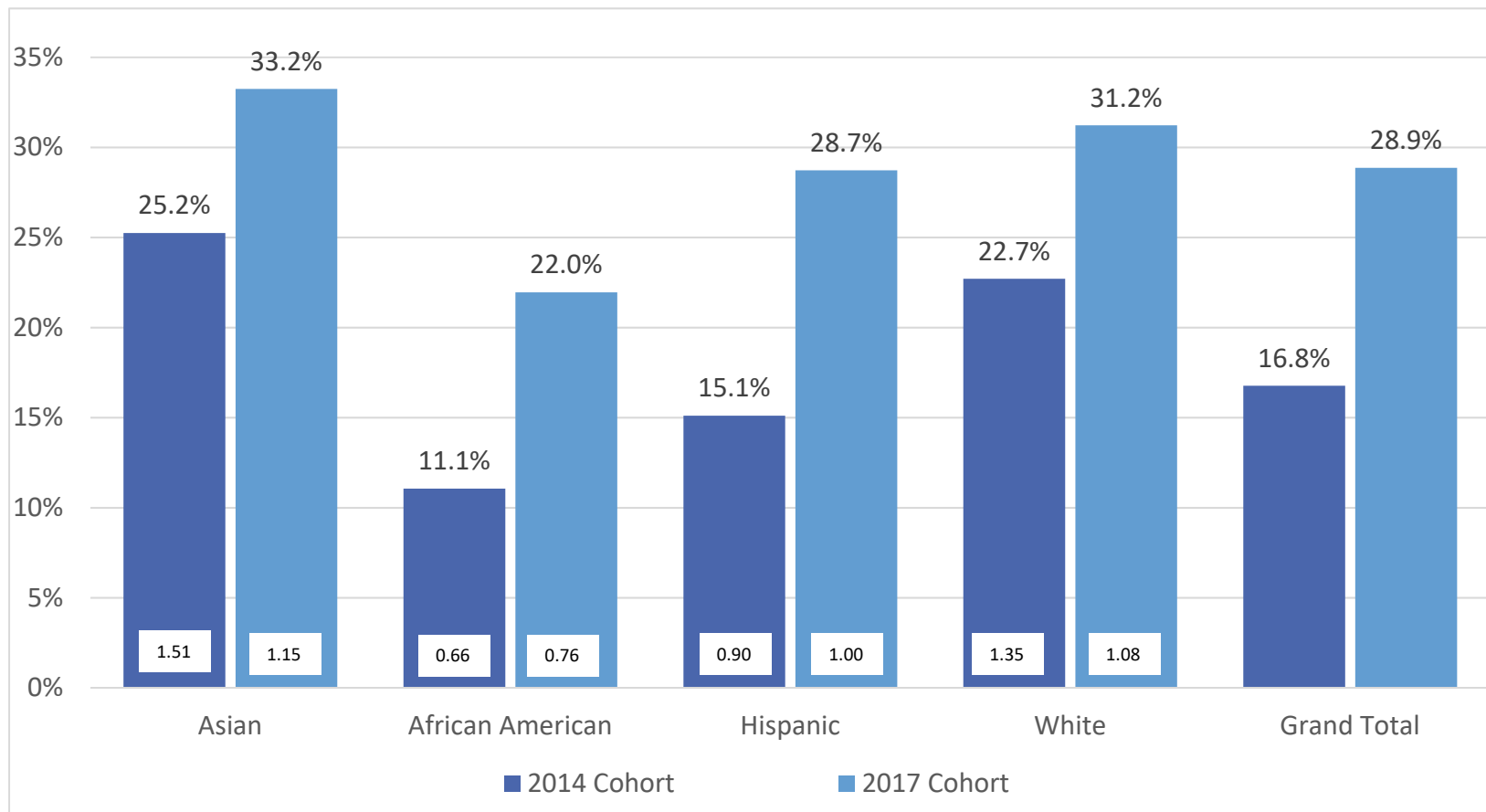
# Outcomes – Equity

## Successfully Completing Transfer-Level Math in First Year



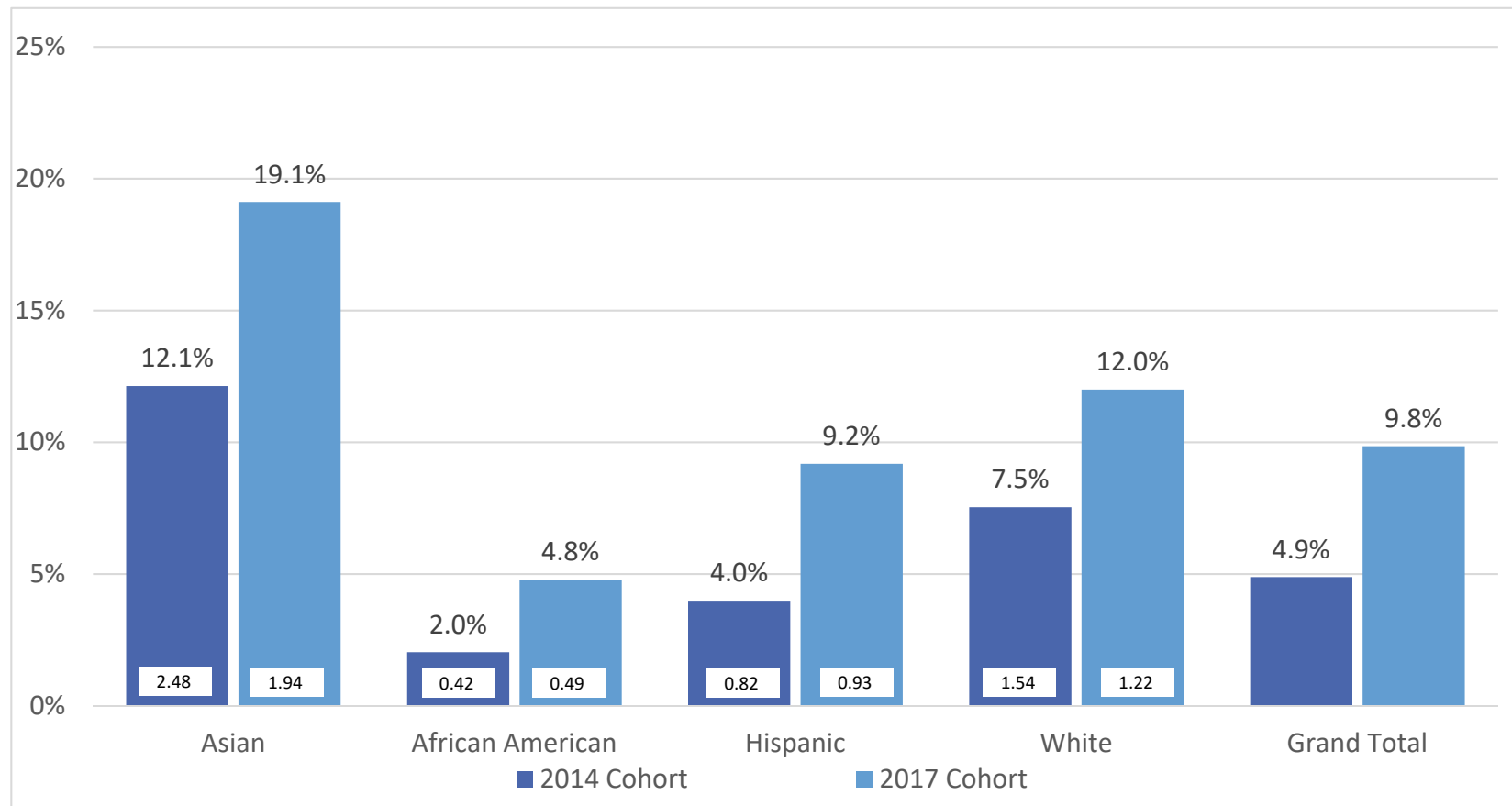
# Outcomes – Equity

## Successfully Completing Transfer-Level English in First Year



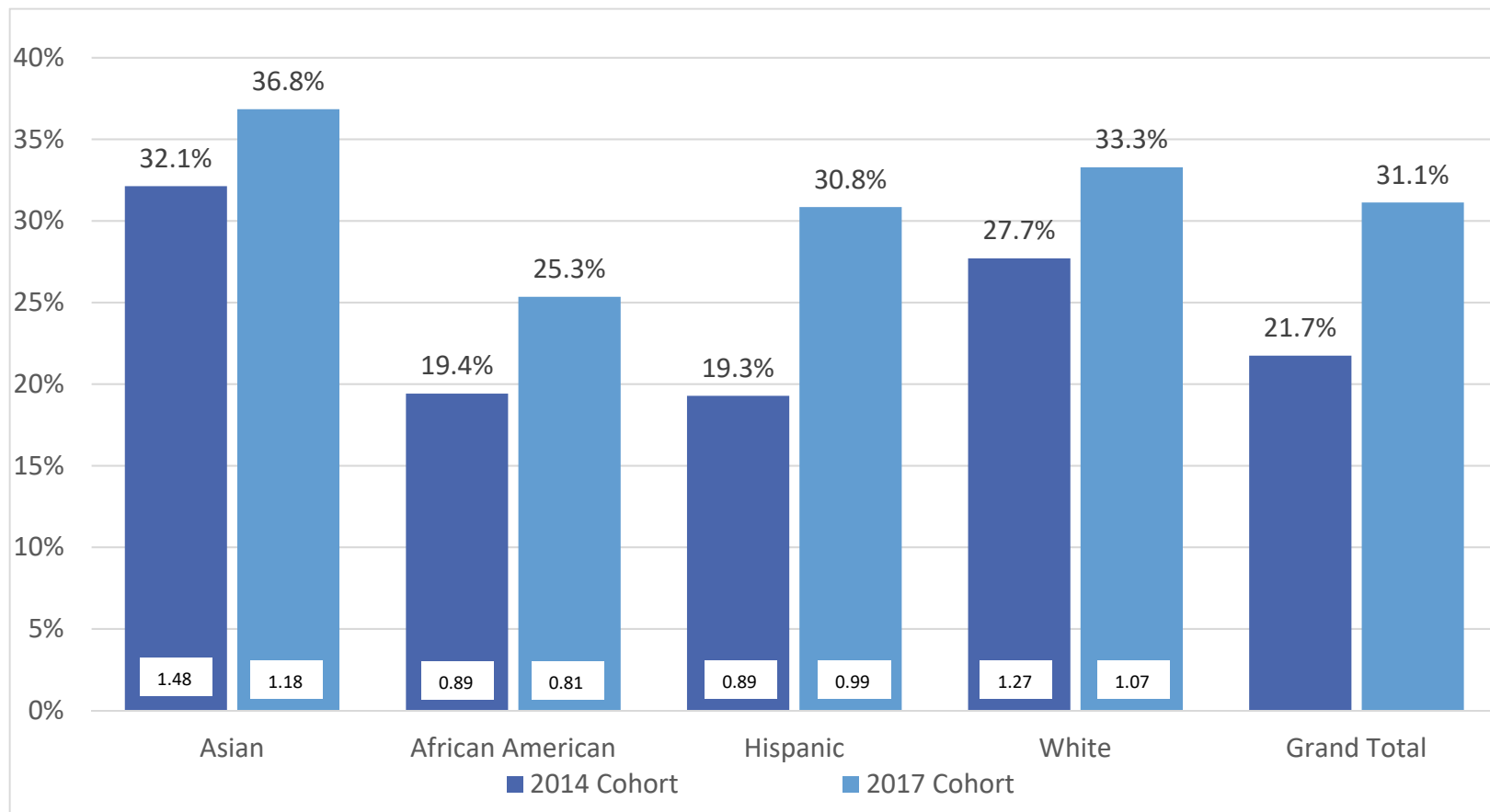
# Outcomes – Equity

## Successfully Completing Transfer-Level Math & English in First Year



# Outcomes – Equity

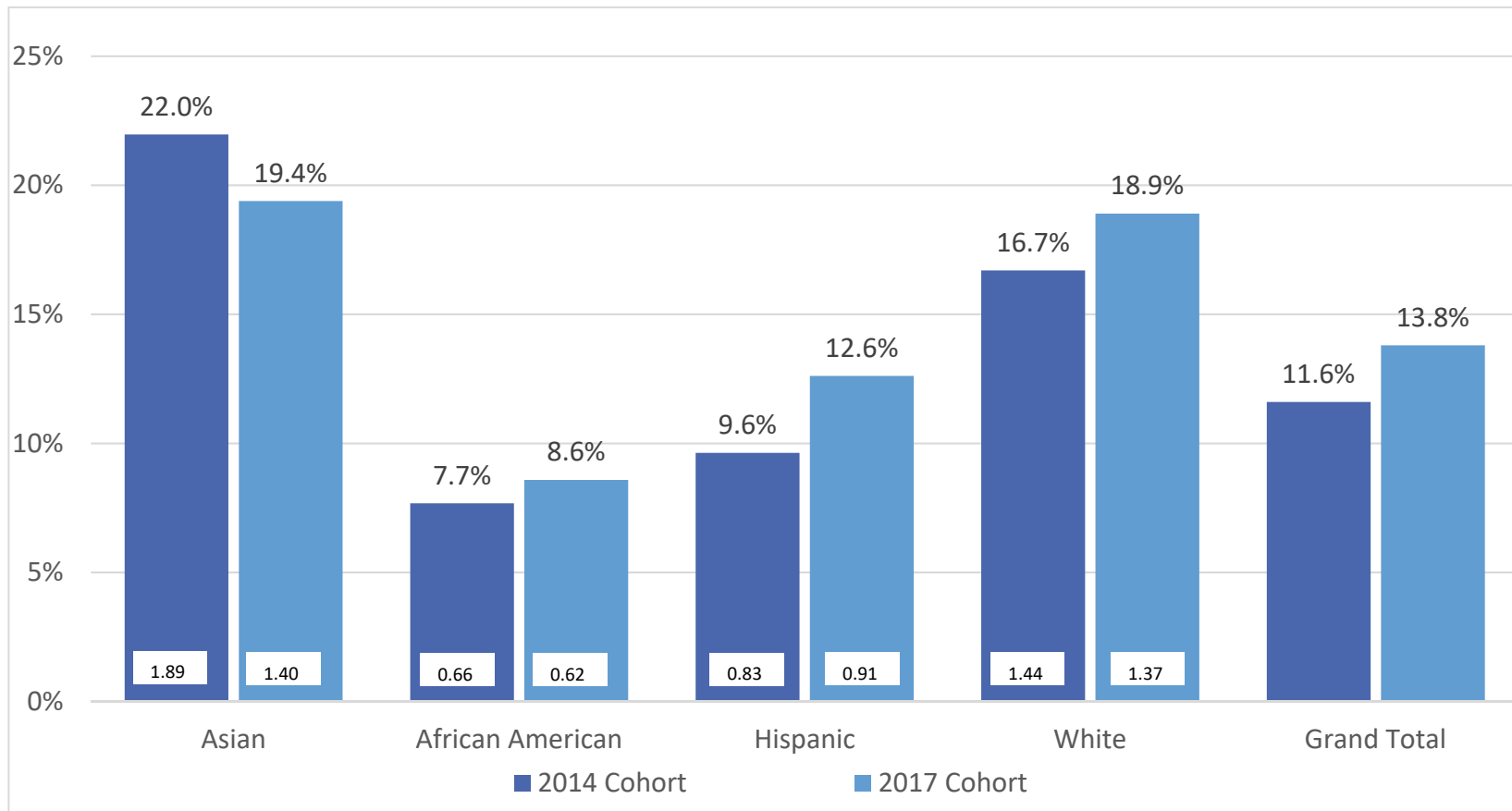
## First-Term, 12+ Degree Applicable Units Attempted



# Outcomes – Equity

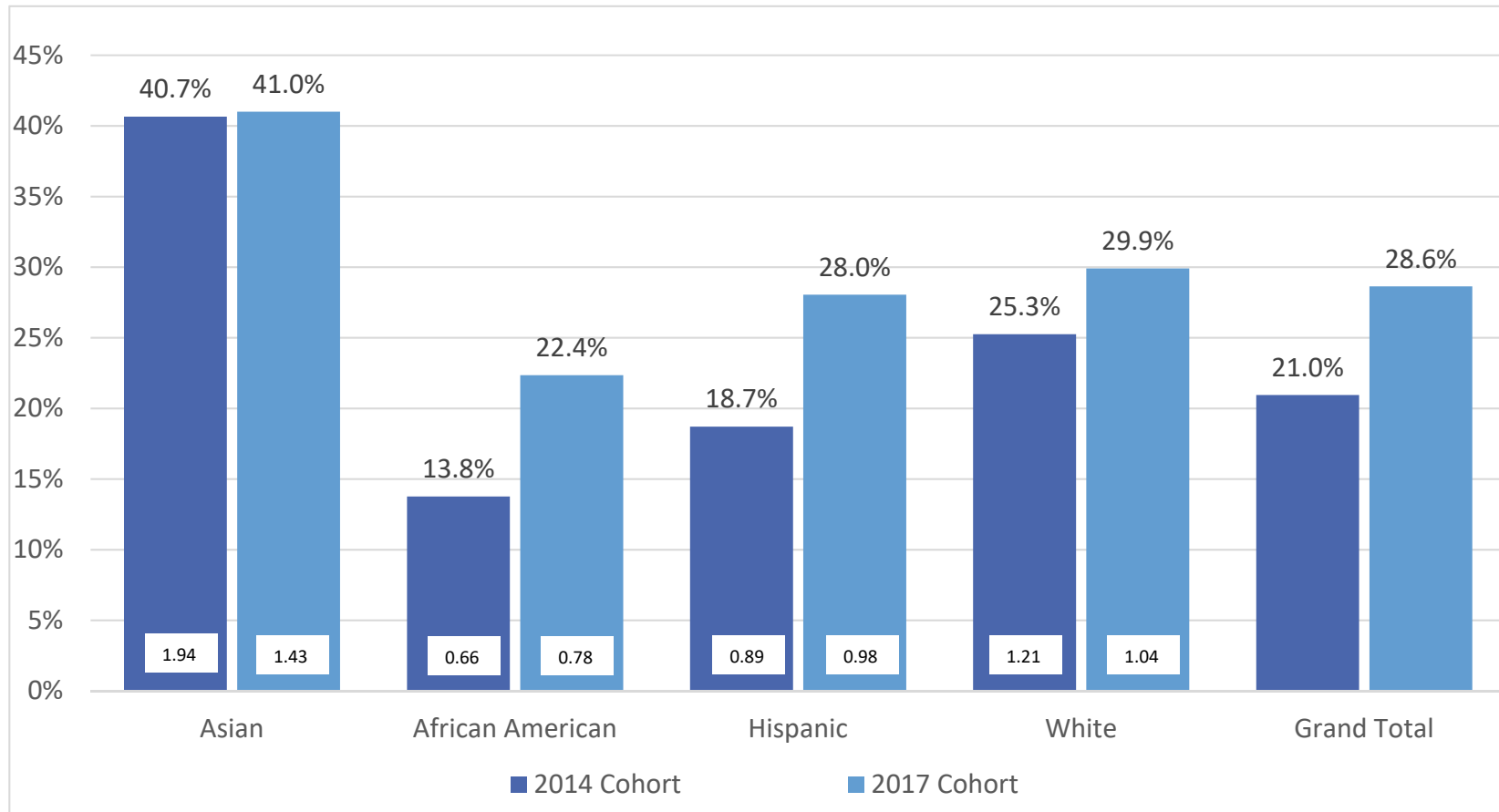
## First-Term, 12+ Degree Applicable Units Earned

### Earned



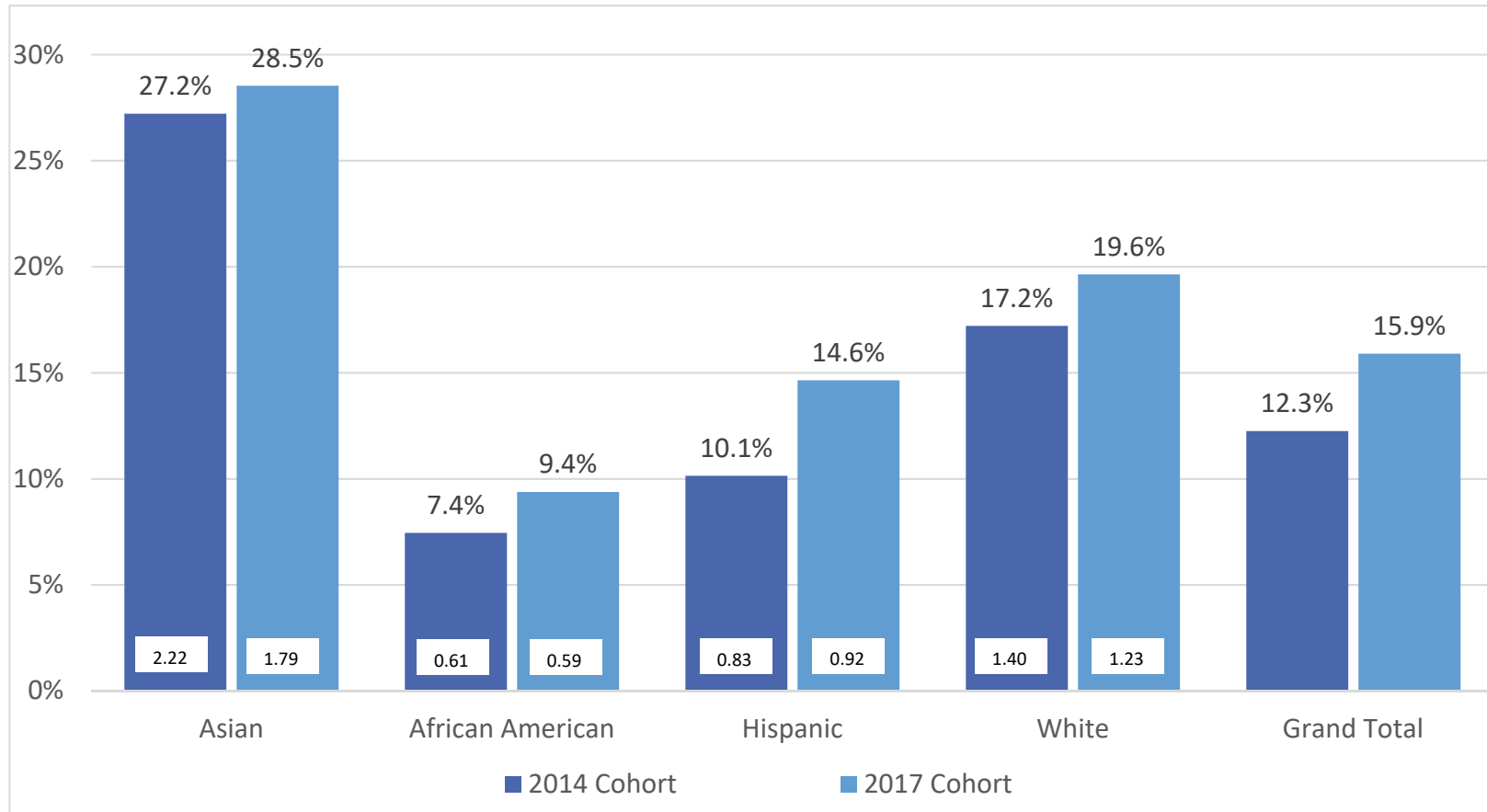
# Outcomes – Equity

## First-Year, 24+ Degree Applicable Units Attempted



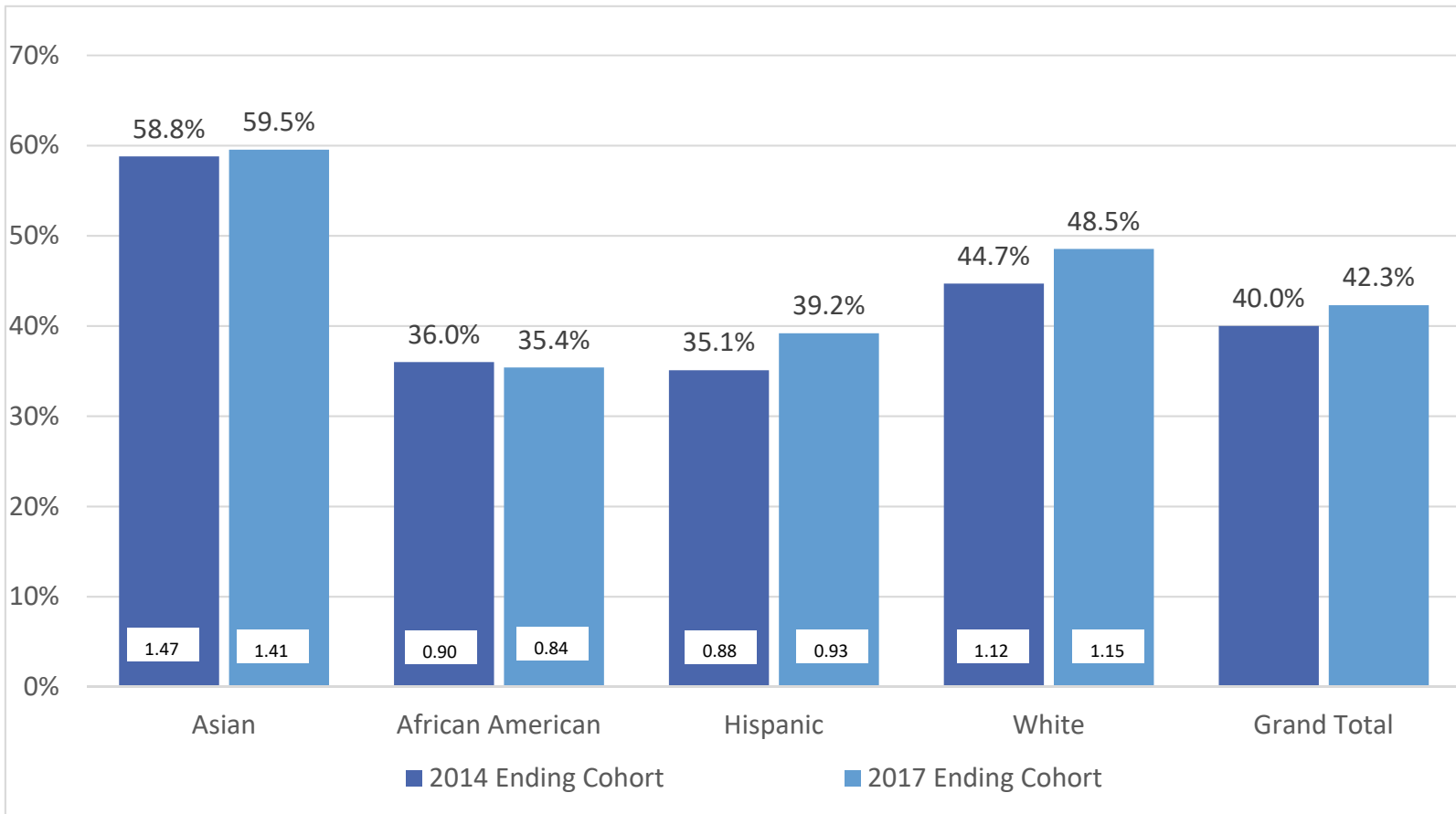
# Outcomes – Equity

## First-Year, 24+ Degree Applicable Units *Earned*



# Outcomes – Equity

## Student Success Scorecard: Awards, Certificates and Transfer-Related Outcomes





# Economic Impacts Created by RCCD (FY 2016-2017)

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- \$873.5 million total impact
  - \$201.3 million operations spending impact
  - \$70.2 million student spending impact
  - \$602 million alumni impact
- 12,898 jobs supported

# Inland Empire Guided Pathways (IEGP)

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- IEGP Consortium consists of 13 colleges: Antelope Valley, Barstow, **Chaffey**, Copper Mountain, Crafton Hills, Desert, Mt. San Jacinto, Moreno Valley, **Norco**, Palo Verde, **Riverside City**, San Bernardino Valley, and Victor Valley.
- IEGP planning began in Spring 2018 with support from the College Futures Foundation and kicked-off with a Summit in March 2019
- The IEGP Summit created a forum to:
  - Establish a common understanding of guided pathways throughout the Inland Empire;
  - Share strategies and best practices to accelerate implementation of guided pathways throughout the Inland Empire; and
  - Lay the groundwork for a 5-year implementation plan via the IEGP Consortium in partnership with Growing Inland Achievement

# Support Needed for IEGP

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- Continued funding of Guided Pathways Regional Coordinators to support the IEGP Consortium
- Funding to support technology facilitating integrated student supports (tutoring, supplemental instruction, early alert), on-boarding and coordinated case management for advising
- Policy changes facilitating data sharing across K-12 schools to community colleges to four-year institutions

# Questions???

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## Board of Trustees Regular/Committee Meeting (V.E)

Meeting	September 3, 2019
Agenda Item	Planning and Operations (V.E)
Subject	Planning and Operations 2016-2018 Clery Act Report
College/District	District
Funding	N/A
Recommended Action	Information Only

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### Background Narrative:

Federal Law, under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, requires educational institutions to record and disclose information related to criminal activity on or around campuses and other District -controlled facilities. The Clery Act further requires institutions to publish an annual report disclosing campus security policies and three (3) years of crime statistics. The annual report includes crime statistics, non--Clery calls for service activity, and Violence Against Women Act (VAWA) information. All of the safety information required by the Clery Act is provided in the report.

The current format for the 2016-2018 Clery Act Report is fully compliant with the law. The format also allows the police department to highlight its service -oriented philosophy and positive interactions with the college community.

The 2016-2018 Clery Act Report is submitted to the Board of Trustees for review and discussion.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services  
Monica Esqueda, Interim Director, Risk Management, Safety & Police Services  
Colleen Walker, Interim Chief of Police



# RIVERSIDE COMMUNITY COLLEGE DISTRICT

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COLLEEN WALKER, PRESENTER  
INTERIM CHIEF OF POLICE, RCCDPD






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# 2016-2018 CLERY REPORT

# CLERY REPORT




COVER →

**ANNUAL CLERY REPORT · 2019**



**MORENO VALLEY COLLEGE  
NORCO COLLEGE  
RIVERSIDE CITY COLLEGE**

**SAFE & SECURE**



# ROBBERIES

Campus/Location	Robbery, Armed						Robbery, Strong-Arm					
	Public Property			On Campus			Public Property			On Campus		
Year	16	17	18	16	17	18	16	17	18	16	17	18
<b>Riverside</b>	0	0	0	0	0	0	0	0	0	0	0	0
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	1	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0
<b>Moreno Valley</b>	0	0	0	0	0	0	0	0	0	0	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0



# HATE CRIMES

Campus/Location	Hate Crimes						Aggravated Assault						
	Public Property			On Campus			Public Property			On Campus			
	Year	16	17	18	16	17	18	16	17	18	16	17	18
<b>Riverside</b>	0	0	0	1	1	0	0	0	0	0	0	0	0
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Moreno Valley</b>	0	0	0	0	1	0	0	0	0	1	0	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0

# BURGLARIES & MOTOR VEHICLE THEFTS

Campus/Location	Burglary						Motor Vehicle Theft					
	Public Property			On Campus			Public Property			On Campus		
	Year	16	17	18	16	17	18	16	17	18	16	17
<b>Riverside</b>	0	0	0	6	7	1	0	0	0	10	8	4
Rubidoux Annex	0	0	0	0	0	0	0	0	1	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	1	0	0	0
<b>Moreno Valley</b>	0	0	0	0	0	0	0	0	0	2	0	0
Ben Clark Training Center	1	0	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	1	2
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0

# ARSON & LIQUOR LAW VIOLATIONS

Campus/Location	Arson						Liquor Law Violations						
	Public Property			On Campus			Public Property			On Campus			
	Year	16	17	18	16	17	18	16	17	18	16	17	18
<b>Riverside</b>	0	0	0	0	1	0	0	0	0	0	0	2	8
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0	1
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	1	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Moreno Valley</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0

# DRUG LAWS & ILLEGAL WEAPONS

Campus/Location	Drug Law Violations						Illegal Weapons Possession					
	Public Property			On Campus			Public Property			On Campus		
	Year	16	17	18	16	17	18	16	17	18	16	17
<b>Riverside</b>	0	0	6	6	15	13	0	0	0	1	0	9
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	4	1	0	0	0	0	2	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	9	1	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	1	0	0	0	0	0	0	0	0	0
<b>Moreno Valley</b>	0	0	0	0	0	0	0	0	0	0	0	0
Ben Clark Training Center	0	1	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	1	0	1	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0



# SEX OFFENSES - RAPE AND FONDLING

Campus/Location	Sex Offenses, Rape						Sex Offenses, Fondling					
	Public Property			On Campus			Public Property			On Campus		
	Year	16	17	18	16	17	18	16	17	18	16	17
<b>Riverside</b>	0	0	0	0	0	0	0	0	0	1	3	2
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	1	0	0	0	0
<b>Moreno Valley</b>	0	0	0	0	1	0	0	0	0	1	0	1
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	0	1
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0

# VIOLENCE AGAINST WOMEN ACT (VAWA)

Campus/Location	VAWA – Domestic Violence						VAWA – Dating Violence						
	Public Property			On Campus			Public Property			On Campus			
	Year	16	17	18	16	17	18	16	17	18	16	17	18
<b>Riverside</b>	1	1	0	0	2	0	0	0	0	0	2	0	0
Rubidoux Annex	1	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Moreno Valley</b>	0	0	0	0	0	0	0	0	0	0	1	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0

# VAWA - STALKING

Campus/Location	VAWA - Stalking					
	Public Property			On Campus		
	Year	16	17	18	16	17
<b>Riverside</b>	0	0	0	3	1	0
Rubidoux Annex	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0
CAADO	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0
<b>Moreno Valley</b>	0	0	0	1	6	1
Ben Clark Training Center	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	1	0
JFK Middle College HS	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0



# RIVERSIDE COMMUNITY COLLEGE DISTRICT

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# QUESTIONS?



COLLEEN WALKER, PRESENTER  
INTERIM CHIEF OF POLICE, RCCDPD

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# 2016-2018 CLERY REPORT





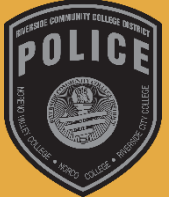
# ANNUAL CLERY REPORT • 2019

A GUIDE TO SAFETY & SECURITY IN THE RIVERSIDE COMMUNITY COLLEGE DISTRICT



MORENO VALLEY COLLEGE  
NORCO COLLEGE  
RIVERSIDE CITY COLLEGE

SAFE &  
SECURE



### CAMPUS SAFETY AND THE CLERY ACT

A safe campus is the top priority for the Riverside Community College District. This document is published in compliance with the “*Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.*” The “Clery Act” requires U.S. colleges and universities that participate in any federal student financial aid programs to disclose information about crime on and around their respective campuses.

Each participating institution’s annual report must do the following:

- Disclose the institutions campus security policies and three-year’s worth of specified crime and arrest statistics
- Be made available to students, faculty & staff and applicants for employment
- Provide information regarding certain institutions’ policies and procedures that are related to the Clery Act or the Violence Against Women Act (VAWA)
- Provide information regarding the institution’s emergency procedures
- Assure campus sexual assault victims of their rights

The U.S. Department of Education centrally collects and disseminates the statistics reported in the Annual Security Report at:

[ope.ed.gov/campusafety](http://ope.ed.gov/campusafety)

Schools that fail to comply can be penalized by the U.S. Department of Education.

Additionally, this publication is available on the Riverside Community College District’s website at: [www.rccd.edu/administration/police/Pages/CleryReports.aspx](http://www.rccd.edu/administration/police/Pages/CleryReports.aspx)

### RIVERSIDE COMMUNITY COLLEGE DISTRICT

The Riverside Community College District (RCCD) consists of three main college campuses; Norco College, Moreno Valley College and Riverside City College. Other District and/or college entities include the Ben Clark Training Center, RCC Culinary Arts Academy, Coil School for the Arts, Center for Social Justice and Civil Liberties, the RCC Rubidoux Annex, and the Office of Economic Development. The District’s policies and procedures pertaining to campus safety apply to each institution. The District does not currently have any residential facilities.

Relevant crime data from all regional law enforcement agencies are collected through the College Police Records Department, in consultation with college Student Services from each campus. For accuracy and to avoid duplication, the data collected is reviewed by the District’s Director of Risk Management as well as the College Police Chief.

#### **The Riverside Community College District Police Department**

The College Police Department operates under the general direction of the Director of Risk Management and is administered by the Chief of Police. College Police operate 24-hours-a-day and may be contacted through Police Dispatch at (951) 222-8171. Police stations are located at:

Norco College  
2001 Third St. Norco, CA 92880 (951)372-7000

Moreno Valley College  
16130 Lasselle St. Moreno Valley, CA 92551  
(951) 571-6100

Riverside City College  
4800 Magnolia Ave. Riverside, CA 92506  
(951) 222-8000

College Police officers are sworn police officers in accordance with the California Education Code and the California Penal Code. Officers receive the same training as all sworn officers in the State of California and they have the same authority.



The College Police Department ensures that reasonable protection is provided to members of the college community while they are at locations owned or controlled by the District by utilizing crime prevention methods that fit within and contribute to the educational philosophy of the Riverside Community College District. College Police provides a full range of public safety services, including responding to all reports of crime, various investigations, medical and other emergency response and traffic control matters. The College Police also enforces laws regulating trespass, underage drinking and the illegal use of controlled substances.

The RCCD has a Memorandum of Understanding with both the Riverside Sheriff's Department and the Riverside Police Department detailing the manner and circumstances under which information will be shared between the agencies, and certain circumstances under which those entities will provide assistance with the response to incidents on campus that require specialized resources and equipment.

**RCCD Non-Discrimination Policy.**

The District is committed to equal opportunity in educational programs, employment and access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to actual, perceived or association with others' ethnic group identification, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, genetic information, ancestry, sexual orientation, or physical or mental disability, pregnancy, or any characteristic listed or defined in Section 11135 of the Government code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code. In addition to these protected bases, the District additionally provides equal employment opportunities to all applicants and employees regardless of gender, medical condition, marital status, or status as a Vietnam-era veteran.

**POLICIES AND PROCEDURES RELATED TO CRIME REPORTING AND EMERGENCY RESPONSE**

The Riverside Community College District encourages all of its community members to report criminal matters, unquestionable or perceived, to the College Police. Such reporting allows College Police to facilitate safety of its stakeholders, including by ensuring that criminal matters are evaluated for whether they should result in the issuance of a campus-wide warning notification.

If assistance is required by the Campus Police, the District recommends contacting Police Dispatch at (951) 222-8171, or the RCCD Human Resources and Employee Relations or Title IX Coordinator at (951) 222-8797. A member of the community may always report a crime or other emergency situation to Campus Police by dialing 9-1-1.

While the District encourages its stakeholders to report criminal activity - individuals, including victims of crime, are not required by law to report criminal activity. Members of the college community can report a crime without identifying themselves to Dispatch over the telephone. In the instance of a criminal report, the College Police will take measures to protect the victim's confidentiality when necessary.

**OTHER AVAILABLE SERVICES**

Individuals designated as mental health counsellors and whose job responsibilities include providing psychological counseling to students, may respect a reporting party's wish for confidentiality when the counselor receives a report. This confidentiality must be within the counselor's job description and licensure. These mental health specialists constitute a professional counsellor within the meaning of the Clery Act.

The District does not provide pastoral counselling within the meaning of the Clergy Act. Pastoral counselors are those individuals who are associated with a religious order or denomination, are recognized by that religious order or denomination as someone who provides confidential counseling, and who are functioning within the scope of that recognition as a pastoral counselor.

### EMERGENCY NOTIFICATIONS

RCCD is committed to a safe educational and work environment for all students, faculty and staff as well as the surrounding community and visitors. Timely communication in the event of an emergency is a priority. In the event of a serious incident that poses an immediate threat to life or property, the District has various systems in place in order to communicate information to stakeholders quickly.

The District's emergency communication protocol involves the following communication components, any or all of which may be used in an emergency.

- Rave Guardian Notifications
- Telephone calls to land-lines
- Telephone calls and text messages to cellular telephones
- Email to students, faculty & staff
- Notifications via select social media platforms

To help facilitate receipt of such emergency notifications, RCCD encourages students, faculty & staff to provide cell phone numbers and email addresses and sign-up for the Rave Guardian mobile application.

In the event of a major incident on property owned or controlled by the District, in addition to dispatching College Police personnel, it is the responsibility of the Police Dispatch to notify the appropriate allied agencies. In all circumstances, the College Chief of Police will confirm whether the circumstances constitute a significant emergency or dangerous situation involving an immediate threat to the health and welfare of those on campus. That determination will be considered by the Vice Chancellor of Business Services and Financial Services, the Vice Chancellor of Strategic Communications and Institutional Advancement, the Director of Risk Management and the affected College President prior to the initiation of the mass notification protocol.

The Vice Chancellor of Strategic Communication and Institutional Advancement or designee will be responsible for the dissemination of the electronic communication to the entire College District. Responsibility for communications, including non-electronic communications, directed toward specific segments of the college community will be apportioned through the appropriate college President or their designee.

The District conducts numerous tests of its emergency communication components throughout the year. These tests can be publicized or unannounced.

### SPECIFIC EMERGENCY PROCEDURES

#### Shelter in Place

Under certain circumstances, the College Police may advise members of the District to shelter in place. In most circumstances, sheltering in place provides protection from external hazards, minimizes the chance of injury and/or provides the time necessary to allow for a safe evacuation. Sheltering in place should be done by selecting a small interior room if possible, with no windows

or as few windows as possible. All attempts should be made to identify a sufficient location prior to an emergency event. When authorities issue a directive to shelter in place, take refuge inside as soon as possible; do not walk outdoors.

An order to shelter in place may be issued in response to:

- An active shooter
- Severe storm or weather
- Hazardous materials
- Civil unrest
- A hostage situation
- Any condition that involves a threat outdoors

If a shelter in place order is activated:

- Remain calm
- Select the appropriate space and lock all doors, windows and any other opening to outdoors
- Stay away from doors and/or windows
- Avoid overcrowding by selecting several rooms if necessary

For external chemical, biological or radiological incidents:

- Stay inside and move to an inside corridor or office
- Facilities personnel may need to shut down all building ventilation and air conditioning systems when necessary and appropriate
- Remain alert for instructions and updates as they become available from emergency personnel or college administration

**Evacuation Procedures, Including in Case of Fire**

At the sound of a fire alarm, or if you are instructed to evacuate, proceed to the nearest exit and leave the building. If you are the first to recognize a fire situation, activate the fire alarm, evacuate to the safest location, and notify the College Police.

- Remain calm
- Exit via the stairs - do NOT use elevators
- Assist the physically impaired when possible
- Proceed to a clear area at least 150 feet from the building
- Keep walkways and driveways clear for emergency personnel and vehicles
- Make sure that everybody is out of the building
- Do not re-enter the building until instructed to do so by emergency personnel or college administrators

**Rave Guardian Notices**

The District or colleges will issue a Rave Guardian notice whenever the college administration and/or College Police believe that there may be a serious or continuing threat to students, faculty or staff. The intent of the Rave Guardian alert is to aid in the prevention of similar crimes and to enable members of the District community to take proactive steps to protect themselves.

The Vice Chancellor of Strategic Communication and Institutional Advancement or designee will review and revise the text of the Rave emergency messages as necessary, and then transmit the notification containing the notice to the college community. The content of the message will not contain confidential information, such as a victim’s name, but will contain the information appropriate to assist members of the Riverside Community

College District in preventing similar incidents. A Rave notification will not be transmitted if it is deemed that the notification will compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.

At the direction of the Chancellor, Rave notices will only be sent to member of the RCCD community associated with locations or institutions at which it is deemed there is a serious or continuing threat to students, faculty or staff. Updates about any case resulting in a criminal case will be distributed as deemed appropriate.

**POLICIES AND PROCEDURES RELATED TO DATING VIOLENCE, DOMESTIC VIOLENCE, SEXUAL ASSAULT AND STALKING**

**Prohibition**

The Riverside Community College District prohibits the crimes of dating violence, domestic violence, sexual assault and stalking as they are defined under the Clery Act:

Domestic Violence: the term “Domestic Violence” means -

- 1) Felony or misdemeanor crime of violence committed by –
  - a. A former spouse or intimate partner of the victim
  - b. A person with whom the victim shares a child in common
  - c. A person who is cohabitation with the victim as a spouse or intimate partner
  - d. A person similarly situated to a spouse of the victim under the domestic violence laws of the jurisdiction in which the crime of violence occurred

e. Any other person against an adult or youth victim who is protected from that persons acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

- 2) The term “crime of violence” means an offense that has as an element the use, attempted use, or the threat of use of physical force against the person or property of another; or any other offense that is a felony and that, by its nature, involves a substantial risk that physical force against the person or property of another may be used in the course of committing the offense. (18 USC § 16 )

Dating Violence: the term “dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and

- 1) The existence of such a relationship shall be determined based on the reporting party’s statement and with the consideration of the length of the relationship, the type of relationship, and the frequency of the interaction between the persons involved in the relationship. For the purposes of this definition –
  - a. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse

Stalking: the term “stalking” means –

- 1) Engaging in a course of conduct directed at a specific person that would cause a reasonable person to –
  - a. Fear for the person’s safety or the safety or safety of others; or
  - b. Suffer substantial emotional distress
- 2) For the purposes of this definition –
  - a. Course of conduct means two or more acts, including, but not limited to; acts in which the stalker directly, indirectly, or through third parties, by action, method, device, or means follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person’s property.
  - b. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily require medical or other professional treatment or counseling.
  - c. Reasonable persons mean a reasonable person under similar circumstances and with similar identities to the victim.

Sexual Assault: an offense that meets the definition of rape, fondling, incest, or statutory rape as defined in the FBI’s Uniform Crime Reporting system. A sex offense is any act directly against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.

Rape: penetration, however slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ

of another person, without the consent of the victim.

Fondling: the touching of the private parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Incest: Nonforcible sexual intercourse between persons who are related to each other within the degree wherein marriage is prohibited by law.

Statutory Rape: nonforcible sexual intercourse with a person who is under the statutory age of consent.

The District also prohibits these crimes as defined in the California Penal Code.

Consent: Affirmative consent means affirmative conscious and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout the sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by

itself be assumed to be an indicator of consent.

In the evaluation of complaints in any disciplinary process, it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the complainant consented to the sexual activity under either of the following circumstances:

- a. The accused's belief in affirmative consent arose from the intoxication or recklessness of the accused
- b. The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.

In the evaluation of complaints in the disciplinary process, it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew, or reasonably should have known, that the complainant was unable to consent to the sexual activity under any of the following circumstances:

- a. The complainant was asleep or unconscious;
- b. The complainant was incapacitated due to the influence of drugs, alcohol, or medication;
- c. The complainant could not understand the fact, nature, or extent of the sexual activity; or
- d. The complainant was unable to communicate due to mental or physical condition." (Education Code Sec. 67368)

In criminal proceedings, consent is defined as: *"Positive cooperation in act or attitude pursuant to an exercise of free will. The person must act freely and voluntarily and have knowledge of the nature of the act or transaction involved"* (CA

Penal Code 261.6). Under state law, criminal liability may attach when:

- a. A person is incapable of giving legal consent because of a mental disorder or physical or developmental disability, and this is known or reasonably should be known to the person committing the act
- b. It is accomplished against a person's will by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the person or another
- c. A person is prevented from resisting by any intoxicating or anesthetic substance, or any controlled substance, and this condition was known, or reasonably should have been known by the accused
- d. A person is unconscious of the nature of the act and this was known to the accused
- e. A person submits under the belief that the person committing the act is someone known to the victim other than the accused, and this belief is induced by the accused with intent to induce the belief
- f. It is accomplished against the victim's will by threatening to retaliate in the future against the victim or any other person, and there is a reasonable possibility that the perpetrator will execute the threat
- g. It is accomplished against the victim's will by threatening to use the authority of a public official to incarcerate, arrest, or deport the victim or another and the victim has a reasonable belief that the



perpetrator is a public official (CA Penal Code 261, 286, 288a, 289).

**Policies and Procedures for Reporting and Responding to Incidents**

**Reporting an Incident Generally**

Members of the college community can report an incident of dating violence, domestic violence, sexual assault, or stalking to law enforcement, to their respective college, the District or none of the above. A report does not need to be made by the victim of an incident but may be reported by a third party.

In the event of a sexual assault a victim wishes to make a report to law enforcement or to the District, the victim may wish to do so as soon as possible in order to aid in the preservation of physical evidence of the assault. If the offense occurred in the prior 96-hours, for the preservation of evidence that may assist in proving that the alleged criminal offense occurred, a victim of sexual assault may not wish to bathe, change/laundry clothing, or clean the bed/linens where the assault occurred. The victim may also aid in the collection of evidence by not disposing of any damaged or stained clothing or other items of evidentiary value. While a victim may ultimately choose not to make a report of sexual assault, nevertheless, the individual may wish to consider preserving evidence as described. In California, evidence may be collected even if a victim does not wish to make a report to law enforcement.

Victims of sexual assault, domestic violence, stalking and dating violence are encouraged to also preserve documentary evidence by saving text messages, instant messages, social networking pages, or other forms of communication. Victims should also save pictures,

logs or other copies of documents if they have any evidentiary value to law enforcement or the College District during any administrative proceeding.

**Reporting to Law Enforcement**

An individual may make a report directly to the Riverside Community College District Police by calling (951) 222-8171. College Police will immediately initiate a criminal investigation into any on-campus sexual assaults.

As stipulated in the California Constitution, Article I, Sec 28(b), also known as *the Victims' Bill of Rights* (Marsy's Law) a victim of sexual assault, and all crime victims in general, have safeguards that provide for the victim to be reasonably protected from the defendant and persons acting on behalf of the defendant, and to prevent the disclosure of confidential information or records to the defendant, the defendant's attorney, or any other person acting on behalf of the defendant, which could be used to locate or harass the victim or the victim's family or which disclose confidential communications made in the course of medical or counseling treatment, or which are otherwise privileged or confidential by law. Crime victims may obtain additional information regarding Marsy's law and local victim witness assistance centers information by contacting the California State Attorney General's Office of Victim's Services at (877) 433-9069.

Per a Memorandum of Understanding (MOU), College Police may contact the Riverside Police Department or Riverside Sheriff's Department if highly specialized resources or equipment are needed to complete the investigation.

**Riverside Police Department**

4102 Orange Street, Riverside, CA 92501  
(951) 826-5700

**Riverside Sheriff's Department**

4095 Lemon St. Riverside, CA 92501  
(951) 955-2400

Reporting to the College District

An individual may also make a report to the Riverside Community College District. It is recommended that the individual report an incident directly to the Title IX Compliance Officer or one of the Title IX Deputy Coordinators.

What is Title IX?

Title IX of the Educational Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

Examples of the types of conduct that violate Title IX include, but are not limited to:

- Sexual innuendos and comments
- Sexually explicit questions
- Requests for sexual favors
- Unwelcomed touching, hugging, stroking, squeezing
- Spreading rumors about a person's sexuality
- Sexual ridicule
- Displaying or sending sexually suggestive electronic content, including but not limited to emails, text messages, etc.
- Pervasive displays of pictures, cartoons, or other materials with sexually explicit or graphic content
- Stalking a person
- Attempted or actual sexual violence
- Acts of domestic or relationship violence

**Title IX Coordinator**

Lorraine Jones, District Compliance Officer  
[Lorraine.jones@rccd.edu](mailto:Lorraine.jones@rccd.edu)  
Phone: (951) 328-3874

**Deputy Title IX Coordinators:****Moreno Valley College**

Silvester Julienne, Human Resources Liaison  
[Silvester.julienne@rccd.edu](mailto:Silvester.julienne@rccd.edu)  
Phone: (951) 571-6279

**Norco College**

Susan Boling, Human Resources Liaison  
[Susan.boling@rccd.edu](mailto:Susan.boling@rccd.edu)  
Phone: (951) 739-7801

**Riverside City College**

Martha Arellano, Human Resources Liaison  
[Martha.arellano@rccd.edu](mailto:Martha.arellano@rccd.edu)  
Phone: (51)382-3703

**Riverside Community College District**

Georgina Villasenor, Human Resources Analyst  
[Georgina.villasenor@rccd.edu](mailto:Georgina.villasenor@rccd.edu)  
Phone: (951) 328-3725

**Additional Resources**

Campus Police  
Risk Management, Safety & Police (24-hour Dispatch) (951) 222-8171 or 9-1-1

**Student Health Services**

Moreno Valley College  
(951) 571-6103 or (951) 571-6147

Norco College  
(951) 372-7046

Riverside City College  
(951) 222-8151

**Community Resources**

Riverside Area Rape Crisis Center  
(951) 686-RAPE (7273)

Rape, Abuse, and Incest National Network  
(RAINN) 1 (800) 656-4673

**Area Hospitals**

Riverside University Health System Medical Center  
26520 Cactus Avenue. Moreno Valley, CA 92555  
(951) 486-5650 (Emergency Room)  
(951) 486-5670 (Fast Trac)  
(951) 486-4000 (Operator)

Corona Regional Medical Center  
800 S. Main St. Corona, CA 91720  
(951) 736-6241

An individual may make a report to the District. It is recommended that an individual report an incident directly to the Title IX Coordinator or one of the Title IX Deputy Coordinators, but all district faculty, managers and supervisors, police, and employees who have regular contact with students will notify the Title IX Coordinator of any reports they receive of dating violence, domestic violence, sexual assault, or stalking.

District personnel, including the Title IX Coordinator(s), counselors, and Health Services personnel can and will assist the individual to contact law enforcement if that individual desires to do so. Again, although the District strongly encourages all members of its community to report incidents of dating violence, domestic violence, sexual

assault, and stalking to law enforcement, it is the victim's choice whether or not to make such a report and victims have the right to decline involvement with the police.

When appropriate as a precautionary measure, interim remedy, or non-disciplinary remedy, the District may issue a written directive instructing a student or employee to refrain from communicating with another student or employee or be subject to disciplinary action.

**Orders of Protection**

An order of protection is a legal order prohibiting a party, such as the aggressor in a dating violence, domestic violence, sexual assault, or stalking situation, from having contact with a victim. An order of protection may also prohibit the party from appearing at a given location, such as the victim's residence, work, or school. Examples of orders of protection are: Emergency Protective Order (EPO); Temporary Restraining Order (TRO); and Permanent Restraining Order (RO). The District complies with California law in recognizing orders of protection, and will assist a protected party in enforcing an order of protection of which it is aware.

Under certain circumstances, College Police may secure a temporary Emergency Protective Order when responding to a domestic violence, dating violence, sexual assault, or stalking situation, but neither College Police nor the District may issue a permanent Restraining Order.

College Police or the Title IX Coordinator will provide a victim with information to enable the individual to obtain an order of protection through the Superior Court of California, County of Riverside. Other Advocacy or Victims' Assistance Organizations.

**Please note:** Neither the employees of the Riverside Community College District nor the Riverside Superior Court are affiliated with the above programs, nor do they endorse, evaluate, supervise, or monitor the programs. Each program is independently responsible for compliance with applicable state or federal laws.

The Riverside Community College District absolutely prohibits the crimes of dating violence, domestic violence, sexual assault, and stalking, as defined by the Clery Act and by the California Penal Code. The District strongly encourages victims to report all such incidents to the District and to law enforcement, but respects a victim's decision to decline to do so. If the District has notice of any such incident, the District will fulfill its obligation to take action to end, prevent, and remedy incidents of sex or gender-based discrimination.

The District has notice of an incident when a responsible employee, meaning College Police personnel, District faculty, managers and supervisors, or personnel who regularly interact with students, is aware or should be aware of the incident. The Title IX Coordinator will coordinate the District's response to all such incidents.

#### **Interim Remedies**

The District will always provide victims with written referrals to resources as described above. A victim always has the choice whether or not to make use of these resources. The Title IX Coordinator will also work with the victim and appropriate members of the administration to offer the victim reasonable and appropriate interim remedies and/or accommodations, examples of which might include, but are not limited to:

- Academic accommodations, such as extra time on assignments, exceptions to attendance policies, online submission of assignments, or tutoring
- Late drops or withdrawals from courses
- Transfer of courses
- Special parking arrangements
- Accommodations related to financial aid
- Alternative work arrangements
- Escorts by College Police officers

Note that the District will not presume when arranging potential course transfers that it is appropriate to transfer a potential victim rather than the alleged aggressor.

Factors the Title IX Coordinator will consider in determining what accommodations are appropriate include the need expressed by the victim, the severity or pervasiveness of the allegation, possible continuing effects on the complainant, and the burden on the District and/or the responding party associated with implementing the arrangements. The Title IX Coordinator will arrange these accommodations while preserving the victim's confidentiality to the utmost extent possible. The Title IX Coordinator will not disclose to individuals executing the arranged interim remedies/accommodations the nature of the incident leading to the accommodations unless it is necessary for that implementation. The Title IX Coordinator will disclose the identity of the individual requesting the accommodation to the minimum number of District personnel necessary to affect the accommodation, and such personnel must maintain strict confidentiality. The Title IX Coordinator will inform the victim that such a disclosure may be required to affect the accommodation prior to making the disclosure.

Record-keeping related to reports of dating violence, domestic violence, sexual assault, and stalking is maintained in the District's online Maxient system, with access restricted to members of the Title IX Compliance Office. When preparing required reporting documents, such as the Annual Security Report, the Title IX Coordinator shall cooperate with College Police and generate reports of incidents without information likely to disclose the identity of any victim, such that College Police can correctly calculate the required information while avoiding duplication. The District does not publish the name of crime victims nor house identifiable information regarding victims in the Daily Crime Log maintained by College Police or online.

**Comprehensive Response**

In response to all notifications of possible sex or gender-based misconduct, including dating violence, domestic violence, sexual assault, or stalking, the Title IX Coordinator will commence a prompt, thorough, fair and impartial inquiry in the matter. While the Title IX Coordinator will attempt to abide by the wishes of the victim to the extent possible, the Title IX Coordinator will take the responsive action necessary to end any potential discrimination, prevent its recurrence, and remedy its effects. Generally, a violent incident, including most incidents of dating violence, domestic violence, and sexual assault will require the District to proceed with a prompt, thorough, and impartial investigation meeting the elements of due process required to take disciplinary action if the allegations are substantiated.

The Title IX Coordinator, along with any individual assisting the Title IX Coordinator in implementing the District's response to a notification of dating violence, domestic violence, sexual assault, or stalking, including the Title IX Investigator and Title IX Deputies, receives annual training relating

to those topics and how to protect the safety of victims and promote accountability.

When the District receives notifications of possible dating violence, domestic violence, sexual assault, and stalking, the District's trained Title IX Investigator(s) will generally commence an investigation into the matter to determine whether the accused individual has violated the Student Code of Conduct contained in District Policy 3100, the District Nondiscrimination Policy 3410, the Harassment & Retaliation Policy 3430, or the District Policy 3540 Prohibiting Sexual Assault. Again, the Title IX Investigator will conduct this investigation and preserve the victim's confidentiality to the utmost extent possible, while also adhering to the District's legal mandate to end the discrimination.

Throughout the process, both parties may be accompanied to any meeting or proceeding by an advisor of their choice, and this advisor may be an attorney.

At a minimum, the investigation will involve interviewing and collecting information from the victim and respondent and any witnesses they identify and interviewing and collecting information from any other witness the Title IX Investigator deems appropriate. Prior to interviewing the responding party, the Title IX Investigator will provide the responding party with notice that the party is under investigation, including specific information regarding the alleged conduct constituting the alleged violation and applicable District Policy alleged to have been violated. The Title IX Investigator will interview the responding party and collect information from any other witness identified by the responding party, though the District does not deem character witnesses relevant to Title IX proceedings. Any witness may decline to meet

with the Title IX Investigator, though the responding party may be found responsible for the alleged violation even though they chose not to meet with the Title IX Investigator.

The Title IX Investigator will create a written summary containing the information collected during the investigation and provide both parties with an opportunity to review the written summary and offer responsive comment and information.

The Title IX Investigator creates an Investigation Report that includes a finding as to whether, by a preponderance of the evidence, the respondent violated District Policy with respect to each allegation made by the victim. It is anticipated that the investigation undertaken by the Title IX Investigator will take up to five or six weeks but may take less in more straightforward matters.

The Title IX Coordinator will then approve that determination and, if there has been a finding that the responding party violated District Policy, forward the Investigation Report on for appropriate disciplinary action. In the case of student respondents, such disciplinary action is determined and imposed by the President, Student Services, and may include disciplinary probation, mandatory training, restriction from specific District activities, suspension of up to five years, or expulsion. In cases of recommended expulsion, California law requires that the respondent be provided with an opportunity to appear before the District Chancellor, who is the only party authorized to execute the expulsion. In such cases, the victim will also be provided with an opportunity to appear before the Chancellor.

Following the imposition of disciplinary action, or in the event of a finding of non-responsibility,

both parties will be provided with written notification of the District's determination. Both parties then have an opportunity to initiate a written appeal to the Title IX Coordinator. Grounds for appeal include bias, improper procedure, and new evidence not reasonably available previously. Following the appeal, the Title IX Coordinator will issue written notification to both parties of the outcome of the appeal.

In the case of employee respondents, disciplinary action is determined and imposed by the applicable supervisor under the provisions of the collective bargaining agreement, and which may include a written counseling memorandum, written reprimand, required training, transfer, demotion, or termination. Appeal rights are limited to those provided under the collective bargaining agreement.

## SAFETY INITIATIVES, CRIME PREVENTION EFFORTS, AND TRAININGS

### Campus Facilities

The Riverside Community College District is a public institution and therefore is open to the public. Many campus rooms and areas are protected by intrusion alarms and require electronic access cards. Before entering any such areas, the College Police dispatch should be notified at (951) 222-8171.

It is the responsibility of those who use rooms, offices and other areas to lock access doors, turn off lights and close windows. Facilities staff and College Police staff will check many of the areas of the campus during off hours, but the primary responsibility for security lies with the user.

Keys are provided to individual staff members on a need-to-enter basis as determined by the

appropriate supervisor. Lost keys must be reported immediately to one's supervisor and to the College Police. Keys must never be loaned to other staff members or students. College Police personnel will confiscate any keys which have not been specifically issued to a particular individual.

No District property may be removed from the campus without written permission from the department chairperson or area supervisor. Unauthorized removal of District property from the campus is a violation of the law and may be prosecuted by the District.

The Facilities Management Department is responsible for maintenance of campus safety features such as lighting and alarms.

### **Education and Prevention Programs**

#### **General Education and Prevention**

It is the philosophy of the District that safety and security is everyone's responsibility. Students, faculty, staff and visitors are partners in creating an atmosphere that is safe and conducive for learning.

It is the goal of the District to inform students and staff in a timely manner of any criminal activity or security problem that may pose a reasonable threat to their safety. Such information will be distributed to students through this document, emergency notifications, and student publications. The District and/or applicable colleges provide periodic training to faculty leaders regarding primary incident response.

Faculty and staff are informed through in-house memos, bulletins, newsletters and email. Finally, all effective crime prevention programs include people watching out for one another. All staff and students are asked to be alert, security conscious

and involved. Call College Police at (951) 222-8171 whenever you see suspicious behavior "See Something, Say Something."

### **Options to Safely be an Active Bystander**

Bystanders play a critical role in the prevention of sexual and relationship violence. Bystanders are "individuals who observe violence or witness the conditions that perpetuate violence. They are not directly involved but have the choice to intervene, speak up, or do something about it." We want to promote a Culture of community accountability where bystanders are actively engaged in the prevention of violence without causing further harm. We may not always know what to do even if we want to help. Below is a list of some options for bystander interventions.

- If you or someone else is in immediate danger, dial 9-1-1.
  - This could be when a person is yelling at or being physically abusive towards another and it is not safe for you to interrupt.
- Watch out for your friends and fellow students/employees. If you see someone who looks like they could be in trouble or need help, ask if they are ok.
- Confront people who seclude, hit on, and try to have sexual contact with people who are incapacitated.
- Speak up when someone discusses plans to take sexual advantage of another person.
- Believe someone who discloses sexual assault, abusive behavior, or experience with stalking.



- Refer people to on or off campus resources listed in this document for support in health, counseling, or with legal assistance.

### **Risk Reduction — Safety Strategies**

With no intent to victim blame and recognizing that only rapists are responsible for rape, the following are some strategies to reduce one's risk of sexual assault or harassment (adapted from the Rape, Abuse, & Incest National Network)

- Be aware of your surroundings. Knowing where you are and who is around you may help you to find a way to get out of a bad situation.
- Try to avoid isolated areas. It is more difficult to get help if no one is around. Walk with purpose. Even if you don't know where you are going, act like you do.
- Trust your instincts. If a situation or location feels unsafe or uncomfortable, it probably isn't the best place to be.
- Try not to load yourself down with packages or bags, as this can make you appear more vulnerable.
- Make sure your cell phone is with you and charged and that you have cash money.
- Don't allow yourself to be isolated with someone you don't trust or someone you don't know.
- Avoid putting headphones in both ears so that you can be more aware of your surroundings, especially if you are walking alone.
- When you go to a social gathering, go with a group of friends. Arrive together, check in with each other throughout the event, and leave together. Knowing where you are and who is around you may help you to find a way out of a bad situation.
- Trust your instincts. If you feel unsafe in any situation, go with your gut. If you see something suspicious, contact law enforcement immediately (local authorities can be reached by calling 9-1-1 in most areas of the U.S.)
- Don't leave your drink unattended. If you've left your drink alone, just get a new one.
- Don't accept drinks from people you don't know or trust. If you choose to accept a drink, go with the person to the bar to order it, watch it being poured, and carry it yourself. At parties, don't drink from punch bowls or other large, common open containers.
- Watch out for your friends, and vice versa. If a friend seems out of it, is way too intoxicated for the amount of alcohol they've had, or is acting out of character, get him or her to a safe place immediately.



- If you suspect you or a friend has been drugged, contact local law enforcement immediately. Be explicit with doctors so they can give you the correct tests (you will need a urine test and possibly others).

If you need to get out of an uncomfortable or scary situation here are some things that you can try:

- Remember that being in this situation is not your fault. You did not do anything wrong. It is the person who is making you uncomfortable that is to blame.
- Be true to yourself. Don't feel obligated to do anything you don't want to do. "I don't want to" is always a good enough reason.
- Do what feels right to you and what you are comfortable with.
- Have a code word with your friends or family so that if you don't feel comfortable you can call them and communicate your discomfort without the person you are with knowing. Your friends or family can then come to get you or make up an excuse for you to leave.
- Lie. If you don't want to hurt the person's feelings, it is better to lie and make up a reason to leave than to stay and be uncomfortable, scared, or worse. Some excuses you could use are: needing to take care of a friend or

family member, not feeling well, having somewhere else that you need to be, etc.

- Try to think of an escape route. How would you try to get out of the room? Where are the doors? Windows? Are there people around who might be able to help you? Is there an emergency phone nearby?
- If you and/or the other person have been drinking, you can say that you would rather wait until you both have your full judgment before doing anything you may regret later.

#### **Alcohol and Illegal Drugs**

The District's Student Code of Conduct, part of Board Policy 3550, prohibits the use, possession, or distribution of narcotics or other controlled substances, including alcohol, while on the college premises or at college-sponsored events. A student may be suspended or expelled for violation of this policy. In enforcing this prohibition, the District and College Police will cooperate to also enforce all federal and state underage drinking and drug laws.

Per Board Policy #3570, the District also prohibits the use of tobacco products and electronic delivery devices on campus or at college/district sponsored events.

Any type of drug use, including alcohol, is dangerous and potentially life threatening. Drugs and alcohol adversely affect the body, mind and behavior. The effects vary from person to person and from usage to usage. Even low doses of drugs and alcohol can impair judgment and coordination. If you use drugs or alcohol, you risk

overdose, accidents, dependence, ill health, as well as legal, financial and personal problems. The federal laws against drugs are divided into two categories: possession and distribution. The penalties are severe depending upon the type of drug, quantity of the drug, and any prior offenses. Possession will earn up to one year in prison and a \$5,000 fine. Distribution will earn up to life in prison and an \$8 million fine. State laws vary and may be more severe.

The District also provides assistance to employees through the Benefits Office or through the Employee Assistance Program (EAP).

Visit or call the Student Health Services at the Colleges for additional information:

#### **Student Health Services**

Riverside City College: (951) 222-8151

Norco College: (951) 372-7046

Moreno Valley College: (951) 571-6103

Additional information is available in the Campus Police Office. For complete information call (951) 222-8171

#### **Sex Offender Registration**

The federal Campus Sex Crimes Prevention Act, enacted on October 28, 2000, requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders who are already required to register in a State to provide notice, as required under State law, of each institution of higher education in that State at which the person is employed, carries on a vacation, volunteers, or is a student.

Faculty, staff and students of the Riverside Community College District may obtain information on registered sex offenders who are students, employees or volunteers at a specific college or facility within the District by calling College Police at (951) 222-8171 to schedule an appointment.

In California, convicted sex offenders must register with the jurisdiction in which they reside. You can search online for sex offenders in the cities of Norco, Moreno Valley and Riverside by using the interactive map at [www.meganslaw.ca.gov](http://www.meganslaw.ca.gov)

The Nation Sex Offender Public Registry is available through the U.S. Department of Justice at [www.nsopw.gov](http://www.nsopw.gov)

**CRIME STATISTICS**

The following crime statistics for have been compiled by the Riverside Community College District (RCCD) Police Department, in conjunction with local law enforcement agencies surrounding the campus. Campus crime, arrest and referral statistics include those reported to the Riverside Community College District Police Department, campus security authorities, and local law enforcement agencies.

RCCD has certain mandatory crime reporting obligations under state law. The Child Abuse Neglect and Reporting Act (“CANRA,” Penal Code section 11164 et seq.) requires employees to report known or suspected instances of child abuse or neglect to law enforcement by health care practitioners (such as employees or contractors in the Student Health Center) when they provide medical services to a person they know or reasonably suspect is suffering from wounds inflicted by a firearm or are result of assaultive or abusive conduct.

Campus/Location	Homicide, Negligent						Homicide, Non-Negligent					
	Public Property			On Campus			Public Property			On Campus		
Year	16	17	18	16	17	18	16	17	18	16	17	18
<b>Riverside</b>	0	0	0	0	0	0	0	0	0	0	0	0
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0
<b>Moreno Valley</b>	0	0	0	0	0	0	0	0	0	0	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	Robbery, Armed						Robbery, Strong-Arm						
	Public Property			On Campus			Public Property			On Campus			
	Year	16	17	18	16	17	18	16	17	18	16	17	18
<b>Riverside</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	1	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Moreno Valley</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	Hate Crimes						Aggravated Assault						
	Public Property			On Campus			Public Property			On Campus			
	Year	16	17	18	16	17	18	16	17	18	16	17	18
<b>Riverside</b>	0	0	0	1	1	0	0	0	0	0	0	0	0
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Moreno Valley</b>	0	0	0	0	1	0	0	0	0	1	0	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	Burglary						Motor Vehicle Theft					
	Public Property			On Campus			Public Property			On Campus		
	Year	16	17	18	16	17	18	16	17	18	16	17
<b>Riverside</b>	0	0	0	6	7	1	0	0	0	10	8	4
Rubidoux Annex	0	0	0	0	0	0	0	0	1	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	1	0	0	0
<b>Moreno Valley</b>	0	0	0	0	0	0	0	0	0	2	0	0
Ben Clark Training Center	1	0	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	1	2
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	Arson						Liquor Law Violations					
	Public Property			On Campus			Public Property			On Campus		
	Year	16	17	18	16	17	18	16	17	18	16	17
<b>Riverside</b>	0	0	0	0	1	0	0	0	0	0	2	8
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	1
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	1	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0
<b>Moreno Valley</b>	0	0	0	0	0	0	0	0	0	0	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	Drug Law Violations						Illegal Weapons Possession					
	Public Property			On Campus			Public Property			On Campus		
	Year	16	17	18	16	17	18	16	17	18	16	17
<b>Riverside</b>	0	0	6	6	15	13	0	0	0	1	0	9
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	4	1	0	0	0	0	2	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	9	1	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	1	0	0	0	0	0	0	0	0	0
<b>Moreno Valley</b>	0	0	0	0	0	0	0	0	0	0	0	0
Ben Clark Training Center	0	1	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	1	0	1	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	Sex Offenses, Rape						Sex Offenses, Fondling					
	Public Property			On Campus			Public Property			On Campus		
	Year	16	17	18	16	17	18	16	17	18	16	17
<b>Riverside</b>	0	0	0	0	0	0	0	0	0	1	3	2
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	1	0	0	0	0
<b>Moreno Valley</b>	0	0	0	0	1	0	0	0	0	1	0	1
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	0	1
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	Sex Offenses, Incest						Sex Offenses, Statutory Rape						
	Public Property			On Campus			Public Property			On Campus			
	Year	16	17	18	16	17	18	16	17	18	16	17	18
<b>Riverside</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
Rubidoux Annex	0	0	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Moreno Valley</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	VAWA – Domestic Violence						VAWA – Dating Violence					
	Public Property			On Campus			Public Property			On Campus		
	Year	16	17	18	16	17	18	16	17	18	16	17
<b>Riverside</b>	1	1	0	0	2	0	0	0	0	2	0	0
Rubidoux Annex	1	0	0	0	0	0	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0	0	0	0	0	0	0
CAADO	0	0	0	0	0	0	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0	0	0	0	0	0	0
<b>Moreno Valley</b>	0	0	0	0	0	0	0	0	0	1	0	0
Ben Clark Training Center	0	0	0	0	0	0	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	0	0	0	0	0	0	0	0
JFK Middle College HS	0	0	0	0	0	0	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0	0	0	0	0	0	0

Campus/Location	VAWA - Stalking					
	Public Property			On Campus		
	Year	16	17	18	16	17
<b>Riverside</b>	0	0	0	3	1	0
Rubidoux Annex	0	0	0	0	0	0
District Office Spruce (NC)	0	0	0	0	0	0
Culinary Academy	0	0	0	0	0	0
RCCDSO (NC)	0	0	0	0	0	0
Distance Education (NC)	0	0	0	0	0	0
CAADO	0	0	0	0	0	0
Institutional Learning Center Stokoe	0	0	0	0	0	0
<b>Moreno Valley</b>	0	0	0	1	6	1
Ben Clark Training Center	0	0	0	0	0	0
<b>Norco</b>	0	0	0	0	1	0
JFK Middle College HS	0	0	0	0	0	0
Economic Development Corona (NC)	0	0	0	0	0	0

- There was one reported hate crime for 2016 – Bias against Religion
- There were two reported hate crimes for 2017 – Bias against Race

NOTE: NC denotes a District property not used for the purposes of instruction.



## Board of Trustees Regular/Committee Meeting (V.F)

Meeting	September 3, 2019
Agenda Item	Planning and Operations (V.F)
Subject	Planning and Operations Foundation Master & Lease Agreements
College/District	District
Funding	N/A
Recommended Action	The Committee to review the Foundation Master and Lease Agreements. These agreements have been updated in collaboration with Foundation staff and District leaders, including the Chancellor and Vice Chancellors for Business Services and Institutional Advancement. The Master Agreement specifies the relationship and mutual expectations between the District and Foundation; the Lease Agreement specifies the terms of the Foundation's use of the RCCD Alumni House as its place of business.

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### Background Narrative:

The RCCD Foundation Board of Directors respectfully submits an updated Master Agreement and Lease Agreement to the RCCD Board of Trustees for approval. These agreements have been updated in collaboration with Foundation staff and District leaders, including the Chancellor and Vice Chancellors for Business Services and Institutional Advancement. The Master Agreement specifies the relationship and mutual expectations between the District and Foundation; the Lease Agreement specifies the terms of the Foundation's use of the RCCD Alumni House as its place of business.

Prepared By: Rebecca Goldware, Vice Chancellor, Institutional Advancement and Economic Development

Master Agreement by and Between the Riverside Community College District and the  
Riverside Community College District Foundation

This Agreement is made and entered into this \_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by and between the Riverside Community College District, a California community college district duly organized and existing pursuant to the laws of the State of California; specifically, the California Education Code, hereinafter referred to as the "District," and the Riverside Community College District Foundation, a non-profit organization duly organized and existing pursuant to the laws of the State of California and the Internal Revenue Code; specifically section 501(c)(3), hereinafter referred to as the "Foundation," an auxiliary organization established and operated as an integral part of the District.

Article 1: Purpose and Finding

1.1: The Foundation has been created to provide administration of the functions and activities described herein for the benefit of the District. The purpose of this Agreement is to establish the relationship between the District and the Foundation for the Foundation's solicitation and administration of programs involving gifts, bequests, devises and trusts on behalf of the District pursuant to California Code of Regulations, title 5, section 59259, subdivision (j).

Article 2: Foundation Areas of Service

2.1: The Foundation, through amendments to this Agreement and with the agreement of the District, may administer functions or activities defined in California Code of Regulations, title 5, section 59259, and the Foundation's Articles of Incorporation. Other services may be provided if first approved by the Board of Governors, California Community Colleges, as well as the District Board of Trustees. The Foundation will engage only in those activities that are in support of and consistent with state and federal Laws and with the policies, rules, regulations and program goals of the District, and the Foundation's Articles of Incorporation.

Such services will include, but are not limited to, soliciting funds for District and college priorities, holding and investing endowment funds according to the Foundation's investment policy, community outreach for the purpose of soliciting donations, and support for various external fundraising activities at both the college and District level.

Article 3: Riverside Community College District Areas of Service

3.1: Use of facilities. The Foundation may occupy, operate and use District facilities and property assigned by the District (currently the RCCD Alumni House at 3564 Ramona Drive, Riverside as specified in the lease agreement, which may be subsequently amended and/or renewed), either separately or jointly with the District, in accordance with District regulations for auxiliaries of the District. The Foundation shall occupy, operate and use the facilities and property only for those services and functions that are consistent with the policies, rules and regulations, which have been or may be adopted by the governing board of the District.

3.2: Operations support. Subject to the Bylaws and policies of the Foundation, operations of the Foundation under this Agreement shall be integrated with the District operations, and shall be under the general supervision of the District officials. Such supervision shall be provided without cost to the Foundation. Operational support provided by the District to the Foundation includes, but is not limited to, budgetary support in the form of staff salaries and benefits for District employees working in the Foundation; accounting support and oversight, including financial record keeping, disbursements, cash management, financial reporting, fiscal policies & processes, facilitation of the annual audit, and other

auxiliary business services; and property maintenance and/or repairs. The right to use any of the District's facilities or equipment included in this Agreement or amendments shall cease upon written notice to the Foundation and the board of trustees by the District CEO.

The Foundation may use internal services that are available to District staff, such as legal, marketing, graphic design, IT, web design, food services, facilities, and production/printing services.

#### Article 4: Covenant Re Existence

4.1: During the term of this Agreement, the Foundation agrees to maintain its existence and to operate in accordance with California Education Code sections 72670-72680, and with the California Code of Regulations, title 5, sections 59250-59270, as well as the District's implementing regulations.

#### Article 5: Right Of Entry

5.1: It is understood and agreed that at all times District officers, employees and agents shall have the right to enter described facilities or any part thereof for the purpose of examination or supervision and to inspect books and records.

#### Article 6: Allocation of Revenue

6.1: Revenue generated by the Foundation shall be used in accordance with the purposes of the Foundation and generally in the following order: 1) operating expenses of the Foundation, 2) reserves of the Foundation as established by its Directors, and 3) charitable and educational student, college and district programs. In all cases, revenues shall be expended or reserved in accordance with, and aligned to the priorities established within Foundation, college and District policies and strategic plans.

#### Article 7: Good Standing

7.1: The Foundation must remain in good standing with the District. "Good standing" requires the Foundation to act in accord with this Master Agreement, and to act legally at all times. Should a violation of good standing occur, notice will be provided by the District and immediate efforts will be made to address and eliminate any deficiencies or violations. Any required corrections will be made via a mutually agreed upon plan of correction, which must be established between the District and Foundation Board of Directors within 60 days of notice. If the parties do not come to mutual agreement on a plan of correction, the determination of further action by the District must occur through the RCCD Board of Trustees, in public session at a regularly scheduled meeting of the Trustees.

#### Article 8: Third Party Agreements by the Foundation

8.1: The Foundation shall not enter into any contract that would obligate the District, its facilities, equipment, or personnel without the written prior approval of the District.

#### Article 9: Insurance and Indemnification

9.1: The District shall provide for the Foundation all risk liability coverage under the terms and conditions of the District's all-risk blanket policy. The Foundation shall secure directors and officers errors and omissions coverage to include the Foundation board members, officers, and managers.

#### Article 10: Termination of Agreement

10.1: This Agreement may be terminated by either party giving one hundred eighty (180) days' written notice, subject to the provision of this Agreement entitled Distribution of Assets Upon Cessation.

Article 11: Distribution of Assets Upon Cessation

11.1: The Foundation shall have necessary use of facilities and assets for the Foundation to operate until termination. Upon cessation of the operations of the Foundation any remaining assets shall be distributed in accordance with the Foundation's Articles of Incorporation.

Notices

All notices herein required to be given, or which may be given by either party to the other, shall be deemed to have been fully given when made in writing and received.

Notice to the Auxiliary shall be addressed as follows:

Board President  
Riverside Community College District Foundation  
4800 Magnolia Ave  
Riverside, CA 92506

Notice of the District shall be addressed as follows:

Chancellor  
Riverside Community College District  
3801 Market Street  
Riverside, CA 92501

Supersedure and Authorization

This Agreement supersedes all prior contracts between the parties with respect to its subject matter. It may be amended only by a fully executed written agreement of the parties. The individuals whose signatures appear below certify that this Agreement has been approved by their respective governing boards and has received all approvals required under California Law.

IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto as of the date first above written.

Riverside Community College District

By: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Riverside Community College District Foundation

By: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

## LEASE

THIS LEASE is made between RIVERSIDE COMMUNITY COLLEGE DISTRICT, a California Community College District, of Riverside, California, a municipal corporation, herein called "Lessor", and RIVERSIDE COMMUNITY COLLEGE DISTRICT FOUNDATION, of Riverside, California, a non-profit corporation, herein referred to as "Lessee".

### ARTICLE 1

DESCRIPTION OF PREMISES. Lessor leases to Lessee, and Lessee hires from Lessor, as herein provided, the following described premises, which are hereinafter referred to as the "premises": residence and grounds located at 3564 Ramona Drive in the City of Riverside, non-specifically described on Exhibit "A", attached hereto and incorporated by reference herein.

### ARTICLE 2

TERM. The term of this Lease is ten (10) years, beginning December 1, 2018, and ending November 30, 2028, unless sooner terminated pursuant to the provision herein.

### ARTICLE 3

RENT. The annual rent under this Lease for each year of the term hereof shall be: One Dollar (\$1.00) per year, payable in advance of December 1 of each calendar year of the Lease term, commencing on December 1, 2018; and the Lessee's performance of duties as described herein.

### ARTICLE 4

USE OF PREMISES. The premises are leased to be used exclusively as Lessee's offices and meeting facility, except as otherwise authorized in writing by the Lessor. Lessee agrees to restrict Lessee's use to such purpose, and not to use or permit the use of the premises for any other purpose without first obtaining the consent in writing of Lessor. Lessee shall not create or allow any nuisance to exist on the premises, or use or allow the premises to be used for any unlawful purpose.

### ARTICLE 5

ALTERATIONS, ADDITIONS, OR IMPROVEMENTS. Lessee shall not, without first obtaining the written consent of Lessor, make any alterations, additions, or improvements in, to or about the premises.

### ARTICLE 6

ACCUMULATION OF WASTE OR REFUSE MATTER. Lessee shall not permit the accumulation of waste or refuse matter anywhere on the leased premises. No outside storage will be permitted on the premises.

### ARTICLE 7

ABANDONMENT. Lessee shall not, without first obtaining the written consent of Lessor, abandon the premises, or allow the premises to become vacant or deserted.

### ARTICLE 8

LESSEE'S ASSIGNMENT. SUBLEASE. OR LICENSE FOR OCCUPATION BY OTHER PERSONS. Lessee agrees not to assign or sublease the leased premises, any part thereof, or any right or privilege connected therewith, or to allow any other person, except Lessee's agents and employees, to occupy the premises or any part thereof, without first obtaining Lessor's written consent. Lessor expressly covenants that

such consent shall not be unreasonably or arbitrarily refused. One consent by Lessor shall not be a consent to a subsequent assignment, sublease, or occupation by other persons. Lessee's unauthorized assignment, sublease, or a license to occupy shall be void, and shall terminate the Lease at Lessor's option. Lessee's interest in this Lease is not assignable by operation of law, nor is any assignment of Lessee's interest herein, without Lessor's written consent.

#### ARTICLE 9

INSOLVENCY. Appointment of a receiver to take possession of Lessee's assets or Lessee's general assignment for benefit of creditors is a breach of this Lease.

#### ARTICLE 10

MAINTENANCE OF PREMISES. Lessor agrees to maintain the exterior and interior of said premises, including exterior windows and doors, in good repair and tenantable condition during the continuance of this Lease, except in case of damage arising from acts or negligence of the Lessee or Lessee's agents or employees.

#### ARTICLE 11

RULES AND REGULATIONS. In addition to the terms and conditions of this Lease, Lessee shall observe and comply with rules and regulations which the Lessor may prescribe from time-to-time, upon written notice to Lessee, for reasonable safety, care, and cleanliness of the building and the comfort and convenience of the occupants thereof. A copy of the Lessor's initial rules and regulations are attached hereto as Exhibit "B".

#### ARTICLE 12

UTILITIES, SERVICES, TAXES. Lessor shall pay for all water, sewer, gas, electricity, telephone, disposal service, janitorial service, pest control service, and all other utilities and services supplied to the premises, together with any taxes thereon or fees in connection therewith. Lessee shall be responsible for any taxes on inventory, trade fixtures or personal property of Lessee situated in the premises. Lessor will pay all real property taxes.

#### ARTICLE 13

EMINENT DOMAIN. If the premises or any part thereof or any estate therein, or any other part of the leased premises materially affecting Lessee's use thereof, shall be taken by eminent domain, this Lease shall terminate on the date when title vests pursuant to such taking. The rent, and any additional rent, shall be apportioned as of the termination date, and any rent paid for any period beyond that date shall be repaid to Lessee. Lessee shall not be entitled to any part of the award for such taking or any payment in lieu thereof, but Lessee may file a claim for any taking of fixtures and improvements owned by Lessee, and for moving expenses.

#### ARTICLE 14

LESSOR'S REMEDIES ON DEFAULT. If Lessee defaults in the payment of rent, or defaults in the performance of any of the covenants or conditions hereof, Lessor may give Lessee notice of such default and if Lessee does not cure any such default within three (3) days, after the giving of such notice (or if such other default is of such nature that it cannot be completely cured within such period, if Lessee does not

commence such curing within such three (3) days and thereafter proceed with reasonable diligence and in good faith to cure such default), then Lessor may terminate this Lease on not less than ten (10) days' notice to Lessee. On the date specified in such notice the term of this Lease shall terminate, and Lessee shall then quit and surrender the premises to Lessor, but Lessee shall remain liable as hereinafter provided. If this Lease shall have been so terminated by Lessor, Lessor may at any thereafter, resume possession of the premises by any lawful means and remove Lessee or other occupants and their effects.

#### ARTICLE 15

DEFICIENCY. In any case where Lessor has recovered possession of the premises by reason of Lessee's default, Lessor may, at Lessor's option, occupy the premises or cause the premises to be redecorated, altered, divided, consolidated with other adjoining premises, or otherwise changed or prepared for reletting, and may relet the premises or any part thereof as agent of Lessee or otherwise, for a term or terms to expire prior to, at the same time as, or subsequent to, the original expiration date of this Lease, at Lessor's option, and receive the rent therefore. Rent so received shall be applied first to the payment of such expenses as Lessor may have incurred in connection with the recovery of possession, redecorating, altering, dividing, consolidating with other adjoining premises, or otherwise changing or preparing for reletting, and the reletting, including brokerage and reasonable attorney's fees. Thereafter, it shall be applied to the payment of the cost and expenses of performance of other covenants of Lessee as herein provided. Lessee agrees, in any such case, whether or not Lessor has relet, to pay to Lessor damages equal to the rent and other sums herein agreed to be paid by Lessee, less the net proceeds of the reletting, if any, as ascertained from time-to-time, and the same shall be payable by Lessee on the several rent days above specified. No such reletting shall constitute a surrender and acceptance or be deemed evidence thereof. If Lessor elects, pursuant thereto, actually to occupy and use the premises, or any part thereof, during any part of the balance of the term as originally fixed or since extended, there shall be allowed against Lessee's obligation for rent or damages as herein defined, during the period of Lessor's occupancy, the reasonable value of such occupancy, not to exceed in any event the rent herein reserved and such occupancy shall not be construed as a relief of Lessee's liability hereunder. Lessee hereby waives all right of redemption to which Lessee or any person claiming under Lessee might be entitled by any law now or hereafter in force. Lessor's remedies hereunder are in addition to any remedy allowed by law.

#### ARTICLE 16

LESSOR'S ENTRY TO INSPECT AND MAINTAIN. Lessor reserves the right to enter on the premises at reasonable times to inspect them, to perform required maintenance and repair, or to make additions or alterations to any part of the building in which the premises leased are located, and Lessee agrees to permit Lessor to do so. Lessor may, in connection with such alterations, additions, or repairs, erect scaffolding, fences, and similar structures, post relevant notice, and place movable equipment without any obligation to reduce Lessee's rent for the premises during such period, and without incurring liability to Lessee for disturbance of quiet enjoyment of the premises, or loss of occupation thereof.

#### ARTICLE 17

SIGNS. Lessee will not construct or place, or permit to be constructed or placed, signs, awning, marquees, or other restructures projecting from the exterior of the premises without Lessor's written consent thereto. Lessee further agrees to remove signs, displays advertisements or decorations it has placed, or permitted to be placed, on the premises which, in Lessor's opinion, are offensive or otherwise

objectionable. If Lessee fails to remove such signs, displays, advertisements, or decorations within three (3) days after receiving written notice from Lessor to remove the same, Lessor reserves the right to enter the premises and remove them, at Lessee's expense. At all times such signs shall be placed and maintained in conformity with the ordinances of the City of Riverside and any other governmental agency having jurisdiction.

#### ARTICLE 18

LIABILITY. Inasmuch as Lessee exists solely and exclusively for and on behalf of Lessor and is subject to being under the supervision of Lessor, Lessor shall name Lessee as an additional insured under the Lessor's liability coverage. Said coverage is to cover liability or damage claims for injury to persons, including Lessee and Lessee's agents or employees, or for property damage from any cause related to Lessee's occupancy of the premises, during the term of this Lease or any extension hereof.

#### ARTICLE 19

INSURANCE. Lessee shall not do or suffer anything to be done on the premises that will increase the rate of fire insurance on the building. Lessor shall maintain in force during the term of this Lease and any extension thereof, public liability insurance adequate to protect against liability for damage claims through public use of or arising out of accidents occurring in or around the leased premises. Such insurance policies shall provide coverage for all liability on such claims or losses.

#### ARTICLE 20

INTERRUPTION OF SERVICES OR USE. Interruption or curtailment of any service maintained in the leased premises, if caused by strikes, mechanical difficulties, or any causes beyond Lessor's control whether similar to dissimilar to those enumerated, shall not entitle Lessee to any claim against Lessor or to any abatement in rent, and shall not constitute constructive or partial eviction, unless Lessor fails to take such measures as may be reasonable in the circumstances to restore the serviced without undue delay. If the premises are rendered untenable in whole or in part, for a period of three (3) business days, by the making of repairs, replacements, or additions, other than those made with Lessee's consent or caused by misuse or neglect by Lessee or Lessee's agents, servants, visitors, or licensees, there shall be a proportionate abatement of rent during the period of such untenability.

#### ARTICLE 21

PARTIAL DESTRUCTION OF PREMISES. Partial destruction of the leased premises shall not render this Lease void or voidable, or terminate it except as herein provided. Lessee hereby waives any rights it may have under the provisions of Sections 1932(2) and 1933(4) of the Civil Code.

If the premises are partially destroyed during the term of this Lease, Lessor shall repair them, when such repairs can be made in conformity with local, state, and federal laws and regulations, within sixty (60) days of the partial destruction. Rent for the premises will be reduced proportionally to the extent to which the repair operations interfere with the normal conduct of Lessee's business on the premises. If the repairs cannot be so made within the time limited, Lessor has the option to make them within a reasonable time and continue this Lease in effect with proportional rent rebate to lessee as provided for herein. If the repairs cannot be so made in sixty (60) days, and if Lessor does not elect to make them within a reasonable time, either party hereto has the option to terminate this Lease. Disputes between Lessor and Lessee relating to the provisions of this section shall be arbitrated. The parties shall each select an arbitrator; the two (2) arbitrators selected shall select another arbitrator. The three (3)



arbitrators shall hear and determine the dispute. Their decisions shall be binding on the parties hereto. The parties agree to divide the arbitration costs equally between them.

#### ARTICLE 22

ATTORNEYS' FEES. In any legal action brought by either party to enforce the terms of this agreement, the prevailing party is entitled to all costs incurred in connection with such an action, including attorneys' fees.

#### ARTICLE 23

NOTICE. Notices given pursuant to the provisions of this Lease, or necessary to carry out its provisions, shall be in writing, and delivered personally to the person to whom the notice is to be given, or mailed, postage prepaid, addressed to such person. Lessor's address for this purpose shall be: Riverside Community College District, Attn: Vice Chancellor, Business and Financial Services, 3801 Market Street, Riverside, CA 92501, or such other address as it may designate to Lessee in writing. Notices to lessee may be addressed to Lessee at the premises leased.

#### ARTICLE 24

EFFECT OF LESSOR'S WAIVER. Lessor's waiver of breach of one covenant or condition of this Lease is not a waiver of breach of others, or of subsequent breach of the one waived. Lessor's acceptance of rent installments after breach is not a waiver of the breach, except of breach of the covenant to pay such rent installment(s) accepted.

#### ARTICLE 25

LEASE APPLICABLE TO SUCCESSORS. This Lease and the covenants and conditions hereof apply to and are binding on the heirs, successor, legal representatives, and assigns of the parties.

#### ARTICLE 26

TIME OF ESSENCE. Time is of the essence of this Lease.

#### ARTICLE 27

LIABILITY OF LESSEE. If more than one person or entity is named herein as "lessee", their liability to perform the terms and conditions hereof shall be joint and several.

#### ARTICLE 28

RIGHT TO CURE LESSEE'S BREACH. If Lessee breaches any covenant or condition of this Lease, Lessor may, on reasonable notice to Lessee (except that no notice need be given in case of emergency), cure such breach at the expense of Lessee. The reasonable amount of all expenses, including attorneys' fees, incurred by Lessor in so doing (whether paid by Lessor or not) shall be deemed additional rent payable on demand.

#### ARTICLE 29

MECHANIC'S LIENS. Lessee shall, within ten (10) days after notice from Lessor, discharge any mechanics' liens for materials or labor claimed to have been furnished to the premises on Lessee's behalf.

#### ARTICLE 30

NO OTHER REPRESENTATIONS. No representations or promises shall be binding on the parties hereto except those representations and promises contained herein or in some future writing signed by the party making such representations or promises.

ARTICLE 31

SECTION HEADINGS. The section heading in this Lease are intended for convenience only and shall not be taken into consideration in any construction or interpretation of this Lease or any of its provisions.

ARTICLE 32

COVENANTS AND CONDITIONS. Each provision of this Lease performable by the Lessee shall be deemed both a covenant and a condition.

ARTICLE 33

GOVERNING LAW. This Lease and the rights and liabilities of the parties hereunder shall be governed by the laws of the State of California.

ARTICLE 34

SEVERABILITY. The invalidity of any provision of this Lease as determined by a court of competent jurisdiction shall in no way affect the validity of any other portion hereof.

IN WITNESS THEREOF, the individuals signing below warrant that they are duly authorized to execute this agreement on behalf of the parties they represent, and do so at Riverside, California, on the date(s) noted below.

LESSOR:

RIVERSIDE COMMUNITY COLLEGE DISTRICT

By: \_\_\_\_\_

Aaron Brown  
Vice Chancellor,  
Business and Financial Services

Date: \_\_\_\_\_

LESSEE:

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FOUNDATION

By: \_\_\_\_\_

Launa Wilson  
Executive Director

Date: \_\_\_\_\_

By: \_\_\_\_\_

Theodore Cooper  
Board of Directors

Date: \_\_\_\_\_

## EXHIBIT A

### DESCRIPTION OF THE PREMISES

The property located at 3564 Ramona Drive includes lots 38, 39, and 40 of Brentwood Place Tract, as shown by map on file in Book 8, Page 83 of Maps and Records of Riverside County, California.

The property includes a two-story home with a full basement, a detached garage, and a large garden, patio and lawn area.

The portion of the premises leased by the RCCD Foundation includes the entire property detailed above.

## EXHIBIT B

### LIMITATIONS ON USE OF 3564 RAMONA DRIVE

Recognizing that the premises is located in an historic neighborhood, and that the Riverside Community College District ("District") takes great pride in being a good neighbor, careful consideration will be made to ensuring that activities scheduled in the residence are appropriate, with consideration given to maintaining appropriate noise levels and hours of operation.

The upstairs of the premises is used exclusively for office space for the RCCD Foundation ("Foundation"), and access is limited to staff and guests.

Under certain conditions, the downstairs of the premises and the grounds will be made available for District and Foundation meetings and events co-sponsored by the Foundation. Reservations must be made through the Foundation, subject to the following:

1. As with other District meeting sites, all arrangements for furniture or equipment set-ups are to be made through the facilities department and/or the instructional media center. If any additional equipment is required that is not available through the District, private arrangements with a rental company will be the responsibility of the requesting party, with delivery arrangements/times to the residence pre-arranged.
2. For each scheduled meeting or event, a specific person must be designated as the responsible party. Any department or group who misuses the facility may lose the privilege of using the premises for future meetings or events.
3. District food service and IMC arrangements will be part of the facilities request.
4. Alcohol may be served only to individuals 21 years of age or older. The use of alcohol at District student events is prohibited. The use of alcohol will be permitted only at events sponsored by the Foundation, with proper permits as required by the Business & Professions Code.
5. Smoking is prohibited on the property. Any use of candles must have prior approval and will be permitted only with hurricane style lamps or holders, pursuant to current fire department codes.
6. With the exception of designated handicapped parking, and employees/Board members of the Foundation, no parking is allowed on the property. Parking arrangements must be made through the District office of Safety and Police.
7. The District staff reserves the right to terminate events if the behavior of guests warrants such action.
8. The upstairs offices are off-limits to guests during events. Equipment and supplies stored in any cabinets, closets, refrigerators, etc., are the property of the Foundation and/or the District and may not be used without permission.

## Board of Trustees Regular/Committee Meeting (V.G)

Meeting	September 3, 2019
Agenda Item	Resources (V.G)
Subject	Resources Committee Resolution Authorizing the Issuance of 2004 General Obligation Bonds Series 2019F, 2019 General Obligation Refunding Bonds, and Actions Related Thereto
College/District	District
Funding	Measure C
Recommended Action	The Committee to set a publicly noticed Board meeting on September 17, 2019; adopt Resolution No. 04-19/20 authorizing the issuance of Riverside Community College District Election of 2004 General Obligation Bonds Series 2019F; adopt Resolution No. 05-19/20 authorizing the issuance of Riverside Community College District 2019 General Obligation Refunding; Bonds, and actions related thereto.

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### Background Narrative:

An Election was held in the Riverside Community College District on March 2, 2004 for the issuance and sale of general obligation bonds of the District for various purposes in the maximum amount of \$350,000,000 (the "Measure C"). The District has previously caused the issuance of six series of general obligation bonds under Measure C. The District now desires to cause the issuance of the seventh and final series of general obligation bonds under Measure C in an amount not-to-exceed \$39,995,576 (the "Bonds"). The Bonds are being authorized for sale for the purpose of providing funds (i) to finance projects approved by Measure C, and (ii) to pay the costs of issuing the Bonds.

Additionally, pursuant to Measure C, the District previously issued \$102,300,000 of its Election of 2004 General Obligation Bonds, Series 2010D-1 (Build America Bonds – Direct Payment to District) (Federally Taxable) (the "Prior Bonds"). The District now desires to advance refund the outstanding Prior Bonds (so refinanced, the "Refunded Bonds"), thereby generating savings for District taxpayers, through the issuance of general obligation refunding bonds (the "Refunding Bonds") pursuant to Government Code Section 53550 et seq. All benefits from the refunding will be delivered to the property owners in the District. The final maturity of the Refunding Bonds will not be later than the final maturity date of the Refunded Bonds.

Attached is additional background information, authorizing Resolution No. 04-19/20 and Resolution No. 05-19/20 of the Riverside Community College District Board of Trustees, and other related documents.

This matter will be discussed at the meeting of the Board's Resources Committee at which time representatives of the District's bond financial advising firm, Keygent, LLC, and underwriter, Piper Jaffray & Co., will present information and be available to respond to questions.

Prepared By: Aaron S. Brown, Vice Chancellor, Business and Financial Services

# Riverside Community College District

General Obligation Bond Update

August 27, 2019

# District General Obligation Bond Issuance History

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The District has accessed \$310,003,424 of the \$350 million Measure C authorization

- ◆ Series 2004A on August 3, 2004 for \$55,205,000
- ◆ Series 2004B on August 3, 2004 for \$9,795,000
- ◆ Series 2007C on June 21, 2007 for \$90,000,000
- ◆ Series 2010D on November 10, 2010 for \$7,699,278
- ◆ Series 2010D-1 on November 10, 2010 for \$102,300,000
- ◆ Series 2015E on July 1, 2015 for \$45,004,145
- ◆ \$39,996,576 of the Measure C authorization remains unissued

The District has saved taxpayers a total of **\$12,135,155** through refinancings

- ◆ 2005 Refunding on June 8, 2005 for \$58,386,109
  - Refunded a portion of Series 2004A
  - **\$3,007,379** in taxpayer savings
- ◆ 2014 Refunding, Series A & B on May 29, 2014 for \$73,090,000
  - Refunded portions of Series 2004A, 2005 Refunding and Series 2007C
  - **\$5,009,241** in taxpayer savings
- ◆ 2015 Refunding on July 1, 2015 for \$43,920,000
  - Refunded a portion of Series 2007C
  - **\$4,118,535** in taxpayer savings

# Credit Ratings

The 3 major credit rating agencies are:

- ◆ Moody's
- ◆ Standard & Poor's ("S&P")
- ◆ Fitch

The rating criteria is generally:

- ◆ 30% local economy/tax base
- ◆ 30% district finances
- ◆ 20% district debt/pension
- ◆ 20% district management

District's GO ratings:

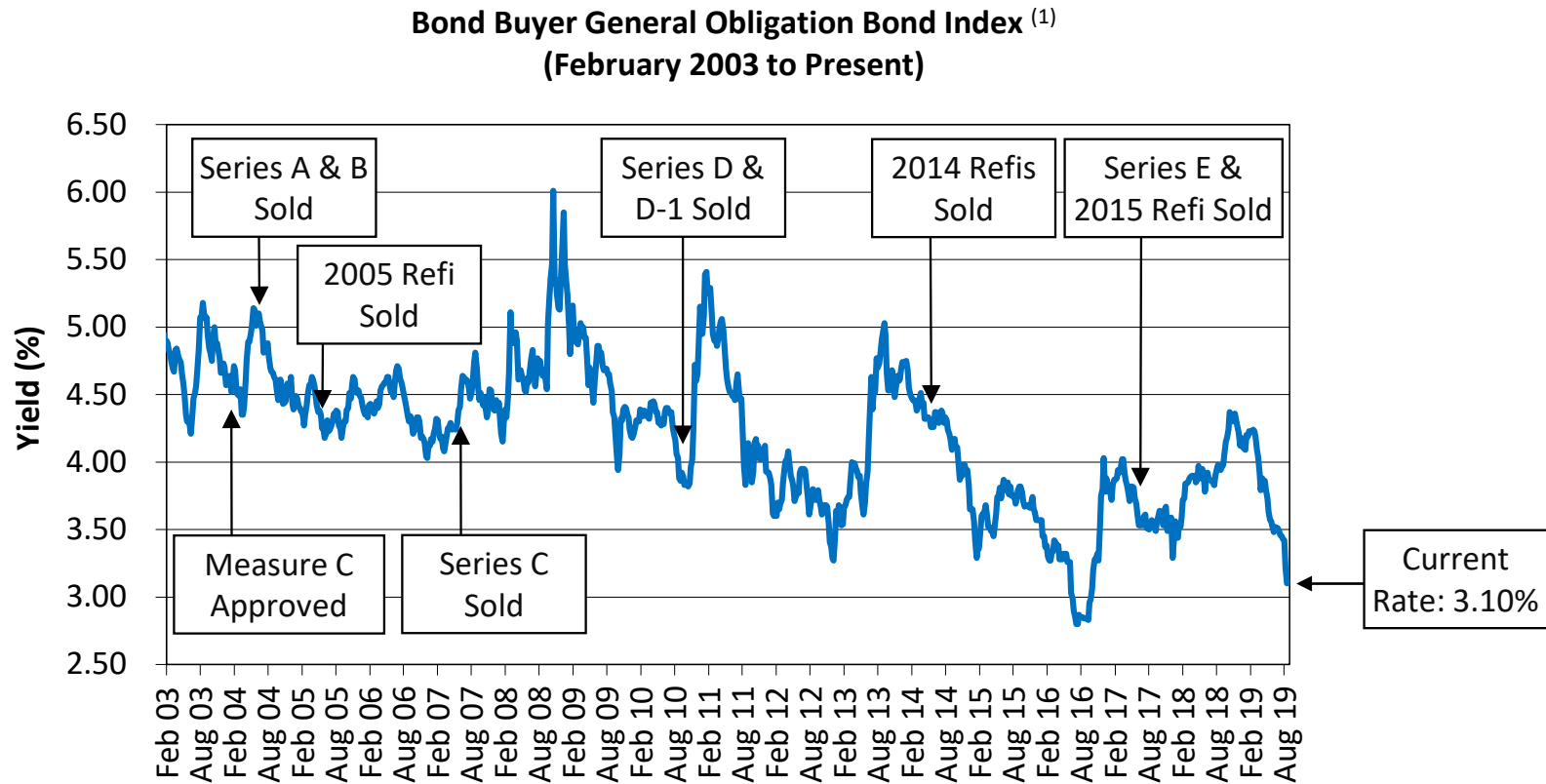
- ◆ Moody's: Aa2
  - As of May 2015
- ◆ S&P: AA
  - As of December 2018
- ◆ Fitch: N/A

	Moody's	S&P	Fitch	Rating Description
Investment grade	Aaa	AAA	AAA	Prime
	Aa1	AA+	AA+	High grade
	Aa2	AA	AA	
	Aa3	AA-	AA-	
	A1	A+	A+	Upper medium grade
	A2	A	A	
	A3	A-	A-	
	Baa1	BBB+	BBB+	Lower medium grade
	Baa2	BBB	BBB	
Baa3	BBB-	BBB-		
Non-investment grade	Ba1	BB+	BB+	Speculative
	Ba2	BB	BB	
	Ba3	BB-	BB-	
	B1	B+	B+	Highly speculative
	B2	B	B	
	B3	B-	B-	
	Caa1 & below	CCC+ & below	CCC & below	Extremely speculative/ Default



# Interest Rate History

Following is a history of municipal bond interest rates and when Measure C bonds were sold

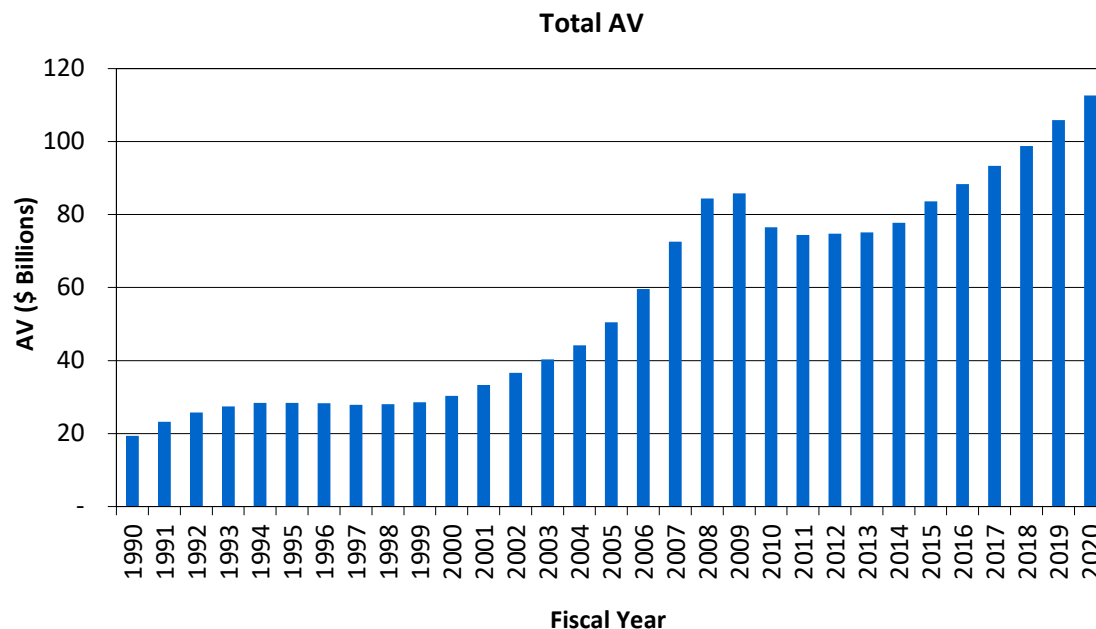


(1) Index reflects average yield to maturity of 20 general obligation bonds with 20-year maturities rated 'Aa2' by Moody's Investors Service and 'AA' by Standard and Poor's. Source: The Bond Buyer & Bloomberg.

# District Assessed Value

The District's assessed value ("AV") has increased 51.4% since the last decline in 2011

FY	Total AV <sup>(1)</sup>	% Change
1990	\$ 19,381,004,782	
1991	23,213,100,480	19.77 %
1992	25,803,961,998	11.16
1993	27,450,479,789	6.38
1994	28,385,533,017	3.41
1995	28,376,902,364	-0.03
1996	28,295,589,663	-0.29
1997	27,919,727,900	-1.33
1998	28,089,523,008	0.61
1999	28,580,743,385	1.75
2000	30,357,912,678	6.22
2001	33,318,083,812	9.75
2002	36,685,860,178	10.11
2003	40,303,756,845	9.86
2004	44,206,000,617	9.68
2005	50,507,651,502	14.26
2006	59,622,695,477	18.05
2007	72,536,868,844	21.66
2008	84,433,424,625	16.40
2009	85,760,730,435	1.57
2010	76,553,487,867	-10.74
2011	74,411,938,552	-2.80
2012	74,723,496,908	0.42
2013	75,145,624,176	0.56
2014	77,697,159,101	3.40
2015	83,625,392,181	7.63
2016	88,295,863,777	5.58
2017	93,315,232,893	5.68
2018	98,786,976,597	5.86
2019	105,817,644,172	7.12
2020	112,622,922,606	6.43 <sup>(2)</sup>



**Annualized Growth Rates:**

1-year:	6.43 %
5-year:	6.13
10-year:	3.94
15-year:	5.49
20-year:	6.77
25-year:	5.67
30-year:	6.04

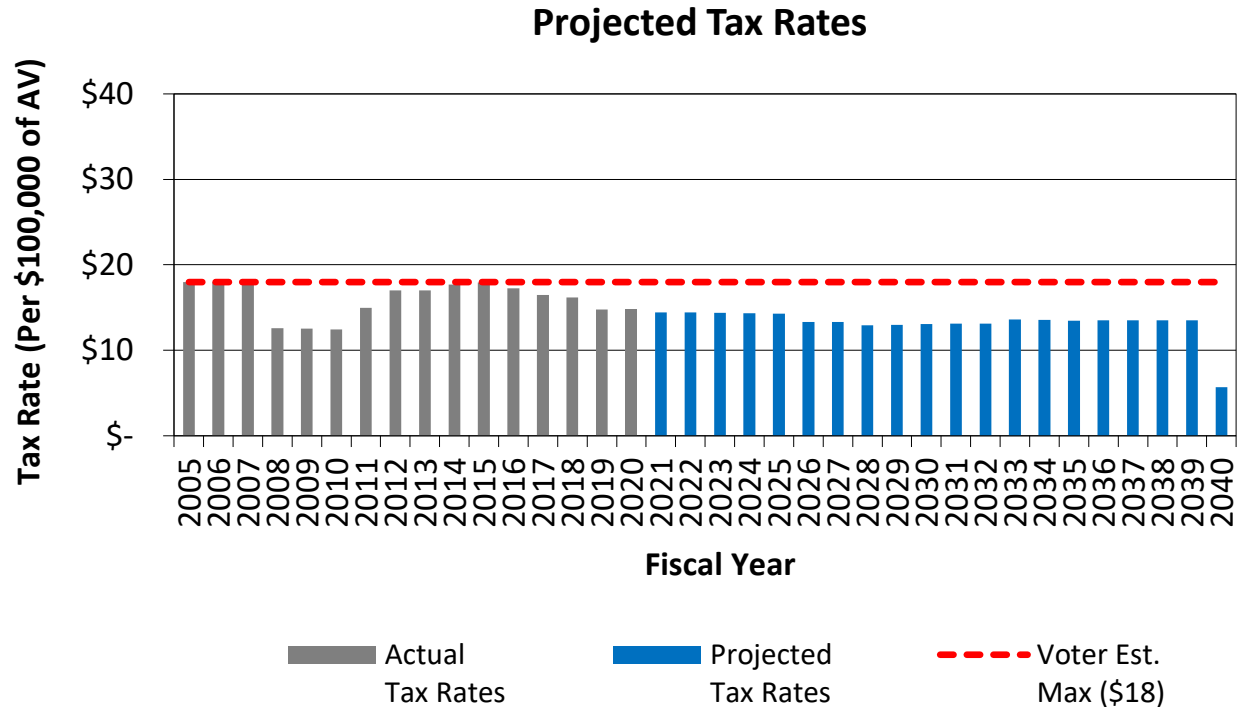
(1) Source: California Municipal Statistics, Inc. & Riverside County.

(2) Preliminary.

# Measure C Tax Rates (1)

The District has never exceeded the tax rate estimated to voters of \$18 per \$100,000 of AV

Fiscal Year	Tax Rate Per \$100,000
2004 - 05	\$18.00
2005 - 06	\$18.00
2006 - 07	\$18.00
2007 - 08	\$12.59
2008 - 09	\$12.54
2009 - 10	\$12.42
2010 - 11	\$14.99
2011 - 12	\$17.00
2012 - 13	\$17.02
2013 - 14	\$17.68
2014 - 15	\$17.91
2015 - 16	\$17.25
2016 - 17	\$16.49
2017 - 18	\$16.16
2018 - 19	\$14.78
2019 - 20	\$14.76



(1) Assumes AV growth of 2% in 2020-21, 3% in 2021-22 and 3.5% annually thereafter with 7% unsecured delinquency.

# Illustrative Series 2019F Issuance

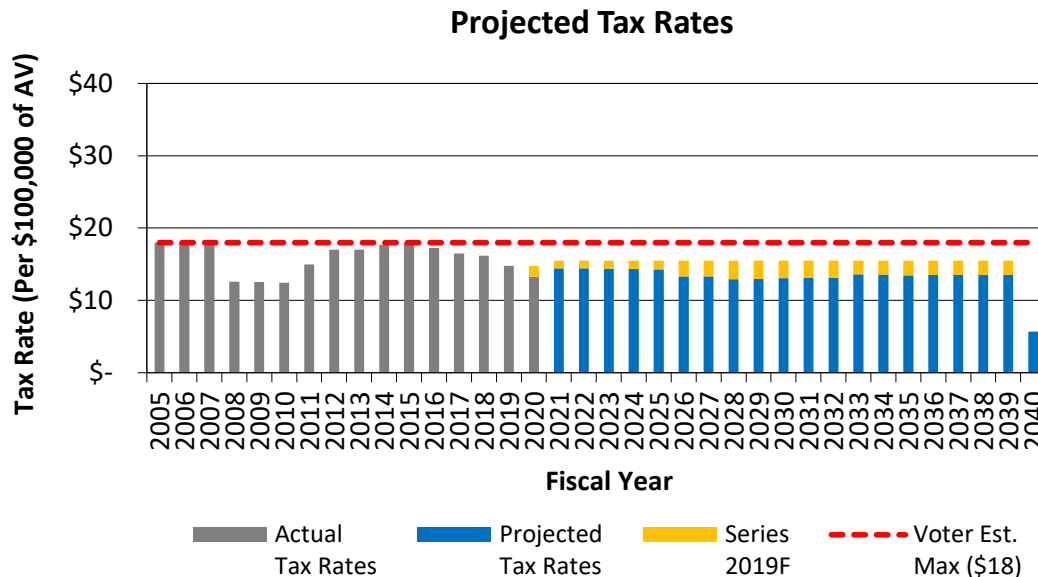
Series 2019F can be accessed at a projected tax rate of ~\$16 per \$100,000 of AV

◆ Assumptions:

- Annual AV growth rates:
  - 2020-21: 2.0%
  - 2021-22: 3.0%
  - Thereafter: 3.5%
- Interest rate <sup>(1)</sup>: 3.1%
- County debt service reserve policy: 25%
- Current interest bonds only

**Series 2019F Estimated Debt Service <sup>(1)</sup>**

Debt Service				
Date	Principal	Interest	Fund	Total
8/1/20	\$ 1,235,000	\$ 1,148,719	\$ (1,148,719)	\$ 1,235,000
8/1/21	955,000	1,584,400	(1,584,400)	955,000
8/1/22	1,155,000	1,555,750	(1,477,875)	1,232,875
8/1/23	-	1,509,550		1,509,550
8/1/24	-	1,509,550		1,509,550
8/1/25	-	1,509,550		1,509,550
8/1/26	1,065,000	1,509,550		2,574,550
8/1/27	1,245,000	1,456,300		2,701,300
8/1/28	2,045,000	1,394,050		3,439,050
8/1/29	2,240,000	1,291,800		3,531,800
8/1/30	2,440,000	1,202,200		3,642,200
8/1/31	2,635,000	1,104,600		3,739,600
8/1/32	2,855,000	999,200		3,854,200
8/1/33	2,445,000	885,000		3,330,000
8/1/34	2,675,000	787,200		3,462,200
8/1/35	2,900,000	680,200		3,580,200
8/1/36	3,140,000	564,200		3,704,200
8/1/37	3,385,000	438,600		3,823,600
8/1/38	3,650,000	303,200		3,953,200
8/1/39	3,930,000	157,200		4,087,200
<b>Total</b>	<b>\$ 39,995,000</b>	<b>\$ 21,590,819</b>	<b>\$ (4,210,994)</b>	<b>\$ 57,374,825</b>



**Net Repayment Ratio 1.43 to 1**

(1) Reflects interest rates provided by Piper Jaffray on August 19, 2019. Assumes District's current ratings of 'Aa2/AA/--'. Subject to market fluctuation.

# General Obligation Bond Refinancing Overview

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Depending on market conditions, the District may realize savings for its taxpayers by refinancing the outstanding Series 2010D-1 bonds (“Prior Bonds”)

- ◆ Similar to refinancing a home mortgage, savings would be generated for the District’s taxpayers by replacing the higher interest rate Prior Bonds with lower interest rate refunding bonds (“Refunding Bonds”)
- ◆ Refinancing does NOT extend the original bond term
- ◆ Savings are subject to fluctuations in interest rates until the Refunding Bonds are sold
- ◆ All financing costs (except for credit ratings) are contingent upon the successful issuance of the Refunding Bonds and are paid only from bond proceeds, not the General Fund

# Refinancing Summary <sup>(1)</sup>

A refinancing produces present value savings above the industry benchmark of 3%

Debt Service Comparison			
Year	Prior Bonds <sup>(2)</sup>	Refunding Bonds	Savings
2020	\$ 4,804,666	\$ 4,802,237	\$ 2,429
2021	4,804,666	4,411,000	393,666
2022	4,804,666	4,411,000	393,666
2023	4,804,666	4,411,000	393,666
2024	4,804,666	4,411,000	393,666
2025	4,804,666	4,411,000	393,666
2026	4,804,666	4,411,000	393,666
2027	4,804,666	4,411,000	393,666
2028	4,804,666	4,411,000	393,666
2029	4,804,666	4,411,000	393,666
2030	4,804,666	4,411,000	393,666
2031	5,564,666	4,681,000	883,666
2032	12,174,135	11,272,500	901,635
2033	13,097,944	12,023,750	1,074,194
2034	13,472,379	12,200,250	1,272,129
2035	13,860,348	12,373,000	1,487,348
2036	14,254,514	12,530,750	1,723,764
2037	14,664,031	12,682,750	1,981,281
2038	15,084,521	12,822,750	2,261,771
2039	15,518,397	12,954,750	2,563,647
2040	15,962,831	13,072,500	2,890,331
<b>Total</b>	<b>\$ 186,505,092</b>	<b>\$ 165,526,237</b>	<b>\$ 20,978,855</b>

Savings Statistics	
Present Value Savings:	\$ 15,584,101
Present Value Savings %:	15.2%
Prior Bonds Redemption Date:	8/1/2020
Escrow Yield <sup>(3)</sup> :	1.93%
Refunding Bond Yield:	2.01%
Escrow Negative Arbitrage:	\$ (66,425)
Interest Rate of Prior Bonds:	4.70%
All-Inclusive Rate of Refunding Bonds:	3.40%
Principal of Prior Bonds:	\$ 102,300,000
Principal of Refunding Bonds:	\$ 89,850,000

(1) Reflects interest rates provided by Piper Jaffray on August 19, 2019. Assumes District's current ratings of 'Aa2/AA/--.' Subject to market fluctuation.

(2) Reflects projected net debt service after receipt of Federal subsidies.

(3) Subject to bid.

# Historical & Estimated Financing Costs

Financing	Series 2004A (Tax-Exempt) & 2004B (Taxable) <sup>(1)</sup>	2005 GO Refunding (Tax-Exempt)	Series 2007C (Tax-Exempt)	Series 2010D (Tax-Exempt) & 2010D-1 (Taxable) <sup>(1)</sup>	2014 GO Refunding Series A (Tax-Exempt)	2014 GO Refunding Series B (Taxable)	Series 2015E (Tax-Exempt)	2015 GO Refunding (Tax-Exempt)	ESTIMATED Series 2019F (Tax-Exempt)	ESTIMATED 2019 GO Refunding (Tax-Exempt)
<b>Par Amount</b>	\$ 65,000,000	\$ 58,386,109	\$ 90,000,000	\$ 109,999,278	\$ 29,130,000	\$ 43,960,000	\$ 45,004,145	\$ 43,920,000	\$ 39,995,000	\$ 89,850,000
<b>Fixed Costs (\$)</b>	\$ 307,000	\$ 155,475	\$ 189,462	\$ 340,000	\$ 103,300	\$ 153,581	\$ 188,950	\$ 194,739	\$ 175,000	\$ 255,000
<b>Fixed Costs (%) <sup>(2)</sup></b>	0.47%	0.27%	0.21%	0.31%	0.35%	0.35%	0.42%	0.44%	0.44%	0.28%
<b>Underwriting (\$)</b>	\$ 513,500	\$ 467,089	\$ 725,269	\$ 604,996	\$ 131,085	\$ 197,820	\$ 179,460	\$ 175,680	\$ 139,983	\$ 314,475
<b>Underwriting (%)</b>	0.79%	0.80%	0.81%	0.55%	0.45%	0.45%	0.40%	0.40%	0.35%	0.35%
<b>Bond Insurance</b>	\$ 222,000	\$ 184,608	\$ 170,100	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Costs (\$)</b>	\$ 1,042,500	\$ 807,172	\$ 1,084,831	\$ 944,996	\$ 234,385	\$ 351,401	\$ 368,410	\$ 370,419	\$ 314,983	\$ 569,475
<b>Total Costs (%)</b>	<b>1.60%</b>	<b>1.38%</b>	<b>1.21%</b>	<b>0.86%</b>	<b>0.80%</b>	<b>0.80%</b>	<b>0.82%</b>	<b>0.84%</b>	<b>0.79%</b>	<b>0.63%</b>

(1) Shared a combined fixed costs of issuance account.

(2) California Education Code allows a District to deposit an amount not exceeding 2 percent of the principal amount of the bonds in a costs of issuance account.

# Next Steps

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Following are the next steps for the bond financings

- ◆ September 17, 2019 Board of Trustees approval of Series 2019F and Refunding legal documents
- ◆ Update District credit ratings with Moody's and Standard & Poor's
- ◆ Circulate preliminary official statement to prospective investors
- ◆ Sell bonds/lock interest rates
- ◆ Close financings



# **Background Information**

## **Riverside Community College District, Election of 2004 General Obligation Bonds, Series 2019F and Actions Related Thereto**

(a) Bond Resolution. This Resolution authorizes the issuance of the Bonds, specifies the basic terms, parameters and forms of the Bonds, and approves the form of Purchase Contract and form of Preliminary Official Statement described below. In particular, Section 1 of the Resolution establishes the maximum aggregate initial principal amount of the Bonds to be issued (\$39,995,576.25). Section 4 of the Resolution states the maximum underwriter's discount (0.35%) with respect to the Bonds, the maximum legal interest rate on the Bonds, and authorizes the Bonds to be sold at a negotiated sale to Piper Jaffray & Co. (the "Underwriter"). The Resolution authorizes the issuance of current interest bonds only; capital appreciation bonds are not authorized.

(b) Form of Purchase Contract. Pursuant to the Purchase Contract, the Underwriter will agree to buy the Bonds from the District. All the conditions of closing the transaction are set forth in this document, including the documentation to be provided at the closing by various parties. Upon the pricing of the Bonds, the final execution copy of the Purchase Contract will be prepared following this form.

(c) Form of Preliminary Official Statement. The Preliminary Official Statement ("POS") is the offering document describing the Bonds which may be distributed to prospective purchasers of the Bonds. The POS discloses information with respect to among other things (i) the proposed uses of proceeds of the Bonds, (ii) the terms of the Bonds (interest rate, redemption terms, etc.), (iii) the bond insurance policy for the Bonds, if any, (iv) the security for repayment of the Bonds (the *ad valorem* property tax levy), (v) information with respect to the District's tax base (upon which such *ad valorem* property taxes may be levied), (vi) District financial and operating data, (vii) continuing disclosure with respect to the Bonds and the District, and (viii) absence of litigation and other miscellaneous matters expected to be of interest to prospective purchasers of the Bonds. Following the pricing of the Bonds, a final Official Statement for the Bonds will be prepared, substantially in the form of the POS.

(d) Form of the Continuing Disclosure Certificate. The form of the Continuing Disclosure Certificate can be found in APPENDIX C to the POS. Effective July 3, 1995, all underwriters of municipal bonds are obligated to procure from any public agency issuing debt a covenant that such public agency will annually file "material financial information and operating data" with respect to such public agency through the web-based Electronic Municipal Market Access ("EMMA") system maintained by the Municipal Securities Rulemaking Board (a federal agency that regulates "broker-dealers," including investment bank firms that underwrite municipal obligations). This requirement is expected to be satisfied by the filing of the District's audited financial statements and other operating information about the District, in the same manner the District has filed in connection with prior bond issuances.

### Fiscal Impact

There is no fiscal impact to the General Fund resulting from the issuance of the Bonds.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOLUTION NO. 04-19/20**

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE RIVERSIDE  
COMMUNITY COLLEGE DISTRICT, RIVERSIDE AND SAN BERNARDINO  
COUNTIES, CALIFORNIA, AUTHORIZING THE ISSUANCE OF  
RIVERSIDE COMMUNITY COLLEGE DISTRICT (RIVERSIDE AND SAN  
BERNARDINO COUNTIES, CALIFORNIA) ELECTION OF 2004 GENERAL  
OBLIGATION BONDS, SERIES 2019F, AND ACTIONS RELATED THERETO**

**WHEREAS**, a duly called election was held in the Riverside Community College District (the “District”), Riverside County (the “County”) and San Bernardino County (together with the County, the “Counties”), State of California, on March 2, 2004 (the “Election”) and thereafter canvassed pursuant to law, at which the following proposition (the “Bond Measure”) was submitted to the qualified electors of the District:

“To improve local student access to job training and four-year college preparation classes, improve campus safety, add and upgrade science, health, technology, academic classrooms/laboratories; expand public safety, police, firefighting, paramedics and healthcare training facilities; repair, acquire, construct, equip buildings, sites, classrooms; shall Riverside Community College District issue \$350,000,000 in bonds, at legal rates, with no proceeds going to the State, all funds remaining locally, independent citizen oversight, guaranteed annual audits, and no money for administrators’ salaries?”

**WHEREAS**, at the Election the Bond Measure was approved by the requisite fifty-five percent vote of the qualified electors of the District voting on the proposition, as certified by the Registrar of Voters of the County (the “Authorization”);

**WHEREAS**, the District previously issued six series of bonds under the Authorization in an aggregate principal amount of \$310,004,423.75;

**WHEREAS**, at this time this Board of Trustees of the District (the “Board”) has determined that it is necessary and desirable to issue the seventh and final series of bonds under the Authorization in an aggregate principal amount not-to-exceed \$39,995,576.25, to be styled as “Riverside Community College District (Riverside and San Bernardino Counties, California) Election of 2004 General Obligation Bonds, Series 2019F” (the “Bonds”) for the purposes set forth in the Authorization;

**WHEREAS**, pursuant to Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code (the “Government Code”), the Bonds are authorized to be issued by the District for purposes set forth in the ballot submitted to the voters at the Election;

**WHEREAS**, this Board desires to authorize the issuance of the Bonds in one or more Series of Taxable or Tax-Exempt Current Interest Bonds (as such terms are defined herein);

**WHEREAS**, this Board desires to appoint certain professionals to provide services related to the issuance of the Bonds; and

**WHEREAS**, all acts, conditions and things required by law to be done or performed have been done and performed in strict conformity with the laws authorizing the issuance of general obligation bonds of the District, and the indebtedness of the District, including this proposed issue of Bonds, is within all limits prescribed by law;

**NOW, THEREFORE, BE IT FOUND, DETERMINED AND RESOLVED BY THE BOARD OF TRUSTEES OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT, AS FOLLOWS:**

**SECTION 1. Authorization for Issuance of the Bonds.** To raise money for the purposes authorized by the voters of the District at the Election, and to pay all necessary legal, financial, engineering and contingent costs in connection therewith, the Board hereby authorizes the issuance of the Bonds pursuant to Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code in one or more Series of Taxable or Tax-Exempt Current Interest Bonds, with appropriate series designation, all as more fully set forth in the executed Purchase Contract (as defined herein). The Board further orders such Bonds sold such that the Bonds shall be dated as of a date to be determined by an Authorized Officer (defined herein), shall be payable upon such terms and provisions as shall be set forth in the Bonds, and shall be in an aggregate principal amount not-to-exceed \$39,995,576.25.

**SECTION 2. Paying Agent.** This Board hereby appoints the Paying Agent, as defined herein, to serve as the paying agent, bond registrar, transfer agent and authentication agent for the Bonds on behalf of the District. This Board hereby approves the payment of the reasonable fees and expenses of the Paying Agent as they shall become due and payable. The fees and expenses of the Paying Agent which are not paid as a cost of issuance of the Bonds may be paid in each year from *ad valorem* property taxes levied and collected for the payment thereof, insofar as permitted by law, including specifically by Education Code Section 15232.

**SECTION 3. Terms and Conditions of Sale.** The Bonds shall be sold upon the direction of the Chancellor or the Vice Chancellor, Business and Financial Services, or such other officers or employees of the District as the Chancellor or the Vice Chancellor, Business and Financial Services may designate for such purpose (collectively, the “Authorized Officers”), and pursuant to such terms and conditions set forth in the Purchase Contract (defined herein). The Board hereby authorizes the sale of the Bonds at a negotiated sale, which is determined to provide more flexibility in the timing of the sale, an ability to implement the sale in a shorter time period, an increased ability to structure the Bonds to fit the needs of particular purchasers, and a greater opportunity for the Underwriter (as defined herein) to pre-market the Bonds to potential purchasers prior to the sale, all of which will contribute to the District’s goal of achieving the lowest overall cost of funds.

**SECTION 4. Approval of Purchase Contract.** The form of Purchase Contract by and between the District and the Underwriter, substantially in the form on file with the Secretary to the Board, is hereby approved and the Authorized Officers, each alone, are hereby authorized and requested to execute such Purchase Contract, with such changes therein, deletions therefrom and modifications thereto as the Authorized Officer executing the same shall approve, such approval to be conclusively evidenced by his or her execution and delivery thereof; provided, however, (i) that the interest rates on the Bonds shall not exceed the maximum rate permitted by law; and (ii) the underwriting discount on the Bonds, excluding original issue discount, shall not exceed 0.35% of the aggregate principal amount of Bonds actually issued. The Authorized Officers, each alone, are further authorized to determine the principal amount of the Bonds to be specified in the Purchase Contract for

sale by the District up to \$39,995,576.25 and to enter into and execute the Purchase Contract with the Underwriter, if the conditions set forth in this Resolution are satisfied.

**SECTION 5. Certain Definitions.** As used in this Resolution, the terms set forth below shall have the meanings ascribed to them (unless otherwise set forth in the Purchase Contract):

(a) **“Beneficial Owner”** means, when used with reference to book-entry Bonds registered pursuant to Section 6 hereof, the person who is considered the beneficial owner of such Bonds pursuant to the arrangements for book entry determination of ownership applicable to the Depository.

(b) **“Bond Insurer”** means any insurance company which issues a municipal bond insurance policy insuring the payment of Principal of and interest on the Bonds.

(c) **“Bond Payment Date”** means, unless otherwise provided by the Purchase Contract, February 1 and August 1 of each year commencing on February 1, 2020 with respect to interest on the Bonds, and the stated maturity dates of the Bonds with respect to payments of Principal of the Bonds.

(d) **“Bond Register”** means the registration books which the Paying Agent shall keep or cause to be kept on which the registered ownership, transfer and exchange of Bonds shall be recorded.

(e) **“Code”** means the Internal Revenue Code of 1986, as amended. Reference to any particular section of the Code shall be deemed to be a reference to any successor to any such section.

(f) **“Continuing Disclosure Certificate”** means that certain contractual undertaking of the District pursuant to paragraph (b)(5) of Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, and relating to the Bonds, dated as of the date of issuance thereof, as amended from time to time in accordance with the provisions thereof.

(g) **“Current Interest Bonds”** means Bonds, the interest on which is payable semiannually on each Bond Payment Date specified for each such Bond as designated and maturing in the years and in the amounts set forth in the Purchase Contract.

(h) **“Dated Date”** means the date of initial issuance and delivery of the Bonds, or such other date as shall appear in the Purchase Contract or Official Statement.

(i) **“Depository”** means the entity acting as securities depository for the Bonds pursuant to Section 6(c) hereof.

(j) **“DTC”** means The Depository Trust Company, New York, New York, a limited purpose trust company organized under the laws of the State of New York, in its capacity as the initial Depository for the Bonds.

(k) **“Fair Market Value”** means the price at which a willing buyer would purchase the investment from a willing seller in a bona fide, arm's length transaction (determined as of the date the contract to purchase or sell the investment becomes binding) if

the investment is traded on an established securities market (within the meaning of Section 1273 of the Code) and, otherwise, the term “Fair Market Value” means the acquisition price in a bona fide arm's length transaction (as referenced above) if (i) the investment is a certificate of deposit that is acquired in accordance with applicable regulations under the Code, (ii) the investment is an agreement with specifically negotiated withdrawal or reinvestment provisions and a specifically negotiated interest rate (for example, a guaranteed investment contract, a forward supply contract or other investment agreement) that is acquired in accordance with applicable regulations under the Code, (iii) the investment is a United States Treasury Security—State and Local Government Series that is acquired in accordance with applicable regulations of the United States Bureau of Public Debt, or (iv) any commingled investment fund in which the District and related parties do not own more than a ten percent (10%) beneficial interest therein if the return paid by the fund is without regard to the source of the investment.

(l) **“Holder” or “Owner”** means the registered owner of a Bond as set forth on the Bond Register maintained by the Paying Agent pursuant to Section 6 hereof.

(m) **“Information Services”** means the Municipal Securities Rulemaking Board’s Electronic Municipal Market Access System; or, such other services providing information with respect to called municipal obligations as the District may specify in writing to the Paying Agent or as the Paying Agent may select.

(n) **“Long Current Interest Bonds”** means Current Interest Bonds that mature later than 30 years from the date of issuance thereof.

(o) **“Moody’s”** means Moody’s Investors Service, Inc., a corporation organized and existing under the laws of the State of Delaware, its successors and assigns, or, if such corporation shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, such other nationally recognized securities rating agency designated by the District.

(p) **“Nominee”** means the nominee of the Depository, which may be the Depository, as determined from time to time pursuant to Section 6(c) hereof.

(q) **“Non-AMT Bonds”** means obligations the interest on which is excludable from gross income for federal income tax purposes under Section 103(a) of the Code and not treated as an item of tax preference under Section 57(a)(5)(C) of the Code, that are legal investments pursuant to Government Code Section 53601.

(r) **“Official Statement”** means the Official Statement for the Bonds, as described in Section 17 hereof.

(s) **“Outstanding”** means, when used with reference to the Bonds, as of any date, Bonds theretofore issued or thereupon being issued under this Resolution except:

(i) Bonds canceled at or prior to such date;

(ii) Bonds in lieu of or in substitution for which other Bonds shall have been delivered pursuant to Section 8 hereof; or

(iii) Bonds for the payment or redemption of which funds or Government Obligations in the necessary amount shall have been set aside (whether on or prior to the maturity or redemption date of such Bonds), in accordance with Section 19 of this Resolution.

(t) **“Participants”** means those broker-dealers, banks and other financial institutions from time to time for which the Depository holds book-entry certificates as securities depository.

(u) **“Paying Agent”** means initially U.S. Bank National Association, or any other Paying Agent as shall be named in the Purchase Contract or Official Statement, and afterwards any successor financial institution, acting as paying agent, transfer agent, authentication agent and bond registrar for the Bonds.

(v) **“Permitted Investments”** means (i) any lawful investments permitted by Government Code Sections 16429.1 and 53601, including Non-AMT Bonds and Qualified Non-AMT Mutual Funds, (ii) shares in a California common law trust established pursuant to Title 1, Division 7, Chapter 5 of the Government Code which invests exclusively in investments permitted by Government Code Section 53635, but without regard to any limitations in such Section concerning the percentage of moneys available for investment being invested in a particular type of security, (iii) a guaranteed investment contract with a provider having a rating meeting the minimum rating requirements of the County investment pool maintained by the Treasurer, (iv) the Local Agency Investments Fund of the California State Treasurer, (v) the County investment pool described above, and (vi) State and Local Government Series Securities.

(w) **“Principal” or “Principal Amount”** means, with respect to any Bond, the initial principal amount thereof.

(x) **“Purchase Contract”** means the contract or contracts for purchase and sale of the Bonds, by and between the District and the Underwriter named therein. To the extent the Bonds are sold pursuant to more than one Purchase Contract, each shall be substantially in the form presented to the Board, with such changes therein, deletions therefrom and modifications thereto as the Authorized Officer executing the same shall approve.

(y) **“Qualified Non-AMT Mutual Fund”** means stock in a regulated investment company to the extent that at least 95% of the income of such regulated investment company is interest that is excludable from gross income under Section 103 of the Code and not an item of tax preference under Section 57(a)(5)(C) of the Code.

(z) **“Qualified Permitted Investments”** means (i) Non-AMT Bonds, (ii) Qualified Non-AMT Mutual Funds, (iii) other Permitted Investments authorized by an opinion of Bond Counsel to the effect that such investment would not adversely affect the tax-exempt status of the Bonds, and (iv) Permitted Investments of proceeds of the Bonds, and interest earned on such proceeds, held not more than thirty days pending reinvestment or Bond redemption. A guaranteed investment contract or similar investment agreement (e.g. a forward supply contract, GIC, repo, etc.) does not constitute a Qualified Permitted Investment.

(aa) **“Record Date”** means the close of business on the 15th day of the month preceding each Bond Payment Date.

(bb) **“Series”** means any Bonds executed, authenticated and delivered pursuant to the provisions hereof identified as a separate series of Bonds.

(cc) **“S&P”** means S&P Global Ratings, a business unit of Standard & Poor’s Financial Services LLC, its successors and assigns, or, if such corporation shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, such other nationally recognized securities rating agency designated by the District.

(dd) **“Taxable Bonds”** means any Bonds not issued as Tax-Exempt Bonds.

(ee) **“Tax-Exempt Bonds”** means any Bonds the interest on which is excludable from gross income for federal income tax purposes and is not treated as an item of tax preference for purposes of calculating the federal alternative minimum tax, as further described in an opinion of Bond Counsel supplied to the original purchasers of such Bonds.

(ff) **“Term Bonds”** means those Bonds for which mandatory redemption dates have been established in the Purchase Contract.

(gg) **“Transfer Amount”** means, with respect to any Outstanding Bond, the Principal Amount.

(hh) **“Treasurer”** means the Treasurer-Tax Collector of the County.

(ii) **“Underwriter”** means Piper Jaffray & Co.

## **SECTION 6. Terms of the Bonds.**

(a) Denomination, Interest, Dated Dates and Terms. The Bonds shall be issued as fully registered Current Interest Bonds registered as to both Principal and interest, in denominations of \$5,000 Principal Amount or any integral multiple thereof. The Bonds shall bear interest at a rate not in excess of that authorized at the Election. The Bonds will initially be registered in the name of “Cede & Co.,” the Nominee of DTC.

Each Bond shall be dated as of the Dated Date, and shall bear interest at the rates set forth in the Purchase Contract, from the Bond Payment Date next preceding the date of authentication thereof unless it is authenticated during the period from the 16<sup>th</sup> day of the month next preceding any Bond Payment Date to that Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before the first Record Date, in which event it shall bear interest from its Dated Date. Interest shall be payable on the respective Bond Payment Dates and shall be calculated on the basis of a 360-day year of 12, 30-day months.

To the extent the issuance of Bonds includes Long Current Interest Bonds, the useful life of any facility financed with such Long Current Interest Bonds will equal or exceed the maturity of such Long Current Interest Bonds.

(b) Redemption.

(i) Terms of Redemption. The Bonds shall be subject to optional or mandatory sinking fund redemption prior to maturity as provided in the Purchase Contract and the Official Statement.

(ii) Selection of Bonds for Redemption. Whenever provision is made in this Resolution for the optional redemption of Bonds and less than all Outstanding Bonds are to be redeemed, the Paying Agent, upon written instruction from the District, shall select Bonds for redemption as so directed and if not directed, in inverse order of maturity. Within a maturity, the Paying Agent shall select Bonds for redemption as directed by the District, and if not so directed, by lot. Redemption by lot shall be in such manner as the Paying Agent shall determine; provided, however, that with respect to redemption by lot, the portion of any Bond to be redeemed in part shall be in the Principal Amount of \$5,000 or any integral multiple thereof.

The Purchase Contract may provide that (i) in the event that a portion of any Term Bond is optionally redeemed prior to maturity pursuant to Section 6(b)(i) hereof, the remaining mandatory sinking fund payments with respect to such Term Bonds shall be reduced proportionately or as otherwise directed by the District, in integral multiples of \$5,000 principal amount, in respect of the portion of such Term Bonds optionally redeemed, and (ii) within a maturity, Bonds shall be selected for redemption on a “Pro Rata Pass-Through Distribution of Principal” basis in accordance with DTC procedures, provided further that, such redemption is made in accordance with the operational arrangements of DTC then in effect.

(iii) Redemption Notice. When optional redemption is authorized or required pursuant to Section 6(b)(i) hereof, the Paying Agent, upon written instruction from the District, shall give notice (a “Redemption Notice”) of the redemption of the Bonds (or portions thereof). Such Redemption Notice shall specify: the Bonds or designated portions thereof (in the case of redemption of the Bonds in part but not in whole) which are to be redeemed, the date of redemption, the place or places where the redemption will be made, including the name and address of the Paying Agent, the redemption price, the CUSIP numbers (if any) assigned to the Bonds to be redeemed, the Bond numbers of the Bonds to be redeemed in whole or in part and, in the case of any Bond to be redeemed in part only, the portion of the Principal Amount of such Bond to be redeemed, and the original issue date, interest rate and stated maturity date of each Bond to be redeemed in whole or in part. Such Redemption Notice shall further state that on the specified date there shall become due and payable upon each Bond or portion thereof being redeemed at the redemption price thereof, together with the interest accrued to the redemption date, and that from and after such date, interest thereon shall cease to accrue.

The Paying Agent shall take the following actions with respect to each such Redemption Notice:

1. At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given to the respective Owners of Bonds designated for redemption by registered or certified mail, postage prepaid, at their addresses appearing on the Bond Register.

2. At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, (ii)



telephonically confirmed facsimile transmission, or (iii) overnight delivery service, to the Depository.

3. At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, or (ii) overnight delivery service, to one of the Information Services.

4. Provide the Redemption Notice to such other persons as may be required pursuant to the Continuing Disclosure Certificate.

A certificate of the Paying Agent or the District that a Redemption Notice has been given as provided herein shall be conclusive as against all parties. Neither failure to receive any Redemption Notice nor any defect in any such Redemption Notice so given shall affect the sufficiency of the proceedings for the redemption of the affected Bonds. Each check issued or other transfer of funds made by the Paying Agent for the purpose of redeeming Bonds shall bear or include the CUSIP number identifying, by issue and maturity, the Bonds being redeemed with the proceeds of such check or other transfer. Such Redemption Notice may state that no representation is made as to the accuracy or correctness of CUSIP numbers printed thereon, or on the Bonds.

With respect to any notice of optional redemption of Bonds (or portions thereof) pursuant to Section 6(b)(i) hereof, unless upon the giving of such notice such Bonds or portions thereof shall be deemed to have been defeased pursuant to Section 19 hereof, such notice shall state that such redemption shall be conditional upon the receipt by an independent escrow agent selected by the District, on or prior to the date fixed for such redemption, of the moneys necessary and sufficient to pay the Principal of, premium, if any, and interest on, such Bonds (or portions thereof) to be redeemed, and that if such moneys shall not have been so received said notice shall be of no force and effect, no portion of the Bonds shall be subject to redemption on such date and such Bonds shall not be required to be redeemed on such date. In the event that such Redemption Notice contains such a condition and such moneys are not so received, the redemption shall not be made and the Paying Agent shall within a reasonable time thereafter (but in no event later than the date originally set for redemption) give notice to the persons to whom and in the manner in which the Redemption Notice was given, that such moneys were not so received. In addition, the District shall have the right to rescind any Redemption Notice, by written notice to the Paying Agent, on or prior to the date fixed for such redemption. The Paying Agent shall distribute a notice of the rescission of such Redemption Notice in the same manner as such notice was originally provided.

(iv) Partial Redemption of Bonds. Upon the surrender of any Bond redeemed in part only, the Paying Agent shall authenticate and deliver to the Owner thereof a new Bond or Bonds of like tenor and maturity and of authorized denominations equal in Transfer Amounts to the unredeemed portion of the Bond surrendered. Such partial redemption shall be valid upon payment of the amount required to be paid to such Owner, and the District shall be released and discharged thereupon from all liability to the extent of such payment.

(v) Effect of Redemption Notice. Notice having been given as aforesaid, and the moneys for the redemption (including the interest accrued to the applicable date of redemption) having been set aside as provided in Section 19 hereof, the Bonds to be redeemed shall become due and payable on such date of redemption.

If on such redemption date, money for the redemption of all the Bonds to be redeemed as provided in Section 6(b) hereof, together with interest accrued to such redemption date, shall be held in trust as provided in Section 19 hereof, so as to be available therefor on such redemption date, and if a Redemption Notice thereof shall have been given as aforesaid, then from and after such redemption date, interest on the Bonds to be redeemed shall cease to accrue and become payable. All money held for the redemption of Bonds shall be held in trust for the account of the Owners of the Bonds to be so redeemed.

All Bonds paid at maturity or redeemed prior to maturity pursuant to the provisions of this Section 6 shall be cancelled upon surrender thereof and be delivered to or upon the order of the District. All or any portion of a Bond purchased by the District shall be cancelled by the Paying Agent.

(vi) Bonds No Longer Outstanding. When any Bonds (or portions thereof), which have been duly called for redemption prior to maturity under the provisions of this Resolution, or with respect to which irrevocable instructions to call for redemption prior to maturity at the earliest redemption date have been given to the Paying Agent, in form satisfactory to it, and sufficient moneys shall be held irrevocably in trust for the payment of the redemption price of such Bonds or portions thereof, and accrued interest thereon to the date fixed for redemption, all as provided in this Resolution, then such Bonds shall no longer be deemed Outstanding and shall be surrendered to the Paying Agent for cancellation.

All Bonds paid at maturity or redeemed prior to maturity pursuant to the provisions of this Section 6 shall be cancelled upon surrender thereof and be delivered to or upon the order of the District. All or any portion of a Bond purchased by the District shall be cancelled by the Paying Agent.

(c) Book-Entry System.

(i) Election of Book-Entry System. The Bonds shall initially be delivered in the form of a separate single fully-registered bond (which may be typewritten) for each maturity date of such Bonds in authorized denominations. The ownership of each such Bond shall be registered in the Bond Register in the name of the Nominee, as nominee of the Depository and ownership of the Bonds, or any portion thereof may not thereafter be transferred except as provided in Section 6(c)(i)(4).

With respect to book-entry Bonds, the District and the Paying Agent shall have no responsibility or obligation to any Participant or to any person on behalf of which such a Participant holds an interest in such book-entry Bonds. Without limiting the immediately preceding sentence, the District and the Paying Agent shall have no responsibility or obligation with respect to (i) the accuracy of the records of the Depository, the Nominee, or any Participant with respect to any ownership interest in book-entry Bonds, (ii) the delivery to any Participant or any other person, other than an Owner as shown in the Bond Register, of any notice with respect to book-entry Bonds, including any Redemption Notice, (iii) the selection by the Depository and its Participants of the beneficial interests in book-entry Bonds to be prepaid in the event the District redeems the Bonds in part, or (iv) the payment by the Depository or any Participant or any other person, of any amount with respect to Principal of, premium, if any, or interest on the book-entry Bonds. The District and the Paying Agent may treat and consider the person in whose name each book-entry Bond is registered in the Bond Register as the absolute Owner of such book-entry Bond for the purpose of payment of Principal of, premium and interest on and to such Bond, for the purpose of giving Redemption Notices and other matters with respect to such Bond, for the purpose of registering transfers with respect to such Bond, and for all other purposes whatsoever. The Paying Agent shall pay all Principal of, premium, if any, and interest on the Bonds

only to or upon the order of the respective Owner, as shown in the Bond Register, or his or her respective attorney duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to payment of Principal of, premium, if any, and interest on the Bonds to the extent of the sum or sums so paid. No person other than an Owner, as shown in the Bond Register, shall receive a certificate evidencing the obligation to make payments of Principal of, premium, if any, and interest on the Bonds. Upon delivery by the Depository to the Owner and the Paying Agent, of written notice to the effect that the Depository has determined to substitute a new nominee in place of the Nominee, and subject to the provisions herein with respect to the Record Date, the word Nominee in this Resolution shall refer to such nominee of the Depository.

1. Delivery of Letter of Representations. In order to qualify the book-entry Bonds for the Depository's book-entry system, the District shall execute and deliver to the Depository a Letter of Representations. The execution and delivery of a Letter of Representations shall not in any way impose upon the District any obligation whatsoever with respect to persons having interests in such book-entry Bonds other than the Owners, as shown on the Bond Register. By executing a Letter of Representations, the District shall agree to take all action necessary at all times so that it will be in compliance with all representations in such Letter of Representations. In addition to the execution and delivery of a Letter of Representations, the District shall take such other actions, not inconsistent with this Resolution, as are reasonably necessary to qualify book-entry Bonds for the Depository's book-entry program.

2. Selection of Depository. In the event (i) the Depository determines not to continue to act as securities depository for book-entry Bonds, or (ii) the District determines that continuation of the book-entry system is not in the best interest of the Beneficial Owners of the Bonds or the District, then the District will discontinue the book-entry system with the Depository. If the District determines to replace the Depository with another qualified securities depository, the District shall prepare or direct the preparation of a new single, separate, fully registered bond for each maturity date of such Outstanding book-entry Bond, registered in the name of such successor or substitute qualified securities depository or its Nominee as provided in subsection (4) hereof. If the District fails to identify another qualified securities depository to replace the Depository, then the Bonds shall no longer be restricted to being registered in such Bond Register in the name of the Nominee, but shall be registered in whatever name or names the Owners transferring or exchanging such Bonds shall designate, in accordance with the provisions of this Section 6(c).

3. Payments and Notices to Depository. Notwithstanding any other provision of this Resolution to the contrary, so long as all Outstanding Bonds are held in book entry form and registered in the name of the Nominee, all payments by the District or the Paying Agent with respect to Principal of, premium, if any, or interest on the Bonds and all notices with respect to such Bonds, including notices of redemption, shall be made and given, respectively to the Nominee, as provided in the Letter of Representations or as otherwise required or instructed by the Depository and agreed to by the Paying Agent notwithstanding any inconsistent provisions herein.

4. Transfer of Bonds to Substitute Depository.

(A) The Bonds shall be initially issued as described in the Official Statement described herein. Registered ownership of such Bonds, or any portions thereof, may not thereafter be transferred except:

(1) to any successor of DTC or its nominee, or of any substitute depository designated pursuant to Section 6(c)(i)(4)(A)(2) (“Substitute Depository”); provided that any successor of DTC or Substitute Depository shall be qualified under any applicable laws to provide the service proposed to be provided by it;

(2) to any Substitute Depository, upon (1) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (2) a determination by the District that DTC (or its successor) is no longer able to carry out its functions as depository; provided that any such Substitute Depository shall be qualified under any applicable laws to provide the services proposed to be provided by it; or

(3) to any person as provided below, upon (1) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (2) a determination by the District that DTC or its successor (or Substitute Depository or its successor) is no longer able to carry out its functions as depository.

(B) In the case of any transfer pursuant to Section 6(c)(i)(4)(A)(1) or (2), upon receipt of all Outstanding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent designating the Substitute Depository, a single new Bond, which the District shall prepare or cause to be prepared, shall be executed and delivered for each maturity of Bonds then Outstanding, registered in the name of such successor or such Substitute Depository or their Nominees, as the case may be, all as specified in such written request of the District. In the case of any transfer pursuant to Section 6(c)(i)(4)(A)(3), upon receipt of all Outstanding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent, new Bonds, which the District shall prepare or cause to be prepared, shall be executed and delivered in such denominations and registered in the names of such persons as are requested in such written request of the District, provided that the Paying Agent shall not be required to deliver such new Bonds within a period of less than sixty (60) days from the date of receipt of such written request from the District.

(C) In the case of a partial redemption or an advance refunding of any Bonds evidencing a portion of the Principal maturing in a particular year, DTC or its successor (or any Substitute Depository or its successor) shall make an appropriate notation on such Bonds indicating the date and amounts of such reduction in Principal, in form acceptable to the Paying Agent, all in accordance with the Letter of Representations. The Paying Agent shall not be liable for such Depository’s failure to make such notations or errors in making such notations.

(D) The District and the Paying Agent shall be entitled to treat the person in whose name any Bond is registered as the Owner thereof for all purposes of this Resolution and any applicable laws, notwithstanding any notice to the contrary received by the Paying Agent or the District; and the District and the Paying Agent shall not have responsibility for transmitting payments to, communicating with, notifying, or otherwise dealing with any Beneficial Owners of the Bonds. Neither the District nor the Paying Agent shall have any responsibility or obligation, legal or otherwise, to any such Beneficial Owners or to any other party, including DTC or its successor (or Substitute Depository or its successor), except to the Owner of any Bonds, and the Paying Agent may rely conclusively on its records as to the identity of the Owners of the Bonds.

**SECTION 7. Execution of the Bonds.** The Bonds shall be signed by the President of the Board, or other member of the Board authorized to sign on behalf of the President, by their manual or facsimile signature and countersigned by the manual or facsimile signature of the Clerk of or Secretary to the Board, or the designee thereof, all in their official capacities. No Bond shall be valid or obligatory for any purpose or shall be entitled to any security or benefit under this Resolution unless and until the certificate of authentication printed on the Bond is signed by the Paying Agent as authenticating agent. Authentication by the Paying Agent shall be conclusive evidence that the Bond so authenticated has been duly issued, signed and delivered under this Resolution and is entitled to the security and benefit of this Resolution.

**SECTION 8. Paying Agent; Transfer and Exchange.** So long as any of the Bonds remain Outstanding, the District will cause the Paying Agent to maintain and keep at its designated office all books and records necessary for the registration, exchange and transfer of the Bonds as provided in this Section. Subject to the provisions of Section 9 below, the person in whose name a Bond is registered on the Bond Register shall be regarded as the absolute Owner of that Bond for all purposes of this Resolution. Payment of or on account of the Principal of, premium, if any, and interest on any Bond shall be made only to or upon the order of such Owner; neither the District nor the Paying Agent shall be affected by any notice to the contrary, but the registration may be changed as provided in this Section. All such payments shall be valid and effectual to satisfy and discharge the District's liability upon the Bonds, including interest, to the extent of the amount or amounts so paid.

Any Bond may be exchanged for Bonds of like Series, tenor, maturity and Transfer Amount upon presentation and surrender at the designated office of the Paying Agent, together with a request for exchange signed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. A Bond may be transferred on the Bond Register only upon presentation and surrender of the Bond at the designated office of the Paying Agent together with an assignment executed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. Upon exchange or transfer, the Paying Agent shall complete, authenticate and deliver a new bond or bonds of like tenor and of any authorized denomination or denominations requested by the Owner equal to the Transfer Amount of the Bond surrendered and bearing or accruing interest at the same rate and maturing on the same date.

If any Bond shall become mutilated, the District, at the expense of the Owner of said Bond, shall execute, and the Paying Agent shall thereupon authenticate and deliver, a new Bond of like Series, tenor, maturity and Transfer Amount in exchange and substitution for the Bond so mutilated, but only upon surrender to the Paying Agent of the Bond so mutilated. If any Bond issued hereunder shall be lost, destroyed or stolen, evidence of such loss, destruction or theft may be submitted to the Paying Agent and, if such evidence be satisfactory to the Paying Agent and indemnity for the Paying Agent and the District satisfactory to the Paying Agent shall be given by the Owner, the District, at the expense of the Owner, shall execute, and the Paying Agent shall thereupon authenticate and deliver, a new Bond of like Series, tenor, maturity and Transfer Amount in lieu of and in substitution for the Bond so lost, destroyed or stolen (or if any such Bond shall have matured or shall have been called for redemption, instead of issuing a substitute Bond the Paying Agent may pay the same without surrender thereof upon receipt of indemnity satisfactory to the Paying Agent and the District). The Paying Agent may require payment of a reasonable fee for each new Bond issued under this paragraph and of the expenses which may be incurred by the District and the Paying Agent.

If signatures on behalf of the District are required in connection with an exchange or transfer, the Paying Agent shall undertake the exchange or transfer of Bonds only after the new Bonds are

signed by the authorized officers of the District. In all cases of exchanged or transferred Bonds, the District shall sign and the Paying Agent shall authenticate and deliver Bonds in accordance with the provisions of this Resolution. All fees and costs of transfer shall be paid by the requesting party. Those charges may be required to be paid before the procedure is begun for the exchange or transfer. All Bonds issued upon any exchange or transfer shall be valid obligations of the District, evidencing the same debt, and entitled to the same security and benefit under this Resolution as the Bonds surrendered upon that exchange or transfer.

Any Bond surrendered to the Paying Agent for payment, retirement, exchange, replacement or transfer shall be cancelled by the Paying Agent. The District may at any time deliver to the Paying Agent for cancellation any previously authenticated and delivered Bonds that the District may have acquired in any manner whatsoever, and those Bonds shall be promptly cancelled by the Paying Agent. Written reports of the surrender and cancellation of Bonds shall be made to the District by the Paying Agent as requested by the District. The cancelled Bonds shall be retained for three years, then returned to the District or destroyed by the Paying Agent as directed by the District.

Neither the District nor the Paying Agent will be required (a) to issue or transfer any Bonds during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of Bonds to be redeemed and ending with the close of business on the Bond Payment Date or any day on which the applicable Redemption Notice is given or (b) to transfer any Bonds which have been selected or called for redemption in whole or in part.

**SECTION 9. Payment.** Payment of interest on any Bond shall be made on any Bond Payment Date to the person appearing on the Bond Register of the Paying Agent as the Owner thereof as of the Record Date immediately preceding such Bond Payment Date, such interest to be paid by wire transfer to such Owner on the Bond Payment Date to the bank and account number on file with the Paying Agent for that purpose on or before the Record Date. The Principal, and redemption premiums, if any, payable on the Bonds shall be payable upon maturity or redemption upon surrender at the designated office of the Paying Agent. The Principal of, interest on, and redemption premiums, if any, on, the Bonds shall be payable in lawful money of the United States of America. The Paying Agent is hereby authorized to pay the Bonds when duly presented for payment at maturity, and to cancel all Bonds upon payment thereof. The Bonds are obligations of the District payable solely from the levy of *ad valorem* property taxes upon all property within the District subject to taxation, which taxes shall be without limit as to rate or amount. The Bonds do not constitute an obligation of the Counties except as provided in this Resolution and no part of any fund of either County is pledged or obligated to the payment of the Bonds.

**SECTION 10. Form of Bonds.** The Bonds shall be in substantially the form as set forth in Exhibit A hereto, allowing those officials executing the Bonds to make the insertions and deletions necessary to conform the Bonds to this Resolution, the Purchase Contract and the Official Statement, or to correct or cure any defect, inconsistency, ambiguity or omission therein. Pending the preparation of definitive Bonds, the Bonds may be executed and delivered in temporary form exchangeable for definitive Bonds when ready for delivery. If the Paying Agent delivers temporary Bonds, it shall execute and deliver definitive Bonds in an equal aggregate principal amount of authorized denominations, when available, and thereupon the temporary Bonds shall be surrendered to the Paying Agent. Until so exchanged, the temporary Bonds shall be entitled to the same benefits hereunder as definitive Bonds.

**SECTION 11. Delivery of Bonds.** The proper officials of the District shall cause the Bonds to be prepared and, following their sale, shall have the Bonds signed and delivered, together with a true

transcript of proceedings with reference to the issuance of the Bonds, to the Underwriter upon payment of the purchase price therefor.

**SECTION 12. Deposit of Proceeds of Bonds.** (a) The purchase price received from the Underwriter pursuant to the Purchase Contract, to the extent of the principal amount thereof, shall be paid to the County to the credit of the fund hereby authorized to be created to be known as the “Riverside Community College District, Election of 2004 General Obligation Bonds, Series 2019F Building Fund” (the “Building Fund”) of the District, shall be kept separate and distinct from all other District and County funds, and such proceeds shall be used solely for the purposes for which the Bonds are being issued and provided further that such proceeds shall be applied solely to the purposes authorized by the voters of the District at the Election. The Counties shall have no responsibility for assuring the proper use of the Bond proceeds by the District. At the election of the District, (i) to the extent the Bonds are issued in more than one Series, there shall be created a separate Building Fund for each such Series of Bonds, with appropriate Series designation, and all references herein to the Building Fund shall be deemed to include any Building Fund created for a Series of Bonds, or (ii) the Building Fund may be established as a subaccount of, or otherwise combined with, a fund established by the County for the purpose of holding proceeds of bonds issued pursuant to the Authorization.

The purchase price received from the Underwriter pursuant to the Purchase Contract, to the extent of any accrued interest and any net original issue premium, shall be paid to the County to the credit of the fund hereby authorized to be created to be known as the “Riverside Community College District Election of 2004 General Obligation Bonds, Series 2019F Debt Service Fund” (the “Debt Service Fund”) for the Bonds and used for payment of principal of and interest on the Bonds, and for no other purpose. At the election of the District, (i) to the extent the Bonds are issued in more than one Series, there shall be created a separate Debt Service Fund for each such Series of Bonds, with appropriate Series designation, and all references herein to the Debt Service Fund shall be deemed to include any Debt Service Fund created for a Series of Bonds, or (ii) the Debt Service Fund may be established as a subaccount of, or otherwise with, a fund established by the County for the purpose of holding proceeds of *ad valorem* property tax levies made to pay bonds issued pursuant to the Authorization. Interest earnings on monies held in the Building Fund shall be retained in the Building Fund. Interest earnings on monies held in the Debt Service Fund shall be retained in the Debt Service Fund. Any excess proceeds of the Bonds on deposit not needed for the authorized purposes set forth herein for which the Bonds are being issued, upon written notice from the District shall be transferred to the Debt Service Fund and applied to the payment of Principal of and interest on the Bonds. If, after payment in full of the Bonds, there remain excess proceeds, any such excess amounts shall be transferred to the general fund of the District.

The costs of issuance of the Bonds are hereby authorized to be paid either from premium withheld by the Underwriter upon the sale of the Bonds, or from the Principal Amount of the Bonds received from the Underwriter. To the extent costs of issuance are paid from such Principal Amount, the District may direct that a portion thereof, in an amount not-to-exceed 2.0% of such Principal Amount, in lieu of being deposited into the Building Fund, be deposited in a costs of issuance account to be held by a fiscal agent of the District appointed for such purpose. Any excess moneys in the cost of issuance account remaining after payment of all costs of issuance shall be transferred to the County for deposit into the Building Fund or Debt Service Fund, as appropriate.

(b) Moneys in the Debt Service Fund and the Building Fund shall be invested in Permitted Investments within the County investment pool. If at the time of issuance the District determines to issue the Bonds as Tax-Exempt Bonds without regard to the Internal Revenue Code “temporary period”

restrictions, all investment of Bond proceeds shall be subject to paragraph (i) below; and the District, in consultation with the County, may provide for an agent to assist the County in investing funds pursuant to paragraph (i) below. If the District fails to direct the County or its agent, as the case may be, the County or its agent shall invest or cause the funds in the Building Fund to be invested in Qualified Permitted Investments, subject to the provisions of paragraph (i) below, until such time as the District provides written direction to invest such funds otherwise. Neither the County nor its officers and agents, as the case may be, shall have any responsibility or obligation to determine the tax consequences of any investment. The interest earned on the moneys deposited to the Building Fund shall be applied as set forth in subparagraph (i)(3) below:

(i) Covenant Regarding Investment of Proceeds.

1. Permitted Investments. Beginning on the delivery date, and at all times until expenditure for authorized purposes, not less than 95% of the proceeds of the Bonds deposited in the Building Fund, including investment earnings thereon, will be invested in Qualified Permitted Investments. Notwithstanding the preceding provisions of this Section, for purposes of this paragraph, amounts derived from the disposition or redemption of Qualified Permitted Investments and held pending reinvestment or redemption for a period of not more than 30 days may be invested in Permitted Investments. The District hereby authorizes investments made pursuant to this Resolution with maturities exceeding five years.

2. Recordkeeping and Monitoring Relating to Building Fund.

(A) Information Regarding Permitted Investments. The District hereby covenants that it will record or cause to be recorded with respect to each Permitted Investment in the Building Fund the following information: purchase date; purchase price; information establishing the Fair Market Value of such Permitted Investment; face amount; coupon rate; periodicity of interest payments; disposition price; disposition date; and any accrued interest received upon disposition.

(B) Information in Qualified Non-AMT Mutual Funds. The District hereby covenants that, with respect to each investment of proceeds of the Bonds in a Qualified Non-AMT Mutual Fund pursuant to paragraph (i)(1) above, in addition to recording, or causing to be recorded, the information set forth in paragraph (i)(2)(A) above, it will retain a copy of each IRS information reporting form and account statement provided by such Qualified Non-AMT Mutual Fund.

(C) Monthly Investment Fund Statements. The District covenants that it will obtain, at the beginning of each month following the delivery date, a statement of the investments in the Building Fund detailing the nature, amount and value of each investment as of such statement date.

(D) Retention of Records. The District hereby covenants that it will retain the records referred to in paragraph (i)(2)(A) and each IRS information reporting form referred to in paragraph (i)(2)(B) with its books and records with respect to the Bonds until three years following the last date that any obligation comprising the Bonds is retired.



3. Interest Earned on Permitted Investments. The interest earned on the moneys deposited in the Building Fund shall be deposited in the Building Fund and used for the purposes of that fund.

Except as required to satisfy the requirements of Section 148(f) of the Code, interest earned on the investment of moneys held in the Debt Service Fund shall be retained in the Debt Service Fund and used by the County to pay the Principal of and interest on the Bonds when due.

**SECTION 13. Rebate Fund.** The following provisions shall apply to any Bonds issued as Tax-Exempt Bonds.

(a) The District shall create and establish a special fund designated the “Riverside Community College District Election of 2004 General Obligation Bonds, Series 2019F Rebate Fund” (the “Rebate Fund”). All amounts at any time on deposit in the Rebate Fund shall be held in trust, to the extent required to satisfy the requirement to make rebate payments to the United States (the “Rebate Requirement”) pursuant to Section 148 of the Code, and the Treasury Regulations promulgated thereunder (the “Treasury Regulations”). Such amounts shall be free and clear of any lien hereunder and shall be governed by this Section and by the Tax Certificate to be executed by the District in connection with the Tax-Exempt Bonds (the “Tax Certificate”).

(b) Within 45 days of the end of each fifth Bond Year (as such term is defined in the Tax Certificate), (1) the District shall calculate or cause to be calculated with respect to the Bonds the amount that would be considered the “rebate amount” within the meaning of Section 1.148-3 of the Treasury Regulations, using as the “computation date” for this purpose the end of such Bond Year, and (2) the District shall deposit to the Rebate Fund from amounts on deposit in the other funds established hereunder or from other District funds, if and to the extent required, amounts sufficient to cause the balance in the Rebate Fund to be equal to the “rebate amount” so calculated. The District shall not be required to deposit any amount to the Rebate Fund in accordance with the preceding sentence, if the amount on deposit in the Rebate Fund prior to the deposit required to be made under this subsection (b) equals or exceeds the “rebate amount” calculated in accordance with the preceding sentence. Such excess may be withdrawn from the Rebate Fund to the extent permitted under subsection (g) of this Section. The District shall not be required to calculate the “rebate amount” and shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b), with respect to all or a portion of the proceeds of the Bonds (including amounts treated as proceeds of the Bonds) (1) to the extent such proceeds satisfy the expenditure requirements of Section 148(f)(4)(B) or Section 148(f)(4)(C) of the Code or Section 1.148-7(d) of the Treasury Regulations, whichever is applicable, and otherwise qualify for the exception to the Rebate Requirement pursuant to whichever of said sections is applicable, (2) to the extent such proceeds are subject to an election by the District under Section 148(f)(4)(C)(vii) of the Code to pay a one and one-half percent (1½%) penalty in lieu of arbitrage rebate in the event any of the percentage expenditure requirements of Section 148(f)(4)(C) are not satisfied, or (3) to the extent such proceeds qualify for the exception to arbitrage rebate under Section 148(f)(4)(A)(ii) of the Code for amounts in a “bona fide debt service fund.” In such event, and with respect to such amounts, the District shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b).

(c) Any funds remaining in the Rebate Fund after redemption of all the Bonds and any amounts described in paragraph (2) of subsection (d) of this Section, or provision made therefor satisfactory to the District, including accrued interest, shall be remitted to the District.

(d) Subject to the exceptions contained in subsection (b) of this Section to the requirement to calculate the “rebate amount” and make deposits to the Rebate Fund, the District shall pay to the United States, from amounts on deposit in the Rebate Fund,

(1) not later than 60 days after the end of (i) the fifth Bond Year, and (ii) each fifth Bond Year thereafter, an amount that, together with all previous rebate payments, is equal to at least 90% of the “rebate amount” calculated as of the end of such Bond Year in accordance with Section 1.148-3 of the Treasury Regulations; and

(2) not later than 60 days after the payment of all Bonds, an amount equal to 100% of the “rebate amount” calculated as of the date of such payment (and any income attributable to the “rebate amount” determined to be due and payable) in accordance with Section 1.148-3 of the Treasury Regulations.

(e) In the event that, prior to the time any payment is required to be made from the Rebate Fund, the amount in the Rebate Fund is not sufficient to make such payment when such payment is due, the District shall calculate (or have calculated) the amount of such deficiency and deposit an amount equal to such deficiency into the Rebate Fund prior to the time such payment is due.

(f) Each payment required to be made pursuant to subsection (d) of this Section shall be made to the Internal Revenue Service, on or before the date on which such payment is due, and shall be accompanied by Internal Revenue Service Form 8038-T, such form to be prepared or caused to be prepared by the District.

(g) In the event that immediately following the calculation required by subsection (b) of this Section, but prior to any deposit made under said subsection, the amount on deposit in the Rebate Fund exceeds the “rebate amount” calculated in accordance with said subsection, the District may withdraw the excess from the Rebate Fund and credit such excess to the Debt Service Fund.

(h) The District shall retain records of all determinations made hereunder until three years after the complete retirement of the Bonds.

(i) Notwithstanding anything in this Resolution to the contrary, the Rebate Requirement shall survive the payment in full or defeasance of the Bonds.

**SECTION 14. Security for the Bonds.** There shall be levied on all the taxable property in the District, in addition to all other taxes, a continuing direct *ad valorem* property tax annually during the period the Bonds are Outstanding in an amount sufficient to pay the Principal of and interest on the Bonds when due, which moneys when collected will be deposited in the Debt Service Fund of the District, and which fund is hereby designated for the payment of the principal of and interest on the Bonds when and as the same shall fall due, and for no other purpose. The District covenants to cause the County to take all actions necessary to levy such *ad valorem* property tax in accordance with this Section 14. Pursuant to Government Code Section 53515, the Bonds shall be secured by a statutory lien on all revenues received pursuant to the levy and collection of *ad valorem* property taxes for the payment thereof.

Pursuant to Government Code Sections 5450 and 5451, the District hereby pledges all revenues received from the levy and collection of *ad valorem* property taxes for the payment of each Series of Bonds and all amounts on deposit in the corresponding Debt Service Fund to the payment of such

Series of Bonds. Such pledge shall constitute a lien on and security interest in such taxes and amounts in such Debt Service Fund. This pledge shall constitute an agreement between the District and the Owners of such Series of Bonds to provide security for the payment of such Bonds in addition to any statutory lien that may exist.

The moneys in the Debt Service Fund, to the extent necessary to pay the Principal of and interest on the Bonds as the same become due and payable, shall be transferred by the Treasurer to the Paying Agent which, in turn, shall pay such moneys to DTC to pay such Principal and interest. DTC will thereupon make payments of Principal of and interest on the Bonds to the DTC Participants who will thereupon make payments of such Principal and interest to the Beneficial Owners of the Bonds. Any moneys remaining in the Debt Service Fund after the Bonds and the interest thereon have been paid in full, or provision for such payment has been made, shall be transferred to the general fund of the District, pursuant to the Education Code Section 15234.

**SECTION 15. Arbitrage Covenant.** The District covenants that it will restrict the use of the proceeds of the Bonds in such manner and to such extent, if any, as may be necessary, so that the Bonds will not constitute arbitrage bonds under Section 148 of the Code and the applicable regulations prescribed thereunder or any predecessor section. Calculations for determining arbitrage requirements are the sole responsibility of the District.

**SECTION 16. Conditions Precedent.** The Board determines that all acts and conditions necessary to be performed by the Board or to have been met precedent to and in the issuing of the Bonds in order to make them legal, valid and binding general obligations of the District have been performed and have been met, or will at the time of delivery of the Bonds have been performed and have been met, in regular and due form as required by law; and that no statutory or constitutional limitation of indebtedness or taxation will have been exceeded in the issuance of the Bonds.

**SECTION 17. Official Statement.** The Preliminary Official Statement relating to the Bonds, substantially in the form on file with the Secretary to the Board is hereby approved and the Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deliver such Preliminary Official Statement to the Underwriter to be used in connection with the offering and sale of the Bonds. The Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deem the Preliminary Official Statement “final” pursuant to Rule 15c2-12 of the Securities Exchange Act of 1934, prior to its distribution and to execute and deliver to the Underwriter a final Official Statement, substantially in the form of the Preliminary Official Statement, with such changes therein, deletions therefrom and modifications thereto as the Authorized Officer executing the same shall approve. The Underwriter is hereby authorized to distribute copies of the Preliminary Official Statement to persons who may be interested in the purchase of the Bonds, and such Underwriter is directed to deliver copies of any final Official Statement to the purchasers of the Bonds. Execution of the Official Statement shall conclusively evidence the District’s approval of the Official Statement.

**SECTION 18. Insurance.** In the event the District purchases bond insurance for the Bonds, and to the extent that the Bond Insurer makes payment of the Principal of and interest on the Bonds, it shall become the Owner of such Bonds with the right to payment of such Principal or interest, and shall be fully subrogated to all of the Owners’ rights, including the Owners’ rights to payment thereof. To evidence such subrogation (i) in the case of subrogation as to claims that were past due interest the Paying Agent shall note the Bond Insurer’s rights as subrogee on the registration books for the Bonds maintained by the Paying Agent upon receipt of a copy of the cancelled check issued by the Bond

Insurer for the payment of such interest to the Owners of the Bonds, and (ii) in the case of subrogation as to claims for past due Principal, the Paying Agent shall note the Bond Insurer as subrogee on the Bond Register for the Bonds maintained by the Paying Agent upon surrender of the Bonds by the Owners thereof to the Bond Insurer or the insurance trustee for the Bond Insurer.

**SECTION 19. Defeasance.** All or any portion of the Outstanding maturities of the Bonds may be defeased prior to maturity in the following ways:

(a) Cash: by irrevocably depositing with an independent escrow agent selected by the District an amount of cash which, together with any amounts transferred from the Debt Service Fund, if any, is sufficient to pay all Bonds Outstanding and designated for defeasance (including all Principal thereof, accrued interest thereon and redemption premiums, if any) at or before their maturity date; or

(b) Government Obligations: by irrevocably depositing with an independent escrow agent selected by the District noncallable Government Obligations together with amounts transferred from the Debt Service Fund, if any, and any other cash, if required, in such amount as will, together with interest to accrue thereon, in the opinion of an independent certified public accountant, be fully sufficient to pay and discharge all Bonds Outstanding and designated for defeasance (including all Principal thereof, accrued interest thereon and redemption premiums, if any) at or before their maturity date;

then, notwithstanding that any of such Bonds shall not have been surrendered for payment, all obligations of the District with respect to all such designated Outstanding Bonds shall cease and terminate, except only the obligation of the independent escrow agent selected by the District to pay or cause to be paid from funds deposited pursuant to paragraphs (a) or (b) of this Section, to the Owners of such designated Bonds not so surrendered and paid all sums due with respect thereto.

For purposes of this Section, Government Obligations shall mean:

Direct and general obligations of the United States of America, obligations that are unconditionally guaranteed as to principal and interest by the United States of America (which may consist of obligations of the Resolution Funding Corporation that constitute interest strips), or obligations secured or otherwise guaranteed, directly or indirectly, as to principal and interest by a pledge of the full faith and credit of the United States of America. In the case of direct and general obligations of the United States of America, Government Obligations shall include evidences of direct ownership of proportionate interests in future interest or principal payments of such obligations. Investments in such proportionate interests must be limited to circumstances where (i) a bank or trust company acts as custodian and holds the underlying United States obligations; (ii) the owner of the investment is the real party in interest and has the right to proceed directly and individually against the obligor of the underlying United States obligations; and (iii) the underlying United States obligations are held in a special account, segregated from the custodian's general assets, and are not available to satisfy any claim of the custodian, any person claiming through the custodian, or any person to whom the custodian may be obligated; provided that such obligations are rated or assessed at least as high as direct and general obligations of the United States of America by either Moody's or S&P.

**SECTION 20. Nonliability of Counties.** Notwithstanding anything to the contrary contained herein, in the Bonds or in any other document mentioned herein, neither of the Counties, nor

their officials, officers, employees or agents thereof, shall have any liability hereunder or by reason hereof or in connection with the transactions contemplated hereby, the Bonds are not a debt of the Counties or a pledge of the Counties' full faith and credit, and the Bonds and any liability in connection therewith, shall be paid solely from *ad valorem* property taxes lawfully levied to pay the Principal of or interest on the Bonds, which taxes shall be unlimited as to rate or amount.

**SECTION 21. Reimbursement of County Costs.** The District shall reimburse the County for all costs and expenses incurred by the County and its officials, officers, agents and employees thereof in issuing or otherwise in connection with the issuance of the Bonds.

**SECTION 22. Request to Counties to Levy Tax.** The Boards of Supervisors and officers of the Counties are obligated by statute to provide for the levy and collection of *ad valorem* property taxes in each year sufficient to pay all Principal of and interest coming due on the Bonds in such year, and to pay from such taxes all amounts due on the Bonds. The District hereby requests the Boards of Supervisors of the Counties to annually levy a tax upon all taxable property in the District sufficient to pay all such Principal and interest coming due on the Bonds in such year, and to pay from such taxes all amounts due on the Bonds. The Board hereby finds and determines that such *ad valorem* property taxes shall be levied specifically to pay the Bonds being issued to finance specific projects authorized by the voters of the District at the Election.

**SECTION 23. Other Actions.** (a) Officers of the Board and District officials and staff are hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to proceed with the issuance of the Bonds and otherwise carry out, give effect to and comply with the terms and intent of this Resolution. Such actions heretofore taken by such officers, officials and staff are hereby ratified, confirmed and approved.

(b) The Board hereby appoints (i) Piper Jaffray & Co., San Francisco, California, as Underwriter, (ii) Keygent LLC, El Segundo, California, as Municipal Advisor to the District and (iii) Stradling Yocca Carlson & Rauth, a Professional Corporation, as Bond Counsel and Disclosure Counsel, each with respect to the issuance of the Bonds.

(c) The provisions of this Resolution as they relate to the Bonds may be amended by the Purchase Contract or the Official Statement.

(d) Based on a good faith estimate from the Municipal Advisor, the District finds that (i) the True Interest Cost of the Bonds (as defined in Government Code Section 5852.1) is expected to be approximately \_\_\_\_%, (ii) the total Finance Charge of the Bonds (as defined in Government Code Section 5852.1) is expected to be \$\_\_\_\_\_, (iii) the total proceeds expected to be received by the District from the sale of the Bonds, less the Finance Charge of the Bonds and any reserves or capitalized interest paid or funded with proceeds of the Bonds, is \$\_\_\_\_\_, and (iv) the District expects that the Total Payment Amount (as defined in Government Code Section 5852.1), calculated to the final maturity of the Bonds, will be \$\_\_\_\_\_. The information presented in this Section 22(d) is included in satisfaction of Government Code Section 5852.1, and shall not abrogate or otherwise limit any provision of this Resolution.

**SECTION 24. Resolution to Treasurers.** The Clerk of or Secretary to this Board is hereby directed to provide a certified copy of this Resolution to the Treasurers of Riverside and San Bernardino Counties immediately following its adoption.

**SECTION 25. Continuing Disclosure.** The District hereby covenants and agrees that it will comply with and carry out all of the provisions of that certain Continuing Disclosure Certificate executed by the District and dated as of the Dated Date, as originally executed and as it may be amended from time to time in accordance with the terms thereof. The Board hereby approves the form of the Continuing Disclosure Certificate appended to the form of the Preliminary Official Statement on file with the or Secretary to the Board as of the date hereof, and the Authorized Officers, each alone, are hereby authorized to execute and deliver such Continuing Disclosure Certificate with such changes therein and modifications thereto as shall be approved by the Authorized Officer executing the same, such approval to be conclusively evidenced by such execution and delivery. Any Bond Holder may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section. Noncompliance with this Section shall not result in acceleration of the Bonds.

**SECTION 26. Effective Date.** This Resolution shall take effect immediately upon its passage.

**SECTION 27. Further Actions Authorized.** It is hereby covenanted that the District, and its appropriate officials, have duly taken all actions necessary to be taken by them, and will take any additional actions necessary to be taken by them, for carrying out the provisions of this Resolution.

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**SECTION 28. Recitals.** All the recitals in this Resolution above are true and correct and this Board so finds, determines and represents.

PASSED, ADOPTED AND APPROVED this 17th day of September, 2019, by the following vote:

AYES:	MEMBERS	_____
NOES:	MEMBERS	_____
ABSTAIN:	MEMBERS	_____
ABSENT:	MEMBERS	_____

\_\_\_\_\_  
President of the Board of Trustees  
Riverside Community College District

ATTEST:

\_\_\_\_\_  
Secretary to the Board of Trustees  
Riverside Community College District

**SECRETARY’S CERTIFICATE**

I, \_\_\_\_\_, Secretary to the Board of Trustees of the Riverside Community College District, Riverside and San Bernardino Counties, California, hereby certify as follows:

The foregoing is a full, true and correct copy of a Resolution duly adopted at a regular meeting of the Board of Trustees of said District duly and regularly and legally held at the regular meeting place thereof on September 17, 2019, of which meeting all of the members of the Board of said District had due notice and at which a quorum was present.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office and the foregoing is a full, true and correct copy of the original Resolution adopted at said meeting and entered in said minutes.

Said Resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: \_\_\_\_\_, 2019

\_\_\_\_\_  
Secretary to the Board of Trustees of the Riverside  
Community College District



**EXHIBIT A**  
**FORM OF BONDS**

**REGISTERED  
NO.**

**REGISTERED  
\$**

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
(RIVERSIDE AND SAN BERNARDINO COUNTIES, CALIFORNIA)  
ELECTION OF 2004 GENERAL OBLIGATION BONDS, SERIES 2019F**

<u>INTEREST RATE:</u> _____ % per annum	<u>MATURITY DATE:</u> August 1, _____	<u>DATED AS OF:</u> _____, 2019	<u>CUSIP</u>
--------------------------------------------	------------------------------------------	------------------------------------	--------------

REGISTERED OWNER:      CEDE & CO.

PRINCIPAL AMOUNT:

The Riverside Community College District (the “District”) in Riverside County (the “County”) and San Bernardino County, California, for value received, promises to pay to the Registered Owner named above, or registered assigns, the Principal Amount on the Maturity Date, each as stated above, and interest thereon until the Principal Amount is paid or provided for at the Interest Rate stated above, on February 1 and August 1 of each year (the “Bond Payment Date”), commencing on February 1, 2020. This bond will bear interest from the Bond Payment Date next preceding the date of authentication hereof unless it is authenticated as of a day during the period from the 16th day of the month next preceding any Bond Payment Date to the Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before January 15, 2020, in which event it shall bear interest from the Dated Date. Interest shall be computed on the basis of a 360-day year of 12, 30-day months. Principal and interest are payable in lawful money of the United States of America, without deduction for the paying agent services, to the person in whose name this bond (or, if applicable, one or more predecessor bonds) is registered, such owner being the Registered Owner, on the Register maintained by the Paying Agent, initially U.S. Bank National Association. Principal is payable upon presentation and surrender of this bond at the designated office of the Paying Agent. Interest is payable by wire transfer by the Paying Agent on each Bond Payment Date to the Registered Owner of this bond (or one or more predecessor bonds) as shown on the bond register maintained by the Paying Agent, and to the bank and account number on file with the Paying Agent, as of the close of business on the 15th day of the month next preceding that Bond Payment Date (the “Record Date”).

This bond is one of an authorization of bonds approved to raise money for the purposes authorized by voters of the District at the Election (defined herein) and to pay all necessary legal, financial, engineering and contingent costs in connection therewith under authority of and pursuant to the laws of the State of California, and the requisite vote of the electors of the District cast at a general election held on March 2, 2004 (the “Election”), upon the question of issuing bonds in the amount of \$350,000,000 and the resolution of the Board of Trustees of the District adopted on September 17, 2019 (the “Bond Resolution”). This bond is being issued under the provisions of Article 4.5 of Chapter

3 of Part 1 of Division 2 of Title 5 of the Government Code. This bond and the issue of which this bond is one are payable as to both principal and interest solely from the proceeds of the levy of *ad valorem* property taxes on all property subject to such taxes in the District, which taxes are unlimited as to rate or amount in accordance with Education Code Sections 15250 and 15252.

The bonds of this issue comprise \$\_\_\_\_\_ principal amount of Current Interest Bonds, of which this bond is a part (collectively, the “Bonds”).

This bond is exchangeable and transferable for Bonds of like series, tenor, maturity and Transfer Amount (as defined in the Bond Resolution) and in authorized denominations at the designated office of the Paying Agent by the Registered Owner or by a person legally empowered to do so, in a form satisfactory to the Paying Agent, all subject to the terms, limitations and conditions provided in the Bond Resolution. All fees and costs of transfer shall be paid by the transferor. The District and the Paying Agent may deem and treat the Registered Owner as the absolute owner of this bond for the purpose of receiving payment of or on account of principal or interest and for all other purposes, and neither the District nor the Paying Agent shall be affected by any notice to the contrary.

Neither the District nor the Paying Agent will be required to (a) issue or transfer any Bond during a period beginning with the opening of business on the 16<sup>th</sup> day next preceding either any Bond Payment Date or any date of selection of Bonds to be redeemed and ending with the close of business on the Bond Payment Date or day on which the applicable notice of redemption is given or (b) transfer any Bond which has been selected or called for redemption in whole or in part.

The Bonds maturing on or before August 1, 20\_\_ are not subject to optional redemption prior to their respective maturity dates. The Bonds maturing on or after August 1, 20\_\_ may be redeemed prior to their respective maturity dates at the option of the District, from any source of available funds, in whole or in part, on August 1, 20\_\_ or on any date thereafter, at a redemption price equal to the principal amount of the Bonds called for redemption, together with interest accrued thereon to the date fixed for redemption, without premium.

The Bonds maturing on August 1, 20\_\_ (the “ 20\_\_ Term Bonds”), are subject to redemption prior to maturity from mandatory sinking fund payments on August 1 of each year, on and after August 1, 20\_\_, at a redemption price equal to the principal amount thereof, together with accrued interest to the date fixed for redemption, without premium. The principal amount represented by such 20\_\_ Term Bonds to be so redeemed, the dates therefor, and the final payment date are as indicated in the following table:

<u>Redemption Dates</u>	<u>Principal Amounts</u>
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TOTAL

In the event that a portion of the 20\_\_ Term Bonds shown above is optionally redeemed prior to maturity, the remaining mandatory sinking fund payments with respect thereto shall be reduced proportionately, or as otherwise directed by the District, in integral multiples of \$5,000 principal amount, in respect of the portion of such 20\_\_ Term Bonds optionally redeemed.

If less than all of the Bonds of any one maturity shall be called for redemption, the particular Bonds or portions of Bonds of such maturity to be redeemed shall be selected as directed by the District, and if not so directed, by lot. Redemption by lot shall be in such manner as the Paying Agent in its discretion may determine; provided, however, that the portion of any Bond to be redeemed shall be in the principal amount of \$5,000 or some integral multiple thereof. If less than all of the Bonds stated to mature on different dates shall be called for redemption, the particular Bonds or portions thereof to be redeemed shall be called by the Paying Agent in any order directed by the District and, if not so directed, in the inverse order of maturity.

Reference is made to the Bond Resolution for a more complete description of certain defined terms used herein, as well as the provisions, among others, with respect to the nature and extent of the security for the Bonds of this series, the rights, duties and obligations of the District, the Paying Agent and the Registered Owners, and the terms and conditions upon which the Bonds are issued and secured. The Registered Owner of this bond assents, by acceptance hereof, to all of the provisions of the Bond Resolution.

It is certified and recited that all acts and conditions required by the Constitution and laws of the State of California to exist, to occur and to be performed or to have been met precedent to and in the issuing of the Bonds in order to make them legal, valid and binding general obligations of the District, have been performed and have been met in regular and due form as required by law; that no statutory or constitutional limitation on indebtedness or taxation has been exceeded in issuing the Bonds; and that due provision has been made for levying and collecting *ad valorem* property taxes on all of the taxable property within the District in an amount sufficient to pay principal of and interest on the Bonds when due.

This bond shall not be valid or obligatory for any purpose and shall not be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication below has been signed.

[REMAINDER OF PAGE LEFT BLANK]

**IN WITNESS WHEREOF**, the Riverside Community College District, Riverside and San Bernardino Counties, California, has caused this bond to be executed on behalf of the District and in their official capacities by the manual or facsimile signature of the President of the Board of Trustees of the District, and to be countersigned by the manual or facsimile signature of the [Secretary to/Clerk of] the Board of Trustees of the District, all as of the date stated above.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

By: \_\_\_\_\_ (Facsimile Signature)  
President of the Board of Trustees

**COUNTERSIGNED:**

\_\_\_\_\_  
(Facsimile Signature)  
[Secretary to/Clerk of] the Board of Trustees

**CERTIFICATE OF AUTHENTICATION**

This bond is one of the Bonds described in the Bond Resolution referred to herein which has been authenticated and registered on \_\_\_\_\_, 2019.

By: U.S. BANK NATIONAL ASSOCIATION, as Paying Agent

\_\_\_\_\_  
Authorized Officer

ASSIGNMENT

For value received, the undersigned sells, assigns and transfers to (print or typewrite name, address and zip code of Transferee): \_\_\_\_\_ this bond and irrevocably constitutes and appoints attorney to transfer this bond on the books for registration thereof, with full power of substitution in the premises.

Dated: \_\_\_\_\_

Signature Guaranteed:

\_\_\_\_\_

Notice: The assignor's signature to this assignment must correspond with the name as it appears upon the within bond in every particular, without alteration or any change whatever, and the signature(s) must be guaranteed by an eligible guarantor institution.

Social Security Number, Taxpayer Identification Number or other identifying number of Assignee: \_\_\_\_\_

Unless this certificate is presented by an authorized representative of The Depository Trust Company to the issuer or its agent for registration of transfer, exchange or payment, and any certificate issued is registered in the name of Cede & Co. or such other name as requested by an authorized representative of The Depository Trust Company and any payment is made to Cede & Co., ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL since the registered owner hereof, Cede & Co., has an interest herein.

LEGAL OPINION

The following is a true copy of the opinion rendered by Stradling Yocca Carlson & Rauth, a Professional Corporation in connection with the issuance of, and dated as of the date of the original delivery of, the Bonds. A signed copy is on file in my office.

\_\_\_\_\_  
(Facsimile Signature)  
Secretary to the Board of Trustees

# **Background Information**

## **Riverside Community College District,**

### **2019 General Obligation Refunding Bonds, and**

### **Actions Related Thereto**

(a) Bond Resolution. This Resolution authorizes the issuance of the Refunding Bonds, in one or more series of federally tax exempt bonds. The Resolution authorizes the issuance of the Refunding Bonds, specifies the basic terms, parameters and forms of the Refunding Bonds, and approves the forms of the Purchase Contract, Continuing Disclosure Certificate, Escrow Agreement and Preliminary Official Statement described below. In particular, Section 1 of the Resolution establishes the maximum aggregate principal amount of the Refunding Bonds to be issued (\$110,000,000). Section 4 of the Resolution states the maximum underwriting discount (0.35%) with respect to the Refunding Bonds and authorizes the Refunding Bonds to be sold at a negotiated sale to Piper Jaffray & Co., as underwriter (the “Underwriter”). The Resolution authorizes the issuance of current interest bonds only; capital appreciation bonds are not authorized.

(b) Form of Purchase Contract. Pursuant to the Purchase Contract, the Underwriter will agree to buy the Refunding Bonds from the District. All of the conditions of closing the transaction are set forth in this document, including the documentation to be provided at the closing by various parties. Upon the pricing of the Refunding Bonds, the final execution copy of the Purchase Contract will be prepared following this form.

(c) Form of Preliminary Official Statement. The Preliminary Official Statement (“POS”) is the offering document describing the Refunding Bonds which may be distributed to prospective purchasers of the Refunding Bonds. The POS discloses information with respect to, among other things, (i) the proposed uses of proceeds of the Refunding Bonds, (ii) the terms of the Refunding Bonds (interest rate, redemption terms, etc.), (iii) the bond insurance policy for the Refunding Bonds, if any, (iv) the security for repayment of the Refunding Bonds (the tax levy), (v) information with respect to the District’s tax base (upon which such *ad valorem* property taxes may be levied), (vi) District financial and operating data, (vii) continuing disclosure with respect to the Refunding Bonds and the District, and (viii) absence of litigation and other miscellaneous matters expected to be of interest to prospective purchasers of the Refunding Bonds. Following the pricing of the Refunding Bonds, a final Official Statement for the Refunding Bonds will be prepared, substantially in the form of the POS.

(d) Form of the Continuing Disclosure Certificate. The form of the Continuing Disclosure Certificate can be found in APPENDIX C to the POS. Effective July 3, 1995, all underwriters of municipal bonds are obligated to procure from a bond issuer a covenant that such bond issuer will annually file material financial information and operating data with respect to the issuer, as well as notices of the occurrence of certain enumerated events, through the web-based Electronic Municipal Market Access (“EMMA”) system maintained by the Municipal Securities Rulemaking Board (which is the federal agency that regulates “broker-dealers,” including investment bank firms that underwrite municipal obligation issuances). This requirement is expected to be satisfied annually by the filing of the District’s audited financial statements and other operating information about the District, and from time to time by the filing of notices of enumerated events, in the same manner the District has filed in connection with

prior bond issuances. The purpose of the law is to provide investors in the Refunding Bonds with current information regarding the District.

(e) Escrow Agreement. Pursuant to the Escrow Agreement, proceeds from the sale of the Refunding Bonds will be deposited in an escrow fund (the “Escrow Fund”) held by U.S. Bank National Association (acting as “Escrow Agent”). The monies in the Escrow Fund will be used by the Escrow Agent to refund the Refunded Bonds on the first optional redemption date, August 1, 2020. Following the deposit of proceeds into the Escrow Fund, the Refunded Bonds will be defeased, and the obligation of Riverside County to levy a tax for the payment thereof will cease.

#### Fiscal Impact

There is no fiscal impact to the General Fund resulting from the issuance of the Refunding Bonds.

\$ \_\_\_\_\_  
**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
(RIVERSIDE AND SAN BERNARDINO COUNTIES, CALIFORNIA)  
ELECTION OF 2004 GENERAL OBLIGATION BONDS, SERIES 2019F**

**PURCHASE CONTRACT**

\_\_\_\_\_, 2019

Board of Trustees  
Riverside Community College District  
4800 Magnolia Avenue  
Riverside, California 92506

Ladies and Gentlemen:

The undersigned, Piper Jaffray & Co. (the “Underwriter”), offers to enter into this Purchase Contract (the “Purchase Contract”) with the Riverside Community College District (the “District”), which, upon the District’s acceptance hereof, will be binding upon the District and the Underwriter. This offer is made subject to the written acceptance of this Purchase Contract by the District and delivery of such acceptance to the Underwriter at or prior to 11:59 P.M., Pacific time, on the date hereof. Capitalized terms used and not otherwise defined herein shall have the meanings given to such terms in the Official Statement (as defined below) or, if not defined in the Official Statement, in the Resolution (as defined below).

The District acknowledges and agrees that (i) the purchase and sale of the Bonds (as defined below) pursuant to this Purchase Contract is an arm’s-length commercial transaction between the District and the Underwriter, (ii) in connection with such transaction, the Underwriter is acting solely as a principal and not as agent or fiduciary of or municipal advisor to the District, (iii) the Underwriter has not assumed financial advisory or fiduciary responsibilities in favor of the District with respect to (A) the offering of the Bonds or the process leading thereto (whether or not the Underwriter, or any affiliate of the Underwriter, have advised or are currently advising the District on other matters) or (B) any other obligation to the District except the obligations expressly set forth in this Purchase Contract and (iv) the District has consulted with its own legal, accounting, tax, financial and other advisors to the extent it deemed appropriate in connection with the offering of the Bonds. The District acknowledges that it has previously provided the Underwriter with an acknowledgement of receipt of the required disclosure under Rule G-17 of the Municipal Securities Rulemaking Board (the “MSRB”).

**1. Purchase and Sale of the Bonds.** Upon the terms and conditions and in reliance upon the representations, warranties and agreements herein set forth, the Underwriter hereby agrees to purchase from the District for reoffering to the public, and the District hereby agrees to sell to the Underwriter for such purpose, all (but not less than all) of \$\_\_\_\_\_ aggregate principal amount of the District’s Election of 2004 General Obligation Bonds, Series 2019F (the “Bonds”). The Bonds shall bear interest at the rates, shall mature in the years and shall be subject to redemption as shown on Appendix A hereto, which is incorporated herein by this reference. The Bonds shall be dated the date of delivery, and shall bear interest from such date, payable semiannually on February 1 and



August 1, commencing February 1, 2020. The Underwriter shall purchase the Bonds at a price of \$\_\_\_\_\_ (consisting of the principal amount of the Bonds of \$\_\_\_\_\_, plus original issue premium of \$\_\_\_\_\_, and less an Underwriter's discount of \$\_\_\_\_\_).

2. **The Bonds.** The Bonds shall mature on the dates and in the years shown on Appendix A hereto, shall otherwise be as described in the Official Statement (as defined below), and shall be executed, delivered and secured pursuant to the provisions of the resolution of the District adopted on September 17, 2019 (the "Resolution"), this Purchase Contract, and Government Code Section 53506 *et seq.* (the "Act").

The Bonds shall be in fully registered book-entry form, shall bear CUSIP numbers, and shall be registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC"). The Bonds shall initially be in authorized denominations of Five Thousand Dollars (\$5,000) principal amount or any integral multiple thereof.

The proceeds of the Bonds shall be used to (i) finance the acquisition, construction, modernization and equipping of District sites and facilities, and (ii) pay the costs of issuance of the Bonds.

3. **Use of Documents.** The District hereby authorizes the Underwriter to use, in connection with the offer and sale of the Bonds, this Purchase Contract, the Preliminary Official Statement (as defined herein), the Official Statement, the Continuing Disclosure Certificate (as defined herein), the Resolution and all information contained herein and therein and all of the documents, certificates or statements furnished by the District to the Underwriter in connection with the transactions contemplated by this Purchase Contract.

4. **Public Offering of Bonds; Establishment of Issue Price.** The Underwriter agrees to make a bona fide public offering of all the Bonds at the initial public offering prices or yields to be set forth on the inside cover page of the Official Statement, and Appendix A hereto.

(a) The Underwriter agrees to assist the District in establishing the issue price of the Bonds and shall execute and deliver to the District at Closing an "issue price" or similar certificate, together with the supporting pricing wires or equivalent communications, substantially in the form attached hereto as Appendix B, with such modifications as may be appropriate or necessary, in the reasonable judgment of the Underwriter, the District and Stradling Yocca Carlson & Rauth, a Professional Corporation ("Bond Counsel"), to accurately reflect, as applicable, the sales price or prices or the initial offering price or prices to the public of the Bonds. All actions to be taken by the District under this section to establish the issue price of the Bonds may be taken on behalf of the District by the District's municipal advisor, Keygent LLC (the "Municipal Advisor"), and any notice or report to be provided to the District may be provided to the Municipal Advisor.

(b) [Except as otherwise set forth in Appendix A attached hereto, ]the District will treat the first price at which 10% of each maturity of the Bonds (the "10% test") is sold to the public as the issue price of that maturity (if different interest rates apply within a maturity, each separate CUSIP number within that maturity will be subject to the 10% test). At or promptly after the execution of this Purchase Contract, the Underwriter shall report to the District the price or prices at which the Underwriter has sold to the public each maturity of Bonds. If at that time the 10% test has not been satisfied as to any maturity of the Bonds,

the Underwriter agrees to promptly report to the District the prices at which it sells the unsold Bonds of that maturity to the public. That reporting obligation shall continue, whether or not the Closing Date has occurred, until the 10% test has been satisfied as to the Bonds of that maturity or until all Bonds of that maturity have been sold to the public.

(c) [The Underwriter confirms that it has offered the Bonds to the public on or before the date of this Purchase Contract at the offering price or prices (the “initial offering price”), or at the corresponding yield or yields, set forth in the final official statement and Appendix A attached hereto, except as otherwise set forth therein. Appendix A also sets forth, as of the date of this Purchase Contract, the maturities, if any, of the Bonds for which the 10% test has not been satisfied and for which the District and the Underwriter agree that the restrictions set forth in the next sentence shall apply, which will allow the District to treat the initial offering price to the public of each such maturity as of the sale date as the issue price of that maturity (the “hold-the-offering-price rule”). So long as the hold-the-offering-price rule remains applicable to any maturity of the Bonds, the Underwriter will neither offer nor sell unsold Bonds of that maturity to any person at a price that is higher than the initial offering price to the public during the period starting on the sale date and ending on the earlier of the following:

- (i) the close of the fifth (5th) business day after the sale date; or
- (ii) the date on which the Underwriter has sold at least 10% of that maturity of the Bonds to the public at a price that is no higher than the initial offering price to the public.

The Underwriter shall promptly advise the District when the Underwriter has sold 10% of that maturity of the Bonds to the public at a price that is no higher than the initial offering price to the public, if that occurs prior to the close of the fifth (5th) business day after the sale date.]

(d) The Underwriter confirms that any selling group agreement and any retail distribution agreement relating to the initial sale of the Bonds to the public, together with the related pricing wires, contains or will contain language obligating each dealer who is a member of the selling group and each broker-dealer that is a party to such retail distribution agreement, as applicable, to (1) report the prices at which it sells to the public the unsold Bonds of each maturity allotted to it until it is notified by the Underwriter that either the 10% test has been satisfied as to the Bonds of that maturity or all Bonds of that maturity have been sold to the public and (2) comply with the hold-the-offering-price rule, if applicable, in each case if and for so long as directed by the Underwriter. The District acknowledges that, in making the representation set forth in this subsection, the Underwriter will rely on (i) in the event a selling group has been created in connection with the initial sale of the Bonds to the public, the agreement of each dealer who is a member of the selling group to comply with the hold-the-offering-price rule, if applicable, as set forth in a selling group agreement and the related pricing wires, and (ii) in the event that a retail distribution agreement was employed in connection with the initial sale of the Bonds to the public, the agreement of each broker-dealer that is a party to such agreement to comply with the hold-the-offering-price rule, if applicable, as set forth in the retail distribution agreement and the related pricing wires.

(e) The Underwriter acknowledges that sales of any Bonds to any person that is a related party to the Underwriter shall not constitute sales to the public for purposes of this section. Further, for purposes of this section:

(1) “public” means any person other than an underwriter or a related party,

(2) “underwriter” means (A) any person that agrees pursuant to a written contract with the District (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the public and (B) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (A) to participate in the initial sale of the Bonds to the public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the Bonds to the public),

(3) a purchaser of any of the Bonds is a “related party” to an underwriter if the underwriter and the purchaser are subject, directly or indirectly, to (i) at least 50% common ownership of the voting power or the total value of their stock, if both entities are corporations (including direct ownership by one corporation of another), (ii) more than 50% common ownership of their capital interests or profits interests, if both entities are partnerships (including direct ownership by one partnership of another), or (iii) more than 50% common ownership of the value of the outstanding stock of the corporation or the capital interests or profit interests of the partnership, as applicable, if one entity is a corporation and the other entity is a partnership (including direct ownership of the applicable stock or interests by one entity of the other), and

(4) “sale date” means the date of execution of this Purchase Contract by all parties.

**5. Review of Official Statement.** The Underwriter hereby represents that it has received and reviewed the Preliminary Official Statement with respect to the Bonds, dated \_\_\_\_\_, 2019 (the “Preliminary Official Statement”) which has been duly authorized and prepared by the District for use by the Underwriter in connection with the sale of the Bonds. The District represents that it has duly authorized and prepared the Preliminary Official Statement for use by the Underwriter in connection with the sale of the Bonds, and that it has deemed the Preliminary Official Statement to be final as of its date, except for either revision or addition of the offering price(s), interest rate(s), yield(s) to maturity, selling compensation, aggregate principal amount, principal amount per maturity, delivery date, rating(s), redemption provisions and other terms of the Bonds which depend upon the foregoing as provided in and pursuant to Rule 15c2-12 of the Securities and Exchange Commission (“SEC”) promulgated under the Securities Exchange Act of 1934, as amended (the “Rule”).

The Underwriter agrees that prior to the time the Official Statement relating to the Bonds is available, the Underwriter will send to any potential purchaser of the Bonds, upon the request of such potential purchaser, a copy of the most recent Preliminary Official Statement. Such Preliminary Official Statement shall be sent by first class mail or electronic distribution (or other equally prompt means) not later than the first business day following the date upon which each such request is received. The Underwriter agrees to file the Official Statement with the MSRB through its Electronic Municipal Market Access system within one business day after receipt thereof from the District, but in no event later than the Closing (as defined below).

6. **Closing.** At 9:00 A.M., Pacific time, on \_\_\_\_\_, 2019, or at such other time or on such other date as shall have been mutually agreed upon by the District and the Underwriter (the “Closing”), the District will deliver to the Underwriter, through the facilities of DTC in New York, New York, or at such other place as the District and the Underwriter may mutually agree upon, the Bonds in fully registered book-entry form, duly executed and registered in the name of Cede & Co., as nominee of DTC, and at the offices of Bond Counsel, the other documents hereinafter mentioned; and the Underwriter will accept such delivery and pay the purchase price of the Bonds identified in Section 1 above in immediately available funds to the account or accounts designated by the District.

7. **Representations, Warranties and Agreements of the District.** The District hereby represents, warrants and agrees with the Underwriter that:

(a) Due Organization. The District is a community college district duly organized and validly existing under the laws of the State of California (the “State”), with the full legal right, power and authority to issue the Bonds pursuant to the Act and to observe and perform the District’s covenants contained herein.

(b) Due Authorization. (i) At or prior to the Closing, the District will have taken all action required to be taken by it to authorize the issuance and delivery of the Bonds; (ii) the District has full legal right, power and authority to enter into this Purchase Contract and the Continuing Disclosure Certificate (as defined below), to adopt the Resolution, to perform its obligations under each such document or instrument, to approve the Official Statement and to carry out and effectuate the transactions contemplated by this Purchase Contract, the Continuing Disclosure Certificate and the Resolution; (iii) the execution and delivery or adoption of, and the performance by the District of the obligations contained in the Bonds, the Resolution, the Continuing Disclosure Certificate and this Purchase Contract have been duly authorized and such authorization, as of the date hereof is, and as of the Closing shall be, in full force and effect; (iv) this Purchase Contract, assuming the due authorization and execution by any other parties thereto, and the Continuing Disclosure Certificate constitute valid and legally binding obligations of the District, enforceable in accordance with their respective terms, except as enforcement thereof may be limited by bankruptcy, insolvency, reorganization, moratorium or other laws relation to or affecting generally the enforcement of creditors’ rights and except as their enforcement may be subject to the application of equitable principles and the exercise of judicial discretion in appropriate cases if equitable remedies are sought, and by the limitations on legal remedies against public agencies in the State; and (v) the District has duly authorized the consummation by it of all transactions contemplated by this Purchase Contract, and the Official Statement.

(c) Consents. No consent, approval, authorization, order, filing, registration, qualification, election or referendum, of or by any person, organization, court or governmental agency or public body whatsoever is required, or is required and has not been obtained, in connection with the issuance, delivery or sale of the Bonds, the execution and delivery of this Purchase Contract and the Continuing Disclosure Certificate, the adoption of the Resolution, or the consummation of the other transactions effected or contemplated herein or hereby, except for such actions as may be necessary to qualify the Bonds for offer and sale under the Blue Sky or other securities laws and regulations of such states and jurisdictions of the United States as the Underwriter may reasonably request, compliance with which the District gives no representation or warranty; provided, however, that the

District shall not be required to subject itself to service of process in any jurisdiction in which it is not so subject as of the date hereof.

(d) Internal Revenue Code. The District has complied with the requirements of the Internal Revenue Code of 1986, as amended (the “Code”), with respect to the Bonds.

(e) No Conflicts. To the best knowledge of the District, the issuance of the Bonds and the execution, delivery and performance of this Purchase Contract, the Continuing Disclosure Certificate, the Resolution and the Bonds, and the compliance with the provisions hereof and thereof do not conflict with or constitute on the part of the District a violation of or material default under, the State Constitution or any existing law, charter, ordinance, regulation, decree, order or resolution and do not conflict with or result in a violation or breach of, or constitute a material default under, any agreement, indenture, mortgage, lease or other instrument to which the District is a party or by which it is bound or to which it is subject.

(f) Litigation. As of the time of acceptance hereof, no action, suit, proceeding, hearing or investigation is pending or, to the best knowledge of the District, threatened against the District: (i) in any way affecting the existence of the District or in any way challenging the respective powers of the several offices of the District or of the titles of the officials of the District to such offices; or (ii) seeking to restrain or enjoin the sale, issuance or delivery of any of the Bonds, the application of the proceeds of the sale of the Bonds, the levy or collection of *ad valorem* property taxes contemplated by the Resolution and pledged or to be pledged or available to pay the principal of and interest on the Bonds, or the pledge thereof, or in any way contesting or affecting the validity or enforceability of the Bonds, this Purchase Contract, the Continuing Disclosure Certificate or the Resolution or contesting the powers of the District or its authority with respect to the Bonds, the Resolution, the Continuing Disclosure Certificate or this Purchase Contract; or (iii) in which a final adverse decision could (a) materially adversely affect the operations or financial condition of the District or the consummation of the transactions contemplated by this Purchase Contract, or the Resolution, (b) declare this Purchase Contract to be invalid or unenforceable in whole or in material part, or (c) adversely affect the exclusion of the interest paid on the Bonds from gross income for federal income tax purposes and the exemption of interest on the Bonds from State personal income taxation.

(g) No Other Debt. Between the date hereof and the Closing, without the prior written consent of the Underwriter, neither the District, nor any other person or entity on behalf of the District, will have issued in the name and on behalf of the District any bonds, notes or other obligations for borrowed money except for such borrowings as may be described in or contemplated by the Official Statement.

(h) Certificates. Any certificates signed by any officer of the District and delivered to the Underwriter shall be deemed a representation and warranty by the District to the Underwriter, but not by the person signing the same, as to the statements made therein.

(i) Continuing Disclosure. In accordance with the requirements of Rule 15c2-12 (the “Rule”), at or prior to the Closing, the District shall have duly authorized, executed and delivered the “Continuing Disclosure Certificate (the “Continuing Disclosure Certificate”) on behalf of each obligated person for which financial and/or operating data is presented in the

Official Statement. The Continuing Disclosure Certificate shall be substantially in the form attached to the Preliminary Official Statement and Official Statement as Appendix C. Except as otherwise disclosed in the Official Statement, the District has not, within the past five years and at the Closing, failed to comply in a material respect with any of its previous undertakings pursuant to the Rule to provide annual reports or notice of certain listed events.

(j) Official Statement Accurate and Complete. The Preliminary Official Statement, did not as of its date, and does not as of the date hereof, contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading; provided, however, that the District makes no representation regarding information permitted to be excluded from the Preliminary Official Statement pursuant to the Rule. As of its date and as of the Closing Date, the Official Statement will not contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. The District makes no representation or warranty as to information regarding DTC or its book-entry only system contained in the Preliminary Official Statement or Official Statement, or as to information contained in or omitted from the Preliminary Official Statement or the Official Statement in reliance upon and in conformity with information furnished in writing to the District by or on behalf of the Underwriter through a representative of the Underwriter thereof specifically for inclusion therein.

(k) Levy of Tax. The District hereby agrees to take any and all actions as may be required by Riverside County (the "County") and San Bernardino County or otherwise necessary in order to arrange for the levy and collection of taxes, payment of the Bonds, and the deposit and investment of Bond proceeds. In particular, the District hereby agrees to provide to the Treasurer-Tax Collector and Auditor-Controller of the Counties a copy of the Resolution, a copy of Appendix A hereto, and the full debt service schedule for the Bonds, in accordance with Education Code Section 15140(c) and policies and procedures of the Counties.

(l) No Material Adverse Change. The financial statements of, and other financial information regarding the District, in the Preliminary Official Statement and the Official Statement fairly present the financial position and results of the District as of the dates and for the periods therein set forth. Prior to the Closing, there will be no adverse change of a material nature in such financial position, results of operations or condition, financial or otherwise, of the District.

(m) No Default. The District is not in breach of or default under any applicable constitutional provision, law or administrative regulation of the State or the United States or any applicable judgment or decree or any loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the District is a party or to which the District is or any of its property or assets are otherwise subject, in any material respect, and no event has occurred and is continuing which constitutes or with the passage of time or the giving of notice, or both, would constitute a default or event of default by the District under any of the foregoing; and the execution and delivery of the Bonds, this Purchase Contract and the Continuing Disclosure Certificate and the adoption of the Resolution and compliance with the provisions on the District's part contained therein, will not conflict with or constitute a

breach of or default under any constitutional provision, administrative regulation, judgment, decree, loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the District is a party or to which the District is or to which any of its property or assets are otherwise subject nor will any such execution, delivery, adoption or compliance result in the creation or imposition of any lien, charge or other security interest or encumbrance of any nature whatsoever upon any of the property or assets of the District to be pledged to secure the Bonds or under the terms of any such law, regulation or instrument, except as provided by the Bonds and the Resolution.

8. **Covenants of the District.** The District covenants and agrees with the Underwriter that:

(a) Securities Laws. The District will furnish such information, execute such instruments, and take such other action in cooperation with the Underwriter if and as the Underwriter may reasonably request in order to qualify the Bonds for offer and sale under the Blue Sky or other securities laws and regulations of such states and jurisdictions, provided, however, that the District shall not be required to consent to service of process in any jurisdiction in which it is not so subject as of the date hereof;

(b) Application of Proceeds. The District will apply the proceeds from the sale of the Bonds for the purposes specified in the Resolution.

(c) Official Statement. The District hereby agrees to deliver or cause to be delivered to the Underwriter, not later than the seventh (7th) business day following the date this Purchase Contract is signed, copies of a final Official Statement substantially in the form of the Preliminary Official Statement, with only such changes therein as shall have been accepted by the Underwriter and the District (such Official Statement with such changes, if any, being herein called the "Official Statement") in such quantities as may be requested by the Underwriter, in order to permit the Underwriter to comply with paragraph (b)(4) of the Rule and with the rules of the MSRB. The District hereby authorizes the Underwriter to use and distribute the Official Statement in connection with the offering and sale of the Bonds;

(d) Subsequent Events. The District hereby agrees to notify the Underwriter of any event or occurrence that may affect the accuracy or completeness of any information set forth in the Official Statement relating to the District, until the date which is twenty-five days following the Closing, or until such time (if earlier) as the Underwriter shall no longer hold any of the Bonds for sale;

(e) References. References herein to the Preliminary Official Statement and the final Official Statement include the cover, inside cover, and all appendices, exhibits, maps, reports and statements included therein or attached thereto; and

(f) Amendments to Official Statement. During the period ending on the 25th day after the End of the Underwriting Period (or such other period as may be agreed to by the District and the Underwriter), the District (i) shall not supplement or amend the Official Statement or cause the Official Statement to be supplemented or amended without the prior written consent of the Underwriter and (ii) shall notify the Underwriter promptly if any event shall occur, or information comes to the attention of the District, that is reasonably likely to cause the Official Statement (whether or not previously supplemented or amended) to contain

any untrue statement of a material fact or to omit to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. If, in the opinion of the District or the Underwriter, such event requires the preparation and distribution of a supplement or amendment to the Official Statement, the District shall prepare and furnish to the Underwriter, at the District's expense, such number of copies of the supplement or amendment to the Official Statement, in form and substance mutually agreed upon by the District and the Underwriter, as the Underwriter may reasonably request. If such notification shall be given subsequent to the Closing, the District also shall furnish, or cause to be furnished, at its own expense, such additional legal opinions, certificates, instruments and other documents as the Underwriter may reasonably deem necessary to evidence the truth and accuracy of any such supplement or amendment to the Official Statement.

For purposes of this Purchase Contract, the "End of the Underwriting Period" is used as defined in the Rule and shall occur on the later of (A) the date of Closing or (B) when the Underwriter no longer retain an unsold balance of the Bonds; unless otherwise advised in writing by the Underwriter on or prior to the Closing, or otherwise agreed to by the District and the Underwriter, the District may assume that the End of the Underwriting Period is the Closing.

9. **Representations, Warranties and Agreements of the Underwriter.** The Underwriter represent to and agree with the District that, as of the date hereof and as of the Closing:

(a) The Underwriter is duly authorized to execute this Purchase Contract and the Underwriter is duly authorized to take any action under this Purchase Contract required to be taken by it.

(b) The Underwriter is in compliance with MSRB Rule G-37 with respect to the District, and are not prohibited thereby from acting as Underwriter with respect to securities of the District.

(c) The Underwriter has, and has had, no financial advisory relationship, as that term is defined in Government Code Section 53590(c) or MSRB Rule G-23, with the District with respect to the Bonds, and no investment firm controlling, controlled by or under common control with the Underwriter has or has had any such financial advisory relationship.

10. **Conditions to Closing.** The Underwriter has entered into this Purchase Contract in reliance upon the representations, warranties and covenants of the District contained herein and the performance by the District of its obligations hereunder, both as of the date hereof and as of the date of Closing. The Underwriter's obligations under this Purchase Contract are and shall be subject at the option of the Underwriter to the following further conditions at the Closing:

(a) Representations True. The representations and warranties of the District contained herein shall be true, complete and correct in all material respects at the date hereof and at and as of the Closing, as if made at and as of the Closing, and the statements made in all certificates and other documents delivered to the Underwriter at the Closing pursuant hereto shall be true, complete and correct in all material respects on the date of the Closing;



and the District shall be in compliance with each of the agreements made by it in this Purchase Contract;

(b) Obligations Performed. At the time of the Closing, (i) the Official Statement, this Purchase Contract, the Continuing Disclosure Certificate and the Resolution shall be in full force and effect and shall not have been amended, modified or supplemented except as may have been agreed to in writing by the Underwriter; (ii) all actions under the Act which, in the opinion of Bond Counsel, shall be necessary in connection with the transactions contemplated hereby, shall have been duly taken and shall be in full force and effect; and (iii) the District shall perform or have performed all of its obligations required under or specified in the Resolution, this Purchase Contract, the Continuing Disclosure Certificate, or the Official Statement to be performed at or prior to the Closing;

(c) Adverse Rulings. No decision, ruling or finding shall have been entered by any court or governmental authority since the date of this Purchase Contract (and not reversed on appeal or otherwise set aside), or shall be pending, or to the best knowledge of the District, threatened, which has any of the effects described in Section 7(f) hereof or contesting in any way the completeness or accuracy of the Official Statement;

(d) Marketability. The Underwriter shall have the right to cancel its obligation to purchase the Bonds if, between the date of this Purchase Contract and the Closing, the market price or marketability of the Bonds, or the ability of the Underwriter to enforce contracts for the sale of the Bonds, shall be materially adversely affected, in the evidenced judgment of the Underwriter, by the occurrence of any of the following:

(1) legislation enacted by the Congress of the United States, or passed by either House of Congress, or favorably reported for passage to either House of Congress by any Committee of such House to which such legislation has been referred for consideration, or introduced in the Congress or recommended for passage by the President of the United States, or a decision rendered by a court established under Article III of the Constitution of the United States or by the United States Tax Court, with the purpose or effect, directly or indirectly, of changing, directly or indirectly, the federal income tax consequences of interest on the Bonds or of obligations of the general character of the Bonds in the hands of the holders thereof, or an order, ruling, regulation (final, temporary or proposed) or official statement issued or made;

(A) by or on behalf of the United States Treasury Department, or by or on behalf of the Internal Revenue Service, with the purpose or effect, directly or indirectly, of causing the inclusion in gross income for purposes of federal income taxation of the interest received by the owners of the Bonds; or

(B) by or on behalf of the SEC, or any other governmental agency having jurisdiction over the subject matter thereof, to the effect that the Bonds, or obligations of the general character of the Bonds, including any and all underlying arrangements, are not exempt from registration under the Securities Act of 1933, as amended;

(2) legislation enacted by the State legislature or a decision rendered by a Court of the State, or a ruling, order, or regulation (final or temporary) made by State authority, which would have the effect of changing, directly or indirectly, the State tax consequences of interest on obligations of the general character of the Bonds in the hands of the holders thereof;

(3) any outbreak or escalation of hostilities affecting the United States, the declaration by the United States of a national or international emergency or war, or engagement in major military hostilities by the United States, or the occurrence of any other national emergency or calamity relating to the effective operation of the government or the financial community in the United States;

(4) the declaration of a general banking moratorium by federal, New York or State authorities, or the general suspension of trading by the New York Stock Exchange, any national securities exchange, or any governmental authority securities exchange;

(5) the imposition by the New York Stock Exchange, other national securities exchange, or any governmental authority, of any material restrictions not now in force with respect to the Bonds, or obligations of the general character of the Bonds, or securities generally, or the material increase of any such restrictions now in force, including those relating to the extension of credit by, or the charge to the net capital requirements of, the Underwriter;

(6) an order, decree or injunction of any court of competent jurisdiction, or order, filing, regulation or official statement by the SEC, or any other governmental agency having jurisdiction over the subject matter thereof, issued or made to the effect that the issuance, offering or sale of obligations of the general character of the Bonds, or the issuance, offering or sale of the Bonds, as contemplated hereby or by the Official Statement, is or would be in violation of the federal securities laws, as amended and then in effect;

(7) the withdrawal, downgrading, or placement on negative credit watch of any underlying credit rating of the District's outstanding indebtedness by a national rating agency;

(8) the occurrence, since the date hereof, of any materially adverse change in the affairs or financial condition of the District;

(9) any amendment shall have been made to the federal or State Constitution or action by any federal or State court, legislative body, regulatory body, or other authority materially adversely affecting the tax status of the District, its property, income securities (or interest thereon) or the validity or enforceability of the levy of taxes to pay principal of, or interest on the Bonds;

(10) the purchase of and payment for the Bonds by the Underwriter, or the resale of the Bonds by the Underwriter, on the terms and conditions herein provided shall be prohibited by any applicable law, governmental authority, board, agency or commission;

(11) the suspension by the SEC of trading in the outstanding securities of the District; or

(12) any event occurring, or information becoming known which makes untrue in any material adverse respect any statement or information contained in the Official Statement, or has the effect that the Official Statement contains any untrue statement of a material fact or omits to state a material fact required to be stated therein or necessary to make the statements made therein, in light of the circumstances under which they were made, not misleading.

(e) Delivery of Documents. At or prior to the date of the Closing, the Underwriter shall receive sufficient copies of the following documents in each case dated as of the Closing and satisfactory in form and substance to the Underwriter:

(1) Opinions.

(i) Bond Opinion. The approving opinion of Bond Counsel, as to the validity and tax-exempt status of the Bonds, dated the date of the Closing and addressed to the District, in substantially the form set forth in the Preliminary Official Statement and the Official Statement as Appendix A;

(ii) Supplemental Opinion of Bond Counsel. A supplemental opinion of Bond Counsel addressed to the District and the Underwriter, dated the date of the Closing, substantially to the following effect:

(A) the description of the Bonds and the security for the Bonds and statements in the Official Statement on the cover thereof and under the captions “INTRODUCTION,” “THE BONDS,” “LEGAL MATTERS – Continuing Disclosure,” and “TAX MATTERS,” to the extent they purport to summarize certain provisions of the Bonds, the Resolution, the Continuing Disclosure Certificate and the form and content of Bond Counsel’s approving opinion with respect to the treatment of interest on the Bonds under State or federal law, fairly and accurately summarize the matters purported to be summarized therein; provided that Bond Counsel need not express any opinion with respect to (i) any information contained in Appendices \_\_, \_\_, or \_\_ to the Official Statement, (ii) financial or statistical data or forecasts, numbers, charts, tables, estimates, projections, assumptions or expressions of opinion contained in the Official Statement, including in any of the appendices thereto, (iii) information with respect to The Depository Trust Company or its book-entry only system included therein, (iv) any CUSIP numbers or information relating thereto, (v) the District’s compliance with its obligations to file annual reports or provide notice of the events described in Rule 15c2-12 promulgated under the Securities Act of 1934, (vi) any information with respect to the Underwriter or underwriting matters with respect to the Bonds, including but not limited to information under the caption “MISCELLANEOUS – Underwriting”; and (vii) any information

with respect to the ratings on the Bonds and the rating agencies referenced therein, including but not limited to information under the caption “MISCELLANEOUS – Ratings”;

(B) the Continuing Disclosure Certificate and this Purchase Contract have each been duly authorized, executed and delivered by the District and, assuming the due authorization, execution and delivery by the other parties thereto, constitute legal, valid and binding agreements of the District enforceable in accordance with their respective terms, except as enforcement thereof may be limited by bankruptcy, insolvency, reorganization, moratorium or other laws relating to or affecting generally the enforcement of creditors’ rights and except as their enforcement may be subject to the application of equitable principles and the exercise of judicial discretion in appropriate cases if equitable remedies are sought and by the limitations on legal remedies against public agencies in the State; and

(C) the Bonds are exempt from registration pursuant to the Securities Act of 1933, as amended, and the Resolution is exempt from qualification as an indenture pursuant to the Trust Indenture Act of 1939, as amended; and

(iii) Reliance Letter. A reliance letter from Bond Counsel to the effect that the Underwriter can rely upon the approving opinion described in Section 10(e)(1)(i) above;

(2) Disclosure Counsel Letter. A letter of Stradling Yocca Carlson & Rauth, a Professional Corporation, dated the date of Closing and addressed to the District and the Underwriter, substantially to the effect that based on such counsel’s participation in conferences with representatives of the Underwriter, the District and others, during which conferences the contents of the Official Statement and related matters were discussed, and in reliance thereon and on the records, documents, certificates and opinions described therein, such counsel advises the District, as a matter of fact and not opinion, that during the course of its engagement as Disclosure Counsel no information came to the attention of such counsel’s attorneys rendering legal services in connection with such representation which caused such counsel to believe that the Official Statement as of its date contained, or as the Closing contains, any untrue statement of a material fact as of its date omitted, or as of the Closing omits, to state any material fact necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading (provided that Disclosure Counsel need not express any opinion with respect to (i) any information contained in Appendices \_\_, \_\_, or \_\_ to the Official Statement, (ii) financial or statistical data or forecasts, numbers, tables, charts, estimates, projections, assumptions or expressions of opinion contained in the Official Statement, including in any of the appendices thereto, (iii) information with respect to DTC or its book-entry only system included therein, (iv) any CUSIP numbers or information relating thereto, (v) any information with respect to the Underwriter or underwriting matters with respect to the Bonds, including but not limited to information under the caption

“MISCELLANEOUS – Underwriting;”(vi) the District’s compliance with its obligations to file annual reports or provide notice of the events described in Rule 15c2-12 promulgated under the Securities Act of 1934 and (vii) any information with respect to the ratings on the Bonds and the rating agencies referenced therein, including, but not limited to, information under the caption “MISCELLANEOUS – Ratings”);

(3) Certificate of the District. A certificate signed by appropriate officials of the District to the effect that (i) the Authorized Officers (as defined in the Resolution) of the District are authorized to execute this Purchase Contract, (ii) the representations, agreements and warranties of the District herein are true and correct in all material respects as of the date of Closing, (iii) the District has complied with all the terms of the Resolution and this Purchase Contract to be complied with by the District prior to or concurrently with the Closing, and, as to the District, such documents are in full force and effect, (iv) such District officials have reviewed the Official Statement and on such basis certify that the Official Statement does not contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements therein, in light of the circumstances in which they were made, not misleading, (v) the Bonds being delivered on the date of the Closing to the Underwriter under this Purchase Contract substantially conform to the descriptions thereof contained in the Resolution, (vi) no event concerning the District has occurred since the date of the Official Statement which has not been disclosed therein or in any supplement thereto, but should be disclosed in order to make the statements in the Official Statement in light of the circumstances in which they were made not misleading, and (vii) there is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court or public body, pending or, to the best knowledge of such officials, threatened against the District, contesting in any way the completeness or accuracy of the Official Statement, the issuance of the Bonds by the District or the due adoption of the Resolution;

(4) Arbitrage. A nonarbitrage and tax certificate of the District with respect to the Bonds, in form satisfactory to Bond Counsel;

(5) Ratings. Evidence satisfactory to the Underwriter that (A) the Bonds have been rated “\_\_\_” by Moody’s and “\_\_\_” by S&P Global Ratings, a business unit of Standard & Poor’s Financial Services LLC, and (B) any such ratings have not been revoked or downgraded;

(6) District Resolution. A certificate, together with fully executed copies of the Resolution, of the Secretary to the District’s Board of Trustees to the effect that:

(i) such copies are true and correct copies of the Resolution; and

(ii) that the Resolution was duly adopted and has not been modified, amended, rescinded or revoked and is in full force and effect on the date of the Closing.

(7) Official Statement. A certificate of the appropriate official of the District evidencing his or her determinations respecting the Preliminary Official Statement in accordance with the Rule;

(8) Continuing Disclosure Certificate. An executed copy of the Continuing Disclosure Certificate, substantially in the form presented in the Official Statement as Appendix C thereto;

(9) Certificate of the Paying Agent. A certificate of the Paying Agent, dated the date of the Closing, signed by a duly authorized officer thereof, and in form and substance satisfactory to the Underwriter, substantially to the effect that no litigation is pending or, to the best of such officer's knowledge, threatened (either in state or federal courts) (i) seeking to restrain or enjoin the delivery by the Paying Agent of any of the Bonds, or (ii) in any way contesting or affecting any authority of the Paying Agent for the delivery of the Bonds or the validity or enforceability of the Bonds or any agreement with the Paying Agent; and

(10) Other Documents. Such additional legal opinions, certificates, proceedings, instruments and other documents as Bond Counsel or the Underwriter may reasonably request to evidence compliance (i) by the District with legal requirements, (ii) the truth and accuracy, as of the time of Closing, of the representations of the District herein contained and of the Official Statement, and (iii) the due performance or satisfaction by the District at or prior to such time of all agreements then to be performed and all conditions then to be satisfied by the District.

(f) Termination. Notwithstanding anything to the contrary herein contained, if for any reason whatsoever the Bonds shall not have been delivered to the Underwriter as provided in Section 6 hereof, then the obligation to purchase Bonds hereunder shall terminate and be of no further force or effect except with respect to the obligations of the District and the Underwriter under Section 12(c) and 14 hereof.

If the District is unable to satisfy the conditions to the Underwriter's obligations contained in this Purchase Contract or if the Underwriter's obligations shall be terminated for any reason permitted by this Purchase Contract, this Purchase Contract may be cancelled by the Underwriter at, or at any time prior to, the time of Closing. Notice of such cancellation shall be given to the District in writing, or by telephone or telegraph, confirmed in writing. Notwithstanding any provision herein to the contrary, the performance of any and all obligations of the District hereunder and the performance of any and all conditions contained herein for the benefit of the Underwriter may be waived by the Underwriter in writing at its sole discretion.

11. **Conditions to Obligations of the District**. The performance by the District of its obligations is conditioned upon (i) the performance by the Underwriter of their obligations hereunder; and (ii) receipt by the District and the Underwriter of opinions and certificates being delivered at the Closing by persons and entities other than the District.

12. **Expenses**. (a) To the extent that the transactions contemplated by this Purchase Contract are consummated, the District shall pay (or cause to be paid), and the Underwriter shall be under no obligation to pay, costs of issuance of the Bonds from proceeds thereof, including, but not

limited to, the following (i) the cost of the preparation and reproduction of the Resolution; (ii) the fees and disbursements of Bond Counsel and Disclosure Counsel, and the District's municipal advisor; (iii) the cost of the preparation, printing and delivery of the Bonds; (iv) the fees for bond ratings; (v) the cost of the printing and distribution of the Preliminary Official Statement and the Official Statement; (vi) the initial fees of the Paying Agent and Fiscal Agent (as defined herein); (vii) expenses for travel, lodging, and subsistence related to rating agency visits and other meetings connected to the authorization, sale, issuance and distribution of the Bonds; and (viii) all other fees and expenses incident to the issuance and sale of the Bonds. The District hereby directs the Underwriter to wire, at the Closing, a portion of the purchase price of the Bonds not-to-exceed \$\_\_\_\_\_ to U.S. Bank National Association, as fiscal agent to the District (the "Fiscal Agent"), for the payment of costs of issuance with respect to the Bonds.

(b) Notwithstanding any of the foregoing, the Underwriter shall pay all out-of-pocket expenses of the Underwriter, the California Debt and Investment Advisory Commission fee and other expenses (except those expressly provided above) without limitation, except travel and related expenses in connection with the bond ratings.

(c) Notwithstanding Section 10(f) hereof, the District hereby agrees, in the event the purchase and sale of the Bonds does not occur as contemplated hereunder, to reimburse the Underwriter for any costs described in Subsection 12(a)(vii) above that are attributable to District personnel.

(d) The District acknowledges that it has had an opportunity, in consultation with such advisors as it may deem appropriate, if any, to evaluate and consider the fees and expenses being incurred as part of the issuance of the Bonds.

13. **Notices.** Any notice or other communication to be given under this Purchase Contract (other than the acceptance hereof as specified in the first paragraph hereof) may be given by delivering the same in writing if to the District, to Riverside Community College District, 3801 Market Street, Riverside, California 92501, Attention: Vice Chancellor, Business and Financial Services; or if to the Underwriter, to Piper Jaffray & Co., 50 California Street, Suite 3100, San Francisco, California 94111, Attention: Ivory Li.

14. **Parties in Interest; Survival of Representations and Warranties.** This Purchase Contract when accepted by the District in writing as heretofore specified shall constitute the entire agreement between the District and the Underwriter. This Purchase Contract is made solely for the benefit of the District and the Underwriter (including the successors or assigns of the Underwriter). No person shall acquire or have any rights hereunder or by virtue hereof. All the representations, warranties and agreements of the District in this Purchase Contract shall survive regardless of (a) any investigation or any statement in respect thereof made by or on behalf of the Underwriter, (b) delivery of and payment by the Underwriter for the Bonds hereunder, and (c) any termination of this Purchase Contract.

15. **Execution in Counterparts.** This Purchase Contract may be executed in several counterparts each of which shall be regarded as an original and all of which shall constitute but one and the same document.

16. **Applicable Law.** This Purchase Contract shall be interpreted, governed and enforced in accordance with the laws of the State applicable to contracts made and performed in such State.

Very truly yours,

**PIPER JAFFRAY & CO., as Underwriter**

By: \_\_\_\_\_  
Authorized Representative

The foregoing is hereby agreed to and accepted at \_\_\_\_\_ p.m. California time as of the date first above written:

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

By: \_\_\_\_\_  
Vice Chancellor,  
Business and Financial Services



**APPENDIX A**

\$ \_\_\_\_\_  
**RIVERSIDE COMMUNITY COLLEGE DISTRICT**  
**(RIVERSIDE AND SAN BERNARDINO COUNTIES, CALIFORNIA)**  
**ELECTION OF 2004 GENERAL OBLIGATION BONDS, SERIES 2019F**

\$ \_\_\_\_\_ Serial Bonds

<b>Maturity (August 1)</b>	<b>Principal Amount</b>	<b>Interest Rate</b>	<b>Yield</b>	<b>Price</b>	<b>10% Rule</b>	<b>Hold the Offering Price Rule</b>
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\$ \_\_\_\_\_ Term Bonds

<b>Maturity (August 1)</b>	<b>Principal Amount</b>	<b>Interest Rate</b>	<b>Yield</b>	<b>Price</b>	<b>10% Rule</b>	<b>Hold the Offering Price Rule</b>
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(1) Yield to call at par on August 1, 20\_\_.

## Redemption Provisions

**Optional Redemption.** The Bonds maturing on or before August 1, 20\_\_ are not subject to redemption. The Bonds maturing on or after August 1, 20\_\_ are subject to redemption prior to their respective stated maturity dates, at the option of the District, from any source of available funds, in whole or in part on any date, on or after August 1, 20\_\_, at a redemption price equal to the principal amount of the Bonds called for redemption, together with interest accrued thereon to the date of redemption, without premium.

**Mandatory Sinking Fund Redemption.** The Bonds maturing on August 1, 20\_\_ are subject to redemption prior to maturity from mandatory sinking fund payments on August 1 of each year, on and after August 1, 20\_\_, at a redemption price equal to the principal amount thereof as of the date fixed for redemption, together with interest accrued to the date set for such redemption, without premium. The principal amount represented by such Bonds to be so redeemed and the redemption dates therefor, and the final payment date is as indicated in the following table:

<b>Year Ending <u>August 1</u></b>	<b>Principal <u>To Be Redeemed</u></b>
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<sup>(1)</sup> Maturity.

In the event that a portion of the Term Bonds maturing on August 1, 20\_\_ is optionally redeemed prior to maturity, the remaining mandatory sinking fund payments shown above shall be reduced proportionately, or as otherwise directed by the District, in integral multiples of \$5,000 of principal amount, in respect of the portion of such Term Bonds optionally redeemed.

**APPENDIX B**

**FORM OF ISSUE PRICE CERTIFICATE**

§ \_\_\_\_\_  
**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
(RIVERSIDE AND SAN BERNARDINO COUNTIES, CALIFORNIA)  
ELECTION OF 2004 GENERAL OBLIGATION BONDS, SERIES 2019F**

The undersigned, Piper Jaffrey & Co. (the “Piper Jaffray”), hereby certifies as set forth below with respect to the sale and issuance of the above-captioned bonds.

1. ***Sale of the General Rule Maturities.*** As of the date of this certificate, for each Maturity of the General Rule Maturities, the first price at which at least 10% of such Maturity was sold to the Public is the respective price listed in Schedule A.

2. ***[Initial Offering Price of the Hold-the-Offering-Price Maturities.***

(a) The Underwriting offered the Hold-the-Offering-Price Maturities to the Public for purchase at the respective initial offering prices listed in Schedule A (the “Initial Offering Prices”) on or before the Sale Date.

(b) As set forth in the Purchase Contract, the Underwriter has agreed in writing that, (i) for each Maturity of the Hold-the-Offering-Price Maturities, they would neither offer nor sell any of the Bonds of such Maturity to any person at a price that is higher than the Initial Offering Price for such Maturity during the Holding Period for such Maturity (the “hold-the-offering-price rule”), and (ii) any selling group agreement shall contain the agreement of each dealer who is a member of the selling group, and any retail distribution agreement shall contain the agreement of each broker-dealer who is a party to the retail distribution agreement, to comply with the hold-the-offering-price rule. Pursuant to such agreement, no Underwriter (as defined below) has offered or sold any Maturity of the Hold-the-Offering-Price Maturities at a price that is higher than the respective Initial Offering Price for that Maturity of the Bonds during the Holding Period.]

3. ***Defined Terms.***

(a) *District* means Riverside Community College District.

(b) *General Rule Maturities* means those Maturities of the Bonds listed in Schedule A hereto as the “General Rule Maturities.”

(c) *[Hold-the-Offering-Price Maturities* means those Maturities of the Bonds listed in Schedule A hereto as the “Hold-the-Offering-Price Maturities.”

(d) *Holding Period* means, with respect to a Hold-the-Offering-Price Maturity, the period starting on the Sale Date and ending on the earlier of (i) the close of the fifth business day after the Sale Date, or (ii) the date on which an Underwriter has sold at least 10% of such Hold-the-Offering-Price Maturity to the Public at prices that are no higher than the Initial Offering Price for such Hold-the-Offering-Price Maturity.]

(e) *Maturity* means Bonds with the same credit and payment terms. Bonds with different maturity dates, or Bonds with the same maturity date but different stated interest rates, are treated as separate maturities.

(f) *Public* means any person (including an individual, trust, estate, partnership, association, company, or corporation) other than an Underwriter or a related party to an Underwriter. The term “related party” for purposes of this certificate generally means any two or more persons who have greater than 50 percent common ownership, directly or indirectly.

(g) *Sale Date* means the first day on which there is a binding contract in writing for the sale of a Maturity of the Bonds. The Sale Date of the Bonds is \_\_\_\_\_, 2019.

(h) *Underwriter* means (i) any person that agrees pursuant to a written contract with the District (or with the lead Underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the Public, and (ii) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (i) of this paragraph to participate in the initial sale of the Bonds to the Public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the Bonds to the Public).

[REMAINDER OF PAGE LEFT BLANK]

The representations set forth in this certificate are limited to factual matters only. Nothing in this certificate represents the Piper Jaffray's interpretation of any laws, including specifically Sections 103 and 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations thereunder. The undersigned understands that the foregoing information will be relied upon by the Issuer with respect to certain of the representations set forth in the Tax Certificate and with respect to compliance with the federal income tax rules affecting the Bonds, and by Stradling Yocca Carlson & Rauth, a Professional Corporation, Bond Counsel, in connection with rendering its opinion that the interest on the Bonds is excluded from gross income for federal income tax purposes, the preparation of the Internal Revenue Service Form 8038-G, and other federal income tax advice that it may give to the Issuer from time to time relating to the Bonds. Except as expressly set forth above, the certifications set forth herein may not be relied upon or used by any third party or for any other purpose.

**Piper Jaffray & Co., as Underwriter**

By: \_\_\_\_\_

Name: \_\_\_\_\_

Dated: \_\_\_\_\_, 2019

**SCHEDULE A**

**IDENTIFICATION OF GENERAL RULE MATURITIES AND HOLD-THE-OFFERING-PRICE MATURITIES**

\$ \_\_\_\_\_  
**RIVERSIDE COMMUNITY COLLEGE DISTRICT**  
**(RIVERSIDE AND SAN BERNARDINO COUNTIES, CALIFORNIA)**  
**ELECTION OF 2004 GENERAL OBLIGATION BONDS, SERIES 2019F**

\$ \_\_\_\_\_ Serial Bonds

<b>Maturity (August 1)</b>	<b>Principal Amount</b>	<b>Interest Rate</b>	<b>Yield</b>	<b>Price</b>	<b>10% Rule</b>	<b>Hold the Offering Price Rule</b>
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\$ \_\_\_\_\_ Term Bonds

<b>Maturity (August 1)</b>	<b>Principal Amount</b>	<b>Interest Rate</b>	<b>Yield</b>	<b>Price</b>	<b>10% Rule</b>	<b>Hold the Offering Price Rule</b>
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<sup>(1)</sup> Yield to call at par on August 1, 20\_\_.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
RESOLUTION NO. 05-19/20**

**RESOLUTION AUTHORIZING THE ISSUANCE OF THE RIVERSIDE  
COMMUNITY COLLEGE DISTRICT (RIVERSIDE AND SAN BERNARDINO  
COUNTIES, CALIFORNIA) 2019 GENERAL OBLIGATION REFUNDING  
BONDS**

**WHEREAS**, a duly called election was held in the Riverside Community College District (the “District”), Riverside County (the “County”) and San Bernardino County (together with the County, the “Counties”), on March 2, 2004 (the “Election”) and thereafter canvassed pursuant to law;

**WHEREAS**, at the Election there was submitted to and approved by the requisite fifty-five percent or more of the voters of the District voting on a question as to the issuance and sale of general obligation bonds of the District for various purposes set forth in the ballot submitted to the voters, in the maximum amount of \$350,000,000, payable from the levy of an *ad valorem* property tax against the taxable property in the District (the “Authorization”);

**WHEREAS**, pursuant to the Authorization, the District previously caused the issuance of \$102,300,000 of its Election of 2004 General Obligation Bonds, Series 2010D-1 (Build America Bonds – Direct Payment to District) (Federally Taxable) (the “Prior Bonds”);

**WHEREAS**, pursuant to the Government Code Sections 53550 *et seq.* and 53580 *et seq.* (the “Act”), this Board of Trustees (the “Board”) finds that the District is authorized to issue general obligation refunding bonds (the “Refunding Bonds”) to refund all or a portion of the outstanding Prior Bonds (so refunded, the “Refunded Bonds”);

**WHEREAS**, this Board desires to authorize the issuance of the Refunding Bonds in one or more Series of Taxable or Tax-Exempt Current Interest Bonds (as such terms are defined herein);

**WHEREAS**, all acts, conditions and things required by law to be done or performed have been done and performed in strict conformity with the laws authorizing the issuance of general obligation refunding bonds of the District, and whereas the indebtedness of the District, including this proposed issue of Refunding Bonds, is within all limits prescribed by law;

**WHEREAS**, at this time the Board desires to appoint professionals related to the issuance of the Refunding Bonds; and

**NOW, THEREFORE, BE IT FOUND, DETERMINED AND RESOLVED BY THE BOARD OF TRUSTEES OF THE RIVERSIDE COMMUNITY COLLEGE DISTRICT, RIVERSIDE AND SAN BERNARDINO COUNTIES, CALIFORNIA AS FOLLOWS:**

**SECTION 1. Purpose.** To refund all or a portion of the currently outstanding principal amount of the Prior Bonds and to pay all necessary legal, financial, and contingent costs in connection therewith, the Board hereby authorizes the issuance of the Refunding Bonds pursuant to the Act in an aggregate principal amount not-to-exceed \$110,000,000, in one or more Series of Taxable or Tax-Exempt Current Interest Bonds (each as defined herein), to be styled as the “Riverside Community College District (Riverside and San Bernardino Counties, California) 2019 General Obligation Refunding Bonds,” with appropriate additional Series designation if more than one Series of Refunding Bonds are issued. Additional costs authorized to be paid from the proceeds of the Refunding Bonds are all of the authorized

costs of issuance set forth in Government Code Section 53550(e) and (f) and Government Code Section 53587. Pursuant to Government Code Sections 53584 and 53587, the Board hereby determines it to be reasonably required to fund capitalized interest from proceeds of the Refunding Bonds for the purpose of paying interest on all or a portion of the Refunding Bonds. Pursuant to Government Code Section 53587, in determining the amount of Refunding Bonds to be issued, the Board hereby determines that any capitalized interest from proceeds of the Refunding Bonds shall be reasonably required.

**SECTION 2. Paying Agent.** The Board hereby appoints the Paying Agent, as defined in Section 5 hereof, to act as paying agent, bond registrar, authentication agent and transfer agent for the Refunding Bonds on behalf of the District. The Board hereby authorizes the payment of the reasonable fees and expenses of the Paying Agent, as they shall become due and payable. The fees and expenses of the Paying Agent which are not paid as a cost of issuance of the Refunding Bonds may be paid in each year from *ad valorem* property taxes levied and collected for the payment thereof, insofar as permitted by law, including specifically Education Code Section 15232.

**SECTION 3. Terms and Conditions of Sale.** The Refunding Bonds are hereby authorized to be sold at a negotiated sale to the Underwriter (as defined herein), upon the direction of the Chancellor or the Vice Chancellor, Business and Financial Services, or such other officer or employee of the District as may be designated by the Chancellor or the Vice Chancellor, Business and Financial Services for such purpose (collectively, the “Authorized Officers”). The Refunding Bonds shall be sold pursuant to the terms and conditions set forth in the Purchase Contract, as described below.

**SECTION 4. Approval of Purchase Contract.** The form of Purchase Contract by and between District and the Underwriter, substantially in the form on file with the Secretary to the Board, is hereby approved and the Authorized Officers, each alone, are hereby authorized to execute and deliver the Purchase Contract, with such changes therein, deletions therefrom and modifications thereto as the Authorized Officer executing the same may approve, such approval to be conclusively evidenced by his or her execution and delivery thereof; provided, however, that (i) the maximum interest rates on the Refunding Bonds shall not exceed that authorized by law, and (ii) the underwriting discount, excluding original issue discount, shall not exceed 0.35% of the aggregate principal amount of the Refunding Bonds issued. The Authorized Officers, each alone, are further authorized to determine the principal amount of the Refunding Bonds to be specified in the Purchase Contract for sale by the District up to \$110,000,000 and to enter into and execute the Purchase Contract with the Underwriter, if the conditions set forth in this Resolution are satisfied.

**SECTION 5. Certain Definitions.** As used in this Resolution, the terms set forth below shall have the meanings ascribed to them (unless otherwise set forth in the Purchase Contract):

(a) “**Authorizing Documents**” means the authorizing resolution(s), indenture, agreement or other legal document(s) pursuant to which the Prior Bonds were authorized and issued.

(b) “**Act**” means California Government Code Sections 53550 *et seq.* and 53580 *et seq.*

(c) “**Beneficial Owner**” means, when used with reference to book-entry Refunding Bonds registered pursuant to Section 6 hereof, the person who is considered the beneficial owner of such Refunding Bonds pursuant to the arrangements for book-entry determination of ownership applicable to the Depository.

(d) “**Bond Insurer**” means any insurance company which issues a municipal bond insurance policy insuring the payment of principal of and interest on the Refunding Bonds.



(e) **“Bond Payment Date”** means, unless otherwise provided by the Purchase Contract, February 1 and August 1 of each year commencing February 1, 2020, with respect to the interest on the Refunding Bonds, and the stated maturity dates of the Bonds with respect to payments of Principal of the Bonds.

(f) **“Bond Register”** means the registration books which the Paying Agent shall keep or cause to be kept on which the registered ownership, transfer and exchange of Refunding Bonds will be recorded.

(g) **“Code”** means the Internal Revenue Code of 1986, as the same may be amended from time to time. Reference to a particular section of the Code shall be deemed to be a reference to any successor to any such section.

(h) **“Continuing Disclosure Certificate”** means that certain contractual undertaking executed by the District in connection with the issuance of the Refunding Bonds pursuant to paragraph (b)(5) of Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities and Exchange Act of 1934, dated as of the date of issuance of the Refunding Bonds, as amended from time to time in accordance with the provisions thereof.

(i) **“Current Interest Bonds”** means Refunding Bonds, the interest on which is payable semiannually on each Bond Payment Date specified for each such Refunding Bond as designated and maturing in the years and in the amounts set forth in the Purchase Contract.

(j) **“Date of Delivery”** means the date of initial issuance and delivery of the Refunding Bonds, or such other date as shall be set forth in the Purchase Contract or Official Statement.

(k) **“Depository”** means the entity acting as securities depository for the Refunding Bonds pursuant to Section 6(c) hereof.

(l) **“DTC”** means The Depository Trust Company, a limited purpose trust company organized under the laws of the State of New York, in its capacity as the initial Depository for the Refunding Bonds.

(m) **“Escrow Agent”** means U.S. Bank National Association.

(n) **“Escrow Agreement”** means the Escrow Agreement relating to the Refunded Bonds, by and between the District and the Escrow Agent.

(o) **“Federal Securities”** means securities as permitted, in accordance with the Authorizing Documents, to be deposited with the Escrow Agent for the purpose of defeasing the Refunded Bonds.

(p) **“Holder”** or **“Owner”** means the registered owner of a Refunding Bond as set forth in the Bond Register maintained by the Paying Agent pursuant to Section 6 hereof.

(q) **“Information Services”** means the Municipal Securities Rulemaking Board’s Electronic Municipal Market Access System; or, such other services providing information with respect to called municipal obligations as the District may specify in writing to the Paying Agent or, in the absence of such written specification, as the Paying Agent may select.

(r) **“Moody’s”** means Moody’s Investors Service, Inc., a corporation organized and existing under the laws of the State of Delaware, its successors and assigns, or, if such corporation shall be

dissolved or liquidated or shall no longer perform the functions of a securities rating agency, any other nationally recognized securities rating agency designated by the District.

(s) **“Nominee”** means the nominee of the Depository, which may be the Depository, as determined from time to time pursuant to Section 6(c) hereof.

(t) **“Official Statement”** means the Official Statement for the Refunding Bonds, as described in Section 17 hereof.

(u) **“Outstanding”** means, when used with reference to the Refunding Bonds, as of any date, Bonds theretofore issued or thereupon being issued under this Resolution except:

(i) Refunding Bonds canceled at or prior to such date;

(ii) Refunding Bonds in lieu of or in substitution for which other Refunding Bonds shall have been delivered pursuant to Section 8 hereof; or

(iii) Refunding Bonds for the payment or redemption of which funds or Government Obligations in the necessary amount shall have been set aside (whether on or prior to the maturity or redemption date of such Refunding Bonds), in accordance with Section 19 of this Resolution

(v) **“Participants”** means those broker-dealers, banks and other financial institutions from time to time for which the Depository holds book-entry certificates as securities depository.

(w) **“Paying Agent”** means initially U.S. Bank National Association, or any other Paying Agent as shall be identified in the Purchase Contract or Official Statement, and afterwards any successor financial institution, acting as paying agent, transfer agent, authentication agent and bond registrar for the Refunding Bonds.

(x) **“Principal”** or **“Principal Amount”** means, with respect to any Refunding Bond, the initial principal amount thereof.

(y) **“Purchase Contract”** means the contract or contracts for purchase and sale of the Refunding Bonds, by and between the District and the Underwriter. To the extent the Refunding Bonds are sold pursuant to more than one Purchase Contract, each shall be substantially in the form presented to the Board, with such changes therein, deletions therefrom and modifications thereto as the Authorized Officer executing the same shall approve.

(z) **“Record Date”** means the close of business on the fifteenth day of the month preceding each Bond Payment Date.

(aa) **“Series”** means any Refunding Bonds executed, authenticated and delivered pursuant to the provisions hereof and identified as a separate series of bonds.

(bb) **“S&P”** means S&P Global Ratings, its successors and their assigns, or, if such entity shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, any other nationally recognized securities rating agency designated by the District.

(cc) **“Taxable Bonds”** means any Refunding Bonds not issued as Tax-Exempt Bonds.

(dd) **“Tax-Exempt Bonds”** means any Refunding Bonds the interest on which is excludable from gross income for federal income tax purposes and is not treated as an item of tax preference for purposes of calculating the federal alternative minimum tax, as further described in an opinion of Bond Counsel supplied to the original purchasers of such Refunding Bonds.

(ee) **“Term Bonds”** means those Refunding Bonds for which mandatory sinking fund redemption dates have been established in the Purchase Contract.

(ff) **“Transfer Amount”** means, with respect to any Outstanding Refunding Bond, the Principal Amount.

(gg) **“Treasurer”** means the Treasurer-Tax Collector of the County.

(hh) **“Underwriter”** means Piper Jaffray & Co.

#### **SECTION 6. Terms of the Refunding Bonds.**

(a) Denomination, Interest, Dated Dates. The Refunding Bonds shall be issued as bonds registered as to both principal and interest, in the denominations of \$5,000 principal amount or any integral multiple thereof. The Refunding Bonds will be initially registered in the name of “Cede & Co.,” the Nominee of DTC.

Each Refunding Bond shall be dated the Date of Delivery, and shall bear interest at the rates set forth in the Purchase Contract, from the Bond Payment Date next preceding the date of authentication thereof unless it is authenticated as of a day during the period from the 16th day of the month next preceding any Bond Payment Date to that Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before the first Record Date, in which event it shall bear interest from the Date of Delivery. Interest on the Refunding Bonds shall be payable on the respective Bond Payment Dates and shall be computed on the basis of a 360-day year of twelve 30-day months.

No Refunding Bond shall mature later than the final maturity date of the Refunded Bonds to be refunded from proceeds of such Refunding Bond.

(b) Redemption.

(i) Optional Redemption. The Refunding Bonds shall be subject to optional redemption prior to maturity as provided in the Purchase Contract or the Official Statement.

(ii) Mandatory Redemption. Any Refunding Bonds issued as Term Bonds shall be subject to mandatory sinking fund redemption as provided in the Purchase Contract or the Official Statement.

(iii) Selection of Refunding Bonds for Redemption. Whenever provision is made in this Resolution for the redemption of Refunding Bonds and less than all Outstanding Refunding Bonds are to be redeemed, the Paying Agent, upon written instruction from the District, shall select Refunding Bonds for redemption as so directed and if not directed, in inverse order of maturity. Within a maturity, the Paying Agent shall select Refunding Bonds for redemption by lot. Redemption by lot shall be in such manner as the Paying Agent shall determine; provided, however, that with respect to redemption by lot, the portion of any Refunding Bond to be redeemed in part shall be in the principal amount of \$5,000 or any integral multiple thereof.

The Purchase Contract may provide that (i) in the event that a portion of any Term Bond is optionally redeemed prior to maturity pursuant to Section 6(b)(i) hereof, the remaining mandatory sinking fund payments with respect to such Term Bonds shall be reduced proportionately or as otherwise directed by the District, in integral multiples of \$5,000 principal amount, in respect to the portion of such Term Bond optionally redeemed, or (ii) within a maturity, Refunding Bonds shall be selected for redemption on a “Pro Rata Pass-Through Distribution of Principal” basis in accordance with DTC procedures, provided further that, such pro-rata redemption is made in accordance with the operational arrangements of DTC then in effect.

(iv) Redemption Notice. When redemption is authorized pursuant to this Resolution, the Paying Agent, upon written instruction from the District, shall give notice (a “Redemption Notice”) of the redemption of the Refunding Bonds. Such Redemption Notice shall specify: the Refunding Bonds or designated portions thereof (in the case of redemption of the Refunding Bonds in part but not in whole) which are to be redeemed; the date of redemption; the place or places where the redemption will be made, including the name and address of the Paying Agent; the redemption price; the CUSIP numbers (if any) assigned to the Refunding Bonds to be redeemed, the Refunding Bond numbers of the Refunding Bonds to be redeemed in whole or in part and, in the case of any Refunding Bond to be redeemed in part only, the portion of the principal amount of such Refunding Bond to be redeemed; and the original issue date, interest rate and stated maturity date of each Refunding Bond to be redeemed in whole or in part. Such Redemption Notice shall further state that on the specified date there shall become due and payable upon each Refunding Bond or portion thereof being redeemed at the redemption price thereof, together with the interest accrued to the redemption date thereon, and that from and after such date, interest thereon shall cease to accrue.

With respect to any Redemption Notice of Refunding Bonds, unless upon the giving of such notice such Refunding Bonds shall be deemed to have been defeased pursuant to Section 19 hereof, such notice shall state that such redemption shall be conditional upon the receipt by the Paying Agent (or an independent escrow agent selected by the District) on or prior to the date fixed for such redemption of the moneys necessary and sufficient to pay the principal of, premium, if any, and interest on, such Refunding Bonds to be redeemed, and that if such moneys shall not have been so received said notice shall be of no force and effect, the Refunding Bonds shall not be subject to redemption on such date and the Refunding Bonds shall not be required to be redeemed on such date. In the event that such Redemption Notice contains such a condition and such moneys are not so received, the redemption shall not be made and the Paying Agent shall within a reasonable time thereafter give notice, to the persons to whom and in the manner in which the Redemption Notice was given, that such moneys were not so received. In addition, the District shall have the right to rescind any Redemption Notice, by written notice to the Paying Agent, on or prior to the date fixed for such redemption. The Paying Agent shall distribute a notice of such rescission in the same manner as the Redemption Notice was originally provided.

The Paying Agent shall take the following actions with respect to such Redemption Notice:

(1) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given to the respective Owners of Refunding Bonds designated for redemption by registered or certified mail, postage prepaid, at their addresses appearing on the Bond Register.

(2) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, (ii)

telephonically confirmed facsimile transmission, or (iii) overnight delivery service to the Depository.

(3) At least 20 but not more than 45 days prior to the redemption date, such Redemption Notice shall be given by (i) registered or certified mail, postage prepaid, or (ii) overnight delivery service to one of the Information Services.

(4) The Paying Agent shall provide a Redemption Notice to such other persons as may be required pursuant to the Continuing Disclosure Certificate.

A certificate of the Paying Agent to the effect that a Redemption Notice has been given as provided herein shall be conclusive as against all parties. Neither failure to receive any Redemption Notice nor any defect in any such Redemption Notice so given shall affect the sufficiency of the proceedings for the redemption of the affected Refunding Bonds. Each check issued or other transfer of funds made by the Paying Agent for the purpose of redeeming Refunding Bonds shall bear or include the CUSIP number identifying, by issue and maturity, the Refunding Bonds being redeemed with the proceeds of such check or other transfer. Such Redemption Notice may state that no representation is made as to the accuracy or correctness of CUSIP numbers printed thereon.

(v) Partial Redemption of Refunding Bonds. Upon the surrender of any Refunding Bond redeemed in part only, the Paying Agent shall execute and deliver to the Owner thereof a new Refunding Bond or Refunding Bonds of like tenor and maturity and of authorized denominations equal in principal amounts to the unredeemed portion of the Refunding Bond surrendered. Such partial redemption shall be valid upon payment of the amount required to be paid to such Owner, and the District shall be released and discharged thereupon from all liability to the extent of such payment.

(vi) Effect of Redemption Notice. Notice having been given as aforesaid, and the moneys for the redemption (including the interest accrued to the applicable date of redemption) having been set aside as provided in Section 19 hereof, the Refunding Bonds to be redeemed shall become due and payable on such date of redemption.

If on such redemption date, money for the redemption of all the Refunding Bonds to be redeemed as provided in Section 6(b)(i) hereof, together with interest accrued to such redemption date, shall be held in trust as provided in Section 19 hereof, so as to be available therefor on such redemption date, and if a Redemption Notice thereof shall have been given as aforesaid, then from and after such redemption date, interest on the Refunding Bonds to be redeemed shall cease to accrue and become payable. All money held for the redemption of Refunding Bonds shall be held in trust for the account of the Owners of the Refunding Bonds so to be redeemed.

All Refunding Bonds paid at maturity or redeemed prior to maturity pursuant to the provisions of this Section 6 shall be cancelled upon surrender thereof and be delivered to or upon the order of the District. All or any portion of a Refunding Bond purchased by the District shall be cancelled by the Paying Agent.

(vii) Refunding Bonds No Longer Outstanding. When any Refunding Bonds (or portions thereof), which have been duly called for redemption prior to maturity under the provisions of this Resolution, or with respect to which irrevocable instructions to call for redemption prior to maturity at the earliest redemption date have been given to the Paying Agent, in form satisfactory to it, and sufficient moneys shall be irrevocably held in trust as provided in

Section 19 hereof for the payment of the redemption price of such Refunding Bonds or portions thereof, and accrued interest thereon to the date fixed for redemption, all as provided in this Resolution, then such Refunding Bonds shall no longer be deemed Outstanding and shall be surrendered to the Paying Agent for cancellation.

(c) Book-Entry System.

(i) Election of Book-Entry System. The Refunding Bonds shall initially be delivered in the form of a separate single fully-registered bond (which may be typewritten) for each maturity date of such Refunding Bonds in an authorized denomination. The ownership of each such Refunding Bond shall be registered in Bond Register maintained by the Paying Agent in the name of the Nominee, as nominee of the Depository and ownership of the Refunding Bonds, or any portion thereof may not thereafter be transferred except as provided in Section 6(c)(i)(4).

With respect to book-entry Refunding Bonds, the District and the Paying Agent shall have no responsibility or obligation to any Participant or to any person on behalf of which such a Participant holds an interest in such book-entry Refunding Bonds. Without limiting the immediately preceding sentence, the District and the Paying Agent shall have no responsibility or obligation with respect to: (i) the accuracy of the records of the Depository, the Nominee, or any Participant with respect to any ownership interest in book-entry Refunding Bonds; (ii) the delivery to any Participant or any other person, other than an Owner as shown in the Bond Register, of any notice with respect to book-entry Refunding Bonds, including any Redemption Notice; (iii) the selection by the Depository and its Participants of the beneficial interests in book-entry Refunding Bonds to be prepaid in the event the District redeems such Refunding Bonds in part; (iv) or the payment by the Depository or any Participant or any other person, of any amount with respect to principal, premium, if any, or interest on book-entry Refunding Bonds. The District and the Paying Agent may treat and consider the person in whose name each book-entry Refunding Bond is registered in the Bond Register as the absolute Owner of such Refunding Bond for the purpose of payment of principal of and premium and interest on and to such Refunding Bond, for the purpose of giving notices of redemption and other matters with respect to such Refunding Bond, for the purpose of registering transfers with respect to such Refunding Bond, and for all other purposes whatsoever. The Paying Agent shall pay all principal of and premium, if any, and interest on book-entry Refunding Bonds only to or upon the order of the respective Owner, as shown in the Bond Register, or his respective attorney duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to payment of principal of, premium, if any, and interest on book-entry Refunding Bonds to the extent of the sum or sums so paid. No person other than an Owner, as shown in the Bond Register, shall receive a certificate evidencing the obligation to make payments of principal of, premium, if any, and interest on book-entry Refunding Bonds. Upon delivery by the Depository to the Owner and the Paying Agent, of written notice to the effect that the Depository has determined to substitute a new nominee in place of the Nominee, and subject to the provisions herein with respect to the Record Date, the word "Nominee" in this Resolution shall refer to such nominee of the Depository.

(1) Delivery of Letter of Representations. In order to qualify the Refunding Bonds for the Depository's book-entry system, the District and the Paying Agent shall execute and deliver to the Depository a Letter of Representations. The execution and delivery of a Letter of Representations shall not in any way impose upon the District or the Paying Agent any obligation whatsoever with respect to persons having interests in the Refunding Bonds other than the Owners, as shown on the Bond Register. By executing a Letter of Representations, the Paying Agent shall agree to take all action necessary at all times so that the District will be in compliance

with all representations of the District in such Letter of Representations. In addition to the execution and delivery of a Letter of Representations, the District and the Paying Agent shall take such other actions, not inconsistent with this Resolution, as are reasonably necessary to qualify the Refunding Bonds for the Depository's book-entry program.

(2) Selection of Depository. In the event (i) the Depository determines not to continue to act as securities depository for the Refunding Bonds, or (ii) the District determines that continuation of the book-entry system is not in the best interest of the Beneficial Owners of the Refunding Bonds or the District, then the District will discontinue the book-entry system with the Depository. If the District determines to replace the Depository with another qualified securities depository, the District shall prepare or direct the preparation of a new single, separate, fully registered bond for each maturity date of such Refunding Bond, registered in the name of such successor or substitute qualified securities depository or its Nominee as provided in subsection (4) hereof. If the District fails to identify another qualified securities depository to replace the Depository, then the Refunding Bonds shall no longer be restricted to being registered in such Bond Register in the name of the Nominee, but shall be registered in whatever name or names the Owners transferring or exchanging such Refunding Bonds shall designate, in accordance with the provisions of this Section 6(c).

(3) Payments and Notices to Depository. Notwithstanding any other provision of this Resolution to the contrary, so long as all Outstanding Refunding Bonds are held in book-entry and registered in the name of the Nominee, all payments by the District or Paying Agent with respect to principal of and premium, if any, or interest on book-entry Refunding Bonds and all notices with respect to such Refunding Bonds, including notices of redemption, shall be made and given, respectively to the Nominee, as provided in the Letter of Representations or as otherwise instructed by the Depository and agreed to by the Paying Agent notwithstanding any inconsistent provisions herein.

(4) Transfer of Refunding Bonds to Substitute Depository.

(A) The Refunding Bonds shall be initially issued as described in the Official Statement. Registered ownership of such Refunding Bonds, or any portions thereof, may not thereafter be transferred except:

(1) to any successor of DTC or its Nominee, or of any substitute depository designated pursuant to Section 6(c)(i)(4)(A)(2) ("Substitute Depository"); provided that any successor of DTC or Substitute Depository shall be qualified under any applicable laws to provide the service proposed to be provided by it;

(2) to any Substitute Depository, upon (a) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (b) a determination by the District that DTC (or its successor) is no longer able to carry out its functions as depository; provided that any such Substitute Depository shall be qualified under any applicable laws to provide the services proposed to be provided by it; or

(3) to any person as provided below, upon (a) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as depository, or (b) a determination by the District that DTC or its successor (or Substitute Depository or its successor) is no longer able to carry out its functions as depository.

(B) In the case of any transfer pursuant to Section 6(c)(i)(4)(A)(1) or (2), upon receipt of all Outstanding Refunding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent designating the Substitute Depository, a single new Refunding Bond, which the District shall prepare or cause to be prepared, shall be executed and delivered for each maturity of Refunding Bonds then Outstanding, registered in the name of such successor or such Substitute Depository or their Nominees, as the case may be, all as specified in such written request of the District. In the case of any transfer pursuant to Section 6(c)(i)(4)(A)(3), upon receipt of all Outstanding Refunding Bonds by the Paying Agent, together with a written request of the District to the Paying Agent, new Refunding Bonds, which the District shall prepare or cause to be prepared, shall be executed and delivered in such denominations and registered in the names of such persons as are requested in such written request of the District, provided that the Paying Agent shall not be required to deliver such new Refunding Bonds within a period of less than sixty (60) days from the date of receipt of such written request from the District.

(C) In the case of a partial redemption or advance refunding of any Refunding Bonds evidencing a portion of the principal maturing in a particular year, DTC or its successor (or any Substitute Depository or its successor) shall make an appropriate notation on such Refunding Bonds indicating the date and amounts of such reduction in principal, in form acceptable to the Paying Agent, all in accordance with the Letter of Representations. The Paying Agent shall not be liable for such Depository's failure to make such notations or errors in making such notations.

(D) The District and the Paying Agent shall be entitled to treat the person in whose name any Refunding Bond is registered as the Owner thereof for all purposes of this Resolution and any applicable laws, notwithstanding any notice to the contrary received by the Paying Agent or the District; and the District and the Paying Agent shall not have responsibility for transmitting payments to, communicating with, notifying, or otherwise dealing with any Beneficial Owners of the Refunding Bonds. Neither the District nor the Paying Agent shall have any responsibility or obligation, legal or otherwise, to any such Beneficial Owners or to any other party, including DTC or its successor (or Substitute Depository or its successor), except to the Owner of any Refunding Bonds, and the Paying Agent may rely conclusively on its records as to the identity of the Owners of the Refunding Bonds.

**SECTION 7. Execution of Refunding Bonds.** The Refunding Bonds shall be signed by the President of the Board of Trustees, or by such other member of the Board authorized to sign on behalf of the President, by his or her manual or facsimile signature, and countersigned by the manual or facsimile signature of the Secretary to or Clerk of the Board, or the designees thereof, all in their official capacities. No Refunding Bond shall be valid or obligatory for any purpose or shall be entitled to any security or benefit under this Resolution unless and until the certificate of authentication printed on the Refunding Bond is signed by the Paying Agent as authenticating agent. Authentication by the Paying Agent shall be conclusive evidence that the Refunding Bond so authenticated has been duly issued, signed and delivered under this Resolution and is entitled to the security and benefit of this Resolution.

**SECTION 8. Paying Agent; Transfer and Exchange.** So long as any of the Refunding Bonds remain Outstanding, the District will cause the Paying Agent to maintain and keep at its designated corporate trust office all books and records necessary for the registration, exchange and transfer of the Refunding Bonds as provided in this Section. Subject to the provisions of Section 9 below, the person in whose name a Refunding Bond is registered on the Bond Register shall be regarded as the absolute Owner of that Refunding Bond for all purposes of this Resolution. Payment of or on account of the principal of and premium, if any, and interest on any Refunding Bond shall be made only to or upon the order of that person; neither the District nor the Paying Agent shall be affected by any notice to the contrary, but the registration may be changed as provided in this Section. All such payments shall be



valid and effectual to satisfy and discharge the District's liability upon the Refunding Bonds, including interest, to the extent of the amount or amounts so paid.

Any Refunding Bond may be exchanged for Refunding Bonds of like tenor, Series, maturity and Transfer Amount upon presentation and surrender at the principal corporate trust office of the Paying Agent, together with a request for exchange signed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. A Refunding Bond may be transferred on the Bond Register only upon presentation and surrender of the Refunding Bond at the principal corporate trust office of the Paying Agent together with an assignment executed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. Upon exchange or transfer, the Paying Agent shall complete, authenticate and deliver a new Refunding Bond or Refunding Bonds of like tenor and of any authorized denomination or denominations requested by the Owner equal to the principal amount of the Refunding Bond surrendered and bearing or accruing interest at the same rate and maturing on the same date.

If any Refunding Bond shall become mutilated, the District, at the expense of the Owner of said Bond, shall execute, and the Paying Agent shall thereupon authenticate and deliver, a new Refunding Bond of like Series, tenor, maturity and principal amount in exchange and substitution for the Refunding Bond so mutilated, but only upon surrender to the Paying Agent of the Refunding Bond so mutilated. If any Refunding Bond issued hereunder shall be lost, destroyed or stolen, evidence of such loss, destruction or theft may be submitted to the Paying Agent and, if such evidence be satisfactory to the Paying Agent and indemnity for the Paying Agent and the District satisfactory to the Paying Agent shall be given by the Owner, the District, at the expense of the Owner, shall execute, and the Paying Agent shall thereupon authenticate and deliver, a new Refunding Bond of like Series, tenor, maturity and principal amount in lieu of and in substitution for the Refunding Bond so lost, destroyed or stolen (or if any such Refunding Bond shall have matured or shall have been called for redemption, instead of issuing a substitute Refunding Bond, the Paying Agent may pay the same without surrender thereof upon receipt of indemnity satisfactory to the Paying Agent and the District). The Paying Agent may require payment of a reasonable fee for each new Refunding Bond issued under this paragraph and of the expenses which may be incurred by the District and the Paying Agent.

If signatures on behalf of the District are required in connection with an exchange or transfer, the Paying Agent shall undertake the exchange or transfer of Refunding Bonds only after the new Refunding Bonds are signed by the authorized officers of the District as provided in Section 7. In all cases of exchanged or transferred Refunding Bonds, the District shall sign and the Paying Agent shall authenticate and deliver Refunding Bonds in accordance with the provisions of this Resolution. All fees and costs of transfer shall be paid by the requesting party. Those charges may be required to be paid before the procedure is begun for the exchange or transfer. All Refunding Bonds issued upon any exchange or transfer shall be valid obligations of the District, evidencing the same debt, and entitled to the same security and benefit under this Resolution as the Refunding Bonds surrendered upon that exchange or transfer.

Any Refunding Bond surrendered to the Paying Agent for payment, retirement, exchange, replacement or transfer shall be cancelled by the Paying Agent. The District may at any time deliver to the Paying Agent for cancellation any previously authenticated and delivered Refunding Bonds that the District may have acquired in any manner whatsoever, and those Refunding Bonds shall be promptly cancelled by the Paying Agent. Written reports of the surrender and cancellation of Refunding Bonds shall be made to the District by the Paying Agent as requested by the District. The cancelled Refunding Bonds shall be retained for three years, then destroyed by the Paying Agent as directed by the District.

Neither the District nor the Paying Agent will be required (a) to issue or transfer any Refunding Bonds during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of Refunding Bonds to be redeemed and ending with the close of business on the Bond Payment Date or any day on which the applicable Redemption Notice is given or (b) to transfer any Refunding Bonds which have been selected or called for redemption in whole or in part.

**SECTION 9. Payment.** Payment of interest on any Refunding Bond on any Bond Payment Date shall be made to the person appearing on the registration books of the Paying Agent as the Owner thereof as of the Record Date immediately preceding such Bond Payment Date, such interest to be paid by wire transfer to the bank and account number on file with the Paying Agent as of the Record Date. The principal of and redemption premium, if any, payable on the Refunding Bonds shall be payable upon maturity or redemption upon surrender at the principal corporate trust office of the Paying Agent. The principal of, premiums, if any, and interest on the Refunding Bonds shall be payable in lawful money of the United States of America. The Paying Agent is hereby authorized to pay the Refunding Bonds when duly presented for payment at maturity, and to cancel all Refunding Bonds upon payment thereof. Except as otherwise required by the Act, the Refunding Bonds are obligations of the District payable solely from the levy of *ad valorem* property taxes upon all property subject to taxation within the District, which taxes are unlimited as to rate or amount. The Refunding Bonds do not constitute an obligation of the Counties and no part of any fund of each County is pledged or obligated to the payment of the Refunding Bonds.

**SECTION 10. Form of Refunding Bonds.** The Refunding Bonds shall be in substantially the form attached as Exhibit A, allowing those officials executing the Refunding Bonds to make the insertions and deletions necessary to conform the Refunding Bonds to this Resolution, the Purchase Contract and the Official Statement, or to correct or cure any defect, inconsistency, ambiguity or omission therein. The Paying Agent is authorized to deliver the Refunding Bonds in temporary form and, if so, the Paying Agent shall execute and deliver definitive Bonds in an equal aggregate principal amount of authorized denominations, when available, and thereupon the temporary Refunding Bonds shall be surrendered to the Paying Agent. Until so exchanged, the temporary Refunding Bonds shall be entitled to the same benefits hereunder as definitive Refunding Bonds.

**SECTION 11. Delivery of Refunding Bonds.** The proper officials of the District shall cause the Refunding Bonds to be prepared and, following their sale, shall have the Refunding Bonds signed and delivered, together with a final transcript of proceedings with reference to the issuance of the Refunding Bonds, to the Underwriter upon payment of the purchase price therefor.

**SECTION 12. Deposit of Proceeds of Refunding Bonds; Escrow Agreement.** An amount of proceeds from the sale of the Refunding Bonds necessary to purchase certain Federal Securities, or to otherwise refund the Refunded Bonds, shall be transferred to the Escrow Agent for deposit in the escrow fund established under the Escrow Agreement (the "Escrow Fund"), which amount, if uninvested, shall be sufficient, or if invested, together with an amount or amounts of cash held uninvested therein, shall be sufficient to refund the Refunded Bonds. The Board hereby authorizes the deposit of all or a portion of the premium received from the sale of the Refunding Bonds into the Escrow Fund. Premium or proceeds received from the sale of the Refunding Bonds desired to pay all or a portion of the costs of issuing the Refunding Bonds are hereby authorized to be deposited in the fund of the District held by a fiscal agent selected thereby and shall be kept separate and distinct from all other District funds, and those proceeds shall be used solely for the purpose of paying costs of issuance of the Refunding Bonds.

Any accrued interest received by the District from the sale of the Refunding Bonds shall be kept separate and apart in the fund hereby created and established and to be designated as the "Riverside Community College District 2019 General Obligation Refunding Bonds Debt Service Fund" (the "Debt

Service Fund”) for the Refunding Bonds and used only for payments of principal of and interest on the Refunding Bonds. At the election of the District (i) to the extent the Refunding Bonds are sold in the more than one Series, there shall be created a separate Debt Service Fund for each such Series of Refunding Bonds, and all references herein to a Debt Service Fund shall be deemed to include each Debt Service Fund created for a Series of Refunding Bonds, and (ii) the Debt Service Fund may be established as a subaccount of, or otherwise combined with, any fund established by the County for the purpose of holding proceeds of *ad valorem* property tax levies made to pay any bonds issued pursuant to the Authorization. Pursuant to Government Code Section 53584, proceeds received from the sale of the Refunding Bonds desired to pay all or a portion of interest on the Refunding Bonds are hereby authorized to be deposited in the Debt Service Fund, and those proceeds shall be used solely for the purpose of paying interest on the Refunding Bonds. A portion of the premium received by the District from the sale of the Refunding Bonds may be transferred to the Debt Service Fund, or some combination of deposits. Any excess proceeds of the Refunding Bonds not needed for the authorized purposes set forth herein for which the Refunding Bonds are being issued shall be transferred to the Debt Service Fund and applied to the payment of the principal of and interest on the Refunding Bonds. If, after payment in full of the Bonds, there remain any such excess proceeds, such amounts will be transferred to any other debt service fund for general obligation bond indebtedness of the District and in the event there is no such debt outstanding, shall be transferred to the general fund of the District upon the order of the County Auditor/Controller, as provided in Education Code Section 15234.

The moneys in the Debt Service Fund, to the extent necessary to pay the principal of and interest on the Refunding Bonds as the same become due and payable, shall be transferred by the Treasurer to the Paying Agent which, in turn, shall pay such moneys to DTC to pay the principal of and interest on the Refunding Bonds. DTC will thereupon make payments of principal of and interest on the Refunding Bonds to the DTC Participants who will thereupon make payments of such principal and interest to the Beneficial Owners of the Refunding Bonds. Any moneys remaining in the Debt Service Fund after the Refunding Bonds and the interest thereon have been paid in full, or provision for such payment has been made, shall be transferred to the general fund of the District.

Except as required below to satisfy the requirements of Section 148(f) of the Code, interest earned on the investment of monies held in the Debt Service Fund shall be retained in the Debt Service Fund and used to pay principal of and interest on the Refunding Bonds when due.

### **SECTION 13. Rebate Fund.**

(a) General. If necessary, there shall be created and established a special fund designated the “Riverside Community College District 2019 General Obligation Refunding Bonds Rebate Fund” (the “Rebate Fund”). All amounts at any time on deposit in the Rebate Fund shall be held in trust, to the extent required to satisfy the requirement to make rebate payments to the United States (the “Rebate Requirement”) pursuant to Section 148 of the Code, as the same may be amended from time to time, and the Treasury Regulations promulgated thereunder (the “Rebate Regulations”). Such amounts shall be free and clear of any lien hereunder and shall be governed by this Section and Section 14 of this Resolution and by the that certain tax certificate concerning certain matters pertaining to the use and investment of proceeds of the Refunding Bonds, executed and delivered to the District on the date of issuance of the Refunding Bonds, including any and all exhibits attached thereto (the “Tax Certificate”).

(b) Deposits.

(i) Within forty-five (45) days of the end of each fifth Bond Year (as such term is defined in the Tax Certificate) (1) the District shall calculate or cause to be calculated with respect to the Refunding Bonds the amount that would be considered the “rebate amount” within the

meaning of Section 1.148-3 of the Rebate Regulations, using as the “computation date” for this purpose the end of such five Bond Years, and (2) the District shall deposit to the Rebate Fund from deposits from the District or from amounts available therefor on deposit in the other funds established hereunder, if and to the extent required, amounts sufficient to cause the balance in the Rebate Fund to be equal to the “rebate amount” so calculated.

(ii) The District shall not be required to deposit any amount to the Rebate Fund in accordance with the preceding sentence if the amount on deposit in the Rebate Fund prior to the deposit required to be made under this subsection (b) equals or exceeds the “rebate amount” calculated in accordance with the preceding sentence. Such excess may be withdrawn from the Rebate Fund to the extent permitted under subsection (g) of this Section.

(iii) The District shall not be required to calculate the “rebate amount” and the District shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b), with respect to all or a portion of the proceeds of the Refunding Bonds (including amounts treated as the proceeds of the Refunding Bonds) (1) to the extent such proceeds satisfy the expenditure requirements of Section 148(f)(4)(B) or Section 148 (f)(4)(C) of the Code or Section 1.148-7(d) of the Treasury Regulations or the small issuer exception of Section 148(f)(4)(D) of the Code, whichever is applicable, and otherwise qualify for the exception of the Rebate Requirement pursuant to whichever of said sections is applicable, or (2) to the extent such proceeds are subject to an election by the District under Section 148(f)(4)(C)(vii) of the Code to pay a one and one-half percent (1½%) penalty in lieu of arbitrage rebate in the event any of the percentage expenditure requirements of Section 148(f)(4)(C) are not satisfied, or (3) to the extent such proceeds qualify for the exception to arbitrage rebate under Section 148(f)(4)(A)(ii) of the Code for amounts in a “bona fide debt service fund.” In such event, and with respect to such amounts, the District shall not be required to deposit any amount to the Rebate Fund in accordance with this subsection (b).

(c) Withdrawal Following Payment of Refunding Bonds. Any funds remaining in the Rebate Fund after redemption of all the Refunding Bonds and any amounts described in paragraph (ii) of subsection (d) of this Section, including accrued interest, shall be transferred to the General Fund of the District.

(d) Withdrawal for Payment of Rebate. Subject to the exceptions contained in subsection (b) of this Section to the requirement to calculate the “rebate amount” and make deposits to the Rebate Fund, the District shall pay to the United States, from amounts on deposit in the Rebate Fund,

(i) not later than sixty (60) days after the end of (a) the fifth (5th) Bond Year, and (b) each fifth (5th) Bond Year thereafter, an amount that, together with all previous rebate payments, is equal to at least 90% of the “rebate amount” calculated as of the end of such Bond Year in accordance with Section 1.148-3 of the Rebate Regulations; and

(ii) not later than sixty (60) days after the payment of all Refunding Bonds, an amount equal to one hundred percent (100%) of the “rebate amount” calculated as of the date of such payment (and any income attributable to the “rebate amount” determined to be due and payable) in accordance with Section 1.148-3 of the Rebate Regulations.

(e) Rebate Payments. Each payment required to be made pursuant to subsection (d) of this Section shall be made to the Internal Revenue Service Center, Ogden, Utah 84201, on or before the date on which such payment is due, and shall be accompanied by Internal Revenue Service Form 8038-T, such form to be prepared or caused to be prepared by or on behalf of the District.

(f) Deficiencies in the Rebate Fund. In the event that, prior to the time of any payment required to be made from the Rebate Fund, the amount in the Rebate Fund is not sufficient to make such payment when such payment is due, the District shall calculate the amount of such deficiency and deposit an amount equal to such deficiency into the Rebate Fund prior to the time such payment is due.

(g) Withdrawals of Excess Amount. In the event that immediately following the calculation required by subsection (b) of this Section, but prior to any deposit made under said subsection, the amount on deposit in the Rebate Fund exceeds the “rebate amount” calculated in accordance with said subsection, upon written instructions from the District, the District may withdraw the excess from the Rebate Fund and credit such excess to the Debt Service Fund.

(h) Record Retention. The District shall retain records of all determinations made hereunder until three years after the retirement of the Refunding Bonds.

(i) Survival of Defeasance. Notwithstanding anything in this Resolution to the contrary, the Rebate Requirement shall survive the payment in full or defeasance of the Refunding Bonds.

**SECTION 14. Security for the Refunding Bonds.** There shall be levied on all the taxable property in the District, in addition to all other taxes, a continuing direct *ad valorem* property tax annually during the period the Refunding Bonds are Outstanding in an amount sufficient to pay the principal of and interest on the Refunding Bonds when due, which moneys when collected will be deposited in the Debt Service Fund of the District, and which moneys shall be applied to the payment of the principal of and interest on the Refunding Bonds when and as the same fall due, and for no other purpose. The District covenants to cause the Counties to take all actions necessary to levy such *ad valorem* property tax in accordance with this Section 14 and Section 53559 of the Act. Pursuant to Government Code Section 53515, the Refunding Bonds shall be secured by a statutory lien on all revenues received pursuant to the levy and collection of *ad valorem* property taxes for the payment thereof.

Pursuant to Government Code Sections 5450 and 5451, the District hereby pledges all revenues received from the levy and collection of *ad valorem* property taxes for the payment of the Refunding Bonds and all amounts on deposit in the Debt Service Fund to the payment of the Refunding Bonds. Such pledge shall constitute a lien on and security interest in such taxes and amounts in the Debt Service Fund. This pledge shall constitute an agreement between the District and the Owners of the Refunding Bonds to provide security for the payment of the Refunding Bonds in addition to any statutory lien that may exist.

The moneys in the Debt Service Fund, to the extent necessary to pay the principal of and interest on the Refunding Bonds as the same become due and payable, shall be transferred by the Treasurer to the Paying Agent which, in turn, shall pay such moneys to DTC to pay such principal and interest. DTC will thereupon make payments of principal of and interest on the Refunding Bonds to the DTC Participants who will thereupon make payments of such principal and interest to the Beneficial Owners of the Refunding Bonds. Any moneys remaining in the Debt Service Fund after the Refunding Bonds and the interest thereon have been paid in full, or provision for such payment has been made, shall be transferred to the general fund of the District.

**SECTION 15. Arbitrage Covenant.** The District covenants that it will restrict the use of the proceeds of the Refunding Bonds in such manner and to such extent, if any, as may be necessary, so that the Refunding Bonds will not constitute arbitrage bonds under Section 148 of the Code and the applicable regulations prescribed under that Section or any predecessor section. Calculations for determining arbitrage requirements shall be the sole responsibility of the District.

**SECTION 16. Legislative Determinations.** The Board hereby determines that all acts and conditions necessary to be performed thereby or to have been met precedent to and in the issuing of the Refunding Bonds in order to make them legal, valid and binding general obligations of the District have been performed and have been met, or will at the time of delivery of the Refunding Bonds have been performed and have been met, in regular and due form as required by law; and that no statutory or constitutional limitation of indebtedness or taxation will have been exceeded in the issuance of the Refunding Bonds. Furthermore, the Board hereby finds and determines pursuant to Section 53552 of the Act that the prudent management of the fiscal affairs of the District requires that it issue the Refunding Bonds without submitting the question of the issuance of the Refunding Bonds to a vote of the qualified electors of the District.

**SECTION 17. Official Statement.** The Preliminary Official Statement relating to the Refunding Bonds, substantially in the form on file with the Secretary to the Board is hereby approved and the Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deliver such Preliminary Official Statement to the Underwriter to be used in connection with the offering and sale of the Refunding Bonds. The Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deem the Preliminary Official Statement “final” pursuant to 15c2-12 of the Securities Exchange Act of 1934, prior to its distribution and to execute and deliver to the Underwriter a final Official Statement, substantially in the form of the Preliminary Official Statement, with such changes therein, deletions therefrom and modifications thereto as an Authorized Officer executing such final Official Statement shall approve. The Underwriter is hereby authorized to distribute copies of the Preliminary Official Statement to persons who may be interested in the purchase of the Refunding Bonds and is directed to deliver copies of any final Official Statement to the purchasers of the Refunding Bonds. Execution of the Official Statement shall conclusively evidence the District’s approval of the Official Statement.

**SECTION 18. Insurance.** In the event the District purchases bond insurance for the Refunding Bonds, and to the extent that the Bond Insurer makes payment of the principal of or interest on the Refunding Bonds, it shall become the Owner of such Refunding Bonds with the right to payment of principal or interest on the Refunding Bonds, and shall be fully subrogated to all of the Owners’ rights, including the Owners’ rights to payment thereof. To evidence such subrogation (i) in the case of subrogation as to claims of past due interest, the Paying Agent shall note the Bond Insurer’s rights as subrogee on the registration books for the Refunding Bonds maintained by the Paying Agent upon receipt of a copy of the cancelled check issued by the Bond Insurer for the payment of such interest to the Owners of the Refunding Bonds, and (ii) in the case of subrogation as to claims for past due principal, the Paying Agent shall note the Bond Insurer as subrogee on the registration books for the Refunding Bonds maintained by the Paying Agent upon surrender of the Refunding Bonds by the Owners thereof to the Bond Insurer or the insurance trustee for the Bond Insurer.

**SECTION 19. Defeasance.** All or any portion of the Outstanding maturities of the Refunding Bonds may be defeased prior to maturity in the following ways:

(a) Cash: by irrevocably depositing with an independent escrow agent selected by the District an amount of cash which, together with any amounts transferred from the Debt Service Fund, is sufficient to pay all Refunding Bonds Outstanding and designated for defeasance (including all principal thereof, accrued interest thereon and redemption premiums, if any) at or before their maturity date; or

(b) Government Obligations: by irrevocably depositing with an independent escrow agent selected by the District noncallable Government Obligations together with any amounts transferred from the Debt Service Fund and any other cash, if required, in such amount as will,

together with interest to accrue thereon, in the opinion of an independent certified public accountant, be fully sufficient to pay and discharge all Refunding Bonds Outstanding and designated for defeasance (including all principal thereof, accrued interest thereon and redemption premiums, if any) at or before their maturity date;

then, notwithstanding that any of such Refunding Bonds shall not have been surrendered for payment, all obligations of the District with respect to all such designated Outstanding Refunding Bonds shall cease and terminate, except only the obligation of the independent escrow agent selected by the District to pay or cause to be paid from funds deposited pursuant to paragraphs (a) or (b) of this Section, to the Owners of such designated Refunding Bonds not so surrendered and paid all sums due with respect thereto.

For purposes of this Section, "Government Obligations" shall mean:

Direct and general obligations of the United States of America, obligations that are unconditionally guaranteed as to principal and interest by the United States of America (which may consist of obligations of the Resolution Funding Corporation that constitute interest strips), or obligations secured or otherwise guaranteed, directly or indirectly, as to principal and interest by a pledge of the full faith and credit of the United States of America. In the case of direct and general obligations of the United States of America, Government Obligations shall include evidences of direct ownership of proportionate interests in future interest or principal payments of such obligations. Investments in such proportionate interests must be limited to circumstances where (a) a bank or trust company acts as custodian and holds the underlying United States obligations; (b) the owner of the investment is the real party in interest and has the right to proceed directly and individually against the obligor of the underlying United States obligations; and (c) the underlying United States obligations are held in a special account, segregated from the custodian's general assets, and are not available to satisfy any claim of the custodian, any person claiming through the custodian, or any person to whom the custodian may be obligated; provided that such obligations are rated or assessed at least as high as direct and general obligations of the United States of America by either Moody's or S&P.

#### **SECTION 20. Other Actions, Determinations and Approvals.**

(a) Officers of the Board, District officials and staff are hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to proceed with the issuance of the Refunding Bonds and otherwise carry out, give effect to and comply with the terms and intent of this Resolution. Such actions heretofore taken by such officers, officials and staff are hereby ratified, confirmed and approved.

(b) The Board hereby finds and determines that both the total net interest cost to maturity on the Refunding Bonds plus the principal amount of the Refunding Bonds will be less than the total net interest cost to maturity on the Refunded Bonds plus the principal amount of the Refunded Bonds.

(c) The Board anticipates that the Refunded Bonds will be redeemed on the first optional redemption date therefor following the issuance of the Refunding Bonds.

(d) The Board hereby appoints U.S. Bank National Association as the Escrow Agent for the Refunded Bonds, and further approves the form of the Escrow Agreement, substantially in the form on file with the Secretary to the Board. The Authorized Officers, each alone, are hereby authorized to execute the Escrow Agreement with such changes as they shall approve, such approval to be conclusively evidenced by such individual's execution and delivery thereof.

(e) The Board hereby appoints (i) Piper Jaffray & Co., San Francisco, California, as Underwriter, (ii) Keygent LLC, El Segundo, California, as Municipal Advisor to the District and (iii) Stradling Yocca Carlson & Rauth, a Professional Corporation, as Bond Counsel and Disclosure Counsel, each with respect to the issuance of the Bonds.

(f) The provisions of this Resolution as they relate to the terms of the Refunding Bonds may be amended by the Purchase Contract. If the Purchase Contract so provides, the Refunding Bonds may be issued as crossover refunding bonds pursuant to Government Code Section 53558(b). All or a portion of the Refunding Bonds are further authorized to be issued on a forward delivery basis.

(g) Based on a good faith estimate from the Municipal Advisor, the District finds that (i) the True Interest Cost of the Refunding Bonds (as defined in Government Code Section 5852.1) is expected to be approximately \_\_\_\_\_%, (ii) the total Finance Charge of the Refunding Bonds (as defined in Government Code Section 5852.1) is expected to be \$\_\_\_\_\_, (iii) the total proceeds expected to be received by the District from the sale of the Refunding Bonds, less the Finance Charge of the Refunding Bonds and any reserves or capitalized interest paid or funded with proceeds of the Refunding Bonds, is \$\_\_\_\_\_, and (iv) the District expects that the Total Payment Amount (as defined in Government Code Section 5852.1), calculated to the final maturity of the Refunding Bonds, will be \$\_\_\_\_\_. The information presented in this Section 22(d) is included in satisfaction of Government Code Section 5852.1, and shall not abrogate or otherwise limit any provision of this Resolution.

**SECTION 21. Resolution to Treasurers.** The Clerk of or Secretary to this Board is hereby directed to provide a certified copy of this Resolution to the Treasurers of Riverside and San Bernardino Counties immediately following its adoption.

**SECTION 22. Request to Counties to Levy Tax.** The Boards of Supervisors and officers of the Counties are obligated by statute to provide for the levy and collection of *ad valorem* property taxes in each year sufficient to pay all Principal of and interest coming due on the Bonds in such year, and to pay from such taxes all amounts due on the Bonds. The District hereby requests the Boards of Supervisors of the Counties to annually levy a tax upon all taxable property in the District sufficient to pay all such Principal and interest coming due on the Bonds in such year, and to pay from such taxes all amounts due on the Bonds. The Board hereby finds and determines that such *ad valorem* property taxes shall be levied specifically to pay the Bonds being issued to finance and refinance specific projects authorized by the voters of the District at the Election.

**SECTION 23. Continuing Disclosure.** The District hereby covenants and agrees that it will comply with and carry out all of the provisions of that certain Continuing Disclosure Certificate executed by the District and dated as of the Date of Delivery, as originally executed and as it may be amended from time to time in accordance with the terms thereof. The Board hereby approves the form of Continuing Disclosure Certificate appended to the Preliminary Official Statement on file with the Secretary to the Board, and the Authorized Officers, each alone, are hereby authorized to execute the Continuing Disclosure Certificate with such changes thereto as the Authorized Officers executing the same shall approve, such approval to be conclusively evidenced by such execution and delivery. Noncompliance with the Continuing Disclosure Certificate shall not result in acceleration of the Refunding Bonds.

**SECTION 24. Further Actions Authorized.** It is hereby covenanted that the District, and its appropriate officials, have duly taken all actions necessary to be taken by them, and will take any additional actions necessary to be taken by them, for carrying out the provisions of this Resolution.

**SECTION 25. Recitals.** All the recitals in this Resolution above are true and correct and the Board so finds, determines and represents.





**Effective Date.** This Resolution shall take effect immediately upon its passage.

PASSED, ADOPTED AND APPROVED this 17th day of September, 2019, by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

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President of the Board of Trustees  
Riverside Community College District

Attest:

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Secretary to the Board of Trustees  
Riverside Community College District

**SECRETARY’S CERTIFICATE**

I, \_\_\_\_\_, Secretary to the Board of Trustees of the Riverside Community College District, Riverside and San Bernardino Counties, California, hereby certify as follows:

The foregoing is a full, true and correct copy of a Resolution duly adopted at a regular meeting of the Board of Trustees of said District duly and regularly and legally held at the regular meeting place thereof on September 17, 2019, of which meeting all of the members of the Board of said District had due notice and at which a quorum was present.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office and the foregoing is a full, true and correct copy of the original Resolution adopted at said meeting and entered in said minutes.

Said Resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: \_\_\_\_\_, 2019

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Secretary to the Board of Trustees of the Riverside  
Community College District

(Form of Refunding Bond)

REGISTERED  
NO.

REGISTERED  
\$

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
(RIVERSIDE AND SAN BERNARDINO COUNTIES, CALIFORNIA)  
2019 GENERAL OBLIGATION REFUNDING BONDS**

INTEREST RATE:                      MATURITY DATE:                      DATED AS OF:                      CUSIP  
\_\_\_% per annum                      August 1, 20\_\_                      \_\_\_\_\_, 2019

REGISTERED OWNER:                      CEDE & CO.

PRINCIPAL AMOUNT:

The Riverside Community College District (the “District”) in Riverside and San Bernardino Counties, California, for value received, promises to pay to the Registered Owner named above, or registered assigns, the Principal Amount on the Maturity Date, each as stated above, and interest thereon until the Principal Amount is paid or provided for at the Interest Rate stated above, on February 1 and August 1 of each year (the “Bond Payment Dates”), commencing February 1, 2020. This bond will bear interest from the Bond Payment Date next preceding the date of authentication hereof unless it is authenticated as of a day during the period from the 16th day of the month next preceding any Bond Payment Date to the Bond Payment Date, inclusive, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before January 15, 2020, in which event it shall bear interest from the Date of Delivery. Interest on this bond shall be computed on the basis of a 360-day year of twelve 30-day months. Principal and interest are payable in lawful money of the United States of America, without deduction for the paying agent services, to the person in whose name this bond (or, if applicable, one or more predecessor bonds) is registered (the “Registered Owner”) on the Register maintained by the Paying Agent, initially U.S. Bank National Association. Principal is payable upon presentation and surrender of this bond at the designated corporate trust office of the Paying Agent. Interest is payable by wire transfer by the Paying Agent on each Bond Payment Date to the Registered Owner of this bond (or one or more predecessor bonds) as shown on the bond register maintained by the Paying Agent as of, and to the bank and account number on file with the Paying Agent as of, the close of business on the 15th day of the calendar month next preceding that Bond Payment Date (the “Record Date”).

This bond is one of an authorization of bonds issued by the District pursuant to California Government Code Section 53550 *et seq.* (the “Act”) for the purpose of refunding certain of the District’s outstanding bonded indebtedness and to pay all necessary legal, financial, and contingent costs in connection therewith. The bonds are being issued under authority of and pursuant to the Act, the laws of the State of California, and the resolution of the Board of Trustees of the District adopted on September 17, 2019 (the “Bond Resolution”). This bond and the issue of which this bond is one are general obligation bonds of the District payable as to both principal and interest solely from the proceeds of the levy of *ad valorem* property taxes on all property subject to such taxes in the District, which taxes are unlimited as to rate or amount.

The bonds of this issue comprise \$\_\_\_\_\_ Principal Amount of current interest bonds, of which this bond is a part (each a “Refunding Bond”).

This bond is exchangeable and transferable for bonds of like tenor, maturity and principal amount and in authorized denominations at the principal corporate trust office of the Paying Agent by the Registered Owner, upon presentation and surrender hereof to the Paying Agent, together with a request for exchange or an assignment signed by the Registered Owner or by a person legally empowered to do so, in a form satisfactory to the Paying Agent, all subject to the terms, limitations and conditions provided in the Bond Resolution. All fees and costs of transfer shall be paid by the transferor. The District and the Paying Agent may deem and treat the Registered Owner as the absolute Owner of this bond for the purpose of receiving payment of or on account of principal or interest and for all other purposes, and neither the District nor the Paying Agent shall be affected by any notice to the contrary.

Neither the District nor the Paying Agent will be required (a) to issue or transfer any bond during a period beginning with the opening of business on the 16th day next preceding either any Bond Payment Date or any date of selection of bonds to be redeemed and ending with the close of business on the Bond Payment Date or day on which the applicable notice of redemption is given or (b) to transfer any bond which has been selected or called for redemption in whole or in part.

The Refunding Bonds maturing on or before August 1, 20\_\_ are not subject to redemption prior to their fixed maturity dates. The Refunding Bonds maturing on or after August 1, 20\_\_ are subject to redemption on or after August 1, 20\_\_ or on any date thereafter at the option of the District, as a whole or in part, at a redemption price equal to the principal amount of the Refunding Bonds called for redemption, plus interest accrued thereon to the date fixed for redemption, without premium.

The Refunding Bonds maturing on August 1, 20\_\_ are subject to mandatory sinking fund redemption on August 1 of each year on and after August 1, 20\_\_, at a redemption price equal to the principal amount thereof, together with accrued interest to the date fixed for redemption, without premium. The principal amounts represented by such Refunding Bonds to be so redeemed and the dates therefore and the final payment date is as indicated in the following table:

<u>Redemption Dates</u>	<u>Principal Amounts</u>
TOTAL	\$

The principal amount to be redeemed in each year shown above will be reduced proportionately or as otherwise directed by the District, in integral multiples of \$5,000, by any portion of the Refunding Term Bond optionally redeemed prior to the mandatory sinking fund redemption date.

If less than all of the Refunding Bonds of any one maturity shall be called for redemption, the particular Refunding Bonds or portions thereof of such maturity to be redeemed shall be selected by lot by the Paying Agent in such manner as the Paying Agent in its discretion may determine; provided, however, that the portion of any Refunding Bond to be redeemed shall be in the principal amount of \$5,000 or some multiple thereof. If less than all of the Refunding Bonds stated to mature on different dates shall be called for redemption, the particular Refunding Bonds or portions thereof to be redeemed shall be called by the Paying Agent in any order of maturity as directed by the District or, if the Paying Agent is not so directed, in the inverse order of maturity.

Reference is made to the Bond Resolution for a more complete description of the provisions, among others, with respect to the nature and extent of the security for the Refunding Bonds, the rights, duties and obligations of the District, the Paying Agent and the Registered Owners, and the terms and conditions upon which the Refunding Bonds are issued and secured. The Registered Owner of this bond assents, by acceptance hereof, to all of the provisions of the Bond Resolution.

It is certified and recited that all acts and conditions required by the Constitution and laws of the State of California to exist, to occur and to be performed or to have been met precedent to and in the issuing of the Refunding Bonds in order to make them legal, valid and binding general obligations of the District, have been performed and have been met in regular and due form as required by law; that no statutory or constitutional limitation on indebtedness or taxation has been exceeded in issuing the Refunding Bonds; and that due provision has been made for levying and collecting *ad valorem* property taxes on all of the taxable property within the District in an amount sufficient to pay principal and interest when due.

This bond shall not be valid or obligatory for any purpose and shall not be entitled to any security or benefit under the Bond Resolution until the Certificate of Authentication below has been signed.

[REMAINDER OF PAGE LEFT BLANK]



ASSIGNMENT

For value received, the undersigned sells, assigns and transfers to (print or typewrite name, address and zip code of Transferee): \_\_\_\_\_ this bond and irrevocably constitutes and appoints attorney to transfer this bond on the books for registration thereof, with full power of substitution in the premises.

Dated: \_\_\_\_\_

Signature Guaranteed:

\_\_\_\_\_

Notice: The assignor’s signature to this assignment must correspond with the name as it appears upon the within bond in every particular, without alteration or any change whatever, and the signature(s) must be guaranteed by an eligible guarantor institution.

Social Security Number, Taxpayer Identification Number or other identifying number of Assignee: \_\_\_\_\_

Unless this bond is presented by an authorized representative of The Depository Trust Company to the issuer or its agent for registration of transfer, exchange or payment, and any bond issued is registered in the name of Cede & Co. or such other name as requested by an authorized representative of The Depository Trust Company and any payment is made to Cede & Co., ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL since the registered owner hereof, Cede & Co., has an interest herein.

LEGAL OPINION

The following is a true copy of the opinion rendered by Stradling Yocca Carlson & Rauth, a Professional Corporation in connection with the issuance of, and dated as of the date of the original delivery of, the bonds. A signed copy is on file in my office.

\_\_\_\_\_  
(Facsimile Signature)  
[Secretary to/Clerk of] the Board of Trustees

(Form of Legal Opinion)



\$ \_\_\_\_\_  
**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
(RIVERSIDE AND SAN BERNARDINO COUNTIES, CALIFORNIA)  
2019 GENERAL OBLIGATION REFUNDING BONDS**

**PURCHASE CONTRACT**

\_\_\_\_\_, 2019

Board of Trustees  
Riverside Community College District  
4800 Magnolia Avenue  
Riverside, California 92506

Ladies and Gentlemen:

The undersigned, Piper Jaffray & Co. (the “Underwriter”), offers to enter into this Purchase Contract (the “Purchase Contract”) with the Riverside Community College District (the “District”), which, upon the District’s acceptance hereof, will be binding upon the District and the Underwriter. This offer is made subject to the written acceptance of this Purchase Contract by the District and delivery of such acceptance to the Underwriter at or prior to 11:59 P.M., Pacific time, on the date hereof. Capitalized terms used and not otherwise defined herein shall have the meanings given to such terms in the Official Statement (as defined below) or, if not defined in the Official Statement, in the Resolution (as defined below).

The District acknowledges and agrees that (i) the purchase and sale of the Bonds (as defined below) pursuant to this Purchase Contract is an arm’s-length commercial transaction between the District and the Underwriter, (ii) in connection with such transaction, the Underwriter is acting solely as a principal and not as agent or fiduciary of or municipal advisor to the District, (iii) the Underwriter has not assumed financial advisory or fiduciary responsibilities in favor of the District with respect to (A) the offering of the Bonds or the process leading thereto (whether or not the Underwriter, or any affiliate of the Underwriter, have advised or are currently advising the District on other matters) or (B) any other obligation to the District except the obligations expressly set forth in this Purchase Contract and (iv) the District has consulted with its own legal, accounting, tax, financial and other advisors to the extent it deemed appropriate in connection with the offering of the Bonds. The District acknowledges that it has previously provided the Underwriter with an acknowledgement of receipt of the required disclosure under Rule G-17 of the Municipal Securities Rulemaking Board (the “MSRB”).

**1. Purchase and Sale of the Bonds.** Upon the terms and conditions and in reliance upon the representations, warranties and agreements herein set forth, the Underwriter hereby agrees to purchase from the District for reoffering to the public, and the District hereby agrees to sell to the Underwriter for such purpose, all (but not less than all) of \$\_\_\_\_\_ aggregate principal amount of the District’s 2019 General Obligation Refunding Bonds (the “Bonds”). The Bonds shall bear interest at the rates, shall mature in the years and shall be subject to redemption as shown on Appendix A hereto, which is incorporated herein by this reference. The Bonds shall be dated the date of delivery, and shall bear interest from such date, payable semiannually on February 1 and

August 1, commencing February 1, 2020. The Underwriter shall purchase the Bonds at a price of \$\_\_\_\_\_ (consisting of the principal amount of the Bonds of \$\_\_\_\_\_, plus original issue premium of \$\_\_\_\_\_, and less an Underwriter's discount of \$\_\_\_\_\_).

2. **The Bonds.** The Bonds shall mature on the dates and in the years shown on Appendix A hereto, shall otherwise be as described in the Official Statement (as defined below), and shall be executed, delivered and secured pursuant to the provisions of the resolution of the District adopted on September 17, 2019 (the "Resolution"), this Purchase Contract, and Articles 9 and 11 of Chapter 3 of Part 1 of Division 2 of Title 5 of the California Government Code (the "Act").

The Bonds shall be in fully registered book-entry form, shall bear CUSIP numbers, and shall be registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC"). The Bonds shall initially be in authorized denominations of Five Thousand Dollars (\$5,000) principal amount or any integral multiple thereof.

The net proceeds of the Bonds will be used to advance refund the District's outstanding Election of 2004 General Obligation Bonds Series 2010D-1 (Build America Bonds – Direct Payment to District) (Federally Taxable (the "Refunded Bonds"). Pursuant to an escrow agreement, dated as of November 1, 2019 (the "Escrow Agreement"), by and between the District and U.S. Bank National Association (the "Escrow Agent"), the net proceeds of the Bonds will be deposited into an escrow fund held pursuant to the Escrow Agreement and invested in certain Federal Securities, as such term is defined in the Resolution, the principal of and interest on which shall be used to pay the redemption price of the Refunded Bonds on their first available redemption date, and interest due thereon on and before such date.

3. **Use of Documents.** The District hereby authorizes the Underwriter to use, in connection with the offer and sale of the Bonds, this Purchase Contract, the Preliminary Official Statement (as defined herein), the Official Statement, the Escrow Agreement, the Continuing Disclosure Certificate (as defined herein), the Resolution and all information contained herein and therein and all of the documents, certificates or statements furnished by the District to the Underwriter in connection with the transactions contemplated by this Purchase Contract.

4. **Public Offering of Bonds; Establishment of Issue Price.** The Underwriter agrees to make a bona fide public offering of all the Bonds at the initial public offering prices or yields to be set forth on the inside cover page of the Official Statement, and Appendix A hereto.

(a) The Underwriter agrees to assist the District in establishing the issue price of the Bonds and shall execute and deliver to the District at Closing an "issue price" or similar certificate, together with the supporting pricing wires or equivalent communications, substantially in the form attached hereto as Appendix B, with such modifications as may be appropriate or necessary, in the reasonable judgment of the Underwriter, the District and Stradling Yocca Carlson & Rauth, a Professional Corporation ("Bond Counsel"), to accurately reflect, as applicable, the sales price or prices or the initial offering price or prices to the public of the Bonds. All actions to be taken by the District under this section to establish the issue price of the Bonds may be taken on behalf of the District by the District's municipal advisor, Keygent LLC (the "Municipal Advisor"), and any notice or report to be provided to the District may be provided to the Municipal Advisor.

(b) [Except as otherwise set forth in Appendix A attached hereto, ]the District will treat the first price at which 10% of each maturity of the Bonds (the “10% test”) is sold to the public as the issue price of that maturity (if different interest rates apply within a maturity, each separate CUSIP number within that maturity will be subject to the 10% test). At or promptly after the execution of this Purchase Contract, the Underwriter shall report to the District the price or prices at which the Underwriter has sold to the public each maturity of Bonds. If at that time the 10% test has not been satisfied as to any maturity of the Bonds, the Underwriter agrees to promptly report to the District the prices at which it sells the unsold Bonds of that maturity to the public. That reporting obligation shall continue, whether or not the Closing Date has occurred, until the 10% test has been satisfied as to the Bonds of that maturity or until all Bonds of that maturity have been sold to the public.

(c) [The Underwriter confirms that it has offered the Bonds to the public on or before the date of this Purchase Contract at the offering price or prices (the “initial offering price”), or at the corresponding yield or yields, set forth in the final official statement and Appendix A attached hereto, except as otherwise set forth therein. Appendix A also sets forth, as of the date of this Purchase Contract, the maturities, if any, of the Bonds for which the 10% test has not been satisfied and for which the District and the Underwriter agree that the restrictions set forth in the next sentence shall apply, which will allow the District to treat the initial offering price to the public of each such maturity as of the sale date as the issue price of that maturity (the “hold-the-offering-price rule”). So long as the hold-the-offering-price rule remains applicable to any maturity of the Bonds, the Underwriter will neither offer nor sell unsold Bonds of that maturity to any person at a price that is higher than the initial offering price to the public during the period starting on the sale date and ending on the earlier of the following:

- (i) the close of the fifth (5th) business day after the sale date; or
- (ii) the date on which the Underwriter has sold at least 10% of that maturity of the Bonds to the public at a price that is no higher than the initial offering price to the public.

The Underwriter shall promptly advise the District when the Underwriter has sold 10% of that maturity of the Bonds to the public at a price that is no higher than the initial offering price to the public, if that occurs prior to the close of the fifth (5th) business day after the sale date.]

(d) The Underwriter confirms that any selling group agreement and any retail distribution agreement relating to the initial sale of the Bonds to the public, together with the related pricing wires, contains or will contain language obligating each dealer who is a member of the selling group and each broker-dealer that is a party to such retail distribution agreement, as applicable, to (1) report the prices at which it sells to the public the unsold Bonds of each maturity allotted to it until it is notified by the Underwriter that either the 10% test has been satisfied as to the Bonds of that maturity or all Bonds of that maturity have been sold to the public and (2) comply with the hold-the-offering-price rule, if applicable, in each case if and for so long as directed by the Underwriter. The District acknowledges that, in making the representation set forth in this subsection, the Underwriter will rely on (i) in the event a selling group has been created in connection with the initial sale of the Bonds to the public, the agreement of each dealer who is a member of the selling group to comply with the hold-the-offering-price rule, if applicable, as set forth in a selling group agreement and the

related pricing wires, and (ii) in the event that a retail distribution agreement was employed in connection with the initial sale of the Bonds to the public, the agreement of each broker-dealer that is a party to such agreement to comply with the hold-the-offering-price rule, if applicable, as set forth in the retail distribution agreement and the related pricing wires.

(e) The Underwriter acknowledges that sales of any Bonds to any person that is a related party to the Underwriter shall not constitute sales to the public for purposes of this section. Further, for purposes of this section:

(1) “public” means any person other than an underwriter or a related party,

(2) “underwriter” means (A) any person that agrees pursuant to a written contract with the District (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the public and (B) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (A) to participate in the initial sale of the Bonds to the public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the Bonds to the public),

(3) a purchaser of any of the Bonds is a “related party” to an underwriter if the underwriter and the purchaser are subject, directly or indirectly, to (i) at least 50% common ownership of the voting power or the total value of their stock, if both entities are corporations (including direct ownership by one corporation of another), (ii) more than 50% common ownership of their capital interests or profits interests, if both entities are partnerships (including direct ownership by one partnership of another), or (iii) more than 50% common ownership of the value of the outstanding stock of the corporation or the capital interests or profit interests of the partnership, as applicable, if one entity is a corporation and the other entity is a partnership (including direct ownership of the applicable stock or interests by one entity of the other), and

(4) “sale date” means the date of execution of this Purchase Contract by all parties.

**5. Review of Official Statement.** The Underwriter hereby represents that it has received and reviewed the Preliminary Official Statement with respect to the Bonds, dated \_\_\_\_\_, 2019 (the “Preliminary Official Statement”) which has been duly authorized and prepared by the District for use by the Underwriter in connection with the sale of the Bonds. The District represents that it has duly authorized and prepared the Preliminary Official Statement for use by the Underwriter in connection with the sale of the Bonds, and that it has deemed the Preliminary Official Statement to be final as of its date, except for either revision or addition of the offering price(s), interest rate(s), yield(s) to maturity, selling compensation, aggregate principal amount, principal amount per maturity, delivery date, rating(s), redemption provisions and other terms of the Bonds which depend upon the foregoing as provided in and pursuant to Rule 15c2-12 of the Securities and Exchange Commission (“SEC”) promulgated under the Securities Exchange Act of 1934, as amended (the “Rule”).

The Underwriter agrees that prior to the time the Official Statement relating to the Bonds is available, the Underwriter will send to any potential purchaser of the Bonds, upon the request of such potential purchaser, a copy of the most recent Preliminary Official Statement. Such Preliminary

Official Statement shall be sent by first class mail or electronic distribution (or other equally prompt means) not later than the first business day following the date upon which each such request is received. The Underwriter agrees to file the Official Statement with the MSRB through its Electronic Municipal Market Access system within one business day after receipt thereof from the District, but in no event later than the Closing (as defined below).

6. **Closing.** At 9:00 A.M., Pacific time, on \_\_\_\_\_, 2019, or at such other time or on such other date as shall have been mutually agreed upon by the District and the Underwriter (the “Closing”), the District will deliver to the Underwriter, through the facilities of DTC in New York, New York, or at such other place as the District and the Underwriter may mutually agree upon, the Bonds in fully registered book-entry form, duly executed and registered in the name of Cede & Co., as nominee of DTC, and at the offices of Bond Counsel, the other documents hereinafter mentioned; and the Underwriter will accept such delivery and pay the purchase price of the Bonds identified in Section 1 above in immediately available funds to the account or accounts designated by the District.

7. **Representations, Warranties and Agreements of the District.** The District hereby represents, warrants and agrees with the Underwriter that:

(a) **Due Organization.** The District is a community college district duly organized and validly existing under the laws of the State of California (the “State”), with the full legal right, power and authority to issue the Bonds pursuant to the Act and to observe and perform the District’s covenants contained herein.

(b) **Due Authorization.** (i) At or prior to the Closing, the District will have taken all action required to be taken by it to authorize the issuance and delivery of the Bonds; (ii) the District has full legal right, power and authority to enter into this Purchase Contract and the Continuing Disclosure Certificate, to adopt the Resolution, to perform its obligations under each such document or instrument, to approve the Official Statement and to carry out and effectuate the transactions contemplated by this Purchase Contract, the Escrow Agreement, the Continuing Disclosure Certificate and the Resolution; (iii) the execution and delivery or adoption of, and the performance by the District of the obligations contained in the Bonds, the Resolution, the Escrow Agreement, the Continuing Disclosure Certificate and this Purchase Contract have been duly authorized and such authorization, as of the date hereof is, and as of the Closing shall be, in full force and effect; (iv) this Purchase Contract and the Escrow Agreement, assuming the due authorization and execution by any other parties thereto, and the Continuing Disclosure Certificate constitute valid and legally binding obligations of the District, enforceable in accordance with their respective terms, except as enforcement thereof may be limited by bankruptcy, insolvency, reorganization, moratorium or other laws relation to or affecting generally the enforcement of creditors’ rights and except as their enforcement may be subject to the application of equitable principles and the exercise of judicial discretion in appropriate cases if equitable remedies are sought, and by the limitations on legal remedies against public agencies in the State; and (v) the District has duly authorized the consummation by it of all transactions contemplated by this Purchase Contract, and the Official Statement.

(c) **Consents.** No consent, approval, authorization, order, filing, registration, qualification, election or referendum, of or by any person, organization, court or governmental agency or public body whatsoever is required, or is required and has not been obtained, in connection with the issuance, delivery or sale of the Bonds, the execution and

delivery of this Purchase Contract, the Escrow Agreement and the Continuing Disclosure Certificate, the adoption of the Resolution, or the consummation of the other transactions effected or contemplated herein or hereby, except for such actions as may be necessary to qualify the Bonds for offer and sale under the Blue Sky or other securities laws and regulations of such states and jurisdictions of the United States as the Underwriter may reasonably request, compliance with which the District gives no representation or warranty; provided, however, that the District shall not be required to subject itself to service of process in any jurisdiction in which it is not so subject as of the date hereof.

(d) Internal Revenue Code. The District has complied with the requirements of the Internal Revenue Code of 1986, as amended (the “Code”), with respect to the Bonds.

(e) No Conflicts. To the best knowledge of the District, the issuance of the Bonds and the execution, delivery and performance of this Purchase Contract, the Continuing Disclosure Certificate, the Escrow Agreement, the Resolution and the Bonds, and the compliance with the provisions hereof and thereof do not conflict with or constitute on the part of the District a violation of or material default under, the State Constitution or any existing law, charter, ordinance, regulation, decree, order or resolution and do not conflict with or result in a violation or breach of, or constitute a material default under, any agreement, indenture, mortgage, lease or other instrument to which the District is a party or by which it is bound or to which it is subject.

(f) Litigation. As of the time of acceptance hereof, no action, suit, proceeding, hearing or investigation is pending or, to the best knowledge of the District, threatened against the District: (i) in any way affecting the existence of the District or in any way challenging the respective powers of the several offices of the District or of the titles of the officials of the District to such offices; or (ii) seeking to restrain or enjoin the sale, issuance or delivery of any of the Bonds, the application of the proceeds of the sale of the Bonds, the levy or collection of *ad valorem* property taxes contemplated by the Resolution and pledged or to be pledged or available to pay the principal of and interest on the Bonds, or the pledge thereof, or in any way contesting or affecting the validity or enforceability of the Bonds, this Purchase Contract, the Escrow Agreement, the Continuing Disclosure Certificate or the Resolution or contesting the powers of the District or its authority with respect to the Bonds, the Resolution, the Escrow Agreement, the Continuing Disclosure Certificate or this Purchase Contract; or (iii) in which a final adverse decision could (a) materially adversely affect the operations or financial condition of the District or the consummation of the transactions contemplated by this Purchase Contract, or the Resolution, (b) declare this Purchase Contract to be invalid or unenforceable in whole or in material part, or (c) adversely affect the exclusion of the interest paid on the Bonds from gross income for federal income tax purposes and the exemption of interest on the Bonds from State personal income taxation.

(g) No Other Debt. Between the date hereof and the Closing, without the prior written consent of the Underwriter, neither the District, nor any other person or entity on behalf of the District, will have issued in the name and on behalf of the District any bonds, notes or other obligations for borrowed money except for such borrowings as may be described in or contemplated by the Official Statement.

(h) Certificates. Any certificates signed by any officer of the District and delivered to the Underwriter shall be deemed a representation and warranty by the District to the Underwriter, but not by the person signing the same, as to the statements made therein.

(i) Continuing Disclosure. In accordance with the requirements of Rule 15c2-12 (the “Rule”), at or prior to the Closing, the District shall have duly authorized, executed and delivered the “Continuing Disclosure Certificate (the “Continuing Disclosure Certificate”) on behalf of each obligated person for which financial and/or operating data is presented in the Official Statement. The Continuing Disclosure Certificate shall be substantially in the form attached to the Preliminary Official Statement and Official Statement as Appendix C. Except as otherwise disclosed in the Official Statement, the District has not, within the past five years and at the Closing, failed to comply in a material respect with any of its previous undertakings pursuant to the Rule to provide annual reports or notice of certain listed events.

(j) Official Statement Accurate and Complete. The Preliminary Official Statement, did not as of its date, contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading; provided, however, that the District makes no representation regarding information permitted to be excluded from the Preliminary Official Statement pursuant to the Rule. As of its date and as of the Closing Date, the Official Statement will not contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. The District makes no representation or warranty as to information regarding DTC or its book-entry only system contained in the Preliminary Official Statement or Official Statement, or as to information contained in or omitted from the Preliminary Official Statement or the Official Statement in reliance upon and in conformity with information furnished in writing to the District by or on behalf of the Underwriter through a representative of the Underwriter thereof specifically for inclusion therein.

(k) Levy of Tax. The District hereby agrees to take any and all actions as may be required by Riverside County (the “County”) and San Bernardino County or otherwise necessary in order to arrange for the levy and collection of taxes, payment of the Bonds, and the deposit and investment of Bond proceeds. In particular, the District hereby agrees to provide to the Treasurer-Tax Collector and Auditor-Controller of the Counties a copy of the Resolution, a copy of Appendix A hereto, and the full debt service schedule for the Bonds, in accordance with Education Code Section 15140(c) and policies and procedures of the Counties.

(l) No Material Adverse Change. The financial statements of, and other financial information regarding the District, in the Preliminary Official Statement and the Official Statement fairly present the financial position and results of the District as of the dates and for the periods therein set forth. Prior to the Closing, there will be no adverse change of a material nature in such financial position, results of operations or condition, financial or otherwise, of the District.

(m) No Default. The District is not in breach of or default under any applicable constitutional provision, law or administrative regulation of the State or the United States or any applicable judgment or decree or any loan agreement, indenture, bond, note, resolution,

agreement or other instrument to which the District is a party or to which the District is or any of its property or assets are otherwise subject, in any material respect, and no event has occurred and is continuing which constitutes or with the passage of time or the giving of notice, or both, would constitute a default or event of default by the District under any of the foregoing; and the execution and delivery of the Bonds, this Purchase Contract, the Escrow Agreement and the Continuing Disclosure Certificate and the adoption of the Resolution and compliance with the provisions on the District's part contained therein, will not conflict with or constitute a breach of or default under any constitutional provision, administrative regulation, judgment, decree, loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the District is a party or to which the District is or to which any of its property or assets are otherwise subject nor will any such execution, delivery, adoption or compliance result in the creation or imposition of any lien, charge or other security interest or encumbrance of any nature whatsoever upon any of the property or assets of the District to be pledged to secure the Bonds or under the terms of any such law, regulation or instrument, except as provided by the Bonds and the Resolution.

8. **Covenants of the District.** The District covenants and agrees with the Underwriter that:

(a) Securities Laws. The District will furnish such information, execute such instruments, and take such other action in cooperation with the Underwriter if and as the Underwriter may reasonably request in order to qualify the Bonds for offer and sale under the Blue Sky or other securities laws and regulations of such states and jurisdictions, provided, however, that the District shall not be required to consent to service of process in any jurisdiction in which it is not so subject as of the date hereof;

(b) Application of Proceeds. The District will apply the proceeds from the sale of the Bonds for the purposes specified in the Resolution.

(c) Official Statement. The District hereby agrees to deliver or cause to be delivered to the Underwriter, not later than the seventh (7th) business day following the date this Purchase Contract is signed, copies of a final Official Statement substantially in the form of the Preliminary Official Statement, with only such changes therein as shall have been accepted by the Underwriter and the District (such Official Statement with such changes, if any, being herein called the "Official Statement") in such quantities as may be requested by the Underwriter, in order to permit the Underwriter to comply with paragraph (b)(4) of the Rule and with the rules of the MSRB. The District hereby authorizes the Underwriter to use and distribute the Official Statement in connection with the offering and sale of the Bonds;

(d) Subsequent Events. The District hereby agrees to notify the Underwriter of any event or occurrence that may affect the accuracy or completeness of any information set forth in the Official Statement relating to the District, until the date which is twenty-five days following the Closing, or until such time (if earlier) as the Underwriter shall no longer hold any of the Bonds for sale;

(e) References. References herein to the Preliminary Official Statement and the final Official Statement include the cover, inside cover, and all appendices, exhibits, maps, reports and statements included therein or attached thereto; and



(f) Amendments to Official Statement. During the period ending on the 25th day after the End of the Underwriting Period (or such other period as may be agreed to by the District and the Underwriter), the District (i) shall not supplement or amend the Official Statement or cause the Official Statement to be supplemented or amended without the prior written consent of the Underwriter and (ii) shall notify the Underwriter promptly if any event shall occur, or information comes to the attention of the District, that is reasonably likely to cause the Official Statement (whether or not previously supplemented or amended) to contain any untrue statement of a material fact or to omit to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. If, in the opinion of the District or the Underwriter, such event requires the preparation and distribution of a supplement or amendment to the Official Statement, the District shall prepare and furnish to the Underwriter, at the District's expense, such number of copies of the supplement or amendment to the Official Statement, in form and substance mutually agreed upon by the District and the Underwriter, as the Underwriter may reasonably request. If such notification shall be given subsequent to the Closing, the District also shall furnish, or cause to be furnished, at its own expense, such additional legal opinions, certificates, instruments and other documents as the Underwriter may reasonably deem necessary to evidence the truth and accuracy of any such supplement or amendment to the Official Statement.

For purposes of this Purchase Contract, the "End of the Underwriting Period" is used as defined in the Rule and shall occur on the later of (A) the date of Closing or (B) when the Underwriter no longer retain an unsold balance of the Bonds; unless otherwise advised in writing by the Underwriter on or prior to the Closing, or otherwise agreed to by the District and the Underwriter, the District may assume that the End of the Underwriting Period is the Closing.

**9. Representations, Warranties and Agreements of the Underwriter.** The Underwriter represent to and agree with the District that, as of the date hereof and as of the Closing:

(a) The Underwriter is duly authorized to execute this Purchase Contract and the Underwriter is duly authorized to take any action under this Purchase Contract required to be taken by it.

(b) The Underwriter is in compliance with MSRB Rule G-37 with respect to the District, and are not prohibited thereby from acting as Underwriter with respect to securities of the District.

(c) The Underwriter has, and has had, no financial advisory relationship, as that term is defined in Government Code Section 53590(c) or MSRB Rule G-23, with the District with respect to the Bonds, and no investment firm controlling, controlled by or under common control with the Underwriter has or has had any such financial advisory relationship.

**10. Conditions to Closing.** The Underwriter has entered into this Purchase Contract in reliance upon the representations, warranties and covenants of the District contained herein and the performance by the District of its obligations hereunder, both as of the date hereof and as of the date of Closing. The Underwriter's obligations under this Purchase Contract are and shall be subject at the option of the Underwriter to the following further conditions at the Closing:

(a) Representations True. The representations and warranties of the District contained herein shall be true, complete and correct in all material respects at the date hereof and at and as of the Closing, as if made at and as of the Closing, and the statements made in all certificates and other documents delivered to the Underwriter at the Closing pursuant hereto shall be true, complete and correct in all material respects on the date of the Closing; and the District shall be in compliance with each of the agreements made by it in this Purchase Contract;

(b) Obligations Performed. At the time of the Closing, (i) the Official Statement, this Purchase Contract, the Continuing Disclosure Certificate and the Resolution shall be in full force and effect and shall not have been amended, modified or supplemented except as may have been agreed to in writing by the Underwriter; (ii) all actions under the Act which, in the opinion of Bond Counsel, shall be necessary in connection with the transactions contemplated hereby, shall have been duly taken and shall be in full force and effect; and (iii) the District shall perform or have performed all of its obligations required under or specified in the Resolution, this Purchase Contract, the Escrow Agreement, the Continuing Disclosure Certificate, or the Official Statement to be performed at or prior to the Closing;

(c) Adverse Rulings. No decision, ruling or finding shall have been entered by any court or governmental authority since the date of this Purchase Contract (and not reversed on appeal or otherwise set aside), or shall be pending, or to the best knowledge of the District, threatened, which has any of the effects described in Section 7(f) hereof or contesting in any way the completeness or accuracy of the Official Statement;

(d) Marketability. The Underwriter shall have the right to cancel its obligation to purchase the Bonds if, between the date of this Purchase Contract and the Closing, the market price or marketability of the Bonds, or the ability of the Underwriter to enforce contracts for the sale of the Bonds, shall be materially adversely affected, in the evidenced judgment of the Underwriter, by the occurrence of any of the following:

(1) legislation enacted by the Congress of the United States, or passed by either House of Congress, or favorably reported for passage to either House of Congress by any Committee of such House to which such legislation has been referred for consideration, or introduced in the Congress or recommended for passage by the President of the United States, or a decision rendered by a court established under Article III of the Constitution of the United States or by the United States Tax Court, with the purpose or effect, directly or indirectly, of changing, directly or indirectly, the federal income tax consequences of interest on the Bonds or of obligations of the general character of the Bonds in the hands of the holders thereof, or an order, ruling, regulation (final, temporary or proposed) or official statement issued or made;

(A) by or on behalf of the United States Treasury Department, or by or on behalf of the Internal Revenue Service, with the purpose or effect, directly or indirectly, of causing the inclusion in gross income for purposes of federal income taxation of the interest received by the owners of the Bonds; or

(B) by or on behalf of the SEC, or any other governmental agency having jurisdiction over the subject matter thereof, to the effect that the Bonds, or

obligations of the general character of the Bonds, including any and all underlying arrangements, are not exempt from registration under the Securities Act of 1933, as amended;

(2) legislation enacted by the State legislature or a decision rendered by a Court of the State, or a ruling, order, or regulation (final or temporary) made by State authority, which would have the effect of changing, directly or indirectly, the State tax consequences of interest on obligations of the general character of the Bonds in the hands of the holders thereof;

(3) any outbreak or escalation of hostilities affecting the United States, the declaration by the United States of a national or international emergency or war, or engagement in major military hostilities by the United States, or the occurrence of any other national emergency or calamity relating to the effective operation of the government or the financial community in the United States;

(4) the declaration of a general banking moratorium by federal, New York or State authorities, or the general suspension of trading by the New York Stock Exchange, any national securities exchange, or any governmental authority securities exchange;

(5) the imposition by the New York Stock Exchange, other national securities exchange, or any governmental authority, of any material restrictions not now in force with respect to the Bonds, or obligations of the general character of the Bonds, or securities generally, or the material increase of any such restrictions now in force, including those relating to the extension of credit by, or the charge to the net capital requirements of, the Underwriter;

(6) an order, decree or injunction of any court of competent jurisdiction, or order, filing, regulation or official statement by the SEC, or any other governmental agency having jurisdiction over the subject matter thereof, issued or made to the effect that the issuance, offering or sale of obligations of the general character of the Bonds, or the issuance, offering or sale of the Bonds, as contemplated hereby or by the Official Statement, is or would be in violation of the federal securities laws, as amended and then in effect;

(7) the withdrawal, downgrading, or placement on negative credit watch of any underlying credit rating of the District's outstanding indebtedness by a national rating agency;

(8) the occurrence, since the date hereof, of any materially adverse change in the affairs or financial condition of the District;

(9) any amendment shall have been made to the federal or State Constitution or action by any federal or State court, legislative body, regulatory body, or other authority materially adversely affecting the tax status of the District, its property, income securities (or interest thereon) or the validity or enforceability of the levy of taxes to pay principal of, or interest on the Bonds;

(10) the purchase of and payment for the Bonds by the Underwriter, or the resale of the Bonds by the Underwriter, on the terms and conditions herein provided shall be prohibited by any applicable law, governmental authority, board, agency or commission;

(11) the suspension by the SEC of trading in the outstanding securities of the District; or

(12) any event occurring, or information becoming known which makes untrue in any material adverse respect any statement or information contained in the Official Statement, or has the effect that the Official Statement contains any untrue statement of a material fact or omits to state a material fact required to be stated therein or necessary to make the statements made therein, in light of the circumstances under which they were made, not misleading.

(e) Delivery of Documents. At or prior to the date of the Closing, the Underwriter shall receive sufficient copies of the following documents in each case dated as of the Closing and satisfactory in form and substance to the Underwriter:

(1) Opinions.

(i) Bond Opinion. (A) The approving opinion of Bond Counsel, as to the validity of the Bonds, dated the date of the Closing, addressed to the District in substantially the form set forth in the Official Statement as Appendix A; and (B) a defeasance opinion of Bond Counsel with respect to the defeasance of the Refunded Bonds addressed to the District and the Underwriter, and including therein an opinion that the Escrow Agreement has been duly authorized and delivered by the District and, assuming due authorization, execution and delivery by the Escrow Agent, is a valid and binding agreement of the District;

(ii) Supplemental Opinion of Bond Counsel. A supplemental opinion of Bond Counsel addressed to the District and the Underwriter, dated the date of the Closing, substantially to the following effect:

(A) the description of the Bonds and the security for the Bonds and statements in the Official Statement on the cover thereof and under the captions "INTRODUCTION," "THE BONDS," "LEGAL MATTERS – Continuing Disclosure," and "TAX MATTERS," to the extent they purport to summarize certain provisions of the Bonds, the Resolution, the Continuing Disclosure Certificate and the form and content of Bond Counsel's approving opinion with respect to the treatment of interest on the Bonds under State or federal law, fairly and accurately summarize the matters purported to be summarized therein; provided that Bond Counsel need not express any opinion with respect to (i) any information contained in Appendices \_\_, \_\_, or \_\_ to the Official Statement, (ii) financial or statistical data or forecasts, numbers, charts, tables, estimates, projections, assumptions or expressions of opinion

contained in the Official Statement, including in any of the appendices thereto, (iii) information with respect to The Depository Trust Company or its book-entry only system included therein, (iv) any CUSIP numbers or information relating thereto, (v) the District's compliance with its obligations to file annual reports or provide notice of the events described in Rule 15c2-12 promulgated under the Securities Act of 1934, (vi) any information with respect to the Underwriter or underwriting matters with respect to the Bonds, including but not limited to information under the caption "MISCELLANEOUS – Underwriting"; and (vii) any information with respect to the ratings on the Bonds and the rating agencies referenced therein, including but not limited to information under the caption "MISCELLANEOUS – Ratings";

(B) the Continuing Disclosure Certificate and this Purchase Contract have each been duly authorized, executed and delivered by the District and, assuming the due authorization, execution and delivery by the other parties thereto, constitute legal, valid and binding agreements of the District enforceable in accordance with their respective terms, except as enforcement thereof may be limited by bankruptcy, insolvency, reorganization, moratorium or other laws relating to or affecting generally the enforcement of creditors' rights and except as their enforcement may be subject to the application of equitable principles and the exercise of judicial discretion in appropriate cases if equitable remedies are sought and by the limitations on legal remedies against public agencies in the State; and

(C) the Bonds are exempt from registration pursuant to the Securities Act of 1933, as amended, and the Resolution is exempt from qualification as an indenture pursuant to the Trust Indenture Act of 1939, as amended; and

(iii) **Reliance Letter.** A reliance letter from Bond Counsel to the effect that the Underwriter can rely upon the approving opinion described in Section 10(e)(1)(i) above;

(2) **Disclosure Counsel Letter.** A letter of Stradling Yocca Carlson & Rauth, a Professional Corporation, dated the date of Closing and addressed to the District and the Underwriter, substantially to the effect that based on such counsel's participation in conferences with representatives of the Underwriter and its counsel, the District and others, during which conferences the contents of the Official Statement and related matters were discussed, and in reliance thereon and on the records, documents, certificates and opinions described therein, such counsel advises the District, as a matter of fact and not opinion, that during the course of its engagement as Disclosure Counsel no information came to the attention of such counsel's attorneys rendering legal services in connection with such representation which caused such counsel to believe that the Official Statement as of its date contained, or as the Closing contains, any untrue statement of a material fact as of its

date omitted, or as of the Closing omits, to state any material fact necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading (provided that Disclosure Counsel need not express any opinion with respect to (i) any information contained in Appendices \_\_, \_\_, or \_\_ to the Official Statement, (ii) financial or statistical data or forecasts, numbers, tables, charts, estimates, projections, assumptions or expressions of opinion contained in the Official Statement, including in any of the appendices thereto, (iii) information with respect to DTC or its book-entry only system included therein, (iv) any CUSIP numbers or information relating thereto, (v) any information with respect to the Underwriter or underwriting matters with respect to the Bonds, including but not limited to information under the caption “MISCELLANEOUS – Underwriting;”(vi) the District’s compliance with its obligations to file annual reports or provide notice of the events described in Rule 15c2-12 promulgated under the Securities Act of 1934 and (vii) any information with respect to the ratings on the Bonds and the rating agencies referenced therein, including, but not limited to, information under the caption “MISCELLANEOUS – Ratings”);

(3) Certificate of the District. A certificate signed by appropriate officials of the District to the effect that (i) the Authorized Officers (as defined in the Resolution) of the District are authorized to execute this Purchase Contract, (ii) the representations, agreements and warranties of the District herein are true and correct in all material respects as of the date of Closing, (iii) the District has complied with all the terms of the Resolution and this Purchase Contract to be complied with by the District prior to or concurrently with the Closing, and, as to the District, such documents are in full force and effect, (iv) such District officials have reviewed the Official Statement and on such basis certify that the Official Statement does not contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements therein, in light of the circumstances in which they were made, not misleading, (v) the Bonds being delivered on the date of the Closing to the Underwriter under this Purchase Contract substantially conform to the descriptions thereof contained in the Resolution, (vi) no event concerning the District has occurred since the date of the Official Statement which has not been disclosed therein or in any supplement thereto, but should be disclosed in order to make the statements in the Official Statement in light of the circumstances in which they were made not misleading, and (vii) there is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court or public body, pending or, to the best knowledge of such officials, threatened against the District, contesting in any way the completeness or accuracy of the Official Statement, the issuance of the Bonds by the District or the due adoption of the Resolution;

(4) Arbitrage. A nonarbitrage and tax certificate of the District with respect to the Bonds, in form satisfactory to Bond Counsel;

(5) Ratings. Evidence satisfactory to the Underwriter that (A) the Bonds have been rated “\_\_\_” by Moody’s Investor Service and “\_\_\_” by S&P Global Ratings, a business unit of Standard & Poor’s Financial Services LLC, and (B) any such ratings have not been revoked or downgraded;

(6) District Resolution. A certificate, together with fully executed copies of the Resolution, of the Secretary to the District's Board of Trustees to the effect that:

(i) such copies are true and correct copies of the Resolution; and

(ii) that the Resolution was duly adopted and has not been modified, amended, rescinded or revoked and is in full force and effect on the date of the Closing.

(7) Official Statement. A certificate of the appropriate official of the District evidencing his or her determinations respecting the Preliminary Official Statement in accordance with the Rule;

(8) Continuing Disclosure Certificate. An executed copy of the Continuing Disclosure Certificate, substantially in the form presented in the Official Statement as Appendix C thereto;

(9) Certificate of the Paying Agent. A certificate of the Paying Agent, dated the date of the Closing, signed by a duly authorized officer thereof, and in form and substance satisfactory to the Underwriter, substantially to the effect that no litigation is pending or, to the best of such officer's knowledge, threatened (either in state or federal courts) (i) seeking to restrain or enjoin the delivery by the Paying Agent of any of the Bonds, or (ii) in any way contesting or affecting any authority of the Paying Agent for the delivery of the Bonds or the validity or enforceability of the Bonds or any agreement with the Paying Agent;

(10) Certificate of the Escrow Agent. A certificate of the Escrow Agent, dated the date of Closing, signed by a duly authorized officer of the Escrow Agent, and in form and substance satisfactory to the Underwriter, to the effect that (i) the Escrow Agent has all necessary power and authority to enter into and perform its duties under its Escrow Agreement; (ii) the Escrow Agent has duly authorized, executed and delivered the Escrow Agreement, and, assuming due authorization, execution and delivery by the District, the Escrow Agreement constitutes the valid and binding agreement of the Escrow Agent enforceable against the Escrow Agent in accordance with its terms, except as enforceability may be subject to bankruptcy, insolvency, reorganization, moratorium or similar laws affecting creditors' rights and to the application of equitable principles; (iii) the execution and delivery of the Escrow Agreement and compliance with the provisions thereof have been duly authorized by all necessary corporate action on the part of the Escrow Agent and, to the best knowledge of the Escrow Agent, will not conflict with or constitute a breach of or default under any law, administrative regulation, court decree, resolution, charter, bylaws or any agreement to which the Escrow Agent is subject or by which it is bound; and (iv) no litigation is pending or, to the best knowledge of the Escrow Agent, threatened (either in state or federal courts) against the Escrow Agent in any way contesting or affecting the validity or enforceability of the Bonds or the Escrow Agreement;

(11) Verification Report. A report and opinion of Causey Demgen & Moore P.C. (the “Verification Agent”) with respect to the sufficiency of monies or securities, and investment earnings thereon, held under the Escrow Agreement to refund the Refunded Bonds, all as provided in the Escrow Agreement;

(12) Escrow Agreement. The Escrow Agreement, executed by the respective parties thereto; and

(13) Other Documents. Such additional legal opinions, certificates, proceedings, instruments and other documents as Bond Counsel or the Underwriter may reasonably request to evidence compliance (i) by the District with legal requirements, (ii) the truth and accuracy, as of the time of Closing, of the representations of the District herein contained and of the Official Statement, and (iii) the due performance or satisfaction by the District at or prior to such time of all agreements then to be performed and all conditions then to be satisfied by the District.

(f) Termination. Notwithstanding anything to the contrary herein contained, if for any reason whatsoever the Bonds shall not have been delivered to the Underwriter as provided in Section 6 hereof, then the obligation to purchase Bonds hereunder shall terminate and be of no further force or effect except with respect to the obligations of the District and the Underwriter under Section 12(c) and 14 hereof.

If the District is unable to satisfy the conditions to the Underwriter’s obligations contained in this Purchase Contract or if the Underwriter’s obligations shall be terminated for any reason permitted by this Purchase Contract, this Purchase Contract may be cancelled by the Underwriter at, or at any time prior to, the time of Closing. Notice of such cancellation shall be given to the District in writing, or by telephone or telegraph, confirmed in writing. Notwithstanding any provision herein to the contrary, the performance of any and all obligations of the District hereunder and the performance of any and all conditions contained herein for the benefit of the Underwriter may be waived by the Underwriter in writing at its sole discretion.

11. **Conditions to Obligations of the District**. The performance by the District of its obligations is conditioned upon (i) the performance by the Underwriter of their obligations hereunder; and (ii) receipt by the District and the Underwriter of opinions and certificates being delivered at the Closing by persons and entities other than the District.

12. **Expenses**. (a) To the extent that the transactions contemplated by this Purchase Contract are consummated, the District shall pay (or cause to be paid), and the Underwriter shall be under no obligation to pay, costs of issuance of the Bonds from proceeds thereof, including, but not limited to, the following (i) the cost of the preparation and reproduction of the Resolution; (ii) the fees and disbursements of Bond Counsel and Disclosure Counsel, and the District’s municipal advisor; (iii) the cost of the preparation, printing and delivery of the Bonds; (iv) the fees for bond ratings; (v) the cost of the printing and distribution of the Preliminary Official Statement and the Official Statement; (vi) the initial fees of the Paying Agent, Escrow Agent and Fiscal Agent (as defined herein); (vii) the fees of the Verification Agent (viii) expenses for travel, lodging, and subsistence related to rating agency visits and other meetings connected to the authorization, sale, issuance and distribution of the Bonds; and (ix) all other fees and expenses incident to the issuance and sale of the Bonds. The District hereby directs the Underwriter to wire, at the Closing, a portion



of the purchase price of the Bonds not-to-exceed \$\_\_\_\_\_ to U.S. Bank National Association, as fiscal agent to the District (the "Fiscal Agent"), for the payment of costs of issuance with respect to the Bonds.

(b) Notwithstanding any of the foregoing, the Underwriter shall pay all out-of-pocket expenses of the Underwriter, the California Debt and Investment Advisory Commission fee and other expenses (except those expressly provided above) without limitation, except travel and related expenses in connection with the bond ratings.

(c) Notwithstanding Section 10(f) hereof, the District hereby agrees, in the event the purchase and sale of the Bonds does not occur as contemplated hereunder, to reimburse the Underwriter for any costs described in Subsection 12(a)(vii) above that are attributable to District personnel.

(d) The District acknowledges that it has had an opportunity, in consultation with such advisors as it may deem appropriate, if any, to evaluate and consider the fees and expenses being incurred as part of the issuance of the Bonds.

13. **Notices.** Any notice or other communication to be given under this Purchase Contract (other than the acceptance hereof as specified in the first paragraph hereof) may be given by delivering the same in writing if to the District, to Riverside Community College District, 3801 Market Street, Riverside, California 92501, Attention: Vice Chancellor, Business and Financial Services; or if to the Underwriter, to Piper Jaffray & Co., 50 California Street, Suite 3100, San Francisco, California 94111, Attention: Ivory Li.

14. **Parties in Interest; Survival of Representations and Warranties.** This Purchase Contract when accepted by the District in writing as heretofore specified shall constitute the entire agreement between the District and the Underwriter. This Purchase Contract is made solely for the benefit of the District and the Underwriter (including the successors or assigns of the Underwriter). No person shall acquire or have any rights hereunder or by virtue hereof. All the representations, warranties and agreements of the District in this Purchase Contract shall survive regardless of (a) any investigation or any statement in respect thereof made by or on behalf of the Underwriter, (b) delivery of and payment by the Underwriter for the Bonds hereunder, and (c) any termination of this Purchase Contract.

15. **Execution in Counterparts.** This Purchase Contract may be executed in several counterparts each of which shall be regarded as an original and all of which shall constitute but one and the same document.

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16. **Applicable Law.** This Purchase Contract shall be interpreted, governed and enforced in accordance with the laws of the State applicable to contracts made and performed in such State.

Very truly yours,

**PIPER JAFFRAY & CO., as Underwriter**

By: \_\_\_\_\_  
Authorized Representative

The foregoing is hereby agreed to and accepted at \_\_\_\_\_ p.m. California time as of the date first above written:

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

By: \_\_\_\_\_  
Vice Chancellor,  
Business and Financial Services

**APPENDIX A**

\$ \_\_\_\_\_  
**RIVERSIDE COMMUNITY COLLEGE DISTRICT**  
**(RIVERSIDE AND SAN BERNARDINO COUNTIES, CALIFORNIA)**  
**2019 GENERAL OBLIGATION REFUNDING BONDS**

\$ \_\_\_\_\_ Serial Bonds

<b>Maturity (August 1)</b>	<b>Principal Amount</b>	<b>Interest Rate</b>	<b>Yield</b>	<b>Price</b>	<b>10% Rule</b>	<b>Hold the Offering Price Rule</b>
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\$ \_\_\_\_\_ Term Bonds

<b>Maturity (August 1)</b>	<b>Principal Amount</b>	<b>Interest Rate</b>	<b>Yield</b>	<b>Price</b>	<b>10% Rule</b>	<b>Hold the Offering Price Rule</b>
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(1) Yield to call at par on August 1, 20\_\_.

## Redemption Provisions

**Optional Redemption.** The Bonds maturing on or before August 1, 20\_\_ are not subject to redemption. The Bonds maturing on or after August 1, 20\_\_ are subject to redemption prior to their respective stated maturity dates, at the option of the District, from any source of available funds, in whole or in part on any date, on or after August 1, 20\_\_, at a redemption price equal to the principal amount of the Bonds called for redemption, together with interest accrued thereon to the date of redemption, without premium.

**Mandatory Sinking Fund Redemption.** The Bonds maturing on August 1, 20\_\_ are subject to redemption prior to maturity from mandatory sinking fund payments on August 1 of each year, on and after August 1, 20\_\_, at a redemption price equal to the principal amount thereof as of the date fixed for redemption, together with interest accrued to the date set for such redemption, without premium. The principal amount represented by such Bonds to be so redeemed and the redemption dates therefor, and the final payment date is as indicated in the following table:

<b>Year Ending <u>August 1</u></b>	<b>Principal <u>To Be Redeemed</u></b>
----------------------------------------	--------------------------------------------

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<sup>(1)</sup> Maturity.

In the event that a portion of the Term Bonds maturing on August 1, 20\_\_ is optionally redeemed prior to maturity, the remaining mandatory sinking fund payments shown above shall be reduced proportionately, or as otherwise directed by the District, in integral multiples of \$5,000 of principal amount, in respect of the portion of such Term Bonds optionally redeemed.

**APPENDIX B**

**FORM OF ISSUE PRICE CERTIFICATE**

§ \_\_\_\_\_  
**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
(RIVERSIDE AND SAN BERNARDINO COUNTIES, CALIFORNIA)  
2019 GENERAL OBLIGATION REFUNDING BONDS**

The undersigned, Piper Jaffrey & Co. (the “Piper Jaffray”), hereby certifies as set forth below with respect to the sale and issuance of the above-captioned bonds.

1. ***Sale of the General Rule Maturities.*** As of the date of this certificate, for each Maturity of the General Rule Maturities, the first price at which at least 10% of such Maturity was sold to the Public is the respective price listed in Schedule A.

2. ***[Initial Offering Price of the Hold-the-Offering-Price Maturities.***

(a) The Underwriting offered the Hold-the-Offering-Price Maturities to the Public for purchase at the respective initial offering prices listed in Schedule A (the “Initial Offering Prices”) on or before the Sale Date.

(b) As set forth in the Purchase Contract, the Underwriter has agreed in writing that, (i) for each Maturity of the Hold-the-Offering-Price Maturities, they would neither offer nor sell any of the Bonds of such Maturity to any person at a price that is higher than the Initial Offering Price for such Maturity during the Holding Period for such Maturity (the “hold-the-offering-price rule”), and (ii) any selling group agreement shall contain the agreement of each dealer who is a member of the selling group, and any retail distribution agreement shall contain the agreement of each broker-dealer who is a party to the retail distribution agreement, to comply with the hold-the-offering-price rule. Pursuant to such agreement, no Underwriter (as defined below) has offered or sold any Maturity of the Hold-the-Offering-Price Maturities at a price that is higher than the respective Initial Offering Price for that Maturity of the Bonds during the Holding Period.]

3. ***Defined Terms.***

(a) *District* means Riverside Community College District.

(b) *General Rule Maturities* means those Maturities of the Bonds listed in Schedule A hereto as the “General Rule Maturities.”

(c) *[Hold-the-Offering-Price Maturities* means those Maturities of the Bonds listed in Schedule A hereto as the “Hold-the-Offering-Price Maturities.”

(d) *Holding Period* means, with respect to a Hold-the-Offering-Price Maturity, the period starting on the Sale Date and ending on the earlier of (i) the close of the fifth business day after the Sale Date, or (ii) the date on which an Underwriter has sold at least 10% of such Hold-the-Offering-Price Maturity to the Public at prices that are no higher than the Initial Offering Price for such Hold-the-Offering-Price Maturity.]

(e) *Maturity* means Bonds with the same credit and payment terms. Bonds with different maturity dates, or Bonds with the same maturity date but different stated interest rates, are treated as separate maturities.

(f) *Public* means any person (including an individual, trust, estate, partnership, association, company, or corporation) other than an Underwriter or a related party to an Underwriter. The term “related party” for purposes of this certificate generally means any two or more persons who have greater than 50 percent common ownership, directly or indirectly.

(g) *Sale Date* means the first day on which there is a binding contract in writing for the sale of a Maturity of the Bonds. The Sale Date of the Bonds is \_\_\_\_\_, 2019.

(h) *Underwriter* means (i) any person that agrees pursuant to a written contract with the District (or with the lead Underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the Public, and (ii) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (i) of this paragraph to participate in the initial sale of the Bonds to the Public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the Bonds to the Public).

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The representations set forth in this certificate are limited to factual matters only. Nothing in this certificate represents the Piper Jaffray's interpretation of any laws, including specifically Sections 103 and 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations thereunder. The undersigned understands that the foregoing information will be relied upon by the Issuer with respect to certain of the representations set forth in the Tax Certificate and with respect to compliance with the federal income tax rules affecting the Bonds, and by Stradling Yocca Carlson & Rauth, a Professional Corporation, Bond Counsel, in connection with rendering its opinion that the interest on the Bonds is excluded from gross income for federal income tax purposes, the preparation of the Internal Revenue Service Form 8038-G, and other federal income tax advice that it may give to the Issuer from time to time relating to the Bonds. Except as expressly set forth above, the certifications set forth herein may not be relied upon or used by any third party or for any other purpose.

**Piper Jaffray & Co., as Underwriter**

By: \_\_\_\_\_

Name: \_\_\_\_\_

Dated: \_\_\_\_\_, 2019

**SCHEDULE A**

**IDENTIFICATION OF GENERAL RULE MATURITIES AND HOLD-THE-OFFERING-PRICE MATURITIES**

\$ \_\_\_\_\_  
**RIVERSIDE COMMUNITY COLLEGE DISTRICT**  
**(RIVERSIDE AND SAN BERNARDINO COUNTIES, CALIFORNIA)**  
**2019 GENERAL OBLIGATION REFUNDING BONDS**

\$ \_\_\_\_\_ Serial Bonds

<b>Maturity (August 1)</b>	<b>Principal Amount</b>	<b>Interest Rate</b>	<b>Yield</b>	<b>Price</b>	<b>10% Rule</b>	<b>Hold the Offering Price Rule</b>
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\$ \_\_\_\_\_ Term Bonds

<b>Maturity (August 1)</b>	<b>Principal Amount</b>	<b>Interest Rate</b>	<b>Yield</b>	<b>Price</b>	<b>10% Rule</b>	<b>Hold the Offering Price Rule</b>
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<sup>(1)</sup> Yield to call at par on August 1, 20\_\_.



**ESCROW AGREEMENT  
RELATING TO THE REFUNDING OF**

\$102,300,000  
RIVERSIDE COMMUNITY COLLEGE DISTRICT  
(Riverside and San Bernardino Counties, California)  
Election of 2004 General Obligation Bonds, Series 2010D-1  
(Build America Bonds – Direct Pay to District) (Federally Taxable)

THIS ESCROW AGREEMENT, is dated and entered into as of November 1, 2019, by and between the Riverside Community College District (the “District”), and U.S. Bank National Association, acting in its capacity as escrow agent (the “Escrow Agent”) pursuant to this Escrow Agreement (the “Agreement”);

W I T N E S S E T H:

WHEREAS, the District has previously caused the issuance of the above-captioned general obligation bonds (the “Prior Bonds”); and

WHEREAS, the District determined that it is in the District’s best interest to refund certain of the outstanding Prior Bonds, as more particularly described on Schedule C hereto (so refunded, the “Refunded Bonds”); and

WHEREAS, the District has authorized the issuance of \$\_\_\_\_\_ of its 2019 General Obligation Refunding Bonds (the “Bonds”), the sale of which shall provide proceeds to accomplish such a refunding; and

WHEREAS, the Bonds shall be issued on \_\_\_\_\_, 2019 (the “Closing Date”); and

WHEREAS, the proceeds of the sale of the Bonds shall be applied to refund or defease the Refunded Bonds in accordance with the terms of this Agreement; and

NOW, THEREFORE, in consideration of the mutual covenants and agreements herein contained, the District and the Escrow Agent agree as follows:

SECTION 1. Deposit of Moneys.

(a) As used herein, the term “Investment Securities” means the Investment Securities set forth in Schedule A hereto. The District hereby deposits with the Escrow Agent \$\_\_\_\_\_, which amount represents the net proceeds of the Bonds, to be held in irrevocable escrow by the Escrow Agent, separate and apart from other funds of the District and the Escrow Agent, in a fund hereby created and established and to be known as the “Riverside Community College District 2019 General Obligation Refunding Bonds, Escrow Fund” (referred to herein as the “Escrow Fund”) to be applied solely as provided in this Agreement. Such moneys are at least equal to an amount sufficient to purchase the principal amount of the Investment Securities set forth in Schedule A hereto.

(b) The Escrow Agent hereby acknowledges receipt of (i) the cash flow and yield verification report of Causey, Demgen & Moore P.C., certified public accountants, dated the Closing Date (the “Verification Report”), relating to the sufficiency of the Investment Securities and cash

deposited pursuant hereto to defease the Refunded Bonds, and (ii) the opinion of Stradling Yocca Carlson & Rauth, a Professional Corporation, dated the Closing Date (the “Defeasance Opinion”), with respect to the effective defeasance of the Refunded Bonds and relating to this Agreement.

SECTION 2. Use and Investment of Moneys. The Escrow Agent acknowledges receipt of the moneys described in Section 1(a) hereof and agrees:

(a) to immediately invest \$\_\_\_\_\_ of the moneys described in Section 1(a) hereof in the Investment Securities set forth in Schedule A hereto and to deposit such Investment Securities in the Escrow Fund, and to hold \$\_\_\_\_\_ uninvested as cash; and;

(b) to make the payments required under Section 3(a) hereof at the times set forth therein.

SECTION 3. Payment of Refunded Bonds.

(a) Payment. As the principal of the Investment Securities set forth in Schedule A hereof and the investment income and earnings thereon are paid, and together with other monies on deposit therein, the Escrow Agent shall transfer from the Escrow Fund to the paying agent for the Refunded Bonds (the “Paying Agent”) amounts sufficient to pay the interest on the Refunded Bonds due on and prior to August 1, 2020, and to redeem on such date the Refunded Bonds at a redemption price equal to 100% of the outstanding principal amount thereof or accreted value thereof as of such date, as applicable.

Such transfers shall constitute the respective payments of principal of and interest on the Refunded Bonds due from the District.

(b) Unclaimed Moneys. Any moneys which remain unclaimed for two years after the date such moneys have become due and payable hereunder shall be repaid by the Escrow Agent to the District and deposited by the District in the Debt Service Fund relating to the Bonds. Any moneys remaining in the Escrow Fund established hereunder after August 1, 2020 (aside from unclaimed proceeds of the Refunded Bonds) which are in excess of the amount needed to pay owners of the Refunded Bonds payments of principal of and interest and redemption premium, if any, on the Refunded Bonds or to pay any amounts owed to the Escrow Agent shall be immediately transferred by the Escrow Agent to Riverside County, on behalf of the District, for deposit into the Debt Service Fund relating to the Bonds.

(c) Priority of Payments. The holders of the Refunded Bonds shall have a first lien on the moneys in the Escrow Fund which are allowable and sufficient to pay such Refunded Bonds until such moneys are used and applied as provided in this Agreement, as verified by the Verification Report. Any moneys held in the Escrow Fund are irrevocably pledged only to the holders of the Refunded Bonds.

SECTION 4. Performance of Duties. The Escrow Agent agrees to perform the duties set forth herein.

SECTION 5. Reinvestment. Upon written direction of the District, the Escrow Agent may reinvest any uninvested amounts held as cash under this Agreement in noncallable nonprepayable obligations which are direct obligations issued by the United States Treasury or obligations which are unconditionally guaranteed as to full and timely payment by the United States of America provided (i) the amounts of and dates on which the anticipated transfers from the Escrow Fund to the Paying Agent for the payment of the principal of, redemption price of, and interest on the Refunded Bonds will not be diminished or postponed thereby, (ii) the Escrow Agent shall receive the unqualified opinion of nationally recognized

municipal bond counsel to the effect that such reinvestment will not adversely affect the exclusion from gross income for federal income tax purposes of interest on the Bonds or the Refunded Bonds, (iii) the Escrow Agent shall receive from a firm of independent certified public accountants a certification that, immediately after such reinvestment, the principal of and interest on obligations in the Escrow Fund will, together with other cash on deposit in the Escrow Fund available for such purposes, be sufficient without reinvestment to pay, when due, the principal or redemption price of and interest on the Refunded Bonds; and (iv) the Escrow Agent shall receive an opinion of nationally recognized bond counsel that such reinvestment is permissible under this Agreement.

SECTION 6. Indemnity. The District hereby assumes liability for, and hereby agrees (whether or not any of the transactions contemplated hereby are consummated) to indemnify, protect, save and keep harmless the Escrow Agent and its respective successors, assigns, agents, employees, directors, officers, and servants, from and against any and all liabilities, obligations, losses, damages, penalties, claims, actions, suits, costs, expenses and disbursements (including reasonable legal fees and disbursements) of whatsoever kind and nature which may be imposed on, incurred by, or asserted against, the Escrow Agent at any time (whether or not also indemnified against the same by the District or any other person under any other agreement or instrument, but without double indemnity) in any way relating to or arising out of the execution, delivery and performance of its Agreement, the establishment hereunder of the Escrow Fund, the acceptance of the funds and securities deposited therein, the purchase of the Investment Securities, the retention of the Investment Securities or the proceeds thereof and any payment, transfer or other application of moneys or securities by the Escrow Agent in accordance with the provisions of this Agreement; provided, however, that the District shall not be required to indemnify the Escrow Agent against the Escrow Agent's own negligence or willful misconduct or the negligent or willful misconduct of the Escrow Agent's respective successors, assigns, agents and employees or the breach by the Escrow Agent of the terms of this Agreement. In no event shall the District or the Escrow Agent be liable to any person by reason of the transactions contemplated hereby other than to each other as set forth in this section. The indemnities contained in this section shall survive the termination of this Agreement and the earlier resignation or removal of the Escrow Agent.

SECTION 7. Responsibilities of the Escrow Agent. The Escrow Agent and its respective successors, assigns, agents and servants shall not be held to any personal liability whatsoever, in tort, contract or otherwise, in connection with the execution and delivery of this Agreement, the establishment of the Escrow Fund, the acceptance of the moneys or securities deposited therein, the purchase of the Investment Securities, the retention of the Investment Securities or the proceeds thereof, the sufficiency of the Investment Securities to accomplish the refunding and defeasance of the Refunded Bonds or any payment, transfer or other application of moneys or obligations by the Escrow Agent in accordance with the provisions of this Agreement or by reason of any non-negligent act, non-negligent omission or non-negligent error of the Escrow Agent made in good faith in the conduct of its duties. The recitals of fact contained in the "whereas" clauses herein shall be taken as the statements of the District and the Escrow Agent assumes no responsibility for the correctness thereof. The Escrow Agent makes no representation as to the sufficiency of the Investment Securities to accomplish the refunding and defeasance of the Refunded Bonds or to the validity of this Agreement as to the District and, except as otherwise provided herein, the Escrow Agent shall incur no liability with respect thereto. The Escrow Agent shall not be liable in connection with the performance of its duties under this Agreement except for its own negligence, willful misconduct or default, and the duties and obligations of the Escrow Agent shall be determined by the express provisions of this Agreement. The Escrow Agent may consult with counsel, who may or may not be counsel to the District, and in reliance upon the written opinion of such counsel shall have full and complete authorization and protection with respect to any action taken, suffered or omitted by it in good faith in accordance therewith. Whenever the Escrow Agent shall deem it necessary or desirable that a matter be proved or established prior to taking, suffering, or omitting any action under this Agreement, such

matter may be deemed to be conclusively established by a certificate signed by an authorized officer of the District.

The District acknowledges that to the extent regulations of the Comptroller of the Currency or other applicable regulatory entity grant the District the right to receive brokerage confirmations of security transactions as they occur, the District specifically waives receipt of such confirmations to the extent permitted by law. The Escrow Agent will furnish the District periodic cash transaction statements which include detail for all investment transactions made by the Escrow Agent hereunder.

**SECTION 8. Substitution of Investment Securities.** At the written request of the District and upon compliance with the conditions hereinafter set forth, the Escrow Agent shall have the power to sell, transfer, request the redemption or otherwise dispose of some or all of the Investment Securities in the Escrow Fund and to substitute noncallable nonprepayable obligations (the "Substitute Investment Securities") constituting direct obligations issued by the United States Treasury or obligations which are unconditionally guaranteed as to full and timely payment by the United States of America. The foregoing may be effected only if: (i) the substitution of Substitute Investment Securities for the Investment Securities (or Substitute Investment Securities) occurs simultaneously; (ii) the amounts of and dates on which the anticipated transfers from the Escrow Fund to the Paying Agent for the payment of the principal of and/or redemption price of and/or interest on the Refunded Bonds will not be diminished or postponed thereby; (iii) the Escrow Agent shall receive the unqualified opinion of nationally recognized municipal bond counsel to the effect that such disposition and substitution would not adversely affect the exclusion from gross income for federal income tax purposes of interest on the Refunded Bonds or the Bonds, and that the conditions of this Section 8 as to the disposition and substitution have been satisfied and that the substitution is permitted by this Agreement; and (iv) the Escrow Agent shall receive from a firm of independent certified public accountants a certification that, immediately after such transaction, the principal of and interest on the Substitute Investment Securities in the Escrow Fund will, together with other cash on deposit in the Escrow Fund available for such purpose, be sufficient without reinvestment to pay, when due, the principal or redemption price of and interest on the Refunded Bonds. Any cash from the sale of Investment Securities (including U.S. Treasury Securities) received from the disposition and substitution of Substitute Investment Securities pursuant to this Section 8 to the extent such cash will not be required, in accordance with this Agreement, and as demonstrated in the certification described in subsection (iv) above, at any time for the payment when due of the principal or redemption price of or interest on the Refunded Bonds shall be paid to the District as received by the Escrow Agent free and clear of any trust, lien, pledge or assignment securing such Bonds or otherwise existing under this Agreement. Any other substitution of securities in the Escrow Fund not described in the previous sentence must satisfy the requirements of this Section 8. In no event shall the Escrow Agent invest or reinvest moneys held under this Agreement in mutual funds or unit investment trusts.

SECTION 9. Irrevocable Instructions as to Notice; Termination of Obligations.

(a) The Escrow Agent hereby acknowledges that upon the funding of the Escrow Fund as provided in Section 1(a) hereof and the simultaneous purchase of the Investment Securities as provided in Section 2 hereof, the receipt of the Defeasance Opinion and the Verification Report described in Section 1(b) of this Agreement, then the Refunded Bonds shall be deemed paid in accordance with their terms and all obligations of the District with respect to the Refunded Bonds shall cease and terminate, except only the obligation to make payments therefor from the monies provided hereunder; and

(b) The Escrow Agent further agrees it shall provide timely notice of the redemption of the Refunded Bonds, and notice of the defeasance of the Refunded Bonds, pursuant to the Irrevocable Instructions and Request to Escrow Agent attached hereto as Schedule B.

SECTION 10. Amendments. This Agreement is made for the benefit of the District and the holders from time to time of the Refunded Bonds and it shall not be repealed, revoked, altered or amended without the written consent of all such holders, the Escrow Agent and the District; provided, however, but only after the receipt by the Escrow Agent of an opinion of nationally recognized bond counsel that the exclusion from gross income of interest on the Bonds and the Refunded Bonds will not be adversely affected for federal income tax purposes, that the District and the Escrow Agent may, without the consent of, or notice to, such holders, amend this Agreement or enter into such agreements supplemental to this Agreement as shall not adversely affect the rights of such holders and as shall not be inconsistent with the terms and provisions of this Agreement for any one or more of the following purposes: (i) to cure any ambiguity or formal defect or omission in this Agreement; (ii) to grant to, or confer upon, the Escrow Agent for the benefit of the holders of the Refunded Bonds any additional rights, remedies, powers or authority that may lawfully be granted to, or conferred upon, such holders or the Escrow Agent; and (iii) to include under this Agreement additional funds, securities or properties. The Escrow Agent shall be entitled to rely conclusively upon an unqualified opinion of nationally recognized municipal bond attorneys with respect to compliance with this Section 10, including the extent, if any, to which any change, modification, addition or elimination affects the rights of the holders of the Refunded Bonds or that any instrument executed hereunder complies with the conditions and provisions of this Section 10. In the event of any conflict with respect to the provisions of this Agreement, this Agreement shall prevail and be binding.

SECTION 11. Term. This Agreement shall commence upon its execution and delivery and shall terminate on the later to occur of either (i) the date upon which the Refunded Bonds have been paid in accordance with this Agreement or (ii) the date upon which no unclaimed moneys remain on deposit with the Escrow Agent pursuant to Section 3(b) of this Agreement.

SECTION 12. Compensation. The Escrow Agent shall receive its reasonable fees and expenses as previously agreed to; provided, however, that under no circumstances shall the Escrow Agent be entitled to any lien nor will it assert a lien whatsoever on any moneys or obligations in the Escrow Fund for the payment of fees and expenses for services rendered by the Escrow Agent under this Agreement.

SECTION 13. Resignation or Removal of Escrow Agent.

(a) The Escrow Agent may resign by giving notice in writing to the District, a copy of which shall be sent to DTC. The Escrow Agent may be removed (1) by (i) filing with the District an instrument or instruments executed by the holders of at least 51% in aggregate principal amount of the Refunded Bonds then remaining unpaid, (ii) sending notice at least 60 days prior to the effective date of said removal to DTC, and (iii) the delivery of a copy of the instruments filed with the District to the Escrow

Agent or (2) by a court of competent jurisdiction for failure to act in accordance with the provisions of this Agreement upon application by the District or the holders of 51% in aggregate principal amount of the Refunded Bonds then remaining unpaid.

(b) If the position of Escrow Agent becomes vacant due to resignation or removal of the Escrow Agent or any other reason, a successor Escrow Agent may be appointed by the District. The holders of a majority in principal amount of the Refunded Bonds then remaining unpaid may, by an instrument or instruments filed with the District, appoint a successor Escrow Agent who shall supersede any Escrow Agent theretofore appointed by the District. If no successor Escrow Agent is appointed by the District or the holders of such Refunded Bonds then remaining unpaid, within 45 days after any such resignation or removal, the holder of any such Refunded Bond or any retiring Escrow Agent may apply to a court of competent jurisdiction for the appointment of a successor Escrow Agent. The responsibilities of the Escrow Agent under this Agreement will not be discharged until a new Escrow Agent is appointed and until the cash and investments held under this Agreement are transferred to the new Escrow Agent.

SECTION 14. Severability. If any one or more of the covenants or agreements provided in this Agreement on the part of the District or the Escrow Agent to be performed should be determined by a court of competent jurisdiction to be contrary to law, such covenants or agreements shall be null and void and shall be deemed separate from the remaining covenants and agreements herein contained and shall in no way affect the validity of the remaining provisions of this Agreement.

SECTION 15. Counterparts. This Agreement may be executed in several counterparts, all or any of which shall be regarded for all purposes as one original and shall constitute and be but one and the same instrument.

SECTION 16. Governing Law. This Agreement shall be construed under the laws of the State of California.

SECTION 17. Holidays. If the date for making any payment or the last date for performance of any act or the exercising of any right, as provided in this Agreement, shall be a legal holiday or a day on which banking institutions in the city in which is located the principal office of the Escrow Agent are authorized by law to remain closed, such payment may be made or act performed or right exercised on the next succeeding day not a legal holiday or a day on which such banking institutions are authorized by law to remain closed, with the same force and effect as if done on the nominal date provided in this Agreement, and no interest shall accrue for the period after such nominal date.

SECTION 18. Assignment. This Agreement shall not be assigned by the Escrow Agent or any successor thereto without the prior written consent of the District.

SECTION 19. Rating Agencies. The District agrees provide to Moody's Investors Service, 7 World Trade Center at 250 Greenwich Street, New York, New York, 10007, and S&P Global Ratings, 55 Water Street, New York, New York, 10071, prior notice of each amendment entered into pursuant to Section 10 hereof and a copy of such proposed amendment, and to forward a copy (as soon as possible) of (i) each amendment hereto entered into pursuant to Section 8 hereof, and (ii) any action relating to severability or contemplated by Section 12 hereof.

SECTION 20. Reorganization of Escrow Agent. Notwithstanding anything to the contrary contained in this Agreement, any company into which the Escrow Agent may be merged or converted or with which it may be consolidated or any company resulting from any merger, conversion or consolidation to which the Escrow Agent is a party, or any company to which the Escrow Agent may sell or transfer all or

substantially all of its corporate trust business shall be the successor to the Escrow Agent without execution or filing of any paper or any paper or further act, if such company is eligible to serve as Escrow Agent.

[REMAINDER OF PAGE LEFT BLANK]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized officers as of the day and year first above written.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

By: \_\_\_\_\_  
Aaron S. Brown  
Vice Chancellor, Business and Financial Services

U.S. BANK NATIONAL ASSOCIATION, as Escrow  
Agent

By: \_\_\_\_\_  
Authorized Signatory



SCHEDULE A

“Investment Securities” are defined to be and shall be the following:

SCHEDULE B

IRREVOCABLE INSTRUCTIONS AND REQUEST TO  
ESCROW AGENT

\_\_\_\_\_, 2019

U.S. Bank National Association

\$102,300,000  
RIVERSIDE COMMUNITY COLLEGE DISTRICT  
(Riverside and San Bernardino Counties, California)  
Election of 2004 General Obligation Bonds, Series 2010D-1  
(Build America Bonds – Direct Payment to District) (Federally  
Taxable)

Ladies and Gentlemen:

As Escrow Agent and Paying Agent with respect to the Refunded Bonds, as defined herein, and pursuant to that certain Escrow Agreement, dated as of November 1, 2019, by and between the Riverside Community College District (the “District”) and U.S. Bank National Association, as escrow agent (the “Escrow Agreement”), with respect to the District’s outstanding Election of 2004 General Obligation Bonds, Series 2010D-1 (Build America Bonds – Direct Payment to District) (Federally Taxable) (the “Refunded Bonds”), you are hereby notified of the irrevocable election of the District, through the deposit and investment of funds pursuant to the Escrow Agreement, to pay interest on the Refunded Bonds maturing on August 1, 2035 and August 1, 2040 due on August 1, 2020 and to redeem on such date such Refunded Bonds, at a redemption price equal to 100% of the principal amount thereof, without premium. The source of the funds to be used for such redemption is the principal of and interest on investment securities deposited with you pursuant to the Escrow Agreement, together with the moneys deposited with you and held uninvested pursuant to the Escrow Agreement.

You are hereby irrevocably instructed to give, as provided in the Resolution of the Board of Trustees of the District pursuant to which such Refunded Bonds were issued, notice of redemption of such principal amounts of said Refunded Bonds as are scheduled to be redeemed prior to maturity to the extent such Refunded Bonds have not been otherwise redeemed or purchased by the Escrow Agent prior to such date. Such notice shall be in the form annexed hereto as Exhibit X.

You are also hereby irrevocably instructed to file notice of defeasance of the Refunded Bonds with the Municipal Securities Rulemaking Board, which can be found at <http://emma.msrb.org/>.

You are hereby irrevocably instructed to provide, as soon as practicable, notice to the holders of the Refunded Bonds (substantially in the form annexed hereto as Exhibit Y) that the deposit of investment securities and moneys has been made with you as such Escrow Agent and that you have received a verification report verifying that the projected withdrawals from such escrow have been calculated to be adequate to pay the principal or redemption price of and the interest on said Refunded Bonds outstanding as such become due or are subject to redemption.

RIVERSIDE COMMUNITY COLLEGE DISTRICT

By: \_\_\_\_\_  
Aaron S. Brown  
Vice Chancellor, Business and Financial Services

Receipt acknowledged and  
consented to:

U.S. BANK NATIONAL ASSOCIATION, as Escrow  
Agent

By: \_\_\_\_\_  
Authorized Officer

EXHIBIT X

NOTICE OF REDEMPTION OF

\$102,300,000

RIVERSIDE COMMUNITY COLLEGE DISTRICT

(Riverside and San Bernardino Counties, California)

Election of 2002 General Obligation Bonds, Series 2010D-1

(Build America Bonds – Direct Payment to District) (Federally Taxable)

Original Issue Date: November 10, 2010

Maturity August 1	Rate	Principal Amount	CUSIP*	Bond Number
2035	6.971%	\$36,580,000	76886PEC3	
2040	7.021	65,720,000	76886PED1	

NOTICE IS HEREBY GIVEN to the holders of the outstanding Riverside Community College District (Riverside and San Bernardino Counties, California) Election of 2004 General Obligation Bonds, Series 2010-D (Build America Bonds – Direct Payment to District) (Federally Taxable) maturing on August 1, 2035 and August 1, 2040 (the “Refunded Bonds”), that such bonds have been called for redemption prior to maturity on August 1, 2020 (the “Redemption Date”) in accordance with their terms at a redemption price of 100% of such principal amount (the “Redemption Price”), together with accrued interest thereon to the Redemption Date. The source of the funds to be used for such redemption is the principal of and interest on investment securities heretofore deposited with U.S. Bank National Association, as Escrow Agent, together with moneys heretofore deposited with the Escrow Agent and held as cash.

Interest on the Refunded Bonds and the Redemption Price shall become due and payable on the Redemption Date, and after such date, interest on such Refunded Bonds shall cease to accrue and be payable.

Holders of the Refunded Bonds will receive payment of the Redemption Price and accrued interest to which they are entitled upon presentation and surrender thereof at the principal corporate trust office of U.S. Bank National Association in the following manner:

<b>If by Hand, Mail or Overnight Mail:</b>
U. S. Bank National Association Global Corporate Trust Services 111 Fillmore Avenue E. St. Paul, MN 55107

Bondholders presenting their Bonds in person for same day payment **must** surrender their bond(s) by 1:00 PM on the Redemption Date and a check will be available for pickup after 2:00 PM. Checks not picked up by 4:30 PM will be mailed out to the bondholder via first class mail. If payment of the Redemption Price is to be made to the registered owner of the Bond, you are not required to endorse the Bond to collect the Redemption Price. **Interest on the principal amount designated to be redeemed shall cease to accrue on and after the Redemption Date.**

IMPORTANT NOTICE: Under the Economic Growth and Tax Relief Reconciliation Act of 2001 (the “Act”) 28% of the Redemption Price will be withheld if tax identification number is not properly certified.

\*Neither the Riverside Community College District nor the Paying Agent shall be held responsible for the selection or use of the CUSIP number, nor is any representation made as to its correctness as shown in this Redemption Notice. It is included solely for convenience of the Holders.

**By U.S. BANK NATIONAL ASSOCIATION**

**as Paying Agent**

Date: \_\_\_\_\_, 2019

EXHIBIT Y

NOTICE OF DEFEASANCE OF

\$102,300,000

RIVERSIDE COMMUNITY COLLEGE DISTRICT

(Riverside and San Bernardino Counties, California)

Election of 2002 General Obligation Bonds, Series 2010D-1

(Build America Bonds – Direct Payment to District) (Federally Taxable)

<b>Maturity (August 1)</b>	<b>Interest Rate</b>	<b>Principal Amount</b>	<b>CUSIP</b>
2035	6.971%	\$36,580,000	76886PEC3
2040	7.021	65,720,000	76886PED1

Notice is hereby given to the holders of the outstanding Riverside Community College District (San Bernardino County, California) Election of 2004 General Obligation Bonds, Series 2010-D (Build America Bonds – Direct Payment to District) (Federally Taxable), maturing on August 1, 2035 and August 1, 2040 (the “Bonds”) (i) that there has been deposited with U.S. Bank National Association, as escrow agent (the “Escrow Agent”), moneys and investment securities as permitted by the Escrow Agreement, dated as of November 1, 2019, between the Riverside Community College District and the Escrow Agent (the “Agreement”), the principal of and the interest on which when due will provide moneys which, together with such other moneys deposited with the Escrow Agent, shall be sufficient and available, as evidenced by a verification report delivered to the Escrow Agent, to pay the interest on the Refunded Bonds prior to August 1, 2020 (the “Redemption Date”) and to redeem the Refunded Bonds on the Redemption Date at a redemption price (expressed as a percentage of the principal amount of the Refunded Bonds to be redeemed) equal to 100%, (ii) that the Escrow Agent has been irrevocably instructed to redeem on the Redemption Date such Refunded Bonds; and (iii) that the Refunded Bonds are deemed to be paid in accordance with Sections 3 and 9 of the Agreement.

Dated this \_\_th day of \_\_\_\_\_, 2019.

RIVERSIDE COMMUNITY COLLEGE  
DISTRICT

U.S. BANK NATIONAL ASSOCIATION, as  
Escrow Agent

SCHEDULE C

**REFUNDED BONDS**

<b>\$102,300,000</b>					
<b>RIVERSIDE COMMUNITY COLLEGE DISTRICT</b>					
<b>(Riverside and San Bernardino Counties, California)</b>					
<b>Election of 2002 General Obligation Bonds, Series 2010D-1</b>					
<b>(Build America Bonds – Direct Payment to District) (Federally Taxable)</b>					
<b>Maturity August 1</b>	<b>Rate</b>	<b>Original Principal Amount</b>	<b>Outstanding Principal Amounts to be Refunded</b>	<b>CUSIP</b>	<b>Redemption Price</b>
2035	6.971%	\$36,580,000	\$36,580,000	76886PEC3	100.00
2040	7.021	65,720,000	65,720,000	76886PED1	100.00

**NEW ISSUE—FULL BOOK-ENTRY**

**RATINGS: S&P: “\_\_\_”; Moody’s: “\_\_\_”  
(See “MISCELLANEOUS – Ratings” herein)**

*In the opinion of Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California (“Bond Counsel”), under existing statutes, regulations, rulings and judicial decisions, and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest (and original issue discount) on the Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond Counsel, interest (and original issue discount) on the Bonds is exempt from State of California personal income tax. See “TAX MATTERS” herein with respect to tax consequences relating to the Bonds.*

\$ \_\_\_\_\_\*

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
(San Bernardino and Riverside Counties, California)  
Election of 2004 General Obligation Bonds,  
Series 2019F**

\$ \_\_\_\_\_\*

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
(Riverside and San Bernardino Counties, California)  
2019 General Obligation Refunding Bonds**

**Dated: Dated Date**

**Due: August 1, as shown on inside cover**

*This cover page contains certain information for quick reference only. It is not a summary of this issue. Investors must read the entire Official Statement to obtain information essential to the making of an informed investment decision. Capitalized terms used on this cover page but not otherwise defined shall have the meanings assigned thereto herein.*

The Riverside Community College District (Riverside and San Bernardino Counties, California) Election of 2004 General Obligation Bonds, Series 2019F (the “Series 2019F Bonds”), were authorized at an election of the registered voters of the Riverside Community College District (the “District”) held on March 2, 2004, at which the requisite 55% of the persons voting on the proposition voted to authorize the issuance and sale of \$350,000,000 aggregate principal amount of general obligation bonds of the District. The Bonds are being issued to (i) finance the acquisition, construction, modernization and equipping of District sites and facilities, and (ii) to pay the costs of issuing the Series 2019F Bonds.

The Riverside Community College District (Riverside and San Bernardino Counties, California) 2019 General Obligation Refunding Bonds (the “2019 Refunding Bonds,” and together with the Series 2019F Bonds, the “Bonds”), are being issued to (i) advance refund the District’s outstanding Election of 2004 General Obligation Bonds, Series 2010D-1 (Build America Bonds – Direct Payment to District) (Federally Taxable) and (ii) pay the costs of issuing the 2019 Refunding Bonds.

The Bonds are general obligations of the District payable solely from the proceeds of *ad valorem* property taxes. The Boards of Supervisors of Riverside County is empowered and obligated to annually levy such *ad valorem* property taxes, without limitation as to rate or amount, upon all property subject to taxation by the District (except certain personal property which is taxable at limited rates), for the payment of principal of and interest on the Bonds when due.

The Bonds will be issued in book-entry form only, and will be initially issued and registered in the name of Cede & Co. as nominee for The Depository Trust Company, New York, New York (collectively referred to herein as “DTC”). Purchasers of the Bonds (the “Beneficial Owners”) will not receive physical certificates representing their interest in the Bonds, but will instead receive credit balances on the books of their respective nominees.

The Bonds will be issued as current interest bonds (the “Current Interest Bonds”). Interest on the Bonds accrues from the date of initial delivery and issuance of the Bonds (the “Dated Date”), and is payable semiannually on February 1 and August 1 of each year, commencing February 1, 2020. The Bonds are issuable as fully registered Bonds in denominations of \$5,000 principal amount or any integral multiple thereof.

Payments of principal of and interest on the Bonds will be made by U.S. Bank National Association, as the paying agent, bond registrar and transfer agent for the Bonds (the “Paying Agent”), to DTC for subsequent disbursement to DTC Participants (as defined herein) who will remit such payments to the Beneficial Owners of the Bonds. See “THE BONDS – Book-Entry Only System” herein.

**The Bonds are subject to optional redemption as provided herein. The Bonds are further subject to mandatory sinking fund redemption as provided herein.\***

**MATURITY SCHEDULES\***  
(see inside front cover pages)

*The Bonds are being offered when, as and if issued and received by the Underwriter, subject to the approval of legality by Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California, Bond Counsel. Certain matters are being passed upon for the District by Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California, as Disclosure Counsel. The Bonds, in book-entry form, will be available for delivery through the facilities of The Depository Trust Company in New York, New York, on or about \_\_\_\_\_, 2019.\**

**Piper Jaffray & Co.**

Dated: \_\_\_\_\_, 2019

\* Preliminary, subject to change.

This Preliminary Official Statement and the information contained herein are subject to completion or amendment. These securities may not be sold, nor may offers to buy them be accepted, prior to the time the Official Statement is delivered in final form. Under no circumstances shall this Preliminary Official Statement constitute an offer to sell or the solicitation of an offer to buy, nor shall there be any sale of, these securities in any jurisdiction in which such offer, solicitation or sale would be unlawful.

**MATURITY SCHEDULE\***

\$ \_\_\_\_\_  
**RIVERSIDE COMMUNITY COLLEGE DISTRICT**  
**(Riverside and San Bernardino Counties, California)**  
**Election of 2004 General Obligation Bonds, Series 2019F**

**Base CUSIP<sup>(1)</sup>: 76886P**

\$ _____ Serial Bonds				
<u>Maturity (August 1)</u>	<u>Principal Amount</u>	<u>Interest Rate</u>	<u>Yield</u>	<u>CUSIP<sup>(1)</sup> Suffix</u>

\$ \_\_\_\_\_ – \_\_\_\_\_% Term Bonds due August 1, 20\_\_ – Yield \_\_\_\_\_%; CUSIP<sup>(1)</sup>: \_\_\_\_

\* Preliminary, subject to change.

<sup>(1)</sup> CUSIP is a registered trademark of the American Bankers Association. CUSIP data herein is provided by CUSIP Global Services (“CGS”), managed by S&P Capital IQ on behalf of The American Bankers Association. This data is not intended to create a database and does not serve in any way as a substitute for the CGS database. Neither the Underwriter nor the District is responsible for the selection or correctness of the CUSIP numbers set forth herein. CUSIP numbers have been assigned by an independent company not affiliated with the District or the Underwriter and are included solely for the convenience of the registered owners of the applicable Bonds. The CUSIP number for a specific maturity is subject to being changed after the execution and delivery of the Bonds as a result of various subsequent actions including, but not limited to, a refunding in whole or in part or as a result of the procurement of secondary market portfolio insurance or other similar enhancement by investors that is applicable to all or a portion of certain maturities of the Series 2019F Bonds.



**MATURITY SCHEDULE\***

\$ \_\_\_\_\_  
**RIVERSIDE COMMUNITY COLLEGE DISTRICT**  
**(Riverside and San Bernardino Counties, California)**  
**2019 General Obligation Refunding Bonds**

**Base CUSIP<sup>(1)</sup>: 76886P**

\$ _____ Serial Bonds				
<u>Maturity (August 1)</u>	<u>Principal Amount</u>	<u>Interest Rate</u>	<u>Yield</u>	<u>CUSIP<sup>(1)</sup> Suffix</u>

\$ \_\_\_\_\_ – \_\_\_\_\_ % Term Bonds due August 1, 20\_\_ – Yield \_\_\_\_\_ %; CUSIP<sup>(1)</sup>: \_\_\_\_\_

\* Preliminary, subject to change.

<sup>(1)</sup> CUSIP is a registered trademark of the American Bankers Association. CUSIP data herein is provided by CGS, managed by S&P Capital IQ on behalf of The American Bankers Association. This data is not intended to create a database and does not serve in any way as a substitute for the CGS database. Neither the Underwriter nor the District is responsible for the selection or correctness of the CUSIP numbers set forth herein. CUSIP numbers have been assigned by an independent company not affiliated with the District or the Underwriter and are included solely for the convenience of the registered owners of the applicable Bonds and Refunded Bonds. Neither the Underwriter, nor the District are responsible for the selection or uses of these CUSIP numbers, and no representation is made as to their correctness on the applicable Bonds and Refunded Bonds or as included herein. The CUSIP number for a specific maturity is subject to being changed as a result of various subsequent actions including, but not limited to, a refunding in whole or in part or as a result of the procurement of secondary market portfolio insurance or other similar enhancement by investors that is applicable to all or a portion of certain maturities of the 2019 Refunding Bonds and Refunded Bonds.

This Official Statement does not constitute an offering of any security other than the original offering of the Bonds of the District. No dealer, broker, salesperson or other person has been authorized by the District to give any information or to make any representations other than as contained in this Official Statement, and if given or made, such other information or representation not so authorized should not be relied upon as having been given or authorized by the District.

The issuance and sale of the Bonds have not been registered under the Securities Act of 1933 or the Securities Exchange Act of 1934, both as amended, in reliance upon exemptions provided thereunder. This Official Statement does not constitute an offer to sell or a solicitation of an offer to buy in any state in which such offer or solicitation is not authorized or in which the person making such offer or solicitation is not qualified to do so or to any person to whom it is unlawful to make such offer or solicitation.

The information set forth herein, other than that provided by the District, has been obtained from sources which are believed to be reliable, but is not guaranteed as to accuracy or completeness, and is not to be construed as a representation by the District. The information and expressions of opinions herein are subject to change without notice and neither delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the District since the date hereof. This Official Statement is submitted in connection with the sale of the Bonds referred to herein and may not be reproduced or used, in whole or in part, for any other purpose.

When used in this Official Statement and in any continuing disclosure by the District in any press release and in any oral statement made with the approval of an authorized officer of the District or any other entity described or referenced in this Official Statement, the words or phrases “will likely result,” “are expected to,” “will continue,” “is anticipated,” “estimate,” “project,” “forecast,” “expect,” “intend” and similar expressions identify “forward looking statements” within the meaning of the Private Securities Litigation Reform Act of 1995. Such statements are subject to risks and uncertainties that could cause actual results to differ materially from those contemplated in such forward-looking statements. Any forecast is subject to such uncertainties. Inevitably, some assumptions used to develop the forecasts will not be realized and unanticipated events and circumstances may occur. Therefore, there are likely to be differences between forecasts and actual results, and those differences may be material.

The Underwriter has provided the following sentence for inclusion in this Official Statement: “The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of, its responsibilities to investors under the federal securities laws as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.”

IN CONNECTION WITH THIS OFFERING, THE UNDERWRITER MAY OVERALLOT OR EFFECT TRANSACTIONS WHICH STABILIZE OR MAINTAIN THE MARKET PRICES OF THE BONDS AT LEVELS ABOVE THOSE THAT MIGHT OTHERWISE PREVAIL IN THE OPEN MARKET. SUCH STABILIZING, IF COMMENCED, MAY BE DISCONTINUED AT ANY TIME. THE UNDERWRITER MAY OFFER AND SELL THE BONDS TO CERTAIN SECURITIES DEALERS AND DEALER BANKS AND BANKS ACTING AS AGENT AT PRICES LOWER THAN THE PUBLIC OFFERING PRICES STATED ON THE INSIDE COVER PAGE HEREOF AND SAID PUBLIC OFFERING PRICES MAY BE CHANGED FROM TIME TO TIME BY THE UNDERWRITER.

The District maintains a website and certain social media accounts. However, the information presented there is not incorporated into this Official Statement by any reference, and should not be relied upon in making investment decisions with respect to the Bonds.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**Board of Trustees**

Tracey Vackar, *President, Area 5*  
Mary Figueroa, *Vice President, Area 3*  
Bill Hedrick, *Secretary, Area 1*  
Jose Alcala, *Trustee, Area 4*  
Virginia Blumenthal, *Trustee, Area 2*

**District Administration**

Wolde-Ab Isaac, Ph.D., *Chancellor*  
Aaron S. Brown, *Vice Chancellor, Business and Financial Services*  
Rebeccah Goldware, *Vice Chancellor, Institutional Advancement and Economic Development*  
Susan Mills, Ph.D., *Vice Chancellor, Educational Services and Strategic Planning*  
Terri Hampton, D.P.A., *Vice Chancellor, Human Resources and Employee Relations*  
Monica Green, Ph.D., *Interim President, Norco College*  
Gregory Anderson, Ph.D., *President, Riverside City College*  
Robin Steinback, Ph.D., *President, Moreno Valley College*

**PROFESSIONAL SERVICES**

**Bond Counsel and Disclosure Counsel**

Stradling Yocca Carlson & Rauth,  
A Professional Corporation  
*San Francisco, California*

**Municipal Advisor**

Keygent LLC  
*El Segundo, California*

**Paying Agent, Bond Registrar, Transfer Agent and Escrow Agent**

U.S. Bank National Association  
*Los Angeles, California*

**Verification Agent**

Causey Demgen & Moore P.C.  
*Denver, Colorado*

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## INTRODUCTION

This Official Statement, which includes the cover page, inside cover pages and appendices hereto, provides information in connection with the sale of (i) Riverside Community College District (Riverside and San Bernardino Counties, California) Election of 2004 General Obligation Bonds, Series 2019F (the “Series 2019F Bonds”) and (ii) Riverside Community College District (Riverside and San Bernardino Counties, California) 2019 General Obligation Refunding Bonds (the “2019 Refunding Bonds,” and, together with the Series 2019F Bonds, the “Bonds”).

*This Introduction is not a summary of this Official Statement. It is only a brief description of and guide to, and is qualified by, more complete and detailed information contained in the entire Official Statement, including the cover page, inside cover pages and appendices hereto, and the documents summarized or described herein. A full review should be made of the entire Official Statement. The offering of the Bonds to potential investors is made only by means of the entire Official Statement.*

### **The District**

Founded in 1916, the Riverside Community College District (the “District”) encompasses approximately 440 square miles in Riverside County (the “County”) and San Bernardino County (together with the County, the “Counties”). The assessed valuation of the territory of the District located in the County represents more than 99.9% of the District’s assessed valuation. The District provides collegiate level instruction in grades 13 and 14 and contains the Riverside Unified, Alvord Unified, Corona-Norco Unified, Jurupa Unified, Moreno Valley Unified and Val Verde School Districts. The District operates Riverside City College, Norco College, and Moreno Valley College. Each of the District’s three colleges is fully accredited by the Accrediting Commission for Community and Junior colleges (the “ACCJC”). For fiscal year 2019-20, the District has an assessed valuation of \$ \_\_\_\_\_, and the District’s full-time equivalent students (“FTES”) count is budgeted to be \_\_\_\_\_ students. See also “TAX BASE FOR REPAYMENT OF BONDS” herein.

The District is governed by a five-member Board of Trustees (the “Board”), each member of which is elected by trustee area to a four-year term. Elections for positions to the Board are held every two years, alternating between two and three available positions. The management and policies of the District are administered by a Board-appointed Chancellor. Wolde-Ab Isaac, Ph.D. is the District’s current Chancellor. See “RIVERSIDE COMMUNITY COLLEGE DISTRICT” herein.

See “TAX BASE FOR REPAYMENT OF BONDS” herein for information regarding the District’s assessed valuation, and “FUNDING OF COMMUNITY COLLEGE DISTRICTS IN CALIFORNIA” and “RIVERSIDE COMMUNITY COLLEGE DISTRICT” herein for information regarding the District generally. The District’s audited financial statements for the fiscal year ended June 30, 2018 are attached hereto as APPENDIX B and should be read in their entirety. The discussion of the District’s financial history and the financial information contained herein does not purport to be complete or definitive.

## **Purpose of the Bonds**

**Series 2019F Bonds.** The Series 2019F Bonds are being issued to (i) finance the acquisition, construction, modernization and equipping of District sites and facilities, and (ii) pay certain costs of issuing the Series 2019F Bonds. See “THE BONDS – Application and Investment of Bond Proceeds,” and “ESTIMATED SOURCES AND USES OF FUNDS” herein.

**2019 Refunding Bonds** The 2019 Refunding Bonds are being issued to (i) advance refund the District’s outstanding Election of 2004 General Obligation Bonds, Series 2010D-1 (Build America Bonds – Direct Pay to District) (Federally Taxable) (the “Refunded”) and (ii) pay the costs of issuing the 2019 Refunding Bonds. See “THE BONDS – Application and Investment of Bond Proceeds” and “ESTIMATED SOURCES AND USES OF FUNDS” herein.

## **Authority for Issuance of the Bonds**

The Bonds are being issued pursuant to certain provisions of the Government Code of the State of California and pursuant to resolutions adopted by the Board on September 17, 2019 for the Series 2019F Bonds (the “Series 2019F Resolution”) and the 2019 Refunding Bonds (the “Refunding Resolution,” and together with the Series 2019F Resolution, the “Resolutions”). See “THE BONDS – Authority for Issuance” herein.

## **Sources of Payment for the Bonds**

The Bonds are general obligations of the District payable solely from the proceeds of *ad valorem* property taxes. The Boards of Supervisors of the County is empowered and obligated to annually levy such *ad valorem* property taxes, without limitation as to rate or amount, upon all property within the District subject to taxation by the District (except certain personal property which is taxable at limited rates), for the payment of principal of and interest on the Bonds when due. See “THE BONDS – Security and Sources of Payment” and “TAX BASE FOR REPAYMENT OF BONDS” herein.

## **Description of the Bonds**

**Form and Registration.** The Bonds will be issued in fully registered book-entry form only, without coupons. The Bonds will be initially registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York (“DTC”). DTC will act as securities depository of the Bonds. See “THE BONDS – General Provisions” and “THE BONDS – Book-Entry Only System” herein. Purchasers of the Bonds (the “Beneficial Owners”) will not receive physical certificates representing their interest in the Bonds purchased, but will instead receive credit balances on the books of their respective nominees. In the event that the book-entry only system described below is no longer used with respect to the Bonds, the Bonds will be registered in accordance with the Resolutions. See “THE BONDS – Discontinuation of Book-Entry Only System; Payment to Beneficial Owners” herein.

**So long as Cede & Co. is the registered owner of the Bonds, as nominee of DTC, references herein to the “Owners,” “Bond Owners” or “Holders” of the Bonds (other than under the caption “TAX MATTERS” herein and in APPENDIX A attached hereto) will mean Cede & Co. and will not mean the Beneficial Owners of the Bonds.**

**Denominations.** Individual purchases of interests in the Bonds will be available to purchasers of the Bonds in the denominations of \$5,000 principal amount or any integral multiple thereof.

**Redemption.\*** The Bonds are subject to optional redemption prior to their stated maturity dates, as further described herein. Certain of the Bonds are further subject to mandatory sinking fund redemption as further described herein. See “THE BONDS – Redemption” herein.

**Payments.** The Bonds will be dated as of the date of their initial delivery (the “Date of Delivery”). Interest on the Bonds accrues from the Date of Delivery, and is payable semiannually on each February 1 and August 1, commencing February 1, 2020 (each, a “Bond Payment Date”). Principal of the Bonds is payable on August 1 of each year, as shown on the inside cover pages hereof.

Payments of the principal of and interest on the Bonds will be made by U.S. Bank National Association, as the designated paying agent, registrar and transfer agent for the Bonds (the “Paying Agent”), to DTC for subsequent disbursement through DTC Participants (as defined herein) to the Beneficial Owners of the Bonds.

### **Tax Matters**

In the opinion of Stradling Yocca Carlson & Rauth, a Professional Corporation (“Bond Counsel”), under existing statutes, regulations, rulings and judicial decisions, and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest (and original issue discount) on the Series Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond Counsel, interest (and original issue discount) on the Bonds is exempt from State of California (the “State”) personal income tax. See “TAX MATTERS” herein.

### **Offering and Delivery of the Bonds**

The Bonds are offered when, as and if issued, subject to approval as to their legality by Bond Counsel. It is anticipated that the Bonds will be available in book-entry form for delivery through the facilities of DTC in New York, New York, on or about \_\_\_\_\_, 2019.\*

### **Continuing Disclosure**

The District will covenant for the benefit of Owners and Beneficial Owners to make available certain financial information and operating data relating to the District and to provide notices of the occurrence of certain listed events in compliance with Securities and Exchange Commission (“SEC”) Rule 15c2-12(b)(5) (the “Rule”). These covenants have been made in order to assist the Underwriter (defined herein) in complying with the Rule. The specific nature of the information to be made available and of the notices of listed events required to be provided are summarized in APPENDIX C attached hereto.

### **Bond Owner’s Risks**

The Bonds are general obligations of the District payable solely from the proceeds of *ad valorem* property taxes which may be levied on all taxable property in the District, without limitation as to rate or amount (except with respect to certain personal property which is taxable at limited rates). For more complete information regarding the taxation of property within the District, and certain other considerations see “TAX BASE FOR REPAYMENT OF BONDS” and “LIMITATION ON REMEDIES; BANKRUPTCY” herein.



## **Professionals Involved in the Offering**

Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California, is acting as Bond Counsel and Disclosure Counsel to the District with respect to the Bonds. Stradling Yocca Carlson & Rauth, a Professional Corporation will receive compensation from the District contingent upon the sale and delivery of the Bonds. U.S. Bank National Association has been appointed as the Paying Agent with respect to the Bonds and Escrow Agent with respect to the 2019 Refunding Bonds and the Refunded Bonds. Causey Demgen & Moore P.C. is acting as Verification Agent (as defined herein) with respect to the 2019 Refunding Bonds and the Refunded Bonds. From time to time, Bond Counsel represents the Underwriter in matters unrelated to the District or the Bonds.

## **Forward Looking Statements**

Certain statements included or incorporated by reference in this Official Statement constitute “forward-looking statements” within the meaning of the United States Private Securities Litigation Reform Act of 1995, Section 21E of the United States Securities Exchange Act of 1934, as amended, and Section 27A of the United States Securities Act of 1933, as amended. Such statements are generally identifiable by the terminology used such as “plan,” “expect,” “estimate,” “project,” “budget,” “intend,” or other similar words. Such forward-looking statements include, but are not limited to, certain statements contained in the information regarding the District herein.

THE ACHIEVEMENT OF CERTAIN RESULTS OR OTHER EXPECTATIONS CONTAINED IN SUCH FORWARD-LOOKING STATEMENTS INVOLVE KNOWN AND UNKNOWN RISKS, UNCERTAINTIES AND OTHER FACTORS WHICH MAY CAUSE ACTUAL RESULTS, PERFORMANCE OR ACHIEVEMENTS DESCRIBED TO BE MATERIALLY DIFFERENT FROM ANY FUTURE RESULTS, PERFORMANCE OR ACHIEVEMENTS EXPRESSED OR IMPLIED BY SUCH FORWARD-LOOKING STATEMENTS. THE DISTRICT DOES NOT PLAN TO ISSUE ANY UPDATES OR REVISIONS TO THE FORWARD-LOOKING STATEMENTS SET FORTH IN THIS OFFICIAL STATEMENT.

## **Other Information**

This Official Statement speaks only as of its date, and the information contained herein is subject to change. Copies of documents referred to herein and information concerning the Bonds are available from the Riverside Community College District, 3801 Market Street, Riverside, California, Telephone: (951) 222-8000. The District may impose a charge for copying, mailing and handling.

No dealer, broker, salesperson or other person has been authorized by the District to give any information or to make any representations other than as contained herein and, if given or made, such other information or representations must not be relied upon as having been authorized by the District. This Official Statement does not constitute an offer to sell or the solicitation of an offer to buy nor shall there be any sale of the Bonds by a person in any jurisdiction in which it is unlawful for such person to make such an offer, solicitation or sale.

This Official Statement is not to be construed as a contract with the purchasers of the Bonds. Statements contained in this Official Statement which involve estimates, forecasts or matters of opinion, whether or not expressly so described herein, are intended solely as such and are not to be construed as representations of fact. The summaries and references to documents, statutes and constitutional provisions referred to herein do not purport to be comprehensive or definitive, and are qualified in their entirety by reference to each such documents, statutes and constitutional provisions.

The information set forth herein, other than that provided by the District, has been obtained from official sources which are believed to be reliable but it is not guaranteed as to accuracy or completeness, and is not to be construed as a representation by the District. The information and expressions of opinions herein are subject to change without notice and neither delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the District since the date hereof. This Official Statement is submitted in connection with the sale of the Bonds referred to herein and may not be reproduced or used, in whole or in part, for any other purpose.

Capitalized terms used but not otherwise defined herein shall have the meanings assigned to such terms in the Resolutions.

## **THE BONDS**

### **Authority for Issuance**

The Series 2019F Bonds are being issued pursuant to the provisions of Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code and applicable provisions of the Education Code, Article XIII A of the State Constitution, and pursuant to the Series 2019F Resolution. The District received authorization at an election held on March 2, 2004, by the requisite 55% of the votes cast by eligible voters within the District, to issue not-to-exceed \$350,000,000 of general obligation bonds (the "2004 Authorization"). The Bonds are the final issuance of bonds pursuant to the 2018 Authorization, and following the issuance thereof, there will be no meaningful amount of the authorization remaining.

The 2019 Refunding Bonds are issued pursuant to the provisions of Articles 9 and 11 of Chapter 3 of Part 1 of Division 2 of Title 5 of the State Government Code, and the Refunding Resolution.

### **Security and Sources of Payment**

The Bonds are general obligations of the District payable solely from the proceeds of *ad valorem* property taxes. The Boards of Supervisors of the County is empowered and obligated to annually levy such *ad valorem* property taxes, without limitation as to rate or amount, upon all property within the District subject to taxation by the District (except certain personal property which is taxable at limited rates), for the payment of principal of and interest on the Bonds when due.

Such *ad valorem* property taxes will be levied annually in addition to all other taxes during the period that the Bonds are outstanding in an amount sufficient to pay the principal of and interest on the Bonds when due. The levy may include an allowance for an annual reserve, established for the purpose of avoiding fluctuating tax levies. The County, however, is not obligated to establish or maintain such a reserve for the Bonds, and the District can make no representation that such a reserve will be established by the County or that such a reserve, if previously established by the County, will be maintained in the future. Such taxes, when collected, will be placed by the County in the Debt Service Fund (defined herein) established by the Resolution, which fund is required to be segregated and maintained by the County and which is designated for the payment of the principal of the Bonds and interest thereon when due, and for no other purpose. Pursuant to the Resolution, the District has pledged funds on deposit in the Debt Service Fund to the payment of the Bonds. Although the County is obligated to levy *ad valorem* property taxes for the payment of the Bonds as described above, and will maintain the Debt Service Fund, the Bonds are not a debt of the County.

Moneys in the Debt Service Fund, to the extent necessary to pay the principal of and interest on the Bonds as the same become due and payable, will be transferred by the County to the Paying Agent.

The Paying Agent will in turn remit the funds to DTC for remittance of such principal and interest to its DTC Participants (as defined herein) for subsequent disbursement to the respective Beneficial Owners of such Bonds.

The amount of the annual *ad valorem* property taxes levied by the County to repay the Bonds as described above will be determined by the relationship between the assessed valuation of taxable property in the District and the amount of debt service due on the Bonds in any year. Fluctuations in the annual debt service due on the Bonds and the assessed value of taxable property in the District may cause the annual tax rates to fluctuate. Economic and other factors beyond the District's control, such as general market decline in real property values, disruption in financial markets that may reduce the availability of financing for purchasers of property, reclassification of property to a class exempt from taxation, whether by ownership or use (such as exemptions for property owned by the State and local agencies and property used for qualified education, hospital, charitable or religious purposes), or the complete or partial destruction of the taxable property caused by a natural or manmade disaster, such as earthquake, fire, wildfire, flood, drought or toxic contamination, could cause a reduction in the assessed value of taxable property within the District and necessitate a corresponding increase in the respective annual tax rates. For further information regarding the District's assessed valuation, tax rates, overlapping debt, and other matters concerning taxation, see "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Article XIII A of the California Constitution" and "TAX BASE FOR REPAYMENT OF BONDS" herein.

### **Statutory Lien**

Pursuant to Government Code Section 53515, the Bonds will be secured by a statutory lien on all revenues received pursuant to the levy and collection of *ad valorem* property taxes for the payment thereof. The lien automatically attaches, without further action or authorization by the Board, and is valid and binding from the time the Bonds are executed and delivered. The revenues received pursuant to the levy and collection of the *ad valorem* property tax will be immediately subject to the lien, and such lien will be enforceable against the District, its successor, transferees and creditors, and all other parties asserting rights therein, irrespective of whether such parties have notice of the lien and without the need for physical delivery, recordation, filing or further act.

This statutory lien, by its terms, secures not only the Bonds, but also any other bonds of the District issued after January 1, 2016 and payable, as to both principal and interest, from the proceeds of *ad valorem* property taxes that may be levied pursuant to paragraphs (2) and (3) of subdivision (b) of Section 1 of Article XIII A of the State Constitution. The statutory lien provision does not specify the relative priority of obligations so secured or a method of allocation in the event that the revenues received pursuant to the levy and collection of such *ad valorem* property taxes are insufficient to pay all amounts then due and owing that are secured by the statutory lien.

### **General Provisions**

The Bonds will be issued in book-entry form only and will be initially issued and registered in the name of Cede & Co., as nominee for DTC. Beneficial Owners will not receive physical certificates representing their interests in the Bonds, but will instead receive credit balances on the books of their respective nominees. See "THE BONDS – Book Entry Only System" herein.

The Bonds will be issued as current interest bonds, such that interest thereon will accrue from the date of delivery of the Bonds, and be payable semiannually on each Bond Payment Date, commencing February 1, 2020. Interest on the Bonds will be computed on the basis of a 360-day year of twelve, 30-day months. Each Bond shall bear interest from the Bond Payment Date next preceding the date of

authentication thereof unless it is authenticated as of a day during the period from the 16th day of the month immediately preceding any Bond Payment Date to and including such Bond Payment Date, in which event it shall bear interest from such Bond Payment Date, or unless it is authenticated on or before January 15, 2020, in which event it shall bear interest from its date of delivery. The Bonds are issuable in denominations of \$5,000 principal amount or any integral multiple thereof and mature on August 1 in the years and amounts set forth on the cover hereof.

Payment of interest on any Bond on any Bond Payment Date shall be made to the person appearing on the registration books of the Paying Agent as the Owner thereof as of the 15th day of the month preceding any Bond Payment Date (a "Record Date"), whether or not such day is a business day, such interest to be paid by wire transfer to the bank and account number on file with the Paying Agent as of the Record Date. The principal, and redemption premiums, if any, payable on the Bonds shall be payable upon maturity or redemption upon surrender at the principal corporate trust office of the Paying Agent. The principal of, premiums, if any, and interest on, the Bonds shall be payable in lawful money of the United States of America. The Paying Agent is authorized to pay the Bonds when duly presented for payment at maturity, and to cancel all Bonds upon payment thereof

So long as the Bonds are held in the book-entry system of DTC, all payments of principal of and interest on the Bonds will be made by the Paying Agent to Cede & Co. (as a nominee of DTC), as the registered owner of the Bonds. See also "—Book-Entry Only System" below.

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**Annual Debt Service**

The following table shows the debt service schedule with respect to the Bonds, assuming no optional redemptions.

<b>Year Ending <u>August 1</u></b>	<b><u>Series 2019F Bonds</u></b>		<b><u>2019 Refunding Bonds</u></b>		<b><u>Total Annual Debt Service</u></b>
	<b><u>Annual Principal Payment</u></b>	<b><u>Annual Interest Payment<sup>(1)</sup></u></b>	<b><u>Annual Principal Payment</u></b>	<b><u>Annual Interest Payment<sup>(1)</sup></u></b>	

<sup>(1)</sup> Interest payments on the Bonds will be made semiannually on February 1 and August 1 of each year, commencing February 1, 2020.

See “RIVERSIDE COMMUNITY COLLEGE DISTRICT – District Debt Structure – General Obligation Bonds” herein for a schedule of the combined debt service requirements for all of the District’s outstanding general obligation bonds.

**Application and Investment of Bond Proceeds**

**Series 2019F Bonds.** The Series 2019F Bonds are being issued to (i) finance the acquisition, construction, modernization and equipping of District sites and facilities, and (ii) to pay the costs of issuing the Series 2019F Bonds.

The net proceeds from the sale of the Series 2019F Bonds will be paid to the County treasury to the credit of the building fund (the “Building Fund”) created by the Series 2019F Resolution, shall be accounted for together with the proceeds of other bonds of the District separately from all other District and County funds. Any accrued interest or premium received by the County from the sale of the Series 2019F Bonds will be paid to the County treasury, to the credit of the debt service fund created by the Series 2019F Resolution (the “Series 2019F Debt Service Fund”) and used only for payment of principal of and interest on the Series 2019F Bonds, and for no other purpose. Any excess proceeds of the Series 2019F Bonds not needed for the authorized purposes for which the Series 2019F Bonds are being issued shall be transferred to the Series 2019F Debt Service Fund and applied to the payment of principal of and

interest on the Series 2019F Bonds. Pursuant to the Series 2019F Resolution, the District has pledged monies on deposit in the Series 2019F Debt Service Fund to the payment of the Series 2019F Bonds. If, after payment in full of the Series 2019F Bonds, there remain excess proceeds, any such excess amounts shall be transferred to the general fund of the District.

**2019 Refunding Bonds.** The 2019 Refunding Bonds are being issued to (i) advance refund the Refunded Bonds, and (ii) pay the costs of issuing the 2019 Refunding Bonds.

The net proceeds from the sale of the 2019 Refunding Bonds will be deposited with the Escrow Agent, to the credit of the “Riverside Community College District 2019 General Obligation Refunding Bonds Escrow Fund” (the “Escrow Fund”) established pursuant to an escrow agreement relating to the Refunded Bonds (the “Escrow Agreement”) by and between the District and the Escrow Agent. Pursuant to the Escrow Agreement, the amounts deposited in the Escrow Fund will be used to purchase certain non-callable direct and general obligations of the United States of America, or non-callable obligations the payment of which is unconditionally guaranteed by the United States of America (collectively, the “Federal Securities”), the principal of and interest on which will be sufficient, together with any monies deposited in the Escrow Fund and held as cash, to enable the Escrow Agent to pay the redemption price of the Refunded Bonds on August 1, 2020, such date being the first optional redemption date therefor, as well as the interest due on the Refunded Bonds on and prior to such date. Amounts deposited into the Escrow Fund under the Escrow Agreement are not available to pay any other obligations of the District.

The below tables shows information on the specific maturities of the Refunded Bonds to be refunded with proceeds of the Bonds.

**REFUNDED BONDS**  
**Riverside Community College District**  
**2004 of Election General Obligation Bonds, Series 2010D-1**  
**(Build America Bonds – Direct Pay to District) (Federally Taxable)**

<u>Maturity Date</u> <u>(August 1)</u>	<u>CUSIP</u>	<u>Original</u> <u>Principal</u> <u>Amount</u>	<u>Outstanding</u> <u>Principal to</u> <u>be Refunded</u>	<u>Redemption</u> <u>Date</u>	<u>Redemption Price</u> <u>(% of Principal Amount)</u>
2035	76886PEC3	\$36,580,000	\$36,580,000	08/01/2020	100%
2040	76886PED1	65,720,000	65,720,000	08/01/2020	100

The sufficiency of the amounts on deposit in the Escrow Fund, together with realizable interest and earnings thereon, to refund the Refunded Bonds as described above will be verified by Causey Demgen & Moore P.C., as the verification agent (the “Verification Agent”). As a result of the deposit and application of funds so provided in the Escrow Agreement, and assuming the accuracy of the computations of the Underwriter and the Verification Agent, the Refunded Bonds will be defeased and the obligation of the County to levy *ad valorem* property taxes for payment of the Refunded Bonds will terminate. Additionally, the District will no longer be eligible to receive a federal subsidy for the interest on the Refunded Bonds. See also “RIVERSIDE COMMUNITY COLLEGE DISTRICT – District Debt Structure” and “LEGAL MATTERS – Escrow Verification” herein.

Any accrued interest and surplus moneys in the Escrow Fund following the redemption of the Refunded Bonds will be transferred to and accounted for in the fund designated as the debt service fund created by the Refunding Resolution (the “2019 Refunding Debt Service Fund,” and together with the Series 2019F Debt Service Fund, the “Debt Service Funds”) and used by the District only for payment of principal of and interest on the 2019 Refunding Bonds and for no other purpose. Any excess proceeds of the 2019 Refunding Bonds not needed for the authorized purposes for which the 2019 Refunding Bonds are being issued will be transferred to the 2019 Refunding Debt Service Fund and applied to the payment of principal of and interest on the 2019 Refunding Bonds. Pursuant to the Refunding Resolution, the

District has pledged monies on deposit in the 2019 Refunding Debt Service Fund to the payment of the 2019 Refunding Bonds. If, after payment in full of the 2019 Refunding Bonds, there remain excess proceeds, any such excess amounts will be transferred to the general fund of the District.

**Investment of Proceeds.** Funds on deposit in the Escrow Fund will be invested as described above. Moneys in the Building Fund and Debt Service Funds will be invested through the County’s pooled investment fund. See “APPENDIX E – RIVERSIDE COUNTY TREASURY POOL” attached hereto.

**Redemption**

**Optional Redemption.\*** The Series 2019F Bonds maturing on or before August 1, 20\_\_ are not subject to redemption. The Series 2019F Bonds maturing on or after August 1, 20\_\_ are subject to redemption prior to their respective stated maturity dates, at the option of the District, from any source of available funds, in whole or in part on any date, on or after August 1, 20\_\_, at a redemption price equal to the principal amount of the Series 2019F Bonds called for redemption, together with interest accrued thereon to the date of redemption, without premium.

**Mandatory Sinking Fund Redemption.\*** The Series 2019F Bonds maturing on August 1, 20\_\_ (the “Term Bonds”) are subject to redemption prior to maturity from mandatory sinking fund payments on June 1 of each year, on and after August 1, 20\_\_, at a redemption price equal to the principal amount thereof as of the date fixed for redemption, together with interest accrued to the date set for such redemption, without premium. The principal amount represented by such Series 2019F Bonds to be so redeemed and the redemption dates therefor, and the final payment date is as indicated in the following table:

<b>Year Ending <u>June 1</u></b>	<b>Principal <u>To Be Redeemed</u></b>
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<sup>(1)</sup> Maturity.

In the event that a portion of the Term Bonds are optionally redeemed prior to maturity, the remaining mandatory sinking fund payments with respect thereto shall be reduced proportionately or as otherwise directed by the District, in integral multiples of \$5,000 principal amount, in respect of the portion of such Term Bonds optionally redeemed

**Selection of Bonds for Redemption.** Whenever provision is made for the optional redemption of Bonds and less than all outstanding Bonds are to be redeemed, the Paying Agent, upon written instruction from the District, will select Bonds for redemption as so directed and if not directed, in inverse order of maturity. Within a maturity, the Paying Agent will select Bonds for redemption as directed by the District and, if not so directed, by lot. Redemption by lot will be in such manner as the Paying Agent will determine; provided, however, that with respect to redemption by lot, the portion of any Bond to be redeemed in part will be in the principal amount of \$5,000 or any integral multiple thereof.

**Redemption Notice.** When redemption is authorized or required pursuant to the Resolution, the Paying Agent, upon written instruction from the District, will give notice (a “Redemption Notice”) of the redemption of the Bonds. Each Redemption Notice will specify (a) the Bonds or designated portions

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\* Preliminary, subject to change.

thereof (in the case of redemption of the Bonds in part but not in whole) which are to be redeemed, (b) the date of redemption, (c) the place or places where the redemption will be made, including the name and address of the Paying Agent, (d) the redemption price, (e) the CUSIP numbers (if any) assigned to the Bonds to be redeemed, (f) the Bond numbers of the Bonds to be redeemed in whole or in part and, in the case of any Bond to be redeemed in part only, the principal amount of such Bond to be redeemed, and (g) the original issue date, interest rate and stated maturity date of each Bond to be redeemed in whole or in part.

The Paying Agent will take the following actions with respect to each such Redemption Notice: (a) at least 20 but not more than 45 days prior to the redemption date, such Redemption Notice will be given to the respective Owners of Bonds designated for redemption by registered or certified mail, postage prepaid, at their addresses appearing on the bond register; (b) at least 20 but not more than 45 days prior to the redemption date, such Redemption Notice will be given by registered or certified mail, postage prepaid, telephonically confirmed facsimile transmission, or overnight delivery service, to the Securities Depository; (c) at least 20 but not more than 45 days prior to the redemption date, such Redemption Notice will be given by registered or certified mail, postage prepaid, or overnight delivery service, to one of the Information Services; and (d) provide a Redemption Notice to such other persons as may be required pursuant to the Continuing Disclosure Certificate.

“Information Services” means the Municipal Securities Rulemaking Board’s Electronic Municipal Market Access System; or, such other services providing information with respect to called municipal obligations as the District may specify in writing to the Paying Agent or as the Paying Agent may select.

“Securities Depository” means The Depository Trust Company, 55 Water Street, New York, New York 10041.

A certificate of the Paying Agent or the District that a Redemption Notice has been given as provided in the Resolution will be conclusive as against all parties. Neither failure to receive any Redemption Notice nor any defect in any such Redemption Notice so given will affect the sufficiency of the proceedings for the redemption of the affected Bonds. Each check issued or other transfer of funds made by the Paying Agent for the purpose of redeeming Bonds will bear or include the CUSIP number identifying, by issue and maturity, the Bonds being redeemed with the proceeds of such check or other transfer.

***Payment of Redeemed Bonds.*** When a Redemption Notice has been given substantially as described above, and, when the amount necessary for the redemption of the Bonds called for redemption (principal, interest, and premium, if any) is irrevocably set aside in trust for that purpose, as described in “—Defeasance” herein, the Bonds designated for redemption in such notice will become due and payable on the date fixed for redemption thereof and upon presentation and surrender of said Bonds at the place specified in the Redemption Notice, said Bonds will be redeemed and paid at the redemption price out of such funds. All unpaid interest payable at or prior to the redemption date will continue to be payable to the respective Owners, but without interest thereon.

***Partial Redemption of Bonds.*** Upon the surrender of any Bond redeemed in part only, the Paying Agent will authenticate and deliver to the Owner thereof a new Bond or Bonds of like tenor and maturity and of authorized denominations equal in Transfer Amount to the unredeemed portion of the Bond surrendered. Such partial redemption is valid upon payment of the amount required to be paid to such Owner, and the County and the District will be released and discharged thereupon from all liability to the extent of such payment.



***Effect of Redemption Notice.*** If on the applicable designated redemption date, money for the redemption of the Bonds to be redeemed, together with interest to such redemption date, is held by an independent escrow agent selected by the District so as to be available therefor on such redemption date as described in the Resolution and in “—Defeasance” herein, and if a Redemption Notice thereof will have been given substantially as described above, then from and after such redemption date, interest on the Bonds to be redeemed will cease to accrue and become payable. All money held for the redemption of Bonds will be held in trust for the account of the Owners of the Bonds so to be redeemed.

***Rescission of Redemption Notice.*** With respect to any Redemption Notice in connection with the optional redemption of Bonds (or portions thereof) as described above, unless upon the giving of such notice such Bonds or portions thereof shall be deemed to have been defeased as described in “—Defeasance” herein, such Redemption Notice will state that such redemption will be conditional upon the receipt by an independent escrow agent selected by the District, on or prior to the date fixed for such redemption, of the moneys necessary and sufficient to pay the principal, premium, if any, and interest on, such Bonds (or portions thereof) to be redeemed, and that if such moneys shall not have been so received said Redemption Notice will be of no force and effect, no portion of the Bonds will be subject to redemption on such date and such Bonds will not be required to be redeemed on such date. In the event that such Redemption Notice contains such a condition and such moneys are not so received, the redemption will not be made and the Paying Agent will within a reasonable time thereafter (but in no event later than the date originally set for redemption) give notice to the persons to whom and in the manner in which the Redemption Notice was given that such moneys were not so received. In addition, the District will have the right to rescind any Redemption Notice, by written notice to the Paying Agent, on or prior to the date fixed for such redemption. The Paying Agent will distribute a notice of the rescission of such Redemption Notice in the same manner as such notice was originally provided.

***Bonds No Longer Outstanding.*** When any Bonds (or portions thereof), which have been duly called for redemption prior to maturity pursuant to the provisions of the Resolution, or with respect to which irrevocable instructions to call for redemption prior to maturity at the earliest redemption date have been given to the Paying Agent, in form satisfactory to it, and sufficient moneys shall be held irrevocably in trust for the payment of the redemption price of such Bonds or portions thereof, and, accrued interest thereon to the date fixed for redemption, all as provided in the Resolution, then such Bonds will no longer be deemed outstanding and will be surrendered to the Paying Agent for cancellation.

### **Book-Entry Only System**

*The information under this caption concerning DTC and DTC’s book-entry system has been obtained from sources that the District believes to be reliable, but neither the District nor the Underwriter takes any responsibility for the accuracy or completeness thereof. The District and the Underwriter cannot and do not give any assurances that DTC, Direct Participants or Indirect Participants (as defined herein) (collectively, the “DTC Participants”) will distribute to the Beneficial Owners (a) payments of principal, interest, or premium, if any, with respect to the Bonds, (b) certificates representing ownership interest in or other confirmation or ownership interest in the Bonds, or (c) redemption or other notices sent to DTC or Cede & Co., its nominee, as the registered owner of the Bonds, or that they will so do on a timely basis or that DTC, Direct Participants or Indirect Participants will act in the manner described in this Official Statement. The current “Rules” applicable to DTC are on file with the Securities and Exchange Commission and the current “Procedures” of DTC to be followed in dealing with DTC Participants are on file with DTC.*

The Depository Trust Company (“DTC”), New York, New York, will act as securities depository for the Bonds. The Bonds will be issued as fully-registered securities registered in the name of Cede & Co. (DTC’s partnership nominee) or such other name as may be requested by an authorized representative

of DTC. One fully-registered Bond certificate will be issued for each maturity of the Bonds, each in the aggregate principal amount of such bond, and will be deposited with DTC.

DTC, the world's largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a "banking organization" within the meaning of the New York Banking Law, a member of the Federal Reserve System, a "clearing corporation" within the meaning of the New York Uniform Commercial Code, and a "clearing agency" registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.5 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC's participants ("Direct Participants") deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants' accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation ("DTCC"). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly ("Indirect Participants"). DTC has a Standard & Poor's rating of AA+. The DTC Rules applicable to DTC Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at [www.dtcc.com](http://www.dtcc.com). However, the information presented on such website is not incorporated herein by any reference to such website.

Purchases of Bonds under the DTC system must be made by or through Direct Participants, which will receive a credit for the Bonds on DTC's records. The Beneficial Owner is in turn to be recorded on the Direct and Indirect Participants' records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Bonds are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests in the Bonds, except in the event that use of the book-entry system for the Bonds is discontinued.

To facilitate subsequent transfers, all Bonds deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Bonds with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not affect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Bonds; DTC's records reflect only the identity of the Direct Participants to whose accounts such Bonds are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. Beneficial Owners of Bonds may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Bonds, such as redemptions, tenders, defaults, and proposed amendments to the Bond documents. For example,

Beneficial Owners of Bonds may wish to ascertain that the nominee holding the Bonds for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.

Redemption notices shall be sent to DTC. If less than all of the Bonds within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.

Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to the Bonds unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to the District as soon as possible after the Record Date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Bonds are credited on the record date (identified in a listing attached to the Omnibus Proxy).

Redemption proceeds or distributions on the Bonds will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from the District or Paying Agent, on the payable date in accordance with their respective holdings shown on DTC's records. Payments by DTC Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, the Paying Agent, or the District, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds or distributions to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of the District or the Paying Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

DTC may discontinue providing its services as depository with respect to the Bonds at any time by giving reasonable notice to the District or the Paying Agent. Under such circumstances, in the event that a successor depository is not obtained, Bond certificates are required to be printed and delivered. The District may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Bond certificates will be printed and delivered to DTC.

The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that the District believes to be reliable, but the District takes no responsibility for the accuracy thereof.

**So long as Cede & Co. is the registered Owner of the Bonds, as nominee of DTC, references herein to the "Owners," "Bond Owners" or "Holders" of the Bonds (other than under the caption "TAX MATTERS" herein and "APPENDIX A – FORM OF OPINION OF BOND COUNSEL" attached hereto) will mean Cede & Co. and will not mean the Beneficial Owners of the Bonds.**

#### **Discontinuation of Book-Entry Only System; Payment to Beneficial Owners**

So long as any of the Bonds remain outstanding, the District will cause the Paying Agent to maintain at its designated office all books and records necessary for the registration, exchange and transfer of such Bonds, which will at all times be open to inspection by the District, and, upon presentation for such purpose, the Paying Agent shall, under such reasonable regulations as it may

prescribe, register, exchange or transfer or cause to be registered, exchanged or transferred, on said books, Bonds as provided in the Resolution.

*In the event that the book-entry only system as described herein is no longer used with respect to the Bonds, the following provisions will govern the payment, registration, transfer, and exchange of the Bonds.*

Payment of interest on any Bond will be made to the person appearing on the registration books of the Paying Agent as the Owner thereof as of the Record Date immediately preceding such Bond Payment Date, such interest to be paid by wire transfer to the bank and account number on file with the Paying Agent as of the Record Date. The principal, and redemption premiums, if any, payable on the Bonds, will be payable upon maturity or redemption upon surrender at the designated corporate trust office of the Paying Agent. The principal of, premiums, if any, and interest on, the Bonds will be payable in lawful money of the United States of America.

Any Bond may be exchanged for Bonds of like tenor, maturity and Transfer Amount (which with respect to any outstanding Bonds means the principal amount thereof) upon presentation and surrender at the principal office of the Paying Agent, together with a request for exchange signed by the registered Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. A Bond may be transferred only on the Bond Register by the person in whose name it is registered, in person or by his duly authorized attorney, upon surrender of such Bond for cancellation at the office of the Paying Agent, accompanied by delivery of a written instrument of transfer in a form approved by the Paying Agent, duly executed. Upon exchange or transfer, the Paying Agent shall register, authenticate and deliver a new Bond or Bonds of like tenor and of any authorized denomination or denominations requested by the Owner equal to the Transfer Amount of the Bond surrendered and bearing interest at the same rate and maturing on the same date.

Neither the District nor the Paying Agent will be required (a) to issue or transfer any Bonds during a period beginning with the opening of business on the 16th day next preceding any Bond Payment Date, the stated maturity of any of the Bonds or any date of selection of Bonds to be redeemed and ending with the close of business on the applicable Bond Payment Date, the close of business on the applicable stated maturity date or any day on which the applicable notice of redemption is given or (b) to transfer any Bonds which have been selected or called for redemption in whole or in part.

## **Defeasance**

All or any portion of the outstanding maturities of the Bonds may be defeased at any time prior to maturity in the following ways:

(a) **Cash:** by irrevocably depositing with an independent escrow agent selected by the District an amount of cash which, together with any amounts transferred from the respective Debt Service Fund, is sufficient to pay all Bonds outstanding and designated for defeasance (including all principal thereof, accrued interest thereon and redemption premiums, if any), at or before their maturity date; or

(b) **Government Obligations:** by irrevocably depositing with an independent escrow agent selected by the District noncallable Government Obligations, together with any amounts transferred from the respective Debt Service Fund and any other cash, if required, in such amount as will, together with interest to accrue thereon, in the opinion of an independent certified public accountant, be fully sufficient to pay and discharge all Bonds outstanding and designated for

defeasance (including all principal thereof, accrued interest thereon and redemption premiums, if any) at or before their maturity date;

then, notwithstanding that any of such Bonds shall not have been surrendered for payment, all obligations of the District with respect to all such designated outstanding Bonds shall cease and terminate, except only the obligation of the independent escrow agent selected by the District to pay or cause to be paid from funds deposited pursuant to paragraphs (a) or (b) above, to the Owners of such designated Bonds not so surrendered and paid, all sums due with respect thereto.

“Government Obligations” means direct and general obligations of the United States of America, obligations that are unconditionally guaranteed as to principal and interest by the United States of America (which may consist of obligations of the Resolution Funding Corporation that constitute interest strips), or obligations secured or otherwise guaranteed, directly or indirectly, as to principal and interest by a pledge of the full faith and credit of the United States of America. In the case of direct and general obligations of the United States of America, Government Obligations shall include evidences of direct ownership of proportionate interests in future interest or principal payments of such obligations. Investments in such proportionate interests must be limited to circumstances where (i) a bank or trust company acts as custodian and holds the underlying United States obligations; (ii) the owner of the investment is the real party in interest and has the right to proceed directly and individually against the obligor of the underlying United States obligations; and (iii) the underlying United States obligations are held in a special account, segregated from the custodian’s general assets, and are not available to satisfy any claim of the custodian, any person claiming through the custodian, or any person to whom the custodian may be obligated; provided that such obligations are rated or assessed at least as high as direct and general obligations of the United States of America by either S&P Global Ratings, a business unit of Standard & Poor’s Financial Services LLC (“S&P”), or Moody’s Investors Service (“Moody’s”).

**ESTIMATED SOURCES AND USES OF FUNDS**

The estimated sources and uses of funds with respect to the Bonds are expected to be as follows:

<b>Sources of Funds</b>	<b><u>Series A Bonds</u></b>	<b><u>2019 Refunding Bonds</u></b>
Principal Amount of the Bonds		
[Net] Original Issue Premium		
Total Sources		
<b>Uses of Funds</b>		
Deposit to Building Fund		
Deposit to Series 2019F Debt Service Fund		
Deposit to Escrow Fund		
Underwriting Discount		
Costs of Issuance <sup>(1)</sup>		
Total Uses		

<sup>(1)</sup> Represents all costs of issuance to be paid from proceeds of the Bonds, including, but not limited to legal fees, printing costs, the costs and fees of the Municipal Advisor, Paying Agent, Escrow Agent, and Verification Agent, rating agencies fees, and other costs of issuance of the Bonds.

## **TAX BASE FOR REPAYMENT OF BONDS**

*The information in this section describes ad valorem property taxation, assessed valuation, and other measures of the tax base of the District. The principal of and interest on the Bonds are payable solely from the proceeds of ad valorem property taxes levied and collected by the County on taxable property in the District. The District's general fund is not a source for the repayment of the Bonds.*

### **Ad Valorem Property Taxation**

District property taxes are assessed and collected by the County at the same time and on the same tax rolls as each County, city and special district property taxes. Assessed valuations are the same for both the District and the County's taxing purposes.

Taxes are levied for each fiscal year on taxable real and personal property which is located in the District as of the preceding January 1. For assessment and collection purposes, property is classified either as "secured" or "unsecured" and is listed accordingly on separate parts of the assessment roll. The "secured roll" is that part of the assessment roll containing State assessed public utilities property and real property having a tax lien which is sufficient, in the opinion of the assessor, to secure payment of the taxes. Unsecured property is assessed on the "unsecured roll." Unsecured property comprises all property not attached to land, such as personal property or business property. Boats and airplanes are examples of unsecured property. A supplemental roll is developed when property changes hands or new construction is completed. The County levies and collects all property taxes for property falling within the County's taxing boundaries.

The valuation of secured property is established as of January 1 and is subsequently equalized in August. Property taxes on the secured roll are payable in two installments, due November 1 and February 1 of the calendar year. If unpaid, such taxes become delinquent on December 10 and April 10, respectively, and a 10% penalty attaches to any delinquent installment plus any additional amount determined by the Tax Collector of each County (the "Tax Collector"). After the second installment of taxes on the secured roll is delinquent, the tax collector shall collect a cost of \$10 for preparing the delinquent tax records and giving notice of delinquency. Property on the secured roll with delinquent taxes is declared tax-defaulted on July 1 of the calendar year. Such property may thereafter be redeemed, until the right of redemption is terminated, by payment of the delinquent taxes and the delinquency penalty, plus a \$15 redemption fee and a redemption penalty of 1.5% per month to the time of redemption. If taxes are unpaid for a period of five years or more, the property is subject to sale by the respective Tax Collector.

Property taxes on the unsecured roll as of July 31 become delinquent if they are not paid by August 31 and are thereafter subject to a delinquent penalty of 10%. Taxes added to the unsecured tax roll after July 31, if unpaid are delinquent and subject to a penalty of 10% on the last day of the month succeeding the month of enrollment. In the case of unsecured property taxes, an additional penalty of 1.5% per month begins to accrue when such taxes remain unpaid on the last day of the second month after the 10% penalty attaches. The taxing authority has four ways of collecting unsecured personal property taxes: (1) a civil action against the assessee; (2) filing a certificate in the office of the county clerk specifying certain facts in order to obtain a judgment lien on specific property of the assessee; (3) filing a certificate of delinquency for record in the county recorder's office in order to obtain a lien on specified property of the assessee; and (4) seizure and sale of personal property, improvements or possessory interests belonging or assessed to the assessee. See also "– Tax Levies, Collections and Delinquencies" herein.

State law exempts from taxation \$7,000 of the full cash value of an owner-occupied dwelling, but this exemption does not result in any loss of revenue to local agencies, since the State reimburses local agencies for the value of the exemptions.

All property is assessed using full cash value as defined by Article XIII A of the State Constitution. State law provides exemptions from *ad valorem* property taxation for certain classes of property, such as churches, colleges, non-profit hospitals, and charitable institutions.

Future assessed valuation growth allowed under Article XIII A (new construction, certain changes of ownership, 2% inflation) is allocated on the basis of “situs” among the jurisdictions that serve the tax rate area within which the growth occurs. Local agencies, including K-14 school districts, will share the growth of “base” revenues from the tax rate area. Each year’s growth allocation becomes part of each agency’s allocation in the following year.

### Assessed Valuations

The table on the following page shows the assessed valuations for the District for fiscal years 2010-11 through 2019-20, each as of the date the equalized assessment tax roll is established in August of each year.

**ASSESSED VALUATIONS<sup>(1)</sup>**  
**Fiscal Years 2010-11 through 2019-20**  
**Riverside Community College District**

	<u>Local Secured</u>	<u>Utility</u>	<u>Unsecured</u>	<u>Total</u>	<u>% Change</u>
2010-11	70,884,555,342	17,070,552	3,510,312,658	74,411,938,552	(2.80)%
2011-12	71,033,382,597	18,140,282	3,671,974,029	74,723,496,908	0.42
2012-13	71,470,772,646	12,804,788	3,662,046,742	75,145,624,176	0.56
2013-14	74,096,179,170	12,523,766	3,588,456,165	77,697,159,101	3.40
2014-15	80,017,762,370	13,047,188	3,594,582,623	83,625,392,181	7.63
2015-16					
2016-17					
2017-18					
2018-19					
2019-20					

<sup>(1)</sup> Assessed valuation includes only the assessed valuation of the District located within the boundaries of the County. A small portion of the District is located within the boundaries of San Bernardino County in Tax Rate Area 119-001, which has a fiscal year 2019-20 assessed valuation of \$\_\_\_\_\_. [However, there will not be a tax levied in Tax Rate Area 119-001 for the payment of the Bonds.] [To be confirmed]

Source: *California Municipal Statistics, Inc.*; *Percent change figures provided by the Municipal Adviser.*

Economic and other factors beyond the District’s control, such as a general market decline in real property values, disruption in financial markets that may reduce availability of financing for purchasers of property, reclassification of property to a class exempt from taxation, whether by ownership or use (such as exemptions for property owned by the State and local agencies and property used for qualified education, hospital, charitable or religious purposes), or the complete or partial destruction of the taxable property caused by a natural or manmade disaster, such as earthquake, drought, fire, wildfire, flood or toxic contamination, could cause a reduction in the assessed value of taxable property within the District. Any such reduction would result in a corresponding increase in the annual tax rates levied by the County to pay the debt service with respect to the Bonds. See “THE BONDS – Security and Sources of Payment” herein.

***Appeals and Adjustments of Assessed Valuations.*** Under State law, property owners may apply for a reduction of their property tax assessment by filing a written application, in form prescribed by the State Board of Equalization (the “SBE”), with the appropriate county board of equalization or assessment appeals board. In most cases, the appeal is filed because the applicant believes that present market conditions (such as residential home prices) cause the property to be worth less than its current assessed value. Any reduction in the assessment ultimately granted as a result of such appeal applies to the year for which application is made and during which the written application was filed.

A second type of assessment appeal involves a challenge to the base year value of an assessed property. Appeals for reduction in the base year value of an assessment, if successful, reduce the assessment for the year in which the appeal is taken and prospectively thereafter. The base year is determined by the completion date of new construction or the date of change of ownership. Any base year appeal must be made within four years of the change of ownership or new construction date.

In addition to the above-described taxpayer appeals, county assessors may independently reduce assessed valuations based on changes in the market value of property, or for other factors such as the complete or partial destruction of taxable property caused by natural or man-made disasters such as earthquakes, floods, fire, drought or toxic contamination pursuant to relevant provisions of the State Constitution.

Whether resulting from taxpayer appeals or county assessor reductions, adjustments to assessed value are subject to yearly reappraisals by the county assessor and may be adjusted back to their original values when real estate market conditions improve. Once property has regained its prior assessed value, adjusted for inflation, it once again is subject to the annual inflationary growth rate factor allowed under Article XIII A. See also “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Article XIII A of the California Constitution” herein.

The District does not have information regarding pending appeals of assessed valuation of property within the District. No assurance can be given that property tax appeals currently pending or in the future, or actions by the County assessor, will not significantly reduce the assessed valuation of property within the District.

***Assembly Bill 102.*** On June 27, 2017, the Governor of the State (the “Governor”) signed into law Assembly Bill 102 (“AB 102”). AB 102 restructured the functions of the SBE and created two new separate agencies: (i) the California Department of Tax and Fee Administration, and (ii) the Office of Tax Appeals. Under AB 102, the California Department of Tax and Fee Administration took over programs previously in the SBE Property Tax Department, such as the Tax Area Services Section, which is responsible for maintaining all property tax-rate area maps and for maintaining special revenue district boundaries. Under AB 102, the SBE continues to perform the duties assigned by the State Constitution related to property taxes, however, effective January 1, 2018, the SBE will only hear appeals related to the programs that it constitutionally administers and the Office of Tax Appeals will hear appeals on all other taxes and fee matters, such as sales and use tax and other special taxes and fees. AB 102 obligates the Office of Tax Appeals to adopt regulations as necessary to carry out its duties, powers, and responsibilities. No assurances can be given as to the effect of such regulations on the appeals process or on the assessed valuation of property within the District.



*Assessed Valuation by Jurisdiction.* The following table below shows an analysis of the distribution of taxable property in the District by jurisdiction, in terms of its fiscal year 2019-20 assessed valuation.

**ASSESSED VALUATION BY JURISDICTION**

**Fiscal Year 2019-20**

**Riverside Community College District**

<b><u>Jurisdiction:</u></b>	<b>Assessed Valuation <u>in District</u></b>	<b>% of <u>District</u></b>	<b>Assessed Valuation <u>of Jurisdiction</u></b>	<b>% of Jurisdiction <u>in District</u></b>
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*Source: California Municipal Statistics, Inc.*

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*Assessed Valuation and Parcels by Land Use.* The following table shows the distribution of taxable property within the District by principal use, as measured by assessed valuation and parcels in fiscal year 2019-20.

**ASSESSED VALUATION AND PARCELS BY LAND USE  
Fiscal Year 2019-20  
Riverside Community College District**

<b><u>Non-Residential:</u></b>	<b>2019-20 <u>Assessed Valuation</u><sup>(1)</sup></b>	<b><u>% of Total</u></b>	<b><u>No. of Parcels</u></b>	<b><u>% of Total</u></b>
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**Residential:**

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<sup>(1)</sup> Local secured assessed valuation; excluding tax-exempt property.  
Source: *California Municipal Statistics, Inc.*

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**Assessed Valuation of Single Family Homes.** The following table shows the distribution of single family homes within the District among various fiscal year 2019-20 assessed valuation ranges, as well as the average and median assessed valuation of single family homes within the District.

**ASSESSED VALUATION OF SINGLE FAMILY HOMES  
Fiscal Year 2019-20  
Riverside Community College District**

Single Family Residential	<u>2019-20 Parcels</u>	<u>Average Assessed Valuation</u>	<u>Median Assessed Valuation</u>	<u>Assessed Valuation</u>		
<u>2019-20 Assessed Valuation</u>	<u>No. of Parcels<sup>(1)</sup></u>	<u>% of Total</u>	<u>Cumulative % of Total</u>	<u>Total Valuation</u>	<u>% of Total</u>	<u>Cumulative % of Total</u>

<sup>(1)</sup> Improved single family residential parcels. Excludes condominiums and parcels with multiple family units.  
Source: California Municipal Statistics, Inc.

**Tax Levies, Collections and Delinquencies**

The following table shows secured property tax levies within the District, and amounts delinquent, as of June 30, for fiscal years 2008-09 through 2018-19.

**SECURED TAX CHARGES AND DELINQUENCIES  
Fiscal Years 2008-09 through 2018-19  
Riverside Community College District**

	<u>Secured Tax Charge<sup>(1)</sup></u>	<u>Amount Delinquent (as of June 30)</u>	<u>Percent Delinquent (as of June 30)</u>
2008-09	10,147,196.95	681,826.55	6.72
2009-10	8,880,302.97	356,348.11	4.01
2010-11	10,425,501.54	275,122.05	2.64
2011-12	11,842,215.59	221,473.41	1.87
2012-13	11,968,419.36	159,660.04	1.33
2013-14	12,937,391.89	148,094.31	1.14
2014-15			
2016-17			
2017-18			
2018-19			

<sup>(1)</sup> Bond debt service levy only.  
Source: California Municipal Statistics, Inc.

### **Alternative Method of Tax Apportionment - Teeter Plan**

With respect to collection of property taxes, the County has adopted the Teeter Plan, which is an alternate method of tax apportionment authorized in Chapter 3, Part 8, Division 1 of the Revenue and Taxation Code of the State of California (comprising Sections 4701 through 4717, inclusive) (the “Teeter Law”) for distribution of certain property tax and assessment levies on the secured roll. Pursuant to the Teeter Law, the County adopted the Teeter Plan. The Teeter Plan provides for a tax distribution procedure in which secured roll taxes and assessments are distributed to participating County taxing agencies on the basis of the tax levy, rather than on the basis of actual tax collections. The County then receives all future delinquent tax payments, penalties and interest, and a complex tax redemption distribution system for all taxing agencies is avoided. In connection with its adoption of the Teeter Plan, the County advanced to the participating taxing agencies an amount equal to 95% of the total prior years delinquent secured property taxes and assessments (not including penalties and interest) and 100% of the current year’s delinquent secured property taxes and assessments outstanding.

Pursuant to the Teeter Law, the County is required to establish a tax losses reserve fund to cover losses that may occur in the amount of tax liens as a result of special sales of tax-defaulted property (i.e., if the sale price of the property is less than the amount owed). The appropriate amount in the fund is determined by one of two methods: (1) an amount not less than 1% of the total amount of taxes and assessments levied on the secured roll for a particular year for entities participating in the Teeter Plan, or (2) an amount not less than 25% of the total delinquent secured taxes and assessments calculated as of the end of the fiscal year for entities participating in the Teeter Plan. Any amount in excess of the 1% or 25% level determined pursuant to either method of calculation may be credited to the County’s general fund. The County is currently governed by the first alternative, and this amount has consistently been sufficient to provide for any tax losses.

Once adopted by the County, the Teeter Plan remains in effect unless the County orders its discontinuance or prior to the commencement of any subsequent fiscal years the County receives a petition for its discontinuance adopted by resolution of two-thirds of the participating revenue districts in the County. Further, the County may by resolution adopted not later than July 15 of any subsequent fiscal year after a public hearing, discontinue the Teeter Plan as to any levying or assessment levying agency if the rate of secured tax delinquency in that agency in any year exceeds three percent of the total of all taxes and assessments levied on the secured rolls for the agency.

The *ad valorem* property tax to be levied by the County to pay the principal and Accreted Value of and interest on the Bonds will be subject to the Teeter Plan, beginning in the first year of such levy. The District will receive 100% of the *ad valorem* property tax levied to pay the Bonds irrespective of actual delinquencies in the collection of the tax by the County.

## Tax Rates

Representative tax rate areas (a “TRA”) located within the District are Tax Rate Area 04-000. The table below demonstrates the total *ad valorem* property tax rates, as a percentage of assessed valuation, levied by all taxing entities during the five-year period from 2014-15 through 2019-20.

**TYPICAL TAX RATES (TRA 9-002)  
Fiscal Years 2013-14 through 2019-20  
Riverside Community College District**

TRA 9-002 – 2019-20 Assessed Valuation: \$

	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
General	1.00000%	1.00000%	1.00000%	1.00000%	1.00000%
City of Riverside	.00572	.00673	.00626	._____	._____
Riverside Community College District	.01702	.01768	.01791	._____	._____
Riverside Unified School District	.05307	.05307	.05307	._____	._____
Metropolitan Water District	<u>.00350</u>	<u>.00350</u>	<u>.00350</u>	._____	._____
Total	1.07931%	1.08098%	1.08074%	1._____%	1._____%

TRA 4-000 – 2019-20 Assessed Valuation: \$

	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
General	1.00000%	1.00000%	1.00000%	1.00000%	1.00000%
Corona-Norco Unified School District	.06543	.06844	.06473	._____	._____
Riverside Community College District	.01702	.01768	.01791	._____	._____
Metropolitan Water District	<u>.00350</u>	<u>.00350</u>	<u>.00350</u>	._____	._____
Total	1.08595%	1.08962%	1.08614%	1._____%	1._____%

TRA 27-002 – 2019-20 Assessed Valuation: \$

	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
General	1.00000%	1.00000%	1.00000%	1.00000%	1.00000%
Corona-Norco Unified School District	.06543	.06844	.06473	._____	._____
Riverside Community College District	.01702	.01768	.01791	._____	._____
Metropolitan Water District	<u>.00350</u>	<u>.00350</u>	<u>.00350</u>	._____	._____
Total	1.08595%	1.08962%	1.08614%	1._____%	1._____%

*Source: California Municipal Statistics, Inc.*

## Largest Property Owners

The more property (by assessed value) which is owned by a single taxpayer within the District, the greater amount of tax collections that are exposed to weaknesses is such a taxpayer's financial situation and ability or willingness to pay property taxes. The following table lists the 20 largest local secured taxpayers in the District in terms of their fiscal year 2019-20 secured assessed valuations. Each taxpayer listed below is a name listed on the tax rolls. The District cannot make any representations as to whether individual persons, corporations or other organizations are liable for tax payments with respect to multiple properties held in various names that in aggregate may be larger than is suggested by the table below.

### LARGEST LOCAL SECURED TAXPAYERS Fiscal Year 2019-20 Riverside Community College District

<u>Property Owner</u>	<u>Primary Land Use</u>	<u>2019-20 Assessed Valuation</u>	<u>% of Total <sup>(1)</sup></u>
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<sup>(1)</sup> 2019-20 local secured assessed valuation: \$ \_\_\_\_\_.

Source: *California Municipal Statistics, Inc.*

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## Statement of Direct and Overlapping Debt

Set forth on the following page is a direct and overlapping debt report (the “Debt Report”) prepared by California Municipal Statistics, Inc., effective as of \_\_\_\_\_ 1, 2019. The Debt Report is included for general information purposes only. The District has not reviewed the Debt Report for completeness or accuracy and makes no representation in connection therewith.

The Debt Report generally includes long-term obligations sold in the public credit markets by public agencies whose boundaries overlap the boundaries of the District in whole or in part. Such long-term obligations generally are not payable from revenues of the District (except as indicated) nor are they necessarily obligations secured by land within the District. In many cases long-term obligations issued by a public agency are payable only from the general fund or other revenues of such public agency.

The table shows the percentage of each overlapping entity’s assessed value located within the boundaries of the District. The table also shows the corresponding portion of the overlapping entity’s existing debt payable from property taxes levied within the District. The total amount of debt for each overlapping entity is not given in the table.

The first column in the table names each public agency which has outstanding debt as of the date of the report and whose territory overlaps the District in whole or in part. The second column shows the percentage of each overlapping agency’s assessed value located within the boundaries of the District. This percentage, multiplied by the total outstanding debt of each overlapping agency (which is not shown in the table) produces the amount shown in the third column, which is the apportionment of each overlapping agency’s outstanding debt to taxable property in the District.

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**STATEMENT OF DIRECT AND OVERLAPPING BONDED DEBT  
Riverside Community College District**

**2019-20 Assessed Valuation:**

<b><u>DIRECT AND OVERLAPPING TAX AND ASSESSMENT DEBT:</u></b>	<b><u>% Applicable</u></b>	<b><u>Debt _____</u></b>
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<sup>(1)</sup> Excludes the Bonds but includes the Refunded Bonds.

<sup>(2)</sup> Excludes tax and revenue anticipation notes, revenue, mortgage revenue and non-bonded capital lease obligations.

Source: *California Municipal Statistics, Inc.*



## **CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS**

*The principal of and interest on the Bonds are payable solely from the proceeds of an ad valorem property tax levied by the County for the payment thereof. See “THE BONDS – Security and Sources of Payment” herein. Articles XIII A, XIII B, XIII C and XIII D of the State Constitution, Propositions 98 and 111, and certain other provisions of law discussed below, are included in this section to describe the potential effect of these Constitutional and statutory measures on the ability of the County to levy taxes on behalf of the District and of the District to spend tax proceeds for operating and other purposes, and it should not be inferred from the inclusion of such materials that these laws impose any limitation on the ability of the County to levy ad valorem property taxes for payment of the principal of and interest on the Bonds.*

### **Article XIII A of the California Constitution**

Article XIII A (“Article XIII A”) of the State Constitution limits the amount of *ad valorem* property taxes on real property to 1% of “full cash value” as determined by the county assessor. Article XIII A defines “full cash value” to mean “the county assessor’s valuation of real property as shown on the 1975-76 bill under “full cash value,” or thereafter, the appraised value of real property when purchased, newly constructed or a change in ownership has occurred after the 1975 assessment,” subject to exemptions in certain circumstances of property transfer or reconstruction. Determined in this manner, the full cash value is also referred to as the “base year value.” The full cash value is subject to annual adjustment to reflect increases, not to exceed 2% for any year, or decreases in the consumer price index or comparable local data, or to reflect reductions in property value caused by damage, destruction or other factors.

Article XIII A has been amended to allow for temporary reductions of assessed value in instances where the fair market value of real property falls below the adjusted base year value described above. Proposition 8—approved by the voters in November of 1978—provides for the enrollment of the lesser of the base year value or the market value of real property, taking into account reductions in value due to damage, destruction, depreciation, obsolescence, removal of property, or other factors causing a similar decline. In these instances, the market value is required to be reviewed annually until the market value exceeds the adjusted base year value. Reductions in assessed value could result in a corresponding increase in the annual tax rate levied by the County to pay debt service on the Bonds. See “THE BONDS – Security and Sources of Payment” and “TAX BASE FOR REPAYMENT OF BONDS – Assessed Valuations” herein.

Article XIII A requires a vote of two-thirds or more of the qualified electorate of a city, county, special district or other public agency to impose special taxes, while totally precluding the imposition of any additional *ad valorem* property, sales or transaction tax on real property. Article XIII A exempts from the 1% tax limitation any taxes above that level required to pay debt service (a) on any indebtedness approved by the voters prior to July 1, 1978, or (b) as the result of an amendment approved by State voters on June 3, 1986, on any bonded indebtedness approved by two-thirds or more of the votes cast by the voters for the acquisition or improvement of real property on or after July 1, 1978, or (c) on bonded indebtedness incurred by a school district or community college district for the construction, reconstruction, rehabilitation or replacement of school facilities or the acquisition or lease of real property for school facilities, approved by 55% or more of the votes cast on the proposition, but only if certain accountability measures are included in the proposition. The tax for payment of the Series 2019F Bonds falls within the exception described in (c) of the immediately preceding sentence. In addition, Article XIII A requires the approval of two-thirds or more of all members of the legislature of the State (the “State Legislature”) to change any State taxes for the purpose of increasing tax revenues.

***Split Roll Property Tax Ballot Measure.*** On October 15, 2018, a proposed ballot initiative became eligible for the November 2020 Statewide ballot (the “2020 Ballot Measure”). If approved by a majority of voters casting a ballot at the November 2020 Statewide election, the 2020 Ballot Measure would amend Article XIII A such that the “full cash value” of commercial and industrial real property that is not zoned for commercial agricultural production, for each lien date, would be equal to the fair market value of that property. If passed, the 2020 Ballot Measure would not affect the “full cash value” of residential property or real property used for commercial agricultural production, which would continue to be subject to annual increases not to exceed 2%. After compensating the State General Fund for resulting reductions in State personal income tax and corporate tax revenues, and compensating cities, counties and special districts for the cost of implementing the 2020 Ballot Measure, approximately 40% of the remaining additional tax revenues generated as a result of the 2020 Ballot Measure would be deposited into a fund created pursuant to the 2020 Ballot Measure called the Local School and Community College Property Tax Fund, with such funds being used to supplement, and not replace, existing funding school districts and community college districts receive under the State’s constitutional minimum funding requirement. The District cannot predict whether the 2020 Ballot Measure will appear on the Statewide ballot at the November 2020 election or, if it does, whether the 2020 Ballot Measure will be approved by a majority of voters casting a ballot. If approved, the District cannot make any assurance as to what effect the implementation of the 2020 Ballot Measure will have on District revenues or the assessed valuation of real property in the District.

### **Legislation Implementing Article XIII A**

Legislation has been enacted and amended a number of times since 1978 to implement Article XIII A. Under current law, local agencies are no longer permitted to levy directly any property tax (except to pay voter-approved indebtedness). The 1% property tax is automatically levied by the relevant county and distributed according to a formula among taxing agencies. The formula apportions the tax roughly in proportion to the relative shares of taxes levied prior to 1979.

Increases of assessed valuation resulting from reappraisals of property due to new construction, change in ownership or from the annual adjustment not to exceed 2% are allocated among the various jurisdictions in the “taxing area” based upon their respective “situs.” Any such allocation made to a local agency continues as part of its allocation in future years.

All taxable property value included in this Official Statement is shown at 100% of taxable value (unless noted differently) and all tax rates reflect the \$1 per \$100 of taxable value.

Both the United States Supreme Court and the State Supreme Court have upheld the general validity of Article XIII A.

### **Proposition 50 and Proposition 171**

On June 3, 1986, the voters of the State approved Proposition 50. Proposition 50 amends Section 2 of Article XIII A of the State Constitution to allow owners of property that was “substantially damaged or destroyed” by a disaster, as declared by the Governor, (the “Damaged Property”), to transfer their existing base year value (the “Original Base Year Value”) to a comparable replacement property within the same county, which is acquired or constructed within five years after the disaster. At the time of such transfer, the Damaged Property will be reassessed at its full cash value immediately prior to damage or destruction (the “Original Cash Value”); however, such property will retain its base year value notwithstanding such a transfer. Property is substantially damaged or destroyed if either the land or the improvements sustain physical damage amounting to more than 50 percent of either the land or improvements full cash value immediately prior to the disaster. There is no filing deadline, but the

assessor can only correct four years of assessments when the owner fails to file a claim within four years of acquiring a replacement property.

Under Proposition 50, the base year value of the replacement property (the “Replacement Base Year Value”) depends on the relation of the full cash value of the replacement property (the “Replacement Cash Value”) to the Original Cash Value: if the Replacement Cash Value exceeds 120 percent of the Original Cash Value, then the Replacement Base Year Value is calculate by combining the Original Base Year Value with such excessive Replacement Cash Value; if the Replacement Cash Value does not exceed 120 percent of the Original Cash Value, then the Replacement Base Year Value equals the Original Base Year Value; if the Replacement Cash Value is less than the Original Cash Value, then the Replacement Base Year Value equals the Replacement Cash Value. The replacement property must be comparable in size, utility, and function to the Damaged Property.

On November 2, 1993, the voters of the State approved Proposition 171. Proposition 171 amends subdivision (e) of Section 2 of Article XIII A of the State Constitution to allow owners of Damaged Property to transfer their Original Base Year Value to a “comparable replacement property” located within another county in the State, which is acquired or newly constructed within three years after the disaster.

Intra-county transfers under Proposition 171 are more restrictive than inter-county transfers under Proposition 50. For example, Proposition 171 (1) only applies to (a) structures that are owned and occupied by property owners as their principal place of residence and (b) land of a “reasonable size that is used as a site for a residence;” (2) explicitly does not apply to property owned by firms, partnerships, associations, corporations, companies, or legal entities of any kind; (3) only applies to replacement property located in a county that adopted an ordinance allowing Proposition 171 transfers; (4) claims must be timely filed within three years of the date of purchase or completion of new construction; and (5) only applies to comparable replacement property, which has a full cash value that is of “equal or lesser value” than the Original Cash Value.

Within the context of Proposition 171, “equal or lesser value” means that the amount of the Replacement Cash Value does not exceed either (1) 105 percent of the Original Cash Value when the replacement property is acquired or constructed within one year of the destruction, (2) 110 percent of the Original Cash Value when the replacement property is acquired or constructed within two years of the destruction, or (3) 115 percent of the Original Cash Value when the replacement property is acquired or constructed within three years of the destruction.

### **Unitary Property**

Some amount of property tax revenue of the District is derived from utility property which is considered part of a utility system with components located in many taxing jurisdictions (“unitary property”). Under the State Constitution, such property is assessed by the SBE as part of a “going concern” rather than as individual pieces of real or personal property. Such State-assessed unitary and certain other property is allocated to counties by the SBE, taxed at special county-wide rates, and the tax revenues distributed to taxing jurisdictions (including the District) according to statutory formulae generally based on the distribution of taxes in the prior year. So long as the District is not a community supported district, taxes lost through any reduction in assessed valuation will be compensated by the State as equalization aid under the State’s school financing formula. See “DISTRICT FINANCIAL INFORMATION – State Funding of Education” herein.

## **Article XIII B of the California Constitution**

Article XIII B (“Article XIII B”) of the State Constitution, as subsequently amended by Propositions 98 and 111, respectively, limits the annual appropriations of the State and of any city, county, school district, authority or other political subdivision of the State to the level of appropriations of the particular governmental entity for the prior fiscal year, as adjusted for changes in the cost of living and in population and for transfers in the financial responsibility for providing services and for certain declared emergencies. As amended, Article XIII B defines

- (a) “change in the cost of living” with respect to school districts and community college districts (collectively “K-14 school districts”) to mean the percentage change in State per capita income from the preceding year, and
- (b) “change in population” with respect to a school district to mean the percentage change in the ADA of the school district from the preceding fiscal year.

For fiscal years beginning on or after July 1, 1990, the appropriations limit of each entity of government shall be the appropriations limit for the 1986-87 fiscal year adjusted for the changes made from that fiscal year pursuant to the provisions of Article XIII B, as amended.

The appropriations of an entity of local government subject to Article XIII B limitations include the proceeds of taxes levied by or for that entity and the proceeds of certain State subventions to that entity. “Proceeds of taxes” include, but are not limited to, all tax revenues and the proceeds to the entity from (a) regulatory licenses, user charges and user fees (but only to the extent that these proceeds exceed the reasonable costs in providing the regulation, product or service), and (b) the investment of tax revenues.

Appropriations subject to limitation do not include (a) refunds of taxes, (b) appropriations for bonded debt service such as the Bonds, (c) appropriations required to comply with certain mandates of the courts or the federal government, (d) appropriations of certain special districts, (e) appropriations for all qualified capital outlay projects as defined by the State Legislature, (f) appropriations derived from certain fuel and vehicle taxes and (g) appropriations derived from certain taxes on tobacco products.

Article XIII B includes a requirement that all revenues received by an entity of government other than the State in a fiscal year and in the fiscal year immediately following it in excess of the amount permitted to be appropriated during that fiscal year and the fiscal year immediately following it shall be returned by a revision of tax rates or fee schedules within the next two subsequent fiscal years.

Article XIII B also includes a requirement that 50% of all revenues received by the State in a fiscal year and in the fiscal year immediately following it in excess of the amount permitted to be appropriated during that fiscal year and the fiscal year immediately following it shall be transferred and allocated to the State School Fund pursuant to Section 8.5 of Article XVI of the State Constitution. See “– Propositions 98 and 111” below.

## **Article XIII C and Article XIII D of the California Constitution**

On November 5, 1996, the voters of the State approved Proposition 218, popularly known as the “Right to Vote on Taxes Act.” Proposition 218 added to the State Constitution Articles XIII C and XIII D (respectively, “Article XIII C” and “Article XIII D”), which contain a number of provisions affecting the ability of local agencies, including school districts, to levy and collect both existing and future taxes, assessments, fees and charges.

According to the “Title and Summary” of Proposition 218 prepared by the State Attorney General, Proposition 218 limits “the authority of local governments to impose taxes and property-related assessments, fees and charges.” Among other things, Article XIII C establishes that every tax is either a “general tax” (imposed for general governmental purposes) or a “special tax” (imposed for specific purposes), prohibits special purpose government agencies such as school districts from levying general taxes, and prohibits any local agency from imposing, extending or increasing any special tax beyond its maximum authorized rate without a two-thirds vote; and also provides that the initiative power will not be limited in matters of reducing or repealing local taxes, assessments, fees and charges. Article XIII C further provides that no tax may be assessed on property other than *ad valorem* property taxes imposed in accordance with Articles XIII and XIII A of the State Constitution and special taxes approved by a two-thirds vote under Article XIII A, Section 4. Article XIII D deals with assessments and property-related fees and charges, and explicitly provides that nothing in Article XIII C or XIII D will be construed to affect existing laws relating to the imposition of fees or charges as a condition of property development.

The District does not impose any taxes, assessments, or property-related fees or charges which are subject to the provisions of Proposition 218. It does, however, receive a portion of the basic 1% *ad valorem* property tax levied and collected by the County pursuant to Article XIII A of the State Constitution. The provisions of Proposition 218 may have an indirect effect on the District, such as by limiting or reducing the revenues otherwise available to other local governments whose boundaries encompass property located within the District thereby causing such local governments to reduce service levels and possibly adversely affecting the value of property within the District.

### **Proposition 26**

On November 2, 2010, voters in the State approved Proposition 26. Proposition 26 amends Article XIII C of the State Constitution to expand the definition of “tax” to include “any levy, charge, or exaction of any kind imposed by a local government” except the following: (1) a charge imposed for a specific benefit conferred or privilege granted directly to the payor that is not provided to those not charged, and which does not exceed the reasonable costs to the local government of conferring the benefit or granting the privilege; (2) a charge imposed for a specific government service or product provided directly to the payor that is not provided to those not charged, and which does not exceed the reasonable costs to the local government of providing the service or product; (3) a charge imposed for the reasonable regulatory costs to a local government for issuing licenses and permits, performing investigations, inspections, and audits, enforcing agricultural marketing orders, and the administrative enforcement and adjudication thereof; (4) a charge imposed for entrance to or use of local government property, or the purchase, rental, or lease of local government property; (5) a fine, penalty, or other monetary charge imposed by the judicial branch of government or a local government, as a result of a violation of law; (6) a charge imposed as a condition of property development; and (7) assessments and property-related fees imposed in accordance with the provisions of Article XIII D. Proposition 26 provides that the local government bears the burden of proving by a preponderance of the evidence that a levy, charge, or other exaction is not a tax, that the amount is no more than necessary to cover the reasonable costs of the governmental activity, and that the manner in which those costs are allocated to a payor bear a fair or reasonable relationship to the payor’s burdens on, or benefits received from, the governmental activity.

### **Propositions 98 and 111**

On November 8, 1988, voters of the State approved Proposition 98, a combined initiative constitutional amendment and statute called the “Classroom Instructional Improvement and Accountability Act” (the “Accountability Act”). Certain provisions of the Accountability Act were modified by Proposition 111, discussed below, the provisions of which became effective on July 1, 1990. The Accountability Act changed State funding of public education below the university level and the

operation of the State's appropriations limit. The Accountability Act guarantees State funding for K-14 school districts at a level equal to the greater of (a) the same percentage of State general fund revenues as the percentage appropriated to such districts in the 1986-87 fiscal year, and (b) the amount actually appropriated to such districts from the State general fund in the previous fiscal year, adjusted for increases in enrollment and changes in the cost of living. The Accountability Act permits the State Legislature to suspend this formula for a one-year period.

The Accountability Act also changed how tax revenues in excess of the State appropriations limit are distributed. Any excess State tax revenues up to a specified amount are, instead of being returned to taxpayers, transferred to K-14 school districts. Any such transfer to K-14 school districts is excluded from the appropriations limit for K-14 school districts and the K-14 school district appropriations limit for the next year is automatically increased by the amount of such transfer. These additional moneys enter the base funding calculation for K-14 school districts for subsequent years, creating further pressure on other portions of the State budget, particularly if revenues decline in a year following an Article XIII B surplus. The maximum amount of excess tax revenues which can be transferred to K-14 school districts is 4% of the minimum State spending for education mandated by the Accountability Act.

Since the Accountability Act is unclear in some details, there can be no assurances that the State Legislature or a court might not interpret the Accountability Act to require a different percentage of State general fund revenues to be allocated to K-14 school districts, or to apply the relevant percentage to the State's budgets in a different way than is proposed in the Governor's budget.

On June 5, 1990, the voters of the State approved Proposition 111 (Senate Constitutional Amendment No. 1) called the "Traffic Congestion Relief and Spending Limitation Act of 1990" ("Proposition 111") which further modified Article XIII B and Sections 8 and 8.5 of Article XVI of the State Constitution with respect to appropriations limitations and school funding priority and allocation.

The most significant provisions of Proposition 111 are summarized as follows:

- a. Annual Adjustments to Spending Limit. The annual adjustments to the Article XIII B spending limit were liberalized to be more closely linked to the rate of economic growth. Instead of being tied to the Consumer Price Index, the "change in the cost of living" is now measured by the change in State per capita personal income. The definition of "change in population" specifies that a portion of the State's spending limit is to be adjusted to reflect changes in school attendance.
- b. Treatment of Excess Tax Revenues. "Excess" tax revenues with respect to Article XIII B are now determined based on a two-year cycle, so that the State can avoid having to return to taxpayers excess tax revenues in one year if its appropriations in the next fiscal year are under its limit. In addition, the Proposition 98 provision regarding excess tax revenues was modified. After any two-year period, if there are excess State tax revenues, 50% of the excess are to be transferred to K-14 school districts with the balance returned to taxpayers; under prior law, 100% of excess State tax revenues went to K-14 school districts, but only up to a maximum of 4% of such districts' minimum funding level. Also, reversing prior law, any excess State tax revenues transferred to K-14 school districts are not built into the school districts' base expenditures for calculating their entitlement for State aid in the next year, and the State's appropriations limit is not to be increased by this amount.
- c. Exclusions from Spending Limit. Two exceptions were added to the calculation of appropriations which are subject to the Article XIII B spending limit: (i) all appropriations

for “qualified capital outlay projects” as defined by the State Legislature, and (ii) any increases in gasoline taxes above the 1990 level (then nine cents per gallon), sales and use taxes on such increment in gasoline taxes, and increases in receipts from vehicle weight fees above the levels in effect on January 1, 1990. These latter provisions were necessary to make effective the transportation funding package approved by the State Legislature and the Governor, which was expected to raise over \$15 billion in additional taxes from 1990 through 2000 to fund transportation programs.

- d. Recalculation of Appropriations Limit. The Article XIII B appropriations limit for each unit of government, including the State, is to be recalculated beginning in fiscal year 1990-91. It is based on the actual limit for fiscal year 1986-87, adjusted forward to 1990-91 as if Proposition 111 had been in effect.
- e. School Funding Guarantee. A complex adjustment was made to the formula enacted in Proposition 98 which guarantees K-14 school districts a certain amount of State general fund revenues. Under prior law, K-14 school districts were guaranteed the greater of (1) 40.9% of State general fund revenues (“Test 1”) or (2) the amount appropriated in the prior year adjusted for changes in the cost of living (measured as in Article XIII B by reference to per capita personal income) and enrollment (“Test 2”). Under Proposition 111, K-14 school districts will receive the greater of (1) Test 1, (2) Test 2, or (3) a third test (“Test 3”), which will replace Test 2 in any year when growth in per capita State general fund revenues from the prior year is less than the annual growth in State per capita personal income. Under Test 3, K-14 school districts will receive the amount appropriated in the prior year adjusted for change in enrollment and per capita State general fund revenues, plus an additional small adjustment factor. If Test 3 is used in any year, the difference between Test 3 and Test 2 will become a “credit” to K-14 school districts (also referred to as a “maintenance factor”) which will be paid in future years when State general fund revenue growth exceeds personal income growth.

### **Proposition 39**

On November 7, 2000, State voters approved an amendment (commonly known as “Proposition 39”) to the State Constitution. Proposition 39 is an initiated Constitutional amendment that (1) allows school facilities bond measures to be approved by 55% (rather than two-thirds) of the voters in local elections and permits property taxes to exceed the current 1% limit in order to repay the bonds and (2) changes existing statutory law regarding charter school facilities. As adopted, the constitutional amendments may be changed only with another statewide vote of the people. The statutory provisions could be changed by a majority vote of both houses of the State Legislature and approval by the Governor, but only to further the purposes of the proposition. The local school jurisdictions affected by this proposition are K-12 school districts, community college districts, including the District, and county offices of education. As noted above, the State Constitution previously limited property taxes to 1% of the value of property, such that property taxes could only exceed this limit to pay for (1) any local government debts approved by the voters prior to July 1, 1978 or (2) bonds to acquire or improve real property that receive two-thirds voter approval after July 1, 1978.

The 55% vote requirement authorized by Proposition 39 applies only if the local bond measure presented to the voters includes: (1) a requirement that the bond funds can be used only for construction, rehabilitation, equipping of school facilities, or the acquisition or lease of real property for school facilities; (2) a specific list of school projects to be funded and certification that the school board has evaluated safety, class size reduction, and information technology needs in developing the list; and (3) a requirement that the school board conduct annual, independent financial and performance audits until all

bond funds have been spent to ensure that the bond funds have been used only for the projects listed in the measure. Legislation approved in June 2000 places certain limitations on local school bonds to be approved by 55% of the voters. These provisions require that the tax rate projected to be levied as the result of any single election be no more than \$60 (for a unified school district), \$30 (for an elementary school district or a high school district), or \$25 (for a community college district), per \$100,000 of taxable property value, when assessed valuation is projected to increase in accordance with Article XIII A of the State Constitution. These requirements are not part of Proposition 39 and can be changed with a majority vote of both houses of the State Legislature and approval by the Governor.

### **Proposition 1A and Proposition 22**

On November 2, 2004, State voters approved Proposition 1A, which amends the State Constitution to significantly reduce the State's authority over major local government revenue sources. Under Proposition 1A, the State cannot (i) reduce local sales tax rates or alter the method of allocating the revenue generated by such taxes, (ii) shift property taxes from local governments to schools or community colleges, (iii) change how property tax revenues are shared among local governments without two-third approval of both houses of the State Legislature or (iv) decrease Vehicle License Fee revenues without providing local governments with equal replacement funding. The State may shift from schools and community colleges a limited amount of local government property tax revenue if certain conditions are met, including: (i) a proclamation by the Governor that the shift is needed due to a severe financial hardship of the State, and (ii) approval of the shift by the State Legislature with a two-thirds vote of both houses. Under such a shift, the State must repay local governments for their property tax losses, with interest, within three years. Proposition 1A does allow the State to approve voluntary exchanges of local sales tax and property tax revenues among local governments within a county. Proposition 1A also amends the State Constitution to require the State to suspend certain State laws creating mandates in any year that the State does not fully reimburse local governments for their costs to comply with the mandates. This provision does not apply to mandates relating to schools or community colleges or to those mandates relating to employee rights.

Proposition 22, The Local Taxpayer, Public Safety, and Transportation Protection Act, approved by the voters of the State on November 2, 2010, prohibits the State from enacting new laws that require redevelopment agencies to shift funds to schools or other agencies and eliminates the State's authority to shift property taxes temporarily during a severe financial hardship of the State. In addition, Proposition 22 restricts the State's authority to use State fuel tax revenues to pay debt service on state transportation bonds, to borrow or change the distribution of state fuel tax revenues, and to use vehicle license fee revenues to reimburse local governments for state mandated costs. Proposition 22 impacts resources in the State's general fund and transportation funds, the State's main funding source for schools and community colleges, as well as universities, prisons and health and social services programs. According to an analysis of Proposition 22 submitted by the Legislative Analyst's Office (the "LAO") on July 15, 2010, the reduction in resources available for the State to spend on these other programs as a consequence of the passage of Proposition 22 was projected to be approximately \$1 billion in fiscal year 2010-11, with an estimated immediate fiscal effect equal to approximately 1% of the State's total general fund spending. The longer-term effect of Proposition 22, according to the LAO analysis, was projected to be an increase in the State's general fund costs by approximately \$1 billion annually for several decades.

### **Proposition 55**

The California Children's Education and Health Care Protection Act of 2016 (also known as "Proposition 55") is a constitutional amendment approved by the voters of the State on November 6, 2016. Proposition 55 extends, through 2030, the increases to personal income tax rates for high-income taxpayers that were approved as part of Temporary Taxes to Fund Education, Guaranteed Local Public



Safety Funding, Initiative Constitutional Amendment (also known as “Proposition 30”). Proposition 30 increased the marginal personal income tax rate by: (i) 1% for taxable income over \$250,000 but less than \$300,001 for single filers (over \$500,000 but less than \$600,001 for joint filers and over \$340,000 but less than \$408,001 for head-of-household filers), (ii) 2% for taxable income over \$300,000 but less than \$500,001 for single filers (over \$600,000 but less than \$1,000,001 for joint filers and over \$408,000 but less than \$680,001 for head-of-household filers), and (iii) 3% for taxable income over \$500,000 for single filers (over \$1,000,000 for joint filers and over \$680,000 for head-of-household filers).

The revenues generated from the personal income tax increases will be included in the calculation of the Proposition 98 Minimum Funding Guarantee (defined herein) for school districts and community college districts. See “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Propositions 98 and 111” herein. From an accounting perspective, the revenues generated from the personal income tax increases are being deposited into the State account created pursuant to Proposition 30 called the Education Protection Account (the “EPA”). Pursuant to Proposition 30, funds in the EPA will be allocated quarterly, with 89% of such funds provided to school districts and 11% provided to community college districts. The funds will be distributed to school districts and community college districts in the same manner as existing unrestricted per-student funding, except that no school district will receive less than \$200 per unit of ADA and no community college district will receive less than \$100 per full time equivalent student. The governing board of each school district and community college district is granted sole authority to determine how the moneys received from the EPA are spent, provided that the appropriate governing board is required to make these spending determinations in open session at a public meeting and such local governing board is prohibited from using any funds from the EPA for salaries or benefits of administrators or any other administrative costs.

### **Jarvis v. Connell**

On May 29, 2002, the State Court of Appeal for the Second District decided the case of *Howard Jarvis Taxpayers Association, et al. v. Kathleen Connell* (as Controller of the State). The Court of Appeal held that either a final budget bill, an emergency appropriation, a self-executing authorization pursuant to state statutes (such as continuing appropriations) or the State Constitution or a federal mandate is necessary for the State Controller to disburse funds. The foregoing requirement could apply to amounts budgeted by the District as being received from the State. To the extent the holding in such case would apply to State payments reflected in the District’s budget, the requirement that there be either a final budget bill or an emergency appropriation may result in the delay of such payments to the District if such required legislative action is delayed, unless the payments are self-executing authorizations or are subject to a federal mandate. On May 1, 2003, the State Supreme Court upheld the holding of the Court of Appeal, stating that the State Controller is not authorized under State law to disburse funds prior to the enactment of a budget or other proper appropriation, but under federal law, the State Controller is required, notwithstanding a budget impasse and the limitations imposed by State law, to timely pay those State employees who are subject to the minimum wage and overtime compensation provisions of the federal Fair Labor Standards Act.

### **Proposition 2**

On November 4, 2014, voters approved the Rainy Day Budget Stabilization Fund Act (also known as “Proposition 2”). Proposition 2 is a legislatively-referred constitutional amendment which makes certain changes to State budgeting practices, including substantially revising the conditions under which transfers are made to and from the State’s Budget Stabilization Account (the “BSA”) established by the California Balanced Budget Act of 2004 (also known as Proposition 58).

Under Proposition 2, and beginning in fiscal year 2015-16 and each fiscal year thereafter, the State will generally be required to annually transfer to the BSA an amount equal to 1.5% of estimated State general fund revenues (the “Annual BSA Transfer”). Supplemental transfers to the BSA (a “Supplemental BSA Transfer”) are also required in any fiscal year in which the estimated State general fund revenues that are allocable to capital gains taxes exceed 8% of the total estimated general fund tax revenues. Such excess capital gains taxes—net of any portion thereof owed to K-14 school districts pursuant to Proposition 98—will be transferred to the BSA. Proposition 2 also increases the maximum size of the BSA to an amount equal to 10% of estimated State general fund revenues for any given fiscal year. In any fiscal year in which a required transfer to the BSA would result in an amount in excess of the 10% threshold, Proposition 2 requires such excess to be expended on State infrastructure, including deferred maintenance.

For the first 15-year period ending with the 2029-30 fiscal year, Proposition 2 provides that half of any required transfer to the BSA, either annual or supplemental, must be appropriated to reduce certain State liabilities, including making certain payments owed to K-14 school districts, repaying State interfund borrowing, reimbursing local governments for State mandated services, and reducing or prefunding accrued liabilities associated with State-level pension and retirement benefits. Following the initial 15-year period, the Governor and the State Legislature are given discretion to apply up to half of any required transfer to the BSA to the reduction of such State liabilities. Any amount not applied towards such reduction must be transferred to the BSA or applied to infrastructure, as described above.

Proposition 2 changes the conditions under which the Governor and the State Legislature may draw upon or reduce transfers to the BSA. The Governor does not retain unilateral discretion to suspend transfers to the BSA, nor does the State Legislature retain discretion to transfer funds from the BSA for any reason, as previously provided by law. Rather, the Governor must declare a “budget emergency,” defined as an emergency within the meaning of Article XIII B of the State Constitution or a determination that estimated resources are inadequate to fund State general fund expenditures, for the current or ensuing fiscal year, at a level equal to the highest level of State spending within the three immediately preceding fiscal years. Any such declaration must be followed by a legislative bill providing for a reduction or transfer. Draws on the BSA are limited to the amount necessary to address the budget emergency, and no draw in any fiscal year may exceed 50% of the funds on deposit in the BSA unless a budget emergency was declared in the preceding fiscal year.

Proposition 2 also requires the creation of the Public School System Stabilization Account (the “PSSSA”) into which transfers will be made in any fiscal year in which a Supplemental BSA Transfer is required (as described above). Such transfer will be equal to the portion of capital gains taxes above the 8% threshold that would otherwise be paid to K-14 school districts as part of the minimum funding guarantee. A transfer to the PSSSA will only be made if certain additional conditions are met, as follows: (i) the minimum funding guarantee was not suspended in the immediately preceding fiscal year, (ii) the operative Proposition 98 formula for the fiscal year in which a PSSSA transfer might be made is “Test 1,” (iii) no maintenance factor obligation is being created in the budgetary legislation for the fiscal year in which a PSSSA transfer might be made, (iv) all prior maintenance factor obligations have been fully repaid, and (v) the minimum funding guarantee for the fiscal year in which a PSSSA transfer might be made is higher than the immediately preceding fiscal year, as adjusted for ADA growth and cost of living. Proposition 2 caps the size of the PSSSA at 10% of the estimated minimum guarantee in any fiscal year, and any excess funds must be paid to K-14 school districts. Reductions to any required transfer to the PSSSA, or draws on the PSSSA, are subject to the same budget emergency requirements described above. However, Proposition 2 also mandates draws on the PSSSA in any fiscal year in which the estimated minimum funding guarantee is less than the prior year’s funding level, as adjusted for ADA growth and cost of living.

## **Proposition 51**

The Kindergarten Through Community College Public Education Facilities Bond Act of 2016 (also known as Proposition 51) is a voter initiative that was approved by voters on November 8, 2016. Proposition 51 authorizes the sale and issuance of \$9 billion in general obligation bonds by the State for the new construction and modernization of K-14 facilities.

***K-12 School Facilities.*** Proposition 51 includes \$3 billion for the new construction of K-12 facilities and an additional \$3 billion for the modernization of existing K-12 facilities. K-12 school districts will be required to pay for 50% of the new construction costs and 40% of the modernization costs with local revenues. If a school district lacks sufficient local funding, it may apply for additional state grant funding, up to 100% of the project costs. In addition, a total of \$1 billion will be available for the modernization and new construction of charter school facilities (\$500 million) and technical education facilities (\$500 million). Generally, 50% of modernization and new construction project costs for charter school and technical education facilities must come from local revenues. However, school districts that cannot cover their local share for these two types of projects may apply for State loans. State loans must be repaid over a maximum of 30 years for charter school facilities and 15 years for career technical education facilities. For career technical education facilities, State grants are capped at \$3 million for a new facility and \$1.5 million for a modernized facility. Charter schools must be deemed financially sound before project approval.

***Community College Facilities.*** Proposition 51 includes \$2 billion for community college district facility projects, including buying land, constructing new buildings, modernizing existing buildings, and purchasing equipment. In order to receive funding, community college districts must submit project proposals to the Chancellor of the community college system, who then decides which projects to submit to the State Legislature and Governor based on a scoring system that factors in the amount of local funds contributed to the project. The Governor and State Legislature will select among eligible projects as part of the annual state budget process.

The District makes no representation or guarantees that it will either pursue or qualify for Proposition 51 State facilities funding.

## **Future Initiatives**

Article XIII A, Article XIII B, Article XIII C and Article XIII D of the State Constitution and Propositions 22, 26, 30, 39, 98, 55 and 51 were each adopted as measures that qualified for the ballot pursuant to the State's initiative process. From time to time other initiative measures could be adopted further affecting District revenues or the District's ability to expend revenues. The nature and impact of these measures cannot be anticipated by the District.

## FUNDING OF COMMUNITY COLLEGE DISTRICTS IN CALIFORNIA

*The information in this section concerning State funding of community college districts is provided as supplementary information only, and it should not be inferred from the inclusion of the information under this heading that the principal of and interest on the Bonds is payable from the general fund of the District. The Bonds are payable solely from the proceeds of an ad valorem property tax required to be levied by the County in an amount sufficient for the payment thereof.*

### Major Revenues

**General.** California community college districts (other than “community supported” Basic Aid districts, as described below) receive a majority of their funding from the State, and the balance from local and federal sources. State funds include general apportionment, categorical funds, capital construction, lottery funds, and other minor sources. Every community college district receives the same amount of State lottery funds on a per-student basis (which is generally less than 3%), although lottery funds are not categorical funds as they are not for particular programs or students. The initiative authorizing the lottery requires the funds to be used for instructional purposes, and prohibits their use for capital purposes.

The major local revenue source is local property taxes that are collected from within district boundaries, with student enrollment fees accounting for the most of the remainder. A small part of a community college district’s budget is from local sources other than property taxes and student enrollment fees, such as interest income, donations, educational foundation contributions and sales or leases of property.

The sum of property taxes, student enrollment fees, EPA funds, and State aid comprise a district’s revenue limit. State funding is generally subject to the appropriation of funds in the State’s annual budget. Thus, decreases in State revenues may affect appropriations made by the State Legislature to community college districts.

“Basic Aid” community college districts (also referred to “community supported” districts) are those districts whose local property taxes, student enrollment fee collections, and Education Protection Account funds exceed the revenue allocation determined by the current State funding model. Thus, Basic Aid districts do not receive any general apportionment funding from the State. The current law in the State allows these districts to keep the excess funds without penalty. The implication for Basic Aid districts is that legislatively determined annual COLAs and other politically determined factors are less significant in determining such districts primary funding sources. Rather, property tax growth and the local economy become the determining factors. The District is not currently a Basic Aid district.

**Enrollment Based Funding.** California community college districts apportionments were previously funded pursuant to a system established by Senate Bill 361 (“SB 361”). SB 361 provided for a basic allocation (a “Basic Allocation”) based on the number of colleges, state-approved education centers and total enrollment, together with funding based on per-student rates for credit FTES, non-credit FTES and career development and college preparation (“CDCP”) non-credit FTES.

SB 361 specified that, commencing with the 2006-07 fiscal year the minimum funding per FTES would be: (a) not less than \$4,367 per credit FTES; (b) at a uniform rate of \$2,626 per non-credit FTES; and (c) \$3,092 per CDCP FTES. Although CDCP FTES were initially funded at a lower rate than credit FTES, subsequent legislation effective as of the 2015-16 fiscal year set the minimum funding for CDCP FTES at the same level as credit FTES. Each such minimum funding rate was subject to cost of living adjustments (each, a “COLA”), if any, funded through the State budgeting legislation in each fiscal year.

One unit of FTES is equivalent to 525 student contact hours, which is determined based on a State formula of one student multiplied by 15 weekly contact hours multiplied by 35 weeks. Accordingly, the number of FTES in the District may not equal the number of students enrolled in the District.

In each fiscal year, the State budget established an enrollment cap on the maximum number of resident FTES, known as the “funded” FTES, for which a community college district would receive a revenue allocation. A district’s enrollment cap was based on the previous fiscal year’s reported FTES, plus the growth allowance provided for by the State budget, if any. All student hours in excess of the enrollment cap were considered “unfunded” FTES. Nonresident and international students are excluded from the State funding formula and pay full tuition.

***Student Centered Funding Formula.*** Assembly Bill 1809 (“AB 1809”), the higher education trailer bill passed as part of the State budget for fiscal year 2018-19, implemented a new funding mechanism for community college districts referred to as the “Student Centered Funding Formula,” (the “SCFF”). The SCFF includes three components: (1) a base allocation (the “Base Allocation”) driven primarily by enrollment, (2) a supplemental allocation (the “Supplemental Allocation”) based on the number of certain types of low-income students, and (3) a student success allocation (the “Student Success Allocation”) calculated using various performance-based metrics.

The SCFF includes several hold-harmless provisions to provide districts greater financial stability in transitioning to the new formula: (i) for fiscal years 2018-19 through 2020-21, community college districts will receive no less in total apportionment funding than they received in 2017-18, adjusted for COLAs; (ii) for fiscal year 2021-22 and onward, districts will receive no less in apportionment funding per-student than they received in fiscal year 2017-18; and (iii) beginning in fiscal year 2018-19, districts will receive the greater of the amount calculated by the SCFF for the current or prior year (excluding amounts districts receive pursuant to the provision summarized in (i) above.)

Base Allocation. The Base Allocation is composed of (1) the Basic Allocation, determined consistent with the prior funding formula (see “—Enrollment Based Funding” herein), and (2) funding for credit, non-credit and CDCP FTES. The Base Allocation is expected to constitute approximately 70% of Statewide funding for community college districts in fiscal year 2018-19, 65% in fiscal year 2019-20 and 60% in fiscal years 2020-21 and onward.

The SCFF provides minimum funding levels for credit FTES for the first three fiscal years, as follows: (i) \$3,727 for fiscal year 2018-19, (ii) \$3,387 for fiscal year 2019-20, adjusted for COLAs and other base adjustments, and (iii) \$3,046 for fiscal year 2020-21, adjusted for COLAs and other base adjustments in both the then-current and prior fiscal year. Notwithstanding the foregoing, the SCFF provides higher credit FTES funding rates for certain districts, which do not include the District, that were entitled to higher funding rates under the prior funding formula. Beginning in fiscal year 2021-22, the provision of COLAs and other adjustments will be subject to appropriation therefor in the annual State budget. Total funding for credit FTES will be based on a rolling three-year average of the funded credit FTES from the current fiscal year and the two immediately preceding fiscal years.

Funding levels for non-credit and CDCP FTES are determined consistent with the prior funding formula. See “—Enrollment Based Funding” herein. Total funding for these categories will be based on actual non-credit and CDCP FTES for the most recent fiscal year.

The table below shows a breakdown of the District’s historical resident FTES figures for the last nine fiscal years, and a projection for the current fiscal year.

**RESIDENT FULL TIME EQUIVALENT STUDENTS**  
**Fiscal Years 2010-11 through 2019-20**  
**Riverside Community College District**

<u>Fiscal Year</u>	<u>Funded FTES</u>	<u>Unfunded FTES</u>	<u>Total FTES</u>
2010-11	26,901	2,248	29,149
2011-12	24,845	1,013	25,858
2012-13	25,119	--	25,119
2013-14	25,808	592	26,400
2014-15	26,917	665	27,582
2015-16			
2016-17			
2017-18			
2018-19			
2019-20 <sup>(1)</sup>			

<sup>(1)</sup> Budgeted.

Source: Riverside Community College District.

**Supplemental Allocation.** The Supplemental Allocation, accounting for approximately 20% of Statewide funding, will be distributed to districts based on their headcounts of students that qualify for Federal Pell Grants, California College Promise Grants or student fee waivers under Education Code 76300. The SCFF provides \$919 per qualifying student for fiscal year 2018-19. Beginning in fiscal year 2019-20, the provision of COLAs and other adjustments to this amount will be subject to appropriation therefor in the annual State budget. Headcounts are not unduplicated, such that districts will receive twice as much supplemental funding for a student that falls into more than one of the aforementioned categories.

**Student Success Allocation.** The Student Success Allocation will be distributed to districts based on their performance in a various student outcome metrics, including obtaining various degrees and certificates, completing transfer-level math and English courses within a student’s first year, and having students obtain a regional living wage within a year of completing community college. The Student Success Allocation is expected to account for 10% of statewide funding for community college districts in fiscal year 2018-19, 15% in fiscal year 2019-20 and 20% in fiscal years 2020-21 and onward. Each metric is assigned a point value, with some metrics are weighted more than others. A single student outcome with more points will generate more funding. Outcome metrics for students that qualify for Federal Pell Grants and California College Promise Grants are eligible for additional funding.

For fiscal year 2018-19, the SCFF provides a rate for all students of \$440 per point, and an additional \$111 per point for Pell Grant and California College Promise Grant students. For fiscal year 2019-20, these rates increase to \$660 per point and \$167 per point, respectively, subject to COLAs and other base adjustments. For fiscal year 2020-21, the rates increase to \$880 per point and \$222 per point, respectively, subject to COLAs and other base adjustments.

**Budget Procedures**

On or before September 15, the Board of Trustees of a community college district is required under Section 58305 of the California Code of Regulations, Title V, to adopt a balanced budget. Each September, every State agency, including the Chancellor, submits to the Department of Finance (“DOF”) proposals for changes in the State budget. These proposals are submitted in the form of Budget Change Proposals (“BCPs”), involving analyses of needs, proposed solutions and expected outcomes. Thereafter, the DOF makes recommendations to the governor, and by January 10 a proposed State budget is presented by the governor to the legislature. The Governor’s State budget is then analyzed and discussed in committees and hearings begin in the State Assembly and Senate. In May, based on the debate,

analysis and changes in the economic forecasts, the governor issues a revised budget with changes he or she can support. The law requires the legislature to submit its approved budget by June 15, and by June 30 the governor should announce his or her line item reductions and sign the State budget. In response to growing concern for accountability and with enabling legislation (AB 2910, Chapter 1486, Statutes of 1986), the Board of Governors and the Chancellor's Office have established expectations for sound district fiscal management and a process for monitoring and evaluating the financial condition to ensure the financial health of California's community college districts. In accordance with statutory and regulatory provisions, the Chancellor has been given the responsibility to identify districts at risk and, when necessary, the authority to intervene to bring about improvement in their financial condition. To stabilize a district's financial condition, the Chancellor may, as a last resort, seek an appropriation for an emergency apportionment.

The monitoring and evaluation process is designed to provide early detection and amelioration that will stabilize the financial condition of a district before an emergency apportionment is necessary. This is accomplished by (1) assessing the financial condition of districts through the use of various information sources and (2) taking appropriate and timely follow-up action to bring about improvement in a district's financial condition, as needed. A variety of instruments and sources of information are used to provide a composite of each district's financial condition, including quarterly financial status reports, annual financial and budget reports, attendance reports, annual district audit reports, district input and other financial records. In assessing each district's financial condition, the Chancellor will pay special attention to each district's general fund balance, spending pattern, and full-time equivalent student patterns. Those districts with greater financial difficulty will receive follow-up visits from the Chancellor's Office where financial solutions to the district's problems will be addressed and implemented.

See "RIVERSIDE COMMUNITY COLLEGE DISTRICT – General Fund Budgeting" herein for more information regarding the District's recent budgets.

### **Minimum Funding Guarantees for California Community College Districts Under Propositions 98 and 111**

**General.** In 1988, California voters approved Proposition 98, an initiative that amended Article XVI of the State Constitution and provided specific procedures to determine a minimum guarantee for annual K-14 funding. The constitutional provision links the K-14 funding formulas to growth factors that are also used to compute the State appropriations limit. Proposition 111 (Senate Constitutional Amendment 1), adopted in June 1990, among other things, changed some earlier school funding provisions of Proposition 98 relating to the treatment of revenues in excess of the State spending limit and added a third funding test ("Test 3") to calculate the annual funding guarantee. This third calculation is operative in years in which general fund tax revenue growth is weak. The amendment also specified that under Test 2 (see below), the annual COLA for the minimum guarantee for annual K-14 funding would be the change in California's per-capita personal income, which is the same COLA used to make annual adjustments to the State appropriations limit (Article XIIB).

**Calculating Minimum Funding Guarantee.** There are currently three tests which determine the minimum level of K-14 funding. Under implementing legislation for Proposition 98 (AB 198 and SB 98 of 1989), each segment of public education (K-12 districts, community college districts, and direct elementary and secondary level instructional services provided by the State) has separately calculated amounts under the Proposition 98 tests. The base year for the separate calculations is the 1989-90 fiscal year. Each year, each segment is entitled to the greater of the amounts separately computed for each under Test 1 or 2. Should the calculated amount under Proposition 98 guarantee (K-14 education aggregated) be less than the sum of the separate calculations, then the Proposition 98 guarantee amount

shall be prorated to the three segments in proportion to the amount calculated for each. This statutory split has been suspended in every year beginning with 1992-93. In those years, community colleges received less than was required from the statutory split.

Test 1 guarantees that K-14 education will receive at least the same funding share of the State general fund budget it received in 1986-87. Initially, that share was just over 40 percent. Because of the major shifts of property tax from local government to school districts and community college districts which began in 1992-93 and increased in 1993-94, the percentage dropped to 33.0%.

Test 2 provides that K-14 education will receive as a minimum, its prior-year total funding (including State general fund and local revenues) adjusted for enrollment growth and per-capita personal income COLA.

Test 3 established pursuant to Proposition 111, provides an alternative calculation of the funding base in years in which State per-capita General Fund revenues grow more slowly than per-capita personal income. When this condition exists, K-14 minimum funding is determined based on the prior-year funding level, adjusted for changes in enrollment and COLA where the COLA is measured by the annual increase in per-capita general fund revenues, instead of the higher per-capita personal income factor. The total allocation, however, is increased by an amount equal to one-half of one percent of the prior-year funding level as a funding supplement.

In order to make up for the lower funding level under Test 3, in subsequent years K-14 education receives a maintenance allowance (also referred to as a “maintenance factor”) equal to the difference between what should have been provided if the revenue conditions had not been weak and what was actually received under the Test 3 formula. This maintenance allowance is paid in subsequent years when the growth in per-capita State tax revenue outpaces the growth in per-capita personal income.

The enabling legislation to Proposition 111, Chapter 60, Statutes of 1990 (SB 98, Garamendi), further provides that K-14 education shall receive a supplemental appropriation in a Test 3 year if the annual growth rate in non-Proposition 98 per-capita appropriations exceeds the annual growth rate in per-pupil total spending.

### **Additional Sources of Funding**

***Riverside Community College District Foundation.*** The Riverside Community College District Foundation (the “Foundation”) is a not-for-profit public benefit corporation organized under Section 501(c)(3) of the Code. The Foundation provides grants and scholarships to students and support to employees, programs and departments of the District. Under Governmental Accounting Standards Board (“GASB”) rules, the Foundation is a component unit of the District for financial reporting purposes. Contributions received by the District from the Foundation are deposited into the District’s general fund. The amount of contributions received by the District from the Foundation from fiscal years 2015-16 through 2018-19, and a projected amount for fiscal year 2019-20, are shown in the following table. As of \_\_\_\_\_, 2019, the Foundation had total assets valued at approximately \$\_\_\_\_\_.



**FOUNDATION CONTRIBUTIONS**  
**Fiscal Years 2015-16 through 2019-20**  
**Riverside Community College District**

<u>Fiscal Year</u>	<u>Foundation Contributions</u>
2015-16	
2016-17	
2017-18	
2018-19	
2019-20 <sup>(1)</sup>	

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<sup>(1)</sup> Projected.

Source: Riverside Community College District.

**State Assistance**

*State community college districts’ principal funding formulas and revenue sources are derived from the State budget. The following information concerning the State’s budgets has been obtained from publicly available information which the District believes to be reliable; however, neither the District nor the Underwriter takes any responsibility as to the accuracy or completeness thereof and has not independently verified such information.*

**2019-20 Budget.** On June 27, 2019, the Governor signed into law the State budget for fiscal year 2019-20 (the “2019-20 Budget”). The following information is drawn from the State Department of Finance’s summary of the 2019-20 Budget.

For fiscal year 2018-19, the 2019-20 Budget projects total general fund revenues and transfers of \$138 billion and total expenditures of \$142.7 billion. The State is projected to end the 2018-19 fiscal year with total available general fund reserves of \$20.7 billion, including \$5.4 billion in the traditional general fund reserve, \$14.4 billion in the BSA and \$900 million in the Safety Net Reserve Fund for the CalWORKs and Medi-Cal programs. For fiscal year 2019-20, the 2019-20 Budget projects total general fund revenues and transfers of \$143.8 billion and authorizes expenditures of \$147.8 billion. The State is projected to end the 2019-20 fiscal year with total available general fund reserves of \$18.8 billion, including \$1.4 billion in the traditional general fund reserve, \$16.5 billion in the BSA and \$900 million in the Safety Net Reserve Fund. The 2019-20 Budget also authorizes a deposit to the PSSSA of \$376.5 million in order to comply with Proposition 2. The amount is below the threshold required to trigger certain maximum local reserve levels for school districts created by State legislation approved in 2014 (and amended in 2017).

For fiscal year 2019-20, the Budget sets the minimum funding guarantee at \$81.1 billion. Other significant features with respect to community college funding include the following:

- *Student Centered Funding Formula* – An ongoing increase of \$254.7 million in Proposition 98 funding to support the SCFF, including (i) an increase of \$230 million to support a 3.26% COLA for total apportionment growth, and (ii) an increase of \$24.7 million to fund 0.55% of enrollment growth.
- *Settle-Up Payment* - An increase of \$686.6 million for K-14 school districts to pay the balance of past-year Proposition 98 funding owed through fiscal year 2017-18.

- *Pension Costs* – A \$3.15 billion payment from non-Proposition 98 funds to CalSTRS and CalPERS, to reduce long-term liabilities for K-14 school districts. Of this amount, \$850 million would be provided to buy down employer contribution rates in fiscal years 2019-20 and 2020-21. With these payments, CalSTRS employer contributions will be reduced from 18.13% to 17.1% in fiscal year 2019-20, and from 19.1% to 18.4% in fiscal year 2020-21. The CalPERS employer contribution will be reduced from 20.7% to 19.7% in fiscal year 2019-20, and the projected CalPERS employer contribution is expected to be reduced from 23.6% to 22.9 % in fiscal year 2020-21. The remaining \$2.3 billion would be paid towards employers’ long-term unfunded liability. See also “RIVERSIDE COMMUNITY COLLEGE DISTRICT - Retirement Programs” herein.
- *Free College* - \$42.6 million in ongoing Proposition 98 funding to support a second academic year of the California College Promise to waive enrollment fees for first-time, full-time students.
- *Deferred Maintenance* – A one-time increase of \$13.5 million in Proposition 98 funding for deferred maintenance, instructional equipment and specified water conservation projects.
- *Student Support* – An ongoing increase of \$9 million in Proposition 98 funding to provide support to community college students who are homeless or are experiencing housing insecurity. The 2019-20 Budget also provides a one-time increase of \$3.9 million in Proposition 98 funding to address student basic needs, including housing and food insecurity.
- *Veterans Resources* – An ongoing increase of \$5 million in Proposition 98 funding for the establishment or enhancement of veterans resource centers at community colleges. In addition, the 2019-20 Budget also provides an increase of \$2.25 million in Proposition 98 settle-up funds to expand veterans resource centers at specified colleges.
- *Workforce Development* – A one-time increase of \$4.75 million in one-time, Proposition 98 settle-up funds to support the improvement of workforce development programs at specified community colleges.
- *Proposition 51* – The Kindergarten Through Community College Public Education Facilities Bond Act of 2016 (also known as Proposition 51) is a voter initiative approved at the November 8, 2016 election that authorizes the sale and issuance of \$9 billion in State general obligation bonds for the new construction and modernization of K-14 facilities. The 2019-20 Budget allocates \$535.3 million of such bond funds for critical fire and life safety projects at campuses statewide.

**Future Actions.** The District cannot predict what actions will be taken in the future by the State legislature and the Governor to address changing State revenues and expenditures. The District also cannot predict the impact such actions will have on State revenues available in the current or future years for education. The State budget will be affected by national and State economic conditions and other factors over which the District will have no control. Certain actions or results could produce a significant shortfall of revenue and cash, and could consequently impair the State’s ability to fund schools. State budget shortfalls in future fiscal years may also have an adverse financial impact on the financial condition of the District. However, the obligation to levy *ad valorem* property taxes upon all taxable property within the District for the payment of principal of and interest on the Bonds would not be impaired.

## RIVERSIDE COMMUNITY COLLEGE DISTRICT

*The information in this section concerning the operations of the District and the District's finances is provided as supplementary information only, and it should not be inferred from the inclusion of this information in this Official Statement that the principal of or interest on the Bonds is payable from the general fund of the District. The Bonds are payable solely from the proceeds of an ad valorem property tax levied by the County for the payment thereof. See "THE BONDS – Security and Sources of Payment" herein.*

### **Introduction**

Founded in 1916, the District encompasses approximately 440 square miles in the Counties. The assessed valuation of the territory of the District located in the County represents more than 99.9% of the District's assessed valuation. The District provides collegiate level instruction in grades 13 and 14 and contains the Riverside Unified, Alvord Unified, Corona-Norco Unified, Jurupa Unified, Moreno Valley Unified and Val Verde School Districts. The District operates Riverside City College, Norco College, and Moreno Valley College. Each of the District's three colleges is fully accredited by the ACCJC. For fiscal year 2019-20, the District has an assessed valuation of \$\_\_\_\_\_, and the District's FTES count is budgeted to be \_\_\_\_\_ students.

### **Administration**

The District is governed by the five-member Board, each member of which is elected by trustee area to a four-year term. Elections for positions to the Board are held every two years, alternating between two and three available positions. Current Board members, together with their office and the date their term expires, are listed below:

#### **BOARD OF TRUSTEES Riverside Community College District**

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Tracey Vackar	President	December 2022
Mary Figueroa	Vice President	December 2020
Bill Hedrick	Secretary	December 2020
Jose Alcala	Trustee	December 2022
Virginia Blumenthal	Trustee	December 2022

The Chancellor of the District is appointed by the Board and reports to the Board. The Chancellor is responsible for management of the District's day-to-day operations and supervises the work of other key administrators.

Brief biographies of key administrative personnel follow:

**Wolde-Ab Isaac, Ph.D., Chancellor.** Dr. Isaac became the Chancellor of the District on January 1, 2018. Prior to his appointment, Dr. Isaac had served the District as President, Vice President of Academic Affairs and Dean of Health Science at Riverside City College. Prior to joining the District, Dr. Isaac served as President at the University of Asmara in Eritrea. Dr. Isaac has more than 36 years of experience as an educator, faculty member and administrator. Dr. Isaac holds a doctoral degree and a master’s degree in Medicinal Chemistry from the University of Michigan, and he holds a bachelor’s degree in Chemistry from Haile Selassie University in Ethiopia.

**Aaron S. Brown, Vice Chancellor, Business and Financial Services.** Mr. Brown was appointed Vice Chancellor, Business and Financial Services on January 22, 2013. Prior to his appointment, Mr. Brown had served as the District’s Associate Vice Chancellor of Finance since November 2002 with an interim assignment as Vice Chancellor of Administration and Finance during the 2007-2008 fiscal year. Mr. Brown also served as the District’s Director of Accounting Services from March 1999 to November 2002. Mr. Brown has been a California Certified Public Accountant since January 1988. Prior to beginning his career in higher education in March 1999, Mr. Brown worked in the public accounting profession performing audits of community colleges, K-12 educational institutions and not-for-profit organizations. Mr. Brown holds a bachelor’s degree in Business with an emphasis in Accounting from California State University, Fullerton.

**Labor Relations**

The District currently employs \_\_\_ full-time certificated professionals, \_\_\_ full-time classified employees, and \_\_\_ managerial employees. In addition, the District employs \_\_\_ part-time faculty and \_\_\_ part-time staff. These employees, except supervisors, management and some part-time employees, are represented by two bargaining units as noted below.

**BARGAINING UNITS  
Riverside Community College District**

<u>Labor Organization</u>	<u>Number of Employees In Organization</u>	<u>Contract Expiration Date</u>
California School Employees Association	_____	June 30, 20__
California Teachers Association	_____	June 30, 20__

*Source: Riverside Community College District.*

**Retirement Programs**

*The information set forth below regarding the STRS and PERS programs, other than the information provided by the District regarding its annual contributions thereto, has been obtained from publicly available sources which are believed to be reliable but are not guaranteed as to accuracy or completeness, and should not to be construed as a representation by either the District or the Underwriter.*

**STRS.** All full-time certificated employees, as well as certain classified employees, are members of the State Teachers’ Retirement System (“STRS”). STRS provides retirement, disability and survivor benefits to plan members and beneficiaries under a defined benefit program (the “STRS Defined Benefit Program”). The STRS Defined Benefit Program is funded through a combination of investment earnings and statutorily set contributions from three sources: employees, employers, and the State. Benefit

provisions and contribution amounts are established by State statutes, as legislatively amended from time to time.

Prior to fiscal year 2014-15, and unlike typical defined benefit programs, none of the employee, employer nor State contribution rates to the STRS Defined Benefit Program varied annually to make up funding shortfalls or assess credits for actuarial surpluses. In recent years, the combined employer, employee and State contributions to the STRS Defined Benefit Program have not been sufficient to pay actuarially required amounts. As a result, and due to significant investment losses, the unfunded actuarial liability of the STRS Defined Benefit Program has increased significantly in recent fiscal years. In September 2013, STRS projected that the STRS Defined Benefit Program would be depleted in 31 years assuming existing contribution rates continued, and other significant actuarial assumptions were realized. In an effort to reduce the unfunded actuarial liability of the STRS Defined Benefit Program, the State passed the legislation described below to increase contribution rates.

Prior to July 1, 2014, K-14 school districts were required by such statutes to contribute 8.25% of eligible salary expenditures, while participants contributed 8% of their respective salaries. On June 24, 2014, the Governor signed AB 1469 (“AB 1469”) into law as a part of the State’s fiscal year 2014-15 budget. AB 1469 seeks to fully fund the unfunded actuarial obligation with respect to service credited to members of the STRS Defined Benefit Program before July 1, 2014 (the “2014 Liability”), within 32 years, by increasing member, K-14 school district and State contributions to STRS. Commencing July 1, 2014, the employee contribution rate increased over a three-year phase-in period in accordance with the following schedule:

**MEMBER CONTRIBUTION RATES  
STRS (Defined Benefit Program)**

<u>Effective Date</u>	<u>STRS Members Hired Prior to January 1, 2013</u>	<u>STRS Members Hired After January 1, 2013</u>
July 1, 2014	8.150%	8.150%
July 1, 2015	9.200	8.560
July 1, 2016	10.250	9.205

*Source: AB 1469.*

Pursuant to the Reform Act (defined below), the contribution rates for members hired after the Implementation Date (defined below) will be adjusted if the normal cost increases by more than 1% since the last time the member contribution was set. The contribution rate for employees hired after the Implementation Date (defined below) increased from 9.205% of creditable compensation for fiscal year commencing July 1, 2017 to 10.205% of creditable compensation effective July 1, 2018. For fiscal year commencing July 1, 2019, the contribution rate for employees hired after the Implementation Date (defined below) will be 10.205%.

Pursuant to AB 1469, K-14 school districts' contribution rate will increase over a seven-year phase-in period in accordance with the following schedule:

**K-14 SCHOOL DISTRICT CONTRIBUTION RATES  
STRS (Defined Benefit Program)**

<u>Effective Date</u>	<u>K-14 school districts</u>
July 1, 2014	8.88%
July 1, 2015	10.73
July 1, 2016	12.58
July 1, 2017	14.43
July 1, 2018	16.28
July 1, 2019	18.13
July 1, 2020	19.10

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*Source: AB 1469.*

Based upon the recommendation from its actuary, for fiscal year 2021-22 and each fiscal year thereafter the STRS Teachers' Retirement Board (the "STRS Board"), is required to increase or decrease the K-14 school districts' contribution rate to reflect the contribution required to eliminate the remaining 2014 Liability by June 30, 2046; provided that the rate cannot change in any fiscal year by more than 1% of creditable compensation upon which members' contributions to the STRS Defined Benefit Program are based; and provided further that such contribution rate cannot exceed a maximum of 20.25%. In addition to the increased contribution rates discussed above, AB 1469 also requires the STRS Board to report to the State Legislature every five years (commencing with a report due on or before July 1, 2019) on the fiscal health of the STRS Defined Benefit Program and the unfunded actuarial obligation with respect to service credited to members of that program before July 1, 2014. The reports are also required to identify adjustments required in contribution rates for K-14 school districts and the State in order to eliminate the 2014 Liability.

On June 27, 2019, the Governor signed SB 90 ("SB 90") into law as a part of the 2019-20 Budget. Pursuant to SB 90, the State Legislature appropriated \$2.246 billion to be transferred to the Teacher's Retirement Fund for the STRS Defined Benefit Program to pay in advance, on behalf of employers, part of the contributions required for fiscal years 2019-20 and 2020-21, resulting in K-14 school districts having to contribute 1.03% less in fiscal year 2019-20 and 0.70% less in fiscal year 2020-21. The remainder of the payment not committed for the reduction in employer contribution rates described above, is required to be allocated to reduce the employer's share of the unfunded actuarial obligation determined by the STRS Board upon recommendation from its actuary. See also "FUNDING OF COMMUNITY COLLEGE DISTRICTS – State Assistance – 2019-20 Budget" herein.

The District's contributions to STRS were \$7,559,706 in fiscal year 2015-16, \$9,238,158 in fiscal year 2016-17, \$11,721,821 for fiscal year 2017-18, and \$\_\_\_\_\_ (estimated) for fiscal year 2018-19. The District has currently projects \$\_\_\_\_\_ for its contribution to STRS for fiscal year 2019-20.

The State also contributes to STRS, currently in an amount equal to 7.328% for fiscal year 2018-19 and 7.828% for fiscal year 2019-20. The State's contribution reflects a base contribution rate of 2.017%, and a supplemental contribution rate that will vary from year to year based on statutory criteria. Based upon the recommendation from its actuary, for fiscal year 2017-18 and each fiscal year thereafter, the STRS Board is required, with certain limitations, to increase or decrease the State's contribution rates to reflect the contribution required to eliminate the unfunded actuarial accrued liability attributed to benefits in effect before July 1, 1990.

In addition, the State is currently required to make an annual general fund contribution up to 2.5% of the fiscal year covered STRS member payroll to the Supplemental Benefit Protection Account (the “SBPA”), which was established by statute to provide supplemental payments to beneficiaries whose purchasing power has fallen below 85% of the purchasing power of their initial allowance.

**PERS.** Classified employees working four or more hours per day are members of the Public Employees’ Retirement System (“PERS”). PERS provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by the State statutes, as legislatively amended from time to time. PERS operates a number of retirement plans including the Public Employees Retirement Fund (“PERF”). PERF is a multiple-employer defined benefit retirement plan. In addition to the State, employer participants at June 30, 2017 included 1,624 public agencies and 1,366 K-14 school districts and charter schools. PERS acts as the common investment and administrative agent for the member agencies. The State and K-14 school districts (for “classified employees,” which generally consist of school employees other than teachers) are required by law to participate in PERF. Employees participating in PERF generally become fully vested in their retirement benefits earned to date after five years of credited service. One of the plans operated by PERS is for K-14 school districts throughout the State (the “Schools Pool”).

Contributions by employers to the Schools Pool are based upon an actuarial rate determined annually and contributions by plan members vary based upon their date of hire. The District is currently required to contribute to PERS at an actuarially determined rate, which is 18.062% of eligible salary expenditures for fiscal year 2018-19, and will be 20.733% of eligible salary expenditures in fiscal year 2019-20. Participants enrolled in PERS prior to January 1, 2013 contribute at a rate established by statute, which is 7% of their respective salaries in fiscal year 2018-19 and will be 7% in fiscal year 2019-20, while participants enrolled after January 1, 2013 contribute at an actuarially determined rate, which is 7% in fiscal year 2018-19 and will be 7% in fiscal year 2019-20. See “—California Public Employees’ Pension Reform Act of 2013” herein.

Pursuant to SB 90, the State Legislature appropriated \$144 million for fiscal year 2019-20 and \$100 million for fiscal year 2020-21 to be transferred to the Public Employees’ Retirement Fund, to pay in advance, on behalf of K-14 school district employers, part of the contributions required for K-14 school district employers for such fiscal years. In addition, the State Legislature appropriated \$660 million to be applied toward certain unfunded liabilities for K-14 school district employers. See also “FUNDING OF COMMUNITY COLLEGE DISTRICTS – State Assistance – 2019-20 Budget” herein.

The District’s contributions to PERS were \$4,655,732 in fiscal year 2015-16, \$5,574,613 in fiscal year 2016-17, \$7,094,279 for fiscal year 2017-18 and \$\_\_\_\_\_ for fiscal year 2018-19. The District has currently projects \$\_\_\_\_\_ for its contribution to PERS for fiscal year 2019-20.

**State Pension Trusts.** Each of STRS and PERS issues a separate comprehensive financial report that includes financial statements and required supplemental information. Copies of such financial reports may be obtained from each of STRS and PERS as follows: (i) STRS, P.O. Box 15275, Sacramento, California 95851-0275; (ii) PERS, P.O. Box 942703, Sacramento, California 94229-2703. Moreover, each of STRS and PERS maintains a website, as follows: (i) STRS: [www.calstrs.com](http://www.calstrs.com); (ii) PERS: [www.calpers.ca.gov](http://www.calpers.ca.gov). However, the information presented in such financial reports or on such websites is not incorporated into this Official Statement by any reference.

Both STRS and PERS have substantial statewide unfunded liabilities. The amount of these unfunded liabilities will vary depending on actuarial assumptions, returns on investments, salary scales and participant contributions. The following table summarizes information regarding the actuarially-determined accrued liability for both STRS and PERS. Actuarial assessments are “forward-

looking” information that reflect the judgment of the fiduciaries of the pension plans, and are based upon a variety of assumptions, one or more of which may not materialize or be changed in the future. Actuarial assessments will change with the future experience of the pension plans.

**FUNDED STATUS**  
**STRS (Defined Benefit Program) and PERS (Schools Pool)**  
**(Dollar Amounts in Millions) <sup>(1)</sup>**  
**Fiscal Years 2010-11 through 2017-18**

<b><u>STRS</u></b>					
<b><u>Fiscal Year</u></b>	<b><u>Accrued Liability</u></b>	<b>Value of Trust Assets <u>(MVA)</u><sup>(2)</sup></b>	<b>Unfunded Liability <u>(MVA)</u><sup>(2)</sup></b>	<b>Value of Trust Assets <u>(AVA)</u><sup>(3)</sup></b>	<b>Unfunded Liability <u>(AVA)</u><sup>(3)</sup></b>
2010-11	\$208,405	\$147,140	\$68,365	\$143,930	\$64,475
2011-12	215,189	143,118	80,354	144,232	70,957
2012-13	222,281	157,176	74,374	148,614	73,667
2013-14	231,213	179,749	61,807	158,495	72,718
2014-15	241,753	180,633	72,626	165,553	76,200
2015-16	266,704	177,914	101,586	169,976	96,728
2016-17	286,950	197,718	103,468	179,689	107,261
2017-18	297,603	211,367	101,992	190,451	107,152

<b><u>PERS</u></b>					
<b><u>Fiscal Year</u></b>	<b><u>Accrued Liability</u></b>	<b>Value of Trust Assets <u>(MVA)</u></b>	<b>Unfunded Liability <u>(MVA)</u></b>	<b>Value of Trust Assets <u>(AVA)</u><sup>(3)</sup></b>	<b>Unfunded Liability <u>(AVA)</u><sup>(3)</sup></b>
2010-11	\$58,358	\$45,901	\$12,457	\$51,547	\$6,811
2011-12	59,439	44,854	14,585	53,791	5,648
2012-13	61,487	49,482	12,005	56,250	5,237
2013-14	65,600	56,838	8,761	-- <sup>(4)</sup>	-- <sup>(4)</sup>
2014-15	73,325	56,814	16,511	-- <sup>(4)</sup>	-- <sup>(4)</sup>
2015-16	77,544	55,785	21,759	-- <sup>(4)</sup>	-- <sup>(4)</sup>
2016-17	84,416	60,865	23,551	-- <sup>(4)</sup>	-- <sup>(4)</sup>
2017-18 <sup>(5)</sup>	92,071	64,846	27,225	-- <sup>(4)</sup>	-- <sup>(4)</sup>

<sup>(1)</sup> Amounts may not add due to rounding.

<sup>(2)</sup> Reflects market value of assets, including the assets allocated to the SBPA reserve. Since the benefits provided through the SBPA are not a part of the projected benefits included in the actuarial valuations summarized above, the SBPA reserve is subtracted from the STRS Defined Benefit Program assets to arrive at the value of assets available to support benefits included in the respective actuarial valuations.

<sup>(3)</sup> Reflects actuarial value of assets.

<sup>(4)</sup> Effective for the June 30, 2014 actuarial valuation, PERS no longer uses an actuarial value of assets.

<sup>(5)</sup> On April 16, 2019, the PERS Board (defined below) approved the K-14 school district contribution rate for fiscal year 2019-20 and released certain actuarial information to be incorporated into the June 30, 2018 actuarial valuation to be released in summer 2019.

Source: PERS Schools Pool Actuarial Valuation; STRS Defined Benefit Program Actuarial Valuation.

The STRS Board has sole authority to determine the actuarial assumptions and methods used for the valuation of the STRS Defined Benefit Program. Based on the multi-year CalSTRS Experience Analysis (spanning from July 1, 2010, through June 30, 2015), on February 1, 2017, the STRS Board adopted a new set of actuarial assumptions that reflect member’s increasing life expectancies and current economic trends. These new assumptions were first reflected in the STRS Defined Benefit Program Actuarial Valuation, as of June 30, 2016 (the “2016 STRS Actuarial Valuation”). The new actuarial assumptions include, but are not limited to: (i) adopting a generational mortality methodology to reflect past improvements in life expectancies and provide a more dynamic assessment of future life spans, (ii)



decreasing the investment rate of return (net of investment and administrative expenses) to 7.25% for the 2016 STRS Actuarial Valuation and 7.00% for the June 30, 2017 actuarial evaluation (the “2017 STRS Actuarial Valuation”), and (iii) decreasing the projected wage growth to 3.50% and the projected inflation rate to 2.75%. The 2017 STRS Actuarial Valuation continues using the Entry Age Normal Actuarial Cost Method.

Based on salary increases less than assumed and actuarial asset gains recognized from the current and prior years, the STRS Defined Benefit Program Actuarial Valuation, as of June 30, 2018 (the “2018 STRS Actuarial Valuation”) reports that the unfunded actuarial obligation decreased by \$109 million since the 2017 STRS Actuarial Valuation and the funded ratio increased by 1.4% to 64.0% over such time period.

According to the 2018 STRS Actuarial Valuation, the future revenues from contributions and appropriations for the STRS Defined Benefit Program are projected to be approximately sufficient to finance its obligations with a projected ending funded ratio in fiscal year ending June 30, 2046 of 99.9%, except for a small portion of the unfunded actuarial obligation related to service accrued on or after July 1, 2014 for member benefits adopted after 1990, for which AB 1469 provides no authority to the STRS Board to adjust rates to pay down that portion of the unfunded actuarial obligation. This finding reflects the scheduled contribution rate increases directed by statute, assumes additional increases in the scheduled contribution rates allowed under the current law will be made, and is based on the valuation assumptions and valuation policy adopted by the STRS Board, including a 7.00% investment rate of return assumption.

In recent years, the PERS Board of Administration (the “PERS Board”) has taken several steps, as described below, intended to reduce the amount of the unfunded accrued actuarial liability of its plans, including the Schools Pool.

On March 14, 2012, the PERS Board voted to lower the PERS’ rate of expected price inflation and its investment rate of return (net of administrative expenses) (the “PERS Discount Rate”) from 7.75% to 7.5%. On February 18, 2014, the PERS Board voted to keep the PERS Discount Rate unchanged at 7.5%. On November 17, 2015, the PERS Board approved a new funding risk mitigation policy to incrementally lower the PERS Discount Rate by establishing a mechanism whereby such rate is reduced by a minimum of 0.05% to a maximum of 0.25% in years when investment returns outperform the existing PERS Discount Rate by at least four percentage points. On December 21, 2016, the PERS Board voted to lower the PERS Discount Rate to 7.0% over a three year phase-in period in accordance with the following schedule: 7.375% for the June 30, 2017 actuarial valuation, 7.25% for the June 30, 2018 actuarial valuation and 7.00% for the June 30, 2019 actuarial valuation. The new discount rate went into effect July 1, 2017 for the State and July 1, 2018 for K-14 school districts and other public agencies. Lowering the PERS Discount Rate means employers that contract with PERS to administer their pension plans will see increases in their normal costs and unfunded actuarial liabilities. Active members hired after January 1, 2013, under the Reform Act (defined below) will also see their contribution rates rise.

On April 17, 2013, the PERS Board approved new actuarial policies aimed at returning PERS to fully-funded status within 30 years. The policies include a rate smoothing method with a 30-year fixed amortization period for gains and losses, a five-year increase of public agency contribution rates, including the contribution rate at the onset of such amortization period, and a five year reduction of public agency contribution rates at the end of such amortization period. The new actuarial policies were first included in the June 30, 2014 actuarial valuation and were implemented with respect the State, K-14 school districts and all other public agencies in fiscal year 2015-16.

Also, on February 20, 2014, the PERS Board approved new demographic assumptions reflecting (i) expected longer life spans of public agency employees and related increases in costs for the PERS system and (ii) trends of higher rates of retirement for certain public agency employee classes, including police officers and firefighters. The new actuarial assumptions were first reflected in the Schools Pool in the June 30, 2015 actuarial valuation. The increase in liability due to the new assumptions will be amortized over 20 years with increases phased in over five years, beginning with the contribution requirement for fiscal year 2016-17. The new demographic assumptions affect the State, K-14 school districts and all other public agencies.

The PERS Board is required to undertake an experience study every four years under its Actuarial Assumptions Policy and State law. As a result of the most recent experience study, on December 20, 2017, the PERS Board approved new actuarial assumptions, including (i) lowering the inflation rate to 2.625% for the June 30, 2018 actuarial valuation and to 2.50% for the June 30, 2019 actuarial valuation, (ii) lowering the payroll growth rate to 2.875% for the June 30, 2018 actuarial valuation and 2.75% for the June 30, 2019 actuarial valuation, and (iii) certain changes to demographic assumptions relating to the salary scale for most constituent groups, and modifications to the morality, retirement, and disability retirement rates.

On February 14, 2018, the PERS Board approved a new actuarial amortization policy with an effective date for actuarial valuations beginning on or after June 30, 2019, which includes (i) shortening the period over which actuarial gains and losses are amortized from 30 years to 20 years, (ii) requiring that amortization payments for all unfunded accrued liability bases established after the effective date be computed to remain a level dollar amount throughout the amortization period, (iii) removing the 5-year ramp-up and ramp-down on unfunded accrued liability bases attributable to assumptions changes and non-investment gains/losses established on or after the effective date and (iv) removing the 5-year ramp-down on investment gains/losses established after the effective date. While PERS expects that reducing the amortization period for certain sources of unfunded liability will increase future average funding ratios, provide faster recovery of funded status following market downturns, decrease expected cumulative contributions, and mitigate concerns over intergenerational equity, such changes may result in increases in future employer contribution rates.

On April 16, 2019, the PERS Board established the employer contribution rates for 2019-20 and released certain information from the Schools Pool Actuarial Valuation as of June 30, 2018, ahead of its summer of 2019 release date. Based on the changes in the discount rate, inflation rate, payroll growth rate and demographic assumptions, along with the expected reductions in normal cost due to the continuing transition of active members from those employees hired prior to the Implementation Date (defined below), to those hired after such date, the projected contribution rate for 2020-21 is projected to be 23.6%, with annual increases thereafter, resulting in a projected 26.5% employer contribution rate for fiscal year 2025-26.

The District can make no representations regarding the future program liabilities of STRS, or whether the District will be required to make additional contributions to STRS in the future above those amounts required under AB 1469. The District can also provide no assurances that the District's required contributions to PERS will not increase in the future.

***California Public Employees' Pension Reform Act of 2013.*** On September 12, 2012, the Governor signed into law the California Public Employees' Pension Reform Act of 2013 (the "Reform Act"), which makes changes to both STRS and PERS, most substantially affecting new employees hired after January 1, 2013 (the "Implementation Date"). For STRS participants hired after the Implementation Date, the Reform Act changes the normal retirement age by increasing the eligibility for the 2% age factor (the age factor is the percent of final compensation to which an employee is entitled for each year of

service) from age 60 to 62 and increasing the eligibility of the maximum age factor of 2.4% from age 63 to 65. Similarly, for non-safety PERS participants hired after the Implementation Date, the Reform Act changes the normal retirement age by increasing the eligibility for the 2% age factor from age 55 to 62 and increases the eligibility requirement for the maximum age factor of 2.5% to age 67. Among the other changes to PERS and STRS, the Reform Act also: (i) requires all new participants enrolled in PERS and STRS after the Implementation Date to contribute at least 50% of the total annual normal cost of their pension benefit each year as determined by an actuary, (ii) requires STRS and PERS to determine the final compensation amount for employees based upon the highest annual compensation earnable averaged over a consecutive 36-month period as the basis for calculating retirement benefits for new participants enrolled after the Implementation Date (previously 12 months for STRS members who retire with 25 years of service), and (iii) caps “pensionable compensation” for new participants enrolled after the Implementation Date at 100% of the federal Social Security contribution (to be adjusted annually based on changes to the Consumer Price Index for all Urban Consumers) and benefit base for members participating in Social Security or 120% for members not participating in social security (to be adjusted annually based on changes to the Consumer Price Index for all Urban Consumers), while excluding previously allowed forms of compensation under the formula such as payments for unused vacation, annual leave, personal leave, sick leave, or compensatory time off.

***GASB Statement Nos. 67 and 68.*** On June 25, 2012, GASB approved Statements Nos. 67 and 68 (“Statements”) with respect to pension accounting and financial reporting standards for state and local governments and pension plans. The new Statements, No. 67 and No. 68, replace GASB Statement No. 27 and most of Statements No. 25 and No. 50. The changes impact the accounting treatment of pension plans in which state and local governments participate. Major changes include: (1) the inclusion of unfunded pension liabilities on the government’s balance sheet (currently, such unfunded liabilities are typically included as notes to the government’s financial statements); (2) more components of full pension costs being shown as expenses regardless of actual contribution levels; (3) lower actuarial discount rates being required to be used for underfunded plans in certain cases for purposes of the financial statements; (4) closed amortization periods for unfunded liabilities being required to be used for certain purposes of the financial statements; and (5) the difference between expected and actual investment returns being recognized over a closed five-year smoothing period. In addition, according to GASB, Statement No. 68 means that, for pensions within the scope of the Statement, a cost-sharing employer that does not have a special funding situation is required to recognize a net pension liability, deferred outflows of resources, deferred inflows of resources related to pensions and pension expense based on its proportionate share of the net pension liability for benefits provided through the pension plan. Because the accounting standards do not require changes in funding policies, the full extent of the effect of the new standards on the District is not known at this time. The reporting requirements for pension plans took effect for the fiscal year beginning July 1, 2013 and the reporting requirements for government employers, including the District, took effect for the fiscal year beginning July 1, 2014.

As of June 30, 2018, the District’s proportionate shares of the STRS and PERS net pension liabilities were \$120,279,953 and \$75,188,020, respectively. For more information, see “APPENDIX B – 2017-18 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT – Note 12” attached hereto.

## Post-Employment Health Care Benefits

**Plan Description.** The Riverside Community College District Plan (the “Plan”) is a single-employer defined benefit healthcare plan administered by the District. The Plan provides medical insurance benefits to eligible retirees and one dependent (the “Benefits”). As of June 30, 2019, membership of the Plan consisted of \_\_\_\_ retirees and beneficiaries currently receiving Benefits and \_\_\_\_ active Plan members eligible for, but not yet receiving, Benefits.

**Funding Policy.** The contribution requirements of the Plan members and the District are established and amended by the District and the District’s bargaining units on an annual basis. The District’s contribution is currently based on a projected pay-as-you-go basis to cover the cost of Benefits for current retirees. For fiscal year 2017-18, the District contributed \$6,209,619 to the Plan, of which \$3,585,234 was used for premiums and \$2,624,385 was used to fund the OPEB Trust (defined below). For fiscal year 2018-19, the District contributed \$\_\_\_\_\_ to the Plan, of which \$\_\_\_\_\_ was used for premiums and \$\_\_\_\_\_ was used to fund the OPEB Trust (defined below). The District projects a contribution of \$\_\_\_\_\_ to the Plan in fiscal year 2019-20, of which \$\_\_\_\_\_ will be used for premiums and \$\_\_\_\_\_ will be used to fund the OPEB Trust.

On April 21, 2015, the Board approved a plan to fund its unfunded actuarial accrued liability (the “UAAL”) with respect to the Benefits. The Board-approved plan, which took effect on July 1, 2015, has two components. First, the Board established an irrevocable, GASB-qualifying trust to fund its UAAL (the “OPEB Trust”). Second, the District developed a charge rate to apply to every dollar of payroll to cover the projected pay-as-you-go cost of the Benefits, plus a minimum of \$250,000 annually to begin providing for future Benefits. Such amounts have been deposited into the OPEB Trust. As of \_\_\_\_\_, 2019, there is a current balance of \$\_\_\_\_\_ on deposit in the OPEB Trust.

**GASB Statement Nos. 74 and 75.** On June 2, 2015, GASB approved Statements Nos. 74 and 75 (each, “GASB 74” and “GASB 75”) with respect to pension accounting and financial reporting standards for public sector post-retirement benefit programs and the employers that sponsor them. GASB 74 replaces GASB Statements No. 43 and 57 and GASB 75 replaces GASB 45.

Most of GASB 74 applies to plans administered through trusts, contributions in which contributions are irrevocable, trust assets are dedicated to providing other post –employment benefits to plan members and trust assets are legally protected from creditors. GASB Statements No. 74 and No. 75 will require a liability for OPEB obligations, known as the Net OPEB Liability, to be recognized on the balance sheet of the plan and the participating employer’s financial statements. In addition, an OPEB expense (service cost plus interest on total OPEB liability plus current-period benefit changes minus member contributions minus assumed earning on plan investments plus administrative expenses plus recognition of deferred outflows minus recognition of deferred inflows) will be recognized in the income statement of the participating employers. In the notes to its financial statements, employers providing other post-employment benefits will also have to include information regarding the year-to-year change in the Net OPEB Liability and a sensitivity analysis of the Net OPEB Liability to changes in the discount rate and healthcare trend rate. The required supplementary information will also be required to show a 10-year schedule of the plan’s net OPEB liability reconciliation and related ratios, and any actuarially determined contributions and investment returns.

Under GASB 74, the measurement date must be the same as the plan’s fiscal year end, but the actuarial valuation date may be any date up to 24 months prior to the measurement date. For the Total OPEB Liability, if the valuation date is before the measurement date, the results must be projected forward from the valuation date to the measurement date using standard actuarial roll-forward techniques. For plans that are unfunded or have assets insufficient to cover the projected benefit payments, a discount

rate reflecting a 20-year tax-exempt municipal bond yield or index rate must be used. For plans with assets that meet the GASB 74 requirements, a projection of the benefit payments and future Fiduciary Net Position is performed based on the funding policy and assumptions of the plan, along with the methodology specified in GASB. The Fiduciary Net Position measures the value of trust assets, adjusted for payees and receivables.

GASB No. 74 has an effective date for plan fiscal years beginning after June 15, 2016, and was first recognized in the District's financial statements for fiscal year 2016-17. GASB Statement No. 75 has an effective date for employer fiscal years beginning after June 15, 2017, and the District first recognized GASB No. 75 in their financial statements for fiscal year 2017-18. For fiscal year 2017-18, the District reported a Total OPEB Liability of \$44,623,373, a Fiduciary Net Position of \$1,169,405 and a Net OPEB Liability of \$43,453,968. See also "APPENDIX B – 2017-18 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT – Note 10" attached hereto.

**Actuarial Valuation.** The District's most recent actuarial study, dated as of \_\_\_\_\_, calculated the District's accrued liability in accordance with GASB No. 74 and GASB No. 75. The study concluded that, as of a \_\_\_\_\_ measurement date, the District's Total OPEB Liability was \$\_\_\_\_\_, its Fiduciary Net Position was \$\_\_\_\_\_ and its Net OPEB Liability was \$\_\_\_\_\_.

**Medicare Premium Payment Program.** The District participates in the Medicare Premium Payment ("MPP") Program, a cost-sharing multiple-employer other postemployment benefit plan. STRS administers the MPP Program through the Teachers' Health Benefit Fund (the "THBF"). The MPP Program pays Medicare Part A premiums and Medicare Parts A and B late enrollment surcharges for eligible members of the STRS Defined Benefit Program who were retired or began receiving a disability allowance prior to July 1, 2012, and were not eligible for premium free Medicare Part A. The MPP Program is now closed to new entrants.

The MPP Program is funded on a pay-as-you-go basis from a portion of the monthly District benefit payments. Benefit payments that would otherwise be credited to the STRS Defined Benefit Program each month are instead credited to the MPP Program to fund monthly program and administrative costs.

An actuarial study of the liability of the MPP Program has been prepared pursuant to GASB statements No. 74 and No. 75. The District's proportionate share of the net MPP Program liability as of June 30, 2018 was \$990,620. See also "APPENDIX B – 2017-18 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT – Note 10" attached hereto.

## **Risk Management**

**Insurance Coverage.** The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; and injuries to employees. The District obtains coverage for these risks both by purchasing insurance coverage and through coverage in a risk retention group. The District's coverage for liability and tort risks extends up to \$55,000,000, and is subject to a \$100,000 self-insured retention. The District also carries replacement coverage on its buildings, furniture, and equipment with limits of \$800,000,000 (total pool value), with a \$50,000 self-insurance retention. Employee health benefits are covered by the employees enrolling in one of two health maintenance organizations or in the District's self-insurance health plan. The District's self-insured limit for the self-insured plan is \$100,000, and the District purchases insurance coverage for the excess claims. The District purchases dental benefits from a joint powers authority (a "JPA").

***JPA Risk Pools.*** The District contracted with the Southern California Schools Risk Management (“SCSRM”) JPA for property and liability insurance coverage in fiscal year 2017-18. Settled claims have not exceeded this commercial coverage in any of the past three years and there has not been a significant reduction in coverage from the prior year.

***Workers Compensation.*** The District participated in the California Schools Risk Management Fund (“CSRSM”) JPA, an insurance purchasing pool for workers’ compensation coverage, in fiscal year 2017-18. The District is self-insured for the first \$500,000 of each workers’ compensation claim.

***Employee Medical Benefits.*** The District contracts with Kaiser Permanente and Health Net, and also offers the RCCD Self-Insured Health Plan to provide employee medical benefits. The District provides health and welfare benefits to all full-time and part-time employees (20 hours or more) and their dependents.

### **Participation in Public Entity Risk Pools and JPAs**

The District contracts with the SCSRM JPA, the CSRSM JPA, Schools Excess Liability Fund (“SELF”) JPA, Riverside Community College – County Superintendent Self-Insurance Program for Employees (“RCCCSSIPE”), and the Riverside Employers/Employees Plan (“REEP”). During fiscal year 2017-18, the District made payments of \$1,031,597, \$\_\_\_\_\_, \$79,464, \$1,562,746 and \$21,600 to SCSRM, CSRSM, SELF, RCCCSSIPE and REEP, respectively.

The District pays annual premiums for its property liability, health, and workers’ compensation coverage. The relationship between the District and the JPAs is such that the JPAs are not component units of the District for financial reporting purposes. See also “APPENDIX B – 2017-18 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT – Notes 11 and 13” attached hereto.

### **Accounting Practices**

The accounting policies of the District conform to generally accepted accounting principles in accordance with policies and procedures of the California Community College Budget and Accounting Manual. This manual, according to Section 84030 of the California Education Code, is to be followed by all California community college districts. GASB has released Statement No. 34, which makes changes in the annual financial statements for all governmental agencies in the United States, especially in recording of fixed assets and their depreciation, and in the way the report itself is formatted. These requirements became effective for fiscal periods beginning after June 15, 2001 (Phase I) for any governmental agency with annual revenues in excess of \$100 million. Revenues are recognized in the period in which they become both measurable and available to finance expenditures of the current fiscal period. Expenditures are recognized in the period in which the liability is incurred. See also “— Comparative Financial Statements” herein.

## General Fund Budgeting

The following table reflects the District's general fund budgets for fiscal years 2015-16 through 2019-20, and ending results for fiscal years 2015-16 through 2019-20.

### GENERAL FUND BUDGETING Riverside Community College District Fiscal Years 2015-16 through 2019-20

	Fiscal Year 2015-16		Fiscal Year 2016-17		Fiscal Year 2017-18		Fiscal Year 2018-19		Fiscal Year 2019-20
	<u>Budgeted</u> <sup>(1)</sup>	<u>Ending</u> <sup>(1)</sup>	<u>Budgeted</u> <sup>(1)</sup>	<u>Ending</u> <sup>(1)</sup>	<u>Budgeted</u> <sup>(1)</sup>	<u>Ending</u> <sup>(1)</sup>	<u>Budgeted</u> <sup>(1)</sup>	<u>Ending</u> <sup>(3)</sup>	<u>Projected</u>
<b>REVENUES:</b>									
Federal	\$14,736,813	\$10,068,695	\$13,445,761	\$10,135,988	\$20,632,904	\$11,163,238	\$21,655,881		
State	161,173,735	160,378,889	173,600,482	153,181,500	193,544,259	167,281,821	225,082,242		
Local	<u>58,004,788</u>	<u>60,929,412</u>	<u>63,052,894</u>	<u>68,294,336</u>	<u>74,670,106</u>	<u>73,767,423</u>	<u>79,547,664</u>		
<b>TOTAL REVENUES</b>	233,915,336	231,376,996	250,099,137	231,611,824	288,847,269	252,212,482	326,285,787		
<b>EXPENDITURES:</b>									
Academic Salaries	77,914,064	78,469,784	82,654,285	82,837,020	89,048,374	90,991,338	95,587,195		
Classified Salaries	45,220,942	44,670,548	49,358,844	46,206,350	53,891,149	51,044,619	58,580,896		
Employee Benefits	43,722,208	45,410,523	55,078,054	51,767,997	57,455,862	56,335,774	64,516,965		
Supplies and Materials	8,409,212	3,911,798	10,789,019	4,126,306	14,440,625	4,864,367	17,574,865		
Other Operating Expenses and Services	53,989,770	28,410,236	66,421,213	28,423,063	90,482,048	35,030,386	88,761,097		
Capital Outlay	<u>12,578,339</u>	<u>11,052,925</u>	<u>9,744,238</u>	<u>6,091,087</u>	<u>14,451,187</u>	<u>7,415,085</u>	<u>31,131,669</u>		
<b>TOTAL EXPENDITURES</b>	241,834,535	211,925,814	274,045,653	219,451,823	319,769,245	245,681,569	356,152,687		
<b>EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES</b>	(7,919,199)	19,451,182	(23,946,516)	12,160,001	(30,921,976)	6,530,913	(29,866,900)		
<b>OTHER FINANCING SOURCES (USES)</b>	2,123,637	8,929	9,100	14,973	12,500	3,658	7,000		
<b>OTHER OUTGO</b>	4,945,180	2,848,639	4,252,493	4,136,637	2,680,557	2,971,027	24,242,348		
<b>NET INCREASE (DECREASE) IN FUND BALANCES</b>	(10,740,742)	16,611,472	(28,189,909)	8,038,337	(33,590,033)	3,563,544	(54,102,248)		
<b>BEGINNING FUND BALANCE</b>	<u>25,888,891</u>	<u>25,888,891</u>	<u>42,500,363</u>	<u>42,500,367</u> <sup>(2)</sup>	<u>50,538,704</u>	<u>50,538,704</u>	<u>54,102,248</u>		
<b>ENDING FUND BALANCE</b>	<u>\$15,148,149</u>	<u>\$42,500,363</u>	<u>\$14,310,454</u>	<u>\$50,538,704</u>	<u>\$16,948,671</u>	<u>\$54,102,248</u>	<u>\$0</u>		

<sup>(1)</sup> From the District's CCFS-311 Reports filed with the California Community Colleges Chancellor's Office. For audited results summaries of expenses, revenues and changes in net assets for the District's primary government funds for fiscal years 2014-15 through 2017-18, see "—Comparative Financial Statements" herein.

<sup>(2)</sup> Reflects an adjusted beginning fund balance to include a prior year adjustment of \$4.

<sup>(3)</sup> Estimated.

Source: Riverside Community College District.

## Comparative Financial Statements

The following table reflects the District's audited revenues, expenditures and changes in net assets in the District's primary government funds from fiscal years 2013-14 through 2017-18.

### SUMMARY OF AUDITED REVENUES, EXPENDITURES AND CHANGES IN NET ASSETS FISCAL YEARS 2013-14 THROUGH 2017-18 – PRIMARY GOVERNMENT Riverside Community College District

	Fiscal Year 2013-14	Fiscal Year 2014-15	Fiscal Year 2015-16	Fiscal Year 2016-17	Fiscal Year 2017-18
<b>OPERATING REVENUES</b>					
Student tuition and fees	\$37,992,745	\$38,653,525	\$39,554,973	\$41,974,356	\$43,525,653
Less: Scholarship discounts and allowances	<u>(21,456,127)</u>	<u>(22,764,165)</u>	<u>(22,935,819)</u>	<u>(22,285,090)</u>	<u>(22,879,802)</u>
Net tuition and fees	16,536,618	15,889,360	16,619,154	19,689,266	20,645,851
Total grants and contracts, noncapital	--	--	--	--	67,573,811
Other Operating Revenues	<u>23,090</u>	<u>13,999</u>	<u>(1,372)</u>	<u>30,635</u>	10,212
<b>TOTAL OPERATING REVENUES</b>	16,559,708	15,903,359	16,617,782	19,719,901	88,229,874
<b>OPERATING EXPENSES</b>					
Salaries	108,269,614	114,605,153	125,856,057	132,198,832	145,222,476
Employee benefits	32,462,402	33,560,369	37,988,740	40,183,923	53,204,158
Supplies, materials and other operating expenses and services	30,019,823	30,399,420	43,077,297	44,086,881	51,738,750
Student financial aid	50,666,043	55,305,786	54,314,607	53,298,914	63,492,406
Equipment, maintenance, and repairs	3,399,899	5,731,637	6,290,685	4,564,862	4,948,389
Depreciation	<u>15,834,281</u>	<u>16,395,908</u>	<u>16,623,899</u>	<u>16,960,528</u>	<u>17,803,097</u>
<b>TOTAL OPERATING EXPENSES</b>	240,652,062	255,998,273	284,151,285	291,293,940	336,409,276
<b>OPERATING INCOME/(LOSS)</b>	(224,092,354)	(240,094,914)	(267,533,503)	(271,574,039)	(248,179,402)
<b>NON-OPERATING REVENUE (EXPENSES)</b>					
State apportionments, non-capital	93,567,956	96,089,271	107,436,493	111,781,459	114,799,282
Federal grants and contracts, noncapital	61,721,576	63,778,205	60,848,305	59,708,037	53,444,995
State financial aid grants, noncapital	13,710,929	24,389,732	35,108,567	36,749,089	7,933,622
Local property taxes, levied for general purposes	25,395,020	29,311,835	33,716,065	37,207,839	38,128,216
Taxes levied for other specific purposes	13,806,538	15,234,150	15,599,538	15,920,291	16,513,906
State taxes and other revenues	8,580,722	7,875,903	21,345,873	9,627,908	6,960,968
Investment income	314,781	270,227	466,839	745,933	1,568,056
Interest expense on capital related debt	(9,590,099)	(11,047,178)	(6,974,747)	(14,619,076)	(14,638,528)
Investment income on capital asset – related debt	20,585	23,823	33,311	61,604	114,788
Transfer to fiduciary funds	--	--	--	--	(369,273)
Loss on disposal of capital assets	<u>(1,539)</u>				
Other nonoperating revenue	<u>13,052,773</u>	<u>15,318,022</u>	<u>15,311,613</u>	<u>16,077,997</u>	<u>9,889,104</u>
<b>TOTAL NON-OPERATING REVENUES (EXPENSES)</b>	220,579,242	241,243,990	282,891,857	273,261,081	234,345,136
<b>INCOME (LOSS) BEFORE OTHER REVENUES, EXPENSES</b>	(3,513,112)	1,149,076	15,358,354	1,687,042	(13,834,266)
State revenues, capital	3,875,979	1,845,049	2,167,968	1,356,211	3,213,350
Local revenues (losses), capital	--	424,100	(92,217)	213,750	(210,934)
Loss on disposal of capital assets	--	--	--	--	--
<b>TOTAL INCOME BEFORE OTHER REVENUES, EXPENSES</b>	3,875,979	2,269,149	2,075,751	1,569,961	3,002,416
<b>CHANGES IN NET POSITION</b>	362,867	3,418,225	17,434,105	3,257,003	(10,831,850)
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>212,435,212</u>	<u>67,283,994<sup>(1)</sup></u>	<u>70,702,219</u>	<u>88,136,324</u>	<u>58,291,555<sup>(2)</sup></u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$212,798,079</u>	<u>\$70,702,219</u>	<u>\$88,136,324</u>	<u>\$91,393,327</u>	<u>\$47,459,705</u>

(1) Reflects a net restatement to the District's beginning position of \$145,514,085 as the result of the implementation of GASB Statement No. 68. See also "— Retirement Systems – GASB Statement Nos. 67 and 68" herein.

(2) Reflects a net restatement to the District's beginning position of \$33,101,772 as the result of the implementation of GASB Statement No. 75. See also "—Post-Employment Health Care Benefits – GASB Statement Nos. 74 and 75" herein.

Source: Riverside Community College District.



## District Debt Structure

**Long-Term Debt.** General long-term debt as of June 30, 2018 consisted of the following:

	<b>Beginning Balance <u>July 1, 2017</u></b>	<b><u>Additions</u></b>	<b><u>Deductions</u></b>	<b>Ending Balance <u>June 30, 2018</u></b>
Bonds Payable				
General Obligation Bonds, Series 2010D/D-1	\$113,222,831	\$744,652	\$765,000	\$113,202,483
Unamortized debt premium	1,342,895	--	58,176	1,284,719
General Obligation Bonds, Refunding Bonds 2014, Series A and B	67,375,000	--	4,085,000	63,290,000
Unamortized debt premium	3,758,479	--	372,742	3,385,737
General Obligation Bonds, Series 2015 E	45,605,795	2,142,402	1,265,000	46,483,197
Unamortized debt premium	164,557	--	7,452	157,105
Refunding Bonds 2015	42,885,000	--	100,000	42,758,000
Unamortized debt premium	<u>5,063,406</u>	<u>--</u>	<u>335,695</u>	<u>4,727,711</u>
Total Bonds Payable	<u>279,417,963</u>	<u>2,887,054</u>	<u>6,989,065</u>	<u>275,315,952</u>
Other Liabilities				
Compensated Absences	2,974,674	274,537	--	3,249,211
Load Banking	799,067	63,950	--	863,017
Aggregate net other postemployment benefits (OPEB) liability	43,868,844	738,654	162,910	44,444,588
Aggregate net pension liability	<u>176,820,545</u>	<u>18,647,419</u>	<u>--</u>	<u>195,467,973</u>
Total Other Liabilities	<u>224,463,139</u>	<u>19,724,650</u>	<u>162,910</u>	<u>244,024,789</u>
Total Long-Term Obligations	<u>\$503,881,102</u>	<u>\$22,611,614</u>	<u>\$7,151,975</u>	<u>\$519,340,741</u>

Source: 2017-18 Audited Financial Statements of the District.

**General Obligation Bonds.** The following table summarizes the prior outstanding general obligation bond issuances by the District (not including the Bonds).

<b><u>Issuance</u></b>	<b><u>Initial Principal Amount</u></b>	<b><u>Principal Outstanding<sup>(1)</sup></u></b>	<b><u>Date of Delivery</u></b>
Election of 2004, Series 2010D	\$7,699,278.45		November 10, 2010
Election of 2004, Series 2010D-1	102,300,000.00		November 10, 2010
2014 Refunding Bonds, Series 2014A	29,130,000.00		May 29, 2014
2015 Refunding Bonds, Series 2014B	43,960,000.00		May 29, 2014
Election of 2004, Series 2015E	45,004,145.30		July 1, 2015
2015 Refunding Bonds	43,920,000.00		July 1, 2015

As of \_\_\_\_\_, 2019

**GENERAL OBLIGATION BONDED DEBT SERVICE  
Riverside Community College District**

<b>Year Ending (August 1)</b>	<b>2010D Bonds</b>	<b>2010D-1 Bonds<sup>(1)(2)</sup></b>	<b>2014A Refunding Bonds</b>	<b>2014B Refunding Bonds</b>	<b>2015E Bonds</b>	<b>2015 Refunding Bonds</b>	<b>The Series 2019F Bonds</b>	<b>The 2019 Refunding Bonds</b>	<b>Total Annual Debt Service</b>
2020	\$1,360,000.00	\$7,164,193.00	\$1,896,250.00	\$5,500,331.10	--	\$2,153,975.00			
2021	1,560,000.00	7,164,193.00	1,922,250.00	5,774,465.50	--	2,151,975.00			
2022	1,775,000.00	7,164,193.00	1,970,500.00	6,031,565.50	--	2,148,975.00			
2023	1,975,000.00	7,164,193.00	2,009,750.00	6,320,704.50	--	2,145,975.00			
2024	2,190,000.00	7,164,193.00	2,060,250.00	6,610,318.00	--	2,142,975.00			
2025	3,205,000.00	7,164,193.00	8,213,250.00	--	--	2,139,975.00			
2026	--	7,164,193.00	8,540,500.00	--	\$2,505,000.00	2,136,975.00			
2027	--	7,164,193.00	8,873,750.00	--	2,755,000.00	2,133,975.00			
2028	--	7,164,193.00	--	--	2,670,000.00	11,090,975.00			
2029	--	7,164,193.00	--	--	2,985,000.00	11,447,975.00			
2030	--	7,164,193.00	--	--	3,230,000.00	11,889,475.00			
2031	--	7,924,193.00	--	--	2,820,000.00	12,261,725.00			
2032	--	14,516,213.00	--	--	8,820,000.00	398,475.00			
2033	--	15,270,011.00	--	--	9,735,000.00	--			
2034	--	15,445,277.00	--	--	10,190,000.00	--			
2035	--	15,616,169.00	--	--	10,640,000.00	--			
2036	--	15,774,201.00	--	--	11,115,000.00	--			
2037	--	15,925,658.00	--	--	11,605,000.00	--			
2038	--	16,066,468.00	--	--	12,115,000.00	--			
2039	--	16,197,770.00	--	--	12,640,000.00	--			
2040	--	16,315,351.00	--	--	--	--			
<b>Total</b>	<b><u>\$13,240,000.00</u></b>	<b><u>\$235,021,627.00</u></b>	<b><u>\$37,354,000.00</u></b>	<b><u>\$35,487,260.96</u></b>	<b><u>\$103,825,000.00</u></b>	<b><u>\$66,399,400.00</u></b>			

<sup>(1)</sup> Includes debt service on the bonds expected to be refinanced with proceeds of the 2019 Refunding Bonds.

<sup>(2)</sup> The Refunded Bonds are designated as "Build America Bonds" pursuant to an irrevocable election by the District to have Sections 54AA and Section 54AA(g) of the Code apply thereto. The District expects to receive a cash subsidy payment from the United States Department of the Treasury equal to 35% of the interest payable on such bonds on or about each semi-annual interest payment date (each a "BAB Subsidy"). This table reflects gross debt service payments with respect to the Refunded Bonds and does not reflect the anticipated receipt of the BAB Subsidy. The BAB Subsidy is subject to reduction (the "Sequestration Reduction") pursuant to the federal Balanced Budget and Emergency Deficit Control Act of 1985, as amended, which currently includes provisions reducing the BAB Subsidy by 6.2% through the end of the current federal fiscal year (September 30, 2019). In the absence of action by the United States Congress, the rate of the Sequestration Reduction is subject to change in the following federal fiscal year. The District will no longer qualify for the BAB Subsidy once the Refunded Bonds are defeased as a result of the issuance of the 2019 Refunding Bonds. See also "LEGAL MATTERS – Escrow Verification" herein.

Source: 2017-18 Audited Financial Statements of the District.

## TAX MATTERS

In the opinion of Stradling Yocca Carlson & Rauth, a Professional Corporation (“Bond Counsel”), under existing statutes, regulations, rulings and judicial decisions, interest on the Bonds is excluded from gross income for federal income tax purposes, and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond Counsel, interest on the Bonds is exempt from State of California personal income tax.

The difference between the issue price of a Bond (the first price at which a substantial amount of a maturity is to be sold to the public) and the stated redemption price at maturity with respect to the Bond (to the extent the redemption price at maturity is greater than the issue price) constitutes original issue discount. Original issue discount accrues under a constant yield method, and original issue discount will accrue to a Bond Owner before receipt of cash attributable to such excludable income. The amount of original issue discount deemed received by the Bond Owner will increase the Bond Owner’s basis in the applicable Bond. In the opinion of Bond Counsel, the amount of original issue discount that accrues to the owner of the Bond is excluded from the gross income of such owner for federal income tax purposes and is not an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals. In the opinion of Bond Counsel, the amount of original issue discount that accrues to the Beneficial Owner of the Bonds is exempt from State of California personal income tax.

Bond Counsel’s opinion as to the exclusion from gross income for federal income tax purposes of interest (and original issue discount) on the Bonds is based upon certain representations of fact and certifications made by the District and others and is subject to the condition that the District complies with all requirements of the Internal Revenue Code of 1986, as amended (the “Code”), that must be satisfied subsequent to the issuance of the Bonds to assure that interest (and original issue discount) on the Bonds will not become includable in gross income for federal income tax purposes. Failure to comply with such requirements of the Code might cause the interest (and original issue discount) on the Bonds to be included in gross income for federal income tax purposes retroactive to the date of issuance of the Bonds. The District has covenanted to comply with all such requirements.

The amount by which a Bond Owner’s original basis for determining loss on sale or exchange of the applicable Bond (generally, the purchase price) exceeds the amount payable on maturity (or on an earlier call date) constitutes amortizable Bond premium, which must be amortized under Section 171 of the Code; such amortizable Bond premium reduces the Bond Owner’s basis in the applicable Bond (and the amount of tax-exempt interest received), and is not deductible for federal income tax purposes. The basis reduction as a result of the amortization of Bond premium may result in a Bond Owner realizing a taxable gain when a Bond is sold by the Owner for an amount equal to or less (under certain circumstances) than the original cost of the Bond to the Owner. Purchasers of the Bonds should consult their own tax advisors as to the treatment, computation and collateral consequences of amortizable bond premium.

The Internal Revenue Service (the “IRS”) has initiated an expanded program for the auditing of tax-exempt bond issues, including both random and targeted audits. It is possible that the Bonds will be selected for audit by the IRS. It is also possible that the market value of the Bonds might be affected as a result of such an audit of the Bonds (or by an audit of similar bonds). No assurance can be given that in the course of an audit, as a result of an audit, or otherwise, Congress or the IRS might not change the Code (or interpretation thereof) subsequent to the issuance of the Bonds to the extent that it adversely affects the exclusion from gross income of interest (or original issue discount) on the Bonds or their market value.

SUBSEQUENT TO THE ISSUANCE OF THE BONDS THERE MIGHT BE FEDERAL, STATE, OR LOCAL STATUTORY CHANGES (OR JUDICIAL OR REGULATORY CHANGES TO OR INTERPRETATIONS OF FEDERAL, STATE, OR LOCAL LAW) THAT AFFECT THE FEDERAL, STATE, OR LOCAL TAX TREATMENT OF THE BONDS INCLUDING THE IMPOSITION OF ADDITIONAL FEDERAL INCOME OR STATE TAXES BEING IMPOSED ON OWNERS OF TAX-EXEMPT STATE OR LOCAL OBLIGATIONS, SUCH AS THE BONDS. THESE CHANGES COULD ADVERSELY AFFECT THE MARKET VALUE OR LIQUIDITY OF THE BONDS. NO ASSURANCE CAN BE GIVEN THAT SUBSEQUENT TO THE ISSUANCE OF THE BONDS STATUTORY CHANGES WILL NOT BE INTRODUCED OR ENACTED OR JUDICIAL OR REGULATORY INTERPRETATIONS WILL NOT OCCUR HAVING THE EFFECTS DESCRIBED ABOVE. BEFORE PURCHASING ANY OF THE BONDS, ALL POTENTIAL PURCHASERS SHOULD CONSULT THEIR TAX ADVISORS REGARDING POSSIBLE STATUTORY CHANGES OR JUDICIAL OR REGULATORY CHANGES OR INTERPRETATIONS, AND THEIR COLLATERAL TAX CONSEQUENCES RELATING TO THE SERIES A BONDS.

Bond Counsel's opinions may be affected by actions taken (or not taken) or events occurring (or not occurring) after the date hereof. Bond Counsel has not undertaken to determine, or to inform any person, whether any such actions or events are taken or do occur. The Resolution and the Tax Certificate relating to the Bonds permit certain actions to be taken or to be omitted if a favorable opinion of Bond Counsel is provided with respect thereto. Bond Counsel expresses no opinion as to the effect on the exclusion from gross income for federal income tax purposes of interest (or original issue discount) on any Bond if any such action is taken or omitted based upon the advice of counsel other than Bond Counsel.

Although Bond Counsel will render an opinion that interest (and original issue discount) on the Series A Bonds is excluded from gross income for federal income tax purposes provided that the District continues to comply with certain requirements of the Code, the ownership of the Bonds and the accrual or receipt of interest (and original issue discount) on the Bonds may otherwise affect the tax liability of certain persons. Bond Counsel expresses no opinion regarding any such tax consequences. Accordingly, before purchasing any of the Bonds, all potential purchasers should consult their tax advisors with respect to collateral tax consequences relating to the Bonds.

A copy of the proposed forms of opinions of Bond Counsel for the Bonds is attached hereto as APPENDIX A.

## **LIMITATION ON REMEDIES; BANKRUPTCY**

### **General**

State law contains certain safeguards to protect the financial solvency of school districts. See "DISTRICT FINANCIAL INFORMATION – Budget Process" herein. If the safeguards are not successful in preventing a school district from becoming insolvent, the State Superintendent, operating through an administrator appointed by the State Superintendent, may be authorized under State law to file a petition under Chapter 9 of the United States Bankruptcy Code (the "Bankruptcy Code") on behalf of the school district for the adjustment of its debts, assuming that the school district meets certain other requirements contained in the Bankruptcy Code necessary for filing a petition under Chapter 9. School districts are not themselves authorized to file a bankruptcy proceeding, and they are not subject to involuntary bankruptcy.

Bankruptcy courts are courts of equity and as such have broad discretionary powers. If the District were to become the debtor in a proceeding under Chapter 9 of the Bankruptcy Code, the

automatic stay provisions of Bankruptcy Code Sections 362 and 922 generally would prohibit creditors from taking any action to collect amounts due from the District or to enforce any obligation of the District related to such amounts due, without consent of the District or authorization of the bankruptcy court (although such stays would not operate to block creditor application of pledged special revenues to payment of indebtedness secured by such revenues). In addition, as part of its plan of adjustment in a Chapter 9 bankruptcy case, the District may be able to alter the priority, interest rate, principal amount, payment terms, collateral, maturity dates, payment sources, covenants (including tax-related covenants), and other terms or provisions of the Bonds and other transaction documents related to the Bonds, as long as the bankruptcy court determines that the alterations are fair and equitable. There also may be other possible effects of a bankruptcy of the District that could result in delays or reductions in payments on the Bonds. Moreover, regardless of any specific adverse determinations in any District bankruptcy proceeding, the fact of a District bankruptcy proceeding could have an adverse effect on the liquidity and market price of the Bonds.

### **Statutory Lien**

Pursuant to Government Code Section 53515, the Bonds are secured by a statutory lien on all revenues received pursuant to the levy and collection of the tax, and such lien automatically arises, without the need for any action or authorization by the District or the Board, and is valid and binding from the time the Bonds are executed and delivered. See “THE BONDS – Security and Sources of Payment” herein. Although a statutory lien would not be automatically terminated by the filing of a Chapter 9 bankruptcy petition by the District, the automatic stay provisions of the Bankruptcy Code would apply and payments that become due and owing on the Bonds during the pendency of the Chapter 9 proceeding could be delayed, unless the Bonds are determined to be secured by a pledge of “special revenues” within the meaning of the Bankruptcy Code and the pledged *ad valorem* property taxes are applied to pay the Bonds in a manner consistent with the Bankruptcy Code.

### **Special Revenues**

If the *ad valorem* property tax revenues that are pledged to the payment of the Bonds are determined to be “special revenues” within the meaning of the Bankruptcy Code, then the application in a manner consistent with the Bankruptcy Code of the pledged *ad valorem* property tax revenues should not be subject to the automatic stay. “Special revenues” are defined to include, among others, taxes specifically levied to finance one or more projects or systems of the debtor, but excluding receipts from general property, sales, or income taxes levied to finance the general purposes of the debtor. State law prohibits the use of the tax proceeds for any purpose other than payment of the Bonds and the Bond proceeds can only be used to finance or refinance the acquisition or improvement of real property and other capital expenditures included in the proposition, so such tax revenues appear to fit the definition of special revenues. However, there is no binding judicial precedent dealing with the treatment in bankruptcy proceedings of *ad valorem* property tax revenues collected for the payments of bonds in the State, so no assurance can be given that a bankruptcy court would not hold otherwise.

### **Possession of Tax Revenues; Remedies**

The County on behalf of the District is expected to be in possession of the annual *ad valorem* property taxes and certain funds to repay the Bonds and may invest these funds in the County’s pooled investment fund, as described in “THE BONDS – Application and Investment of Bond Proceeds” herein and “APPENDIX E – RIVERSIDE COUNTY TREASURY POOL” attached hereto. If the County goes into bankruptcy and has possession of tax revenues (whether collected before or after commencement of the bankruptcy), and if the County does not voluntarily pay such tax revenues to the owners of the Bonds, it is not entirely clear what procedures the owners of the Bonds would have to follow to attempt to obtain

possession of such tax revenues, how much time it would take for such procedures to be completed, or whether such procedures would ultimately be successful. Further, should those investments suffer any losses, there may be delays or reductions in payments on the Bonds.

### **Opinion of Bond Counsel Qualified by Reference to Bankruptcy, Insolvency and Other Laws Relating to or Affecting Creditor's Rights**

The proposed form of the approving opinion of Bond Counsel attached hereto as APPENDIX A is qualified by reference to bankruptcy, insolvency and other laws relating to or affecting creditor's rights. Bankruptcy proceedings, if initiated, could subject the owners of the Bonds to judicial discretion and interpretation of their rights in bankruptcy or otherwise, and consequently may entail risks of delay, limitation, or modification of their rights.

## **LEGAL MATTERS**

### **Legality for Investment in California**

Under provisions of the State Financial Code, the Bonds are legal investments for commercial banks in the State to the extent that the Bonds, in the informed opinion of the bank, are prudent for the investment of funds of depositors, and, under provisions of the Government Code, are eligible for security for deposits of public moneys in the State.

### **Enhanced Reporting Requirements**

Under Section 6049 of the Internal Revenue Code of 1986, as amended by the Tax Increase Prevention and Reconciliation Act of 2005 ("TIPRA"), interest paid on tax-exempt obligations will be subject to information reporting in a manner similar to interest paid on taxable obligations. The effective date for this provision is for interest paid after December 31, 2005, regardless of when the tax-exempt obligations were issued. The purpose of this change was to assist in relevant information gathering for the IRS relating to other applicable tax provisions. TIPRA provides that backup withholding may apply to such interest payments made after March 31, 2007 to any bondholder who fails to file an accurate Form W-9 or who meets certain other criteria. The information reporting and backup withholding requirements of TIPRA do not affect the excludability of such interest from gross income for federal income tax purposes.

### **Escrow Verification**

Upon delivery of the Bonds, the Verification Agent will deliver a report on the mathematical accuracy of certain computations based upon certain information and assertions provided to them by the Underwriter relating to the adequacy of the maturing principal of and interest on the Federal Securities in the Escrow Fund, together with any moneys held therein as cash, to pay the redemption price of and interest on the Refunded Bonds

### **Continuing Disclosure**

**Current Undertaking.** The District has covenanted for the benefit of Owners of the Bonds to provide certain financial information and operating data relating to the District (the "Annual Report") by not later than nine months following the end of the District's fiscal year (the District's fiscal year ends on June 30), commencing with the report for the 2018-19 fiscal year, and to provide notices of the occurrence of certain listed events. The Annual Report and the notices of listed events will be filed in accordance with the requirements of the Rule. The specific nature of the information to be made

available and to be contained in the notices of listed events is described in the form of Continuing Disclosure Certificate attached hereto as APPENDIX C. These covenants have been made in order to assist the Underwriter in complying with the Rule.

*Prior Undertakings.* [To Come].

### **Absence of Material Litigation**

No litigation is pending or threatened concerning the validity of the Bonds, and a certificate to that effect will be furnished to purchasers at the time of the original delivery of the Bonds. The District is not aware of any litigation pending or threatened questioning the political existence of the District or contesting the District's ability to receive *ad valorem* property taxes or to collect other revenues or contesting the District's ability to issue and retire the Bonds.

There are certain lawsuits and claims pending against the District. In the opinion of the District, the aggregate amount of the uninsured liabilities of the District under these lawsuits and claims, if determined adverse to the District, would not materially affect the finances of the District.

### **Legal Opinions**

The legal opinions of Bond Counsel, approving the validity of the Bonds, will be supplied to the original purchasers of the Bonds without cost. A copy of the proposed form of such legal opinion is attached hereto this Official Statement as APPENDIX A.

## **MISCELLANEOUS**

### **Ratings**

The Bonds have been assigned ratings of “\_\_\_” and “\_\_\_” by Moody's and S&P, respectively. The ratings reflect only the view of the rating agencies, and any explanation of the significance of such ratings should be obtained from the rating agencies at the following addresses: Moody's, 7 World Trade Center at 250 Greenwich, New York, NY 10007 and S&P Global Ratings, 55 Water Street, 45th Floor, New York, NY 10041. Generally, rating agencies base their ratings on information and materials furnished to them (which may include information and material from the District which is not included in this Official Statement) and on investigations, studies and assumptions by the rating agencies. There is no assurance that the ratings will be retained for any given period of time or that the same will not be revised downward or withdrawn entirely by the rating agencies if, in the judgment of the rating agencies, circumstances so warrant. The District undertakes no responsibility to oppose any such revision or withdrawal. Any such downward revision or withdrawal of the ratings obtained may have an adverse effect on the market price of the Bonds.

The District has covenanted in a Continuing Disclosure Certificate to file on the Municipal Securities Rulemaking Board's Electronic Municipal Market Access website (“EMMA”) notices of any ratings changes on the Bonds. See “APPENDIX C – FORM OF CONTINUING DISCLOSURE CERTIFICATE” attached hereto. Notwithstanding such covenant, information relating to ratings changes on the Bonds may be publicly available from the rating agencies prior to such information being provided to the District and prior to the date the District is obligated to file a notice of rating change on EMMA. Purchasers of the Bonds are directed to the ratings agencies and their respective websites and official media outlets for the most current ratings changes with respect to the Bonds after the initial issuance of the Bonds.

## Financial Statements

The financial statements with supplemental information for the year ended June 30, 2018, the independent auditor's report of the District, and the related statements of activities and of cash flows for the year then ended, and the report dated December 11, 2018 of Vavrinek, Trine, Day & Co., LLP (the "Auditor"), are included in this Official Statement as APPENDIX B attached hereto. In connection with the inclusion of the financial statements and the report of the Auditor thereon in APPENDIX B attached hereto this Official Statement, the District did not request the Auditor to, and the Auditor has not undertaken to, update its report or to take any action intended or likely to elicit information concerning the accuracy, completeness or fairness of the statements made in this Official Statement, and no opinion is expressed by the Auditor with respect to any event subsequent to the date of its report

## Underwriting

The Bonds are being purchased by Piper Jaffray & Co. (the "Underwriter"), pursuant to contracts for purchase and sale thereof by and between the Underwriter and the District (the "Purchase Contracts"). The Underwriter has agreed to purchase (i) all of the Series 2019F Bonds at a price of \$\_\_\_\_\_ (consisting of the principal amount of the Series 2019F Bonds of \$\_\_\_\_\_, plus [net] original issue premium of \$\_\_\_\_\_, and less an Underwriter's discount of \$\_\_\_\_\_), and (ii) all of the 2019 Refunding Bonds at a price of \$\_\_\_\_\_, (consisting of the principal amount of the 2019 Refunding Bonds of \$\_\_\_\_\_, plus [net] original issue premium of \$\_\_\_\_\_, and less the Underwriter's discount of \$\_\_\_\_\_).

The Purchase Contracts for the Bonds provide that the Underwriter will purchase all of the Bonds if any are purchased, the obligation to make such purchase being subject to certain terms and conditions set forth in said agreement, the approval of certain legal matters by Bond Counsel and certain other conditions. The Underwriter may offer and sell Bonds to certain dealers and others at prices lower than the offering prices stated on the inside cover page. The offering prices may be changed from time to time by the Underwriter.

*The Underwriter has provided the following paragraph for inclusion in this Official Statement. The District does not guarantee the accuracy or completeness of the following information, and the inclusion thereof should not be construed as a representation of the District:*

[TO COME]

## Additional Information

The purpose of this Official Statement is to supply information to prospective buyers of the Bonds. Quotations from and summaries and explanations of the Bonds, the Resolution providing for issuance of the Bonds, and the constitutional provisions, statutes and other documents referenced herein, do not purport to be complete, and reference is made to said documents, constitutional provisions and statutes for full and complete statements of their provisions.

All data contained herein has been taken or constructed from District records. Appropriate District officials, acting in their official capacities, have reviewed this Official Statement and have determined that, as of the date hereof, the information contained herein is, to the best of their knowledge and belief, true and correct in all material respects and does not contain an untrue statement of a material fact or omit to state a material fact necessary in order to make the statements made herein, in light of the circumstances under which they were made, not misleading. This Official Statement has been approved by the District.



Any statements in this Official Statement involving matters of opinion, whether or not expressly so stated, are intended only as such and not as representations of fact. This Official Statement is not to be construed as a contract or agreement between the District and the purchasers or Owners, beneficial or otherwise, of any of the Bonds. This Official Statement and the delivery thereof have been duly approved and authorized by the District.

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

By \_\_\_\_\_  
Dr. Wolde-Ab Isaac  
Chancellor

## APPENDIX A

### FORM OF OPINIONS OF BOND COUNSEL

*Upon issuance of the Bonds, Stradling Yocca Carlson & Rauth, a Professional Corporation, Bond Counsel, proposes to render its final approving opinion with respect to the Bonds in substantially the following form:*

[Closing Date]

Board of Trustees  
Riverside Community College District

We have examined a certified copy of the record of the proceedings relative to the issuance and sale of \$\_\_\_\_\_ Riverside Community College District (Riverside and San Bernardino Counties, California) Election of 2004 General Obligation Bonds, Series 2019F (the "Bonds"). As to questions of fact material to our opinion, we have relied upon the certified proceedings and other certifications of public officials furnished to us without undertaking to verify the same by independent investigation.

Based on our examination as bond counsel of existing law, certified copies of such legal proceedings and such other proofs as we deem necessary to render this opinion, we are of the opinion, as of the date hereof and under existing law, that:

1. Such proceedings and proofs show lawful authority for the issuance and sale of the Bonds pursuant to Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the California Government Code (the "Act") commencing with Section 53506 *et seq.*, a fifty-five percent vote of the qualified electors of the Riverside Community College District (the "District") voting at an election held on March 2, 2004, and a resolution adopted by the Board of Trustees of the District (the "Resolution").
2. The Bonds constitute valid and binding general obligations of the District, payable as to both principal and interest from the proceeds of a levy of *ad valorem* property taxes on all property subject to such taxes in the District, which taxes are unlimited as to rate or amount.
3. Under existing statutes, regulations, rulings and judicial decisions, interest on the Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals.
4. Interest on the Bonds is exempt from State of California personal income tax.
5. The difference between the issue price of a Bond (the first price at which a substantial amount of the Bonds of a maturity is to be sold to the public) and the stated redemption price at maturity with respect to such Bonds constitutes original issue discount. Original issue discount accrues under a constant yield method, and original issue discount will accrue to a Bondowner before receipt of cash attributable to such excludable income. The amount of original issue discount deemed received by a Bondowner will increase the Bondowner's basis in the applicable Bond. Original issue discount that accrues to the Bondowner is excluded from the gross income of such owner for federal income tax purposes, is

not an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals and corporations, and is exempt from State of California personal income tax.

6. The amount by which a Bondowner's original basis for determining loss on sale or exchange in the applicable Bond (generally, the purchase price) exceeds the amount payable on maturity (or on an earlier call date) constitutes amortizable Bond premium, which must be amortized under Section 171 of the Internal Revenue Code of 1986, as amended (the "Code"); such amortizable Bond premium reduces the Bondowner's basis in the applicable Bond (and the amount of tax-exempt interest received), and is not deductible for federal income tax purposes. The basis reduction as a result of the amortization of Bond premium may result in a Bondowner realizing a taxable gain when a Bond is sold by the Bondowner for an amount equal to or less (under certain circumstances) than the original cost of the Bond to the Bondowner. Purchasers of the Bonds should consult their own tax advisors as to the treatment, computation and collateral consequences of amortizable Bond premium.

The opinions expressed herein may be affected by actions taken (or not taken) or events occurring (or not occurring) after the date hereof. We have not undertaken to determine, or to inform any person, whether any such actions or events are taken or do occur. The Resolution and the Tax Certificate relating to the Bonds permit certain actions to be taken or to be omitted if a favorable opinion of Bond Counsel is provided with respect thereto. No opinion is expressed herein as to the effect on the exclusion from gross income of interest (and original issue discount) for federal income tax purposes with respect to any Bond if any such action is taken or omitted based upon the advice of counsel other than ourselves. Other than expressly stated herein, we express no opinion regarding tax consequences with respect to the Bonds.

The opinions expressed herein as to the exclusion from gross income of interest (and original issue discount) on the Bonds are based upon certain representations of fact and certifications made by the District and others and are subject to the condition that the District complies with all requirements of the Code, that must be satisfied subsequent to the issuance of the Bonds to assure that such interest (and original issue discount) will not become includable in gross income for federal income tax purposes. Failure to comply with such requirements of the Code might cause interest (and original issue discount) on the Bonds to be included in gross income for federal income tax purposes retroactive to the date of issuance of the Bonds. The District has covenanted to comply with all such requirements.

It is possible that subsequent to the issuance of the Bonds there might be federal, state, or local statutory changes (or judicial or regulatory interpretations of federal, state, or local law) that affect the federal, state, or local tax treatment of the Bonds or the market value of the Bonds. No assurance can be given that subsequent to the issuance of the Bonds such changes or interpretations will not occur.

The rights of the owners of the Bonds and the enforceability thereof may be subject to bankruptcy, insolvency, reorganization, moratorium and other similar laws affecting creditors' rights heretofore or hereafter enacted to the extent constitutionally applicable and their enforcement may also be subject to the exercise of judicial discretion in appropriate cases and by the limitations on legal remedies against public agencies in the State of California.

Respectfully submitted,

Stradling Yocca Carlson & Rauth

*Upon issuance and delivery of the Bonds, Stradling Yocca Carlson & Rauth, Bond Counsel, proposes to render its final approving opinion with respect to the Bonds substantially in the following form:*

\_\_\_\_\_, 2019

Board of Trustees  
Riverside Community College District

Members of the Board of Trustees:

We have examined a certified copy of the record of the proceedings relative to the issuance and sale of \$\_\_\_\_\_ Riverside Community College District (Riverside and San Bernardino Counties, California) 2019 General Obligation Refunding Bonds (the "Bonds"). As to questions of fact material to our opinion, we have relied upon the certified proceedings and other certifications of public officials furnished to us without undertaking to verify the same by independent investigation.

Based on our examination as bond counsel of existing law, certified copies of such legal proceedings and such other proofs as we deem necessary to render this opinion, we are of the opinion, as of the date hereof and under existing law, that:

1. Such proceedings and proofs show lawful authority for the issuance and sale of the Bonds pursuant to Articles 9 and 11 of Chapter 3 of Part 1 of Division 2 of Title 5 of the California Government Code, and a resolution adopted by the Board of Trustees of the Riverside Community College District (the "District") on September 17, 2019 (the "Resolution").

2. The Bonds constitute valid and binding general obligations of the District, payable as to both principal and interest from the proceeds of a levy of *ad valorem* property taxes on all property subject to such taxes in the District, which taxes are unlimited as to rate or amount.

3. Under existing statutes, regulations, rulings and judicial decisions, interest on the Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals.

4. Interest on the Bonds is exempt from State of California personal income tax.

5. The difference between the issue price of a Bond (the first price at which a substantial amount of the Bonds of a maturity is to be sold to the public) and the stated redemption price at maturity with respect to such Bond constitutes original issue discount. Original issue discount accrues under a constant yield method, and original issue discount will accrue to a Bondowner before receipt of cash attributable to such excludable income. The amount of original issue discount deemed received by a Bondowner will increase the Bondowner's basis in the applicable Bond. Original issue discount that accrues to the Bondowner is excluded from the gross income of such owner for federal income tax purposes, is not an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals, and is exempt from State of California personal income tax.

6. The amount by which a Bondowner's original basis for determining loss on sale or exchange in the applicable Bond (generally, the purchase price) exceeds the amount payable on maturity (or on an earlier call date) constitutes amortizable Bond premium, which must be

amortized under Section 171 of the Internal Revenue Code of 1986, as amended (the “Code”); such amortizable Bond premium reduces the Bondowner’s basis in the applicable Bond (and the amount of tax-exempt interest received), and is not deductible for federal income tax purposes. The basis reduction as a result of the amortization of Bond premium may result in a Bondowner realizing a taxable gain when a Bond is sold by the Bondowner for an amount equal to or less (under certain circumstances) than the original cost of the Bond to the Bondowner. Purchasers of the Bonds should consult their own tax advisors as to the treatment, computation and collateral consequences of amortizable Bond premium.

The opinions expressed herein may be affected by actions taken (or not taken) or events occurring (or not occurring) after the date hereof. We have not undertaken to determine, or to inform any person, whether any such actions or events are taken or do occur. The Resolution and the Tax Certificate relating to the Bonds permit certain actions to be taken or to be omitted if a favorable opinion of Bond Counsel is provided with respect thereto. No opinion is expressed herein as to the effect on the exclusion from gross income of interest for federal income tax purposes with respect to any Bond if any such action is taken or omitted based upon the advice of counsel other than ourselves. Other than expressly stated herein, we express no opinion regarding tax consequences with respect to the Bonds.

The opinions expressed herein as to the exclusion from gross income of interest on the Bonds are based upon certain representations of fact and certifications made by the District and others and are subject to the condition that the District complies with all requirements of the Code, that must be satisfied subsequent to the issuance of the Bonds to assure that such interest will not become includable in gross income for federal income tax purposes. Failure to comply with such requirements of the Code might cause interest on the Bonds to be included in gross income for federal income tax purposes retroactive to the date of issuance of the Bonds. The District has covenanted to comply with all such requirements.

It is possible that subsequent to the issuance of the Bonds there might be federal, state, or local statutory changes (or judicial or regulatory interpretations of federal, state, or local law) that affect the federal, state, or local tax treatment of the Bonds or the market value of the Bonds. No assurance can be given that subsequent to the issuance of the Bonds such changes or interpretations will not occur.

The rights of the owners of the Bonds and the enforceability thereof may be subject to bankruptcy, insolvency, reorganization, moratorium and other similar laws affecting creditors’ rights heretofore or hereafter enacted to the extent constitutionally applicable and their enforcement may also be subject to the exercise of judicial discretion in appropriate cases, and to the limitations on legal remedies against public agencies in the State of California.

Respectfully submitted,

Stradling Yocca Carlson & Rauth

**APPENDIX B**

**2017-18 AUDITED FINANCIAL STATEMENTS OF THE DISTRICT**

## APPENDIX C

### FORM OF CONTINUING DISCLOSURE CERTIFICATE

This Continuing Disclosure Certificate (the “Disclosure Certificate”) is executed and delivered by the Riverside Community College District (the “District”) in connection with the issuance of \$ \_\_\_\_\_ Riverside Community College District (Riverside and San Bernardino Counties, California) Election of 2004 General Obligation Bonds, Series 2019F and \$ \_\_\_\_\_ of the District’s 2019 General Obligation Refunding Bonds (the “Bonds”). The Bonds are being issued pursuant to Resolutions of the District adopted on \_\_\_\_\_, 2019 (the “Resolutions”). The District covenants and agrees as follows:

**SECTION 1. Purpose of the Disclosure Certificate.** This Disclosure Certificate is being executed and delivered by the District for the benefit of the Holders and Beneficial Owners of the Bonds and in order to assist the Participating Underwriter in complying with S.E.C. Rule 15c2-12(b)(5).

**SECTION 2. Definitions.** In addition to the definitions set forth in the Resolutions, which apply to any capitalized term used in this Disclosure Certificate unless otherwise defined in this Section, the following capitalized terms shall have the following meanings:

“Annual Report” shall mean any Annual Report provided by the District pursuant to, and as described in, Sections 3 and 4 of this Disclosure Certificate.

“Beneficial Owner” shall mean any person which (a) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Bonds (including persons holding Bonds through nominees, depositories or other intermediaries), or (b) is treated as the owner of any Bonds for federal income tax purposes.

“Dissemination Agent” shall mean initially the District, or any successor Dissemination Agent designated in writing by the District (which may be the District) and which has filed with the District a written acceptance of such designation.

“Financial Obligation” shall mean (a) a debt obligation, (b) a derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation, or (c) a guarantee of (a) or (b). The term “Financial Obligation” does not include municipal securities as to which a final official statement has been provided to the Municipal Rulemaking Board consistent with the Rule.

“Holders” shall mean registered owners of the Bonds.

“Listed Events” shall mean any of the events listed in Sections 5(a) or (b) of this Disclosure Certificate.

“Official Statement” shall mean the Official Statement, dated as of \_\_\_\_\_, 2019, relating to the offer and sale of the Bonds.

“Participating Underwriter” shall mean, Piper Jaffray & Co., as the original underwriter of the Bonds required to comply with the Rule in connection with offering of the Bonds.

“Repository” shall mean the Municipal Securities Rulemaking Board, which can be found at <http://emma.msrb.org/>, or any other repository of disclosure information that may be designated by the Securities and Exchange Commission as such for purposes of the Rule in the future.

“Rule” shall mean Rule 15c2-12(b)(5) adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as the same may be amended from time to time.

“State” shall mean the State of California.

### SECTION 3. Provision of Annual Reports.

(a) The District shall, or shall cause the Dissemination Agent to, not later than nine months after the end of the District’s fiscal year (presently ending June 30), commencing with the report for the 2018-19 Fiscal Year, provide to the Repository an Annual Report which is consistent with the requirements of Section 4 of this Disclosure Certificate. The Annual Report may be submitted as a single document or as separate documents comprising a package, and may cross-reference other information as provided in Section 4 of this Disclosure Certificate; *provided* that the audited financial statements of the District may be submitted separately from the balance of the Annual Report and later than the date required above for the filing of the Annual Report if they are not available by that date. If the District’s fiscal year changes, it shall give notice of such change in the same manner as for a Listed Event under Section 5(b).

(b) Not later than 30 days (nor more than 60 days) prior to said date the Dissemination Agent shall give notice to the District that the Annual Report shall be required to be filed in accordance with the terms of this Disclosure Certificate. Not later than 15 Business Days prior to said date, the District shall provide the Annual Report in a format suitable for reporting to the Repository to the Dissemination Agent (if other than the District). If the District is unable to provide to the Repository an Annual Report by the date required in subsection (a), the District shall send a timely notice to the Repository in substantially the form attached as Exhibit A with a copy to the Dissemination Agent. The Dissemination Agent shall not be required to file a Notice to Repository of Failure to File an Annual Report.

(c) The Dissemination Agent shall file a report with the District stating it has filed the Annual Report in accordance with its obligations hereunder, stating the date it was provided.

### SECTION 4. Content and Form of Annual Reports.

(a) The District’s Annual Report shall contain or include by reference the following:

1. The audited financial statements of the District for the prior fiscal year, prepared in accordance with generally accepted accounting principles as promulgated to apply to governmental entities from time to time by the Governmental Accounting Standards Board. If the District’s audited financial statements are not available by the time the Annual Report is required to be filed pursuant to Section 3(a), the Annual Report shall contain unaudited financial statements in a format similar to the financial statements contained in the final Official Statement, and the audited financial statements shall be filed in the same manner as the Annual Report when they become available.

2. Material financial information and operating data with respect to the District of the type included in the Official Statement in the following categories (to the extent not included in the District’s audited financial statements):



- (A) State funding received by the District for the last completed fiscal year;
- (B) Full time equivalent student counts of the District for the last completed fiscal year;
- (C) outstanding District indebtedness;
- (D) summary financial information on revenues, expenditures and fund balances for the District's general fund reflecting adopted budget for the current fiscal year.
- (E) assessed valuation of taxable property within the District, for the current fiscal year.
- (F) secured *ad valorem* property tax delinquencies within the District for the last completed fiscal year, to the extent that Riverside County discontinues the Teeter Plan (as such term is defined in the Official Statement).

Any or all of the items listed above may be included by specific reference to other documents, including official statements of debt issues of the District or related public entities, which have been submitted to the Repository or the Securities and Exchange Commission. If the document included by reference is a final official statement, it must be available from the Municipal Securities Rulemaking Board. The District shall clearly identify each such other document so included by reference.

(b) The Annual Report shall be filed in an electronic format accompanied by identifying information prescribed by the Municipal Securities Rulemaking Board.

**SECTION 5. Reporting of Significant Events.**

(a) Pursuant to the provisions of this Section 5(a), the District shall give, or cause to be given, notice of the occurrence of any of the following events with respect to the Bonds in a timely manner not in excess of 10 business days after the occurrence of the event:

1. principal and interest payment delinquencies.
2. tender offers.
3. defeasances.
4. rating changes.
5. adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, or Notices of Proposed Issue (IRS Form 5701-TEB).
6. unscheduled draws on the debt service reserves reflecting financial difficulties.
7. unscheduled draws on credit enhancement reflecting financial difficulties.
8. substitution of the credit or liquidity providers or their failure to perform.
9. default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation, any of which reflect financial difficulties; and

10. bankruptcy, insolvency, receivership or similar event (within the meaning of the Rule) of the District. For the purposes of the event identified in this Section 5(a)(10), the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the District in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governmental body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District.

(b) Pursuant to the provisions of this Section 5(b), the District shall give, or cause to be given, notice of the occurrence of any of the following events with respect to the Bonds, if material:

1. non-payment related defaults.
2. modifications to rights of Bondholders.
3. optional, contingent or unscheduled Bond calls.
4. unless described under Section 5(a)(5) above, adverse tax opinions, material notices or determinations with respect to the tax status of the Bonds, or other material events affecting the tax status of the Bonds.
5. release, substitution or sale of property securing repayment of the Bonds.
6. the consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms.
7. appointment of a successor or additional paying agent with respect to the Bonds or the change of name of such paying agent.
8. incurrence of a Financial Obligation, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation, any of which affect Bondowners.

(c) Whenever the District obtains knowledge of the occurrence of a Listed Event under Section 5(b) hereof, the District shall as soon as possible determine if such event would be material under applicable federal securities laws.

(d) If the District determines that knowledge of the occurrence of a Listed Event under Section 5(b) hereof would be material under applicable federal securities laws, the District shall (i) file a notice of such occurrence with the Repository in a timely manner not in excess of 10 business days after the occurrence of the event or (ii) provide notice of such reportable event to the Dissemination Agent in format suitable for filing with the Repository in a timely manner not in excess of 10 business days after the occurrence of the event. The Dissemination Agent shall have no duty to independently prepare or file

any report of Listed Events. The Dissemination Agent may conclusively rely on the District's determination of materiality pursuant to Section 5(c).

SECTION 6. Termination of Reporting Obligation. The District's obligations under this Disclosure Certificate shall terminate upon the legal defeasance, prior redemption or payment in full of all of the Bonds. If such termination occurs prior to the final maturity of the Bonds, the District shall give notice of such termination in the same manner as for a Listed Event under Section 5(a) or Section 5(b), as applicable.

SECTION 7. Dissemination Agent. The District may, from time to time, appoint or engage a Dissemination Agent (or substitute Dissemination Agent) to assist it in carrying out its obligations under this Disclosure Certificate, and may discharge any such Agent, with or without appointing a successor Dissemination Agent. The Dissemination Agent may resign upon 15 days written notice to the District. Upon such resignation, the District shall act as its own Dissemination Agent until it appoints a successor. The Dissemination Agent shall not be responsible in any manner for the content of any notice or report prepared by the District pursuant to this Disclosure Certificate and shall not be responsible to verify the accuracy, completeness or materiality of any continuing disclosure information provided by the District. The District shall compensate the Dissemination Agent for its fees and expenses hereunder as agreed by the parties. Any entity succeeding to all or substantially all of the Dissemination Agent's corporate trust business shall be the successor Dissemination Agent without the execution or filing of any paper or further act.

SECTION 8. Amendment; Waiver. Notwithstanding any other provision of this Disclosure Certificate, the District may amend this Disclosure Certificate, and any provision of this Disclosure Certificate may be waived, provided that the following conditions are satisfied:

- (a) If the amendment or waiver relates to the provisions of Sections 3(a), 4, 5(a) or 5(b), it may only be made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an obligated person with respect to the Bonds, or the type of business conducted;
- (b) The undertaking, as amended or taking into account such waiver, would, in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the Bonds, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances;
- (c) The amendment or waiver does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the Holders or Beneficial Owners of the Bonds; and
- (d) No duties of the Dissemination Agent hereunder shall be amended without its written consent thereto.

In the event of any amendment or waiver of a provision of this Disclosure Certificate, the District shall describe such amendment in the next Annual Report, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver and its impact on the type (or in the case of a change of accounting principles, on the presentation) of financial information or operating data being presented by the District. In addition, if the amendment relates to the accounting principles to be followed in preparing financial statements, (i) notice of such change shall be given in the same manner as for a Listed Event under Section 5(b), and (ii) the Annual Report for the year in which the change is made should present a comparison (in narrative form and also, if feasible, in quantitative form) between the

financial statements as prepared on the basis of the new accounting principles and those prepared on the basis of the former accounting principles.

SECTION 9. Additional Information. Nothing in this Disclosure Certificate shall be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this Disclosure Certificate or any other means of communication, or including any other information in any Annual Report or notice of occurrence of a Listed Event, in addition to that which is required by this Disclosure Certificate. If the District chooses to include any information in any Annual Report or notice of occurrence of a Listed Event in addition to that which is specifically required by this Disclosure Certificate, the District shall have no obligation under this Certificate to update such information or include it in any future Annual Report or notice of occurrence of a Listed Event.

SECTION 10. Default. In the event of a failure of the District to comply with any provision of this Disclosure Certificate any Holder or Beneficial Owner of the Bonds may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Disclosure Certificate. A default under this Disclosure Certificate shall not be deemed an event of default under the Resolution, and the sole remedy under this Disclosure Certificate in the event of any failure of the District to comply with this Disclosure Certificate shall be an action to compel performance.

SECTION 11. Duties, Immunities and Liabilities of Dissemination Agent. The Dissemination Agent shall have only such duties as are specifically set forth in this Disclosure Certificate. The Dissemination Agent acts hereunder solely for the benefit of the District; this Disclosure Certificate shall confer no duties on the Dissemination Agent to the Participating Underwriter, the Holders and the Beneficial Owners. The District agrees to indemnify and save the Dissemination Agent, its officers, directors, employees and agents, harmless against any loss, expense and liabilities which it may incur arising out of or in the exercise or performance of its powers and duties hereunder, including the costs and expenses (including attorney's fees) of defending against any claim of liability, but excluding liabilities due to the Dissemination Agent's gross negligence or willful misconduct. The obligations of the District under this Section shall survive resignation or removal of the Dissemination Agent and payment of the Bonds. The Dissemination Agent shall have no liability for the failure to report any event or any financial information as to which the District has not provided an information report in format suitable for filing with the Repository. The Dissemination Agent shall not be required to monitor or enforce the District's duty to comply with its continuing disclosure requirements hereunder.

SECTION 12. Beneficiaries. This Disclosure Certificate shall inure solely to the benefit of the District, the Dissemination Agent, the Participating Underwriter and Holders and Beneficial Owners from time to time of the Bonds, and shall create no rights in any other person or entity.

Dated: \_\_\_\_\_, 2019

RIVERSIDE COMMUNITY COLLEGE DISTRICT

By \_\_\_\_\_  
Authorized Officer

**EXHIBIT A**

**NOTICE TO REPOSITORY OF FAILURE TO FILE ANNUAL REPORT**

Name of District: RIVERSIDE COMMUNITY COLLEGE DISTRICT

Name of Bond Issue: Election of 2004 General Obligation Bonds, Series 2019F  
2019 General Obligation Refunding Bonds

Date of Issuance: \_\_\_\_\_, 2019

NOTICE IS HEREBY GIVEN that the District has not provided an Annual Report with respect to the above-named Bonds as required by the Continuing Disclosure Certificate relating to the Bonds. The District anticipates that the Annual Report will be filed by \_\_\_\_\_.

Dated: \_\_\_\_\_

RIVERSIDE COMMUNITY COLLEGE DISTRICT

By \_\_\_\_\_ [form only; no signature required]

## APPENDIX D

### GENERAL ECONOMIC AND DEMOGRAPHIC INFORMATION FOR THE CITY OF RIVERSIDE AND RIVERSIDE COUNTY

[TO BE UPDATED]

*The Bonds are not obligations of the City of Rancho Cucamonga (the “City”) or the County of San Bernardino (the “County”) and do not represent a lien or charge against any funds or property of the City or the County. The following information is provided only to give prospective investors an overview of the general economic condition of the City, the County and the State of California (the “State”).*

#### **General**

***The City of Riverside.*** The City of Riverside (the “City”) is located in Riverside County (the “County”) in the Inland Empire of the State of California (the “State”) and is the most populous city in the County and the Inland Empire. It is the 12th largest city in the State and the 6th largest city in Southern California. The City is governed by a mayor and a city council made up of seven members. The City was founded in 1870, and boasts a long history of agriculture with the citrus industry boom, as the City is the birthplace of the California citrus industry.

***Riverside County.*** The County is the fourth largest county in the State, encompassing approximately 7,243 square miles. It is located in the southern portion of the State and is bordered by San Bernardino County on the north, Los Angeles and Orange Counties on the west, the State of Arizona and the Colorado River on the east, and San Diego and Imperial Counties on the south. The County has experienced a long period of growth and development. It is currently the eleventh most populous county in the United States, and fourth largest in the State. The County, incorporated in 1893, is a general law county, with its seat located in the City.

## Population

The following table shows historical population figures for the City, the County and the State from 2001 through 2015.

**POPULATION ESTIMATES  
2001 through 2015  
City of Riverside, Riverside County and State of California**

<u>Year<sup>(1)</sup></u>	<u>City of Riverside</u>		<u>Riverside County</u>		<u>State of California</u>	
	<u>Population</u>	<u>% Change</u>	<u>Population</u>	<u>% Change</u>	<u>Population</u>	<u>% Change</u>
2001	261,464	--	1,589,708	--	34,256,789	--
2002	269,746	3.2%	1,655,291	4.1%	34,725,516	1.4%
2003	275,867	2.3	1,730,219	4.5	35,163,609	1.3
2004	279,829	1.4	1,814,485	4.9	35,570,847	1.2
2005	284,715	1.7	1,895,695	4.5	35,869,173	0.8
2006	286,720	0.7	1,975,913	4.2	36,116,202	0.7
2007	289,674	1.0	2,049,902	3.7	36,399,676	0.8
2008	293,988	1.5	2,102,741	2.6	36,704,375	0.8
2009	298,721	1.6	2,140,626	1.8	36,966,713	0.7
2010 <sup>(2)</sup>	303,871	1.7	2,189,641	2.3	37,253,956	0.8
2011	306,069	0.7	2,205,731	0.7	37,427,946	0.5
2012	309,409	1.1	2,234,209	1.3	37,668,804	0.6
2013	312,035	0.8	2,255,653	1.0	37,984,138	0.8
2014	314,221	0.7	2,280,191	1.1	38,357,121	1.0
2015	317,307	1.0	2,308,441	1.2	38,714,725	0.9

<sup>(1)</sup> January 1 data.

<sup>(2)</sup> April 1 data.

Source: California Department of Finance.

## Personal Income

The following table shows per capita personal income for the County, the State and the United States from 2004 through 2013.

**PER CAPITA PERSONAL INCOME<sup>(1)</sup>  
2004 through 2013  
Riverside County, State of California and United States**

<u>Year</u>	<u>Riverside County</u>	<u>State of California</u>	<u>United States</u>
2004	\$27,801	\$37,156	\$34,300
2005	28,933	38,964	35,888
2006	30,368	41,623	38,127
2007	30,934	43,152	39,804
2008	30,876	43,608	40,873
2009	29,651	41,587	39,379
2010	29,612	42,282	40,144
2011	31,196	44,749	42,332
2012	32,534	47,505	44,200
2013	33,278	48,434	44,765

<sup>(1)</sup> Per capita personal income is the total personal income divided by the total mid-year population estimates of the U.S. Bureau of the Census. All dollar estimates are in current dollars (not adjusted for inflation).

Source: U.S. Department of Commerce, Bureau of Economic Analysis.

## Employment

The following table summarizes the labor force, employment and unemployment figures for the City, the County and the State from 2010 through 2014.

**CIVILIAN LABOR FORCE, EMPLOYMENT AND UNEMPLOYMENT RATE  
2010 through 2014<sup>(1)</sup>  
Riverside County and State of California**

<u>Year and Area</u>	<u>Labor Force</u>	<u>Employment<sup>(2)</sup></u>	<u>Unemployment<sup>(3)</sup></u>	<u>Unemployment Rate (%)</u>
<u>2010</u>				
City of Riverside	165,100	140,900	24,200	14.6%
Riverside County	938,400	802,300	136,200	14.5
State of California	18,336,300	16,068,400	2,267,900	12.4
<u>2011</u>				
City of Riverside	165,300	142,400	22,900	13.9%
Riverside County	939,600	810,400	129,200	13.8
State of California	18,417,900	16,249,600	2,168,300	11.8
<u>2012</u>				
City of Riverside	166,100	145,600	20,500	12.3%
Riverside County	944,500	828,800	115,600	12.3
State of California	18,519,000	16,589,700	1,929,300	10.4
<u>2013</u>				
City of Riverside	167,600	150,300	17,400	10.4%
Riverside County	953,200	855,300	97,900	10.3
State of California	18,596,800	16,933,300	1,663,500	8.9
<u>2014</u>				
City of Riverside	146,500	135,000	11,500	7.9%
Riverside County	1,011,500	928,200	83,400	8.2
State of California	18,811,500	17,397,140	1,430,973	8.9

Note: Data is not seasonally adjusted.

(1) Annual averages, unless otherwise specified.

(2) Includes persons involved in labor-management trade disputes.

(3) The unemployment rate is computed from unrounded data; therefore, it may differ from rates computed from rounded figures in this table.

Source: U.S. Department of Labor – Bureau of Labor Statistics, California Employment Development Department, March 2014 Benchmark.



## Industry

The following table summarizes the average annual industry employment in the County from 2010 through 2014.

### LABOR FORCE AND INDUSTRY EMPLOYMENT ANNUAL AVERAGES 2010 through 2014 Riverside County

<u>Type of Employment</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Total Farm	15,000	14,900	15,000	14,500	14,300
Mining and Logging	1,000	1,000	1,200	1,200	1,300
Construction	59,700	59,100	62,600	70,000	77,000
Manufacturing	85,200	85,100	86,700	87,300	90,200
Transportation, Warehousing and Utilities	66,600	68,800	73,900	79,400	87,300
Wholesale Trade	48,700	49,200	52,200	56,400	59,000
Retail Trade	155,500	158,500	162,400	164,800	168,700
Information	14,000	12,200	11,700	11,500	11,200
Financial Activities	41,000	39,900	40,900	42,200	42,700
Professional and Business Services	123,600	126,000	127,500	132,400	137,800
Educational and Health Services	154,100	157,600	167,200	184,500	193,600
Leisure and Hospitality	122,800	124,000	129,400	135,900	144,300
Other Services	38,200	39,100	40,100	41,100	43,200
Government	<u>234,300</u>	<u>227,500</u>	<u>224,600</u>	<u>225,200</u>	<u>228,800</u>
Total All Industries	1,159,700	1,162,900	1,195,300	1,246,400	1,299,500

Note: Items may not add to total due to independent rounding.

Source: California Employment Development Department, Labor Market Information Division. March 2014 Benchmark.

## Principal Employers

The following tables list the principal employers located in the City and the County.

### PRINCIPAL EMPLOYERS As of June 30, 2014 City of Riverside

<u>Employer Name</u>	<u>Employees</u>	<u>Percentage of Total City Employment</u>
County of Riverside	11,187	7.6%
University of California, Riverside	7,218	4.9
Riverside Unified School District	3,461	2.4
Kaiser	3,156	2.1
City of Riverside	2,476	1.7
Riverside Community Hospital	1,880	1.3
Riverside County Office of Education	1,765	1.2
Alvord Unified School District	1,445	1.0
Parkview Community Hospital	1,350	0.9
Riverside Community College District	1,064	0.7

Source: "Comprehensive Annual Financial Report" of the City of Riverside, California for the fiscal year July 1, 2013 through June 30, 2014.

**PRINCIPAL EMPLOYERS**  
**As of June 30, 2014**  
**Riverside County**

<u>Employer Name</u>	<u>Employees</u>	<u>Percentage of Total County Employment</u>
County of Riverside	19,916	2.30%
March Air Reserve Base	8,500	0.98
Stater Bros. Markets	6,900	0.80
University of California, Riverside	5,514	0.64
Kaiser Permanente Riverside Med. Center	5,270	0.61
Pechanga Resort & Casino	4,500	0.52
Corona-Norco Unified School District	4,300	0.50
Walmart	4,068	0.47
Riverside Unified School District	4,000	0.46
Hemet Unified School District	3,572	0.41

*Source: "Comprehensive Annual Financial Report" of Riverside County, California for the fiscal year July 1, 2013 through June 30, 2014.*

**Commercial Activity**

Summaries of annual taxable sales for the City and the County from 2009 through 2013 are shown in the following tables.

**ANNUAL TAXABLE SALES**  
**2009 through 2013**  
**City of Riverside**  
**(Dollars in Thousands)**

<u>Year</u>	<u>Retail Permits</u>	<u>Retail Stores Taxable Transactions</u>	<u>Total Permits</u>	<u>Total Taxable Transactions</u>
2009	5,033	\$2,734,550	7,202	\$3,500,514
2010	5,690	2,889,292	7,907	3,692,302
2011	5,764	3,144,537	8,066	4,019,127
2012	6,196	3,348,220	8,484	4,238,975
2013	5,436	3,580,926	7,673	4,612,948

Note: In 2009, retail permits expanded to include permits for food services.

*Source: "Taxable Sales in California (Sales & Use Tax)," California State Board of Equalization.*

**ANNUAL TAXABLE SALES  
2009 through 2013  
Riverside County  
(Dollars in Thousands)**

<u>Year</u>	<u>Retail Permits</u>	<u>Retail Stores Taxable Transactions</u>	<u>Total Permits</u>	<u>Total Taxable Transactions</u>
2009	29,829	\$16,057,488	42,765	\$22,227,877
2010	32,534	16,919,500	45,688	23,152,780
2011	33,398	18,576,285	46,886	25,641,497
2012	34,683	20,016,668	48,316	28,096,009
2013	33,391	21,306,774	46,805	30,065,467

Note: In 2009, retail permits expanded to include permits for food services.

Source: "Taxable Sales in California (Sales & Use Tax)," California State Board of Equalization.

**Construction Activity**

The annual building permit valuations and number of permits for new dwelling units issued from 2010 through 2014 for the City and the County are shown in the following tables.

**BUILDING PERMITS AND VALUATIONS  
2010 through 2014  
City of Riverside  
(Dollars in Thousands)**

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Valuation					
Residential	\$58,764	\$35,440	\$73,345	\$30,646	\$80,367
Non-Residential	<u>87,269</u>	<u>98,400</u>	<u>53,007</u>	<u>115,561</u>	<u>70,046</u>
Total	\$146,033	\$133,840	\$126,352	\$146,207	\$150,413
Units					
Single Family	107	43	193	70	230
Multiple Family	<u>266</u>	<u>236</u>	<u>168</u>	<u>51</u>	<u>85</u>
Total	373	279	361	121	315

Note: Totals may not add to sum due to rounding.

Source: Construction Industry Research Board.

**BUILDING PERMITS AND VALUATIONS**  
**2010 through 2014**  
**Riverside County**  
**(Dollars in Thousands)**

	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Valuation					
Residential	\$1,079,637	\$760,240	\$1,079,405	\$1,375,593	\$1,621,751
Non-Residential	<u>539,379</u>	<u>679,117</u>	<u>657,595</u>	<u>873,977</u>	<u>814,990</u>
Total	\$1,619,016	\$1,439,357	\$1,737,000	\$2,249,570	\$2,436,741
Units					
Single Family	4,031	2,659	3,720	4,716	5,007
Multiple Family	<u>526</u>	<u>1,061</u>	<u>909</u>	<u>1,427</u>	<u>1,931</u>
Total	4,557	3,720	4,629	6,143	6,938

Note: Totals may not add to sum due to rounding.

Source: Construction Industry Research Board.

**APPENDIX E**

**RIVERSIDE COUNTY TREASURY POOL**

*The following information concerning the Riverside County Pooled Investment Fund (the “Investment Pool”) has been provided by the Treasurer, and has not been confirmed or verified by the District or the Underwriter. The District and the Underwriter have not made an independent investigation of the investments in the Investment Pool and have made no assessment of the current County investment policy. The value of the various investments in the Investment Pool will fluctuate on a daily basis as a result of a multitude of factors, including generally prevailing interest rates and other economic conditions. Additionally, the Treasurer, with the consent of the County Board of Supervisors may change the County investment policy at any time. Therefore, there can be no assurance that the values of the various investments in the Investment Pool will not vary significantly from the values described herein. Finally, neither the District nor the Underwriter make any representation as to the accuracy or adequacy of such information or as to the absence of material adverse changes in such information subsequent to the date hereof, or that the information contained or incorporated hereby by reference is correct as of any time subsequent to its date. Additional information regarding the Investment Pool may be obtained from the Treasurer at <https://www.countytreasurer.org/>; however, the information presented on such website is not incorporated herein by any reference.*

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## Board of Trustees Regular/Committee Meeting (V.H)

Meeting	September 3, 2019
Agenda Item	Resources (V.H)
Subject	Resources Committee Public Hearing and Budget Adoption for the 2019-2020 Riverside Community College District Budget
College/District	District
Funding	Various Resources
Recommended Action	The Committee to set a public hearing on the 2019-2020 budget for September 17, 2019; and adopt the 2019-2020 Budget for the Riverside Community College District.

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### Background Narrative:

Attached for the Board's review is a copy of the proposed final budget for the 2019-2020 fiscal year. At the June 11, 2019 Board meeting, a Public Hearing on the FY 2019-20 budget was set for 6:00 p.m. on September 17, 2019. Staff proposes that the Board hold an open public hearing and hear testimony on the budget. Upon close of the hearing, the Board will take action on the 2019-2020 Riverside Community College District Budget.

Prepared By: Aaron Brown, Vice Chancellor, Business and Financial Services  
Majd Askar, Director, Business and Financial Services

The seal of Riverside Community College District is faintly visible in the background. It is circular and contains the text "RIVERSIDE COMMUNITY COLLEGE DISTRICT" around the top edge and "THROUGH KNOWLEDGE AND SERVICE PURPOSE" around the bottom edge. In the center of the seal is a stylized figure holding a torch.

# **RIVERSIDE COMMUNITY COLLEGE DISTRICT**

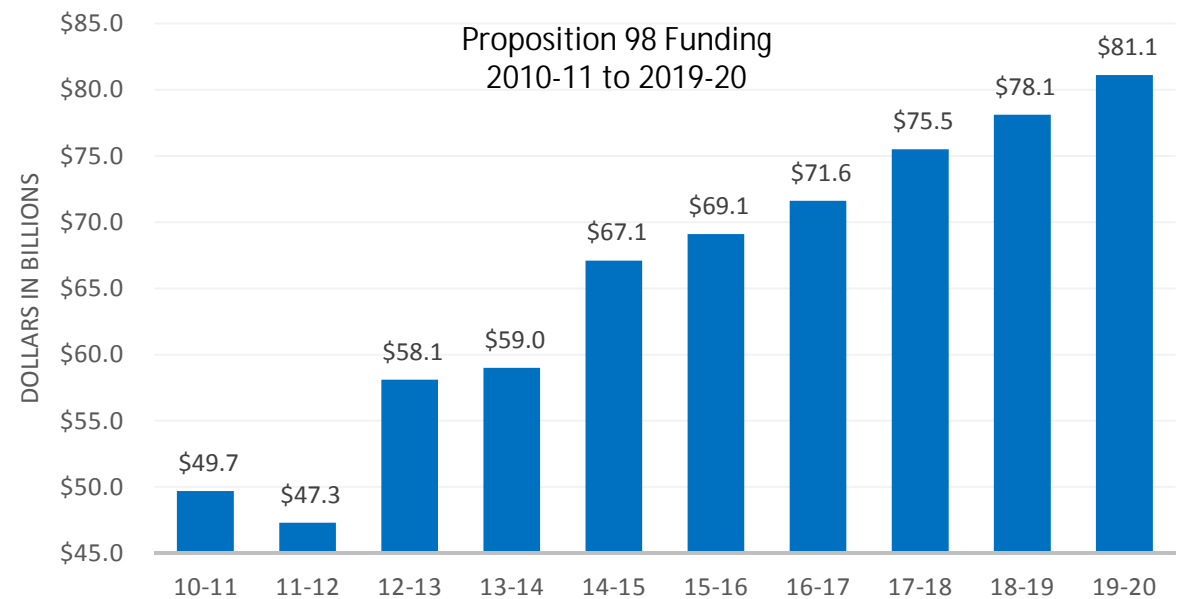
**FINAL BUDGET**  
**Fiscal Year 2019-2020**  
**September 3, 2019**

**ADOPTED STATE BUDGET  
COMMUNITY COLLEGE SYSTEM  
AND  
RIVERSIDE COMMUNITY COLLEGE DISTRICT**



# Proposition 98 Minimum Guarantee

- FY 2018-19 approved budget set the K-14 minimum guarantee at \$75.2 billion...now revised to \$78.1 billion.
- FY 2019-20 - Governor estimates the guarantee at \$81.1 billion.
  - A year over year increase of 3.84%
  - \$246 million in new funding for Community Colleges
  - Community College share of Proposition 98 – 10.93%
  - 63.18% increase since 2010-11



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FY 2019-2020 Final Budget

Base Changes  
 (In Millions)

<u>Unrestricted Ongoing Revenues</u>	<u>State</u>
<u>Apportionment*</u>	
Growth (.55%/1.11%)	\$ 25.0
COLA (3.26%)	230.0
Net Technical Adjustments	<u>(95.0)</u>
Total Apportionment/Unrestricted Ongoing Revenues	<u>\$ 160.0</u>
<u>Unrestricted One-Time Revenues</u>	<u>\$ -</u>
Total Unrestricted Revenues	<u><u>\$ 160.0</u></u>

\*These funding increases will be reflected in the rates for the Base, Equity, and Student Success allocations under the Student Centered Funding Formula.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FY 2019-2020 Final Budget

Base Changes  
(In Millions)

<u>Restricted Revenues</u>	<u>State</u>
California Promise (AB19) - 2nd Year	\$ 45.0
F/T Student Success Grant/Completion Grant Consolidation	18.0
COLA for Categorical Programs	13.0
Legal Services for Undocumented Immigrants	<u>10.0</u>
Total Restricted Revenues	<u>\$ 86.0</u>

# RIVERSIDE COMMUNITY COLLEGE DISTRICT FY 2019-2020 Final Budget

## Base Changes (In Millions)

<u>Other</u>	<u>State</u>
Physical Plant and Instructional Equipment Proposition 51 - State GO Bond (20 Continuing Projects & 39 New Projects)	\$ 39.6
Total "Other" Restricted Revenues	<u>353.5</u> <u>\$ 393.1</u>

### Riverside Community College District

#### Capital Facilities Projects (FPP's Scheduled for Funding in FY 2020-21 Budget)\*

- Riverside City College - Life Science/Physical Science

\*The Chancellor's Office is proposing a modification to the Capital Outlay project scoring process to provide better alignment with the Vision for Success Goals.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## FY 2019-2020 Final Budget

### Student Centered Funding Formula (SCFF)

The Budget continues with the second year of implementation of the student centered funding formula, providing funding for enrollment, including the number of low-income students served and the number of students who meet specified student success metrics, such as degree or certificate, completion, transfers, etc. For FY 2019-20, the funding formula includes the following:

- Calculation of funding rates so that 70% is allocated for enrollment; 20% is allocated for equity; and 10% is allocated for student success.
- Calculation of the student success allocation to: 1) count only the highest of all awards a student earned in the same year and only if the student was enrolled in the district in the year the award was granted; 2) amend the definition of a transfer student to one who transferred to a four-year institution, completed 12 or more units in the district, in the year prior to transfer; 3) calculate the allocation based on three-year averages for each metric.
- Extends hold harmless provision through 2021-22.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FY 2019-2020 Final Budget

Student Centered Funding Formula

Planned Three Year Phase-In

	<u>FY 18-19</u>	<u>FY 19-20</u>	<u>FY 20-21</u>
Base Allocation (Enrollment)	70 %	65 %	60 %
Equity Allocation	20 %	20 %	20 %
Student Success Allocation	10 %	15 %	20 %
Total Allocation	<u>100 %</u>	<u>100 %</u>	<u>100 %</u>

Revised Three Year Phase-In

Base Allocation (Enrollment)	70 %	70 %	70 %
Equity Allocation	20 %	20 %	20 %
Student Success Allocation	10 %	10 %	10 %
Total Allocation	<u>100 %</u>	<u>100 %</u>	<u>100 %</u>

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## FY 2019-2020 Final Budget

Pension Relief – The Governor’s Budget Proposal includes a total of \$3 billion to reduce the K-12 and Community College share of the unfunded CalSTRS and CalPERS pension liabilities and to reduce rates. A total of \$850 million (\$500 million in FY2019-20 and \$350 million in FY 2020-21) would be provided to reduce rates. The remaining \$2.3 billion would be paid to CalSTRS and CalPERS through FY 2022-23.

	FY 2019-20		FY 2020-21	
	CalSTRS	CalPERS	CalSTRS	CalPERS
Current Funding Plan - Employer Rates	18.13 %	20.73 %	19.10 %	23.60 %
Proposed Funding Plan - Employer Rates	17.10 %	19.72 %	18.40 %	22.70 %

Cal Grant Expansion – Provides \$121.6 million additional financial aid for students who have dependent children...up to \$6,000 annually to cover non-tuition costs. Provides \$9.6 million to fund 4,250 new Cal Grant awards.

Longitudinal Student Data System – Provides \$10 million to begin planning a new statewide system to connect student information from early education providers, K-12 schools, higher education institutions, employers, other workforce entities, and health and human services agencies.

# **FY 2019-2020 FINAL BUDGET**



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FY 2019-2020 Final Budget

FY 2018-19 Credit FTES

	Budget
FY 2016-17 Funded FTES	29,578.89
FY 2017-18 Funded FTES	29,645.01
FY 2018-19 Base FTES	29,645.01
3 Year Total FTES	88,868.91
Divided by 3 Years	3
3-Year Average FTES	29,622.97
Growth (System 1.0%; RCCD 2.23%)	660.59
Total Funded FTES Target	30,283.56
Unfunded FTES (.80%)	241.23
FTES Target Before FY 2017-18 Shortfall	30,524.79
FY 2017-18 FTES Shortfall	532.23
FY 2018-19 FTES Target - Adopted Budget	31,057.02
Additional FTES	799.98
FY 2018-19 FTES Revised Target	31,857.00

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FY 2019-2020 Final Budget

FY 2018-19 Credit FTES

	<u>Actual</u>
FY 2016-17 Funded FTES	28,866.37
FY 2017-18 Funded FTES	29,607.55
FY 2018-19 Base FTES	<u>28,869.73</u>
3 Year Total FTES	87,343.65
Divided by 3 Years	<u>3</u>
3-Year Average FTES	29,114.55
Special Admit FTES	850.00
Incarcerated FTES	<u>83.00</u>
Total Funded FTES	<u>30,047.55</u>

\* Special Admit and incremental credit FTES are excluded from SCFF and receive funding at the full credit FTES rate.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## FY 2019-2020 Final Budget

Riverside Community College District				
Apportionment Calculation Under the Proposed New Student Centered Funding Formula				
FY 2018-2019 at P2				
Base Allocation: 70%				
<b>Base Credit/Special Admit/Non-Credit Rates with COLA</b>	<b>\$ 3,727</b>	<b>\$ 5,457</b>	<b>\$ 3,347</b>	
		<b>Funded FTES</b>	<b>Amount</b>	
Basic Allocation			\$	12,406,247
Credit FTES (Rolling 3 Year Avg. FY 16-17 - 28,866.37; FY 17-18 - 29,607.55; FY 18-19 - 28,869.73 = 87,734.65/3 = 29,114.55		29,114.55	\$	108,509,927
Special Admit Students 802.83 + 47.17 (Credit FTES)		850.00	\$	4,638,173
Incarcerated 34.91 + 48.09 (Credit FTES)		83.00	\$	452,904
Non-Credit FTES (Base - 82.07 + Growth - 63.24)		145.31	\$	486,424
<b>Total Base Allocation</b>		<b>30,192.86</b>	<b>\$</b>	<b>126,493,674</b>
Supplemental Allocation: 20%				
<b>Supplemental Rate per Point</b>	<b>\$ 919</b>			
<b>Supplemental Metrics (FY 2017-2018)</b>	<b>Rate (a)</b>	<b>Total Counts (b)</b>	<b>Total Dollars (a) + (b)</b>	<b>% to Total</b>
Pell Grant	\$ 919	14,777	\$	13,580,063 32.22%
AB 540 Students	\$ 919	1,493	\$	1,372,067 3.25%
California Promise Grant Students (BOG Waivers)	\$ 919	29,598	\$	27,200,562 64.53%
<b>Total Supplemental Allocation</b>		<b>45,868</b>	<b>\$</b>	<b>42,152,692 100%</b>

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## FY 2019-2020 Final Budget

Riverside Community College District						
Apportionment Calculation Under the Proposed New Student Centered Funding Formula						
FY 2018-2019 at P2						
Student Success Incentive Allocation: 10%						
Success Rate per Point (Success/Equity)	\$	440	\$	167	\$	111
	Rate (a)	Total Counts (b)	Total Dollars (a) + (b)	% to Total		
<b>Success Metrics (FY 2017-2018)</b>						
Associate Degree for Transfer (ADT)	\$ 1,760	920	\$ 1,619,200	10.42%		
Associate Degree	\$ 1,320	5,045	\$ 6,659,400	42.87%		
Credit Certificates Requiring 18+ Units	\$ 880	1,034	\$ 909,920	5.86%		
Transfer-Level Math and English Completion in 1st Year	\$ 880	827	\$ 727,760	4.68%		
Transfer to 4-Year Institutions	\$ 660	2,121	\$ 1,399,860	9.01%		
CTE Units Completion of 9+ Units	\$ 440	4,286	\$ 1,885,840	12.14%		
Living Wage Attainment Within 1 Year of CC Completion	\$ 440	5,300	\$ 2,332,000	15.01%		
Total Success Metrics Allocation		<b>19,533</b>	<b>\$ 15,533,980</b>	<b>100.00%</b>		
<b>Success Equity Metrics - BOG Students (FY 2018-2019)</b>						
Associate Degree for Transfer (ADT)	\$ 666	559	\$ 372,294	11.63%		
Associate Degree	\$ 500	3,082	\$ 1,539,459	48.10%		
Credit Certificates Requiring 18+ Units	\$ 333	537	\$ 178,821	5.59%		
Transfer-Level Math and English Completion in 1st Year	\$ 333	384	\$ 127,872	4.00%		
Transfer to 4-Year Institutions	\$ 250	1,052	\$ 262,737	8.21%		
CTE Units Completion of 9+ Units	\$ 167	2,299	\$ 382,784	11.96%		
Living Wage Attainment Within 1 Year of CC Completion	\$ 167	2,020	\$ 336,330	10.51%		
Total Success Equity Metrics Allocation - BOG Waiver Students		<b>9,933</b>	<b>\$ 3,200,297</b>	<b>100.00%</b>		
<b>Success Equity Metrics - Pell Students (FY 2018-2019)</b>						
Associate Degree for Transfer (ADT)	\$ 444	751	\$ 333,444	11.10%		
Associate Degree	\$ 333	4,161	\$ 1,385,613	46.11%		
Credit Certificates Requiring 18+ Units	\$ 222	748	\$ 166,056	5.53%		
Transfer-Level Math and English Completion in 1st Year	\$ 222	555	\$ 123,210	4.10%		
Transfer to 4-Year Institutions	\$ 167	1,558	\$ 259,407	8.63%		
CTE Units Completion of 9+ Units	\$ 111	3,262	\$ 362,082	12.05%		
Living Wage Attainment Within 1 Year of CC Completion	\$ 111	3,381	\$ 375,291	12.49%		
Total Success Equity Metrics Allocation - Pell Students		<b>14,416</b>	<b>\$ 3,005,103</b>	<b>100.00%</b>		
<b>Total Student Success Incentive Allocation</b>			<b>\$ 21,739,285</b>			

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## FY 2019-2020 Final Budget

Riverside Community College District		
Apportionment Calculation Under the Proposed New Student Centered Funding Formula		
FY 2018-2019 at P2		
Total Apportionment		
Total Computational Revenue Under New Funding Formula for FY 2018-19	\$ 190,385,650	
Less, Adjustment for TCR Constraint at PY TCR plus 3 times COLA (( $\$173,724,960$ ) + (3 x 2.71% = 8.13%))	\$ (2,536,851)	
Net Computational Revenue Paid Under SCFF for FY 2018-19	\$ 187,848,799	
Less, FY 2018-19 Estimated Deficit Applied to Constrained Apportionment (3.33% x \$43,280,000)	\$ (1,162,428)	-0.62%
Adjusted FY 2018-19 TCR at P1	\$ 186,686,371	
Total Computational Revenue in Adopted Base Budget for FY 2018-19	\$ 186,480,836	
Increase/(Decrease) in Base Apportionment from Adopted Base Budget for FY 2018-19	\$ 205,535	
Total Difference Between Actual TCR and Funded TCR	\$ (3,699,279)	

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FY 2019-2020 Final Budget

## FY 2019–20 Credit FTES Projections

FY 2017-18 Funded FTES*	29,607.55
FY 2018-19 Funded FTES*	28,869.73
FY 2019-20 Base FTES*	<u>30,518.74</u>
3 Year Total FTES	88,996.02
Divided by 3 Years	<u>3</u>
3-Year Average - Estimated SCFF Funded FTES	29,665.34
Growth	329.58
Special Admit FTES	924.76
Incarcerated FTES	<u>83.92</u>
Total Funded FTES	31,003.60
Total Credit FTES Target	<u>31,857.00</u>
Unfunded FTES	<u><u>(853.40)</u></u>

\* Special Admit and incarcerated credit FTES are excluded from SCFF and receive funding at the full credit FTES rate.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FY 2019-2020 Final Budget

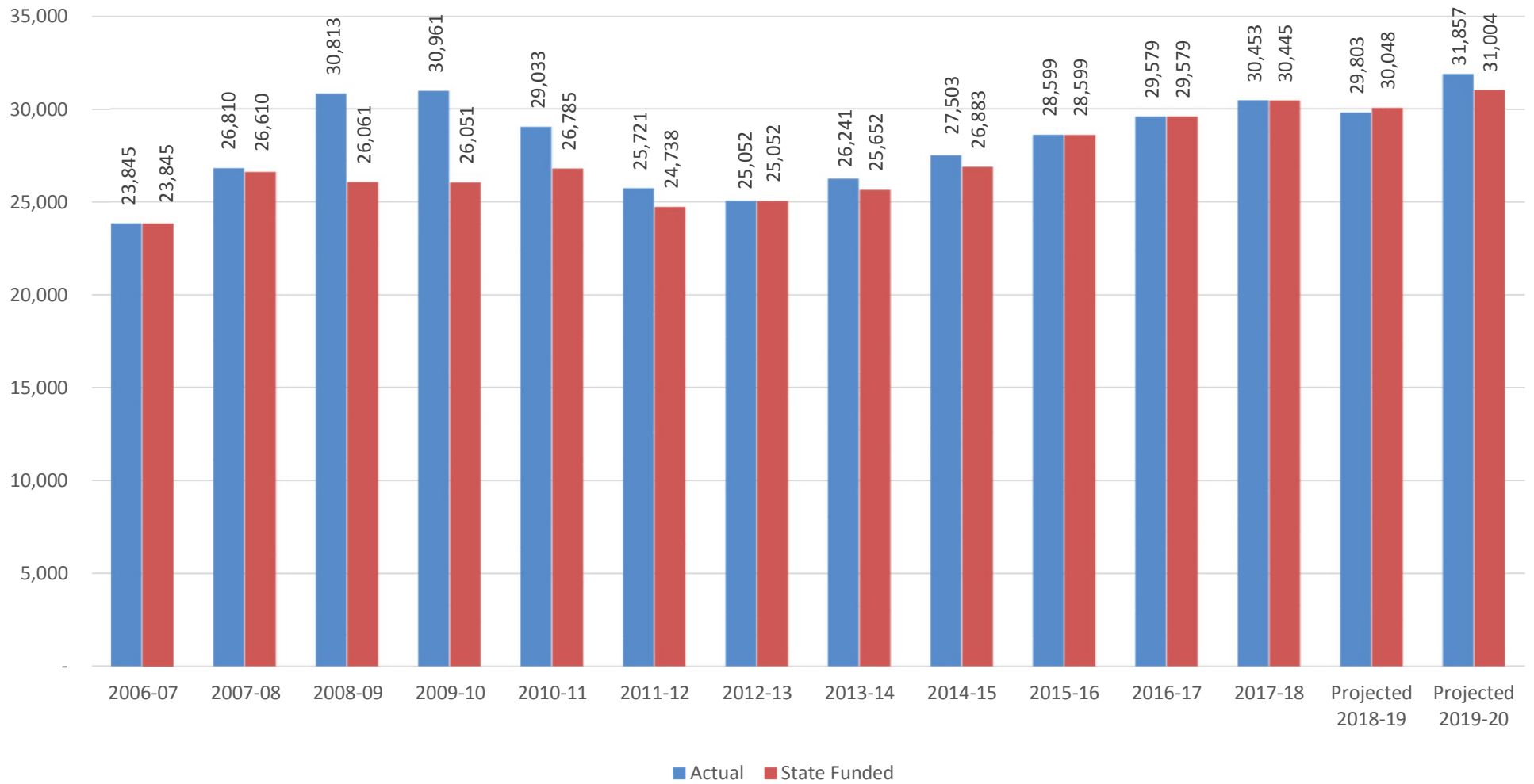
FY 2019-20 FTES Target

	FY 18-19 Original FTES Target	FY 18-19 Actual FTES Results	FY 18-19 FTES (Shortfall) Excess	Reallocation of FTES Shortfall	Revised Base FTES from FY 18-19 Target	Remaining FY 17-18 Shift of 799.98 FTES	FY 19-20 FTES Target
MVC	7,399.24	7,183.22	(216.02)	-	7,183.22	88.88	7,272.10
NC	7,135.39	7,099.41	(35.98)	-	7,099.41	266.66	7,366.07
RCC	16,522.40	16,876.33	353.93	252.00	17,128.33	90.50	17,218.83
<b>Total District</b>	<b>31,057.02</b>	<b>31,158.96</b>	<b>101.94</b>	<b>252.00</b>	<b>31,410.96</b>	<b>446.04</b>	<b>31,857.00</b>

Note: FY 2019-20 FTES targets were established through the District Enrollment Management Committee, taking into consideration the principles of the Budget Allocation Model whereby a shortfall attainment of FTES targets for two consecutive fiscal years will result in a reallocation of FTES.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FY 2019-2020 Final Budget

# Historical Look at Resident Credit FTES Actual vs. State Funded





RIVERSIDE COMMUNITY COLLEGE DISTRICT  
**FY 2019-20 Final Budget**

## FY 2019-20 Supplemental Metrics Projections

<u>Supplemental Metrics</u>	<u>FY 2016-17</u>	<u>FY 2017-18</u>	<u>FY 2018-19</u>
Pell Grant Recipients	13,993	14,777	15,605
AB 540 Students	1,457	1,493	1,530
College Promise Grant Recipients (formerly BOG Waiver)	29,060	29,598	30,146
Totals	<u>44,510</u>	<u>45,868</u>	<u>47,281</u>

Note: The Supplemental (Equity) portion of the Student Centered Funding Formula provides apportionment funding for the following categories:

- 1) Each student who is the recipient of financial aid under the Federal Pell Grant program based on the headcount data of students in the prior year.
- 2) Each student who is granted an exemption from non-resident tuition pursuant to Education Code Section 68130.5 (AB 540) based on headcount data for students from the prior year.
- 3) Each student who receives a fee waiver pursuant to Education Code Section 76300 (College Promise) based on headcount data from the prior year.

The above shows Supplemental metric data over each of the last three fiscal years for comparison purposes. For FY 2019-20 apportionment, only the most recent prior year data is used in the calculation. Since FY 2018-19 data is not available prior to the timeline for adoption of the FY 2019-20 budget, estimated data was developed using a weighting methodology based on historical trends.

## FY 2019-20 Student Success Metrics Projections

<u>Success Metrics</u>	<u>FY 2016-17</u>	<u>FY 2017-18</u>	<u>FY 2018-19</u>	<u>Total</u>	<u>3 Yr Avg</u>
<b><u>All Students</u></b>					
Associate Degree for Transfer (ADT)	523	811	1,258	2,592	864
Associate Degree	1,776	2,217	2,768	6,761	2,254
Credit Certificates Requiring 18+ Units	425	470	520	1,415	472
Transfer-Level Math and English Completion in 1st Year	378	785	1,630	2,793	931
Transfer to 4-Year Institutions 12+ Units Completed in Prior Year	2,890	2,719	2,558	8,167	2,722
CTE Units Completion of 9+ Units	3,700	3,908	4,128	11,736	3,912
Living Wage Attainment Within 1 Year of CC Completion	4,773	6,208	8,073	19,054	6,351
Total All Students	14,465	17,118	20,935	52,518	17,506
<b><u>Promise Students (BOG)</u></b>					
Associate Degree for Transfer (ADT)	423	661	1,033	2,117	706
Associate Degree	1,495	1,828	2,235	5,558	1,853
Credit Certificates Requiring 18+ Units	314	332	351	997	332
Transfer-Level Math and English Completion in 1st Year	237	544	1,249	2,030	677
Transfer to 4-Year Institutions 12+ units in prior year	2,242	2,092	1,952	6,286	2,095
CTE Units Completion of 9+ Units	2,910	3,037	3,170	9,117	3,039
Living Wage Attainment Within 1 Year of CC Completion	3,282	4,274	5,567	13,123	4,374
Total All Students	10,903	12,768	15,557	39,228	13,076
<b><u>Pell Students</u></b>					
Associate Degree for Transfer (ADT)	310	487	765	1,562	521
Associate Degree	1,106	1,350	1,648	4,104	1,368
Credit Certificates Requiring 18+ Units	239	238	237	714	238
Transfer-Level Math and English Completion in 1st Year	162	382	901	1,445	482
Transfer to 4-Year Institutions 12+ units in prior year	1,598	1,507	1,422	4,527	1,509
CTE Units Completion of 9+ Units	2,123	1,759	1,457	5,339	1,780
Living Wage Attainment Within 1 Year of CC Completion	2,033	2,687	3,552	8,272	2,757
Total All Students	7,571	8,410	9,982	25,963	8,654

The Student Success portion of the Student Centered Funding Formula provides apportionment funding for the categories shown above that are specific to Riverside Community College District. The SCFF also provides funding for baccalaureate degrees; however, the District does not issue BA degrees so that category has not been included above.

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A three-year average of each of the three measures will be used which is defined as the prior/prior/prior year, prior/prior year, and prior year.

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## FY 2019-2020 Final Budget

Riverside Community College District				
Apportionment Calculation Under the Proposed New Student Centered Funding Formula for Adopted Budget				
FY 2019-2020				
Base Allocation: 70%				
<b>Base Credit/Special Admit/Non-Credit Rates with COLA</b>	<b>\$ 3,889</b>	<b>\$ 5,653</b>	<b>\$ 3,468</b>	
		<b>Funded FTES</b>	<b>Amount</b>	
Basic Allocation			\$	12,810,691
Credit FTES (Rolling 3 Year Avg. FY 17-18 - 29,607.55; FY 18-19 - 28,869.73; FY 19-20 - 30,518.74 88,996.02/3 = 29,665.34 x 1.11% Growth 329.58 = 29,994.92		29,994.92	\$	116,650,244
Restoration			\$	569,338
Special Admit Students 914.61 + 10.15 (Credit FTES)		924.76	\$	5,227,668
Incarcerated 83.00 + .92 (Credit FTES)		83.92	\$	474,400
Non-Credit FTES (Base - 123.15 + Growth - 1.37)		124.52	\$	431,794
<b>Total Base Allocation</b>		<b>31,128.12</b>	<b>\$</b>	<b>136,164,134</b>
Supplemental Allocation: 20%				
<b>Supplemental Rate per Point</b>	<b>\$ 1,111</b>			
	<b>Rate</b>	<b>Total Counts</b>	<b>Total Dollars</b>	<b>% to</b>
<b>Supplemental Metrics (FY 2018-2019)</b>	<b>(a)</b>	<b>(b)</b>	<b>(a) + (b)</b>	<b>Total</b>
Pell Grant	\$ 1,111	15,605	\$ 17,337,155	33.00%
AB 540 Students	\$ 1,111	1,530	\$ 1,699,830	3.24%
California Promise Grant Students (BOG Waivers)	\$ 1,111	30,146	\$ 33,492,206	63.76%
<b>Total Supplemental Allocation</b>		<b>47,281</b>	<b>\$</b>	<b>52,529,191 100%</b>

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## FY 2019-2020 Final Budget

Riverside Community College District						
Apportionment Calculation Under the Proposed New Student Centered Funding Formula for Adopted Budget						
FY 2019-2020						
Student Success Incentive Allocation: 10%						
<b>Success Rate per Point (Success/Equity)</b>	<b>\$</b>	<b>341</b>	<b>\$</b>	<b>129</b>	<b>\$</b>	<b>86</b>
	<b>Rate</b>	<b>Total Counts</b>	<b>Total Dollars</b>	<b>% to</b>		
	<b>(a)</b>	<b>(b)</b>	<b>(a) + (b)</b>	<b>Total</b>		
<b>Success Metrics (3 Yr Avg. FY 16-17, FY 17-18, FY 18-19)</b>						
Associate Degree for Transfer (ADT)	\$ 1,365	864	\$ 1,179,360	12.63%		
Associate Degree	\$ 1,024	2,254	\$ 2,307,755	24.71%		
Credit Certificates Requiring 18+ Units	\$ 683	472	\$ 322,148	3.45%		
Transfer-Level Math and English Completion in 1st Year	\$ 683	931	\$ 635,873	6.81%		
Transfer to 4-Year Institutions 12+ Units Completed in Prior Year	\$ 513	2,722	\$ 1,395,196	14.94%		
CTE Units Completion of 9+ Units	\$ 341	3,912	\$ 1,333,992	14.28%		
Living Wage Attainment Within 1 Year of CC Completion	\$ 341	6,351	\$ 2,165,805	23.19%		
Total Success Metrics Allocation		<b>17,506</b>	<b>\$ 9,340,129</b>	<b>87.37%</b>		
	<b>Rate</b>	<b>Total Counts</b>	<b>Total Dollars</b>	<b>% to</b>		
	<b>(a)</b>	<b>(b)</b>	<b>(a) + (b)</b>	<b>Total</b>		
<b>Success Equity Metrics - BOG Students (FY 2018-2019)</b>						
Associate Degree for Transfer (ADT)	\$ 516	706	\$ 364,124	13.47%		
Associate Degree	\$ 387	1,853	\$ 716,982	26.52%		
Credit Certificates Requiring 18+ Units	\$ 258	332	\$ 85,742	3.17%		
Transfer-Level Math and English Completion in 1st Year	\$ 258	677	\$ 174,580	6.46%		
Transfer to 4-Year Institutions 12+ Units Completed in Prior Year	\$ 194	2,095	\$ 405,447	15.00%		
CTE Units Completion of 9+ Units	\$ 129	3,039	\$ 392,031	14.50%		
Living Wage Attainment Within 1 Year of CC Completion	\$ 129	4,374	\$ 564,289	20.87%		
Total Success Equity Metrics Allocation - BOG Waiver Students		<b>13,076</b>	<b>\$ 2,703,195</b>	<b>86.53%</b>		
	<b>Rate</b>	<b>Total Counts</b>	<b>Total Dollars</b>	<b>% to</b>		
	<b>(a)</b>	<b>(b)</b>	<b>(a) + (b)</b>	<b>Total</b>		
<b>Success Equity Metrics - Pell Students (FY 2018-2019)</b>						
Associate Degree for Transfer (ADT)	\$ 342	521	\$ 178,068	14.41%		
Associate Degree	\$ 257	1,368	\$ 351,576	28.44%		
Credit Certificates Requiring 18+ Units	\$ 171	238	\$ 40,698	3.29%		
Transfer-Level Math and English Completion in 1st Year	\$ 171	482	\$ 82,365	6.66%		
Transfer to 4-Year Institutions 12+ Units Completed in Prior Year	\$ 128	1,509	\$ 193,152	15.63%		
CTE Units Completion of 9+ Units	\$ 86	1,780	\$ 153,051	12.38%		
Living Wage Attainment Within 1 Year of CC Completion	\$ 86	2,757	\$ 237,131	19.18%		
Total Success Equity Metrics Allocation - Pell Students		<b>8,654</b>	<b>\$ 1,236,041</b>	<b>85.59%</b>		
<b>Total Student Success Incentive Allocation</b>			<b>\$ 13,279,365</b>			

# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## FY 2019-2020 Final Budget

Riverside Community College District			
Apportionment Calculation Under the Proposed New Student Centered Funding Formula for Adopted Budget			
FY 2019-2020			
Total Apportionment			
	Total Estimated Computational Revenue Under New Funding Formula for FY 2019-20	\$ 201,972,690	
	Less, Estimated FY 2019-20 Reduction for SCFF Uncertainty (Rates, District Metrics, Other District Performance)	\$ (3,029,590)	-1.50%
		Adjusted FY 2019-20 TCR	\$ 198,943,099
	Total Computational Revenue in Adopted Base Budget for FY 2018-19	\$ 186,480,836	
	Increase/(Decrease) in Base Apportionment from Adopted Base Budget for FY 2019-20	\$ 12,462,263	6.68%

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FY 2019-2020 Final Budget

(In Millions)

FY 2019-20 Ongoing Revenue Budget

Beginning Revenue Budget	\$ 202.25
FY 2019-20 Apportionment:	
Student Centered Funding Formula	\$ 12.46
Full-Time Faculty Hiring	1.36
Lottery	0.20
Interest Income	0.90
Indirect Cost Transfer	0.32
Other	0.19
Total Ongoing Revenue Budget Adjustments	\$ 15.43
Total Ongoing Revenue Budget	\$ 217.68

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FY 2019-2020 Final Budget

(In Millions)

FY 2019-20 Ongoing Expenditure Budget

Beginning Expenditure Budget	<u>\$ 206.64</u>
Compensation Adjustments:	
COLA (3.26%) + Contract for Full-time Salaries (2.00%)	\$ 6.13
COLA (3.26%) + Contract for Part-time Faculty Salaries (2.50%) + Growth	4.07
Step/Column/Growth/Placement/Classification	2.25
Health Insurance (3.28% Increase)	
Rate Increases	0.50
Retirees Aging Out/Plan Migration	(0.38)
PERS (From 18.06% to 19.72%)	0.69
STRS (From 16.28% to 17.10%)	0.48

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FY 2019-2020 Final Budget

(In Millions)

FY 2019-20 Ongoing Expenditure Budget (continued)

New Full-Time Faculty Positions (16)	2.60
Election Cost - Off Year	(0.50)
Future Local Bond Feasibility	0.30
Contracts	0.20
Other	<u>(0.25)</u>
Total Ongoing Expenditure Budget Adjustments	<u>\$ 16.09</u>
Total Ongoing Expenditure Budget	<u>\$ 222.73</u>
Net Ongoing Budget Shortfall	<u><u>\$ (5.05)</u></u>



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FY 2019-2020 Final Budget

(In Millions)

FY 2019-20 One-Time Revenue Budget

Beginning Revenue Budget	\$ 0.60
Total One-Time Revenue Budget	\$ 0.60

FY 2019-20 One-Time Expenditure Budget

Beginning Expenditure Budget	\$ 27.86
Reversal of FY 2018-19 Set-Aside for Future Operating Costs	(13.96)
FY 2019-20 Set-Aside for Future Operating Costs	10.20
Summer 2018 FTES Shift to FY 2017-18	4.27
Reverse Set-Aside for New ERP System	(4.63)
Set-Aside for New ERP System	4.79
Indirect Cost Transfers	0.83
Reversal of FY 2017-18 Remaining Budget Savings	(6.65)

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FY 2019-2020 Final Budget

(In Millions)

FY 2019-20 One-Time Expenditure Budget (continued)

Set-Up Remaining FY 2017-18 Budget Savings	5.66
Set-Up Intrafund/Interfund Transfers	
Disabled Student Programs & Services	0.48
College Promise Grant	0.81
Prop 39	0.11
Other	0.06
Set-Aside for Retirement Incentive Cost	<u>4.49</u>
Total One-Time Expenditure Budget	<u>\$ 34.32</u>
Net One-Time Budget	<u><u>\$ 33.72</u></u>

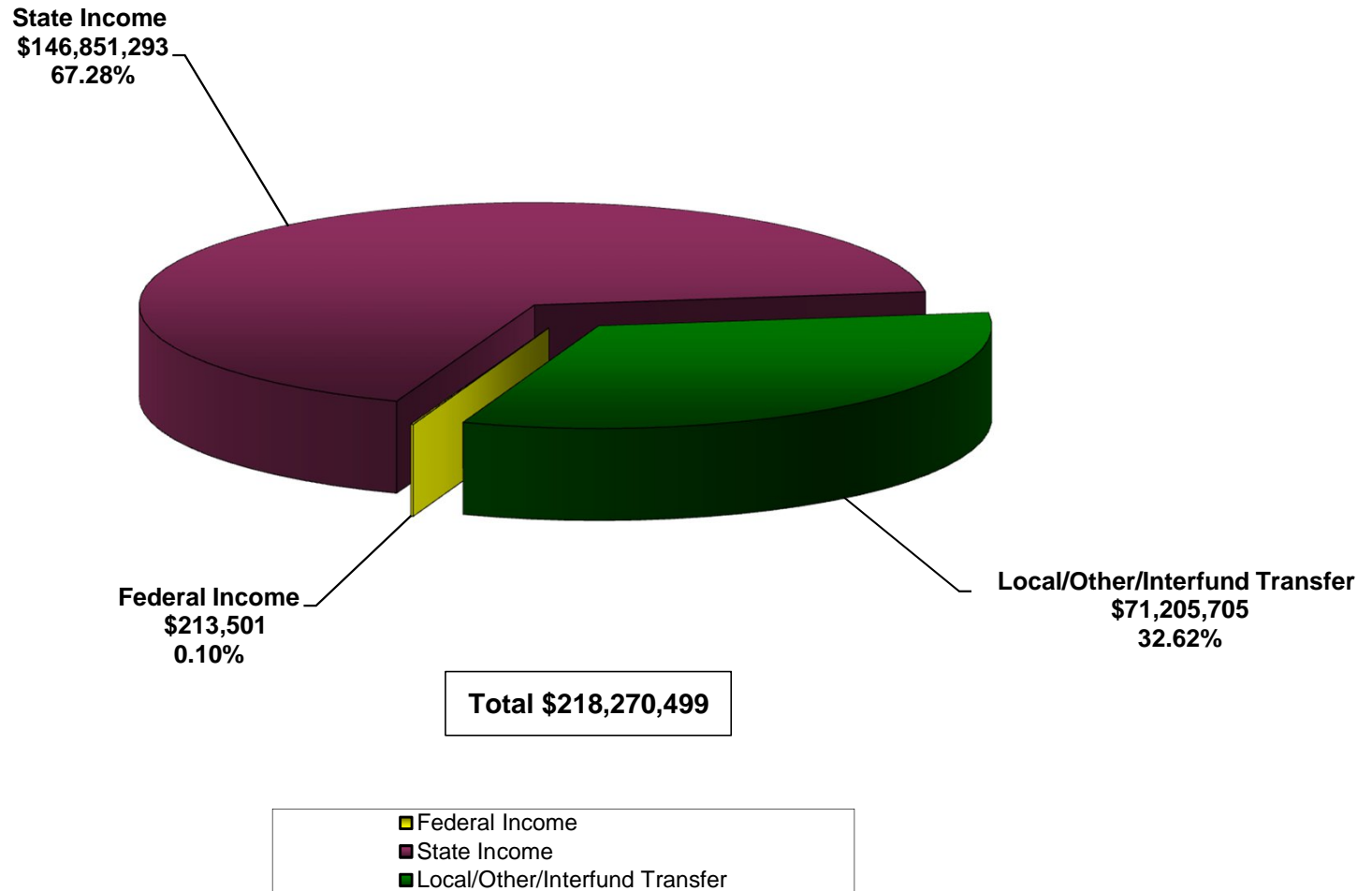
RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FY 2019-2020 Final Budget

(In Millions)

Summary

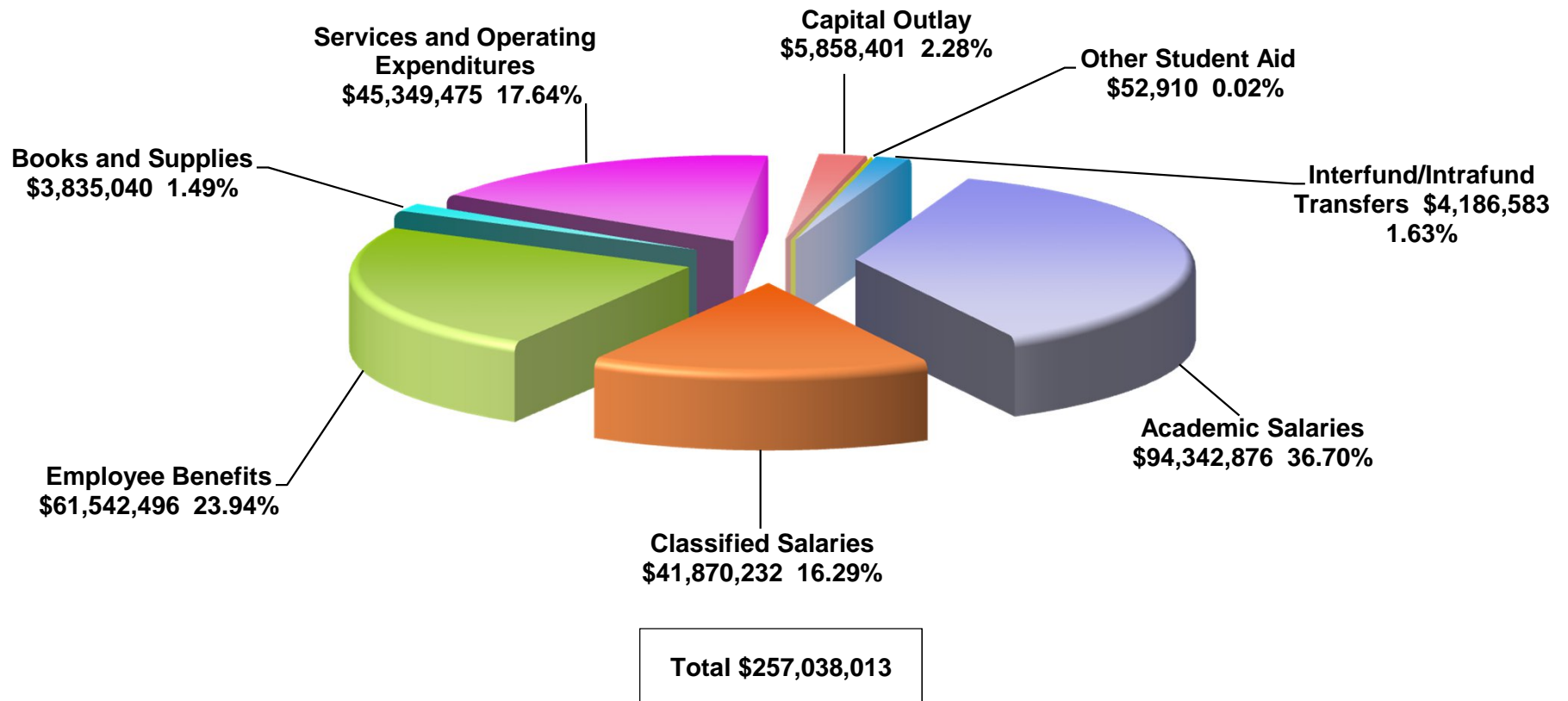
Net Ongoing Budget	\$ (5.05)
Net One-Time Budget	<u>(33.72)</u>
Total Difference	\$ (38.77)
Estimated Beginning Balance at July 1, 2019	<u>53.71</u>
Total Available Funds	\$ 14.94
Less, 5% Ending Balance Target	<u>(14.94)</u>
Budget (Shortfall) Surplus	<u><u>\$ -</u></u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FY 2019-2020 Final Budget  
**Revenue 2019-20**



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FY 2019-2020 Final Budget

# Expenditures 2019-20



■ Academic Salaries	■ Classified Salaries	■ Employee Benefits
■ Books and Supplies	■ Services and Operating Expenditures	■ Capital Outlay
■ Other Student Aid	■ Interfund/Intrafund Transfers	

# LOOKING AHEAD

## Challenges and Opportunities

- Student Centered Funding Formula
- Multi-Year Rate Increases for STRS and PERS
- Health Insurance
  - Rate Increases
  - Continuing/Uncertain Impact of Affordable Care Act
  - Employee Plan Migration
- New ERP System
- New Local Bond Measure
- Underperforming Funds (Parking, Performance Riverside, Community Education, Customized Solutions)

# **BUDGET PROJECTIONS**

## **FY 2020-21 Through FY 2023-24**



# RIVERSIDE COMMUNITY COLLEGE DISTRICT

## FY 2019-2020 Final Budget

	<u>FY 2020-21</u>	<u>FY 2021-22</u>	<u>FY 2022-23</u>	<u>FY 2023-24</u>	<u>FY 2024-25</u>
Revenues	233.37	248.00	259.95	270.18	279.38
Expenditures	<u>(245.85)</u>	<u>(245.85)</u>	<u>(252.72)</u>	<u>(260.96)</u>	<u>(268.48)</u>
Net Budget Shortfall	(12.48)	2.15	7.23	9.22	10.90
Beginning Balance	<u>41.30</u>	<u>28.82</u>	<u>30.97</u>	<u>38.20</u>	<u>47.42</u>
Ending Balance	28.82	30.97	38.20	47.42	58.32
5% Ending Balance Requirement	<u>(15.11)</u>	<u>(15.23)</u>	<u>(16.00)</u>	<u>(16.96)</u>	<u>(18.05)</u>
Remaining Budget Excess (Shortfall)	<u><u>13.71</u></u>	<u><u>15.74</u></u>	<u><u>22.20</u></u>	<u><u>30.46</u></u>	<u><u>40.27</u></u>

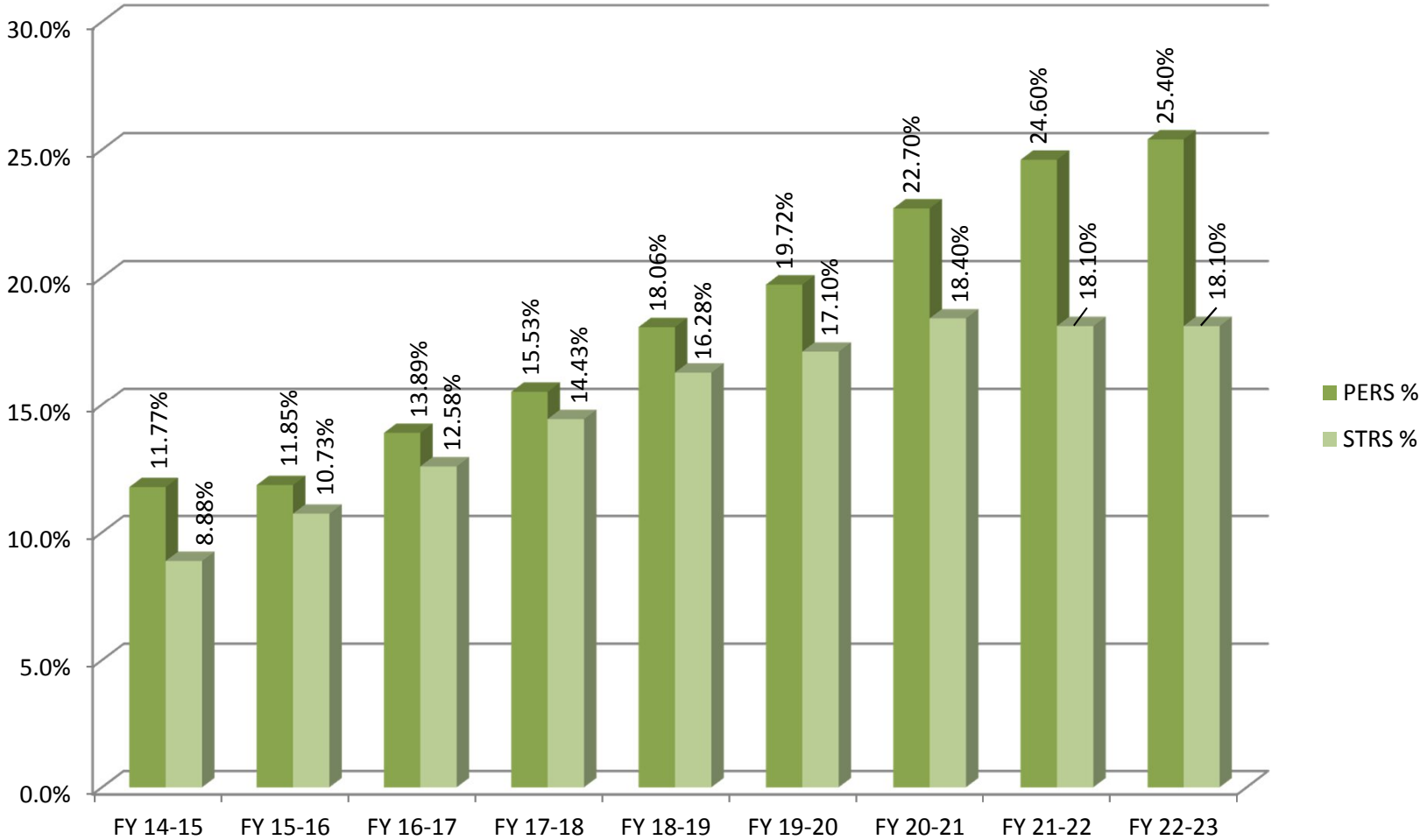
### Assumptions:

- Enrollment Growth (1.11%)
- Equity/Student Success Metrics Growth (3.00%)
- COLA (3.00%)
- Employee Benefit Increases (Except PERS/STRS) – Similar to FY 2019-20
- Compensation Increases – Similar to FY 2019-20
- Enrollment Mgmt. Increase – Similar to FY 2019-20
- PERS/STRS – At scheduled rate increases

# **HISTORICAL BUDGET INFORMATION**

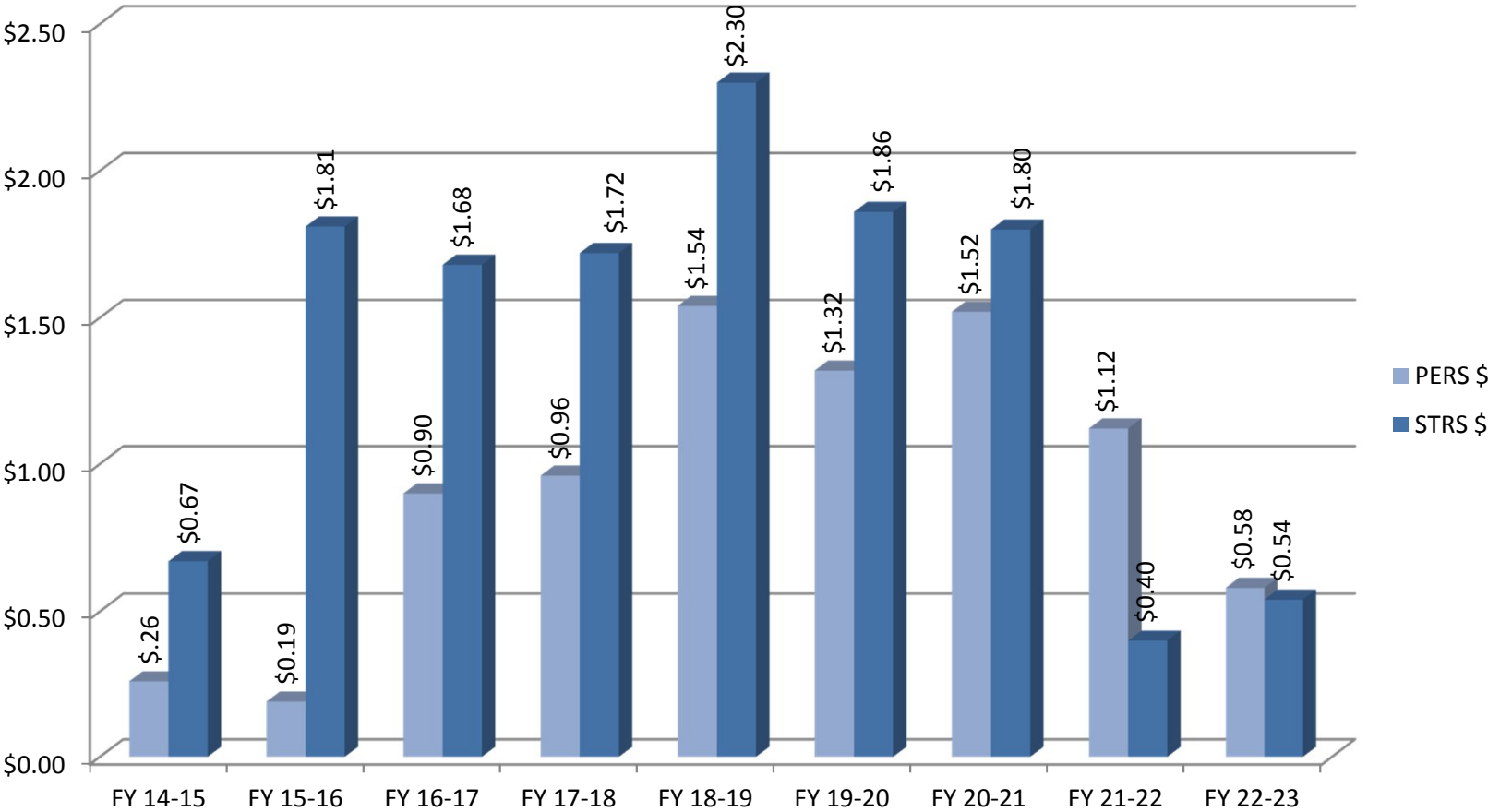
RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FY 2019-2020 Final Budget

# PERS and STRS Projected % Rate Annual Increases



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FY 2019-2020 Final Budget

# PERS and STRS Projected \$ Annual Budget Increases



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
**FY 2019-2020 Final Budget**

## Unrestricted General Fund Contingency History

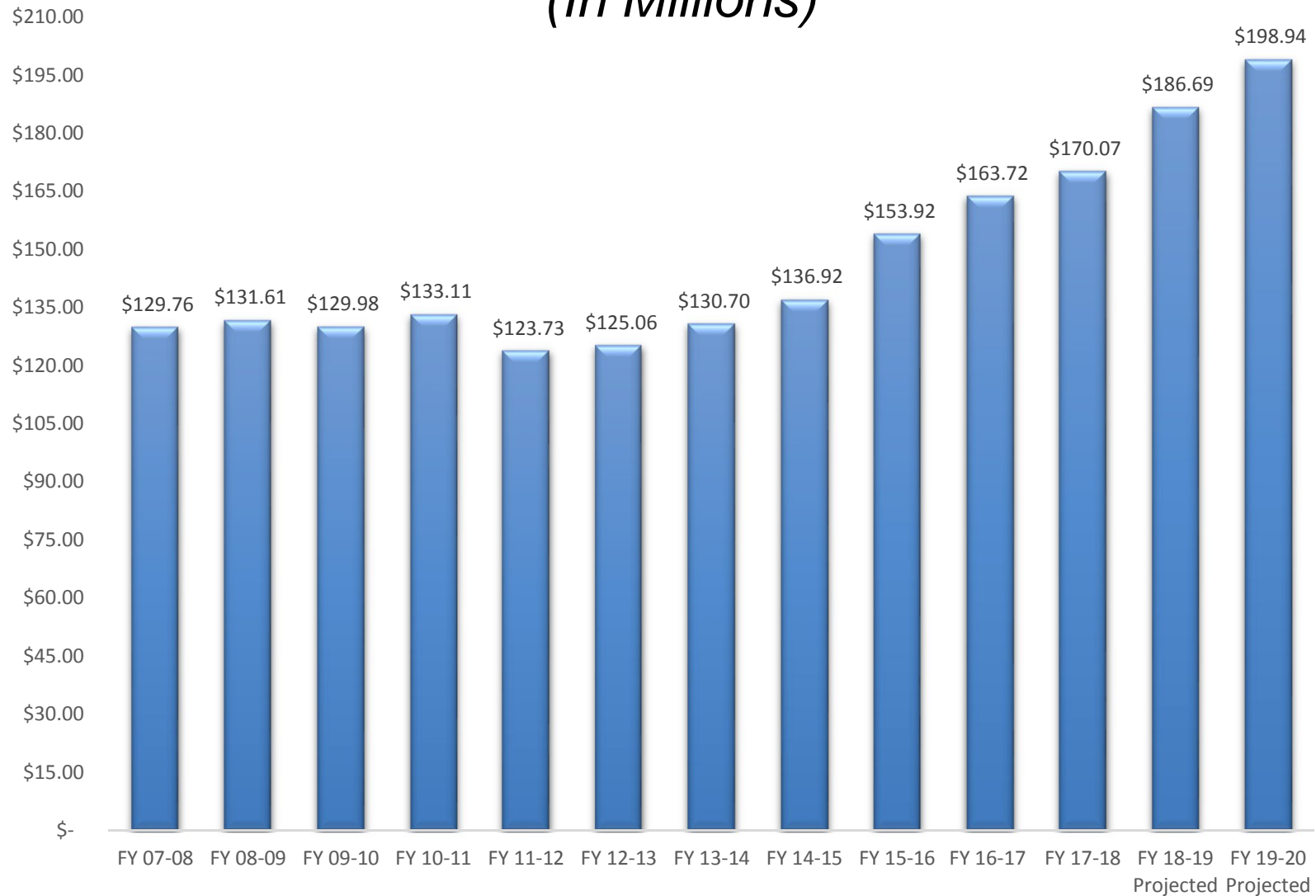
FY	Adopted Contingency Balance	% of Avaliable Funds	Actual Ending Fund Balance	% of Avaliable Funds
2018-19	\$ 13,645,688	5.50%	\$ 53,709,257 *	21.15%
2017-18	\$ 13,577,277	5.91%	\$ 47,603,505	20.67%
2016-17	\$ 11,987,323	5.60%	\$ 42,225,884	19.27%
2015-16	\$ 10,447,116	5.38%	\$ 36,136,212	17.97%
2014-15	\$ 7,801,811	4.85%	\$ 13,836,227	8.43%
2013-14	\$ 6,358,532	4.16%	\$ 11,734,055	7.65%
2012-13	\$ 4,560,030	3.18%	\$ 10,926,705	7.52%
2011-12	\$ 5,840,447	3.87%	\$ 6,616,948	4.54%
2010-11	\$ 8,729,056	5.53%	\$ 12,450,649	7.90%
2009-10	\$ 8,391,878	5.43%	\$ 10,594,722	6.86%
2008-09	\$ 12,566,801	7.55%	\$ 13,253,848	8.21%
2007-08	\$ 9,423,484	6.02%	\$ 18,801,018	11.88%

\*Includes \$13.96 million of one-time State Mandate Block Grant funds set-aside for future years as a hedge against revenue reductions and increasing costs such as PERS, STRS, and health insurance and the remaining Budget Savings allocation of \$5.66 million. Without the one-time funds, the ending fund balance would be \$34.09 million (13.43%).

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FY 2019-2020 Final Budget

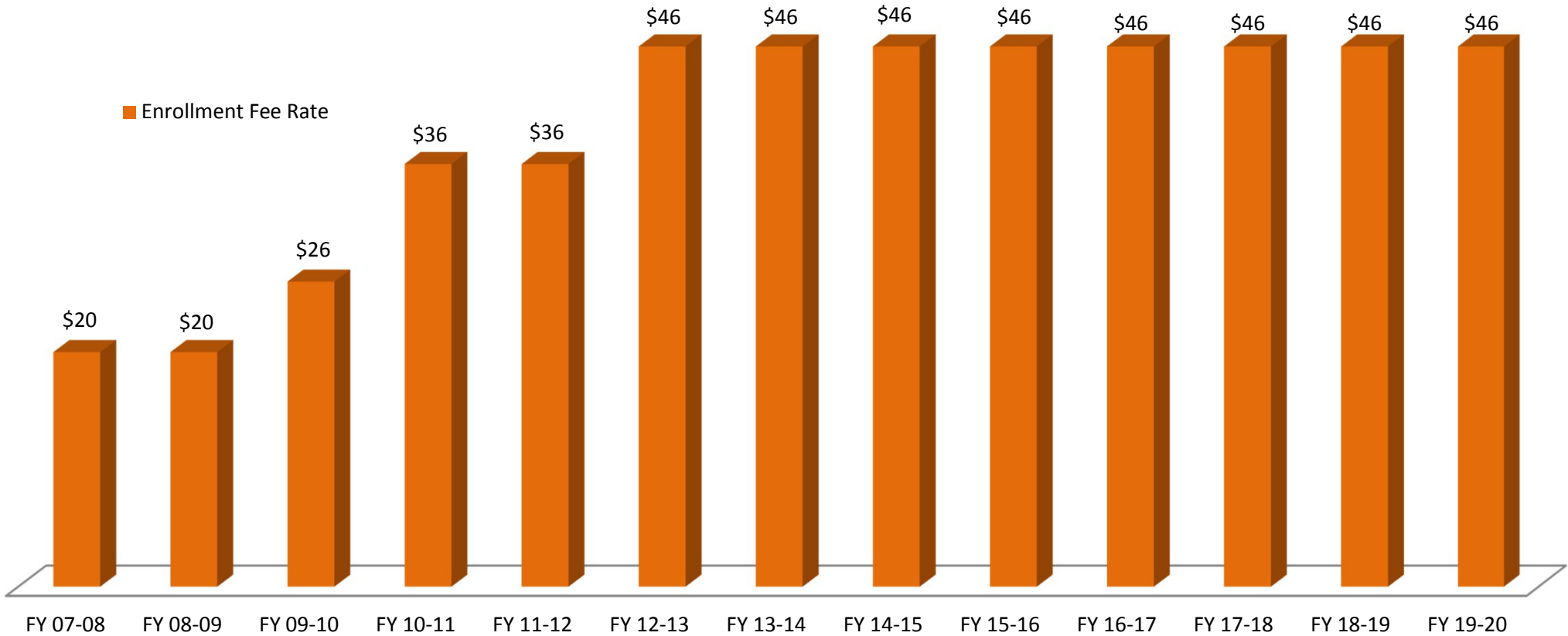
# General Apportionment – FTES

*(In Millions)*



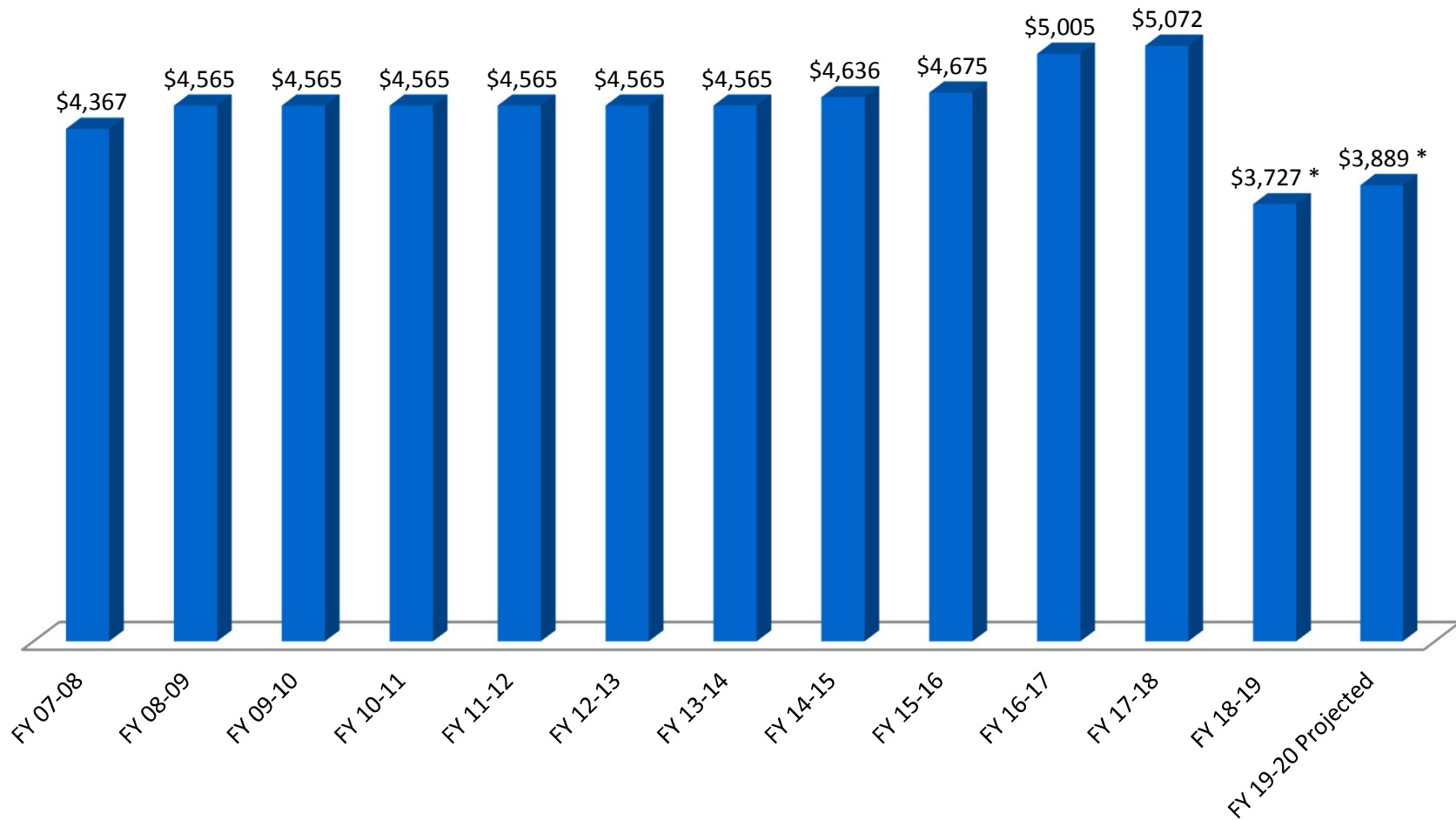
RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FY 2019-2020 Final Budget

# Enrollment Fee Rate Per Unit



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FY 2019-2020 Final Budget

# CCC Base Funding Rate Per Credit FTES

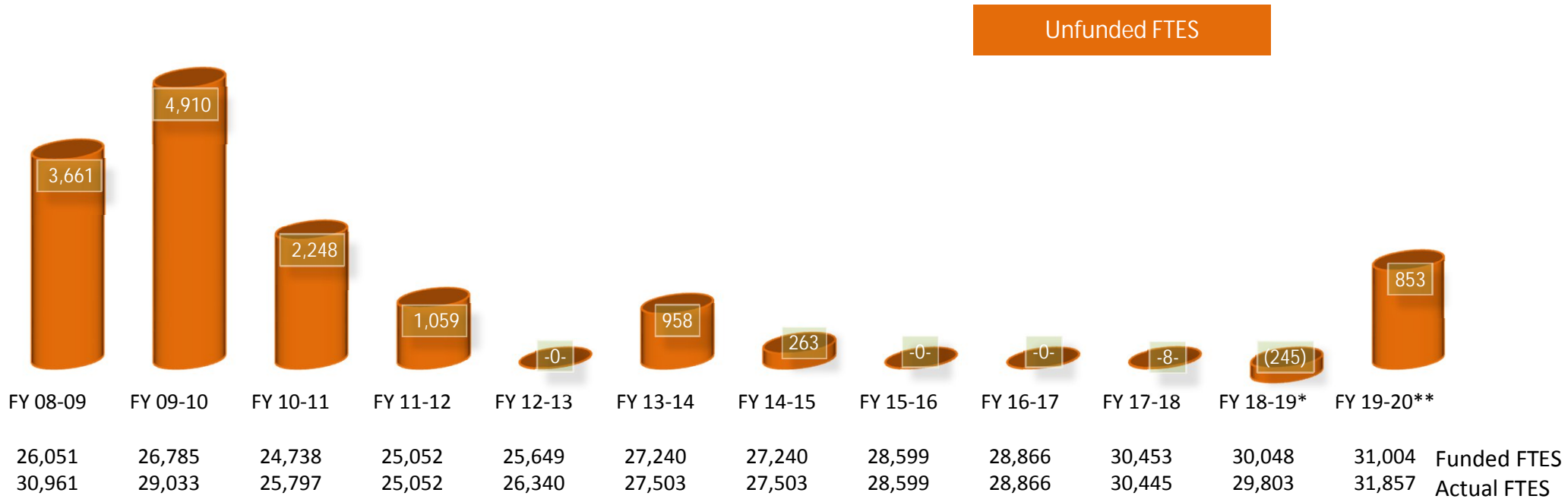


\* Credit FTES Funding Rate per the Student



# RIVERSIDE COMMUNITY COLLEGE DISTRICT FY 2019-2020 Final Budget

## Credit FTES



\* Based on P2 as of April 16, 2019. Funded level is higher than actual level due to SCFF three-year averaging.

\*\* Based on the Governor's Budget Proposal and preliminary estimate of the District's ability to achieve the growth allocation. 589

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

**FINAL BUDGET**

**Fiscal Year 2019-2020**

## **INTRODUCTION**

The budget is an essential management tool that links an organization's goals and strategic intent with its current year objectives. Additionally, it provides a framework within which an organization's goals and objectives can be evaluated, and it establishes criteria for the allocation and expenditure of those funds available for current operations.

The 2019-2020 budget for the Riverside Community College District serves as its financial plan, and more importantly, it represents a dollars and cents formulation of the District's educational plan for the fiscal year July 1, 2019 through June 30, 2020. Thus, the accompanying budget provides a basis for consideration of the resource requirements and spending patterns associated with the District's educational objectives for this fiscal year.

## **THE COLLEGE DISTRICT**

Riverside Community College was founded in 1916 in response to a general petition of the electors under provisions of the State Code allowing for the creation of extended secondary programs in existing school districts. Initially, the College was affiliated with the Riverside Polytechnic High School District and served students from that district. On July 1, 1964, formal affiliation with the Riverside Unified School District was terminated by the electors through the creation of a separate community college district under the direction of an independent community college Board of Trustees. The legal entity which operates the District is officially known as the Riverside Community College District and encompasses the Alvord, Corona/Norco, Jurupa, Moreno Valley, Riverside and Val Verde Unified School Districts.

Sensitive to community needs since its inception, Riverside Community College District (RCCD) provides a variety of enriching educational opportunities to the citizens it serves. The District is academically, economically, physically and readily accessible to the broadest possible spectrum of its potential student body through optimum use of its resources. In recognition of diverse student needs, the District seeks to contribute to the intellectual, cultural, social and economic welfare of the communities it serves by enabling students to develop their potential as free, creative and skillful individuals.

## **DISTRICT'S MISSION STATEMENT**

Riverside Community College District is dedicated to the success of its students and to the development of the communities it serves. By facilitating its Colleges and learning centers to provide educational and student services, it meets the needs and expectations of its unique communities of learners. The District provides the Colleges with leadership in the areas of advocacy, resource stewardship and planning.

## **DISTRICT VISION**

Riverside Community College District is committed to service excellence by providing opportunities for learning, personal enrichment, innovation and community development.

As part of the District Strategic planning process, the District's Mission Statement and Vision are being revised. Board of Trustee approval is expected in Fall 2019.

## **COLLEGE MISSION STATEMENTS**

### **MORENO VALLEY**

Moreno Valley College inspires, challenges, and empowers our diverse, multicultural community of learners to realize their goals; promotes citizenship, integrity, leadership, and global awareness; and encourages academic excellence and professionalism.

To accomplish this mission, we provide comprehensive support services, developmental education, and academic programs leading to:

- Baccalaureate Transfer
- Associate Degrees in Arts and Sciences
- Certificates in Career and Technical Education Fields
- Post-employment Opportunities

### **NORCO**

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

### **RIVERSIDE**

Riverside City College provides a high-quality affordable education to a diverse community of learners by offering pre-college, transferable, and career-technical courses leading to locally-approved and state-approved certificates, associate degrees, associate degrees for transfer, and transfer. Based on a learner-centered philosophy, the College fosters critical thinking, develops information competency and technological literacy; expands communication skills, and promotes self-development and global awareness. To encourage student success, the College provides comprehensive learning and student support services; co-curricular activities; and community and Arts programs. RCC supports and empowers students as they work toward individual achievement, intellectual curiosity, and life-long learning.

**THE FY 2019-2020 STATE BUDGET**

**AND**

**IMPLICATIONS FOR THE**

**CALIFORNIA COMMUNITY COLLEGES**

**AND**

**RIVERSIDE COMMUNITY COLLEGE DISTRICT**

## **Budget Update: 2019-20 Enacted Budget**

### *California State Budget, 2019-20*

The approved \$215.4 billion 2019 Budget Act focuses State spending on the Governor's key priority of building budget resiliency by eliminating debts and deferrals, paying unfunded liabilities, and building reserves. Major investments are being made in emergency response and preparedness, increasing the Earned Income Tax Credit, improving access and affordability to health care, housing, childcare, and education.

The 2019 Budget Act continues to prepare the State for the next recession by investing an additional \$1.2 billion in the "Rainy Day Fund" to bring the total to \$16.5 billion. The enacted budget also includes \$389 million for the Public Schools Stabilization Account.

In May 2011 the State's often referenced short-term "Wall of Debt" consisting of an unprecedented level of debt, deferrals and budget obligations accumulated over a decade totaled \$35 billion. The 2019-20 budget pays down the remaining Wall of Debt in the amount of \$4.5 billion.

The constitutional guarantee of funding for K-14 education, Proposition 98, dropped to \$47.3 billion in 2011-12. Funding has now reached \$81.1 billion in 2019-20, \$3.0 billion over FY 2018-19. The Community College's share of Proposition 98 funding is 10.93% and provides an increase of \$246 million over the 2018 Budget Act level.

The State faces higher than normal risks and threats over the next several years from increasing reliance on one-time capital gains, an overdue recession and changes to federal fiscal policy. The 2019 Budget Act continues reliance on capital gains. The current economic expansion is approaching ten years, five years longer than the historical average of five years.

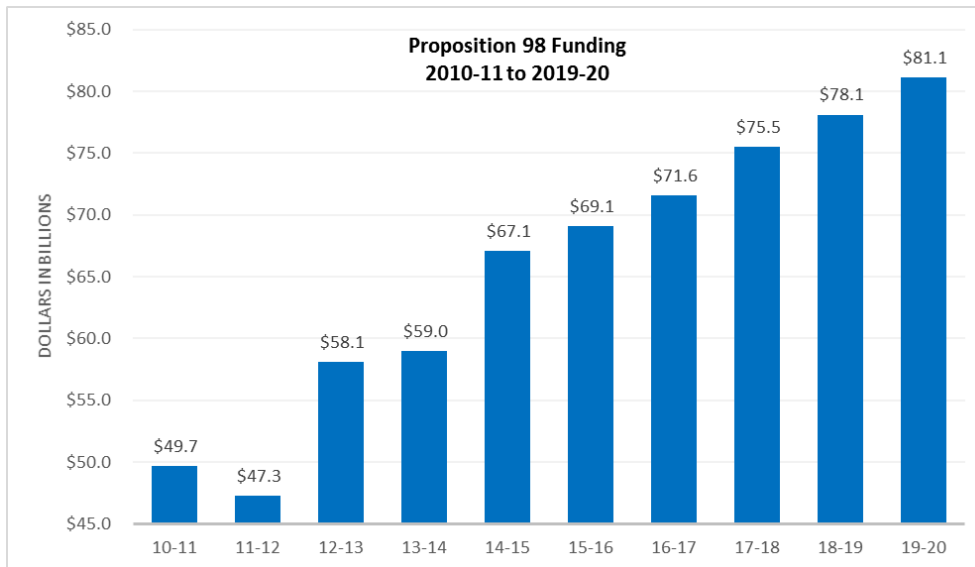
### **Proposition 98 Funding**

K-14 education funding under Proposition 98 is expected to grow to \$81.1 billion in FY 2019-20 from \$78.1 billion in FY 2018-19, an increase 3.84 percent.

Proposition 98 revenues have increased by \$33.8 billion since 2011-12.

## Budget Update: 2019-20 Enacted Budget

### California State Budget, 2019-20



### Funding Formula

The Budget continues with the second year of implementation of the student centered funding formula, providing funding for enrollment, including the number of low-income students served and the number of students who meet specified student success metrics, such as degree or certificate, completion, transfers, etc. For FY 2019-20, the funding formula includes the following:

- Calculation of funding rates so that 70% is allocated for enrollment; 20% is allocated for equity; and 10% is allocated for student success.
- Calculation of the student success allocation to: 1) count only the highest of all awards a student earned in the same year and only if the student was enrolled in the district in the year the award was granted; 2) amend the definition of a transfer student to one who transferred to a four-year institution, completed 12 or more units in the district, in the year prior to transfer; 3) calculate the allocation based on three-year averages for each metric.
- Extends hold harmless provision through 2021-22.

### California Community Colleges

The major components of the 2019-20 California Community College budget are:

- Student Centered Funding Formula
  - Growth - \$24.7 million (.55%). While .55% growth funding has been provided for the system, each district's growth rate is determined based on their individual growth formula.
  - COLA - \$230.0 million (3.26%)
- College Promise Expansion - \$42.6 million



## **Budget Update: 2019-20 Enacted Budget**

### *California State Budget, 2019-20*

- Student Success Completion Grant - \$18.4 million
  - Student Housing Program - \$9.0 million
  - Veteran's Resource Centers - \$5.0 million
  - Strong Workforce - \$6.7 million
  - Basic Needs Program - \$3.9 million
  - Pension Relief - \$356.0 million for CalSTRS and \$144.0 million for CalPERS
  - Re-Entry of Incarcerated Individuals - \$3.5 million
  - Norco College Veteran's Resource Center and Workforce Development - \$1.5 million
  - Deferred Maintenance/Instructional Equipment/Water Conservation - \$13.5 million
  - Proposition 51 Bond Facilities Projects - \$535.5 million for 20 continuing projects and 39 new projects.
- Cal Grant Expansion - \$9.0 million

**RIVERSIDE COMMUNITY COLLEGE DISTRICT  
BUDGET PLAN  
FOR  
FY 2019-2020**

The District prepared 2019 budget projections following release of the Governor’s initial budget proposal on January 10, 2019 by taking into consideration both increased revenues and increased costs. Budget planning information was presented to the Board of Trustees on February 5, 2019.

The projections were further refined over the ensuing months as more information became known and the Governor released his “May Revise” estimates. These refinements were incorporated into the FY 2019-2020 Tentative Budget pending passage of the State budget, year-end closing results, final enrollment numbers, supplemental and student success metrics, and health issuance rate changes, as some of the major “unknowns” impacting the Final Budget.

## BUDGET OVERVIEW

### ENROLLMENTS

District enrollment information between 2006-07 and 2019-20 is presented in Exhibit A and Exhibit B.

Between 2009-10 and 2012-13, total enrollments decreased in accordance with the District’s strategy to reduce unfunded Full-Time Equivalent Students (FTES) to help mitigate State budget and workload reductions. The colleges increased capacity in the courses that were offered to accommodate sustained enrollment demand. However, accommodating that enrollment demand resulted in substantial unfunded FTES between 2008-09 and 2010-11, and resulted in no additional revenues to serve those students. With the passage of Proposition 30 in November 2012 and a recovering economy, the State again started funding enrollment growth.

For fiscal 2017-18, the District fell short of achieving its FTES target by 532 FTES. The shortfall was “rolledback” from the Summer 2018 session to FY 2017-18, which is permissible under FTES attendance accounting regulations. The District also strategically determined that it would be fiscally advantageous to “rollback” an additional 800 FTES to realize \$4.27 million prior to implementation of the Student Centered Funding Formula in FY 2018-19. The revised FY 2018-19 FTES targets follow:

FTES Target	Original FY 18-19	FY 2017-18	
		Additional FTES Rollback	Revised FY 18-19 FTES Target
MVC	7,399.24	88.88	7,488.12
NC	7,135.39	266.66	7,402.05
RCC	16,522.40	444.44	16,966.84
<b>Total District</b>	31,057.02	799.98	31,857.00

## BUDGET OVERVIEW

*(continued)*

FY 2019-20 FTES targets were established through the District Enrollment Management Committee, taking into consideration the principles of the Budget Allocation model whereby a shortfall in attaining of FTES targets for two consecutive fiscal years results in a reallocation of FTES. The FY 2019-20 FTES target calculation follows:

	<b>FY 18-19 Original FTES Target</b>	<b>FY 18-19 Actual FTES Results</b>	<b>FY 18-19 FTES (Shortfall) Excess</b>	<b>Reallocation of FTES Shortfall</b>	<b>Revised Base FTES from FY 18-19 Target</b>	<b>Remaining FY 17-18 Shift of 799.98 FTES</b>	<b>FY 19-20 FTES Target</b>
<b>MVC</b>	7,399.24	7,183.22	(216.02)	-	7,183.22	88.88	7,272.10
<b>NC</b>	7,135.39	7,099.41	(35.98)	-	7,099.41	266.66	7,366.07
<b>RCC</b>	16,522.40	16,876.33	353.93	252.00	17,128.33	90.50	17,218.83
<b>Total District</b>	31,057.02	31,158.96	101.94	252.00	31,410.96	446.04	31,857.00

Enrollments will need to be closely monitored in FY 2019-20 to ensure that FTES targets are realized. It is equally important that they are achieved within the allocated budget.

### Supplemental

The Supplemental (Equity) portion of the Student Centered Funding Formula provides apportionment funding for the following categories:

- 1) Each student who is the recipient of financial aid under the Federal Pell Grant program based on the headcount data of students in the prior year.
- 2) Each student who is granted an exemption from non-resident tuition pursuant to Education Code Section 68130.5 (AB540) based on headcount data from students from the prior year.
- 3) Each student who receives a fee waiver pursuant to Education Code Section 76300 (College Promise) based on headcount data from the prior year.

Exhibit C shows Supplemental metric data over each of the last three fiscal years for comparison purposes. For FY 2019-20 apportionment, only the most recent prior year data is used in the calculation. Since FY 2018-19 data was not available prior to the timeline for adoption of the FY 2019-20 budget, estimated data was developed using a weighting methodology based on historical trends.

## **BUDGET OVERVIEW**

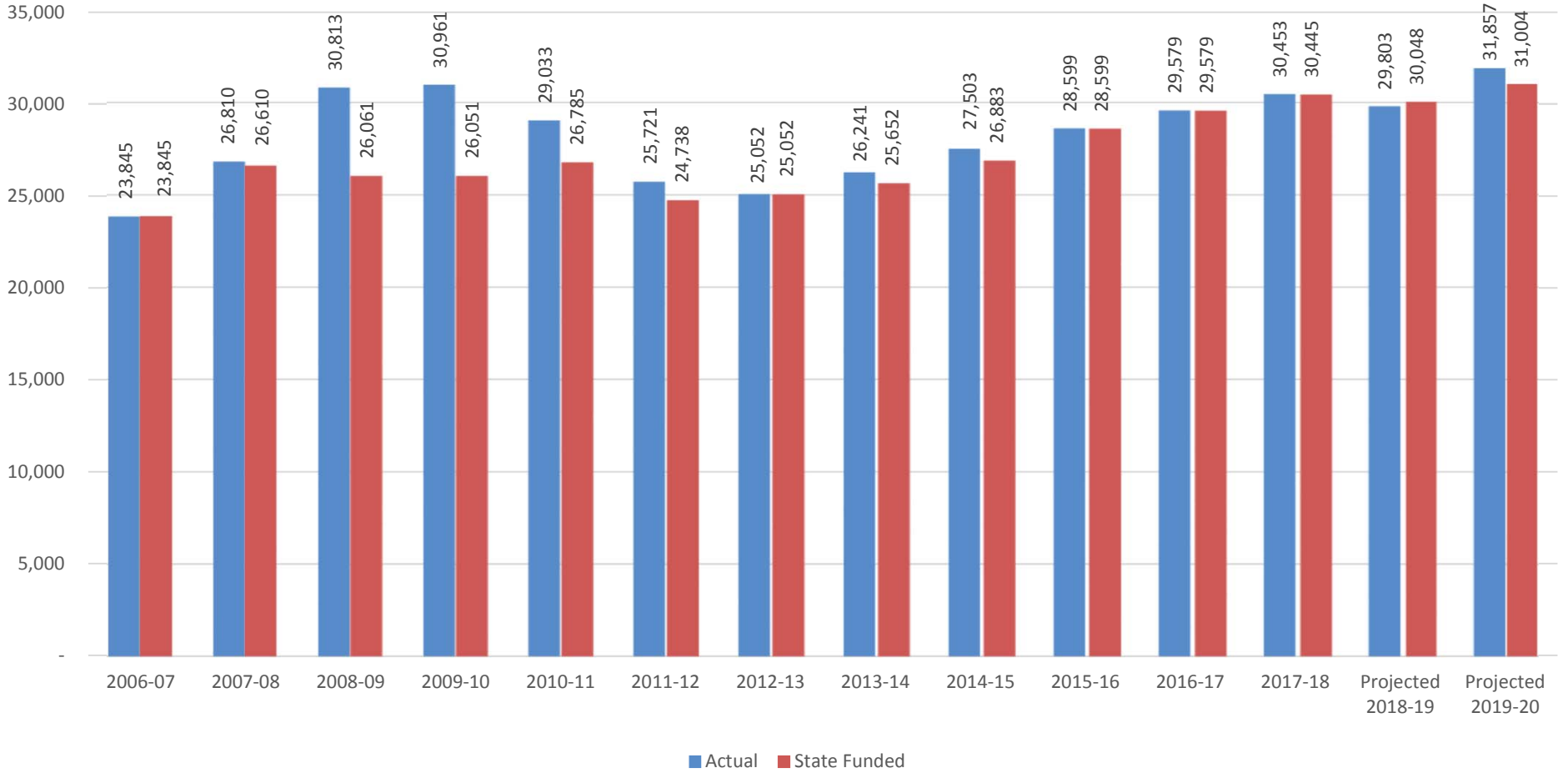
*(continued)*

### **Student Success**

The Student Success portion of the Student Centered Funding Formula provides apportionment funding for the categories shown below that are specific to Riverside Community College District. The SCFF also provides funding for baccalaureate degrees; however, the District does not issue BA degrees so that category has not been included. Exhibit C shows actual student success metrics over the past two years and estimate for FY 2018-19, the third year in the three year average formula.

**Exhibit A**  
Riverside Community College District

**Historical Look at Resident Credit FTES - Actual vs. State Funded**



**Exhibit B**  
Riverside Community College District  
**FTES Enrollments**

	<b><u>Actual</u></b> <b><u>2013-14</u></b>	<b><u>Actual</u></b> <b><u>2014-15</u></b>	<b><u>Actual</u></b> <b><u>2015-16</u></b>	<b><u>Actual</u></b> <b><u>2016-17</u></b>	<b><u>Actual</u></b> <b><u>2017-18</u></b>	<b><u>Projected</u></b> <b><u>2018-19*</u></b>	<b><u>Projected</u></b> <b><u>2019-20**</u></b>
<b><u>Total FTES</u></b>	26,992.34	28,266.94	29,339.16	30,376.33	31,258.13	30,518.26	32,566.93
Resident	26,400.27	27,660.03	28,682.44	29,652.34	30,534.93	29,949.90	31,981.52
Nonresident	592.07	606.91	656.72	723.99	723.20	568.36	585.41
<b><u>Resident FTES</u></b>							
Credit	26,240.64	27,503.17	28,599.64	29,578.89	30,452.86	29,826.75	31,857.00
Noncredit	159.63	156.86	82.80	73.45	82.07	123.15	124.52
<b><u>Nonresident FTES</u></b>							
Credit	588.03	603.65	655.33	720.63	719.06	568.36	585.41
Noncredit	4.04	3.26	1.39	3.36	4.14	0.00	0.00
<b><u>Basic Skills</u></b>	2,558.56	2,712.55	2,766.65	2,557.62	1,937.12	1,178.82	1,155.24
<b><u>State-Funded FTES</u></b>							
Resident Credit	25,652.36	26,882.83	28,599.64	29,578.89	30,445.29	29,114.55	31,003.60
Resident Noncredit	159.63	156.86	82.80	73.45	82.07	123.15	124.52
Basic Skills	-	-	-	-	-	-	-
<b><u>Unfunded Resident FTES</u></b>							
Resident Credit	588.28	620.34	-	-	7.57	712.20	853.40
Resident Noncredit	-	-	-	-	-	-	-

\* Total Projected FTES numbers for FY 2018-2019 are based on reported amounts at P3. The final 2018-2019 Apportionment Attendance Report revisions, if any, are due to the State Chancellor's Office at the end of October 2019. Unfunded FTES is primarily a result of the three-year averaging method contained in the SCFF.

\*\* Total Projected FTES for FY 2019-2020 are based on a 3 year average of credit FTES prior to growth, plus growth at the State approved growth rate of 1.11%, less incarcerated and special admit student FTES. Unfunded FTES is primarily a result of the three-year averaging method contained in the SCFF.

**Exhibit B**  
**Riverside Community College District**  
**FTES Enrollments (continued)**

	<b><u>Actual</u></b> <b><u>2006-07</u></b>	<b><u>Actual</u></b> <b><u>2007-08</u></b>	<b><u>Actual</u></b> <b><u>2008-09</u></b>	<b><u>Actual</u></b> <b><u>2009-10</u></b>	<b><u>Actual</u></b> <b><u>2010-11</u></b>	<b><u>Actual</u></b> <b><u>2011-12</u></b>	<b><u>Actual</u></b> <b><u>2012-13</u></b>
<b><u>Total FTES</u></b>	24,403.97	27,528.91	31,712.25	31,696.17	29,609.61	26,327.45	25,631.06
Resident	23,967.48	27,011.29	31,111.39	31,185.04	29,148.89	25,857.72	25,118.52
Nonresident	436.49	517.62	600.86	511.13	460.72	469.73	512.54
<b><u>Resident FTES</u></b>							
Credit	23,844.65	26,809.50	30,813.30	30,960.73	29,033.06	25,720.52	25,052.19
Noncredit	122.83	201.79	298.09	224.31	115.83	137.20	66.33
<b><u>Nonresident FTES</u></b>							
Credit	436.49	517.62	600.86	510.66	457.76	466.75	510.61
Noncredit	-	-	-	0.47	2.96	2.98	1.93
<b><u>Basic Skills</u></b>	2,085.43	2,133.83	2,560.82	2,410.11	2,146.02	2,325.22	2,203.46
<b><u>State-Funded FTES</u></b>							
Resident Credit	23,844.65	26,609.74	27,009.50	26,051.08	26,785.38	24,737.57	25,052.19
Resident Noncredit	122.83	196.47	206.49	194.30	115.83	106.97	66.33
Basic Skills	-	-	-	-	-	-	-
<b><u>Unfunded Resident FTES</u></b>							
Resident Credit	-	199.76	3,803.80	4,909.65	2,247.68	982.95	-
Resident Noncredit	-	5.32	91.60	30.01	-	30.23	-



## Exhibit C

### Supplemental

<u>Supplemental Metrics</u>	<u>FY 16-17</u>	<u>FY 17-18</u>	<u>FY 18-19</u>
Pell Grant Recipients	13,993	14,777	15,605
AB 540 Students	1,457	1,493	1,530
College Promise Grant Recipients (formerly BOG Waiver)	29,060	29,598	30,146
Totals	<u>44,510</u>	<u>45,868</u>	<u>47,281</u>

### Student Success

<u>Success Metrics</u>	<u>FY 16-17</u>	<u>FY 17-18</u>	<u>FY 18-19</u>	<u>Total</u>	<u>3 Yr Avg</u>
<b><u>All Students</u></b>					
Associate Degree for Transfer (ADT)	523	811	1,258	2,592	864
Associate Degree	1,776	2,217	2,768	6,761	2,254
Credit Certificates Requiring 18+ Units	425	470	520	1,415	472
Transfer-Level Math and English Completion in 1st Yr	378	785	1,630	2,793	931
Transfer to 4-Year Institutions 12+ Units Completed in Prior Yr	2,890	2,719	2,558	8,167	2,722
CTE Units Completion of 9+ Units	3,700	3,908	4,128	11,736	3,912
Living Wage Attainment Within 1 Yr of CC Completion	4,773	6,208	8,073	19,054	6,351
Total All Students	<u>14,465</u>	<u>17,118</u>	<u>20,935</u>	<u>52,518</u>	<u>17,506</u>
<b><u>Promise Students (BOG)</u></b>					
Associate Degree for Transfer (ADT)	423	661	1,033	2,117	706
Associate Degree	1,495	1,828	2,235	5,558	1,853
Credit Certificates Requiring 18+ Units	314	332	351	997	332
Transfer-Level Math and English Completion in 1st Yr	237	544	1,249	2,030	677
Transfer to 4-Year Institutions 12+ units in Prior Yr	2,242	2,092	1,952	6,286	2,095
CTE Units Completion of 9+ Units	2,910	3,037	3,170	9,117	3,039
Living Wage Attainment Within 1 Yr of CC Completion	3,282	4,274	5,567	13,123	4,374
Total All Students	<u>10,903</u>	<u>12,768</u>	<u>15,557</u>	<u>39,228</u>	<u>13,076</u>
<b><u>Pell Students</u></b>					
Associate Degree for Transfer (ADT)	310	487	765	1,562	521
Associate Degree	1,106	1,350	1,648	4,104	1,368
Credit Certificates Requiring 18+ Units	239	238	237	714	238
Transfer-Level Math and English Completion in 1st Yr	162	382	901	1,445	482
Transfer to 4-Year Institutions 12+ units in Prior Yr	1,598	1,507	1,422	4,527	1,509
CTE Units Completion of 9+ Units	2,123	1,759	1,457	5,339	1,780
Living Wage Attainment Within 1 Yr of CC Completion	2,033	2,687	3,552	8,272	2,757
Total All Students	<u>7,571</u>	<u>8,410</u>	<u>9,982</u>	<u>25,963</u>	<u>8,654</u>

## UNRESTRICTED GENERAL FUND - RESOURCE 1000 SUMMARY

Resource 1000 includes the major operations of the District and thus will be the focus of this budget narrative. However, matters of significance in other Resources also will be noted.

### REVENUES

Resource 1000 revenues (Exhibit D) are projected at \$218.27 million for fiscal 2020. Key components include:

#### *1. State Funding*

- a. Student Centered Funding Formula (Exhibit E) – The formula contains three components as follows:
  - Base Allocation – Represents 70% of the formula in FY 2019-20 and includes a basic allocation for the number and size of colleges and approved centers operated by the District, and a three-year rolling average of credit FTES, plus growth and exclusive of incarcerated and special admit FTES. Incarcerated and special admit FTES is calculated at the former funding formula credit rate. Non-credit and CDCP FTES is calculated at the former funding formula non-credit and credit rates, respectively.
  - Supplemental (Equity) Allocation – Represents 20% of the formula in FY 2019-20 and is calculated based on the number of students who receive Pell grants, the number of students who receive a California Promise Grant (fee waiver), and those students that are exempted from non-resident tuition (AB 540 students).
  - Student Success Allocation – Represents 10% of the formula in FY 2019-20 and is calculated based on the total number of points for each of the following metrics:

#### All Students

- AA/AS or BA/BS degree – 3 points
  - ADT degree – 4 points
  - Credit Certificates (18 or more units) – 2 points
  - Completion of transfer level math and english in 1<sup>st</sup> year – 2 points
  - Transfer to a four-year university (completion of 12 or more units in the year prior to transfer) – 1.5 points
  - Completion of 9 or more CTE units – 1 point
  - Regional Living Wage within 1 year – 1 point
- Equity Component – Additional funding is available for students who receive California Promise Grants (fee waiver) based on the total points computed for

## UNRESTRICTED GENERAL FUND - RESOURCE 1000 SUMMARY

(continued)

each of the above metrics, and for each student who receives a Pell grant, based on the total points computed for each the above metrics, 1.5 times the point value.

- Hold Harmless – Provides districts with guaranteed cost-of-living increases through FY 2021-22 ensuring that districts receive the higher of the amount received in 2017-18 adjusted by COLA each year or the amount calculated under the SCFF each year.
- Alignment with System Goals – Requires districts to develop and the local Board to approve goals in alignment with the State system goals appearing in the Strategic Vision Plan developed by the Chancellor’s Office.
- The State Chancellor’s Office “held back” approximately \$135 million from the Advance apportionment due to the lack of final FY 2018-19 Supplemental and Student Success metric data, which are not required to be submitted by districts until November 2019. Therefore, the SCFF rates for Enrollment, Supplemental and Student Success were not calculated for the Advance apportionment. Instead, districts were provided with the higher of “Hold Harmless” or FY 2018-19 Total Computational Revenue as calculated at P2. The State Chancellor’s Office will calculate the FY 2019-20 SCFF rates at first principal apportionment (P1) in February 2020, eight months into the fiscal year, when the metrics have been finalized and the \$135 million “hold back” has been factored into the distribution calculation. This decision by the State Chancellor’s Office has forced the Districts to estimate the rates for each component of the SCFF to derive the District’s estimated apportionment for FY 2019-20 budget purposes, creating significant uncertainty regarding the amount of apportionment the District will actually receive.
  - COLA – 3.26%
  - Growth - .55% for the State system, 1.11% estimated for the District
  - Lottery Revenue - \$4.90 million, which is .20 million above the prior year level.
  - State Mandate Block Grant – The District will receive \$.87 million in ongoing mandate funds.

2. **Interest Income** - \$1.90 million, which is \$.90 million more than fiscal 2019.

3. **Nonresident Tuition** – \$3.64 million, which is \$.27 million lower than the prior year level. The per unit rate is \$265.

## UNRESTRICTED GENERAL FUND - RESOURCE 1000 SUMMARY

*(continued)*

4. ***Enrollment Fee Revenue*** – Projected at \$10.94 million.
5. ***Indirect Cost Recovery Revenue*** – Projected at \$1.52 million, an increase of \$.32 million over the prior year.

### **EXPENDITURES**

Within the funds available for the 2019-20 fiscal year, the Riverside Community College District will address the educational needs of its students and communities pursuant to its mission, goals and objectives. The 2019-20 Resource 1000 budget reflects the following major items of expenditure (Exhibit F):

1. ***Compensation***
  - a. Full-time Compensation – \$6.13 million has been provided for a 2.00% contractual salary increase plus COLA of 3.26%.
  - b. Part-Time Compensation – \$4.07 million has been provided for a 2.5% salary increase plus COLA of 3.26% and the impact of enrollment targets.
  - c. Step and Column/Growth/Placement and Other Personnel Adjustments – A \$2.25 million increase.
  - d. Health and Life Insurance Benefits – An increase of \$.50 million attributable exclusively to rate fluctuation. The net rate increase is 3.28% over the prior year. Total health and life insurance benefits is \$26.81 million, of which approximately \$2.07 million is attributable to retired employees under age 65.
  - e. CalSTRS – An increase to the STRS employee contribution rate from 16.28% to 17.10% results in an increase of \$.48 million for fiscal 2020, inclusive of the impact of new positions. Annual rate increases from FY 2020-21 through FY 2023-24 will see rates go from 18.40% to 18.10% resulting in an average annual increase approximately \$.91 million per year.
  - f. CalPERS – An increase to the PERS employer contribution rate from 18.06% to 19.72% will result in an increase of \$.69 million for fiscal 2020, inclusive of the impact of new positions. Annual rate increases from FY 2020-21 through FY 2023-24 will see rates go from 22.70% to 25.40%, resulting in an average annual increase of \$1.07 million per year.
  - g. CalSTRS and CalPERS Pension Relief – The FY 2019-20 Budget Act includes a one-time, \$1.6 billion CalSTRS payment and a one-time, \$660 million CalPERS payment, both of which will reduce districts' share of the unfunded liability for these pension funds. These payments come from non-Proposition 98 General Fund and are expected to

## UNRESTRICTED GENERAL FUND - RESOURCE 1000 SUMMARY

*(continued)*

reduce districts' contribution rates by about three-tenths of a percentage point beginning in 2021-22. The exact rate reductions will depend on a number of factors and are likely to fluctuate from year to year. Also, additional funding is included to pay districts' statutory employer contributions to CalSTRS and CalPERS for 2019-20 and 2020-21. Specifically for 2019-20, the budget includes a payment of \$356 million to CalSTRS, reducing districts' required contributions from 18.13% of covered payroll to 17.10%, and a payment of \$144 million to CalPERS, reducing districts' contributions from 20.73% to 19.72%. For 2020-21, the budget includes a payment of \$250 million to CalSTRS, reducing districts' contributions from 19.10% to 18.40%, and a payment of \$100 million to CalPERS, reducing districts' contributions from 23.60% to 22.70%.

- h.** Retirement Incentive – The District offered a retirement incentive to qualifying employees for two separate retirement dates, December 2019 and June 2020. The District's external retirement incentive consultant estimated that 51 potential retirees might take advantage of the offer. While the exact number of retirees and, therefore, the associated cost won't be known until retirees accept the offer, an estimated budget amount of \$4.32 million has been established. Cost savings associated with filling positions at lower step and column levels; the time it takes to fill the vacant position and; strategic decisions to not fill or reconfigure positions, will offset the retirement incentive cost.

### **2.** *Part-time Faculty and Overload*

The increase of \$4.07 million mentioned above has been allocated to the colleges for associate faculty and overload salaries and fixed charges based on an allocation methodology approved by the District Budget Advisory Council (DBAC). The allocation methodology takes into consideration FTES targets, student contact hours, full-time faculty, historical cost, and a contractual increase of 2.50% plus COLA of 3.26% less estimated full-time faculty salary and benefit savings for vacant positions. The methodology is reviewed by DBAC on an annual basis for accuracy in projecting budget allocations. In conjunction with implementation of the revised Budget Allocation Model, budget management and oversight responsibility over the part-time faculty and overload budget has been assigned to the colleges.

- 3.** A total of \$.20 million has been provided for increases to contracts, agreements and licenses.
- 4.** Estimated indirect cost reimbursement funds in support of districtwide grant activities in the total amount of \$1.52 million have been included for use by each entity during fiscal 2020.

## UNRESTRICTED GENERAL FUND - RESOURCE 1000 SUMMARY

*(continued)*

5. Beginning in fiscal 2016, the District started accumulating funds to address the future cost of retiree health benefits. These funds are held in an irrevocable trust established with CalPERS – California Employer’s Retiree Benefit Trust (CERBT). An increase of \$.02 million from the prior year budget amount has been included to achieve the minimum annual contribution of \$.25 million.
6. Kennan and Associates performs an annual benefit analysis of the RCCD PPO health plan. The results of the analysis inform rate setting decisions; the amount of claims liability and expense budget to establish; and the appropriate reserve level to provide for fiscal solvency of the RCCD PPO Health Plan. No changes will be made to the RCCD PPO Plan rate for fiscal 2020. A rate increase for the Health Net plan is included at 5.00% and there is a rate decrease of 1.52% for the Kaiser Plan.

During FY 2018-19, the District reached agreement with the bargaining units in the form of a Memorandum of Understanding for RCCD PPO Health Plan changes pertaining to 65+ retirees as follows:

- Increase prescription copayments from \$2 to \$10 for retail brand name drugs and from \$2 to \$20 for home delivery of brand name drugs (copayments remain the same for generic drugs)
  - Implement a Pharmacy Care Management program to provide an independent, unbiased layer of clinical management to ensure that the best possible drug therapies are chosen based on their clinical effectiveness and cost to patients, through careful review by physicians and consultation with patients
  - Establish a 30% savings reserve level
  - Reduce 65+ retiree healthcare premium contributions by 50% from present levels to be paid from savings generated by increased copayments and utilization of the Pharmacy Care Management Program
  - Provide a safeguard that future 65+ retiree healthcare premium contribution reductions beyond 50% are contingent on realized savings over the 30% reserve level in future years, but in no event lower than 90% of the current levels
7. An actuarial valuation was performed by an external actuary on the District’s exposure to general and employment liability claims. The results of the actuarial valuation inform rate setting decisions; the amount of claims liability and expense to establish; and the appropriate reserve level to provide for fiscal solvency of the Self-Insured General Liability and Property fund. As a result the rate for FY 2019-20 will remain the same at 1.60% to cover estimated claims, program administration and to provide a reasonable reserve.

## UNRESTRICTED GENERAL FUND - RESOURCE 1000 SUMMARY

*(continued)*

8. The District engaged an external actuary to perform an actuarial valuation of workers' compensation liabilities. The results of the actuarial valuation inform rate setting decisions; the amount of claims liability and expense to establish; and the appropriate reserve level to provide for fiscal solvency of the Self-Insured Worker's Compensation fund. As a result, the worker's compensation rate will remain unchanged at 1.60% for fiscal year 2019-20, to cover the cost of annual estimated claims, Resource administration and to provide a reasonable reserve.
  
9. Positions
  - a. New
    - i. Faculty – 16 new faculty positions have been included at a total position cost of \$2.60 million and were allocated to the colleges as follows: Moreno Valley College – 4; Norco College – 4; and Riverside City College – 8.
  
  - c. FTE Increases/Conversion Funded from Existing Base Expenditure Budget
    - (2) Network Support Specialist - .475 FTE to 1.0 FTE (District)
    - Web Applications Technician - .475 FTE to 1.0 FTE (Moreno Valley)
    - Computer Technician - .475 FTE to 1.0 FTE (Moreno Valley)
    - Grants Administrative Specialist - .70 FTE to 1 FTE (Riverside City)
    - Student Resource Specialist - .50 FTE to 1 FTE (Riverside City)
  
  - d. Funded from Existing Base Expenditure Budget
    - Administrative Assistant I (Moreno Valley)
    - Administrative Assistant II (Riverside City)
    - Administrative Assistant IV (District)
    - Assistant Director, Admissions & Records (Riverside City)
    - Assistant Professor, Counseling (Riverside City)
    - Coordinator, Professional Development (Riverside City)
    - Dean, Distance Education (District)
    - Director, College Business Services (Norco)
    - Director, College Business Services (Riverside City)
    - Director, Information Technology Infrastructure & Systems (District)
    - Director, Veterans Resource Center (Norco)
    - Educational Advisor (Riverside City)
    - Educational Services Reemployment Coordinator (District)
    - Enrollment Services Assistant (Norco)
    - Executive Administrative Assistant (District)
    - Financial and Technical Analyst (Moreno Valley)
    - Institutional Research Specialist (District)
    - Instructional Department Specialist (Riverside City)
    - Instructional Media Broadcast Technician (Moreno Valley)
    - Instructional Programs Support Coordinator (Riverside City)

## UNRESTRICTED GENERAL FUND - RESOURCE 1000 SUMMARY

*(continued)*

- Laboratory Technician I (Moreno Valley)
  - Manager, Business Services (Riverside City)
  - Mental Health Services Supervisor (Moreno Valley)
  - Public Affairs Officer (District)
  - Student Success Coach (Moreno Valley)
  - Tutorial Services Clerk (Norco)
  - Veterans Services Coordinator (Moreno Valley)
  - VP, Strategic Development (Norco)
- 10.** In FY 2017-18, an allocation totaling \$8.0 million from accumulated budget savings was included for one-time expenditures. Remaining balances for this allocation were carried over to fiscal 2020 as follows: \$1.06 million to Moreno Valley College; \$.97 million to Norco College; and \$3.62 million to Riverside City College.
- 11.** The District has launched a project to replace the current Enterprise Resource Planning (ERP) software used for student registration, auxiliary and foundation financial accounting, teaching assignments, and core student information system processes. The District conducted an RFP process with the goal of selecting a replacement system. A final decision is expected in Fall 2019. An estimated amount of \$7.74 million has been set-aside for this purpose, with \$4.79 million coming from the General Fund and \$2.95 coming from the Redevelopment Fund.
- 12.** Chancellor's Innovation Fund for Student Success – The budget for this item remains unchanged at \$.20 million. This budget has been established to encourage innovative initiatives that will have a lasting and profound impact on student success.
- 13.** Disabled Students Programs & Services (DSP&S) Interfund Transfer – Deaf Hard of Hearing (DHH) costs have increased substantially over the last decade. DHH is part of the DSP&S program. Some reasons for the increases include: proximity to the Riverside School for the Deaf; increased enrollment of DHH students and; increased costs of interpreting services. In addition, annual step/column, COLA and contract-negotiated increases to employee compensation have also impacted the cost of the DSP&S program. In order to meet these needs, an increased match in the amount of \$482,000 has been provided as a stop gap measure. During FY 2019-20 the colleges will perform an in depth analysis of the DSPS program with the objective of developing recommendations for program sustainability.



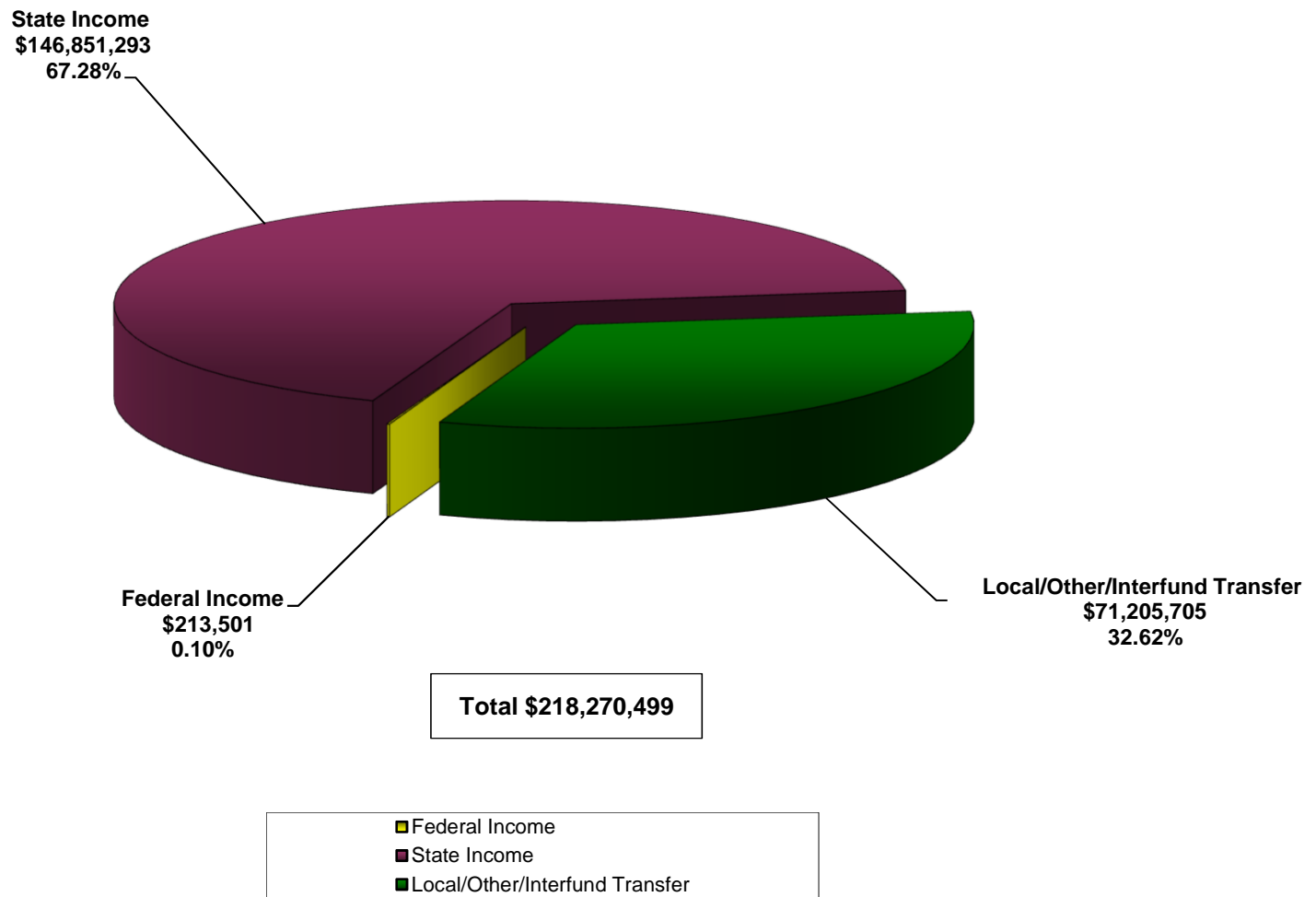
**UNRESTRICTED GENERAL FUND - RESOURCE 1000 SUMMARY**  
*(continued)*

**ENDING FUND BALANCE**

The District has an unaudited beginning balance in Resource 1000 of \$53.71 million at July 1, 2019 and anticipates an ending contingency balance of \$14.94 million at June 30, 2020, which meets the Board's policy objective of a budgeted ending balance equal to at least 5.0%.

The District has set-aside one-time funds totaling \$10.20 million, for future years as a hedge against increasing costs for salaries, health benefits, PERS and STRS.

**Exhibit D**  
**Riverside Community College District**  
**2019-2020 Proposed Budget**  
**Resource 1000 Revenue**



## Exhibit E

### Riverside Community College District Apportionment Calculation Under the Proposed New Student Centered Funding Formula for Adopted Budget FY 2019-2020

#### Base Allocation: 70%

Base Credit/Special Admit/Non-Credit Rates with COLA	\$ 3,889	\$ 5,653	\$ 3,468
	Funded FTES		Amount
Basic Allocation			\$ 12,810,691
Credit FTES (Rolling 3 Year Avg. FY 17-18 - 29,607.55; FY 18-19 - 28,869.73; FY 19-20 - 30,518.74 88,996.02/3 = 29,665.34 x 1.11% Growth 329.58 = 29,994.92	29,994.92		\$ 116,650,244
Restoration			\$ 569,338
Special Admit Students 914.61 + 10.15 (Credit FTES)	924.76		\$ 5,227,668
Incarcerated 83.00 + .92 (Credit FTES)	83.92		\$ 474,400
Non-Credit FTES (Base - 123.15 + Growth - 1.37)	124.52		\$ 431,794
<b>Total Base Allocation</b>	<b>31,128.12</b>		<b>\$ 136,164,134</b>

#### Supplemental Allocation: 20%

Supplemental Rate per Point		\$ 1,111		
Supplemental Metrics (FY 2018-2019)	Rate (a)	Total Counts (b)	Total Dollars (a) + (b)	% to Total
Pell Grant	\$ 1,111	15,605	\$ 17,337,155	33.00%
AB 540 Students	\$ 1,111	1,530	\$ 1,699,830	3.24%
California Promise Grant Students (BOG Waivers)	\$ 1,111	30,146	\$ 33,492,206	63.76%
<b>Total Supplemental Allocation</b>		<b>47,281</b>	<b>\$ 52,529,191</b>	<b>100%</b>

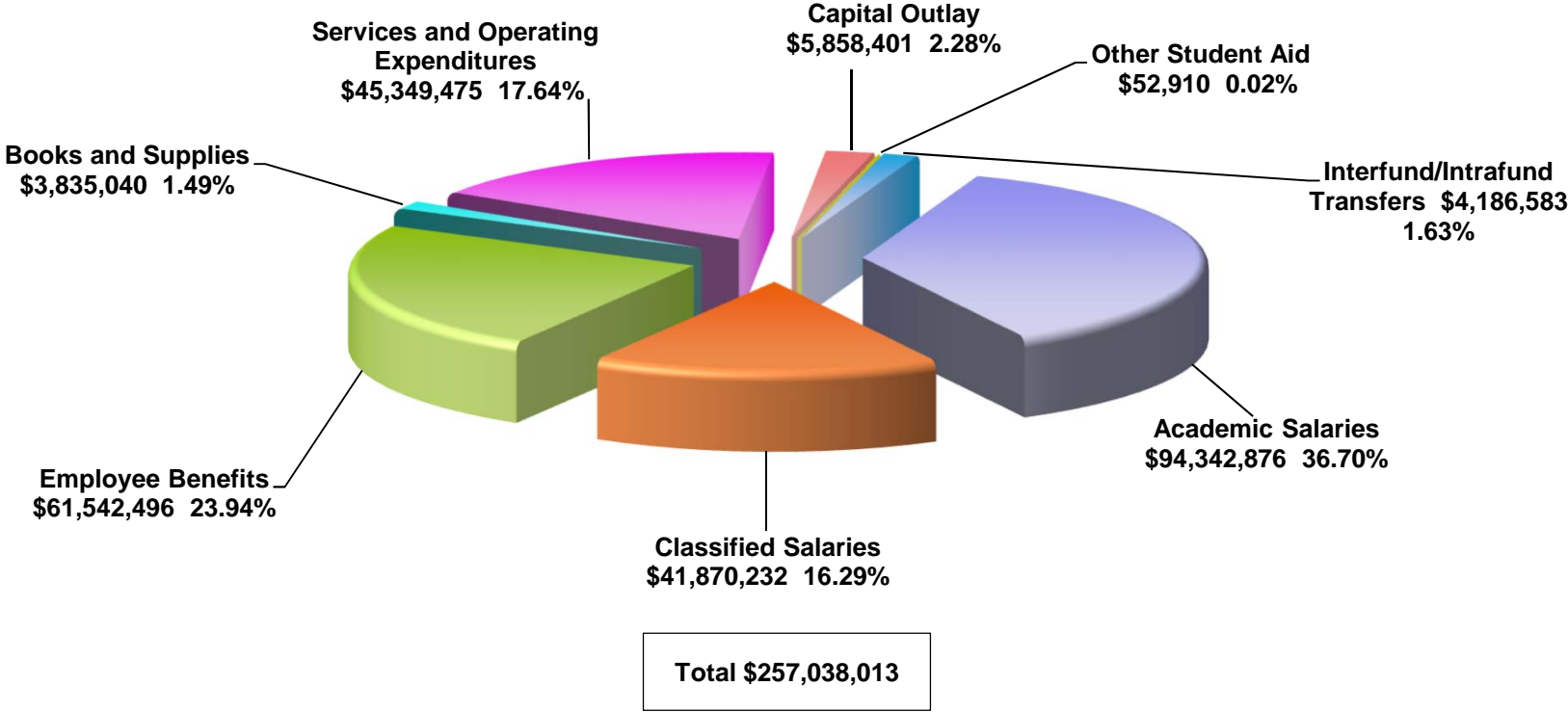
#### Student Success Incentive Allocation: 10%

Success Rate per Point (Success/Equity)		\$ 341		\$ 129		\$ 86	
Success Metrics (3 Yr Avg. FY 16-17, FY 17-18, FY 18-19)	Rate (a)	Total Counts (b)	Total Dollars (a) + (b)	% to Total			
Associate Degree for Transfer (ADT)	\$ 1,365	864	\$ 1,179,360	12.63%			
Associate Degree	\$ 1,024	2,254	\$ 2,307,755	24.71%			
Credit Certificates Requiring 18+ Units	\$ 683	472	\$ 322,148	3.45%			
Transfer-Level Math and English Completion in 1st Year	\$ 683	931	\$ 635,873	6.81%			
Transfer to 4-Year Institutions 12+ Units Completed in Prior Year	\$ 513	2,722	\$ 1,395,196	14.94%			
CTE Units Completion of 9+ Units	\$ 341	3,912	\$ 1,333,992	14.28%			
Living Wage Attainment Within 1 Year of CC Completion	\$ 341	6,351	\$ 2,165,805	23.19%			
<b>Total Success Metrics Allocation</b>		<b>17,506</b>	<b>\$ 9,340,129</b>	<b>87.37%</b>			
Success Equity Metrics - BOG Students (FY 2018-2019)	Rate (a)	Total Counts (b)	Total Dollars (a) + (b)	% to Total			
Associate Degree for Transfer (ADT)	\$ 516	706	\$ 364,124	13.47%			
Associate Degree	\$ 387	1,853	\$ 716,982	26.52%			
Credit Certificates Requiring 18+ Units	\$ 258	332	\$ 85,742	3.17%			
Transfer-Level Math and English Completion in 1st Year	\$ 258	677	\$ 174,580	6.46%			
Transfer to 4-Year Institutions 12+ Units Completed in Prior Year	\$ 194	2,095	\$ 405,447	15.00%			
CTE Units Completion of 9+ Units	\$ 129	3,039	\$ 392,031	14.50%			
Living Wage Attainment Within 1 Year of CC Completion	\$ 129	4,374	\$ 564,289	20.87%			
<b>Total Success Equity Metrics Allocation - BOG Waiver Students</b>		<b>13,076</b>	<b>\$ 2,703,195</b>	<b>86.53%</b>			
Success Equity Metrics - Pell Students (FY 2018-2019)	Rate (a)	Total Counts (b)	Total Dollars (a) + (b)	% to Total			
Associate Degree for Transfer (ADT)	\$ 342	521	\$ 178,068	14.41%			
Associate Degree	\$ 257	1,368	\$ 351,576	28.44%			
Credit Certificates Requiring 18+ Units	\$ 171	238	\$ 40,698	3.29%			
Transfer-Level Math and English Completion in 1st Year	\$ 171	482	\$ 82,365	6.66%			
Transfer to 4-Year Institutions 12+ Units Completed in Prior Year	\$ 128	1,509	\$ 193,152	15.63%			
CTE Units Completion of 9+ Units	\$ 86	1,780	\$ 153,051	12.38%			
Living Wage Attainment Within 1 Year of CC Completion	\$ 86	2,757	\$ 237,131	19.18%			
<b>Total Success Equity Metrics Allocation - Pell Students</b>		<b>8,654</b>	<b>\$ 1,236,041</b>	<b>85.59%</b>			
<b>Total Student Success Incentive Allocation</b>			<b>\$ 13,279,365</b>				

#### Total Apportionment

<b>Total Estimated Computational Revenue Under New Funding Formula for FY 2019-20</b>	<b>\$ 201,972,690</b>	
<b>Less, Estimated FY 2019-20 Reduction for SCFF Uncertainty (Rates, District Metrics, Other District Performance)</b>	<b>\$ (3,029,590)</b>	-1.50%
<b>Adjusted FY 2019-20 TCR</b>	<b>\$ 198,943,099</b>	
<b>Total Computational Revenue in Adopted Base Budget for FY 2018-19</b>	<b>\$ 186,480,836</b>	
<b>Increase/(Decrease) in Base Apportionment from Adopted Base Budget for FY 2019-20</b>	<b>\$ 12,462,263</b>	6.68%

**Exhibit F**  
**Riverside Community College District**  
**2019-2020 Proposed Budget**  
**Resource 1000 Expenditures**



■ Academic Salaries	■ Classified Salaries	■ Employee Benefits
■ Books and Supplies	■ Services and Operating Expenditures	■ Capital Outlay
■ Other Student Aid	■ Interfund/Intrafund Transfers	

# BUDGET ALLOCATION MODEL

## Budget Allocation Model Revision Project

The District identified a need to make substantive changes to the existing Budget Allocation Model (BAM) and embarked on a year-long effort to do so through the District Budget Advisory Council (DBAC), engaging the college community throughout the process, and also including the District Strategic Planning Council. The construct of the prior BAM was based on a Full-Time Equivalent Student (FTES) model that reflected how resources were previously allocated from the State (SB361) and modified to consider the costs associated with the instructional programs and organizational structures at each college. This was done to derive the known cost of producing FTES at each college, averaged over a 10 year period.

The newly envisioned BAM was developed to allocate resources based on the following core principles:

- Fair – Resource allocation decisions will be informed by objective, predictable, verifiable, and easily accessible data and will be made in an impartial and consistent manner.
- Equitable – Resources will be distributed in a manner that adequately supports the full array of programs offered at each college while ensuring compliance with statutory and regulatory requirements; efficient and strategic use of resources is expected, and inefficiencies will not be subsidized or supported.
- Transparent – Resource allocation decisions will be made in an open and consultative manner with representative stakeholder groups and that it is simple, easy to administer and communicate as possible.

Beyond the core principles, additional principles were developed to guide the allocation of resources as shown in Exhibit G including the alignment of resource allocation decisions with the strategic plans for each entity, and more specifically scaling of the Guided Pathways initiative. The focus of the BAM has been on the general operating fund; however, the principles enumerated above can be applied to all resources of the District wherever applicable.

The District is primarily funded through apportionment, the majority of which is based on the number of Full-Time Equivalent Students (FTES) served annually. This is still true under the new Student Centered Funding Formula (SCFF) wherein enrollment comprises 70% of the apportionment calculation. As such, the BAM was developed using the concept of “FTES as Currency” whereby each FTES generated has a value (or currency) that can be assigned based on a “standard” or “exchange rate” for each instructional program or discipline. In general, the BAM will use the FTES “Exchange Rates” that are developed to allocate resources to the colleges. Eventually, resource allocations to the divisions at the colleges will emulate this framework. The examples below demonstrate the “exchange rate” concept showing differing cost structures for two disciplines:

## **BUDGET ALLOCATION MODEL**

### **(continued)**

- Nursing (Higher Cost per FTES)
  - Low Student/Faculty Ratio
  - Dean of Nursing
  - Lab Technicians
  - Lab Equipment
  - Lab Supplies
  - Program Accreditation Cost
  - Classified Administrative Staff
  - Clinical Sites
  - Staff Travel
- Political Science (Lower Cost per FTES)
  - Higher Student/Faculty Ratio
  - No Lab Equipment, Supplies, or Technicians
  - Shared Dean with Other Disciplines
  - No Accreditation Costs

Procedurally, four years of historical discipline cost per FTES information was assembled for each college to develop the “exchange rates” per discipline. Multiple years were used to smooth out year-over-year fluctuations (equipment investment, full-time vs. part-time faculty, etc.) to create a three-year average “exchange rate”. Each discipline was grouped into the following categories: 1) STEM; 2) Liberal Arts; 3) CTE and; 4) Unique (defined as a discipline that occurs at only one college). The “exchange rate” will then used to apply to projected FTES for that category. A similar methodology was used to calculate the non-instructional allocation. A more detailed explanation of the procedural steps is included in Exhibit H. In addition, the detailed calculation worksheets are included in Exhibit I.

This iteration of the revised BAM is considered the first phase of implementation. As such, no budget allocation modifications will be made as a result of the implementation in FY 2019-20. The expectation is that discipline cost per FTES data will be used to develop Exchange Rates that will inform budget allocations in FY 2020-21.

DBAC will continue to assess the BAM during FY 2019-20 for the following items: 1) treatment of District Office costs based on services level expectations; 2) Student Centered Funding Formula considerations for Equity and Success outcomes; 3) progress towards comprehensive college status; 4) Guided Pathways scaling; 5) funding alignment with strategic objectives; 6) defining key BAM terms and; 7) overall BAM performance.

## Exhibit G

### Budget Allocation Model Operating General Fund Principles

#### Principles

1. The Budget Allocation Model will be fair, equitable, and transparent.
  - a) Fair – Resource allocation decisions will be informed by objective, predictable, verifiable, and easily accessible data and will be made in an impartial and consistent manner.
  - b) Equitable – Resources will be distributed in a manner that adequately supports the full array of programs offered at each college while ensuring compliance with statutory and regulatory requirements; efficient and strategic use of resources is expected, and inefficiencies will not be subsidized or supported.
  - c) Transparent – Resource allocation decisions will be made in an open and consultative manner with representative stakeholder groups and that it is simple, easy to administer and communicate as possible.
2. The goals and priorities for student success, equity, and access as articulated in the educational master/strategic plans of each college and the District Office will align with the goals included in the District Strategic Plan and strategic vision plan adopted by the California Community Colleges Board of Governors, including benchmarks and actions for measuring progress, and the Budget Allocation Model will align accordingly.
3. The Budget Allocation Model will provide operational cost predictability and stability to support college and District Office strategic goals and objectives.
4. The Budget Allocation Model will recognize and consider the variable costs associated with unique and common programs at each college and across the district.
5. The Budget Allocation Model will recognize and consider the variable costs associated with new and proposed programs at each college and across the district.
6. Operational structural balance will be maintained by ensuring that ongoing expenditures do not exceed ongoing revenues resulting in a positive fund balance.
7. Ongoing expenditures will be funded with ongoing revenues, and one-time expenditures will be funded with one-time revenues, with exceptions only under rare circumstances.
8. Compliance with State, accreditor, and District reserve requirements will be maintained or exceeded, will be the first item funded in the BAM, and each college will maintain its own prudent reserve of no less than 1% of the previous years expenditures. Reserves in excess of the minimum reserve requirements will be established in an expenditure holding account to meet unexpected and/or unanticipated expenditures that arise subsequent to budget adoption.
9. Net prior year budget savings realized by each entity, exclusive of established net holding account balances and entity specific revenue/expenditure budget sources, will be retained by each entity upon approval of an expenditure plan linked to entity strategic planning priorities and once the minimum districtwide and college reserve requirements are met or exceeded.
10. Colleges are expected to achieve their annual Full-Time Equivalent Students (FTES) targets. If a college does not achieve its annual FTES target, they will have one year to correct the shortfall before a funding reduction is applied to the subsequent year allocation of part-time faculty and overload budgets.
11. The budget allocation model will be assessed annually.

## Exhibit H

# Revised Budget Allocation Model (BAM) Procedural Steps

### Discipline Cost per FTES (“Exchange Rate”) Calculations:

1. Discipline Costs per FTES for Direct Instructional Discipline and Academic Affairs, Student Services, Business Services, and “Other Costs” were calculated utilizing actual expense figures for four fiscal years 15/16, 16/17 and 17/18, and 18/19 (estimated for Tentative Budget purposes). Special Program costs (SPP) were excluded from the calculation.
2. Direct Instructional and Academic Affairs, Student Services, Business Services, and “Other ” Discipline Costs per FTES were grouped into four common categories: 1) STEM; 2) Liberal Arts; 3) CTE and; 4) Unique. Each college identified their Unique programs, which are specific to the college and whose cost cannot be compared with other college disciplines (e.g. Game Development at Norco College, Dental Hygiene at Moreno Valley, Culinary Arts at RCC).
  - Determining Instructional and Academic Affairs Discipline Costs Per FTES
    - Direct Instructional Cost was calculated by taking the total instructional cost per discipline and dividing it by the FTES generated by that discipline.
    - Related Academic Affairs supporting costs were calculated by dividing the discipline FTES by the Colleges’ grand total of FTES for a fiscal year to obtain a weighted percentage value, giving a percentage value to each discipline based on the FTES generated. The discipline FTES percentage value was applied to the total Academic Affairs cost to allocate to each discipline.
    - Academic Affairs consists of the following: Academic Affairs (AA) – Library, Accreditation, Honors, Institutional Effectiveness, Tutoring, Support Services, Academic Senate, Perkins/VTEA (xJV school code), and Dean Academic Support (or similar position).
    - Academic Affairs and Direct Instructional Costs were combined to derive the Instructional/Academic Affairs Discipline Cost per FTES.
3. The Non-Instructional areas, Student Services, Business Services and “Other”, were combined to determine the total SS, BS & Other Discipline Cost per FTES.
  - Determining Non-Instructional Discipline Cost Per FTES
    - Student Services, Business Services and “Other” was calculated by applying the same weighted value used to calculate Academic Affairs (by dividing the discipline FTES by the Colleges’ grand total of FTES to obtain a weighted percentage value) giving a percentage value to each discipline based on the FTES generated. The discipline FTES percentage value was applied to the total SS, BS and Other cost to derive a cost per discipline per area.
    - These three areas are comprised of the following:



## Exhibit H

### Revised Budget Allocation Model (BAM) Procedural Steps

1. Student Services (SS) – Counseling, Student Activities, Evaluators, Financial Aid, A&R, Assessment, general funded categorical (EOPS, CalWORKs, DSPS, etc.), Student Financial Services, Intramural sports, Athletics, Health Services, Community Outreach, Job Placement, and International Students.
2. Business Services (BS) – Facilities, IT, Finance, Cashiers, Safety, and Police, Auxiliary Business Services (mailroom, warehouse, copy center, cashiers, etc.), and Food Service (GF expenses).
3. Other – President, VP Planning & Development, Strategic Development, Dean Student Support & Services, Dean of Grants, CSEA, and CTA, grants (combined with GF).
4. Finally, all costs (Direct Instructional, AA, SS, BS, and Other) were totaled per discipline. This grand total was divided by the Discipline Cost per FTES to calculate a total Discipline Cost per FTES.

#### **Annual Percentage Change Calculation:**

1. To understand the annual change in Discipline Cost per FTES for each fiscal year, a 3-year average per college (based on four years of data) was calculated from actual annual cost data by category (STEM, Liberal Arts, CTE, Unique, Business Services, Student Services, and Other). A 3-year average percentage change was also calculated for the District as a whole.
2. The Districtwide 3-year average Discipline Cost per FTES percent change was utilized in the revenue calculation for the STEM, Liberal Arts and CTE categories.
3. The Unique Discipline Cost per FTES was used rather than the Districtwide 3-year average in the revenue calculation for Unique disciplines (projected cost was used for “new” programs).
4. A Districtwide 3-year average percentage change was used to calculate the revenue allocation for Business Services, Student Services and Other.

#### **Budget Allocation Formula for Apportionment and Non-Specific Revenues:**

1. Net apportionment and non-specific revenue allocations were calculated as follows:
  - o Total estimated revenues, less specific revenues, less District Office budgeted expenditures, excluding set-aside and Special Project program costs.
2. The revenue allocation for STEM, Liberal Arts, and CTE was calculated using the prior year actual Total Direct Instructional Discipline Cost per FTES multiplied by the budget year target FTES, multiplied by the Districtwide 3-year average percentage change in Discipline Cost per FTES.
3. The revenue allocation for Unique programs was calculated using the prior year actual Total Direct Instructional Discipline Cost per FTES multiplied by the budget year target FTES, multiplied by the College 3-year average percentage change in Discipline Cost per FTES.

## Exhibit H

### Revised Budget Allocation Model (BAM) Procedural Steps

4. After allocating the revenue for Direct Instruction and Unique programs, the remaining net apportionment and non-specific revenue was allocated to the three Colleges to fund Student Services, Business Services, and “Other” costs. The revenue allocation for Student Services, Business Services and Other costs was calculated using the prior year actual Districtwide average Discipline Cost per FTES multiplied by the estimated budget year target FTES, multiplied by the Districtwide 3-year average percentage change in Discipline Cost per FTES. The revenue calculation exceeded allocated revenue, therefore a percentage of the total was applied to balance to remaining allocation.

#### **Budget Allocation Formula for College Specific Revenues:**

1. To determine the revenue amount to allocate, each entity identified the Special Project Programs (SPP) with specific revenue to be excluded from the calculation (e.g. associated revenue stream, or one-time expenditures, etc.). In addition, DO/DSS Expenditures (1000-6999) along with set-aside and special project cost were excluded from the calculation.
2. After the exclusions, the remainder is apportionment and non-specific revenue to be allocated to the three colleges based on the formula calculation. The specific revenues are allocated to the specific College that has earned the revenue.
3. STEM, Liberal Arts, CTE and Unique disciplines have priority in the allocation process. After the instructional cost has been covered, the revenue balance is allocated to Business Services, Student Services and “Other”.

# Exhibit I

## Revised BAM FINAL BUDGET - FY 2019/20

### 19/20 Revenue Allocation

Direct Instructional, Academic Affairs,  
Student Services, Business Services and Other Costs

<b>Norco College</b>	
Total FTES	7,367
Direct Instructional & Academic Affairs Costs	28,040,467
Student Services, Business Services, and Other	<u>10,485,195</u>
Total Norco College \$	38,525,662
<b>Moreno Valley College</b>	
Total FTES	7,336
Direct Instructional & Academic Affairs Costs	34,427,786
Student Services, Business Services, and Other	<u>10,441,401</u>
Total Moreno Valley College \$	44,869,187
<b>Riverside City College</b>	
Total FTES	17,667
Direct Instructional & Academic Affairs Costs	70,239,942
Student Services, Business Services, and Other	<u>25,145,866</u>
Total Riverside City College \$	95,385,808

**Exhibit I**  
**(continued)**

**Revised BAM**  
**FINAL BUDGET - FY 2019/20**

<b>APPORTIONMENT DISTRIBUTION</b>	
FY 2019-2020 Total Revenues	218,270,499
Less, FY 2019-2020 Specific Revenue	<u>(8,690,923)</u>
FY 2019-2020 Apportionment and Non-Specific Revenues	209,579,576
Less, DO/DSS Expenditures (1000-6999) excludes set-aside and Special Project Program Costs	<u>(30,798,919)</u>
<b>Net FY 2019-2020 Apportionment and Non-Specific Revenues for Distribution</b>	<b><u><u>\$ 178,780,657</u></u></b>

# Exhibit I (continued)

FY 19/20 Revenue Allocation					
Direct Instructional and Academic Affairs					
Norco College					
Direct Instructional & Academic Affairs Costs	FY 18/19 Total Direct Instructional Cost + Academic Affairs Cost/FTES	Target FTES FY 19/20	3-Year District-Wide Average Percentage Change in Cost per FTES	Revised BAM FY 19/20 Revenue	
STEM courses	\$ 3,407	2,713	8.39%	10,017,578	
Liberal Arts courses	\$ 3,395	3,497	6.12%	12,597,634	
CTE courses	\$ 3,779	684	5.20%	2,720,872	
Unique Programs	FY 18/19 Total Direct Instructional Cost + Academic Affairs Cost/FTES	Target FTES FY 19/20	3-Year College Average Percentage Change in Cost per FTES	Revised BAM FY 19/20 Revenue	
Architecture Total	\$ 4,140	8	14.70%	36,131	
Construction Technology Total	\$ 5,230	45	-0.89%	233,847	
Drafting Technology	\$ 43,785	5	33.33%	279,653	
Electronics Total	\$ 4,093	91	8.97%	407,704	
Game Development Total	\$ 3,950	154	2.22%	623,359	
Manufacturing Technology Total	\$ 7,610	36	43.80%	392,246	
Music Industry Studies Total	\$ 4,538	134	20.51%	731,445	
<b>7,367</b>			<b>\$</b>	<b>28,040,467</b>	
Moreno Valley College					
Direct Instructional & Academic Affairs Costs	FY 18/19 Total Direct Instructional Cost + Academic Affairs Cost/FTES	Target FTES FY 19/20	3-Year District-Wide Average Percentage Change in Cost per FTES	Revised BAM FY 19/20 Revenue	
STEM courses	3,840	2,042	8.39%	8,497,898	
Liberal Arts courses	3,931	3,655	6.12%	15,248,922	
CTE courses	5,195	608	5.20%	3,324,996	
Unique Programs	FY 18/19 Total Direct Instructional Cost + Academic Affairs Cost/FTES	Target FTES FY 19/20	3-Year College Average Percentage Change in Cost per FTES	Revised BAM FY 19/20 Revenue	
Admin Justice	5,979	422	2.67%	2,588,780	
Dental Assist	11,208	40	18.67%	536,410	
Dental hygiene	14,573	71	6.15%	1,093,317	
Emergency Medical	4,937	246	6.03%	1,289,377	
Fire Tech	7,270	160	7.20%	1,247,928	
Human Services	6,218	45	-7.94%	257,760	
Med Asst	6,082	46	21.98%	342,397	
<b>7,336</b>			<b>\$</b>	<b>34,427,786</b>	
Riverside City College					
Direct Instructional & Academic Affairs Costs	FY 18/19 Total Direct Instructional Cost + Academic Affairs Cost/FTES	Target FTES FY 19/20	3-Year District-Wide Average Percentage Change in Cost per FTES	Revised BAM FY 19/20 Revenue	
STEM courses	3,489	4,827	8.39%	18,254,366	
Liberal Arts courses	3,521	8,169	6.12%	30,524,705	
CTE courses	3,115	1,757	5.20%	5,758,677	
Unique Programs	FY 18/19 Total Direct Instructional Cost + Academic Affairs Cost/FTES	Target FTES FY 19/20	3-Year College Average Percentage Change in Cost per FTES	Revised BAM FY 19/20 Revenue	
Air Conditioning & Refrigeration	3,765	102	6.43%	406,815	
Applied Digital Media & Printing	5,804	155	11.96%	1,005,740	
Arabic	5,700	41	11.75%	262,075	
Athletics	6,189	421	-0.50%	2,589,659	
Automotive Body & Technology Total	3,888	79	1.60%	310,224	
Automotive Technology	3,922	185	-6.77%	676,737	
Cosmetology Total	4,712	414	1.28%	1,976,870	
Culinary Arts	6,865	178	-9.24%	1,108,664	
Film Television & Video Total	3,120	120	9.10%	409,191	
Geology	4,191	85	8.97%	386,933	
Italian	11,168	19	42.38%	304,407	
Nursing	14,270	34	42.38%	691,098	
Nursing Learning Laboratory	21,845	197	-4.02%	4,119,998	
Oceanography	3,382	59	3.12%	204,147	
Paralegal Studies Total	3,895	37	0.39%	142,817	
Registered Nurse	699	639	3.01%	459,937	
Russian	6,920	5	106.02%	72,467	
Welding	3,598.00	146	9.39%	574,415	
<b>17,667</b>			<b>\$</b>	<b>70,239,942</b>	

# Exhibit I (continued)

<b>REMAINING BALANCE TO ALLOCATE TO STUDENT SERVICES, BUSINESS SERVICES, AND OTHER</b>	
Net FY 2019-2020 Total Apportionment and Non-Specific	178,780,657
Total Revenue for DIDC and AAC (via BAM Revenue Distribution)	132,708,195
<b>Difference to Split Between Student Services + Business Services + Other Costs</b>	<b>\$ 46,072,462</b>

<b>2019/20 REVENUE ALLOCATION- STUDENT SERVICES, BUSINESS SERVICES AND OTHER COSTS</b>						
<b>Student Services, Business Services, Other Costs</b>	<b>District-Wide FY 18/19 Projected Total BS, SS, and Other Cost/FTES</b>	<b>Projected FTES FY 19/20</b>	<b>Wide Average Percentage Change in Cost per FTES</b>	<b>Calculated BAM Revised FY 19/20 Allocation</b>	<b>Weighted %</b>	<b>Adjusted Allocation Student Services + Business Services + Other</b>
NC -Student Services + Business Services + Other Costs/Total FTES	\$ 1,463	7,366.57	0.88%	10,872,021	22.76%	10,485,195
MVC -Student Services + Business Services + Other Costs/Total FTES	\$ 1,463	7,335.80	0.88%	10,826,612	22.66%	10,441,401
RCC -Student Services + Business Services + Other Costs/Total FTES	\$ 1,463	17,666.69	0.88%	26,073,563	54.58%	25,145,866
				47,772,196	100.00%	<b>46,072,462</b>

# Exhibit I (continued)

## 3 Year Avg. Change (FY 15/16 , FY 16/17 , FY 17/18, FY 18/19) Direct Instructional & Academic Affairs Costs Per Category (STEM, Liberal Arts, CTE, Unique)

STEM	FY 15/16 Cost	FY 16/17	FY 17/18	FY 18/19	15/16 to 16/17 Inc/Dec	16/17 to 17/18 Inc/Dec	17/18 to 18/19 Inc/Dec	3-Year Avg. Inc Change
<b><u>Norco College</u></b>								
STEM	5,993,936	6,644,995	7,358,489	8,215,985				
STEM FTES	2,313	2,488	2,446	2,411				
<b>Cost Per FTES - STEM</b>	<b>2,592</b>	<b>2,671</b>	<b>3,008</b>	<b>3,407</b>	3.05%	12.62%	13.27%	<b>9.64%</b>
<b><u>Moreno Valley College</u></b>								
STEM	5,688,598	6,023,537	6,722,065	7,689,465				
STEM FTES	2,046	2,063	2,054	2,003				
<b>Cost Per FTES - STEM</b>	<b>2,780</b>	<b>2,920</b>	<b>3,273</b>	<b>3,840</b>	5.04%	12.09%	17.32%	<b>11.48%</b>
<b><u>Riverside City College</u></b>								
STEM	12,329,513	13,552,533	15,528,248	16,457,980				
STEM FTES	4,248	4,648	4,877	4,717				
<b>Cost Per FTES - STEM</b>	<b>2,902</b>	<b>2,916</b>	<b>3,184</b>	<b>3,489</b>	0.48%	9.19%	9.58%	<b>6.42%</b>
<b><u>Total for RCC, NC, MVC</u></b>								
<b>Total Cost STEM</b>	24,012,047	26,221,066	29,608,802	32,363,430				
<b>Total FTES -Total STEM</b>	8,607	9,198	9,376	9,131				
<b>Total Cost Per FTES</b>	<b>2,790</b>	<b>2,851</b>	<b>3,158</b>	<b>3,544</b>	2.19%	10.77%	12.22%	<b>8.39%</b>

Liberal Arts	FY 15/16 Cost	FY 16/17	FY 17/18	FY 18/19	15/16 to 16/17 Inc/Dec	16/17 to 17/18 Inc/Dec	17/18 to 18/19 Inc/Dec	3-Year Avg. Inc Change
<b><u>Norco College</u></b>								
Liberal Arts	8,767,182	9,527,413	10,760,059	11,820,683				
Liberal Arts FTES	3,257	3,370	3,420	3,482				
<b>Cost Per FTES - Liberal Arts</b>	<b>2,692</b>	<b>2,827</b>	<b>3,146</b>	<b>3,395</b>	5.01%	11.28%	7.92%	<b>8.07%</b>
<b><u>Moreno Valley College</u></b>								
Liberal Arts	8,883,672	10,059,206	11,235,840	14,015,696				
Liberal Arts FTES	3,087	3,172	3,407	3,566				
<b>Cost Per FTES - Liberal Arts</b>	<b>2,878</b>	<b>3,172</b>	<b>3,298</b>	<b>3,931</b>	10.22%	3.97%	19.19%	<b>11.13%</b>
<b><u>Riverside City College</u></b>								
Liberal Arts	23,446,080	23,742,067	26,374,183	28,085,496				
Liberal Arts FTES	7,329	7,546	7,729	7,977				
<b>Cost Per FTES - Liberal Arts</b>	<b>3,199</b>	<b>3,146</b>	<b>3,412</b>	<b>3,521</b>	-1.66%	8.45%	3.19%	<b>3.33%</b>

# Exhibit I (continued)

## 3 Year Avg. Change (FY 15/16 , FY 16/17 , FY 17/18, FY 18/19) Direct Instructional & Academic Affairs Costs Per Category (STEM, Liberal Arts, CTE, Unique)

<b>Total for RCC, NC, MVC</b>								
	<b>Total Cost Liberal Arts</b>	41,096,934	43,328,687	48,370,083	53,921,875			
	<b>Total FTES -Total Liberal Arts</b>	13,673	14,088	14,556	15,025			
	<b>Total Cost Per FTES</b>	<b>3,006</b>	<b>3,076</b>	<b>3,323</b>	<b>3,589</b>	2.33%	8.03%	8.01%
								<b>6.12%</b>

CTE	FY 15/16 Cost	FY 16/17	FY 17/18	FY 18/19	15/16 to 16/17	16/17 to 17/18	17/18 to 18/19	3-Year Avg. Inc Change
					Inc/Dec	Inc/Dec	Inc/Dec	

<b>Norco College</b>								
	CTE	2,654,949	2,657,432	3,075,909	3,430,586			
	CTE FTES	781	782	846	908			
	<b>Cost Per FTES - CTE</b>	<b>3,402</b>	<b>3,398</b>	<b>3,636</b>	<b>3,779</b>	-0.12%	7.00%	3.93%
								<b>3.61%</b>

<b>Moreno Valley College</b>								
	CTE	1,576,321	1,591,453	1,874,547	3,089,253			
	CTE FTES	435	480	517	595			
	<b>Cost Per FTES - CTE</b>	<b>3,627</b>	<b>3,319</b>	<b>3,623</b>	<b>5,195</b>	-8.49%	9.16%	43.39%
								<b>14.69%</b>

<b>Riverside City College</b>								
	CTE	4,660,478	4,926,048	5,282,659	5,584,080			
	CTE FTES	1,596	1,641	1,715	1,792			
	<b>Cost Per FTES - CTE</b>	<b>2,920</b>	<b>3,001</b>	<b>3,080</b>	<b>3,115</b>	2.77%	2.63%	1.14%
								<b>2.18%</b>

<b>Total for RCC, NC, MVC</b>								
	<b>Total Cost CTE</b>	8,891,747	9,174,933	10,233,115	12,103,918			
	<b>Total FTES -Total CTE</b>	2,811	2,903	3,079	3,295			
	<b>Total Cost Per FTES</b>	<b>3,163</b>	<b>3,161</b>	<b>3,324</b>	<b>3,673</b>	-0.06%	5.16%	10.50%
								<b>5.20%</b>

Norco College	Unique Programs	FY 15/16 Cost	FY 16/17	FY 17/18	FY 18/19	15/16 to 16/17	16/17 to 17/18	17/18 to 18/19	3-Year Avg. Inc Change
						Inc/Dec	Inc/Dec	Inc/Dec	

	<b>Architecture Total</b>	33,940	19,585	15,561	30,761			
	FTES	12	6	6	7			
	<b>Cost Per FTES</b>	<b>2,951</b>	<b>3,159</b>	<b>2,774</b>	<b>4,140</b>	7.05%	-12.19%	49.24%
								<b>14.70%</b>
	<b>Construction Technology</b>	191,621	198,694	211,080	229,441			
	FTES	36	38.81	43.22	43.87			
	<b>Cost Per FTES</b>	<b>5,398</b>	<b>5,120</b>	<b>4,884</b>	<b>5,230</b>	-5.15%	-4.61%	7.08%
								<b>-0.89%</b>



## Exhibit I (continued)

### 3 Year Avg. Change (FY 15/16 , FY 16/17 , FY 17/18, FY 18/19) Direct Instructional & Academic Affairs Costs Per Category (STEM, Liberal Arts, CTE, Unique)

Drafting Technology	-	-	-	204,478				
FTES	-	-	-	4.67				
Cost Per FTES	-	-	-	<b>43,785</b>	0.00%	0.00%	100.00%	<b>33.33%</b>
Electronics Total	125,827	299,089	310,868	349,741				
FTES	40	84	81	85				
Cost Per FTES	<b>3,165</b>	<b>3,550</b>	<b>3,845</b>	<b>4,093</b>	12.16%	8.31%	6.45%	<b>8.97%</b>
Game Development Total	501,496	413,048	485,651	592,200				
FTES	135	111	123	150				
Cost Per FTES	<b>3,703</b>	<b>3,705</b>	<b>3,950</b>	<b>3,950</b>	0.05%	6.61%	0.00%	<b>2.22%</b>
Manufacturing Technology Total	103,483	187,787	170,175	263,980				
FTES	35	36	37	35				
Cost Per FTES	<b>2,950</b>	<b>5,238</b>	<b>4,566</b>	<b>7,610</b>	77.56%	-12.83%	66.67%	<b>43.80%</b>
Music Industry Studies Total	194,506	239,335	206,514	218,802				
FTES	72	60	51	48				
Cost Per FTES	<b>2,692</b>	<b>3,961</b>	<b>4,019</b>	<b>4,538</b>	47.14%	1.46%	12.91%	<b>20.51%</b>
<b>Total Unique Programs Cost</b>	1,150,873	1,357,538	1,399,849	1,889,402				
<b>Total FTES - Unique Programs</b>	330	337	341	374				
<b>Total Cost Per FTES</b>	<b>3,493</b>	<b>4,028</b>	<b>4,102</b>	<b>5,048</b>	15.32%	1.84%	23.06%	<b>13.41%</b>

# Exhibit I (continued)

## 3 Year Avg. Change (FY 15/16 , FY 16/17 , FY 17/18, FY 18/19) Direct Instructional & Academic Affairs Costs Per Category (STEM, Liberal Arts, CTE, Unique)

Moreno Valley College	FY 15/16	FY 16/17	FY 17/18	FY 18/19	15/16 to 16/17 Inc/Dec	16/17 to 17/18 Inc/Dec	17/18 to 18/19 Inc/Dec	3-Year Avg. Inc Change
<b>Unique Programs</b>								
Admin Justice	1,516,336	1,330,724	1,405,231	2,464,550				
FTES	195	120	283	412				
Cost Per FTES	<b>7,771</b>	<b>11,098</b>	<b>4,963</b>	<b>5,979</b>	42.81%	-55.28%	20.47%	<b>2.67%</b>
Dental Assist	228,305	408,909	614,223	441,836				
FTES	27	25	44	39				
Cost Per FTES	<b>8,596</b>	<b>16,369</b>	<b>13,972</b>	<b>11,208</b>	90.43%	-14.64%	-19.78%	<b>18.67%</b>
Dental hygiene	687,793	650,311	670,066	1,006,673				
FTES	55	51	56	69				
Cost Per FTES	<b>12,433</b>	<b>12,844</b>	<b>11,887</b>	<b>14,573</b>	3.31%	-7.45%	22.60%	<b>6.15%</b>
Emergency Medical	934,698	1,138,789	1,124,122	1,188,446				
FTES	223	229	213	241				
Cost Per FTES	<b>4,200</b>	<b>4,982</b>	<b>5,279</b>	<b>4,937</b>	18.62%	5.96%	-6.48%	<b>6.03%</b>
Fire Tech	752,030	717,255	922,666	1,137,826				
FTES	127	105	126	157				
Cost Per FTES	<b>5,934</b>	<b>6,851</b>	<b>7,301</b>	<b>7,270</b>	15.45%	6.57%	-0.42%	<b>7.20%</b>
Human Services	149,205	-	231,931	273,643				
FTES	39	-	28	44				
Cost Per FTES	<b>3,786</b>	-	<b>8,161</b>	<b>6,218</b>	-100.00%	100.00%	-23.81%	<b>-7.94%</b>
Med Asst	227,370	169,271	239,112	274,369				
FTES	55	49	74	45				
Cost Per FTES	<b>4,103</b>	<b>3,464</b>	<b>3,231</b>	<b>6,082</b>	-15.57%	-6.73%	88.24%	<b>21.98%</b>
Physician Asst	611,225	218,193	-	-				
FTES	79	93	-	-				
Cost Per FTES	<b>7,717</b>	<b>2,341</b>	-	-	-69.66%	0.00%	0.00%	<b>0.00%</b>
<b>Total Unique Programs Cost</b>	5,106,961	4,633,452	5,207,349	6,787,343				
<b>Total FTES - Unique Programs</b>	800	671	825	1,007				
<b>Total Cost Per FTES</b>	<b>6,381</b>	<b>6,907</b>	<b>6,310</b>	<b>6,740</b>	8.24%	-8.64%	6.81%	<b>2.14%</b>

# Exhibit I (continued)

## 3 Year Avg. Change (FY 15/16 , FY 16/17 , FY 17/18, FY 18/19) Direct Instructional & Academic Affairs Costs Per Category (STEM, Liberal Arts, CTE, Unique)

Riverside City College					15/16 to 16/17	16/17 to 17/18	17/18 to 18/19	
	FY 15/16	FY 16/17	FY 17/18	FY 18/19	Inc/Dec	Inc/Dec	Inc/Dec	3-Year Avg. Inc Change
<b>Unique Programs</b>								
Air Conditioning & Refrigeration	256,691	275,749	297,299	373,682				
FTES	82	87	85	99				
Cost Per FTES	<b>3,130</b>	<b>3,159</b>	<b>3,487</b>	<b>3,765</b>	0.93%	10.38%	7.97%	<b>6.43%</b>
Applied Digital Media & Printing	651,772	550,206	496,129	877,933				
FTES	135	135	142	151				
Cost Per FTES	<b>4,837</b>	<b>4,089</b>	<b>3,504</b>	<b>5,804</b>	-15.46%	-14.31%	65.64%	<b>11.96%</b>
Arabic	211,503	196,690	195,784	229,186				
FTES	52	41	38	40				
Cost Per FTES	<b>4,090</b>	<b>4,748</b>	<b>5,121</b>	<b>5,700</b>	16.09%	7.86%	11.31%	<b>11.75%</b>
Athletics	2,359,890	2,550,692	2,458,486	2,542,173				
FTES	374	378	379	411				
Cost Per FTES	<b>6,308</b>	<b>6,739</b>	<b>6,480</b>	<b>6,189</b>	6.83%	-3.84%	-4.49%	<b>-0.50%</b>
Automotive Body & Technology Total	290,412	281,463	284,903	298,455				
FTES	78	70	71	77				
Cost Per FTES	<b>3,721</b>	<b>4,047</b>	<b>3,992</b>	<b>3,888</b>	8.76%	-1.36%	-2.61%	<b>1.60%</b>
Automotive Technology	846,033	781,013	758,814	709,470				
FTES	171	195	173	181				
Cost Per FTES	<b>4,957</b>	<b>4,009</b>	<b>4,385</b>	<b>3,922</b>	-19.12%	9.38%	-10.56%	<b>-6.77%</b>
Cosmetology Total	1,692,714	1,696,603	1,733,245	1,920,096				
FTES	371	383	407	408				
Cost Per FTES	<b>4,564</b>	<b>4,429</b>	<b>4,259</b>	<b>4,712</b>	-2.96%	-3.84%	10.64%	<b>1.28%</b>
Culinary Arts	1,121,592	1,128,885	941,518	1,194,287				
FTES	113	124	157	174				
Cost Per FTES	<b>9,894</b>	<b>9,106</b>	<b>6,006</b>	<b>6,865</b>	-7.96%	-34.04%	14.30%	<b>-9.24%</b>
Film Television & Video Total	313,859	686,324	620,755	366,471				
FTES	99	125	119	117				
Cost Per FTES	<b>3,183</b>	<b>5,489</b>	<b>5,217</b>	<b>3,120</b>	72.45%	-4.96%	-40.20%	<b>9.10%</b>

# Exhibit I (continued)

## 3 Year Avg. Change (FY 15/16 , FY 16/17 , FY 17/18, FY 18/19) Direct Instructional & Academic Affairs Costs Per Category (STEM, Liberal Arts, CTE, Unique)

Geology	193,476	189,613	208,573	347,094				
FTES	59	55	63	83				
Cost Per FTES	<b>3,302</b>	<b>3,418</b>	<b>3,316</b>	<b>4,191</b>	3.51%	-2.98%	26.39%	<b>8.97%</b>
Italian	227,754	213,873	203,088	208,955				
FTES	57	45	30	19				
Cost Per FTES	<b>3,962</b>	<b>4,802</b>	<b>6,776</b>	<b>11,168</b>	21.20%	41.11%	64.82%	<b>42.38%</b>
Nursing	756,164	713,997	680,142	861,185				
FTES	13	26	35	60				
Cost Per FTES	<b>57,899</b>	<b>27,804</b>	<b>19,438</b>	<b>14,270</b>	21.20%	41.11%	64.82%	<b>42.38%</b>
Nursing Learning Laboratory	3,471,456	3,362,959	3,825,947	4,197,034				
FTES	139	158	167	192				
Cost Per FTES	<b>25,056</b>	<b>21,267</b>	<b>22,878</b>	<b>21,845</b>	-15.12%	7.58%	-4.52%	<b>-4.02%</b>
Oceanography	104,800	109,576	111,370	193,542				
FTES	33	40	36	57				
Cost Per FTES	<b>3,142</b>	<b>2,746</b>	<b>3,075</b>	<b>3,382</b>	-12.60%	11.98%	9.98%	<b>3.12%</b>
Paralegal Studies Total	157,675	112,074	123,346	139,106				
FTES	38	36	29	36				
Cost Per FTES	<b>4,189</b>	<b>3,146</b>	<b>4,183</b>	<b>3,895</b>	-24.90%	32.96%	-6.89%	<b>0.39%</b>
Registered Nurse	329,489	350,206	360,492	417,317				
FTES	513	577	560	597				
Cost Per FTES	<b>643</b>	<b>607</b>	<b>644</b>	<b>699</b>	-5.60%	6.10%	8.54%	<b>3.01%</b>
Russian	38,890	12,870	8,414	34,393				
FTES	14	5	6	5				
Cost Per FTES	<b>2,770</b>	<b>2,370</b>	<b>1,471</b>	<b>6,920</b>	-14.44%	-37.93%	370.44%	<b>106.02%</b>
Welding	293,872	381,187	439,736	513,341				
FTES	105	111	133	143				
Cost Per FTES	<b>2,791</b>	<b>3,434</b>	<b>3,300</b>	<b>3,598</b>	23.04%	-3.90%	9.03%	<b>9.39%</b>
<b>Total Unique Programs Cost</b>	13,318,041	13,593,980	13,748,043	15,423,720				
<b>Total FTES - Unique Programs</b>	2,445	2,591	2,631	2,850				
<b>Total Cost Per FTES</b>	<b>5,447</b>	<b>5,246</b>	<b>5,225</b>	<b>5,412</b>	-3.69%	-0.40%	3.58%	<b>-0.17%</b>

## Exhibit I (continued)

**3 Year Avg. Change (FY 15/16 , FY 16/17 , FY 17/18, FY 18/19)**  
**Direct Instructional & Academic Affairs Costs Per Category (STEM, Liberal Arts, CTE, Unique)**

<b>Total Unique for RCC, NC, MVC- 3-Year Avg.</b>	<b>FY 15/16</b>	<b>FY 16/17</b>	<b>FY 17/18</b>	<b>FY 18/19</b>	<b>15/16 to 16/17</b>	<b>16/17 to 17/18</b>	<b>17/18 to 18/19</b>	<b>3-Year Avg. Inc Change</b>
					<b>Inc/Dec</b>	<b>Inc/Dec</b>	<b>Inc/Dec</b>	
Unique Programs Cost	19,575,875	19,584,969	20,355,242	24,100,465	0.05%	3.93%	18.40%	7.46%
Total FTES - Unique Programs	3,575	3,599	3,798	4,231	0.68%	5.52%	11.42%	5.87%
Total Cost Per FTES	<b>5,476</b>	<b>5,442</b>	<b>5,360</b>	<b>5,696</b>	<b>-0.62%</b>	<b>-1.51%</b>	<b>6.27%</b>	<b>1.38%</b>

## Exhibit I (continued)

### 3 Year Avg. Change (FY 15/16 , FY 16/17 , FY 17/18, FY 18/19) Remaining Category Costs - Student Service, Business Services, and Other

	<u>FY 15/16 Cost</u>	<u>FY 16/17</u>	<u>FY 17/18</u>	<u>FY 18/19</u>	<u>15/16 to 16/17 Inc/Dec</u>	<u>16/17 to 17/18 Inc/Dec</u>	<u>17/18 to 18/19 Inc/Dec</u>	<u>3-Year Avg. Inc Change</u>
<b><u>Norco College</u></b>								
Total Student Services + Business Services + Other Costs	9,545,659	10,258,618	10,196,224	11,486,992				
Total NC FTES	6,680	6,977	7,054	7,176				
<b>Total SS, BS, Other Cost Per FTES</b>	<b>1,429</b>	<b>1,470</b>	<b>1,445</b>	<b>1,601</b>	2.87%	-1.70%	10.80%	<b>3.99%</b>
<b><u>Moreno Valley College</u></b>								
Total Student Services + Business Services + Other Costs	10,620,350	12,580,700	12,233,077	9,505,414				
Total MVC FTES	6,368	6,385	6,803	7,170				
<b>Total SS, BS, Other Cost Per FTES</b>	<b>1,668</b>	<b>1,970</b>	<b>1,798</b>	<b>1,326</b>	18.11%	-8.73%	-26.25%	<b>-5.63%</b>
<b><u>Riverside City College</u></b>								
Total Student Services + Business Services + Other Costs	21,029,744	24,955,938	25,220,579	25,349,079				
Total RCC FTES	15,618	16,426	16,952	17,337				
<b>Total SS, BS, Other Cost Per FTES</b>	<b>1,347</b>	<b>1,519</b>	<b>1,488</b>	<b>1,462</b>	12.77%	-2.04%	-1.75%	<b>2.99%</b>
<b><u>Grand Total for RCC, NC, MVC- 3-Year Avg.</u></b>								
Total Student Services + Business Services + Other Costs	41,195,752	47,795,257	47,649,880	46,341,486				
Total FTES	28,665	29,788	30,809	31,683				
<b>Total SS, BS, Other Cost Per FTES</b>	<b>1,437</b>	<b>1,604</b>	<b>1,547</b>	<b>1,463</b>	11.62%	-3.55%	-5.43%	<b>0.88%</b>

# Exhibit I (continued)

**Moreno Valley College FTES Costs by Discipline  
FY 2018-19 Final Expenditures**

				Student FTES (Res/Non-Res)	Total Direct Instructional Cost + Academic Affairs Cost	Total Direct Instructional Cost + Academic Affairs Cost/FTES	Student Services costs spread by discipline FTES/Total FTES percentage	Business Services costs spread by discipline FTES/Total FTES percentage	Other costs spread by discipline FTES/Total FTES percentage	Total Student Services + Business Services + Other Costs	Total Student Services + Business Services + Other Costs/Total FTES Percentage	Grand Total \$ = Total Instructional + Total Academic Affairs + Total Student Services + Total Business Services + Total Other	Grand Total Divided by FTES = cost per FTES
<b>GRAND TOTAL</b>				<b>7,170</b>	<b>31,581,712</b>	<b>4,405</b>	<b>4,157,414</b>	<b>4,679,755</b>	<b>668,246</b>	<b>9,505,414</b>	<b>1,326</b>	<b>41,087,126</b>	<b>5,730</b>
School	TOPS	Course Code	Description	7,170	31,581,712		4,157,414	4,679,755	668,246			41,087,126	
<b>STEM</b>				<b>2,003</b>	<b>7,689,465</b>	<b>3,840</b>	<b>1,161,165</b>	<b>1,307,055</b>	<b>186,641</b>	<b>2,654,861</b>	<b>1,326</b>	<b>10,344,326</b>	<b>5,165</b>
FQE	4100	AMY	Anatomy	155	625,155	4,034	89,863	101,153	14,444	205,460	1,326	830,615	5,359
FQE	19110	AST	Astronomy	9	42,200	4,567	5,358	6,031	861	12,250	1,326	54,450	5,893
FQE	4010	BIO	Biology	233	985,510	4,229	135,119	152,095	21,718	308,933	1,326	1,294,442	5,555
FQE	19050	CHE	Chemistry	145	637,083	4,380	84,343	94,940	13,557	192,839	1,326	829,922	5,706
FQE	8370	HES	Health Ed	113	355,214	3,151	65,365	73,577	10,506	149,448	1,326	504,663	4,477
FQE	8350	KIN	Kinesiology	161	528,504	3,286	93,255	104,971	14,989	213,216	1,326	741,719	4,612
FQC	17010	MAT	Math	1,055	3,741,633	3,546	611,772	688,635	98,334	1,398,741	1,326	5,140,374	4,872
FQE	4030	MIC	Microbio	59	319,120	5,402	34,251	38,554	5,505	78,310	1,326	397,431	6,728
FQE	19020	PHY	Physics	72	455,046	6,306	41,841	47,098	6,725	95,664	1,326	550,710	7,632
<b>Liberal Arts</b>				<b>3,566</b>	<b>14,015,696</b>	<b>3,931</b>	<b>2,067,534</b>	<b>2,327,300</b>	<b>332,327</b>	<b>4,727,161</b>	<b>1,326</b>	<b>18,742,857</b>	<b>5,256</b>
FTA	21050	ADJ	Admin Justice	60	253,593	4,227	34,790	39,161	5,592	79,543	1,326	333,136	5,552
FOA	8500	AML	Am Sign Lang	31	150,110	4,782	18,201	20,488	2,926	41,614	1,326	191,724	6,108
FOA	22020	ANT	Anthropology	143	418,648	2,920	83,119	93,562	13,360	190,042	1,326	608,690	4,246
FOA	10020	ART	Art	223	713,314	3,205	129,065	145,281	20,745	295,092	1,326	1,008,406	4,530
FNC	15060	COM	Communications	236	794,064	3,371	136,568	153,727	21,951	312,247	1,326	1,106,311	4,697
FOA	10080	DAN	Dance	24	126,555	5,195	14,125	15,899	2,270	32,295	1,326	158,849	6,521
FOA	22040	ECO	Economics	81	284,482	3,510	46,996	52,900	7,554	107,450	1,326	391,932	4,836
FNC	49302	ILA	Educational Aide (Teacher Asst)	22	72,871	3,294	12,826	14,437	2,062	29,325	1,326	102,196	4,620
FNC	15010	ENG	English	1,054	4,835,020	4,586	611,262	688,061	98,252	1,397,574	1,326	6,232,594	5,912
FNC	49308	ESL	English second	44	220,461	4,965	25,745	28,979	4,138	58,862	1,326	279,323	6,291
FOA	49301	GUI	Gen Studies	148	594,502	4,006	86,047	96,859	13,831	196,737	1,326	791,239	5,332
FOA	22060	GEG	Geology	134	409,871	3,050	77,912	87,701	12,523	178,137	1,326	588,008	4,376
FOA	22050	HIS	History	285	872,064	3,059	165,299	186,068	26,570	377,936	1,326	1,250,001	4,385
FOA	49033	HUM	Humanities	72	270,200	3,758	41,690	46,928	6,701	95,319	1,326	365,519	5,084
FNC	6020	JOU	Journalism	7	33,729	4,640	4,215	4,745	678	9,638	1,326	43,367	5,965
FOA	10040	MUS	Music	103	574,770	5,569	59,845	67,364	9,619	136,828	1,326	711,597	6,895
FOA	15090	PHI	Philosophy	51	291,360	5,760	29,328	33,013	4,714	67,055	1,326	358,415	7,086
FOA	22070	POL	Political science	133	370,805	2,796	76,886	86,546	12,358	175,791	1,326	546,596	4,122
FOA	20010	PSY	Psychology	309	1,157,813	3,753	178,879	201,353	28,752	408,985	1,326	1,566,798	5,079
FNC	15200	REA	Reading	38	254,085	6,767	21,773	24,508	3,500	49,781	1,326	303,866	8,092
FOA	22080	SOC	Sociology	168	518,236	3,078	97,615	109,880	15,690	223,185	1,326	741,421	4,404
FOA	11050	SPA	Spanish	187	757,619	4,058	108,255	121,856	17,400	247,512	1,326	1,005,131	5,384
FOA	10070	THE	Theater	12	41,524	3,395	7,091	7,982	1,140	16,214	1,326	57,738	4,721
<b>CTE</b>				<b>595</b>	<b>3,089,253</b>	<b>5,195</b>	<b>344,810</b>	<b>388,132</b>	<b>55,423</b>	<b>788,366</b>	<b>1,326</b>	<b>3,877,619</b>	<b>6,999</b>
FSB	05020	ACC	Accounting	52	209,761	4,015	30,296	34,103	4,870	69,269	1,326	279,030	5,340
FSB	05010	BUS	Business	96	593,020	6,178	55,658	62,651	8,946	127,256	1,326	720,276	7,504
FHE	21400	CMI	Community Interpretation	17	135,461	8,175	9,608	10,815	1,544	21,967	1,326	157,428	9,501
FSB	05140	CAT	Office Tech/Office Computer Application	11	80,211	7,285	6,384	7,186	1,026	14,596	1,326	94,808	8,611
FSB	07010	CIS	Computer Information Systems Total	214	1,358,843	6,348	124,114	139,707	19,950	283,770	1,326	1,642,614	7,674
FUA	13050	EAR	Early Child dev	151	485,687	3,222	87,404	98,386	14,049	199,839	1,326	685,526	4,548
FSB	05060	MAG	Management	18	75,762	4,247	10,344	11,644	1,663	23,651	1,326	99,413	5,572
FSB	05090	MKT	Marketing	13	56,609	4,348	7,549	8,498	1,213	17,261	1,326	73,870	5,674
FSB	10110	PHO	Photography	11	50,907	4,624	6,384	7,186	1,026	14,596	1,326	65,503	5,949
FSB	05110	RLE	Real estate	11	38,964	3,652	6,187	6,964	994	14,145	1,326	53,110	4,977
FXA	08990	SCE	Senior Citizen Education	2	4,027	2,650	881	992	142	2,015	1,326	6,043	3,975
<b>College Specific Disciplines</b>				<b>1,007</b>	<b>6,787,298</b>	<b>20,530</b>	<b>583,905</b>	<b>657,267</b>	<b>93,854</b>	<b>1,335,026</b>	<b>1,326</b>	<b>8,122,324</b>	<b>8,065</b>
FTA	21050	ADJ	Admin Justice	412	2,464,550	5,979	239,008	269,037	38,417	546,462	1,326	3,011,012	7,305
FHE	12401	DEA	Dental Assist	39	441,836	11,208	22,857	25,729	3,674	52,260	1,326	494,096	12,534
FHE	12402	DEH	Dental hygiene	69	1,006,673	14,573	40,055	45,088	6,438	91,581	1,326	1,098,254	15,898
FTA	12500	EMS	Emergency Medical	241	1,188,446	4,937	139,589	157,128	22,437	319,154	1,326	1,507,600	6,262
FTA	21330	FIT	Fire Tech	157	1,137,826	7,270	90,750	102,152	14,587	207,488	1,326	1,345,314	8,596
FHE	12082	MDA	Human Services	44	273,643	6,218	25,519	28,725	4,102	58,345	1,326	331,988	7,543
FHE	21040	HMS	Med Asst	45	274,369	6,082	26,156	29,443	4,204	59,803	1,326	334,061	7,405
<b>Grand Total</b>				<b>7,170</b>	<b>31,581,712</b>	<b>4,405</b>	<b>4,157,414</b>	<b>4,679,755</b>	<b>668,246</b>	<b>9,505,414</b>	<b>1,326</b>	<b>41,087,126</b>	<b>5,730</b>

# Exhibit I (continued)

**Norco College FTE Model by Discipline  
FY 2018-19 Final Expenditures**

School	TOPS	Course Code	Description	Student FTES (Res/Non-Res)	Total Direct Instructional Cost + Academic Affairs Cost	Total Direct Instructional Cost + Academic Affairs Cost/FTES	Student Services costs spread by discipline FTES/Total FTES percentage	Business Services costs spread by discipline FTES/Total FTES percentage	Other costs spread by discipline FTES/Total FTES percentage	Total Student Services + Business Services + Other Costs	Total Student Services + Business Services + Other Costs/Total FTES Percentage	Grand Total \$ = Total Instructional + Total Academic Affairs + Total Student Services + Total Business Services + Total Other	Grand Total Divided by FTES = cost per FTES
				7,176	25,356,655	3,534	5,034,625	5,237,350	1,215,017	11,486,992	1,601	36,843,647	5,135
<b>STEM</b>				2,411	8,215,985	3,407	1,691,822	1,759,945	408,291	3,860,059	1,601	12,076,044	5,008
EQE	04100	AMY	Anatomy & Physiology - combined w/BIO in FY 18/19	-	-	-	-	-	-	-	-	-	-
EQE	040X0	BIO	Biology Total	666	2,434,779	3,654	467,541	486,367	112,833	1,066,741	1,601	3,501,519	5,255
EQE	19050	CHE	Chemistry Total	299	1,025,265	3,424	210,069	218,528	50,696	479,294	1,601	1,504,559	5,025
EQE	08370 0835X/ 17010/	HES	Health Education - combined w/BIO in FY 18/19	-	-	-	-	-	-	-	-	-	-
EQE	12700	KIN	Kinesiology Total	197	768,064	3,906	137,976	143,532	33,298	314,807	1,601	1,082,871	5,507
EQC/EQE	49304	MAT	Mathematics Total	1,173	3,554,836	3,030	823,227	856,375	198,671	1,878,274	1,601	5,433,110	4,631
EQE	04030	MIC	Microbiology - combined w/BIO in FY 18/19	-	-	-	-	-	-	-	-	-	-
EQE	19010	PHS	Physical Science, General	11	211,209	19,963	7,423	7,722	1,791	16,937	1,601	228,146	21,564
EQE	19020	PHY	Physics, General	65	221,832	3,414	45,585	47,421	11,001	104,007	1,601	325,839	5,015
EJA	49990	XXX	STEM Computer Labs	-	-	-	-	-	-	-	-	-	-
<b>Liberal Arts</b>				3,482	11,820,683	3,395	2,443,181	2,541,559	589,618	5,574,358	1,601	17,395,041	4,996
EOA	12050	ADJ	Administration Of Justice Total	66	236,717	3,602	46,111	47,968	11,128	105,208	1,601	341,925	5,203
EOA	2202X	ANT	Anthropology Total	184	528,717	2,870	129,248	134,452	31,192	294,892	1,601	823,609	4,471
EOC	1002X	ART	Art Total	167	524,512	3,143	117,103	121,818	28,261	267,181	1,601	791,693	4,744
EOC	10080	DAN	Dance	7	15,901	2,175	5,129	5,335	1,238	11,702	1,601	27,603	3,776
EOA	22040	ECO	Economics	68	183,405	2,712	47,445	49,355	11,450	108,249	1,601	291,654	4,313
ENC	08020 4930Z/	ILA	Educational Aide (Teacher Asst)	23	62,284	2,749	15,899	16,539	3,837	36,275	1,601	98,560	4,350
ENC	49308	ESL	English as a Second Language Total	65	303,784	4,695	45,396	47,224	10,955	103,575	1,601	407,359	6,296
ENC	150X0	ENG	English Total	901	3,439,464	3,815	632,509	657,978	152,645	1,443,132	1,601	4,882,596	5,416
EOC	11020	FRE	French	23	67,058	2,976	15,808	16,444	3,815	36,067	1,601	103,125	4,577
EQE	22060	GEG	Geography	138	363,618	2,639	96,685	100,578	23,333	220,597	1,601	584,215	4,240
EOA	49301	GUI	Guidance Total	121	400,702	3,319	84,715	88,126	20,445	193,286	1,601	593,988	4,920
EOA	22050	HIS	History	260	777,439	2,987	182,642	189,997	44,078	416,717	1,601	1,194,155	4,587
EOC	49033	HUM	Humanities Total	85	255,987	3,022	59,435	61,829	14,344	135,608	1,601	391,595	4,623
EOC	11080	JPN	Japanese	-	-	-	-	-	-	-	-	-	-
ENC	06020	JOU	Journalism	4	24,368	6,962	2,456	2,555	593	5,603	1,601	29,971	8,563
ENC	16010	LIB	Library Science, General	4	13,341	3,429	2,729	2,839	659	6,227	1,601	19,568	5,030
EOC	10040	MUS	Music	134	497,346	3,716	93,900	97,681	22,661	214,241	1,601	711,587	5,317
EOC	15090	PHI	Philosophy	85	287,205	3,375	59,709	62,113	14,410	136,232	1,601	423,437	4,976
EOA	22070	POL	Political Science	184	508,887	2,767	129,024	134,219	31,138	294,380	1,601	803,267	4,368
EOA	20010	PSY	Psychology, General	329	846,004	2,573	230,711	240,001	55,678	526,391	1,601	1,372,394	4,174
ENC	15200/49307	REA	Reading / Reading Skills	19	204,107	10,670	13,422	13,963	3,239	30,624	1,601	234,732	12,270
EOA	22080	SOC	Sociology	176	622,890	3,549	123,137	128,095	29,717	280,949	1,601	903,839	5,150
EOC	11050	SPA	Spanish	155	641,921	4,130	109,048	113,439	26,317	248,804	1,601	890,725	5,731
ENC	15060	COM	Speech Communications	229	861,015	3,759	160,716	167,188	38,786	366,690	1,601	1,227,705	5,360
EOC	10070	THE	Theatre	57	154,009	2,688	40,204	41,822	9,702	91,729	1,601	245,738	4,289
<b>CTE</b>				908	3,430,586	3,779	637,028	662,678	153,735	1,453,441	1,601	4,884,027	5,379
ESB	0502X	ACC	Accounting Total	112	447,733	4,012	78,309	81,463	18,899	178,671	1,601	626,404	5,612
ESB	05XX0	BUS	Business Administration Total	188	704,250	3,736	132,251	137,576	31,916	301,744	1,601	1,005,994	5,337
ESB	070XX	CIS	Computer Information Systems Total	241	1,052,830	4,362	169,367	176,187	40,874	386,429	1,601	1,439,259	5,962
ESB	07010	CSC	Computer Science Total - combined with CIS	-	-	-	-	-	-	-	-	-	-
EOA	1305X	EAR	Early Childhood Education Total	149	544,992	3,666	104,305	108,505	25,172	237,982	1,601	782,974	5,267
ESB	09XX0	ENE	Engineering Total	101	251,825	2,502	70,619	73,463	17,043	161,125	1,601	412,951	4,103
ESB	49320	WKK	General Work Experience	29	51,350	1,796	20,060	20,867	4,841	45,768	1,601	97,119	3,397
ESB	0506X	MAG	Management Total	14	92,710	6,474	10,047	10,452	2,425	22,924	1,601	115,634	8,075
ESB	0509X	MKT	Marketing Total	3	12,907	4,907	1,845	1,920	445	4,210	1,601	17,117	6,508
ESB	05140	CAT	Office Tech/Office Computer Applications	10	45,080	4,364	7,248	7,540	1,749	16,537	1,601	61,617	5,965
EOC	10110	PHO	Photography	4	13,147	3,065	3,010	3,131	726	6,868	1,601	20,015	4,665
ESB	05110	RLE	Real Estate	57	213,760	3,753	39,965	41,574	9,645	91,184	1,601	304,944	5,354
<b>College Specific Disciplines</b>				374	1,889,402	5,048	262,594	273,167	63,372	599,133	1,601	2,488,535	6,649
ESB	02XX0	ARE	Architecture Total	7	30,761	4,140	5,213	5,423	1,258	11,894	1,601	42,655	5,741
ESB	09520/0957X	CON	Construction Technology Total	44	229,441	5,230	30,781	32,020	7,428	70,229	1,601	299,670	6,831
ESB	09530	DFT	Drafting Technology	5	204,478	43,785	3,277	3,409	791	7,476	1,601	211,954	45,386
ESB	09340	ELE	Electrician (ELC)/Electronics (ELE) Total	85	349,741	4,093	59,948	62,361	14,467	136,776	1,601	486,518	5,694
ESB	0614X	GAM	Game Development Total	150	592,200	3,950	105,203	109,439	25,389	240,031	1,601	832,231	5,550
ESB	0956X	MAN	Manufacturing Technology Total	35	263,980	7,610	24,340	25,320	5,874	55,533	1,601	319,513	9,211
EOC	10050	MIS	Music Industry Studies Total	48	218,802	4,538	33,833	35,195	8,165	77,193	1,601	295,994	6,138
ESB	XXXXX	SCT	Supply Chain Technology	-	-	-	-	-	-	-	-	-	-
<b>Grand Total</b>				<b>7,176</b>	<b>25,356,655</b>	<b>3,534</b>	<b>5,034,625</b>	<b>5,237,350</b>	<b>1,215,017</b>	<b>11,486,992</b>	<b>1,601</b>	<b>36,843,647</b>	<b>5,135</b>



# Exhibit I (continued)

## Riverside City College FTES Model by Discipline FY 2018-19 Final Expenditures

School	TOPS	Course Code	Description	Student FTES (Res/Non-Res)	Total Direct Instructional Cost + Academic Affairs Cost	Total Direct Instructional Cost + Academic Affairs Cost/FTES	Student Services costs spread by discipline FTES/Total FTES percentage	Business Services costs spread by discipline FTES/Total FTES percentage	Other costs spread by discipline FTES/Total FTES percentage	Total Student Services + Business Services + Other Costs	Total Student Services + Business Services + Other Costs/Total FTES Percentage	Grand Total \$ = Total Instructional + Total Academic Affairs + Total Student Services	Grand Total Divided by FTES = cost per FTES
				17,337	65,551,276	3,781	8,101,559	15,000,565	2,246,955	25,349,079	1,462	90,900,355	5,243
<b>STEM</b>				<b>4,717</b>	<b>16,457,980</b>	<b>3,489</b>	<b>2,204,323</b>	<b>4,081,447</b>	<b>611,366</b>	<b>6,897,136</b>	<b>1,462</b>	<b>23,355,116</b>	<b>4,951</b>
DQB	04100	AMY	Anatomy & Physiology	288	1,127,253	3,920	134,372	248,799	37,268	420,439	1,462	1,547,692	5,382
DQD	19110	AST	Astronomy	66	205,632	3,093	31,066	57,521	8,616	97,203	1,462	302,835	4,555
DQB	040X0	BIO	Biology Total	635	2,197,914	3,460	296,839	549,616	82,328	928,783	1,462	3,126,697	4,922
DQA	19050	CHE	Chemistry	676	2,668,430	3,948	315,849	584,814	87,600	988,263	1,462	3,656,693	5,410
DQB	08370	HES	Health Science Total	191	414,354	2,168	89,311	165,364	24,770	279,445	1,462	693,799	3,630
DRA	12700	KIN-KIN	Kinesiology	681	2,985,433	4,382	318,349	589,443	88,294	996,085	1,462	3,981,518	5,844
DQC	17010	MAT	Math Total	1,922	5,791,876	3,014	897,993	1,662,693	249,057	2,809,743	1,462	8,601,619	4,476
DQB	04030	MIC	Microbiology	73	358,505	4,926	34,010	62,972	9,433	106,415	1,462	464,920	6,388
DQD	19020	PHY	Physics	185	708,583	3,826	86,535	160,225	24,000	270,760	1,462	979,342	5,289
<b>Liberal Arts</b>				<b>7,977</b>	<b>28,085,496</b>	<b>3,521</b>	<b>3,727,821</b>	<b>6,902,304</b>	<b>1,033,906</b>	<b>11,664,030</b>		<b>39,749,526</b>	<b>4,983</b>
DOA	2105X	ADJ	Administration of Justice Total	208	596,543	2,875	96,974	179,554	26,896	303,424	1,462	899,967	4,337
DOC	0850X	AML	American Sign Language Total	238	814,114	3,427	111,007	205,537	30,788	347,332	1,462	1,161,446	4,889
DOA	2202X	ANT	Anthropology Total	209	529,090	2,538	97,432	180,402	27,023	304,857	1,462	833,946	4,000
DEA	1002X	ART	Art Total	602	2,194,229	3,647	281,156	520,579	77,978	879,713	1,462	3,073,942	5,109
DNB	15060	COM	Communication Studies Total	488	1,759,698	3,607	227,945	422,054	63,220	713,219	1,462	2,472,917	5,070
DEB	10080	DAN	Dance Total	190	826,442	4,342	88,951	164,698	24,670	278,319	1,462	1,104,761	5,804
DOB	22040	ECO	Economics	189	650,201	3,448	88,110	163,141	24,437	275,687	1,462	925,889	4,911
DNA	150XX	ENG	English Total	1,911	7,653,648	4,005	892,956	1,653,365	247,660	2,793,981	1,462	10,447,628	5,467
DNA	06121	FST	Film Studies Total	45	197,983	4,387	21,089	39,048	5,849	65,987	1,462	263,970	5,849
DOC	11020	FRE	French	36	233,941	6,566	16,650	30,828	4,618	52,096	1,462	286,037	8,028
DOB	22060	GEG	Geography	155	501,549	3,227	72,628	134,475	20,143	227,246	1,462	728,795	4,689
DZC	49301	GUI	Guidance Total	153	579,715	3,787	71,530	132,442	19,839	223,810	1,462	803,526	5,249
DOD	22050	HIS	History	457	1,137,626	2,490	213,491	395,292	59,211	667,995	1,462	1,805,621	3,952
DOD	49033	HUM	Humanities Total	139	376,498	2,712	64,871	120,112	17,992	202,975	1,462	579,473	4,174
DOC	11080	JPN	Japanese	58	280,238	4,862	26,935	49,872	7,470	84,278	1,462	364,516	6,324
DNA	06020	JOU	Journalism	16	242,154	14,712	7,692	14,242	2,133	24,067	1,462	266,221	16,174
DYA	16010	LIB	Library *	11	71,016	6,474	5,126	9,492	1,422	16,040	1,462	87,056	7,936
DEB	10040	MUS	Music	832	3,173,577	3,815	388,775	719,843	107,826	1,216,445	1,462	4,390,022	5,277
DOD	15090	PHI	Philosophy Total	178	782,352	4,397	83,137	153,934	23,058	260,130	1,462	1,042,482	5,860
DOB	22070	POL	Political Science Total	312	844,794	2,710	145,695	269,764	40,408	455,867	1,462	1,300,661	4,172
DOA	20010	PSY	Psychology	471	1,343,738	2,852	220,141	407,605	61,056	688,801	1,462	2,032,540	4,315
DOA	22080	SOC	Sociology Total	479	1,106,520	2,310	223,860	414,492	62,087	700,440	1,462	1,806,959	3,772
DOC	11050	SPA	Spanish Total	278	1,253,053	4,514	129,713	240,173	35,976	405,862	1,462	1,658,915	5,976
DEB	10070	THE	Theatre Total	325	936,777	2,881	151,957	281,358	42,145	475,460	1,462	1,412,236	4,343
<b>CTE Courses</b>				<b>1,792</b>	<b>5,584,080</b>	<b>3,115</b>	<b>837,594</b>	<b>1,550,861</b>	<b>232,306</b>	<b>2,620,761</b>		<b>8,204,841</b>	<b>4,578</b>
DPA	0502X	ACC	Accounting Total	159	437,709	2,747	74,464	137,876	20,653	232,993	1,462	670,702	4,209
DPA	05XXX	BUS	Business Administration Total	286	848,854	2,972	133,470	247,129	37,018	417,617	1,462	1,266,472	4,434
DPB	0514X	CAT	Computer Applications & Office Technology Total	120	392,690	3,279	55,969	103,630	15,523	175,121	1,462	567,811	4,741
DPB	070XX	CSC	Computer Science Total	554	1,869,853	3,377	258,763	479,117	71,768	809,647	1,462	2,679,500	4,839
DUA	1305X	EAR	Early Childhood Education Total	385	1,104,661	2,871	179,771	332,857	49,859	562,487	1,462	1,667,148	4,334
DPB	09XX0	ENE	Engineering Total	8	25,609	3,313	3,612	6,688	1,002	11,302	1,462	36,912	4,775
DPA	0506X	MAG	Management Total	61	286,418	4,687	28,557	52,875	7,920	89,352	1,462	375,770	6,149
DPA	0509X	MKT	Marketing Total	30	114,720	3,839	13,963	25,853	3,873	43,689	1,462	158,409	5,302
DSA	10110	PHO	Photography Total	108	401,173	3,721	50,384	93,290	13,974	157,648	1,462	558,821	5,183
DPA	05110	RLE	Real Estate Total	23	48,049	2,085	10,771	19,944	2,987	33,702	1,462	81,751	3,547
DXA	08990	SCE	Senior Citizen Education	56	33,408	596	26,216	48,540	7,271	82,026	1,462	115,434	2,058
DSA	49320	WKX	Work Experience Total	4	20,936	5,914	1,654	3,063	459	5,176	1,462	26,112	7,376
<b>College Specific Disciplines</b>				<b>2,850</b>	<b>15,423,720</b>	<b>5,412</b>	<b>1,331,821</b>	<b>2,465,953</b>	<b>369,379</b>	<b>4,167,153</b>		<b>19,590,873</b>	<b>6,874</b>
DSA	09460	AIR	Air Conditioning & Refrigeration	99	373,682	3,765	46,384	85,883	12,865	145,132	1,462	518,815	5,227
DSA	0614X	ADM	Applied Digital Media & Printing	151	877,933	5,804	70,689	130,884	19,605	221,178	1,462	1,099,111	7,266
DOC	1112	ARA	Arabic	40	229,186	5,700	18,790	34,791	5,211	58,793	1,462	287,978	7,162
DZH	0835	KIN-ATH	Athletics	411	2,542,173	6,189	191,934	355,379	53,233	600,546	1,462	3,142,719	7,652

# Exhibit I (continued)

Riverside City College FTES Model by Discipline  
FY 2018-19 Final Expenditures

				Student FTES (Res/Non- Res)	Total Direct Instructional Cost + Academic Affairs Cost	Total Direct Instructional Cost + Academic Affairs Cost/FTES	Student Services costs spread by discipline FTES/Total FTES percentage	Business Services costs spread by discipline FTES/Total FTES percentage	Other costs spread by discipline FTES/Total FTES percentage	Total Student Services + Business Services + Other Costs	Total Student Services + Business Services + Other Costs/Total FTES Percentage	Grand Total \$ = Total Instructional + Total Academic Affairs + Total Student Services	Grand Total Divided by FTES = cost per FTES
DSA	09490	AUB	Automotive Body & Technology Total	77	298,455	3,888	35,870	66,416	9,948	112,234	1,462	410,689	5,350
DSA	0948X	AUT	Automotive Technology	181	709,470	3,922	84,530	156,513	23,444	264,487	1,462	973,957	5,384
DVA	30070	COS	Cosmetology Total	408	1,920,096	4,712	190,434	352,602	52,817	595,853	1,462	2,515,949	6,174
DSA	1306X	CUL	Culinary Arts	174	1,194,287	6,865	81,296	150,525	22,547	254,369	1,462	1,448,656	8,327
DSA	0604X	FTV	Film Television & Video Total	117	366,471	3,120	54,894	101,639	15,225	171,758	1,462	538,229	4,582
DQD	19140	GEO	Geology	83	347,094	4,191	38,702	71,659	10,734	121,095	1,462	468,189	5,653
DOC	11040	ITA	Italian	19	208,955	11,168	8,743	16,189	2,425	27,357	1,462	236,311	12,630
DWA	1230X	NXN	Nursing	60	861,185	14,270	28,202	52,217	7,822	88,240	1,462	949,426	15,732
DWA	12301	NVN	Nursing Learning Laboratory	192	4,197,034	21,845	89,782	166,238	24,901	280,922	1,462	4,477,955	23,307
DQD	19190	OCE	Oceanography	57	193,542	3,382	26,739	49,509	7,416	83,664	1,462	277,206	4,845
DPB	1401X	PAL	Paralegal Studies Total	36	139,106	3,895	16,687	30,898	4,628	52,213	1,462	191,319	5,358
DWA	12300	NRN	Registered Nurse	597	417,317	699	279,142	516,850	77,420	873,411	1,462	1,290,728	2,161
DOC	11060	RUS	Russian	5	34,393	6,920	2,322	4,300	644	7,267	1,462	41,660	8,382
DSA	09565	WEL	Welding	143	513,341	3,598	66,679	123,461	18,493	208,633	1,462	721,974	5,060
<b>Grand Total</b>				<b>17,337</b>	<b>65,551,276</b>	<b>3,781</b>	<b>8,101,559</b>	<b>15,000,565</b>	<b>2,246,955</b>	<b>25,349,079</b>	<b>1,462</b>	<b>90,900,355</b>	<b>5,243</b>

**Exhibit I  
(continued)**

**Cost Per FTES Comparison  
Disciplines Common at all Three Colleges**

		FY 2015-2016			FY 2016-2017			FY 2017-2018			FY 2018-2019		
		MVC	NORCO	RCC	MVC	NORCO	RCC	MVC	NORCO	RCC	MVC	NORCO	RCC
Course Code	Description												
<b>STEM</b>													
AMY	Anatomy	4,432	4,117	4,129	4,831	4,230	4,476	4,596	4,388	4,777	5,359	-	5,382
BIO	Biology	6,230	5,760	5,340	5,752	5,411	5,071	6,083	5,736	5,344	5,555	5,255	4,922
CHE	Chemistry	4,846	4,648	4,551	5,865	4,547	4,858	5,857	4,698	4,981	5,706	5,025	5,410
HES	Health Ed	3,246	3,162	3,646	4,004	3,202	3,388	3,876	3,871	3,654	4,477	-	3,630
KIN	Kinesiology	4,258	3,990	4,498	4,425	4,322	4,689	5,060	4,920	5,139	4,612	5,507	5,844
MAT	Math	4,088	3,604	3,833	4,644	3,753	4,052	4,859	4,015	4,213	4,872	4,631	4,476
MIC	Microbio	6,837	5,618	5,180	6,479	5,442	5,484	6,131	4,895	6,298	6,728	-	6,388
PHY	Physics	7,563	5,024	5,342	7,246	4,567	5,303	7,147	4,379	5,539	7,632	5,015	5,289
<b>Liberal Arts</b>													
ADJ	Admin Justice	9,688	3,171	3,964	5,838	3,587	4,192	9,119	5,832	4,310	5,552	5,203	4,337
ANT	Anthropology	4,013	3,337	3,919	4,504	3,759	4,062	4,266	4,068	3,667	4,246	4,471	4,000
ART	Art	4,484	4,016	4,681	4,037	3,994	4,808	5,298	4,440	4,914	4,530	4,744	5,109
DAN	Dance	3,765	3,012	4,568	4,293	3,236	4,888	4,415	3,571	5,368	6,521	3,776	5,804
ECO	Economics	3,334	3,893	3,973	3,803	3,896	4,817	5,352	3,968	4,788	4,836	4,313	4,911
ENG	English	4,637	3,817	4,747	5,351	4,333	4,549	6,481	4,689	4,856	5,912	5,416	5,467
GEG	Geography	4,515	4,034	3,650	4,568	3,672	3,867	4,558	3,882	4,741	4,376	4,240	4,689
GUI	Guidance Total	6,282	3,868	4,105	5,436	4,455	3,617	5,124	6,551	11,633	5,332	4,920	5,249
HIS	History	4,203	4,064	3,620	4,811	4,077	3,849	4,388	4,141	3,959	4,385	4,587	3,952
HUM	Humanities	4,740	4,153	4,367	5,962	3,455	3,686	5,488	4,506	4,438	5,084	4,623	4,174
JOU	Journalism	4,875	7,699	11,813	6,930	-	10,953	6,156	7,494	11,554	5,965	8,563	16,174
LIB	Library	4,424	5,129	7,569	7,264	4,036	7,218	3,612	5,204	13,112	-	5,030	7,936
MUS	Music	5,652	4,466	4,977	7,006	4,395	4,912	6,942	4,626	5,101	6,895	5,317	5,277
PHI	Philosophy	5,168	3,327	4,495	6,458	3,995	4,851	7,167	4,456	4,462	7,086	4,976	5,860
POL	Political science	4,259	4,029	3,768	4,399	3,537	3,825	4,576	3,744	3,753	4,122	4,368	4,172
PSY	Psychology	4,183	3,361	4,299	4,783	3,799	4,498	4,648	3,727	4,495	5,079	4,174	4,315
SOC	Sociology	4,009	3,742	3,702	4,620	4,259	3,795	4,219	4,581	3,726	4,404	5,150	3,772
SPA	Spanish	5,769	4,282	5,641	6,370	4,826	5,626	5,305	4,997	5,925	5,384	5,731	5,976
THE	Theater	3,444	4,878	4,660	4,289	5,433	4,484	4,540	5,263	5,317	4,721	4,289	4,343
<b>CTE Courses</b>													
ACC	Accounting	4,643	4,675	4,017	8,203	5,074	4,135	5,774	4,956	3,863	5,340	5,612	4,209
BUS	Business	4,400	4,390	3,910	3,140	4,743	5,342	4,208	4,901	4,721	7,504	5,337	4,434
CIS	Computer Information Systems Total	5,469	3,614	-	5,314	5,092	3,993	5,779	-	-	7,674	5,962	-
EAR	Early Child dev	4,854	4,246	3,708	4,828	4,015	-	4,611	4,784	4,214	4,548	5,267	4,334
MAG	Management	4,349	7,755	4,255	8,421	5,856	4,295	7,603	7,742	6,472	5,572	8,075	6,149
MKT	Marketing	6,812	4,170	-	8,911	4,824	-	5,291	5,450	5,059	5,674	6,508	5,302
PHO	Photography	4,458	-	4,754	7,135	-	4,775	5,001	4,148	4,851	5,949	4,665	5,183
RIE	Real estate	4,154	6,108	3,378	4,338	5,296	3,430	5,253	5,378	3,519	4,977	5,354	3,547

**Exhibit I  
(continued)**

Cost Per FTES Comparison Disciplines Common at Two Colleges													
		FY 2015-2016			FY 2016-2017			FY 2017-2018			FY 2018-2019		
		MVC	NORCO	RCC	MVC	NORCO	RCC	MVC	NORCO	RCC	MVC	NORCO	RCC
Course Code	Description												
<b>Liberal Arts</b>													
AML	Am Sign Lang	4,054	-	4,917	4,129	-	5,306	4,388	-	5,024	6,108	-	4,889
COM	Communications	4,649	-	4,704	4,659	-	6,388	4,776	-	4,932	4,697	-	5,070
ILA	Educational Aide (Teacher Asst)	5,149	17,593	-	6,644	11,227	-	8,663	4,326	-	4,620	4,350	-
ESL	English second	4,247	12,759	-	6,672	10,516	-	5,096	7,067	-	6,291	6,296	-
FST	Film Study	3,061	-	5,261	5,198	-	5,827	3,807	-	6,574	-	-	5,849
FRE	French	-	3,860	5,738	-	5,486	7,398	-	4,092	7,535	-	4,577	8,028
JPN	Japanese	-	3,522	4,757	-	3,787	4,917	-	4,110	5,554	-	-	6,324
REA	Reading	2,234	5,151	-	4,202	3,935	-	6,814	7,701	-	8,092	12,270	-
<b>CTE Courses</b>													
CAT	Computer Applications & Office Technology Total	-	-	4,257	-	-	4,484	-	-	4,641	-	-	4,741
CMI	Community Interpretation	10,418	-	-	-	-	4,844	-	4,976	-	9,501	-	-
CSC	Computer Science Total	-	55,350	4,848	-	14,347	-	-	18,860	4,789	-	-	4,839
WKX	General Work Experience	-	4,150	4,417	-	4,477	4,555	-	4,392	7,467	-	3,397	7,376
ENE	Engineering Total	-	5,271	7,199	-	4,765	10,380	-	5,249	16,505	-	4,103	4,775
CAT	Office Tech/Office Computer Applications	6,511	4,137	-	4,233	4,576	-	12,816	6,583	-	8,611	5,965	-
SCE	Senior Citizen Education	2,530	-	1,937	-	-	2,106	-	-	2,045	3,975	-	2,058

**Exhibit I  
(continued)**

**Cost Per FTES Comparison  
Unique Disciplines - Occuring Only at One College**

		FY 201-201	FY 2016-2017	FY 2017-2018	FY 2018-2019
<b>MORENO VALLEY COLLEGE</b>					
ADJ	Admin Justice	9,439	13,068	6,761	7,305
DEA	Dental Assist	10,264	18,340	15,771	12,534
DEH	Dental hygiene	14,101	14,815	13,685	15,898
EMS	Emergency Medical	5,868	6,952	7,078	6,262
FIT	Fire Tech	7,602	8,821	9,099	8,596
HMS	Human Services	5,454	5,435	9,959	7,543
MDA	Med Asst	5,771	4,312	5,029	7,405
<b>NORCO COLLEGE</b>					
ARE	Architecture Total	4,380	4,629	4,219	5,741
COM	Speech Communications	4,833	4,935	4,910	5,360
CON	Construction Technology Total	6,827	6,590	6,329	6,831
DFT	Drafting Technology	-	-	-	45,386
ELE	Electronics Total	4,594	5,020	5,290	5,694
GAM	Game Development Total	5,132	5,176	5,396	5,550
MAN	Manufacturing Technology Total	4,379	6,708	6,011	9,211
MUC	Music Industry Studies Total	4,121	5,431	5,465	6,138
PHS	Physical Science, General	13,134	12,646	18,188	21,564
<b>RIVERSIDE CITY COLLEGE</b>					
AIR	Air Conditioning & Refrigeration	4,476	4,678	4,975	5,227
ADM	Applied Digital Media & Printing	6,184	5,608	4,992	7,266
ARA	Arabic	5,437	6,267	6,609	7,162
KIN-ATH	Athletics	7,655	8,258	7,968	7,652
AUB	Automotive Body & Technology Total	5,068	5,567	5,480	5,350
AUT	Automotive Technology	6,304	5,529	5,873	5,384
COS	Cosmetology Total	5,910	5,948	5,747	6,174
CUL	Culinary Arts	11,241	10,625	7,494	8,327
FTV	Film Television & Video Total	4,530	7,009	6,705	4,582
GEO	Geology	4,649	4,938	4,804	5,653
ITA	Italian	5,309	6,321	8,264	12,630
NXN	Nursing	59,246	29,323	20,926	15,732
NVN	Nursing Learning Laboratory	26,402	22,786	24,366	23,307
OCE	Oceanography	4,489	4,266	4,563	4,845
PAL	Paralegal Studies Total	5,536	4,666	5,670	5,358
POR	Portuguese		-	4,493	-
NRN	Registered Nurse	1,989	2,126	2,132	2,161
RUS	Russian	4,116	3,889	2,959	8,382
WEL	Welding	4,138	4,953	4,787	5,060

## OTHER DISTRICT RESOURCES

### *OTHER RESOURCES*

Other District “Resources” reflected in the budget are:

1050 Parking – Restricted  
1070 Student Health – Restricted  
1080 Community Education  
1090 Performance Riverside  
1110 Bookstore (Contractor Operated)  
1120 Center for Social Justice and Civil Liberties - Restricted  
1170 Customized Solutions  
1180 Redevelopment Pass-Through – Restricted  
1190 Grants and Categorical Programs – Restricted  
3200 Food Services  
3300 Child Care  
4100 State Construction and Scheduled Maintenance  
4130 La Sierra Capital  
4390 2015E General Obligation Bonds  
6100 Self-Insured PPO Health Plan  
6110 Self-Insured Workers’ Compensation  
6120 Self-Insured General Liability  
6900 Other Internal Services – Retiree Benefits  
Student Federal Grants  
State of California Student Grants  
Local Student Scholarships  
ASRCCD

Additionally, the following should be observed for other District Resources:

- 1. Resource 1050, Parking** - The Parking Resource receives revenues from the sale of parking permits, metered parking, and parking citations. These revenues are used to support parking and police operations, and maintain parking lots. The Parking operation ended fiscal 2019 with an accumulated deficit of \$.49 million, an increase of \$.03 million from fiscal 2018. During fiscal 2000, the Chief of Police and Director of Risk Management, Safety and Police will conduct a comprehensive operational analysis to identify areas where efficiencies and fiscal improvement can be achieved.
- 2. Resource 1070, Student Health** - The Student Health Resource continues to maintain a substantial contingency reserve, reflecting total available funds of \$4.13 million and a projected ending balance of \$1.56 million.

## OTHER DISTRICT RESOURCES

*(continued)*

- 3. Resource 1080, Community Education** - The Community Education Resource is intended to be self-supporting. It provides not-for-credit courses on a fee basis. Community Education ended fiscal year 2018-19 with an accumulated deficit of \$.31 million. Operational responsibility shifted to the colleges in fiscal 2018. The District's Office of Economic Development is responsible for repayment of the accumulated deficit accrued through June 30, 2017 in the amount of \$.28 million.
- 4. Resource 1090, Performance Riverside** - Performance Riverside ended fiscal year 2018-19 with an accumulated deficit of \$.44 million, representing a decrease of \$.60 million over the prior year. This trend supports the measures taken by Riverside City College to realign Performance Riverside's operating model. RCC's Performing Arts department and students have been integrated into Performance Riverside productions as an essential component of the instructional program. Staff were realigned to the general fund to reflect integration into the instructional program. The transfer from Resource 1110 – Bookstore, in the amount of \$.28 million continues. The proposed budget for fiscal 2020 anticipates a continued reduction in the accumulated deficit by \$.05 million to \$.39 million.
- 5. Resource 1110, Bookstore (Contractor Operated)** - Resource 1110 was established to account for the bookstore operations at all three colleges. The bookstores are operated through a five-year contract with Follet Higher Education Group, Inc. The budget includes an interfund transfer of \$.17 million to Resource 3200 - Food Services. The budget also includes intrafund transfers of \$1.22 million and \$.28 million to Resource 1000 – Unrestricted General Operating and Resource 1090 – Performance Riverside, respectively.
- 6. Resource 1120, Center for Social Justice and Civil Liberties** - Resource 1120 was established to account for the activities and programming associated with operating the Center for Social Justice and Civil Liberties and has the long-term goal of becoming self-supporting through private donations and contributions from governmental and private grants. The Center is supported through the allocation of Resource 1000 funds and a grant from the City of Riverside for salary and benefits of the Director position, and other necessary operating costs. For FY 2019-20, the supporting allocation amount from the general operating fund is \$.22 million.
- 7. Resource 1170, Customized Solutions** - Resource 1170 was established to account for the financial activities of the District's Customized Solutions program. This program provides customized training for local businesses, government agencies, and non-profit organizations. Customized Solutions ended FY 2018-19 with an accumulated deficit of \$.36 million, losing \$.20 million during the year. It is projected that fiscal 2020 will end with an accumulated deficit of \$.51 million.

## OTHER DISTRICT RESOURCES

*(continued)*

8. **Resource 1180, Redevelopment Pass-Thru** – The Resource 1180 expenditure budget provides funds for capital, equipment software and network infrastructure needs throughout the District. The District continues to receive consistent, ongoing redevelopment revenues despite the dissolution of redevelopment agencies in fiscal 2012. For fiscal 2020, Redevelopment Pass-Thru revenues in the amount of \$32.78 million are projected. A total of \$0.94 million has been allocated for information technology infrastructure. As previously mentioned, a total of \$2.95 million has been set-aside as a funding component of the new ERP system. A total of \$1.54 million has been set-aside in a holding account for college capital projects as follows: Moreno Valley College - \$0.29; Norco College - \$0.32; Riverside City College - \$0.93. Finally, \$1.7 million has been set aside to fund components of the District’s Long-Term Capital Facilities Program consisting of: Sustainability Plan; Underground Utilities Infrastructure Plan; Integrated Energy Management Plan; Building Design Standards and Guidelines; Comprehensive California Environment Quality Act Plans; Comprehensive Environmental Impact Report Assessment and Plans; ADA Transition Accessibility; Compliance and Wayfinding Plans; Integrated Facilities Safety and Security Plan; Integrated Facilities Technology Infrastructure and Systems Plans and; Comprehensive Facilities Condition Assessment. The Long-Term Capital Facilities Program will lay the foundation to successfully guide our Building Programs over the next 20 plus years.

9. **Fund 1190, Grants and Categorical Programs** - Resource 1190 is used to record the financial activity of restricted categorical and grant funds received by the District. These funds are used to assist the District in the pursuit of objectives established through strategic planning processes. Categorical capital outlay programs are described below:

- a. The District collects Capital Outlay Surcharge fees from international students at each of the colleges. Funds allocated, including carryover of unspent funds from prior years, are as follows: Moreno Valley College - \$0.01 million; Norco College - \$0.12 million; and Riverside City College - \$0.73 million. These funds are restricted to capital outlay, maintenance and equipment.
- b. The State has allocated \$0.36 million of Physical Plant and Instructional Support funds to the District in FY 2019-20. The amounts determined by the colleges to be used for Instructional Support follows: Moreno Valley College - \$0.08 million; Norco College - \$0.06 million; and Riverside City College - \$0.20 million. The remaining portion of the State allocation, \$0.02 million is described in the Resource 4100 section of this narrative. These funds do not have a match requirement but are required to be fully expended by June 30, 2021.



## OTHER DISTRICT RESOURCES

*(continued)*

- 10. Resource 3200, Food Services** – Resource 3200 accounts for food service and catering activities at all three colleges. This Resource ended FY 2018-2019 with an ending reserve balance of \$1.31 million. An interfund transfer in the amount of \$0.10 million from Resource 1110 – Bookstore is provided for fiscal 2020.
- 11. Resource 3300, Child Care** - The District operates childcare programs at Riverside City College and Moreno Valley College. This Resource ended 2018-19 with reserve balance of \$1.05 million and is projected to end fiscal 2020 with an ending reserve of \$0.08 million.
- 12. Resource 4100, State Construction, Scheduled Maintenance and Energy Efficiency** - Resource 4100 includes the budgets for the State Construction Act, Scheduled Maintenance and Hazardous Substances, and Proposition 39 Energy Efficiency programs. As mentioned previously, the State has provided Physical Plant and Instructional Support funding for FY 2019-20 in the amount of \$0.36 million. Of this amount, \$0.02 million has been established for Scheduled Maintenance in this Resource for Norco College in the amount of \$0.02 million as mentioned in the Resource 1190 section, the remainder of the State allocation is being used for Instructional Equipment. These funds do not require a match from the District. Proposition 39 Energy Efficiency carryover funds from prior years, are as follows: Moreno Valley College \$0.08 million; Norco College \$0.0 million; and Riverside City College - \$0.13 million.
- 13. Resource 4130, La Sierra Capital** - This Resource was funded from the sales proceeds of property owned by the District in the La Sierra area. This Resource ended 2018-19 with a reserve balance of \$2.06 million and is projected to end fiscal 2019 with an ending reserve of \$2.19 million.
- 14. Resource 4390, 2015E General Obligation Bonds** - This fund was established to account for the 2015E Series bond proceeds derived from the July 2015 issuance of Measure C General Obligation Bonds and the expenditures of funds related to Board of Trustees approved Measure C Capital Outlay projects (Exhibit J). It is anticipated that the final issuance, Series 2019F in the amount of \$40 million will occur in FY 2019-20.
- 15. Resource 6100, Self-Insured PPO Health Plan** - This Resource is used to account for the District's self-insured indemnity health plan. As mentioned earlier in this narrative, a benefits analysis was performed by Keenan and Associates to evaluate health claims liabilities and to inform the setting of a funding rate to provide for maintenance of an adequate reserve, health claims coverage, and administration of the program. This Resource ended fiscal 2019 with a reserve amount of \$5.89 million and is projected to end fiscal 2020 with an ending balance of \$5.05 million. No rate change will be made for fiscal 2020.

## OTHER DISTRICT RESOURCES

*(continued)*

**16. Resource 6110, Self-Insured Workers' Compensation** - This Resource is used to account for the District's self-insured workers' compensation program. As previously mentioned, the District engaged an external actuary to perform an actuarial valuation of workers' compensation liabilities to inform rate setting decisions; the amount of claims liability and expense budget to establish; and the appropriate reserve level to provide for fiscal solvency of the Self-Insured Workers' Compensation fund. Consequently, the workers' compensation rate will be 1.60%, for fiscal year 2019-20. This Resource ended fiscal 2019 with a reserve balance of \$1.03 million and is projected to end fiscal year 2019-20 with an ending balance of \$1.19 million.

**17. Resource 6120, Self-Insured General Liability** - Also mentioned earlier in this narrative, the District engaged an external actuary to perform an actuarial valuation of general, property and employment liabilities to inform rate setting decisions; the amount of claims liability and expense budget to establish; and the appropriate reserve level to provide for fiscal solvency of the Self-Insured General Liability fund. The rate for fiscal 2020 will be 1.60%. This Resource ended fiscal 2019 with a reserve balance of \$.97 million and is projected to end fiscal year 2019-20 with an ending balance of \$.63 million.

**18. Resource 6900, Other Internal Services, Retirees' Benefits** – This Resource is used to account for the District's contributions to fund future retiree health insurance benefits. The District has contracted with CalPERS – California Employees' Retiree Benefit Trust (CERBT) to establish and administer the District's Other Post-Employment Benefits (OPEB) irrevocable trust. In accordance with the OPEB Obligation Funding Plan approved by the Board of Trustees in April 2015, a rate is applied to every dollar of payroll to generate a minimum of \$.25 million annually to fund the irrevocable trust. For fiscal year 2019-20, the rate will remain at .20%. This Resource ended fiscal year 2018-19 with a reserve balance of \$1.73 million and is projected to end fiscal 2020 with an ending reserve of \$2.25 million.

**19. Student Federal Grants and State of California Student Grants and Local Student Scholarships** – These funds are used to report the receipt and distribution of various Student grant programs and Student local scholarship.

**Exhibit J**  
**Riverside Community College District**  
**2019 -2020 Final Budget**  
**Measure C Projects - (Resource 4390)**

<b>Project Description</b>	<b>Approved Measure C Total Project</b>						<b>Total</b>
	<b>Funding</b>	<b>District</b>	<b>Riverside</b>	<b>Norco</b>	<b>Moreno Valley</b>		
Future Projects - Feasibility/Planning/Mgmt	\$ 7,793,992	\$ 83,512	\$ 745,942	\$ 287,336	\$ 298,660	\$ 1,415,450	
Scheduled Maintenance	2,860,000	161,297	49,235	-	-	210,532	
Life Science/Physical Science	208,000	-	86	-	-	86	
Logic Domain	213,375	1,913	-	-	-	1,913	
Ben Clark Public Safety Training Center Status Project	13,084,500	-	-	-	13,019,546	13,019,546	
IT Audit	6,000,000	691,427	-	-	-	691,427	
Culinary Arts / District Office Building	33,596,018	174,029	174,029	-	-	348,058	
Library Learning Center	143,000	-	-	-	86	86	
Master Plan Update	1,632,800	-	14,077	2,386	53,145	69,608	
Energy Self Generation Incentive Program	3,110,000	-	-	25,199	-	25,199	
Student Services Project	19,000,000	-	-	-	18,332,379	18,332,379	
Greenhouse Building Project	500,000	-	500,000	-	-	500,000	
Elevators Modernization/Fire Alarm System	1,000,000	-	-	-	1,000,000	1,000,000	
Project Contingency	1,995,618	1,995,618	-	-	-	1,995,618	
Program Reserve	1,448,965	1,448,965	-	-	-	1,448,965	
<b>Totals</b>	<b>\$ 92,586,268</b>	<b>\$ 4,556,761</b>	<b>\$ 1,483,369</b>	<b>\$ 314,921</b>	<b>\$ 32,703,816</b>	<b>\$ 39,058,867</b>	
Amount to be Funded from Future Measure C Issuance						(34,449,357)	
<b>Total Expenditure Budget</b>						<b>\$ 4,609,510</b>	

## **BUDGET SUMMARY**

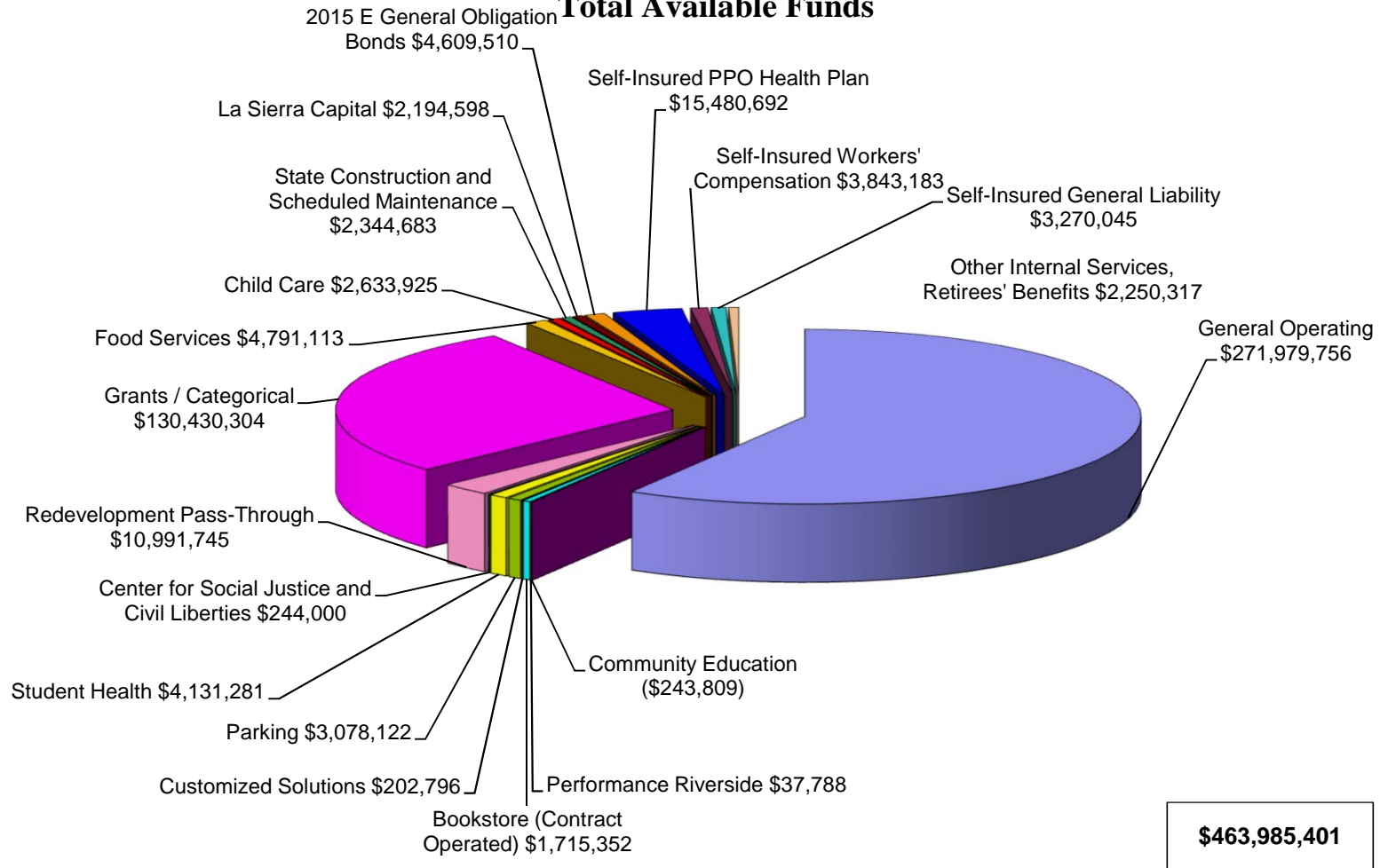
The following Total Available Funds spreadsheets (Exhibits K-M) present the total RCCD budget proposal for FY 2019-20 in graphical and schematic formats to provide the reader with a sense of the scale and scope of the District's total budget for fiscal year 2019-20.

# Exhibit K

## Riverside Community College District

### 2019-2020 Proposed Budget

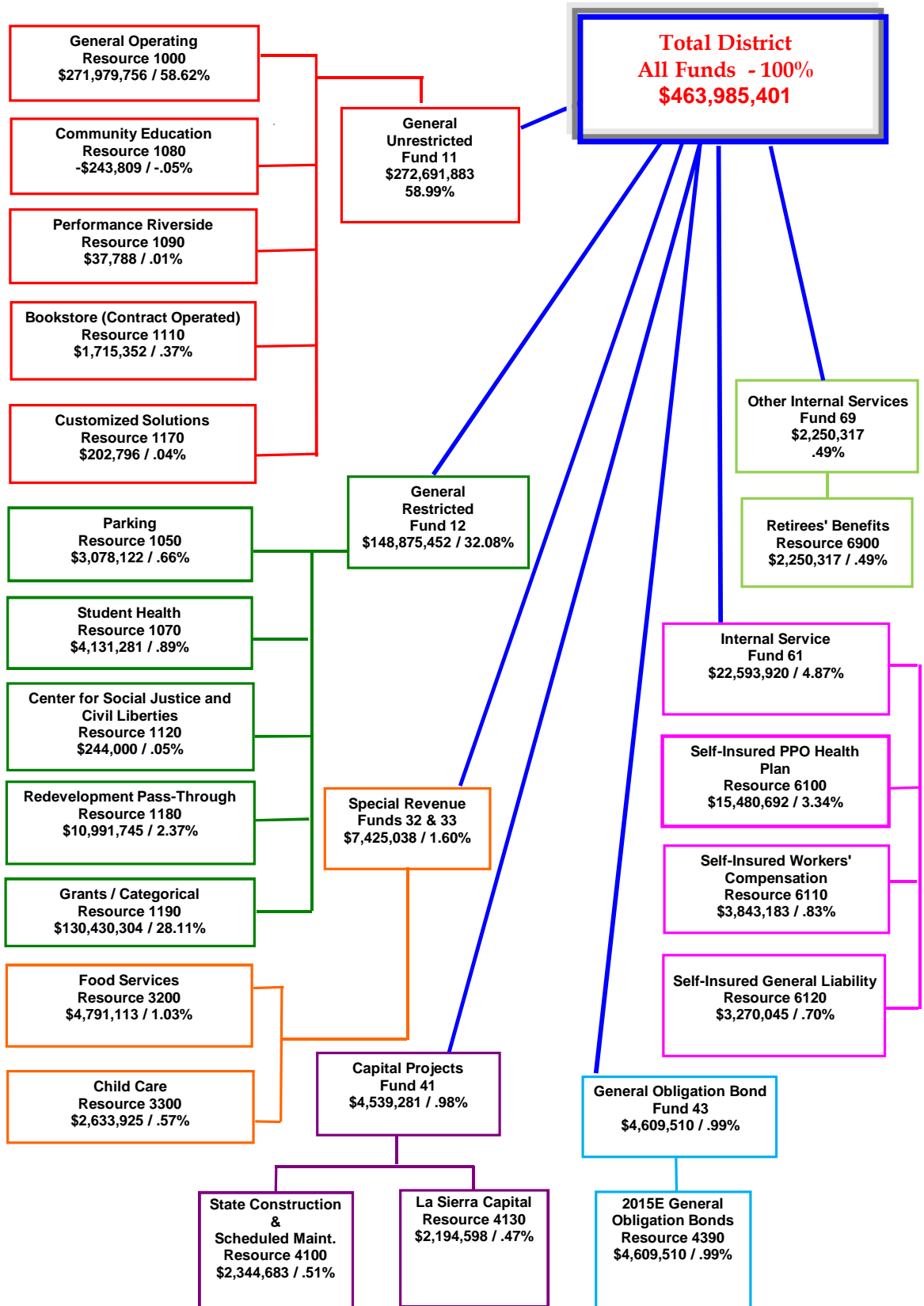
#### Total Available Funds



- |                                                |                                                 |                                   |
|------------------------------------------------|-------------------------------------------------|-----------------------------------|
| ■ General Operating                            | ■ Community Education                           | ■ Performance Riverside           |
| ■ Bookstore (Contract Operated)                | ■ Customized Solutions                          | ■ Parking                         |
| ■ Student Health                               | ■ Center for Social Justice and Civil Liberties | ■ Redevelopment Pass-Through      |
| ■ Grants / Categorical                         | ■ Food Services                                 | ■ Child Care                      |
| ■ State Construction and Scheduled Maintenance | ■ La Sierra Capital                             | ■ 2015 E General Obligation Bonds |
| ■ Self-Insured PPO Health Plan                 | ■ Self-Insured Workers' Compensation            | ■ Self-Insured General Liability  |
| ■ Other Internal Services, Retirees' Benefits  |                                                 |                                   |

Exhibit L

Riverside Community College District  
 Fund Schematic - Total Available Funds  
 2019-2020 Proposed Budget



## Exhibit M

### Riverside Community College District Fund / Account Summary - Total Available Funds 2019-2020

<u>Fund / Resource</u>	<u>Adopted Budget 2018-2019</u>	<u>Final Budget 2019-2020</u>
 <u>General Funds</u>		
<u>Unrestricted - Fund 11</u>		
<u>Resource</u>		
1000    General Operating	\$    248,144,310	\$    271,979,756
1080    Community Education	(231,843)	(243,809)
1090    Performance Riverside	89,663	37,788
1110    Bookstore (Contract-Operated)	1,755,788	1,715,352
1170    Customized Solutions	<u>263,884</u>	<u>202,796</u>
Total Unrestricted General Funds	<u>250,021,802</u>	<u>273,691,883</u>
 <u>Restricted - Fund 12</u>		
<u>Resource</u>		
1050    Parking	3,287,146	3,078,122
1070    Student Health	4,074,663	4,131,281
1120    Center for Social Justice and Civil Liberties	243,938	244,000
1180    Redevelopment Pass-Through	9,827,515	10,991,745
1190    Grants and Categorical Programs	<u>117,185,007</u>	<u>130,430,304</u>
Total Restricted General Funds	<u>134,618,269</u>	<u>148,875,452</u>
Total General Funds	<u>384,640,071</u>	<u>422,567,335</u>
 <u>Special Revenue - Funds 32 &amp; 33</u>		
<u>Resource</u>		
3200    Food Services	4,664,661	4,791,113
3300    Child Care	<u>2,654,378</u>	<u>2,633,925</u>
Total Special Revenue Funds	<u>7,319,039</u>	<u>7,425,038</u>

## Exhibit M

### Riverside Community College District Fund / Account Summary - Total Available Funds *(continued)* 2018-2019

Capital Projects - Fund 41

Resource

4100	State Construction & Scheduled Maintenance	5,957,432	2,344,683
4130	La Sierra Capital	2,000,451	2,194,598
Total Capital Projects Funds		7,957,883	4,539,281

General Obligation Bond - Fund 43

Resource

4390	2015E General Obligation Bonds	6,645,670	4,609,510
Total General Obligation Bond Funds		6,645,670	4,609,510

Internal Service - Fund 61

Resource

6100	Self-Insured PPO Health Plan	13,054,364	15,480,692
6110	Self-Insured Workers' Compensation	3,407,214	3,843,183
6120	Self-Insured General Liability	2,905,980	3,270,045
Total Internal Service Funds		19,367,558	22,593,920

Other Internal Services - Fund 69

Resource

6900	Retirees' Benefits	1,707,189	2,250,317
Total Other Internal Services Funds		1,707,189	2,250,317

	<b>\$ 427,637,410</b>	<b>\$ 463,985,401</b>
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## Exhibit M

Riverside Community College District  
**Fund / Account Summary - Total Available Funds (continued)**  
**2018-2019**

Expendable Trust and Agency

Student Financial Aid Accounts

Student Federal Grants	\$ 73,375,000	\$ 82,325,000
State of California Student Grants	8,680,237	11,750,000
Local Scholarships Student Grants	<u>967,578</u>	<u>833,695</u>
Total Student Financial Aid Accounts	<u>83,022,815</u>	<u>94,908,695</u>

Other Account

Associated Students of RCCD	<u>2,305,803</u>	<u>2,546,002</u>
<b>Total Expendable Trust and Agency</b>	<b>\$ <u>85,328,618</u></b>	<b>\$ <u>97,454,697</u></b>
<b>Grand Total</b>	<b>\$ <u>512,966,028</u></b>	<b>\$ <u>561,440,098</u></b>

## LOOKING AHEAD

The annual budget is critical to the achievement of the missions, long-range goals and objectives of Riverside Community College District. It is important that the budget process provide a glimpse of the financial future. Each year we do this by closing the budget narrative with a section entitled “Looking Ahead.”

As we look back at fiscal 2019, we are able to see the continuing, positive impact of Proposition 30, improved State and national economies, and the Student Centered Funding Formula. In November 2016, the voters passed Proposition 55, the partial successor to Proposition 30, extending higher income tax rates to wealthiest Californians. Proposition 55 is expected to raise between \$4 billion and \$9 billion per year through 2030, with one-half of the funds going to support K-14 education.

According to the California Legislative Analyst’s Office (LAO) 2019 May Revision: LAO Economic Outlook, the economy shows a continuation of moderate economic growth through 2023, with GDP growth at about 1.8% per year on average. The current expansion is now into the tenth year, one of the longest on record. Personal income growth for both California and the Nation is projected to remain strong at between 3.8% and 4.3% per year through 2023. Uncertainties exist within the stock market, indicating that stocks may be somewhat overvalued in comparison to historical price-to-earnings ratios. Any stock price stagnation or decline will have a negative effect on capital gains, which the California budget is heavily reliant on.

Unemployment is projected to remain low for both the Nation and California, between 3.7% and 4.14%.

The Federal Reserve has paused on making further interest rate increases to mitigate slowing in some parts of the economy. It is anticipated that the Federal Reserve will hold interest rates for the foreseeable future.

The housing market showed signs of weakening in the summer of 2018. Home price growth slowed, while new construction sales saw year-over-year declines in the second half of 2018 and the beginning of 2019. Further erosion could occur if the Federal Reserve begins raising interest rates again. Continuing worsening of housing markets could have significant negative ramifications for the State’s economy and more particularly, community college apportionments. In addition, the local economy could be negatively impacted in the form of lower assessed valuations as the District considers asking voters to approve another general obligation bond.

While the FY 2019-20 State Budget is favorable, for K-14 education, the District faces challenges within its own complex budget as follows:

**1. *Student Enrollment Fees and Property Taxes*** – Community colleges remain at risk for any shortfall in these revenue categories and much depends on the ability of the State to

## LOOKING AHEAD

*(continued)*

accurately estimate these sources. Any shortfall that occurs will not be automatically backfilled, as they are for K-12 entities, leaving the District vulnerable to mid-year revenue reductions. Positive economic growth and funding increases have helped to mitigate these shortfalls in recent years. The State Chancellor's Office continues to advocate for our automatic backfill; however, there are no guarantees that they will be successful.

**2. *Education Protection Act (EPA)*** – Funded by Proposition 30, and subsequently by Proposition 55, the amount budgeted by the State for the community colleges appears reasonable but should a shortfall occur, will the State honor its backfill guarantee? At the fiscal 2020 Advance Apportionment date, the District's share of the \$977 million EPA is \$26 million, which represents 22% of the District's total State apportionment funding of \$130 million.

The revenue items mentioned above have either required special legislation to guarantee a backfill or have no provision for backfill at all. These are significant components of the community college budget and create uncertainty from year-to-year regarding the actual amount of funding that will be received. Consequently, proper financial planning is compromised. A solution to the enrollment fee/property tax shortfall problem exists in the form of a "continuous appropriation", something that K-12 already has. A "continuous appropriation" would ensure that the California Community College's would receive all of the funding they were allocated in the adopted State budget, rather than being assessed a deficit each year.

**3. *California Public Employees Retirement System (PERS) and State Teachers Retirement System (STRS)*** – In fiscal year 2015-16 both PERS and STRS employer rates began to increase significantly under multi-year plans to close the unfunded liability gap for both systems. Employer rate increases for both PERS and STRS will continue through 2023-24. The PERS rate will go from 22.70% in fiscal year 2021 to 26.10% in fiscal year 2024. The STRS rate will go from 18.40% in fiscal year 2021 to 18.10% in fiscal 2024. The combined annual average cost increase for PERS and STRS from FY 2020-21 through FY 2023-24, is \$1.98 million. While the additional State funding directed at reducing the unfunded liabilities and K-14 rate increases is beneficial, clearly much more needs to occur on an annual to relieve budget pressure for districts.

**4. *Enrollment*** – The District fell short of its FTES target in FY 2017-18 by 532 FTES. In order to achieve the fiscal 2018 target, 532 FTES was reassigned from Summer 2018 to the 2017-18 fiscal year. To achieve the fiscal year 2018-19 FTES target, the FTES reassigned from Summer 2018 had to be made-up during fiscal 2019. Overall, the District fully recovered the 532 FTES shortfall in the FY 2018-19. However, Norco College and Moreno Valley College were unable to meet their shortfall target and accordingly their shortfall FTES has been reassigned to Riverside City College. In addition and as previously discussed, the District strategically shifted an additional 800 FTES from Summer 2018 to FY 2017-18. By agreement

## LOOKING AHEAD

*(continued)*

with the colleges, they will have until the end of FY 2021-22 to fully recover this FTES. It will be incumbent upon the colleges to cost effectively manage enrollment as they strive to achieve their FTES targets.

**5. *New Student Centered Funding Formula*** – The State’s adoption of the new Student Centered Funding Formula (SCFF) has fundamentally transformed the way in which community colleges earn and receive its main source of funding...apportionment revenue. While safeguards have been included in the form of a hold harmless provision, continual modifications to the formula have resulted in uncertainty for planning purposes. The District fared well under the SCFF in FY 2018-19 by generating additional funding of \$8.25 million over the hold harmless level. However, constraints and modifications to the formula resulted in approximately \$2.70 million left undistributed to the District. Additional SCFF modifications in FY 2019-20 and the Chancellor’s Office decision to “hold back” \$135 million of apportionment funding at the Advance Apportionment, have created significant uncertainty in projecting Fiscal 2020 apportionment for the District. Forcing districts who are not in hold harmless to wait until February...eight months into the fiscal year...creates a huge disservice to those districts to effectively plan. The District will need to ensure that financial aid processes and procedures are in place and functioning to reach the maximum number of students who can benefit from financial assistance while pursuing their educational goals. Similarly, rapid deployment of Guided Pathways will lead to increased student success outcomes from the processes and procedures implemented to ensure increased student success outcomes. It is imperative that efficient and effective systems are in place to accurately capture success metrics, such as with the automatic award of degrees and certificates. Finally, the integrity and accuracy of the equity and success metrics will be critical to ensure that the District realizes all apportionment revenue it is entitled to.

**6. *Long-Term Fiscal Viability Assessment*** - In connection with development of the District’s updated Strategic Plan, the District has performed a Long-Term Fiscal Viability Assessment to inform our strategic decision-making; to position the District to limit reliance on State apportionment funding and; to mitigate the impact of apportionment reductions due to economic events such as recessions. Goals of this assessment were be to identify and pursue alternative funding sources (federal, state, and local grants; foundation fundraising; international student programs, etc.); accurate by project of future obligations (STRS, PERS, Health insurance, OPEB obligations, bargaining unit contract commitments, etc.); and identify of areas where cost efficiencies can be achieved (enrollment scheduling/productivity/facility utilization, health insurance savings, centralized/decentralized services, duplication of services, staffing, energy efficiency, etc.).

## LOOKING AHEAD

*(continued)*

7. ***Future Bond Measure*** - The District is well underway in determining the feasibility of seeking voter approval for another local general obligation bond measure to modernize, update and improve college facilities to be able to continue to provide our students with an affordable, high-quality education. A determination from the Board of Trustees regarding placing a bond measure on the March 2020 or November 2020 election will be made in Fall 2019.

8. ***New Enterprise Resource Program*** - The District preformed a Request for Qualifications and Proposal process over the past year to replace the current Enterprise Resource Program (Colleague) with a new ERP. A decision is anticipated in Fall 2019. As mentioned previously, full funding for the replacement ERP has been provided in the General Operating and Redevelopment funds. Although the replacement will be disruptive to the organization over the three-year implementation period, it will be transformative in the way we deliver services to students and efficiently and effectively administer the operations of the District.

9. ***Retirement Incentive Plan*** - In June 2011, the Board of Trustees approved offering a retirement incentive plan to all permanent District employees who met the eligibility requirements of 55 years of age or older and the equivalent of 10 years of service to the District. Employees have the option of selecting an incentive plan that provides 80% of final compensation or two additional years of service credit through CalPERS or CalSTRS, whichever is applicable, on either of two retirement dates, December 2019 or June 2020. Projections by the District's retirement consultant indicate that potentially 51 employees will take advantage of the offer. Employee departures of this magnitude can create disruption to the operations of the District, not to mention an institutional memory drain, so it will be imperative that the District appropriately plan for the impending impact.

10. ***Other Resources*** - Financial difficulties are occurring with respect to Parking, Performance Riverside, Community Education, and Customized Solutions. Financial problems in these Resources negatively impact the general operating fund.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FUND 11, RESOURCE 1000 - UNRESTRICTED GENERAL OPERATING

FINAL BUDGET  
 2019-2020

INCOME

Unaudited Beginning Balance, July 1		\$	53,709,257
Federal Income	\$	213,501	
State Income		146,851,293	
Local Income		69,682,429	
Other Income		<u>1,523,276</u>	
Total Income			<u>218,270,499</u>
Total Available Funds (TAF)			<u>\$ 271,979,756</u>

EXPENDITURES

Object Code

1000	Academic Salaries		\$	94,342,876
2000	Classified Salaries			41,870,232
3000	Employee Benefits			61,542,496
4000	Books and Supplies			3,835,040
5000	Services and Operating Expenses			45,349,475
6000	Capital Outlay			5,858,401
7000	Other Student Aid			52,910
7300	Interfund Transfers			105,055
8999	Intrafund Transfers			<u>4,081,528</u>
	Total Expenditures			257,038,013
7900	* Contingency / Reserves			<u>14,941,743</u>
	Total Resource 1000 Including Contingency / Reserves			<u>\$ 271,979,756</u>

\* The Resource 1000 Contingency was calculated by taking into account the TAF for all Resources comprising Unrestricted Fund 11 (1000, 1080, 1090, 1110, 1170).

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1000 - Unrestricted General Operating Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 Federal Income</b>				
8150 Student Financial Aid Administration	\$ 207,399	\$ 141,509	\$ 258,181	\$ 213,501
<b>Total 1.0</b>	<b>207,399</b>	<b>141,509</b>	<b>258,181</b>	<b>213,501</b>
<b>2.0 State Income</b>				
8611 State General Apportionment	87,952,580	89,388,822	101,750,538	108,995,895
8613 Apprenticeship Allowance	396,748	396,748	262,026	783,169
8615 Enrollment Fee Waiver Administration	471,340	452,084	464,599	464,599
8617 RDA Backfill & Rev in Excess of Entitlement	-	810,109	-	-
8619 Part Time Faculty Insurance & Office Hours	143,790	457,613	377,994	470,000
8619 Part Time Faculty Compensation	602,822	325,977	642,339	642,338
8619 Full Time Faculty Hiring	-	-	1,356,306	-
8630 Education Protection Account	22,685,519	23,420,013	29,539,879	29,245,623
8671 Homeowner Property Tax Relief	438,001	438,576	434,142	446,436
8681 State Lottery	4,435,041	4,773,020	5,219,843	4,900,000
8685 State Mandated Cost Reimb/Block Grant	3,414,820	824,907	856,636	903,233
8690 STRS on Behalf	1,464,549	4,076,856	5,580,536	-
<b>Total 2.0</b>	<b>122,005,209</b>	<b>125,364,726</b>	<b>146,484,838</b>	<b>146,851,293</b>
<b>3.0 Local Income</b>				
8809 RDA Asset Liquidation	116,194	94,555	111,862	115,218
881x Property Taxes	42,054,547	45,297,787	49,081,809	50,554,263
8820 Donations	2,961	-	92	2,095
8844 Food Sales / Commissions	155,120	167,038	160,507	160,000
8849 Cosmetology / Dental Hygiene / Other Sales	66,904	64,883	77,576	118,096
8850 Lease / Rental Income	237,930	291,085	279,408	1,060,267
8860 Interest Income	436,057	978,455	1,804,063	1,900,000
8874 Student Enrollment Fees	10,474,163	10,623,249	10,871,809	10,941,971
8879 Transcript / Late Application Fees	98,693	62,352	84,799	85,000
8880 Non Resident Tuition	3,411,605	3,473,159	2,797,161	3,638,741
888x Other Student Fees	105,076	103,743	245,175	149,963
8890 Other Local Revenue	71,037	10,986	29,688	640,863
Staledated Checks (Resource 0800)	79,801	77,112	65,127	60,000
Norco City Redevelopment pass-thru	111,995	115,637	118,546	120,000
Bad Check Fees / Returned Items	997	680	608	232
Wells Fargo Bank ID Cards	32,663	23,065	82,714	103,974
Recycling Program	299	43	1,064	1,356
Moving Violations	5,670	6,736	15,950	30,390
<b>Total 3.0</b>	<b>57,461,709</b>	<b>61,390,563</b>	<b>65,827,959</b>	<b>69,682,429</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1000 - Unrestricted General Operating Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>4.0 Other Income</b>				
<b>8897</b> Indirect Cost Recovery	859,025	1,436,977	1,512,359	1,521,100
<b>8912</b> Sales - Obsolete Equipment	14,973	3,658	5,260	2,176
<b>Total 4.0</b>	<u>873,999</u>	<u>1,440,635</u>	<u>1,517,619</u>	<u>1,523,276</u>
<b>Total Resource 1000 Income</b>	<u>180,548,317</u>	<u>188,337,433</u>	<u>214,088,597</u>	<u>218,270,499</u>
<b>5.0 Unaudited Beginning Fund Balance July 1</b>	36,517,184	43,121,096	45,299,449	53,709,257
<b>Total 5.0</b>	<u>36,517,184</u>	<u>43,121,096</u>	<u>45,299,449</u>	<u>53,709,257</u>
<b>Total Available Funds</b>	<u>\$ 217,065,501</u>	<u>\$ 231,458,530</u>	<u>\$ 259,388,047</u>	<u>\$ 271,979,756</u>



**Riverside Community College District  
2019-2020 Final Budget  
Resource 1000 - Unrestricted General Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>Academic Salaries</b>					
1110	Regular Full Time Teaching	\$ 29,328,486	\$ 32,626,012	\$ 33,974,379	\$ 39,682,904
1170	Instructional Release Time	442,705	431,566	464,801	478,506
1180	Regular Sabbatical Teaching	252,050	83,027	185,090	346,928
	<b>TOTAL 1100</b>	<b>30,023,241</b>	<b>33,140,605</b>	<b>34,624,271</b>	<b>40,508,338</b>
1218	Regular Full Time Administrator	6,491,405	7,034,754	7,596,896	8,518,253
1219	Counselors/Librarians/Release Time	6,892,000	6,959,660	8,675,481	9,770,057
	<b>TOTAL 1200</b>	<b>13,383,405</b>	<b>13,994,414</b>	<b>16,272,377</b>	<b>18,288,310</b>
1330	Part-Time Teaching Fall	8,668,646	9,259,316	10,361,508	9,039,764
1331	Part-Time Teaching Summer (Odd years)	1,147,778	1,318,873	1,380,758	1,684,051
1332	Part-Time Teaching Winter	1,975,546	2,154,611	2,495,637	2,777,209
1333	Part-Time Teaching Spring	8,508,887	8,933,939	10,102,934	8,121,055
1334	Part-Time Teaching Summer (Even years)	1,223,631	1,237,273	1,292,230	978,595
1335	Regular - Overload Fall	1,890,807	2,233,647	2,411,274	2,096,292
1336	Regular - Overload Summer (Even years)	1,121,555	1,426,903	1,468,324	937,955
1337	Regular - Overload Winter	2,206,017	2,414,922	2,522,798	3,099,204
1338	Regular - Overload Spring	2,052,911	2,142,370	2,340,941	1,924,573
1339	Regular - Overload Summer (Odd years)	1,176,329	1,301,319	1,410,891	1,847,359
1360	Substitute Instructional	172,413	202,954	227,605	245,669
1370	Instructional Stipends	270,523	308,179	353,418	492,295
1371	Large Lecture Stipends	186,922	196,085	164,206	333,638
	<b>TOTAL 1300</b>	<b>30,601,966</b>	<b>33,130,392</b>	<b>36,532,526</b>	<b>33,577,659</b>
1439	Part Time - Counselors/Librarians/Overload	1,055,301	1,858,414	2,265,858	1,170,246
1460	Other Hourly Non-Teaching Substitute	1,888	6,165	-	-
1469	Substitute Non-Instructional	15,180	57,722	47,472	16,173
1479	Department Chair Stipends	363,498	461,717	436,067	433,508
1490	Special Assignments	278,729	306,936	284,898	348,642
	<b>TOTAL 1400</b>	<b>1,714,595</b>	<b>2,690,954</b>	<b>3,034,296</b>	<b>1,968,569</b>
	<b>TOTAL 1000 Series</b>	<b>75,723,207</b>	<b>82,956,365</b>	<b>90,463,470</b>	<b>94,342,876</b>
<b>Classified Salaries</b>					
2117	Full-Time Supervisor	560,036	611,578	625,254	733,604
2118	Full-Time Administrator	4,635,591	5,441,420	5,904,947	7,190,473
2119	Full-Time Regular / Confidential	19,261,915	21,515,155	23,890,634	28,278,473
2129	Permanent Part-Time	1,153,268	1,287,687	1,178,306	1,162,328
2139/2339	Classified Hourly	255,453	293,711	222,708	274,633
2169/2369	Substitutes	729,729	547,240	708,354	305,054
2190/2390	Special Projects	450	-	-	2,445
	<b>TOTAL 2100</b>	<b>26,596,442</b>	<b>29,696,790</b>	<b>32,530,204</b>	<b>37,947,010</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1000 - Unrestricted General Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
2210	Full-Time Instructional Aides	1,452,681	1,566,981	1,664,648	1,893,838
2220	Permanent Part-Time Instructional Aides	561,946	613,751	662,075	785,709
2230/2449	Part-Time Hourly Instructional Aides	146,929	130,774	143,714	113,534
2231/2431	Coaches - Summer	56,720	62,304	48,591	49,631
2260/2469	Substitute Instructional Aides	60,984	45,652	83,357	13,752
	<b>TOTAL 2200</b>	<b>2,279,260</b>	<b>2,419,463</b>	<b>2,602,385</b>	<b>2,856,464</b>
2331	Student Help Non-Instructional	484,080	470,404	422,848	495,424
2349	Overtime	918,960	1,042,465	1,107,578	348,442
2399	Other Non-Teaching	24,000	24,000	24,000	24,000
	<b>TOTAL 2300</b>	<b>1,427,040</b>	<b>1,536,869</b>	<b>1,554,425</b>	<b>867,866</b>
2430	Student Help Instructional	200,141	164,075	133,664	196,076
2440	Overtime - Instructional Aides	13,869	13,359	15,465	2,816
	<b>TOTAL 2400</b>	<b>214,010</b>	<b>177,434</b>	<b>149,128</b>	<b>198,892</b>
	<b>TOTAL 2000 Series</b>	<b>30,516,753</b>	<b>33,830,556</b>	<b>36,836,142</b>	<b>41,870,232</b>
<b><u>Employee Benefits</u></b>					
3110	STRS - Teachers & Aides	6,520,615	7,977,423	9,527,070	11,736,042
3120	STRS - Classified	27,398	31,241	38,247	42,867
3130	STRS - Academic Non-Teaching	1,589,018	2,061,411	2,695,072	3,037,228
3150	STRS On Behalf - Teachers & Aides	1,160,643	3,256,057	4,419,520	-
3160	STRS On Behalf - Classified	1,071,055	777,182	18,179	-
3170	STRS On Behalf - Acad Non-Teaching	(767,149)	43,618	1,142,837	-
	<b>TOTAL 3100</b>	<b>9,601,579</b>	<b>14,146,932</b>	<b>17,840,924</b>	<b>14,816,137</b>
3210	PERS - Teachers & Aides	316,216	404,964	466,182	590,841
3220	PERS - Classified	3,373,662	4,305,040	5,488,763	7,190,646
3230	PERS - Academic Non-Teaching	190,365	231,487	292,051	432,588
	<b>TOTAL 3200</b>	<b>3,880,243</b>	<b>4,941,491</b>	<b>6,246,996</b>	<b>8,214,075</b>
3310	OASDI - Teachers & Aides	148,145	169,562	168,059	182,667
3315	Medicare - Teachers & Aides	897,772	980,795	1,054,905	1,102,816
3320	OASDI - Classified	1,576,486	1,770,329	1,948,680	2,232,052
3325	Medicare - Classified	396,569	442,792	482,924	553,574
3330	OASDI - Academic Non-Teaching	89,590	90,294	96,483	116,843
3335	Medicare - Academic Non-Teaching	215,227	239,857	280,620	292,074
3360	Social Security - PARS Holding Account	-	(69,702)	-	-
	<b>TOTAL 3300</b>	<b>3,323,789</b>	<b>3,623,927</b>	<b>4,031,672</b>	<b>4,480,026</b>
3410	H & W - Teachers & Aides	8,245,712	9,133,429	9,595,806	10,808,349
3420	H & W - Classified	7,590,627	8,379,642	9,459,999	10,833,064
3430	H & W - Academic Non-Teaching	2,806,877	2,967,887	3,383,160	3,091,043

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1000 - Unrestricted General Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
3440	H & W - Retired Employees	2,508,497	2,401,720	2,322,522	2,073,668
3450	OPEB - Teachers & Aides	130,633	137,737	147,767	154,281
3460	OPEB - Classified	60,786	65,070	71,099	77,569
3470	OPEB - Academic Non-Teaching	31,375	33,411	38,876	40,515
	<b>TOTAL 3400</b>	<b>21,374,507</b>	<b>23,118,895</b>	<b>25,019,229</b>	<b>27,078,489</b>
3510	SUI - Teachers & Aides	53,672	74,474	78,176	61,269
3520	SUI - Classified	32,397	70,406	49,945	136,810
3530	SUI - Academic Non-Teaching	16,853	22,964	26,631	69,631
	<b>TOTAL 3500</b>	<b>102,921</b>	<b>167,844</b>	<b>154,751</b>	<b>267,710</b>
3610	WC - Teachers & Aides	385,177	646,786	1,129,691	1,234,255
3620	WC - Classified	138,744	283,150	504,913	619,905
3630	WC - Academic Non-Teaching	75,273	153,622	289,778	324,115
	<b>TOTAL 3600</b>	<b>599,194</b>	<b>1,083,559</b>	<b>1,924,382</b>	<b>2,178,275</b>
3900	Other - Retired Emp. Holding Acct	(5,784)	9,803	-	-
3910	Other - Teachers & Aides	251	237	1,477	-
3912	PayPro 125 Plans	-	-	(11,375)	-
3920	Other - Classified	(1,947)	17,541	21,187	-
3930	Other - Academic Non-Teaching	756	2,348	1,639	-
3939	Other - Retiree Incentive	5,413,410	-	-	4,486,000
3999	Other - COLA Holding Account	-	-	-	21,784
	<b>TOTAL 3900</b>	<b>5,406,685</b>	<b>29,929</b>	<b>12,928</b>	<b>4,507,784</b>
	<b>TOTAL 3000 Series</b>	<b>44,288,918</b>	<b>47,112,576</b>	<b>55,230,882</b>	<b>61,542,496</b>
<b><u>Books and Supplies</u></b>					
4210/4230	Reference and Other Books	12,083	1,325	5,451	22,456
	<b>TOTAL 4200</b>	<b>12,083</b>	<b>1,325</b>	<b>5,451</b>	<b>22,456</b>
4320	Instructional Supplies	135,591	59,709	28,906	183,624
4330	Periodicals/Magazines	10,500	11,218	11,830	15,265
4350/4351	Instructional Media Materials	318	-	-	3,836
4360	Tests	9,205	31,032	5,705	27,806
4370	Commencement Supplies	3,159	1,072	242	925
	<b>TOTAL 4300</b>	<b>158,773</b>	<b>103,031</b>	<b>46,684</b>	<b>231,456</b>
4510	Maintenance Supplies	80,830	111,466	101,025	132,478
4520	Custodial Supplies	318,171	350,635	273,304	307,206
4530	Grounds Supplies	75,302	96,825	110,472	76,924
4540	Health Supplies	20,093	16,506	33,593	28,600
4555	Copying & Printing	175,150	176,545	210,479	174,131
4575	Software < \$200	1,617	2,829	3,488	13,922

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1000 - Unrestricted General Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
4580	Theater Supplies	5,440	6,252	3,936	16,254
4590	Office & Other Supplies	588,936	765,453	689,776	2,377,780
4591	Purchase / Cost of Goods Sold	(9,142)	(10,043)	34,817	-
	<b>TOTAL 4500</b>	<b>1,256,397</b>	<b>1,516,469</b>	<b>1,460,890</b>	<b>3,127,295</b>
4630	Tires and Tubes	-	109	21	378
4644	Repair Parts	373,892	288,061	327,117	278,801
4690	Transportation Supplies	65,882	61,941	69,725	78,482
	<b>TOTAL 4600</b>	<b>439,773</b>	<b>350,110</b>	<b>396,863</b>	<b>357,661</b>
4710	Food	94,233	72,175	75,136	83,422
4791	Paper Products	9,391	5,038	5,077	5,338
4792	Cleaning Supplies	8,197	5,156	5,006	6,286
4793	Kitchen Expendables	601	952	-	1,126
	<b>TOTAL 4700</b>	<b>112,422</b>	<b>83,321</b>	<b>85,219</b>	<b>96,172</b>
	<b>TOTAL 4000 Series</b>	<b>1,979,449</b>	<b>2,054,256</b>	<b>1,995,106</b>	<b>3,835,040</b>
<b><u>Services and Operating Expenditures</u></b>					
5045	Postage	147,041	73,029	91,411	125,104
	<b>TOTAL 5000</b>	<b>147,041</b>	<b>73,029</b>	<b>91,411</b>	<b>125,104</b>
5110	Consultants	397,242	563,474	969,786	843,225
5120	Lecturers	4,750	6,200	10,164	6,421
5151	Temporary Services	5,850	10,975	4,650	2,211
5194	Filming	5,000	5,000	5,000	5,000
5195	Entry Fees	30,515	29,386	28,788	13,400
5198	Professional Services	1,035,238	835,539	1,021,463	955,816
	<b>TOTAL 5100</b>	<b>1,478,595</b>	<b>1,450,574</b>	<b>2,042,339</b>	<b>1,826,073</b>
5210	Mileage	32,270	43,904	36,078	60,374
5211	Meeting Expense	(1,021)	15,787	38,980	24,900
5219	Other Travel Expenses	185,220	263,783	256,230	182,468
5220	Conference Expenses	365,658	531,791	471,772	485,113
5250	Travel Expense - Candidates	14,677	17,578	12,049	15,000
	<b>TOTAL 5200</b>	<b>596,804</b>	<b>872,843</b>	<b>815,110</b>	<b>767,855</b>
5310/5320	Memberships / Dues	274,825	288,769	298,224	374,096
	<b>TOTAL 5300</b>	<b>274,825</b>	<b>288,769</b>	<b>298,224</b>	<b>374,096</b>
5420	Liability and Claims	-	22,700	22,700	25,857
5421	GL and Property Expense	1,275,650	1,401,303	2,036,794	2,179,412
5430	Fidelity Bond Premiums	1,416	-	1,850	-
5440	Student Insurance	48,737	48,737	41,137	40,737

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1000 - Unrestricted General Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
5450	Insurance Claims Expense (External Ins Co)	9,404	23,487	20,373	9,836
	<b>TOTAL 5400</b>	<b><u>1,335,207</u></b>	<b><u>1,496,227</u></b>	<b><u>2,122,854</u></b>	<b><u>2,255,842</u></b>
5510	Natural Gas	346,991	368,927	510,891	524,167
5520	Electricity	2,758,919	2,766,354	2,738,249	2,880,921
5530	Water	560,955	483,474	484,134	508,340
5540	Telephone	161,320	187,078	184,631	191,715
5541	Cellular Telephone	143,190	141,718	143,045	127,493
5550	Laundry & Cleaning	19,726	28,662	32,263	36,304
5560	Towel Service	10,145	8,844	11,230	10,249
5570	Waste Disposal	179,215	194,373	224,876	214,907
	<b>TOTAL 5500</b>	<b><u>4,180,460</u></b>	<b><u>4,179,430</u></b>	<b><u>4,329,318</u></b>	<b><u>4,494,096</u></b>
5610	County and Other Contracts	163,677	166,000	167,793	201,137
5621	Printing - Catalog	448	17	-	-
5630	Rents and Leases	1,393,774	912,464	1,084,024	1,010,214
5633	Scenery and Costume Rentals	6,235	870	350	5,000
5644	Repairs	1,503,685	1,872,542	1,773,697	2,126,322
5649	Computer Software Maintenance/Lic	2,248,519	2,435,619	2,204,529	2,414,529
5650	Transportation Contracts	101,914	115,405	125,280	70,731
5691	Governmental Fees	-	2,335	1,576	-
	<b>TOTAL 5600</b>	<b><u>5,418,254</u></b>	<b><u>5,505,251</u></b>	<b><u>5,357,249</u></b>	<b><u>5,827,933</u></b>
5710	Audit	58,223	80,948	81,148	84,100
5720	Elections	187,005	-	419,684	-
5730	Legal	62,727	84,366	130,706	100,000
5740	Advertising	400,578	342,857	234,296	410,213
5790	Licenses, Permits, and Other Fees	315,591	234,952	288,043	437,492
	<b>TOTAL 5700</b>	<b><u>1,024,123</u></b>	<b><u>743,123</u></b>	<b><u>1,153,878</u></b>	<b><u>1,031,805</u></b>
5821	STRS/PERS Penalties & Interest	1,670	6,999	15,277	-
5830	Surveys	1,332	720	21,368	19,907
5840	Physicals	7,734	11,154	14,575	15,000
5850	Fingerprints	28,167	31,756	30,700	32,728
5855	Pre-employment Testing	988	600	600	1,000
5890	Outside Services and Operating Costs	1,370,243	1,060,533	769,035	11,422,488
5892	Bank Charges	195,464	217,333	177,674	190,800
5899	Budget Augmentation Holding	-	5,080	-	16,964,748
	<b>TOTAL 5800</b>	<b><u>1,605,598</u></b>	<b><u>1,334,175</u></b>	<b><u>1,029,230</u></b>	<b><u>28,646,671</u></b>
	<b>TOTAL 5000 Series</b>	<b><u>16,060,908</u></b>	<b><u>15,943,420</u></b>	<b><u>17,239,613</u></b>	<b><u>45,349,475</u></b>

**Capital Outlay**

**Site and Site Improvement**

6121	Advertising & Legal	-	1,872	-	-
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**Riverside Community College District  
2019-2020 Final Budget  
Resource 1000 - Unrestricted General Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
6122	Engineering	3,920	3,605	6,000	-
6123	Architect's Fee	20,740	29,921	34,900	-
6126	Construction Contract	20,751	124,116	382,895	455,907
6127	Fixtures and Fixed Equipment	4,816	12,477	23,863	4,736
6129	Other Site Improvement	-	-	24,300	2,528
	<b>TOTAL 6100</b>	<b>50,227</b>	<b>178,486</b>	<b>512,513</b>	<b>463,171</b>
<b>Buildings</b>					
6217	Fixtures & Fixed Equipment	1,265	(244)	-	-
6221	Advertising & Legal	(2,400)	-	509	-
6223	Architects Fee	37,250	39,700	44,930	22,700
6224	Testing	2,790	-	1,850	263
6226	Remodel Projects	75,023	312,159	441,610	13,825
6227	Fixtures & Fixed Equipment	118,968	179,504	107,225	50,926
6228	Inspection	-	-	2,617	-
6229	Other	-	-	21,643	-
	<b>TOTAL 6200</b>	<b>232,896</b>	<b>531,120</b>	<b>620,384</b>	<b>87,714</b>
<b>Library Books</b>					
6310	Library Books-Purchase	12,536	7,947	-	7,947
6311	Library Media Material	6,651	6,581	95	6,590
6312	Library Subscriptions	111,065	75,659	-	118,732
	<b>TOTAL 6300</b>	<b>130,252</b>	<b>90,187</b>	<b>95</b>	<b>133,269</b>
<b>Equipment</b>					
6481	Equipment Addt'l \$200 to \$4,999	314,552	281,343	434,003	243,677
6482	Equipment Addt'l > \$5,000	779,688	547,651	166,767	102,431
6485	Comp Equip Addt'l \$200 to \$4,999	435,505	298,130	263,247	21,369
6486	Comp Equip Addt'l > \$5,000	41,975	229,667	36,838	4,790,000
6491	Equipment Replc \$200 to \$4,999	-	1,542	-	13,437
6495	Comp Equip Replc \$200 to \$4,999	-	-	-	3,333
	<b>TOTAL 6400</b>	<b>1,571,720</b>	<b>1,358,332</b>	<b>900,855</b>	<b>5,174,247</b>
	<b>TOTAL 6000 Series</b>	<b>1,985,095</b>	<b>2,158,125</b>	<b>2,033,846</b>	<b>5,858,401</b>
<b>Student Aid</b>					
7511	Tuition	-	95,569	45,977	-
7521	Registration Related Fees	-	52,015	37,893	-
	<b>TOTAL 7500</b>	<b>-</b>	<b>147,584</b>	<b>83,870</b>	<b>-</b>
<b>Other Student Aid</b>					
7640	Book Grants	42,987	399,048	111,174	52,910
7661	Educational Supplies	1,553	-	-	-
	<b>TOTAL 7600</b>	<b>44,541</b>	<b>399,048</b>	<b>111,174</b>	<b>52,910</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1000 - Unrestricted General Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Interfund Transfers</u></b>					
<b>7390</b>	Interfund Transfers				
	To Resource 4100	-	-	68,906	105,055
	To Resource 4130	2,630,000	-	-	-
	<b>TOTAL 7390</b>	<b>2,630,000</b>	<b>-</b>	<b>68,906</b>	<b>105,055</b>
	<b>TOTAL 7000 Series</b>	<b>2,674,541</b>	<b>546,631</b>	<b>263,950</b>	<b>157,965</b>
<b><u>Intrafund Transfers Out / (In)</u></b>					
<b>8999</b>	To Resource 1050 - Safety & Police	-	-	46,736	46,700
	To Resource 1120 - Center for Social Justice	105,854	112,337	82,463	215,000
	To Resource 1000 (Resource 0800)	-	(886,096)	(46,871)	(81,945)
	From Resource 0800 - Unclaimed Property	-	886,096	46,871	81,945
	From Resource 1110 - Bookstore	(336,858)	(399,625)	(720,673)	(1,218,176)
	To (From) Resource 1190:				
	DSP&S SPP 180	634,157	653,504	1,278,253	1,147,157
	SFAP Fiscal Coordination 14/16 - SPP 326	14,341	-	-	-
	Promise Grant SPP 554	-	857,118	522,915	3,465,187
	Veterans Education SPP 730	3,884	5,800	4,842	4,842
	Fed Wrk Stdy - SPP 300/304	294,157	328,017	401,243	420,818
	<b>TOTAL 8999</b>	<b>715,534</b>	<b>1,557,150</b>	<b>1,615,780</b>	<b>4,081,528</b>
	<b>TOTAL 8900 Series</b>	<b>715,534</b>	<b>1,557,150</b>	<b>1,615,780</b>	<b>4,081,528</b>
	<b>Resource 1000 Expenditures</b>	<b>173,944,405</b>	<b>186,159,080</b>	<b>205,678,789</b>	<b>257,038,013</b>
<b><u>Contingency/Fund Balance</u></b>					
	Unrestricted Reserve	42,221,096	44,399,449	52,809,257	14,041,743
	General Reserve	900,000	900,000	900,000	900,000
	<b>TOTAL</b>	<b>43,121,096</b>	<b>45,299,449</b>	<b>53,709,257</b>	<b>14,941,743</b>
<b>Total Resource 1000</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b>\$ 217,065,501</b>	<b>\$ 231,458,530</b>	<b>\$ 259,388,047</b>	<b>\$ 271,979,756</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1000 - Expenditure Summary by Location**

<u>Account Description</u>	<u>Moreno Valley College</u>	<u>Norco College</u>	<u>Riverside City College</u>	<u>District Support Svcs</u>	<u>District Office</u>	<u>Totals</u>
<b><u>Academic Salaries</u></b>						
Total 1100	\$ 8,096,031	\$ 7,865,864	\$ 24,546,443	\$ -	\$ -	\$ 40,508,338
Total 1200	4,220,504	4,439,094	7,997,266	1,021,660	609,786	18,288,310
Total 1300	8,965,901	7,731,597	16,880,161	-	-	33,577,659
Total 1400	444,949	518,126	955,953	49,541	-	1,968,569
Total 1000 Series	<u>\$ 21,727,385</u>	<u>\$ 20,554,681</u>	<u>\$ 50,379,823</u>	<u>\$ 1,071,201</u>	<u>\$ 609,786</u>	<u>\$ 94,342,876</u>
<b><u>Classified Salaries</u></b>						
Total 2100	\$ 5,897,674	\$ 5,344,262	\$ 13,737,942	\$ 11,100,481	\$ 1,866,651	\$ 37,947,010
Total 2200	409,107	465,768	1,981,589	-	-	2,856,464
Total 2300	106,126	76,059	465,775	189,389	30,517	867,866
Total 2400	30,049	22,796	146,047	-	-	198,892
Total 2000 Series	<u>\$ 6,442,956</u>	<u>\$ 5,908,885</u>	<u>\$ 16,331,353</u>	<u>\$ 11,289,870</u>	<u>\$ 1,897,168</u>	<u>\$ 41,870,232</u>
<b><u>Employee Benefits</u></b>						
Total 3100	\$ 3,478,018	\$ 3,194,127	\$ 7,902,587	\$ 154,034	\$ 87,371	\$ 14,816,137
Total 3200	1,226,995	1,253,736	3,199,793	2,184,747	348,804	8,214,075
Total 3300	790,209	763,083	1,944,092	857,064	125,578	4,480,026
Total 3400	5,036,527	5,112,914	12,909,815	3,642,590	376,643	27,078,489
Total 3500	55,819	47,685	131,279	28,335	4,592	267,710
Total 3600	450,724	423,420	1,067,380	197,774	38,977	2,178,275
Total 3900	-	-	-	-	4,507,784	4,507,784
Total 3000 Series	<u>\$ 11,038,292</u>	<u>\$ 10,794,965</u>	<u>\$ 27,154,946</u>	<u>\$ 7,064,544</u>	<u>\$ 5,489,749</u>	<u>\$ 61,542,496</u>
<b><u>Books and Supplies</u></b>						
Total 4200	\$ 2,577	\$ 8,007	\$ 8,780	\$ 1,992	\$ 1,100	\$ 22,456
Total 4300	77,831	98,379	46,959	6,359	1,928	231,456
Total 4400	-	-	-	-	-	-
Total 4500	496,944	1,040,017	1,310,430	231,160	48,744	3,127,295
Total 4600	25,693	47,479	239,662	44,827	-	357,661
Total 4700	5,000	-	91,172	-	-	96,172
Total 4000 Series	<u>\$ 608,045</u>	<u>\$ 1,193,882</u>	<u>\$ 1,697,003</u>	<u>\$ 284,338</u>	<u>\$ 51,772</u>	<u>\$ 3,835,040</u>
<b><u>Services and Operating Expenditures</u></b>						
Total 5000	\$ 271	\$ 224	\$ 4,805	\$ 117,644	\$ 2,160	\$ 125,104
Total 5100	425,876	82,722	183,042	769,368	365,065	1,826,073
Total 5200	132,068	43,457	370,613	73,743	147,974	767,855
Total 5300	72,081	76,331	139,004	11,210	75,470	374,096
Total 5400	462,379	423,418	1,122,319	207,615	40,111	2,255,842
Total 5500	732,353	972,271	2,604,072	179,195	6,205	4,494,096
Total 5600	1,052,162	475,673	1,414,545	2,842,794	42,759	5,827,933
Total 5700	180,926	102,480	73,513	489,681	185,205	1,031,805
Total 5800	2,331,025	3,850,143	8,249,599	706,396	13,509,508	28,646,671
Total 5000 Series	<u>\$ 5,389,141</u>	<u>\$ 6,026,719</u>	<u>\$ 14,161,512</u>	<u>\$ 5,397,646</u>	<u>\$ 14,374,457</u>	<u>\$ 45,349,475</u>



**Riverside Community College District  
2019-2020 Final Budget  
Resource 1000 - Expenditure Summary by Location**

<u>Account Description</u>	<u>Moreno Valley College</u>	<u>Norco College</u>	<u>Riverside City College</u>	<u>District Support Svcs</u>	<u>District Office</u>	<u>Totals</u>
<b>Capital Outlay</b>						
Total 6100	\$ 486	\$ 140,222	\$ 322,463	\$ -	\$ -	\$ 463,171
Total 6200	-	1,750	49,439	36,525	-	87,714
Total 6300	40,790	-	92,479	-	-	133,269
Total 6400	<u>62,251</u>	<u>56,868</u>	<u>95,134</u>	<u>60,507</u>	<u>4,899,487</u>	<u>5,174,247</u>
Total 6000 Series	<u>\$ 103,527</u>	<u>\$ 198,840</u>	<u>\$ 559,515</u>	<u>\$ 97,032</u>	<u>\$ 4,899,487</u>	<u>\$ 5,858,401</u>
<b>Other Student Aid</b>						
Total 7500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total 7600	-	-	<u>52,910</u>	-	-	<u>52,910</u>
Total 7000 Series	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 52,910</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 52,910</u>
<b>Intrafund Transfers</b>						
Total 8999 Series	<u>\$ 106,497</u>	<u>\$ (216,584)</u>	<u>\$ 3,976,615</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,866,528</u>
<b>Resource 1000 Expenditures</b>	<u>\$ 45,415,843</u>	<u>\$ 44,461,388</u>	<u>\$ 114,313,677</u>	<u>\$ 25,204,631</u>	<u>\$ 27,322,419</u>	<u>\$ 256,717,958</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FUND 12, RESOURCE 1050 - PARKING

FINAL BUDGET  
2019-2020

INCOME

Unaudited Beginning Balance, July 1		\$ (489,276)
Local Income	\$ 3,520,698	
Intrafund Transfer From Resource 1000	<u>46,700</u>	
Total Income		<u>3,567,398</u>
Total Available Funds (TAF)		<u>\$ 3,078,122</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 1,902,305
3000	Employee Benefits	812,959
4000	Books and Supplies	42,230
5000	Services and Operating Expenses	918,246
6000	Capital Outlay	<u>251,519</u>
	Total Expenditures	3,927,259
7900	* Contingency / Reserves / (Deficit)	<u>(849,137)</u>
	Total Resource 1050 Including Contingency / Reserves	<u>\$ 3,078,122</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1050 - Parking Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 Local Income</b>				
8881/8890 Parking Permits, Meters & Fines	\$ 3,033,173	\$ 3,313,768	\$ 3,426,203	\$ 3,517,398
8850 Rents & Leases	<u>383</u>	<u>3,272</u>	<u>3,697</u>	<u>3,300</u>
<b>Total 1.0</b>	<b><u>3,033,555</u></b>	<b><u>3,317,039</u></b>	<b><u>3,429,899</u></b>	<b><u>3,520,698</u></b>
<b>2.0 Incoming Transfer</b>				
8999 From Resource 1000	<u>-</u>	<u>-</u>	<u>46,736</u>	<u>46,700</u>
<b>Total 2.0</b>	<b><u>-</u></b>	<b><u>-</u></b>	<b><u>46,736</u></b>	<b><u>46,700</u></b>
<b>3.0 Beginning Fund Balance July 1</b>				
	<u>(454,063)</u>	<u>(386,665)</u>	<u>(463,139)</u>	<u>(489,276)</u>
<b>Total 3.0</b>	<b><u>(454,063)</u></b>	<b><u>(386,665)</u></b>	<b><u>(463,139)</u></b>	<b><u>(489,276)</u></b>
<b>Total Available Funds</b>	<b><u>\$ 2,579,492</u></b>	<b><u>\$ 2,930,374</u></b>	<b><u>\$ 3,013,496</u></b>	<b><u>\$ 3,078,122</u></b>

**Riverside Community College District  
2019-2020  
Final Budget  
Resource 1050 - Parking Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Classified Salaries</u></b>					
2117	Full Time Supervisor	\$ 141,615	\$ 151,649	\$ 178,815	\$ 276,131
2118	Full-Time Administrator	73,030	76,534	80,546	85,790
2119	Full-Time Classified	675,638	797,512	821,392	943,716
2129	Permanent Part-Time	217,949	296,780	351,366	319,631
	<b>Total 2100</b>	<b>1,108,232</b>	<b>1,322,474</b>	<b>1,432,119</b>	<b>1,625,268</b>
2331	Student Help Non-Instructional	16,772	6,288	-	-
2339	Part-Time Hourly as Needed	16,787	35,409	38,108	17,400
2349	Classified Overtime	174,887	236,405	237,478	171,362
2369	Substitutes	78,634	35,520	15,860	88,275
	<b>Total 2300</b>	<b>287,080</b>	<b>313,622</b>	<b>291,446</b>	<b>277,037</b>
	<b>Total 2000 Series</b>	<b>1,395,312</b>	<b>1,636,096</b>	<b>1,723,565</b>	<b>1,902,305</b>
<b><u>Employee Benefits</u></b>					
3220	PERS - Classified	142,575	193,018	233,887	290,572
	<b>Total 3200</b>	<b>142,575</b>	<b>193,018</b>	<b>233,887</b>	<b>290,572</b>
3320	OASDHI - Classified	73,508	93,348	95,553	104,295
3325	Medicare - Classified	19,958	23,392	24,984	27,584
	<b>Total 3300</b>	<b>93,466</b>	<b>116,740</b>	<b>120,537</b>	<b>131,879</b>
3420	H&W Classified	253,906	303,781	313,691	355,315
3460	OPEB Classified	2,881	3,246	3,461	3,805
	<b>Total 3400</b>	<b>256,787</b>	<b>307,026</b>	<b>317,152</b>	<b>359,120</b>
3520	SUI - Classified	688	807	809	951
	<b>Total 3500</b>	<b>688</b>	<b>807</b>	<b>809</b>	<b>951</b>
3620	WC - Classified	6,740	14,372	24,749	30,437
	<b>Total 3600</b>	<b>6,740</b>	<b>14,372</b>	<b>24,749</b>	<b>30,437</b>
3920	Other - Classified	(1,328)	1,406	(250)	-
	<b>Total 3900</b>	<b>(1,328)</b>	<b>1,406</b>	<b>(250)</b>	<b>-</b>
	<b>Total 3000 Series</b>	<b>498,928</b>	<b>633,368</b>	<b>696,884</b>	<b>812,959</b>
<b><u>Books and Supplies</u></b>					
4330	Periodicals/Magazines	-	127	80	80
	<b>Total 4300</b>	<b>-</b>	<b>127</b>	<b>80</b>	<b>80</b>
4555	Copying & Printing	926	756	958	1,000
4575	Software < \$200	-	-	327	350
4590	Office & Other Supplies	23,583	24,831	20,781	22,000
	<b>Total 4500</b>	<b>24,508</b>	<b>25,587</b>	<b>22,066</b>	<b>23,350</b>

**Riverside Community College District  
2019-2020  
Final Budget  
Resource 1050 - Parking Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
4644	Repair Supplies	771	647	641	800
4690	Transportation Supplies	13,198	15,228	17,255	18,000
	<b>Total 4600</b>	<b>13,970</b>	<b>15,875</b>	<b>17,896</b>	<b>18,800</b>
	<b>Total 4000 Series</b>	<b>38,478</b>	<b>41,589</b>	<b>40,041</b>	<b>42,230</b>
<b><u>Services and Operating Expenditures</u></b>					
5045	Postage	521	125	19	50
	<b>Total 5000</b>	<b>521</b>	<b>125</b>	<b>19</b>	<b>50</b>
5220	Conferences	4,794	2,738	2,132	3,000
	<b>Total 5200</b>	<b>4,794</b>	<b>2,738</b>	<b>2,132</b>	<b>3,000</b>
5310	Memberships	252	280	200	280
	<b>Total 5300</b>	<b>252</b>	<b>280</b>	<b>200</b>	<b>280</b>
5421	GL and Property Expense	16,744	19,633	27,577	30,437
	<b>Total 5400</b>	<b>16,744</b>	<b>19,633</b>	<b>27,577</b>	<b>30,437</b>
5520	Electricity	115,200	115,200	115,200	115,200
5540	Telephone	8,245	5,061	5,199	6,000
5541	Cellular Telephone	14,196	9,256	11,460	12,000
5550	Laundry & Cleaning	2,665	2,344	806	1,500
	<b>Total 5500</b>	<b>140,306</b>	<b>131,860</b>	<b>132,665</b>	<b>134,700</b>
5630	Rents and Leases	1,070	1,097	407	600
5644	Repairs	33,357	33,846	23,534	25,000
5649	Computer Software Maintenance/Lic	13,120	13,653	14,911	15,000
5650	Transportation Contracts	390,875	395,126	416,949	403,000
5691	Governmental Fees	91,316	1,527	-	-
	<b>Total 5600</b>	<b>529,738</b>	<b>445,248</b>	<b>455,799</b>	<b>443,600</b>
5730	Legal	600	1,520	(505)	500
5790	Other Legal Expense	58,973	530	7,415	6,500
	<b>Total 5700</b>	<b>59,573</b>	<b>2,050</b>	<b>6,910</b>	<b>7,000</b>
5855	Pre-employment Testing	988	600	600	1,500
5890	Outside Services and Operating Costs	78,184	315,196	283,585	268,679
5892	Bank Charges	25,377	29,504	28,044	29,000
	<b>Total 5800</b>	<b>104,548</b>	<b>345,300</b>	<b>312,229</b>	<b>299,179</b>
	<b>Total 5000 Series</b>	<b>856,476</b>	<b>947,234</b>	<b>937,531</b>	<b>918,246</b>
<b><u>Capital Outlay</u></b>					
<b>Site and Site Improvements</b>					
6126	Construction Contract	147,925	87,855	73,088	211,183
6127	Fixtures and Fixed Equipment	(2,056)	3,295	30,596	38,347

**Riverside Community College District  
2019-2020  
Final Budget  
Resource 1050 - Parking Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
	<b>Total 6100</b>	<u>145,869</u>	<u>91,150</u>	<u>103,685</u>	<u>249,530</u>
<b>Equipment</b>					
<b>6481</b>	Equipment Addt'l \$200 to \$4,999	6,725	12,695	(316)	489
<b>6482</b>	Equipment Addt'l > \$5,000	22,687	22,084	-	-
<b>6485</b>	Comp Equip Addt'l \$200 to \$4,999	1,683	9,298	1,382	1,500
	<b>Total 6400</b>	<u>31,095</u>	<u>44,076</u>	<u>1,066</u>	<u>1,989</u>
	<b>Total 6000 Series</b>	<u>176,964</u>	<u>135,226</u>	<u>104,751</u>	<u>251,519</u>
	<b>Total Expenditures</b>	<u>2,966,157</u>	<u>3,393,513</u>	<u>3,502,773</u>	<u>3,927,259</u>
<b>Contingency/Fund Balance</b>					
<b>7925</b>	Restricted	(386,665)	(463,139)	(489,276)	(849,137)
	<b>Total 7900</b>	<u>(386,665)</u>	<u>(463,139)</u>	<u>(489,276)</u>	<u>(849,137)</u>
	<b>Total 7000 Series</b>	<u>(386,665)</u>	<u>(463,139)</u>	<u>(489,276)</u>	<u>(849,137)</u>
<b>Total Resource 1050</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<u>\$ 2,579,492</u>	<u>\$ 2,930,374</u>	<u>\$ 3,013,496</u>	<u>\$ 3,078,122</u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FUND 12, RESOURCE 1070 - STUDENT HEALTH

FINAL BUDGET  
2019-2020

INCOME

Unaudited Beginning Balance, July 1		\$ 2,274,381
State Income	\$ 52,000	
Local Income	<u>1,804,900</u>	
Total Income		<u>1,856,900</u>
Total Available Funds (TAF)		<u>\$ 4,131,281</u>

EXPENDITURES

Object Code

1000	Academic Salaries	\$ 569,119
2000	Classified Salaries	906,037
3000	Employee Benefits	535,031
4000	Books and Supplies	144,953
5000	Services and Operating Expenses	386,874
6000	Capital Outlay	<u>30,352</u>
	Total Expenditures	2,572,366
7900	* Contingency / Reserves	<u>1,558,915</u>
	Total Resource 1070 Including Contingency / Reserves	<u>\$ 4,131,281</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1070 - Student Health Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 State Income</b>				
8627 Other State Programs	\$ 27,488	\$ 51,181	\$ 38,563	\$ 52,000
8652 SM & Special Repair Prgm	\$ -	\$ 27,867	\$ 37,473	\$ -
8690 STRS On Behalf	15,267	-	-	-
<b>Total 1.0</b>	<b><u>42,755</u></b>	<b><u>79,049</u></b>	<b><u>76,036</u></b>	<b><u>52,000</u></b>
<b>2.0 Local Income</b>				
8860 Interest	21,753	42,137	70,784	67,900
8876 Health Fees	1,420,359	1,707,083	1,626,139	1,685,000
8890 Lab Tests / Rx	40,133	47,681	159,196	52,000
<b>Total 2.0</b>	<b><u>1,482,244</u></b>	<b><u>1,796,901</u></b>	<b><u>1,856,119</u></b>	<b><u>1,804,900</u></b>
<b>3.0 Beginning Fund Balance July 1</b>				
<b>Total 3.0</b>	<b><u>2,117,758</u></b>	<b><u>2,111,364</u></b>	<b><u>2,228,661</u></b>	<b><u>2,274,381</u></b>
<b>Total Available Funds</b>	<b><u>\$ 3,642,757</u></b>	<b><u>\$ 3,987,313</u></b>	<b><u>\$ 4,160,816</u></b>	<b><u>\$ 4,131,281</u></b>



**Riverside Community College District  
2019-2020 Final Budget  
Resource 1070 - Student Health Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Academic Salaries</u></b>					
1218	Regular Full Time Administrator	\$ 443,268	\$ 465,303	\$ 498,290	\$ 533,625
	<b>Total 1200</b>	<b>443,268</b>	<b>465,303</b>	<b>498,290</b>	<b>533,625</b>
1439	Part-Time Non-Instructional	-	-	-	35,494
	<b>Total 1400</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>35,494</b>
	<b>Total 1000 Series</b>	<b>443,268</b>	<b>465,303</b>	<b>498,290</b>	<b>569,119</b>
<b><u>Classified Salaries</u></b>					
2117	Full-Time Supervisor	83,941	88,279	99,001	166,551
2119	Full-Time Classified	116,021	128,576	98,540	128,296
2129	Permanent Part-Time	55,659	135,065	208,410	341,557
2139/2339	Part-Time Hourly as Needed	230,217	177,507	191,403	238,027
	<b>Total 2100</b>	<b>485,839</b>	<b>529,427</b>	<b>597,354</b>	<b>874,431</b>
2331	Student Help Non-Instructional	27,631	32,626	14,623	31,000
2349	Overtime	544	351	425	606
	<b>Total 2300</b>	<b>28,175</b>	<b>32,976</b>	<b>15,048</b>	<b>31,606</b>
	<b>Total 2000 Series</b>	<b>514,014</b>	<b>562,403</b>	<b>612,402</b>	<b>906,037</b>
<b><u>Employee Benefits</u></b>					
3130	STRS - Academic Non-Teaching	55,414	67,640	81,016	97,319
3160	STRS - On Behalf - Classified	38,097	27,867	-	-
3170	STRS - On Behalf - Acad Non-Teachin	(22,830)	-	37,473	-
	<b>Total 3100</b>	<b>70,682</b>	<b>95,507.28</b>	<b>118,489</b>	<b>97,319</b>
3220	PERS - Classified	32,923	48,728	69,495	117,831
	<b>Total 3200</b>	<b>32,923</b>	<b>48,728</b>	<b>69,495</b>	<b>117,831</b>
3320	OASDHI - Classified	14,884	20,502	25,349	37,082
3325	Medicare - Classified	7,097	7,913	8,927	12,688
3335	Medicare - Academic Non-Teaching	6,410	6,781	7,205	8,253
	<b>Total 3300</b>	<b>28,391</b>	<b>35,195</b>	<b>41,480</b>	<b>58,023</b>
3420	H&W - Classified	52,941	64,036	67,955	116,447
3430	H&W - Academic Non-Teaching	113,852	116,271	117,024	118,136
3460	OPEB Classified	1,049	1,126	1,221	1,811
3470	OPEB - Academic Non Teaching	924	937	995	1,139
	<b>Total 3400</b>	<b>168,766</b>	<b>182,371</b>	<b>187,195</b>	<b>237,533</b>
3520	SUI - Classified	245	268	284	438
3530	SUI - Academic Non-Teaching	221	234	233	284
	<b>Total 3500</b>	<b>466</b>	<b>502</b>	<b>517</b>	<b>722</b>
3620	WC - Classified	2,570	5,216	9,218	14,497
3630	WC - Academic Non-Teaching	2,216	4,297	7,465	9,106

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1070 - Student Health Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
	<b>Total 3600</b>	<b>4,786</b>	<b>9,513</b>	<b>16,683</b>	<b>23,603</b>
<b>3920</b>	Other - Classified	(32)	1	206	-
<b>3930</b>	Other - Academic Non-Teaching	(5)	(57)	43	-
	<b>Total 3900</b>	<b>(37)</b>	<b>(56)</b>	<b>249</b>	<b>-</b>
	<b>Total 3000 Series</b>	<b>305,977</b>	<b>371,760</b>	<b>434,108</b>	<b>535,031</b>
<b><u>Books and Supplies</u></b>					
<b>4330</b>	Periodicals/Magazines	6,006	3,172	3,000	12,500
	<b>Total 4300</b>	<b>6,006</b>	<b>3,172</b>	<b>3,000</b>	<b>12,500</b>
<b>4540</b>	Health Supplies	56,046	62,246	57,679	82,500
<b>4555</b>	Copying and Printing	1,389	4,554	2,114	5,523
<b>4575</b>	Software < \$200	-	-	-	-
<b>4590</b>	Office & Other Supplies	13,686	27,026	27,652	37,530
	<b>Total 4500</b>	<b>71,121</b>	<b>93,827</b>	<b>87,446</b>	<b>125,553</b>
<b>4644</b>	Repair Parts	-	-	-	300
	<b>Total 4600</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>300</b>
<b>4710</b>	Food	955	2,744	3,481	6,600
	<b>Total 4700</b>	<b>955</b>	<b>2,744</b>	<b>3,481</b>	<b>6,600</b>
	<b>Total 4000 Series</b>	<b>78,082</b>	<b>99,742</b>	<b>93,927</b>	<b>144,953</b>
<b><u>Services and Operating Expenses</u></b>					
<b>5045</b>	Postage	178	125	72	375
	<b>Total 5000</b>	<b>178</b>	<b>125</b>	<b>72</b>	<b>375</b>
<b>5120</b>	Lecturers	-	6,500	-	5,000
<b>5130</b>	Doctors/Nurses	36,113	28,418	19,552	64,110
<b>5198</b>	Professional Services	-	43,733	48,643	82,570
	<b>Total 5100</b>	<b>36,113</b>	<b>78,650</b>	<b>68,194</b>	<b>151,680</b>
<b>5210</b>	Mileage	-	27	116	900
<b>5220</b>	Conferences	3,058	6,470	1,416	12,900
	<b>Total 5200</b>	<b>3,058</b>	<b>6,497</b>	<b>1,532</b>	<b>13,800</b>
<b>5310</b>	Memberships	500	500	500	850
	<b>Total 5300</b>	<b>500</b>	<b>500</b>	<b>500</b>	<b>850</b>
<b>5421</b>	GL and Property Expense	11,487	12,332	26,756	23,603
<b>5440</b>	Student Insurance	62,121	62,121	49,180	65,950
	<b>Total 5400</b>	<b>73,609</b>	<b>74,454</b>	<b>75,937</b>	<b>89,553</b>
<b>5510</b>	Gas	300	300	300	300

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1070 - Student Health Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
5520	Electricity	2,400	2,400	2,400	2,400
5541	Cellular Telephone	4,262	3,418	3,096	5,678
5550	Laundry and Cleaning	-	66	74	100
5570	Waste Disposal	618	309	-	2,397
	<b>Total 5500</b>	<b>7,580</b>	<b>6,493</b>	<b>5,870</b>	<b>10,875</b>
5630	Rents and Leases	-	-	-	-
5644	Repairs/Repair Supplies	159	249	158	1,200
5649	Computer Software Maintenance/Lic	14,895	17,255	18,028	36,988
	<b>Total 5600</b>	<b>15,054</b>	<b>17,504</b>	<b>18,186</b>	<b>38,188</b>
5740	Advertising	-	-	302	303
5790	Other Legal Expense	113	348	7,332	8,550
	<b>Total 5700</b>	<b>113</b>	<b>348</b>	<b>7,634</b>	<b>8,853</b>
5850		-	105	100	200
5890	Outside Services and Operating Costs	23,696	42,895	37,444	48,500
5892	Bank Charges	20,469	17,451	22,255	24,000
	<b>Total 5800</b>	<b>44,165</b>	<b>60,450</b>	<b>59,799</b>	<b>72,700</b>
	<b>Total 5000 Series</b>	<b>180,369</b>	<b>245,022</b>	<b>237,723</b>	<b>386,874</b>
<b>Capital Outlay</b>					
<b>Buildings</b>					
6226	Remodel Projects	-	-	7,800	-
	<b>Total 6200</b>	<b>-</b>	<b>-</b>	<b>7,800</b>	<b>-</b>
<b>Equipment</b>					
6481	Equipment Addt'l \$200 to \$4,999	8,567	6,136	2,211	11,852
6485	Comp Equip Addt'l \$200 to \$4,999	1,117	8,286	(26)	18,500
	<b>Total 6400</b>	<b>9,684</b>	<b>14,422</b>	<b>2,185</b>	<b>30,352</b>
	<b>Total 6000 Series</b>	<b>9,684</b>	<b>14,422</b>	<b>9,985</b>	<b>30,352</b>
	<b>Total Expenditures</b>	<b>1,531,393</b>	<b>1,758,652</b>	<b>1,886,435</b>	<b>2,572,366</b>
<b>Contingency/Fund Balance</b>					
7924	Restricted	2,111,364	2,228,661	2,274,381	1,558,915
	<b>Total 7900</b>	<b>2,111,364</b>	<b>2,228,661</b>	<b>2,274,381</b>	<b>1,558,915</b>
	<b>Total 7000 Series</b>	<b>2,111,364</b>	<b>2,228,661</b>	<b>2,274,381</b>	<b>1,558,915</b>
<b>Total Resource 1070</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b>\$ 3,642,757</b>	<b>\$ 3,987,313</b>	<b>\$ 4,160,816</b>	<b>\$ 4,131,281</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FUND 11, RESOURCE 1080 - COMMUNITY EDUCATION

FINAL BUDGET  
 2019-2020

INCOME

Unaudited Beginning Balance, July 1	\$ (313,809)
Local Income	\$ <u>70,000</u>
Total Available Funds (TAF)	<u>\$ (243,809)</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 71,368
3000	Employee Benefits	19,363
4000	Books and Supplies	1,000
5000	Services and Operating Expenses	<u>6,292</u>
	Total Expenditures	98,023
7900	* Contingency / Reserves / (Deficit)	<u>(341,832)</u>
	Total Resource 1080 Including Contingency / Reserves	<u>\$ (243,809)</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1080 - Community Education Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 State Income</b>				
8690 Other State Revenue	\$ 614	\$ 14	\$ -	\$ -
<b>Total 1.0</b>	<b>614</b>	<b>14</b>	<b>-</b>	<b>-</b>
<b>2.0 Local Income</b>				
8860 Interest Income	9	-	-	-
8872 Community Activities Program Fees	164,968	76,239	80,088	70,000
<b>Total 2.0</b>	<b>164,977</b>	<b>76,239</b>	<b>80,088</b>	<b>70,000</b>
<b>3.0 Beginning Fund Balance July 1</b>				
<b>Total 3.0</b>	<b>(287,040)</b>	<b>(284,610)</b>	<b>(305,898)</b>	<b>(313,809)</b>
<b>Total Available Funds</b>	<b>\$ (121,448)</b>	<b>\$ (208,358)</b>	<b>\$ (225,811)</b>	<b>\$ (243,809)</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1080 - Community Education Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Academic Salaries</u></b>					
1218	Regular FT Administrator	\$ 445	\$ (257)	\$ -	\$ -
	<b>Total 1200</b>	<b>445</b>	<b>(257)</b>	<b>-</b>	<b>-</b>
	<b>Total 1000 Series</b>	<b>445</b>	<b>(257)</b>	<b>-</b>	<b>-</b>
<b><u>Classified Salaries</u></b>					
2118	Full-Time Administrator	4,753	33	50	-
2119	Classified Salary F/T	27,783	30,060	24,737	31,368
2139/2339	Classified Salary Hourly	-	-	500	-
	<b>Total 2100</b>	<b>32,536</b>	<b>30,092</b>	<b>25,287</b>	<b>31,368</b>
2349	Overtime	3,263	554	-	-
2399	Other Non-Teaching	70,705	43,406	44,456	40,000
	<b>Total 2300</b>	<b>73,968</b>	<b>43,960</b>	<b>44,456</b>	<b>40,000</b>
	<b>Total 2000 Series</b>	<b>106,503</b>	<b>74,052</b>	<b>69,743</b>	<b>71,368</b>
<b><u>Employee Benefits</u></b>					
3120	STRS - Classified	(895)	-	-	-
3130	STRS Other Academic Employees	24	-	-	-
3170	STRS On Behalf - Acad Non-Teaching	614	14	-	-
	<b>Total 3100</b>	<b>(257)</b>	<b>14</b>	<b>-</b>	<b>-</b>
3220	PERS - Classified Employee	4,448	4,782	4,476	6,186
	<b>Total 3200</b>	<b>4,448</b>	<b>4,782</b>	<b>4,476</b>	<b>6,186</b>
3320	OASDHI - Classified Employees	2,166	1,928	1,536	1,945
3325	Medicare Classified Employees	1,532	1,078	1,011	1,035
3335	Medicare Non-teaching Academic	3	-	-	-
	<b>Total 3300</b>	<b>3,701</b>	<b>3,007</b>	<b>2,547</b>	<b>2,980</b>
3420	H&W Classified Employees	10,081	7,954	9,002	8,876
3460	OPEB Classified	215	150	140	143
	<b>Total 3400</b>	<b>10,296</b>	<b>8,104</b>	<b>9,141</b>	<b>9,019</b>
3520	SUI Classified Employees	53	37	34	36
	<b>Total 3500</b>	<b>53</b>	<b>37</b>	<b>34</b>	<b>36</b>
3620	Work Comp Classified Employees	526	570	883	1,142
3630	Work Comp Non-tching Academic	1	-	-	-
	<b>Total 3600</b>	<b>527</b>	<b>570</b>	<b>883</b>	<b>1,142</b>
3920	Othr Benefits Classified Employees	43	(58)	(2)	-
3930	Othr Benefits Academic Employees	6	(6)	-	-
	<b>Total 3900</b>	<b>48</b>	<b>(64)</b>	<b>(2)</b>	<b>-</b>
	<b>Total 3000 Series</b>	<b>18,815</b>	<b>16,450</b>	<b>17,079</b>	<b>19,363</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1080 - Community Education Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Books and Supplies</u></b>					
4320	Instructional Supplies	1,401	-	-	1,000
	<b>Total 4300</b>	<b>1,401</b>	<b>-</b>	<b>-</b>	<b>1,000</b>
4590	Office/Other Supplies	161	302	27	-
	<b>Total 4500</b>	<b>161</b>	<b>302</b>	<b>27</b>	<b>-</b>
4710	Food	-	-	-	-
	<b>Total 4700</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Total 4000 Series</b>	<b>1,562</b>	<b>302</b>	<b>27</b>	<b>1,000</b>
<b><u>Services and Operating Expenses</u></b>					
5045	Postage	41	22	36	50
	<b>Total 5000</b>	<b>41</b>	<b>22</b>	<b>36</b>	<b>50</b>
5198	Professional Services	25,818	1,847	-	2,000
	<b>Total 5100</b>	<b>25,818</b>	<b>1,847</b>	<b>-</b>	<b>2,000</b>
5310	Memberships	-	(500)	-	-
	<b>Total 5300</b>	<b>-</b>	<b>(500)</b>	<b>-</b>	<b>-</b>
5421	GL and Property Expense	1,283	886	1,116	1,142
	<b>Total 5400</b>	<b>1,283</b>	<b>886</b>	<b>1,116</b>	<b>1,142</b>
5510	Natural Gas	1,100	-	-	-
5520	Electricity	400	-	-	-
	<b>Total 5500</b>	<b>1,500</b>	<b>-</b>	<b>-</b>	<b>-</b>
5630	Rents & Leases	3,000	3,000	(1,500)	1,500
	<b>Total 5600</b>	<b>3,000</b>	<b>3,000</b>	<b>(1,500)</b>	<b>1,500</b>
5892	Bank Card Charges	4,194	1,738	1,499	1,600
	<b>Total 5800</b>	<b>4,194</b>	<b>1,738</b>	<b>1,499</b>	<b>1,600</b>
	<b>Total 5000 Series</b>	<b>35,836</b>	<b>6,993</b>	<b>1,150</b>	<b>6,292</b>
	<b>Total Expenditures</b>	<b>163,161</b>	<b>97,541</b>	<b>87,999</b>	<b>98,023</b>
<b><u>Contingency/Fund Balance</u></b>					
7910	Unrestricted	(284,610)	(305,898)	(313,810)	(341,832)
	<b>Total 7900</b>	<b>(284,610)</b>	<b>(305,898)</b>	<b>(313,810)</b>	<b>(341,832)</b>
	<b>Total 7000 Series</b>	<b>(284,610)</b>	<b>(305,898)</b>	<b>(313,810)</b>	<b>(341,832)</b>
<b>Total Resource 1080</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b>\$ (121,448)</b>	<b>\$ (208,358)</b>	<b>\$ (225,811)</b>	<b>\$ (243,809)</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1080 - Community Education Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
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RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FUND 11, RESOURCE 1090 - PERFORMANCE RIVERSIDE

FINAL BUDGET  
 2019-2020

INCOME

Unaudited Beginning Balance, July 1		\$ (440,212)
Local Income	\$ 203,000	
Intrafund Transfer From Resource 1110	<u>275,000</u>	
Total Income		<u>478,000</u>
Total Available Funds (TAF)		<u>\$ 37,788</u>

EXPENDITURES

Object Code

1000	Academic Salaries	\$ -
2000	Classified Salaries	128,285
3000	Employee Benefits	63,376
4000	Books and Supplies	6,500
5000	Services and Operating Expenses	<u>229,491</u>
	Total Expenditures	427,652
7900	Contingency / Reserves / (Deficit)	<u>(389,864)</u>
	Total Resource 1090 Including Contingency / Reserves	<u>\$ 37,788</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1090 - Performance Riverside Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 State Income</b>				
8690 Other State Revenue	\$ (4,150)	\$ 647	\$ 2,136	\$ -
<b>Total 1.0</b>	<b><u>(4,150)</u></b>	<b><u>647</u></b>	<b><u>2,136</u></b>	<b><u>-</u></b>
<b>2.0 Local Income</b>				
8820 Donations	66,500	101,960	64,000	64,000
8848 Box Office Receipts	199,303	202,355	158,859	96,000
8860 Interest Income	-	-	-	-
8890 Other Local Income	24,536	39,864	43,995	43,000
<b>Total 2.0</b>	<b><u>290,339</u></b>	<b><u>344,179</u></b>	<b><u>266,854</u></b>	<b><u>203,000</u></b>
<b>3.0 Incoming Transfer</b>				
8999 From Resource 1110	275,000	275,000	275,000	275,000
<b>Total 3.0</b>	<b><u>275,000</u></b>	<b><u>275,000</u></b>	<b><u>275,000</u></b>	<b><u>275,000</u></b>
<b>4.0 Beginning Balance July 1</b>				
	(717,476)	(638,599)	(500,337)	(440,212)
<b>Total 4.0</b>	<b><u>(717,476)</u></b>	<b><u>(638,599)</u></b>	<b><u>(500,337)</u></b>	<b><u>(440,212)</u></b>
<b>Total Available Funds</b>	<b><u>\$ (156,286)</u></b>	<b><u>\$ (18,773)</u></b>	<b><u>\$ 43,653</u></b>	<b><u>\$ 37,788</u></b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1090 - Performance Riverside Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Academic Salaries</u></b>					
1219	Counselors/Librarians/Release Time	10,434	24,072	-	-
	<b>Total 1200</b>	<b>10,434</b>	<b>24,072</b>	<b>-</b>	<b>-</b>
1490	Special Assignments	-	2,644	-	-
	<b>Total 1400</b>	<b>-</b>	<b>2,644</b>	<b>-</b>	<b>-</b>
	<b>Total 1000 Series</b>	<b>10,434</b>	<b>26,716</b>	<b>-</b>	<b>-</b>
<b><u>Classified Salaries</u></b>					
2119	Classified Full Time	157,912	88,110	98,094	120,185
2139/2339	Classified Hourly	8,274	5,098	3,985	2,800
	<b>Total 2100</b>	<b>166,186</b>	<b>93,208</b>	<b>102,079</b>	<b>122,985</b>
2331	Student Help Non-Instructional	1,152	1,890	4,434	2,800
2349	Classified Overtime	(545)	6,471	7,158	2,500
	<b>Total 2300</b>	<b>607</b>	<b>8,361</b>	<b>11,592</b>	<b>5,300</b>
	<b>Total 2000 Series</b>	<b>166,793</b>	<b>101,569</b>	<b>113,671</b>	<b>128,285</b>
<b><u>Employee Benefits</u></b>					
3130	STRS Other Academic Employee	1,313	3,855	-	-
3170	STRS On Behalf - Acad Non-Teach	(4,150)	647	2,136	-
	<b>Total 3100</b>	<b>(2,837)</b>	<b>4,502</b>	<b>2,136</b>	<b>-</b>
3220	PERS Classified Employee	21,928	13,950	17,746	20,448
	<b>Total 3200</b>	<b>21,928</b>	<b>13,950</b>	<b>17,746</b>	<b>20,448</b>
3320	OASDHI Classified Employee	9,789	5,548	6,605	6,428
3325	Medicare Classified Employee	2,414	1,375	1,604	1,544
3335	Medicare Non-teaching Academic	151	387	-	-
	<b>Total 3300</b>	<b>12,355</b>	<b>7,310</b>	<b>8,210</b>	<b>7,972</b>
3420	H&W Classified Employee	45,516	30,211	31,739	32,583
3430	H&W Non-teaching Academic	892	1,700	46	-
3460	OPEB. Classified Employee	351	195	232	257
3470	OPEB. Non-teaching Academic	22	53	-	-
	<b>Total 3400</b>	<b>46,781</b>	<b>32,159</b>	<b>32,017</b>	<b>32,840</b>
3520	SUI Classified Employee	84	47	52	63
3530	SUI Other Academic Employee	5	13	-	-
	<b>Total 3500</b>	<b>89</b>	<b>60</b>	<b>52</b>	<b>63</b>
3620	Work Comp Classified Employee	842	894	1,743	2,053
3630	Work Comp Non-tching Academic	52	267	-	-
	<b>Total 3600</b>	<b>894</b>	<b>1,161</b>	<b>1,743</b>	<b>2,053</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1090 - Performance Riverside Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
3920	Other Benefits Classified Employee	(211)	439	(114)	-
	<b>Total 3900</b>	<b>(211)</b>	<b>439</b>	<b>(114)</b>	<b>-</b>
	<b>Total 3000 Series</b>	<b>78,999</b>	<b>59,581</b>	<b>61,789</b>	<b>63,376</b>
<b><u>Books and Supplies</u></b>					
4555	Copying and Printing	509	6,593	3,533	4,000
4580	Theater Supplies	3,369	4,055	1,354	2,500
4590	Office/Other Supplies	41	-	-	-
	<b>Total 4500</b>	<b>3,918</b>	<b>10,648</b>	<b>4,887</b>	<b>6,500</b>
	<b>Total 4000 Series</b>	<b>3,918</b>	<b>10,648</b>	<b>4,887</b>	<b>6,500</b>
<b><u>Services and Operating Expenses</u></b>					
5045	Postage	249	1,071	1,451	2,000
	<b>Total 5000</b>	<b>249</b>	<b>1,071</b>	<b>1,451</b>	<b>2,000</b>
5198	Professional Services	142,667	207,872	206,875	159,838
	<b>Total 5100</b>	<b>142,667</b>	<b>207,872</b>	<b>206,875</b>	<b>159,838</b>
5219	Other Travel Expense	1,568	1,041	2,654	2,500
	<b>Total 5200</b>	<b>1,568</b>	<b>1,041</b>	<b>2,654</b>	<b>2,500</b>
5421	GL & Property Expenses	2,127	1,539	1,819	2,053
	<b>Total 5400</b>	<b>2,127</b>	<b>1,539</b>	<b>1,819</b>	<b>2,053</b>
5520	Electricity	700	700	700	700
	<b>Total 5500</b>	<b>700</b>	<b>700</b>	<b>700</b>	<b>700</b>
5630	Rents & Leases	33,327	43,557	73,023	15,000
5632	Scenic Rentals	15,048	1,330	500	15,000
5633	Costume Rentals	21,000	12,986	15,075	10,500
5650	Transportation Contracts	3,650	915	(374)	10,000
	<b>Total 5600</b>	<b>73,025</b>	<b>58,788</b>	<b>88,223</b>	<b>50,500</b>
5740	Advertising	-	8,646	-	10,000
	<b>Total 5700</b>	<b>-</b>	<b>8,646</b>	<b>-</b>	<b>10,000</b>
5892	Bank Card Charges	1,833	1,892	1,798	1,900
	<b>Total 5800</b>	<b>1,833</b>	<b>1,892</b>	<b>1,798</b>	<b>1,900</b>
	<b>Total 5000 Series</b>	<b>222,168</b>	<b>281,549</b>	<b>303,519</b>	<b>229,491</b>
<b><u>Capital Outlay</u></b>					
6481	Equip \$200-4999	-	1,500	-	-

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1090 - Performance Riverside Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
	Total 6400	-	1,500	-	-
	Total 6000 Series	-	3,000	-	-
	<b>Total Expenditures</b>	<b><u>482,312</u></b>	<b><u>480,063</u></b>	<b><u>483,865</u></b>	<b><u>427,652</u></b>
<b><u>Contingency/Fund Balance</u></b>					
7910	Unrestricted	(638,599)	(498,837)	(440,212)	(389,864)
	<b>Total 7900</b>	<b><u>(638,599)</u></b>	<b><u>(498,837)</u></b>	<b><u>(440,212)</u></b>	<b><u>(389,864)</u></b>
	<b>Total 7000 Series</b>	<b><u>(638,599)</u></b>	<b><u>(498,837)</u></b>	<b><u>(440,212)</u></b>	<b><u>(389,864)</u></b>
<b>Total Resource 1090</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b><u>\$ (156,286)</u></b>	<b><u>\$ (18,773)</u></b>	<b><u>\$ 43,653</u></b>	<b><u>\$ 37,788</u></b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FUND 11, RESOURCE 1110 - BOOKSTORE (CONTRACTOR-OPERATED)

FINAL BUDGET  
 2019-2020

INCOME

Unaudited Beginning Balance, July 1	\$	599,052
Local Income		<u>1,116,300</u>
Total Available Funds (TAF)	\$	<u><u>1,715,352</u></u>

EXPENDITURES

Object Code

5000	Services and Operating Expenses	\$	43,600
7390	Interfund Transfer to Resources 3200		170,000
8999	Intrafund Transfer to Resources 1000 and 1090		<u>1,493,176</u>
	Total Expenditures		1,706,776
7900	* Contingency / Reserves		<u>8,576</u>
	Total Resource 1110 Including Contingency / Reserves	\$	<u><u>1,715,352</u></u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1110 - Bookstore Contractor-Operated Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 Local Income</b>				
<b>8847</b> Bookstore Commissions	\$ 1,054,481	\$ 834,119	\$ 1,118,977	\$ 1,111,000
<b>8860</b> Interest	1,868	5,298	5,904	5,300
<b>Total 1.0</b>	<u>1,056,349</u>	<u>839,417</u>	<u>1,124,882</u>	<u>1,116,300</u>
<b>2.0 Beginning Balance July 1</b>	456,496	677,341	693,488	599,052
<b>Total 2.0</b>	<u>456,496</u>	<u>677,341</u>	<u>693,488</u>	<u>599,052</u>
<b>Total Available Funds</b>	<u>\$ 1,512,844</u>	<u>\$ 1,516,758</u>	<u>\$ 1,818,370</u>	<u>\$ 1,715,352</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1110 - Bookstore Contractor - Operated Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Services and Operating Expenses</u></b>					
5510	Natural Gas	\$ 2,200	\$ 2,200	\$ 2,200	\$ 2,200
5520	Electricity	41,400	41,400	41,400	41,400
	<b>Total 5500</b>	<b>43,600</b>	<b>43,600</b>	<b>43,600</b>	<b>43,600</b>
	<b>Total 5000 Series</b>	<b>43,600</b>	<b>43,600</b>	<b>43,600</b>	<b>43,600</b>
<b><u>Interfund Transfer</u></b>					
7390	To Resource 3200	105,045	105,045	180,045	95,000
7390	To Resource 3300	75,000	-	-	75,000
	<b>Total 7300</b>	<b>180,045</b>	<b>105,045</b>	<b>180,045</b>	<b>170,000</b>
<b><u>Intrafund Transfer</u></b>					
8999	To Resource 1000	336,858	399,625	720,673	1,218,176
8999	To Resource 1090	275,000	275,000	275,000	275,000
	<b>Total 8999</b>	<b>611,858</b>	<b>674,625</b>	<b>995,673</b>	<b>1,493,176</b>
	<b>Total Expenditures</b>	<b>835,503</b>	<b>823,270</b>	<b>1,219,318</b>	<b>1,706,776</b>
<b><u>Contingency/Fund Balance</u></b>					
7910	Unrestricted	677,341	693,488	599,052	8,576
	<b>Total 7900</b>	<b>677,341</b>	<b>693,488</b>	<b>599,052</b>	<b>8,576</b>
	<b>Total 7000 Series</b>	<b>857,386</b>	<b>798,533</b>	<b>779,097</b>	<b>178,576</b>
<b>Total Resource 1110</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b>\$ 1,512,844</b>	<b>\$ 1,516,758</b>	<b>\$ 1,818,370</b>	<b>\$ 1,715,352</b>



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FUND 12, RESOURCE 1120 - CENTER FOR SOCIAL JUSTICE AND CIVIL LIBERTIES

FINAL BUDGET  
 2019-2020

INCOME

Unaudited Beginning Balance, July 1		\$ 2,500
Local Income	\$ 26,500	
Intrafund Transfer From Resource 1000	<u>215,000</u>	
Total Income		<u>241,500</u>
Total Available Funds (TAF)		<u>\$ 244,000</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 105,144
3000	Employee Benefits	66,846
4000	Books and Supplies	340
5000	Services and Operating Expenses	<u>54,050</u>
	Total Expenditures	231,500
7900	* Contingency / Reserves	<u>12,500</u>
	Total Resource 1120 Including Contingency / Reserves	<u>\$ 244,000</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1120 - Center for Social Justice and Civil Liberties Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 Local Income</b>				
<b>8820</b> Contributions	\$ -	\$ -	\$ 90	\$ -
<b>8860</b> Interest	370	1,075	1,405	1,500
<b>8890</b> City of Riverside	25,000	25,000	25,000	25,000
<b>Total 1.0</b>	<u>25,370</u>	<u>26,075</u>	<u>26,405</u>	<u>26,500</u>
<b>2.0 Intrafund Transfer</b>				
<b>8999</b> From Resource 1000	105,854	112,337	82,463	215,000
<b>Total 2.0</b>	<u>105,854</u>	<u>112,337</u>	<u>82,463</u>	<u>215,000</u>
<b>3.0 Beginning Balance July 1</b>	5,468	13,134	2,397	2,500
<b>Total 3.0</b>	<u>5,468</u>	<u>13,134</u>	<u>2,397</u>	<u>2,500</u>
<b>Total Available Funds</b>	<u>\$ 136,692</u>	<u>\$ 151,545</u>	<u>\$ 111,265</u>	<u>\$ 244,000</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1120 - Center for Social Justice and Civil Liberties Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Academic Salaries</u></b>					
1439	Part-Time Non-Instructional	\$ -	\$ -	\$ 14,272	\$ -
	<b>Total 1400</b>	<u>-</u>	<u>-</u>	<u>14,272</u>	<u>-</u>
	<b>Total 1000 Series</b>	<u>-</u>	<u>-</u>	<u>14,272</u>	<u>-</u>
<b><u>Classified Salaries</u></b>					
2118	Full-Time Administrator	-	55,537.92	33,704.00	103,144.00
2119	Classified Full Time	-	-	-	-
	<b>Total 2100</b>	<u>-</u>	<u>55,538</u>	<u>33,704</u>	<u>103,144</u>
2331	Student Help Non-Instructional	1,051	1,311	1,498	2,000
2339	Short Term Non CL Non-Instructional	-	-	1,134	-
	<b>TOTAL 2300</b>	<u>1,051</u>	<u>1,311</u>	<u>2,632</u>	<u>2,000</u>
	<b>Total 2000 Series</b>	<u>1,051</u>	<u>56,849</u>	<u>36,336</u>	<u>105,144</u>
<b><u>Employee Benefits</u></b>					
3220	PERS	-	8,626	4,879	20,341
	<b>Total 3200</b>	<u>-</u>	<u>8,626</u>	<u>4,879</u>	<u>20,341</u>
3320	OASDHI Classified Employee	-	3,436	2,086	6,395
3325	Medicare Classified Employee	-	804	504	1,496
3335	Medicare - Academic Non-Teaching	-	-	206	-
	<b>Total 3300</b>	<u>-</u>	<u>4,240</u>	<u>2,796</u>	<u>7,891</u>
3420	H&W	-	25,416	3,989	36,670
3460	OPEB, Classified Employee	2	114	73	210
3470	OPEB - Academic Non Teaching	-	-	29	-
	<b>Total 3400</b>	<u>2</u>	<u>25,530</u>	<u>4,091</u>	<u>36,880</u>
3520	SUI Classified Employee	-	28	15	52
3530	SUI - Academic Non-Teaching	-	-	7	-
	<b>Total 3500</b>	<u>-</u>	<u>28</u>	<u>22</u>	<u>52</u>
3620	Work Comp - Academic Non-Teaching	5	568	474	1,682
3630	Work Comp Non-tching Academic	-	-	228	-
	<b>Total 3600</b>	<u>5</u>	<u>568</u>	<u>702</u>	<u>1,682</u>
3920	Other Benefits	-	-	-	-
	<b>Total 3900</b>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
	<b>Total 3000 Series</b>	<u>7</u>	<u>38,991</u>	<u>12,490</u>	<u>66,846</u>
<b><u>Books and Supplies</u></b>					
4230	Reference Books	1,798	406	-	100
	<b>Total 4200</b>	<u>1,798</u>	<u>406</u>	<u>-</u>	<u>100</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1120 - Center for Social Justice and Civil Liberties Expenditures**

<u>Object</u>	<u>Account Description</u>	Audited	Audited	Unaudited	Final Budget
		Actuals 2016-2017	Actuals 2017-2018	Actuals 2018-2019	Proposal 2019-2020
4555	Copying and Printing	70	76	212	200
4590	Office/Other Supplies	-	-	34	40
	<b>Total 4500</b>	<b>(302)</b>	<b>4,886</b>	<b>246</b>	<b>240</b>
4690	Transportation Supplies	-	-	-	-
	<b>Total 4600</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Total 4000 Series</b>	<b>1,495</b>	<b>5,292</b>	<b>246</b>	<b>340</b>
<b><u>Services and Operating Expenses</u></b>					
5198	Professional Services	89,430	3,288	(2,387)	3,400
	<b>Total 5100</b>	<b>89,430</b>	<b>3,288</b>	<b>(2,387)</b>	<b>3,400</b>
5220	Conference Attendance	-	2,584	-	-
	<b>Total 5200</b>	<b>-</b>	<b>2,584</b>	<b>-</b>	<b>-</b>
5310	Memberships	150	437	165	200
	<b>Total 5300</b>	<b>150</b>	<b>437</b>	<b>165</b>	<b>200</b>
5421	GL & Property Expenses	13	682	810	900
	<b>Total 5400</b>	<b>13</b>	<b>682</b>	<b>810</b>	<b>900</b>
5510	Natural Gas	364	275	475	500
5520	Electricity	30,622	32,103	38,219	38,000
5530	Water	895	1,266	1,520	1,500
5541	Cellular Telephone	897	-	-	-
	<b>Total 5500</b>	<b>32,778</b>	<b>33,644</b>	<b>40,214</b>	<b>40,000</b>
5630	Rents & Leases	100	-	-	-
5644	Repairs	6,040	5,888	5,977	8,500
	<b>Total 5600</b>	<b>6,140</b>	<b>5,888</b>	<b>5,977</b>	<b>8,500</b>
5890	Other Services	(48)	720	731	1,050
	<b>Total 5800</b>	<b>(48)</b>	<b>720</b>	<b>731</b>	<b>1,050</b>
	<b>Total 5000 Series</b>	<b>128,463</b>	<b>47,242</b>	<b>45,510</b>	<b>54,050</b>
<b><u>Capital Outlay</u></b>					
6481	Equip Add'l < \$5000	208	775	-	5,120
	<b>Total 6400</b>	<b>208</b>	<b>775</b>	<b>-</b>	<b>5,120</b>
	<b>Total 6000 Series</b>	<b>208</b>	<b>775</b>	<b>-</b>	<b>5,120</b>
	<b>Total Expenditures</b>	<b>131,224</b>	<b>149,149</b>	<b>108,854</b>	<b>231,500</b>
<b><u>Contingency/Fund Balance</u></b>					
7910	Unrestricted	13,134	2,396	12,200	12,500
	<b>Total 7900</b>	<b>13,134</b>	<b>2,396</b>	<b>12,200</b>	<b>12,500</b>
	<b>Total 7000 Series</b>	<b>13,134</b>	<b>2,396</b>	<b>12,200</b>	<b>12,500</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1120 - Center for Social Justice and Civil Liberties Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>Total Resource 1120</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b>\$ 144,358</b>	<b>\$ 151,545</b>	<b>\$ 121,054</b>	<b>\$ 244,000</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FUND 11, RESOURCE 1170 - CUSTOMIZED SOLUTIONS

FINAL BUDGET  
 2019-2020

INCOME

Unaudited Beginning Balance, July 1	\$	(364,813)
Local Income		<u>567,609</u>
Total Available Income (TAF)	\$	<u>202,796</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$	190,190
3000	Employee Benefits		101,865
4000	Books and Supplies		29,390
5000	Services and Operating Expenses		<u>389,995</u>
	Total Expenditures		711,440
7900	* Contingency / Reserves		<u>(508,644)</u>
	Total Resource 1170 Including Contingency / Reserves	\$	<u>202,796</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1170 - Customized Solutions Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 State Income</b>				
8690 STRS On Behalf	\$ (716)	\$ 703	\$ -	\$ -
<b>Total 1.0</b>	<b><u>(716)</u></b>	<b><u>703</u></b>	<b><u>-</u></b>	<b><u>-</u></b>
<b>2.0 Local Income</b>				
8831 B/E Aeospace (Teklam) SPP 426	3,000	-	-	-
8831 California Family Life Center SPP 462	7,024	-	-	-
8831 City of Rvrsd Human Resrc SPP 484	3,550	13,163	4,050	-
8831 El Camino CCD SPP 423	-	-	18,993	-
8831 Elsinore Valley Muni Water District SPP 424	8,800	-	-	-
8831 ETP - Core SPP 401	-	-	14,456	455,549
8831 ETP - Core SPP 427	10,220	215,703	216,205	-
8831 ETP - Core SPP 449	15,350	-	-	-
8831 ETP - Core SPP 463	537,250	-	(39,905)	-
8831 Open Enrollment Workshops SPP 434	-	-	-	2,160
8831 San Bernardino CCD SPP 422	53,900	(15,953)	-	-
8831 Superior Courts of CA SPP 430	-	-	9,900	9,900
8831 US Continental Marketing SPP 425	10,000	-	-	-
8831 Estimated Future Contracts SPP 481	-	-	-	100,000
8890 Other Local Revenue	-	-	7,637	-
<b>Total 2.0</b>	<b><u>649,094</u></b>	<b><u>212,912</u></b>	<b><u>231,336</u></b>	<b><u>567,609</u></b>
<b>3.0 Beginning Balance July 1</b>				
<b>Total 3.0</b>	<b><u>167,047</u></b>	<b><u>69,280</u></b>	<b><u>(155,919)</u></b>	<b><u>(364,813)</u></b>
<b>Total Available Funds</b>	<b><u>\$ 815,425</u></b>	<b><u>\$ 282,895</u></b>	<b><u>\$ 75,417</u></b>	<b><u>\$ 202,796</u></b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1170 - Customized Solutions Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Classified Salaries</u></b>					
2118	Full Time Administrator	\$ 90,298	\$ 72,167	\$ 112,796	\$ 121,094
2119	Full Time Regular	60,895	82,725	66,611	69,096
	<b>Total 2100</b>	<b>151,193</b>	<b>154,892</b>	<b>179,407</b>	<b>190,190</b>
2339	Classified Hourly	-	-	1,806	-
	<b>Total 2300</b>	<b>-</b>	<b>-</b>	<b>1,806</b>	<b>-</b>
	<b>Total 2000 Series</b>	<b>151,193</b>	<b>154,892</b>	<b>181,213</b>	<b>190,190</b>
<b><u>Employee Benefits</u></b>					
3150	STRS On Behalf - Teachers & Aides	(1,507)	467	-	-
3170	STRS On Behalf - Acad Non-Teaching	791	236	-	-
	<b>Total 3100</b>	<b>(716)</b>	<b>703</b>	<b>-</b>	<b>-</b>
3220	PERS Classified	21,212	22,729	32,680	37,507
	<b>Total 3200</b>	<b>21,212</b>	<b>22,729</b>	<b>32,680</b>	<b>37,507</b>
3320	OASDHI Classified	9,464	9,068	11,651	11,792
3325	Medicare Classified	2,213	2,121	2,751	2,758
	<b>Total 3300</b>	<b>11,678</b>	<b>11,189</b>	<b>14,402</b>	<b>14,550</b>
3420	H&W Classified	43,915	37,893	46,416	46,290
3460	OPEB Classified	318	293	366	380
	<b>Total 3400</b>	<b>44,234</b>	<b>38,186</b>	<b>46,781</b>	<b>46,670</b>
3520	SUI Classified	76	73	86	95
	<b>Total 3500</b>	<b>76</b>	<b>73</b>	<b>86</b>	<b>95</b>
3620	Work Comp Classified	764	1,408	2,740	3,043
	<b>Total 3600</b>	<b>764</b>	<b>1,408</b>	<b>2,740</b>	<b>3,043</b>
3920/30	Other Benefits	(132)	769	(147)	-
	<b>Total 3900</b>	<b>(132)</b>	<b>769</b>	<b>(147)</b>	<b>-</b>
	<b>Total 3000 Series</b>	<b>77,116</b>	<b>75,056</b>	<b>96,542</b>	<b>101,865</b>
<b><u>Books and Supplies</u></b>					
4320	Instructional Supplies	138	-	-	-
	<b>Total 4300</b>	<b>138</b>	<b>-</b>	<b>-</b>	<b>-</b>
4555	Copying and Printing	2	6	13	750
4590	Other Supplies	420	416	1,596	1,200
4599	Cont Ed Instr Suppl	551	1,094	1,898	27,300
	<b>Total 4500</b>	<b>973</b>	<b>1,516</b>	<b>3,507</b>	<b>29,250</b>



**Riverside Community College District  
2019-2020 Final Budget  
Resource 1170 - Customized Solutions Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
4710	Food	92	-	140	140
	<b>Total 4700</b>	<b>92</b>	<b>-</b>	<b>140</b>	<b>140</b>
	<b>Total 4000 Series</b>	<b>1,203</b>	<b>1,516</b>	<b>3,647</b>	<b>29,390</b>
<b><u>Services and Operating Expenses</u></b>					
5045	Postage	-	3	14	110
	<b>Total 5000</b>	<b>-</b>	<b>3</b>	<b>14</b>	<b>110</b>
5110	Consultants	48,795	12,000	-	-
5197	Grant/Contract Sub Agreement	398,333	149,122	80,284	267,830
	<b>Total 5100</b>	<b>447,128</b>	<b>161,122</b>	<b>80,284</b>	<b>267,830</b>
5210	Mileage	6	1,652	2,390	850
5211	Meeting Expense	-	96	26	200
5220	Conference Attendance	595	2,003	1,261	1,500
	<b>Total 5200</b>	<b>601</b>	<b>3,751</b>	<b>3,677</b>	<b>2,550</b>
5310	Memberships	-	-	-	1,000
	<b>Total 5300</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,000</b>
5421	GL & Property Expenses	1,814	1,859	2,899	3,043
	<b>Total 5400</b>	<b>1,814</b>	<b>1,859</b>	<b>2,899</b>	<b>3,043</b>
5541	Cellular Telephone	850	1,427	1,469	1,600
	<b>Total 5500</b>	<b>850</b>	<b>1,427</b>	<b>1,469</b>	<b>1,600</b>
5649	Computer Software Maintenance/Lic	-	-	-	18,000
	<b>Total 5600</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>18,000</b>
5740	Advertising	-	-	-	1,200
5790	Licenses, Permits, and Other Fees	70	54	250	-
	<b>Total 5700</b>	<b>70</b>	<b>54</b>	<b>250</b>	<b>1,200</b>
5890	Outside Services and Operating Costs	66,170	35,128	69,090	94,662
	<b>Total 5800</b>	<b>66,170</b>	<b>35,128</b>	<b>69,090</b>	<b>94,662</b>
	<b>Total 5000 Series</b>	<b>516,633</b>	<b>203,342</b>	<b>157,682</b>	<b>389,995</b>
<b><u>Capital Outlay</u></b>					
6481	Equip Add'l \$200-4999	-	419	-	-
6485	Comp Equip Addt'l \$200 to \$4,999	-	3,590	1,145	-
	<b>Total 6400</b>	<b>-</b>	<b>4,009</b>	<b>1,145</b>	<b>-</b>
	<b>Total 6000 Series</b>	<b>-</b>	<b>4,009</b>	<b>1,145</b>	<b>-</b>
	<b>Total Expenditures</b>	<b>746,145</b>	<b>438,814</b>	<b>440,229</b>	<b>711,440</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1170 - Customized Solutions Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Contingency/Fund Balance</u></b>					
7910	Unrestricted	69,280	(155,919)	(364,813)	(508,644)
	<b>Total 7900</b>	<b>69,280</b>	<b>(155,919)</b>	<b>(364,813)</b>	<b>(508,644)</b>
<b>Total Resource 1170</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b>\$ 815,425</b>	<b>\$ 282,895</b>	<b>\$ 75,417</b>	<b>\$ 202,796</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FUND 12, RESOURCE 1180 - REDEVELOPMENT PASS - THROUGH

FINAL BUDGET  
2019-2020

INCOME

Unaudited Beginning Balance, July 1	\$ 7,958,745
Local Income	<u>3,033,000</u>
Total Available Income (TAF)	<u>\$ 10,991,745</u>

EXPENDITURES

Object Code

5000	Services and Operating Expenses	\$ 390,119
6000	Capital Outlay	<u>9,320,884</u>
	Total Expenditures	9,711,003
7900	* Contingency / Reserves	<u>1,280,742</u>
	Total Resource 1180 Including Contingency / Reserves	<u>\$ 10,991,745</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1180 - Redevelopment Pass-Through Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 Local Income</b>				
<b>8860</b> Interest	\$ 55,789	\$ 129,593	\$ 267,663	\$ 254,000
<b>8890</b> Redevelopment Agency Pass-Thru	<u>2,129,414</u>	<u>2,395,259</u>	<u>2,707,293</u>	<u>2,779,000</u>
<b>Total 1.0</b>	<u><b>2,185,202</b></u>	<u><b>2,524,852</b></u>	<u><b>2,974,956</b></u>	<u><b>3,033,000</b></u>
<b>2.0 Beginning Balance July 1</b>				
	<u>4,687,326</u>	<u>5,856,361</u>	<u>7,303,515</u>	<u>7,958,745</u>
<b>Total 2.0</b>	<u><b>4,687,326</b></u>	<u><b>5,856,361</b></u>	<u><b>7,303,515</b></u>	<u><b>7,958,745</b></u>
<b>Total Available Funds</b>	<u><b>\$ 6,872,528</b></u>	<u><b>\$ 8,381,213</b></u>	<u><b>\$ 10,278,471</b></u>	<u><b>\$ 10,991,745</b></u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1180 - Redevelopment Pass-Through Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Books and Supplies</u></b>					
4590	Office/Other Supplies	\$ -	\$ 9,643	\$ 2,698	\$ -
	<b>Total 4500</b>	<b>-</b>	<b>9,643</b>	<b>2,698</b>	<b>-</b>
	<b>Total 4000 Series</b>	<b>-</b>	<b>9,643</b>	<b>2,698</b>	<b>-</b>
<b><u>Services and Operating Expenses</u></b>					
5110	Consultants	81,000	103,950	97,827	75,000
5198	Professional Services	57,289	40,875	498,754	30,802
	<b>Total 5100</b>	<b>138,289</b>	<b>144,825</b>	<b>596,581</b>	<b>105,802</b>
5450	Claims Expense	-	50,000	-	-
5520	Electricity	-	1,879	-	-
5540	Telephone	30,552	201,425	267,330	200,000
5541	Cellular Telephone	-	3,716	5,868	-
	<b>Total 5500</b>	<b>30,552</b>	<b>257,020</b>	<b>273,198</b>	<b>200,000</b>
5630		-	-	37,234	9,060
5644	Repairs	2,000	4,915	20,218	-
5649	Computer Software Maintenance/Lic	174,313	43,387	462,460	75,257
	<b>Total 5600</b>	<b>176,313</b>	<b>48,302</b>	<b>519,912</b>	<b>84,317</b>
5740	Advertising	-	994	2,124	-
	<b>Total 5700</b>	<b>-</b>	<b>994</b>	<b>2,124</b>	<b>-</b>
5890	Other Services	2,976	31,337	10,184	-
	<b>Total 5800</b>	<b>2,976</b>	<b>31,337</b>	<b>10,184</b>	<b>-</b>
	<b>Total 5000 Series</b>	<b>348,129</b>	<b>482,478</b>	<b>1,401,999</b>	<b>390,119</b>
<b><u>Capital Outlay</u></b>					
<b><u>Buildings</u></b>					
6126	Construction Contract	-	-	54,148	-
6127	Fixtures/Fixed Equipment	-	27,163	-	-
6216	Construction	14,478	-	-	-
6218	Inspection	4,018	-	1,275	-
6219	Other	38,076	-	-	-
6222	Engineering	-	-	5,850	-
6223	Architect's Fees	-	-	3,900	-
6224	Testing	-	(850)	1,040	-
6226	Remodel	17,827	10,356	46,390	110,022
6227	Fixtures/Fixed Equipment	63,457	17,385	-	-
6229	Other	-	-	3,177	-
	<b>Total 6200</b>	<b>137,856</b>	<b>54,053</b>	<b>115,780</b>	<b>110,022</b>
<b><u>Equipment</u></b>					
6481	Equip Add'l <\$5000	1,529	44,947	40,595	8,402,076

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1180 - Redevelopment Pass-Through Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
6482	Equip Add'l >\$5000	61,427	63,432	702,463	307,447
6485	Computer Equip Add'l <\$4999	58,394	328,648	21,693	2,378
6486	Computer Equip Add'l >5000	<u>408,832</u>	<u>94,497</u>	<u>34,498</u>	<u>498,961</u>
	<b>Total 6400</b>	<u><b>530,182</b></u>	<u><b>531,524</b></u>	<u><b>799,249</b></u>	<u><b>9,210,862</b></u>
	<b>Total 6000 Series</b>	<u><b>668,038</b></u>	<u><b>585,578</b></u>	<u><b>915,028</b></u>	<u><b>9,320,884</b></u>
	<b>Total Expenditures</b>	<u><b>1,016,167</b></u>	<u><b>1,077,698</b></u>	<u><b>2,319,726</b></u>	<u><b>9,711,003</b></u>
<b><u>Contingency/Fund Balance</u></b>					
7920	Restricted	<u>5,856,361</u>	<u>7,303,515</u>	<u>7,958,745</u>	<u>1,280,742</u>
	<b>Total 7900</b>	<u><b>5,856,361</b></u>	<u><b>7,303,515</b></u>	<u><b>7,958,745</b></u>	<u><b>1,280,742</b></u>
<b>Total Resource 1180</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<u><b>\$ 6,872,528</b></u>	<u><b>\$ 8,381,213</b></u>	<u><b>\$ 10,278,471</b></u>	<u><b>\$ 10,991,745</b></u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FUND 12, RESOURCE 1190 - GRANTS AND CATEGORICAL PROGRAMS

FINAL BUDGET  
 2019-2020

INCOME

Unaudited Beginning Balance, July 1		\$	-
Federal Income	\$ 20,311,803		
State Income	102,135,562		
Local Income	2,944,935		
Intrafund Transfers	<u>5,038,004</u>		
Total Income			<u>130,430,304</u>
Total Available Funds (TAF)			<u>\$ 130,430,304</u>

EXPENDITURES

Object Code

1000	Academic Salaries		\$ 9,794,670
2000	Classified Salaries		18,542,947
3000	Employee Benefits		12,232,642
4000	Books and Supplies		11,701,333
5000	Services and Operating Expenses		58,125,010
6000	Capital Outlay		13,644,400
7500	Scholarships		1,379,142
7600	Student Grants / Bus Passes		<u>5,010,160</u>
	Total Expenditures		130,430,304
7900	Contingency / Reserves		<u>                  -</u>
	Total Resource 1190 Including Contingency / Reserves		<u>\$ 130,430,304</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1190 - Grants and Categorical Program Income**

<u>Account Description</u>		<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>	
<b>1.0 Federal Income</b>						
8120	38	Upward Bound TRIO Riverside SPP 038	\$ 298,933	\$ 80,135	\$ -	\$ -
8120	41	Upward Bound TRIO - Patriot HS SPP 041	-	99,157	274,435	297,836
8120	42	Upward Bound Trio - Jurupa Valley/Rubidoux SPP 042	-	171,939	237,576	298,085
8120	64	Student Support Services Project SPP 064	303,554	226,636	201,236	317,285
8120	65	Disabled Student Support Services Program SPP 065	241,050	189,959	273,238	304,883
8120	66	Veterans Student Support Services Project SPP 066	263,475	214,496	244,555	323,218
8190	89	Americorps Student Ambassador Program SPP 089	-	11,321	4,419	-
8190	98	Foster and Kinship Care SPP 098	25,038	72,636	52,013	44,806
8120	103	Here to Career SPP 103	10,960	74,163	42,066	100,355
8190	108	Tri-Tech Small Bus Development SPP 108	144,474	-	-	-
8190	109	Tri-Tech Small Bus Development SPP 109	236,838	82,558	-	-
8120	119	Title V - HIS - BCTC - Corrections Scenario SPP 119	131,409	148,096	244,604	2,091,031
8190	128	Tri-Tech Small Bus Development 2015 C/O SPP 128	10,000	-	-	-
8190	131	Tri-Tech Small Bus Development SPP 131	254,050	162,883	335,034	276,076
8120	132	Title V - Accelerating Pathways SPP 132	644,562	627,722	521,210	692,257
8120	135	Upward Bound Corona HS SPP 135	-	211,129	323,218	332,280
8190	145	Procurement Assistance SPP 145	130,102	156,578	138,902	369,066
8190	147	Procurement Assistance SPP 147	153,641	128,519	164,526	204,540
8120	156	Title V Norco Campus 09/14 SPP 156	-	-	(358)	-
8190	157	RCOE Foster Youth Indep. Lvg. Pgm. SPP 157	42,530	42,387	-	113,813
8190	175	Norco College Apprenticeship Program SPP 175	-	-	72,802	358,147
8190	183	Workability Grant SPP 183	183,001	219,146	255,256	290,060
8120	188	Upward Bound - Centennial H.S. 17/22 SPP 188	-	291,437	370,291	395,615
8120	196	Title V HSI Pathways to Excellence SPP 196	181,684	-	-	-
8120	199	Title V HSI Stem and Articulation Programs SPP 199	140,467	126,329	-	-
8190	209	California State Trade Export Program SPP 209	81,715	48,848	117,286	-
8190	217	California State Trade Export Program SPP 217	137,818	107,862	-	-
8120	225	STEM Engineering Pathways SPP 225	315,088	1,064,570	1,585,857	1,834,485
8190	230	ECS Consortium Grant SPP 230	24,275	24,371	23,409	24,375
8190	237	Agents of Change for a Healthier Tomorrow SPP 237	16,074	16,322	16,200	16,200
8120	243	Upward Bound TRIO - MVC SPP 243	-	68,806	372,726	421,133
8190	250	Expanding Comm College Apprenticeships SPP 250	-	-	-	140,000
8190	271	National Center for Supply Chain Automation SPP 271	468,740	625,771	830,596	2,074,388
8120	272	Upward Bound - Norte Vista High School SPP 272	7,246	259,456	399,015	511,844
8120	273	Upward Bound Math and Science- MVUSD SPP 273	-	165,980	231,905	464,780
8190	274	State Homeland Security Program SPP 274	-	-	25,042	129,843
8190	278	Curriculum Revision for ADN to BSN SPP 278	-	-	45,000	-
8120	283	Upward Bound - Vista Del Lago SPP 283	287,082	62,229	-	-
8120	284	Upward Bound - AUSD SPP 284	232,435	-	-	-
8120	285	Upward Bound - Centennial SPP 285	298,997	49,230	-	-
8120	286	Upward Bound - Corona SPP 286	245,816	40,825	-	-
8190	291	College Connection II SPP 291	-	-	107,218	110,269
8120	297	SSS RISE - Norco 15/20 SPP 297	215,313	220,170	280,376	272,531
8150	300	FWS Off Campus SPP 300	138,358	151,342	213,634	126,563
8150	301	FWS Off Campus America Reads SPP 301	22,861	47,029	17,237	-



**Riverside Community College District  
2019-2020 Final Budget  
Resource 1190 - Grants and Categorical Program Income**

<u>Account Description</u>		<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
8150	302 FWS Off Campus America Counts SPP 302	23,435	37,667	22,097	-
8150	303 FWS Off Campus Literacy SPP 303	1,575	1,069	23,662	-
8150	304 FWS On Campus SPP 304	782,938	853,936	987,503	1,139,063
8150	305 FWS On Campus CalWORKs (25%) SPP 305	57,367	45,789	57,123	-
8150	306 FWS On Campus CalWORKs (75%) SPP 306	-	4,507	-	-
8150	307 FWS Off Campus Com Svc CalWORKs (75%)SPP 307	4,708	2,019	6,909	-
8120	315 Childcare Access Means Parents in School SPP 315	-	-	12,999	176,157
8190	320 GP-Impact: Geoscientist Development SPP 320	8,865	19,145	10,824	28,097
8190	323 NSF Supply Chain Technology Education SPP 323	96,388	-	-	-
8120	324 Project Technology Access Program SPP 324	222,981	-	-	-
8190	328 NSF Building Capacity SPP 328	-	-	408,360	668,130
8190	334 Trade Adj Assistance CC & Career Training SPP 334	599,290	962,093	88,797	-
8190	336 Federal and State Technology (FAST) SPP 336	64,615	42,605	-	-
8120	339 Student Support Services TRIO - Norco 15/20 SPP 339	175,168	282,764	310,381	260,200
8120	342 Talent Search Program Mo Val 16/21 SPP 342	128,901	210,926	327,943	342,680
8140	366 TANF 50% SPP 366	201,011	190,552	202,067	206,138
8170	370 VTEA SPP 370	1,075,680	1,061,854	1,117,159	1,256,960
8170	371 CTE Transitions SPP 371	114,933	69,767	104,004	138,586
8190	376 Flying with Swallows SPP 376	76,067	77,676	26,694	26,802
8170	377 VTEA Title IIA State Leadrshp SPP 377	210,657	219,025	219,996	220,000
8190	385 The Information Assurance Auditing Project SPP 385	104,962	60,126	34,829	-
8190	386 Bulletproof Vest Partnership SPP 386	3,162	2,073	2,017	489
8120	392 STEM Project- MVC SPP 392	81,686	583,247	1,257,520	2,877,547
8190	399 Career Vision SPP 399	-	-	18,000	6,562
8160	730 Veterans Education SPP 730	6,613	4,854	1,997	28,628
<b>Total 1.0</b>		<b>9,928,589</b>	<b>11,021,729</b>	<b>13,261,405.80</b>	<b>20,311,803</b>

**2.0 State Income**

8652	0 CALSTRS On-Behalf Payments	230,878	374,332	542,902	-
8659	9 Moreno Valley College's Cyber Camp SPP 009	-	3,408	-	-
8627	13 EOPS Special Project Set-Aside- #C16-0042 SPP 013	240,817	121,798	184,749	715,281
8629	14 SSSP Special Project Set-Aside- #C16-0043	254,114	5,134,910	4,030,197	-
8627	15 EOPS Set -Aside Agreement -#C17-0042 SPP 015	-	258,658	145,236	3,450
8659	19 Alliance for Allied Health Professionals SPP 019	-	17	-	-
8659	21 Basic Skills ESL 15/16 SPP 021	375,508	-	-	-
8659	23 Basic Skills ESL 17/18 SPP 023	-	181,408	1,230,022	-
8659	24 Basic Skills ESL 18/19 SPP 024	-	-	122,323	1,289,107
8659	25 Basic Skills ESL 10/11 SPP 025	89,067	366,453	-	-
8659	26 Basic Skills ESL 19/20 SPP 026	-	-	-	1,395,765
8658	31 Proposition 39 Clean Energy Grant SPP 031	113,880	5,449	193,004	-
8659	32 Veterans Resource Center SPP 032	-	23,465	133,613	182,349
8659	35 Hunger Free Campus SPP 035	-	26,047	49,789	343,900
8627	36 GO-BIZ Grant SPP 036	59,596	-	32,297	104,733
8659	45 Nextup (CAFYES) SPP 045	-	-	2,533,104	2,198,250
8620	48 One-Time Emergency Aid for Dreamer Students SPP 04:	-	167,925	-	-
8659	51 California Collegeg Promise (AB 19) SPP 051	-	-	837,586	1,905,174
8659	53 Campus Safety and Sexual Assault SPP 053	-	-	7,608	57,329

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1190 - Grants and Categorical Program Income**

<u>Account Description</u>		<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>	
8627	54	JFK Middle College HS Counseling SPP 054	-	16,871	22,519	-
8659	55	Enrollment Growth for ADN-RN 13/14 SPP 055	382,000	-	386,889	35,080
8659	59	Enrollment Growth for AND-RN 15/16 SPP 059	-	382,000	-	379,725
8622	60	EOPS SPP 060	1,858,778	1,878,244	1,989,325	2,198,122
8629	61	CARE SPP 061	232,697	245,904	267,852	297,193
8627	62	EOPS/Special Project Set-Aside SPP 062	34,268	-	-	-
8627	63	SSSP Special Project Set-Aside SPP 063	260,551	-	-	-
8659	67	SFAA - Capacity SPP 067	939,442	982,707	1,017,262	1,043,421
8659	69	SFAA - Base SPP 069	463,219	466,241	481,501	466,777
8659	74	Guided Pathways SPP 074	-	4,453	681,529	2,277,314
8629	75	Instr/Library Equip Block Grant SPP 075	1,173,489	872,346	151,958	618,621
8659	80	Student Success and Support Program SPP 080	6,496,017	6,906,997	6,400,924	6,971,933
8659	81	Student Equity SPP 081	3,952,504	3,692,074	3,027,398	5,738,510
8629	85	Staff Development - Classified SPP 085	-	-	-	119,725
8659	86	Staff Development Academic SPP 086	-	-	-	2,331
8659	87	Staff Development District-Wide SPP 087	-	-	457	-
8659	98	Foster & Kinship Care Educ SPP 098	99,238	52,816	64,217	68,188
8627	99	SFAP - Fiscal Coordination SPP 099	375,164	95,393	-	-
8659	102	Foster Parent Pre-Training SPP 102	7,524	187,936	212,459	274,296
8659	115	K-12 SWP One-Time Funds SPP 115	-	-	-	71,429
8659	116	K-12 Strong Workforce Program SPP 116	-	-	727	19,150,329
8659	118	Middle College High School - Norco SPP 118	24,354	97,676	-	100,000
8627	120	CCC Maker Implementation SPP 120	-	90,000	110,000	-
8659	121	Middle College HS (Norco) SPP 121	109,000	-	100,000	-
8659	133	Comm Colleges Basic Skills & St Outcomes SPP 133	748,943	1,017,426	2,494,470	-
8629	137	Community College Completion Grant SPP 137	-	393,500	-	-
8659	138	GIG Economy SPP 138	-	-	15,000	-
8659	141	Financial Aid Technolgy SPP 141	-	-	155,000	369,867
8659	150	Mental Health Support SPP 150	-	-	72,007	191,713
8627	157	College Connection SPP 157	65,799	-	-	-
8659	165	CTE Pathways SPP 165	69,652	30,348	-	-
8627	166	Innovation in Higher Ed. Planning SPP 166	-	77,574	322,313	1,063,625
8659	170	Faculty/Staff Diversity SPP 170	(3,100)	18,495	37,551	95,236
8659	172	Adult Ed Program Data Block Grant SPP 172	6,579	18,755	26,112	-
8659	174	California Apprenticeship Initiative SPP 174	73,087	119,901	173,855	475,523
8627	176	Growing Inland Achievement SPP 176	-	-	16,000	-
8621	180	DSP&S SPP 180	2,997,693	3,112,910	3,243,559	3,386,210
8659	189	CFIS Reentry Program SPP 189	-	-	-	113,636
8627	190	Veteran's Resource Center SPP 190	-	79,913	268,322	1,651,765
8627	191	Early Childhood Education Center SPP 191	-	-	288	4,999,712
8627	192	New Workforce Development Center SPP 192	-	-	-	1,000,000
8659	193	Veterans Resource Center - Vision for Success SPP 193	-	-	3,392	96,608
8659	197	Sector Navigator: Global Trade & Logistics SPP 197	372,500	-	-	-
8659	198	Deputy Sector Navigator: Global Trd & Logsts SPP 198	200,000	-	-	-
8659	201	Sector Navigator: Global Trade & Logistics SPP 201	-	355,350	-	-
8659	202	Sector Navigator: Global Trade & Logistics SPP 202	33,463	182,043	75,484	-

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1190 - Grants and Categorical Program Income**

<u>Account Description</u>		<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
8659	207 Workforce Accelerator Fund SPP 207	-	-	-	200,000
8627	210 Markerspace Start-Up SPP 210	9,618	4,522	-	-
8627	233 QSSB Barriers to Bridges Prog Develop SPP 233	-	-	-	5,000
8627	235 Student Health and Wellness SPP 235	-	5,000	594	-
8659	236 Mental Health Services SPP 236	-	1,703	98,980	249,316
8627	249 Umoja Community Education Foundation SPP 249	-	-	584	107,959
8659	255 Song Brwon Registered Nursing - 18/20 SPP 255	-	-	95,898	104,102
8659	258 Song Brown RN Special Project SPP 258	-	41,012	83,826	-
8659	262 Song Brwon RN Special Project 18/20 SPP 262	-	-	37,279	85,855
8659	265 Song Brown Registered Nursing 17/19 SPP 265	-	95,963	89,788	-
8629	279 CCAP STEM Pathways Academy SPP 279	-	-	-	666,666
8659	280 Certified Nursing Assistant Expansion SPP 280	-	-	-	112,500
8629	281 Concurrent Enrollment Prog Implementation SPP 281	-	-	-	348,904
8659	313 K14 Pathways Technical Assistance Provider SPP 313	-	-	-	285,000
8627	314 Cell - Learning Lab SPP 314	-	-	-	65,931
8659	317 Song Brown RN Ed Capitation SPP 317	108,859	-	-	-
8659	318 Song Brown RN Ed Special Programs SPP 318	72,902	-	-	-
8659	325 Foster Parent Pre-Training SPP 325	111,905	-	-	-
8627	326 SFAA - Fiscal Coordination 14/16 SPP 326	(95,272)	-	-	-
8659	327 California Apprenticeship Initiative - Rural SPP 327	-	-	-	499,593
8659	334 Trade Adjustment Assistance SPP 334	-	56,689	-	-
8659	338 Commercial Sexual Exploitation of Children SPP 338	5,009	11,273	-	-
8627	340 California Career Pathways Trust SPP 340	3,058,247	3,878,979	3,000,132	-
8659	344 Strong Workforce Program Local 16/17	254,435	1,598,183	1,046,175	-
8659	345 Strong Workforce Program Regional 16/17	1,030,046	2,233,911	4,439,600	-
8659	346 Strong Workforce Program Local 17/18	-	-	1,179,199	2,467,321
8659	347 Strong Workforce Program Regional 17/18	-	189,331	1,561,990	7,557,493
8659	348 Strong Workforce Program Local 18/19	-	-	98,924	3,742,723
8659	349 Strong Workforce Program Regional 18/19	-	-	910,245	8,618,938
8659	350 Strong Workforce Program Local 19/20	-	-	-	2,819,566
8659	351 Strong Workforce Program Regional 19/20	-	-	-	7,358,027
8659	356 Rancho Santiago CCD SPP 356	-	-	100,000	-
8626	359 CalWorks Comm Clg Set-Aside Prog SPP 359	(1,168)	90,688	9,312	-
8626	360 Cal Works Comm Clg Set-Aside Prog SPP 360	43,172	28,577	98,897	-
8659	362 Song Brown RN Special Programs 17/18 SPP 362	63,377	55,874	-	-
8659	363 Song Brown Health Care Workforce Training SPP 363	99,595	100,405	-	-
8626	367 CalWorks SPP 367	1,088,609	1,127,932	1,189,082	1,184,606
8627	369 Career Technical Ed Enhancement Fund SPP 369	102,037	-	-	-
8659	374 CTE Data Unlocked Initiative SPP 374	78,317	71,683	50,000	50,000
8659	375 Online CTE Pathways Grant SPP 375	-	-	-	367,855
8659	382 AB 86 Adult Ed. Block Grant SPP 382	-	-	540,527	-
8629	383 Full Time Student Success SPP 383	1,253,130	1,787,743	-	-
8659	387 AB 86 Adult Education Block Grant SPP 387	376,813	137,506	32,575	507,952
8659	388 AB 86 Adult Education Block Grant 16/17 SPP 388	6,701	506,914	26,913	540,527
8659	389 Faculty Entrepreneurship Champion SPP 389	-	-	5,816	-
8681	735 Lottery SPP 735	1,134,734	1,771,052	1,909,281	2,737,501

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1190 - Grants and Categorical Program Income**

<u>Account Description</u>		<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>	
<b>Total 2.0</b>		<b><u>31,137,788</u></b>	<b><u>41,836,683</u></b>	<b><u>48,466,419</u></b>	<b><u>102,135,562</u></b>	
<b>3.0 Local Income</b>						
8890	10	United Way-UBM&S STEM U Late Your Mind SPP 010	148	6,323	785	188
8820	12	Created Equal America's Cvl Rights Struggle SPP 012	-	1,200	-	-
8820	83	Non-Traditional Employment for Women SPP 083	16,000	6,389	-	1,611
8890	110	Tri-Tech SBDC Cash Match SPP 110/132	61,436	-	-	-
8890	112	Tri-Tech SBDC Cash Match (odd yrs) SPP 112	60,547	41,988	-	-
8890	124	Middle College High School Val Verde USD SPP 124	56,530	80,492	71,861	133,338
8820	125	Middle College High School SPP 125	79,592	76,514	77,072	128,023
8820	126	Nuvview Union School District ECHS SPP 126	188,661	228,289	148,140	151,860
8890	127	City of Moreno Valley SPP 127	-	-	19,780	-
8890	129	Tri-Tech SBCD Seminars SPP 129	1,056	114	-	-
8890	134	CACT Seminars SPP 134	969	220	3,493	16,443
8890	146	PAC Income Account - Even Year SPP 146	4,827	3,869	3,500	4,000
8820	160	The California Wellness Foundation SPP 160	10,052	37,365	37,987	255,727
8820	161	Foster Youth Support Services SPP 161	67,102	53,216	44,330	67,992
8820	162	Found for CA Comm Clgs/Career Ladder SPP 162	-	-	-	933
8820	163	Innovation in Higher Ed. Planning Grant SPP 163	30,000	-	-	-
8820	164	Completion Initiative Planning Grant SPP 164	905	99,004	-	-
8820	178	Student Centered College Completion SPP 178	-	-	7,700	192,300
8890	180	DSP&S - P2 Recalc SPP 180	6,649	11,014	402	-
8820	216	Cycling Savvy - WRCOG SPP 216	5,235	-	-	-
8890	217	California State Trade Export Program SPP 217	-	854	-	-
8890	221	Sector Navigator Program Income SPP 221	3,702	-	2,224	-
8890	222	CA Step Program Income SPP 222	-	1,106	2,794	-
8820	227	Firehouse Subs Public Safety Foundation SPP 227	-	6,061	-	-
8890	229	Foothill-De Anza CCD CVC-OEI SPP 229	-	-	10,058	4,941
8820	269	Kaiser Permanente MVC Dental Hygiene SPP 269	1,074	955	-	-
8890	277	City of Corona 5K SPP 277	-	5,000	-	-
8820	291	College Connection II SPP 291	-	72,271	-	-
8890	293	Upward Bound Math and Science - MVUSD SPP 293	30,000	30,000	30,000	30,000
8890	312	4Faculty Web Services SPP 312	-	-	3,910	4,528
8820	331	Foster Youth Advocacy Program SPP 331	1,989	(145)	-	2,633
8820	335	Foster Youth Stuart Grant SPP 335	17,402	29,303	-	-
8890	337	Federal and State Tech (FAST) Cash Match SPP 337	15,695	2,500	-	-
8820	352	Completion Counts - CLIP SPP 352	9,538	209	1	4,408
8820	361	Seeking Safety Program Tay & Adult SPP 361	73,155	37,736	61,686	-
8890	364	Gateway to College Charter School SPP 364	228,920	241,934	261,641	300,000
8820	365	James Irvine Foundation - Apprenticeship SPP 365	-	-	97	774,153
8820	384	Leadership Academy Program SPP 384	-	-	-	4,250
8890	390	Riverside Cnty Board of Suprvsrs Book Pgm SPP 390	-	-	-	5,507
8890	391	Gates Lea Implementation Network (RCEC)	51,475	48,526	-	-
8880	709	Int'l Student Capital Outlay Surcharge - SPP 709	63,809	679,932	993,154	862,100
<b>Total 3.0</b>		<b><u>1,086,470</u></b>	<b><u>1,802,239</u></b>	<b><u>1,780,616</u></b>	<b><u>2,944,935</u></b>	

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1190 - Grants and Categorical Program Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>4.0 Intrafund Transfers In (Out)</b>				
From (To) Resource 1000:				
8999 180 DSP&S Match/Over SPP 180	634,157	653,504	1,278,253	1,147,157
8999 300 Fed Work Study SPP 300	44,095	49,174	71,668	42,081
8999 301 FWS Off Campus 100% Amer Reads SPP 301	108	435	251	-
8999 302 FWS Off Campus 100% Amer Counts SPP 302	112	358	319	-
8999 303 FWS Off Campus Literacy SPP 303	7	10	348	-
8999 304 FWS On Campus (Instruc/Non-Instruc) SPP 304	249,540	277,581	327,711	378,737
8999 305 FWS On Campus CalWORKs (25%) SPP 305	273	398	840	-
8999 306 FWS On Campus CalWORKs (75%) SPP 306	-	43	-	-
8999 307 FWS Off Campus Com Svc CalWORKs (75%)SPP 307	22	19	105	-
8999 326 SFAP - Fiscal Coordination SPP 326	14,341	-	-	-
8999 554 College Promise Program SPP 554	-	857,118	522,915	3,465,187
8999 730 Veterans Education SPP 730	3,884	5,800	4,842	4,842
<b>Total 4.0</b>	<u><b>946,538</b></u>	<u><b>1,844,439</b></u>	<u><b>2,207,253</b></u>	<u><b>5,038,004</b></u>
<b>Total Available Funds</b>	<u><b>\$ 43,099,384</b></u>	<u><b>\$ 56,505,090</b></u>	<u><b>\$ 65,715,694</b></u>	<u><b>\$ 130,430,304</b></u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1190 - Grants and Categorical Program Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Academic Salaries</u></b>					
1110	Regular Full-Time Teaching	\$ 204,259	\$ 229,474	\$ 242,934	\$ 499,120
1170	Instructional Release Time	56,048	58,779	10,776	\$ -
	<b>Total 1100</b>	<b>260,307</b>	<b>288,253</b>	<b>253,711</b>	<b>499,120</b>
1218	Regular Full Time Administrator	1,092,357	1,288,382	1,294,033	1,962,686
1219	Counselors/Librarians/Release Time	2,733,663	3,281,374	4,174,111	4,701,129
	<b>Total 1200</b>	<b>3,826,020</b>	<b>4,569,756</b>	<b>5,468,145</b>	<b>6,663,815</b>
1330	Part-Time Teaching Fall	-	-	-	62,737
1333	Part-Time Teaching Spring	5,499	-	-	62,738
1335	Regular - Overload Fall	4,741	5,159	2,087	-
1336	Regular - Overload Summer (Even years)	952	-	-	-
1337	Regular - Overload Winter	1,904	1,983	2,087	-
1338	Regular - Overload Spring	7,657	3,040	2,087	-
1339	Regular - Overload Summer (Odd years)	-	3,026	1,044	-
1360	Other - Substitute Teaching	3,495	701	203	-
	<b>Total 1300</b>	<b>24,249</b>	<b>13,909</b>	<b>7,509</b>	<b>125,475</b>
1439	Part-Time Non-Instructional	2,227,129	2,205,046	2,290,507	1,126,169
1469	Substitute Non-Instructional	3,535	15,080	2,798	1,000
1479	Extra Duty (Stipend)	-	-	-	61,962
1490	Special Assignments	318,426	451,169	549,115	1,317,129
	<b>Total 1400</b>	<b>2,549,089</b>	<b>2,671,294</b>	<b>2,842,420</b>	<b>2,506,260</b>
	<b>Total 1000 Series</b>	<b>6,659,665</b>	<b>7,543,211</b>	<b>8,571,785</b>	<b>9,794,670</b>
<b><u>Classified Salaries</u></b>					
2117	Full-Time Supervisor	-	-	43,004	198,778
2118	Full-Time Administrator	1,939,425	2,045,699	2,235,485	2,733,318
2119	Full-Time - Regular / Confidential	5,625,241	6,464,114	7,602,326	10,407,072
2129	Permanent Part-Time	997,979	1,110,538	983,918	1,538,717
	<b>Total 2100</b>	<b>8,562,644</b>	<b>9,620,351</b>	<b>10,864,734</b>	<b>14,877,885</b>
2210	Full-Time Instructional Aides	260,911	299,088	415,095	492,889
2220	Part-Time Instructional Aides	43,402	81,386	108,722	98,405
	<b>Total 2200</b>	<b>304,313</b>	<b>380,474</b>	<b>523,817</b>	<b>591,294</b>
2331	Student Help Non-Instructional	2,388,300	2,685,452	2,839,492	2,041,367
2339	Classified Hourly	863,635	621,198	728,678	615,869
2349	Overtime	72,615	88,635	164,585	13,637
2369	Substitutes	204,056	238,138	94,461	27,514
2390	Special Projects	550	-	-	-
	<b>Total 2300</b>	<b>3,529,157</b>	<b>3,633,423</b>	<b>3,827,215</b>	<b>2,698,387</b>
2430	Student Instructional	204,951	201,524	214,624	49,674

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1190 - Grants and Categorical Program Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
2440	Overtime - Instructional Aides	12,790	11,605	22,416	36,162
2449	Part-Time Hourly Instructional Aides	740,878	763,940	753,656	289,545
2469	Substitutes - Instructional Aides	-	16,885	-	-
	<b>Total 2400</b>	<b><u>958,619</u></b>	<b><u>993,953</u></b>	<b><u>990,697</u></b>	<b><u>375,381</u></b>
	<b>Total 2000 Series</b>	<b><u>13,354,732</u></b>	<b><u>14,628,201</u></b>	<b><u>16,206,463</u></b>	<b><u>18,542,947</u></b>
3110	STRS Teaching/Instr Aide	34,993	43,526	42,612	106,806
3120	STRS Classified Employee	31,063	42,701	57,851	63,080
3130	STRS Other Academic Employee	711,977	895,309	1,182,764	1,415,833
3150	STRS On Behalf- Teacher's & Aides	(27,782)	2,734	24,113	-
3160	STRS On Behalf- Classified	466,444	369,140	22,785	-
3170	STRS On Behalf- Acad Non-Teaching	(207,783)	2,458	496,004	-
	<b>Total 3100</b>	<b><u>1,008,911</u></b>	<b><u>1,355,867</u></b>	<b><u>1,826,130</u></b>	<b><u>1,585,719</u></b>
3210	PERS Teaching/Instr Aide	78,892	107,521	135,200	116,609
3220	PERS Classified Employee	1,119,946	1,430,694	1,865,356	2,783,887
3230	PERS Other Academic Employee	60,982	98,186	124,811	168,940
	<b>Total 3200</b>	<b><u>1,259,819</u></b>	<b><u>1,636,400</u></b>	<b><u>2,125,367</u></b>	<b><u>3,069,436</u></b>
3310	OASDHI Teaching/Instr Aide	36,143	43,227	46,902	38,903
3315	Medicare Teaching/Instr Aide	19,436	21,358	22,654	22,353
3320	OASDHI Classified Employee	505,695	577,588	651,719	875,770
3325	Medicare Classified Employee	140,462	153,091	171,585	224,670
3330	OASDHI Other Academic Employee	30,931	44,319	46,024	49,913
3335	Medicare Other Academic Employee	92,340	104,649	117,508	132,972
	<b>Total 3300</b>	<b><u>825,007</u></b>	<b><u>944,233</u></b>	<b><u>1,056,392</u></b>	<b><u>1,344,581</u></b>
3410	H&W Teaching/Instr Aide	147,914	202,993	194,435	289,742
3420	H&W Classified Employee	2,281,336	2,646,691	3,092,450	4,056,038
3430	H&W Other Academic Employee	828,948	986,084	1,290,311	1,365,973
3450	OPEB Teaching/Instr Aide	3,147	3,353	3,558	3,180
3460	OPEB Classified Employee	22,340	23,702	26,140	32,105
3470	OPEB Other Academic Employee	13,167	14,375	16,371	18,339
	<b>Total 3400</b>	<b><u>3,296,852</u></b>	<b><u>3,877,198</u></b>	<b><u>4,623,265</u></b>	<b><u>5,765,377</u></b>
3510	SUI Teaching/Instr Aide	645	736	723	798
3520	SUI Classified Employee	4,846	5,275	5,554	7,813
3530	SUI Other Academic Employee	3,186	3,603	3,909	4,589
	<b>Total 3500</b>	<b><u>8,677</u></b>	<b><u>9,614</u></b>	<b><u>10,187</u></b>	<b><u>13,200</u></b>
3610	Work Comp Teaching/Instr Aide	7,756	15,807	27,034	25,459
3620	Work Comp Classified Employee	60,344	122,335	221,090	282,152
3630	Work Comp Othr Academic Employee	31,870	66,539	124,768	146,718
	<b>Total 3600</b>	<b><u>99,970</u></b>	<b><u>204,681</u></b>	<b><u>372,892</u></b>	<b><u>454,329</u></b>
	<b>Total 3000 Series</b>	<b><u>6,499,237</u></b>	<b><u>8,027,993</u></b>	<b><u>10,014,232</u></b>	<b><u>12,232,642</u></b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1190 - Grants and Categorical Program Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Books and Supplies</u></b>					
4230	Reference Books	125,572	73,401	123,402	154,842
	<b>Total 4200</b>	<b>125,572</b>	<b>73,401</b>	<b>123,402</b>	<b>154,842</b>
4320	Instructional Supplies	1,111,394	1,516,342	1,671,313	2,817,269
4330	Periodicals & Magazines	11,099	6,927	23,168	24,950
4351	Instructional Media Supplies	305	93	394	1,600
4360	Tests	33,476	70,514	40,584	41,474
4370	Commencement Supplies	8,875	7,599	8,366	8,500
	<b>Total 4300</b>	<b>1,165,149</b>	<b>1,601,475</b>	<b>1,743,826</b>	<b>2,893,793</b>
4510	Maintenance Supplies	-	2,871	1,923	-
4540	Health Supplies	-	-	913	-
4555	Copying and Printing	119,111	167,932	156,944	208,094
4575	Software < \$500	870	3,099	7,772	7,814
4590	Office/Other Supplies	373,472	513,477	753,891	7,876,446
	<b>Total 4500</b>	<b>493,453</b>	<b>687,378</b>	<b>921,443</b>	<b>8,092,354</b>
4630	Tires and Tubes	-	-	-	3,000
4644	Repair Parts	554	538	1,147	18,711
4690	Other Transportation Supplies	(470)	425	6,683	7,567
	<b>Total 4600</b>	<b>84</b>	<b>963</b>	<b>7,830</b>	<b>29,278</b>
4710	Food	237,914	278,049	376,072	531,066
4717	Groceries	-	111	-	-
4790	Other Food Supplies	(54)	-	-	-
	<b>Total 4700</b>	<b>237,861</b>	<b>278,161</b>	<b>376,072</b>	<b>531,066</b>
	<b>Total 4000 Series</b>	<b>2,022,119</b>	<b>2,641,378</b>	<b>3,172,573</b>	<b>11,701,333</b>
5045	Postage	8,650	20,136	8,874	29,319
	<b>Total 5000</b>	<b>8,650</b>	<b>20,136</b>	<b>8,874</b>	<b>29,319</b>
5110	Consultants	775,321	522,885	962,488	2,063,726
5120	Lecturers	30,555	108,067	79,806	204,891
5130	Doctors/Nurses	-	-	13,498	64,974
5194	Filming	300	-	-	-
5195	Entry Fees	125	2,132	430	18,000
5197	Grant/Contract Sub-Agreement	3,595,682	3,870,231	4,906,239	34,293,281
5198	Professional Services	836,602	5,582,735	4,971,329	2,432,007
	<b>Total 5100</b>	<b>5,238,586</b>	<b>10,086,050</b>	<b>10,933,789</b>	<b>39,076,879</b>
5210	Mileage	33,328	32,135	32,803	130,956
5211	Meeting Expense	293,159	455,241	536,899	1,028,979



**Riverside Community College District  
2019-2020 Final Budget  
Resource 1190 - Grants and Categorical Program Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
5219	Other Travel Expenses	528,649	467,736	537,873	1,015,295
5220	Conferences	639,004	806,927	1,004,373	3,651,633
	<b>Total 5200</b>	<b>1,494,140</b>	<b>1,762,040</b>	<b>2,111,948</b>	<b>5,826,863</b>
5310	Memberships	10,509	66,858	23,631	72,874
	<b>Total 5300</b>	<b>10,509</b>	<b>66,858</b>	<b>23,631</b>	<b>72,874</b>
5420	Liability Insurance	-	15	-	100
	<b>Total 5400</b>	<b>-</b>	<b>15</b>	<b>-</b>	<b>100</b>
5520	Electricity	(1,783)	143	2,391	-
5540	Telephone	945	-	-	1,500
5541	Cellular Telephone	26,102	31,573	32,288	41,053
5550	Laundry and Cleaning	30	-	-	-
	<b>Total 5500</b>	<b>25,294</b>	<b>31,715</b>	<b>34,679</b>	<b>42,553</b>
5630	Rents and Leases	47,650	65,116	169,958	157,805
5644	Repairs	39,182	28,861	53,680	45,415
5649	Computer Software Maintenance/Lic	420,814	674,938	717,948	684,381
5650	Transportation Contracts	62,569	53,928	71,109	143,610
	<b>Total 5600</b>	<b>570,215</b>	<b>822,843</b>	<b>1,012,695</b>	<b>1,031,211</b>
					-
5740	Advertising	78,540	15,979	44,274	62,210
5790	Other Legal Expenses	9,128	24,060	160,611	375,536
	<b>Total 5700</b>	<b>87,668</b>	<b>40,038</b>	<b>204,885</b>	<b>437,746</b>
5830	Surveys	1,740	12,581	3,651	3,695
5850	Fingerprints	(313)	620	425	700
5890	Outside Services and Operating Costs	1,663,869	2,473,154	1,009,976	5,242,224
5892	Bank Charges	8,284	7,041	16,469	17,020
5899	Budget Augmentation Holding	-	-	-	3,860,699
	<b>Total 5800</b>	<b>1,673,579</b>	<b>2,493,397</b>	<b>1,030,521</b>	<b>9,124,338</b>
5910	Indirect Charges	921,841	1,506,413	1,591,326	2,483,127
	<b>Total 5900</b>	<b>921,841</b>	<b>1,506,413</b>	<b>1,591,326</b>	<b>2,483,127</b>
	<b>Total 5000 Series</b>	<b>10,030,482</b>	<b>16,829,506</b>	<b>16,952,348</b>	<b>58,125,010</b>
<b>Capital Outlay</b>					
<b>Site and Site Improvement</b>					
6125	Demolition/Grading	26,300	-	-	3,300
6126	Construction Contract	-	12,637	-	-
6127	Fixtures & Fixed Equipment	2,756	17,040	-	-
6129	Other	2,260	-	9,459	-
	<b>Total 6100</b>	<b>31,316</b>	<b>29,677</b>	<b>9,459</b>	<b>3,300</b>
<b>Buildings</b>					
6211	Advertising/Legal	-	-	288	-
6213	Architect's Fee	22,441	93,232	207,708	143,000

**Riverside Community College District  
2019-2020 Final Budget  
Resource 1190 - Grants and Categorical Program Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
6214	Testing	-	2,850	6,302	-
6216	Construction Contract	-	-	-	7,040,755
6218	Inspection	-	-	-	46,935
6219	Other Building Expense	-	-	133,305	130,600
6221	Advertising/Legal	-	-	1,901	-
6223	Architect's Fee	-	21,100	124,874	33,337
6226	Remodel	12,632	8,300	391,543	637,718
6227	Fixtures & Fixed Equipment	998	9,576	219,980	81,958
6228	Inspection	-	-	19,255	10,880
6229	Other Building Expense	-	-	1,920	-
	<b>Total 6200</b>	<b><u>36,071</u></b>	<b><u>135,058</u></b>	<b><u>1,107,075</u></b>	<b><u>8,125,183</u></b>
<b>Library Books</b>					
6310	Library Books-Purchase	60,573	92,609	259,700	60,253
6311	Library Media Material	1,906	23,143	8,300	1,906
6312	Library Subscriptions	192,890	220,633	339,037	194,996
	<b>Total 6300</b>	<b><u>255,369</u></b>	<b><u>336,385</u></b>	<b><u>607,038</u></b>	<b><u>257,155</u></b>
<b>Equipment</b>					
6481	Equip Add'l \$200-4999	865,038	960,514	1,357,038	2,984,805
6482	Equip Add'l >\$5000	513,173	696,916	1,065,769	521,840
6485	Computer Equip Add'l <\$4999	1,445,719	2,122,644	2,865,302	1,617,677
6486	Computer Equip Add'l >\$5000	104,413	234,257	478,799	134,440
6492	Computer Equip Repl >\$5000	-	-	8,235	-
	<b>Total 6400</b>	<b><u>2,928,343</u></b>	<b><u>4,014,330</u></b>	<b><u>5,775,144</u></b>	<b><u>5,258,762</u></b>
	<b>Total 6000 Series</b>	<b><u>3,251,099</u></b>	<b><u>4,515,450</u></b>	<b><u>7,498,716</u></b>	<b><u>13,644,400</u></b>
<b>Other Outgo</b>					
7510	Scholarships	-	-	-	557,600
7511	Student Financial Aid	-	363,061	632,155	601,301
7521	Student Financial Aid	-	81,704	166,802	220,241
	<b>Total 7500</b>	<b><u>-</u></b>	<b><u>444,765</u></b>	<b><u>798,957</u></b>	<b><u>1,379,142</u></b>
7620	Student Financial Grants	292,011	740,844	513,902	2,022,255
7640	Book Grants	583,582	741,379	1,256,456	1,617,957
7650	Meal Grants	49,051	74,159	104,638	487,681
7660	Bus Passes	83,401	73,738	185,590	179,337
7661	Educational Supplies	274,006	244,466	440,034	702,930
	<b>Total 7600</b>	<b><u>1,282,051</u></b>	<b><u>1,874,586</u></b>	<b><u>2,500,620</u></b>	<b><u>5,010,160</u></b>
	<b>Total 7000 Series</b>	<b><u>1,282,051</u></b>	<b><u>2,319,351</u></b>	<b><u>3,299,577</u></b>	<b><u>6,389,302</u></b>
	<b>Total Expenditures</b>	<b><u>43,099,385</u></b>	<b><u>56,505,090</u></b>	<b><u>65,715,694</u></b>	<b><u>130,430,304</u></b>
<b>Total Resource 1190</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b><u>\$ 43,099,385</u></b>	<b><u>\$ 56,505,090</u></b>	<b><u>\$ 65,715,694</u></b>	<b><u>\$ 130,430,304</u></b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FUND 32, RESOURCE 3200 - FOOD SERVICES

FINAL BUDGET  
 2019-2020

INCOME

Unaudited Beginning Balance, July 1		\$ 1,307,813
Local Income	\$ 3,388,300	
Interfund Transfer From Resource 1110	<u>95,000</u>	
Total Income		<u>3,483,300</u>
Total Available Funds (TAF)		<u>\$ 4,791,113</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 1,271,662
3000	Employee Benefits	489,454
4000	Books and Supplies	1,417,605
5000	Services and Operating Expenses	260,674
6000	Capital Outlay	<u>77,780</u>
	Total Expenditures	3,517,175
7900	* Contingency / Reserves	<u>1,273,938</u>
	Total Resource 3200 Including Contingency / Reserves	<u>\$ 4,791,113</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 3200 - Food Services Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 Local Income</b>				
<b>8844</b> Food Service Sales/Commissions	\$ 2,784,775	\$ 2,862,764	\$ 2,996,527	\$ 3,122,800
<b>8860</b> Interest	8,265	16,307	24,220	20,500
<b>8890</b> Video /Vending /Pepsi Support	190,396	194,604	157,366	245,000
<b>Total 1.0</b>	<b><u>2,983,436</u></b>	<b><u>3,073,675</u></b>	<b><u>3,178,113</u></b>	<b><u>3,388,300</u></b>
<b>2.0 Interfund Transfer</b>				
<b>8980</b> From Resource 1110	105,045	105,045	105,045	95,000
<b>Total 2.0</b>	<b><u>105,045</u></b>	<b><u>105,045</u></b>	<b><u>105,045</u></b>	<b><u>95,000</u></b>
<b>3.0 Unaudited Beginning Balance July 1</b>				
<b>Total 3.0</b>	<b><u>773,365</u></b>	<b><u>986,243</u></b>	<b><u>1,287,377</u></b>	<b><u>1,307,813</u></b>
<b>Total Available Funds</b>	<b><u>\$ 3,861,846</u></b>	<b><u>\$ 4,164,963</u></b>	<b><u>\$ 4,570,535</u></b>	<b><u>\$ 4,791,113</u></b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 3200 - Food Services Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Classified Salaries</u></b>					
2118	Full-Time Administrator	\$ 275,002	\$ 290,243	\$ 307,413	\$ 319,313
2119	Full-Time - Regular / Confidential	337,324	379,708	433,809	511,326
2129	Permanent Part-Time	169,855	144,350	96,508	166,923
2169/2369	Classified Substitute	177	9,806	5,284	-
	<b>Total 2100</b>	<b>782,358</b>	<b>824,107</b>	<b>843,014</b>	<b>997,562</b>
2331	Student Help	231,493	246,966	279,148	251,435
2349	Overtime	18,020	6,884	15,525	22,665
	<b>Total 2300</b>	<b>249,513</b>	<b>253,850</b>	<b>294,673</b>	<b>274,100</b>
	<b>Total 2000 Series</b>	<b>1,031,871</b>	<b>1,077,957</b>	<b>1,137,687</b>	<b>1,271,662</b>
<b><u>Employee Benefits</u></b>					
3220	PERS Classified Employee	102,290	118,011	143,134	176,791
	<b>Total 3200</b>	<b>102,290</b>	<b>118,011</b>	<b>143,134</b>	<b>176,791</b>
3320	OASDHI Classified Employee	47,214	48,324	50,727	55,581
3325	Medicare Classified Employee	11,715	12,170	12,715	14,794
	<b>Total 3300</b>	<b>58,929</b>	<b>60,494</b>	<b>63,442</b>	<b>70,375</b>
3420	H&W Classified Employee	197,737	204,185	207,536	218,891
3460	OPEB, Classified Employee	2,137	2,156	2,282	2,542
	<b>Total 3400</b>	<b>199,874</b>	<b>206,341</b>	<b>209,818</b>	<b>221,433</b>
3520	SUI Classified Employee	404	416	407	508
	<b>Total 3500</b>	<b>404</b>	<b>416</b>	<b>407</b>	<b>508</b>
3620	WC Classified Employee	5,149	9,946	17,192	20,347
	<b>Total 3600</b>	<b>5,149</b>	<b>9,946</b>	<b>17,192</b>	<b>20,347</b>
3920	OB Classified Employee	41	132	(189)	-
	<b>Total 3900</b>	<b>41</b>	<b>132</b>	<b>(189)</b>	<b>-</b>
	<b>Total 3000 Series</b>	<b>366,687</b>	<b>395,340</b>	<b>433,804</b>	<b>489,454</b>
<b><u>Books and Supplies</u></b>					
4555	Copying and Printing	79	172	129	270
4590	Office/Other Supplies	6,014	5,197	5,045	5,663
	<b>Total 4500</b>	<b>6,093</b>	<b>5,369</b>	<b>5,174</b>	<b>5,933</b>
4644	Repair Supplies	544	2,368	593	2,300
4690	Transportation Supplies	-	-	-	-
	<b>Total 4600</b>	<b>544</b>	<b>2,368</b>	<b>593</b>	<b>2,300</b>
4710	Food			227,184	420,000
4711	Protein	220,559	236,371	204,590	210,000
4712	Dessert	25,196	27,209	5,009	20,060

**Riverside Community College District  
2019-2020 Final Budget  
Resource 3200 - Food Services Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
4713	Dairy	79,185	80,884	71,643	56,000
4714	Produce	40,724	44,148	40,334	32,000
4715	Salad	350,269	356,640	390,929	295,000
4716	Bread	71,016	65,585	50,760	49,000
4717	Groceries	372,617	364,647	293,997	261,000
4791	Paper and Soap	75,428	79,138	71,121	52,000
4792	Laundry	10,259	12,042	11,198	8,337
4793	Kitchen Expendables	5,245	5,365	2,844	5,975
	<b>Total 4700</b>	<b>1,250,499</b>	<b>1,272,030</b>	<b>1,369,609</b>	<b>1,409,372</b>
	<b>Total 4000 Series</b>	<b>1,257,136</b>	<b>1,279,767</b>	<b>1,375,376</b>	<b>1,417,605</b>
<b><u>Services and Operating Expenses</u></b>					
5045	Postage	8	11	9	25
	<b>Total 5000</b>	<b>8</b>	<b>11</b>	<b>9</b>	<b>25</b>
5210	Mileage	56	-	-	-
5220	Conference Expense	-	-	-	-
	<b>Total 5200</b>	<b>56</b>	<b>-</b>	<b>-</b>	<b>-</b>
5310	Memberships and Dues	-	230	230	230
	<b>Total 5300</b>	<b>-</b>	<b>230</b>	<b>230</b>	<b>230</b>
5421	GL & Property Expenses	12,382	12,936	18,203	15,852
	<b>Total 5400</b>	<b>12,382</b>	<b>12,936</b>	<b>18,203</b>	<b>15,852</b>
5510	Natural Gas	5,200	5,200	5,200	5,200
5520	Electricity	35,700	35,700	35,700	35,700
5541	Cellular Telephone	631	635	640	640
5550	Laundry & Cleaning	13,213	17,816	20,672	20,000
	<b>Total 5500</b>	<b>54,743</b>	<b>59,351</b>	<b>62,212</b>	<b>61,540</b>
5630	Rents & Leases	1,440	1,632	1,559	1,728
5644	Repairs	47,945	41,166	63,776	61,098
5649	Computer Software Maintenance/Lic	-	-	-	-
	<b>Total 5600</b>	<b>49,385</b>	<b>42,798</b>	<b>65,335</b>	<b>62,826</b>
5710	Audit	2,032	2,952	2,952	2,936
5790	Other Licenses/Processing Fees	6,809	5,085	4,597	4,700
	<b>Total 5700</b>	<b>8,841</b>	<b>8,037</b>	<b>7,549</b>	<b>7,636</b>
5890	Outside Services and Operating Costs	3,277	4,324	2,563	7,815
5891	Sales Tax	(210)	(3,211)	(4,884)	750
5892	Bank Charges	93,331	93,641	105,026	104,000
	<b>Total 5800</b>	<b>96,398</b>	<b>94,754</b>	<b>102,705</b>	<b>112,565</b>
	<b>Total 5000 Series</b>	<b>221,815</b>	<b>218,117</b>	<b>256,243</b>	<b>260,674</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 3200 - Food Services Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Capital Outlay</u></b>					
<b>Site Improvement</b>					
6127	Fixtures and Fixed Equipment	-	47,011	39,446	30,000
		-	-	-	-
	<b>Total 6100</b>	<b>-</b>	<b>47,011</b>	<b>39,446</b>	<b>30,000</b>
<b>Buildings</b>					
6226	Remodel Projects	-	10,508	780	780
6227	Fixtures and Fixed Equipment	-	-	-	-
	<b>Total 6200</b>	<b>-</b>	<b>10,508</b>	<b>780</b>	<b>780</b>
<b>Equipment</b>					
6481	Equip Add'l < \$5000	11,034	26,582	17,000	39,000
6482	Equip Add'l > \$5000	-	-	-	-
6485	Computer Equipment	3,785	9,972	240	2,000
6486	Computer Equip Add'l >\$5000	-	7,883	2,146	6,000
6491	Equipment Replacement \$200 - \$4999	-	603	-	-
	<b>Total 6400</b>	<b>14,819</b>	<b>45,041</b>	<b>19,386</b>	<b>47,000</b>
	<b>Total 6000 Series</b>	<b>14,819</b>	<b>55,549</b>	<b>59,612</b>	<b>77,780</b>
	<b>Total Expenditures</b>	<b>2,892,328</b>	<b>3,026,730</b>	<b>3,262,722</b>	<b>3,517,175</b>
<b><u>Contingency/Fund Balance</u></b>					
7910	Restricted	969,518	1,138,234	1,307,813	1,273,938
	<b>Total 7900</b>	<b>969,518</b>	<b>1,138,234</b>	<b>1,307,813</b>	<b>1,273,938</b>
	<b>Total 7000 Series</b>	<b>969,518</b>	<b>1,138,234</b>	<b>1,307,813</b>	<b>1,273,938</b>
<b>Total Resource 3200</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b>\$ 3,861,846</b>	<b>\$ 4,164,963</b>	<b>\$ 4,570,535</b>	<b>\$ 4,791,113</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FUND 33, RESOURCE 3300 - CHILD CARE

FINAL BUDGET  
2019-2020

INCOME

Unaudited Beginning Balance, July 1		\$ 1,045,506
Federal Income	\$ 23,000	
State Income	75,799	
Local Income	1,414,620	
Incoming Transfer from Resource 1110	<u>75,000</u>	
Total Income		<u>1,588,419</u>
Total Available Funds (TAF)		<u>\$ 2,633,925</u>

EXPENDITURES

Object Code

1000	Academic Salaries	\$ 854,497
2000	Classified Salaries	522,741
3000	Employee Benefits	339,381
4000	Books and Supplies	58,197
5000	Services and Operating Expenses	87,744
6000	Capital Outlay	<u>15,265</u>
	Total Expenditures	1,877,825
7900	* Contingency / Reserves	<u>756,100</u>
	Total Resource 3300 Including Contingency / Reserves	<u>\$ 2,633,925</u>



**Riverside Community College District  
2019-2020 Final Budget  
Resource 3300 - Child Care Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 Federal Income</b>				
8190 Federal Income	\$ 33,691	\$ 6,816	\$ 109,393	\$ 23,000
<b>Total 1.0</b>	<b><u>33,691</u></b>	<b><u>6,816</u></b>	<b><u>109,393</u></b>	<b><u>23,000</u></b>
<b>2.0 State Income</b>				
8629 State Bailout Funds	74,069	75,229	77,265	75,799
8690 Other State Revenue	3,148	17,284	29,030	-
<b>Total 2.0</b>	<b><u>77,217</u></b>	<b><u>92,513</u></b>	<b><u>106,295</u></b>	<b><u>75,799</u></b>
<b>3.0 Local Income</b>				
8860 Interest	7,494	15,797	23,235	17,000
8871 Parent Fees	1,446,069	1,418,199	1,232,735	1,397,620
<b>Total 3.0</b>	<b><u>1,453,564</u></b>	<b><u>1,433,996</u></b>	<b><u>1,255,970</u></b>	<b><u>1,414,620</u></b>
<b>4.0 Interfund Transfer</b>				
8980 From Resource 1110	75,000	-	75,000	75,000
<b>Total 4.0</b>	<b><u>75,000</u></b>	<b><u>-</u></b>	<b><u>75,000</u></b>	<b><u>75,000</u></b>
<b>5.0 Unaudited Beginning Balance July 1</b>				
<b>Total 5.0</b>	<b><u>799,193</u></b>	<b><u>1,090,566</u></b>	<b><u>1,129,579</u></b>	<b><u>1,045,506</u></b>
<b>Total Available Funds</b>	<b><u>\$ 2,438,665</u></b>	<b><u>\$ 2,623,891</u></b>	<b><u>\$ 2,676,238</u></b>	<b><u>\$ 2,633,925</u></b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 3300 - Child Care Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Academic Salaries</u></b>					
1219	Regular Full Time ECS Staff	\$ 38,393	\$ -	\$ -	\$ -
	<b>Total 1200</b>	<b>38,393</b>	<b>-</b>	<b>-</b>	<b>-</b>
1439	Part-Time ECS Staff	544,523	605,369	655,944	760,022
1469	Substitute Non-Instructional	43,808	69,811	96,333	94,475
	<b>Total 1400</b>	<b>588,331</b>	<b>675,181</b>	<b>752,277</b>	<b>854,497</b>
	<b>Total 1000 Series</b>	<b>626,724</b>	<b>675,181</b>	<b>752,277</b>	<b>854,497</b>
<b><u>Classified Salaries</u></b>					
2118	Full Time - Classified Manager	172,118	191,509	169,194	198,734
2119	Full Time - Regular / Confidential	37,928	64,602	94,389	102,007
2139/2339	Classified Hourly	13,953	16,008	23,964	23,000
	<b>Total 2100</b>	<b>223,999</b>	<b>272,120</b>	<b>287,547</b>	<b>323,741</b>
2331	Student Help	239,280	217,310	185,298	199,000
2369	Substitutes	4,718	2,318	15,680	-
	<b>Total 2300</b>	<b>243,998</b>	<b>219,628</b>	<b>200,978</b>	<b>199,000</b>
	<b>Total 2000 Series</b>	<b>467,997</b>	<b>491,747</b>	<b>488,525</b>	<b>522,741</b>
<b><u>Employee Benefits</u></b>					
3120	STRS - Teachers & Aides	6,262	11,767	(54)	-
3130	STRS Academic Non-Teaching	38,140	40,634	57,870	146,119
3160	STRS CL Employees			6,519	
3170	STRS On Behalf - Acad Non-Teaching	3,148	17,284	22,511	-
	<b>Total 3100</b>	<b>47,550</b>	<b>69,685</b>	<b>86,847</b>	<b>146,119</b>
3220	PERS Classified Employee	20,938	27,039	46,842	59,310
	<b>Total 3200</b>	<b>20,938</b>	<b>27,039</b>	<b>46,842</b>	<b>59,310</b>
3320	OASDHI Classified Employee	10,239	10,708	16,476	18,646
3325	Medicare Classified Employee	3,300	4,006	4,331	4,695
3330	OASDI - Academic Non-Teaching	60	-	-	-
3335	Medicare Academic Non-Teaching	9,084	9,790	10,908	12,390
	<b>Total 3300</b>	<b>22,683</b>	<b>24,505</b>	<b>31,715</b>	<b>35,731</b>
3420	H&W Classified Employee	40,085	56,842	61,436	64,444
3430	H&W Academic Non-Teaching	6,306	5,499	11,243	8,411
3460	OPEB, Classified Employee	947	986	970	1,045
3470	OPEB, Academic Non-Teaching	1,300	1,350	1,505	1,709
	<b>Total 3400</b>	<b>48,638</b>	<b>64,677</b>	<b>75,154</b>	<b>75,609</b>
3520	SUI Classified Employee	114	138	140	150
3530	SUI Academic Non-Teaching	313	337	352	427
	<b>Total 3500</b>	<b>426</b>	<b>476</b>	<b>492</b>	<b>577</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 3300 - Child Care Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
3620	Work Comp Classified Employee	2,343	4,542	7,270	8,363
3630	Work Comp Academic Non-Teaching	3,114	6,383	11,526	13,672
	<b>Total 3600</b>	<b>5,458</b>	<b>10,926</b>	<b>18,796</b>	<b>22,035</b>
3920	OB Classified Employee	(354)	239	205	-
	<b>Total 3900</b>	<b>(354)</b>	<b>239</b>	<b>205</b>	<b>-</b>
	<b>Total 3000 Series</b>	<b>145,339</b>	<b>197,546</b>	<b>260,051</b>	<b>339,381</b>
<b><u>Books and Supplies</u></b>					
4230	Reference Books and Materials	-	113	-	113
4530	Grounds Supplies	-	-	-	711
4555	Copying and Printing	512	404	1,038	1,300
4590	Office/Other Supplies	19,253	27,415	30,361	30,372
	<b>Total 4500</b>	<b>19,765</b>	<b>27,932</b>	<b>31,399</b>	<b>32,496</b>
4710	Food	17,034	16,297	17,447	20,650
4720	Meals for Needy Children	3,200	3,282	3,297	4,000
4790/91	Other Food Supplies	5,773	6,377	954	1,051
	<b>Total 4700</b>	<b>26,007</b>	<b>25,955</b>	<b>21,697</b>	<b>25,701</b>
	<b>Total 4000 Series</b>	<b>45,772</b>	<b>53,887</b>	<b>53,096</b>	<b>58,197</b>
<b><u>Services and Operating Expenses</u></b>					
5045	Postage	1	29	2	55
	<b>Total 5000</b>	<b>1</b>	<b>29</b>	<b>2</b>	<b>55</b>
5198	Professional Services	(2,500)	2,813	6,250	6,630
	<b>Total 5100</b>	<b>(2,500)</b>	<b>2,813</b>	<b>6,250</b>	<b>6,630</b>
5220	Conferences	-	-	1,029	640
	<b>Total 5200</b>	<b>-</b>	<b>-</b>	<b>1,029</b>	<b>640</b>
5310	Memberships / Dues	250	150	295	295
	<b>Total 5300</b>	<b>250</b>	<b>150</b>	<b>295</b>	<b>295</b>
5421	GL & Property Expenses	13,137	14,003	19,853	21,647
	<b>Total 5400</b>	<b>13,137</b>	<b>14,003</b>	<b>19,853</b>	<b>21,647</b>
5510	Natural Gas	1,199	943	1,570	1,350
5520	Electricity	25,669	28,486	29,388	30,100
5530	Water	4,349	4,022	4,495	4,500
5541	Cellular Telephone	465	753	842	900
	<b>Total 5500</b>	<b>31,682</b>	<b>34,203</b>	<b>36,295</b>	<b>36,850</b>
5620	All Other Contracts	-	-	-	-

**Riverside Community College District  
2019-2020 Final Budget  
Resource 3300 - Child Care Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
5644	Repair/Supplies Non-instr	-	10,402	617	6,200
5649	Computer Software Maintenance/Lic	-	8,964	1,152	2,172
5691	Government Fees	605	605	605	605
	<b>Total 5600</b>	<b>605</b>	<b>19,971</b>	<b>2,374</b>	<b>8,977</b>
5790	Other (Permits, Fees, etc.)	968	1,376	3,312	1,650
	<b>Total 5700</b>	<b>968</b>	<b>1,376</b>	<b>3,312</b>	<b>1,650</b>
5850	Fingerprints	99	-	-	-
5890	Outside Services and Operating Costs	-	-	-	3,000
5892	Bank Charges	750	2,540	7,017	8,000
	<b>Total 5800</b>	<b>849</b>	<b>2,540</b>	<b>7,017</b>	<b>11,000</b>
	<b>Total 5000 Series</b>	<b>44,992</b>	<b>75,085</b>	<b>76,427</b>	<b>87,744</b>
<b>Capital Outlay</b>					
<b>Site and Site Improvements</b>					
6127	Fixtures/Fixed Equipment	2,880	-	-	-
	<b>Total 6100</b>	<b>2,880</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Buildings</b>					
6227	Fixtures/Fixed Equipment	-	-	-	5,000
	<b>Total 6200</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5,000</b>
<b>Equipment</b>					
6481	Equip Add'l \$200-4999	8,888	-	356	3,892
6482	Equipment Addt'l > \$5,000	5,507	-	-	5,508
6485	Comp Equip Addt'l \$200 to \$4,999	-	865	-	865
	<b>Total 6400</b>	<b>14,395</b>	<b>865</b>	<b>356</b>	<b>10,265</b>
	<b>Total 6000 Series</b>	<b>17,275</b>	<b>865</b>	<b>356</b>	<b>15,265</b>
	<b>Total Expenditures</b>	<b>1,348,099</b>	<b>1,494,311</b>	<b>1,630,731</b>	<b>1,877,825</b>
<b>Contingency/Fund Balance</b>					
7910	Restricted	1,090,566	1,129,580	1,045,506	756,100
	<b>Total 7900</b>	<b>1,090,566</b>	<b>1,129,580</b>	<b>1,045,506</b>	<b>756,100</b>
	<b>Total 7000 Series</b>	<b>1,090,566</b>	<b>1,129,580</b>	<b>1,045,506</b>	<b>756,100</b>
<b>Total Resource 3300</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b>\$ 2,438,665</b>	<b>\$ 2,623,891</b>	<b>\$ 2,676,238</b>	<b>\$ 2,633,925</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FUND 41, RESOURCE 4100 - STATE CONSTRUCTION AND SCHEDULED MAINTENANCE

FINAL BUDGET  
 2019-2020

INCOME

Unaudited Beginning Balance, July 1		\$ -
State Income	\$ 2,239,628	
Interfund Transfers	<u>105,055</u>	
Total Income		<u>2,344,683</u>
Total Available Funds (TAF)		<u>\$ 2,344,683</u>

EXPENDITURES

Object Code

6000	Capital Outlay	\$ <u>2,344,683</u>
	Total Expenditures	2,344,683
7900	Contingency / Reserves	<u>-</u>
	Total Resource 4100 Including Contingency / Reserves	<u>\$ 2,344,683</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 4100 - State Construction and Scheduled Maintenance Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 State Income</b>				
8652 Scheduled Maintenance	\$ 1,050,592	\$ 2,229,493	\$ 1,573,667	\$ 2,125,658
8658 Prop 39: Clean Energy Jobs Act	305,619	581,658	2,030,110	113,970
<b>Total 1.0</b>	<u><b>1,356,211</b></u>	<u><b>2,811,151</b></u>	<u><b>3,603,777</b></u>	<u><b>2,239,628</b></u>
<b>2.0 Local Income</b>				
8890 Other Local Revenue	\$ 33,116	\$ 22,850	\$ (45,571)	\$ -
<b>Total 2.0</b>	<u><b>33,116</b></u>	<u><b>22,850</b></u>	<u><b>(45,571)</b></u>	<u><b>-</b></u>
<b>3.0 Incoming Interfund Transfers</b>				
8980 From Resource 1000	-	-	68,906	105,055
<b>Total 3.0</b>	<u><b>-</b></u>	<u><b>-</b></u>	<u><b>68,906</b></u>	<u><b>105,055</b></u>
<b>4.0 Unaudited Beginning Balance</b>				
<b>Total 4.0</b>	<u><b>44,470</b></u>	<u><b>-</b></u>	<u><b>-</b></u>	<u><b>-</b></u>
<b>Total Available Funds</b>	<u><b>\$ 1,433,796</b></u>	<u><b>\$ 2,834,001</b></u>	<u><b>\$ 3,627,112</b></u>	<u><b>\$ 2,344,683</b></u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 4100 - State Construction and Scheduled Maintenance Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Services and Operating Expenses</u></b>					
5644	Repair/Supplies Non-instr	18,876	-	-	-
	<b>Total 5600</b>	<b>18,876</b>	<b>-</b>	<b>-</b>	<b>-</b>
5740	Advertising	1,699	2,783	1,886	-
	<b>Total 5700</b>	<b>1,699</b>	<b>2,783</b>	<b>1,886</b>	<b>-</b>
5890	Outside Services and Operating Costs	(925)	-	-	-
	<b>Total 5800</b>	<b>(925)</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Total 5000 Series</b>	<b>19,650</b>	<b>2,783</b>	<b>1,886</b>	<b>-</b>
<b><u>Site and Site Improvement</u></b>					
6121	Advertising & Legal	1,416	3,611	2,045	1,872
6122	Engineering	24,506	-	14,700	-
6123	Architect's Fee	12,875	4,356	6,330	3,825
6126	Construction	161,000	218,000	(9,864)	-
6127	Fixtures/Fixed Equipment	153,983	-	-	-
6129	Other Site Improvement	228,001	12,525	-	-
	<b>Total 6100</b>	<b>581,782</b>	<b>238,492</b>	<b>13,211</b>	<b>5,697</b>
<b><u>Buildings</u></b>					
6218	Inspection	-	-	-	8,580
6221	Advertising/Legal	1,656	6,512	7,036	7,771
6222	Engineering	-	81,696	25,153	4,320
6223	Architect's Fees	16,608	104,014	68,121	7,360
6226	Construction	623,535	2,222,849	3,038,315	2,298,055
6227	Fixtures/Fixed Equipment	146,096	150,873	452,716	-
6228	Inspection	-	24,382	20,673	12,900
6229	Other	-	2,400	-	-
	<b>Total 6200</b>	<b>787,894</b>	<b>2,592,726</b>	<b>3,612,014</b>	<b>2,338,986</b>
	<b>Total 6000 Series</b>	<b>1,369,676</b>	<b>2,831,218</b>	<b>3,625,225</b>	<b>2,344,683</b>
<b><u>Intrafund Transfer</u></b>					
8999	From Resource 4130	44,470	-	-	-
	<b>Total 8999</b>	<b>44,470</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Total 8000 Series</b>	<b>44,470</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Total Expenditures</b>	<b>1,433,796</b>	<b>2,834,001</b>	<b>3,627,112</b>	<b>2,344,683</b>
<b><u>Contingency/Fund Balance</u></b>					
7920	Restricted	-	-	-	-
	<b>Total 7000 Series</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Resource 4100</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b>\$ 1,433,796</b>	<b>\$ 2,834,001</b>	<b>\$ 3,627,112</b>	<b>\$ 2,344,683</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FUND 41, RESOURCE 4130 - LA SIERRA CAPITAL

FINAL BUDGET  
2019-2020

INCOME

Unaudited Beginning Balance, July 1	\$ 2,057,098
Local Income	<u>137,500</u>
Total Available Funds (TAF)	<u>\$ 2,194,598</u>

EXPENDITURES

Object Code

7900	Contingency / Reserves	<u>\$ 2,194,598</u>
	Total Resource 4130 Including Contingency / Reserves	<u>\$ 2,194,598</u>



**Riverside Community College District  
2019-2020 Final Budget  
Resource 4130 - La Sierra Capital Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 Local Income</b>				
<b>8860</b> Interest	\$ 56,247	\$ 114,410	\$ 137,505	\$ 137,500
<b>Total 1.0</b>	<u>56,247</u>	<u>114,410</u>	<u>137,505</u>	<u>137,500</u>
<b>2.0 Intrafund Transfer</b>				
<b>8999</b> From Resource 4100	44,470	-	-	-
<b>Total 2.0</b>	<u>44,470</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>3.0 Incoming Interfund Transfer</b>				
<b>8980</b> From Resource 1000	2,630,000	-	-	-
<b>Total 3.0</b>	<u>2,630,000</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>4.0 Unaudited Beginning Balance July 1</b>	389,806	1,752,243	1,885,451	2,057,098
<b>Total 4.0</b>	<u>389,806</u>	<u>1,752,243</u>	<u>1,885,451</u>	<u>2,057,098</u>
<b>Total Available Funds</b>	<u>\$ 3,120,522</u>	<u>\$ 1,866,653</u>	<u>\$ 2,022,956</u>	<u>\$ 2,194,598</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 4130 - La Sierra Capital Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Capital Outlay</u></b>					
<b>Buildings</b>					
6213	Architect's Fees	\$ 148,463.31	\$ 39,034.42	\$ -	\$ -
6214	Testing	650	-	-	-
6215	Demolition/Grading	5,375	(1,499)	-	-
6216	Construction	762,210	(62,246)	-	-
6218	Inspection	7,011	-	-	-
6219	Other	301,391	8,092	(34,141)	-
6221	Advertising/Legal	8,068	-	-	-
	<b>Total 6200</b>	<b><u>1,233,168</u></b>	<b><u>(16,619)</u></b>	<b><u>(34,141)</u></b>	<b><u>-</u></b>
<b>Equipment</b>					
6481	Equip Add'l \$200-\$4999	55,146	(2,180)	-	-
6482	Equip Add'l >\$5000	66,635	-	-	-
6485	Computer Equip Add'l <\$4999	13,331	-	-	-
	<b>Total 6400</b>	<b><u>135,112</u></b>	<b><u>(2,180)</u></b>	<b><u>-</u></b>	<b><u>-</u></b>
	<b>Total 6000 Series</b>	<b><u>1,368,279</u></b>	<b><u>(18,799)</u></b>	<b><u>(34,141)</u></b>	<b><u>-</u></b>
	<b>Total Expenditures</b>	<b><u>1,368,279</u></b>	<b><u>(18,799)</u></b>	<b><u>(34,141)</u></b>	<b><u>-</u></b>
<b><u>Contingency/Fund Balance</u></b>					
7920	Restricted	1,752,243	1,885,451	2,057,098	2,194,598
	<b>Total 7900</b>	<b><u>1,752,243</u></b>	<b><u>1,885,451</u></b>	<b><u>2,057,098</u></b>	<b><u>2,194,598</u></b>
	<b>Total 7000 Series</b>	<b><u>1,752,243</u></b>	<b><u>1,885,451</u></b>	<b><u>2,057,098</u></b>	<b><u>2,194,598</u></b>
<b>Total Resource 4130</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b><u>\$ 3,120,522</u></b>	<b><u>\$ 1,866,653</u></b>	<b><u>\$ 2,022,956</u></b>	<b><u>\$ 2,194,598</u></b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FUND 43, RESOURCE 4390 - 2015E GENERAL OBLIGATION BONDS

FINAL BUDGET  
 2019-2020

INCOME

Unaudited Beginning Balance, July 1	\$ 4,482,510
Local Income	<u>127,000</u>
Total Available Funds (TAF)	<u>\$ 4,609,510</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 748,432
3000	Employee Benefits	423,682
5000	Services and Operating Expenses	314,857
6000	Capital Outlay	<u>37,571,896</u>
	Total Expenditures	39,058,867
7900	Contingency / Reserves / (Deficit)	<u>(34,449,357)</u>
	Total Resource 4390 Including Contingency / Reserves	<u>\$ 4,609,510</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 4390 - 2015E General Obligation Bonds Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 Local Income</b>				
<b>8860</b> Interest	\$ 84,627	\$ 115,495	\$ 127,288	\$ 127,000
<b>8890</b> Other Local Revenue	213,750	(210,934)	(103,234)	-
<b>Total 1.0</b>	<u>298,377</u>	<u>(95,439)</u>	<u>24,054</u>	<u>127,000</u>
<b>2.0 Unaudited Beginning Balance July 1</b>	10,608,458	8,624,143	6,529,670	4,482,510
<b>Total 2.0</b>	<u>10,608,458</u>	<u>8,624,143</u>	<u>6,529,670</u>	<u>4,482,510</u>
<b>Total Available Funds</b>	<u>\$ 10,906,834</u>	<u>\$ 8,528,704</u>	<u>\$ 6,553,723</u>	<u>\$ 4,609,510</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 4390 - 2015E General Obligation Bonds Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Classified Salaries</u></b>					
2118	Full Time Administrator	\$ 113,029	\$ 40,064	\$ -	\$ 472,571
2119	Full Time Classified	176,152	91,510	68,782	275,861
	<b>Total 2100</b>	<b>289,181</b>	<b>131,574</b>	<b>68,782</b>	<b>748,432</b>
2349	Classified Overtime	3,945	4,465	319	-
	<b>Total 2300</b>	<b>3,945</b>	<b>4,465</b>	<b>319</b>	<b>-</b>
	<b>Total 2000 Series</b>	<b>293,126</b>	<b>136,039</b>	<b>69,101</b>	<b>748,432</b>
<b><u>Employee Benefits</u></b>					
3220	PERS Classified	40,285	20,623	12,174	147,598
	<b>Total 3200</b>	<b>40,285</b>	<b>20,623</b>	<b>12,174</b>	<b>147,598</b>
3320	OASDHI Classified	18,256	8,775	4,270	46,404
3325	Medicare Classified	4,272	2,053	1,006	10,852
	<b>Total 3300</b>	<b>22,528</b>	<b>10,828</b>	<b>5,276</b>	<b>57,256</b>
3420	H&W Classified	66,928	27,325	19,685	204,982
3460	OPEB Classified	614	284	139	1,496
	<b>Total 3400</b>	<b>67,542</b>	<b>27,609</b>	<b>19,824</b>	<b>206,478</b>
3520	SUI Classified	147	71	32	374
	<b>Total 3500</b>	<b>147</b>	<b>71</b>	<b>32</b>	<b>374</b>
3620	Work Comp Classified	1,465	1,239	1,003	11,976
	<b>Total 3600</b>	<b>1,465</b>	<b>1,239</b>	<b>1,003</b>	<b>11,976</b>
3920	Other - Classified	(142)	(457)	(17)	-
	<b>Total 3900</b>	<b>(142)</b>	<b>(457)</b>	<b>(17)</b>	<b>-</b>
	<b>Total 3000 Series</b>	<b>131,825</b>	<b>59,914</b>	<b>38,292</b>	<b>423,682</b>
<b><u>Books and Supplies</u></b>					
4555	Copying and Printing	3	72	65	-
4590	Office/Other Supplies	1,530	-	-	-
	<b>Total 4500</b>	<b>1,533</b>	<b>72</b>	<b>65</b>	<b>-</b>
4644	Repair Parts	-	68	-	-
	<b>Total 4600</b>	<b>-</b>	<b>68</b>	<b>-</b>	<b>-</b>
	<b>Total 4000 Series</b>	<b>1,533</b>	<b>140</b>	<b>65</b>	<b>-</b>
<b><u>Services and Operating Expenses</u></b>					
5110	Consultants	117,752	423,049	540,243	294,048
5198	Professional Services	224	11,920	(5,224)	6,920

**Riverside Community College District  
2019-2020 Final Budget  
Resource 4390 - 2015E General Obligation Bonds Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
	<b>Total 5100</b>	<b>117,975</b>	<b>434,969</b>	<b>535,019</b>	<b>300,968</b>
5421	GL & Property Expenses	3,518	1,632	1,106	11,976
	<b>Total 5400</b>	<b>3,518</b>	<b>1,632</b>	<b>1,106</b>	<b>11,976</b>
5649	Computer Software Maintenance/Lic	12,750	12,750	11,475	1,913
	<b>Total 5600</b>	<b>12,750</b>	<b>12,750</b>	<b>11,475</b>	<b>1,913</b>
5710	Audit	11,400	13,200	13,200	-
5730	Legal	-	4,956	-	-
5740	Advertising	-	-	245	-
	<b>Total 5700</b>	<b>11,400</b>	<b>18,156</b>	<b>13,445</b>	<b>-</b>
5890	Outside Services and Operating Costs	500	-	-	-
	<b>Total 5800</b>	<b>500</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Total 5000 Series</b>	<b>146,143</b>	<b>467,507</b>	<b>561,045</b>	<b>314,857</b>
<b>Capital Outlay</b>					
<b>Site and Site Improvements</b>					
6122	Engineering	-	-	-	691,427
6124	Testing	(1,035)	-	-	-
6127	Fixtures/Fixed Equipment	(57,675)	-	-	25,199
	<b>Total 6100</b>	<b>(58,710)</b>	<b>-</b>	<b>-</b>	<b>716,626</b>
<b>Buildings</b>					
6211	Advertising/Legal	-	3,830	-	-
6212	Engineering	46,903	155,075	10,134	-
6213	Architect's Fee	74,205	34,545	574,405	16,464,215
6214	Testing	1,350	-	14,310	-
6215	Demolition/Grading	25,061	(9,500)	-	-
6216	Construction	414,196	739,967	532,191	19,077,433
6217	Fixtures/Fixed Equipment	6,581	-	22,026	-
6218	Inspection	624	24,522	13,603	-
6219	Other Building Expense	307,345	135,654	109,216	-
6221	Advertising/Legal	161,000	-	-	-
6223	Architects Fee	-	25,914	-	86
6226	Remodel	-	18,879	981	1,210,532
6229	Other	(100)	-	-	-
	<b>Total 6200</b>	<b>1,037,164</b>	<b>1,128,886</b>	<b>1,276,865</b>	<b>36,752,266</b>
<b>Equipment</b>					
6481	Equip Add'l \$200-\$4999	230,646	97,315	60,075	103,004
6482	Equip Add'l >\$5000	62,882	-	29,258	-
6485	Computer Eq Add'l \$200-\$4999	65,237	35,182	36,512	-
6486	Computer Eq Add'l >\$5000	-	74,050	-	-
6495	Computer Eq Replacement \$200-\$499	722	-	-	-

**Riverside Community College District  
2019-2020 Final Budget  
Resource 4390 - 2015E General Obligation Bonds Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
	Total 6400	<u>359,487</u>	<u>206,548</u>	<u>125,844</u>	<u>103,004</u>
	Total 6000 Series	<u>1,337,941</u>	<u>1,335,434</u>	<u>1,402,710</u>	<u>37,571,896</u>
	Total Expenditures	<u>1,910,568</u>	<u>1,999,034</u>	<u>2,071,213</u>	<u>39,058,867</u>
<b><u>Contingency/Fund Balance</u></b>					
7910	Restricted	<u>8,996,266</u>	<u>6,529,670</u>	<u>4,482,510</u>	<u>(34,449,357)</u>
	Total 7900	<u>8,996,266</u>	<u>6,529,670</u>	<u>4,482,510</u>	<u>(34,449,357)</u>
	Total 7000 Series	<u>8,996,266</u>	<u>6,529,670</u>	<u>4,482,510</u>	<u>(34,449,357)</u>
<b>Total Resource 4390</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b><u>\$ 10,906,834</u></b>	<b><u>\$ 8,528,704</u></b>	<b><u>\$ 6,553,723</u></b>	<b><u>\$ 4,609,510</u></b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FUND 61, RESOURCE 6100 - SELF-INSURED PPO HEALTH PLAN

FINAL BUDGET  
2019-2020

INCOME

Unaudited Beginning Balance, July 1	\$ 5,889,544
Local Income	<u>9,591,148</u>
Total Available Funds (TAF)	<u>\$ 15,480,692</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 156,648
3000	Employee Benefits	103,740
5000	Services and Operating Expenses	<u>10,167,346</u>
	Total Expenditures	10,427,734
7900	Contingency / Reserves	<u>5,052,958</u>
	Total Resource 6100 Including Contingency / Reserves	<u>\$ 15,480,692</u>



**Riverside Community College District  
2019-2020 Final Budget  
Resource 6100 - Self-Insured PPO Health Plan Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 State Income</b>				
8690 Other State Revenue	\$ (1,728)	\$ -	\$ -	\$ -
<b>Total 1.0</b>	<u>(1,728)</u>	<u>-</u>	<u>-</u>	<u>-</u>
<b>2.0 Local Income</b>				
8830 Health Premiums from Other Funds	8,571,660	9,482,744	10,729,932	9,458,280
8860 Interest	23,213	70,453	157,135	122,142
8890 Administrative Fees	7,614	10,212	10,315	10,726
<b>Total 2.0</b>	<u>8,602,486</u>	<u>9,563,410</u>	<u>10,897,381</u>	<u>9,591,148</u>
<b>3.0 Unaudited Beginning Balance July 1</b>				
	589,360	1,750,605	3,121,053	5,889,544
<b>Total 3.0</b>	<u>589,360</u>	<u>1,750,605</u>	<u>3,121,053</u>	<u>5,889,544</u>
<b>Total Available Funds</b>	<u>\$ 9,190,118</u>	<u>\$ 11,314,014</u>	<u>\$ 14,018,435</u>	<u>\$ 15,480,692</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 6100 - Self-Insured PPO Health Plan Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Classified Salaries</u></b>					
2118	Full Time Administrator	\$ 13,974	\$ 17,116	\$ 13,813	\$ 15,264
2119	Full Time Regular / Confidential	79,696	112,233	102,691	141,384
2129	Permanent Part-Time	14,904	2,846	-	-
	<b>Total 2100</b>	<b>108,573</b>	<b>132,194</b>	<b>116,503</b>	<b>156,648</b>
2349	Overtime	1	-	-	-
	<b>Total 2300</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Total 2000 Series</b>	<b>108,574</b>	<b>132,194</b>	<b>116,503</b>	<b>156,648</b>
<b><u>Employee Benefits</u></b>					
3170	STRS On Behalf - Acad Non-Teaching	(1,728)	-	-	-
	<b>Total 3100</b>	<b>(1,728)</b>	<b>-</b>	<b>-</b>	<b>-</b>
3220	PERS Classified	13,150	20,236	21,188	30,893
	<b>Total 3200</b>	<b>13,150</b>	<b>20,236</b>	<b>21,188</b>	<b>30,893</b>
3320	OASDHI Classified	5,807	8,019	7,184	9,590
3325	Medicare Classified	1,547	1,900	1,685	2,271
	<b>Total 3300</b>	<b>7,353</b>	<b>9,919</b>	<b>8,868</b>	<b>11,861</b>
3420	H&W Classified	23,410	46,658	47,331	58,089
3460	OPEB Classified	222	263	235	313
	<b>Total 3400</b>	<b>23,632</b>	<b>46,921</b>	<b>47,566</b>	<b>58,402</b>
3520	SUI Classified	53	65	55	78
	<b>Total 3500</b>	<b>53</b>	<b>65</b>	<b>55</b>	<b>78</b>
3620	Work Comp Classified	539	1,219	1,775	2,506
	<b>Total 3600</b>	<b>539</b>	<b>1,219</b>	<b>1,775</b>	<b>2,506</b>
3920	OB Classified	70	52	(60)	-
	<b>Total 3900</b>	<b>70</b>	<b>52</b>	<b>(60)</b>	<b>-</b>
	<b>Total 3000 Series</b>	<b>43,069</b>	<b>78,413</b>	<b>79,392</b>	<b>103,740</b>
<b><u>Services and Operating Expenses</u></b>					
5110	Consultant	(5,145)	70,585	39,568	71,000
5198	Professional Services	34,620	34,177	28,507	43,100
	<b>Total 5100</b>	<b>29,475</b>	<b>104,762</b>	<b>68,075</b>	<b>114,100</b>
5400	Self Insurance Claims	6,846,362	7,363,052	-	-
5401	Self Insurance Claims	-	-	7,274,102	9,535,740
5421	GL & Property Expenses	1,303	1,586	1,864	2,506
5450	Insurance Claims	410,729	510,273	587,247	515,000
	<b>Total 5400</b>	<b>7,258,394.47</b>	<b>7,874,911.32</b>	<b>7,863,213.49</b>	<b>10,053,246</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 6100 - Self-Insured PPO Health Plan Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
5691	Governmental Fees	-	2,680	1,706	-
	<b>Total 5600</b>	<b>-</b>	<b>2,680</b>	<b>1,706</b>	<b>-</b>
	<b>Total 5000 Series</b>	<b>7,287,870</b>	<b>7,982,353</b>	<b>7,932,995</b>	<b>10,167,346</b>
	<b>Total Expenditures</b>	<b>7,439,513</b>	<b>8,192,961</b>	<b>8,128,890</b>	<b>10,427,734</b>
<b><u>Contingency/Fund Balance</u></b>					
7920	Restricted	1,750,605	3,121,053	5,889,544	5,052,958
	<b>Total 7900</b>	<b>1,750,605</b>	<b>3,121,053</b>	<b>5,889,544</b>	<b>5,052,958</b>
	<b>Total 7000 Series</b>	<b>1,750,605</b>	<b>3,121,053</b>	<b>5,889,544</b>	<b>5,052,958</b>
<b>Total Resource 6100</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b>\$ 9,190,118</b>	<b>\$ 11,314,014</b>	<b>\$ 14,018,435</b>	<b>\$ 15,480,692</b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FUND 61, RESOURCE 6110 - SELF-INSURED WORKERS' COMPENSATION

FINAL BUDGET  
 2019-2020

INCOME

Unaudited Beginning Balance, July 1	\$ 1,028,905
Local Income	<u>2,814,278</u>
Total Available Funds (TAF)	<u>\$ 3,843,183</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 492,688
3000	Employee Benefits	243,928
4000	Books and Supplies	12,800
5000	Services and Operating Expenses	1,887,802
6000	Capital Outlay	<u>19,700</u>
	Total Expenditures	2,656,918
7900	Contingency / Reserves	<u>1,186,265</u>
	Total Resource 6110 Including Contingency / Reserves	<u>\$ 3,843,183</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 6110 - Self-Insured Workers' Compensation Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 State Income</b>				
8690 Other State Revenue	\$ 1,198	\$ 344	\$ -	\$ -
<b>Total 1.0</b>	<b><u>1,198</u></b>	<b><u>344</u></b>	<b><u>-</u></b>	<b><u>\$ -</u></b>
<b>2.0 Local Income</b>				
8830 Workers Comp Premiums From Other Funds	657,283	1,339,736	2,386,271	2,741,078
8860 Interest	39,479	60,334	81,768	73,200
8878 Insurance	21,333	-	-	-
<b>Total 2.0</b>	<b><u>718,094</u></b>	<b><u>1,400,071</u></b>	<b><u>2,468,039</u></b>	<b><u>2,814,278</u></b>
<b>3.0 Unaudited Beginning Balance July 1</b>				
<b>Total 3.0</b>	<b><u>3,078,468</u></b>	<b><u>2,277,159</u></b>	<b><u>1,362,754</u></b>	<b><u>1,028,905</u></b>
<b>Total Available Funds</b>	<b><u>\$ 3,797,761</u></b>	<b><u>\$ 3,677,574</u></b>	<b><u>\$ 3,830,793</u></b>	<b><u>\$ 3,843,183</u></b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 6110 - Self-Insured Workers' Compensation Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Classified Salaries</u></b>					
2118	Full Time Administrator	\$ 186,295	\$ 227,852	\$ 265,031	\$ 279,461
2119	Full Time Regular / Confidential	50,430	91,239	147,986	213,227
2129	Permanent Part-Time	-	13,920	-	-
	<b>Total 2100</b>	<b>236,726</b>	<b>333,011</b>	<b>413,018</b>	<b>492,688</b>
2349	Overtime	252	5,813	(1,536)	-
	<b>Total 2300</b>	<b>252</b>	<b>5,813</b>	<b>(1,536)</b>	<b>-</b>
	<b>Total 2000 Series</b>	<b>236,978</b>	<b>338,824</b>	<b>411,482</b>	<b>492,688</b>
<b><u>Employee Benefits</u></b>					
3120	STRS - Classified	1,153	-	-	-
3160	STRS On Behalf - Classified	5,690	344	-	-
3170	STRS On Behalf - Acad Non-Teaching	(4,492)	-	-	-
	<b>Total 3100</b>	<b>2,351</b>	<b>344</b>	<b>-</b>	<b>-</b>
3220	PERS Classified	31,296	45,772	68,269	97,163
	<b>Total 3200</b>	<b>31,296</b>	<b>45,772</b>	<b>68,269</b>	<b>97,163</b>
3320	OASDHI Classified	12,581	17,646	22,505	26,820
3325	Medicare Classified	3,400	4,795	5,927	7,144
	<b>Total 3300</b>	<b>15,981</b>	<b>22,441</b>	<b>28,432</b>	<b>33,964</b>
3420	H&W Classified	49,923	72,143	90,099	103,686
3460	OPEB Classified	495	665	820	985
	<b>Total 3400</b>	<b>50,418</b>	<b>72,808</b>	<b>90,919</b>	<b>104,671</b>
3520	SUI Classified	118	165	191	247
	<b>Total 3500</b>	<b>118</b>	<b>165</b>	<b>191</b>	<b>247</b>
3620	Work Comp Classified	1,178	3,079	6,143	7,883
	<b>Total 3600</b>	<b>1,178</b>	<b>3,079</b>	<b>6,143</b>	<b>7,883</b>
3920	OB Classified	142	574	190	-
	<b>Total 3900</b>	<b>142</b>	<b>574</b>	<b>190</b>	<b>-</b>
	<b>Total 3000 Series</b>	<b>101,485</b>	<b>145,183</b>	<b>194,145</b>	<b>243,928</b>
<b><u>Books and Supplies</u></b>					
4555	Copying and Printing	4	718	69	-
4590	Office/Other Supplies	11,647	138,441	55,394	12,000
	<b>Total 4500</b>	<b>11,651</b>	<b>139,158</b>	<b>55,463</b>	<b>12,000</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 6110 - Self-Insured Workers' Compensation Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
4710	Food	-	-	-	800
	<b>Total 4700</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>800</b>
	<b>Total 4000 Series</b>	<b>11,651</b>	<b>139,158</b>	<b>55,463</b>	<b>12,800</b>
<b><u>Services and Operating Expenses</u></b>					
5130	Doctors / Nurses	8,894	(2,896)	(2,881)	4,000
5198	Professional Services	251,470	136,696	107,449	178,000
	<b>Total 5100</b>	<b>260,364</b>	<b>133,800</b>	<b>104,568</b>	<b>182,000</b>
5210	Mileage	549	482	302	400
5220	Conference	2,358	1,382	3,780	4,800
	<b>Total 5200</b>	<b>2,907</b>	<b>1,864</b>	<b>4,081</b>	<b>5,200</b>
5310	Dues / Memberships	760	760	775	800
	<b>Total 5300</b>	<b>760</b>	<b>760</b>	<b>775</b>	<b>800</b>
5420	Work. Comp. Excess Liability Insur.	194,081	198,787	229,901	274,400
5421	GL & Property Expenses	2,844	4,066	6,584	7,958
5450	Claims Expense	14,997	20,400	27,600	31,000
5451	Claims Payments	632,567	1,251,409	1,730,984	1,340,000
	<b>Total 5400</b>	<b>844,489</b>	<b>1,474,662</b>	<b>1,995,069</b>	<b>1,653,358</b>
5540	Telephone	-	-	8,241	8,244
5541	Cell Phone	1,652	1,173	1,896	1,300
	<b>Total 5500</b>	<b>1,652</b>	<b>1,173</b>	<b>10,137</b>	<b>9,544</b>
5644	Repairs	2,682	(197)	-	900
5691	Governmental Fees	22,255	35,790	30,073	36,000
	<b>Total 5600</b>	<b>24,937</b>	<b>35,593</b>	<b>30,073</b>	<b>36,900</b>
5730	Legal	-	5,000	(5,000)	-
5740	Advertising	-	209	-	-
	<b>Total 5700</b>	<b>-</b>	<b>5,209</b>	<b>(5,000)</b>	<b>-</b>
5890	Outside Services and Operating Costs	-	-	400	-
	<b>Total 5800</b>	<b>-</b>	<b>-</b>	<b>400</b>	<b>-</b>
	<b>Total 5000 Series</b>	<b>1,135,109</b>	<b>1,653,061</b>	<b>2,140,103</b>	<b>1,887,802</b>
<b><u>Capital Outlay</u></b>					
<b>Site and Site Improvement</b>					
6121	Advertising & Legal	1,452	-	-	-
	<b>Total 6100</b>	<b>1,452</b>	<b>-</b>	<b>-</b>	<b>-</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 6110 - Self-Insured Workers' Compensation Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>Buildings</b>					
6223	Architects Fee	7,612	1,397	-	19,700
	<b>Total 6200</b>	<b>7,612</b>	<b>1,397</b>	<b>-</b>	<b>19,700</b>
<b>Equipment</b>					
6481	Equipment Addt'l \$200 to \$4,999	17,524	37,196	695	-
6482	Equipment Addt'l > \$5,000	8,790	-	-	-
	<b>Total 6400</b>	<b>26,314</b>	<b>37,196</b>	<b>695</b>	<b>-</b>
	<b>Total 6000 Series</b>	<b>35,378</b>	<b>38,593</b>	<b>695</b>	<b>19,700</b>
	<b>Total Expenditures</b>	<b>1,520,601</b>	<b>2,314,819</b>	<b>2,801,888</b>	<b>2,656,918</b>
<b>Contingency/Fund Balance</b>					
7920	Restricted	2,277,159	1,362,754	1,028,905	1,186,265
	<b>Total 7900</b>	<b>2,277,159</b>	<b>1,362,754</b>	<b>1,028,905</b>	<b>1,186,265</b>
	<b>Total 7000 Series</b>	<b>2,277,159</b>	<b>1,362,754</b>	<b>1,028,905</b>	<b>1,186,265</b>
<b>Total Resource 6110</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b>\$ 3,797,761</b>	<b>\$ 3,677,574</b>	<b>\$ 3,830,793</b>	<b>\$ 3,843,183</b>



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
FUND 61, RESOURCE 6120 - SELF-INSURED GENERAL LIABILITY

FINAL BUDGET  
2019-2020

INCOME

Unaudited Beginning Balance, July 1	\$ 967,516
Local Income	<u>2,302,529</u>
Total Available Funds (TAF)	<u>\$ 3,270,045</u>

EXPENDITURES

Object Code

2000	Classified Salaries	\$ 208,030
3000	Employee Benefits	103,899
4000	Books and Supplies	6,800
5000	Services and Operating Expenses	<u>2,321,329</u>
	Total Expenditures	2,640,058
7900	Contingency / Reserves	<u>629,987</u>
	Total Resource 6120 Including Contingency / Reserves	<u>\$ 3,270,045</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 6120 - Self-Insured General Liability Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 State Income</b>				
8690 STRS on Behalf	\$ 2,188	\$ 132	\$ -	\$ -
<b>Total 1.0</b>	<u>2,188</u>	<u>132</u>	<u>-</u>	<u>-</u>
<b>2.0 Local Income</b>				
8830 General Liability Premiums From Other Funds	1,343,959	1,474,802	2,148,767	2,284,529
8860 Interest	10,754	18,696	22,294	18,000
8890 Other Local Revenue	1,690	-	-	-
<b>Total 2.0</b>	<u>1,356,403</u>	<u>1,493,498</u>	<u>2,171,061</u>	<u>2,302,529</u>
<b>3.0 Unaudited Beginning Balance July 1</b>				
<b>Total 3.0</b>	<u>1,243,332</u>	<u>1,374,080</u>	<u>901,520</u>	<u>967,516</u>
<b>Total Available Funds</b>	<u>\$ 2,601,923</u>	<u>\$ 2,867,710</u>	<u>\$ 3,072,581</u>	<u>\$ 3,270,045</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 6120 - Self-Insured General Liability Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Classified Salaries</u></b>					
2118	Full Time Administrator	\$ 71,582	\$ 87,635	\$ 101,935	\$ 107,485
2119	Full Time Regular / Confidential	19,514	43,839	71,212	100,545
2129	Permanent Part-Time	-	6,959	-	-
	<b>Total 2100</b>	<b>91,096</b>	<b>138,433</b>	<b>173,147</b>	<b>208,030</b>
2349	Overtime	118	2,959	(1,346)	-
	<b>Total 2300</b>	<b>118</b>	<b>2,959</b>	<b>(1,346)</b>	<b>-</b>
	<b>Total 2000 Series</b>	<b>91,214</b>	<b>141,393</b>	<b>171,801</b>	<b>208,030</b>
<b><u>Employee Benefits</u></b>					
3120	STRS - Classified	444	-	-	-
3160	STRS On Behalf - Classified	2,188	132	-	-
	<b>Total 3100</b>	<b>2,632</b>	<b>132</b>	<b>-</b>	<b>-</b>
3220	PERS Classified	12,053	18,978	28,815	41,025
	<b>Total 3200</b>	<b>12,053</b>	<b>18,978</b>	<b>28,815</b>	<b>41,025</b>
3320	OASDHI Classified	4,847	7,361	9,509	11,465
3325	Medicare Classified	1,310	1,997	2,479	3,017
	<b>Total 3300</b>	<b>6,157</b>	<b>9,358</b>	<b>11,988</b>	<b>14,482</b>
3420	H&W Classified	19,201	30,447	38,244	44,544
3460	OPEB Classified	191	277	343	415
	<b>Total 3400</b>	<b>19,392</b>	<b>30,724</b>	<b>38,587</b>	<b>44,959</b>
3520	SUI Classified	45	69	80	104
	<b>Total 3500</b>	<b>45</b>	<b>69</b>	<b>80</b>	<b>104</b>
3620	Work Comp Classified	454	1,284	2,565	3,329
	<b>Total 3600</b>	<b>454</b>	<b>1,284</b>	<b>2,565</b>	<b>3,329</b>
3920	OB Classified	55	270	55	-
	<b>Total 3900</b>	<b>55</b>	<b>270</b>	<b>55</b>	<b>-</b>
	<b>Total 3000 Series</b>	<b>40,787</b>	<b>60,815</b>	<b>82,089</b>	<b>103,899</b>
<b><u>Books and Supplies</u></b>					
4540	Health Supplies	1,252	-	-	-
4555	Copying and Printing	-	-	-	300
4590	Office/Other Supplies	92	73,620	2,073	6,500
	<b>Total 4500</b>	<b>1,344</b>	<b>73,620</b>	<b>2,073</b>	<b>6,800</b>
	<b>Total 4000 Series</b>	<b>1,344</b>	<b>73,620</b>	<b>2,073</b>	<b>6,800</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 6120 - Self-Insured General Liability Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Services and Operating Expenses</u></b>					
5198	Professional Services	26,522	35,850	21,741	70,500
	<b>Total 5100</b>	<b>26,522</b>	<b>35,850</b>	<b>21,741</b>	<b>70,500</b>
5210	Mileage	28	-	-	-
5220	Conferences	322	-	-	-
	<b>Total 5200</b>	<b>350</b>	<b>-</b>	<b>-</b>	<b>-</b>
5310	Dues / Memberships	360	360	375	400
	<b>Total 5300</b>	<b>360</b>	<b>360</b>	<b>375</b>	<b>400</b>
5420	Work. Comp. Excess Liability Insur.	730,701	830,497	926,034	1,081,700
5421	GL & Property Expenses	1,095	1,697	2,749	3,329
5450	Claims Expense	468	(12,313)	(13,836)	-
5451	Claims Payments	(159,904)	55,590	421,382	365,000
	<b>Total 5400</b>	<b>572,359</b>	<b>875,471</b>	<b>1,336,328</b>	<b>1,450,029</b>
5541	Cell Phone	537	397	394	400
	<b>Total 5500</b>	<b>537</b>	<b>397</b>	<b>394</b>	<b>400</b>
5644	Repairs	(372)	(197)	-	-
	<b>Total 5600</b>	<b>(372)</b>	<b>(197)</b>	<b>-</b>	<b>-</b>
5730	Legal	493,721	774,379	490,264	800,000
	<b>Total 5700</b>	<b>493,721</b>	<b>774,379</b>	<b>490,264</b>	<b>800,000</b>
5880	Personal Property Damage	1,020	-	-	-
	<b>Total 5800</b>	<b>1,020</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>Total 5000 Series</b>	<b>1,094,498</b>	<b>1,686,260</b>	<b>1,849,102</b>	<b>2,321,329</b>
<b><u>Capital Outlay</u></b>					
<b><u>Buildings</u></b>					
6223	Architects Fee	-	141	-	-
	<b>Total 6200</b>	<b>-</b>	<b>141</b>	<b>-</b>	<b>-</b>
<b><u>Equipment</u></b>					
6481	Equipment Addt'l \$200 to \$4,999	-	3,961	-	-
	<b>Total 6400</b>	<b>-</b>	<b>3,961</b>	<b>-</b>	<b>-</b>
	<b>Total 6000 Series</b>	<b>-</b>	<b>4,102</b>	<b>-</b>	<b>-</b>
	<b>Total Expenditures</b>	<b>1,227,843</b>	<b>1,966,189</b>	<b>2,105,065</b>	<b>2,640,058</b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 6120 - Self-Insured General Liability Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Contingency/Fund Balance</u></b>					
7920	Restricted	1,374,080	901,520	967,516	629,987
	<b>Total 7900</b>	<b><u>1,374,080</u></b>	<b><u>901,520</u></b>	<b><u>967,516</u></b>	<b><u>629,987</u></b>
	<b>Total 7000 Series</b>	<b><u>1,374,080</u></b>	<b><u>901,520</u></b>	<b><u>967,516</u></b>	<b><u>629,987</u></b>
<b>Total Resource 6120</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<b><u>\$ 2,601,923</u></b>	<b><u>\$ 2,867,710</u></b>	<b><u>\$ 3,072,581</u></b>	<b><u>\$ 3,270,045</u></b>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
 FUND 69, RESOURCE 6900 - OTHER INTERNAL SERVICES, RETIREES' BENEFITS

FINAL BUDGET  
 2019-2020

INCOME

Unaudited Beginning Balance, July 1	\$ 1,733,028
Local Income	<u>517,289</u>
Total Available Funds (TAF)	<u>\$ 2,250,317</u>

EXPENDITURES

Object Code

5000	Services and Operating Expenses	\$ <u>2,400</u>
	Total Expenditures	2,400
7900	Contingency / Reserves	<u>2,247,917</u>
	Total Resource 6900 Including Contingency / Reserves	<u>\$ 2,250,317</u>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 6900 - Other Internal Services, Retirees' Benefits Income**

<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b>1.0 Local Income</b>				
<b>8835</b> Contract Services - OPEB	\$ 273,984	\$ 290,168	\$ 316,840	\$ 342,189
<b>8860</b> Interest	184	922	929	1,100
<b>8890</b> Other Local Revenue	<u>240,977</u>	<u>116,869</u>	<u>173,933</u>	<u>174,000</u>
<b>Total 1.0</b>	<b><u>515,145</u></b>	<b><u>407,959</u></b>	<b><u>491,702</u></b>	<b><u>517,289</u></b>
<b>2.0 Unaudited Beginning Balance July 1</b>	<u>325,339</u>	<u>837,884</u>	<u>1,243,646</u>	<u>1,733,028</u>
<b>Total 2.0</b>	<b><u>325,339</u></b>	<b><u>837,884</u></b>	<b><u>1,243,646</u></b>	<b><u>1,733,028</u></b>
<b>Total Available Funds</b>	<b><u>\$ 840,484</u></b>	<b><u>\$ 1,245,843</u></b>	<b><u>\$ 1,735,348</u></b>	<b><u>\$ 2,250,317</u></b>

**Riverside Community College District  
2019-2020 Final Budget  
Resource 6900 - Other Internal Services, Retirees' Benefits Expenditures**

<u>Object</u>	<u>Account Description</u>	<u>Audited Actuals 2016-2017</u>	<u>Audited Actuals 2017-2018</u>	<u>Unaudited Actuals 2018-2019</u>	<u>Final Budget Proposal 2019-2020</u>
<b><u>Services and Operating Expenses</u></b>					
5890	Outside Services and Operating Costs	\$ 2,600	\$ 2,197	\$ 2,321	\$ 2,400
	<b>Total 5800</b>	<u>2,600</u>	<u>2,197</u>	<u>2,321</u>	<u>2,400</u>
	<b>Total 5000 Series</b>	<u>2,600</u>	<u>2,197</u>	<u>2,321</u>	<u>2,400</u>
	<b>Total Expenditures</b>	<u>2,600</u>	<u>2,197</u>	<u>2,321</u>	<u>2,400</u>
<b><u>Contingency/Fund Balance</u></b>					
7920	Restricted	837,884	1,243,646	1,733,028	2,247,917
	<b>Total 7900</b>	<u>837,884</u>	<u>1,243,646</u>	<u>1,733,028</u>	<u>2,247,917</u>
	<b>Total 7000 Series</b>	<u>837,884</u>	<u>1,243,646</u>	<u>1,733,028</u>	<u>2,247,917</u>
<b>Total Resource 6900</b>					
<b>Expenditures/Contingency/Fund Balance</b>		<u>\$ 837,884</u>	<u>\$ 1,245,843</u>	<u>\$ 1,735,348</u>	<u>\$ 2,250,317</u>



RIVERSIDE COMMUNITY COLLEGE DISTRICT  
STUDENT FEDERAL GRANTS

FINAL BUDGET  
2019-2020

INCOME

Unaudited Beginning Balance, July 1		\$	-
Federal Income			
Moreno Valley College			
Federal Work Study	\$	450,000	
FSEOG Student Grants and Book Waivers		500,000	
PELL Student Grants and Book Waivers		18,000,000	
Subsidized Loan		1,100,000	
Un-Subsidized Loan		1,000,000	
Total Moreno Valley College		21,050,000	21,050,000
Norco College			
Federal Work Study		350,000	
FSEOG Student Grants and Book Waivers		350,000	
PELL Student Grants and Book Waivers		17,000,000	
Subsidized Loan		600,000	
Un-Subsidized Loan		600,000	
Total Norco College		18,900,000	18,900,000
Riverside City College			
Federal Work Study		650,000	
FSEOG Student Grants and Book Waivers		725,000	
PELL Student Grants and Book Waivers		35,000,000	
Subsidized Loan		3,000,000	
Un-Subsidized Loan		3,000,000	
Total Riverside City College		42,375,000	42,375,000
Total Federal Income			82,325,000
Total Available Funds (TAF)		\$	82,325,000

EXPENDITURES

<u>Object Code</u>			
Federal Expenditures			
Moreno Valley College			
7510	Federal Work Study	\$	450,000
	FSEOG Student Grants and Book Waivers		500,000
	PELL Student Grants and Book Waivers		18,000,000
	Subsidized Loan		1,100,000
	Un-Subsidized Loan		1,000,000
	Total Moreno Valley College		21,050,000
Norco College			
	Federal Work Study		350,000
	FSEOG Student Grants and Book Waivers		350,000
	PELL Student Grants and Book Waivers		17,000,000
	Subsidized Loan		600,000
	Un-Subsidized Loan		600,000
	Total Norco College		18,900,000
Riverside City College			
	Federal Work Study		650,000
	FSEOG Student Grants and Book Waivers		725,000
	PELL Student Grants and Book Waivers		35,000,000
	Subsidized Loan		3,000,000
	Un-Subsidized Loan		3,000,000
	Total Riverside City College		42,375,000
Total Federal Expenditures		\$	82,325,000
Contingency			-
Total Student Federal Grants		\$	82,325,000

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
STATE OF CALIFORNIA STUDENT GRANTS

FINAL BUDGET  
2019-2020

INCOME

Unaudited Beginning Balance, July 1		\$ -
Moreno Valley College		
Cal Grants	\$ 1,700,000	
Student Success Completion Grant	1,300,000	
Total Moreno Valley College		3,000,000
Norco College		
Cal Grants	1,000,000	
Student Success Completion Grant	900,000	
Total Norco College		1,900,000
Riverside City College		
Cal Grants	3,950,000	
Student Success Completion Grant	2,900,000	
Total Riverside City College		6,850,000
State Income - Cal Grant B, C, and SSCG		11,750,000
Total Available Funds (TAF)		\$ 11,750,000

EXPENDITURES

Object Code

7510	Moreno Valley College		
	Cal Grants	\$ 1,700,000	
	Student Success Completion Grant	1,300,000	
	Total Moreno Valley College		\$ 3,000,000
	Norco College		
	Cal Grants	1,000,000	
	Student Success Completion Grant	900,000	
	Total Norco College		1,900,000
	Riverside City College		
	Cal Grants	3,950,000	
	Student Success Completion Grant	2,900,000	
	Total Riverside City College		6,850,000
	Total State - Cal Grant B and C		\$ 11,750,000
	Contingency		-
	Total State of California Student Grants		\$ 11,750,000

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
LOCAL STUDENT SCHOLARSHIPS

FINAL BUDGET  
2019-2020

INCOME

Unaudited Beginning Balance, July 1		\$ 133,695
Local Scholarships		
Moreno Valley College	\$ 200,000	
Norco College	200,000	
Riverside City College	<u>300,000</u>	
Total Income		<u>700,000</u>
Total Available Funds (TAF)		<u><u>\$ 833,695</u></u>

EXPENDITURES

Object Code

7510	Local Scholarships		
	Moreno Valley College	\$ 280,217	
	Norco College	226,739	
	Riverside City College	<u>326,739</u>	
	Total Expenditures		\$ 833,695
	Contingency/Reserves		<u>-</u>
	Total Local Student Scholarships, Including Contingency/Reserves		<u><u>\$ 833,695</u></u>

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
ASSOCIATED STUDENTS OF RCCD

FINAL BUDGET  
2019-2020

INCOME

Unaudited Beginning Balance, July 1		\$ 1,011,101
Local Income		
ASMVC		
Student Fees	\$ 279,076	
Interest	894	
Total ASMVC Local Income		279,970
ASNC		
Student Fees	287,463	
Interest	921	
Total ASNC Local Income		288,384
ASRCC		
Student Fees	963,461	
Interest	3,086	
Total ASRCC Local Income		966,547
Total Local Income ASRCCD		\$ 1,534,901
Total Available Funds (TAF)		\$ 2,546,002

EXPENDITURES

<u>Account Code</u>			
934	ASMVC - ASB	\$ 222,100	
930	ASMVC - Organizations	\$ 27,900	
930	ASMVC - FTA Fees	18,240	
	Total ASMVC Expenditures		\$ 268,240
921	ASNC - ASB	240,600	
921	ASNC - FTA Fees	18,788	
926	ASNC - Athletics	20,500	
924	ASNC - Organizations	41,400	
	Total ASNC Expenditures		321,288
910	ASRCC - ASB	190,555	
910	ASRCC - FTA Fees	62,971	
906	ASRCC - Athletics	259,500	
905	ASRCC - Organizations	154,825	
	Total ASRCC Expenditures		667,851
	Total Expenditures		\$ 1,257,379
	Total ASRCCD Contingency		1,288,623
	Total ASRCCD Expenditures plus Ending Balances		\$ 2,546,002

## GLOSSARY OF TERMS

**Abatements** – The return of part or all of an item of income or expenditure.

**Academic Employee** – A district employee who is required to meet minimum academic standards as a condition of employment.

**Academic Salaries (Object Code Series 1000)** – Includes expenditures for full-time, part-time and prorated portions of salaries for all academic personnel.

**Accounting Period** – Any period of time at the end of which a district determines its financial position and results of operations.

**Accounting Procedures** – All processes that identify, record, classify and summarize financial information to produce reports and to provide internal control.

**Accounting System** – The total structure of records and procedures which identify, record, classify, and report information on the financial operations of an agency through its funds, balanced account groups, and organizational components.

**Accrual Basis** – The method of accounting which calls for recognizing revenues/gains and expenses/losses in the accounting period in which the transactions occur regardless of the timing of the related cash flow (contrast with cash basis).

**Actuarial Basis** – A basis used in computing the amount of contributions to be made periodically to a fund or account so that the total contributions plus the compounded earnings thereon will equal the required payments to be made out of the fund. The factors taken into account in arriving at the amount of these contributions include the length of time over which each

contribution is to be held and the rate of return compounded on such contribution over its life.

**Allocation of Costs** – Districts regularly incur costs that are not exclusively for one program. When this occurs, these costs are assigned based on the proportional benefit related to each program, using an acceptable allocation method.

**Appropriation** – A legal authorization granted by a legislative or governing body to make expenditures and incur obligations for a specified time and purpose.

**Arbitrage** – The simultaneous purchase and sale of the same or an equivalent security in order to profit from price discrepancies. In government finance, the most common occurrence of arbitrage involves the investment of the proceeds from the sale of tax-exempt securities in a taxable money market instrument that yields a higher rate, resulting in interest revenue in excess of interest costs.

**Assessed Valuation** – A value for land and residential or business property, set by the County Assessor for property tax purposes. The value is the cost of any newly built or purchased property, or the value on March 1, 1975, of continuously owned property plus an annual increase of 2%. (See Proposition 13) The assessed value is not necessarily equivalent to the market value, due to annual increase limitations imposed by law.

**Associated Students Fund** – The fund designated to account for moneys held in trust by the district for student body associations. The governing board must provide for the supervision of all moneys

raised by any student body or student organization using the name of the college (ECS 76065).

**Audit** – An examination of financial statements and related documents, records, and accounts for the purpose of determining the propriety of transactions, whether transactions are recorded properly and whether statements drawn from accounts reflect an accurate picture of financial operations and financial status. Audits may also include reviews of compliance with applicable laws and regulations, economy and efficiency of operations and effectiveness in achieving program results. The general focus of the annual audit conducted on the District is usually a financial statement examination and compliance review.

**Balance Sheet** – A basic financial statement as of June 30 that shows assets, liabilities, reserves and net assets which exhibits the financial condition of a district. Balance sheets are provided in the District’s external auditor’s report.

**Basic Skills** – This program provides funding for pre-collegiate courses to correct skills deficiency.

**Bonded Debt Limit** – The maximum amount of bonded debt for which a community college may legally obligate itself. The total amount of bonds issued cannot exceed a stipulated percent of the assessed valuation of the District.

**Books, Supplies (Object Code Series 4000)** – An item of an expendable nature that is consumed, wears out, or deteriorates in use.

**Budget** – A plan of financial operation for a given period for specified purposes consist-

ing of an estimate of expenditures and the proposed means of financing them.

**Budget Allocation Model** – The methodology used by the District to implement the set of budget principles for allocating resources to the colleges and district office and support services areas.

**Budget and Accounting Manual (BAM)** – A document produced by the California Community Colleges Chancellor’s Office that defines, establishes, and maintains the budgeting and accounting structure and procedures for the California Community Colleges.

**Budget Code** – A sequence of numbers and/or letters assigned to ledger accounts for ease of reference.

**Budget Document** – The instrument used by the budget-making authority to present a comprehensive financial program (for California Community Colleges, one such document is Form CCFS-311). Included is a balanced statement of revenues and expenditures (both actual and budgeted), as well as other exhibits.

**Budgetary Control** – The management of business affairs in accordance with an approved plan of estimated income and expenditures.

**Capital Outlay (Object Code Series 6000)** – Capital outlay expenditures are those which result in the acquisition of or addition to fixed assets. They are expenditures for land or existing buildings, improvement of sites, construction of buildings, additions to buildings, remodeling of buildings, or initial or additional equipment.

**Cash Basis** – Method of accounting in

which income and expenditures are recorded only when cash is actually received or disbursed (contrast with accrual basis).

**Categorical Funds** – Money from the state or federal government granted to qualifying districts for special programs, such as Matriculation or Vocational Education. Expenditure of categorical funds is restricted by the funding source.

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

**Classified Salaries (Object Code Series 2000)** – Includes expenditures for full-time, part-time and prorated portions of salaries for all classified personnel.

**Community Education Services** – Educational, cultural, and recreational services which an educational institution may provide for its community in addition to regularly scheduled classes. Community college districts receive no direct State apportionment for community service classes.

**Compensated Absences** – Absences, such as vacation, illness and holidays, for which it is expected employees will be paid. The term does not encompass severance or termination pay, postretirement benefits, deferred compensation or other long-term fringe benefits, such as group insurance and long-term disability pay.

**Consumer Price Index (CPI)** – A measure of change in the cost of living compiled by the United States Bureau of Labor Statistics. Consumer price indexes are calculated regularly for the United States, California, some regions within California and selected cities.

**Contingency** – That portion of the current fiscal year's budget not appropriated for a specific purpose. In 2004, the District established guidelines for budgeting the unrestricted general operating contingency account at not less than 5%.

**Contingent Liabilities** – Items which may become liabilities as a result of conditions undetermined at a given date, such as guarantees, pending lawsuits, judgments under appeal, unsettled disputed claims, unfilled purchase orders, and uncompleted contracts. All contingent liabilities should be disclosed within the annual audited financial statements, including the notes thereto, when there is a reasonable possibility a loss may occur.

**Contributions and Donations** – Anything of value received from any source for which no repayment or service to the contributor is expected.

**Cost Of Living Adjustment (COLA)** – A reflection of the percentage change of the Implicit Price Deflator for State and Local Government Purchases of Goods and Services for the United States, as published by the United States Department of Commerce, from the fourth calendar quarter of the prior year to the fourth calendar quarter of the latest available year rounded up to the next hundredth. Depending upon the availability of State funds, this index is used to compute a cost of living adjustment augmentation to community college districts. It is most commonly used to refer to percentage adjustments on salary schedules.

**Credit FTES** – Credit Full-Time Equivalent Students (FTES) is the workload measure for the program-based funding formula categories of Instruction and Instructional Services.

**Current Expense of Education (CEE)** –

The Unrestricted General Fund expenditures of a community college district in objects of expenditure 1000 through 5000 and 6480 (equipment replacement) for program activity codes 0100 through 6700. Excluded from the current expense of education are expenditures for student transportation, food services, community services, lease agreements for plant and equipment, and other costs specified in law and regulations. Amounts expended from State Lottery proceeds are also excluded.

**Debt Service** – Expenditures for the retirement of principal and interest on long-term debt.

**Deferred Revenue** – Revenue received prior to being earned such as advances received on Federal or State program grants or enrollment fees received for a term in a subsequent fiscal year.

**Deficit** – (1) Excess of liabilities over assets. (2) The excess of expenditures or expenses over revenues during an accounting period.

**Depreciation** – Expiration of the service life of capital assets, attributable to wear and tear, deterioration, action of the physical elements, inadequacy and obsolescence. In accounting for depreciation, the cost of a capital asset, less any salvage value, is prorated over the estimated life of such an asset, and each period is charged with a portion of such cost. Through this process, the entire cost of the asset is ultimately charged off as an expense.

**Direct Costs** – Expenses specifically traceable to specific goods, services, activities, programs, functions, units, or departments. Direct expenses or costs differ

from indirect expenses or costs in that the latter cannot be specifically traced and so must be allocated on some systematic and rational basis.

**Education Protection Account (EPA)** –

The EPA provides community colleges with general purpose state aid funding pursuant to Proposition 30. It is a component of total general apportionment.

**Employee Benefits (Object Code Series**

**3000)** – Amounts paid by an employer on behalf of employees. These amounts are not included in the gross salary, but are over and above. While not paid directly to employees, they are nevertheless a part of the total cost of employee compensation. Examples are: group health or life insurance payments; contributions to employee retirement plans; district share of Social Security taxes; worker's compensation payments.

**Encumbrances** – Commitments related to unperformed contracts for goods and services. Used in budgeting, encumbrances are not expenditures or liabilities but represent the estimated amount of expenditures ultimately to result if unperformed contracts in process are completed.

**Enrollment Fees** – Imposed for the first time in 1984, enrollment fees are a per-credit unit fee assessed all students enrolled in community colleges classes. This required student fee is set by the State. The current rate is \$20 per semester credit.

**ERAF (Educational Revenue Augmentation Fund)** – Implemented in 1992-93, ERAF legislation allows a portion of local property tax going to counties, cities and other local agencies to be redirected to local educational agencies within that county.



**Expenditures** – Outflow or other use of assets or incurrence of liabilities from delivering or producing goods, rendering services or carrying out other activities.

**Fifty (50) Percent Law** – Education Code §84362 requiring a district to spend at least 50% of its Current Expense of Education (CEE) on the salaries and benefits of classroom instructors and instructional aides.

**Fiscal Year** – For governmental entities in the State of California, the period beginning July 1 and ending June 30. Some grants use a fiscal year beginning October 1, and ending September 30, which is consistent with the federal government's fiscal year.

**Full-Time Equivalent Employees (FTE)** – Ratio of the hours worked based upon the standard work hours of one full-time employee.

**Full-Time Equivalent Students (FTES)** – One FTES represents 525 class (contact) hours of student instruction/activity in credit and noncredit courses. The number of students in attendance as determined by actual count for each class hour of attendance or by prescribed census periods. The number 525 is derived from the fact that 175 days of instruction are required each year, and students attending classes 3 hours per day for 175 days would be in attendance for 525 hours (i.e. 3 times 175 equals 525). Full-Time equivalent student (FTES) is the most significant workload measure used in the computation of State support for California community colleges.

**Fund** – An independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other

financial resources, together with all related liabilities and residual equities or balances, and changes therein.

**Gann Limit** – In California all governmental jurisdictions, including community college districts, must compute an annual appropriation limit based on the amount in prior years adjusted for changes in population, cost-of-living, and other factors, if applicable.

**GASB 45** – An accounting standard issued by the Governmental Accounting Standards Board that requires community college districts to record as a liability the unfunded portion of retiree health benefit costs of current and retired employees.

**General Apportionment Revenue** – An amount determined by the statewide allocation formula for each community college district to be its base revenue, the major source of revenue for general unrestricted purposes. Components consist of property taxes, ERAF, 98% of enrollment fees, and State apportionment.

**General Ledger** – Computerized accounting software, books, files, or other devices in which accounts are kept to the degree of detail necessary to summarize financial transactions.

**General Obligation Bond** – A governmental debt instrument voted in by a minimum 2/3 vote (or 55% for a Proposition 39 bond) and paid through an increase in property taxes.

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

**Generally Accepted Accounting Principles (GAAP)** – Uniform minimum standards and guidelines for financial accounting and reporting.

**Governmental Accounting Standards Board (GASB)** – The authoritative accounting and financial reporting standard-setting body for governmental entities.

**Grants** – Contributions or gifts of cash or other assets from another government or private organization to be used or expended for a specified purpose, activity, or facility.

**Indirect Costs** – Those elements of cost necessary in the production of a good or service which are not directly traceable to the product or service. Usually these costs relate to objects of expenditure that do not become an integral part of the finished product or service, such as rent, heat, light supplies, management and supervision.

**Instructional Equipment** – Tangible property (excluding land, buildings or improvements thereon) purchased for instructional activities to enhance student learning and skills development.

**Interfund Transfers** – The transfer of moneys from one fund to another fund.

**Intrafund Transfers** – The transfer of moneys within the same fund.

**Investments** – Securities, real estate, etc., held for the production of revenues in the form of interest, dividends, rentals, or lease payments. The term excludes capital assets used in governmental operations.

**Lottery** – Funds derived from State lottery sales that began in 1985. Approximately 34% must be distributed to public schools and colleges. The allocation of lottery

revenue is based upon prior year resident and non-resident FTES.

**Mandate Block Grant Funding** – A State program to provide funding to community colleges to fund the costs of various State mandated programs and activities identified in the Government Code.

**Noncredit FTES** – The workload measure for all Noncredit Activities including instruction, instructional support, and student services.

**Nonresident Tuition** – A student who is not a resident of California is required, under the uniform student residency requirements, to pay a tuition fee as prescribed by ECS 76140. The fee shall not be less than the average statewide cost per student.

**Object Codes** – Accounts used to record revenues and expenditures into descriptive categories.

**Other Financing Sources and Uses (Object Code Series 7000)** – Includes expenditures for debt, interfund transfers, other transfers, appropriations for contingencies, and student financial aid.

**PERB** – Public Employment Relations Board, established to regulate collective bargaining between school districts and employees.

**PERS** – The Public Employee Retirement System, a State retirement program utilized for classified employees.

**Position Budget Control** – A process for monitoring and maintaining budgetary control over authorized, full-time positions. Position control information includes the position description, incumbent, former incumbent, budgeted salary, placement,

range, step, and applicable fixed charges and health benefits.

**Prepaid Expenses** – Goods or services for which payment has been made, but for which benefits have not been realized as of a certain date; e.g., prepaid rent, prepaid interest, and premiums on unexpired insurance. Benefits and corresponding charges to expenses will be borne in future accounting periods.

**Program** – Category of activities with common outputs and objectives.

**Proposition 13** – An initiative amendment passed in June 1978 which added article XIII A to the California Constitution. Tax rates on secured property are restricted to no more than 1% of full cash value. The measure also defines assessed value and the voting requirements to levy new taxes.

**Proposition 30** – An initiative passed in November 2013 which provided temporary increases to the sales tax rate and the personal income tax rates for the State's highest income tax payers.

**Proposition 39** – An initiative passed in November 2013 that changed the corporate income tax codes to raise taxes over a five year period to fund educational energy efficiency projects and clean energy job creation.

**Proposition 51** – An initiative passed in November 2016 to provide K-12 and Community College facility construction funding.

**Proposition 55** – An initiative passed in November 2016, which extended the higher income tax rates provided under Proposition 30.

**Proposition 98** – An amendment of the California Constitution establishing minimum funding levels for K-14 education and changing some of the provision of Proposition 4 (Gann limit). A Senate Constitutional Amendment, Proposition 111 (1990), modified Proposition 98 and made numerous changes to the way the appropriations limit is calculated and how the minimum funding guarantee for public schools and community colleges is determined, including the appropriations limit formula, the K-14 education funding guarantee and the allocation of excess revenues.

**Purchase Order** – A document issued to a vendor to authorize the delivery of specified merchandise or the performance of certain services at a specified cost.

**Purchase Requisition** – A document submitted to initiate a purchase order to secure specified articles or services.

**Reserve** – An amount set aside to provide for estimated future expenditures or losses, for working capital, or for other specified purposes.

**Restricted Funds** – Those moneys designated by law or a donor agency for specific purposes, such as Matriculation, Vocational Education or Health Services. The expenditures of these funds are accounted for separately to maintain their identity.

**Revolving Cash Account** – A stated amount of money authorized by the district governing board to be used primarily for emergency disbursements. The fund is reimbursed periodically through properly documented expenditures which are summarized and charged to proper account classifications.

**SB 361** – Implemented in FY 2006-2007, a comprehensive reform to the formulas that allocate general-purpose apportionments to California community colleges, replacing the Program-Based Funding methodology. SB 331 was replaced by the Student Centered Funding Formula in FY 2018-19.

**Sales and Use Tax** – A tax imposed upon the sale of goods. The use tax is paid in lieu of the sales tax on goods purchased outside the State, but intended for use in the State.

**Scheduled Maintenance** – Major repairs of buildings and sites which have been postponed by districts, usually due to a shortage of funds. The State has provided special funding to community colleges for approved projects. The State provides for half the cost, and the district provides the other half.

**Services and Operating Expenses (Object Code Series 5000)** – Includes expenditures for consultants, travel, conferences, membership dues, insurance, utilities, rentals, leases, elections, audits, repair and maintenance contracts, and other contracted services.

**Student Centered Funding Formula (SCFF)** – A new funding formula for community colleges enacted in FY 2018-19. SCFF replaces the enrollment centric funding model under SB 361 with one that is based on a combination of enrollment, equity and student success outcomes. The equity and success components are based on the number of low income students served and in general the number of awards and certificates granted.

**STRS** – State Teachers Retirement System, a State retirement program for academic employees.

**Supplanting** – Use of one type of funds to provide goods or services previously paid for with another type of funds. Generally, this practice is prohibited when State or Federal funds are used to replace local funds.

**Tax Revenue Anticipation Note (TRAN)** – Instrument issued to secure short-term moneys borrowed in expectation of collection of taxes.

**Taxonomy of Programs and Services (TOPS)** – Districts are required to report expenditures by program categories identified in the TOPS. The major categories are:

- Instruction
- Instructional Administration
- Instructional Support Services
- Admissions and Records
- Counseling and Guidance
- Other Student Services
- Operation and Maintenance
- Planning and Policy Making
- General Institutional Support
- Community Services
- Ancillary Services
- Property Acquisitions
- Long-term Debt
- Transfers
- Appropriations for Contingencies

**Unencumbered (Available) Balance** – That portion of a budget (appropriation) not yet expended or obligated.

**Unrestricted Funds** – Generally, those moneys of the General Fund that are not designated by law or a donor agency for a specific purpose. Unrestricted funds may have been designated by the Board for a specific purpose, but they are still legally regarded as unrestricted since the

designation may be changed at the Board's discretion.

**Warrant** – A written order drawn by the governing board or its authorized officer(s) or employee(s) directing the county treasurer to pay a specified amount to a designated payee.