

January 28, 2004

**ENROLLMENT MANAGEMENT FOR 2004-05**  
**Background • Recommended Actions • Budgetary Issues**

**1. Background**

**Years 1997-2003.** The State of California in the recent past has imposed high growth targets for Santa Monica College and other community colleges. For the six years 1997-98 through 2002-03, SMC has grown by almost exactly one-third. During these same six years, the College has also been able to serve each year about 6% more students than required.

For the first four years of this growth, SMC received more revenue than was needed to meet its costs, leading to an improvement in reserves. For 2001-02, the first year of the State's budget problem, SMC drew on its reserves to meet its enrollment target. For 2002-03, a year that included a mid-year reduction in State funding, SMC also used reserves as well as cost containment and some contraction in course offerings to meet its target.

State law allows a community college district to report enrollment from its Summer session (or a portion of enrollment from its Summer session) in either the fiscal year in which the Summer session commences or in the year in which it ends. Beginning in 1997-98, SMC shifted the reporting of a small part of the following Summer's enrollment to the reporting year, an amount of about 1/2% of the total enrollment reported. By 2002-03, the shift included all of the following Summer's enrollment, an amount equal to about 10% of the total enrollment reported.

This practice has been beneficial to students and staff, allowing the College to provide more classes than would otherwise be possible, to maintain quality instruction, and to maintain a high level of student services and support.

**Year 2003-04.** For the current year, 2003-04, SMC could not meet the State enrollment growth target of 4.5%. This was due to four reasons: (1) the growth target would be funded at less than full value; (2) the growth target could not be met with a shift of the following year's Summer session, as the full use of the shift had been reached in 2002-03; (3) State funding per FTES was slightly reduced from the prior year's amount; and (4) College reserves were below State-mandated levels.

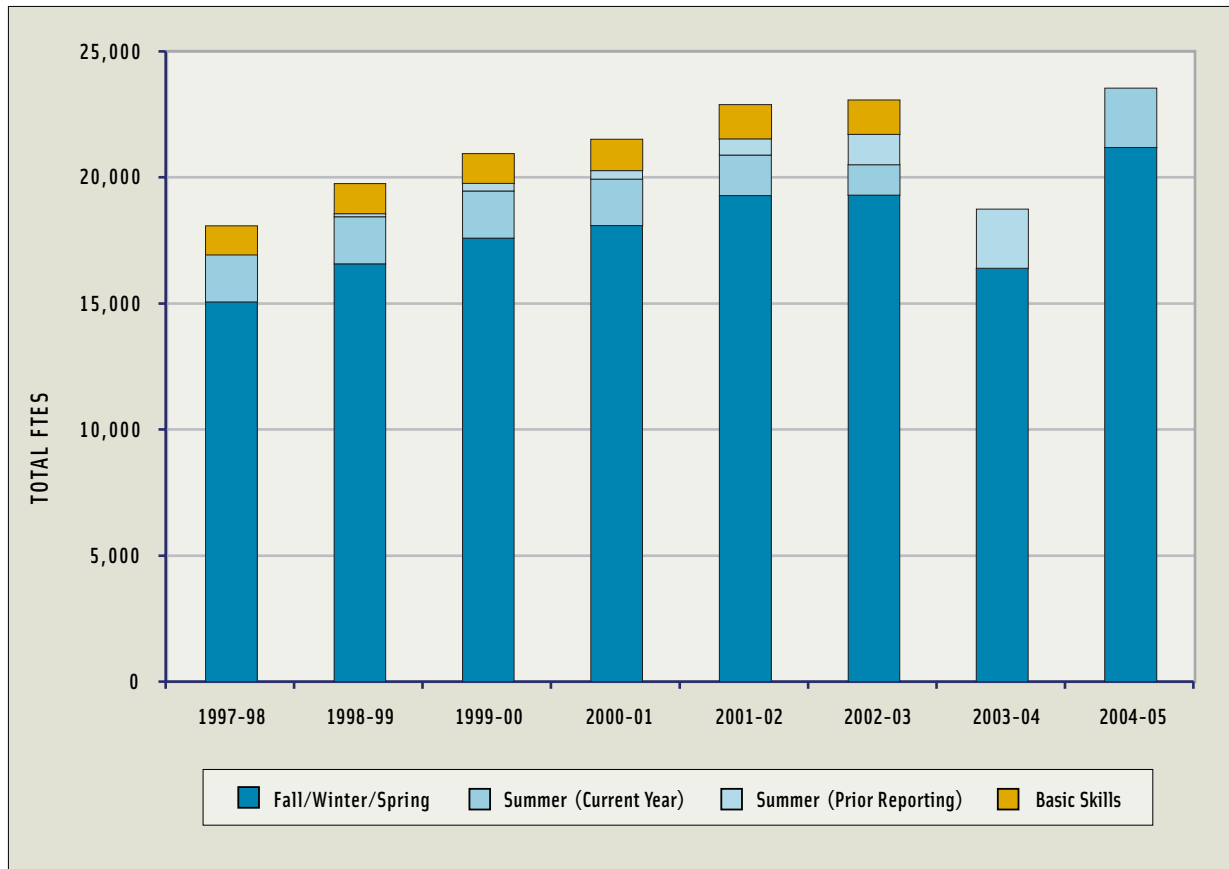
As a consequence, for 2003-04, SMC has employed a provision of State law termed “stabilization.” This provides the College a single year in which it can reduce its workload (reduce its FTES), while maintaining revenues at the base funding level established in the prior year and maintaining the authority to return to full workload in 2004-05.

Stabilization provides several benefits to Santa Monica College. The first is that it allows the College to match revenues with expenditures for the current year. As a consequence, there is no further deterioration of College reserves. The second is to eliminate the future burden resulting from the shifting of Summer session enrollment. Under stabilization, the reduction of workload will include the amount that was needed to meet the 2002-03 shift of Summer session enrollment.

**Year 2004-05.** Enrollment planning for 2004-05 therefore includes the following provisions: (1) a return to the full workload established in 2002-03; (2) a growth target of 3% as provided for in the Governor’s proposed budget; (3) no enrollment above the target (this would be reported as basic skills if such enrollment were to be achieved); and no shifting of FTES from the Summer session of 2005-06 (stabilization law precludes this).

The enrollment target for 2004-05 is about 2% more than the amount served in 2002-03 and about 25% more than the amount served in 2003-04 (Figure 1).

## SMC ATTENDANCE BY YEAR EARNED (CREDIT PROGRAM)



**Figure 1.**  
**Santa Monica College Credit FTES By Year, 1997-2005**

This chart shows reported Full-Time Equivalent Students (FTES) attending credit classes at Santa Monica College for fiscal years 1997-98 through 2004-05. FTES for 2003-04 is estimated, and FTES for 2004-05 is planned.

The State allows community colleges to report session or semester attendance in either the year the session starts or in the year the session ends, or to split the session into two parts and report attendance in both years. The College began following this practice beginning with Summer 1998, reporting part of the attendance in FY 1997-98 and reporting the balance in FY 1998-99. The above chart shows the Summer session during the year it was earned (for example, Summer 1999 is in the FY 1998-99 column). The light blue is the part that was reported in the prior fiscal year, and the darker shade of blue is the amount reported in the current year.

The "cap" for each year (except for FY 2003-04) is the sum of the dark blue (Fall, Winter, and Spring) plus the shaded dark blue (Summer) from the same column plus the shaded light blue portion of the Summer following. This cap is the growth target for each year as defined by the State.

A certain amount of enrollment above the cap can be reported as "Basic Skills," and this is shown in yellow.

The College is using a State process known as "stabilization" in FY 2003-04. This means that the College is not penalized for a decline in workload in FY 2003-04 (we are receiving apportionment this year at the "cap" level of FY 2002-03). However, the College must recover to full workload in FY 2004-05 and will only receive funding for the amount of apportionment actually earned. FY 2004-05 includes a 3% growth factor.

Figure 1 illustrates the following:

- We must earn 2% more credit FTES in FY 2004-05 than we did in FY 2002-03.
- We must earn 25% more credit FTES in FY 2004-05 than we did in FY 2003-04.
- We cannot report credit FTES from FY 2005-06 in FY 2004-05; all credit FTES must be earned in FY 2004-05.

## **2. Actions Needed To Achieve 2004-05 Enrollment Target**

**Effect of Current Year Class Reductions.** Figure 2 provides a snapshot of the effects of the class reductions in the current year on students with various enrollment status. Here is an overview:

- Continuing students succeeded at finding classes;
- SMC students who needed to drop out for one semester or more have been able to return to SMC, though in reduced numbers (-27%);
- About 60% of first time college students from high school were able to begin their studies at SMC;
- Less than half of students transferring from other colleges or with other college credit were able to find classes at SMC;
- Special admit high school students and adult non-credit students were unable to find classes, due to the suspension of the dual enrollment program and the elimination of the adult non-credit ESL program;
- Emeritus non-credit students were able to continue, though in reduced numbers (-18%).

**Effect of Current Year Class Reductions on Goals for First Time College Students.** Figure 3 indicates that the ability to serve the vocational interests of first time college students has remained constant, while the ability to meet transfer and general education need has been significantly reduced.

**Effect of Current Year Class Reduction on Goals for All Students.** Figure 4 provides insight into how resources have been shifted in terms of an ability to meet student educational goals. There was a significant drop in the percentage of students who were Undecided; a significant drop in the percentage of students attempting to achieve a high school diploma (due to the suspension of the Dual Enrollment Program); a significant drop in the percentage of students achieving personal goals; a drop in the percentage of students attempting to achieve professional goals; and a slight drop in the percentage of students attempting to achieve vocational goals. There was a significant gain in the percentage of students attempting to achieve transfer and general education goals.

**Strategies to Increase Student Enrollment by Enrollment Status.** Figure 5 provides a matrix that shows the strategies to be employed in meeting 2004-05 enrollment targets for the areas of course offerings, course development, outreach and recruitment, marketing, admissions and records, financial aid, counseling and retention, and international students.

Here is a brief overview:

- **Continuing students.** Current strategies will be sustained to retain students.
- **First time college students from high schools.** Course offerings will be enlarged; course development will be employed; outreach and recruitment will be expanded; the dual enrollment program will be reinstated; recruitment through radio and print media will be reinstated; and student services will be enhanced through technology and additional personnel as needed.
- **Students unable to enroll in the current year.** These students are either at other colleges or not in school. Course offerings will be enlarged; recruitment through radio and print media will be reinstated.
- **Dual admissions students.** This is a new category included in the Governor's proposed budget. Develop and implement a program of course offerings and support services.
- **Distance education students.** Expand availability of distance education offerings.
- **Workforce development students.** Expand availability of career change courses. Recruit targeted audiences. Research , develop, and provide new programs.
- **Out of state students.** Expand recruitment efforts.
- **International students.** Enlarge course offerings. Target recruitment efforts. Enhance retention.
- **Special admit students.** Reinstigate dual enrollment program.
- **Adult education.** Expand Emeritus College course offerings.

**Figure 2.**  
**Comparison of Fall 2002 and Fall 2003 Headcounts by Enrollment Status**

This chart compares the workload for Fall 2002 and Fall 2003 for eight populations of students. Continuing students were able to succeed at finding classes. Students who needed to drop out of SMC for one or more semesters were able to return to SMC, though in reduced numbers. Only about 60% of graduating high school students choosing SMC were able to begin their studies at the College. Less than half of students transferring from other colleges were able to find classes. Due to the suspension of the dual enrollment program, special admit students were unable to find classes. Due to the elimination of the adult non-credit ESL program, adult non-credit students were unable to find classes. However, adult non-credit students were able to continue through the Emeritus College program.

Enrollment Status	Headcount			
	Fall 2002	Fall 2003	Number Gain (Loss)	% Change
First time college student (after high school)	7,123	4,278	(2,845)	-39.9%
First time SMC, attended another college	5,992	2,843	(3,149)	-52.6%
Returning to SMC, transfer from another college	1,167	523	(644)	-55.2%
Out of school one or more semesters, last attended SMC	3,166	2,311	(855)	-27.0%
Continuing from previous semester at SMC	14,836	15,333	497	+3.3%
A special admit, currently enrolled in grades 9-12	1,457	169	(1,288)	-88.4%
Adult non-credit	1,258	238	(1,020)	-81.1%
Emeritus non-credit	2,578	2,114	(464)	-18.0%

**Figure 3.**  
**Goals of Fall 2002 and Fall 2003 First Time College Students (After High School)**

This chart provides an additional level of information about the effect of class reductions beginning in Fall 2003 on students entering SMC from high school. The greatest impact has been on students with the goal of transfer and general education. In comparison, only a few students with goals other than transfer and education have been impacted by the class reductions. The second largest impact has been on first time students attending for personal interest.

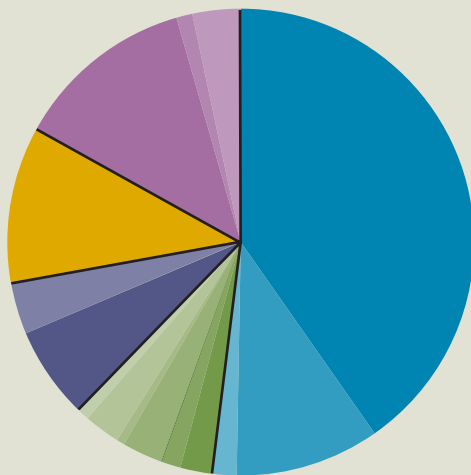
Goals for First Time College Students (After High School)	Fall 2002	Fall 2003	Number Gain (Loss)
<b>Transfer and General Education</b>			
Transfer with AA degree	4,640	2,434	-2,206
Transfer without AA degree	694	526	-168
AA degree – general education, no transfer	183	59	-124
<i>Transfer and General Education Sub-Total</i>	<i>5,517</i>	<i>3,019</i>	<i>-2,498</i>
<b>Vocational</b>			
AA degree – vocational, no transfer	102	150	+48
Vocational certificate – no degree	61	43	-18
Discover career interest or goal	120	102	-18
Pre-employment skills – no degree	22	10	-12
On the job skills – no degree	53	20	-33
Maintain license or certification	47	18	-29
<i>Vocational Sub-Total</i>	<i>405</i>	<i>343</i>	<i>-62</i>
<b>Professional</b>			
Professional development or career change	106	45	-61
Prerequisites for graduate school	97	72	-25
<i>Professional Sub-Total</i>	<i>203</i>	<i>117</i>	<i>-86</i>
<b>Personal</b>			
General education, personal interest	279	135	-144
<i>Personal Sub-Total</i>	<i>279</i>	<i>135</i>	<i>-144</i>
<b>Undecided and Other</b>			
Undecided	620	552	-68
Improve basic skills	59	37	-22
Complete credit for high school	40	75	+35
<i>Undecided and Other Sub-Total</i>	<i>719</i>	<i>664</i>	<i>-55</i>
<b>Total</b>	<b>7,123</b>	<b>4,278</b>	<b>-2,845</b>

**Figure 4.**  
**Effect of Current Year Class Reduction on Goals for All Students**

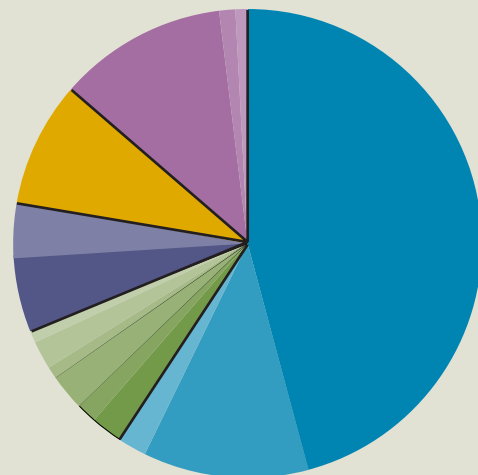
Figure 4 provides insight into how resources have been shifted in terms of an ability to meet student educational goals. There was a significant drop in the percentage of students who were "undecided and other" (this category includes both a significant drop in the percentage of students who were undecided and a significant drop in the percentage of students attempting to achieve a high school diploma due to the suspension of the Dual Enrollment Program); a significant drop in the percentage of students achieving personal goals; a small drop in the percentage of students attempting to achieve professional goals; and a slight drop in the percentage of students attempting to achieve vocational goals. There was a significant gain in the percentage of students attempting to achieve transfer and general education goals.

Educational Goals of All Credit Students	Spring 2003	Fall 2003	Change in Percent
Transfer and General Education	51.9%	59.1%	+7.2%
Vocational	10.3%	9.7%	-0.6%
Professional	10.2%	9.0%	-1.2%
Personal	10.6%	8.6%	-2.1%
Undecided and Other	17.0%	13.7%	-3.3%

**Spring 2003 – All Students**



**Fall 2003 – All Students**







**Figure 5 (cont'd).  
Enrollment Management Strategies for 2004-05 by Area**

Strategy (By Area)	Continuing Students	First Time College Students From HS	Students Unable To Enroll in Current Year	Dual Admissions Students	Distance Education Students	Workforce Development Students	Out of State Students	International Students	Special Admit Students	Adult Education (Emeritus)
<b>Financial Aid</b>										
Actively Market Financial Aid	•	•	•	•	•	•			•	
Prepare Print Collateral	•	•	•	•	•	•			•	
Provide Direct Contacts & Presentations	•	•	•	•	•	•			•	
Provide On- and Off-Campus Outreach	•	•	•	•	•	•			•	
Enhance Processes to Incorporate Technology	•	•	•	•	•	•			•	
Promote and Place Student Help	•	•	•	•	•	•	•	•	•	
Adjust Staffing to Meet New Needs	•	•	•	•	•	•	•	•	•	
Coordinate with Student Services	•	•	•	•	•	•	•	•	•	
Coordinate with Marketing	•	•	•	•	•	•	•	•	•	
<b>Retention</b>										
Coordinate with Outreach in Assessing High School Students		•		•		•			•	
Provide Online Orientation Year-Round		•	•	•	•	•	•	•	•	
Provide Phone Prompt to Follow Up Student Online Orientation		•	•	•	•	•	•	•	•	
Enlist Student Ambassadors to Assist New Students		•	•	•	•	•	•	•	•	
Provide Small Group Counseling for New Student Advisement		•	•	•	•	•	•	•	•	
Implement Multi-Step Plan to Retain Probationary Students	•	•	•	•		•	•	•		
Use Technology to Track New and Continuing Student Progress	•	•	•	•		•	•	•		
Provide Probationary Counseling Information Online	•	•	•	•		•	•	•		
Coordinate Early Alert Program Using MIS Resources	•	•	•	•		•	•	•		
Coordinate Early Alert Program with Faculty Involvement	•	•	•	•		•	•	•		
Provide Support to Students in Early Alert Program	•	•	•	•		•	•	•		
Adjust Staffing to Meet New Needs	•	•	•	•	•	•	•	•	•	
Coordinate with Student Services and Academic Affairs	•	•	•	•	•	•	•	•	•	
<b>International Students</b>										
Recruitment - Visiting								•		
Recruitment - In Country Representatives								•		
Recruitment - In Country Advertising								•		
Recruitment - Targeted Mailings								•		
Recruitment - Local								•		
Recruitment - Expand Intensive ESL Program								•		
Retention - Provide International Student Counseling								•		
Retention - Promote Back to Success Program								•		
Retention - Monitor Student Ability to Remain in Status								•		
Coordinate with Student Services and Academic Affairs								•		
Coordinate with Marketing								•		

### **3. 2004-05 Budgetary Issues**

The return to full workload in 2004-05 requires greater expenditures than were made in 2003-04, including the cost to provide more class sections and the incremental costs of recruitment, student services, and plant maintenance.

There will most likely be other increases in cost in 2004-05 as well, in the areas of step increases in salary, health benefits, workers compensation, and retirement.

Possible increases in revenue include a slight increase in State funding, achievement of growth by 3%, possible significant new revenue from equalization, and possible revenue increases from increases in international student enrollment.

The College's low level of reserves have resulted in placement in Category 1 on the Chancellor's Office watch list; as a consequence, the requirement to improve reserves also is a factor in setting the budget.

Figure 6 provides a salary cost comparison of the Santa Monica Community College District to the other 71 California community college districts, along with a State apportionment funding comparison. The College has made an unparalleled commitment to quality teaching despite the lowest funding per Full Time Equivalent Student among all districts. The Governor's proposed improvements in funding from equalization are less than one-third the amount needed to bring the College in line with other districts.

Shortfalls in revenue to accomplish the workload are possible and if realized, will require cost containment. As a consequence, the above strategies will be implemented to maximize cost savings.

The overall balance of revenues and expenditures will require consultation with College constituencies and policy direction provided by the Board of Trustees. That process is ongoing.

*This report compiled from resources and reports provided by Academic Affairs, Student Services, Business Services, and Planning and Development.*

Figure 6. CCC DISTRICT SALARY AND FTES FUNDING COMPARISONS

TENURE AND TENURE TRACK FACULTY AVERAGE SALARY	CLASSIFIED SUPPORT AVERAGE SALARY	EDUCATIONAL ADMINISTRATOR AVERAGE SALARY	CLASSIFIED ADMINISTRATOR AVERAGE SALARY	2002-03 CREDIT FTES FUNDING RATES (RAW)					
Mira Costa*	\$95,131	Mira Costa*	\$153,125	Ventura	\$105,786	West Kern	\$8,165		
<b>Santa Monica</b>	<b>\$80,646</b>	Foothill-De Anza	\$48,614	Rancho Santiago	\$133,183	Mira Costa*	\$101,473	Lake Tahoe	\$5,387
Long Beach	\$77,481	Mt. San Antonio	\$46,696	Long Beach	\$123,929	Los Rios	\$100,395	Feather River	\$5,357
Rancho Santiago	\$76,204	San Francisco	\$46,244	Citrus	\$123,195	San Francisco	\$94,786	Palo Verde	\$5,278
San Joaquin Delta	\$75,345	Santa Clarita	\$45,780	Monterey	\$123,063	Coast	\$94,414	Lassen	\$4,995
Ventura	\$74,636	Pasadena	\$43,319	Ventura	\$121,754	Foothill-De Anza	\$93,497	West Hills	\$4,872
Mt. San Antonio	\$74,527	Sierra	\$43,249	Chaffey	\$120,564	Kern	\$91,934	Barstow	\$4,853
South Orange*	\$74,274	Long Beach	\$43,134	San Francisco	\$116,004	Long Beach	\$91,657	Mendocino-Lake	\$4,735
Yuba	\$73,001	Contra Costa	\$43,079	Chabot-Las Positas	\$114,980	Chabot-Las Positas	\$91,411	Siskiyou	\$4,668
State Center	\$72,907	Chabot-Las Positas	\$43,061	Mt. San Antonio	\$112,544	Peralta	\$90,206	Marin*	\$4,295
Ohlone	\$72,752	San Mateo*	\$42,990	Kern	\$111,698	Mt. San Antonio	\$89,207	Peralta	\$4,225
Contra Costa	\$72,543	Chaffey	\$42,921	Foothill-De Anza	\$111,614	Pasadena	\$88,202	Copper Mountain	\$4,209
West Hills	\$72,466	Ventura	\$41,975	South Orange*	\$111,389	Mt. San Jacinto	\$87,480	Mira Costa*	\$4,200
Foothill-De Anza	\$71,994	Cerritos	\$40,913	State Center	\$110,881	San Luis Obispo	\$85,056	San Francisco	\$4,119
Sonoma	\$71,840	<b>Santa Monica</b>	<b>\$40,762</b>	San Joaquin Delta	\$110,209	Rancho Santiago	\$85,035	Napa	\$4,087
San Francisco	\$71,806	El Camino	\$40,490	Riverside	\$109,220	Citrus	\$84,144	Gavilan	\$4,058
Southwestern	\$71,306	State Center	\$40,456	Contra Costa	\$109,155	Cerritos	\$83,555	Redwoods	\$4,045
Coast	\$71,224	Coast	\$40,356	Glendale	\$108,980	State Center	\$83,500	Compton	\$4,039
Marin*	\$70,395	Ohlone	\$40,223	San Mateo*	\$108,529	Riverside	\$83,448	Los Angeles	\$4,025
Monterey	\$70,350	Glendale	\$38,783	Pasadena	\$108,064	Antelope Valley	\$83,138	STATEWIDE AVERAGE	\$4,019
Yosemite	\$70,336	South Orange*	\$38,703	Cabrillo	\$107,473	Grossmont-Cuyamaca	\$82,884	Kern	\$3,992
Chabot-Las Positas	\$70,273	North Orange	\$38,675	Cerritos	\$107,306	Glendale	\$82,022	San Jose	\$3,989
Riverside	\$70,194	Riverside	\$38,583	Peralta	\$107,049	Cabrillo	\$81,591	San Mateo*	\$3,964
Cerritos	\$70,117	Southwestern	\$38,138	Copper Mountain	\$107,033	Contra Costa	\$80,914	Hartnell	\$3,957
Santa Clarita	\$69,691	West Valley-Mission	\$38,048	Los Rios	\$106,610	Mendocino-Lake	\$79,114	Desert	\$3,911
Kern	\$69,265	STATEWIDE AVERAGE	\$38,014	<b>Santa Monica</b>	<b>\$106,448</b>	Chaffey	\$79,010	Shasta-Tehama-Trinity	\$3,908
North Orange	\$69,227	Victor Valley	\$37,992	Rio Hondo	\$105,089	Napa Valley	\$79,010	Monterey Peninsula	\$3,898
Mendocino-Lake	\$69,209	Santa Barbara	\$37,682	Sierra	\$104,825	San Joaquin Delta	\$78,498	Victor Valley	\$3,883
STATEWIDE AVERAGE	\$69,196	Sequoias	\$37,596	Palomar	\$104,050	West Valley-Mission	\$77,630	Allan Hancock	\$3,878
Feather River	\$69,130	Sonoma	\$37,458	Desert	\$102,984	Butte	\$76,940	Imperial	\$3,874
Cabrillo	\$69,102	Solano	\$37,179	West Valley-Mission	\$102,735	North Orange	\$75,494	Rancho Santiago	\$3,864
Sequoias	\$69,095	Los Angeles	\$37,172	Barstow	\$102,451	Ohlone	\$74,981	Yosemite	\$3,862
Butte	\$69,012	Los Rios	\$37,027	Butte	\$102,299	South Orange*	\$74,980	Mt. San Jacinto	\$3,850
Los Angeles	\$68,881	Grossmont-Cuyamaca	\$36,806	Victor Valley	\$101,610	Allan Hancock	\$74,935	Merced	\$3,847
Palomar	\$68,753	Mt. San Jacinto	\$36,716	San Diego	\$100,493	Yosemite	\$74,464	Yuba	\$3,845
Glendale	\$68,566	Kern	\$36,677	San Luis Obispo	\$100,105	Copper Mountain	\$73,749	Rio Hondo	\$3,845
West Kern	\$68,389	Peralta	\$36,440	West Kern	\$99,966	Palomar	\$73,731	San Bernardino	\$3,834
El Camino	\$68,278	Marin*	\$36,120	STATEWIDE AVERAGE	\$99,788	Solano	\$73,568	Ohlone	\$3,832
Mt. San Jacinto	\$68,160	Napa Valley	\$35,990	Southwestern	\$99,677	Manin*	\$73,071	San Luis Obispo	\$3,829
Rio Hondo	\$67,985	Butte	\$35,946	Grossmont-Cuyamaca	\$98,781	Hartnell	\$72,769	Citrus	\$3,808
Chaffey	\$67,826	Rio Hondo	\$35,943	Solano	\$98,136	Rio Hondo	\$72,243	Butte	\$3,798
Desert	\$67,785	Palomar	\$35,709	North Orange	\$98,078	Desert	\$71,893	San Diego	\$3,793
Citrus	\$67,562	Cabrillo	\$35,656	Palo Verde	\$97,668	Victor Valley	\$71,370	Sequoias	\$3,775
Santa Barbara	\$67,037	Antelope Valley	\$34,865	Ohlone	\$97,586	Palo Verde	\$70,310	Chabot-Las Positas	\$3,769
Victor Valley	\$66,184	Yosemite	\$34,754	Sonoma	\$96,794	Imperial	\$70,140	Solano	\$3,758
Pasadena	\$66,078	Allan Hancock	\$34,325	Hartnell	\$96,688	Southwestern	\$68,355	Coast	\$3,754
Napa Valley	\$66,075	San Joaquin Delta	\$34,251	Lake Tahoe	\$96,344	<b>Santa Monica</b>	<b>\$68,225</b>	South Orange*	\$3,753
Grossmont-Cuyamaca	\$65,918	Desert	\$34,222	Allan Hancock	\$96,123	STATEWIDE AVERAGE	\$67,327	Sonoma	\$3,750
San Bernardino	\$65,590	Palo Verde	\$34,139	Yosemite	\$96,034	Monterey	\$66,902	San Joaquin	\$3,749
San Mateo*	\$65,508	San Bernardino	\$33,989	Mt. San Jacinto	\$95,465	Los Angeles	\$66,647	Cabrillo	\$3,746
Antelope Valley	\$65,127	Hartnell	\$33,806	Merced	\$95,425	Santa Barbara	\$66,437	West Valley	\$3,737
Solano	\$64,769	San Luis Obispo	\$33,767	Redwoods	\$94,323	Yuba	\$66,376	Los Rios	\$3,736
Allan Hancock	\$64,497	San Diego	\$33,702	West Hills	\$93,824	San Diego	\$61,285	El Camino	\$3,734
Sierra	\$64,174	Copper Mountain	\$33,158	Coast	\$93,373	Santa Clarita	\$61,116	Contra Costa	\$3,732
San Luis Obispo	\$64,151	Rancho Santiago	\$32,744	El Camino	\$92,628	Merced	\$58,701	Sierra	\$3,716
Los Rios	\$64,097	Mendocino-Lake	\$32,168	San Bernardino	\$92,441	Sonoma	\$58,131	Long Beach	\$3,708
Redwoods	\$64,050	Yuba	\$32,138	Yuba	\$90,436	West Kern	\$58,076	Santa Barbara	\$3,704
Peralta	\$63,347	Barstow	\$31,799	Santa Clarita	\$89,605	El Camino	\$57,782	Santa Clarita	\$3,704
San Diego	\$61,841	Feather River	\$30,786	Santa Barbara	\$89,142	Feather River	\$55,196	Foothill-De Anza	\$3,703
Copper Mountain	\$61,640	Citrus	\$30,759	Siskiyou	\$86,668	Sequoias	\$51,503	Antelope Valley	\$3,702
West Valley-Mission	\$61,563	Imperial	\$30,648	Napa Valley	\$85,355	Barstow	\$49,146	Ventura	\$3,687
Hartnell	\$60,536	Monterey	\$29,343	Sequoias	\$83,131	West Hills	\$48,929	North Orange	\$3,683
Palo Verde	\$59,342	West Hills	\$29,127	Imperial	\$82,355	San Mateo*	\$46,088	State Center	\$3,676
Siskiyou	\$57,136	Merced	\$28,386	Antelope Valley	\$82,290	Redwoods	\$31,756	Palomar	\$3,676
Lake Tahoe	\$56,418	Lake Tahoe	\$27,686	Feather River	\$76,933	Gavilan	\$26,558	Cerritos	\$3,671
Imperial	\$54,805	West Kern	\$23,444	Marin*	\$72,773	San Bernardino	\$8,172	Grossmont-Cuyamaca	\$3,655
Barstow	\$51,996	Siskiyou	\$22,316	Gavilan	\$65,966	Compton	N/A	Pasadena	\$3,633
Gavilan	\$50,883	Compton	N/A	Mendocino-Lake	\$65,132	Lake Tahoe	N/A	Mt. San Antonio	\$3,630
Compton	N/A	Gavilan	N/A	Los Angeles	\$47,837	Lassen	N/A	Chaffey	\$3,621
Lassen	N/A	Lassen	N/A	Compton	N/A	San Jose	N/A	Glendale	\$3,614
Merced	N/A	Redwoods	N/A	Lassen	N/A	Shasta-Tehama-Trinity	N/A	Southwestern	\$3,602
San Jose	N/A	San Jose	N/A	San Jose	N/A	Sierra	N/A	Riverside	\$3,569
Shasta-Tehama-Trinity	N/A	Shasta-Tehama-Trinity	N/A	Shasta-Tehama-Trinity	N/A	Siskiyou	N/A	<b>Santa Monica</b>	<b>\$3,550</b>

Salary data is for Fall 2002, from the Chancellor's Data Mart. FTES data is from CCC League. Statewide salary averages are weighted by number of reported positions. Statewide FTES average is unweighted. \*Basic Aid Districts use local property tax for funding rather than State apportionment. Available funding is greater than amount listed.