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ABSTRACT

This is the first statewide five-year plan for the California Community Colleges. The newly adopted statement of philosophy and goals emphasizes the community college's role as a community-based institution of lifelong learning. In addition to presenting this new statement, the report details the planning process to be used in updating this plan, reviews the enrollment projections obtained from various agencies, presents a series of proposed state-level policies, and describes the district program and facility plans approved by the Board of Governors for the first year of the plan and tentatively proposed for the last four years. An examination of the master plans for the various community college districts shows that 440 new academic and vocational programs are scheduled for implementation during 1976-77. The largest relative growth is anticipated in the areas of regional studies, health services, home economics, law, and public affairs and services. The appendices contain the information and documentation utilized in the development of the master plan. Included are enrollment and job opportunity/employment summary projections, extended social forecasts, and discussions of future contingencies likely to have some effect on the community college. Analyses of existing programs and district profile summaries complete the appendices. (JDS)

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CALIFORNIA COMMUNITY COLLEGES

5 YEAR PLAN 1976-1981

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COMMUNITY COLLEGE
FIVE-YEAR PLAN
1976-1981

PLAN
AND
APPENDIX

BOARD OF
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CALIFORNIA
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SACRAMENTO

JANUARY 1976

PLAN
AND
APPENDIX

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FIVE-YEAR PLAN
1976-1981

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PLAN

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COMMUNITY COLLEGE
FIVE-YEAR PLAN
1976-1981

PLAN

PREFACE

This first Community College Five-Year Plan results from a planning project designed to coordinate and make more effective planning processes of the Board of Governors. This is accomplished through a five-year plan that is useful for making state-level policy and which articulates Community College needs, plans, efforts, and results. The plan should also assist Community College districts in coping with expected change.

The Plan, to be revised and updated annually, heralds a new direction in Board of Governors' activities. In meeting present and future challenges that face California Community Colleges, the Board must provide leadership and direction while, at the same time, enhancing local control and the ability of colleges to respond to the changing needs of their diverse student populations. College planning must shift from the 1960's emphasis of handling spectacular growth to an emphasis of increasing access through more effective and new delivery systems.

Highlighting this year's plan is Board adoption of a new Statement of Philosophy and Goals. This statement, identifies the basic mission and goals of the California Community Colleges and articulates the Board's role in providing state leadership and direction to the network of Community Colleges. The statement provides a point of departure for all further planning efforts.

In addition, this year's plan presents a series of Board recommendations designed to bring about more effective policymaking within existing state-level planning processes. Many of these changes in process require legislation and Administrative Code changes and, therefore, would be implemented beginning 1977. Summaries of district and college plans approved for the first year of the five year plan, plus plans tentatively proposed for the remaining four years of the plan, are also included.

Planning efforts during 1976 will begin with the development of specific objectives for each of the goals identified by the Board. An evaluation of the degree to which these goals and objectives have been or are being achieved will follow. At the same time, several alternative assumptions about future societal conditions will be developed. Using this evaluation and the assumptions regarding future trends, the Board will derive a plan of action for implementing solutions to problems where goals and objectives are not being achieved.

Detailed background discussion of proposals and a listing of staff who worked on this plan are contained in the Plan Appendix. Staff work has been a joint effort of the Analytical Studies Unit and an interdivisional task force of the Chancellor's Office. Guidance and direction have been provided by the Chancellor's Advisory Committee on Planning. In addition, the plan has undergone review within the normal advisory process of technical committees, presidents and superintendents, and the Chancellor's Advisory Committee on Policy.

It is with great pleasure that we transmit this first Community College Five-Year Plan and proceed to implement the policies contained herein.

Elizabeth Manning Deedy
Chairman
Board of Governors

January 1976

Sidney W. Brossman
Chancellor

Chuck McIntyre
Director of Analytical Studies

JANUARY 1976

CALIFORNIA
COMMUNITY COLLEGE
FIVE-YEAR PLAN

INTRODUCTION

Basis

The Education Code charges the Board of Governors of the California Community Colleges with general responsibility for "leadership and direction in the continuing development of Community Colleges ... maintaining and continuing, to the maximum degree permissible, local autonomy and control in the administration of Community Colleges." This state-level responsibility for leadership and direction may be discharged in part by systematic and effective planning, using a coordinated decision process and broad participation by those involved.

Additional Education Code provisions require that the Board:

> "...shall review and approve academic master plans and master plans for facilities for each Community College district."

Another basis for Board planning efforts is the Education Code requirement that the Board:

> "...prescribe minimum standards for the formation and operation of public community colleges and exercise general supervision over public community colleges."

Purpose

This Community College Five-Year plan is designed to identify, summarize, and articulate the plans and needs of Community College education in California. The Plan is to be used for state-level policymaking and to assist Community College districts in coping with expected change.

Format

This plan proposes state-level policies. It also describes district program and facility plans approved by the Board for the first year of the plan and tentatively proposed by districts for the last four years.

Plan format reflects a typical college planning process. Those involved evaluate the degree to which prior goals and objectives have been achieved and assess present and future needs and preferences. Goals and objectives are then revised. Delivery systems are designed and selected to implement desired conditions. After implementation, evaluation of results initiates the next planning round.

General Themes

Community College planning should shift from the 1960's emphasis of facilities to house spectacular growth to an emphasis of increasing access through more effective and new delivery systems. Planning also should be comprehensive where academic, facility, fiscal, and access decisions are made simultaneously.

The comprehensive Community College concept needs to give way to a concept of comprehensive community-based college education. It is no longer only the college, but a variety of other means that are used to provide educational services to the community. Community College programs need to be directed to multiple adult roles under more flexible scheduling, offering more options in the time required by students to achieve objectives.

PROCESS

State Role

State-level planning should provide adequately for input from districts and colleges, along with state and federal agencies. Board of Governors planning activities should use and coordinate existing planning processes of all interested agencies. This plan should provide the principal Community College input to the Postsecondary Education Commission's Five-Year Plan. In turn, the Commission's five-year plan for California postsecondary education will receive careful review by the Board and its staff.

State-level planning requires accurate information and data and thoughtful assumptions about the future. The Board of Governors and the Chancellor's Office should provide the focus for the gathering of data from districts and for its dissemination to other local, state, and federal agencies.

State/Local Relationship

State planning efforts should proceed without mandating changes in district and college planning and management styles and without changing appreciably the amount of information currently required of districts. To this end, this plan simply calls for restructuring of existing planning materials submitted by districts. Proposed changes in state-level planning procedures should make it easier for local planning efforts to anticipate state-level requirements. Local planning efforts may become more effective if the state provides information and training services in planning techniques to district and college personnel.

Timing

The normal timing of Plan development is to be as follows:

January-April	Chancellor's Office Task Force with help of Technical Advisory Committee develops plan.

April-May	Preliminary version of plan is presented to Board of Governors for approval.
June	Preliminary Plan submitted to other state-level agencies and Legislature and distributed to interest groups and districts and colleges.
August-September	Response to Preliminary Plan made by other state-level agencies, interest groups, districts and colleges.
October-November	Revision of Preliminary Plan as appropriate based upon response and results of negotiations with other state-level agencies.
December	Revised plan presented to Board for approval. Approved Final Plan is distributed to same agencies.
January	Next planning round begins with revisions to assumptions in Final Plan from prior round.

Plan Submission

Submission of educational, facility, occupational, and Extended Opportunity Programs and Services plans by districts to the Chancellor's Office for review should occur in February of each year to allow for more complete and coordinated local formulation. These plans should cover similar timeframes. The three-year EOPS plan format should be revised to conform to the five-year period of other plans.

Student personnel services should be incorporated into the planning efforts of districts and the Chancellor' Office.

Study should be made of the feasibility of consolidating the various existing plans into a unified (but multipart) five-year plan for each district.

Program Review

Program review at the state level should be expanded to include, for the first time, a general assessment (for major subject areas) of long-term program needs and plans. This review should be coordinated with facilities planning.

The existing detailed review of programs scheduled to begin the following academic year will continue. This review will be coordinated with the administration of state apportionments and the requirements of the Post-secondary Education Commission.

Facility Plans

Five-year facility plans and planning guides for new projects to be funded during the first year of the plan should be approved by the Board of Governors each spring, allowing districts to proceed with preliminary plans for approved projects to be submitted to the Department of Finance in October, rather than April for project planning guides and November for preliminary plans as is done currently.

New Sites

Board of Governors review and approval of district plans for new colleges, campuses, and certain off-campus centers should take place as part of the normal planning cycle each May and December. Plans should be assessed in terms of the general effectiveness of a district's proposed delivery system to provide for identified community educational needs and preferences.

Review of proposed Community College campuses and off-campus centers by the Postsecondary Education Commission shall follow Board of Governors review and approval. Postsecondary Commission review should be confined to an aggregate examination which emphasizes intersegmental concerns along with the usual considerations of program need and delivery system effectiveness. Commission review should cover only those sites (a) to be occupied three or more years, (b) projected for more than 500 ADA students, and (c) funded from state rather than other revenue sources.

Regional Planning

Recent legislation provides for the establishment of Regional Adult and Vocational Education Councils. These councils will begin operation during the current year. Councils should operate and be evaluated before new regional planning structures are proposed.

That future regional planning should emphasize flexible, voluntary structures that are (a) interdistrict, (b) intersegmental, or (c) otherwise defined (such as by labor market area). Regional efforts should be directed toward particular planning needs, rather than rigid organizational units that review all planning problems for specific geographical areas.

Support for Outreach Facilities

The Community College Construction Act should be supplemented to provide, for the first time, state matching funds for lease, rent, renovation, alteration, or other costs attendant to the temporary use of facilities. This would expand the scope of existing state capital outlay support to cover facilities, often of a non-permanent nature, housing college outreach programs. Presently, the Construction Act covers land acquisition, new permanent facilities and major renovations or alterations nearly always on campus.

State Share of Facility Cost

State funds should support 50 percent of eligible capital outlay project costs on a statewide basis (as currently stipulated in law).

In cases where state appropriations are inadequate to fund 50 percent of eligible project costs, the Board of Governors and local districts should have the option of proceeding, using a larger local and smaller state share of costs.

GOALS AND OBJECTIVES

Definition

Community College goals are more specific than statements of philosophy or mission, but still general and timeless. Goals should be enduring, transcending current societal problems and political environment, and should be unconstrained--not limited by real or imagined constraints whether economic, social, cultural, or political. Objectives relate to the goals but are more specific, refer to a time period which may be very short term, and may or may not be quantified.

Philosophy and Goals

BOARD OF GOVERNORS
CALIFORNIA COMMUNITY COLLEGES
STATEMENT OF PHILOSOPHY AND GOALS

PHILOSOPHY

The Community Colleges of California are locally governed postsecondary educational institutions dedicated to the principle that society will benefit when all persons within it have the opportunity for life-long learning. To that end, the California Community Colleges are committed to providing career development, skills improvement and job retraining along with a full range of academic courses to broaden cultural, ethical, social and self-awareness. In addition, Community College districts may introduce and provide for avocational, civic and recreational pursuits, some of which will not be funded from state resources but from local resources and/or fees. What is known is made available to students, and they are encouraged to apply that knowledge to a deeper understanding of self to enhance the quality of relationships with others.

Based on this philosophy, Community College districts offer a wide variety of quality educational services in local colleges, off-campus centers and outreach programs. Each college is an accredited degree and certificate-granting institution, providing a comprehensive set of services, including (a) general or liberal education, (b) guidance in selecting careers and the education appropriate for these careers or other lifelong objectives, (c) supportive services for the development and well-being of students, and (d) a wide variety of intellectual and cultural programs for individuals in the community.

The Board of Governors of the California Community Colleges provides statewide leadership and direction for local districts and colleges to assure their continued development as an integral element in the structure of postsecondary education in California. This leadership is accomplished by articulating the plans and needs of districts to regional, state, and federal agencies and through planning, coordination and administration of statewide policy, while maintaining and continuing to the maximum degree permissible local autonomy and control in the administration of the Community Colleges.

GOALS

In keeping with this philosophy, the Board of Governors endorses and encourages achievement of the following statewide goals for California Community Colleges.

- Equal opportunity for access to quality Community College education for all eligible individuals in California irrespective of age, sex, race or ancestry; economic, cultural or physical condition; previous educational experience; or geographic location.
- Preservation of academic freedom to maintain the integrity of instruction by thorough exploration of all ideas related to the topic under discussion.
- Fostering of staff excellence.
- Effective use of human and physical resources.
- Extensive use of community resources to augment the traditional campus or college center, expanding off-campus outreach instructional facilities to meet the varying needs, interests and capacities of individuals.
- Diversity of programs, instructional methods, and services to meet the needs of society and the preferences of individuals for education as needs and preferences exist and change throughout California.
- Effective and equitable distribution of state funds among districts.

- Responsible evaluation through accreditation, self-appraisal, and other appropriate and locally determined measures of accountability.

- Policies that will encourage innovative and creative developments, based on anticipation of the future, in the provision of college services and use of community resources.

- Effective cooperation and planning among all educational institutions and other organizations to secure accessible education for all in an efficient manner.

- Timely consultation with all concerned segments of California Community Colleges so that the plans and the needs of the colleges are accurately identified and articulated to state and federal-level agencies and so that state policies are effectively communicated to local districts and colleges.

Objectives The Board of Governors will evaluate the degree to which each of these goals has been or is being achieved. This evaluation will require that a series of specific objectives be developed for each of the goals.

Using this evaluation and assumptions regarding future trends, the Board of Governors will adopt a plan of action for developing and implementing solutions to problems where goals and objectives are not being achieved. The plan of action may modify objectives developed for evaluation to apply to future needs and efforts.

The evaluation and plan of action are to be developed during the 1976 planning round.

ASSESSMENT OF NEEDS AND PREFERENCES

Planning Philosophy The needs of society and preferences of individuals for education are both important in a society devoted to a freedom of choice educational philosophy. Under this philosophy there is an attempt to supply the appropriate amount and kind of education predicated upon existing and anticipated student demand. In this context, appropriate information should be provided to individuals considering college attendance so that their choices are as informed as possible.

Individual Preferences Present and future preferences of Californians for Community College education should be reflected in projected enrollment demand for districts, colleges, and programs. District projections are currently made by the Department of Finance. Projections of college and program enrollments should be developed by districts in cooperation with the Chancellor's Office.

Enrollment Projection Method

Recent adoption by the Department of Finance of an age-participation enrollment projection model will substantially improve the accuracy of such projections. Further improvements are needed, however, in specifying assumptions about the future character of individual preferences for Community College education in California. Different enrollment and contact-hour projections result from different assumptions about such individual preferences.

State agencies involved in Community College planning activities should review these several sets of projections, and evaluate differing assumptions, before adopting projections for planning purposes. Projections used by each agency should be consistent whether for program, facility, or finance planning.

Current Projections

The table below lists projections of Average Daily Attendance (ADA) made by the Department of Finance and the Chancellor's Office. The projections are based on varying assumptions about future participation rates and student loads.

Projections of Community College ADA
1975-81

	Department of Finance				Chancellor's Office			
	Capital Outlay		Budget Estimate		Bond Proposal		5-Year Plan	
	(Made in Summer 1975)		(Made in Fall 1975)		(Made in Spring 1975)		(Made in Winter 1975)	
Year	ADA	% Increase	ADA	% Increase	ADA	% Increase	ADA	% Increase
1974-75	695,374	-	695,374	-	695,374	-	695,374	-
1975-76	756,600	8.8	803,000	15.5	737,800	6.1	765,300	10.1
1976-77	764,900	1.1	839,700	4.6	776,700	5.3	805,900	5.3
1977-78	773,300	1.1			806,600	3.8	837,000	3.8
1978-79	780,900	0.9			834,400	3.4	865,600	3.4
1979-80	785,800	0.6			860,200	3.1	892,400	3.1
1980-81	788,700	0.4			881,700	2.5	914,600	2.5

Department of Finance projections developed for capital outlay purposes appear low. Low projections minimize the apparent capital outlay requirements for the Community Colleges. The projections developed by Finance for budget estimates appear to be much too high during the short term (1975-1977). With current concern over limited state resources, high budget projections are likely to produce unduly conservative fiscal decisions.

Both Chancellor's Office projections are lower in the short term and higher in the long term than Department of Finance budget projections. The slope of the two Chancellor's Office projections are identical, with the Fall 75 revision beginning at a higher level, based upon reported enrollments for the Fall 1975 term. Chancellor's Office projections show continued and steady growth through 1981.

The slope and position of all of these projections have changed from previous projections based upon high school graduates. Previous projections had indicated substantially less growth due to the decline in high school graduates.

Needs of Society

Educational needs of society may be assessed by examining the manpower needs of business and industry as expressed in the labor market and by considering possible future societal conditions.

Manpower Needs

The California Manpower Management Information System (CMMIS) is designed to provide constant data on socioeconomic factors and on manpower supply and demand of particular industry occupations for the state and for Standard Metropolitan Statistical Areas.

The following summary is taken from an analysis of manpower needs in major occupations developed by the State of California Employment Development Department and is contained in the planning document California Manpower: 1975-1980 (December 1975, Preliminary Report).

Employment in California is expected to average more than 9.8 million in 1980, compared to 8.8 million in 1975. More than 950,000 new jobs are projected over the five-year span. In addition, more than 1.6 million job opportunities will become available to replace workers who leave the State's labor force during this time. Thus, growth and replacement needs generate nearly 2.6 job opportunities from 1975 through 1980, exclusive of promotions or occupational changes.

Small changes are anticipated in the proportions of occupational groups over the five years. The proportion of employment accounted for by white collar occupations (professional, managerial, sales, and clerical) will increase slightly while that for blue collar (craftsmen, operatives, and laborers) will decline slightly. The proportion in service occupations is relatively unchanged while farmers and farm workers show a continuing long-term downtrend.

CALIFORNIA EMPLOYMENT LEVELS AND JOB OPPORTUNITIES
(1975-1980, in thousands)

	1975 jobs	job opportunities 1975-1980 growth	replacement	total
Professional, Technical	(1,605)	(199)	(259)	(458)
Engineers	210	28	15	43
Life, physical scientist	26	4	2	6
Math specialists	5	1	1	1
Engineering technicians	116	23	10	33
Medical workers	213	33	49	82
Health technicians	39	10	10	20
General technicians	26	5	2	7
Computer specialists	44	7	4	11
Social Scientists	19	5	2	7
Teachers	387	7	76	83
Writers, Artists, etc.	135	20	21	41
Other	384	59	66	125
Managers, Officials	889	128	135	263
Clerical workers	1,710	212	485	697
Sales workers	740	93	153	247
Craftsmen	1,069	94	106	200
Operatives	1,099	94	147	241
Laborers, except farm	328	31	35	65
Service workers	1,153	120	271	391
Farmers and farm workers	257	-15	42	27
Total	8,850	956	1,665	2,590

(totals may not add due to rounding)

Future Societal Conditions

Future societal conditions, both external as well as internal to postsecondary education, are important to the design of Community College policies and programs. There is a need to consider the possible future even though much is unpredictable. As policymakers better understand the range of variation possible in future conditions, the better equipped they are to make required decisions. Several alternative assumptions about future conditions will be developed during 1976 to assist the Board of Governors in specifying plan objectives and possible contingencies.

STATE PLANS

First Year

First year state-level plans are contained in the recommended changes in planning processes, adoption of a new Statement of Philosophy and Goals by the Board of Governors, and in specific planning efforts outlined for 1976. Specific plans cover the following areas:

1) Programs

Changes in procedures are proposed calling for the submission of five-year educational, occupational, EOPS, and student personnel service plans in February of each year. In addition, an annual general assessment of long-term needs and plans (by major subject area) is proposed to relate to facility plan review.

2) Finance

The Board of Governors has adopted a position statement on finance for 1976-77. This statement recognizes current conditions in which college enrollments and fiscal requirements are increasing faster than state general fund revenues. In view of this, the Board recommends (a) improved provision for growth in total district revenues, (b) a new means to control the total state share of those revenues, (c) consistent with this control, a more effective and equitable formula (percentage equalizing) for distributing state aid among districts, (d) not providing state aid for instruction that is primarily for recreational purposes, (e) revised, but still optional, student fee structure, (f) revised terminology and program review procedures, and (g) more explicit district policies on repeated course enrollments. Changes in funding policies will be phased over three years.

Without some control technique, the state share would likely exceed 50 percent of college costs in 1976-77 and far exceed projected increases in general fund revenues. Board policy recognizes the basic Community College mission and current growth in programs and enrollment. Suggested parameters for state aid take into account growth in available state revenue and the desire to avoid inordinate increases in local taxes needed to sustain normal growth in college programs.

3) Facilities

Changes proposed in facilities planning are: a) delay of five-year plan submission to February of each year to allow for more complete local formulation, b) eliminating initial Department of Finance review of project planning guides, but increasing the time for Finance review of preliminary plan packages for budget development, c) Board of Governors adoption of capital outlay budget requests, d) supplementing the Community College Construction Act to provide state matching funds for lease, rent, renovation, or alteration of facilities to be used temporarily, and e) giving the Board of Governors and local districts the option of revising the state and local share of capital outlay project costs should state funds not be available to cover 50 percent of all eligible projects.

4) New Sites

It is proposed that the Board's review of new colleges, campuses, and certain off-campus centers take place as part of the normal planning cycle. Suggested revisions of the Postsecondary Education Commission's procedures for the review of new campuses and off-campus centers are also included in the plan.

Second Year and Beyond

Further plans for the second year (1977-78) and beyond will be contained in the substantive solutions and future objectives developed during the 1976 planning round.

LOCAL PLANS

First year

District plans approved by the Board of Governors for funding and implementation during 1976-77 include:

1) Programs

Districts' 5 year educational master plans indicate 440 new academic and vocational programs are scheduled for implementation during 1976-77. Not all of these programs will be submitted for review and approval to the Chancellor's Office. As districts continue to evaluate their program needs, specific priorities may be altered. Thus, some programs proposed for implementation during 1976-77 may be delayed for one or more years. Conversely, a district may identify need for a program that was not in its educational master plan. Such programs may be submitted for review and approval within the existing procedures.

The number of new programs planned in each major instructional discipline is indicated in the table below, along with the percentage increase in number of programs for each area.

COMMUNITY COLLEGE PROGRAMS

DISCIPLINE	NUMBER OF PROGRAMS 1975-76 Existing	1976-77 Proposed	Percentage Increase
Agriculture and Natural Resources	303	25	8.3
Architecture & Environmental Design	91	7	7.7
Regional Studies	13	3	23.1
Biological Sciences	176	5	2.9
Business & Management	896	32	3.6
Computer & Information Science	130	7	5.4
Education	338	19	5.6
Engineering and Related Fields	941	83	8.8
Fine & Applied Arts	516	27	5.2
Foreign Language	341	2	0.6
Health Services	451	87	19.3
Home Economics	237	28	11.8
Law	16	7	43.8
Letters	338	5	1.5
Library Science	55	5	9.1
Mathematics	103	1	1.0
Military Studies	1		
Physical Sciences	335	7	2.1
Psychology	97	2	2.1
Public Affairs & Services	314	38	12.1
Social Sciences	515	22	4.3
Commercial Services	99	5	5.1
Interdisciplinary Studies	159	3	1.9
Apprenticeship	320	11	3.4
Total	6922	440	6.4

The largest relative growth is anticipated in the areas of regional studies, health services, home economics, law, and public affairs and services. In terms of the number of new programs planned for implementation during 1976-77, engineering and health services are those with the largest expected growth.

2) Finance

The Board of Governor's Finance statement for 1976-77 proposes total state aid for Community College operations in the amount of $543 million, of which

$435 million would be distributed for general formula allocation (apportionments). This amount is about equal to that anticipated under a continuation of the five percent cap. Unlike the cap, however, the Board proposal would be distributed for full growth on the basis of percentage equalizing. The Board proposal also calls for an 8.3 percent increase in the median revenue limit per ADA statewide (to $1,291), compared to a 5.3 percent increase anticipated under existing statutes (to $1,252). The Board proposal is compared with continuation of the status quo (both with and without the cap) in the table below.

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
SB 6 SIMULATION

STATEWIDE TOTALS	REVENUE LIMIT	STATE AID	STATE SHARE	GP TAX RATE	REVENUE LIMIT/ADA	STATE AID/ADA
Estimated 75/76						
With Cap	$ 871,894,610	$374,860,450	.430	.6283	$1,189 + 59	$511 + 6
Estimated 76/77						
(A) Status Quo						
With Cap	982,242,823	434,734,758	.443	.6292	1,252 + 63	554 + 43
Without Cap	982,464,572	471,367,628	.480	.5874	1,252 + 63	601
(B) Board Proposal	1,012,512,511	432,5[illegible],722	.427	.6665	1,291 +101	551 + 40

The state share of the statewide revenue limit would be about 43 percent. The Board proposal would authorize an increase of about 4 cents in the statewide average general purpose tax rate.

The effect of the Board proposal on individual district tax rates depends upon the relative wealth of the district, the growth of district ADA, and the proportion of defined adults in the district. Generally, the Board proposal distributes a greater proportion of state aid toward those districts with:

(1) low wealth,
(2) rapid growth, and
(3) a large percentage of defined adults.

The Board proposal will be phased in over a three-year period to avoid disruptive effects on individual district tax rates.

3) Facilities

State funding for Community College capital outlay during 1976-77 is being requested in the amount of

$85.3 million. This amount would fund 175 projects, and be used for:

Land Acquisition	4.6%
Working Drawings	1.5%
Construction	17.0%
Working Drawings & Construction	73.8%
Equipment	3.1%

State funding for 1975-76 is $20.4 million (54 projects) of a requested $57.8 million (83 projects), resulting in an unmet need of $37.4 million dollars--much of which has been carried forward to the 1976-77 budget request. This year's appropriation is from the Capital Outlay Fund for Public Higher Education. In order to meet capital outlay needs better, this fund should be augmented by General Fund appropriations and by the Community College Bond issue.

4) New Sites

A new major center, now under construction, is planned to open during 1976-77 in San Francisco. This facility, a downtown educational center, will consolidate some of the outreach programs of the San Francisco district and will offer a wide variety of courses and programs. The center has been reviewed and approved by the Postsecondary Education Commission.

Second Year and Beyond

District plans tentatively proposed for funding and implementation during 1977-78 and beyond include:

1) Programs

The present distribution and future growth in Community College instructional programs is summarized using data from the Chancellor's Office inventory of academic programs and plans.

The largest number of programs currently are conducted in engineering and related fields, business and management, fine and applied arts, social science, and health services.

Total growth in new programs is expected to be 794 by 1980, an increase of 11.5% from the existing total of 6,922 programs. The greatest increase will be in the discipline of health services and engineering, accounting for 41.4% of all new programs.

The addition of business, fine and applied arts, and public affairs then accounts for two-thirds of the new programs. Law, health services, regional studies, public affairs, and engineering will experience the greatest growth in percentage terms when compared to the number of programs now recorded for each discipline.

By 1980 it is expected that the disciplines of business, engineering, health services, fine and applied arts, and social sciences will account for nearly 50% of all program offerings in Community Colleges.

2) Finance

The table below summarizes plans for Community College districts in the years 1977-78 through 1980-81. This assumes implementation of the Board of Governors finance proposal and a gradually decreasing rate of inflation over the next five years. It is also assumed that ADA growth will be decreasing from 3.8 percent in 1977-78 to 2.5 percent in 1980-81. Additional growth in ADA, or increases in rates of inflation, would require increased expenditures, both state and local.

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
SB 6 SIMULATION

FISCAL YEAR STATEWIDE **TOTALS**	REVENUE LIMIT	STATE AID	STATE SHARE	GP GP TAX RATE	REVENUE LIMIT/ADA	STATE AID/ADA
77/78	$1.136.055,781	$486,452,415	.423	.6849	$1,395 +104	$597 + 46
78/79	1,263,816,141	542,692,002	.429	.6975	1,501 +105	644 + 47
79/80	1,396,899,029	601,413,227	.431	.7125	1,607 +106	692 + 47
80/81	1,525,128,124	657,839,774	.431	.7192	1,711 +105	738 + 46

The State share of the statewide revenue limit is projected to remain at about 43 percent through 1980-81. Given the relatively modest growth in ADA projected for this period, the statewide revenue limit and the amount of state aid would increase by an average of about ten percent per year. Over the five years covered by this plan, this represents a fifty percent increase in state funding.

The impact of the Board finance program on local districts would continue to be phased in during the 1977-78 and the 1978-79 years. After 1978-79 the program would be fully implemented. Statewide, the increase in local general purpose tax rates is projected to be 3.5 cents over the four-year period, raising the average statewide tax rate to about .72 cents by 1980-81. The average revenue limit per ADA increase ranges from 8.1 percent to 6.3 percent per year over the four year period, providing greater inflationary increases than the existing SB 6 provisions.

3) Facilities

Data for this analysis and the district planning profiles are taken from Community College Ten-Year Plans submitted November, 1974.

The apparent trend in future assignable square feet (ASF) of facilities is toward more space per student being available as a function of time. Most of the increase in space per weekly student contact hour (WSCH) falls in laboratory and "other" classifications. Lecture (classroom) facilities are expected to remain relatively constant during the five year period, at about 31 ASF per 100 WSCH. Laboratory (class laboratory) space is expected to increase from the 1975-76 level of 72 ASF per 100 WSCH to a level of 80 ASF per 100 WSCH by 1979-80, an approximate 10 percent increase. This projected increase reflects a trend toward more instruction in labs and shops, particularly in vocational training.

Instructional space which falls into the "other" classification (library, audio-visual, auditorium and gymnasium space) is expected to increase from a level of 59 ASF per 100 WSCH in 1975-76 to a level of 66 ASF per 100 WSCH in 1979-80. This is due to the development of balanced campuses during the remainder of the 1970's.

There is a significant difference in space available at campuses and centers. Factors which contribute to this difference in available space include (a) fewer administrative, faculty, and support services offices, (b) fewer maintenance facilities, and (c) a lack of specialized laboratory facilities, theaters, gymnasiums, and other support facilities at centers.

Total capital outlay funding (state and local) for new facilities, and the renovation and remodeling of existing facilities is projected at above $150,000,000 per year through 1978-79, with the largest amounts estimated for 1976-77 and 1977-78. The state share of the capital outlay funding is expected to remain at about 40 percent.

4) New Sites

A number of new Community College campuses are expected to be added by 1980. Three new campuses opened during the current academic year in the Lake Tahoe, San Jose, and South County Districts. A new center will be added in the San Francisco District in 1976-77. In 1977-78, new campuses are being planned for the the West Valley, Grossmont and Saddleback Districts. During the same year, the Foothill and San Diego Districts will add new centers. The San Francisco District plans to add a new center during 1978-79.

COMMUNITY COLLEGE
FIVE-YEAR PLAN
1976-1981

APPENDIX

STAFF AND ADVISORY COMMITTEES

Staff work on this plan has been a joint effort of the Analytical Studies Unit and an interdivisional planning task force of the Chancellor's Office. Guidance and direction have been provided by the Chancellors Advisory Committee on Planning. Individual members of these groups are listed below.

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March 10, 1976

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INTRODUCTION

Basis *The Education Code charges the Board of Governors of the California Community Colleges with general responsibility for "leadership and direction in the continuing development of Community Colleges ... maintaining and continuing, to the maximum degree permissible, local autonomy and control in the administration of Community Colleges." This state-level responsibility for leadership and direction may be discharged in part by systematic and effective planning, using a coordinated decision process and broad participation by those involved.*

Additional Education Code provisions require that the Board:

> *"...shall review and approve academic master plans and master plans for facilities for each Community College district."*

Another basis for Board planning efforts is the Education Code requirement that the Board:

> *"...prescribe minimum standards for the formation and operation of public community colleges and exercise general supervision over public community colleges."*

Purpose *This Community College Five-Year Plan is designed to identify, summarize, and articulate the plans and needs of Community College education in California. The Plan is to be used for state-level policymaking and to assist Community College districts in coping with expected change.*

This plan and the decision-making process that underlies it are intended to provide the Board of Governors with a tool to aid the 70 California Community College districts in coping with expected change. Change is inevitable. Colleges face a period of more frequent and complex change than ever before. Those involved in developing Community Colleges must choose between (a) continual reaction to situational crises and (b) planned action to anticipate and effectively manage problems that arise. The latter approach requires systematic planning and policymaking, implementation, evaluation, and continual revision.

A successful planning process should:

(1) reflect the nature and mission of Community Colleges by articulating goals and objectives that are explicit, consistent with the college role, and realistic;

(2) be a renewing activity that adjusts to changing requirements for educational services;

(3) involve a significant commitment of resources;

(4) produce insightful understanding of current problems as a basis for meeting those of the future;

(5) foster persistent and pervasive efforts at implementation; and

(6) provide for evaluation and accountability.

The principal value of planning is in the potential it provides for successfully coping with present and future situations. In the decade of the 1960's and early 1970's Community Colleges were occupied primarily with expanding facilities and resources to accommodate rapidly growing enrollments. Recently, they have had to cope with the more complex issues affecting the remainder of this decade and beyond: increasing student part-timeness, changing demands in curriculum and delivery systems, double-digit inflation, and limited public resource commitments to postsecondary education. These conditions require careful planning and evaluation, since education is a long-term investment requiring extensive preparation.

Planning is typically future-oriented, identifies goals and objectives, and selects the means to achieve same. Consequently, it should ease some of the problems of college management. With an adequate plan, new procedures or programs are not needed to solve problems arising from each new situation. In particular, a state-level plan with explicit policy directions should help local trustees, administrators, faculty, and students identify efforts that are consistent with state objectives as well as local need.

Planning should also ease the problems of securing scarce public funds for colleges. Thoughtful consideration of alternative allocations of resources to accomplish agreed-upon objectives should provide better arguments in the competition for public support when education is under increasing question, when there are new and increasing other demands for public funding, and when inflation exists in all sectors.

Planning also provides the basis for determining how well we are doing, i.e., evaluation of performance or results, and should answer demands for "accountability." The process focuses on objectives and purposes. As a result, educators are required to identify the present and future educational preferences of individuals in communities and to forecast the future educational needs of individuals. Thus, Community Colleges are virtually forced to plan due to the nature of their educational service: they provide educational opportunities, training and development of individuals, the results of which accrue over a lifetime. In this context, they need to look 5, 10, 20 years and longer down the road to anticipate as nearly as possible the educational training from which individuals and society can best profit.

In view of the commitment required, the process and plan must be useful if they are to be developed and continued. Several uses are suggested. The proposed plan would contain recommended policy directions and solutions to short-term and long-term problems of high priority. The Plan would provide a basis for the Board's legislative, capital outlay, and finance programs. It also may be used for administration of Chancellor's

Office apportionments, capital outlay, vocational education allocations, extended opportunity programs and services, credentialing, and academic program review and approval responsibilities.

The plan should also provide the basis for Board input to Postsecondary Education Commission planning and policy negotiations with other state and federal level agencies. Finally, and perhaps most important, the plan should assist Community College districts in their own planning and management efforts.

Format

This Plan proposes state-level policies. It also describes district program and facility plans approved by the Board for the first year of the plan and tentatively proposed by districts for the last four years.

Plan format reflects a typical college planning process. Those involved evaluate the degree to which prior goals and objectives have been achieved and assess present and future needs and preferences. Goals and objectives are then revised. Delivery systems are designed and selected to implement desired conditions. After implementation, evaluation of results initiates the next planning round.

The five year plan should be useful in articulating the needs of the entire network of Community Colleges. This plan both proposes a plan for Board of Governors action and reflects district plans in the areas of programs and facilities. Board action is suggested on statements reflecting specific Board policies on a number of procedural issues related to planning. In addition, a revised Board statement of philosophy and goals has been adopted, thus providing the basis for future development of specific objectives. The Board will evaluate the extent to which these goals and objectives have been or are being achieved during 1976.

Alternative sets of possible future conditions will also be presented to the Board during 1976. Together with the evaluation mentioned above, the futures assessment will provide the framework in which the Board develops its next five year plan. The current plan contains some preliminary discussion of possible future conditions. This section will be expanded in next year's version of the plan.

General Themes

Community College planning should shift from the 1960's emphasis of facilities to house spectacular growth to an emphasis of increasing access through more effective and new delivery systems. Planning also should be comprehensive where academic, facility, fiscal, and access decisions are made simultaneously.

The comprehensive Community College concept needs to give way to a concept of comprehensive community-based college education. It is no longer only the college, but a variety of other means that are used to provide educational services to the community. Community College programs need to be directed to multiple adult roles under more flexible scheduling, offering more options in the time required by students to achieve objectives.

Planning must shift from the 1960s' emphasis of facilities to house spectacular growth to an emphasis of increasing access through more effective and new delivery systems. Concern exists and will increase about meeting the needs of individuals who have not traditionally attended postsecondary education. Their needs must be met in ways other than only the traditional college campus, rigid two-year student programs, and standard classroom lecture approach. As growth slows, there should be more concern with shifting demographics and specific character of subpopulations within a college's service area.

The comprehensive Community College concept needs to give way to a concept of comprehensive community-based college education. It is no longer only the college, but a variety of other means that are used to provide educational services to the community. Other means include various media, neighborhood satellites, storefront operations, mobile units, and other kinds of limited purpose centers along with work experience, cooperative education, credit by examination or for extra-collegiate experience, and use of community library resources or any other useful and available off-campus facility. The Community College in effect becomes a community educational contractor, using its own campus plus any other community resource appropriate to meet its objectives.

Community College education needs to be directed to multiple adult roles, not only career education, but also to other adult roles. Some enrollees are already trained and simply want to become better citizens, voters, and consumers. It is expected that future lifestyle changes will result in time spent by the average individual on vocational pursuits decreasing by one-third by the year 2000. There will be an increasing need for training in avocations and use of recreational and leisure time. General education is needed for the earlier assumption of adult roles by youngsters due to lowering the age-of-majority and earlier assumption of legal responsibilities and independence from parents.

College programs need more options in the time required by students to complete objectives. Community College students have long since ceased to be the full-time, recent high school graduate, attending during the day. Seven of 10 in California attend part-time, working either part or full-time. At least one-third of all students are over thirty years of age. Many have limited objectives (some as little as one course), some are uncertain of their needs, and there are numerous "stop outs" who later return. It appears that only a minority of students undertake programs that resemble those contained in official college catalogs.

Planning must be comprehensive. Academic, facilities, occupational, fiscal, and access planning must be conducted simultaneously for effective allocation and distribution of college resources. Traditionally, academic planning dealt with outcomes, fiscal and facilities planning with resources and inputs, and access had to do with the distribution of opportunities. Seldom were the several efforts conducted together, and very often effective decisions were made more by intuition than by design. In addition, state, regional, and local planning needs to be integrated. Local planning should be responsive to community needs and preferences but at the same time be consistent with overall state objectives. The latter, in turn, should not detract from valid local objectives.

Planning requires both physical and mental commitment. Physically commiting staff resources is difficult in any operation due to the priority necessarily placed upon dealing with immediate day-to-day administrative problems. The mental commitment involves extending individuals' planning horizons. Most staff are used to thinking, as they must, about existing problems, rather than trying to anticipate and [illegible] prepare for future problems and conditions.

PROCESS

State Role

State-level planning should provide adequately for input from districts and colleges, along with state and federal agencies. Board of Governors planning activities should use and coordinate existing planning processes of all interested agencies. This plan should provide the primary Community College input to the Postsecondary Education Commission's Five-Year Plan. In turn, the Commission's five-year plan for California postsecondary education will receive careful review by the Board and its staff.

State-level planning requires accurate information and data and thoughtful assumptions about the future. The Board of Governors and the Chancellor's Office should provide the focus for the gathering of data from districts and for its dissemination to other local, state, and federal agencies.

Planning by the Board of Governors needs to tie existing efforts in academic, student, and facilities planning together with occupational planning and apportionments and budgeting. In addition, the planning process should provide useful input to administration of program review and approval responsibilities of the office and not be just another chore of dubious value. It needs to be useful as well in working with other state and federal-level agencies and local districts and colleges. It is vital that the process reflect the existing differentiation of function between state and local agencies for planning and managing California Community Colleges. This differentiation is based upon '...maintaining and continuing, to the maximum degree possible, local autonomy and control in the administration of Community Colleges.'

State-level planning efforts should provide adequately for input from districts and colleges, along with state and federal agencies. Likewise, while specific district and college planning efforts should begin locally, identifying community needs and preferences, there should be procedures for appropriate state-level review and assistance in this process. The process and resulting plan need to be useful for both state-level and local college management activities to warrant the allocation of staff and other resources required for their conduct.

Board of Governors planning also must be coordinated with activities of federal and other state-level agencies, such as the California Post-secondary Education Commission, Department of Finance, and Department of Education, along with activities of the Legislature.

The Postsecondary Education Commission has completed its first five-year plan for postsecondary education in California. This process has focused primarily upon the Commission's values, goals, and own program objectives. While procedures for program and facility review are described, the document will not incorporate plans for each of the public segments until next year.

By law, the Commission is required to

> '...prepare a five-year plan for postsecondary education which shall integrate the planning efforts of the public segments and other pertinent plans.'

Also, the Commission is to require

> '...the governing boards of the segments of public postsecondary education to develop and submit to the Commission institutional and system-wide long-range plans in a form determined by the Commission after consultation with the segments.'

This specific form has not yet been determined. It is expected, however, that the Community College Five-Year Plan, supplementing and summarizing Board and Chancellor's Office planning efforts, will provide the initial input to future Postsecondary Commission planning activities.

The collection and dissemination of data in an accurate and timely manner are essential for good planning in a network of institutions as large as the California Community Colleges. The flow of information from the districts to state and federal agencies and from these agencies to districts and campuses should be coordinated as well as possible to prevent duplication. Since the Chancellor's Office is the center for most data collection for the Community Colleges, this office should act as the focus for data collection from colleges and districts. It also should disseminate data to colleges, districts, and other local, state, or federal agencies.

For this policy to function effectively, agencies with data requests to individual districts and colleges should first submit these requests to the Chancellor's Office. Should the information be available within the Chancellor's Office, the data would be given to the agency directly by the Chancellor's Office. Should the data be of a special nature and not readily available at the Chancellor's Office, the office would provide assistance to the agencies in formulating the data request so that districts and colleges may respond easily.

As the Information Systems project within the Chancellor's Office proceeds, much information will be available at the state level. The Chancellor's Office information system will be a primary source of Community College data for the Postsecondary Education Commission's information system. The Board of Governors and the Chancellor's Office are committed to providing colleges and districts with current and relevant information for use in local planning. Also, as statewide summary information becomes available, reports will be published and distributed to interested agencies and institutions.

State/ Local Relationship

State planning efforts should proceed without mandating changes in district and college planning and management styles and without changing appreciably the amount of information currently required of districts. To this end, this plan simply calls for restructuring of existing planning materials submitted by districts. Proposed changes in state-level planning procedures should make it easier for local planning efforts to anticipate state-level requirements. Local planning efforts may become more effective if the state provides information and training services in planning techniques to district and college personnel.

State-level staff and policymakers should monitor continually the impact of plans and decisions upon the division of management prerogatives between the state and local districts and colleges. Each major state-level policy decision should be examined for its impact upon those prerogatives. It is possible that a number of seemingly neutral state-level policy decisions could, over time, significantly shift prerogatives centrally, contrary to the legal mandate for "...maintaining and continuing, to the maximum degree permissible, local autonomy and control in the administration of the Community Colleges." Likewise, certain policies have significant, and possibly undesirable, impact upon incentives facing local personnel as they develop programs or select particular delivery systems. Unintended shifts in local incentives need to be identified.

Consistent with this notion, state-level planning should develop without mandating changes in district and college planning and management styles and without changing appreciably the amount of information currently required of districts. The changes in planning procedures proposed in the body of the plan call for a restructuring of existing plan documents submitted by districts, rather than new planning materials. The changes proposed for state-level planning efforts should make it easy for districts to anticipate state-level planning requirements. In addition, state efforts should make local efforts more effective by providing services of information and training in planning techniques to district and college personnel.

All Community College districts are engaged in planning, if for no other reason than the fact that decision continually are made which affect future operations. Beyond this, however, many districts have undertaken systematic efforts to develop planning processes and comprehensive plans.

It was noted above that the state-level planning processes should develop without mandating changes in district and college planning and management styles. Also, it was noted that planning may be carried on by several different organizational units in a district. Contributing to this situation is the way in which program and facility plans are submitted for state-level review. At present, the State Construction Plan includes sections in which the district educational plans are summarized, particularly as they apply to capital construction. In addition, districts separately submit a brief educational plan to the Chancellor's Office. Since these two processes are separate, it is difficult to coordinate educational planning and capital construction planning. Further, the capital construction planning period is not the same as the period covered by the educational plan.

A number of districts are developing procedures to overcome the problems of separate process and to develop integrated and useful planning processes at the district and college level. Efforts of some of these districts are described below.

San Mateo's master planning emphasizes educational management by focusing on community needs. Efforts are testing: (1) a comprehensive District management system; (2) strengthening and expanding the management resources available in the community in business, industry and civic agencies; and (3) validating and refining an improved management design for community college districts. The system includes features of management by objectives, research and development activities to focus on objectives, and intensive interaction with top-level managers throughout the local community. San Mateo has completed a nine-month study designed to implement a planning process to assure the district of continuous evaluation of its activities. This evaluation focuses on the critical relationships between programs, individual and community needs, and available resources. The study was directed by a district master planning committee (DMPC) which outlined the program and represented staff, student and community interests. District master planning staff supported the activities of the DMPC and published 14 technical reports in June of 1975. This series of reports deals with the following subjects: mission statements, community needs assessment, perceptions of the district held by special groups, occupational needs assessment, district student enrollment projections, student profiles, certificated staff profile, administrative functions and patterns, demographic data base, comparison of programs, learning resources, facilities review, student services, and community services. Their planning process stresses coordination between college, district, regional and state planning agencies.

Ventura has focused its master planning effort around a "2000 A.D. Master Plan." This effort is to: (1) accurately project educational needs of the population served by Ventura District at the present time, in the near future, and for the year 2000 A.D.; (2) interface projected needs with programs and facilities which will meet these needs, and which can be supplied subject to the limitations of resources available to the district; (3) develop a master plan and a planning process which will assist the District and the local board in decision-making concerning the need and ability to finance future options such as the addition of a third college; (4) develop a prototype plan and planning process which will serve as the model for all types of plans required internally and externally; and (5) provide specific aspects of master planning, including instructional activities, staffing, organization, facilities and financing.

Mt. San Jacinto uses a "management by objectives" system as the basis for its planning process. This system is based upon specification of instructional or course objectives and service objectives, although the system is not used for mid-management or instructor evaluation. In addition to use of measureable and unmeasureable objectives, the system identifies constraints upon achievement of objectives and employs an educational audit to evaluate and improve management efforts. Annual reports present the auditor's findings, measureable and unmeasureable objectives for typical courses, and general evaluation of the system's achievements.

Coast Community College District has recently pilot tested a new model for educational management. This model attempts to combine elements of scientific management with the human dimension by employing a concept of participative management. Staff, students, trustees and community individuals all have participated to one degree or another on committees, task forces, and/or as program directors. Activities included needs assessment and development of a district mission statement and specific objectives for college programs. The model has been tested over three years. The last four steps of the process are devoted to preparing, approving, evaluating, and revising a multi-year operational plan for the district.

De Anza College is developing a master planning process which is change oriented and includes feedback to precipitate the actions necessary to adapt to shifts in community demand. The intent is to keep the planning and evaluation process optimally current by making it continuing and self-adjusting. A college master plan is revised extensively each year. Once the objectives of the plan have been established, and the changes associated with them have been identified, one individual is fixed with the responsibility to provide leadership for introducing the change. Implicit in this concept is that if a recommendation for change is important enough to be included in the plan, the change is important enough to be assigned a specific person responsible for its implementation.

San Diego is developing an educational master plan which includes a definitive statement of priority needs, broad program objectives, long-range projections of programs, an assessment of facilities and staffing needs, the identification of performance indicators or evaluative criteria for measuring progress toward goals, and clarification of relationships with other community groups delivering educational services.

The District is now establishing an Academy for Community College Improvement (ACCI) which will become one of the primary agents for translating the educational goals and objectives identified in the master plan into reality. ACCI will function as the vehicle by which the District may better coordinate the delivery of a wide variety of educational services to the community.

Los Angeles is proceeding to develop a comprehensive district master plan which will include all functions in one process. The educational plan and the capital construction plan will be consolidated into one timeframe and be placed in appropriate sequence. First, district goals and objectives will be developed based on an assessment of the future. Then, these long range goals and objectives will be related to the colleges to form the basis for their master plan. Capital construction needs will be based upon the educational program plan for each college.

The process is to be repeated annually so as to update and extend the five-year plan another year into the future. The process is objective oriented, concentrating on various operating functions. Planned change from present practices is an integral part of the action planned in meeting objectives. Planning is related to resource allocation and is, therefore, a key function in the budgetary process. The District Master Plan will contain assessment of the future environment, statement of district goals and objectives, description of the district's plans to implement these goals and objectives; and summary of college Master Plans including capital construction.

Peralta's Educational Services Master Planning Project engaged Peralta faculty and staff in a major effort in 1974-75 to assess the services of the district in relation to present and foreseeable needs of the community. Study groups prepared reports in five areas of major concern: trends in population, enrollment and revenue; current district capabilities in the delivery of educational services; alternative educational strategies to improve the accessibility or effectiveness of service; subgroups within the community whose special needs are inadequately addressed; and projections of manpower needs for the Bay Area. During 1975-76, through a fund designated by the board of trustees for program and staff development, twenty-nine projects have been approved in areas of identified need, primarily providing alternative learning options to students. Some projects entail staff training or new services to students. By June 1976 the district will begin an annual planning cycle, based upon a reorganized management information system. College level planning will specify programmatic changes within a framework of district-wide goals and priorities.

Fremont-Newark has initiated its master planning effort with a review of the goals district's and objectives. A new statement of philosophy and goals has been developed with the direct participation of over 1,000 individuals in the community served by the college.

Timing *The normal timing of Plan development is to be as follows:*

January-April	*Chancellor's Office Task Force with help of Technical Advisory Committee develops plan.*
April-May	*Preliminary version of plan is presented to Board of Governors for approval.*
June	*Preliminary Plan submitted to other state-level agenices and Legislature and distributed to interest groups and districts and colleges.*
August-September	*Response to Preliminary Plan made by other state-level agencies, interest groups, districts and colleges.*
October-November	*Revision of Preliminary Plan as appropriate based upon response and results of negotiations with other state-level agencies.*

December	*Revised plan presented to Board for approval. Approved Final Plan is distributed to same agencies.*
January	*Next planning round begins with revisions to assumptions in Final Plan from prior round.*

Focus of the proposed state-level planning process for Community Colleges is development of a comprehensive five-year plan by a Chancellor's Office Task Force and Technical Advisory Committee each spring. The groups analyze all relevant information, including approved district plans, program and budget proposals, forecasts of needs, and stated goals and objectives. Short-term and long-term problems are identified and highlighted and solutions and policy directions recommended. This plan is then presented to the Board of Governors by May for approval as a preliminary document.

During the late summer and early fall, other state-level agencies, interest groups, and local districts would have the opportunity to comment upon the preliminary plan. At the same time the plan would form a basis for negotiations with the California Postsecondary Education Commission, Department of Finance, and other agencies on specific proposals. Responses to the Preliminary Plan and results of negotiations are then used for possible revision of the document submitted to the Board for approval and use as a final document at the end of the year.

To insure broad participation, the Chancellor's Office Planning Task Force is made up of staff from each of the office operating areas. This group is assisted by a Technical Advisory Committee, made up of persons from districts, colleges, and state-level agencies to provide suggestions, technical advice, comments, and specific assistance in plan development.

The Chancellor's Office reviews progress and gives final approval to preliminary and final proposals. Usual review and advice is provided by Presidents/Superintendents and Chancellor's Advisory Committee during preliminary plan development. In addition, trustees, staff, and students in districts and colleges and the general public, along with others at the state level, would have opportunity during June through October to review and comment individually upon the Preliminary Plan.

Plan Submission

Submission of educational, facility, occupational, and Extended Opportunity Programs and Services plans by districts to the Chancellor's Office for review should occur in February of each year to allow for more complete and coordinated local formulation. These plans should cover similar timeframes. The three-year EOPS plan format should be revised to conform to the five-year period of other plans.

Student personnel services should be incorporated into the planning efforts of districts and the Chancellor's Office.

> *Study should be made of the feasibility of consolidating the various existing plans into a unified (but multipart) five-year plan for each district.*

It is proposed that the submission of district academic, occupational, EOPS, and facility plans be shifted to February of each year. This delay in their submission of academic and facility plans will allow districts to evaluate long-range enrollment projections produced each fall by the Department of Finance. The late submission date will also assist the Chancellor's Office in distributing its workload over peak periods.

It is also proposed that closer attention be given to the integration of academic, occupational, facility, and finance planning. At present, program and resource planning and review are carried on by several different divisions within the Chancellor's Office. (The same may be true of many college districts.) These efforts are not always in logical sequence and tend to be ad hoc. For example, funding of facilities is approved to house programs which, if new, typically do not undergo program review until several years later. Five-year occupational plans are submitted to the office for review in April, at the end of the period during which facilities plans have been reviewed and approved for submission to the Department of Finance. Three-year EOPS plans are submitted currently in January. In order to provide better integration of planning efforts it is proposed that EOPS plans be extended to cover a five-year period, as do other district planning documents.

Five-year academic and facility plans are submitted by districts for Chancellor's Office review each November. However, the academic plan begins with programs to be implemented the next academic year beginning some 8 months later. The facility plan, by contrast, begins with project funding for the fiscal year that begins some 20 months later. Besides better integration of the timing of these two efforts, it appears that submission of plans could be delayed to provide for more efficient processing of better information. This would require legislation and some revision of review responsibilities on the part of the state Department of Finance and Postsecondary Education Commission.

Little state-level planning has been done in the area of student personnel services. Efforts should proceed to incorporate this area into the five-year planning process. The possibilities of funding for student personnel services, either through categorical aid programs or through enrollment (rather than contact hour) measurements for general state support, argue for systematic planning for such services within the context of a five-year plan.

The Chancellor's Office, through its Task Force on Planning, will study the feasibility of consolidating the various existing and proposed planning documents which districts submit into a single five-year plan for each district. Although the single plan would contain a number of sections (programs, facilities, etc.), efforts could be made locally to integrate these several planning areas into a unified and comprehensive plan for the district.

Staff in various operating functions must recognize the interdependence of their analyses and decisions. The need to tie program planning and approval with the planning and approval of facilities to house these programs is commonly cited. Many more subtle but nonetheless important interrelationships exist. For example, the coming annexation of numerous isolated areas to college districts may have significant implications for student personnel services, particularly emerging counseling technologies and trends in the design and application of EOPS. Likewise, the relationship between program approvals and operating expenditures needs further specification, since the latter constitute more than three-fourths of total public investment in colleges.

Program Review *Program review at the state level should be expanded to include, for the first time, a general assessment (for major subject areas) of long-term program needs and plans. This review should be coordinated with facilities planning.*

The existing detailed review of programs scheduled to begin the following academic year will continue. This review will be coordinated with the administration of state apportionments and the requirements of the Postsecondary Education Commission.

The proposed revision of the program review process would require that the Chancellor's Office make a general assessment of districts long-range program plans. This review would be tied to facilities planning procedures, and would provide necessary linkage between program and facilities planning. The review would be by major instructional discipline area, and by some specific program areas that are separately identified in existing facilities space standards.

This proposed procedure would give the facilities planning unit, for the first time, an assessment of long-range program needs of individual districts and colleges. This assessment would not constitute program approval, but would provide authority to proceed with facility projects designed for specific discipline areas.

Districts currently project new programs for a five-year period in their educational master plans. These plans are updated annually in November. While these plans indicate proposed new programs and specify implementation dates, they are not used for detailed program review. Detailed review usually occurs in the year before program implementation, as specific program proposals are submitted to the Chancellor's Office.

Although this procedure provides necessary flexibility to districts in assessing their program needs year to year, facility planning decisions require a long-range assessment of program plans. It is clear that such an assessment cannot be as detailed as the current program review process. The assessment should relate to the facilities planning process and should be at a level that reflects existing space standard categories.

Proposed procedures for long-range program assessment would require districts to submit five-year educational master plans each February (along with five-year facility master plans). Although these plans identify planned programs by specific subject areas (i.e. Archeology), the Chancellor's Office assessment of such plans would be by major discipline area (i.e. Social Sciences). In addition, only those areas for which specific facility projects are proposed will be reviewed for approval.

The proposed procedure would provide the necessary linkage between program and facility planning with a minimum of additional review at the State level. The procedure does assume that any facility project designed to house a new program would have the projected program area reviewed in this general assessment format. Some estimate of enrollment within major discipline areas will be needed for this review.

Facility Plans *Five-year facility plans and planning guides for new projects to be funded during the first year of the plan should be approved by the Board of Governors by spring, allowing districts to proceed with preliminary plans for approved projects to be submitted to the Department of Finance in October, rather than April for project planning guides and November for preliminary plans as is done currently.*

Major modifications are being proposed in facility planning procedures. Proposed changes include:

1) delay in district submission of five-year facility plans and project planning guides to February of each year,

2) removal of the Department of Finance from the initial review of project planning guides, and giving Finance an additional month to review preliminary plan packages, and

3) establish a formal Board of Governors role in the adoption of capital outlay budget requests.

The delay in the submission of district five year plans will allow for better district assessment of Department of Finance enrollment projections and review of the facilities inventory produced by the Chancellor's Office. Additionally, the delay will ease peak workload periods in the facilities planning unit (see figure IA).

The current facility review process, as shown in figure IB, includes a great deal of time in which districts, the Chancellor's Office, and the Department of Finance are required to review simultaneously five year plans and related project planning guides and develop capital outlay budgets based upon preliminary plan packages. The current 20 month funding cycle produces several fundamental problems.

1) At the district level, personnel are expected during the summer months to be developing their five year facility plans to be submitted in November, while at the same time preparing preliminary plan packages for submission in early October. The February submission date would ease this workload problem and would give districts

Figure 1A
Capital Outlay Budget Process
Proposed System

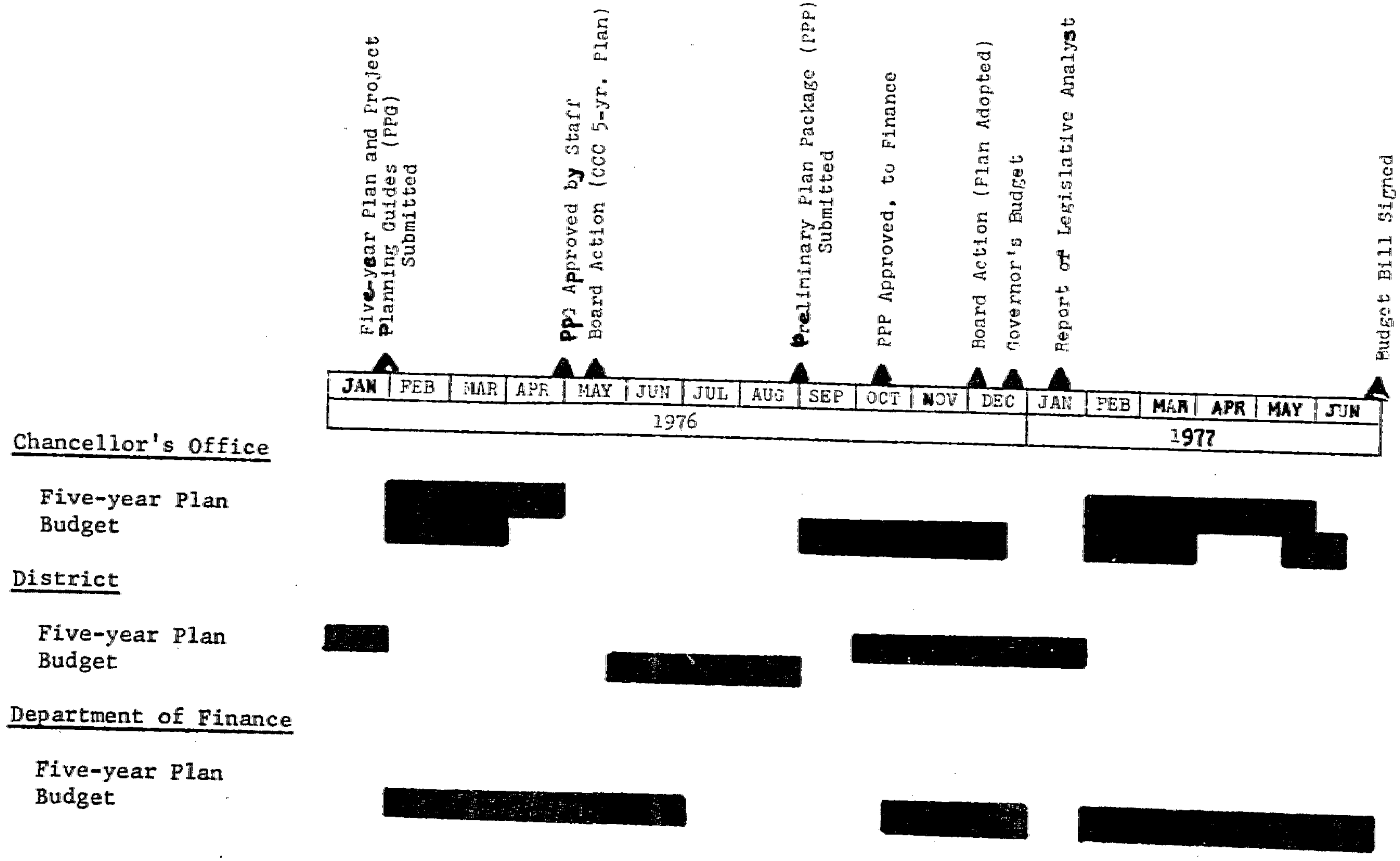
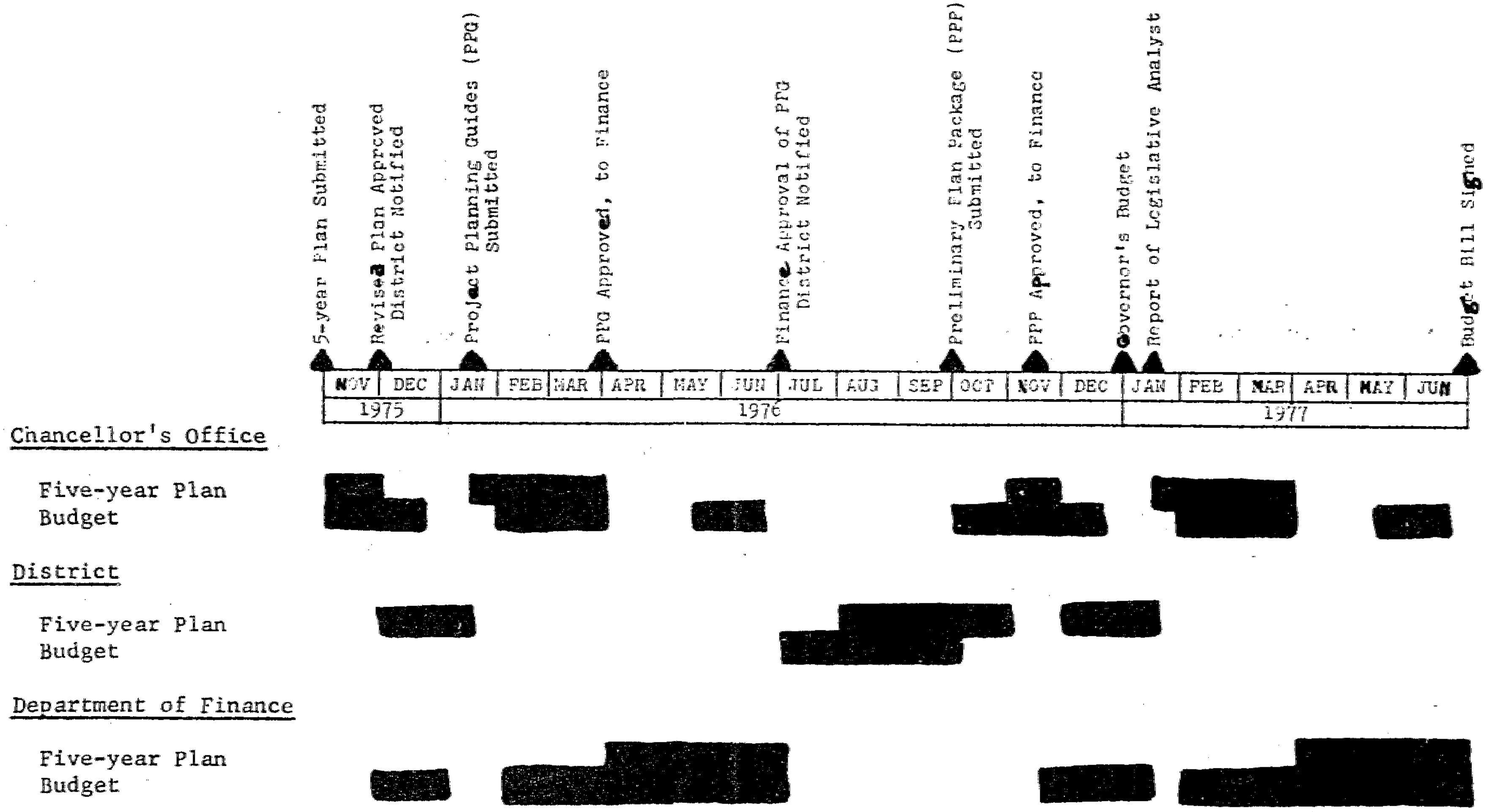


Figure 1B
Capital Outlay Budget Process
Current System



three months to evaluate enrollment projections (made by the Department of Finance) which are included in the facility plan.

2) In the Chancellor's Office, initial review of the five year plans occurs in November and early December. At the same time, the facilities planning division conducts budget negotiations with the Department of Finance for the development of the Governor's Budget. Review of project planning guides takes place from mid January through the end of March. This is the same period of time in which legislative budget committee hearings are being conducted on the budget bill. The proposed revisions would ease this peak workload situation. In addition, the delay will make the annual facility inventory produced by the Chancellor's Office a more useful tool to local planners.

3) The Department of Finance review of project planning guides is scheduled to occur during the period of April through June. During this same time period, Finance is active in final budget hearings with the Legislature. As a result, Finance review of the projects tends to be concentrated in the mid June to mid July time period. By removing Finance from this early review of projects, and giving them more time to review preliminary plan packages for inclusion in the Governor's Budget, a more effective procedure should be developed for capital outlay review.

4) The Board of Governors currently does not have a specified role in the adoption of capital outlay budget, although the Board does set the space and utilization standards upon which facility plans are developed. An active Board role in the adoption of a yearly capital outlay budget would make explicit Board priorities for capital outlay funding.

The proposed facility planning procedures outlined in figure IB would reduce timing problems inherent in the current system and provide the Board (within the framework of the annual Community College Five Year Plan) a role in determining capital outlay budget requests.

The proposed changes in facility planning procedures would require legislation to modify existing Community College Construction Act provisions.

New Sites *Board of Governors review and approval of district plans for new colleges, campuses, and certain off-campus centers should take place as part of the normal planning cycle each May and December. Plans should be assessed in terms of the general effectiveness of a district's proposed delivery system to provide for identified community educational needs and preferences.*

Review of proposed Community College campuses and off-campus centers by the Postsecondary Education Commission shall follow Board of Governors review and approval. Postsecondary Commission review should be confined to an aggregate examination which emphasizes intersegmental concerns along with the usual considerations of program need and delivery system effectiveness.

Commission review should cover only those sites (a) to be occupied three or more years, (b) projected for more than 500 ADA students, and (c) funded from state rather than other revenue sources.

The Education Code is ambiguous regarding the Board's role in formation of new colleges. While the Board has prescribed the required minimum standards for forming a new college, there is no explicit provision for Board review, approval, comment, or other action in respect to a local board decision to form a new college. Authority for college formation clearly rests with the governing board of the district in which the college would be located. There is logic, however, in a Board role in review and comment on formation of new Community College campuses. The specific scope of this must be defined, but it should take place as part of the annual planning process (and not be ad hoc), and emphasize inter-district concerns. Board review could be implemented, it would appear, without legislation. This role should simply be consistent with the many related Board responsibilities, including among others, review and approval of district academic and facilities plans.

The Board's role in the formation of off-campus centers and other such sites is equally ambiguous. Logic again suggests that Board and Chancellor's Office review responsibilities with respect to such operations take place as part of normal planning and review procedures. In this process proposed programs and facilities in which they are to be housed are examined at the state level and the general effectiveness of a district's proposed delivery systems is evaluated.

Further work is needed to reconcile the detail and timing of Board and Chancellor's Office review with that of the Postsecondary Commission. The Commission plans to review proposals for Community College campuses and off-campus facilities in detail and quite some time prior to the beginning of operations. Commission review should cover less detail than Board or Chancellor's Office review which, in turn, covers considerably less detail than that conducted by local boards of trustees and staff.

Also, there needs to be clarification of the state-level review of college activities to be housed in non-state-funded facilities and which may or may not rely on state support for their operation.

Several factors suggest that the Board review and comment on the formation of new Community Colleges. First, such review seems consistent with the Board's role in providing statewide leadership and direction for Community Colleges. Further, the Board adopts regulations for program and facilities planning which, at least indirectly, provide the framework within which new colleges are planned. Finally, the Postsecondary Education Commission expects the Board of Governors to review proposed new Community Colleges and off-campus centers, and to make recommendations to the Commission concerning these new sites.

In July of 1975 the Board of Governors adopted Title 5 regulations establishing minimum standards for forming new Community Colleges.

These regulations, which direct local boards in planning the formation of a new college, could form the basis of Board of Governors' review. This review would stress interdistrict concerns and would provide Board advice to the Postsecondary Education Commission.

New college proposals would be highlighted for Board consideration each May, in the preliminary draft of the Board's five year plan, and in December, with Board adoption of the final plan.

After Board review of the new college formation, specific capital outlay projects for the college could be submitted for state funding within the next five year facilities plan. If temporary facilities are to be used, college operations could begin after Board and Commission review, as soon as program offerings were approved for the new college.

In the case of new off campus centers, the Board must indicate those centers for which review procedures will be required. The Postsecondary Education Commission has indicated that it plans to review those off campus centers which are planned for operation for three or more years, and which:

1) will offer courses in several certificate or degree programs, and/or

2) will have a headcount enrollment of more than 500, and

3) will require funding (state or local) for construction, acquisition, or lease.

The assumed state interest in the off campus centers described above would be that they are:

1) to some degree permanent operations,

2) of substantial size to warrant state review, and

3) are offered at locations which are operated at some cost to the district.

These considerations, if modified to identify projects where state funding is required, may be appropriate for defining state interest for capital outlay review. Indeed, the review of new off-campus centers could be limited to capital outlay concerns. It may be argued, however, that state review of off campus activities should be carried out through the five year plan, and should stress program, rather than facility concerns. Given this approach, all new off-campus centers proposed to begin operation within the period of the five-year plan would be indicated by districts each year as part of the plan. Permanence and size requirements would be developed for locations subject to state review. A third consideration, state funding for the off-campus facility, would determine which centers would be submitted to the Postsecondary Education Commission for review. Recent Title 5 guidelines have been developed for planning the formation of a new college. With some modifications, these regulations may be extended to the formation of certain off-campus centers.

Current Commission procedures for new off-campus center review are not a part of the five-year planning process and tend to promote a premature entry of the Commission into the review process. Current policy of the Commission is that its staff should be notified as soon as a needs study is authorized by a district board. The exact role of the Commission at this point in the planning cycle is unclear. It may be argued that any Commission review should follow review by the Chancellor's Office and the Board of Governors.

Following Board review, the proposed off campus locations would be forwarded to the Postsecondary Education Commission for review. While Board review of off campus locations would emphasize interdistrict concerns, Commission review should emphasize intersegmental concerns.

It is proposed that the Commission would review those off campus locations which:

1) are planned for operation for three or more years,

2) are expected to generate more than 500 ADA, and

3) have facility requirements to be funded with state funds in addition to local or other revenue sources.

Regional Planning

Recent Legislation provides for the establishment of Regional Adult and Vocational Education Councils. These councils will begin operation during the current year. Councils should operate and be evaluated before new regional planning structures are proposed.

That future regional planning should emphasize flexible, voluntary structures that are (a) interdistrict, (b) intersegmental, or (c) otherwise defined (such as by labor market area). Regional efforts should be directed toward particular planning needs, rather than rigid organizational units that review all planning problems for specific geographical areas.

AB 1821 (Montoya, 1975) established Regional Adult and Vocational Education Councils. These councils are charged with:

1) developing a delineation of functions agreement for adult and vocational services in each region.

2) developing articulation agreements for adult and vocational services agreed to by all institutions in the region.

3) reviewing program and course offerings for state apportionment purposes.

4) developing a plan for the short-term improvement of vocational and continuing education within the region.

The councils are to consist of members representing high school or unified school districts, community college districts, county office of education, units established under the Federal Comprehensive Employment

Training Act of 1973, and private postsecondary educational institutions. To assist in their planning efforts, the councils will appoint advisory committees reflecting a wide range of perspectives and interests. It is anticipated that the plans of the councils may be incorporated into the Community College Five-year Plan, and could form the basis for recommended actions contained within the state plan section.

The legislation creating these councils requires that the Legislative Analyst analyze the effectiveness of the councils after their first year of operation. In addition, the Chancellor's Office and the Department of Education are required to submit reports to the Legislature concerning the establishment and operation of the councils. This evaluation process should occur before new regional planning structures are mandated or additional responsibilities given to the new councils.

A draft report on regional planning by the Postsecondary Education Commission recommends that evaluation of regional planning efforts in California be conducted on a pilot basis for three regional councils (to be selected by competitive proposals). In addition, a fund would be created to assist special regional and intersegmental projects. The draft report mentions the establishment of the regional councils for adult and vocational education, but does not analyze their future role for regional planning in California or the effectiveness of earlier regional planning efforts such as Area Adult Continuing Education Coordinating Councils.

Such considerations need to be addressed to provide direction to even a pilot study. For example, would the pilot regional councils be prohibited from assessing needs for adult and vocational education (a task already allocated to the Regional Adult and Vocational Educational Councils)? Could these newly formed Councils apply for funding as one of the pilot councils? While a pilot effort in voluntary regional councils could provide a useful analysis of regional planning possibilities in California, and could compliment the evaluation of mandated regional councils, more specific direction needs to be given to the pilot effort before funding is sought.

As proposed, the Board statement on regional planning supports voluntary, flexible structures, in which the planning problem defines the composition and organization of the regional planning effort. For example, health services planning might best be instituted on a county level, while educational television consortia planning might be regional in nature. Certain planning problems might best be handled at the city level and others (such as articulation agreements) at the state level.

There are several arguments for voluntary, flexible structures devoted to specific planning problems, rather than rigid, geographically defined structures engaged in comprehensive planning for postsecondary education. Flexible structures promote local decision making in lieu of state mandation. Flexible structures eliminate the need for an additional layer of bureaucracy involved in comprehensive planning. Finally, support for flexible structures is based upon the growing and successful experience within California of regional planning through voluntary consortia.

Support for Outreach Facilities *The Community College Construction Act should be supplemented to provide, for the first time, state matching funds for lease, rent, renovation, alteration, or other costs attendant to the temporary use of facilities. This would expand the scope of existing state capital outlay support to cover facilities, often of a non-permanent nature, housing college outreach programs. Presently the Construction Act covers land acquisition, new permanent facilities and major renovations or alterations nearly always on campus.*

Costs of delivering educational programs may be identified as capital outlay and operating expenses. Within the latter are capital-related costs of rent, lease, utilities, daily maintenance, and repair. Costs of renovations or alterations may be classified either way--often determined by magnitude and/or frequency.

State support is available under prescribed situations for land acquisition, new permanent facilities and major renovations or alterations. The Community College Construction Act of 1967 under which most of the state support is administered does not provide assistance to items of major maintenance nor to leased, rented or other non-permanent facilities.

During the past decade, most Community Colleges have been constructing facilities to keep up with enrollments. In the latter part of this period, a few colleges were required to replace facilities which did not conform to the "Field Act" (structural strength) and these projects were financed in part of a special permissive tax. Also during the latter part of the period, there was a change in enrollment patterns and course demands. The result was an increased use of off-campus facilities to serve a variety of student needs ranging from "on-the-job" training such as hospitals to general course work in remote locations.

As the need for space to accommodate numbers of students abated because of a leveling in the rate of increase in enrollment and the greater use of off-campus services, colleges began to examine existing campus facilities and found some need to make adjustments to conform to contemporary standards of use, utilization, and methods of program delivery.

The use of off-campus facilities was threatened by Field Act related legislation which precluded the use of non-conforming facilities beyond June 30, 1975. Legislation just prior to the deadline (SB 276 Behr) relieved this problem. However, the deadline itself served to instigate serious thinking about outreach programs and in many cases crystallized the determination to continue them.

Facility-related needs are shifting from new additional space to renovations, deferred maintenance problems, and temporary space. Community College districts can use guidance in space management to identify problems of use and obtain better utilization. This exercise will contribute to clarity of need for off-campus facilities. On-campus facilities are better suited to on-going programs and fundamental learning resources while off-campus locations serve shifting populations and their needs, thereby providing needed flexibility.

Districts need to be able to finance these activities. The present arrangement for state support of capital programs does not include temporary facilities or major maintenance. Policy and legislation should be adjusted to recognize the growing need for this support.

Policy may range from placing more of the burden of financing upon the local level to more upon the state. Legislation has been introduced to permit districts to levy a tax in lieu of obtaining successful bond elections, thus illustrating interest in the problem. It is desirable that the Board of Governor's policy be restated to reflect interest in supporting additional means of state support for off-campus non-owned facilities.

Specific implementation for this program may be derived in a number of ways. The Construction Act may be supplemented by new provisions (such as a separate Act to create a minor capital outlay fund), or modified to include funding for lease, rental, and minor remodeling. To secure state funding for such purposes, amendments to the Construction Act or other existing legislation will be required. Administrative procedures are also required to measure need and determine the level of state support. These procedures will be developed by the Facility Planning Unit in cooperation with the Chancellor's Advisory Committee on Facility Planning.

State Share of Facility Cost

State funds should support 50 percent of eligible capital outlay project costs on a statewide basis (as currently stipulated in law).

In cases where state appropriations are inadequate to fund 50 percent of eligible project costs, the Board of Governors and local districts should have the option of proceeding, using a larger local and smaller state share of costs.

In times of limited resources, care needs to be taken that local and state-level planners be allowed sufficient flexibility in distributing those resources so as to make the most effective use of limited funds. The Community College Construction Act specifies that state support for eligible capital outlay projects should be 50 percent of eligible project costs. State funding for the 1975-76 year fell considerably short of this requirement. $20.4 million was appropriated for Community College capital outlay this year, from a requested $57.8 million. As a result, only 54 out of 83 eligible projects were funded.

It may be argued that this year's appropriation would have been more effective if it had been distributed (with a greater local and lesser state share) to all of the 83 eligible projects. The proposed revision of current procedures would give the Board of Governors and the local boards this option. Each year the Board would assess the capital outlay requirements of the Community Colleges and the state appropriation authorized for capital outlay. Should the state appropriation not be sufficient to cover eligible project costs, the Board would have the option of reducing the average state share to projects. Local boards would then have the option of proceeding with the project (using a larger percentage from local funds), reducing the scope of the project, or delaying construction.

Changes in existing law would be required to implement this proposed change in procedure. This change is consistent with the proposed Board role in the adoption of a capital outlay budget request each year.

GOALS AND OBJECTIVES

Definition *Community College goals are more specific that statements of philosophy or mission, but still general and timeless. Goals should be enduring transcending, current societal problems and political environment, and should be unconstrained -- not limited by real or imagined constraints whether economic, social, cultural, or political. Objectives relate to the goals but are more specific, refer to a time period which may be very short term, and may or may not be quantified.*

The literature on planning typically combines discussion of statements of philosophy and mission or purpose, though the purpose and mission of institutions may be differentiated from their basic philosophy. There is general agreement that goals are somewhat more specific than philosophy but still general and timeless. In this context, goals should be "enduring," i.e., transcend current societal problems and political environment, and be "unconstrained": not limited by real or imagined constraints whether economic, social, cultural, or political.

Most discussions suggest that goals be reviewed periodically for revision, and be subject to "concensus of constituents," though methods for obtaining the latter are varied and not always valid.

Objectives are said to be even more specific and can be specified in relation to a time period. While some feel objectives must be quantified, others point out, correctly, that certain objectives may be unmeasurable but nontheless are important.

The terms are used inter-changeably. The semantic differences, though subtle, may be observed from the following dictionary and Education Code definitions.

	Webster 7th Collegiate	Education Code
Philosophy	"...an analysis of the grounds of and concepts expressing fundamental beliefs...a theory underlying or regarding a sphere of activity or thought..."	"...a composite statement of the relationship between the individual and society based upon beliefs, concepts and attitudes from which the goals and objectives of the district are derived."
Goals	"...the end toward which effort is directed..."	"...a statement of broad direction of intent which is general and timeless and is not concerned with a particular achievement within a specified time period."

Objectives	"...something toward which effort is directed; an aim or end of action..."	"...a devised accomplishment that can be verified within a given time and under specifiable conditions which, if attained, advances the system toward a corresponding goal."

State and national-level statements of goals and philosophy are derived in a variety of ways and presented in a variety of formats. Numerous special commissions and national associations have formulated goals for postsecondary education generally and Community Colleges specifically during recent years. Three examples are presented here.

The Carnegie Commission used the concept of priorities in its October 1973 final report. The Commission indicates that priorities imply action and suggests a clarification of purposes or overall ends of higher education to which priorities may be assigned. The report then discusses priorities for acting on specific means and ends within five major purposes:

> Advancing the intellectual and professional capacity of individual students within a constructive campus environment.
>
> Enhancing human capability in society at large through training, research and service
>
> Increasing social justice through greater equality of opportunity to obtain an advanced education.
>
> Advancing learning for its own sake through science, scholarship, and the creative arts; and for the sake of public interest and consumption.
>
> Evaluating society, for the benefit of its self-renewal, through individual scholarship and persuasion.

The report by the HEW Task Force-Newman Panel on National Policy and Higher Education (1973) developed an "Agenda for Reform" by describing seven major educational objectives and a several-part role for the federal government. Notably, philosophy and desired objectives had to be developed prior to determining recommendations. The agenda for reform included:

> More conscious and deliberate choices by young people as to whether to go to college, when to go, and what kind of institution or program to attend -- aided by the widespread availability of information about the nature of programs and institutions.
>
> Greater opportunity for individuals to return on a recurrent basis to a full range of educational programs.
>
> More focused and more responsive institutions, each of which has a clear purpose and mission -- all of which compete for students and resources on the basis of the effectiveness of their educational programs.

A deepening of the effort to translate into educational reality the social commitment that higher education in all its facets is to be available to and effective for all segments of the population -- specifically minorities, women, students beyond the traditional college age and students of limited income.

Increased recognition of and legitimacy for the role proprietary, industrial, cultural and community organizations can play in providing postsecondary education.

More resources for new educational enterprises and more flexible accrediting so that those with promise will have an opportunity to prove themselves -- and more emphasis on the flow of public resources on a competitive basis so that ineffective institutions, public or private, may face the eventuality of demise.

More serious effort to improve the effectiveness of every type of program from liberal arts to vocational training through the clarification of institutional objectives, the development of realistic means to assess achievement of objectives, and better ways to relate the resources used to the objectives attained.

A more open system of education and only such restrictions on the entry to careers based on educational credentials as are needed to ensure the protection of society.

From this the Panel recommended a conscious, three-part federal role: (a) guaranteeing openness and competition, (b) efforts to equalize opportunities, and (c) strategic interventions for educational effectiveness.

In a 1973 report the National Commission on the Financing of Postsecondary Education lists objectives in eight subject areas which serve to measure the effectiveness of current financing patterns. These objectives also form the starting point in developing a framework for analyzing alternative financing patterns.

The Commission adopted objectives dealing with these subjects and specific phrasing of the objectives only after extensive discussion and debate based on careful consideration of the viewpoints expressed by students, educators, public officials, and others, as well as similar statements of objectives presented in recent state and national studies by other organizations. These objectives were determined independently by the Commission, but, in its judgment, they provide a fundamental statement of what might be termed the "national interest" with regard to financing postsecondary education.

The eight subject areas are as follows:

Student Access - Each individual should be able to enroll in some form of postsecondary education appropriate to that person's needs, capability, and motivation.

Student Choice - Each individual should have a reasonable choice among those institutions of postsecondary education that have accepted him or her for admission.

Student Opportunity - Postsecondary education should make avaliable academic assistance and counseling that will enable each individual, according to his or her needs, capability, and motivation, to achieve his or her educational objectives.

Educational Diversity - Postsecondary education should offer programs of formal instruction and other learning opportunities and engage in research and public service of sufficient diversity to be responsive to the changing needs of individuals and society.

Institutional Excellence - Postsecondary education should strive for excellence in all instruction and other learning opportunities, and in research and public service.

Institutional Independence - Institutions of postsecondary education should have sufficient freedom and flexibility to maintain institutional and professional integrity and to meet creatively and responsively their educational goals.

Institutional Accountability - Institutions of postsecondary education shoud use financial and other resources efficiently and effectively and employ procedures that enable those who provide the resources to determine whether those resources are being used to achieve desired outcomes.

Adequate Financial Support - Adequate financial resources should be provided for the accomplishment of these objectives. This is a responsibility that should be shared by public and private sources, including federal, state, and local government, students and their families, and other concerned organizations and individuals.

The 1972 Assembly of the American Association of Community and Junior Colleges examined basic goals and objectives of Community Colleges. First, potential students and their needs were identified, then college services planned in response to those needs, and finally an agenda for national action developed.

Among the many recommendations adopted by the Assembly was one that "...community and junior colleges take the leadership in serving as catalysts in the assessment of community educational needs." In addition, the Assembly recommended that

In developing their programs, community and junior colleges should:

...aim for the goal of equipping all their students for personal fulfillment, immediate gainful employment, or for transferability to a four-year college with the intent of reaching a defined career goal;
...provide working students with access to instruction at times and places convenient to them, and consider increased utilization of the external degree, life experiences, and similar concepts;

...include personal development and self-realization programs as an essential responsibility to students, using appropriate people in the community as resources. Faculty-staff-community-student relationships should be improved through these programs;
...give equal status to vocational, transfer, general education, student personnel, and community services;
...consider the development of occupational education programs linked to business, industry, labor, and government a high priority. Increased opportunity through work experience and/or cooperative [illegible] should be a major thrust;
...utilize new concepts of education through a learning center, personalizing, if not individualizing, the instructional process. Learning modules in varying forms (as to time and content) and other new techniques and technologies, will help to accommodate the broad range of needs among students to be served;
...above all things, and at all times, be flexible and responsive to change, in a continuing effort to provide more effective educational services. This requirement goes beyond mere reaction to changes in societal demands: we must also serve as initiators of change and new ideas in our communities. We must provide leadership to assist communities in determining their educational priorities as well as to respond to them.

The Select Committee on the Master Plan for Higher Education, in a November 1972 report to the California Coordinating Council for Higher Education made a general statement of goals for higher education, which they believed to be fundamental to the planning and implementation of programs for both individual institutions and for systems of higher education. These goals and principles for their implementation were discussed as follows:

> California's goal in providing and maintaining public higher education is to encourage the development of well-educated citizenry as the best guarantee for a free and healthy society, one that is capable of intelligent adjustment to changing life conditions and that strives for improvement in the quality of life.
>
> This broad goal includes a public commitment to develop human resources as the State's greatest asset, to encourage the intellectual and personal development of each citizen over his lifetime to the fullest extent of his ability and application. This goal requires preparing the individual for productive participation in society by the development of abilities, attitudes, and skills in the application of self and knowledge for the constructive operation and improvement of society.
>
> More specific goals of public higher education are to provide to all the State's citizens the widest opportunity and diversity of higher education and an unexcelled quality of instruction, research, and public service by which graduates and other participants may develop and acquire abilities and experiences in independent thought, critical analysis, and decision making that are beneficial to the whole of society and to the individual.

> Although there are many means by which these goals may be achieved, the Select Committee supports the following principles in the implementation of goals.
>
> The Select Committee supports in principle universal access to higher education. Further, the Select Committee advocates broad opportunities for learning beyond high school through alternatives to the present formal institutions of higher learning. Equality of access and a diversity of higher education opportunities should be assured to citizens of all socio-economic levels by appropriate policies and programs that provide financial and other necessary assistance.
>
> Public higher education should be responsive and responsible to the people of the State in providing, within the means of the State and the individual, access and free choice of fields of study, by which educational foundations for careers may be established, including technical and vocational fields and the traditional liberal arts, sciences, humanities, and the professions.
>
> The differentiation of function by education systems should be enhanced by institutional efforts to achieve excellence within their assigned functions and by sufficient flexibility and diversity to accomplish the general goals of higher education. Maximum cooperation and coordination of the public segments in partnership with the non-public institutions should be achieved in order to improve the opportunities available, the quality of programs, and the cost effectiveness of public funds.

The California State Legislature recently adopted an eleven part list of "statewide goals for public postsecondary education during the next decade." (ACR 194, 1974). This list included eleven major statements with one referring to accountability further specified to designate the agents involved. These goals are as follows:

(a) Academic freedom and responsibility.

(b) Equal and universal accessibility to the system for persons of both sexes and all races, ancestries, incomes, ages and geographies in California.

(c) Lifelong learning opportunities for persons with capacity and motiviation to benefit.

(d) Diversity of institutions, services, and methods.

(e) Flexibility to adapt to the changing needs of students and society.

(f) Cooperation between institutions in assessing area educational needs and resources and meeting those needs.

(g) Involvement with local communities in providing educational services and utilizing community resources in the educational process.

(h) Increased understanding of the learning process--to be sought and applied throughout higher education.

(i) Discovery of qualitative and quantitative evaluation methods for learning, research, and teaching.

(j) Accountability throughout postsecondary education including:

  (1) Accountability of institutions to the individual (for instruction and related services),
  (2) Accountability of institutions to the public and its representatives,
  (3) Accountability of the individual (faculty, student, staff) to the institutions, and
  (4) Accountability of the public and its leaders to the institutions (for support and development).

(k) Discovery and communication of knowledge.

Goals for education proposed by the executive branch are usually described in the Governor's annual state of the state message to the legislature. Proposals are translated into fiscal terms within the Governor's Budget. As part of its responsibility for the development of the State Financial Plan, the Department of Finance strives to maintain an equitable balance of funds among all levels of education. This balance, along with the availability of funds, serves as criterion for any fiscal policy recommendations that the department may submit to the Governor.

The California Postsecondary Commission has taken a somewhat different and more elaborate tact. The Commission first identified a list of issues, raised during recent studies, that represent five areas of concern: access and retention, accreditation and credentialing, financing, organization and governance, and programs and services. These provided the Commission with a starting philosophical base for planning. Following this two sets of values were identified: representing the public interest, on the one hand, and the student interest on the other. Finally, a series of long-range, process-oriented goals were developed, several each for the five issue or concern areas. Commission staff has selected 13 of these process-oriented goals and listed them in a suggested priority order as two groups of problem areas, each with a proposed solution (plan of action).

The first group, in order of suggested priority:

Develop a series of comprehensive state-level systems of information collection, storage, retrieval and dissemination which will facilitate the making of informed decisions about postsecondary education.

Provide new organizational structures and services for adults where substantial need for such services exists and where present segmental organization cannot meet this need.

Develop a budgeting process which will permit the evaluation of segmental budget requests within the context of the statewide Five-Year Plan for Postsecondary Education.

Encourage the participation of independent institutions in the statewide planning process to insure the orderly development of postsecondary education in California.

Develop regional interinstitutional or intersegmental organizations where such structures will facilitate and enhance the effective coordination and delivery of educational services.

Work toward parity of ethnic minorities and women in the admission and retention of postsecondary education students.

Insure adequate funding to meet operating and capital needs of postsecondary education, and utilize the most efficient means of transmitting state financial support to a variety of educational programs.

The remaining six goals, described as lower priority problem areas, are as follows (not in any order): Education and career counseling, student financial aid, financing postsecondary education: independent institutions, collective bargaining, evaluation of program quality, and vocational education.

Goals and objectives of Community College districts and colleges are contained in the published catalogs, in various planning documents, and in the guidelines for accreditation. The following is a list of ten goals and objectives common to California Community Colleges, as described in their catalogs. These were derived from examination of 76 college catalogs.

To provide quality educational programs that are accessible to all students.

To provide transfer education for students who plan to enter into upper division programs at four-year colleges and universities.

To provide general education for students desiring a general format in their postsecondary studies. Also, to provide remedial education for students who need to develop basic skills.

To keep aware of industrial and business demands in order to provide courses that will satisfy needs of the community (occupational education).

To provide counseling and personnel services for all students.

To provide the community with information about the college.

To serve as a recreational, cultural and intellectual center for the community (Community Service).

To seek out innovative and creative developments in educational programs.

To extend the resources of the college to the community for programs such as adult education or education for the handicapped.

To provide opportunities for development of individual cultural, moral, civil, and spiritual values.

BOARD OF GOVERNORS
CALIFORNIA COMMUNITY COLLEGES

STATEMENT OF PHILOSOPHY AND GOALS
Adopted January 29, 1976

PHILOSOPHY

The Community Colleges of California are locally governed postsecondary educational institutions dedicated to the principle that society will benefit when all persons within it have the opportunity for life-long learning. To that end, the California Community Colleges are committed to providing career development, skills improvement and job retraining along with a full range of academic courses to broaden cultural, ethical, social and self awareness. In addition, the Community College districts may introduce and provide for avocational, civic and recreational pursuits, some of which will not be funded from state resources but from local resources and/or fees. What is known is made available to students and they are encouraged to apply that knowledge to a deeper understanding of self to enhance the quality of relationships with others.

Based on this philosophy, Community College districts offer a wide variety of quality educational services in local colleges, off-campus centers and outreach programs. Each college is an accredited degree and certificate granting institution, providing a comprehensive set of services including (a) general or liberal education, (b) guidance in selecting careers and the education appropriate for these careers or other lifelong objectives, (c) supportive services for the development and well-being of students, and (d) a wide variety of intellectual and cultural programs for individuals in the community.

The Board of Governors of the California Community Colleges provides statewide leadership and direction for local districts and colleges to assure their continued development as an integral element in the structure of postsecondary education in California. This leadership is accomplished by articulating the plans and needs of districts to regional, state, and federal agencies and through planning, coordination and administration of statewide policy, while maintaining and continuing to the maximum degree permissible local autonomy and control in the administration of the Community Colleges.

GOALS

In keeping with this philosophy, the Board of Governors endorses and encourages achievement of the following statewide goals for California Community Colleges.

- *Equal opportunity for access to quality Community College Education for all eligible individuals in California irrespective of age, sex, race or ancestry; economic, cultural or physical condition; previous educational experience; or geographic location.*

- *Preservation of academic freedom to maintain the integrity of instruction by thorough exploration of all ideas related to the topic under discussion.*

- *Fostering of staff excellence.*

- *Effective utilization of human and physical resources.*

- *Extensive use of community resources to augment the traditional campus or college center, expanding off-campus outreach instructional facilities to meet the varying needs, interests and capacities of individuals.*

- *Diversity of programs, instructional methods, and services to meet the needs of society and the preferences of individuals for education as needs and preferences exist and change throughout California.*

- *Effective and equitable distribution of state funds among districts.*

- *Responsible evaluation through accreditation, self-appraisal, and other appropriate and locally determined measures of accountability.*

- *Policies that will encourage innovative and creative developments, based on anticipation of the future, in the provision of college services and use of community resources.*

- *Effective cooperation and planning among all educational institutions and other organizations to secure accessible education for all in an efficient manner.*

- *Timely consultation with all concerned segments of California Community Colleges so that the plans and the needs of the colleges are accurately identified and articulated to state and federal-level agencies and so that state policies are effectively communicated to local districts and colleges.*

The Board of Governors' Statement of Philosophy and Goals is two-part. The first part contains a statement describing the overall philosophy and mission of Community Colleges. In addition, there is a general statement of the Board of Governors' role. The second part of the statement describes eleven statewide goals for Community Colleges whose achievement is encouraged by the Board.

Objectives *The Board of Governors will evaluate the degree to which each of these goals has been or is being achieved. This evaluation will require that a series of specific objectives be developed for each of the goals.*

Using this evaluation and assumptions regarding future trends, the Board of Governors will adopt a plan of action for developing and implementing solutions to problems where goals and objectives are not being achieved. The plan of action may modify objectives developed for evaluation to apply to future needs and efforts.

The evaluation and plan of action are to be developed during the 1976 planning round.

The evaluation of goals and development of objectives will provide direction for the 1976 planning round and will be considered by the Board in the preliminary five-year plan discussed at the June 1976 meeting. These considerations will guide in the development of plans of action to be included in the 1977-82 five-year plan to be adopted by the Board in December 1976. The development of specific objectives for each Board goal will be a joint effort of the Analytical Studies Unit, district personnel, the Chancellor's Task Force on Planning, and the Chancellor's Advisory Committee on Planning.

ASSESSMENT OF NEEDS AND PREFERENCES

Planning Philosophy *The needs of society and preferences of individuals for education are both important in a society devoted to a freedom of choice educational philosophy. Under this philosophy there is an attempt to supply the appropriate amount and kind of education predicated upon existing and anticipated student demand. In this context, appropriate information should be provided to individuals considering college attendance so that their choices are as informed as possible.*

Manpower projections are important considerations in academic planning and in helping students make informed choices about career objectives and college curriculum. Thus, manpower projections are useful to college personnel and students in determining what courses and programs should be offered. Given these constraining factors, restraints based upon manpower projections should not be placed upon programmatic decisions through the use of funding mechanisms.

Several reasons argue for this position. Variations in manpower needs vary greatly in different regions within the state, and different communities within each region and over time. Although projections provide a useful indication of future needs, the ability of projections to adequately anticipate all future needs is in question. To the extent that the projections do not anticipate new occupational categories or major shifts in society's demand for goods and services, faulty decisions may be made in determining appropriate levels of manpower supply.

Existing program review criteria, at both the state and local levels, use manpower projection as one basis for determining the need for new programs. Since state funding is authorized only for those programs which have state approval, there is an existing mechanism for the funding of programs based upon manpower projections. Finally, the educational philosophy in America is based upon freedom of choice of the individual student to determine career objectives and program needs. Restricting enrollments in specific programs based upon manpower projections rather than anticipated student demand would limit the principle of free student choice that has been a cornerstone of educational philosophy in this country.

Individual Preferences

Present and future preferences of Californians for Community College education should be reflected in projected enrollment demand for districts, colleges, and programs. District projections are currently made by the Department of Finance. Projections of college and program enrollments should be developed by districts in cooperation with the Chancellor's Office.

Projections of enrollment and student load are vital to Community College planning in that they reflect, given certain assumptions, anticipated demand on state and local resources for Community Colleges. Assumptions made about future policy changes, participation rates of different segments of society, and general economic conditions are of extreme importance in making projections. Such assumptions should be stated with projections, and should be analyzed as to their reasonableness by persons using the projections for planning purposes.

Projections originate from a number of sources: local colleges and districts, independent researchers, state agencies and others all attempt to anticipate future demand for Community College programs. Besides differing in assumptions about the future, such projections are likely to differ in methodology. Given certain constraints of data availability, model sophistication, time, and required output, a methodology is selected to maximize results. Users of enrollment projections should evaluate differences in projection methodologies when examining projections made by different agencies, or by the same agency for different purposes.

Given an understanding of the assumptions and methodologies underlying alternative sets of projections, the planner may evaluate the impact of projections on expected resource requirements, achieving stated objectives, or analyzing proposed policy changes.

The Population Research Unit of the Department of Finance has the responsibility for developing enrollment projections, on a district basis, to be used in facility planning documents (see Enrollment Projection Method section of plan). Projections at the campus level are made by districts, in cooperation with the Department of Finance. Projections of enrollment by program (or by major subject area) are not required under the current planning process. Changes in procedures for facility and program review will require major subject area projections to be made by districts as part of their educational master plan.

There needs to be some state review and coordination of district projections for colleges and programs. It is proposed that the Chancellor's Office assume this responsibility. The Department of Finance would maintain authority to make projections at the district level. Working with these basic projections, the districts and the Chancellor's Office would agree to a distribution of enrollment and contact hours for individual campuses and programs.

Enrollment Projection Method

Recent adoption by the Department of Finance of an age-participation enrollment projection model will substantially improve the accuracy of such projections. Further improvements are needed, however, in specifying assumptions about the future character of individual preferences for Community College education in California. Different enrollment and contact-hour projections result from different assumptions about such individual preferences.

State agencies involved in Community College planning activities should review these several sets of projections, and evaluate differing assumptions, before adopting projections for planning purposes. Projections used by each agency should be consistent whether for program, facility, or finance planning.

A variety of projection techniques are appropriate to differing conditions, data availability, and assumptions about enrollment trends. Nevertheless, there are difficulties and subtleties inherent in enrollment projecting that go beyond methodology. Among these are the judgment and expertise of those responsible for making projections and the reasonableness of the assumptions upon which projections are based. Improved methodology does not automatically result in "better" projections. Present assumptions about the future of postsecondary education are particularly uncertain. This situation necessarily raises questions about the reliability of projections, especially if they are used as the basis for important planning decisions.

The Education Code provides that the State Department of Finance be responsible for preparing capital outlay enrollment projections for the California Community Colleges:

> The plan for capital construction shall include ... enrollment projections for each district formulated by the Department of Finance, expressed in terms of weekly student contact hours. The enrollment projections for each individual college within a district shall be made cooperatively by the Department of Finance and the Community College district.

The Department of Finance also projects "growth in graded and ungraded enrollment determined for each district ..."

The basic enrollment projection technique, "BD-240," used by the Department of Finance until recently was based on participation rates and grade progression ratios applied to counts of recent high school seniors. This method, as used for capital outlay planning, is inadequate, particularly now that utilization calculations are based on activity during both day and evening, rather than only day.

Gradual trends toward part-time enrollments have accelerated during recent years. In addition, the age distribution of Community College students is becoming older. The median age is 26 throughout the state. Increasing numbers of students are returning to college after having "stopped out." Significant numbers of Community College students never graduated from high school.

The traditional pattern of a dual comprehensive college program -- one part offered during the day for recent high school graduates attending full-time for credit, the other part offered for adults attending part-time in the evening in largely non-credit courses -- is breaking down. New patterns of student attendance are emerging in which the part-time student, though older, may plan to take an associate degree, certificate, or transfer to a four-year institution, and attends the same college-credit courses taken by younger students. At the same time, greater numbers of younger students in the 18-21 age bracket are attending part-time, particularly in urban areas where work opportunities may be more prevalent.

These changing patterns make it extremely difficult, particularly for the "BD-240" projection technique, to predict enrollments accurately for planning purposes. An improved projection technique was needed, incorporating, to the extent possible, the following relevant factors:

(a) Number and character (age, sex, mobility, etc.) of service area population.

(b) Local socioeconomic conditions (unemployment rates, etc.) and

(c) Changing policies of the particular college/district and nearby postsecondary institutions.

An evaluation of the State Department of Finance enrollment projection techniques by Chancellor's Office staff in 1974 indicated a decreasing accuracy over time in projecting Community College enrollments. The Board of Governors discussed its increasing concern about the current state of Community College enrollment projections in September and October 1974. At its December meeting the Board adopted a policy statement recommending steps to deal with then existing deficiencies and to improve planning projections generally. The statement also suggested developing alternative techniques that include age-participation elements along with local demographic and socioeconomic characteristics.

Efforts to resolve these problems have moved forward on two levels. Chancellor's Office staff has worked directly with Department of Finance staff on specific items of immediate concern. Additionally, a Task Force on Enrollment Projections, composed of Community College representatives and staff from Finance and the Chancellor's Office, has been working on broader enrollment issues. A series of alternative projection methodologies, potential data sources, and uses of projections have been discussed. Of particular interest have been suggestions for (a) increasing communications and understanding between the Department of Finance and Community College districts and (b) clearer definition of interagency working relationships, including the Chancellor's Office.

A number of issues remain unresolved. The Chancellor's Office Task Force on Enrollment Projections will continue its efforts to deal with these, although some may prove too costly or impossible to resolve. Among these issues are:

(1) Need for additional information on characteristics, needs, and goals of certain groups of students which have been growing disproportionately recently.

(2) Determination of which student categories have the greatest potential for providing reliable projections.

(3) Exploration of the availability of data and use of alternative techniques for state and local use to improve enrollment forecasting by including factors such as (a) number and character (age, sex, mobility, racial and ethnic composition, etc.) of service area population, (b) local socioeconomic conditions (unemployment rates, etc.) and (c) policies, programs, and delivery techniques of Community Colleges and nearby postsecondary institutions.

(4) Factors which influence student class hour loads in individual districts such as community socioeconomic conditions, student characteristics, changing curriculum, programs, and methods of delivery, regional programs, new facilities, and changes in legislation and administrative policies.

(5) Role of the Chancellor's Office in capital outlay enrollment projection process.

(6) Techniques dealing with instances where there is a significant difference between the growth of a Community College district and the base population of the county(ies) in which the college is located.

(7) Steps that may be taken to increase expertise in projection methodologies and understanding of enrollment dynamics for all involved in the projection process.

Current Projections

The table below lists projections of Average Daily Attendance (ADA) made by the Department of Finance and the Chancellor's Office. The projections are based on varying assumptions about future participation rates and student loads.

Projection of Community College ADA
1975-81

	Department of Finance				*Chancellor's Office*			
	Capital Outlay (Made in Summer 1975)		*Budget Estimate (Made in Fall 1975)*		*Bond Proposal (Made in Spring 1975)*		*5-Year Plan (Made in Winter 1975)*	
Year	*ADA*	*% Increase*	*ADA*	*% Increase*	*ADA*	*% Increase*	*ADA*	*% Increase*
1974-75	*695,374*	-	*695,374*	-	*695,374*	-	*695,374*	-
1975-76	*756,600*	*8.8*	*803,000*	*15.5*	*737,800*	*6.1*	*765,300*	*10.1*
1976-77	*764,900*	*1.1*	*839,700*	*4.6*	*776,700*	*5.3*	*805,900*	*5.3*
1977-78	*773,300*	*1.1*			*806,600*	*3.8*	*837,000*	*3.8*
1978-79	*780,900*	*0.9*			*834,400*	*3.4*	*865,600*	*3.4*
1979-80	*785,800*	*0.6*			*860,200*	*3.1*	*892,400*	*3.1*
1980-81	*788,700*	*0.4*			*881,700*	*2.5*	*914,600*	*2.5*

> *Department of Finance projections developed for capital outlay purposes appear low. Low projections minimize the apparent capital outlay requirements for the Community Colleges. The projections developed by Finance for budget estimates appear to be much too high during the short term (1975-1977). With current concern over limited state resources, high budget projections are likely to produce unduly conservative fiscal decisions.*
>
> *Both Chancellor's Office projections are lower in the short term and higher in the long term than Department of Finance budget projections. The slope of the two Chancellor's Office projections are identical with the fall 75 revision beginning at a higher level, based upon reported enrollments for the fall 1975 term. Chancellor's Office projections show continued and steady growth through 1981.*
>
> *The slope and position of all of these projections have changed from previous projections based upon high school graduates. Previous projections had indicated substantially less growth due to the decline in high school graduates.*

The Department of Finance projections of ADA developed for capital outlay were derived using an age/sex participation rate model to project enrollment and contact hours on a district-by-district basis. Contact-hour projections were then converted to ADA based upon actual 1974-75 ratios. These projections assume:

1) modified trends of participation rate changes (based generally upon 3 years of historical data) through the 1979 year, with participation rates held constant after that time;

2) no expansion of outreach programs beyond 1979;

3) only new campuses or centers approved by the Postsecondary Education Commission; and

4) decreasing average student loads (to approximately 9.4 WSCH/student in 1980) as a result of (a) the decreasing percentage of full-time students and (b) decreasing numbers of veterans attending college as a result of next year's expired eligibility for approximately one-third of the veterans currently enrolled in the Community Colleges.

The Department of Finance projections of ADA developed for budget preparation were derived using an age/sex participation rate model to project enrollment on a statewide basis. The fall 1975 enrollment projection was adjusted upward on the basis of actual fall enrollment reported by a limited number of districts. Using this basis, enrollments for future years were projected from the percentage increases in enrollment indicated by the statewide projections. Enrollments were then converted to ADA figures based upon historical relationships between the two for various categories of ADA. These projections are based upon assumptions similar to the capital outlay projections, except that participation rates generally were allowed to increase more substantially than in the capital outlay projections and the fall 1975 enrollment projection was adjusted upward.

The Chancellor's Office projections of ADA developed for the Community College bond issue were derived using an age/sex participation rate model to project enrollment and contact hours on a statewide basis. Contact-hour projections were then converted to ADA figures based upon expected 1975-76 ratios. These projections assume:

1) a "reasonable" level of participation for each age/sex category, based upon recent trends and expected events, such as the end of the veterans influx and women's rates reaching some level of stability; and

2) a constant student load of 10.11 WSCH/student throughout the projections (average student loads for the past three years have been 10.19, 10.17, and 10.18 WSCH/student).

The Chancellor's Office projections of ADA developed for the Five-Year Plan were derived using the percentage increases in enrollment for each year after 1975-76 as contained in the bond issue projections. The fall 1975 enrollment figure, however, was adjusted upward from the bond issue projection based upon actual fall enrollment figures for a majority of Community College districts. Fall enrollment projections were then converted to ADA based upon a ratio of .60 ADA per headcount enrollment. These projections are based upon assumptions similar to the bond issue projections. The slope of the two projections therefore, is quite similar, although the 1975-76 origin of the five-year plan projection is about 27,000 ADA higher, based upon actual fall 1975 enrollments.

Needs of Society *Educational needs of society may be assessed by examining the manpower needs of business and industry as expressed in the labor market and by considering possible future societal conditions.*

Manpower Needs *The California Manpower Management Information System (CMMIS) is designed to provide constant data on socioeconomic factors and on manpower supply and demand of particular industry occupations for the state and for Standard Metropolitan Statistical Areas.*

The following summary is taken from an analysis of manpower needs in major occupations developed by the State of California Employment Development Department and is contained in the planning document California Manpower: 1975-1980 (December 1975, Preliminary Report).

Employment in California is expected to average more than 9.8 million in 1980, compared to 8.8 million in 1975. More than 950,000 new jobs are projected over the five year span. In addition, more than 1.6 million jobs are job opportunities will become available to replace workers who leave the State's labor force during this time. Thus, growth and replacement needs generate nearly 2.6 job opportunities from 1975 through 1980, exclusive of promotions or occupational changes.

Small changes are anticipated in the proportions of occupational groups over the five years. The proportion of employment accounted for by white collar occupations (professional, managerial, sales, and clerical) will increase slightly while that for blue collar (craftsmen, operatives, and laborers) will decline slightly. The proportion in service occupations is relatively unchanged while farmers and farm workers show a continuing long-term downtrend.

CALIFORNIA EMPLOYMENT LEVELS AND JOB OPPORTUNITIES
(1975-1980, in thousands)

	1975	job opportunities 1975-1980		
	jobs	growth	replacement	total
Professional, Technical	(1,605)	(199)	(259)	(458)
Engineers	210	28	15	43
Life, physical scientist	26	4	2	6
Math specialists	5	1	1	1
Engineering technicians	116	23	10	33
Medical workers	213	33	49	82
Health technicians	39	10	10	20
General technicians	26	5	2	7
Computer specialists	44	7	4	11
Social Scientists	19	5	2	7
Teachers	387	7	76	83
Writers, artists, etc.	135	20	21	41
Other	384	59	66	135
Managers, Officials	889	128	135	263
Clerical workers	1,710	212	485	697
Sales workers	740	93	153	247
Craftsmen	1,069	94	106	200
Operatives	1,099	94	147	241
Laborers, except farm	328	31	35	65
Service workers	1,153	120	271	391
Farmers and farm workers	257	-15	42	27
Total	8,850	956	1,665	2,590

(totals may not add due to rounding)

Assessment of needs for occupational education in California Community Colleges has three basic dimensions: (1) labor market demand information; existing and projected occupational opportunities; (2) manpower supply information: trained students and output from other sources, such as employer, military and private schools; (3) socioeconomic information: demographic factors, economic need analysis, student interest and occupational preferences, and student post-education follow-up data. The California Manpower Management Information System (CMMIS) is being developed to provide the three components of information indicated above. (See Exhibit 1.)

Since 1917, occupational education has been a combined federal, state, and local responsibility. The complexities of delivering a viable as well as total program of vocational education to students have been compounded by numerous social and educational changes. The Vocational Education Act (VEA) of 1963, the Vocational Education Amendments of 1968, the concept of career education introduced in the early seventies, and the new Comprehensive Employment Training Act (CETA) of 1974 have all contributed to the need to redesign and implement comprehensive vocational education delivery systems.

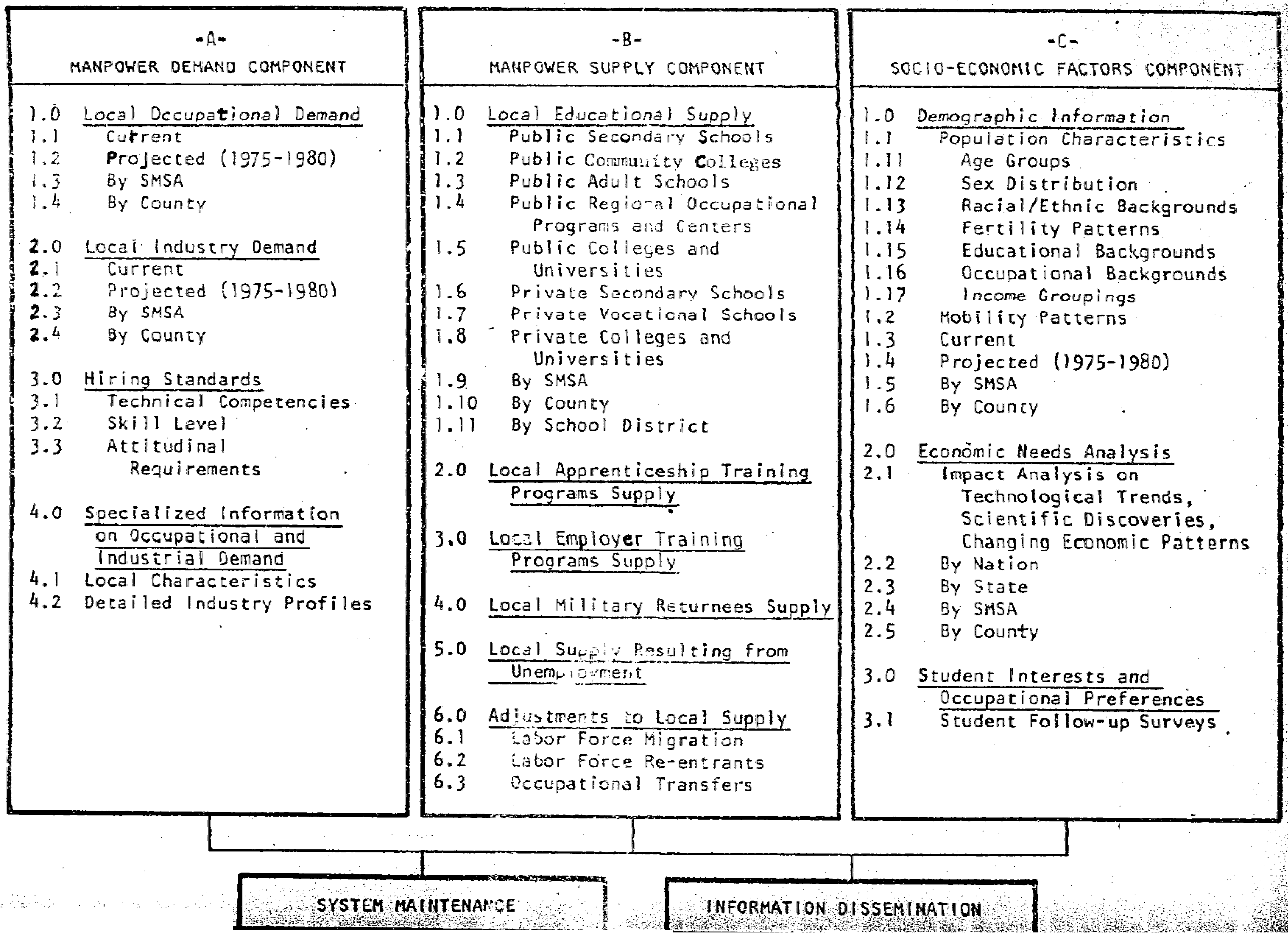
Lagging behind the growing public concern for economy, efficiency and practical results have been the processes used by educational institutions to obtain information necessary for planning and evaluating occupational programs. Local administrators of occupational education typically do not have access to a system for gathering, validating, storing, and analyzing data pertaining to the many factors which should be considered prior to making recommendation and decisions regarding program operations. Until recently, reporting systems have not provided information beyond head counts and program expenditures by broad categories. This weakness is reflected in many of the required annual reports districts must submit to the State Department of Education and the Chancellor's Office. These reports are designed to provide data about student population characteristics enrolled in occupational education programs and are often laboriously compiled from a variety of files established for other purposes. Computerization of this process would ease this job of collecting and integrating data from many separate files containing different bits and pieces of information.

Computerization of existing files in itself, however, does not provide the comprehensive data base required. Presently, several computer-based management information systems are being developed. One such system, the CMMIS, is designed to identify apparent imbalances between (a) the number of people involved in occupational education and (b) the ability of the labor market to absorb them when training is completed, and to facilitate corrective action.

Actions to initiate, modify, and terminate various components of the occupational delivery system must be accomplished in accordance to established need or other verified factors. Presently, needs assessments and other factors are established by analyzing a variety of

EXHIBIT I

CALIFORNIA MANPOWER MANAGEMENT INFORMATION SYSTEM
A SCHEMATIC DIAGRAM



-A-
MANPOWER DEMAND COMPONENT

1.0 Local Occupational Demand
1.1 Current
1.2 Projected (1975-1980)
1.3 By SMSA
1.4 By County

2.0 Local Industry Demand
2.1 Current
2.2 Projected (1975-1980)
2.3 By SMSA
2.4 By County

3.0 Hiring Standards
3.1 Technical Competencies
3.2 Skill Level
3.3 Attitudinal Requirements

4.0 Specialized Information on Occupational and Industrial Demand
4.1 Local Characteristics
4.2 Detailed Industry Profiles

-B-
MANPOWER SUPPLY COMPONENT

1.0 Local Educational Supply
1.1 Public Secondary Schools
1.2 Public Community Colleges
1.3 Public Adult Schools
1.4 Public Regional Occupational Programs and Centers
1.5 Public Colleges and Universities
1.6 Private Secondary Schools
1.7 Private Vocational Schools
1.8 Private Colleges and Universities
1.9 By SMSA
1.10 By County
1.11 By School District

2.0 Local Apprenticeship Training Programs Supply

3.0 Local Employer Training Programs Supply

4.0 Local Military Returnees Supply

5.0 Local Supply Resulting from Unemployment

6.0 Adjustments to Local Supply
6.1 Labor Force Migration
6.2 Labor Force Re-entrants
6.3 Occupational Transfers

-C-
SOCIO-ECONOMIC FACTORS COMPONENT

1.0 Demographic Information
1.1 Population Characteristics
1.11 Age Groups
1.12 Sex Distribution
1.13 Racial/Ethnic Backgrounds
1.14 Fertility Patterns
1.15 Educational Backgrounds
1.16 Occupational Backgrounds
1.17 Income Groupings
1.2 Mobility Patterns
1.3 Current
1.4 Projected (1975-1980)
1.5 By SMSA
1.6 By County

2.0 Economic Needs Analysis
2.1 Impact Analysis on Technological Trends, Scientific Discoveries, Changing Economic Patterns
2.2 By Nation
2.3 By State
2.4 By SMSA
2.5 By County

3.0 Student Interests and Occupational Preferences
3.1 Student Follow-up Surveys

SYSTEM MAINTENANCE

INFORMATION DISSEMINATION

EXHIBIT I

limited data sources. These sources are established by different public agencies, often for purposes other than educational planning. Additionally, diverse data collection techniques and coding systems are used by the various agencies, making comparisons difficult.

Some progress has been made to solve these problems. The CMMIS, though not fully operational, is already offering some solutions.

Several assumptions are basic to a system like CMMIS:

1. Manpower and student follow-up information can be utilized for planning.

2. The information system can be adaptable to various local situations and provide a framework for program goal setting, planning, and evaluation.

3. Development of the system should involve wide participation of district staff, students, representatives from business and industry, and from the community.

4. The system can facilitate improved decision making about the allocation and utilization of resources.

5. The system can (a) reveal critical factors which determine the size and mix of future demand for qualified workers, and (b) reflect the skill and knowledge of content of existing training programs so as to respond to the nature and magnitude of expected changes.

6. The information system should facilitate: (a) selection of new programs; modification or termination of existing programs, (b) identification or verification of curriculum content, (c) development of guidance and student recruitment capabilities, (d) development of job placement strategies, (e) program cost analysis, and (f) program evaluation.

When fully developed and implemented, the CCMIS will generate significant data, in standardized terminology, to assist in determining occupational education priorities and policies. Information on the present status of training programs, including industry/occupational demand and supply projections will be available readily. Counselors will find the labor market demand/supply data useful for counseling students toward realistic and rewarding selections of careers and related training programs.

Other benefits expected are: the elimination of duplicate reporting efforts, a process for translating manpower projections into potential training program needs, identification of specific curriculum requirements, accurate and concise statistical explanation of the total occupational education delivery system, and the availability of a variety of information vitally useful for occupational counseling.

In general, the system will provide a basis for standardized data collection which will result in improved communications and decision-making capabilities. It is envisioned that the system, once completed, will be composed of a series of components, each serving a separate function. However, each component will be interconnected so that data stored in one component can be correlated to or otherwise utilized with data from any other component.

The basic output of the system will be a series of computer-generated status reports. These reports will be designed to bring relevant data together so that program planning decisions, career counseling, and job placement can be based on factual information.

The California Manpower Management Information System will offer administrators an objective view of the total vocational education delivery system as it is actually functioning.

The Industry-Occupational (I-O) Matrix is the basis of CMMIS. It was selected as the method to develop and present the broad economic structure of the state by Standard Metropolitan Statistical Areas (SMSA's). The I-O matrix system permits available data relating to both the industrial and occupational structure of large and diverse geographic areas to be incorporated in the projection. Methodology used to project matrix data is based on these assumptions:

(1) State and area manpower requirements estimates can be made more reliable if the analyses are made within the context of nationwide economic trends, but with the expertise and knowledge of the local labor market analyst;

(2) National projection methodologies can be applied to local data with minor programming adjustments; and

(3) Industry projections provide adequate and reasonably accurate occupational trend projections for short-term estimates.

The U. S. Bureau of Labor Statistics' (BLS) methodologies and programs were used with necessary additions and adjustment. Data included wage and salary employment series for all SMSA's in California reconstructed to be compatible with the census industry structure. The number of industries within an SMSA and their size determined the number of individual projections. These were then aggregated and the occupational structure derived from the census matched with appropriate industries.

The manpower projection component has been developed and distributed in the form of interim publication providing preliminary projections of employment by industry and occupation. Projections for 1975-1980 are currently being prepared by the California Employment Development Department (EDD), and will be distributed. The Employment Data and Research Division of EDD has assumed responsibility for the continuing preparation and publication of the matrices.

Although significant progress has been made during the last two years, there still exists several developmental activities which must be completed before the total system can become viable. Because of the growing urgency, complexity, and magnitude of the remaining work to be completed, an administrative unit has been added during this fiscal year. This was made possible through a combined staff-initiated (Chancellor's Office and State Department of Education) VEA Part C project proposal. The proposal was approved by the Joint Committee for Vocational Education during its July 1975 meeting. On October 15, 1975, the Ventura County Superintendent of Schools Office was designated to administer the project.

The Project, titled "Maintenance and Development of the California Manpower Management Information System," is concerned with completing the developmental work on Local Education Supply, the dissemination of information to the local practitioners, and other work to be identified by the CMMIS management team project staff and various advisory committees.

Elements of the third component: community profiles are identified and subdivided in various CMMIS developmental projects. This part of the system includes a complex variety of data, much of which is already available in separate and isolated reports and studies. Educational interest inventories and student follow-up studies are two examples.

The construction of a demographic data base, which can be used to determine "people" needs, has begun. One major component is the student career interest assessment tool, developed originally in Ventura County, now with counterparts in Orange and San Diego Counties. This is a means toward assessing the potential worker's interests, aptitudes, and skills. The correlation of the potential worker's "needs" with labor market requirements will thus be more possible. Other demographic and socioeconomic data concerning areas will be gathered for the profiles.

Another unique feature of CMMIS is the formation of a three-agency management team composed of a representative from each of the aforementioned state agencies. This team is to form several advisory committees to assist in setting developmental prio[illegible]es, assume internal evaluation responsibilities for the system, and serve as liaisons in matters pertaining specifically to their representative agencies.

The CMMIS has progressed to the point where EDD is able to develop manpower projections for 450 occupational classes for the state and for all SMSA's in the state. Projections through 1980 have just been published and are included in the Plan.

The manpower supply component needs further refinement and more timely reporting of student completions. Data are usually one year late and not totally reliable. The socio-economic-community profile data isn't readily available or in a form that makes it adaptable to planning.

The following analysis of manpower needs in major occupations was developed by the State of California Employment Development Department and is contained in the planning document California Manpower: 1975-1980 (December 1975, Preliminary Report).

Job opportunities for Professional, Technical, and Kindred Workers will total nearly 18 percent of all opportunities available during the five-year projection period. The estimated 100,000 job opportunities in the professional and technical medical health occupations, over the five-year projection period, reflect the continuing trend of growth in medical and health care services as well as a substantial number of replacement needs.

Employment growth in the teaching occupations will be negligible from 1975 through 1980. Significant employment increases in a few teaching categories, such as health specialties, foreign language, and certain higher education groups, will be largely offset by anticipated decreases in the number of jobs for elementary and secondary teachers. Replacement needs in the teaching occupations will be substantial, however, producing more than 82,000 opportunities.

For engineers, and engineering and science technicians, job opportunities will depend largely on industry growth, as replacement rates are expected to be among the lowest of any for the state's various occupations. New jobs from industry expansion will number about 50,000 and total opportunities about 75,000 for these two groups combined. The accounting profession, because of its size will continue to offer a large number of opportunities through replacement needs.

Employment of Managers, Officials and Proprietors is expected to show the highest rate of growth among all major occupational groups in the state from 1975 through 1980. Job gains in this major group from employment expansion will account for about 13 percent of the state's employment growth over the five-year projection period. This growth, together with replacement needs, will account for nearly 263,000 job opportunities. Although managers and proprietors in the trade industries--particularly retail trade--will have the greatest number of job opportunities among the occupations in this major group, the fastest rate of growth of opportunities is expected for bank and financial managers.

Employment of Sales Workers in California, like employment in all white-collar occupations, is increasing at a faster rate than the average for all occupations. In addition, the replacement rate for sales workers will be higher than the overall average. As a result, nearly 10 percent of all job opportunities from 1975 through 1980 will be in this occupation. More than one-half of the job opportunities for sales workers will be in retail trade; employment gains and replacement needs for retail sales clerks will provide more than 124,000 job opportunities over the five-year projection period.

Clerical Workers will continue to be, over the projection period, the largest of the state's major occupational groups. Job opportunities for clerical workers are expected to total 697,000 over the five-year projection period, reflecting the greatest expansion of jobs as well as the largest number of replacement opportunities among the major groups. Approximately one out of every three new jobs for clerical workers is expected to occur in the service industries. Trade industries will provide the second largest number of new jobs.

Although the other industry divisions employ smaller numbers of clerical workers, they nevertheless constitute a substantial percentage of the employment in some of these divisions. In finance, insurance, and real estate, for example, workers in clerical occupations make up about 45 percent of the industry total, and the rapid employment growth in this industry division will produce a substantial number of new clerical jobs.

Among the occupations in the clerical group, job opportunities for stenographers, typists, and secretaries will exceed 270,000 or 39 percent of the total for all clerical occupations. Job opportunities for bookkeepers and cashiers, together, will comprise about 18 percent of the total.

The rates of employment growth, over the projection period, in the industries which make the most use of Craftsmen, Foremen, and Kindred Workers will be lower than the rates for other industries. In addition, replacement rates for craftsmen are the lowest of all among the major occupational groups. The outlook for this occupational category is for a relatively small number of total job opportunities for the forecast period. The construction industries are expected to add nearly 20,000 craftsmen over the five-year period. In manufacturing, nearly 32,000 craftsmen jobs will be produced, a majority of which will be in the durable goods sector.

In keeping with the general trend for blue-collar occupations, employment growth and worker replacement rates for Operatives, the semiskilled component of the blue-collar group, will remain below the state's overall average for the period 1975 through 1980. Employment for operatives, excluding transport equipment operatives, is centered in the manufacturing industries which provide two out of every three jobs in this occupational category. Manufacturing is expected to provide nearly 54,000 new jobs for operatives over the five-year period, an increase of nearly nine percent. Opportunities will be distributed through the durable and nondurable goods sectors with the largest concentrations in fabricated metal products, electrical and nonelectrical machinery, and apparel.

Jobs for transport equipment operatives are primarily in the transportation, communications, and utilities division, in trade, and in the service industries. The largest concentration of job opportunities for transport equipment operatives will be in local inter-urban transit and in trucking and warehousing. The total number of job opportunities for operatives will be limited by the relatively low replacement rates for most of the occupations in this major group. Replacement needs in relation to 1975 employment level are particularly low for transport equipment operatives.

Service Occupations, which make up about 13 percent of the state's employment, are expected to furnish 15 percent of the total job opportunities from 1975 through 1980. Although the growth of jobs in these occupations will lag behind the overall rate of increase, the total number of job opportunities for service workers will be relatively large, reflecting one of the highest worker replacement rates in the major groups. Jobs in service occupations are restricted almost entirely to three industry divisions: the service industries, with about 55 percent of service occupation employment; trade, with 29 percent; and public administration, with about 11 percent.

Among the service industries, substantial employment gains are expected in health services, cleaning services and personal services. In the trade industries, an employment increase of 11 percent, representing nearly 34,000 new jobs, is anticipated for food service workers over the five-year projection period. Service occupations in public administration are led by the protective service group, the category that includes firemen and policemen. The rate of job growth in this group will exceed 16 percent, providing 16,000 new jobs from 1975 through 1980.

Replacement needs and new jobs from industry growth, combined, will provide over 118,000 job opportunities for food service workers over the projection period. The corresponding number of job opportunities expected for health service workers will exceed 76,000; those for personal service workers, 57,000. Total job opportunities for all service workers during the projection period will exceed 390,000.

About 31,000 new jobs will be produced for Laborers during the five-year projection period; total job opportunities during that period are expected to number 65,000. The largest numbers of opportunities will be for gardeners and grounds-keepers, stock handlers--primarily in retail trade, and freight and materials handlers.

Employment of Farmers and Farm Workers is expected to decline by about 15,000 over the five-year projection period. Job opportunities from replacement needs will more than offset the decline, resulting in a job opportunity total of about 27,000. Employment losses are expected in all farm occupations except the category of farm manager, which will show a job increase of about 12 percent.

Future Societal Conditions

Future societal conditions, both external as well as internal to postsecondary education, are important to the design of Community College policies and programs. There is a need to consider the possible future even though much is unpredictable. As policymakers better understand the range of variation possible in future conditions, the better equipped they are to make required decisions. Several alternative assumptions about future conditions will be developed during 1976 to assist the Board of Governors in specifying plan objectives and possible contingencies.

Some sense of possible future conditions is basic to planning. Everyone faces tomorrow and beyond on a risk basis. The challenge is to minimize that risk by anticipating a broad range of possible pitfalls and opportunities.

Consideration of possible future conditions affecting Commmunity Colleges should specify both (a) trends internal to the system; and (b) societal conditions external to the system. Both the spectrum and assumed impact of alternate conditions within that spectrum may be arrayed on a geographic scale from global to local and on a trend scale from optimistic to pessimistic.

Techniques for predicting future change [illegible] developed in recent years to provide an efficient, systematic process for transforming unmanageable uncertainty into measurable and manageable risk. These "alternative futures" attempt to encompass a wide variety of plausible changes in the quantity and quality of human experience. A procedure often incorporated in developing alternative futures is the Delphi technique invented by the Rand Corporation in the early 1950's to develop consensus estimates through well-informed opinions of a group of experts.

Basic to futures methodology is definition of a number of fundamental variables which may be given a range of values over time. The number of variables defined may vary with the need for refinement and complexity. Some future scenarios may require values for just a limited number of parameters, while others are designed with hundreds of permutations of possible outcomes. Typically, futures scenarios are composite assumptions reflected in alternative values of economic, social, political, demographic, technological, and value-attitudinal variables.

Values may be specified in two general contexts. In one context, the economic variable may be quantified in terms of cost-of-living indices, hourly earnings, annual cash income, hours worked per week, and occupation-specific unemployment rates. Utilizing a different context, staff of the Western Behavioral Sciences Institute has developed a set of trend categories each with a set of alternate modes representing different directions a future trend might take. In this context, economic variables for the United States are (1) economic structure, (2) economic performance inside United States, and (3) economic performance abroad. For the first variable, alternate modes range on a continuum from expanding private initiative to dominant government initiative. The second variable ranges from prosperity to depression; the third from competitive dominance in world markets to a declining ability to compete. This open-ended, graduated method is designed to simplify extension and revision and to provide a broad analytical framework for developing any conceivable future that can be logically articulated.

Another necessary component of futurizing is measurement and tracking of actual trends over time; in effect, measuring the future as it arrives. One familiar example is the projections of enrollment for Community Colleges. When scenarios are more general, the problem of trend measurement and interpretation may be more difficult. However the general procedure is structured, its function is to permit a coherent and internally consistent narrowing of focus from the broad scenario to a particular geographic area or human need or activity.

The following discussion covers, first, internal trends for postsecondary education taken from recent literature and studies; second, recent work on futures by the Educational Testing Service; and third, alternative futures developed by the Stanford Research Institute to describe general societal conditions. As noted earlier, construction of several alternative futures, specifically for use in Community College planning at both state and local levels, is scheduled for spring 1976. Material is presented here simply to provide examples of such information.

Internal Futures

Colleges in the 1980's will be more flexible, allowing students to more easily intersperse academics with travel, employment, and/or national service. There will be variations on the work-study arrangements making possible, for example, extensions of the external degree program in which students are given credit for experience. More short-term courses are forecast as a result of people needing to upgrade their training in less than a full semester or quarter. Courses will reflect the increasing technical needs of society. Courses relating to the health professions, data processing, and agriculture technology, particularly in the area of ocean farming, are expected to show significant increases in the 1980's and beyond.

With increasing enrollments in the 1990's (16 million nationwide), it will not always be feasible to have separate large campuses. Colleges will resort to, in some cases, a traveling faculty, television, cassettes, audio-visual aides, and the like to reach a larger area and more diverse student populations. It is estimated that by 1990, schools will pool some resources, while diversifying others.

Four major trends are typically discussed in "futures" literature: (1) increased enrollment of the nontraditional student, (2) rise of alternative educational institutions, (3) decreased undergraduate occupational preparation and certification accompanied by increased short-time preparation in skills, and (4) diminuation of compulsory education.

Enrollment from the traditional age and ethnic population is expected to either decrease or stay fundamentally the same until 1990. The only segment of the population to increase attendance at institutions of postsecondary education will be "nontraditional" age and ethnic populations. Older students, racial and ethnic minorities, housewives, and blue-collar workers are already beginning to place stronger demands on postsecondary education. This trend is supported by predictions of the Carnegie Commission. College enrollments are expected to rise approximately 1% annually until 1981 when there will be a lull in terms of absolute numbers. There will be about 10% fewer high school graduates in the 1980's than in the 1970's due to a drop in the population among this age group. In addition, fewer high school graduates will go immediately on to college. Competition for students may result from the enrollment drop-off reaching the college level in 1981. Colleges will seek to maintain enrollment levels by attracting new segments of the population away from other institutions. This will be a strong force for educational innovation.

Greater acceptance of the concept of life-long learning will emerge as a result of this trend toward reaching new segments of the population. Other factors contributing to this trend will be a mounting importance attached to currency of training and the necessity, imposed by societal change, for repeated training to keep up with technological change in one's area or to learn totally new skills. This will be accompanied by a substantial change in delivery systems, with less confinement to the college campus. The survival of many institutions will depend on how well they adjust to the needs of nontraditional students. This trend will call for a major curricular and personnel adaption in the next two decades. Decreases are expected in degree credit programs while the number of non-degree students is expected to rise 38% by 1980. The majority of these are part-time (also rising 14% by 1982) and older people. The format and courses offered by the Community College must keep up with the social changes and the effects of the type of students enrolled.

People will become increasingly mobile, resulting in a greater mix of academic work with travel, employment, and national service. Many people will change jobs several times throughout their lifetimes, thus needing retraining, or upgrade themselves as their job changes.

There will be an increase in alternative educational institutions at least through the year 2000. These alternatives fall into four broad categories: (1) government-funded vocational education centers; (2) transformed educational institutions (such as CUNY's Middle College); (3) alternative institutions involved in education (such as business); and (4) quasi-institutional or non-institutional education resources (such as Chicago's learning exchange).

These alternative educational forms will mean very significant and fundamental competition to traditional higher education. Such competition has already begun with proprietary schools now considered a part of postsecondary education by the federal government and provided access to government grants. Equally important will be the competition from corporations. The Bell and Howell Schools, for example, are already a significant enterprise and such operations likely will become stronger.

The third trend is the most paradoxical. Despite recent trends to the contrary, decreased emphasis on undergraduate occupational education is expected over the next 25 years. Some reasons for this, as discussed in the literature, are:

(1) The majority of students graduating from college enter professions for which they received no professional preparation.

(2) Achievement in college, as measured by grades, bears little significant relationship to achievement in postacademic situations. Factors such as motivation, socioeconomic background, and self-concept bear much stronger relationships with success.

(3) Knowledge is expanding at such a rate that it is becoming increasingly difficult to master even a small part of extant knowledge in any one given field.

(4) College graduates are finding that their acquired knowledge as undergraduates is out-of-date.

(5) An increasing disregard by many youth for material accumulation.

Career training industries and service organizations are rapidly learning the skills of instructing and applicability of knowledge to specific tasks. Future predictions point to even greater increases by these groups. Likewise, alternative certification programs such as law and nursing are increasingly being separated from collegiate preparation and more are indicated for the future.

All of these factors combine to suggest that undergraduate education eventually may decrease its emphasis on vocational preparation and increase its emphasis on human development. The overall enrollment implication would appear to be one of decreased undergraduate enrollment. Vocational certification is a powerful impetus to collegiate attendance. Its diminishment will decrease attendance. However, public Community Colleges will have the largest growth rate of all schools. Of those planning to enroll in colleges, there will be an estimated 25% rise by 1982 in those choosing the Community College.

Bowen and others stress that the future will demand increased social service. In fact, we may well experience some proscriptive quasi-volunteer social service requirements. Taxes may not be sufficient to carry the burden of increasingly necessary social services. Added to this is the growing obsolescence of knowledge and skills. Both of these suggest that there will be increased need for short-term preparation in skills and knowledge, with the largest emphasis on skills, both technical and interpersonal. If higher education recognizes this, as in all probability it will, there will be increased enrollment. This increase may not offset the decrease that occurs because of alternative certification and alternative institutions, but it will be extensive and significant.

The fourth trend is probably the least grounded or predictable. There may well be a major reconsideration of compulsory secondary education. Recently a task force of the Kettering Foundation supported the notion that compulsory education should be cut back to age 14. The enrollment consequence of decreased compulsory education, however, is unclear. More may attend higher education because more are eligible, expanding the age population downward as well as upward. On the other hand, diminishing compulsory education may break the psychological lock-step of schooling. "Stopping out" may become easier. With more stopping out, there seemingly will be less continuity to higher education and possibly a resultant decrease in enrollment.

External Futures

Factors affecting the Community Colleges, as well as other segments of higher education in California, were analyzed recently in a study by the Educational Testing Service for the Legislature's Joint Committee on Postsecondary Education. Among the elements evaluated were:

(1) Between 1975 and the year 2000, the Bureau of the Census forecasts nationally the following increases in absolute numbers in population:

a.	Under 20	8%
b.	20-34	9%
c.	35-49	76%
d.	50-64	23%
e.	65+	30%

Eighty percent of all the nation's population growth in the next 25 years will occur among people 35 and older.

(2) Earlier retirement from the work force.

(3) Flexible retirement plans with options for part-time employment prior to complete retirement.

(4) California's higher than national level of educational attainment.

(5) Shift in the occupational structure in America from a preponderance of industrial jobs to white-collar and service jobs, from production of goods to provision of services. This shift carries a large potential for employability and for new training requirements of new occupations.

(6) Shift in character of work, especially in California, to increasingly knowledge-intensive in nature.

(7) Trend to declining and flexible workweeks.

(8) Variations in work/life styles.

(9) Trends in technological innovation and knowledge expansion. Rapid technological change makes training acquired once early in life an unrealistic operational mode.

(10) Trends in redefinition of women's roles and of nuclear family.

The following material is taken from a report describing three "external" futures developed by the Stanford Research Institute Center for the Study of Social Policy. The three alternative futures (called "Dynamic Status Quo Extended," "Economic Disappointment," and "Cultural Transformation") are described as "together ... a minimally encompassing range of future contingencies against which a given policy strategy or set of long-range plans may be tested."

The Dynamic Status Quo Extended future, as its name implies, assumes a continuation of most long-term trends that have characterized our society during recent decades. The Economic Disappointment future is one in which various social and economic problems prove to be unmanageable, leading to a substantially declining quality of life for most Americans. The Cultural Transformation future is one that might emerge from Economic Disappointment as a way to resolve otherwise unmanageable problems or as a result of changing perceptions of social reality.

Selection of these particular futures was premised upon two criteria: first they were to be plausible futures that could reasonably emerge out of the present (as such, they each have strong roots in the present and, consequently, there are sectors within our contemporary society that bear a strong resemblance to each of these three futures); second, these futures are designed to "triangulate" a range of uncertainty--they represent our attempt to bound the range of likely possibilities over the time frame of each future in ways most useful for the task at hand.

Dynamic Status Quo Extended. This future (from the present until at least 1995) assumes the basic continuity and enduring character of existing American values, insititutions, and life-styles. While there will, of course, be changes, the present structure of the United States will be able to adapt to these changes without significant alteration.

Within the United States there is a continuation of the steady growth economy. Per capita income levels continue to increase, although they may occasionally level off or even fall a bit, and income distribution remains very similar to that at present. Population growth, on the other hand, experiences a slowing rate of increase until about the year 2000, when the population stabilizes. In spite of higher prices due to inflation and resource shortages, Americans continue to equate high standards of living with high levels of consumption. More emphasis is placed on consumption of services than on consumption of physical goods, however.

As in the present, American society continues to rely on science and technology to resolve social and environmental problems.

Private business and industry continue present trends toward increasing cooperation with government and concentration of economic power in a few major corporations, which dominate the national and international economy. Business itself initiates a major effort to improve worker satisfaction and, under government prodding, business cooperates in preventing further major deterioration of the environment.

Shortages in the supply of raw materials and the increasing complexity of institutional management induce some important changes in manufacturing, marketing, consumption, and investment patterns. However, business leadership becomes skilled in adapting and succeeds in preventing economic breakdown while preserving profits through "price rationing" during periods when shortages are critical. Official government policy continues to call for full employment, but as it becomes clear there is little political risk in maintaining a situation in which there is actually high unemployment among minority groups while unemployment is kept low among the majority, efforts (especially if inflationary) to reach the hard core unemployed remain minimal. Although a guaranteed annual income has received much consideration, the conventional "1960's welfare" approaches still predominate.

During this future the vast majority of the American people subscribe to belief in some generalized Judeo-Christian tradition without [illegible] [illegible] the forms of any religion; appeals to traditional moral standards and practices continue to be effective among the American people at large. In addition, the maintenance of personal privacy, particularly in the face of a highly-developed technological surveillance potential, emerges as an important social objective.

This, then, is a future without much future shock, but with increasingly centralized control. Strong institutions controlled by cautious and responsive leaders prove sufficient, with some adaptation, for the transition into a stable, late-industrial era. Americans accept those changes they cannot avoid, and they defend what they perceive as good in their nation and their society; however, they do not strike out for any new frontiers. The American people, in the great majority a satisfied people, do not risk what they have to attain perfection.

Economic Disappointment. In this future (increasing from the present through at least 1980 to 1985) the recession of 1974-75 does not lead to recovery but to economic catastrophe in the late 1970's as a result of four major unbalancing factors: the exporting of jobs by multinational corporations, rapid price increases of key imported raw materials (e.g., crude oil, silver, chromium), wage demands of public sector workers, and inept government intervention in the economy. An increasingly authoritarian bureaucracy persists in the pursuit of ameliorative welfare policies, but present income transfer programs (welfare, social security, unemployment compensation) become increasingly unable to sustain the economy, leading to general economic collapse. A collapse or near-collapse of the international currency system is a real possibility and may occur in this future.

Increasing unemployment and declining levels of consumption lead to a breakdown in the levels of confidence and trust throughout society. Serious problems, such as crime, alcoholism, suicide, and family disintegration increase. Although some groups successfully adapt to the lower levels of consumption, dissatisfaction is pandemic. There is a rise in both the number of criminal acts by individuals and by organized crime, especially in urban areas. Stakeholder coalitions preemptively try to "get theirs," and find that scapegoats are easier to blame than the entire industrial-socioeconomic system, which has become impossible to regulate satisfactorily. Progressively more severe forms of repression are used against those who protest violently; prison populations increase and capital punishment is restored.

Per capita income and wealth become less and less equal, and strong regional and racial distincti[illegible] emerge.

Although the political system remains a multiple party representative democracy, there is a sharp decline in both the degree and directness of citizen-influence at the national level, but an increase at the local and regional levels. The increased disenchantment with the federal government combines with the existing social and economic stress to increase the probability of the emergence of a popular, charismatic leader.

There is a general reversion to "traditional" basic values for many but not for all; social experimentation and diversity might be both subtly and explicitly discouraged; an increasing number of people nevertheless experiment with new life-s[illegible]

This scenario is dominated [illegible] economic depression, political ineptitude, and social and cultural conformity. In the anxiety for survival/security, many individuals willingly relinquish personal prerogatives for socially acceptable values. Low levels of consumption are matched by a low quality of life, and the society is confronted with numerous fundamental problems for which it has no solutions.

Cultural Transformation. The distinguishing feature of this future (starting to be highly visible by 1980 to 1985, but with earlier roots) is the sweeping change in the paradigm--the system of basic premises and institutional norms--governing the lives of Americans. The change is not so much a rejection of the traditional value system as its transformation to meet the perceived needs of the present and of the future. This scenario flows from the period of social and political turmoil during the late 1970's resulting from the inability of existing American institutions to resolve the economic and political problems described in Future 2. In Future 3, however, institutional ineptitude leads to a reexamination of the traditional ways of American life and eventually to transformed styles of life and social institutions.

Underlying the new paradigm might well be an evolutionary vision in which the goals of growth in personal and collective wisdom would replace those of ever-increasing consumption and environmental exploitation; hence, the central function of all social institutions would become that of human development and self-regulation, rather than of fostering bureaucratic efficiency and centralized influence. In one view of this future, the para[illegible]ld entail an ecological ethic, emphasizing the total commun[illegible]fe as well as the oneness of the human race; involve a self-r[illegible]on ethic, placing the highest value on the development of persona[illegible]ntial; convey a holistic sense-of-perspective of life; balance and coordinate satisfactions along many dimensions rather than overemphasize those associated with status and consumption; and be experimental and open-minded, rather than ideologically dogmatic.

Thus this future is one in which the U. S. economy voluntarily comes to terms with new planetary constraints. The "new scarcity" of energy and materials, natural fresh water, food-productive land, habitable space, and resilience of the planet's life-support systems would be seen to dictate frugal use of these from now on. These constraints lead to the development and introduction of new "intermediate" technologies, which are more frugal with energy and resources and respectful of natural ecosystems. The process of automation of production is partially reversed as human labor is substituted for mechanized means of production. Most of the work population is nevertheless engaged in a variety of service activities, including educating and learning, the distribution trades, leisure industries, and, very importantly for both reasons of environment and self-realization, maintenance, repair, and recycling activities, and handicraft production.

While there is "full employment" (probably involving a guaranteed annual income), there is a reduction in the time devoted to income-earning activities. Not only is the work week reduced, but individuals spend more frequent and lengthy periods during their adult lives outside the labor force in a variety of nonincome-earning activities related to self-realization. Such activities, in addition to pure recreation and leisure, would include increased involvement in public service and political work, individual education, and group interaction.

The average per capita income level is less (perhaps two-thirds) than at present. However, the distribution of wealth is more equitable. There would be fewer of the very rich and fewer of the very poor. The level of consumption (standard of living measured in terms of resource consumption) will be lower in this future, largely because of the influence of the ecological ethic, the actual shortage of raw materials to support consumption at present levels, and the lessened emphasis on materialism inherent in the self-realization ethic. The possession of goods would not be unimportant in this American future, but the materialism characteristic of the present age would be far less pervasive.

STATE PLANS

First Year *First year state-level plans are contained in the recommended changes in planning processes, adoption of a new Statement of Philosophy and Goals by the Board of Governors, and in specific planning efforts outlined for 1976. Specific plans cover the following areas:*

1) Programs

Changes in procedures are proposed calling for the submission of a five-year education, occupational, EOPS, and student personnel service plans in February of each year. In addition, an annual general assessment of long-term needs and plans (by major subject area) is proposed to relate to facility plan review.

2) Finance

The Board of Governors has adopted a position statement on finance for 1976-77. This statement recognizes current conditions in which college enrollments and fiscal requirements are increasing faster than state general fund revenues. In view of this, the Board recommends (a) improved provision for growth in total district revenues, (b) a new means to control the total state share of those revenues, (c) consistent with this control, a more effective and equitable formula (percentage equalizing) for distributing state aid among districts, (d) not providing state aid for instruction that is primarily for recreational purposes, (e) revised, but still optional, student fee structure, (f) revised terminology and program review procedures, and (g) more explicit district policies on repeated course enrollments. Changes in funding policies will be phased over a three-year period.

Without some control technique, the state share would likely exceed 50 percent of college costs in 1976-77 and far exceed projected increases in general fund revenues. Board policy recognizes basic Community College mission and current growth in programs and enrollment. Suggested parameters for state aid take into account growth in available state revenue and the desire to avoid inordinate increases in local taxes needed to sustain normal growth in college programs.

3) Facilities

Changes proposed in facilities planning are: a) delay of five-year plan submission to February of each year to allow for more complete local formulation, b) eliminating initial Department of Finance review of project planning guides, but increasing the time for Finance review of preliminary plan packages for budget development, c) Board of Governors adoption of capital outlay budget requests, d) supplementing the Community College Construction Act to provide state matching funds for lease, rent, renovation, or alteration of facilities to be used temporarily, and e) giving the Board of Governors and local districts the option of revising the state and local share of capital outlay project costs should state funds not be available to cover 50 percent of all eligible projects.

4) New Sites

It is proposed that the Board's review of new colleges, campuses, and certain off-campus centers take place as part of the normal planning cycle. Suggested revisions of the Postsecondary Education Commission's procedures for the review of new campuses and off-campus centers are also included in the plan.

Second Year and Beyond *Further plans for the second year (1977-78) and beyond will be contained in the substantive solutions and future objectives developed during the 1976 planning round.*

LOCAL PLANS

First Year *District plans approved by the Board of Governors for funding and implementation during 1976-77 include:*

1) *Programs*

Distri[illegible] [illegible]ear educational master plans indicate 440 new [illegible] [illegible]l vocational programs are scheduled for impl[illegible] during 1976-77. Not all of these programs will [illegible] [illegible]d for review and approval to the Chancellor's Office. [illegible] Districts continue to evaluate their program needs, specific priorities may be altered. Thus, some programs proposed for implementation during 1976-77 may be delayed for one or more years. Conversely, a district may identify need for a program that was not in its educational master plan. Such programs may be submitted for review and approval within the existing procedures.

The number of new programs planned in each major instructional discipline is indicated in the table below, along with the percentage increase in number of programs for each area.

COMMUNITY COLLEGE PROGRAMS

DISCIPLINE	*NUMBER OF PROGRAMS* *1975-76 Existing*	 *1976-77 Proposed*	*Percentage Increase*
Agriculture and Natural Resources	303	25	8.3
Architecture & Environmental Design	91	7	7.7
Regional Studies	13	3	23.1
Biological Sciences	176	5	2.9
Business & Management	896	32	3.6
Communications	137	9	6.6
Computer & Information Science	130	7	5.4
Education	338	19	5.6
Engineering and Related Fields	941	83	8.8
Fine & Applied Arts	516	27	5.2
Foreign Language	341	2	0.6
Health Services	451	87	19.3
Home Economics	237	28	11.8
Law	16	7	43.8

COMMUNITY COLLEGE PROGRAMS

DISCIPLINE	NUMBER OF PROGRAMS 1975-76 Existing	1976-77 Proposed	Percentage Increase
Letters	338	5	1.5
Library Science	55	5	9.1
Mathematics	103	1	1.0
Military Studies	1		
Physical Sciences	335	7	2.1
Psychology	97	2	2.1
Public Affairs & Services	314	38	12.1
Social Sciences	515	22	4.3
Commercial Services	99	5	5.1
Interdisciplinary Studies	159	3	1.9
Apprenticeship	320	11	3.4
Total	6922	440	6.4

The largest relative growth is anticipated in the areas of regional studies, health services, home economics, law, and public affairs and services. In terms of the number of new programs planned for implementation during 1976-77, engineering and health services are those with the largest expected growth.

2) Finance

The Board of Governor's Finance statement for 1976-77 proposes total state aid for Community College operations in the amount of $543 million, of which $435 million would be distributed for general formula allocation (apportionment). This amount is about equal to that anticipated under a continuation of the five percent cap. Unlike the cap, however, the Board proposal would be distributed for full growth on the basis of percentage equalizing. The Board proposal also calls for an 8.3 percent increase in the median revenue limit per ADA statewide (to $1,291), compared to a 5.3 percent increase anticipated under existing statutes (to $1,252). The Board proposal is compared with continuation of the status quo (both with and without the cap) in the table below.

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
SB 6 SIMULATION

STATEWIDE TOTALS	REVENUE LIMIT	STATE AID	STATE SHARE	OF TAX RATE	REVENUE LIMIT/ADA	STATE AID/ADA
Estimated 75/76 With Cap	$ 871,894,610	$374,860,450	[illegible]	[illegible]	$1,1[illegible] + [illegible]	$511 + 6
Estimated 76/77						
(A) Status Quo						
With Cap	982,242,823	434,734,758	.443	.62[illegible]	1,252 + [illegible]	[illegible] + 44
Without Cap	982,464,572	471,367,628	.480	.58[illegible]	1,252 + [illegible]	601
(B) Board Proposal	1,012,512,511	432,535,[illegible]	.427	.6665	1,291 + [illegible]	551 + 40

The state share of the statewide revenue limit would be about 43 percent. The Board proposal would authorize an increase of about 4 cents in the statewide average general purpose tax rate.

The effect of the Board proposal on individual district tax rates depends upon the relative wealth of the district, the growth of district ADA, and the proportion of defined adults in the district. Generally, the Board proposal distributes a greater proportion of state aid toward those districts with:

(1) low wealth,
(2) rapid growth, and
(3) a large percentage of defined adults.

The Board proposal will be phased in over a three year period to avoid disruptive effects on individual district tax rates.

3) *Facilities*

State funding for Community College capital outlay during 1976-77 is being requested in the amount of $8[illegible].3 million. This amount would fund 175 projects, and be used for:

Land Acquisition	*4.6%*
Working Drawings	*1.5%*
Construction	*17.0%*
Working Drawings & Construction	*73.8%*
Equipment	*3.1%*

State funding for 1975-76 is $20.4 million (54 projects) of a requested $57.8 million (83 projects), resulting in an unmet need of $37.4 million dollars--much of which has been carried forward to the 1976-77 budget request. This year's appropriation is from the Capital Outlay Fund for Public Higher Education. In order to meet capital outlay needs better, this fund should be augmented by General
or quarter, he must hold an appropriate California credential. Each
issue.

4) *New Sites*

A new major center, now under construction, is planned to open during 1976-77 in San Francisco. This facility, a downtown educational center, will consolidate some of the outreach programs of the San Francisco district and will offer a wide variety of courses and programs. The center has been reviewed and approved by the Postsecondary Education Commission.

Second Year and Beyond

District plans tentatively proposed for funding and implementation during 1977-78 and beyond include:

1) *__Programs__*

The present distribution and future growth in Community College instructional programs is summarized using data from the Chancellor's Office inventory of academic programs and plans.

The largest number of programs currently are conducted in engineering and related fields, business and management, fine and applied arts, [illegible] science, and health services.

Total growth in new [illegible] expected to be 794 by 1980, an increase [illegible] the existing total of 6,922 programs. T[illegible] crease will be in the discipline of heal[illegible] engineering, accounting for 41.4% of all new [illegible] The addition of business, fine and applied arts, [illegible] public affairs then accounts for two-thirds of the new programs. Law, health services, regional studies, public affairs, and engineering will experience the greatest growth in percentage terms when compared to the number of programs now recorded for each discipline.

By 1980 it is expected that the disciplines of business, engineering, health services, fine and applied arts, and social sciences will account for nearly 50% of all program offerings in Community Colleges.

COMMUNITY COLLEGE PROGRAMS

	NUMBER OF PROGRAMS				
CID	1975-76 Existing	1976-77	1977-78 To be Implemented	1978-79	1979-80
Agriculture & Natural Resources	303	25	11	2	6
Architecture & Environmental Design	91	7	3	2	
Regional Studies	13	3			
Biological Sciences	176	5	4	1	1
Business & Management	896	32	21	8	9
Communications	137	9	7	3	1
Computer & Informatic Science	130	7			
Education	338	19	3	1	
Engineering & Related Fields	941	83	64	16	12
Fine & Applied Arts	516	27	17	5	
Foreign Language	341	2	1		
Health Services	451	87	38	16	9

COMMUNITY COLLEGE PROGRAMS

CID	NUMBER OF PROGRAMS				
	1975-76 Existing	1976-77 To be Implemented	1977-78	1978-79	1979-80
Home Economics	237	28	[illegible]	4	1
Law	16	7		1	2
Letters	558	5	1		
Library Science	[illegible]	[illegible]		1	
Mathematics	103	1	1		
Military Studies	1				
Physical Sciences	[illegible]	7	5	4	1
Psychology	97	2			
Public Affairs & Services	314	38	16	5	5
Social Sciences	515	22	5	2	2
Commercial Services	[illegible]	[illegible]	2	[illegible]	2
Interdisciplinary Studies	159	3	2	1	
Apprenticeship	320	11	8	5	1
Total	6922	440	219	79	92

PROGRAM GROWTH WITHIN DISCIPLINES, 1975-1980

Discipline	Number of New Programs	Percent Increase in Programs
Engineering and Related Fields	178	18.5%
Health Services	151	33.5
Business and Management	70	7.8
Public Affairs and Services	62	19.8
Fine and Applied Arts	49	9.5
Agricultural and Natural Resources	[illegible]	14.5
Home Economics	[illegible]	17.7
Social Sciences	31	6.0
Apprenticeship	25	7.8
Education	23	6.8
Communications	20	14.6
Physical Sciences	17	5.1
Commercial Services	14	14.1
Architecture and Environmental Design	12	13.2
Biological Sciences	11	6.3
Law	10	62.5
Computer and Information Science	7	5.4
Letters	6	1.8
Library Science	6	10.9
Interdisciplinary Studies	6	3.8
Regional Studies	3	23.1
Foreign Language	3	0.9
Mathematics	2	1.9
Psychology	2	2.1
Military Studies	0	0
Total	794	11.5%

PERCENTAGE DISTRIBUTION OF PROGRAMS, 1980

Discipline	% of Total
Engineering and Related Fields	14.5
Business and Management	[illegible].5
Health Services	7.8
Fine and Applied Arts	7.3
Social Sciences	7.1
Public Affairs and Services	4.9
Education	4.7
Physical Sciences	4.6
Foreign Language	4.5
Letters	4.5
Agriculture and Natural Resources	4.5
Apprenticeship	4.5
Home Economics	3.6
Biological Sciences	2.4

2) *Finance*

The table below summarizes plans for Community College districts in the years 1977-78 through 1980-81. This information assumes implementation of the Board of Governors finance proposal and a gradually decreasing rate of inflation over the next five years. It is also assumed that ADA growth will be decreasing from 3.8 percent in 1977-78 to 3.5 percent in 1980-81. Additional growth in ADA, or increases in rates of inflation, would require increased expenditures, both state and local.

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
SB 6 SIMULATION

FISCAL YEAR STATEWIDE TOTALS	REVENUE LIMIT	STATE AID	STATE SHARE	GP GP TAX RATE	REVENUE LIMIT/ADA	STATE AID/ADA
77/78	$1,136,925,781	$466,452,415	.428	.6849	$1,395 +104	$597 + 46
78/79	1,263,816,141	542,692,002	.429	.6975	1,501 +105	644 + 47
79/80	1,396,899,029	601,413,227	.431	.7125	1,607 +106	692 + 47
80/81	1,525,128,124	657,839,774	.431	.7192	1,711 +105	738 + 46

The State share of the statewide revenue limit is projected to remain at about 43 percent through 1980-81. Given the relatively modest growth in ADA projected for this period, the statewide revenue limit and the amount of state aid would increase by an average of about ten percent per year. Over the five years covered by this plan, this represents a fifty percent increase in state funding.

The impact of the Board finance program on local districts would continue to be phased in during the 1977-78 and the 1978-79 years. After 1978-79 the program would be fully implemented. Statewide, the increase in local general purpose tax rates is projected to be 2.5 cents over the four year period, raising the average statewide tax rate to about 72 cents by 1980-81. The average revenue limit per ADA increase ranges from 8.1 percent to 6.3 percent per year over the four year period, providing greater inflationary increases than the existing SB 6 provisions.

3) *Facilities*

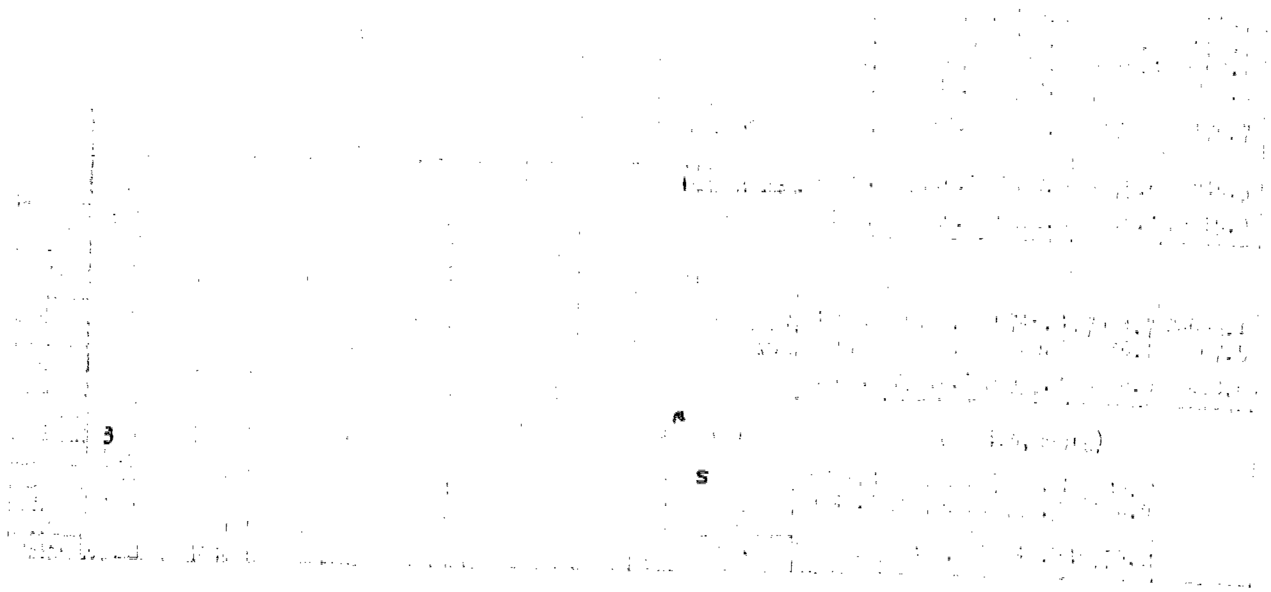
Data for this analysis and the district planning profiles are taken from Community College Ten-Year Plans submitted November, 1974.

The apparent trend in future assignable square feet (ASF) of facilities is toward more space per student being available as a function of time. Most of the increase in space per weekly student contact hour (WSCH) falls in laboratory and "other" classificiations. Lecture (classroom) facilities are expected to remain relatively constant during the five year period, at about 31 ASF per 100 WSCH. Laboratory (class laboratory) space is expected to increase from the 1975-76 level of 72 ASF per 100 WSCH to a level of 80 ASF per 100 WSCH by 1979-80, an approximate 10 percent increase. This projected increase reflects a trend toward more instruction in labs and shops, particularly in vocational training.

Instructional space which falls into the "other" classification (library, audio-visual, auditorium and gymnasium space) is expected to increase from a level of 59 ASF per 100 WSCH in 1975-76 to a level of 66 ASF per 100 WSCH in 1979-80. This is due to the development of balanced campuses during the remainder of the 1970's.

There is significant difference in space available at campuses and centers. Factors which contribute to this difference in available space include (a) fewer administrative, faculty, and support services offices, (b) fewer maintenance facilities, and (c) a lack of specialized laboratory facilities, theaters, gymnasiums, and other support facilities at centers.

Total capital outlay funding (state and local) for new facilities, and the renovation and remodeling of existing facilities is projected at above $150,000,000 per year through 1978-79, with the largest amounts estimated for 1976-77 and 1977-78. The state share of the capital outlay funding is expected to remain at about 40 percent.



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Centers

1980

169.4	[illegible]	[illegible]	[illegible]	175.4
16[illegible].4	[illegible]	[illegible]	[illegible]	[illegible].4

(Percent Distribution)

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	7.7		[illegible]	[illegible]	24.1	0.3	0.2
[illegible]	8.2		33.5	[illegible]	27.5	0.3	0.1

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PHYSICAL PLANT DATA:

[illegible]	159.4	159.4	137.5	137.5	137.5
[illegible]	[illegible]	[illegible]	[illegible]	13.1	13.1
[illegible]	71.[illegible]	[illegible]	10[illegible]	103.4	103.4
[illegible]	65.[illegible]	65.[illegible]	67.0	67.0	67.0
[illegible]	154.[illegible]	14[illegible].1	174.[illegible]	169.1	164.3
Categorical	56.[illegible]	[illegible]	60.1	60.1	60.1
Total	216.3	216.3	257.[illegible]	257.[illegible]	257.6
[illegible]					
1. [illegible]	216.3	216.3	257.6	257.6	257.6
2. Other(s)					
Total	216.3	216.3	257.6	257.6	257.6
[illegible]	(× $1,000)				
1. State	3077.3	249.0	157.1	35.1	
2. Local	2467.4	[illegible]	176.5	28.1	
3. Other					
Total	5544.7	444.7	343.6	63.[illegible]	

FINANCIAL DATA (SB 6 Simulation Model):

[illegible]	[illegible]		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
Year	[illegible]	Per ADA	Amount	Per ADA	%		Total	% Adult		
[illegible]	6,161,738	1,035	3,430,267	576	56	.5220	5,354	16	90,400	
[illegible]	7,380,37[illegible]	1,117	3,690,835	589	50	.5552	6,607	17	96,120	
[illegible]	8,323,065	1,[illegible]	4,456,291	639	54	.5135	6,973	17	100,151	
[illegible]	8,857,581	1,249	4,720,606	666	53	.5158	7,091	17	107,331	
[illegible]	9,489,275	1,315	4,983,430	691	53	.5134	7,216	17	115,029	
[illegible]	10,127,35[illegible]	1,281	5,269,787	719	52	.5123	7,353	17	122,249	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.3	0.2	51.8	2.7	37.5	1.0	2.5
1975-76	4.7	0.1	46.8	2.2	43.4	0.6	2.2

PHYSICAL PLANT DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Space:					
1. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	355.9
a. [illegible]	64.3	64.3	[illegible]	64.3	64.3
b. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	160.9
c. Other	107.7	107.7	107.7	107.7	107.7
ADDT'L WSD	153.7	154.8	175.1	[illegible]	182.9
Non-Instructional	156.5	160.5	161.5	161.5	161.5
Total	454.1	468.4	507.7	514.4	514.4
Sites:					
1. [illegible](es)	454.1	468.4	507.7	514.4	514.4
2. Center(s)					
Total	454.1	[illegible]	507.7	514.4	514.4
FUNDING OF NEW PLANT:	([illegible])				
1. State	1432.7	[illegible]	764.3	512.3	
2. Local	907.6	151.[illegible]	476.0	123.4	
3. Other					
Total	[illegible]	414.[illegible]	1240.3	635.7	

FINANCIAL DATA ([illegible] Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% [illegible]		
[illegible]	13,917,968	1,020	8,073,355	638	63	.5370	13,057	[illegible]	74,677	
[illegible]	15,021,064	1,08[illegible]	9,035,430	660	60	.5400	13,565	[illegible]	75,649	
[illegible]	16,822,3[illegible]	1,149	10,752,011	735	64	.499[illegible]	14,6[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	1,215	11,447,760	769	63	.5018	14,889	23	84,471	
[illegible]	19,416,751	1,281	12,154,549	802	63	.5032	15,153	23	90,463	
[illegible]	20,748,305	[illegible]	12,305,140	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
[illegible]	4.[illegible]		58.7	0.3	34.7	1.0	0.5
[illegible]	4.4		54.6	0.3	39.6	0.8	0.3

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76		9		
[illegible]	[illegible]	[illegible]	[illegible]	57.7

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[illegible]	0.3
[illegible]	0.1

DISTRICT PLANNING PROFILE

[illegible] COAST

[illegible]

DISTRICT PLANNING PROFILE

[illegible] COMPTON

PHYSICAL PLANT DATA

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					
[illegible]	1[illegible].7	147.1	195.[illegible]	160.2	165.3
[illegible]	[illegible]	6.4	51.[illegible]	33.2	34.0
[illegible]	[illegible]	[illegible]	56.5	59.5	63.8
[illegible]	[illegible]	[illegible]	67.5	67.5	67.5
ADA [illegible]	251.1	[illegible]	216.7	222.1	227.7
Non-[illegible]	[illegible]	[illegible]	[illegible]	31.0	36.9
Total	176.[illegible]	176.6	1[illegible]	191.[illegible]	204.2
[illegible]					
[illegible]	176.[illegible]	176.6	1[illegible]5.2	191.[illegible]	204.2
[illegible]					
Total	176.[illegible]	[illegible]	1[illegible]5.2	191.2	204.2
[illegible]					
[illegible]	540.4				
Local	629.8			539.5	
Other					
Total	1170.2			539.5	

FINANCIAL DATA ([illegible] Simulation Model):

[illegible]	[illegible] Amount	[illegible] Per ADA	State Aid Amount	Per ADA	%	General Purpose Tax	Resident ADA Total	% Adult	Assessed Value Per ADA	Current Expense Per ADA
[illegible]	4,8[illegible],4[illegible]	[illegible],074	[illegible],785,56[illegible]	592	58	.4790	[illegible],702	13	[illegible]02,660	
[illegible]	5,0[illegible]	1,0[illegible]7	5,137,1[illegible]	648	60	.3505	4,845	11	106,225	
[illegible]	[illegible]	1,15[illegible]	3,50[illegible]	[illegible]	60	.3500	5,113	11	110,607	
[illegible]	[illegible]73	[illegible]	3,75[illegible],672	[illegible]27	60	.351[illegible]	5,199	11	118,803	
[illegible]	[illegible]7[illegible]4,[illegible]31	[illegible]	3,996,065	756	5[illegible]	.3534	5,269	11	127,292	
[illegible]	7,061,417	[illegible],051	4,[illegible]	7[illegible]	58	.3549	5,371	11	135,250	

SOURCES OF [illegible] INCOME (Percent Distribution):

[illegible]	Federal	Combined Federal-State	State	County	Local	Student [illegible]	Other
[illegible]	14.7		46.6	0.2	33.6	2.5	0.3
[illegible]	19.4		41.0	0.2	36.5	2.6	0.3

[illegible]

T [illegible]

Campuses
Centers
Other

STUDENT [illegible]

T [illegible]

K y [illegible]

1975
% Dist
of C

Total

PHYSICAL [illegible]

CATEG					1979 80
[illegible]					
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	7.1	37.1	57.9
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	166.8	[illegible]
[illegible] Instructional	[illegible]	[illegible]	[illegible]	126.0	140.0
Total	[illegible]	[illegible]	[illegible]	666.0	726.8
[illegible]					
[illegible]	659.4	[illegible]	666.0	666.0	726.8
Total	659.1	657.3	668.0	666.0	726.8
[illegible]			[illegible]		
1. [illegible]	[illegible]	2405.9	1093.2	[illegible]	
2. [illegible]	[illegible]	5558.8	2590.7	1488.1	
3. [illegible]					
Total	[illegible]	[illegible]	3684.0	2414.7	

FINANCIAL [illegible] (Simulation Model):

[illegible]	[illegible]		State Aid			General Purpose Tax	[illegible] ADA		Assessed Value Per ADA	[illegible] Per ADA
	[illegible]	Per ADA	Amount	Per ADA	%		Total	% Adult		
[illegible]	[illegible]	1,192	[illegible]	[illegible]	[illegible]	.5690	[illegible]	[illegible]	155,075	
[illegible]	[illegible]	1,165	[illegible]	[illegible]	37	.5574	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	41	.5619	[illegible]	[illegible]	[illegible]	
[illegible]	30,655,120	[illegible]	[illegible]	[illegible]	41	.5569	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	1,377	13,059,957	530	40	.5515	[illegible]	[illegible]	[illegible]	
[illegible]	34,701,658	1,441	13,742,61[illegible]	[illegible]	40	.5468	[illegible]	[illegible]	[illegible]	

[illegible] INCOME (Percent Distribution):

[illegible]	Federal	Combined Federal State	State	County	[illegible]
[illegible]	0.1		[illegible]	0.7	
[illegible]	1.3		[illegible]	0.6	

STUDE[illegible] DA[illegible]

				1979-80
[illegible]	[illegible]	[illegible]	25,308	25,345
[illegible]	[illegible]	[illegible]	56.8	56.7
[illegible]	[illegible]	[illegible]	250,011	250,376
[illegible]	[illegible]	[illegible]	8,131	8,143
[illegible]	[illegible]	256,571	258,142	258,519

PHYSICAL PLANT DATA:

[illegible]	ASSIGNABLE SQUARE FEET (in thousands)				
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]:					
[illegible]	436.7	436.7	554.6	569.6	569.6
a. [illegible]	103.5	105.5	105.3	105.3	105.3
b. [illegible]	224.3	214.3	270.4	270.4	270.4
c. [illegible]	178.9	178.9	178.9	193.9	193.9
[illegible]	205.9	200.9	223.2	227.8	227.5
[illegible]	160.4	215.9	227.5	227.5	227.5
[illegible]	677.1	712.6	782.1	797.1	797.1
[illegible]:					
1. [illegible]	677.1	712.6	782.1	797.1	797.1
2. [illegible]					
Total	677.1	712.6	782.1	797.1	797.1
[illegible] OF NEW PLANT:	(in $1,000's)				
1. State					
2. Local	5151.2	1973.1	1498.5	3131.9	
3. Other					
Total	5151.2	1973.1	1498.5	3131.9	

[illegible] Simulation Model):

[illegible] Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
[illegible]	17,768,755	1,211	7,039,314	454	28	.6341	15,499	21	118,148	
[illegible]	20,679,416	1,266	7,761,661	477	38	.5983	16,336	22	124,649	
[illegible]	22,856,405	1,325	8,901,135	516	39	.5859	17,244	22	129,894	
[illegible]	24,304,652	1,386	9,375,701	535	39	.5732	17,540	22	139,195	
[illegible]	25,819,686	1,446	9,831,407	551	38	.5615	17,851	22	149,079	
197[illegible]	27,349,130	1,508	10,354,10[illegible]	571	38	.5511	18,141	22	158,431	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	3.3		40.6	0.1	54.1	0.9	1.0
1975-76	3.9		34.8	0.0	59.9	0.7	0.8

DISTRICT PLANNING PROFILE

[illegible] FOOTHILL

[illegible]

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	2	2	2	2	2
Cent[illegible]			1	1	1
[illegible]					
[illegible]					

STU[illegible] DATA:

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	57,757	[illegible]156	[illegible],914	[illegible],367
[illegible]	[illegible]	51.6	52.[illegible]	51.[illegible]	51.3	51.[illegible]
[illegible]	[illegible]	[illegible]	[illegible],721	554,5[illegible]4	[illegible]	2[illegible]4,305
[illegible]	[illegible]	5[illegible],176	[illegible],727	36,617	3[illegible],617	38,[illegible]62
[illegible]	[illegible]	[illegible]	[illegible]	[illegible],10[illegible]	105,641	[illegible]40,[illegible]

[illegible] DATA:

	19[illegible]													
[illegible]	0.[illegible]	100.[illegible]			4		[illegible]							
[illegible]					1									
[illegible]	2.3	[illegible].5			1		1							
[illegible]	[illegible]				1				1					
[illegible]	9.5	71.1			12		2		1					
[illegible]	0.3	7.0												
[illegible]	2.[illegible]	59.1			1									
[illegible]	11.3	5.3			7									
[illegible]	5.8	43.[illegible]			14				1					
[illegible]	[illegible].5	7.4			[illegible]		1		3					
[illegible]	3.4				5									
[illegible]	5.2	100.0			10		5							
[illegible]	0.7	21.5			1				1					
1400		100.0												
[illegible]	11.6				4									
[illegible]	0.2	58.9			1									
[illegible]	5.7	3.7			1									
[illegible]														
[illegible]	6.7				3									
2000	3.2				1									
[illegible]	1.1	67.8			3		2							
[illegible]	11.6				5									
[illegible]	0.3	100.0												
4900	3.5	16.1			1									
[illegible]							1							
Total	100.2	21.8			84		1[illegible]		7					

PHYSICAL PLANT DATA:

[illegible]	ASSIGNABLE SQUARE FEET (in thousands)				
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
TYPE:					
1. Instructional	415.4	416.3	434.0	433.3	433.3
a. [illegible]	88.3	89.2	97.9	97.2	97.2
b. Lab	184.1	184.1	185.9	185.9	185.9
c. Other	149.0	149.0	150.2	150.2	150.2
d. ASF/100 WSCH	164.4	164.7	154.1	149.8	143.8
2. Non-Instructional	185.8	185.8	190.3	190.3	190.3
Total	601.2	602.1	624.3	623.6	623.6
SITES:					
1. Campus(es)	601.2	602.1	624.3	623.6	623.6
2. Center(s)			15.3	15.3	15.3
Total	601.2	602.1	639.6	638.9	638.9
FUNDING OF NEW PLANT			(in $1,000's)		
1. State		532.8	455.9	119.4	
2. Local	970.0	371.4	306.1	80.3	
3. Other					
Total	970.0	904.2	762.3	199.7	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	22,483,860	1,133	12,642,596	637	56	.6459	19,836	18	78,852	
1975-76	26,705,600	1,220	13,908,613	667	52	.6568	21,890	19	82,013	
1976-77	29,616,913	1,282	16,727,919	724	56	.5908	23,105	19	85,471	
1977-78	31,584,771	1,344	17,789,392	757	56	.5779	23,499	19	91,601	
1978-79	38,639,824	1,407	18,861,076	789	56	.5658	23,914	19	98,112	
1979-80	35,716,175	1,470	20,004,985	823	56	.5550	24,303	19	104,265	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.3		51.7	0.1	40.8	1.4	1.7
1975-76	3.8		47.4	0.1	45.6	1.3	1.8

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[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
54.[illegible]	[illegible]	54.1	[illegible]	[illegible]	54.0
[illegible]	70,7[illegible]	[illegible]	[illegible]	70,[illegible]	70,[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

PHYSICAL PLANT DATA:

[illegible]	[illegible]	[illegible]	[illegible]	143.2	143.2
[illegible]	[illegible]	[illegible]	[illegible]	25.2	25.2
[illegible]	[illegible]	[illegible]	[illegible]	53.9	53.9
[illegible]	[illegible]	[illegible]	[illegible]	64.1	64.1
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	179.0
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	203.[illegible]	203.1
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	203.[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	203.8	203.8
[illegible]	316.4		63.[illegible]	1,101.6	
[illegible]	104.5	[illegible]	175.[illegible]	651.[illegible]	
Total	420.7	[illegible]	[illegible]	759.[illegible]	

[illegible] Simulation Model):

[illegible]	[illegible]	[illegible]	1,6[illegible]	4[illegible]	[illegible]	.5719	[illegible]15	[illegible]	1[illegible]7,[illegible]44	
[illegible]	[illegible]	[illegible]	1,7[illegible]	[illegible]	[illegible]	.675[illegible]	[illegible]	[illegible]	[illegible],604	
[illegible]	[illegible]	[illegible]	[illegible],736,17[illegible]	[illegible]	[illegible]	.5[illegible]	[illegible]	[illegible]	11[illegible],[illegible]24	
[illegible]	[illegible]	1,47[illegible]	[illegible]	[illegible]	[illegible]	.5[illegible]14	[illegible]	[illegible]	[illegible],43[illegible]	
[illegible]	[illegible]	[illegible],345	[illegible],010,004	5[illegible]	44	.57[illegible]	5,0[illegible]1	[illegible]	13[illegible],18[illegible]	
[illegible]	[illegible]	1,419	[illegible],17[illegible],5[illegible]2	6[illegible]5	44	.5749	5,1[illegible]0	[illegible]	146,57[illegible]	

[illegible] INCOME (Percent Distribution):

[illegible]	Federal	Combined Federal-State	State	County	Local	[illegible]	Other
[illegible]	[illegible]		25.6	1.7	55.[illegible]	9.7	7.1
[illegible]	6.5		25.[illegible]	1.9	54.[illegible]	5.2	1.6

DISTRICT BUSINESS PROFILE

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[illegible]

[illegible] 7.4	[illegible]	[illegible]	[illegible]	7.4
[illegible]	[illegible]	[illegible]	[illegible]	7.7
[illegible]	[illegible]	[illegible]	[illegible]	10.3
[illegible]	[illegible]	[illegible]	[illegible]	9.4
[illegible]	[illegible]	[illegible]	[illegible]	100.9
[illegible]	[illegible]	[illegible]	[illegible]	50.4
100.7	100.7	100.7	100.7	100.8
100.7	100.7	100.7	100.7	100.8
100.7	100.7	100.7	10[illegible]	100.8

[illegible] (Dollars Model):

[illegible]	[illegible]	State Aid				General Purpose Tax	[illegible] ADA		Assessed Value Per ADA	[illegible] Per ADA
		[illegible]	Amount	Per ADA	%		Cost	% Adult		
[illegible]	[illegible]	1,12[illegible]	855,9[illegible]	4[illegible]	[illegible]	.6075	1,934	13	133,425	
[illegible]	[illegible]	[illegible]	932,632	43[illegible]	[illegible]	.6146	[illegible]	15	129,364	
[illegible]	[illegible]	[illegible]	1,075,[illegible]4	4[illegible]	[illegible]	.5916	[illegible]	15	145,9[illegible]	
[illegible]	[illegible]	[illegible]	1,1[illegible]	564	[illegible]	.5776	[illegible]	15	156,414	
[illegible]	[illegible]	[illegible]	1,17[illegible]	517	[illegible]	.5656	[illegible]	15	167,570	
[illegible]	[illegible]	1,2[illegible]	1,2[illegible]	5[illegible]	[illegible]	.5550	[illegible]	15	178,0[illegible]	

[illegible] (Percent Distribution):

[illegible]	[illegible]	[illegible] State	State	County	Local	[illegible] Charges	Other
[illegible]	40.0		74.0	0.4	[illegible].4	1.7	0.[illegible]
[illegible]	43.6		1[illegible]	0.7	36.[illegible]	[illegible]	0.1

DISTRICT PLANNING PROFILE

DISTRICT: GLENDALE

EDUCATION CENTERS DATA:

Category	[illegible]	1975-76	1976-77	1977-78	1978-79	1979-80
[illegible]	1	1	1	1	1	1
Centers						
[illegible]						
Total						

STUDENT DATA:

	[illegible]	1975-76	1976-77	1977-78	1978-79	1979-80
[illegible]	11,617	12,31[illegible]	12,796	12,651	12,910	12,949
[illegible]	35.1	32.7	32.4	32.2	32.0	31.8
[illegible]	8[illegible],72[illegible]	86,[illegible]90	[illegible]9,130	89,553	89,940	90,123
[illegible]	8,[illegible]	8,031	8,140	[illegible],123	8,148	8,148
[illegible]	[illegible]	94,321	97,330	97,676	98,088	98,271

PROGRAM DATA:

NUMBER OF PROGRAMS

[illegible]

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands) 1975-76	1976-77	1977-78	1978-79	1979-80
TYPE					
1. Instructional	159.0	165.6	166.6	168.9	173.3
a. Lecture	22.1	22.1	24.1	24.1	24.1
b. Lab	65.2	71.8	70.8	73.1	77.5
c. Other	71.7	71.7	71.7	71.7	71.7
ASF/ d. [illegible]	154.3	155.7	156.0	157.8	192.3
2. Non-Instructional	17.2	18.4	20.6	23.6	23.9
Total	176.2	184.0	187.2	192.5	197.2
TITLE					
1. Owned	176.2	184.0	187.2	192.5	197.2
2. Leased					
Total	176.2	184.0	187.2	192.5	197.2
SOURCES OF NEW PLANT	(in $1,000)				
1. State	185.7	1020.3	336.1	451.4	
2. Local	115.3	724.6	208.6	270.2	
3. Other					
Total	301.0	1744.9	544.7	721.6	

FINANCIAL DATA (Per Unit of ADA):

[illegible]	Amount	Per ADA	Amount	Per ADA	%	General Purpose Tax	Expenditure ADA Total	% Adult	Assessed Value Per ADA	Current Expense Per ADA
[illegible]	[illegible]	1,2[illegible]	6,754,507	573	45	.6600	5,170	29	86,565	
[illegible]	6,654,[illegible]	1,2[illegible]	5,565,713	565	46	.6603	5,624	29	87,161	
[illegible]	7,[illegible],[illegible]47	1,[illegible]45	5,645,048	6[illegible]	49	.6647	5,959	29	98,891	
[illegible]	7,[illegible]	1,[illegible]	5,957,736	6[illegible]	49	.6565	6,059	29	99,437	
[illegible]	[illegible],36[illegible],30[illegible]	1,373	4,020,724	664	46	.6281	6,16[illegible]	30	106,469	
[illegible]	[illegible],301,[illegible]	1,475	4,334,574	637	43	.6400	6,[illegible]	[illegible]	113,159	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
[illegible]	3.5		48.1		43.2	4.8	0.2
[illegible]	5.[illegible]		42.9		46.5	4.5	

DISTRICT PLANNING PROFILE

DISTRICT: GROSSMONT

EDUCATIONAL SITE(S) DATA:

[illegible]	[illegible]	1975-76	1976-77	1977-78	[illegible]	1979-80
[illegible]	1	1	1	1	1	1
C + es						
[illegible]						
[illegible]						

STUDENT DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	1?,3??	[illegible]	1?,?0?	?0,373	21,111	21,79?
[illegible]	54.?	43.1	51.0	45.5	45.?	43.1
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	5,357	4,527	5,?27
[illegible]	[illegible]	[illegible]	[illegible]	[illegible] ?17	2?1,6??	2??,?16

PROGRAM DATA:

					1976-77		1977-78		1978-79		1979-80	
					AD	%	AD	%	AD	%	AD	%
[illegible]					1							
[illegible]	5.?	100.0		3								
[illegible]												
[illegible]	2.8			4								
[illegible]	10.3	37.4		14								
[illegible]	3.4	54.?		5								
[illegible]	1.?	100.0		3								
[illegible]	5.?	4.?										
[illegible]	5.?	7.6					5					
[illegible]	2.8	23.3										
[illegible]	3.?			4								
[illegible]	4.1	100.0		3	1		5					
[illegible]	2.4	100.0										
1400												
1500	13.4			9			1					
1600	0.1	100.0		1								
1700	5.7	1.2										
1800												
1900	5.?			6								
2000	4.1			1								
2100	3.3	100.0		5	3							
2200	14.1	1.0		3	1							
3000	0.5	100.0		1								
4900	1.6			7								
5500							5					
Total	100.2	[illegible]		10?	4		13					

PHYSICAL PLANT DATA:

[illegible]	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	[illegible]	[illegible]	[illegible]
TYPE:					
A. [illegible]	182.?	182.3	358.1	[illegible]	383.6
a. Lecture	43.1	43.1	63.8	63.8	63.8
b. Lab	65.2	65.2	153.0	153.0	153.0
c. Other	76.0	76.0	141.3	166.8	166.8
ASF/ [illegible] WSCH	98.3	95.8	171.9	176.7	170.3
B. Non-Instructional	87.5	87.5	123.2	124.6	124.6
Total	276.?	276.?	481.3	508.2	508.2
SITES:					
1. Campus(es)	276.8	276.8	381.3	508.2	508.2
2. Center(s)					
Total	276.8	276.8	381.3	508.2	508.2
FUNDING OF NEW PLANTS	(in $1,000)				
1. State	44.6	6162.8	4869.2	2157.3	
2. Local	277.8	?227.1	2509.6	806.0	
3. Other					
Total	?22.4	6??9.9	7378.6	2963.3	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
[illegible]	12,416,664	1,270	6,2??,610	647	51	.8910	5,7??	22	73,526	
[illegible]	14,974,574	1,401	6,876,614	674	46	.9993	10,??2	23	77,830	
[illegible]	16,415,815	1,454	8,1??,060	726	50	.9177	11,287	23	81,100	
[illegible]	17,327,929	1,509	8,716,012	759	50	.9787	11,481	23	86,505	
[illegible]	18,288,941	1,56?	9,251,686	75?	51	.8434	11,656	23	95,065	
[illegible]	19,?53,003	1,62?	9,821,527	?27	51	.8136	11,876	23	?8,902	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
[illegible]	4.4		52.6	0.1	39.7	1.6	0.5
1975-76	4.0		46.8	1.1	46.5	1.5	0.1

DISTRICT PLANNING PROFILE

T I [illegible]

O [illegible]

Campuses						
Centers						
Oth						

STUD[illegible] DA[illegible]

T[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	57.[illegible]	57.6
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	77,[illegible]65	79,1[illegible]
S[illegible] t[illegible]	[illegible]	4,[illegible]00	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

% of WSCH

PHYSICAL PLANT DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	192.0
[illegible]	[illegible]	[illegible]	[illegible]	24.[illegible]	24.8
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	82.0
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	85.2
[illegible]	[illegible]	[illegible]1.7	[illegible]	146.6	242.7
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	33.6
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	225.6
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	225.6
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	225.6
[illegible]	165.0		775.0		
[illegible]	367.1	3600.[illegible]	1517.0		
Other					
Total	[illegible]	[illegible]	[illegible]		

[illegible]ulation Model):

			State Aid			General Purpose Tax	[illegible] ADA		[illegible]
[illegible]	[illegible]	Per ADA	Amount	Per ADA	%		Total	% Adult	Per ADA
[illegible]	[illegible]	[illegible]	1,5[illegible]	[illegible]	[illegible]	.7[illegible]50	4,058	14	140,436
[illegible]	[illegible]	1,4[illegible]	1,677,70[illegible]	374	27	.7014	4,370	15	146,064
[illegible]	[illegible]	1,476	2,005,6[illegible]	[illegible]	[illegible]	.6712	4,61[illegible]	15	154,239
[illegible]	[illegible],450	1,530	[illegible]	446	[illegible]	.6455	4,6[illegible]0	15	163,2[illegible]1
[illegible]	7,564,[illegible]	1,5[illegible]	[illegible],173,485	455	[illegible]	.6[illegible]	4,77[illegible]	15	174,811
[illegible]	[illegible]	1,641	[illegible]	[illegible]	[illegible]	[illegible]	4,[illegible]50	15	185,760

[illegible] OF GENERAL FUND INCOME (Percent Distribution):

[illegible]	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
[illegible]	6.0	0.9	24.7	1.2	65.5	0.4	1.3
[illegible]-76	5.3		20.6	0.7	71.1	1.1	1.1

U N D

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	30.5	[illegible]	[illegible]	30.5	30.5
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	13.9
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	28.4
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	48.2
[illegible]	[illegible]	[illegible]	160.4	164.5	160.8
[illegible]	[illegible]	[illegible]	41.9	41.9	41.9
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					
[illegible]	157.3	132.4	132.4	132.4	132.4
[illegible]					
Total	157.3	132.4	132.4	132.4	132.4
[illegible]		([illegible])			
1. [illegible]	179.7		126.6		
2. Local	406.9		115.4		
3. Other					
Total	5?6.6		242.0		

[illegible] (Simulation Model):

	[illegible]		State Aid			General Purpose Tax	[illegible] ADA		Assessed Value Per ADA	[illegible] Per ADA
	[illegible]	Per ADA	Amount	Per ADA	%		Total	/ Adult		
[illegible]	[illegible]	[illegible]	1,7[illegible]	[illegible]	47	1.0640	[illegible]	12	8?,317	
[illegible]	[illegible]	[illegible]	3,[illegible]	675	44	.9167	3,17?	12	83,561	
[illegible]	4,[illegible]	[illegible]	[illegible]	[illegible]	4?	.?155	3,301	12	87,100	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	50	.7749	3,357	13	93,356	
[illegible]	[illegible]	[illegible]	[illegible]	704	50	.79??	3,416	13	100,000	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	50	.7044	3,472	13	106,358	

[illegible] (Percent Distribution):

[illegible]	Federal	Combined Federal-State	State	County	Local	Student Fees	Other
[illegible]	1?.1		47.2	1.8	35.6	2.0	
[illegible]	[illegible]		41.2	1.9	36.6	1.5	

DISTRICT PLANNING PROFILE

[illegible]: KERN

[illegible] DATA:

[illegible]	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
[illegible]	3	2	3	3	3	3
	1	1	1	1	1	1

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
[illegible]		18,168	19,542	20,485	20,843	21,278	21,624
[illegible]		41.4	41.[illegible]	41.[illegible]	41.3	41.3	41.2
[illegible]	[illegible]	179,364	191,914	200,466	203,840	207,449	210,322
[illegible]	[illegible]	2,273	2,567	2,720	2,744	2,786	2,805
[illegible]	[illegible]	14,274	14,[illegible]	15,314	15,623	16,638	17,093
[illegible]	[illegible]	195,[illegible]	209,[illegible]	213,520	222,207	226,875	230,220

PROGRAM DATA:

[illegible]	% of WSCH		NUMBER OF PROGRAMS											
					Implemented									
			1974-75		1975-76		1976-77		1977-78		1978-79		1979-80	
	[illegible]	[illegible]	All	OE	All	OE	All	OE	All	OE	All	OE	ALL	OE
[illegible]	0.5	100.0			12		2		1					
[illegible]	0.4				1									
[illegible]														
[illegible]	3.1				5		1							
[illegible]	5.9	99.0			21									
[illegible]	0.[illegible]	37.5			4				1					
[illegible]	0.4	100.0			2		1							
[illegible]	10.4	13.2			7		2							
[illegible]	5.6	55.2			26		6		1		2			
[illegible]	4.1	45.5			12		1		1					
[illegible]	2.1				[illegible]									
[illegible]	5.7	100.0			14		2							
[illegible]	2.5	97.6			7		1							
1400														
[illegible]	6.5				9									
1600	0.1	100.0			1						1			
1700	4.0				3									
[illegible]														
[illegible]	3.8				9									
[illegible]	4.2				4									
[illegible]	7.1	96.4			7		1							
[illegible]	10.4				12									
[illegible]	2.2	100.0			4									
4900	4.3				3									
5500	1.1	100.0			15									
Total	99.8	38.4			184		17		4		3			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	406.3	424.9	456.6	501.5	503.6
a. Lecture	66.7	69.5	78.7	86.3	86.3
b. Lab	157.6	168.5	190.3	212.9	215.0
c. Other	182.0	186.9	187.6	202.3	202.3
d. ASF/ 100 WSCH	208.9	209.1	221.0	238.5	236.3
2. Non-Instructional	141.5	148.9	160.3	166.1	166.7
Total	547.8	573.8	616.9	667.6	670.3
SITE:					
1. Campus(es)	545.1	545.1	608.3	659.3	662.1
2. Center(s)	2.6	2.6	6.5	8.5	8.5
Total	547.7	547.7	616.8	667.8	670.6
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	740.1	195.5	330.2	301.4	
2. Local	1189.2	1674.3	3842.1	765.1	
3. Other					
Total	1929.3	1869.8	4172.3	1066.5	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	12,455,549	1,128	4,272,594	387	34	.5861	11,044	19	131,584	
1975-76	13,780,209	1,157	4,623,016	398	34	.5322	11,907	20	139,011	
1976-77	15,365,603	1,223	5,519,217	439	36	.5186	12,569	20	144,859	
1977-78	16,462,852	1,288	5,774,801	452	35	.5161	12,784	20	155,241	
1978-79	17,604,091	1,353	6,006,991	462	34	.5134	13,010	20	166,273	
1979-80	18,754,385	1,419	6,291,422	476	34	.5105	13,221	20	176,709	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	7.2		36.0	1.4	54.3	0.4	0.6
1975-76	3.8		28.6	1.7	64.2	0.6	0.1

DISTRICT PLANNING PROFILE

[illegible]: LAKE TAHOE

[illegible] DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]		1	1	1	1	1
[illegible]						
[illegible]						
[illegible]						

STUDENT DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]						
[illegible]		51.6	51.6	51.?	50.?	50.4
[illegible]		?,?60	3,375	4,1?0	4,625	4,?05
[illegible]		4,500	?,000	?,500	10,500	10,?00
[illegible]		7,400	11,375	13,630	15,125	15,605

PROGRAM DATA:

[illegible]	[illegible]		NUMBER OF PROGRAMS											
			[illegible]		Implemented									
					[illegible]		1976-77		[illegible]		[illegible]		[illegible]	
	A	?A	All	OE	All	OE	All	OE	All	OE	All	OE	All	OE
[illegible]														
[illegible]														
[illegible]														
[illegible]														
[illegible]														
[illegible]														
[illegible]														
[illegible]														
[illegible]														
1000														
1100														
1200														
1300														
1400														
1500														
1600														
1700														
1800														
1900														
2000														
2100														
2200														
3000														
4900														
5300														
Total														

PHYSICAL PLANT DATA:

[illegible]	ASSIGNABLE SQUARE FEET (in thousands)				
	[illegible]	1976-77	[illegible]	1978-79	1979-80
TYPE:					
1. Instructional					
a. Lecture					
b. Lab					
c. Other					
d. ASF/ 100 WSCH					
2. Non-Instructional					
Total					
SITE:					
1. Campus(es)					
2. Center(s)					
Total					
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State			208.0	468.5	
2. Local			548.3	1235.2	
3. Other					
Total			756.3	1703.7	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75										
1975-76										
1976-77										
1977-78										
1978-79										
1979-80										

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75			99.2		0.8		
1975-76	3.9		5.6	1.2	84.2	5.1	

[illegible] PROFILE

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STUDEN

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all
1973
% Distr
of WSCH

PHYSICAL PLANT DATA

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	24.7
[illegible]	[illegible]	[illegible]	[illegible]	30.[illegible]	10.3
[illegible]	[illegible]	[illegible]	6.6	36.7	30.0
[illegible]	[illegible]	[illegible]	6.8	34.5	34.2
[illegible]	[illegible]	[illegible]	111.[illegible]	177.[illegible]	175.0
[illegible] ASA	[illegible]	[illegible]	74	37.[illegible]	52.5
[illegible]	7[illegible].4	71.4	[illegible]	111.[illegible]	127.2
[illegible]	76.4	76.4	85.9	111.9	127.2
[illegible]	76.4	76.4	85.9	111.9	127.2
[illegible]	776.[illegible]	917.0	1,[illegible].0	1300.0	
[illegible]	.52.2	1020.0	1779.[illegible]	145.7	
Total	1141.6	4[illegible]7.0	3061.[illegible]	1532.7	

N [illegible] Simulation Model):

		[illegible] ASA				General Purpose Tax	[illegible] ASA		Assessed Value Per ASA	[illegible] Per ASA
		Per ASA	Amount	Per ASA	%		Total	% [illegible]		
[illegible]	[illegible]	1,[illegible]	[illegible]	770	[illegible]	.3[illegible]	[illegible]	12	[illegible]	
[illegible]	[illegible]	1,2[illegible]	[illegible]	7[illegible]	7[illegible]	.39[illegible]	2,729	11	26,1[illegible]	
[illegible]	[illegible]	1,1[illegible]	[illegible]	1,021	[illegible]	.4109	2,[illegible]	17	27,310	
[illegible]	[illegible]	1,216	[illegible]	1,075	[illegible]	.4717	3,00[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	1,2[illegible]	[illegible],445,17[illegible]	1,1[illegible]	[illegible]	.4364	3,[illegible]4	12	31,374	
[illegible]	4,[illegible]	1,2[illegible]	3,679,2[illegible]	1,13[illegible]	[illegible]	.4[illegible]4	3,104	12	[illegible]	

[illegible] (Percent Distribution):

[illegible]	Federal	[illegible] Federal-State	State	County	Local	Student Charges	Other
[illegible]	1[illegible]		6[illegible].2	7.1	16.0	1.4	
[illegible]	15.7		70.2	2.5	13.6	1.1	

DISTRICT PLANNING PROFILE

[illegible] LONG BEACH

E CA [illegible]

TUD [illegible]

[illegible] E [illegible] t me	[illegible]	7,[illegible]	[illegible]	[illegible],977	[illegible]	[illegible]
[illegible]	[illegible]	44.1	[illegible]	[illegible].6	43.5	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	4,5[illegible]	[illegible]	4,5[illegible] [illegible],210	[illegible]

[illegible]	1.7	47.[illegible]	[illegible]				
[illegible]	[illegible].3	1.7					
[illegible]	[illegible]	130.6	2[illegible]				
Total	100.0	[illegible]	11[illegible]	5	7	1	

PHYSICAL PLANT DATA

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	396.2
a. [illegible]	[illegible]	71.4	71.4	71.4	71.4
b. [illegible]	1[illegible].0	192.5	192.5	192.5	192.5
c. [illegible]	1[illegible].4	132.3	132.3	132.3	132.3
ADT/ d. [illegible]	184.7	1[illegible].9	1[illegible]7.7	186.6	186.0
Non-Instructional	15[illegible]	165.1	165.1	165.1	165.1
[illegible]	542.[illegible]	561.3	561.3	561.3	561.3
[illegible]					
1. [illegible]	542.8	561.3	561.3	561.3	561.3
2. [illegible]					
Total	542.8	561.3	561.3	561.3	561.3
[illegible] OF NEW PLANT		([illegible])			
1. [illegible]		1317.6			
2. [illegible]	146.3	1353.3			
3. Other					
Total	146.3	2670.9			

FINANCIAL DATA ([illegible] Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	[illegible] Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
[illegible]	17,7[illegible]	1,177	7,[illegible]	516	44	.7137	15,111	26	94,972	
[illegible]	20,2[illegible],941	1,2[illegible]	9,159,303	57[illegible]	45	.7802	16,344	25	92,251	
[illegible]	[illegible],421,[illegible]	[illegible]	10,[illegible],256	[illegible]	49	.6738	17,255	25	96,118	
[illegible]	2[illegible],897,[illegible]	[illegible]	11,600,[illegible]	661	49	.6595	17,554	26	102,984	
[illegible]	25,421,[illegible]	[illegible]	1[illegible],970,110	[illegible]	48	.6460	17,969	26	110,274	
[illegible]	[illegible],259,[illegible]	[illegible]	[illegible]	[illegible]	49	.6328	19,160	26	117,188	

SOURCES OF GENERAL [illegible] (Percent Distribution):

Fiscal Year	Federal	Shared Federal-State	State	County	Local	Student Charges	Other
[illegible]	5.7		41.[illegible]	0.2	51.6	0.4	0.2
[illegible]	5.4		43.0	0.2	50.6	0.3	0.5

DISTRICT PLANNING PROFILE

[illegible] LOS ANGELES

STUD[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]					
[illegible]	1544.[illegible]	[illegible]	[illegible]	[illegible]	2154.4
[illegible]	[illegible]	[illegible]	356.[illegible]	356.[illegible]	363.5
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	383.3
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	307.6
[illegible]	[illegible]	[illegible].7	151.1	151.[illegible]	151.7
[illegible]	[illegible]	[illegible]	[illegible]	956.1	971.4
[illegible]	[illegible]	[illegible]	3073.[illegible]	[illegible]	3125.8
[illegible]	[illegible]	[illegible]	307[illegible]	[illegible]	3125.8
[illegible]	3096.4	[illegible]	3073.0	[illegible]099.0	3125.6
[illegible]	([illegible] $[illegible])				
[illegible]	[illegible].7	759.8	1830.9	25650.1	
[illegible]	[illegible].4	3514.0	10136.1	3795.4	
Other					
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]445.[illegible]	

FINANCIAL [illegible] (Simulation Model):

Fiscal Year	Local Revenue Amount	Per ADA	State Aid Amount	Per ADA	%	General Purpose Tax	Resident ADA Total	% ADA	Assessed Value Per ADA	Current Expense Per ADA
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	35	.5875	[illegible]4,442	[illegible]	156,901	
[illegible]	113,544,[illegible]	1,[illegible]	[illegible],681,545	364	27	.5785	91,433	19	154,425	
[illegible]	[illegible]	[illegible]	[illegible]	397	30	.5579	96,506	[illegible]	160,96[illegible]	
[illegible]	133,719,611	1,[illegible]	40,[illegible]21,667	417	29	.5440	98,153	19	172,479	
[illegible]	1[illegible],104,9[illegible]	1,[illegible]	4[illegible],[illegible]84,591	434	29	.5302	[illegible],598	19	184,736	
[illegible]	150,[illegible]	1,[illegible]42	44,[illegible]	[illegible]	[illegible]	.5219	101,51[illegible]	[illegible]	19[illegible],343	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charge	Other
[illegible]	7.[illegible]	27.[illegible]	27.3	0.2	62.5	0.9	0.5
[illegible]75-76	1.0		23.4	0.1	74.3	0.4	0.7

DISTRICT PLANNING PROFILE

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	719.1	742.0
[illegible]	[illegible]	[illegible]	[illegible]	136.9	136.9
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	273.9
[illegible]	[illegible]	154.6	[illegible]	165.3	165.3
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	296.4
[illegible]	[illegible]	[illegible]	977.0	[illegible]	1045.4
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1034.7
[illegible]	17.0	10.7	[illegible]	[illegible]	10.7
[illegible]	852.0	[illegible]	997.0	[illegible]	1045.4
[illegible]	[illegible]	5765.4	[illegible]	[illegible]	
[illegible]	[illegible]	4451.0	5544.7	91.6	
Total	[illegible]	[illegible]	7094.1	[illegible]	

FINANCIAL DATA [illegible] (Evaluation Models):

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	77,511
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	14	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	14	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	14	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	14	34,351
[illegible]	[illegible]	1,490	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

SOURCES OF OPERATING FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Tuition	Other
[illegible]	4.7		55.4	2.5	35.[illegible]	2.5	1.3
[illegible]	5.2		52.[illegible]	2.1	36.1	2.1	2.4

DISTRICT

EDUCATION SITES D-

Centers
Other

STUDENT DATA
CATEGORY
Total Fall [illegible]
F [illegible] t
Day
Ag
[illegible] ly
[illegible] t dent C

PRO D

[illegible]	[illegible]	[illegible]	[illegible]	115.5
[illegible]	[illegible]	37.4	[illegible]	39.5
[illegible]	[illegible]	[illegible]	[illegible]	150.0
[illegible]	[illegible]	[illegible]	[illegible]	151.0
[illegible]	[illegible]	[illegible]	[illegible]	241.5
[illegible]	[illegible]	147.5	[illegible]	151.5
[illegible]	[illegible]	[illegible]	[illegible]	467.0
[illegible]	[illegible]	[illegible]	[illegible]	467.0
[illegible]	[illegible]	466.1	[illegible]	467.0

[illegible]	[illegible]	[illegible]	[illegible]
2755.1	1164.[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	5771.4

FIN [illegible] Model:

		State Aid				General Purpose Tax	Property ADA		Assessed Value Per ADA	Current Expense Per ADA
		Per ADA	Amount	Per ADA	%		Total	$ Adult		
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	7,156	[illegible]	134,571	
[illegible]	10,65[illegible]	1,[illegible]67	5,394,616	45[illegible]	31	.7103	7,72[illegible]	19	135,348	
[illegible]	[illegible]	[illegible]	[illegible]	43[illegible]	[illegible]	.67[illegible]0	[illegible]	[illegible]	141,06[illegible]	
[illegible]	[illegible]	1,474	4,9[illegible],400	[illegible]	33	[illegible]	[illegible]	[illegible]	151,184	
[illegible]	13,067,[illegible]	[illegible]	4,27[illegible],712	[illegible]	[illegible]	[illegible]	6,511	19	161,[illegible]44	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	172,1[illegible]	

[illegible] INCOME (Percent Distribution):

	[illegible]	Shared Federal-State	State	County	Local	Student Charges	Other
[illegible]	1.[illegible]	1.6	26.3	0.3	66.2	2.9	0.9
[illegible]	1.7	1.7	22.1	0.3	70.0	3.5	0.7

[illegible] (Percent Distribution):

[illegible]	Federal	[illegible]	[illegible]	[illegible]	Local	[illegible]	[illegible]
[illegible]	6.[illegible]		13.[illegible]	13.5	65.0	6.4	[illegible]
[illegible]	[illegible]		14.[illegible]	15.0	[illegible]	0.4	[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	106.2
[illegible]	[illegible]	[illegible]	67.2	67.2
[illegible]	[illegible]	[illegible]	[illegible]	275.6
[illegible]	[illegible]	[illegible]	73.1	71.6
[illegible]	[illegible]	[illegible]	270.4	284.4
[illegible]	[illegible]	244.5	264.7	268.7
[illegible]	15.7	15.7	15.7	15.7
[illegible]	[illegible]	260.[illegible]	280.4	284.4

[illegible]	734.[illegible]	1016.0	1269.[illegible]	305.2
[illegible]	[illegible]	659.3	870.4	105.0
Total	347.4	2575.3	2139.6	410.2

	[illegible]	[illegible] ADA	Amount	Per ADA	%	General Purpose Tax	Resident ADA Total	Resident ADA % Adult	Assessed Value Per ADA	Current Expense Per ADA
[illegible]	[illegible]	1,080	[illegible]	[illegible]	65	.6162	5,071	19	65,475	
[illegible]	6,684,[illegible]	1,145	3,979,308	729	60	.6972	5,823	19	65,533	
[illegible]	7,4[illegible]	1,211	4,645,606	788	65	.6030	6,146	19	68,297	
[illegible]	7,283,977	1,277	5,163,716	826	65	.5998	6,251	19	73,194	
[illegible]	[illegible],54[illegible],987	1,343	5,497,567	863	64	.5959	6,361	19	78,402	
[illegible]	9,107,194	1,409	5,[illegible],751	902	64	.5915	6,464	19	83,324	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	5.0	0.7	59.8	2.8	29.9	0.5	1.3
1975-76	3.1	0.8	54.2	3.0	37.1	0.8	1.1

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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	139.1
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	96.3
[illegible]	79.1	79.1	[illegible]	79.1	79.1
[illegible]	64.7	64.7	64.7	64.7	64.7
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	264.5
Noninstructional	65.4	65.4	[illegible]	[illegible]	67.3
Total	261.5	261.5	[illegible]	[illegible]	266.4
Sites:					
1. [illegible]	261.5	[illegible]	[illegible]	266.4	266.4
2. [illegible](s)					
Total	261.5	261.5	[illegible]	266.4	266.4
FUNDING OF NEW FACILITIES		($ in [illegible])			
1. State		372.8			
2. Local		761.3	248.1		
3. Other					
Total		1134.1	248.1		

FINANCIAL DATA (For Simulation Model):

Fiscal Year	[illegible]		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1970-71	6,252,959	977	4,576,630	715	73	.4274	6,401	17	61,246	
1971-72	7,702,647	1,076	4,949,509	736	64	.5776	7,156	17	66,289	
1972-73	8,627,329	1,142	6,000,244	795	70	.4932	7,552	17	69,094	
1973-74	9,280,435	1,208	6,393,673	833	69	.4977	7,680	18	74,057	
1974-75	9,959,358	1,274	6,794,259	869	68	.5010	7,815	18	79,328	
1975-76	10,645,377	1,340	7,216,704	909	68	.5027	7,942	18	84,304	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	7.8	0.3	62.1	1.2	24.4	2.4	1.8
1975-76	7.3	0.2	61.3	0.7	26.5	2.1	2.0

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Total	% A[illegible]	[illegible] Per ADA	[illegible] For ADA
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	47	[illegible]	[illegible]	17	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	102,991	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	49	[illegible]	[illegible]	[illegible]	111,341	
[illegible]	[illegible]	[illegible]	[illegible]	709	[illegible]	[illegible]	14,987	19	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	710	49	[illegible]	[illegible]	[illegible]	[illegible]	

[illegible] (Percent Distribution):

[illegible]	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
[illegible]	[illegible]		50.3	1.4	42.9	1.4	0.6
[illegible]	[illegible]		42.5	1.3	51.3	1.3	0.5

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	9.9
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	99.8
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	99.5
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	94.6
[illegible]	[illegible]	[illegible]	[illegible]	29.0	33.5
[illegible]	112.1	112.1	112.1	112.1	121.7
[illegible]	112.1	112.1	112.1	112.1	121.7
Total	112.1	112.1	112.1	112.1	121.7
Local			55.7	876.4	
Other					
Total			55.7	876.4	

FINANCIAL DATA [illegible] Simulation Model):

Fiscal Year	[illegible] Actual	[illegible] Per ADA	State Aid Actual	State Aid Per ADA	State Aid %	General Purpose Tax	[illegible] ADA Total	[illegible] ADA % [illegible]	Assessed Value Per ADA	[illegible]
[illegible]	1,340,069	1,127	221,357	187	16	.7186	1,186	21	171,567	
[illegible]	1,709,026	1,292	258,173	201	15	.6293	1,307	22	180,840	
[illegible]	[illegible]	1,347	[illegible]	[illegible]	[illegible]	.6627	1,401	22	187,791	
[illegible]	2,063,349	1,406	314,332	225	17	.5925	1,425	22	201,245	
[illegible]	2,127,240	1,466	332,049	230	16	.5865	1,451	22	215,427	
[illegible]	2,250,046	1,5[illegible]6	335,932	228	15	.5759	1,474	22	220,030	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Income	Other
1974-75	14.2		19.6	6.1	58.1	1.7	9.3
1975-76	11.7		8.2	4.7	74.4	0.8	0.2

DISTRICT PLANNING PROFILE

[illegible] DATA

	[illegible]	[illegible]	[illegible]	[illegible]	1978-79	197[illegible]
[illegible]		1	1	1	1	1

[illegible]		[illegible]	11,179	[illegible]	12,365	12,362
[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]		1,130	1,480	[illegible]	1,409	1,459
[illegible]		[illegible]	[illegible]	101,525	[illegible]	37,374

PROGRAM [illegible]

PHYSICAL PLANT DATA:

[illegible]	ASSIGNABLE SQUARE [illegible]				
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	77.9	77.9
[illegible]	[illegible]	34.[illegible]		64.[illegible]	14.8
[illegible]	34.5	[illegible]	10.5	55.5	58.5
[illegible]	[illegible]	11[illegible]	190.[illegible]	137.[illegible]	123.9
[illegible]	[illegible]	[illegible]	[illegible]	64.0	64.0
[illegible]	[illegible]	[illegible]	196.0	196.0	196.0
[illegible]					
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	196.0
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	196.0
[illegible]	([illegible])				
[illegible]	270.1	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
Total	[illegible]	[illegible]	940.0	1337.7	

[illegible]

[illegible]	[illegible]		State Aid			General Purpose [illegible]	[illegible] Aid		[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]			Total	[illegible]		
[illegible]	[illegible]	3,991	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	73,120	
[illegible]	[illegible]	[illegible]	3,293,[illegible]	[illegible]	[illegible]	[illegible]	4,[illegible]	[illegible]	74,[illegible]	
[illegible]	[illegible]	[illegible]	3,375,[illegible]	[illegible]	[illegible]	[illegible]	5,[illegible]	[illegible]	77,461	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	4,456,[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

[illegible] (Percent Distribution):

Fiscal Year	Federal	[illegible]	State	County	Local	Student Charges	Other
[illegible]	6.7		53.6	0.3	35.0	1.4	(0.03)
[illegible]	3.9		57.0	0.1	37.3	1.6	(0.02)

DISTRICT PLANNING PROFILE

DISTRICT: NORTH ORANGE

PHYSICAL PLANT DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Type:					
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	696.1
a. [illegible]	154.0	[illegible]	[illegible]	[illegible]	158.8
b. [illegible]	297.0	327.2	325.6	328.3	328.3
c. [illegible]	211.2	229.0	229.0	229.0	229.0
d. Sup. Plant	[illegible]	[illegible]	170.9	171.[illegible]	167.4
Instructional	194.3	211.6	215.4	214.5	214.5
Total	836.9	843.5	910.1	910.6	910.6
Site:					
1. [illegible]	836.9	843.5	910.1	910.6	910.6
2. [illegible]					
Total	836.9	843.5	910.1	910.6	910.6
SOURCES OF [illegible]		(in $[illegible])			
1. State	968.0	1350.5	473.1		
2. Local	633.6	614.8	305.[illegible]		
3. Other					
Total	1601.6	2975.3	761.[illegible]		

FINANCIAL DATA (Simulation Model):

Fiscal Year	[illegible] Amount	Per ADA	State Aid Amount	Per ADA	%	General Purpose Tax	Per Capita ADA Total	% Adul	Assessed Value Per ADA	Current Expense Per ADA
[illegible]	[illegible],101,534	975	13,676,156	559	57	.4691	22,674	[illegible]	91,785	
[illegible]	[illegible],130,251	1,044	14,139,681	592	56	.4635	24,244	23	95,[illegible]	
[illegible]	[illegible],497,718	1,110	16,304,767	637	57	.4614	25,59[illegible]	23	99,857	
[illegible]	[illegible],015,407	1,176	17,[illegible]94,552	664	[illegible]	.[illegible]	[illegible],[illegible]34	23	106,[illegible]	
[illegible]	[illegible]	1,[illegible]	1[illegible],092,051	690	56	.4703	26,408	23	114,[illegible]	
[illegible]	[illegible],828,519	1,30[illegible]	19,359,178	719	55	.4726	26,322	23	1[illegible],769	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.5		47.3	3.9	41.7	2.3	0.2
1975-76	4.5		45.4	4.0	43.5	2.3	0.3

DISTRICT PLANNING PROFILE

PHYSICAL PLANT DATA

92.5
11.8
39.3
41.4
218.7
28.4
120.9
120.9
120.9

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	,01.6
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	48.5
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.30.5
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	120.6
[illegible]	[illegible]	[illegible]	[illegible]	177.7	197.6
[illegible]	[illegible]	[illegible]	[illegible]	114.9	106.7
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	400.3
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	408.3
[illegible]	[illegible]	109.4	[illegible]	[illegible]	408.3
[illegible]	[illegible]	1665.9	1417.[illegible]	1652.4	
[illegible]	.666.7	1711.4	1252.4	3455.9	
Other					
Total	4821.0	[illegible]	3670.[illegible]	5107.[illegible]	

FINANCIAL [illegible] (Simulation Model):

Year	Actual	Per ADA	Actual	Per ADA	%	General Purpose Tax	Total	% [illegible]	Value Per ADA	[illegible] Per ADA
[illegible]	7,105,874	1,018	3,870,341	556	54	.4169	7,034	14	111,09[illegible]	
[illegible]	[illegible]	1,044	4,5[illegible],173	621	[illegible]	.5337	6,188	14	100,779	
[illegible]	[illegible]	1,150	6,022,679	698	61	.4397	[illegible]	14	105,845	
[illegible]	10,6[illegible]	[illegible]	[illegible]	729	60	[illegible]	[illegible],767	14	118,597	
[illegible]	11,460,106	1,032	6,773,439	758	[illegible]	.4600	[illegible]	14	120,620	
[illegible]	[illegible]	[illegible]	7,172,[illegible]	[illegible]	[illegible]	.4918	[illegible],056	14	1[illegible],197	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
[illegible]	5.9		46.6	8.9	34.0	3.7	1.0
[illegible]-75	7.7	0.1	40.4	8.1	39.9	2.8	0.8

STU[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	40.[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5,731
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible],731

PROGRAM DATA:

					Number of Programs									
							Implemented							
							1976-77		1977-78		1978-79		1979-80	
							ALL	OE	ALL	OE	ALL	OE	ALL	OE
[illegible]														
[illegible]	[illegible].7													
[illegible]	[illegible]	[illegible]			2									
[illegible]	[illegible]													
[illegible]	[illegible].9	[illegible]			1									
[illegible]	14.8				1									
[illegible]	6.[illegible]	40.2			1									
[illegible]	[illegible].1				1									
[illegible]	5.4				1									
[illegible]	4.[illegible]	10.2			1									
[illegible]	0.7													
1490														
[illegible]	10.1				2									
[illegible]														
[illegible]	4.9				1									
[illegible]														
[illegible]	5.4				1									
[illegible]	5.7				1									
[illegible]	1.5	20.[illegible]			1									
[illegible]	8.1													
[illegible]	0.9													
4950	5.4													
[illegible]					1									
Total	100.0	20.0			[illegible]0									

PHYSICAL PLANT DATA:

[illegible]	ASSIGNABLE SQ. FEET (in thousands)				
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
TYPE:					
1. Instructional	17.1	23.7	23.7	23.7	23.7
a. Lecture	2.7	2.7	2.7	2.7	2.7
b. Lab	8.1	14.7	14.7	14.7	14.7
c. Other	6.3	6.3	6.3	6.3	6.3
ASF/ d. 100 WSCH	223.2	289.1	286.4	279.1	271.4
2. Non-Instructional	5.5	6.1	6.1	6.1	6.1
Total	22.6	29.8	29.8	29.8	29.8
SITE:					
1. Campus(es)	22.6	29.8	29.8	29.8	29.8
2. Center(s)					
Total	22.6	29.8	29.8	29.8	29.8
FUNDING OF NEW PLANT:		(in $1,000)			
1. State	196.6				
2. Local	237.9				
3. Other					
Total	434.5				

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	527,236	1,452	282,467	778	54	.5070	363	26	138,856	
1975-76	563,221	1,560	276,989	767	49	.4367	361	29	160,877	
1976-77	612,846	1,609	285,079	748	47	.4589	381	29	167,675	
1977-78	641,696	1,658	292,846	757	46	.4456	387	29	179,932	
1978-79	673,299	1,709	296,592	753	44	.4405	394	29	192,641	
1979-80	706,029	1,761	301,059	751	43	.4380	401	29	204,421	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	12.1		49.4	0.3	37.6	0.4	0.1
1975-76	11.0		44.3	0.3	42.0	2.4	

[illegible]	[illegible]	[illegible]	[illegible]	A	OC	A	OC	A	OC	A	OC
[illegible]	[illegible]	[illegible]									
[illegible]	[illegible]	[illegible]									
[illegible]	[illegible]	100.0									
[illegible]	16.[illegible]	[illegible]	4								
[illegible]	5.[illegible]	36.[illegible]	[illegible]	[illegible]							
[illegible]	11.[illegible]	70.[illegible]	7								
[illegible]	3.[illegible]										
[illegible]	[illegible].7	36.[illegible]	[illegible]	1							
[illegible]	4.[illegible]	16.[illegible]	3								
[illegible]	3.7	77.7	[illegible]								
[illegible]	10.3	[illegible]	5								
[illegible]	0.[illegible]	100.0	1								
[illegible]	4.[illegible]	2.5	[illegible]								
[illegible]											
[illegible]	[illegible].7	[illegible]	[illegible]								
[illegible]	4.0	7.5	1								
[illegible]	1.[illegible]	100.0	2								
[illegible]	9.[illegible]	1.[illegible]	[illegible]								
[illegible]	5.4	35.6	2								
[illegible]	5.1		1			1					
[illegible]	0.[illegible]	100.0	1								
Total	100.4	50.1	[illegible]	5		2		1			

PHYSICAL PLANT DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					
1. [illegible]	368.4	368.4	372.6	372.6	371.6
a. [illegible]	67.1	67.1	67.1	67.1	62.8
b. [illegible]	160.6	160.6	161.8	161.8	157.2
c. Other	140.7	140.7	143.7	143.7	151.6
d. [illegible]	165.1	164.0	166.9	166.1	165.2
2. Non-Instructional	150.0	150.0	145.6	145.6	159.7
Total	518.4	518.4	518.2	518.2	531.3
[illegible]					
1. [illegible](es)	518.4	518.4	518.2	518.2	531.3
2. Center(s)					
Total	518.4	518.4	518.2	518.2	531.3
FUNDING OF NEW PLANT		(in $1,000)			
1. State	218.4	599.3	4696.9		
2. Local	90.3	247.8	1941.8		
3. Other					
Total	308.7	847.1	6639.7		

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	[illegible] Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	17,776,801	1,183	9,664,395	643	54		15,027	29	61,759	
1975-76	20,446,966	1,258	10,312,819	653	50	.8912	16,252	29	69,894	
1976-77	22,619,571	1,318	12,209,209	711	54	.8365	17,161	29	72,811	
1977-78	24,073,462	1,379	13,005,838	745	54	.8040	17,462	29	77,996	
1978-79	25,594,275	1,440	13,817,416	777	54	.7828	17,778	29	83,504	
1979-80	27,119,595	1,501	14,679,579	[illegible]	54	.7627	18,066	29	85,747	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	7.6	0.1	51.8	3.2	34.7	2.9	0.3
1975-76	9.2		46.0	2.8	39.6	2.1	0.2

DISTRICT PLANNING PROFILE

DISTRICT: PERALTA

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	5	5	5	5	5	5
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		30,675	32,011	33,029	33,348	33,704	33,997
% Full-time							
[illegible]		64.5	63.6	63.0	63.1	63.0	62.7
Median Age							
Weekly Student Contact Hours	Credit	328,072	344,072	351,603	355,329	358,269	367,853
	Noncredit						
	Other	22,729	20,839	20,072	19,922	19,472	14,947
	Total	[illegible]	[illegible]	[illegible]	[illegible]	377,741	382,800

PROGRAM DATA:

[illegible]	%	%	Planned All	Planned GE	1975-76 All	1975-76 GE	1976-77 All	1976-77 GE	1977-78 All	1977-78 GE	1978-79 All	1978-79 GE	1979-80 All	1979-80 GE
[illegible]	5.[illegible]	20.[illegible]			2				4					
[illegible]														
					1		1							
[illegible]	4.7				[illegible]									
[illegible]	3.6	[illegible].5			[illegible]		1		1					
[illegible]	0.[illegible]				[illegible]		1							
[illegible]	1.6	[illegible].5			[illegible]									
[illegible]	[illegible].2	[illegible]			[illegible]									
[illegible]	[illegible]	26.[illegible]			[illegible]									
[illegible]	10.5	25.5			21		[illegible]							
[illegible]	0.7				18									
[illegible]	2.0	22.4			12		1							
[illegible]	0.7	100.0			6		1							
[illegible]	0.[illegible]													
[illegible]	0.5				15		1							
[illegible]					1		1							
[illegible]	5.[illegible]				4									
[illegible]														
[illegible]	4.1				14		1							
[illegible]	2.9				5									
[illegible]	1.4	100.0			5				1					
[illegible]	11.6				7		[illegible]		1		1			
[illegible]	4.5	[illegible]			7						1			
[illegible]	3.[illegible]	6.7			14		1							
[illegible]	4.2	100.0			21									
Total	100.0	47.[illegible]			227		13		4		2			

PHYSICAL PLANT DATA:

CATEGORY	1975-76	1976-77	1977-78	1978-79	1979-80
	ASSIGNABLE SQUARE FEET (In thousands)				
TYPE:					
1. Instructional	540.0	621.4	666.3	695.5	748.1
a. Lecture	110.9	114.0	114.6	118.7	122.6
b. Lab	274.4	293.3	317.0	342.1	367.7
c. Other	155.5	214.2	234.7	234.7	257.8
ASF/ d. LRC [illegible]	157.2	176.7	187.2	194.1	203.4
2. Non-Instructional	321.6	329.6	327.7	325.7	364.0
Total	862.4	945.0	994.0	1021.2	1112.1
SITE:					
1. Campus(es)	862.4	945.0	994.0	1021.2	1112.1
2. Center(s)					
Total	862.4	945.0	994.0	1021.2	1112.1
FUNDING OF NEW PLANT:	(In $1,000's)				
1. State	2569.7	3224.3	4178.0	586.2	
2. Local	2921.7	2687.6	4741.7	4022.0	
3. Other					
Total	5491.4	5911.9	8919.7	4608.2	

FINANCIAL DATA (CCD [illegible] Simulation Model):

Fiscal Year	Revenue Limit Amount	Revenue Limit Per ADA	State Aid Amount	State Aid Per ADA	State Aid %	General Purpose Tax	Resident ADA Total	Resident ADA % Adult	Assessed Value Per ADA	Current Expense Per ADA
[illegible]	[illegible]	1,111	12,411,156	594	53	.6900	20,891	17	94,161	
[illegible]	25,395,049	1,177	14,056,717	652	55	.5460	21,570	18	92,156	
[illegible]	28,052,834	1,241	15,967,237	701	57	.5371	22,766	18	96,046	
[illegible]	30,225,148	1,305	16,963,672	733	56	.5311	23,154	18	102,336	
[illegible]	32,274,756	1,370	17,964,765	762	56	.5250	23,562	18	110,257	
[illegible]	34,547,293	1,434	[illegible]	775	55	.5125	23,946	[illegible]	117,16[illegible]	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1976-77	11.1		45.6	0.2	42.3	1.0	(0.3)
1977-78	11.7		40.8	0.1	46.5	1.0	0.3

DISTRICT PLANNING PROFILE

DISTRICT: RANCHO SANTIAGO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

ENROLLMENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		[illegible],021	24,537	26,113	27,979	28,041	28,975
[illegible]							
[illegible]		37.4	36.4	36.1	35.8	35.6	35.4
Weekly	[illegible]	25[illegible]	249,047	[illegible]	212,036	222,186	229,805
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	12,000	10,000	10,000
[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

PROGRAM DATA:

[illegible]

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	220.5	220.5	220.5	262.6	262.6
a. Lecture	48.4	48.4	48.4	58.0	58.0
b. Lab	101.7	101.7	101.7	123.2	123.2
c. Other	70.4	70.4	70.4	81.4	81.4
ASF/ 100 WSCH	120.5	159.5	104.0	118.2	123.0
2. Non-Instructional	89.0	89.0	89.0	99.5	99.5
Total	309.5	309.5	309.5	362.1	362.1
SITE:					
1. Campus(es)	309.5	309.5	309.5	362.1	362.1
2. Center(s)					
Total	309.5	309.5	309.5	362.1	362.1
COSTING OF NEW PLANTS	(in $1,000's)				
1. [illegible]	206.8	1156.0	238.6	3139.6	
2. [illegible]	149.1	1999.2	4382.5	1505.5	
3. Other					
Total	355.9	3155.2	4621.1	4645.1	

FINANCIAL [illegible]:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	External Funding [illegible]	Total ADA	% Adult	Assessed Value Per ADA	Current Expense Per ADA
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	106,875	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Student Charges	Other
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

DISTRICT PLANNING PROFILE

DISTRICT: REDWOODS

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		6,992	6,965	6,865	6,795	6,920	7,000
% Full-time							
% Day		59.3	63.1	62.6	62.4	62.2	62.0
Median Age							
Weekly Student Contact Hours	[illegible]	76,954	76,662	77,782	76,985	78,401	79,308
	[illegible]						
	Other	9,048	9,013	6,662	6,594	6,715	6,792
	[illegible]	[illegible]	85,675	84,444	83,579	85,116	86,100

PROGRAM DATA:

TOP	Fall WSCH %		[illegible]		Number of Programs Implemented 1975-76		1976-77		1977-78		1978-79		1979-80	
	All	OE	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
[illegible]	[illegible]	[illegible]			7									
[illegible]					1									
[illegible]	6.9													
[illegible]	2.3				[illegible]									
[illegible]	10.6	55.0			6				1					
[illegible]	1.2				[illegible]									
[illegible]	0.8	54.7			1									
[illegible]	10.6	23.6			1				[illegible]					
[illegible]	6.9	100.0			[illegible]									
[illegible]	10.7				[illegible]									
[illegible]	[illegible]				[illegible]									
[illegible]	4.0	100.0			7									
[illegible]	0.1				1									
[illegible]														
[illegible]	[illegible]				[illegible]									
[illegible]														
[illegible]	5.4				1									
[illegible]														
[illegible]	4.5				2				[illegible]					
[illegible]	3.8				1									
[illegible]	7.1	100.0			4		1							
[illegible]	0.4				[illegible]									
[illegible]														
4900	0.3													
[illegible]	4.4				2									
Total	100.1	[illegible]			[illegible]		1		3					

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands) 1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	175.0	179.4	179.4	182.1	182.1
a. [illegible]	16.3	19.5	19.5	19.5	19.5
b. Lab	79.8	80.4	80.4	83.1	83.1
c. Other	78.9	79.5	79.5	79.5	79.5
d. ASF/100 WSCH	226.3	230.6	233.0	232.3	229.6
2. Non-Instructional	58.0	58.7	58.7	63.4	63.4
Total	233.0	238.1	238.1	245.5	245.5
SITE:					
1. Campus(es)	233.0	238.1	238.1	245.5	245.5
2. Center(s)					
Total	233.0	238.1	238.1	245.5	245.5
FUNDING OF NEW PLANTS:	(in $1,000s)				
1. State	763.3	655.0	52.1	87.2	
2. Local	960.9	929.5	111.3	34.4	
3. Other					
Total	1724.5	1584.5	163.4	121.6	

FINANCIAL DATA ([illegible] Simulation Model):

Fiscal Year	Revenue Limit Amount	Per ADA	State Aid Amount	Per ADA	%	General Purpose Tax	Resident ADA Total	% Adult	Assessed Value Per ADA	Current Expense Per ADA
[illegible]	4,481,[illegible]	[illegible]	[illegible]	573	55	.5000	4,817	15	78,834	
[illegible]	5,519,[illegible]	1,141	[illegible]	645	57	[illegible]	4,837	16	89,956	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5,105	16	93,757	
[illegible]	6,609,416	[illegible]	[illegible]	[illegible]	[illegible]	.5408	[illegible]	16	100,483	
[illegible]	[illegible]	[illegible]	[illegible]	768	57	.5597	[illegible]	16	107,640	
[illegible]	[illegible]	[illegible]	[illegible]	801	57	[illegible]	[illegible]	16	114,369	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
[illegible]	6.8		44.7	4.4	42.6	0.7	0.8
[illegible]	[illegible]		[illegible]	7.3	37.8	0.7	0.8

DISTRICT PLANNING PROFILE

DISTRICT: RIO HONDO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		12,729	13,310	13,446	13,498	13,690	13,715
% Full-time							
% Day		50.1	46.3	46.7	47.0	47.1	47.1
Median Age							
Weekly Student Contact Hours	Campus(es)	142,961	149,486	151,014	151,598	153,754	154,095
	Center(s)						
	Other	4,695	4,910	4,960	4,979	5,050	5,059
	Total	147,656	154,396	155,974	156,577	158,804	159,094

PROGRAM DATA:

[illegible]	Fall [illegible]		NUMBER OF PROGRAMS											
			1974-75		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	%	VEA	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100														
0200					2									
0300														
0400	3.2				1									
0500	11.6	100.0			10		1							
0600	0.6	56.4			2									
0700	0.9	100.0			1									
0800	8.2				5									
0900	11.7	98.2			10									
1000	9.6				7									
1100	2.5				5									
1200	6.9	100.0			7		1							
1300	1.9	100.0			1									
1400														
1500	10.9				4									
1600		100.0			1									
1700	3.9	11.2			1									
1800														
1900	4.8				5									
2000	3.5				1									
2100	9.2	100.0			2									
2200	8.9				3									
3000														
4900	0.1				2									
5900	1.5	100.0			1									
Total	100.3	41.3			73		2							

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	232.9	252.4	270.4	270.4	270.4
a. Lecture	57.1	65.4	79.4	79.4	79.4
b. Lab	103.7	114.9	118.9	118.9	118.9
c. Other	72.1	72.1	72.1	72.1	72.1
d. ASF/100 WSCH	155.8	167.1	178.4	175.9	175.5
2. Non-Instructional	49.9	49.8	49.8	57.6	57.6
Total	282.8	302.2	320.2	328.0	328.0
SITE:					
1. Campus(es)	282.8	302.2	320.2	328.0	328.0
2. Center(s)					
Total	282.8	302.2	320.2	328.0	328.0
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State					
2. Local	298.0	3180.0	240.0		
3. Other					
Total	298.0	3180.0	240.0		

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	8,094,504	1,025	5,075,851	648	63	.4658	7,828	17	81,443	
1975-76	9,045,810	1,056	5,702,166	694	63	.4782	8,335	19	81,305	
1976-77	10,156,093	1,152	6,505,554	740	64	.4700	8,727	19	84,922	
1977-78	10,825,299	1,216	6,522,106	774	64	.4727	9,547	19	90,300	
1978-79	11,684,635	1,284	7,343,971	807	62	.4744	9,105	19	97,968	
[illegible]	[illegible]	1,1259	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	9.3		57.6	7.2	23.7	0.6	1.6
1975-76	10.3		60.7	[illegible]	28.6	[illegible]	[illegible]

DISTRICT PLANNING PROFILE

DISTRICT: RIVERSIDE

[illegible] DATA:

[illegible]	[illegible]	1975-76	1976-77	1977-78	1978-79	1979-80
[illegible]		1	1	1	2	1
[illegible]						
[illegible]						
Total						

[illegible]

[illegible]	[illegible]	1975-76	1976-77	1977-78	1978-79	1979-80
[illegible]	[illegible]	14,59[illegible]	[illegible]	[illegible]	14,5[illegible]5	15,961
[illegible]	[illegible]	51.[illegible]	51.[illegible]	51.7	51.6	51.5
[illegible]	[illegible]	147,559	150,[illegible]	[illegible]	[illegible]	159,467
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	6,600	6,600
		[illegible]	[illegible]	[illegible]	[illegible]	146,067

PROGRAM DATA:

[illegible]

PHYSICAL PLANT DATA:

[illegible]	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
[illegible]	209.3	213.7	227.3	227.3	255.4
[illegible]	[illegible]	38.7	38.7	38.7	44.1
[illegible]	96.[illegible]	95.5	103.5	103.5	115.7
[illegible]	85.1	85.1	85.1	85.1	65.6
[illegible]	141.[illegible]	146.0	149.0	146.[illegible]	160.2
Non-instructional	92.1	107.7	108.7	108.7	111.7
Total	301.4	321.4	336.0	336.0	367.1
[illegible]	301.4	321.4	336.0	336.0	367.1
Total	301.4	321.4	336.0	336.0	367.1
[illegible]	(in $1,000)				
State	1677.[illegible]	1111.5	89.0	2618.1	
Local	769.9	823.2	1154.3	1173.5	
Other					
Total	2447.4	1934.7	1243.3	3791.6	

[illegible] DATA ([illegible] Simulation Model):

Fiscal Year	Foundation Program Amount	Per ADA	State Aid Amount	Per ADA	%	General Purpose Tax	Resident ADA Total	% Adult	Assessed Value Per ADA	Current Expense Per ADA
[illegible]	[illegible]	[illegible]	5,5[illegible]4,415	6[illegible]	[illegible]	.4700	8,929	19	67,548	
[illegible]	9,[illegible]	1,064	6,[illegible]41,[illegible]	741	67	.5199	9,707	19	67,039	
[illegible]	10,[illegible]	1,1[illegible]	7,[illegible]	7[illegible]	70	.4703	9,190	19	69,967	
[illegible]	11,1[illegible]0,4[illegible]	1,19[illegible]	7,7[illegible]0,1[illegible]6	[illegible]	70	.4764	9,346	19	74,884	
[illegible]	[illegible]	1,[illegible]	[illegible],893	[illegible]71	69	.4609	9,511	19	80,207	
[illegible]	[illegible]	1,[illegible]	[illegible],[illegible]01,075	911	69	.4625	9,669	19	85,[illegible]44	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	10.1		56.3	5.6	24.5	2.7	0.7
1975-76	7.9		57.9	5.7	26.2	2.3	0.1

DISTRICT PLANNING PROFILE

DISTRICT: SADDLEBACK

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	1	1	1	1	1	1
[illegible]						
[illegible]						
[illegible]						

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1979-80
[illegible]	[illegible]	6,4[illegible]	[illegible]	7,469	[illegible],265	8,466
[illegible]	[illegible]	[illegible]	50.4	[illegible]	57.0	56.7
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible],567	84,573
[illegible]	[illegible]	[illegible]	5,[illegible]	[illegible],979	6,619	6,860

PROGRAM DATA:

TOP	%	[illegible]	[illegible]	[illegible]	[illegible] A.A.	OC	1976-77 A.A.	OC	1977-78 A.A.	OC	1978-79 A.A.	OC	1979-80 A.A.	OC
[illegible]														
[illegible]					1									
[illegible]														
0400	5.1				1				1					
[illegible]	[illegible]				1		-		2					
0600	0.[illegible]				1									
0700	0.7													
0800	7.2				1									
0900	2.3				6		1		2					
1000	2.4				4				1					
1100	2.8				4									
1200	3.4				2						1		1	
1300	3.0				1				1					
1400														
1500	0.4				4									
1600	0.5				1									
1700	5.4				1									
1800														
1900	7.0				4									
2000	5.2				1									
2100	2.7				1				1					
2200	15.3				5									
3000											1			
4900	0.3													
5000	2.0						1				2			
Total	100.0				52		3		9		5		1	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands) 1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	141.6	175.9	197.6	197.6	214.4
a. Lecture	[illegible]	[illegible]	[illegible]	33.4	34.9
b. Lab	48.8	45.9	52.9	52.9	68.2
c. Other	59.5	54.0	111.3	111.3	111.3
d. ASF/100 WSCH	220.1	250.[illegible]	265.3	242.3	253.5
2. Non-Instructional	58.2	59.4	77.8	77.8	109.0
Total	199.8	235.3	275.4	275.4	323.4
SITE:					
1. Campus(es)	199.8	235.3	275.4	275.4	323.4
2. Center(s)					
Total	199.8	235.3	275.4	275.4	323.4
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	2581.1	201.2	86.1	2138.1	
2. Local	3687.6	194.8	113.6	2805.5	
3. Other					
Total	6268.7	396.0	199.7	4943.6	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit Amount	Per ADA	State Aid Amount	Per ADA	%	General Purpose Tax	Resident ADA Total	% Adult	Assessed Value Per ADA	Current Expense Per ADA
1974-75	5,824,375	1,19[illegible]	628,375	1[illegible]5	10	.5[illegible]	5,091	16	223,325	
1975-76	9,083,1[illegible]	1,5[illegible]0	746,[illegible]75	141	8	.6[illegible]	5,975	17	226,402	
1976-77	9,899,[illegible]	1,570	7[illegible]	1[illegible]5	8	.6344	6,306	17	235,970	
1977-78	10,393,[illegible]	1,621	901,6[illegible]5	1[illegible]5	8	.6115	6,413	17	252,916	
1978-79	10,915,1[illegible]	1,67[illegible]	9[illegible]5,750	1[illegible]5	7	.5924	6,5[illegible]	17	270,905	
1979-80	11,443,45[illegible]	1,7[illegible]	[illegible]	1[illegible]	7	.5756	6,632	17	287,291	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	1.3		25.[illegible]	.50	71.6	0.5	.05
1975-76	0.6		19.0	.03	79.5	0.6	

DISTRICT PLANNING PROFILE

[illegible] SAN BERNARDINO

[illegible] DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1978-79	1979-80
[illegible]				0	2	2

STUDENT D[illegible]:

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1979-80
T[illegible]	[illegible]	15,017	[illegible]	[illegible]	16,649	16,572
[illegible]	[illegible]	44.0	44.3	44.9	45.7	43.2
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	156,490	155,720
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	156,490	155,720

PROGRAM [illegible]

[illegible]			
	1.0		
	100.0		
	1.0		
	100.0		
	10.1	0.1	
	1.0		
	1.0	100.0	
Total	100.0	[illegible]	1.6

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
TYPE:					
1. [illegible]	[illegible]	373.4	380.0	394.4	396.2
a. [illegible]	66.3	74.0	77.0	78.8	79.4
b. [illegible]	151.[illegible]	157.6	162.0	168.0	169.2
c. [illegible]	11[illegible]	141.0	141.0	147.6	147.6
d. Agr [illegible]	186.4	204.7	207.1	211.5	213.3
2. Non-Instructional	165.[illegible]	173.0	171.5	173.3	174.0
Total	501.0	546.4	552.1	567.7	570.2
SITE:					
1. [illegible]	501.0	546.4	552.1	567.7	570.2
2. [illegible]					
Total	501.0	546.4	552.1	567.7	570.2
FUNDING OF NEW FACILITY	(in $1,000's)				
1. [illegible]	2791.1	121.0	1650.3	955.0	
2. Local					
3. Other					
Total	2781.1	121.0	1650.3	955.0	

[illegible] (Simulation Model):

Fiscal Year	[illegible]		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	[illegible]	Per ADA	Amount	Per ADA	%		Total	% Adult		
[illegible]	12,347,149	1,169	5,666,064	541	46	.6666	10,468	22	92,425	
[illegible]	13,7[illegible],415	1,237	6,530,[illegible]	593	48	.6579	11,103	21	93,892	
[illegible]	15,207,686	1,298	7,546,120	643	50	.6344	11,720	21	97,844	
[illegible]	16,201,235	1,359	7,936,556	671	49	.6210	11,921	21	104,852	
[illegible]	17,233,208	1,421	8,451,349	697	49	.6085	12,132	21	112,301	
[illegible]	18,286,989	1,492	8,946,074	736	49	.5973	12,329	21	119,347	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	7.0		49.5	1.2	40.2	1.9	0.2
1975-76	7.2		42.5	0.9	47.8	1.5	0.1

DISTRICT PLANNING PROFILE

DISTRICT: SAN DIEGO

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1979-80
Campuses	3	3	3	3	3	3
Centers	6	6	7	7	7	7
Other						
Total						

[illegible]

[illegible]	[illegible]	1975-76	1976-77	[illegible]	1978-79	1979-80
[illegible]	[illegible]	[illegible]	74,09[illegible]	[illegible]	69,2[illegible]	70,4[illegible]
[illegible]	24.1	22.7	22.5	22.4	22.1	21.8
[illegible]	[illegible]	[illegible]	314,287	321,727	332,454	341,873
[illegible]	[illegible]	63,746	66,666	73,039	105,442	112,909
[illegible]	[illegible]	97,215	97,406	95,610	79,074	65,974
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	504,976	521,056

[illegible]

[illegible]	[illegible] All	[illegible]	[illegible] All	[illegible] OC	[illegible] All	[illegible] OC	1976-77 All	1976-77 OC	[illegible] All	[illegible] OC	[illegible] All	[illegible] OC	[illegible] All	[illegible] OC
[illegible]	1.0	[illegible]			3		1							
[illegible]	0.2	100.0			1									
[illegible]														
[illegible]	[illegible]				3									
[illegible]	10.9	[illegible]			[illegible]7									
[illegible]	[illegible]	[illegible]			4									
[illegible]	1.3	[illegible]			[illegible]									
[illegible]	5.1	[illegible]			[illegible]									
[illegible]	8.6	88.[illegible]			42									
1000	10.5	0.5			14									
1100	9.8				14									
[illegible]	9.2	81.1			13									
[illegible]	5.1	33.6			10		1							
1400	1.0	96.2												
[illegible]	11.6	2.8			6									
[illegible]		100.0			1									
[illegible]	5.7	23.3			3									
1800														
1900	2.9	8.1			[illegible]									
2000	3.4	1.5			3									
2100	5.0	70.7			12		1							
2200	10.5	6.2			17									
3000	1.5	88.8			4									
4900	1.0	7.5			5									
5300	3.9	100.0			30									
Total	100.0	41.0			247		3							

PHYSICAL PLANT DATA:

CATEGORY	1975-76	[illegible]	1977-78	[illegible]	1979-80
TYPE:					
1. Instructional	572.8	575.4	591.9	717.5	741.0
a. Lecture	151.4	151.4	141.4	179.6	184.4
b. Lab	284.1	[illegible]	[illegible]	[illegible]	400.3
c. Other	137.3	137.3	153.8	154.3	156.3
d. ASF/100 WSCH	152.9	150.8	149.9	165.0	162.8
2. Non-Instructional	159.0	158.3	183.4	301.5	320.7
Total	731.8	733.7	775.3	1019.0	1061.7
SITE:					
1. Campus(es)	627.5	629.4	671.0	852.5	890.2
2. Center(s)	104.3	104.3	104.3	166.5	171.5
Total	731.8	733.7	775.3	1019.0	1061.7
FUNDING OF NEW PLANT: (in $1,000's)					
1. State	1748.1	1895.6	13517.5	5597.4	
2. Local	3205.0	2587.2	8517.3	6548.6	
3. Other					
Total	4953.1	4482.8	22034.8	12146.0	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	27,157,713	931	16,031,085	550	59	.4983	29,163	32	78,041	
1975-76	31,793,980	994	18,214,952	594	57	.5158	31,983	31	78,347	
1976-77	35,802,420	1,060	22,011,399	652	61	.4702	33,773	31	81,614	
1977-78	38,700,335	1,126	23,406,457	681	60	.4799	34,367	31	87,422	
1978-79	41,712,421	1,192	24,818,907	709	60	.4879	34,991	31	93,591	
1979-80	44,736,422	1,258	26,340,418	741	59	.4919	35,559	31	99,463	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	11.7		49.0	0.7	36.0	1.7	0.8
1975-76	11.8		52.2	1.4	33.1	1.4	0.2

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DISTRICT PLANNING PROFILE

DISTRICT: SAN FRANCISCO

[illegible]	[illegible]	[illegible]	1976-77	1977-78	1978-79	1979-80
[illegible]	1	1	1	1	1	1
[illegible]	2	1	2	2	3	2
[illegible]						
[illegible]						

STUD[illegible] DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1979-80
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	47,500	[illegible]
[illegible]	[illegible]	[illegible]	47.3	27.1	[illegible]	36.5
[illegible]	[illegible]	275,31[illegible]	[illegible]	[illegible],341	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	47,474	50,5[illegible]1	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	130,[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible] OF [illegible]

[illegible] DATA

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					
[illegible]	[illegible]	[illegible]	461.4	459.8	512.9
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	154.3
[illegible]	265.7	[illegible]	[illegible]	[illegible]	254.7
[illegible]	[illegible]	[illegible]	91.4	91.4	103.9
[illegible]	[illegible]	[illegible]	149.4	149.3	156.0
[illegible]	[illegible]	[illegible]	[illegible]	216.1	265.4
[illegible]	476.[illegible]	[illegible]	60[illegible].9	675.9	778.3
[illegible]					
1. [illegible](a)	469.[illegible]	533.7	552.4	564.4	620.5
2. [illegible](b)	[illegible].4	56.5	56.5	111.5	127.8
[illegible]	476.6	590.2	608.9	675.9	748.3
[illegible]	([illegible])				
1. [illegible]	410.6	3031.6	2597.8	1174.7	
2. [illegible]	273[illegible].[illegible]	5918.0	3318.9	20[illegible].9	
3. Other					
Total	[illegible]291.4	7149.6	5906.7	[illegible]14[illegible].6	

[illegible] DATA ([illegible] Simulation Model):

[illegible]	[illegible]		State Aid			General Purpose Tax	[illegible]		[illegible] Per ADA	[illegible] Per ADA
	[illegible]	Per ADA	Amount	Per ADA	%		Total	% Adult		
[illegible]	[illegible]	1,163	13,572,6[illegible]	495	4[illegible]	.6706	55,4[illegible]	20	107,445	
[illegible]	31,060,[illegible]	1,1[illegible]	12,491,77[illegible]	473	40	.5562	26,954	1[illegible]	121,515	
[illegible]	34,47[illegible]	1,[illegible]	14,364,227	519	41	.5500	27,741	1[illegible]	130,67[illegible]	
[illegible]	[illegible]	1,[illegible]	15,057,[illegible]	538	41	.5444	2[illegible]	1[illegible]	135,750	
[illegible]	[illegible],3[illegible]	1,[illegible]	15,77[illegible],45[illegible]	55[illegible]	40	.53[illegible]	[illegible]	13	14[illegible]	
[illegible]	41,[illegible]	1,444	16,609,7[illegible]	575	40	.5337	[illegible],367	13	[illegible]	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal [illegible]	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
[illegible]	3.5		48.6	0.1	43.[illegible]	1.8	2.0
[illegible]	3.5		51.[illegible]	0.1	5[illegible]	0.6	4.[illegible]

DISTRICT PLANNING PROFILE

[illegible]: SAN JOAQUIN DELTA

[illegible] DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1979-80
[illegible]	1	1	1	1	1	1

[illegible] FACILITY DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
a. Lab[illegible]	38.[illegible]	42.1	42.1	42.1	42.1
b. [illegible]	154.1	[illegible]	166.8	168.8	168.8
c. Other	[illegible]	[illegible]	147.4	147.4	147.4
ASF d. [illegible]	377.[illegible]	216.6	223.6	224.6	212.8
Non-Instructional	[illegible]	138.7	138.7	138.7	138.7
Total	365.4	409.8	491.0	491.0	491.0
Sites:					
1. Campus(es)	365.4	409.8	491.0	491.0	491.0
2. Center(s)					
Total	365.4	409.8	491.0	491.0	491.0
FUNDING OF NEW PLANTS	(in $1,000)				
1. State					
2. Local	836.3	3050.0	302.5		
3. Other					
Total	836.3	3850.0	302.5		

FINANCIAL DATA (1976 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
[illegible]	16,473,[illegible]	1,[illegible]	5,366,307	549	52	.4802	10,132	15	108,752	
[illegible]	11,757,247	1,[illegible]	5,645,555	554	50	.4652	10,191	16	110,872	
[illegible]	12,537,21[illegible]	1,16[illegible]	6,441,97[illegible]	599	51	.4647	10,755	16	115,563	
[illegible]	13,471,3[illegible]	1,2[illegible]	[illegible],803,517	673	51	.4657	10,937	16	123,868	
[illegible]	14,441,6[illegible]	1,296	7,15[illegible],600	644	50	.4665	11,156	16	137,698	
[illegible]	15,476,39[illegible]	1,364	7,506,825	669	49	.4666	11,309	16	141,070	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
[illegible]	7.6		46.6	2.4	40.9	0.6	1.9
[illegible]	8.4		46.3	2.6	40.1	0.2	1.3

DISTRICT PLANNING PROFILE

DISTRICT: SAN JOSE

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	2	2	2	2	2	2
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		16,198	17,964	19,239	19,778	20,337	21,205
% Full-time							
% Day		49.8	58.5	59.5	59.9	60.0	60.0
Median Age							
Weekly Student Contact Hours	Campus(es)	145,768	171,383	179,925	185,861	193,753	205,666
	Center(s)						
	Other	17,832	10,053	14,389	13,897	11,651	8,505
	Total	163,600	181,436	194,314	199,758	205,404	214,171

PROGRAM DATA:

TOP	Fall 197[illegible] [illegible]		[illegible]		NUMBER OF PROGRAMS Implemented 1975-76		1976-77		1977-78		1978-79		1979-80	
	A[illegible]	[illegible]	All	OE	ALL	OE	All	OE	All	OE	All	OE	ALL	OE
0100														
0200														
[illegible]														
[illegible]														
0500					15									
[illegible]					5									
[illegible]														
[illegible]					5									
[illegible]					15									
[illegible]					[illegible]									
[illegible]					7									
[illegible]					2									
[illegible]					1									
[illegible]														
[illegible]					6									
[illegible]					1									
[illegible]					2									
[illegible]					[illegible]									
[illegible]					6									
[illegible]					[illegible]									
[illegible]														
[illegible]					[illegible]									
[illegible]					1									
[illegible]					[illegible]									
[illegible]					[illegible]									
Total					[illegible]									

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands) 1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	285.3	286.5	293.3	330.0	353.0
a. Lecture	46.3	41.8	43.4	49.5	55.1
b. Lab	158.5	150.4	152.2	155.4	161.6
c. Other	80.5	94.3	97.7	125.1	136.3
ASF/ d. 100 WSCH	166.5	159.2	157.8	169.3	171.6
2. Non-Instructional	111.2	117.3	141.2	154.7	159.9
Total	396.5	403.8	434.5	484.7	512.9
SITE:					
1. Campus(es)	396.5	403.8	434.5	484.7	512.9
2. Center(s)					
Total	396.5	403.8	434.5	484.7	512.9
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	1603.6	1826.6	2313.0	3671.3	
2. Local	4112.9	6854.7	4462.2	7236.5	
3. Other					
Total	5716.5	8681.3	6775.2	10907.8	

[illegible] (Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
[illegible]	11,641,[illegible]	1,2[illegible]	3,420,[illegible]	[illegible]	29	.6357	10,132	21	139,409	
[illegible]	[illegible]	1,[illegible]	3,657,[illegible]	347	27	.6030	11,114	20	146,993	
[illegible]	15,[illegible]	1,3[illegible]	4,800,[illegible]	410	[illegible]	.5654	11,731	20	153,188	
[illegible]	16,[illegible]	1,3[illegible]	5,014,840	420	[illegible]	.5550	11,[illegible]	20	164,162	
[illegible]	17,[illegible]	1,4[illegible]	5,197,086	409	[illegible]	.5471	12,14[illegible]	20	175,828	
[illegible]	[illegible]	1,48[illegible]	[illegible]	44[illegible]	[illegible]	.5401	12,541	[illegible]	186,947	

[illegible] (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
[illegible]	6.[illegible]		33.1	0.5	55.8	1.6	2.7
1975-76	5.9		31.2	0.5	58.5	1.7	2.2

DISTRICT PLANNING PROFILE

DISTRICT: SAN LUIS OBISPO

EDUCATION SITE(S) DATA:

CATEGORY	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	1	1	1
Centers						
Other						
Total						

STUDENT DATA:

CATEGORY		1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Total Fall Enrollment		4,63[illegible]	4,547	4,6[illegible]	4,759	5,003	5,070
% Full-time							
% Day		55.6	59.8	58.6	58.7	58.6	58.2
Median Age							
Weekly Student Contact Hours	[illegible]	49,902	48,983	50,236	51,204	53,837	54,550
	[illegible]						
	Other	2,971	2,913	3,091	3,049	3,206	3,249
	Total	52,873	51,896	53,327	54,253	57,043	57,799

PROGRAM DATA:

TOP	[illegible]		[illegible]		Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE	ALL	OE
0100	0.[illegible]	100.0											1	
0200														
0300														
0400	4.2				[illegible]									
0500	19.9	100.0			6									
0600	4.4				1								4	
0700	0.6	100.0			1									
0800	9.0				3									
0900	9.0	100.0			6								2	
1000	2.3	22.7			3									
1100	2.1				2									
1200	2.2	100.0			7		1							
1300	2.4	100.0			2		1						1	
1400														
1500	11.4				3								1	
1600	0.2	100.0			1									
1700	5.4				1									
1800														
1900	3.7				4									
2000	3.2				1									
2100	3.2				3		1							
2200	15.3				5								4	
3000					1									
4900														
5300	0.4	100.0												
Total	100.1	30.[illegible]			53		3						13	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	80.2	127.0	143.0	143.0	143.0
a. Lecture	12.5	20.9	20.9	20.9	20.9
b. Lab	24.7	38.1	49.6	49.6	49.6
c. Other	43.0	66.0	72.5	72.5	72.5
d. ASF/100 WSCH	163.9	252.8	279.3	265.6	262.1
2. Non-Instructional	30.9	38.4	38.4	38.4	38.4
Total	111.1	165.4	181.4	181.4	181.4
SITE:					
1. Campus(es)	111.1	165.4	181.4	181.4	181.4
2. Center(s)					
Total	111.1	165.4	181.4	181.4	181.4
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	1005.4	630.9			
2. Local	4748.0	1347.0			
3. Other					
Total	5753.4	1977.9			

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	3,737,683	1,175	965,959	304	26	.8357	3,182	18	145,661	
1975-76	4,305,044	1,231	989,200	296	23	.6020	3,496	18	154,347	
1976-77	4,769,387	1,293	1,280,516	347	27	.5726	3,690	18	160,856	
1977-78	5,082,101	1,354	1,323,671	353	26	.5651	3,753	18	172,390	
1978-79	5,409,726	1,417	1,357,103	355	25	.5581	3,819	19	184,657	
1979-80	5,740,971	1,47[illegible]	1,407,234	363	25	.5518	3,921	18	196,244	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	3.7		22.3	2.8	69.8	1.4	0.1
1975-76	7.3		19.2	3.2	68.3	1.9	0.1

DISTRICT PLANNING PROFILE

[illegible] SAN MATEO

[illegible] DATA:

[illegible]	[illegible]	[illegible]	1976-77	1977-78	1978-79	1979-80
[illegible]	3	3	3	3	3	3
[illegible]						
[illegible]						
[illegible]						

[illegible] DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	1979-80
[illegible]	[illegible]	[illegible]	29,202	29,761	29,328	29,197
[illegible]	[illegible]	49.0	48.9	45.6	45.7	48.5
[illegible]	[illegible]	[illegible]	270,542	270,505	271,463	270,367
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	15,060	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

PHYSICAL PLANT DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	558.7
[illegible]	[illegible]	[illegible]	[illegible]	105.5	110.8
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	214.1
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	264.9
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

DISTRICT PLANNING PROFILE

Pupils					
1. [illegible]	[illegible]	[illegible]	[illegible]	211.7	211.9
2. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	28.3
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	89.9
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	93.7
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	210.9
Non-Instructional	[illegible]	57.[illegible]	[illegible]	80.4	79.0
Total	[illegible]	[illegible]	286.7	290.1	290.9
Staff					
1. Permanent	[illegible]	[illegible]	268.7	274.1	272.9
2. Senior(s)	18.0	18.0	18.0	16.0	18.0
Total	[illegible]	257.5	286.7	290.1	290.9
FUNDING OF NEW PLANTS		(in $1,000)			
1. State	1704.5	635.0	842.9	324.2	
2. Local	1678.7	1634.1	584.5	464.6	
3. Other					
Total	[illegible]	2266.1	1427.4	[illegible]	

[illegible] Foundation Model[illegible]

			State Aid			General Purpose Tax	Weighted ADA		Adjusted Value Per ADA	[illegible]
	[illegible]	[illegible]	Amount	Per ADA	%		Total	% [illegible]		
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	75,3[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	70,6[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	73,053	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	78,011	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

[illegible] (Percent distribution):

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Other
[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	0.1
[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	

[illegible]	5,[illegible]	[illegible]	4,385	4,[illegible]	5,10[illegible]
[illegible]	[illegible]	[illegible]	6[illegible].4	6[illegible].4	6[illegible]
[illegible]	[illegible]	45,338	48,766	51,200	55,330
[illegible]	[illegible]	[illegible]	48,766	51,200	55,330

PROGRAM DATA:

[illegible]	1.0	74.[illegible]												
[illegible]														
[illegible]														
[illegible]	0.1													
[illegible]	[illegible]	[illegible]												
[illegible]					3									
[illegible]	1.0	14.[illegible]												
[illegible]	13.6	[illegible]												
[illegible]	[illegible].6	86.[illegible]			10		1							
[illegible]	[illegible].5				2		1		1		1			
[illegible]	[illegible].5				[illegible]									
[illegible]	[illegible].4	[illegible]			[illegible]									
[illegible]	0.[illegible]				1									
1400	1.[illegible]	100.0												
[illegible]	[illegible].1						1							
[illegible]	[illegible]	100.[illegible]			[illegible]									
[illegible]	7.[illegible]	[illegible]			[illegible]									
[illegible]														
[illegible]	[illegible]				[illegible]		2				1			
[illegible]	[illegible].5				1									
[illegible]	[illegible]	[illegible]												
[illegible]	18.0				3									
[illegible]	[illegible].0													
[illegible]	[illegible].6	1[illegible]			1									
[illegible]					1									
Total	100.2	27.3[illegible]			57		5		1		[illegible]			

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (In thousands)				
	1975-76	1976-77	[illegible]	[illegible]	[illegible]
TYPE:					
1. Instructional	76.8	126.0	126.0	128.0	147.7
a. Lecture	18.4	18.4	18.4	18.4	20.6
b. Lab	35.0	35.0	5.0	37.0	37.0
c. Other	23.4	72.6	72.6	72.6	90.1
d. ASF/100 WSCH	195.7	278.9	258.4	249.9	266.9
2. Non-Instructional	46.8	47.7	47.7	67.2	65.5
Total	123.6	173.7	173.7	195.2	213.2
SITE:					
1. Campus(es)	123.6	173.7	173.7	195.2	213.2
2. Center(s)					
Total	123.6	173.7	173.7	195.2	213.2
FUNDING OF NEW PLANT			([illegible] $1,[illegible])		
1. State	551.4				
2. Local	410.6				
3. Other					
Total	962.0				

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	2,601,819	1,946	456,774	342	19	1.1004	1,337	18	150,253	
1975-76	3,033,[illegible]56	1,956	533,193	383	17	1.1433	1,556	19	143,123	
1976-77	3,326,683	2,024	760,410	462	23	1.0340	1,644	19	149,199	
1977-78	3,449,[illegible]06	2,063	797,375	477	23	.9744	1,672	19	159,904	
1978-79	3,580,600	2,104	831,412	488	23	.9212	1,702	19	171,2[illegible]3	
1979-80	3,710,140	2,146	871,129	504	23	.8758	1,72[illegible]	19	182,093	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	3.4		31.5	0.3	64.6	0.1	0.1
1975-76	3.2		21.3	0.2	74.4	0.4	0.6

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DISTRICT PLANNING PROFILE

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					
[illegible]					
[illegible]					
[illegible]					

[illegible]

[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	15,[illegible]	15,[illegible]
[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible],410	146,[illegible]	146,654	146,654
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	6,176	6,176
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	152,[illegible]	152,[illegible]

PROGRAM DATA

[illegible]	[illegible]		[illegible]		NUMBER OF PROGRAMS									
					Implemented									
					1975-76		1976-77		1977-78		1978-79		1979-80	
	[illegible]	[illegible]	ALL	[illegible]	ALL	[illegible]	ALL	[illegible]	ALL	[illegible]	ALL	OE	ALL	OE
[illegible]	3.3	100.0			1									
[illegible]														
[illegible]	6.6				1				1					
[illegible]	3.[illegible]	96.[illegible]			11								5	
[illegible]	0.5				2									
0700	0.8	100.0			1									
0800	2.2	[illegible].7			3									
0900	6.1	37.1			13									
1000	12.5	31.3			6									
1100	3.2				5									
1200	2.9	40.5			5						1			
1300	3.4	67.6			2									
1400	0.2													
1500	12.6				3									
1600														
1700	5.5				1									
1800														
1900	6.9				5									
2000	3.1				1									
2100	1.4	100.0			4				1					
2200	12.7				7									
3000	1.8	58.0			1									
4900	0.2				1									
5500	0.6	100.0			4									
Total	100.2	[illegible].1			77				2		1		5	

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQ. FEET (In Thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	216.0	235.3	243.4	251.4	251.4
a. Lecture	37.9	37.8	39.2	38.7	38.7
b. Lab	26.7	101.5	108.1	117.3	117.3
c. Other	91.4	95.4	95.4	95.4	95.4
d. ASF/100 WSCH	146.9	159.5	166.4	171.8	171.8
2. Non-Instructional	58.7	70.3	70.1	84.9	84.9
Total	274.7	305.4	313.5	336.3	336.3
SITE:					
1. Campus(es)	274.7	305.4	313.5	336.3	336.3
2. Center(s)					
Total	274.7	305.4	313.5	336.3	336.3
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	552.3	4337.4	3588.7	384.1	
2. Local	424.9	2216.9	1378.4	121.6	
3. Other					
Total	977.2	6554.3	4967.1	505.7	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	4,072,061	833	1,397,858	286	34	.5539	4,887	45	101,274	
1975-76	4,864,126	913	1,590,492	310	33	.5950	5,330	46	104,018	
1976-77	5,511,419	979	1,946,599	346	35	.5885	5,632	46	108,285	
1977-78	5,990,724	1,045	2,034,908	355	34	.6001	5,735	46	115,910	
1978-79	6,489,177	1,111	2,116,120	362	33	.6093	5,943	46	124,007	
1979-80	6,986,591	1,177	2,222,466	374	32	.6151	5,938	46	131,785	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	6.3	1.8	43.6		44.1	2.4	1.8
1975-76	8.9	1.6	37.4		49.0	2.1	1.0

STUDENT

[illegible]	[illegible]	[illegible]	[illegible]	359.8
[illegible]	[illegible]	[illegible]	[illegible]	52.1
[illegible]	[illegible]	[illegible]	[illegible]	68.5
[illegible]	[illegible]	[illegible]	[illegible]	79.2
[illegible]	[illegible]	[illegible]	[illegible]	196.5
[illegible]	[illegible]	[illegible]	[illegible]	68.7
[illegible]	[illegible]	[illegible]	[illegible]	226.5
[illegible]	[illegible]	[illegible]	[illegible]	226.5
[illegible]	[illegible]	[illegible]	[illegible]	226.5
[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	100.[illegible]	105.3	

							Average ADA		Assessed Value Per ADA	Current Exp. Per ADA
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4,407	[illegible]	119,118	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4,757	21	124,602	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	44	[illegible]	5,021	21	129,855	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	48	.5404	5,107	21	139,199	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.5450	5,157	21	149,056	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	

[illegible] (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
[illegible]	3.5	0.6	44.5	1.6	48.0	1.1	0.7
1975-76	0.9		29.7	0.2	68.7	0.5	

DISTRICT PLANNING PROFILE

[illegible]: SIERRA

[illegible] DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	1	1	1	1	1	1
[illegible]						
[illegible]						

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	56.7	56.7	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	7,204	[illegible]

[illegible] DATA

[illegible]

[illegible] DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					
[illegible]	[illegible]	[illegible]	186.6	181.9	181.9
[illegible]	[illegible]	[illegible]	10.6	26.6	26.6
[illegible]	[illegible]	[illegible]	[illegible]	84.8	84.8
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	70.5
[illegible]	[illegible]	[illegible]	204.7	[illegible]	182.5
Non-Instructional	47.4	[illegible]	[illegible]	[illegible]	53.5
Total	[illegible]	[illegible]	[illegible]	[illegible]	235.4
[illegible]					
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	235.4
[illegible]					
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	235.4
[illegible]	[illegible]				
[illegible]	[illegible]	[illegible]			
[illegible]	[illegible]	[illegible]			
Total	[illegible]	[illegible]			

[illegible] (Prediction Model):

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Assessed Value Per ADA	[illegible] Per ADA
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	10	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5,419	10	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5,713	10	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	10	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	11	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	10	[illegible]	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

[illegible]	Federal	Combined Federal-State	State	County	Local	[illegible]	Other
[illegible]	4.7		40.9	3.8	48.5	1.6	0.4
[illegible]	[illegible]		37.4	3.8	[illegible]	1.5	0.3

DISTRICT PLANNING PROFILE

DISTRICT: SISKIYOU

EDUCATION CENTERS DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	1	1	1	1	1	1
[illegible]						
[illegible]						
[illegible]						

STUDENT DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	5,300	5,300

PHYSICAL PLANT DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Type:					
[illegible]	[illegible]	[illegible]	71.1	[illegible]	71.1
[illegible]	[illegible]	7.5	7.5	[illegible]	7.5
[illegible]	[illegible]	[illegible]	27.2	27.2	27.2
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	56.4
[illegible]	[illegible]	[illegible]	131.5	[illegible]	131.8
Non-Instructional	[illegible]	[illegible]	55.5	55.5	55.5
Total	195.4	[illegible]	186.6	[illegible]	186.6
[illegible]					
[illegible]	195.4	[illegible]	186.6	[illegible]	186.6
[illegible]					
Total	[illegible]	[illegible]	186.6	[illegible]	186.6
[illegible]	[illegible]				
[illegible]	[illegible]	[illegible]	67.9		
[illegible]	[illegible]	110.7	[illegible]		
[illegible]					
Total	[illegible]	[illegible]	[illegible]		

FINANCIAL DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	General Purpose Tax	Total	% [illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.5012	[illegible]	[illegible]	131,696	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.5762	[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.5660	1,674	[illegible]	144,715	

[illegible]:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Total	Percent Change	[illegible]
[illegible]	1979		69.9	5.3	[illegible]	8.0	[illegible]
[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]	

[illegible] (Percent Distribution):

[illegible]	Federal	Federal-State	State	County	Local	[illegible]	Other
[illegible]	[illegible]		52.0	1.7	[illegible]	[illegible]	0.4
1975-76	4.7		51.1	0.6	[illegible]	[illegible]	0.4

c

STUD I

[illegible] PLANT DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]:					
1. [illegible]	297.8	297.8	297.8	350.4	407.1
a. [illegible]	64.4	64.4	64.4	69.4	79.4
b. [illegible]	102.7	102.7	102.7	135.1	144.6
c. [illegible]	130.7	130.7	130.7	145.9	183.1
[illegible]	173.6	173.6	173.6	191.7	226.0
[illegible]	95.1	95.1	95.1	109.5	120.0
Total	392.9	392.9	392.9	459.9	527.1
[illegible]:					
1. [illegible](s)	392.9	392.9	392.9	459.9	527.1
2. Center(s)					
Total	392.9	392.9	392.9	459.9	527.1
FUNDING OF NEW PLANT:		(in $1,000's)			
1. State					
2. Local		3670.0	6362.1	4883.0	
3. Other					
Total		3670.0	6362.1	4883.0	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	9,647,384	1,059	2,799,059	307	29	.5469	9,107	23	148,381	
1975-76	11,040,532	1,172	3,180,359	333	29	.5144	9,928	24	151,083	
1976-77	12,347,247	1,178	3,856,734	368	31	.5041	10,481	24	157,422	
1977-78	13,264,168	1,244	4,007,715	376	30	.5042	10,662	24	168,677	
1978-79	14,216,771	1,310	4,136,141	381	29	.5037	10,852	24	180,639	
1979-80	15,176,566	1,376	4,311,822	391	28	.5026	11,029	24	191,959	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	5.0		32.4	3.9	57.3	0.5	0.9
1975-76	3.1		21.7	4.3	70.3	0.5	0.3

D

[illegible]					
1. [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	55.7	55.9
[illegible]	[illegible]	[illegible]	[illegible]	241.6	241.6
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	154.9
[illegible]	211.2	211.[illegible]	[illegible]	216.9	213.9
Non-Instructional	175.1	180.[illegible]	219.[illegible]	[illegible]	219.5
Total	597.0	609.9	669.9	671.	671.9
SUPPLY:					
1. Campus(es)	597.0	609.9	669.9	671.9	671.9
2. Center(s)					
Total	597.0	609.9	669.9	671.9	671.9
FUNDING OF NEW PLANT:	(in $1,000)				
1. State	1172.5	611.2			
2. Local	1924.1	5103.0	149.1		
3. Other					
Total	3096.6	5714.2	149.1		

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	12,978,978	1,048	5,653,388	457	44	.5776	12,383	27	119,517	
1975-76	15,049,061	1,136	6,390,427	491	42	.5055	13,371	19	121,754	
1976-77	16,815,640	1,192	7,512,359	532	45	.4919	14,113	19	126,888	
1977-78	18,050,155	1,258	7,915,673	551	44	.4916	14,354	19	135,986	
1978-79	19,333,688	1,324	8,303,424	568	43	.4908	14,608	19	145,647	
1979-80	20,627,128	1,390	8,744,097	589	42	.4893	14,845	19	154,788	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	9.1		44.6	0.8	44.6	0.7	0.2
1975-76	8.3		37.9	0.7	52.6	0.5	0.1

PHYSICAL PLANT DATA.

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					
1. Instructional	[illegible]	[illegible]	213.7	218.6	223.5
a. Lecture	[illegible]	[illegible]	[illegible]	35.7	35.7
b. Lab	[illegible]	34.[illegible]	[illegible]	103.8	108.7
c. Other	79.1	79.1	79.1	79.1	79.1
[illegible]	[illegible]	[illegible]	170.[illegible]	[illegible]	166.4
2. Non-Instructional	[illegible]	[illegible]	[illegible]	[illegible]	104.2
Total	289.2	304.4	315.5	321.6	327.7
[illegible]					
1. Campus(es)	289.2	304.4	315.5	321.6	327.7
2. Center(s)					
Total	289.2	304.4	315.5	321.6	327.7
[illegible]	(in $1,000s)				
1. State	1272.0	779.8	434.8	219.4	
2. Local	597.2	366.1	204.1	467.4	
3. Other					
Total	1869.2	1145.9	638.9	686.8	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	7,655,596	1,130	4,357,328	645	57	.6751	6,776	21	77,309	
[illegible]	[illegible]	1,[illegible]	4,815,869	671	54	.6726	7,394	21	82,041	
1976-77	9,890,730	1,267	5,635,212	722	57	.6325	7,805	21	85,493	
1977-78	10,560,379	1,330	5,995,588	755	57	.6213	7,939	21	91,614	
1978-79	11,259,076	1,393	6,360,420	787	56	.6107	8,080	21	98,117	
1979-80	11,964,635	1,457	6,749,723	822	56	.6010	8,212	21	104,263	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	6.9		54.9	1.9	29.6	3.8	2.9
1975-76	8.8		49.3	3.3	33.6	3.4	1.7

A-1541

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	427.6
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	51.5
[illegible]	[illegible]	[illegible]	141.7	[illegible]	173.3
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	172.8
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	148.9
[illegible]	[illegible]	[illegible]	[illegible]	105.6	113.8
Total	[illegible]	[illegible]	[illegible]	514.4	541.4
1. [illegible]	[illegible]	413.7	[illegible]	514.4	541.4
2. [illegible]					
Total	406.7	413.7	413.7	514.4	541.4
1. [illegible]	[illegible]	3441.7	3558.5	[illegible]	
2. [illegible]	[illegible]	[illegible]	3042.[illegible]	[illegible]	
Total	[illegible]	[illegible]	7601.7	4374.[illegible]	

[illegible] Simulation Model):

[illegible]	[illegible]		State Aid			General Purpose Tax	[illegible]		[illegible]	[illegible]
	[illegible]	Per ADA	Amount	Per ADA	%		Total	% Adult	Per ADA	Per ADA
[illegible]	[illegible]	1,04[illegible]	[illegible]	554	[illegible]	.4827	15,742	20	95,143	
[illegible]	[illegible]	1,146	10,0[illegible]	[illegible]	65	[illegible]	17,[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	1,1[illegible]	12,455,[illegible]	673	[illegible]	.5506	18,515	30	95,56[illegible]	
[illegible]	24,[illegible]	1,278	13,221,577	767	55	.5480	18,031	20	102,349	
[illegible]	[illegible]	1,34[illegible]	13,959,44[illegible]	[illegible]	54	.5452	1[illegible],164	25	109,6[illegible]	
[illegible]	[illegible]7,422,[illegible]	1,410	14,818,[illegible]	761	54	.5430	19,476	30	116,492	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.5						
1975-76			50.7	0.4	41.9	2.1	0.3

DISTRICT PLANNING PROFILE

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	104.7	104.7
[illegible]	[illegible]	[illegible]	[illegible]	12.5	12.5
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	49.6
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	62.6
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	436.4
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	29.5
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	154.2
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	154.2
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	154.2

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	40	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	147,679

[illegible] (Percent Distribution):

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Other
[illegible]	[illegible]	1.2	20.7	[illegible]	[illegible]	[illegible]	0.1
[illegible]	[illegible]	1.4	16.0	[illegible]	[illegible]	[illegible]	

[illegible]	[illegible]	[illegible]	[illegible]	77.0
[illegible]	[illegible]	[illegible]	[illegible]	17.4
[illegible]	[illegible]	[illegible]	[illegible]	16.1
[illegible]	[illegible]	[illegible]	[illegible]	31.5
[illegible]	[illegible]	[illegible]	[illegible]	619.3
[illegible]	[illegible]	[illegible]	11.4	94.0
Total	[illegible]	[illegible]	[illegible]	101.0
[illegible]	[illegible]	[illegible]	[illegible]	101.0
Total	[illegible]	[illegible]	[illegible]	101.0

[illegible] (... Simulation Model):

Year	Expenditures		[illegible]			Formula Tax	ADA		Assessed Value Per ADA	[illegible] Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% [illegible]		
[illegible]	1,649,4[illegible]	1,3[illegible]	163,87[illegible]	12[illegible]	1[illegible]	.7[illegible]	1,[illegible]11	[illegible]	279,654	
[illegible]	[illegible],657,156	1,[illegible]	1[illegible]	[illegible]	[illegible]	[illegible]	1,460	[illegible]	300,444	
[illegible]	[illegible],672,379	1,[illegible]	192,755	13[illegible]	7	[illegible]	1,54[illegible]	[illegible]	[illegible]	
[illegible]	[illegible]	[illegible]	1[illegible],12[illegible]	[illegible]	[illegible]	.5633	1,562	27	317,[illegible]	
[illegible]	[illegible],113,751	1,952	1[illegible]	125	6	.5416	1,577	27	335,073	
[illegible]	[illegible],239,11[illegible]	1,[illegible]	[illegible]	12[illegible]	6	.5[illegible]91	[illegible]	[illegible]	356,0[illegible]1	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
[illegible]	7.6		12.8	3.4	67.6	1.5	6.9
1975-76	5.8		7.6	1.1	81.[illegible]	6.7	2.8

DISTRICT PLANNING PROFILE

DISTRICT: WEST ERIE

EDUCATION CENTER(S) DATA:

[illegible]	[illegible]	[illegible]	[illegible]	1977-78	1978-79	1979-80
[illegible]	1	1	[illegible]	1	1	1
[illegible]						
[illegible]						
[illegible]						

STUDENT DATA:

[illegible]	[illegible]	[illegible]	[illegible]	1977-78	1978-79	1979-80
[illegible]	[illegible]	[illegible]	[illegible]57	[illegible]65	567	575
[illegible]	[illegible]	[illegible]	[illegible]	42.0	41.9	41.9
[illegible]	[illegible]	[illegible]	[illegible]	9,789	9,509	9,561
[illegible]	[illegible]	151	151	151	151	151
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]40	9,560	10,015

PROGRAM DATA:

NUMBER OF PROGRAMS

[illegible]

PHYSICAL PLANT DATA:

[illegible]	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					
1. [illegible]	45.[illegible]	45.[illegible]	45.2	54.9	54.9
a. [illegible]	8.1	8.1	8.1	8.1	8.1
b. Lab	25.5	25.5	25.5	25.5	25.5
c. Other	21.6	21.6	1[illegible].6	21.3	21.3
ASF/ [illegible]	464.0	466.0	457.1	559.7	556.7
2. [illegible]	11.[illegible]	11.[illegible]	11.8	20.8	20.8
Total	[illegible]	56.[illegible]	[illegible]	75.7	75.7
[illegible]					
1. [illegible]	56.5	56.5	56.5	75.7	75.7
2. [illegible]					
Total	56.5	56.5	56.5	75.7	75.7
[illegible]		([illegible])			
1. [illegible]					
2. [illegible]					
3. Other					
Total					

[illegible]	[illegible]	[illegible]	Amount	Per ADA	%	Current Purchase Tax	Total	% Adult	Assessed Value Per ADA	[illegible] Per ADA
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.3500	[illegible]	25	560,367	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.350[illegible]	[illegible]	27	373,019	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.35[illegible]	[illegible]	27	915,[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.3500	[illegible]	[illegible]	986,[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.35[illegible]	[illegible]	[illegible]	1,[illegible]	
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	.350[illegible]	[illegible]	[illegible]	1,114,243	

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	Student Charges	[illegible]
[illegible]		[illegible]	[illegible]	15.1	[illegible]	1.1
[illegible]	[illegible]	[illegible]	[illegible]	43.0	[illegible]	1.0
[illegible]	6.[illegible]					

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DISTRICT PLANNING PROFILE

DISTRICT: WEST VALLEY

[illegible] DATA:

[illegible]	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
Campuses	1	1	1	2	2	2
[illegible]						
Other						
Total						

[illegible] DATA:

[illegible]	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80
[illegible]	[illegible]	21,25[illegible]	22,706	25,[illegible]	26,233	27,149
[illegible]	55.[illegible]	[illegible]	56.3	56.4	56.1	56.5
[illegible]	[illegible]	[illegible]	[illegible]	234,494	244,105	25[illegible],907
[illegible]						
[illegible]	[illegible]	3,383	1,000	1,700	1,720	1,750
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	245,82[illegible]	254,657

PROGRAM DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible] All	OE	1976-77 All	OE	1977-78 All	OE	1978-79 All	OE	1979-80 All	OE
[illegible]	1.1												1	
[illegible]	1.1	26.4			2									
[illegible]														
[illegible]	5.9	2.[illegible]			[illegible]									
[illegible]	10.2	11.3			11				[illegible]					
[illegible]	0.3				[illegible]									
[illegible]	0.3	100.0												
[illegible]	0.4	4.3			[illegible]									
[illegible]	4.[illegible]	[illegible]									1			
1000	10.0				[illegible]									
1100	3.2				[illegible]									
1200	4.1	93.7			5				1				2	
1300	3.2	13.0			[illegible]									
1400	1.0													
1500	12.0	0.2			[illegible]									
1600														
1700	4.3	1.5			1									
1900														
[illegible]	5.7				3									
2000	1.3				1									
2100	1.9	97.6			[illegible]									
2200	14.1	15.5			3				1					
3000	0.2	200.0			2									
4900	0.9				3									
[illegible]														
Total	100.0	28.4			58				3		1		3	

PHYSICAL PLANT DATA:

[illegible]	ASSIGNABLE SQUARE FEET (In thousands) 1975-76	1976-77	1977-78	1978-79	1979-80
TYPE:					
1. Instructional	244.1	244.1	344.5	407.0	455.2
a. Lecture	44.5	44.5	49.1	54.2	56.6
b. Lab	95.4	95.4	151.4	193.0	224.3
c. Other	104.2	104.2	144.0	159.8	174.3
d. ASF/100 WSCH	124.5	115.5	146.7	166.7	180.0
2. Non-Instructional	127.1	[illegible]	148.4	165.8	184.5
Total	371.2	[illegible]	492.9	572.8	639.7
SITES:					
1. Campus(es)	371.2	379.7	492.9	572.8	639.7
2. Center(s)					
Total	371.2	379.7	492.9	572.8	639.7
FUNDING OF NEW PLANT:	(in $1,000's)				
1. State	7565.1	9392.9	6322.3	482.5	
2. Local	7448.3	9641.1	6322.3	482.5	
3. Other					
Total	15013.4	19034.0	12644.6	965.0	

FINANCIAL DATA (SB 6 Simulation Model):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	12,460,208	1,136	5,530,635	504	44	.6722	10,971	19	106,230	-
1975-76	15,207,371	1,203	6,633,318	576	44	.7014	12,639	21	96,821	
1976-77	16,868,505	1,266	8,490,237	696	50	.6172	13,341	21	100,899	
1977-78	18,032,387	1,329	9,000,541	663	50	.6082	13,569	21	108,132	
1978-79	19,227,111	1,392	9,509,959	689	49	.5993	13,810	21	115,807	
1979-80	20,431,118	1,456	10,063,990	717	49	.5912	14,034	21	123,076	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	4.3	0.1	39.5	0.4	52.1	1.0	2.6
1975-76	2.4	0.1	40.5	0.2	55.3	0.7	0.7

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DISTRICT PLANNING PROFILE

DISTRICT: [illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]
[illegible]						
[illegible]						

STU[illegible] DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]-80
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	22,756
[illegible]	[illegible]	39.1	38.[illegible]	38.8	38.6	38.5
[illegible]	16[illegible]	176,15[illegible]	17[illegible]	175,[illegible]2	185,504	190,146
[illegible]	[illegible]	4[illegible],[illegible]79	4[illegible],[illegible]55	4[illegible]	[illegible]1,49[illegible]	53,189
[illegible]	[illegible]	[illegible]5,[illegible]30	[illegible]2,[illegible]08	[illegible]5,9[illegible]	[illegible]27,395	243,324

PROGRAM DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	15.2	195.5	[illegible]			
[illegible]	7.2	24.6	[illegible]			
5[illegible]	1.7	[illegible]	[illegible]			
Total	[illegible]	[illegible]	[illegible]	4		

PHYSICAL PLANT DATA:

CATEGORY	ASSIGNABLE SQUARE FEET (in thousands)				
	1975-76	1976-77	1977-78	1978-79	1979-80
TYPE					
1. Instructional	315.3	315.3	345.9	356.7	361.2
a. Lecture	45.5	45.5	46.7	47.2	47.2
b. Lab	153.6	153.6	153.8	162.1	166.6
c. Other	116.0	116.0	145.4	147.4	147.4
ASF [illegible] d. [illegible]	17[illegible]	1[illegible]0.6	2[illegible]6.7	192.3	190.0
2. Non-Instructional	158.1	15[illegible].1	157.7	176.3	177.9
Total	473.4	473.4	503.6	533.0	539.1
SITES					
1. Campus(es)	473.4	473.4	503.6	533.0	539.1
2. Center(s)					
Total	473.4	473.4	503.6	533.0	539.1
SOURCES OF NEW PLANT	(in $1,000s)				
1. State	566.5	1517.8	723.6	399.2	
2. Local	1720.3	990.2	2405.7	399.4	
3. Other					
Total	2286.8	2508.0	3129.3	798.6	

FINANCIAL DATA ([illegible]ation Model):

Fiscal Year	Revenue Amount	Per ADA	State Aid Amount	Per ADA	%	General Purpose Tax	Resident ADA Total	% Adult	Assessed Value Per ADA	Current Expense Per ADA
[illegible]	13,6[illegible]5,556	1,[illegible]14	7,07[illegible],77[illegible]	6[illegible]	[illegible]2	.7100	11,291	16	82,091	
[illegible]	16,6[illegible]8,339	1,[illegible]83	7,[illegible]99,[illegible]43	66[illegible]	51	.7062	12,192	16	84,157	
[illegible]	17,648,305	1,546	9,[illegible]07,[illegible]67	724	54	.6501	12,857	16	87,71[illegible]	
[illegible]	16,[illegible]17,0[illegible]6	1,401	9,8[illegible]2,0[illegible]	757	54	.6356	13,074	16	94,0[illegible]0	
[illegible]	19,43[illegible],341	1,561	10,431,1[illegible]	788	[illegible]	.6171	13,304	16	100,710	
[illegible]	20,57[illegible]	1,522	11,109,7[illegible]	[illegible]22	54	.6011	13,520	16	107,02[illegible]	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
[illegible]	7.[illegible]		51.0	2.5	38.4	1.[illegible]	0.2
1975-76	11.4		42.4	2.2	43.5	0.4	

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[illegible] PROFILE

[illegible]

PROGRAM DATA:

[illegible]	[illegible]		
[illegible]			
[illegible]			
[illegible]	5.0	[illegible]	
[illegible]	11.[illegible]	[illegible]	1
[illegible]	0.[illegible]	55.[illegible]	1
[illegible]	1.0	100.0	
[illegible]	7.4	1[illegible]	4
[illegible]	7.9	27.0	
[illegible]	[illegible]		
[illegible]	2.3		4
[illegible]	4.1	36.5	5
[illegible]	2.7	76.1	3
1900			
[illegible]	9.6	6.6	7
[illegible]	0.1		
[illegible]	3.5		2
[illegible]			
[illegible]	7.2		
2000	5.0	3.9	
2100	5.0	100.0	
2200	8.7		
3000	5.3	100.0	
4000	0.3	100.0	
5900	0.2	100.0	
Total	100.0	43.[illegible]	10[illegible]

PHYSICAL PLANT DATA:

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					
1. Instructional	141.8	255.7	[illegible]	[illegible]	159.3
a. Lecture	25.0	25.0	24.[illegible]	[illegible]	22.2
b. Lab	64.9	6[illegible].9	65.[illegible]	[illegible]	7.6
c. Other	51.9	66.8	[illegible]	[illegible]	[illegible].2
ADJ / d. 100 [illegible]	155.5	[illegible]	[illegible]	[illegible]	219.7
2. Non-Instructional	51.6	58.5	58.5	58.5	58.5
Total	193.4	215.[illegible]	215.3	215.4	217.8
[illegible]					
1. Campus(es)	193.4	215.2	215.3	215.4	217.8
2. Center(s)					
Total	193.4	215.2	215.3	215.4	217.8
SOURCES OF NEW PLANT		(in $1,000)			
1. State		698.3	520.6	1205.2	
2. Local		425.4	356.6	207.0	
3. Other					
Total		1123.7	877.2	1412.2	

FINANCIAL DATA (SB 6 Simulation Model 1):

Fiscal Year	Revenue Limit		State Aid			General Purpose Tax	Resident ADA		Assessed Value Per ADA	Current Expense Per ADA
	Amount	Per ADA	Amount	Per ADA	%		Total	% Adult		
1974-75	4,646,666	1,068	2,518,167	578	54	.5295	4,353	18	90,[illegible]	
1975-76	5,[illegible]74,554	1,138	2,831,6[illegible]4	615	53	.5313	4,635	18	93,553	
1976-77	5,890,310	1,204	3,253,672	667	55	.5122	4,892	18	97,502	
1977-78	6,318,598	1,270	3,4[illegible],356	69[illegible]	55	.5108	4,975	18	104,505	
1978-79	6,764,522	1,336	3,661,055	72[illegible]	54	.5088	5,063	18	111,930	
1979-80	7,215,052	1,40[illegible]	[illegible]	[illegible]	54	.5055	5,146	18	[illegible]	

SOURCES OF GENERAL FUND INCOME (Percent Distribution):

Fiscal Year	Federal	Combined Federal-State	State	County	Local	Student Charges	Other
1974-75	6.6		44.9	[illegible].6	43.6	1.2	
1975-76	6.9		40.0	4.3	47.3	1.6	

0100 AGRICULTURE AND NATURAL RESOURCES

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with the production and management of food, natural fiber, plant, forest and wildlife resources.

0200 ARCHITECTURE AND ENVIRONMENTAL DESIGN

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with training for a career in designing buildings, communities, parks and other man-made aspects of the physio-social environment.

0300 REGIONAL STUDIES

Includes those subject field designations associated with programs designed to provide an in-depth study of a culture indigenous to a specific geographic region.

0400 BIOLOGICAL SCIENCES

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with the science of life or living matter in all its forms and phenomena, especially with regard to the origin, growth, reproduction and structure of life forms.

0500 BUSINESS AND MANAGEMENT

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., related to the organization, operation, administration and control of private and public organizations.

0600 COMMUNICATIONS

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., related to collection, preparation, and presentation of ideas and information intended for popular consumption through mass media.

0700 COMPUTER AND INFORMATION SCIENCE

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, course work, etc., having to do with the design, development, andapplication of computer capabilities to data storage and manipulation computational procedures.

0800 EDUCATION

Include those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., related to administration and control of educational organizations and institutions and subjects related to instruction and services both within and outside of such formal organization.

0900 ENGINEERING AND RELATED FIELDS

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with the practical application of basic scientific knowledge to the design, production, and operation of systems intended to facilitate man's control and use of his natural environment.

1000 FINE AND APPLIED ARTS

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with the creation and appreciation of the diverse modes of communicating ideas and emotions by means of stylized, visual and non-visual representations and symbols.

1100 FOREIGN LANGUAGE

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., related to mastery of a language, other than English, or related to the study of a foreign culture through exploration of the literature of that culture as expressed in the language of that culture.

1200 HEALTH SERVICES

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with the maintenance and restoration of physical and mental well-being.

1300 HOME ECONOMICS

Home Economics is a discipline which draws upon the physical, biological, behavioral, social sciences and the arts, integrating the contributions from the sciences, art, and philosophy into one functional whole for service to families.

1400 LAW

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with instruction in the legal customs, practices, and rules of society and states.

LETTERS

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with English language and literature and [illegible] related to ancient and modern cultures.

LIBRARY SCIENCE

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with instruction in the professional skills [illegible] of books and related materials and the training of librarians for providing services related to [illegible]

1700 MATHEMATICS

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., with the science of numbers and space configurations and their operations, measurements, relationships and abstractions.

1800 MILITARY SCIENCE

Includes those subject field designations concerned with the principles and techniques relevant to the preparation for a professional career as a military officer.

1900 PHYSICAL SCIENCES

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with the basic nature of matter and energy and associated phenomena.

2000 PSYCHOLOGY

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with the nature, functions and capabilities of the mind.

2100 PUBLIC AFFAIRS AND SERVICES

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., related to developing and improving incompetencies in the management and operation of government agencies.

2200 SOCIAL SCIENCES

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., having to do with all aspects fo the past and present activities, conduct, interactions, and organizations of humans.

3000 COMMERCIAL SERVICES

Includes those subject field designations associated with the development of skills required for the field of commerce,

4900 INTERDISCIPLINARY STUDIES

Includes those subject field designations which characterize students, faculty, facilities, certificate and degree programs, etc., involving more than one major discipline without primary concentration in any one area.

5300 APPRENTICESHIP

Includes those subject field designations associated with development of skills required for trade, construction, and mechanical occupations.

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