

## Accountability (Core Indicators)

While performance indicators were always required via Perkins and the State Chancellor's Office always had to negotiate these indicators with the United States Department of Education, it was not until Perkins IV that each state was required to negotiate the core indicators with Community College Districts. It was also the first time there were penalties for not meeting these negotiated levels (both on a State and Federal level). The following are the penalties that can happen to the State or local Community College District if core indicator performance targets are not met.

Perkins V requires that the district continually make meaningful progress towards improving the performance of all CTE concentrators.

Since the performance targets are established annually, the district has the opportunity to identify early trends that may indicate deteriorating performance. The performance requirements for the 90 percent standard and subsequent actions follow defined steps:

- **Year One:** Assume in the spring of *Year One* the college does not meet the requirement to achieve at least 90 percent of one or more Core Indicators.
- **Year Two:** In preparing its Perkins plan for *Year Two*, following identification of a below-90-percent performance on one or more Core Indicator, the district must add a section to its proposed plan for *Year Two* that specifies the strategies and activities the college will enact to address the declining performance (NOTE: It must be shown that the advisory group that must be used for continued consultation via §134(d) are a part of identifying an improvement plan.)
- **Year Three:** If there is no improvement in the substandard Core Indicators in the spring of Year Two as the district plans for Year Three, not meeting the 90 percent threshold of a target for two consecutive years, the district will be encouraged to complete a diagnostic study to determine root causes and proposed solutions to large performance gaps.
- **Year Four:** The district must implement improvements in the *Year Four* plan based on the diagnostic study (described in detail in the diagnostic study section of this handbook) **and** submit a copy of a diagnostic study summary report to the chancellor's office with the local application for Year Four. The "year four" activities must continue until the substandard core indicator shows improvement.

## **Student Accountability Model (SAM Codes)**

Every course offered by a college/district is assigned a TOP code by the college/district based on the content of the course and a corresponding SAM Priority Code (A, B, C, or D).

**What are SAM Codes?:** SAM Codes indicate the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs.

**Why were they designed?:** This system was designed in 1973 would allow tracking of majors and a student follow-up component.

**What purpose do they serve?:** California Community Colleges classify all occupational courses by assigning priority letters and major code numbers. A student's CTE major is then defined according to the occupational courses in which he or she is enrolled. A very important aspect of the community college performance measurement system is; therefore, the careful classification of occupational courses is important when following the SAM model.

The priority codes SAM codes within the MIS Data Element Dictionary are:

**A. Apprenticeship**

The course is designed for an apprentice and must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeship Standards.

**B. Advanced Occupational (not limited to apprentices)**

Courses are those taken by students in the advanced stages of their occupational programs. A "B" course is offered in one specific occupational area only and clearly labels its taker as a major in this area. Usually this would be a capstone course.

**C. Clearly Occupational (but not advanced)**

Courses will generally be taken by students in the middle stages of their programs and should be of difficulty level sufficient to detract "drop-ins."

**D. Possibly Occupational**

"D" courses are those taken by students in the beginning stages of their occupational programs.

**E. Non-Occupational**

These courses are non-occupational.

## TOP Codes

Every course offered by a college/district is assigned a TOP code based on the content of the course.

**What are Top Codes?:** The Taxonomy of Program (TOP) is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes.

**Why were they designed?:** The TOP was designed to aggregate information about programs. A TOP code must also be assigned to every course in the Community College System. Each course should be given the TOP code that comes closest to describing the course content.

### What purpose do they serve?

Examples on the State Level are:

- In the Inventory of Approved and Projected Programs, to make information available about where programs of particular types are offered around the state;
- In the Management Information Systems database, to collect and report information on student awards (degrees and certificates) issued in particular types of programs;
- In the Management Information Systems database, to collect and report information on enrollment and Full Time Equivalent Students (FTES) in courses within particular curriculum categories; and
- In Career Technical Education accountability reports on program completions and course success in particular types of CTE programs.
- The CCC Chancellor's Office Taxonomy of Programs (TOP) code version six will be used for this cohort. An asterisk (\*) appears next to TOP codes considered to be Career Technical Education by the CCC Chancellor's Office.

## ***Accountability Definitions***

The purpose of reviewing the following definitions is they build on what you need to know when we get talking about the five Perkins IV core Indicators and how they are accounted for.

- ***Concentrator*** – In all of the core indicators in all of the state negotiations for Perkins’s accountability we wanted to make sure that: No students are counted for measurement purposes until it is determined that they are concentrating on CTE and not a “looky loo” or “Life Long Learner.” For measurement purposes the Chancellor’s Office did not want to count everyone since persistence, retention and completion are pretty much dependent on a student’s intent to concentrate in a CTE program. Therefore, the accountability group when first determining what a concentrator would be met with community college faculty and the following definition of a concentrator (when a student would be counted for accountability was designed).

Students enrolling during a cohort year (most recent three years) and successfully completing 12 units in Career Technical Education in a two-digit TOP of which one course was a Sam A-C is then counted within the system and considered a concentrator.

**Note:** Additionally, students earning a Career Technical Education degree or certificate in the cohort year will be included in the cohort whether or not they meet the 12-unit threshold requirement above so long as they were enrolled within the last three years.

- ***Life Long Learner*** – Students in a cohort that either come to the college with a postsecondary degree or who earned a certificate or degree in the prior year and did not earn a degree or certificate in the current year.
- ***Persisters*** – Student retention in postsecondary education or transfer to a baccalaureate degree program.
- ***Completer*** – Any student who earned a credit certificate or degree. The completion indicator includes students who are transfer prepared.
- ***Leaver*** – Students not enrolled in the year following the end of the cohort year at any college in the California Community College System are considered leavers for the system reports.
- ***Transfer Prepared*** – Students who successfully complete 60 UC/CSU transferable units with a GPA at or above 2.0 in those transferable courses.

## **Related Special Populations** *(See definitions section for full description)*

The following special populations are tracked within and disseminated within the above core indicators:

Perkin Special Populations have had two name changes and three new populations

- ✓ Individuals with Disabilities
- ✓ Economically Disadvantaged
- ✓ Non-traditional Fields
- ✓ Single Parents (Including single pregnant woman)
- ✓ Out of Workforce Individuals (Used to be Called Displaced Homemaker)
- ✓ English Learners (Used to be Called Limited English Proficient)
- ✓ Homeless Youth (New)
- ✓ Youths who are in or have aged out of the foster care system (New)
- ✓ Youth with parents in the armed forces and on active duty (New)

1. **Individuals with Disabilities** - Students reported with a primary disability anytime since fall 1990 through the current time period are in the Students with Disabilities category. This is reported in MIS data element SD01 Student-Primary-Disability.
2. **Economically Disadvantaged** -- A student considered Economically Disadvantaged for the purpose of Perkins IV has one or more of the following: Received a Promise grant and/or Pell Grant; has been identified as a WIOA participant; has been identified as a CalWORKs participant; Student is reported as economically disadvantaged (this can be self-reported in classroom or enrollment surveys), Identified as a recipient of public aid (California Department of Social Services DSS match)
3. **Non-traditional Fields** -- A non-traditions student is a student that is in a program that leads to an occupation where their gender represents less than 25% of those employed. Examples would be woman in automotive or men in nursing)
4. **Single Parents** (Including single pregnant woman)
5. **Out of Workforce Individuals** *(Used to be Called Displaced Homemaker)* -- individual who has been providing unpaid service to family members at home and who have been dependent on income of another family member but is no longer supported by that income or is dependent on a spouse who is in the armed forces on active duty and the family income is significantly reduced due to this deployment and is unemployed or underemployed and experiencing difficulty in obtaining or upgrading employment
6. **English Learners** *(Used to be Called Limited English Proficient)* - an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and— whose native language is a language other than English; or who lives in a family environment in which a language other than English is the dominant language.
7. **Homeless Youth** *(New)* -- Even though the Special Population says Homeless Individuals when you look up the reference in the McKinney-Vento Homeless Assistance Act you find that they are actually referencing Homeless Children and Youths that in our state is defined up

to age 24. The homeless definition is quite extensive but boils down to the follow question: does a youth not have a fixed, regular and adequate nighttime residence and/or is sharing with other persons due to loss of housing, economic hardship or a similar reason (examples: motels, hotels, trailer parks, camping grounds, emergency or transitional shelters, places not designated to be used as a regular sleeping accommodation, etc.).

The term “homeless children and youths”—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302(a)(1) of this title); and

(B) includes—

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302(a)(2)(C) [1] of this title);

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

8. **Youth in or aged out of foster care** (*New*) -- youth within foster care that would be ages 14-17 and aged out former recipients of foster care between 18-21 receiving transition services. However, California has asked for the age that can receive regular foster care services be extended up to age 21 so it's basically youth in foster care from 14-21.

9. **Youth with parent on active duty within the armed forces** (*New*) -- The Term Youth within school is from ages 14-21. The term armed forces mean Army, Navy, Air Force, Marine Corps and Coast Guard. Active Duty means full-time duty in active military service of the United States as seen below:

(I) youth with a parent who—

(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

(4) The term “armed forces” means the Army, Navy, Air Force, Marine Corps, and Coast Guard.

(ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

(1) The term “active duty” means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service

school by law or by the Secretary of the military department concerned. Such term does not include full-time National Guard duty.

### ***Core Indicator Definitions Perkins V***

Core indicators of performance for CTE concentrators at the postsecondary level.—Each eligible agency shall identify in the State plan core indicators of performance for CTE concentrators at the postsecondary level that are valid and reliable, and that include, at a minimum, measures of each of the following:

#### **1P1: Postsecondary Retention & Placement**

Retention and Placement in Perkins IV were accounted for in two separate core indicators. In Perkins V, these two core indicators have been combined into one.

***Retention/Placement:*** The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

**NOTE:** The following definitions are how the two core indicators in Perkin IV were defined by the Chancellor’s Office of the California Community Colleges (CCCCO). However, no documentation has been produced by CCCCCO showing how they have combined the two indicators currently.

**Retention:** (persistence and or transfer) are just that, did a student persist within the community colleges and/or transfer to another two or four-year institution? To do this the leavers and completers cohort in 2P1 is expanded to include students who are concentrators who persisted in community colleges or four-year institutions.

***Numerator:*** (CTE Concentrators with a grade of C or better)

***Denominator:*** (CTE Concentrators)

**Placement:** Student transitions to employment, apprenticeship, and military service will be counted as CTE program leavers or completers who have some positive placement associated with their leaving. This indicator will be the percentage of CTE program leavers and completers who did not transfer to a two- or four-year institution and were found the second quarter after program completion in an apprenticeship program, UI covered employment, the federal Government, volunteers in the Peace Corps, or the military.

***Numerator:*** The number of CTE concentrators in the denominator who were found during second quarter after program completion UI covered employment (time period), or an apprenticeship program, the federal Government, Peace Corps or the military in the year following the cohort year.

***Denominator:*** The number of CTE concentrators who were leavers or completers and did not continue in any institution.

## **2P1: Earned Postsecondary Credential**

The focus of this measure is to assess student completion across a number of possible outcomes. “Leaver and Completers who earn a degree, certificate, or their equivalent or who complete a transfer program and become “Transfer Ready” will provide an unduplicated valid and reliable assessment of those completing a program of study. Transfer prepared is also accepted as a valid measure of completion. The term "recognized postsecondary credential" means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree

**Numerator** CTE concentrators who earned an industry-recognized credential, a certificate, a degree, or who completed a transfer program and were classified as transfer ready.

**Denominator:** Number of CTE Concentrators who were leavers.

## **3P1: Nontraditional Program Enrollment**

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. **Indicator** – Nontraditional (underrepresented gender – gender ration is unbalanced below 25% of either gender) student enrollment in, and completion of, CTE programs.

The State will use the percentage of females participating in CTE program coursework leading to employment in male dominated occupations (nontraditional for females) and males participating in CTE program coursework leading to employment in female dominated occupations (nontraditional for males).

**Numerator:** The number of CTE concentrators in the denominator who were of the under-represented gender.

**Denominator** The number of CTE concentrators in programs deemed nontraditional for either gender.

**NOTE:** Employment below is not a current negotiated core indicator with CCCCCO. As it is a part of core indicator 1P1. However, it is separated out within the online Core indicator system since employment is one of the important pieces of Perkins V.



#### **4P1: Employment**

Student transitions to employment, apprenticeship, and military service will be counted as CTE program leavers or completers who have some positive placement associated with their leaving. This indicator will be the percentage of CTE program leavers and completers who did not transfer to a two- or four-year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, UI covered employment, the federal Government, or the military.

**Numerator:** The number of CTE concentrators in the denominator who were found during one of the four quarters following the cohort year in UI covered employment (time period), or an apprenticeship program, the federal Government, or the military in the year following the cohort year.

**Denominator:** The number of CTE concentrators who were leavers or completers and did not continue in any institution.

#### ***Core Indicator Perkins V §113***

- (i) The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.
- (ii) The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.
- (iii) The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

#### ***Santa Monica College Aggregate Core Indicators by 2-digit TOP***

Core indicators are part of the California Community Colleges Chancellor's Office (MIS) data and aggregated by using MIS documentation downloaded by the system's Community Colleges. This data is for Career Education programs only and can be reviewed by District, College, and College 2-, 4- or 6-digit TOP. The system downloads this data when at least one concentrator is within a CTE program. A concentrator is a student that has taken at least 12 units within a 2-digit TOP of which at least 1-unit is within a core course (SAM level A-C).

Table 1 using the most recent core indicator data is a roll-up of fiscal year 2021-22 (since data is two years old represents 2019-20). Table 2 is core indicator review for fiscal year 2020-21 representing data from 2018-19 actual performance is.

**Table 1 -- 2-Digit TOP Codes Review (2021-22)**

Rank	TOP/Program Name	Non-Duplicative Cohort	Total Concentrator	Concentrator Performance	Non-Duplicative Concentrator %	English Learners %	Non-Traditional %	Economically Disadvantaged %	Disabled	Meeting 90%
	Santa Monica	13732	3749	3720	27.30%	3.9%	36.60%	55.50%	7.04%	2
1	05 Business & Management	5,572	1,491	1361	26.75%	4.02%	50.16%	49.76%	4.5%	
2	07 Information Technology	3141	647	558	20.59%	5.1%	23.18%	52.39%	7.3%	2
3	13 Family & Consumer Sciences	2202	540	???	24.52%	3.7%	8.89%	60.55%	7.96%	
4	10 Fine & Applied Arts	1,992	502	486	25.20%	2.76%	49.40%	59.16%	9.36%	2
5	06 Media & Communication	1353	205	???	15.15%	.97%	45.37%	64.39%	14.63%	2
6	12 Health	465	183	133	39.35%	2.70%	24.04%	60.10%	8.1%	
7	30 Commercial Services	635	106	97	16.69%	11.32%	4.72%	76.41%	3.77%	2,3
8	03 Environmental Sciences & Tech.	82	40	32	48.78	7.50%	28.04%	32.92%	17.5%	
9	21 Public & Protective Services	292	18	15	6.1%	0%	61.11%	88.88%	11.11%	
10	09 Engineering & Industrial Tech.	143	17	15	11.88%	0%	11.88%	58.82%	0.0%	2, 3
11	49 Interdisciplinary Studies	105	11	11	10.47	9.09%	0%	66.67%	9.09%	*/**
12	08 Education	55	3	1	1.8%	33%	0%	0%	0%	*/**

\* Meeting or not meeting 90% of State negotiated rates but data is showing so few concentrators as to not be statistically valid and/or employment level is under 6 concentrators and so FERPA regulations does not allow tracking.

\*\* No non-traditional programs within the 2-digit TOP.

**Table 4 -- 2-Digit TOP Codes Review (2020-21)**

Rank	TOP/Program Name	Non-Duplicative	Total Concentrator	Concentrator Performance	Non-Duplicative	English Learners%	Non-Traditional %	Economically Disadvantaged %	Meeting 90%
	<b>Santa Monica</b>	<b>14,059</b>	<b>4,436</b>	<b>4,056</b>	<b>32%</b>	<b>4.08%</b>	<b>30.21%</b>	<b>58.12%</b>	
1	05 Business & Management	5,801	1,763	1,562	30%	3.69%	52.58%	62.96%	
2	13 Family & Consumer Sciences	2,278	774	713	34%	5.04%	7.96%	51.45%	
3	10 Fine & Applied Arts	2,187	543	514	25%	2.76%	50.21%	61.28%	
4	07 Information Technology	3,249	538	509	17%	5.95%	23.42%	56.88%	4
5	06 Media & Communication	1,306	452	414	35%	1.55%	38.86%	0%	
6	12 Health	429	174	169	41%	2.30%	16.09%	83.33%	
7	30 Commercial Services	644	125	119	19%	12.80%	8%	63.90%	
8	03 Environmental Sciences & Tech.	68	27	24	0%	7.41%	55.56%	66.67%	
9	09 Engineering & Industrial Tech.	148	18	16	12%	0%	11.11%	64.47%	2, 3, 4
10	49 Interdisciplinary Studies	102	12	11	12%	8.33%	0%	66.67%	**
11	08 Education	64	5	0	0%	0%	0%	66.40%	*/**
12	21 Public & Protective Services	191	3	3	2%	0%	66.67%	66.67%	*

\* Meeting or not meeting 90% of State negotiated rates but data is showing so few concentrators as to not be statistically valid and/or employment level is under 6 concentrators and so FERPA regulations does not allow tracking.

\*\* No non-traditional programs within the 2-digit TOP.

**District Aggregate Core Indicator Information (2021-2022)**

Perkins V, Title I, Part D Local Application

Agreement # \_\_\_\_\_

**SANTA MONICA DISTRICT****Instructions: Print out forms. Complete and sign bottom of last page.****Cohort Year CTE Enrollments: 33,018****CTE Headcount: 13,732**

(includes CTE enrollments above introductory level only)

(CTE students enrolled above introductory level only)

Core Indicator 1 Postsecondary Retention & Placement			Negotiated Level		District Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	3,720	3,908	91.75	91.55	95.19	3.6
2 Individuals Preparing for Non-Traditional Fields	1,137	1,194	91.75	91.55	95.23	3.7
3 Out of Workforce Individuals	129	146	91.75	91.55	88.36	-3.2
4 Individuals with Economically Disadvantaged Families	2,192	2,296	91.75	91.55	95.47	3.9
5 English Learners	144	157	91.75	91.55	91.72	0.2
6 Single Parents	122	131	91.75	91.55	93.13	1.6
7 Individuals with Disabilities	278	301	91.75	91.55	92.36	0.8
8 Homeless Individuals	3	3	91.75	91.55	100.00	N/A
9 Youth in Foster Care	30	31	91.75	91.55	96.77	5.2
10 Youth with Parent in Active Military	0	0	91.75	91.55	N/R	N/R

Core Indicator 2 Earned Postsecondary Credential			Negotiated Level		District Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
11 CTE Cohort*	1,012	1,309	89.00	87.80	77.31	-10.5
12 Individuals Preparing for Non-Traditional Fields	318	397	89.00	87.80	80.10	-7.7
13 Out of Workforce Individuals	33	43	89.00	87.80	76.74	-11.1
14 Individuals with Economically Disadvantaged Families	592	757	89.00	87.80	78.20	-9.6
15 English Learners	40	48	89.00	87.80	83.33	-4.5
16 Single Parents	36	41	89.00	87.80	87.80	0.0
17 Individuals with Disabilities	88	106	89.00	87.80	83.02	-4.8
18 Homeless Individuals	1	1	89.00	87.80	100.00	N/A
19 Youth in Foster Care	9	11	89.00	87.80	81.82	-6.0
20 Youth with Parent in Active Military	0	0	89.00	87.80	N/R	N/R

Core Indicator 3 Non-traditional Program Enrollment			Negotiated Level		District Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
21 CTE Cohort*	1,372	3,749	26.00	26.00	36.60	10.6
22 Individuals Preparing for Non-Traditional Fields	1,372	1,372	26.00	26.00	100.00	74.0
23 Out of Workforce Individuals	48	137	26.00	26.00	35.04	9.0
24 Individuals with Economically Disadvantaged Families	768	2,081	26.00	26.00	36.91	10.9
25 English Learners	49	148	26.00	26.00	33.11	7.1
26 Single Parents	35	140	26.00	26.00	25.00	-1.0
27 Individuals with Disabilities	101	264	26.00	26.00	38.26	12.3
28 Homeless Individuals	2	4	26.00	26.00	50.00	N/A
29 Youth in Foster Care	12	28	26.00	26.00	42.86	16.9
30 Youth with Parent in Active Military	0	0	26.00	26.00	N/R	N/R

Core Indicator 4 Employment			Negotiated Level		District Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
31 CTE Cohort*	656	885	73.23	70.33	74.12	3.8
32 Individuals Preparing for Non-Traditional Fields	192	259	73.23	70.33	74.13	3.8
33 Out of Workforce Individuals	24	42	73.23	70.33	57.14	-13.2
34 Individuals with Economically Disadvantaged Families	343	468	73.23	70.33	73.29	3.0
35 English Learners	27	42	73.23	70.33	64.29	-6.0
36 Single Parents	22	33	73.23	70.33	66.67	-3.7
37 Individuals with Disabilities	40	71	73.23	70.33	56.34	-14.0
38 Homeless Individuals	0	0	73.23	70.33	N/R	N/R
39 Youth in Foster Care	5	6	73.23	70.33	83.33	N/A
40 Youth with Parent in Active Military	0	0	73.23	70.33	N/R	N/R

\*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 40, I certify and acknowledge that performance in the 40 Core Indicator categories is as follows:

\_\_\_\_\_ of the 40 are at or above the District negotiated level(s);  
 \_\_\_\_\_ of the 40 are below the District negotiated level(s);  
 \_\_\_\_\_ of the 40 are list as (N/A, N/R)

District Chief Executive Officer: \_\_\_\_\_

\* If no district target is available then state targets will be used.

### College Core Indicator Information by 6-Digit TOP (2021-2022)

Perkins V, Title I, Part C Local Application

Agreement # \_\_\_\_\_ District/College: **SANTA MONICA/SANTA MONICA CITY**

**050200 - Accounting**

**Instructions: Print out forms. Complete and sign bottom of last page.**

**Cohort Year CTE Enrollments: 3,998      CTE Headcount: 2,606**  
(includes CTE enrollments above introductory level only)      (CTE students enrolled above introductory level only)

Core Indicator 1 Postsecondary Retention & Placement			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	768	793	91.75	91.55	96.85	5.3
2 Individuals Preparing for Non-Traditional Fields	417	431	91.75	91.55	96.75	5.2
3 Out of Workforce Individuals	15	16	91.75	91.55	93.75	2.2
4 Individuals with Economically Disadvantaged Families	364	372	91.75	91.55	97.85	6.3
5 English Learners	37	40	91.75	91.55	92.50	1.0
6 Single Parents	14	15	91.75	91.55	93.33	1.8
7 Individuals with Disabilities	29	29	91.75	91.55	100.00	8.5
8 Homeless Individuals			91.75	91.55	N/R	N/R
9 Youth in Foster Care	4	5	91.75	91.55	80.00	N/A
10 Youth with Parent in Active Military			91.75	91.55	N/R	N/R

Core Indicator 2 Earned Postsecondary Credential			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
11 CTE Cohort*	144	212	89.00	87.80	67.92	-19.9
12 Individuals Preparing for Non-Traditional Fields	82	118	89.00	87.80	69.49	-18.3
13 Out of Workforce Individuals	1	2	89.00	87.80	50.00	N/A
14 Individuals with Economically Disadvantaged Families	56	87	89.00	87.80	64.37	-23.4
15 English Learners	7	11	89.00	87.80	63.64	-24.2
16 Single Parents	1	2	89.00	87.80	50.00	N/A
17 Individuals with Disabilities	8	8	89.00	87.80	100.00	N/A
18 Homeless Individuals			89.00	87.80	N/R	N/R
19 Youth in Foster Care	4	4	89.00	87.80	100.00	N/A
20 Youth with Parent in Active Military			89.00	87.80	N/R	N/R

Core Indicator 3 Non-traditional Program Enrollment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
21 CTE Cohort*	505	953	26.00	26.00	52.99	27.0
22 Individuals Preparing for Non-Traditional Fields	505	953	26.00	26.00	52.99	27.0
23 Out of Workforce Individuals	5	19	26.00	26.00	26.32	0.3
24 Individuals with Economically Disadvantaged Families	232	420	26.00	26.00	55.24	29.2
25 English Learners	13	44	26.00	26.00	29.55	3.5
26 Single Parents	5	25	26.00	26.00	20.00	-6.0
27 Individuals with Disabilities	26	33	26.00	26.00	78.79	52.8
28 Homeless Individuals			26.00	26.00	N/R	N/R
29 Youth in Foster Care	4	7	26.00	26.00	57.14	N/A
30 Youth with Parent in Active Military			26.00	26.00	N/R	N/R

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
31 CTE Cohort*	133	161	73.23	70.33	82.61	12.3
32 Individuals Preparing for Non-Traditional Fields	65	80	73.23	70.33	81.25	10.9
33 Out of Workforce Individuals	DR	DR	73.23	70.33	DR	N/A
34 Individuals with Economically Disadvantaged Families	46	55	73.23	70.33	83.64	13.3
35 English Learners	9	12	73.23	70.33	75.00	4.7
36 Single Parents	DR	DR	73.23	70.33	DR	N/A
37 Individuals with Disabilities	DR	DR	73.23	70.33	DR	N/A
38 Homeless Individuals			73.23	70.33	N/R	N/R
39 Youth in Foster Care	DR	DR	73.23	70.33	DR	N/A
40 Youth with Parent in Active Military			73.23	70.33	N/R	N/R

\*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

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 \_\_\_\_\_ of the 40 are list as (N/A, N/R)

Department Chair (or authorized Designee) : \_\_\_\_\_

**College Core Indicator Information by 6-Digit TOP (2021-2022)**

Perkins V, Title I, Part C Local Application

Agreement # \_\_\_\_\_ District/College: **SANTA MONICA/SANTA MONICA CITY**

**070710 - Computer Programming**

**Instructions: Print out forms. Complete and sign bottom of last page.**

**Cohort Year CTE Enrollments: 3,423**

**CTE Headcount: 2,035**

(includes CTE enrollments above introductory level only)

(CTE students enrolled above introductory level only)

Core Indicator 1 Postsecondary Retention & Placement			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	471	491	91.75	91.55	95.93	4.4
2 Individuals Preparing for Non-Traditional Fields	96	102	91.75	91.55	94.12	2.6
3 Out of Workforce Individuals	7	8	91.75	91.55	87.50	N/A
4 Individuals with Economically Disadvantaged Families	256	263	91.75	91.55	97.34	5.8
5 English Learners	22	23	91.75	91.55	95.65	4.1
6 Single Parents	5	5	91.75	91.55	100.00	N/A
7 Individuals with Disabilities	39	40	91.75	91.55	97.50	6.0
8 Homeless Individuals			91.75	91.55	N/R	N/R
9 Youth in Foster Care	5	5	91.75	91.55	100.00	N/A
10 Youth with Parent in Active Military			91.75	91.55	N/R	N/R

Core Indicator 2 Earned Postsecondary Credential			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
11 CTE Cohort*	68	107	89.00	87.80	63.55	-24.2
12 Individuals Preparing for Non-Traditional Fields	13	16	89.00	87.80	81.25	-6.6
13 Out of Workforce Individuals	3	3	89.00	87.80	100.00	N/A
14 Individuals with Economically Disadvantaged Families	34	52	89.00	87.80	65.38	-22.4
15 English Learners	1	3	89.00	87.80	33.33	N/A
16 Single Parents	1	1	89.00	87.80	100.00	N/A
17 Individuals with Disabilities	6	7	89.00	87.80	85.71	N/A
18 Homeless Individuals			89.00	87.80	N/R	N/R
19 Youth in Foster Care	1	1	89.00	87.80	100.00	N/A
20 Youth with Parent in Active Military			89.00	87.80	N/R	N/R



Core Indicator 3 Non-traditional Program Enrollment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
21 CTE Cohort*	112	543	26.00	26.00	20.63	-5.4
22 Individuals Preparing for Non-Traditional Fields	112	543	26.00	26.00	20.63	-5.4
23 Out of Workforce Individuals	5	11	26.00	26.00	45.45	19.5
24 Individuals with Economically Disadvantaged Families	54	288	26.00	26.00	18.75	-7.3
25 English Learners	10	27	26.00	26.00	37.04	11.0
26 Single Parents	2	5	26.00	26.00	40.00	N/A
27 Individuals with Disabilities	9	42	26.00	26.00	21.43	-4.6
28 Homeless Individuals			26.00	26.00	N/R	N/R
29 Youth in Foster Care	5	6	26.00	26.00	83.33	N/A
30 Youth with Parent in Active Military			26.00	26.00	N/R	N/R

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
31 CTE Cohort*	43	67	73.23	70.33	64.18	-6.2
32 Individuals Preparing for Non-Traditional Fields	11	17	73.23	70.33	64.71	-5.6
33 Out of Workforce Individuals	DR	DR	73.23	70.33	DR	N/A
34 Individuals with Economically Disadvantaged Families	22	30	73.23	70.33	73.33	3.0
35 English Learners	DR	DR	73.23	70.33	DR	N/A
36 Single Parents	DR	DR	73.23	70.33	DR	N/A
37 Individuals with Disabilities	DR	DR	73.23	70.33	DR	N/A
38 Homeless Individuals			73.23	70.33	N/R	N/R
39 Youth in Foster Care			73.23	70.33	N/R	N/R
40 Youth with Parent in Active Military			73.23	70.33	N/R	N/R

\*Note: Students meeting criteria for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

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Department Chair (or authorized Designee) : \_\_\_\_\_

**College Core Indicator Information by 6-Digit TOP (2021-2022)**

Perkins V, Title I, Part C Local Application

Agreement # \_\_\_\_\_ District/College: **SANTA MONICA/SANTA MONICA CITY**

**101200 - Applied Photography**

**Instructions: Print out forms. Complete and sign bottom of last page.**

**Cohort Year CTE Enrollments: 1,718 CTE Headcount: 1,183**  
 (includes CTE enrollments above introductory level only) (CTE students enrolled above introductory level only)

Core Indicator 1 Postsecondary Retention & Placement			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	266	277	91.75	91.55	96.03	4.5
2 Individuals Preparing for Non-Traditional Fields	133	138	91.75	91.55	96.38	4.8
3 Out of Workforce Individuals	11	11	91.75	91.55	100.00	8.5
4 Individuals with Economically Disadvantaged Families	156	160	91.75	91.55	97.50	6.0
5 English Learners	7	7	91.75	91.55	100.00	N/A
6 Single Parents	12	12	91.75	91.55	100.00	8.5
7 Individuals with Disabilities	23	24	91.75	91.55	95.83	4.3
8 Homeless Individuals			91.75	91.55	N/R	N/R
9 Youth in Foster Care			91.75	91.55	N/R	N/R
10 Youth with Parent in Active Military			91.75	91.55	N/R	N/R

Core Indicator 2 Earned Postsecondary Credential			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
11 CTE Cohort*	38	53	89.00	87.80	71.70	-16.1
12 Individuals Preparing for Non-Traditional Fields	18	24	89.00	87.80	75.00	-12.8
13 Out of Workforce Individuals			89.00	87.80	N/R	N/R
14 Individuals with Economically Disadvantaged Families	24	32	89.00	87.80	75.00	-12.8
15 English Learners	3	3	89.00	87.80	100.00	N/A
16 Single Parents	1	2	89.00	87.80	50.00	N/A
17 Individuals with Disabilities	5	6	89.00	87.80	83.33	N/A
18 Homeless Individuals			89.00	87.80	N/R	N/R
19 Youth in Foster Care			89.00	87.80	N/R	N/R
20 Youth with Parent in Active Military			89.00	87.80	N/R	N/R

Core Indicator 3 Non-traditional Program Enrollment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
21 CTE Cohort*	147	299	26.00	26.00	49.16	23.2
22 Individuals Preparing for Non-Traditional Fields	147	299	26.00	26.00	49.16	23.2
23 Out of Workforce Individuals	9	11	26.00	26.00	81.82	55.8
24 Individuals with Economically Disadvantaged Families	86	168	26.00	26.00	51.19	25.2
25 English Learners	5	7	26.00	26.00	71.43	N/A
26 Single Parents	9	12	26.00	26.00	75.00	49.0
27 Individuals with Disabilities	12	25	26.00	26.00	48.00	22.0
28 Homeless Individuals			26.00	26.00	N/R	N/R
29 Youth in Foster Care			26.00	26.00	N/R	N/R
30 Youth with Parent in Active Military			26.00	26.00	N/R	N/R

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
31 CTE Cohort*	26	39	73.23	70.33	66.67	-3.7
32 Individuals Preparing for Non-Traditional Fields	13	19	73.23	70.33	68.42	-1.9
33 Out of Workforce Individuals			73.23	70.33	N/R	N/R
34 Individuals with Economically Disadvantaged Families	17	22	73.23	70.33	77.27	6.9
35 English Learners			73.23	70.33	N/R	N/R
36 Single Parents	DR	DR	73.23	70.33	DR	N/A
37 Individuals with Disabilities	DR	DR	73.23	70.33	DR	N/A
38 Homeless Individuals			73.23	70.33	N/R	N/R
39 Youth in Foster Care			73.23	70.33	N/R	N/R
40 Youth with Parent in Active Military			73.23	70.33	N/R	N/R

\*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

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Department Chair (or authorized Designee) : \_\_\_\_\_

Section 1 Part F (for Colleges)

Page 1 of 1

**College Core Indicator Information by 6-Digit TOP (2021-2022)**

Perkins V, Title I, Part C Local Application

Agreement # \_\_\_\_\_ District/College: SANTA MONICA/SANTA MONICA CITY  
123010 - Registered Nursing

Instructions: Print out forms. Complete and sign bottom of last page.

**Cohort Year CTE Enrollments: 1,589****CTE Headcount: 381**

(includes CTE enrollments above introductory level only)

(CTE students enrolled above introductory level only)

Core Indicator 1 Postsecondary Retention & Placement			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	104	106	91.75	91.55	98.11	6.6
2 Individuals Preparing for Non-Traditional Fields	26	27	91.75	91.55	96.30	4.7
3 Out of Workforce Individuals	4	5	91.75	91.55	80.00	N/A
4 Individuals with Economically Disadvantaged Families	72	74	91.75	91.55	97.30	5.7
5 English Learners	1	1	91.75	91.55	100.00	N/A
6 Single Parents	8	8	91.75	91.55	100.00	N/A
7 Individuals with Disabilities	7	8	91.75	91.55	87.50	N/A
8 Homeless Individuals			91.75	91.55	N/R	N/R
9 Youth in Foster Care			91.75	91.55	N/R	N/R
10 Youth with Parent in Active Military			91.75	91.55	N/R	N/R

Core Indicator 2 Earned Postsecondary Credential			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
11 CTE Cohort*	70	70	89.00	87.80	100.00	12.2
12 Individuals Preparing for Non-Traditional Fields	14	14	89.00	87.80	100.00	12.2
13 Out of Workforce Individuals	3	3	89.00	87.80	100.00	N/A
14 Individuals with Economically Disadvantaged Families	43	43	89.00	87.80	100.00	12.2
15 English Learners	2	2	89.00	87.80	100.00	N/A
16 Single Parents	3	3	89.00	87.80	100.00	N/A
17 Individuals with Disabilities	5	5	89.00	87.80	100.00	N/A
18 Homeless Individuals			89.00	87.80	N/R	N/R
19 Youth in Foster Care			89.00	87.80	N/R	N/R
20 Youth with Parent in Active Military			89.00	87.80	N/R	N/R

Core Indicator 3 Non-traditional Program Enrollment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	
	Count	Total	State	District			
21	CTE Cohort*	42	179	26.00	26.00	23.46	-2.5
22	Individuals Preparing for Non-Traditional Fields	42	179	26.00	26.00	23.46	-2.5
23	Out of Workforce Individuals	2	8	26.00	26.00	25.00	N/A
24	Individuals with Economically Disadvantaged Families	28	109	26.00	26.00	25.69	-0.3
25	English Learners		5	26.00	26.00	0.00	N/A
26	Single Parents	1	11	26.00	26.00	9.09	-16.9
27	Individuals with Disabilities	2	15	26.00	26.00	13.33	-12.7
28	Homeless Individuals			26.00	26.00	N/R	N/R
29	Youth in Foster Care			26.00	26.00	N/R	N/R
30	Youth with Parent in Active Military			26.00	26.00	N/R	N/R

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level	
	Count	Total	State	District			
31	CTE Cohort*	19	22	73.23	70.33	86.36	16.0
32	Individuals Preparing for Non-Traditional Fields	DR	DR	73.23	70.33	DR	N/A
33	Out of Workforce Individuals	DR	DR	73.23	70.33	DR	N/A
34	Individuals with Economically Disadvantaged Families	8	11	73.23	70.33	72.73	2.4
35	English Learners			73.23	70.33	N/R	N/R
36	Single Parents	DR	DR	73.23	70.33	DR	N/A
37	Individuals with Disabilities	DR	DR	73.23	70.33	DR	N/A
38	Homeless Individuals			73.23	70.33	N/R	N/R
39	Youth in Foster Care			73.23	70.33	N/R	N/R
40	Youth with Parent in Active Military			73.23	70.33	N/R	N/R

\*Note: Students meeting criteria for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

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Department Chair (or authorized Designee) : \_\_\_\_\_

# California Community Colleges Resources

Data Element Dictionary (Student Accountability Model)

[SAM Codes](#)

Taxonomy of Programs (TOPs)

[TOPs Codes](#)

Perkins IV Core Indicator Cohort Definitions and Methodology

[Methodology for Perkins IV](#) (*Revised 1/11/12*)

CCCCO Perkins V Website

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Career-Education-Practices/Perkins-V>

Perkins V State Plan

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/Career-Education-Practices/Perkins-V>

[ALLOCATION AGREEMENT Article I & II \(Title I-C Local Application\)](#)

Article I Program Specific Legal Terms and conditions and Title II Agency Specific Legal Terms and Conditions for Perkins Title I-C Agreements.

[CCCCO Grants & Contracts Manual](#)

This Manual contains the policies and procedures for the administration of contracts, grants, vendor agreements, and other forms of agreements such as memoranda of understanding, and for procurement for the California Community Colleges Chancellor's Office. It supersedes all former agency-wide procurement manuals and policies including the 2008 Contracts and Grants Manual. Individual division resources and policies related to contracts, grants and procurement processes remain operable provided that they do not conflict with this Manual. If there is any conflict between division materials and this Manual, this Manual is controlling. Furthermore, all division materials should be updated to reflect the policies and procedures in this Manual, if necessary.

[CCCCO Budget & Accounting Manual \(BAM\)](#)

Education Code Section 70901 enumerates the responsibilities of the Board of Governors (BOG) which includes the establishing, maintaining, revising, and updating the uniform budgeting and accounting structures and procedures for the California Community Colleges. This responsibility is embodied in the California Community Colleges Budget and Accounting Manual (BAM), which has been updated as of the year 2012.

[Perkins Master Calendar 2018-19](#)

The following timelines provides important dates and deadlines for the Perkins allocation process. Dates provided are subject to change by the Chancellor's Office (CO). Deadlines for districts that impact Perkins Title I, Part C (I-C) allocations are indicated as bold text. Fiscal report dates are indicated in pink, however, the Legal Terms and Conditions, Article I, Section 3 notes that: all reports that fall on a weekend or a holiday are due by close of business on the last working day prior to the reporting deadline. Extensions of reporting deadlines may be made with the approval of the Project Monitor.

[State Competitive Process RFA \(Example\)](#)

This document shows an example of a Request for Application (RFA) used as a standard for competitive processes by the Chancellor's Office of the California Community Colleges.

### [FI\\$CAL Memo CCCC\) 2017](#)

On August 1, 2017 a memorandum was sent to CEOs, CBOs, CSSOs and CIOs regarding a new financial system at the Chancellor's Office (FI\$Cal) from the Assistant Vice Chancellor of Finance and Facilities Planning Division. The memo provided guidance related to the new "state government" system that now requires invoicing for grants and contracts above and beyond the online system reporting we currently have in place in order for the Controller's Office to allow payment. It specified that as of July 1, 2017, FI\$Cal would require all grant/contract payments be supported by an invoice.

### [AB 1887 State Travel Restriction](#)

In AB 1887, the California Legislature determined that "California must take action to avoid supporting or financing discrimination against lesbian, gay, bisexual, and transgender people." The following states are currently restricted as of 10/2020 (Alabama, Idaho, Iowa, Kansas, Kentucky, Mississippi, Oklahoma, North Carolina, South Carolina, South Dakota, Tennessee, Texas).

### [Contracted District Audit Manual](#)

The Contracted District Audit Manual (CDAM) requirements apply to annual financial and compliance audits of community college districts in accordance with Education Code section 84040.5. Auditors must indicate compliance with section 84040.5 and include a summary of audit exceptions and management improvement recommendations in their report. The intent of the audits is to promote efficient and effective use of public funds for education in California by strengthening fiscal accountability at the district, county and state levels, and to encourage sound fiscal management practices among community college districts.

### [Introduction to Fi\\$cal & Resources](#)