2025–2028

Cuesta College

STUDENT EQUITY PLAN

Executive Summary

San Luis Obispo
Community College District

1 Table of Contents

2 Overview of 2022-2025 Student Equity Plan

During the 2022–2025 Student Equity Plan (SEP) cycle, Cuesta College identified five primary student groups experiencing disproportionate impact (DI)[1] across five student success metrics:

a) Successful Enrollment

b) Completion of Transfer-Level Math and English

c) Persistence – Primary Term to Secondary Term

d) Transfer within 3 Years

e) Vision Goal Completion

Analysis of student outcome data revealed that, except for Successful Enrollment, all other four metrics shared one or more similar DI student populations.

Table 1 illustrates the overlap of DI student groups across the five metrics, while **Table 2** presents the ideal target outcomes for each group by 2024–2025.

Table 1

Success Metrics & Student Population(s) Experiencing Disproportionate Impact 2022-25 SEP

Metric	Student Population				
	Female	Black/African American	Latinx/Hispanic	Current/Former Foster Youth	First-Generation
Successful Enrollment	X				
Completion of Transfer Level Math & English		X	X		X
Persistence Primary to Secondary Term		X		X	X
Transfer within 3 Years		X	X		X
Vision Goal Completion				X	X

2.1 Key Actions Implemented

As summarized in **Table 3**, to reduce equity gaps and cultivate a stronger culture of belonging during the 2022-2025 SEP cycle the college focused on two overarching themes:

2.1.1 Culturally Affirming Services, Spaces, and Programming

Cuesta College has deepened its commitment to celebrating and affirming student identities, particularly those of historically underserved groups. Signature events such as the now annual First-Generation College Celebration, and the newly established Hispanic Serving Institutions (HSI) Week Celebration reflect the college's intentional efforts to recognize and uplift first-

---

[1] Disproportionate impact occurs when a subset of students based on a characteristic such as age, race, gender, etc., have observably different outcomes when compared to the total student population.

Table 2

Student Population(s) Experiencing Disproportionate Impact and Target Outcomes 2022-25 SEP

Student Population	Metric	Target Outcome by 2024-2025
Female	Successful Enrollment	Increase by 13.9% (i.e., 112) the successful first year enrollment
Black/African American	Completion of Transfer Level Math & English	Increase by 1100% (i.e., 11) the completion of transfer level math and English
	Persistence Primary to Secondary Term	Increase by 23.7% (i.e., 9) the persistence from primary term to secondary term
	Transfer within 3 years	Increase by 125% (i.e., 5) the transfer to a four-year institution within three years
Latinx/Hispanic	Completion of Transfer Level Math & English	Increase by 53.5% (i.e., 46) the completion of transfer level math and English
	Transfer within 3 years	Increase by 29.1% (i.e., 25) the transfer to a four-year institution within three years
Current or Former Foster Youth	Persistence Primary to Secondary Term	Increase by 26.8% (i.e., 11) the persistence from primary term to secondary term
	Vision Goal Completion	Increase by 266.7% (i.e., 8) the Vision for Success definition of completion within three years
First-Generation	Completion of Transfer Level Math & English	Increase by 114.8% (i.e., 62) the completion of transfer level math and English
	Persistence Primary to Secondary Term	Increase by 13.5% (i.e., 67) the persistence from primary term to secondary term
	Transfer within 3 years	Increase by 173.3% (i.e., 78) the transfer to a four-year institution within three years
	Vision Goal Completion	Increase by 74.2% (i.e., 49) the Vision for Success definition of completion within three years

Table 3

Actions and Strategies to Minimize Disproportionate Impact and Meet Target Outcomes 2022-25 SEP

Metric			Successful Enrollment	Completion of Transfer Level Math & English	Persistence Primary Term to Secondary Term	Transfer within 3 Years	Vision Goal Completion
Student Population			▪ Female	▪ Black/African American ▪ First-Gen ▪ Latinx/Hispanic	▪ Black/African American ▪ Foster Youth ▪ Latinx/Hispanic	▪ Black/African American ▪ First-Gen ▪ Latinx/Hispanic	▪ First-Gen ▪ Foster Youth
Action/Strategy	Culturally Relevant Programming	First-Gen Celebration			X		X
		HSI Week			X		X
		Student Life & Leadership			X		X
	Culturally Relevant Spaces & Services	Affinity Programs Center	X		X		X
		NextUp	X		X	X	X
		Student Health Center			X		X
	Technology	ConexED	X	X	X	X	X

generation and Latinx students, in alignment with the college's HSI designation. The creation of the Affinity Programs Center, which houses the NextUp program launched in 2023 to support current and former foster youth, provides a physical space for identity-based student support, cultivating community, visibility, and belonging. The Student Health Center expanded access to mental health services through multiple modalities and provider contracts, including the addition of bilingual providers. As a result, utilization of mental health services has increased among students from diverse backgrounds. Student Life and Leadership (SLL) significantly expanded its culturally affirming programming, offering events and activities throughout the academic year that reflect students' diverse identities. These efforts have led to increased engagement among Latinx students and other DI groups. Moreover, attendance data for SLL events are now tracked and disaggregated by race and ethnicity to assess whether DI groups are being reached and engaged.

2.1.2 Cross-Departmental Collaboration and Use of Technology

Cuesta has prioritized cross-departmental and student-centered service delivery to support DI student groups more effectively. A key advancement is the implementation of ConexED, a customer relationship management (CRM) platform, within Student Success and Support Programs (SSSP). The use of ConexED has enhanced communication and proactive outreach to students. In particular, through the adoption of a case management model and referral system, students receive timely and coordinated support that addresses their academic, financial, and personal needs in a more efficient and responsive manner.

2.2 Noteworthy Outcomes

The college's data for 2023-2024 showed no DI in the successful enrollment metric for female students. To meet the target outcome, in addition to the strategies outlined in Table 3, the college:

a) Ensured the continued staffing of Bilingual Enrollment Success Specialists by maintaining the allocated Student Equity and Achievement (SEA) funding[2] for these positions, even during vacancies, to facilitate timely recruitment.

b) Installed navigation aids at both the San Luis Obispo and North County campuses to enhance accessibility.

c) Established a standing purchase order with a professional translation service, ensuring that all college materials are consistently available in Spanish.

d) Set up "welcome huts" at key campus entry points during the first week of each academic semester, with staff on hand to help students navigate the campus.

e) Conducted summer enrollment outreach campaigns, during which coordinators called students who enrolled in courses during spring 2023 but had not yet registered for

---

[2] For an overview of 2022-2025 Student Equity & Achievement allocations and expenditures see Appendix A.

fall 2023 classes. With these phone calls, coordinators encouraged students to register for fall 2023 classes and referred them to various campus services, including Financial Aid, Academic Counseling, and Admissions and Registration, to support their enrollment process.

Similarly, the college's data for 2023-2024 showed no DI in the transfer metric for Latinx/Hispanic students. To meet the target outcome, in addition to the strategies outlined in Table 3, the college:

a) Implemented an automatic process for all new students to receive a Comprehensive Student Education Plan based on their selected major at the time of application.

b) Established a process for contacting students through Cuesta Academic Retention and Engagement phone calls and emails.

c) Updated academic notices to be more student-friendly and asset-based.

d) Utilized SEA funding to support the Justice, Equity, Diversity, Inclusion (JEDI) Academy on Curriculum and Teaching and offer a Diversity, Equity, and Inclusion Professional Learning Series in spring 2023 and spring 2024. The learning series focused on topics such as engaging and supporting students on the autism spectrum, assisting formerly incarcerated and/or system impacted students, trauma informed leadership, and advocating for Queer and LGBTQ+ students.

3 2025-2028 Student Equity Plan

Cuesta College is committed to building upon the momentum and lessons learned from its 2022–2025 SEP as it transitions into the development and implementation of its 2025–2028 plan. Accordingly, three key initiatives will be sustained, refined, and scaled for greater impact during the 2025-2028 SEP cycle.

3.1 Continuity of Initiatives

The following areas of continuity serve as foundational pillars of the Cuesta College's 2025–2028 SEP and will guide the college's sustained commitment to closing equity gaps.

3.1.1 Leveraging Technology for Early Intervention and Student Support

The expanded use of ConexED, Cuesta's CRM platform, has improved coordination of services and timely interventions. Specifically, the integration of the referral process has enabled student services faculty and staff to proactively identify students in need of academic, personal, or financial support and connect them to wraparound services. This approach will remain a cornerstone of Cuesta's student success infrastructure, with plans to expand engagement among instructional faculty with STAR Signal (**S**trategic and **T**ailored **A**ssistance for **R**etention), the college's new early alert system. This proactive tool is designed

to provide personalized academic and support interventions to enhance student persistence, retention, and completion.

3.1.2 Scaling Basic Needs and Sense of Belonging

Programs addressing students' basic needs—for example Emergency Housing—can have a measurable impact on student persistence, academic success, and well-being. Accordingly, Cuesta will continue to invest in these essential services, as well as identity affirming spaces such as the Affinity Programs Center, and the inclusive programming led by Student Life and Leadership. Looking ahead, a valuable area of inquiry will be to analyze student engagement over time and correlate it with success metrics disaggregated by race and ethnicity. This data-driven approach will help determine the effectiveness of these programs in closing equity gaps and improving outcomes for DI groups. Additionally, the college will continue to expand culturally affirming mental health services, recognizing the intersection of emotional well-being and academic success.

3.1.3 Institutional Commitment to Professional Development and Culturally Responsive Practices

Cuesta recognizes the essential role of ongoing, equity-focused professional development in shifting institutional culture. Training centered on cultural humility, trauma-informed practices, and racial equity have helped faculty and staff better understand and address systemic barriers disproportionately affecting historically marginalized students. Continued investment in this area will support the growth of culturally responsive pedagogy, inclusive student support services, and equity-minded leadership.

3.2 2025-2028 Goals and Student Groups

For the 2025-2028 SEP, for each DI student group, there are two equity goals per student success metric[3]:

1) **Eliminate Disproportionate Impact** – Narrow identified equity gaps to achieve parity with the overall student population.

2) **Fully Close Equity Gap** – Achieve outcomes that eliminate inequities across all identified DI groups.

Tables 4 through **8** outline the ideal target outcomes for both goals, by metric and for each DI student population. **Table 9** summarizes the ideal target outcomes for both goals by

---

[3] The data for each goal—percentage and raw number—was provided by the California Community College Chancellor's Office in spring 2025. On January 30, 2026, colleges were notified that due to data corrections in DataVista, some student groups originally identified as experiencing DI in NOVA may no longer be flagged as DI, while other groups that were not previously identified may now be flagged. DI determinations are affected by changes to both the values for the group of interest and the values for the comparison group. An earlier version of this Executive Summary identified LGBT students as experiencing DI for the metric "Completed both Transfer Level Math and English," given the corrections LGBT students are no longer identified as experiencing DI for this metric. Additionally, the earlier version did not identify Latinx/Hispanic students as experiencing DI for the metric "Persisted First Primary Term to Subsequent Primary Term," this has been corrected in the current version.

student population. As shown in Table 9, **first-generation college students** emerge as a DI group in **four of the five metrics**, while **economically disadvantaged students** appear as a DI in **three of the five metrics**. Accordingly, during this SEP cycle, Cuesta College will intensively focus on these two student populations.

3.3 2025-2028 Initiatives to Achieve Goals

Cuesta College will advance a comprehensive, equity-centered set of initiatives aligned with student success metrics and the needs of DI student populations. These efforts are organized across four major strategic areas.

3.3.1 Equity-Centered Case Management and Early Intervention

Cuesta College will:

a) Expand use of the ConexED platform and STAR Signal (**S**trategic and **T**ailored **A**ssistance for **R**etention), the college's new early alert system, to enhance proactive, timely, and personalized outreach for students showing early indicators of disengagement.

b) Increase regular academic counselor-student check-ins and strengthen equity-focused academic planning by expanding completion of Comprehensive Student Education Plans, ensuring students receive clear, structured guidance toward degree or certificate completion.

3.3.2 Expansion of Culturally Affirming Programming and Services

The college will:

a) Continue expanding Affinity Programs Center and Student Life and Leadership programming, with an emphasis on culturally affirming events—such as First-Generation Celebration and HSI Week—that reinforce belonging, engagement, and identity affirmation for DI student groups.

b) Broaden access to mental health services, emergency housing resources, food security programs, and other essential basic needs.

3.3.3 Academic and Instructional Equity

Cuesta College will seek to:

a) Increase adoption of Zero-Textbook-Cost and Open Educational Resources course materials to reduce financial barriers.

b) Expand professional development opportunities in culturally responsive pedagogy to strengthen instructional equity.

c) Enhance academic offerings—particularly at the North County Campus—and ensure program review is aligned with equity goals.

Table 4

Student Groups Experiencing Disproportionate Impact and Target Outcomes for Successful Enrollment

				Goal 1 Eliminate Disproportionate Impact (DI)		Goal 2 Fully Close Equity Gap (EG)	
Student Population	# of Students 2022-23 (Baseline Year)	Denominator 2022-23 (Baseline Year)	% of Students 2022-23 (Baseline Year)	% increase needed to eliminate DI	# of students needed to eliminate DI	% increase needed to fully close equity EG	% of students needed to fully close EG
Overall Student Population	1,703	5,718	29.8%	N/A	N/A	N/A	N/A
Asian	20	138	14.5%	9.8%	14	15.7%	22
Black or African American	24	117	20.5%	2.1%	3	9.5%	12
Non-Binary	0	91	0%	3.2%	4	9.6%	11

Table 5

Student Groups Experiencing Disproportionate Impact and Target Outcomes for Completed both Transfer-Level Math and English

				Goal 1 Eliminate Disproportionate Impact (DI)		Goal 2 Fully Close Equity Gap (EG)	
Student Population	# of Students 2022-23 (Baseline Year)	Denominator 2022-23 (Baseline Year)	% of Students 2022-23 (Baseline Year)	% increase needed to eliminate DI	# of students needed to eliminate DI	% increase needed to fully close equity EG	% of students needed to fully close EG
Overall Student Population	422	2,178	19.4%	N/A	N/A	N/A	N/A
Econ Disadvantaged	206	138	17.2%	2.6%	31	4.7%	57
First-Gen	60	629	9.5%	11.5%	73	13.8%	87
Latinx or Hispanic	128	808	15.8%	3.1%	26	5.6%	46

Table 6

Student Groups Experiencing Disproportionate Impact and Target Outcomes for Persistence – First Primary Term to Subsequent Primary Term

				Goal 1 Eliminate Disproportionate Impact (DI)		Goal 2 Fully Close Equity Gap (EG)	
PERSISTENCE – FIRST PRIMARY TERM TO SUBSEQUENT PRIMARY TERM							
Student Population	# of Students 2021-22 (Baseline Year)	Denominator 2021-22 (Baseline Year)	% of Students 2021-22 (Baseline Year)	% increase needed to eliminate DI	# of students needed to eliminate DI	% increase needed to fully close equity EG	% of students needed to fully close EG
Overall Student Population	1,356	1,939	69.9%	N/A	N/A	N/A	N/A
Black or African American	24	44	54.5%	1%	1	15.7%	7
First-Gen	344	543	63.4%	5.1%	28	9.1%	50
Foster Youth	34	61	55.7%	2.2%	2	14.7%	9
Latinx or Hispanic	439	650	67.5%	0.5%	1	3.6%	24

Table 7

Student Groups Experiencing Disproportionate Impact and Target Outcomes for Completion

				Goal 1 Eliminate Disproportionate Impact (DI)		Goal 2 Fully Close Equity Gap (EG)	
COMPLETION							
Student Population	# of Students 2019-20 (Baseline Year)	Denominator 2019-20 (Baseline Year)	% of Students 2019-20 (Baseline Year)	% increase needed to eliminate DI	# of students needed to eliminate DI	% increase needed to fully close equity EG	% of students needed to fully close EG
Overall Student Population	506	2,253	22.5%	N/A	N/A	N/A	N/A
DSPS Male	14	105	13.3%	3.1%	4	9.6%	11
Econ Disadvantaged	314	1,499	20.9%	2.5%	37	4.5%	68
First-Gen	103	746	13.8%	10.5%	79	12.9%	97
Latinx or Hispanic	136	761	17.9%	4.2%	33	6.9%	53
LGBT	21	152	13.8%	3.8%	6	9.3%	15
Male	205	1,137	18%	6.7%	77	8.9%	102

Table 8

Student Groups Experiencing Disproportionate Impact and Target Outcomes for Transferred to a Four-Year

Student Population	# of Students 2018-19 (Baseline Year)	Denominator 2018-19 (Baseline Year)	% of Students 2018-19 (Baseline Year)	Goal 1 Eliminate Disproportionate Impact (DI)		Goal 2 Fully Close Equity Gap (EG)	
				% increase needed to eliminate DI	# of students needed to eliminate DI	% increase needed to fully close equity EG	% of students needed to fully close EG
Overall Student Population	334	919	36%	N/A	N/A	N/A	N/A
DSPS	21	85	24.7%	3.7%	4	12.8%	11
Econ Disadvantaged	185	579	32%	8.1%	47	11.9%	69
First-Gen	42	204	20.6%	14.7%	30	20.3%	42
Male	137	449	30.5%	7.1%	33	11.4%	52
White Male	75	242	31%	1.4%	4	7.3%	18

Last updated March 3, 2026

Table 9

Student Populations Experiencing Disproportionate Impact Across Metrics and Associated Target Outcomes

Student Population	Metric	Goal 1 Eliminate Disproportionate Impact (DI)		Goal 2 Fully Close Equity Gap (EG)	
		% increase needed to eliminate DI	# of students needed to eliminate DI	% increase needed to fully close EG	% of students needed to fully close EG
Asian	Successful Enrollment	9.8%	14	15.7%	22
Black or African American	Successful Enrollment	2.1%	3	9.5%	12
	Persistence – First Primary Term to Subsequent Primary Term	1%	1	15.7%	7
DSPS	Transferred to a Four-Year	3.7%	4	12.8%	11
DSPS Male	Completion	3.1%	4	9.6%	11
Economically Disadvantaged	Completed Both Transfer Level Math & English	2.6%	31	4.7%	57
	Completion	2.5%	37	4.5%	68
	Transferred to a Four-Year	8.1%	47	11.9%	69
First-Generation	Completed Both Transfer Level Math & English	11.5%	73	13.8%	87
	Persistence – First Primary Term to Subsequent Primary Term	5.1%	28	9.1%	50
	Completion	10.5%	79	12.9%	97
	Transferred to a Four-Year	14.7%	30	20.3%	42
Foster Youth	Persistence – First Primary Term to Subsequent Primary Term	2.2%	2	14.7%	9
Latinx or Hispanic	Completed Both Transfer Level Math & English	3.1%	26	5.6%	46
	Completion	4.2%	33	6.9%	53
	Persistence – First Primary Term to Subsequent Primary Term	0.5%	1	3.6%	24
LGBT	Completion	3.8%	6	9.3%	15
Male	Completion	6.7%	77	8.9%	102
	Transferred to a Four-Year	7.1%	33	11.4%	52
Non-Binary	Successful Enrollment	28.2%	26	30.3%	28
White Male	Transferred to a Four-Year	1.4%	4	7.3%	18

3.3.4 Data-Informed Change

The college will:

a) Advance data disaggregation across race/ethnicity, gender, first-generation status, foster youth status, and Pell eligibility to identify equity gaps, monitor progress, and inform strategic interventions more precisely.

b) Strengthen faculty and staff data literacy through professional development to support course-, program-, and division-level equity planning and continuous improvement.

3.4 Resources

In alignment with the aforementioned strategic areas, Cuesta College is committed to leveraging Student Equity and Achievement funds to sustain investments in human capital, programmatic support, and technology and infrastructure.

3.4.1 Human Capital and Programmatic Support

Cuesta College will continue to invest in personnel and programs that directly support student success, advance equity-focused initiatives, and reduce barriers to persistence and completion for DI student groups. Efforts include:

a) Sustaining current levels of staffing within student support services and programs, while assessing needs for additional staff to enhance engagement, belonging, and holistic student services.

b) Offering continuous learning opportunities for faculty and staff in DEI, with emphasis on culturally responsive pedagogy, trauma-informed practices, data literacy, and other equity-centered instructional and service models.

c) Sustaining funding for Basic Needs initiatives—including food security resources, emergency housing, and other essential services—to address barriers to academic success.

3.4.2 Technology and Infrastructure

The College will strengthen the technological systems and operational infrastructure needed to support early intervention, effective data use, and integrated student services. Potential investments include:

a) Funds to maximize the use of ConexED and integrated data platforms to enhance student tracking, case management, communication, and intervention processes.

b) Additional funds to expand access to laptops and Wi-Fi hotspots, as well as new funds for a textbook loan program, to reduce students' out-of-pocket costs.

4 Closing and Contact Information

With its 2025–2028 Student Equity Plan, Cuesta College seeks to advance equitable outcomes through intentional investment, race-conscious inquiry, and collaborative action. Centering disproportionately impacted student populations—and applying an intensified focus on first-generation and economically disadvantaged students—the college aims to dismantle structural barriers and close persistent equity gaps. Through integrated, institution-wide efforts, Cuesta is committed to building a more inclusive, data-informed, and success-oriented college environment that supports every learner's educational journey.

For additional information, the following community college district officials may be contacted:

Jill Stearns, Ph.D.
Superintendent/President
president@cuesta.edu

Elizabeth Coria, Ed.D.
Asst. Superintendent/Vice President, Student Success & Support Programs
elizabeth_coria@cuesta.edu

Jason Curtis, Ph.D.
Asst. Superintendent/Vice President, Instruction
jason_curtis@cuesta.edu

Todd Hampton, Ed.D.
Asst. Superintendent/Vice President, Administrative Services
todd_hampton@cuesta.edu

Araceli Espinoza-Wade, Ph.D.
Assoc. Dean, Student Equity & Special Programs
araceli_espinozawade@cuesta.edu

5 Appendix – Student Equity and Achievement Expenditures[4]

Table 1

2022-2023 Student Equity and Achievement Allocation and Expenditures

Total Allocation	$ 3,022,433		
Expenditure Type	**Year 1:** **July 1, 2022 to June 30, 2023**	**Year 2:** **July 1, 2023 to June 30, 2024**	**Percentage of Allocation**
1000 – Instructional Salaries	$ 364,128	$104,465	15.5%
2000 – Non-Instructional Salaries	$ 749,727	$ 814,508	51.75%
3000 – Employee Benefits	$ 445,603	$ 389,529	27.63%
4000 – Supplies and Materials	$ 2,219	$ 43,823	1.52%
5000 – Other Operating Expenses & Services	$ 20,688	$ 79,743	3.32%
6000 – Capital Outlay	$ 0	$ 0	0%
7000 – Other Outgo	$ 0	$ 8,000	0.26%
Total Year Expenditures	$ 1,582,365	$1,440,068	100%
Allocation Remaining (Following Year Forecast)	$ 1,440,068	$ 0	
		GRAND TOTAL	$ 3,022,433

Table 2

2023-2024 Student Equity and Achievement Allocation and Expenditures

Total Allocation	$ 3,022,433		
Expenditure Type	**Year 1:** **July 1, 2023 to June 30, 2024**	**Year 2:** **July 1, 2024 to June 30, 2025**	**Percentage of Allocation**
1000 – Instructional Salaries	$ 601,647	$ 90,820	22.91%
2000 – Non-Instructional Salaries	$ 747,278	$ 621,978	45.3%
3000 – Employee Benefits	$ 518,376	$ 306,860	27.3%
4000 – Supplies and Materials	$ 385	$ 16,294	0.55%
5000 – Other Operating Expenses & Services	$ 44,341	$ 30,011	2.46%
6000 – Capital Outlay	$ 44,443	$ 0	1.47%
7000 – Other Outgo	$ 0	$ 0	0%
Total Year Expenditures	$ 1,956,470	$1,065,963	100%
Allocation Remaining (Following Year Forecast)	$ 1,065963	$ 0	
		GRAND TOTAL	$ 3,022,433

---

[4] Colleges have two full years to spend each annual allocation.

Table 3

2024-2025 Student Equity and Achievement Allocation and Expenditures

Total Allocation	$ 3,022,433		
Expenditure Type	**Year 1: July 1, 2024 to June 30, 2025**	**Year 2: July 1, 2025 to June 30, 2026**	**Percentage of Allocation**
1000 – Instructional Salaries	$ 223,013.07	Pending	Pending
2000 – Non-Instructional Salaries	$ 697,065.24	Pending	Pending
3000 – Employee Benefits	$ 402,660.82	Pending	Pending
4000 – Supplies and Materials	$ 1,111.49	Pending	Pending
5000 – Other Operating Expenses & Services	$ 99,885.27	Pending	Pending
6000 – Capital Outlay	$ 18,367.40	Pending	Pending
7000 – Other Outgo	$ 0	Pending	Pending
Total Year Expenditures	$ 1442,103.29	Pending	Pending
Allocation Remaining (Following Year Forecast)	$ 1,580,339.71		

CUESTA COLLEGE

**SAN LUIS OBISPO COUNTY
COMMUNITY COLLEGE DISTRICT
P.O. BOX 8106
SAN LUIS OBISPO,
CALIFORNIA 93403-8106
(805) 546-3100**