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Date: February 8, 2023  
To: Mike Claire, Team Chair  
David Martin, Vice Chair  
Kevin Botenbal, ACCJC Staff Liaison  
From: Francisco Rodriquez, Chancellor  
CC: Nicole Albo-Lopez, Accreditation Liaison Officer  
Re: District Update on Core Inquiries

The Los Angeles Community College District is dedicated to ongoing improvement of its organizational structures and student programs. Our mission recognizes the responsibility to provide access to the communities our nine colleges serve, while providing high quality - higher education programming. Our vision calls us to lead both locally and nationally on issues related to student success, equity, and institutional effectiveness. The district and each college view accreditation as the foundation of our continuous improvement efforts. The core inquiries produced by our initial college ISER reviews, provided a focused map leading us to better reflect, and then improve our efforts to support our colleges, students, and the communities we serve. To this end, the district has embraced the core inquiries submitted by the visiting teams and worked expeditiously to provide additional information and evidence to address each core inquiry. The district team is looking forward to the upcoming Focused Site Visit on March 10, 2023. To facilitate the team’s review process, please see below pertinent district developments pertaining to the core inquiries, in addition to evidence the team may find helpful in advance of the visit.

<b>Core Inquiry 1:</b> <i>The team seeks to verify the board has an orientation for new board members as outlined under policy.</i>
<b>Standards or Policies:</b> IV.C.9
<b>Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions, or reflections which have occurred pertaining to Core Inquiry 1.</b>  As outlined in BP2740, Board Education, the Board is committed to ongoing development and to the continuous learning and professional development of each trustee. Board members regularly attend conferences, such as the Community College League of California (CCLC) and the Association of Community College Trustees (ACCT) to support their ongoing professional development. Annually, the Student Trustee participates in a district sponsored orientation, and engages at the statewide level with other student trustees during an annual workshop conducted by the CCLC.  In preparation of the virtual site visit (October 2022), district leadership met with Board support staff to collect additional evidence demonstrating professional development activities for the Board. It was determined while collecting evidence that there was a need to create a tracking document for Board related travel and professional development. On October 5, 2022, the Board of Trustees were provided information regarding upcoming CCLC workshops and conferences, including annual ethics training. Professional development opportunities are regularly shared with Board members.

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In December of 2022, two newly elected trustees joined the Board, and attended orientation sessions with each operational unit housed at the Educational Services Center (11/22 and 1/23). This is a standard practice for newly elected Trustees. As a measure of improvement, an internal document is being drafted to formalize a sample checklist of orientation activities for new trustees.

The Board Committee of the Whole often holds in-depth professional development sessions and periodically works with external consultants to deepen their understanding of major focused areas such as goal setting, data analysis of trends, and trustee responsibilities. An annual goal setting session was held with the full board (including 2 new trustees) on January 25, 2023.

**Evidence: Provide the list of evidentiary documents which will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 1. (documents should be separate pdf files on submitted flash drive)**

1. DCI1.1 \_New Trustee Orientation Schedule
2. DCI1.2 \_Professional Development Notice
3. DCI1.3 \_Annual Goal Setting Agenda
4. DCI1.4 \_Student Trustee Orientation

**Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work.**

**Core Inquiry 2:** *The team seeks to better understand how the district determines resource allocation and reallocation is adequate to support effective operation across the district.*

**Standards or Policies:** IV.D.3

**Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions, or reflections which have occurred pertaining to Core Inquiry 2.**

The district assesses its resource allocation model at least every three years to determine its adequacy and effectiveness as a measure to ensure each college has the resources required to meet operational needs. The Executive Committee of the District Budget Committee (ECDBC) reviews the model and makes recommendations to the District Budget Committee (DBC). A comprehensive review was last conducted prior to the 2019-2020 fiscal year. The Board of Trustees adopted the recommended resource allocation model on September 14, 2019.

As part of the district's continuous improvement practices, on January 24, 2023, the ECDBC began the review of the approved model. On January 31, 2023, the ECDBC met to review the current model and discuss the resource allocation model timeline, and scenario data as it prepares its recommendation to the DBC for the 2023-24 Fiscal Year.

To monitor and control expenditures, the ESC budget office disseminates monthly fiscal reports to the colleges. Additionally, throughout the year, the Vice Chancellor & Chief Financial Officer convenes quarterly meetings with the leadership team of each college, and ESC staff. During the meeting, projections are discussed, a review of fund balances is conducted, and plans are made to ensure colleges are successfully operating within their budget allocation.

If a college reports a negative ending balance at the end of the fiscal year greater than .5%, a Financial Intervention Team (FIT) is formed, and together with the college, conducts an exercise aimed at identifying core operational issues. Once core issues are identified, the college develops a plan to remedy fiscal concerns. The plan is monitored by the Vice Chancellor & Chief Financial Officer in tandem with the FIT team.

<p><b>Evidence: Provide the list of evidentiary documents which will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 2. (documents should be separate pdf files on submitted flash drive)</b></p> <ol style="list-style-type: none"> <li>1. DCI2.1_Resource Model Adoption 2019</li> <li>2. DCI2.2_Resource Model Evaluation Agenda 2023</li> <li>3. DCI2.3_Sample Quarterly Meeting Packet</li> <li>4. DCI2.4_District Financial Accountability Measures</li> </ol>
<p><b>Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work.</b></p>

<p><b>Core Inquiry 3:</b> <i>The team would like to learn about the process of development and what follow-up has occurred from the release of the district's framework for racial equity and social justice.</i></p>
<p><b>Standards or Policies:</b> IV.D.1</p>
<p>Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions, or reflections which have occurred pertaining to Core Inquiry 3.</p> <p>The LACCD Framework of Equity and Social Justice was developed by the Chancellor's cabinet in 2020, based upon consultation and dialogue with campus and district leaders, board members, town halls, and student voices. The framework was presented to the Board of Trustees and subsequently endorsed.</p> <p>In addition to this work, the District Office applied for, and was granted technical assistance from the CCCCCO's Institutional Effectiveness Partnership Initiative (IEPI). IEPI is working with the district to learn more about key equity and social justice initiatives, and provides input around two areas related to supporting the ongoing operationalization and implementation of the framework:</p> <ol style="list-style-type: none"> <li>1. Creating an online Equity Dashboard, allowing colleges to drill down to the most detailed levels of ethnicity, and providing a uniform set of student equity momentum points, through which informed decisions and actions aimed at eradicating currently existing equity, opportunity and achievement gaps can be made, and</li> <li>2. Reviewing, revising, recommending, and aligning district-wide policies and practices aimed at prioritizing and thereby addressing equity, opportunity, and achievement gaps at scale.</li> </ol> <p>On January 11, 2023, a newly appointed Chancellor's Equity and Justice Fellow was announced. The Fellow provides leadership and advances district strategies for diversity, equity, inclusion, and access (DEIA); sits on the Chancellor's Cabinet, and collaborates with college personnel, students, and external partners to pursue resources, programs and services that lead to academic access and success for students and staff. They enable pathways to leadership and advancement for staff and faculty, build equitable structures for all members of the campus community, and close opportunity gaps for our most marginalized groups.</p> <p>The LACCD Board of Trustees embraces its role in supporting the districts framework for Equity and Social Justice, as evidenced by multiple resolutions proposed and approved by the Board since the framework was endorsed on August 5, 2020.</p>

**Evidence: Provide the list of evidentiary documents which will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 3. (documents should be separate pdf files on submitted flash drive)**

1. DCI3.1\_Job Posting Equity & Justice Fellow
2. DCI3.2\_IEPI Documentation
3. DCI3.3\_Sample Board Resolutions

**Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work.**