

Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote success for all students. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1 The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve mission fulfillment. (ER 8, ER 14)

The District maintains policies and procedures that guide staffing levels and organizational structures in support of its mission, educational programs, and operations. Los Medanos College (LMC) employs qualified faculty, staff, administrators, and other personnel who collectively support and sustain high-quality educational services and promote student success. Guided by Contra Costa Community College District (4CD) Board Policies, Human Resources Procedures, collective bargaining agreements, and equal employment opportunity requirements, LMC implements District employment practices locally to ensure staffing decisions align with the College's mission, student needs, and educational priorities. Full-time faculty hiring is informed through shared governance and Cabinet-level processes, including an annual staffing review and planning meeting with the Chancellor's Cabinet, Academic Senate, and faculty union leadership (as described in Box 2a of the Uniform Employee Selection Guide). This annual review includes analysis of the District's full-time obligation number (FON), full-time to part-time faculty ratios, and compliance with the 50 Percent Law. **(Evidence: 3.1 Uniform Employee Selection Guide, 3.1 FTF_StaffMeeting_2025_Final, 3.1 Department Chair Meeting Minutes_Pg.2_10.28.25, 3.1 UF-Department Bylaws_Pgs.9and13, 3.1 LMC HR Website Screenshot_01.29.2026)**

The District plans for the recruitment of personnel in alignment with its mission and goals and takes steps to attract a diverse and qualified applicant pool. Job openings are advertised through California Community College Career Connect, promoted through a recruitment advertising firm (Job Elephant), and shared through District and College social media channels. The District Recruitment Specialist annually reviews recruitment outcomes and updates advertising sources as appropriate. Staffing decisions at LMC are informed by programmatic needs, enrollment patterns, curricular priorities, and student success goals. In alignment with District guidance, LMC actively participates in equitable and inclusive recruitment and hiring practices designed to attract a diverse and highly

qualified applicant pool. Faculty job postings are advertised through the District's careers website and articulate LMC's mission, values, service to a diverse student population, and expectations related to equity-minded teaching and student success. For example, the Assistant Professor of Economics job announcement demonstrates clearly defined minimum and desirable qualifications, required documentation, and expectations for curriculum development, student learning outcomes assessment, shared governance participation, and professional development **(Evidence: 3.1 4CD Careers Website Screenshot_02.26.2026, 3.1 4CD-LMC Faculty Job Posting Asst Econ Professor)**

Applicants apply through the District's careers website and are required to submit complete employment histories and official transcripts demonstrating that degree requirements have been met. Job announcements clearly describe minimum and desirable qualifications appropriate to the position and level of instruction offered include responsibilities for teaching and learning, curriculum oversight, and the assessment of student learning outcomes. **(Evidence: 3.1 4CD-LMC Classified Job Posting IT Manager)**

Human Resources conducts an initial screening to verify that applications are complete and that applicants meet minimum qualifications. Screening committees then review qualified applications using scoring rubrics based on desirable qualifications to identify candidates for interviews. All screening and interview committee members are required to complete diversity in hiring training at least once every two years. Faculty and management hiring committees include an Equal Employment Opportunity (EEO) Representative who has received additional training and serves as a liaison to Human Resources to ensure compliance with hiring policies and best practices. **(Evidence: 3.1 Employee Email-Diversity In Hiring Training, 3.1 CCCCDD EEO Plan 2024-27)**

The District verifies the education, training, and experience of all new hires. Appendix B of the Uniform Employment Selection Guide, Equivalency Policy and Process for Faculty Applicants, outlines procedures for determining equivalency when a faculty applicant does not possess the exact degree or experience specified in the minimum qualifications. All faculty job announcements include instructions for requesting equivalency. Applicants for faculty and academic management positions with degrees from non-U.S. institutions are required to obtain a foreign transcript evaluation from a National Association of Credential Evaluation Services (NACES)-approved agency. Once a finalist is identified, reference checks are conducted in accordance with Human Resources Procedure 1010.04. **(Evidence: 3.1 Uniform Employee Selection Guide-Appendix_B-1 Equivalency Policy, 3.1 CCCCDD Academic Position Application-Master Equivalency Form, 3.1 CCCCDD Minimum Qualifications for California Community Colleges_19th Edition, 3.1 CCCCDD HR Procedure 1010.04)**

Hiring practices are governed by established Board Policies, Human Resources Procedures, collective bargaining agreements and the Management, Supervisory, and Confidential Employees Personnel Manual. Minimum qualifications for each job classification meet the requirements of the State Chancellor's Office, Title 5 of the California Code of Regulations, and the California Education Code. The LMC Human Resources office works closely with District Human Resources to ensure compliance with Board Policies, procedures, collective bargaining agreements, and state and federal regulations. This collaboration supports transparency, consistency, and timely responsiveness to college staffing needs. **(Evidence: 3.1 CCCCD-HRProcedure_ Hiring ContractAdministrators_1010.06, 3.1 CCCCD HR Procedure Classified Staff on Selection Committees_3030.02, 3.1 CCCCD HR Procedure_Equivalency for Classified Positions Requiring Degree_3050.05, 3.1 UF 2024-27 Contract-Article 6.4.3, 3.1 Local One 2022-2025 Contract_Articles7.11and7.12, 3.1 Mgmnt-Supersr-Confidentl-PersnlMnl_Section3-Employment).**

In alignment with its mission, vision, and values, the District is committed to attracting and retaining a diverse and highly qualified workforce. The District regularly reviews employment practices and outcomes to ensure fairness, effectiveness, and compliance. The Chief Human Resources Officer reports annually to the Governing Board on Workforce Diversity and Equal Employment Opportunity initiatives. In addition, the District EEO Committee meets regularly to review and strengthen hiring practices in support of the District's Equal Employment Opportunity Plan and Diversity, Equity, Inclusion, and Belonging Planning Framework. In consultation with faculty and classified unions and management, the District also conducts regular reviews of job descriptions and classifications to ensure they remain current and responsive to college and student needs. In alignment with District practice, LMC participates in regular review of employment practices through shared governance structures, hiring outcomes, and workforce diversity efforts. College leaders, in coordination with District Human Resources, review staffing patterns and job classifications to ensure they remain responsive to evolving instructional methods, student demographics, and institutional priorities. These ongoing assessments help ensure that LMC's employment practices support mission fulfillment, equity, and continuous improvement in educational quality and student success. **(Evidence: 3.1 CCCCDGovBardSpecialReport_1025-8A-EEO_ Workforce Diversity, 3.1 CCCCD EEO Plan 2024-27, 3.1 DEIB Planning and Resource Guide)**

3.2 The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.

The District and College support its employees with professional learning opportunities aligned with its mission and institutional goals and evaluate these opportunities to ensure they effectively support educational services, operational functions, and efforts to close student achievement gaps. Guided by District policies, professional development structures, and evaluation practices, LMC implements Districtwide professional learning opportunities while also offering college specific programs that respond directly to local needs, employee feedback, and institutional priorities.

In alignment with District onboarding frameworks, LMC provides structured college level onboarding and mentoring opportunities. A key example is Classified Nexus, a cohort based professional learning and onboarding program designed to support new classified professionals. Classified Nexus introduces participants to the College's mission, culture, history, shared governance, student support services, equity initiatives, and professional growth opportunities. The program emphasizes community building, networking, and holistic support, enabling classified employees to contribute effectively to student success early in their careers. This college level onboarding complements District New Employee Orientation and ensures that professional learning is contextualized within LMC's local practices and student population. The District conducts a monthly, full-day New Employee Orientation that introduces employees to the institutional mission and history, student-centered practices, information technology, human resources and payroll processes, compliance requirements, and available professional learning resources. Orientation content is regularly reviewed and refined based on participant feedback to ensure it meets employee needs and supports institutional goals. **(Evidence: 3.2 NEO Agenda, 3.2 LMC-WelcomeFall2025ClassifiedNexus_OnboardingEmail, 3.2 LMC-AdjunctFacultyPDSerieSession_GROW@4CD)**

Beyond onboarding, the District offers a broad range of professional learning opportunities for all employee groups, including required training such as Sexual Harassment Prevention and Cybersecurity Awareness. Each college and the District Office has a Professional Development (PD) Committee that reviews and approves professional development proposals, allocates funds, and ensures alignment with institutional priorities, including activities designed to address student achievement gaps. Professional learning at LMC is coordinated through the Professional Development Advisory Committee (PDAC), which establishes goals, priorities, and outcomes aligned with college and District objectives. PDAC's approved goals and objectives clearly link professional development to student learning, employee effectiveness, and institutional improvement. Professional learning opportunities include in-house workshops, external conferences, online training, and leadership development programs. The District's professional development portal, GROW, tracks participation, flex obligations, and training completion, and provides access to

resources such as the California Community Colleges Vision Resource Center and Keenan Safe Colleges. **(Evidence: 3.2 4CD Sexual Harassment Policy-Prevention_Managers-Supervisors, 3.2 Required Cybersecurity Awareness TrainingEmail_02.10.2025, 3.2DW PD Meeting Agenda 12.8.25, 3.2 LMC PDAC Website Screenshot_02.26.2026, PDAC Goals and Objectives_SP25, 3.2 LMC-Grow Homepage Screenshot_03.19.2026)**

The District evaluates the effectiveness of its professional learning activities through participant surveys, which are administered for District-sponsored workshops and trainings. Survey results are reviewed by PD Committees and used to improve future offerings, identify emerging professional learning needs, and ensure professional development continues to support employee effectiveness and institutional improvement. Participation data and trends are summarized annually in the Employee Participation in Professional Development Activities Report, which is presented to the Governing Board. The effectiveness of professional learning opportunities at LMC is evaluated through participant feedback, attendance tracking, and review by college and District professional development committees. The college also reviews national staff survey results such as NACCC, in addition to feedback from flex sessions, workshops, onboarding programs, and equity focused offerings. This review and analysis is used to refine programming, identify emerging needs, and ensure alignment with institutional goals. PDAC uses this evidence-based approach to adjust priorities and improve future offerings, supporting a continuous improvement cycle focused on student success and employee effectiveness. **(Evidence: 3.2 CCCCD-PD Survey Management-Legal Training, 3.2 CCCCD-PD Survey Management Training 2024, 3.2 4CD Harmonizing Perspectives Feedback, 3.2 Employee Participation in PD Activities Report – District_Non-District, 3.2 LMC Opening Day Fall 2025-Evaluation_Overview, 3.2 NACCC Staff Survey Summary Report, PDAC Meeting Minutes – discussing/reviewing PD survey results and/or attendance)**

Professional learning opportunities are tailored to employee groups while maintaining consistent evaluation and oversight. Classified professionals are supported through programs such as the Classified Employee Enhancement Program (CEEP), as defined in Article 24 of the Local 1 Contract, which funds coursework and conferences aligned with institutional needs and is reviewed through negotiated committee processes. Consistent with the College's equity goals and District priorities, LMC offers targeted professional learning that advances equity and inclusion. The Equity in Action workshop series provides ongoing, structured professional learning for classified professionals focused on cultural competence, restorative practices, inclusive language, leadership development, and creating equitable work environments. These workshops empower staff and enhance their capacity to support students from diverse backgrounds. **(Evidence: 3.2 Local One**

Contract 2022-2027_Article24, 3.2 LMC-Professional Development Webpage-Equity in Action, 3.2 CCCCD-HR Procedure-ClassifiedTrainingMgmtProgram_3040.05, 3.2 CCCCD-Classified Professional Development Overview, 3.2 CCCCD-Classified Confidential Educational Reimbursement Application)

For faculty, the District and United Faculty recently negotiated a \$100,000 districtwide matching fund to support professional development, expanding access to conferences and educational opportunities. The District participates in the Flexible Calendar program, including mandatory and variable flex days every year, where faculty participate in a variety of training workshops and activities. The College's Flex Week programming illustrates the breadth and depth of available opportunities, with sessions focused on assessment, curriculum, equity minded pedagogy, online teaching quality, accessibility, technology tools, student support services, and discipline specific collaboration. These opportunities support instructional improvement, compliance, innovation, and student success across all employee groups. Faculty professional learning at LMC includes activities related to student learning outcomes assessment, course and program review, effective online instruction, and inclusive teaching practices. **(Evidence: 3.2 LMC-Events Calendar Flex WeekWorkshops_GROW@4CD, 3.2 LMC-Professional Development Webpage -PIP, 3.2 LMC-PDAC Webpage-Flex Information)**

The District provides targeted training to support quality teaching and key initiatives, such as Becoming an Effective Online Instructor (BEOI), a contractually required program for faculty who teach online, and workshops on Open Educational Resources (OER) to help further the goal of offering more Zero Textbook Cost (ZTC) courses. Through dedicated OER resources and guidance, LMC faculty are supported in adopting and developing open instructional materials that reduce financial barriers, increase access to course content, and promote equitable student outcomes. In addition, faculty sabbaticals are funded annually and reviewed by the Sabbatical Leave Committee to ensure alignment with District goals. **(Evidence: 3.2 CCCCD-Becoming an Effective Online Instructor-GROW, 3.2 LMC-DECommittee-WebpageScreenshot_BEOI, 3.2 LMC-OER-Webpage Screenshot_ March 2026, 3.2 Utilizing Pronto to Enhance RSI Email_02.24.2026)**

For managers, the District regularly offers required training on topics related to effective strategies for supervising and communicating with employees. Examples of recent management trainings include practical strategies for managing change, interest-based approaches to conflict resolution, and an interactive workshop on legal issues with the District's general counsel. Topics for management training are suggested by managers who regularly complete surveys that ask for suggestions for future workshop topics. At LMC, classified professionals and managers participate in professional learning related to equity,

leadership, technology systems, and service delivery, ensuring alignment between employee development and institutional effectiveness. **(Evidence: 3.2 CCCC-Confidential Professional Development Overview, 3.2 CCCC-BP2026-Evaluation Program_Managers-Supevisors-Confidential, 3.2 CCCC-HR Procedure-Academic Management Training_2020.02, 3.2 CCCC-HR Procedure-Classified Training Management Program_3040.05, 3.2 CCCC-Management Professional Development Overview, 3.2 LMC EquityandInclusionLongTalk_08.22.24, 3.2 LMC Professional Learning Opportunities Webpage Screenshot 2025-26, 3.2 Updated Business Office Process Email_11.20.2025)**

Through coordinated oversight, structured onboarding, sustained professional learning opportunities, and ongoing evaluation, LMC ensures that professional development supports its mission, strengthens employee effectiveness, and advances equitable student outcomes. By aligning college level initiatives with District frameworks while responding to local needs, LMC demonstrates a sustained commitment to professional learning as a strategic driver of institutional effectiveness and student success.

3.3 The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

The District conducts regular evaluations for administrators, managers, faculty, classified professionals, and confidential staff in accordance with collective bargaining agreements, District policies and procedures, and applicable laws and regulations. Each evaluation process is based on established, clearly defined criteria connected to the responsibilities and duties articulated in job descriptions and designed to provide constructive feedback that supports continuous professional growth and acknowledges exemplary performance. Performance evaluations include discussions between evaluators and employees regarding strengths, expectations, and areas for improvement. Completed evaluations are maintained in each employee's personnel file.

Los Medanos College (LMC) implements comprehensive, systematic employee evaluation practices that align with Contra Costa Community College District (4CD) policies, negotiated agreements, and institutional procedures. These evaluation processes apply to all employee groups—faculty, classified professionals, managers, supervisors, confidential employees, and administrators—and use clear, role-appropriate criteria tied to professional responsibilities, student learning, and the College's mission of equitable access, academic excellence, and student success.

Evaluation processes vary by employee group:

Faculty evaluation timelines, criteria, procedures and forms are published in negotiated guidebooks that collectively constitute Appendix X of the United Faculty contract. The guidebooks are organized by faculty status (part-time; full-time probationary; and full-time tenured) and assignment type (classroom; hybrid; online synchronous; online asynchronous; counselors; librarians; and learning disability specialists) and are accessible on the HR Website as well as the United Faculty website. Evaluations include student surveys, observation forms and a self-evaluation component aligned to specific criteria that reflect the District's mission and values. Faculty evaluations at LMC include multiple measures, such as classroom or online observations, student feedback, and faculty self-evaluations, all grounded in clearly articulated performance standards. These criteria emphasize effective instruction, student engagement, and alignment with learning outcomes and institutional priorities. At LMC, department chairs and academic deans actively coordinate and track evaluation timelines, ensuring evaluations are conducted consistently and on schedule. In addition to procedural support, LMC reinforces the institutional value of faculty evaluation through structured recognition of evaluator labor. The College applies the District's Faculty Evaluation Stipend process to compensate faculty members who serve as peer evaluators, chairs, or committee members beyond the one required unpaid evaluation per semester. This practice supports timely completion of evaluations, encourages faculty participation in the peer review process, and underscores the College's commitment to equitable, sustainable evaluation practices. **(Evidence: 3.3 CCCCDC-HR-Website Screenshot_02.28.2026, 3.3 UnitedFaculty-Evaluations-WebsiteScreenshot_02.28.2026, 3.3 CCCCDC-Faculty Evaluation Stipend Form, 3.3 LMC-Department Chairs Website Screenshot-Evaluations)**

The District and United Faculty have also created a Canvas site, the Faculty Evaluation Hub, that serves as a centralized repository for all evaluation forms, training videos, checklists, and related resources. Evaluation training is offered in person at the College each semester and asynchronously through the Hub, with completion required every three years for evaluators. Evaluation training completion is tracked in GROW," the District's professional development platform, and evaluation timelines and completion are tracked by academic deans and communicated to department chairs every semester. By requiring evaluator training completion every three years and linking completion tracking through the District professional development system, LMC ensures evaluators remain current and consistent in their application of evaluation standards. Off-schedule evaluations may be initiated by management, following Article 18 of the United Faculty Contract. **(Evidence: 3.3 Canvas Faculty Evaluation Hub, 3.3 UFContract2024-2027_Article18, 3.3 CCCCDC-Evaluation Guidebook for PTFaculty)**

Classified employee evaluation process and timelines are described in Article 14 of the Local 1 Contract, “Evaluation”, Appendix D. Evaluations use specific, negotiated criteria and are completed by the employee’s supervisor, reviewed by the next-level manager, and discussed with the evaluatee. LMC administers classified evaluations through the District’s online evaluation system (GROW/Cornerstone), which provides clear workflows, automated notifications, and documented review steps. The process includes an initial evaluation by the hiring manager, a secondary review by an indirect manager, and a formal discussion between the supervisor and employee to review performance, clarify expectations, and identify opportunities for professional growth. Employees formally acknowledge the evaluation and may provide written comments, reinforcing transparency and dialogue. Completed evaluations are submitted to Human Resources and maintained in personnel files. **(Evidence: 3.3 LocalOne 2022-2025 Contract_Article14-AppendixD, 3.3 LMC-Classified Evaluation Instructions)**

Evaluation processes for managers, supervisors, and confidential employees at LMC follow District policies outlined in the Management, Supervisory, and Confidential Employee Personnel Manual. These evaluation processes and timelines are described in Section 6 of the Management, Supervisory, and Confidential Employee Personnel Manual. Managers and supervisors are evaluated on a four-year cycle following probation, with goal reviews in the first and third years, a regular evaluation in the second year, and a comprehensive evaluation in the fourth year that includes broad-based feedback from direct reports and others familiar with the evaluatee’s performance. Confidential employees are evaluated annually by their immediate supervisor (after successful completion of the probationary period) and may create a Career Development Plan as part of the evaluation process. The form for confidential employee performance review is posted on the District’s Human Resources website as Appendix B of the Management, Supervisory, and Confidential Employee Personnel Manual. Evaluation forms and procedures are standardized District-wide and implemented locally at LMC to ensure consistency and fairness. **(Evidence: 3.3 CCCCCD-MgmtSupervisorsConfidentialPersonnelManual-Section 6, 3.3 CCCCCD-MgmtSupervisors ConfidentialPersonnelManual-AppendixB, 3.3 CCCCCD-AppendixA-3-Manager-Supervisor FinalEvaluation, 3.3 CCCCCD HR Procedure-Academic Management and Supervisory Performance Evaluations_2030.10, 3.3 LMC-ManagerEvaluationSchedule2025 -26)**

Evaluation processes and timelines for contract administrators are defined in Human Resources Procedure 3080.05. Contract administrators, including the Chancellor, Vice Chancellors, and College Presidents, are evaluated annually based on progress toward established goals and include broad-based input from direct reports, constituency group

leaders, and others familiar with the administrator's work. (Evidence: 3.3 CCCC HR Procedure-Contract Administrators_3080.05)

All evaluations include self-evaluation components, clearly defined criteria aligned with the District's mission, and opportunities for discussion. When improvement plans are required, evaluators and evaluatees collaboratively identify goals, timelines, and needed support. This approach reinforces continuous professional growth while maintaining accountability. **(Evidence: 3.3 CCCC-AppendixA-4-SelfEvaluationRevisedMCEB, 3.3 CCCC-Faculty Improvement Plan)**

3.4 The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote achievement of success for all students. (ER 18)

Fiscal governance and accountability are guided by Board Policy 5031 (Fiscal Management) and Board Policy 5033 (Budget Development), which establish principles for sound fiscal management, alignment with institutional plans, maintenance of adequate reserves, and attention to long-term obligations. Supporting procedures, including Business Procedures 18.01 (General Fund Budget), 18.02 (Parameters for Budget Development and Preparation), and 18.06 (Budget Preparation), define the budget allocation methodology, development timelines, administrative controls, and roles and responsibilities, emphasizing support for essential instructional, student support, and operational functions. **(Evidence: 3.4 CCCCBoardPolicy-FiscalManagement-5031, 3.4 CCCCBoardPolicy-Budget Development-5033, 3.4 CCCCBusinessProcedure-GeneralFundBudget-18.01, 3.4 CCCCBusinessProcedure-Parameters-BudgetDevlp-Prep-18.02, 3.4 CCCC BusinessProcedure-BudgetPreparation-18.06)**

The District distributes the majority of its unrestricted revenues to its colleges through an internal revenue allocation model aligned with Senate Bill 361 and codified in Business Procedure 18.01. The District is currently in a hold-harmless funding status and is pursuing a thoughtful, data-informed approach to transitioning to an allocation model more closely aligned with the Student-Centered Funding Formula. As demonstrated in the 2025–26 Tentative and Adoption Budget presentations, LMC proactively responds to changes in the state budget environment, including the expiration of SCFF hold harmless provisions and the establishment of a new district funding floor. College leadership engages in multiyear fiscal planning to assess the impact of enrollment trends, benefit cost increases, and compensation obligations, using data-informed projections to guide sustainable decision-making. These practices ensure continuity of services while addressing structural budget

pressures. **(Evidence: 3.4CCCCDAoption Budget2025-26, 3.4LMCFY2025-26_AdoptionBudget Presentation_ GovBdMtg_10Sep2025)**

Under the current model, revenues and designated expenses, including statutory, regulatory, and contractual obligations, are allocated to each college in proportion to its share of total budgeted FTES. Each college receives a total operating allocation that serves as the foundation for its local budget. This approach supports the College's financial stability by supporting consistent course offerings and ensuring sufficient resources for essential instructional, student support, and operational functions. It also sustains strong fiscal viability through required reserves, including a minimum of two months of operating reserves at the district level and an additional minimum of one-percent reserve at the college level, as required by Board Policy 5033. LMC promotes transparency and shared understanding of fiscal decisions through regular budget communications and presentations to campus employees and shared governance bodies. Budget assumptions, enrollment targets, and multiyear projections are shared openly, allowing constituents to understand fiscal constraints, risks, and opportunities. This transparency supports informed participation in governance and reinforces trust in institutional fiscal practices. **(Evidence: 3.4LMCBudgetUpdateOpening DayPresentation_January2026, 3.4LMC-SGCMminutes-Item5BudgetUpdate_04.23.25)**

The College's budget is developed and resources allocated in alignment with the institution's mission, strategic goals, and program review outcomes. College resource allocation processes prioritize instructional needs, adequate staffing, and program effectiveness, consistent with district policies and procedures. The Resource Allocation Process (RAP) explicitly ties resource allocation decisions to the College's Educational Master Plan goals, including improving access to academic and financial support, increasing early college and enrollment pathways, strengthening persistence and completion, and enhancing institutional effectiveness. By requiring requestors to connect budget proposals to specific institutional objectives and program review findings, LMC ensures that fiscal decisions are evidence based and mission driven. This intentional linkage between planning and budgeting demonstrates LMC's commitment to using fiscal resources not only to sustain operations, but to advance equitable student outcomes. Requests are evaluated with attention to how proposed expenditures support disproportionately impacted students, remove barriers to access, and improve the quality and effectiveness of instructional and support services. **(Evidence: 3.4CCCCD BudgetRequestsfor2025-2026_Cmontoya_Email_02.05.2026, 3.4LMCBudgetRequests Emailfor2025-26FallResourceAllocationProcess, 3.4LMC-SGCRAPPresentation_2025-26_9-10-25, 3.4FY2024-25RAPProposalRatingSheet_Adopted, 3.4LMC2025-26FallRAPApprovalMemo)**

In addition to unrestricted general fund allocations, the College relies on federal and state grants to support its mission and establish new and innovative programs and services. Restricted and categorical funds are allocated in accordance with approved program plans and aligned with institutional goals and program review priorities. Board Policy 5038 and Business Procedure 3.30 (Grants) govern the internal review and approval process to ensure proposed grants align with the College's mission and strategic objectives. In addition, Los Medanos College strategically leverages restricted and categorical resources, including federal Carl D. Perkins Career and Technical Education (CTE) funds, to enhance educational services aligned with workforce preparation and economic mobility. Perkins funds at LMC are administered in accordance with District grant procedures and detailed College specific spending guidelines that define allowable and unallowable expenditures, documentation requirements, and compliance expectations. **(Evidence: 3.4CCCCDBoard Policy-Grants-5038, 3.4CCCCDBusinessProcedure-Grants-3.30, 3.4LMC-PerkinsGrant_SpendingGuidelines, 3.4LMC-PerkinsProposal_ScoringRubric2, 3.4LMCNews-NonProfitCapacityBuilding, 3.4LMCNews-Oakley_LMC-EconDevAward, 3.4LMCNews_FireApparatusUpdated)**

Through an effective budget allocation model, a mission-driven budget development process, and adherence to sound fiscal management principles, the District and College effectively leverage fiscal resources to support student achievement and sustain essential educational and operational functions. These practices promote institutional effectiveness and continuous improvement while ensuring long-term fiscal stability, as reflected in the District's consistently strong fund balances over the past decade. For example, over the past three years, the District's fund balances have ranged from approximately 16% in 2021-2022 to over 21% of total expenditures in 2024-25, exceeding minimum reserve requirements. **(Evidence: 3.4CCCCDBoardBudgetWorkshopsWebsite Screenshot_02.24.2026, 3.4CCCCDBudgetForum-April2025, 3.4CCCCDProp30 FundingWebpageScreenshot_02.26.2026)**

Through consistent application of District fiscal policies and procedures, coupled with locally defined processes that promote shared governance and accountability, Los Medanos College demonstrates that its financial resources are used effectively to support its mission and promote equitable student success, fully meeting the expectations of Standard 3.4.

3.5 The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

The mission and goals of the College serve as the foundation for financial planning, and meaningful stakeholder engagement is a core component of fiscal decision-making at both the District and College levels.

Board Policy 5031 (Fiscal Management), Board Policy 5033 (Budget Development), Business Procedures 18.02 (Parameters for Budget Development), and 18.06 (Budget Preparation) detail the parameters, practices, and values that guide budget development and ensure financial planning reflects a realistic assessment of available and projected fiscal resources. These criteria emphasize alignment with institutional strategic plans, data-informed decision-making, a student-centered focus, and open, honest dialogue with constituency groups regarding fiscal realities. LMC's financial planning processes are explicitly aligned with the College's mission and Educational Strategic Plan (ESP). In February 2026, the College engaged the campus community in a College Assembly to review and refine updated institutional goals, reinforcing their role as the foundation for planning and resource allocation. The revised goals—focused on Campus Culture; Equitable Student Access, Learning, and Outcomes; Partnerships; and Continuous Improvement of Practices and Infrastructure—provide a clear framework for prioritizing fiscal decisions and evaluating resource needs. **(Evidence: 3.4CCCCD BoardPolicy-Fiscal Management-5031, 3.4CCCCD BoardPolicy-BudgetDevelopment-5033, 3.4CCCCD BusinessProcedure-BudgetDevPrepParameters-18.02, 3.4CCCCD BusinessProcedure -BudgetPreparation-18.06, 1.1LMC-Planning-&-Institutional-Effectiveness-College-Plans-Educational-Strategic-Plan-2020-2025-Webpage_Screenshot_1_22_26, 1.2LMCCollegeAssembly_11-24-25-RefiningOurNewEducational StrategicPlanGoals_Email-11_21_25, 1.2LMC-CollegeAssemblyPresentation _NewGoal Statements _2_9_26)**

These goals are intentionally embedded into LMC's planning and budgeting cycles. As part of the ongoing ESP development process, program review activities and resource requests are thematically organized under College goals, ensuring that financial planning decisions support institutional priorities, equity, and student success. By sequencing goal development, program review, and budget planning, LMC demonstrates an intentional and coherent approach to mission aligned fiscal decision making.

The District and College use established shared governance structures to ensure broad stakeholder participation in financial planning, prioritization, and budget development. The District Governance Council (DGC) serves as the districtwide budget advisory body and includes representatives from faculty, classified professionals, managers, and students from each site across the District. Each year, budget assumptions for the Tentative Budget

are presented to DGC in February, providing an early opportunity for dialogue and feedback before assumptions are finalized (DGC Agenda Feb 11, 2025). DCG also reviews the adoption budget in September each year (DGC Agenda September 2, 2025). All constituency groups have opportunities to provide input, raise questions, and communicate concerns through their representatives. **(Evidence: 3.5CCCCD-DGCWebsiteScreenshot_02.28.2026, 3.5DGCAGenda_2-11-2025_BudgetAssumptions, 3.5DGCAGenda_9-2-2025_AdoptionBudget)**

The LMC Business Services website serves as a centralized, accessible repository for fiscal information related to planning and budgeting. The site provides detailed guidance on the College's Resource Allocation Process (RAP), including submission timelines, required documentation, evaluation criteria, and links to forms and databases. By making this information publicly available, the College ensures transparency and supports stakeholders in developing well informed, mission aligned budget requests. In addition, Business Services communicates realistic expectations regarding available funding at the beginning of each RAP cycle, allowing departments and programs to plan responsibly within known fiscal parameters. This proactive dissemination of financial context reinforces trust, supports effective prioritization, and aligns local budget decisions with broader institutional and District fiscal realities. **(Evidence: 1.2LMCSGCMeting ConsolidatedGoals Presentation_12_9_25, 3.5LMC-SGCMinutes-Item6Budget_12-10-25, 1.5LCMCSMinutes_11.17.25approved_p1, 3.5, 1.4LMCBusinessServicesResource AllocationWebpageScreenshot_01.23.2026)**

Budget assumptions, fiscal projections, and anticipated commitments are shared through multiple venues, including monthly College Business Officer (CBO) meetings (CBO Agenda February 6, 2025, CBO Agenda September 4, 2025) and open Budget Forums at each college. During Budget Forums, the District Chief Financial Officer and College Chief Business Officer present the current fiscal status and the outlook for the upcoming year, ensuring that consistent information is disseminated across all locations. **(Evidence: 3.52025.02.06_CBO Agenda Packet wAssumptions, 3.52025.09.04_CBO Agenda Packet, 3.5CCCCDBudgetForum-April 2025)**

Financial information is presented at Governing Board meetings through reports and presentations that include financial statements, budget transfers, investment reports, and updates on fiscal trends and projections (2025-2026 Governing Board Master Planning Calendar). Annually, the Tentative and Adopted Budgets are presented to the Governing Board in conjunction with information on budget assumptions, fiscal conditions, and priorities aligned with the District's mission (GB Agenda June 3, 2025, GB Agenda September 10, 2025). Additionally, in September each year, the Governing Board holds a

public hearing on the Adoption Budget. **(Evidence: 3.52025-26_GBMasterPlanning Calendar_Review of Fiscal Info, 3.5GB Agenda_6-3-2025_Tentative Budget, 3.5GB Agenda_9-10-2025_Adoption Budget, 3.5GB Agenda_9-10-2025_Budget Hearing)**

Through the deliberate alignment of mission, goals, program review, and fiscal decision making, LMC ensures that its financial planning processes are coherent, participatory, and focused on continuous improvement. Stakeholders are not only informed about fiscal conditions and constraints but are also actively engaged in shaping how resources are allocated to support student learning, equity, and institutional effectiveness.

Through these integrated planning, governance, and communication processes, the District and College ensure that financial planning is mission-driven, transparent, and grounded in realistic assessments of available resources.

3.6 The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

Board policies and supporting procedures that support strong internal controls, accountability, and the responsible use of financial resources include Board Policy 5031 (Fiscal Management); Board Policy 5001 (Delegation of Authorized Signatures); Board Policy 5013 and Business Procedure 11.10 (Purchasing); Board Policy 5014 (Contracts) and Business Procedure 11.01 (Bids and Contracts); Board Policy 5007 (External Audit of District Funds); and Board Policy 5034 (Internal Audit Services). **(Evidence: 3.4 CCCC BoardPolicy-FiscalMgmt_5031, 3.6 CCCC BoardPolicy5001-Designation of Authorized Signatures, 3.6 CCCC BoardPolicy5013-Purchasing, 3.6 CCCC Business Proc11.10-Blanket Purchase Orders, 3.6 CCCC BoardPolicy5014-Contracts, 3.6 CCCC BusinessProc11.01-Bids and Contracts, 3.6 CCCC BoardPolicy5007-External Audit of District Funds, 3.4 CCCC BoardPolicy5034-Internal Audit Services Charter)**

The District maintains effective internal controls and clearly defines roles and responsibilities for the preparation, review, and approval of financial transactions. The District uses the Ellucian Colleague Enterprise Resource Planning (ERP) system for financial and purchasing activities. This ERP system includes built-in internal controls that trigger different approval levels based on dollar thresholds before a requisition can be converted to a purchase order. All journal entries and budget transfers initiated at the College level are routed to the District Office for review, approval, and entry into the ERP system. Additionally, Board approval is required for changes between major expenditure classifications and for transfers from reserves to any expenditure classification (Board Policy 5031). These internal controls help safeguard assets, maintain accurate financial

records, and ensure compliance with laws and regulations. LMC implements these policies locally through District business processes and required approvals, ensuring consistency and fiscal integrity across the District. The College ensures fiscal accuracy and accountability through carefully structured year-end closing processes. The LMC FY 2024–25 Year-End Schedule establishes detailed deadlines and procedures for purchasing, payroll, accounts payable, cashiering, accounting, and record retention. Clear communication of year-end expectations to all College employees reinforces compliance, internal controls, and responsible financial management. **(Evidence: 3.6 CCCC BusinessProc3.23-JournalEntry, 3.4 CCCC BoardPolicy-FiscalMgmt_5031, 3.6LMCFY2024-25YearEndSchedule, 3.6LMCColleagueTrainingHandout-GLSARreport, 3.6LMCColleagueTrainingHandout-XGLRReport, 3.6LMCInSiteAccessBudget)**

The District and College manage financial resources with integrity, as demonstrated by independent external audit results. Over more than a decade, the District has consistently received external audit reports with no findings, with only two exceptions: the June 2021 and June 2025 audit reports. In both cases, the District promptly implemented corrective action plans to strengthen internal controls, and no similar findings were identified in subsequent audits. **(Evidence: 3.6 CCCC-AuditReportsWebsiteScreenshot_02.26.2026, 3.6 CCCC-AnnualFinancialReport_06.30.2021and2020)**

For example, the 2021 audit identified a procurement-related internal control issue. In response, the Governing Board reviewed its oversight responsibilities during its annual retreat, including Board Policy 1010 (Code of Ethics) and the Governing Board's Rules and Regulations, a practice that now occurs annually. In addition, the Director of Purchasing and Contracts conducts annual training on ethics in procurement, which includes a review of Business Procedure 11.24 (Code of Ethics for Purchasing) and Administrative Procedure 1020.01 (Conflict of Interest). **(Evidence: 3.6 CCCC Board Policy1010-CodeofEthics, 3.6 GB Retreat Agenda_7-24-21_BP 1010, 3.6GB Retreat Agenda_7-24-21_Rules & Regs, 3.6CCCC-GovBard-RulesandRegulations, 3.6CCCCBusProcedure-CodeofEthics_11.24, 3.6 CCCCAdminProcedure-ConflictofInterest_1020.01)**

Similarly, in response to the 2025 audit finding regarding student enrollment status reporting to the National Student Loan Data System (NSLDS), the District revised its NSLDS upload file and internal transmission cadence to align with NSLDS requirements, thereby ensuring successful, timely transmission. These corrective actions were implemented prior to the finalization of the audit report. External audits encompass the District's financial statements, foundations, investment trust, and bond programs. Independent Financial Audit reports are presented annually to the Governing Board (GB Agenda January 15, 2025, GB Agenda January 21, 2026) and posted publicly. The Bond audit reports are

also presented to the Citizens' Bond Oversight Committee annually (CBOC Agenda February 5, 2025) and an annual bond report is shared with the community. **(Evidence: 3.6CCCCDInvestmentTrustFinStmntsWebsite Screenshot_02.28.2026, 3.6CCCCD-BondPrgrms-Audits-StmntsWebsite Screenshot_02.28.2026, 3.6GB Agenda_1-15-2025_Audit Reports, 3.6GB Agenda_1-21-2026_Audit Reports, 3.6CCCCD-MeasureAandEWebsiteScreenshot_02.28.2026, 3.6 CBOCAgenda_02-05-2025-Bond Audit, 3.6CCCCD-MeasureAAnnualReports WebsiteScreenshot_02.28.2026)**

Annual financial reports, fiscal condition updates, and audit information are presented to the Governing Board and District Governance Council and shared through public postings and employee forums. Multiple financial presentations are also conducted for college staff, ensuring transparency, accountability, and the opportunity for participation in the ongoing evaluation of fiscal outcomes and practices. As demonstrated in the LMC Budget Update Opening Day Presentation (January 2026), the College evaluates its adopted budget, expenditure composition, enrollment targets, and multi-year projections annually. The presentation documents budget assumptions, identifies structural deficits, and analyzes the long-term fiscal impact of rising compensation and benefit costs relative to constrained revenue growth. These analyses inform strategic discussions about fiscal sustainability and alignment of resources with institutional mission and student success priorities **(Evidence: 3.4 LMC Budget Update Opening Day Presentation, January 2026)**.

LMC places particular emphasis on regular budget monitoring throughout the fiscal year. College business services staff provide guidance and training to departments on budget oversight, use of financial reports, and adherence to District purchasing and accounting procedures. These practices promote shared responsibility for fiscal stewardship and ensure that expenditures align with approved budgets and institutional goals. **(Evidence: 3.6CCCCD-AnnualFin-BudgetRprtsWebsiteScreenshot_02.28.2026, 3.6Governor JanuaryBudgetProposal_02.14.2024, 3.6CCCCD-AuditReportsWebsiteScreenshot_02.26.2026, 3.4CCCCDBudgetForum-April 2025, 3.4LMCBudgetUpdateOpeningDay Presentation_January2026, 3.6LMCBusinessOfficeTrainingAP PurchasingProcess Presentation_20250626, 3.6LMCManagerFiscalTraining_JTharchinEmail)**

The District regularly evaluates the effectiveness of its financial management practices and internal controls through reviews of past financial performance, multi-year projections, and ongoing consultation with College Chief Business Officers (CBOs). The District Chief Financial Officer uses the Sound Fiscal Health Checklist in collaboration with College CBOs to assess financial practices and internal controls, document recommendations, and implement improvements. As a result of these evaluations, policies and procedures are reviewed and updated as needed to reflect current practices (CBO Agenda September

5, 2024, CBO Agenda September 4, 2025). Recent policy updates in response to internal evaluations include Business Procedure 9.10 (Payment of Special Services Contractors) and Business Procedure 10.55 (Asset Control), both of which were subsequently approved and implemented. LMC manages its financial resources responsibly through integrated planning, transparent budget development processes, and continuous monitoring of fiscal performance. The College receives budget allocations based on District-developed multi-year fiscal projections that reflect statewide funding conditions, including the Student-Centered Funding Formula (SCFF), cost-of-living adjustments, and enrollment assumptions. College leadership reviews these allocations in the context of local priorities, enrollment trends, and operational needs. **(Evidence: 3.6 Multi-Yr Projections_26-27 budget development, 3.6 Appendix E-Sound Fiscal Health Mngm Chklist_ 2025-26, 3.6 CBO Agenda Packet-Policy Review_09.05.2024, 3.6 CBO Agenda_02-05-2025-Bond Audit, 3.6 CCCC D-Bus Procedure-Pymt Spec Sv Contract_9.10, 3.6 CCCC D Bus Procedure-Asset Control_10.55)**

Through robust internal controls, disciplined budget development and monitoring, transparent communication, structured year-end processes, and regular internal and external evaluations, Los Medanos College ensures the integrity and responsible use of its financial resources. These practices, implemented in accordance with District guidance and procedures, support fiscal stability, informed decision-making, and the effective allocation of resources in service of the College's mission and sustained institutional effectiveness.

3.7 The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future.

The District and College ensure financial solvency through a robust budget development process, integrated short- and long-range financial planning, disciplined reserves, proactive management of long-term obligations, and continuous monitoring of fiscal outcomes.

The review and analysis of prior year actuals, current fiscal conditions, and long-term planning is a foundational component of the District and College budget development process, as described in Board Policy 5031 (Fiscal Management), Business Procedure 18.01 (General Fund Budget), Board Policy 5027 (Investments), and Business Procedure 3.43 (Debt Issuance and Management) further ensure ongoing fiscal stability and long-range planning. Budget assumptions are updated regularly to inform multi-year budget and cash flow projections, assess sustainability, and proactively identify potential risks (2024-2025 Budget Assumptions, 2025-2026 Budget Assumptions, 2026-2027 Budget Assumptions). LMC's short-range financial planning is grounded in a structured annual

budget development process that incorporates review of prior year actuals, current fiscal conditions, and Districtwide long range financial assumptions. The District provides standardized budget development templates and multiyear projections that include updated enrollment assumptions, cost of living adjustments (COLA), retirement cost projections, and revenue forecasts under the Student Centered Funding Formula (SCFF). This integrated approach ensures that LMC's annual budget decisions are evaluated within a multiyear context to assess ongoing structural balance and fiscal sustainability **(Evidence: 3.4CCCCDBoardPolicy-FiscalMgmt_5031, 3.4CCCCD-BusinessProc18.01-GeneralFundBudget, 3.7CCCCDBoardPolicy-InvestmentPolicy-5027, 3.7CCCCDBusiness Proc3.43-DebtIssuanceandManagement, 3.7CCCCD2024-25AdoptionBudgetAssumptions, 3.7CCCCD2025-26AdoptionBudgetAssumptions, 3.6Multi-YrProjections_2026-27budgetdevelopment)**

Because the majority of the College's expenditures are employee salaries and benefits, reliable position control is central to fiscal management. Annually, the District provides a budget development template to the College, which includes all permanent positions and associated salaries and benefits, FTE trends, and prior-year non-personnel allocations. The College identifies anticipated vacancies and makes adjustments as necessary, in accordance with Business Procedure 3.07. LMC's financial solvency is closely tied to State funding through the SCFF. The College actively monitors FTES trends, enrollment targets, and student success metrics to align instructional offerings and budget allocations with anticipated revenue. As reflected in the 202526 Tentative Budget Update, LMC incorporates District FTES targets, SCFF funding floors, and stability protections into its revenue assumptions, mitigating the financial impact of enrollment fluctuations while planning for the post-hold harmless funding environment beginning in 202526. The College's Faculty Prioritization (Box 2A) process further links fiscal planning with long term academic priorities. The revised Faculty Prioritization timeline promotes early planning, equitable evaluation of instructional needs, and alignment with District recruitment and budget cycles. This process ensures that new faculty hires are strategically planned, fiscally sustainable, and consistent with programmatic and enrollment trends. **(Evidence: 3.7CCCCDBusProc-AcademicMonthly PersonnelBudgAcct-3.07, 3.1FTF_StaffMeeting_2025_Final, 3.4LMC FY2025-26_AdoptionBudgetPresentation_GovBdMtg_10Sep2025, 3.4LMCBudgetUpdate_2025-26Tentative_April 2025, 3.7LMC-Box2A-Fall2023Memo, 3.7LMCRevisedFacultyPrioritization-Box2aProposal)**

The District and College continually monitor, evaluate, and adjust institutional budgets and cash management strategies to ensure both short-term and long-term solvency. Budgets are monitored throughout the fiscal year to identify revenue or expenditure variances, with adjustments made as needed (2024-2025 Q3 Financial Statement, 2025-

2026 Q1 Financial Statement). Cash management and investment practices align with Board Policy 5027 (Investment Policy) and are coordinated with the County Treasurer. LMC and the District continuously monitor budget performance throughout the fiscal year through formal financial statements and variance analyses. Adjustments are made as necessary to address revenue or expenditure changes, ensuring that the College remains fiscally balanced in both the short and long-term. District level cash management and investment practices, guided by Board Policy 5027 (Investment Policy), further support liquidity and long-term financial health. **(Evidence: 3.7CCCCD2024-25Financial Statements_03.31.2025, 3.7CCCCD2025-26Q1FinancialStatements_AllFunds, 3.7CCCCDBoardPolicy-InvestmentPolicy- 5027, 3.4LMCBudgetUpdate_2025-26Tentative_April 2025)**

In 2013, the Governing Board established an irrevocable trust to meet long-term funding requirements for retiree health and welfare obligations and other post-employment benefits (OPEBs) (Futuris Trust Annual Notifications). The trust is administered by a Retirement Board of Authority and managed in alignment with the District's Investment Policy Statement. While continuing to pay retiree health costs on a pay-as-you-go basis, the District contributes at least \$1 million annually toward OPEB expenditures. As of the June 2025 GASB 74/75 actuarial report, the OPEB trust is 87 percent funded. The District also maintains dedicated reserves for vacation and faculty load bank liabilities (Fund 29). As of June 2025, the vacation and load bank liability is 82 percent funded. **(Evidence: 3.7CCCCD-FuturisAnnualNotificationsWebsiteScreenshot, 3.7CCCCD-Retirement BoardofAuthorityWebsiteScreenshot, 3.7CCCCDInvestmentPolicy Statement2018-10-18, 3.7CCCCDActuarialStudyofRetireeHealthLiabilities06.30.2025, 3.7Adopted Budget_2025-2026_Compensated Absences)**

The District ensures that locally incurred debt repayment schedules do not adversely impact its ability to meet current and future obligations. Debt service amortization schedules, including those for General Obligation Bonds, are incorporated into multi-year financial forecasts and budget assumptions. A Citizens' Bond Oversight Committee meets regularly to review compliance with Proposition 39 requirements. **(Evidence: 3.7CCCCD-2025-26CCCCRates Signed, 3.6CCCCD-MeasureAandEWebsiteScreenshot_02.28.2026)**

The District has maintained a strong Aa1 rating from Moody's since 2010 and an equally solid AA+ rating from Standard & Poor's since 2018. These credit ratings support favorable borrowing terms, reduce costs to taxpayers, and demonstrate the District's ability to sustain operations and meet long-term financial commitments. **(Evidence: 3.7Credit_**

Opinion-CCCCD-01Nov2024-PBM_1426656, 3.7RatingsDirect_4CD Credit Rating_March 2024)

Through adherence to District fiscal policies, disciplined budget development, integrated enrollment and staffing planning, and continuous monitoring of financial performance, Los Medanos College ensures financial solvency while aligning shortrange financial plans with long range institutional priorities. These practices demonstrate that LMC meets Standard 3.7 by responsibly stewarding resources, planning for future fiscal challenges, and sustaining its mission over time

3.8 The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

The College and District plan, construct, maintain, and evaluate physical resources to support educational services and operational functions. Facilities planning and maintenance are aligned with the College’s mission, goals, and the needs of instructional and student support programs through a coordinated district–college planning process. The College ensures that facilities are safe, effective, and sufficient at all locations where instruction, student services, and learning support are offered. **(Evidence: 1.1LMC-Mission-Vision-Values-Webpage-Screenshot_1.30.2026)**

Facilities planning is informed by the Los Medanos College Facilities Plan, which integrates enrollment trends, space utilization, facilities condition assessments, safety and accessibility requirements, and sustainability goals. The plan was developed collaboratively with input from administrators, faculty, staff, and students and is grounded in the college’s mission, vision, and values and aligned with its Educational Strategic Plan. The Facilities Plan integrates enrollment trends, space capacity and utilization data, program needs, infrastructure and building systems assessments, anticipated costs, and funding strategies, providing a comprehensive roadmap for current operations and future development. Major renovations, deferred maintenance, and new construction projects are implemented through established District facilities planning and capital outlay processes and comply with California Department of the State Architect (DSA) standards for structural integrity, accessibility, and fire-life safety. (Evidence: 1.1LMC-Planning-&-Institutional-Effectiveness-College-Plans-Educational-Strategic-Plan-2020-2025-Webpage_Screenshot_1_22_26, 3.8LMC FacilitiesMasterPlan2024_02.12.2026)

The District Facilities Planning team oversees the planning and implementation of major bond-funded and locally funded capital projects in collaboration with the College. The 2014 Measure E capital improvement program has supported multiple projects at the College and continues to fund additional improvements. In addition, districtwide facilities planning collaboration has supported locally funded energy efficiency projects focused on replacing end-of-life building systems, including HVAC, building controls, and lighting.

(Evidence: 3.8DVC-LMC_EmergencyProjectsProcessExample, 3.8LMCSafety CommitteeAgenda_02.12.2026, 3.8LMCFacilities PlanDesignGuidelines2024_02.12.2026)

Facilities planning and evaluation are guided by state standards and required planning processes. District facilities are evaluated and planned in accordance with the Board of Governors of the California Community Colleges Facilities Space and Utilization Standards, which link space capacity to enrollment projections. The District utilizes the Facilities Planning Manual for the California Community Colleges and the Facilities Utilization Space Inventory (FUSION), a database used to analyze space utilization on campus. FUSION space inventories for District facilities are reviewed, updated annually, and submitted to the California Community Colleges Chancellor's Office (CCCCO). These evaluation processes support continuous improvement and alignment with District planning cycles.

To comply with all CCCCCO requirements and Business Procedures 5.01 (Scheduled Maintenance and Special Repair Program), 5.10 (Planning for Construction, Renovation, or Alternation Projects), and 5.11 (Furniture, Fixtures, and Equipment for Capital Outlay Projects), the District collaborates with each college to complete and submit the Five-Year Scheduled Maintenance Plan, the Annual Energy Plan Update, and the Five-Year Capital Outlay Plan (5-YR CP). The District also actively seeks support for capital projects through local and state bond dollars. The 5-YR CP completed in 2025 included Initial Project Proposals and three Final Project Proposals forming a request for State funding match for the priority projects from the 2024 Facilities Plans, including both new construction and renovation projects. **(Evidence: 3.8BOG-**

2020Revision_PolicyonUtilizationandSpaceStandards, 3.8CCCCOFacilitiesPlanning Manual, 3.8FUSION-SpaceInventoryCCCCOFPU-Submitted, 3.84CD-Certification ofInventoryFY2025-26_FUSION Report17_4cdSigned_10.03.24, 3.8CCCCDBusiness Procedure5.01-ScheduledMaintenanceandSpecial Repair, 3.8CCCCDBusinessProcedure 5.10, 3.8CCCCDBusinessProcedure5.11, 3.8ProjectList5Year 12_15_2025 10_48_34 AM, 3.8CCCCD-EnergyPlanApproved, 3.8CCCCD0725-22A-FP 5Year Capital Outlay Plan, 3.8LMCFiveYearCapitalOutlayPlanFY27-31_02.17.2026)

District and colleges coordinate facilities planning and implementation through bi-weekly Facilities Planning meetings that include the Vice President of Business and Administrative Services (VPBAS) and the Director of Maintenance and Operations. This coordination ensures that projects align with Measure E priorities and locally funded initiatives and that budgets, regulatory requirements, emergency needs, and institutional priorities are addressed effectively. LMC maintains its facilities through an organized Facilities, Maintenance, and Operations structure, with clearly defined responsibilities for custodial, grounds, receiving, and maintenance services. The Facilities Department's mission emphasizes maintaining a safe, effective, and supportive physical environment that enhances the instructional mission of the College. **(Evidence: 3.8CCCCD-FacilitiesPlanningMeetings2025, 3.8LMCSafety CommitteeWebpage_02.17.2026, 3.8LMCFacilities OrgChart_02.17.2026, 3.8LMCFacilitiesHomeWebsite Screenshot_04.01.2026)**

Both College and District facilities planning teams place student, staff, and public safety as their highest priority. All buildings are designed and constructed in compliance with the California Department of the State Architect (DSA) to ensure fire-life safety, structural, and accessibility. Facilities maintenance and operations comply with the California Occupational Health and Safety Act (Cal/OSHA) requirements and applicable regulations related to repairs and maintenance work. In addition, the Colleges complies with requirements set forth for handling and disposal of hazardous materials and waste. Faculty and staff submit maintenance and safety concerns through a standardized work order request system, which documents, prioritizes, and tracks requests using published criteria that emphasize safety, essential instructional and student service functions, preventive maintenance, and conservation of institutional resources. Site maintenance teams conduct routine facilities reviews, and employees who identify facilities or safety concerns communicate them to the Maintenance and Operations teams, which in turn communicate reported issues to the VPBAS. In cases that require an engineering team review or assessment, the District Facilities Planning team provides guidance, professional expertise, and resources to ensure timely resolution in compliance with building codes and DSA requirements. Campus safety is supported through compliance with Cal/OSHA, hazardous materials regulations, and District safety procedures, as well as through the work of the LMC Safety Committee, which reviews emergency preparedness, evacuation procedures, signage, and campus safety concerns. Regular coordination among Facilities, Campus Safety, and District Facilities Planning ensures timely response to identified issues and consistent application of safety standards across all locations. **(Evidence: 3.8CCCCDHRProcedure -Safety-Illness-Injury_1080.15, 3.8LMCFacilities**

**WorkOrderRequestSystem_02.17.2026, 3.8DVC-LMC_Emergency
ProjectsProcessExample, 3.8LMCSafetyCommitteeAgenda_02.12.2026,
3.8LMCSafety CommitteeWebpage_02.17.2026)**

The District and the College regularly evaluate the effectiveness and sufficiency of facilities and equipment, taking space utilization data, program needs, and changing technology requirements into account. Formal evaluation also occurs through Facilities Condition Assessments conducted by the State Chancellor's Office, which reflect campus needs, educational and facilities goals, space capacity analysis, and the adequacy of existing instructional and student support spaces. Results from these assessments inform the District's Five-Year Capital Outlay Plan projects and ongoing facilities planning and are used to improve facilities in alignment with institutional and educational goals. Through integrated district-college planning, transparent maintenance systems, and ongoing evaluation, Los Medanos College ensures that physical resources are safe, effective, and sufficient to sustain educational services, student support, and operational functions, thereby meeting ACCJC Standard 3.8.

3.9 The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

The College and District implement, enhance, and secure technology resources in direct support of educational services, student learning, and operational continuity. Technology planning, implementation, and maintenance are purposefully aligned with the College mission, Educational Strategic Plan, and Facilities Master Plan, as well as with Districtwide strategic technology priorities. **(Evidence: 1.1LMC-Mission-Vision-Values-Webpage-Screenshot_1.30.2026, 1.1LMC-Planning-&-Institutional-Effectiveness-College-Plans-Educational-Strategic-Plan-2020-2025-Webpage_Screenshot_1_22_26, 3.8LMCFacilitiesMasterPlan2024_02.12.2026, 3.9LMCTechnologyPlan2025MindMap, 3.9LMCTechnologyPlan2022-2028)**

College and District Information Technology (IT) departments collaborate closely to ensure that technology systems and services are responsive, reliable, and mission-aligned (District IT Roles and Responsibilities). LMC Information Technology & Services (IT&S), in collaboration with District Information Technology, provides comprehensive technology infrastructure and support across the Pittsburg Campus, Brentwood Center, and remote learning environments. The College IT Manager participates in College planning committees and meets monthly with the District IT Director and other College IT managers

to coordinate districtwide initiatives, address emerging needs, and ensure that technology resources remain up to date, secure, and compliant with industry standards. **(Evidence: 3.9 - District IT Roles and Responsibilities, 3.9LMCIT Webpage_02.17.2026)**

Technology resources at LMC are guided by participatory governance and continuous planning. The Technology Advisory Group (TAG) serves as the College's primary shared governance advisory group for technology planning and recommendations. TAG includes representation from faculty, classified professionals, students, administration, and the College President. TAG meetings are open to the campus community and are held regularly to review instructional technology needs, infrastructure priorities, software and hardware standards, and implementation of the LMC Technology Plan 2022–2028. Through TAG, technology initiatives are discussed transparently and aligned with institutional priorities, equity considerations, and instructional effectiveness. Recommendations from TAG inform College planning, resource allocation, and coordination with District IT to ensure that technology systems remain current, scalable, and secure. The Distance Education Committee plays a central role in ensuring that technology resources support high quality online and hybrid instruction. Serving as a recommending body on academic and professional matters related to distance education, the committee reviews and recommends standards for online pedagogy, faculty training, student authentication, curriculum requirements, and use of instructional technologies, including the learning management system. **(Evidence: 3.9LMCTAG Website_02.17.2026, 3.9LMCDistanceEducationCommittee Website_02.17.2026, 3.9LMCTechnologyPlan2025MindMap, 3.9LMCTechnology Plan2022-2028)**

District IT is responsible for the enterprise-level systems and infrastructure, including the Ellucian Colleague Enterprise Resource Planning (ERP) system, districtwide network infrastructure, Wi-Fi, firewalls, access management, and the Zoom phone system. College IT provides localized end-user support for faculty, staff, and students while managing campus hardware, maintaining classroom and instructional technologies, and ensuring timely support and troubleshooting for on-campus technology needs. This also includes student computer labs, instructional software, smart classroom audiovisual systems, videoconferencing, virtual desktop infrastructure (VDI), virtual reality (VR), and mobile and cloud-based technologies. Technology standards guide procurement and deployment to ensure interoperability, accessibility, data security, and long-term sustainability. College IT also collaborates on facilities and construction projects to ensure technology design is integrated into new and renovated instructional and operational spaces. **(Evidence: 3.9CCCCD-ColleagueAccess fromOffsiteLocation, 3.9CCCCD-DistrictInformationTechnology, 3.9CCCCD-Information Security, 3.9CCCCD-ITDepartment-WebsiteScreenshot_03.21.2026)**

LMC maintains a centralized, web based IT service request and ticketing system that provides timely, structured support for students, faculty, and staff. The system allows users to report issues, request assistance or equipment, and access technology guidance related to instructional software, classroom technology, network connectivity, and administrative systems. Help desk and ticketing data are used to monitor system performance, identify trends, evaluate service effectiveness, and prioritize infrastructure or support improvements. The ticketing system also supports faculty instructional technology needs, including Canvas assistance and individualized support through designated technology trainers. These evaluation practices contribute to continuous improvement of technology services and ensure the reliability of systems that support teaching, learning, and operations. **(Evidence: 3.9LMCIT Webpage_02.17.2026, 3.9LMCITTicketSystem_02.17.2026)**

The District maintains InSite, a comprehensive portal that provides personalized, role-based access for students and employees. Students use InSite to register for classes, access financial aid and other services, make payments, access their email, track important deadlines and tasks, view College announcements and deadlines, and access Canvas, the District's learning management system. **(Evidence: 3.9 - InSite Portal, 3.9LMCInsiteWebpage_02.17.2026, 3.9 - District IT Information in InSite, 3.9LMCInsiteWifInstructions_02.20.2026, 3.9LMCInsiteEmployee Resources_02.17.2026)**

Students and employees use Microsoft 365's OneDrive and SharePoint for secure document storage, version control, and collaboration. LMC employs effective protocols for network and data security through a layered, districtwide security framework. The District maintains a multi-layered backup and disaster-recovery framework that includes on-premises backups and immutable cloud-based storage. This redundancy strengthens data protection, reduces the risk of data loss, and helps ensure the District can recover quickly in the event of a system failure or disaster. **(Evidence: 3.9District Technology Resources Backup Strategy, 3.9CCCCDEmergency OperationsPlan)**

The College and District clearly communicate requirements for the safe and appropriate use of technology to all users through District policies and procedures on acceptable technology use (Board Policy 5030, Business Procedure 10.06), access to technology assets (Business Procedure 10.54), data classification standards (Business Procedure 22.22), and destruction of District records (Administrative Procedure 1900.01). Requirements are reinforced through regular email communications, mandatory cybersecurity training, and resources published on the District Information Technology

website. The District IT website is accessible through InSite and includes policies, standards, and security protocols (e.g., the Vulnerability Management Standard and the Written Information Security Program (WISP)). Mandatory cybersecurity awareness training and phishing simulations promote shared responsibility for data protection and reinforce user awareness of evolving digital threats. Students receive guidance on secure system access and appropriate use of technology through IT resources, instructional support, and online documentation. **(Evidence: 3.9CCCCD-BoardPolicy-5030, 3.9CCCCD-BusinessProcedure-10.06, 3.9CCCCD-BusinessProcedure-10.54, 3.9CCCCD-BusinessProcedure-22.22, 3.9CCCCD-AdministrativeProcedure_1900.01, 3.9Employee Email - Summer Technology Update, 3.9CCCCD-ITHowToArticles, 3.9CCCCD-ITPoliciesandStandards, 3.9CCCCD-VulnerabilityManagementStandard, 3.9CCCCD WrittenInformationSecurityProgramWebsiteScreenshot_03.03.2026)**

In accordance with the IT industry standards, District IT employs a multi-faceted approach to information security that addresses network, data protection, and access control. Protective measures include role-based access controls and authentication requirements to limit system access to authorized users, regular vulnerability scans of server and system environments, continuous threat monitoring, mandatory monthly phishing simulations for all employees, and annual cybersecurity training. **(Evidence: 3.9CCCCDInformationSecurity, 3.9Employee Email - Phishing Tests, 3.9Employee Email - Required Cybersecurity Awareness Training, 3.9LMCInsiteEmployeeResources_02.17.2026, 3.9CCCCD-AccessandUsageofNetwork)**

The College and District regularly evaluate the technology infrastructure, including network performance, system reliability, and information security. District IT assesses technology resources in several ways, including system monitoring, periodic penetration testing, and reviews of network and server capacity to ensure systems remain effective and secure (IT Infrastructure and Systems Evaluation Matrix). Input from users, help-desk data, and feedback from College and district-level governance committees also inform technology improvements. These continuous evaluation practices ensure that technology resources effectively support educational services, student learning, and day-to-day operations. **(Evidence: 3.9IT Infrastructure and Systems Evaluation Matrix, 3.9LMCTechnologyPlan2025MindMap, 3.9LMCTechnology Plan2022-2028, 3.9LMCTAGWebsite_02.17.2026, 3.9LMCITWebpage_02.17.2026, 3.9LMCDistanceEducationCommitteeWebsite_02.17.2026, 3.9LMCITTicket System_02.17.2026)**

Through coordinated planning, shared governance, service desk evaluation, and instructional oversight, Los Medanos College continuously assesses and improves its technology resources. Feedback from governance committees, distance education evaluation, system monitoring, and IT service data informs ongoing enhancements. These practices ensure that technology resources are sufficient, secure, and sustainable and that they effectively support educational services, student learning, and institutional operations.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

The District has appropriate strategies for risk management and policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies. Board Policy 5033 and Business Procedure 18.01 require the District to maintain unrestricted general fund reserves of no less than two months of operating expenditures. The District regularly exceeds this minimum; for example, the District's 2025-2026 Adopted Budget exceeds the required reserve level, providing a financial buffer to address unforeseen circumstances and ensure continuity of operations. Prudent fiscal management at both the District and College levels has allowed for the maintenance of reserves that are available during periods of economic uncertainty to meet cash flow needs when necessary. Furthermore, the District's Irrevocable Trust for Other Post-Employment Benefits (OPEB) is currently funded at 91%. At the operational level, the College follows structured District timelines and controls that support fiscal stability and risk mitigation. The 2024–25 Fiscal Year-End Schedule demonstrates clearly defined processes for purchasing, payroll, accounts payable, cash management, and budget reconciliation. Adherence to these timelines reinforces the College's ability to maintain financial continuity during periods of transition or emergency. **(Evidence: 3.10CCCCD-BoardPolicy-5033, 3.10CCCCDBusinessProc18.01-General FundBudget, 3.10CCCCD2025-2026 Adoption Budget GB Presentation, 3.6LMCFY2024-25YearEndSchedule)**

In addition, the District manages financial risk through participation in three joint powers authorities (JPAs)—the Bay Area Community College District (BACCD)/Golden State Community College District (GSCCD) JPA; Statewide Association of Community Colleges (SWACC) JPA; Contra Costa County Schools Insurance Group (CCCSIG) —which provide self-insurance coverage for property, liability, cyber risk, equipment breakdown, and workers' compensation. JPA members meet regularly to ensure fiscal stewardship, share risk-management strategies, and review and mitigate risk exposures. The District routinely

reviews and updates its insurance coverage and meets annually with the BACCD manager to review coverage and program offerings. These arrangements ensure the District has sufficient insurance coverage, enabling it to pool risk, maintain appropriate coverage levels, and manage claims effectively. **(Evidence: 3.10BACCD 09.30.25 Structure, 3.10Contra Costa CCD - BACCD JPA Program Structure, 3.10CCCSIGWebsiteScreenshot)**

District IT maintains a multi-layered backup and disaster-recovery framework that includes on-premises backups and immutable cloud-based storage for sensitive data systems, including student and employee information. These safeguards reduce the risk of data loss and support timely system restoration in the event of a system failure, cyber incident, or other disruption. In addition, the District has an established 4CD Technology Incident Response Plan (adopted November 2024) that defines roles, escalation procedures, communication protocols, and recovery processes to ensure coordinated, secure, and efficient response to technology incidents affecting institutional operations. **(Evidence: 3.9 District Technology Resources Backup Strategy, 3.10CCCCD Incident Response Plan)**

The College has comprehensive procedures in place to respond to environmental and physical emergencies, as demonstrated in the LMC Emergency Procedures Flipchart. This resource provides institution-wide guidance for a broad range of scenarios, including earthquakes, severe weather, hazardous materials incidents, fire, power outages, medical emergencies, active threats, and evacuation or shelter-in-place situations. The flipchart establishes clear before, during, and after actions for each type of emergency, ensuring employees and students understand their roles and responsibilities during a crisis. It includes emergency contact information, evacuation protocols, lockdown and shelter-in-place guidelines, and accommodations for individuals with disabilities. The document emphasizes preparedness through training, regular review, and individual and departmental emergency planning, reflecting a proactive, prevention-oriented approach to risk management. **(Evidence: 3.10LMC-EmergencyProceduresFlipchart)**

Emergency procedures are reinforced through multiple communication channels, including campus emergency notification systems, digital displays, email, text messaging, and the CampusShield app. The expectation that departments develop localized emergency response plans in alignment with the flipchart further ensures that institutional contingency planning is both systematic and adaptive to specific operational contexts.

Across financial, environmental, and technological areas, the College demonstrates an integrated approach to risk management aligned with District policies and processes. Regular training, documented procedures, budget planning controls, and insurance

mechanisms collectively support the College's ability to respond effectively to emergencies while maintaining institutional stability.

Through adherence to District fiscal safeguards, comprehensive emergency response procedures, and coordinated technology risk management strategies, the College has appropriate policies, procedures, and contingency plans in place to mitigate risk and ensure continuity of operations, fully meeting the expectations of Standard 3.10.