

**Victor Valley College
Equal Employment Opportunity Plan**

2020-2023

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1. Introduction

The Victor Valley College Equal Employment Opportunity Plan reflects the District's commitment to equal employment opportunity. The District believes that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all will foster diversity and promote excellence in accordance with the mission statement.

The mission of Victor Valley Community College is:

Mission

Victor Valley College, in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth.

Values

As a student-centered learning organization, we will uphold the following core values:

Excellence- providing superior service and educational learning opportunities

Integrity – guiding the college's actions with an internally consistent framework of principles

Accessibility – facilitating access to the college's programs from other locations

Diversity – valuing different point of view and contributions of all.

Collaboration- encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal.

Innovation – providing creative approaches to learning problem solving and growth

Vision

- Cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.
- Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.
- Embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.
- Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.
- Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

Goals

The goals of Victor Valley Community college are as follows:

- Fiscal Stability. The college's financial resources will remain sufficient to support quality programs and services, and the ongoing improvement of all college operations.

- **Student Success.** The college's courses, programs, and support services advance student success.
- **Accreditation Recommendations.** All recommendations from the ACCJC will be fully addressed to reaffirm and maintain the College's accreditation status.
- **Image.** The college's reputation among High Desert residents will be that of a quality institution of higher education.

The *Plan's* immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (section 53000 et seq.) and the steps the District shall take in the event of underrepresentation of monitored groups. The *Plan* contains an analysis of the demographic makeup of the District's workforce population and an analysis of whether underrepresentation of monitored groups exists. The *Plan* also includes the requirements for a complaint procedure for noncompliance with the Title 5 provisions relating to equal employment opportunity programs, establishment of a Diversity Committee, methods to support equal employment opportunity and an environment which is welcoming to all, and procedures for dissemination of the *Plan*. To properly serve a growing diverse population, the District will endeavor to hire and retain faculty and staff who are sensitive to and knowledgeable of the needs of the continually changing student body it serves.



Daniel W. Walden, Ph.D.
Superintendent/President

Board of Trustees Approved: July 14, 2020

2. Definitions

[Title 5, § 53001(a)-(l)]

- A. *Adverse Impact*: a statistical measure (such as those outlined in the Equal Employment Opportunity Commission's "Uniform Guidelines on Employee Selection Procedures") is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group protected from discrimination pursuant to Government Code section 12940. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.
- B. *Diversity*: a condition of broad inclusion in an employment environment that offers equal employment opportunity for all persons. It requires both the presence, and the respectful treatment, of individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability and socio-economic backgrounds.
- C. *Equal Employment Opportunity*: all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels in the seven job categories which include executive/administrative/managerial, faculty and other instructional staff, professional non-faculty, secretarial/clerical, technical and paraprofessional, skilled crafts, and service and maintenance. Equal employment opportunity also involves:
 - (1) identifying and eliminating barriers to employment that are not job related; and
 - (2) creating an environment which fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination pursuant to Government Code section 12940.
- D. *Equal Employment Opportunity Plan*: a written document in which a District's work force is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.
- E. *Equal Employment Opportunity Programs*: all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.
- F. *Ethnic Group Identification*: an individual's identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.
- G. *In-house or Promotional Only Hiring*: that only existing District employees are allowed to apply for a position.
- H. *Monitored Group*: those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a).

- I. *Person with a Disability*: any person who:
- (1) has a physical or mental impairment as defined in Government Code section 12926 which limits one or more of such person's major life activities;
 - (2) has a record of such an impairment; or
 - (3) is regarded as having such an impairment.
- A person with a disability is “limited” if the condition makes the achievement of the major life activity difficult.
- J. *Reasonable Accommodation*: the efforts made on the part of the District in compliance with Government Code section 12926.
- K. *Screening or Selection Procedure*: any measure, combination of measures, or procedure used as a basis for any employment decision. Selection procedures include the full range of assessment techniques, including but not limited to, traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.
- L. *Significantly Underrepresented Group*: any monitored group for which the percentage of persons from that group employed by the District in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

3. Policy Statement

[Education Code, § 87106, et seq.]

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity, diversity, and provide equal consideration for all qualified candidates.

4. Delegation of Responsibility, Authority and Compliance

[Title 5, § 53003(c)(1) and 53020]

It is the goal of Victor Valley College that all employees promote and support equal employment opportunity because such a goal requires a commitment and a contribution from every segment of the District. The general responsibilities for the prompt and effective implementation of this *Plan* are set forth below.

A. Board of Trustees

The Board of Trustees is ultimately responsible for proper implementation of the District's *Plan* at all levels of District and college operation, and for ensuring equal employment opportunity *as* described in the *Plan*.

B. Superintendent/President

The Board of Trustees delegates to the Superintendent/President the responsibility for ongoing implementation of the *Plan* and for providing leadership in supporting the District's equal employment opportunity policies and procedures. The Superintendent/President shall advise the governing board concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on *Plan* implementation. The Superintendent/President shall include in the evaluation of the performance of all administrators who report directly to him/her on actions taken in support of the *Plan*.

C. Equal Employment Opportunity Officer

The District has designated the Vice President of Human Resources *as* its equal employment opportunity officer who is responsible for the day-to-day implementation of the *Plan*. If the designation of the equal employment opportunity officer changes before this *Plan* is next revised, the District will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the *Plan* and for assuring compliance with the requirements of Title 5, Sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in section 6 of the *Plan* and for ensuring that applicant pools and selection procedures are properly monitored.

D. Diversity Committee

The District has established a Diversity Committee to act as an advisory body to the equal employment opportunity officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Diversity Committee assists in the development and implementation of the *Plan* in compliance with state and federal regulations and guidelines, monitors equal employment opportunity progress, and provides suggestions for *Plan* revisions as appropriate.

E. *Agents of the District*

Any organization or individual whether or not an employee of the District, who acts on behalf of the governing board with regard to the recruitment and screening of personnel, is an agent of the District and is subject to all the requirements of this *Plan* and will be given a copy of it.

F. *Good Faith Effort*

The District shall make a continuous good faith effort to comply with all the requirements of its *Plan*.

5. Advisory Committee

[Title 5 § 53005]

The District has established a Victor Valley College Diversity Committee to assist the District in implementing its *Plan*. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention, and diversity. The equal employment opportunity officer or designee shall train the advisory committee on equal employment compliance and the *Plan* itself. The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the District has been unable to meet this objective, it will document what efforts were made to recruit advisory committee members who are members of monitored groups. In accordance with Administrative Procedure 1201, the committee will be composed of one member of the faculty appointed by the Academic Senate President, one member of the classified staff appointed by the CSEA President, one member appointed by the Management Team, one student recommended by the ASB President. Committee members are expected to be constituent representatives in addition to having a particular expertise. Additional members may be appointed by the Superintendent/President. In addition, the Superintendent/President may also recommend membership to include representatives from local business and industry as well as from diverse community groups such as NAACP, chambers of commerce, and city council(s).

Each year, the committee will be initially convened and chaired by the Equal Employment Officer. Terms of office for the voting members shall be for two years. The Victor Valley College Diversity Committee shall hold a minimum of four (4) meetings per fiscal year, with additional meetings if needed to review EEO and diversity efforts, programs, policies, and progress. When appropriate, the advisory committee shall make recommendations to the governing board, the Superintendent/President, and the Equal Employment Opportunity Officer.

6. Complaints

[Title 5, §§ 53003(c)(2), 53026 and 59300 et seq.]

- A. *Complaints Alleging Violation of the Equal Employment Opportunity Regulations (title 5 Section 53026)*. The District has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations' have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant's ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the District to waive the sixty (60) day limitation. Complaints alleging violations of the *Plan* that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. As directed by the Chancellor's Office, the decision of the District in complaints pursuant to Section 53026 is final. (See *California Community Colleges Chancellor's Office Guidelines for Minimum Conditions Complaints* at:

https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Office-of-the-General-Counsel/Legal-Resources/x_Min_Cond_Complaints_pdf.pdf?la=en&hash=6215CCF83FC67B692704785D63D4BD4D64A217F2

The District may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a District statement of the reason for returning the complaint without action.

The complaint shall be filed with the equal employment opportunity officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the Superintendent/President. Any complaints against the superintendent/president or a board member shall be filed with the Vice President of Human Resources, who shall report the complaint to legal counsel. Legal counsel shall then report the complaint to the president of the Board of Trustees. In the event that the complaint is against the Board president, legal counsel shall report the complaint to the vice president of the Board of Trustees. A written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. If this is not practical, a written notification will be provided to the complainant as to the reasons for the extension and estimated date of completion. The equal employment opportunity officer will forward copies of all written complaints to the Chancellor's Office upon receipt.

In the event that a complaint filed under Section 53026 alleges unlawful discrimination, it will be processed according to the requirements of Section 59300 et seq.

¹ The equal employment opportunity regulations are found in California Code of Regulations, title 5, section 53000 et seq.

B. *Complaints Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.)* The District has adopted procedures for complaints alleging unlawful discrimination or harassment. The Vice President of Human Resources is responsible for receiving such complaints and for coordinating their investigation.

7. Notification to District Employees

[Title 5, § 53003(c)(3)]

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity policy statement and the *Plan*. The policy statement will be printed in the college catalog and class schedule. The *Plan* and subsequent revisions will be distributed to the District's governing board, the Superintendent/President, administrators, the academic and classified senate councils, union representatives and members of the District Diversity Committee. The *Plan* will be available on the District's Website and, when appropriate, may be distributed by email. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the District. Each year, the District will inform all employees by email of the *Plan's* availability including a written summary of the provisions of the *Plan*. The annual notice will emphasize the importance of the employee's participation and responsibility in ensuring the *Plan's* implementation.

8. Training for Screening/Selection Committees

[Title 5, § 53003(c)(4)]

Any organization or individual, whether or not an employee of the District, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the title 5 regulations on equal employment opportunity (Section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency;² and the value of a diverse workforce. Persons serving in the above capacities will be required to receive training. The Equal Employment Opportunity Officer or designee is responsible for providing the required training.

The District will review, plan and implement training for conducting in person and online interviews to ensure compliance with Title 5 regulations on equal employment opportunity; the requirements of federal and state nondiscrimination laws; the requirements of the District's Equal Employment Opportunity Plan; the District's policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency;² and the value of a diverse workforce.

The District will review and continue training Fair Employment Representatives (FERs) and strive to increase the number of trained FERS available to serve.

² "Cultural proficiency" involves successful teaching and other interactions with both students and colleagues from a variety of cultures. It requires a contextual understanding that numerous social and institutional dynamics, including the effects of inequities, affect how students have been taught and treated, and translates that understanding to the removal of barriers to student success. "Culture" refers to those things that are shared within a group or society: shared knowledge and beliefs, shared values, shared behavioral expectations, and principles that are widely used or recognized. "Culture" therefore refers to more than simply race and ethnicity.

9. Annual Written Notice to Community Organizations

[Title 5, § 53003(c)(5)]

The Equal Employment Opportunity officer or designee will provide annual written notice to appropriate community-based and professional organizations concerning the *Plan*. The notice will include a summary of the *Plan*, inform these organizations how they may obtain a copy, and shall solicit their assistance in identifying diverse qualified candidates. The notice will also include the internet address where the District advertises its job openings and the HR department phone number to call in order to obtain employment information. The District will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources, especially for underrepresented populations. A list of organizations which will receive this notice is attached to this *Plan* (*Appendix A*). This list may be revised from time to time as necessary.

10. Analysis of District Workforce and Applicant Pool

[Title 5, § 53003(c)(6)]

The Human Resources Department will annually survey the District's workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the District's progress in implementing the *Plan*, to provide data needed for the reports required by this *Plan*, and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report, each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). At least every three years, the *Plan* will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

- A) Executive/Administrative/Managerial
- B) Faculty and other instructional staff.
 - Adult education
 - Career education
 - English
 - Health and physical education
 - Humanities
 - Instructional and support services
 - Mathematics
 - Natural sciences
 - Social sciences
 - Part-Time
- C) Professional non-faculty
- D) Secretarial/Clerical
- E) Technical and paraprofessional
- F) Skilled drafts
- G) Service and maintenance

DISTRICT WORKFORCE ANALYSIS- SPRING 2020

	Total	Male	Female	American Indian Alaska Native Male/Female	Black African American Male/ Female	Asian Pacific Islander Male/ Female	Hispanic Male/Female	White Male/ Female	Other/ Unknown
Executive/Admin	21	12	9	0/1	3/3	0/1	1 /2	8/2	0/0
Professional/ Non- faculty	30	15	15	10/2	2/1	1/3	2/4	0/5	0/0
Secretarial/ Clerical	111	7	104	0/1	0/13	0/1	3/40	4/49	0/0
Technical/ Paraprofessional	45	19	26	0/3	0/0	3/3	5/13	11/7	0/0
Skilled Craft	6	6	0	0/0	0/0	0/0	2/0	4/0	0/0
Service/ Maintenance	34	27	7	0/0	7/1	1/0	11/3	9/3	0/0
FT-Faculty- Adult Education	0	0	0	0	0	0	0	0	0/0
FT-Faculty- Career Education	32	18	14	2/2	1/1	1/3	2/2	12/6	0/0
FT-Faculty – English	13	6	7	0/0	0/0	0/0	0/3	6/4	0/0
FT-Faculty- Health and P.E.	4	1	3	0/0	0/0	0/0	1/0	0/3	0/0
FT-Faculty- Humanities	19	11	8	0/0	2/0	0/1	1/2	8/5	0/0
FT-Faculty- Instructional and Support Services	21	7	14	0/1	1/1	0/1	6/5	0/6	0/0
FT-Faculty- Mathematics	13	9	4	0/0	1/0	0/1	2/0	6/3	0/0
FT-Faculty- Natural Sciences	17	10	7	0/0	0/0	1/0	1 /4	8/3	0/0
FT-Faculty- Social Sciences	12	7	5	0/0	0/1	1/0	0/1	6/3	0/0
Faculty- Part- Time	828	446	381	4/5	37/33	38/30	80/82	289/231	0/0
Persons with Disabilities	8	4	4	0/0	0/0	0/0	1/1	3/3	0/0

DISTRICT APPLICANT POOL ANALYSIS – 12/1/18 through 12/1/19

	Total	Male	Female	American Indian Alaska Native Male/Female	Black African American Male/ Female	Asian Pacific Islander Male/ Female	Hispanic Male/Female	White Male/Female	Other/ Unknown
Executive/ Administration	154	17	27	0	6/24	0/1	2/0	9/10	28
Faculty – Career Education	115	0	0	0	0	0	0	0	115
Faculty – Instructional and Support Services	23	8	0/15	0/2	4/5	0/2	3 /4	1 /4	323
Faculty– Natural Sciences	15	0/8	0/7	4/0	0/1	0	0	3/7	127
Faculty– Part-time	1553	743	810	5/6	126/166	97/61	213/210	288/344	22
Professional/ Non-faculty	14	7	7	0/1	1/0	0	3 /4	3/3	161
Secretarial/ Clerical	2010	391	1619	5/28	105/339	17/43	139/926	92/677	24
Service/ Maintenance	2099	1266	838	6/10	206/102	19/3	363/133	195/57	20
Skilled Craft	0	0	0	0	0	0	0	0	0
Technical/ Paraprofessional	1814	501	1313	5/18	157/246	45/39	173/558	114/424	35

11. Other Measures Necessary to Further Equal Employment Opportunity

[Title 5, § 53003(c)(JO)]

Victor Valley College has joined the California Community College Equity Leadership Alliance, a partnership with the University of Southern California's Race and Equity Center to access specialized tools, resources, and guidance in order to develop a strategic racial equity plan for the college. The District will participate in 12 Alliance Resources e-Convenings. This series will focus on hiring and retaining faculty of color, confronting acts of racism on campus, using survey data to improve campus racial climate, addressing tensions between faculty of color and closing racial gaps in student transfer rates, among other topics. Participants will bring back information and strategies to engage and train staff on racial equity.

The District recognizes that multiple approaches are appropriate to fulfill its mission to ensure equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the District. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the District will implement a diversity program. Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well planned out, well-funded, and supported by the leadership of the District can be of great value. The District will sponsor cultural events and speakers on issues dealing with diversity and explore how to infuse diversity into the classroom and curriculum. The District will promote the concept of cultural proficiency and it will develop an evaluation form that integrates diversity into the evaluation of employees. The District will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations. In implementing a diversity program, the District shall consider steps such as:

- A. Conducting campus climate studies to identify hidden barriers.
- B. Including guest speakers from underrepresented groups who are in leadership positions and who may inspire students and employees alike.
- C. Highlighting the District's equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications.
- D. Conducting diversity dialogues, forums, and cross-cultural workshops.
- E. Reviewing and revising college publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.
- F. Offering a series of EEO/diversity workshops in conjunction with staff development programs.

- G. Establishing an "Equal Employment Opportunity and Diversity" online presence by highlighting the District's diversity and equal employment opportunity, ADA, and sexual harassment and nondiscrimination policies, procedures and programs on the District's Website. The Website will also list contact persons for further information on all of these topics.
- H. Promoting various cultural celebrations on campus.
- I. The District will develop a robust training program for Human Resources Staff to improve efficiency of complaint resolutions in support of administering the Equal Employment Opportunity Plan.

12. Graduate Assumption Program of Loans for Education

[Education Code, §§ 87106, 69618 et seq.]

The District will encourage community college students to become qualified for and seek employment as community college employees. The District shall research and inform students about programs that may assist them to complete their graduate studies and become community college employees. The District will post informational flyers on the campuses concerning such programs, and make information available in the student guidebook and in locations accessible to students. Efforts will be made to inform graduate students in local colleges and universities about the benefits of employment at a community college.

13. Goals for Hiring Persons with Disabilities

[Title 5, §§ 53003(d), 53025]

Goals for persons with disabilities and associated requirements for analysis and action will be completed upon receipt of legally valid availability data from the State Chancellor's Office.

Reasonable Accommodations

Applicants and employees with disabilities shall receive reasonable accommodations consistent with the requirements of Government Code, sections 11135 et seq. and 12940(m); Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act. The ADA Compliance Officer is the Vice President of Human Resources.

Appendix A –Community Organizations and contact information

High Desert Hispanic Chamber of Commerce
P.O. Box 3231
Victorville, CA 92392
760-241-6661

Victor Valley African American Chamber of Commerce
14240 St. Andrews Drive
Victorville, CA 92392
760-952-9152

League of Women Voters
highdesertlwv@gmail.com
<https://www.facebook.com/High-Desert-League-of-Women-Voters>

Mexican American Legal Defense & Education Fund
634 S. Spring Street
Los Angeles, CA 90013
213-629-2512

National Association for the Advancement of Colored People
Victorville Branch
P.O. Box 1563
Victorville, CA 92393
760-241- 8600

National Council of La Raza – UnidosUS
523 W 6th Street, suite 840
Los Angeles, CA 90014
213-489-3428

Japanese America Citizen League
Pacific Southwest Regional Office
244 S. San Pedro Street, suite 406
Los Angeles, CA 90012
213-626-4471